BLOCK 1 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Sounds

Option 1 (IG) Toddlers participate in a shared book reading focused on sounds made by different zoo animals.

Option 2 (IG) Toddlers participate in a shared book reading and song about zoo animals.

Option 3 (IG) Toddlers participate in a shared book reading about sounds made by different zoo animals, and in follow-up play with blocks that can be used to create a zoo or houses for animals.



Cognitive

Exploring Objects

Option 1 (IG) Toddlers use their hands to manipulate dry and wet sand.

Option 2 (IG) Toddlers manipulate wet sand with the use of small containers.

Option 3 (IG) Toddlers manipulate dry sand with scoops and pails.



Self-Regulation

Paying Attention

Option 1 (IG) Toddlers watch a caregiver help a toy fish go swimming and stop to eat and sleep.

Option 2 (IG) Toddlers help a toy fish go swimming and stop to eat and sleep with caregiver guidance.

Option 3 (IG) Toddlers independently help a toy fish go swimming and stop to eat and sleep.



Social-Emotional

Interacting with Others

Option 1 (OO) A toddler engages in open-ended play with a caregiver focused on toys of interest to the toddler.

Option 2 (OO) A toddler participates in open-ended play with a caregiver, using and singing about toy farm animals of interest to the toddler.

Option 3 (OO) A toddler participates in open-ended play with a caregiver focused on toy vehicles and blocks.



Physical/Health

Using Our Hands

Option 1 (OO) A toddler moves parts of his/her body as part of a sung finger play.

Option 2 (IG) Toddlers move parts of their bodies and pretend their hands are twinkling stars as part of a sung finger play.

Option 3 (IG) Toddlers move parts of their body and pretend their fingers are a spider as part of a sung finger play.

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

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BLOCK 1

Exploring Sounds

Communication/ Language

12–24 Months

Option 1
Informal Gathering

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

Toddlers participate in a shared book reading focused on sounds made by different zoo animals.

Key Concepts
Hear
Listen
Sounds
Animals

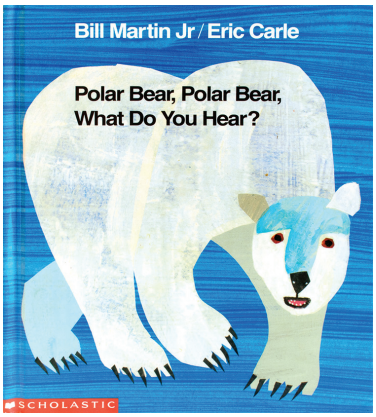
Materials Needed
Polar Bear, Polar Bear, What Do You Hear? by Bill Martin Jr. and Eric Carle

Also Promotes
Self-Regulation

Be Prepared: Be familiar with and practice making animal sounds included in the book.

BEGIN: [*Invite several toddlers to join you on the floor to read a book. Show the cover of the book. Point to the words and picture on the cover as you introduce the book.*]

EXPLAIN: This book is called *Polar Bear, Polar Bear, What Do You Hear?* This is the polar bear. The polar bear is going to listen to different animals make sounds in our book!



[*Point to your ears each time you say "listen" or "hear."*]

Our book is about the different animal sounds that the polar bear hears.

ASK: What animals do you think the polar bear might hear?

[*Pause for toddlers to respond. Repeat and extend each response. Example: "You said 'doggy,' Michael. You think the polar bear is going to hear a dog. Let's read our book and find out!"*]

ACT: [*Open the book and hold it for each toddler to see. Ask about the picture and respond positively to each reaction. Example: "Toby is making claws with his hands. He is looking at the polar bear's claws on his feet! Do you see them?" Read the first page aloud and point to your ear each time you read the word "hear."*]

What do you think is going to be on the next page?

[*Pause for toddlers to respond. Recognize toddlers' responses.*]

Let's turn the page and see!

[*Make a surprised face when you turn the page to reveal the lion.*]

What is the name of this animal?

[*Some toddlers may call out the animal name. Recognize and extend each response. Example: "Yes, this is a lion! Let's all make a lion sound!"*

Continue to read and talk about the pictures and words in the book using strategies, such as the following:

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Exploring Sounds *(continued)*

Option 1 continued

- *Point to and describe pictures. Example:*
  - *"Look at the hippopotamus. It is very big! This is the hippo's mouth; it is wide open. I think the hippopotamus is making a loud snorting sound! Can you make a loud snorting sound, too?"*
- *Expand upon the book text and ask specific questions to support toddlers' understanding and interest. Pause for toddlers to respond to questions. Examples:*
  - *"Look at the snake! This snake is called a boa constrictor. The boa constrictor is long and has lots of spots. Have you ever seen a snake with lots of spots?"*
  - *"This is a zookeeper. The zookeeper is whistling while he takes care of the zoo animals. I can see he has a pail of fish. What do you think he is going to do with the fish?"*
- *Respond to toddlers' comments and pointing by repeating and extending their responses and words. Example:*
  - *"You are making an elephant trunk with your arm, Gabrielle. You see that the elephant has a long trunk. You are pretending to be an elephant with a long trunk! What sound does your elephant make?"*
  - *"You are pointing to the children and laughing, Tyler! You think it is silly that the children are wearing costumes and pretending to be the animals in our story."*
- *Read enthusiastically, varying your voice to add a dynamic quality.*]

RECAP: We saw pictures of different animals at a zoo and listened to their sounds. Some of the sounds were silly! Did all of the animals make the same sound? This was a fun book to read together! Would you like to make some of the animal sounds again?

What to Look For—Option 1

Notice whether toddlers recognize the animals made different kinds of sounds. The Recap question "Did all of the animals make the same sound?" is in support of toddlers noticing there are different kinds of sounds. Some of the sounds will be new to toddlers. Have fun making the new sounds together! While some toddlers will participate vocally, others may prefer to watch and listen. Recognize and support each toddler's participation.

Some toddlers will be accustomed to reading books together in an informal gathering. Others may have difficulty sharing space and attention with others. (See Extra Support tip below.) Toddlers who are new to book sharing will benefit from your flexibility in reading the book. Adapt your book sharing to the needs of the toddlers present by allowing toddlers to come and go, and to "wiggle" while they sit. At this age toddlers are not expected to sit in an orderly fashion at an informal gathering.

Pay attention to whether some toddlers have difficulty seeing the pictures. You may wish to read a larger version of this book. (See Extra Support tip below.)

This book may be an introduction to zoo animals for some toddlers. If a toddler seems uneasy with a picture, reassure them that the animals live far away or live safely in a zoo. Toddlers who are familiar with the animals may call out names and make some of the animal sounds.

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Exploring Sounds *(continued)*



Option 1 continued

More Scaffolding Tips—Option 1

Extra support ■ Sit close to toddlers so they can see the pictures and hear your voice. Using a larger version of the book (versus a board book) may help toddlers focus on the pictures. ■ If toddlers struggle to share physical space while looking at the book, sitting on carpet squares or another defined space may help avoid crowding. Toddlers are not expected to sit still during an informal gathering. ■ Follow the pace of the toddlers in the gathering. If toddlers show interest in a particular animal, pause to talk about what they see. You may wish to pick up the pace of the reading if toddlers become impatient. ■ If you notice a toddler becoming distracted by other toddlers, gently insert their name into the story. Example: "Which animal do you think is going to be on the next page, Mason? Look with me and you will see!"

Enrichment ■ Invite toddlers to name and imitate the animal sounds on each page. ■ If toddlers appear interested in a particular animal, pause and talk with toddlers about the animal's characteristics and behaviors. If interest in the animal is particularly strong, consider providing related books and play materials focused on the animal(s) of interest.

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BLOCK 1

Exploring Sounds *(continued)*

Communication/ Language

12–24 Months

Option 2
Informal Gathering

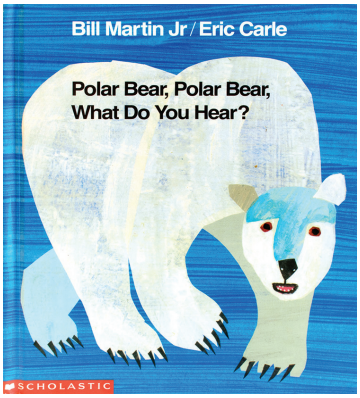
Skill and Goal
Receptive language
Expressive language
Awareness of differences in sounds

Toddlers participate in a shared book reading and song about zoo animals.

Key Concepts
Sounds
Animals

Materials Needed
Polar Bear, Polar Bear, What Do You Hear? by Bill Martin Jr. and Eric Carle

Also Promotes
Self-Regulation



Invite up to three toddlers to read the book *Polar Bear, Polar Bear, What Do You Hear?* (You may wish to practice some of the animal sounds prior to the activity.) Talk with toddlers about the animals and their sounds on each page.

At the end of the book reading, invite toddlers to help you sing a song about some of the zoo animals. Select three animals from the book to include in the song. Focus on animals that seemed to be of special interest to toddlers during the book reading. Hold the book open for toddlers to see the named animal as you sing. Sing each toddler's name in one verse of the following song. (Tune: "Old MacDonald Had a Farm")

My friend (toddler's name) has a zoo. E-I-E-I-O.
And in her zoo, there is a lion. E-I-E-I-O.
With a roar, roar here and a roar, roar there.
Here a roar, there a roar, everywhere roar, roar.
My friend (toddler's name) has a zoo. E-I-E-I-O.

My friend (another toddler's name) has a zoo. E-I-E-I-O.
And in his zoo, there is a snake. E-I-E-I-O.
With a hiss, hiss here and a hiss, hiss there.
Here a hiss, there a hiss, everywhere hiss, hiss.
My friend (toddler's name) has a zoo. E-I-E-I-O.

My friend (another toddler's name) has a zoo. E-I-E-I-O.
And in her zoo, there is a zebra. E-I-E-I-O.
With a bray, bray here and a bray, bray there.
Here a bray, there a bray, everywhere bray, bray.
My friend (toddler's name) has a zoo. E-I-E-I-O.

What to Look For—Option 2

Toddlers enjoy songs, especially songs that include their names. Some toddlers will join in the familiar parts, whereas others may prefer to listen to you sing the words. The repetitive words and verses of this song support toddlers in remembering and singing some of the song.

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Exploring Sounds *(continued)*



Option 2 continued

More Scaffolding Tips—Option 2

Extra support ■ Sing the words of the song slowly and with emphasis, encouraging toddlers to join you. ■ Point to the picture of the pertinent animal in the book as you sing each verse.

Enrichment ■ If toddlers remain engaged after the three verses, ask if they would like to sing about more animals. Invite toddlers to suggest animals to include in the song. ■ Invite toddlers to "act out" the animal in the verse as they sing. Example: toddlers may wish to walk with hands formed into claws for the lion or wiggle their bodies slowly like a snake.

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BLOCK 1

Exploring Sounds *(continued)*

Communication/ Language

12–24 Months

Option 3
Informal Gathering

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

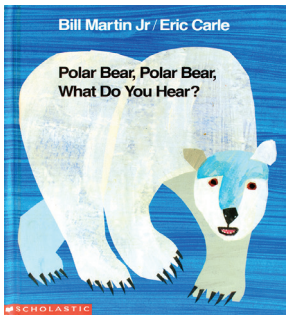
Toddlers participate in a shared book reading about sounds made by different zoo animals, and in follow-up play with blocks that can be used to create a zoo or houses for animals.

Key Concepts
Sounds
Animals

Materials Needed
Polar Bear, Polar Bear, What Do You Hear? by Bill Martin Jr. and Eric Carle
Zoo animal figures (see Be Prepared)
Blocks

Also Promotes
Self-Regulation

Be Prepared: Select animal figures that represent some of the animals featured in the book, if possible. Be familiar with and practice sounds made by the animals.



Invite several toddlers to read a book about zoo animals and their sounds. (You may wish to practice some of the animal sounds prior to the activity.) Read the book, emphasizing the different animal sounds and encouraging toddlers to imitate the sounds.



At the conclusion of the book, invite toddlers to play in the block area. Introduce the zoo animal figures and suggest that the blocks can be used to make a zoo for the animals to live in. Example: "The animals in our book live in a zoo. We can build a zoo for our animals with these blocks! Would you like to build with me?" Begin building alongside the toddlers. Some toddlers may join you, and others may play with the animal figures and blocks in different ways.

Encourage toddlers to consider the different sounds their animals make as they play. Talk with each toddler about their ideas and describe what they are doing with their blocks and animals. Example: "I can see you are placing one animal on one block. Look at the animals and blocks you have lined up! What are your animals doing?"

During this activity, ask questions that encourage more than a yes or no response. Examples:

- You have a big bear and a little bear. I think your bears are a family! What is your bear family doing?
- You are lining up the blocks. What are you building for your animals?

Repeat and extend each response. Example:

- Child: Puts several animals inside a block structure and says "house."
- Caregiver: You built a house for your animals! You put your animals inside their house. What are your animals going to do next?
- Child: My house.
- Caregiver: Yes, you made a house for your animals. It is your house because you built it. Let's ask our friends to be careful not to knock it down.

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Exploring Sounds *(continued)*

Option 3 continued

Below is another example:

- Child: Places several animals in front of a block and says "eat."
- Caregiver: Your animals are hungry, they are eating! What are your animals eating?
- Child: Food!
- Caregiver: You are pretending this block is food for your animals. Your animals are eating food!

What to Look For—Option 3

Toddlers enjoy building and creating with blocks. Introducing animal figures to block play encourages new exploration and experiences. Some toddlers may use blocks to create structures for the animals, as suggested in the activity. Others may focus on interacting with the animal figures. Encourage toddlers to interact with the materials in the ways that they choose. Acknowledge and support different uses of the materials, and talk with toddlers about their ideas and actions. Example: "I can see your animals are talking to each other, Sydney. What are they talking about?"

More Scaffolding Tips—Option 3

Extra support ■ Pretend play with blocks may be new for some toddlers. Encourage toddlers to explore stacking and lining up blocks before introducing the animal figures. Offer to help a toddler make a house or zoo for the animals. ■ Toddlers may enjoy extra time to explore the animal figures in the block area. Provide opportunities for toddlers to return to the block area at a later time.

Enrichment ■ Support toddlers in planning their work with blocks and toy animals. Example: "I can see you are building a wall. What are you going to build next? What animals are you going to put inside?" ■ Toddlers may enjoy playing with additional props, such as crumpled paper for animal "food" or large pieces of felt for "blankets."

Interest Area

Materials Needed: *Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin Jr. and Eric Carle, zoo animal figures, including several of those in the book, sensory table with a small amount of sand

Place the zoo animal figures in the sensory table with a small amount of sand. Invite several toddlers to play with the animals in the sand. Toddlers may enjoy hearing the book read while they interact with the animals in the sensory table. Talk with toddlers about their ideas and actions as they play. Encourage them to say the sounds made by different animals.

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Exploring Sounds *(continued)*



Family Child Care

Materials Needed: *Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin Jr. and Eric Carle

This book can be enjoyed by children of all ages. Read the book and encourage children to practice making different animal sounds. Talk with toddlers about the children pictured on the last page of the book. Invite each child to select an animal from the book to "act out" or pretend to be. Some children may want to use available props. Encourage older children to help younger toddlers pretend to be a particular animal. Babies may enjoy holding an age-appropriate zoo animal during the activity.

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BLOCK 1

Exploring Objects

Cognitive

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers use their hands to manipulate dry and wet sand.

Key Concepts
Mix
Dig
Dry
Wet

Materials Needed
1 gallon container (see Be Prepared)
Cup-size container—1 per toddler
Indoor sand table or outdoor sand area

Also Promotes
Communication/Language
Physical/Health

Be Prepared: Fill the gallon container with water for staff use during the activity. Remove and temporarily store any play items that may be located in the sand. In determining the number of toddlers to include in the activity, please keep in mind that toddlers will be best able to focus on their actions in a calm atmosphere that provides sufficient space for each toddler to manipulate sand.

BEGIN: [*Invite toddlers to join you for sand play.*]

EXPLAIN: [*Encourage toddlers to touch or move their hands through the sand. Demonstrate how sand easily falls from your hand when you separate your fingers. Move some sand when you describe the ease of moving dry sand.*]



The sand does not stay in our hand when we open our fingers. The sand is easy to move around with our hands.

Our sand is dry. We are going to add a little water to the sand. The water will change the way our sand feels.

I will give each of you a cup. I will pour some water into your cup. Then you may pour your water into the sand in front of you.

ACT: [*Give each toddler a cup. Pour a small amount of water into each toddler's cup, keeping in mind the amount of sand available. You may need to show toddlers that the sand directly in front of them is the sand each will work with.*]

Let's use our hands to mix the sand and water.

[*Demonstrate and describe how to mix the sand and water with your hands. Example: "Move your hands in the sand. Squeeze the sand to mix in the water."*

Respond and expand upon toddlers' questions or reactions. Example: "Yes, the sand is a little cold. Our sand feels cooler when it is wet with water."]

Let's put some wet sand in one of our hands to see how it feels.

[*Demonstrate by scooping a little damp sand into your hand.*]

ASK:
- How does your sand feel?
- What happens to the sand in your hand when you open your fingers?

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Exploring Objects *(continued)*

Option 1 continued

ACT: Now our sand is cool and a little bit wet.

Let's all pat down the sand with our hands. We can pat-pat the sand to make it flat.

[*Demonstrate how to pat the sand to make it flat.*]

We are learning about sand by using our hands.

Now let's use our hands to make a hole.

[*Begin to dig a hole and describe your actions. Encourage toddlers to dig one or more holes in the sand in front of them. Respond to and expand upon toddlers' words. Example: "Yes, you dig. You made a hole."*

Describe toddlers' actions. Example: "Violet, you made a big hole. You took lots of sand out of one spot."]

We can use our hands to fill our holes with sand. We can put dry sand in the holes. Or we can put wet sand in the holes.

[*Encourage toddlers to fill holes with dry or wet sand.*]

RECAP: We used our hands to learn about sand. We felt dry sand and moved it with our hands. We used our hands to mix the sand and water. We felt the wet sand with our hands. We used our hands to pat the sand down flat. We made some holes in the sand with our hands. We used our hands to fill the holes we made.

What to Look For—Option 1

Pay close attention to how toddlers explore the properties of sand by using their hands as tools. Describe for toddlers how they use their hands to manipulate the sand. Use toddlers' names to draw attention to individual actions. Toddlers may feel a sense of mastery or competence when they realize they can affect change in the consistency of the sand. Acknowledge signs of toddlers understanding the consequence of their actions with sand. Example: "James is smiling while he mixes the water and sand. He is changing the sand with water and his hands."

Standing at the sensory table with other toddlers may be challenging for some children. If a toddler is unaccustomed to playing next to peers, kneel or sit next to him/her to give extra support. A toddler may be concerned others will move into his/her play space. Example: "Diego, I will be next to you. I will help you and our friends." Touch or point to the sand. "There is room for all of our hands."

If toddlers remove sand from the sensory table, give a gentle reminder to keep the sand in the table. If a toddler persists in removing sand, encourage him/her to show you or verbalize the reason for taking sand out. Example: "Paulina, show me where you want to take the sand." Or "Tell me about your idea." A toddler may wish to take sand to the dramatic play center or even put it in his/her cubby. By trying to understand the toddler's reasoning, you can develop a solution.

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Exploring Objects *(continued)*

Option 1 continued

More Scaffolding Tips—Option 1

Extra support ■ Sit or kneel next to a toddler. Demonstrate each task, such as digging and patting sand, if needed. ■ Offer mittens to a toddler to limit stimulation. ■ If a toddler lifts too much sand or has difficulty putting sand in his/her hand, offer to put a small amount into his/her hand.

Enrichment ■ In an outdoor sand area, more water can be added. Toddlers will enjoy digging holes and pouring water. ■ Demonstrate how to poke your finger into the sand to make a small hole or a larger hole. ■ Provide a small amount of additional water if toddlers seem interested in the mix of water and sand.

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BLOCK 1

Exploring Objects *(continued)*

Cognitive

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers manipulate wet sand with the use of small containers.

Key Concepts
Full
Empty
Digging
Shaping
Flat

Materials Needed
Small containers—3 per toddler
Sand
Water

Also Promotes
Communication/Language
Physical/Health
Self-Regulation

Be Prepared: Secure containers, such as small bowls and measuring cups, that hold two cups or less. Just prior to the activity, add water to the sand until it sticks together and can be easily formed with hands.

Invite toddlers to the sensory table or sand area. It is important to give each toddler enough space to explore the materials. Allow time for toddlers to work with the sand by shaping it with their hands before offering containers.

Give each toddler three small containers. Encourage toddlers to use their hands to fill the containers. Show how to pat the sand into a cup. Some toddlers will enjoy turning the cups over and lifting them to reveal a tiny sand shape or castle. Encourage toddlers to use their hands to flatten the shapes left by the containers. Emphasize the words full and empty. Describe toddlers' actions in digging into the sand, shaping the sand, and making the sand flat.

What to Look For—Option 2

This activity expands on the Option 1 plan by providing wet sand and three different containers for each toddler to work with. Some toddlers may repeat the process of putting sand in a container, maybe patting it in the container, and turning it over. A toddler may work with one or two containers, rather than all three. You also may notice toddlers comparing the shapes and sizes of what the containers create when turned over. Some toddlers may attempt to build a tower with turned-over sand from their containers or maybe create a small neighborhood or city of sand castles. Encouraging toddlers to talk about their explorations promotes language and cognitive skills.

More Scaffolding Tips—Option 2

Extra support ■ Use a symbol to limit the number of toddlers at the sensory table, such as a dot to show where one child may stand.

Enrichment ■ To promote exploration of sand and water, give each toddler a small amount of water to add to the sand (unless the sand is saturated with water). ■ Support positive sharing of different containers among toddlers if toddlers show particular interest in the shape or size of containers.

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Exploring Objects *(continued)*

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers manipulate dry sand with scoops and pails.

Key Concepts
Digging
Lifting
Moving

Materials Needed
Scoop—1 per toddler (see Be Prepared)
Small pail—1 per toddler
Sand

Also Promotes
Communication/Language
Physical/Health

Optional Reading
Beach Day by Karen Roosa
Good Night Beach by Adam Gamble

Be Prepared: Use scoops that are an appropriate size for toddlers. The scoop portion should be slightly larger than a toddler's hand and the handle should not be longer than a toddler's forearm.

Invite toddlers to join you at the sand table (or an outdoor sand area) to work with scoops and pails. Support several different uses of the materials, depending on toddlers' interests. Some toddlers will enjoy mixing the sand with the scoop. Others will use the scoop to fill the pail.

Emphasize the following words when you describe toddlers' actions: digging, lifting, and moving sand.

If time permits after toddlers complete their sand exploration and clean their hands, share one or two books about the beach to provide a calm finish to the gathering. *Beach Day* by Karen Roosa and *Good Night Beach* by Adam Gamble offer images familiar to toddlers who have spent time on a beach. Encourage toddlers to point to pictures and say words or tell about an experience with sand (as shown in a book or as experienced at a beach). Toddlers are likely to enjoy these books throughout the week.

What to Look For—Option 3

Toddlers may repeat actions from previous sand and water exploration, such as patting the sand flat. If a toddler is patting the sand, describe the action with simple words and emphasize the child's control of the action. Example: "You are patting down the sand with your hands."

Some toddlers may enjoy covering the scoop with sand so it is hidden. Use questions to encourage language development. Example: "Is the scoop under the sand?" The toddler may answer with one word. Follow up with a question that invites more than a yes or no response: "How did you hide the scoop?"

More Scaffolding Tips—Option 3

Extra support ■ Pretend you do not know how to find a buried scoop. Invite the toddler to give you verbal clues.

Enrichment ■ Provide a small toy for a toddler to hide in the sand. ■ Pat an area of sand flat and show the toddler how to draw a line with his/her finger.

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BLOCK 1

Exploring Objects *(continued)*

Cognitive

Interest Area

Materials Needed: *Beach Day* by Karen Roosa and *Good Night Beach* by Adam Gamble, sensory table with sand, muffin pan or ice cube tray, plastic bottle and lid with sand and water, 2 freezer bags, damp sand, tape

Help children look at and talk about the pictures and stories in the books.

Leave the sensory table open for additional exploration. Smooth the surface of the damp sand. Press a pattern into the sand with a muffin pan or ice cube tray, so toddlers can see small holes. Put a small amount of sand and water in a clear plastic bottle and secure the lid. Encourage toddlers to watch the sand and water mix together and then separate.

On another day, put 2–3 cups of damp sand into a heavy freezer bag. Smooth the bag over the sand. Fold the end and fasten with clear packing tape. Secure the sand by placing the bag into a second freezer bag. Fasten the bag. Fold the end and tape with clear tape. Place the combined bags on a low surface and encourage toddlers to pat and push the sandbag to make it flat.

Family Child Care

Materials Needed: outdoor or indoor sand, sensory table, dish tubs, or under-the-bed storage tubs with lids, vinyl tablecloth, infant toys, shallow tray

An outdoor sand area is optimal for toddlers' sensory activities. If outdoor sand is unavailable or weather prohibits outdoor activity, use a sensory table for indoor sand play. Another option is to use dish tubs or under-the-bed storage tubs with lids, placed on a vinyl tablecloth on a smooth floor. Infants less than 12 months of age will enjoy playing with toys on the floor where they can see you with the toddlers. Preschool-age and older children will enjoy drawing designs with their fingers in a shallow tray sprinkled with sand. To erase the design, simply shake the sand tray.

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BLOCK 1

Paying Attention

Self-Regulation

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Concentration

Toddlers watch a caregiver help a toy fish go swimming and stop to eat and sleep.

Key Concepts
Fish
Swimming
Stop

Materials Needed
Toy fish

Also Promotes
Communication/Language
Physical/Health

BEGIN: [*Invite several toddlers to join you on the floor to play with a fish. Hold up the fish and move it gently in the air as toddlers sit with you.*]

EXPLAIN: We can have fun playing with a toy fish. We can pretend our toy fish is going swimming. Our fish will need some help to go swimming.

ACT: How can I help the fish go swimming?

[*Pause to allow time for toddlers to respond. Recognize each response. Example: "Ashton is moving his hands back and forth. Ashton is telling us that a fish can swim back and forth. I can move our fish back and forth to make him go swimming!"*]

ACT: Let's all pretend that our fish is swimming. Please watch how I help the fish swim.

[*Hold up the fish and move it gently in a back and forth motion for several moments.*]

I am moving the fish. Our fish is swimming.



EXPLAIN: Our fish is getting hungry! The fish stops swimming because he is eating!

ACT: [*Hold the fish still for the toddlers to see.*]

I stopped moving our fish. The fish is not swimming. Our fish is eating!

[*Begin moving the fish again.*]

Our fish finished eating. The fish is swimming again. Swimming, swimming, swimming. Now our fish is getting sleepy. Our fish stops swimming because it is sleeping.

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

I stopped moving our fish. The fish is not swimming. The fish is sleeping.

I made our fish swim and then I made our fish stop swimming. Should I make the fish swim one more time?

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Paying Attention *(continued)*



Option 1 continued

[*If two or more toddlers respond positively, repeat the process of swimming and stopping the fish.*]

RECAP: I helped our fish go swimming. I moved our fish and we pretended the fish was swimming. Then I stopped moving our fish. We pretended the fish was not swimming. We had fun watching the fish swim and then stop!

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BLOCK 1

Paying Attention *(continued)*

Self-Regulation

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Concentration

Toddlers help a toy fish go swimming and stop to eat and sleep with caregiver guidance.

Key Concepts
Fish
Swimming
Stop

Materials Needed
Toy fish—1 per toddler and caregiver

Also Promotes
Communication/Language
Physical/Health

Invite several toddlers to join you on the floor to play with a fish. Introduce the toy fish and move it gently in the air as if it were swimming. Example: "We are going to have fun playing with toy fish. Our fish are going to go swimming. I am pretending my toy fish is swimming. See how I am helping my fish swim?" Give each toddler a toy fish to hold. Provide time for toddlers to explore their fish. Invite them to help their fish swim like you are doing. Example: "Let's all pretend that our fish are swimming. Watch how I help my fish go swimming. You can help your fish go swimming like I am!" Encourage toddlers to imitate how you are moving your fish. Examples: "Anthony is moving his fish back and forth just like I am. Anthony's fish is swimming!" "We are moving our fish. Our fish are swimming!"

Explain that the fish are getting hungry and that it is time for them to stop swimming. Example: "I am not moving my fish. My fished stopped swimming. My fish is not swimming because he is eating. Your fish are hungry too! Let's all stop moving our fish. Our fish are not swimming." Encourage toddlers to imitate your actions and stop moving their fish. Provide additional support and reminders for toddlers that do not stop. Example: "Now it is time for our fish to stop. Swimming stops."

Explain that the fish finished eating. Begin to move your fish again and encourage toddlers to do the same. After several moments of the fish swimming, explain that the fish are getting sleepy. It is time for the fish to stop swimming because they are sleeping. Stop moving your fish and encourage toddlers to do the same. Example: "We stopped moving our fish. Our fish stopped swimming. The fish are sleeping."

Acknowledge toddlers' efforts in making their fish swim and stop. Example: "We had fun playing with the fish today. We helped our fish go swimming. Then we made our fish stop swimming. Now our fish are sleeping!"

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BLOCK 1

Paying Attention *(continued)*

Self-Regulation

12-24 Months

Option 3
Informal Gathering

Skill and Goal
Concentration

Toddlers independently help a toy fish go swimming and stop to eat and sleep.

Key Concepts
Fish

Swimming

Stop

Materials Needed
Toy fish—1 per toddler and caregiver

Small basket

Also Promotes
Communication/Language

Physical/Health

Invite several toddlers to join you on the floor to play with a fish. Give each toddler a toy fish to hold and provide time for them to explore their fish. Explain that the fish are going to go swimming, and then they are going to stop swimming. Demonstrate how to make the toy fish go swimming. Examples: "Your fish like to swim. You can help your fish go swimming, like this." Then show how to stop the fish by holding it still. "Your fish is going to get hungry. Your fish will stop swimming when he eats. Your fish is going to get sleepy. Your fish will stop swimming when he goes to sleep. This is how to make your fish stop swimming."

After you demonstrate how to make the toy fish swim and then stop, invite toddlers to help their fish swim. Example: "Are you ready to play with your fish and make them swim?"

Describe toddlers' actions. Example: "Norah's fish is swimming. Jack's fish is swimming. All of our fish are swimming!"

Announce that the fish are hungry and it is time for them to stop swimming. Describe toddlers' actions. Example: "Jack stopped moving his fish. His fish is not swimming." Offer guidance on stopping the fish to eat if toddlers seem unclear on what to do. Example: "It is time to stop moving our fish. Our fish are not swimming. Our fish are eating."

Suggest that our fish may want to swim again after eating. Encourage toddlers to help their fish swim again. After a short period, explain that it is time for the fish to go to sleep. Invite toddlers to place the toy fish in a basket to go to sleep.

Acknowledge children's efforts with their fish. Examples: "Norah, you enjoyed helping your fish swim. Your fish was swimming and swimming!" "Jack, you stopped moving your fish when it was time to eat!" Also encourage toddlers to tell what they did with their fish.

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BLOCK 1

Paying Attention *(continued)*

Self-Regulation

What to Look For—Options 1–3

Pay attention to toddlers' efforts to focus on your words and actions, especially in Options 1 and 2, and their control of movements with the toy fish. Some toddlers will find it challenging to stop moving their toy fish whereas other toddlers will listen intently for the word stop. Encourage toddlers to watch your examples. Example: "It is time for our fish to stop swimming. We are going to stop moving our fish now. We will hold them still, like this."

In addition to practicing control of actions with a toy, the activity is an opportunity for toddlers to explore different ways to help their fish swim. Acknowledge and support a range of movements. Avoid encouraging toddlers to move their fish in a uniform manner.

More Scaffolding Tips—Options 1–3

Extra support ■ Some toddlers may prefer to stand and/or move around the gathering area with their fish. Invite toddlers who stand/or move around to sit with their fish when it is time for the fish to stop swimming. ■ Describe the fish action in a sing-song voice or repetitive chant. Example: "Fish are swimming, swimming, swimming. Our fish are swimming, swimming."

Enrichment ■ Invite toddlers to move their fish fast or slow, and up high or down low. ■ Invite toddlers to move their bodies like a fish. ■ Place a blue cloth or blanket on the floor as a pretend lake or ocean that fish can swim in.

Interest Area

Materials Needed: toy fish and other sea animals, water table or tub with 1–2 inches of warm water

Place the fish and sea animals in a small amount of water. Invite toddlers to play with the figures in the water. Encourage them to practice helping the figures swim and then stop. Talk with toddlers about their actions as they play with items in the water.

Family Child Care

Materials Needed: *The Rainbow Fish* by Marcus Pfister, toy fish and other sea animals—1 per child

Children of all ages will enjoy participating in a shared book reading and then holding a fish or sea animal that they can help to swim and then stop for a rest or eating. Toddlers and older children may want to move their bodies like fish during the activity. Babies will enjoy being held and gently moved like a swimming fish.

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BLOCK 1

Interacting with Others

Social-Emotional

12–24 Months

Option 1
One-to-One

Skill and Goal
Social interaction skills

A toddler engages in open-ended play with a caregiver focused on toys of interest to the toddler.

Key Concepts
Play together

Materials Needed
2 animal figures
2 people figures
2 toy vehicles
Other toys (see Be Prepared)
Basket

Also Promotes
Cognitive
Communication/Language

Be Prepared: Select and put in a basket toys that are likely to be of interest to the toddler who will participate in this activity.

BEGIN: [*Invite a toddler to sit facing you on the floor. Greet the toddler by name and introduce the basket of toys.*]

EXPLAIN: I have some toys in this basket that you may like!

ASK: Would you like to play together? You can pick the toys you'd like us to play with!

[*Pause for the toddler to consider and respond. Continue with the activity if the toddler expresses interest. Interest may be indicated by smiling, nodding, or looking at the toys in the basket.*]

EXPLAIN: What toys in our basket would you like to play with?

ACT: [*Encourage the toddler to remove toys from the basket. Talk with the toddler about each item he/she removes. Example: "You picked up the toy animals. You are putting the horse and the cow on the rug."*

Follow the toddler's lead as he/she interacts with the toys. Join in the toddler's play, being careful to follow his/her ideas and actions with the toys. Promote back-and-forth interactions using strategies, such as the following:

- *Offer play ideas if the toddler is unsure what to do with the toys. Examples:*
  - *"You are holding a cow. What is your cow going to do?"*
  - *"I have a horse. My horse is hungry and wants to eat. Is your cow hungry? Maybe we can feed our animals!"*
- *Describe the toddler's actions and offer suggestions to extend the play. Example:*
  - *"You are making the car drive back and forth. Vroom, vroom. I have a car, too. What should my car do?"*
- *Ask questions about the toddler's actions that may lead to more than a yes or no response. Examples:*
  - *"You are lifting your car into the air. I think you are pretending the car is flying! Where is your car going?"*
  - *"You pretended the cow was eating! Now what are you going to do with your cow?"*
- *Repeat and extend the toddler's responses. Example:*
  - *"You are making the sound of a car driving fast, 'vroom.' I am going to make my car drive fast, too. Vroom, vroom! What should we do with our cars next?"*

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Interacting with Others *(continued)*



Option 1 continued

- *Imitate the toddler's actions with the toys. Example:*
  - *"I am pretending my horse is sleeping, just like your cow is sleeping. I am doing what you are doing! We are playing with the animals together."*
- *Offer to take turns or share toys. Examples:*
  - *"Would you like to play with the car I have in my hand?"*
  - *"I gave you the car. It is your turn with the car. What can I play with now?"*
  - *"We traded toys! I gave you the car, and you gave me the cow. We are having fun playing together!"]*

RECAP: [*Describe the time together, focusing on the interactions rather than the toys. Example: "We had fun playing together with the toys! You were driving your car really fast. Then I did the same with my car. Our cars went 'vroom, vroom!' We traded toys, too! Thank you for playing with me, Trinity."*]

What to Look For—Option 1

Take your cues for the play interaction from the toddler. Some toddlers will have many ideas about how to use the play materials. If a toddler is unsure how to interact with the toys, provide prompts and suggestions that may interest them, as suggested in the option plan. Toddlers may play with you on the floor or take a toy to another area of the room. If a toddler leaves your play space, wait for a moment to see if the toddler chooses to return or offers an indication (verbal or nonverbal) that he/she would like you to follow.

Pay respectful attention to the toddler's preferences for your role. If a toddler is content playing next to you on the floor, remain next to the toddler and engage in back-and-forth interactions. If a toddler does not talk with you, show positive regard for the toddler's play by describing and imitating his/her actions. If a toddler is playing quietly, play quietly next to the toddler while being mindful to not dominate the time together with talk and questions. Acknowledge and thank the toddler for the time together, whether the play period was short or extended. Use the toddler's name throughout the activity.

More Scaffolding Tips—Option 1

Extra support ■ Describe the toddler's actions with the toys and provide words he/she can use as while interacting with the play materials. Examples: "Do you want to play with more cars? You can say 'more cars, please.'" "I can see you are all done with the toys. Let's say 'all done!'" ■ Accept and acknowledge each toddler's approach to one-to-one interaction. Example: "You played with the toy animals and people. I played with the cars next to you. We enjoyed our time together."

Enrichment ■ Provide a simple prop to support continuation of a play interaction. Example: offer small cube blocks for a toddler to use as food for animals or a flat block to make a car ramp. ■ Find a book related to a toddler's play to look at and discuss.

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BLOCK 1

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 2
One-to-One

Skill and Goal
Social interaction skills

A toddler participates in open-ended play with a caregiver, using and singing about toy farm animals of interest to the toddler.

Key Concepts
Farm animals

Song

Materials Needed
Toy farm animals (see Be Prepared)

Basket

Also Promotes
Cognitive

Communication/Language

Be Prepared: Select and place in a basket an assortment of toy farm animals that are likely to be of interest to the toddler who participates in this activity.

Invite a toddler to join you in playing with animals that live on a farm. Present the basket of farm animals and encourage the toddler to explore the animals. Talk with the toddler about each animal he/she removes from the basket. Encourage the toddler to name or make the sound of the animal, if appropriate. If a toddler remains interested in a particular animal, pause to talk about the animal's characteristics, such as color, shape, or size.



Once the toddler has explored the animals he/she is interested in, invite him/her to join you in the song, *Old MacDonald Had a Farm*. Ask the toddler which animal we should sing about first. Review the name and the sound of the animal. Example: "You are pointing to the cow. You would like to sing about the cow! What sound does the cow make?" Invite the toddler to hold the named animal and to sing some of the words of the song with you. Smile and sing enthusiastically, encouraging the toddler to join you. If the toddler remains interested and engaged, repeat the process with additional animals of the toddler's choice. Acknowledge and affirm the toddler's participation.

What to Look For—Option 2

Toddlers are more likely to participate in a singing activity when they are familiar with the song and/or the focus of the song (farm animals). Many toddlers are also familiar with farm animal names and sounds. Some toddlers may join in one or two words of the song, such as the animal sound or the phrase "E-I-E-I-O." Other toddlers may prefer to hold an animal and listen to you sing the words. A toddler who enjoys songs may want to sing several verses with different animals, whereas another toddler may choose to leave the activity after one or two verses. Recognize and acknowledge all forms of participation. Examples: "You smiled and held the horse while I sang the words of the song. I think you liked hearing me make the sound of the horse!" "You picked each animal you wanted to sing about. You helped me sing some of the words of the song! This was a fun song to sing together."



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Interacting with Others *(continued)*

Option 2 continued

More Scaffolding Tips—Option 2

Extra support ■ If a toddler is unsure which animal to sing about first, offer two choices to choose from. ■ A toddler may want to play with the animal figures rather than join you in singing the song. Ask the toddler if he/she would like to hear you sing while playing. If the response is positive, sing a verse of the song quietly while he/she interacts with the toy animals.

Enrichment ■ Invite the toddler to help the animals "dance" during the song. The toddler may choose to hop the animal up and down, or to move it around on the floor. ■ Invite the toddler to select additional animals from the basket to sing about.





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BLOCK 1

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 3
One-to-One

Skill and Goal
Social interaction skills

A toddler participates in open-ended play with a caregiver focused on toy vehicles and blocks.

Key Concepts
Play together

Materials Needed
Toy vehicles

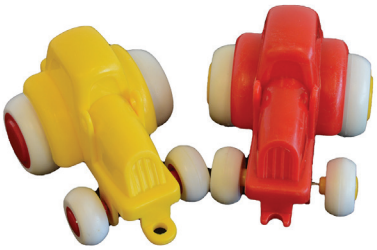
Blocks

Also Promotes
Cognitive

Communication/Language

Physical/Health

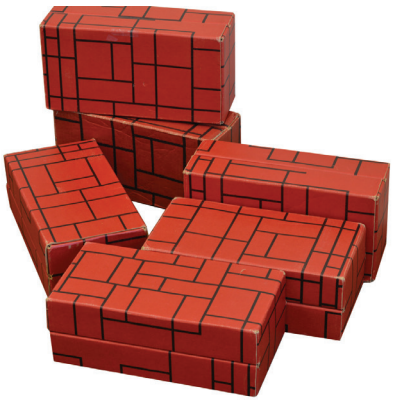
Invite a toddler to play with you in the block area. Introduce several toy vehicles and encourage the toddler to play with the toys. Some toddlers may need prompts or suggestions to get started. Example: "You have a red car. I have a yellow car. I am going to build a road for my car. Would you like to help me build a road? Then we can drive the cars on our road!"



As the toddler plays, initiate and sustain back-and-forth exchanges that support interaction skills. Use strategies, such as the following:

- Describe what the toddler is doing and respond with an action. Example: "You are stacking the blocks. Your block tower is getting high! I am going to stack blocks, too. What do you think I should build with my blocks?"
- Model turn taking with specific materials. Examples: "You are watching me drive the yellow car. Would you like a turn to play with the yellow car?" "I would like a car to drive. You are playing with the red and yellow cars. May I have a turn playing with the blue car?"
- Acknowledge and respond to the toddler's efforts to interact during the activity. Examples: "You gave me a block. Would you like me to help you build your tower? We can work on the tower together!" "You are watching me build a road. Would you like to help me build? Here is a block!"
- Provide words for the toddler to use during play. Example: "I think you may need more blocks to build with. You can ask for more blocks by saying 'more blocks, please!'"

Affirm the toddler's efforts to interact during the activity. Example: "We played together to build a road and a tower for our cars! It was fun to play together with the cars and blocks."



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Interacting with Others *(continued)*

Option 3 continued

What to Look For—Option 3

Some toddlers may prefer to play independently with the materials. Consider using the Extra Support tip offered below if this occurs. Other toddlers may choose to play side by side, watching and even imitating your actions with the cars and blocks. As suggested in Option 1, remember to be respectful of the toddler's preferences for your role in their play.

Notice that some toddlers will enjoy the time with you, seeking your attention and interaction. The toys may be secondary to their interest. Acknowledge and positively respond to each bid for interaction. Example: "You are smiling at how I am driving my car on the bridge we built. You can drive your car on the bridge, too! We are playing together with the cars."

More Scaffolding Tips—Option 3

Extra support ■ If a toddler prefers to play alone, play quietly with related materials close by. Provide opportunities for the toddler to observe your actions. ■ If the number of play materials is too much for a toddler, limit the activity to several blocks and two cars. ■ Acknowledge the toddler's attempts to express displeasure or object to something. Example: "You are shaking your head 'no.' You are done building with the blocks. What would you like to do instead?"

Enrichment ■ Add items to the block and car play. Toddlers may enjoy using small cardboard boxes to represent buildings or garages. People and animal figures may further extend play themes. ■ Ask a toddler to help you draw lines on a large piece of paper to represent "roads" to drive cars on.

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BLOCK 1

Interacting with Others *(continued)*

Social-Emotional

Interest Area

Materials Needed: assortment of blocks in the block area, assortment of toy vehicles, several small cardboard boxes to represent buildings and garages

Arrange the materials on the floor in an inviting manner. Invite two toddlers to play with the materials. Describe each toddler's actions as they play. Facilitate interactions that support prosocial skills, such as working together, taking turns, and using words. Use each toddler's name frequently during the activity.

Family Child Care

Materials Needed: assortment of blocks in the block area, assortment of toy vehicles, several small cardboard boxes to represent buildings and garages

Children of all ages enjoy playing with blocks and cars. Invite children in your setting to play with the materials in the block area. Ensure there are enough materials for each child. Older children may provide positive modeling for toddlers who are developing social interaction skills with peers. You may wish to sit on the floor where it is easy to talk with toddlers and to give guidance in playing with others.

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BLOCK 1

Using Our Hands

Physical/ Health

12–24 Months

Option 1
One-to-One

Skill and Goal
Fine motor development

A toddler moves parts of his/her body as part of a sung finger play.

Key Concepts
Sing
Watch
Move hands
Up

Materials Needed
Twinkle, Twinkle, Little Star by Caroline Jayne Church

Also Promotes
Communication/Language
Social-Emotional

Be Prepared: Learn the song and finger/hand motions for "Twinkle, Twinkle, Little Star."

BEGIN: [*Sit on the floor facing a toddler who is not currently focused in play. Greet the toddler by name and invite him/her to listen or join you in singing. Remember, your facial expressions and friendly tone of voice help create interest in the activity.*]

EXPLAIN: Let's sing a song and move our hands. We can sing the song, "Twinkle, Twinkle, Little Star." Maybe you already know this song. I will sing and move my hands. You may move your hands, too.

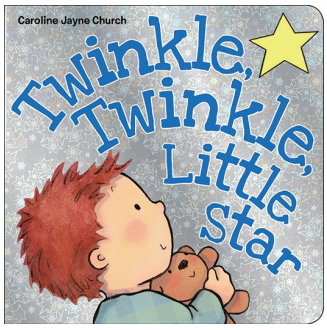
[*Demonstrate the first action, making a star. Open and close both hands. Your hands represent the stars. Your open-close actions represent the twinkle.*]

Our song begins like this: Twinkle, twinkle, little star.

ACT: [*Encourage the toddler to open and shut his/her hands. Sing the first line again and demonstrate the hand movement.*

Continue the song. Emphasize the word up when you move your hands/arms as part of the song. Some toddlers may watch you, or they may begin to imitate you. Affirm all types of participation. Examples: "Zoe, you listened to the song and watched my hands move."]

[*Show the book cover to the toddler.*]



This is a book about a twinkling star. Where is the star in this picture?

[*Help the toddler find the star on the book cover, if necessary. Describe other features of the book cover.*]

Our book is called *Twinkle, Twinkle, Little Star.*

[Read the book text and describe illustrations in your own words. On each page, ask the toddler if he/she wants to touch the star. Spend more time on pages of interest to the toddler. Continue as long as the toddler shows interest.]

RECAP: [*Describe the toddler's experience. Example: "We shared a fun song today. I sang "Twinkle, Twinkle, Little Star." You moved your hands with the song. We looked at a book called Twinkle, Twinkle Little Star. You pointed to pictures in our book. You said "star"!*]

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Using Our Hands *(continued)*



Option 1 continued

What to Look For—Option 1

The activity is an introduction to songs and hand motions for some toddlers and review for other toddlers.

Some toddlers may be accustomed to singing games, whereas others will be new to the experience. At this age a toddler may understand there are hand motions for the song, but his/her fine motor skills may be in development for making some of the motions. A toddler may move his/her hands in random ways as you sing, or a toddler may repeat a specific motion, such as open and shut throughout the song. Notice and positively acknowledge different types of child participation, including (a) listen and watch, (b) listen and attempt to make motions, or (c) listen and make some or all of the motions.

More Scaffolding Tips—Option 1

Extra support ■ If the toddler wants to move to another activity after the song, present the book at another time during the day. ■ Encourage a toddler to do the actions with one hand if it appears moving fingers on both hands is too challenging. ■ Repeat the song and actions if the toddler shows interest. ■ When you ask the toddler whether he/she wishes to touch a star in the book, use your own finger to touch the star as a demonstration. Explain your action. Example: "I touched the star! Would you like to touch the star?"

Enrichment ■ Encourage the toddler to say words with you, such as up, high, or sky. ■ If the toddler shows interest in continuing this type of focused interaction, sing another song, such as "Mister Sun," with actions.

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BLOCK 1

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Fine motor development

Toddlers move parts of their bodies and pretend their hands are twinkling stars as part of a sung finger play.

Key Concepts
Watch
Imitate
Open
Close
Up

Materials Needed
*1 picture as shown

Also Promotes
Communication/Language
Self-Regulation

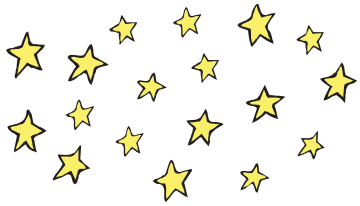
*Printables provided

Be Prepared: Learn the song and finger/hand motions for "Twinkle, Twinkle, Little Star."

Invite several toddlers to sit on the floor with you. Some toddlers may prefer to stand near you. Greet each toddler by name and ask him/her to join you for a song. Show toddlers the picture for the song. Describe the picture by naming and pointing to the child and the stars. Example: "This child is reaching up toward the stars. The child's arms are up. Here are the stars, high in the sky."

The activity focuses on toddlers imitating two actions:

- open and close fingers on both hands
- raising both arms up at the same time





Sing the first part of "Twinkle, Twinkle, Little Star" as you open and close both hands. Pause at the end of the first part to demonstrate open-fingers and closed-fingers motions as you say "open fingers" and "close fingers." Encourage toddlers to imitate your hand motion.

Explain we are pretending our hands are stars. Example: "We are pretending our hands are stars. Let's make our stars twinkle. First we open our fingers. Then we close our fingers. Open fingers. Close fingers." Acknowledge toddlers' participation by smiling and explaining "Great! Open fingers, closed fingers makes our stars!"

Sing the song all the way through. Sing each word clearly. Encourage toddlers to watch and imitate your motions.

Draw attention to "up above the world so high" by reaching up to the sky and encouraging toddlers to raise their arms, too.

Put emphasis on rhyming words, such as high and sky. It is not appropriate to teach rhyming at this age, but toddlers often enjoy hearing similarities in words.

Tell toddlers what they are learning to do. Example: "You know two actions for our song. You know how to open and close your fingers, and you know how to reach up!

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Using Our Hands *(continued)*



Option 2 continued

What to Look For—Option 2

At this age toddlers participate in songs and informal gatherings by watching and usually attempting to do some of the actions and saying some words. Positively acknowledging toddlers who are watching only may lead to their attempting some of the actions.

Some toddlers may stand and make a bounce motion by bending at the knee to express delight during or at the end of the activity. (See Enrichment tip.)

The fine motor skills (hand/finger actions) promoted in the activity are directly linked to cognitive skills. Remembering a sequence of actions or words is an important mental skill. As toddlers imitate your movements to the familiar song, they begin to develop memory of the sequence of actions associated with the tune and words. Remembering sequences is an important part of self-regulation skills. Repeated enjoyable experiences with a song and/or finger play foster skill in recalling sequences.

More Scaffolding Tips—Option 2

Extra support ■ When you draw attention to raising arms, point to and describe the child raising arms in the picture. ■ Repeat the song quietly to support a calm and enjoyable experience. ■ Sing the song with actions at a slightly slower tempo to help toddlers hear and remember the words, tune, and actions.

Enrichment ■ For toddlers who wish to continue, sing another song with actions. ■ Toddlers may enjoy clapping at the end of the song and saying "yeah" with you.

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BLOCK 1

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Fine motor development

Toddlers move parts of their body and pretend their fingers are a spider as part of a sung finger play.

Key Concepts
Listen
Move
Wiggle
Up

Materials Needed
None

Also Promotes
Self-Regulation
Communication/Language

Optional Reading
Itsy Bitsy Spider by Cottage Door Press

Itsy Bitsy Spider by Annie Kubler

Revised: 6/30/2023

Be Prepared: Learn the song and finger/hand motions for "Itsy Bitsy Spider."

The activity is an opportunity to help toddlers strengthen their fine motor skills by learning one or more of the following actions:

- Wiggle all fingers on both hands.
- Raise both arms up high.
- Lower both arms; touch hands together at midline; open arms wide.

Invite several toddlers to sit on the floor with you. Create interest in the gathering by singing a familiar song as soon as toddlers are in the area.

Introduce the song and finger play "Itsy Bitsy Spider." Demonstrate each of the actions as you sing the song. Draw attention to how you make a spider action by wiggling your fingers on both hands. Explain that we are pretending our fingers are spiders!

Next, invite toddlers to make hand motions with you. Example: "Let's make spiders move by wiggling our fingers." Acknowledge all types of hand and finger wiggles.

Encourage toddlers to make a spider move and listen to the song. Demonstrate the actions again as you sing. Exaggerate words and actions to create a relaxed and enjoyable experience.

Conclude the activity by describing how we learned to wiggle our fingers, raise our arms up high, and then lower our arms.

What to Look For—Option 3

Some toddlers may attempt to imitate all the actions, and some toddlers may simply observe. The finger play involves complex actions that toddlers will enjoy watching but most likely will not be able to do in a precise way. At this age most toddlers are not able to alternate thumb and index finger movements. These skills are often emphasized in preschool rooms and are not important to promote in the current activity. Some toddlers will especially connect with the pretend elements of the activity, including the use of fingers as a spider and the sun coming up again.

Watch for and acknowledge toddlers' attempts to remember what comes next in the finger play sequence. Learning the sequence of actions supports memory skills and helps toddlers develop a representation for other actions and routines that are done in order, such as getting ready to go outside. Remember that, although the songs are simple for adults and older children, they provide toddlers with an enjoyable experience, rich in language.

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Using Our Hands *(continued)*



Option 3 continued

Look for impromptu opportunities to engage children in part or all of the "Itsy, Bitsy Spider" song and finger play. Example: A few moments may be available as children wait to go outside.

Toddlers who seem eager to repeat the song and finger play may be ready for the additional action of having the sun come out so the spider can climb up again.

Although this activity focuses on fine motor skills, it also is a chance for toddlers to learn and remember that songs have words and some songs have associated actions. Frequent opportunities to participate in songs are part of a high-quality toddler room.

More Scaffolding Tips—Option 3

Extra support ■ Describe what is happening in the gathering. Example: "We are sitting together to sing." ■ Describe the desired finger/hand actions of individual children. Example: "Josiah, you are raising one of your arms high in the air." ■ If children remain engaged after one or two times of singing the song with actions, demonstrate and describe a specific finger/hand action that toddlers may find challenging or may not be noticing. Encourage toddlers to repeat the action. Example: opening your arms wide as you say "washed the spider out."

Enrichment ■ Describe positive behaviors and responses to the activity. Examples: "We are having fun." "This is a funny song about the spider. We like to laugh together!" ■ Use a paper spider or puppet with a cardboard tube to show how the spider goes up into a pipe and comes back down. ■ Share the book *Itsy Bitsy Spider* with toddlers who remain interested. Point to the pictures and talk about the spider. Encourage toddlers to point to the pictures. Encourage their vocalizations, especially the use of words.

Interest Area

Materials Needed: Nonbreakable mirrors, *Twinkle, Twinkle Little Star* by Caroline Jayne Church, an *Itsy Bitsy Spider* book as suggested in Optional Reading

Share books throughout the week with one or two toddlers at a time. Create an open space for toddlers to walk like a spider on hands and feet. Encourage use of nonbreakable mirrors so toddlers can watch themselves in action.

Revised: 6/30/2023

Family Child Care

Children of all ages enjoy songs with actions. Older children most likely will find it challenging and enjoyable to make a spider movement by placing the index fingertips on the opposite thumb pad and alternating movements.

Depending upon the experiences of the children, lead a game of *Copycat*. Demonstrate an action and invite children to mimic the action. All children will enjoy having a turn as an action leader.

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BLOCK 2 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Sounds

Option 1 (IG) Toddlers participate in a shared book reading focused on sounds made by farm animals.

Option 2 (IG) Toddlers participate in a shared book reading that includes a song about farm animals of interest to the toddlers.

Option 3 (IG) Toddlers participate in book-focused play with farm animal figures, blocks, and a barn.



Cognitive

Solving Problems

Option 1 (OO) A toddler practices taking apart two connected star builders.

Option 2 (IG) Toddlers practice taking apart snap beads connected in a chain, with the option of placing the beads in a clear container after they are removed from the chain.

Option 3 (IG) Toddlers practice taking apart chains of star builders or snap beads as a caregiver offers informal comments about "more" and related concepts of quantities.



Self-Regulation

Getting Calm

Option 1 (OO) A toddler observes how to calm down after an exciting activity.

Option 2 (OO) A toddler practices calming down after engaging in an exciting activity guided by a caregiver.

Option 3 (OO) A toddler independently practices calming down after engaging in an exciting activity.



Social-Emotional

Interacting with Others

Option 1 (OO) A toddler engages in play with a caregiver focused on rolling a ball back and forth.

Option 2 (OO) A toddler engages in play with a caregiver focused on taking turns in building a tower with blocks.

Option 3 (IG) Toddlers engage in play with a caregiver focused on taking turns in making motions that others copy.



Physical/Health

Moving Our Bodies

Option 1 (OO) A toddler rolls a ball back and forth with a caregiver.

Option 2 (IG) Toddlers take turns rolling a ball in an effort to knock down a cardboard block.

Option 3 (IG) Toddlers participate in open-ended play with balls.

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

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BLOCK 2

Exploring Sounds

Communication/ Language

12–24 Months

Option 1
Informal Gathering

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

Toddlers participate in a shared book reading focused on sounds made by farm animals.

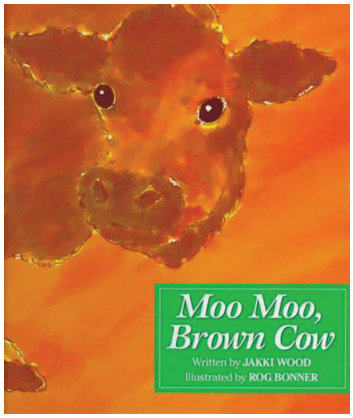
Key Concepts
Sounds
Animals

Materials Needed
Moo Moo, Brown Cow by Jakki Wood

Also Promotes
Cognitive

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

EXPLAIN: Our book is about a cow. Do you see the brown cow on the cover of our book?



[*Pause for verbal or nonverbal responses.*]

A cow says "moo." Let's all say "moo" like a cow!

Our book is about animals that live on a farm.

ASK: What animals do you think we will see in our book?

[*Pause for toddlers to respond. Repeat and extend each response. Example: "Camila said 'oink, oink!' A pig says 'oink.' Camila thinks there will be a pig in our book! Let's read our book and find out!"*

ACT: *Open the book and hold it for each toddler to see. Ask toddlers about the picture and respond positively to each reaction. Example: "Yes, you see a baby, Emily! This is a baby cow. It is called a calf."*

Read the first page aloud.]

I wonder what animal will be on the next page.

Let's turn the page and see!

[*Pause for toddlers to look at the new picture.*]

This animal makes a "baa, baa" sound. Let's all make a "baa, baa" sound!

[*Encourage toddlers to make a "baa, baa" sound. Repeat the sound several times for toddlers to mimic.*]

This animal is called a black sheep! Have you ever seen a sheep?

[*Continue to read and talk about the pictures in the book using strategies, such as the following, to engage toddlers in the book:*

- *Point to and describe pictures. Example: "Look at the mother pig. She is big! The mother pig is feeding her piglets! See their curly tails? The piglets are small. Let's make a small piglet sound!" Demonstrate making soft pig sounds.*

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Exploring Sounds *(continued)*

Option 1 continued

- *Expand upon the book text and ask questions to support toddlers' understanding and interest. Pause for toddlers to react to your questions. Examples:*
  - ❍ *"This is an orange hen. A hen is a chicken that lays eggs. See her babies? Her babies are yellow, and they are called chicks. What do you think the chicks are doing?"*
  - ❍ *"Look at all the green froglets! They are jumping off the lily pad and into the water. What do you think the froglets are going to do in the water?"*
- *Respond to toddlers' comments and pointing by repeating and extending their responses and words. Examples:*
  - ❍ *"Yes, ducks say 'quack, quack,' Lucas. You know this is a mother duck and her babies! The babies are called ducklings. See their orange beaks? Where do you think the ducklings are going?"*
  - ❍ *"Ana said 'fishy.' Look at the colorful fish! This fish is called a rainbow trout. See all her babies? They have a silly name. The babies are called 'small fry!' Let's make fish sounds together."*
- *Read enthusiastically, varying your voice to add a dynamic quality.*]

RECAP: We looked at pictures of animals that live on a farm. Animals make different sounds. We practiced making some of the sounds that animals make. The kitty in our book has lots of animal friends on the farm! What animal sound should we make again?

What to Look For—Option 1

Toddlers will likely enjoy making some of the animal sounds with you. Provide sufficient time for toddlers to make animal sounds that seem to be of special interest. Repeat the sound and encourage toddlers to make the sound you make. The pictures of the animal mothers with their babies will be of interest to some toddlers. Toddlers are not expected to remember or recite the names of the baby animals, but using new words during a book reading increases toddlers' awareness of different words attached to different animals.

Notice what animals are of interest to toddlers and spend more time talking about these animals. Use rich language to describe the animals, including color, characteristics, behavior, and sounds. Talking with toddlers about what they see in the book can further develop their language skills. Some toddlers will participate vocally. Others may prefer to watch and listen. Positively recognize each toddler's participation. Example: "I see Lucas looking closely at the picture of the duck in our book. Lucas, do you like ducks?"

More Scaffolding Tips—Option 1

Extra support ■ Sit close to toddlers so they can see the pictures and hear your voice. ■ Remember that toddlers are not expected to sit still during an informal gathering. Welcome a toddler who leaves and then returns to the gathering. ■ Some toddlers may enjoy reading this book in a one-to-one setting where they can look closely at and communicate about the animals of most interest.

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Exploring Sounds *(continued)*



Enrichment ■ Invite toddlers to look for the kitty on each page. Example: "Do you see the kitty on this page? No, there is no kitty. Let's look on the next page. Yes, there is the kitty! Where is the kitty on this page?" ■ Encourage toddlers to make the sounds of both the mothers and the baby animals in the book. One approach is to encourage a louder sound for the mothers and a softer sound for the babies.

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BLOCK 2

Exploring Sounds *(continued)*

Communication/ Language

12–24 Months

Option 2
Informal Gathering

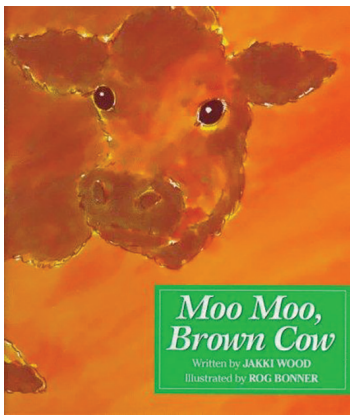
Skill and Goal
Receptive language
Expressive language
Awareness of differences in sounds

Toddlers participate in a shared book reading that includes a song about farm animals of interest to the toddlers.

Key Concepts
Sounds
Animals

Materials Needed
Moo Moo, Brown Cow by Jakki Wood

Also Promotes
Cognitive
Self-Regulation



Invite several toddlers to read the book *Moo Moo, Brown Cow*. Talk with toddlers about the animals and their sounds on each page. Look at the pictures of the mothers with their babies and provide the names of the baby animals. After reading the book, invite toddlers to join you in singing a song about animals on a farm. Include in the song some animals featured in the book that seemed to be of particular interest to the toddlers. Hold the book open for toddlers to see the picture of the animal as you sing. Sing "Old MacDonald Had a Farm," substituting a toddler's name in place of "Old MacDonald." Sing as many verses as there are toddlers in your gathering, so each toddler's name is used once in the song. Encourage toddlers to join you in singing some of the words and animal sounds.

What to Look For—Option 2

Many toddlers will be familiar with this song and will likely join in singing some of the words and making the animal sounds. Toddlers enjoy hearing their name in a song and will be delighted to hear this special version. Some toddlers will join in the familiar parts, whereas others may prefer to listen to you sing. Recognize the participation of each toddler, whether he/she sings some of the song or connects with the song by listening.

More Scaffolding Tips—Option 2

Extra support ■ Sing the words of the song slowly and with emphasis, encouraging toddlers to join you. ■ Point to the picture of the animal in the book as you sing each verse, providing a visual cue as to the animal toddlers are singing about.

Enrichment ■ If toddlers remain engaged after the song, ask if they would like to sing about more animals. Invite them to choose the animals they would like to include in the song. ■ Insert baby animal names into the song and make softer animal noises when you sing about a baby.

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BLOCK 2

Exploring Sounds *(continued)*

Communication/ Language

12–24 Months

Option 3
Informal Gathering

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

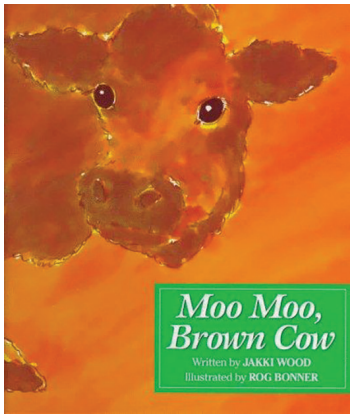
Toddlers participate in book-focused play with farm animal figures, blocks, and a barn.

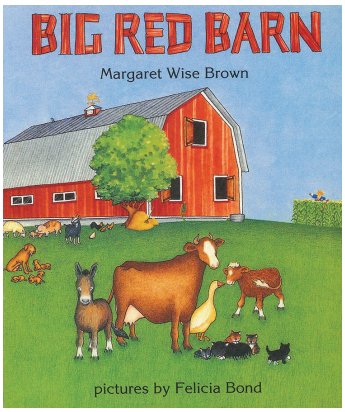
Key Concepts
Sounds
Animals
In
Out

Materials Needed
Moo Moo, Brown Cow by Jakki Wood
Big Red Barn by Margaret Wise Brown
2 sets of farm animal figures
Toy barn
Assortment of blocks

Also Promotes
Cognitive
Self-Regulation

Be Prepared: Arrange the barn, blocks, and farm animals on a low table. Encourage play and exploration by placing some of the animals in the barn, some on top of blocks, some in groups, and some alone.







Invite two toddlers to join you in looking at the two books about farm animals. Talk with the toddlers about some of the animals and their sounds in the *Moo Moo, Brown Cow* book. In the *Big Red Barn* book, emphasize how the animals come out of the barn during the day and go in the barn at night.

Introduce the farm materials and invite toddlers to play at the table. Encourage toddlers to interact with the farm animals, and to consider the different sounds their animals make as they play. Some toddlers may enjoy moving animals in and out of the barn. You may wish to remind toddlers that there are enough animals for everyone, and that the barn belongs to all the animals, so both toddlers can play. Talk with each toddler about his/her ideas and describe what each is doing with blocks and animals. Examples: "I can see you are putting your animals in the barn. You have a cow, a horse, and a pig! What are your animals going to do in the barn?" "Your animals are out of the barn near the blocks. What would you like to build for your animals?"

During this activity, use questions that encourage more than a yes or no response. Examples:

- "You have two cows. Your cows are taking a walk! Where are the cows going?"
- "You are lining the blocks up. What are you building for your animals?"

Repeat and extend each response. Examples:

- Child: Puts several animals inside the barn and says "night, night."
- Caregiver: "Your animals are in the barn! I think you are pretending it is time for the animals to go 'night, night' like the animals in our book! Your animals are sleeping. What are your animals going to do when they wake up?"

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Exploring Sounds *(continued)*

Option 3 continued

- Child: "Play!"
- Caregiver: "Your animals are going to play when they wake up! Where are they going to play?"

Here is an example of extending a toddler's nonverbal communication:

- Child: Points to barn.
- Caregiver: "You are pointing to the barn. Our barn is red. Our barn looks like the red barn in our book! Would you like to play with the barn?"
- Child: "Cow!"
- Caregiver: "You have a cow. What would you like to do with your cow?"

What to Look For—Option 3

Pretend play with animal figures may be new for some toddlers. Arranging the play space in a pleasing way will encourage toddlers to explore and interact with the materials. Some toddlers will enjoy playing with the farm animals, whereas others may prefer to build with the blocks. Some toddlers may "act out" parts of the books, such as going in and out of the barn. Encourage toddlers to interact with the materials in the ways that they choose. Pay attention to opportunities to connect toddlers' play to one or both of the books reviewed at the beginning of the activity.

Look for opportunities to talk with a toddler about his/her plans. Example: "I can see you are lining your animals up. What are your animals doing in the line?" Also, toddlers' use of the toy animals and barn is a good time to look for opportunities to help toddlers become aware of the concepts of in and out.

More Scaffolding Tips—Option 3

Extra support ■ Parallel play with a peer may be challenging for some toddlers. Ensure there are enough animal figures for each toddler to play with. If sharing the barn becomes a conflict, you may wish to put it away and encourage toddlers to play with the blocks and animals. ■ If playing next to a peer and sharing materials are too challenging for a toddler, you may wish to put the materials away and provide the opportunity to play one-to-one with you at a later time. In a one-to-one context, demonstrate and describe sharing and taking turns.

Enrichment ■ Extend the play of toddlers by asking questions about their ideas and actions. Example: "I can see you built a wall and put your animals on top. What are you going to do with your animals next?" ■ Toddlers may enjoy additional props, such as crumpled paper for animal food or hay, or large pieces of felt for blankets or ground cover (grass, dirt, water).

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Exploring Sounds *(continued)*



Interest Area

Materials Needed: *Moo Moo, Brown Cow* by Jakki Wood, farm animal figures, two sets, assortment of blocks

Place the farm animal figures in the block area and invite several toddlers to play. Toddlers may want to build a barn or house for the animals or interact with the materials in different ways. Toddlers may enjoy hearing the book read while they interact with the animals. Encourage language use by talking with toddlers about their ideas and actions as they play.

Family Child Care

Materials Needed: *Moo Moo, Brown Cow* by Jakki Wood

This book can be enjoyed by children of all ages. Read the book and encourage children to make the different animal sounds. Talk with children about the names of the baby animals, especially unfamiliar names or animals. Invite children to make the sounds of both adult and baby animals, using louder sounds for the big animals and quieter sounds for the baby animals. Babies may enjoy holding an age-appropriate farm animal during the activity.

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BLOCK 2

Solving Problems

Cognitive

12–24 Months

Option 1
One-to-One

Skill and Goal
Problem-solving
Object inquiry skills
A toddler practices taking apart two connected star builders.

Key Concepts
Take apart
Pull
Hold

Materials Needed
Giant star builders
Hands Can by Cheryl Willis Hudson

Also Promotes
Physical/Health
Communication/Language

Be Prepared: If toddlers have not had experience playing with star builders, you may wish to provide several days of exploratory play with the "connected" star builders prior to offering the activity described below. This activity is an opportunity for toddlers to take apart connected stars by holding one star and pulling the other star.

BEGIN: [*Sit on the floor facing a young toddler. Hold two stars that are connected. Give the toddler the connected stars.*]



EXPLAIN: We can play with stars today. Here are stars for you.

There are two stars. Here is a star. Next to this star is another star.



[*Point to each star as you emphasize there are two. Pause and then describe the toddler's actions or reaction. Examples: "You are holding two stars with your hands." "You are tapping two connected stars on the mat." "Now you are waving the stars."*]

You can take apart your two stars.

ACT: [*Demonstrate how to disconnect the two stars. Hold the connected stars away from your body and in clear view of the toddler. Describe the action. Example: "I am holding this star, and I am pulling on the other star." Emphasize the words pull and hold.*

Put the two stars together (not the focus of today's activity) and offer the connected stars to the toddler. Pause for the toddler to examine and manipulate the connected stars.

Describe the toddler's words and actions. Example: "You are holding two connected stars. You said 'ahh.' I think you want to pull off a star. You are learning how to take apart the stars." If appropriate, repeat the demonstration as you say, "Hold one and pull one."

If the toddler disconnects the stars, enthusiastically acknowledge the accomplishment. Example: "You used two hands and pulled on two stars. The two stars came apart. You did it yourself!"

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Solving Problems *(continued)*

Option 1 continued

Ask the toddler whether he/she wants to take apart the stars again. Offer encouragement. Conclude play with the stars after 2–3 minutes or when the toddler seems to lose interest.

Show the book and invite the toddler to look at it with you. Example: "This book tells us about other things we can do with our hands. Let's look at our book together." Engage the toddler in a discussion of the book cover before reading and discussing each page. Encourage the toddler to point to pictures.]

RECAP: We played with star builders. You learned how to take them apart. You held one star and pulled on the other star. The stars came apart. You worked hard and practiced taking stars apart many times. We looked together at a book about things we can do with our hands.

What to Look For—Option 1

If a toddler experiences considerable difficulty or frustration during or after your assistance (see Extra Support tip), modify the activity to suit the toddler's abilities and interests. Example: the toddler may wish to play with a larger collection of stars by taking stars out of a container and/or putting stars in a container.

Some toddlers may learn to disconnect the stars quickly and will enjoy disconnecting the stars you fit together. Toddlers will be pleased with their ability to make a dramatic change in the connected stars. Some toddlers may implement an activity idea of their own, such as stacking the stars or arranging them in a line.

The enjoyment of one-to-one play with you may prompt some toddlers to focus on your demonstration and persist in disconnecting the star builders.

More Scaffolding Tips—Option 1

Extra support ■ If a toddler tries to separate the stars without success, offer to help by holding one star and encouraging a toddler to pull on the connected star. Another option is to encourage the toddler to put his/her hand on top of your hand as you disconnect the stars. ■ The toddler may not be familiar with the concept of pull. Describe and demonstrate a pull action with your hands with connected stars and/or other objects that can be readily pulled. ■ Pursue the book at a later time if the toddler seems uninterested after working with the star builders.

Enrichment ■ If a young toddler is successful in disconnecting two stars, offer him/her three connected stars to pull apart. ■ Create a three-dimensional shape with several stars and present it to a toddler who seems eager to pull apart stars. ■ If a toddler is interested in connecting the stars, encourage exploration and offer some assistance. Connecting the stars is developmentally more challenging and is often easier to pursue after a toddler masters the task of pulling apart connected stars.

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Solving Problems *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Problem-solving
Object inquiry skills

Toddlers practice taking apart snap beads connected in a chain, with the option of placing the beads in a clear container after they are removed from the chain.

Key Concepts
Take apart

Pulling

Materials Needed
6 snap beads—1 per toddler

Clear containers—1 per toddler

Also Promotes
Physical/Health

Communication/Language



This activity option extends Option 1 by offering practice in taking apart a different set of items (snap beads). Create chains with the snap beads, making and offering longer chains if you anticipate toddlers will respond positively to the challenge of having a greater number of beads to pull off a chain. Toddler-size snap beads can be fastened into a circle if a higher level of challenge seems appropriate.

Toddlers will enjoy altering the bead chain by pulling off individual beads. Continue to refasten snap beads and talk with toddlers about how they got the chain of beads apart. Your attention and positive comments about the toddlers' accomplishments let them know their discovery play is valued.

If toddlers readily disconnected items, provide each interested toddler with a clear container, such as a large non-breakable peanut butter jar. Some toddlers will enjoy dropping beads into the container after taking apart the snap bead chain. Toddlers will enjoy seeing the beads held in a different manner. Playfully describe toddlers' actions during the activity. Example: "Wow. Ryan, you put all the beads into the jar!"

What to Look For—Option 2

If a jar is used, some toddlers will enjoy dumping the beads out onto the floor. Put the bead chain back together and encourage toddlers to take it apart again. This game can be a lot of fun for toddlers when it is presented in a playful manner.

The efforts of toddlers who do not wish to use a container are as important as the efforts of toddlers who use a container. Be careful to avoid offering more attention or reinforcement to toddlers who use a container.

If a toddler wishes to connect the beads on his/her own, offer just enough assistance for the child to be successful. Demonstrate how to connect two beads. Draw attention to the hole on one side of the bead, and the peg on the opposite side.

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Solving Problems *(continued)*

Option 2 continued

More Scaffolding Tips—Option 2

Extra support ■ If a toddler wishes to fill the jar and dump the beads, rather than taking them apart, offer encouragement by describing the toddler's actions. ■ If a toddler has difficulty pulling the beads apart, hold one bead while he/she pulls on the attached bead with one or two hands.

Enrichment ■ Draw attention to two beads that are the same color. ■ Make a chain of beads with two alternating colors. Some toddlers may notice the pattern of colors. ■ If a toddler initiates connecting all the beads, offer assistance. Seeing all the beads connected will be interesting to some of the toddlers.

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Solving Problems *(continued)*

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers practice taking apart chains of star builders or snap beads as a caregiver offers informal comments about "more" and related concepts of quantities.

Key Concepts
Take apart
Pull
More
Longer
Bigger

Materials Needed
Giant star builders or snap beads—5 per toddler

Also Promotes
Physical/Health
Communication/Language

Create chains with five star builders or snap beads connected in each. Lay the chains along a low table (or other surface) easily accessible to toddlers. Sit close by and talk with toddlers about how they can pull off a star or bead. Remake the chains so toddlers can continue to take apart a chain.

Promote toddlers' awareness of the concept of more in relation to the chains. Toddlers hear and probably use the word more in relation to food and drink. When appropriate, use the word more and other concepts related to quantity (without explicitly defining them) so toddlers have repeated exposure to these terms as they manipulate different quantities of stars or beads. Use words, such as longer, bigger, and more when you offer comments about the chains. Your use of these terms helps set the stage for learning more about quantities at the preschool stage.

What to Look For—Option 3

A toddler may carry a chain around the room for enjoyment. It is typical for toddlers to carry items from one place to another. It is beneficial to support this interest while also giving gentle encouragement to take apart a chain. Repeat the activity and observe the reactions of individual toddlers.

More Scaffolding Tips—Option 3

Extra support ■ Some toddlers will be most comfortable standing for the activity. Other toddlers may prefer to sit for the ease of controlling the snap beads or star builders.

Enrichment ■ When re-connecting the star builders or snap beads, encourage a toddler to give you one more. ■ Draw attention to two star builders or snap beads that are the same color. ■ Provide assistance to a toddler who is interested in connecting the star builders or snap beads himself/herself.

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BLOCK 2

Solving Problems *(continued)*

Cognitive

Interest Area

Materials Needed: star builders

Create interest in problem-solving by connecting star builders in several different arrangements and placing them on a low table. Discover two different shapes you can create with four stars of all one color. You might include a multicolored arrangement of three builders that toddlers can discover and manipulate.

Family Child Care

Materials Needed: star builders, non-breakable quart-size containers

Place two connected stars into non-breakable quart-size containers so each toddler has a set to use. Sit with toddlers on the floor and talk with them about pulling apart the stars. Older children can create chains of stars. Encourage an older child to compare the length of the chain to his/her foot, leg, or full height. Example: "Is your chain longer or shorter than your arm? How can you make it the same?"

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BLOCK 2

Getting Calm

Self-Regulation

12–24 Months

Option 1
One-to-One

Skill and Goal
Self-control

A toddler observes how to calm down after an exciting activity.

Key Concepts
Calm down

Materials Needed
None

Also Promotes
Communication/Language
Physical/Health
Social-Emotional

Be Prepared: Become familiar with the "Little Fishy Swimming" rhyme prior to the activity.

BEGIN: [*Invite a toddler to learn a new game about a pretend fish.*]

EXPLAIN: We can have fun playing a game with a pretend fish. I am going to make my hands into a fish, like this. My pretend fish is going swimming!

ACT: [*Demonstrate making a fish by placing your hands together, palm to palm with straight fingers. Move your hands as though swimming through water.*]

I am pretending my hands are a fish that is swimming in the water!

[*Enthusiastically recite the "Little Fishy Swimming" rhyme as you move your hands as though swimming through water. During the last line of the rhyme, separate your two palms wide and then close them with each "bubble." Give a big clap as you say "pop!"*]

See the little fishy swimming in the water,
Swimming in the water,
See the little fishy swimming in the water,
Bubble, bubble, bubble, POP!

[*Enthusiastically laugh along with the toddler after the "pop!"*]

ASK: Would you like my pretend fish to go swimming again?

ACT: [*If the toddler responds positively, repeat the rhyme enthusiastically with actions. Then comment on how the activity made you feel.*]

I had fun making my hands into a pretend fish during the fishy game. My fishy popped a bubble! I feel happy and excited!

EXPLAIN: I am going to take a break to calm down. I am going to rest after doing something exciting.

Early Learning Matters

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Getting Calm *(continued)*



Option 1 continued

ACT: [*Demonstrate one or more of the following ways to transition to a calmer state:*

- *Softly announce that the little fishy is tired from swimming and is going to rest.*
- *Quietly hum or sing a familiar song.*
- *Close eyes briefly and take a slow deep breath.*]

RECAP: I pretended my hands were a fish swimming in the water! My fishy was swimming and swimming, and then it popped a bubble! After my fish did a lot of swimming, I rested. Now I feel calm.

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BLOCK 2

Getting Calm *(continued)*

Self-Regulation

12–24 Months

Option 2
One-to-One

Skill and Goal
Self-control

A toddler practices calming down after engaging in an exciting activity guided by a caregiver.

Key Concepts
Calm down

Materials Needed
None

Also Promotes
Communication/Language
Physical/Health

Invite a toddler to join you on the floor to play a game with a pretend fish. Example: "We are going to have fun playing a fish game! I am pretending my hands are a fish that is swimming. See how I am making the fishy swim?" Make a fish by placing your hands together, palm to palm with fingers straight. Move your hands through the air as though a fish is swimming. Enthusiastically recite the "Little Fishy Swimming" rhyme while making your pretend fish move through air (pretend water). During the last line of the rhyme, separate your palms wide and then close them with each bubble. Give a big clap when you say "pop!"

See the little fishy swimming in the water,
Swimming in the water,
See the little fishy swimming in the water,
Bubble, bubble, bubble, POP!

Invite the toddler to join you in a second round. Example: "Would you like to try the fish game with me? Let's make a pretend fish with our hands and make the fishy swim!" Recite the words and demonstrate the actions of the rhyme, encouraging the toddler to imitate your actions. Some toddlers may want to repeat the rhyme together one or more times. Comment on how you are both feeling after the fun activity. Example: "We had fun with the fishy game! I can see you are happy and excited. I feel excited too!"

After the exciting activity, demonstrate how to calm down and encourage the toddler to imitate your actions. Example: "Let's take a break and rest. It is time for us to calm down." Encourage the toddler to join you in one or more of the following ways to transition to a calmer state:

- Softly announce that the fish are tired from swimming and it is time for them to rest. Put your "fish" (hands) in your lap.
- Quietly hum or sing a familiar song.
- Close eyes briefly and take a slow deep breath.

If the toddler needs additional support to calm down, you may wish to rub his/her back softly. Acknowledge the toddler's efforts to calm down with you after the exciting activity. Example: "Our hands are in our laps. Our fish are resting. We had fun playing the fishy game. Then we rested. Now we feel calm."

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Getting Calm *(continued)*

12-24 Months

Option 3

One-to-One

Skill and Goal

Self-control

A toddler independently practices calming down after engaging in an exciting activity.

Key Concepts

Calm down

Materials Needed

None

Also Promotes

Communication/Language

Physical/Health

Be Prepared: Engage a toddler in Option 2 prior to offering the current option on a later day or time (not back-to-back activities). Options 1 and 2 provide information that is helpful for a toddler to know prior to participating in Option 3.

Invite a toddler to join you on the floor to make and play with a pretend fish. Introduce the rhyme (see Option 1 or 2) and show the toddler how to make a fish with his/her hands (see Option 1 or 2). Then invite the toddler to help his/her "fish" go swimming. Example: "Fish like to swim. You can make your fish swim, like this!" Enthusiastically recite the rhyme while moving your hands (fish) through the air as though swimming in water. Encourage the toddler to join you. Remember to separate your palms when saying "bubble," and clap your hands once loudly when you say "pop!"

Then invite the toddler to do the actions independently as you recite the rhyme. Acknowledge the toddler's participation and enthusiasm. Example: "Your fish was swimming and swimming. Then your fish popped a bubble! You like this game. You are laughing and having fun!"

Announce that the fish is tired from swimming and it is time to rest. Invite the toddler to rest his/her "fish" (hands) in his/her lap and to calm his/her body. Example: "Your fish is resting. It is time for you to rest and to be calm. How are you going to calm down? Show me what you do when you want to calm your body." Give the toddler quiet time to calm himself/herself.

Recognize and acknowledge the toddler's efforts to calm down after the exciting activity. Example: "You had fun playing the fishy game, Lliana! After your fish went swimming, you rested your fish in your lap and sat quietly. You calmed your body. You are learning how to become calm."

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Getting Calm *(continued)*

What to Look For—Options 1–3

The three options offer a coherent progression in challenge, from observing (Option 1) to participating with clear guidance (Option 2) to engaging in both parts of the activity ("swimming" and calming down) with minimal guidance (Option 3). Option 3 is most appropriately pursued after a toddler has become familiar with the activity by participating in Option 2, as noted in the Option 3 description.

Some toddlers may become overly excited and need a less stimulating activity. (See Extra Support tip below.) Also, some toddlers may find it especially challenging in Option 2 or 3 to stop the "swimming" actions and move into a phase of calming down. Option 3 may be easily moved into an Option 2 approach if more support is needed for calming down. Demonstrating again how to calm down also may be a helpful way to support a toddler's efforts to calm down, as suggested in the Extra Support tips.

Some toddlers will enjoy reciting some of the rhyme, such as "pop," whereas others may focus on the actions. Toddlers are not expected to memorize or say the rhyme.

More Scaffolding Tips—Options 1–3

Extra support ■ If a toddler finds it challenging to calm down in Option 2 or 3, invite him/her to observe you demonstrate one or more ways to calm down (Option 1). It also may be helpful to offer extra time to practice calming down with support in Option 2 or 3. ■ Toddlers who become overly excited during the activity (Option 2 or 3) may benefit from a slower, quieter version of the fish rhyme. Example: invite the toddler to have his/her fish swim slowly and use a gentler, quieter clap for the "pop!" ■ Some toddlers may benefit from a slightly stronger indication that the fish activity is done (Option 2 or 3). Example: "The fish is not swimming because the fish is resting. Swimming is done. It is time to calm down and rest." ■ Sit next to a toddler who has trouble calming down.

Enrichment ■ Add excitement to the rhyme by saying "bubble" very slowly. Include a dramatic pause right before saying "pop!" ■ Encourage the toddler to recite some of the words of the rhyme with you. Toddlers may particularly enjoy saying "bubble" and "pop!"

Interest Area

Materials Needed: Several toy fish in a basket, assorted nursery rhyme books

Place the toy fish and books on a low table. Invite several toddlers to use the toy fish to repeat the "Little Fishy Swimming" rhyme. Recite several additional rhymes from the books that are of interest to toddlers. You may wish to make up hand motions and encourage toddlers to copy them as you say the rhymes. After the rhymes/finger plays, invite toddlers to sit quietly with you and practice calming down before moving on to another activity.

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Getting Calm *(continued)*

Family Child Care

Materials Needed: bubble solution and wand

The Little Fishy Swimming rhyme can be enjoyed by children of all ages. Babies may enjoy holding a toy fish while listening to the rhyme. Older children may enjoy "swimming" around the room with their pretend fish. Consider taking a bottle of bubble solution outdoors. Blow bubbles while reciting the rhyme and invite children to pop them while pretending to be fish. Before moving on to the next activity, invite all the children to "rest" their fish and sit quietly for a few moments.

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BLOCK 2

Interacting with Others

Social-Emotional

12–24 Months

Option 1
One-to-One

Skill and Goal
Social interaction skills

A toddler engages in play with a caregiver focused on rolling a ball back and forth.

Key Concepts
Take turns

Materials Needed
Soft ball

Also Promotes
Communication/Language
Physical/Health
Self-Regulation
Cognitive

BEGIN: [*Invite a toddler to sit facing you on the floor. Greet the toddler by name and introduce the ball.*]

EXPLAIN: Here is a ball that we can play with!

ASK: Would you like to roll the ball with me?

[*Pause for the toddler to consider and respond. Interest may be indicated by smiling, nodding, or reaching for the ball.*]

EXPLAIN: We are going to take turns rolling the ball back and forth. I am going to roll the ball to you. Then it will be your turn to roll the ball to me!

ACT: [*Roll the ball gently to the toddler.*]

You have the ball! Now it's your turn! You can roll the ball to me!

[*Encourage the toddler to roll the ball to you.*]

I have the ball. Now it's my turn!

[*Continue to roll the ball back and forth with the toddler, each time indicating whose turn it is. You may wish to turn your words into a chant, such as the following:*

Rolling, rolling, now it's your turn!
Rolling, rolling, now it's my turn!

Use the toddler's name instead of "your."]

RECAP: We played with a ball today. We took turns rolling the ball back and forth! I rolled the ball to you. Then it was your turn and you rolled the ball to me! We had fun taking turns with the ball!

What to Look For—Option 1

Toddlers can develop important social skills while talking and playing with others. Learning how to take turns is a valuable part of social skill development. This activity provides the opportunity for toddlers to practice taking turns during a simple and enjoyable game with a trusted adult. A ball is a favorite toy of many toddlers, and most will enjoy the act of rolling the ball back and forth. If a toddler prefers to hold the ball rather than take turns, you may wish to end the activity and try again at a later time. (See Extra support tip below.) Affirm the toddler's participation in playing with the ball and taking turns.

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Interacting with Others *(continued)*

Option 1 continued

More Scaffolding Tips—Option 1

Extra support ■ Provide extra support and encouragement if the toddler wants to hold the ball rather than take turns rolling it. Example: "You like the red ball. You want to hold it. When you are done holding it, you can roll it to me. Then we can play with the ball together!" If the toddler continues to hold the ball, allow him/her to hold it for several more moments and then invite the toddler to choose another activity. You may wish to try again another day, perhaps taking turns with a different toy.

Enrichment ■ If a toddler enjoys taking turns with the ball, ask if he/she would like to invite a friend to play. Help the toddler ask a peer and facilitate the play between the two toddlers.

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BLOCK 2

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 2
One-to-One

Skill and Goal
Social interaction skills

A toddler engages in play with a caregiver focused on taking turns in building a tower with blocks.

Key Concepts
Work together

Take turns

Materials Needed
8 building blocks

Basket

Also Promotes
Communication/Language

Physical/Health

Self-Regulation

Cognitive

Invite a toddler to join you on the floor to play. Introduce the blocks and encourage the toddler to explore them. Talk with the toddler about the blocks, such as color, size, or texture. After the toddler has picked up and explored the blocks, place them in the basket and invite the toddler to work with you to build a tower. Example: "Let's build a tower with the blocks! We can work together to build the tower. We are going to take turns stacking the blocks. Let's see how high we can build our tower!"

Place one block on the floor between you. Demonstrate picking up a block from the basket and placing it on top of the first block. Encourage the toddler to "take a turn" picking up a block and putting it on top of yours. Example: "I put a block on our tower. Now it is your turn! It is Noah's turn to put a block on the tower." Continue to promote back-and-forth interactions and turn-taking. User strategies, such as the following:

- Offer pauses during the activity for the toddler to vocalize, look, or act. Respond to the toddler's actions or communications. Example: "You said 'fall down!' Yes, the block tower got so high it fell down!"
- Describe the toddler's actions with the blocks. Example: "You have a red block, Noah. You are putting the red block on top of the yellow block!" Describe your actions with the blocks, too.
- Emphasize turn-taking in the interactions. Examples: "I put a blue block on the tower. Now it is your turn, Noah! Which block are you going to put on our tower next?" "You put the blue block on the tower. Now it is my turn. We are taking turns!"

When all the blocks are stacked (or the toddler appears to be done stacking blocks), invite the toddler to tip the tower. Show enthusiasm with the toddler as the blocks fall down. The toddler may want to build another tower with you to knock down. Acknowledge and affirm the toddler's participation.

What to Look For—Option 2

This activity uses blocks to facilitate back-and-forth interactions with a toddler, with emphasis on taking turns. Learning the skill of taking turns is a slow and gradual process. Toddlers are not expected to understand or engage in turn-taking behaviors independently. This activity provides practice at this new skill during an enjoyable interaction with a familiar adult.

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Interacting with Others *(continued)*

Option 2 continued

Some toddlers may want to build the structure on their own. (See Extra support tip below.) Also, a toddler may not be interested in stacking the blocks to build a tower. If this occurs, suggest a different way to play with the blocks that the toddler may want to join. (See Extra Support tip below.) Emphasize positive social interactions during the activity. Affirm the toddler's efforts to work with you and take turns.

More Scaffolding Tips—Option 2

Extra support ■ If a toddler is uninterested in stacking or building a tower, suggest different ways to interact with the blocks. This may include taking turns placing the blocks side by side, or lining the blocks up end to end. ■ If a toddler wants to build with the blocks without taking turns, quietly describe the toddler's actions while he/she creates a structure. Then invite the toddler to build something new together, gently facilitating turn-taking with the blocks. ■ If this activity remains challenging for a toddler, invite him/her to take turns rolling a ball (Option 1).

Enrichment ■ Invite the toddler to select which block you will use during your turn. Example: "Now it is my turn! Which block should I put on the tower next?"

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BLOCK 2

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers engage in play with a caregiver focused on taking turns in making motions that others copy.

Key Concepts
Take turns
Watch
Copy

Materials Needed
None

Also Promotes
Communication/Language
Physical/Health
Self-Regulation

Invite two toddlers to play an imitation game. Explain that the toddlers will watch you and then imitate your motions. Describe the motions as you move and encourage toddlers to copy you. Example: "Please watch what I do. Then you can do the same! I am stretching my arms high. Let's all stretch our arms high!" Repeat this approach with several different motions, then invite each toddler to take a turn being the "leader" and doing a motion for you and the other toddler to follow. Examples: "Ava, it is your turn for us to copy you! What are you going to do?" "Ava is shaking her hands. Let's watch Ava and then shake our hands like she is!"

Some toddlers may want to repeat a motion. Other toddlers may want a prompt or suggestion for a new motion. Example: "Maybe you would like to clap your hands, Martin. Would you like me to clap my hands, too? Let's all clap our hands!"

Encourage toddlers to take turns in leading the motions. Example: "Martin clapped his hands. We clapped our hands too! Now it is Ava's turn again. Let's watch Ava to see what she is going to do!"

Acknowledge and affirm each toddler's efforts to interact and take turns during the activity. Example: "Martin clapped his hands during his turn. We clapped our hands with Martin. When it was Ava's turn, she patted her head. We patted our heads too! We practiced taking turns together. This was a fun game!"

What to Look For—Option 3

This activity increases the turn-taking challenge of Option 2 by introducing social interactions with a peer. Games, such as one described in this option, provide valuable practice in the social skill of taking turns. Toddlers may participate in different ways. Some may enjoy imitating you and the peer, as well as having a turn to be the leader. Other toddlers may want to do their own motions and look for you to follow. Gently encourage them to participate in turn-taking. (See Extra Support tip below.)

More Scaffolding Tips—Option 3

Extra support ■ If a toddler seems reluctant to relinquish the leader role, gently remind him/her that it is time for someone else to be a leader, and his/her turn to be a leader will happen again. Example: "It is Martin's turn to be the leader. It will be your turn next! Martin is rubbing his belly! I am rubbing my belly too. You can rub your belly with Martin and me!" ■ Acknowledge a toddler's patience in waiting to be a leader. Example: "Now it is your turn, Ava! You waited during our turn, and you are excited it is your turn! What are you going to do?"

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Interacting with Others *(continued)*

Option 3 continued

Enrichment ■ If the two toddlers are readily managing the turn-taking process, invite a third toddler to join the game. Use this as an opportunity to demonstrate how to invite another person to join in play. ■ Help toddlers take turns being the leader in walking around the room. Keep each turn short to limit waiting and potential frustration.

Interest Area

Materials Needed: soft ball

Provide a soft ball for several toddlers to play with in an open area of the room. Invite 2–3 toddlers to sit facing each other and practice rolling the ball back and forth. Toddlers may want to sit facing each other with legs extended in a V and feet touching their partner's feet to keep the ball from rolling away. Talk with toddlers about their actions and efforts to take turns rolling the ball.

Family Child Care

Children of all ages enjoy playing simple games that involve taking turns and copying others. Older children will help to demonstrate positive social interactions during games, and younger toddlers will enjoy watching their peers participate. The following games may be adapted to a mixed age group:

Simon Says—Invite each child to take turns being "Simon," using their name in place of Simon. Example: "Daniel says to stomp your feet! Let's stomp our feet like Daniel!" Older children may say the words as they demonstrate the action. Younger toddlers will enjoy hearing their name and seeing their peers copy their motions.

Follow the Leader—Invite the children to take turns being the leader as the group walks around the room. This activity may also work well outside. Older children may enjoy adding actions while they walk, such as stomping like a dinosaur.

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BLOCK 2

Moving Our Bodies

Physical/ Health

12–24 Months

Option 1
One-to-One

Skill and Goal
Gross motor development

A toddler rolls a ball back and forth with a caregiver.

Key Concepts
Push
Roll
Catch

Materials Needed
8-inch ball

Also Promotes
Cognitive
Communication/Language
Social-Emotional

BEGIN: [*Invite a toddler by name to join you in an open space for rolling a ball back and forth. Encourage the toddler to sit on the floor with his/her legs out straight and feet apart. Demonstrate a sitting position.*]

EXPLAIN: We can have fun rolling the ball back and forth. I can go first. Please watch me roll the ball between your feet. You can catch it with your hands and arms.

ACT: 1-2-3 roll!

[*Use two hands to push the ball forward so it rolls at a sufficient speed to reach the toddler. Emphasize the difference and connection between push and roll. We push the ball and then it rolls.*

Recognize the toddler's success or effort. Example: "Good try at catching the ball!"

Describe the toddler's actions. Respond to the toddler's non-verbal and verbal expressions. Foster a conversation as you and the toddler play together.

Describe how the ball rolls. Examples: "Our ball rolled fast (or slowly)." "Our ball stopped." "Our ball rolled away." "Our ball was slow and it stopped."

If the ball rolls past the toddler, encourage him/her to get the ball and keep the game going.

Encourage the toddler to push the ball toward you. Demonstrate the action needed to roll the ball, if appropriate.

Roll the ball back and forth with the toddler several times. Then ask the toddler whether he/she wishes to roll the ball some more with you. The activity may end after a few back-and-forth exchanges with the ball.]

RECAP: [*Describe highlights of the activity. Example: "We had fun with the ball. You pushed the ball, and it rolled to me. You caught the ball with your hands."*]

Elm Early Learning Matters

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Moving Our Bodies *(continued)*

Option 1 continued

What to Look For—Option 1

There is likely to be a wide range of gross motor skills within your group due to differences in age and development. This activity may appear simple, but it involves many cognitive skills related to perception and reasoning that are integral to motor development. These skills include judging:

- when to reach for the approaching ball,
- how to hold hands in relation to the size of the ball,
- which direction to push the ball, and
- how much force to use in pushing the ball.

Pay attention to each one of these skills as a toddler pushes and catches a ball with you. Focus on an aspect that seems most challenging. You may wish to use a larger ball, for example, if hand grip is a persistent challenge. A simple reminder of where to push the ball may help a toddler focus on the appropriate direction. Determining the amount of force to use in pushing a ball takes time to develop. Using two hands (versus one) hand will probably increase the force. At this young age, repeated experience in pushing a ball is likely to lead to awareness of how the amount of force in a push is linked to how far the ball rolls. There is a parallel cause-and-effect discovery for toddlers to make in using their hands to flatten play dough (pushing harder makes the dough flatter).

In addition to the motor and related cognitive skills cited above, look for ways to foster a positive social interaction with the toddler as you cooperate in rolling a ball back and forth. The back-and-forth pattern of interaction in this activity is also an emerging part of children's play with peers.

More Scaffolding Tips—Option 1

Extra support ■ Move closer to the toddler. ■ Increase or decrease the speed of the ball so the toddler can be successful with a catch. ■ Involve another adult in the activity so you (or the other adult) can kneel next to the toddler to provide support and guidance about where to throw a ball or soft items. ■ If a toddler becomes distracted, describe the toddler's behavior. Examples: "I see you are watching Jake and Trina. Would you like to finish our game?" "I see you are finished playing for now. You are carrying the ball to the bin."

Enrichment ■ Provide balls of different sizes, colors, textures, and softness to sustain interest in the activity.

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Moving Our Bodies *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Gross motor development

Toddlers take turns rolling a ball in an effort to knock down a cardboard block.

Key Concepts
Roll

Take turns

Materials Needed
8-inch ball—1 per toddler and staff

5–6 rectangular cardboard blocks

Also Promotes
Social-Emotional

Communication/Language

Be Prepared: Create an open space for the activity. Gather balls and blocks. Stand the cardboard blocks on end in the center of the play space.

Invite 2–3 toddlers to play a game of rolling a ball. Give each toddler an eight-inch ball. Invite the toddlers to stand next to you with a ball about three feet from the blocks.

"We have lots of blocks. You can roll your ball and make our blocks fall down."

Explain that we will take turns. Describe taking turns, if appropriate. Kneel next to a toddler and demonstrate how to push the ball forward. Encourage toddlers to use two hands to push the ball. Offer each toddler some practice pushes with their ball, if appropriate. Assist the first toddler if another demonstration seems needed.

Provide clear and consistent guidance for turn-taking. Example: "Isabell will roll her ball. Then Tory will roll a ball. Okay Tory, hold your ball while Isabell rolls a ball."

Describe desired actions, including your work in setting up the blocks. Example: "Now it is Tory's turn. I will set up the blocks for you, Tory. Isabell, be sure to hold your ball. It is Tory's turn now."

Recognize toddlers' actions. Examples: "Yay for Isabell for pushing the ball! Yay for Tory for holding the ball!"

Continue as time and toddler interest permit. At the end of the activity, offer highlights of what happened. Emphasize how we pushed the ball, the ball (sometimes, usually) knocked down a block, and we took turns.

What to Look For—Option 2

This activity adds challenge to the Option 1 activity by involving turn-taking with several peers and providing a clearer way to explore how the force of a push leads to the length of a roll and whether a block is knocked over. It is important to emphasize the process of pushing the ball, how a push makes the ball roll, and how the amount of force used to push the ball is linked to how far the ball rolls and whether it knocks down a block. There will be differences across toddlers in whether their ball knocks over a block, of course. The important potential learning in this activity is why a ball does or does not knock over a block. Avoid comments that suggest some toddlers' pushes are more successful than others, and establish a lighthearted tone for the activity so toddlers can freely focus on their experiences in manipulating a ball.

Skill in turn-taking takes time and experience to develop. It is unlikely that most toddlers who participate in this activity will independently engage in

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Moving Our Bodies *(continued)*

Option 2 continued

turn-taking as part of pushing a ball. It is important to consistently provide information on who is to push and who is wait, as suggested in the activity description.

Some toddlers may be interested in throwing a ball at the blocks, but the current activity is focused on pushing the ball with enough force so it rolls and maybe knocks down a block. Throwing a ball is a different set of skills and experiences.

More Scaffolding Tips—Option 2

Extra support ■ Decrease the space between toddlers and the blocks to increase the chance of hitting a block. ■ Add more blocks to increase chances to tip them over. ■ Use toddler's names with information about who is to push a ball and who is to wait. Be clear about what the turn involves. Example: "It is Taylor's turn to push the ball" (versus "It is Taylor's turn."). ■ Use a basket or box to hold the balls when they are not to be pushed, rather than asking a toddler to hold his/her ball and wait. ■ Ask a toddler who is waiting for a turn to push his/her ball to stand close to you. ■ If guided turn-taking is not effective, add more blocks and set them up so two children may roll balls at the same time.

Enrichment ■ Provide different sizes of balls and encourage toddlers to compare how they roll when pushed.

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Moving Our Bodies *(continued)*

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Gross motor development

Toddlers participate in open-ended play with balls.

Key Concepts
Ball
Roll
Drop

Materials Needed
8-inch ball—1 per toddler
2–3 large baskets or boxes

Also Promotes
Cognitive
Communication/Language

Invite several toddlers to play with balls in an open space indoors or outdoors. Place the baskets in different parts of the activity space's perimeter (not in the center). Give each toddler one ball. Encourage the toddlers to play with the balls in ways they wish. Possibilities you may wish to suggest include:

- Carry a ball from one basket to another basket
- Drop a ball in a basket and pick it up
- Roll a ball
- Catch a rolling ball pushed by a peer or caregiver

Discourage toddlers from throwing a ball or running with a ball, so everyone can stay safe.

Move around the activity space and describe some specific things toddlers are doing with their balls. Example: "Lucia dropped her ball in a basket. The ball bounced when it hit the basket." In this example, drawing attention to the ball bouncing may prompt Lucia to continue her exploration of what happens when a ball is dropped. Encourage toddlers to describe what they want to do with their ball and also what they are doing.

Consider using a song to describe the activity and draw it to a close. The following possibility is sung to the tune of "The Muffin Man."

We are playing with our balls today,
Balls today, balls today.
We are playing with our balls today.
It's fun to see them roll.
Time to put our balls away,
Balls away, balls away.
Time to put our balls away.
We'll play another day.

What to Look For—Option 3

The opportunity to move around while manipulating a ball offers new opportunities for toddlers to explore their actions with a ball. Toddlers may practice picking up a ball from the floor, regaining their balance, and walking with an object. The provision of large containers also adds novelty to the activity. Some toddlers may spend their time dropping their ball in a basket or moving their ball from one basket to another. Transporting items from one area to another area of a room is of keen interest to children of this age. Doing

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Moving Our Bodies *(continued)*

Option 3 continued

so without dropping the item may be especially challenging for some toddlers. And, of course, the open-ended nature of the experience supports child-initiated exploration.

Observing and talking with a toddler about his/her ball play helps toddlers focus and persist in a task, such as putting a ball into a box and taking it back out. It is also helpful to demonstrate in this open-ended context how to roll a ball. A toddler may appreciate your help in determining a target of the roll.

Thinking about a motor action and then doing the action is called motor planning. Fostering motor planning in early years can help a toddler develop a solid foundation for later motor skills.

More Scaffolding Tips—Option 3

Extra support ■ The open-ended quality of the activity may introduce a challenge for some toddlers. Provide suggestions of what to do if a toddler seems uncertain about how to proceed. Offer reminder demonstrations and/or verbal support for actions with a ball previously done in more structured activities such as rolling a ball back and forth (Option 1).

Enrichment ■ Provide balls of different colors and sizes.

Interest Area

Materials Needed: push toys, variety of objects, large paper, crayons, mirror, sock balls or shower scrubbies, big blocks, indoor climbers

Support gross motor skills by providing push toys and a variety of objects for toddlers to carry. Draw attention to pictures showing children moving in different ways. Lay paper on the floor with crayons for toddlers to scribble. Draw attention to a mirror where toddlers can see their whole body move. Provide materials toddlers can safely manipulate without constant supervision, such as sock balls or shower scrubbies.

Family Child Care

Materials Needed: soft lightweight balls, 4-inch balls, ping-pong ball, paper

Children of all ages will benefit from planned ball play experiences. While toddlers are developing skills in rolling a ball, preschool-age children will generally have an interest in throwing smaller balls in an open area or throwing a ball at a large target. Provide four-inch balls for infants to grasp and explore. Roll a soft ball to an infant and encourage him/her to take hold of it.

School-age children may enjoy playing catch using a ping-pong ball. Or encourage older children to toss a ping-pong ball or paper ball into an opening in a box.

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BLOCK 3 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Sounds

Option 1 (OO) A toddler participates in a shared book reading focused on the sounds of familiar items.

Option 2 (OO) A toddler participates in a shared book reading focused on the sounds of familiar items and in a follow-up exploration of familiar sound-making objects.

Option 3 (OO) A toddler identifies the sound of a familiar item by listening to its sound.



Cognitive

Solving Problems

Option 1 (OO) A toddler participates in a shared peekaboo book reading focused on anticipating what a young child sees.

Option 2 (IG) Toddlers look at and discuss clues for figuring out what animal or object is on the next page of a peekaboo book.

Option 3 (OO) A toddler participates in a shared book reading focused on what a young boy in the book sees and in a follow-up peekaboo game with the caregiver.



Self-Regulation

Focusing and Remembering

Option 1 (IG) Toddlers watch a toy rabbit hop and then hide under one of two baskets, and help a caregiver remember where the rabbit is hiding.

Option 2 (OO) A toddler practices, with caregiver support, watching and remembering where a hopping toy rabbit is hiding.

Option 3 (OO) A toddler independently practices watching and remembering where a hopping toy rabbit is hiding.



Social-Emotional

Interacting with Others

Option 1 (OO) A toddler participates in open-ended play dough play with a caregiver.

Option 2 (OO) A toddler participates with a caregiver in play dough play that includes play dough tools and encourages following each other's actions.

Option 3 (IG) Toddlers notice and potentially follow other toddlers' actions as part of guided play with play dough.



Physical/Health

Using Our Hands

Option 1 (IG) Toddlers use a paintbrush to make marks with water on an outdoor surface.

Option 2 (IG) Toddlers use markers to explore making different kinds of marks (of their choice) on their own piece of paper.

Option 3 (IG) Toddlers use markers to make marks of their choice on a shared piece of paper.

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

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BLOCK 3

Exploring Sounds

Communication/ Language

12–24 Months

Option 1
One-to-One

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

A toddler participates in a shared book reading focused on the sounds of familiar items.

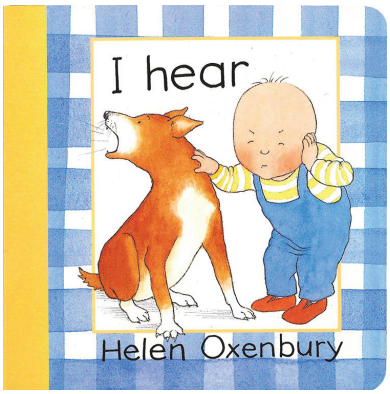
Key Concepts
Hear
Sounds

Materials Needed
I Hear by Helen Oxenbury

Also Promotes
Cognitive

Be Prepared: Become familiar with the book to identify sounds associated with items shown in the illustrations.

BEGIN: [*Invite a toddler to join you in looking at a book together. Sit next to the toddler. Show the cover of the book. Point to the words and picture on the cover as you introduce the book. Point to your ears when you mention sounds we hear.*]



This book is about sounds we hear. Please look at the picture of the dog. His mouth is open. The dog is barking! What kind of sound does a dog make when it barks?

[*Make a dog barking noise if the toddler does not provide one. Join the toddler in making a barking noise, or invite the toddler to join you in making a barking noise.*]

Do you see the picture of the boy? The boy hears the dog barking!

ACT: I wonder what sounds we might hear while reading our book. Let's read our book to find out!

[*Open the book and hold it close to the toddler. Ask the toddler what he/she sees and expand the response. Example: "You are waving your arms, Sebastian. You know that a bird has wings to fly with!"*

Read the first page aloud. Make the sound described on the page and encourage the toddler to imitate you or to make a similar sound.

Continue to read and talk about the pictures and words in the book using strategies, such as the following, to engage the toddler in the story:

- *Point to and describe pictures. Example:*
  - *"Look at what's happening in this picture. Rain is coming out of the cloud. The boy is holding an umbrella. The umbrella is keeping him dry! What do you think the rain falling on the umbrella sounds like?"*
- *Expand upon the book text and ask specific questions to help the toddler understand the story, especially noises made by animals and people in the book. Examples:*
  - *"What is the boy in this picture doing?"*
  - *"The boy in this picture is covering his ear. I don't think he likes*

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Exploring Sounds *(continued)*

Option 1 continued

the barking sound. Do you think the dog is barking too loud?"

- *Respond to the toddler's comments and pointing by repeating and extending his/her responses and words. Examples:*
  - ❍ *"You are pointing to my watch, Talia. The watch in the picture is the like the watch I am wearing today! Let's listen closely to my watch. What do you hear?"*
  - ❍ *"You said 'baby cry.' Yes, the baby is crying! Let's look at the next picture. The baby is happy! Why do you think the baby is happy now?"*
- *Read enthusiastically, varying your voice to add a dynamic quality.*]

RECAP: Our book was about different sounds. We looked at the pictures, and we made the sounds in the book! This was a fun book to read with you! What sound would you like to make again?

What to Look For—Option 1

Toddlers are likely to vary in their knowledge of the animals/objects featured in the book and their familiarity with corresponding sounds. Some toddlers may be able to name the item in the picture but be unfamiliar with its sound. Other toddlers may not be familiar with some of the items in the book, such as the picture of a conventional telephone. Some toddlers will repeat the sounds with you, whereas others may prefer to watch and listen. Pay attention to the toddler's interest in particular pictures in the book. Pause and talk with the toddler about what they see. Example: "You are looking closely at the baby in this picture, Malik. You have a new baby at your house! Does your baby sister cry like this baby is crying? What helps your baby feel better?" Support the toddler's excitement about, or interest in, repeating some of the sounds.

More Scaffolding Tips—Option 1

Extra support ■ Offer the opportunity to point to an animal/object you describe. Example: "The dog is barking. Woof, woof. Can you show me where the barking dog is?" ■ Explain items that may be unfamiliar to the toddler. Example: "This is a picture of a telephone. The boy is talking on the phone. I wonder who he is talking to. We have a telephone in our room. The phone rings and I answer it so I can talk to other people!"

Enrichment ■ Invite the toddler to make the sounds represented on each page, rather than imitating you. Example: "The dog is barking. What sound does a barking dog make?" ■ Rather than reading the word on each page, make the sound and invite the toddler to name the object. Example: "Tweet, tweet! What is saying 'tweet, tweet' in this picture?" ■ Encourage the child to help you create a story for each page. Talk with the toddler about what he/she sees and create a simple story about what is happening. When possible, relate the story to the toddler's own experiences, such as a new baby in the home.

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BLOCK 3

Exploring Sounds *(continued)*

Communication/ Language

12–24 Months

Option 2
One-to-One

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

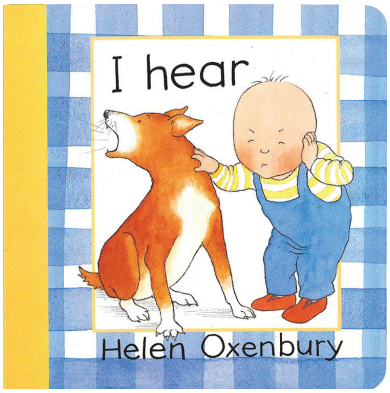
A toddler participates in a shared book reading focused on the sounds of familiar items and in a follow-up exploration of familiar sound-making objects.

Key Concepts
Listen
Hear
Sound

Materials Needed
I Hear by Helen Oxenbury
Sound-making items (see Be Prepared)
Basket

Also Promotes
Cognitive
Physical/Health

Be Prepared: Collect familiar items that make sounds, such as a bell, keys, music shaker, item with Velcro® fastening, item with zipper. Place them in a basket for use in the second segment of the activity.



Invite a toddler to join you to read a book and have fun making different sounds. Read the book with the toddler and talk with him/her about people/objects featured in the pictures and their sounds. Encourage the toddler to name some of the items in the book and make the sounds with you.

At the conclusion of the book, introduce the basket of sound-making items. Invite the toddler to choose one item. Describe the item the toddler selects. Point to your ear and encourage the toddler to listen to the sound the item makes. Help the toddler activate the object to create a sound, such as jiggling the keys or zipping the zipper. Talk with the toddler about what he/she hears when he/she moves the object. Repeat this process with the other items as long as the toddler remains engaged. The toddler may wish to revisit some of the items in the basket.

What to Look For—Option 2

Many toddlers will be curious about the items in the basket and will want to explore the sounds each one can make. Other toddlers may be interested in only one or two items and may want to manipulate those repeatedly rather than listening to new sounds. Encourage a toddler to explore the items of his/her choice in the way he/she prefers. To the extent possible, help a toddler connect an item selected from a basket to a similar item featured in the book.

More Scaffolding Tips—Option 2

Extra support ■ Name items in the basket that are not familiar to the toddler. Refrain from manipulating the item to make a sound (this can be the toddler's task) unless the toddler seems to want a demonstration. ■ Provide a small range of objects in the basket and/or select items that make a quieter sound if there is a good chance too many items and/or loud sound-making items will be too stimulating for a toddler.

Enrichment ■ Invite the toddler to move the items in different ways to see if they make different sounds, such as up or down versus back and forth. ■ Encourage the toddler to listen to other sounds in the room. Walk around the room together and listen closely to familiar sounds, such as children talking, water running, toilets flushing.

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BLOCK 3

Exploring Sounds *(continued)*

Communication/ Language

12–24 Months

Option 3
One-to-One

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

A toddler identifies the sound of a familiar item by listening to its sound.

Key Concepts
Listen
Hear
Sound

Materials Needed
Sound-making items (see Be Prepared)
Large box or tub with lid

Also Promotes
Cognitive
Self-Regulation

Be Prepared: Collect items that make sounds, such as a bell, keys, music shaker, item with Velcro® fastening, item with zipper. Place the items in the box or tub and close the lid.

Invite a toddler to play a game with you. Introduce three sound items and invite the toddler to explore each one. Help the toddler activate the object to create a sound, such as ringing the bell or opening the Velcro® fastener. Encourage the toddler to listen closely to the sound each item makes. Talk with the toddler about what he/she hears.

After the toddler manipulates each item to make a sound, place the three items in the box. Explain that you are going to make a sound and invite the toddler to figure out which item is making the sound. With your hand inside the box, make the noise of one item. Point to your ear and invite the toddler to listen closely as you manipulate the object one more time. Place the three objects in front of the toddler and invite him/her to choose the item he/she heard. If the toddler is uncertain (or inaccurately identifies the object), encourage the toddler to manipulate each item and listen carefully to the sound it makes.

Provide another round, with different objects, if the toddler is interested and time permits.

What to Look For—Option 3

Toddlers will enjoy exploring the different sounds the items make. Provide ample time for the toddler to explore and manipulate each selected item. This activity is a fun way for a toddler to listen and then remember what he/she heard. Promote talk with the toddler, especially descriptions of objects and their sounds. The activity is not intended to be a test of whether the toddler can remember correctly what he/she heard previously.

More Scaffolding Tips—Option 3

Extra support ■ Limit the toddler's selection of sound-making items to two if you anticipate it may be too challenging for the toddler to consider three possibilities. ■ Describe the toddler's actions with the object that is making a sound. Example: "You are using your hand and arm to move the bell back and forth. The bell makes a sound when you move it." ■ Help the toddler connect an item used in the activity to a similar item in the room. Example: "You have a zipper on your coat, just like the zipper on this teddy bear's coat!" ■ Emphasize louder and quieter sounds. Example: "A zipper is not very loud. We need to listen closely! What do you hear when you pull the zipper up?"

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Exploring Sounds *(continued)*

Option 3 continued

Enrichment ■ Invite the toddler to choose an item and then make a noise with the item for you to identify. Explain your thinking about the noise. Example: "I hear a 'ding, ding, ding' sound. The bell makes a 'ding' sound. I think you are ringing the bell!" ■ Encourage the toddler to make louder or quieter sounds with items that are conducive to louder/quieter sounds.

