



**Communication/  
Language**

**Exploring Words**

**Option 1** (IG) Toddlers participate in a shared reading that emphasizes rhyming words.

**Option 2** (IG) Toddlers participate in a shared reading that emphasizes rhyming words, with opportunities to say “missing” rhyming words.



**Cognitive**

**Exploring Objects**

**Option 1** (OO) A toddler explores spatial relations by pushing a cart to several areas of the room.

**Option 2** (IG) Toddlers explore spatial relations by putting items in and taking items out of carts, and pushing carts to different areas in the room.



**Self-Regulation**

**Paying Attention**

**Option 1** (IG) Toddlers watch and listen to a caregiver describe moving and stopping a toy car.

**Option 2** (IG) Toddlers move and stop toy cars in response to verbal requests.



**Social-Emotional**

**Interacting with Others**

**Option 1** (IG) Toddlers help a caregiver with a cleaning task.

**Option 2** (OO) A toddler helps water a plant in your room.

**Option 3** (IG) Toddlers work together to organize materials in the room.



**Physical/Health**

**Using Our Hands**

**Option 1** (OO) A toddler participates in a handwashing song.

**Option 2** (IG) Toddlers clap and wave their hands as part of a song.

**Option 3** (IG) Toddlers engage in hand and arm actions as part of a song about a bus.

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

Revision: 07/14/2020



## 12–24 Months

### Option 1 Informal Gathering



#### Skill and Goal

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

Toddlers participate in a shared reading that emphasizes rhyming words.



#### Key Concepts

Listen  
Sound alike  
Same



#### Materials Needed

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



#### Also Promotes

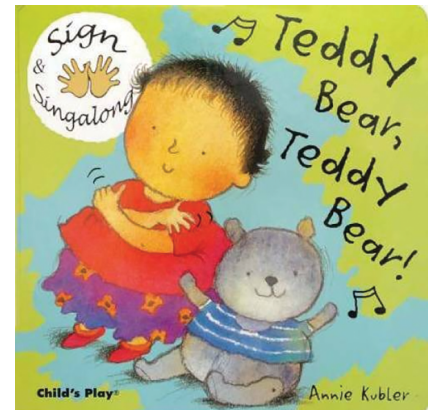
Cognitive

**Be Prepared:** Today's activity uses a variation of a familiar nursery rhyme to help toddlers notice words that rhyme. The book featured in today's activity was offered in Block 6. If you gave attention to the book's sign language in Block 6, you may wish to review the sign vocabulary you emphasized in Block 6. Today's session focuses on pairs of words that sound alike. Omit the last two pages of the book if the pictures are too small for toddlers to easily see.

**BEGIN:** [*Invite several toddlers to share a book with you. Show the cover of the book.*]

Our book is about different ways that children and teddy bears move their bodies. We had fun looking at this book before.

**ACT:** [*Read the text and use your own words to describe what the child and teddy bear are doing. Use the following strategies to engage toddlers in the book:*



- Draw attention to the picture of the child's actions, such as "touch your toes" (the first image of the child on each page shows sign language for "teddy bear").
- Emphasize that the child and teddy bear are doing the same thing. Example: "The child in our picture is touching its nose. The teddy bear is doing the same thing. The teddy bear is also touching its nose."
- Encourage toddlers to listen to words that sound alike. Repeat the rhyming words when you complete each of two pages. Example: "The child and teddy bear are touching their nose in this picture. The child and teddy bear are touching their toes in this picture. Nose, toes. Those words sound alike!"
- Extend toddlers' responses and words. Example: "You are pointing to the teddy bear that is touching the ground."
- If you include the last two pages of the book (see Be Prepared), emphasize the pairs of rhyming words as you help toddlers recall what happened in the book.]

**RECAP:** We looked at pictures of children and teddy bears that are doing the same thing! We listened for words that sound alike. Nose and toes sound alike. Around and ground sound alike. High and sky sound alike.

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

Toddlers who are familiar with the Teddy Bear song or rhyme may say a few of the words with you. Others may want to look at the pictures and listen to the words as you read. Notice and support each toddler's specific interest in the book. Toddlers are likely to differ in what interests them the most about the book: the different actions, how the child and teddy bear do the same action, the rhyming words, and/or maybe the sign language. (As described in the Block 6 use of this book, you may wish to emphasize none, some, or all of the three sign vocabulary included in the book.)

 **More Scaffolding Tips—Option 1**

**Extra support** ■ Encourage toddlers to say the pairs of rhyming words with you. Accentuate the identical sound in each word, such as "ose" in nose/toes and "ound" in around/ground.

**Enrichment** ■ Explain that words that sound alike are called a rhyme. Example: "Toes and nose sound alike. We call these rhyming words."

## 12–24 Months

### Option 2 Informal Gathering



#### Skill and Goal

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

Toddlers participate in a shared reading that emphasizes rhyming words, with opportunities to say “missing” rhyming words.



