



**Communication/  
Language**

**Exploring Sounds**

**Option 1 (IG)** Toddlers participate in a book sharing focused on the concepts of noisy and quiet.

**Option 2 (IG)** Toddlers participate in a book sharing that includes opportunities to make different kinds of animal sounds, including quieter versions of the sounds.



**Cognitive**

**Exploring Objects**

**Option 1 (OO)** A toddler participates in a game of looking closely at a set of toy animals, saying each animal's name with a caregiver, and then putting the toy animal in an opening in a muffin pan.

**Option 2 (OO)** A toddler participates in a game of identifying a toy animal named by a caregiver and placing it in an opening in a muffin pan.



**Self-Regulation**

**Getting Calm**

**Option 1 (IG)** Toddlers watch a caregiver calm down after pretending to be a teapot.

**Option 2 (IG)** Toddlers practice calming down after pretending to be teapots.



**Social-Emotional**

**Exploring Feelings**

**Option 1 (IG)** Toddlers participate in a picture book sharing focused on the happy and sad feelings of a dog.

**Option 2 (OO)** A toddler focuses on storybook events that prompt a dog to feel happy or sad.



**Physical/Health**

**Moving Our Bodies**

**Option 1 (IG)** Toddlers practice balancing their bodies while standing and moving their hands and arms.

**Option 2 (IG)** Toddlers practice balancing their bodies while moving to touch parts of their head, shoulders, knees, and toes.

**Option 3 (IG)** Toddlers practice balancing their bodies while standing and moving their arms and hands in particular ways, including rolling.

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



## 12–24 Months

### Option 1 Informal Gathering



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

Toddlers participate in a book sharing focused on the concepts of noisy and quiet.



**Key Concepts**  
 Noise  
 Quiet



**Materials Needed**  
*Mommies Say Shhh!* by Patricia Polacco



**Also Promotes**  
 Cognitive

**BEGIN:** *[Invite several toddlers to join you in reading a book. Show the cover of the book and point to people and items you describe.]*

**EXPLAIN:** There is a mommy and a baby and an older sister shown on the cover of our book. The mommy and sister are saying “shhh.”

Sometimes when we say “shhh,” we put a finger by our mouth. Let’s all put a finger by our mouth and say “shhh.”

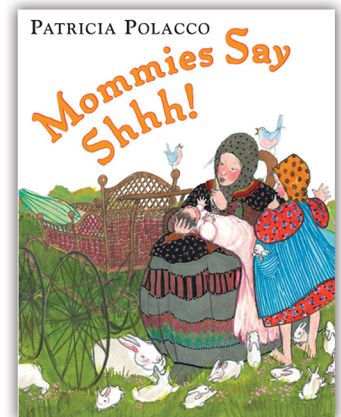
*[Demonstrate the finger placement as you say “shhh.” Encourage toddlers to do the same.]*

The mommy and sister are putting a finger by their mouth. They want something to be quiet. We cannot hear something when it is quiet. Something must be making a noise. The mommy and sister want the noise to go away.

Let’s look inside our book to find out what is making a noise.

**ACT:** *[Use the following strategies to engage toddlers in the book:*

- *Explain that the family lives on a farm. There are many animals on the farm. The animals on the farm are noisy!*
- *Use your own words to describe pictures. Draw attention to picture details that are not familiar to toddlers or may be difficult to see, such as birds in a tree.*
- *Emphasize sounds made by animals with your voice and with repetition. Invite toddlers to say the animal sound with you, such as oink, oink.*
- *Invite toddlers to point to images in a picture that you name, such as a goat or dog.*
- *Recognize a toddler’s pointing. Repeat and extend words or other vocalizations. Examples: “You said ‘woof,’ Brandon. A dog says ‘woof.’ There is a dog in our story.” “You said ‘birdy,’ Aniyah. There are birds in the tree. The birds say ‘cheep, cheep!’”*
- *Spend more time on pictures that seem to be of particular interest to toddlers.*



**Option 1 continued**

- *Help toddlers connect book information to their own experiences. Example: “The baby in our book is going to sleep. The mommy is saying ‘shhh’ to the animals because they are making noise. The noise may bother the baby. You have a baby at your house, Tameka. Do people ever say ‘shhh’ when your baby brother is going to sleep?”]*

**RECAP:** We looked at pictures of a family and the animals that live on their farm! The family has a baby. Why did the mommy say “shhh” when it was time for the baby to go to sleep? (The farm animals were noisy!)

 **What to Look For—Option 1**

Toddlers enjoy looking at and talking about pictures of animals. Use the farm animal noises and the “shhh” requests to strengthen toddlers’ awareness of the concepts of noise and quiet. The opening segment’s request to put a finger by our mouth while saying “shhh” will appeal to many toddlers. You may wish to incorporate this action into appropriate parts of the book sharing. You also may wish to build into the book sharing an opportunity for toddlers to point to bunnies shown on almost every page, as suggested in an Enrichment tip. This active engagement practice can help toddlers pay attention to picture details.

 **More Scaffolding Tips—Option 1**

**Extra support** ■ When you show the book cover, point to the baby. The image of the baby may be difficult for toddlers to easily see. You may wish to pass around the book cover for a closer look. ■ When you show the book cover, point to and name the bunnies shown toward the bottom of the cover. Point out there is a large bunny and a lot of small bunnies. Emphasize large and small.

