



Welcome CDC Parents and Carers

New Class Orientation

Pre-toddler Class

2023/3/1





Meet the Group Leader



Naomi

naomi.nakazato@oist.jp

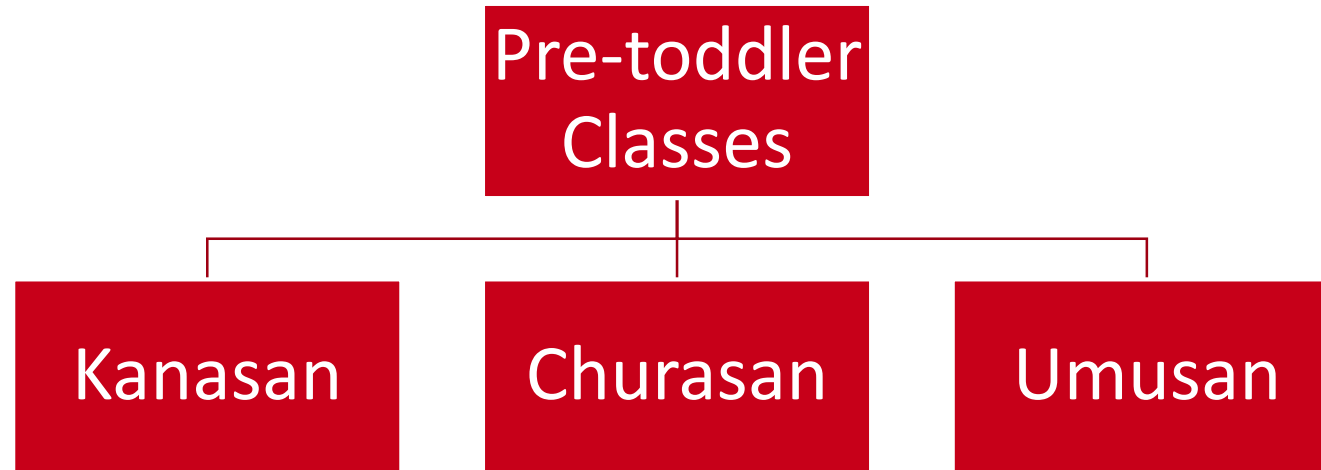
Point of contact for concerns after speaking with the class teacher.

Creates shifts and covers the classroom when class teachers are on leave.

Formal and informal evaluation of classroom, safety checks, staff training, student class assignments, holds meetings with teachers monthly.



Overview of Class



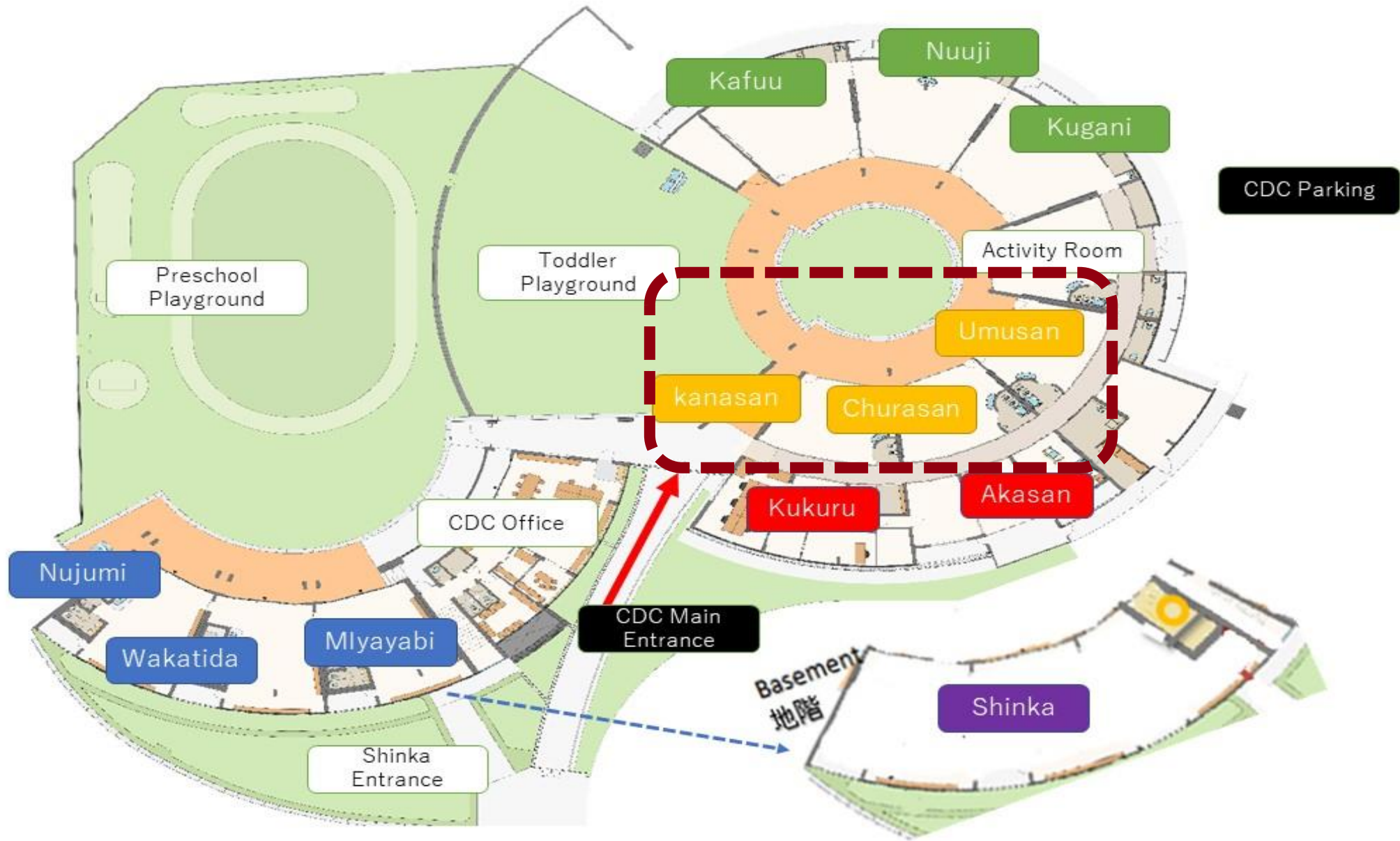
Your child will join in the class from April 1,2023 and will remain in this class until end of March 2024

