



**Communication/
Language**

Exploring Words

Option 1 (IG) Toddlers participate in a book sharing focused on body parts.

Option 2 (OO) A toddler participates in a book sharing that includes opportunities to point to body parts and feel different textures provided in the book.



Cognitive

Exploring Objects

Option 1 (OO) A toddler puts together and takes apart nesting cups.

Option 2 (OO) A toddler participates in a guided stacking of nesting cups.



Self-Regulation

Getting Calm

Option 1 (IG) Toddlers watch how a caregiver calms down after a stimulating activity.

Option 2 (OO) A toddler practices calming down with caregiver support after an exciting activity.



Social-Emotional

Interacting with Others

Option 1 (IG) Toddlers clap when they hear their name as part of a song.

Option 2 (IG) Toddlers together say the names of peers as part of passing a ball around a small gathering.



Physical/Health

Using Our Hands

Option 1 (IG) Toddlers make marks on paper with paintbrushes dipped in water.

Option 2 (IG) Toddlers make marks on paper with dot markers.

Option 3 (OO) Toddlers use crayons on easel paper.

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



12–24 Months

Option 1 Informal Gathering



Skill and Goal

Receptive language
Expressive language

Toddlers participate in a book sharing focused on body parts.



Key Concepts

Pictures
Body



Materials Needed

Eyes, Nose, Toes Peekaboo!
by DK Publishing



Also Promotes

Cognitive

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

There is a picture of a baby on the cover of our book. This is the picture. Here is the baby.

EXPLAIN: [*Point to the nose of the pictured baby.*]

Here is the baby's nose. Each of us has a nose!

Let's all point to our nose!

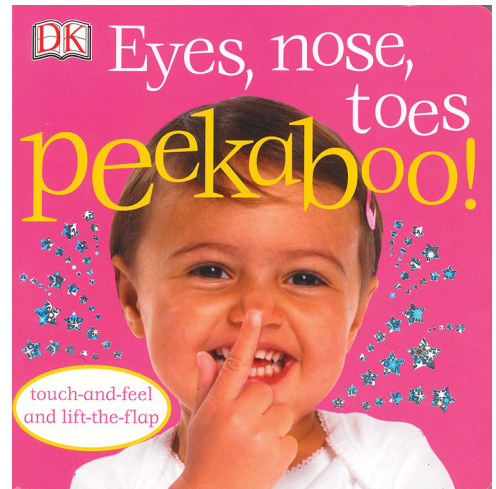
[*Gently point to your nose and invite toddlers to point to their nose. Describe what toddlers are doing. Example: "We are pointing to our nose!"*]

Our nose is part of our body. Our book is about parts of a body.

ACT: [*Open the book, hold it so each toddler can see the book's pictures, and use the following strategies to engage toddlers in the book.*]

- *Name and describe the body part featured in a picture. Use a combination of the book text and your own words. Point generously to what you are describing.*
- *Some toddlers will enjoy the game of Peekaboo as you lift a flap to reveal a picture. Ask questions about what we might see under the flap. Example: "The baby is playing Peekaboo. Look at the baby's doll! What are we going to find under the flap? Peekaboo! There are the doll's eyes!"*
- *Respond to comments and pointing by repeating and extending gestures and words. Example: "You are pointing to the doll's eyes, Jose. One eye, two eyes."*
- *Use your voice to add interest and excitement at appropriate points in the book. Pause and slowly lift the flaps, saying "peekaboo" with enthusiasm as you reveal a picture.*]

RECAP: [*Describe what happened during the book sharing. Example: "We looked at pictures of babies and their toys. We pointed to their eyes, and ears, and toes! These are parts of a body. We touched the teddy bear's nose. It felt soft."*]



**Option 1 continued****👁️ What to Look For—Option 1**

Toddlers will likely enjoy looking at the book's pictures of babies and their toys. This book uses the familiar game of *Peekaboo* to strengthen awareness of the names of body parts. Lifting the flaps to reveal a picture adds an element of anticipation to the peekaboo routine. This book also provides the opportunity to touch and feel the pictures underneath the flaps. Depending on the size of your gathering and time available, you may wish to limit the number of pictures that toddlers feel, or use a one-to-one setting (Option 2) for the sensory element of the book.

📈 More Scaffolding Tips—Option 1

Extra support ■ Limit the number of pages you pursue in this session if time is limited.

Enrichment ■ Invite toddlers to point to their own body part that corresponds with the part featured in an illustration. ■ Encourage toddlers to compare the picture of the baby's body part and the corresponding body part of the toy. Example: "Look at the baby's toes. The baby's toes look like our toes! Here are the dinosaur's toes. The dinosaur's toes are red and shiny! The dinosaur's toes look different than the baby's toes."

