



**Communication/
Language**

Exploring Words

- Option 1** (IG) Toddlers participate in a book sharing about rain that includes opportunities to notice word sounds.
- Option 2** (IG) Toddlers participate in a book sharing about rain and a follow-up activity of making “rain” and rain sounds with items in the water table.
- Option 3** (IG) Toddlers participate in a book sharing focused on creative illustrations of clouds and a follow-up opportunity to make clouds with play dough.



Cognitive

Solving Problems

- Option 1** (IG) Toddlers put together and pull apart snap beads.
- Option 2** (IG) Toddlers put together star builders with an opportunity to also pull apart the builders in their creation.
- Option 3** (OO) A toddler pulls apart and/or puts together blocks that connect.



Self-Regulation

Paying Attention

- Option 1** (IG) Toddlers observe how to determine whether two vehicle picture cards match.
- Option 2** (IG) Toddlers determine whether pairs of vehicle picture cards are the same or different as part of a caregiver-guided game of matching.
- Option 3** (IG) Toddlers independently determine whether pairs of vehicle picture cards are the same or different as part of a game of matching.



Social-Emotional

Interacting with Others

- Option 1** (OO) A toddler participates in a book sharing that emphasizes how children may look different but do the same things.
- Option 2** (IG) Toddlers participate in a book sharing focused on activities children like to do, with a follow-up opportunity to make a list of favorite activities in our room.
- Option 3** (IG) Toddlers describe how they played with another peer(s) in the room as part of making a book of brief text and photos of children engaged in play.



Physical/Health

Moving Our Bodies

- Option 1** (IG) Toddlers participate in a shared book reading focused on jumping, and practice jumping in a follow-up activity.
- Option 2** (IG) Toddlers practice jumping off a low-level step platform with caregiver guidance.
- Option 3** (IG) Toddlers strengthen their ability to jump.

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

Revision 1/8/20



24–36 Months

Option 1 Informal Gathering



Skill and Goal

Receptive language

Expressive language

Awareness of differences
in sounds

Toddlers participate in a book sharing about rain that includes opportunities to notice word sounds.



Key Concepts

Pictures

Words

Rain

Cloud



Materials Needed

Rain by Carol Thompson



Also Promotes

Cognitive

BEGIN: [*Invite several toddlers to read a book about rain.*]

Our book is about a rainy day. Our book uses silly words to describe the rain!

[*Show book cover. Point to the child.*]

Here is a child on a rainy day.

ASK: Have you ever been in the rain? What was it like?

[*Encourage toddlers to talk about their experiences in the rain.*]

EXPLAIN: Rain comes from clouds. Let's look again at the cover of our book.

[*Display book cover and point to the cloud when you describe it.*]

The raindrops are coming from this cloud. This is called a rain cloud. The cloud is gray.

Our book is called *Rain*. Let's open the book and find out more about rain.

Our book has pictures and words.

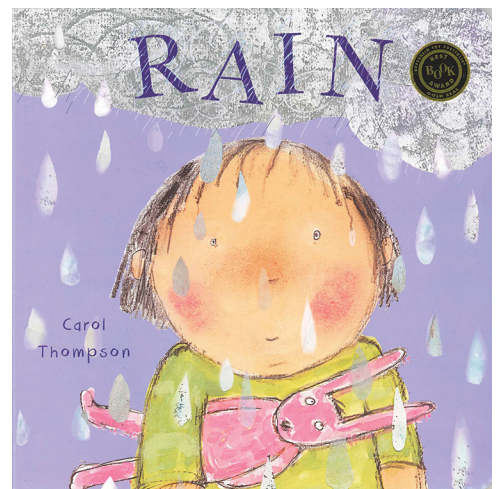
Here is a picture.

[*Point to the opening sentence on the page.*]

Here are words. These words say ____.

ACT: [*Read the book, using strategies, such as the following, to engage toddlers in the book sharing:*

- *Point to and describe pictures. Example: "Please look at what's happening in this picture. The raindrops are making puddles on the ground! The girl is standing in a rain puddle."*
- *Expand upon the book text and ask specific questions to help toddlers understand the story. Examples: "The girl in this picture is looking into the rain puddle. What do you think she sees?" "The rain stopped. The rain cloud went away. What do we see in the sky?"*



**Option 1 continued**

- *Help toddlers connect the book information to their experiences and developing knowledge. Example: "Have you ever walked in a rain puddle? What was it like?"*
- *Encourage toddlers to say novel words and pay attention to word sounds. Example: "There are some fun words in our book. Our book says the rain goes 'splish, splosh, sploosh.' Let's say those words together. Splish. Splosh. Sploosh! Each of these words starts with a /sp/ sound. Let's say the words again. Splish. Splosh. Sploosh."*
- *Acknowledge and expand toddlers' comments and pointing.*
- *Vary your voice to add a dynamic quality.]*

RECAP: Our book has some fun words. We heard the words plip, plop, drip, drop, splish, splosh, and sploosh! What are these words about? (rain!) The words in our book told us about a rainy day. The pictures in our book showed us what a rainy day looks like. We saw raindrops and a girl playing in the rain. There are pictures of clouds in our book. Remember, rain comes from clouds. What happened in our story when the clouds went away?

👁️ What to Look For—Option 1

Rain is an enjoyable book for helping toddlers strengthen their understanding of how books work, including the difference between words and pictures. The book's illustrations of the child playing in the puddles are likely to be familiar to toddlers. As always, help toddlers connect book information to their experiences. There is an opportunity to expand toddlers' understanding of rain by drawing attention to the rain clouds pictured in this book.

The novel words used to describe rain are likely to appeal to toddlers and can enhance their understanding of words and word sounds. Pay attention to toddlers' responses to novel words, such as "splish" and "splaosh," and encourage them to repeat some of the words with you. Say the words slowly and accentuate the beginning sounds. It is not necessary to teach word sounds at this age, but promoting toddlers' awareness of the sounds of words can be beneficial to later skill development.

📈 More Scaffolding Tips—Option 1

Extra support ■ Emphasize the fun sounds of "plip" and "plop" by accentuating their beginning sounds and encouraging toddlers to say each word with you.

Enrichment ■ Point out some of the feelings the girl may be experiencing as she explores the rain, such as happy, surprised, sad, and excited. Example: "In this picture, the girl's face looks sad. I think she is sad because she is getting wet in the rain. I wonder what her face will look like on the next page!"

24–36 Months

Option 2 Informal Gathering



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

Toddlers participate in a book sharing about rain and a follow-up activity of making “rain” and rain sounds with items in the water table.



Key Concepts
 Words
 Rain



Materials Needed
Rain by Carol Thompson
 Water table with warm water
 2–3 large foam sponges
 Cups, funnels, other water play items



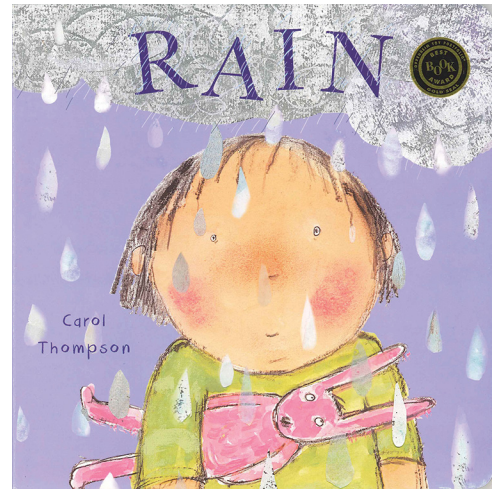
Also Promotes
 Cognitive
 Physical/Health

Invite several toddlers to read a book about a rainy day. Emphasize words that describe the sounds of rain when you read the book. Use book sharing strategies recommended in Option 1.

