



**Communication/
Language**

Exploring Words

Option 1 (OO) A toddler participates in a book sharing focused on a llama getting ready for bed.

Option 2 (OO) A toddler participates in a book sharing focused on bedtime routines, with a follow-up opportunity to identify items represented in the book.

Option 3 (OO) A toddler participates in a book sharing that includes opportunities to act out familiar bedtime routines described in the book.



Cognitive

Solving Problems

Option 1 (OO) A toddler picks one toy for one teddy bear.

Option 2 (OO) A toddler picks one toy for each of four teddy bears.

Option 3 (IG) Toddlers take turns selecting one toy for each of two teddy bears.



Self-Regulation

Paying Attention

Option 1 (IG) Toddlers watch a caregiver manipulate a toy frog that hops and stops hopping.

Option 2 (IG) Toddlers practice manipulating a toy frog that hops and stops hopping with caregiver guidance.

Option 3 (IG) Toddlers practice manipulating a toy frog that hops and stops hopping with minimal caregiver guidance.



Social-Emotional

Interacting with Others

Option 1 (IG) Toddlers participate in open-ended play with toy vehicles, with guided opportunities to pay attention to actions of peers.

Option 2 (IG) Toddlers participate in play with toy vehicles on a pretend road, with guided opportunities to imitate the actions of a peer(s).

Option 3 (IG) Toddlers participate in play focused on helping toy vehicles roll down a “big hill,” with guided opportunities to imitate the actions of a peer(s).



Physical/Health

Using Our Hands

Option 1 (IG) Toddlers participate in a song that includes opportunities to clap and smile.

Option 2 (IG) Toddlers participate in a song with opportunities to clap their hands slowly and stomp their feet quickly.

Option 3 (IG) Toddlers participate in a song that includes opportunities to clap and kick from a sitting position.

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



12–24 Months

Option 1 One-to-One



Skill and Goal

Receptive language
Expressive language

A toddler participates in a book sharing focused on a llama getting ready for bed.



Key Concepts

Pictures
Words
Point



Materials Needed

Llama Llama Nighty-Night
by Anna Dewdney



Also Promotes

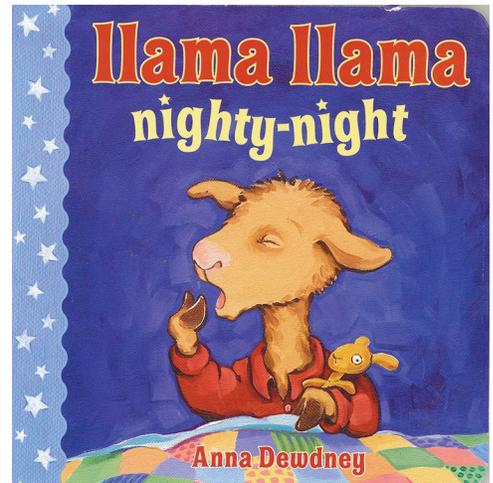
Cognitive

BEGIN: [*Invite a toddler to a book sharing. Greet the toddler by name.*]

Our book is about how a llama gets ready for bed. The llama goes “nighty-night.”

EXPLAIN: [*Show book cover. Point to the llama sitting in bed.*]

Here is the llama. We know that a llama is an animal with soft, furry wool. The llama in our book has a mama and lives in a house!



ASK: [*Use a pertinent question to help the toddler connect with the llama character. Examples: “What did the llama do in some other books we have read?” or “What would we do if a pretend llama visited our room?”*]

EXPLAIN: Our book is called *Llama Llama Nighty-Night*. Let’s find out what Llama Llama does to get ready for bed!

ACT: [*Open the book and hold it close to the toddler. Ask the toddler what we see in the picture. Repeat and expand on his/her response. Example: “Yes, Llama Llama is playing with a train. His mama is talking to him. I wonder what she is saying.”*]

Read the first page aloud.

The llama’s mama said it is time for bed! What do you think Llama Llama is going to do first to get ready for bed?

[Pause to provide time for a response and to create anticipation.]

Let’s turn the page and find out!

Llama Llama is brushing his teeth. Please point to the toothbrush in our picture.

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

- *Encourage the toddler to point to and name items in the pictures with you. Examples: “Llama Llama is taking a bath! Where is the rubber ducky in our picture?” “It is time to go potty. We have a potty in our room! Where is Llama Llama’s potty in this picture?”*

**Option 1 continued**

- *Recognize and extend the toddler's comments and pointing. Example: "You said 'choo, choo,' Ana. Llama Llama is playing with a toy train."*
- *Expand on the book text and ask specific questions. Example: "Mama is filling the tub. It is time for Llama Llama to take a bath. What is Mama putting in the tub?" (water)*
- *Read the text with an enthusiastic voice.]*

RECAP: Our book showed us how Llama Llama gets ready for bed. We talked about the pictures, and I read the words. Llama Llama goes "nighty-night" at the end of our story. What things do you do to get ready for bed?

 **What to Look For—Option 1**

This enjoyable book describes bedtime routines that will be familiar to most toddlers. Look for ways to help toddlers connect the story to their experiences and to strengthen awareness of names of items used in bedtime routines. Some toddlers may wish to name items you point to. Toddlers generally enjoy pointing to pictured items a reader names. Some toddlers may prefer to watch and listen as you point to and name items.

 **More Scaffolding Tips—Option 1**

Extra support ■ Sit close to the toddler so he/she can clearly see the pictures and hear your voice. ■ A toddler might want you to place your arm around him/her and "snuggle in" as you read and talk about the book.

Enrichment ■ Invite the toddler to name or make a gesture about an activity prior to reading about the activity in the text. Example: a toddler may point to his/her teeth, say the word "bath," or close his/her eyes and pretend to be asleep. ■ As part of the question suggested in the RECAP, invite the toddler to point to activities in the book that he/she also does before bed.

12–24 Months

Option 2 One-to-One



Skill and Goal

Receptive language
Expressive language

A toddler participates in a book sharing focused on bedtime routines, with a follow-up opportunity to identify items represented in the book.