Interest Area

Materials Needed: *I Hear* by Helen Oxenbury; familiar items that make sounds, such as a bell, keys, music shaker, item with Velcro® fastening, item with zipper; basket; blanket

Place the basket of items on a blanket on the floor. Invite several toddlers to choose one item from the basket at a time to explore and listen to. Help the toddlers activate the object to create a sound when needed. Encourage the toddlers to manipulate and listen to the sounds of each item. Toddlers may want to try making different sounds with some of the items, such as loud and soft. Talk with the toddlers about their actions and what they hear when they move the objects.

Family Child Care

Materials Needed: *I Hear* by Helen Oxenbury; familiar items that make sounds, such as a bell, keys, music shaker, item with Velcro® fastening, item with zipper; basket

Share the book *I Hear* with the children in your care. As you read, invite toddlers to name the items and to imitate the sounds that they make. Older children may enjoy helping you create a simple story for each of the pictures. After the book, invite the children to explore the items in the basket and talk with them about the sounds that they make. Some children may enjoy playing the game in Option 3 with the items.

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BLOCK 3

Solving Problems

Cognitive

12–24 Months

Option 1
One-to-One

Skill and Goal
Problem-solving

A toddler participates in a shared peekaboo book reading focused on anticipating what a young child sees.

Key Concepts
Pictures

Peekaboo

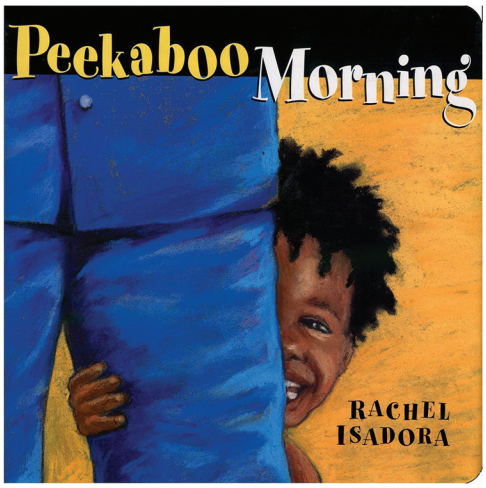
Materials Needed
Peekaboo Morning by Rachel Isadora

Also Promotes
Communication/Language

BEGIN: [*Invite a toddler to share a book with you. Greet the toddler by name.*]

Our book is about what a little boy sees when he wakes up in the morning!

EXPLAIN: [*Show book cover. Point to the little boy peeking out.*]



Here is the little boy. He is peeking out! The little boy is playing peekaboo when he peeks out.

ACT: [*Place the book briefly in front of your face, then peek out and say "peekaboo!" Invite the toddler to do the same. Show enthusiasm for the exchange.*]

EXPLAIN: The little boy looks like he is laughing. I think this is going to be a fun book!

ACT: [*Open the book and hold it close to the toddler. Ask the toddler about the picture and respond positively to each reaction. Example: "Yes, the little boy is waking up and saying 'peekaboo!'"*]

Read the first page aloud.]

What do you think the little boy is going to see on the next page?

[*Pause for the toddler to respond and to create anticipation.*]

Let's turn the page to find out!

[*Continue to read and talk about the pictures and words in the book using strategies, such as the following:*

- *Point to and describe pictures. Encourage the toddler to point to and talk with you about what's in each picture. Examples:*
  - *"Look at what's happening in this picture. The little boy is playing peekaboo again! He is playing peekaboo behind his daddy's leg."*
  - *"Look, there are ears peeking out from the bushes! Do you see them? I wonder what animal the ears belong to?"*
- *Respond to the toddler's comments and pointing by repeating and extending the toddler's responses and words. Examples:*

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Solving Problems *(continued)*

Option 1 continued

- ❍ *"You said 'choo, choo,' Miles. Yes, the little boy sees a train! The train goes 'choo, choo.'"*
- ❍ *"You are pointing to the dog! What is the dog doing in this picture?"*

- *Ask specific questions that encourage the toddler's use of problem-solving skills with the story. Examples:*
  - ❍ *"Peekaboo! The little boy opened the door and is looking outside. What do you think the little boy is going to see next?"*
  - ❍ *"The little boy and his grandma look like they are laughing. I wonder what they are laughing about?"*
- *Read the text with an enthusiastic voice to add a dynamic quality.*]

RECAP: The boy in our book saw many different things when he woke up. The little boy played peekaboo! We had fun thinking about what the little boy would see. Who does the little boy see at the end of the story? (you!)

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BLOCK 3

Solving Problems *(continued)*

Cognitive

12–24 Months

Option 2
Informal Gathering

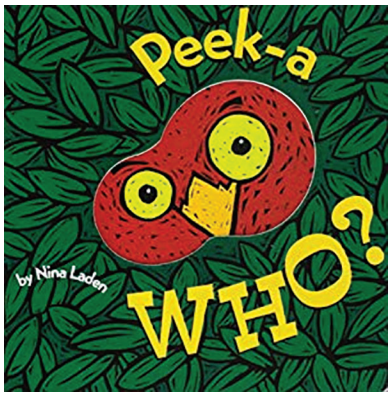
Skill and Goal
Problem-solving

Toddlers look at and discuss clues for figuring out what animal or object is on the next page of a peekaboo book.

Key Concepts
Pictures
Peekaboo

Materials Needed
Peek-a Who? by Nina Laden

Also Promotes
Communication/Language



Invite several toddlers to share a book with you. Explain that we can play peekaboo when we read the story. Example: "This book is called *Peek-a Who?* That sounds like peekaboo! We can play peekaboo when we read this book." Begin reading the book, encouraging toddlers to make the targeted sound on each page. Respond positively to each toddler's attempts to make the sound. Example: "Madison, you can say 'whooo' just like an owl!"

Before you turn each page, encourage toddlers to think about what could be behind the hole. Emphasize clues shown in the book's picture. Example: "I see black spots. What do you think could be hiding behind the hole?" (*Pause for toddlers to respond.*) Let's turn the page and see!"

Read the text slowly and enthusiastically, and show excitement when the animal or object is revealed in a picture on the next page.

When you reach the last page, spend time playing the game of peekaboo with toddlers. Toddlers will enjoy watching you place your face behind the page and saying "*Peek-a-you*!" Laugh with the toddlers to show your enjoyment. Invite each toddler to look at his/her reflection in the mirror, and to place his/her face behind the page. Show excitement as toddlers play peekaboo. Encourage toddlers to say the word 'peekaboo' as they play.

What to Look For—Option 2

Some toddlers may prefer to watch and listen to descriptions of the clues and perhaps say "peekaboo." Other toddlers may eagerly participate in opportunities to look at and talk about the clues, and guess what animal or object is on the next page. Some toddlers may wish to give little or no attention to a discussion of the clues because there is a lot of fun in finding out what's on the next page. If some toddlers wish to rush, resist the temptation to also rush and encourage toddlers to consider the clues before turning the page.

It may be helpful to again discuss clues after finding out what's on the page. There is cognitive benefit in helping children connect the animal or object to the clues before and after the "discovery." Toddlers who are familiar with the book from previous use may enjoy demonstrating their memory skills by telling others what is to come.

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Solving Problems *(continued)*

Option 2 continued

Toddlers are not expected to independently make predictions based on the clues. Your leadership in looking at and considering the clues is important to their problem-solving experiences in this session.

More Scaffolding Tips—Option 2

Extra support ■ Encourage toddlers to point to specific parts of a book picture. Example: "Peek-a-moo! A cow says 'moo.' Where is the cow in our picture?'" ■ Emphasize the "you" and "boo" endings of peek-a-you and peek-a-boo in the opening segment of the book sharing. This helps toddlers recognize the story is about "you" and supports awareness of differences in word sounds.

Enrichment ■ Some toddlers may enjoy naming the animals on the "zoo" page. If a toddler is unsure of the animal name, invite him/her to point to an animal. Example: "Where is the zebra on our book page? The zebra has black and white stripes."

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BLOCK 3

Solving Problems *(continued)*

Cognitive

12–24 Months

Option 3
One-to-One

Skill and Goal
Problem-solving

A toddler participates in a shared book reading focused on what a young boy in the book sees and in a follow-up peekaboo game with the caregiver.

Key Concepts
Pictures

Peekaboo

Materials Needed
Peekaboo Morning by Rachel Isadora

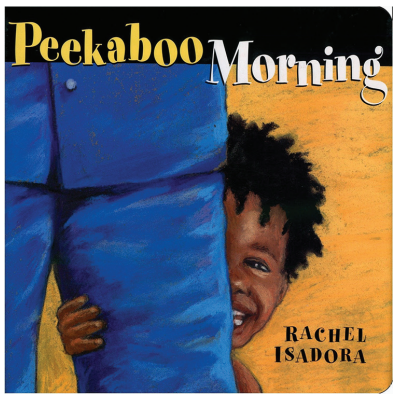
One large scarf (see Be Prepared)

Teddy bear or other stuffed animal

Also Promotes
Cognitive

Physical/Health

Be Prepared: Secure a scarf that is large enough to fit over an adult head.



Invite a toddler to read a book and play a peekaboo game. Read the book with the toddler, pausing on each page to talk about clues in the pictures regarding what the little boy will see. Encourage the toddler to say "peekaboo" with you at appropriate points in reading the book. Show enthusiasm as you turn each page. Ask questions that encourage more than a yes or no response about what the boy in the book sees or might see. Example: "The little boy sees his friend! Do you think the boy is surprised to see his friend? Why?"

At the conclusion of the book, introduce the scarf and invite the toddler to play peekaboo with you. Begin by placing the scarf over your head and encouraging the toddler to remove it. Laugh with the toddler as you say "peekaboo!" when the scarf is removed. Invite the toddler to place the scarf on his/her head and to remove it, saying "peekaboo!" Introduce the teddy bear and invite the toddler to play the peekaboo game with the bear using the scarf. The toddler may want to repeat the game several times.

Support the toddler's efforts to think about your reactions to his/her peekaboo actions with the teddy bear. Example:

- Child: Giggles and pretends to look around.
- Caregiver: Where, oh where did the teddy bear go? I can't see it anywhere! Do you know?
- Child: Removes scarf and says "Boo!"
- Caregiver: Peekaboo! There is the teddy bear. You found it! The bear was playing peekaboo!

What to Look For—Option 3

This two-part activity supports two different sets of cognitive skills. The book reading offers opportunities to look at and think about clues in anticipation of what is shown on the next page. The activity invites the toddler to take the view of the young boy in the book. This is the beginning of an important skill in considering how others think or feel about a situation. Emphasize taking the boy's point of view. Example: "What do you think the boy will see?"

The peekaboo game with a scarf supports the toddler's understanding that things (living or not living) exist when they cannot be seen. The technical

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Solving Problems *(continued)*

Option 3 continued

term is object permanence. The toddler's control of the scarf adds to the excitement of showing you that something he/she has hidden (the child's head, the teddy bear) is still with us. Support this focus with comments, such as "You are still here!" or "The teddy bear did not go away. The teddy bear is right here. I just could not see the teddy bear when you covered it up!"

More Scaffolding Tips—Option 3

Extra support ■ If a toddler is uncomfortable with the scarf being over his/her head or your head, use the teddy bear or another object in the room, such as a doll, toy train, or stack of books. ■ The toddler may want to repeat part of the game, such as peekaboo with the teddy bear.

Enrichment ■ Invite the toddler to peek out from behind an object, such as a book or table, to play the peekaboo game. Ask the toddler if he/she would like you to do the same.

Interest Area

Materials Needed: *Peek-a Who?* by Nina Laden, basket of small toys that represent the animals/items in the book

Place the book and basket of toys on a low table. Invite several toddlers to play peekaboo with the animals/items by placing them behind the holes in the pages of the book. You may also wish to provide cups or small containers for toddlers to hide the animals/items under. Talk with toddlers about their ideas and actions as they interact with the materials.

Family Child Care

Materials Needed: *Peek-a Who?* by Nina Laden

Children of all ages can enjoy this book. Babies will enjoy listening and watching the other children. After the book reading, invite older children to play peekaboo with younger children.

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BLOCK 3

Focusing and Remembering

Self-Regulation

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Executive function

Toddlers watch a toy rabbit hop and then hide under one of two baskets, and help a caregiver remember where the rabbit is hiding.

Key Concepts
Watch
Remember
Hide

Materials Needed
2 baskets (see Be Prepared)
Toy rabbit (see Be Prepared)

Also Promotes
Communication/Language
Cognitive

Be Prepared: Select two baskets that are not identical. The toy rabbit should be able to fit fully under each of the two baskets.

BEGIN: [*Invite several toddlers to join you to play a game. Show toddlers the toy rabbit and two baskets.*]

Our little rabbit likes to hop, hop, hop and then hide! Let's play a game of watching the rabbit hop and remembering where the rabbit hides.

Our rabbit likes to hide under baskets. Watch with your eyes to see where the rabbit goes.

ACT: [*Turn the two baskets upside down and place them next to each other so the toddlers can see each basket.*

Hop the rabbit around on the floor for a few seconds, always in front of toddlers. While the toddlers are watching, place the rabbit under one basket.]



EXPLAIN: The rabbit hopped under a basket. The rabbit is hiding!

ASK: I wonder where the rabbit is hiding! Did you watch where he went?

ACT: I am trying to remember which basket the rabbit is hiding under. Which basket should I look under first?

[*Look under the empty basket first and have fun pretending you did not pay attention to where the rabbit hopped. Show excitement when you find the rabbit under the correct basket!*]

The rabbit is going to hop, hop, hop and then hide again! This time I am going to watch closely and try to remember where he goes.

[*Hop the rabbit on the floor, always in full view of the toddlers. Hide the rabbit in the other basket.*]

The rabbit hopped under a basket. He is hiding from us again! Did you watch him? I am going to think hard to remember which basket he is hiding under.

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Focusing and Remembering *(continued)*



Option 1 continued

[*Look under the correct basket. Show excitement when you find the rabbit!*]

I watched where the rabbit hopped. I thought hard to remember where he was hiding. I found the rabbit hiding under the basket!

Should the rabbit hop, hop, hop and hide again?

[*Repeat if the toddlers appear interested.*]

RECAP: We watched and found our toy rabbit. You used your eyes to watch the rabbit hop and then hide. We could not see the rabbit after it went under a basket. We remembered where the rabbit went. We found the rabbit under a basket!

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BLOCK 3

Focusing and Remembering *(continued)*

Self-Regulation

12–24 Months

Option 2
One-to-One

Skill and Goal
Executive function

A toddler practices, with caregiver support, watching and remembering where a hopping toy rabbit is hiding.

Key Concepts
Watch
Remember
Hide
Under

Materials Needed
3 baskets (see Be Prepared)
Toy rabbit (see Be Prepared)

Also Promotes
Communication/Language
Cognitive

Be Prepared: Select three baskets that are not identical. Select a toy rabbit that will fully fit under each of the three baskets.

Invite one toddler to play a memory game with you. Introduce the rabbit and two baskets. Explain that the rabbit likes to hop, hop, hop and then hide. Introduce the memory game of finding the hidden rabbit. Example: "We are going to play a game of finding where the rabbit is hiding! We are going to watch where the rabbit goes, and then remember where the rabbit hides."

Place the two baskets upside down in a row in front of the toddler. Remind the toddler to use his/her eyes to watch where the rabbit hops. Hop the rabbit around the floor and, as the toddler is watching, place the rabbit under a basket. Invite the toddler to remember where the rabbit is hiding. Example: "Our rabbit hopped around, and now he is hiding from us! Do you remember which basket the rabbit is hiding under? Which basket should we look under?"

Describe the toddler's actions. Example: "You are looking under the basket that is close to you. There is no rabbit."

If the toddler easily finds the toy rabbit under the correct basket, describe how the toddler focused and remembered. Example: "You watched the rabbit hop around and then hide from us. You remembered where the rabbit was hiding!"

If the toddler appears to be guessing or is unsure which basket to look under, positively recognize the toddler's effort and try another round. Remind the toddler to watch the rabbit carefully. This time, use slower actions to facilitate the toddler's watching. Provide hints to support the toddler in finding the hidden rabbit (see Extra Support tips).

If the toddler appears ready for more challenge, place three baskets in front of the toddler. Invite the toddler to watch the rabbit again. Example: "We are going to use our eyes to watch the rabbit. Let's see where the rabbit hides this time!" Ask the toddler to find the rabbit and describe the toddler's actions. Emphasize the importance of watching and remembering. Congratulate the toddler for effort or for success. Example: "Jose, you watched where the rabbit went. You tried to remember which basket he was hiding under. We found him together!"

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Focusing and Remembering *(continued)*

Self-Regulation

12-24 Months

Option 3
One-to-One

Skill and Goal
Executive function

A toddler independently practices watching and remembering where a hopping toy rabbit is hiding.

Key Concepts
Watch
Remember
Hide
Under
Find

Materials Needed
3 baskets (see Be Prepared)
Toy rabbit (see Be Prepared)

Also Promotes
Communication/Language
Cognitive

Optional Reading
In the Small, Small Pond by Denise Fleming

Be Prepared: Select three baskets that are not identical. Select a toy rabbit that will fully fit under each of the three baskets.

Invite one toddler to join you to play a memory game. Introduce the rabbit and explain that the rabbit likes to hop around and then hide under a basket. Introduce the memory game of finding the hidden rabbit. You may wish to begin the game with two baskets rather than three. Example: "You are going to watch where the rabbit goes, and then remember which basket the rabbit hides under." While the toddler is watching, hop the rabbit around the floor and then place the rabbit under a basket. Invite the toddler to remember where the rabbit is hiding. Example: "Our rabbit hopped around and now he is hiding from us! Which basket are you going to look under?"

If the toddler easily finds the toy rabbit under the correct basket, describe the toddler's process. Example: "You watched the rabbit hop around and then hide. You remembered which basket the rabbit was hiding under!" If the toddler seems uncertain about which basket to look under, use caregiver support strategies included in Option 2.

If the toddler appears ready for more challenge, invite him/her to watch and find again, this time with three baskets. Example: "Now our rabbit has more places to hide. There are three baskets in front of you. Where do you think the rabbit will hide this time?" Repeat the hopping and hiding actions with the toy rabbit and invite the toddler to find where the rabbit is hiding. Congratulate the toddler for effort or for success. Example: "You watched where the rabbit went. You remembered which basket the rabbit was hiding under!"

What to Look For—Options 1–3

Watching each toddler's responses to the Option 1 version of the activity will provide useful information on whether a toddler is ready for Option 2 or 3, or perhaps needs more practice with Option 1 in a smaller group or one-to-one setting. Toddlers who remain visually focused on the toy rabbit's hopping and whereabouts in Option 1 are likely to benefit from Option 2 or Option 3. If a toddler finds it difficult to focus and remember in the independent context of Option 3, you can easily use some of the support strategies included in Option 2. It is important for each toddler to experience success with any of the options.

Encouraging toddlers to carefully watch the rabbit while also keeping a lighthearted approach is important. See Extra Support tips if the watching element of the activity seems to be challenging. See the Enrichment tip if a toddler seems ready for a reversal of roles.

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Focusing and Remembering *(continued)*



Avoid allowing this activity to become a guessing game. Guessing does not promote short-term memory skills. If a toddler does not select the correct basket in the early rounds of the game, do not prolong the search by suggesting the toddler "make another guess." Instead, lift the correct basket to reveal the toy rabbit and try another round.

More Scaffolding Tips—Options 1–3

Extra support ■ If it is challenging for a toddler to remember the location of the hidden rabbit, expose part of the rabbit at the bottom of the basket. ■ If it is challenging for a toddler to focus on the hopping actions of the rabbit, describe the hops while moving the toy rabbit and pause periodically to ask a toddler "Where is our rabbit now?" and/or "What is the rabbit doing now?" Also, use slow motions to move the rabbit. ■ Provide hints if a toddler seems unsure about which basket to look under. Example: "You looked under this basket and the rabbit was not there. Let's see if the rabbit is under the other basket." Note this last statement emphasizes the joint nature of the search (caregiver and toddler supportively working together).

Enrichment ■ Invite the toddler to make the toy rabbit hop and hide while you watch and remember where the rabbit is hiding. Ensure the toddler does not make up his/her own rules that prevent your ability to see the toy rabbit at all times. Simply remind the toddler, "Remember, I need to watch the rabbit. I cannot watch the rabbit if you have it hop where I cannot see." ■ Encourage a toddler to describe how he/she knew where the rabbit was hiding. At all times, emphasize the importance of watching and remembering (not guessing).

Interest Area

Materials Needed: sensory table, several toy rabbits, several baskets, shredded paper for pretend "grass," *Tale of Peter Rabbit* by Beatrix Potter

Invite several toddlers to play at the sensory table with the above materials. Encourage them to hide the rabbits under the grass or baskets for you to find. Talk with toddlers about their ideas and actions as they hide and play with the rabbits.

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Focusing and Remembering *(continued)*



Family Child Care

Materials Needed: sensory table, several toy rabbits, several baskets or plastic flower pot, shredded paper for pretend "grass," *Tale of Peter Rabbit* by Beatrix Potter

Invite the children to take turns finding the toy rabbit under the baskets in the sensory table. For toddlers, hop the rabbit around and place under a flower pot while they are watching. For older children, hop the rabbit around, place under a flower pot, and then move the flower pot in one direction while they are watching. If children are enjoying the activity, invite them to take turns hiding the rabbits under the baskets for other children to find. Older infants may enjoy holding a toy rabbit during the game.

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BLOCK 3

Interacting with Others

Social-Emotional

12–24 Months

Option 1
One-to-One

Skill and Goal
Social interaction skills

A toddler participates in open-ended play dough play with a caregiver.

Key Concepts
Play together

Feel

Materials Needed
Play dough (see Be Prepared)

Also Promotes
Physical/Health

Communication/Language

Be Prepared: The activity uses play dough to facilitate one-to-one play with a toddler. Prepare two balls of soft play dough, one for you and one for the toddler. Make the toddler's ball of play dough about the size of the toddler's fist.

BEGIN: [*Invite a toddler to sit with you at a low table. Greet the toddler by name and display the two balls of play dough.*]

EXPLAIN: I have play dough for you and for me. Here is your play dough! We can play together!

ASK: You can touch and hold your play dough. How does it feel?

[*Pause for the toddler to respond. Describe the toddler's actions with the play dough. Example: "You are poking your play dough with your finger! You are feeling the play dough."*]

EXPLAIN: My play dough feels soft and squishy.

ACT: What are you going to do with your play dough?

[*Encourage the toddler to manipulate the play dough, and manipulate your dough close by. Talk with the toddler about his/her actions, as well as your own actions, as you play side by side with your respective balls of dough. Promote the toddler's engagement with the play dough using strategies such as the following:*

- *Offer ideas if the toddler is unsure what to do with the play dough. Example:*
  - *"Your play dough is round like a ball. I am making my play dough flat like a pancake! Do you want to make your play dough flat like mine?"*
- *Imitate the toddler's actions with the play dough. Example:*
  - *"I am poking holes in my play dough, just like you are. We are both poking our play dough with our fingers."*
- *Encourage the toddler to talk about his plans or actions. Examples:*
  - *"You are breaking your play dough into small pieces. What are you going to do?" "You are squeezing your play dough. How does the play dough feel when you squeeze it?"*
- *Repeat and extend the toddler's utterances or comments. Example:*
  - *"You said 'ball.' Your play dough is round like a ball! What are you going to do with your ball of play dough?"]*

Early Learning Matters

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Interacting with Others *(continued)*

Option 1 continued

RECAP: [*Describe the time together, focusing on the interactions. Example: "We had fun playing together with our play dough! You poked your fingers in the play dough. I did the same thing with my play dough. You made tiny pieces and then squeezed your play dough back together. Then we both made our play dough flat, like pancakes! Thank you for playing with me, Jamar."*]

What to Look For—Option 1

Most toddlers enjoy the sensory experience of manipulating soft play dough. As young toddlers engage in parallel play, they begin to pay more attention to what other children and adults are doing next to them. This activity encourages the toddler to notice what another person is doing. Some toddlers will watch and imitate your actions with the play dough. Others may focus on their own discoveries with the play dough and may enjoy being watched and imitated by you during their play.

More Scaffolding Tips—Option 1

Extra support ■ A toddler with a strong sensory reaction to play dough may prefer engaging in another activity. Consider drawing side by side, or building with a small pile of Duplo's® in front of each of you. ■ Some toddlers may prefer to stand while exploring the play dough. Support standing or sitting next to you.

Enrichment ■ Provide several play dough tools for the toddler to use in manipulating his/her dough. If the toddler seems uncertain how to proceed, demonstrate how to use a new tool and encourage the toddler to imitate you. ■ Invite the toddler to play a game of copying what each of you does. Start by copying what the toddler is doing with his/her play dough. Then encourage the toddler to copy you. Talk about what you and the toddler are doing.

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BLOCK 3

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 2
One-to-One

Skill and Goal
Social interaction skills

A toddler participates with a caregiver in play dough play that includes play dough tools and encourages following each other's actions.

Key Concepts
Feels
Watch
Do the same

Materials Needed
Play dough (see Be Prepared)
Assortment of play dough tools

Also Promotes
Physical/Health
Communication/Language

Be Prepared: Prepare two balls of soft play dough, one for the toddler and one for you. Make the toddler's ball about the size of his/her fist. Place the play dough tools on a low table with two balls of play dough.



Invite a toddler to join you at a low table to play with play dough. Encourage the toddler to use his/her hands to explore the play dough. Use your fingers to also manipulate your ball of play dough. Talk about how the dough feels. Example: "My play dough feels soft and squishy. What does your play dough feel like?"

Introduce several play dough tools and invite the toddler to watch you use a tool. Example: "I am using something to make a butterfly with my play dough. This is called a mold. See how I press the mold down? Look, I made a butterfly with the play dough! Would you like to try making a butterfly with your play dough? You can use this mold and do the same. Or you can do something different."

Continue to play with the dough next to the toddler. Follow the toddler's lead with the dough if he/she is actively manipulating his/her dough. If it seems the toddler would prefer to watch and maybe follow your actions, use a tool that you think would be of interest to the toddler. Example: if the toddler appears to be interested in using a cookie cutter, demonstrate and describe how to press the cutter into the dough to cut out the shape. Encourage the toddler to imitate your actions. Examples: "You are looking at the dinosaur cookie cutter. Would you like to make a dinosaur with your play dough?" (Pause for response.) "I am going to use the cookie cutter that looks like a dog. You can watch how I do it!"

Talk with the toddler about his/her ideas and actions with the play dough. Example: "You are pounding your play dough. Now your play dough is flat. What are you going to do next with your play dough?"

Provide new ideas for manipulating the play dough. Example: "I am using my hand to roll my play dough. Now my play dough looks like a snake! You can do the same and make a snake with your play dough, too! Let's roll our play dough and make two snakes!"

Acknowledge and affirm the toddler's participation. Recognize the toddler's actions that you followed or the toddler's attempts to imitate your actions with the play dough. Example: "We both made snakes with our play dough! You watched me roll my play dough with my hand, then you did the same. Now we have two play dough snakes!"

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Interacting with Others *(continued)*

Option 2 continued

What to Look For—Option 2

This activity supports the development of social interaction skills by encouraging a toddler to follow your lead with play dough and also supports your following the toddler's actions. It is unlikely the play will evolve into taking turns in following each other's play dough actions, but it is beneficial to emphasize you are watching and copying the toddler's actions (or vice versa). Some toddlers will come to the activity with clear ideas that they promptly use with the play dough. Others may be interested in your manipulation of the play dough, at least initially.

Look for opportunities to use your knowledge of the toddler's interests to enhance their play. Example: If a toddler is interested in dinosaurs, he/she may enjoy working with a dinosaur cookie cutter, with or without your demonstration. The use of cookie cutters offers the possibility that a theme may emerge as part of the play (but should not be forced or imposed). In the activity description, for example, the creation of two snakes could lead to more advanced play.

Toddlers will vary in how much time they spend with the play dough. Some will enjoy manipulating the dough and experimenting with different tools. Others may choose to leave the activity after using one tool. Affirm the toddler's efforts to explore and manipulate the play dough in new ways.

More Scaffolding Tips—Option 2

Extra support ■ Offer several tools, pre-selected on the basis of your understanding of the toddler's interest, rather than a larger number of tools that might make it challenging to make choices. Keep in mind the toddler may not be familiar with how to use a tool with play dough. ■ A toddler with a strong sensory reaction to play dough may prefer engaging in another activity with you, such as drawing or building with blocks.

Enrichment ■ Invite the toddler to consider additional props to include in the play. Example: A toddler may enjoy making the "tire tracks" of a favorite truck or "animal tracks" of familiar animal figures.

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BLOCK 3

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers notice and potentially follow other toddlers' actions as part of guided play with play dough.

Key Concepts
Watch

Do the same

Materials Needed
Play dough (see Be Prepared)

Also Promotes
Communication/Language

Physical/Health

Be Prepared: Form one ball of dough for each toddler that is approximately the size of a toddler's fist.



Invite several toddlers to a low table to play with play dough. As the toddlers begin to explore and manipulate their play dough, invite them to imitate your actions. Example: "I am going to make my play dough flat. Watch as I push down on my play dough to make it flat. You can do the same and push down on your play dough too!" Acknowledge each toddler's attempt to copy your actions. Example: "First our play dough balls were round. Now they are flat! I pushed down on my play dough to make it flat, and you did the same!"

Invite the toddlers to consider what they would like to do next with the play dough. This time, encourage the toddlers to imitate each other. Example: "What should we do next with our play dough? Elise is poking holes in her play dough. We can all make holes in our play dough. Let's do what Elise is doing!" Imitate a toddler's actions with the play dough and describe your imitation. Example: "I am doing the same as Elise. I am poking holes in my play dough!"

Encourage toddlers to watch, and maybe imitate, what another toddler is doing with play dough by describing a toddler's actions with the play dough. Acknowledge toddlers' notice of what their peers are doing.

Conclude the session by describing what happened. Emphasize paying attention to what others were doing and maybe doing what others did with their play dough. Example: "We had fun playing with play dough today! First our play dough was round, like a ball. We pushed it down to make it flat. Elise showed us how to poke the play dough to make holes. We all did the same as Elise! We watched Jamie make a rope by rolling the play dough."

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Interacting with Others *(continued)*

Option 3 continued

What to Look For—Option 3

Noticing what another person is doing is part of good social interaction skills. Pay attention to and acknowledge toddlers' efforts to watch, and maybe imitate, what another toddler does with the play dough. This peer focus is in contrast with the toddler-adult (caregiver) arrangement of Option 2. The focus on your actions with the play dough in the opening segment of this activity is simply to introduce the idea of watching and doing what someone else does. It is important to promptly transition to watching peers, as described in the plan.

Some toddlers enjoy watching and imitating others. Others may watch but choose not to imitate. Imitating another's actions requires more careful watching, of course, but it is not essential to benefiting from the activity. Some toddlers may not watch or imitate actions of another person until they have had adequate time to make their own discoveries with play dough.

More Scaffolding Tips—Option 3

Extra support ■ Recognize and actively support a toddler's efforts to watch, but not imitate, what another peer is doing. The activity's emphasis on noticing what another person is doing does not require imitation.
Enrichment ■ Add play dough tools to the activity while encouraging toddlers to explore and notice what others are doing with a tool. ■ The practice of watching, and maybe imitating, what another person(s) is doing can be extended to other play settings during the day.

Interest Area

Materials Needed: play dough, assortment of play dough tools

Arrange the play dough and tools on a low table. Invite several toddlers to explore the play dough with one or several different tools. As the toddlers play, describe their actions with the materials. Encourage the toddlers to watch, and maybe imitate, the actions of their peers while they play.

Family Child Care

Materials: play dough, assortment of play dough tools

Children of all ages enjoy working with play dough. Provide multiple experiences with play dough on a regular basis. Younger toddlers will enjoy watching, and possibly imitating, the actions of their older peers with the play dough. Older children may enjoy helping their younger peers use the tools and make new creations with the dough. You may wish to provide a plastic mat for each child to define their space and simplify cleanup.

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BLOCK 3

Using Our Hands

Physical/ Health

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Fine motor development

Toddlers use a paintbrush to make marks with water on an outdoor surface.

Key Concepts
Painting

Marks

Materials Needed
2 cups of water in a container

Medium-size paintbrush—1 per toddler

Also Promotes
Communication/Language

Cognitive

If possible, take toddlers outside on a warm day to explore putting marks on the sidewalk with a paintbrush and water. Offer a brief demonstration that includes two different types of marks, such as long and short or straight and curved. Explain that we are painting marks with water. The water is our paint. Provide several containers of water if there are logistical problems with one container. Also, have a good supply of water.

Toddlers will enjoy seeing the marks they make with water. Draw attention to the way the water looks on the walk. Example: "We can see where you painted with water. You made a long line with your brush." Also, emphasize we are using our hands to hold and move the paintbrush. Example: "We are holding a brush with our hands. We are moving the brush with our hands. There is water on our brush that is making marks on the sidewalk."

Ask toddlers what kind of marks they are making. Offer suggestions if they seem unclear about your question. Example: "Are you making a little mark or a big mark with your brush?"

Toddlers may not be concerned about water evaporation. If a toddler shows interest in not seeing the marks after a couple of minutes, offer a simple explanation, such as "We painted with water. The water mark dried up. They are gone."

An alternative indoor activity is for toddlers to make marks with wet hands on dark-colored construction paper.

What to Look For—Option 1

At this age, it is not necessary to teach a specific way to hold the brush. Many toddlers will grip the brush in a fist-type hold. Drawing attention to toddlers' use of their hands to hold and move the brush helps support awareness of how they use part of their body to grasp and move something. Some toddlers will make broad strokes, whereas others may make dots with water. Generally, toddlers are more interested in the process of making marks and not with the product.

Have a good supply of water. Some toddlers may experiment with dumping the water on the sidewalk.

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Using Our Hands *(continued)*



Option 1 continued

More Scaffolding Tips—Option 1

Extra support ■ Provide verbal guidance or an individualized demonstration for a toddler who seems uncertain about how to use the brush.

Enrichment ■ Encourage toddlers to put water on various surfaces, such as sidewalk, bricks, and wood. Draw attention to how the wet surfaces look different. ■ Provide different sizes of brushes for toddlers to explore how they can be held and moved. ■ Toddlers with experience in painting with paint may like to talk about how painting with water is different from painting with paint.

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BLOCK 3

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Fine motor development

Toddlers use markers to explore making different kinds of marks (of their choice) on their own piece of paper.

Key Concepts
Scribble
Lines
Mark
Hold
Move

Materials Needed
8 x 11 drawing paper—1 per toddler
Chubby markers
Roll of white paper
Masking tape
Art smock—1 per toddler

Also Promotes
Communication/Language

Optional Reading
Beautiful Oops by Barney Saltzberg

Mouse Paint by Ellen Stoll Walsh

The Artist Who Painted a Blue Horse by Eric Carle

Use the roll of white paper and masking tape to cover a table top. Secure the paper to the table to prevent slipping. This is for table protection. Place on the covered table one sheet of drawing paper per toddler. Provide chubby washable markers. Keep marker lids out of toddlers' reach.

Invite several toddlers to join you to make marks on their paper. Kneel or sit at the table so you are about eye level to toddlers. Many toddlers will likely be most comfortable standing, but some may wish to have a chair.

Print each child's name on his/her paper. At this age, toddlers do not learn letters, but you have an opportunity to promote early awareness of the purpose of writing. Explain: "This is your name. This word says 'Tanya.'"

Encourage toddlers to scribble, go back and forth, or to make lines on the drawing paper. Use a marker to demonstrate scribbling. Describe your actions. Example: "I am scribbling on my paper. My marker goes around and around. Now my marker goes side to side."

Emphasize we are using our hands to hold and to move a marker. When our marker moves on the paper, it makes a mark.

Talk in a casual manner with toddlers about the scribbles and marks they make.

Example: "There is a lot of color on your paper. You are making marks. You are holding and moving the marker with your hand."

Toddlers enjoy hearing little stories about themselves. The marker table is a good place to foster communication and language skills. Make marks and recall some ordinary activities from the day. Examples: Make marks on your paper as you tell an arrival story. "Joey, your Daddy drove you to our center today. We said 'Hi Joey' and 'Hi Mr. Toomey.'" Scribble as you recall an outdoor experience, "We played in the grass. We felt the wind blowing."

What to Look For—Option 2

Many toddlers will grip a marker with their whole hand. With experience, toddlers will begin to vary the grip. For this activity, it is not necessary for toddlers to hold markers in a particular way. A pencil grip will be encouraged in most preschool-age settings. Learning to use markers and crayons requires practice and repeated experiences.



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Using Our Hands *(continued)*



Option 2 continued

What's important in this activity is to support toddlers' awareness that they are using their hand to hold and move a marker. Moving the marker on the paper leaves a mark.

Some toddlers may put a marker to their mouth. Remind toddlers "Markers go on the paper."

More Scaffolding Tips—Option 2

Extra support ■ Move the paper to the floor if working at the table is not suitable for the toddlers.

Enrichment ■ Cut eight-inch circles for toddlers to use for scribbling. This increases slightly the challenge of keeping marks on the paper and may prompt toddlers to make different kinds of marks, such as circles that mirror the paper design. ■ Some toddlers may welcome the challenge of keeping their marks on a 5 x 7 card.

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BLOCK 3

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Fine motor development

Toddlers use markers to make marks of their choice on a shared piece of paper.

Key Concepts
Mark
Hold
Move

Materials Needed
Roll of white paper
Masking tape
Art smock—1 per toddler
10 washable, chubby-size markers
Basket or dish

Also Promotes
Communication/Language
Cognitive
Social-Emotional

Optional Reading
Beautiful Oops by Barney Saltzberg

Mouse Paint by Ellen Stoll Walsh

The Artist Who Painted a Blue Horse by Eric Carle

Be Prepared: Cover the top of a low table with white paper. Tape the ends to prevent it from moving. If toddlers seem interested in your work in taping the paper, describe what you are doing step by step. Toddlers will be interested in your actions and description. Keep the markers out of reach until you are ready to guide the activity. Keep the marker lids in a basket to prevent losing them.

BEGIN: [*Invite several toddlers to the table for making a picture together. Help each toddler get a craft apron or smock in place.*]

Let's make a picture together.

[*Sit or kneel facing toddlers. Give each toddler one marker. Point to the tip of the marker when you name it.*]

EXPLAIN: This is a marker. Here is the tip. The tip touches the paper. We use our hand to hold the marker and to move the marker on the paper to make marks. Markers make different colors.

We can make a big picture by making marks. We will put our marks on the paper that is on our table.

ASK: Would you like me to make marks with you?

ACT: [*Assuming one or more toddlers say yes, use your marker to scribble in different ways. Make small and large scribbles to initiate toddlers' work with the markers. Avoid providing a model of what toddlers might draw. Example: do not draw anything the toddlers would recognize, such as an animal, person, or flower.*

If a toddler invites you to color with him/her, use a movement to make a mark similar to the toddler's mark. Mirror the child's efforts.

Point out at appropriate times that we are holding a marker in our hand and moving our hand to make marks on our paper.

Offer positive comments to support toddlers' efforts. Examples: "You are making marks on our big picture." "There are different colors on our paper." "Please tell me about the marks you made."



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Using Our Hands *(continued)*



Option 3 continued

Help toddlers notice differences in the marks by pointing to and describing marks without defining shapes. Examples: "This is a short line. This is a longer line." "There are a lot of blue marks in this part of our picture."

Rotate kneeling next to each toddler so you can provide individual attention. Point to the marks he/she has made and briefly describe the types of marks the toddler has made or invite the toddler to tell what he/she is doing.

Repeat and extend toddlers' vocalizations. Example: "Angel, you said 'Eeeii!' I think you are excited about using the marker."

If a toddler motions or offers an ambiguous vocalization, verbalize what you think the toddler wants. Examples: "Mariah, it looks like you want a new marker. Here are two markers. You may take the one you like. You picked a red marker." "Devon, are you all done? Okay. You used the markers to put colors on the paper. I will help you take your art smock off."]

RECAP: Our picture is beautiful! Our picture has many colors and marks. We held markers in our hands and moved our markers to make marks. All of us helped make the picture by making marks. Let's put our picture on the wall where we can see it. This will remind us of our happy time drawing together.

What to Look For—Option 3

Some toddlers approach new activities with caution. A toddler may prefer to watch the activity rather than participate. Other toddlers will launch into the activity and eagerly make marks on the paper.

At this age, it is not necessary to teach how to hold a marker. Many toddlers will grip the marker in a fist-type hold. It is helpful to describe the motor aspects of the activity: "We are holding a marker. We are moving a marker to make marks." Some toddlers will make broad strokes, whereas others will cover a very small area with marks. Avoid prescribing the types of marks toddlers should make, as indicated in the activity description. The toddlers' grip and type of marks will change with repeated experiences over time. The activity plan invites toddlers to make a picture together, but this is not intended as an orchestrated experience with a predetermined product and assigned roles for what each toddler is to make.

Although color identification is not a goal of the activity, it is helpful to mention the colors of markers and to support children's comments about the color of their marks. Some toddlers may wish to use a different marker based on color.

More Scaffolding Tips—Option 3

Extra support ■ You may need to remind toddlers to keep their marks on the paper—not on their skin or clothes. ■ Provide chairs for toddlers who may better focus on holding a marker from a sitting position. ■ If a toddler holds the marker upside down, show him/her how to turn it so the tip is touching the paper. Emphasize the word "turn." ■ Offer a large piece of paper to work with on the floor if there is a

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Using Our Hands *(continued)*



Option 3 continued

second set of toddlers who are very enthusiastic and need more space and/or toddlers who enjoy being on their tummy to draw.

Enrichment ■ Trace a toddler's line with your finger. Point to and describe where the line starts and stops. Example: "Mya, I am putting my finger on the line you made. Your marker started here. Your line stops here." ■ Some toddlers may have words to describe their marks. Some may make comments while making marks. Respond to toddlers' words. Example: "I understand you were thinking about a swing and your Mommy while you were coloring."

Interest Area

Materials needed: *Beautiful Oops* by Barney Saltzberg, *Mouse Paint* by Ellen Stoll Walsh, *The Artist Who Painted a Blue Horse* by Eric Carle, finger paint, freezer bags, tape, non-breakable cups, chubby paintbrushes, and big paper

Along with other books, display the three books listed here. During the week invite one or two toddlers at a time to look at and talk about the pictures in the books with you. Emphasize that the artists used their hands to make the pictures.

Two paint bag doodle tablets can be placed on a low table for toddlers to use to continue making marks. Point out to toddlers that they use their fingers, not a marker, to make marks. Tape the bags so they do not slip.

To Make: Put four tablespoons of finger paint or tempera paint into a freezer zip-top bag. Seal the bag well and move the paint around inside. Smooth the bag out on a flat surface. Tape the bag with paint inside to a low table top. Toddlers may make lines and scribbles by marking on the bag with a finger. The bag can be used many times.

Another day, place small amounts of paint in non-breakable cups for toddlers to use with chubby paintbrushes on big paper.

Family Child Care

Materials needed: drawing tools, such as egg-shaped crayons, chubby crayons, triangle crayons, markers, Magna Doodle®, and paper

Provide tools for different ages of children to use in making lines and scribbles. Infants: Egg-shaped crayons are designed for an infant's early experiences in making marks on paper. Tape paper to a high chair tray and offer one egg-shaped crayon to an infant. Toddlers: Chubby crayons work well for toddlers. Show children how the color becomes deeper when pressure is applied to the crayon. Preschool-age children: Triangle crayons help preschool-age children develop a grip they will use later with pencils. School-age children: In addition to markers and crayons, older children may enjoy using a magnetic drawing board, such as Magna Doodle®, to make lines, shapes, or letters.

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BLOCK 4 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

Option 1 (IG) Toddlers participate in a shared book reading focused on pictures of different animals.

Option 2 (IG) Toddlers participate in a shared book reading and a follow-up activity focused on different animals.

Option 3 (OO) A toddler holds and manages a book to identify an animal puzzle piece that is the same as the animal featured on a book page.



Cognitive

Exploring Objects

Option 1 (IG) Toddlers participate in a shared book reading focused on size and pretend to make their bodies big and small.

Option 2 (IG) Toddlers make their bodies big and small as part of a rhyme.

Option 3 (OO) A toddler matches toy bears and bowls by size as part of a shared book reading focused on size.



Self-Regulation

Paying Attention

Option 1 (OO) A toddler watches and helps a caregiver focus on characteristics of two objects to determine whether they are the same or different.

Option 2 (OO) A toddler finds a toy in a basket that is the same as the toy a caregiver selects.

Option 3 (OO) A toddler independently finds items in a basket that are the same.



Social-Emotional

Interacting with Others

Option 1 (OO) A toddler participates with a caregiver in open-ended play that includes a dollhouse and related toys as a follow-up to a shared book reading.

Option 2 (IG) Toddlers participate in open-ended play with a shared dollhouse and related materials.



Physical/Health

Moving Our Bodies

Option 1 (OO) A toddler who shows beginning interest in stairsteps uses hands and knees to crawl up and down steps with caregiver support.

Option 2 (OO) A toddler who is ready to stand while going up stairsteps practices walking up the steps and using a sitting position to come down the steps with caregiver support.

Option 3 (OO) A toddler practices stepping down a set of stairs after stepping up the stairs.

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

elm Early Learning Matters

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BLOCK 4

Exploring Words

Communication/ Language

12–24 Months

Option 1
Informal Gathering

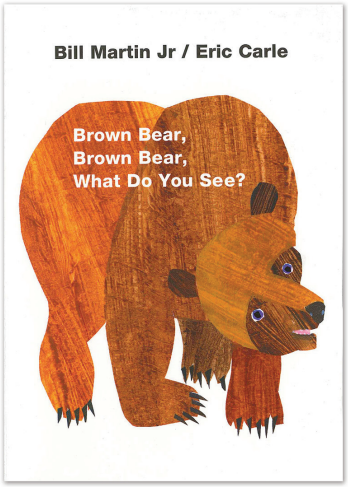
Skill and Goal
Receptive language
Expressive language
Toddlers participate in a shared book reading focused on pictures of different animals.

Key Concepts
Pictures
See
Animals

Materials Needed
Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr & Eric Carle

Also Promotes
Cognitive

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



EXPLAIN: This book is called *Brown Bear, Brown Bear, What Do You See?* This book is about seeing. We see things with our eyes.

[*Point to your eyes.*]

These are my eyes. Please point to our eyes.

[*Encourage toddlers to point to their eyes.*]

We will use our eyes to look at the pictures in our book! This is the brown bear. I am pointing to his eyes.

[*Point to the bear's eyes.*]

The brown bear and other animals in our book use their eyes to see different animals.

ASK: What animals do you think we might see in our book today?

[*Pause for toddlers to respond. Repeat and extend each response.*]

Let's read our book and find out what animals we will see!

ACT: [*Open the book and hold it for each toddler to see. Ask the toddlers about the picture and respond positively to each reaction. Example: "Tiana said 'bear.' Yes, this is the brown bear from the cover of our book! Look, he has eyes and a nose and a mouth!"*

Read the first page slowly and accentuate each word for toddlers to hear and understand.]

What animal do you think we will see on the next page?

[*Pause to allow time for toddlers to respond and to create anticipation.*]

Let's turn the page and see!

[*Turn the page and show enthusiasm for the animal pictured. Provide time for toddlers to look at the new picture.*]

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Exploring Words *(continued)*

Option 1 continued

This is a red bird! The brown bear looked with his eyes and saw a red bird. The bird has red wings and a yellow beak. What else do we see?

[*Pause for toddlers to respond.*]

I wonder what animal the red bird will see on the next page. Are you ready for me to turn the page?

[*Continue to read and talk about the pictures and words in the book using strategies, such as the following, to engage toddlers in the story:*

- *Point to and describe pictures. Encourage toddlers to point to and talk about pictures with you. Examples:*
  - *"Look at this animal! It is white and furry and wearing a collar. What is this animal called?"*
  - *"Look at the yellow duck! The duck has orange feet. His feet help him swim underwater."*
- *Expand on the book text and ask specific picture-related questions to help toddlers understand the story. Examples:*
  - *"This is a purple cat. Do you see the cat's long tail? Look at the cat's eyes!"*
  - *"This is a horse. The horse is blue! I have never seen a blue horse. Have you ever seen a blue horse?"*
- *Repeat and extend toddlers' comments and pointing. Examples:*
  - *"You said 'quack,' Joseph. You know this is a duck. A duck says 'quack!' See the duck's eyes? I wonder what animal the duck is going to see on the next page!"*
  - *"Isabella is pointing to our fish tank. We have a goldfish in our fish tank, just like the goldfish in this picture! Our goldfish has fins and swims in the water. Do you think the goldfish in our book swims in the water too?"*
- *Read the text with an enthusiastic voice to add a dynamic quality.*]

RECAP: The animals in our book used their eyes to see other animals. We used our eyes to see the different animals, too! Which animal was your favorite? Would you like to look at the picture of that animal again?

What to Look For—Option 1

The illustrations of familiar animals are likely to sustain toddlers' interests in the book. Pay attention to toddlers' visual engagement of pictures. If toddlers seem focused on pictures and related discussion, provide information about animal characteristics, such as color, body parts, skin (fur, feathers), size, sounds, or actions (fly, hop, swim). Toddlers at this age are not expected to know or remember colors or body part names, but early awareness of concepts related to animal characteristics can contribute to vocabulary knowledge over time.

Toddlers are likely to connect with the rhythmic, repetitive text of the book. Some may join you in reciting some of the familiar words. Others may prefer to watch and listen. Positively recognize different forms of participation.

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Exploring Words *(continued)*



More Scaffolding Tips—Option 1

Extra support ■ Sit close to the toddlers so they can see the pictures and hear your voice. ■ Follow the pace of the toddlers in the gathering. If there is interest in a particular animal or picture, pause to spend some time talking about the item. ■ Some toddlers may prefer to read this book with you in a one-to-one setting where they can spend more time looking at the pictures and listening to the repetitive text.

Enrichment ■ Invite toddlers to repeat some of the familiar text with you. ■ On the last page of the book, invite toddlers to point to particular animals. Example: "Where is the green frog on this page of our book? Let's look for the green frog and point to it!"

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BLOCK 4

Exploring Words *(continued)*

Communication/ Language

12–24 Months

Option 2
Informal Gathering

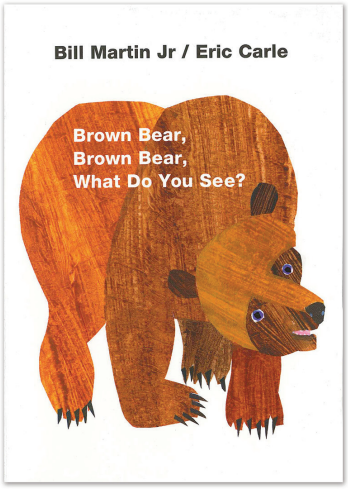
Skill and Goal
Receptive language
Expressive language

Toddlers participate in a shared book reading and a follow-up activity focused on different animals.

Key Concepts
Pictures
See
Animals

Materials Needed
Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr & Eric Carle
Animal figures or stuffed animals—1–2 per toddler (see Enrichment tip)

Also Promotes
Cognitive
Physical/Health
Social-Emotional



Invite several toddlers to read a book about animals with you. When you read the book, pause on each page to talk about what toddlers see in the picture. You may wish to invite toddlers to point to specific animals on the last page. Example: "Where is the purple cat on this page? Let's point to the purple cat."

After the book sharing, introduce the toy animals and give each toddler one to hold. Use the words and cadence of the story text in a rhyme that includes each child's name, one at a time. Example: "Tyler, Tyler, what do you see?" Encourage the toddler you name to hold up his/her toy animal. Some toddlers may say the name or make the sound of the animal. Finish the rhyme with a cadence and phrase that mirrors the book text. Example: "I see a bear looking at me!"

Recognize each toddler's type of participation. Examples: "You said 'meow,' Madison. A cat says 'meow.' You see a cat looking at you!" "You are dancing your horse, Jeremiah. I think you like this song!"

Offer a second round of rhymes if time and child interest permit.

What to Look For—Option 2

Toddlers enjoy hearing their name, especially in a song or rhyme. It is important to visually engage, with a big smile, the toddler who is featured in the rhyme. Gently try to get the attention of a toddler who does not look at you when you say his/her name in the rhyme. It is fine if a toddler does not hold up a toy animal when his/her name is offered in a rhyme. Participation may look different for each toddler.

More Scaffolding Tips—Option 2

Extra support ■ If conflicts arise over who holds which toy animal, offer two toy animals that are the same. Example: if two toddlers want to hold a toy horse, provide a horse for each toddler. Alternatively, you may invite toddlers to 'trade' animals for a second round of the rhyme. ■ Some toddlers may enjoy holding a toy animal during the book sharing as well as during the rhyme.

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Exploring Words *(continued)*



Option 2 continued

Enrichment ■ Provide a different set of toy animals for toddlers to hold. You may wish to invite toddlers to select the animal they would like to use during the rhyme. ■ Recite the rhyme slowly and encourage toddlers to join in with some of the words. ■ Invite toddlers to select an animal picture from the book to recite in their rhyme. Invite a toddler to hold and show the book picture of the chosen animal while you recite the rhyme with the toddler's name.

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Exploring Words *(continued)*

12–24 Months

Option 3
One-to-One

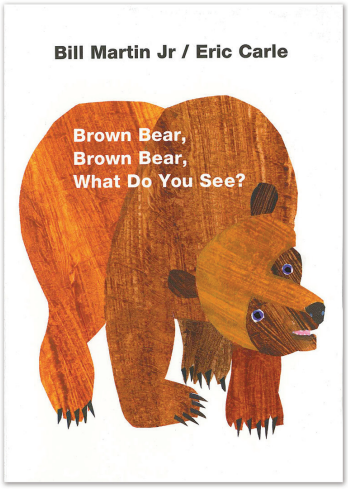
Skill and Goal
Receptive language
Expressive language
A toddler holds and manages a book to identify an animal puzzle piece that is the same as the animal featured on a book page.

Key Concepts
Picture
Animal
Same
Different

Materials Needed
Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr & Eric Carle
Mudpuppy Eric Carle Brown Bear Color Pairs Puzzle (see Be Prepared)

Also Promotes
Self-Regulation
Cognitive
Physical/Health

Be Prepared: Use the animal pieces of the puzzle only for this activity.



Invite a toddler to read a book with you and to find puzzle pieces that are the same as the animals shown in our book. Read the book with the toddler, pausing on each page to invite the toddler to point to the picture of the animal shown on the page. Point to (or invite the toddler to point to) and talk about physical characteristics of each animal, such as the cat's tail, the bird's wings, the sheep's ears, and the horse's long legs and tail.

At the end of the book, ask the toddler to hold the book. Introduce 2–3 puzzle pieces, especially animals that seemed to be of special interest to the toddler. Point to and describe one of the puzzle pieces. Example: "This is the horse. Remember, there was a horse in our book. Let's try to find the page of our book that shows the horse." Provide verbal support for the toddler to hold the book and turn pages in search of the animal shown on the puzzle piece. Describe the toddler's actions. Example: "You are turning the pages of the book carefully. You are looking at each page to find an animal that is the same as the animal shown on the puzzle piece."

When the toddler finds the page featuring the animal shown on the puzzle piece, explain that the pictures of the animal are the same. Hold a different puzzle piece next to the book illustration and explain that the two animals are different. Point out that the toddler looked carefully to find in the book the animal that is the same as the animal shown on the puzzle piece.

Provide several more puzzle pieces for the toddler to consider, one at a time. It is not necessary for a toddler to search for all nine animals shown on puzzle pieces.

Conclude the activity by describing the toddler's efforts. Example: "You turned pages of our book to find a picture of the animal shown on the puzzle. The picture of the animal in the book is the same as the picture of the animal on the puzzle piece."

What to Look For—Option 3

Notice how the toddler approaches each of the emerging skills promoted in the activity: holding the book, turning the pages of the book, and looking at animals shown on each page to find one that is the same as the animal shown on the puzzle piece. Managing the book, including page turning, supports

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Exploring Words *(continued)*

Option 3 continued

motor skill development. Determining whether two pictures are the same or different promotes a cognitive skill. Focusing on each picture (in the book and in the puzzle piece) requires concentration, a self-regulation skill. Provide assistance when and where appropriate. It is important to avoid assuming full responsibility for one of the tasks in the activity, such as turning pages. When a caregiver holds the book and turns its pages, the toddler has no opportunity to practice how to manage a book.

It may be tempting to describe the activity as finding animal pictures that match. Using the concept of a match may be too advanced for some toddlers at this age. The activity description focuses on skills required for determining a match, particularly looking closely at pictures to determine whether they are the same or different. The concepts of same and different pertain to many other skills in life, and are not limited to finding a match.

The book and puzzle pieces emphasize color, but discourage the toddler from finding pictures that are the same color. Concentration skills are promoted when the toddler looks more carefully at features of the animal, such as those emphasized in the activity plan's shared book reading approach. Also, animals come in different colors; not all birds are red, and a blue horse is quite novel!

More Scaffolding Tips—Option 3

Extra support ■ Jointly hold the book with the toddler if book management is too challenging, but be careful to not assume full responsibility for turning pages. ■ Remind the toddler to turn one page at a time and to go slowly. We are not in a hurry to find a book picture that is the same as the picture in the puzzle piece. It may be appropriate to help a toddler turn pages, but ensure the toddler also is turning the page. ■ The toddler may wish to hold the puzzle piece while trying to find the same picture in the book. This enables the toddler to look closely at the picture and to maybe hold it next to a book picture to determine whether it is the same or different.

Enrichment ■ Encourage the toddler to trace with his/her finger the outline of the animal shown in the book and in the puzzle piece.

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Exploring Words *(continued)*

Interest Area

Materials Needed: *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr & Eric Carle; several animal figures or stuffed animals similar to the animals in the book; Mudpuppy Eric Carle Brown Bear Color Pairs Puzzle (animal pieces only)

Place the book, animal figures, and animal puzzle pieces on a low table. Invite several toddlers to look at the book and then look at the items displayed on the table. Encourage toddlers to find a picture of the animal in the book that is the same as the animal shown on a puzzle piece (independent use of Option 3). Also, invite toddlers to find animal figures or stuffed animals that are like the animals shown on book pages.

Family Child Care

Materials Needed: *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr & Eric Carle; large paper secured to a low table; assortment of age-appropriate paintbrushes; paint smocks; assortment of paint colors

Be Prepared: Mix several shades of 2–3 paint colors. Example: Add white and black to the red to create several red shades to paint with, creating an 'Eric Carle' look.

Read this popular book with all interested children. Talk with children about what they see on each page. After the book reading, invite children to work together to paint a picture using the shaded colors similar to the pictures in the book. Talk with toddlers about the colors they are painting with, and the actions they are taking with the paintbrushes. Babies may enjoy exploring a small amount of finger paint on a high chair tray during the activity. Display the group artwork on the wall after the paint is dry.

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BLOCK 4

Exploring Objects

Cognitive

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers participate in a shared book reading focused on size and pretend to make their bodies big and small.

Key Concepts
Small

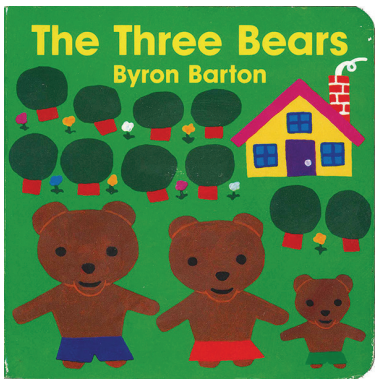
Big

Materials Needed
The Three Bears by Byron Barton

Also Promotes
Physical/Health

Communication/Language

Invite toddlers to join you to read a book about three bears. As part of the book reading, point to and use your own words to describe illustrations that show size differences in bears, chairs, and porridge bowls. Emphasize the concepts of big and small. Consider using your arm to show differences in the height of big and small.



At the end of the book, ask "How can we move our bodies to pretend to be really big like the big bear?" Encourage toddlers to stand and stretch their arms wide. Encourage toddlers to describe their imitations of big.

Then ask "How can we move our bodies if we want to pretend to be small?" If toddlers seem unclear about how to respond, suggest that they get lower to the floor and/or partially roll themselves up. Again, encourage toddlers to describe what they are doing (or have done) with their body to make it smaller. Emphasize the concepts of big and small in relation to body positions.

What to Look For—Option 1

Toddlers may respond differently to the two main teaching strategies used in this activity to promote awareness of big and small: (1) looking at, listening, and talking about the size of characters and objects in a book, and (2) moving their bodies into big and small positions. Some toddlers may readily engage the book segment of the activity but seem unclear about how to make their body seem bigger or smaller without a demonstration or suggestion. Toddlers who easily participate in both segments of the activity likely have a good beginning understanding of the concepts of big and small. The scaffolding tips suggest ways to respond to differences in toddlers' participation.

More Scaffolding Tips—Option 1

Extra support ■ Refer to book illustrations and storylines related to big and small while toddlers make their bodies smaller and bigger. You may wish to show a book picture of big or small in a discussion of how toddlers moved their bodies. ■ Offer at least one additional way toddlers can make their bodies small and big if this segment of the activity seems challenging. Provide a demonstration and description for toddlers to follow. A toddler in the gathering may offer a small or big body position that others can imitate.

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Exploring Objects *(continued)*

Option 1 continued

Enrichment ■ If toddlers easily make their bodies big and small, invite them to show a size between big and small. Remind toddlers that our book had a small bear, a big bear, and a bear that was not big and not small. ■ Invite toddlers to name big and small things in your room or playground.

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Exploring Objects *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers make their bodies big and small as part of a rhyme.

Key Concepts
Small

Big

Materials Needed
2 teddy bears (see Be Prepared)

Also Promotes
Physical/Health

Communication/Language

Be Prepared: Secure a smaller and a larger teddy bear. Become familiar with the "Teddy Bear, Teddy Bear" rhyme by asking a co-worker or finding an internet source.

BEGIN: [*Hold up one teddy bear and invite toddlers to join you for some teddy bear time. As children join the gathering, recite part of the "Teddy Bear, Teddy Bear" rhyme while moving the toy bear to the actions. Stand and lead toddlers in imitating your actions as you repeat the rhyme lines. Then encourage toddlers to sit.*]

EXPLAIN: [*Hold up the two different-sized teddy bears, one in each hand. Slightly move each bear as you describe it.*]

I have two teddy bears. This is a small teddy bear.

[*Pretend the small teddy bear speaks. Use a small teddy bear voice for the following:*]

I am a small teddy bear!

ASK: Can you make yourselves get small like me?

ACT: [*Encourage toddlers to pretend to be small by shrinking down closer to the floor. Use the small teddy bear voice to describe toddlers' actions. Example: "Lara, you made yourself small by shrinking and getting closer to the floor!"*]

EXPLAIN: This is a big teddy bear!

[*Draw attention to the big teddy bear and use a big bear voice.*]

I am a big teddy bear!

ASK: Can you pretend to make yourself bigger?

ACT: [*Encourage toddlers to stretch up high. Use the big teddy bear's voice to describe toddlers' actions. Example: "Look at Justin! He is big like me! We are big!"*

Invite toddlers to again pretend they are small. And then again pretend to be big.

Recite the "Teddy Bear" rhyme lines, one at a time. After each line, ask toddlers to describe or show you how to do the action with a teddy bear. Examples: "How does our small teddy bear turn around?" "How does our big teddy bear touch the ground?" Alternate between big and small bears for the four lines of the rhyme.]

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Exploring Objects *(continued)*

Option 2 continued

RECAP: We have a small teddy bear. And we have a big teddy bear. We pretended to make ourselves small. We pretended to make ourselves big. Let's learn one more way to show big and to show small.

[*Say the following with actions and then lead toddlers in the actions as you say the words.*]

This is big, big, big
[*Open arms wide*]

This is small, small, small
[*Cup hands together*]

[*Repeat if toddlers remain engaged.*]

What to Look For—Option 2

Toddlers will enjoy imitating your motions and telling you how to move a teddy bear as part of the rhyme. At this age, toddlers will find it a fun challenge to discriminate between small and large plus make corresponding changes with their bodies. The activity is designed to promote awareness of a basic difference in size (small, large). Some toddlers may not make the motions but are likely to become more aware of size differences by looking at the two bears and watching their peers pretend to be small and big. Repeat the words "big" and "small" as you describe various actions. Some toddlers may show interest in repeating parts of the activity.

More Scaffolding Tips—Option 2

Extra support ■ Accept and extend toddlers' alternative words for "big" and "small." Example: if a toddler refers to the small bear as a "baby bear," offer support for the idea: "Yes, our small teddy bear looks like a baby bear. A baby bear is small. This teddy bear is small." ■ Speak clearly and use a slower pace if some toddlers seem to have difficulty following you.

Enrichment ■ When you recite the rhyme near the end of the activity, combine two actions into one line. Example: "turn around and touch the ground." ■ Encourage toddlers to think about how the two bears are the same. Example: "Do our two bears do the rhyme the same way?" Follow-up question: "Does the small teddy bear turn around the same way the big teddy bear turns around?"

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Exploring Objects *(continued)*

12–24 Months

Option 3
One-to-One

Skill and Goal
Object inquiry skills

A toddler matches toy bears and bowls by size as part of a shared book reading focused on size.

Key Concepts
Small

Big

Materials Needed
The Three Bears by Byron Barton

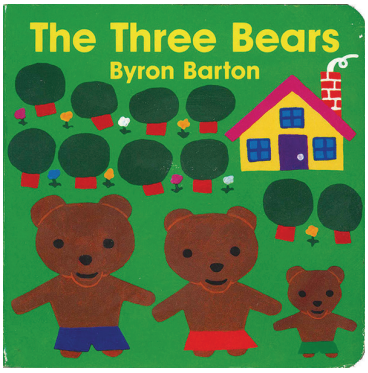
3 teddy bears (see Be Prepared)

3 bowls (see Be Prepared)

Also Promotes
Physical/Health

Communication/Language

Be Prepared: Select toy bears and bowls that represent small, medium, and big sizes.



Invite one toddler to sit with you to talk about big and small things. If the toddler is familiar with *The Three Bears* book, begin the activity by inviting the toddler to match the bowls to the corresponding bear. Begin by reading the book if it is unfamiliar to the toddler.

During the bear and bowl matching segment, describe the items (three bears of different sizes, three bowls of different sizes) and then invite the toddler to do the matching. Provide verbal assistance only if necessary. Example: "You are holding a big bear. What bowl would a big bear use? A big bowl or a small bowl?" Point to bowls as you describe their size. Emphasize the big bear gets the big bowl, and the small bear gets the small bowl, regardless of whether the toddler successfully matches the two. Extend the activity by separating the bowls from their bears and then pretending to feed one of the bears from its corresponding bowl. Encourage the toddler to select the bear and then select an appropriate-sized bowl for the bear. Offer assistance by asking questions and pointing to options.

Follow the toddler's pace for looking at and talking about the book illustrations. If appropriate, encourage the toddler to point to illustration features that you identify.

What to Look For—Option 3

Your informal knowledge of the toddler's familiarity with the book or story of the three bears is key to determining the starting point for the activity. Begin with the book if you are uncertain. If the toddler shows familiarity, engage him/her in helping you tell the story. Set aside the toy bears and bowls if you begin with the book unless you wish to incorporate these items into telling the story and you do not anticipate the bear and bowl items would distract the toddler from focusing on the book.

This option involves less caregiver guidance than Options 1 and 2, which are more appropriate for toddlers becoming aware of big and small concepts.

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Exploring Objects *(continued)*

Option 3 continued

More Scaffolding Tips—Option 3

Extra support ■ You may wish to look at and describe (using your own words) the book illustrations rather than read the book if the toddler is familiar with the story or seems to have limited interest in the activity. ■ Focus on the big and small bear/bowl matching first, and then point to and describe the medium-sized bear and bowl (which will be matched by default). This reduces the challenge of the toddler matching three different sizes at the same time.

Enrichment ■ Invite the toddler to match three things: a book illustration that shows a particular size of bear and bowl, and the toy bear and bowl provided as part of your activity. ■ A toddler may wish to reenact part of the book story with the bowls and toy bears.

Interest Area

Materials needed: *The Three Bears* by Byron Barton, teddy bears of different sizes, three different-sized nesting cups, several different-sized blocks

Place picture-rich books about size in a book basket placed on a low table or surface. Example: *The Three Bears* by Byron Barton. Also, provide teddy bears of different sizes for toddlers to play with. Mention size (small or big) when you refer to a bear. On another day, encourage play with the bears by placing three different-sized nesting cups or several different-sized blocks nearby. Observe toddlers' play and, when appropriate, point to basic differences in size. Example: "You put the small bear on a big block."

Family Child Care

Materials needed: teddy bears of different sizes, three different-sized nesting cups, several different-sized blocks

Infants will enjoy holding toys used in Option 1 and suggested for the Interest Area. Preschool-age children may eagerly pursue your suggestion that they arrange a collection of similar play materials by size, such as a group of small toy cars and a group of big toy cars. Make up and offer a little rhyme called "When I Was a Baby" and encourage children to imitate your actions.

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BLOCK 4

Paying Attention

Self-Regulation

12–24 Months

Option 1
One-to-One

Skill and Goal
Concentration

A toddler watches and helps a caregiver focus on characteristics of two objects to determine whether they are the same or different.

Key Concepts
Same

Different

Materials Needed
Large basket

4 pairs of toys (see Be Prepared)

Also Promotes
Cognitive

Be Prepared: Select four pairs of toys (eight total), such as two rubber ducks, two toy cups of the same color, two blocks of the same size and color, and two baby dolls of the same size. Place all of the toys in the basket except for two different items, such as one rubber duck and one baby doll.

BEGIN: [*Invite one toddler to join you in finding two things in a basket that are the same.*]

EXPLAIN: We have a basket of toys. You can look at them!

ASK: What do you see in the basket?

[*Offer the basket of toys and provide time for the toddler to explore the toys. Name and briefly describe each toy the toddler picks up or touches. Return all toys to the basket, placed in random order.*

Display two identical items, such as blocks.]

EXPLAIN: Some of the toys in our basket are the same. Please look at these two blocks. They have the same shape and the same color. They are the same.

[*Display two items that are different, such as a baby doll and a block.*]

These two toys are not the same. This is a baby doll and this is a block. They are different. They look different and we play with them in different ways.

I want to find toys in our basket that are the same.

ACT: [*Display for the toddler a toy, such as a rubber duck.*]

This is a rubber duck. Our rubber duck is yellow. I am going to look in the basket and try to find another yellow duck. I want two toys that are the same.

[*Look through the toys in the basket and pick up one toy at a time to compare to the rubber duck. Hold the two toys next to each other for ease of comparing. Describe your comparison of the two toys to determine whether they are the same. Example: "This is a red cup. This is not the same as the yellow duck. It is red. The duck is yellow. The two toys have different shapes. And we play with them in different ways. The cup and the rubber duck are not the same. They are different toys."*

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Paying Attention *(continued)*



Option 1 continued

After comparing several toys to the rubber duck, one at a time, pick up the other rubber duck from the basket. Hold the two toys next to each other in front of the toddler.]

EXPLAIN: This is a yellow rubber duck. This is another yellow rubber duck! The ducks look the same. We can play with the two toys in the same way.

ACT: Now let's try to find two more toys that are the same.

[*Display a toy, such as a baby doll.*]

This is a baby doll. We can play with the baby doll by pretending to rock it to sleep. I am going to look in the basket and try to find another baby doll.

[*Once again, look through the toys in the basket and pick up several different toys, one at a time, to hold next to the baby doll. Begin the comparison with an item that is different from the baby doll. Example: "This is a brown block. We can build with this block.*]

ASK:

- Are the block and the baby doll the same?
- Why not?

[*Repeat and expand on the toddler's response. Emphasize how the two toys are different.*]

ACT: [*Hold up next to each other two toys that are the same. Ask the toddler whether the two toys are the same or different. Describe (or ask the toddler to describe) how the two toys are the same.*]

This is a baby doll. This is also a baby doll! The baby dolls look the same. Both dolls have the same color of hair and they are wearing nighttime clothes.

RECAP: Today you watched and helped me find two toys that are the same. We looked at some toys that were different. We also found two toys that are the same. We paid close attention to what each toy looks like.

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Paying Attention *(continued)*

Self-Regulation

12–24 Months

Option 2
One-to-One

Skill and Goal
Concentration

A toddler finds a toy in a basket that is the same as the toy a caregiver selects.

Key Concepts
Same

Different

Materials Needed
Large basket

4 pairs of toys (see Be Prepared)

Also Promotes
Communication/Language

Cognitive

Be Prepared: Select four pairs of toys (eight total), such as two rubber ducks, two toy cups of the same color, two blocks of the same size and color, and two baby dolls of the same size. Select different pairs of toys if the toddler participating in this activity previously participated in the Option 1 activity. Place all of the toys in the basket.

Invite a toddler to join you in finding two toys in a basket that are the same. Introduce the basket of toys and show the toddler two toys from the basket that are the same. Explain how they are the same. Example: "Here are two cups. They are both red and they have the same shape. They look the same."

Next, show the toddler two different toys and ask whether the two toys are the same or different.

Support the toddler's search for a toy that is the same as another toy by holding up a toy and inviting the toddler to find another toy in the basket that is the same. Give to the toddler the toy you selected so he/she can hold and look at the toy closely. If appropriate, offer verbal assistance in finding another toy that is the same by describing the toddler's comparison. Example: "Daniel, you are looking at a baby doll and a rubber duck. Do they look the same? How are the two toys different?"

Conclude the activity by describing the toddler's effort to find two toys that are the same. Example: "You looked at all the toys to find one that is the same as the rubber duck. You looked closely at each toy in the basket."

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Paying Attention *(continued)*

12–24 Months

Option 3

One-to-One

Skill and Goal

Concentration

A toddler independently finds items in a basket that are the same.

Key Concepts

Same

Different

Materials Needed

Large basket

4–5 pairs of toys (see Be Prepared)

Also Promotes

Cognitive

Be Prepared: Select 4–5 pairs of toys (8–10 total), such as two rubber ducks, two toy cups of the same color, two blocks of the same size and color, and two baby dolls of the same size. Select different pairs of toys if the toddler participating in this activity previously participated in the Option 1 or Option 2 activity. Place all of the toys in the basket.

Invite a toddler to find toys in a basket that are the same. Offer four or five pairs depending on your understanding of the toddler's skill in looking closely at items and determining whether they are the same or different.

Present the basket of toys and invite the toddler to pick one toy, place it on the floor (or table) next to the basket, and then look closely at all other toys in the basket to find a toy that is the same as the toy the toddler first picked.

You may wish to offer some structure for the search by suggesting the toddler pull one toy at a time from the basket, compare it to the toy he/she initially selected, and say whether the toy is the same or different. See the Extra Support tip if a toddler finds it too challenging to identify a toy that is the same.

Conclude the activity by describing the toddler's concentration actions. Example: "You looked closely at the toys in the basket and you found toys that are the same!"

What to Look For—Options 1–3

The self-regulation skill of concentration is a central part of the cognitive task of comparing two or more items to determine whether they are the same or different. The same-or-different determination is essential for sorting and matching items. First and foremost, however, a child needs to look closely at the characteristics of something. The task of concentrating is the primary focus of this activity plan. Options 1 and 2 are less challenging than Option 3 because they confine the comparison to two items and, in Option 1, the toddler is learning how the caregiver goes about finding two items that are the same. Option 3 is appropriately pursued when a toddler has demonstrated some skill in looking closely at two items as part of a comparison. Looking at 8–10 toys to find two that are the same could be overwhelming without prior experience in comparing item characteristics.

Each toddler should experience success in looking at the toys. In some cases, this may mean offering fewer items for a toddler to look at and offering more practice at a later point.

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Paying Attention *(continued)*

More Scaffolding Tips—Options 1–3

Extra support ■ Provide adequate amounts of time for a toddler to look at and determine whether two toys are the same or different. There is no need to rush. ■ In Options 2 and 3, expand on a toddler's communications as he/she compares two toys. Example: "You are shaking your head 'no,' June. You know that the block and the cup are not the same! The block and the cup are different toys." ■ If the Option 3 plan is too challenging, invite the toddler to pick two toys at a time from the basket and say whether the two toys are the same or different. The toys should be set aside (not returned to the basket) after the toddler makes a comparison.

Enrichment ■ Verbally change one of the characteristics of two toys that are the same and ask the toddler whether the two toys would still be the same. Example: "We have a red cup and another red cup. The cups are the same. Let's pretend one of the cups is blue. Would the two cups be the same if one is red and one is blue?" ■ In addition to focusing on characteristics of toys, talk about whether the two toys being compared are used in the same way. Example: The two baby dolls look the same. We also can play with the baby dolls in the same way. We can rock the baby dolls to sleep and put them in their beds."

Interest Area

Materials Needed: four different toys from the activity plan's three options, such as a rubber duck, toy cup, block, baby doll, basket

Place the four toys on a low table. Invite several toddlers to look closely at each toy and try to remember what the toy looks like. Encourage the toddlers to go on a "scavenger hunt" to find a toy in the room that is the same as one of the four toys. Suggest a toddler take the toy with him/her if it seems too challenging for the toddler to leave the toy on the table and remember what the toy looks like.

Family Child Care

Materials Needed: four pairs of toys, such as two rubber ducks, two kitchen items, two blocks of the same size and color, and two small baby dolls of the same size. Separate the toys into two groups, each with one of the two identical toys.

Invite older children to place the toys from one group in different places in your setting that are easily viewed by toddlers. Hold up one toy from the other group and encourage toddlers to "hunt" for the same toy in your setting. Toddlers and older children may enjoy switching roles of "hiding" the toys.

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BLOCK 4

Interacting with Others

Social-Emotional

12–24 Months

Option 1
One-to-One

Skill and Goal
Social interaction skills

A toddler participates with a caregiver in open-ended play that includes a dollhouse and related toys as a follow-up to a shared book reading.

Key Concepts
Play together

Materials Needed
Llama Llama Red Pajama by Anna Dewdney

Dollhouse and furnishings

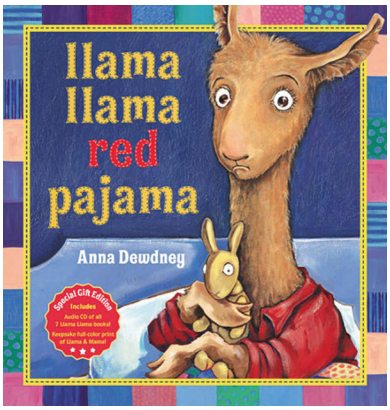
People figures

Pet animal figures (Enrichment tip)

Also Promotes
Cognitive

Communication/Language

Be Prepared: Provide the dollhouse and people figures for toddlers' open-ended exploration for several days prior to implementing this activity. Children's familiarity with the materials will enhance their engagement of the activity and reduce the likelihood of other toddlers wanting to join an activity designed to be one-to-one. On the day you implement the activity described below, set out a barn or similar prop plus people and animal figures for toddlers to explore as an alternative to joining the activity intended for one toddler. Place the dollhouse and its furnishings on a low table or the floor.



Invite a toddler to share a book and play together. Read the book, pausing on each page to talk about the pictures. Help the toddler connect the bedtime routine to his/her own experiences.

At the conclusion of the book sharing, invite the toddler to explore the dollhouse. Point out some of the items available, especially parts of the dollhouse you think would be of interest to the toddler. Encourage the toddler to begin playing with the materials. Support engagement and interaction during the play with strategies, such as the following:

- Describe the toddler's actions. Example: "You are holding a baby and a mommy. You are moving the baby and mommy to the dollhouse bedroom."
- Invite the toddler to tell you about his/her play. Example: "What are the baby and mommy doing in the bedroom?"
- Repeat and extend the toddler's words. Example: "Your baby is going night night. The mommy put the baby in the bed to go night night."
- Ask the toddler if he/she would like you to join the play. If the toddler invites you to hold a figure, imitate his/her actions or join their play theme. Example: "You are putting all the people to bed. What would you like me to do with my person?"
- Suggest a familiar play theme, such as bedtime, for a toddler who seems unsure how to interact with the materials. Example: "You are holding a boy. What is the boy going to do? Maybe it is time for the boy to go to bed. Let's look in our dollhouse and see if we can find a bed for the boy."

End the session by briefly summarizing what happened during the play segment, including the toddler's interaction with you. Example: "You put the people in the dollhouse, and then you took the people out. You had fun playing with the people figures. Thank you for letting me play with you!"

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Interacting with Others *(continued)*



Option 1 continued

What to Look For—Option 1

The shared book reading may provide a focus for the toddler's follow-up play with the dollhouse and related objects. A play theme related to the book may or may not happen, however. Toddlers will interact with the materials in different ways. Some toddlers will have ideas and intentions with the people figures, whereas others may seem unsure how to use the materials. If appropriate, provide suggestions for familiar play themes while being careful to not direct the play. Suggesting a focus related to the book may be particularly helpful if the toddler showed interest in the book. Some toddlers may respond to the dollhouse play in unconventional ways, such as lining up people figures or furniture items. Continue to follow the toddler's lead as he/she interacts with the materials. As you talk with the toddler during the activity, remember to pause regularly so the toddler has an opportunity to contribute verbally.

More Scaffolding Tips—Option 1

Extra support ■ One way to suggest a play focus is to describe the materials and their possible uses. Example: "This is a house where the pretend people live. You can move the people around and even make them talk!" ■ Toddlers may want to return to the dollhouse at a later time to further explore the play materials.

Enrichment ■ If a toddler is interested in pets, add several pet figures to the play. ■ Invite the toddler to act out or include a part of the Llama Llama story. The toddler may want to put a figure to bed and say "goodnight."

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BLOCK 4

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers participate in open-ended play with a shared dollhouse and related materials.

Key Concepts
Play together

Materials Needed
Dollhouse and furnishings
People figures
Pet animal figures

Also Promotes
Communication/Language
Self-Regulation

Optional Reading
Llama Llama Red Pajama by Anna Dewdney

Be Prepared: Arrange the dollhouse and its furnishings on a low table or the floor. Place the people and animal figures throughout the play area.

Invite two toddlers to play with the dollhouse. Introduce the items available and encourage the toddlers to interact with the materials as they wish. Toddlers may choose to play with the materials individually or together. Encourage the toddlers to notice one another's actions as they play. Example: "Stefan is putting all the animals in the dollhouse kitchen. I wonder if the animals are going to eat!" Encourage toddlers to play together when there is a natural opportunity to do so. Example: "Aisha and Eli, you are both playing with an animal figure. Maybe the dog and the cat would like to play together!" Acknowledge positive social interaction as it is happening. Example: "You are playing together with animals in the dollhouse."

What to Look For—Option 2

This activity shifts the social interactions from a caregiver (Option 1) to another peer. Toddlers are likely to participate in this activity in different ways. Some toddlers will enjoy playing together with the materials, whereas others may prefer to play side by side. Some toddlers may imitate the actions of a peer. Recognize and acknowledge positive social interactions as the toddlers play.

More Scaffolding Tips—Option 2

Extra support ■ If a toddler has difficulty sharing the dollhouse or other materials with a peer, explain that we need to share our playthings. You may wish to offer Option 1 for a toddler who finds it challenging to share.

Enrichment ■ Add figures and props that may enrich play themes. ■ To encourage the toddlers to watch, and maybe imitate, the actions of one another, quietly describe some of their separate uses of the materials.

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BLOCK 4

Interacting with Others *(continued)*

Social-Emotional

Interest Area

Materials Needed: dollhouse and furnishings, people figures

Make the dollhouse and materials available for exploration. Talk with the toddlers about their ideas and actions as they play. Encourage the toddlers to interact with each other as well as the materials. Model positive social interactions.

Family Child Care

Materials Needed: dollhouse and furnishings, people figures, animal figures, blocks

Invite children to play with the dollhouse in the block area. Some children will enjoy building structures for the people and animal figures, and others may focus on the dollhouse. Encourage toddlers to watch and imitate the actions of their peers. Babies may enjoy holding a chunky animal or people figure during the activity.

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BLOCK 4

Moving Our Bodies

Physical/ Health

12–24 Months

Option 1
One-to-One

Skill and Goal
Gross motor development

A toddler who shows beginning interest in stairsteps uses hands and knees to crawl up and down steps with caregiver support.

Key Concepts
Crawling
Turn around
Backward

Materials Needed
Stairsteps (See Be Prepared)
1 caged bell

Also Promotes
Cognitive

Be Prepared: Stair equipment for toddlers typically has 3–4 steps ending with a platform surrounded by safety rails. If you use some other type of steps, ensure there are secure supports at the top for the toddler to grasp. Affix the caged bell at the top of the steps so it can be easily reached by a toddler who stands or sits at the top of the steps.

BEGIN: [*Station yourself at the steps of an indoor or outdoor toddler climber. Kneel beside the steps and invite a toddler to go up the steps with your help.*]

EXPLAIN: You can use your hands and knees to go up the steps. Today you will use hands and knees only. Crawling up is safest for you.

[*Some young toddlers will be adventurous and eagerly climb up steps.*]

ACT: [*If the young toddler stands at the first step or attempts to put his/her foot on the first step, tap the floor next to the first step and say, "Crawling up is best for you." If necessary, gently help the toddler get into a hands-and-knees position on the first step. Lightly place one hand on the toddler's back the first few times he/she goes up. Repeat phrases, such as:*

- *"Great. You are using your hands and knees to go up the steps."*
- *"You are using a safe way to go up the steps."*

Once the toddler reaches the platform or top of the stairs, cheerfully acknowledge his/her accomplishment! Example: "Hurray for you, Bodhi. You crawled up the stairsteps!"

Invite the toddler to turn around and look into the room, standing or sitting on the platform at the top of the steps. Encourage the toddler to hold the railing if he/she stands.]

ASK: Would you like to ring the bell now?

[*Point to the bell attached to the climber. Wait for the toddler's reaction.*]



EXPLAIN: You can ring the bell and then crawl back down.

ACT: [*Encourage the toddler to get on hands and knees to crawl down the steps backward. Provide help in turning around and getting in position for crawling backward. This is a challenging task (see Extra Support tips).*

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Moving Our Bodies *(continued)*

Option 1 continued

- *Give verbal cues, such as: "Turn around. Your feet go first."*
- *Indicate the direction to turn by lightly touching the toddler's side or leg as you say "Turn your body. Feet go down first."*
- *If a toddler has difficulty turning around, say "I will help you turn around" before helping a toddler reposition. With two hands, rotate the toddler's body from a head-first position to a feet-first position.*]

RECAP: [*Describe the toddler's efforts. Example: "Today you crawled up the steps on your hands and knees. You rang our bell and then crawled down backward on your hands and knees! You put your feet down first."*]

What to Look For—Option 1

Teaching a young toddler to crawl up and down steps on his/her hands and knees is the safest and most appropriate method. A toddler who can use feet to go up and down stairs can be offered Option 2 or Option 3 of this activity plan.

Some toddlers may appear restrained in approaching steps and will need time to be near you to watch other toddlers crawl up and down. It is not unusual for a child to wait until he/she has given consideration to a new situation to feel ready to try. Some toddlers may wait a month or two before the time is right. Let the toddler decide when to approach the steps.

Young toddlers are generally delighted to reach the platform or top of the steps. Some toddlers will enjoy standing. Looking out at the classroom and the other children is enjoyable. Some toddlers may be excited to ring the bell, but for others, the achievement of making it up the steps is sufficiently satisfying.

As with mountain climbing, going down stairsteps is more difficult than going up! Going down steps backward presents an additional challenge because the toddler cannot see in the direction of his/her movement. It will take practice for a toddler to remember to turn around. It may require assisting a toddler 20 or more times for him/her to remember and turn. Small touches or repositioning the toddler can be used as needed. It is helpful for some toddlers to feel how to get into feet-first position. Rotating a toddler's body using both your hands informs the child of what movement is needed.

Generally, young toddlers learn to crawl up steps before developing the reverse actions of crawling down. Some toddlers will be successful in crawling up steps and have difficulty learning to crawl down; they naturally want to go headfirst. It is important to stay next to the steps to prevent a toddler from walking off a step.

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Moving Our Bodies *(continued)*

Option 1 continued

More Scaffolding Tips—Option 1

Extra support ■ A toddler may not reach the platform or top step. Recognize and praise a toddler's step-crawling accomplishment whether he/she reaches the top or second step only. ■ Omit the challenge of crawling down the steps if the toddler shows no interest or is reluctant. Simply pick up the toddler and return him/her to the floor for more practice in crawling up the steps or moving to a different activity. ■ For a toddler who is hesitant to crawl up the steps, offer the activity at a time when there is little or no activity at the steps. ■ If a toddler does not want to ring the bell, suggest he/she wave to someone in the room. Make sure a standing toddler is adequately balanced to use one arm/hand for waving. Example: "Imani, do you see Ms. Jasmine? Let's wave to her!"

Enrichment ■ Seeing the room from a slightly higher elevation is an exciting cognitive experience. Encourage the toddler to tell what it's like at the top of the steps and what he/she sees.

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Moving Our Bodies *(continued)*



12–24 Months

Option 2
One-to-One



Skill and Goal
Gross motor development

A toddler who is ready to stand while going up stairsteps practices walking up the steps and using a sitting position to come down the steps with caregiver support.



Key Concepts
Step up



Materials Needed
Stairsteps



Also Promotes
Cognitive

Position yourself next to the stairsteps when another adult is fully available to support children's activities in other parts of the room. Invite toddlers to step up the stairs with your help. Encourage toddlers to leave all toys elsewhere in the room. A toddler's hands should be free for holding onto a railing and helping to balance his/her body. (Toddlers who are learning to crawl on steps or need practice in crawling up and down steps should be offered Option 1. Learning to go up stairsteps while standing generally follows the accomplishment of successfully crawling up.)

Give support and guidance to one toddler at a time. Show each toddler where to hang on. One hand should hold the rail, and the other arm and hand should aid in balancing. Some toddlers may use the same to step up on each stair.

Coming down the stairs will be a challenge for most toddlers. At an early stage of learning to step up a set of stairs, a toddler typically comes down by sitting on the top step and then lowering himself/herself to each the next step while maintaining a sitting position. (Walking down the steps is supported in Option 3 of this activity plan.)

There may be toddlers who can maintain balance when stepping down. A toddler will have greater control and balance when moving down stairsteps sitting than when standing.

What to Look For—Option 2

Some toddlers will use the same foot to step up on each stair for several months. It is not necessary to guide or teach the toddler to use alternating feet at this age. Some toddlers will develop the ability to go up four steps without help.

Striving for independence is sometimes expressed as resistance to do what is asked by an adult. If a toddler does not want to come down and other toddlers are waiting, offer an interesting alternative to staying at the top of the stairs. In general, it is better to coax a toddler down from the little climber than to remove him/her. Perhaps a way to get back down is a slide or another set of steps. Suggest the toddler crawl down backward while pretending to be a puppy or kitten. Some toddlers will accept other ideas, such as pretending to be a firefighter or a prince/princess crawling down the steps.

More Scaffolding Tips—Option 2

Extra support ■ Use a doll or soft animal toy as a teaching tool. Invite a toddler to assist you in teaching a doll how to go up and down the steps. ■ Use verbal reminders to help toddlers get accustomed to sitting on the steps to go down.

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Moving Our Bodies *(continued)*

Option 2 continued

Enrichment ■ Add a fun activity for the toddler at the platform level. Place a container of rolled socks or cloth balls for a toddler to drop from the platform to the floor. Stand near the toddler to observe and assist if needed. If more than one toddler is on the platform, facilitate turn taking.

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Moving Our Bodies *(continued)*

12–24 Months

Option 3
One-to-One

Skill and Goal
Gross motor development

A toddler practices stepping down a set of stairs after stepping up the stairs.

Key Concepts
Stepping down

Materials Needed
Stairsteps

Also Promotes
Cognitive

Invite a toddler to practice stepping up and stepping down a set of stairs. Positively acknowledge the toddler's accomplishment in reaching the platform or top step. Verbal guidance for turning around may be needed. Encourage the toddler to look around the room and tell what he/she sees. For the stepping down part of the activity, a toddler may feel most secure stepping down with the same foot. At this age, there is no need for concern if a child leads with the same foot over and over.

Give clear and informative reminders to help the toddler remain focused and safe, such as:

- One step at a time
- Hold the rail
- Go nice and slow

The toddler may wish to repeat the practice in stepping up and down the stairs.

What to Look For—Option 3

Sometimes toddlers focus on a destination or become absorbed in play and forget to use the stairstep skills they have practiced. It is common for toddlers to want independence and to ignore adult suggestions, preferring "I'll do it myself" autonomy. Still, if you observe a toddler hurrying in his/her play, or becoming intensely involved in accomplishing a goal, move close to the toddler, kneel at eye level and talk in a calm manner about what he/she is doing. Make suggestions for actions that may slow or de-escalate an exciting play interaction that still fits into the toddler's play interest. Example: "Hi. I am a helper. Here is some (pretend) food for busy puppies. I will watch you come down the steps for pretend puppy treats."

Even when a toddler is not rushing or focused on something else, provide clear and informative reminders, such as those suggested in the activity plan. Avoid general statements, such as "be careful."

More Scaffolding Tips—Option 3

Extra support ■ Encourage the toddler to sit down on the steps if he/she feels out of balance.

Enrichment ■ When you are with toddlers in settings outside your room, take note of even single steps a toddler needs to navigate. Example: When approaching a single step down, offer an explanation of what is to come. "Here is one step down. Watch where your foot is going. Your foot is going down to the sidewalk." Also give verbal reminders, such as "big step."

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Moving Our Bodies *(continued)*



Interest Area

Materials needed: non-breakable mirror, toddler climber, laminated footprints, tape, wooden boxes or activity centers, plastic wading pool, and cushions

Fasten a non-breakable mirror at the platform level of the toddler climber so toddlers see themselves when they go up the steps. Foster walking skills by laminating your favorite footprints and attaching them to the carpet with clear tape for toddlers to step on.

Provide opportunities for crawling in and out of toddler equipment, such as wooden boxes or activity centers toddlers can get inside. Set up a small plastic wading pool as a book nook. Add a few cushions to encourage toddlers to crawl in and out.

Family Child Care

Materials needed: small toys

Coach toddlers in stair skills according to their age and development. Encourage preschool-age and older children to practice going up and down with alternating feet. Emphasize safety, including holding the rail and one child at a time going up or down.

Support existing motor skills for infants in your care. Each infant may be developing different motor skills. Observe the movements each infant makes when he/she is alert and playful. Encourage the skill you observe by providing space to move freely. Also, talk and interact with the infant as he/she is moving; describing the actions is a form of support. Provide appropriate play for individual infants. Example: If an infant has learned to roll over and is beginning to creep forward, place small toys within reach and just out of reach.

An infant who has begun to play with his/her hands and feet may enjoy an activity of "bicycle riding" motions. Place one infant who is alert and ready for play on his/her back on the floor. Sit facing the infant. Hold the infant's feet in your two hands. Gently circle the infant's feet as if he/she is pedaling a bicycle. Add a little song, such as the following. (Tune: "Wheels on the Bus"):

Baby's little feet go round and round
[*Use infant's name*]
Round and round
Baby's little feet go round and round
All through the town.

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BLOCK 5 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

Option 1 (OO) A toddler participates in a shared book reading focused on farm animals.

Option 2 (IG) Toddlers participate in a shared book reading and a follow-up activity focused on how toy farm animals are the same or different.

Option 3 (IG) Toddlers participate in a shared book reading and a follow-up pretend play activity with farm toys.



Cognitive

Exploring Objects

Option 1 (OO) A toddler participates with a caregiver in playing with large blocks.

Option 2 (IG) Toddlers participate with a caregiver in road-building block play.

Option 3 (IG) Toddlers participate with a caregiver in building pretend items for toy farm animals.



Self-Regulation

Getting Calm

Option 1 (IG) Toddlers watch how a caregiver calms down after engaging in an exciting activity.

Option 2 (IG) Toddlers practice calming down with caregiver guidance after engaging in an exciting activity.

Option 3 (IG) Toddlers independently practice calming down after engaging in an exciting activity.



Social-Emotional

Interacting with Others

Option 1 (OO) A toddler participates in open-ended block play with a caregiver.

Option 2 (IG) Toddlers engage in open-ended play together with Duplo® building blocks.

Option 3 (IG) Toddlers engage in open-ended play together with animal figures and blocks.



Physical/Health

Using Our Hands

Option 1 (IG) Toddlers practice clapping their hands as part of a song.

Option 2 (OO) A toddler practices clapping his/her hands along with a puppet as part of a song.

Option 3 (IG) Toddlers watch and participate in a sequence of hand motions as part of a song.

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

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BLOCK 5

Exploring Words

Communication/ Language

12–24 Months

Option 1
One-to-One

Skill and Goal
Receptive language
Expressive language
Awareness of print and pictures

A toddler participates in a shared book reading focused on farm animals.

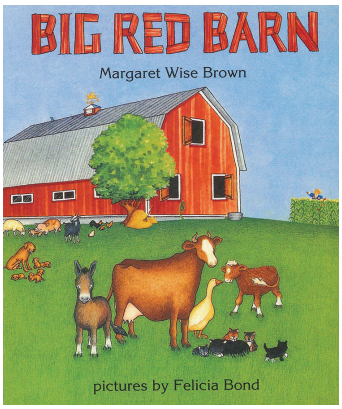
Key Concepts
Pictures
Barn
Animals
In
Out
Up
Down

Materials Needed
Big Red Barn by Margaret Wise Brown

Also Promotes
Cognitive

BEGIN: [*Invite a toddler to join you to read a book. Show the cover of the book. Point to the words and picture on the cover as you introduce the book.*]

EXPLAIN: Our book is called *Big Red Barn*. There is a picture of a red barn on the cover of our book.



[*Point to the barn.*]

This book is about animals that live in the big red barn!

ASK: What animals do you think are going to be in our book?

[*Pause for the toddler to respond. Repeat and extend each response. Example: "You said 'cow.' There might be a cow in our story!"*]

Let's read our book and find out!

ACT: [*As you read the book, point to and describe items on the page that toddlers may be interested in, such as the big red barn, colorful flowers, tiny butterfly, and peeking sun.*

Also, use strategies, such as the following, to engage the toddler in the story:

- *Ask the toddler what he/she thinks we might see on the next page.*
- *Encourage the toddler to point to and name pictures with you. Example: "Look at this animal! It has feathers and is sitting on eggs. What do we call this animal?"*
- *Expand upon the book text with descriptions and questions. Examples:*
  - *"This is called a weather vane. It sits up high on top of the big red barn! A weather vane will turn when the wind blows."*
  - *"The sun is going down. The day is over. All of the animals are going in the barn for the night. What do you think the animals are going to do in the barn?"*

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Exploring Words *(continued)*

Option 1 continued

- *Repeat and extend the toddler's comments and pointing. Examples:*
  - *"You said 'cat,' Sofia. Yes, this is a cat!"*
  - *"Yes, it is 'night-night' time for all the animals. The animals are in the barn and they are sleeping because it is nighttime."*
- *Read the text with an enthusiastic, rhythmic voice to add a dynamic quality.*]

RECAP: Our book was about animals that live on a farm. When the sun comes up the animals come out of the barn to play! When the sun goes down, the animals go back in the barn to sleep. We had fun looking at all the different animals in our book!

What to Look For—Option 1

The rhyming text and pleasing illustrations of familiar animals make this book a favorite of many toddlers. Talking with the toddler about words and pictures on each page can strengthen language and communication skills. In addition to animal names and characteristics, this book provides an opportunity to support a toddler's familiarity with the concepts of in and out (of the barn) plus up and down (the sun). At this age it is not appropriate to provide explicit instruction on these concepts, but it can be helpful to give the concepts some emphasis as you read and discuss the book.

Pay attention to whether the toddler notices some picture details that may be easy to miss or not fully understand. Examples: a duck peeking around a corner, a single egg under a hen, the bats flying out of the barn at night. Point to and describe picture details as appropriate.

More Scaffolding Tips—Option 1

Extra support ■ Sit close to the toddler so he/she can see the pictures and hear your voice. ■ Follow the toddler's preferred pace with the book. If there is interest in a particular animal or picture, spend a few extra moments talking about what the toddler sees and thinks. ■ If a toddler begins to lose interest, you may wish to skip pages and read the end of the book, when the animals go back in the barn to sleep. ■ Use arm/hand motions to describe up and down.

Enrichment ■ Help the toddler connect the story with his/her experiences. Example: "The animals in our story sleep in the big red barn. You sleep in a house!" ■ Invite the toddler to find and point to specific animals or items in selected pictures. Example: "Where is the small piglet in this picture?"

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Exploring Words *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Awareness of print and pictures

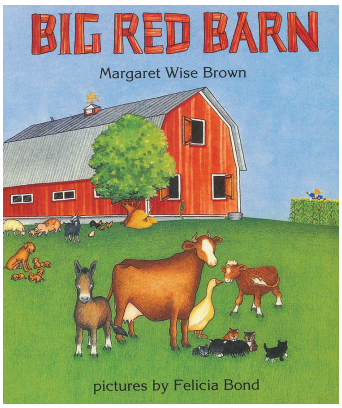
Toddlers participate in a shared book reading and a follow-up activity focused on how toy farm animals are the same or different.

Key Concepts
Picture
Animal
Same
Different

Materials Needed
Big Red Barn by Margaret Wise Brown
Farm animal figures (see Be Prepared)

Also Promotes
Cognitive
Self-Regulation

Be Prepared: Secure a larger and a smaller version of the same types of farm animals. Example: a larger cow and a smaller cow.



Invite several toddlers to read a book with you about farm animals. As you read the book, pause on each page to talk about the pictures. Point out the parent animals and their babies on each page. Describe how the two animals are the same except for their size (one is larger, one is smaller). Acknowledge and extend toddlers' pointings and comments, and use other book reading strategies suggested in Option 1.



After the book sharing, give each toddler a larger farm animal to hold. Name (or invite the toddler to name) the animal he/she is holding. Find, display, and discuss the same animal in a book picture. Then put the smaller versions of the toy animals held by toddlers on the floor. Name (or invite toddlers to name) each toy animal as you place it on the floor. Explain these are the baby animals. We are holding the parent animals. Invite toddlers to find and pick up their animal's baby. After all toddlers have picked up a baby animal, describe how each pair of toy animals held by a toddler is the same. Example: "The mama pig is pink with a curly tail. Look, the baby pig is also pink!" Explain (or ask) how the animals are different in size. The baby animal is smaller, the parent animal is larger.

If time permits after helping toddlers compare the two toy animals each is holding, invite toddlers to play with their toy animals any way they wish. Some toddlers may want to carry them to another area of the room, such as the block area or toy barn. Other toddlers may prefer to move on to another activity. Describe what each toddler is doing with the animals. Example: "Alyssa is playing with the mama horse and the baby horse in the blocks. I think she is building a home for them. Tell me about what you are doing with the blocks, Alyssa!"

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Exploring Words *(continued)*

Option 2 continued

What to Look For—Option 2

The book and follow-up discussion of how things are the same or different are ways to foster language and communication skills. Look for opportunities to foster discussion. The follow-up activity is not about finding the correct baby animal. The activity plan focuses on the concepts of same and different, which are essential to the more advanced concept and task of matching things that are the same or similar.

More Scaffolding Tips—Option 2

Extra support ■ Some toddlers may enjoy holding a toy animal during the book sharing as well as during the follow-up activity. ■ If a toddler seems unclear about which smaller animal is the same as the animal he/she is holding, hold (or invite the toddler to hold) a toy animal (the same or different) next to the animal he/she is holding. Are these two animals the same or different? How? ■ If you anticipate it will be too challenging for toddlers to find the baby animal that is the same as the parent animal they are holding, invite all toddlers to hold any one of the smaller toy animals and talk about how the two animals each is holding are the same and different.

Enrichment ■ Invite toddlers to tell how the larger animal they are holding is different from the larger toy animal a person sitting next to them is holding.

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BLOCK 5

Exploring Words *(continued)*

Communication/ Language

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Awareness of print and pictures

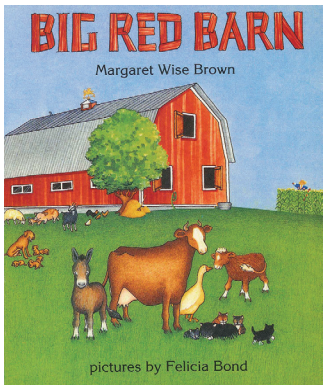
Toddlers participate in a shared book reading and a follow-up pretend play activity with farm toys.

Key Concepts
Picture
Animals
Barn
Out
In

Materials Needed
Big Red Barn by Margaret Wise Brown
Farm animal figures
Toy barn
Sensory table or tub
Shredded or crinkled paper (see Be Prepared)

Also Promotes
Cognitive
Self-Regulation

Be Prepared: Place shredded paper or several layers of crinkled tissue paper in the sensory table or a large tub. Add a toy barn and an assortment of animal figures to create a farm scene. If available, you may wish to select yellow (hay), brown (dirt), or green (grass/pasture) paper for the activity.



Invite several toddlers to read a book and play with farm toys in the sensory table. When you read the book, emphasize the concepts of animals coming out of the barn during the day and going back in the barn at night. At the conclusion of the book, introduce items in the sensory table, especially the barn. Show the book cover and explain how the toy barn is like the barn in the story. Invite toddlers to play with the new materials. As they play, talk about connections to the story. Example: "Some of our toy animals are the same as the animals in our book. Here is a picture of a cow in our book. And here is a toy cow we can touch and play with." Also, talk with toddlers about what they are doing. Example: "Emilio is holding a cow. It is a brown cow like the picture of the brown cow in our book."

During the play activity, ask questions that encourage more than a yes or no response. Example: "Jacob, you are making the dog move up and down. What is your dog doing?"



Repeat and extend a toddler's comments. Examples:

- Child: Places pig in the barn and says "night-night."
- Caregiver: "You put the pig in the barn because the pig is going 'night-night.' Where is your pig going to sleep in the barn?"
- Child: Places pig on its side and says "night-night" again.
- Caregiver: "Your pig went 'night-night.' Your pig is sleeping in the barn."

Offer to enter into a child's play. Examples:

- Child: Places a sheep under the paper and says "uh oh!"
- Caregiver: "Uh oh, where did the sheep go? I can't see the sheep now. I think the sheep is hiding! Would you like me to look for the sheep?"
- Child: Brings sheep out and giggles.
- Caregiver: "Oh, you found the sheep! You hid the sheep and then you found it! Would you like to hide it again?"

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Exploring Words *(continued)*

Option 3 continued

What to Look For—Option 3

The relatively open-ended play opportunity is likely to generate different types of participation. Toddlers who are beginning to engage in pretend play may enjoy moving the animals around the sensory table. Some may move the animals in and out of the barn or hide them in the paper. Others may be more interested in the materials, such as exploring the texture of the paper. Some toddlers may prefer to watch and listen to what is happening around them. Toddlers can benefit from your descriptions of what you see happening and from questions that invite descriptions of actions or plans. As always, be careful not to direct the play or talk all the time. Accept and positively acknowledge all forms of participation.

More Scaffolding Tips—Option 3

Extra support ■ If toddlers seem to have difficulty engaging in play with the farm toys, suggest a theme related to the book or toddlers' interests. Example: the animals going in the barn to sleep and then coming out when it is morning. ■ To avoid conflict, ensure there are enough animals for each toddler to interact with.

Enrichment ■ Without crowding the space, add several related materials to the sensory table, such as blocks, a toy tractor, or people figures. ■ Some toddlers may enjoy listening to relevant pages of the book being read as they play.

Interest Area

Materials Needed: *Big Red Barn* by Margaret Wise Brown and other books with pictures of farm animals, farm animal figures, toy barn

Arrange the book, animal figures, and toy barn on the floor or low table. Invite toddlers to interact with the materials in ways of their choosing. Some toddlers may enjoy looking at pictures of farm animals in the books, others may play with the animals and toy barn. Talk with toddlers about their ideas and actions as they interact with the materials.

Family Child Care

Materials Needed: *Big Red Barn* by Margaret Wise Brown, farm animal figures in a basket

Children of all ages will enjoy this book with rhyming text and interesting pictures of familiar animals. After the book reading, invite children to pick a farm animal from the basket. Sing "Old MacDonald Had a Farm" with each child's animal in a verse. Encourage the child to hold up the named animal in the song. Children who are familiar with the song may join in, whereas others may prefer to watch and listen.

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BLOCK 5

Exploring Objects

Cognitive

12–24 Months

Option 1
One-to-One

Skill and Goal
Object inquiry skills

A toddler participates with a caregiver in playing with large blocks.

Key Concepts
More
Push
Carry
Move

Materials Needed
Blocks (see Be Prepared)

Also Promotes
Physical/Health
Communication/Language

Be Prepared: Secure big soft blocks, or big cardboard building bricks. Identify a space where a toddler may move around and play with blocks.

BEGIN: [*Invite a toddler to join you in playing with large blocks. Place several blocks in the center of the activity area.*]

EXPLAIN: Today we can play with big blocks. I want to show you two ways to use blocks.

[*Demonstrate and describe each of the following two arrangements:*

Arrange three blocks side by side. Explain: "We begin with one block and put more blocks next to it."

Stack two blocks. Explain: "One block is on top; the other block is on the bottom (or on the floor)."]

Now it is your turn to use the blocks the way you want.

ASK: How do you want to use the blocks?

[*Provide ample time for a toddler to consider what he/she wants to do.*]

ACT: [*Describe a toddler's actions with the blocks. Example: "Margaret, you pushed all the blocks to the wall. You put the blocks in a line. What are you going to do next?"*

Talk with the toddler about what he/she is doing without giving specific directions. Example: If a toddler piles the blocks in a random mound, simply say "You made a big mound of blocks!"

It is not necessary or helpful to talk throughout the activity, but there is cognitive benefit in showing that you are paying attention and in describing what is happening.

If a toddler is unsure about how to start playing with the blocks, ask him/her to help you line up the blocks or stack the blocks. Another option is to invite the toddler to move one or more of the blocks you put in an arrangement at the beginning of the activity.]

RECAP: [*Describe what the toddler did with the blocks. Example: "You carried the big blocks all around our area. The blocks were here, and you moved them to the edge of the rug. Now the blocks are side by side in a line."*]

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Exploring Objects *(continued)*

Option 1 continued

What to Look For—Option 1

Typically blocks are used to build a representation of a thing or place, such as a house or a plane. Young toddlers generally do not make enclosures with blocks, however. It is more likely a younger toddler will put blocks together in ways that are similar to the two arrangements you offer in the opening segment of the activity. It also is likely that a younger toddler will approach blocks as interesting objects to move about the room. Carrying objects from place to place is a favorite activity for children who are new to walking and moving objects. This action can support the development of spatial awareness, among other benefits. If a toddler wishes to carry a block to another area, observe to learn his/her objective. Walk along with the toddler. Describe his/her actions and your response. "Philip, you are carrying a big block. I will watch you to find out about your idea." You may see a toddler use a block as a chair.

Look for opportunities to suggest a theme or a special interest for a toddler's work with blocks. Example: If a toddler likes trains, line up several blocks and use your hand as a pretend train. Make a toot-toot sound.

Provide a solid amount of time for a toddler to consider what to do with the blocks without risking the chance the toddler will lose interest. Keep in mind that some toddlers may need you to model block play and to provide some ideas, as suggested in the activity plan description.

More Scaffolding Tips—Option 1

Extra support ■ If the toddler builds a tower, suggest that the toddler begin a second tower when his/her first tower has three or four blocks. A good guideline is to limit the height of a tower to the shoulder of the toddler. ■ If a toddler stacks the blocks and then knocks them down, describe what the toddler is doing and, after several rounds of building-and-knocking down actions, suggest a different way to stack the blocks.

Enrichment ■ Encourage the toddler to stand next to a tower of blocks. Draw attention to the height of the blocks by saying it is bigger or smaller than the child. ■ Add one or two large animal figures the toddler may use with blocks.

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BLOCK 5

Exploring Objects *(continued)*

Cognitive

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers participate with a caregiver in road-building block play.

Key Concepts
More

Next to

Materials Needed
Cardboard bricks

Small vehicles

Also Promotes
Physical/Health

Communication/Language

Be Prepared: In the building area, place three cardboard bricks end to end with a small car on top. By limiting the number of toddlers, the activity sets the stage for children to explore shapes and sizes of the blocks. With a few toddlers participating, each child has enough space to move or arrange blocks in various ways. Identify several toddlers who have similar experiences and skills with blocks.

Invite 3–4 toddlers to join you to play with blocks. Draw attention to the little toy car on the block and suggest the blocks are like a road. Explain that our blocks are a pretend road. Begin to add more blocks. Toddlers will enjoy lining up blocks side by side on the floor. As toddlers extend the road or make new roads, explain that we can make a road longer by putting more blocks next to the blocks at the ends of the road.

One or more toddlers may not be interested in a road-building theme and opt to pursue their own interests with the blocks. Some toddlers may build something from their imagination. At this age, even two blocks together can stand for any idea a child holds in his/her mind. It is important to have an adequate supply of blocks available so individual pursuits can be explored.

What to Look For—Option 2

Young toddlers most likely will engage in parallel play and focus on their own task. Although the road-building theme will appeal to many toddlers, pay close attention to each toddler to determine his/her interest in the blocks. Talk with toddlers who are interested in building roads as well as the children who simply explore stacking. Some toddlers may simply move blocks from one spot to another or investigate the block shapes. A toddler's work does not need to represent anything. Allow plenty of time for toddlers to explore and to express themselves with words or actions.

Some toddlers may get satisfaction from removing blocks from the shelves. If a toddler feels determined to get all the blocks off the shelf, observe and give verbal supports. Describe the toddler's actions and announce the completion of the task. Example: "Okay, Joey. Now you have moved all the blocks." Guide the toddler's attention to building with the blocks. Example: "What would you like to do with the blocks next?" Or, "Would you like to build with me?"

Maintain a positive play environment by using a friendly voice and making positive comments about each toddler's block play. The toddlers will be aware of your expressions and tone of voice.

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Exploring Objects *(continued)*

Option 2 continued

More Scaffolding Tips—Option 2

Extra support ■ Show toddlers how to hold a big block with one hand on each side. ■ Offer each toddler his/her own toy vehicle for traveling on the road. ■ Suggest that a toddler may need to build a new road to reach a desired destination.

Enrichment ■ If young toddlers have previous experience with blocks, add props, such as animals or dolls.

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BLOCK 5

Exploring Objects *(continued)*

Cognitive

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers participate with a caregiver in building pretend items for toy farm animals.

Key Concepts
Build

Materials Needed
Farm animal figures—2 per toddler

Cardboard blocks

Big Red Barn by Margaret Wise Brown

Farm Animals by Phoebe Dunn

My Big Farm Book by Roger Priddy

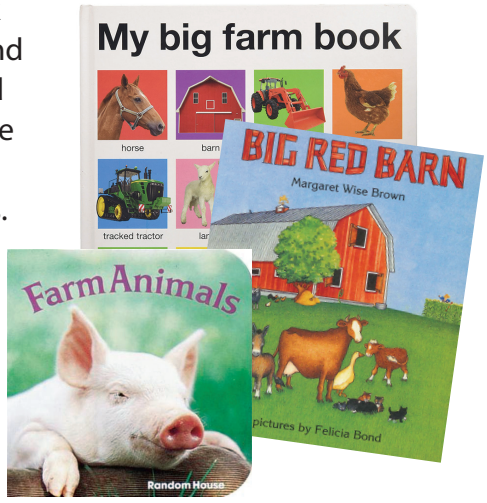
Also Promotes
Communication/Language

Social-Emotional

Self-Regulation

Optional Reading
Night Night Farm by Roger Priddy

Be Prepared: Place farm books and farm animals in the block area. Learn the words and tune for the Old MacDonald song. The goal of the activity is to introduce the idea of using blocks to represent a structure or place. The activity can be adapted to other play themes.



Invite 3–4 toddlers to join you in the block area. Sit on the floor facing the toddlers and sing several verses of "Old MacDonald Had a Farm." Explain that we will play with some farm animals and blocks. We can use the blocks to build things for the farm animals. The things we build can be part of a farm.

Say the names of the farm animal figures as you distribute two animals to each toddler. Then invite toddlers to use blocks to make something for their two animals. Provide time for toddlers to think about what they might make for their animals. Offer suggestions if toddlers seem uncertain about what to build. Examples: beds for animals to sleep on, a path (road) for animals to walk on, a fence to keep animals in one area, a home to live in. If it seems a concrete illustration would be helpful, place two blocks end to end and encourage a toddler to add more blocks for a road to a field where animals play.

Describe what toddlers do with their blocks and toy animals. (Giving toddlers an animal for each hand reduces the chance of disputes over sharing.) Invite the toddlers to make a farm with the blocks. Suggest ways to enhance the play, when appropriate. Remind toddlers that together we are making a farm. Give plenty of encouragement for all types of efforts. Allow ample time for putting blocks away. Playfully approach cleanup as taking "our farm apart." Generally, toddlers can put two items back on the shelf.

What to Look For—Option 3

Early block building may appear disorganized because toddlers generally do not yet understand the properties of blocks. You may see toddlers arrange blocks in lots of different ways. Some toddlers may line up blocks end to end. Two toddlers might cooperate in making a pile of blocks. A pile of blocks may represent something fantastic because it is big! It is not necessary for blocks to be organized in a particular manner. You may see toddlers get blocks on their own and arrange them in their own way. Because toddlers in most room configurations differ in age, there will be a range of abilities in manipulating objects. Some toddlers may begin to understand the concept of making a

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Exploring Objects *(continued)*

Option 3 continued

structure, whereas other toddlers will simply enjoy moving the blocks. When you place two blocks side by side and say it is a bed or a home for animals, you introduce the idea blocks can be used to represent things and places. With time and repeated experiences, young children begin to understand more ways to use the blocks.

More Scaffolding Tips—Option 3

Extra support ■ Acknowledge toddlers who wish to observe. ■ Engage a toddler in a book about a farm if you anticipate the toddler needs a clearer image of a farm for animals. ■ If a toddler seems interested in using the blocks but uncertain about how to act, start making an item, such as a bed for his/her animals. Hand one block to the toddler and encourage him/her to add it to the farm. Describe the building action without giving suggestions.

Enrichment ■ Support naturally occurring opportunities for two or more toddlers to work together in using blocks for something their animals do.

Interest Area

Materials Needed: cardboard building bricks, big foam blocks, carts, carriages and/or wagons, cardboard boxes

It is beneficial for toddlers to have access to block play each day. Cardboard bricks and big foam blocks can be placed in two separate areas of the room. Table blocks can be displayed on or near a flat surface. Toddlers need ways to haul the blocks around indoors, such as carts, carriages, or wagons. Putting objects into a toy shopping cart and moving it to another spot involves spatial learning. On another day, provide cardboard boxes of the same size and encourage the toddlers to manipulate them.

Family Child Care

Materials Needed: small balls, pail, different-sized building materials, beanbags.

Mobile infants will enjoy taking objects apart or taking objects out of a container. Provide simple toys that mobile infants can control themselves, such as small balls and a pail. Infants will enjoy putting balls into the pail, carrying the pail of balls, and taking them out. Demonstrate making a simple house or farm for animal figures. Sit on the floor with toddlers to talk about how to make the farm bigger. Provide a variety of building materials in different sizes. Help a toddler stack up a pile of beanbags. Preschool-age and older children normally enjoy using fit-together builders.

