BLOCK 9 Options to Promote Learning 24–36 Months

Communication/ Language

Exploring Words

Option 1 (IG) Toddlers participate in a book sharing focused on wind and novel words about wind.

Option 2 (IG) Toddlers participate in a book sharing focused on wind, with opportunities to move their bodies when they hear the words up and down.

Option 3 (IG) Toddlers participate in a book sharing focused on wind and a follow-up opportunity to draw something that blows in the wind.

Cognitive

Exploring Objects

Option 1 (OO) A toddler participates in a shared book reading focused on different clothing worn by a young child.

Option 2 (IG) Toddlers use puzzle pieces of different clothing to "dress" an image of a teddy bear.

Option 3 (OO) A toddler strengthens his/her skills in naming items of clothing while dressing a teddy bear.

Self-Regulation

Focusing and Remembering

Option 1 (IG) Toddlers observe a game of freeze.

Option 2 (IG) Toddlers participate in a game of freeze with caregiver guidance.

Option 3 (IG) Toddlers participate in a game of freeze with minimal caregiver guidance.

Social-Emotional

Interacting with Others

Option 1 (OO) A toddler participates in a book sharing that focuses on how children in the illustrations are different and the same.

Option 2 (IG) Toddlers participate in a book sharing with a follow-up opportunity to use a handheld mirror to see ways their face is special.

Option 3 (IG) Toddlers participate in a book sharing with a follow-up opportunity to draw a picture of their face for a book featuring children in their room.

Physical/Health

Using Our Hands

Option 1 (IG) Toddlers wash toy dishes in the sensory table.

Option 2 (OO) A toddler plays with items in a tub with dry material, with opportunities to use a scoop to transfer the dry material from one container to another.

Option 3 (IG) Toddlers pour water in a sensory table with pitchers and other containers.

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

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BLOCK 9

Exploring Words

Communication/ Language

24–36 Months

Option 1
Informal Gathering

☑ Skill and Goal

Receptive language

Expressive language

Toddlers participate in a book sharing focused on wind and novel words about wind.

Key Concepts

Wind

Snatch

Materials Needed

Wind by Carol Thompson

Also Promotes

Cognitive

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

Our book is about a windy day. Our book uses silly words to describe the wind! I think you will like this book.

EXPLAIN: [*Show book cover. Point to the two children.*]

Here are two children on a windy day.

ASK: What are the leaves doing in this picture?

EXPLAIN: The leaves are blowing around because it is windy. The wind is blowing the girl's hair. The wind is blowing the boy's hat.

Our book is called *Wind*. Let's find out what happens.

ACT: [*Hold the book close to toddlers as you read it. Use strategies, such as the following, to engage toddlers in the book sharing:*

- *Point to and describe pictures. Example: "Look at what's happening in this picture. The wind snatched the hat away. The wind is blowing the hat."*
- *Describe words that may be new to toddlers. Example: "The word snatch means to take away. The wind took the boy's hat away! Where is the hat in this picture?"*
- *Ask questions that help toddlers focus on what is happening in the story. Examples: "The boy is holding onto his hat. What do you think would happen if he let go of his hat?" "The words in our book say the wind 'swooshes and soars.' How is the wind swooshing and soaring in this picture?"*
- *Recognize and build on toddlers' comments and pointing.*
- *Vary your voice to add a dynamic quality.*]

RECAP: Our book is about a windy day. The wind did a lot of things! The wind swooshed, soared, snatched, ruffled, tickled, and howled! These words tell us what the wind did. The wind blew the children's hair and snatched a hat! What else did the wind blow in our story?

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Exploring Words *(continued)*

Option 1 continued

What to Look For—Option 1

Wind is an enjoyable book that introduces many different words to describe how wind moves (swoosh, soar, howl) and what it does (snatch, ruffle, tickle). It is not necessary or appropriate to teach each of these words, but watch carefully for toddlers' responses to words or pictures that suggest they are curious or would like to learn more. Offer a brief explanation of the words that seem to spark interest. Toddlers may enjoy repeating some of the words with unique sounds, such as swoosh. Say novel words slowly, clearly, and enthusiastically.

More Scaffolding Tips—Option 1

Extra support ■ Encourage toddlers to repeat the "shhh" quietly on the last page of the book. Example: "The wind stopped blowing. The wind says 'shhhh.' Let's all quietly say 'shhhhh.'" ■ A toddler who is especially interested in the book may like to look at the book again with you in a one-to-one setting.

Enrichment ■ Encourage toddlers to look closely at a picture to find less prominent images. Example: "This is a bird flying in the wind. What else in our picture is flying in the wind?"

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Exploring Words *(continued)*

24–36 Months

Option 2
Informal Gathering

Skill and Goal
Receptive language
Expressive language

Toddlers participate in a book sharing focused on wind, with opportunities to move their bodies when they hear the words up and down.

Key Concepts
Pictures
Up
Down

Materials Needed
The Wind Blew by Pat Hutchins

Also Promotes
Cognitive
Self-Regulation

Invite several toddlers to read a silly book about a windy day. Explain that the wind blows some different things up into the air. Invite toddlers to raise their arms up when you say up as part of the book text. Offer a brief demonstration. Ask toddlers what we see in the book pictures and point out some details of the silly pictures. Example: "What is happening to the umbrella?" Describe items that may be unfamiliar to some toddlers, such as an umbrella, kite, and wig. As the book ends, emphasize when the wind blows down all of the objects. Invite toddlers to lay down on the floor. The action signals the end of the book and offers a brief period of quiet before transition to another activity.

What to Look For—Option 2

Moving our body to depict a word or concept offers another way for toddlers to strengthen their vocabulary. Pay attention to toddlers' actions and offer practice independent of the book text, if appropriate. As suggested in Option 1, watch carefully for toddlers' responses to words or pictures that suggest they are curious or would like to learn more. Offer a brief explanation of the words that seem to spark interest. Reading and talking about the book with enthusiasm will enhance toddlers' enjoyment of the session.

More Scaffolding Tips—Option 2

Extra support ■ Invite toddlers to talk about their experiences with a windy day. ■ Encourage toddlers to point to pictured items of interest and talk about what they see.

Enrichment ■ Use the book's rich illustrations and text to discuss more advanced concepts and words, such as the following: inside out, upward, spinning around, whirled, and fluttering.

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Exploring Words *(continued)*

24–36 Months

Option 3
Informal Gathering

Skill and Goal
Receptive language
Expressive language

Toddlers participate in a book sharing focused on wind and a follow-up opportunity to draw something that blows in the wind.