12–24 Months

Option 2 One-to-One



Skill and Goal

Receptive language
Expressive language

A toddler participates in a book sharing that includes opportunities to point to body parts and feel different textures provided in the book.



Key Concepts

Pictures
Body



Materials Needed

Eyes, Nose, Toes Peekaboo!
by DK Publishing

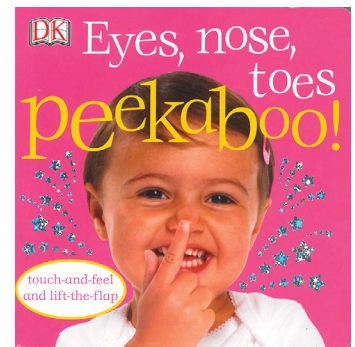


Also Promotes

Cognitive

Invite a toddler to join you in reading a book about different parts of a body. Show the book cover and explain that the babies in the pictures are playing *Peekaboo* with their toys. Combine the book's text with your own words to describe pictures. Use the following approach to sharing the book:

- After you read the text on the left-hand page, point to and name the corresponding body part shown in the picture of the baby. Invite the toddler to point to a body part you anticipate he/she knows. Example: "The baby has eyes too! Where are the baby's eyes?"
- Invite the toddler to lift the flap. Example: "Would you like to lift the flap? Peekaboo! Look at what we see!"
- Invite the toddler to feel any textures provided in the picture. Describe how the material feels. Example: "The teddy's nose is soft."
- On the final page of the book, invite the toddler to point to his/her own body parts as indicated in the text.
- Wrap up the session by acknowledging the toddler's participation.



👁️ What to Look For—Option 2

The one-to-one setting offers opportunities for the toddler to be highly active in sharing the book with you. This book, in particular, has many participation options, including lifting flaps, engaging in peekaboo, and feeling textures included in the book. Encouraging a toddler to find and point to his/her corresponding body parts at the end of the book will help strengthen connections between pictures and a toddler's developing knowledge.

Toddlers are likely to participate in this activity in different ways. Some may be interested in looking closely at the body parts of the pictured babies, whereas others may delight in finding the corresponding parts of the toys revealed under the flaps. Some toddlers may vocalize a version of the word "peekaboo" or the name of a familiar body part, such as eyes or nose.

📊 More Scaffolding Tips—Option 2

Extra support ■ If the toddler seems uncertain about pointing to the named body part, point to the body part first.

Enrichment ■ Invite the toddler to play a short game of *Peekaboo* with you after the book sharing. The toddler may want to cover his/her own eyes or watch you cover your eyes.



Interest Area

Materials Needed: *Eyes, Nose, Toes Peekaboo!* by DK Publishing, several toys pictured in the book (such as a doll, teddy bear, or bunny)

Arrange the book and toys on a low table. Invite several toddlers to touch and hold the toys. Review the book with toddlers, emphasizing the body parts of the babies and pictured toys. Invite toddlers to find the corresponding part on the toys. Reinforce the toddler's accurate pointing. Example: "The doll in our book has eyes. You are touching the doll's eyes, Mia."



Family Child Care

Materials Needed: *Eyes, Nose, Toes Peekaboo!* by DK Publishing

This book can be shared with children of different ages in your setting. Invite children to help you "read" the book by saying "peekaboo" at the appropriate time on each page. Encourage toddlers and older children to point to their own corresponding body parts during the book sharing. After the book, invite the children to sing a song with body parts, such as "Head, Shoulders, Knees and Toes." Sing one verse slowly, helping toddlers to point to their eyes, ears, nose, and mouth during the song.



12–24 Months

Option 1 One-to-One



Skill and Goal

Object inquiry skills

A toddler puts together and takes apart nesting cups.



Key Concepts

Bigger
Smaller



Materials Needed

Nesting cups (see Be Prepared)



Also Promotes

Communication/Language
Physical/Health



Optional Reading

Big Little by Leslie Patricelli

Be Prepared: Secure a full set of cups (none missing). Nesting cups are also called stacking cups.

BEGIN: *[Invite a toddler to sit with you on the floor to play with nesting cups. Use the first three or more larger cups. Use your understanding of the toddler's skill with nesting cups to determine how many cups to provide.]*

ACT: *[Offer the cups to the toddler to hold, one cup at a time.*

Explain that you are going to put the cups together. Encourage the toddler to watch you put together (nest) the cups. Briefly describe (with pointing) how the cups fit together. Example: "A smaller cup fits into a bigger cup."

Invite the toddler to separate the nested cups by removing one cup at a time. Describe the toddler's actions.