**Enrichment** ■ Talk with toddlers about noisy and quiet times in your room. ■ Invite toddlers to point to the bunny/bunnies shown on pages of the book.

## 12–24 Months

### Option 2 Informal Gathering



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

Toddlers participate in a book sharing that includes opportunities to make different kinds of animal sounds, including quieter versions of the sounds.



**Key Concepts**  
 Pictures  
 Animals  
 Sounds

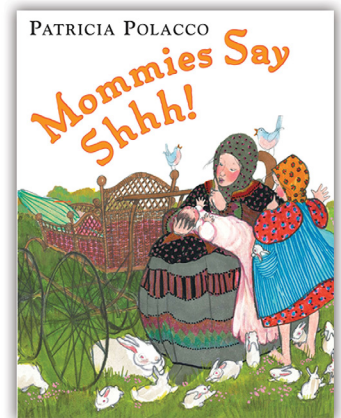


**Materials Needed**  
*Mommies Say Shhh!* by Patricia Polacco



**Also Promotes**  
 Cognitive  
 Self-Regulation

Invite several toddlers to read with you the book about noises made by farm animals. Show and describe the book cover. Put your finger near your mouth and say “shhh” when you describe the actions of the mommy and older sister on the book cover. Explain that there are noisy animals on the farm where the family lives. The mommy and girl want the farm animals to be quiet. It is time for the baby shown on the book cover to sleep. The noisy animals can keep the baby awake. Talk with toddlers about why we want our room to be quieter when it is rest time.



Use your own words to describe book pictures. Emphasize the sounds made by farm animals with the following approach:

- Make the animal sound.
- Invite the toddlers to make the sound with you.
- Encourage the toddlers to put their finger near their mouth and say “shhh.”
- Invite the toddlers to say the animal sound again, this time with a quieter voice.

Repeat this process with all farm animals of interest to the toddlers in your gathering.

At the end of the book sharing, ask toddlers whether each animal made the same sound. Explain that each animal makes a different kind of sound. Make several animal sounds, previously introduced, to demonstrate a contrast in sounds. Then put your finger near your mouth, say “shhhh,” and invite the toddlers to repeat the sounds you made using a quieter voice.

### What to Look For—Option 2

Helping toddlers pay attention to differences in sounds can support the development of later skills in speaking, listening, and reading. Making animal sounds is an engaging way to promote awareness of sounds. The current activity option includes the additional practice of making quieter versions of different sounds. It is not necessary to make the sounds of the many different animals featured in the book. The goal of the activity can be pursued by selecting a small number of farm animals that are of interest to the toddlers and make distinctively different sounds. Toddlers who participate in Option 1 may more readily engage in the current option, which gives more attention to sounds than to details shown in the pictures.

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

**Extra support** ■ Using a quieter voice to repeat an animal sound may be a self-regulation challenge for some toddlers. Offer gentle reminders and consider sitting next to a toddler who finds it difficult to say a sound with a quieter voice.

**Enrichment** ■ Review the sounds with the picture of all animals near the end of the book. Point to animals for which you made sounds during the book sharing and encourage toddlers to make the sound with a quieter voice.

**Interest Area**

**Materials Needed:** several books with pictures of farm animals (such as *Mommies Say Shhh!* by Patricia Polacco), assortment of people and animal figures, toy barn

Arrange the books and play materials on the floor. Invite several toddlers to hold the people and animal figures. Review the book, emphasizing the names of the animals and other things of interest in the pictures. Help toddlers find animal figures that correspond to animals pictured in the book. Invite toddlers to repeat the animal names.

**Family Child Care**

**Materials Needed:** *Mommies Say Shhh!* by Patricia Polacco, assortment of animal and people figures

Older children who join toddlers in Option 1 or 2 may enjoy describing some of the details of the richly-illustrated pictures to younger children. Infants may enjoy holding a farm animal figure or stuffed animal during the book sharing. As a follow-up to the book sharing, invite children to play with people and animal figures in the block area. Watch for opportunities to connect children's play to pictures and actions shown in the book.



## 12–24 Months

### Option 1 One-to-One



#### Skill and Goal

##### Object inquiry skills

A toddler participates in a game of looking closely at a set of toy animals, saying each animal's name with a caregiver, and then putting the toy animal in an opening in a muffin pan.



#### Key Concepts

In  
Empty  
Name



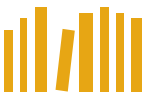
#### Materials Needed

Regular-size muffin pan  
6 different toy farm animals



#### Also Promotes

Communication/Language  
Physical/Health



#### Optional Reading

*Big Red Barn* by  
Margaret Wise Brown

**BEGIN:** [Invite a toddler to join you to play a new game. Place the empty muffin pan on the floor between you and the toddler. Keep the collection of toy animals close at hand. Point to items you name or describe.]

**EXPLAIN:** This is a pan. Our pan has holes. Let's move a finger around a hole.

[Demonstrate moving your finger around one or several holes. Encourage the toddler to do the same.]



Our pan is empty. There is nothing in our pan. Each hole is empty.  
[Put the toy animals in a line in front of the toddler.]

Here are some farm animal toys. Let's look at each of the toy animals. We can talk about what an animal looks like and say the animal's name. Each animal has its own name. Then you can put the toy animal in one of the holes in our pan.

