



**Communication/
Language**

Exploring Sounds

- Option 1** (OO) A toddler participates in a shared book reading focused on the sounds of familiar items.
- Option 2** (OO) A toddler participates in a shared book reading focused on the sounds of familiar items and in a follow-up exploration of familiar sound-making objects.
- Option 3** (OO) A toddler identifies the sound of a familiar item by listening to its sound.



Cognitive

Solving Problems

- Option 1** (OO) A toddler participates in a shared peekaboo book reading focused on anticipating what a young child sees.
- Option 2** (IG) Toddlers look at and discuss clues for figuring out what animal or object is on the next page of a peekaboo book.
- Option 3** (OO) A toddler participates in a shared book reading focused on what a young boy in the book sees and in a follow-up peekaboo game with the caregiver.



Self-Regulation

Focusing and Remembering

- Option 1** (IG) Toddlers watch a toy rabbit hop and then hide under one of two baskets, and help a caregiver remember where the rabbit is hiding.
- Option 2** (OO) A toddler practices, with caregiver support, watching and remembering where a hopping toy rabbit is hiding.
- Option 3** (OO) A toddler independently practices watching and remembering where a hopping toy rabbit is hiding.



Social-Emotional

Interacting with Others

- Option 1** (OO) A toddler participates in open-ended play dough play with a caregiver.
- Option 2** (OO) A toddler participates with a caregiver in play dough play that includes play dough tools and encourages following each other's actions.
- Option 3** (IG) Toddlers notice and potentially follow other toddlers' actions as part of guided play with play dough.



Physical/Health

Using Our Hands

- Option 1** (IG) Toddlers use a paintbrush to make marks with water on an outdoor surface.
- Option 2** (IG) Toddlers use markers to explore making different kinds of marks (of their choice) on their own piece of paper.
- Option 3** (IG) Toddlers use markers to make marks of their choice on a shared piece of paper.

(OO)=One-to-One, (IG)=Informal Gathering



12–24 Months

Option 1 One-to-One



Skill and Goal
Receptive language
Expressive language
Awareness of differences in sounds

A toddler participates in a shared book reading focused on the sounds of familiar items.



Key Concepts

Hear
Sounds



Materials Needed

I Hear by Helen Oxenbury

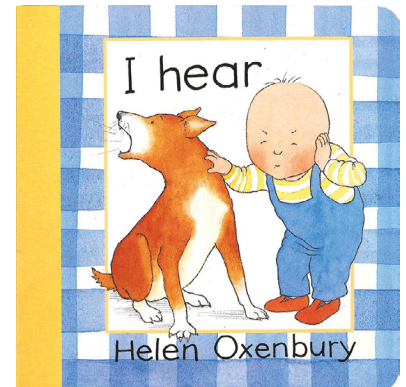


Also Promotes

Cognitive

Be Prepared: Become familiar with the book to identify sounds associated with items shown in the illustrations.

BEGIN: *[Invite a toddler to join you in looking at a book together. Sit next to the toddler. Show the cover of the book. Point to the words and picture on the cover as you introduce the book. Point to your ears when you mention sounds we hear.]*



This book is about sounds we hear. Please look at the picture of the dog. His mouth is open. The dog is barking! What kind of sound does a dog make when it barks?

[Make a dog barking noise if the toddler does not provide one. Join the toddler in making a barking noise, or invite the toddler to join you in making a barking noise.]

Do you see the picture of the boy? The boy hears the dog barking!

ACT: I wonder what sounds we might hear while reading our book. Let's read our book to find out!

[Open the book and hold it close to the toddler. Ask the toddler what he/she sees and expand the response. Example: "You are waving your arms, Sebastian. You know that a bird has wings to fly with!"

Read the first page aloud. Make the sound described on the page and encourage the toddler to imitate you or to make a similar sound.

Continue to read and talk about the pictures and words in the book using strategies, such as the following, to engage the toddler in the story:

- *Point to and describe pictures. Example:*
 - *"Look at what's happening in this picture. Rain is coming out of the cloud. The boy is holding an umbrella. The umbrella is keeping him dry! What do you think the rain falling on the umbrella sounds like?"*
- *Expand upon the book text and ask specific questions to help the toddler understand the story, especially noises made by animals and people in the book. Examples:*
 - *"What is the boy in this picture doing?"*
 - *"The boy in this picture is covering his ear. I don't think he likes*

**Option 1 continued**

the barking sound. Do you think the dog is barking too loud?"

- *Respond to the toddler's comments and pointing by repeating and extending his/her responses and words. Examples:*
 - *"You are pointing to my watch, Talia. The watch in the picture is the like the watch I am wearing today! Let's listen closely to my watch. What do you hear?"*
 - *"You said 'baby cry.' Yes, the baby is crying! Let's look at the next picture. The baby is happy! Why do you think the baby is happy now?"*
- *Read enthusiastically, varying your voice to add a dynamic quality.]*

RECAP: Our book was about different sounds. We looked at the pictures, and we made the sounds in the book! This was a fun book to read with you! What sound would you like to make again?

👁️ What to Look For—Option 1

Toddlers are likely to vary in their knowledge of the animals/objects featured in the book and their familiarity with corresponding sounds. Some toddlers may be able to name the item in the picture but be unfamiliar with its sound. Other toddlers may not be familiar with some of the items in the book, such as the picture of a conventional telephone. Some toddlers will repeat the sounds with you, whereas others may prefer to watch and listen. Pay attention to the toddler's interest in particular pictures in the book. Pause and talk with the toddler about what they see. Example: "You are looking closely at the baby in this picture, Malik. You have a new baby at your house! Does your baby sister cry like this baby is crying? What helps your baby feel better?" Support the toddler's excitement about, or interest in, repeating some of the sounds.

📊 More Scaffolding Tips—Option 1

Extra support ■ Offer the opportunity to point to an animal/object you describe. Example: "The dog is barking. Woof, woof. Can you show me where the barking dog is?" ■ Explain items that may be unfamiliar to the toddler. Example: "This is a picture of a telephone. The boy is talking on the phone. I wonder who he is talking to. We have a telephone in our room. The phone rings and I answer it so I can talk to other people!"

Enrichment ■ Invite the toddler to make the sounds represented on each page, rather than imitating you. Example: "The dog is barking. What sound does a barking dog make?" ■ Rather than reading the word on each page, make the sound and invite the toddler to name the object. Example: "Tweet, tweet! What is saying 'tweet, tweet' in this picture?" ■ Encourage the child to help you create a story for each page. Talk with the toddler about what he/she sees and create a simple story about what is happening. When possible, relate the story to the toddler's own experiences, such as a new baby in the home.

12–24 Months

Option 2 One-to-One



Skill and Goal

Receptive language

Expressive language

Awareness of differences
in sounds

A toddler participates in a shared book reading focused on the sounds of familiar items and in a follow-up exploration of familiar sound-making objects.