At the conclusion of the story, invite toddlers to play at the water table. Introduce the sponges and demonstrate how to put a sponge under the water to “fill” it with water. Once the sponge is full of water, demonstrate how to slowly squeeze water out of the sponge. Describe toddlers’ similar efforts.

Example: “Rael is holding the sponge under the water. He is filling the sponge with water.” Point out how we use our hands to move sponges and other items in the water. Limit the number of play items in the water table to avoid crowding and help toddlers focus on 1–2 items.

Encourage toddlers to pretend we are making rain. Invite toddlers to be quiet so we can listen to the sounds of the pretend rain hit the water in the table. Draw attention to the “rain” sounds. Example: “Sydney is making raindrops with the sponge. Listen to the sound her raindrops make! We can hear ‘plip, plop.’” Remind toddlers of the words we heard in our book that describe how rain sounds.



👁️ What to Look For—Option 2

Learning is enhanced when toddlers can use their senses to explore an aspect of their environment. The water table provides an excellent sensory experience that can be connected to the story. A sponge encourages experimentation and exploration. Some toddlers will enjoy exploring the sponges, whereas others will continue their play with familiar objects, such as the cups and funnels. Acknowledge all participation and talk with toddlers about their actions with the water and materials, with emphasis on water sounds.

📊 More Scaffolding Tips—Option 2

Extra support ■ Encourage toddlers to talk about their actions at the water table. Example: “Myatt, you are pouring water from a cup onto the sponge. What is happening to the sponge?” ■ Toddlers may enjoy extra time to explore the sponges in the water table. Provide opportunities for the toddlers to return to the water table at a later time.

**Option 2 continued**

Enrichment ■ Toddlers may enjoy making different kinds of rain with their sponge. Encourage toddlers to squeeze hard for lots of rain, and to squeeze soft and slow for raindrops like the story. Talk with toddlers about the different sounds the rain and raindrops make. ■ Encourage toddlers to recognize the concepts of *in* and *out*. The water goes *in* the sponge, and the water comes *out* of the sponge when it is squeezed.

24–36 Months

Option 3 Informal Gathering



Skill and Goal

Receptive language
Expressive language

Toddlers participate in a book sharing focused on creative illustrations of clouds and a follow-up opportunity to make clouds with play dough.



Key Concepts

Cloud
Shape



Materials Needed

The Little Cloud by Eric Carle
All-purpose flour—4 cups per pair of children
Vegetable oil—½ cup per pair of children
Large bowl
Spoon



Also Promotes

Cognitive
Physical/Health

Invite a pair of toddlers to read a book about clouds and make their own cloud from play dough. Emphasize differences in the shape of the clouds when you read the book. Use your finger (or encourage a toddler to use his/her finger) to trace some of the cloud images. Draw attention to the items shown in the clouds: sheep, airplane, shark, trees, rabbit, and a hat on a clown. Invite toddlers to name some of the more familiar items, such as trees and an airplane.

At the conclusion of the story, invite toddlers to a low table to make their own cloud dough.

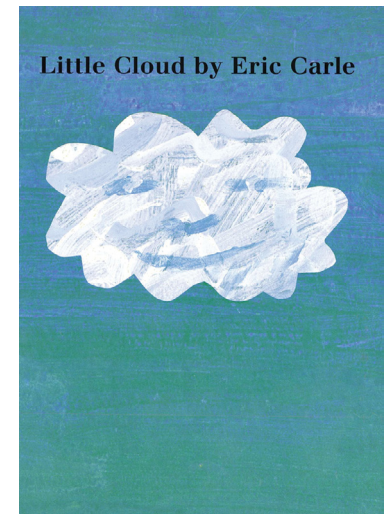
Ask toddlers to assist you in mixing the two ingredients. Help each toddler measure the flour and put it in the bowl. You may wish to add the oil yourself. (Note: The more common recipe for cloud dough uses baby oil instead of vegetable oil. The baby oil recipe smells lovely, but the vegetable oil is safer if ingested.)

Give each toddler the opportunity to stir the mixture. Use your hands to work the dough thoroughly until it is soft, silky, and well mixed. Place on the table in front of each toddler about one-half of the dough to manipulate. Encourage the toddlers to use their dough to make some of the things shown in the book's pictures. Show selected book illustrations as reminders.

Describe and ask questions about toddlers' efforts. Example: "You are poking your cloud dough. How does it feel?"

Expect toddlers to interact with the cloud dough in different ways.

Expand on toddlers' comments. Example: A toddler pushes the dough flat and says "dinosaur." A caregiver responds "You are making a dinosaur with your cloud dough. Please tell me about your dinosaur." The toddler responds "Big dinosaur." A caregiver acknowledges the response with "You are making a big dinosaur. You like to play with dinosaurs in our room. I think you like big dinosaurs!"



What to Look For—Option 3

This activity extends an enjoyable book reading experience into a creative opportunity to make clouds with play dough. Book information is connected to a sensory experience. Toddlers will respond to the cloud dough in different ways. Some will enjoy manipulating the dough and may attempt to make some of the shapes from the book. Others will simply enjoy exploring the dough that they helped to make. Look for opportunities to acknowledge each

**Option 3 continued**

toddler's participation by describing actions and encouraging toddlers to manipulate the dough in ways they wish. Example: "Rheanna, you made a big hole in the middle of your cloud dough. What are you going to do next?"

 More Scaffolding Tips—Option 3

Extra support ■ Encourage toddlers to use their eyes to look at the dough and their hands to feel the dough. This cloud dough is non-toxic and safe for toddlers, but it will not taste good if it is put in the mouth. ■ If it is challenging for a toddler to touch the dough, provide a different medium, such as crayons and paper.

Enrichment ■ You may wish to add color to the cloud dough by mixing a heaping spoonful of powdered tempera paint in a color of your choice into the dough.

**Interest Area**

Materials Needed: *The Little Cloud* by Eric Carle; large batch of cloud dough (8 cups flour to 1 cup vegetable oil); sensory table; items to use to explore cloud dough, such as measuring cups and spoons, scoops, cookie cutters, plastic molds

Place the cloud dough and items for exploring the dough in the sensory table. Talk with toddlers about pictures in the book, and invite them to explore the cloud dough with the items provided. Toddlers will enjoy exploring the texture and consistency of the dough, and some may choose to form shapes with the dough. Talk with toddlers about their observations, ideas, and actions.

**Family Child Care**

Materials Needed: *The Little Cloud* by Eric Carle, large batch of cloud dough (8 cups flour to 1 cup vegetable oil), sensory table, construction paper

The book, *The Little Cloud*, may be shared with all young children in your setting. Cloud dough is a sensory activity that both toddlers and older children can enjoy. Older children can measure the flour and oil, and younger children can help stir the mixture. Place some cloud dough in the sensory table for the younger children to explore. For older children, place cloud dough on individual sheets of construction paper at a table. Invite the older children to use their cloud dough to make shapes shown in the book, as well as other objects of their choice. Talk with the children about what they are doing with the cloud dough.