Key Concepts

Picture
Point



Materials Needed

Llama Llama Nighty-Night
by Anna Dewdney
Items included in story (see
Be Prepared)
Basket

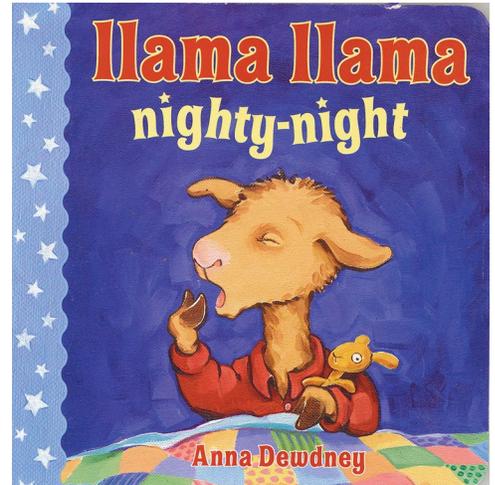


Also Promotes

Cognitive
Physical/Health

Be Prepared: Secure and place in the basket some items represented in the book, such as a toy train, stuffed animal, toothbrush, rubber duck, book, and a small blanket.

Invite a toddler to read a book about Llama Llama getting ready for bed. Display the book cover and explain that our book shows us how Llama Llama gets ready to go “nighty-night.” Read the book, using strategies suggested in Option 1, especially pointing to familiar items in the pictures. Talk with the toddler about how he/she gets ready for bed. Example: “I brush my teeth when I get ready for bed. What do you do to get ready for bed?”



After sharing the book, introduce the basket of items and invite the toddler to take out one item at a time. Invite the toddler to say the name of the item. Then find a book picture that shows the item and invite the toddler to point to the item in the picture. Example: Llama Llama played with a rubber duck in the bathtub. Here is a picture of Llama Llama in the bathtub. Where is the rubber duck in this picture?” Continue to explore items in the basket if the toddler remains interested. Acknowledge the toddler’s efforts. Example: “You are holding a toothbrush. You found a toothbrush in a picture in our book.”

What to Look For—Option 2

Offer the opportunity for the toddler to name an item he/she pulls from the basket, but do not assume the toddler knows or can say its name. After an appropriate pause, offer the name and invite the toddler to say it with you. This procedure is intended as a supportive way to introduce or reinforce common vocabulary. Avoid approaching the process as a test. Each toddler should experience a feeling of accomplishment in the activity.

There is important benefit in the toddler holding and naming an item that is also shown in a book picture. In addition to promoting names of objects, toddlers become more aware of how a picture is a representation of a real thing (or person).

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

Extra support ■ During the follow-up activity, some toddlers may prefer to listen to you say the name of an item and watch you point to it in a book picture. Continue to encourage the toddler to say an item name with you after you say it once. After several times of listening and watching, encourage the toddler to find the item in a book picture you locate. ■ If a toddler seems uncertain about which item to pull from the basket, offer two items as possibilities.

Enrichment ■ A toddler who can readily turn pages of a book may enjoy finding the picture in the book (rather than you finding it). ■ Invite the toddler to briefly act out one or several parts of the book, such as pretending to go to sleep with a blanket and pillow.

12–24 Months

Option 3 One-to-One



Skill and Goal

Receptive language
Expressive language

A toddler participates in a book sharing that includes opportunities to act out familiar bedtime routines described in the book.



Key Concepts

Pictures
Same



Materials Needed

Llama Llama Nighty-Night
by Anna Dewdney
Teddy bear
3 items included in story
(see Be Prepared)

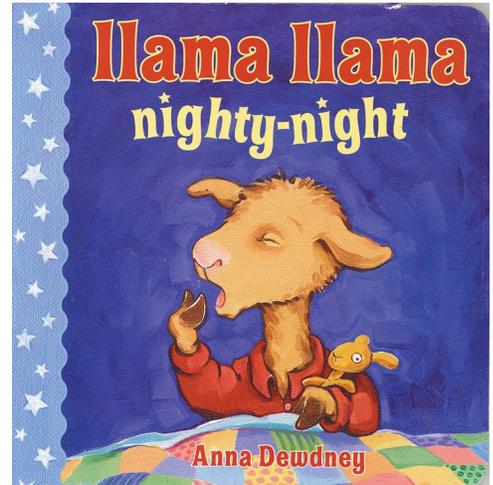


Also Promotes

Cognitive
Physical/Health

Be Prepared: Secure familiar items represented in the book, such as a toothbrush, rubber duck, and a small blanket.

Sit next to one toddler to share the book, *Llama Llama Nighty-Night*, using engagement strategies suggested in Option 1. Give the toddler a teddy bear and invite him/her to have the teddy bear do some of the same things as Llama Llama in the book. Offer verbal guidance. Examples: “We have a toothbrush like the toothbrush Llama Llama is using in this picture. Would you like to hold the toothbrush and pretend to brush your bear’s teeth?” “Llama Llama is snuggling under a blanket and his mama is reading him a story. Would you like to put the blanket on your teddy bear?” Use your own words to describe pictures and encourage the toddler to repeat the names of some familiar items. Describe how the toddler acts out an activity described in the story. Use selected pages of the book for acting out if time runs short or it appears the toddler is losing interest.



👁️ What to Look For—Option 3

Many toddlers will enjoy acting out some of Llama Llama’s activities with the teddy bear. Some toddlers may not be ready for this type of pretend play and may prefer to hold the soft bear during the activity instead. While toddlers are not expected to be able to name all of the familiar items shown in the book, they are likely to enjoy repeating words and pointing to the familiar objects. Recognize and positively acknowledge the toddler’s participation in the activity.

📊 More Scaffolding Tips—Option 3

Extra support ■ A toddler who is not interested in pretending with the teddy bear may enjoy the Option 2 approach to the story. ■ Some toddlers may be interested in pretending with the teddy bear, but unsure of how to use the props. Provide additional hints and assistance.

Enrichment ■ Encourage the toddler to talk about how he/she does a bedtime routine that he/she acts out as part of the activity.



Interest Area

Materials Needed: *Llama Llama Nighty-Night* by Anna Dewdney; several teddy bears or other stuffed animals; several familiar items represented in the book, such as a toy train, stuffed animal, toothbrush, rubber duck, book, small blanket, basket

Place the book and basket on the floor. Invite several toddlers to look at the book and play with the materials. Introduce the teddy bears and encourage the toddlers to use the bears to act out parts of familiar bedtime routines. Some toddlers will use the items to interact with the bears, whereas others may want to hold a bear while they look at the book. Name the items used by toddlers in their play. Describe toddlers' actions without directing their play.



Family Child Care

Materials Needed: *Llama Llama Nighty-Night* and some other nighttime books, such as *Goodnight Moon*, several dolls or teddy bears, familiar items used in bedtime routines, including those from the book, housekeeping, or dramatic play area

Be Prepared: Place the bedtime routine items in the dramatic play area along with several nighttime books.