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BLOCK 5

Getting Calm

Self-Regulation

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Self-control

Toddlers watch how a caregiver calms down after engaging in an exciting activity.

Key Concepts
Ring
Up
Down
Loud
Quiet
Calm down

Materials Needed
Caged bell

Also Promotes
Communication/Language
Physical/Health

BEGIN: [*Invite several toddlers to join to learn a new song with a bell.*]

EXPLAIN: I have a bell. This is what it sounds like when I ring it!

[*Shake the bell to make it ring.*]

I am going to ring my bell while I sing a new song!

[*Demonstrate each way you will ring the bell during the song.*]

I am going to ring it up and then down—like this. I am going to ring it loud—like this!

[*Speak quietly.*]

I am going to ring it quietly. Listen to the quiet sound of the bell!



ACT: Are you ready to hear the song?

[*Enthusiastically sing the following song. Shake the bell in ways described in the song. Smile and make eye contact with each toddler as you sing. (Tune: Row, Row, Row Your Boat.)*]

Ring, ring, ring your bell,
Ring it up and down.
Ring it loud, ring it soft,
Ring it to the ground.

ASK: Would you like me to ring my bell to the song again?

ACT: [*If the toddlers respond positively, repeat the song rhyme enthusiastically with actions.*]

I had fun ringing my bell to this song! I got excited when I rang the bell and sang the song! I put my bell to the floor when it is time to be calm.

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Getting Calm *(continued)*

Option 1 continued

EXPLAIN: The song is over. I am going to take a break to calm down. I am going to place my bell on the floor and take a deep breath. I am going to breathe slowly and close my eyes.

ACT: [*Close eyes briefly and take a slow deep breath.*]

RECAP: I had fun ringing my bell to this song! I rang it up and down, then loud and quiet! I put my bell on the floor when it was time to calm down. I rested my body at the end of the fun song. Now I feel calm.

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Getting Calm *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Self-control

Toddlers practice calming down with caregiver guidance after engaging in an exciting activity.

Key Concepts
Ring
Up
Down
Calm down

Materials Needed
Caged bells—1 per toddler

Also Promotes
Communication/Language
Physical/Health



Invite several toddlers to join you on the floor with the bell shakers. Give each toddler a bell and invite toddlers to explore the sound they make. You may wish to demonstrate ringing the bell up and down, and making louder and quieter sounds. After the toddlers have explored the bells, invite them to watch and listen to a song about ringing a bell. Then enthusiastically sing the song with actions offered in Option 1. Invite the toddlers to move their bells and join you in singing the song. Again, enthusiastically sing the song while demonstrating the corresponding actions with the bell. Encourage toddlers to join you.

After one or two rounds of toddlers joining you in moving their bells with the song, explain that our song and bells have made us feel excited and it is time for all of us to calm down. Lead toddlers in calming down. Explain and demonstrate: "We put our bells on the floor when it is time to calm down. We sit quietly and take a deep breath. We can close our eyes, too. Our bodies get calm."

Acknowledge toddlers' efforts to calm down with you after the exciting activity. Example: "We got excited ringing our bells. Now we are calming down. We are sitting quietly and resting our bodies."

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Getting Calm *(continued)*

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Self-control

Toddlers independently practice calming down after engaging in an exciting activity.

Key Concepts
Ring
Up
Down
Calm down

Materials Needed
Caged bells—1 per toddler

Also Promotes
Communication/Language
Physical/Health



Invite several toddlers to join you on the floor with the bell shakers. Invite each toddler to select a bell and explore the sound it makes. Introduce the song and show the toddlers how to ring their bells to the words of the song. Enthusiastically sing the song and demonstrate the corresponding actions, encouraging toddlers to join you. Emphasize the actions of up, down, loud, and quiet. Describe and demonstrate how to calm down, using the procedures described in Option 2.

Then invite the toddlers to do the actions independently as you sing the words. Some toddlers may want to join you in singing as well as ringing their bells. Repeat the song several times without the calming down segment if toddlers remain interested and engaged. Acknowledge each toddler's participation and enthusiasm during the song. Example: "You rang your bell up high, Amelia! Then you rang it down low. You liked ringing your bell. You are laughing and having fun!"

After one or several rounds of song and actions with the bells, announce that it is time to calm down. Remind toddlers that we put our bells on the floor and then calm our bodies. Offer verbal guidance on taking a deep breath and maybe closing our eyes for a little bit. Remind toddlers that we are quiet when we rest our bodies.

Recognize and acknowledge each toddler's efforts to calm down after the exciting activity. Example: "You had fun ringing your bell, Aaron! At the end of the song, you put your bell on the floor and sat quietly. You are practicing how to calm your body."

What to Look For—Options 1– 3

The calming down segment is an important part of this activity plan. Look carefully at the ease with which toddlers notice and practice how to calm down. You may wish to repeat this part of the activity by again demonstrating and/or leading toddlers in calming down. Some toddlers will find it challenging to calm down, including not touching or moving their bell. As suggested in an Extra Support tip, it may be helpful for toddlers to place their bells in a basket that is out of their reach while practicing how to calm down. One-to-one use of Option 2 may be appropriate to pursue with toddlers who find the calming down segment to be especially challenging. It is important for each toddler to experience success with at least part of the activity.

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Getting Calm *(continued)*



The primary purpose of the song and actions is to provide some excitement prior to practicing how to calm down. Precise or uniform actions are not the activity goal. At the same time, pay attention to signs of toddler awareness of the concepts of up, down, loud, and quiet. Each of these is named and demonstrated in the song. You may wish to emphasize or repeat a demonstration of a concept that seems unfamiliar to toddlers.

Toddlers are not expected to learn and sing the song in its entirety, although encouraging toddlers to say or sing "ring" may add to their enjoyment of the activity.

Option 3 is the most challenging, by design. The Option 3 plan suggests you sing the song but encourage toddlers to move their bell independently. You may wish to modify this suggestion by moving your bell while singing the song. Independent practice in calming down can be encouraged by providing verbal guidance, as suggested in the plan.

More Scaffolding Tips—Options 1–3

Extra support ■ If you anticipate the song and bell actions will overstimulate toddlers, offer a slower, quieter version of the bell song. You may wish to replace the word 'loud' with the word 'slow.' ■ Some toddlers may benefit from a slightly stronger indication that the bell activity is done. Example: "It is time to put the bells away. The bells are quiet. It is time to calm down and rest." ■ An additional option for calming down is to quietly and briefly hum a little song and/or to softly say something like "quiet, quiet, quiet the bells, all around our room." ■ In Options 2 and 3, invite toddlers to place their bells in a basket instead of on the floor if you anticipate it may be too challenging for toddlers to have their bells close at hand during the calming down segment.

Enrichment ■ If toddlers readily engage in the song's action words (up, down, etc.), add new actions words, such as fast/slow or back and forth. ■ Invite toddlers to ring their bells in any way they choose for several moments. Then sing the last line of the song that invites toddlers to place their bells on the ground.

Interest Area

Materials Needed: Baby Bell Set (caged bells, age 3 months +), assorted age-appropriate musical instruments, basket, music player with soft music

Place the bells and other instruments in a basket. Invite several toddlers to play a game of 'play' and then 'stop.' Play soft music and encourage toddlers to play their instruments and bells. Stop the music and encourage toddlers to put down their instruments. Repeat this game several times, encouraging toddlers to quiet their instruments each time the music stops. After the game, invite the toddlers to sit quietly with you and practice calming down (see activity plan) before moving on to another activity.

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Getting Calm *(continued)*



Family Child Care

Materials Needed: variety of age-appropriate musical instruments (including baby bells), basket

Children of all ages enjoy making music with toy instruments. Place the instruments in a basket and invite each child to select and "play" an instrument. (If conflicts arise over particular instruments, you may wish to pass the instruments out and encourage the children to exchange instruments every several minutes.) Sing a variety of songs with children, such as the bell song in the activity plan (see Option 1). Encourage children to play their instruments with corresponding actions such as 'up' and then 'down.' Babies will enjoy holding their own baby bell to shake and ring. Before moving to the next activity, invite all the children to place their instruments in the basket and sit quietly for a few moments.

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BLOCK 5

Interacting with Others

Social-Emotional

12–24 Months

Option 1
One-to-One

Skill and Goal
Social interaction skills

A toddler participates in open-ended block play with a caregiver.

Key Concepts
Play together

Materials Needed
Blocks

Also Promotes
Physical/Health
Communication/Language
Cognitive

BEGIN: [*Invite a toddler to join you on the floor to play with blocks.*]

EXPLAIN: I have blocks that we can play with together!

ASK: What would you like to build with the blocks today?

[*Pause for toddler to respond. If the toddler appears unsure of what he/she would like to do with the blocks, offer one or several simple possibilities, such as stacking the blocks or lining them up end to end or side to side.*]

ACT: Let's build with the blocks together!

[*Encourage the toddler to explore and build with the blocks. Use strategies, such as the following, to support the toddler's play and create awareness of your actions with the blocks:*

- *Talk with the toddler about his/her actions as the two of you play. Example: "You put a block on top of my block. We are building together."*
- *Acknowledge the toddler's gestures and provide language supports. Example: "You are pointing to my long block. Would you like to play with this block? You can say 'block, please.' Here is the long block!"*
- *Follow the toddler's lead with the blocks. Describe your actions that build on the toddler's actions. Example: "I am stacking one block on top of another. I am building a tower just like your tower!"*
- *Offer suggestions to extend the toddler's play. Example: "You put all of your blocks side by side to make a line. You have used all your blocks. Would you like some more blocks to add to your line?"*
- *Encourage the toddler to talk about his/her actions with the blocks. Example: "Tell me about what you are building with the blocks!"*]

RECAP: [*Describe the time together, focusing on the interactions. Example: "We had fun playing together with the blocks today! You made a line with your blocks. Then we worked together to build a tower! Thank you for playing with me, Demarion."*]

Early Learning Matters

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Interacting with Others *(continued)*



Option 1 continued

What to Look For—Option 1

The word 'with' in the activity goal of "open-ended block play with a caregiver" is important because your role is to be an active participant in following the toddler's actions with blocks. Look for opportunities to comment on and manipulate the blocks in ways that support the toddler's efforts. Avoid serving as an observer only or as a director of the play. Some toddlers may be fully focused on their explorations with the blocks and not acknowledge anything you say or do. Continue to gently describe your actions as well as the toddler's actions during the activity.

More Scaffolding Tips—Option 1

Extra support ■ In the opening segment, position the blocks between you and the toddler so each of you has easy and equal access to the blocks. ■ State desired or expected behavior if the toddler engages in inappropriate actions. Example: "Our blocks are for building. We are not safe when we kick the blocks. What do you want to build with our blocks?"

Enrichment ■ Provide props, such as people figures or cars that relate to the toddler's block play. ■ Invite the toddler to play a copycat game with the blocks. Start by copying what the toddler is doing with the blocks and then encourage him/her to copy you.

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BLOCK 5

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers engage in open-ended play together with Duplo® building blocks.

Key Concepts
Play together

Materials Needed
Duplo® building blocks

Also Promotes
Also Promotes

Communication/Language

Physical/Health

Invite several toddlers to play together with Duplo® building blocks on a low table. Toddlers who are unfamiliar with Duplo® blocks will benefit from a demonstration of how to connect them. Encourage toddlers to build simple structures with 2–3 blocks. Toddlers may enjoy taking their structures apart and building them again. Toddlers may play independently at the table (parallel play) or work together to build a structure. Both of these approaches are ways to play together. If the toddlers are playing independently at the table, encourage them to notice one another's actions. Examples: "Brailey is building with the blue blocks. She is putting the blue blocks together to make a tower." "Micah is lining up his blocks in a row. See how his blocks are in a line?" Describe positive social interactions that you observe. Example: "You gave Brailey your blue blocks, Micah! You saw that she was building with the blue blocks and you helped her. You are being a good friend to Brailey."

What to Look For—Option 2

Toddlers will likely play side by side during this activity. Look for opportunities to describe each toddler's actions and encourage toddlers to notice what others at the table are doing. Some toddlers will enjoy watching and imitating others. Others may work together to build a structure. Recognize interactions that are both verbal (asking for a block) and nonverbal (giving an animal to a peer). Acknowledge all forms of participation and emphasize the opportunity for toddlers to become aware of what their peers are doing with the blocks.

More Scaffolding Tips—Option 2

Extra support ■ If the Duplo®-sized blocks are too challenging for a toddler, you may wish to offer the larger Mega Bloks®. ■ When appropriate, provide words for a toddler to communicate with a peer, such as asking for an item. Example: "Jaquan, I see you are looking at the red blocks in front of Micah. Would you like to use the blocks? You can say 'can I have the blocks?' to Micah." ■ If a toddler is new to Duplo® building blocks, you may wish to offer some one-to-one time with you for the toddler to practice putting the blocks together and taking them apart.

Enrichment ■ Provide people figures, such as Duplo® people figures, to add to the toddlers' play. Invite toddlers to explore new play themes with the figures. ■ Invite toddlers to choose new materials they would like to bring into the play activity, such as cars or animal figures.

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BLOCK 5

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers engage in open-ended play together with Duplo® building blocks.

Key Concepts
Play together

Materials Needed
Duplo® building blocks

Also Promotes
Communication/Language
Physical/Health

Be Prepared: Create several simple structures with an assortment of blocks and place the animal figures on and around the structures to invite play.

Invite 2–3 toddlers to play together with the animals and blocks. Encourage the toddlers to explore the materials and to decide how they would like to engage with the animals and blocks. You may wish to suggest the toddlers rework the structures you created with the blocks. Examples: "The zoo animals need a home. Maybe you would like to build a house or a zoo for the animals." Toddlers may play side by side or work together to build a structure for the animals. Encourage the toddlers to notice one another's actions as they play. Examples: "Quinn is putting the animals on a large block. I wonder what her animals are doing!" "Emmett is stacking the blocks on top of each other. He is making a tall tower." Invite toddlers to imitate the actions of their peers with the blocks. Example: "Quinn is dancing her lion on a block. Let's all dance an animal on a block like Quinn!" Encourage toddlers to work together when there is a natural opportunity to do so. Example: "Quinn and Emmett, you both have a lion. Maybe the lions are a family and would like to live together! Would you like to build a house together for the lions?" Describe positive social interactions that you observe. Example: "You are building a house together for your lions!"

What to Look For—Option 3

This activity offers more materials (play animals plus blocks) for toddlers to manipulate than offered in Option 2. The additional materials may prompt joint work guided by a shared purpose, such as building a house together for two lions to live in. Look for natural opportunities to support shared work with the animals and blocks, as suggested in the activity plan. But also anticipate that some toddlers may prefer to play independently next to their peers. Parallel play is common at this age. Look for opportunities to encourage toddlers to notice the actions of one another as they play. Some toddlers may enjoy imitating the actions of their peers. This is a first step in developing joint play skills with peers. Recognize and acknowledge positive social interactions as the toddlers play.

More Scaffolding Tips—Option 3

Extra support ■ If a toddler is not engaged with the materials, sit next to the toddler and offer gentle guidance on ways he/she could participate, such as describing what another toddler is doing or offering a suggestion of what he/she might do with a block or animal figure. Some toddlers may prefer to watch. ■ Model language for initiating play with a peer. Example: "I see you watching Emmett build his tower, Quinn. Would you like to help him build?

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Interacting with Others *(continued)*

Social-Emotional

Option 3 continued

Let's ask him! You can say 'Can I help?'" ■ If you anticipate your creation of simple structures (see Be Prepared) might hinder toddlers' engagement of the materials, begin the activity with a small pile of animals and blocks for each toddler.

Enrichment ■ Add additional figures and props that may enrich play themes. ■ Encourage toddlers to watch and imitate the actions of one another by describing and narrating their interactions with the materials.

Interest Area

Materials Needed: Duplo® building blocks, Duplo® people figures, blocks, zoo animal figures

Building blocks and other building materials, such as Duplo® blocks, can be placed in different areas to encourage toddlers to interact in small groups. Some toddlers may enjoy small soft blocks on a low table. Block play and dramatic play materials are easily combined to enrich learning. Place animal figures and family figures near the blocks. Encourage toddlers to take notice of the actions of their peers while they play.

Family Child Care

Materials Needed: block area, zoo animal figures, people figures, felt pieces in natural colors in a variety of sizes and shapes (such as green for grass, brown for dirt, gray for stone), several books about zoo animals

Children of all ages will enjoy interacting with the new materials in the block area. You may wish to use one of the books about zoo animals and their habitats to read with the group. Place the books and materials in the block area and invite children to explore and play. Encourage older children to interact with the toddlers as they play together. Toddlers will enjoy watching older children and may imitate their actions. Babies may enjoy playing with soft blocks and chunky age-appropriate animals.

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BLOCK 5

Using Our Hands

Physical/ Health

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Fine motor development

Toddlers practice clapping their hands as part of a song.

Key Concepts
Clap

Materials Needed
None

Also Promotes
Self-Regulation

Communication/Language

Optional Reading
Clap Your Hands by Lorinda Bryan Cauley

Be Prepared: Learn the words of the first verse and tune to "Clap Your Hands" by Little Fox. Sources include the internet and CDs.

BEGIN: [*Invite toddlers to join you to sing some songs. Use one of the Informal Gathering Starters from the ELM User Guide: Birth–36 Months. Kneel or sit facing the toddlers.*]

EXPLAIN: I have a fun song to sing. We listen to songs with our ears.

[*Point to your ears.*]

You can watch me with your eyes.

[*Point to your eyes.*]

Our song is going to tell us to clap. When we clap, one hand pats our other hand.

[*Demonstrate clap in a pronounced way using your arms while also saying clap.*]

ASK: Would you like to clap with me?

[*Wait. Comment on toddlers' responses. Example: "I heard clapping sounds! One hand patted the other hand!"*]

ACT: Please listen to the song I will sing.

[*Sing "Clap Your Hands." Smile and clap your hands. Encourage toddlers to clap their hands. At this age toddlers are not expected to clap in unison.*

Repeat the first verse. Encourage toddlers to clap again. Invite toddlers to sing along with you.]

RECAP: Today we learned a new song. Our song told us to clap. You listened to the song, and you watched me. We all clapped our hands.

What to Look For—Option 1

The song and clapping are likely to be of interest to toddlers. Emphasize clapping and anticipate differences across toddlers in clapping abilities. This fine motor action involves several skills, including spatial awareness, and requires supportive practice to develop. Although the activity plan suggests inviting toddlers to sing with you, probably most will not do so. With repeated

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Using Our Hands *(continued)*



Option 1 continued

experience, many toddlers will begin to join you in singing according to their ability. At this age toddlers are not expected to sing in an organized activity or to clap in unison.

More Scaffolding Tips—Option 1

Extra support ■ Sing the song slowly to help toddlers become familiar with words and to concentrate on the motor coordination involved in clapping two hands together. ■ Demonstrate in slow motion how to move both arms to bring two open hands together in a clap.

Enrichment ■ If toddlers are interested in more singing, introduce an action related to a part of the body they can see, such as "pat your tummy." ■ For toddlers who are familiar with the song and actions, vary the way you sing it, such as faster. ■ Change the words to clap your paws if the toddlers enjoy pretending.

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BLOCK 5

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 2
One-to-One

Skill and Goal
Fine motor development

A toddler practices clapping his/her hands along with a puppet as part of a song.

Key Concepts
Watch

Imitate

Clap

Materials Needed
1 puppet

Clap Your Hands by Lorinda Bryan Cauley

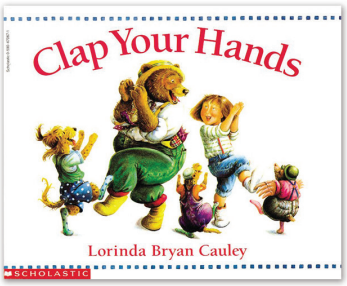
Also Promotes
Self-Regulation

Communication/Language

Be Prepared: Learn the words of the first verse and tune to "Clap Your Hands" by Little Fox. Sources include the internet and CDs.

Sit on the floor with one toddler during playtime. Introduce a puppet. Explain that our puppet would like to sing a song with us. Example: "Let's sing a song with our puppet." Animate the puppet by moving the head and arms. "I think our (name of puppet) can clap!"

Begin singing "Clap Your Hands" by Little Fox and move the puppet's arms as if it is clapping. Encourage the toddler to watch and imitate the puppet. Emphasize slow and quick clapping included in the song.



As a follow-up activity, sit next to the toddler with the book *Clap Your Hands* by Lorinda Bryan Cauley. Read the text and point to the pictures. Toddlers will enjoy the opportunity to point to pictures and respond to the humorous pictures in a book that connects to their clapping practice.

What to Look For—Option 2

Notice whether the toddler wants to interact with the puppet before you sing the song. Encourage the toddler to touch the puppet gently. A toddler may not want to clap along with the puppet. Watching the clapping action of the puppet can be beneficial. The follow-up book segment provides the toddler an opportunity to connect the book pictures and information to his/her experience in clapping (or watching the puppet clap).

More Scaffolding Tips—Option 2

Extra support ■ Take the puppet off your hand for the toddler to hold and explore. ■ Encourage the toddler to put his/her hand on the puppet's hand.

Enrichment ■ Add other actions the toddler may imitate, such as "touch your head." ■ Ask the toddler what action he/she would like to do with the puppet.

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BLOCK 5

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Fine motor development

Toddlers watch and participate in a sequence of hand motions as part of a song.

Key Concepts
Hands together

Clap

Materials Needed
None

Also Promotes
Self-Regulation

Communication/Language

Be Prepared: Learn the words and actions for the "Bubble, Bubble Pop" song. Internet sources are available. The activity introduces one new action for toddlers to make with two hands.

Invite toddlers to join you to sing a fun song about a fish that also involves our hands. Example: "We have a fun song to sing. Our song is about a fish. We will do some things with our hands when we sing the song."

Explain that we can put our hands together and move them side to side when we sing about the fish. Demonstrate putting the palms of your hands together and moving them (when next to each other) to pretend a fish is swimming. Example: "Let's make our hands move like a fish swimming."

Then our song says "bubble, bubble pop!" We clap our hands to pop the bubbles! Demonstrate clapping your hands while saying "pop!"

Sing the song all the way through with the actions. Repeat the song and encourage the toddlers to watch and imitate your hand movements.

What to Look For—Option 3

The activity promotes fine motor skills through different hand positions and actions plus the sequence of two different sets of hand actions. Repeated exposure to and experience with the song and actions will support toddlers' eventual participation. Some toddlers may make their own hand movements for the fish and enjoy making a clap at the end. Learning a sequence of actions for a song fosters the mental skill for learning ordered steps for skills, such as toileting, handwashing, and getting onto a riding toy.

More Scaffolding Tips—Option 3

Extra support ■ Repeat the first part of the song several times as toddlers begin to understand how to place their hands together. ■ Exaggerate the motions to create the idea of big fish swimming.

Enrichment ■ For toddlers who have experience with the song, offer variations, such as singing about big fish.

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BLOCK 5

Using Our Hands *(continued)*

Physical/ Health

Interest Area

Materials Needed: *2 display pictures as shown, bubbles, *Clap Your Hands* by Lorinda Bryan Cauley **or, if available** *Clap Your Hands* by Kay Widdowson





Display two pictures of adults and young toddlers clapping. Sit on the floor with one or two toddlers at a time to look at and talk about the pictures. Offer one of the suggested books. Recite rhymes you think will be of interest to the children in your gathering. If toddlers seem especially interested in a particular rhyme, set aside the book and repeat the rhyme with your own hand motions. Toddlers will enjoy looking at the pictures and hearing the rhymes. Outdoors, blow bubbles and encourage toddlers to clap their hands to pop the bubbles.

*Printables provided

Revised 6/30/2023

Family Child Care

Gather toddlers and infants for 5–10 minutes of singing time. After a familiar song, such as "Twinkle, Twinkle, Little Star" with the actions, introduce the new clapping song. Repeat several times. Babies will enjoy the melody and may kick their feet. Older children may enjoy demonstrating a clapping action. Vary the activity by singing softly and encouraging the children to clap quietly. Also, sing the song with extra enthusiasm and encourage the children to clap their hands a bit harder. Help children notice the difference.

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BLOCK 6 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

Option 1 (IG) Toddlers participate in a shared book reading focused on animal mothers and babies at bedtime.

Option 2 (IG) Toddlers participate in a shared book reading that includes saying goodnight to each pictured animal and to toddlers in the gathering.

Option 3 (IG) Toddlers participate in book-focused play with animal figures, felt squares, and blocks.



Cognitive

Exploring Objects

Option 1 (IG) Toddlers carry a toy duck to a pretend "faraway" destination and then return to their gathering place while listening to a song.

Option 2 (IG) Toddlers participate in a book sharing and then together enact part of the story by taking a toy duck to a "faraway" place in the room and then returning the duck to their gathering place.

Option 3 (IG) Toddlers carry toys to a sand area, including jugs of water that they can pour into containers and sand during open-ended play.



Self-Regulation

Focusing and Remembering

Option 1 (OO) A toddler moves his/her arms in response to watching and listening to a caregiver.

Option 2 (OO) A toddler moves his/her arms in response to listening to a caregiver.



Social-Emotional

Interacting with Others

Option 1 (IG) Toddlers participate in a book sharing focused on actions of teddy bears and watch a caregiver-held teddy bear do the same things.

Option 2 (IG) Toddlers manipulate a teddy bear in ways described and shown in a book.

Option 3 (IG) Toddlers act out the movements of teddy bears described and shown in a book.



Physical/Health

Moving Our Bodies

Option 1 (IG) Toddlers practice rolling a doll.

Option 2 (OO) A toddler participates in a book sharing about rolling out of a bed and a follow-up opportunity to roll his/her body on the floor.

Option 3 (IG) Toddlers coordinate full body movements.

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

Revision: 07/14/2020

Elm Early Learning Matters

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BLOCK 6

Exploring Words

Communication/ Language

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Toddlers participate in a shared book reading focused on animal mothers and babies at bedtime.

Key Concepts
Look
Pictures
Animals

Materials Needed
Time for Bed by Mem Fox

Also Promotes
Cognitive
Social-Emotional

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

Our book is about animal mothers and babies. Here is a mama sheep on the cover of our book. There also is a baby sheep.

ASK: What kind of noise do sheep make?

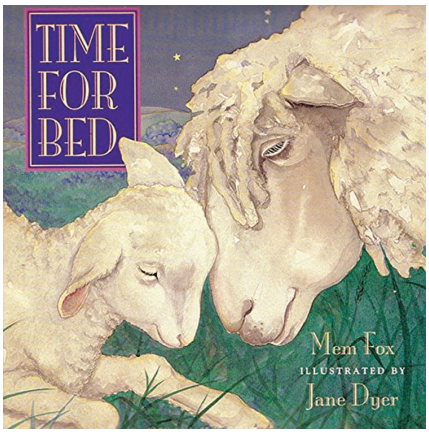
[*Pause for responses.*]

EXPLAIN: Sheep say "baa-baa, baa-baa." Let's all make a "baa-baa" sound.

[*Encourage toddlers to say "baa-baa, baa-baa."*

Point to the baby sheep on the book cover.]

Here is the baby sheep. The baby sheep's eyes are closed. It is time to go to bed! The mama sheep is saying goodnight to her baby sheep.



Our book is about animal mothers saying goodnight to their babies. Our book has pictures of different animals going to sleep.

ASK: What happens to our eyes when we sleep?

[*Pause for toddlers to respond. Repeat and extend responses. Example: "Harper said 'close.' Our eyes close when we sleep."*]

ACT: Let's find out how some mother animals help their babies go to sleep. I wonder what animals we will see in our book!

[*Open the book and hold it for each toddler to see. Use strategies, such as the following, to engage toddlers in the book:*

- *Point to and describe pictures. Example: "Here is a mama cat. Look, the mama cat is licking her little cat! The little cat is snuggled in tight."*
- *Respond to toddlers' comments and pointing by repeating and extending their responses and words. Examples: "You are pointing to the little goose, Jayden. The little goose is yellow and fuzzy. The mama goose is telling her baby it is time for bed!" "You said 'night night,' Carter. Yes, the little mouse is going night night.*

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Exploring Words *(continued)*

Option 1 continued

The sky is dark and it is time for bed!"

- *Expand on the book text and ask questions to support toddlers' understandings and interest. Pause for toddlers to react to your questions. Example: "Look at the baby bird going to sleep next to the mama bird! The birds are sleeping in a nest!"*
- *Help toddlers connect book information to their experiences. Example: "The bird's nest is high in a tree. We found a bird nest on our playground! A mama bird made the nest for her babies to sleep in."*
- *Use your voice to add interest and enjoyment to the book reading. Toddlers may enjoy some of the rhythmic, repetitive text read in a sing-song voice.*]

RECAP: We looked at pictures of animal mothers and their babies. The animals in our book were going to sleep. The animal mothers were saying goodnight to their babies! "'Night night' baby animals!"

What to Look For—Option 1

Toddlers generally enjoy looking at pictures of animals, and the focus on mothers and their babies will appeal to many toddlers. The illustrations in this book are rich in details that may need your attention. Example: the little fish in the dark water may be difficult for toddlers to find. Notice what animals are of interest to toddlers and spend more time talking about pictures of these animals. There are opportunities to use a range of different words to describe the animals, including color, characteristics, and behavior. Some toddlers may actively participate verbally. Others may prefer to watch and listen. Positively recognize each toddler's participation. Example: "David, you are looking closely at the picture of the dog. Do you know a dog that looks like the dog in this picture?"

More Scaffolding Tips—Option 1

Extra support ■ Invite toddlers to point to baby animals on each page. Example: "Here is the mama horse. Who would like to point to the baby horse?" Ensure each toddler has a turn. ■ When you describe details of pictures, point to exactly what you are describing and hold the book close enough for toddlers to see specific items.

Enrichment ■ Compare similarities between mother and baby animals in the pictures. Example: "This mama cow is black and white. She has big ears and a big nose! Look, her baby cow is black and white too! The baby cow looks like its mother!"

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Exploring Words *(continued)*

12–24 Months

Option 2
Informal Gathering

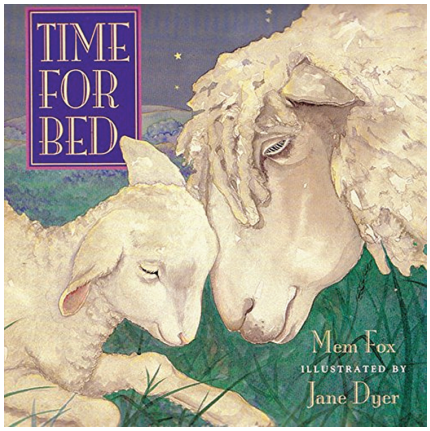
Skill and Goal
Receptive language
Expressive language

Toddlers participate in a shared book reading that includes saying goodnight to each pictured animal and to toddlers in the gathering.

Key Concepts
Look
Pictures
Animals
Goodnight

Materials Needed
Time for Bed by Mem Fox

Also Promotes
Cognitive
Social-Emotional



Invite several toddlers to read the book *Time for Bed*. Show the book cover and explain that in our book animal mothers are saying goodnight to their babies. Help toddlers connect the book focus to their experiences by asking how their parent helps them get ready to sleep at night. Encourage toddlers to look at and talk about what is happening in the pictures of animals. Name the animals and point to (or invite toddlers to point to) both mother and baby animals. Spend more time on illustrations of animals that seem to be of greater interest to toddlers in your gathering.

After reading the book, invite toddlers to help the animal mothers say goodnight to their babies. Return to the beginning of the book and encourage the toddlers to say "night night" to the baby animals pictured. Example: "This is the little mouse. Let's all say 'night night (or 'goodnight') little mouse!" Include the specific animal's name in the phrase you invite toddlers to say. Toddlers may need a prompt from you about the name of the pictured animal. At the end of the book, invite toddlers to pretend they are going to sleep. Encourage toddlers to say "night night" (or "goodnight") to each toddler in the gathering. Example: "Goodnight, Aaron! Goodnight, Mila!" Use a predictable arrangement for who is to hear "goodnight." Example: go in a circle if toddlers are sitting in a circle, or put your hand over the head of the toddler who is the recipient of a "goodnight" message.

What to Look For—Option 2

Toddlers will likely enjoy the pictures of animal mothers and babies as well as the familiar theme of bedtime in this book. Many toddlers will connect with the experience of a parent saying goodnight at the end of the day. Toddlers will enjoy listening to the rhythmic, repetitive text describing the animal mothers saying goodnight to their babies. Emphasizing the repeated phrases at the beginning of each page will help toddlers understand the theme of the book.

Including the name of an animal and toddler in the "goodnight" activity is a way to help toddlers focus on book content and the recipient of the message. Toddlers will enjoy having their peers say goodnight to them! Using a predictable arrangement for saying goodnight to peers in the group will help toddlers know and think about "who is next." Toddlers will participate in the "goodnight" activity in different ways. Some may say the words 'goodnight' or 'night night', whereas others may use gestures, such as waving or blowing

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Exploring Words *(continued)*



Option 2 continued

a kiss. (See Extra Support tip below.) Some toddlers may prefer to watch and listen during the activity. Positively acknowledge all forms of participation.

More Scaffolding Tips—Option 2

Extra support ■ If a toddler does not participate verbally in the "goodnight" segment of the activity, encourage him/her to offer a gesture, such as waving goodnight. ■ Simplify the book sharing by softly singing or chanting "time for bed" or "time to sleep" to the pictured animals rather than reading the text.

Enrichment ■ Introduce names of some of the pictured baby animals, such as calf, foal, lamb, kitten, or puppy. (Toddlers are not expected to remember or recite the names of baby animals.) ■ Introduce the concepts of "big" and "small" during the book sharing. Point out the big animal (mother) and the small animal (baby) on each page.

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Exploring Words *(continued)*

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Toddlers participate in book-focused play with animal figures, felt squares, and blocks.

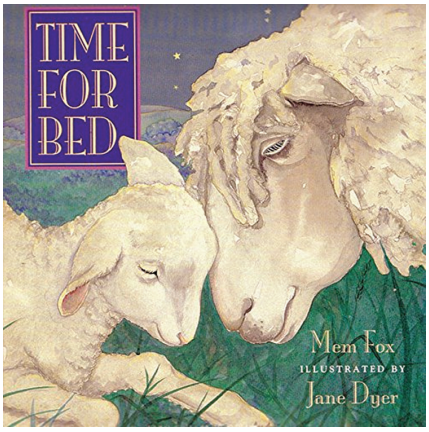
Key Concepts
Pictures
Animals
Goodnight

Materials Needed
Time for Bed by Mem Fox
Animal figures (see Be Prepared)
Assortment of blocks
Assortment of felt squares in different colors and sizes

Also Promotes
Cognitive
Physical/Health

Be Prepared: Include figures of some animals represented in the book. Arrange the animals, blocks, and felt squares on a low table. Encourage play and exploration by creating several simple block structures and placing some of the animals on and under the felt squares.

Invite two toddlers to join you to look at pictures of animals in the book. Talk with the toddlers about how different animals in the book say 'goodnight' as their baby animal goes to bed.



Introduce the animal play materials and invite the toddlers to play with the items at the table. Encourage the toddlers to interact with the animal figures. Draw attention to figures of animals that are also in the book. Provide suggestions for incorporating the felt squares into the play. Some toddlers may enjoy using the felt squares to cover a sleeping animal, or as a soft place for an animal to lay on. Some toddlers may use the blocks and felt squares together to create a house or bed for the animals.

Talk with each toddler about his/her ideas and describe what each is doing with the animals and materials. Examples: "I can see you are lining the blocks up, Luke. You have a horse that you are putting on the blocks! What is your horse going to do on the blocks?" "Camila is putting felt squares on top of her animals. It looks like your cow and your sheep are sleeping, Camila! What do you think you'll do next?"

Offer questions that encourage more than a yes or no response. Examples: "You are lining the blocks up. You have a horse and a sheep. What are you building for your animals?" "You are stacking the felt squares. That looks like a soft place to lay down! What are you going to do next with the felt squares?"

Repeat and extend a toddler's comments. Examples: A toddler places a horse on a stack of felt squares and says "night night," and the caregiver says "You said 'night night!' You made a soft bed for your horse. Now your horse is sleeping. Night night, horse!" A child picks up a horse, says "up," and points to a collection of blocks. The caregiver says "Now your horse is up! I think you are going to build something for your horse. What are you going to build?"

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Exploring Words *(continued)*



Option 3 continued

What to Look For—Option 3

Pretend play with animal figures and blocks may be new for some toddlers. Providing interesting materials, such as felt squares, can encourage toddlers to explore and interact with the animals in new ways. Some toddlers may focus on one type of material, such as building with the blocks or playing with the animal figures. Toddlers may act out a theme similar to the book, such as the animals going to sleep. Encourage toddlers to interact with the materials in the ways that they choose. Pay attention to opportunities to connect toddlers' play to the book. Look for opportunities to talk with a toddler about his/her plans with the materials.

More Scaffolding Tips—Option 3

Extra support ■ Parallel play with a peer may be challenging for some toddlers, especially those new to pretend play. Assure the toddlers that there are enough animals and blocks for each to play with. Provide two of each animal type to avoid conflict over a particular animal.

Enrichment ■ Invite the toddlers to look at book pictures of animals that seem to be of most interest. Example: "You are playing with the cow. You liked the picture of the cows in our book! Let's find that picture again!" ■ Provide animals figures of varying sizes. Encourage toddlers to consider the larger animals as parents and the smaller animals as the babies. Invite toddlers to incorporate the animal figures and felt squares into other play during the day.

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Exploring Words *(continued)*

Interest Area

Materials Needed: *Time for Bed* by Mem Fox, several stuffed animals that represent the animals in the book, several small blankets or scarves

Arrange the book, animals, and blankets on the floor. Invite several toddlers to touch and hold the animals. Review the book with the toddlers, emphasizing the animal mothers saying goodnight to their babies. Invite the toddlers to place a blanket over their animals to go to sleep. Invite the toddlers to say 'night night' to the animals. Some toddlers may enjoy listening to some of the words of the book while they interact with the animals. Example: repeat the phrase from the book using the toddler's animal—"It's time for bed, little cat, little cat."

Family Child Care

Materials Needed: *Time for Bed* by Mem Fox, assortment of animal figures, assortment of felt squares, block play area

Arrange the animal figures and felt pieces in the block area. Consider sharing the book with all children in your care. Invite older children to help you "read" the book by reciting the repeated phrases ("It's time for bed, . . . ""It's time to sleep, . . . ") at the beginning of each page and say the names of pictured animals. Invite children to play in the block area with the new materials. Watch for opportunities to connect the children's play to the pictures and goodnight theme of the book. Infants will enjoy interacting with age-appropriate animal figures during the activity. Talk with children about their ideas and actions.

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BLOCK 6

Exploring Objects

Cognitive

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers carry a toy duck to a pretend "faraway" destination and then return to their gathering place while listening to a song.

Key Concepts
Hold
Carry
Come back

Materials Needed
Rubber ducks—1 per toddler and caregiver

Also Promotes
Physical/Health
Communication/Language
Self-Regulation

Be Prepared: The activity involves each toddler carrying an object from a gathering place to a table and then returning the object to the gathering place. Determine in advance the table (or other destination) where toddlers will take their objects. Make sure the destination and path to the destination are clear of items. Be familiar with the tune and lyrics of the first verse of the *Five Little Ducks* song.

BEGIN: [*Invite toddlers to join you for a song and game. Sit facing the toddlers and sing a familiar song with them. Give one duck to each toddler. Demonstrate how to hold the duck in your hand when you make the request below.*]

This is a duck. Everyone gets a duck. Please hold the duck in your hand.



EXPLAIN: I will sing a song about Mama Duck and Baby Ducks. Maybe you would like to move your ducks while I sing the song.

ACT: [*Briefly demonstrate moving your duck in the air. Stay seated and move your duck with your hand while you sing the song. With your arm/hand and facial expression, draw toddlers' attention to you putting your duck under your leg or behind your back so it is out of sight when you sing "over the hill and far away." Prominently hold the duck toward the toddlers when you sing "all the little ducks came (swimming or waddling) back." Emphasize the words came back.*]

EXPLAIN: Our song says the little ducks went far away. We can carry our ducks far away in our room. Let's take our ducks to the table.

ACT: [*Stand with your duck. Encourage the toddlers to stand. Point to and describe the table destination. Then invite toddlers to walk with you to the table. Begin singing the song while you walk with the toddlers to the table.*

Describe how you reached your destination. Point to the path you followed.]

The mama duck says "Come back." Let's carry our ducks back to the rug.

[*Turn and walk slowly back to your gathering area. Repeat the song as you walk with the toddlers.*

Sit on the floor in your gathering area. Help the toddlers find a place to sit.]

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Exploring Objects *(continued)*

Option 1 continued

EXPLAIN: We took our ducks for a walk over the hills and far away. Then we came back!

ASK: Would you like to play the duck game again?

EXPLAIN: We can carry our ducks to another place. We will come back.

ACT: [*Repeat the sequence if toddlers are interested. Follow the route used for the first walk. Walk with the toddlers as you sing the duck song. Again, when you reach the destination, point to and describe the path. Then return to the gathering area.*

Sit and place your duck on the floor. Encourage the toddlers to sit near you. Examples: Tap your hand on a spot on the floor. "Tara, here is a place for you." "All ducks and all children are sitting down."]

We all came back! Do you want to make "quack, quack" sounds?

Please hold your duck. Let's all say "quack, quack, quack!"

[*Move your duck around in front of you and lead toddlers in a silly session of saying "quack, quack." Move your duck down to the floor. Guide toddlers in making a quieter "quack, quack" sound by making your voice softer.*

After an appropriate amount of "quack, quack" time, tell the ducks it is time to sleep. Encourage toddlers to be in charge of the toy duck and duck sound. Example: "Okay, it is time for us to tell the ducks to sleep. Please hold your duck in two hands. We can tell our ducks 'night night.'"]

Now the ducks are sleeping.

RECAP: We heard a song about ducks going over the hills and far away. We carried our toy ducks to a faraway place. Where did we carry our ducks?

[*Encourage toddlers to point.*]

Our song said all the ducks came back. So we carried our ducks back to the (gathering area). Now we are pretending that our ducks are sleeping.

What to Look For—Option 1

Toddlers enjoy carrying toys and often show or offer their items to caregivers. Toddlers also enjoy carrying an object from one location to another. This activity's focus on carrying an object from one place to another promotes spatial awareness. Also, walking increases toddlers' opportunities to learn more about a setting by interacting with others and objects. The song is intended to add more enjoyment to the activity and to help emphasize the "come back" concept.

It is not expected that all toddlers will participate in the activity. Watch toddlers who are new to walking and may need assistance. Newly walking children often use their arms for balance. Carrying the toy while walking may be too challenging. Perhaps a toddler could carry the toy part of the way, or all of the way, with your help. Confidence in walking often increases toddlers' interest in carrying objects and in getting distant objects.

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Exploring Objects *(continued)*

Option 1 continued

The activity fosters the development of self-regulation skills in several ways: toddlers make and then stop a quack, quack sound; toddlers carry the ducks away and return them to their starting point; and toddlers practice listening. The activity ends with a structured calming down suggestion where toddlers help the toy ducks go to sleep.

More Scaffolding Tips—Option 1

Extra support ■ After the initial singing and explanation of going away and coming back, sing the song again (first or second verse) if it seems toddlers would benefit from more exposure to the going away and coming back concepts. ■ Toddlers may be very excited about saying "quack, quack" with you. If necessary, repeat friendly guidance at an individual level for quacking sound to stop. Example: "Daniel, please tell your duck to stop saying 'quack, quack.' All the ducks are quiet now." Or gently tap a noisy duck and say to the toddler "It is quiet time for your duck." ■ Use an audible whisper when telling toddlers it is time to say "night night" to their ducks.

Enrichment ■ Toddlers who are skilled in walking and carrying objects may enjoy a more challenging path that includes some turns or angles. ■ Encourage toddlers to sing or say some of the words. Sing the first part of the song alone and then invite toddlers to sing it with you again.

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Exploring Objects *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Object inquiry skills
Problem-solving

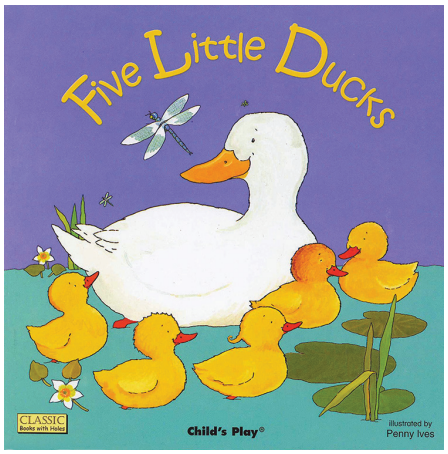
Toddlers participate in a book sharing and then together enact part of the story by taking a toy duck to a "faraway" place in the room and then returning the duck to their gathering place.

Key Concepts
Hold
Carry
Came back
Far away

Materials Needed
Rubber ducks—1 per toddler
Five Little Ducks illustrated by Penny Ives

Also Promotes
Physical/Health
Communication/Language

Invite several toddlers to join you to read a book. Show and describe the cover of the book. Read the story while holding the book close to the toddlers. Emphasize far away and came back. If toddlers are familiar with the song or words, on the third page ask "What does Mama Duck say?" Encourage toddlers to say "quack, quack, quack" with you. Pace your reading to match toddlers' engagement in the book. Skip to the last page if toddlers lose interest.



At the conclusion of the book sharing, remind toddlers that our story talks about the ducks going far away. Explain that we can pretend to go far away with our ducks in our room. Ask toddlers where we should take our ducks. Invite each toddler to hold a duck and join you in carrying a duck as we walk around the room while you sing the duck song from Option 1. Stop at a destination(s) suggested by toddlers. Refer to the destination(s) as a "faraway place." Remind toddlers that the ducks came back after going far away. We need to go back to where we started. You may wish to add challenge by changing the return route.

What to Look For—Option 2

Look for ways to promote the concepts far away and came (come) back as part of planning (where should we take our ducks?), walking with the ducks to the child-determined destination(s), and returning. These fun practices help support toddlers' emerging spatial relation skills. See Extra Support tips and keep in mind that simple actions, such as using your arms in a "far away" gesture, can help toddlers make sense of a concept. The Option 2 activity offers more challenge than Option 1 by connecting a book to pretend enactment of parts of the story. There also is challenge in thinking about a "far away" destination in your room and in determining a return route to your gathering place (see Enrichment tip). The story's reference to numbers may support the development of early awareness of counting. At this age, it is not appropriate to use the book to explicitly teach numbers or counting.

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Exploring Objects *(continued)*

Option 2 continued

More Scaffolding Tips—Option 2

Extra support ■ Toddlers may like to hold their duck when you sing the song during the opening segment of the activity. ■ When you explain that we will take our ducks to a faraway place in our room, also indicate that we will come back to where we are sitting now. Remind toddlers that in our story, the ducks came back. This may alleviate concerns a toddler may have about going far away. ■ When you reach your destination(s), explain that we have gone far away. When you return to your gathering place, remind toddlers that you came back.

Enrichment ■ After reaching the destination(s) on your walk with ducks, change the route for your return to your gathering area and/or ask toddlers how to get back to your gathering area. Toddlers may point to or describe several options.

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BLOCK 6

Exploring Objects *(continued)*

Cognitive

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers carry toys to a sand area, including jugs of water that they can pour into containers and sand during open-ended play.

Key Concepts
Carry

Pour

Take turns

Materials Needed
Toys for sand area (see Be Prepared)

3–4 non-breakable jugs (see Be Prepared)

Also Promotes
Physical/Health

Communication/Language

Self-Regulation

Be Prepared: Secure one-gallon, non-breakable jugs with handles. Fill one of the jugs with water and put 2–3 cups of water in each of the others. The jug that is full of water will serve as a backup source of water that you (or another adult) manage during the activity. Also secure an assortment of toys commonly used in sand areas, especially containers, such as sand buckets, small molds, and measuring cups.

This is an outdoor activity that can be adapted for indoor use at a sand table. Invite toddlers to carry one of the materials to the sand area. Say the name of the item as a toddler picks it up. When you reach the sand area, explain that we will take turns carrying a jug of water to different spots in our sand area. We can pour some water into the other containers. We also can pour some water into part of our sand if we want some wet sand to play with.

Toddlers will initiate their own activities with the materials and sand. Your job is to: (a) encourage toddlers to carry a jug of water to different spots, (b) help toddlers pour some water into containers or elsewhere, (c) facilitate turn-taking with the available jugs, and (d) use your jug of water to replenish the toddlers' jugs with approximately 2–3 cups of water when they are empty.

Most likely toddlers will identify when and where water is needed. Offer prompts, if necessary. Example: "Chris, would you like some water in your bucket? Samantha could carry some water to you."

What to Look For—Option 3

Toddlers will enjoy carrying jugs of water around. They also will like distributing the water by pouring it. Keep track of which toddlers are carrying the jugs so you can help turn-taking if other toddlers are interested. Some toddlers may want to carry a jug; others may want to pour. Perhaps two toddlers could form a "water team," wherein one carries and one pours.

Spatial relations skills are involved in carrying items to and within the sand area, and in pouring water from a jug. It is challenging for toddlers to pour a smaller amount of water than is available in their jug. Positively accept whatever amounts are poured and keep your jug of water close at hand to replenish water supplies in the jugs managed by toddlers.

Look for opportunities to describe toddlers' actions and emphasize the concepts of carry and pour. Also look for chances to emphasize destinations, such as carrying items to the sand area, or carrying a jug to a bucket (or other type of container held by a toddler) elsewhere in the sand area. A variety of play materials offers toddlers a choice of how they play outdoors. Also, small changes in the available outdoor play materials may heighten toddlers' interest in and awareness of different play areas.

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Exploring Objects *(continued)*

Option 3 continued

More Scaffolding Tips—Option 3

Extra support ■ Toddlers who receive water in a container they are playing with may wish to carry their container of water elsewhere or pour it into another container or into the sand. Carrying water in a container is a challenging and potentially beneficial task at this age.

Enrichment ■ Draw attention to how a jug feels lighter after water has been poured out.

Interest Area

Materials Needed: rubber ducks, several baskets, books about ducks

Distribute rubber ducks in several baskets around the room to encourage toddlers to carry the ducks. Display books about real ducks and duck storybooks. Make a place to keep the ducks during the week so toddlers know where to put them away. On another day, invite toddlers to carry the toy ducks outside. Encourage the toddlers to join you in a duck parade, carrying ducks to various areas of the outdoor space. Take photos of the children in different locations with the toy ducks, such as next to the slide and by the cubby.



Family Child Care

Materials Needed: green felt circles and ducks for each child

Cut one eight-inch circle of green felt for each toddler and preschool-age child in your setting. Sit with children on the floor in your play area. Give one duck and one green felt circle to each child. Encourage children to pretend the felt circle is a lily pad and our room is a pond. Explain that our little ducks like to rest next to a lily pad in a pond. Sing the song from Option 1 and walk (or swim) around the room (your pretend pond), with children holding a duck. When the song stops, children return to the gathering area. Invite children to put the ducks next to the lily pads for their duck nap.

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BLOCK 6

Focusing and Remembering

Self-Regulation

12–24 Months

Option 1
One-to-One

Skill and Goal
Executive function

A toddler moves his/her arms in response to watching and listening to a caregiver.

Key Concepts
Watch
Listen
Up
Down
Front

Materials Needed
None

Also Promotes
Cognitive
Physical/Health

BEGIN: [*Invite a toddler to join you to play a game of moving our arms together.*]

Let's have some fun by moving our arms together! You can watch me move my arms in different ways. You can listen to me tell what I am doing with my arms. Then we can move our arms together.

ASK:
- What part of our body do we use to watch something?
- What part of our body do we use to listen to something?

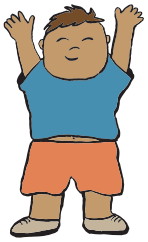
EXPLAIN: [*Point to your eyes and ears as you describe each to affirm the toddler's response to your questions.*]

We use our eyes to watch something. We use our ears to listen to something.

I am going to move my arms and tell what I am doing with my arms.

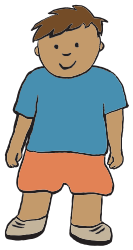
[*Stand facing the toddler. Demonstrate and describe each of three arm positions, as suggested below. Move slowly. Move both arms at the same time. Hold arms in position briefly so each action is separate from the others. Emphasize the words up, down, and front.*]

I am moving my arms up. I am holding my arms up high for a little while.



I am moving my arms down to the side of my body. I am holding my arms down for a little while.

Now I am putting my arms in front of my body. Look at how I am holding my arms in front of my body.

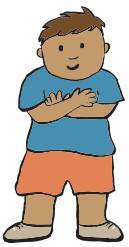


You used your eyes to watch me move my arms. You used your ears to listen to me tell how I moved my arms.

I'll move my arms again.

[*Repeat the demonstration and description of each arm position.*]

ACT: Now let's move our arms together. This will be fun!



[*Encourage the toddler to join you in moving his/her arms the way you move your arms. Again, move slowly. Demonstrate and describe each of the three actions. Emphasize the words up, down, and front.*]

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Focusing and Remembering *(continued)*

Option 1 continued

Comment on the toddler's efforts. Example: "We are moving our arms together. I am holding up my arms. You are holding up your arms."

Repeat the arm actions with the toddler. After the first or second action, ask the toddler what we do next with our arms. Pause to provide a clear opportunity for the toddler to respond. If the question seems to be of interest to the toddler but he/she does not show or tell what to do next, demonstrate and describe two possibilities for the toddler to consider. Example: "Do we put our arms in front of us or do we put our arms down?"

If the toddler seems interested, offer a third round of moving arms together. See Enrichment tips for adding slightly more challenge.]

RECAP: We moved our arms together. We held our arms up, we held our arms down, and we held our arms in front of our bodies. How did you know what to do with your arms? (watch, listen)

More Scaffolding Tips—Option 1

Extra support ■ In the opening segment, invite the toddler to point to his/her eyes and ears when each is discussed. ■ To support the toddler's understanding of front, move your hand up and down the front of your body as you name the front part of your body. Explain, "This is the front part of my body." ■ If you anticipate it may be too challenging for a toddler to put arms in front of his/her chest (third action), show and describe an alternative: holding arms out to the side (see picture). ■ Eliminate the third action so there are two ways to hold our arms (up and down).

Enrichment ■ In a follow-up round of the arm actions, reverse the order of two of them. Example: (1) hold arms in front of body, (2) move arms up, (3) move arms down. Another possibility is to add a fourth action, such as holding arms out from our body. ■ Emphasize the concept of same. Example: "We are doing the same thing with our arms."



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BLOCK 6

Focusing and Remembering *(continued)*

Self-Regulation

12–24 Months

Option 2
One-to-One

Skill and Goal
Executive function

A toddler moves his/her arms in response to listening to a caregiver.

Key Concepts
Watch
Listen
Up
Down
Front
Out
Next

Materials Needed
None

Also Promotes
Cognitive
Physical/Health

Be Prepared: Determine a three-part sequence of arm actions you think will be sufficiently interesting and challenging for the toddler to do without ongoing demonstrations. Possibilities include: holding arms up, down, in front of body, or holding arms out to the side. If the toddler participated in Option 1, reflect on his/her responses in determining an appropriate set of three actions.

Invite a toddler to join you for fun in moving our arms. Stand facing the toddler. Encourage the toddler to watch and listen as you demonstrate and describe three arm actions. Treat each as a separate action. Emphasize the word associated with the action (possibilities: up, down, front, out).

Encourage the toddler to do the three arm actions. Explain that you will tell what to do with his/her arms. Encourage the toddler to listen and to remember. Do not demonstrate any of the actions you name unless it seems the toddler is not clear about the meaning of an action. Do not encourage the toddler to guess.

Invite the toddler to do a second round of the same arm actions. This time, do not say the name of the second or third action. Example: "What do you do next with your arms?"

If the toddler remains interested, encourage him/her to do a third round of the same arm actions or a sequence in which you change the third action. Example: up, down, or out (instead of up, down, front). Demonstrate and describe a slightly revised sequence before you invite the toddler to do actions you describe but do not demonstrate unless needed. Continue to treat each as a separate action. If the toddler wants to do the slightly revised sequence again, consider not saying the name of the third action; ask the toddler what happens next.

Support a fourth round of arm actions if the toddler is interested. (See Enrichment tip.)

Close the activity by enthusiastically describing the toddler's efforts. Ask, "how did you know what to do with your arms?" Emphasize that the toddler listened to what you said and remembered what to do.

More Scaffolding Tips—Option 2

Extra support ■ If a toddler shows some difficulty with the first round of arm actions, demonstrate and describe again the full sequence of actions before engaging the toddler in the second round. ■ Encourage the toddler to say the key words with you: up, down, front, or out.

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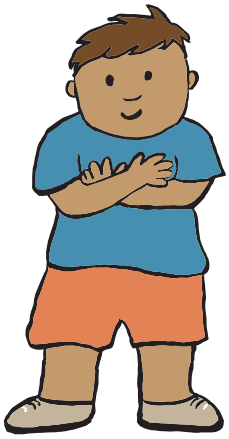
Focusing and Remembering *(continued)*

Option 2 continued

Enrichment ■ Add a fourth arm action for a fourth round of actions. Be sure to demonstrate the action before you invite the toddler to do actions you say. ■ For the third or later rounds of arm actions, engage the toddler in deciding what sequence of actions to use. Example: "Let's change what we do first. Would you like to put your arms in front or up or do something else?" Demonstrate and describe the agreed-upon sequence before asking the toddler to do each action.

What to Look For—Options 1–2

Both activity options support the development of several simple building blocks of executive function: paying attention and remembering an arm action associated with a key word, such as up and down. The activities also support short-term memory skill if the toddler is asked about the sequence ("what do we/you do next?"). Skill in flexibly shifting focus is promoted if a different arm action is introduced in the sequence or the order of actions in the sequence is changed.



A toddler may place arms in front of his/her body in less precise ways than you demonstrate. Example: a toddler may put arms in front of stomach instead of chest, as suggested in the adjacent illustration. Be flexible about the toddler's approach. What's important is putting arms in front in response to your request.

Option 1 extends the practice of watching promoted in the Block 3 Self-Regulation activity. Option 2 emphasizes the role of listening, a skill that is promoted in a more advanced way in the Block 9 Self-Regulation activity. Option 2 is more challenging than Option 1 because a toddler is dependent on one sense (listening) for responding to an action request. The laddered options make it easy for you to transition from Option 2 into Option 1 if a toddler has difficulty responding to verbal requests alone in Option 2.

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BLOCK 6

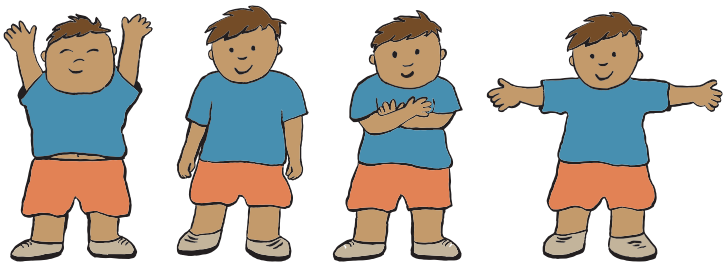
Focusing and Remembering *(continued)*

Self-Regulation

Interest Area

Materials Needed: *toddler arm action pictures

Invite one or several toddlers to move their arms in the ways shown in curriculum-provided pictures. Select pictures of actions that you anticipate will be of interest to toddlers. You may wish to demonstrate putting arms out to the side of our body if this action was not used in an activity.



Here are three different ways the picture cards could be used in your Interest Area. (1) Post the cards on a wall or board. You may wish to put the cards in the sequence that was most commonly used in your approach to the Option 1 activity. Invite a toddler(s) to move his/her arms in the way shown on each card. (2) Put the cards in a basket. Invite a toddler to pull one card at a time and move his/her arms in the way shown on the card. (3) Invite a pair of toddlers to move their arms together. Put the cards in a basket. Invite one toddler to pull one card at a time and move his/her arms in the way shown on the card for the other toddler to follow. Help the toddlers take turns as the leader.

*Printables provided

Family Child Care

Materials Needed: none

Invite a preschool-age or school-age child to offer the arm actions suggested in Option 1. The leader child will need your explicit orientation to the actions and sequence prior to participating with a toddler. Older toddlers may wish to participate with you in Option 2.

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BLOCK 6

Interacting with Others

Social-Emotional

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers participate in a book sharing focused on actions of children and teddy bears, and watch a caregiver-held teddy bear do similar actions.

Key Concepts
Same

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

Teddy bear

Also Promotes
Communication/Language

Physical/Health

Be Prepared: The book includes some basic sign language that is optional for you to include in the activity. You may wish to introduce none, some, or all of the sign vocabulary included in the book. The book offers nine illustrations of "teddy bear" (including the cover), one illustration of "light," and one illustration of "sky," all in American Sign Language and with italicized captions. Omit the illustration of "turn out the light" if you opt to not introduce the sign vocabulary for "light."

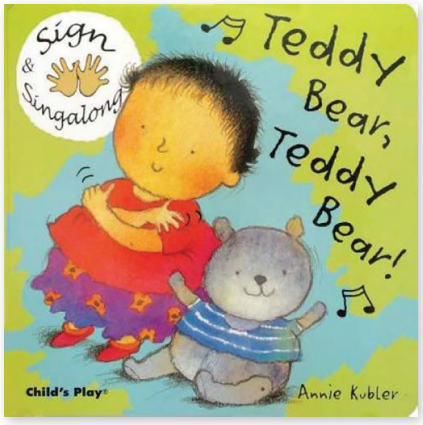
BEGIN: [*Prominently hold the teddy bear in your hand and invite several toddlers to join you to read a book about teddy bears.*



Move the teddy bear in your hand as you enthusiastically welcome toddlers to the gathering. Say each toddler's name as he/she joins. Example: "Josiah is joining us to hear about a teddy bear. Cassandra is joining us to hear about a teddy bear." Make eye contact with each toddler.

Show the cover of the book.]

ASK: The teddy bears in our book do different things. What do you think the bear on the cover of our book is doing? (waving, holding out arms, smiling)



EXPLAIN: [*Display the teddy bear in your hand.*]

I am holding a teddy bear. I will use my hand to move my teddy bear during our story. The teddy bear in my hand can do some of the same things the bears in our book do.

Let's open our book and find out what the bears do!

ACT: [*Read the text and use your own words to describe what the child and corresponding teddy bear are doing. Help toddlers focus on the pictured child's action, such as "touch your nose" (the first image of the child on each page shows sign language for "teddy bear").*

Move the teddy bear in your hand to do things described and shown in the book.

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Interacting with Others *(continued)*

Option 1 continued

Draw attention to actions of the teddy bear you are holding. Example: "The child and teddy bear in our book are touching their toes. The teddy bear in my hand is also touching his toes!"

Ask questions about (a) what the teddy bear in your hand is doing, and (b) what the teddy bear in your hand should do. Examples: "The child and teddy bear in our book are turning around. What is the bear in my hand doing?" "The child and teddy bear in our book are touching their nose. What should the teddy bear in my hand do?"

Emphasize rhyming words. (nose/toes, around/ground, high/sky)]

RECAP: The children and teddy bears in our book did many different things. What did the teddy bear in my hand do? (the same things as teddy bears in the book) We had fun looking at pictures of teddy bears in our book and watching the teddy bear in my hand.

What to Look For—Option 1

Toddlers will enjoy the rhyming text of this book and watching the teddy bear in your hand do actions described in the book. Pay close attention to toddlers' eye engagements to ensure you are providing sufficient time and verbal support for looking at both the pictures of child and bear actions in the book and the teddy bear in your hand. Also, watch for indications of unclear understandings of some phrases used in the book, such as touch the sky. The book is not based on a plot and it is fine to pause on pages that may require a little more description or discussion.

Your important roles in this activity include fostering an enjoyable atmosphere for participants and explicitly inviting their active involvement with different types of questions, including those suggested in the activity plan. Use questions and comments to encourage toddlers to compare the actions of the toy bear in your hand to the actions of children and teddy bears in the book. Avoid approaching your contribution to the session as one of entertaining toddlers.

Look for opportunities to acknowledge and extend comments of toddlers in the session. Draw attention to their participation, beginning with use of their names as they join the session (see BEGIN).

More Scaffolding Tips—Option 1

Extra support ■ Encourage toddlers to say "teddy bear, teddy bear" with you at the beginning of each page. Point to the image of the pictured child demonstrating sign language for "teddy bear" if you give attention to sign language in the activity (see Be Prepared).

Enrichment ■ At the end of each set of two pages, encourage toddlers to repeat the two rhyming words with you. Emphasize the rhyming words when you say them. Example: "The child and teddy bear touched their nose and their toes. Let's say together, nose and toes."

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BLOCK 6

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers manipulate a teddy bear in ways described and shown in a book , with opportunities to also notice what peers are doing with their teddy bears.

Key Concepts
Look

Watch

Same

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

Teddy bear—1 per toddler and caregiver

Carpet squares—1 per toddler

Also Promotes
Communication/Language

Self-Regulation

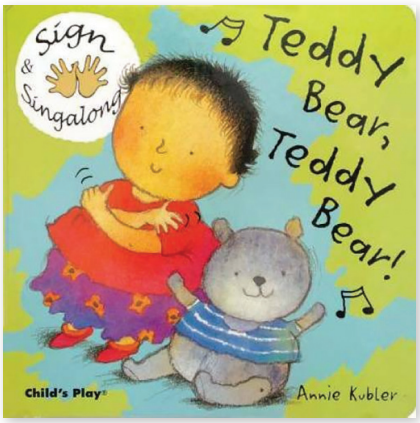
Physical/Health

Be Prepared: The book includes some basic sign language that is optional for you to include in the activity. You may wish to introduce none, some, or all of the sign vocabulary included in the book. The book offers nine illustrations of "teddy bear" (including the cover), one illustration of "light," and one illustration of "sky," all in American Sign Language and with italicized captions. Omit the illustration of "turn out the light" if you opt to not introduce the sign vocabulary for "light."

Prominently hold 3–4 teddy bears in your hand. Invite several toddlers to join you to move a teddy bear the same way teddy bears in a book move parts of their bodies. Explain that the children and teddy bears in the book do many different things. Each of us can hold a teddy bear and do the same thing with our bear.



Give a teddy bear to each toddler who joins the gathering. Encourage toddlers to look at their bear and move it around any way they wish. After a brief period of exploring the toy bears, display the book and ask what toddlers see on the cover. Positively acknowledge and expand upon their comments. Explain that we will look at pictures in our book, talk about what is happening in the pictures, and then do some of the same things with the bears in our hands. Also, explain that toddlers may watch you move the bear in your hand.



Use strategies offered in Option 1 to support toddlers' participation. Offer verbal guidance on how to move the toy bears held by toddlers, if appropriate. Encourage toddlers to look at the book's picture of the action and watch your bear. Include strategies, such as the following, to draw toddlers' attention to others in the gathering:

- Describe an individual toddler's efforts with a bear so all can hear you. Example: "Sammy is helping his bear reach up high. Look at what Sammy is doing."
- Encourage toddlers to do what a peer is doing. Example: "Omar is jumping his teddy bear up and down. Let's all make our teddy bears jump up and down like Omar is doing with his toy bear!"
- Work hard to mention each toddler's name at least once in the session.

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Interacting with Others *(continued)*



Option 2 continued

At the conclusion of the book, announce that it is time for the teddy bears to rest. Place your bear on the floor, face down. Encourage toddlers to do the same thing with their bears. Comment on the "resting" teddy bears. Example: "Our teddy bears played hard. Now they are sleepy. They are taking a nap. Let's pat our teddy bears on the back to help them sleep." Demonstrate patting your bear on the back and encourage toddlers to do the same.

What to Look For—Option 2

This activity is designed to promote interpersonal connections among toddlers as everyone attempts to move a toy bear the same way teddy bears in a book move. Fostering an atmosphere of "we're doing this together" and acknowledging individual efforts are central to the activity. Some toddlers may prefer to hold their bear and watch and listen. Acknowledge their involvement with comments, such as "Connor is having fun watching our bears move in different ways." Watching others is a useful way to learn about positive social interactions. Some toddlers may do some, but not all, of pictured actions with their toy bear. Recognize and acknowledge all forms of participation.

More Scaffolding Tips—Option 2

Extra support ■ Acknowledge a toddler's preference to hold, rather than move, their teddy bear during the activity. Example: "Kendall, I think you are enjoying holding your teddy bear." ■ Some toddlers may benefit from specific guidance on how to do a movement. Example: "Look at how Omar is holding the middle part of his bear. Watch how Omar is tipping his bear back and forth."

Enrichment ■ Reinforce or introduce names of body parts. Example: "These are the teddy bear's arms. Let's all hold our bear by its arms."

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BLOCK 6

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers pay attention to the actions of their peers as they act out the movements of children and teddy bears described and shown in a book.

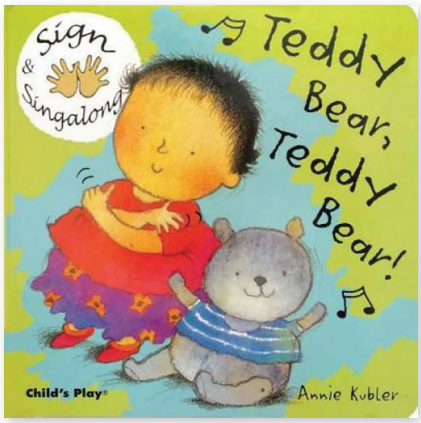
Key Concepts
Same

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

Also Promotes
Communication/Language

Physical/Health

Be Prepared: The book includes some basic sign language that is optional for you to include in the activity. You may wish to introduce none, some, or all of the sign vocabulary included in the book. The book offers nine illustrations of "teddy bear" (including the cover), one illustration of "light," and one illustration of "sky," all in American Sign Language and with italicized captions. Omit the illustration of "turn out the light" if you opt to not introduce the sign vocabulary for "light."



Invite several toddlers to look at a book about different things teddy bears do and act out some of the movements of the teddy bears. After several toddlers have joined the session, display the book and describe the actions of the pictured child and teddy bear on each page. Approach the book as a review (but not too quick of a review) if toddlers have recently read the book (Option 1) or used a toy teddy bear to mimic the teddy bears (Option 2).

After reading (or reviewing) and talking about pictures in the book, explain that we will try to do some of the same things done by teddy bears in the book. Show and describe a picture in the book. Demonstrations of each action are key to the activity. Use one or a combination of the two approaches to demonstration described below:

- you or another adult provide demonstrations of an action described and shown in the book, and/or
- invite toddlers in the gathering to take turns demonstrating an action that you describe by showing the pertinent book picture (see Extra Support tip).

Use selected pages of the book if time is limited or you anticipate use of all pages may be too exciting for toddlers. Conclude the session by describing what happened, making sure to include each toddler's name in your summary.

What to Look For—Option 3

Watching and imitating others is an early step in learning how to play with others. Describe how toddlers are paying attention to the actions of a peer or adult. Example: "Gavin, you watched Amira touch her nose. You are doing the same! You are touching your nose like the child and teddy bear in our book!" Toddlers are likely to vary in their interest in the activity. Keep in mind that watching others is a beneficial way to learn about getting along with others. If you use selected pages, note that some actions, such as pointing to our nose or eyes, are easier than others for toddlers to do.

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Interacting with Others *(continued)*

Option 3 continued

More Scaffolding Tips—Option 3

Extra support ■ If toddlers take turns demonstrating an action, use the toddler-demonstrator's name instead of "teddy bear, teddy bear" when you read the text. Examples: "Gavin, Gavin, touch your nose!" "Amira, Amira, touch your toes!" Encourage all toddlers to watch and try what a toddler is doing. Example: "Gavin is touching the ground. Let's touch the ground with Gavin!" ■ If a toddler prefers to watch rather than attempt making body movements, provide a teddy bear for him/her to hold and move during the activity.

Enrichment ■ Invite toddlers to select actions (pages) they would like to act out.

Interest Area

Materials Needed: several teddy bears, common items in housekeeping area

Place 2–3 teddy bears in the housekeeping area and invite several toddlers to play with them. Talk with toddlers about what they are doing with a teddy bear. Mimic what a bear is doing. Example: "Your teddy bear is eating corn. I am going to eat corn, too, like your bear!" Invite toddlers to make the teddy bears imitate an action you offer. Example: "I am going to drink some juice from this cup. The teddy bear has a cup, too. Maybe the teddy bear would like to drink juice with me!"

Family Child Care

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

Preschool-age children in your setting may enjoy joining toddlers in Option 1 or 2. Older children may enjoy reciting some of the words of the rhyme with you. Babies may enjoy holding a teddy bear or being held and moved around with the words of the rhyme.

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BLOCK 6

Moving Our Bodies

Physical/ Health

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Gross motor development

Toddlers practice rolling a doll.

Key Concepts
Roll

Materials Needed
Dolls—1 per toddler

Also Promotes
Communication/Language

Self-Regulation

Sit on the floor and invite several toddlers to play a rolling game. Show toddlers a doll or cloth bear. Explain that "the doll is pretending to be a hot dog. This is a game. Please watch me roll our doll." Lay the doll on the floor and roll it several times. Use two hands to roll the doll from the back to tummy, or tummy to back.

Provide each toddler with a doll. Invite the toddlers to roll their doll once. Offer another demonstration, if appropriate. Then invite toddlers to roll their doll several times. Roll a doll along with the toddlers.

Recite the following rhyme as you and toddlers roll the dolls:

Hot dog, hot dog
Put him/her in the bun.
Hot dog, hot dog
Yum yum yum.

Explain that it is easy to roll a hot dog because it is straight. We put our arms close to our body when we roll. Add humor to the activity by asking toddlers "Do our hot dogs need some pickles?" If one or more toddlers says "yes," pretend to add pickles to your doll by lightly patting the doll's head, tummy, and feet. Invite toddlers to add pretend pickles to their pretend hot dog, too. Add to the fun by making little sounds related to the actions.

What to Look For—Option 1

Look at how toddlers roll their doll. They will need to turn the doll, rather than giving it a nudge. Encouraging toddlers to use both hands can support the idea that an entire body is involved in rolling. This lighthearted activity may prompt smiles and giggles. It is unusual to think of a doll as a hot dog, but the image emphasizes the idea that things need to be straight (no extended arms) when they roll over.

More Scaffolding Tips—Option 1

Extra support ■ When you describe how a hot dog is straight, extend one or both arms of your demonstration doll to show how we cannot roll a doll when things (arms) get in the way of a roll.

Enrichment ■ If a toddler rolls his/her doll over and over, encourage him/her to notice the edge of the carpet (or whatever defines your activity space) and stop the rolling before the doll reaches this point.

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Moving Our Bodies *(continued)*

Physical/ Health

12–24 Months

Option 2
One-to-One

Skill and Goal
Gross motor development

A toddler participates in a book sharing about rolling out of a bed and a follow-up opportunity to roll his/her body on the floor.

Key Concepts
Roll over

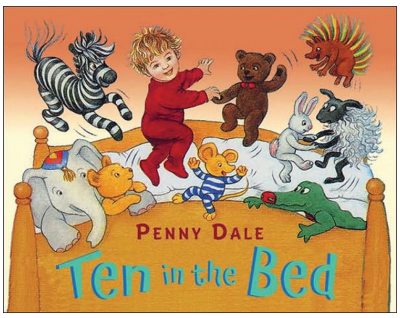
Materials Needed
Mat or rug

Ten in the Bed by Penny Dale

Also Promotes
Communication/Language

Self-Regulation

Be Prepared: Learn the tune and simple words to the song "Ten in the Bed" from an online resource or other source, such as *100 Toddler Favorites* CD.



BEGIN: [*Invite one toddler to sit with you on the floor to look at and talk about pictures in a book. Sit next to the toddler with the book. Describe the first picture. Point to the child in the bed.*]

EXPLAIN: Let's look at this picture together. There are lots of animals in the bed. The little child said "Roll over, roll over!" Let's find out what happens in our book.

[*Point to the child and the animals.*]

ASK: What animals do we see in the picture?

[*Wait for the toddler to respond by pointing or saying a word or sound. Repeat and extend the toddler's comment. Example: "Elephant. You see the toy elephant on the bed."*]

ACT: [*Point to the next picture as you read the text. Talk with the toddler about the animals rolling over in the bed when the text says "roll over, roll over." Emphasize the repetitive use of roll over. Invite the toddler to join you in saying "roll over." A toddler may be amused by the animals falling out of bed one by one.*

Alternate reading text and describing the story in your own words. Pause to talk about a picture that seems to be of special interest to the toddler.

Use your voice and word emphasis to highlight the humor in the pictures. Laugh with the toddler.]

ASK: Our book is funny! Would you like to roll over like the animals in our book? You may roll over on our mat.

[*Pat the mat or rug to indicate the place to practice a roll. Encourage the toddler to lie down on his/her back.*]

EXPLAIN: We use our whole body to roll over. Our head and body move together.

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Moving Our Bodies *(continued)*



Option 2 continued

ACT: [*Invite the toddler to roll over and over to the opposite edge of the mat or rug. Assist the toddler if necessary. If a toddler seems eager to roll, but does not understand how to begin the roll, offer to use your hands to gently guide the rolling movement. If the toddler accepts your offer, kneel next to the toddler and place your hands lightly on his/her shoulder and knee. Apply slight pressure to indicate the direction of the roll motion. Encourage the toddler to roll on his/her own. Remove your hands as the child begins to roll independently. Say "Yes, you are rolling."*

Consider demonstrating how to roll over.

Welcome other toddlers who want to participate in the rolling activity. Show toddlers where to sit on the floor to wait for a turn. Only one toddler should roll at a time.]

RECAP: We read a book called *Ten in the Bed*. The animals in the book rolled over. You rolled over and over. You used your whole body to roll over.

What to Look For—Option 2

Rolling over and over requires coordinated movements. The toddler may find it easier to roll his/her whole body with hands together above the top of his/her head. If the toddler does not seem to understand the idea of doing a roll, you may wish to demonstrate (or invite another toddler to demonstrate) rolling over, or use a doll as a model. If the toddler feels uncertain about rolling, encourage him/her to roll a doll or toy animal on the mat. Extend the fun and humor from the book into the rolling activity by laughing and joyfully acknowledging the toddler's efforts.

The book includes counting and numbers, however, at this age, a toddler is not formally learning about numbers. Avoid using the book to emphasize numbers. Promote the following story events while reading and talking about the book:

- Lots of animals are in the bed. One by one, animals roll over and fall out!
- More animals fall out of the bed.
- The child remains in the bed after all animals are out of the bed.

If you provide hands-on assistance with rolling, please note that for some toddlers a firm touch is more relaxing than a gentle touch. Do not tickle toddlers, but apply pressure that feels comfortable.

More Scaffolding Tips—Option 2

Extra support ■ Gently move the toddler's feet together for ease of rolling. Remind the toddler to keep arms to his/her side.

Enrichment ■ Place a doll or toy animal on the mat opposite the toddler. Encourage the toddler to roll over to the toy. ■ Some toddlers may enjoy rolling in the opposite direction, back to where they began. ■ Sing the song and emphasize roll over. Toddlers will enjoy hearing you sing the words as they complete each roll.

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BLOCK 6

Moving Our Bodies *(continued)*

Physical/ Health

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Gross motor development

Toddlers coordinate full body movements.

Key Concepts
Roll

Materials Needed
Carpet or mat

Also Promotes
Communication/Language

Self-Regulation

This activity is designed for toddlers who participated in Option 2 or guided experiences in rolling their bodies. Invite a few toddlers to practice rolling. Use the carpet or mat to define the space for rolling.

Kneel or sit on the floor with the toddlers. Help each child as needed. Encourage toddlers to roll from one side of a small rug or mat to the other side. Lay out a mat or designate an area of carpet for rolling. Offer reminders included in Option 2 suggestions, especially keeping arms to the side and feet together. If toddlers participated in Option 1, encourage them to remember how a hot dog can roll.

Emphasize the importance of taking turns. Example: "It is Martin's turn to roll. Martin is on the mat now. Other friends will sit on the rug with me. I will sing a song for Martin." Some toddlers will be satisfied to roll a couple of times, whereas others will want to roll to the edge of the space.

Singing as each toddler rolls adds interest to the activity and tells the toddler when to stop and start. Use a song of your choice. "Ten in the Bed" relates to the story offered in Option 2. Another possibility is to sing a modified version of "Roly Poly," which you can learn from an online resource or a CD. Using recorded music is not recommended. Clapping at the end of each child's turn helps manage turn-taking and is greatly appreciated by toddlers.

What to Look For—Option 3

It is typical for toddlers to spend much of their time engaged in active play. Movement and sensory experiences help toddlers construct knowledge about their environment. Use the verbal guidance and, if a toddler gives permission, the hands-on support for rolling suggested in Option 2. Option 3 is designed as practice. Offer Option 2 to toddlers who have no experience in rolling.

At this age, the idea of turn-taking is underdeveloped, and one of your important roles in the activity is to manage rolling as a group activity. Limiting the number of toddlers involved in the activity at any given time is advised.

More Scaffolding Tips—Option 3

Extra support ■ Some toddlers may wish to watch rather than practice rolling. Positively acknowledge their observation and use it as a teaching opportunity by describing specific ways a toddler is rolling.

Enrichment ■ Say "Ready, Set, Go" before a toddler rolls.

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BLOCK 6

Moving Our Bodies *(continued)*

Physical/ Health

Interest Area

Materials Needed: activity mat, display photos, *I Can, Can You?* by Marjorie W. Pitzer, *Giraffes Can't Dance* by Giles Andreae

Place an activity mat in an open area to allow toddlers to practice rolling with staff supervision. Sit or kneel next to the mat to facilitate the activity. Promote turn-taking if more than one toddler wishes to roll. Sing the song for each toddler. Modify the song to include toddlers' names. Display photos of toddlers moving in different ways. Arrange books for easy access each day. Look at the suggested books with toddlers and draw attention to various movements.

Family Child Care

Materials Needed: *Ten in the Bed* by Penny Dale, *The Pigeon Finds a Hot Dog* by Mo Willems

Children of all ages will enjoy rolling games and the book *Ten in the Bed*. Encourage preschool-age and older children to take turns rolling across the room in a straight line. Preschool-age and older children will likely understand the reminder, "Keep your body straight like a pencil." Encourage children to move their legs as their upper body moves. Older children may enjoy the challenge of rolling next to a friend at the same time and in the same direction. Toddlers, preschool-age children, and older children will enjoy the humor in *The Pigeon Finds a Hot Dog*.

The Option 1 activity is partly informed by the following source: Connell, G., & McCarthy, C. (2016). *Move, play and learn with smart steps*. Minneapolis, MN: Free Spirit Publishing Inc.

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BLOCK 7 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

Option 1 (OO) A toddler participates in a book sharing focused on a llama getting ready for bed.

Option 2 (OO) A toddler participates in a book sharing focused on bedtime routines, with a follow-up opportunity to identify items represented in the book.

Option 3 (OO) A toddler participates in a book sharing that includes opportunities to act out familiar bedtime routines described in the book.



Cognitive

Solving Problems

Option 1 (OO) A toddler picks one toy for one teddy bear.

Option 2 (OO) A toddler picks one toy for each of four teddy bears.

Option 3 (IG) Toddlers take turns selecting one toy for each of two teddy bears.



Self-Regulation

Paying Attention

Option 1 (IG) Toddlers watch a caregiver manipulate a toy frog that hops and stops hopping.

Option 2 (IG) Toddlers practice manipulating a toy frog that hops and stops hopping with caregiver guidance.

Option 3 (IG) Toddlers practice manipulating a toy frog that hops and stops hopping with minimal caregiver guidance.



Social-Emotional

Interacting with Others

Option 1 (IG) Toddlers participate in open-ended play with toy vehicles, with guided opportunities to pay attention to actions of peers.

Option 2 (IG) Toddlers participate in play with toy vehicles on a pretend road, with guided opportunities to imitate the actions of a peer(s).

Option 3 (IG) Toddlers participate in play focused on helping toy vehicles roll down a "big hill," with guided opportunities to imitate the actions of a peer(s).



Physical/Health

Using Our Hands

Option 1 (IG) Toddlers participate in a song that includes opportunities to clap and smile.

Option 2 (IG) Toddlers participate in a song with opportunities to clap their hands slowly and stomp their feet quickly.

Option 3 (IG) Toddlers participate in a song that includes opportunities to clap and kick from a sitting position.

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

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BLOCK 7

Exploring Words

Communication/ Language

12–24 Months

Option 1
One-to-One

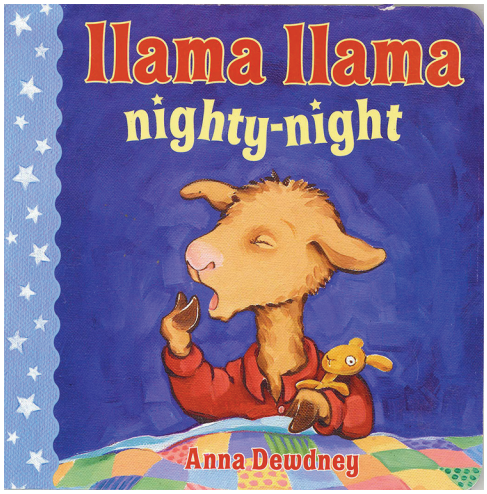
Skill and Goal
Receptive language
Expressive language
A toddler participates in a book sharing focused on a llama getting ready for bed.

Key Concepts
Pictures
Words
Point

Materials Needed
Llama Llama Nighty-Night by Anna Dewdney

Also Promotes
Cognitive

BEGIN: [*Invite a toddler to a book sharing. Greet the toddler by name.*]



Our book is about how a llama gets ready for bed. The llama goes "nighty-night."

EXPLAIN: [*Show book cover. Point to the llama sitting in bed.*]

Here is the llama. We know that a llama is an animal with soft, furry wool. The llama in our book has a mama and lives in a house!

ASK: [*Use a pertinent question to help the toddler connect with the llama character. Examples: "What did the llama do in some other books we have read?" or "What would we do if a pretend llama visited our room?"*]

EXPLAIN: Our book is called *Llama Llama Nighty-Night*. Let's find out what Llama Llama does to get ready for bed!

ACT: [*Open the book and hold it close to the toddler. Ask the toddler what we see in the picture. Repeat and expand on his/her response. Example: "Yes, Llama Llama is playing with a train. His mama is talking to him. I wonder what she is saying."*

Read the first page aloud.]

The llama's mama said it is time for bed! What do you think Llama Llama is going to do first to get ready for bed?

[*Pause to provide time for a response and to create anticipation.*]

Let's turn the page and find out!

Llama Llama is brushing his teeth. Please point to the toothbrush in our picture.

[*Continue to read and talk about the pictures and words in the book, using strategies, such as the following:*

- *Encourage the toddler to point to and name items in the pictures with you. Examples: "Llama Llama is taking a bath! Where is the rubber ducky in our picture?" "It is time to go potty. We have a potty in our room! Where is Llama Llama's potty in this picture?"*

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Exploring Words *(continued)*

Option 1 continued

- *Recognize and extend the toddler's comments and pointing. Example: "You said 'choo, choo,' Ana. Llama Llama is playing with a toy train."*
- *Expand on the book text and ask specific questions. Example: "Mama is filling the tub. It is time for Llama Llama to take a bath. What is Mama putting in the tub?" (water)*
- *Read the text with an enthusiastic voice.*]

RECAP: Our book showed us how Llama Llama gets ready for bed. We talked about the pictures, and I read the words. Llama Llama goes "nighty-night" at the end of our story. What things do you do to get ready for bed?

What to Look For—Option 1

This enjoyable book describes bedtime routines that will be familiar to most toddlers. Look for ways to help toddlers connect the story to their experiences and to strengthen awareness of names of items used in bedtime routines. Some toddlers may wish to name items you point to. Toddlers generally enjoy pointing to pictured items a reader names. Some toddlers may prefer to watch and listen as you point to and name items.

More Scaffolding Tips—Option 1

Extra support ■ Sit close to the toddler so he/she can clearly see the pictures and hear your voice. ■ A toddler might want you to place your arm around him/her and "snuggle in" as you read and talk about the book.

Enrichment ■ Invite the toddler to name or make a gesture about an activity prior to reading about the activity in the text. Example: a toddler may point to his/her teeth, say the word "bath," or close his/her eyes and pretend to be asleep. ■ As part of the question suggested in the RECAP, invite the toddler to point to activities in the book that he/she also does before bed.

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Exploring Words *(continued)*

12–24 Months

Option 2
One-to-One

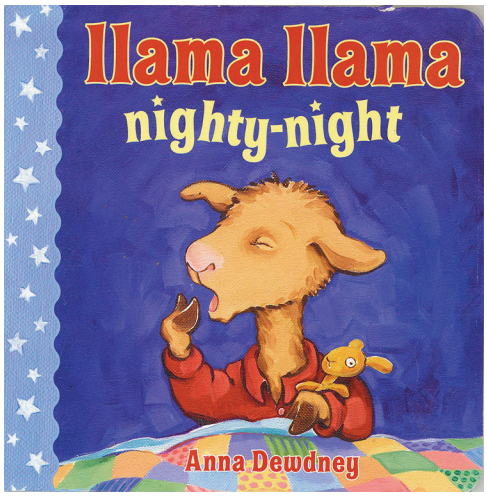
Skill and Goal
Receptive language
Expressive language
A toddler participates in a book sharing focused on bedtime routines, with a follow-up opportunity to identify items represented in the book.

Key Concepts
Picture
Point

Materials Needed
Llama Llama Nighty-Night by Anna Dewdney
Items included in story (see Be Prepared)
Basket

Also Promotes
Cognitive
Physical/Health

Be Prepared: Secure and place in the basket some items represented in the book, such as a toy train, stuffed animal, toothbrush, rubber duck, book, and a small blanket.



Invite a toddler to read a book about Llama Llama getting ready for bed. Display the book cover and explain that our book shows us how Llama Llama gets ready to go "nighty-night." Read the book, using strategies suggested in Option 1, especially pointing to familiar items in the pictures. Talk with the toddler about how he/she gets ready for bed. Example: "I brush my teeth when I get ready for bed. What do you do to get ready for bed?"

After sharing the book, introduce the basket of items and invite the toddler to take out one item at a time. Invite the toddler to say the name of the item. Then find a book picture that shows the item and invite the toddler to point to the item in the picture. Example: Llama Llama played with a rubber duck in the bathtub. Here is a picture of Llama Llama in the bathtub. Where is the rubber duck in this picture?" Continue to explore items in the basket if the toddler remains interested. Acknowledge the toddler's efforts. Example: "You are holding a toothbrush. You found a toothbrush in a picture in our book."

What to Look For—Option 2

Offer the opportunity for the toddler to name an item he/she pulls from the basket, but do not assume the toddler knows or can say its name. After an appropriate pause, offer the name and invite the toddler to say it with you. This procedure is intended as a supportive way to introduce or reinforce common vocabulary. Avoid approaching the process as a test. Each toddler should experience a feeling of accomplishment in the activity.

There is important benefit in the toddler holding and naming an item that is also shown in a book picture. In addition to promoting names of objects, toddlers become more aware of how a picture is a representation of a real thing (or person).

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Exploring Words *(continued)*



Option 2 continued

More Scaffolding Tips—Option 2

Extra support ■ During the follow-up activity, some toddlers may prefer to listen to you say the name of an item and watch you point to it in a book picture. Continue to encourage the toddler to say an item name with you after you say it once. After several times of listening and watching, encourage the toddler to find the item in a book picture you locate. ■ If a toddler seems uncertain about which item to pull from the basket, offer two items as possibilities.

Enrichment ■ A toddler who can readily turn pages of a book may enjoy finding the picture in the book (rather than you finding it). ■ Invite the toddler to briefly act out one or several parts of the book, such as pretending to go to sleep with a blanket and pillow.

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Exploring Words *(continued)*

12–24 Months

Option 3
One-to-One

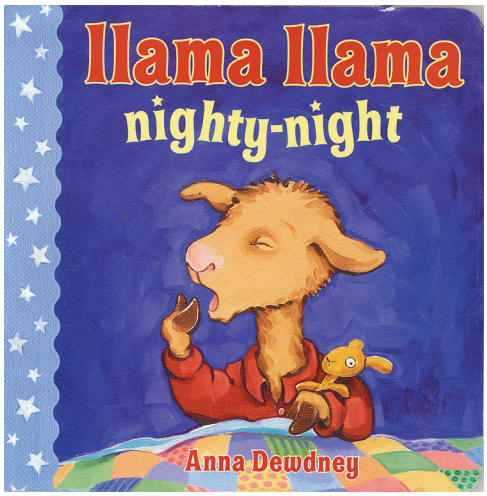
Skill and Goal
Receptive language
Expressive language
A toddler participates in a book sharing that includes opportunities to act out familiar bedtime routines described in the book.

Key Concepts
Pictures
Same

Materials Needed
Llama Llama Nighty-Night by Anna Dewdney
Teddy bear
3 items included in story (see Be Prepared)

Also Promotes
Cognitive
Physical/Health

Be Prepared: Secure familiar items represented in the book, such as a toothbrush, rubber duck, and a small blanket.



Sit next to one toddler to share the book, *Llama Llama Nighty-Night*, using engagement strategies suggested in Option 1. Give the toddler a teddy bear and invite him/her to have the teddy bear do some of the same things as Llama Llama in the book. Offer verbal guidance. Examples: "We have a toothbrush like the toothbrush Llama Llama is using in this picture. Would you like to hold the toothbrush and pretend to brush your bear's teeth?" "Llama Llama is snuggling under a blanket and his mama is reading him a story. Would you like to put the blanket on your teddy bear?" Use your own words to describe pictures and encourage the toddler to repeat the names of some familiar items. Describe how the toddler acts out an activity described in the story. Use selected pages of the book for acting out if time runs short or it appears the toddler is losing interest.

What to Look For—Option 3

Many toddlers will enjoy acting out some of Llama Llama's activities with the teddy bear. Some toddlers may not be ready for this type of pretend play and may prefer to hold the soft bear during the activity instead. While toddlers are not expected to be able to name all of the familiar items shown in the book, they are likely to enjoy repeating words and pointing to the familiar objects. Recognize and positively acknowledge the toddler's participation in the activity.

More Scaffolding Tips—Option 3

Extra support ■ A toddler who is not interested in pretending with the teddy bear may enjoy the Option 2 approach to the story. ■ Some toddlers may be interested in pretending with the teddy bear, but unsure of how to use the props. Provide additional hints and assistance.

Enrichment ■ Encourage the toddler to talk about how he/she does a bedtime routine that he/she acts out as part of the activity.

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Exploring Words *(continued)*

Interest Area

Materials Needed: *Llama Llama Nighty-Night* by Anna Dewdney; several teddy bears or other stuffed animals; several familiar items represented in the book, such as a toy train, stuffed animal, toothbrush, rubber duck, book, small blanket, basket

Place the book and basket on the floor. Invite several toddlers to look at the book and play with the materials. Introduce the teddy bears and encourage the toddlers to use the bears to act out parts of familiar bedtime routines. Some toddlers will use the items to interact with the bears, whereas others may want to hold a bear while they look at the book. Name the items used by toddlers in their play. Describe toddlers' actions without directing their play.

Family Child Care

Materials Needed: *Llama Llama Nighty-Night* and some other nighttime books, such as *Goodnight Moon,* several dolls or teddy bears, familiar items used in bedtime routines, including those from the book, housekeeping, or dramatic play area

Be Prepared: Place the bedtime routine items in the dramatic play area along with several nighttime books.

Children of all ages are familiar with a bedtime routine. Read the Llama Llama book with children in your care and invite talk about the pictures and activities on each page. Also, invite children to play with related materials you placed in the housekeeping or dramatic play area. Encourage toddlers to use the familiar items with the dolls and teddy bears. Toddlers will enjoy watching older children as they engage in pretend play. Babies may wish to hold a doll or stuffed animal during the activity.

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BLOCK 7

Solving Problems

Cognitive

12–24 Months

Option 1
One-to-One

Skill and Goal
Problem-solving

A toddler picks one toy for one teddy bear.

Key Concepts
Pick one

Materials Needed
Teddy bears or dolls—2 per child and caregiver

8 assorted toys (see Be Prepared)

Basket

Also Promotes
Social-Emotional

Physical/Health

Self-Regulation

Be Prepared: Include some toys that will appeal to the toddler and are smaller than the teddy bears or dolls. Place toys in the basket. Putting some distance between the bears and placing one toy clearly in front of a bear during the activity will help the toddler see there is one toy for one bear.

BEGIN: [*Invite a toddler to join you to play with some teddy bears (or dolls). Give the toddler two teddy bears to place next to him/her, with some distance between each bear/doll. Display two more teddy bears and place them next to you, with some distance between each of your two bears/dolls. Point to the teddy bears and the basket of toys as you describe each, as suggested below.*]

EXPLAIN: You have two teddy bears. I have two teddy bears. Here is a basket of toys. Let's pretend our teddy bears would like a toy to play with. You can pick one toy from our basket for each of your teddy bears. I can pick one toy from our basket for each of my teddy bears.

ACT: Look at the fun toys in our basket!

[*Pick up and name 2–3 toys, one at a time. Return toys to the basket.*]

I want to pick one toy for one bear.

[*Point to one of your bears.*]

I am going to pick the (name of toy) for this bear. I think my bear will like to play with this toy!

[*Put the toy directly in front of the teddy bear. Then point to your bear that does not have a toy.*]

Now I am going to pick one toy for this bear. One toy for one bear. I am going to pick the (name of toy). My bear will have fun with this toy!

[*Put the toy directly in front of your second bear.*]

Now it is your turn to pick toys for your teddy bears.

[*Put the basket in front of the toddler. Point to each of the toddler's bears as you mention them, as suggested below.*]

You have two bears. You have this bear. And you have this bear.

ASK:
- Which bear do you want to pick a toy for first?
- What toy would you like to pick for this bear to play with? Remember, we pick one toy for one bear.

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Solving Problems *(continued)*

Option 1 continued

[*Encourage the toddler to select one toy and put it next to the bear the toddler selected to first receive a toy. Name the selected toy. Example: "You picked a toy car for your teddy bear. I think your teddy bear will have fun playing with the toy car!" Encourage the toddler to put the toy directly in front of the bear for which it was selected.*]

- Now you get to pick one toy for your other teddy bear. What toy would you like to pick for this bear to play with?

EXPLAIN: Look at our bears and their toys! Each bear has one toy.

[*Point to each bear and its toy when you describe the following, beginning with the toddler's two bears:*]

One bear, one toy. One bear, one toy. One bear, one toy. And, one bear, one toy!

RECAP: We picked toys for our teddy bears to play with. We picked one toy for one bear. What do you think our teddy bears would like to do with their toys?

[*If time and interest permit, engage the toddler in a brief period of play with the teddy bears and toys. Maybe the teddy bears would like to exchange toys.*]

What to Look For—Option 1

Look for opportunities to emphasize the idea that we pick one toy for one bear. The repetitive pointing and description of "one bear, one toy" is at the heart of the activity. This summary occurs prior to the possible pretend play with teddy bears and toys in order to make good use of the physical arrangements of one toy sitting in front of one bear. It is inappropriate, at this age, to formally introduce the mathematics skill of one-to-one correspondence, but activities like the current one can support a toddler's beginning awareness of this important cognitive concept.

Your primary contribution to the activity is to demonstrate picking one toy for one teddy bear (the reason you go first) and to facilitate the toddler's selection of one toy for each bear. Putting the basket of toys in front of the toddler when it is his/her turn is a concrete action that represents your words "now it's your turn."

More Scaffolding Tips—Option 1

Extra support ■ If the toddler seems unclear about what toy to select from the basket, hold up and name two toys. Ask the toddler whether he/she would like to pick one of the two toys for his/her teddy bear. ■ If the toddler picks more than one toy for one bear, remind the toddler that we pick one toy for one bear and ask the toddler to decide which one toy he/she wants to pick for the bear.

Enrichment ■ Invite the toddler to select one toy for one of your bears to play with (instead of you picking a toy).

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Solving Problems *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Problem-solving

A toddler picks one toy for each of four teddy bears.

Key Concepts
Pick one

Materials Needed
4 teddy bears or dolls

8 assorted toys (see Be Prepared)

Basket

Also Promotes
Social-Emotional

Physical/Health

Self-Regulation

Be Prepared: Include some toys that will appeal to the toddler and are smaller than the teddy bears or dolls. Place toys in the basket. During the activity, putting some distance between the bears and placing one toy clearly in front of a bear will help the toddler see there is one toy for one bear.

Invite the toddler to pick some toys for four teddy bears/dolls to play with. Put the basket of toys in front of the toddler. Invite the toddler to pick up and look at the toys. Name (or invite the toddler to name) each toy he/she picks up or looks at. The toys are to return to the basket after exploring them. Then give the toddler the four teddy bears/dolls to put in clear view to his/her side, perhaps two bears on each side of the toddler.

Explain that each of the bears would like a toy to play with. The toddler can pick one toy for each of the bears. Point to one of the teddy bears. Invite the toddler to pick one toy from the basket for the bear to play with. Name (or invite the toddler to name) the toy as you describe the toddler's action. Example: "You picked one toy for the teddy bear. You picked a (name of toy) for this bear to play with." Encourage the toddler to put the toy in front of the bear you point to. Repeat this process for each of the remaining three teddy bears. Consistently emphasize that the toddler picked one toy for one bear.

After the toddler has picked one toy for each of the four bears, summarize the toddler's actions by emphasizing one toy for one teddy bear. Point to each bear and its toy as you say repetitively "You picked one toy for this bear."

Ask the toddler how the teddy bears might play with their toys. If the toddler is interested, engage in parallel or joint play with the bears and toys.

What to Look For—Option 2

Look for ways to promote the process of picking one toy for one teddy bear. As described in Option 1, this emphasis can help a toddler develop beginning awareness of the concept of one-to-one correspondence, an important math skill that is more formally introduced when children are 3–4 years old. See Scaffolding Tips if a toddler picks more than one toy for a bear or seems uncertain about some aspects of the task.

More Scaffolding Tips—Option 2

Extra support ■ Provide 2–3 teddy bears if you anticipate working with four bears will be too challenging. ■ If the toddler picks more than one toy for a teddy bear, remind the toddler that we are picking one toy for one bear. Ask the toddler to decide which one toy he/she wants to pick for the teddy bear.

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Solving Problems *(continued)*

Option 2 continued

■ If the toddler seems unclear about what toy to select from the basket, hold up and name two toys. Ask the toddler whether he/she would like to pick one of the two toys for his/her teddy bear.

Enrichment ■ After each teddy bear has one toy, invite the toddler to change around the toys already picked for the bears. Example: Bear A and Bear B swap toys. Another option is to exchange a bear's toy with a toy in the basket. Example: The toddler returns Teddy Bear A's toy to the basket and picks one different toy from the basket for Teddy Bear A. Consistently remind the toddler that there is one toy for one bear.

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BLOCK 7

Solving Problems *(continued)*

Cognitive

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Problem-solving

Toddlers take turns selecting one toy for each of two teddy bears.

Key Concepts
Pick one

Materials Needed
Teddy bears or dolls—2 per toddler

Assorted toys (see Be Prepared)

Also Promotes
Social-Emotional

Physical/Health

Self-Regulation

Revised: 12/1/2025

Be Prepared: Select three toys for each of the number of toddlers you anticipate will participate. Example: Select nine toys if three toddler participants are expected. This gives each toddler some choices in toy selection as part of the activity. Include some toys that will appeal to toddlers and are smaller than the teddy bears or dolls. Place toys in the basket. During the activity, putting some distance between the bears and placing one toy clearly in front of a bear will help the toddler see there is one toy for one bear.

Invite 2–3 toddlers to help pick toys for teddy bears to play with. Explain that we will take turns picking one toy at a time. Put the basket of toys in front of the toddlers and invite toddlers to pick up or look at the toys. Name (or encourage toddlers to name) each toy that is explored. Toddlers are to return all toys to the basket after a brief period of becoming familiar with items in the basket.

Give each toddler two teddy bears/dolls. Invite toddlers to put one bear in one hand and the other (second) teddy bear in their other hand. Then encourage toddlers to put their two bears next to them, with a little distance between each bear so we can easily see which bear has which toy (after toys have been picked).

Next, put the basket of toys in front of one toddler and invite him/her to pick one toy for one of his/her bears. Say (or invite the toddler to say) the name of the toy and encourage the toddler to put the toy in front of one of his/her teddy bears. Describe the toddler's actions. Example: "You picked one toy for one of your teddy bears. You put the (name of toy) in front of one of your bears."

Invite the toddler to pass the basket to another toddler (preferably a toddler sitting in closest proximity), who is encouraged to pick one toy for one of his/her teddy bears. After all toddlers pick one toy for one of their bears, pass the basket a second time for each toddler to pick one toy for his/her other (second) bear. Describe each toddler's actions, as suggested above.

After one toy has been picked for each bear, draw toddlers' attention to the bear-toy arrangements in front of them. Point to each bear and its toy and say repetitively "One bear, one toy."

After one toy has been picked for each teddy bear, invite toddlers to change around the toys already picked for the bears. Example: Bear A and Bear B swap toys. Some toddlers may not wish to participate in this segment of the activity.

What to Look For—Option 3

Pay close attention to the relationship skill dimensions of the activity. The involvement of turn-taking with peers increases the challenge of this option compared with actions of a sole toddler in Option 2. In addition to

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Solving Problems *(continued)*

Option 3 continued

accommodating the expectation of picking one toy at a time, toddlers have the potential challenges of (a) preferring a toy already picked by another toddler and (b) waiting patiently for a turn, including the second round of toy selection for the second teddy bear. Using two rounds of toy selection offers practice in waiting patiently and also provides some fairness in the process by preventing the first toddler from picking two desirable toys at once before anyone else has a turn. See Scaffolding Tips and remember that an understanding of turn-taking takes time and repeated practice to develop. Limiting the gathering to 2–3 toddlers at a given time is also a practical way to reduce tensions in sharing an activity without eliminating the practice of sharing.

Although managing the turn-taking aspect of this activity might dominate the experience of some toddlers, look for opportunities to promote the concept of one toy for one teddy bear. Your suggested summary review "one bear, one toy" helps emphasize the valuable result of toddlers' actions. Although less prominent, the suggestion that a toddler place one teddy bear in each of his/her hands in the opening segment of the activity is a way to communicate the idea of one bear, one hand.

More Scaffolding Tips—Option 3

Extra support ■ Offer reminders about picking one toy for one teddy bear at a time and taking turns. If a toddler expresses disappointment in not getting a preferred toy (because it was picked by another toddler in an earlier turn), explain that taking turns makes sure everyone in our group gets a chance to pick a toy. Point out that there are many fun toys in our basket. Also, maybe toddlers would like to "trade" toys after we pick one toy for each bear. ■ Provide one teddy bear for each toddler if you anticipate having two bears (with two rounds of toy selecting) will be too challenging.

Enrichment ■ If time permits, invite toddlers to return all toys to the basket and engage in another two rounds of picking one toy for one bear.

Interest Area

Materials: 6–8 teddy bears and/or dolls, assorted toys, basket or container for each toddler

Provide 6–8 teddy bears and/or dolls in a designated area. Give participating toddlers a basket or container for collecting toys in your room that the bears/dolls could play with. Encourage each toddler to pick one toy for one bear/doll from the collection assembled in their respective basket or container. If toddlers have more toys in their basket/container than available bears/dolls, invite all participating toddlers to place their "leftover" toys on an adjacent table. Toddlers can then "trade" one toy given to a bear/doll with one leftover toy. This does not increase the number of toys given to one bear/doll, but encourages toddlers to experience an equal exchange of one toy for another toy.

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Solving Problems *(continued)*

Family Child Care

Several older children in your setting may enjoy selecting toys for Options 1–3 and taking turns passing the basket of toys among toddlers in Option 3.

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BLOCK 7

Paying Attention

Self-Regulation

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Concentration

Toddlers watch a caregiver manipulate a toy frog that hops and stops hopping.

Key Concepts
Frog
Hopping
Stop

Materials Needed
Toy frog

Also Promotes
Communication/Language
Physical/Health

BEGIN: [*Invite several toddlers to join you on the floor to watch a toy frog jump around. Move the frog up and down in a hopping motion as toddlers join you.*]

EXPLAIN: We can have fun playing with a toy frog. Frogs like to hop. I am going to pretend our toy frog is hopping. Our frog will need help to go up and down.



ACT: How can I help our frog to hop around?

[*Pause for toddlers to respond. Recognize each response. Example: "Casey is moving his hand up and down. Casey is telling us that a frog can hop up and down. I can move our frog up and down to help him hop!"*]

Please watch how I help the frog hop.

[*Move the frog up and down in a hopping motion for several moments as toddlers watch.*]

I am moving the toy frog. Our frog is hopping.

Our frog is getting hungry! The frog stopped hopping because she is eating!

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

I stopped moving our frog. The frog is not hopping. Our frog is eating!

[*Begin moving the frog again.*]

Our frog finished eating. The frog is hopping again. Hopping, hopping, hopping.

Now our frog is getting sleepy. Our frog is going to stop hopping because she wants to sleep. Last time, our frog stopped hopping because she was hungry. Now she stopped hopping because she is going to sleep.

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

I stopped moving our frog. The frog is not hopping. The frog is sleeping.

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Paying Attention *(continued)*



Option 1 continued

I made our frog hop and then I made the frog stop hopping.

ASK: Should I make the frog hop one more time?

[*If one or more toddlers respond positively, repeat the process of hopping and stopping the frog.*]

RECAP: I helped our frog hop. I moved our frog. We pretended the frog was hopping. Then I stopped moving our frog. Why did our frog stop hopping? (to eat and then to sleep)

We had fun watching the frog hop and then stop!

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BLOCK 7

Paying Attention *(continued)*

Self-Regulation

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Concentration

Toddlers practice manipulating a toy frog that hops and stops hopping with caregiver guidance.

Key Concepts
Frog
Hopping
Stop

Materials Needed
Toy frogs—1 per toddler and caregiver

Also Promotes
Communication/Language
Physical/Health



Invite several toddlers to join you on the floor to play with some toy frogs. Introduce a toy frog by moving it up and down in pretend hopping movements. Describe what you are doing with the toy. Example: "Frogs get around by hopping. I am pretending that my toy frog is hopping." Use up and down hand actions and move your arm to pretend the frog is going from Point A to Point B, and maybe to Points C and D!

Explain that we are going to have fun helping our toy frogs hop around. Give each toddler a toy frog. Allow time for toddlers to look at their frog and feel its shape. Point to the legs of the toy frog you are holding and invite toddlers to point to the legs on their frog. Explain that frogs use their legs to hop.

Invite toddlers to help their frog hop. Explain that you also will help your toy frog to hop and maybe toddlers would like to move their frog in the same way. Example: "Watch how I help my frog hop. You can help your frog hop like I am!"

After about a minute of hopping actions, explain that the frogs are getting hungry and it is time for our frogs to stop hopping. It is time for our frogs to eat. Draw attention to your frog. Example: "Let's all stop moving our frogs. I stopped moving my frog. My frog is not hopping because she is eating. Your frogs are hungry too! We can let our frogs sit to eat." Encourage toddlers to hold the toy frog with hands in their lap or put the frog on the floor to eat.

After a brief period of not moving the frogs, explain that the frogs are done eating and would like to hop some more. Manipulate your frog in hopping movements and encourage toddlers to do the same. After several moments of hopping actions, explain that the frogs are getting sleepy. It is time for the frogs to stop hopping because they need to sleep. Stop moving your frog and encourage toddlers to do the same. Example: "We stopped moving our frogs. Our frogs stopped hopping. The frogs are sleeping." Again, encourage toddlers to hold the frog in their lap or put the frog on the floor.

Describe toddlers' actions during the activity. Examples: "Jamar is moving his frog up and down. Jamar's frog is hopping!" "We are moving our frogs. Our frogs are hopping!"

When you conclude the activity, acknowledge toddlers' efforts to help their frog hop and then stop hopping. Emphasize "stop hopping" with a question, such as the following: "We had fun helping our frogs hop. What did we do so our frogs could eat and also sleep?" (stopped the hopping, stopped moving them)

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BLOCK 7

Paying Attention *(continued)*

Self-Regulation

12-24 Months

Option 3
Informal Gathering

Skill and Goal
Concentration

Toddlers practice manipulating a toy frog that hops and stops hopping with minimal caregiver guidance.

Key Concepts
Frog
Hopping
Stop

Materials Needed
Toy frog—1 per toddler and caregiver

Also Promotes
Communication/Language
Physical/Health

Invite several toddlers to join you on the floor to play with toy frogs. Give each toddler a toy frog to hold and explore. Point out the legs of the frog. Explain that frogs move around by hopping. A frog uses its leg to hop. Demonstrate how to help the toy frog hop. Use up and down hand actions and move your arm to pretend the frog is going from Point A to Point B, and maybe to Points C and D!

Explain that each of us will help a toy frog hop around. Our frogs also will need to stop to eat and stop again to sleep. Demonstrate how to stop the hopping by holding the frog in your lap or putting the frog on the floor.

Invite toddlers to help their frogs hop around and to listen for you to say when it is time to stop the hopping. Encourage toddlers to move their frogs. Do not move your frog unless a brief demonstration seems needed. Offer a stop request after about a minute of hopping actions. This stop is for the frogs to eat. After a brief period for eating, invite toddlers to again help their frogs hop. Offer a second stop request after a brief period of moving the toy frogs in hopping actions. This stop is so the frogs can sleep. Describe toddlers' actions during the activity. Examples: "Bradley's frog is making big hops! All the frogs are hopping!" "Jordan stopped moving her frog. Her frog is not hopping."

The second stop request is the end of the activity. Conclude the activity by recognizing toddlers' efforts in (a) helping their frog hop, (b) stopping the hopping, and (c) listening carefully to know when it was time to hop and to stop hopping.

What to Look For—Options 1–3

The three options promote skills in concentrating on and controlling (stopping) simple physical movements. Your level of support differs significantly across the options, from demonstration (Option 1) to nominal support of toddlers in practicing the actions (Option 3). In Options 2 and 3, watch for signs of toddlers needing help in following the requests. Your contributions to Option 3 can shift to Option 2 strategies, if necessary.

Although the activity is primarily focused on concentration skills, it also promotes motor development. Pay attention to how much complexity in frog manipulations seems sufficiently challenging for toddlers. A basic approach is to move a hand up and down, in hopping motions. A more advanced movement is to add arm movements that pretend the frog is moving from one location to another. Arm movements are also involved in higher hopping actions that some toddlers may initiate. It may be difficult for some toddlers to coordinate hand and arm movements (hopping while moving to different areas).

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Paying Attention *(continued)*

Self-Regulation

More Scaffolding Tips—Options 1–3

Extra support ■ Toddlers may need a second request to stop moving their toy frogs. Example: "Now it is time to stop moving our frogs. Hopping stops." ■ Some toddlers may prefer to stand and move around the gathering area with their frogs. Invite toddlers to sit with their frog when it is time to stop hopping. ■ If a toddler finds it challenging to stop hopping actions with his/her frog, sit next to the toddler and demonstrate with your frog how to stop the movement of the frog. Explain: "We stop moving our arm and hand. We hold the frog in our lap or put the frog on the floor." Encourage the toddler to imitate your actions.

Enrichment ■ Invite toddlers to move their frogs in ways they choose. Toddlers may want their frogs to hop fast or slow, high or low. ■ Place several pieces of green construction paper on the ground and invite toddlers to hop their frogs from lily pad to lily pad.

Interest Area

Materials Needed: toy frogs and other pond animals (ducks, fish, turtles), water table or tub with 1–2 inches of warm water

Place the frogs and pond animals in a small amount of water. Invite toddlers to play with the figures in the water. Encourage them to practice helping the figures hop/swim and then stop to eat or rest. A toddler may wish to manage two frogs at the same time, assuming materials and space are available.

Family Child Care

Update: The book originally featured in this activity (*Five Green and Speckled Frogs* by Pricilla Burris) may be difficult to secure. An alternative book has been added.

Materials Needed: toy frogs and other pond animals, such as ducks, fish, turtles; *Hop Jump* by Ellen Stoll Walsh **or, if available**, *Five Green and Speckled Frogs* by Priscilla Burris

Read one of the books with all children. If you share the *Five Green and Speckled Frogs* book, keep in mind that toddlers are not expected to count. Older children may enjoy counting with the book story. Children of all ages will enjoy holding a frog or pond animal to make it hop/swim and then stop. Toddlers and older children may want to move their bodies like frogs during the activity. Non-mobile infants will enjoy being held and moved around like a hopping frog.

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BLOCK 7

Interacting with Others

Social-Emotional

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers participate in open-ended play with toy vehicles, with guided opportunities to pay attention to actions of peers.

Key Concepts
Play

Watch

Materials Needed
Assortment of toy cars and trucks—2 per toddler and caregiver

Also Promotes
Cognitive

Communication/Language

Physical/Health

BEGIN: [*Invite several toddlers to join you on the floor with a collection of toy vehicles.*]

ASK: Here are different toy cars to play with. Which cars would you like to play with?

[*Invite each toddler to pick two vehicles to play with. If you anticipate conflict over particular cars, you may wish to offer pairs of similar cars for the toddlers to choose from.*]



ACT: [*Point to and describe the toy vehicles each toddler has chosen. Example: "Gabriela picked a truck and a car. Andrew has a car and a truck. Tanya has a dump truck and a police car."*



Invite the toddlers to play with their toy vehicles in their own way. Emphasize using the vehicles safely. Example: "Cars are for driving, like this. We are not safe when a car is up in the air. We are going to drive our cars safely."

Use strategies, such as the following, to support toddlers' play and awareness of what others are doing:

- *Describe play actions. Example: "Gabriela got a pig from the farm toys, and she put the pig in her truck!"*
- *Recognize instances of a toddler watching another toddler's play and promote imitation if appropriate. Example: "Andrew, you are watching Gabriela put a pig in her truck. Would you like to put a toy in your truck?"*
- *Draw attention to a toddler who wishes to join the gathering. Help toddlers make a space for a new person. Example: "Haley wants to play, too! Let's move over to make room for Haley. Who can help Haley find a toy car?"*
- *Acknowledge toddlers' gestures. Example: "You are pointing to Andrew's blue truck, Haley. I think you would like to play with the blue truck. You can say 'truck, please!'"*

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Interacting with Others *(continued)*



Option 1 continued

- *Acknowledge and extend toddlers' vocalizations. Example: "You are making your car go 'vroom.' I think your car is going fast."*
- *Use toddlers' names in your comments.*]

RECAP: [*Describe the time together, focusing on interactions. Example: "We had fun playing with the cars! We watched what friends did with their cars. Andrew showed us how his car can move fast. Gabriela had fun putting our pig in the truck."*]

What to Look For—Option 1

Look for opportunities to draw toddlers' attention to the actions of others. Awareness of others is an important part of positively interacting with others. Offering a range of toy vehicles can help toddlers share and play together. Also look for opportunities to demonstrate or describe ways toddlers can manage conflicts in sharing toys or space. Young toddlers cannot be expected to necessarily know how to share toys or negotiate problems, such as being crowded by another toddler's actions. Watch for appropriate chances to give specific suggestions on how a toddler can manage a situation. Remember that your approach provides a model for toddlers to follow.