**ASK:** What toy animal do you want to look at first?

**ACT:** [Encourage the toddler to pick up a toy animal of interest and share it with you. Point to and describe 1–2 physical characteristics of the animal.]

Say the animal's name and invite the toddler to repeat the name with you.

Then invite the toddler to put the toy animal in an opening of his/her choice in the pan. Say the name of the animal again as the toddler puts the toy in a pan opening. Encourage the toddler to repeat the animal's name with you again.

Repeat this process for each of the animals, one by one, or until the toddler loses interest.

Periodically point out that the toddler is putting one animal in one hole in our pan.



**Option 1 continued**

*Toward the end of the activity, draw the toddler's attention to the pan and explain that the holes in our pan are getting full. There is an animal in many of the holes in our pan!]*

**RECAP:** We started our game with an empty pan. All of the holes in our pan were empty. Then you put a toy animal in each of the holes. Our pan is now full! We talked about the animals. Let's say together the name of each toy animal in our pan.

*[Point to each animal in the pan and encourage the toddler to say its name with you.]*

## 12–24 Months

### Option 2 One-to-One



#### Skill and Goal

##### Object inquiry skills

A toddler participates in a game of identifying a toy animal named by a caregiver and placing it in an opening in a muffin pan.



#### Key Concepts

Out  
In



#### Materials Needed

Regular-size muffin pan  
6 different toy farm animals



#### Also Promotes

Self-Regulation  
Communication/Language  
Physical/Health



#### Optional Reading

*Big Red Barn* by  
Margaret Wise Brown

**Be Prepared:** Place one toy farm animal in each muffin pan opening.

Invite a toddler to join you at a low table to play a new game. Introduce the muffin pan of toy farm animals and invite the toddler to take the animals out of the pan, one at a time. Name each animal as the toddler removes it from the pan. Encourage the toddler to repeat the name with you.



After all toy animals are removed from the pan, place two animals in front of the toddler. Point to and say the name of each toy animal. Then say the name of one animal in front of the toddler and invite the toddler to put this animal back in the pan. Example: “Let’s put the duck back in the pan. Here are two animals. Which one is the duck?” Provide verbal support as needed, perhaps describing characteristics of the animal you name or reminding the toddler of the next step. Examples: “Let’s look at the two animals. The duck is white and has orange feet. Can you find it?” “You are pointing to the duck. You know what a duck looks like! What do you do next with the toy duck?”

Keep the remaining toy animal on the table and add a second toy animal next to it. Repeat the process. Continue until all the openings are occupied or the toddler loses interest. Positively recognize the toddler’s efforts to look closely at the toy animals.

### What to Look For—Options 1–2

Look for ways to draw the toddler’s attention to the three skills promoted in the activity options and provide verbal support, if appropriate. (1) Ensure the toddler places a toy animal in an opening (not sitting between openings) and there is only one toy per opening. The emphasis on one toy animal in one pan opening can indirectly support early awareness of one-to-one correspondence, an important math skill described in the *ELM Curriculum User Guide: Birth–36 Months*. (2) Acknowledge the toddler’s fine motor skills in putting a toy animal in a pan opening. If appropriate, offer help with this task. Example: encourage the toddler to hold the bottom part of the toy when positioning it above an opening in the pan. A demonstration may be helpful. (3) Watch for opportunities to reinforce the idea that each animal has its own name and unique characteristics. Option 2 adds challenge to this skill by inviting a toddler to recall a name. Anticipate differences across toddlers in name recall and avoid approaching the task in ways that might prompt a toddler to feel this is a test. It is fine to say animal names if a toddler



is uncertain or uninterested in speaking. Option 2 can be easily reworked into an Option 1 during the activity if a toddler seems frustrated or anxious.

### More Scaffolding Tips—Options 1–2

**Extra support** ■ Decrease the number of animals used in the activity if you anticipate six may be too challenging. ■ In Option 2, provide additional descriptions of an animal you name if the toddler seems uncertain about which of the two animals is the animal you named. Example: “The pig has a curly tail. Let’s look at the two animals. Do you see a curly tail? Which one do you think is a pig?” ■ In Option 2, after one of the two animals is correctly identified and placed in the pan, say the name of the remaining animal and invite the toddler to put it in the pan instead of keeping the remaining animal on the table for another round of two-animal comparisons.

**Enrichment** ■ Encourage a toddler who seems familiar with names of farm animals to say an animal’s name rather than you being the first to name an animal. Repeat accurate names. ■ Use eight toy animals. ■ In Option 2, place three (instead of two) toy animals in front of the toddler when you name one animal for the toddler to return to the pan. ■ In Option 2, when you ask a toddler to return an animal to the pan, say the sound the targeted animal makes instead of saying its name. Example: “Here are two toy animals. Which animal says ‘quack, quack?’”



### Interest Area

**Materials Needed:** regular-size muffin pan, 8 different toy farm animals in a basket

Place the basket of toy animals on a low table with the empty muffin pan. Invite 1–2 toddlers to practice placing the animals in the muffin pan and taking them out. Encourage toddlers to work with one animal at a time, recognizing that some may prefer to dump all animals out of the pan at once. Encourage toddlers to name the animals as they play.