Key Concepts
Pictures
Up
Down

Materials Needed
The Wind Blew by Pat Hutchins
Large butcher paper, approximately 4 feet long
Chunky crayons in assorted colors

Also Promotes
Cognitive
Physical/Health

Invite several toddlers to read a silly book about a windy day. Explain that the wind blows different objects up into the air. Read the book, emphasizing the items the wind blows into the air. Point out details of pictures and ask toddlers what they see in illustrations that seem to be of particular interest. Example: "What is happening to the umbrella?"

At the conclusion of the story, invite toddlers to draw anything they want on the large paper on the floor or a low table. Review some of the objects in the book that were blown into the air by the wind. Encourage toddlers to use the crayons to draw their own ideas of items that are blowing in the wind. Ensure each toddler has space on the paper to draw. Toddlers are not expected to draw recognizable objects, or to draw or copy items shown in the book. Encourage toddlers to express their ideas and acknowledge each child's markings. Examples: "Aria is using a red crayon to make up and down lines on the paper!" "Damon says he is drawing a dinosaur. Is your dinosaur up in the air or down on the ground, Damon?"

Describe what toddlers are doing. Example: "You are using the blue crayon to make lines back and forth on the paper." Also offer questions and comments that support vocabulary use. Extend toddlers' comments. Example: "You said you are drawing a picture of your hat. Is your hat up in the air or down on the ground?" Where possible, connect toddlers' drawings to the story.

What to Look For—Option 3

This activity extends a book sharing experience into creative work with crayons. Toddlers enjoy making colorful marks on paper. Some toddlers will have ideas about what they are drawing, whereas others will simply enjoy the act of creating marks with the crayons. Practicing making marks on paper is a beginning step in developing pre-writing skills. Acknowledge each toddler's efforts by describing their actions and encouraging them to continue with their drawings. Example: "Serenity is making big marks on the paper with the yellow crayon! I wonder what she is going to draw next?"

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Exploring Words *(continued)*

Option 3 continued

More Scaffolding Tips—Option 3

Extra support ■ If a toddler seems unclear about what to draw, offer a suggestion. Example: "You pointed to the hat in our story. The hat was blowing in the wind! Would you like to draw a hat?"

Enrichment ■ Toddlers that are able to express what they are drawing will enjoy talking about their picture. Ask them to tell you about their drawing (without looking for a recognizable shape). ■ Ask toddlers if you can write their words down next to their picture. Example: "You told me you drew a picture of your mommy. May I write the word 'mommy' next to your picture?"

Interest Area

Materials Needed: *Wind* by Carol Thompson, *The Wind Blew* by Pat Hutchins, construction paper in light colors, chunky crayons

Place the books on a low table with the construction paper and crayons. Invite toddlers to practice making marks on their papers. Encourage toddlers to draw their own pictures of objects that are blowing in the wind. Talk with toddlers about their drawings. Ask each child if he/she would like you to write their words on the paper.

Family Child Care

Materials Needed: *Wind* by Carol Thompson, white paper plates, multi-colored crepe paper streamers cut into 2-foot strips, tape or nontoxic glue

The book *Wind* may be shared with all young children in your setting. Older children may enjoy repeating the silly words with you and babies will enjoy listening. After reading the book, invite children to create their own wind kite to take outside. Give each child a paper plate. Older children may decorate their plate with crayons or markers. Invite children to select 3–6 strips of crepe paper streamers to attach to their paper plate. Older children may help younger toddlers with gluing or taping the streamers to their plate. After the glue has had time to dry, the "kites" will be ready to take outside to blow in the wind.

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BLOCK 9

Exploring Objects

Cognitive

24–36 Months

Option 1
One-to-One

Skill and Goal
Object inquiry skills

A toddler participates in a shared book reading focused on different clothing worn by a young child.

Key Concepts
Clothes

Materials Needed
Oliver West! It's Time to Get Dressed by Kelly Louise (author) and Rebecca Sinclair (illustrator)

or

Getting Dressed with Lily and Milo by Pauline Oud

or, if available:

Let's Get Dressed by Caroline Jayne Church

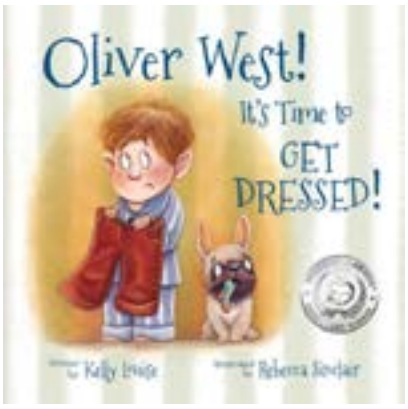
Also Promotes
Communication/Language

Revised: 6/30/2023

UPDATE: The book originally featured in this activity plan (*Let's Get Dressed* by Caroline Jayne Church) may be challenging to secure. Two additional book possibilities are now offered (see Materials Needed). The plan's suggested strategies for engaging a child in this activity will work with any of the books listed in Materials Needed.

BEGIN: [*Invite a toddler to sit next to you to share a book about getting dressed. Tell the toddler that the two of you can look at pictures of different kinds of clothes. Point to and name one of the clothes you are wearing today. Invite the toddler to point to and say the name of one of the clothes he/she is wearing today.*]

EXPLAIN: *[Introduce the book by talking about and pointing to what is happening on the book cover. Encourage the toddler to talk about what he/she sees. Examples:*



- *Louise and Sinclair book: "I see a child on the cover of our book. His name is Oliver West. I also see a dog in this picture. What is Oliver West holding in his hands? What's in the dog's mouth?"*
- *Oud book: "There are pictures of a rabbit and a mouse on the cover of our book. Where are the rabbit's tall ears? The rabbit's name is Lily. Do you see the mouse's tail? Where is the tail? The mouse's name is Milo. We can pretend they are children. What does it look like Lily and Milo are doing?"*
- *Church book: "I see a child and a teddy bear. What is the child doing? What does the teddy bear have on its arm?"*

Say the name of the book as you point to the words in the book's title.]

ACT: [*Read the book with enthusiasm. Use your own words to describe pictures. Point to (or invite the toddler to point to) pictures that you describe (or invite the toddler to talk about).*

Respond to the toddler's comments or pointing. Emphasize parts of the story that seem to be of particular interest to the toddler.