Children of all ages are familiar with a bedtime routine. Read the *Llama Llama* book with children in your care and invite talk about the pictures and activities on each page. Also, invite children to play with related materials you placed in the housekeeping or dramatic play area. Encourage toddlers to use the familiar items with the dolls and teddy bears. Toddlers will enjoy watching older children as they engage in pretend play. Babies may wish to hold a doll or stuffed animal during the activity.



12–24 Months

Option 1 One-to-One



Skill and Goal Problem-solving

A toddler picks one toy for one teddy bear.



Key Concepts

Pick one



Materials Needed

Teddy bears or dolls—2 per child and caregiver
8 assorted toys (see Be Prepared)
Basket



Also Promotes

Social-Emotional
Physical/Health
Self-Regulation

Be Prepared: Include some toys that will appeal to the toddler and are smaller than the teddy bears or dolls. Place toys in the basket. Putting some distance between the bears and placing one toy clearly in front of a bear during the activity will help the toddler see there is one toy for one bear.

BEGIN: *[Invite a toddler to join you to play with some teddy bears (or dolls). Give the toddler two teddy bears to place next to him/her, with some distance between each bear/doll. Display two more teddy bears and place them next to you, with some distance between each of your two bears/dolls. Point to the teddy bears and the basket of toys as you describe each, as suggested below.]*

EXPLAIN: You have two teddy bears. I have two teddy bears. Here is a basket of toys. Let's pretend our teddy bears would like a toy to play with. You can pick one toy from our basket for each of your teddy bears. I can pick one toy from our basket for each of my teddy bears.

ACT: Look at the fun toys in our basket!

[Pick up and name 2–3 toys, one at a time. Return toys to the basket.]

I want to pick one toy for one bear.

[Point to one of your bears.]

I am going to pick the (name of toy) for this bear. I think my bear will like to play with this toy!

[Put the toy directly in front of the teddy bear. Then point to your bear that does not have a toy.]

Now I am going to pick one toy for this bear. One toy for one bear. I am going to pick the (name of toy). My bear will have fun with this toy!

[Put the toy directly in front of your second bear.]

Now it is your turn to pick toys for your teddy bears.

[Put the basket in front of the toddler. Point to each of the toddler's bears as you mention them, as suggested below.]

You have two bears. You have this bear. And you have this bear.

- ASK:**
- Which bear do you want to pick a toy for first?
 - What toy would you like to pick for this bear to play with?
Remember, we pick one toy for one bear.



Option 1 continued

[Encourage the toddler to select one toy and put it next to the bear the toddler selected to first receive a toy. Name the selected toy. Example: "You picked a toy car for your teddy bear. I think your teddy bear will have fun playing with the toy car!" Encourage the toddler to put the toy directly in front of the bear for which it was selected.]

- Now you get to pick one toy for your other teddy bear. What toy would you like to pick for this bear to play with?

EXPLAIN: Look at our bears and their toys! Each bear has one toy.

[Point to each bear and its toy when you describe the following, beginning with the toddler's two bears:]

One bear, one toy. One bear, one toy. One bear, one toy. And, one bear, one toy!

RECAP: We picked toys for our teddy bears to play with. We picked one toy for one bear. What do you think our teddy bears would like to do with their toys?

[If time and interest permit, engage the toddler in a brief period of play with the teddy bears and toys. Maybe the teddy bears would like to exchange toys.]

What to Look For—Option 1

Look for opportunities to emphasize the idea that we pick one toy for one bear. The repetitive pointing and description of "one bear, one toy" is at the heart of the activity. This summary occurs prior to the possible pretend play with teddy bears and toys in order to make good use of the physical arrangements of one toy sitting in front of one bear. It is inappropriate, at this age, to formally introduce the mathematics skill of one-to-one correspondence, but activities like the current one can support a toddler's beginning awareness of this important cognitive concept.

Your primary contribution to the activity is to demonstrate picking one toy for one teddy bear (the reason you go first) and to facilitate the toddler's selection of one toy for each bear. Putting the basket of toys in front of the toddler when it is his/her turn is a concrete action that represents your words "now it's your turn."

More Scaffolding Tips—Option 1

Extra support ■ If the toddler seems unclear about what toy to select from the basket, hold up and name two toys. Ask the toddler whether he/she would like to pick one of the two toys for his/her teddy bear. ■ If the toddler picks more than one toy for one bear, remind the toddler that we pick one toy for one bear and ask the toddler to decide which one toy he/she wants to pick for the bear.

Enrichment ■ Invite the toddler to select one toy for one of your bears to play with (instead of you picking a toy).



12–24 Months

Option 2 One-to-One



Skill and Goal

Problem-solving

A toddler picks one toy for each of four teddy bears.



Key Concepts

Pick one



Materials Needed

- 4 teddy bears or dolls
- 8 assorted toys (see Be Prepared)
- Basket



Also Promotes

- Social-Emotional
- Physical/Health
- Self-Regulation

Be Prepared: Include some toys that will appeal to the toddler and are smaller than the teddy bears or dolls. Place toys in the basket. During the activity, putting some distance between the bears and placing one toy clearly in front of a bear will help the toddler see there is one toy for one bear.

Invite the toddler to pick some toys for four teddy bears/dolls to play with. Put the basket of toys in front of the toddler. Invite the toddler to pick up and look at the toys. Name (or invite the toddler to name) each toy he/she picks up or looks at. The toys are to return to the basket after exploring them. Then give the toddler the four teddy bears/dolls to put in clear view to his/her side, perhaps two bears on each side of the toddler.

Explain that each of the bears would like a toy to play with. The toddler can pick one toy for each of the bears. Point to one of the teddy bears. Invite the toddler to pick one toy from the basket for the bear to play with. Name (or invite the toddler to name) the toy as you describe the toddler's action. Example: "You picked one toy for the teddy bear. You picked a (name of toy) for this bear to play with." Encourage the toddler to put the toy in front of the bear you point to. Repeat this process for each of the remaining three teddy bears. Consistently emphasize that the toddler picked one toy for one bear.

After the toddler has picked one toy for each of the four bears, summarize the toddler's actions by emphasizing one toy for one teddy bear. Point to each bear and its toy as you say repetitively "You picked one toy for this bear."

Ask the toddler how the teddy bears might play with their toys. If the toddler is interested, engage in parallel or joint play with the bears and toys.

What to Look For—Option 2

Look for ways to promote the process of picking one toy for one teddy bear. As described in Option 1, this emphasis can help a toddler develop beginning awareness of the concept of one-to-one correspondence, an important math skill that is more formally introduced when children are 3–4 years old. See Scaffolding Tips if a toddler picks more than one toy for a bear or seems uncertain about some aspects of the task.