#### Key Concepts

Rhyme  
Sound alike  
Listen



#### Materials Needed

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

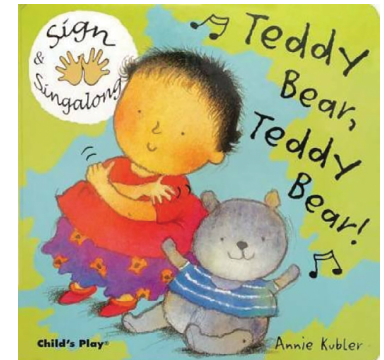


#### Also Promotes

Cognitive

**Be Prepared:** This option is for toddlers who participated in Option 1 or seem interested in word sounds. See the Be Prepared section of Option 1 regarding the sign language included in the book and the use of the last two pages.

Invite several toddlers to join you to read a book about teddy bears. Use strategies suggested in Option 1 to share the book. Emphasize rhyming words. Explain that some words in our book sound alike. Words that sound alike are called rhyming words. Let’s listen carefully for words that rhyme.



After reading the book, show and read again the corresponding two pages that share rhyming words, such as touch your nose and touch your toes. Whisper or leave out the second rhyming word. Invite toddlers to say the word you whisper or leave out. After toddlers say the missing word, point out how the word sounds like its rhyme. Example: “Yes, the word is ‘toes.’ Toes and nose sound alike. They are rhyming words!”

Conclude the session by describing what happened. Example: “We listened carefully and said rhyming words. What word in our story rhymed with nose? What word in our story rhymed with high?”

### 👁️ What to Look For—Option 2

Toddlers will differ in their readiness to learn about rhyming words. Some toddlers may readily offer a “missing” rhyming word, whereas others will enjoy listening to your words and the contributions of their peers. Avoid using a strong teaching approach to the activity. It is more important for toddlers to hear how some words sound similar than to learn the concept of a rhyme.

### 📊 More Scaffolding Tips—Option 2

**Extra support** ■ Provide a visual cue to a missing word by pointing to the picture of the action (such as touching the ground) in the book, or demonstrating the action.

**Enrichment** ■ Encourage toddlers to say with you the repetitive beginning “Teddy Bear, Teddy Bear.”



### Interest Area

**Materials Needed:** *Sign and Sing Along: Teddy Bear, Teddy Bear!* by Annie Kubler, several teddy bears or stuffed animals

Invite several toddlers to each hold a teddy bear or stuffed toy and move the toy as you say the text offered in the book. Demonstrate the action with a teddy bear. After saying (and acting out) the pairs of rhyming words, repeat the key words (nose/toes, around/ground, etc.) and encourage toddlers to say and do the rhyming words/actions with you again. Some toddlers may wish to continue playing with a toy bear after participating in this activity with you.



### Family Child Care

**Materials Needed:** *Sign and Sing Along: Teddy Bear, Teddy Bear!* by Annie Kubler, several teddy bears or stuffed animals

Invite preschool-age children to each demonstrate actions with a teddy bear as you read the book text. Show the corresponding picture in the book if it seems a toddler(s) would benefit from another visual example. The preschoolers' demonstrations are likely to be sufficient. Provide stuffed toys for infants to hold as they watch their older peers. A school-age child in your setting may like to lead this activity by reading the rhyme while you look on.



## 12–24 Months

### Option 1 One-to-One



#### Skill and Goal

##### Object inquiry skills

A toddler explores spatial relations by pushing a cart to several areas of the room.



#### Key Concepts

Push



#### Materials Needed

Shopping cart  
Items for cart (see Be Prepared)



#### Also Promotes

Physical/Health  
Communication/Language



#### Optional Reading

*Spot Goes Shopping* by Eric Hill

**Be Prepared:** Secure several small items of interest to the toddler who participates in this activity. Place the items in a toddler-sized shopping cart.

**BEGIN:** [*Kneel next to a toddler who responds to your invitation to play with the cart. Describe each of the items in the cart and discuss with the toddler where he/she may want to push the cart. Emphasize the word push.*]

*Encourage the toddler to point to the place in the room where he/she would like to push the cart. Say the name of the place and encourage the toddler to repeat the name.*

*After the toddler arrives at a destination, describe the action and encourage the toddler to look at the path traveled. Example: “You pushed the cart from the table to the toy shelf. Look at where you started with the cart.”]*

**ASK:** Where do you want to go next with your cart?

*[Pause for the toddler’s response. Restate the toddler’s reply. Example: “Trucks. You are going to push the cart to the trucks area.” Encourage the toddler to point to the intended destination.*

*Walk alongside the toddler. Describe his/her route, such as going straight or turning to change direction.*

*Enthusiastically acknowledge the toddler’s arrival at a destination or completion of movements with the cart, such as making a circle around the room.]*

**RECAP:** [*Describe the toddler’s actions and his/her accomplishments. Example: “You moved the cart from the table to the shelf. Then you pushed the cart all the way to our trucks area.”]*