The legal ratio in Japan for children aged 1-2 is 1:6

Your one-year-old child's day will consist of indoor playtime, outside playtime, teacher-directed activities, child-led activities, nap time, and mealtimes. We incorporate circle time into the day to develop listening and learning skills. Teachers make sure the learning is FUN!



Classroom Location





Overview of Class

Self-care skills: everyday tasks undertaken to be ready to participate in daily activities (including dressing/undressing, eating, washing hands, and drying hands with paper towels, and more). While these are typically supported by the teachers, young children are expected to develop independence in doing these activities as they mature.

Toilet Training: Parents and teachers should discuss and agree on the planned potty-training process. This process requires a team effort! A consistent approach and common encouragement techniques can minimize a child's confusion during this time.

Teachers will start by encouraging children to sit down on a child-size toilet located in the classroom to help them get used to the potty-training process.

Signs that your child is starting to develop bladder control:

- They know when they have a wet or dirty diaper
- They understand when they are peeing and may tell you they are doing it
- The time gap between wetting is at least an hour
- They show they need to pee by fidgeting or going somewhere quiet or hiding
- They know when they need to pee and may say so in advance

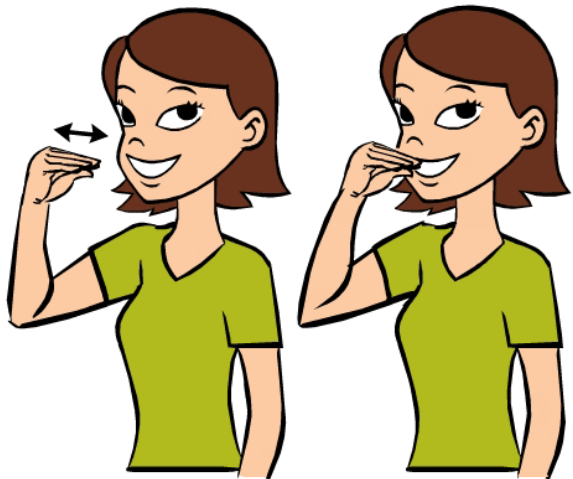




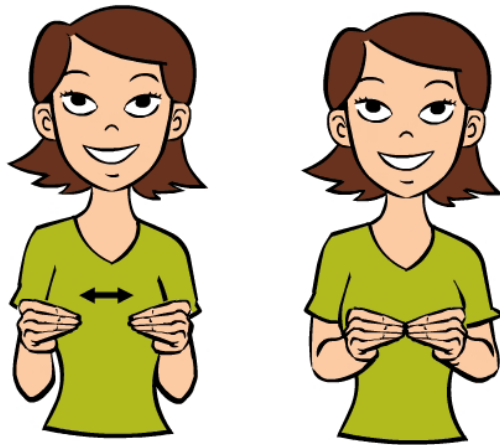
Curriculum and Activities

Thematic Learning:

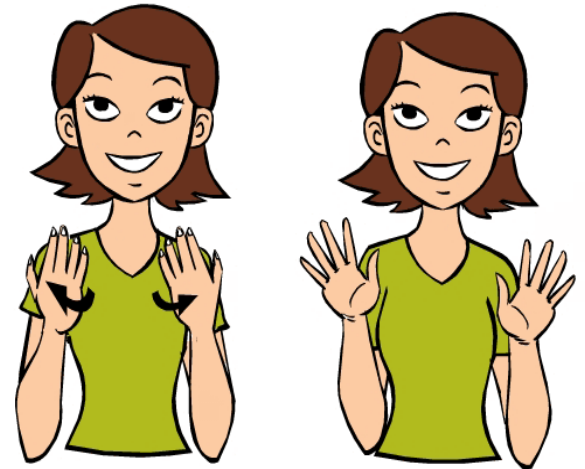
- Themes are based upon what the children know and see every day, as well as the children's interests.
- Themes are age-appropriate and, in general, span the length of 2 weeks, with one Japanese lead morning and one English lead afternoon.
- Teachers are expected to discuss with each other the plans and coordinate the sharing of materials and mirror activities, and key words in English and Japanese.
- Teachers continue to teach Baby sign language so children can express their feelings, reduce the communication stress (less frustrations), and stimulate their spoken language.



Eat



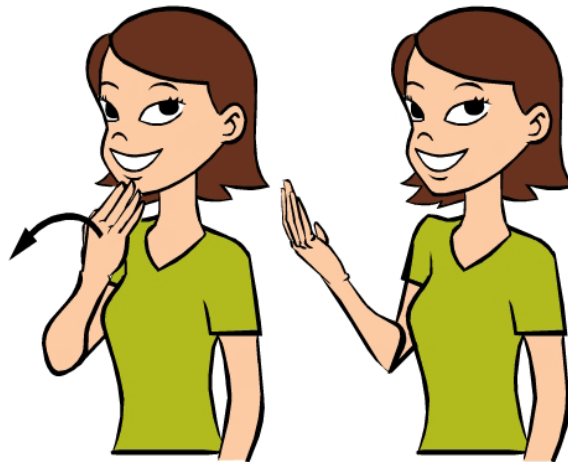
More



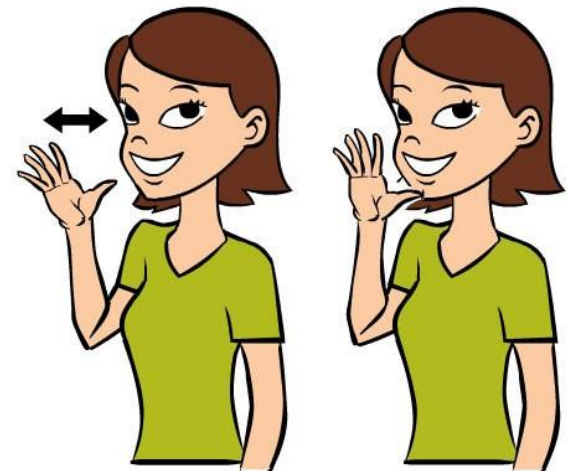
All done



Please



Thank you



Mommy




Tedako CDC Pre-toddler Theme Chart

	Spring									Summer		
E: English J: Japanese	J/E	E	J	J	E	E	J	J	E	E	J	
Date	4/3-	4/10-	4/17-	4/24-	5/1-	5/8-	5/15-	5/22-	5/29	6/5	6/12	
Kanasan	Begining of Class / Get ready for new class	Spring		Animals		My World		Life Cycle		Land		
Churasan		Animals		My WWorld		Spring		Insects		Space		
Umusan		My World		Spring		Animals		Pet		Water		
	Summer											
E: English J: Japanese	E	J	J	E	E	J	J	E	E	J	J	E
Date	6/19	6/26	7/3	7/10	7/18	7/24	7/31	8/7	8/14	8/21	8/28	9/4
Kanasan	Space		All about Art		Water		Sea Animals		Dinosaurs		Summer	
Churasan	Water		All about Art		Sea Animals		Dinosaurs		Summer		Land	
Umusan	Sea Animals		All about Art		Dinosaurs		Summer		Land		Space	



Lesson Plan (English)