Encourage the child to compare some clothing items shown in the book pictures. Examples:

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Exploring Objects *(continued)*

Option 1 continued

- *Louise and Sinclair book: Invite the toddler to say the color of Oliver West's pants (red) and underpants (blue). Talk about how the underpants will be "undercover" after Oliver puts on his pants (the pants will cover up the underpants; the underpants will be under the pants; we cannot see something that is undercover).*
- *Oud book: Invite the toddler to point to and describe Lily's different clothing options, such as panties (stripes, flowers, green); undershirt (stripes, blue, and flowers); socks (green, pink, striped); dress (flowers, dots, checks); shoes (blue, red, orange); and coat (flowers, pink, white).*
- *Church book: "Let's look at the cover of our book. Where are the socks? Are the socks the same or different?" "Where is the blue shirt before the child puts it on?" "Where are the pants before the child puts them on?"*

Invite the toddler to talk about how clothes help us get ready to play outside. Examples:

- *Louise and Sinclair book: "Oliver West's mom says Oliver cannot play outside in his pajamas. When do people usually wear pajamas?"*
- *Oud book: "What does Lily put on so her tummy gets warm?" (undershirt) "What does Lily put on so her feet get warm?" (socks) "What else does Lily put on so she is warm outside?" (coat)*
- *Church book: "The child in our story puts on his socks and shoes before he goes outside to play. What was the last thing he put on, his socks or his shoes?"*

Use selected book pictures to talk with the toddler about an interesting theme in the story. Examples:

- *Louise and Sinclair book: "Oliver does not want to get dressed. What is Oliver doing when his mother says 'time to get dressed'?" (hiding face and saying "nooo!"; hiding under bed).*
- *Oud book: "What is Milo doing while Lily is putting on her clothes?" (taking off his clothes!) "Are Milo and Lily doing the same thing or different things?" "Milo is being silly! He cannot go out to play without wearing clothes. What do you think Milo will do next?"*
- *Church book: "What is the little dog doing while the child gets dressed?" (holds clothes in mouth, like the blue shirt; has clothes over its head, like the dancing pants; looks at child, runs after child to play)*]

RECAP: The words in our book told us about the clothes worn by a child. The pictures showed us what the clothes looked like. What clothes do you think were the hardest to put on? Why?

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Exploring Objects *(continued)*

Option 1 continued

What to Look For—Option 1

Learning and saying the names of clothes is an enjoyable activity for most toddlers. This is an age (24–36 months) when toddlers generally welcome the cognitive challenge of looking at and comparing details of things, such as the clothing items. Give the toddler time to think about the questions suggested in this activity plan, including questions related to a story theme. Your pauses can be appropriately supportive. Remember to tune into and work with the toddler's responses to the learning opportunities offered in this activity plan, which are more advanced than the "getting dressed" activity options offered for children 12–24 months of age (Block 9, Cognitive).

Toddlers usually enjoy one-to-one time with an attentive adult and may want to look at some book pictures again.

More Scaffolding Tips—Option 1

Extra support ■ Expand the toddler's naming of a clothing item by asking about or naming the body part the clothing item goes on. ■ Invite the toddler to talk about personal experiences with a clothing item featured in the story, such as pants of a similar color or a time when socks made his/her feet feel warm. ■ If the toddler seems uncertain about how to respond to the Recap question about a clothing item(s) that is hardest to put on, offer two items for comparison. Example: "Is it harder to put on socks or a shirt?"

Enrichment ■ Approach parts of the story as a guessing or anticipation activity by asking the toddler what clothing item the story character will put on next. ■ Invite the toddler to pretend he/she is putting on an imaginary shirt, such as putting arms through the sleeves and putting his/her head through the hole at the top.

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BLOCK 9

Exploring Objects *(continued)*

Cognitive

24–36 Months

Option 2
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers use puzzle pieces of different clothing to "dress" an image of a teddy bear.

Key Concepts
Clothes

Dress

Materials Needed
Wooden Dress-Up Puzzle Box

Solid colored place mats—1 per toddler and caregiver

Also Promotes
Physical/Health

Communication/Language

Optional Reading
Jesse Bear, What Will You Wear? by Nancy White Carlstrom

Froggy Gets Dressed by Jonathan London

Let's Get Dressed by Caroline Jayne Church

Getting Dressed with Lily and Milo by Pauline Oud

Revised: 6/30/2023

Be Prepared: Prepare a space for three toddlers to explore the puzzle with you. Place four place mats or sheets of paper on the table (one for each toddler, one for you). Use the outline on the puzzle cover to draw an outline of the bear on each placemat. Place a puzzle bear head at the top of each outline. Near the edge of each placemat, arrange several puzzle pieces, including several clothing items so each toddler may create a complete figure. Include a shirt puzzle piece at your placemat to use as a demonstration. Put aside the puzzle cover.

Invite several toddlers to join you at a low table to play with a dress-up puzzle. Talk with the toddlers about different items of clothing, such as socks, shoes, and shirts. Remind toddlers that every day we put on clothes. You may wish to show and talk about selected pictures of clothing included in one of the books listed in Optional Reading.

Invite the toddlers to dress the bears in front of them. Example: "Our puzzle bears want to play today. First, the bears need to get dressed!" Point to several of the puzzle clothing pieces and invite toddlers to "dress" their bears. Examples: "This puzzle piece looks like a shirt. Do you see a shirt for your bear? Let's put shirts on our bears." "What other clothes can we find for our bears?"

Emphasize the names of familiar clothing, such as socks, shoes, and pants. Repeat and extend what toddlers say about puzzle pieces or their own clothing. Describe each toddler's efforts to "dress" their bear. Example: "Jordan put pants on his bear! What will you put on your bear next?" Encourage toddlers to continue until their bear is dressed.

What to Look For—Option 2

Toddlers will likely vary in their approach to this activity. Some may look closely at each puzzle piece before attempting to "dress" the bear. Others may put puzzle pieces on their bear after a brief look at the puzzle piece. Some toddlers may need additional guidance to place the puzzle pieces in the bear outline. Example: "Imani is holding a shirt puzzle piece. Do you want to put the shirt on your bear, Imani?" Move around the table to engage toddlers in conversation. Acknowledge each type of participation.

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Exploring Objects *(continued)*

Option 2 continued

More Scaffolding Tips—Option 2

Extra support ■ Offer gentle prompts to toddlers who are unsure where to place their puzzle pieces. Example: "You are holding a puzzle piece with pants, Maria. The pants can go on your bear's legs. Where are your bear's legs?" ■ Toddlers who do not wish to place their puzzle pieces in the bear outline may enjoy talking about the items of clothing on their pieces. Example: "Josiah is looking at the shoes. Do you see any more shoes for the bears?" ■ Offer the names of items that may be unfamiliar to toddlers, such as overalls and scarf.

Enrichment ■ Talk with toddlers about clothing that may be needed for certain types of weather, such as raincoat, sun hat, or mittens. ■ Find puzzle pieces for both boots and shoes and talk with a toddler about the difference. ■ Talk with toddlers about the clothing they are wearing. Encourage toddlers to find a puzzle piece that looks similar to something he/she is wearing. ■ Toddlers may work quickly to complete a figure and may enjoy making a new figure. Also, you might wish to provide other types of puzzles on a nearby table for toddlers to use after working on the bear puzzle.

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BLOCK 9

Exploring Objects *(continued)*

Cognitive

24–36 Months

Option 3
One-to-One

Skill and Goal
Object inquiry skills

A toddler strengthens his/her skills in naming items of clothing while dressing a teddy bear.