### 👁️ What to Look For—Option 1

It requires time and practice for young children to understand that a pushcart takes up space in front of our bodies and requires turns at just the right time to navigate corners and changes in direction. Young toddlers cannot be expected to understand how a cart extends their space. But pushing a cart

**Option 1 continued**

can heighten a toddler's understanding of moving through open, and sometimes smaller, spaces. It is an advanced form of figuring out how to move from Point A to Point B. Toddlers may not understand how to turn the cart to avoid bumping into a person or object. Point and give clear directions to help children learn to anticipate movement and avoid running into an object or person. Acknowledge a toddler's problem-solving. Toddlers will enjoy carrying all types of play materials in a cart. Some may prefer that the cart be used for a specific purpose (see Enrichment tip).

 **More Scaffolding Tips—Option 1**

**Extra support** ■ If the cart tips as a toddler pushes it, add weight to the bottom. ■ If a toddler pushes the cart into a barrier, engage in a problem-solving discussion with him/her about how to move the cart. Describe and demonstrate actions, such as pull and turn. ■ Ensure the toddler follows safety rules in your room. The cart should be pushed slowly at all times, with the toddler's eyes looking forward.

**Enrichment** ■ Add an item to the cart to make it slightly heavier. Talk with the toddler about how it feels to push the cart with the added item. ■ A toddler may enjoy a simple obstacle (such as a narrow spot) that requires some problem-solving, such as going another way. ■ An older toddler may like to create with you a pretend story about a purpose for pushing items in the cart, such as taking home groceries from a store.



## 12–24 Months

### Option 2 Informal Gathering



#### Skill and Goal

##### Object inquiry skills

Toddlers explore spatial relations by putting items in and taking items out of carts, and pushing carts to different areas in the room.



#### Key Concepts

Push  
In  
Out  
More



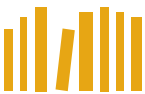
#### Materials Needed

2–3 shopping carts (see Be Prepared)  
Items for carts (see Be Prepared)



#### Also Promotes

Physical/Health  
Communication/Language



#### Optional Reading

*Spot Goes Shopping* by Eric Hill

**Be Prepared:** Each toddler needs his/her own cart for the activity. If only one cart is available, consider using tote bags so several toddlers can participate at the same time or using the cart with one toddler at a time. Gather small items that will easily fit into available shopping carts and are of interest to toddlers participating in this activity. Examples: empty food packages and cardboard blocks. Place the items on a low table in an open area so toddlers can temporarily park their carts beside the table.

Invite several toddlers to join you at the table with the preselected items on top. Encourage each toddler to bring a cart. Invite toddlers to put items in their carts. Explain that each toddler can push a cart of items to another part of the room, maybe put more things in the cart, and then bring items back to the table. We will take things out of our cart when we get back to the table.

You may wish to offer a pretend theme or purpose for the activity, such as going shopping or taking a trip to see things. Example: A toddler might put in his/her cart a doll and some pretend food items to feed the doll if it gets hungry. Follow a toddler's interests in creating a theme. Each toddler may pursue a different theme. Some toddlers may focus mostly on putting items in the cart and be uninterested in connections among items put in the cart.

Help a toddler become aware of the size limits of a cart. Example: "One big block and one bear can fit in this cart. There is no more space in the cart." Be sure items do not stick over the edge of the carts. Emphasize the concept of in as a toddler puts items in his/her cart.

Encourage toddlers to push their carts to a destination of their choice in the room. They may wish to collect more items for their carts, space permitting, while moving to a destination. Offer supports suggested in Option 1 for navigating a cart through the room.

After about five minutes, encourage toddlers take items out of the carts. You may wish for toddlers to return items to the table where the activity began or to find the appropriate storage places for the items. Emphasize the concept of out as a toddler takes things out of his/her cart.

Invite toddlers to join you for a brief description of the activity. Examples: "Tiana put many small boxes in her cart." "Marcus put one cat and one bear in the cart. He took them to the doctor." "We took the toys out of the carts. We put our toys away." Pause for toddlers' reactions. Repeat and extend toddlers' words.

This activity can be repeated during play periods several times during the week. Be sure every toddler who wishes to participate gets time with you to put items in and take items out of a cart and to push the cart to a destination.



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

This activity adds challenge to the Option 1 activity focused on pushing a cart by adding the spatial relations tasks of putting items into a cart and then taking them out. The current activity is likely to be eagerly engaged by toddlers, who typically enjoy putting objects into spaces and removing them. Using a theme that provides a purpose for carrying things in a cart may enhance some toddlers' experiences, especially toddlers who readily engage in pretend play. A theme also might help a toddler decide what to put in his/her cart.

Look for opportunities to draw attention to object characteristics, especially size. Example: Putting different objects into a cart may support a toddler's awareness that more dishes than blocks can fit into a cart.