### Family Child Care

**Materials Needed:** several regular-size muffin pans, several cups for chunky animals to fit inside, age-appropriate toy farm animals for muffin pans and cups

In addition to offering Options 1 and/or 2 for toddlers, provide cups and chunky animal toys for infants to manipulate. They may enjoy removing toy animals from cups.



## 12–24 Months

### Option 1 Informal Gathering



#### Skill and Goal

##### Self-control

Toddlers watch a caregiver calm down after pretending to be a teapot.



#### Key Concepts

Calm down

Teapot



#### Materials Needed

Toy teapot



#### Also Promotes

Communication/Language

Physical/Health

Cognitive



#### Optional Reading

*I'm a Little Teapot* by Annie Kubler

**Be Prepared:** Be familiar with the words, tune, and actions of the song “I’m a Little Teapot.”

**BEGIN:** *[Invite several toddlers to join you for a song. Encourage the toddlers to take turns holding and exploring the toy teapot as they join you. Point to parts of the teapot as you describe each.]*



**EXPLAIN:** This is called a teapot. A teapot is used to make tea. Tea is something we can drink. Many adults like to drink tea. The tea is made in this part of the teapot.

This is the teapot’s handle.

*[Invite each toddler to run his/her fingers up and down the shape of the handle.]*

This is called the spout. This is where the tea comes out of the teapot.

*[Invite each toddler to touch the spout and look in the hole where the tea comes out.]*

I am going to sing a song about a teapot. I am going to pretend to be a teapot when I sing the song.

**ACT:** *[Demonstrate the following actions while seated or standing.]*

I am going to make a handle. See how my arm looks like a handle?

*[Place hand on hip with elbow out.]*

Then I am going to make a spout with my other arm! Do you think this looks like a spout?

*[Place other arm in an arch to represent a spout.]*

I am ready to sing the little teapot song. Please watch me pretend to be a teapot!

*[Enthusiastically sing the song while doing all of the corresponding actions. Smile and make eye contact with each of the toddlers while you sing. Have fun with this song!]*



## **Option 1 continued**

Would you like me to pretend to be a teapot again?

*[If toddlers respond positively, repeat the song with actions.]*

**EXPLAIN:** I had fun pretending to be a teapot. I am excited.

Now I am going to calm down. I am going to help my body rest.

**ACT:** *[Demonstrate ways to calm down in a sitting position. Close your eyes briefly. Take several slow, deep breaths. Relax your arms. Put your hands in your lap. Quietly hum or sing a familiar song. Use a softer voice to describe your actions.]*

**RECAP:** I pretended to be a teapot. I sang a song and had fun tipping over for tea to pour out! I got excited pretending to be a teapot. I did some things to help my body calm down. Now I feel calm.



## 12–24 Months

### Option 2 Informal Gathering



#### Skill and Goal

##### Self-control

Toddlers practice calming down after pretending to be teapots.



#### Key Concepts

Calm down

Teapot



#### Materials Needed

Toy teapot



#### Also Promotes

Communication/Language

Physical/Health



#### Optional Reading

*I'm a Little Teapot* by Annie Kubler

**Be Prepared:** Be familiar with the words, tune, and actions of the song “I’m a Little Teapot.”

Invite several toddlers to join you for a song about a teapot. Introduce the toy teapot and point out the handle and the spout. Encourage the toddlers to feel the shapes of the handle and spout. Invite the toddlers to stand up with you. Use the Option 1 suggestions to demonstrate how to be a teapot.

Then invite toddlers to join in doing the teapot actions without the song. Describe actions as you do each. Pause after each action, so toddlers have time to copy your effort. Then lead the toddlers in doing the actions again, this time with the song. Lead toddlers in a second round if they remain interested.

Explain that our fun activity can make us feel excited. It is time to calm down. Encourage toddlers to sit quietly with you so we can help our bodies rest. Use a quieter voice to invite toddlers to do the following actions as you demonstrate each:

- Relax your arms.
- Put your hands in your laps.
- Close your eyes briefly.
- Take several slow, deep breaths.
- Quietly hum or sing a familiar, quiet song.

Close the activity by describing what happened with the teapot actions and then in calming down. Emphasize that we are resting. We are feeling calm.

#### What to Look For—Options 1–2

Pay attention to whether toddlers seem familiar with a teapot. Provide additional time for toddlers to hold and manipulate a toy teapot, including tipping the teapot. Anticipate that some toddlers will prefer to watch rather than do actions. Remember that observing is a useful way to learn.

It is not necessary or appropriate to promote precise copying of your teapot actions in Option 2. The intent is to generate fun and mildly stimulating excitement, not adherence to specific body movements.





Monitor toddlers' excitement levels in both options and adjust upward or downward the amount of excitement you offer in the demonstrations. Also, emphasize calming-down strategies that seem most helpful to toddlers in your gathering. The slow, deep breathing may be more helpful than some other strategies, for example. Anticipate that some toddlers will be reluctant to close their eyes.

### More Scaffolding Tips—Options 1–2

**Extra support** ■ Encourage toddlers to take turns tipping the toy teapot after you demonstrate with your body how to tip the teapot. ■ Toddlers who become overly excited tipping their body may participate more productively by holding and tipping a toy teapot.