Key Concepts
Clothes

Materials Needed
Teddy bear

Assorted infant clothes in a diaper bag or tote

Also Promotes
Physical/Health

Communication/Language

Invite a toddler to join you in dressing the teddy bear. Invite the toddler to remove clothes from the diaper bag (or tote). Encourage the toddler to name and describe each item as he/she removes it. Acknowledge and expand upon the toddler's response. Example: "You said sock. Our bear has two feet. Each foot needs a sock. Let's find another sock for our bear."

Invite the toddler to put clothing items of interest on the bear. Provide guidance and assistance where needed, after providing sufficient time for the toddler to act independently. Describe the toddler's actions, especially the clothing items and the body part the item goes on. Example: "Socks go on feet." Talk with the toddler about clothes that he/she opts to not put on the bear.

Engage the toddler in conversations about the clothing and dressing process with questions that invite more than a yes or no response. Examples: "You picked out two shirts. Which shirt would you like your bear to wear today?" "You have two white socks for your bear. You are wearing two socks on your feet! Where do the socks go on your bear?"

What to Look For—Option 3

Some toddlers will enjoy putting the clothing on the bear, whereas others may prefer to examine and talk about the clothing. Most toddlers at this age are developing the skills to put some clothing on independently. Toddlers' ability to put clothing on a toy bear will vary. Some may be able to put clothing items on the bear independently, and others may need guidance with each item. Pursue conversation with the toddler that seems to match his/her interests: the names of clothing items, how they differ, where they go, and how they are put on.

More Scaffolding Tips—Option 3

Extra support ■ Offer specific guidance and maybe a demonstration of how clothing items go on the bear, if appropriate. Example: "You are putting the shirt over your bear's head. A shirt has sleeves for the bear's arms to go through. Would you like me to help you put your bear's arms through the sleeves?" ■ Affirm each toddler's level of participation. Examples: "You found the other sock, Ayla!" "You put clothes on your bear. Your bear is all dressed! You chose a shirt, pants, and socks for your bear to wear!"

Enrichment ■ Connect the clothing items to clothing the toddler is wearing. Example: "You are wearing blue pants. Let's see if we can find blue pants in our bag!" ■ Invite the toddler to remove the clothes from the bear (naming each one) and put each in the bag/tote.

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Exploring Objects *(continued)*

Interest Area

Materials Needed: teddy bears and dolls in infant clothes; assortment of dress-up shoes; Wooden Dress-Up Puzzle Box; and several books about getting dressed, such as *Froggy Gets Dressed* by Jonathan London, *Getting Dressed with Lily and Milo* by Pauline Oud, *Jesse Bear, What Will You Wear?* by Nancy White Carlstrom, and, if available, *Let's Get Dressed* by Caroline Jayne Church

Dress teddy bears and dolls in infant clothes and arrange them in the housekeeping area. Add an assortment of dress-up shoes toddlers can wear in the room. Display books about getting dressed. Put out the Wooden Dress-Up Puzzle Box (Option 2).

Revised: 6/30/2023

Family Child Care

Materials Needed: markers, glue, craft materials, figures, *Froggy Gets Dressed* by Jonathan London

Provide an alternative, separate activity for preschool-age or older children. Older children may enjoy using markers, glue, and craft materials to add clothes to figures you provide. A mixed-age group of children will enjoy hearing you read *Froggy Gets Dressed* and laughing at the fun nonsense words included with descriptions of winter wear. Older children will enjoy the humor in Froggy's mistakes. Consider using a funny voice for Froggy's mom, especially when she says "Frogs are supposed to sleep in winter."

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BLOCK 9

Focusing and Remembering

Self-Regulation

24–36 Months

Option 1
Informal Gathering

Skill and Goal
Executive function
Toddlers observe a game of freeze.

Key Concepts
Listen
Freeze

Materials Needed
Music
Music player

Also Promotes
Cognitive
Physical/Health

Be Prepared: Arrange for an adult to help you with the activity.

BEGIN: [*Invite several toddlers to watch a fun game.*]

We are going to learn about a new game! Our game is called the *Freeze Game*.

ASK: What do you think it means to freeze?

[*Pause for toddlers to respond. Positively acknowledge their responses.*]

EXPLAIN: We can freeze our body by stopping what we are doing and holding our body still. Please watch me freeze my body.

[*Demonstrate moving and then freezing your body in a still position. You may wish to be silly. This should be a fun activity!*]

We are going to use music to play our game! I am going to dance when I hear the music. I am going to freeze when the music stops! I will listen carefully to the music so I know whether to dance or to hold my body still.

ACT: [*Play music as you move around in dance-like motions for several seconds. Have another adult stop the music as you freeze in place.*]

I had fun dancing! What did I do when the music stopped?

[*Pause for toddlers to respond. Repeat and expand their comments. Emphasize the word freeze.*]

I am going to play the game again! Watch what I do when the music plays and when the music stops!

[*Move with enthusiasm to show you are having fun with the game! Remember, toddlers do not care how you look when you dance. They will simply enjoy the time with you!*]

RECAP: We learned about a new game today! You watched me dance when the music was playing. What did I do when the music stopped? (froze, stood still) I listened closely to the music to know when to dance and when to freeze. This is a fun game!

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Focusing and Remembering *(continued)*

24–36 Months

Option 2
Informal Gathering

Skill and Goal
Executive function

Toddlers participate in a game of freeze with caregiver guidance.

Key Concepts
Watch
Listen
Freeze

Materials Needed
Music
Music player

Also Promotes
Cognitive
Physical/Health

Be Prepared: Arrange for an adult to help you with the activity.

Invite several toddlers to play a game called the *Freeze Game*. Demonstrate what it means to freeze your body. Invite toddlers to watch you demonstrate how the game is played. Example: "I am going to dance when the music is playing. Listen for the music and watch what I do when the music stops!" Have another adult manage the music. Dancing enthusiastically and freezing in a silly pose will increase the toddlers' interest in the activity!

After demonstrating how the game works, invite toddlers to join you in the *Freeze Game*. Example: "Now I am going to play the music again, and you can dance with me! We need to listen carefully! What do we do when the music stops?"

Play the music and encourage toddlers to dance with you. Remind toddlers to be careful to not bump into each other. Offer verbal prompts. Example: "We can hear the music. It is time for us to dance." "Our music has stopped. That means it is time for us to freeze our bodies."

Freeze in an exaggerated position when the music stops and encourage toddlers to do the same. Draw attention to what you are doing.

Continue to play the game for several minutes while toddlers are engaged and enjoying the activity.

Acknowledge toddlers' efforts to listen to the music and remember what to do. Example: "We listened carefully to the music, and we remembered to stop moving our bodies when the music stopped! This is a fun game to play together!"