Kneeling at a toddler's level to offer questions and comments about items in a cart enhances learning in ways that are unlikely to happen if toddlers use the cart and objects on their own only.

 **More Scaffolding Tips—Option 2**

**Extra support** ■ Help a toddler put an item in a cart, if appropriate. Name the item as it is placed in the cart. ■ Suggest a destination if a toddler seems uncertain about where to go.

**Enrichment** ■ Put available items for carts in bags or storage containers, instead of on top of a table, so toddlers have the experience of taking items out of a bag/container to determine what is available for their cart.

**Interest Area**

**Materials Needed:** several carts, play materials, push toys, *Spot Goes Shopping* by Eric Hill, ribbons

Provide several carts for toddlers to push around the room for carrying play materials. Some toddlers will enjoy the simple pleasure of pushing the toy cart. Some toddlers may incorporate the carts into pretend play. Make other push toys available so all interested toddlers may have an item to push around. Sit with several toddlers to share the *Spot Goes Shopping* board book. Point to the cart and the items the dog places in his cart. On another day, hang ribbons from the ceiling in a cart pathway that will lightly touch children as they push their cart under them.

**Family Child Care**

**Materials Needed:** carts, pretend food, other play materials

Older children may enjoy setting up a pretend food store with containers and other play materials. They can manage the store that toddlers visit with their carts for an adaptation of Option 2.



## 12–24 Months

### Option 1 Informal Gathering



#### Skill and Goal Concentration

Toddlers watch and listen to a caregiver describe moving and stopping a toy car.



#### Key Concepts

Move  
Stop



#### Materials Needed

Toy car



#### Also Promotes

Communication/Language  
Physical/Health

**BEGIN:** *[Invite several toddlers to join you on the floor for a car activity. Drive the car back and forth in front of you on the floor.]*

**EXPLAIN:** I am pretending that I am driving our toy car. Our car is moving back and forth. Watch how I am driving our car.

*[Pause for and recognize the toddlers' responses. Example: "Tomeka said 'zoom!' Tomeka is telling us that a car can drive fast. I can help our car drive fast!"]*



**ASK:** Where should I drive our car? Where should our car go?

*[Pause for suggestions. If none are offered, suggest a familiar place, such as a grocery store. Drive the car in some straight lines with occasional turns.]*

**EXPLAIN:** Our car is running out of gas! I need to stop driving our car so it can get some gas. Our car stops moving when I stop driving it.

**ACT:** *[Hold the car still for the toddlers to see. Pretend to put gas in the car.]*

I stopped driving our car. The car is not moving. Our car is getting gas!

*[Begin moving the car again.]*

Our car finished getting gas. I am driving our car again. Our car is moving again. Moving, moving, moving.

I am getting close to the (destination). I will stop driving the car so I can go into the (destination). Our car is not moving. It is waiting for me to spend time at (destination).

*[Hold the car still for the toddlers to see.]*

Should I drive the car someplace else when I am done at (destination)?

*[If one or more toddlers respond positively, ask where to go with the car and repeat the process of moving and stopping the car. Emphasize the words move and stop moving.]*

**RECAP:** You watched me drive our toy car. Our car moved when I pretended to drive it. Our car stopped moving when I stopped driving it. We had fun watching the car move and then stop moving.



## 12–24 Months

### Option 2 Informal Gathering



#### Skill and Goal Concentration

Toddlers move and stop toy cars in response to verbal requests.



#### Key Concepts

Move  
Stop



#### Materials Needed

Toy cars—1 per toddler and caregiver



#### Also Promotes

Communication/Language  
Physical/Health



Invite several toddlers to join you on the floor to play with toy cars. Give each toddler a toy car to hold and provide time for toddlers to explore their car. Explain that each of us can make our car move by driving it. Then we will stop our car from moving. Demonstrate how to move a car. Create a pretend destination for your car. Example: “I am driving my car to a store to buy some milk. My car is moving.”

Then demonstrate how to stop your car from moving. Emphasize the word stop. Offer a pretend reason for stopping the car. Example: “I am going to stop driving my car. I want to put some gas in my car. My car does not move when I stop driving it.”

Invite the toddlers to drive their cars to a pretend place. Describe the toddlers’ actions with their cars. Example: “Jayla’s car is moving. Layne’s car is moving. All of us are driving our cars somewhere!”

After about a minute, announce that the cars need to stop to get gas. Remind the toddlers that cars do not move when we stop driving them. Example: “Layne stopped driving his car. His car is not moving. His car is getting gas.”

Offer one more round of toddlers driving their cars and then stopping their cars. Explain that it is time for our cars to rest. Our cars do not move when they are resting. Acknowledge all forms of participation. Briefly describe what happened, emphasizing how we made our cars move and then stop moving. Example: “We had fun pretending to drive toy cars. We helped our cars move. Then we stopped driving. Our cars stopped moving when we stopped driving. Now our cars are resting.”