 Tedako CDC Weekly Plan てだこCDC・週間保育計画			I	Year(s) 歳児	Churasan	Class クラス	2022/4/11	~	2022/4/15			
Theme テーマ	Animals	# of Children 園児数	9	People 人	Class Teacher 担任	Yuuki Iramina			GL 主任		Mng. 管理	
Children's State of Previous Week 前週の子どもの姿						Goals / Objectives ねらい			Events 行事			
Most of them seems getting interested in the new classroom and friends, and tried to adjust themselves in the new enviroment. During the CDC closure, some of them joined a zoom circle time and listened nicely.						Enjoy movements as they pretend to be animals. Their physical skills will improve, such as balance and walking.			beginning of the year			
	Social-Emotional 社会・情緒	Physical 身体		Language / Literacy 言語・識字		STEM ステム		Art 芸術				
Content 内容	Animal Sounds	Jump Like a frog and monkey		baby sign language "more"		animal book		paint an animal craft				
Anticipated Activities of Children 予想される園児の活動	Enjoy mimicking animal sounds with other friends	Sing "five little monkey" song "five little speckled frog and experiment with different ways of balancing, squatting, kneeling and standing on tippy toes		showing a sign of "more" to children and say in loud to get them intersted in using it		Read the animal book, and then the children will touch the hair of animals.		Paint a pre-cut animal craft plate using a paint				
Environmental Organization・Assistance 環境構成・保育者の援助	Read animal picture books Show excitement and be empathic as children try	Stay close to catch or support a child if he or she loses balance		Sing "the more we get together" with the sign launguage with children to show and teach how to use it		Teachers will touch the pictures first, then let them touch next. If they are not ready, then not to force them.		Supervise the children not to put the point in their mouth Communicate what they see and how it makes them feel				
Partnership with Family 家庭との連携	Encourage family to talk about animal sounds at home	Introduce activities to families that they can try at home		Encourage parents to use it at home		Discuss with the children that not all the animals are scary.		Shows appreciation for the art work and share some art ideas with parents				
Reflection and Evaluation 反省・評価	it was little difficult them to mimick the animal sounds however they seemed interested in hearing the animals sounds.	It was difficult time to show the jumps from the teachers during a zoom circle time, however, they liked the five little monkey and frog song.		Some of them tried to copy it when the teacher showed the sign language. We are still going to work on to use it		while reading animal books on zoom circle time. also played some animals sounds which got their attention and focused on hearing the sounds.		We could not prepare the pre-cut animal craft due to the suspension of attendance, however they had a chance to have a finger point. We are going to prepare the pre- cut beforehand.				



Lesson Plan (Japanese)

てだこCDC・週間保育計画 Tedako CDC Weekly Plan			I	歳児 Year(s)	Churasan	クラス Class	2022/4/4		～	2022/4/8			
テーマ Theme	新しいお友達	園児数 # of Children	9	人 People	担任 Class Teacher	Nakazato Naomi			主任 GL		管理 Mng.		
前週の子どもの姿・Children's State of Previous Week						ねらい・Goals / Objectives			行事・Events				
乳幼児クラスでの最後の運動会を経験する						・特定の保育者に慣れ、安心感を持つ。 ・ふれあい遊びなどをしながら保育者とのスキンシップを楽しむ							
	社会・情緒 Social-Emotional	身体 Physical		言語・識字 Language / Literacy		STEM・STEM			芸術・Art				
内容 Content	新しいお友達と先生	はじまるよ はじまるよ (微細機能)		ベビーサインランゲージ ありがとう		冷たい水 温かい水			お絵描き (クレヨンを持つ練習)				
予想される園児の活動 Anticipated Activities of Children	新し環境で泣く子がいいますが、抱っこされたり言葉をかけてもらいながら安心して過ごす	サークルタイムの始まりの歌を手遊びをいれて紹介する		ベビーサインランゲージのシートを見せながら声に出して言葉に関心をを持たせる。		コップに冷たい水と温かい水を準備して感覚遊びをする			クレヨンを持たせて吸り書きを経験させる				
環境構成・保育者の援助 Environmental Organization・Assistance	少しずつ園での生活に慣れていけるようにする	サークルタイム時の自分の椅子認識する		引き継ぎ家でも言葉を使いながら「ありがとう」のベビーサインランゲージ教える		コップに冷たい水と温かい水で感覚遊びをしながら手洗いの場所を教える			自分の椅子に座る練習につなげる				
家庭との連携 Partnership with Family	家で新しいお友達、先生の話をしてもらう。	保護者にも同じ歌を紹介する		ベビーサインランゲージを紹介する。		家庭でもお風呂に入りながら冷たい水と温かい水の違いを話題にする。			家でもクレヨンを持たせて吸り書きを経験させるよう親に勧める				
反省・評価 Reflection and Evaluation													



Activities

Activities will include **short circle times**, lots of dancing to rhythms of **music**, reciting **finger plays** and **rhymes**; sensory activities such as **water play**, or **playdough**, **imaginative play**, **puzzles**, drawing, gluing, and painting with a **variety of art** mediums.