Key Concepts

Listen

Hear

Sound



Materials Needed

I Hear by Helen Oxenbury

Sound-making items (see
Be Prepared)

Basket



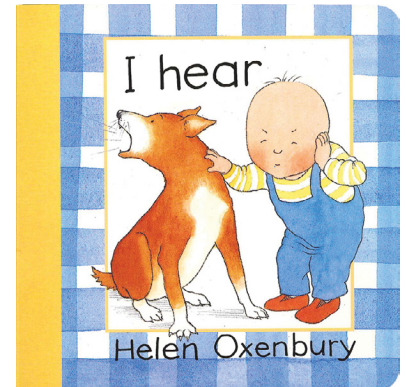
Also Promotes

Cognitive

Physical/Health

Be Prepared: Collect familiar items that make sounds, such as a bell, keys, music shaker, item with Velcro® fastening, item with zipper. Place them in a basket for use in the second segment of the activity.

Invite a toddler to join you to read a book and have fun making different sounds. Read the book with the toddler and talk with him/her about people/objects featured in the pictures and their sounds. Encourage the toddler to name some of the items in the book and make the sounds with you.



At the conclusion of the book, introduce the basket of sound-making items. Invite the toddler to choose one item. Describe the item the toddler selects. Point to your ear and encourage the toddler to listen to the sound the item makes. Help the toddler activate the object to create a sound, such as jiggling the keys or zipping the zipper. Talk with the toddler about what he/she hears when he/she moves the object. Repeat this process with the other items as long as the toddler remains engaged. The toddler may wish to revisit some of the items in the basket.

👁️ What to Look For—Option 2

Many toddlers will be curious about the items in the basket and will want to explore the sounds each one can make. Other toddlers may be interested in only one or two items and may want to manipulate those repeatedly rather than listening to new sounds. Encourage a toddler to explore the items of his/her choice in the way he/she prefers. To the extent possible, help a toddler connect an item selected from a basket to a similar item featured in the book.

📊 More Scaffolding Tips—Option 2

Extra support ■ Name items in the basket that are not familiar to the toddler. Refrain from manipulating the item to make a sound (this can be the toddler's task) unless the toddler seems to want a demonstration. ■ Provide a small range of objects in the basket and/or select items that make a quieter sound if there is a good chance too many items and/or loud sound-making items will be too stimulating for a toddler.

Enrichment ■ Invite the toddler to move the items in different ways to see if they make different sounds, such as up or down versus back and forth. ■ Encourage the toddler to listen to other sounds in the room. Walk around the room together and listen closely to familiar sounds, such as children talking, water running, toilets flushing.



12–24 Months

Option 3 One-to-One



Skill and Goal

Receptive language

Expressive language

Awareness of differences
in sounds

A toddler identifies the
sound of a familiar item by
listening to its sound.



Key Concepts

Listen

Hear

Sound



Materials Needed

Sound-making items (see
Be Prepared)

Large box or tub with lid



Also Promotes

Cognitive

Self-Regulation

Be Prepared: Collect items that make sounds, such as a bell, keys, music shaker, item with Velcro® fastening, item with zipper. Place the items in the box or tub and close the lid.

Invite a toddler to play a game with you. Introduce three sound items and invite the toddler to explore each one. Help the toddler activate the object to create a sound, such as ringing the bell or opening the Velcro® fastener. Encourage the toddler to listen closely to the sound each item makes. Talk with the toddler about what he/she hears.

After the toddler manipulates each item to make a sound, place the three items in the box. Explain that you are going to make a sound and invite the toddler to figure out which item is making the sound. With your hand inside the box, make the noise of one item. Point to your ear and invite the toddler to listen closely as you manipulate the object one more time. Place the three objects in front of the toddler and invite him/her to choose the item he/she heard. If the toddler is uncertain (or inaccurately identifies the object), encourage the toddler to manipulate each item and listen carefully to the sound it makes.

Provide another round, with different objects, if the toddler is interested and time permits.

👁️ What to Look For—Option 3

Toddlers will enjoy exploring the different sounds the items make. Provide ample time for the toddler to explore and manipulate each selected item. This activity is a fun way for a toddler to listen and then remember what he/she heard. Promote talk with the toddler, especially descriptions of objects and their sounds. The activity is not intended to be a test of whether the toddler can remember correctly what he/she heard previously.

📈 More Scaffolding Tips—Option 3

Extra support ■ Limit the toddler’s selection of sound-making items to two if you anticipate it may be too challenging for the toddler to consider three possibilities. ■ Describe the toddler’s actions with the object that is making a sound. Example: “You are using your hand and arm to move the bell back and forth. The bell makes a sound when you move it.” ■ Help the toddler connect an item used in the activity to a similar item in the room. Example: “You have a zipper on your coat, just like the zipper on this teddy bear’s coat!” ■ Emphasize louder and quieter sounds. Example: “A zipper is not very loud. We need to listen closely! What do you hear when you pull the zipper up?”

**Option 3 continued**

Enrichment ■ Invite the toddler to choose an item and then make a noise with the item for you to identify. Explain your thinking about the noise. Example: "I hear a 'ding, ding, ding' sound. The bell makes a 'ding' sound. I think you are ringing the bell!" ■ Encourage the toddler to make louder or quieter sounds with items that are conducive to louder/quieter sounds.

**Interest Area**

Materials Needed: *I Hear* by Helen Oxenbury; familiar items that make sounds, such as a bell, keys, music shaker, item with Velcro® fastening, item with zipper; basket; blanket

Place the basket of items on a blanket on the floor. Invite several toddlers to choose one item from the basket at a time to explore and listen to. Help the toddlers activate the object to create a sound when needed. Encourage the toddlers to manipulate and listen to the sounds of each item. Toddlers may want to try making different sounds with some of the items, such as loud and soft. Talk with the toddlers about their actions and what they hear when they move the objects.

**Family Child Care**

Materials Needed: *I Hear* by Helen Oxenbury; familiar items that make sounds, such as a bell, keys, music shaker, item with Velcro® fastening, item with zipper; basket

Share the book *I Hear* with the children in your care. As you read, invite toddlers to name the items and to imitate the sounds that they make. Older children may enjoy helping you create a simple story for each of the pictures. After the book, invite the children to explore the items in the basket and talk with them about the sounds that they make. Some children may enjoy playing the game in Option 3 with the items.



12–24 Months

Option 1 One-to-One



Skill and Goal Problem-solving

A toddler participates in a shared peekaboo book reading focused on anticipating what a young child sees.



Key Concepts

Pictures
Peekaboo



Materials Needed

Peekaboo Morning by
Rachel Isadora



Also Promotes

Communication/Language

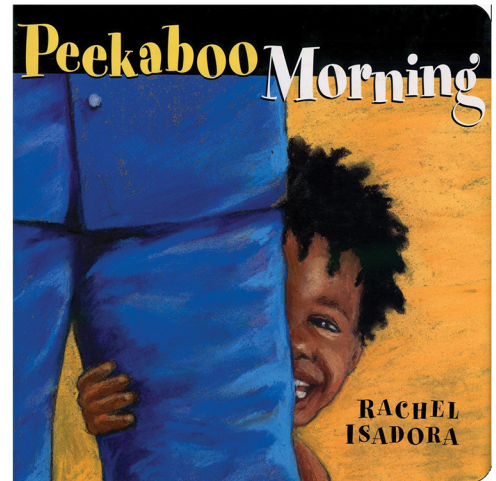
BEGIN: [*Invite a toddler to share a book with you. Greet the toddler by name.*]

Our book is about what a little boy sees when he wakes up in the morning!