Repeat the action of nesting the cups while the toddler watches, or invite the toddler to put together the cups. Offer guidance, if necessary. After the cups are together, explain (with pointing) how one cup fits into another cup. Then encourage the toddler to again take apart the cups.

If the toddler remains interested, encourage him/her to again put together and take apart the cups. Offer more cups if the toddler is successful in nesting the first set of cups you offered.

Closely watch the toddler's actions with the cups and offer occasional brief comments so the toddler is aware of your involvement. Do not offer help unless it seems the toddler is not able to move forward or the toddler looks to you for help. Offer help by pointing to specific cups and offering a suggestion(s). It is important for ownership of the nesting task to remain with the toddler. Example (with pointing or gestures): "Maybe this cup will fit into this other cup. Why don't you try it?"



**Option 1 continued**

Recognize persistence. Example: "You are working hard to put the cups together."]

RECAP: *[Review the toddler's efforts. Example: "Kamila, you figured out how to put the cups together! A bigger cup is holding smaller cups."]*

👁️ What to Look For—Option 1

This activity builds on the Block 10 opportunity to take a toy apart and put it back together. The nesting cups used in the current activity are a good material for putting together and taking apart because they heighten awareness of size. Many toddlers will be familiar with nesting cups, but they may have had limited experiences in putting together and taking apart a set of graduated cups.

Although nesting cups typically represent a range of colors, a toddler will benefit from your focusing more on size differences than color differences. Toddlers are not expected to have a firm understanding of color names, and nesting cups do not come in uniform colors. Example: a yellow cup does not always fit into an orange cup.

Toddlers are also not expected to know the names of cup sizes, but hearing you refer to size can support early awareness of size differences that the toddler can readily feel in putting together nested cups. The activity plan uses smaller and bigger to promote early awareness of size concepts. Size is relative to other things, and assigning a size name to each nesting cup is not practical or useful at this early age.

📈 More Scaffolding Tips—Option 1

Extra support ■ If the toddler has limited experience with nesting cups, provide time for exploratory play with the cups at the beginning of the activity. Describe the toddler's play with the cups in ways that emphasize size differences. Examples: "You are pretending to drink from a cup. You are using a smaller cup." "Now you are pretending to drink from a bigger cup." "Regan, you are tapping together a bigger cup and a smaller cup." "You put a smaller cup inside a bigger cup." ■ If a toddler is not interested in or ready to nest some cups, offer an alternative activity. Example: provide small items, such as cloth balls or people figures, that the toddler can put into and remove from the cups.

Enrichment ■ If a toddler readily nests 5–7 cups, invite him/her to help you line up the cups by size. Then walk your fingers along the top of the cups, starting with the smallest cup, as if they are stairs. Encourage the toddler to do the same.



12–24 Months

Option 2 One-to-One



Skill and Goal

Object inquiry skills

A toddler participates in a guided stacking of nesting cups.



Key Concepts

Tower
Bigger
Smaller



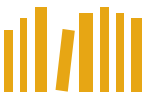
Materials Needed

Nesting cups



Also Promotes

Communication/Language
Physical/Health



Optional Reading

Big Little by Leslie Patricelli

Sit with a toddler who has positive experiences with nesting the cups in Option 1 or a related activity. While the toddler watches, organize a line of four to six of the bigger cups by size, with each cup opening facing up. Put the line of graduated cups within easy reach of you and the toddler. Invite the toddler to help you stack the cups. Explain that we can make a tower of cups.

Turn over the largest cup (at the end of the line). Pick up the next size of cup, turn it over, and show how it can be put on top of the larger cup. Explain the arrangement. Example: “A smaller cup can sit on top of a bigger cup. We are building a tower.”

Encourage the toddler to stack the next cup by pointing to the next cup and using words and a gesture about putting the cup on our tower. Provide hands-on help as appropriate. After a third cup is on the stack, explain that our tower is getting taller.

Point to the next cup and say “This one goes next. Would you like to put this cup on our tower?”

Continue this process until all available cups are on the tower or the toddler loses interest. Recognize the toddler’s effort regardless of how many cups are stacked. The toddler will enjoy knocking down the tower when it is completed.



👁️ What to Look For—Option 2

This is a generally challenging activity, but it is not meant as a test for the toddler. It is intended as a fun experience in learning about size and how things go together. Offer as much or as little help as needed. For some toddlers, part of the challenge may be related to motor skills, especially the hand-eye coordination involved in getting a cup properly situated so it does not fall. A stacking task is more difficult than the nesting of cups in Option 1. Offer assistance with the fine motor part of the activity, keeping in mind that experience in putting together and taking apart items of different sizes is of primary interest in the current activity option.

Option 2 continued

A toddler's participation in the activity will depend partly on awareness of the gradation in sizes and the number of times he/she has played with nesting cups. A toddler may want you to take turns placing cups on the tower. Remember to describe stacking actions and the cup arrangement, as suggested in the activity plan.

