



**Communication/  
Language**

**Exploring Words**

- Option 1** (IG) Toddlers participate in a shared book reading focused on animal mothers and babies at bedtime.
- Option 2** (IG) Toddlers participate in a shared book reading that includes saying goodnight to each pictured animal and to toddlers in the gathering.
- Option 3** (IG) Toddlers participate in book-focused play with animal figures, felt squares, and blocks.



**Cognitive**

**Exploring Objects**

- Option 1** (IG) Toddlers carry a toy duck to a pretend “faraway” destination and then return to their gathering place while listening to a song.
- Option 2** (IG) Toddlers participate in a book sharing and then together enact part of the story by taking a toy duck to a “faraway” place in the room and then returning the duck to their gathering place.
- Option 3** (IG) Toddlers carry toys to a sand area, including jugs of water that they can pour into containers and sand during open-ended play.



**Self-Regulation**

**Focusing and Remembering**

- Option 1** (OO) A toddler moves his/her arms in response to watching and listening to a caregiver.
- Option 2** (OO) A toddler moves his/her arms in response to listening to a caregiver.



**Social-Emotional**

**Interacting with Others**

- Option 1** (IG) Toddlers participate in a book sharing focused on actions of teddy bears and watch a caregiver-held teddy bear do the same things.
- Option 2** (IG) Toddlers manipulate a teddy bear in ways described and shown in a book.
- Option 3** (IG) Toddlers act out the movements of teddy bears described and shown in a book.



**Physical/Health**

**Moving Our Bodies**

- Option 1** (IG) Toddlers practice rolling a doll.
- Option 2** (OO) A toddler participates in a book sharing about rolling out of a bed and a follow-up opportunity to roll his/her body on the floor.
- Option 3** (IG) Toddlers coordinate full body movements.

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

Revision: 07/14/2020



## 12–24 Months

Option 1  
Informal Gathering

## Skill and Goal

Receptive language  
Expressive language

Toddlers participate in a shared book reading focused on animal mothers and babies at bedtime.



## Key Concepts

Look  
Pictures  
Animals



## Materials Needed

*Time for Bed* by Mem Fox



## Also Promotes

Cognitive  
Social-Emotional

**BEGIN:** [Invite several toddlers to read a book with you. Show the cover of the book. Point to sheep on the cover as you introduce the book.]

Our book is about animal mothers and babies. Here is a mama sheep on the cover of our book. There also is a baby sheep.

**ASK:** What kind of noise do sheep make?

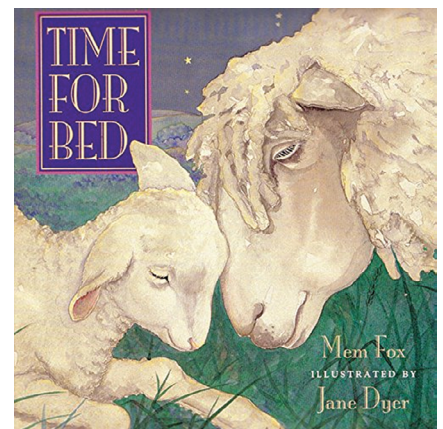
[Pause for responses.]

**EXPLAIN:** Sheep say “baa-baa, baa-baa.” Let’s all make a “baa-baa” sound.

[Encourage toddlers to say “baa-baa, baa-baa.”

Point to the baby sheep on the book cover.]

Here is the baby sheep. The baby sheep’s eyes are closed. It is time to go to bed! The mama sheep is saying goodnight to her baby sheep.



Our book is about animal mothers saying goodnight to their babies. Our book has pictures of different animals going to sleep.

**ASK:** What happens to our eyes when we sleep?

[Pause for toddlers to respond. Repeat and extend responses. Example: “Harper said ‘close.’ Our eyes close when we sleep.”]

**ACT:** Let’s find out how some mother animals help their babies go to sleep. I wonder what animals we will see in our book!

[Open the book and hold it for each toddler to see. Use strategies, such as the following, to engage toddlers in the book:

- Point to and describe pictures. Example: “Here is a mama cat. Look, the mama cat is licking her little cat! The little cat is snuggled in tight.”
- Respond to toddlers’ comments and pointing by repeating and extending their responses and words. Examples: “You are pointing to the little goose, Jayden. The little goose is yellow and fuzzy. The mama goose is telling her baby it is time for bed!” “You said ‘night night,’ Carter. Yes, the little mouse is going night night.”

**Option 1 continued**

*The sky is dark and it is time for bed!"*

- *Expand on the book text and ask questions to support toddlers' understandings and interest. Pause for toddlers to react to your questions. Example: "Look at the baby bird going to sleep next to the mama bird! The birds are sleeping in a nest!"*
- *Help toddlers connect book information to their experiences. Example: "The bird's nest is high in a tree. We found a bird nest on our playground! A mama bird made the nest for her babies to sleep in."*
- *Use your voice to add interest and enjoyment to the book reading. Toddlers may enjoy some of the rhythmic, repetitive text read in a sing-song voice.]*

**RECAP:** We looked at pictures of animal mothers and their babies. The animals in our book were going to sleep. The animal mothers were saying goodnight to their babies! "Night night' baby animals!"

**👁️ What to Look For—Option 1**

Toddlers generally enjoy looking at pictures of animals, and the focus on mothers and their babies will appeal to many toddlers. The illustrations in this book are rich in details that may need your attention. Example: the little fish in the dark water may be difficult for toddlers to find. Notice what animals are of interest to toddlers and spend more time talking about pictures of these animals. There are opportunities to use a range of different words to describe the animals, including color, characteristics, and behavior. Some toddlers may actively participate verbally. Others may prefer to watch and listen. Positively recognize each toddler's participation. Example: "David, you are looking closely at the picture of the dog. Do you know a dog that looks like the dog in this picture?"

**📊 More Scaffolding Tips—Option 1**

**Extra support** ■ Invite toddlers to point to baby animals on each page. Example: "Here is the mama horse. Who would like to point to the baby horse?" Ensure each toddler has a turn. ■ When you describe details of pictures, point to exactly what you are describing and hold the book close enough for toddlers to see specific items.

**Enrichment** ■ Compare similarities between mother and baby animals in the pictures. Example: "This mama cow is black and white. She has big ears and a big nose! Look, her baby cow is black and white too! The baby cow looks like its mother!"

## 12–24 Months

### Option 2 Informal Gathering



#### Skill and Goal

**Receptive language**  
**Expressive language**

Toddlers participate in a shared book reading that includes saying goodnight to each pictured animal and to toddlers in the gathering.



#### Key Concepts

Look  
Pictures  
Animals  
Goodnight



#### Materials Needed

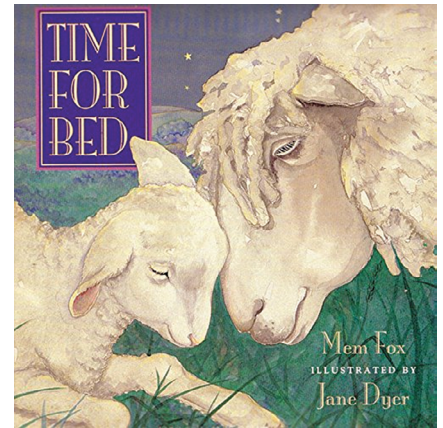
*Time for Bed* by Mem Fox



#### Also Promotes

Cognitive  
Social-Emotional

Invite several toddlers to read the book *Time for Bed*. Show the book cover and explain that in our book animal mothers are saying goodnight to their babies. Help toddlers connect the book focus to their experiences by asking how their parent helps them get ready to sleep at night. Encourage toddlers to look at and talk about what is happening in the pictures of animals. Name the animals and point to (or invite toddlers to point to) both mother and baby animals. Spend more time on illustrations of animals that seem to be of greater interest to toddlers in your gathering.