More Scaffolding Tips—Option 2

Extra support ■ Provide 2–3 teddy bears if you anticipate working with four bears will be too challenging. ■ If the toddler picks more than one toy for a teddy bear, remind the toddler that we are picking one toy for one bear. Ask the toddler to decide which one toy he/she wants to pick for the teddy bear.

**Option 2 continued**

■ If the toddler seems unclear about what toy to select from the basket, hold up and name two toys. Ask the toddler whether he/she would like to pick one of the two toys for his/her teddy bear.

Enrichment ■ After each teddy bear has one toy, invite the toddler to change around the toys already picked for the bears. Example: Bear A and Bear B swap toys. Another option is to exchange a bear's toy with a toy in the basket. Example: The toddler returns Teddy Bear A's toy to the basket and picks one different toy from the basket for Teddy Bear A. Consistently remind the toddler that there is one toy for one bear.



12–24 Months

Option 3 Informal Gathering



Skill and Goal

Problem-solving

Toddlers take turns selecting one toy for each of two teddy bears.



Key Concepts

Pick one



Materials Needed

Teddy bears or dolls—2 per toddler
Assorted toys (see Be Prepared)



Also Promotes

Social-Emotional
Physical/Health
Self-Regulation

Be Prepared: Select three toys for each of the number of toddlers you anticipate will participate. Example: Select nine toys if three toddler participants are expected. This gives each toddler some choices in toy selection as part of the activity. Include some toys that will appeal to toddlers and are smaller than the teddy bears or dolls. Place toys in the basket. During the activity, putting some distance between the bears and placing one toy clearly in front of a bear will help the toddler see there is one toy for one bear.

Invite 2–3 toddlers to help pick toys for teddy bears to play with. Explain that we will take turns picking one toy at a time. Put the basket of toys in front of the toddlers and invite toddlers to pick up or look at the toys. Name (or encourage toddlers to name) each toy that is explored. Toddlers are to return all toys to the basket after a brief period of becoming familiar with items in the basket.

Give each toddler two teddy bears/dolls. Invite toddlers to put one bear in one hand and the other (second) teddy bear in their other hand. Then encourage toddlers to put their two bears next to them, with a little distance between each bear so we can easily see which bear has which toy (after toys have been picked).

Next, put the basket of toys in front of one toddler and invite him/her to pick one toy for one of his/her bears. Say (or invite the toddler to say) the name of the toy and encourage the toddler to put the toy in front of one of his/her teddy bears. Describe the toddler's actions. Example: "You picked one toy for one of your teddy bears. You put the (name of toy) in front of one of your bears."

Invite the toddler to pass the basket to another toddler (preferably a toddler sitting in closest proximity), who is encouraged to pick one toy for one of his/her teddy bears. After all toddlers pick one toy for one of their bears, pass the basket a second time for each toddler to pick one toy for his/her other (second) bear. Describe each toddler's actions, as suggested above.

After one toy has been picked for each bear, draw toddlers' attention to the bear-toy arrangements in front of them. Point to each bear and its toy and say repetitively "One bear, one toy."

After one toy has been picked for each teddy bear, invite toddlers to change around the toys already picked for the bears. Example: Bear A and Bear B swap toys. Some toddlers may not wish to participate in this segment of the activity.

What to Look For—Option 3

Pay close attention to the relationship skill dimensions of the activity. The involvement of turn-taking with peers increases the challenge of this option compared with actions of a sole toddler in Option 2. In addition to

Option 3 continued

accommodating the expectation of picking one toy at a time, toddlers have the potential challenges of (a) preferring a toy already picked by another toddler and (b) waiting patiently for a turn, including the second round of toy selection for the second teddy bear. Using two rounds of toy selection offers practice in waiting patiently and also provides some equity in the process by preventing the first toddler from picking two desirable toys at once before anyone else has a turn. See Scaffolding Tips and remember that an understanding of turn-taking takes time and repeated practice to develop. Limiting the gathering to 2–3 toddlers at a given time is also a practical way to reduce tensions in sharing an activity without eliminating the practice of sharing.

Although managing the turn-taking aspect of this activity might dominate the experience of some toddlers, look for opportunities to promote the concept of one toy for one teddy bear. Your suggested summary review “one bear, one toy” helps emphasize the valuable result of toddlers’ actions. Although less prominent, the suggestion that a toddler place one teddy bear in each of his/her hands in the opening segment of the activity is a way to communicate the idea of one bear, one hand.

 **More Scaffolding Tips—Option 3**

Extra support ■ Offer reminders about picking one toy for one teddy bear at a time and taking turns. If a toddler expresses disappointment in not getting a preferred toy (because it was picked by another toddler in an earlier turn), explain that taking turns makes sure everyone in our group gets a chance to pick a toy. Point out that there are many fun toys in our basket. Also, maybe toddlers would like to “trade” toys after we pick one toy for each bear. ■ Provide one teddy bear for each toddler if you anticipate having two bears (with two rounds of toy selecting) will be too challenging.

Enrichment ■ If time permits, invite toddlers to return all toys to the basket and engage in another two rounds of picking one toy for one bear.

 **Interest Area**

Materials: 6–8 teddy bears and/or dolls, assorted toys, basket or container for each toddler

Provide 6–8 teddy bears and/or dolls in a designated area. Give participating toddlers a basket or container for collecting toys in your room that the bears/dolls could play with. Encourage each toddler to pick one toy for one bear/doll from the collection assembled in their respective basket or container. If toddlers have more toys in their basket/container than available bears/dolls, invite all participating toddlers to place their “leftover” toys on an adjacent table. Toddlers can then “trade” one toy given to a bear/doll with one leftover toy. This does not increase the number of toys given to one bear/doll, but encourages toddlers to experience an equal exchange of one toy for another toy.



Family Child Care

Several older children in your setting may enjoy selecting toys for Options 1–3 and taking turns passing the basket of toys among toddlers in Option 3.



12–24 Months

Option 1 Informal Gathering



Skill and Goal Concentration

Toddlers watch a caregiver manipulate a toy frog that hops and stops hopping.



Key Concepts

Frog
Hopping
Stop



Materials Needed

Toy frog



Also Promotes

Communication/Language
Physical/Health

BEGIN: *[Invite several toddlers to join you on the floor to watch a toy frog jump around. Move the frog up and down in a hopping motion as toddlers join you.]*

EXPLAIN: We can have fun playing with a toy frog. Frogs like to hop. I am going to pretend our toy frog is hopping. Our frog will need help to go up and down.