EXPLAIN: [*Show book cover. Point to the little boy peeking out.*]

Here is the little boy. He is peeking out! The little boy is playing peekaboo when he peeks out.

ACT: [*Place the book briefly in front of your face, then peek out and say “peekaboo!” Invite the toddler to do the same. Show enthusiasm for the exchange.*]



EXPLAIN: The little boy looks like he is laughing. I think this is going to be a fun book!

ACT: [*Open the book and hold it close to the toddler. Ask the toddler about the picture and respond positively to each reaction. Example: “Yes, the little boy is waking up and saying ‘peekaboo!’”*]

Read the first page aloud.

What do you think the little boy is going to see on the next page?

[*Pause for the toddler to respond and to create anticipation.*]

Let’s turn the page to find out!

[*Continue to read and talk about the pictures and words in the book using strategies, such as the following:*

- *Point to and describe pictures. Encourage the toddler to point to and talk with you about what’s in each picture. Examples:*
 - *“Look at what’s happening in this picture. The little boy is playing peekaboo again! He is playing peekaboo behind his daddy’s leg.”*
 - *“Look, there are ears peeking out from the bushes! Do you see them? I wonder what animal the ears belong to?”*
- *Respond to the toddler’s comments and pointing by repeating and extending the toddler’s responses and words. Examples:*

**Option 1 continued**

- *"You said 'choo, choo,' Miles. Yes, the little boy sees a train! The train goes 'choo, choo.'"*
- *"You are pointing to the dog! What is the dog doing in this picture?"*
- *Ask specific questions that encourage the toddler's use of problem-solving skills with the story. Examples:*
 - *"Peekaboo! The little boy opened the door and is looking outside. What do you think the little boy is going to see next?"*
 - *"The little boy and his grandma look like they are laughing. I wonder what they are laughing about?"*
- *Read the text with an enthusiastic voice to add a dynamic quality.]*

RECAP: The boy in our book saw many different things when he woke up. The little boy played peekaboo! We had fun thinking about what the little boy would see. Who does the little boy see at the end of the story? (you!)



12–24 Months

Option 2 Informal Gathering



Skill and Goal Problem-solving

Toddlers look at and discuss clues for figuring out what animal or object is on the next page of a peekaboo book.



Key Concepts

Pictures
Peekaboo



Materials Needed

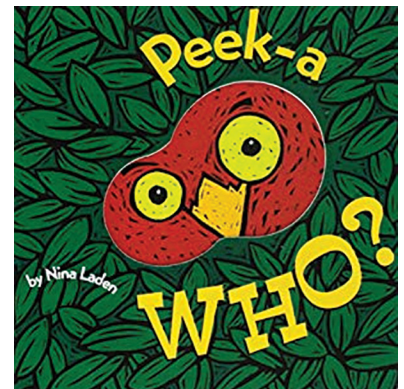
Peek-a Who? by Nina Laden



Also Promotes

Communication/Language

Invite several toddlers to share a book with you. Explain that we can play peekaboo when we read the story. Example: “This book is called *Peek-a Who?* That sounds like peekaboo! We can play peekaboo when we read this book.” Begin reading the book, encouraging toddlers to make the targeted sound on each page. Respond positively to each toddler’s attempts to make the sound. Example: “Madison, you can say ‘whooo’ just like an owl!”



Before you turn each page, encourage toddlers to think about what could be behind the hole. Emphasize clues shown in the book’s picture. Example: “I see black spots. What do you think could be hiding behind the hole?” (*Pause for toddlers to respond.*) Let’s turn the page and see!”

Read the text slowly and enthusiastically, and show excitement when the animal or object is revealed in a picture on the next page.

When you reach the last page, spend time playing the game of peekaboo with toddlers. Toddlers will enjoy watching you place your face behind the page and saying “*Peek-a-you!*” Laugh with the toddlers to show your enjoyment. Invite each toddler to look at his/her reflection in the mirror, and to place his/her face behind the page. Show excitement as toddlers play peekaboo. Encourage toddlers to say the word ‘peekaboo’ as they play.

What to Look For—Option 2

Some toddlers may prefer to watch and listen to descriptions of the clues and perhaps say “peekaboo.” Other toddlers may eagerly participate in opportunities to look at and talk about the clues, and guess what animal or object is on the next page. Some toddlers may wish to give little or no attention to a discussion of the clues because there is a lot of fun in finding out what’s on the next page. If some toddlers wish to rush, resist the temptation to also rush and encourage toddlers to consider the clues before turning the page.

It may be helpful to again discuss clues after finding out what’s on the page. There is cognitive benefit in helping children connect the animal or object to the clues before and after the “discovery.” Toddlers who are familiar with the book from previous use may enjoy demonstrating their memory skills by telling others what is to come.

Option 2 continued

Toddlers are not expected to independently make predictions based on the clues. Your leadership in looking at and considering the clues is important to their problem-solving experiences in this session.

 More Scaffolding Tips—Option 2

Extra support ■ Encourage toddlers to point to specific parts of a book picture. Example: “Peek-a-moo! A cow says ‘moo.’ Where is the cow in our picture?” ■ Emphasize the “you” and “boo” endings of peek-a-you and peek-a-boo in the opening segment of the book sharing. This helps toddlers recognize the story is about “you” and supports awareness of differences in word sounds.

Enrichment ■ Some toddlers may enjoy naming the animals on the “zoo” page. If a toddler is unsure of the animal name, invite him/her to point to an animal. Example: “Where is the zebra on our book page? The zebra has black and white stripes.”



12–24 Months

Option 3 One-to-One



Skill and Goal

Problem-solving

A toddler participates in a shared book reading focused on what a young boy in the book sees and in a follow-up peekaboo game with the caregiver.



Key Concepts

Pictures
Peekaboo



Materials Needed

Peekaboo Morning by Rachel Isadora
One large scarf (see Be Prepared)
Teddy bear or other stuffed animal

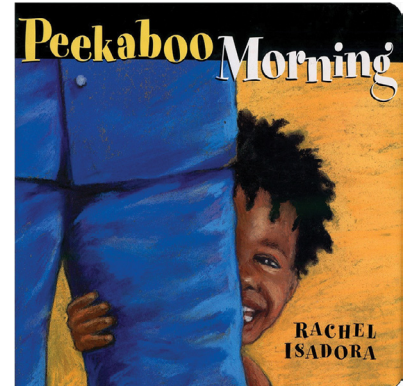


Also Promotes

Cognitive
Physical/Health

Be Prepared: Secure a scarf that is large enough to fit over an adult head.

Invite a toddler to read a book and play a peekaboo game. Read the book with the toddler, pausing on each page to talk about clues in the pictures regarding what the little boy will see. Encourage the toddler to say “peekaboo” with you at appropriate points in reading the book. Show enthusiasm as you turn each page. Ask questions that encourage more than a yes or no response about what the boy in the book sees or might see. Example: “The little boy sees his friend! Do you think the boy is surprised to see his friend? Why?”