### 👁️ What to Look For—Options 1–2

Option 1 supports toddlers’ concentration skills through watching and listening, whereas Option 2 supports concentration skills through actions in response to verbal requests. Toddlers will likely differ in their level of attention to your actions with a toy car (Option 1) and in their ease of stopping the movement of their own car (Option 2). Flexibly accept a range of responses to the Option 2 activity while offering gentle reminders and encouragement to pay attention to your requests. The pretend element of the activity is intended to support interest in the car’s movements. Some toddlers will be more interested than others in having, or contributing to, a purpose for the car’s actions.



## More Scaffolding Tips—Options 1–2

**Extra support** ■ In Option 2, sit next to a toddler who is having difficulty stopping the movement of their car. It may be helpful for the toddler to take his/her hands off the car when it is to stop moving.

**Enrichment** ■ Provide a street(s) in Option 2 by placing several flat blocks or pieces of construction paper in a row on the floor.

### Interest Area

**Materials Needed:** variety of blocks in the block area, variety of toy cars and trucks

Invite several toddlers to play with the toy cars and trucks in the block area. Toddlers may want to build structures for the cars and trucks to drive on. Encourage toddlers to drive and then stop their vehicles. Enhance the challenge of the roadways by adding stopping places, such as at an intersection of two streets.

### Family Child Care

**Materials Needed:** variety of blocks in the block area, variety of age-appropriate toy cars and trucks

Invite toddlers and older children to play independently with toy vehicles in the block area after participating in Option 2. Children may want to build structures for their cars to drive on or park inside. Encourage children to drive and then stop their vehicles while they play.



## 12–24 Months

### Option 1 Informal Gathering



#### Skill and Goal

##### Social interaction skills

Toddlers help a caregiver with a cleaning task.



#### Key Concepts

Help  
Wash



#### Materials Needed

Sponges—1 per toddler and caregiver  
Dishpan or tub (see Be Prepared)  
Baby shampoo (see Be Prepared)  
Paper towels (Scaffolding tips)



#### Also Promotes

Communication/Language  
Physical/Health

**Be Prepared:** Put one inch of warm water in the tub with several drops of baby shampoo to create soapy bubbles for washing a table. Alternatively, you may wish to use a spray bottle to lightly spray the table and invite toddlers to use dry sponges to wipe up the water.

**BEGIN:** *[Invite several toddlers to join you at a low table.]*

I am looking for some helpers to wash our table. I have a sponge for each of you. We can wet the sponges and then use them to clean.

**ASK:** Who would like to help clean our table? It is great to have helpers!

**ACT:** *[Pause for the toddlers to respond. Give each interested toddler a damp sponge.]*

Let's use our sponges to clean our table! We can push your sponge down and move it back and forth, like this. We use our hands and arms to move our sponge on the table.

*[Demonstrate how to move the sponge side to side. Acknowledge each toddler's efforts. Example: "Isaiah is moving his sponge back and forth. Isaiah is helping to clean our table!"]*

Would you like to wet your sponges in the water? You can put your sponge in the water and then squeeze it with your hand, like this.

*[Demonstrate the squeezing motion and invite each toddler to take a turn wetting their sponge.]*

Continue to encourage the toddlers to wash the table, acknowledging each of their efforts. Example: "Jordan is using her sponge to make the table clean!"

As the activity wraps up, thank the toddlers for being good helpers. Ask them to put the sponges into the tub. Dry any wet spots on the floor.]

**RECAP:** You were helpers today! You helped me wash our table. We worked hard with our hands and arms. The table is really clean now! We all take care of our room.

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

This activity is a simple and enjoyable way for toddlers to experience being a helper in a classroom community. Learning to help others is an important step in the development of prosocial behaviors. Look for ways to point out the use of hands and arms, as suggested in the activity description, to strengthen awareness of how we use parts of our body.

Toddlers may wish to come and go from this activity. Acknowledge their contributions. Example: “Jordan helped us wash the table. Now she is going to find another activity. Thank you, Jordan, for being a helper!” Emphasize each toddler’s efforts to help, rather than the amount of participation.

**📈 More Scaffolding Tips—Option 1**

**Extra support** ■ Toddlers who get overly excited about the water may be more successful with a sponge that is damp rather than wet. ■ Toddlers who do not enjoy getting their hands wet may prefer to help another way, such as using a paper towel to dry the wet table.

**Enrichment** ■ Invite toddlers to clean up as the activity ends. Provide paper towels and encourage toddlers to wipe up any excess water, particularly on the floor. ■ Invite interested toddlers to think about other areas of the room that may need washing, such as chairs and plastic toys. Smaller items could be placed in a water table with a small amount of baby shampoo.



## 12–24 Months

### Option 2 One-to-One



#### Skill and Goal

##### Social interaction skills

A toddler helps water a plant in your room.