ACT: How can I help our frog to hop around?

[Pause for toddlers to respond.

Recognize each response. Example:

"Casey is moving his hand up and down. Casey is telling us that a frog can hop up and down. I can move our frog up and down to help him hop!"]

Please watch how I help the frog hop.

[Move the frog up and down in a hopping motion for several moments as toddlers watch.]

I am moving the toy frog. Our frog is hopping.

Our frog is getting hungry! The frog stopped hopping because she is eating!

[Hold the frog still for the toddlers to see.]

I stopped moving our frog. The frog is not hopping. Our frog is eating!

[Begin moving the frog again.]

Our frog finished eating. The frog is hopping again. Hopping, hopping, hopping.

Now our frog is getting sleepy. Our frog is going to stop hopping because she wants to sleep. Last time, our frog stopped hopping because she was hungry. Now she stopped hopping because she is going to sleep.

[Hold the frog still for the toddlers to see.]

I stopped moving our frog. The frog is not hopping. The frog is sleeping.





Option 1 continued

I made our frog hop and then I made the frog stop hopping.

ASK: Should I make the frog hop one more time?

[If one or more toddlers respond positively, repeat the process of hopping and stopping the frog.]

RECAP: I helped our frog hop. I moved our frog. We pretended the frog was hopping. Then I stopped moving our frog. Why did our frog stop hopping? (to eat and then to sleep)

We had fun watching the frog hop and then stop!



12–24 Months

Option 2 Informal Gathering



Skill and Goal Concentration

Toddlers practice manipulating a toy frog that hops and stops hopping with caregiver guidance.



Key Concepts

Frog
Hopping
Stop



Materials Needed

Toy frogs—1 per toddler and caregiver



Also Promotes

Communication/Language
Physical/Health

Invite several toddlers to join you on the floor to play with some toy frogs. Introduce a toy frog by moving it up and down in pretend hopping movements. Describe what you are doing with the toy. Example: “Frogs get around by hopping. I am pretending that my toy frog is hopping.” Use up and down hand actions and move your arm to pretend the frog is going from Point A to Point B, and maybe to Points C and D!



Explain that we are going to have fun helping our toy frogs hop around. Give each toddler a toy frog. Allow time for toddlers to look at their frog and feel its shape. Point to the legs of the toy frog you are holding and invite toddlers to point to the legs on their frog. Explain that frogs use their legs to hop.

Invite toddlers to help their frog hop. Explain that you also will help your toy frog to hop and maybe toddlers would like to move their frog in the same way. Example: “Watch how I help my frog hop. You can help your frog hop like I am!”

After about a minute of hopping actions, explain that the frogs are getting hungry and it is time for our frogs to stop hopping. It is time for our frogs to eat. Draw attention to your frog. Example: “Let’s all stop moving our frogs. I stopped moving my frog. My frog is not hopping because she is eating. Your frogs are hungry too! We can let our frogs sit to eat.” Encourage toddlers to hold the toy frog with hands in their lap or put the frog on the floor to eat.

After a brief period of not moving the frogs, explain that the frogs are done eating and would like to hop some more. Manipulate your frog in hopping movements and encourage toddlers to do the same. After several moments of hopping actions, explain that the frogs are getting sleepy. It is time for the frogs to stop hopping because they need to sleep. Stop moving your frog and encourage toddlers to do the same. Example: “We stopped moving our frogs. Our frogs stopped hopping. The frogs are sleeping.” Again, encourage toddlers to hold the frog in their lap or put the frog on the floor.

Describe toddlers’ actions during the activity. Examples: “Jamar is moving his frog up and down. Jamar’s frog is hopping!” “We are moving our frogs. Our frogs are hopping!”

When you conclude the activity, acknowledge toddlers’ efforts to help their frog hop and then stop hopping. Emphasize “stop hopping” with a question, such as the following: “We had fun helping our frogs hop. What did we do so our frogs could eat and also sleep?” (stopped the hopping, stopped moving them)



12-24 Months

Option 3 Informal Gathering



Skill and Goal Concentration

Toddlers practice manipulating a toy frog that hops and stops hopping with minimal caregiver guidance.



Key Concepts

Frog
Hopping
Stop



Materials Needed

Toy frog—1 per toddler and caregiver



Also Promotes

Communication/Language
Physical/Health

Invite several toddlers to join you on the floor to play with toy frogs. Give each toddler a toy frog to hold and explore. Point out the legs of the frog. Explain that frogs move around by hopping. A frog uses its leg to hop. Demonstrate how to help the toy frog hop. Use up and down hand actions and move your arm to pretend the frog is going from Point A to Point B, and maybe to Points C and D!

Explain that each of us will help a toy frog hop around. Our frogs also will need to stop to eat and stop again to sleep. Demonstrate how to stop the hopping by holding the frog in your lap or putting the frog on the floor.

Invite toddlers to help their frogs hop around and to listen for you to say when it is time to stop the hopping. Encourage toddlers to move their frogs. Do not move your frog unless a brief demonstration seems needed. Offer a stop request after about a minute of hopping actions. This stop is for the frogs to eat. After a brief period for eating, invite toddlers to again help their frogs hop. Offer a second stop request after a brief period of moving the toy frogs in hopping actions. This stop is so the frogs can sleep. Describe toddlers' actions during the activity. Examples: "Bradley's frog is making big hops! All the frogs are hopping!" "Jordan stopped moving her frog. Her frog is not hopping."

The second stop request is the end of the activity. Conclude the activity by recognizing toddlers' efforts in (a) helping their frog hop, (b) stopping the hopping, and (c) listening carefully to know when it was time to hop and to stop hopping.

What to Look For—Options 1–3

The three options promote skills in concentrating on and controlling (stopping) simple physical movements. Your level of support differs significantly across the options, from demonstration (Option 1) to nominal support of toddlers in practicing the actions (Option 3). In Options 2 and 3, watch for signs of toddlers needing help in following the requests. Your contributions to Option 3 can shift to Option 2 strategies, if necessary.

Although the activity is primarily focused on concentration skills, it also promotes motor development. Pay attention to how much complexity in frog manipulations seems sufficiently challenging for toddlers. A basic approach is to move a hand up and down, in hopping motions. A more advanced movement is to add arm movements that pretend the frog is moving from one location to another. Arm movements are also involved in higher hopping actions that some toddlers may initiate. It may be difficult for some toddlers to coordinate hand and arm movements (hopping while moving to different areas).