At the conclusion of the book, introduce the scarf and invite the toddler to play peekaboo with you. Begin by placing the scarf over your head and encouraging the toddler to remove it. Laugh with the toddler as you say “peekaboo!” when the scarf is removed. Invite the toddler to place the scarf on his/her head and to remove it, saying “peekaboo!” Introduce the teddy bear and invite the toddler to play the peekaboo game with the bear using the scarf. The toddler may want to repeat the game several times.

Support the toddler’s efforts to think about your reactions to his/her peekaboo actions with the teddy bear. Example:

- Child: Giggles and pretends to look around.
- Caregiver: Where, oh where did the teddy bear go? I can’t see it anywhere! Do you know?
- Child: Removes scarf and says “Boo!”
- Caregiver: Peekaboo! There is the teddy bear. You found it! The bear was playing peekaboo!

What to Look For—Option 3

This two-part activity supports two different sets of cognitive skills. The book reading offers opportunities to look at and think about clues in anticipation of what is shown on the next page. The activity invites the toddler to take the view of the young boy in the book. This is the beginning of an important skill in considering how others think or feel about a situation. Emphasize taking the boy’s point of view. Example: “What do you think the boy will see?”

The peekaboo game with a scarf supports the toddler’s understanding that things (living or not living) exist when they cannot be seen. The technical

Option 3 continued

term is object permanence. The toddler's control of the scarf adds to the excitement of showing you that something he/she has hidden (the child's head, the teddy bear) is still with us. Support this focus with comments, such as "You are still here!" or "The teddy bear did not go away. The teddy bear is right here. I just could not see the teddy bear when you covered it up!"

 **More Scaffolding Tips—Option 3**

Extra support ■ If a toddler is uncomfortable with the scarf being over his/her head or your head, use the teddy bear or another object in the room, such as a doll, toy train, or stack of books. ■ The toddler may want to repeat part of the game, such as peekaboo with the teddy bear.

Enrichment ■ Invite the toddler to peek out from behind an object, such as a book or table, to play the peekaboo game. Ask the toddler if he/she would like you to do the same.

**Interest Area**

Materials Needed: *Peek-a Who?* by Nina Laden, basket of small toys that represent the animals/items in the book

Place the book and basket of toys on a low table. Invite several toddlers to play peekaboo with the animals/items by placing them behind the holes in the pages of the book. You may also wish to provide cups or small containers for toddlers to hide the animals/items under. Talk with toddlers about their ideas and actions as they interact with the materials.

**Family Child Care**

Materials Needed: *Peek-a Who?* by Nina Laden

Children of all ages can enjoy this book. Babies will enjoy listening and watching the other children. After the book reading, invite older children to play peekaboo with younger children.



12–24 Months

Option 1 Informal Gathering



Skill and Goal Executive function

Toddlers watch a toy rabbit hop and then hide under one of two baskets, and help a caregiver remember where the rabbit is hiding.



Key Concepts

Watch
Remember
Hide



Materials Needed

2 baskets (see Be Prepared)
Toy rabbit (see Be Prepared)



Also Promotes

Communication/Language
Cognitive

Be Prepared: Select two baskets that are not identical. The toy rabbit should be able to fit fully under each of the two baskets.

BEGIN: *[Invite several toddlers to join you to play a game. Show toddlers the toy rabbit and two baskets.]*

Our little rabbit likes to hop, hop, hop and then hide! Let's play a game of watching the rabbit hop and remembering where the rabbit hides.

Our rabbit likes to hide under baskets. Watch with your eyes to see where the rabbit goes.

ACT: *[Turn the two baskets upside down and place them next to each other so the toddlers can see each basket.]*

Hop the rabbit around on the floor for a few seconds, always in front of toddlers. While the toddlers are watching, place the rabbit under one basket.]



EXPLAIN: The rabbit hopped under a basket. The rabbit is hiding!

ASK: I wonder where the rabbit is hiding! Did you watch where he went?

ACT: I am trying to remember which basket the rabbit is hiding under. Which basket should I look under first?

[Look under the empty basket first and have fun pretending you did not pay attention to where the rabbit hopped. Show excitement when you find the rabbit under the correct basket!]

The rabbit is going to hop, hop, hop and then hide again! This time I am going to watch closely and try to remember where he goes.

[Hop the rabbit on the floor, always in full view of the toddlers. Hide the rabbit in the other basket.]

The rabbit hopped under a basket. He is hiding from us again! Did you watch him? I am going to think hard to remember which basket he is hiding under.



Option 1 continued

[Look under the correct basket. Show excitement when you find the rabbit!]

I watched where the rabbit hopped. I thought hard to remember where he was hiding. I found the rabbit hiding under the basket!

Should the rabbit hop, hop, hop and hide again?

[Repeat if the toddlers appear interested.]

RECAP: We watched and found our toy rabbit. You used your eyes to watch the rabbit hop and then hide. We could not see the rabbit after it went under a basket. We remembered where the rabbit went. We found the rabbit under a basket!



12–24 Months

Option 2 One-to-One



Skill and Goal

Executive function

A toddler practices, with caregiver support, watching and remembering where a hopping toy rabbit is hiding.



Key Concepts

Watch
Remember
Hide
Under



Materials Needed

3 baskets (see Be Prepared)
Toy rabbit (see Be Prepared)



Also Promotes

Communication/Language
Cognitive

Be Prepared: Select three baskets that are not identical. Select a toy rabbit that will fully fit under each of the three baskets.

Invite one toddler to play a memory game with you. Introduce the rabbit and two baskets. Explain that the rabbit likes to hop, hop, hop and then hide. Introduce the memory game of finding the hidden rabbit. Example: “We are going to play a game of finding where the rabbit is hiding! We are going to watch where the rabbit goes, and then remember where the rabbit hides.”

Place the two baskets upside down in a row in front of the toddler. Remind the toddler to use his/her eyes to watch where the rabbit hops. Hop the rabbit around the floor and, as the toddler is watching, place the rabbit under a basket. Invite the toddler to remember where the rabbit is hiding. Example: “Our rabbit hopped around, and now he is hiding from us! Do you remember which basket the rabbit is hiding under? Which basket should we look under?”

Describe the toddler’s actions. Example: “You are looking under the basket that is close to you. There is no rabbit.”

If the toddler easily finds the toy rabbit under the correct basket, describe how the toddler focused and remembered. Example: “You watched the rabbit hop around and then hide from us. You remembered where the rabbit was hiding!”

If the toddler appears to be guessing or is unsure which basket to look under, positively recognize the toddler’s effort and try another round. Remind the toddler to watch the rabbit carefully. This time, use slower actions to facilitate the toddler’s watching. Provide hints to support the toddler in finding the hidden rabbit (see Extra Support tips).