After reading the book, invite toddlers to help the animal mothers say goodnight to their babies. Return to the beginning of the book and encourage the toddlers to say “night night” to the baby animals pictured. Example: “This is the little mouse. Let’s all say ‘night night (or ‘goodnight’) little mouse!” Include the specific animal’s name in the phrase you invite toddlers to say. Toddlers may need a prompt from you about the name of the pictured animal. At the end of the book, invite toddlers to pretend they are going to sleep. Encourage toddlers to say “night night” (or “goodnight”) to each toddler in the gathering. Example: “Goodnight, Aaron! Goodnight, Mila!” Use a predictable arrangement for who is to hear “goodnight.” Example: go in a circle if toddlers are sitting in a circle, or put your hand over the head of the toddler who is the recipient of a “goodnight” message.

### 👁️ What to Look For—Option 2

Toddlers will likely enjoy the pictures of animal mothers and babies as well as the familiar theme of bedtime in this book. Many toddlers will connect with the experience of a parent saying goodnight at the end of the day. Toddlers will enjoy listening to the rhythmic, repetitive text describing the animal mothers saying goodnight to their babies. Emphasizing the repeated phrases at the beginning of each page will help toddlers understand the theme of the book.

Including the name of an animal and toddler in the “goodnight” activity is a way to help toddlers focus on book content and the recipient of the message. Toddlers will enjoy having their peers say goodnight to them! Using a predictable arrangement for saying goodnight to peers in the group will help toddlers know and think about “who is next.” Toddlers will participate in the “goodnight” activity in different ways. Some may say the words ‘goodnight’ or ‘night night’, whereas others may use gestures, such as waving or blowing

**Option 2 continued**

a kiss. (See Extra Support tip below.) Some toddlers may prefer to watch and listen during the activity. Positively acknowledge all forms of participation.

**More Scaffolding Tips—Option 2**

**Extra support** ■ If a toddler does not participate verbally in the “goodnight” segment of the activity, encourage him/her to offer a gesture, such as waving goodnight. ■ Simplify the book sharing by softly singing or chanting “time for bed” or “time to sleep” to the pictured animals rather than reading the text.

**Enrichment** ■ Introduce names of some of the pictured baby animals, such as calf, foal, lamb, kitten, or puppy. (Toddlers are not expected to remember or recite the names of baby animals.) ■ Introduce the concepts of “big” and “small” during the book sharing. Point out the big animal (mother) and the small animal (baby) on each page.



## 12–24 Months

### Option 3 Informal Gathering



#### Skill and Goal

**Receptive language**  
**Expressive language**

Toddlers participate in book-focused play with animal figures, felt squares, and blocks.



#### Key Concepts

Pictures  
Animals  
Goodnight



#### Materials Needed

*Time for Bed* by Mem Fox  
Animal figures (see Be Prepared)  
Assortment of blocks  
Assortment of felt squares in different colors and sizes



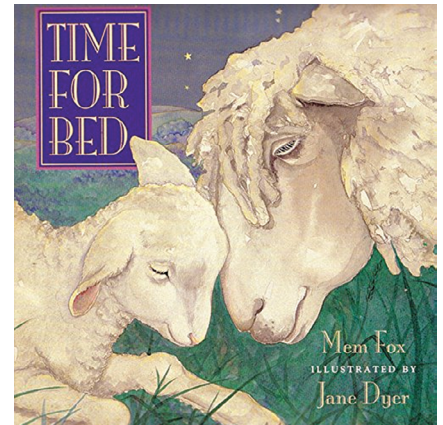
#### Also Promotes

Cognitive  
Physical/Health

**Be Prepared:** Include figures of some animals represented in the book. Arrange the animals, blocks, and felt squares on a low table. Encourage play and exploration by creating several simple block structures and placing some of the animals on and under the felt squares.

Invite two toddlers to join you to look at pictures of animals in the book. Talk with the toddlers about how different animals in the book say ‘goodnight’ as their baby animal goes to bed.

Introduce the animal play materials and invite the toddlers to play with the items at the table. Encourage the toddlers to interact with the animal figures. Draw attention to figures of animals that are also in the book. Provide suggestions for incorporating the felt squares into the play. Some toddlers may enjoy using the felt squares to cover a sleeping animal, or as a soft place for an animal to lay on. Some toddlers may use the blocks and felt squares together to create a house or bed for the animals.



Talk with each toddler about his/her ideas and describe what each is doing with the animals and materials. Examples: “I can see you are lining the blocks up, Luke. You have a horse that you are putting on the blocks! What is your horse going to do on the blocks?” “Camila is putting felt squares on top of her animals. It looks like your cow and your sheep are sleeping, Camila! What do you think you’ll do next?”

Offer questions that encourage more than a yes or no response. Examples: “You are lining the blocks up. You have a horse and a sheep. What are you building for your animals?” “You are stacking the felt squares. That looks like a soft place to lay down! What are you going to do next with the felt squares?”

Repeat and extend a toddler’s comments. Examples: A toddler places a horse on a stack of felt squares and says “night night,” and the caregiver says “You said ‘night night!’ You made a soft bed for your horse. Now your horse is sleeping. Night night, horse!” A child picks up a horse, says “up,” and points to a collection of blocks. The caregiver says “Now your horse is up! I think you are going to build something for your horse. What are you going to build?”

**Option 3 continued****👁️ What to Look For—Option 3**

Pretend play with animal figures and blocks may be new for some toddlers. Providing interesting materials, such as felt squares, can encourage toddlers to explore and interact with the animals in new ways. Some toddlers may focus on one type of material, such as building with the blocks or playing with the animal figures. Toddlers may act out a theme similar to the book, such as the animals going to sleep. Encourage toddlers to interact with the materials in the ways that they choose. Pay attention to opportunities to connect toddlers' play to the book. Look for opportunities to talk with a toddler about his/her plans with the materials.

**📊 More Scaffolding Tips—Option 3**

**Extra support** ■ Parallel play with a peer may be challenging for some toddlers, especially those new to pretend play. Assure the toddlers that there are enough animals and blocks for each to play with. Provide two of each animal type to avoid conflict over a particular animal.

**Enrichment** ■ Invite the toddlers to look at book pictures of animals that seem to be of most interest. Example: "You are playing with the cow. You liked the picture of the cows in our book! Let's find that picture again!" ■ Provide animals figures of varying sizes. Encourage toddlers to consider the larger animals as parents and the smaller animals as the babies. Invite toddlers to incorporate the animal figures and felt squares into other play during the day.



### Interest Area

**Materials Needed:** *Time for Bed* by Mem Fox, several stuffed animals that represent the animals in the book, several small blankets or scarves

Arrange the book, animals, and blankets on the floor. Invite several toddlers to touch and hold the animals. Review the book with the toddlers, emphasizing the animal mothers saying goodnight to their babies. Invite the toddlers to place a blanket over their animals to go to sleep. Invite the toddlers to say 'night night' to the animals. Some toddlers may enjoy listening to some of the words of the book while they interact with the animals. Example: repeat the phrase from the book using the toddler's animal—"It's time for bed, little cat, little cat."



### Family Child Care

**Materials Needed:** *Time for Bed* by Mem Fox, assortment of animal figures, assortment of felt squares, block play area

Arrange the animal figures and felt pieces in the block area. Consider sharing the book with all children in your care. Invite older children to help you "read" the book by reciting the repeated phrases ("It's time for bed, . . ." "It's time to sleep, . . .") at the beginning of each page and say the names of pictured animals. Invite children to play in the block area with the new materials. Watch for opportunities to connect the children's play to the pictures and goodnight theme of the book. Infants will enjoy interacting with age-appropriate animal figures during the activity. Talk with children about their ideas and actions.