In addition, children will begin to gain an understanding of **social interactions** and **expressing their own emotional needs**, as they engage in social **interactions with peers and teachers**. Children will also go **outside** (weather permitting) to enjoy **nature walk**, sand play, and recreational activities. Yes, we love **moving** and climbing too!



Expected Outcomes

Social-Emotional Development:

- Participate in routine activities easily
- Shows awareness of their own feelings
- Enjoys parallel play
- Defends their possessions

Cognitive Development

- Follows two-step instructions such as, “Pick up your shoes and put them on”
- Identifies some colors

Language Development:

Names items in a picture book such as a cat, dog or bird

Joins familiar words to communicate wants and needs (2 to 4 words, i.e. “I want _____.”))

Motor Development

- Runs
- Uses a paint brush
- Strings large beads



Assessment

Assessments:

To inform planning of day-to-day curriculum and to ensure that the program is addressing each child's individual needs.

Assessment Tools:

- Developmental Checklist (Twice a year)
- Portfolios (Monthly entries)
- Observational notes

The image shows a screenshot of a developmental checklist form. At the top, there is a red logo and the title "TEDAKO CDC DEVELOPMENTAL CHECKLIST 1-2 Year Olds". Below the title, there is a box containing fields for "Child's Name:", "Date of Birth:", and "Assessment Dates:". The checklist is divided into two main sections: "SELF-HELP SKILLS" and "PHYSICAL DEVELOPMENT (FINE/GROSS MOTOR SKILLS)". Each section contains a list of skills with checkboxes next to them.

TEDAKO CDC DEVELOPMENTAL CHECKLIST
1-2 Year Olds

Child's Name : _____
Date of Birth : _____
Assessment Dates : _____

SELF-HELP SKILLS

- ☐ Feeds themselves with their bare hands, a spoon and a fork
- ☐ Drinks from a cup with help
- ☐ Seats themselves in a child's chair
- ☐ Sits at the table while eating
- ☐ Begins to be helpful through actions like picking up things and putting them away

PHYSICAL DEVELOPMENT (FINE/GROSS MOTOR SKILLS)

- ☐ Walks alone
- ☐ Begins to run
- ☐ Pushes and pulls objects
- ☐ Walks up and down steps with help
- ☐ Moves to music
- ☐ Holds a crayon or pencil with their whole hand
- ☐ Scribbles
- ☐ Paints by holding the brush and moving their whole arm
- ☐ Shifts a marker, or any drawing or painting tool, from hand to hand Uses a pincher grasp
- ☐ Uses a pincher grasp
- ☐ Turns two or three pages at a time
- ☐ Uses fine motor skills to hold a small ball then gross motor skills to throw it