#### Key Concepts

Helping  
Water



#### Materials Needed

Indoor plant(s)  
Small watering can



#### Also Promotes

Communication/Language  
Physical/Health

Invite a toddler to help you water a plant(s) in your room. Explain that plants need water in order to stay healthy and to grow. Invite the toddler to visit each of the plants with you to determine if they need water. Describe how you are feeling the dirt to see if it is dry. Encourage the toddler to help hold the watering can as you fill it with water. Use smaller amounts of water to make the watering can easier for the toddler to carry and to discourage overwatering. Encourage the toddler to carry the watering can to the first plant. Provide hand-over-hand support to help the toddler slowly pour a small amount of water into the pot. Affirm the toddler's efforts to help the plant(s) stay healthy and grow. Example: "You had a special job today, Justice. You gave our plants water and helped them to grow! You are a good helper."



### 👁️ What to Look For—Option 2

Some toddlers will be able to carry the watering can to a plant independently, whereas others may need support. The activity description suggests hand-on-hand support for tipping the watering can, but some toddlers may not need this level of assistance. It is important to encourage a toddler to do as much as he/she can on his/her own. Spills can be easily cleaned up and overwatering can be avoided if there is a small amount of water in the can. Emphasize and acknowledge the toddler's efforts to help the plants rather than their success in completing the job correctly. If a toddler is not interested in helping to care for a plant, offer a different meaningful contribution to your room, such as using a small brush and dustpan to sweep under the sensory table.

### 📈 More Scaffolding Tips—Option 2

**Extra support** ■ Offer hand-over-hand assistance in a collaborative way. Example: "I can hold the watering can over the pot. You can tip it forward to make the water come out."

**Enrichment** ■ Feel the dirt after the plant is watered and describe for the toddler how the dirt is now wet. Remind the toddler the dirt was dry before the plant was watered.



## 12–24 Months

### Option 3 Informal Gathering



#### Skill and Goal

##### Social interaction skills

Toddlers work together to organize materials in the room.



#### Key Concepts

Working together



#### Materials Needed

Assortment of blocks  
Large basket  
Empty shelf



#### Also Promotes

Communication/Language  
Physical/Health

**Be Prepared:** Put the blocks in the basket and prepare an empty shelf for the blocks to be stacked on. Place the basket of blocks nearby, but far enough away for toddlers to have the opportunity to carry the blocks to the shelf.

Invite several toddlers to help with an important job. Explain that the blocks in the basket need to be moved to the empty shelf. Demonstrate picking up a block with both hands and carrying it to the shelf. Encourage toddlers to work together to place all the blocks on the shelf. Provide support and guidance as the toddlers move the blocks together. This may include the following strategies:

- Look for ways to promote cooperation. Example: “One of the blocks Madison is carrying fell on the floor. Xander, can you help Madison pick up the block? You can work together to put the blocks on the shelf.”
- Model words the toddlers can use while working together. Example: “Xander gave you a block to carry, Madison. You can say “thank you!””
- Describe what the toddlers are doing as they are doing it. Example: “Madison and James are stacking the blocks next to each other on the shelf. Madison and James are working together to put the blocks away!”

Affirm the toddlers’ efforts, including cooperation. Example: “You all worked together to move the blocks to the shelf! Look at all the blocks stacked on our shelf! We all take care of our room. You are good helpers.”

### What to Look For—Option 3

This activity provides an opportunity for toddlers to work together to help care for some materials in the room. It is an informal introduction to some of the cleanup routines in preschool-age rooms. In addition to looking for ways to acknowledge and promote cooperation, pay attention to whether guidance is needed for the logistics of sharing space at the container of blocks, walking from box to shelf, and at the shelf. Toddlers may be eager to do their job and not notice that another toddler is trying to pick up blocks from the same section of the box or put blocks on the same part of the shelf. High levels of eagerness or excitement about the task may also prompt some toddlers to bump into each other while carrying a block.

You may wish to offer an expectation about the number of blocks a toddler is to carry. A toddler can benefit from figuring out how many blocks he/she can reasonably carry. On the other hand, setting a limit can help prevent toddlers from dropping blocks that others may stumble over. Encourage toddlers to persist in completing the task of moving the blocks to the shelf. See the Extra Support tip idea of making up a chant to say or sing as toddlers carry the blocks.





## Option 3 continued

### More Scaffolding Tips—Option 3

**Extra support** ■ Use fewer blocks if you anticipate toddlers may lose interest in completing the task. ■ Eliminate the block-stacking part of the activity if this is too challenging. Invite toddlers to carry the blocks to you while you stack the blocks on the shelf. ■ Support toddlers’ engagement and persistence by creating and offering a simple chant. Example: “Xander is carrying the blocks, carrying the blocks, carrying the blocks. Xander is carrying the blocks, because he is a good helper!”

**Enrichment** ■ Provide two types or sizes of blocks for the toddlers to carry. Invite toddlers to sort the blocks into two piles/stacks on the shelf. Example: One side of the shelf for large blocks, the other side for small blocks. ■ Invite toddlers to choose a specific task, such as carrying or stacking. Encourage a toddler who carries blocks to give the blocks to his/her peer who is stacking blocks on the shelf.