**Enrichment** ■ In Option 2, toddlers who readily pursue your calming-down guidance may be ready to calm down independently for some, or all, calming-down actions. Offer verbal support when needed. ■ Add more excitement by slightly increasing the song speed in Option 1 or 2. ■ In Option 2, invite toddlers to fall gently to the floor after tipping and pouring with their body.

### Interest Area

**Materials Needed:** 1 or more toy teapots, 2–4 toy cups, water table or tub with several inches of warm water

Place the toy teapots and cups in the water. Invite several toddlers to practice pouring and filling a teapot. If necessary, show toddlers how to tip the teapot and pour out real water into a cup or the water table. Say or sing the words of the song and encourage toddlers to do the actions with a toy teapot instead of their bodies. Afterwards, invite toddlers to put the teapots and cups on a shelf to dry. Encourage toddlers to calm their bodies before moving to another activity.

### Family Child Care

**Materials Needed:** *I'm a Little Teapot* by Annie Kubler, toy teapot

The "I'm a Little Teapot" song can be enjoyed by children of all ages. Introduce the song by reading the book with interested toddlers. Invite toddlers and older children to act out the song as you sing. Older children will enjoy singing along with you as they do the corresponding actions. Babies may enjoy being held and tipped gently during the song. After the song, invite children to pretend to be an empty teapot sitting on a shelf, getting calm.



## 12–24 Months

### Option 1 Informal Gathering



#### Skill and Goal

##### Awareness of emotions

Toddlers participate in a picture book sharing focused on the happy and sad feelings of a dog.



#### Key Concepts

Happy  
Sad



#### Materials Needed

*A Ball for Daisy* by Chris Raschka



#### Also Promotes

Communication/Language  
Cognitive

**Be Prepared:** Review each illustration in this wordless book to determine what you will say. Focus on the dog feeling happy or sad about things that happen.

**BEGIN:** *[Invite several toddlers to join you to read a book. Show the cover of the book and point to the pictured dog and its ball.]*

**EXPLAIN:** Our book is about this dog. Her name is Daisy. Daisy has a red ball.

We can look at the pictures in our book to find out what happens with Daisy and her red ball. Our book does not have words. The pictures in our book tell a story.

**ACT:** *[Tell the story by describing each picture. Point generously.]*

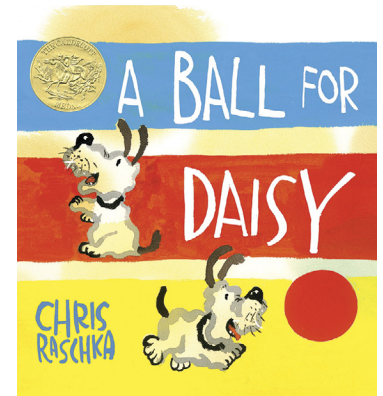
*Explain specific aspects of illustrated events, such as the favorite (red) ball being destroyed when the larger dog put the ball in his/her mouth. The air came out of the red ball. Some toddlers may be familiar with air coming out of a balloon when it is popped.*

*Focus on Daisy's facial expressions and body posture to emphasize that Daisy feels happy or sad. Describe what happened and connect the event to Daisy's reaction. Example: "The other dog took Daisy's red ball! Look at Daisy's face. What do you think Daisy is feeling?" Pause for toddlers' comments. "I think Daisy does not want the other dog to play with her ball. Daisy looks sad."*

*Encourage toddlers to point to and name things in the pictures. Example: "Daisy is playing. She is having fun! What is she playing with? You can point to it!"*

*Recognize and build on toddlers' comments or pointing. Examples: "Daniel said 'ball.' Daisy is playing with a red ball! Daisy looks happy." "You are pointing to the blue ball, Kiara. Daisy's friend gave her a new ball! Daisy looks happy! She is not sad anymore."*

**RECAP:** Daisy had different feelings in our story. Daisy was happy when she had a ball to play with. Daisy was sad when her red ball was ruined by a bigger dog. Daisy was happy when a friend gave her a new ball to play with.



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

Happy and sad are typically the first emotions young children learn. Toddlers will differ in their awareness of the words happy and sad, but many will likely connect with events in the story that prompt Daisy to feel happy or sad. Carefully observe toddlers' reactions to illustrations and what you say to gauge whether your descriptions are sufficiently clear. Avoid assuming that toddlers know from looking at an illustration (only) why Daisy feels happy or sad. There are many different types of emotions, of course, but at this age, it is appropriate to emphasize the basic emotions of happy and sad depicted in this book.

 **More Scaffolding Tips—Option 1**

**Extra support** ■ The award-winning illustrations in this book are somewhat abstract. Spend time describing and pointing to specific aspects of illustrations, such as the ears, tongue, paws, and tail of the dogs. ■ Instead of asking what Daisy might be feeling, ask whether Daisy is feeling happy or sad.

**Enrichment** ■ Point to and describe specific features of Daisy's face and body that show happy or sad feelings. ■ Ask toddlers how they might feel if an event shown in the book, such as the loss of Daisy's ball, happened to them. Example: "Would you feel happy or sad if you lost a favorite toy?" or "How would you feel if you lost your favorite toy?"

## 12–24 Months

### Option 2 One-to-One



#### Skill and Goal

##### Awareness of emotions

A toddler focuses on storybook events that prompt a dog to feel happy or sad.