## 12–24 Months

Option 1  
Informal Gathering

## Skill and Goal

## Object inquiry skills

Toddlers carry a toy duck to a pretend “faraway” destination and then return to their gathering place while listening to a song.



## Key Concepts

Hold  
Carry  
Come back



## Materials Needed

Rubber ducks—1 per toddler and caregiver



## Also Promotes

Physical/Health  
Communication/Language  
Self-Regulation

**Be Prepared:** The activity involves each toddler carrying an object from a gathering place to a table and then returning the object to the gathering place. Determine in advance the table (or other destination) where toddlers will take their objects. Make sure the destination and path to the destination are clear of items. Be familiar with the tune and lyrics of the first verse of the *Five Little Ducks* song.

**BEGIN:** [*Invite toddlers to join you for a song and game. Sit facing the toddlers and sing a familiar song with them. Give one duck to each toddler. Demonstrate how to hold the duck in your hand when you make the request below.*]

This is a duck. Everyone gets a duck.  
Please hold the duck in your hand.



**EXPLAIN:** I will sing a song about Mama Duck and Baby Ducks. Maybe you would like to move your ducks while I sing the song.

**ACT:** [*Briefly demonstrate moving your duck in the air. Stay seated and move your duck with your hand while you sing the song. With your arm/hand and facial expression, draw toddlers’ attention to you putting your duck under your leg or behind your back so it is out of sight when you sing “over the hill and far away.” Prominently hold the duck toward the toddlers when you sing “all the little ducks came (swimming or waddling) back.” Emphasize the words came back.*]

**EXPLAIN:** Our song says the little ducks went far away. We can carry our ducks far away in our room. Let’s take our ducks to the table.

**ACT:** [*Stand with your duck. Encourage the toddlers to stand. Point to and describe the table destination. Then invite toddlers to walk with you to the table. Begin singing the song while you walk with the toddlers to the table.*]

*Describe how you reached your destination. Point to the path you followed.*]

The mama duck says “Come back.” Let’s carry our ducks back to the rug.

[*Turn and walk slowly back to your gathering area. Repeat the song as you walk with the toddlers.*]

*Sit on the floor in your gathering area. Help the toddlers find a place to sit.*]

**Option 1 continued**

**EXPLAIN:** We took our ducks for a walk over the hills and far away. Then we came back!

**ASK:** Would you like to play the duck game again?

**EXPLAIN:** We can carry our ducks to another place. We will come back.

**ACT:** *[Repeat the sequence if toddlers are interested. Follow the route used for the first walk. Walk with the toddlers as you sing the duck song. Again, when you reach the destination, point to and describe the path. Then return to the gathering area.]*

*Sit and place your duck on the floor. Encourage the toddlers to sit near you. Examples: Tap your hand on a spot on the floor. "Tara, here is a place for you." "All ducks and all children are sitting down."]*

We all came back! Do you want to make "quack, quack" sounds?

Please hold your duck. Let's all say "quack, quack, quack!"

*[Move your duck around in front of you and lead toddlers in a silly session of saying "quack, quack." Move your duck down to the floor. Guide toddlers in making a quieter "quack, quack" sound by making your voice softer.]*

*After an appropriate amount of "quack, quack" time, tell the ducks it is time to sleep. Encourage toddlers to be in charge of the toy duck and duck sound. Example: "Okay, it is time for us to tell the ducks to sleep. Please hold your duck in two hands. We can tell our ducks 'night night.'" ]*

Now the ducks are sleeping.

**RECAP:** We heard a song about ducks going over the hills and far away. We carried our toy ducks to a faraway place. Where did we carry our ducks?

*[Encourage toddlers to point.]*

Our song said all the ducks came back. So we carried our ducks back to the (gathering area). Now we are pretending that our ducks are sleeping.

**👁️ What to Look For—Option 1**

Toddlers enjoy carrying toys and often show or offer their items to caregivers. Toddlers also enjoy carrying an object from one location to another. This activity's focus on carrying an object from one place to another promotes spatial awareness. Also, walking increases toddlers' opportunities to learn more about a setting by interacting with others and objects. The song is intended to add more enjoyment to the activity and to help emphasize the "come back" concept.

It is not expected that all toddlers will participate in the activity. Watch toddlers who are new to walking and may need assistance. Newly walking children often use their arms for balance. Carrying the toy while walking may be too challenging. Perhaps a toddler could carry the toy part of the way, or all of the way, with your help. Confidence in walking often increases toddlers' interest in carrying objects and in getting distant objects.

**Option 1 continued**

The activity fosters the development of self-regulation skills in several ways: toddlers make and then stop a quack, quack sound; toddlers carry the ducks away and return them to their starting point; and toddlers practice listening. The activity ends with a structured calming down suggestion where toddlers help the toy ducks go to sleep.

 **More Scaffolding Tips—Option 1**

**Extra support** ■ After the initial singing and explanation of going away and coming back, sing the song again (first or second verse) if it seems toddlers would benefit from more exposure to the going away and coming back concepts. ■ Toddlers may be very excited about saying “quack, quack” with you. If necessary, repeat friendly guidance at an individual level for quacking sound to stop. Example: “Daniel, please tell your duck to stop saying ‘quack, quack.’ All the ducks are quiet now.” Or gently tap a noisy duck and say to the toddler “It is quiet time for your duck.” ■ Use an audible whisper when telling toddlers it is time to say “night night” to their ducks.

**Enrichment** ■ Toddlers who are skilled in walking and carrying objects may enjoy a more challenging path that includes some turns or angles. ■ Encourage toddlers to sing or say some of the words. Sing the first part of the song alone and then invite toddlers to sing it with you again.



## 12–24 Months

### Option 2 Informal Gathering



#### Skill and Goal Object inquiry skills Problem-solving

Toddlers participate in a book sharing and then together enact part of the story by taking a toy duck to a “faraway” place in the room and then returning the duck to their gathering place.



#### Key Concepts

- Hold
- Carry
- Came back
- Far away



#### Materials Needed

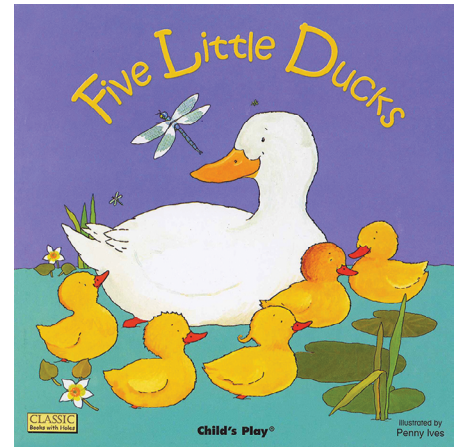
- Rubber ducks—1 per toddler
- Five Little Ducks* illustrated by Penny Ives



#### Also Promotes

- Physical/Health
- Communication/Language

Invite several toddlers to join you to read a book. Show and describe the cover of the book. Read the story while holding the book close to the toddlers. Emphasize far away and came back. If toddlers are familiar with the song or words, on the third page ask “What does Mama Duck say?” Encourage toddlers to say “quack, quack, quack” with you. Pace your reading to match toddlers’ engagement in the book. Skip to the last page if toddlers lose interest.



At the conclusion of the book sharing, remind toddlers that our story talks about the ducks going far away. Explain that we can pretend to go far away with our ducks in our room. Ask toddlers where we should take our ducks. Invite each toddler to hold a duck and join you in carrying a duck as we walk around the room while you sing the duck song from Option 1. Stop at a destination(s) suggested by toddlers. Refer to the destination(s) as a “faraway place.” Remind toddlers that the ducks came back after going far away. We need to go back to where we started. You may wish to add challenge by changing the return route.