 **More Scaffolding Tips—Option 2**

Extra support ■ For the first time, offer the activity with three cups if you anticipate stacking may be challenging, yet achievable.

Enrichment ■ In the beginning of the activity, offer the cups in a nested arrangement and invite the toddler to help take apart the nested cups. Then arrange the cups in the suggested line. ■ A toddler who shows firm awareness of how nesting cups work might enjoy deciding which cup goes next in building a tower. Put the cups in random order, rather than a line organized by size, at the beginning of the activity.

 **Interest Area**

Materials Needed: 6 nesting cups, *Big Little* by Leslie Patricelli

Arrange the cups in a line on a low table, from left to right with the smallest at the left. Encourage toddlers to use their fingers to “walk” up the cups, beginning with the smallest cup (see Enrichment tip in Option 1), and then “walk” down the cups with their fingers. Point out how a smaller cup is at one end and a larger cup is at the other end of the line. Then invite one or two toddlers to put the nesting cups together and then take them apart. The toddlers could take turns putting together and taking apart the cups. Share the board book, *Big Little*, with a gathering of up to three toddlers who visit the interest area.

 **Family Child Care**

Materials Needed: nesting cups, books about size differences, envelope or small cup, craft sticks in different lengths

In addition to offering the activity options for younger toddlers, provide materials that help children of other ages develop or strengthen their awareness of size differences. Babies will enjoy exploring two different-sized cups. Nesting cups can be easily used at the table or on the highchair tray. Share books about size differences. Preschool-age and older children will enjoy receiving an envelope or small cup that contains craft sticks cut into different lengths. A fun challenge is to arrange them by size. During the week, sing the “Itsy, Bitsy Spider” with verses that emphasize size, such as “Tiny Baby Spider,” and “Big Daddy Spider.”



12–24 Months

Option 1 Informal Gathering



Skill and Goal Self-control

Toddlers watch how a caregiver calms down after a stimulating activity.



Key Concepts

Sounds
Calm down



Materials Needed

Sound-making rain stick
(see Be Prepared)



Also Promotes

Communication/Language
Physical/Health

Be Prepared: A possibility for a sound-making rain stick is the Here Fashion 8" Rainmaker Toy for Babies.

BEGIN: *[Invite several toddlers to join you on the floor to listen to the sounds of a new toy. Hold the rain stick vertically in front of you.]*

EXPLAIN: I have a new toy. It is called a rain stick. The rain stick can make sounds when I move it in different ways! Sometimes the rain stick can sound like it is raining!

ACT: Listen closely. Let's find out if we can hear a rain sound!

[Turn over the rain stick, holding it vertically with the opposite side up. Pause quietly and touch your ears to encourage toddlers to listen to the sounds.]

What did you hear? Did our rain stick make a sound like it was raining?

[Pause for toddlers to respond.]

Now I am going to make a different sound with the rain stick. Watch what I do and listen to see if it makes a different sound!

[Shake the rain stick in front of you for several moments.]

Now I am going to shake it fast. Listen to the sound! Does it sound like rain is falling really fast?

[Demonstrate shaking the rain stick fast. Then begin shaking the toy slowly. Use a quieter voice.]

Now I am shaking it slow. Our rain stick is making a quiet sounds.

I am going to roll the rain stick on the floor. Let's find out what our rain stick sounds like when I roll it!

[Demonstrate rolling the rain stick back and forth on the ground in front of you.]

What sound do we hear now?



**Option 1 continued**

[Pause for toddlers to respond. Recognize and repeat each response. Example: "Natalia is pointing to the picture of an umbrella on our wall. Yes, we use an umbrella in the rain. Natalia thinks this sounds like rain!"]

I had fun playing with the rain stick and making different sounds! I feel excited!

EXPLAIN: The rain has stopped. It is time to calm down. I am going to put the rain stick on the floor. I am going to sit quietly and rest my body. I want to calm down.

ACT: *[Close eyes briefly and take a slow, deep breath. Relax your arms. Quietly hum or sing a familiar song.]*

Use a quieter voice to describe how you calmed down.]

RECAP: *[Describe your actions. Example: "I got excited playing with the rain stick. I moved it in different ways and heard different kinds of sounds! Then it was time for me to calm down. I put the rain stick on the floor. I sat quietly to rest my body. I took a deep breath. I hummed a little song. Now I feel calm."]*



12–24 Months

Option 2 One-to-One



Skill and Goal

Self-control

A toddler practices calming down with caregiver support after an exciting activity.