More Scaffolding Tips—Option 1

Extra support ■ If toddlers seem uncertain about how to begin playing, demonstrate moving a car in a simple motion to initiate play. ■ Sit close to a toddler who may need your coaching on how to share materials and interact with others. ■ If it becomes necessary to redirect a child's actions with the vehicles, state the desired or expected behavior. Example: "Our cars are for driving. We are not safe when we throw the cars. Let's find a safe place to drive your car. Would you like to drive your car on the floor or on a table?" ■ Help toddlers learn the names of others. Example: "Andrew, you are playing next to Zora. Do you see what Zora is doing with her truck?"

Enrichment ■ Provide props, such as people or animal figures, that relate to toddlers' play. ■ Facilitate the passing of toys among toddlers. Give a vehicle to one toddler and ask him/her to give it to a nearby toddler.

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BLOCK 7

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers participate in play with toy vehicles on a pretend road, with guided opportunities to imitate the actions of a peer(s).

Key Concepts
Play together
Watch
Same

Materials Needed
Toy cars and trucks—1 per toddler
5-foot length of paper
Several washable markers without lids (Enrichment tip)

Also Promotes
Cognitive
Communication/Language
Physical/Health

Be Prepared: Tape the paper to a hard floor and draw two simple roads across the paper.

Invite several toddlers to join you to drive toy vehicles on a pretend road. Give each toddler a vehicle and encourage toddlers to feel and look at parts of their vehicle, especially the wheels. Demonstrate driving a car or truck on the paper road and invite toddlers to do the same. Encourage toddlers to watch what others do with their vehicle on the pretend road. If a toddler seems interested in what another toddler is doing, ask the toddler if he/she would like to do the same thing. Examples: "Jeremiah is driving his truck back and forth. Would you like to drive a truck back and forth?" "You are watching Alexis follow the lines of the road with her pretend car. Would you like to follow the lines with your car?"

Describe positive social interactions that you observe. Example: "Jeremiah and Hailey are driving their cars side by side. I think they are driving to the same place! They are playing together." Also, recognize and extend toddlers' comments without directing the play.

What to Look For—Option 2

Playing with vehicles in close proximity to others facilitates toddlers' awareness of the actions of others. Toddlers will likely play side by side during this activity. Notice both verbal and nonverbal interactions. The pretend road provides a focus for the play and a structure for imitating another's actions.

Describe toddlers' actions and encourage others to watch and do the same if they would like. Imitation is a central part of young children's play and social interactions. Many toddlers will see interesting uses of a toy that they would like to also do. Be careful to respect the interests of a toddler, however; some toddlers may want to watch but not do what another toddler is doing. Look for opportunities to draw attention to, but not prescribe, toddler-initiated play with the toys and pretend road.

There may be situations where you need to assume a more directive role in helping toddlers play alongside each other. Example: In the Extra Support example of suggesting a toddler (Jeremiah) tell another child (Alexis) that she's getting too close to his play space, it may be appropriate to suggest an alternative for Alexis, such as drawing a new road for her car to drive on. This suggestion may prompt others to also want to draw their own road!

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Interacting with Others *(continued)*

Option 2 continued

More Scaffolding Tips—Option 2

Extra support ■ Encourage toddlers to use words when they want something or are unhappy about a situation. Examples: "Jeremiah, I can see that you are unhappy that Alexis is driving her car close to you. You can say 'I am playing here.'" "Xavier, I see you looking at the red marker in front of Jeremiah. Would you like to use the red marker? You can say to Jeremiah 'may I use the marker?'"

Enrichment ■ Some toddlers may enjoy using a marker to draw more roads on the paper. ■ Add blocks to the activity and invite toddlers to build structures along the pretend roads. Toddlers may also enjoy playing with small boxes that can represent garages or houses. ■ Invite toddlers to choose new materials they would like to bring into the play activity, such as people or animal figures.

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BLOCK 7

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers participate in play focused on helping toy vehicles roll down a "big hill," with guided opportunities to imitate the actions of a peer(s).

Key Concepts
Watch

Take turns

Materials Needed
Assortment of toy cars and trucks

Flat surface to create an incline (see Be Prepared)

Also Promotes
Cognitive

Communication/Language

Physical/Health

Be Prepared: Set up a slight incline in the play area with sturdy cardboard or a plastic tray turned upside down. Secure the incline structure so it does not fall. Place toy cars on either side of the incline.

Invite several toddlers to play with cars and a "big hill." Sit near the toddlers and encourage them to release their car at the top of the hill, one at a time. If toddlers appear unsure how to play with the hill, demonstrate how to let go of a car so it rolls down. Encourage toddlers to catch the cars as they reach the floor so the cars can be used to repeat the actions. Encourage toddlers to watch how their peers use a toy vehicle and to take turns rolling cars down the hill. Example: "Wow, your car went so fast down the hill, Jackson! Now it is Kailey's turn to see how fast her car goes. Let's watch Kailey's car go down!" Toddlers also may wish to exchange vehicles with their peers.

What to Look For—Option 3

This activity provides a more focused opportunity for toddlers to watch (and potentially imitate) the actions of others than Option 2. Toddlers are invited to engage in a similar action (help a car roll down a hill). Attention to some specifics of what a toddler does with his/her toy vehicle is necessary for imitation. This means your efforts to help toddlers notice another toddler's actions need to be specific. Example: Does a toddler put his/her vehicle on the edge of the "hill" or at the peak of the "hill"? Toddlers will differ in their interest in a deeper level of attention to how others launch their vehicle on the hill. Also, some toddlers may take time to join, preferring to initially sit nearby and watch. Toddlers who want to watch only may enjoy sitting with you during the activity. (See Extra support tip below.)

More Scaffolding Tips—Option 3

Extra support ■ A toddler who prefers to watch only may like to assume the job of catching toy vehicles at the bottom of the "hill." ■ Limit the activity to two toddlers at a time if you anticipate a larger group of toddlers will find it difficult to wait for a turn.

Enrichment ■ Emphasize the words "up" and "down" during the activity. Example: "Look, Jackson's car is up! Now his car is down! His car went fast, down the hill."

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Interacting with Others *(continued)*

Interest Area

Materials Needed: assortment of toy cars and trucks, five-foot length of paper with simple roads drawn across, several small boxes to represent houses or garages

Leave the paper from Option 2 on the floor with a basket of vehicles for the toddlers to revisit. (See the Be Prepared section of Option 2.) Invite several toddlers at a time to play together with the materials. Encourage toddlers to notice the actions of their peers while they play.

Family Child Care

Materials Needed: assortment of toy cars and trucks, flat surface to create an incline (see Option 3), assortment of blocks

Children of all ages will enjoy rolling vehicles down an incline (Option 3). Depending on the size of the group, you may wish to set up two "big hills." Children may enjoy building block structures close to the hill, and maybe a barricade to stop the cars at the bottom. Toddlers will enjoy watching older children use the materials and may attempt to imitate their actions. Babies may enjoy playing with soft blocks and age-appropriate cars during the activity.

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BLOCK 7

Using Our Hands

Physical/ Health

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Fine motor development

Toddlers participate in a song that includes opportunities to clap and smile.

Key Concepts
Clap
Happy
Face

Materials Needed
None

Also Promotes
Self-Regulation
Communication/Language

Be Prepared: Place carpet squares in an open area where toys have been put away.



BEGIN: [*Invite toddlers to join you to sing and move our hands.*]

We are learning to clap while we sing a song.

ACT: Let's clap our hands together!

[*Lead toddlers in clapping. Demonstrate by spreading your arms wide and clapping in front of your body.*]

I can hear our clapping!

We have a new song today. Our song says that when we feel happy, we clap our hands.

Let's show a happy face.

[*Offer a big smile as a happy face. Encourage toddlers to smile.*]

We smile when we feel happy!

I think we are ready to sing our song. We will clap our hands and show our happy face when we clap.

[*Sing "If You're Happy and You Know It."*]

EXPLAIN: Yeah for all of us! We are clapping and smiling.

ASK: Would you like to sing our clapping song again?

ACT: [*Pause for responses. Describe toddlers' reactions. Repeat the song with actions or lead toddlers in a different familiar song.*]

RECAP: We clapped our hands to a song about feeling happy. We showed our happy faces!

What to Look For—Option 1

Some toddlers will imitate clapping and may begin to sing a few words. Some toddlers will participate by observing and maybe occasional clapping. Some toddlers may show a happy face when invited. At this age, a toddler may clap and/or smile, but probably not both at the same time. Do not encourage or

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Using Our Hands *(continued)*



Option 1 continued

expect toddlers to clap in unison. Positively recognize all types of participation, including a toddler who may listen and watch from across the room.

More Scaffolding Tips—Option 1

Extra support ■ Sing slowly and distinctly the first time you offer the song and actions. ■ When you show a happy face, point to your eyes and mouth to help toddlers focus on your smile. ■ Emphasize the word "clap" as you sing. ■ Let a toddler who is watching from outside the activity area know there is always a spot (carpet square) for him/her when he/she wants to join.

Enrichment ■ Suggest toddlers stand for the song. ■ Introduce another action, such as reaching high with our arms, if toddlers seem ready.

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BLOCK 7

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Fine motor development
Gross motor development
Toddlers participate in a song with opportunities to clap their hands slowly and stomp their feet quickly.

Key Concepts
Clap
Stomp

Materials Needed
None

Also Promotes
Self-Regulation
Communication/Language

Invite several toddlers to join you for fun in moving our bodies and singing a song. Encourage toddlers to stand facing you. Explain that we are going to do two things with our bodies. Example: "First we are going to clap slowly." Encourage toddlers to clap slowly with you. Use wide arm moves to demonstrate clapping. Emphasize slow claps. Example: "Next, we are going to stomp our feet quickly." Demonstrate stomping your feet in relatively fast movements that toddlers in your group can readily manage. Encourage toddlers to stomp their feet with you.

Explain that you will sing a song that helps us clap our hands slowly and stomp our feet quickly. Sing the following song with the actions. Encourage toddlers to join you with the actions. Repeat if toddlers show interest. (Tune: "Row, Row, Row Your Boat")

Clap, clap, clap your hands,
[*Say words slowly. Clap slowly.*]
As slowly as you can.
Stomp, stomp, stomp your feet,
[*Say words fast. Stomp quickly.*]
As quickly as you can.

What to Look For—Option 2

This activity involves three different factors (clapping, stomping, speed) for toddlers to consider. The opportunity to clap and stomp is more beneficial than the speed at which toddlers clap or stomp. Anticipate that some toddlers will not focus on the slow and quick requests. Do not encourage or expect toddlers to clap and stomp in unison. Doing actions with a song often helps toddlers relax, but you may wish to say rather than sing the lyrics if it appears the tune is a distraction.

More Scaffolding Tips—Option 2

Extra support ■ Repeat the opening segment if it appears toddlers need more practice in clapping and/or stomping before the two actions are put together in the song.

Enrichment ■ If toddlers easily manage the activity as suggested, reverse the order and speed of actions so slow stomping comes first and quick clapping occurs second.

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BLOCK 7

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Fine motor development
Gross motor development

Toddlers participate in a song that includes opportunities to clap and kick from a sitting position.

Key Concepts
Happy
Clap
Kick

Materials Needed
None

Also Promotes
Social-Emotional
Communication/Language



Invite toddlers to sit on the floor with you. Sing "If You're Happy and You Know It" and encourage toddlers to clap their hands with you. Use a pronounced approach to clapping by spreading your arms wide in the clap. Explain to toddlers that clapping and smiling are ways to show we are happy. Example: "We can smile to show we are happy. We can clap when we are happy."

After singing one verse and encouraging toddlers to clap with you, explain that the song also says we can kick our feet to show we are happy. Demonstrate kicking by sitting on the floor with your legs outstretched. Invite toddlers to try kicking their feet. Example: "Let's put our legs in front of our bodies. Our legs can be straight. We can see our shoes." If a toddler tries, but does not fully get into the position, offer assistance as appropriate.

Sing the song again with the verse, "kick our feet." Kick your own feet during the song and invite toddlers to do the same. Repeat the verse and actions if the toddlers enjoy the actions.

If toddlers in your center are familiar with baby sign language, make the sign for the word "happy" and encourage toddlers to imitate the sign. At this age, the toddlers are not expected to use the sign in the song.

What to Look For—Option 3

This option is somewhat more challenging than Option 2 because the suggested physical movements occur in a sitting position. In particular, kicking while in a sitting position is more difficult than the Option 2 action of stomping while standing.

At any age, it takes practice to produce a new physical movement after seeing it demonstrated. Toddlers are generally eager to try new actions with their bodies, and kicking is a movement most toddlers find enjoyable and fun to repeat. Consider the repeats as practice because it may take time for toddlers to figure out how to kick while in a sitting position. Offer guidance on this process. Example: Toddlers may need to put both hands on the floor for stability when kicking.

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Using Our Hands *(continued)*



Option 3 continued

As with all activities, toddlers are likely to differ in type and amount of participation. Example: A toddler may eagerly clap with the song but not kick or may try kicking at a later point if the activity is offered again. As always, positively acknowledge all forms of participation.

More Scaffolding Tips—Option 3

Extra support ■ Recognize a toddler who is watching from across the room or on the edge of the activity. Example: "I think Juan is having fun watching us clap our hands to the song."

Enrichment ■ As toddlers become familiar with the song and the actions, they will enjoy variations, such as doing the actions faster or adding an action. Example: Touch your nose. The challenge will be bringing the finger to a body part we can feel but not see.

Interest Area

Materials Needed: *Clap Your Hands* by Lorinda Bryan Cauley, musical instruments, *Clap Your Hands* by David Ellwand, teddy bears

Share the book *Clap Your Hands* with interested toddlers and encourage them to clap their hands with you. On another day, place musical instruments on a low table and encourage toddlers to move and make sounds. Clap your hands to show you appreciate the toddlers' music and movements.

Display the board book *Clap Your Hands* on a low surface with teddy bears. Talk about the pictures with several toddlers. Use a teddy bear to demonstrate clapping.

Family Child Care

Other children in your setting may like to participate in one of the suggested options with toddlers. They may enjoy demonstrating clapping actions, for example, or leading toddlers in clapping. Infants will enjoy the song. As a follow-up activity, ask children what makes them feel happy. Make up sayings or simple song verses based upon the children's responses, such as playing with a ball. Watch the infants' reactions to the song and incorporate their actions into the song. Examples: "If you're happy and you know it, throw the ball." Imitate throwing a ball.

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BLOCK 8 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

Option 1 (IG) Toddlers participate in a book sharing about monkeys jumping on the bed.

Option 2 (IG) Toddlers participate in a book sharing that includes opportunities to act out parts of the story with a toy monkey.

Option 3 (IG) Toddlers act out parts of a story during a book sharing.



Cognitive

Exploring Objects

Option 1 (IG) Toddlers explore what happens to water when they put their foot in a small water puddle and pour water from a small pail.

Option 2 (OO) A toddler explores what happens to water when different small animal figures are dropped into water and water is poured into a tub of water.

Option 3 (IG) Toddlers begin washing dolls.



Self-Regulation

Getting Calm

Option 1 (IG) Toddlers observe how a caregiver calms down after doing a mildly stimulating activity.

Option 2 (IG) Toddlers practice calming down with caregiver support after engaging in an exciting activity.

Option 3 (IG) Toddlers describe and demonstrate how to calm down after independently engaging in an exciting activity.



Social-Emotional

Interacting with Others

Option 1 (IG) Toddlers participate in open-ended water play with opportunities to notice what peers are doing.

Option 2 (IG) Toddlers work together to wash dirty toys in the water table, with opportunities to share items.

Option 3 (IG) Toddlers engage in open-ended conversations with play telephones.



Physical/Health

Moving Our Bodies

Option 1 (IG) Toddlers practice walking by participating in an animal parade.

Option 2 (IG) Toddlers practice walking on a simple path in their room.

Option 3 (IG) Toddlers practice walking and another gross motor movement of their choice.

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

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BLOCK 8

Exploring Words

Communication/ Language

12–24 Months

Option 1
Informal Gathering

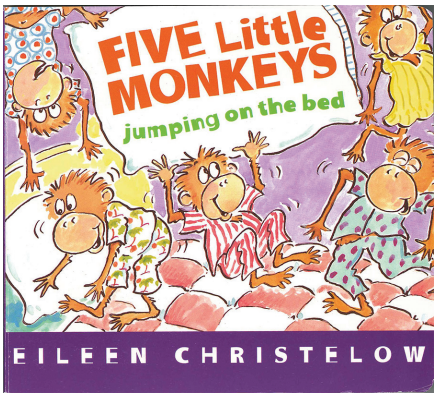
Skill and Goal
Receptive language
Expressive language
Toddlers participate in a book sharing about monkeys jumping on the bed.

Key Concepts
Monkeys
Jump

Materials Needed
Five Little Monkeys Jumping on the Bed by Eileen Christelow

Also Promotes
Cognitive

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



ASK: There are monkeys on the cover of our book. What are they doing?

EXPLAIN: Yes, the monkeys are jumping on the bed. This is a silly picture! Let's learn more about what the monkeys do in our story.

ACT: [*Open the book and hold it for each toddler to see. Use strategies, such as the following, to engage toddlers in the book:*

- *Point to and use your own words to describe pictures. Example: "Oh no! The little monkey fell off the bed! He bumped his head."*
- *Invite toddlers to describe what is happening in a picture.*
- *Ask questions that encourage toddlers to anticipate what will happen next. Examples: "What do you think the mama is going to do?" "What do you think the doctor is going to say?"*
- *Respond to toddlers' comments and pointing by repeating and extending their responses and words. Example: "Wyatt, you are patting your head. The little monkey in our story bumped her head. She is crying."*
- *Emphasize repeated words. Use a rhythmic "sing-song" voice to add interest.*]

RECAP: The little monkeys in our book got ready for bed and said goodnight to their mama. Then they jumped on the bed! The little monkeys fell off the bed and bumped their heads. The doctor said no more jumping! What did the little monkeys do?

What to Look For—Option 1

Toddlers will likely enjoy the book's rhyming and repetitive text. Some toddlers may say a few of the words with you. Others may want to look at the pictures and listen to the story as you read. Many toddlers will relate to the beginning part of the book when the monkeys are going through a bedtime routine. Some toddlers may be interested in talking about the pictures of the monkeys getting ready for bed.

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Exploring Words *(continued)*

Option 1 continued

As the rhyme starts, pay close attention to the toddlers' reactions. This is a good time to invite toddlers to say repetitive phrases with you. (See Enrichment tip.) Toddlers may say one or more words or nod their heads with the rhythm of the words. Some may look closely at the pictures of the injured and crying monkeys. Others may enjoy the repetitive rhyme and be eager for you to turn each page to keep reading the words. You may wish to revisit the book later in a one-to-one setting with toddlers who would like more or less time on each page. (See Extra support tip below.)

The book uses number words that are important for children to eventually know, but the intent of the book sharing is to emphasize the basic story and repetitive rhyme. Toddlers are not expected to count the monkeys.

More Scaffolding Tips—Option 1

Extra support ■ Point to pictures that connect with what is described in the story text. ■ Use a reading and discussion pace that seems to work for most toddlers. If a toddler wants to explore pictures longer than others, offer to look at the book with him/her again. ■ Spend more time on pictures and story events that seem to be of particular interest to toddlers. ■ Remember that toddlers may not know words to describe their interests, including asking questions. Encourage toddlers to point to images of interest in addition to saying what they are thinking. Example: "Muhammad is pointing to the bandage on the little monkey's head. A bandage is like a big band-aid."

Enrichment ■ Encourage toddlers to say some of the repetitive phrases with you, such as "mama called the doctor," and "no more monkeys."

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Exploring Words *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Receptive language
Expressive language

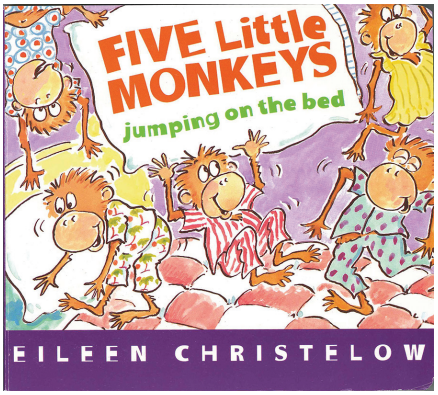
Toddlers participate in a book sharing that includes opportunities to act out parts of the story with a toy monkey.

Key Concepts
Monkeys
Jump

Materials Needed
Five Little Monkeys Jumping on the Bed by Eileen Christelow
Small plush monkeys—1 per toddler

Also Promotes
Cognitive
Physical/Health
Self-Regulation

Invite several toddlers to join you to share a book about monkeys jumping on the bed. Give each toddler a monkey to hold during the story. Show the book cover and ask what is shown on the cover that we are holding in our hands. Point out one or more similarities between monkeys pictured on the cover and monkeys held by toddlers. Example: The monkeys you provide may also be wearing pajamas.



Invite toddlers to describe what the monkeys on the book cover are doing. (jumping) Encourage toddlers to move their monkeys like they also are jumping on the bed. Example: "The monkeys on the cover of our book are jumping on the bed. We can make our monkeys jump, too!"



Read the book and encourage toddlers to make their monkeys jump when monkeys in the story jump. At the end of the book when the monkeys go to sleep, encourage toddlers to put their monkeys in their lap or on the floor to sleep like the monkeys in the story.



Conclude by describing each toddler's actions during the activity. Examples: "Alexander's monkey made really high jumps!" "David, you had fun holding your monkey and listening to the story."

What to Look For—Option 2

Many toddlers will be familiar with this popular story and will welcome the opportunity to hold, and maybe manipulate, a toy monkey. Some toddlers will be content to simply hold a toy, listen to the words, and watch others move their toy monkey. Toddlers who move their toy monkey are likely to differ in whether they make the monkey jump continuously (through all or most of the story) or only when the story describes the monkeys jumping. Accept different forms of participation at this age while also drawing attention to monkeys in our hands and monkeys in the book jumping at the same time. Toddlers are not expected to count and it is not necessary to emphasize the number of monkeys that are on each page.

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Exploring Words *(continued)*



Option 2 continued

More Scaffolding Tips—Option 2

Extra support ■ Some toddlers may enjoy time to explore their monkey before participating in the story. ■ Demonstrate how to make a toy monkey jump when you invite toddlers to move their monkeys in the opening segment of the activity. ■ If toddlers have difficulty calming down at the conclusion of the book sharing, encourage them to place their monkeys in a basket to "go to sleep."

Enrichment ■ Read the text slowly and invite the toddlers to recite some of the words with you. ■ As you repeat the story lines, leave out a word and encourage toddlers to fill in the missing word. This works best with repeated words, including "head," "bed," and "doctor."

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BLOCK 8

Exploring Words *(continued)*

Communication/ Language

12–24 Months

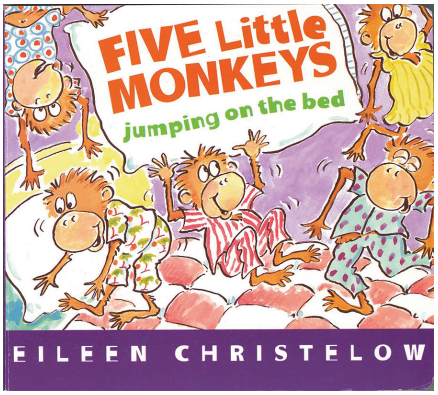
Option 3
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Toddlers act out parts of a story during a book sharing.

Key Concepts
Monkeys
Jump

Materials Needed
Five Little Monkeys Jumping on the Bed by Eileen Christelow
Carpet squares—1 per toddler

Also Promotes
Cognitive
Self-Regulation
Physical/Health



This option is for toddlers who are familiar with the book, *Five Little Monkeys Jumping on the Bed*. Invite several toddlers to pretend to be the little monkeys in the book as you read the story. Explain that we can pretend we are jumping on the bed. Emphasize that we want to stay on our carpet square and keep safe.

Read the story with enthusiasm, encouraging toddlers to jump on their squares when the monkeys in the book jump. In addition to jumping, support active participation in the book sharing with strategies, such as the following:

- Invite toddlers to help you recite some of the repetitive phrases. Use questions to prompt their words. Example: "What does the doctor say?"
- Leave out a word in a repetitive phrase and encourage the toddlers to fill in the missing word.
- Ask questions that encourage toddlers to anticipate. Example: "What are the monkeys going to do next?"

What to Look For—Option 3

This option provides the opportunity to enjoy the gross motor act of jumping as well as cognitive tasks of listening and reciting parts of the rhyme. The repetitive, rhyming text of this book encourages toddlers to remember and be able to repeat some of the words. Some toddlers may enjoy filling in a missing word in a familiar line of the story. While some toddlers may focus mostly on the story, many will simply enjoy the act of jumping while you read the text. Toddlers are not expected to jump during specific parts of the story only. You may wish to wrap up the activity with the toddlers pretending to go to sleep like the monkeys in the end of the book. (See Extra support tip below.)

More Scaffolding Tips—Option 3

Extra support ■ If toddlers become overly excited during the activity, invite them to lay down on their carpet squares and pretend to sleep when the monkeys at the end of the book go to sleep.

Enrichment ■ Add story-related movements, such as rubbing your head, making a crying face, "calling" the doctor, and pointing a finger while telling monkeys to no longer jump on the bed. Toddlers will enjoy watching your enhanced actions and some may imitate you.

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Exploring Words *(continued)*

Interest Area

Materials Needed: *Five Little Monkeys Jumping on the Bed* by Eileen Christelow, small plush monkeys, dollhouse with furniture

Place the book and toy monkeys on a low table with a dollhouse and furniture. Invite toddlers to play with the monkeys in the dollhouse. Toddlers may enjoy acting out parts of the story, such as the monkeys jumping on a bed. Some toddlers may want to interact with the toy monkeys in different ways. Toddlers may enjoy hearing you read the book while they play with the materials. Talk with toddlers about their ideas and actions as they interact with the materials.

Family Child Care

Materials Needed: *Five Little Monkeys Jumping on the Bed* by Eileen Christelow (optional: small plush monkeys, two toy telephones)

This book can be enjoyed by all young children in your setting. Encourage older children to recite the rhyme with you as you read the book. Invite an older child to lead younger children in acting out the story by holding the plush monkeys (Option 2) or pretending to be jumping monkeys (Option 3). Also, older children may enjoy pretending to be the mama and doctor, talking to each other on the phone. Babies may enjoy holding a monkey or toy phone while they watch the children participate. At the end of the story, invite children to lay down and pretend to be sleeping monkeys.

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BLOCK 8

Exploring Objects

Cognitive

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers explore what happens to water when they put their foot in a small water puddle and pour water from a small pail.

Key Concepts
Water
Moves
Splash
More

Materials Needed
Water hose
Small pails—1 per toddler

Also Promotes
Communication/Language

Optional Reading
Splish, Splash, Ducky! by Lucy Cousins

Be Prepared: This is an outdoor activity for warm weather. Toddlers will get wet during the activity. If outdoor play is not an option, create an indoor water activity by adding water to the sensory table or putting trays on a low surface with one-half cup of water in each to create small puddles. Arrange for another adult to help with the activity.

BEGIN: [*Make sure the widest available walkway in your outdoor space is clean. Turn the water hose on very low and run water onto the walkway. The water will create small puddles for toddler exploration. Maintain your firm hold on the hose at all times during the activity.*

Invite toddlers to do some fun things with the water.]

EXPLAIN: The water makes little puddles for our hands and feet. We can walk through a puddle and look at what happens to the water when we step on it.

[*If a child is concerned about clothing, assure him/her it is okay to get wet.*]

ACT: [*Encourage toddlers to notice how the water looks on the walkway, especially when the sun is shining on it.*

Invite toddlers to put a foot in the water or walk in the water and notice what happens to the water. Explain that the water moves when we step on it. Putting our foot into the water can make a little (or big!) splash.

After several minutes of exploring the water on the walkway, introduce small pails that toddlers may wish to use. Put a small amount of water in each pail for toddlers to carry around and pour. Invite toddlers to pour the water from their pail onto the walkway or another hard surface. Encourage toddlers to watch the water as it hits the walkway or other hard surface. Explain that the water makes a splash when it hits the walkway.

Explain that toddlers can come to you (or the other adult) if they want more water in their pail. Emphasize the word more.

Add language to the task of providing more water for a toddler's pail. If a toddler simply holds out his/her pail, verbalize the non-verbal request. Example: "Lucy, I see you are holding your pail for more water." Emphasize more water. As you add water to a toddler's pail, say "This is more water for Lucy's pail."

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Exploring Objects *(continued)*

Option 1 continued

Describe toddlers' actions and the results, especially how water moves when they step in a puddle and how water can make a splash when it is poured out of a pail.

Respond to all verbal requests. Example: If a toddler requests more water, ask "Do you want a little bit of water or a lot of water?" Emphasize little and a lot.

If a child wishes to touch the water, it is fine for him/her to put hands into the slowly flowing water from the hose in your hand. Discourage toddlers from drinking the water from the hose or any other source. Do not spray water on children, even if they ask.

Provide a five-minute warning before water exploration ends.

At the conclusion of the activity, encourage toddlers to put away the pails.]

RECAP: [*Offer highlights of how toddlers explored the water. Example: "The water made little puddles on our walkway. The water puddles looked pretty in the sunshine. The water moved when we stepped in it. The water made a splash. What did the water do when we poured it out of our pails?"*]

What to Look For—Option 1

The water play may consist of touching the water, pouring water from the pail, and/or stepping in the water. Some toddlers will really enjoy the sensory experience of splashing and getting wet, whereas other children wish to touch the water with their hands only. Allow each toddler to manage his/her experience, and avoid showing more enthusiasm for one type of approach to the water than others. Also, positively acknowledge a toddler who wishes to observe rather than touch or play in the water. Example: "I think you are having fun watching our friends play in the water." You might offer a toddler who prefers to watch the water and opportunity to play with a pail with a small amount of water plus a scoop for manipulating the water in ways he/she wishes.

Look for opportunities to help toddlers notice how the water moves when we step into a puddle of water. Emphasize the word splash when toddlers walk through a puddle and when water hits a hard surface. Toddlers may explore how stepping softly versus stomping their foot in a puddle of water will produce bigger and smaller splashes. Point out big and small splashes without suggesting that a big splash is more interesting than a small splash. Some toddlers may want to explore bigger and smaller splashes by varying the speed with which they pour water from a pail. (See Enrichment tip.) Pouring water at different speeds (quickly or slowly) taps motor control skills that are likely to vary considerably among toddlers in your group.

Some toddlers may wish to put the water into the sand area. If you want the sand to stay dry, provide the water activity away from the sand, or tell and show the toddlers a specific place to pour the water.

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Exploring Objects *(continued)*

Option 1 continued

More Scaffolding Tips—Option 1

Extra support ■ If a toddler is uneasy about water play, assure him/her that you will not spray him/her (or others) with the hose. ■ If a toddler asks for a pail but does not ask you to put some water in it, ask the toddler if he/she wants some water. ■ Draw attention to how colors reflect in the water.

Enrichment ■ Encourage toddlers to pour water slowly and then quickly from a pail and watch for differences in how the water splashes. ■ Draw several shapes on the walk with colored chalk. Toddlers will enjoy watching the way the chalk shapes change when they get wet. ■ After water play, toddlers may enjoy the book, *Splish, Splash, Ducky!* listed in Optional Reading.

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BLOCK 8

Exploring Objects *(continued)*

Cognitive

12–24 Months

Option 2
One-to-One

Skill and Goal
Object inquiry skills

A toddler explores what happens to water when different small animal figures are dropped into water and water is poured into a tub of water.

Key Concepts
Water
Splash
Moves

Materials Needed
Warm water
Sensory table or tub
4–5 small animal figures
Small cup
Water smock

Also Promotes
Communication/Language
Self-Regulation
Physical/Health

Put a few inches of warm water into the sensory table or tub. Invite a toddler to join you in seeing what happens to water when different things are dropped into the water. Kneel or sit next to the toddler so you can easily see the water exploration and talk with the toddler about what happens. Give the toddler one animal figure and encourage him/her to drop it into the water. Draw attention to what happens to the water. Explain that the water moves when the toy animal hits the water. The water makes a little splash. Invite the toddler to repeat this action with the same or a different animal figure. Continue to draw attention to how the water moves, how the water splashes. Encourage the toddler to describe what happens to the water. Example: In one or more of the repeated dropping actions, invite the toddler to tell what will happen to the water when our animal hits it.

If the toddler shows interest in the splash, invite him/her to hold the animal figure higher above the water and see what happens to the water. Other possibilities are to drop two animal figures at the same time or drop animal figures of different weight (one at a time) and watch how the water moves. Point out how we can do different things to make a bigger or smaller splash.

Introduce the cup and invite the toddler to scoop up water and then pour it back into the sensory table. Draw attention to how the water in the table moves when other water hits it. Depending on the toddler's interests, you may wish to encourage the toddler to pour water slowly and then quickly from the cup to see what happens. A slow trickle of water from the cup and a quick "dump" of water from the cup offer high contrasts for the toddler to explore.

Conclude the activity by describing what the toddler did. Emphasize that water in our table moved when the toddler dropped animal figures into the water and when the toddler poured water from a cup. Describe what happened to make the water splash.

What to Look For—Option 2

This activity provides an individualized approach to exploring how water moves and splashes when things are dropped or poured into the water. A toddler benefits by your staying present and talking about what the toddler does and how the water reacts. At this age, it is not appropriate to formally teach cause and effect relations or expect a toddler to understand differences in height and weight in relation to water movement. Still, an early awareness of cause and effect can be promoted by simply describing what happens (water moves or splashes) when a specific action occurs (dropping an animal figure into water). Of course, older infants and toddlers commonly explore water splashes with their hands or kicking feet during a bath. This activity plan provides some words for what happens (moves, splash) and may help a

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Exploring Objects *(continued)*

Option 2 continued

toddler become aware of differences in the amount of water movement or splash when different actions occur, such as pouring water slowly versus quickly. Pay close attention to whether a toddler seems interested in and ready for exploring this level of attention to water actions.

Actively support a toddler's interests in exploring the water with the animal figures and cup. Refrain from doing actions with the water that a toddler watches, except as a possible demonstration. (see Extra Support tip)

More Scaffolding Tips—Option 2

Extra support ■ If a toddler seems uncertain about dropping an animal figure or pouring water from a cup, provide a demonstration and then give the item to the toddler. ■ Encourage a toddler to position his/her head for a sideways look at what happens to the water when an object or other water hits it. ■ If differences in the types of animal figures are of interest to the toddler, provide the names of animal types and encourage the toddler to say the name. Example: "This is a giraffe. Let's say the word giraffe together. Giraffe."

Enrichment ■ Make up a simple game of naming the animals if the different types of animal figures are of interest to the toddler. Examples: George the Giraffe. Caleb the Cat. The names could be used to draw attention to the effects of different actions. Example: "Caleb made a bigger splash than George!"

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BLOCK 8

Exploring Objects *(continued)*

Cognitive

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers begin washing dolls.

Key Concepts
Wash
Moves
Splash

Materials Needed
Baby doll—1 per toddler
Water smock—1 per toddler
Small cloth or sponge
Warm water in individual tubs or sensory table
Floor mat
Tear-free shampoo

Also Promotes
Communication/Language
Self-Regulation
Physical/Health

Optional Reading
Time for a Bath by Phillis Gershator

Bath Time! by Sandra Boynton

Invite toddlers to wash baby dolls in warm water. Toddlers can relate to bathing and getting their hair washed and will enjoy washing dolls. Kneel or sit next to the water table and talk with each toddler about the water and baby dolls. Draw attention to how the water moves when a doll is put in the water and when a toddler moves his/her hand in the water with a cloth or sponge. The water may make a little splash when a baby doll is put in the water. Point out how water is in the cloth or sponge.

Playfully encourage toddlers to point to the doll's arms, legs, head, eyes, etc., and say the names of body parts. Repeat words a toddler says and extend the word(s) into sentences. Example: If a toddler says "baby clean," respond by saying "Yes, you are getting your baby clean. You washed the baby's face and the baby's hair."

What to Look For—Option 3

The activity promotes awareness of what happens to water when it is manipulated or things are put into it. It also supports toddlers' understanding of body parts. Toddlers are generally interested in naming parts of their body. Naming (and pointing to, if appropriate) body parts on the baby doll fosters vocabulary knowledge.

If a toddler is new to water play, simple sensory experiences may be more interesting than washing a doll. Each toddler may focus on a different element of the activity, such as touching or moving the water around, or squeezing the cloth or sponge. Talk with each toddler about how he/she is using the water. Some toddlers may engage for a few minutes and others may remain at the water tub for as long as possible.

If a toddler wishes to carry the wet baby doll to another area, encourage him/her to exchange the wet doll for one that is dry.

More Scaffolding Tips—Option 3

Extra support ■ Give each toddler ample time at the water table and limit the number of toddlers at the sensory table at any one time. ■ Encourage a toddler to squeeze a washcloth or sponge and watch the water move out of it. ■ If a toddler seems uncertain about what to do, suggest specific parts of the doll (toes, ears, fingers, tummy) to wash. ■ If a toddler is splashing too much, demonstrate slow hand movements in the water and remind the toddler that we are here to wash a baby doll.

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Exploring Objects *(continued)*

Option 3 continued

Enrichment ■ Encourage a toddler to remove a doll from the water tub and watch the water on the doll drip into the tub. Emphasize the water is moving off the doll. Water moves when we do things with it. ■ Add tear-free shampoo to the water to create bubbles. ■ As the toddlers get accustomed to the activity, add hand towels for drying the dolls.

Interest Area

Materials: 2–3 tubs, 2–3 dolls, washcloths, sponges

Invite several toddlers to pretend to wash a baby doll without water. Provide each interested toddler with one doll and one tub (without water) with a cloth and sponge. This activity will be more meaningful to toddlers who have used water to wash a baby doll (such as Option 3) because it highlights the absence of water. Remind toddlers of the parts of a baby doll that can be washed (toes, ears, fingers, tummy, etc.) and suggest that toddlers pretend to squeeze water from a cloth or sponge. Talk with toddlers about what it's like to pretend to wash a baby doll without water.

Family Child Care

Materials needed: *Max's Bath* by Rosemary Wells, *When Your Lion Needs a Bath* by Susanna Leonard Hill, *Bath Time!* by Sandra Boynton

As a supplement to Option 2 or 3, share one or more of the listed books with toddlers. Older children also will enjoy the books and may also like to participate in any of the three options.

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BLOCK 8

Getting Calm

Self-Regulation

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Self-control

Toddlers observe how a caregiver calms down after doing a mildly stimulating activity.

Key Concepts
Calm down
Open
Shut

Materials Needed
None

Also Promotes
Communication/Language
Physical/Health

Be Prepared: Become familiar with the "Open Shut Them" rhyme with motions. Examples are available on the Internet. For this option, use the first verse only; omit the "creep them, crawl them" verse.

BEGIN: [*Invite several toddlers to join you to learn a song.*]

ASK: What does our hand look like when it is open?

[*Pause for toddlers to respond. Recognize verbal and nonverbal responses. Demonstrate an open hand.*]

What does our hand look like when it is shut (closed)?

[*Pause for toddlers to respond. Recognize verbal and nonverbal responses. Demonstrate a closed hand.*]

ACT: I would like to show you how we can open and shut our hands during a song.

[*Enthusiastically and slowly recite the words of the rhyme while demonstrating the corresponding actions. Smile and make eye contact with each toddler while singing the rhyme.*]

ASK: Would you like me to move my hands again while I sing the song?

ACT: [*If the toddlers respond positively, repeat the rhyme enthusiastically with hand actions.*]

I have fun moving my hands with this song!

EXPLAIN: I can get excited moving my hands to a song. I am going to take a break to calm down. Please watch me calm down.

I am going to keep my hands in my lap.

I am going to close my eyes.

I am going to breathe slowly and deeply.

ACT: [*Demonstrate the actions described above: put hands in lap, close eyes, take deep and slow breaths.*]

RECAP: I had fun moving my hands with this a song! I opened and shut and clapped my hands. I got excited doing these things! Then I did some things to calm down. I kept my hands in my lap. I closed my eyes. And I breathed deeply and slowly. Now I feel calm.

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BLOCK 8

Getting Calm *(continued)*

Self-Regulation

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Self-control

Toddlers practice calming down with caregiver support after engaging in an exciting activity.

Key Concepts
Calm down
Open
Shut

Materials Needed
None

Also Promotes
Communication/Language
Physical/Health

Be Prepared: Become familiar with the "Open Shut Them" rhyme with motions. Examples are available on the Internet. Offer the first and second verses in this option.

Invite several toddlers to join you in moving our hands with a fun song. Describe and demonstrate the hand actions for the first verse. Example: "We open our hands, like this. Then we shut (close) our hands, like this. And then we clap, clap, clap!" Lead toddlers in practicing the actions as you sing the first verse.

Then explain there is more to the song. We move our fingers down our sides and up our tummy to our mouth. Our song calls this creep and crawl. Describe and demonstrate the actions. Emphasize that our fingers do the creeping and crawling. Then lead toddlers in practicing the actions as you sing the second verse.

Next, lead toddlers in doing the actions for both verses as you sing the song. Offer a second round of both verses if toddlers are interested.

Then explain that moving our hands and fingers to this fun song can make us feel excited. It is time to calm down. Example: "Let's take a break and do some things to help us calm down." Encourage toddlers to watch how you calm down. Demonstrate and describe each of the following:

- keep our hands in our lap
- breathe slowly and deeply
- close our eyes (or try to look at one thing in our room)

Lead toddlers in the calming down actions described above. After a brief period of quiet, acknowledge toddlers' efforts. Example: "We had fun moving our hands to a song. Then we did things with our bodies to calm down. Our bodies can rest when we calm down."

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BLOCK 8

Getting Calm *(continued)*

Self-Regulation

12-24 Months

Option 3
Informal Gathering

Skill and Goal
Self-control

Toddlers describe and demonstrate how to calm down after independently engaging in an exciting activity.

Key Concepts
Calm down

Materials Needed
None

Also Promotes
Communication/Language

Physical/Health

Be Prepared: This option is for toddlers who are familiar with calming down strategies, such as those offered in Option 1 or 2. Become familiar with the "Open Shut Them" rhyme with motions. Examples are available on the Internet. Offer the first and second verses in this option.

Invite several toddlers to join you in moving our hands with a fun song. Explain that moving our hands to the song may make us excited. We will want to calm down after we move our hands and sing the song. Remind toddlers that we know how to calm down our bodies after doing something that makes us excited. Invite toddlers to describe and demonstrate how we calm down. Briefly affirm each calming down strategy after toddlers describe and demonstrate it. Example: "We know that keeping our hands in our laps helps us calm down."

Engage toddlers in doing hand actions for the first two verses of "Open Shut Them" as you sing the song and demonstrate. If toddlers are not familiar with the actions, demonstrate actions for each verse and then lead toddlers in doing the actions. Offer a second round of the song, with both verses. This time, sing but do not demonstrate so toddlers have the experience of doing the actions independently. Demonstrate only if toddlers seem unclear about what to do.

Explain that we had fun doing the actions with the song. We got excited. Now it is time to calm down. Example: "Let's all calm our bodies. Remember, we talked earlier about what we can do to calm our bodies." Quietly provide verbal guidance if toddlers seem unclear about what to do. Emphasize the importance of being quiet.

Acknowledge toddlers' efforts with the hand motions and then calming down. Emphasize that we are learning how to calm down.

What to Look For—Option 3

The three options differ significantly in how much support is offered for calming down. Option 3 should be pursued with toddlers who have a good understanding of calming down strategies. This option is an opportunity for toddlers to describe and show what they know about calming down. We learn a lot by describing and showing how to do something! If it turns out that toddlers know less than you anticipated about calming down, promptly incorporate parts of Option 2 so toddlers can be successful and not view the activity as a test.

As suggested in an Extra Support tip, omit the "creep them, crawl them" verse in Option 2 or 3 if you expect this will be too challenging to do or may lead to higher levels of excitement than desired.

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Getting Calm *(continued)*

Toddlers are not expected to memorize or say the rhyme, although some may enjoy reciting some of the words, such as "clap." Some toddlers may need repeated demonstrations and/or practice to do the open and shut actions. (See Extra Support tip below.) Some toddlers may find it challenging to stop the activity and calm down (see Extra Support tip). The "creep them, crawl them" verse may be particularly exciting for some toddlers.

More Scaffolding Tips—Options 1–3

Extra support ■ Include humming or singing a quiet song as part of calming down. ■ Omit the second verse in Options 2 and 3 if you anticipate it will be too challenging for toddlers. ■ Repeat your description and demonstration of hand actions and/or repeat toddlers' practice. ■ Sit next to a toddler who finds it challenging to calm down. Provide quiet coaching on what to do.

Enrichment ■ Add excitement by singing the song faster and then slower or louder and softer. ■ Encourage toddlers to say or sing some of the words with you. ■ Intentionally skip a key word in the rhyme, such as clap, but do the motion. Invite toddlers to say what word was missed.

Interest Area

Materials Needed: assorted nursery rhyme books, blanket on the floor

Place the books in a basket on a blanket in a quiet area of the room. Invite toddlers to explore the books and select rhymes that they would like you to read. You may wish to make up hand motions and encourage toddlers to copy them as you say the rhymes. After the rhymes/finger plays, invite the toddlers to sit quietly with you and practice calming down before moving on to another activity.

Family Child Care

Materials Needed: none

Children of all ages enjoy rhymes and finger plays. In addition to "Open Shut Them," introduce classic rhymes like "Where is Thumbkin?" Many rhymes have additional verses that older children will enjoy reciting and doing the corresponding actions. Revisit favorite rhymes and finger plays on a regular basis. Children will be more likely to actively participate in rhymes and finger plays when they are familiar with the words and actions.

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BLOCK 8

Interacting with Others

Social-Emotional

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers participate in open-ended water play with opportunities to notice what peers are doing.

Key Concepts
Play together

Materials Needed
Sensory table with water (see Be Prepared)

Assortment of toys for water play (see Be Prepared)

Water smock—1 per toddler

Also Promotes
Communication/Language

Physical/Health

Self-Regulation

Cognitive

Be Prepared: Put 2–3 inches of warm water in the sensory table. Gather toys like cups, funnels, sea animal figures, a waterwheel--and place them in the water.

BEGIN: [*Invite several toddlers to join you at the water table.*]

We can play together with toys in the water table today! Here are smocks for us to wear. The smocks will keep us dry.

[*Help each toddler put on a water smock.*]

ASK: How could we play with some of the toys in the water table?

[*Follow-up prompt, if needed: "How could we play with this toy?"*]

ACT: [*Invite toddlers to play with the water toys in their own way. Use strategies, such as the following, to support toddlers' play and create awareness of what others are doing:*

- *Draw attention to toddlers' play actions. Example: "David is scooping and pouring water with a cup."*
- *Acknowledge toddlers' gestures and apparent interests. Example: "David, you are pointing to the toy shark that Ella is playing with. I think you would like to play with a toy shark."*
- *Offer guidance on how to ask for a toy. Example: "You can tell Ella that you would like a turn to play with the shark when she is done with it. You can say 'shark, please!'"*
- *Recognize instances of a toddler watching another toddler's play and promote imitation if appropriate. Example: "Luciana, you are watching David scoop and pour with a cup. Would you like to do what David is doing? You could look around to see if there is another cup no one is using."*
- *Draw attention to a toddler who wishes to join the gathering. Help toddlers make a space for a new person. Example: "Ella wants to play, too! Let's move over to make room for Ella. Who can help Ella find a water toy to play with?"*
- *Use toddlers' names during the activity to increase awareness of one another.*]

RECAP: [*Describe the time together, focusing on specific ways toddlers played together. Example: "We had fun playing together with toys in the water! We watched what our friends did with the toys. Luciana and Sam scooped and poured water with cups. Ella gave the shark to David to play with."*]

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Interacting with Others *(continued)*



Option 1 continued

What to Look For—Option 1

Playing side by side with fun and engaging materials encourages toddlers to watch what others are doing and to sometimes initiate interactions with peers. This activity combines a sensory experience with opportunities for social interaction. Describe each toddler's actions during the activity. Point out instances of imitating and/or sharing toys. Example: "David is swimming his shark under the water. Now Ella is swimming her dolphin under the water too! Ella is doing the same as David." Support toddlers in leading the play while also facilitating positive social interactions. At this age, toddlers are not expected to know how to share toys, including how to ask to use a toy.

More Scaffolding Tips—Option 1

Extra support ■ Limiting the activity to three toddlers at a time will decrease the likelihood of conflict over space or materials. ■ In the opening segment when toys are discussed, point to a specific toy and invite a toddler to hold it or show how it can be used. Example: "James, what could we do with the toy that's right in front of you? How does it work?" ■ Kneel or sit close to a toddler who may need your coaching on how to share materials and interact with others. ■ Remind toddlers that "the water stays inside our table. We want water to play with!"

Enrichment ■ Provide 1–2 more complex items to play with (such as floating objects) without crowding the water table.

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BLOCK 8

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers work together to wash dirty toys in the water table, with opportunities to share items.

Key Concepts
Sharing

Taking turns

Materials Needed
Sensory table with water (see Be Prepared)

Assortment of small toy vehicles

Water smock—1 per toddler

Tear-free shampoo

2 kitchen sponges

2 washcloths

2 small towels

Also Promotes
Communication/Language

Physical/Health

Self-Regulation

Cognitive

Be Prepared: Put 2–3 inches of warm water in the sensory table with a few drops of tear-free soap or shampoo to create bubbles. Add the sponges and washcloths to the soapy water. Limit the number of sponges and washcloths so toddlers have an opportunity to share these items. Place the assortment of water-safe vehicles on a tray nearby. Keep the small towels nearby for toddlers who want to dry the vehicles.



Invite up to three toddlers to work at the sensory table, washing toys that are dirty. Demonstrate washing a vehicle with a washcloth or sponge. Example: "This car is really dirty. I am going to use a washcloth to get it clean. Michael, would you please hand me a washcloth?" Describe how you wash the toy. Draw attention to using your fingers to move the washcloth or sponge on smaller parts of the toy, such as the wheels.

Invite each toddler to select a vehicle to wash. Encourage toddlers to wash their vehicles using the sponges and washcloths. Encourage toddlers to share the cleaning materials by taking turns with the sponges and washcloths. Ensure each toddler has one cleaning item to use during the activity. Toddlers may want to dry their vehicles with the small towels when they are done at the sensory table.

Help toddlers become aware of what a peer is doing by describing toddlers' actions. Examples: "Joaquin is scrubbing his truck with a sponge." "Michael is putting water on the car to rinse off all the bubbles."

Describe positive social interactions that you observe. Example: "Joaquin gave Avery a sponge. Avery needed a sponge to clean her bus. Now Avery's bus will be clean!"

What to Look For—Option 2

This option offers more possibilities for sharing and taking turns than Option 1 by focusing on a specific task and offering a limited number of items (sponges and washcloths) for the task. While some toddlers will fully engage in the purpose of the activity (washing dirty toys), others may want to engage in water play only. Emphasize social interactions more than the act of getting toys properly washed.

Pay attention to your contributions to the activity. Most toddlers will interact with you and other caregivers before they confidently engage with peers.

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Interacting with Others *(continued)*



Option 2 continued

Model positive social interactions while also encouraging toddlers to play near and with one another. At this age, toddlers may have play ideas they are unable to express with words. This situation provides opportunities for you to provide verbal support, such as coaching a toddler on how to communicate interest in playing with an item. Example: "Joaquin, I see you are looking at the sponge that is next to Michael. Would you like to use the sponge to clean your car? You can ask Michael to please hand the sponge to you. You can say 'sponge, please' to Michael." Remember that toddlers will be affected by your tone of voice and the caring manner in which you speak.

More Scaffolding Tips—Option 2

Extra support ■ Limiting this activity to no more than three toddlers at a time will decrease the likelihood of conflict over space or materials. Some toddlers may prefer to play next to one other toddler only at a time. ■ As suggested in What to Look For, provide words for a toddler to communicate with a peer, such as asking for an item. ■ Remind toddlers frequently that the water needs to stay inside the water table so that the vehicles can get clean. Spills are likely, of course. Toddlers can clean up splashed or spilled water using paper towels.

Enrichment ■ Encourage toddlers to compare characteristics of vehicles. Example: "Avery and Michael are both washing trucks. Avery's truck has big wheels. What are the wheels like on your truck, Michael?" ■ If washing the toy vehicles runs its course before toddlers lose interest, add other items for toddlers to wash, such as people figures, dishes, toy animals, or toy food items.

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BLOCK 8

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers engage in open-ended conversations with play telephones.

Key Concepts
Play together

Take turns

Materials Needed
Several toy telephones

Also Promotes
Cognitive

Communication/Language

Be Prepared: Place several toy telephones in the housekeeping area.



Invite several toddlers to play together with toy telephones in the housekeeping area. Initiate a pretend phone conversation by using another telephone. Support communication and language by sitting or kneeling on the floor so you are positioned at eye level with the toddlers. Select a topic that is familiar to toddlers, such as cooking/eating, morning routine of getting ready for work, or bedtime routine with a baby. Some toddlers may use the phone to talk with an imaginary person or a parent (who is not present). Give your phone to another toddler to join in. Encourage toddlers to take turns using a telephone. The phone talk is likely to move into another activity related to items in the housekeeping area, such as dishes or baby dolls.

Describe toddlers' actions as they interact with the phones. Example: "Emilia and Jacob are talking about what they like to eat. Emilia said 'cake' and Jacob said 'spaghetti!'" Recognize and acknowledge positive social interactions. Example: "Your friend looked happy when you asked her to play! Now you are having fun cooking together." Suggest ways toddlers could initiate play. Example: "Kyra, Jacob is watching you cook. Maybe you would like to ask him to help you cook. Here is another big spoon Jacob could use." Conclude the activity by affirming toddlers' efforts to play together. Example: "We had fun playing together today. We took turns using the telephones. We talked about what we like to eat!"

What to Look For—Option 3

Pay attention to how toddlers use the telephones and offer topic suggestions, if necessary. The telephones are a springboard to peer interactions that eventually may lead to activities or exchanges that do not involve the telephones. Pretend play in a group can be particularly challenging for some toddlers. Help toddlers understand the intentions of other children and repeat what toddlers say as they play. Toddlers may imitate their parents, who they frequently observe, while talking on the phone. Toddlers may repeat words or use a pretend but enthusiastic "babble" as if they are talking like an adult. Some toddlers may prefer to sit nearby and watch. Acknowledge each type of participation in the activity.

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Interacting with Others *(continued)*

Social-Emotional

Option 3 continued

More Scaffolding Tips—Option 3

Extra support ■ A toddler who shows interest in the telephone actions but seems reluctant to join with peers may be more comfortable interacting with you on toy telephones as a launch into the peer play. Example: You could initiate a telephone conversation and then hand your phone to another toddler to continue the conversation. ■ Limit the activity to two toddlers at a time if you anticipate a larger number of participants may be too challenging.

Enrichment ■ Extend toddlers' ideas with a simple suggestion that does not lead the play. Example: If toddlers are interested in food or a meal, suggest ordering a pizza on the phone. Remind toddlers that the pizza place will ask what they want on their pizza.

Interest Area

Materials Needed: sensory table with water; assortment of toys to wash; water smock for each child; tear-free shampoo; several kitchen sponges, washcloths, and small towels

Invite several toddlers at a time to wash new toys at the sensory table. Encourage the toddlers to work together to wash and then dry the clean toys. Toddlers may have ideas of other items or toys to wash. Talk with toddlers about their actions with the materials. Recognize and acknowledge positive social interactions.

Family Child Care

Materials Needed: sensory table with water; assortment of kitchen items to wash, such as plates, cups, pots and pans; water smock—1 per child; tear-free shampoo; several kitchen sponges, washcloths, and small towels

Children of all ages enjoy sensory play with water. Preschool-age children may enjoy washing toy dishes while pretending to work at a restaurant. The pretend restaurant theme can be extended to older children who are beginning to write. They may want to write menus on paper attached to clipboards. Toddlers will enjoy interacting with older children during pretend restaurant play. Babies may like to play with a damp washcloth and toy cup or dish during the activity.

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BLOCK 8

Moving Our Bodies

Physical/ Health

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Gross motor development

Toddlers practice walking by participating in an animal parade.

Key Concepts
Parade
Walk
Follow
Stand

Materials Needed
Small toy animal—1 per toddler and caregiver

Also Promotes
Cognitive
Communication/Language
Self-Regulation

BEGIN: [*Invite mobile toddlers to gather for songs. Sing two familiar songs about animals. Examples: "Itsy Bitsy Spider," "Baa Baa Black Sheep," "Five Little Ducks." Encourage toddlers to move their hands or clap along.*]

EXPLAIN: Our songs are about animals. Today we will walk with animals for an animal parade. A parade is like walking together.

ACT: [*Give each toddler one small toy animal to carry in the parade. Say the name of the animal as you give the toy to a toddler. Example: "Here is a little duck for you to carry in our animal parade."*]

Now we all stand up and hold our animals. Let's walk together. Please follow me with your animal!

[*Sing a little song as you walk. You may wish to sing one of the animal-focused songs used at the beginning of the activity.*]

Encourage toddlers to follow you around the room. Walk slowly in a large circle that is free of obstructions, keeping in mind that toddlers are not expected to follow you in single-file fashion.

About mid-way through the walk, explain that it is time to return to our gathering place. Example: "Now we all walk back to our _____area with our animals."

If a toddler stops walking in the parade, invite him/her to watch the parade and move his/her animal to the song or walk while holding your hand.]

RECAP: [*Briefly describe the activity. Include actions, such as how toddlers held their animals as they walked. Example: "Jailynn held her tiger up high while she walked in our animal parade. Richie gave his sheep a big hug while he walked in our animal parade. We had fun walking in our animal parade!"*]

What to Look For—Option 1

Although this activity is primarily for toddlers who are able to walk independently, there is likely to be a range of walking skills across participants in the parade. Move slowly in a predictable pattern and do not offer embellishments, such as swaying your body from side to side, unless all participants are able to imitate your pattern without risk of falling. Many motor skills are involved in walking. A parade adds the challenge of paying attention to the route and avoiding bumping into others.

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Moving Our Bodies *(continued)*



Option 1 continued

Toddlers who do not join the gathering may wish to play in another area of the room or watch the parade. Offer a toy animal to the parade observers. Observers could move their animal to the song as they watch. Consider them to be parade participants as suggested in the Extra Support tip.

Remember that at this age toddlers are not expected to understand the concept of lining up. The intent is to provide a fun and safe setting for toddlers to practice walking that also supports the development of attention skills.

More Scaffolding Tips—Option 1

Extra support ■ Consider the use of push toys toddlers can use for added support. ■ Non-walkers may wish to ride in a wagon pulled by another caregiver. ■ If a toddler wishes to stay on the floor with his/her animal, encourage continued involvement. Example: "You are holding your giraffe in our animal parade!" ■ If a child falls, acknowledge "that's okay" in addition to making sure the toddler is not hurt.

Enrichment ■ If all participants' walking skills are strong, add an irregular pattern to your parade route while continuing to move slowly.

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Moving Our Bodies *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Gross motor development

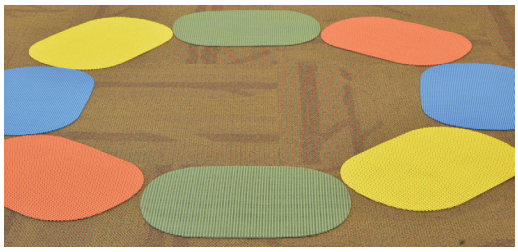
Toddlers practice walking on a simple path in their room.

Key Concepts
Walk

Materials Needed
Nonslip place mats (see Be Prepared)

Also Promotes
Cognitive
Communication/Language
Self-Regulation

Be Prepared: Form a large circle with nonslip place mats, or 12-inch squares made of nonslip materials, preferably in different colors.



Invite toddlers to join you for a fun time of walking around. Explain the plan to follow the colored mats. Example: "We are going to walk on our colored mats. Let's go this way." Point and begin moving in the direction you want to walk. Encourage toddlers to walk with you, recognizing toddlers are not expected to form a line. Offer a song as you walk. See the following possibility. Walk slowly.

Walk, walk, walk around.
Walk around together.
Here we are, happy today,
Walking 'round together.

After several walks around the circle, invite toddlers to sit down near you. Ask toddlers what we just did together. Acknowledge and expand on their comments. Example: "Tanya said 'walk.' We walked around together on mats."

What to Look For—Option 2

The path provides focused practice in walking and slightly more challenge than the more open-ended follow-the-leader approach in Option 1. Toddlers will generally take two steps on each mat. If you provide spaces between mats (see Enrichment tip), do not expect or encourage toddlers to step over the space. The lyrics of the suggested song for you to sing offer a description of what toddlers are doing ("walk around together") that would not be available on CD music. Singing a song also helps you align the tempo of the tune and lyrics with toddlers' walking pace.

Some toddlers may become excited and wish to run. Help toddlers understand the walking expectation by saying what to do, rather than saying no to running. Examples: "Let's make our feet go slowly. This is fun." "Our feet go walk, walk, and walk." Demonstrate a walking step.

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Moving Our Bodies *(continued)*

Option 2 continued

More Scaffolding Tips—Option 2

Extra support ■ Point out the path by walking the circle by yourself when you describe the activity. ■ Invite a toddler to walk next to you. Offer your hand for the toddler to hold.

Enrichment ■ Expand the circle by moving the mats farther apart. ■ Mention that we are walking in a circle (without teaching the shape of a circle).

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Moving Our Bodies *(continued)*

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Gross motor development

Toddlers practice walking and another gross motor movement of their choice.

Key Concepts
Walk

Materials Needed
6 nonslip place mats (see Be Prepared)

1 tumble play mat

Also Promotes
Cognitive

Communication/Language

Self-Regulation

Be Prepared: In an open activity area in your room, arrange three place mats in a straight path that ends at the tumble mat. Arrange the other three place mats in a straight path on the other side of the tumble mat.

Invite 1–2 toddlers at a time to walk along the place mat path to the tumble play mat. Point out the path by walking it alone. Draw attention to the tumble mat that is in the middle of the path. Explain that we will take turns walking to the tumble mat. We can do whatever we want to do on the tumble mat. We could jump, hop, crawl, turn around, or whatever else we like to do. We can do different things; we do not need to do the same thing. Then we walk on the path that is on the other side of the tumble mat.

Encourage toddlers to think about what they would like to do on the mat before they start walking. Also, encourage toddlers to stop when they get to the tumble mat and then do what they want to do on the mat. Remind toddlers to do one movement on the tumble mat. Describe each toddler's movement on the tumble mat.

Provide guidance in turn-taking and expected actions. Example: "Noah, it is your turn. You can walk to the tumble mat." Make sure the tumble mat is clear before you invite a toddler to start walking, and that there is only one toddler at a time on the tumble mat.

Provide another set of turns for interested toddlers, if time permits.

What to Look For—Option 3

The activity promotes advanced thinking about a physical movement (also called "motor planning"). In addition to your encouragement about thinking ahead, some toddlers may reflect on their actions on the mat and consider a different way to do something the next time. This may prompt interest in repeating the activity. Also, some toddlers may enjoy the feeling of adjusting their walking steps to the surface of the tumble mat. These gross motor actions foster strength and coordination and also provide sensory stimulation. Encouraging toddlers to stop when they reach the tumble mat before engaging in a different physical movement supports the development of self-control, an important dimension of self-regulation. Waiting for a turn also promotes self-control.

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Moving Our Bodies *(continued)*



Option 3 continued

More Scaffolding Tips—Option 3

Extra support ■ Offer two movement choices to a toddler who seems uncertain of what to do on the tumble mat. Example: "Would you like to jump or crawl on the mat?" ■ For a toddler new to walking, offer your hand to hold. ■ Encourage toddlers to watch if they do not want to walk or use the tumble mat. ■ Offer the option of walking across the tumble mat.

Enrichment ■ Connect different actions on the tumble mat to familiar animals. Examples: crawl like a turtle, hop like a bunny, jump like a cat. ■ When a toddler reaches the tumble mat, invite him/her to say what he/she plans to do before doing the movement.

Interest Area

Materials needed: basket, small stuffed animals, tape, chalk, books, and push toys

Place a basket of small stuffed animals on a low surface. Encourage toddlers to choose an animal and continue a smaller version of a parade. For skilled walkers, tape a path to the floor with lines four inches apart. For outdoor activity, draw parallel chalk lines toddlers can follow. At this age, toddlers are not expected to walk on a narrow line. Provide books that show children moving their bodies. Provide push toys for toddlers to move around indoors.

Family Child Care

Materials needed: push toy, pull toys

Foster walking skills by walking with toddlers on grass, sand, and other surfaces. Encourage preschool-age children to pretend to walk like various animals, or to take giant steps. "Let's take giant steps to the bathroom." Also, engage preschool-age children in a follow-the-leader game, using different types of walking, such as fast-slow, little-big, and maybe forward-backwards.

Infants who are beginning to take steps will set their own learning schedule. There is a lot of variation in how infants approach walking. Paying attention to infants' walking and celebrating their accomplishments are good supports. Example: "Mateo, you are walking by yourself. I see your big smile!" ELM's activity plans for birth to 12 months offer numerous supports for early mobility.

An outdoor parade can add extra fun for toddlers and preschool-age children. Encourage children to use pull toys to carry their animals. They may wish for you to sing a song as they walk. In the outdoor play area, infants will enjoy being part of the parade while riding in a stroller. Older children may enjoy making paper streamer flags or noisemakers for the parade.

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BLOCK 9 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

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

Option 2 (IG) Toddlers participate in a book sharing that includes a follow-up opportunity to draw something blowing in the wind.

Option 3 (IG) Toddlers participate in a book sharing that includes a follow-up opportunity to make pretend rain in a water table activity.



Cognitive

Exploring Objects

Option 1 (IG) Toddlers practice naming pictured items of familiar clothing and talk about where and when different types of clothing are worn.

Option 2 (OO) A toddler practices naming actual items of familiar clothing, with opportunities to talk about where and when clothing items are worn.

Option 3 (OO) A toddler helps a caregiver put clothing items on a toy doll or teddy bear and talks with a caregiver about the names of clothes and parts of a body they go on.



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 (IG) Toddlers participate in a book sharing focused on how children around the world are alike in many ways.

Option 2 (OO) A toddler participates in a book sharing, with a follow-up opportunity to use a handheld mirror to explore facial features and expressions.

Option 3 (IG) Toddlers draw a picture of self.



Physical/Health

Using Our Hands

Option 1 (OO) A toddler shakes a sound-making object, with guided practice in starting and stopping shaking movements.

Option 2 (IG) Toddlers move shakers during a song, including opportunities to stop movement of the shaker when the song ends.

Option 3 (IG) Toddlers start and stop shaking a shaker while listening to different songs.

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

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BLOCK 9

Exploring Words

Communication/ Language

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Toddlers participate in a book sharing focused on wind.

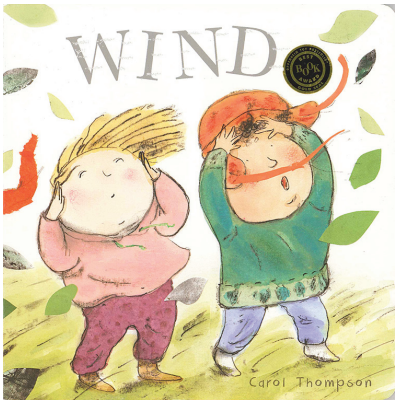
Key Concepts
Wind

Materials Needed
Wind by Carol Thompson

Also Promotes
Cognitive

BEGIN: [*Invite several toddlers to join you to read a book. Show the cover of the book. Point to specific images on the cover when discussed.*]

Our book is about a windy day.



ASK: What is happening in this picture that tells us it is a windy day?

[*Follow-up prompt, if needed: "What do we see?"*

Pause for toddlers to respond. Repeat and expand comments. If not mentioned by toddlers, point out the leaves blowing around, a child's hair being blown, and a child holding onto a hat that is being blown by the wind.]

EXPLAIN: Our book is called *Wind*. Our book uses some fun words to tell us about wind.

ACT: [*Open the book. Hold the book close to the toddlers. Follow the words with your finger as you read. Below are strategies for engaging toddlers in the book:*

- *Emphasize fun word sounds and invite toddlers to imitate some of the words. Examples: "The girl says 'wheeee!' Let's all say 'wheeee' like the little child in our book." "The wind says 'swoosh.' Let's all say 'swoosh' together!"*
- *Point to and describe pictures. Example: "Look at the little boy's hat! The wind snatched the hat away. The wind is blowing the hat."*
- *Expand on the book text and ask specific questions to strengthen toddlers' understanding of the story. Example: "The boy is holding onto his hat. What do you think would happen if he let go?"*
- *Respond to toddlers' comments and pointing by repeating and extending their responses and words. Example: "Wyatt, you are smiling and pointing to the dog. The dog's fur is blowing in the wind! This is a silly picture."*

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Exploring Words *(continued)*

Option 1 continued

- *Connect the book information to toddlers' experiences with wind. Ask about trying to walk outside or watch things blow around on a windy day.*
- *Read enthusiastically and vary your voice to add a dynamic quality.*]

RECAP: The words in our book told us about a windy day. The wind swooshed and soared! The pictures helped us understand the story. The wind blew the children's hair and snatched a hat! What else did the wind blow in our story?

What to Look For—Option 1

Toddlers will enjoy the interesting words and whimsical illustrations in this book. Many toddlers will likely repeat some of the words with you; others may prefer to watch and listen. Spend more time on pictures that seem to be of special interest to toddlers.

More Scaffolding Tips—Option 1

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

Enrichment ■ Invite toddlers to raise their arms and pretend to sway in the wind. ■ Encourage toddlers to look closely at a picture to find less prominent images. Example: "This is a bird flying in the wind. Can you find what else in our picture is flying in the wind?"

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Exploring Words *(continued)*

12–24 Months

Option 2
Informal Gathering

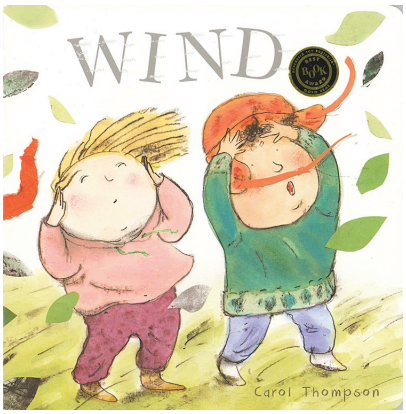
Skill and Goal
Receptive language
Expressive language
Toddlers participate in a book sharing that includes a follow-up opportunity to draw something blowing in the wind.

Key Concepts
Wind

Materials Needed
Wind by Carol Thompson
Crayons
Large sheet of paper
Masking tape

Also Promotes
Cognitive
Physical/Health

Be Prepared: Tape the paper to a low table.



Invite several toddlers to join you to read a book. Read the story, emphasizing the words that describe the wind. Invite toddlers to repeat some of the words with you. Example: "This word is 'swoosh.' Let's have fun saying 'swoosh' together." Use strategies suggested in Option 1 for sharing the book.

At the conclusion of the story, invite toddlers to the low table covered with paper. Make crayons available. Encourage toddlers to pretend the white paper is the sky. We can draw things on the paper that are being blown by the wind. Offer suggestions from the book of things blown by the wind. Show book illustrations if toddlers seem confused by your specific suggestions, but do not encourage toddlers to copy what is shown in the book. Encourage toddlers to draw what they wish. Talk with toddlers about their marks on the paper. Make reference to the story, if possible. Example: "You're drawing the dog's ears. The wind made the dog's ears stand up!" Print a simple title on the paper (such as *A Windy Day*) and display the paper on a wall for the day.

What to Look For—Option 2

The drawing segment of the activity is likely to be brief for some toddlers and involve marks that are not recognizable images. These are developmentally appropriate expectations of a drawing activity at this age. Remember that marks are meaningful. The drawing opportunity supports (1) the cognitive tasks of reflecting on and representing a specific aspect of the story or some other experience, and (2) the fine motor task of holding and manipulating a drawing tool. Some toddlers may not be interested in drawing with the crayons and may leave the activity. Others may enjoy making marks as you talk with them about the story or their experiences with wind and their actions with the crayons. See the Option 1 What to Look For description regarding the book reading segment of the activity.

More Scaffolding Tips—Option 2

Extra support ■ If a toddler seems unsure how to use the crayons, demonstrate making several simple marks on the paper. Example: "I am making lines on the paper with my crayon. All of us can make marks on the paper with our crayons."

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Exploring Words *(continued)*



Option 2 continued

Enrichment ■ Make marks or a very simple drawing with the crayons alongside toddlers without suggesting that they copy your work. Talk about your efforts as a springboard to encouraging toddler talk. Example: "I am drawing a hat. The hat is orange, like the hat in our book. The hat is blowing in the wind! What are you drawing?"

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Exploring Words *(continued)*

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Receptive language
Expressive language

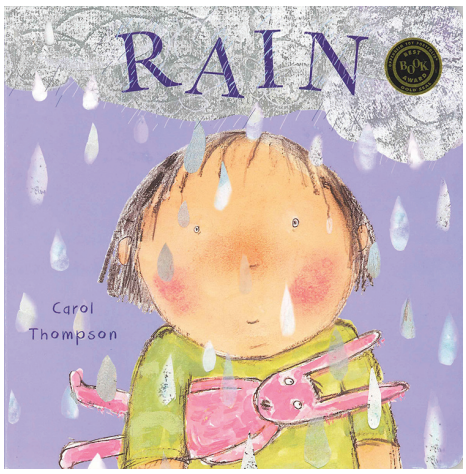
Toddlers participate in a book sharing that includes a follow-up opportunity to make pretend rain in a water table activity.

Key Concepts
Rain

Materials Needed
Rain by Carol Thompson
Several large foam sponges
Water table or tub with water

Also Promotes
Cognitive
Physical/Health

Be Prepared: Put 2–3 inches of warm water in the water table or tub.



Invite several toddlers to read a silly book about a rainy day. The strategies described below can help toddlers understand the story and expand their understanding of words:

- Emphasize words that describe the sounds of raindrops. Invite toddlers to repeat some of the words with you. Example: "The raindrops say 'plip, plop.' 'Plip, plop' is fun to say! Let's all say 'plip, plop' together!"
- Encourage toddlers to describe what they see in pictures. Example: "What is the girl doing in the puddles?"
- Help toddlers connect the book information to their experiences. Example: In the book's illustration of an umbrella, point out an umbrella that is available in your room.
- Ask questions that encourage toddlers to anticipate what happens next in the story. Example: "Uh oh, it is starting to rain on the girl! She looks surprised. What do you think the girl is going to do next?"
- Repeat and extend a toddler's comments. Example: A toddler says "rain!" and a caregiver says, "Yes, it is raining on the girl in our book! The raindrops are saying 'drip, drop.'"

At the conclusion of the story, invite the toddlers to make rain at the water table. Demonstrate how to squeeze a sponge to make "rain." Remind toddlers we keep the water inside our table. Give each toddler a sponge and encourage toddlers to explore the sponges in the water. Talk with toddlers about their explorations and describe their actions. Example: "Christopher is squeezing the sponge and watching the water drip down!" Draw attention to the sounds of "rain" hitting water in the table. Example: "What do we hear?"

What to Look For—Option 3

This enjoyable book and follow-up activity directly connect to the Block 8 Cognitive activity plan focused on watching and making water move. During the water segment of the activity, look for signs of "we know about squeezing sponges!" and help toddlers recall prior experiences with sponges in water.

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Exploring Words *(continued)*

Option 3 continued

The unique opportunity of the current option is to pretend the water is rain, and to represent parts of the story through the sensory experience of making raindrops.

Look for ways to help toddlers connect the water experiences to the book. Use some of the words offered in the book, such as "plip," "plop" and "splash." You also may wish to talk with toddlers about how the water feels, such as "wet" or "cold." Some toddlers will enjoy working with the sponges, and others may use their hands to explore the water and maybe make raindrops by cupping their hands or letting water flow through their fingers. Positively acknowledge all ways of making raindrops.

The book's silly descriptions of the rain can enhance toddlers' understanding of words, and the illustrations of the child playing in the puddles are likely to be familiar to toddlers. Some toddlers may repeat some of the words with you.

More Scaffolding Tips—Option 3

Extra support ■ Limit the number of toddlers who participate at the same time in water table explorations to facilitate use of space and materials. ■ Toddlers may enjoy extra time to explore the sponges in the water table or an opportunity to return to the water table at a later time.

Enrichment ■ Draw attention to some of the emotions shown in the book illustrations, such as the main character feeling happy, surprised, sad, and excited. Example: "The girl's face looks sad in this picture. She may look sad because she is getting wet in the rain. I wonder if she will look sad in the picture on the next page."

Interest Area

Materials Needed: *Wind* by Carol Thompson, *Rain* by Carol Thompson, several age-appropriate crayons (such as Crayola® My First Palm Grip Crayons for ages 12 months and up), drawing paper

Look at and talk about illustrations in the books with several toddlers. The illustrations appear similar to crayon drawings and may encourage toddlers to make their own drawings on paper. Talk with toddlers about their drawings. If a toddler provides words to describe a drawing, ask if he/she would like you to write his/her words on the paper.

Family Child Care

Materials Needed: *Rain* by Carol Thompson, water table, several large foam sponges

Involve older toddlers and preschool-age children in your setting with the Option 3 sensory activity at the water table. Children gathered at the table might like to take turns making raindrop sounds by squeezing their sponges and exploring what happens with slower versus faster squeezes.

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BLOCK 9

Exploring Objects

Cognitive

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers practice naming pictured items of familiar clothing and talk about where and when different types of clothing are worn.

Key Concepts
Dressed

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

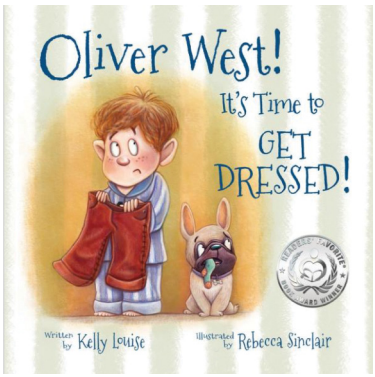
UPDATE: The book originally featured in this activity plan (*Let's Get Dressed* by Caroline Jayne Church) may be difficult to secure. Two additional book possibilities are now offered (see Materials Needed). The plan's suggested strategies for engaging children accommodate any of the books listed in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

BEGIN: [*Invite several toddlers to join you to talk about getting dressed. Point to the socks and shoes you are wearing. Example: "I put on these socks this morning when I got dressed. Then I put on these shoes. I put the socks and shoes on my feet. Let's all point to the shoes we are wearing today!"*

Encourage toddlers to point to their shoes. Then display the book cover.]

ASK: Let's look at the picture on the cover of our book.

[*Use questions to encourage children to talk about clothing items shown on the book cover and what the pictured child or animal is doing or might do with the clothing item. Examples:*



- *Louise and Sinclair book: "It looks like the boy is wearing his pajamas. What is he holding in his hands?" "What do you think he'll do with the pants?" "What's in the dog's mouth?"*
- *Oud book: "There are pictures of a rabbit and a mouse on the cover of our book. Here are the rabbit's tall ears. Here is the mouse's tail. The rabbit's name is Lily. The mouse's name is Milo. What are Lily and Milo doing?"*
- *Church book:"What is the little boy doing?" "What does the teddy bear have on its paw?"*]

EXPLAIN: Our book is called _____ (point to and say book title). All of us got dressed this morning. Let's find out if some of the types of clothes we are wearing today are shown in our book.

ACT: [*Open the book and hold it so each toddler can easily see the illustrations. Read the text with enthusiasm. Use your own words to describe illustrations. Adjust your descriptions in response to children's reactions. The strategies described below can help strengthen toddlers' understanding of different items of clothing and where the clothing is worn on our body.*

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Exploring Objects *(continued)*

Option 1 continued

- *Point to and say the name of items of clothing shown in the book. Encourage toddlers to repeat the name of the item with you. Describe where the item is worn on our body. Example: "These are socks. Socks go on our feet."*
- *As part of discussing different types of clothes, encourage toddlers to point to the part of their body where the clothing item is worn. Ask whether toddlers are wearing this type of clothing today.*
- *Emphasize the book's descriptions of how we put on a specific item of clothing, such as one leg at a time for pants, pulling up our pants, lifting up our arms to put on a dress or shirt.*
- *At the appropriate time in the book, discuss with children why it is important to be dressed to play outside or to wear a particular type of clothing, such as shoes.*]

RECAP: Our book today helped us talk about the clothes we wear and where we put different types of clothes on our body. Let's all point to where we would wear a hat on our body. What do we call this part of our body? (our head)

What to Look For—Option 1

This activity involves a number of cognitive challenges in identifying and understanding where and when different types of clothing are worn. Two strategies included in the activity description—inviting toddlers to say whether they are wearing the same type of clothing today and pointing to where the type of clothing is worn on their body—are aimed at helping toddlers connect a clothing item to their experiences and understandings. The strategies help make the activity meaningful to toddlers. The suggested approach in the opening segment (drawing attention to your socks and shoes) is another way to support meaningful learning. Keep in mind that families may use clothing item names that differ from those included in the book (sneakers, sandals, shoes). Help toddlers learn different names for similar types of clothing.

Many toddlers will recognize familiar clothing items and may know some or all of the item names. Others may recognize an item and look to you to provide the item's name. Encourage toddlers to repeat the name of each clothing item the boy puts on. Toddlers who prefer to watch and listen will benefit from hearing names of the clothing items.

More Scaffolding Tips—Option 1

Extra support ■ Invite toddlers to point to their socks (when you invite them to point to their shoes) if all toddlers are wearing socks. ■ Invite toddlers to take turns pointing to an item of clothing shown in the book that you name. You may wish to approach this in steps, such as: "Is there a picture of a sock on this page? Where is it?"

Enrichment ■ Invite toddlers to take turns pointing to and saying what part of our body is connected to a particular clothing item. ■ Invite toddlers to compare some of the clothes they are wearing. Example: "Let's look at the socks each of us is wearing today. Are any of us wearing the same color of socks?"

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BLOCK 9

Exploring Objects *(continued)*

Cognitive

12–24 Months

Option 2
One-to-One

Skill and Goal
Object inquiry skills

A toddler practices naming actual items of familiar clothing, with opportunities to talk about where and when clothing items are worn.

Key Concepts
Clothes

Materials Needed
Box or bin

Clothing items (see Be Prepared)

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

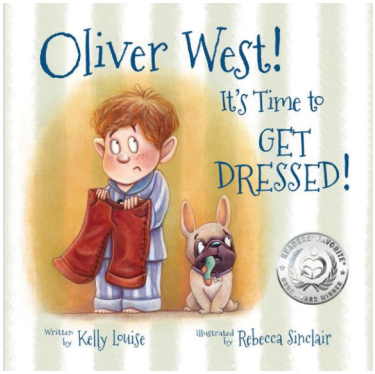
Let's Get Dressed by Caroline Jayne Church

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 difficult to secure. Two additional book possibilities are now offered (see Materials Needed). The plan's suggested strategies for engaging a child in the activity accommodate any of the books listed in Materials Needed.

Be Prepared: Secure clothing items (shirt, pants, socks, etc.) included in the book you chose for this activity. Also include some items worn during particular kinds of weather common to your area, such as mittens or rain hats. Place the items in the box/bin.



Invite a toddler to join you to look at and talk about pictures in a book and some clothes. Use the strategies suggested in Option 1 to engage the toddler with the topic. At the conclusion of the book, introduce the box of clothing items. Invite the toddler to pick an item from the box and say its name. Offer hints, if appropriate. Example: "You picked something that we wear on our legs. You are wearing them on your legs right now! Let's think hard about what they are called!" Promptly provide the name of the item if the toddler is unsure.

Depending on the toddler's interest and clothing knowledge level, add more discussion about the clothing by encouraging the toddler to say and point to where the type of clothing would be worn on his/her body, and whether he/she is wearing the type of clothing today. If a type of clothing item is worn during a particular kind of weather, talk with the toddler about how the clothing item is helpful (example: mittens keep our hands warm when it is cold outside). Engage the toddler in a discussion of when he/she wore a weather-related clothing item.

Continue discussion of toddler-selected clothing items as long as the toddler remains interested. It is not necessary to consider all items.

What to Look For—Option 2

Toddlers are likely to enjoy rummaging through the collection of clothing and picking an item that is familiar or somehow appealing. Engaging the toddler in a conversation about his/her use of a clothing item is an important part of the activity. Back-and-forth discussion deepens understanding and promotes vocabulary knowledge and use.

This activity increases the challenge of Option 1 by asking toddlers to say names of real clothing items. Approach the activity as a laid-back practice opportunity, not a test. It is not necessary for a toddler to use the clothing

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Exploring Objects *(continued)*

Option 2 continued

item name introduced in the book. As suggested in Option 1's What to Look For section, families may use names of clothing that differ from what is offered in the book.

More Scaffolding Tips—Option 2

Extra support ■ If the toddler seems unsure of what item to pull from the collection, select and display two items and ask if he/she would like to talk about one or both of these.

Enrichment ■ After several rounds of selecting and discussing clothing items, the toddler may enjoy switching roles, with you picking an item to name and talk about. ■ Encourage the toddler to find a picture in the book that shows an item similar to what he/she is holding. ■ Encourage the toddler to compare characteristics of the real clothing item and the same type of item pictured in the book or worn today by the toddler. What's the same? What's different?

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BLOCK 9

Exploring Objects *(continued)*

Cognitive

12–24 Months

Option 3
One-to-One

Skill and Goal
Object inquiry skills
Problem-solving

A toddler helps a caregiver put clothing items on a toy doll or teddy bear and talks with a caregiver about the names of clothes and parts of a body they go on.

Key Concepts
Clothes

Materials Needed
Doll or teddy bear
Doll-sized clothing (see Be Prepared)
Bag

Also Promotes
Communication/Language
Physical/Health

Revised: 6/30/2023

Be Prepared: Secure doll-sized clothing items, such as shirt, pants, shoes, socks. Place the items in the bag.

Invite a toddler to help you put clothes on a toy doll (or teddy bear). Provide the doll and the bag of clothes. Invite the toddler to pull items of clothing from the bag and say the name of each. Promptly offer the item's name if the toddler does not say it, and encourage the toddler to repeat the name with you as both of you look at the clothing item. Ask the toddler where the item goes on the doll. If the toddler points to a body part without naming it, offer the name of the body part as the toddler points.

Talk with the toddler about whether some things should be put on the doll before other things. Example: socks are put on before shoes are put on. Encourage the toddler to recall how he/she gets dressed as part of a discussion about the sequence of clothing items.

Invite the toddler to help you dress the doll. Toddlers are not expected to manage putting the clothes on the doll, but will appreciate a specific part of the task that you offer. Example: You position the clothing item on the doll and the toddler takes the next step, such as putting the doll's arm through the sleeve of a shirt, or pulling on a sock that you position on the toes.

Talk with the toddler about the process of putting on the clothes. Connect to the toddler's experience. Example: "Sometimes it is hard to put a head through the hole in a shirt. Do you ever have trouble getting your head through the hole in a shirt?"

After the doll is dressed, invite the toddler to again point to and say the names of the clothes. Also, ask the toddler whether he/she is wearing the same kind of clothes today. If time and child interest permit, look at pictures of clothing items in the book. Invite the toddler to say the name of each and point to the same type of clothes on the doll, if available.

This activity is meant to be lighthearted, with a collaborative arrangement between you and the toddler during the doll dressing segment.

What to Look For—Option 3

Watch the toddler's reactions to the activity to determine how much information to share. Toddlers differ in their level of interest in details. Some may respond enthusiastically to developmentally appropriate teaching strategies, such as the second Extra Support tip suggested below. Others may tune out this level of detail. Try to offer an appropriate amount of information

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Exploring Objects *(continued)*

Option 3 continued

so the toddler's understanding of getting dressed is enhanced without risking information overload. Although you dress the doll in this activity, engaging the toddler in joint action with the doll dressing can promote problem-solving skills as the toddler considers how the clothing item is put on the doll. Problem-solving is also promoted with a discussion of the order in which clothing is put on.

More Scaffolding Tips—Option 3

Extra support ■ During the opening review of clothes in the bag, make sure the items are clearly separated from one another so each item can be discussed without the distraction of another item. ■ Prior to dressing the doll, hold up the clothing item, point to and describe its characteristics (such as a hole in a shirt for our neck/head), and talk about how the item is best put on the doll (head before arms in a shirt).

Enrichment ■ Place additional clothing items in the bag, such as a diaper or underwear, coat, or hat.

Interest Area

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; several dolls or teddy bears dressed in baby clothing, such as pants, shirts, dresses, pajamas, shoes, hats

Arrange the dressed dolls/bears in the housekeeping area. Invite toddlers to play with the dolls/bears. Talk with toddlers about clothing items each doll/bear is wearing. Toddlers may enjoy looking at the pictures in the book while they explore the clothing on the doll/bear they are playing with. Encourage toddlers to name the clothing items their doll/bear is wearing.

Revised: 6/30/2023

Family Child Care

Materials Needed: See Option 2 or 3

Preschool-age children may enjoy participating in Option 3, particularly the role of dressing the doll. Older toddlers may like to join younger toddlers in the Option 2 activity. Babies will enjoy holding a doll or bear during any of the options.

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BLOCK 9

Focusing and Remembering

Self-Regulation

12–24 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 a new game today! Our game is called the *Freeze Game*.

EXPLAIN: We can freeze our body by stopping what we are doing. We hold our body still when we freeze it.

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

I am freezing my body. My body is not moving.

Let's say together the word freeze.

Our game has music! I am going to dance when I hear music. I am going to freeze my body when the music stops. I will listen carefully to the music so I know whether to dance or to hold my body still.

ASK: What part of our body helps us listen? (our ears)

[*Point to your ears.*]

ACT: [*Play music as you dance around for several seconds. Have another adult stop the music as your signal to 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! Please watch what I do when the music plays and when the music stops!

[*Move with enthusiasm and smile. Remember, toddlers do not care how you look when you dance.*]

RECAP: We learned about a new game today! You watched me dance when music was playing. You watched me freeze when the music stopped playing. I listened carefully with my ears. I listened to the music to know when to dance and when to freeze. This is a fun game!

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BLOCK 9

Focusing and Remembering *(continued)*

Self-Regulation

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Executive function

Toddlers participate in a game of freeze with caregiver guidance.

Key Concepts
Listen

Freeze

Materials Needed
Music

Music player

Also Promotes
Cognitive

Physical/Health

Invite several toddlers to play a game called the *Freeze Game*. Demonstrate what it means to freeze our body. Walk or dance around briefly and then hold your body still. Explain you are freezing your body. Invite toddlers to say the word freeze with you.

Explain that in the *Freeze Game*, we dance when the music plays and we freeze our bodies when the music stops. We listen carefully to know when to dance and when to freeze.

Invite toddlers to join you in playing the game. Example: "Now I am going to play the music. You can dance with me! We need to listen carefully to the music. We freeze our bodies 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. Examples: "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.

Play the game for several minutes if toddlers remain engaged.

Acknowledge toddlers' efforts to listen to the music and remember what to do. Example: "We listened carefully to the music. 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)*



12-24 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

Materials Needed
Music

Music player

Also Promotes
Cognitive

Physical/Health

Invite several toddlers to play the *Freeze Game*. Explain how the game works. Example: "We dance when the music is playing. We freeze our bodies when the music stops." Demonstrate a freeze by dancing about briefly and then holding your body still. Explain this is a freeze. Emphasize that we listen carefully to the music so we know when to dance and when to freeze.

Play the music and encourage toddlers to dance any way they wish without bumping into each other. Offer verbal support and/or demonstrate dancing and freezing if it appears toddlers need a reminder of what to do. Otherwise, provide minimal guidance so toddlers can practice remembering how to play the *Freeze Game*.

Continue the game for several minutes or until toddlers lose interest. Wrap up the activity by reminding toddlers that we worked hard to listen and freeze our bodies when the music stopped. The *Freeze Game* is fun!

What to Look For—Options 1–3

Look for opportunities to offer verbal support or demonstrations if it seems particularly challenging for a toddler to manage one or more of the three important aspects of self-regulation promoted in this simple game: paying attention to whether the music is playing, remembering what to do when the music plays and does not play, and holding our body in a still position. Having another adult help with the activity will enable you to fully monitor and help as needed.

Give more attention to freezing than to dancing because it is more challenging to hold still than to dance. Toddlers cannot be expected to freeze their bodies for more than several seconds, especially if balance is an issue.

Some toddlers may keep dancing after the music stops, and most toddlers will find it difficult to hold a freeze position. Maintain a flexible and lighthearted approach. Consistently acknowledge toddlers' efforts and indicate that freezing our body takes a lot of practice.

More Scaffolding Tips—Options 1–3

Extra support ■ When you describe what it means to freeze our body, encourage toddlers to practice moving and then freezing their body without music. ■ Provide carpet squares for toddlers to use in Options 2 and 3 to reduce the risk of bumping into each other. ■ If overexcitement is a concern, use slower music and demonstrate a dance that involves swaying your body. ■ Point out differences in our body positions during a freeze. Our bodies freeze in different ways because we all danced in different ways.

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Focusing and Remembering *(continued)*



Enrichment ■ 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 freeze points.

Interest Area

Materials Needed: music, music player

Invite several toddlers to play the game by taking turns in dancing/freezing and managing the music. Participate enthusiastically with the toddlers as they play the game.

Family Child Care

Materials Needed: music, music player

Children of all ages will enjoy the *Freeze Game*. Older children can offer examples for toddlers to imitate. Babies will enjoy watching the children dance when 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

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers participate in a book sharing focused on how children around the world are alike in many ways.

Key Concepts
Book
Children
Same

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

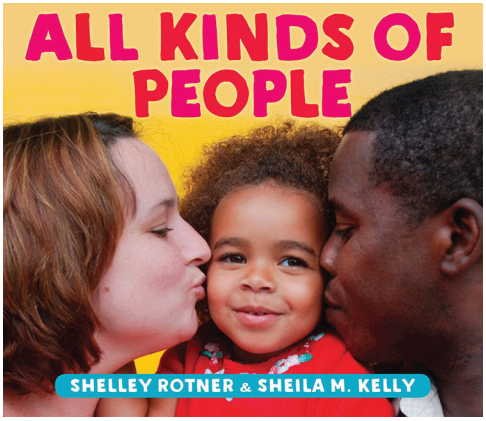
Also Promotes
Communication/Language

Revised: 12/1/2025

BEGIN: [*Invite several toddlers to join you to read a book about children.*]

Our book has pictures of children. The children shown in our book live with their families in many different parts of the world. Some of the children in our book look different than children in our room or other children we know. The children shown in our book do many of the same things we do. They are like us in many ways.

ASK: [*Show cover of book.*]



- Let's look at this picture of a girl and her parents. What's happening in this picture?

  [*Pause for toddlers to respond. Repeat and extend responses.*]

- I think the girl in our picture is smiling because her parents are kissing her. Do you get a kiss from your parent or other people in your home?

ACT: Let's open our book and talk about pictures of children.

[*Open the book and hold it so each toddler can easily see the pictures. Read the text or use your own words to describe pictures.*

Emphasize how activities shown in the illustrations are similar to some activities of children in your room. Examples: "The children in this picture are reading a book, just like we read a book. Do you think the children in our picture are reading a book we have read?" "You are pointing to the boys playing in the water, Angelo. The boys are having fun together. You like to play outside with your friends."

Point out familiar facial expressions and gestures. Example: "The children in this picture are smiling. These girls are waving hello. These boys are smiling at each other. I think the boys are friends. Do we smile and sometimes wave at children in our room?"

Draw attention to pictured children's characteristics that are similar to characteristics of some children in your room. Example: "Adeline is pointing to the picture of the boy who is wearing glasses. Adeline wears glasses, just like the boy in the picture."]

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Interacting with Others *(continued)*

Option 1 continued

RECAP: The children in our book do many of the same things we do. The children smiled. The children had friends. The children were kissed by their parents!

What to Look For—Option 1

Young children enjoy looking at pictures of other children. This book is an opportunity to support toddlers' early awareness of self and others. Toddlers will differ in how much attention they give to the differences among people beautifully represented in this book. The important theme of this activity is that children around the world are alike in many ways. Cognitively, toddlers are not able to develop a concrete understanding of the world, although they may have lived in other parts of the world or have family members who visit or stay for long times in another part of the world. The pictures in this book can support a beginning respect for differences.

More Scaffolding Tips—Option 1

Extra support ■ Some pictures will be of greater interest than other pictures. Use a book-reading pace that flows with toddlers' responses to the pictures.

Enrichment ■ Offer to look at the book again with toddlers who show particular interest in the pictures.

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BLOCK 9

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 2
One-to-One

Skill and Goal
Social interaction skills

A toddler participates in a book sharing, with a follow-up opportunity to use a handheld mirror to explore facial features and expressions.

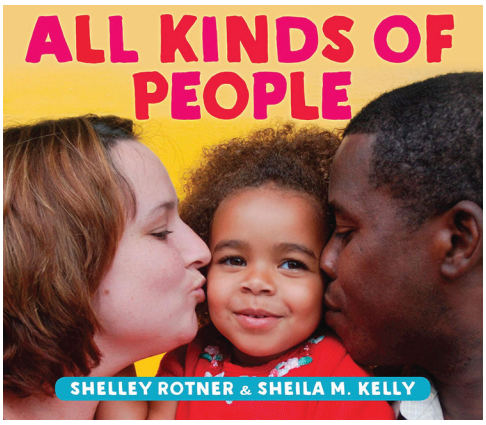
Key Concepts
Face

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

Small handheld mirror

Also Promotes
Communication/Language

Cognitive



Talk with the toddler about pictures in the book. Focus on facial features and expressions, especially smiles. Draw attention to ways the children's faces are different and similar. After spending time with the book, offer the mirror to the toddler to hold and explore. Invite the toddler to look at his/her reflection and enthusiastically ask who the toddler sees. Encourage the toddler to say his/her name. Example: "Who do you see? (Pause for toddler to respond.) Yes, Carlos' face is in the mirror!" Invite the toddler to look at his eyes, mouth, and hair in the mirror. Encourage the toddler to try smiling in the mirror, like the children in the book smiled. Close the session with a brief description of what the toddler did with the mirror. Example: "You saw yourself in the mirror! You knew the face in the mirror was you, Carlos! You looked at your eyes and your nose. You smiled, just like the children in the book smiled!"

What to Look For—Option 2

Recognizing their own image in a mirror is an important step in toddlers' development of a sense of self. The toddler will likely enjoy the experience of holding a mirror and looking at his/her facial expressions and features. Some toddlers may have fun making silly faces. Look for opportunities to connect the toddler's exploration of his/her face to the faces of children shown in the book. Use of a mirror requires eye-hand coordination and spatial skills. Your assistance may be needed. See Extra Support tip.

More Scaffolding Tips—Option 2

Extra support ■ Demonstrate how to hold a mirror, especially the distance between mirror and face. Sit next to the toddler if he/she is having difficulty focusing the mirror on his/her face so you can provide verbal support and, if necessary, hands-on assistance.

Enrichment ■ Encourage the toddler to make different kinds of smiles, such as a big smile and a smaller smile. ■ Invite several toddlers to participate in the mirror activity. Give each toddler a mirror to hold and use to examine their reflections. Talk with the toddlers about their similarities and differences.

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BLOCK 9

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers draw a picture of self.

Key Concepts
Face

Materials Needed
Pieces of white paper—1 per toddler

Crayons

Also Promotes
Communication/Language

Cognitive

Physical/Health

Optional Reading
All Kinds of People by Shelley Rotner & Sheila M. Kelly

Invite several toddlers at a time to a low table to draw a picture of himself/herself. You may wish to remind toddlers that our face has eyes, a nose, and a mouth. Also remind toddlers that there is hair on our head that they may wish to include in their drawing. Talk with toddlers about what they are drawing. Some toddlers may wish to include another person or special toy in the picture. This activity is likely to be very short for most toddlers. Positively acknowledge each toddler's effort to show what he/she looks like! Write names on the paper and post in your room (if possible). Or create a book that you make available for toddlers to enjoy.

What to Look For—Option 3

This activity is about self-expression, not a finished picture. Emerging fine motor skills will lead to differences in the images and details toddlers include in their pictures. Toddlers are not expected to draw recognizable images, but the marks will be meaningful to the toddler and valuable to discuss. Some toddlers will be especially interested in securing specific colors of crayons to draw their eyes and hair.

More Scaffolding Tips—Option 3

Extra support ■ Encourage toddlers to share the drawing materials. Example: "Ellison, I can see that Maya is not done with the red crayon yet. Let's ask her if you can have a turn with the red crayon when she is done!"

Enrichment ■ When toddlers are finished drawing, ask if they would like you to write down any words about their drawing (in addition to their name). ■ If you opt to create a book of the drawings, some toddlers may enjoy helping, such as decorating the book cover and choosing a ribbon color to bind the pages.

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BLOCK 9

Interacting with Others *(continued)*

Social-Emotional

Interest Area

Materials Needed: *All Kinds of People* by Shelley Rotner & Sheila M. Kelly, several age-appropriate mirrors

Arrange the book(s) and mirrors on a low table. Invite toddlers to explore the book(s) and their reflections in a mirror. Talk with toddlers about what they see as they look in the mirrors. Some toddlers may enjoy playing a game of mimicking one another's silly faces in the mirrors.

Family Child Care

Materials Needed: Age-appropriate mirror for each baby, toddler, and child (or a large mirror for multiple children)

Children of all ages enjoy looking at their images in a mirror (Option 2). Invite children to play a copycat game of making facing in the mirrors. Invite an older child to make a face and encourage the group to attempt to imitate the face in their own mirrors. Give each interested child an opportunity to make a face for others to copy. Toddlers will enjoy watching their older peers making new faces as well as looking at their own reflections. Babies may imitate some simple facial expressions, such as sticking out their tongue or smiling. The copycat game can be done without mirrors too, although there is benefit in children seeing their own face in a particular expression.

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BLOCK 9

Using Our Hands

Physical/ Health

12–24 Months

Option 1
One-to-One

Skill and Goal
Fine motor development

A toddler shakes a sound-making object, with guided practice in starting and stopping shaking movements.

Key Concepts
Stop

Materials Needed
Transparent shakers—1 per toddler and caregiver

Also Promotes
Self-Regulation
Communication/Language
Cognitive

Sit facing one toddler who is holding his/her shaker. Encourage the toddler to move the shaker and listen to the beads move inside. Move your shaker in ways consistent with the toddler's movement of his/her shaker. Explain: "We make sound when we move the shakers. We can hear the sound." Point to your ear when you mention hearing the shakers' sounds.



Next hold your shaker still with both hands. Encourage the toddler to make his/her shaker stop. In a soft voice explain: "Our shakers make no sound when we make them stop."

Depending on the toddler's reactions to the activity, repeat the shake-and-stop sequence or stand up for a lively shake-and-stop game. Whether you continue to sit or stand, move your body as you move the shaker. Stop moving and hold your position. Encourage the toddler to imitate your stop. Talk with the toddler about actions with the shakers, especially making a sound and stopping the sound.

What to Look For—Option 1

The activity provides a listening experience driven by actions with a shaker. Making the shaker move and stop moving are important parts of the activity. Some toddlers may be interested in watching the beads. Emphasize that the toddler's hand is making the shaker move and the beads move. The beads make the sound. Other toddlers may enjoy shaking without regard to what's inside the shaker or the sound it makes. See the Extra Support tip for how to respond to a toddler's continued shaking of a shaker.

The sound of some shakers may be annoying to some toddlers. If a toddler reacts adversely to the shaker, try other items that create a less harsh sound. Example: Make a softer sound using a ping-pong ball in a one-quart container. Some toddlers may enjoy the sound of dry sand shaking in a small container.

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Using Our Hands *(continued)*



Option 1 continued

More Scaffolding Tips—Option 1

Extra support ■ Talk when the shaker is not making sounds, so your voice does not compete with the shaker sound. Talk softly. ■ Encourage a toddler to use his/her whole arm to shake the sound maker, and then to shake it with his/her hands. ■ If a toddler keeps shaking the shaker when you indicate it is time to stop, use a hand signal, such as putting up your open hand in a "stop" position, and repeat "we are stopping now" in a friendly voice. Do not take away or control the toddler's shaker. The toddler may not be ready for shake-and-stop activities. More time with the shaker may be appropriate. Describe what the toddler is doing (versus not doing) with the shaker.

Enrichment ■ Offer a variety of sound makers. Draw attention to the different sounds. ■ Emphasize that we use our hand(s) to move the shaker.

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BLOCK 9

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Fine motor development

Toddlers move shakers during a song, including opportunities to stop movement of the shaker when the song ends.

Key Concepts
Stop

Start

Materials Needed
Shakers—1 per toddler and caregiver

Recording of "Shake My Sillies Out" as written by Raffi Cavoukian

Also Promotes
Self-Regulation

Communication/Language

Cognitive



Invite toddlers to join you in an open space. Give each toddler a shaker. Invite toddlers to sit or stand. Encourage toddlers to start shaking their shakers when the recorded song is playing and stop shaking their shakers when the song stops. Emphasize that our hands are moving our shakers. Demonstrate shaking and especially stopping shaking. Put your shaker in your lap or hold it in both hands when you stop the shaking. Example: "Make the shaker hide on your lap. Cover it with your hands." It will be helpful for toddlers to see your shaker move and stop. Sing or play the first verse of the song "Shake My Sillies Out." Repeat if toddlers are interested.

What to Look For—Option 2

Some toddlers are likely to watch their peers more than you during the activity. For this reason, it is important to demonstrate how to stop moving our shakers before the song begins. Still, some toddlers may continue to shake their shakers after the song ends. View this as a signal that a toddler is not ready to engage in shake-and-stop actions at this time without additional support, and positively acknowledge the toddler's efforts. Example: "You really like to shake your shaker! Now we are stopping our shakers. We can shake them again soon!" Refrain from taking or controlling the toddler's shaker.

More Scaffolding Tips—Option 2

Extra support ■ Invite a toddler to sit next to you for extra support. ■ Sing the song and encourage toddlers to make shaking motions without their instruments. ■ Provide carpet squares so each toddler understands where to sit.

Enrichment ■ Sing the simple words "Shake, shake, shake, shake, shake, and stop." to the tune of "ABCD." ■ For toddlers who want to continue, provide a variety of sound makers and repeat the activity. ■ Introduce and promote the combined actions of shake our head and shake our hand.

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BLOCK 9

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Fine motor development

Toddlers start and stop shaking a shaker while listening to different songs.

Key Concepts
Stop

Start

Materials Needed
Shakers—1 per toddler and caregiver

Also Promotes
Self-Regulation

Communication/Language

Cognitive

Be Prepared: Determine a simple, familiar song you can sing the first time toddlers are invited to shake their shakers to a song in this activity.

BEGIN: [*Sit on the floor with several toddlers.*]

Today we will make sounds with shakers.

[*Display and describe a shaker. Demonstrate how to make a sound with the shaker.*]

ACT: [*Give each toddler a shaker. If appropriate, acknowledge patience in waiting to receive a shaker.*

Lead children in shaking the shakers. It is not expected that toddlers will follow a uniform pattern in shaking.

Prominently hold your shaker to indicate you have stopped shaking your shaker. Ask toddlers to stop shaking their shakers.]

EXPLAIN: We made a nice sound together by shaking our shakers. We used our hands to shake our shakers.

We can stop our shakers from making a sound.

Stop means the shaker does not move. Our shakers are quiet. We are not moving our hand.

ACT: Let's start shaking our shakers again. This time, I will sing a song while we move our shakers. Please stop shaking your shakers when I stop singing the song.

[*Sing a familiar song and lead toddlers in making a sound with their shakers.*

When you stop singing, hold your shaker prominently in front of you. Ask toddlers to stop shaking their shakers.]

EXPLAIN: We made another nice sound together by shaking our shakers. We are learning how to stop shaking our shakers.

Let's put our shakers on the floor.

Please look inside your shaker. There are little beads in the shaker. The beads are not moving. The shaker is quiet when the beads are not moving.

ASK: Would you like to hear a new song?

EXPLAIN: I will sing a song that tells us to shake, shake, and then stop. Let's listen to the song.

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Using Our Hands *(continued)*



Option 3 continued

[*Sing the following song. Move your shaker each time you sing "shake" and hold your shaker prominently in front of you when you say "stop."*]

Shake and Stop!
[*Tune: "ABCD"*]

Shake, shake, shake, shake,
Shake, shake, shake.
Shake your shaker.
Shake and stop!

[*Describe how you stopped shaking the shaker when the song said "stop."*]

ACT: I will sing the song again. This time, please shake your shaker with me. We can make a nice sound together!

[*Sing the song while leading toddlers in moving their shakers. Again, hold your shaker in front of you when you say "stop."*]

We are learning to start shaking our shakers and then make them stop. Let's try it again. I will sing our song again. We can say "stop" together when it is time to stop shaking our shakers. Remember to listen to the song so we know when to say "stop."

[*Point to your ear. Guide shaker sounds to start and stop as you sing the song. When it is time to stop, encourage toddlers to say "stop" together as they stop shaking their shakers. Repeat the song if toddlers want to continue.*]

RECAP: We made sounds with our shakers. We are learning how to use our hand to shake and stop shaking our shakers.

What to Look For—Option 3

This activity is more challenging than Option 2 because two different songs are offered and toddlers are invited to say "stop" as part of the second ("Shake and Stop!") song. Monitor carefully the ability of toddlers to stop shaking their shakers upon request. If this is too challenging for some (or all) toddlers, shift to a song that does not request toddlers to stop shaking their shakers. See Extra Support tips. The activity plan's provision for looking at the beads when the shaker is "quiet" may be worthwhile to pursue as a follow-up activity with interested toddlers.

At this age, toddlers are not expected to sing along with you or shake their shakers in a uniform pattern. Recognize singing but do not imply it is expected of everyone. Remember that children will benefit from seeing and hearing you sing rather than listening to a CD, and that you can adjust the song in response to toddlers' actions when you sing.

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Using Our Hands *(continued)*

Option 3 continued

More Scaffolding Tips—Option 3

Extra support ■ Encourage toddlers to repeat the word "stop" when you say "stop" in the song. ■ If toddlers find it challenging to stop the shakers, sing a familiar song(s) with a clear beat while encouraging toddlers to shake their shakers. ■ Acknowledge emerging self-control and learning about stop and start in a reassuring manner to let toddlers know you support their learning.

Enrichment ■ Repeat the song with an additional stopping point. Example: "Shake, shake, shake, and stop! Shake your shaker, shake, and stop!" ■ If several toddlers leave the gathering area with the shakers, adapt the activity to walking and shaking the shakers. Continue to describe how toddlers are shaking their shakers and how the sound stops when we stop moving the shakers. Draw attention to the beads not moving when the shakers are quiet. Lead toddlers to the gathering place to conclude the activity.

Interest Area



Materials Needed: basket of shakers, other sound-making toys

Provide a basket of shakers on a low table so toddlers may continue exploration of how to manipulate a shaker and look at the beads. Sing the song offered in the main activity if toddlers seem interested. On another day, use other sound-making toys to experiment and practice making sounds with an object.

Family Child Care

Materials Needed: basket of shakers

Option 3 can be presented to a mixed-age group. Begin the gathering with a song the children will enjoy with the shakers, such as "This Old Man" or "Farmer in the Dell." Encourage children to shake shakers all through the song. Include the shake-and-stop activity because toddlers will benefit from hearing the word "stop" and seeing older children hold their shakers still.

Encourage older children to demonstrate how to shake the shakers in different ways. Toddlers may wish to follow along or simply watch. Examples:

Shake your shakers high in the air.

Shake your shakers down on the floor.

Shake your shakers up and down.

Shake your shakers side to side.

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BLOCK 10 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

Option 1 (IG) Toddlers say together the name of each child who is present.

Option 2 (OO) A toddler participates in a book sharing focused on pictures of different expressions in children's faces.

Option 3 (IG) Toddlers talk about pictures of peers engaged in activities in their room.



Cognitive

Solving Problems

Option 1 (OO) A toddler practices taking apart two connected magnetic toys.

Option 2 (IG) Toddlers practice taking apart a chain of star builders or snap beads.

Option 3 (IG) Toddlers practice taking apart a stacking ring and putting rings in a pitcher, with a guided opportunity to put the stacking ring back together.



Self-Regulation

Paying Attention

Option 1 (OO) A toddler watches and helps a caregiver determine whether two items are the same or different.

Option 2 (OO) A toddler finds a toy in a basket that matches a toy selected by a caregiver.

Option 3 (OO) A toddler independently finds items in a basket that match.



Social-Emotional

Interacting with Others

Option 1 (IG) Toddlers participate in a book sharing focused on being part of a family and part of a community at a child development center.

Option 2 (OO) A toddler identifies himself/herself and others in pictures of children in your room.

Option 3 (IG) Toddlers identify peers present in their room by playing a peekaboo game focused on who is hiding/missing.



Physical/Health

Moving Our Bodies

Option 1 (OO) A toddler practices throwing a large ball to knock over empty milk jugs.

Option 2 (OO) A toddler practices throwing a sock ball toward colorful streamers.

Option 3 (IG) Toddlers practice throwing a ball.

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

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BLOCK 10

Exploring Words



12–24 Months

Option 1
Informal Gathering



Skill and Goal

Receptive language

Expressive language

Toddlers say together the name of each child who is present.



Key Concepts

Name

Clap



Materials Needed

None



Also Promotes

Social-Emotional

Physical/Health

BEGIN: [*Invite toddlers to join you for some fun in saying our names. Encourage toddlers to sit in a circle. Some may prefer to stand.*]

EXPLAIN: A lot of our friends are here. Let's say the name of everyone who is here. We can say our name and then clap.

ACT: [*Point to yourself.*]

My name is (your name). I am going to say "(your name) is here" and then clap. Please listen and watch.

(Your name) is here.

[*clap, clap*]

I'm going to say "(your name) is here" one more time. Please say this with me and clap with me!

(Your name) is here.

[*clap, clap*]

We can say the name of everyone who is here.

[*Ask toddler sitting next to you "What is your name?" Repeat the name for all to hear.*]

Let's say together "(name of toddler) is here" and then clap.

Let's try it!

[*Encourage toddlers to join you in saying: "(name of toddler) is here" and then clapping twice.*

Ask the next toddler in the circle "What is your name?" Repeat the name for all to hear.]

Let's say together "(name of next toddler) is here" and then clap!

[*Repeat the process as you move around the circle: invite a toddler to say his/her name, repeat the name, and invite all toddlers to say the phrase "(name of toddler) is here" and then clap twice.*]

RECAP: We had fun saying who is here! We said everyone's name and clapped. We know the names of our friends. Everyone has a name. We clapped to show we are happy our friends are here. Let's all clap one more time!

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Exploring Words *(continued)*

Option 1 continued

What to Look For—Option 1

Toddlers enjoy hearing their own name during activities. If a toddler is reluctant to say his/her name when asked, enthusiastically offer the name and encourage all toddlers to engage in the repetitive welcome phrase and clap. Some toddlers will clap only and others may prefer to watch and listen.

More Scaffolding Tips—Option 1

Extra support ■ Speak slowly and deliberately, including when you repeat a toddler's name. Some toddlers may not know the names of all peers in the room. ■ Include in the routine the name(s) of a toddler(s) who may be watching from a distance (not in the circle).

Enrichment ■ At a later point in the day, invite toddlers to engage in a version of the routine to recognize toddlers who are not present. Example: This could be done while waiting to go outside. Use this phrase: We miss (name of toddler).

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BLOCK 10

Exploring Words *(continued)*

Communication/ Language

12–24 Months

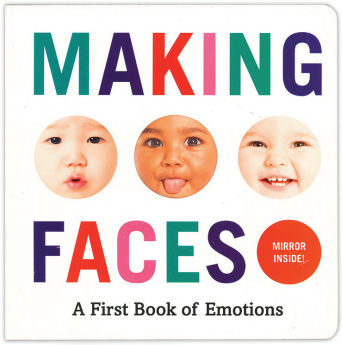
Option 2
One-to-One

Skill and Goal
Receptive language
Expressive language
A toddler participates in a book sharing focused on pictures of different expressions in children's faces.

Key Concepts
My
Your
Face

Materials Needed
Making Faces: A First Book of Emotions by Abrams Appleseed

Also Promotes
Cognitive
Social-Emotional



Invite a toddler to join you in looking at pictures of children's faces. Ask the toddler what he/she sees on the cover of the book. Use your own words to describe the pictured face on each page. Explain that you can make a face like the face shown in the book. Emphasize the word "my" when you draw attention to your face. Example: "Our book shows a picture of a happy face. I am making a happy face. This is my happy face." Encourage the toddler to do the same, emphasizing the word "your." Example: "You can make a happy face. Let's see your happy face!" Continue this pattern with the book's pictures of faces that are easy to mimic.

On the last page of the book, invite the toddler to look in the book's mirror. Show excitement about seeing the toddler's face. Example: "We see Asia's face in the mirror! Asia's face is in our book!"

What to Look For—Option 2

Look for opportunities to promote the toddler's early awareness of how books can be used to learn things. Example: When you invite the toddler to mimic a face, point to the picture in the book as the face we want to make. Avoid requesting the toddler to "make a face like my face." The Enrichment tip suggested below also involves referring to a page in the book.

This activity builds on toddlers' natural interest in faces and the fun of making faces. It is meant to be an enjoyable experience. Positively acknowledge whatever faces a toddler makes! The book's content can help a toddler informally understand there are different kinds of feelings. It is not necessary or appropriate to teach about different emotions in this activity.

Pronouns are an important part of daily life. The session uses the face-making activity to emphasize two pronouns ("my" and "your") that are linked to toddlers' emerging sense of self.

More Scaffolding Tips—Option 2

Extra support ■ The toddler may want to spend more time with the book's mirror after the activity.

Enrichment ■ At the conclusion of the book sharing, suggest the toddler again make some of the faces shown in the book, this time using the book's mirror. Return to the book's picture of an emotion of interest when you offer this idea. Example: "You made a sad face, like this picture of a sad face in our book. What does your sad face look like in the mirror?"

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Exploring Words *(continued)*

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Toddlers talk about pictures of peers engaged in activities in their room.

Key Concepts
What
Who

Materials Needed
Picture album of activities (see Be Prepared)

Also Promotes
Cognitive
Social-Emotional

Be Prepared: Gather and/or take pictures of current toddlers engaged in interest areas and other activities in your room. If possible, make sure each toddler in your room is included in one or more pictures. Assemble the pictures in an album or book.

Invite small groups of toddlers, one group at a time, to look at pictures of children doing things in your room. Focus on pictures that include toddlers in the group looking at the pictures with you.

Invite toddlers to say what is happening in the picture and who is in the picture. Encourage a toddler to point to what he/she is describing. Repeat and expand on toddlers' words. Examples: "Yes, this is a picture of you giving your baby doll a bottle! Your baby doll was hungry, so you are feeding her." "Jaxon is reading a book in this picture." Offer information only if toddlers seem uncertain. Example: "I think I see Emmanuel in this picture. Can you find Emmanuel?"