If the toddler appears ready for more challenge, place three baskets in front of the toddler. Invite the toddler to watch the rabbit again. Example: “We are going to use our eyes to watch the rabbit. Let’s see where the rabbit hides this time!” Ask the toddler to find the rabbit and describe the toddler’s actions. Emphasize the importance of watching and remembering. Congratulate the toddler for effort or for success. Example: “Jose, you watched where the rabbit went. You tried to remember which basket he was hiding under. We found him together!”



12-24 Months

Option 3 One-to-One



Skill and Goal

Executive function

A toddler independently practices watching and remembering where a hopping toy rabbit is hiding.



Key Concepts

Watch
Remember
Hide
Under
Find



Materials Needed

3 baskets (see Be Prepared)
Toy rabbit (see Be Prepared)



Also Promotes

Communication/Language
Cognitive



Optional Reading

In the Small, Small Pond by
Denise Fleming

Be Prepared: Select three baskets that are not identical. Select a toy rabbit that will fully fit under each of the three baskets.

Invite one toddler to join you to play a memory game. Introduce the rabbit and explain that the rabbit likes to hop around and then hide under a basket. Introduce the memory game of finding the hidden rabbit. You may wish to begin the game with two baskets rather than three. Example: “You are going to watch where the rabbit goes, and then remember which basket the rabbit hides under.” While the toddler is watching, hop the rabbit around the floor and then place the rabbit under a basket. Invite the toddler to remember where the rabbit is hiding. Example: “Our rabbit hopped around and now he is hiding from us! Which basket are you going to look under?”

If the toddler easily finds the toy rabbit under the correct basket, describe the toddler’s process. Example: “You watched the rabbit hop around and then hide. You remembered which basket the rabbit was hiding under!” If the toddler seems uncertain about which basket to look under, use caregiver support strategies included in Option 2.

If the toddler appears ready for more challenge, invite him/her to watch and find again, this time with three baskets. Example: “Now our rabbit has more places to hide. There are three baskets in front of you. Where do you think the rabbit will hide this time?” Repeat the hopping and hiding actions with the toy rabbit and invite the toddler to find where the rabbit is hiding. Congratulate the toddler for effort or for success. Example: “You watched where the rabbit went. You remembered which basket the rabbit was hiding under!”

What to Look For—Options 1–3

Watching each toddler’s responses to the Option 1 version of the activity will provide useful information on whether a toddler is ready for Option 2 or 3, or perhaps needs more practice with Option 1 in a smaller group or one-to-one setting. Toddlers who remain visually focused on the toy rabbit’s hopping and whereabouts in Option 1 are likely to benefit from Option 2 or Option 3. If a toddler finds it difficult to focus and remember in the independent context of Option 3, you can easily use some of the support strategies included in Option 2. It is important for each toddler to experience success with any of the options.

Encouraging toddlers to carefully watch the rabbit while also keeping a lighthearted approach is important. See Extra Support tips if the watching element of the activity seems to be challenging. See the Enrichment tip if a toddler seems ready for a reversal of roles.



Avoid allowing this activity to become a guessing game. Guessing does not promote short-term memory skills. If a toddler does not select the correct basket in the early rounds of the game, do not prolong the search by suggesting the toddler “make another guess.” Instead, lift the correct basket to reveal the toy rabbit and try another round.

More Scaffolding Tips—Options 1–3

Extra support ■ If it is challenging for a toddler to remember the location of the hidden rabbit, expose part of the rabbit at the bottom of the basket. ■ If it is challenging for a toddler to focus on the hopping actions of the rabbit, describe the hops while moving the toy rabbit and pause periodically to ask a toddler “Where is our rabbit now?” and/or “What is the rabbit doing now?” Also, use slow motions to move the rabbit. ■ Provide hints if a toddler seems unsure about which basket to look under. Example: “You looked under this basket and the rabbit was not there. Let’s see if the rabbit is under the other basket.” Note this last statement emphasizes the joint nature of the search (caregiver and toddler supportively working together).

Enrichment ■ Invite the toddler to make the toy rabbit hop and hide while you watch and remember where the rabbit is hiding. Ensure the toddler does not make up his/her own rules that prevent your ability to see the toy rabbit at all times. Simply remind the toddler, “Remember, I need to watch the rabbit. I cannot watch the rabbit if you have it hop where I cannot see.” ■ Encourage a toddler to describe how he/she knew where the rabbit was hiding. At all times, emphasize the importance of watching and remembering (not guessing).



Interest Area

Materials Needed: sensory table, several toy rabbits, several baskets, shredded paper for pretend “grass,” *Tale of Peter Rabbit* by Beatrix Potter

Invite several toddlers to play at the sensory table with the above materials. Encourage them to hide the rabbits under the grass or baskets for you to find. Talk with toddlers about their ideas and actions as they hide and play with the rabbits.

 Family Child Care

Materials Needed: sensory table, several toy rabbits, several baskets or plastic flower pot, shredded paper for pretend "grass," *Tale of Peter Rabbit* by Beatrix Potter

Invite the children to take turns finding the toy rabbit under the baskets in the sensory table. For toddlers, hop the rabbit around and place under a flower pot while they are watching. For older children, hop the rabbit around, place under a flower pot, and then move the flower pot in one direction while they are watching. If children are enjoying the activity, invite them to take turns hiding the rabbits under the baskets for other children to find. Older infants may enjoy holding a toy rabbit during the game.



12–24 Months

Option 1 One-to-One



Skill and Goal

Social interaction skills

A toddler participates in open-ended play dough play with a caregiver.



Key Concepts

Play together

Feel



Materials Needed

Play dough (see Be Prepared)



Also Promotes

Physical/Health

Communication/Language

Be Prepared: The activity uses play dough to facilitate one-to-one play with a toddler. Prepare two balls of soft play dough, one for you and one for the toddler. Make the toddler's ball of play dough about the size of the toddler's fist.

BEGIN: *[Invite a toddler to sit with you at a low table. Greet the toddler by name and display the two balls of play dough.]*

EXPLAIN: I have play dough for you and for me. Here is your play dough! We can play together!

ASK: You can touch and hold your play dough. How does it feel?

[Pause for the toddler to respond. Describe the toddler's actions with the play dough. Example: "You are poking your play dough with your finger! You are feeling the play dough."]

EXPLAIN: My play dough feels soft and squishy.

ACT: What are you going to do with your play dough?

[Encourage the toddler to manipulate the play dough, and manipulate your dough close by. Talk with the toddler about his/her actions, as well as your own actions, as you play side by side with your respective balls of dough. Promote the toddler's engagement with the play dough using strategies such as the following:

- Offer ideas if the toddler is unsure what to do with the play dough. Example:
 - "Your play dough is round like a ball. I am making my play dough flat like a pancake! Do you want to make your play dough flat like mine?"
- Imitate the toddler's actions with the play dough. Example:
 - "I am poking holes in my play dough, just like you are. We are both poking our play dough with our fingers."
- Encourage the toddler to talk about his plans or actions. Examples:
 - "You are breaking your play dough into small pieces. What are you going to do?" "You are squeezing your play dough. How does the play dough feel when you squeeze it?"
- Repeat and extend the toddler's utterances or comments. Example:
 - "You said 'ball.' Your play dough is round like a ball! What are you going to do with your ball of play dough?"