### 👁️ What to Look For—Option 2

Look for ways to promote the concepts far away and came (come) back as part of planning (where should we take our ducks?), walking with the ducks to the child-determined destination(s), and returning. These fun practices help support toddlers’ emerging spatial relation skills. See Extra Support tips and keep in mind that simple actions, such as using your arms in a “far away” gesture, can help toddlers make sense of a concept. The Option 2 activity offers more challenge than Option 1 by connecting a book to pretend enactment of parts of the story. There also is challenge in thinking about a “far away” destination in your room and in determining a return route to your gathering place (see Enrichment tip). The story’s reference to numbers may support the development of early awareness of counting. At this age, it is not appropriate to use the book to explicitly teach numbers or counting.

**Option 2 continued** More Scaffolding Tips—Option 2

**Extra support** ■ Toddlers may like to hold their duck when you sing the song during the opening segment of the activity. ■ When you explain that we will take our ducks to a faraway place in our room, also indicate that we will come back to where we are sitting now. Remind toddlers that in our story, the ducks came back. This may alleviate concerns a toddler may have about going far away. ■ When you reach your destination(s), explain that we have gone far away. When you return to your gathering place, remind toddlers that you came back.

**Enrichment** ■ After reaching the destination(s) on your walk with ducks, change the route for your return to your gathering area and/or ask toddlers how to get back to your gathering area. Toddlers may point to or describe several options.



## 12–24 Months

### Option 3 Informal Gathering



#### Skill and Goal

##### Object inquiry skills

Toddlers carry toys to a sand area, including jugs of water that they can pour into containers and sand during open-ended play.



#### Key Concepts

Carry  
Pour  
Take turns



#### Materials Needed

Toys for sand area (see Be Prepared)  
3–4 non-breakable jugs (see Be Prepared)



#### Also Promotes

Physical/Health  
Communication/Language  
Self-Regulation

**Be Prepared:** Secure one-gallon, non-breakable jugs with handles. Fill one of the jugs with water and put 2–3 cups of water in each of the others. The jug that is full of water will serve as a backup source of water that you (or another adult) manage during the activity. Also secure an assortment of toys commonly used in sand areas, especially containers, such as sand buckets, small molds, and measuring cups.

This is an outdoor activity that can be adapted for indoor use at a sand table. Invite toddlers to carry one of the materials to the sand area. Say the name of the item as a toddler picks it up. When you reach the sand area, explain that we will take turns carrying a jug of water to different spots in our sand area. We can pour some water into the other containers. We also can pour some water into part of our sand if we want some wet sand to play with.

Toddlers will initiate their own activities with the materials and sand. Your job is to: (a) encourage toddlers to carry a jug of water to different spots, (b) help toddlers pour some water into containers or elsewhere, (c) facilitate turn-taking with the available jugs, and (d) use your jug of water to replenish the toddlers' jugs with approximately 2–3 cups of water when they are empty.

Most likely toddlers will identify when and where water is needed. Offer prompts, if necessary. Example: "Chris, would you like some water in your bucket? Samantha could carry some water to you."

### What to Look For—Option 3

Toddlers will enjoy carrying jugs of water around. They also will like distributing the water by pouring it. Keep track of which toddlers are carrying the jugs so you can help turn-taking if other toddlers are interested. Some toddlers may want to carry a jug; others may want to pour. Perhaps two toddlers could form a "water team," wherein one carries and one pours.

Spatial relations skills are involved in carrying items to and within the sand area, and in pouring water from a jug. It is challenging for toddlers to pour a smaller amount of water than is available in their jug. Positively accept whatever amounts are poured and keep your jug of water close at hand to replenish water supplies in the jugs managed by toddlers.

Look for opportunities to describe toddlers' actions and emphasize the concepts of carry and pour. Also look for chances to emphasize destinations, such as carrying items to the sand area, or carrying a jug to a bucket (or other type of container held by a toddler) elsewhere in the sand area. A variety of play materials offers toddlers a choice of how they play outdoors. Also, small changes in the available outdoor play materials may heighten toddlers' interest in and awareness of different play areas.



**Option 3 continued** More Scaffolding Tips—Option 3

**Extra support** ■ Toddlers who receive water in a container they are playing with may wish to carry their container of water elsewhere or pour it into another container or into the sand. Carrying water in a container is a challenging and potentially beneficial task at this age.

**Enrichment** ■ Draw attention to how a jug feels lighter after water has been poured out.

 Interest Area

**Materials Needed:** rubber ducks, several baskets, books about ducks

Distribute rubber ducks in several baskets around the room to encourage toddlers to carry the ducks. Display books about real ducks and duck storybooks. Make a place to keep the ducks during the week so toddlers know where to put them away. On another day, invite toddlers to carry the toy ducks outside. Encourage the toddlers to join you in a duck parade, carrying ducks to various areas of the outdoor space. Take photos of the children in different locations with the toy ducks, such as next to the slide and by the cubby.

 Family Child Care

**Materials Needed:** green felt circles and ducks for each child

Cut one eight-inch circle of green felt for each toddler and preschool-age child in your setting. Sit with children on the floor in your play area. Give one duck and one green felt circle to each child. Encourage children to pretend the felt circle is a lily pad and our room is a pond. Explain that our little ducks like to rest next to a lily pad in a pond. Sing the song from Option 1 and walk (or swim) around the room (your pretend pond), with children holding a duck. When the song stops, children return to the gathering area. Invite children to put the ducks next to the lily pads for their duck nap.



## 12–24 Months

### Option 1 One-to-One



#### Skill and Goal Executive function

A toddler moves his/her arms in response to watching and listening to a caregiver.



#### Key Concepts

Watch  
Listen  
Up  
Down  
Front



#### Materials Needed

None



#### Also Promotes

Cognitive  
Physical/Health

**BEGIN:** [*Invite a toddler to join you to play a game of moving our arms together.*]

Let's have some fun by moving our arms together!  
You can watch me move my arms in different ways. You can listen to me tell what I am doing with my arms. Then we can move our arms together.

- ASK:**
- What part of our body do we use to watch something?
  - What part of our body do we use to listen to something?

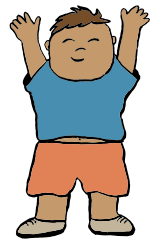
**EXPLAIN:** [*Point to your eyes and ears as you describe each to affirm the toddler's response to your questions.*]

We use our eyes to watch something. We use our ears to listen to something.

I am going to move my arms and tell what I am doing with my arms.

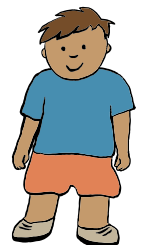
[*Stand facing the toddler. Demonstrate and describe each of three arm positions, as suggested below. Move slowly. Move both arms at the same time. Hold arms in position briefly so each action is separate from the others. Emphasize the words up, down, and front.*]

I am moving my arms up. I am holding my arms up high for a little while.



I am moving my arms down to the side of my body. I am holding my arms down for a little while.

Now I am putting my arms in front of my body. Look at how I am holding my arms in front of my body.



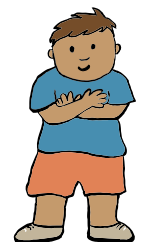
You used your eyes to watch me move my arms. You used your ears to listen to me tell how I moved my arms.

I'll move my arms again.