What to Look For—Option 3

The activity is an opportunity to promote toddlers' emerging language skills by encouraging them to talk about what and who. Toddlers may initially respond to a picture by saying who is in the picture. Affirm their responses in a way that invites more talk. Example: "Yes, this is Sammy. What is he doing in this picture?"

It is not necessary to have firsthand knowledge of what happened in a picture in order to talk about it. Toddlers can talk about pictures of activities they did not experience or observe by simply describing what they see in the picture. Example: "What do you think is happening in this picture?" The discussion of pictures is not intended to be about recall.

Some toddlers may talk about specific toys or materials shown in a picture. The picture also may prompt some toddlers to tell what they have done or like to do (not in the picture) with the toy or material. Positively acknowledge all language contributions to the session.

More Scaffolding Tips—Option 3

Extra support ■ Ensure each toddler has an opportunity to participate in a small group discussion of the pictures.

Enrichment ■ Place the album in the book area for toddlers to visit at a later time.

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Exploring Words *(continued)*

Interest Area

Materials Needed: *Making Faces: A First Book of Emotions* by Abrams Appleseed, album of pictures (Option 3), several age-appropriate mirrors or large wall mirror

Place book, album, and mirror(s) in a comfortable area of the room for toddlers to explore on their own or with a peer(s). Toddlers may repeat parts of an activity option, such as making faces in a mirror (Option 2). Children especially enjoy looking at pictures of themselves and friends. Encourage toddlers to locate and name pictures of their friends and caregivers in the album (Option 3).

Family Child Care

Materials Needed: album of pictures of activities in your setting

Expand Option 3 to include all children in your setting. Toddlers and older children will enjoy talking about the names and activities of infants as well as themselves.

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BLOCK 10

Solving Problems

Cognitive

12–24 Months

Option 1
One-to-One

Skill and Goal
Problem-solving
Object inquiry skills
A toddler practices taking apart two connected magnetic toys.

Key Concepts
Take apart
Pull
Hold

Materials Needed
Magnetic toys, such as GeoMag™ GBaby

Also Promotes
Physical/Health
Communication/Language

BEGIN: [*Invite a toddler to join you to play with special toys.*]

EXPLAIN: I have some special toys that we can take apart. Let's play with them!



[*Place two connected magnetic toys in front of the toddler. Point to each of the parts as you describe there are two.*]

This toy has two parts. Let's see if we can take them apart.

ACT: [*Describe and demonstrate how to use both hands to pull apart the two connected parts. Example: "I am holding this toy with two hands. I am going to pull with this hand. Look! The toy came apart!"*]

ASK: Would you like to take apart the toy?

[*Offer the toddler two connected magnetic toys.*]

EXPLAIN: Use two hands to hold the toy and then pull it apart!

ACT: [*Describe the toddler's actions with the toy. Example: "You used two hands to take apart the toy. You held the toy and pulled it apart!" Emphasize the words pull and take apart.*

If the toddler tries but does not pull the toys apart, demonstrate again how to hold with one hand and pull with one hand. See Extra Support tips for other ways to help.

Ask whether the toddler wants to take apart a toy again. Conclude play with the toys after several minutes or when the toddler loses interest.]

RECAP: We learned how to take apart a special toy. We used both hands to take the toy apart!

Elm Early Learning Matters

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Solving Problems *(continued)*

Option 1 continued

What to Look For—Option 1

If a toddler has difficulty after you offer several different forms of assistance (see Extra Support tips), offer an alternative activity, such as playing with a larger collection of magnetic toys. The toddler may enjoy putting the toys into and out of a container or simply looking at their differences. Describe the toddler's actions.

Some toddlers may easily take apart magnetic toys and wish to rearrange them in different ways. Encourage toddlers to persist in pulling toys apart. Affirm their persistence with encouraging descriptions. Example: "Myah, you are pulling with your hands. You are getting very strong!"

More Scaffolding Tips—Option 1

Extra support ■ If a toddler continues to try separating the magnetic toys without success, offer to help by holding one part of the toy and encouraging the toddler to pull on the second part of the toy. Hold the toy so the toddler engages in a downward motion rather than pulling to the side. Another option is to invite the toddler to put his/her hand on top of your hand as you pull apart the toy. ■ Describe and demonstrate the concept of "pull" if you anticipate this is an unfamiliar word.

Enrichment ■ If a toddler is easily able to take apart two parts of the toy, add a third piece. GeoMag™ toys can be interchangeably connected to each other. Encourage the toddler to hold the toy and pull to take apart each of the three pieces.

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BLOCK 10

Solving Problems *(continued)*

Cognitive

12–24 Months

Option 2
Informal Gathering

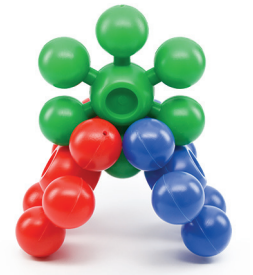
Skill and Goal
Problem-solving
Object inquiry skills
Toddlers practice taking apart a chain of star builders or snap beads.

Key Concepts
Take apart
Pull
Hold

Materials Needed
15 interlocking star builders or snap beads

Also Promotes
Physical/Health
Communication/Language

Be Prepared: Create several sets of two and three connected star builders plus one set of three or four connected star builders that can stand on its own.



Invite several toddlers to join you to take apart several of the connected stars. Toddlers will enjoy taking apart connected star builders and seeing the parts separated on the floor or low surface.



It is common for a toddler to take apart connected star builders by pulling one star to the side. Some toddlers may turn a stand-alone shape so he/she can use a sideways pull to remove a connected star builder.

Demonstrate how to remove a single star using an upward pull. Hold the star builder shape and encourage the toddler to remove a star by pulling up. You may hold up the star builder shape (off the table or floor) and suggest one toddler remove a star with a downward pull.

What to Look For—Option 2

A toddler may tell you or gesture to communicate his/her interest in putting two stars back together. Restate the toddler's question or request. Observe the toddler's approach to connecting the stars. If the child has difficulty with the material, demonstrate how to hold one star builder in each hand. Point to the space between the rounded arms and encourage the toddler to push the stars together.

If a toddler tries to connect stars without success, offer assistance by holding one star. Encourage the toddler to push a second star onto the first. Provide just enough help so that a toddler can be successful.

More Scaffolding Tips—Option 2

Extra support ■ Hold one star and encourage a toddler to pull a connected star.

Enrichment ■ Connect a long chain of stars for a toddler to take apart.

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BLOCK 10

Solving Problems *(continued)*

Cognitive

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Problem-solving
Object inquiry skills

Toddlers practice taking apart a stacking ring and putting rings in a pitcher, with a guided opportunity to put the stacking ring back together.

Key Concepts
Together
Apart
On
Off

Materials Needed
Stacking ring toys—1 per toddler
Clear, round pitcher—1 per toddler

Also Promotes
Physical/Health

Invite several toddlers to join you on the floor to play with stacking ring toys and pitchers. Give each toddler one toy with all the rings stacked in place. Encourage the toddlers to take the rings off the spool of the toy and drop them into their pitchers.

Describe each toddler's actions. Emphasize the words on, off, together and apart. Point to a spool and talk about the rings as all gone. Toddlers typically understand the concept of "all gone." Act surprised to see the rings in the pitcher!

Putting the rings back together is a more challenging task that may be of interest to some but not all toddlers. Explain that "we can put the rings together again." Encourage toddlers to take the rings out of their pitcher and put them on the floor. Secure a complete, taken-apart set to use as a demonstration. Hold up the largest ring and explain that it goes first. Point to each large ring on the floor. Assist each toddler in finding his/her largest ring. Example: "Dylan, here is a big blue ring for your spool."

Move around and assist toddlers who want to put the toy back together. Point to and describe the ring next in order of size. If toddlers begin stacking the rings in random order, they will not be able to get them back on the spool. Act as a coach for toddlers, so they experience success.

What to Look For—Option 3

The opening segment of the activity involves two separate actions. Give encouragement to each toddler for the tasks of removing the rings and placing them in the pitcher.

Close monitoring of toddlers' actions is especially needed for the second segment of the activity, when toddlers have an opportunity to stack the rings on the spool. Some toddlers may opt for a trial-and-error approach to the task. Others may watch your demonstration. If a toddler seems frustrated in putting the toy back together, find the next ring and hand it to him/her. At this age, toddlers may not notice differences in size. Toddlers may understand the difference in size more easily if you lay the rings out in order on the floor. Individualized support is important to a toddler's sense of success in putting the rings on the spool.

Some toddlers may leave the gathering after removing rings from the spool. It is not necessary for toddlers to finish all the steps available with a stacking ring. Taking the rings off and seeing the rings on the floor or in a container is a useful cognitive contrast to viewing the rings stacked in order by size.

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Solving Problems *(continued)*

Option 3 continued

More Scaffolding Tips—Option 3

Extra support ■ If a toddler shows strong interest, but has difficulty in putting the rings in order on a spool, stack four rings onto the toddler's spool. Encourage the toddler to put the (fifth) small ring on the top.

Enrichment ■ If a toddler wants to play some more with the rings after stacking them, invite him/her to dump the stacked rings onto the floor. Some rings may roll under furnishings, providing another achievable problem to solve.

Interest Area

Materials needed: magnetic toys, such as GeoMag™ GBaby

Place magnetic toys on a low surface. Arrange toys so that they are connected in several different arrangements. Sit with toddlers and encourage them to use both hands to pull apart the magnetic toys. After toddlers have pulled apart several pieces, snap them back together in different arrangements. You may muffle the sound of the toys on the tabletop by placing a table pad or bath towel on the surface.

Family Child Care

Materials needed: Velcro®, blocks, flannel board

Place small dots of Velcro® on the backs of several blocks for more disconnecting fun. Place blocks with Velcro® on a flannel board lying on the floor. Encourage toddlers to pull blocks from the flannel board. Older toddlers and preschoolers may enjoy placing the blocks in different patterns on the flannel board as younger toddlers continue to practice pulling the blocks from the flannel board.

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BLOCK 10

Paying Attention

Self-Regulation

12–24 Months

Option 1
One-to-One

Skill and Goal
Concentration

A toddler watches and helps a caregiver determine whether two items are the same or different.

Key Concepts
Match
Same
Different

Materials Needed
Large basket
Toys (see Be Prepared)

Also Promotes
Communication/Language
Cognitive

Be Prepared: Secure four pairs of identical toys, such as two teddy bears, two trucks, two ducks, and two cups (eight toys total). Place all toys in the basket. Use toys of your choice. The activity description includes examples of cups, teddy bears, and toy trucks.

BEGIN: [*Invite one toddler to join you in looking at some toys.*]

We have a basket of toys.

ASK: What toys are in our basket?

ACT: [*Encourage the toddler to remove one toy at a time and say its name. Repeat what the toddler says. Example: "You said 'duck,' Marco. You are holding a toy duck!" Offer the toy's name if the toddler does not say it, and encourage the toddler to repeat the name with you. Return toys to the basket.*

Display one set of items that are the same and one set of items that are not the same, as suggested below:]



Some of the toys in the basket are the same. Here are two cups. They are the same. Things that are the same are a match. These two cups match. The two cups match because they are the same.

[*Pick up a cup and a teddy bear.*]



These two toys are different. This is a cup, and this is a teddy bear. They are not the same. These two toys are not a match.

[*Return all toys to the basket.*]

I would like you to help me find toys that match. Toys that match are the same.

[*Invite the toddler to pull one toy from the basket.*]



This is a toy truck. I am going to look through the toys in our basket to find another toy truck. Two toy trucks would be a match. Two toy trucks are the same.

Elm Early Learning Matters

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Paying Attention *(continued)*

Self-Regulation

Option 1 continued



[*Look through the toys in the basket, picking up several different toys, one at a time, and talking about how they are the same or different. Example: "This is a cup. Is this cup the same as the toy truck? No! The cup and the truck are <u>different</u>. They do not match." Then pick up a toy truck from the basket.*]

EXPLAIN: [*Hold up the two toy trucks in front of the toddler.*]





This is a toy truck. This is another toy truck! The two trucks are the same. Things that are the same are a match. The two trucks match!

[*Put aside the two matching toys.*]

ACT: Now let's try to find two more toys that are the same.

[*Invite the toddler to select one toy from the basket. Encourage the toddler to say the name of the item. Offer the name if the toddler does not provide one.*

Once again, look through the toys in the basket and pick up several toys, one at a time, to hold next to the item pulled by the toddler. Begin the comparison with an item that is different from the toy pulled by the toddler.]

ASK:

- Are the (<u>toy name</u>) and the (<u>toy name</u>) the <u>same</u>?
- Why not?

[*Repeat and expand on the toddler's comments. Emphasize how the two toys are <u>different</u>.*]

ACT: [*Hold up next to each other the two toys that are the same. Ask the toddler whether the toys are the same or different.*

Describe how the two toys are the same. Emphasize that the two toys are a match.]

RECAP: You watched and helped me find two toys that were the same. We looked at some toys that were different. We found toys that are the same. What do we call two things that are the same? (a match)

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BLOCK 10

Paying Attention *(continued)*

Self-Regulation

12–24 Months

Option 2
One-to-One

Skill and Goal
Concentration

A toddler finds a toy in a basket that matches a toy selected by a caregiver.

Key Concepts
Match
Same
Different

Materials Needed
Large basket
Toys (see Be Prepared)

Also Promotes
Communication/Language
Cognitive

Be Prepared: Secure four pairs of identical toys, such as two teddy bears, two trucks, two ducks, and two cups (eight toys total). Place all toys in the basket. Use toys of your choice. The activity description includes examples of cups, teddy bears, and toy trucks.



Invite a toddler to join you in finding two toys in a basket that match. Explain or remind the toddler that items match when they are the same. Introduce the basket of toys and show two toys that are the same. Describe how they are the same. Example: "Each of these two cups is red. We pretend to drink from the cups when we play in housekeeping. The two cups match because they are the same." Then show two different toys and ask the toddler whether the toys are a match. Why not?





Next, pull a toy from the basket and say its name (or invite the toddler to say its name). Invite the toddler to look at the toys in the basket to find another toy that matches the toy you pulled. Give the toy you pulled from the basket to the toddler so he/she can hold and look at it closely. If appropriate, offer verbal support for finding another toy that is the same. Example: "Jaylen, you are holding a teddy bear. Are the teddy bear and the toy truck the same? (pause for response that you affirm) The bear and the truck are not a match. They are different."

Repeat the process by pulling another toy from the basket, if the toddler remains interested. Offer similar types of support. Emphasize the concept of a match.

Conclude the activity by describing the toddler's concentration efforts. Example: "You looked at each of the toys in the basket. You found a toy that matched another toy!"

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Paying Attention *(continued)*

12-24 Months

Option 3

One-to-One

Skill and Goal

Concentration

A toddler independently finds items in a basket that match.

Key Concepts

Match

Same

Materials Needed

Large basket

Toys (see Be Prepared)

Also Promotes

Communication/Language

Cognitive

Be Prepared: Select four to five pairs of identical toys (8–10 total). Select toys that are different from items included in Options 1 and 2 if the toddler participated in Option 1 or 2. Place all toys in the basket.

Invite a toddler to find toys in the basket that match. Remind the toddler that items that match are the same. Present the basket of toys and encourage the toddler to pick one toy, place it on the floor, and look closely at all other toys in the basket to find one that matches. Encourage the toddler to pull other toys from the basket, one at a time, to hold next to the target toy. The toddler can put toys that do not match into a separate collection (not return to the basket). After a match is found, all toys (except the two matching toys) should be returned to the basket. Suggest the toddler find another set of matching toys if he/she remains interested. It is not necessary for the toddler to find all matching toys in the basket, although some toddlers may be eager to do so. Conclude the activity by describing the toddler's concentration actions. Example: "You looked closely at the toys in the basket. You found toys that match!"

What to Look For—Options 1–3

The options in this activity plan advance a toddler's skills in concentration by introducing and emphasizing the concept of a match. A prior activity plan (Block 4) focused on comparing objects and encouraged toddlers to determine whether two objects were the same or different. The same-or-different comparison is central to determining whether items match. Option 3 should be pursued with a toddler who has demonstrated some skill in looking closely at two items as part of a comparison. Consistently emphasize the process of finding a match, particularly looking closely at how toys are the same or different.

More Scaffolding Tips—Options 1–3

Extra support ■ Provide adequate amounts of time for a toddler to look at and determine whether two toys are the same or different. There is no need to rush. ■ In Option 3, place fewer items in the basket if you anticipate 8–10 toys will be too challenging.

Enrichment ■ Encourage toddlers to tell why two toys are a match or not a match. Toddlers cannot be expected to provide highly verbal responses, but you can expand on the comments they make. It also is beneficial for toddler to think about a reasonably challenging question.

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BLOCK 10

Paying Attention *(continued)*

Self-Regulation

Interest Area

Materials Needed: large basket, four pairs of matching toys that differ from those used in Options 1–3

Place toys in the basket for two toddlers to use in a matching game they play together. Encourage toddlers to take turns picking one item from the basket and then finding the matching item. Some toddlers may prefer to work together to find matching toys. Provide more than four pairs of matching toys if toddlers want to play some more.

Family Child Care

Materials Needed: two toys that match (more if the activity is popular)

Be Prepared: Hide one of two matching items in your setting.

Show a toy to a toddler and invite him/her to find the "hidden" matching toy. After the toddler finds the matching toy, ask how the two toys are the same (how they match). Offer more practice with a different pair of identical toys if the toddler enjoys the activity. Two toddlers or a toddler and an older child in your setting could work as a team in finding a hidden matching toy. A school-age child may enjoy hiding the matching toy. Also, a toddler will have fun hiding a matching toy for you to find.

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BLOCK 10

Interacting with Others

Social-Emotional

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers participate in a book sharing focused on being part of a family and part of a community at a child development center.

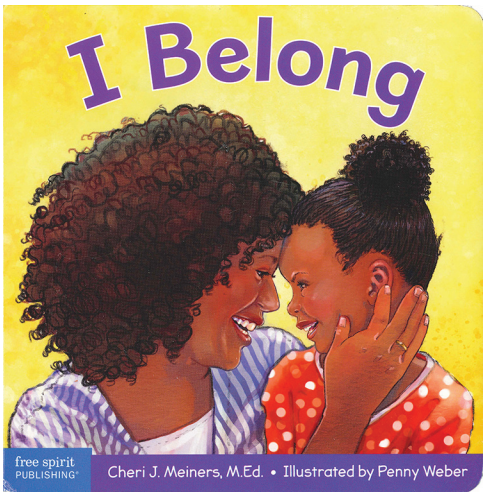
Key Concepts
Belong
Family
Friends

Materials Needed
I Belong by Cheri J. Meiners

Also Promotes
Communication/Language

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

EXPLAIN: Our book is about a girl who feels good about being a part of a family and about having friends at her child development center. All of us belong to a family and have friends in our room. We all belong! We have families, and we have friends, just like the girl in our story.



ACT: Let's read our book and learn more about the girl!

[*Use the strategies suggested below to help children understand the concept of belonging.*

- *Use pictures to engage toddlers in discussions of positive connections and interactions among people featured in the book. Example: "The girl and her friend in this picture are working together! What do you think they are working on?"*
- *Ask questions that help toddlers anticipate what might happen next in interactions among children featured in the book. Example: "The children are playing at the water table. Look at this boy. I think he wants to play, too! What do you think is going to happen?"*
- *Respond to toddlers' comments and pointing by repeating and extending their responses and words. Examples: "Elaine is pointing to the flowers. They are called sunflowers." "You are pointing to the kitty, Erik. The girl is playing with her family and they have a kitty! They all look happy to be together."*]

RECAP: Our book was about different ways that we all belong! We all have families, and we all have friends, just like the girl in our book. Let's look around at our friends who are with us today! We all belong.

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Interacting with Others *(continued)*



Option 1 continued

What to Look For—Option 1

Young children have strong feelings about the important people in their lives. Toddlers are likely to connect with the book character's feelings as she spends time with her family and her friends. In addition to using strategies suggested in the activity description, look for opportunities to help toddlers relate the book's content to their own families and communities. Example: "The children in this picture are running and playing together. They are smiling and laughing. The children are happy because they are friends. What do you like to do with your friends that makes you feel happy?" Toddlers may not respond verbally, but may smile or look at their friends with interest. Acknowledge all types of participation in the activity.

More Scaffolding Tips—Option 1

Extra support ■ Some toddlers may be interested in talking about particular pictures. ■ Say with appreciation the name of each toddler in the session at the conclusion of the book (see Recap). Also, say the names of children in your room who are absent.

Enrichment ■ Use toddlers' names frequently during the book reading.

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BLOCK 10

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 2
One-to-One

Skill and Goal
Social interaction skills

A toddler identifies himself/herself and others in pictures of children in your room.

Key Concepts
Name

Materials Needed
Photos of children in your room (see Be Prepared)

Also Promotes
Communication/Language

Optional Reading
I Belong by Cheri J. Meiners

Be Prepared: This brief activity is to occur where pictures of children in your room are posted. If individual child pictures are not posted, secure photos of activities that include some children currently in your room.

Invite a toddler to join you in looking at pictures of toddlers in your room. Invite the toddler to find his/her picture, if available. Example: "This looks like you! What is the name of the child in this picture?" Show enthusiasm and excitement over the toddler finding his/her photo. Then encourage the toddler to say the names of children shown in the pictures or point to children in the pictures as you say their names. The toddler may want to talk about the photos of particular children. During and at the conclusion of the activity, emphasize that we belong to a room with many nice friends!

What to Look For—Option 2

The length of a toddler's time in the room is an obvious factor in familiarity with peers. Do not hesitate to say names of children in the pictures if the toddler seems uncertain. This is not a test, and toddlers will differ in how many children in the room they know. For toddlers who recently joined your room, the activity can serve as a helpful introduction to who is in the room. Remember to include other caregivers.

More Scaffolding Tips—Option 2

Extra support ■ If a toddler is new to the room, consider breaking the activity into several different sessions so a reasonable number of pictures is considered in each. You might want to say something about the interests of specific children. Example: "This is Sam. He likes to play with blocks."

Enrichment ■ For 1–2 selected pictures of children, invite the toddler to tell where the pictured child is currently playing in the room. Example: "Yes, this is Asia. What is Asia doing right now in our room?"

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Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers identify peers present in their room by playing a peekaboo game focused on who is hiding/missing.

Key Concepts
Friend
Peekaboo

Materials Needed
Large scarf or light blanket

Also Promotes
Communication/Language
Cognitive
Self-Regulation

Invite several toddlers to play a *Peekaboo* game. Say the name of each toddler who is in the gathering as you point to each or encourage the toddler to "give a big smile." The intent is to review faces and names. Then invite each interested toddler, one at a time, to "hide" under or behind the scarf. With enthusiasm, ask who is missing from the gathering. Encourage the toddlers to name their "hiding" peer. Example: "Who is missing? Who is hiding from us? Let's say the name of our missing friend!" After the toddler is named, encourage the "hiding" toddler to remove the scarf and say "Peekaboo!" Quietly ask another toddler if he/she would like to hide next; some toddlers may not feel comfortable under or behind the scarf. Acknowledge all forms of participation.

What to Look For—Option 3

Toddlers enjoy hearing their own name during activities. This game also provides the opportunity for toddlers to practice identifying and naming the peers in their group. Playing *Peekaboo* will be familiar and enjoyable for most toddlers, although some may be uncomfortable being covered with a scarf or blanket. (See Extra Support tip.) Some toddlers will readily say the names of peers, and others may repeat a name after you. Some toddlers may prefer to watch and listen to the game. A toddler who watches with anticipation and smiles when the hidden toddler is revealed is making connections between each peer and his/her name.

More Scaffolding Tips—Option 3

Extra support ■ Some toddlers may be more comfortable with a transparent scarf, or covering their eyes with their hands and then removing the hands to say "peekaboo." ■ Provide encouragement for toddlers who seem eager for their turn to hide under or behind the scarf. Example: "Your turn is going to be next, Keiko! Your turn is after Elijah."

Enrichment ■ Invite toddlers to place the scarf over you and encourage them to say your name before you remove the scarf with enthusiasm. Have fun with the game!

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Interacting with Others *(continued)*

Interest Area

Materials Needed: photos of children in your room

As a follow-up to Option 2, make pictures of children currently in your room available for toddlers to look at on their own. Encourage toddlers to find their own photos as well as pictures of friends they play with often. Also invite toddlers to say what a pictured peer likes to do in your room.

Family Child Care

Materials Needed: large scarf or light blanket

Peekaboo is a familiar and enjoyable game for most children. Invite all the children in your setting to take turns "hiding" under the scarf or blanket, as described in Option 2. Encourage children to name each child under the scarf. Promote turn-taking, if necessary, so one child does not become the sole person to say who is hiding. Show enthusiasm and excitement as each child removes the scarf and says "peekaboo!"

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BLOCK 10

Moving Our Bodies

Physical/ Health

12–24 Months

Option 1
One-to-One

Skill and Goal
Gross motor development

A toddler practices throwing a large ball to knock over empty milk jugs.

Key Concepts
Throw
Push
Forward

Materials Needed
4–6 half-gallon empty milk jugs
1 large (7-inch) ball

Also Promotes
Communication/Language
Cognitive

Be Prepared: This activity is for toddlers who can easily stand and walk. Set up a row of milk jugs in an open area, and place the ball on the floor. You may wish to add interest to the milk jugs by wrapping them in colored tape.

BEGIN: [*Sit near the milk jugs and invite one toddler to throw a ball with you. Example: "Hi Ryah. Would you like to throw our big ball at the milk jugs? Maybe you can make a jug fall down!"*]

EXPLAIN: Please stand in this spot. Hold the ball with both of your hands. Look at the jugs. Then try to throw the ball toward the jugs. Push the ball forward when you throw it.

ACT: [*Provide a demonstration if the toddler seems uncertain about what to do. Emphasize the use of two hands, looking at the jugs, and pushing the ball forward.*

Offer enthusiastic verbal support. Encourage the toddler to try throwing the ball again. You may wish to suggest the toddler use more strength. Example: "Try a big throw." It also may be helpful for the toddler to move closer to the jugs.

Describe the toddler's actions. Example: "You are holding the ball and looking at the milk jugs. You are getting ready to throw."

Reset the milk jugs if they tip over.

Repeat and extend the toddler's responses to throwing the ball. Directly face the toddler so he/she can see your face as you speak.]

RECAP: [*Describe what happened. Example: "You practiced throwing a big ball. You used two hands to throw the ball at our milk jugs. First you looked at the jugs. Next you pushed the ball forward for a good throw. Some jugs fell down!"*]

What to Look For—Option 1

Some toddlers will be excited to throw the ball. Others may wish to participate after they see peers use the ball. A toddler is more likely to attempt a controlled throw if there is a specific, achievable target, such as the milk jugs used in this activity. Encourage all toddlers to participate in throwing during the week. Practice in throwing may start and end within a few minutes.

A large ball encourages use of two hands and engages a toddler's entire body, fostering strength and body coordination. The focus is the toddler's body movement, use of both arms, and a push forward motion.

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Moving Our Bodies *(continued)*



Option 1 continued

The activity plan's suggested phrase "big throw" is a way to help a toddler informally understand the concept of throwing with more strength. It is not appropriate to formally teach toddlers about the use of body strength in throwing a ball.

Throwing involves skills in eye-hand coordination and upper body strength. Toddlers will gain experience in spatial awareness as they see where the ball goes.

More Scaffolding Tips—Option 1

Extra support ■ A toddler with little interest or experience in throwing a ball may like to roll the ball toward the milk jugs or roll a ball back and forth with you. Watch for a signal he/she wants to throw.

Enrichment ■ For repeated practice, use a different item as a target, such as soft blocks. ■ You may wish to use a camera to document a toddler's throwing actions.

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Moving Our Bodies *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Gross motor development

A toddler practices throwing a sock ball toward colorful streamers.

Key Concepts
Throw

Materials Needed
Crepe paper streamers
1 plastic coat hanger
Tape
Sock balls (see Be Prepared)

Also Promotes
Communication/Language
Cognitive

Be Prepared: Prepare 4–5 sock balls by rolling adult tube socks into balls (one sock per ball). Cut streamers of different colors long enough to hang within 24 inches from the floor. Tape overlapping streamers along the bottom of the hanger. Hang the streamers in a space for throwing soft items. Throwing rolled socks is an activity easily adapted for a small space.



Invite a toddler to stand about two feet from the paper streamers and throw a sock ball toward them. Kneel next to the toddler as he/she throws. Tailor your support to the toddler. Some may benefit from a demonstration. Some may need help in slowing their actions so they can better control their arm. Encourage a toddler to let go of the sock ball so it travels forward. It may be helpful to offer "Get ready, Throw" guidance. Encourage the toddler to retrieve the ball(s). Offer as many practice throws as time and child permit.

What to Look For—Option 2

Toddlers will delight in seeing the colorful streamers move when touched by the balls. The activity is a fun way to strengthen balance. Pay attention to how a toddler positions his/her feet for a throw and encourage standing on both feet, if appropriate. Allow plenty of time to practice throwing. Avoid keeping any kind of score. Catching a ball is a different skill and should not be combined with throwing.

More Scaffolding Tips—Option 2

Extra support ■ Encourage a toddler to move closer to the streamers if appropriate. It is important for each toddler to experience success (moving the streamers) with the activity.

Enrichment ■ Offer this activity to two toddlers at a time. Encourage them to take turns so each toddler can see what happens to the streamers after throwing a ball and can watch their peer throw the ball.

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BLOCK 10

Moving Our Bodies *(continued)*

Physical/ Health

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Gross motor development
Toddlers practice throwing a ball.

Key Concepts
Throw

Materials Needed
4-inch O Ball®—1 per toddler

Also Promotes
Communication/Language
Cognitive

In an open space indoors or outside, invite 2–3 toddlers to play with balls. Give an easy-to-hold ball to each toddler and demonstrate how to throw overhand. Help toddlers focus on the sequence of throwing the ball by saying aloud: "Put the ball near your ear. Now throw." Encourage overhand throwing in a certain direction with no specific target, such as "throw toward the fence." Avoid talking about how far the ball traveled. Provide practice opportunities as long as time and child interest permit.



What to Look For—Option 3

Toddlers generally begin to develop an ability to throw overhand as they reach their second birthday. As in any developmental area, there are striking differences in how toddlers progress in large motor skills. Throwing a ball in a desired direction may be a skill some toddlers have not yet developed. Some toddlers' attempts to throw may be disorganized. Some toddlers may simply fling a ball in any direction. If a toddler's throw is mostly disorganized, provide very soft items to throw, such as adult-size tube socks rolled up like a ball (see Option 2) with a large target, such as a wall or a laundry basket.

More Scaffolding Tips—Option 3

Extra support ■ It is not necessary to use an overhand throw. A toddler may have his/her own preferred way to throw a ball. The goal is primarily to engage toddlers in a brief throwing activity that promotes motor coordination.

Enrichment ■ Offer different-sized balls if the activity is offered outdoors.
■ Provide a target, such as a basket or hoop on the ground.

Interest Area

Materials needed: low box or laundry basket, soft larger balls, basket of shower scrubbies

Create an area of the room for toddlers to throw soft items. Toddlers like to throw shower scrubbies, probably because it is a common item generally used for other purposes. Provide a large, low box or laundry basket as a target for toddlers' throwing. Keep a couple of very soft larger balls in the room for toddlers to roll.

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Moving Our Bodies *(continued)*

Family Child Care

Materials needed: small ball or beanbag, balls of soft material or beach balls

Older children may enjoy helping younger children learn to throw a ball in any of the activity plan's three options. Infants generally enjoy experiences with balls. During play times with infants, sit on the floor facing an infant who can sit. Roll a small ball to the infant and encourage him/her to roll a ball back to you.

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BLOCK 11 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

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

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



Cognitive

Exploring Objects

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

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



Self-Regulation

Getting Calm

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

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



Social-Emotional

Interacting with Others

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

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



Physical/Health

Using Our Hands

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

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

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

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

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BLOCK 11

Exploring Words

Communication/ Language

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Toddlers participate in a book sharing focused on body parts.

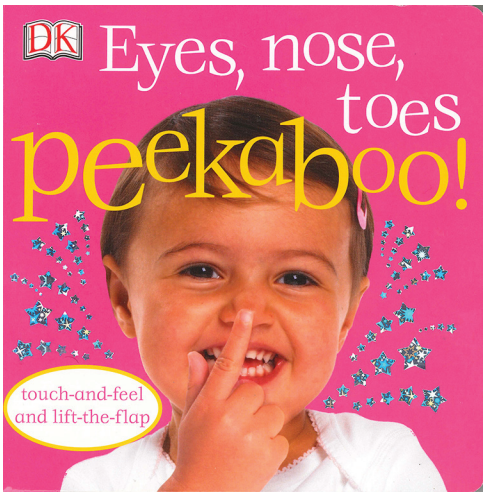
Key Concepts
Pictures
Body

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

Also Promotes
Cognitive

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

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



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

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

Let's all point to our nose!

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

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

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

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

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

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Exploring Words *(continued)*



Option 1 continued

What to Look For—Option 1

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

More Scaffolding Tips—Option 1

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

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

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Exploring Words *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Receptive language
Expressive language

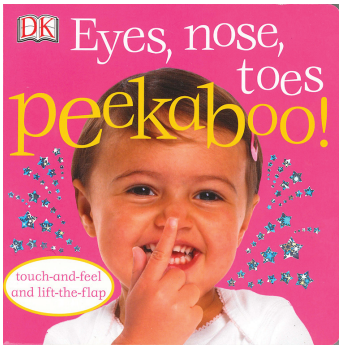
A toddler participates in a book sharing that includes opportunities to point to body parts and feel different textures provided in the book.

Key Concepts
Pictures

Body

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

Also Promotes
Cognitive



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

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

What to Look For—Option 2

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

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

More Scaffolding Tips—Option 2

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

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

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Exploring Words *(continued)*

Interest Area

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

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

Family Child Care

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

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

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BLOCK 11

Exploring Objects

Cognitive

12–24 Months

Option 1
One-to-One

Skill and Goal
Object inquiry skills

A toddler puts together and takes apart nesting cups.

Key Concepts
Bigger

Smaller

Materials Needed
Nesting cups (see Be Prepared)

Also Promotes
Communication/Language

Physical/Health

Optional Reading
Big Little by Leslie Patricelli

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



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

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

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

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

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

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

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

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Exploring Objects *(continued)*

Option 1 continued

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

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

What to Look For—Option 1

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

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

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

More Scaffolding Tips—Option 1

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

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

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BLOCK 11

Exploring Objects *(continued)*

Cognitive

12–24 Months

Option 2
One-to-One

Skill and Goal
Object inquiry skills

A toddler participates in a guided stacking of nesting cups.

Key Concepts
Tower
Bigger
Smaller

Materials Needed
Nesting cups

Also Promotes
Communication/Language
Physical/Health

Optional Reading
Big Little by Leslie Patricelli

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



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

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

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

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

What to Look For—Option 2

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

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Exploring Objects *(continued)*

Option 2 continued

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

More Scaffolding Tips—Option 2

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

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

Interest Area

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

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

Family Child Care

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

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

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BLOCK 11

Getting Calm

Self-Regulation

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Self-control

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

Key Concepts
Sounds

Calm down

Materials Needed
Sound-making rain stick (see Be Prepared)

Also Promotes
Communication/Language

Physical/Health

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



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

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

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

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

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

[*Pause for toddlers to respond.*]

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

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

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

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

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

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

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

What sound do we hear now?

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Getting Calm *(continued)*



Option 1 continued

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

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

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

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

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

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

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Getting Calm *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Self-control

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

Key Concepts
Sounds

Calm down

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

Also Promotes
Communication/Language

Physical/Health

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



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

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

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

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

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

What to Look For—Options 1–2

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

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Getting Calm *(continued)*

More Scaffolding Tips—Options 1–2

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

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

Interest Area

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

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

Family Child Care

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

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

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BLOCK 11

Interacting with Others

Social-Emotional

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Social interaction skills

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

Key Concepts
Names

Materials Needed
None

Also Promotes
Communication/Language

Physical

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

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

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

What to Look For—Option 1

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

More Scaffolding Tips—Option 1

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

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

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BLOCK 11

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Social interaction skills

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

Key Concepts
Friend

Name

Materials Needed
Medium-size soft ball

Also Promotes
Communication/Language

Physical/Health

Self-Regulation

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

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

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

What to Look For—Option 1

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

More Scaffolding Tips—Option 2

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

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

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BLOCK 11

Interacting with Others *(continued)*

Social-Emotional

Interest Area

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

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

Family Child Care

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

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

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BLOCK 11

Using Our Hands

Physical/ Health

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Fine motor development

Toddlers make marks on paper with paintbrushes dipped in water.

Key Concepts
Paint
Lines
Marks

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

Also Promotes
Communication/Language
Cognitive

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

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

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

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

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

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

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

Acknowledge and expand on toddlers' utterances.]

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

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

What to Look For—Option 1

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

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Using Our Hands *(continued)*



Option 1 continued

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

More Scaffolding Tips—Option 1

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

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

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Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Fine motor development

Toddlers make marks on paper with dot markers.

Key Concepts
Push

Dot

Materials Needed
Art smocks—1 per toddler

Dot markers—1–2 per toddler (see Be Prepared)

Plain white paper—1 per toddler

Marker for caregiver

Also Promotes
Cognitive

Social-Emotional

Communication/Language

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



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

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

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

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

What to Look For—Option 2

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

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

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

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Using Our Hands *(continued)*



Option 2 continued

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

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

More Scaffolding Tips—Option 2

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

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

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BLOCK 11

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 3
One-to-One

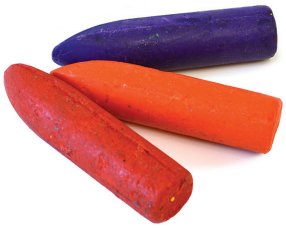
Skill and Goal
Fine motor development

Toddlers use crayons on easel paper.

Key Concepts
Marks

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

Also Promotes
Communication/Language
Cognitive



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

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

What to Look For—Option 3

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

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

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

More Scaffolding Tips—Option 3

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

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

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Using Our Hands *(continued)*

Interest Area

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

Be Prepared: Cover a cardboard box with paper.

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

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

Family Child Care

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

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

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BLOCK 12 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

Option 1 (IG) Toddlers participate in a book sharing focused on head, shoulders, knees, and toes.

Option 2 (IG) Toddlers point to their head, shoulders, knees, and toes as part of a book sharing.



Cognitive

Sorting and Matching

Option 1 (OO) A toddler sorts two different types of toys.

Option 2 (IG) Toddlers participate together in sorting three different types of toys.



Self-Regulation

Focusing and Remembering

Option 1 (IG) Toddlers practice watching and remembering the location of a moving toy car.

Option 2 (IG) Two toddlers take turns hiding a toy and identifying its location.



Social-Emotional

Interacting with Others

Option 1 (OO) A toddler participates in a back-and-forth physical activity with a caregiver.

Option 2 (IG) Toddlers work together in a shared painting activity.



Physical/Health

Moving Our Bodies

Option 1 (IG) Toddlers carry small bags of books to and from the book area.

Option 2 (IG) Toddlers pack, carry, and unpack bags of pretend food items.

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

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BLOCK 12

Exploring Words

Communication/ Language

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Toddlers participate in a book sharing focused on head, shoulders, knees, and toes.

Key Concepts
Head
Toes

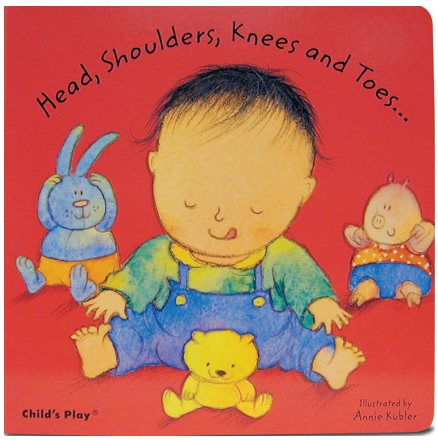
Materials Needed
Head, Shoulders, Knees and Toes by Annie Kubler

Also Promotes
Cognitive

BEGIN: [*Invite several toddlers to join you to read a book.*]

EXPLAIN: Our book is about a song. Some of us may know the song!

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



Look at the baby in the picture. The baby is touching his toes!

Let's point to the baby's toes.

The baby is doing part of the song in our book. The words of the song tell about toes. The words of the song also tell about other parts of our body.

I am going to open our book, so we can learn more about the song.

ACT: [*Use a singing voice, especially for the text on the first page. Use the following strategies to engage toddlers in the book:*

- *Point to each body part as you name it by singing. Use questions to create anticipation and interest in what happens next. Example: "What are the children on this page doing? Let's turn the page and see what they do next!" Pause for toddlers to look at pictures.*
- *Acknowledge toddlers' reactions to pictures. Examples: "You are touching your head, Marcos. The boy in this picture is touching his head!" "Amelia, you are smiling and pointing to the baby's mouth. What do you think the baby was eating?"*
- *Invite toddlers to point to parts of their body featured in the book. Example: "Look at the baby's toy rabbits! The toy rabbits are touching their toes too! Let's touch our toes!"*]

RECAP: Our book was a song about different parts of a body. The pictures in our book showed babies touching their head, shoulders, knees, and toes. Some of the pictures were silly!

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Exploring Words *(continued)*

12–24 Months

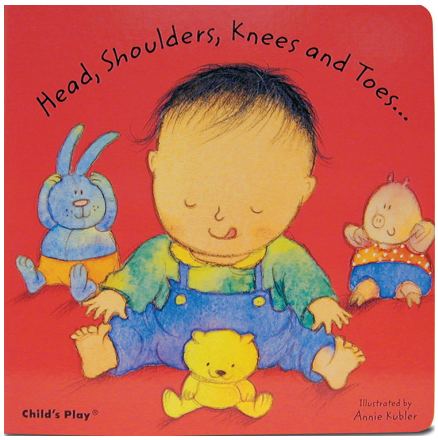
Option 2
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Toddlers point to their head, shoulders, knees, and toes as part of a book sharing.

Key Concepts
Head
Shoulders
Knees
Toes

Materials Needed
Head, Shoulders, Knees and Toes by Annie Kubler

Also Promotes
Cognitive
Physical/Health
Self-Regulation



Invite several toddlers to read a book with you. Use strategies suggested in Option 1 for sharing the book. At the conclusion of the book, ask toddlers if they would like to join you in pointing to some parts of our body shown in our book. Some toddlers may prefer to move to a different activity.

Invite interested toddlers to stand with you and touch or point to a part of their body that you name. Example: "When I say 'toes,' we can all touch our toes." Demonstrate each requested action. Follow the order used in the book (head, shoulders, knees, toes). Request pointing to or touching each shoulder and each knee. Whether it is a right or left shoulder or knee is not important.

If toddlers remain interested, repeat the activity with body parts in the opposite order, from toes to head.

What to Look For—Options 1–2

Singing adds value to the book sharing. Some toddlers will be familiar with the song and may readily point to body parts featured in the book. Others may prefer to watch and listen. Toddlers are not expected to sing along, although some may sing or say some key words. Positively acknowledge all forms of participation.

More Scaffolding Tips—Options 1–2

Extra support ■ Pause on a page so toddlers can look at a picture prior to your singing. Repeat the name of a body part in your usual voice.

Enrichment ■ Invite toddlers to say some of the words of the song with you, especially names of body parts featured in pictures. Sing slowly and clearly, repeating the word you invite toddlers to say. ■ After several rounds of pointing/touching body parts in Option 2, offer requests without your pointing to the body parts. ■ In Option 2, demonstrate and invite toddlers to touch or point to additional body parts mentioned in the song, including eyes, ears, nose, or mouth.

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Exploring Words *(continued)*

Interest Area

Materials Needed: *Head, Shoulders, Knees and Toes* by Annie Kubler, assortment of books with pictures of bodies

Place the books on a blanket on the floor. Invite several toddlers to point to different body parts shown in book pictures. Include a mix of familiar and less familiar parts. Some toddlers may want to point to some body parts shown in a picture and have you say the name(s).

Family Child Care

Materials Needed: *Head, Shoulders, Knees and Toes* by Annie Kubler

Children of all ages will enjoy participating during this song. Older children can demonstrate the body parts to touch, and younger children can watch and imitate their older peers. You may wish to gently touch some body parts of babies as you sing the song. Older children will enjoy singing the song in different ways, such as fast, slow, loud, and quiet.

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BLOCK 12

Sorting and Matching

Cognitive

12–24 Months

Option 1
One-to-One

Skill and Goal
Object inquiry skills
Problem-solving
A toddler sorts two different types of toys.

Key Concepts
Same
Different

Materials Needed
6 each of 2 different types of toys (see Be Prepared)

Also Promotes
Physical/Health
Self-Regulation

Be Prepared: Select two different types of toys that are of interest to the toddler participating in this activity. Gather six toys of each type. Example: Six toy animals and six toy cars. The toys within a category do not need to be identical. Example: The six toy animals could be different animals. Use toys that are approximately the same size. The activity description assumes toy animals and cars are used. These are examples only.

BEGIN: [*Invite a toddler to play with some toys at a low table with you. Sit next to the toddler. Put two toys of each type on the table in front of you in a random arrangement. Example: two toy animals, two toy cars. Put the remaining toys on the floor by your side (away from the toddler).*]



EXPLAIN: [*Point to specific toys as you name them. Use gestures to complement your words. When you sort the toys, put them in front of the toddler and put space between the two groups of toys.*]

Let's look at these toys. There are toy animals. There are toy cars. These are <u>different</u> types of toys.

I am going to put our toy animals together. Now I am going to put our toy cars together.





Our animals are the <u>same</u> type of toy. Our cars are the <u>same</u> type of toy.

ACT: [*Give the toddler one toy car and one toy animal. Place the two toys on the table in front of the toddler, separate from the toys you just sorted.*]

Here are some more toys for us to look at. Here is another toy car. Here is another toy animal.

[*Point to a toy as you name its type, or invite the toddler to say whether a toy you point to is a car or an animal.*]

You can put the toy car with our other toy cars on the table. You can put the toy animal with our other toy animals.

[*See Extra Support tip if the toddler seems unclear about what to do.*

Give the toddler more toys from the preselected collection and invite him/her to put each car with other cars and each toy animal with other animals. If the toddler readily sorted the two toys in the first

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Sorting and Matching *(continued)*

Option 1 continued

round, place the remaining six toys in front of him/her (three of each type). If it was challenging for the toddler to sort the two toys, offer two more toys (one of each type) to sort and then offer the remaining four toys to sort if the toddler remains interested.]

RECAP: We looked at toy animals and toy cars. These are different types of toys. You put the toy animals together. You put the toy cars together. You put together the same types of toys.

What to Look For—Option 1

Selecting toys that are of interest to the toddler means you may use different toys for different toddlers. Keeping some of the preselected toys on the floor next to you during the activity may seem logistically awkward, but this procedure can help a toddler maintain focus by placing on the table only those toys he/she is to work with at the moment.

Pay close attention to the ease with which the toddler sorts the toys. The activity description and scaffolding tips suggest ways to respond to a toddler's approach to the task. Offer the activity at a later point if the toddler is not interested in sorting. Also, look for opportunities to informally point out groupings of similar or identical items as part of a typical day. Example: "Here is our tray of snacks. Look, all of the juice glasses are together. The plates of crackers are together."

Some toddlers may focus on toy characteristics, such as color or specific type of animal, that are not part of sorting in the current activity. Positively acknowledge a toddler's attention to details of a toy and consider adapting the activity to help the toddler sort by characteristics of his/her interest. Example: Help the toddler sort the toys by color or by specific type of animal, such as putting all horses together in one small group, and all pigs together in another small group. In future offerings of the activity, you may wish to select two types of identical objects, such as red counters and blue counters of the same size. This approach is used in later ELM sorting and matching activities, especially for toddlers 24–36 months of age, when attention to more specific characteristics of objects is promoted.

It is not necessary for toddlers to understand the term sorting in order to successfully participate in this sorting activity. Helping a toddler notice what is the basically the same and what is basically different about the toys is valuable to promote, as suggested in the activity description. Introducing the concept of sorting is a suggested Enrichment tip aimed at toddlers who seem ready to learn a new word.

More Scaffolding Tips—Option 2

Extra support ■ If the toddler seems unclear on how to sort the toys, encourage him/her to look closely at the toy and the existing groups of toys. Example: (while pointing) "This is a car. We want to put this car with the other cars on the table. Does this car go here with the other cars or does it go here with the toy animals? ■ If the sorting task seems too challenging for a toddler, offer no more than two invitations to sort (two toys each), as suggested in the activity description.

Enrichment ■ Repeat the activity with two types of objects that represent different shapes, such as 4–6 soft balls and 4–6 soft blocks. ■ Introduce a new word and concept by explaining to the toddler that he/she is sorting toys.

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BLOCK 12

Sorting and Matching *(continued)*

Cognitive

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Object inquiry skills
Problem-solving

Toddlers participate together in sorting three different types of toys.

Key Concepts
Same

Different

Materials Needed
3 different types of toys—1 each per toddler, and 2 each for caregiver (see Be Prepared)

Basket

Also Promotes
Physical/Health

Social-Emotional

Self-Regulation

Be Prepared: This activity is an adaptation of Option 1 for a gathering of two or three toddlers. Determine three different types of toys to use in the activity. Secure one toy of each type per toddler participating in the activity. Example: For three toddlers, secure three balls, three blocks, and three people figures. Also secure two toys of each type for yourself, to be used at the beginning of the activity. Example: two balls, two blocks, and two people figures. Use identical toys, if possible, or toys of similar size. The activity description assumes balls, blocks, and people figures are used. These are examples only. Begin the activity with all toys in an open basket or container on the floor next to you.

Invite two or three toddlers to join you at a low table to play with some toys. Place toddlers at the table (standing or sitting) so each has work space in front of him/her. Take two toys of each of the three types from the basket and place them on the table in a random grouping of six. Encourage the toddlers to look at, touch or manipulate, and name each type. Emphasize there are three different types of toys on the table. Some are blocks, some are balls, and some are people figures. Avoid sorting the toys as you talk with toddlers about the types.

Explain that we can put together the toys that are the same. Put in the center of the table one of each of type of toy, with about 12 inches of space between each. Point to and name each type of toy. Example: "Here is a ball. Here is a block. And here is a people figure." Then put each of the remaining three toys next to its similar type positioned in the middle of the table. Explain your actions. Example: "I am putting this block next to the other block. I am putting this ball next to the other ball. I am putting this people figure next to the other people figure."

Explain that each toddler can do the same thing. Place on the table in front of each toddler three different toys; one of each type. Invite the toddlers to put each of their toys with the same type of toy. Help toddlers take turns and offer verbal support if appropriate. After toddlers have placed their toys with the appropriate type of toy in the middle of the table, emphasize again that we put together the types of toys that are the same. Example: (while pointing) "Here are our blocks, all together. Here are our balls, all together. Here are our people figures, all together."

If toddlers remain interested, take apart the toy groupings on the table and repeat the activity. This time, add your toys to the toddlers' collections to sort. Depending on the number of toddlers who participate in the repeat round, the number of toys you give to each toddler to sort may not be equal after your toys are added to the collection. See Enrichment tips for adding challenge.

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Sorting and Matching *(continued)*

Option 2 continued

What to Look For—Option 2

This activity is more challenging than Option 1 because it involves three, rather than two, different types of objects and occurs within a small gathering of peers. Most of the considerations described in Option 1's What to Look For section apply to the current option.

The small gathering arrangement offers an opportunity to help toddlers experience turn-taking, a skill that takes time for young children to understand and practice. Help toddlers take turns putting their toys with the appropriate group of toys. In addition to supporting toddlers' awareness of taking turns, this approach enables you to give individualized verbal guidance, if necessary, and avoids distractions that could occur if everyone attempts to put a toy in a specific group at the same time.

More Scaffolding Tips—Option 2

Extra support ■ Use two rather than three types of toys if you anticipate three types may be too challenging. ■ Do not add your toys to the collection of toys given toddlers in the repeat round if it seems one or more toddlers in the gathering would benefit from your demonstrating again how to put the same types of toys together. Another possibility is to leave one toy of each type in the middle of the table for the repeat round.

Enrichment ■ For the repeat round, put one toy of each type at one end of the table, with about 12 inches between each. Place the remaining collection of toys in random order at the other end of the table. Help toddlers take turns standing at the end of the table with the remaining collection to pick one of the toys and place it with the same type of toy at the opposite end of the table.

Interest Area

Materials Needed: see below

Provide 10–15 toys that represent 2–3 different types on a low table for toddlers to sort individually or with a peer. Consider using toys that were not part of Option 1 or 2. There are commercially-available toys, such as My First Sorting Bears, designed to support sorting skills.

Family Child Care

Materials Needed: see below

In addition to offering Option 1 and 2 for toddlers, provide opportunities for preschool-age children to sort items in your setting, such as play dishes and utensils. A more advanced approach to sorting for preschool-age children involves distributing one of each type of item per person. Example: Give each child a cup of juice, a napkin, and 2–3 crackers for snack.

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BLOCK 12

Focusing and Remembering

Self-Regulation

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Executive function

Toddlers practice watching and remembering the location of a moving toy car.

Key Concepts
Hide
Garage
Watch
Remember

Materials Needed
Toy car
2 small cardboard boxes

Also Promotes
Cognitive

Be Prepared: The car should fit fully inside each cardboard box. If a box (pretend garage) has a flap(s) that closes so nothing in the box is visible, put the box on its side during the activity and pretend the flap is a garage door. If a box has no flap, put the box opening on the floor so the car can be fully hidden when put in the box (garage).

BEGIN: [*Invite several toddlers to join you on the floor to play a game. Show the toy car and place the two cardboard boxes next to each other in front of the toddlers.*]

EXPLAIN: Our game has a toy car and two boxes. We will pretend the boxes are garages. A garage is a place where a car can be parked.

Our toy car likes to drive around and then hide! Our car likes to hide in one of the garages. Let's watch the car drive around and try to remember where the car hides.

ASK: What do we use to watch something? (our eyes)

ACT: [*Point to your eyes when you encourage toddlers to watch.*]

Please watch with your eyes to see where the car goes.

[*Move the car around on the floor for a few seconds, always in front of the toddlers. Avoid holding the car in your hand where it is not visible. While the toddlers are watching, put the car in or under one of the boxes. Make sure the car is not visible after it is parked.*]

The car drove into a garage. The car is hiding!

I am trying to remember which garage the car is in. I did not watch carefully to see where the car went!

[*Have fun pretending you did not pay attention to where the car drove. Look first in or under the empty box. Show excitement when you find the car in or under the correct garage!*]





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Focusing and Remembering *(continued)*



Option 1 continued

The car is going to drive around and then hide again! This time I am going to watch the car closely. I want to remember where the car hides.

[*Drive the car on the floor, always in full view of the toddlers. Drive the car under the previously empty garage.*]

The car drove into a garage. The car is hiding from us again! This time I watched where the car went. I remember where the car went!

[*Look in or under the correct garage. Show excitement when you find the car!*]

I watched the car drive around and remembered where it was hiding. I found the car!

Should the car drive around and hide again?

[*Repeat if the toddlers appear interested.*]

RECAP: We used our eyes to watch our toy car drive around and then hide. We could not see the car after it drove into the garage. We remembered where the car went because we watched with our eyes.

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BLOCK 12

Focusing and Remembering *(continued)*

Self-Regulation

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Executive function

Two toddlers take turns hiding a toy and identifying its location.

Key Concepts
Watch
Remember
Hide
Garage

Materials Needed
Toy car
2 small cardboard boxes (see Option 1 Be Prepared)

Also Promotes
Cognitive
Physical/Health
Social-Emotional

Be Prepared: This option is an adaptation of Option 1 and is designed for toddlers who recently participated in Option 1. See the Option 1 description of the two cardboard boxes. Limit participation to two toddlers at a time.

Invite two toddlers to join you on the floor to play a game. Introduce the car and two boxes that are pretend garages. Remind toddlers that the car likes to drive around and then hide. Explain that the two toddlers participating in this game will take turns driving and hiding the car, and telling where the car is hiding. Show toddlers how to hold the car so it can always be seen. You might want to show how putting the car in the palm of our hand can make it difficult to see the car.

Select one of the toddlers to drive the car around the floor and then hide the car in one of the garages. Offer verbal guidance as appropriate. Urge the other toddler to watch where the car goes, including where it hides. After the car is fully hidden in a garage, pause a few moments and then invite the second toddler to say or point to where the car is hiding. Show excitement when the car is shown. Emphasize that watching the car carefully helped the toddler remember where the car was hiding.

Reverse the toddlers' roles, with the toddler who was the car's driver in the first round serving as the careful watcher of where the car goes. Again, provide a brief pause after the car is hidden and then invite the watcher to tell or point to where the car is hiding.

If a toddler appears to be guessing which garage to look in or under, positively recognize the toddler's effort and try another round. This time, offer reminders to keep watching as you quietly narrate the car's movements.

What to Look For—Options 1–2

Both options emphasize how watching helps us remember. Monitor toddlers' visual tracking of the car in Option 1. Offer fewer and maybe slower movements of the car if it appears toddlers are looking elsewhere part of the time. Also monitor the watcher-toddler's visual tracking of the car in Option 2. Offer reminders to watch if it seems the toddler is not fully engaged.

Option 2 includes a self-control task for the driver-toddler when you ask the watcher-toddler to identify the car's hidden location. To help the driver-toddler resist the urge to tell or show the car's location, you may wish to urge the driver-toddler to sit still while the watcher-toddler tells or points to the car's location.

Emphasize the importance of watching. Never move the car in Option 1 when toddlers are not watching. Avoid changing the activities into a guessing game. Random guessing does not promote the idea that watching something helps

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us remember what happened to something. Do not suggest a toddler "make another guess" if he/she does not select the correct garage in Option 2. Instead, encourage the driver-toddler to reveal where the car is parked. Positively recognize toddlers' efforts.

More Scaffolding Tips—Options 1–2

Extra support ■ In Option 1, draw additional attention to the car's location by describing the car's movements. Example: "Now our car is making a big turn." ■ In Option 1, use slower movements of the car.

Enrichment ■ Use three garages. ■ While toddlers watch in Option 1, change the locations of the two garages after the car has been hidden.

Interest Area

Materials Needed: toy cars, small boxes (see Options 1 and 2)

Invite several toddlers to play with toy cars and the pretend garages in the block area. Encourage toddlers to drive their cars around the area and to build their own garages for parking or hiding a car. Toddlers who especially enjoyed Option 2 might want to work together to play the Option 2 game again.

Family Child Care

Materials Needed: toy cars, small boxes (see Options 1 and 2), *Goodnight, Goodnight, Construction Site* by Sherri Rinker and Tom Lichtenheld

Share with toddlers and preschool-age children the book about how construction trucks go to sleep at the end of the day, just like the toy cars go to sleep in garages. Preschool-age children may enjoy Option 2, especially with three pretend garages available.

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BLOCK 12

Interacting with Others

Social-Emotional

12–24 Months

Option 1
One-to-One

Skill and Goal
Social interaction skills
A toddler participates in a back-and-forth physical activity with a caregiver.

Key Concepts
Together

Materials Needed
Soft, medium-sized ball
Play tunnel (see Be Prepared)

Also Promotes
Communication/Language
Physical/Health

Be Prepared: Use or create a wide and tall tunnel for this activity.

Invite a toddler to join you in rolling a ball back and forth through a tunnel. Explain that we will play together. Invite the toddler to sit on one end of the tunnel. Roll the ball through the tunnel to the toddler and encourage him/her to roll the ball back to you. The toddler may not wish to use the tunnel. Encourage several more rounds of rolling the ball back and forth. Describe actions focused on the back-and-forth arrangement. Example: "I rolled the ball to you, William. Now you have the ball! You can roll the ball back to me!" If the ball gets stuck in the tunnel, use words and gestures to encourage the toddler to figure out how to get the ball. This may be a simple solution, such as lifting the tunnel. It is important to positively recognize as a contribution to your shared effort.

What to Look For—Option 1

Most toddlers enjoy playing with balls, and this activity provides a new material (the tunnel) to use with a ball. The emphasis is on playing cooperatively, not on successful movement of the ball. Make accommodations to minimize motor challenges of rolling and catching a ball so the emphasis is on your exchanges with the toddler. Accommodations might include adjusting the length of the tunnel, not using the tunnel, or sitting close to the toddler. Show enthusiasm and excitement as the ball is passed back and forth. Say the toddler's name frequently during this brief activity.

More Scaffolding Tips—Option 1

Extra support ■ If the play tunnel is new to your room, provide opportunities for toddlers to explore the tunnel for several days prior to inviting toddlers to participate in this one-to-one setting with you.

Enrichment ■ Invite the toddler to pick the ball from among different sizes and types of soft balls.

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BLOCK 12

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers work together in a shared painting activity.

Key Concepts
Together

Materials Needed
- Large sheet of paper
- Tape
- Age-appropriate paintbrushes—1 per toddler
- 4 containers to hold paint (see Be Prepared)
- 4 colors of washable tempera paint
- Paint smocks—1 per toddler

Also Promotes
Communication/Language

Physical/Health

Be Prepared: This activity is for toddlers who are familiar with using a paintbrush and paint. Use the tape to affix the sheet of paper to a low table. Snack-size paper plates or shallow trays are useful for holding paint. Place a spoonful of paint on each plate/tray. To minimize mess and loss if a plate/tray is dropped or spilled, avoid using too much paint at a time. Paint can be added as needed during the activity.

Invite 3–4 toddlers to paint whatever they wish on a section of the same large sheet of paper. After helping each toddler put on a smock, encourage each toddler to stand at a different place at the table, such as one toddler on each side of the table. Place a plate/tray of paint in front of each toddler and invite each to begin painting.

Periodically briefly comment that the toddlers are painting together. Say each toddler's name several times as you talk about what is happening.

Point out similar actions with the brushes. Example: "Neveah and Joshua are making dots with the paint. Neveah is making red dots. Joshua is making green dots."

Help toddlers share the paints. Example: "I think Antonio is trying to reach the yellow paint. Joshua, the yellow paint is close to you. Would you please give the yellow paint to Antonio?"

Toddlers are likely to leave the activity at different points. Acknowledge each toddler's departure from the table. Example: "Joey is done painting. It was fun to have Joey join the painting."

Display the dry painting on a wall for others to enjoy.

What to Look For—Option 2

This activity can foster a positive sense of being part of a small gathering of peers. This emphasis is more important than the results of painting. The shared activity includes the same table and sheet of paper and paints, but individuality in what is painted. Toddlers are not expected to work together to produce a particular image. Children will likely differ in their level of interest in painting. Some may enjoy experimenting with each paint color and making different marks on the paper, whereas others may paint briefly and move to another activity.

More Scaffolding Tips—Option 2

Extra support ■ Limit the activity to two toddlers and two or three paints if you anticipate difficulties in sharing space and paint. ■ Provide additional brushes in the event a toddler prefers to use a new brush with a different color. ■ Mixing several drops of dish detergent into the paint can make cleanup easier.

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Interacting with Others *(continued)*

Social-Emotional

Option 2 continued

Enrichment ■ Print "Painting Together" or a similar phrase on the paper without interfering with toddlers' paint marks. The intent is to emphasize for adults the toddlers' shared experience of painting, not the product.

Interest Area

Materials Needed: see below

Gather materials related to a current interest of toddlers in your room. The interest may be a particular type of animal or toy. Arrange the materials in an appealing manner in a designated part of your room. Create a simple theme that can support toddlers' joint activities with the shared materials. Visit the setting on a regular basis to encourage cooperation and toddlers' sense of belonging to the play setting.

Family Child Care

Materials Needed: paper—1 sheet per child, age-appropriate paintbrushes—1 per child, 4 containers for paint, 4 colors of washable tempera paint, paint smocks—1 per child

Invite toddlers and older children to create paintings that can be displayed and enjoyed in your setting. Provide a sheet of paper for each interested child. Toddlers will enjoy watching older children paint and may imitate some of their actions. Older infants may enjoy holding a wet, chubby paintbrush and "painting" on a piece of construction paper.

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BLOCK 12

Moving Our Bodies

Physical/ Health

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Gross motor development

Toddlers carry small bags of books to and from the book area.

Key Concepts
Carry

In

Out

Materials Needed
Small tote bags—1 per toddler

Small board books—2 per toddler

Cushions (optional)

Also Promotes
Communication/Language

Cognitive

Be Prepared: Put two board books in each tote bag and place the tote bags near, but not in, your room's book area. Enhance the book area with cushions, if available.

Invite 2–4 toddlers to each carry one tote bag to the book area. Explain there are books in each tote bag. Describe toddlers' carrying actions. Example: "Everyone is carrying a bag to our book area." Encourage toddlers to sit down and take books out of their bag. Move from child to child to talk about books in the bag. Example: "Mateo, you took books out of the bag. Look, one of your books is about ducks." Some toddlers may turn pages and point to pictures. Others may take books out of their bag and be ready to move on. Talk with toddlers about pictures in books of interest. Repeat and extend toddlers' comments and recognize their actions, like pointing to a book or picture.

Encourage each toddler to put the books in the bag when he/she is done looking at them and then carry the bag to a place you designate, which could be the bags' original location outside the book area. Draw toddlers' attention to parts of their body used to move and hold books and carry a bag.

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Moving Our Bodies *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Gross motor development

Toddlers pack, carry, and unpack bags of pretend food items.

Key Concepts
Carry
Into
Out

Materials Needed
Medium-size paper grocery bags—1 per toddler
Empty, clean food containers—4–6 per toddler
Play vegetables or fruits

Also Promotes
Communication/Language
Cognitive

Be Prepared: Place the paper bags, food containers, and toy foods in the dramatic play area or in a space you create for a pretend grocery store. The small tote bags used in Option 1 can be used for carrying items in this activity, too.

Invite several toddlers to join you to put pretend food items into grocery bags. Create a simple grocery store theme for the activity that involves each toddler packing a bag, carrying bags to a designated area, and taking items out of a bag. Talk with toddlers about what they are putting into the bags, including sizes of items. Some toddlers may wish to add other toys to the bags, such as dolls or toy dishes. Offer a smaller bag to a toddler who has recently begun to walk.

Help toddlers determine how much they can put in a bag without things falling out or the bag becoming too heavy. If you do not wish to pursue this useful cognitive challenge as part of the activity, consider setting a limit on the number of items each toddler can put into and carry in a bag.

Draw toddlers' attention to the parts of their body used for picking up food items and for carrying the bag, including the use of two hands. Examples: "Josh's bag has handles. He is carrying his bag with both hands holding the bag handles." "Candice has both of her hands under her bag."

What to Look For—Options 1–2

Most toddlers greatly enjoy carrying things from one place to another place, and will likely welcome the provision of bags and carrying opportunities. For many toddlers, the process of carrying things will be of greater interest than what is being carried.

Both activity options promote fine and gross motor development, including body coordination involved in walking while carrying an item. Option 2 is more challenging than Option 1 because it involves the additional task of selecting items and then putting the items into a bag. Different sizes of items will require different hand grasps, and maybe the use of two hands. It also is likely that toddlers will use both hands to carry a bag in Option 2, whereas one hand may be used to hold the handle of a tote bag carried in Option 1. As suggested in the activity descriptions, look for opportunities to comment on how a toddler is carrying something. Your brief comment can help heighten a toddler's awareness of what parts of his/her body are involved in doing something.

Toddlers' actions in Option 2 can actively support cognitive growth. Spatial skills that help a child anticipate whether an item is too large, or whether the selected items can actually fit in a bag, are emerging at this age and likely will benefit from your guidance. Ask simple questions that support a toddler in

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Moving Our Bodies *(continued)*

figuring out what can fit into the bag. Avoid statements, such as "that's too big for your bag," that restrict the toddler's active learning opportunity. Help a toddler find a smaller item to carry once he/she has determined something is too big. Look for ways to promote the concepts of big and small (or bigger and smaller) while a toddler packs his/her bag. Toddlers are generally interested in size.

More Scaffolding Tips—Options 1–2

Extra support ■ Walk next to a toddler who finds it challenging to coordinate walking and carrying a bag. ■ In Option 2, show how to carry a bag using two hands.

Enrichment ■ Provide bigger and smaller bags. Draw attention to the size differences by talking with toddlers about what can fit into a smaller bag and what can fit into in a bigger bag. ■ Help toddlers compare heavier and lighter bags by lifting each.

Interest Area

Materials Needed: Small cloth tote bags and ladies' purses, baskets with handles, small animal figures or manipulative toys, balls or sand pails, mirror

Place bags or purses near the sensory table. Small tote bags, baskets and purses with handles can foster walking and carrying skills. Put in the sensory table some loose materials to add to bags, purses, or baskets. Loose materials could include small animal figures or manipulative toys. In an outdoor setting, toddlers enjoy carrying balls or sand pails.

Place a mirror in the classroom so the toddlers may see a full view of themselves. Foster balance by asking a toddler who is looking in the mirror to "touch your nose, touch your tummy, touch your legs." Standing and moving to touch body parts can improve balance. This is an extension of the Communication/Language Option 2 in the current block.

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Moving Our Bodies *(continued)*

Family Child Care

Materials Needed: *Caps for Sale* by Esphyr Slobokdina, 20 paper plates

The balancing and coordination skills involved in walking while carrying something (Options 1 and 2) can be extended to preschool-age and older children. Share the book, *Caps for Sale*. Point to the picture of the peddler carrying his pile of hats. Talk about how the peddler must balance the hats as he walks. Then offer an activity related to the book by providing pretend caps for children to carry. Make paper caps by fastening two paper plates together face to face. Encourage children to use two hands to carry a small stack of caps. Older children may enjoy stacking several caps to balance in one hand or on their head!

*Caps for Sal*e is a wonderful story to act out with a mixed-age group of children.

Infants who can sit independently may enjoy passing a toy back and forth to you. Reaching while sitting can help strengthen the infant's torso and balance.

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BLOCK 13 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

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

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



Cognitive

Exploring Objects

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

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



Self-Regulation

Paying Attention

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

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



Social-Emotional

Interacting with Others

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

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

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



Physical/Health

Using Our Hands

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

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

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

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

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BLOCK 13

Exploring Words

Communication/ Language

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Toddlers participate in a shared reading that emphasizes rhyming words.

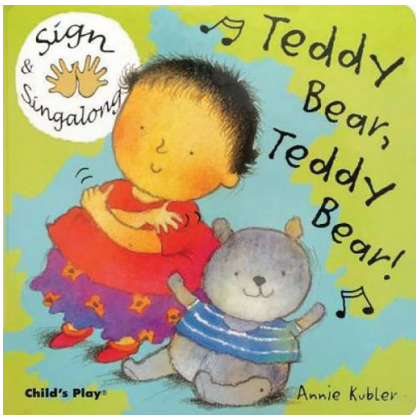
Key Concepts
Listen
Sound alike
Same

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

Also Promotes
Cognitive

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

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



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

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

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

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

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Exploring Words *(continued)*



Option 1 continued

What to Look For—Option 1

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

More Scaffolding Tips—Option 1

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

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

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Exploring Words *(continued)*

12–24 Months

Option 2
Informal Gathering

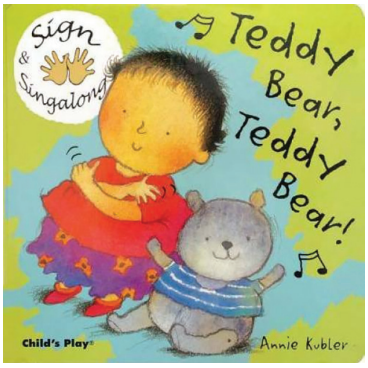
Skill and Goal
Receptive language
Expressive language
Toddlers participate in a shared reading that emphasizes rhyming words, with opportunities to say "missing" rhyming words.

Key Concepts
Rhyme
Sound alike
Listen

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

Also Promotes
Cognitive

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



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

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

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

What to Look For—Option 2

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

More Scaffolding Tips—Option 2

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

Enrichment ■ Encourage toddlers to say with you the repetitive beginning "Teddy Bear, Teddy Bear."

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Exploring Words *(continued)*

Interest Area

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

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

Family Child Care

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

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

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BLOCK 13

Exploring Objects

Cognitive

12–24 Months

Option 1
One-to-One

Skill and Goal
Object inquiry skills

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

Key Concepts
Push

Materials Needed
Shopping cart

Items for cart (see Be Prepared)

Also Promotes
Physical/Health

Communication/Language

Optional Reading
Spot Goes Shopping by Eric Hill

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



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

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

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

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

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

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

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

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

What to Look For—Option 1

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

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Exploring Objects *(continued)*

Option 1 continued

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

More Scaffolding Tips—Option 1

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

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

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BLOCK 13

Exploring Objects *(continued)*

Cognitive

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Object inquiry skills

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

Key Concepts
Push
In
Out
More

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

Also Promotes
Physical/Health
Communication/Language

Optional Reading
Spot Goes Shopping by Eric Hill

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

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

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

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

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

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

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

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

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Exploring Objects *(continued)*

Option 2 continued

What to Look For—Option 2

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

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

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

More Scaffolding Tips—Option 2

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

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

Interest Area

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

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

Family Child Care

Materials Needed: carts, pretend food, other play materials

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

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BLOCK 13

Paying Attention

Self-Regulation

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Concentration

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

Key Concepts
Move

Stop

Materials Needed
Toy car

Also Promotes
Communication/Language

Physical/Health

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

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



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

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

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

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

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

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

[*Begin moving the car again.*]

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

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

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

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

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

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

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BLOCK 13

Paying Attention *(continued)*

Self-Regulation

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Concentration

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

Key Concepts
Move

Stop

Materials Needed
Toy cars—1 per toddler and caregiver

Also Promotes
Communication/Language

Physical/Health



Invite several toddlers to join you on the floor to play with toy cars. Give each toddler a toy car to hold and provide time for toddlers to explore their car. Explain that each of us can make our car move by driving it. Then we will stop our car from moving. Demonstrate how to move a car. Create a pretend destination for your car. Example: "I am driving my car to a store to buy some milk. My car is moving." Then demonstrate how to stop your car from moving. Emphasize the word stop. Offer a pretend reason for stopping the car. Example: "I am going to stop driving my car. I want to put some gas in my car. My car does not move when I stop driving it."

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

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

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

What to Look For—Options 1–2

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

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Paying Attention *(continued)*

More Scaffolding Tips—Options 1–2

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

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

Interest Area

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

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

Family Child Care

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

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

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BLOCK 13

Interacting with Others

Social-Emotional

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers help a caregiver with a cleaning task.

Key Concepts
Help

Wash

Materials Needed
Sponges—1 per toddler and caregiver

Dishpan or tub (see Be Prepared)

Baby shampoo (see Be Prepared)

Paper towels (Scaffolding tips)

Also Promotes
Communication/Language

Physical/Health

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

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

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

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

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

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

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

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

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

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

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

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

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Interacting with Others *(continued)*



Option 1 continued

What to Look For—Option 1

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

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

More Scaffolding Tips—Option 1

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

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

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BLOCK 13

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 2
One-to-One

Skill and Goal
Social interaction skills

A toddler helps water a plant in your room.

Key Concepts
Helping
Water

Materials Needed
Indoor plant(s)
Small watering can

Also Promotes
Communication/Language
Physical/Health



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

What to Look For—Option 2

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

More Scaffolding Tips—Option 2

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

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

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BLOCK 13

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers work together to organize materials in the room.

Key Concepts
Working together

Materials Needed
Assortment of blocks
Large basket
Empty shelf

Also Promotes
Communication/Language
Physical/Health

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

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

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

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

What to Look For—Option 3

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

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

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Interacting with Others *(continued)*

Social-Emotional

Option 3 continued

More Scaffolding Tips—Option 3

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

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

Interest Area

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

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

Family Child Care

Materials Needed: none

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

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BLOCK 13

Using Our Hands

Physical/ Health

12–24 Months

Option 1
One-to-One

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

Key Concepts
Wash
Top
Bottom

Materials Needed
None

Also Promotes
Communication/Language
Cognitive

Be Prepared: Be familiar with the tune of "Frère Jacques."

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



Demonstrate handwashing actions by washing your own hands as you sing the song. Describe key parts of the song. Example: "Our song tells us to wash the top and bottom of each hand." Point to the top of your hand and touch the top of the toddler's hand lightly. Demonstrate rubbing the top of one hand with the opposite hand.

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

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

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

Get them nice and clean.

What to Look For—Option 1

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

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

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

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Using Our Hands *(continued)*



Option 1 continued

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

More Scaffolding Tips—Option 1

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

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

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BLOCK 13

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Fine motor development

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

Key Concepts
Listen
Clap
Wave

Materials Needed
Carpet squares—1 per toddler
Teddy bear

Also Promotes
Social-Emotional
Communication/Language

Optional Reading
Clap Your Hands by David Ellwand

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

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

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



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

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

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

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

[*Point to your ears.*]

You can watch me with your eyes.

[*Point to your eyes.*]

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

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

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

Now let's stop clapping our hands.

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

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Using Our Hands *(continued)*



Option 2 continued

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

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

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

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

Now we stop waving our hands.

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

What to Look For—Option 2

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

More Scaffolding Tips—Option 2

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

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

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BLOCK 13

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Fine motor development

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

Key Concepts
Open
Shut
Round

Materials Needed
Toy bus

Also Promotes
Communication/Language

Optional Reading
I Am a Garbage Truck by Ace Landers

Trucks by Byron Barton

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



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

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

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

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

What to Look For—Option 3

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

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

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Using Our Hands *(continued)*

Option 3 continued

More Scaffolding Tips—Option 3

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

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

Interest Area

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

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

Family Child Care

Materials Needed: building sets, cubes, knob puzzles

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

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BLOCK 14 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Sounds

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

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



Cognitive

Exploring Objects

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

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



Self-Regulation

Getting Calm

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

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



Social-Emotional

Exploring Feelings

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

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



Physical/Health

Moving Our Bodies

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

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

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

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

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BLOCK 14

Exploring Words

Communication/ Language

12–24 Months

Option 1
Informal Gathering

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

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

Key Concepts
Noise
Quiet

Materials Needed
Mommies Say Shhh! by Patricia Polacco

Also Promotes
Cognitive

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

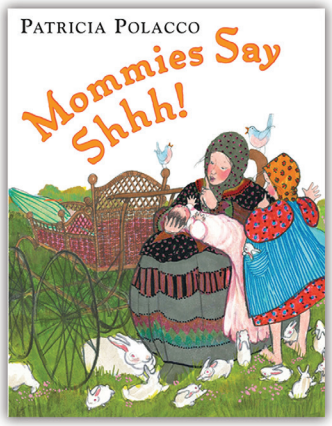
EXPLAIN: There is a mommy and a baby and an older sister shown on the cover of our book. The mommy and sister are saying "shhh."

Sometimes when we say "shhh," we put a finger by our mouth. Let's all put a finger by our mouth and say "shhh."

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

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

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



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

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

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Exploring Words *(continued)*



Option 1 continued

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

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

What to Look For—Option 1

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

More Scaffolding Tips—Option 1

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

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

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Exploring Words *(continued)*

12–24 Months

Option 2
Informal Gathering

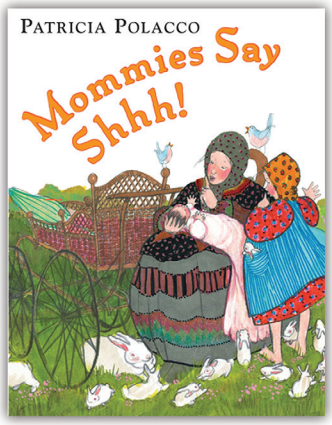
Skill and Goal
Receptive language
Expressive language
Awareness of differences in sounds

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

Key Concepts
Pictures
Animals
Sounds

Materials Needed
Mommies Say Shhh! by Patricia Polacco

Also Promotes
Cognitive
Self-Regulation



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

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

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

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

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

What to Look For—Option 2

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

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Exploring Words *(continued)*

Option 2 continued

More Scaffolding Tips—Option 2

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

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

Interest Area

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

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

Family Child Care

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

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

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BLOCK 14

Exploring Objects

Cognitive

12–24 Months

Option 1
One-to-One

Skill and Goal
Object inquiry skills

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

Key Concepts
In
Empty
Name

Materials Needed
Regular-size muffin pan
6 different toy farm animals

Also Promotes
Communication/Language
Physical/Health

Optional Reading
Big Red Barn by Margaret Wise Brown

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

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



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

Our pan is empty. There is nothing in our pan. Each hole is empty.

[*Put the toy animals in a line in front of the toddler.*]

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

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

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

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

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

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

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



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Exploring Objects *(continued)*

Option 1 continued

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

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

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

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Exploring Objects *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Object inquiry skills

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

Key Concepts
Out

In

Materials Needed
Regular-size muffin pan

6 different toy farm animals

Also Promotes
Self-Regulation

Communication/Language

Physical/Health

Optional Reading
Big Red Barn by Margaret Wise Brown

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



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

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

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

What to Look For—Options 1–2

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

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Exploring Objects *(continued)*

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

More Scaffolding Tips—Options 1–2

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

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

Interest Area

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

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

Family Child Care

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

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

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BLOCK 14

Getting Calm

Self-Regulation

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Self-control

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

Key Concepts
Calm down

Teapot

Materials Needed
Toy teapot

Also Promotes
Communication/Language

Physical/Health

Cognitive

Optional Reading
I'm a Little Teapot by Annie Kubler

Be Prepared: Be familiar with the words, tune, and actions of the song "I'm a Little Teapot."



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

EXPLAIN: This is called a teapot.

A teapot is used to make tea. Tea is something we can drink. Many adults like to drink tea. The tea is made in this part of the teapot.

This is the teapot's handle.

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

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

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

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

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

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

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

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

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

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

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

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Getting Calm *(continued)*



Option 1 continued

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

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

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

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

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

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

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Getting Calm *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Self-control

Toddlers practice calming down after pretending to be teapots.

Key Concepts
Calm down

Teapot

Materials Needed
Toy teapot

Also Promotes
Communication/Language

Physical/Health

Optional Reading
I'm a Little Teapot by Annie Kubler

Be Prepared: Be familiar with the words, tune, and actions of the song "I'm a Little Teapot."



Invite several toddlers to join you for a song about a teapot. Introduce the toy teapot and point out the handle and the spout. Encourage the toddlers to feel the shapes of the handle and spout. Invite the toddlers to stand up with you. Use the Option 1 suggestions to demonstrate how to be a teapot. Then invite toddlers to join in doing the teapot actions without the song. Describe actions as you do each. Pause after each action, so toddlers have time to copy your effort. Then lead the toddlers in doing the actions again, this time with the song. Lead toddlers in a second round if they remain interested.

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

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

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

What to Look For—Options 1–2

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

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

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Getting Calm *(continued)*



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

More Scaffolding Tips—Options 1–2

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

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

Interest Area

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

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

Family Child Care

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

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

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BLOCK 14

Exploring Feelings

Social-Emotional

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Awareness of emotions

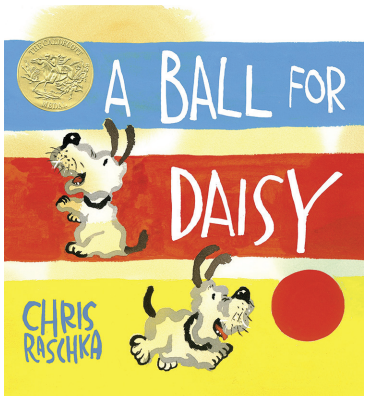
Toddlers participate in a picture book sharing focused on the happy and sad feelings of a dog.

Key Concepts
Happy
Sad

Materials Needed
A Ball for Daisy by Chris Raschka

Also Promotes
Communication/Language
Cognitive

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



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

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

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

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

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

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

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

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

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

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Exploring Feelings *(continued)*

Option 1 continued

What to Look For—Option 1

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

More Scaffolding Tips—Option 1

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

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

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BLOCK 14

Exploring Feelings *(continued)*

Social-Emotional

12–24 Months

Option 2
One-to-One

Skill and Goal
Awareness of emotions

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

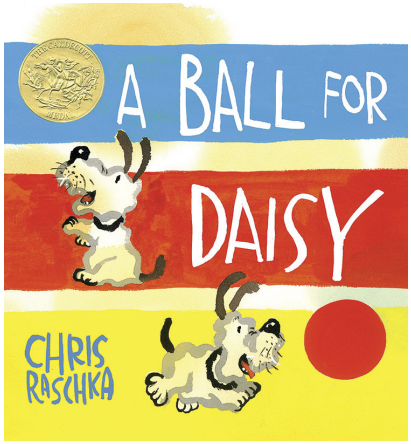
Key Concepts
Sad

Happy

Materials Needed
A Ball for Daisy by Chris Raschka

Also Promotes
Communication/Language

Cognitive



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

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

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

What to Look For—Option 2

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

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

More Scaffolding Tips—Option 2

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

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Exploring Feelings *(continued)*

Option 2 continued

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

Interest Area

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

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

Family Child Care

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

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

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BLOCK 14

Moving Our Bodies

Physical/ Health

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Gross motor development

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

Key Concepts
Move
Up
Down
Side
Turn around
Sit down

Materials Needed
Dolls or cloth animals—1 per toddler and caregiver

Also Promotes
Self-Regulation
Communication/Language

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

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

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

Our friends go up, up!
[*Lift the toy over your head with two hands.*]

Our friends go down, down.
[*Move the toy to the floor.*]

Now they move from side to side.
[*Hold toy to one side, using one hand. Transfer toy to other hand. Move it to the opposite side.*]

Our friends can touch the sky.
[*Hold the toy up high.*]

Our friends turn around.
[*Hold the toy and turn.*]

All our friends sit down.
[*Return to sitting position on the floor.*]

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

What to Look For—Option 1

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

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Moving Our Bodies *(continued)*



Option 1 continued

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

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

More Scaffolding Tips—Option 1

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

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

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BLOCK 14

Moving Our Bodies *(continued)*

Physical/ Health

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Gross motor development

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

Key Concepts
Head
Shoulder
Knee
Toe

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

Also Promotes
Self-Regulation
Communication/Language

Optional Reading
Head, Shoulders, Knees and Toes by Child's Play

Dancing Feet by Lindsey Craig

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

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

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

[*Point to your ears.*]

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

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

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

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

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

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

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

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

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

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Moving Our Bodies *(continued)*

Option 2 continued

What to Look For—Option 2

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

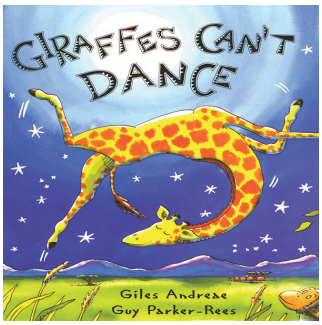
Watch for the ease with which toddlers follow the actions. Adjust the pace accordingly. The song facilitates toddlers' practice in changing body positions while maintaining balance. Be sure to speak clearly as you sing, emphasize the names of body parts, and slightly accentuate your own body movements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

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

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

More Scaffolding Tips—Option 2

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



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

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Moving Our Bodies *(continued)*



12–24 Months

Option 3
Informal Gathering

Skill and Goal
Gross motor development
Fine motor development

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

Key Concepts
Up
Down
Fly
Nose
Sky
Roly Poly (silly words)

Materials Needed
None

Also Promotes
Communication/Language
Self-Regulation

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

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

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

Roly Poly. Roly Poly.
[*Make rolling motion with hands.*]

Up, up, up.
[*Reach arms up in the air.*]

Roly Poly. Roly Poly.
[*Make rolling motion with hands.*]

Down, down, down.
[*Move arms to the ground.*]

Roly Poly. Roly Poly.
[*Make rolling motion with hands.*]

Touch your nose.
[*Touch your nose with pointer finger.*]

Roly Poly. Roly Poly.
[*Make rolling motion with hands.*]

Touch the sky.
[*Reach arms/hands up high.*]

Roly Poly. Roly Poly.
[*Make rolling motion with hands.*]

Fly, fly, fly.
[*Move both arms as if flying.*]

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Moving Our Bodies *(continued)*



Option 3 continued

What to Look For—Option 3

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

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

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

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

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

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

More Scaffolding Tips—Option 3

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

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

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Moving Our Bodies *(continued)*

Interest Area

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

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

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

Display books that illustrate body movements to share with toddlers.

Family Child Care

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

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

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BLOCK 15 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

Option 1 (IG) Toddlers participate in a book sharing about a hungry caterpillar.

Option 2 (IG) Toddlers participate in a book sharing that focuses on names of food items, including "feeding" food items to a pretend caterpillar.



Cognitive

Solving Problems

Option 1 (IG) Toddlers explore taking apart and putting together small connecting blocks.

Option 2 (OO) A toddler practices putting together items that connect.



Self-Regulation

Focusing and Remembering

Option 1 (OO) A toddler watches how a caregiver matches identical pictures.

Option 2 (OO) A toddler matches identical pictures with caregiver guidance.



Social-Emotional

Interacting with Others

Option 1 (IG) Toddlers participate in a book sharing focused on the different activities of members of a bear family.

Option 2 (IG) Toddlers participate in a book sharing focused on the different activities of members of a bear family, with opportunities to engage in pretend play related to the story.



Physical/Health

Using Our Hands

Option 1 (OO) A toddler practices putting large buttons into the hole of a button box.

Option 2 (OO) A toddler practices putting big and small buttons into big and small holes of a button box.

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

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BLOCK 15

Exploring Words

Communication/ Language

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Toddlers participate in a book sharing about a hungry caterpillar.

Key Concepts
Caterpillar
Food

Materials Needed
The Very Hungry Caterpillar by Eric Carle

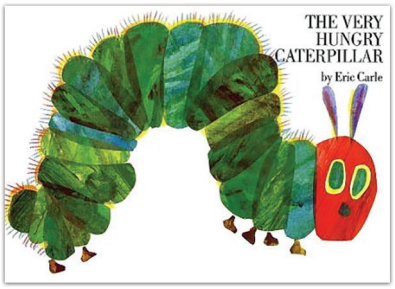
Also Promotes
Cognitive

BEGIN: [*Invite several toddlers to join you to read a story about a hungry caterpillar. Greet toddlers by name.*]

Our book is about an animal called a caterpillar. The caterpillar in our book is very hungry. He eats and eats until he gets big! Our book is about all the different foods he eats. After the caterpillar eats all the food, something special happens to him!

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

Here is the very hungry caterpillar. What do we think he is going to eat?



[*Pause for and acknowledge toddlers' responses.*]

Let's read our book and find out what happens to the hungry caterpillar in our story!

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

- *Supplement the book text with your own words to describe illustrations. Point to things you describe. Example: "A tiny caterpillar popped out of the egg! Here is the tiny caterpillar."*
- *Acknowledge and build on toddlers' pointing and comments. Examples: "You are pointing to the moon, Talia. The moon is shining in the night sky." "Hayley said 'big.' The caterpillar ate all the food. Now he is a big caterpillar!"*
- *Promote anticipation of what happens next in the book. Example: "The big caterpillar built a house around him. His house is called a cocoon. He is inside his cocoon. What is going to happen next?"*
- *Read the text with enthusiasm. Show excitement when the beautiful butterfly is revealed at the end of the book.*]

RECAP: Our book told us about a tiny caterpillar who was very hungry. He ate lots of different foods. The caterpillar grew big! He made a small house around him called a cocoon. What happened to the caterpillar when he came out of his cocoon?

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Exploring Words *(continued)*

Option 1 continued

What to Look For—Option 1

Some toddlers will be familiar with this book but are likely to again enjoy hearing the story of a unique animal and looking at the bold illustrations. What happens to the caterpillar at the end of the story is an exciting development that you can enhance with enthusiastic reading. This book includes counting food items, but counting is not expected at this stage of development. Approach the book sharing as a language experience that helps toddlers strengthen their awareness of food names.

More Scaffolding Tips—Option 1

Extra support ■ Skip some of the food item names on the "Saturday" page if time or toddler interest is limited. Comment on all the food the caterpillar ate that gave him a stomachache!

Enrichment ■ Help toddlers connect the food items to their own experiences. Ask if they have eaten some of the foods or whether we sometimes have the food at our center. A toddler may have had a stomachache from eating too much food at a birthday party or family celebration.

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Exploring Words *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Receptive language
Expressive language

Toddlers participate in a book sharing that focuses on names of food items, including "feeding" food items to a pretend caterpillar.

Key Concepts
Feed

Food

Materials Needed
The Very Hungry Caterpillar by Eric Carle

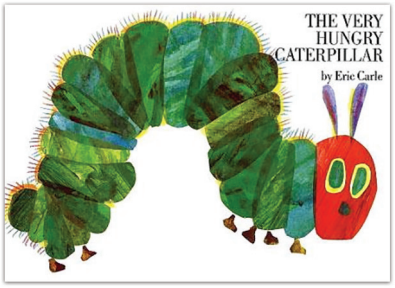
Toy food items (see Be Prepared)

Container (see Be Prepared)

Also Promotes
Cognitive

Physical/Health

Be Prepared: Secure toy food items that correspond to foods described in the book. The container is a pretend caterpillar. You may wish to use a large round container covered with green construction paper.



Use strategies suggested in Option 1 to share the book with toddlers. After the story, introduce the toy food items and container. Explain that the container is a pretend caterpillar. Place the food items on a low table or floor in front of toddlers. We are going to feed the caterpillar!

Invite each toddler, one at a time, to pick a food item to "feed" the caterpillar. Say the name of the food item and encourage toddlers to repeat the name with you. Example: "Martin picked a pear. Let's say the word pear together. Martin is feeding the caterpillar a pear. Yum. I think the caterpillar likes eating the pear!" Alternatively, if you anticipate the toddler knows the name of the food item, invite him/her to say the name and then encourage toddlers to repeat the name. Ensure each toddler gets at least one turn. Conclude the activity with a brief summary of what happened. Example: "Each of us fed some food to the hungry caterpillar. Look at the food our hungry caterpillar ate! Now our caterpillar can grow bigger!"

What to Look For—Option 2

Focusing on the names of food items can strengthen toddlers' vocabulary and general understanding that each item has a specific name. In general, toddlers are not expected to know or be able to say the names of the food items independently, although some toddlers may know the name of the item they selected, as suggested in the activity description. Instead of repeating a food name with you, some toddlers may offer a related response, such as saying the word "yummy" or making a face that communicates dislike. Most toddlers will enjoy feeding the caterpillar. Some toddlers may prefer to hold a food item and watch the activity. Acknowledge different types of participation. Example: "You are holding an orange, Joaquin. Would you like me to feed the orange to the caterpillar, or would you like to hold it?"

More Scaffolding Tips—Option 2

Extra support ■ If a toddler seems uncertain about what food item to feed the pretend caterpillar, point to one or two of the foods, say the name(s) of the food, and ask if he/she would like to feed this item to the caterpillar. Some toddlers may point to a food but prefer that you put it in the pretend caterpillar container.

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Exploring Words *(continued)*

Option 2 continued

Enrichment ■ At the end of the activity, invite a toddler to dump all food items on the floor. To support recall, encourage toddlers to pick up the toy food item they feed to the pretend caterpillar. Then briefly review by inviting each toddler to hold his/her food item next to the picture of the item in the book. Example: "This is a toy strawberry. This is a picture of the strawberry in our book." Point out shape and color. ■ Use a descriptive word in front of the food name, making a two-word utterance with each food put into the container. Examples: red strawberry, round orange, or yummy ice cream. ■ As a one-to-one follow-up activity, invite a toddler to sort the toy food items into two piles—one for foods he/she has eaten and one for food items he/she has never eaten.

Interest Area

Materials Needed: *The Very Hungry Caterpillar* by Eric Carle, toy food items, and container used in Option 2

Place the book, toy food items, and container on a low table so toddlers can repeat or expand the Option 2 activity. Emphasize the concepts of in and out as toddlers put food items in the container and take them out by dumping the container or removing one item at a time. Provide a container for each toddler to use as a pretend caterpillar.

Family Child Care

Materials Needed: *The Very Hungry Caterpillar* by Eric Carle, large sheet of paper taped to a low table, assortment of age-appropriate crayons and markers

Involve all children in the book sharing. Older children can count the fruit as you read the story. Younger children can point to named food items. Infants can hold and manipulate a toy food item during the activity. After the book sharing, invite toddlers and older children to draw pictures of foods they have eaten that are featured in the book. Offer to write their words near their pictures.

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BLOCK 15

Solving Problems

Cognitive

12–24 Months

Option 1
Informal Gathering

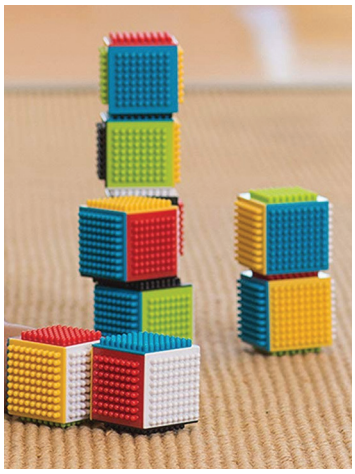
Skill and Goal
Problem-solving
Object inquiry skills
Toddlers explore taking apart and putting together small connecting blocks.

Key Concepts
Take apart
Put together

Materials Needed
Grip and Stay Blocks

Also Promotes
Physical/Health
Social-Emotional
Communication/Language

Be Prepared: Put together up to four simple block creations, such as a short tower and a row of several blocks. Use no more than half of your available blocks for all creations, so there is an ample supply of unconnected blocks for the activity.



Invite 2–4 toddlers to join you in playing with blocks on a large low table or on the floor. Provide a block creation for each toddler. Draw attention to how the creations are different. Demonstrate and describe how a block can be removed from a creation. Explain that we can take apart a creation. Provide time for toddlers to explore the creations you provide. Describe toddlers' actions.

Then demonstrate and describe how 2–3 blocks can be put together. Encourage toddlers to put together some blocks. Give each toddler some unconnected blocks or put all unconnected blocks in a central location for toddlers to use. Describe each toddler's actions. Focus on their efforts, not possible outcomes of their work with the blocks.

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Solving Problems *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Problem-solving
Object inquiry skills
A toddler practices putting together items that connect.

Key Concepts
Put together

Materials Needed
A set of items that connect (see Be Prepared)

Also Promotes
Physical/Health
Communication/Language

Be Prepared: Secure a set of items that are made for putting together and taking apart. Possibilities include Builder Blocks or Animal Chains (links). The activity description assumes blocks or links are used.



Invite a toddler to join you to play with blocks (or links). Give the toddler 4–5 items and keep 4–5 items for demonstration, all unconnected. Provide time for the toddler to touch and manipulate the items. Draw attention to a key feature of an item that helps put items together, such as the raised part of a block or the curved part of a link. Encourage the toddler to feel the feature with his/her finger.



Explain that we can put together the blocks (or links). Put together 2–3 of your items as you describe your actions. Focus on the process of connecting the items, not the anticipated outcome (what you are creating). Encourage the toddler to put together some of his/her items. Offer verbal guidance, as necessary, without telling the toddler what to create. The links are generally more challenging to connect than the blocks, and the toddler may benefit from your hands-on assistance, such as a holding a link while the toddler connects another link to it.

A toddler may wish to take apart what he/she has put together.

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Solving Problems *(continued)*

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Problem-solving

Toddlers put together and take apart fit-together blocks.

Key Concepts
Put together

Take apart

Materials Needed
Fit-together blocks (see Be Prepared)

Also Promotes
Physical/Health

Social-Emotional

Be Prepared: One material possibility is Mega Bloks® by Fisher Price.



Invite 3–4 toddlers to join you in playing with blocks that can be put together and taken apart. You may wish to put the collection of blocks in a central location of the activity space or provide each participating toddler with a 5–7 blocks as a starter. Draw attention to the part of a block that enables blocks to connect. Encourage toddlers to use their fingers to feel this part of a block.

Watch toddlers' early engagement of the materials to determine whether it would be useful to demonstrate and describe putting together some blocks. The activity focuses on connecting the blocks, but toddlers may wish to disconnect blocks while they are building something, or take apart what they create. Describe each toddler's actions with the material without asking or commenting on what the toddler may be creating.

Anticipate that some toddlers may wish to take some building blocks to another part of the room. A toddler might put and carry blocks in a toy wheelbarrow, for example. Taking things from one place to another place is a keen interest of toddlers and has cognitive and motor development benefits.

What to Look For—Options 1–3

The activity options build on prior curriculum activities, such as Block 10, focused on connecting and disconnecting items that fit together. Together, the activity options in the current block move from simpler to more complex opportunities to work with different materials that can be pulled apart and attached.

It is generally easier for toddlers to take apart an item than to put it together. For this reason, Option 1 begins with the presentation of simple creations toddlers can take apart. Also, Option 1 uses materials that are easy to pull apart and attach. The blocks do not need to be perfectly aligned to make a good connection. They can be used to build up or out (sideways), and are uniform in size and shape. Option 2 begins with the more challenging task of attaching fit-together items and suggests a caregiver demonstration to initiate toddler explorations of the items. The option is for a one-to-one setting. Option 3 is for an informal gathering and involves putting together (and potentially taking apart) a different set of items. A caregiver demonstration is

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suggested to initiate toddler exploration of the materials. For some toddlers, playing alongside peers can add some challenge to this activity.

Toddlers will benefit from your presence in each activity, contributing in ways suggested in the activity descriptions. Focus your descriptions of toddler actions on the process of working with the materials, not on a possible outcome. Resist asking a toddler what he/she is building. Creative exploration of materials does not require a plan for an end product.

Options 1 and 3 are structured to support parallel play, although there may be opportunities for you to suggest several toddlers work together in sharing blocks or forming a common creation. Two toddlers may want to connect or put together their respective creations.

The materials have textures, such as the soft and squishy characteristics of a builder block, that will appeal to toddlers and may prompt some exploration of an individual item in addition to taking apart or connecting them. The activities promote object inquiry skills along with problem-solving on how to connect and disconnect the fit-together materials. Eye-hand coordination and fine motor skills are also emphasized in the activities.

More Scaffolding Tips—Options 1–3

Extra support ■ Demonstrate and describe how to use fingers to manipulate the materials if a toddler consistently grasps an item with his/her entire hand. Use of fingers is especially helpful if links are used in Option 2.

Enrichment ■ In Options 1 and 3, gently draw toddlers' attention to what some other toddlers are doing with the materials without directing their uses of items.

Interest Area

Materials Needed: see activity description

Provide the materials offered in one or more of the activity options for toddlers to explore independently or together. Offer materials that toddlers have already explored with your guidance in an activity option or related activity. Monitor toddlers' access to the materials so you can prevent disputes over use of particular items. Example: A toddler might move a substantial number of items to his/her play space. Offer comments on each toddler's use of materials. The materials suggested for each activity option are powerfully appealing to toddlers and they will enjoy having more time to spend with the materials.

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Solving Problems *(continued)*

Family Child Care

Materials Needed: see activity description

Although the materials suggested for each activity option are designed for children under three years of age, preschool-age and older children will find creative ways to use each set of items. The links suggested as a possibility for Option 2 are more challenging to put together than the other materials, and may be of special interest to preschool-age children.

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BLOCK 15

Focusing and Remembering

Self-Regulation

12–24 Months

Option 1
One-to-One

Skill and Goal
Executive function

A toddler watches how a caregiver matches identical pictures.

Key Concepts
Look

Same

Different

Materials Needed
3-piece wooden knob puzzle (see Be Prepared)

Also Promotes
Cognitive

Physical/Health

Be Prepared: The activity uses a three-piece wooden knob puzzle with a picture under each piece. One possibility is the Melissa and Doug Barnyard Animals Wooden Puzzle. The activity description assumes a farm animal puzzle is used.



BEGIN: [*Invite a toddler to join you at a table to watch you match some pictures. Put the fully assembled puzzle in front of the toddler. Sit next to the toddler.*]

Look at this puzzle! It has pictures of animals that live on a farm.

EXPLAIN: [*Point to each puzzle piece as you say the name and offer a brief description of the pictured animal. Example: "Here is a picture of a cow. The cow is wearing a bell."*

Remove the piece from the puzzle board after you describe it. Put the puzzle piece to the side of the puzzle board, in front of the toddler.

Continue this procedure for the remaining two puzzle pieces.

Then draw attention to the empty puzzle board.]

Look at what is on our puzzle board. There are pictures of farm animals here, too!

[*Point to each picture as you say the name and briefly describe the pictured animal. Example: "Here is another picture of a cow! This cow is wearing a bell."*

Continue this procedure for the remaining two pictures on the puzzle board.]

There are pictures of farm animals on our puzzle board. There are pictures of farm animals on our puzzle pieces. Some of the pictures are the same!

I want to put together the pictures that are the same.

[*Hold one of the puzzle pieces with its knob in front of the toddler.*]

This is a picture of a cow. I want to remember where I saw the other picture of a cow. The pictures are the same. I want to put the pictures together.

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Focusing and Remembering *(continued)*



Option 1 continued

[*Point to pictures of animals on the puzzle board as you name each. Begin with the pictures that are different.*]

Here is a picture of a horse. A horse and a cow are <u>different</u> animals.

Here is a picture of a sheep. A sheep and a cow are <u>different</u> animals.

Here is the other picture of a cow! These two pictures are the <u>same</u>. I am going to put these two pictures together.

[*Put the puzzle piece over its identical picture on the puzzle board. Continue this procedure for the remaining two pictures. Each time, emphasize the pictures are the same. Example: "Cow and cow go together. Horse and horse go together."*]

RECAP: [*Point to your eyes.*]

I used my eyes to look at pictures on our puzzle. You watched me look at the pictures. Some of the pictures are the same. I put together the pictures that are the same.

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BLOCK 15

Focusing and Remembering *(continued)*

Self-Regulation

12–24 Months

Option 2
One-to-One

Skill and Goal
Executive function

A toddler matches identical pictures with caregiver guidance.

Key Concepts
Look

Same

Materials Needed
3-piece wooden knob puzzle

Also Promotes
Cognitive

Physical/Health

Be Prepared: The activity uses a three-piece wooden knob puzzle with a picture under each piece. One possibility is the Melissa and Doug Barnyard Animals Wooden Puzzle. The activity description assumes a farm animal puzzle is used. This activity is designed for a toddler who previously participated in Option 1.



Invite a toddler to join you at a table to work on a puzzle. Put the puzzle fully in front of the toddler. Sit next to the toddler. Explain that you will help the toddler take the puzzle apart and then put it back together. Then point to your eyes. Explain that we use our eyes to look carefully at pictures on our puzzle. Encourage the toddler to point to his/her eyes. Use the following steps:

- Invite the toddler to remove each piece from the puzzle board, one piece at a time. After the toddler removes a piece, encourage the toddler to hold and look at the picture on the piece. Name and describe the picture. Example: "This is a sheep. The sheep is white and has short legs." Alternatively, encourage the toddler to say the name of the item in the picture. Invite the toddler to put the piece next to the puzzle.
- After all puzzle pieces have been removed, invite the toddler to look at each picture on the puzzle board. Encourage the toddler to point to each picture as you (or the toddler) say the name of the pictured item. Offer a brief description of the item, similar to the description you offered for puzzle pieces.
- Explain or emphasize that some of the pictures are the same. Invite the toddler to pick up a puzzle piece, one at a time, and look for the same picture on the puzzle board. Encourage the toddler to put the puzzle piece above the same picture on the puzzle board. Emphasize that the toddler is putting together the same pictures. Example: "Cow and cow go together. Horse and horse go together."

Conclude the session by reminding the toddler that he/she used his/her eyes to look carefully at each picture. Recognize the toddler's effort to put together pictures that are the same.

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Focusing and Remembering *(continued)*



What to Look For—Options 1–2

Both activity options promote the practice of focusing on characteristics of pictures, with the goal of putting together pictures that are the same. A knob puzzle is a useful material to use for this purpose because it can be easily manipulated, has built-in supports for putting together the same pictures, and is an item that is likely to be used independently at a later age. The activities also promote cognitive skills related to object inquiry. Option 2 also promotes fine motor skills related to managing puzzle pieces.

Toddlers generally differ in their approach to tasks that require focused attention. A toddler who seems to ignore the pictures or is highly eager to quickly put the puzzle pieces back into the puzzle board may need gentle reminders to slow down and look at each picture. There is no need to rush. Emphasize we are looking at pictures and putting together pictures that are the same. A toddler who seems uncertain about how to proceed may benefit from your slowly comparing a puzzle piece to a picture on the board, as demonstrated in Option 1 and as suggested in an Extra Support tip.

The Option 2 suggestion of putting the puzzle fully in front of the toddler is an indirect way to communicate the task and puzzle are for the toddler to pursue. This position of the puzzle also makes it easier for the toddler to look at each picture. Putting the puzzle between you and the toddler may communicate a different message about responsibility. Your role in Option 2 is one of providing active guidance when it is needed, not serving as an observer only. Toddlers at this age are not expected to work with puzzles independently. In the current activities, the puzzle is a tool for practicing how to focus.

More Scaffolding Tips—Options 1–2

Extra support ■ In Option 1, invite the toddler to hold the puzzle pieces as you discuss each. ■ In Option 2, encourage the toddler to hold a puzzle piece next to each picture on the puzzle board, for purposes of comparing the two pictures. Option 1 includes this procedure. ■ Offer a progress report if it appears the toddler is beginning to lose interest in Option 1 or 2. Example: "You (I) have found the same picture for one of our puzzle pieces. There are just two more puzzle pieces to look at."

Enrichment ■ Repeat Option 2 if a toddler remains interested.

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Focusing and Remembering *(continued)*

Interest Area

Materials Needed: see activity description

Provide the puzzle used in the activity options plus other small sets of items that can be readily matched because they are the same. Possibilities include large picture cards, counters that represent different colors or types of figures, and soft blocks of different sizes or colors. Provide a small number of identical items in each set. Encourage toddlers to put together the same items in different sets. Example: after putting together picture cards that are the same, encourage a toddler to put together counters that are the same. The intent is to practice focusing on characteristics of different types of items.

Family Child Care

Materials Needed: see activity description

Extend the Interest Area activity to preschool-age and older children in your setting by providing age-appropriate items. Preschool-age and older children will enjoy working on puzzles, and might wish to work together on some puzzles. Give more emphasis to the process of looking closely at characteristics of items than to the outcome.

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BLOCK 15

Interacting with Others

Social-Emotional

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers participate in a book sharing focused on the different activities of members of a bear family.

Key Concepts
Family

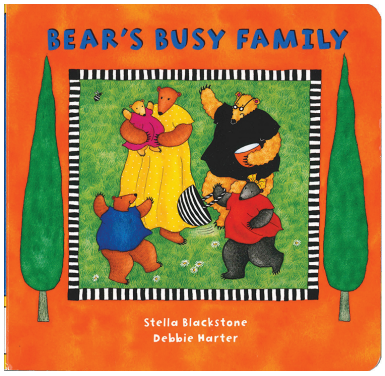
Busy

Materials Needed
Bear's Busy Family by Stella Blackstone

Also Promotes
Communication/Language

BEGIN: [*Invite several toddlers to join you to read a book about a busy family. Show the cover as you introduce the book.*]

EXPLAIN: Our book is about a bear family.



[*Point to the family on the cover.*]

The cover of our book shows some of the people in the bear family. Let's look at who is in the picture.

[*Point to and name the five persons shown on the cover: Baby Bear, Mama Bear, Papa Bear, Sister Bear, and Brother Bear.*]

Each of the bears on the cover of our book is doing something. We are busy when we do something.

The bears in our book are busy doing different things. Let's open our book and find out what the bears are doing!

ACT: [*Use the following strategies as you read the text with enthusiasm:*

- *Point to and describe parts of a picture that are important to understanding the story text, such as a sewing machine, beautiful flowers in a garden, the bread baked by Grandma Bear, and fish caught by an uncle. Pause on each page for toddlers to look closely at the rich illustrations.*
- *Use your own words to describe activities that may be unfamiliar to toddlers, such as Grandpa making bowls and a sister picking fruit (plums) from a tree.*
- *Respond to the toddlers' comments and pointing by repeating and extending their responses and words. Examples: "You are pointing to the cat, Emmanuel. The cat's mouth is open. I think the cat is singing with the auntie!" "Zoe said 'bear.' This is a grandma bear. The grandma bear is baking bread. Where is the bread in this picture?"*
- *Help the toddlers connect parts of the story to their own experiences. Example: "The bears are having a birthday party! Look at all the things in this picture of the party. Have you ever been to a birthday party? What happened?"*]

RECAP: We learned about a busy family of bears! The bears were doing different things. The people in your family do different things, too.

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Interacting with Others *(continued)*



Option 1 continued

What to Look For—Option 1

The book can support toddlers' early awareness of how people are different in their interests and the things they do. Awareness of individual differences can help children eventually appreciate how each person is unique. Look for opportunities in the current book sharing to emphasize that each bear is mostly doing something different than the other bears. The shared activities in the book are the cousins playing drums, and family members celebrating a birthday.

Toddlers will differ in their familiarity with some of the activities described in the book and words used to describe family members, such as cousins and auntie. Some toddlers may have limited experience with a traditional family as featured in the book, including extended family members. Look carefully for signs of confusion or uncertainty about the text and offer brief explanations where appropriate (see Extra Support tips).

The pages that show a family tree can be useful for helping toddlers recall book characters, but young children are not expected to comprehend the cognitively challenging concept of a family tree.

More Scaffolding Tips—Option 1

Extra support ■ Briefly define words that may not be familiar to some toddlers. Explain that cousins are people in a family. Explain that an auntie is an aunt. Some people call their aunt an auntie. A feast for a birthday is like a birthday party. A plum is a type of fruit. Plums grow on trees.

Enrichment ■ On the page that shows cousins playing drums, explain that drums can be noisy. Draw attention to the picture's small image of Grandpa covering his ears. Remind toddlers that we know what it means to be noisy. We read a book recently about noisy farm animals (Block 14, Communication/ Language).

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BLOCK 15

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 2
Informal Gathering

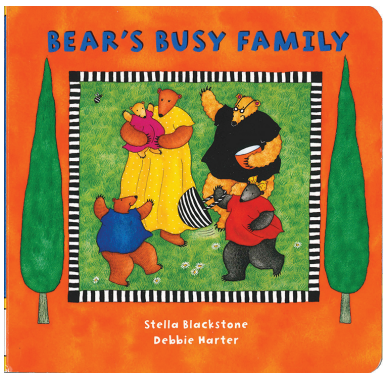
Skill and Goal
Social interaction skills

Toddlers participate in a book sharing focused on the different activities of members of a bear family, with opportunities to engage in pretend play related to the story.

Key Concepts
Play together

Materials Needed
Bear's Busy Family by Stella Blackstone

Also Promotes
Communication/Language
Physical/Health



Invite two toddlers to join you in reading a book and then playing together. Use the strategies suggested in Option 1 for sharing the book. Look closely at toddlers' reactions to different activities described in the book. An activity that seems to be of particular interest may be a good launch for pretend play after the book sharing.

At the end of the story, invite the two toddlers to play together in the housekeeping area. Suggest a play focus, such as any activity interest you noticed during the book sharing. Example: "The little bear in our book had a birthday party. Maybe you would like to do things for a birthday party." Draw attention to available items, including items related to an activity that seems to be of interest to the toddlers.

Stay near the play area to provide occasional verbal support for engagement and interaction without directing the toddlers' play. Describe a toddler's actions. Example: "You are holding a baby, Tomas. You have a bottle. I think you are going to feed your baby!" Ask questions that encourage a toddler to describe his/her plans, and perhaps expand play ideas. Example: "You have a pot on the stove, Catalina. What are you cooking in the pot?"

What to Look For—Option 2

The book may provide a play theme for the toddlers or they may choose to engage with the materials, and each other, in different ways. Some toddlers will have ideas and intentions with the materials, whereas others who are new to pretend play may be unsure how to interact in the housekeeping area. Parallel play is likely at this age. A toddler may prefer to watch and may imitate the play of a peer. Watching and imitating a peer is a beginning step in learning how to play with others. Recognize and acknowledge all play efforts.

More Scaffolding Tips—Option 2

Extra support ■ Toddlers who are new to pretend play may benefit from suggestions of things to do. Example: "The plates and cups can go on the table. You can pretend to eat the cake that you making, Catalina!" ■ Some toddlers may be more comfortable playing next to a peer. Provide duplicate items so they can play side by side without conflict over a particular toy.

Enrichment ■ Suggest additional items for toddlers' play. Example: "Tomas, you are putting your baby to bed. Would you like to find a blanket to cover the baby?"

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Interacting with Others *(continued)*

Interest Area

Materials Needed: items for a pretend birthday party

Use the birthday party for a baby bear described in the *Bear's Busy Family* book (Options 1 and 2) as the focus of an Interest Area. Provide materials for baking a pretend cake and other items similar to those shown in the book. Encourage toddlers to make a pretend cake and organize other things for a birthday party. Offer suggestions for getting ready for a party.

Family Child Care

Materials Needed: *Bear's Busy Family* by Stella Blackstone, items for a pretend birthday party (including food)

Share the book with preschool-age children in your setting. Emphasize the birthday party. Invite preschool-age and older interested children to join Interest Area activities focused on preparations for a birthday party for a baby. Toddlers will enjoy watching, imitating, and joining in the play of the older children. Babies may enjoy being included by holding a baby doll or playing with a toy plate and cup.

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BLOCK 15

Using Our Hands

Physical/ Health

12–24 Months

Option 1
One-to-One

Skill and Goal
Fine motor development

A toddler practices putting large buttons into the hole of a button box.

Key Concepts
Out

Into

Drop

Materials Needed
Button box toy (see Be Prepared)

Also Promotes
Cognitive

Self-Regulation

Optional Reading
Hands Can by Cheryl Willis Hudson

Be Prepared: Use large buttons only for this activity option. Place the large buttons inside the round box and put on the lid. The activity description calls the openings (slots) in the box lid buttonholes. This activity option uses one buttonhole and does not draw attention to button shapes or colors. The focus is on fine motor skills in manipulating large buttons. Commercially available button boxes specify use with children ages 12 months and older.



BEGIN: [*Invite a toddler to play with the button box with you. Sit facing the toddler. Place the box between you and the toddler.*]

EXPLAIN: This little box has buttons inside.

[*Shake the box so you and the toddler hear the buttons.*]

ACT: Would you like to take the buttons out of the box?

[*Encourage the toddler to open the lid and pour out the buttons. Help the toddler remove the lid if needed. Encourage the toddler to touch or hold some buttons. Point to the lid and to the buttonhole when you name each.*]

We have different kinds of buttons. The buttons are different colors and different shapes.

I am going to put the lid back on our box. Then you can put each button through the hole on the lid of our box.

[*Describe your actions with the lid. Example: "I pushed the lid down so it fits on the box."*

Position the box in front of the toddler so the larger hole is horizontal to the toddler.]

Here is a hole in the lid for our box. Let's feel the hole. You can put buttons through this hole. There are other holes in the lid. This is the hole we can use now.

[*Place the box in front of the toddler with a large buttonhole in a horizontal position facing the toddler. Point to the hole in front of the toddler, demonstrate moving your finger across the hole several times, and encourage the toddler to do the same.*

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Using Our Hands *(continued)*

Option 1 continued

Demonstrate and describe putting a button into the hole. Example: "I am holding one button with my fingers. Now I am putting the button over the hole. I will let go of the button and the button will fall into our box."]