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Focusing and Remembering *(continued)*

24–36 Months

Option 3
Informal Gathering

Skill and Goal
Executive function

Toddlers participate in a game of freeze with minimal caregiver guidance.

Key Concepts
Listen
Freeze
Remember

Materials Needed
Music
Music player

Also Promotes
Cognitive
Physical/Health

Invite several toddlers to play the *Freeze Game*. Demonstrate how the game works. Example: "We dance when the music plays. We freeze our bodies when the music stops. How do we freeze our bodies?" You may wish to invite toddlers to practice shifting from moving their bodies to freezing their bodies. Emphasize the importance of listening carefully to the music and remembering what to do.

Play the music and encourage toddlers to dance any way they wish without bumping into each other. This option is an opportunity for toddlers to engage in the *Freeze Game* with minimal guidance from you. But do not hesitate to offer verbal support if it appears toddlers need a reminder of what to do.

Continue the game for several minutes or until toddlers lose interest. Conclude the activity by reminding toddlers that we worked hard to listen carefully and remember what to do with our bodies. We had fun!

What to Look For—Options 1–3

This simple game involves important aspects of self-regulation: paying attention to whether music is playing, remembering what to do, and holding one's body in a still position. Watch toddlers' approaches to each of these tasks and offer verbal support or demonstrations as needed. This is one reason it is helpful to have another adult help with the activity.

It is helpful to keep the activity lighthearted, but not so lighthearted that toddlers do not try to participate in intended ways. Give more attention to freezing than to dancing because the "holding still" element of the activity is more challenging and likely to need the most practice. In addition to showing a freeze position, point out toddlers' freeze positions. Example: "Look at Ava's freeze position! She remembered to freeze when the music stopped. Let's all practice making a freeze position!" Practice in making a freeze position is most helpful when toddlers transition from body movements (versus a standing position) to holding their body still. Anticipate that freezing one's body will be very challenging for some toddlers and positively acknowledge their efforts.

More Scaffolding Tips—Options 1–3

Extra support ■ Demonstrate a more typical (rather than silly) freeze position if you anticipate a humorous position will distract toddlers from understanding the game. ■ If you expect toddlers may bump into each other while dancing, use carpet squares or defined spaces for each child. ■ Use slow music if faster music is likely to lead to too much excitement. ■ If moving and then freezing are particularly challenging for some toddlers in Option 2, encourage a toddler to move a part of his/her body (such as moving an arm in

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Focusing and Remembering *(continued)*

Option 3 continued

circles) and then freeze it when you gently say "freeze." Then practice moving and freezing the same part of the body to music that stops.

Enrichment ■ Provide contrasting music tempos for toddlers to dance to. Play fast and then slow music and encourage toddlers to follow the tempo as they dance. ■ Play the music for shorter periods of time between freezing.

Interest Area

Materials Needed: music, music player, space for several toddlers to move freely

Invite several toddlers to play the *Freeze Game*. Encourage toddlers to take turns dancing and being in charge of turning the music on and off. Participate enthusiastically with toddlers as they play the game.

Family Child Care

Materials Needed: music, music player, space for children to move freely

Children of all ages will enjoy the *Freeze Game*. Older children can offer examples for toddlers to imitate. Babies and younger toddlers will enjoy watching children dance as the music plays and freeze when the music stops. Invite older toddlers and children to take turns being in charge of turning the music on and off.

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BLOCK 9

Interacting with Others

Social-Emotional

24–36 Months

Option 1
One-to-One

Skill and Goal
Social interaction skills

A toddler participates in a book sharing that focuses on how children in the illustrations are different and the same.

Key Concepts
Children
Same
Different

Materials Needed
All Kinds of People by Shelley Rotner & Sheila M. Kelly

Also Promotes
Communication/Language

Revised: 12/1/2025

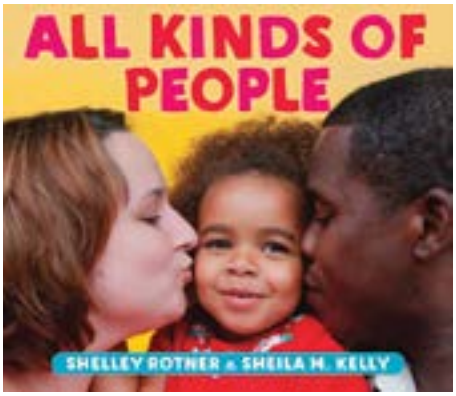
BEGIN: [*Invite a toddler to read a book with you.*]

Our book has many pictures of children. The children shown in our book live with their families in many different parts of our world. The world is a very big place.

Some of the children in our book are different than children in our room or other children we know. The children in our book are also the same. One of the ways they are the same is that they are all children. I think you will like this book.

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

Let's look at the child in this picture. She is with her family.



ASK: The girl on the cover of our book is smiling.

- Why do you think she is smiling? (maybe because her parents are kissing her)
- I wonder if you do the same thing when a parent kisses you. Do you think you smile sometimes when a parent kisses you?

ACT: [*Continue to look at and talk with the toddler about book illustrations. You may wish to read the text or use your own words to describe pictures.*

Emphasize ways in which children are the same or different in physical characteristics and their actions. Examples: "The boys in this picture are doing the same thing. They are smiling at each other! I think both boys in this picture are happy." "Please look at the girls in this picture. Their hair is different. This girl has brown hair. This girl has black hair. The girls are doing the same thing. They are reading a book together."

Repeat and expand the toddler's words. Example: "Yes, these boys are playing in the water. I think they are having fun together."

Encourage the toddler to connect himself/herself to children shown in the book. Example: "This girl is laughing. You like to laugh, too."]

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Interacting with Others *(continued)*

Option 1 continued

RECAP: Our book had lots of pictures of children who live in different parts of the world. Some of the children looked different than children in our room or other children in the book. Many of the children were doing the same thing, like smiling or looking at a book. We talked about the ways you are the same as the children shown in our book. We enjoyed looking at all the pictures. What was your favorite picture?

What to Look For—Option 1

Toddlers are beginning to learn about self and others. This is also the age (two years) when children begin to notice gender (male/female) and physical differences. This book encourages toddlers to consider ways in which children are the same and different. Approach the book sharing in relation to the toddler's interest in looking at the pictures. Some toddlers may notice differences and some may not. Look carefully at what the toddler notices on a page. The one-to-one context of this activity provides strong opportunities for you to tailor the book sharing to a toddler's interests.

The opening segment suggests some basic information to share with the toddler about the world. Cognitively, toddlers are not able to develop a concrete understanding of the world, although they may have lived in different parts of the world or have family members who visit or stay for lengthy periods of time in another part of the world.

More Scaffolding Tips—Option 1

Extra support ■ Point to specific aspects of pictures when you describe them. Many of the pictures in this book offer images that are novel for most toddlers.