[*Repeat the demonstration and description of each arm position.*]

**ACT:** Now let's move our arms together. This will be fun!

[*Encourage the toddler to join you in moving his/her arms the way you move your arms. Again, move slowly. Demonstrate and describe each of the three actions. Emphasize the words up, down, and front.*]



**Option 1 continued**

*Comment on the toddler's efforts. Example: "We are moving our arms together. I am holding up my arms. You are holding up your arms."*

*Repeat the arm actions with the toddler. After the first or second action, ask the toddler what we do next with our arms. Pause to provide a clear opportunity for the toddler to respond. If the question seems to be of interest to the toddler but he/she does not show or tell what to do next, demonstrate and describe two possibilities for the toddler to consider. Example: "Do we put our arms in front of us or do we put our arms down?"*

*If the toddler seems interested, offer a third round of moving arms together. See Enrichment tips for adding slightly more challenge.]*

**RECAP:** We moved our arms together. We held our arms up, we held our arms down, and we held our arms in front of our bodies. How did you know what to do with your arms? (watch, listen)

## More Scaffolding Tips—Option 1

**Extra support** ■ In the opening segment, invite the toddler to point to his/her eyes and ears when each is discussed. ■ To support the toddler's understanding of front, move your hand up and down the front of your body as you name the front part of your body. Explain, "This is the front part of my body." ■ If you anticipate it may be too challenging for a toddler to put arms in front of his/her chest (third action), show and describe an alternative: holding arms out to the side (see picture). ■ Eliminate the third action so there are two ways to hold our arms (up and down).

**Enrichment** ■ In a follow-up round of the arm actions, reverse the order of two of them. Example: (1) hold arms in front of body, (2) move arms up, (3) move arms down. Another possibility is to add a fourth action, such as holding arms out from our body. ■ Emphasize the concept of same. Example: "We are doing the same thing with our arms."





**12–24 Months**

**Option 2**  
**One-to-One**



**Skill and Goal**

**Executive function**

A toddler moves his/her arms in response to listening to a caregiver.



**Key Concepts**

- Watch
- Listen
- Up
- Down
- Front
- Out
- Next



**Materials Needed**

None



**Also Promotes**

- Cognitive
- Physical/Health

**Be Prepared:** Determine a three-part sequence of arm actions you think will be sufficiently interesting and challenging for the toddler to do without ongoing demonstrations. Possibilities include: holding arms up, down, in front of body, or holding arms out to the side. If the toddler participated in Option 1, reflect on his/her responses in determining an appropriate set of three actions.

Invite a toddler to join you for fun in moving our arms. Stand facing the toddler. Encourage the toddler to watch and listen as you demonstrate and describe three arm actions. Treat each as a separate action. Emphasize the word associated with the action (possibilities: up, down, front, out).

Encourage the toddler to do the three arm actions. Explain that you will tell what to do with his/her arms. Encourage the toddler to listen and to remember. Do not demonstrate any of the actions you name unless it seems the toddler is not clear about the meaning of an action. Do not encourage the toddler to guess.

Invite the toddler to do a second round of the same arm actions. This time, do not say the name of the second or third action. Example: “What do you do next with your arms?”

If the toddler remains interested, encourage him/her to do a third round of the same arm actions or a sequence in which you change the third action. Example: up, down, or out (instead of up, down, front). Demonstrate and describe a slightly revised sequence before you invite the toddler to do actions you describe but do not demonstrate unless needed. Continue to treat each as a separate action. If the toddler wants to do the slightly revised sequence again, consider not saying the name of the third action; ask the toddler what happens next.

Support a fourth round of arm actions if the toddler is interested. (See Enrichment tip.)

Close the activity by enthusiastically describing the toddler’s efforts. Ask, “how did you know what to do with your arms?” Emphasize that the toddler listened to what you said and remembered what to do.

**More Scaffolding Tips—Option 2**

**Extra support** ■ If a toddler shows some difficulty with the first round of arm actions, demonstrate and describe again the full sequence of actions before engaging the toddler in the second round. ■ Encourage the toddler to say the key words with you: up, down, front, or out.

**Option 2 continued**

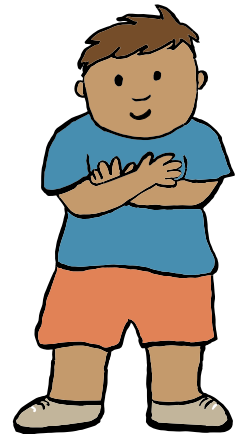
**Enrichment** ■ Add a fourth arm action for a fourth round of actions. Be sure to demonstrate the action before you invite the toddler to do actions you say. ■ For the third or later rounds of arm actions, engage the toddler in deciding what sequence of actions to use. Example: “Let’s change what we do first. Would you like to put your arms in front or up or do something else?” Demonstrate and describe the agreed-upon sequence before asking the toddler to do each action.

**👁️ What to Look For—Options 1–2**

Both activity options support the development of several simple building blocks of executive function: paying attention and remembering an arm action associated with a key word, such as up and down. The activities also support short-term memory skill if the toddler is asked about the sequence (“what do we/you do next?”). Skill in flexibly shifting focus is promoted if a different arm action is introduced in the sequence or the order of actions in the sequence is changed.

A toddler may place arms in front of his/her body in less precise ways than you demonstrate. Example: a toddler may put arms in front of stomach instead of chest, as suggested in the adjacent illustration. Be flexible about the toddler’s approach. What’s important is putting arms in front in response to your request.

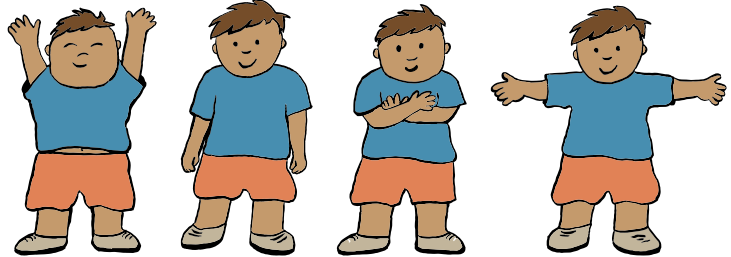
Option 1 extends the practice of watching promoted in the Block 3 Self-Regulation activity. Option 2 emphasizes the role of listening, a skill that is promoted in a more advanced way in the Block 9 Self-Regulation activity. Option 2 is more challenging than Option 1 because a toddler is dependent on one sense (listening) for responding to an action request. The ladder options make it easy for you to transition from Option 2 into Option 1 if a toddler has difficulty responding to verbal requests alone in Option 2.



 Interest Area

**Materials Needed:** \*toddler arm action pictures

Invite one or several toddlers to move their arms in the ways shown in curriculum-provided pictures. Select pictures of actions that you anticipate will be of interest to toddlers. You may wish to demonstrate putting arms out to the side of our body if this action was not used in an activity.



Here are three different ways the picture cards could be used in your Interest Area. (1) Post the cards on a wall or board. You may wish to put the cards in the sequence that was most commonly used in your approach to the Option 1 activity. Invite a toddler(s) to move his/her arms in the way shown on each card. (2) Put the cards in a basket. Invite a toddler to pull one card at a time and move his/her arms in the way shown on the card. (3) Invite a pair of toddlers to move their arms together. Put the cards in a basket. Invite one toddler to pull one card at a time and move his/her arms in the way shown on the card for the other toddler to follow. Help the toddlers take turns as the leader.

\*Printables provided

 Family Child Care

**Materials Needed:** none

Invite a preschool-age or school-age child to offer the arm actions suggested in Option 1. The leader child will need your explicit orientation to the actions and sequence prior to participating with a toddler. Older toddlers may wish to participate with you in Option 2.





## 12–24 Months

### Option 1 Informal Gathering



#### Skill and Goal

##### Social interaction skills

Toddlers participate in a book sharing focused on actions of children and teddy bears, and watch a caregiver-held teddy bear do similar actions.