Key Concepts

Sounds
Calm down



Materials Needed

Sound-making rain stick—1 per toddler and caregiver (see Be Prepared)



Also Promotes

Communication/Language
Physical/Health

Be Prepared: A sound-making rain stick is used in Option 1. A possibility is the Here Fashion 8" Rainmaker Toy for Babies. If only one stick is available, use any type of stick for your contribution to the activity. Give the available rain stick to the toddler.

Invite a toddler to join you on the floor to play with a rain stick. Give the toddler a rain stick and encourage him/her to make sounds with it. Use your rain stick to demonstrate things to do. Example: "I am going to turn over my rain stick, like this. You can do it too! Listen closely!" Possible movements of the stick include: shaking the stick, moving the stick fast and slow, and rolling the stick back and forth on the floor. After each movement, pause and talk with the toddler about the sounds you and the toddler hear. Describe the toddler's reactions. Maintain a pace that promotes excitement but not overstimulation.

Comment on feeling excited by playing with the rain stick as a transition to calming down. Example: "We had fun playing with the rain sticks. We made different sounds! We got excited! Now it is time to calm down."

Demonstrate and describe how to calm down. Encourage the toddler to imitate your actions. Offer the following steps:

- Put the rain stick on the floor or out of sight.
- Close eyes, even briefly.
- Take several slow, deep breaths.
- Relax arms and put hands in lap.
- Quietly hum or sing a familiar song or simple rhyme, such as "Rain, Rain, Go Away."

Acknowledge the toddler's efforts to calm down. Example: "We are sitting quietly and getting calm. Our bodies are getting calm."



👁️ What to Look For—Options 1–2

Most toddlers will enjoy watching you use the rain stick (Option 1) and manipulating the rain stick (Option 2). Some toddlers will focus on making movements with the rain stick and others may be interested in different sounds they hear. Some may prefer to mostly shake the rain stick and may need additional support to try different ways of moving it. (See Extra Support tip below.) Some toddlers will find it challenging to stop shaking their rain stick to calm down. Pay attention to early signs of possible difficulty calming down, such as high excitement with a specific movement of the stick, and limit the number of movements you demonstrate.



More Scaffolding Tips—Options 1–2

Extra support ■ If a toddler in Option 2 has difficulty using your demonstrated strategies for calming down, offer a demonstration only (Option 1). Ensure each toddler has the opportunity to be successful at one of the options in this plan. ■ If a toddler in Option 2 is reluctant to try a different way of moving the stick, offer to move the stick with the toddler. Example: “Let’s try rolling the rain stick on the floor. We will roll the stick together.” You also might place your hand next to the toddler’s hand on the stick. ■ Some toddlers may benefit from a slightly stronger announcement that it is time to put away the rain stick and get calm. Example: “It is time to put away the rain stick. The rain stick will be quiet. It is time for us to be quiet. We will calm down now.” ■ A toddler may prefer to sit on your lap and interact with the rain stick together with you.

Enrichment ■ In Option 2, encourage a toddler to think of new ways to move the rain stick. This may include standing up and then sitting down, using both hands and then one hand, or moving the stick up high and then down low. ■ If two rain sticks are available for Option 2, invite the toddler to make a rainstorm with you. Start by shaking the rain sticks slowly and increase to a “storm,” then gradually back to slow again. Toddlers may enjoy stomping their feet to make the sound of thunder.



Interest Area

Materials Needed: sound-making rain stick (used in Options 1 and 2), basket, music player with soothing rain sounds, blanket

Place the available rain stick(s) on a blanket and invite a toddler(s) to play with it while listening to recorded rain sounds. Encourage the toddler(s) to move the rain stick in different ways. Talk with the toddler(s) about what he/she is doing and hearing. Example: “Callie is rolling her rain stick over and over. What do you hear?” After several minutes, ask the toddler(s) to put the rain sticks in the basket, cover it with the blanket, and sit quietly with you while listening to the soothing rain sounds.



Family Child Care

Materials Needed: variety of age-appropriate shakers (such as egg shakers, maracas, rattles, and rain sticks), basket

Children of all ages enjoy making sounds with different types of shakers. Place the shakers in a basket and invite each child to select and make sounds with a shaker. (If conflicts arise over particular shakers, you may wish to pass them out and encourage the children to exchange shakers every couple of minutes.) Children may enjoy making a thunderstorm together by shaking first slowly, and then gradually faster. Invite the children to stomp their feet to make thunder sounds. Babies will enjoy holding their own shaker during the activity. Before moving on to the next activity, invite all children to place their shakers in the basket and sit quietly for a few moments.



12–24 Months

Option 1 Informal Gathering



Skill and Goal

Social interaction skills

Toddlers clap when they hear their name as part of a song.