24–36 Months

Option 1
Informal Gathering

Skill and Goal

Problem-solving
Object inquiry skills

Toddlers put together and pull apart snap beads.



Key Concepts

Put together
Pull apart
Longer
Shorter



Materials Needed

Snap beads of different colors—5 per toddler



Also Promotes

Physical/Health
Communication/Language

Be Prepared: Place all of the individual snap beads in the center of the table or floor space for this activity. The beads should be easily accessible to all participating toddlers. The activity description suggests an initial focus on making a chain of beads. A chain of up to five beads provides sufficient challenge for most toddlers, although you may wish to offer more beads. Some toddlers may wish to make a long chain or a circle with a larger number of beads. Make a chain of three beads prior to the activity and keep it nearby for use as an example if needed.

Sit on the floor or at a table with several toddlers and ask how each of us can make a chain with the beads. Point to and describe several individual beads in the center of your area. Emphasize problem-solving questions that are appropriate for participating toddlers' understandings:

- What does a chain of beads look like?
- How can each of us make a chain of beads?



Build on toddlers' comments and efforts to put together the beads. Draw attention to a toddler's work in making a chain with the beads. Show your prepared example of a chain of beads (see Be Prepared) only if toddlers seem unclear about what a chain looks like.

Encourage toddlers to pursue their interests in putting together the snap beads. A toddler may wish to make a long chain or several short chains or a circle. Talk about how a chain gets longer when a bead is added.

Invite toddlers to pull apart their chains (or circles) and create a new chain or circle. Using different or same colors may be of interest. Talk about how a chain gets shorter when a bead is taken off. It is not necessary for toddlers to count the beads.

See Extra Support tips if a toddler(s) has difficulty connecting or disconnecting the beads.

 What to Look For—Option 1

This activity extends and builds on the Block 2 Cognitive activity plan focused on taking apart (Option 1) and putting together (Option 2) a chain of snap beads. The current activity offers more beads and opportunities to both connect and disconnect beads. Watch for ways to provide additional support or enrichment. Toddlers will differ in their skills in manipulating snap beads, based on experiences with snap beads in your room and at home.

**Option 1 continued**

Similar to Block 2, the current activity promotes problem-solving skills as well as object inquiry. Observe toddlers' reactions to your opening questions directly related to problem-solving and offer an example of a chain or demonstration of how to connect snap beads only if necessary. It is best for toddlers to figure out how to move forward with the beads.

Offering different colors of beads can enhance a toddler's interest in and enjoyment of working with beads. Note that color is a part of several Scaffolding Tips. Encourage toddlers to connect and disconnect beads, not focus on connecting beads exclusively. Different coordination skills and understanding of a bead's characteristics are involved in each. The opportunity to sort or use beads taken off a chain may heighten interest in disconnecting beads (see Enrichment tips).

Toddlers generally enjoy seeing the immediate results of their actions as they add beads and observe the bead length is getting longer. Likewise, toddlers will be interested in seeing how a bead chain gets shorter when they remove beads. Anticipate that toddlers may wish to "own" the beads they remove from a chain.

 More Scaffolding Tips—Option 1

Extra support ■ If a toddler has difficulty connecting snap beads, hold one bead with its hole clearly visible and encourage the toddler to attach another bead by pressing downward. Emphasize how the hole of one bead is lined up with the part of the other bead that goes into the hole. ■ If a toddler has difficulty taking apart the beads, hold one bead and encourage him/her to pull a connected bead with one or both hands. ■ In advance of the activity, sort the beads into baskets by color. Encourage toddlers to choose the colors they like. Some children may enjoy making a length of beads with alternating colors.

Enrichment ■ Give each child a muffin pan or egg carton. The toddlers may enjoy taking the beads apart and putting one bead in each space of the pan or carton. ■ If children are familiar with *The Very Hungry Caterpillar* book by Eric Carle, describe three beads as the "tiny caterpillar"; add one bead and explain the caterpillar ate a blueberry and got longer! Add a red bead and point out how the bead caterpillar is even longer. Toddlers will have fun making up ideas about what the caterpillar ate. It is not necessary to refer to each page of the book. ■ Make a chain of beads alongside the toddlers and compare the length of your beads to chains made by toddlers. Talk about which is bigger or longer. "This one is longer because it has more beads." ■ If toddlers make long strings of beads, encourage them to compare their body length to the string of beads. Lay the length of beads on the floor and ask a toddler to lie down next to the pop beads. Alternatively, hold the length of pop beads next to a standing child. Talk about what is longer, the length of beads or the height of the toddler.



24–36 Months

Option 2 Informal Gathering



Skill and Goal

Object inquiry skills

Toddlers put together star builders with an opportunity to also pull apart the builders in their creation.



Key Concepts

Put together
Pull apart
Bigger
Smaller



Materials Needed

Star builders of different colors—5 per toddler
People and animal figures (see Enrichment tip)



Also Promotes

Physical/Health
Communication/Language

Be Prepared: Place each of the individual star builders in the center of a low tabletop, separated so each builder can be readily seen (not in piles) and easily reached by participating toddlers.

Invite several toddlers to each make something with star builders. Show and describe a builder. Ask toddlers how two star builders could be put together. Pause for one or more toddlers to show how to put together two builders. Describe the actions. If appropriate, demonstrate how to put together two builders (see Extra Support tip).



Encourage each toddler to make whatever he/she wishes by putting together some star builders. Emphasize that there are many different ways we can make something with star builders. Demonstrate several simple possibilities if toddlers have limited familiarity with the material.

Describe toddlers' actions with the builders. Draw attention to how a creation gets bigger when a builder is added to it. Support individual creativity. Emphasize how each of the creations is unique.

Invite toddlers to pull apart the builders in their creation so they can build something different. If appropriate, demonstrate how to pull apart a set of connected builders (see Extra Support tip). Draw attention to how a creation gets smaller when we pull apart the builders.

👁️ What to Look For—Option 2

This activity builds on the Block 2 Cognitive activity plan focused on taking apart a creation made with star builders (Option 3). The current activity offers the opportunity to put together two or more star builders. Star builders can be appropriately challenging for toddlers to use. Look for indications that your help is needed (see Extra Support tip). Some toddlers may wish to practice putting together and pulling apart star builders, and not pursue making something with the material.

Watch for opportunities to describe what toddlers are doing with the builders. Avoid saying what you think a toddler is making or asking what a toddler plans to make. It is likely a toddler will not have a clear image of what he/she intends to make, although a label may surface as a toddler puts together some builders. A toddler may decide that his/her creation is a caterpillar, for example, or a rocket. Approach this activity as creative exploration with a novel and rewarding material.

**Option 2 continued**

If a toddler asks you to build a particular shape for him/her, use encouragement and questions to help the toddler create the item on his/her own. Using star builders fosters creativity and fine motor skills that are not fully promoted if you create a structure for a child. If necessary, remind toddlers that we are not competing to make the biggest or longest item.

One of your jobs in the activity is to facilitate access to the star builders. Unused items should remain in the center of the table, not in a separate collection that a toddler may think is his/hers. Add materials if toddlers are sufficiently skilled in manipulating the star builders (see Enrichment tip).