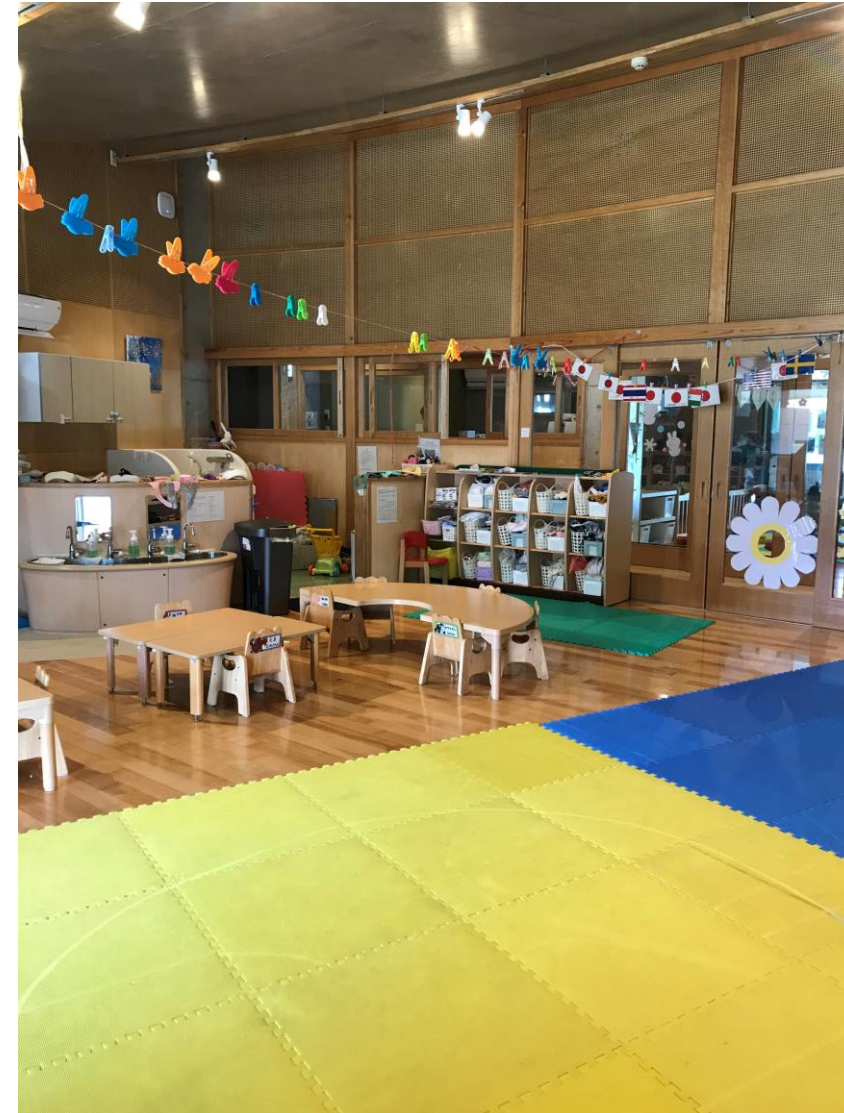
Classroom Set Up



Entrance



Shoebox



Classroom



Pick Up and Drop Off Routine

Morning Drop-off

- **Sign in on a class tablet**
- Class Teacher takes child Temperature
- Quick goodbye
- Please drop off between 8:00-9:30 (Morning snack from 9:00-9:30)

Afternoon Pick-up

- We do not allow drop-off during nap/rest time; however, you may pick up
- **Sign out on a class tablet**
- Please watch children after pick up
- Children will not be released to any other person who is not designated for Alternative Pick-Up Authorization.
- Late fee will be applied for pick up after 6pm



Transition Schedule (Optional for New Children)

- All teachers will be available from 9:30am-4:30pm.
- We want to provide a comfortable and pleasant time for newly enrolled children, so we would like to schedule the transitional period during this time. Please confirm the schedule below and let us know.
- Day 1 (4/3 Mon) 9:30-11:30 2hours
- Day 2 (4/4 Tue) 9:30-12:30 3hours
- Day 3 (4/5 Wed) 9:30-13:30 4hours
- Day 4 (4/6 Thu) 9:30- 14:30 5hours
- Day 5 (4/7 Fri) 9:30-15:30 6hours



First Day of New Class



This is the bib and towel holder. We appreciate if parents will place their own child's bibs and towels in the holder, placed outside the class during drop-off in the mornings. We would also like to know your child's status upon arrival (Sleeping, eating, mood and such).



Daily Schedule

8:00	~	9:00	Arrival / Handwashing / Child Initiated Play/Temp Check	登園・手洗い・自由遊び・検温
9:00	~	9:30	Handwashing/Morning Snack /Bathroom(Toileting)	手洗い・おやつ・トイレ(排泄)
9:30	~	10:15	Transition to Outside Play /Outside Play/Gross Motor Activities	屋外遊び準備・屋外遊び・粗大運動活動
10:15	~	10:30	Morning Circle Time (Greeting, Calendar, Songs, Colors, Shapes, numbers, story Time)	午前のサークルタイム 挨拶・カレンダー・歌・色・形・数・字・読み聞かせ
10:30	~	10:50	Teacher Directed Activity	設定保育
10:50	~	11:00	Transition to Lunch/ Handwashing/	食事の準備・手洗い
11:00	~	11:30	Lunch	食事
11:30	~	12:00	Bathroom(Toileting) / Handwashing /Naptime Preparation	トイレ(排泄)・手洗い・午睡準備
12:00	~	14:30	Nap/Rest Time	午睡
14:30	~	15:00	Wake Up/Bathroom(Toileting) /Handwashing	起床・トイレ(排泄)・手洗い
15:00	~	15:30	Afternoon Snack /Temperature Check	午後のおやつ/検温
15:30	~	15:45	Afternoon Circle Time (Greeting, Calendar, Songs, Colors, Shapes, numbers, story Time)	午後のサークルタイム 挨拶・カレンダー・歌・色・形・数・字・読み聞かせ
15:45	~	16:30	Child Initiated Play	自由遊び
16:30	~	17:00	Bathroom(Toileting) /HandToileting	トイレ(排泄)・手洗い
17:00	~	18:00	Child Initiated Activity: Book, Puzzle, Sensory	自由遊び: 絵本・パズル・降園

(Toileting) for potty training child(ren) (標準)はトイレトレーニングの園児のみ

*Gross motor activity or alternative activities will be offered as needed when outside play is not available.