Key Concepts

Names



Materials Needed

None



Also Promotes

Communication/Language
Physical

Invite up to three toddlers to join you for a fun song about children in our room. Encourage toddlers to listen for their name as you sing. Invite toddlers to clap when they hear their name. Demonstrate clapping your hands together.

When you sing the name song below, provide a prompt to the toddler whose name you are singing. Examples: nod with eye contact, gently point, lightly tap the toddler's shoulder. Clap enthusiastically for each toddler you name. It is fine if other toddlers clap, too! The "featured" toddler may or may not clap. This brief activity is meant to be lighthearted and fun. Tune: "If You're Happy and You Know It."

If your name is (child's name), clap your hands.

If your name is (child's name), clap your hands.

If your name is (child's name), if your name is (child's name),

If your name is (child's name), clap your hands.

👁️ What to Look For—Option 1

Toddlers enjoy hearing their name and being recognized. This short activity can also foster a sense of belonging and acceptance. As indicated in the activity description, some toddlers may enjoy clapping their hands at any point in the song, not just when their name is sung. There also may be toddlers who prefer to sit quietly and enjoy the experience of hearing a song with children's names. It is fine if toddlers do not clap. Limiting the activity to no more than three toddlers at a time reduces waiting and can help toddlers focus on one or two other toddlers.

📈 More Scaffolding Tips—Option 1

Extra support ■ Although the gathering is brief, to maintain personal space, it may be helpful to provide carpet squares for each toddler to sit on.

Enrichment ■ Encourage all toddlers in the gathering to say the name of the "featured" toddler after you finish singing the verse about the toddler.



12–24 Months

Option 2 Informal Gathering



Skill and Goal

Social interaction skills

Toddlers together say the names of peers as part of passing a ball around a small gathering.



Key Concepts

Friend
Name



Materials Needed

Medium-size soft ball



Also Promotes

Communication/Language
Physical/Health
Self-Regulation

Invite several toddlers to play a game with a ball. Encourage the toddlers to sit with you in a loose circle. Show the ball and explain we will pass the ball to a friend in our small gathering. We will say the name of the friend who is holding the ball. Then the friend who is holding the ball will pass the ball to the next friend in our gathering. We will say the name of each friend while the friend holds the ball.

Pass the ball to a toddler sitting near you. Describe your action and tell when to say the toddler's name. Example: "I am passing the ball to Myatt. Now Myatt is holding the ball. Let's all say 'Myatt.'" Continue to describe steps and tell when to say a toddler's name. Example: "Myatt passed the ball to Ian. Now Ian is holding the ball. Let's all say 'Ian.'" Lead another complete round if toddlers remain engaged.

Conclude this brief activity by describing what happened. Example: "We said the names of our friends while we passed a ball. We each took a turn holding the ball and hearing our name! We had fun with our friends."

What to Look For—Option 1

Your step-by-step guidance is important, including saying the name of the toddler who is holding the ball. Some toddlers will not know or remember the names of other toddlers. Saying each toddler's name can foster a sense of belonging in the room. Some toddlers will be reluctant to pass on the ball. While some flexibility is certainly appropriate, it may be helpful to remind toddlers that we want to say the name of every child in our gathering. If a gentle reminder to pass the ball is not effective, consider having the ball sit in front of the "featured" toddler and you assume the task of moving it from toddler to toddler. Anticipate that some toddlers may sit nearby and watch. Repeat the gathering several times during the same day so all toddlers have an opportunity to participate in this individual recognition.

More Scaffolding Tips—Option 2

Extra support ■ Use a familiar stuffed toy instead of a ball if you anticipate it will be too challenging for toddlers to not roll the ball to another part of the room. ■ Offer an adaptation of the activity in a one-to-one arrangement for a toddler who wishes to participate, but not in a small gathering.

Enrichment ■ Create a simple chant for toddlers to say when a toddler is holding the ball. Example: "Who has the ball? Myatt has the ball! Myatt is our friend!"



Interest Area

Materials Needed: assortment of soft balls in various sizes, laundry basket or medium-size cardboard box

Invite several toddlers to take turns rolling a ball to one another. Encourage toddlers to say their own name when they capture the ball. Describe back-and-forth and turn-taking interactions as toddlers play. Use the participating toddlers' names frequently as they interact with each other. After ball rolling that involves saying one's name, introduce more soft balls and a laundry basket or cardboard box for additional ball fun. Toddlers will enjoy dropping the balls into the basket/box and getting them out again.



Family Child Care

Materials Needed: medium-size soft ball, music player with lively music

Invite the children to play a game of *Hot Potato* with the ball. Encourage children to sit in a loose circle and to pass the ball, or "hot potato," to the child next to them as music is playing. Periodically stop the music and invite toddlers to say the name of the child holding the ball. Continue to play the game, ensuring that each child has a chance to hold the ball and hear his/her name spoken at least one time. Babies may enjoy holding an age-appropriate ball and hearing their name spoken during the activity.