**Option 1 continued**

RECAP: *[Describe the time together, focusing on the interactions. Example: “We had fun playing together with our play dough! You poked your fingers in the play dough. I did the same thing with my play dough. You made tiny pieces and then squeezed your play dough back together. Then we both made our play dough flat, like pancakes! Thank you for playing with me, Jamar.”]*

👁️ What to Look For—Option 1

Most toddlers enjoy the sensory experience of manipulating soft play dough. As young toddlers engage in parallel play, they begin to pay more attention to what other children and adults are doing next to them. This activity encourages the toddler to notice what another person is doing. Some toddlers will watch and imitate your actions with the play dough. Others may focus on their own discoveries with the play dough and may enjoy being watched and imitated by you during their play.

📈 More Scaffolding Tips—Option 1

Extra support ■ A toddler with a strong sensory reaction to play dough may prefer engaging in another activity. Consider drawing side by side, or building with a small pile of Duplo’s® in front of each of you.

■ Some toddlers may prefer to stand while exploring the play dough. Support standing or sitting next to you.

Enrichment ■ Provide several play dough tools for the toddler to use in manipulating his/her dough. If the toddler seems uncertain how to proceed, demonstrate how to use a new tool and encourage the toddler to imitate you. ■ Invite the toddler to play a game of copying what each of you does. Start by copying what the toddler is doing with his/her play dough. Then encourage the toddler to copy you. Talk about what you and the toddler are doing.

12–24 Months

Option 2 One-to-One



Skill and Goal

Social interaction skills

A toddler participates with a caregiver in play dough play that includes play dough tools and encourages following each other's actions.



Key Concepts

Feels
Watch
Do the same



Materials Needed

Play dough (see Be Prepared)
Assortment of play dough tools



Also Promotes

Physical/Health
Communication/Language

Be Prepared: Prepare two balls of soft play dough, one for the toddler and one for you. Make the toddler's ball about the size of his/her fist. Place the play dough tools on a low table with two balls of play dough.

Invite a toddler to join you at a low table to play with play dough. Encourage the toddler to use his/her hands to explore the play dough. Use your fingers to also manipulate your ball of play dough. Talk about how the dough feels. Example: "My play dough feels soft and squishy. What does your play dough feel like?"



Introduce several play dough tools and invite the toddler to watch you use a tool. Example: "I am using something to make a butterfly with my play dough. This is called a mold. See how I press the mold down? Look, I made a butterfly with the play dough! Would you like to try making a butterfly with your play dough? You can use this mold and do the same. Or you can do something different."

Continue to play with the dough next to the toddler. Follow the toddler's lead with the dough if he/she is actively manipulating his/her dough. If it seems the toddler would prefer to watch and maybe follow your actions, use a tool that you think would be of interest to the toddler. Example: if the toddler appears to be interested in using a cookie cutter, demonstrate and describe how to press the cutter into the dough to cut out the shape. Encourage the toddler to imitate your actions. Examples: "You are looking at the dinosaur cookie cutter. Would you like to make a dinosaur with your play dough?" (Pause for response.) "I am going to use the cookie cutter that looks like a dog. You can watch how I do it!"

Talk with the toddler about his/her ideas and actions with the play dough. Example: "You are pounding your play dough. Now your play dough is flat. What are you going to do next with your play dough?"

Provide new ideas for manipulating the play dough. Example: "I am using my hand to roll my play dough. Now my play dough looks like a snake! You can do the same and make a snake with your play dough, too! Let's roll our play dough and make two snakes!"

Acknowledge and affirm the toddler's participation. Recognize the toddler's actions that you followed or the toddler's attempts to imitate your actions with the play dough. Example: "We both made snakes with our play dough! You watched me roll my play dough with my hand, then you did the same. Now we have two play dough snakes!"

**Option 2 continued****👁️ What to Look For—Option 2**

This activity supports the development of social interaction skills by encouraging a toddler to follow your lead with play dough and also supports your following the toddler's actions. It is unlikely the play will evolve into taking turns in following each other's play dough actions, but it is beneficial to emphasize you are watching and copying the toddler's actions (or vice versa). Some toddlers will come to the activity with clear ideas that they promptly use with the play dough. Others may be interested in your manipulation of the play dough, at least initially.

Look for opportunities to use your knowledge of the toddler's interests to enhance their play. Example: If a toddler is interested in dinosaurs, he/she may enjoy working with a dinosaur cookie cutter, with or without your demonstration. The use of cookie cutters offers the possibility that a theme may emerge as part of the play (but should not be forced or imposed). In the activity description, for example, the creation of two snakes could lead to more advanced play.

Toddlers will vary in how much time they spend with the play dough. Some will enjoy manipulating the dough and experimenting with different tools. Others may choose to leave the activity after using one tool. Affirm the toddler's efforts to explore and manipulate the play dough in new ways.

📊 More Scaffolding Tips—Option 2

Extra support ■ Offer several tools, pre-selected on the basis of your understanding of the toddler's interest, rather than a larger number of tools that might make it challenging to make choices. Keep in mind the toddler may not be familiar with how to use a tool with play dough. ■ A toddler with a strong sensory reaction to play dough may prefer engaging in another activity with you, such as drawing or building with blocks.

Enrichment ■ Invite the toddler to consider additional props to include in the play. Example: A toddler may enjoy making the "tire tracks" of a favorite truck or "animal tracks" of familiar animal figures.

12–24 Months

Option 3 Informal Gathering



Skill and Goal

Social interaction skills

Toddlers notice and potentially follow other toddlers' actions as part of guided play with play dough.



Key Concepts

Watch
Do the same



Materials Needed

Play dough (see Be Prepared)



Also Promotes

Communication/Language
Physical/Health

Be Prepared: Form one ball of dough for each toddler that is approximately the size of a toddler's fist.

Invite several toddlers to a low table to play with play dough. As the toddlers begin to explore and manipulate their play dough, invite them to imitate your actions. Example: "I am going to make my play dough flat. Watch as I push down on my play dough to make it flat. You can do the same and push down on your play dough too!" Acknowledge each toddler's attempt to copy your actions. Example: "First our play dough balls were round. Now they are flat! I pushed down on my play dough to make it flat, and you did the same!"



Invite the toddlers to consider what they would like to do next with the play dough. This time, encourage the toddlers to imitate each other. Example: "What should we do next with our play dough? Elise is poking holes in her play dough. We can all make holes in our play dough. Let's do what Elise is doing!" Imitate a toddler's actions with the play dough and describe your imitation. Example: "I am doing the same as Elise. I am poking holes in my play dough!"

Encourage toddlers to watch, and maybe imitate, what another toddler is doing with play dough by describing a toddler's actions with the play dough. Acknowledge toddlers' notice of what their peers are doing.

Conclude the session by describing what happened. Emphasize paying attention to what others were doing and maybe doing what others did with their play dough. Example: "We had fun playing with play dough today! First our play dough was round, like a ball. We pushed it down to make it flat. Elise showed us how to poke the play dough to make holes. We all did the same as Elise! We watched Jamie make a rope by rolling the play dough."