 **More Scaffolding Tips—Option 2**

Extra support ■ Show and explain that each star has balls. We can feel the balls with our fingers. There is an open space between the balls. We can turn one star and put its open space as close as we can to an open space on another star. Then we push the stars together. The stars go together when we push.

■ Offer verbal support for pulling apart star builders by encouraging a toddler to hold a star with one hand and pull with the other hand. The key actions here are “hold” and “pull.” ■ To initiate a toddler’s work with stars, connect several stars and encourage the toddler to take them apart or add more. ■ Be aware of a toddler who wishes to watch the activity. Acknowledge his/her choice to participate by observing.

Enrichment ■ Providing several people or animal figures may enhance creative uses of the stars.



24–36 Months

Option 3 One-to-One



Skill and Goal

Problem-solving Object inquiry skills

A toddler pulls apart and/or puts together blocks that connect.



Key Concepts

Put together
Pull apart
Push
Pull



Materials Needed

Bristle Blocks® (see Be Prepared)



Also Promotes

Physical/Health
Communication/Language

Be Prepared: Select 3–4 blocks that are appropriate to a toddler’s familiarity with the material. Providing too many items may distract a toddler’s attention from how the blocks can be put together and pulled apart. A set of Bristle Blocks® may include a range of different shapes, such as people figures and round items, that are not used in the current activity.

BEGIN: [*Invite a toddler to join you on the floor or at a low table. Put two Bristle Blocks® in front of the toddler. Invite the toddler to use his/her fingers to feel a block.*]

EXPLAIN: These blocks are very bumpy! They are special blocks. We can put together the blocks. We can pull apart blocks that are together. These blocks are apart. They have not been put together.

- ASK:**
- What would you like to do first, pull apart two blocks or put together two blocks?
[If the toddler says “pull apart,” put together two blocks. If the toddler says “put together,” leave blocks as is.]
 - How can we pull apart (put together) these two blocks?

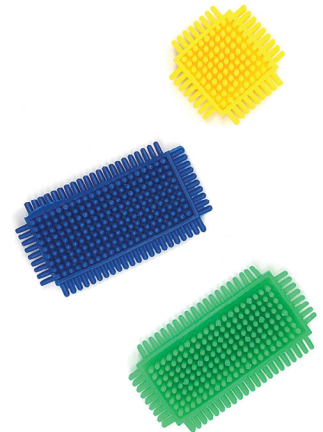
[Repeat and expand the toddler’s comment. Examples: “You said ‘push.’ Yes, we can push them together with our hands, Kya.” “Huan, I heard you say, ‘pull.’ Yes! We can pull them apart with our hands.”]

ACT: [*For putting together:*

Describe and demonstrate how to put together two blocks, face to face. Examples: “We put the bumpy parts of the blocks next to each other and push just a little bit. The blocks stay together when we push them together.” “I am using two hands. I have one block in this hand and one block in this hand. I am going to push the two blocks together.”

Describe and demonstrate another way to put together the blocks: two blocks end to end.

Give the toddler two blocks to use in practicing the task of putting together.





Option 3 *continued*

For pulling apart:

Describe and demonstrate how to pull apart two blocks. Example: "I am holding one block with this hand. I am holding the other block with my other hand. Now I am pulling just a little bit. The blocks are pulled apart!"

Give the toddler two connected blocks to use in practicing the task of pulling apart.

Describe the toddler's interactions with the toy. Examples: "Kya, you pushed with your two hands and the blocks went together!" "Look! You used both of your hands to pull apart the blocks!"

Encourage the toddler to describe what he/she is doing (or has done) with the blocks.

Change tasks. Example: If the toddler opted to first put together the blocks, encourage him/her to now pull apart the blocks.

Provide 1–2 additional blocks if the toddler requests more.]

RECAP: We worked with bumpy blocks today. We used our two hands to put together the blocks. We used two hands to take apart the blocks.

What to Look For—Option 3

Bristle Blocks® are unique in the way they connect. A toddler may find the blocks relatively easy to put together but difficult to pull apart. The one-to-one setting of the current activity provides good opportunities for you to tailor the selection of blocks and individualize your support of a toddler's explorations. Some toddlers may enjoy working with two blocks only as they practice the tasks of connecting and disconnecting. Other toddlers may easily work with more than two blocks (see Enrichment tip).

More Scaffolding Tips—Option 3

Extra support ■ If the toddler seems unclear about your opening question, repeat the two options (put together, pull apart) with appropriate hand motions. ■ If a child needs assistance, offer only as much help as needed for the toddler to succeed on his/her own without allowing the toddler to become frustrated with the material.

Enrichment ■ A toddler who masters connecting and disconnecting two blocks may enjoy using several more blocks. Encourage the toddler to describe his/her efforts with the blocks.



Interest Area

Materials Needed: Bristle Blocks®, colored circles, large paper, glue, glue brushes, basket

Provide a basket of Bristle Blocks® in a play area for toddlers to manipulate. Encourage interested toddlers to practice putting together and pulling apart the blocks. Toddlers will enjoy putting colored circles on a large paper with glue. Provide toddler-size glue brushes, sturdy paper, and 5–10 circles for each child. Some toddlers will create a random design, and some toddlers may glue the circles in an overlapping line to resemble a caterpillar. On another day, add a sensory element to star builder construction. Place the star builders in a sensory table with warm, soapy water. Provide water smocks.



Family Child Care

Materials Needed: Bristle Blocks®, beads, string, Unifix® cubes

Toddlers are not the only children in your setting who are likely to enjoy working with Bristle Blocks®. Preschool-age and older children may enjoy creating objects, such as houses and cars, with the blocks. Infants who show an interest in what other children are doing with the Bristle Blocks® may enjoy mouthing and exploring other blocks appropriate for their age. Preschool children will enjoy stringing beads on a string and watching it get longer. Provide other snap-together items, such as Unifix® cubes, for children to see the result of adding more.



24–36 Months

Option 1 Informal Gathering



Skill and Goal Concentration

Toddlers observe how to determine whether two vehicle picture cards match.



Key Concepts

- Match
- Same
- Different



*2 sets of 4 different vehicle picture cards as shown



Also Promotes

- Communication/Language
- Social-Emotional
- Cognitive

*Printables provided

BEGIN: *[Invite several toddlers to join you at a table to play a matching game with picture cards. Display cards as described below.]*

EXPLAIN: Our cards have pictures of a car, a truck, a school bus, and a bicycle. Some of the cards are the same.



Here are two cards that are the same. Both cards show the same truck. The two cards match because they show the same truck.



Here are two more cards. One card shows a picture of a car. The other card shows a picture of a bicycle. A car and a bicycle are different things. Our two cards do not match. They do not show the same thing. Cards that match show the same thing.

We are going to play a matching game with our cards!

ACT: *[Separate the pairs of matching cards into two piles. Each pile will have one of each type of card, such as one car, truck, school bus, and bicycle. Shuffle each pile so they are in random order. Place the piles face up in front of the toddlers.]*

Here are two piles of picture cards. Please watch me pick a card from each pile. I wonder what cards I will find! If the two cards are the same, they will be a match! If the two cards are different, they are not a match.