12–24 Months

Option 1 Informal Gathering



Skill and Goal

Fine motor development

Toddlers make marks on paper with paintbrushes dipped in water.



Key Concepts

Paint
Lines
Marks



Materials Needed

Construction paper—1 per toddler
Small cup—1 per toddler
Chubby paintbrush—1 per toddler
Water



Also Promotes

Communication/Language
Cognitive

Be Prepared: Place colored construction paper on a low table for two to four toddlers. Pour about a half cup of water into each cup. Gather supplies for wiping up spills.

BEGIN: *[Invite two to four toddlers to the table for painting with water. Help each toddler get a craft apron or smock in place. Sit or kneel facing the toddlers to enhance communication. Give each toddler a small paintbrush.]*

EXPLAIN: We are going to paint with water! Painting is fun. This is a paintbrush. We put our paintbrush in our cup of water. Then we make marks on our paper with the water.

[Demonstrate and describe how to gently dip the paintbrush in water and use it to paint a line on the paper.]

The water on my paintbrush changes the paper. I made a line on my paper. We can make marks on our papers with water on a paintbrush.

ACT: *[Invite toddlers to try “painting” with water. Sit or kneel next to the table. Describe the marks toddlers paint on the paper. Examples: “You made a long line with your paintbrush and water.” “Leon is making marks on the paper by dripping water from his brush.”*

Point out that we use our hands to paint. We hold the paintbrush with our fingers. We move our hand to make lines and other marks on our paper.

Acknowledge and expand on toddlers’ utterances.]

EXPLAIN: We will not see our marks when the water on our paper dries. We can look at our papers later today to see what happens.

RECAP: We made marks on our paper with water we put on a paintbrush. We had fun putting lines and other marks on our paper. We used our fingers and hands to hold and move our paintbrush.

What to Look For—Option 1

Painting with water supports creative interests with the unique feature that marks on a paper evaporate. Some toddlers may be fascinated by watching their picture dry and disappear. Be sure to provide an opportunity for toddlers to look at their paper later in the day or the next day. Explain that our picture goes away when the water dries. Use an excited manner to explain what happens so toddlers view the disappearance as interesting rather than a loss. Example: “Look, Emily! Your lines are drying, so it is hard to see them.”

**Option 1 continued**

Some toddlers may want to take the paper home. You may wish to offer an explanation of the activity to family members. Example of a note to post in your room: "Today we painted on paper with water. We looked at how our lines and marks on the paper went away when the water dried."

More Scaffolding Tips—Option 1

Extra support ■ Some toddlers may need help moving the paintbrush toward the cup slowly. ■ Some toddlers may prefer to paint from a standing position.

Enrichment ■ Show a picture made with paint to show it does not disappear when the paint dries. ■ Offer different types of brushes, such as wide or narrow, to help toddlers see a difference in the size of the marks.



12–24 Months

Option 2 Informal Gathering



Skill and Goal
Fine motor development
Toddlers make marks on paper with dot markers.



Key Concepts
Push
Dot



Materials Needed
Art smocks—1 per toddler
Dot markers—1–2 per toddler (see Be Prepared)
Plain white paper—1 per toddler
Marker for caregiver



Also Promotes
Cognitive
Social-Emotional
Communication/Language

Be Prepared: Rainbow dot markers are suggested. They are similar to Bingo markers. Put the lids out of reach. Make sure each marker is working properly. New dot markers sometimes need to be turned upside down or used by an adult to get the paint flowing. Standing at a low table typically works well for this activity.

Invite several toddlers to put color on paper with dot markers. Explain that we can put dots on our paper where we wish. Demonstrate how to push the dot marker onto the paper with our hand. Explain that you will help us share markers so different colors can be used.



Kneel or sit and talk with the toddlers as they work. Describe toddlers' efforts. Examples: "You pushed for a long time. Now there is a big dot." "I see lots of dots on your paper."

Help toddlers exchange markers. Keep in mind that, at this age, toddlers have not developed skills for sharing on their own.

Print each toddler's name on his/her paper. You may wish to display the work in your room. Rainbow dot pictures look nice displayed in a window.

What to Look For—Option 2

Toddlers will be pleased to see the effect from pushing down on a paint-filled dot marker. Providing a good supply of dot markers enables toddlers to spend more time exploring the cause and effect of their actions and less time waiting for a desired marker currently in use by another toddler.