#### Key Concepts

Sad  
Happy



#### Materials Needed

*A Ball for Daisy* by Chris Raschka



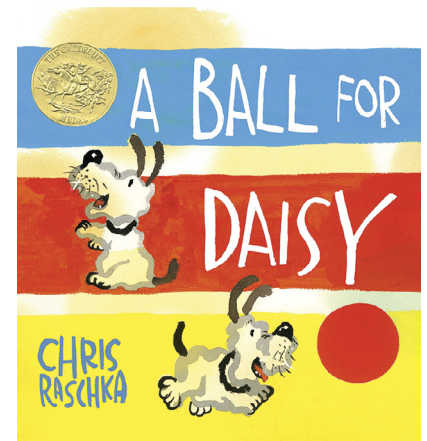
#### Also Promotes

Communication/Language  
Cognitive

Invite a toddler to look at a book with you about a dog and her favorite toy. Share the book using the strategies recommended in Option 1 plus additional opportunities for the toddler to participate in the session through comments and pointing. Ask questions about events in the story. Emphasize the feelings of happy and sad when you describe pictures.

After sharing the book's story, return to illustrations that show situations where Daisy felt happy and then situations where Daisy felt sad. Example: "Sometimes Daisy was happy in our story. Let's look at pictures that tell us about times Daisy was happy." Talk about why a situation made Daisy feel happy or sad. Suggestions are below:

- For happy, show and describe Daisy playing with her red ball, lying on the couch with her red ball, and being given a new (blue) ball by a friend.
- For sad, show and describe a bigger dog taking Daisy's favorite (red) ball and the favorite ball being destroyed by the bigger dog.



### 👁️ What to Look For—Option 2

Look for opportunities to individualize the book sharing. Spend more time on parts of the story that are of interest to the toddler. Example: A toddler may be especially interested in one of the events, such as the loss of Daisy's favorite toy. A toddler's awareness of emotions is strengthened when there is information about the context of the emotion, such as getting a new ball from a friend.

The post-story segment of this activity is organized by the feelings of happy and sad. If a toddler seems uncertain about the story of Daisy and her ball, you may wish to modify this approach by looking at, and talking about, pictures related to an event in which Daisy is happy and then an event in which Daisy is sad.

### 📈 More Scaffolding Tips—Option 2

**Extra support** ■ Decrease the number of events you discuss in the post-story segment of the activity. Example: Discuss 1–2 events (instead of the suggested three events) related to happy and one (instead of the suggested two) event related to sad.



**Option 2 continued**

**Enrichment** ■ Talk about how the friend who gave Daisy a new ball was being helpful. The friend knew that Daisy was sad. The friend helped by doing something to help Daisy feel happy again.

**Interest Area**

**Materials Needed:** *A Ball for Daisy* by Chris Raschka, pet animal figures or stuffed animals

Place the book and toy animals on a low table. Invite toddlers to look at the pictures and the book independently or together. Toddlers may act out portions of the book or create their own play themes with the toy animals.

**Family Child Care**

**Materials Needed:** *A Ball for Daisy* by Chris Raschka, teddy bear or other stuffed animal

Invite preschool-age and older children to join toddlers in Option 1. Invite the preschool-age and older children to describe situations or things that make them feel happy and situations or things that make them feel sad.



## 12–24 Months

### Option 1 Informal Gathering



#### Skill and Goal

##### Gross motor development

Toddlers practice balancing their bodies while standing and moving their hands and arms.



#### Key Concepts

Move  
Up  
Down  
Side  
Turn around  
Sit down



#### Materials Needed

Dolls or cloth animals—1 per toddler and caregiver



#### Also Promotes

Self-Regulation  
Communication/Language

Invite several toddlers to join you for a rhyme that helps us move parts of our body. Encourage toddlers to sit on the floor with you. Then have the group stand together, positioning yourself across from the toddlers. Give each toddler a doll or toy animal. Explain: “We can make our toy animals and dolls move!” Demonstrate moving your toy.

Point to your ear. Explain: “Please watch what I do with my doll and listen to my words. The words tell us how to move our toy. Are you ready?”

Demonstrate the actions described below while you say the corresponding words. Then invite toddlers to join you in moving their doll or toy animal as you repeat the words and actions.

#### **Our friends go up, up!**

[Lift the toy over your head with two hands.]

#### **Our friends go down, down.**

[Move the toy to the floor.]

#### **Now they move from side to side.**

[Hold toy to one side, using one hand.  
Transfer toy to other hand. Move it to the opposite side.]

#### **Our friends can touch the sky.**

[Hold the toy up high.]

#### **Our friends turn around.**

[Hold the toy and turn.]

#### **All our friends sit down.**

[Return to sitting position on the floor.]

At the end of the activity, consider using the words “We all fall down” instead of “All our friends sit down.” Many toddlers enjoy intentionally falling over!

### What to Look For—Option 1

Toddlers engage core muscles of their torso in this activity that emphasizes balance and coordination. Standing up from a sitting position on the floor requires coordinated body movements and can be a particular challenge for maintaining balance. Give toddlers time to move from sitting to standing in the opening segment of the activity.