[Pick up one card from each pile. Name (or ask toddlers to name) the vehicle shown on each card. Display the two cards, side by side.]

ASK: We are looking at two cards. Are the cards the same, or are the cards different?

EXPLAIN: *[Describe how the two cards are the same or different. Examples: "This card has a picture of a bus. This other card also has a picture of a bus. The two cards show the same thing. They both show a bus. The cards match!" "This card has a picture of a bus. This other card has a picture of a bicycle. A bus and a bicycle are different things. These cards do not match!"]*



Option 1 continued

ACT: *[Continue to pick up one card from each pile, one at a time. Name (or ask toddlers to name) what is in the picture of each card when you pull it from a pile. Follow the procedures suggested above for helping toddlers understand whether two cards match.]*

Keep all pairs of cards you include in the game face up elsewhere on the table so you can look at pairs of cards at the end of the game.]

RECAP: We looked at different picture cards to figure out whether they showed the same thing or different things. Cards that are the same are called a match. Let's look at our cards again.

[Point to each pair of cards and say whether they match. Emphasize whether the two cards are the same or different.]



24–36 Months

Option 2 Informal Gathering



Skill and Goal Concentration

Toddlers determine whether pairs of vehicle picture cards are the same or different as part of a caregiver-guided game of matching.



Key Concepts

Same
Different
Match



Materials Needed

*2 sets of 4 different vehicle picture cards as shown



Also Promotes

Communication/Language
Social-Emotional
Cognitive

*Printables provided

Invite two toddlers to join you at a table to play a matching game. Use the suggested procedures in Option 1 to describe or review how to determine whether two cards are the same or different, and match.

Invite the two toddlers to play a matching game with the picture cards. Separate the eight cards into two piles. Each pile will have one car, truck, school bus, and bicycle card. Shuffle each pile so they are in random order, then place one pile face up in front of each toddler. Invite each toddler to pick up one card from his/her respective pile.

Encourage the toddlers to look at their card and name the item shown on his/her card, and then compare their two cards by placing the cards next to each other.

Support the toddlers in determining whether the two cards match. Example: "Julia said her card shows a truck. Juan also said his card shows a truck. Both cards show the same thing. The cards are a match because they both show a truck!"

Invite the toddlers to place their cards face up together on the table and draw another card from their respective piles. Provide verbal support if a toddler appears uncertain about how to proceed or whether two cards show the same or different items.

Conclude the session by recognizing toddlers' efforts, especially their concentration. Example: "You looked carefully at the cards. You figured out whether the cards were the same or different. Does a match mean the pictures are the same or different?"





24–36 Months

Option 3 Informal Gathering



Skill and Goal Concentration

Toddlers independently determine whether pairs of picture cards are the same or different as part of a game of matching.



Key Concepts

- Same
- Different
- Match



Materials Needed

*2 sets of 6 different vehicle picture cards as shown (see Be Prepared)



Also Promotes

- Communication/Language
- Social-Emotional
- Cognitive

*Printables provided

Be Prepared: Separate the 12 cards into two piles. Each pile will have one car, truck, school bus, bicycle, tractor, and airplane card. Shuffle each pile so they are in random order, then place one pile face up in front of each toddler.



Invite two toddlers to join you at a table to play a matching game. If appropriate, provide a review of the picture cards and the concepts of same, different, and match, using suggested procedures in Option 1. Encourage the toddlers to independently play a game of matching. Stay at or near the table to watch their efforts and provide support, if needed.

👁️ What to Look For—Options 1–3

Pay attention to the extent to which toddlers seem to understand that matching cards are the same. Emphasize the concepts of same and different when toddlers look at cards. Understanding the concept of match requires knowledge of same and different.

Some toddlers may prefer to move at a different pace, faster or slower, during Option 2 or 3. This is an opportunity to strengthen toddlers' awareness of how a peer wishes to move forward. Gently coach toddlers on using a pace that accommodates both. Also, remind toddlers that we are not trying to play the game as quickly as we can. The game is not a race. It also may be helpful to explain that toddlers who play the game are not competing. There are no winners or losers in this activity.

The activity is focused on concentration skills. It is fine to also provide information about the pictured items, as suggested in an Enrichment tip, but be mindful of keeping the activity directly related to the concepts of different, same, and match.

📊 More Scaffolding Tips—Options 1–3

Extra support ■ Toddlers who participate in Option 1 or 2 may not complete a review of the four pairs of cards. Positively accept whatever point a toddler opts to leave the gathering. ■ Point to and describe specific features of the pictured items, especially if it appears toddlers are looking at color only to determine whether the cards match.



Enrichment ■ In the opening segment, when you name items shown on the picture cards, explain that cars, trucks, buses, and other things that move people or things are called vehicles. ■ Ask toddlers how they figured out whether cards were the same or different. What did they look at in the pictures? ■ In Option 2 or 3, invite toddlers to find all matches after the two piles have been exhausted (that is, after all cards from the two piles have been compared).



Interest Area

Materials Needed: four unmatched *vehicle picture cards, four toy vehicles that are similar to the picture cards

Be Prepared: Display the four picture cards on a low table. Place the matching toy vehicles within clear view in a nearby area in the room. You may wish to place them where they would typically be found, such as the block area.

Invite 1–2 toddlers to the table to look at and name what is shown on the cards. Explain that there are toys in the room that match what is shown on the cards. Encourage a toddler(s) to walk around the room to find the toy vehicles that match each card. Example: “Callie, you are holding a picture card that shows a truck. Where can you find a toy truck in our room? Let’s walk around and see if we can find a toy truck!”

*Printables provided



Family Child Care

Materials Needed: set of *vehicle picture cards, toy vehicles that are similar to vehicles pictured on the cards

Be Prepared: Display several vehicle picture cards on a low table. Place the matching toy vehicles within clear view in a nearby area.

Invite toddlers and older children to go on a scavenger hunt to find the toy vehicles that match the picture cards. You may wish to pair one toddler with one older child to hunt for the matching vehicle. Invite the pairs of children to take turns selecting and naming the vehicle pictured, and then hunting for the corresponding toy vehicle. Babies may enjoy holding an age-appropriate matching vehicle. Remind children that everyone gets a turn to hunt for a vehicle.

*Printables provided



24–36 Months

Option 1 One-to-One



Skill and Goal

Social interaction skills

A toddler participates in a book sharing that emphasizes how children may look different but do the same things.



Key Concepts

Same
Different



Materials Needed

To Be a Kid by Maya Ajmera and John D. Ivanko



Also Promotes

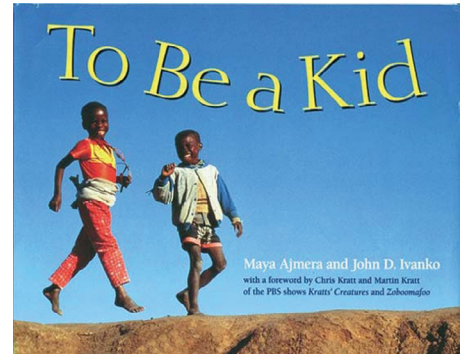
Communication/Language
Cognitive

BEGIN: [Invite a toddler to read a book about children doing different kinds of things.]

Our book has pictures of children doing many things. The children live with their families in many different parts of the world. We know that the world is a very big place.