Option 3 continued

What to Look For—Option 3

Noticing what another person is doing is part of good social interaction skills. Pay attention to and acknowledge toddlers' efforts to watch, and maybe imitate, what another toddler does with the play dough. This peer focus is in contrast with the toddler-adult (caregiver) arrangement of Option 2. The focus on your actions with the play dough in the opening segment of this activity is simply to introduce the idea of watching and doing what someone else does. It is important to promptly transition to watching peers, as described in the plan.

Some toddlers enjoy watching and imitating others. Others may watch but choose not to imitate. Imitating another's actions requires more careful watching, of course, but it is not essential to benefiting from the activity. Some toddlers may not watch or imitate actions of another person until they have had adequate time to make their own discoveries with play dough.

More Scaffolding Tips—Option 3

Extra support ■ Recognize and actively support a toddler's efforts to watch, but not imitate, what another peer is doing. The activity's emphasis on noticing what another person is doing does not require imitation.

Enrichment ■ Add play dough tools to the activity while encouraging toddlers to explore and notice what others are doing with a tool. ■ The practice of watching, and maybe imitating, what another person(s) is doing can be extended to other play settings during the day.



Interest Area

Materials Needed: play dough, assortment of play dough tools

Arrange the play dough and tools on a low table. Invite several toddlers to explore the play dough with one or several different tools. As the toddlers play, describe their actions with the materials. Encourage the toddlers to watch, and maybe imitate, the actions of their peers while they play.



Family Child Care

Materials: play dough, assortment of play dough tools

Children of all ages enjoy working with play dough. Provide multiple experiences with play dough on a regular basis. Younger toddlers will enjoy watching, and possibly imitating, the actions of their older peers with the play dough. Older children may enjoy helping their younger peers use the tools and make new creations with the dough. You may wish to provide a plastic mat for each child to define their space and simplify cleanup.



12–24 Months

Option 1 Informal Gathering



Skill and Goal

Fine motor development

Toddlers use a paintbrush to make marks with water on an outdoor surface.



Key Concepts

Painting
Marks



Materials Needed

2 cups of water in a container
Medium-size paintbrush—1 per toddler



Also Promotes

Communication/Language
Cognitive

If possible, take toddlers outside on a warm day to explore putting marks on the sidewalk with a paintbrush and water. Offer a brief demonstration that includes two different types of marks, such as long and short or straight and curved. Explain that we are painting marks with water. The water is our paint. Provide several containers of water if there are logistical problems with one container. Also, have a good supply of water.

Toddlers will enjoy seeing the marks they make with water. Draw attention to the way the water looks on the walk. Example: “We can see where you painted with water. You made a long line with your brush.” Also, emphasize we are using our hands to hold and move the paintbrush. Example: “We are holding a brush with our hands. We are moving the brush with our hands. There is water on our brush that is making marks on the sidewalk.”

Ask toddlers what kind of marks they are making. Offer suggestions if they seem unclear about your question. Example: “Are you making a little mark or a big mark with your brush?”

Toddlers may not be concerned about water evaporation. If a toddler shows interest in not seeing the marks after a couple of minutes, offer a simple explanation, such as “We painted with water. The water mark dried up. They are gone.”

An alternative indoor activity is for toddlers to make marks with wet hands on dark-colored construction paper.

What to Look For—Option 1

At this age, it is not necessary to teach a specific way to hold the brush. Many toddlers will grip the brush in a fist-type hold. Drawing attention to toddlers’ use of their hands to hold and move the brush helps support awareness of how they use part of their body to grasp and move something. Some toddlers will make broad strokes, whereas others may make dots with water. Generally, toddlers are more interested in the process of making marks and not with the product.

Have a good supply of water. Some toddlers may experiment with dumping the water on the sidewalk.

**Option 1 continued**A small icon consisting of three black squares of increasing size, stacked vertically to resemble a staircase or scaffolding.**More Scaffolding Tips—Option 1**

Extra support ■ Provide verbal guidance or an individualized demonstration for a toddler who seems uncertain about how to use the brush.

Enrichment ■ Encourage toddlers to put water on various surfaces, such as sidewalk, bricks, and wood. Draw attention to how the wet surfaces look different. ■ Provide different sizes of brushes for toddlers to explore how they can be held and moved. ■ Toddlers with experience in painting with paint may like to talk about how painting with water is different from painting with paint.



12–24 Months

Option 2 Informal Gathering



Skill and Goal

Fine motor development

Toddlers use markers to explore making different kinds of marks (of their choice) on their own piece of paper.



Key Concepts

Scribble Lines
Mark Hold
Move



Materials Needed

8 x 11 drawing paper—1 per toddler
Chubby markers
Roll of white paper
Masking tape
Art smock—1 per toddler



Also Promotes

Communication/Language



Optional Reading

Beautiful Oops by Barney Saltzberg
Mouse Paint by Ellen Stoll Walsh
The Artist Who Painted a Blue Horse by Eric Carle

Use the roll of white paper and masking tape to cover a table top. Secure the paper to the table to prevent slipping. This is for table protection. Place on the covered table one sheet of drawing paper per toddler. Provide chubby washable markers. Keep marker lids out of toddlers' reach.

Invite several toddlers to join you to make marks on their paper. Kneel or sit at the table so you are about eye level to toddlers. Many toddlers will likely be most comfortable standing, but some may wish to have a chair.

Print each child's name on his/her paper. At this age, toddlers do not learn letters, but you have an opportunity to promote early awareness of the purpose of writing. Explain: "This is your name. This word says 'Tanya'"

Encourage toddlers to scribble, go back and forth, or to make lines on the drawing paper. Use a marker to demonstrate scribbling. Describe your actions. Example: "I am scribbling on my paper. My marker goes around and around. Now my marker goes side to side."

Emphasize we are using our hands to hold and to move a marker. When our marker moves on the paper, it makes a mark.

Talk in a casual manner with toddlers about the scribbles and marks they make.

Example: "There is a lot of color on your paper. You are making marks. You are holding and moving the marker with your hand."

Toddlers enjoy hearing little stories about themselves. The marker table is a good place to foster communication and language skills. Make marks and recall some ordinary activities from the day. Examples: Make marks on your paper as you tell an arrival story. "Joey, your Daddy drove you to our center today. We said 'Hi Joey' and 'Hi Mr. Toomey.'" Scribble as you recall an outdoor experience, "We played in the grass. We felt the wind blowing."

What to Look For—Option 2

Many toddlers will grip a marker with their whole hand. With experience, toddlers will begin to vary the grip. For this activity, it is not necessary for toddlers to hold markers in a particular way. A pencil grip will be encouraged in most preschool-age settings. Learning to use markers and crayons requires practice and repeated experiences.



**Option 2 continued**

What's important in this activity is to support toddlers' awareness that they are using their hand to hold and move a marker. Moving the marker on the paper leaves a mark.

Some toddlers may put a marker to their mouth. Remind toddlers "Markers go on the paper."