Would you like to drop a button into the box?

[*Offer encouragement, if appropriate. If a toddler holds a button in a manner that makes it difficult to place into the buttonhole, provide another demonstration with brief descriptions or offer verbal guidance. Example: "Open your fingers to let the button drop into the box."*]

RECAP: [*Briefly describe the toddler's experience with the button box. Example: "You used your fingers to put some buttons into a buttonhole. We could not see the buttons after you put them into the buttonhole. You said the buttons are 'all gone.'"*]

What to Look For—Option 1

Dropping small items through holes is often a favorite toddler activity. This activity includes a more refined fine motor skill than handling balls or small toys. Most toddlers will need your specific guidance about how to hold and drop a button. Look for opportunities to demonstrate and describe how to (1) hold a button with fingers (some may initially grasp a button with one hand), and (2) align the edge of the button to the buttonhole. Provide hands-on assistance with aligning the button and buttonhole only after a repeated demonstration and specific verbal support have been offered.

Generally, it will be easier for a toddler to drop a button into a buttonhole that appears horizontal to him/her. This provision in the activity description will likely determine the way a toddler holds his/her hand.

Toddlers are not expected to learn shapes and shape names. Some toddlers may notice shape (and color) similarities and differences with the buttons. Respond to their interest by emphasizing how some buttons are the same and some are different. This approach is in keeping with other ELM activities, including the Self-Regulation activities in the current block.

Respond promptly to signs of frustration with the task. If a toddler is not able to put a button into the buttonhole after several attempts, remove the lid and change the activity to a game of dropping buttons into the box.

Toddlers may maintain interest for a few minutes and come back to the button box later to try it again.

More Scaffolding Tips—Option 1

Extra support ■ Move the box closer to the toddler. ■ Use 3–4 large buttons initially. ■ Hold one button with your fingers and encourage the toddler to use his/her fingers to take it from you and then put into the buttonhole. ■ Encourage the toddler to listen for the button hitting the bottom of the box when you demonstrate putting a button into the box.

Enrichment ■ Provide more large buttons. ■ Invite a second round of the activity.

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BLOCK 15

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 2
One-to-One

Skill and Goal
Fine motor development

A toddler practices putting big and small buttons into big and small holes of a button box.

Key Concepts
Into
Out
Turn
Big
Small

Materials Needed
Button box toy (see Be Prepared)

Also Promotes
Cognitive
Self-Regulation

Be Prepared: This activity is for a toddler who readily put large buttons into a buttonhole in Option 1 or a related activity. Use large and small buttons for the current activity. Place the buttons inside the round box and put on the lid. The activity description calls the openings (slots) in the box lid buttonholes. Commercially available button boxes specify use with children ages 12 months and older.



Invite a toddler to play with a button box with you. Sit across from the toddler and place the button box between you and the toddler. Shake the box and explain there are buttons inside. Encourage the toddler to remove the lid and pour out the buttons. Provide assistance with lid removal, if necessary.

Point out that some buttons are small and some buttons are big. Encourage the toddler to feel with his/her fingers a big button and then a small button. Keep the buttons in front of the toddler.

Put the lid on top of the box, place the box with a large buttonhole horizontal to the toddler, and draw attention to the buttonholes. Point to and describe how two openings are big and two openings are small. Move your finger across each hole several times. Encourage the toddler to do the same as you emphasize one hole is smaller than the other.

Demonstrate holding a big button with your fingers and then putting it into a big buttonhole. Describe your actions and emphasize how you used a big hole for a big button.

Invite the toddler to put buttons into the button box. Provide quiet time for the toddler to explore the challenge of locating the appropriate-size hole. Comment on the toddler's discovery without telling him/her what to do. Example: "Your big button would not fit into this small buttonhole." Pause for the toddler's reaction. If the toddler needs guidance, point to a large (or small) buttonhole and offer a suggestion. Example: "Try this buttonhole. It looks big (or small)."

The task of turning a hand to put a button into a vertical buttonhole may need your demonstration and verbal support. As appropriate, demonstrate how to hold the button and turn your hand. When the toddler is holding a button for a vertical hole, suggest he/she turn his/her hand. If necessary, gently move the child's hand. Acknowledge that the task is challenging.

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Using Our Hands *(continued)*

Option 2 continued

Conclude the activity by describing the toddler's efforts. Emphasize how the toddler worked hard to find holes for big and small buttons and had to turn some buttons so they would go into a hole.

What to Look For—Option 2

This activity option offers more challenge than Option 1 by providing buttons of two different sizes and using both horizontal and vertical buttonholes. To place a button into a vertical buttonhole, a toddler must rotate his/her wrist to change the angle of the button. Paying attention to differences in button sizes supports cognitive development (object inquiry). The use of both vertical and horizontal buttonholes promotes fine motor skills.

Teaching shape names is not appropriate at this age, but some toddlers may be interested in finding buttons that are the same size or sorting small and big buttons.

Respond promptly to signs of frustration. If putting a button in a vertical hole is a source of frustration, turn the box so the hole is horizontal to the toddler. If the entire activity is frustrating, change to a game that uses some of the materials, such as feeding the buttons to a puppet. You could offer suggestions that emphasize big and small. Example: "Now our puppet would like a big button."

More Scaffolding Tips—Option 2

Extra support ■ Limit the number of buttons to three big and three small. ■ Help a toddler identify differences in button size by arranging buttons in pairs of the same shape, such as a one big square next to a small square. Point to big and small as you say the words: "This one is big." ■ If a toddler has trouble aligning a button with a buttonhole, demonstrate and describe how to touch a button to the buttonhole. Offer gentle hands-on assistance if demonstration and verbal support are not sufficiently helpful.

Enrichment ■ Provide more buttons for a second round of the activity. ■ Help a toddler find buttons and buttonholes on jackets or other clothing after the activity.

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Using Our Hands *(continued)*

Interest Area

Materials Needed: builders, peg puzzles, scoops and cups, sensory table with water or dry materials, books of different sizes, simple clothes on dolls and soft animals, toy pans with lids, toddler-size vehicle toys, blocks, toy dump truck, foam blocks or connecting toys, ping-pong-size balls, clean egg carton

Provide the materials listed above to foster toddlers' fine motor skills, such as builders that fit together and come apart, peg puzzles, scoops and cups in a sensory table with water or dry materials. Arrange books of different sizes for toddlers to open. Put simple clothes on dolls and soft animals so the toddlers can practice taking them off. Add toy pans with lids to the dramatic play area. On another day, place toddler-size vehicle toys on a low surface with blocks. Provide materials toddlers can put into a toy dump truck and dump out, such as foam blocks or connecting toys. Toddlers will enjoy placing ping-pong-size balls into an egg carton.

Family Child Care

Materials Needed: stacking rings, building bricks, small blocks, snap-link beads, bunny builders

Each child in your care may wish to explore different materials that support fine motor skills. Infants will enjoy holding and dropping toys. Toddlers who have little experience with fine motor toys may enjoy stacking rings. Preschool-age and older children will enjoy building bricks and small blocks. Play materials that fit together and come apart are appropriate for toddlers and preschool-age children. Observe each child's existing fine motor skill and offer materials that will help refine the skill. Example: If a child is pulling pop beads apart, offer fit-together builders that require the same or a similar action, such as the bunny builders shown in the adjacent picture.



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BLOCK 16 Options to Promote Learning 12–24 Months

Communication/ Language

Exploring Words

Option 1 (IG) Toddlers participate in a book sharing focused on little ducks who go away and come back.

Option 2 (IG) Toddlers participate in a shared book reading followed by pretending to be little ducks in a key part of the story.

Option 3 (OO) A toddler participates in a book sharing focused on looking at pictures to figure out what might happen next.

Cognitive

Exploring Objects

Option 1 (IG) Toddlers practice naming familiar pictured items.

Option 2 (OO) A toddler practices naming familiar pictured, and actual, items.

Self-Regulation

Paying Attention

Option 1 (OO) A toddler watches a caregiver look carefully at familiar toys to find objects that are the same.

Option 2 (OO) A toddler practices looking carefully at familiar toys to find objects that are the same.

Social-Emotional

Exploring Feelings

Option 1 (IG) Toddlers look at and talk about pictures of different facial expressions with a caregiver.

Option 2 (IG) Toddlers practice making facial expressions shown in a picture and demonstrated by a caregiver.

Physical/Health

Moving Our Bodies

Option 1 (IG) Toddlers participate in open-ended play with different types of balls.

Option 2 (OO) A toddler practices throwing a small ball to knock over empty milk jugs.

Option 3 (IG) Toddlers practice overhand throwing by tossing soft balls into pretend water.

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

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BLOCK 16

Exploring Words

Communication/ Language

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Receptive language
Expressive language

Toddlers participate in a book sharing focused on little ducks who go away and come back.

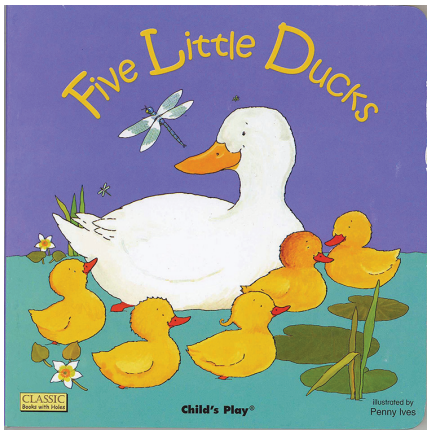
Key Concepts
Duck
Mother
Little
Quack

Materials Needed
Five Little Ducks by Child's Play

Also Promotes
Cognitive

BEGIN: [*Invite several toddlers to join you to read a book. Show the cover of the book and point to the ducks as you describe them.*]

EXPLAIN: Our book is about a family of ducks. There are pictures of the ducks on the cover of our book. This is the mother duck. Do you see the little ducks? They are the mother duck's babies.



ASK: The little ducks go on a walk in our story. Where do we think the little ducks will go?

[*Pause for toddlers to respond. Repeat and extend responses. Example: "You said 'water,' Jaylen. Ducks like to swim in the water! Let's read our book to find out where the little ducks go."*]

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

- *In addition to reading the text, use your own words to describe pictures and key parts of the story. Point to and name items that may be unfamiliar to some toddlers. Example: "This is a nest. The mother duck made a nest for the little ducks to sleep in."*
- *Use gestures frequently. Example: On the first page, point your finger away from your body to communicate "far away."]*
- *Acknowledge and build on toddlers' comments and pointing. Example: "Makayla is pointing to the frog. There are lots of different animals in this picture. I think Makayla likes the red frog!"*
- *Encourage toddlers to repeat words or phrases in the story. Example: "The mother duck is going to call her little ducks home. What does a duck say? (Pause for response.) Let's all say together 'quack, quack, quack' to help Mother Duck call the little ducks home!"*
- *Invite toddlers to tell what they see in a picture or what they think will happen next. Examples: "The little ducks went over the hills and far away. Where are they now? What do we see in this picture?" "The mother duck looks sleepy. What do we think the little ducks are going to do?"*

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Exploring Words *(continued)*



Option 1 continued

- *Use appropriate enthusiasm and excitement in your voice and facial expressions to read and talk about the story.*]

RECAP: The little ducks in our story went on a walk. They went far away! The mother duck called her little ducks. We helped the mother duck call her little ducks by saying "quack, quack, quack!" All the little ducks came back to the mother duck! Thank you for helping me read this story.

What to Look For—Option 1

Toddlers will enjoy listening to the rhythmic, repetitive text of the book. The book's richly-detailed illustrations also will appeal to many toddlers. It is not necessary or appropriate to emphasize the number of ducks on each page because toddlers are not expected to count. Instead, emphasize that the little ducks "go away" and then "come back."

More Scaffolding Tips—Option 1

Extra support ■ Follow the pace of toddlers in the gathering. If there is interest in a particular animal or picture, spend a few extra moments talking about the interest. A toddler(s) who wants to talk about specifics of each picture may benefit from a one-to-one session with you and the book.

Enrichment ■ In addition to "quack, quack, quack," invite toddlers to repeat some of the familiar text with you.

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Exploring Words *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Receptive language
Expressive language

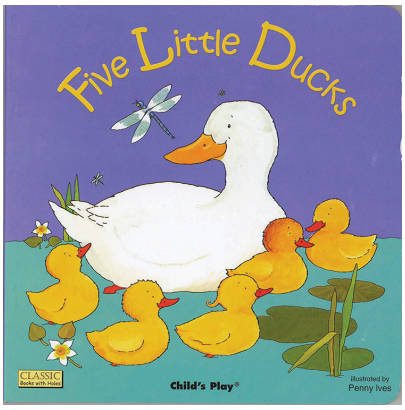
Toddlers participate in a shared book reading followed by pretending to be little ducks in a key part of the story.

Key Concepts
Go away
Come back

Materials Needed
Five Little Ducks by Child's Play
Duck puppet
Rubber ducks—1 per toddler

Also Promotes
Physical/Health
Cognitive
Self-Regulation

Invite several toddlers to join you in reading a book together. Use strategies suggested in Option 1. Use a rhythmic, sing-song voice to emphasize text in which the little ducks go away and then come back.



At the conclusion of the book, invite the toddlers to pretend to be the little ducks in the story that go away and then come back. Give each toddler a rubber duck. You use the duck puppet as the mother duck. Show and explain to toddlers that your puppet is the mother duck.



Remind toddlers that the ducks went away. Use a hand/arm gesture to communicate "go away" over a hill. Encourage toddlers to hide their ducks. Offer several suggestions, such as toddlers putting their duck behind their back or using their other hand to cover their duck. Be flexible about how toddlers hide their duck.

Then remind toddlers that Mother Duck said "quack, quack, quack" and some ducks came back. Encourage toddlers to show their ducks. Offer a surprised face when the ducks come back!



Repeat this two-part activity several times if toddlers remain interested. Ignore the counting element of the story, where a certain number of ducks came back each time.

What to Look For—Option 2

The follow-on activity uses two different prompts—go away and the "quack, quack, quack" call from Mother Duck to come back—to encourage toddlers to do two different actions: hide their ducks and then help their ducks come back. The activity promotes understanding of the go away and come back themes used repeatedly in the story. Toddlers will hide their ducks in a variety of ways, typically not recognizing that you can easily see their "hidden" duck. Remain flexible and accepting of toddlers' actions with their ducks. Some toddlers may become overly excited during the activity and benefit from support to calm down, as suggested in the Extra Support tip.

As described in Option 1, toddlers are not expected to learn about numbers and counting.

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Exploring Words *(continued)*



Option 2 continued

More Scaffolding Tips—Option 2

Extra support ■ Provide guidance for calming down at the end of the activity if toddlers get overly excited. Explain that the ducks are tired from all of the walking and need to rest. Invite toddlers to place their ducks in a nest (basket) with the mother duck puppet for a nap. You may also invite toddlers to pretend to be little ducks closing their eyes briefly before moving to another activity.

Enrichment ■ Toddlers may enjoy taking turns being the mother duck, especially in saying "quack, quack, quack, quack" to call her little ducks home.

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Exploring Words *(continued)*

12–24 Months

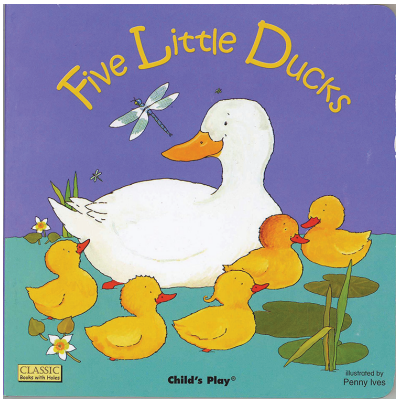
Option 3
One-to-One

Skill and Goal
Receptive language
Expressive language
A toddler participates in a book sharing focused on looking at pictures to figure out what might happen next.

Key Concepts
Ducks

Materials Needed
Five Little Ducks by Child's Play

Also Promotes
Cognitive
Self-Regulation



Share *Five Little Ducks* with one toddler, using strategies suggested in Option 1. Draw attention to the interesting cutouts that provide clues about what happens on the next page. For the first several cutouts, point to and describe what you see and help the toddler connect the cutout images to what might happen next. Example: "Look at what is poking out of the water looking at the ducks. I see eyes and sharp teeth! What do you think it is?" Pause for the toddler to look closely at the cutout and respond. "Let's turn the page to find out!" "It is a big fish!" Also, encourage the toddler to use his/her fingers to feel the cutouts.

After you use the first several cutouts to show how a cutout works in the story, point to a cutout and invite the toddler to tell what he/she sees. Talk with the toddler about what might happen next. Base your approach on the toddler's emerging verbal skills and vocabulary knowledge. Remember that a toddler's facial expressions, gestures, and finger pointing are important forms of communication, especially at this age. Describe what you see the toddler communicating.

The toddler may enjoy repeating some of the book's words and phrases, consistent with opportunities suggested in Option 1.

What to Look For—Option 3

Toddlers who are familiar with the story through participation in Option 1 or a related shared reading may find it easier to engage in Option 2. Familiarity with the story does not diminish the challenge of Option 2, however. The repeated use of cutouts to anticipate what happens next can promote valuable cognitive skills and strengthen story comprehension. It is not necessary to pursue cutouts with the same level of depth on each page. Give more attention to cutouts related to a toddler's favorite part of the story.

More Scaffolding Tips—Option 3

Extra support ■ Point to, and name, pictured items that seem to be of particular interest to the toddler—such as water, grass, flower, nest, and rainbow.

Enrichment ■ At the end of the book, return to a cutout or page that seemed to be of particular interest to the toddler. Talk again about how the cutout helped us figure out what might happen. Work backwards from a favorite picture to the cutout on the prior page.

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Exploring Words *(continued)*

Interest Area

Materials Needed: *Five Little Ducks* by Child's Play, several rubber ducks, assortment of other pond animals (such as frogs, fish, or turtles), sensory table

Place the ducks and other pond animals in the sensory table with a small amount of warm water. Invite several toddlers to play with the animals in the water. Toddlers may enjoy hearing the book read while they interact with the ducks and animals. Encourage toddlers to have the pond animals go away to the other side of the sensory table, and then come back. Remind toddlers of how the little ducks went away and came back in our story.

Family Child Care

Materials Needed: *Five Little Ducks* by Child's Play, Optional: duck puppet, rubber duck for each baby

Infants and older children can participate in Option 1 in meaningful ways. Infants may enjoy holding a rubber duck during the book sharing. Preschool-age children who are learning to count may wish to count the number of ducks on some of the pages. Older children may enjoy being the mother duck in Option 2.

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BLOCK 16

Exploring Objects

Cognitive

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers practice naming familiar pictured items.

Key Concepts
Name

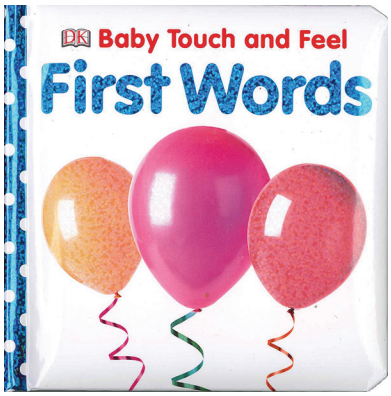
Picture

Materials Needed
Baby Touch and Feel: First Words by DK Publishing

Also Promotes
Communication/Language

BEGIN: [*Invite several toddlers to join you to look at pictures of things we may see or use every day.*]

EXPLAIN: Our book has pictures of many different things. Let's try to tell the names of the different things we see in our book.



[*Point to the balloons on the book cover.*]

These are balloons. Sometimes there are balloons at birthday parties.

ASK: Have you ever seen or played with a balloon?

[*Encourage toddlers to tell about their experiences with balloons.*]

ACT: [*Use the following steps for each page:*

- *Point to the pictured item. Ask toddlers to tell the name of what is shown in the picture. Pause for a response(s). If a toddler(s) provides a reasonably appropriate name for the item, repeat the name and then invite toddlers to say the name with you. If there is no response to your request, say the name of the object and invite toddlers to say the name as you repeat it. See the What to Look For section for handling toddler responses that are not the customary name of the pictured item.*
- *Use a variety of clues in your invitations to say the name of a pictured item. Examples: "Yum-yum. I see something good to eat. What do you see?" "The animal shown in this picture says 'woof-woof.' What is the name of the animal we see in this picture?"*
- *Briefly describe a characteristic of the pictured item or how it is used. Where possible, connect the pictured item to an experience or similar object in your room. Example: "We wear shoes on our feet. Let's look at our own feet. There are shoes on our feet."*
- *If toddlers show interest in feeling the textured part of each page, help interested toddlers take turns touching a picture.*]

RECAP: We know the names of many different things! We said the names of things shown in our book. We talked about the things we looked at in our book.

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Exploring Objects *(continued)*

Option 1 continued

What to Look For—Option 1

The activity supports the larger goal of helping toddlers understand that all objects and actions have specific names. The activity promotes a toddler's attentiveness to characteristics of the object and association of a specific word to a specific object. Most toddlers will be familiar with many or most of the items shown in the book, but some may not know the names.

Sensitively respond to toddler words that are not the customary name for the pictured item. A toddler may respond with a word related to a picture, such as "eat" for the picture of the bowl and spoon or the name of the dog in his/her family for the picture of the dog. Positively acknowledge the response by connecting it to the name of the pictured item. Example: "We eat with a bowl and spoon! We ate applesauce with a bowl and spoon at lunch today!" If a toddler responds with a word that seems unrelated to the pictured item, enthusiastically recognize his/her verbal effort. "Thank you for telling us about this picture, James. We usually call this a flower. Let's all say together the word 'flower.'"

Approach the activity with a fun and supportive atmosphere that encourages toddlers to try new words. If you are concerned that toddlers may experience the activity as a test, omit the strategy of asking toddlers to say the name of the pictured item. Instead, say the name and then encourage toddlers to say the name with you.

More Scaffolding Tips—Option 1

Extra support ■ Use the activity in a one-to-one setting with a toddler who seems reluctant to talk in the informal gathering. Note the first segment of Option 2 focuses on pictured items.

Enrichment ■ After the last picture, return to a previous page and slowly say "I see a _____!" Encourage toddlers to complete the sentence.

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Exploring Objects *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Object inquiry skills

A toddler practices naming familiar pictured, and actual, items.

Key Concepts
Name

Picture

Materials Needed
Baby Touch and Feel: First Words by DK Publishing

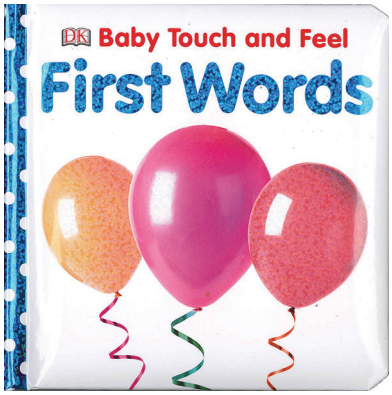
Items shown in book (see Be Prepared)

Box

Also Promotes
Communication/Language

Physical/Health

Be Prepared: Gather items that are similar to those shown in the book—such as a shoe, sock, bowl and spoon, ball, and teddy bear. Place the items in the box or other type of container.



Invite a toddler to join you to look at some things we may see or use every day. Use strategies suggested in Option 1. After looking at and naming all pictures in the book, introduce the box and invite the toddler to take an item from the box. Encourage the toddler to say the name of the item he/she selected. Repeat the name. Provide the name of the item if the toddler seems uncertain or reluctant to verbalize the name. Encourage the toddler to say the name with you. Then invite the toddler to find the picture of the corresponding item in the book. Repeat this procedure with all items in the box or until the toddler loses interest.

What to Look For—Option 2

This activity supports a toddler's awareness that specific characteristics of an object can be different, but the object still has the same name. Example: a smaller ball, a larger ball, a red ball, and a blue ball are all called balls. Finding the picture of the item in the book that corresponds to the actual item also supports this awareness because the actual item and the pictured item are unlikely to be identical.

If a toddler is especially eager to remove items from the box, you may wish to rework the activity so items are named and compared to a book picture after all objects are removed from the box.

More Scaffolding Tips—Option 2

Extra support ■ Limit the number of items you place in the box. ■ Provide additional information or clues about items the toddler does not readily name. Example: "We wear these on our feet. I am wearing them (*point to your shoe*) and so are you (*point to toddler's shoe*)! What are these called?" ■ Provide hands-on assistance in turning pages of the book.

Enrichment ■ After a toddler appropriately identifies some items in the box, switch roles so the toddler is picking items from the box for you to name. Intentionally offer an inappropriate name, such as calling a shoe a ball.

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BLOCK 16

Exploring Objects *(continued)*

Cognitive

Interest Area

Materials Needed: *Baby Touch and Feel: First Words* by DK Publishing, items used in Option 2

Place the book and Option 2 items on a low table. Invite several toddlers to point to and hold an actual item that corresponds to an item pictured in the book. This offers the challenge of moving from picture to actual item rather than actual item to picture as pursued in Option 2. Another possibility is to encourage toddlers to find items in your room that correspond to several pictures in the book that you identify.

Family Child Care

Materials Needed: *Baby Touch and Feel: First Words* by DK Publishing, basket

After looking at and talking about the book's pictures with toddlers and preschool-age children, invite children to go on a treasure hunt in a specified part of your setting to find some of the items in the book. Pair older and younger children to find objects to bring back and put in the basket. You may wish to suggest that a specific pair of children find a particular item shown in the book. When all children have returned from their hunt, review by name each item in the basket.

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BLOCK 16

Paying Attention

Self-Regulation

12–24 Months

Option 1
One-to-One

Skill and Goal
Concentration

A toddler watches a caregiver look carefully at familiar toys to find objects that are the same.

Key Concepts
Same
Different
Put together
Look

Materials Needed
4 blocks (see Be Prepared)
4 toy vehicles (see Be Prepared)
Basket

Also Promotes
Cognitive
Communication/Language

Be Prepared: Secure two sets of two blocks each that are identical in shape and color. Example: two short, blue blocks and two long, red blocks. Also secure two sets of two identical types of vehicles each. Example: two cars and two trucks. If possible, use vehicles of the same color or two cars of the same color and two trucks of the same color. Put the items in a random arrangement in a basket or other type of container.



BEGIN: [*Invite a toddler to help you put together things that are the same. Sit next to the toddler at a low table, with the basket of items in front of the toddler.*]

EXPLAIN: There are different toys in our basket. Let's look at what is in our basket. Then you can help me put together toys that are the same.

ACT: [*Remove items from the basket, one at a time. When you remove an item, put it in front of the toddler (or invite the toddler to hold it) and say its name or invite the toddler to say its name. Repeat and expand any toddler utterances about the item. Example: "You said 'vroom,' Laila. You are holding a car. You know that cars go 'vroom!'" Do not comment on whether the same type of item has already been removed from the basket.*

After all items have been removed from the basket, put them in a line in front of the toddler. Remove the basket from the table.

Explain that you are going to put together things that are the same. Pick up one of the items and then describe looking for another item that is the same. Example: "This is a truck. I am looking for another truck." Hold the truck next to a car. "This is a truck and this is a car. A truck and a car are different. Oh, look. Here is another truck. I am putting together these two toys. They are the same."

Place the two identical toys in the center of the table, within easy view of the toddler but away from the line of remaining toys.



Early Learning Matters

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Paying Attention *(continued)*



Option 1 continued

Repeat the above procedure with each of the remaining toys. Emphasize type or size of toy, not color. Remind the toddler that you are looking at all the toys to find a toy that is the same. Consistently provide opportunities for the toddler to hold an item and say its name.]

RECAP: You helped me put together toys that are the same. We looked carefully at each of the toys. We found toys that are the same. Look at the toys we put together.

[*Point to and name the pairs of toys, indicating why they are the same. Example: "These blocks are the same. They are both short. These cars are the same."*]

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BLOCK 16

Paying Attention *(continued)*

Self-Regulation

12–24 Months

Option 2
One-to-One

Skill and Goal
Concentration

A toddler practices looking carefully at familiar toys to find objects that are the same.

Key Concepts
Look
Same
Different
Put together

Materials Needed
4 blocks (see Be Prepared)
4 toy vehicles (see Be Prepared)
Basket

Also Promotes
Cognitive
Physical/Health
Communication/Language

Be Prepared: Secure two sets of two blocks each that are identical in shape and color, but different than the blocks used in Option 1. Also secure two sets of two identical types of vehicles each, but different than the vehicles used in Option 1. Example: two black flatbed trucks and two yellow pickup trucks. Put the items in a random arrangement in a basket or other type of container.



Invite a toddler to join you to look at some toys and put together the toys that are the same. Sit next to the toddler at a low table, with the basket of toys in front of the toddler. Invite the toddler to take the toys out of the basket, one at a time. Say the name (or invite the toddler to say the name) of each toy as it is removed from the basket. After all toys have been removed from the basket, remove the basket from the table and invite the toddler to line up all eight items in front of him/her. Encourage the toddler to look for toys that are the same and put them together. Pause for the toddler to figure out a way to proceed.





If the toddler seems uncertain about what to do, pick up (or invite the toddler to pick up) one of the toys and hold it next to each other toy, going from left to right in the line of toys. For each toy that is compared to the toy in your (or the toddler's) hand, ask "Is this the same or different?" As part of the comparison, point out why two toys are different. Example: "You are holding a truck next to a block. A truck and a block are different toys." Stop the toy-by-toy comparison when a same toy is found. Emphasize how two toys are the same when the toddler puts them together.

At the end of the activity, briefly described how the toddler found toys that were the same. Emphasize how the toddler looked carefully at all the toys to find toys that were the same.

What to Look For—Options 1–2

The activity options continue the Block 15 focus on looking carefully at things for the purpose of finding items that are the same. Block 15 used pictures on a puzzle to promote concentration skills. Activities in the current block use blocks and vehicles. Use whatever items you wish from your room. As suggested in Be Prepared, it is helpful to use the same colors of items to help a toddler focus on type or size of item, not color. Option 2 is likely to work best after a toddler has participated in Option 1 at an earlier point in the week or

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Paying Attention *(continued)*

day. Pay attention to a toddler's reactions to Option 1 to determine how to organize Option 2. A toddler who eagerly helps you find identical items in Option 1 may be ready for a more challenging experience in Option 2, such as one or more of the approaches suggested in the Enrichment tips.

More Scaffolding Tips—Options 1–2

Extra support ■ If Option 2 seems too challenging for a toddler, you can easily transition to the approach suggested in Option 1. Ensure each toddler has the opportunity to be successful in one of the activities. ■ After all eight items are lined up in front of the toddler, say the name of each item, moving from left to right, as you or the toddler point to each. Example: "Block, block, car, truck, block. . . ."

Enrichment ■ In a repeat of Option 2, invite the toddler to put together toys that are different. ■ Encourage the toddler to look for other blocks in the block area that are the same as the pairs of blocks that were put together during the activity (Option 1 or Option 2). ■ Offer more toys in Option 2, such as 12 different items, including some that are not the same.

Interest Area

Materials Needed: 6–10 blocks, including 1–2 that are different than all others; 6–8 toy vehicles, including 1–2 that are different than all others

Place the blocks and vehicles on a low table. Invite several toddlers to play with the materials in ways they wish. Some toddlers may want to build with the blocks and drive the vehicles. As toddlers play, offer gentle comments about how a toy is the same or different than another toy. If toddlers appear ready for a change in their play, invite them to put together things that are the same. Provide time for toddlers to figure out how to do this, perhaps organizing small groupings of toys that are the same. Allow toddlers to discover on their own that some toys are different than all others.

Family Child Care

Materials Needed: see activity description

Identify 3–5 different toys that are the same as one or more toys readily available to children in your setting. Example: a doll, an animal figure, a block. Put the selected toys on a low table and invite toddlers and preschool-age children to look for another toy in your setting that is the same type of toy. This is akin to a scavenger hunt. You may wish to organize the activity so each child is searching for a specific type of toy. Example: "Jeremiah will look for another doll. Tony will look for another block." Or you may wish to pair one toddler with one older child to look for a toy(s) that is the same as one displayed on the table. Infants may want to hold an age-appropriate item as they watch their older peers look for specific items. Emphasize the importance of looking.

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BLOCK 16

Exploring Feelings

Social-Emotional

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Awareness of emotions

Toddlers look at and talk about pictures of different facial expressions with a caregiver.

Key Concepts
Feelings

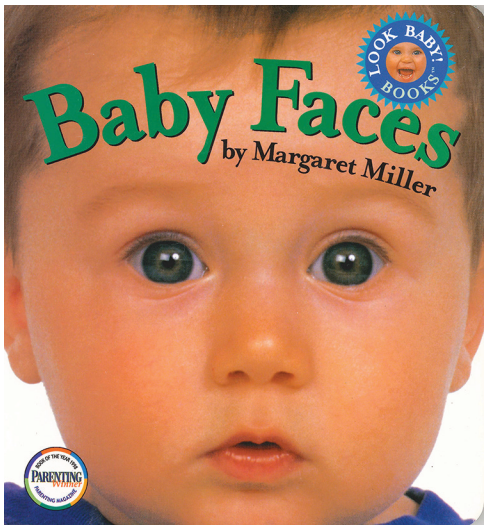
Face

Materials Needed
Baby Faces by Margaret Miller

Also Promotes
Communication/Language

BEGIN: [*Invite 3–4 toddlers to join you to look at pictures of babies. Show the book cover as you introduce the activity. Point to features of the baby's face as you name each.*]

EXPLAIN: Let's have some fun looking at pictures of babies.



Look at this baby's face! Here are the baby's eyes. Here is the baby's nose. And here is the baby's mouth.

Let's all point to our eyes!

[*Point to your eyes.*]

We will use our eyes to look at pictures of babies' faces in our book. The faces can tell us what a baby may feeling.

ACT: [*Show and describe pictures using the following strategies:*

- *Draw attention to prominent features of an expression, such as tears or smiles.*
- *Read the word associated with the expression and invite toddlers to repeat some of the words with you, especially yucky, yum-yum, stinky, and yippee.*
- *Explain why the baby may be making the face. Example: "This baby has his tongue out! I think the baby ate something that tasted good."*
- *Tell more about the printed word and connect it to the facial expression. Examples: "Sometimes we say 'yum-yum' when we like something we eat." "'Yippee' means we feel excited or happy about something."*
- *Respond to toddlers' comments or pointing. Example: "You are pointing to the baby who is crying, Nora. Sometimes we cry when we feel upset or sad."*]

RECAP: We looked at pictures of baby's faces. Each face told us what a baby may be feeling.

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Exploring Feelings *(continued)*

Option 1 continued

[*Describe several faces that seemed to be of particular interest to toddlers in your gathering. Example: "One face told us the baby was feeling upset or sad. The baby was crying. Another face told us the baby smelled something bad. The word by the picture said 'stinky!' The baby smelled something that was stinky."*]

What to Look For—Option 1

Toddlers will differ in their interest and readiness to connect with the concept of feelings as shown in different facial expressions. Some may readily recognize differences across faces shown in the book and will be interested in what a particular face may be telling us and why. Others may be more interested in features of a face, such as eyes and hair. Connecting a word to a particular facial expression can help build vocabulary related to feelings. The "uh-oh" phrase and corresponding expression is less straightforward than the other pictures and may be challenging to pursue with younger toddlers. You may wish to give little or no attention to the "uh-oh" picture.

More Scaffolding Tips—Option 1

Extra support ■ Invite toddlers to point to parts of the pictured faces that you name, such as eyes, ears, nose, or mouth. Toddlers may enjoy pointing to the same part of their body, as suggested in the opening segment of the activity description.

Enrichment ■ At the conclusion of looking at and talking about pictures in the book, return to pictures for a closer look at how parts of the face tell us what the baby might be feeling. Examples: what a mouth looks like when a baby smiles, what our eyes look like when we cry.

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BLOCK 16

Exploring Feelings *(continued)*

Social-Emotional

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Awareness of emotions

Toddlers practice making facial expressions shown in a picture and demonstrated by a caregiver.

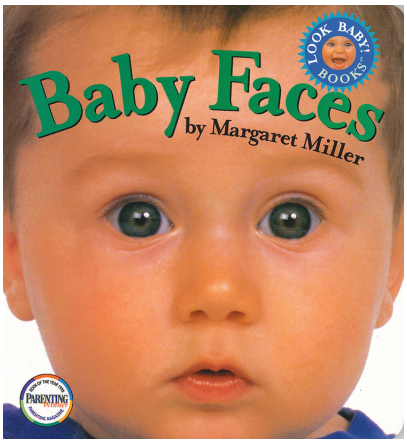
Key Concepts
Feelings

Face

Materials Needed
Baby Faces by Margaret Miller

Also Promotes
Communication/Language

Physical/Health



Invite toddlers to join you to do different things with our faces. Show and describe a picture of a specific facial expression included in the book. Draw attention to prominent features of the expression and say the book's word, such as yucky, associated with the expression. Begin with a picture of a baby who is happy ("yippee") or a picture you anticipate will be of particular interest to toddlers in your gathering. Make a facial expression similar to the expression pictured in the book. Draw attention to your face. Example: "Look at my face. I am making a happy face!" Then invite toddlers to make a face that tells the same feeling. Examples: "Make a face that tells us you are happy!" "Make a happy face!" Repeat this process for 2–3 more pictures.

What to Look For—Option 2

This activity can help toddlers deepen what they learned from the Option 1 activity. Toddlers who participated in Option 1 will likely find it easier to participate. Look for opportunities to connect the different facial expressions to information shared in Option 1. Beginning the activity with more familiar feelings is important because emotions that are unfamiliar (or less familiar) to toddlers will be challenging for toddlers to represent in their own faces. Some toddlers may make no attempt to show an invited facial expression but may learn a lot by watching you and their peers. Positively acknowledge all forms of participation.

More Scaffolding Tips—Option 2

Extra support ■ Offer exaggerated facial expressions. ■ Do not use the book picture if it appears toddlers find it easier to use your facial expression as an example of what to do. Continue to remind toddlers of information about the expression communicated in Option 1.

Enrichment ■ Invite toddlers to make facial expressions they would like you and their peers to copy.

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BLOCK 16

Exploring Feelings *(continued)*

Social-Emotional

Interest Area

Materials Needed: books with pictures of facial expressions, several nonbreakable handheld mirrors

Place the books and mirrors on a low table. Invite toddlers to look at the pictures in the books, and to explore their reflections in the mirrors. Encourage toddlers to imitate some of the facial expressions shown in the books. Talk with the toddlers about what they see as they make faces in the mirrors. Some toddlers may not wish to use the mirrors.

Family Child Care

Materials Needed: storybook that describes feelings

Invite preschool-age and older children to participate in Option 2 after toddlers have participated once on their own with just you. Encourage preschool-age and older children to take turns leading the gathering in making faces that you suggest. Focus on familiar emotions, particularly happy and sad, and encourage the older children to show different ways of telling us they feel happy or sad.

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BLOCK 16

Moving Our Bodies

Physical/ Health

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Gross motor development

Toddlers participate in open-ended play with different types of balls.

Key Concepts
Ball
Hold
Throw

Materials Needed
Large and small balls—2 per toddler
Container to hold balls

Also Promotes
Communication/Language
Self-Regulation

Invite 3–4 toddlers to an open space to play with balls. Support opportunities for toddlers to practice existing skills and try out emerging skills. Give individual attention to toddlers' actions. Use your voice to create interest and enthusiasm.



Some toddlers will be delighted to simply carry a ball. Provide a designated area for toddlers who wish to throw a ball. Mark spots for throwing with tape or rubber floor markers. Encourage toddlers to use different balls and to bend over to pick up balls from the floor. Describe the range of toddlers' uses of a ball, including holding and throwing.

After about 10 minutes of lively play, organize a calming-down gathering by encouraging toddlers to put the balls in a container and to sit on the floor with you.

What to Look For—Option 1

Toddlers benefit from unstructured physical play as well as play guided by a caregiver. This activity provides opportunities for toddlers to practice their current ball manipulation skills and maybe try new ones. This activity may last about 10 minutes. End the activity if you observe toddlers who seem overstimulated, tired, or beginning to stumble. Remember, at this age, toddlers are not expected to catch a ball.

More Scaffolding Tips—Option 1

Extra support ■ If a toddler seems unsure of how to play with a ball, increase your level of guidance. Example: Demonstrate how to carry or roll a ball forward with two hands. Encourage the toddler to do the action with you.

Enrichment ■ Encourage a toddler to roll or throw a ball toward you. Roll it back to the toddler.

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Moving Our Bodies *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Gross motor development

A toddler practices throwing a small ball to knock over empty milk jugs.

Key Concepts
Ball

Throw

Materials Needed
4–6 half-gallon empty milk jugs (see Be Prepared)

Small (3") ball

Also Promotes
Communication/Language

Cognitive

Self-Regulation

Be Prepared: This activity is for a toddler who can easily stand and walk. Set up a row of milk jugs in an open area and place the ball on the floor. You may wish to add interest to the milk jugs by covering them with colored tape. An alternative material is a commercially available bowling set designed for young toddlers.

Invite one toddler to stand in front of the jugs and throw a ball toward the jugs. Suggest an approach to throwing that is appropriate to your understanding of the toddler's throwing skill and experience. Provide a demonstration if the toddler seems uncertain about what to do. Emphasize using one hand, looking at the jugs, and pushing the ball forward. Offer enthusiastic verbal support for the toddler's attempt and encourage the toddler to try throwing the ball again. Describe the toddler's actions. Reset the jugs if they tip over. Conclude the activity with a brief description of what happened.

What to Look For—Option 2

The current activity adds challenge to the Block 10, Option 1 throwing activity by using a smaller ball that enables use of one hand. The Block 10 activity used a larger ball and promoted use of two hands. Note the Extra Support tips related to use of both hands and/or a larger ball if use of one hand is too challenging. It is important for the toddler to experience success in the activity.

Toddlers will differ in their throwing experiences and interest. Encouraging the toddler to throw the ball in a way he/she wishes is appropriate. An overhand throw may be of interest to a toddler who has experience throwing a larger ball with two hands. A toddler may wish to try several different ways to move the ball (underarm, overhand, roll). Each way provides practice in eye-hand coordination. The activity is not intended to teach a particular way to throw. Avoid telling a toddler which arm to use.

More Scaffolding Tips—Option 2

Extra support ■ Encourage the toddler to move closer to the jugs. ■ Invite the toddler to use two hands with the ball if it is challenging to use one hand. You also may wish to offer a larger ball to throw or roll with two hands (repeating Block 10, Option 1).

Enrichment ■ Engage interested toddlers in the activity several times per day.

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Moving Our Bodies *(continued)*

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Gross motor development

Toddlers practice overhand throwing by tossing soft balls into pretend water.

Key Concepts
Ball

Throw

Materials Needed
12–20 soft balls (see Be Prepared)

2 yards blue fabric (see Be Prepared)

Basket

Also Promotes
Communication/Language

Cognitive

Self-Regulation

Optional Reading
Row, Row, Row Your Boat by Child's Play

Clap Your Hands by Lorinda Bryan Cauley

I Can, Can You? by Marjorie W. Pitzer

All Fall Down by Mary Bridget Barrett

Be Prepared: Gather 12–20 sock balls or other soft, cloth balls suitable for indoor throwing. A sock ball can be made by rolling adult tube socks into balls (one sock per ball). Place all balls in the basket or other type of container. Spread two yards of blue fabric on the floor to serve as pretend water. An area rug may be used instead of the fabric.

BEGIN: [*Invite several toddlers to play a game throwing balls into pretend water.*]

EXPLAIN: [*Point to the fabric.*]

We will pretend this is water. We can throw some balls into the pretend water.

[*Point to a spot for each child to stand, approximately two feet from the fabric. Example: "This is a good place for you to stand, Lilly." Then demonstrate an overhand throw with a ball.*]

Please look at how I am holding a ball. I am putting the ball close to my ear. Then I throw the ball with my arm.

ACT: [*Give one ball to each toddler.*]

Now we are ready to throw a ball into our pretend water! Put the ball near your ear and use your arm to throw into the water.

[*Having one toddler throw at a time enables you to offer specific verbal support of throwing.*

Kneel at eye level to the toddlers as much as you can to enhance your communication. Describe each toddler's actions. Example: "Alright Zach, you made the sock ball go high. It went right into the water!

Announce the sequence in a fun way! Example: "Lilly, you are holding the sock ball close to your ear. You see the water. And 'whoosh'! You use your arm to throw the ball right to the water.]

Are you ready to throw another ball?

[*Give each interested toddler another ball to throw. Depending on the space arrangement and number of toddlers, you may wish to encourage toddlers to throw at the same time for this second and additional rounds. Continue the throwing practice until all balls are on the fabric.*

Let toddlers know when the activity is nearly over. Example: "We are almost finished. Each of us can throw two more balls. Then we will be all done throwing for now."

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Moving Our Bodies *(continued)*



Option 3 continued

Encourage toddlers to help collect the balls, place them in the basket, and have some calming-down time before moving to another area.]

RECAP: We threw balls into pretend water. We put a sock ball close to our ear and looked at our pretend water. Then we threw the ball. We are learning about throwing. We had fun!

What to Look For—Option 3

There may be notable differences in toddlers' motor skills for throwing. The activity emphasizes overhand throwing, but toddlers may prefer to roll a ball into the pretend water or use an underarm throw.

Watching someone else throw a ball is helpful in learning to throw. In addition to your demonstration, having toddlers throw one at a time (with your description of actions) in the activity's first round of throwing can be beneficial. Your descriptions of the throwing sequence can strengthen the child's awareness of the separate steps and their order. Motor planning is the technical term for thinking about and carrying out a motor skill in a sequence.

Hand and arm preference is not well established at this age. You may see a toddler throw with left and right hand on the same day. Suggesting one hand or another is not recommended.

Throwing balls is typically an exciting activity for toddlers and you may experience louder voices, laughing, and maybe shouting. It is appropriate for toddlers to express their excitement in these ways, assuming the actions do not become overstimulating and a calming-down period is offered at the end of the activity. Self-regulation activities in the ELM curriculum offer guidance on how to help young children calm down.

More Scaffolding Tips—Option 3

Extra support ■ As a toddler holds a ball, gently guide the toddler's hand to his/her ear. Explain "Now you are ready to throw." ■ Kneel next to a toddler and throw a ball at the same time. Describe each action. ■ Offer a larger ball and use of two hands if the one-hand throw emphasized in this activity is too challenging.

Enrichment ■ Offer beanbags or slightly heavier balls. ■ Talk with toddlers about how throwing a ball into real water would make a splash.

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Moving Our Bodies *(continued)*

Interest Area

Materials Needed: *Row, Row, Row Your Boat* by Child's Play, *Clap Your Hands* by Lorinda Bryan Cauley, *I Can, Can You?* by Marjorie W. Pitzer, *All Fall Down* by Mary Bridget Barrett, *Shake My Sillies Out* by Raffi, large empty tub, soft balls, cloth fish, empty sensory table, large (7") ball

Place a large empty tub in the room as a target for throwing. Provide lots of soft balls for indoor throwing. On another day, provide cloth fish for toddlers to throw into an empty sensory table (little pool). Sit on the floor with toddlers at play time and engage in back-and-forth ball rolling with the large ball.

Display and share board books with pictures of children and animals moving in different ways. Emphasize movement words. Point to pictures portraying movements. Also share the paperback book, *Shake My Sillies Out* by Raffi. Toddlers will enjoy the illustrations and words.

Family Child Care

Materials Needed: ball, milk jugs, sock ball, laundry basket, hula-hoop, cushion, *Pete the Cat: Play Ball!* by James Dean

Infants will enjoy a simple game of passing a ball back and forth to you. Mobile infants may roll a ball to you. Preschool-age and older children may enjoy having several targets for throwing soft balls; such as a laundry basket, a hula-hoop, and/or a cushion. An older child may enjoy reading aloud *Pete the Cat: Play Ball;* by James Dean. Children of all ages will enjoy the pictures and the story of this popular cat.

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BLOCK 17 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

Option 1 (IG) Toddlers participate in a book sharing focused on bedtime illustrations of construction trucks with human-like characteristics.

Option 2 (IG) Toddlers explore toy trucks as part of a book sharing focused on different types of trucks.



Cognitive

Exploring Objects

Option 1 (IG) Toddlers explore pictures of two cats in different locations.

Option 2 (OO) A toddler puts a teddy bear in different locations suggested by a caregiver after a book sharing on location words.



Self-Regulation

Getting Calm

Option 1 (IG) Toddlers watch a caregiver calm down after getting excited playing a xylophone.

Option 2 (OO) A toddler practices calming down, with caregiver support, after making music with a xylophone.



Social-Emotional

Exploring Feelings

Option 1 (IG) Toddlers make happy and sad faces as part of a review of a story about feeling happy and sad.

Option 2 (IG) Toddlers are encouraged to use different ways to communicate feeling happy or sad in response to a pretend event described by a caregiver.



Physical/Health

Using Our Hands

Option 1 (OO) A toddler explores the size and texture of different types of balls with caregiver guidance.

Option 2 (OO) A toddler carries 1–2 balls at a time from one basket to another basket with opportunities to pay attention to characteristics of the ball.

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

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BLOCK 17

Exploring Words

Communication/ Language

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Receptive language
Expressive language

Toddlers participate in a book sharing focused on bedtime illustrations of construction trucks with human-like characteristics.

Key Concepts
Shhh
Moon
Truck
Bedtime

Materials Needed
Goodnight, Goodnight, Construction Site by Sherri Duskey Rinker and Tom Lichtenheld

Also Promotes
Cognitive

Be Prepared: In this session, you use your own words to describe the book's detailed illustrations rather than read the book text. Prior to sharing the book with toddlers, determine how you will talk about each illustration. General suggestions are offered in the activity description below (see ACT). You may wish to include some key phrases in the book's text, although this is not necessary. The rich illustrations provide lots to talk about.

BEGIN: [*Invite several toddlers to join you to look at pictures of trucks.*]



EXPLAIN: Our book is about trucks at bedtime. Bedtime is when we get ready to go to sleep. The book tells us about different kinds of trucks. The trucks help build things or move things like dirt. The trucks have worked hard all day. It is time for the trucks to rest.

[*Show cover of book and describe the illustration. Point to the moon when you name it.*]

Look at the dark sky. Let's find the moon. We can all point to the moon!

We see a moon and dark sky because it is nighttime. The truck in our picture is getting ready to sleep.

We know how to say "Shhh," so people and things can be quiet at bedtime. Remember the mommy who said "Shhhh!" to the noisy farm animals so her baby could sleep?

[*Demonstrate and encourage toddlers to put a finger by their mouth and say "Shhh!"*

Point again to the moon. Point to the eyes on the truck.]

Look at how the moon is sitting in part of the truck. This is a silly place for the moon! Usually we see a moon up in the sky.

Look at how the truck has eyes that are looking at the moon! Trucks do not have eyes like we do!

I wonder if this is going to be a silly book. Let's open the book to find out.

ACT: [*Use the following strategies to help toddlers focus on the illustrations:*

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Exploring Words *(continued)*

Option 1 continued

- *Encourage toddlers to say "Shhhh. Goodnight truck. Goodnight." after you describe a truck's bedtime arrangement. It is not necessary to include the word "construction" when you say goodnight to a truck.*
- *Point to and describe the type of work done by the truck. Examples: lifting heavy things for a new building, digging holes, and carrying dirt.*
- *Invite toddlers to find and point to the moon in various illustrations.*
- *Point out human-like characteristics of the trucks—such as eyes, grins, and other facial expressions. Draw attention to the truck taking a bedtime bath and sleeping with a blanket, the truck curled up in a soft dirt bed, and the truck sleeping with a teddy bear.*
- *Incorporate into your descriptions some key action words that you can stretch out and say a little louder. Examples: crunch, roar, yawn.*

It is not necessary to describe each illustration or truck. Wrap up the session if toddlers seem to be losing interest.]

RECAP: The trucks shown in our book worked hard all day. The trucks were tired and getting ready for bed. The trucks did some things we do at bedtime. Do you think this is a silly book?

What to Look For—Option 1

Most toddlers will easily connect with the bedtime theme of the book, including the opportunity to say goodnight to each truck and look for the moon. The rich illustrations will appeal to many toddlers but your descriptions of each picture probably will be necessary for toddlers to notice some details. Toddlers' familiarity with trucks will likely influence whether they think the facial expressions and human-like bedtime routines are humorous. This is a relatively long book and some toddlers may leave the session before it ends.

More Scaffolding Tips—Option 1

Extra support ■ Show the cover of the Block 14 (Communication/Language) book on noisy farm animals to help toddlers remember a prior use of "Shhh!" ■ Help toddlers connect a bedtime routine to their own experiences, such as taking a bath or sleeping with a favorite toy.

Enrichment ■ Say the name of types of trucks or parts of trucks that seem to be of particular interest to toddlers. Example: "This is called a scoop. The scoop helps the truck pick up (scoop up) things like dirt. The moon is sitting in the scoop." ■ Use the crane truck to describe how a truck can get tired from working hard. Encourage toddlers to use their arm to "reach, stretch, and lift high" like the truck does to move heavy things.

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Exploring Words *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Toddlers explore toy trucks as part of a book sharing focused on different types of trucks.

Key Concepts
Truck
Bedtime

Materials Needed
Goodnight, Goodnight, Construction Site by Sherri Duskey Rinker and Tom Lichtenheld
Toy trucks (see Be Prepared)

Also Promotes
Cognitive

Be Prepared: This activity is designed for toddlers who are familiar with the book through participation in Option 1 or a similar book sharing. Secure toy trucks that are similar to some of the trucks featured in the book; such as crane truck, cement mixer, bulldozer, and excavator. The activity description suggests you use your own words, rather than reading the book text, to describe illustrations. Determine how you plan to describe illustrations, including information on what a specific truck does.



Invite several toddlers to look at our book about trucks at bedtime. Show the book cover to help toddlers remember the book. Mention aspects of the book that were of particular interest to toddlers in the Option 1 offering. Example: "Remember, one of the trucks in our book took a bath. Another truck slept with a teddy bear. We had fun finding the moon in the pictures of the trucks."



Show and describe illustrations for which you have a corresponding toy truck. You also may wish to revisit illustrations that attracted toddlers' attention in Option 1. For each illustration you select, point to and describe what the illustrated truck does. Then show the corresponding toy truck, if available, and point to (or ask toddlers to point to) the part of the truck emphasized in your description. Example: "Here is our toy dump truck. A dump truck carries things like dirt. Where would dirt go in our toy truck?"

You also may wish to describe again some of the human-like characteristics of the illustrations featured in Option 1 if this seems to be of interest to toddlers. Example: If a toddler points to the water in the illustration of the cement mixer, talk about how the truck takes a bath at bedtime.

What to Look For—Option 2

This activity emphasizes the jobs done by different types of trucks. It is not necessary or appropriate to introduce technical information, but look carefully at toddlers' reactions to your descriptions to determine whether more information would help toddlers better understand an illustration. The book sharing can promote the idea that different types of trucks do different types of things. Connecting a toy truck to a book illustration can have cognitive

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Exploring Words *(continued)*

Option 2 continued

benefits, especially if you help toddlers connect parts of the illustration to the toy that sits before them. Pay attention to visual focus, pointing, smiles, or utterances that suggest a toddler would like to again focus on information offered in Option 1. Example: Toddlers may like to again repeat the phrase, "Shhh. Goodnight, truck, goodnight." This time, include the name of the truck type if you introduced the name during your description of the truck. Example: "Shhh. Goodnight, cement truck, goodnight."

More Scaffolding Tips—Option 2

Extra support ■ Pass around the toy truck(s) so interested toddlers can explore with their hands a truck part you describe.

Enrichment ■ Invite toddlers to join you in reciting the repeated phrase, "Shhh . . . goodnight construction truck, goodnight." Read the text slowly and deliberately, encouraging toddlers to imitate your words. ■ Introduce the name of the type of truck you describe if toddlers seem ready to learn new words.

Interest Area

Materials Needed: *Goodnight, Goodnight, Construction Site* by Sherri Duskey Rinker and Tom Lichtenheld, other books that show pictures of trucks and/or toy trucks represented in the books

Place the books and toy trucks in the block area. Invite toddlers to look at book pictures and to use the trucks to create buildings or roads with the blocks. Toddlers may choose to interact with the materials in different ways, including building with blocks or driving the trucks. Look for opportunities to connect a toddler's action or creation to a picture.

Family Child Care

Materials Needed: *Goodnight, Goodnight, Construction Site* by Sherri Duskey Rinker and Tom Lichtenheld

In addition to offering Options 1 and 2 for young toddlers, read the book text with preschool-age children. Preschool-age children also may enjoy participating in the suggested Interest Area. Infants may enjoy holding a toy truck or car when you share the story.

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BLOCK 17

Exploring Objects

Cognitive

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers explore pictures of two cats in different locations.

Key Concepts
Different

Up

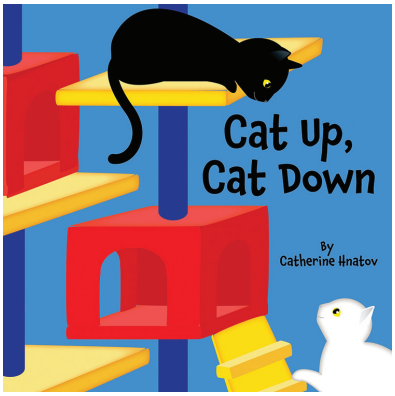
Down

Materials Needed
Cat Up, Cat Down by Catherine Hnatov

Also Promotes
Communication/Language

BEGIN: [*Invite several toddlers to join you in looking at pictures of cats in different places. Show book cover. Point to each cat as you name it.*]

EXPLAIN: Our book is about two cats. One cat is black. One cat is white.



Here are the two cats. The black cat is up. The white cat is down. The words up and down tell us where the cats are.

The cats do different things on each page. Let's find out what the cats do.

ACT: [*Use the following approach to each illustration:*

- *Point to and say the location of each cat, such as in a box and on a table.*
- *In addition to reading the book text, use your own words to describe important parts of an illustration.*
- *Emphasize how the cats are in different places. Example: "The white cat is behind the plant. The black cat is in front of the plant. The cats are in different places."*
- *Invite toddlers to point to the location of each cat in an illustration. Example: "Where are the cats in this picture?" Describe where toddlers point, emphasizing the location word. Example: "The cats are sleeping under the chairs."*
- *Describe (or invite toddlers to tell) what each cat is doing in its respective location.*]

RECAP: Two cats did different things in our book. Sometimes one cat was up and the other cat was down. Up and down are different places. Let's all put our arms up. Now let's all put our hands down.

What to Look For—Option 1

Toddlers are likely to enjoy the colorful illustrations in this board book. The intent is to introduce position words, known as spatial prepositions. In addition to drawing attention to the different location of each cat, pause on each page so toddlers can look closely at what the cats are doing in their respective locations.

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Exploring Objects *(continued)*

Option 1 continued

It is not necessary or appropriate for toddlers to learn all of the position words used in the book. Up and down are emphasized in the activity description because they are often among the first position words toddlers learn. Seeing and hearing the location of the two cats can help toddlers understand that some words tell us where things are located. The book also offers contrasting descriptions of objects, including big/small and tall/short.

More Scaffolding Tips—Option 1

Extra support ■ When you describe the illustration of cats in front of and behind the plant, invite toddlers to put a hand in front of their tummy and then behind their back.

Enrichment ■ Point to the locations of items in your room that correspond to locations emphasized in an illustration.

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Exploring Objects *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Object inquiry skills

A toddler puts a teddy bear in different locations suggested by a caregiver after a book sharing on location words.

Key Concepts
Different

Materials Needed
Cat Up, Cat Down by Catherine Hnatov

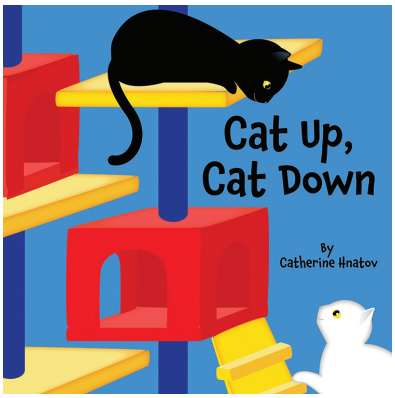
2 teddy bears or other stuffed animals

Doll bed

Small table

Also Promotes
Communication/Language

Physical/Health



Invite a toddler to look at pictures of cats with you. Share the book near a doll bed and small table, perhaps in the housekeeping area. Use the strategies suggested in Option 1 for sharing the book.

At the end of the book, give the toddler a teddy bear and invite the toddler to move his/her teddy to different places with you. Use your teddy bear to demonstrate and lead. Accentuate the location word. Offer the two opposite locations consecutively and pause briefly between each set of locations. Example: Move bears up and down, then pause, put bears on and off the table, then pause. During the pause, explain that we put our bears in different locations. Location possibilities are listed below:

- Let's lift our bears up to the sky.
- Let's put our bears down on the floor.
- Let's put our bears on the table.
- Now let's put take bears off the table.
- Let's put our bears in the bed so they can sleep.
- Now let's take our bears out of the bed.

Show book illustrations that correspond to the positions used with the teddy bears if time and toddler interest permit after you and the toddler put the teddy bears in different locations.

What to Look For—Option 2

This activity offers active experiences with location words. Use a pace that follows the toddler's pace. Pursuing two sets of locations (a total of four different locations) may be sufficient for most toddlers' interest levels. If a toddler remains interested, pursue more complex locations, such as close/far apart, only after a toddler has engaged in the simpler locations suggested in the activity plan.

More Scaffolding Tips—Option 2

Extra support ■ If a toddler prefers to play with the teddy bear in his/her own ways, discontinue the location requests and describe what the toddler is doing with the bear. Emphasize location words, where possible.

Enrichment ■ Give the toddler two teddy bears to manipulate, one in each location you suggest.

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Exploring Objects *(continued)*

Interest Area

Materials Needed: *Cat Up, Cat Down* by Catherine Hnatov, several baby dolls, doll bed, small table

Place the book and dolls in the housekeeping area. Invite toddlers to play with the dolls using the available props. Describe toddlers' actions with the dolls, emphasizing location words when appropriate.

Family Child Care

Materials Needed: *Cat Up, Cat Down* by Catherine Hnatov

Invite a preschool-age or older child to be the leader in Option 2. Whisper locations to the leader. Also, preschool-age children may enjoy moving a toy to the more challenging spatial positions shown in the book, such as close/far apart and inside/outside. You or an older child may offer the location requests.

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BLOCK 17

Getting Calm

Self-Regulation

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Self-control

Toddlers watch a caregiver calm down after getting excited playing a xylophone.

Key Concepts
Tap
Louder
Quieter
Calm down

Materials Needed
Toy xylophone and mallet

Also Promotes
Communication/Language
Physical/Health

BEGIN: [*Invite several toddlers to join you at a low table to listen to the sounds of a musical toy.*]

EXPLAIN: I have a toy that makes music! It is called a xylophone.

[*Display toy. Show mallet when you describe it.*]

This is a mallet. The toy xylophone will make sounds when I tap it with this mallet.



[*Point to your ears.*]

Listen to the sounds I can make by tapping the mallet on the xylophone.

ACT: [*Tap different notes on the xylophone with the mallet. Play a scale or play a few lines of a familiar song. Then pause for toddlers' possible responses.*]

I can make louder sounds with the xylophone. I can make quieter sounds with the xylophone. Please watch how I tap the xylophone with the mallet.

[*Tap the same note on the xylophone hard, 2–3 times.*]

I made a louder sound. Now I am going to make a quieter sound.

[*Tap the same note on the xylophone softly, 2–3 times.*]

That makes a nice sound!

[*Use an enthusiastic, excited approach to tapping the xylophone repeatedly to provide a mix of louder and quieter sounds.*]

I had fun tapping the xylophone to make different sounds. The music makes me feel excited.

It is time for me to calm down. I am going to put the mallet away and rest my body.

[*Place the mallet under the xylophone. Use a quiet voice to explain that you are done making music with the xylophone. You are going to do some things to calm down. Relax your arms and put your hands in your lap. Close your eyes briefly. Take several slow, deep breaths. Quietly hum a familiar song.*]

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Getting Calm *(continued)*



Option 1 continued

RECAP: I had fun making music on the xylophone. I made louder and quieter sounds with a mallet. I got excited. Then it was time for me to rest my body. I did some things to calm down. Now I feel calm.

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Getting Calm *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Self-control

A toddler practices calming down, with caregiver support, after making music with a xylophone.

Key Concepts
Tap
Calm down

Materials Needed
Toy xylophone and mallet

Also Promotes
Communication/Language
Physical/Health



Invite a toddler to join you at a low table to play a musical toy. Introduce the xylophone and briefly demonstrate how to use the mallet to tap the xylophone bars. Demonstrate making louder and quieter sounds. Give the toddler the mallet and encourage him/her to tap the xylophone. Invite the toddler to make louder and quieter sounds, and to use different bars on the xylophone.

After 1–2 minutes, explain that the toddler's music is making you feel excited and that the toddler may feel excited, too. Announce that it is time for us to calm down. Invite the toddler to put away the mallet. Help the toddler practice resting his/her body through demonstration and verbal support as follows:

- Use a quiet voice to say again that it is time for us to calm down.
- "Let's relax our arms. Let's put our hands in our laps."
- "Let's close our eyes for a little bit."
- "I am going to hum a song. Maybe you would like to hum a song."

Acknowledge the toddler's efforts to calm down. Explain that you are both sitting quietly and resting. You got excited playing and listening to the xylophone. Now we feel calm.

What to Look For—Options 1–2

The calming-down strategies suggested in both activity options have been offered in prior activities focused on resting after a period of excitement. What is different in the current plan is the use of the xylophone. Toddlers differ in what excites them. The xylophone is a fun toy for most toddlers, and encouraging a toddler to make louder and quieter sounds and to tap a range of xylophone bars is likely to yield a modest level of excitement. Concentrating on making different types of sounds can be exciting by itself. Some toddlers may focus on their tapping motions, whereas others may listen closely to different sounds as they move up and down the xylophone bars.

The calming-down segment of Option 2 intentionally promotes a "let's do this together" approach. It is not necessary for a toddler to feel excited in order to practice calming-down strategies. Avoid omitting the calming-down segment if a toddler seems relaxed. There may be a future point when the toddler is truly excited and would benefit from a previously-practiced calming-down routine.

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Getting Calm *(continued)*

More Scaffolding Tips—Options 1–2

Extra support ■ If a toddler has difficulty calming down in Option 2, provide a demonstration as described in Option 1 and then offer verbal support for the toddler to do the same. ■ If a toddler taps the xylophone too hard in Option 2, gently place your hand over the toddler's hand and tap the bars together. Emphasize we want to be safe and not hurt the xylophone. ■ Give a warning signal that soon we will practice calming down if a toddler has difficulty stopping play with the xylophone.

Enrichment ■ Encourage the toddler to make faster and slower music in addition to louder and quieter sounds on different bars.

Interest Area

Materials Needed: musical instruments—including toy xylophone and shakers, blanket

Place the instruments in a designated part of your room for toddlers to explore. You also may wish to provide practice in following requests to make and stop making music with an instrument by engaging several toddlers at a time in a game of *Play and Stop*. Use hand signals to tell toddlers when to play and when to stop playing an instrument. Invite toddlers to put their instrument (including xylophone mallet) on the blanket when you offer a stop signal. The blanket will help the instruments become quiet. If you anticipate conflict over who plays the xylophone, encourage toddlers to take turns or do not include the xylophone in the game. Repeat the *Play and Stop* game several times and then invite toddlers to sit quietly with you to practice calming down before moving to another activity.

Family Child Care

Materials Needed: variety of age-appropriate musical instruments

Preschool-age and older children may enjoy joining toddlers for the *Play and Stop* game suggested for an Interest Area. This game promotes self-regulation skills. Infants will enjoy holding a shaker during the activity. You could use soft, recorded music instead of, or in addition to, hand signals. Provide support for a calming-down period at the end of the game.

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BLOCK 17

Exploring Feelings

Social-Emotional

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Awareness of emotions

Toddlers make happy and sad faces as part of a review of a story about feeling happy and sad.

Key Concepts
Feelings
Happy
Sad

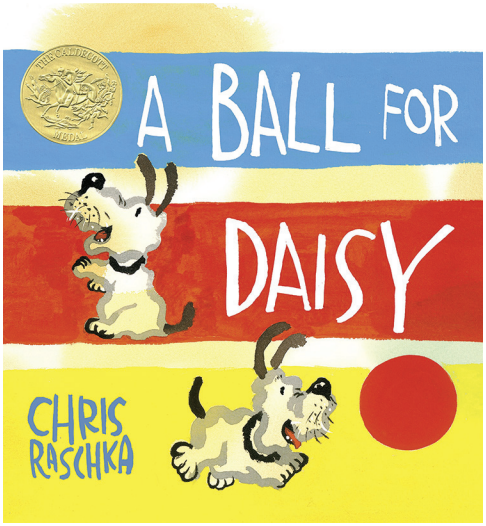
Materials Needed
A Ball for Daisy by Chris Raschke

Also Promotes
Communication/Language
Physical/Health

BEGIN: [*Invite several toddlers to join you to make happy and sad faces.*]

EXPLAIN: Sometimes things happen that make us feel happy. Sometimes things happen that make us feel sad.

[*Show book cover.*]



A while ago we read this book about a dog named Daisy. Daisy liked to play with a favorite ball. One day a larger dog took Daisy's ball. The larger dog broke the ball. Then a friend gave Daisy a new ball.

Let's look at some pictures of things that happened in this book.

ACT: [*Display book illustrations that show the following in the order in which they happened: (1) playing with red ball, (2) lying on couch with red ball, (3) bigger dog taking Daisy's favorite ball, (4) favorite ball being destroyed by bigger dog, and (5) a friend giving Daisy a new ball. For each illustration:*

- *Use your own words to remind toddlers what is happening in the picture.*
- *Ask whether Daisy is feeling happy or sad.*
- *Point to and describe features of Daisy's face and body posture that show how Daisy feels.*
- *Make a facial expression that represents how Daisy felt. Example: "We can make a big smile when we feel happy. Look at the big smile on my face!"*
- *Encourage toddlers to make the facial expression you demonstrate.*]

RECAP: We talked about feeling happy and feeling sad. Things happened that made Daisy feel happy. Things also happened that made Daisy feel sad. Our face can tell people how we are feeling.

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Exploring Feelings *(continued)*

Option 1 continued

What to Look For—Option 1

Happy and sad feelings were explored with this book in Block 14 (Social-Emotional). The story is reviewed in the current activity with a combination of different strategies pursued for key events. The strategies were not offered in a combined manner in Block 14. The strategies are used together in a repetitive approach in the current activity to strengthen toddlers' awareness of happy and sad feelings. Happy and sad are typically the first emotions young children learn to name. Some toddlers may prefer to watch others make happy and sad faces rather than offer a happy or sad expression with their own face. Positively acknowledge all forms of participation.

More Scaffolding Tips—Option 1

Extra support ■ Read the book, using strategies suggested in Block 14 (Social-Emotional), if toddlers do not seem to recall the story. ■ Point to key parts of your face when you demonstrate happy and sad expressions. Examples: Point to your mouth and describe how it looks when you smile. Point to how you look down when making a sad face.

Enrichment ■ Ask toddlers to tell or point to the part or position of their face that tells us they feel happy (or sad).

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BLOCK 17

Exploring Feelings *(continued)*

Social-Emotional

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Awareness of emotions

Toddlers are encouraged to use different ways to communicate feeling happy or sad in response to a pretend event described by a caregiver.

Key Concepts
Feelings
Happy
Sad

Materials Needed
None

Also Promotes
Communication/Language
Cognitive

Invite several toddlers to join you to talk and sing about feeling happy or sad. Describe two pretend situations, one at a time, and encourage toddlers to communicate with words, facial expressions, and song how the situation might make them feel. Use the following order:

- Briefly describe a pretend situation. Examples: "Let's pretend we built a tall tower with blocks and it fell down." "Let's pretend we are going with our family to our favorite place to eat."
- Ask toddlers how the situation might make them feel. Example: "Would you feel happy or sad?"
- Invite toddlers to use a short sentence to say they feel happy or sad. Example: "Let's all say together, 'I feel happy.'"
- Lead toddlers in making a facial expression that communicates the feeling. Example: "Let's use our faces to show how we would feel."
- Lead toddlers in singing with actions an appropriate verse of "If You're Happy and You Know It." Examples: "If we're happy and we know it, clap our hands." "If we're sad and we know it, stomp our feet."

What to Look For—Option 2

This short activity is intended to reinforce toddlers' awareness of how happy and sad feelings can be communicated. Toddlers may differ in whether they participate in each of the different forms of communication offered in the activity: saying the feeling word, making a facial expression that shows the feeling, and singing about the feeling with actions. Inviting toddlers to use the feeling word in a brief sentence may seem unnecessary after they identify a feeling, but an important step in awareness of feelings is to say how we feel.

Elaborate slightly on your verbal description of a situation if it appears toddlers are confused about the pretend arrangement. It is cognitively challenging to imagine an event without a picture or props. Use situations that most toddlers in your room will have experienced or watched.

More Scaffolding Tips—Option 2

Extra support ■ Point to your mouth when you demonstrate a smile or a frown.

Enrichment ■ Draw attention to different ways toddlers show happy and sad facial expressions. ■ Use "pat your legs" instead of the suggested "stomp your feet" in the song if you anticipate stomping may lead to overexcitement.

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Exploring Feelings *(continued)*

Interest Area

Materials Needed: pictures of different common facial expressions

Display on a wall or room divider some pictures of young children (preferably toddlers or preschool-age children) showing different facial expressions. Talk with individual or several toddlers about the expressions. Point to facial features you or the toddler mentions. Encourage the toddler(s) to join you in making a similar expression. Emphasize how each of us may make a different kind of happy or sad face.

Family Child Care

Materials Needed: none

In Option 2, invite preschool-age or older children to lead toddlers in making a happy or sad face and in singing an appropriate verse of the suggested song. An older child may wish to show several different versions of happy and sad faces. Some smiles are bigger than others. Some frowns are more pronounced than others. An older child can help show there are different types of happy and sad faces.

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BLOCK 17

Using Our Hands

Physical/ Health

12–24 Months

Option 1
One-to-One

Skill and Goal
Fine motor development
Gross motor development
A toddler explores the size and texture of different types of balls with caregiver guidance.

Key Concepts
Ball
Feel
Different
Bigger
Smaller

Materials Needed
4–6 different balls (see Be Prepared)
Large basket

Also Promotes
Cognitive
Communication/Language

Be Prepared: Secure balls that differ in size, with several requiring two hands to hold or manipulate, and balls with different textures, including a ball that can be easily squeezed with one hand. Place the balls in the basket or container that you keep next to you during the activity.



Invite a toddler to sit on the floor across from you to look at and play with different kinds of balls. Take one ball from the basket that is next to you and give it to the toddler to hold and feel. Use the following strategies to encourage the toddler to pay attention to characteristics of a ball:

- Encourage the toddler to feel the bumps on a texture ball. Invite the toddler to use two hands to squeeze together a ball that squeezes.
- Use two hands to offer a bigger ball. Emphasize how we use two hands to hold the ball. Invite the toddler to try holding the larger ball with one hand and then holding the ball with two hands. Talk about how two hands make it easier to hold a larger ball.
- Offer two contrasting types of balls together as follows: (1) Use two hands to hand a larger ball to the toddler, and then use one hand to hand a smaller ball to the toddler. Describe the balls as bigger and smaller. Point out how we use two hands to hold a bigger ball and one hand to hold a smaller ball. Encourage the toddler to hold (not only look at) each ball, one at a time. Encourage the toddler to return the balls to you. (2) Use one hand to offer a texture ball and then one hand to offer a smooth ball. Encourage the toddler to feel each with one hand at a time or maybe one hand per ball at the same time. Emphasize how the two balls feel different.
- Invite the toddler to roll or give (not throw) the ball(s) to you after he/she is done exploring it. Put the returned ball(s) in the basket next to you.
- At the conclusion of the activity, emphasize how there are different kinds of balls. Describe several balls that seemed to be of particular interest to the toddler.

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Using Our Hands *(continued)*



Option 1 continued

What to Look For—Option 1

This activity extends the Block 16 exploration of balls with gross motor actions. The current activity promotes a closer look at specific balls by focusing on fine motor skills in feeling and manipulating balls. Toddlers often overlook specific characteristics of balls when they are engaged in gross motor play with a ball, such as in Block 16. As indicated in prior activity descriptions, hand preferences are in development at this age and it is not necessary or appropriate to encourage a toddler to use a particular hand. Retrieving and putting away a ball(s) before introducing a different ball(s) helps a toddler focus on the ball(s) you offer. Visible balls can easily distract a child's attention. The gross motor part of this activity involves the toddler returning a ball(s) to you. Omit the suggestion that a toddler roll a ball back to you if you anticipate a roll might prompt the toddler to become confused about the activity.

More Scaffolding Tips—Option 1

Extra support ■ Demonstrate how to hold and feel a ball if the toddler seems uncertain about what to do after you give him/her a ball(s). ■ A toddler may prefer to stand to hold and feel different balls.

Enrichment ■ Invite the toddler to put a larger ball and then a smaller ball in his/her lap and notice how much space each ball takes up.

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BLOCK 17

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 2
One-to-One

Skill and Goal
Fine motor development
Gross motor development

A toddler carries 1–2 balls at a time from one basket to another basket with opportunities to pay attention to characteristics of the ball.

Key Concepts
Ball
Carry
In
Out

Materials Needed
Balls used in Option 1
2 large baskets

Also Promotes
Cognitive
Communication/Language

Be Prepared: Place all balls in one of the larger containers. Put the container with balls in a location that is easy for a toddler to walk to from the location where you position yourself during the activity. Put the empty container next to you.



Invite a toddler to join you at the basket with the balls in it. Invite the toddler to look at the balls with you. Describe basic characteristics of the balls emphasized in Option 1—larger ball, smaller ball, ball that we can squeeze, ball that has bumps. Avoid using colors to describe the balls. Point to the empty basket that is nearby. Explain that you would like the toddler to help you put some of the balls in the empty basket. You will sit near the empty basket. Describe a ball for the toddler to take out of the basket of balls and carry to the empty basket. Move to the empty basket or accompany the toddler to the empty basket while he/she carries the ball, if appropriate.

Comment on how the toddler is carrying the balls. Examples: "You are using both hands to carry the bigger ball." "You have one ball in each of your hands!" Describe how the toddler is putting the ball in our empty basket. Describe again the key characteristic of the ball. Thank the toddler for carrying a ball to the basket near you. Invite the toddler to walk to the basket that contains the balls and get another ball. Describe the type ball you would like the toddler to carry to the basket near you. Example: "There is a larger ball in the basket. Please get the larger ball and carry it to the basket near me."

Repeat the process until all balls are in the basket near you or the toddler loses interest. Conclude the activity with an enthusiastic description of the toddler's efforts.

What to Look For—Option 2

Toddlers enjoy carrying objects from one location to another and are likely to respond positively to the invitation to carry balls to an empty basket. Be flexible and fully accepting of the type of ball the toddler carries to the basket. Encourage the toddler to limit the number of balls he/she carries. Two may be carried at one time, one in each hand, if the toddler's fine motor skills are sufficiently developed. Look for opportunities to describe how a type of ball is carried, as suggested in the activity description and in the following example: "It is easier to hold a ball that has bumps on it." Make sure the toddler has a clear path from the container to you (no barriers or turns) so he/she can focus more on the ball(s) being carried and less on the trip. Watch carefully for safety

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Using Our Hands *(continued)*

Option 2 continued

considerations and immediately pick up a ball that falls. Return a ball that falls to the toddler or to the basket with the balls in it, not to the empty basket.

More Scaffolding Tips—Option 2

Extra support ■ Put 3–4 balls in the basket rather than 4–6. ■ Omit your description of a ball to carry to the basket near you if this is confusing to the toddler. It is fine for the toddler to carry any ball of interest, but describe the ball when the toddler puts it in the basket near you. ■ Offer a progress report toward the end of the activity. Example: "Wow, this basket (the one near you) is getting full. Almost all of the balls are now in this basket!"

Enrichment ■ If a toddler is familiar with descriptions of the balls in the basket (based on his/her participation in Option 1), omit the opening segment review of balls in the basket. Stay near the empty basket.

Interest Area

Materials Needed: see activity description

Option 2 can be adapted for independent play by putting the two baskets in close proximity (5–8 feet apart) and encouraging several toddlers to carry balls from one basket to the other. Put up to 10 different balls in the basket if you anticipate several toddlers will participate at the same time. Emphasize the actions of in and out. Encourage toddlers to tell what kind of ball they are carrying.

Family Child Care

Materials Needed: see activity description

An infant will enjoy holding an appropriately sized ball while watching a toddler engage in Options 1 and/or 2. A preschool-age child could be paired with a toddler for Option 2. Put up to 10 balls in the basket for the pair to take out of the basket and carry—one each. Depending on the toddler's knowledge of ball descriptions, you could describe a different ball for each to carry or encourage the preschool-age child to help the toddler find the ball you describe. It also is fine to offer ball descriptions only when the balls are put in the basket near you.

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BLOCK 18 Options to Promote Learning 12–24 Months

Communication/ Language

Exploring Words

Option 1 (IG) Toddlers participate in a book sharing focused on different ways a young child shows he/she is happy.

Option 2 (IG) Toddlers briefly act out ways of showing we are happy as part of a book sharing.

Cognitive

Exploring Objects

Option 1 (IG) Toddlers explore holding water in their hands.

Option 2 (OO) A toddler practices filling a bottle with water by immersing it in a tub of water and pouring water from the bottle.

Option 3 (IG) Toddlers gain skills in manipulating a free-flowing material.

Self-Regulation

Focusing and Remembering

Option 1 (IG) Toddlers watch a caregiver stop moving his/her body, relax arms, and lower his/her head when music stops.

Option 2 (IG) Toddlers move their bodies to music and then practice stopping moving, relaxing arms, and lowering their heads when the music stops.

Social-Emotional

Exploring Feelings

Option 1 (OO) A toddler explores pictures of babies' facial expressions that show different feelings.

Option 2 (OO) A toddler is invited to make facial expressions that communicate several specific emotions.

Physical/Health

Using Our Hands

Option 1 (OO) A toddler practices manipulating pieces of a puzzle that has knobs.

Option 2 (OO) A toddler manipulates pieces of a chunky puzzle.

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

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BLOCK 18

Exploring Words

Communication/ Language

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Toddlers participate in a book sharing focused on different ways a young child shows he/she is happy.

Key Concepts
Happy

Materials Needed
If You're Happy and You Know It… by Annie Kubler

Also Promotes
Social-Emotional
Cognitive

BEGIN: [*Invite several toddlers to join you to look at pictures of being happy.*]

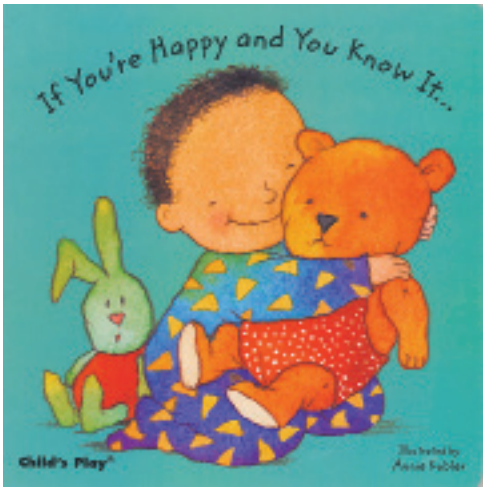
Sometimes we have a big smile when we feel happy. Let's all show a big smile.

[*Demonstrate a smile while pointing to your mouth. Encourage toddlers to smile.*]

There are different ways to show we feel happy.

[*Show the cover of the book and point to the baby.*]

ASK: The baby in this picture is happy. What is the baby doing?



[*Pause for toddler responses. Repeat and expand responses.*

Emphasize the baby is smiling and hugging a teddy bear.]

EXPLAIN: We can smile and hug a teddy bear when we are happy. The pictures in our book tell us more things to do when we are happy. Let's look inside our book.

ACT: [*Use the following strategies to describe pictures in the book:*

- *Begin your description of each main page by enthusiastically saying or singing "If you're happy and you know it. . . ." Complete this phrase with the action shown in the picture.*
- *Point to and briefly describe what the pictured baby is doing. Example: "The baby built something with blocks and then pushed it over." Pause for toddlers to look closely at each picture.*
- *Emphasize action words in the text: clap, hide, kick, push, hug, wave. Use the picture to help explain the action. Example: "The baby is covering his/her eyes. The baby is hiding from others. Maybe the baby is playing Peek-a-boo!"*

If time or toddler interest is limited, focus on pictures that you anticipate will be of greater interest to toddlers. You may wish to omit the "hold on tight" page.]

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Exploring Words *(continued)*

Option 1 continued

RECAP: The pictures in our book showed us different things we can do when we are happy. Smiling is one way to show we are happy. There are many more ways to show we are happy!

What to Look For—Option 1

The book featured in this activity plan extends the attention to feelings offered in recent and current Social-Emotional activity plans. Toddlers' familiarity with happy is a useful base for strengthening awareness of new words and phrases. In particular, monitor each toddler's reaction to your descriptions of action words included in the book text and corresponding pictures. Some words or phrases may not be familiar to some toddlers in the contexts in which they are used in the book. Example: The "push the blocks" phrase may be new to a toddler who thinks of the action as "knocking over" a tower of blocks. Look for opportunities to help a toddler learn that the same action can be described in different ways.

More Scaffolding Tips—Option 1

Extra support ■ Sing or say slowly "If you're happy and you know it" so toddlers can focus on words that may be easily missed when the phrase is sung or said quickly. Toddlers are likely familiar with the tune of this popular song, but may not know some of the words or what the words mean. Example: It may be helpful to say or sing "you are" rather than "you're."

Enrichment ■ Leave out a key word when you sing or say "If you're happy" for toddlers to fill in.

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Exploring Words *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Receptive language
Expressive language

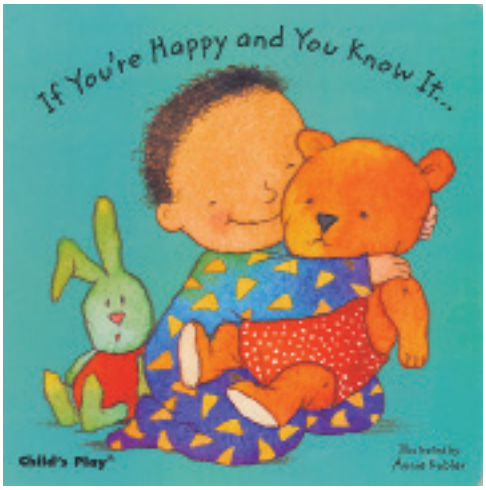
Toddlers briefly act out ways of showing we are happy as part of a book sharing.

Key Concepts
Happy

Materials Needed
If You're Happy and You Know It… by Annie Kubler

Also Promotes
Cognitive
Physical/Health
Self-Regulation

Share the book with several toddlers using the strategies suggested in Option 1. Emphasize the pictures show some things the baby does when he/she is happy. At the conclusion of the book, return to pictures that seemed to be of particular interest to toddlers. Use the following steps to strengthen awareness of words or phrases:



- Describe again (or invite toddlers to describe) what the baby is doing in the picture.
- Invite toddlers to say with you the key action word for the picture. Examples: clap, hide, kick, shake, push, hug, wave. Then use the word in a sentence that describes the pictured baby's action.
- Encourage toddlers to do the action with you. Example: "The baby in our picture is hiding his/her eyes. Let's all cover our eyes and pretend we are playing *Peek-a-boo*!" For some actions, explain that we can pretend we are playing with something, such as a rattle or blocks. Describe toddlers' actions as they are doing them. Examples: "We are hiding our eyes." "We are pushing pretend blocks."

What to Look For—Option 2

Doing an action associated with a word or phrase is a valuable way to strengthen understanding of the word or phrase. Saying a key word is also beneficial for language development. Some toddlers may prefer to watch and listen rather than talk and act. Remember that watching and listening are useful ways to learn, and positively acknowledge different forms of participation.

More Scaffolding Tips—Option 2

Extra support ■ Use an actual tower of blocks and rattle or shaker if you anticipate it will be challenging for toddlers to imagine these items when you demonstrate an action.

Enrichment ■ Ask toddlers what they like to do when they feel happy.

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Exploring Words *(continued)*

Interest Area

Materials Needed: *If You're Happy and You Know It…* by Annie Kubler, *If You're Happy and You Know It* (A Barefoot Singalong) by Anna McQuinn, several shakers or rattles in a basket



Place the books and the basket of shakers/rattles on a blanket on the floor. Invite several toddlers to use the shakers/rattles as they look at pictures in the books. Some toddlers may act out some of the pictures with your guidance, and others may say some words, such as "baby" or "clap." Read or sing some of the pages in the books and join toddlers in moving a shaker or rattle during the song.

Family Child Care

Materials Needed: *If You're Happy and You Know It* (A Barefoot Singalong) by Anna McQuinn

Invite all children in your setting to read the book with you and sing this popular song. Invite children to imitate the actions of some of the pictured children. After the book reading, invite each toddler and preschool-age child to do an action of their choice during a verse of the song. Older children may wish to participate too, and perhaps demonstrate some actions. Infants may enjoy being held, and older infants may engage in clapping or reaching up high.

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BLOCK 18

Exploring Objects

Cognitive

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers explore holding water in their hands.

Key Concepts
Cup

Hold

Materials Needed
Sensory table with 1" of warm water

Water smocks—1 per toddler

Small cups or containers—1 per toddler

Also Promotes
Physical/Health

Communication/Language

Self-Regulation

Be Prepared: The activity begins with toddlers using their hands to explore features of water and then shifts to using cups to fill and pour. The cups provide a different way to explore water and can help you constructively guide the activity away from possible splashing.

BEGIN: [*Invite several toddlers to join you at the sensory table to explore water. Invite toddlers to help you roll up their sleeves and secure the closure on water smocks.*]

There is warm water in our tub. Let's move our hands back and forth in the water.

ACT: [*Draw toddlers' attention to what happens to the water when a hand or finger is put in the water.*

Describe toddlers' actions. Examples: "Your hands are moving the water." "Cameron, you are moving your fingers under the water."

Repeat and extend toddlers' vocalizations.]

ASK: Can we hold water in our hands?

[*Demonstrate trying to grasp the water without cupping your hand(s).*]

EXPLAIN: The water does not stay in our hands. We can make a cup with our hands to hold water. Please look at my hands.

[*Demonstrate cupping both of your hands together above the water. Then dip your cupped hands into the water to show how water remains in your hands for a little while.*

Invite each toddler to cup his/her hands and hold water in his/her cupped hands.

Demonstrate what happens to water held in our cupped hands when we un-cup our hands. Encourage toddlers to try this.]

ACT: [*Use your cupped hands to transfer water to the cupped hands of each child, one at a time. Point out the cup shape of our hands and how our cupped hands hold water for a moment.*

Give each toddler a small cup to fill with water. Then encourage him/her to pour the water out. Describe toddlers' pouring actions. Emphasize the fill and pour.]

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Exploring Objects *(continued)*

Option 1 continued

RECAP: We watched the water move when we put our hands in the water. We held our hands like a little cup to hold water. We used real cups to hold water. We filled our cups with water and then we poured out the water.

What to Look For—Option 1

Some toddlers may begin to produce actions associated with bath time at home, such as slapping the water or putting water on their head. Respond positively by showing and telling how to use the water. Example: "We are doing something different with water today. We are moving our fingers or hands. Water stays in the tub." Anticipate toddlers will differ in the length of time they spend with the water tub.

Toddlers often get clothing wet during the activity. Even though changing clothes may take a few extra minutes, the benefit of guided water experiences far outweighs the extra staff effort required to change the clothes. Sensory play sends signals to children's brains that help strengthen neural pathways important for learning. Water play helps toddlers develop their sense of touch, which creates a foundation for other skills, such as manipulating objects.

More Scaffolding Tips—Option 1

Extra support ■ When cups are given to toddlers, demonstrate how to fill the cup with water and then pour it out. ■ Kneel next to a child who needs help with self-control and make positive comments about the toddler's play. ■ Praise toddlers for keeping the water in the tub.

Enrichment ■ Encourage toddlers to watch for differences in how the water in the tub moves when an entire hand versus a finger, or several fingers, are put in the water. ■ Invite toddlers to watch for differences in how the water in the tub moves when they slowly versus quickly pour water from their cup. ■ You may wish to add several drops of tear-free baby shampoo to the water and encourage toddlers to move their hands in the water to create bubbles.

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Exploring Objects *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Object inquiry skills

A toddler practices filling a bottle with water by immersing it in a tub of water and pouring water from the bottle.

Key Concepts
Pour

Fill

Materials Needed
Sensory table with 1" warm water (see Be Prepared)

Waterproof smock

Nonbreakable clear bottle (4–8 oz.)

Also Promotes
Physical/Health

Communication/Language

Self-Regulation

Be Prepared: A container with a wide opening may be used instead of a sensory table.

Invite one toddler at a time to practice pouring and filling. The toddler will enjoy discovering how bubbles come out of the bottle when held under water. Pouring water back into the sensory table (or into a container with a wide opening) is a good way to begin learning how to control the amount of water poured from a bottle. Encourage the toddler to pour the water slowly, letting a little bit at a time out of the bottle.

What to Look For—Option 2

This activity option builds on the last segment of the Option 1 activity by providing more and focused use of a container for pouring practice. This is both a motor and cognitive task. Use the smallest of stacking cups if a toddler has difficulty holding a bottle. A cup with a handle may work for some toddlers.

It is natural for toddlers to want to splash the water. Use a gentle tone to remind a toddler to keep water in the table. A container with a large opening (suggested as an alternative to a sensory table) may decrease the tendency to splash.

More Scaffolding Tips—Option 2

Extra support ■ If a toddler does not show interest in pouring, provide several toys that float in the water and a plastic basket or pail. Encourage the toddler to transfer the toys to a plastic basket.

Enrichment ■ Provide a second clear container for the toddler to fill and pour from.

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Exploring Objects *(continued)*

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers gain skills in manipulating a free-flowing material.

Key Concepts
Scoop

Pour

Materials Needed
Sensory table with 1" of warm water

Small containers—2 per toddler (see Be Prepared)

Water smocks—1 per toddler

Also Promotes
Physical/Health

Communication/Language

Self-Regulation

Be Prepared: Secure simple containers (about six inches in size) that are easy for toddlers to hold and control. Stacking and nesting cups are a possibility. Securing some clear (see-through) containers can enhance toddlers' awareness of how the water level goes up or down when adding or pouring water.

Invite 2–3 toddlers to join you at the water table. Give each toddler two containers for pouring water back and forth among containers. Include key concepts in your descriptions of toddlers' actions (particularly scooping and pouring), and what happens to their containers (particularly empty and full). Point generously while also enabling toddlers to pursue their interests with the containers and water.

What to Look For—Option 3

Holding and manipulating two containers at the same time may be too challenging for some toddlers. Offer to hold a container while the toddler pours; pouring is the more challenging of these two actions. Watch for chances to comment on, and perhaps guide, the numerous learning opportunities in this activity—including practice in pouring, noticing changes in water volume (especially with clear containers), sharing space and materials with peers, and using familiar and novel words.

If toddlers splash the water, or put water on a peer, offer a gentle reminder. For some toddlers, the experience of touching the water may be more captivating than pouring.

More Scaffolding Tips—Option 3

Extra support ■ If you end up with more containers to hold than is logistically feasible, hold one container for two toddlers to fill.

Enrichment ■ Toddlers may want to take turns pouring water into each other's container. ■ Add a small amount of color so toddlers can see the water level change.

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BLOCK 18

Exploring Objects *(continued)*

Cognitive

Interest Area

Materials Needed: 4 small (about one quart) containers, sensory table with 1" of warm water, small blocks

Place the four small, empty containers in the sensory table with the warm water. Add an assortment of small blocks to the water. Invite toddlers to use their hands to grasp the blocks and transfer them to the containers. Toddlers will see the container filling with blocks and water. Stay close by to facilitate problem-solving. Example: "Your container is full. Your container will not hold one more block. Where can you put the block?" The toddlers may dump the contents of the container or find an empty container to use.

Family Child Care

Materials Needed: toys, soapy water, high chair with tray, containers

Preschooler-age children will enjoy the Interest Area activity and the one-on-one opportunities of Option 2. Preschool-age children also often enjoy washing toys in tubs of soapy water. Infants may enjoy splashing their hands in one tablespoon of water on a high chair tray or other shallow surface. During a rainy day, place containers outdoors to collect water that children can then pour on plants or grass.

This activity plan is informed by the following source: Gainsley, S. (2011). Look listen touch feel taste: The importance of sensory play. *HighScope Extensions, 25*, 1–12.

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BLOCK 18

Focusing and Remembering

Self-Regulation

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Executive function

Toddlers watch a caregiver stop moving his/her body, relax arms, and lower his/her head when music stops.

Key Concepts
Stop

Down

Materials Needed
Lively recorded music (see Be Prepared)

Also Promotes
Cognitive

Physical/Health

Be Prepared: Select music that is lively but unlikely to be overstimulating. Arrange for another adult to turn on/off the recorded music.

BEGIN: [*Draw attention to the gathering area by playing the lively music and dancing or moving your body in simple ways to the music. After several toddlers have joined the gathering, have the music turned off, stop moving your body, and lower your head.*]

ASK: I had fun dancing to the music. What happened when the music stopped?

[*Pause for responses. Repeat and expand responses. Example: "Jayson said 'quit.' I quit dancing when the music stopped."*]

EXPLAIN: I put my head down when the music stopped. I relaxed my arms. We are learning how to relax our arms when we calm down after doing something that gets us excited.

Watch me relax my arms and put down my head.

[*Demonstrate relaxing your arms, using an approach that is similar to how you encourage toddlers to relax their arms during a calming-down activity. Demonstrate lowering your head. Describe how your chin is touching your chest.*

Then encourage toddlers to relax their arms and lower their heads.]

Putting down our head helps us stop moving and focus on our body.

I am going to dance to the music again. You can help me remember what to do when the music stops!

[*Turn on the music and dance or move enthusiastically, but briefly, to the music. Have the music stop but do not lower your head or relax your arms.*]

ASK: The music stopped. What do I do?

[*Pause for toddlers' responses. Repeat and expand responses. Example: "Emilia said 'arms.' I want to relax my arms."*

Demonstrate and describe relaxing your arms and lowering your head.]

RECAP: You watched me have fun dancing to music. I stopped dancing when the music stopped. I relaxed my arms. I put down my head. You helped me remember what to do when the music stopped!

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Focusing and Remembering *(continued)*

Self-Regulation

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Executive function

Toddlers move their bodies to music and then practice stopping moving, relaxing arms, and lowering their heads when the music stops.

Key Concepts
Listen
Stop
Down

Materials Needed
Lively recorded music (see Be Prepared)

Also Promotes
Cognitive
Physical/Health

Be Prepared: This activity is for toddlers who participated in Option 1. Arrange for an adult to turn on/off the recorded music.

Invite several toddlers to join you in moving our bodies (dancing) to music. Point to your ears and encourage toddlers to point to their ears. Explain that we listen carefully while we are moving our bodies so we know when the music stops. Demonstrate and describe (or invite toddlers to demonstrate and describe) what we do when the music stops. Emphasize relaxing our arms and putting down our heads. Remind toddlers that putting down our head helps us focus on our body.

Turn on the music and lead toddlers in moving their bodies (dancing) to the music. Have the music stop after a minute or less and lead toddlers in: (1) stopping moving/dancing, (2) relaxing our arms, and (3) putting down our heads. Offer verbal reminders as needed. Hold the relaxed-body position briefly. Repeat if toddlers remain interested. Conclude the session by emphasizing how we listened carefully. Invite toddlers to tell what we did when the music stopped.

What to Look For—Options 1–2

The activity plan promotes self-regulation skills in ways similar to the *Freeze Game* introduced in Block 9. The current activity is more challenging than the *Freeze Game* because it suggests two separate actions—relaxing our arms and putting down our heads—instead of the one action of holding our bodies still when the music stops. Toddlers will differ in the ease with which they relax their arms and lower their head after the music stops. Some may find it challenging to stop moving. Others may enjoy using a part of calming-down practice (relaxing arms) and lowering their heads. Offer friendly reminders that also maintain a positive approach to the activity.

More Scaffolding Tips—Options 1–2

Extra support ■ If you anticipate dancing may be too stimulating, use an alternative action when the music plays, such as clapping hands while sitting and putting our hands in our lap when the music stops in both Options 1 and 2. ■ Instead of lively music, select a slower piece of music that may be used for gently swaying your body or moving your arms from side to side. ■ In Option 2, encourage toddlers to practice relaxing their arms and putting down their head before playing the music.

Enrichment ■ Demonstrate moving your head and looking around instead of lowering your head to help toddlers understand how it is easier to focus on our body when our head is down.

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Focusing and Remembering *(continued)*



Interest Area

Materials Needed: calm recorded music

Offer an adaptation of the activity using a calmer form of movement, such as moving our arms from side to side while sitting when the music plays. Continue to encourage toddlers to relax their arms and put down their heads when the music stops. This Interest Area activity helps toddlers practice the skills of listening, focusing, and remembering with a different music-accompanied movement and a different style of music. Provide verbal guidance as needed.

Family Child Care

Materials Needed: music, music player

Preschool-age children will enjoy participating in Option 2. They may wish to demonstrate the three key actions triggered when music stops: stop moving, relax arms, and put down head. A school-age child may wish to manage the music with your guidance. A long period of doing movements to music is not suggested.

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BLOCK 18

Exploring Feelings

Social-Emotional

12–24 Months

Option 1
One-to-One

Skill and Goal
Awareness of emotions

A toddler explores pictures of babies' facial expressions that show different feelings.

Key Concepts
Feelings
Happy
Sad
Angry

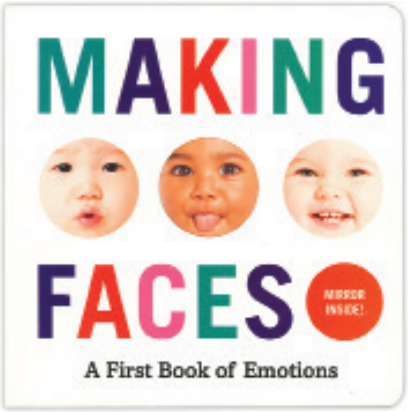
Materials Needed
Making Faces: A First Book of Emotions by Abrams Appleseed

Also Promotes
Communication/Language

BEGIN: [*Invite a toddler to join you in looking at pictures of babies' faces.*]

EXPLAIN: We are learning about feeling happy and feeling sad. We know what a happy face can look like. We know what a sad face can look like.

[*Show book cover.*]



Here are some pictures of babies' faces.

ASK: Which baby looks happy?

[*Pause for the toddler to look at pictures. Then encourage the toddler to point to the picture he/she thinks shows a happy face. If additional support is needed, point to each picture and ask "Does this baby look happy?"*]

ACT: Our book has pictures of babies who look happy and babies who look sad. There are other pictures of babies in our book. Let's look at some more pictures.

[*Use the following approach to each pictured facial expression:*

- *Name the feeling shown in the facial expression. In this specific activity, avoid asking the toddler to show a similar face (as suggested at the bottom of the book page).*
- *Describe and point to features of the facial expression that communicate the emotion. Example: "This baby looks like she is going to cry. Here are some tears in the baby's eyes."*
- *Encourage the toddler to point to the facial expression on the next page that communicates the emotion shown on the prior page. Example: "Which face looks angry?"*
- *After the corresponding picture is identified on the page with five different baby pictures, describe again how features of the face show what the baby is feeling. This time, point to characteristics of the facial expression shown in the pertinent picture on the page with five pictures.*
- *At the end of the book, invite the toddler to look at his/her face in the mirror. Example: "Here is your face in a mirror! We have looked at many pictures of faces. Now we see your face!"*]

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Exploring Feelings *(continued)*

Option 1 continued

RECAP: The babies shown in our book were feeling different things. One baby looked happy. Another baby looked sad. One baby felt angry. Another baby looked surprised. One baby looked silly. There are many different things we can feel.

What to Look For—Option 1

The current activity expands the range of feelings explored with toddlers. Prior activities focused on happy and sad, as recently as Block 17. Most toddlers will readily connect with the facial expression of anger. Anger is an important emotion for toddlers to know and say. There is a wide range of ways babies and older persons communicate feeling surprised and silly through facial expressions. These two emotions can be challenging to discuss and understand through pictures of facial expressions. Spend less time on discussion of these feelings if a toddler seems confused or uninterested.

Avoid pursuing a deeper or more advanced approach to discussion of each feeling. A higher-level question, such as "What makes you feel sad?" is more appropriate for older children. It is difficult for most toddlers to describe a time they have felt the emotion shown in a picture. Keep the session focused on the name of the feeling and what the feeling can look like in a facial expression.

More Scaffolding Tips—Option 1

Extra support ■ If a toddler seems to want help in identifying a particular facial expression on a page with five different pictures, point to several of the facial expressions that might be more like the facial expression on the opposite page. For each picture you point to, ask "Does this baby look (name of feeling)?"

Enrichment ■ If the toddler can say the emotion words featured in the book, return to pages that show one facial expression only and ask the toddler to say the name of the feeling the baby is showing.

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BLOCK 18

Exploring Feelings *(continued)*

Social-Emotional

12–24 Months

Option 2
One-to-One

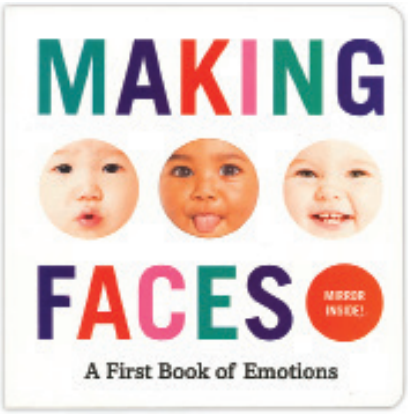
Skill and Goal
Awareness of emotions
A toddler is invited to make facial expressions that communicate several specific emotions.

Key Concepts
Feelings
Happy
Sad
Angry

Materials Needed
Making Faces: A First Book of Emotions by Abrams Appleseed
Unbreakable handheld mirror

Also Promotes
Communication/Language
Physical/Health

Invite a toddler to join you to look in a mirror. Hold the mirror in front of your face (with a typical expression on your face) and position the mirror so the toddler can see your face in it. Explain that we can see your face in the mirror. Offer the mirror to the toddler and talk about how the toddler's face is in the mirror. Do not invite the toddler to make a specific facial expression at this point.



Remind the toddler that we are learning about different kinds of feelings. Show the book's picture of a baby with a happy facial expression. Encourage the toddler to show a happy face in the mirror. Look at the mirror image of the toddler's face and point to and describe a feature of the toddler's face that communicates the feeling. Example: "Look at your big smile in the mirror. Your smile tells us you are happy!"

Repeat the above process for sad and angry. Pursue facial expressions that can show feelings of silly and surprise if the toddler remains interested.

What to Look For—Option 2

Pay attention to the toddler's level of familiarity and comfort with a mirror. There may be an initial indication of mirror experience at the end of Option 1 when a mirror is available in the book. There also will be clear signs in the opening segment of the current activity, which is aimed at helping the toddler become comfortable with mirror use. Determine early in the activity whether the mirror enhances or detracts from the goal of encouraging a toddler to show a facial expression that communicates a particular emotion. Most, but certainly not all, toddlers enjoy looking at their reflection in a mirror.

There are different ways to communicate the emotions emphasized in this activity. The book pictures are offered as examples, not models for the toddler to mimic. Positively recognize a toddler's version of a feeling. Watch for fine motor challenges in holding a mirror steady.

More Scaffolding Tips—Option 2

Extra support ■ Offer another example of a facial expression by making a facial expression in the mirror that shows the targeted emotion after looking at the pictured baby in the book. Encourage the toddler to look at your expression in the mirror. Then invite the toddler to use the mirror for making his/her own expression. ■ A toddler may be more interested in the faces of

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Exploring Feelings *(continued)*

Option 2 continued

babies shown in the book than looking at his/her face in a mirror. Follow the toddler's lead and talk about pictured baby faces if this is of most interest. ■ Omit use of the mirror if this is too challenging for a toddler. ■ Hold the mirror for the toddler.

Enrichment ■ Encourage the toddler to say the name of the feeling communicated by his/her facial expression. Example: "What feeling are you showing with your face?" ■ A toddler may appreciate more time to explore the mirror during or after your interactions.

Interest Area

Materials Needed: assortment of books with pictures of different facial expressions, several unbreakable mirrors of different sizes throughout the room

Provide time throughout a day for toddlers to explore their reflections in mirrors. Toddlers may enjoy a mirror on the wall as well as mirrors they can hold and carry. Encourage toddlers to look at different facial expressions in books. Point out there are different ways to show the same feeling. Talk with toddlers about their facial expressions and uses of the mirrors. Encourage toddlers to use different mirrors.

Family Child Care

Materials Needed: assortment of books with pictures of facial expressions, several mirrors of different sizes throughout the classroom, including a full-length mirror in the dramatic play area and a mirror affixed low on a wall for infants

Children of all ages enjoy seeing their reflections in mirrors. Encourage preschool-age and older children to participate in the Interest Area activity. In addition to making different facial expressions, older children will enjoy having a mirror to use during dress-up time. Infants enjoy looking at themselves in a large mirror affixed to the wall. Invite interested children to make different faces and play copycat or imitation games with the mirrors. Help children use emotion words to describe a facial expression they or their peers are making.

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BLOCK 18

Using Our Hands

Physical/ Health

12–24 Months

Option 1
One-to-One

Skill and Goal
Fine motor development

A toddler practices manipulating pieces of a puzzle that has knobs.

Key Concepts
Out

In

Turn

Materials Needed
Puzzle with knobs (see Be Prepared)

Also Promotes
Cognitive

Communication/Language

Self-Regulation

Be Prepared: Select a puzzle with 3–4 pieces, a knob on each puzzle piece for a toddler to grasp, and, under each puzzle piece, a picture that is identical to the picture on its respective puzzle piece. Select a puzzle topic that is of interest to the toddler who participates in this activity. The activity description uses an animal puzzle as an example only.



BEGIN: [*Invite a toddler to join you on the floor or at a table to do a puzzle. Clear the work space of other items. Place the completed puzzle fully in front of the toddler. Point to each puzzle piece as you say its name.*]

Here is a puzzle with pictures of animals. There is a bird, a dog, and a cat.



ACT: Would you please take each of the pieces <u>out</u> of the puzzle?

[*Encourage the toddler to remove each piece, one at a time. Remove the first piece if you anticipate a demonstration would be helpful. Invite the toddler to place the pieces to the side of the puzzle.*

After all puzzle pieces are removed, draw attention to the picture under each piece. Example: "Look, there is another picture of a cat under the puzzle piece!"

Invite the toddler to place the puzzle pieces back <u>in</u> the puzzle board. Begin with a piece of the toddler's choice. Use the following strategies:

- *Ask the toddler to point to where the piece goes on the board. Affirm that the pictures on the puzzle piece and board are the same. Example: "Dog and dog go together."*
- *Encourage the toddler to move his/her finger around the outside of the puzzle piece and then around the outside of the respective opening on the puzzle board. Comment on what the toddler is feeling with his/her finger. Example: "Your finger is feeling the bump on the cat's ear on the puzzle piece. Now your finger is feeling the bump on the cat's ear on the puzzle board."*
- *Offer simple verbal support if the toddler has difficulty putting the piece in the puzzle. Examples: (1) "<u>Turn</u> the puzzle piece."*

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Using Our Hands *(continued)*

Option 1 continued

Make a turning gesture with your hand as you say "turn." (2) "Here are the bird's feet on the puzzle board. Where are the feet on the piece in your hand? Feet on feet." (3) "Remember when you felt the bump on the cat's ear? Try putting the bumps together."]

RECAP: [*Describe the toddler's efforts. Example: "You worked hard on a puzzle! You took out the puzzle pieces. Then you put each piece back in the puzzle board. You looked at pictures. You used your fingers to feel parts of the puzzle. You turned some pieces so they fit in the puzzle."*]

What to Look For—Option 1

Work with puzzles supports different types of skills. Visual discrimination skills were the focus of several prior ELM activity plans aimed at helping toddlers identify a puzzle-piece picture that is the same as a book picture (Block 4, Option 3, Communication/Language) or a picture in the puzzle board (Blocks 6 and 15, Self-Regulation). Fine motor skills, including eye-hand coordination, are the focus of the current activity.

Toddlers are likely to approach the puzzle in different ways. Offer just enough verbal assistance for the toddler to explore the puzzle in relation to his/her interests. Focus on the process of taking apart and putting together a puzzle, not on an outcome of whether all pieces were returned to their appropriate spot. Below are some possible situations:

- If a toddler removes all the puzzle pieces and shows little interest in putting them back, acknowledge his/her efforts. Taking the puzzle pieces out may be the successful puzzle experience for today. You can build on the toddler's efforts by pointing to and naming each piece.
- If a toddler returns several, but not all, pieces to the puzzle board, positively acknowledge his/her effort by pointing to and saying the name of each "returned" piece. You also could return pieces to the puzzle board and encourage the toddler to take out the pieces again.
- If a toddler quickly removes all pieces (perhaps by turning over the puzzle board), invite the toddler to help you find pieces you identify. Example: "Will you help me find the bird? Let's find the bird." Hold your hand out for the puzzle piece.

More Scaffolding Tips—Option 1

Extra support ■ Demonstrate using your finger to trace the outline of a puzzle piece and opening. ■ Draw attention to whether the pictures on the puzzle piece and board are the same if the toddler has difficulty locating an appropriate opening on the board. ■ If a toddler refers to a puzzle piece by the sound it makes, such as "meow" for a cat, enthusiastically acknowledge the sound while also offering the name. Example: "That is right. The cat says meow." ■ Point to and describe a characteristic of a puzzle piece. Example: "The dog has big ears."

Enrichment ■ Offer a second puzzle that presents an equivalent challenge.

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BLOCK 18

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 2
One-to-One

Skill and Goal
Fine motor development

A toddler manipulates pieces of a chunky puzzle.

Key Concepts
Out

In

Fit

Materials Needed
Chunky puzzle

Also Promotes
Cognitive

Be Prepared: This activity is for a toddler who readily manipulates puzzles that include pieces with knobs (such as in Option 1) and is ready for more challenge. Secure a chunky puzzle with 3–4 pieces and no pictures under its pieces. Select a puzzle topic that is of interest to the toddler who participates in this activity.



Put the fully assembled puzzle in front of the toddler. Point to each piece and say (or encourage the toddler to say) the name of the pictured item. Encourage the toddler to take out each puzzle piece, one by one, and place the puzzle pieces face up on the table so he/she can see all the pieces. Encourage the toddler to use his/her fingers to hold the puzzle piece, not grip the piece in the palm of his/her hand. After all pieces have been removed, again point to and name each piece.

Draw attention to the outline of one or more of the puzzle pieces by encouraging the toddler to move his/her finger around the outside of the piece and then around the outside of the corresponding opening on the puzzle board. Offer a demonstration if appropriate. Then encourage the toddler to put the puzzle pieces in the puzzle board. Encourage the toddler to look first at the puzzle piece and then at each of the openings on the puzzle board. Use questions to help the toddler look for an opening that looks like the puzzle piece in his/her hand. Example: Point to an opening and ask whether the toddler thinks the piece in his/her hand would fit in the opening. After a piece has been put in its corresponding opening, point to and describe how a piece and its opening fit together. Invite the toddler to trace the puzzle piece with his/her finger.

What to Look For—Option 2

Manipulating a chunky puzzle piece is a much different fine motor experience than holding onto the peg of a puzzle piece. Working with a puzzle without the benefit of pictures under the corresponding puzzle piece adds challenge. Promptly offer a puzzle with pegs and pictures if a chunky puzzle without pegs and pictures is too challenging for a toddler to manage.

Emphasize the importance of putting puzzle pieces on the table so it is easy to figure out what they are. Turn upside down a puzzle piece that is on the table so the toddler can see the contrast with right side up. Example: A puzzle

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Using Our Hands *(continued)*

Option 2 continued

piece that shows socks may not be recognized as socks if upside down. Emphasize also the importance of looking at available openings before trying to put a piece in an opening, especially if a toddler rushes to fit a piece into any and all openings. Example: "Let's look at all the openings. Which opening looks like the piece in your hand?"

More Scaffolding Tips—Option 2

Extra support ■ When the puzzle is initially put in front of the toddler, engage the toddler in moving his/her finger around the space where each puzzle piece fits into its opening. ■ Offer verbal support for turning a piece slowly to help it fit in the opening. ■ Explain why you are turning a puzzle piece. Example: "I am turning this puzzle piece so we can see what it is. Look, it's a shirt." Encourage the toddler to turn pieces on the table.

Enrichment ■ Offer a chunky puzzle with up to six pieces.

Interest Area

Materials Needed: two familiar puzzles, farm puzzle, *Big Red Barn* by Margaret Wise Brown, no-skid place mat, small toys, sensory table, mailing tube, basket of balls, muffin pans, paper egg cartons, art smock, chubby paintbrush, paint



Leave two familiar puzzles on a low table. If using the farm puzzle, display the book *Big Red Barn* by Margaret Wise Brown. Encourage toddlers to look at the animals on the puzzle and find similar images in the book. Share the book with one or more toddlers. Place a puzzle on a low surface on top of a no-skid place mat.

Provide small toys to manipulate in the sensory table. Arrange play materials to encourage toddlers to revisit some of the skills needed for puzzles. Example: Attach a mailing tube to the wall or furnishings next to a basket of balls that will fit through the tube. Muffin pans and paper egg cartons with small toys or balls provide a satisfying experience for toddlers when the number of items and openings are equal.

Set up a painting activity to foster fine motor development. Offer each toddler one chubby paintbrush and one egg carton. Applying paint to the egg carton is often an appropriately challenging fine motor task. A carton can be repainted after it dries, providing fun for a few days.

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Using Our Hands *(continued)*

Family Child Care

Materials Needed: muffin pan, small toys or balls, puzzles, string or lace, large wooden beads, lacing cards, small paintbrushes, watercolors or tempera, jigsaw-type puzzle of 25–50 pieces, cookie sheet or tray

Infants will enjoy using a muffin pan and small toys or balls that fit into each section. Provide a range of puzzles that provide the right amount of challenge to each child in your setting. Other activities to foster small motor development are stringing large wooden beads and lacing cards. School-age children can increase fine motor skills by learning to tie their shoes and zip their own jacket. Offer small paintbrushes and watercolors or tempera to preschool-age and older children. A school-age child may be ready for a jigsaw-type puzzle of 25–50 pieces. Encourage a child to start a puzzle on a cookie sheet or tray so it can be available for multiple days.

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BLOCK 19 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

Option 1 (IG) Toddlers participate in a book sharing about an itsy bitsy spider.

Option 2 (IG) Toddlers participate in a second book sharing about an itsy bitsy spider, with opportunities to use hand and arm movements to represent the spider's actions.