[Point to children shown on the book's front cover.]

- ASK:**
- What do you think the children shown on the cover of our book are doing?
 - I think the children are laughing. Why do you think they are laughing?



ACT: [Read the book's text and on each page invite the toddler to describe what he/she sees in the picture(s). Repeat and expand the toddler's words, and especially connect the picture content to the toddler's experiences and understandings. Examples: "The children in our picture are playing ball. You like to play ball on our playground! What is your favorite thing to play with a ball?" "The children are taking care of animals. You are pointing to the dogs. Do you like to play with a dog? What does the dog do?"

During the book sharing, acknowledge that some of the children shown in our book look different than some children in our room or other children we know. The children shown in our book live in different parts of our big world. The children are doing the same things lots of children like to do. Some of the things children are doing in our book are the same things you like to do.]

RECAP: The children shown in our book live in many different parts of the world. They may look different than some children we know. But they all do the same kinds of things. We talked about ways you are the same as children in our book. What was your favorite picture?

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

As toddlers learn about themselves and others, they begin to notice how they are the same as, and different from, other children. Toddlers are likely to vary in how much they pay attention to differences across children shown in the book. If a toddler mentions a difference, use it as an opportunity to explain a key theme of the session (see second paragraph in ACT). Otherwise, introduce this theme toward the end of the session. Most toddlers will readily identify with children in the photographs because the pictures depict interests and activities that are universal for children.

Follow the toddler's pace with the book. Stay on a page that is of particular interest to the toddler. It is not necessary to finish the book in order to have a meaningful conversation about the book's pictures.

📈 More Scaffolding Tips—Option 1

Extra support ■ Toddlers are not cognitively ready to develop a concrete understanding of the world, as indicated in the Block 9 Social-Emotional activity plan. Some toddlers will have lived (or have family members who live or visit) different parts of the world. The information offered in BEGIN may be a sufficient description of the world for this activity. Showing a map of the world or a globe may be overwhelming to many toddlers. ■ Toddlers may enjoy revisiting this book independently when they can spend more time looking at the photographs.

Enrichment ■ Talk with the toddler about how children in their room like the same things as children shown in the book. ■ Talk with the toddler about differences in activities, such as how children in the pictures play ball.



24–36 Months

Option 2 Informal Gathering



Skill and Goal Social interaction skills

Toddlers participate in a book sharing focused on activities children like to do, with a follow-up opportunity to make a list of favorite activities in our room.



Key Concepts

Same
Different
Together



Materials Needed

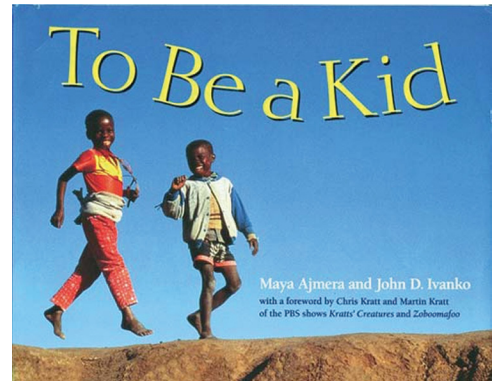
To Be a Kid by Maya Ajmera and John D. Ivanko
Large piece of butcher paper
Large marker



Also Promotes

Communication/Language
Cognitive

Invite several toddlers to read a book about things that children like to do. Use the Option 1 strategies to pursue the book. Help toddlers connect activities shown in the book's pictures to their own interests and activities. Example: "The children in our picture are dancing. You like to dress up and dance in our room, Marcella!"



Point out that some of the children shown in the book look different than some children we know. At the same time, encourage toddlers to think about how the children shown in the book do the same things the toddlers (or children they know) like to do. Example: "The children in this picture are painting. We like to paint in our room, too! We have an easel to paint on. The girl in this picture is using an easel, too. What do you think she is painting?"

At the conclusion of the book, talk with the toddlers about activities they like to do together with other children in the room. Some activities may be the same as those in the book, others may be new ideas. Invite toddlers to help you make a list of all the favorite activities. You may wish to limit the list of favorite activities to outside play or activities inside the room. Emphasize activities toddlers like to do together. Example: "We are going to write down all the favorite things we like to do in our room together! Then we can look at the list and see what makes our room special!" For each activity you list, draw a simple picture to represent the words so toddlers can "read" their list. Example: Several stacked blocks can represent the block area. Do not worry about your drawing skills. Toddlers will enjoy your drawings.

During or after the list-making process, show book pictures of activities that are the same or similar to activities on the list.

After each toddler in the room has had an opportunity to share their ideas, post the list for everyone to "read." Review the list with all interested toddlers, emphasizing the theme of playing together. Remind toddlers of activities that were also shown in the book.

What to Look For—Option 2

This activity provides the opportunity for toddlers to feel part of the larger community in your room while also connecting to activities shown in the book. Some toddlers will share their ideas verbally. Others may point or walk to a favorite place to play. Acknowledge each response. Example: "Ava, you are pointing to the dollhouse. You like to play with the dollhouse every day with

**Option 2 continued**

your friends! I will write that down on our list.” Describe your drawings to toddlers so they can “read” the list themselves. Example: “This word says ‘dollhouse.’ I am drawing a small house with two people figures. This drawing can help us remember the words say ‘dollhouse.’” Some toddlers will enjoy seeing their ideas and those of their friends written and represented on the large paper. Others may prefer to share an idea and then move on to another activity. Thank each toddler for helping to create a list. Emphasize how some of the activities on the list are the same as some activities shown in the book.

 **More Scaffolding Tips—Option 2**

Extra support ■ You may wish to shorten the reading segment of this activity and/or talk about pictures in the book without reading the text. Focus on pictures that are of most interest to toddlers in the session. ■ Offer a prompt to help toddlers share an activity idea. Example: “Jacob, I know you like to play at the water table with your friends. That is the first thing you do during our center time! Would you like me to write that on our list?”

Enrichment ■ Ask toddlers for help in deciding what to draw to represent a favorite activity. Example: “Malachi and Ava both said they like to do puzzles. What puzzle should I draw?” ■ As a follow-on activity, toddlers may enjoy looking through used (no longer needed) early learning toy catalogs or magazines to tear out pictures of some of the favorite activities listed on the chart. Help toddlers tear out the photos and glue them to the list, next to your drawing.



24–36 Months

Option 3 Informal Gathering



Skill and Goal

Social interaction skills

Toddlers describe how they played with another peer(s) in the room as part of making a book of brief text and photos of children engaged in play.



Key Concepts

Playing together



Materials Needed

- To Be a Kid* by Maya Ajmera and John D. Ivanko
- Photos of toddlers playing together (see Be Prepared)
- Sheet of paper for each toddler
- Book-making supplies (see Be Prepared)

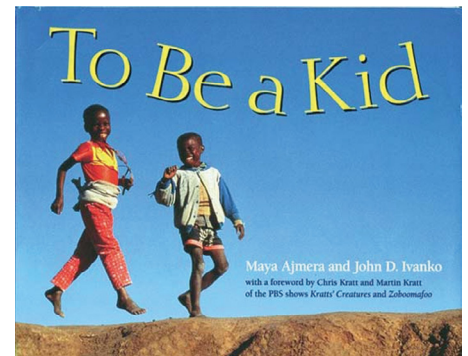


Also Promotes

- Communication/Language
- Cognitive

Be Prepared: Take photos of toddlers engaged in play together in your room. Ensure each toddler is included in at least one photo of two or more children playing together. Affix each photo to a piece of paper near the top. Use large, clear letters to write the names of toddlers shown in the photo at the top of the paper. Secure supplies for making a book, including a cover and binding.