More Scaffolding Tips—Options 1–3

Extra support ■ Toddlers may need a second request to stop moving their toy frogs. Example: “Now it is time to stop moving our frogs. Hopping stops.” ■ Some toddlers may prefer to stand and move around the gathering area with their frogs. Invite toddlers to sit with their frog when it is time to stop hopping. ■ If a toddler finds it challenging to stop hopping actions with his/her frog, sit next to the toddler and demonstrate with your frog how to stop the movement of the frog. Explain: “We stop moving our arm and hand. We hold the frog in our lap or put the frog on the floor.” Encourage the toddler to imitate your actions.

Enrichment ■ Invite toddlers to move their frogs in ways they choose. Toddlers may want their frogs to hop fast or slow, high or low. ■ Place several pieces of green construction paper on the ground and invite toddlers to hop their frogs from lily pad to lily pad.

Interest Area

Materials Needed: toy frogs and other pond animals (ducks, fish, turtles), water table or tub with 1–2 inches of warm water

Place the frogs and pond animals in a small amount of water. Invite toddlers to play with the figures in the water. Encourage them to practice helping the figures hop/swim and then stop to eat or rest. A toddler may wish to manage two frogs at the same time, assuming materials and space are available.

Family Child Care

Update: The book originally featured in this activity (*Five Green and Speckled Frogs* by Priscilla Burris) may be difficult to secure. An alternative book has been added.

Materials Needed: toy frogs and other pond animals, such as ducks, fish, turtles; *Hop Jump* by Ellen Stoll Walsh **or, if available,** *Five Green and Speckled Frogs* by Priscilla Burris

Read one of the books with all children. If you share the *Five Green and Speckled Frogs* book, keep in mind that toddlers are not expected to count. Older children may enjoy counting with the book story. Children of all ages will enjoy holding a frog or pond animal to make it hop/swim and then stop. Toddlers and older children may want to move their bodies like frogs during the activity. Non-mobile infants will enjoy being held and moved around like a hopping frog.

Revised 6/30/2023



12–24 Months

Option 1 Informal Gathering



Skill and Goal

Social interaction skills

Toddlers participate in open-ended play with toy vehicles, with guided opportunities to pay attention to actions of peers.



Key Concepts

Play
Watch



Materials Needed

Assortment of toy cars and trucks—2 per toddler and caregiver



Also Promotes

Cognitive
Communication/Language
Physical/Health

BEGIN: *[Invite several toddlers to join you on the floor with a collection of toy vehicles.]*

ASK: Here are different toy cars to play with. Which cars would you like to play with?

[Invite each toddler to pick two vehicles to play with. If you anticipate conflict over particular cars, you may wish to offer pairs of similar cars for the toddlers to choose from.]



ACT: *[Point to and describe the toy vehicles each toddler has chosen. Example: "Gabriela picked a truck and a car. Andrew has a car and a truck. Tanya has a dump truck and a police car."]*



Invite the toddlers to play with their toy vehicles in their own way. Emphasize using the vehicles safely. Example: "Cars are for driving, like this. We are not safe when a car is up in the air. We are going to drive our cars safely."

Use strategies, such as the following, to support toddlers' play and awareness of what others are doing:

- *Describe play actions. Example: "Gabriela got a pig from the farm toys, and she put the pig in her truck!"*
- *Recognize instances of a toddler watching another toddler's play and promote imitation if appropriate. Example: "Andrew, you are watching Gabriela put a pig in her truck. Would you like to put a toy in your truck?"*
- *Draw attention to a toddler who wishes to join the gathering. Help toddlers make a space for a new person. Example: "Haley wants to play, too! Let's move over to make room for Haley. Who can help Haley find a toy car?"*
- *Acknowledge toddlers' gestures. Example: "You are pointing to Andrew's blue truck, Haley. I think you would like to play with the blue truck. You can say 'truck, please!'"*



Option 1 continued

- *Acknowledge and extend toddlers' vocalizations. Example: "You are making your car go 'vroom.' I think your car is going fast."*
- *Use toddlers' names in your comments.]*

RECAP: *[Describe the time together, focusing on interactions. Example: "We had fun playing with the cars! We watched what friends did with their cars. Andrew showed us how his car can move fast. Gabriela had fun putting our pig in the truck."]*

What to Look For—Option 1

Look for opportunities to draw toddlers' attention to the actions of others. Awareness of others is an important part of positively interacting with others. Offering a range of toy vehicles can help toddlers share and play together. Also look for opportunities to demonstrate or describe ways toddlers can manage conflicts in sharing toys or space. Young toddlers cannot be expected to necessarily know how to share toys or negotiate problems, such as being crowded by another toddler's actions. Watch for appropriate chances to give specific suggestions on how a toddler can manage a situation. Remember that your approach provides a model for toddlers to follow.

More Scaffolding Tips—Option 1

Extra support ■ If toddlers seem uncertain about how to begin playing, demonstrate moving a car in a simple motion to initiate play. ■ Sit close to a toddler who may need your coaching on how to share materials and interact with others. ■ If it becomes necessary to redirect a child's actions with the vehicles, state the desired or expected behavior. Example: "Our cars are for driving. We are not safe when we throw the cars. Let's find a safe place to drive your car. Would you like to drive your car on the floor or on a table?" ■ Help toddlers learn the names of others. Example: "Andrew, you are playing next to Zora. Do you see what Zora is doing with her truck?"

Enrichment ■ Provide props, such as people or animal figures, that relate to toddlers' play. ■ Facilitate the passing of toys among toddlers. Give a vehicle to one toddler and ask him/her to give it to a nearby toddler.



12–24 Months

Option 2 Informal Gathering



Skill and Goal

Social interaction skills

Toddlers participate in play with toy vehicles on a pretend road, with guided opportunities to imitate the actions of a peer(s).



Key Concepts

Play together
Watch
Same



Materials Needed

Toy cars and trucks—1 per toddler
5-foot length of paper
Several washable markers without lids (Enrichment tip)



Also Promotes

Cognitive
Communication/Language
Physical/Health

Be Prepared: Tape the paper to a hard floor and draw two simple roads across the paper.

Invite several toddlers to join you to drive toy vehicles on a pretend road. Give each toddler a vehicle and encourage toddlers to feel and look at parts of their vehicle, especially the wheels. Demonstrate driving a car or truck on the paper road and invite toddlers to do the same. Encourage toddlers to watch what others do with their vehicle on the pretend road. If a toddler seems interested in what another toddler is doing, ask the toddler if he/she would like to do the same thing. Examples: “Jeremiah is driving his truck back and forth. Would you like to drive a truck back and forth?” “You are watching Alexis follow the lines of the road with her pretend car. Would you like to follow the lines with your car?”