Cognitive

Solving Problems

Option 1 (OO) A toddler explores putting balls inside an angled tube and catching balls at the lower end of the tube.

Option 2 (OO) A toddler explores rolling balls through tubes placed at different angles.



Self-Regulation

Paying Attention

Option 1 (IG) Toddlers watch a caregiver help a pretend butterfly fly and stop flying.

Option 2 (IG) Toddlers practice helping a pretend butterfly fly and stop flying.



Social-Emotional

Exploring Feelings

Option 1 (IG) Toddlers look at and have opportunities to imitate facial expressions associated with different feelings.

Option 2 (IG) Toddlers look at and talk about pictures of facial expressions associated with different feelings, with a follow-up opportunity to individually imitate a facial expression of the toddler's choice.



Physical/Health

Using Our Hands

Option 1 (IG) Toddlers practice how to shake and stop shaking a bell.

Option 2 (IG) Toddlers practice how to stop shaking a bell in response to words in a song.

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

Revision 07/29/20

elm Early Learning Matters

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BLOCK 19

Exploring Words

Communication/ Language

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Toddlers participate in a book sharing about an itsy bitsy spider.

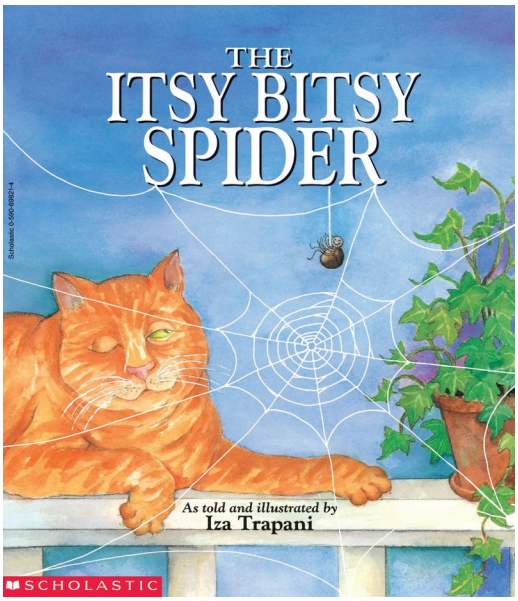
Key Concepts
Spider
Small
Up
Down

Materials Needed
The Itsy Bitsy Spider by Iza Trapani

Also Promotes
Cognitive
Self-Regulation

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

EXPLAIN: Our book is about an itsy bitsy spider. Here is the spider. The words "itsy bitsy" mean small. The spider is small. There is a song about the itsy bitsy spider.



[*Sing 1–2 lines, not verses, of the song. Some toddlers may be familiar with the song from experiences in your room or in their families.*]

Our book tells us about many different things the spider climbs up. Our spider also falls down.

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

- *Point to the spider in the waterspout. Encourage toddlers to find and point to the spider on remaining pages of the book.*
- *Read slowly, so toddlers have time to look at the detailed illustrations and think about the words you say. Talk with toddlers about what they see and think.*
- *Describe pictured items that may be unfamiliar to toddlers, such as a waterspout, and how they work. Point to and describe parts of illustrations. The maple tree especially has various forms of wildlife not mentioned in the book text that will be of interest to toddlers.*
- *Use an arm/hand gesture when you say up and down.*
- *Use your own words to describe key actions, such as how the mouse bumped the spider by flicking its tail and how the breeze of a fan made the spider fall.*
- *Use your own words to explain complex wordings, such as "no longer did it blow" and "back up the chair did creep."*

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Exploring Words *(continued)*



Option 1 continued

- *Connect the picture of the spider resting in its web to toddlers' experiences with resting and calming down after an exciting time. Example: "The spider had a busy day climbing up many things. The spider is resting in its web. We are learning how to rest after we do a lot of busy things that make us excited." Point out the sunglasses. This is silly!*]

RECAP: The itsy bitsy spider climbed up many different things. The small spider climbed up a waterspout, a kitchen wall, a pail, a rocking chair, and a tree! What usually happened after the spider climbed up something? (it was knocked down) The spider went up the tree again and made a web. The spider rested in the web it made.

What to Look For—Option 1

Pay attention to which of the many features of this book appeal to toddlers in your gathering so you can provide support for their interests. Possibilities include: finding the small spider in the illustrations, how the spider repeatedly goes up and down different things, how an item (fan) or animal (mouse, cat) makes the spider fall, and the web made by the spider in the tree.

Toddlers who are familiar with the itsy bitsy spider nursery rhyme will know about the spider's experience with the waterspout but probably not the four other items the spider climbs in this book. Each one is a story in itself.

Watch for signs of toddler understanding of your descriptions of what happens in the story. Younger toddlers will likely have more interest in the story line than in the rhyming text.

More Scaffolding Tips—Option 1

Extra support ■ If time and toddler interest are short, omit several of the items, such as the pail and rocking chair, but include the tree so toddlers learn about the web and the spider's success in staying at the top of one of the items it climbs.

Enrichment ■ Invite a toddler(s) who shows keen interest in the illustrations to look at and talk about the pictures with you in a separate session.

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Exploring Words *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Receptive language
Expressive language

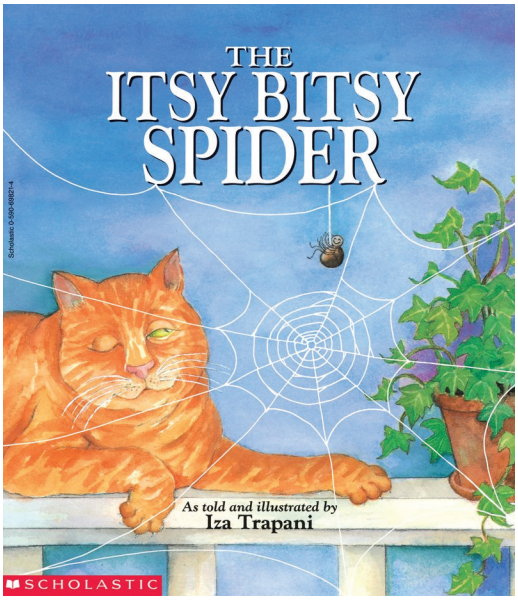
Toddlers participate in a second book sharing about an itsy bitsy spider, with opportunities to use hand and arm movements to represent the spider's actions.

Key Concepts
Spider
Small
Up
Down

Materials Needed
The Itsy Bitsy Spider by Iza Trapani

Also Promotes
Cognitive
Physical/Health
Self-Regulation

This activity option is for toddlers who have recently participated in Option 1. The session is an opportunity for toddlers to (1) help recall and tell about the spider's experiences and (2) use simple hand and arm motions to represent the spider's main actions.



Open the session by showing the book cover and reminding toddlers that our book tells us about a spider going up and down different things. Use arm gestures when you say and accentuate the words up and down.

Reminder toddlers that "itsy bitsy" means small. Hold your hands/arms far apart in front of you and ask toddlers whether the spider was this big. Then put one hand down and use your thumb and index (pointer) finger on your other hand to show the small size of the spider. Explain that we could hold the spider with our thumb and finger. Encourage toddlers to hold their thumb and finger like you are.

Show each page and use your own words to describe what happened. Incorporate some of the book's text as appropriate. Use the following strategy to help toddlers recall and talk about each of the five items the spider climbed:

- Invite toddlers to point to the spider in the picture.
- Point to the item the spider climbed. Ask toddlers to say the name of the item. Positively acknowledge and build on their responses. Example: "Joshua said the spider climbed 'wa-wa.' Water goes through this thing when it rains. This is a picture of a waterspout." You may not wish to ask about items, such as the kitchen wall, that may be difficult for toddlers to name from the picture.
- Encourage toddlers to join you in moving their arm and hand up when you talk about the spider going up.
- Ask what happened when the spider got to the top of the item. Encourage toddlers to join you in moving their arm and hand down when you talk about the spider falling down.
- Invite toddlers to tell what the spider did in the web it made.

Use your knowledge of toddlers' verbal skills and understanding of the story to determine the focus of questions. See Scaffolding Tips. Spend more time on pictures that seem to be of particular interest to toddlers.

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Exploring Words *(continued)*

Option 2 continued

What to Look For—Option 2

There are important language and cognitive benefits in a follow-up sharing of an interesting book. Carefully monitor toddlers' verbal and nonverbal responses to your questions and hand/arm movement requests to determine whether more or less challenge would be appropriate. Use your observations to make accommodations during the book sharing. The scaffolding tips offer suggestions.

Toddlers are not expected to engage in the customary finger and hand actions for the "Itsy Bitsy Spider" nursery rhyme. The actions suggested in this activity option are basic and appropriate for this age. Some toddlers may prefer to watch only. Positively acknowledge different forms of participation.

More Scaffolding Tips—Option 2

Extra support ■ If your open-ended questions, such as "What happened when the spider got to the top of the rocking chair?" seem too challenging for most toddlers in your gathering, use yes-or-no questions, such as "Did the spider stay on top of the pail?" ■ Use the book sharing strategies suggested in Option 1 if yes-or-no recall questions are too challenging.

Enrichment ■ Instead of asking a general "What happened when the spider got to the top" question, describe and then ask about a specific event related to the item. Example: "Remember, the mouse moved its tail. What happened when the mouse moved its tail?" ■ Demonstrate and encourage toddlers to move their thumb and index (pointer) finger from side to side while moving their arm up an item.

Interest Area

Materials Needed: *The Itsy Bitsy Spider* by Iza Trapani, several toy spiders, water table or tub with several inches of warm water, several buckets or toy watering cans

Place the spiders in the water table with an assortment of buckets or toy watering cans. Use a book picture to remind toddlers of how the spider climbed a pail. Invite toddlers to have their spiders go up a bucket or watering can; then come down. Encourage toddlers to use the words up and down when they move their spiders. Draw attention to bucket and watering can differences in climbing up and falling down.

Family Child Care

Materials Needed: *The Itsy Bitsy Spider* by Iza Trapani

In addition to offering Options 1 and 2 with toddlers, invite preschool-age children to do familiar hand and finger actions as you say or sing the rhyme. Preschool-age children may not be familiar with some of the items the spider climbs in the book. Infants may enjoy holding a plush toy spider as they watch preschool-age children move their fingers, hands, and arms.

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BLOCK 19

Solving Problems

Cognitive

12–24 Months

Option 1
One-to-One

Skill and Goal
Problem-solving

A toddler explores putting balls inside an angled tube and catching balls at the lower end of the tube.

Key Concepts
Inside
Outside
Tube
Roll

Materials Needed
Jumbo mailing tube (see Be Prepared)
5–7 small balls
Large block or small box
2 pails or containers

Also Promotes
Physical/Health
Communication/Language

Be Prepared: A mailing tube of eight inches in diameter and 36 inches in length works well for this activity. Set up an attractive arrangement with a pail or container of the balls and the tube. Make sure the balls can easily roll through the tube. Place one end of the tube on the block or small box so the tube angles downward. Put supports on the sides of the tube resting on the box so it stays in place. Put the second (empty) pail near the lower end of the tube.

BEGIN: [*Invite a toddler to join you to play with balls and the tube. Point to the tube as you name it.*]

ACT: This is called a tube. Watch what happens to our ball when I put it inside our tube.

[*When the toddler is looking at the ball, put the ball in the upper end of the tube. Draw the toddler's attention to the rolling ball at the lower end of the tube, if necessary.*]

Our ball rolled inside the tube. It rolled to the other end of our tube. Now our ball is outside of our tube. We cannot see our ball when it is rolling inside our tube.

Would you like to put another ball inside our tube?

[*If the toddler does not want to put a ball inside the upper end of the tube, encourage him/her to catch the ball when it rolls out of the lower end of the tube.*

If the toddler opts to put a ball inside the tube, remain near the upper end of the tube to provide verbal guidance or hands-on support for putting the ball inside the hole of the tube.

If the toddler can readily put a ball in the tube, place the pail of balls near the upper end of the tube and then move to the lower end of the tube to catch balls the toddler puts in the upper end. Put balls in the second pail.

Describe the actions of the ball and the toddler. Emphasize the concepts of inside, outside, rolls down, comes out, and how we cannot see the ball when it is inside the tube.

Reverse roles, so the toddler catches balls you put in the upper end of the tube.]

RECAP: [*Describe what happened. Example: "You put a lot of balls inside our tube. The balls rolled to the other end of our tube. Then you caught balls that rolled out of our tube. We could not see the balls when they were inside the tube."*]

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Solving Problems *(continued)*

Option 1 continued

What to Look For—Option 1

The two main ways for a toddler to participate in this simple activity—putting balls inside the tube and catching balls as they roll out—have valuable learning potential. Both contributions emphasize the invisibility of a ball as it rolls through the tube plus the anticipation and excitement of seeing the ball again at the lower end of the tube. The Enrichment tip of elevating the angle of the tube can indirectly support a toddler's insight into the link between tube angle and speed of the ball. Catching balls as they roll out of the tube offers a different perspective on the ball rolling, and can help strengthen a toddler's understanding of more when he/she puts the "caught" balls into the pail. It is fine if a toddler prefers to assume one of these two roles only.

More Scaffolding Tips—Option 1

Extra support ■ In the opening segment of the activity, repeat putting a ball in the upper end of the tube if it appears the toddler would benefit from another demonstration. ■ Use gestures, as appropriate, when you ask the toddler if he/she would like to put a ball inside the tube.

Enrichment ■ Demonstrate lifting one end of the tube to make balls roll out faster. Encourage the toddler to lift the tube higher when he/she puts a ball inside the tube.

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Solving Problems *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Problem-solving

A toddler explores rolling balls through tubes placed at different angles.

Key Concepts
Push
Roll
Inside

Materials Needed
2 jumbo mailing tubes (see Be Prepared)
5–7 small balls
Large block or small box
3–4 small blocks
Pail or container

Also Promotes
Physical/Health
Communication/Language

Be Prepared: Secure identical mailing tubes. Tubes of eight inches in diameter and 36 inches in length work well for this activity. Put one of the tubes flat on the floor. Place the balls in the pail and put the pail near one end of a tube. Put the second tube and block (or box) nearby.

This activity option is designed to help a toddler explore how the angle of a tube is connected to whether and how fast a ball rolls through a tube. Your approach to the activity will depend on the toddler's experiences with rolling balls, especially rolling balls through a tube (as in Option 1). Possibilities for supporting the toddler's experiences in this activity are described below, listed from simpler to more complex arrangements. Use one or more of the possibilities in response to the toddler's engagement in the activity. Consistently use gestures to complement your words.

Open the session by displaying and naming the tube, and encouraging the toddler to look into the tube. You may wish to move your hand or fingers on the opposite end of the tube to strengthen the toddler's understanding that the tube is open at both ends. You also may wish to help the toddler stand the tube on one of its ends so it is straight up (vertical position) and drop a ball through the top of the tube to demonstrate the tube is open.

After a period of exploring the tube, offer one or more of the following arrangements:

- Put the tube flat on the floor and gently push a ball into the tube. Use a light push so the ball does not roll out the other end of the tube. Explain that the ball is inside the tube. Suggest that the toddler lift one end of the tube. Draw attention to how the ball rolled out at the other end. Explain what happened. Repeat by gently pushing the ball into the tube. Again, encourage the toddler to lift one end of the tube to see what happens.
- Raise one end of the tube using a block or box. You may need to loosely tape the tube to the box or block to keep it steady. Invite the toddler to put one or more balls through the tube. Describe what happens. (This is a repeat of Option 1.) Then help the toddler add 3–4 small blocks to raise the end of the tube even higher. The toddler may notice how the ball rolls faster when the end of the tube is higher. Invite the toddler to participate in both actions: putting balls inside the tube and catching balls as they roll out of the tube.
- Place two tubes side by side, each with one end raised using a block or box. Then help the toddler add 3–4 small blocks to raise the end of one of the tubes higher than the other. Draw attention to how the end of one tube is higher than the end of the other tube. Invite the toddler to put one ball in each tube at the same time (or the toddler puts a ball in

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Solving Problems *(continued)*

Option 2 continued

one tube and you put a ball in the other tube at the same time). Ask which ball rolls faster (comes out sooner). Repeat the rolling of balls in the two tubes at the same time.

What to Look For—Option 2

Any one of the segments of this activity may be an entire focus of a toddler's actions. A toddler may be primarily interested in looking through a tube, maybe playing a form of *Peek-a-boo* with it. A toddler will be able to look through the eight-inch tube using both eyes, unlike narrow tubes. Or a toddler may wish to mostly push a series of balls through a tube that is flat on the floor, maybe lifting one end of the tube when a ball(s) does not roll out. In contrast, another toddler may wish to repeatedly watch what happens when balls are put in adjacent tubes, with one tube angled higher than the other. In general, follow the toddler's lead with the tube(s) and balls, and look for ways to promote a toddler's active problem-solving participation so the session does not become one of you demonstrating only.

More Scaffolding Tips—Option 2

Extra support ■ In the first bulleted arrangement, your gentle push of the ball into the tube may prompt the ball to roll out of the other end. If this happens, explain that you pushed the ball with your hand and it rolled through the tube. Then again put the ball at one end of the tube and push the ball with less force so it (hopefully) does not roll to the other end of the tube and there is an opportunity for the toddler to lift the tube and find out what happens.

Enrichment ■ If a toddler shows interest in the angles of the tubes, encourage him/her to explore differences in angles by putting different numbers of small blocks under each of the two tubes. ■ When you present the tube at the beginning of the activity, introduce making a sound in the tube by lifting it to your mouth and saying "hello." Hold the tube so the toddler has an opportunity to produce a sound. As a response to the toddler's sound, whisper "hello."

Interest Area

Materials Needed: tubes and balls used in Options 1 and 2, *Where is Spot?* by Eric Hill, *Caps For Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business* by Esphyr Slobodkina

In addition to exploring balls and tubes under close adult supervision, toddlers will enjoy books with flaps related to solving a problem, such as *Where is Spot?* The problem presented in the book is resolved. Mother dog looks in several places and finds the puppy. The *Caps for Sale* book also supports problem-solving skills.

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Solving Problems *(continued)*

Family Child Care

Materials Needed: containers and small toys, small soft blocks, manipulative toys that connect—such as Mr. Potato Head®, bowling-type games, balls, and empty milk cartons.

The problem-solving skills promoted in this activity plan for toddlers may be enhanced with other types of materials for younger and older children in your setting. Infants enjoy dumping items out of containers and putting them back. Mobile infants will enjoy knocking down a stack of light blocks. Bowling-type games with balls and milk cartons are enjoyable for many children. Manipulative toys that fit together and come apart, such as Mr. Potato Head®, are enjoyable problem-solving tasks. When weather permits, preschool-age and older toddlers may enjoy going through a simple maze you create in the yard.

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BLOCK 19

Paying Attention

Self-Regulation

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Concentration

Toddlers watch a caregiver help a pretend butterfly fly and stop flying.

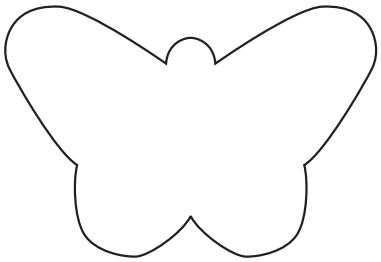
Key Concepts
Butterfly
Fly
Stop

Materials Needed
*Butterfly (see Be Prepared)

Also Promotes
Communication/Language
Physical/Health
Cognitive

*Printables provided

Be Prepared: Use the provided pattern to cut a simple butterfly shape from bold-colored construction paper or felt.



BEGIN: [*Invite several toddlers to join you to watch a pretend butterfly. Slowly move the butterfly back and forth in front of the toddlers.*]

We can have fun playing with a make-believe butterfly. I am going to pretend our butterfly is flying. Watch how I help the butterfly fly.

ACT: [*Flutter the butterfly back and forth in front of you as toddlers watch.*]

I am moving the butterfly. Our butterfly is flying.

Our butterfly is getting hungry! The butterfly stops moving so it can eat.

[*Hold the butterfly still for the toddlers to see. You may wish to hold the butterfly in the palm of your hand as if it landed.*]

Now our butterfly is eating. I stopped moving our butterfly so it could eat. We eat when we get hungry.

[*Begin moving the butterfly again.*]

Our butterfly is done eating. The butterfly is flying again. Flying, flying, flying.

Now our butterfly is getting sleepy. Our butterfly stops flying so it can sleep.

[*Hold the butterfly still for toddlers to see. You may wish to hold the butterfly in the palm of your hand as if it landed.*]

Our butterfly is sleeping now. Sleeping, sleeping, sleeping.

Should I help our butterfly wake up so it can fly one more time?

[*If one or more toddlers respond positively, repeat part of the process of flying and stopping the butterfly.*]

RECAP: I helped our butterfly fly. I moved our butterfly and we pretended the butterfly was flying. Then I stopped moving our butterfly. The butterfly was not flying. We had fun watching the butterfly fly and then stop!

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BLOCK 19

Paying Attention *(continued)*

Self-Regulation

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Concentration

Toddlers practice helping a pretend butterfly fly and stop flying.

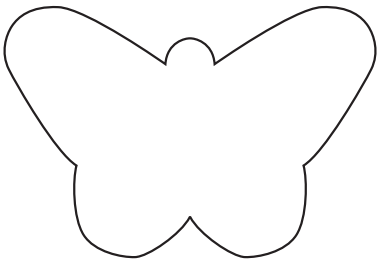
Key Concepts
Butterfly
Fly
Stop

Materials Needed
*Butterflies—1 per toddler and caregiver (see Be Prepared)

Also Promotes
Physical/Health
Communication/Language
Cognitive

*Printables provided

Be Prepared: Use the provided pattern to cut simple butterfly shapes from bold-colored construction paper or felt.



Invite several toddlers to join you to play with pretend butterflies. Introduce one of the pretend butterflies and flutter it back and forth in front of you as if it were flying. Example: "We are going to have fun playing with pretend butterflies. Our butterflies are going to fly around. I am pretending my butterfly is flying. See how I help my butterfly to fly?" Give each toddler a pretend butterfly to hold. Provide time for toddlers to explore their butterflies. Then invite toddlers to help their butterfly fly like you are. Example: "Let's all pretend that our butterflies are flying. You can help your butterfly fly like I am!" Describe toddlers' actions. Examples: "Amani is moving her butterfly back and forth in the air just like I am. Amani's butterfly is flying!" "We are moving our butterflies together. Our butterflies are flying!"

Announce that the butterflies are hungry and it is time for them to stop flying. We will stop flying our butterflies so they can eat. Draw attention to how you stopped moving your butterfly. Example: "I am not moving my butterfly. My butterfly stopped flying. My butterfly is eating. It is not flying." Encourage toddlers to stop moving their butterflies and hold their butterflies still while they eat. "Let's all stop moving our butterflies. Our butterflies will stop flying so they can eat." Demonstrate holding your butterfly in the palm of your hand while it eats. Encourage toddlers to do the same.

Explain that the butterflies finished eating. Begin to move your butterfly again and encourage toddlers to do the same. After several moments of the butterflies flying, explain that the butterflies are getting sleepy. It is time for the butterflies to stop flying so they can sleep. Stop moving your butterfly and encourage toddlers to do the same. Example: "We stopped moving our butterflies. Our butterflies stopped flying. The butterflies are sleeping." Again, demonstrate holding your butterfly in the palm of your hand while it sleeps. Encourage toddlers to do the same.

Conclude the activity by acknowledging toddlers' efforts to move and stop moving their butterfly. Example: "We had fun playing with our pretend butterflies. We helped our butterflies fly. Then we made our butterflies stop flying. Now our butterflies are sleeping!"

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Paying Attention *(continued)*

What to Look For—Options 1–2

Option 1 promotes toddlers' concentration skills in watching you move a pretend butterfly, whereas Option 2 promotes concentration skills in manipulating a pretend butterfly, especially with fly and stop actions. There also is important concentration work in connecting your words to actions with the pretend butterflies. Encourage toddlers to fly their pretend butterflies in ways they wish. It is not necessary to copy your precise movements. Some toddlers may wish to stand. If a toddler leaves the play area with his/her butterfly, encourage him/her to eventually come back. Example: "I see James leaving with his butterfly. I hope James' butterfly flies back! Butterflies like to be together."

Stopping the movement of the pretend butterfly will be challenging for some toddlers. Offer reminders and draw attention to how most butterflies are now still. Example: "It is time for our butterflies to stop flying. Our butterflies are eating now. We do not move around when we eat. We hold out butterflies still, like this." See Extra Support tips.

More Scaffolding Tips—Options 1–2

Extra support ■ Place your butterfly on the floor (rather than the palm of your hand) when it is time to eat and sleep. ■ In Option 2, sit or kneel next to a toddler who has difficulty stopping movement of his/her butterfly. Quietly coach the toddler on what to do. Demonstrate as you describe actions. ■ If toddlers are standing in Option 2, ask them to sit down with their butterflies when it is time for the butterflies to stop flying.

Enrichment ■ In Option 2, invite toddlers to pretend their body is a butterfly. Their arms are their wings. Encourage them to fly around the gathering area and to sit when it is time to be still (eat or sleep). Toddlers may enjoy using large scarves as they pretend to fly with butterfly wings.

Interest Area

Materials Needed: chunky, age-appropriate crayons, light-colored construction paper

Invite several toddlers to create their own pretend butterflies. Encourage toddlers to make marks on their paper. Ask if they would like you to fold their paper in half to create butterfly wings. Invite toddlers to fly their butterflies and then to have them stop to eat or sleep.

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Paying Attention *(continued)*

Family Child Care

Materials Needed: age-appropriate crayons, light-colored construction paper

Involve preschool-age and older children in the Interest Area activity. Older children may enjoy guided use of scissors to cut a simple butterfly shape. Help children fold their paper in half to create butterfly wings. Children of all ages will enjoy Option 2, and an older child may wish to lead the activity. Older infants may enjoy holding a large toy butterfly or being held and "flown" around during the activity.

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BLOCK 19

Exploring Feelings

Social-Emotional

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Awareness of emotions

Toddlers look at and have opportunities to imitate facial expressions associated with different feelings.

Key Concepts
Feeling

Face

Materials Needed
Can You Make a Happy Face? (Rookie Toddler) by Janice Behrens

Also Promotes
Communication/Language

BEGIN: [*Invite several toddlers to join you in reading a book about different types of feelings.*]

EXPLAIN: We are learning that our face can tell what we may be feeling inside.

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

Look at the picture of this girl. She has a big smile!



ASK: Do you think the girl in this picture feels happy or sad?

EXPLAIN: Our face can show a smile when we feel happy.

ACT: Let's look at some other pictures of faces and talk about what the person may be feeling. There are many different kinds of feelings.

[*Use the following approach to each different facial expression:*

- *Use the book text and your own words to describe features of the pictured facial expression and to name what the pictured child may be feeling. Example: "Look at the eyes of the boy in this picture. Are his eyes open or closed? The boy is yawning. The boy is feeling tired (sleepy)."*
- *Make a face and invite toddlers to make a face like the facial expression shown in the picture. Example: "I am making a sad face like the sad face shown in our book. Let's all make a sad face."*
- *Repeat the name of the feeling as you describe a feature of toddlers' facial expressions. Example: "We are making a sleepy face. Our mouths are yawning. Our faces say that we are tired."*]

RECAP: The pictures in our book showed different ways a face can tell what someone is feeling inside. We tried making the faces shown in our book. There are many kinds of feelings.

What to Look For—Option 1

Look for opportunities to emphasize that (1) there are different types of feelings and (2) many times a face can tell what someone is feeling. Some emotions included in the book will be familiar to most toddlers and have been explored in prior ELM activity plans. Toddlers are likely to differ in their level

Early Learning Matters

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Exploring Feelings *(continued)*

Option 1 continued

of interest in specific emotions, depending on their unique experiences and awareness of emotions. Positively acknowledge any and all attempts to mimic a facial expression as well as the choice to watch others make facial expressions.

More Scaffolding Tips—Option 1

Extra support ■ Tell the meaning of words toddlers may not know. Example: Describe and demonstrate a yawn. ■ Omit attention to an emotion that you anticipate will be too challenging for toddlers to consider.

Enrichment ■ Invite toddlers to make a face like the expression shown in a picture before you mimic the pictured face.

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BLOCK 19

Exploring Feelings *(continued)*

Social-Emotional

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Awareness of emotions

Toddlers look at and talk about pictures of facial expressions associated with different feelings, with a follow-up opportunity to individually imitate a facial expression of the toddler's choice.

Key Concepts
Feeling

Face

Materials Needed
Can You Make a Happy Face? (Rookie Toddler) by Janice Behrens

Also Promotes
Communication/Language

Cognitive



Invite several toddlers to join you to look at a book about different feelings. Explain that our face can tell what we may be feeling inside. Point to the cover picture of a child with a smile and ask what the girl might be feeling. Look at the book's pictures of different facial expressions with toddlers and use the book text and your own words to describe features of facial expressions. Encourage toddlers to say with you the name of the feeling the pictured child may be feeling. Respond to toddlers' comments and pointing.

At the end of the book, remain on the final page of pictures of facial expressions included in the book. Point to each expression and say (or invite toddlers to say) the name of the feeling the face is showing. Then invite toddlers, one at a time, to point to a face on the page and make a face like the pictured face. Say the feeling expressed by the pictured face when the toddler points to it. Example: "Jamie, you're pointing to a face that looks happy. Do you want to show us your happy face?" Say again the feeling expressed by the child's face. Example: "Jamie is showing us a happy face!" Toddlers may select an expression chosen by another toddler(s) in the gathering. Conclude the session by leading toddlers in clapping together for the different faces we made.

What to Look For—Option 2

This activity option is more challenging than Option 1 because toddlers as individuals are invited to select and imitate a facial expression. Individual choice- and face-making are not part of Option 1. The current activity encourages each toddler to think about an expression and feeling of interest to him/her, although a toddler may opt not to select and mimic an expression, or may select an expression at random. Consistent with Option 1, positively acknowledge any and all efforts to make an expression similar to the pictured child's expression. Skill in mimicking a facial expression is not a focus of the activity. Also consistent with Option 1, look for ways to emphasize there are different kinds of feelings and our facial expressions can tell what we may be feeling.

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Exploring Feelings *(continued)*

Option 2 continued

More Scaffolding Tips—Option 2

Extra support ■ Demonstrate selecting and mimicking a pictured facial expression when you introduce this segment of the activity. ■ Point to two possibilities for a toddler to consider if he/she seems uncertain about which facial expression to select.

Enrichment ■ After a toddler shows a facial expression of his/her choice in the final segment, ask him/her to say what feeling his/her face is showing us (rather than you saying the name of the feeling).

Interest Area

Materials Needed: assortment of books with pictures of facial expressions, several nonbreakable handheld mirrors

Invite toddlers to look at pictures of different facial expressions in the books. Name (or invite toddlers to name) the feelings shown in pictured facial expressions. Encourage toddlers to make a similar face in a mirror. Toddlers may be interested in finding and/or looking at similar types of facial expressions in different pictures, such as two different pictures of a smiling face.

Family Child Care

Materials Needed: *Can You Make a Happy Face?* (Rookie Toddler) by Janice Behrens

Preschool- and school-age children in your setting may enjoy a separate activity of taking turns making a facial expression that a peer(s) tries to identify. Encourage children to consider possibilities for their face from the facial expressions shown on the final page of the suggested book.

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BLOCK 19

Using Our Hands

Physical/ Health

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Fine motor development

Toddlers practice how to shake and stop shaking a bell.

Key Concepts
Bell
Shake
Stop
Quiet

Materials Needed
Bells—1 per toddler and caregiver

Also Promotes
Self-Regulation
Communication/Language
Cognitive

BEGIN: [*Sit on the floor with several toddlers. Display and gently ring a bell. Stop ringing the bell, put the bell in your lap, and point to one of your ears.*]

Our ears can hear a ring-ring sound when I shake a bell with my hand. Let's listen again.



[*Again display and gently ring a bell.*]

My hand is shaking a bell. The bell is making a ring-ring sound.

ACT: Each of us can hold a bell and shake it with our hand. We will hear a lot of ring-ring sounds when all of us shake our bells!

[*Give each toddler a bell. Shake your bell.*]

Let's all shake our bells.

[*Encourage toddlers to shake the bells for about 10–20 seconds. Then prominently hold your bell with both hands to show toddlers you have stopped shaking your bell.*]

I am holding my bell with two hands. Now my bell stops making a ring-ring sound.

Let's all hold our bells with two hands.

[*Point to your ear.*]

I cannot hear any bells. We are all holding our bells quiet. We made our bells stop ringing.

ASK: Do you want to shake our bells again?

EXPLAIN: I will sing a song that tells us when to shake our bells and when to stop shaking our bells.

ACT: Let's shake our bells together.

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Using Our Hands *(continued)*



Option 1 continued

[*Sing the following song as you and toddlers shake the bells. Hold your bell with both hands when you reach the "going to stop" phrase.*]

Ring Our Bells
(Tune: "Row, Row, Row Your Boat")

Ring, ring, ring our bells.

Ring, and ring our bells.

Ring, ring, ring our bells,
[*pause*]

And now we're going to stop.

[*Recognize the toddlers' efforts. Example: "We made a nice sound with our bells."*

Repeat bell ringing if toddlers are interested.]

RECAP: We used our hands to shake a bell. We used our hands to hold our bells quiet. Our bells did not make any sound when we held them quiet with our hands.

What to Look For—Option 1

Toddlers at this age generally enjoy producing sound and will be eager to make sound with a bell. Be flexible about how toddlers grasp and manipulate the bell. Toddlers are learning how to hold things that require movement and may use either hand to grasp and shake the bell. As suggested in the activity description, look for ways to strengthen toddlers' awareness that we move our hand to make a sound with the bell. We also use our hands to make our bell quiet. We do not hear sounds when we stop shaking our bell.

Some toddlers may have difficulty holding their bell with both hands as a way to stop shaking the bell. Accept all efforts. Also, be flexible about toddlers' adherence to the stop requests in shaking the bell. The primary aim of the activity is to support toddlers' awareness of how our hands make and stop making sounds with the bell. It may take some toddlers a bit of time to manage the self-regulation aspects of starting and stopping on request. See the Extra Support tip about relaxing or eliminating the start and stop elements of the activity. Ringing bells together should be fun for toddlers.

If a toddler is not engaged in exploring bell sounds, encourage him/her to watch the activity or to feel free to go to another play area. Be aware of how the bell sound may be annoying to some toddlers, including toddlers who do not have the language skills to tell you.

When toddlers enjoy an activity, they may say "Do it again!" or wave both hands to signal you. Repeat the song if toddlers enjoy it!

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Using Our Hands *(continued)*



Option 1 continued

More Scaffolding Tips—Option 1

Extra support ■ Provide verbal support for toddlers' patient waiting when you distribute the bells. Examples: "Ria is waiting for a bell. Here is your bell, Ria." "Diego is waiting for a bell. Here is your bell, Diego." ■ If a toddler seems unsure how to hold the bell to produce a sound, gently take his/her bell, turn the bell, and place the handle portion in a toddler's hand. Explain, "Hold the bell like this so the bell can make a good sound." ■ If young toddlers are not developmentally ready to start and stop the bells, sing familiar songs and encourage the toddlers to ring the bells. Do not use the suggested song if it seems to impose too much for toddlers to reasonably manage.

Enrichment ■ Give each toddler a turn to ring his/her bell. Example: "We can take turns shaking our bells. Please hold your bell with two hands so it is quiet. Now we will listen to Elijah shake his bell." ■ Play a game of "shake our bell and stop." Ring your bell and let the toddlers say "stop."

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BLOCK 19

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Fine motor development

Toddlers practice how to stop shaking a bell in response to words in a song.

Key Concepts
Shake
Bell
Stop
Start

Materials Needed
Bells—1 per toddler and caregiver

Also Promotes
Self-Regulation
Communication/Language
Cognitive



This activity option uses a song about a farmer ringing his bell to support toddlers' practice in stopping shaking a bell. The song involves word changes that some toddlers will find to be humorous.

Open the session by explaining that we need to listen carefully to our song. A farmer is shaking a bell in our song. The song will tell us when to start shaking our bells and when to stop shaking our bells. Demonstrate how to stop shaking your bell by using both of your hands to keep your bell quiet. Invite toddlers to repeat your demonstration as you describe key actions. Also, explain with a demonstration that ring and shake mean the same thing.

Emphasize the words rang and stop when you sing the song. Demonstrate all actions. Note that the request to stop shaking a bell is said, not sung, in an effort to help toddlers notice the request.

Provide a brief pause after toddlers stop shaking their bells. Then offer a clue that soon we will start shaking our bell. Example: "Are you ready to start shaking your bell? Here comes the next part of the song!"

The Farmer Rang His Bell
(Tune: "The Farmer in the Dell")

The farmer rang his bell. The farmer rang his bell.
Hi-ho the Derry-o, the farmer rang his bell.
[*say*] **The children said "Stop."**
[*Stop your bell by grasping it with the opposite hand.*]

The cow rang a bell. The cow rang a bell.
Hi-ho the Derry-o, the cow rang a bell.
[*say*] **And the mommy said "Stop."**
[*Stop your bell by grasping it with the opposite hand.*]

The duck rang a bell. The duck rang a bell.
Hi-ho the Derry-o, the duck rang a bell.
[*say*] **And the daddy said "Stop."**
[*Stop your bell by grasping it with the opposite hand.*]

The horse rang a bell. The horse rang a bell.
Hi-ho the Derry-o, the horse rang a bell.
[*say quietly*] **And the baby said "Stop."**
[*Stop your bell by grasping it with the opposite hand.*]

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Using Our Hands *(continued)*



Option 2 continued

What to Look For—Option 2

This option builds on prior ELM activities aimed at helping toddlers stop an action in response to a verbal request, including the Self-Regulation activity with a pretend butterfly in this block. The use of a song in the current activity offers an important practice variation, although the stop requests are to be said rather than sung. Stopping an action upon request, even when the request is anticipated, is a self-control skill that takes time to master. See the Extra Support tips and accept different types of participation.

Toddlers may differ in their readiness to use a hand (versus an arm) to shake the bell. They also may differ in their ability to hold the bell with both hands as a way to stop shaking the bell, as noted in Option 1.

Watch for possible confusion in toddlers' understandings of the words "ring" and "shake"; they mean the same thing in the activity. You may wish to change the words of the song to "shake, shake our bells." The activity can contribute to vocabulary knowledge with repeated use of words such as "bell," "ring," "shake," and "sound."

More Scaffolding Tips—Option 2

Extra support ■ Each time there is a request to stop, add a reminder that it is time to stop shaking our bells. Example: "Oh! The children in the song said 'stop.' The song says we stop shaking our bells. The farmer stops his bell. We stop our bells!" ■ If the stop request is too challenging, omit this part of the song or sing a familiar song that supports bell ringing actions only. ■ Shorten the song by combining Mommy and Daddy stop requests into a single verse.

Enrichment ■ If toddlers in your gathering readily stop ringing their bells upon request and can walk with good balance, conduct the activity while leading toddlers around a small circle in the activity space.

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BLOCK 19

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Fine motor development

Toddlers practice contrasting ways to shake a bell.

Key Concepts
Bell
Shake
Ring

Materials Needed
Bells—1 per toddler and caregiver

Also Promotes
Self-Regulation
Communication/Language
Cognitive

Invite several toddlers to join you in ringing our bells in different ways. Each of the bulleted suggestions below involves two contrasting types of bell shaking. Demonstrate each action first and then encourage toddlers join you in doing the action as you describe their efforts. Pause between each contrasting type of shake. Example: Shake the bell slowly. Pause. Shake the bell fast. Use as many of the following contrasting pairs as time and toddler interest permit:

- Shake a bell with an arm, and then shake a bell with a hand (at the wrist).
- Shake a bell with one hand (or arm), and then move the bell to the other hand and shake the bell with this other hand (or arm).
- Shake a bell with both hands, and then shake a bell with one hand.
- Shake a bell slowly, and then shake a bell fast.

What to Look For—Option 3

The pairs of contrasting approaches to shaking a bell can support toddlers' awareness of how hand (including fingers) and arm contribute to making a sound with a bell. Watch for chances to point out sound differences, such as the louder sound of a bell shaken fast compared to the softer sound of a bell shaken slowly. This helps support toddlers' emerging awareness of cause-effect connections. Look also for actions that may benefit from your verbal or gentle, hands-on support, such as transferring a bell from one hand to the other hand. Because toddlers will differ in their fine motor skills, some of the contrasting actions will not be implemented as intended. Example: Some toddlers may not readily shake a bell with a hand versus an arm. Enthusiastically acknowledge toddlers' efforts.

More Scaffolding Tips—Option 3

Extra support ■ Encourage toddlers to stand, especially if you anticipate this will help coordination and control of movements with the bell.

Enrichment ■ If toddlers show interest in the louder versus softer sound of their bell when they shake fast versus slowly, encourage toddlers to take turns shaking their bell fast and slow, so they can hear their own bell.

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Using Our Hands *(continued)*

Interest Area

Materials Needed: basket of bells, *I Hear* by Helen Oxenbury

Provide a basket of bells on a low table so toddlers may continue exploration of how to shake a bell, including how to stop and start a bell. Sit with toddlers to talk about how they start shaking a bell and how they stop the bell ringing. On another day, share the *I Hear* book to emphasize the importance of listening. During play periods, draw attention to objects that move and then stop.

Family Child Care

Materials Needed: bells

Invite children in your setting to pretend they are a team of "bell horses." Explain that a team of "bell horses" carried heavy loads before there were big trucks. When a team of horses arrived in a village pulling a wagon with supplies, children and adults would hear the bells and come out to greet them.

Older infants and toddlers will enjoy ringing bells. Preschool-age and older children may enjoy galloping while ringing their bells and also talking about the types of supplies village children and parents may have received from the wagons pulled by bell horses.

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BLOCK 20 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Sounds

Option 1 (IG) Toddlers participate in a book sharing focused on quiet and loud sounds.

Option 2 (IG) Toddlers participate in a guided tour of the room to identify and talk about spaces and items that are loud, and spaces and items that are quiet.



Cognitive

Solving Problems

Option 1 (OO) A toddler takes small toys of interest out of several small containers and places them in a larger container.

Option 2 (OO) A toddler takes small toys of interest out of one large container and places them in two smaller containers.



Self-Regulation

Getting Calm

Option 1 (IG) Toddlers watch a caregiver calm down after pretending to row a boat.

Option 2 (IG) Toddlers pretend to row a boat and then calm down with caregiver support.



Social-Emotional

Exploring Feelings

Option 1 (IG) Toddlers participate in a book sharing focused on how a mama fox loves her little fox no matter what he does.

Option 2 (IG) Toddlers participate in a book sharing focused on a little fox's feelings in different situations.



Physical/Health

Moving Our Bodies

Option 1 (IG) Toddlers practice the coordinated use of both hands to explore sensory tubes.

Option 2 (IG) Toddlers with good walking skills practice balance and concentration skills by holding a sensory tube with both hands while walking on a simple path.

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

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BLOCK 20

Exploring Sounds

Communication/ Language

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Awareness of sound

Toddlers participate in a book sharing focused on quiet and loud sounds.

Key Concepts
Quiet
Loud
Sound

Materials Needed
Quiet Loud by Leslie Patricelli

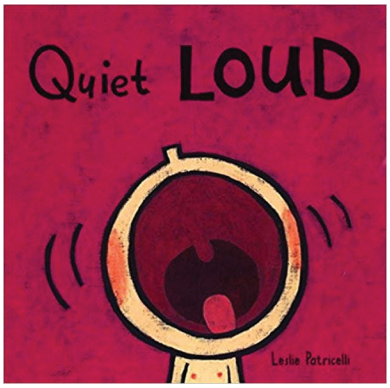
Also Promotes
Cognitive

BEGIN: [*Invite toddlers to join you in reading a book about quiet and loud sounds.*

Use a loud voice for the first sentence below. Use a quieter voice for the second sentence below. Accentuate the words loud and quiet.]

EXPLAIN: Some sounds are loud. Some sounds are quiet. Our book tells us about both loud and quiet sounds.

[*Display book cover. Point to face, mouth, and tongue when you name each.*]



ASK: The cover of our book shows a child's face. Here is the child's mouth. Here is the tongue inside the child's mouth.

- Do you think this person is using a quiet voice or a loud voice?
- Why? (mouth is open wide)

Our mouth gets bigger when we talk loud. Our mouth is smaller when we talk quietly.

ACT: [*Use the following strategies to share the book:*

- *Add your own words to the book text to describe each illustration.*
- *Where possible, connect the book's quiet or loud items to a corresponding part of your room's day. Examples: Being quiet at bedtime is similar to being quiet during rest time in our room. Being loud during play time is similar to being loud during outdoor time.*
- *Demonstrate whispering and screaming when these are presented in the book. Point out your mouth is open wider when you scream and smaller when you whisper. Show again the book cover as a reminder of the earlier discussion of our mouth making loud and quiet sounds.*
- *Point to the words quiet and loud on each page in addition to aspects of illustrations that may need description.*

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Exploring Sounds *(continued)*

Option 1 continued

- *If time and toddler interest permit, point to and briefly discuss selected quiet and loud items shown on the final pages. Focus on items that are likely familiar to toddlers, such as a cloud, pillow, plant, fire engine, burp (probably humorous), and drum.*]

RECAP: Some of the sounds we make are quiet, and some of the sounds we make are loud. Some of the things in our room and where we live are quiet, and other things are loud. Let's all use a loud voice to say loud. Now let's all use a quiet voice to say quiet.

What to Look For—Option 1

Toddlers are no doubt familiar with the concepts of loud and quiet. But this book sharing may be a new experience for toddlers in considering whether a range of different sounds people and things make are quiet or loud. The book's pairing of quiet and loud sounds can help strengthen toddlers' awareness of volume differences. Watch toddlers' expressions carefully to determine whether some of the illustrated sources of sounds need explanation, as suggested in Extra Support tips. The book's illustrations are bold and engaging, but some images may be unclear to toddlers who have limited or no familiarity with the item.

Pointing to the words quiet and loud indirectly supports toddlers' awareness of how print is different than a picture. This early awareness sets the stage for later understanding of how print works, a critically important literacy skill. Look for toddler interest in the book's use of print, as suggested in an Enrichment tip.

More Scaffolding Tips—Option 1

Extra support ■ For the illustration of a tortoise, explain that a tortoise is also called a turtle. ■ For the illustration of thinking, point to your head and explain that thinking happens inside of our head. Encourage toddlers to point to their heads, too. Example: "Let's all point to where thinking happens in our body."

Enrichment ■ Point out a print difference on the cover and other pages: The word LOUD is bigger than the word Quiet in our book. ■ Our book says singing is loud. Can we also sing quietly?

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BLOCK 20

Exploring Sounds *(continued)*

Communication/ Language

12–24 Months

Option 2
Informal Gathering

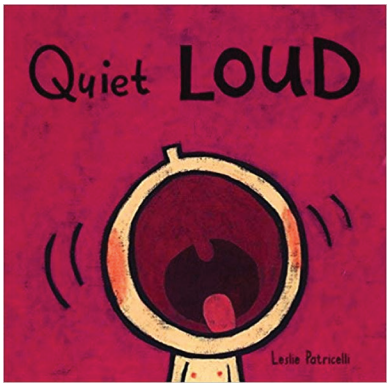
Skill and Goal
Awareness of sound

Toddlers participate in a guided tour of the room to identify and talk about spaces and items that are loud, and spaces and items that are quiet.

Key Concepts
Quiet
Loud
Sound

Materials Needed
Quiet Loud by Leslie Patricelli

Also Promotes
Cognitive



This activity is a follow-up to Option 1, designed for use later in the day or 1–2 days after the book is shared in Option 1. For logistical reasons, involve 4–5 toddlers at a time in this activity. Open the session by showing the cover of the book and reminding toddlers that some things have a loud sound and other things have a quiet sound. You may wish to review several of the illustrated items in the book. Then explain that we will walk around our room. We can talk about whether different spaces and things in our room are usually quiet or loud.

Stop to discuss items and spaces that you point to and name. Examples: crayons, easel, plant, computer, playground, blocks area, housekeeping area, books. Ask toddlers whether the item (or space) is quiet or loud when we use it. Encourage toddlers to talk about how or why the item or space is quiet or loud. Examples: "This is our playground. Do we hear quiet or loud sounds when we are outside (or: when we use _____)?" "Why do we hear loud sounds?"

Use toddlers' engagement in the activity to determine the length of your room tour. Conclude the activity with a brief reminder of what you looked at. Organize the summary by naming (and inviting toddlers to help name) items and spaces that are loud, and then items and spaces that are quiet, rather than the order in which you looked at items and spaces.

What to Look For—Option 2

Watch for possible "aha" moments in toddlers' discussion of items and spaces that have no apparent sound, such as a plant, or no sound until they are used, such as a computer. There may be opportunities to engage toddlers in discussions that can refine their thinking about sound, including when sound can be heard in a space or from an item. Below are some examples of ideas that might emerge in toddlers' exploration of items in your room:

- A playground is loud only when we use it.
- A crayon does not have a sound and is quiet when it is used.
- The sound of a drum can be quiet or loud depending on how hard we tap it.

These types of insights are the intent of the suggested question on how or why an item or space is quiet or loud. Also, you help set the stage for a closer look at loud and quiet sounds with the items and spaces you select to discuss.

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Exploring Sounds *(continued)*

Option 2 continued

Toddlers will differ in their readiness to pursue more in-depth thinking about the broad categories of quiet and loud. Positively recognize different responses to the activity.

More Scaffolding Tips—Option 2

Extra support ■ Emphasize that quiet and loud are sounds we hear. Point to your ears when you mention hearing. The suggested question of toddlers during your tour—Do we hear quiet or loud sounds when…—supports the idea that sound is something we hear.

Enrichment ■ Bring the *Quiet Loud* book with you so you can point to pictures of items you select to talk about in your room. Examples: plant, drum, pillow. It is cognitively helpful for toddlers to connect a picture of an item to a similar actual object.

Interest Area

Materials Needed: items that produce sound—such as bells, shakers, toy drum

Support toddlers' awareness of how we can make louder and quieter sounds by providing items that can produce louder and quieter sounds—such as bells, shakers, and a toy drum. Invite toddlers to make several quiet and then several loud sounds with the same item. Offer demonstrations, if necessary. Encourage toddlers to tell how they make quiet and loud sounds with an item.

Family Child Care

Materials Needed: see activity description

Preschool-age children may enjoy the Option 2 and Interest Area activities. A preschool-age child could help show how items make or do not make a sound when used (Option 2); and how they make louder or quieter sounds when used in different ways (Interest Area).

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BLOCK 20

Solving Problems

Cognitive

12–24 Months

Option 1
One-to-One

Skill and Goal
Problem-solving

A toddler takes small toys of interest out of several small containers and places them in a larger container.

Key Concepts
Out

In

Materials Needed
2–3 small containers (see Be Prepared)

Large container (see Be Prepared)

Small toys (see Be Prepared)

Also Promotes
Physical/Health

Be Prepared: Secure 2–3 small containers with easy-to-use lids and fill each with two types of small toys of interest to the toddler who will participate in this activity, one type per container. Examples: animal figures, people figures, artificial flowers and leaves, jumbo beads, jumbo counters. Affix the lids. Secure a large container with an easy-to-use lid that will hold all of the small items you put in the smaller containers. Leave the large container empty, but affix the lid. Create a pretend reason for moving the items from a smaller to a larger container, such as the following: "There are flowers in one small cup and leaves in another small cup. Will you help me put our leaves and flowers together in one larger box?"

BEGIN: [*Invite a toddler to help you put things into a larger box. Offer a reason related to the items. See Be Prepared for an example.*]

EXPLAIN: [*Put the 2–3 small containers in front of the toddler on a low table. Describe what is in each of the containers, but do not remove their lids. Then put the larger container on the table, also with its lid on, and invite the toddler to take the items <u>out</u> of the small containers and put them <u>in</u> the larger container.*]

ACT: [*Pause for the toddler to think about the request and respond. If the toddler does not remove the lid(s) from one or more small containers, ask whether he/she would like to take off a lid and look at what's inside. Offer verbal guidance for removing a lid, if necessary.*

Express enthusiasm for the contents of the smaller containers when they are revealed. Example: "Look at all of the flowers, Adrianna! You like flowers. This is going to be fun!"

Point to the large container. Remind the toddler that the things in the small containers will go into this large container. Pause for the toddler to decide what to do. He/she may remove the lid from the large container or may prefer to first put the small items on the table. Leave this decision to the toddler.

Encourage the toddler to remove items from each small container, one item at a time. Describe the toddler's actions and continue to express enthusiasm for the items the toddler is removing. Example: "These are really pretty flowers. You are working hard to take out each flower with your fingers."

If the toddler put items on the table, remind him/her that we want to put them in the large container. Point to what you describe. Provide verbal guidance, if necessary, for removing the lid. If the toddler put items directly into the large container, encourage the toddler to put the lid on the larger container so our things do not fall out.

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Solving Problems *(continued)*

Option 1 continued

Encourage the toddler to put the lids on each of the small containers so the lids do not get lost.

If the toddler remains interested, invite him/her to put the small containers in a place you designate. Also invite the toddler to help you carry the large container to a location of your designation.]

RECAP: [*Briefly describe what happened. Thank the toddler for helping you move the items.*]

What to Look For—Option 1

There are several problems for a toddler to solve in this activity, including the following:

- how to take off lids,
- whether to put the small items directly in the large container or to first put them on the table,
- where to put the items in the larger container, and
- how to affix lids to the containers.

The first and fourth problems involve spatial skills. The second problem pertains to planning and a toddler's level of interest in looking closely at the small items, which is easier to do when placed on the table than when placed in the large container. The third item is a problem for toddlers who have an interest in sorting, but is unlikely to be of interest to many toddlers.

Look for ways to support the toddler's role as a problem-solver in this activity and resist temptations to suggest solutions before the toddler has adequate time to consider possibilities on his/her own.

Anticipate that some toddlers may opt to stop this multi-part activity at any point, including halfway through the task of removing small items from the small containers. Positively acknowledge different types of participation.

More Scaffolding Tips—Option 1

Extra support ■ Offer two, rather than three, small containers of items. ■ If a toddler dumps the small items from the small containers, gently encourage him/her to put items in the large container, one or two at a time. ■ In the early segment of the activity, you may wish to take turns with the toddler in taking items out of the small container. This may serve as a demonstration and bridge to the toddler's independent actions.

Enrichment ■ Ask a toddler whether he/she wants to put the two types of items in different parts of the large container. Example: A toddler may decide to put flowers on one end and leaves on the other end. Again, encourage a toddler to take the lead on item placement.

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BLOCK 20

Solving Problems *(continued)*

Cognitive

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Problem-solving

A toddler takes small toys of interest out of one large container and places them in two smaller containers.

Key Concepts
In

Out

Materials Needed
2 small containers (see Be Prepared)

Large container (see Be Prepared)

Small toys (see Be Prepared)

Also Promotes
Physical/Health

Be Prepared: Secure a large container with an easy-to-use lid. Also secure two types of small toys of interest to the toddler who will participate in this activity. Examples: animal figures, people figures, artificial flowers and leaves, jumbo beads, jumbo counters. Gather 5–8 toys of each type. Put the items in the large container in a random arrangement and affix the lid. Secure two small containers with easy-to-use lids. Leave the small containers empty but affix their lids.

Invite a toddler to help you take items out of a big container and put them in two smaller containers. Put the large container on a low table in front of the toddler. Tell what is inside the box but do not remove its lid. Explain that it will be easier to play with the items if they are in smaller containers. Put the two smaller containers on the table in front of the toddler. Point to each container as you explain they are empty.

Pause for the toddler to figure out how he/she wants to approach the task. If after several moments the toddler does not attempt to remove the lid(s), ask if he/she would like to take the lid off the large container and look at what is inside. Offer verbal guidance for removing the lid, if necessary. Show enthusiasm for the contents of the large container. Then remind the toddler that the items need to be put in the two smaller containers.

Support the toddler in how he/she wants to organize the items. The toddler may decide to put the items randomly in each of the two containers or sort the items by type or use some other approach. If the toddler looks to you for a decision, smile generously and tell the toddler he/she can put the items in the small containers however he/she wishes. Gently describe the toddler's actions, acknowledge his/her hard work, and continue to express excitement about the items the toddler is working with.

If the toddler remains interested, encourage him/her to put lids in each of the three containers and help you carry the containers to a place you designate. Conclude the activity by briefly describing the toddler's actions and thank him/her for helping.

What to Look For—Option 2

This activity is a reverse of Option 2, with similar types of potential problems the toddler can address (see What to Look For in Option 1). The current activity offers the additional potential problem of how to separate a larger collection of toys that represent two different types. Some toddlers may promptly decide to sort the items, such as one type per small container, whereas other toddlers may show no interest in sorting and will put items in the two smaller containers in random fashion. Toddlers are not expected to learn counting and it is not necessary or appropriate for the two smaller containers to have equal or nearly equal numbers of items. Support each toddler's lead with the tasks

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Solving Problems *(continued)*

Option 2 continued

and positively recognize different types of participation. Consistent with Option 1, a toddler may opt to depart from the activity before all items have been removed from the large container.

More Scaffolding Tips—Option 2

Extra support ■ Put a smaller number of toys in the large container. ■ Offer to help the toddler take toys out of the large container and put them in the smaller containers if a demonstration or a collaborative arrangement seems needed. Avoid imposing a decision on how to separate the larger collection of toys. If at all possible, go with the toddler's idea. Describe the toddler's actions and your actions with the toys.

Enrichment ■ Add a sorting task if the toddler does not introduce one, by requesting the toddler put one type of item in one small container and the other type of item in the other small container.

Interest Area

Materials Needed: 10–15 different toy food items, large basket or container, three smaller containers

Offer an extension of the Option 2 activity by putting the toy food items in a large basket and inviting several toddlers to put the food in smaller containers for three different friends (one container per friend). Support toddlers in dividing the food in ways they wish. Example: one toddler may want to put together a container of foods he/she thinks a friend would like and another toddler may try to put one of each type of food in each container ("everyone gets an apple!"). Monitor potential conflicts over food items and encourage sharing and flexibility. Encourage toddlers to tell about their plans and what they are doing.

Family Child Care

Materials Needed: See Option 2

Offer Option 2 to a preschool-age child with the request to sort the small toys into the two smaller containers (Enrichment tip). Also, a preschool-age or older child could help you organize materials for Options 1 and 2 for toddlers.

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BLOCK 20

Getting Calm

Self-Regulation

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Self-control

Toddlers watch a caregiver calm down after pretending to row a boat.

Key Concepts
Row
Rowboat
Stream
Calm down

Materials Needed
*Picture of rowboat

Also Promotes
Communication/Language
Physical/Health

*Printables provided

Optional Reading
Row, Row, Row Your Boat by Annie Kubler

Be Prepared: Be familiar with the first verse of the song "Row, Row, Row Your Boat."

BEGIN: [*Invite several toddlers to join you for a song about a boat.*

Display provided picture of a rowboat and point to the person in the boat when you describe how the boat moves.]



This is a picture of a rowboat. The person in the boat is rowing the boat. We make a rowboat move on water by rowing the boat.

Our body moves back and forth when we row a boat. I'm going to pretend I am rowing a boat. Watch how I row my pretend rowboat!

ACT: [*Pretend to row a boat while sitting. Use exaggerated circle movements of your arms, as if you are moving the oars of the boat.*]

I am rowing my pretend rowboat. My arms are working hard to move the boat in the water.

I am going to sing a song about rowing a boat down a stream. A stream has water. A stream is like a river.

[*Enthusiastically sing the song while pretending to row the boat with large circle movements of your arms. Move your arms with the beat of the song.*]

Would you like me to sing the boat song again?

[*Repeat the song and your rowing actions if toddlers respond positively.*]

EXPLAIN: I had fun pretending to row a boat! I feel excited. I also feel tired. Rowing a boat is hard work!

I am going to calm down. My body needs to rest after doing something that made me feel excited and tired.

Please watch how I calm my body.

[*Relax your arms and put your hands in your lap. Take several deep and slow breaths. Briefly close your eyes. Quietly hum "Row, Row, Row Your Boat" at a much slower pace than you sang it.*]

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Getting Calm *(continued)*



Option1 continued

RECAP: I got excited and tired pretending to row a boat. I decided to calm down. I relaxed my arms, put my hands in my lap, closed my eyes a little bit, and hummed a song. Now I feel calm.

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Getting Calm *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Self-control

Toddlers pretend to row a boat and then calm down with caregiver support

Key Concepts
Row
Rowboat
Stream
Calm down

Materials Needed
*Picture of rowboat

Also Promotes
Communication/Language
Physical/Health

*Printables provided

Be Prepared: Be familiar with the first verse of the song "Row, Row, Row Your Boat."



Invite toddlers to join you to pretend we are rowing a boat. Show the provided picture of a rowboat and explain that we row a boat to make it move on water. We can pretend to row our boat down a stream of water. Explain that a stream is like a river.

Demonstrate rowing actions by moving your arms in exaggerated circles while sitting, as if you are rowing a boat. Invite toddlers to join you in moving their arms. After a brief period of practice rowing, lead toddlers in rowing our pretend boats while you energetically sing the first verse of "Row, Row, Row Your Boat." Move your arms with the beat of the song.

Pause and tell toddlers you think it is fun to row a boat. Explain that we can row just a little farther down our pretend stream of water. Invite toddlers to join you in another round of pretend rowing as you make exaggerated rowing motions with your arms and again sing the first verse of the song. Encourage toddlers to say or sing the word "row" when you sing it (or as much of the song they would like to sing or say).

After a second round, ask toddlers if they think rowing is hard to do. Tell toddlers you are excited and tired. Explain that you are going to calm down your body. Invite toddlers to join in calming down, too. Describe and demonstrate the following steps:

- Relax your arms.
- Put your hands in your lap.
- Take several deep and slow breaths.
- Close your eyes briefly.
- Quietly hum "Row, Row, Row Your Boat" at a slow tempo.

Explain that your body feels calmer. Ask toddlers whether they feel calm.

What to Look For—Options 1–2

Toddlers who have participated in prior ELM activities focused on calming down may not need the calming down demonstration offered in Option 1. Rowing a boat may be a new concept for many toddlers, however, and Option 1 may be the best way to describe and demonstrate rowing actions. Be careful about putting too much into Option 2. Some toddlers will enjoy contributing to the song in Option 2, although it is not necessary or appropriate to teach

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Getting Calm *(continued)*

the song or expect toddlers to learn it. The song is a way to promote modest stimulation that precedes calming-down practice.

More Scaffolding Tips—Options 1–2

Extra support ■ Offer a slower, quieter approach to the song and arm movements if you anticipate toddlers might get overstimulated. ■ In Option 2, sit next to a toddler who has difficulty managing his/her behaviors during the rowing and/or calming down segments. Offer quiet coaching on what to do.

Enrichment ■ When you show and describe the picture of a rowboat, point to and explain how the oar is used to row the boat. ■ In the repeat of the rowing actions and song in Option 2, vary the tempo of the song, first slow and then fast, and adjust your rowing actions with the tempo.

Interest Area

Materials Needed: boat props—such as sailor or fishing hat, a box or large laundry basket to sit in as a pretend boat, blue fabric to represent water; beach props—such as beach towel, straw hat, sunglasses, soft music with ocean waves or other water nature sounds

Set up a lake or stream scene by placing the blanket on the floor and boat props in a box or basket. Set up a beach scene nearby by placing the beach props on a towel on the floor. Depending on the size of the box/basket, invite one or two toddlers to row the boat. Then invite toddlers to sit on the beach towel to calm their bodies. Offer soothing music with waves/water sounds, if possible.

Family Child Care

Materials Needed: see Interest Area materials

Older toddlers and preschool-age children may enjoy participating in the Option 2 activity. Infants may enjoy being held and gently rocked during the song if another caregiver is available. Older toddlers and preschool-age children also may enjoy the Interest Area activity. Preschool-age children will have fun helping you set up the beach scene.

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BLOCK 20

Exploring Feelings

Social-Emotional

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Awareness of emotions

Toddlers participate in a book sharing focused on how a mama fox loves her little fox no matter what he does.

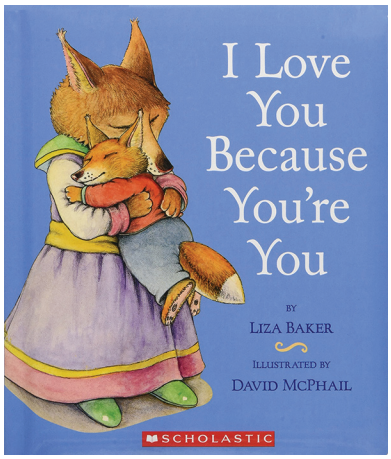
Key Concepts
Love

Materials Needed
I Love You Because You're You by Liza Baker

Also Promotes
Communication/Language
Cognitive

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

Our book is about a mama fox who loves her little fox.



ACT: [*Show book cover. Point to the mama and little fox.*]

Here is Mama Fox. Here is her Little Fox. What are they doing? (hugging)

EXPLAIN: Mama Fox and Little Fox love each other! Let's find out more about the mama and little fox.

ACT: [*Use the following strategies to share the book:*

- *Use your own words to describe and explain what is happening on each page. Example: "The little fox is angry because his mama is making him get ready for bed. He wanted to keep playing!"*
- *Point to and describe parts of illustrations that help explain a situation, such as Little Fox standing behind his mama when he feels bashful.*
- *Describe words toddlers may not know that are central to understanding a picture—such as frightened, bashful, brave, curious, and proud.*
- *Acknowledge and build on toddlers' comments and pointing.*
- *Emphasize the book's theme that the mama always, always loved her little fox.*]

RECAP: The little fox did lots of different things in our story. Did his mama ever stop loving him? (no!) The mama fox always loved her little fox.

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Exploring Feelings *(continued)*

Option 1 continued

What to Look For—Option 1

Monitor toddlers' reactions to your words and the pictures to determine whether to provide more description or explanation of a situation or feeling. Most toddlers will understand many of the little fox's behaviors, such as standing on his head and being sick. Most toddlers will understand many of the little fox's emotions, like feeling happy, sad, and angry. They likely have experienced feeling frightened, bashful, brave, proud, and curious, but may be unfamiliar with the words that describe these feelings. The goal is not to introduce a wide range of feeling words, but to help toddlers appreciate the bigger idea that Little Fox's mama loves him no matter what he does or what he feels.

More Scaffolding Tips—Option 1

Extra support ■ Point to and name or describe important features of each picture, such as Little Fox standing on his head and tears in his eyes when he is crying.

Enrichment ■ Point out some of Mama Fox's behaviors, such as holding her ears when Little Fox screams and shouts. But she never stops loving him!

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BLOCK 20

Exploring Feelings *(continued)*

Social-Emotional

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Awareness of emotions

Toddlers participate in a book sharing focused on a little fox's feelings in different situations.

Key Concepts
Feelings

Materials Needed
I Love You Because You're You by Liza Baker

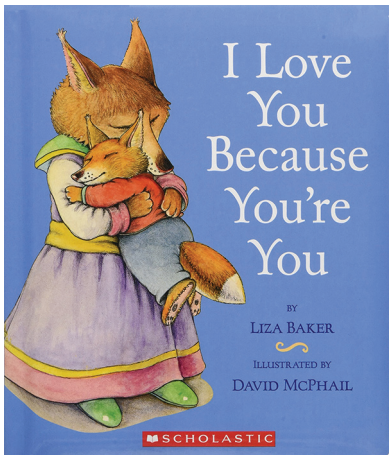
Also Promotes
Communication/Language

Cognitive

This book sharing is designed as a follow-up to Option 1. The focus of the current session is situations in which Little Fox:

(1) feels happy or good about himself—standing on his head, rolling on the rug, and finding a lost ball, and

(2) feels sad, worried, or angry—frightened by a noise, bashful in a new situation, and crying because he does not want to do something.



Select situations in the book that you anticipate will be helpful for toddlers in your gathering to talk about, especially situations that you can easily help toddlers connect to their own experiences. Two or three situations of each of these two broad types of feelings will likely be sufficient for the session.

Use the following approach to talking about each situation:

- Remind toddlers what is happening in the picture.
- Talk with toddlers about what Little Fox is feeling and why, such as how Little Fox is feeling angry because he does not want to get ready for bed.
- Help toddlers connect the situation or Little Fox's feeling to their own experiences, such as a related event in your room. Example: "We heard a siren this week during snack time. The siren made us feel worried. We found out that no one was in trouble or danger. People made the siren go to make sure the siren was working."

Conclude the session by emphasizing that Little Fox had different types of feelings in different situations, and by reminding toddlers that Mama Fox loves Little Fox no matter what he did or how he felt.

What to Look For—Option 2

This option offers a closer look at what Little Fox might be feeling in different situations. As suggested in the activity description, select situations that you anticipate will be meaningful to toddlers in your gathering. Talking about similar situations in your room offers a shared context for discussion. Toddlers will likely be more aware of their similar situations and feelings than they are able to communicate verbally. Look for opportunities to connect with individual toddlers through eye contact, smiles, and other nonverbal means in response to their facial expressions, nods, gestures, or brief utterances.

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Exploring Feelings *(continued)*

Option 2 continued

More Scaffolding Tips—Option 2

Extra support ■ Point to specific aspects of illustrations when you describe and explain what is happening. Example: "The little fox is looking down the dark stairs. He is feeling scared because it is dark. His mama is close; she is keeping him safe."

Enrichment ■ Invite toddlers to tell what is happening in a picture or why Little Fox may be feeling happy.

Interest Area

Materials Needed: paper and crayons or markers

Draw toddlers' attention to how Little Fox drew a picture (a valentine) for his mama in our story. Invite toddlers to draw something special for someone who loves them. Offer to add a toddler's words to his/her picture.

Family Child Care

Materials Needed: *I Love You Because You're You* by Liza Baker

Invite preschool-age children to participate in Options 1 and 2 and in the Interest Area activity. Preschool-age children's contributions to the discussion of similar situations or feelings in Option 2 may be particularly helpful.

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BLOCK 20

Moving Our Bodies

Physical/ Health

12–24 Months

Option 1
One-to-One

Skill and Goal
Gross motor development
Fine motor development

Toddlers practice the coordinated use of both hands to explore sensory tubes.

Key Concepts
Pull
Up
Hold
Move

Materials Needed
Sensory tubes—2 per toddler and caregiver (see Be Prepared)
Container to hold tubes upright

Also Promotes
Cognitive
Communication/Language

Be Prepared: Place the sensory tubes in a vertical position in the container. A sensory tube is easier for a toddler to grasp with two hands if it is upright (compared to lying on the floor). Designate a specific area, such as "our blue rug," for the activity. Limit participation to two toddlers at a time so you can provide sufficient support for manipulation of the tubes.



BEGIN: [*Sit near the container of tubes and invite two toddlers to join you. Example: "Angel and Tiana, would you like to find out about our tubes? Come over to play." Keep the tubes in their container so toddlers have the experience of removing them.*]

ACT: Our tubes are fun to hold and move and look at. You may get one out.

[*Encourage a toddler to use both hands to take a tube out of the container. Emphasize that we use our hands and arms to pull a tube up from the container. Demonstrate pulling a tube with both hands, if necessary. Describe your arm movement.*

Describe and demonstrate, if appropriate, how to use both hands to hold a tube. Encourage a toddler to grip his/her hands around a tube so it does not roll off a toddler's hands. Invite toddlers to sit on the floor to look at their tube.

Support with your words each toddler's interest in the colorful items locked inside a tube. Follow each toddler's initial lead with a tube, such as shaking or rolling it on the floor. Describe sights and sounds a toddler is experiencing plus the toddler's reactions or actions. Example: "Tiana, the bells in your tube made a sound when you rolled the tube. You smiled when the bells made a sound."

If a toddler appears to be losing interest after exploring a tube with one approach only, such as consistently rolling it back and forth, you may wish to suggest another approach, such as shaking the tube.

Invite toddlers to pull a second tube from the container. Put their first tube selection in the container. Support toddlers' exploration of a second tube through comments about what each toddler is doing and the tube's sights and sounds. Describe the little toys and items inside a tube.

Offer a clear message about when time with the tubes will end. Example: "It is almost time to put our sensory tubes back into the

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Moving Our Bodies *(continued)*



Option 1 continued

pail. We will all put the tubes away until tomorrow." Describe how to use both hands to put the tubes into the container.]

RECAP: [*Describe each toddler's actions with the tubes. Emphasize use of both hands to hold, shake, and roll a tube, and what items inside the tube did in response to a toddler's movements.*]

What to Look For—Option 1

Sensory tubes are well suited to support toddlers' practice in coordinated use of both hands in relation to visual interests driven by the colorful and sound-making contents of a tube. Look for opportunities to provide verbal guidance on hand and arm movements. Provide a demonstration when appropriate. Offer gentle hands-on support only when verbal support and demonstrations have not been helpful.

The activity description recommends two toddlers at a time, so individualized support can be provided. You may wish to increase the number of participants when sensory tube exploration is offered to toddlers who are familiar with how to appropriately manage a tube. You also may wish to offer two concurrent tube exploration activities to toddlers with sensory tube experiences, assuming a second adult and a sufficient number of tubes are available.

Some toddlers may think a sensory tube resembles a baseball bat or stick. Give a clear and gentle explanation that the tube is not for striking. Placing the tubes out for free exploration is not suggested until all toddlers in your room are familiar with how to play with sensory tubes.

Exploration of sensory tubes in this activity complements the use of open (mailing) tubes and balls in Block 19's cognitive activity plan.

More Scaffolding Tips—Option 1

Extra support ■ Encourage a toddler to stand close to the container of tubes when pulling a tube. ■ Encourage a toddler to put the tube on the floor before sitting.

Enrichment ■ Invite a toddler to explore two tubes at the same time. Encourage talk about differences in items inside the tube and how the two tubes respond to rolling and shaking.

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Moving Our Bodies *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Gross motor development
Fine motor development

Toddlers with good walking skills practice balance and concentration skills by holding a sensory tube with both hands while walking on a simple path.

Key Concepts
Hold
Path

Materials Needed
Sensory Tubes—1 per toddler
Floor mats (see Be Prepared)

Also Promotes
Cognitive
Self-Regulation
Communication/Language

Be Prepared: This activity is for toddlers with good walking skills, as indicated in the learning goal. Use no-slip mats to arrange a short path for toddlers to follow, rearranging furnishings as necessary. The focus of the activity is motor balance coordination, not managing obstacles in a path.



Invite 2–3 toddlers to walk on a path while holding a sensory tube. Familiarize toddlers with the path by leading them on a walk along the path without holding anything. Describe how the path works. Explain that each of us will hold a sensory tube while walking on the path. Then give each toddler a tube, holding it in a vertical position. Use both hands to hold the tube as you give it to a toddler. Draw attention to how each of your hands is wrapped around the tube. Provide time for toddlers to look at and explore their tube while standing.

If appropriate, demonstrate again the use of both hands while holding a tube upright (vertical). Encourage toddlers to look at where they are walking and try hard to not look at what is inside their tube.

Lead toddlers in holding a tube upright while walking on the path. Keep the activity lighthearted. You may wish to sing or say the following verse for each child or use "we" instead of a child's name. (Tune: "Farmer in the Dell")

Diego walks around.
Diego walks around.
Hi-ho, there he goes.
Diego walks around.

Diego holds a tube (toy).
Diego holds a tube (toy).
Hi-ho, there he goes.
Diego holds a tube (toy).

Repeat the walk if toddlers remain interested. Conclude the activity by describing what happened. Emphasize how we held a tube and looked at where we are going. If appropriate, comment on how it was hard to not look at what's inside our tube!

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Moving Our Bodies *(continued)*

Option 2 continued

What to Look For—Option 2

Watch for opportunities to support several important developmental skills in this activity, including balance and coordination of motor movements and concentration on a walking path while trying to ignore the appealing contents of the sensory tube. If toddlers show considerable interest in exploring the sensory tubes in the opening segment of the activity, switch to elements of Option 1 rather than introducing the challenge of walking while holding an item of great appeal.

The suggested verse is intended to help the activity remain light in spirit. Toddlers should not be expected to hold a tube in a perfect vertical position. Some may drop their tube while walking. If this happens, help a toddler pick up a tube and gently remind the toddler to hold the tube with both hands (fingers) around the tube.

More Scaffolding Tips—Option 2

Extra support ■ Arrange the path in a line rather than a circle. ■ If you anticipate holding a sensory tube while walking will be too challenging, invite a toddler to hold a small toy in one hand while walking on the path. This leaves the second hand/arm free for balance. A toddler also may walk on the path without carrying an object.

Enrichment ■ Encourage toddlers to hold their tube in a horizontal position. It does not matter whether the palms of toddlers' hands face up or down while grasping a tube. What's important is wrapping a hand (fingers) around the tube. ■ Expand the length of the walk or add turns to the walk. ■ Encourage toddlers to move their tube up and down in a shaking movement while walking. ■ Instead of, or in addition to, offering the suggested verse, play light, lively music as toddlers walk with the sensory tubes.

Interest Area

Materials Needed: carts and doll strollers, cardboard craft tubes, sensory table with crinkled paper, small cars or animal figures or people figures, paint and brush, art smocks

To support toddlers' interest in tubes (extension of Option 1), provide cardboard craft tubes and items toddlers can put into the tubes. Examples: crinkled paper, small cars, and animal or people figures. Use toddlers' interests to determine the items. Another possibility is to set up a painting activity by covering a table with paper and providing tubes toddlers can paint with a chubby brush and tempera paint. Explain that we can use paint to make tubes as colorful as the sensory tubes. Remember the paint smocks!

To support toddlers' interest in walking with an object (extension of Option 2), provide and encourage use of doll strollers or toddler-size shopping carts. Invite toddlers to use carts to move play materials that are too bulky to hold while walking. A toddler with balanced walking skills may enjoy carrying novel objects. Examples: empty milk jugs, shoebox containers, and 1–2 smaller balls.

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Moving Our Bodies *(continued)*

Family Child Care

Materials Needed: craft tubes, markers, masking tape

As a complement to Options 1 and 2 for toddlers, preschool-age and older children may enjoy participating in non-competitive games that involve balancing tubes in ways such as the following:

- balance on two arms
- balance on lap
- hold with one hand
- hold touching one shoulder
- hold with two hands while standing on one foot
- trade with a friend while on one foot

Add challenge by suggesting that children prevent their tube from touching the floor.

Older children also may enjoy creating new shapes by connecting craft tubes in different ways using masking tape.

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BLOCK 21 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

Option 1 (IG) Toddlers participate in a book sharing about different ways to carry a baby.

Option 2 (IG) Older toddlers participate in a book sharing focused on different ways to carry babies, with opportunities to explore wearing a doll carrier.



Cognitive

Exploring Objects

Option 1 (OO) A toddler uses blocks to represent an item(s) related to his/her special interest as part of individualized guided play.

Option 2 (IG) Toddlers use empty boxes to represent other items of interest as part of open-ended play.



Self-Regulation

Focusing and Remembering

Option 1 (IG) Toddlers watch a caregiver focus on and remember the hiding place of a galloping toy horse.

Option 2 (OO) A toddler practices watching a galloping toy horse and remembering its hiding place.



Social-Emotional

Exploring Feelings

Option 1 (IG) Toddlers participate in a book sharing about a boy who does many different things and has different types of feelings.

Option 2 (IG) Toddlers participate in a book-related discussion of how to manage a situation(s) related to feeling worried or upset.



Physical/Health

Using Our Hands

Option 1 (OO) A toddler takes off stackers from a peg-based stacking toy with the opportunity to put stackers back on the toy's peg.

Option 2 (OO) A toddler practices putting pegs in a pegboard.

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

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BLOCK 21

Exploring Words

Communication/ Language

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Toddlers participate in a book sharing about different ways to carry a baby.

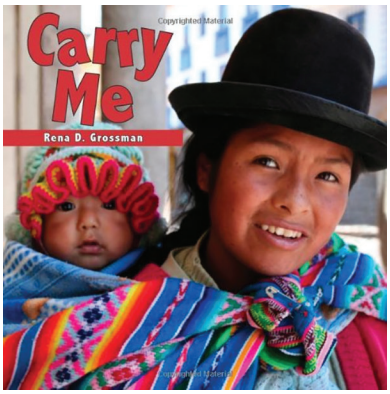
Key Concepts
Carry

Materials Needed
Carry Me (Babies Everywhere) by Star Bright Books

Also Promotes
Social-Emotional

Revised: 12/1/2025

BEGIN: [*Invite several toddlers to join you to look at pictures of different ways to carry a baby. Show the cover of the book. Point to pictures as you describe them.*]



Look at the picture of the baby and parent on the cover of our book.

Where is the baby in our picture? Where is the parent?

The baby is being carried on the parent's back. Our book shows pictures of different ways to carry a baby. Our book is called *Carry Me*. Let's look inside our book.

ACT: [*Read the book text and use your own words to describe pictures. Point to features of pictures that you describe.*

Draw attention to how the baby is being carried, such as in a blanket or a basket or riding in a backpack or in a parent's arms.

Repeat and extend toddlers' comments and pointing. Example: "You are pointing to the beautiful hat the baby is wearing. The mom is wearing a hat, too. I think it is cold outside in this picture."

Spend more time on pictures that seem to be of particular interest to toddlers.

Skip the last two pages of small pictures and country names.]

RECAP: We looked at pictures of different ways to carry a baby. Some babies were on their parent's back. Other babies were on their parent's side or in their parent's arms.

What to Look For—Option 1

Watch toddlers' gazes to determine whether some pictures may be especially challenging to figure out. In general, you may wish to use a slower pace so toddlers have time to look at each picture. The book's pictures, each of a different set of infant and parent in varying dress and positions, will take longer to view than similarly styled illustrations offered in many books. The differences of people shown in the book will be novel to many children.

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Exploring Words *(continued)*

Option 1 continued

More Scaffolding Tips—Option 1

Extra support ■ The opening segment's question of where are the baby and parent on the book's cover can be extended to each photo. You can support a toddler's understanding of baby and parent by alternating the focus of a question for each picture. Example: "Where is the baby in this picture? Now let's find the parent. Where is the parent in this picture?"

Enrichment ■ If a particular infant-parent pair seems to be of special interest to a toddler, tell the country where they live (see last two pages of book). The intent is to introduce or support the idea that people live in different places, not to teach the name of a country. Examples: "This baby and dad live in a country called Scotland." "This baby and mom live in the United States. We also live in the United States."

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Exploring Words *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Older toddlers participate in a book sharing focused on different ways to carry babies, with opportunities to explore wearing a doll carrier.

Key Concepts
Carry

Materials Needed
Carry Me (Babies Everywhere) by Star Bright Books
Several baby dolls
Baby blanket
Doll carrier (see Be Prepared)

Also Promotes
Cognitive
Physical/Health
Social-Emotional

Be Prepared: This activity is for older toddlers (18 months and above) who are familiar with the *Carry Me* book through participation in Option 1 or a similar book sharing. The age parameter ensures all toddlers can wear a doll carrier, if they wish. If possible, also secure a sling for carrying a baby doll.



Invite 2–3 toddlers to join you to look at pictures of different ways to carry a baby. Remind children we have looked at this book before. Show and describe photos that you anticipate will be of interest to toddlers in the session. Emphasize how the baby is being carried. Invite toddlers to help you describe the photos. Examples: "What do we see in this picture?" "How is the baby being carried?"

Introduce the doll carrier and a baby doll. Invite a volunteer child to show how it is worn. Help the toddler put the doll in the carrier. Describe how the item is being worn and how it protects the baby. Encourage the volunteer child to walk around briefly while wearing the carrier. If the carrier is new to the child, ask how it feels on his/her body. Invite other toddlers to try wearing the doll carrier. You may wish to encourage toddlers wearing a carrier to position the baby in different ways (facing out versus in). Describe difference for the baby (doll) and the person wearing the carrier. Also, introduce the baby blanket for a toddler(s) to use in holding a baby doll. Encourage using the blanket to partially and then fully cover the baby. Explain how we do not tightly cover the doll's head with a blanket. Draw toddlers' attention to how their peers are carrying the doll. Help toddlers connect their explorations with a carrier to an appropriate book photo. Encourage toddlers to talk about what they are doing and what they see their peers doing. Conclude the session by inviting toddlers to help you tell what happened.

What to Look For—Option 2

Look for ways to support toddlers' descriptions of photos in the book and especially their hands-on extension of the book with a doll carrier. It is not necessary for the toddlers' explorations to replicate book photos, but there is cognitive benefit in comparing a photo to a toddler's experiences with a carrier. An Enrichment tip seeks to enhance this learning. Some toddlers may be highly familiar with a doll carrier, especially if a carrier is regularly available in your room, whereas other toddlers may find it challenging to put on and use the item. Provide help as needed.

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Exploring Words *(continued)*

Option 2 continued

More Scaffolding Tips—Option 2

Extra support ■ Some toddlers may enjoy holding a baby doll during the book sharing. Avoid including the doll carrier during the book sharing segment of the activity so toddlers are not potentially distracted from focusing on the book.

Enrichment ■ Invite toddlers to describe what is the same or similar and what is different in a comparison of a pertinent book photo to how a toddler is using a doll carrier.

Interest Area

Materials Needed: *Carry Me (Babies Everywhere)* by Star Bright Books, doll carrier (including a sling, if available), blanket, several baby dolls

Arrange the book and other items on the floor or a low table. Invite toddlers to interact with the materials in ways of their choosing. Some toddlers may enjoy looking at the book photos again whereas other toddlers may wish to extend or elaborate on the Option 2 use of the carrier(s) and doll(s). Talk with toddlers about their actions and, if appropriate, encourage different ways to position the doll in a carrier without directing the play.

Family Child Care

Materials Needed: *Carry Me (Babies Everywhere)* by Star Bright Books, doll carrier (including a sling, if available), blanket, several baby dolls

Engage a preschool-age child in Option 2 by himself/herself or with another preschool-age child. Encourage the child(ren) to tell how their use of a carrier is similar to and different from a pertinent photo in the book. Serve as an observer and commentator, not a decision-maker, about a child's explorations.

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BLOCK 21

Exploring Objects

Cognitive

12–24 Months

Option 1
One-to-One

Skill and Goal
Object inquiry skills

A toddler uses blocks to represent an item(s) related to his/her special interest as part of individualized guided play.

Key Concepts
Blocks

Materials Needed
Soft or cardboard blocks

Also Promotes
Physical/Health
Communication/Language

Be Prepared: The session is an opportunity for a toddler to use blocks to represent something directly related to his/her interest. Identify 1–2 interests of the toddler you invite to participate in this individualized session with you. Consider some ways the toddler might use blocks to enhance this interest. Examples: For an interest in dolls, blocks could be benches or chairs for dolls to sit on or beds for dolls to sleep in. For an interest in farm animals, blocks could be used to make a fence around an area where animals live and are kept safe. For an interest in a firetruck or safety vehicles, blocks could be used to make a road for the firetruck to use in reaching a fire.

Determine an appropriate way to initiate a play session with a toddler: (1) Ask a toddler who is already engaged in play with materials of the toddler's choosing whether it's okay to join his/her play, or (2) invite a toddler to play with you in an interest area that appeals to the toddler or with materials of interest to the toddler.

If you join a toddler's ongoing play, ask and observe what the toddler is doing, so you can join the play in a supportive way that acknowledges the toddler's lead.

If you invite a toddler to play in an area or with materials of interest to the toddler, use the most appropriate place in your room. The play does not need to occur in the blocks area. Present or point to play materials you anticipate will be of interest to the toddler and ask the toddler what he/she would like to do with them. Be prepared to offer a suggestion and take a first step with pointing, gestures, and/or actions. Example: "Let's pretend there's a big fire over there. Our firetruck needs to get to the fire fast! What should we do?"

At the point a play theme is emerging or established, suggest that maybe a block or set of blocks could be used. Example: "I have an idea. We could use some blocks to build a road for our firetruck. Do you want to do that?" Do not pursue your block idea if the toddler shows no interest in it. There may be another way a block(s) could be used. If a block(s) is incorporated into the play, encourage the toddler to help you get and bring the block(s) to your play area.

If a block is not of interest to the toddler, there may be another item that could represent something related to the play. Example: A red ball could be the big fire the firetruck needs to help put out.

Conclude the session by thanking the toddler for playing together. Briefly talk about the play, emphasizing how the block (or other item) was used in the play.

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Exploring Objects *(continued)*

Option 1 continued

What to Look For—Option 1

Using an object to represent something else is a valuable cognitive skill that eventually contributes to a wide range of pursuits—including science, engineering, and many forms of creative expression. Pretending an item is something else occurs naturally in the play of some children, but certainly not all children.

Blocks are used in this activity because they can represent many different things and are easy for toddlers to manipulate. Blocks are not essential, however, and another object can be suggested to the toddler. See the red ball example in the activity description. Note, also, that the activity description suggests you not bring blocks to the play or situate the play in the block area, and that the toddler help secure blocks if they are used. Look for ways to support the toddler's lead role in the play.

Always monitor the toddler's comprehension of what you say. Language skills develop rapidly at this age but there are many concepts and words that young toddlers may not know. As in all activities, use gestures and actions to complement your words.

More Scaffolding Tips—Option 1

Extra support ■ Demonstrate two ways to construct with blocks, if appropriate: building up and building out. See Block 5 Cognitive, Option 1. Remember that young toddlers generally do not use blocks to build structures like houses. ■ Age-appropriate Duplos™ may be a useful alternative to blocks.

Enrichment ■ Add props related to the play as appropriate, always with the toddler's okay.

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Exploring Objects *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers use empty boxes to represent other items of interest as part of open-ended play.

Key Concepts
Box

Materials Needed
Large, recycled cardboard boxes—1 per toddler

Also Promotes
Physical/Health
Communication/Language
Social-Emotional

Invite 2–3 toddlers to join you in an open area of your room to play with cardboard boxes. Open the session by telling the toddlers that we can play with the boxes in ways we wish. Ask an open-ended question, such as "What could we do with these boxes?" or "How can we play with these boxes?" If this does not generate ideas from the toddlers, introduce several ideas that you anticipate will be of particular interest to toddlers in the gathering. Examples: home, car, boat, castle, barn, cave. Try to use a box as is. Try to avoid the potentially time-consuming task of reworking a box (involving cutting and taping), unless this satisfies a toddler's specific idea of what the box is to represent. Toddlers are likely to pursue parallel play, although several may want to do something together. Comment on toddlers' actions and talk with each about their plans.

What to Look For—Option 2

Thinking imaginatively about what a large empty box might represent may be too challenging for some toddlers. If appropriate, offer several ideas and encourage toddlers to move forward with one of them rather than being dependent on you for direction. Playing with a box as is can promote lots of creative thinking. Reworking a box to fit a toddler's idea also may be consistent with the goal of this activity, but be mindful of time constraints.

More Scaffolding Tips—Option 2

Extra support ■ Present the boxes in suggestive positions. Examples: two boxes with their openings next to each other (neighboring houses?), a box with its opening on the floor (for hiding things?), and a box with its opening facing up (as vehicle?).

Enrichment ■ Add props related to emerging play themes as appropriate and with a toddler's okay.

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Exploring Objects *(continued)*

Interest Area

Materials Needed: see activity description

If space permits, keep the Option 2 boxes available for continued play. Add smaller boxes that can be put inside the larger boxes or used for other purposes. If space is limited, make available one large box and 3–4 smaller boxes. Initiate the interest area with a reminder of what some toddlers did with the boxes in Option 2. Offer suggestions if needed. Talk with toddlers about their plans and actions.

Family Child Care

Materials Needed: see activity description

Older toddlers and preschool-age children may enjoy participating in Option 2. Two or more preschool-age children may like to work together on making things with a box or two.

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BLOCK 21

Focusing and Remembering

Self-Regulation

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Executive function

Toddlers watch a caregiver focus on and remember the hiding place of a galloping toy horse.

Key Concepts
Watch

Remember

Materials Needed
Toy horse

2 small boxes (see Be Prepared)

Also Promotes
Cognitive

Communication/Language

Be Prepared: The boxes should be large enough for the toy horse to fit into standing up and should not be transparent. Small cardboard boxes work well. In this activity, the opening of the boxes will be on the floor, so the horse cannot be seen when inside a box.

BEGIN: [*Invite several toddlers to watch a hiding game. Show and point to the toy horse and boxes when you describe them.*]



We need to watch our toy horse. Our horse likes to gallop around and then hide! Our horse likes to hide in these boxes. The boxes are pretend barns.

Let's watch the horse gallop around and hide in a barn. Do you think we can remember which barn the horse hides in?

ACT: [*Place the two barns next to each other in front of the toddlers.*

Gallop the horse on the floor for a few seconds, always in front of the toddlers. While the toddlers are watching, have the horse gallop into (under) one of the boxes but pretend to be distracted, looking elsewhere.]

The horse galloped into a barn. The horse is hiding!

Oh no! I did not watch carefully. I do not know which barn the horse went into!

[*Look in (under) the empty barn and have fun pretending you did not pay attention to where the horse galloped. Show excitement when you find the horse in the other barn!*]

Our horse wants to gallop around and hide again! This time I am going to watch closely and try to remember where our horse goes.

[*Gallop the horse on the floor, always in full view of the toddlers. Gallop the horse into (under) the previously empty barn.*]

The horse galloped into a barn. It is hiding from us again! Did you watch the horse?

This time I watched the horse carefully. I remember where our horse is hiding!

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Focusing and Remembering *(continued)*



Option 1 continued

[*Look under the correct barn. Show excitement when you find the horse!*]

I watched where the horse galloped. I remembered which barn the horse went into. I found the horse!

Should the horse gallop around and hide again?

[*Repeat if toddlers appear interested.*]

RECAP: We watched our horse gallop around and then hide. I did not watch carefully the first time the horse galloped around. I did not know where the horse was hiding! I watched the horse carefully the next time the horse galloped around. I remembered where our horse was hiding! I found our horse!

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Focusing and Remembering *(continued)*

Self-Regulation

12–24 Months

Option 2
One-to-One

Skill and Goal
Executive function

A toddler practices watching a galloping toy horse and remembering its hiding place.

Key Concepts
Watch

Remember

Materials Needed
Toy horse

3 small boxes (see Be Prepared)

Also Promotes
Cognitive

Communication/Language

Be Prepared: The boxes should be large enough for the toy horse to fit into standing up and should not be transparent. Small cardboard boxes work well. In this activity, the opening of the box will be on the floor, so the horse cannot be seen when inside a box.



Invite a toddler to play a game of watching a galloping toy horse and remembering where the horse hides. Introduce the horse and two boxes that represent barns. Explain that the horse likes to gallop and then hide in one of the pretend barns. We can watch the horse carefully and remember where the horse hides. We can find the horse hiding in a barn because we watch and remember.

Place the two barns in a row in front of the toddler. Remind the toddler to use his/her eyes to watch the horse. As the toddler is watching, gallop the horse around the floor and then into one of the barns. Ask the toddler whether he/she remembers where the horse is hiding. Invite the toddler to look under the barn where he/she thinks the horse is hiding. Express excitement when the toddler finds the horse. Describe the toddler's actions. Example: "You watched the horse carefully with your eyes. You remembered which barn the horse went into. You found the horse!"

If the toddler appears to be guessing or is unsure which barn to look under, explain that our horse will go galloping and hide again. We can work hard to watch and remember where the horse is hiding. Offer a second round of galloping and hiding, again with two barns. Remind the toddler to watch the horse closely. Use slower actions with the horse.

If the toddler readily identifies the horse in the first round (by watching and remembering, not guessing), offer a second round with three barns in front of the toddler. Explain that we will need to work harder to watch and remember because this time there are three different barns where our horse may hide. Repeat the galloping and hiding actions, always in full view of the toddler. Recognize the toddler's efforts to watch and remember.

What to Look For—Options 1–2

Although Option 1 is designed as an informal gathering, it can be offered in a one-to-one setting for a toddler who would benefit from individualized experiences with focusing and remembering skills. The Option 1 goal of introducing the concepts of watching and remembering may not be fully needed for toddlers who show good progress in developing these self-regulation skills. You may wish to offer the first segment of Option 1 as a reminder and then move directly into Option 2.

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Focusing and Remembering *(continued)*

Self-Regulation

As noted in earlier descriptions of similar activities, avoid allowing an activity to become a guessing game. Guessing undermines the importance of watching and remembering. If a toddler does not select the correct barn in an early round of the game, do not prolong the search by suggesting the toddler "make another guess." Instead, lift the correct barn to reveal the toy horse and offer another round.

More Scaffolding Tips—Options 1–2

Extra support ■ Point to your eyes when you describe watching the horse carefully. ■ Explain that a barn is like a house for farm animals. ■ Invite the toddler to practice hiding and then revealing the horse under different barns.

Enrichment ■ As an extension of Option 2, reverse roles by inviting the toddler to make the toy horse gallop and hide while you watch and remember where the horse is hiding. ■ Slide the barn with the horse underneath to a different position while the toddler watches.

Interest Area

Materials Needed: toy horse and other animals that occupy barns, 3 small boxes as pretend barns

Invite several toddlers to play in the block area with the toy animals and pretend barns. Encourage toddlers to hide the animals in the pretend barns and build new barns out of blocks for the toy animals to hide in. Can toddlers remember where their animals are hiding? Toddlers may want their animals to move from one barn to another or share a barn.

Family Child Care

Materials Needed: toy farm animals, blocks, *Big Red Barn* by Margaret Wise Brown

Preschool-age children may enjoy joining toddlers in an adaptation of the Interest Area activity. Read *Big Red Barn* with children and then invite them to make barns from the blocks and help the toy animals go to sleep in different barns. Infants may enjoy holding and exploring an age-appropriate toy animal during the book sharing.

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BLOCK 21

Exploring Feelings

Social-Emotional

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Awareness of emotions

Toddlers participate in a book sharing about a boy who does many different things and has different types of feelings.

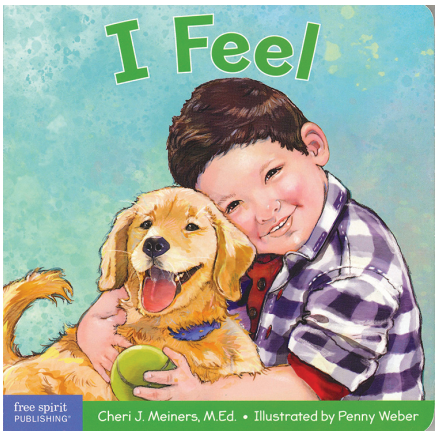
Key Concepts
Feeling

Materials Needed
I Feel by Cheri J. Meiners

Also Promotes
Communication/Language

BEGIN: [*Invite several toddlers to read a book about a boy and the different things he does. Show the book cover and point to the boy and dog when you name each.*]

Our book tells us about this boy. Here is the boy's dog. The boy is hugging his dog.



Let's look at the boy's face.

ASK:
- Do you think the boy is <u>feeling</u> happy or sad? (happy)
- What in the picture tells us the boy is feeling happy? (smile on face)

[*Repeat and expand on toddlers' comments. Point to and emphasize parts of the book's cover picture that tell us what the boy is feeling.*]

ACT: [*Use the following strategies to share the book:*

- *Add your own words to the book text to describe and explain what is happening. Example: "The boy is crying because he hurt his knee."*
- *Point out what the boy is feeling inside. Example: "The boy is feeling sad because his kite crashed."*
- *Emphasize that the boy's feelings change when different things happen. Example: "Here the boy is smiling and feeling happy. Oh no, his kite crashed! Look at his face. Is he feeling happy now? What is he feeling now?"*
- *Draw attention to the situation where the boy was angry because his friend was trying to take his ball. Emphasize that the boy and his friend talked, and talking with his friend helped the boy feel better inside.*
- *Acknowledge and build on toddlers' comments and pointing. Examples: "You said 'uh oh,' Evelyn. The boy's kite crashed." "Wyatt said 'owie.' The boy fell off his bike and hurt his knee."*]

RECAP: The boy in our story did many different things. Sometimes he felt happy. Sometimes he felt sad. He had different kinds of <u>feelings</u>.

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Exploring Feelings *(continued)*

Option 1 continued

What to Look For—Option 1

The experiences of the boy in this story will be of interest to most toddlers. Look for ways to enhance toddlers' awareness of (1) the different feelings experienced by the boy and (2) how the boy's feelings changed and are connected to the situations he experienced. These are the basic messages of the session. If a toddler shows interest in a specific situation, retell the part of the story of interest. The session is not intended to provide an in-depth look at different types of feelings.

More Scaffolding Tips—Option 1

Extra support ■ In discussion of the picture and text about feeling loved, remind toddlers of our story about Mama Fox always loving Little Fox, no matter what Little Fox did (Block 20). ■ Emphasize that when the boy is feeling up, he is feeling good inside (happy) and when he is feeling down, he feels bad inside (sad).

Enrichment ■ Encourage a toddler to tell about a similar situation (such as hurting his/her own knee) if the toddler introduces the topic.

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BLOCK 21

Exploring Feelings *(continued)*

Social-Emotional

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Awareness of emotions

Toddlers participate in a book-related discussion of how to manage a situation(s) related to feeling worried or upset.

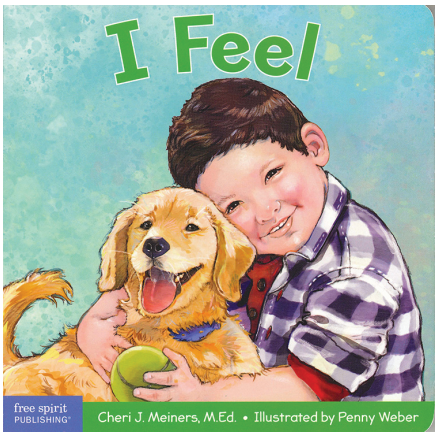
Key Concepts
Feeling

Materials Needed
I Feel by Cheri J. Meiners

Also Promotes
Communication/Language

Self-Regulation

This activity is for toddlers who are familiar with the *I Feel* book from participation in Option 1 or a similar book sharing. Select 1–2 worrisome or upsetting situations in the story that you anticipate would be helpful for toddlers in your room to explore in a little more depth. The situation might pertain to feeling afraid or a toy-related conflict with a peer. Use your most recent experiences with toddlers in your room to make this decision.



Open the session by reminding toddlers about the story, especially how the boy did different things and how his feelings changed. Show selected pages and use your own words to describe examples of what happened. This segment of the activity is for review purposes only.

Return to the picture(s) that shows the situation you wish to highlight in this session. Use the following approach:

1. Invite toddlers to tell what happened. Repeat and build on their comments.
2. Offer a brief summary of the situation, making sure you describe it in the order in which it happened. Point to pertinent parts of the picture.
3. Emphasize what the boy did to feel better about the situation. Add additional suggestions about what a toddler could do to deal with the situation. Examples: Asking for help from an adult, telling what we feel inside, talking about what happened.

Conclude the session with firm reassurances that people in our room and families can help us when we feel worried or upset.

What to Look For—Option 2

Toddlers will likely differ in their readiness to contribute verbally to this session. Some may prefer to watch and listen. Look for ways to communicate and reinforce the general message that there are things we can do when we feel worried or upset (referenced as feeling "down" in the book). Toddlers are not expected to learn and remember a range of different actions to take when feeling worried or upset.

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Exploring Feelings *(continued)*

Option 2 continued

More Scaffolding Tips—Option 2

Extra support ■ This session may be more helpful to some toddlers when offered one-to-one.

Enrichment ■ Use a teddy bear or similar prop to role-play a helpful response to the situation you highlight.

Interest Area

Materials Needed: dollhouse with furnishings and people figures

These play materials typically have considerable appeal. Periodically stop by the play area, observe long enough to get a good idea of the toddlers' theme or uses of the people figures, and gently ask what a people figure you name might be feeling. Example: "The baby is crying. What do you think the baby is feeling?"

Family Child Care

Materials Needed: *I Feel* by Cheri J. Meiners

Preschool-age children may welcome participation in Option 2, especially in a one-to-one context that addresses a pertinent situation(s) described in the book. Offer a teddy bear or other prop the child could use to act out a way to respond to feeling worried or upset.

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BLOCK 21

Using Our Hands

Physical/ Health

12–24 Months

Option 1
One-to-One

Skill and Goal
Fine motor development

A toddler takes off stackers from a peg-based stacking toy with the opportunity to put stackers back on the toy's peg.

Key Concepts
Stacker
Off
In
On

Materials Needed
Stacking toy with peg (see Be Prepared)
Bowl or basket

Also Promotes
Cognitive
Communication/Language

Be Prepared: Secure a stacking toy with a peg, such as Fat Brain SpinAgain Stacking Toy or Double Rainbow Stacker from Kaplan Toys. Please note that most stacking-ring toys require rings to be placed on the peg according to size of hole and may be too challenging for some toddlers. (See Block 10 Cognitive, Option 3.) Place the fully assembled toy on a low table.

BEGIN: [*Invite a toddler to play with a stacking toy. Kneel or sit on a low chair. Some toddlers may wish to stand. Point to a stacker and explain that we call these stackers.*]



ACT: [*Remove the top stacker with your fingers when the toddler is watching. Put the removed stacker in the bowl. Describe your actions. Emphasize that you took a stacker off the peg and put the stacker in the bowl. Invite the toddler to take the next stacker off the peg and put the stacker in the bowl. Describe the toddler's actions, emphasizing off and in actions.*

Draw attention to the growing number of stackers in the bowl. Example: "There are lots of stackers in the bowl now. You took many stackers off the peg and put them in the bowl." Encourage the toddler to take remaining stackers off the peg.

After all stackers are off the peg, ask the toddler if he/she would like to put some stackers back on the peg. If not, put all stackers on the peg, one by one, and invite the toddler to take them off the peg again, one by one.

If the toddler would like to put stackers back on the peg, pick up a stacker, point to the hole in the middle of the stacker, and demonstrate putting the stacker on the peg with two hands. Draw attention to how the peg goes into the hole on the stacker.

Encourage the toddler to put a stacker on the peg. Offer verbal guidance, if necessary. Describe the toddler's actions. As the toddler places stackers on the peg, draw attention to how there are more and more stackers on the peg and the bowl is getting empty. Encourage the toddler to put on the peg any stackers that remain in the bowl.]

RECAP: [*Enthusiastically recognize the toddler's effort, whether it is taking some or all of the stackers off the peg or putting some or all of the stackers on the peg. Point out how the toddler's hands and eyes did a lot of work, moving and looking at the stackers.*]

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Using Our Hands *(continued)*



Option 1 continued

What to Look For—Option 1

This activity promotes small-muscle strength and eye-hand coordination. The activity can also support a toddler's awareness of quantity as the number of stackers in a bowl (or on the peg) increases or decreases. Avoid counting the stackers; counting is not appropriate to teach to toddlers. Instead, offer comments such as "There are many balls in the bowl now." It is not necessary or important for a toddler to pay attention to the color or size of stackers for this activity.

For some toddlers, removing some or all of the stackers from the peg is a big accomplishment. Enthusiastically recognize the effort. Example: "Rio, you took all the stackers off the peg! Now the stackers are in the bowl."

Puzzled looks on toddlers' faces in response to your verbal requests may indicate a lack of vocabulary knowledge, including understanding of the prepositions off, on, and in. Clearly enunciating and accentuating these words as you demonstrate actions and offer gestures can help strengthen toddlers' understanding of these frequently used words.

More Scaffolding Tips—Option 1

Extra support ■ If a toddler seems unsure of how to remove a stacker, engage in a turn-taking arrangement so you can provide a demonstration and (hopefully) an eventual path to the toddler removing the stackers by himself/herself. ■ Move your finger around a stacker's hole when you describe the hole. Encourage the toddler to also trace the hole and feel the top of the peg. ■ Offer gentle hands-on assistance in putting a stacker on the peg only if verbal guidance does not seem to help.

Enrichment ■ Offer a second round in which the toddler is encouraged to both take off and put on the stackers.

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BLOCK 21

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 2
One-to-One

Skill and Goal
Fine motor development

A toddler practices putting pegs in a pegboard.

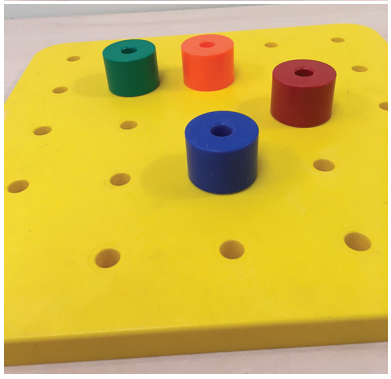
Key Concepts
Hole
Peg
In
Out

Materials Needed
Pegboard and pegs
Bowl
Mat or towel

Also Promotes
Cognitive
Communication/Language

On a low table, place a pegboard with several pegs in it and a bowl of pegs. A non-skid mat or hand towel placed under the pegboard can reduce slipping and soften the sound of pegs dropping onto the surface.





Invite a toddler to play with the pegs and pegboard. The toddler may prefer to stand. Sit or kneel near the toddler. Point to and describe the pegboard and pegs. Emphasize the holes in the board and the tip on the peg that goes in a hole.

While the toddler is watching, take a peg from the bowl of pegs and demonstrate putting it in a hole, drawing attention again to the peg's tip and the hole. Emphasize how your fingers are holding and moving the peg. Then take a peg out of a hole and put it in another hole in a different part of the pegboard. Again, emphasize how your fingers are holding and moving the peg. Tell the toddler that he/she can put pegs in the board wherever he/she wishes.

Support the toddler's efforts by remaining close to him/her and offering assistance as appropriate. Example: Point again to the tip of the peg and demonstrate how a tip goes in a hole. Quietly describe the toddler's actions, emphasizing the words in, out, tip, and hole.

What to Look For—Option 2

Play with pegs and pegboards promotes eye-hand coordination and skills in manipulating a relatively small item (a peg). It is a more challenging form of play than Option 1 because a peg requires more refined muscle control and eye-hand coordination than a stacker and peg.

Toddlers tend to approach pegboards in interesting and varied ways. Toddlers new to the materials may put in a relatively small number of pegs. For some toddlers, putting in five pegs requires considerable persistence. Some toddlers may put in a few pegs and leave the task feeling satisfied. Some toddlers may be most interested in removing pegs you put in.

Toddlers new to pegs and pegboards may struggle initially with the side of the peg to put in the hole. You can help the toddler with this struggle by demonstrating how to turn a peg so the tip faces the hole. Toddlers also may experiment with either hand or try both hands to put a peg in a hole. Refrain

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Using Our Hands *(continued)*



Option 2 continued

from commenting unless you anticipate the toddler may become frustrated or not learn through trial and error that typically one hand is sufficient. Realizing that fingers are essential to the task may take some time, although it may help for you to offer gentle reminders, such as "Remember to use your fingers" as you point to your or the toddler's fingers.

Once toddlers figure out the fine motor skills for managing a peg, they may pursue a pegboard pattern of interest, such as filling one line of holes with pegs. Or they may prefer a particular color or set of colors of pegs. Continue to describe what you see without offering any direction.

More Scaffolding Tips—Option 2

Extra support ■ Put 5–8 pegs in the bowl for starters. ■ If a toddler becomes frustrated with a peg, transition to Option 1 or a different activity. Try pegs at a later point.

Enrichment ■ Offer two pegboards and a shared bowl of pegs for two toddlers to work side by side.

Interest Area

Materials Needed: materials used in Options 1 and 2, toy dishes, muffin pans, balls or small toys

Offer the materials used in Options 1 and 2 with staff guidance. Supplement with other fine motor materials, such as small toys in muffins tins and toy dishes.

Family Child Care

Materials Needed: pegboards, pegs of assorted colors in a bowl

The pegs and pegboard are an extension of pattern work offered in ELM's Mathematics activities for preschool-age children. Preschool-age children generally enjoy making patterns and will welcome opportunities to create a simple peg pattern of their design, such as red-blue-red-blue.

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BLOCK 22 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

Option 1 (IG) Toddlers participate in a book sharing focused on pictures of children engaged in everyday activities in different parts of the world.

Option 2 (IG) Toddlers talk about their experiences with activities shown in pictures of children from different parts of the world.



Cognitive

Exploring Objects

Option 1 (IG) Toddlers participate in discussion of how to get things clean while washing toys.

Option 2 (IG) Toddlers talk about uses of kitchen items in the housekeeping area.

Option 3 (OO) A toddler engages in guided play with toy building tools.



Self-Regulation

Paying Attention

Option 1 (OO) A toddler watches a caregiver find identical pairs of toy farm animals.

Option 2 (OO) A toddler practices finding identical pairs of toy farm animals with caregiver guidance.

Option 3 (OO) A toddler practices finding identical pairs of toy farm animals with minimal caregiver guidance.



Social-Emotional

Exploring Feelings

Option 1 (IG) Toddlers participate in a book sharing focused on ways to calm down when feeling upset.

Option 2 (IG) Toddlers practice some ways to calm down when feeling upset.



Physical/Health

Moving Our Bodies

Option 1 (OO) A toddler practices using a riding toy.

Option 2 (OO) A toddler practices using a four-wheel riding-toy car.

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

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BLOCK 22

Exploring Words

Communication/ Language

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Toddlers participate in a book sharing focused on pictures of children engaged in everyday activities in different parts of the world.

Key Concepts
Pictures
Children

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

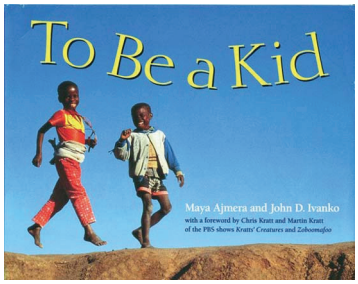
Also Promotes
Social-Emotional

Be Prepared: The book describes more activities and offers more pictures per activity than most toddlers will want to engage in one session. Select activities (pages) and pictures that you anticipate will be of most interest to toddlers in your gathering.

BEGIN: [*Invite several toddlers to join you to read a book.*]

EXPLAIN: Our book is about children doing different things. The children live in many different places.

[*Show book cover. Point to children in pictures you describe.*]



Look at the pictures of children on the cover of our book. The children are laughing. I think they are happy!

Let's look inside our book to find out what the children shown in our book like to do.

ACT: [*Use the following approach to sharing the book:*

- *Show activities (pages) you selected for discussion with toddlers.*
- *Use your own words plus book text to describe what children in the pictures are doing. Point to aspects of pictures you describe. Some toddlers may be unfamiliar with some of the pictured activities, such as young children in graduation robes.*
- *Acknowledge and build on toddlers' comments and pointing. Example: "Benjamin said 'mommy.' Our book shows pictures of mommies carrying their babies. There are daddies on this page too!"*
- *Ask toddlers what they see in a picture. Example: "Tomas is pointing to a kitty in this picture. What other animals do we see?"*
- *Spend more time on activities or pictures that appear to be of particular interest to toddlers.*]

RECAP: The children shown in our book live in many different places. They are doing the same kinds of things. We enjoyed looking at the pictures and talking about what we see.

What to Look For—Option 1

The pictures in this book tend to show somewhat older children, a feature that should appeal to young children's general interest in what "big kids" do. Toddlers who do not have older children in their family and/or neighborhood

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Exploring Words *(continued)*



Option 1 continued

may benefit from your description of what is happening in a picture. Watch for signs of toddler confusion about a picture or what you are saying.

The book's international character is a major plus. Cognitively, toddlers cannot be expected to have an understanding of the world and its many parts and cultures. Still, the pictures communicate clearly that children can engage in similar types of activities wherever they live.

More Scaffolding Tips—Option 1

Extra support ■ If toddlers begin to lose interest, appropriately conclude the book sharing, perhaps with the suggested RECAP.

Enrichment ■ Point out that children shown in the book do some of the activities with other children and some of the activities by themselves.

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BLOCK 22

Exploring Words *(continued)*

Communication/ Language

12–24 Months

Option 2
Informal Gathering

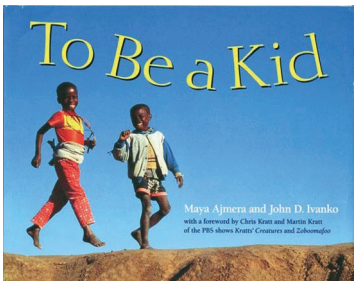
Skill and Goal
Receptive language
Expressive language

Toddlers talk about their experiences with activities shown in pictures of children from different parts of the world.

Key Concepts
Pictures
Children
Like

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

Also Promotes
Physical/Health
Self-Regulation



This activity is for children who are familiar with the *To Be a Kid* book from participation in Option 1 or a similar experience. Open the session by showing the book cover and reminding toddlers that the book has pictures of children who live in different places doing the same kinds of things. Turn to a page that shows an activity you anticipate is of interest to toddlers in your gathering. Use the following strategies to engage toddlers in discussion of the pictured activity:

- Focus on two of the pictures by asking toddlers what they see and expanding on their comments. Point out some differences in the pictures and also emphasize similarities in how children are engaged in the activity.
- Talk with toddlers about their experiences with this activity, such as a time when they were carried by an adult (this may be a daily occurrence) or when toddlers danced in your room.
- Invite toddlers to stand up if they like doing (or would want to do) the activity. Example: "Our pictures show children playing ball. Let's stand up if we like to play ball."

Repeat the above process for 1–2 more activities shown in the book.

What to Look For—Option 2

Language skills differ significantly at this age. Positively recognize toddlers who gesture or smile or nod in response to a picture or what is being said about a picture. This activity option offers an opportunity to look more closely at several pictures of a similar activity. Look for ways to engage toddlers in identifying similarities. Example: "Where is the ball in this picture? Now let's look at this other picture. Where is the ball?" Also, look for ways to help toddlers connect their experiences to the experiences of children shown in the pictures. Keep in mind a toddler's association with a pictured activity may be a description of what an older sibling or relative does or has done, such as watching an older sister run a race. The standing-up provision adds some physical movement to the session and a way to express what they like. Anticipate that toddlers may stand because a peer is standing.

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Exploring Words *(continued)*

Option 2 continued

More Scaffolding Tips—Option 2

Extra support ■ Invite toddlers to sit before introducing another set of pictures in the book.

Enrichment ■ Help toddlers identify things they play with that are similar to items shown in pictures, such as a swing instead of a merry-go-round.

Interest Area

Materials Needed: *To Be a Kid* by Maya Ajmera and John D. Ivanko, chunky crayons in assorted colors, white drawing paper

Place the book and drawing materials on a low table. Invite toddlers to look at the pictures in the book. Encourage toddlers to think about activities they like to do while they draw with the crayons. Talk with toddlers about their ideas and actions as they draw. They may want you to write some of their words on their paper.

Family Child Care

Materials Needed: *To Be a Kid* by Maya Ajmera and John D. Ivanko

Preschool-age children may enjoy participating in Option 2. Their descriptions of experiences with activities shown in the book's pictures may be of special interest to toddlers. Preschool-age children also may want to participate in the suggested Interest Area activity.

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BLOCK 22

Exploring Objects

Cognitive

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers participate in discussion of how to get things clean while washing toys.

Key Concepts
Wash
Sponge
Washcloth

Materials Needed
Sensory table (see Be Prepared)
Assortment of small toys (see Be Prepared)
Water smocks—1 per toddler
Tear-free shampoo
Kitchen sponges—1 per toddler
Washcloths—1 per toddler
Small towels—1 per toddler
2 bowls

Also Promotes
Physical/Health
Social-Emotional

Be Prepared: Secure different types of water-safe toys so toddlers have experiences in cleaning smooth and rougher surfaces, corners, and angles. Put 2–3 inches of warm water in the sensory table with a few drops of tear-free soap or shampoo. Place the toys on a tray.