### Interest Area

**Materials Needed:** sensory table with water, baby shampoo, several sponges, towel or paper towels, toy kitchen items (such as dishes, pots and pans, eating utensils)

Place the toy kitchen items in an inch of warm water in the sensory table with a small amount of baby shampoo. Explain that our toys need to be cleaned. Invite toddlers to use sponges to wash the items. Talk with toddlers about their actions with the materials. If water spills out, ask toddlers to help by using the towel/paper towels to wipe it up.

### Family Child Care

**Materials Needed:** none

Options 1 and 3 emphasize cooperating with a peer. If there is a limited number of toddlers in your setting for implementing these activity options, consider pairing a toddler with an older toddler or preschool-age child. Another possibility is to emphasize jointly working with you as part of these activities. Doing the tasks independently does not support the foundation skill promoted in the activities.



## 12–24 Months

**Be Prepared:** Be familiar with the tune of “Frère Jacques.”

### Option 1 One-to-One



**Skill and Goal**  
**Fine motor development**  
**Good health practices**  
A toddler participates in a handwashing song.



**Key Concepts**  
Wash  
Top  
Bottom



**Materials Needed**  
None



**Also Promotes**  
Communication/Language  
Cognitive

Introduce the following handwashing song as you assist a toddler with washing his/her hands. Using the song throughout the day with individual toddlers is generally more helpful than using the song with a small group of toddlers.



Demonstrate handwashing actions by washing your own hands as you sing the song. Describe key parts of the song. Example: “Our song tells us to wash the top and bottom of each hand.”

Point to the top of your hand and touch the top of the toddler’s hand lightly. Demonstrate rubbing the top of one hand with the opposite hand.

**Tops and bottoms, tops and bottoms,**  
[Rub top and bottom of hands]

**In between, in between,**  
[Rub fingers inside on both hands]

**All around our hands, all around our hands,**  
[Rub all over both hands]

**Get them nice and clean.**

### 👁️ What to Look For—Option 1

The song can help toddlers focus on the handwashing task. Hearing the words as they learn the sequence eventually can help toddlers remember the parts and sequence of handwashing.

A young toddler typically needs lots of help with handwashing, but may be able to complete one part of the routine independently. A toddler who is more experienced may need help with some tasks, but likely will have developed good skills for some parts of the sequence.

At this age, it is not necessary to discuss germs. Offer a simple explanation, such as “Washing hands helps us stay healthy.”

**Option 1 continued**

At about age two years, toddlers often express a desire to do tasks independently. A toddler may say “Me do it.” It is beneficial to respect and celebrate signs of emerging independence, keeping in mind that a toddler who desires independence one day may need help and extra security another day.

**More Scaffolding Tips—Option 1**

**Extra support** ■ As a reminder, sing the song with handwashing actions at an informal gathering. Also, remind toddlers when we wash our hands. Examples: “We all wash hands before (name of meal).” “After you get a diaper, we wash hands.”

**Enrichment** ■ Describe illustrations in your room’s handwashing poster that show parts of the song.



## 12–24 Months

### Option 2 Informal Gathering



#### Skill and Goal

##### Fine motor development

Toddlers clap and wave their hands as part of a song.



#### Key Concepts

Listen  
Clap  
Wave



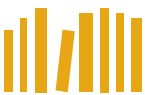
#### Materials Needed

Carpet squares—1 per toddler  
Teddy bear



#### Also Promotes

Social-Emotional  
Communication/Language



#### Optional Reading

*Clap Your Hands* by David Ellwand

**Be Prepared:** Be familiar with the following song. Arrange carpet squares to provide a place for each toddler to sit.

**BEGIN:** *[Animate the teddy bear with a friendly voice to invite toddlers to join you on the floor.]*

*Hold the bear for all toddlers to see. Move the bear in a clapping action. Open and close the bear's arms slowly as you describe the actions.]*

**EXPLAIN:** Our teddy bear is clapping. Look at how the teddy bear opens his arms wide. Then he puts his hands together. Clap, clap, clap!



Thank you, Bear! Now all of us can clap our hands. Please watch us clap.

*[Place the teddy bear on your lap, facing toddlers. Lead and encourage toddlers to open their arms wide and then clap their hands together.]*

**ACT:** I have a fun song to sing. You can listen with your ears.

*[Point to your ears.]*

You can watch me with your eyes.

*[Point to your eyes.]*

Our song is going to tell us to clap our hands.

*[Sing the following song. At appropriate points in the song, exaggerate clapping your hands a few inches in front of your body. Tune: "Here We Go 'Round the Mulberry Bush"]*

This is the way we clap our hands,  
Clap our hands, clap our hands.  
This is the way we clap our hands,  
So early in the morning.

Now let's stop clapping our hands.