#### Key Concepts

Same



#### Materials Needed

*Sign and Sing Along: Teddy Bear, Teddy Bear!* by Annie Kubler  
Teddy bear



#### Also Promotes

Communication/Language  
Physical/Health

**Be Prepared:** The book includes some basic sign language that is optional for you to include in the activity. You may wish to introduce none, some, or all of the sign vocabulary included in the book. The book offers nine illustrations of “teddy bear” (including the cover), one illustration of “light,” and one illustration of “sky,” all in American Sign Language and with italicized captions. Omit the illustration of “turn out the light” if you opt to not introduce the sign vocabulary for “light.”

**BEGIN:** [*Prominently hold the teddy bear in your hand and invite several toddlers to join you to read a book about teddy bears.*]

*Move the teddy bear in your hand as you enthusiastically welcome toddlers to the gathering. Say each toddler’s name as he/she joins. Example: “Josiah is joining us to hear about a teddy bear. Cassandra is joining us to hear about a teddy bear.” Make eye contact with each toddler.*

*Show the cover of the book.]*

**ASK:** The teddy bears in our book do different things. What do you think the bear on the cover of our book is doing? (waving, holding out arms, smiling)

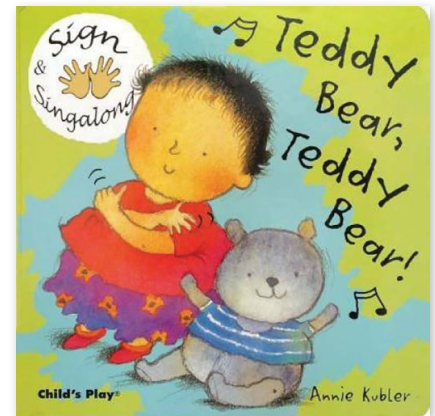
**EXPLAIN:** [*Display the teddy bear in your hand.*]

I am holding a teddy bear. I will use my hand to move my teddy bear during our story. The teddy bear in my hand can do some of the same things the bears in our book do.

Let’s open our book and find out what the bears do!

**ACT:** [*Read the text and use your own words to describe what the child and corresponding teddy bear are doing. Help toddlers focus on the pictured child’s action, such as “touch your nose” (the first image of the child on each page shows sign language for “teddy bear”).*]

*Move the teddy bear in your hand to do things described and shown in the book.*





## **Option 1 continued**

*Draw attention to actions of the teddy bear you are holding. Example: “The child and teddy bear in our book are touching their toes. The teddy bear in my hand is also touching his toes!”*

*Ask questions about (a) what the teddy bear in your hand is doing, and (b) what the teddy bear in your hand should do. Examples: “The child and teddy bear in our book are turning around. What is the bear in my hand doing?” “The child and teddy bear in our book are touching their nose. What should the teddy bear in my hand do?”*

*Emphasize rhyming words. (nose/toes, around/ground, high/sky)]*

**RECAP:** The children and teddy bears in our book did many different things. What did the teddy bear in my hand do? (the same things as teddy bears in the book) We had fun looking at pictures of teddy bears in our book and watching the teddy bear in my hand.

### What to Look For—Option 1

Toddlers will enjoy the rhyming text of this book and watching the teddy bear in your hand do actions described in the book. Pay close attention to toddlers’ eye engagements to ensure you are providing sufficient time and verbal support for looking at both the pictures of child and bear actions in the book and the teddy bear in your hand. Also, watch for indications of unclear understandings of some phrases used in the book, such as touch the sky. The book is not based on a plot and it is fine to pause on pages that may require a little more description or discussion.

Your important roles in this activity include fostering an enjoyable atmosphere for participants and explicitly inviting their active involvement with different types of questions, including those suggested in the activity plan. Use questions and comments to encourage toddlers to compare the actions of the toy bear in your hand to the actions of children and teddy bears in the book. Avoid approaching your contribution to the session as one of entertaining toddlers.

Look for opportunities to acknowledge and extend comments of toddlers in the session. Draw attention to their participation, beginning with use of their names as they join the session (see BEGIN).

### More Scaffolding Tips—Option 1

**Extra support** ■ Encourage toddlers to say “teddy bear, teddy bear” with you at the beginning of each page. Point to the image of the pictured child demonstrating sign language for “teddy bear” if you give attention to sign language in the activity (see Be Prepared).

**Enrichment** ■ At the end of each set of two pages, encourage toddlers to repeat the two rhyming words with you. Emphasize the rhyming words when you say them. Example: “The child and teddy bear touched their nose and their toes. Let’s say together, nose and toes.”

## 12–24 Months

### Option 2 Informal Gathering



#### Skill and Goal

##### Social interaction skills

Toddlers manipulate a teddy bear in ways described and shown in a book, with opportunities to also notice what peers are doing with their teddy bears.



#### Key Concepts

Look  
Watch  
Same



#### Materials Needed

*Sign and Sing Along: Teddy Bear, Teddy Bear!* by Annie Kubler

Teddy bear—1 per toddler and caregiver

Carpet squares—1 per toddler



#### Also Promotes

Communication/Language

Self-Regulation

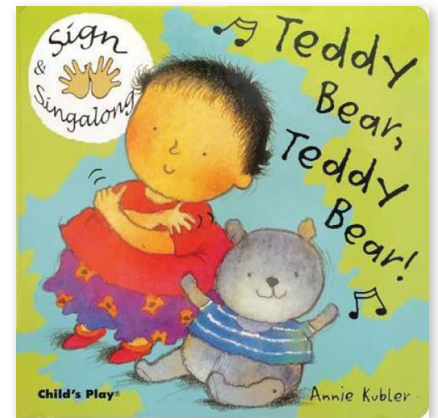
Physical/Health

**Be Prepared:** The book includes some basic sign language that is optional for you to include in the activity. You may wish to introduce none, some, or all of the sign vocabulary included in the book. The book offers nine illustrations of “teddy bear” (including the cover), one illustration of “light,” and one illustration of “sky,” all in American Sign Language and with italicized captions. Omit the illustration of “turn out the light” if you opt to not introduce the sign vocabulary for “light.”

Prominently hold 3–4 teddy bears in your hand. Invite several toddlers to join you to move a teddy bear the same way teddy bears in a book move parts of their bodies. Explain that the children and teddy bears in the book do many different things. Each of us can hold a teddy bear and do the same thing with our bear.



Give a teddy bear to each toddler who joins the gathering. Encourage toddlers to look at their bear and move it around any way they wish. After a brief period of exploring the toy bears, display the book and ask what toddlers see on the cover. Positively acknowledge and expand upon their comments. Explain that we will look at pictures in our book, talk about what is happening in the pictures, and then do some of the same things with the bears in our hands. Also, explain that toddlers may watch you move the bear in your hand.



Use strategies offered in Option 1 to support toddlers’ participation. Offer verbal guidance on how to move the toy bears held by toddlers, if appropriate. Encourage toddlers to look at the book’s picture of the action and watch your bear. Include strategies, such as the following, to draw toddlers’ attention to others in the gathering:

- Describe an individual toddler’s efforts with a bear so all can hear you. Example: “Sammy is helping his bear reach up high. Look at what Sammy is doing.”
- Encourage toddlers to do what a peer is doing. Example: “Omar is jumping his teddy bear up and down. Let’s all make our teddy bears jump up and down like Omar is doing with his toy bear!”
- Work hard to mention each toddler’s name at least once in the session.

**Option 2 continued**

At the conclusion of the book, announce that it is time for the teddy bears to rest. Place your bear on the floor, face down. Encourage toddlers to do the same thing with their bears. Comment on the “resting” teddy bears. Example: “Our teddy bears played hard. Now they are sleepy. They are taking a nap. Let’s pat our teddy bears on the back to help them sleep.” Demonstrate patting your bear on the back and encourage toddlers to do the same.