Enrichment ■ Use the toddler's response to the suggested final question (What was your favorite picture?) to return to the page with the picture and look more closely at picture details. Talking with the toddler about some specific features of the pictured child(ren) (or other parts of the picture) may enhance the toddler's understanding of same and different.

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BLOCK 9

Interacting with Others *(continued)*

Social-Emotional

24–36 Months

Option 2
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers participate in a book sharing with a follow-up opportunity to use a handheld mirror to see ways their face is special.

Key Concepts
Same

Different

Materials Needed
All Kinds of People by Shelley Rotner & Sheila M. Kelly

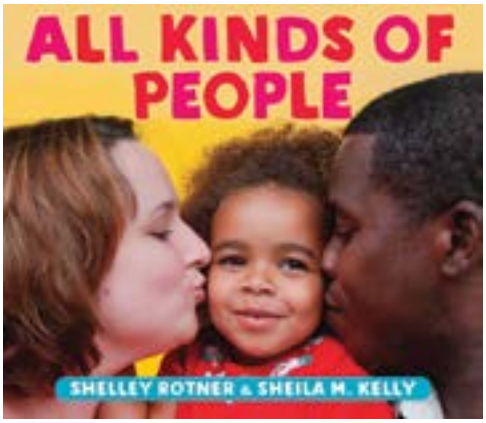
Small handheld mirrors—1 per toddler (see Be Prepared)

Also Promotes
Communication/Language

Cognitive

Revised: 12/1/2025

Be Prepared: Make sure the handheld mirrors are safe for child use.



Invite several toddlers to read the book with you. Talk with toddlers about how specific sets of children shown in the book are the same and different, such as gender (male/female), hair color, clothing, smiles.

Explain that each of our faces is special. We can use mirrors to look at our face and think about what is special about our face. Give each toddler a mirror and invite all toddlers to look at their face in the mirror. Offer guidance on what to look at. Examples: "All of us have eyes. Let's look at our eyes in our mirrors. How are our eyes special? Do we all have the same color of eyes?" Encourage toddlers to use their mirrors to look closely at other ways our faces are different or special, such as our mouth, teeth, and nose. Support toddlers' comments about what they see.

What to Look For—Option 2

An important step in developing a positive identity is to appreciate how we are special as well as similar to (or the same as) others. Looking at our facial features can be a useful contribution to this process. Toddlers generally enjoy the experience of holding a mirror and looking at their reflection. Some may look closely at their features, such as eye color. Some may enjoy making silly faces. Encourage toddlers to explore their reflections in their own ways. Example: "Jamar is sticking his tongue out. He is making a silly face! Do you think all of our silly faces are the same, or are they different? How are they the same (or different)?"

More Scaffolding Tips—Option 2

Extra support ■ For some toddlers, the mirrors may be a novel item that contributes to the excitement. Encourage toddlers to use the mirrors in the ways you request. ■ Use of a mirror requires eye-hand coordination and spatial skills, including the distance the mirror is held from the face. You may wish to offer a demonstration of how to manage the mirror. Also, sit next to a toddler who seems to have difficulty focusing the mirror on his/her face so you can provide verbal support and, if necessary, hands-on assistance.

Enrichment ■ At the conclusion of using mirrors, ask toddlers to say one thing that is special about their face.

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BLOCK 9

Interacting with Others *(continued)*

Social-Emotional

24–36 Months

Option 3
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers participate in a book sharing with a follow-up opportunity to draw a picture of their face for a book featuring children in their room.

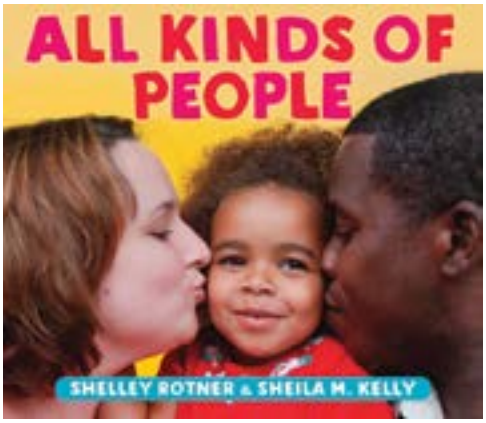
Key Concepts
Same
Different
Face

Materials Needed
All Kinds of People by Shelley Rotner & Sheila M. Kelly
Drawing paper
Crayons or markers
Sheets of paper—1 per toddler
Materials for assembling pages (see Be Prepared)

Also Promotes
Communication/Language
Physical/Health

Be Prepared: Secure materials for assembling pages of children's drawings into a book. You may wish to prepare part of the cover in advance of the session and display it to toddlers when you invite them to draw a picture of their face. Tailor the book title to your room, such as *Awesome Children in the Green Room*, or *The Smiling Faces of the Green Room*.

Invite several toddlers to join you in looking at pictures in the *All Kinds of People* book. Talk with toddlers about how children shown in the book are different from one another and also the same. See Option 2 plan for suggestions.



After the book sharing, explain that we can make a book of children in our room. Invite toddlers to create a self-portrait. Give each toddler a piece of drawing paper and provide drawing tools. Encourage toddlers to draw a picture of their face when they are smiling or excited about something. You may wish to provide reminders of characteristics of a face—eyes, nose, mouth—but avoid telling children what to draw.

Encourage self-expression in the drawing segment of the activity. Invite toddlers to talk about what they are drawing. Example: "You are making circles on your paper. What are you drawing?"

After interested toddlers have drawn a picture of self, create a book that can be placed in the book area for toddlers and families to enjoy.

What to Look For—Option 3

Toddlers may make marks on their paper that represent their ideas of a self-portrait, or they may simply enjoy the experience of drawing without an obvious plan for making a picture of self. At this age, some toddlers are beginning to make marks that represent people or things, whereas others are learning how to make different types of marks on paper. Toddlers are not expected to draw recognizable faces, although in their view a set of markings may represent a face or features of a face. Compiling the drawings into a book helps to create a sense of belonging and community in your room.

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Interacting with Others *(continued)*

Option 3 continued

More Scaffolding Tips—Option 3

Extra support ■ If you have a display of pictures of children in your room, encourage toddlers to look at the photos and talk about how faces are similar and different. ■ Encourage toddlers to share the drawing materials. Example: "Nolan, I can see that Amanda is not done with the blue crayon yet. You may use your words to ask her if you can have a turn when she's done."

Enrichment ■ When toddlers are finished with their drawings, ask each child if he/she would like you to write something about the picture on the front or back of the paper. Example: This is Sammy thinking about his favorite toy. ■ Leave parts of the book cover undeveloped in advance of the activity so toddlers can help decorate the cover. Toddlers also may enjoy helping with age-appropriate tasks, such as choosing a ribbon to bind the pages.