**Option 1 continued**

Toddlers' ability to balance their bodies is typically enhanced by manipulating a toy while standing, bending, and reaching upward. Holding a toy up high while standing can help increase skill in balance. Some toddlers may sway side to side, shifting their weight from one foot to the other foot to maintain balance. Moving while maintaining balance may be a challenge for some toddlers. Offer support by saying and doing the actions slowly. The activity promotes learning relational terms of up, down, and side. Emphasize these words as you recite the rhyme.

Monitor toddlers' excitement levels. If there is a high level of excitement, help toddlers move into a calm state before ending the gathering. Use a quiet voice to talk about the activities they may do next.

**More Scaffolding Tips—Option 1**

**Extra support** ■ Demonstrate individual actions, especially up, down, side to side, and turn around. ■ It may be easier for toddlers to initially do some actions while sitting, such as lift toy over head, move toy to the floor, hold toy to one side, transfer toy to other hand. ■ Omit actions that appear too challenging for toddlers to do in one rhyme.

**Enrichment** ■ If it appears toddlers might be interested in a more rapid pace, say the rhyme and do the actions slightly faster. ■ Toddlers may enjoy another version of the activity in which they move their bodies up and down. Suggest toddlers place their dolls and toy animals on the floor. Say the rhyme again and encourage toddlers to stand up, sit down, and move their bodies from side to side.



## 12–24 Months

### Option 2 Informal Gathering



#### Skill and Goal

##### Gross motor development

Toddlers practice balancing their bodies while moving to touch parts of their head, shoulders, knees, and toes.



#### Key Concepts

Head  
Shoulder  
Knee  
Toe



#### Materials Needed

*Giraffes Can't Dance* by Giles Andrae (Enrichment tip)



#### Also Promotes

Self-Regulation  
Communication/Language



#### Optional Reading

*Head, Shoulders, Knees and Toes* by Child's Play  
*Dancing Feet* by Lindsey Craig

**Be Prepared:** Become familiar with the song, “Head, Shoulders, Knees and Toes.” Use of a CD for the activity is not recommended. Learning is enhanced when toddlers see and hear their caregiver sing the words, and when the caregiver can adjust the pace of the song. Arrange carpet squares several inches apart to prevent accidental bumping during the activity.

**BEGIN:** [*Invite toddlers to sit on the floor. Begin by singing a short song toddlers will enjoy.*]

**EXPLAIN:** I have a fun song to share with you.

[*Point to your ears.*]

Please listen while I sing to you. The song will tell us what to do!

**ACT:** [*Sing the song “Head, Shoulders, Knees and Toes” while seated. Demonstrate the actions and encourage toddlers to follow you. Remember that you add interest to the activity with your smile and enthusiasm.*]

Are you ready to stand up and sing the song with me?

[*Allow sufficient time for all toddlers to stand. Comment on toddlers’ readiness to participate. Example: “This is great! We are standing up. We are ready to play our singing game. I will sing and you may sing, too!”*]

*Repeat the song and lead toddlers in the actions. Positively recognize all types of participation, including watching others. At the end of the song, clap for the toddlers.*]

**EXPLAIN:** Let’s all sit down. It is fun to learn a new song and game! We moved our bodies. We stood up. We bent down. We reached up, and we reached down to our knees.

Let’s have a nice calm song before we play. You may listen or sing with me.

[*Sing a familiar and calm song, such as “Rock-a-bye Baby.”*]

**RECAP:** Today we played a new game. Our song told us to touch our head and our shoulders. Next, the song told us to touch our knees and toes. You listened to the words and moved your body in different ways while you were standing up!

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

Beginning the activity with children sitting on the floor is intentional. It provides practice in moving to a standing position. Getting up from the floor to stand requires strength, coordinated body movement, and balance. Practice is important. Some toddlers may put their hands on the floor to balance before standing. Others may stand without the assistance of a hand or any hands.

Watch for the ease with which toddlers follow the actions. Adjust the pace accordingly. The song facilitates toddlers' practice in changing body positions while maintaining balance. Be sure to speak clearly as you sing, emphasize the names of body parts, and slightly accentuate your own body movements so toddlers have a strong model.

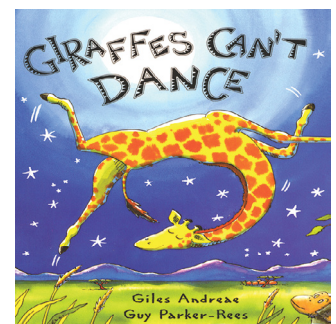
Moving and identifying body parts will be an enjoyable focus for toddlers. Some toddlers may eagerly imitate the actions to the song and other toddlers may choose to observe. Toddlers who are learning the names of body parts may not point to the requested part. All kinds of participation have value. Toddlers will delight in the actions as you add liveliness to the song! Clapping at the end of a song provides the beginning of a transition to the next activity and is especially fun for toddlers.

At this age, toddlers are not expected to sing the song. Generally, toddlers listen and learn before they sing new songs.

**📈 More Scaffolding Tips—Option 2**

**Extra support** ■ If you anticipate some toddlers will not be readily familiar with body parts identified in the song, ask toddlers to touch each of the body parts before singing the song. ■ If reaching toes is a challenge, encourage toddlers to bend their knees. ■ Sing slowly at first so all toddlers can follow along with the movements. Change the pace of the song to match toddlers' learning. ■ Slow the actions and speak each section to support toddlers who are learning names of body parts identified in the song.