You may see toddlers using one or both hands to press the dot marker onto the paper. There is not a preferred method at this age. See the Extra Support scaffolding tip for a sequenced approach to helping a toddler who has difficulty making a dot. If after providing individualized assistance a toddler continues to have difficulty making a dot while standing at the table, move his/her paper to a lower surface, such as the floor or a cube chair, where he/she can put more pressure on the dot marker.

At this age, toddlers are becoming aware of others, but do not consistently recognize that another child may want a dot marker that he/she is using. Use your classroom's rules about sharing to help toddlers manage the dot markers. You also might suggest a toddler try an alternative to a desired color in use elsewhere. Flexibility is a useful self-regulation skill to begin developing early in life.

**Option 2 continued**

A toddler may attempt to gather all the dot markers next to his/her own paper while doing the activity. Offer a simple explanation of the need to share the markers. Example: "The dot markers are for all our friends to use. We need to keep the markers on the table where everyone can get a marker."

If a toddler wants to carry the dot marker to another area, you may wish, give him/her a suitable item to carry in exchange for the marker. Example: "Dot markers stay at the table. You can carry this (name of toy) to the play area." In general, toddlers are willing to give an item in exchange for another object. Without a trade or exchange, a toddler may react defensively.

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

Extra support ■ Provide tailored and sequenced support to a toddler who finds it challenging to make a dot with the marker. First offer another demonstration and then coach the toddler on how to push the marker. Offer hands-on assistance if additional help is needed.

Enrichment ■ Modify the activity by placing a large sheet of paper on the floor for several toddlers to use with dot markers. A three-foot piece of paper will give several toddlers enough room to move around.



12–24 Months

Option 3 One-to-One



Skill and Goal Fine motor development

Toddlers use crayons on easel paper.



Key Concepts Marks



Materials Needed

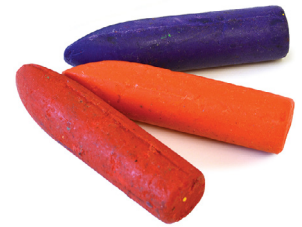
- 3 chubby crayons
- Toddler-size easel
- Paper to fit easel



Also Promotes

- Communication/Language
- Cognitive

Attach paper to an easel and provide chubby crayons for toddlers to use in making marks on the easel paper, 1–2 toddlers at a time. Invite toddlers to make any types of marks on the paper. Leave the paper in place for the duration of the play period and provide a new piece of paper when space is limited for making marks. Toddlers will be mostly interested in the process of making marks and unconcerned about the products.



Talk with a toddler about his/her crayon marks. Offer comments about the shapes and on the intensity of the colors. Example: “You are making lots of marks on the paper!” Some toddlers may offer words to describe their marks, such as “I make truck.” Repeat the meaning back to the toddler. “You made a picture of a truck.” Avoid asking the child what he/she is drawing.

👁️ What to Look For—Option 3

Using an artistic tool, such as a crayon, dot marker, or paintbrush, supports the coordination of fine motor skills that undergo rapid change during this period of development. Standing at an easel presents another way of making marks.

It is appropriate for toddlers to come and go from this activity throughout the play period. Toddlers are typically involved in gross motor activities and may spend short periods of time with the crayons.

Toddlers may create light marks with the crayons. If a toddler seems interested, provide verbal support and a demonstration of how pressing harder on a crayon produces a darker mark.

📈 More Scaffolding Tips—Option 3

Extra support ■ If a toddler seems hesitant to use a crayon at the easel, kneel next to the easel and invite the toddler to make marks with you.

Enrichment ■ Provide several types of crayons, such as egg-shaped crayons.



Interest Area

Materials Needed: small- or medium-sized cardboard box, paper, chubby crayons, tape, dark-colored paper, sidewalk chalk, *Beautiful Oops* by Barney Saltzberg, *Mouse Paint* by Ellen Stoll Walsh, *The Artist Who Painted a Blue Horse* by Eric Carle

Be Prepared: Cover a cardboard box with paper.

Place the paper-covered box near a low table where chubby crayons are located. Encourage toddlers to make crayon marks on the box. On another day, tape dark-colored paper on a low table and provide sidewalk chalk for the toddlers to make marks.

Display the suggested books in a prominent location. Sit on the floor and look at pictures in the books with one to two toddlers at a time.



Family Child Care

Materials Needed: paint, sponge brushes, different-sized paintbrushes and/or large feathers, paint rollers, a paint tray or other flat tray, large paintbrushes, and water

Invite preschool-age children to join toddlers in painting (Option 1). Provide different types of tools, such as sponge brushes, different-sized paintbrushes, and/or large feathers. If possible, extend the activity to outdoors. Provide paint rollers, a paint tray or other flat tray, large paintbrushes, and water. Invite children to use larger tools to “paint” with water available items, such as a sidewalk, driveway, deck, or fence.