**👁️ What to Look For—Option 2**

This activity is designed to promote interpersonal connections among toddlers as everyone attempts to move a toy bear the same way teddy bears in a book move. Fostering an atmosphere of “we’re doing this together” and acknowledging individual efforts are central to the activity. Some toddlers may prefer to hold their bear and watch and listen. Acknowledge their involvement with comments, such as “Connor is having fun watching our bears move in different ways.” Watching others is a useful way to learn about positive social interactions. Some toddlers may do some, but not all, of pictured actions with their toy bear. Recognize and acknowledge all forms of participation.

**📈 More Scaffolding Tips—Option 2**

**Extra support** ■ Acknowledge a toddler’s preference to hold, rather than move, their teddy bear during the activity. Example: “Kendall, I think you are enjoying holding your teddy bear.” ■ Some toddlers may benefit from specific guidance on how to do a movement. Example: “Look at how Omar is holding the middle part of his bear. Watch how Omar is tipping his bear back and forth.”

**Enrichment** ■ Reinforce or introduce names of body parts. Example: “These are the teddy bear’s arms. Let’s all hold our bear by its arms.”



## 12–24 Months

### Option 3 Informal Gathering



#### Skill and Goal

##### Social interaction skills

Toddlers pay attention to the actions of their peers as they act out the movements of children and teddy bears described and shown in a book.



#### Key Concepts

Same



#### Materials Needed

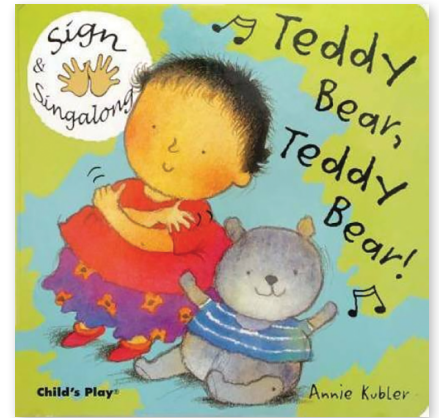
*Sign and Sing Along: Teddy Bear, Teddy Bear!* by Annie Kubler



#### Also Promotes

Communication/Language  
Physical/Health

**Be Prepared:** The book includes some basic sign language that is optional for you to include in the activity. You may wish to introduce none, some, or all of the sign vocabulary included in the book. The book offers nine illustrations of “teddy bear” (including the cover), one illustration of “light,” and one illustration of “sky,” all in American Sign Language and with italicized captions. Omit the illustration of “turn out the light” if you opt to not introduce the sign vocabulary for “light.”



Invite several toddlers to look at a book about different things teddy bears do and act out some of the movements of the teddy bears. After several toddlers have joined the session, display the book and describe the actions of the pictured child and teddy bear on each page. Approach the book as a review (but not too quick of a review) if toddlers have recently read the book (Option 1) or used a toy teddy bear to mimic the teddy bears (Option 2).

After reading (or reviewing) and talking about pictures in the book, explain that we will try to do some of the same things done by teddy bears in the book. Show and describe a picture in the book. Demonstrations of each action are key to the activity. Use one or a combination of the two approaches to demonstration described below:

- you or another adult provide demonstrations of an action described and shown in the book, and/or
- invite toddlers in the gathering to take turns demonstrating an action that you describe by showing the pertinent book picture (see Extra Support tip).

Use selected pages of the book if time is limited or you anticipate use of all pages may be too exciting for toddlers. Conclude the session by describing what happened, making sure to include each toddler’s name in your summary.

### 👁️ What to Look For—Option 3

Watching and imitating others is an early step in learning how to play with others. Describe how toddlers are paying attention to the actions of a peer or adult. Example: “Gavin, you watched Amira touch her nose. You are doing the same! You are touching your nose like the child and teddy bear in our book!” Toddlers are likely to vary in their interest in the activity. Keep in mind that watching others is a beneficial way to learn about getting along with others. If you use selected pages, note that some actions, such as pointing to our nose or eyes, are easier than others for toddlers to do.



## Option 3 continued

### More Scaffolding Tips—Option 3

**Extra support** ■ If toddlers take turns demonstrating an action, use the toddler-demonstrator’s name instead of “teddy bear, teddy bear” when you read the text. Examples: “Gavin, Gavin, touch your nose!” “Amira, Amira, touch your toes!” Encourage all toddlers to watch and try what a toddler is doing. Example: “Gavin is touching the ground. Let’s touch the ground with Gavin!” ■ If a toddler prefers to watch rather than attempt making body movements, provide a teddy bear for him/her to hold and move during the activity.

**Enrichment** ■ Invite toddlers to select actions (pages) they would like to act out.

### Interest Area

**Materials Needed:** several teddy bears, common items in housekeeping area

Place 2–3 teddy bears in the housekeeping area and invite several toddlers to play with them. Talk with toddlers about what they are doing with a teddy bear. Mimic what a bear is doing. Example: “Your teddy bear is eating corn. I am going to eat corn, too, like your bear!” Invite toddlers to make the teddy bears imitate an action you offer. Example: “I am going to drink some juice from this cup. The teddy bear has a cup, too. Maybe the teddy bear would like to drink juice with me!”

### Family Child Care

**Materials Needed:** *Sign and Sing Along: Teddy Bear, Teddy Bear!* by Annie Kubler

Preschool-age children in your setting may enjoy joining toddlers in Option 1 or 2. Older children may enjoy reciting some of the words of the rhyme with you. Babies may enjoy holding a teddy bear or being held and moved around with the words of the rhyme.





## 12–24 Months

### Option 1 Informal Gathering



#### Skill and Goal Gross motor development

Toddlers practice rolling a doll.



#### Key Concepts Roll



#### Materials Needed Dolls—1 per toddler



#### Also Promotes Communication/Language Self-Regulation

Sit on the floor and invite several toddlers to play a rolling game. Show toddlers a doll or cloth bear. Explain that “the doll is pretending to be a hot dog. This is a game. Please watch me roll our doll.” Lay the doll on the floor and roll it several times. Use two hands to roll the doll from the back to tummy, or tummy to back.

Provide each toddler with a doll. Invite the toddlers to roll their doll once. Offer another demonstration, if appropriate. Then invite toddlers to roll their doll several times. Roll a doll along with the toddlers.

Recite the following rhyme as you and toddlers roll the dolls:

Hot dog, hot dog  
Put him/her in the bun.  
Hot dog, hot dog  
Yum yum yum.

Explain that it is easy to roll a hot dog because it is straight. We put our arms close to our body when we roll. Add humor to the activity by asking toddlers “Do our hot dogs need some pickles?” If one or more toddlers says “yes,” pretend to add pickles to your doll by lightly patting the doll’s head, tummy, and feet. Invite toddlers to add pretend pickles to their pretend hot dog, too. Add to the fun by making little sounds related to the actions.

### 👁️ What to Look For—Option 1

Look at how toddlers roll their doll. They will need to turn the doll, rather than giving it a nudge. Encouraging toddlers to use both hands can support the idea that an entire body is involved in rolling. This lighthearted activity may prompt smiles and giggles. It is unusual to think of a doll as a hot dog, but the image emphasizes the idea that things need to be straight (no extended arms) when they roll over.

### 📊 More Scaffolding Tips—Option 1

**Extra support** ■ When you describe how a hot dog is straight, extend one or both arms of your demonstration doll to show how we cannot roll a doll when things (arms) get in the way of a roll.

**Enrichment** ■ If a toddler rolls his/her doll over and over, encourage him/her to notice the edge of the carpet (or whatever defines your activity space) and stop the rolling before the doll reaches this point.



## 12–24 Months

### Option 2 One-to-One



#### Skill and Goal

##### Gross motor development

A toddler participates in a book sharing about rolling out of a bed and a follow-up opportunity to roll his/her body on the floor.