A small icon of a staircase with three steps, positioned to the left of the text.**More Scaffolding Tips—Option 2**

Extra support ■ Move the paper to the floor if working at the table is not suitable for the toddlers.

Enrichment ■ Cut eight-inch circles for toddlers to use for scribbling. This increases slightly the challenge of keeping marks on the paper and may prompt toddlers to make different kinds of marks, such as circles that mirror the paper design. ■ Some toddlers may welcome the challenge of keeping their marks on a 5 x 7 card.



12–24 Months

Option 3 Informal Gathering



Skill and Goal

Fine motor development

Toddlers use markers to make marks of their choice on a shared piece of paper.



Key Concepts

Mark Hold
Move



Materials Needed

Roll of white paper
Masking tape
Art smock—1 per toddler
10 washable, chubby-size markers
Basket or dish



Also Promotes

Communication/Language
Cognitive
Social-Emotional



Optional Reading

Beautiful Oops by Barney Saltzberg
Mouse Paint by Ellen Stoll Walsh
The Artist Who Painted a Blue Horse by Eric Carle

Be Prepared: Cover the top of a low table with white paper. Tape the ends to prevent it from moving. If toddlers seem interested in your work in taping the paper, describe what you are doing step by step. Toddlers will be interested in your actions and description. Keep the markers out of reach until you are ready to guide the activity. Keep the marker lids in a basket to prevent losing them.

BEGIN: [*Invite several toddlers to the table for making a picture together. Help each toddler get a craft apron or smock in place.*]

Let's make a picture together.

[*Sit or kneel facing toddlers. Give each toddler one marker. Point to the tip of the marker when you name it.*]

EXPLAIN: This is a marker. Here is the tip. The tip touches the paper. We use our hand to hold the marker and to move the marker on the paper to make marks. Markers make different colors.

We can make a big picture by making marks. We will put our marks on the paper that is on our table.

ASK: Would you like me to make marks with you?

ACT: [*Assuming one or more toddlers say yes, use your marker to scribble in different ways. Make small and large scribbles to initiate toddlers' work with the markers. Avoid providing a model of what toddlers might draw. Example: do not draw anything the toddlers would recognize, such as an animal, person, or flower.*]

If a toddler invites you to color with him/her, use a movement to make a mark similar to the toddler's mark. Mirror the child's efforts.

Point out at appropriate times that we are holding a marker in our hand and moving our hand to make marks on our paper.

Offer positive comments to support toddlers' efforts. Examples: "You are making marks on our big picture." "There are different colors on our paper." "Please tell me about the marks you made."



**Option 3 continued**

Help toddlers notice differences in the marks by pointing to and describing marks without defining shapes. Examples: "This is a short line. This is a longer line." "There are a lot of blue marks in this part of our picture."

Rotate kneeling next to each toddler so you can provide individual attention. Point to the marks he/she has made and briefly describe the types of marks the toddler has made or invite the toddler to tell what he/she is doing.

Repeat and extend toddlers' vocalizations. Example: "Angel, you said 'Eeeii!' I think you are excited about using the marker."

If a toddler motions or offers an ambiguous vocalization, verbalize what you think the toddler wants. Examples: "Mariah, it looks like you want a new marker. Here are two markers. You may take the one you like. You picked a red marker." "Devon, are you all done? Okay. You used the markers to put colors on the paper. I will help you take your art smock off.]"

RECAP: Our picture is beautiful! Our picture has many colors and marks. We held markers in our hands and moved our markers to make marks. All of us helped make the picture by making marks. Let's put our picture on the wall where we can see it. This will remind us of our happy time drawing together.

What to Look For—Option 3

Some toddlers approach new activities with caution. A toddler may prefer to watch the activity rather than participate. Other toddlers will launch into the activity and eagerly make marks on the paper.

At this age, it is not necessary to teach how to hold a marker. Many toddlers will grip the marker in a fist-type hold. It is helpful to describe the motor aspects of the activity: "We are holding a marker. We are moving a marker to make marks." Some toddlers will make broad strokes, whereas others will cover a very small area with marks. Avoid prescribing the types of marks toddlers should make, as indicated in the activity description. The toddlers' grip and type of marks will change with repeated experiences over time. The activity plan invites toddlers to make a picture together, but this is not intended as an orchestrated experience with a predetermined product and assigned roles for what each toddler is to make.

Although color identification is not a goal of the activity, it is helpful to mention the colors of markers and to support children's comments about the color of their marks. Some toddlers may wish to use a different marker based on color.

More Scaffolding Tips—Option 3

Extra support ■ You may need to remind toddlers to keep their marks on the paper—not on their skin or clothes. ■ Provide chairs for toddlers who may better focus on holding a marker from a sitting position. ■ If a toddler holds the marker upside down, show him/her how to turn it so the tip is touching the paper. Emphasize the word "turn." ■ Offer a large piece of paper to work with on the floor if there is a

**Option 3 continued**

second set of toddlers who are very enthusiastic and need more space and/or toddlers who enjoy being on their tummy to draw.

Enrichment ■ Trace a toddler's line with your finger. Point to and describe where the line starts and stops. Example: "Mya, I am putting my finger on the line you made. Your marker started here. Your line stops here." ■ Some toddlers may have words to describe their marks. Some may make comments while making marks. Respond to toddlers' words. Example: "I understand you were thinking about a swing and your Mommy while you were coloring."

**Interest Area**

Materials needed: *Beautiful Oops* by Barney Saltzberg, *Mouse Paint* by Ellen Stoll Walsh, *The Artist Who Painted a Blue Horse* by Eric Carle, finger paint, freezer bags, tape, non-breakable cups, chubby paintbrushes, and big paper

Along with other books, display the three books listed here. During the week invite one or two toddlers at a time to look at and talk about the pictures in the books with you. Emphasize that the artists used their hands to make the pictures.

Two paint bag doodle tablets can be placed on a low table for toddlers to use to continue making marks. Point out to toddlers that they use their fingers, not a marker, to make marks. Tape the bags so they do not slip.

To Make: Put four tablespoons of finger paint or tempera paint into a freezer zip-top bag. Seal the bag well and move the paint around inside. Smooth the bag out on a flat surface. Tape the bag with paint inside to a low table top. Toddlers may make lines and scribbles by marking on the bag with a finger. The bag can be used many times.

Another day, place small amounts of paint in non-breakable cups for toddlers to use with chubby paintbrushes on big paper.

**Family Child Care**

Materials needed: drawing tools, such as egg-shaped crayons, chubby crayons, triangle crayons, markers, Magna Doodle®, and paper

Provide tools for different ages of children to use in making lines and scribbles. **Infants:** Egg-shaped crayons are designed for an infant's early experiences in making marks on paper. Tape paper to a high chair tray and offer one egg-shaped crayon to an infant. **Toddlers:** Chubby crayons work well for toddlers. Show children how the color becomes deeper when pressure is applied to the crayon. **Preschool-age children:** Triangle crayons help preschool-age children develop a grip they will use later with pencils. **School-age children:** In addition to markers and crayons, older children may enjoy using a magnetic drawing board, such as Magna Doodle®, to make lines, shapes, or letters.