Select a photo and invite toddlers shown in the photo to join the session. Across several days, many toddlers may wish to participate. It is best if toddlers shown in a photo participate in the same session. Open each session by reading *To Be a Kid* and talk with toddlers about the activities the children in the photos are enjoying together. Use strategies suggested in Option 1 for sharing pages of the book. If toddlers have reviewed the book previously (Option 1 and/or 2), you may wish to move directly to the photo (see below) and refer to book pictures after working with the photo, as described below.



Show toddlers the photo. Emphasize the toddlers are playing together. Invite toddlers to describe what they can remember doing (or use the photo to describe what they see happening). Explain that we will make a book of all of the pictures of toddlers playing together. The pages of our book will have words that tell what is happening in the picture.

Ask the toddlers what they would like you to write on the paper about the photo. Offer prompts when needed. Example: “This picture shows you working with play dough. Do you want me to write what you were making with the play dough?” Keep the written statements brief. Example: Jamarcus and Asia are building a castle with blocks. Read the words aloud as you write them. When you finish writing the description, repeat what you wrote while pointing to each word.

After writing a description on the page, show a picture from the *To Be a Kid* book that shows children engaged in the same type of play. Encourage toddlers to describe what they see in the book picture.

After each toddler in the room has had an opportunity to talk about their photo, create a book that can be placed in the book area for toddlers to enjoy. Read the book with interested toddlers during an informal gathering.

What to Look For—Option 3

Toddlers generally value books made in their room and especially enjoy looking at photos of themselves and their friends. The book-making activity



Option 3 *continued*

suggested in Block 9 (Social-Emotional) emphasizes a toddler’s view of his/her individual characteristics, whereas the book-making project in the current activity emphasizes the theme of playing together. Although toddlers like to look at pictures of children in their room, they will differ in their interest in contributing to the book’s text. It is fine if only one child shown in a picture describes what happened. This activity can foster a toddler’s sense of belonging to the community in your room and provide another direct way to help toddlers reflect on their activities in comparison to children shown in the *To Be a Kid* book. Encouraging toddlers to watch you write their dictated words offers an obvious opportunity to enhance awareness of how print works.

More Scaffolding Tips—Option 3

Extra support ■ Some toddlers may not remain in the activity area long enough to watch you write a complete sentence. Encourage toddlers to say what is happening in the photo before moving to another activity. You can show them the text at a later time.

Enrichment ■ Some toddlers may enjoy creating additional pages to add to the book. Provide paper and crayons for drawing and ask toddlers what words they would like you to add to their page. Try to keep the focus on playing together.



Interest Area

Materials Needed: variety of early learning catalogs and magazines, paper, glue

Arrange the items on a low table. Invite several toddlers to tear pictures from the catalogs and magazines that depict favorite activities with friends. Toddlers may need assistance tearing out pictures of their choice. Offer to help them tear around the edges of their pictures so there is room to glue several pictures to their paper. If toddlers may need support for using a glue bottle, demonstrate how to make a “dot” of glue and then help the picture stick to the dot.



Family Child Care

Materials Needed: see Option 3

Be Prepared: See Option 3 preparations.

The Option 3 activity can be adapted for each age group in your setting. Older children may wish to write their own name on the paper and form some letters in the description of the photo. You may wish to laminate or use contact paper to protect photos of babies ahead of time so they may look at and hold their pictures during the activity. Children will enjoy looking at the book independently and/or in small groups at a later time.



24–36 Months

Option 1 Informal Gathering



Skill and Goal

Gross motor development

Toddlers participate in a shared book reading focused on jumping, and practice jumping in a follow-up activity.



Key Concepts

Jump
Stop



Materials Needed

Nonslip place mats or carpet squares—1 per toddler

Toy monkey or monkey puppet

Five Little Monkeys Jumping on the Bed by Eileen Christelow



Also Promotes

Cognitive
Communication/Language
Self-Regulation

Be Prepared: Place nonslip place mats or carpet squares in an open area, leaving enough space between each for toddlers to jump without bumping one another. Have the puppet or toy monkey and book at hand.

BEGIN: *[Use the monkey puppet or toy monkey to invite toddlers to join you for sharing a fun book and for jumping like monkeys. Clap and say the name of each toddler who comes to the gathering. Encourage toddlers to sit on a carpet square.]*



Pause after each of the following requests. Say the name (or invite toddlers to say the name) of the body part toddlers point to.]

Please point to a part of your body that helps you eat.

Please point to a part of your body that helps you hear.

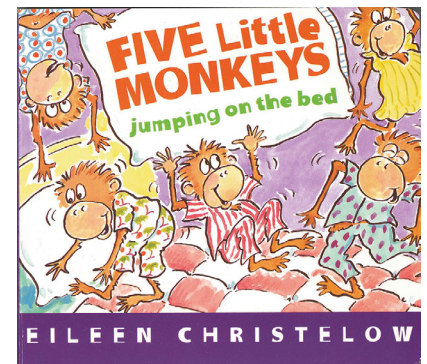
Please point to a part of your body that helps you jump.

EXPLAIN: We use our legs, our feet, and our knees to jump. Let's all point to our legs, and then our feet, and then our knees.

[Lead toddlers in pointing to each body part as you say its name. Encourage toddlers to say the name with you.]

ACT: We are going to read a book about jumping on the bed. You probably know this story. It is a fun story. We will do some jumping after we read the book.

[Read the text and use your own words to describe pictures you point to. Invite toddlers to tell some parts of the story. Example: When Mama says "good night," ask toddlers whether all of the monkeys go to sleep.]



ASK: *[At the conclusion of the book sharing:]*

Would you like to do some jumping?

EXPLAIN: We can pretend to be the monkeys in our book jumping on the bed. Your carpet square can be a little pretend bed.

**Option 1 continued**

It is time to stop jumping when I put up my hand.

[Demonstrate and describe a hand signal that means “stop.”]

ACT: *[Invite toddlers to stand and then jump on their own carpet square. Offer the “stop” hand signal after several seconds.]*

Now let’s pretend our jumping made us hungry and tired. Remember, we are pretending to be monkeys. Monkeys like to eat bananas. Our toy monkey (or monkey puppet) is going to help me give each of us a pretend banana.

[Use the toy monkey or puppet to offer each toddler a pretend banana.]

It is time for us to sit down and to be calm. It is time to be quiet.

RECAP: We listened to a fun story about monkeys jumping on the bed. Then we pretended we were like the monkeys jumping on a bed. We practiced our jumping. What parts of our body do we use to jump? (legs, knees, feet)

👁️ What to Look For—Option 1

Toddlers’ jumping skills can vary widely. Positively recognize all forms of participation, keeping in mind that some toddlers may not wish to jump. At the same time, use the guided jumping practice offered in the current activity to informally understand each toddler’s jumping skill level. Use follow-up times with individual toddlers to provide additional guided practice in jumping.