Describe positive social interactions that you observe. Example: “Jeremiah and Hailey are driving their cars side by side. I think they are driving to the same place! They are playing together.” Also, recognize and extend toddlers’ comments without directing the play.

What to Look For—Option 2

Playing with vehicles in close proximity to others facilitates toddlers’ awareness of the actions of others. Toddlers will likely play side by side during this activity. Notice both verbal and nonverbal interactions. The pretend road provides a focus for the play and a structure for imitating another’s actions.

Describe toddlers’ actions and encourage others to watch and do the same if they would like. Imitation is a central part of young children’s play and social interactions. Many toddlers will see interesting uses of a toy that they would like to also do. Be careful to respect the interests of a toddler, however; some toddlers may want to watch but not do what another toddler is doing. Look for opportunities to draw attention to, but not prescribe, toddler-initiated play with the toys and pretend road.

There may be situations where you need to assume a more directive role in helping toddlers play alongside each other. Example: In the Extra Support example of suggesting a toddler (Jeremiah) tell another child (Alexis) that she’s getting too close to his play space, it may be appropriate to suggest an alternative for Alexis, such as drawing a new road for her car to drive on. This suggestion may prompt others to also want to draw their own road!

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

Extra support ■ Encourage toddlers to use words when they want something or are unhappy about a situation. Examples: “Jeremiah, I can see that you are unhappy that Alexis is driving her car close to you. You can say ‘I am playing here.’” “Xavier, I see you looking at the red marker in front of Jeremiah. Would you like to use the red marker? You can say to Jeremiah ‘may I use the marker?’”

Enrichment ■ Some toddlers may enjoy using a marker to draw more roads on the paper. ■ Add blocks to the activity and invite toddlers to build structures along the pretend roads. Toddlers may also enjoy playing with small boxes that can represent garages or houses. ■ Invite toddlers to choose new materials they would like to bring into the play activity, such as people or animal figures.



12–24 Months

Option 3 Informal Gathering



Skill and Goal

Social interaction skills

Toddlers participate in play focused on helping toy vehicles roll down a “big hill,” with guided opportunities to imitate the actions of a peer(s).



Key Concepts

Watch
Take turns



Materials Needed

Assortment of toy cars and trucks
Flat surface to create an incline (see Be Prepared)



Also Promotes

Cognitive
Communication/Language
Physical/Health

Be Prepared: Set up a slight incline in the play area with sturdy cardboard or a plastic tray turned upside down. Secure the incline structure so it does not fall. Place toy cars on either side of the incline.

Invite several toddlers to play with cars and a “big hill.” Sit near the toddlers and encourage them to release their car at the top of the hill, one at a time. If toddlers appear unsure how to play with the hill, demonstrate how to let go of a car so it rolls down. Encourage toddlers to catch the cars as they reach the floor so the cars can be used to repeat the actions. Encourage toddlers to watch how their peers use a toy vehicle and to take turns rolling cars down the hill. Example: “Wow, your car went so fast down the hill, Jackson! Now it is Kailey’s turn to see how fast her car goes. Let’s watch Kailey’s car go down!” Toddlers also may wish to exchange vehicles with their peers.

What to Look For—Option 3

This activity provides a more focused opportunity for toddlers to watch (and potentially imitate) the actions of others than Option 2. Toddlers are invited to engage in a similar action (help a car roll down a hill). Attention to some specifics of what a toddler does with his/her toy vehicle is necessary for imitation. This means your efforts to help toddlers notice another toddler’s actions need to be specific. Example: Does a toddler put his/her vehicle on the edge of the “hill” or at the peak of the “hill”? Toddlers will differ in their interest in a deeper level of attention to how others launch their vehicle on the hill. Also, some toddlers may take time to join, preferring to initially sit nearby and watch. Toddlers who want to watch only may enjoy sitting with you during the activity. (See Extra support tip below.)

More Scaffolding Tips—Option 3

Extra support ■ A toddler who prefers to watch only may like to assume the job of catching toy vehicles at the bottom of the “hill.” ■ Limit the activity to two toddlers at a time if you anticipate a larger group of toddlers will find it difficult to wait for a turn.

Enrichment ■ Emphasize the words “up” and “down” during the activity. Example: “Look, Jackson’s car is up! Now his car is down! His car went fast, down the hill.”



Interest Area

Materials Needed: assortment of toy cars and trucks, five-foot length of paper with simple roads drawn across, several small boxes to represent houses or garages

Leave the paper from Option 2 on the floor with a basket of vehicles for the toddlers to revisit. (See the Be Prepared section of Option 2.) Invite several toddlers at a time to play together with the materials. Encourage toddlers to notice the actions of their peers while they play.



Family Child Care

Materials Needed: assortment of toy cars and trucks, flat surface to create an incline (see Option 3), assortment of blocks

Children of all ages will enjoy rolling vehicles down an incline (Option 3). Depending on the size of the group, you may wish to set up two "big hills." Children may enjoy building block structures close to the hill, and maybe a barricade to stop the cars at the bottom. Toddlers will enjoy watching older children use the materials and may attempt to imitate their actions. Babies may enjoy playing with soft blocks and age-appropriate cars during the activity.



12–24 Months

Option 1
Informal Gathering

Skill and Goal

Fine motor development

Toddlers participate in a song that includes opportunities to clap and smile.



Key Concepts

Clap
Happy
Face



Materials Needed

None



Also Promotes

Self-Regulation
Communication/Language

Be Prepared: Place carpet squares in an open area where toys have been put away.

BEGIN: *[Invite toddlers to join you to sing and move our hands.]*

We are learning to clap while we sing a song.

ACT: Let's clap our hands together!

[Lead toddlers in clapping. Demonstrate by spreading your arms wide and clapping in front of your body.]

I can hear our clapping!

We have a new song today. Our song says that when we feel happy, we clap our hands.

Let's show a happy face.

[Offer a big smile as a happy face. Encourage toddlers to smile.]

We smile when we feel happy!

I think we are ready to sing our song. We will clap our hands and show our happy face when we clap.

[Sing "If You're Happy and You Know It."]

EXPLAIN: Yeah for all of us! We are clapping and smiling.

ASK: Would you like to sing our clapping song again?

ACT: *[Pause for responses. Describe toddlers' reactions. Repeat the song with actions or lead toddlers in a different familiar song.]*

RECAP: We clapped our hands to a song about feeling happy. We showed our happy faces!