The outside play time may vary when waterplay is implemented.

*外遊びができない場合、粗大運動などの活動を提供します。また、水遊びを行う際は外遊びの時間に変更がある場合があります。

Modified Outside Play Time

09:30-10:15

Kanasan

14:45-15:30

Churasan

10:15-10:50

Umusan





SY 2023 Kanasan, Churasan, Umusan Supply List

Everyday <ul style="list-style-type: none"><input type="checkbox"/> Bag or backpack (Child-sized)<input type="checkbox"/> Water bottle /Sippy cup (Water or non-caffeine tea only)<input type="checkbox"/> Lunch (if not ordered)<input type="checkbox"/> 2 bibs for snacks and lunch<input type="checkbox"/> 2 Face towels<input type="checkbox"/> Self-feeding spoon and fork set<input type="checkbox"/> Outside shoes<input type="checkbox"/> Plastic bags for soiled clothing<input type="checkbox"/> Loop towel (for hands)	On Monday <ul style="list-style-type: none"><input type="checkbox"/> Nap Set 	Keep at School <ul style="list-style-type: none"><input type="checkbox"/> Smock for art and craft<input type="checkbox"/> 3 changes of extra clothes<input type="checkbox"/> Pull-ups Diapers (5 diapers) <i>*Please write your child's name on diapers</i><input type="checkbox"/> Underwear as needed<input type="checkbox"/> Wipes for Toileting (1 pack)<input type="checkbox"/> Jacket (Fall & Winter)<input type="checkbox"/> Hat<input type="checkbox"/> Sunscreen (No aerosol)<input type="checkbox"/> Toothbrush	Optional	Water play during June-September <ul style="list-style-type: none"><input type="checkbox"/> Swimsuit<input type="checkbox"/> 2 Swim diapers<input type="checkbox"/> Towel<input type="checkbox"/> Set of clothes and dry pull-up diaper for after water play<input type="checkbox"/> Plastic bag
毎日 <ul style="list-style-type: none"><input type="checkbox"/> かばんまたはリュック<input type="checkbox"/> 水筒又はストローボトル（水又はノンカフェインのお茶）<input type="checkbox"/> お弁当（給食注文しない場合）<input type="checkbox"/> 食事用エプロン 2 枚<input type="checkbox"/> フェイスタオル 2 枚<input type="checkbox"/> スプーン・フォークセット（必要に応じて）<input type="checkbox"/> 外履き用靴<input type="checkbox"/> 汚れものを入れるビニール袋<input type="checkbox"/> ループ付タオル（お手拭き用）	月曜日持参 <ul style="list-style-type: none"><input type="checkbox"/> お昼寝セット	園で保管 <ul style="list-style-type: none"><input type="checkbox"/> スモック（制作用）<input type="checkbox"/> お着替え 3 セット<input type="checkbox"/> パンツタイプおむつ（5 枚程度）*おむつに名前記入<input type="checkbox"/> トレーニングパンツ（必要に応じて）<input type="checkbox"/> おしりふき 1 パック<input type="checkbox"/> 薄手の上着（秋、冬用）<input type="checkbox"/> 帽子<input type="checkbox"/> 日焼け止め（非エアロゾルタイプ）<input type="checkbox"/> 歯ブラシ	オプション	水遊び（6月～9月の期間のみ） <ul style="list-style-type: none"><input type="checkbox"/> 水着<input type="checkbox"/> 追加のおむつ 2 枚<input type="checkbox"/> タオル<input type="checkbox"/> お着替え<input type="checkbox"/> ビニール袋

* Please write your child's name on each item. すべての持ち物にお子様の名前の記入をお願いします。



Supervision of Children and Discipline

Guidance and Discipline

- Teachers will **model and teach** basic principles such as sharing, personal space, following directions, and respect for others. Our goal is to reinforce your child's positive behavior.
- CDC teachers **never use any type of physical punishment or humiliation.**
- **If the child's behavior is dangerous** to the child or other children, a meeting will be called to **develop a plan for improvement.**

Strategies Pre-toddler Class Teachers use

- Supervision of class/ Proximity
- Redirect/ Distract
- Talk about actions and effects
- Help children express their emotions through words
- Look for patterns



About Snacks and School Lunch

Parents can provide home lunch or order school lunch. Our school lunch is provided by a vendor that supplies food to hospitals, elderly care facilities and preschools, and they have different consistencies to match the needs of our children.