**Enrichment** ■ After toddlers sit down, extend the game to other body parts. Examples: "Wiggle your fingers." "Pat your legs." "Put your arms up." ■ Some toddlers may wish to repeat the activity while others move to other areas in your room. ■ Share the book *Giraffes Can't Dance*. Encourage toddlers to point to various body parts on the pictured animals, such as shoulders and different kinds of feet.





## 12–24 Months

### Option 3 Informal Gathering



#### Skill and Goal

**Gross motor development**

**Fine motor development**

Toddlers practice balancing their bodies while standing and moving their arms and hands in particular ways, including rolling.



#### Key Concepts

Up  
Down  
Fly  
Nose  
Sky  
Roly Poly (silly words)



#### Materials Needed

None



#### Also Promotes

Communication/Language  
Self-Regulation

Invite toddlers to sit on the floor to learn a new game called “Roly Poly.” Make a rolling motion with your hands to demonstrate the action for roly poly. Invite toddlers to imitate the rolling motion with their hands.

Encourage children to say roly poly several times. Explain: “Roly Poly are silly words that sound almost the same. Let’s say the words again!” Repeat several times. Positively acknowledging laughter and silliness during the activity adds to the pleasure of learning. Join children in their fun with the words and corresponding actions.

Invite toddlers to stand to say roly poly as they try to make a rolling motion with their hands. Offer the first verse (see below) and invite toddlers to follow you. After most toddlers are comfortable with the actions, add more words and actions by offering the second verse.

#### **Roly Poly. Roly Poly.**

[Make rolling motion with hands.]

#### **Up, up, up.**

[Reach arms up in the air.]

#### **Roly Poly. Roly Poly.**

[Make rolling motion with hands.]

#### **Down, down, down.**

[Move arms to the ground.]

#### **Roly Poly. Roly Poly.**

[Make rolling motion with hands.]

#### **Touch your nose.**

[Touch your nose with pointer finger.]

#### **Roly Poly. Roly Poly.**

[Make rolling motion with hands.]

#### **Touch the sky.**

[Reach arms/hands up high.]

#### **Roly Poly. Roly Poly.**

[Make rolling motion with hands.]

#### **Fly, fly, fly.**

[Move both arms as if flying.]

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

This is a challenging activity that is best suited for toddlers who can readily participate in Options 1 and 2. In the current activity option, notice how toddlers respond to notable features of the activity:

- distinctive start (rolling hands) and stop (“down, down, down”; “fly, fly, fly”) actions that promote self-regulation skills;
- the two-hands rolling action that promotes fine motor skills; and
- practice in balancing their bodies while making a rolling motion with their hands.

Slow the pace according to toddlers’ quality of participation, including their efforts linked to direction words (up, down, fly). Encourage toddlers to say direction words with you. Recognize that it may take participation in several separate offerings of this activity for children to master the rolling action.

Notice also how toddlers say the rhyming words “Roly Poly.” Some may say the phrase clearly. Others may say one syllable of each word. In general, young children enjoy rhyming words—especially silly rhyming words.

Positively recognize all levels of participation, including toddlers’ efforts to move their hands in small circles. Some toddlers may make their own motions for the rhyme, such as flapping their hands.

Do not be surprised to see toddlers enact parts of the activity (especially the roly poly words and rolling action) during play periods, including outdoor time.

**📈 More Scaffolding Tips—Option 3**

**Extra support** ■ Practice the hand motions slowly. ■ Emphasize action words. ■ Invite a toddler who needs extra support to sit close to you. ■ Offer the second verse at a later time, when the activity is again offered.

**Enrichment** ■ For toddlers who wish to continue, add more motions, such as turn around. ■ Toddlers may be delighted to learn the roly poly silly words can be used with other actions in their play (not rolling hands only).



### Interest Area

**Materials Needed:** *Giraffes Can't Dance* by Giles Andrae, *Head, Shoulders, Knees and Toes* by Child's Play, *Dancing Feet* by Lindsey Craig, soft and hard baby dolls, mat, hand towels, climber

Place several soft and hard baby dolls on a mat. Provide hand towels for toddlers to wrap the dolls. Talk with toddlers about the body parts on the dolls. Repeat the names of body parts. Point to body parts on the dolls and the children. Example: "Here is dolly's arm. Here is your arm."

Kneel close to the toddler climber in your room to supervise and encourage toddlers as they go up and down steps. Offer reminders about turning around before coming down. Example: "Turn around. Feet go first."

Display books that illustrate body movements to share with toddlers.



### Family Child Care

**Materials Needed:** *Giraffes Can't Dance* by Giles Andrae, paper shapes, glue

Children of different ages will enjoy the "Head, Shoulders, Knees and Toes" song and actions. Infants will listen or move as they like. As an additional song and movement opportunity, preschool-age children and toddlers may have fun doing "The Hokey Pokey" dance. Modify the words of the song to fit the development of the children. Example: Rather than naming right and left, change the words from "left arm" to "one arm." Preschool-age and older children will enjoy the challenge of maintaining their balance while standing on one foot and counting to three or five. Share the book, *Giraffe's Can't Dance*, and talk with children about different ways the animals move. Provide paper shapes for children to create a dancing creature by gluing shapes together.