Interest Area

Materials Needed: small handheld mirrors—1 per toddler, several books with pictures of children, drawing paper, crayons

Arrange the items on a low table. Invite toddlers to explore the books and their reflection in the mirror. Encourage toddlers to draw a picture of what their face (or a part of their face, such as eyes) looks like in the mirror or a picture of a friend.

Family Child Care

Materials Needed: drawing paper, crayons or markers, book-making supplies

Children of all ages love to look at photos of themselves and each other. Adapt Option 3 for each age group in your setting. Older children may wish to write their own name on their paper. 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 independently or with peers at the book of drawings of children in your setting.

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BLOCK 9

Using Our Hands

Physical/ Health

24–36 Months

Option 1
Informal Gathering

Skill and Goal
Fine motor development

Toddlers wash toy dishes in the sensory table.

Key Concepts
Hold

Turn

Wash

Materials Needed
Water smock—1 per toddler

Toy dishes (see Be Prepared)

Small brushes or dishcloths—1 per toddler

Tear-free shampoo

Sensory table

Basket

Also Promotes
Cognitive

Social-Emotional

Communication/Language

Be Prepared: Gather toddler-size toy plates, cups, and bowls. Place all materials in the basket, including the bottle of shampoo and dishcloths or child-size brushes or small vegetable brushes. Put about three inches of warm water in the sensory table. Set the basket of materials on a low surface close to the sensory table. Toddlers will select dishes from the basket, place dishes into the water, help create bubbles, and wash dishes.

BEGIN: [*Sit or kneel at the sensory table and help four toddlers put on water smocks. Limit the activity to four toddlers at one time to prevent crowding. Toddlers will be active participants in getting the activity ready.*]

EXPLAIN: Today we can wash our dishes from our house area. We are going to keep the water in the sensory table. You may use a dishcloth or a little brush or your hands for washing dishes.

[*Offer each toddler a dishcloth or brush.*]

Let's get dishes from the basket and put them in the water.

[*Invite two toddlers at a time to choose dishes.*]

You may get one dish for each hand.

[*Pause so toddlers may offer comments. Example: a toddler may notice a cup and bowl are the same color.*

Describe toddlers' actions. Example: "Jasmine, you found two dishes that are the same color. Your dishes are red. I see Gabriel putting cups in the water."]

ASK: Now our dishes are in the water.

- Do you think I forgot something important?
- Is there anything else we need for washing dishes?

[*Wait for toddlers to respond. If the toddlers do not think of bubbles or soap, ask "Should we add some soap to the water?"*]

ACT: [*Show the toddlers the bottle of shampoo. Squeeze a small amount of tear-free shampoo into the water in front of each toddler and encourage toddlers to move their hands in the water. Demonstrate an action to create bubbles. Example: "To make bubbles, we move the water and soap quickly back and forth."*]

Let's all make bubbles with little quick movements. If we move our hands too much, the water will splash out!

[*Pause for toddlers to talk about the bubbles or dishes.*

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Using Our Hands *(continued)*

Option 1 continued

Some toddlers may benefit from a demonstration of the difference between a swish movement and movement that creates a splash.]

EXPLAIN: [*Display a washcloth or a small brush.*]

You may wash our dishes with your hands or with a washcloth or brush. I will stay here to talk with you.

[*Initiate conversations about what is interesting to each toddler. Draw attention to colors reflected in the bubbles. Talk about how the items feel in the water. How do the bubbles smell?*]

ACT: [*Describe toddlers' actions, emphasizing action words, such as hold, turn, and wash. There may be opportunities to use the words "under," "on," and/or "around." Repeat and extend toddlers' comments. Example: If a toddler says "I big," assume it is related to the activity and respond with a comment, such as "Yes, you are getting big. Today you are a big dish-washing helper!"*]

RECAP: Our hands worked hard today washing our dishes. We put the dishes in water and added soap (shampoo). We made bubbles by moving the soap and our water around with our hands.

What to Look For—Option 1

Fine motor control is strengthened when toddlers grasp, turn, rotate, and release dishes in this activity. Picking up a cup by the handle and handling a bowl require different hand movements that foster agility. Look for opportunities to talk about toddlers' actions so they can strengthen their awareness of what they are doing with their hands and connect words to their actions.

It is important to use toddler-size dishes because they are the appropriate size and weight for toddlers to handle. Some toddlers may wish to add different play materials to the water, but keep in mind that too many toys in the water may interfere with the goal of fine motor development.

Striving for independence is part of being a toddler! This activity gives toddlers some choices and an opportunity to help. Having only the water in the sensory table is an intentional strategy for offering opportunities for toddlers to be active participants in activity preparations. Toddlers will be active in an understandable four-step process: (1) get smock, (2) select dishes, (3) make bubbles, and (4) wash dishes.

Look for opportunities to promote relationship skills by facilitating turn-taking, sharing, and peer interactions. Toddlers sometimes need an adult to interpret the behavior or words of another child. Example: "Gabriel wants to stand near you. He is not taking your dishes. Gabriel is saying he wants to play with you."

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Using Our Hands *(continued)*

Option 1 continued

More Scaffolding Tips—Option 1

Extra support ■ Hold a plate or bowl as a toddler brushes it with bubbles and water. ■ Demonstrate how to wash a dish. ■ If splashing occurs, promptly move to the toddler(s) who is making the splashes, ask the toddler to put his/her hands to his side (out of the water), and demonstrate how to wash the dishes.

Enrichment ■ Add pouring to the activity. At the beginning of the activity, invite toddlers to help you pour water into the sensory table. Pour water from a pitcher into a small container for each toddler. Support pouring by watching and assisting when necessary. Pouring water can promote fine motor skills and impulse control. ■ An activity for another day can be washing animals, dolls, or vehicles. Kitchen sponges cut in half are a good size for toddlers to use in the sensory table. Check your center's regulations regarding sponges.

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BLOCK 9

Using Our Hands *(continued)*

Physical/ Health

24–36 Months

Option 2
One-to-One

Skill and Goal
Fine motor development

A toddler plays with items in a tub with dry material, with opportunities to use a scoop to transfer the dry material from one container to another.

Key Concepts
Touch
Move
Scoop
Full
Empty
More

Materials Needed
1 tub (see Be Prepared)
1 ice cube tray (empty)
2 small bowls
1 larger bowl
2 scoops (see Be Prepared)
1 measuring tablespoon
Dry sensory material (see Be Prepared)

Also Promotes
Cognitive
Communication/Language

Be Prepared: A tub approximately 15 x 24 inches works well for this activity. Gather two scoops of different sizes, such as one-quarter cup and one-half cup. Secure six to eight cups of a dry sensory material that is consistent with your center's policies. The activity described below uses sand.