Serving size for Pre-toddlers (1-2 years old)

Note: Average salt content of our school lunch is 1.5 gram per serving



Cho Kizami (Paste)



Kizami (Chopped)



Hitokuchi Dai (Chunked)



Breast Feeding

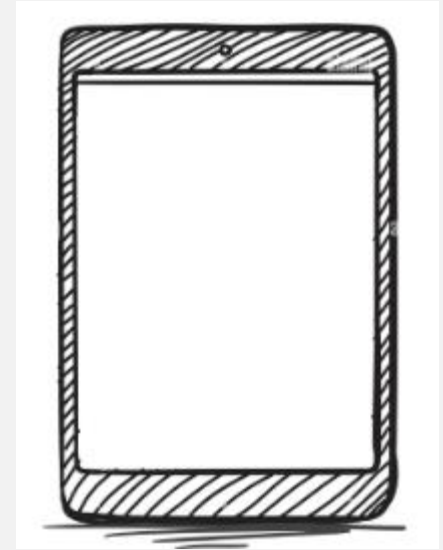
- Some mothers breastfeeding for more than a year however, at one years old, typically only at night for comfort.
- If you are still breast feeding during the day, we apologize that Pre-Toddler Rooms do not have a nursing room.
- If you would like to breast feeding, the closest nursing room in the conference center





Please
remember
to...

Sign in/out on Tablet



Write your child's name
on every item!





Policies

Sick Child Policy

<https://groups.oist.jp/cdc/health-and-safety>

(Your child has to be fever-free for over 24 hours without fever reducing medication for re-admission)

Medication Policy

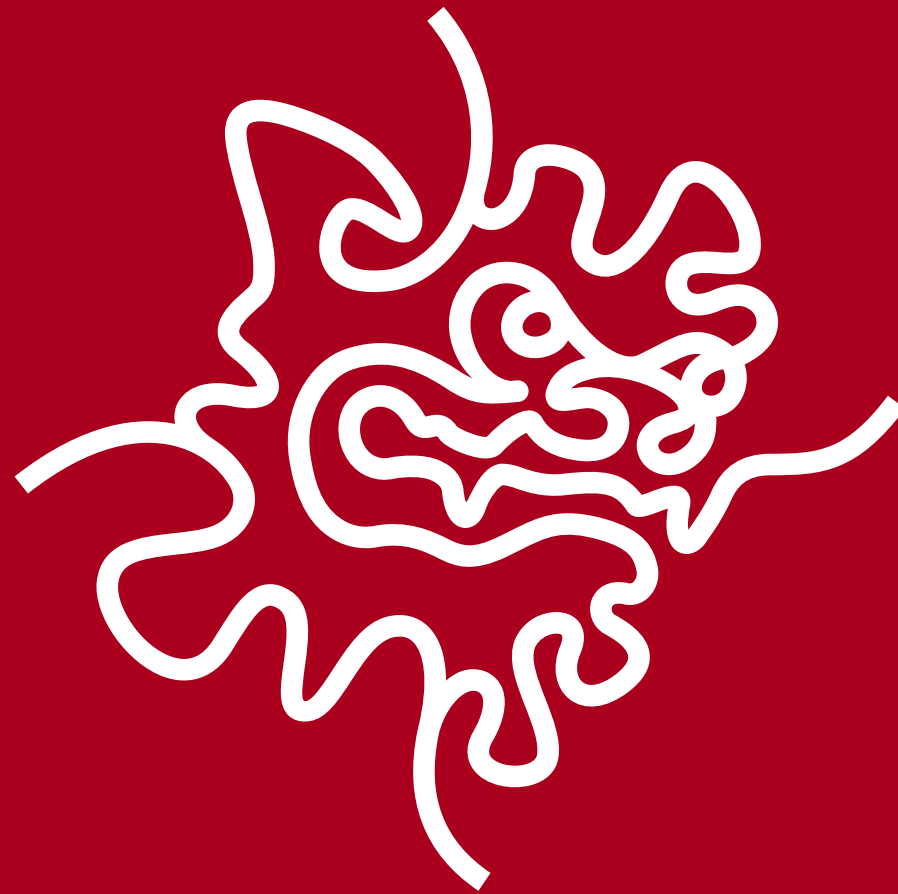
https://groups.oist.jp/sites/default/files/imce/u774/Medication%20Authorization%20Form_0417_EJ-1.pdf

(Please fill out the form for any med to be dispensed!)

Sun Protection

<https://groups.oist.jp/sites/default/files/imce/u372/5.%20Sunscreen%20Authorization%20Form%20%28EJ%29%200514.pdf>

(Please apply sunscreen prior to drop-off in the morning!)



Thank you!