What to Look For—Option 1

Some toddlers will imitate clapping and may begin to sing a few words. Some toddlers will participate by observing and maybe occasional clapping. Some toddlers may show a happy face when invited. At this age, a toddler may clap and/or smile, but probably not both at the same time. Do not encourage or

**Option 1 continued**

expect toddlers to clap in unison. Positively recognize all types of participation, including a toddler who may listen and watch from across the room.

More Scaffolding Tips—Option 1

Extra support ■ Sing slowly and distinctly the first time you offer the song and actions. ■ When you show a happy face, point to your eyes and mouth to help toddlers focus on your smile. ■ Emphasize the word “clap” as you sing. ■ Let a toddler who is watching from outside the activity area know there is always a spot (carpet square) for him/her when he/she wants to join.

Enrichment ■ Suggest toddlers stand for the song. ■ Introduce another action, such as reaching high with our arms, if toddlers seem ready.



12–24 Months

Option 2 Informal Gathering



Skill and Goal

Fine motor development

Gross motor development

Toddlers participate in a song with opportunities to clap their hands slowly and stomp their feet quickly.



Key Concepts

Clap

Stomp



Materials Needed

None



Also Promotes

Self-Regulation

Communication/Language

Invite several toddlers to join you for fun in moving our bodies and singing a song. Encourage toddlers to stand facing you. Explain that we are going to do two things with our bodies. Example: “First we are going to clap slowly.” Encourage toddlers to clap slowly with you. Use wide arm moves to demonstrate clapping. Emphasize slow claps. Example: “Next, we are going to stomp our feet quickly.” Demonstrate stomping your feet in relatively fast movements that toddlers in your group can readily manage. Encourage toddlers to stomp their feet with you.

Explain that you will sing a song that helps us clap our hands slowly and stomp our feet quickly. Sing the following song with the actions. Encourage toddlers to join you with the actions. Repeat if toddlers show interest. (Tune: “Row, Row, Row Your Boat”)

Clap, clap, clap your hands,
[Say words slowly. Clap slowly.]

As slowly as you can.

Stomp, stomp, stomp your feet,
[Say words fast. Stomp quickly.]

As quickly as you can.

👁️ What to Look For—Option 2

This activity involves three different factors (clapping, stomping, speed) for toddlers to consider. The opportunity to clap and stomp is more beneficial than the speed at which toddlers clap or stomp. Anticipate that some toddlers will not focus on the slow and quick requests. Do not encourage or expect toddlers to clap and stomp in unison. Doing actions with a song often helps toddlers relax, but you may wish to say rather than sing the lyrics if it appears the tune is a distraction.

📈 More Scaffolding Tips—Option 2

Extra support ■ Repeat the opening segment if it appears toddlers need more practice in clapping and/or stomping before the two actions are put together in the song.

Enrichment ■ If toddlers easily manage the activity as suggested, reverse the order and speed of actions so slow stomping comes first and quick clapping occurs second.



12–24 Months

Option 3 Informal Gathering



Skill and Goal

Fine motor development
Gross motor development

Toddlers participate in a song that includes opportunities to clap and kick from a sitting position.



Key Concepts

Happy
Clap
Kick



Materials Needed

None



Also Promotes

Social-Emotional
Communication/Language

Invite toddlers to sit on the floor with you. Sing “If You’re Happy and You Know It” and encourage toddlers to clap their hands with you. Use a pronounced approach to clapping by spreading your arms wide in the clap. Explain to toddlers that clapping and smiling are ways to show we are happy. Example: “We can smile to show we are happy. We can clap when we are happy.”



After singing one verse and encouraging toddlers to clap with you, explain that the song also says we can kick our feet to show we are happy. Demonstrate kicking by sitting on the floor with your legs outstretched. Invite toddlers to try kicking their feet. Example: “Let’s put our legs in front of our bodies. Our legs can be straight. We can see our shoes.” If a toddler tries, but does not fully get into the position, offer assistance as appropriate.

Sing the song again with the verse, “kick our feet.” Kick your own feet during the song and invite toddlers to do the same. Repeat the verse and actions if the toddlers enjoy the actions.

If toddlers in your center are familiar with baby sign language, make the sign for the word “happy” and encourage toddlers to imitate the sign. At this age, the toddlers are not expected to use the sign in the song.

👁️ What to Look For—Option 3

This option is somewhat more challenging than Option 2 because the suggested physical movements occur in a sitting position. In particular, kicking while in a sitting position is more difficult than the Option 2 action of stomping while standing.

At any age, it takes practice to produce a new physical movement after seeing it demonstrated. Toddlers are generally eager to try new actions with their bodies, and kicking is a movement most toddlers find enjoyable and fun to repeat. Consider the repeats as practice because it may take time for toddlers to figure out how to kick while in a sitting position. Offer guidance on this process. Example: Toddlers may need to put both hands on the floor for stability when kicking.

**Option 3 continued**

As with all activities, toddlers are likely to differ in type and amount of participation. Example: A toddler may eagerly clap with the song but not kick or may try kicking at a later point if the activity is offered again. As always, positively acknowledge all forms of participation.

More Scaffolding Tips—Option 3

Extra support ■ Recognize a toddler who is watching from across the room or on the edge of the activity. Example: “I think Juan is having fun watching us clap our hands to the song.”

Enrichment ■ As toddlers become familiar with the song and the actions, they will enjoy variations, such as doing the actions faster or adding an action. Example: Touch your nose. The challenge will be bringing the finger to a body part we can feel but not see.



Interest Area

Materials Needed: *Clap Your Hands* by Lorinda Bryan Cauley, musical instruments, *Clap Your Hands* by David Ellwand, teddy bears

Share the book *Clap Your Hands* with interested toddlers and encourage them to clap their hands with you. On another day, place musical instruments on a low table and encourage toddlers to move and make sounds. Clap your hands to show you appreciate the toddlers’ music and movements.

Display the board book *Clap Your Hands* on a low surface with teddy bears. Talk about the pictures with several toddlers. Use a teddy bear to demonstrate clapping.



Family Child Care

Other children in your setting may like to participate in one of the suggested options with toddlers. They may enjoy demonstrating clapping actions, for example, or leading toddlers in clapping. Infants will enjoy the song. As a follow-up activity, ask children what makes them feel happy. Make up sayings or simple song verses based upon the children’s responses, such as playing with a ball. Watch the infants’ reactions to the song and incorporate their actions into the song. Examples: “If you’re happy and you know it, throw the ball.” Imitate throwing a ball.