Place the prepared tub into an empty sensory table or another area on a low surface or on the floor. Invite a toddler to play with materials in the tub. Sit at child's eye level near the toddler.

Encourage the toddler to play with the materials as he/she wishes, keeping the items and sand in the tub. Describe the toddler's actions. Use fine motor action words, such as touching the sand, and say the names of items manipulated by the toddler, such as scoop, spoon, and bowl. The toddler may be interested in hiding small items in the sand.

After an initial period of open-ended play with the materials, encourage the toddler to move some of the sand into a container of the toddler's choice using a scoop, spoon, or his/her hands. If necessary, point to and say the names of container options: bowl (small or larger) and ice cube tray.

Describe the toddler's efforts to move some sand. Example: "Isaac, you used a scoop to put sand in a big bowl. Now you are using a spoon to move sand from the big bowl to a smaller bowl." Gestures and pointing can help clarify some word meaning.

Also offer comments that emphasize quantity, such as full, empty, and more. Talk about the size of the scoops and describe what is happening as sand is moved from one container to another, or perhaps to a small pile of sand in the tub.

Encourage toddlers to talk about their actions. Example: "Your little bowls and container are full." Pause. "What are you doing with your bowls?" Wait for toddler to respond. Toddler says "Ah soup." Caregiver responds "Soup! You are putting soup in the bowls."

What to Look For—Option 2

Sensory play stimulates a toddler's sense of touch, hearing, vision, and smell. Manipulating dry sensory material involves slightly different movements than playing with water. In addition to promoting fine motor actions, this activity can promote a toddler's exploration of weight. Example: lifting an empty bowl versus lifting a bowl filled with sand.

Some toddlers may use both their hands and a scoop to move sand from one container to another. Toddlers may use the toys with either hand. Length of participation is likely to vary across toddlers. Some may transfer sand to

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Using Our Hands *(continued)*

Option 2 continued

smaller containers and move to a different activity. In contrast, a toddler may spend considerable time using the spoon to put sand in the empty ice tray holes.

Avoid adding too many materials to the texture tubs. Space is needed for manipulating, scooping, and transferring materials.

More Scaffolding Tips—Option 2

Extra support ■ If a toddler tastes sand, calmly help him/her remove the sand. Offer one simple statement, such as "Sand is not for eating." Allow the toddler to continue the activity.

Enrichment ■ Show a toddler how to use his/her hand to pack sand into a bowl. Fill the bowl and pat it flat with one open hand. ■ Prepare a second tub with similar items for two toddlers to work alongside each other.

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BLOCK 9

Using Our Hands *(continued)*

Physical/ Health

24–36 Months

Option 3
Informal Gathering

Skill and Goal
Fine motor development

Toddlers pour water in a sensory table with pitchers and other containers.

Key Concepts
Filling

Full

Pour

Materials Needed
Water smocks—1 per toddler

Nonbreakable 4-ounce pitchers—1 per toddler

8 1-quart containers (see Be Prepared)

2 water wheels

Also Promotes
Cognitive

Optional Reading
Rain by Carol Thompson

Rain, Rain Go Away by Caroline Jayne Church

Be Prepared: Make about six holes in the bottom of four of the eight one-quart containers. The containers with holes are called "rain pots" in the activity description. Clear plastic bottles are a good option for the four containers that do not have holes. Put several inches of warm water into the sensory table. Get towels and other items for water cleanup before you begin the activity so you do not need to leave the activity.

Invite 3–4 toddlers to play with some special things at the water table. Help toddlers put on water smocks. Remind toddlers that water stays in our table.

Introduce materials in the following suggested order:

- Display and say the name of a small pitcher. Put some water in the pitcher by dipping it into the water.
- With one hand, pour water from the pitcher into a rain pot that you hold with your other hand. Hold the rain pot up from the water so toddlers can easily see what happens. Ask what is happening.
- Put more water in your pitcher. With one hand, pour water into a clear container (not a rain pot). Ask toddlers what happened to the water.

Invite toddlers to play with the materials. Talk with toddlers about their actions in pouring water. Examples: "You are filling your bottle with water. I see water is near the top. Now it is full!"

Encourage toddlers to explore adding water with the rain pot and a clear container. Draw attention to the holes in the rain pots. Emphasize how the holes allow the water to move out of the container.

Often toddlers enjoy repeating words or chanting. One possibility for this activity: "It's raining and pouring."

What to Look For—Option 3

Toddlers are likely to be captivated by the activity and eager to express their ideas and questions. It is a great opportunity to listen to toddlers and interact with them.

Toddlers may need assistance learning how to lift the rain pot so the water stays in the sensory table. Coordinated eye-hand action is necessary to pour water from the pitcher into a container. Also, toddlers may need assistance learning how to lift the rain pot so the water runs out and stays in the sensory table. Offer some verbal support. Example: "Put your tummy next to the sensory table. Hold your arms in front of your body." Some toddlers may discover that a pitcher is not necessary for putting water into a container by simply dipping a container into the water.

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Using Our Hands *(continued)*

Option 3 continued

More Scaffolding Tips—Option 3

Extra support ■ The small pitcher is likely to encourage pouring water with one hand, but encourage a toddler to use both hands if one hand appears too challenging.

Enrichment ■ Include a water wheel. Demonstrate pouring water at the top of the wheel and draw attention to how the water turns the wheels. Facilitate toddlers' turn-taking with the water wheel. ■ Add a few drops of water coloring or tear-free shampoo to the water.

Interest Area

Materials Needed: sensory table with water, various sizes of cups and bowls, serving spoons with and without holes, funnels, small watering can, food coloring, artificial flowers, sensory table with dry sensory material

Set up a sensory table with water cups, bowls, spoons, funnels, and small watering cans for toddlers to explore. Add artificial flowers and plants or a few drops of food coloring to add more interest. Invite toddlers to fill the watering cans and pour the water out of the spout. Encourage toddlers to pour water through the spoons with holes and through the funnels to fill the cups and bowls. On another day, set up a sensory table with a dry sensory material. Invite toddlers to fill the cups and bowls with the material using the different types of spoons and funnels.

Family Child Care

Materials Needed: soft malleable toys, rattles, sensory bins, water, dry sensory material, tubes, glue, egg cartons, paint

Provide fine motor and sensory experiences for infants by offering soft, malleable toys as well as rattles. Talk with children about how play materials feel. The use of senses enhances exploration and learning. Set up sensory bins for preschool-age children. Dishtubs with a few toys and water (or a dry sensory material) make a good individual activity for an older child. Preschool-age and older children will enjoy the addition of tubes with different-sized openings to pour materials through. Older toddlers and preschool-age children will enjoy using glue and textured material for collages. Provide egg cartons and washable paint. Encourage children to apply paint inside each of the 12 openings.

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