*[Put your hands in your lap in a pronounced way.]*

**Option 2 continued**

Let's all put our hands in our lap. I would like to sing the next part of our song.

We wave goodbye in the next part of our song. Let's all wave our hands!

*[Demonstrate and lead toddlers in waving a hand.]*

**This is the way we wave good-bye,  
wave good-bye, wave good-bye.  
This is the way we wave good-bye,  
So early in the morning.**

Now we stop waving our hands.

**RECAP:** *[Briefly describe what happened. Example: We sat together. I sang a song. We clapped our hands during the song. We waved our hands during the song. Let's clap again! Let's wave again!]*

**👁️ What to Look For—Option 2**

Some toddlers will imitate your actions and other toddlers may prefer to observe. The skill for clapping generally develops about 9–12 months of age, and can take time to refine. Clapping games strengthen the ability to use both sides of the body in a coordinated manner. A toddler may stand during the song because he/she is excited and happy.

**📈 More Scaffolding Tips—Option 2**

**Extra support** ■ Invite each toddler to pet the teddy bear at the start of the gathering. ■ Use the bear to wave good-bye to toddlers at the end of the activity. ■ Omit the waving segment of the song if time or toddler interest is limited.

**Enrichment** ■ Add stomping feet to the song if toddlers are interested in more actions.

## 12–24 Months

### Option 3 Informal Gathering



#### Skill and Goal

##### Fine motor development

Toddlers engage in hand and arm actions as part of a song about a bus.



#### Key Concepts

Open

Shut

Round



#### Materials Needed

Toy bus



#### Also Promotes

Communication/Language



#### Optional Reading

*I Am a Garbage Truck* by

Ace Landers

*Trucks* by Byron Barton

**Be Prepared:** Become familiar with the tune, words, and hand actions for the “Wheels on the Bus” song.

Sit on the floor close to several toddlers. Place the toy bus on the floor in front of you. Encourage toddlers to point to parts of the bus of their interest. Name the part of the bus a toddler points to. Demonstrate a hand/arm action associated with the bus part if it is part of the song. Example: “You put your finger on the door, Josiah. The door on the bus opens and shuts.” Open your arms wide and move them back together at your midline. Repeat the action as you say, “open and shut.”



If no toddler points to the wheels, describe the round wheels as you point to them. Explain the wheels make the bus go. Use your arm and hand to demonstrate a “round and round” action for the wheels.

Sing the song in a lively but slower manner so toddlers can watch your actions. Speak clearly, especially when you say round and other words that describe an action. Invite the toddlers to join you with the actions.

Repeat a verse (action) that seems to be especially enjoyable to the toddlers. It is not necessary to sing all verses. Omit verses that you anticipate may be confusing to toddlers.

### What to Look For—Option 3

Singing two different verses of this song is typically a good length for toddlers of this age, but toddlers will differ in their interests. Toddlers often enjoy the verses about the baby crying and the parents saying “shhh.” The action that corresponds with wheels going around may be challenging for some toddlers. Moving both hands in a coordinated circular motion may be included in your demonstrated song actions, but toddlers will usually move both hands in their own fashion.

At this age, it is not necessary to teach toddlers the specific actions associated with the song. Some toddlers may participate by watching and others may make some, but not all, hand actions. Over time, most toddlers will learn actions as motor skills develop and the song is repeated regularly with actions. Remember that slowing down the words and the movements often helps toddlers imitate the actions in the song.

**Option 3 continued** A small icon of a staircase with three steps. **More Scaffolding Tips—Option 3**

**Extra support** ■ Supportively acknowledge a toddler who wants to observe. ■ Invite a toddler to sit closer to you if he/she needs extra support. ■ To avoid a potential issue of who holds the toy bus, consider putting the bus into a box or bin that is a pretend garage until playtime.

**Enrichment** ■ Singing about the wipers offers appropriate physical movement and speaking challenges. To demonstrate the action for wiper blades, hold palms out and move hands side to side by rotating wrists. Encourage toddlers to say “swish-swish-swish.”

**Interest Area**

**Materials Needed:** books listed in Optional Reading for Options 2 and 3, other books about vehicles, toddler-size vehicles, several small pails, vehicle toys

Place 3–4 toddler-size vehicles where there is space for toddlers to push them. On another day, put smaller vehicles on a low surface for toddlers to find and explore. Remove a few toys from one area and add play materials that encourage moving, such as several small pails with one toy vehicle in each one. Invite one or two toddlers to look at and talk about books with you.

**Family Child Care**

**Materials Needed:** building sets, cubes, knob puzzles

Offer an informal gathering for toddlers and preschool-age children that includes several hand actions from Options 1 and/or 2 that children can imitate. Older children may enjoy the challenge of the “Where is Thumpkin” song that includes all fingers. Place building sets on a higher table for school-age children. Preschool-age children will enjoy one-inch cubes. Older toddlers and younger preschool-age children will enjoy knob puzzles.