#### Key Concepts

Roll over



#### Materials Needed

Mat or rug

*Ten in the Bed* by Penny Dale

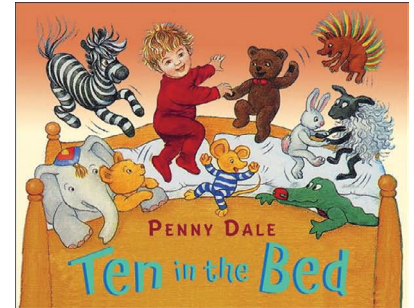


#### Also Promotes

Communication/Language  
Self-Regulation

**Be Prepared:** Learn the tune and simple words to the song “Ten in the Bed” from an online resource or other source, such as *100 Toddler Favorites* CD.

**BEGIN:** *[Invite one toddler to sit with you on the floor to look at and talk about pictures in a book. Sit next to the toddler with the book. Describe the first picture. Point to the child in the bed.]*



**EXPLAIN:** Let’s look at this picture together.

There are lots of animals in the bed. The little child said “Roll over, roll over!” Let’s find out what happens in our book.

*[Point to the child and the animals.]*

**ASK:** What animals do we see in the picture?

*[Wait for the toddler to respond by pointing or saying a word or sound. Repeat and extend the toddler’s comment. Example: “Elephant. You see the toy elephant on the bed.”]*

**ACT:** *[Point to the next picture as you read the text. Talk with the toddler about the animals rolling over in the bed when the text says “roll over, roll over.” Emphasize the repetitive use of roll over. Invite the toddler to join you in saying “roll over.” A toddler may be amused by the animals falling out of bed one by one.*

*Alternate reading text and describing the story in your own words. Pause to talk about a picture that seems to be of special interest to the toddler.*

*Use your voice and word emphasis to highlight the humor in the pictures. Laugh with the toddler.]*

**ASK:** Our book is funny! Would you like to roll over like the animals in our book? You may roll over on our mat.

*[Pat the mat or rug to indicate the place to practice a roll. Encourage the toddler to lie down on his/her back.]*

**EXPLAIN:** We use our whole body to roll over. Our head and body move together.

**Option 2 continued**

**ACT:** *[Invite the toddler to roll over and over to the opposite edge of the mat or rug. Assist the toddler if necessary. If a toddler seems eager to roll, but does not understand how to begin the roll, offer to use your hands to gently guide the rolling movement. If the toddler accepts your offer, kneel next to the toddler and place your hands lightly on his/her shoulder and knee. Apply slight pressure to indicate the direction of the roll motion. Encourage the toddler to roll on his/her own. Remove your hands as the child begins to roll independently. Say “Yes, you are rolling.”]*

*Consider demonstrating how to roll over.*

*Welcome other toddlers who want to participate in the rolling activity. Show toddlers where to sit on the floor to wait for a turn. Only one toddler should roll at a time.]*

**RECAP:** We read a book called *Ten in the Bed*. The animals in the book rolled over. You rolled over and over. You used your whole body to roll over.

**👁️ What to Look For—Option 2**

Rolling over and over requires coordinated movements. The toddler may find it easier to roll his/her whole body with hands together above the top of his/her head. If the toddler does not seem to understand the idea of doing a roll, you may wish to demonstrate (or invite another toddler to demonstrate) rolling over, or use a doll as a model. If the toddler feels uncertain about rolling, encourage him/her to roll a doll or toy animal on the mat. Extend the fun and humor from the book into the rolling activity by laughing and joyfully acknowledging the toddler’s efforts.

The book includes counting and numbers, however, at this age, a toddler is not formally learning about numbers. Avoid using the book to emphasize numbers. Promote the following story events while reading and talking about the book:

- Lots of animals are in the bed. One by one, animals roll over and fall out!
- More animals fall out of the bed.
- The child remains in the bed after all animals are out of the bed.

If you provide hands-on assistance with rolling, please note that for some toddlers a firm touch is more relaxing than a gentle touch. Do not tickle toddlers, but apply pressure that feels comfortable.

**📊 More Scaffolding Tips—Option 2**

**Extra support** ■ Gently move the toddler’s feet together for ease of rolling. Remind the toddler to keep arms to his/her side.

**Enrichment** ■ Place a doll or toy animal on the mat opposite the toddler. Encourage the toddler to roll over to the toy. ■ Some toddlers may enjoy rolling in the opposite direction, back to where they began. ■ Sing the song and emphasize roll over. Toddlers will enjoy hearing you sing the words as they complete each roll.



## 12–24 Months

### Option 3 Informal Gathering



#### Skill and Goal

##### Gross motor development

Toddlers coordinate full body movements.



#### Key Concepts

Roll



#### Materials Needed

Carpet or mat



#### Also Promotes

Communication/Language

Self-Regulation

This activity is designed for toddlers who participated in Option 2 or guided experiences in rolling their bodies. Invite a few toddlers to practice rolling. Use the carpet or mat to define the space for rolling.

Kneel or sit on the floor with the toddlers. Help each child as needed.

Encourage toddlers to roll from one side of a small rug or mat to the other side. Lay out a mat or designate an area of carpet for rolling. Offer reminders included in Option 2 suggestions, especially keeping arms to the side and feet together. If toddlers participated in Option 1, encourage them to remember how a hot dog can roll.

Emphasize the importance of taking turns. Example: “It is Martin’s turn to roll. Martin is on the mat now. Other friends will sit on the rug with me. I will sing a song for Martin.” Some toddlers will be satisfied to roll a couple of times, whereas others will want to roll to the edge of the space.

Singing as each toddler rolls adds interest to the activity and tells the toddler when to stop and start. Use a song of your choice. “Ten in the Bed” relates to the story offered in Option 2. Another possibility is to sing a modified version of “Roly Poly,” which you can learn from an online resource or a CD. Using recorded music is not recommended. Clapping at the end of each child’s turn helps manage turn-taking and is greatly appreciated by toddlers.

### 👁️ What to Look For—Option 3

It is typical for toddlers to spend much of their time engaged in active play. Movement and sensory experiences help toddlers construct knowledge about their environment. Use the verbal guidance and, if a toddler gives permission, the hands-on support for rolling suggested in Option 2. Option 3 is designed as practice. Offer Option 2 to toddlers who have no experience in rolling.

At this age, the idea of turn-taking is underdeveloped, and one of your important roles in the activity is to manage rolling as a group activity. Limiting the number of toddlers involved in the activity at any given time is advised.

### 📊 More Scaffolding Tips—Option 3

**Extra support** ■ Some toddlers may wish to watch rather than practice rolling. Positively acknowledge their observation and use it as a teaching opportunity by describing specific ways a toddler is rolling.

**Enrichment** ■ Say “Ready, Set, Go” before a toddler rolls.



### Interest Area

**Materials Needed:** activity mat, display photos, *I Can, Can You?* by Marjorie W. Pitzer, *Giraffes Can't Dance* by Giles Andreae

Place an activity mat in an open area to allow toddlers to practice rolling with staff supervision. Sit or kneel next to the mat to facilitate the activity. Promote turn-taking if more than one toddler wishes to roll. Sing the song for each toddler. Modify the song to include toddlers' names. Display photos of toddlers moving in different ways. Arrange books for easy access each day. Look at the suggested books with toddlers and draw attention to various movements.



### Family Child Care

**Materials Needed:** *Ten in the Bed* by Penny Dale, *The Pigeon Finds a Hot Dog* by Mo Willems

Children of all ages will enjoy rolling games and the book *Ten in the Bed*. Encourage preschool-age and older children to take turns rolling across the room in a straight line. Preschool-age and older children will likely understand the reminder, "Keep your body straight like a pencil." Encourage children to move their legs as their upper body moves. Older children may enjoy the challenge of rolling next to a friend at the same time and in the same direction. Toddlers, preschool-age children, and older children will enjoy the humor in *The Pigeon Finds a Hot Dog*.