In addition to promoting skill in jumping, the activity offers opportunities for toddlers to practice regulating their behaviors. The activity begins and ends with quieter periods that are in high contrast to jumping. The “stop” hand signal may be difficult for some toddlers to follow. The request to calm down at the end of the activity may require explicit suggestions on how to keep quiet. It is beneficial for toddlers to have guidance in moving from one level of activity to another.

Toddlers who are familiar with the book may welcome invitations to help tell the story. Be sure to repeat key aspects of a toddler’s description so all toddlers have a second exposure to the storyline. Self-regulation may be a challenge during the book sharing if more than one toddler wishes to tell the story. Emphasize taking turns.

📊 More Scaffolding Tips—Option 1

Extra support ■ If a toddler is hesitant to jump, offer your hand to hold and encourage the toddler to jump once or several times. ■ For a toddler who may wish to sit or stand, offer a toy animal he/she can move up and down as if jumping. ■ In the first jumping practice, use a block if you anticipate the item will help toddlers practice jumping over something.

Enrichment ■ During the book sharing, invite toddlers to say with you “No more monkeys jumping on the bed!”



24–36 Months

Option 2 Informal Gathering



Skill and Goal

Gross motor development

Toddlers practice jumping off a low-level step platform with caregiver guidance.



Key Concepts

Jump



Materials Needed

Adjustable step platform
(see Be Prepared)

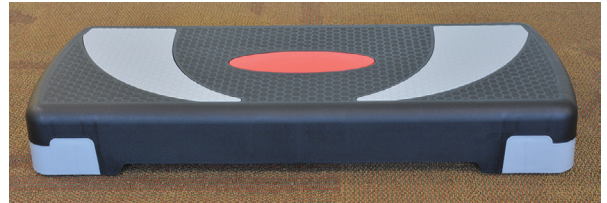


Also Promotes

Cognitive
Communication/Language
Self-Regulation

Be Prepared: Put the step exercise platform at its lowest level (about four inches from the floor) next to a mat so toddlers land on a soft surface. Clear the surrounding area of all toys and furnishings, such as chairs.

Invite several toddlers to join you at the sturdy low platform for jumping practice. Describe the platform and draw attention to the mat that gives us a soft place to land on our feet. Remind toddlers what parts of our body we use to jump: legs, feet, knees. Lead toddlers in pointing to each body part and joining you in saying its name. Demonstrate how we bend our knees when we jump. Emphasize that we land on both of our feet (not on our knees or bottom). Explain that we will take turns jumping.



Stand next to the platform to help with turn-taking and to hold a toddler's hand if he/she wishes. It is important that each toddler step onto the platform without assistance. Lifting a toddler up to any surface is not advised. Generally, if a toddler is able to step up onto the platform, he/she will have the ability to jump four inches onto the mat without holding your hand.

You can add an element of fun by connecting the jumping to a story, song, or idea, such as "Another frog jumped into the water." Toddlers enjoy pretending.

A toddler may climb up onto the platform and want to get down without jumping. Help the toddler down by offering to hold one hand. Encourage the toddler to turn and step down. Acknowledge the toddler's skill in stepping up and assure him/her there will be another time to try jumping. Praise effort rather than skill.

What to Look For—Option 2

Within a group whose age spans 12 months, you will observe a range of gross motor skills. Even among toddlers close in age, there are likely to be differences in specific skills, confidence, and interest in jumping. The activity is for toddlers who want to participate. Take note of the toddlers in your room who may need practice stepping down from a low platform. Some toddlers will be more inclined to jump from the platform with support when few children are nearby to watch. Place the platform in an area safe for jumping when toddlers are engaged in play and adult supervision can be provided.

Toddlers need their hands free when jumping from the platform. If toddlers are holding something, devise a plan for putting their toys elsewhere during their jumps.

**Option 2 continued**

Avoid any type of score keeping or comparisons between toddlers. Celebrate each toddler's efforts with phrases like "Good try at jumping!"

More Scaffolding Tips—Option 2

Extra support ■ Recognize that some toddlers may wish to observe. ■ Structure the turn taking with descriptions and reminders, such as "You are waiting now"; "Jasmine jumps and then you jump." Also, remind toddlers that "only one friend can be on the platform at a time."

Enrichment ■ Say "Ready, set, go" if all toddlers engaged in jumping are eager to take their turn. Avoid this phrase if toddlers are hesitant to jump because it may impose inappropriate pressure to jump.

■ Encourage toddlers to notice the position of their feet before a jump.



24–36 Months

Option 3 Informal Gathering



Skill and Goal

Gross motor development

Toddlers strengthen their ability to jump.



Key Concepts

Jump



Materials Needed

Adjustable step platform
(see Be Prepared)



Also Promotes

Cognitive
Communication/Language
Self-Regulation

Be Prepared: This activity is for toddlers who are ready for slightly more challenge in jumping. Raise the step exercise platform two more inches and place it next to a mat so toddlers land on a soft surface. Clear the surrounding area of all toys and furnishings, such as chairs.

Follow procedures suggested in Option 2. These include a review and demonstration of body parts used in jumping and information on turn-taking. Encourage toddlers to jump with both feet. Stand close by and focus on each toddler's practice jump. Some toddlers may want to hold your hand for the first several jumps. A toddler will likely tell you when your extra support is no longer needed.

What to Look For—Option 3

Ensure the activity is offered to toddlers who are interested in jumping. Coaxing toddlers to attempt a jump is not recommended.

Providing opportunities to continue skill development is a key aspect of early education. Toddlers cannot verbalize a need for increased challenge. Sometimes toddlers respond to a lack of appropriate challenge with misbehavior. Consider misbehavior a form of communication. Your observations of toddlers' skills will be a guide when talking with teaching partners about possible modifications in the environment that may address developmental changes.

The self-confidence toddlers develop through learning to jump may give a toddler more self-confidence in other areas. At this age, toddlers need focused opportunities every day to develop physical abilities, such as jumping.

More Scaffolding Tips—Option 3

Extra support ■ Connect jumping with a story or pretend play without distracting attention from the process of jumping. ■ Provide jumping practice when toddlers are alert and rested. ■ Suggest jumping up and down during outdoor play. Example: "Let's jump two times before we go in for lunch."

Enrichment ■ Arrange safe spaces for jumping outside that you or another adult can consistently supervise. Example: stand by a big tire and facilitate jumping onto sand or some other soft surface.



Interest Area

Materials Needed: monkey toys or puppet, *Five Little Monkeys Jumping on the Bed* by Eileen Christelow, carpet squares

Place little monkey toys or a monkey puppet near a display of the book. Encourage toddlers to look at the pictures and point to other activities the monkeys do, such as brushing their teeth. If time and staffing permit, another option for an interest area is to place the carpet squares in an open area that is safe for supervised jumping. Provide structure to the jumping by giving directions, such as jumping twice and then stopping. Include the toddler's name as you describe the toddler's action. Example: "Deena is jumping, jumping. Now she stops."



Family Child Care

Invite preschool-age children and older children in your setting to practice jumping as described in Option 2. If mobile infants and pre-walking toddlers show an interest in participating, sit on the floor facing the infant or toddler, hold both of his/her hands and say "jump." Do not lift the infant or toddler by the arms. An infant may simply bend his/her knees and make a jumping type motion with his/her body.