Invite 2–4 toddlers to join you at the sensory table to wash some of our toys. Present the tray of toys and invite each toddler to take a toy to wash. Encourage toddlers to put their toy in the water and move their fingers around the toy.

After a brief period of toy exploration, present the sponges and invite each toddler to take one. Encourage toddlers to squeeze a sponge when it is dry, put it in the water, take it out of the water, and squeeze it wet. Talk about how the water comes out of the sponge. Then invite toddlers to use the sponge to clean their toy. Encourage toddlers to use their sponge to get all parts of the toy clean. Describe how toddlers are using a sponge, including possible differences in whether a toy is being washed while held above the water or submersed in the water.

Then present the washcloths and invite toddlers to use a washcloth to clean their toy. Collect the sponges in one of the bowls before distributing a washcloth. Again, encourage toddlers to squeeze the washcloth when it is dry, put it in the water, take it out of the water, and squeeze it wet. Talk about how the water comes out of the washcloth. Invite toddlers to use the washcloth to clean their toy. Describe how toddlers are using a washcloth, including whether the toy is being washed in or out of the water and how a toddler is using his/her fingers to move the washcloth. Example: "Sam is using his finger to push part of his washcloth into a hole in his toy."

Collect the washcloths in the second bowl and distribute towels for toddlers to use in drying their toy. You may wish to encourage toddlers to step back a bit from the sensory table while drying their toy. Describe how toddlers are using a towel. Example: "Sam has his toy all wrapped up in a towel. He is using both of his hands to dry the toy. Paige is using her towel to dry different parts of her toy."

Conclude the session by thanking toddlers for working hard to get our toys clean. Briefly summarize what happened, especially how toddlers approached the task of washing a toy.

What to Look For—Option 1

Different approaches to washing and drying a toy are likely to emerge in toddlers' efforts. Offer comments on toddlers' actions without suggesting

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Exploring Objects *(continued)*

Option 1 continued

that toddlers copy a method. The activity does not prescribe a specific way to wash a toy. Toddlers may discover that a sponge and a washcloth can be used to do some different things in washing the same toy.

A toy-washing activity is offered in Block 8, Option 2, with a focus on toddlers sharing items and taking turns, and in Block 13, Option 1 and Interest Area, with a focus on being a helper. While these are important goals in any peer activity, the main focus of the current activity is how sponges and washcloths can be used to clean different types of toys.

More Scaffolding Tips—Option 1

Extra support ■ Remind toddlers that water stays in the table. Encourage toddlers to use paper towels to help clean up spilled water. ■ Explain or remind toddlers that soap helps us get things clean.

Enrichment ■ Offer a second toy to wash if toddlers remain interested.

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BLOCK 22

Exploring Objects *(continued)*

Cognitive

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Object inquiry skills

Toddlers talk about uses of kitchen items in the housekeeping area.

Key Concepts
Cook

Wash

Materials Needed
Dishes

Food toys

Also Promotes
Physical/Health

Social-Emotional



Engage 2–3 toddlers in talk about how we use different parts of the kitchen in your room's housekeeping area. Use a mix of open-ended questions and brief descriptions that build on toddlers' interests and activities in the kitchen. Examples: "What are you cooking?" "How do we use a sink?" Include some attention to cooking and washing dishes, if appropriate. Use gestures frequently. Repeat and build on toddlers' responses and describe their actions. Give attention to the appliances (stove, sink, refrigerator), specific dishes and utensils, and food materials that could be used with an appliance or dishes. Follow toddlers' leads. It is not necessary to pursue discussion of all appliances, dishes, or food items. Provide a brief demonstration of how an item can be used if it appears toddlers are not certain. Invite toddlers to try out your demonstration.

What to Look For—Option 2

Pretend play may involve toddlers using kitchen items in unconventional ways, such as putting animal toys in the oven. The current session is focused on customary uses of kitchen materials. Toddlers are likely to vary in their awareness of how appliances and dishes work. Toddlers' vocabulary skills will largely shape discussions about how appliances and dishes are used in the kitchen. Some toddlers may respond to a question by showing use of an item or pointing. Look for opportunities to provide words for their actions and foster back-and-forth exchanges rather than promote a series of separate question-and-answer segments. Certainly there is potential for a pretend element in the activity, such as pretending to wash dishes in a sink, but the intent is for pretend actions to approximate actual uses of materials.

More Scaffolding Tips—Option 2

Extra support ■ Always point to items you ask about or describe. Provide and repeat names of items. ■ Kneel so you are at toddlers' eye level.

Enrichment ■ Support a play theme, such as preparing a meal for a hungry family, if one emerges during interactions.

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BLOCK 22

Exploring Objects *(continued)*

Cognitive

12–24 Months

Option 3
One-to-One

Skill and Goal
Object inquiry skills

A toddler engages in guided play with toy building tools.

Key Concepts
Fix

Make

Materials Needed
Toy building tools

Building blocks

Also Promotes
Physical/Health

Social-Emotional



Invite a toddler to join you in your room's building area to fix or make something. Present the box of toy building tools and encourage the toddler to hold items of interest. Example: "Look at all of our building tools. What tool do you like (or want) to use?" Talk with the toddler about how the item could be used. Use open-ended questions and expand on the toddler's comments or actions. Example: "You are using the saw to cut a block. What are you making?" Demonstrate uses of tools that seem unfamiliar to the toddler. Give attention to fixing and making. It is not necessary to use each tool. Conclude the session by describing what happened.

What to Look For—Option 3

Watch facial expressions and gestures carefully as part of promoting a back-and-forth exchange with the toddler. Try to use and discuss at least two different tools. If a toddler seems interested in one tool only, such as the hammer, consider ways to introduce a related tool, such as a screwdriver. Talking about and demonstrating use of a tool will be more meaningful to a toddler if it is part of pretend actions in making or fixing something that is familiar.

More Scaffolding Tips—Option 3

Extra support ■ Offer a hammer or a saw if the toddler does not select one from the collection of toy building tools.

Enrichment ■ Support a play theme if one emerges during uses of the toys.

Interest Area

Materials Needed: actual kitchen items

Provide in the kitchen area some actual items that are nonbreakable and easy for toddlers to lift and hold. Select items that toddlers will recognize as real and not typically available for play in your room. Examples: Serving dishes used for lunch in your room or center, muffin tin, spoons. Encourage toddlers to use the dishes in their play. Help several toddlers compare the actual item and its play counterpart in your room by looking and touching.

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Exploring Objects *(continued)*

Family Child Care

Materials Needed: see activity description

Older toddlers and preschool-age children may enjoy participating in Options 2 or 3 or the Interest Area activity. Invite preschool-age children to demonstrate uses of kitchen items in Option 2.

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BLOCK 22

Paying Attention

Self-Regulation

12–24 Months

Option 1
One-to-One

Skill and Goal
Concentration

A toddler watches a caregiver find identical pairs of toy farm animals.

Key Concepts
Same
Different
Look

Materials Needed
Matching pairs of animal figure (see Be Prepared)

Also Promotes
Communication/Language
Cognitive

Be Prepared: Secure 7–9 pairs of identical farm animal figures. One possibility is two sets of Fisher Price Little People Farm Animal Friends®.



BEGIN: [*Invite one toddler to join you at a low table to watch you play a game. Display on the table all animal figures you plan to use in the activity. Put the toy animals in random order, standing up.*]

EXPLAIN: I am going to play a game with these toy farm animals. We have a lot of toy animals. Please help me look carefully at the animals.

[*Encourage the toddler to pick up or touch some animal figures. Say the name of the animal and describe a main characteristic. Example: "You are holding a cow, Xavier. The cow has white spots." Continue this approach for 2–3 toy animals. The intent is to demonstrate how to look carefully at an animal figure.*]

I want to put together the animals that are the same. I need to pay attention to what the animals look like. Here is a cow. Now I want to find another cow.

ACT: [*Put one of the toy cows in front of the toddler. Pick up and then return to the table several other toy animals, but not another cow.*

Pick up a sheep and hold it next to the cow positioned in front of the toddler.]

These animals are different. They do not look the same.

I want to keep looking for another cow. Do you see another cow?

[*Pause for the toddler to respond. If he/she does not identify the second cow, point to the other cow saying "Here is the other cow!" and invite the toddler to pick it up and put it next to the other cow sitting in front of him/her.*

Emphasize the two toys are the same by pointing to and describing basic characteristics of the toy cow.

Next, pick up a toy pig and put it on the table in front of the toddler. Invite the toddler to touch or hold the toy pig as you describe it.]

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Paying Attention *(continued)*



Option 1 continued

Here is a toy pig. Our pig has a curly tail. I am going to look carefully at our other toy animals and try to find a pig that looks like this pig.

[*Pick up several animals but not the pig, one at a time, and hold each next to the pig that is in front of the toddler. Talk about your comparisons. Example: "This animal looks different than our pig. This animal is a horse. A horse and a pig are different animals. They are not the same.*

Invite the toddler to find the other pig. If he/she does not identify the second pig, point to the other pig saying "Here is the other pig!" and invite the toddler to pick it up and put it next to the pig sitting in front of him/her.]

The two pigs look the same. Both pigs have a curly tail. They look the same.

Let's try one more.

[*Pick up a duck and put it on the table in front of the toddler. Invite the toddler to touch or hold the toy duck as you describe it.*]

This is a duck. Our duck has orange feet. Please help me try to find another duck that looks like this duck. We want to look carefully at our other animals.

[*Repeat the steps of looking through the animals and comparing several to the duck. Encourage the toddler to help you look. If the toddler does not identify the second duck, point to the duck for the toddler to pick up and put next to the duck toy sitting in front of him/her. Talk about how the two toys are the same.*]

RECAP: We looked carefully at all of the toy farm animals to find animals that are the same. We worked hard!

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Paying Attention *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Concentration

A toddler practices finding identical pairs of toy farm animals with caregiver guidance.

Key Concepts
Same
Different
Look

Materials Needed
Matching pairs of animal figures (see Be Prepared)

Also Promotes
Communication/Language
Cognitive

Be Prepared: Secure 4–5 pairs of identical farm animal figures. One possibility is two sets of Fisher Price Little People Farm Animal Friends®.



Invite a toddler to join you at a low table to find toy farm animal that are the same. Introduce the toy animals and encourage the toddler to pick up and look at some of the toys. Describe main characteristics of the toys the toddler picks up. It is not necessary to describe all toys. Invite the toddler to help you put all of the toy animals on the table, each standing on its legs.

Put in front of the toddler two toy animals that are different. Ask the toddler if the toys are the same or different. Talk about how the two toys are different. Return one of the two toys to the collection of farm animals and keep the remaining toy on the table in front of the toddler. Invite the toddler to look carefully at all of the toy animals to find a toy animal that is the same as the toy animal in front of him/her. Provide verbal support as needed.

When the toddler puts together an identical pair, talk about how the two toys are the same. Then put the two toys aside. Present another toy animal to the toddler and invite him/her to look carefully at all of the toy animals to find a toy that is the same as the toy animal you gave to him/her. Provide verbal support as needed. Continue this process if more pairs can be formed and the toddler remains interested.

Conclude the session by recognizing the toddler's efforts and describing what he/she did to find toy animals that are the same.

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Paying Attention *(continued)*

Self-Regulation

12-24 Months

Option 3
One-to-One

Skill and Goal
Executive function

A toddler practices finding identical pairs of toy farm animals with minimal caregiver guidance.

Key Concepts
Same
Different
Look

Materials Needed
Matching pairs of animal (see Be Prepared)

Also Promotes
Communication/Language
Cognitive

Be Prepared: Secure 6–7 pairs of identical farm animal figures. One possibility is two sets of Fisher Price Little People Farm Animal Friends®.



Invite a toddler to join you at a low table to play with some toy farm animals. Put in front of the toddler two pairs of toy farm animals: One pair of toy animals that are the same and one pair of toy animals that are different. Example: a pig and a horse, and two cows. Leave some space between the two pairs. Invite the toddler to look carefully at the toy animals and tell which animals are the same. Talk with the toddler about how the two toy animals in the other pair are different. Point to characteristics you describe.

Arrange the toy animals in random order on the table and invite the toddler to put together toys that are the same. If the toddler seems uncertain about what to do, give the toddler a toy animal and ask him/her to look at the other toy animals and try to find a toy that is the same. Offer verbal support as needed. Describe the toy farm animals the toddler puts together and acknowledge the toddler's efforts.

What to Look For—Options 1–3

Look for opportunities to emphasize the concepts of same and different, and avoid saying two items are a "match" without describing why they are a match. Consistently monitor a toddler's actions to determine whether more or less challenge would be appropriate to offer during the activity. The three activity options are sequenced to make it easy to move from one option to another while the activity is underway. Example: If Option 3 seems too challenging for a toddler, promptly incorporate the supports suggested in Option 2. Making an adaptation during an activity can occur seamlessly.

Focus on major characteristics of toy animals, such as shape, to describe how they are the same or different, and avoid using color names as the only distinguishing characteristic of a toy.

The activity options use similar types of toys (farm animals) and therefore are slightly more challenging than prior activities that used different types of objects to promote concentration skills (Blocks 4, 10, and 16).

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Paying Attention *(continued)*

Self-Regulation

More Scaffolding Tips—Options 1–3

Extra support ■ In the opening segment of Option 1, promptly show two identical toy animals when you describe your interest in putting together toy animals that are the same. ■ Use 3–4 pairs of toy animals in Option 1 if you anticipate the suggested 7–9 pairs (a total of 14–18 figures) may be too challenging. ■ To provide verbal support in Option 2 for finding the same toy, point to a toy in the collection and ask whether the animal is the same or different than the animal the toddler is holding. Also, encourage a toddler to hold two animals next to each other in order to look carefully at whether they are the same or different.

Enrichment ■ Remind the toddler that things that look the same are a match.

Interest Area

Materials Needed: see activity description

Identify five different toys that are the same as one or more toys available in your room. Example: an animal figure, a block, a doll, a cup, a spoon. Put the toys on a low table and invite several toddlers to look for another toy in the room that is the same type of toy. Emphasize that the color may be different. Encourage toddlers to bring the toys they find to the table and place them next to the same type of toy. Talk with toddlers about how they looked at many different things during their search and stayed focused on finding one type of toy.

Family Child Care

Materials Needed: toy animals used in Options 1–3

Be Prepared: Place one set of toy animals in different places in your setting.

Offer an adaptation of the Interest Area activity by inviting toddlers and preschool-age children to participate in a scavenger hunt for farm animal figures. Give each child (or pair of children) a toy animal and encourage him/her to find the same type of toy animal somewhere in your setting. Encourage the child to bring the two toy animals to a space you designate. Talk with children about how they looked and found the same type of toy. Emphasize the process of looking and staying focused on finding one type of toy animal.

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BLOCK 22

Exploring Feelings

Social-Emotional

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Awareness of emotions

Toddlers participate in a book sharing focused on ways to calm down when feeling upset.

Key Concepts
Calm down

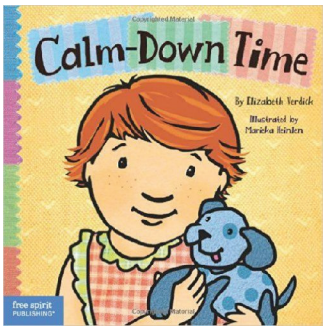
Upset

Materials Needed
Calm-Down Time by Elizabeth Verdick

Also Promotes
Communication/Language

Self-Regulation

BEGIN: [*Invite several toddlers to join you in reading a book about calming down.*]



We are learning how to calm down when we get excited. Remember, we can calm down by taking deep breaths and relaxing our arms.

Our book tells us how to calm down when we feel upset. We can feel upset when we are mad or sad about something.

ACT: [*Show the book cover. Ask toddlers whether the child shown on the book cover looks calm. Talk about why she looks calm.*

Use your own words to expand on the book text while pointing to corresponding aspects of illustrations. Examples:

- *Facial expressions that show what a child is feeling*
- *Wanting to scream or shout when we feel mad or sad*
- *Giving ourselves a hug ("a squeeze")*
- *Getting a hug from someone else*

Explain that "taking care of me" means we do things to make sure we feel good.

Emphasize "in" and "out" when you describe taking deep breaths.

Respond to toddlers' pointing and comments.]

RECAP: We know some ways to calm down when we are excited. Our book told us how to calm down when we feel mad or sad about something. Calming down is a good thing to do when we feel excited or upset about something.

What to Look For—Option 1

Most toddlers will easily connect with the book's focus on calming down. ELM's Self-Regulation activities regularly promote how to calm down after a physically or cognitively exciting activity. The current activity broadens the uses of and approaches to calming down.

Look for ways to emphasize the idea that calming down can be helpful when we feel mad or sad, as well as when we are excited. This session is the first to directly promote the use of calming down when we feel upset. Also look for

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Exploring Feelings *(continued)*

Option 1 continued

ways to highlight calming-down strategies that are mostly specific to feeling upset, such as hugging oneself, crying, and asking someone to hold or hug you.

The emotions of sad and mad are the focus of prior Social-Emotional activities, and reminders or examples of what these words mean may be helpful. Young children are often asked something like, "What are you upset about?" The session is an opportunity to help toddlers connect the feelings of sad and mad to the word upset.

More Scaffolding Tips—Option 1

Extra support ■ Offer a familiar example(s) of feeling mad or sad. ■ Emphasize that it is children (not you) who are saying "1, 2, 3. Take care of me." in the book. Make sure toddlers do not erroneously think "take care of me" means take care of you.

Enrichment ■ Invite toddlers to describe what they see in a picture, especially illustrations of facial expressions.

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BLOCK 22

Exploring Feelings *(continued)*

Social-Emotional

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Awareness of emotions

Toddlers practice some ways to calm down when feeling upset.

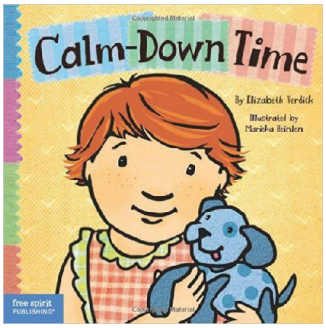
Key Concepts
Calm down

Upset

Materials Needed
Calm-Down Time by Elizabeth Verdick

Also Promotes
Self-Regulation

Communication/Language



This activity is for toddlers who have been introduced to the *Calm-Down Time* book through participation in Option 1 or a similar book sharing. Show the book cover and remind toddlers that the book tells us some ways to calm down when we feel upset (angry or sad). Select book pages that show calm-down strategies you want to emphasize with toddlers in your gathering. Describe the picture while pointing to specifics. Then demonstrate and invite toddlers to practice the strategy. Possibilities include the following:

- Breath slowly: Use a quiet voice to lead toddlers in breathing in and out.
- Ask for a hug: Suggest words a toddler could use to ask for a hug from an adult in your room. Invite a toddler to demonstrate how to ask for a hug. Then hug the volunteer toddler.
- Wrap arms around oneself and give a squeeze: Demonstrate giving yourself a hug and lead toddlers in doing the same. Describe toddlers' actions.
- Gently rock back and forth or side to side: Demonstrate one or both of these movements and lead toddlers in doing the same. Describe their actions.
- Sing a quiet song: Use a simple song that is familiar to toddlers. Invite toddlers to join you in singing the song quietly.
- Describe the calming-down space in your room if you have created one. Visit the space with toddlers and show how it can be used.

Offer frequent reminders of how the strategy can help. Example: "Hugging ourselves can help us feel better inside. We do not need to stay angry or sad. We can do things to feel better." Use a quiet voice throughout.

What to Look For—Option 2

Most of the calming-down strategies described in the book may be new to many toddlers. With the exception of breathing slowly, the strategies are not among the techniques promoted in the Self-Regulation activities focused on calming down after an exciting activity. And saying "in" and "out" while helping toddlers practice slow, deep breathing may be a new experience. Some toddlers may prefer to watch and listen. Positively acknowledge different forms of participation.

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Exploring Feelings *(continued)*

Option 2 continued

More Scaffolding Tips—Option 2

Extra support ■ Prioritize the strategies, so you can focus first on strategies you want toddlers to have an opportunity to practice or watch. Time or toddler interest may be limited.

Enrichment ■ Encourage toddlers to describe book pictures you show. Invite them to tell whether a practiced strategy makes them feel calmer.

Interest Area

Materials Needed: see activity description, *Calm-Down Time* by Elizabeth Verdick

Invite toddlers to gather some items in your room and place them in a temporary designated space that can be used for calming down. Show and describe the pertinent book picture, if appropriate. Encourage toddlers to focus on materials for doing quiet things. Examples: crayons or markers, paper, books, stuffed toy animals such as teddy bears, foam balls for squeezing. Set up the space with comfortable seating. The space does not need to be maintained long term or necessarily used by toddlers. The intent is to help toddlers think about materials that can help us get calm. Carrying the items to the designated space can help reinforce the choices. Talk with toddlers about their selections. If a temporary designated area is not feasible, take several toddlers on a walk through your room and invite them to point to and talk about materials that can help us calm down.

Family Child Care

Materials Needed: Option 2 materials

Preschool-age children may enjoy participating the Option 2 activity. Encourage toddlers to repeat the "1, 2, 3. Take care of me." phrase, offered several times in the book. Preschool-age children are more likely than toddlers to understand the meaning of "take care of me" and will have more experience in saying 1, 2, 3. Use of numbers in the phrase does not pertain to counting.

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BLOCK 22

Moving Our Bodies

Physical/ Health

12–24 Months

Option 1
One-to-One

Skill and Goal
Gross motor development

A toddler practices using a riding toy.

Key Concepts
Hold

Move

Stop

Materials Needed
Riding toy

Also Promotes
Cognitive

Optional Reading
My First Things that Go by DK Publishing

Freight Train by Donald Crews

Cars and Trucks from A to Z by Richard Scarry

BEGIN: [*Invite a toddler to practice using a (riding toy). Help the toddler put a helmet on his/her head, making sure it is securely fastened. Remind the toddler the helmet helps keep our head safe.*]

ACT: [*Kneel in front of the riding toy and hold it steady. Describe your actions and their reasons.*]



I will hold the (riding toy) so it does not move.

[*Point to the riding toy's handle.*]

This is called a handle. Please hold this handle with your hands.



[*Point to or tap the toddler's leg.*]

Now move your leg over the (riding toy).

Now you are sitting on the (riding toy)!

[*Acknowledge the toddler's response. Example: "You have a big smile. I think you are happy sitting on the (riding toy).*]

Do you want to make the (riding toy) move?

[*If the toddler's reply is "no," enthusiastically acknowledge the toddler's accomplishment of getting on the riding toy.*

If the toddler's reply is "yes," explain that he/she can make the toy "go" by moving his/her feet on the floor. If the toddler is on a riding toy with a pedal, help him/her put his feet on the pedal and move the pedal with his/her foot. Touch or tap the child's shoe to give a sensory signal to "push with this foot."

Describe the toddler's actions. Example: "Wow, you are making the (riding toy) go by moving your feet."

If the toddler has difficulty getting the riding toy to move, ask if he/she would like a little push. If the response is "yes," provide a light push to give the toddler a sensation of moving on the riding toy. Encourage the toddler to push with one foot and then the other foot. Some toddlers may be successful using both feet at the same time on a riding toy that does not have a pedal.

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Moving Our Bodies *(continued)*

Option 1 continued

Describe how to <u>stop</u> the toy from moving. Explain that stop means we do not move our legs/ feet. Describe the importance of responding to a verbal request and/or hand signal.

Help the toddler get off the riding toy. Emphasize the importance of not moving the toy when getting off.]

RECAP: [*Briefly describe the toddler's experience on the riding toy. Example: "Devi, you got on the little car and made it move. You got <u>off</u> all by yourself."*]

What to Look For—Option 1

Learning the sequence of skills for moving around on a riding toy may span several days or weeks. It takes time at the toddler's own pace to maintain balance while getting on and off the riding toy while holding the toy still, hold the handle while sitting in a balanced position, and coordinate the use of legs and feet to move the toy.

Generally toddlers learn to ride a four-wheel toy before using a pedal toy. Pushing a tricycle with a toddler who cannot use the pedals is not recommended. Some toddlers may enjoy pushing a riding toy from behind before attempting to get on.

Before learning to manage the pedals, you may see a toddler attempt to move a riding toy forward by moving his/her upper body forward and back, in a rocking motion. Talk with the toddler about his/her interest. Example: "Elijah, it looks like you want the trike to go." Wait for a response. Ask the toddler if he/ she would like help.

Note the activity description includes two places where the toddler is explicitly asked whether he/ she wants to pursue a next step: making the toy move and wanting help in making the toy move. Accomplishing the first step of getting on the toy may be completely satisfying to some toddlers. A toddler may be pleased to simply sit on the toy and watch other toddlers at play. Urging the toddler to begin riding is not suggested. Giving the toddler a light push without his/her okay also is not suggested.

Close supervision is needed with riding toys because most toddlers do not have well-developed spatial understanding of how to avoid bumping into others.

More Scaffolding Tips—Option 1

Extra support ■ Use a hand/arm gesture with your request that the toddler move his/her leg over the riding toy.

Enrichment ■ Add an element of pretend play by taking the role of gas station worker. Toddlers can ride over to you to get gas. It is a nice way for a toddler and caregiver to touch base with one another.

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Moving Our Bodies *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Gross motor development

A toddler practices using a four-wheel riding-toy car.

Key Concepts
Hold

Move

Materials Needed
Riding-toy car

Also Promotes
Cognitive



Help a toddler put on a helmet and secure it. Invite the toddler to get into the riding car. Kneel at the side of the car. Hold the car to prevent it from moving as the toddler gets in. Describe what you are doing.

Steps promoted in Option 1 can be adapted to a car. Give attention to opening and closing the door, keeping the car still while getting in and out, moving legs/feet alternately to make the car move, and making a controlled stop. The actions for moving the riding car are similar to the other riding toys, but the distance between the toddler's feet is not the same.

Support a toddler's interest in pretend play as part of using the car. A toddler may enjoy stopping to talk with you about plans, such as "going to the grocery store" or "driving Mommy's truck."

What to Look For—Option 2

Kneeling at eye level with a toddler fosters good communication. You can easily stabilize the riding toy and talk to the toddler from a kneeling position.

Toddlers are often interested in carrying play materials in the car, by putting them on the seat or holding them as they drive. Your room may have rules about carrying items in the car.

You may notice a toddler doing a lot of looking around while using a toy car. Sitting in and moving around on a riding car gives a toddler a new perspective on the environment and other children at play. A spatial perspective for knowing when and how to avoid bumping into furnishings or people is not generally fully developed at this age. Riding-toy play must be supervised by a caregiver.

More Scaffolding Tips—Option 2

Extra support ■ Remind the toddler why it is important to wear a helmet, and why we hold the car still when getting in and out.

Enrichment ■ Provide verbal support for helping the toddler move the car backwards. ■ Create a barrier for the car rider to go around.

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Moving Our Bodies *(continued)*

Interest Area

Materials Needed: *My First Things that Go* by DK Publishing, *Freight Train* by Donald Crews, *Cars and Trucks from A to Z* by Richard Scarry, vehicle toys

Extend the interest in riding toys by providing a variety of small toy vehicles on a low surface for toddlers to push with their hands. Also, talk with toddlers about pictures in books focused on different types of vehicles.

Family Child Care

Materials Needed: riding toy

Children learn a lot by watching others, and a preschool-age child can help demonstrate proper use of a riding toy in Option 1. Preschool-age children also may enjoy participating in the Interest Area activity.

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BLOCK 23 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

Option 1 (OO) A toddler participates in a drawing activity with caregiver supports for using words for different purposes.

Option 2 (IG) Toddlers participate together in a play dough activity with caregiver supports for communicating item names and their interests.



Cognitive

Solving Problems

Option 1 (OO) A toddler participates in a book sharing about finding a puppy that is hiding.

Option 2 (OO) A toddler participates in a game of finding a toy dog that hides in different containers.

Option 3 (IG) Toddlers participate together in a game of finding a toy dog that jumps around and hides in different containers.



Self-Regulation

Getting Calm

Option 1 (IG) Toddlers watch a caregiver calm down after an exciting activity with a special toy.

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



Social-Emotional

Exploring Feelings

Option 1 (IG) Toddlers participate in movements related to feeling happy as part of a familiar song.

Option 2 (IG) Toddlers participate in movements related to feeling happy and sad as part of a familiar song.



Physical/Health

Using Our Hands

Option 1 (IG) Toddlers practice holding, and then letting go of, a toy vehicle on a ramp.

Option 2 (IG) Toddlers move toy vehicles on pretend roads that include curves.

Option 3 (OO) A toddler plays with toy vehicles and a garage with door locks.

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

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BLOCK 23

Exploring Words

Communication/ Language

12–24 Months

Option 1
One-to-One

Skill and Goal
Receptive language
Expressive language
A toddler participates in a drawing activity with caregiver supports for using words for different purposes.

Key Concepts
Draw
Crayon
Say

Materials Needed
Chunky crayons in assorted colors
White drawing paper

Also Promotes
Social-Emotional
Physical/Health

Optional Reading
My Many Colored Days by Dr. Seuss

BEGIN: [*Invite a toddler to join you at a low table to draw a picture. Give the toddler and yourself a sheet of drawing paper. Put the crayons on the table within easy reach of both of you.*]

EXPLAIN: I am going to draw a picture. You can draw a picture, too. You can draw whatever you want to make with our crayons.

[*Point to crayons.*]

Look at all of our crayons. We have many different colors of crayons.



[*Point to and name some basic colors—such as red, blue, and green.*]

ASK: Which crayon would you like to use first?

ACT: [*Encourage the toddler to select one crayon. Say the name of the color. Example: "You picked a blue crayon. You are going to start drawing with a blue crayon. Let's say 'crayon' together. Crayon."*

Select a crayon and make some marks on your paper. Describe and point to what you are doing. Example: "I am making some lines on my paper. These are called lines. I like to draw lines."

Describe what you see on the toddler's paper. Example: "You put some marks on your paper. There are pretty blue marks on your paper. Let's say together 'blue marks.'"]

ASK: Do you want to want to use a different color of crayon now?

[*If the toddler communicates a nonverbal 'yes,' gently say "You can say the word 'yes.' You can tell me 'yes.' Invite the toddler to take or point to the crayon he/she wants to use next. Say the name of the color.*

If the toddler communicates a nonverbal 'no,' gently say "You can say the word 'no.' You can tell me 'no.'" Describe the toddler's plan to keep using the same color. Example: "You want to keep drawing with the crayon you are using now."]

ACT: [*Explain that you are going to now use a different color of crayon. Say the color of the crayon you pick up. If possible, use a crayon that is near the toddler and invite the toddler to give it to you. Example: "Now I want to use a green crayon. There is a green crayon next to*

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Exploring Words *(continued)*

Option 1 continued

you, Joseph. Would you please give me the green crayon?" Thank the toddler for passing the crayon to you.

Recognize any comments the toddler may offer during the activity. Repeat and expand on what the toddler says.

Offer to put the toddler's words on the back of his/her paper.]

RECAP: We had fun drawing together. We used good colors in our drawings. We talked to each other about the crayons we wanted to use.

What to Look For—Option 1

The use of one or two words is encouraged for different purposes in this activity: for naming an object, describing an action with a crayon, responding to a question, and potentially putting words on a drawing. Toddlers with strong language skills will likely offer far more than one or two words. But the general idea that we use words for different reasons remains the same. Most toddlers are not familiar with the practice of an adult writing a child's words on paper (taking dictation) and are unlikely to say something for you to write. Still, your offer to write some words the toddler says is an informal way to promote the idea that words can be used to tell about something the toddler did.

Some toddlers will enjoy drawing, whereas others may make a few marks and move to a different activity. Toddlers are not expected to draw recognizable shapes or images. Drawing at this age is about experimenting with holding a crayon and making marks on paper. The activity description emphasizes process, not product. There are no questions like "what are you drawing?"

The use of color names in this activity is to support the toddler's emerging understanding that objects have unique names. Young toddlers are aware there are different colors and benefit from hearing color names regularly, but they are not expected to know color names. Avoid letting the activity become a color-naming lesson.

More Scaffolding Tips—Option 1

Extra support ■ Provide 3–5 crayons if you anticipate 7–10 may be too challenging for a toddler to consider. ■ Instead of telling the toddler he/she can tell you yes (or no) in response to your "another crayon" question, simply confirm the nonverbal communication. Example: "You nodded your head 'yes.' You want a different color of crayon."

Enrichment ■ Ask the toddler if he/she would like to take the drawing home.

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Exploring Words *(continued)*

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Receptive language
Expressive language

Toddlers participate together in a play dough activity with caregiver supports for communicating item names and their interests.

Key Concepts
Play dough
Say

Materials Needed
Play dough—1 ball per toddler (see Be Prepared)
Assortment of play dough tools (see Be Prepared)

Also Promotes
Social-Emotional
Physical/Health
Self-Regulation

Be Prepared: Prepare one ball of play dough about the size of a toddler's hand for each anticipated participant. Place the dough on a low table where a toddler can sit or stand to participate. Arrange the age-appropriate tools in the center of the table within reach of all toddlers.



Invite 3–4 toddlers to play at a low table with play dough. Point to and name the play dough and each of the tools. Hold up the tool as you clearly say its name. Invite toddlers to play with the dough in ways they wish. Use the following strategies to promote toddlers' use of words:

- Encourage a toddler to say the name of a tool he/she is using or wants to use. Say the name first and invite the toddler to repeat the name. Example: "Lucia, you are pushing a cookie cutter into your dough. Let's say together, 'cookie cutter.'"
- Offer an example of how a toddler can communicate his/her interests. Example: "You did not want Matteau to take the dinosaur mold, Samuel. You were still playing with it. You can tell Matteau, 'not done' because you are not done using it. Or you could say 'still want' because you still want to use it." Let's try saying together the words 'not done.' 'Not done.'"
- Enthusiastically recognize appropriate language use. Example: "You said 'not done,' Samuel! Now Matteau knows you are not done using the dinosaur mold."
- Repeat and extend a toddler's words. Example: "You said 'doggy,' Suzanne. You want the dog cookie cutter."
- Use an open-ended question to invite a toddler to tell what he/she is doing or plans to do. Example: "You are looking at all of our tools. What are you thinking about doing?"

What to Look For—Option 2

This activity option is slightly more challenging than Option 2 because it involves peers and the potential to communicate with a peer about one's interest in using an item. There also is potential for toddlers to work together with play dough, although this is not an emphasis of the activity. Similar to Option 1, the activity promotes different uses of words, including names of objects.

Play dough is an enjoyable activity for most toddlers. Manipulating play dough provides both a sensory experience and the opportunity to create.

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Exploring Words *(continued)*

Some toddlers may choose to use one or more tools, whereas others may prefer to use their hands. Toddlers may enjoy watching the work and creations of their peers.

More Scaffolding Tips—Option 2

Extra support ■ Provide an alternative creative activity for a toddler who has sensory issues with the texture of play dough.

Enrichment ■ Add items not typically provided for play dough work, such as animal figures to make footprints.

Interest Area

Materials Needed: see Options 1 and 2

Provide the materials used in Options 1 and 2 for smaller gatherings of toddlers to explore. Encourage toddlers to say the name(s) of materials they are using and to tell one another what they are doing with the materials. Remain close at hand so you can incorporate into the setting some of the word-use strategies offered in Options 1 and 2.

Family Child Care

Materials Needed: see Options 1 and 2

Preschool-age children will enjoy Option 1 or 2. If you involve a preschool-age child(ren) in Option 2 with toddlers, ensure there are opportunities for both toddlers and older children to talk. Toddlers benefit from verbal exchanges with older children, including hearing words used by older peers. They also benefit from opportunities to talk with, and be listened to by, adults.

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BLOCK 23

Solving Problems

Cognitive

12–24 Months

Option 1
One-to-One

Skill and Goal
Problem-solving

A toddler participates in a book sharing about finding a puppy that is hiding.

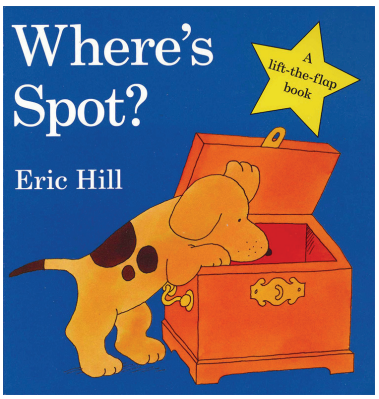
Key Concepts
Hiding

Materials Needed
Where's Spot? by Eric Hill

Also Promotes
Communication/Language
Physical/Health

BEGIN: [*Invite a young toddler to sit next to you to share a book about a puppy.*]

EXPLAIN: [*Show the book cover. Point to pictures you describe.*]



This is a mama dog. She is looking for her baby. The baby is a puppy. The puppy's name is Spot. The mama dog says, "Where's Spot?"

Let's look inside our book and find out what happened to Spot.

ACT: [*Read the text and describe the pictures. Point to images you describe. Use the following strategies to help the toddler focus on finding the missing puppy.*

- *After reading the question on each page, ask the toddler if he/she thinks the puppy is in the location shown on the page. Examples: "Do you think the puppy is behind the door?" "Do you think Spot is in the piano?"*
- *Encourage the toddler to carefully open the book flaps with your help.*
- *After lifting a flap, ask the toddler: "Is Spot hiding in the (hiding place)?" Toddlers enjoy saying "No!"*
- *Say the name of the animal hiding behind each flap and ask the toddler to repeat the name with you. Or, ask the toddler what animal is behind a flap. Repeat the name and elaborate upon the toddler's response. Example: "Yes, a bear is hiding behind the door."*
- *Before turning to a next page, encourage the toddler to say with you: "Where's Spot?"*
- *About halfway through the book, ask the toddler: "Can Mama Dog see Spot?" Explain that Mama Dog does not know where Spot is. That's why Mama Dog is looking in so many different places.*]

RECAP: Our book told us how the mama dog found her baby dog. The baby dog is a puppy named Spot. We looked at pictures of many places where Spot might be hiding. We opened the flaps and found different animals. Spot was hiding in a basket!

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Solving Problems *(continued)*

Option 1 continued

What to Look For—Option 1

Some toddlers may be so eager to open a flap that they quickly move to the flap-opening task without listening to the question. If this occurs, gently place your hand over the flap and remind the toddler that we think about a question before we open the flap. If the toddler seems confused by the concept of "before," explain that first we ask a question, and next we open the flap. Opening the flap gives us an answer to the question.

More Scaffolding Tips—Option 1

Extra support ■ Skip two pages (but not the last three pages, which began with the rug) if the book is too long for a toddler. ■ Show enthusiasm for the book by sharing your surprise when Mama Dog finds an animal, but not Spot, hiding in various places. Ask "Where's Spot?"

Enrichment ■ After the book sharing, ask the toddler if he/she can remember some of the places where Mama Dog looked for Spot. Return to items (pages) mentioned by the toddler as reinforcement of the toddler's memory. ■ On the page with the rug, ask the toddler why Mama Dog thinks Spot is under the rug. (because there is a hump in the middle of the rug) ■ If a toddler seems interested in continuing to look at the book after the initial sharing, encourage the toddler to hold the book while looking at pages of interest to the toddler and talking about the pictures.

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BLOCK 23

Solving Problems *(continued)*

Cognitive

12–24 Months

Option 2
One-to-One

Skill and Goal
Problem-solving

A toddler participates in a game of finding a toy dog that hides in different containers.

Key Concepts
Hide

Find

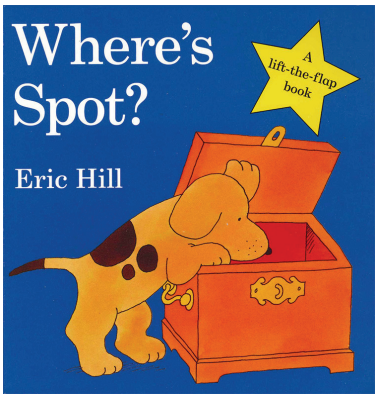
Materials Needed
Where's Spot? by Eric Hill

Soft toy dog

3 large containers of different colors

Also Promotes
Communication/Language

Physical/Health



This is a follow-up activity for a toddler who is familiar with the *Where's Spot?* book from participation in Option 1 or a similar book sharing. Offer this game soon after reading (or rereading) *Where's Spot?* Open the activity by explaining that we have our own dog named Spot that likes to hide. We will try to find Spot.

Use two containers (each a different color) for the first round of the game. Be sure the toddler is watching as you place the toy dog (Spot) in a container. Encourage the toddler to find Spot. Repeat by hiding the toy dog again, either in the same container or the other container, while the toddler watches. Invite the toddler to find Spot.

If the toddler easily finds the toy and remains interested, use three containers (again, each a different color). Hide the toy while the toddler is watching and invite the toddler to find Spot. Repeat if the toddler remains interested. Put the toy into the same colored container each time and rearrange the placement of the containers. Keep the hiding pattern consistent by putting the toy in the same colored container.

What to Look For—Option 2

It is easy to increase the challenge of this activity by adding a third container and moving around the containers. There is cognitive benefit for the toddler in watching you hide (and then find) the toy. Ensure the toddler has his/her eyes on the dog before you put it in a container. Avoid turning the activity into a "don't look while Spot hides" guessing game.

More Scaffolding Tips—Option 2

Extra support ■ Remind the toddler to look at Spot. Point to your eyes when you say "look." You may wish to invite the toddler to point to his/her eyes, too.

Enrichment ■ Use questions to talk with the toddler about how Spot was always hiding in the same container.

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Solving Problems *(continued)*

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Problem-solving

Toddlers participate together in a game of finding a toy dog that jumps around and hides in different containers.

Key Concepts
Hiding

Find

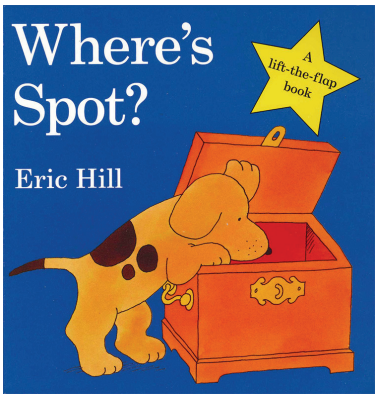
Materials Needed
Where's Spot? by Eric Hill

Soft toy dog

3 large containers of different colors

Also Promotes
Communication/Language

Physical/Health



This is a follow-up activity to the Option 1 book sharing. Invite 2–3 toddlers to play a game of finding Spot (toy dog). Add fun and interest to the game by animating the toy dog. While toddlers are watching, place the toy in a container and encourage toddlers to find it. Repeat the hiding game with a consistent hiding pattern until the toddlers can easily find the toy. Encourage toddlers to take turns removing the "found" toy from the container. Praise toddlers' focus and persistence.

Change the hiding strategy when you observe the toddlers can visually follow the toy and remember where it is hidden. Describe the change. Example: "Now our puppy dog is going to jump to a different hiding place." While the toddlers are watching, put the toy into one container and then move the toy to a second container. After the toy is found, describe what happened. Example: "Spot was hiding in the orange container. Then Spot jumped to the blue container. Watch the puppy jump again!" The activity is intended to be a fun experience for toddlers. Use the same pattern for hiding the toy until the game ends.

What to Look For—Option 3

The involvement of peers and potentially more complex hiding arrangements makes this activity option more challenging than Option 2. The suggested descriptions of the toy's location also add language challenge. Careful monitoring of toddlers' participation and comprehension of your words is essential to a positive experience.

More Scaffolding Tips—Option 3

Extra support ■ Point to containers when you mention each by color. Toddlers do not necessarily know color names. ■ Remind toddlers to look at the toy.

Enrichment ■ Invite the toddlers to hide the toy from you while you watch.

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BLOCK 23

Solving Problems *(continued)*

Cognitive

Interest Area

Materials Needed: soft toy animals

Organize an arrangement of soft animals. Encourage toddlers to hide the animals in the room. Join in the search for the hidden animals. Describe the process of looking. Example: "I wonder if the bear is hiding on the mat. I will look on the mat. No, the bear is not on the mat. I will look in more places."

Family Child Care

Materials Needed: toy dog, basket, toy turtle, cloth, paper, drawing tools

Play a brief book-related game with toddlers to promote their skills in focusing and remembering. Place a toy dog (Spot) in a basket and toy turtle (or similar type of toy animal) under a cloth. Encourage toddlers to find Spot the dog. Switch the animal-hiding places as the toddlers watch.

Older children who are familiar with the *Where's Spot?* book may enjoy creating small drawings behind flaps that open. You can make flaps from paper that is taped to a plain sheet of paper. Encourage children to describe what they are drawing.

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BLOCK 23

Getting Calm

Self-Regulation

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Self-control

Toddlers watch a caregiver calm down after an exciting activity with a special toy.

Key Concepts
Shake
Roll
Calm down

Materials Needed
Oball™ Rollin' Rainstick Rattle

Also Promotes
Communication/Language
Physical/Health

BEGIN: [*Invite several toddlers to join you to find out about a new toy.*]

EXPLAIN: [*Hold up the ball and point to the rain stick inside when you describe it.*]

This toy has different things. Do you see the rain stick inside the ball?



Our toy is also a ball. It can roll on the floor, like this.

[*Roll the ball on the floor back and forth in front of you.*]

This special ball can make different sounds. Do you remember how our rain sticks made different sounds?

Listen closely!

ACT: [*Turn the ball over, allowing the beads to fall slowly down. Touch your ears, encouraging toddlers to listen to the sounds of the rain stick inside.*]

What do we hear? I heard "pitter patter" as the little balls went down, down, down.

Now I am going to do something different with our special ball. I am going to shake it! Let's find out what kind of sound our ball makes when I shake it.

[*Shake the ball for several moments. You may wish to shake it in different ways, such as fast and slow, high and low.*]

Now I am going to roll our ball on the floor again. Listen closely!

[*Roll the ball back and forth on the floor in front of you.*]

Our ball makes a nice sound when it rolls.

I had fun playing with this special ball and listening to the different sounds it can make! I feel excited!

It is time for me to calm down. I am going to put the ball away and rest. Please watch how I calm down.

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Getting Calm *(continued)*



Option 1 continued

[*Put the ball in a separate space, not next to you. Relax your arms. Put your hands in your lap. Take several deep, slow breaths. Close your eyes briefly. Quietly hum or sing a familiar song.*]

RECAP: I had fun playing with the special ball. I got excited moving our ball in different ways and hearing different sounds. Then it was time for me to calm down. [*Describe what you did to calm down.*]

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Getting Calm *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Self-control

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

Key Concepts
Shake
Roll
Calm down

Materials Needed
Oball™ Rollin' Rainstick Rattle

Also Promotes
Communication/Language
Physical/Health



Invite a toddler to join you to play with a special toy. Sit facing the toddler and introduce the ball by rolling it to the toddler. Point out the rain stick inside the ball. Encourage the toddler to shake and move the ball to make different sounds. Offer demonstrations of how to play with the ball, if necessary. Describe the toddler's actions with the ball and draw attention to the sounds made by the ball. Show enthusiasm and excitement for the toddler's play with the ball. After an appropriate period of play with the ball, explain that playing with the ball made us feel excited and now it is time to calm down.

Help the toddler calm down with the following strategies that you also pursue:

- put the ball away
- relax arms and put hands in laps
- take several slow, deep breaths
- close eyes briefly
- quietly hum or sing a familiar song

Conclude the session by describing the fun of playing with a special toy. We felt excited. Then we calmed down. We are sitting quietly. We feel calm.

What to Look For—Options 1–2

Toddlers will enjoy watching you play with this unique toy in Option 1 and interacting with it in Option 2. Some toddlers will focus on the movements they can make with the ball, whereas others may take special interest in the different sounds they hear. Some may prefer to mostly shake the ball and may benefit from your support to try different ways of moving it. Toddlers will also differ in the ease with which they calm down. See the Extra Support tips for ways to help toddlers who may find it challenging to stop shaking or playing with the ball.

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Getting Calm *(continued)*

More Scaffolding Tips—Options 1–2

Extra support ■ If you anticipate a toddler may become too stimulated playing with the ball, limit the amount of time with the ball and give a "soon we will put away the ball" warning prior to transitioning to the calming-down segment. ■ Help a toddler roll the ball by inviting him/her to widen legs and put feet against yours. Roll the ball back and forth for several moments while talking with the toddler about what he/she hears. ■ Invite the toddler to put away the ball by rolling it gently into a box or space you designate.

Enrichment ■ Encourage the toddler to try new ways of moving the ball. Possibilities include: standing up and then sitting down, using both hands and then one hand, or up high and then down low.

Interest Area

Materials Needed: blanket, assortment of sound-making toys

Place 3–4 sound-making toys, such as bells and shakers, on a blanket for toddlers to play with. Encourage toddlers to listen carefully to sounds of different toys. Draw their attention to different ways of moving a toy, such as faster and slower. Invite toddlers to put the toys down and sit quietly with you before moving to a different activity. Offer calming-down prompts, if appropriate. Avoid making available the toy used in Options 1 and 2 until all interested children have had an opportunity to participate in one or both of these options.

Family Child Care

Materials Needed: Oball™ Rollin' Rainstick Rattle

Invite children in your care to sit in a circle with legs wide and feet touching their neighbor. Consider placing older children next to young toddlers. Infants can be a part of the circle by sitting on your lap (the ball is designed for children three months and older). Take turns rolling the ball to each child in the circle and encouraging the child who receives the ball to roll it back to you. Before moving to the next activity, invite children to sit quietly for a few moments to calm down. Use calming-down strategies suggested in Option 1.

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BLOCK 23

Exploring Feelings

Social-Emotional

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Awareness of emotions

Toddlers participate in movements related to feeling happy as part of a familiar song.

Key Concepts
Happy

Materials Needed
Carpet squares—1 per toddler (optional Extra Support tip)

Also Promotes
Communication/Language
Self-Regulation
Physical/Health

Be Prepared: Be familiar with the words and tune of "If You're Happy and You Know It." If you anticipate some toddlers may become overly excited, especially during the suggested "turn around" movement, consider less stimulating actions. See Extra Support tips.

BEGIN: [*Invite toddlers to join you for a fun song.*]

We are going to sing a song we have sung before. Our song is called "If You're Happy and You Know It." We have fun singing this song!

EXPLAIN: Today we will learn some new things to do when we sing about being happy. You can sing with me and do what I do!

ACT: [*Invite toddlers to stand. Lead toddlers in clapping their hands for the first verse. Begin singing the verse slowly, so toddlers have time to watch your movements as they listen to the words. Smile and make eye contact with each toddler as you sing and clap, encouraging them to join you.*

After the first verses (clap your hands), consider the following possibilities or create your own:

- *Turn around*
- *Shout "hooray!"*

Consider repeating a verse/movement. Have fun with the toddlers as you sing together! Acknowledge the participation of each toddler. Example: "You are having fun turning around, Grayson! You are smiling. I think you are feeling happy!"]

RECAP: We had fun singing our song today! We learned some new things to do with our body when we feel happy. We smiled and showed different ways to say we are happy!

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BLOCK 23

Exploring Feelings *(continued)*

Social-Emotional

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Awareness of emotions

Toddlers participate in movements related to feeling happy and sad as part of a familiar song.

Key Concepts
Happy
Sad

Materials Needed
Carpet squares—1 per toddler (optional Extra Support tip)

Also Promotes
Communication/Language
Self-Regulation
Physical/Health

Be Prepared: Be familiar with the words and tune of "If You're Happy and You Know It." If you anticipate some toddlers may become overly excited, especially during the suggested "turn around" movement, consider less stimulating actions. See Extra Support tips.

Invite toddlers to join you for a song we have sung before. Sing the first line of "If You're Happy and You Know It" to remind toddlers of the song. Explain that we will learn some new ways to show we are happy. We also will sing about feeling sad and what we can do if we feel sad.

Sing each verse enthusiastically and demonstrate the movement. You may wish to add other movements, such as "tap your head" for feeling happy. Encourage toddlers to join you. Consider repeating verses and movements. The following order is suggested:

- Happy: clap your hands
- Sad: hug yourself
- Happy: turn around or shout "hooray!"

Conclude the activity by positively recognizing the participation of each toddler.

What to Look For—Options 1–2

Toddlers like this popular song. It is offered often in most early childhood programs and is part of some prior ELM activity plans, although with fewer movements than offered in the current activity. Some toddlers may sing some of the words.

The Option 2 adaptation of the song provides an opportunity for toddlers to practice hugging themselves when they feel sad, a strategy introduced in Block 22. Some toddlers may want to hug you or another adult or a peer in the gathering instead of (or in addition to) themselves. You may wish to add a verse about feeling mad if you have explored this emotion in prior discussions with toddlers. See Enrichment tip.

Some toddlers may prefer to watch and listen. Positively acknowledge all forms of participation.

More Scaffolding Tips—Options 1–2

Extra support ■ Provide a carpet square for each toddler to stand on during the activity. Place the carpet squares evenly and safely apart prior to the activity. ■ In Option 2, remind toddlers that "hug yourself" is something we can do when we feel sad. Hugging (squeezing) our body can help us feel better. ■ Modify the song so toddlers can participate sitting down. Change

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Exploring Feelings *(continued)*

"turn around" to a different simple action such as "wiggle your arms." Alternatively, you may end the song with a final verse that invites the toddlers to sit down. Sing this final verse softly, as a way to encourage toddlers to calm their bodies as they sit on the floor.

Enrichment ■ Invite toddlers to think of new actions or movements, such as "pat your head" when feeling happy or "wiggle your body" when feeling silly. ■ Add feeling mad (angry) with a "stomp our feet" movement before a final verse on feeling happy.

Interest Area

Materials Needed: see activity description, *Calm-Down Time* by Elizabeth Verdick

The attention to feeling sad in Option 2 may be extended to the Interest Area by continuing the Block 22 Interest Area plan of inviting toddlers to gather some items in your room and place them in a temporary, designated space that can be used for calming down. Show and describe the picture of a calm space in *Calm-Down Time*. Provide comfortable seating and encourage toddlers to focus on materials for doing quiet things. As described in Block 22, the space does not need to be maintained long term or necessarily used by toddlers. The intent is to help toddlers think about materials that can help us get calm. Talk with toddlers about their selections. If a temporary, designated area is not feasible, take several toddlers on a walk through your room and invite them to point to and talk about materials that can help us calm down.

Family Child Care

Materials Needed: none

Invite a preschool-age or older child to lead one or more of the verses and movements in Option 2. Engage children in some planning prior to the song by inviting and discussing movement ideas to use in the song. Infants will enjoy watching and listening.

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BLOCK 23

Using Our Hands

Physical/ Health

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Fine motor development

Toddlers practice holding, and then letting go, of a toy vehicle on a ramp.

Key Concepts
Hold

Let go

Roll down

Materials Needed
2 toy ramps

Toy vehicles—2 per toddler

Also Promotes
Cognitive

Social-Emotional

Communication/Language

Optional Reading
My First Things That Go by DK Publishing

Little Blue Truck by Alice Schertle

I am a Dump Truck by Josephine Page

Be Prepared: Set up two ramps with space for you to kneel between them.



Invite 3–4 toddlers to join you to play with cars going down a ramp. Open the session by pointing to and naming the ramps. Demonstrate how to use a ramp in this activity by using one hand to pick up and hold a toy car, place it at the top of the ramp, let it go, and watch it roll down. Then invite toddlers, two at a time, to place a vehicle at the top of the ramp, let it go, and watch it roll down.

Help toddlers keep separate (1) the placement of the vehicle at the top of the ramp, and (2) letting it go. Some toddlers may benefit from your verbal support for each step. Example: "Shaun, now you may let go of your car so it can roll down the ramp. Would you like me to say 'ready, set, go'?" Discourage toddlers from giving the vehicle a push and avoid comparing the two vehicles as they roll. Encourage toddlers to focus on how they use their hand to hold and let go. Example: "You are using your fingers to hold the car. Now your fingers are letting go of the car."



Toddlers who are watching and eager to have a turn may need a reminder of their forthcoming turn. Example: "We are giving Shaun time to hold and let go of his car. You can use our ramp very soon."

What to Look For—Option 1

Emphasizing the separate hand/finger actions involved in this activity—holding/placing the toy vehicle on the ramp and then letting it go—will be a new experience for most toddlers. The activity is intended to foster fine motor skills while providing enjoyment and contributing to self-confidence in manipulating an object that yields an exciting outcome. A prior object-rolling activity (Block 19, Cognitive) focused on problem-solving skills regarding the temporary disappearance of a ball inside a tube and the angle of tubes. Toddlers will be pleased to see the vehicles roll down the ramp in the current activity. Defining the activity as a race, or setting rules, is not suggested.

Some toddlers will be eager to roll a vehicle down the ramp repeatedly. Other toddlers may participate for a short amount of time. While helping toddlers

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Using Our Hands *(continued)*

Option 1 continued

wait for a turn is necessary, establishing an exact turn-taking scheme is impractical. The concept of turn taking takes time to develop.

Some toddlers may be interested in trying to roll other toys down a ramp. This interest might lead a toddler to discover that some toys, such as a soft animal toy, may not slide down a ramp. Consider setting up ramps with small balls as a follow-up activity.

More Scaffolding Tips—Option 1

Extra support ■ Mark spots on the floor for toddlers to stand while two children use the ramps. ■ Say aloud the names of toddlers who are rolling a vehicle and who is next.

Enrichment ■ Vary the length and angle of the ramps. See Block 19, Cognitive Option 2 for ideas.

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BLOCK 23

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Fine motor development

Toddlers move toy vehicles on pretend roads that include curves.

Key Concepts
Drive
Road
Turn

Materials Needed
Toy vehicles—1–2 per toddler (See Be Prepared)
Rug with roads

Also Promotes
Communication/Language

Optional Reading
My First Things That Go by DK Publishing

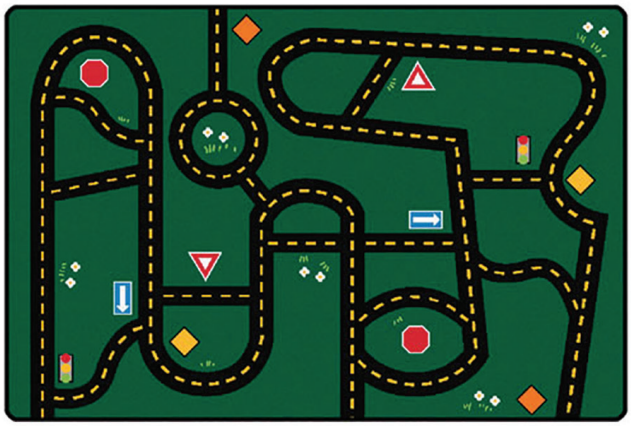
Little Blue Truck by Alice Schertle

I am a Dump Truck by Josephine Page

Be Prepared: Include some vehicles that are the same. Place toy vehicles around the edge of the road rug to create interest in vehicle play.



Sit near the rug and invite 2–3 toddlers to join you on the floor. Point to the lines on the rug and explain these are roads we can use for driving our toy trucks and cars. Point to and describe some curves in a road. Demonstrate moving a toy vehicle on part of a road. Include a turn in your demonstration.



Encourage toddlers to drive a toy vehicle on the roads. Describe each toddler's actions. Example: "Angel, you are turning the little car on the curvy road." Point to the curvy section of road. Talk with toddlers about how the toy vehicles look the same and different. Example: "Diego, I see you picked a truck to drive on the road. It looks the same as this truck." Point to a similar truck. Keep a toy vehicle for your own use when a demonstration seems appropriate.

Draw attention to the presence of peers in the gathering. Examples: "We are playing together." "Playing with friends is fun." When appropriate, suggest a toddler show another child his/her vehicle. You may wish to introduce the idea of sharing vehicles by trading your vehicle with a toddler. Example: "Thanks Diego. You shared a truck with me."

What to Look For—Option 2

Holding and moving a toy vehicle supports small motor coordination. Moving a toy car in a straight line and moving it around a curve or circle require different hand positions. Drawing attention to various details of the road, such as a turns or a roundabout, can help toddlers anticipate different types of movements of a vehicle.

Some toddlers will enjoy moving the toy vehicles along the lines on the rug. Other toddlers may move the vehicles on the floor. Some toddlers will enjoy using their fingers to spin the wheels on the vehicles. Some toddlers will enjoy sorting the vehicles and lining them up on their own.

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Using Our Hands *(continued)*



Option 2 continued

Some toddlers will enjoy finding two vehicles that are the same. Draw attention to features that make the vehicles the same. It is not necessary to teach the color names to toddlers at this age.

At this age, toddlers do not know how to share toys on their own. Support awareness of others by suggesting spaces toddlers can play without bumping others. Facilitate sharing. Your comments about the vehicle play and attention to toddlers' actions will help toddlers maintain interest in the activity.

More Scaffolding Tips—Option 2

Extra support ■ Invite a toddler to sit and play next to you. ■ Demonstrate moving your vehicle on a curve if it appears a toddler is uncertain about how to do this. ■ Facilitate verbal exchanges between toddlers. Example: "Trina is asking you for the bus. Would you like to use the truck now?"

Enrichment ■ Encourage an interested toddler to place two similar vehicles side by side. ■ Provide materials toddlers can carry in the toy vehicles. ■ On another day, add people figures for toddlers to move and use in pretend play.

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BLOCK 23

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 3
One-to-One

Skill and Goal
Fine motor development

A toddler plays with toy vehicles and a garage with door locks.

Key Concepts
In
Out
Turn
Open

Materials Needed
Toy garage with key
3 cars

Also Promotes
Cognitive
Communication/Language

Optional Reading
My First Things That Go by DK Publishing

Be Prepared: The activity is designed for a toddler who has experience manipulating small toys and seems ready to explore the fine motor skills promoted with use of a key.

BEGIN: [*Invite one toddler to explore the garage and cars with you on a low surface or on the floor. Begin the activity with the garage doors open.*



Sit facing the toddler. Point to each garage door while saying its name. Example: "Here is a garage door. Here is a garage door. And here is another garage door. We have a lot of garage doors for the cars!"]

ACT: [*Encourage the toddler to move toy cars in and out of the garage. Draw attention to the garage doors. Wait to introduce the key.*

Describe the toddler's actions. Example: "You took one car out."



Respond to the toddler's inquiry about the key as soon as he/she notices it. Explain that a key locks and unlocks each garage door. Demonstrate how the key works on one garage door. Emphasize as you demonstrate that we turn the key. Then invite the toddler to try using (turning) the key.

Provide time for the toddler to explore the key and lock. Offer verbal support and demonstration as needed and when the toddler nods or says "yes" to your question, "Would you like me to help?" Some toddlers may be interested in trying to operate the key without your assistance.

If you demonstrate use of the key, point out specifics. Show the toddler how you are holding the key. Point to the keyhole. Slowly place the key into the keyhole. Then encourage the toddler to turn the key.

Recognize a toddler's persistence. Examples: "You know the key goes into the hole. You are trying different ways to use the key to open the little door." "You are working hard to open the garage."]

RECAP: You moved cars in and out of the garage. You closed and opened the garage doors. You learned how to hold the key and unlock the little door. You worked hard to put the key into the hole and turn it.

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Using Our Hands *(continued)*

Option 3 continued

What to Look For—Option 3

Some toddlers may be fully focused on moving cars in and out of the garage and manipulating the garage doors. Some toddlers may focus mostly on locking and unlocking the garage doors. Both interests support fine motor development. Toddlers are not expected to develop proficiency with a key and lock. What's important is providing time for an interested toddler to explore and practice. Watch for signs of frustration in working the key, and offer assistance.

Look for parts of a toddler's play that may benefit from your assistance. The parts include the use of one hand for the following steps: holding a key in one hand, putting a key into a lock hole, turning a key to unlock the door, pulling open a garage door, and removing a car. Offer verbal support or demonstration for the part(s) of the task that seems most challenging to a toddler. Example: "Hold the key (this way) and look at the keyhole."

More Scaffolding Tips—Option 3

Extra support ■ Some toddlers may enjoy turn taking with you. Ask the toddler "Would you like me to take one car out, too?" ■ Raise or turn the garage so the toddler can clearly see the lock. ■ A toddler may benefit from a notice that the activity is about to end. Example: "Grace, you may open the garage door a few more times. Then we are all finished. It is almost time for snack."

Enrichment ■ Support pretend play themes that may emerge after toddlers more easily manage the garage doors and locks. Example: A toddler may use the key as a pretend remote control device to open a garage door.

Interest Area

Materials Needed: board books about vehicles, toy vehicles, tape, building blocks, button box, toy keys

Display books about vehicles together in the room. Place some toy vehicles on a low surface for continued play. Tape lines on the floor or low surfaces for toddlers to follow with toy cars. Foster fine motor skills by inviting toddlers to use connecting building blocks as part of creating structures related to vehicle play.

Family Child Care

Materials Needed: toys to hold and shake, nonbreakable dish, toy vehicles, washable paint, paper

In addition to offering Options 1–3, support the fine motor skills of toddlers and preschool-age children by providing toy vehicles that they can drive through washable paint to make tire tracks on paper. Offer age-appropriate toys to infants to hold and shake. Vary the shapes of toys offered to older infants. Also, infants will enjoy taking items out of a nonbreakable dish.

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BLOCK 24 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

Option 1 (IG) Toddlers participate in a book sharing focused on saying goodnight.

Option 2 (OO) A toddler participates in a shared book reading with an opportunity to join a caregiver in saying a key word repeated in the story.

Option 3 (OO) A toddler participates in a shared book reading with an opportunity to point to and say the name of familiar items in pictures.



Cognitive

Exploring Objects

Option 1 (OO) A toddler practices putting a ball in a ball-drop toy and watching the ball fall.

Option 2 (IG) Toddlers practice together in putting balls in ball-drop toys and watching them fall.



Self-Regulation

Focusing and Remembering

Option 1 (OO) A toddler watches how a caregiver matches identical pictures.

Option 2 (OO) A toddler identifies matching pictures with caregiver guidance.

Option 3 (OO) A toddler practices identifying matching pictures with minimal caregiver guidance.



Social-Emotional

Interacting with Others

Option 1 (OO) A toddler participates with a caregiver in open-ended play that includes informal demonstrations of positive social interactions.

Option 2 (IG) Toddlers engage in open-ended play with novel materials, with guided opportunities to notice positive social interactions.



Physical/Health

Moving Our Bodies

Option 1 (IG) Toddlers practice walking, bending, and carrying a small item as part of open-ended play with animal figures in a sensory table.

Option 2 (OO) A toddler practices walking with, and putting items in, a push cart.

Option 3 (IG) Toddlers practice running as part of guided pretend play.

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

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BLOCK 24

Exploring Words

Communication/ Language

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Receptive language
Expressive language
Toddlers participate in a book sharing focused on saying goodnight.

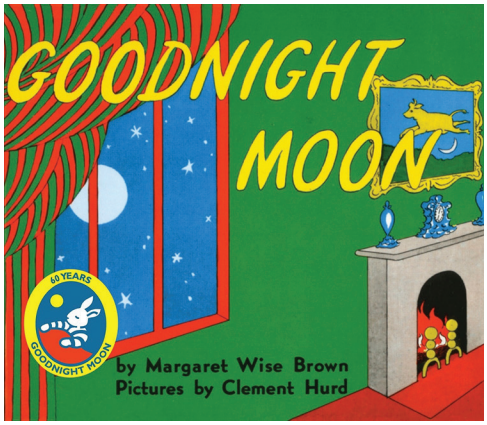
Key Concepts
Goodnight
Moon

Materials Needed
Goodnight Moon by Margaret Wise Brown

Also Promotes
Cognitive

BEGIN: [*Invite several toddlers to join you to read a book. Show the cover of the book. Point to features of the cover picture as you describe each.*]

EXPLAIN: Our book tells us about a bunny going to bed. It is nighttime. It is time for the bunny to sleep.



[*Point to the moon.*]

This is the moon. The sky is dark. Look at the stars in the sky.

We can say goodnight when it is time to go to bed. Let's say "goodnight" together.

[*Encourage the toddler to say "goodnight" with you. You might wish to wave when you say "goodnight."*]

Our book says "goodnight" to lots of different things. Some parts of our book are silly!

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

- *Point to objects you describe and read about, especially items that are the focus of "goodnight."*
- *Invite toddlers to point to familiar pictured objects you name.*
- *Acknowledge and expand on the toddler's comments and pointing. Examples: "Michael, you are pointing to the red balloon and smiling." "You said 'moon,' Alexander. There is the moon! The moon is in the sky."*
- *Help the toddler connect items shown in the book to items in your room or at the toddler's home. Example: "This is a little house. We have a little house in our room. Let's point to the little house in our room."*
- *Spend more time on pages/illustrations that seem to be of particular interest to the toddler.*]

RECAP: Our book said goodnight to lots of different things. Some of the pictures were silly!

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Exploring Words *(continued)*

Option 1 continued

What to Look For—Option 1

The bright pictures and rhyming text make this book an enjoyable experience for toddlers. Toddlers will be familiar with many of the items shown in the pictures. Some toddlers may say the names of some objects, and others may find and point to familiar objects you name.

More Scaffolding Tips—Option 1

Extra support ■ Describe items that may not be familiar to the toddler, such as the traditional telephone, pair of mittens, and bowl of mush.

Enrichment ■ Ask toddlers what they see on each page. Encourage toddler to name or point to the item they are looking at. ■ Incorporate into the book reading a fun task of looking for the young mouse on each colored page. Toddlers may need help with this task.

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Exploring Words *(continued)*

12–24 Months

Option 2
One-to-One

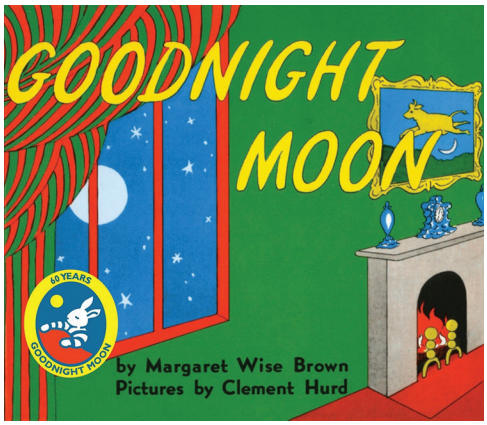
Skill and Goal
Receptive language
Expressive language
A toddler participates in a shared book reading with an opportunity to join a caregiver in saying a key word repeated in the story.

Key Concepts
Goodnight

Materials Needed
Goodnight Moon by Margaret Wise Brown

Also Promotes
Cognitive

Invite a toddler to help you read *Goodnight Moon* by saying some of the book's words with you. Use the strategies suggested in Option 1 plus opportunities for the toddler to repeat or say with you "goodnight" each time it appears in the book, including its title. You may wish to develop a simple cue for when we say "goodnight," such as raising your eyebrows and nodding, slightly raising a finger, or lightly touching the toddler's arm.



Acknowledge the toddler's contribution to the book reading when you conclude the session. Example: "You helped me read our book! You said the word "goodnight." We had fun reading this book together."

What to Look For—Option 2

Some toddlers may promptly begin saying "goodnight," some toddlers may begin saying "goodnight" with you partway through the story, and others may prefer to listen only. It is helpful to accentuate the book's rhyming words and "goodnight" each time it is included in the book text.

More Scaffolding Tips—Option 2

Extra support ■ Offer a gentle second opportunity for a toddler to join you in saying "goodnight" if he/she initially does not pursue your suggestion but seems interested in saying "goodnight" partway through the book. Example: "Maybe you'd like to say 'goodnight' with me. Let's try it. Goodnight."

Enrichment ■ Point to familiar objects in pictures and encourage the toddler to say its name.

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Exploring Words *(continued)*

12–24 Months

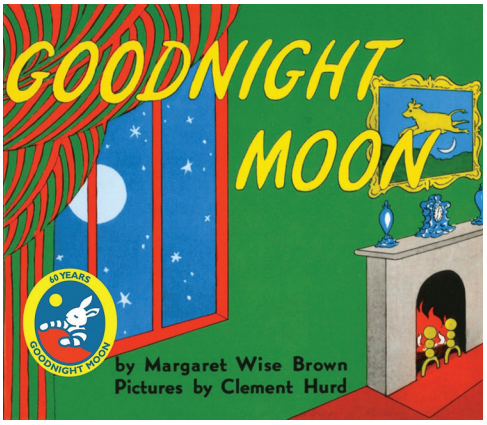
Option 3
One-to-One

Skill and Goal
Receptive language
Expressive language
A toddler participates in a shared book reading with an opportunity to point to and say the name of familiar items in pictures.

Key Concepts
Goodnight

Materials Needed
Goodnight Moon by Margaret Wise Brown

Also Promotes
Cognitive



Invite a toddler to help you read *Goodnight Moon* by pointing to and saying the names of things in pictures. Explain that the book says 'goodnight' to many different things. Encourage the toddler to point to and repeat the names of items the moon recognizes with a "goodnight." Begin with "goodnight moon." Say the text, invite the toddler to point to the moon, and repeat "goodnight moon." Demonstrate if needed. Continue this approach with all pages. Make this a fun and lighthearted activity, and provide assistance if the toddler has difficulty finding the object.

Positively acknowledge the toddler's participation when you conclude the session. Example: "You helped me read our book! You said "goodnight" and pointed to many things in our book. We had fun reading this book together."

What to Look For—Option 3

Some toddlers may prefer to point to items named in the book text but not repeat the names of items. Other toddlers may say names but not point. Both approaches are beneficial. If a toddler prefers to listen only, the strategies suggested in Option 1 may be more appropriate.

More Scaffolding Tips—Option 3

Extra support ■ After the named item has been identified in a picture, point to and talk briefly about other parts of the picture. Emphasize parts of the picture that directly relate to, or offer a contrast with, the identified item. Example: dark sky surrounding the bright moon.

Enrichment ■ Invite the toddler to find and point to less prominent objects in a picture, such as a book or toy giraffe.

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Exploring Words *(continued)*

Interest Area

Materials Needed: *Goodnight Moon* by Margaret Wise Brown (oversized version if available), *Goodnight Moon* picture cards

The picture cards for this activity may be purchased, printed from online sources, or handmade. Place the book open on a low table with the picture cards. Invite toddlers to look at the picture cards, one at a time, and find the same picture in the book. Encourage toddlers to name or describe what they see in the picture. Toddlers will likely need support with this task. Limit the number of cards you make available and rotate them periodically.

Family Child Care

Materials Needed: *Goodnight Moon* by Margaret Wise Brown (oversized version if available)

Using an oversized version of the book can make it easier for children of different ages to look closely at details of pictures. Consider using a combination of the strategies suggested in Options 2 and 3 to share the book, depending on the ages and book experiences of children in the gathering. The contributions of older children can enhance young toddlers' understandings of pictures and words. Infants may enjoy holding a *Goodnight Moon* board book during the activity.

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BLOCK 24

Exploring Objects

Cognitive

12–24 Months

Option 1
One-to-One

Skill and Goal
Object inquiry skills
Problem-solving
A toddler practices putting a ball in a ball-drop toy and watching the ball fall.

Key Concepts
Hole
Fall
Top
Bottom

Materials Needed
Ball-drop toy
Container for balls

Also Promotes
Self-Regulation
Physical/Health

BEGIN: [*Invite a toddler to join you to explore the ball-drop toy. Sit next to the toddler with the toy in front of the toddler. Place a container of balls next to the toy.*]

EXPLAIN: Let's watch our balls go down this special toy!



[*Put one ball at a time in the top hole. Pause so the toddler can watch the ball drop. Then put 1–2 more balls in the top hole, one at a time. Put balls in the container when they reach the bottom of the toy.*]

Would you like to put a ball in our special toy?

[*Encourage the toddler to put 1–3 balls in the top hole, one at a time. Put "dropped" balls in the container. Show excitement about the ball actions.*

Point to parts of the toy you describe as suggested below, including the top and bottom of the toy.]

Let's look closely at how our toy works. We put a little ball in the top hole. The ball falls and goes through another hole. Then the ball falls again and goes through another hole.

Our ball keeps falling and going through holes! The ball starts at the top of our toy and falls to the bottom of our toy.

ACT: [*Encourage the toddler to practice putting balls in the top of the toy. When the toddler is holding a ball above the top of the toy, say "Ready, set, go!" Explain that "go" means we let go of the ball.*

Pause slightly after saying "ready" and "set." Use a playful approach to help the activity remain lighthearted.

Describe the toddler's actions using short, full sentences. Repeat and expand on the toddler's utterances. Example: If a toddler says "fast," respond with "Your ball is going fast."

Bring the activity to a close after about 10 minutes of active exploration. Tell the toddler when he/she is nearing the time to stop.]

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Exploring Objects *(continued)*

Option 1 continued

RECAP: We played with the ball drop. You made our little balls go down, down through the holes!

What to Look For—Option 1

Look for ways to support specific skills involved in this activity:

- holding and releasing the ball at the top hole (fine motor development),
- waiting to act when hearing "go" (self-regulation), and
- awareness of the cause and effect (release ball = ball falls) of actions with the toy (cognitive).

Verbal support and demonstrations are appropriate ways to help a toddler with the above skills. Examples: Demonstrate holding and releasing a ball with your hand. Explain how letting go of the ball in the top hole causes the ball to fall to the bottom of the toy. Practice "ready, set, go" with another toy that can be dropped to the floor or top of a table.

Early awareness of cause and effect can be fostered with simple explanations that emphasize what happens when we do something. Example: "What happens when you let go of the ball?" It is not necessary or appropriate to teach the words "cause" and "effect" to toddlers.

Keep good track of the balls. Typically the balls that come with a ball-drop toy are a special size and other balls will not work.

More Scaffolding Tips—Option 1

Extra support ■ Use 1–2 sections of the toy initially if you anticipate the fully assembled toy may be too challenging to use in an introduction. ■ A toddler may be more comfortable standing to use the toy on a low table. Assist a toddler in assembling the toy if it falls apart.

Enrichment ■ Invite the toddler to put 2–3 balls in the top hole, one immediately after the other. ■ Help or watch a toddler put the toy together, beginning with the bottom section. ■ Take turns dropping balls into the top hole.

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BLOCK 24

Exploring Objects *(continued)*

Cognitive

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Object inquiry skills
Problem-solving

Toddlers practice together in putting balls in ball-drop toys and watching them fall.

Key Concepts
Hole
Top
Bottom

Materials Needed
4 ball-drop toys
Balls—2 per toddler (see Be Prepared)
Sensory table

Also Promotes
Communication/Language
Self-Regulation

Be Prepared: This activity is for toddlers who are familiar with use of a ball-drop toy through participation in Option 1 or a similar activity. Place four ball-drop toys in an empty sensory table (tub) with space on all sides for balls to roll a bit, and for toddlers to have some space for moving around. The balls will be contained in the tub after they roll down the toy. Typically ball-drop toys require balls of a special size that come with the toy.

BEGIN: [*Invite four toddlers to join you to explore the ball-drop toys. Sit at eye level or kneel next to the sensory table. Help a toddler position himself/herself in front of a ball-drop toy. Do not distribute balls until you provide a reminder demonstration, described below.*]

EXPLAIN: [*Provide a brief demonstration and description of how the toy works. Use suggestions in the opening segment of Option 1, including pointing to and naming the holes, and top and bottom of the toy.*]

ACT: [*Distribute two balls to each toddler and invite toddlers to play with the toy in front of them.*

Give attention to each toddler by describing his/her actions. Example: "Devon, I am ready to watch your blue ball! There it goes, down the hole. It rolls down to the lower hole. It keeps rolling down the toy. There it is! Your ball came out at the bottom!"

A toddler may enjoy getting a playful verbal signal to let go of his/her ball. Use the "Ready, set, go!" prompt introduced in Option 1. Kneel next to a toddler who wants this signal and use a quiet voice so other toddlers are not distracted or think a uniform approach to letting go of a ball is expected.

After about ten minutes of active exploration, announce that the game is almost over. Invite toddlers to help you put the balls into a container.]

RECAP: We played with the ball-drop toy. You made lots of balls go down, down through the holes!

What to Look For—Option 2

Watch toddlers' engagement of your demonstration and description of the toy in the opening segment. Even though this segment is intended as review, you may notice signs of confusion in a toddler's facial expressions. Kneel next to a toddler who may benefit from coaching on use of the toy.

A peer gathering offers good opportunity to encourage toddlers to notice what another toddler is doing. There may be spontaneous explorations of the toy—such as letting go of two balls at one time—that you want to draw to the attention of toddlers.

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Exploring Objects *(continued)*

Option 2 continued

The ball-drop toys you use are likely to be the same or similar, but this will not inhibit some toddlers' interest in trying each toy! Facilitate movement around the sensory table. Encourage toddlers to hold two balls and step to the next ball-drop toy to explore.

More Scaffolding Tips—Option 2

Extra support ■ Reassure toddlers there are enough balls. ■ Kneel next to a toddler who needs extra support.

Enrichment ■ In repeated use of the toys, use 1–2 segments only for exploration. Help toddlers add another section(s). ■ Use a raised surface to extend the balls' descent with a tube.

Interest Area

Materials Needed: spinning top, pop-up boxes, water play, pans, boxes, and plastic plates, wooden spoon or child-size mallet, variety of toys in different sizes, large and small dramatic play props

Provide materials that foster the idea of cause and effect, such as a spinning top, pop-up boxes, and water play. Set out a variety of drum-type items, such as pans, boxes, and plastic plates that toddlers can hit with a wooden spoon or a child-size mallet and compare the sounds.

Support exploration of large and small by providing a variety of toys in different sizes in the building area with animal figures and blocks. In the dramatic play area, place props of different sizes. Possibilities include shoes, dishes, dolls, and animals that are both large and small. At playtime, encourage a toddler to compare his/her shoes to your shoes. Some toddlers will enjoy playing with a variety of boxes and experimenting to see which one they can sit in.

Family Child Care

Materials Needed: balls, simple tube (such as oatmeal carton), toddler basketball hoop, cart tubes, mailing tubes, toy cars and animals, dry sensory material

Infants will enjoy dropping a ball into a simple tube, such as an oatmeal carton. Toddlers delight in putting a smaller (8") ball through a toddler-size basketball hoop. Using cardboard craft tubes or sections of mailing tubes will be enjoyable for children interested in block building. Tubes cut along the length make interesting tunnels for toy cars or animals in the building area. Children also enjoy using tubes in a sensory table with dry materials.

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BLOCK 24

Focusing and Remembering

Self-Regulation

12–24 Months

Option 1
One-to-One

Skill and Goal
Executive function

A toddler watches how a caregiver matches identical pictures.

Key Concepts
Look
Same
Different
In
Out

Materials Needed
5-piece wooden knob puzzle (see Be Prepared)

Also Promotes
Cognitive
Physical/Health

Be Prepared: This activity uses a five-piece wooden knob puzzle with a picture under each piece. The activity description assumes the Melissa and Doug® First Shapes Jumbo Knob puzzle is used. Use a five-piece puzzle of your choice, with knobs and pictures under each piece. If a three-piece puzzle is more appropriate for the toddler involved in this activity, adapt the plan described below and see activities with a three-piece puzzle in Block 15 (Self-Regulation).

BEGIN: [*Invite a toddler to join you at a table to watch you match some pictures in a puzzle. Put the fully assembled puzzle in front of the toddler. Sit next to the toddler.*]



Look at this puzzle! The puzzle shows a house. Some of the puzzle pieces are different parts of the house.

EXPLAIN: [*Point to each piece in the puzzle board as you say the name of what is shown. Use a pace that is appropriate to the toddler's engagement of the activity.*]

There is a sun, a tree, a roof, a door, and a window.

I am going to look carefully at each puzzle piece I take out of the puzzle.

ACT: [*Remove and describe pieces, moving from top to bottom or left to right. The plan described below begins at the top.*]

This puzzle piece shows the sun. The piece is round.

[*Trace the shape with your finger. Invite the toddler to trace the shape. While the toddler is holding the puzzle piece, point to the picture of the sun on the puzzle board.*]

Look, here is another picture of a sun! The puzzle piece and the picture on our puzzle board are the same.

[*Encourage the toddler to compare the puzzle piece in his/her hand to the picture on the puzzle board. Emphasize the pictures are the same. Then invite the toddler to put the puzzle piece next to the puzzle.*]

Let's move our finger around the picture on the board.

[*Trace the outlines of the picture on the puzzle board with your finger. Invite the toddler to trace the picture.*

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Focusing and Remembering *(continued)*



Option 1 continued

Continue the above procedure for each remaining piece.]

I looked carefully at all of the pieces in our puzzle. I took all of the pieces out of the puzzle. Now I am going to put the pieces back in the puzzle board.

I am going to start with the piece that shows a tree.

[*Hold the puzzle piece in your hand or invite the toddler to hold the piece. Point to pictures on the puzzle board that you name.*]

I want to find the picture of a tree on our puzzle board. Here is a picture of a window. A tree and a window are different things. I want to find the picture on the puzzle board that is the same as the puzzle piece in my (your) hand.

Look, here is the picture of the tree. This picture is the same as our puzzle piece that shows a tree. I am going to put the puzzle piece on top of the picture that is the same.

[*Put the puzzle piece over its identical picture on the board. Continue this procedure for remaining pieces. Consistently emphasize that the pictures are the same. Examples: "Door and door go together." "Sun and sun go together."*]

RECAP: You watched me work with a puzzle. I looked carefully at each of the puzzle pieces and the pictures on the puzzle board. I put together puzzle pieces and pictures that showed the same thing.

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Focusing and Remembering *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Executive function

A toddler identifies matching pictures with caregiver guidance.

Key Concepts
Look

Same

Materials Needed
5-piece wooden knob puzzle (see Be Prepared)

Also Promotes
Cognitive

Physical/Health

Be Prepared: Secure the puzzle used in Option 1 (a five-piece puzzle of your choice with knobs and pictures under each piece). The activity description assumes the Melissa and Doug® First Shapes puzzle is used. If a three-piece puzzle is more appropriate for the toddler involved in this activity, adapt the plan described below and see activities with a three-piece puzzle in Block 15 (Self-Regulation).



Invite a toddler to join you at a table to work on a puzzle. Put the puzzle fully in front of the toddler. Sit next to the toddler. Talk about what the puzzle shows. Use the following steps, beginning at the top or on the left side of the puzzle and moving down or to the right:

- Invite the toddler to remove each piece from the puzzle board, one piece at a time. Immediately after the toddler removes a piece, encourage him/her to hold the piece, look carefully at the picture and say its name. Promptly offer the name of the pictured item if the toddler does not say its name. Encourage the toddler to move his/her finger around the outside of the piece. Invite the toddler to put the piece on the table next to the puzzle.
- After all puzzle pieces have been removed, encourage the toddler to look at each picture on the puzzle board. Invite the toddler to point to each picture as you or the toddler say the name of the pictured item. Encourage the toddler to trace the outline of the picture with his/her finger.
- Invite the toddler to pick up a puzzle piece, one at a time, and look for the same picture on the puzzle board. Encourage the toddler to put the puzzle piece on top of the same picture on the puzzle board. Emphasize that the toddler is putting together the same pictures.

Conclude the session by recognizing the toddler's effort to put together pictures that are the same.

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Focusing and Remembering *(continued)*

12-24 Months

Option 3

One-to-One

Skill and Goal

Executive function

A toddler practices identifying matching pictures with minimal caregiver guidance.

Key Concepts

Look

Materials Needed

5-piece wooden knob puzzle (see Be Prepared)

Also Promotes

Cognitive

Physical/Health

Be Prepared: Secure the puzzle used in Options 1 and 2 (a five-piece puzzle with knobs and pictures under each piece). If a three-piece puzzle is more appropriate for the toddler involved in this activity, adapt the plan described below and see activities with a three-piece puzzle in Block 15 (Self-Regulation).

Invite a toddler to join you at a table to work on a puzzle. Explain that you will watch and help if the toddler asks you to help. Limit your contribution to occasionally describing the toddler's actions. Example: "You turned the piece that shows the door so it will fit in the puzzle board." Conclude the activity when the toddler has completed the puzzle or loses interest. Recognize the toddler's efforts. Example: "You looked at all of the puzzle pieces, Jonathan. You found where some of the pieces go on the puzzle board."



What to Look For—Options 1–3

The activity options offer more challenge than the puzzle work in Block 15 (Self-Regulation) by using a five-piece puzzle and tracing the outlines of pieces and pictures with a finger.

Monitor the toddler's engagement of each activity option and promptly make adaptations if it appears the task is too challenging or not sufficiently challenging. The three options are sequenced so it is easy to incorporate the strategies of a different option. Examples: Shift to Option 2 if Option 1 seems too basic for a toddler. Shift to Option 2 if Option 3 leads to some frustration or signs of giving up. Also pay attention to whether a toddler may benefit from your verbal guidance for the fine motor actions involved in manipulating puzzle pieces.

The activity options emphasize the process of focusing on basic characteristics of puzzle elements and remembering where puzzle pieces are located in the puzzle. Speed is not important. If a toddler wishes to rush, offer gentle requests to slow down and look carefully. Use the word "match" only if you are confident a toddler understands that match means two (or more) things are the same.

In the opening segment of Option 1, when puzzle pieces are identified while still in the puzzle board, watch the toddler's facial expressions carefully to determine what pace to use in naming and describing each piece. A toddler may have limited familiarity with a pictured item and no awareness of what the item is called. Always repeat the name of what is shown.

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Focusing and Remembering *(continued)*

Self-Regulation

The activity options suggest tracing the outlines of a piece and picture, as noted above, and the puzzle used in the activity description has pieces in different identified shapes. It is helpful for toddlers to be aware of shape differences, but not necessary or appropriate to teach shape names. Shape names are typically introduced when children are 3–5 years of age. Also, avoid saying or emphasizing there are five puzzle pieces. This information is not important to the activity and may distract or confuse. It is not necessary or appropriate to teach counting to toddlers.

More Scaffolding Tips—Options 1–3

Extra support ■ Point to your eyes when you describe looking carefully at puzzle pieces and pictures. ■ In the opening segment of Option 2, when you talk about what the puzzle shows, help the toddler focus by asking a close-ended question. Example: "Does our puzzle show a house or a car?" ■ In Options 2 and 3, provide verbal support for turning a puzzle piece so it fits in the puzzle board. Use a turning gesture with your hand/fingers when you suggest turning a piece. ■ In Options 2 and 3, offer a positive progress report if it appears the toddler would benefit from encouragement. Example: "Look at the pieces you have put in the puzzle board!"

Enrichment ■ You may wish to introduce a second way to match puzzle pieces to pictures shown on the puzzle board. Look carefully at a picture on the puzzle board and search for the corresponding puzzle piece. This is in contrast with the activity description's organization of the task by puzzle pieces. ■ Explain that pictures that are the same are a match.

Interest Area

Materials Needed: several 3- and 5-piece puzzles with knobs and pictures under each piece

Place the puzzles on a low table and invite two toddlers to work together on a puzzle of their choice, taking pieces out of the puzzle board and then putting them back in. Include the puzzle used in Options 1–3. Encourage toddlers to take their time and to look at each piece and corresponding picture. Emphasize that the activity involves finding puzzle pictures that are the same.

Family Child Care

Materials Needed: see activity description

In addition to offering Options 1–3 to toddlers, provide slightly more challenging puzzles to preschool-age and older children. Keep in mind that the absence of knobs on puzzle pieces significantly increases the fine motor challenge of removing and manipulating pieces. Some preschool-age children may enjoy Option 3 or benefit from Option 2.

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BLOCK 24

Interacting with Others

Social-Emotional

12–24 Months

Option 1
One-to-One

Skill and Goal
Social interaction skills

A toddler participates with a caregiver in open-ended play that includes informal demonstrations of positive social interactions.

Key Concepts
Sharing

Play

Materials Needed
Blocks or housekeeping items (see Be Prepared)

Also Promotes
Communication/Language

Be Prepared: Situate this play interaction in blocks, housekeeping, or an area that is of interest to the toddler who participates. Make sure items the toddler likes to play with are fully available. The activity description assumes play occurs in blocks. This is for illustration purposes only.

BEGIN: Would you like to play together in blocks? It is fun to play with blocks. There are neat things we can do with blocks!

[*If the toddler declines, extend your invitation on another day.*]

ACT: [*If the toddler shows interest in playing, ask if there is something he/she would like to build with you. Or suggest a joint activity with blocks that you anticipate would be of interest to the toddler. Example: building a road that each of you drives a separate car on. Engage the toddler in the joint activity only if the toddler shows interest. Follow the toddler's lead.*

If a joint activity is not pursued, play with several blocks in ways that are of interest to you. Encourage the toddler to use the blocks in ways he/she wishes. Use the following strategies at appropriate times during the play activity:

- *Describe what the toddler is doing. Describe what you are doing.*
- *Ask the toddler for help or suggestions in your activity. Example: "I want to build a tower. What blocks should I use? Where should I put my tower?"*
- *Acknowledge the toddler's efforts to interact during the activity. Example: "You gave me two blocks. Thank you. Do you want me to use these blocks for my tower? Do you want me to help you build your tower?"*
- *Demonstrate sharing or turn-taking with a play material or action. Example: "I am going to drive this car around my tower. Do you want to drive this car around your tower, too?"*
- *Provide words for the toddler to use. Example: "You can say, 'I drive car.' This tells me you want to drive the car, too."*

Play alongside or with the toddler as long as time and toddler interest permit.]

RECAP: We had fun playing together in blocks.

[*Briefly describe highlights of the session, especially instances of sharing or joint activity. Thank the toddler for playing with you.*]

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BLOCK 24

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers engage in open-ended play with novel materials, with guided opportunities to notice positive social interactions.

Key Concepts
Sharing

Materials Needed
Dramatic play or housekeeping area

New materials (see Be Prepared)

Also Promotes
Communication/Language

Be Prepared: Add materials that are not typically available in your room and that you anticipate will be of interest to toddlers who participate in this activity. Examples: real food boxes and containers, dress-up clothes such as scarves and hats, or real baby items such as small diapers and bottles.

Invite several toddlers to join you to play in the housekeeping area. Point to or display the additional new items as you describe each with enthusiasm. Suggest some ways toddlers may want to play with new items.

Encourage toddlers to use materials as they wish. The toddlers may engage in a joint activity or, more likely, pursue parallel play. Engage in your own play with several items as a way of informally demonstrating their possible use. Describe what you are doing and what others are doing.

Use the following strategies, as appropriate, to promote positive social interactions:

- Demonstrate sharing an item with a toddler by offering to pass on an item you are using. Example: "Xander, you are watching me use this baby bottle. Would you like to use the baby bottle now?"
- Point out instances of a toddler sharing a play item, especially an item related to another toddler's play. Example: "Hilary gave a doll to Sammy. Sammy is taking some dolls for a ride in a cart. Hilary is sharing her doll with Sammy."
- Encourage toddlers to notice what each other is doing by offering brief descriptions at periodic intervals during the activity. Examples: "Our friend Tenisha is cooking something." "Our friend Samantha is putting on a big hat." "Our friend Hudson is putting a diaper on a baby doll."
- Suggest words for a toddler to use in describing his/her interests. Example: "Hilary, you can say to Sammy, 'I want the doll back after the ride.'"
- Suggest toddlers engage in a shared activity and/or take turns. Examples: "Maybe both of you can put things in the cart. Then you can take turns pushing the cart. I can help you take turns." "Samantha and Xander, you are both playing with an animal figure. Maybe the dog and the cat would like to play together."

What to Look For—Options 1–2

Both activity options involve your careful involvement as a commentator and demonstrator of appropriate social interactions without directing the activity. Build on naturally occurring events or toddler communications during the play rather than impose an example that may disrupt the flow of interactions or activities. The word "informal" in the Option 1 goal statement is important

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to remember as you interact with a toddler. There may be opportunities to use only several of the five comment and demonstration suggestions offered in each activity plan.

More Scaffolding Tips—Options 1–2

Extra support ■ Limit the number of play materials in both options. Offering too many items may make it difficult for toddlers to make choices and move forward with play. ■ Acknowledge a toddler's efforts to communicate displeasure with something, or a wish to stop doing something, or not do something. Example: "You are shaking your head 'no.' You don't want to play with the car I put near your blocks. You can say 'no' and give me the car."

Enrichment ■ Invite a toddler to secure (or you help secure) an available material in your room that the toddler mentions during play.

Interest Area

Materials Needed: see activity description

Provide opportunities for toddlers to continue play actions from Option 1 or 2. Arrange materials in an inviting manner. Toddlers may wish to involve other peers in the activity or pursue an interest triggered during the activity with you. In contrast with your direct involvement in Options 1 and 2, stay nearby as an observer of play and offer comments about positive social interactions as appropriate.

Family Child Care

Materials Needed: see activity description

Options 1 and 2 are highly appropriate for older toddlers and preschool-age children. You may wish to emphasize use of language with older children, including examples of complete sentences and words that can help children interact well with others.

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BLOCK 24

Moving Our Bodies

Physical/ Health

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Gross motor development
Fine motor development
Toddlers practice walking, bending, and carrying a small item as part of open-ended play with animal figures in a sensory table.

Key Concepts
Bend
Carry
Walk

Materials Needed
Animal figures—2–3 per toddler
Containers
Shredded gift bag paper
Sensory table

Also Promotes
Communication/Language

Be Prepared: This activity is for toddlers who are new to walking. Place in the sensory table shredded paper and containers to serve as pretend animal homes. Arrange animal figures on the floor, about 3–4 toddler steps from the sensory table.

Invite several toddlers who are new to walking skills to play at the sensory table with the paper and containers. Kneel next to the sensory table. Toddlers may enjoy filling a container with the shredded paper. Promote back-and-forth interactions with each toddler.

Draw attention to the animal figures on the floor. Encourage toddlers to walk to the collection of animal figures, bend at the waist to pick up a toy animal, and carry it to the sensory table. Encourage toddlers to repeat this task so each has another gross motor practice opportunity. Encourage toddlers to show and/or tell you about animal figures they carry to the sensory table. Say the name of each animal. Example: "Latisha, you put a cow in the paper."

Point to a container and ask if it could be a home for the animal or a food dish. Follow a toddler's lead as you interact. Describe toddlers' actions with the play materials, including uses of their hands and fingers to hold and manipulate materials. Example: "Sam, your fingers are working hard to make a bed for your toy lamb."

What to Look For—Option 1

Balance and coordination are required for walking, bending, carrying, and standing while working with small items at the sensory table. Experienced walkers take these skills for granted, but toddlers who are new to walking benefit from practice opportunities that can strengthen balance, coordination, and confidence. Standing while moving hands and arms is more challenging than standing still. The activity option combines gross and fine motor skills practice as toddlers hold and manipulate small items while standing and moving.

More Scaffolding Tips—Option 1

Extra support ■ Walk with toddlers to the collection of animal figures to provide verbal support for bending, picking up, and carrying an animal figure to the sensory table. ■ Kneel next to a toddler to offer quiet coaching on what he/she might do with items in the sensory table.

Enrichment ■ Support play themes that might emerge among toddlers as they create homes for the animal figures.

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BLOCK 24

Moving Our Bodies *(continued)*

Physical/ Health

12–24 Months

Option 2
One-to-One

Skill and Goal
Gross motor development

A toddler practices walking with, and putting items in, a push cart.

Key Concepts
Cart
Push
In
Out

Materials Needed
Cart or similar toy (see Be Prepared)
Weight item for cart (see Be Prepared)
Doll or similar toy

Also Promotes
Cognitive
Communication/Language

Be Prepared: This activity is for a toddler who is new to walking. Use a toddler-size cart or other wheeled toy that can be pushed from behind. The activity description assumes a cart is used. Add weight to the cart to prevent it from slipping away from a toddler. One gallon of water in a sealed jug is about the right size and weight for a toddler-size cart. You may wish to fashion a weighted bag for the bottom of the cart using sand or other material.

BEGIN: [*Identify a toddler who will benefit from support in walking. Invite the toddler to join you in looking at a cart. Point to the cart's handle bar when you describe it. Align the cart in front of the toddler so he/she does not need to step backwards or turn around.*]

EXPLAIN: This is a cart you may push in our room. We put our hands here to push the cart. This is called a handle. The cart will move when you walk.

We use a cart to carry something. We put things in this part of the cart to carry.

[*Point to the cart's basket. Then put a doll or similar toy in the cart.*]

The baby doll is in the cart. You can push the cart now. Then you can find something else to carry in the cart.

ACT: [*Guide the toddler to push the cart in an open area where he/she can move the cart without barriers.*

Walk next to the toddler if you anticipate support is needed. Describe the toddler's actions. Example: "You are pushing the cart."

After a brief period, ask the toddler to stop pushing the cart so he/she can put something different in the cart.]

I am taking the doll out of the cart.

Now our cart is empty. What would you like to put in the cart?

[Wait for the toddler's response. After the desired item has been determined, encourage the toddler to push the empty cart to the location of the item. Recognize the toddler's action of putting the item in the cart. Example: "You picked up a toy bear and put it in the cart."

Encourage the toddler to push the cart to a destination of his/her choice. If the toddler seems confident, remain seated and offer supportive comments. Examples: "You are giving the bear a ride!" "You are pushing the cart all by yourself."]

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Moving Our Bodies *(continued)*



Option 2 continued

RECAP: [*Describe the toddler's experience with the cart. Emphasize his/her actions, including pushing the cart and putting an item in the cart.*]

What to Look For—Option 2

Using a push toy helps a toddler develop strength and balance that support walking skills. Holding onto a cart may enable a toddler to walk farther than he/she could unsupported. Perception skills are strengthened as a toddler walks from place to place in the room or outdoors.

Pay attention to a toddler's maneuvering of the cart. He/she may need help in understanding how to adjust the direction of the cart to avoid bumping another child or barrier.

Once a toddler figures out how to manage a cart, he/she will enjoy independently adding items to a cart and pushing it around a play area. You may see the beginning of early pretend play.

More Scaffolding Tips—Option 2

Extra support ■ Place your hand on the cart for added support in the opening segment of the activity when the toddler is first exploring how to push the cart. ■ Encourage the toddler to push the cart on carpeting or grass if the toddler has difficulty controlling the cart on a hard surface.

Enrichment ■ Point to and name the wheels of the cart. Explain that the wheels help the cart move. ■ Encourage the toddler to repeat the activity daily to increase strength and balance. ■ Provide a variety of play materials for toddlers to place in the cart. ■ Provide several carts for toddlers to use in pretend play. ■ Provide other push toys, such as a car with handholds in the rear.

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Moving Our Bodies *(continued)*

Physical/ Health

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Gross motor development

Toddlers practice running as part of guided pretend play.

Key Concepts
Run

Stop

Materials Needed
Blanket or soft mat large enough for several toddlers

Also Promotes
Self-Regulation

Cognitive

Communication/Language

Optional Reading
When the Elephant Walks by Keiko Kasza

Let's Play by Gyo Fujikawa

Where is Peter Rabbit? by Beatrix Potter

Be Prepared: This activity is designed to provide support for running and practice for toddlers who can run independently. Running skills generally develop between 18–24 months of age. Invite a toddler who has not been observed running to carry objects in a pushcart (Option 2) or participate in an achievable gross motor task of interest.

In this activity, toddlers pretend they are little bunnies or mice as part of a story you help them enact. Choose one of the two story options offered in the plan below or create a simple story of your own.

Invite several toddlers who have begun running to join you for a game outdoors or in an indoor space intended for gross motor play. Ask the toddlers to help you place the blanket or mat on the floor or ground. Explain that our blanket is the home of little bunnies (or mice).

The activity has three distinct parts:

Part One: Sit on the blanket with the toddlers. Tell a brief, simple story in your own words that the toddlers can easily understand. Use your voice to create interest in the actions.

Story Option 1: Little Bunnies

Peter and other bunny friends leave their home to find tasty carrots in a garden. The rabbits enter the garden and find delicious carrots. The bunnies begin eating carrots. All of a sudden they hear the gardener shouting! The gardener shouts at the bunnies, "Do not eat my carrots! Go away rabbits." The bunnies all run back to their home. The bunnies stop. (This is a modification of the story of *Peter Rabbit* by Beatrix Potter.)

Story Option 2: Little Mice

Little mice lived in a red barn. At night the mice quietly crept out of their home to find tasty treats. They looked all around and found bits of food. The mice heard a "meow" sound! The little mice see a big cat! They ran away from the cat, back to the safety of their home. Once inside their home, the mice stop.

Part Two: Invite the toddlers to go with you to find tasty treats. Leave the blanket. Describe this part of the story again. Example: "Here we go out into the field to look for food. We are little mice looking and looking. We are little mice eating some food."

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Moving Our Bodies *(continued)*



Option 3 continued

Part Three: Announce we must run back to the blanket and stop. Example: "Oh dear, there is a big cat. The cat wants to chase us. Let's run to our home on the blanket." Run with the toddlers. Announce the stop. "Now we are home. We stop running." Emphasize the word stop.

Run with the toddlers. Avoid creating competition, such as telling which child got home first. Repeat the activity if time and toddler interest permit.

Give a clear signal the running game is finished. Engage toddlers in a calming-down activity by suggesting the little bunnies (or mice) rest on the blanket. In a quiet voice, encourage toddlers to relax their arms and legs, take several slow, deep breaths, and close eyes briefly. You also may wish to help toddlers look at books while sitting on the blanket. See Optional Reading possibilities.

What to Look For—Option 3

Children at this age enjoy simple games of pretend guided by a familiar adult. Games with a little drama that incorporate running are fun and can satisfy toddler's need to extend gross motor skills.

Your role is to tell a brief story and facilitate safe movements while adhering to the structure of the activity: (1) we sit on the blanket and listen to a story, (2) we leave our house (blanket) and pretend to go looking for tasty treats, (3) we run back to our house, and (4) we stop.

Remember you are one of the little bunnies (or mice). Avoid becoming (or allowing another child to become) the farmer or big cat that chases the toddlers. It takes time and unpressured practice for toddlers to develop steady, balanced running.

There may be a few falls as toddlers run. Offer support for a toddler who falls. Stay close as the toddler gets up. Acknowledge the fall with kind and simple words, such as "You fell down." Encourage the toddler to try again. Avoid dramatic reactions to toddlers' falls.

More Scaffolding Tips—Option 3

Extra support ■ Stay near a toddler who may benefit from your quiet coaching. ■ Give little reminders about where to stop. ■ Limit or reduce the play area where the game is played.

Enrichment ■ Add props to represent the carrots or food the bunnies (or mice) find.

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BLOCK 24

Moving Our Bodies *(continued)*

Physical/ Health

Interest Area

Materials Needed: small balls, blocks, push toys, markers and large paper, items to manipulate in the sensory table, *When the Elephant Walks* by Keiko Kasza, *Let's Play* by Gyo Fujikawa, *Where is Peter Rabbit?* by Beatrix Potter

Throughout the week foster gross motor skills and emphasize words associated with actions, such as stand, walk, run, push, and carry. Provide several small balls or blocks that you encourage toddlers to walk to and then bend to pick them up. Encourage toddlers to carry the items to a destination you name. Encourage use of push toys to transfer blocks and other play materials to the building area. Demonstrate placing blocks into the cart and moving them to a building site. Encourage practice in standing by offering an activity, such as making marks on paper or cardboard boxes or manipulating items in the sensory table. Place a basket of books on the floor next to a comfortable sitting area.

Family Child Care

Materials Needed: push toys, grocery cartons, paper bags, cones, *Gingerbread Man* by Jim Aylesworth, *I Went Walking* by Sue Williams, *Autumn Walk* by Ann Burg

Enhance the dramatic play area with grocery store cartons, boxes, and several paper bags. Toddlers and preschool-age children can use the pushcart and practice walking while carrying objects from a pretend store.

Outdoors, arrange colored cones in an open area. Lead preschool-age children on a walking or running course. Some of the children may enjoy a game of *Walk and Stop*. Designate a circle for children to walk around. Create a tune for singing the following action words:

Walk and walk and walk and walk.
Walk and walk and walk and stop!

Share the suggested books with toddlers and preschool-age children in one-to-one or small gatherings.

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BLOCK 25 Options to Promote Learning 12–24 Months



Communication/ Language

Exploring Words

Option 1 (OO) A toddler participates in a wordless book sharing focused on a dog taking care of a baby.

Option 2 (OO) A toddler helps a caregiver tell a story shown in a wordless book's pictures.



Cognitive

Exploring Objects

Option 1 (OO) A toddler explores putting different basic shape items in the corresponding holes of a shape sorter.

Option 2 (OO) A toddler explores finding pegs of the same shape and stacking them on a pegboard.

Option 3 (IG) Toddlers hold a block and find an outline drawing of the shape of the block on a large piece of white paper.



Self-Regulation

Focusing and Paying Attention

Option 1 (IG) Toddlers watch and help a caregiver put together items of the same color.

Option 2 (OO) A toddler puts together items of the same color with caregiver support.



Social-Emotional

Interacting with Others

Option 1 (OO) A toddler participates in pretend play with a caregiver focused on a dog and a baby.

Option 2 (IG) A toddler participates in pretend play with a caregiver focused on a dog and a baby.



Physical/Health

Using Our Hands

Option 1 (IG) Toddlers use their hands to make marks on a stationary bag of paint.

Option 2 (IG) Toddlers engage in finger painting.

Option 3 (IG) Toddlers use paintbrushes to mix different colors of paints on a tray.

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

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BLOCK 25

Exploring Words

Communication/ Language

12–24 Months

Option 1
One-to-One

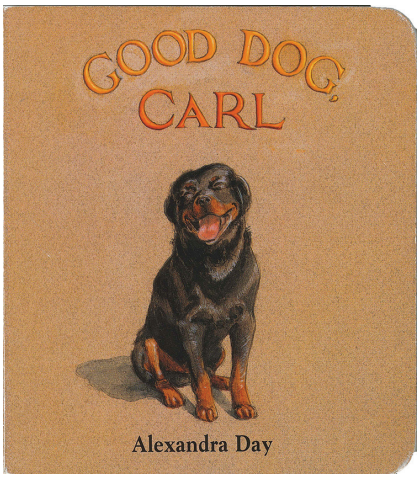
Skill and Goal
Receptive language
Expressive language
A toddler participates in a wordless book sharing focused on a dog taking care of a baby.

Key Concepts
Words
Pictures
Story

Materials Needed
Good Dog, Carl by Alexandra Day

Also Promotes
Cognitive

BEGIN: [*Invite a toddler to join you to read a book. Sit close to the toddler, show the cover of the book, and point to the dog on the cover.*]



Our story is about this dog. The dog's name is Carl.

[*Open to the first page and point to words as you read them.*]

The words on this page tell us what the book is about. I am going to read the words on this page.

EXPLAIN: I just read some words in our book. But our book is special. Our book does not have a lot of words for us to read. The pictures in our book tell the story. We will use our own words to talk about what is happening in the pictures.

ACT: [*Use a conversational style to tell the story. Describe what is shown in pictures that contributes to the story. Example: "The mom in our story is wearing her coat. She is carrying her purse. The mom is going somewhere."*

Point to features of pictures you name or describe. Example: "Oh no, the baby is swimming in the fish tank! A fish tank is where fish live. Do you see the fish swimming with the baby?"

Pause on each page so the toddler can look closely at an illustration. Respond to the toddler's gestures or vocalizations.

Say the names of objects shown in pictures and offer brief descriptions of objects you highlight. Example: "Carl and the baby are opening the refrigerator door. A refrigerator keeps food cold." Also, see above example of describing a fish tank.

Ask questions aimed at keeping the toddler engaged in the developing story. Example: "Uh oh, look at the mess Carl and the baby made! What do you think Carl is going to do next?"]

RECAP: The pictures in our book told us a story about a baby and a dog. The dog's name was Carl. Carl took care of the baby when the mom was away. The baby and Carl did a lot of different things. This was a silly story!

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Exploring Words *(continued)*



Option 1 continued

What to Look For—Option 1

One of the challenges in telling a wordless picture book story is to make sure each picture is described in a way that contributes to the story line. The absence of text puts full responsibility on the storyteller to help the listener make sense of the plot and characters. It is appropriate and beneficial to talk about features of pictures that do not directly contribute to the story's development. This is a good way to respond to a child's interests and to promote vocabulary knowledge. At the same time, it's important to remember a toddler will appreciate your help in connecting one picture to the next, so the sequence of events can be easily followed. Look for signs that a toddler understands what is happening in a picture before moving to the next one.

A wordless book offers an opportunity to promote a toddler's awareness of the difference between pictures and print. This important literacy understanding develops over time. The current activity's opening segment suggests how to explain the source of words you offer in the book sharing.

More Scaffolding Tips—Option 1

Extra support ■ Invite the toddler to talk about a dog he/she knows or has known. ■ Encourage the toddler to point to familiar pictured objects you name.

Enrichment ■ At the end of the story, invite the toddler to help you remember what happened first, what happened next, and how the story ended.

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BLOCK 25

Exploring Words *(continued)*

Communication/ Language

12–24 Months

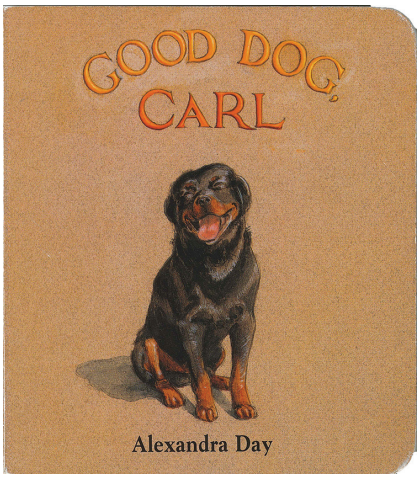
Option 2
One-to-One

Skill and Goal
Receptive language
Expressive language
A toddler helps a caregiver tell a story shown in a wordless book's pictures.

Key Concepts
Words
Pictures
Story

Materials Needed
Good Dog, Carl by Alexandra Day

Also Promotes
Cognitive



Invite a toddler to help you tell the story of a dog and the things the dog does. Show the book cover to the toddler. Explain that most of the pages in the book do not have words that tell the story. But the pictures show us what happens. We can look at the pictures and talk about what we see. Show some of the book pages to demonstrate there are no words.

Read the words on the first page of the book as you point to each. Then show some of the subsequent pages of the book to demonstrate there are no words. Turn to the next page. Pause for the toddler to look closely at the illustration. Then use a relaxed, conversational style to describe what you see in the picture. Use short sentences. Avoid saying too much about the picture. Focus on the dominant images and action in the illustration. The intent is to demonstrate how you and the toddler can approach each picture.

On the next page, encourage the toddler to describe what he/she sees after a brief pause that gives the toddler time to look at the illustration. Examples: "What is happening in this picture?" "What do we see in this picture?"

The toddler's response may be a single utterance or a pointing. Build on the response by repeating and then elaborating on the toddler's utterance or describing what the toddler pointed to.

Use the toddler's responses to a picture as a possible opening for encouraging toddler talk. Example: "You are laughing at this picture. What is making you laugh?"

Include yes-or-no questions that can help the toddler focus on a specific aspect of the story. Example: "Do you think the baby is having fun riding on the dog's back?"

In addition to asking picture-specific questions, consider asking the toddler what he/she thinks might happen next.

Pause each time you turn to a new illustration so the toddler can look at what is happening. Encourage the toddler to contribute to your shared talk about each illustration by asking an open-ended or yes-or-no question or pointing to an item you name.

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Exploring Words *(continued)*



Option 2 continued

Conclude the session by enthusiastically recognizing the toddler's contribution to telling the story. Example: "We looked at pictures. We talked about what was happening. It was fun to tell the story together."

What to Look For—Option 2

This book sharing is driven in part by the toddler's language skills. Anticipate one- and two-word utterances, gestures, and pointing that you can build on to support the toddler's active participation and emerging word knowledge. This activity option is intended to promote a higher level of toddler participation in the book sharing than Option 1. Toddlers who are familiar with the book through participation in Option 1 or a similar book sharing may find it easier to engage in the current approach than toddlers who do not know the basics of the story.

More Scaffolding Tips—Option 2

Extra support ■ If your invitations to actively participate on each page seem too challenging for a toddler, promptly transition to the Option 1 strategies and then invite the toddler to revisit the book with you several days later. Familiarity with the book's story line and illustrations may prompt a toddler to want to retell the story to you.

Enrichment ■ Invite the toddler to hold the book and turn the pages.

Interest Area

Materials Needed: Wordless picture books—such as *Good Dog, Carl* by Alexandra Day (Options 1 and 2 book), *Carl Goes Shopping* by Alexandra Day, *A Ball for Daisy* by Christopher Raschke

Encourage toddlers to look at wordless picture books, including the *Carl Goes Shopping* book about the main character of the Options 1 and 2 book. The pictures in wordless books are engaging in their own right. Toddlers can often figure out the basics of a story by looking at the pictures in a wordless book independently. Enhance toddlers' experiences with the books by asking questions and offering comments about pictures and the story line, and encouraging toddlers to tell you about pictures.

Family Child Care

Materials Needed: see activity description

Invite a preschool-age child to participate in Option 2 and a school-age child to be the storyteller in Option 1 with a toddler. Reading two books about Carl may be of particular interest. An infant will enjoy listening to and watching peers engaged in a book sharing while holding a soft toy.

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BLOCK 25

Exploring Objects

Cognitive

12–24 Months

Option 1
One-to-One

Skill and Goal
Object inquiry skills
Problem-solving

A toddler explores putting different basic shape items in the corresponding holes of a shape sorter.

Key Concepts
Sorter
Hole
Shape
In

Materials Needed
Shape sorter

Also Promotes
Communication/Language
Physical/Health
Self-Regulation

Be Prepared: Select four simple shapes from the shape sorter for the toddler to use. Refer to the items as shapes during the activity. The activity promotes awareness of differences in shapes but does not teach shape names. Shape names are introduced when children are 3–5 years of age.

BEGIN: [*Invite a toddler to join you to work with a shape sorter. Sit facing the toddler and arrange four shape pieces close to him/her. Point to the sorter and to shapes as you describe each.*]

This is called a sorter. Our sorter has different kinds of holes. Let's use our finger to go around some of the holes.

[*Trace the outline of several holes with your finger. Encourage the toddler to do the same. Point to two contrasting holes to show how the holes are different. Example: "Look at this hole. It is round. Look at this hole. It is straight. It is not round."*]

These are called shapes. We have different kinds of shapes. Let's use our finger to go around some of the shapes.

[*Trace the outline of several shapes with your finger. Encourage the toddler to do the same. Point to two contrasting shapes to show they are different. Example: "Let's feel this shape. It is round. Now look at this other shape. It has points on it. Let's feel the points."*]

EXPLAIN: Each shape goes in a different hole in our sorter.

[*If the toddler has limited experience with a shape sorter, hold a simple shape above its respective hole. Put the shape in the hole if you anticipate the toddler would benefit from a demonstration.*]

We want to put all of the shapes in the sorter. Each shape will go in one hole only.

ASK: What shape do you want to use first?

Do you see a hole on our sorter that you think your shape will go in?

ACT: [*Provide quiet time for the toddler to take the lead in finding a hole that matches his/her selected shape.*

Offer just enough assistance for the child to be successful, using one or more of the following strategies:

- *Turn the sorter to the hole corresponding to the toddler's chosen shape so it can be seen.*

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Exploring Objects *(continued)*

Option 1 continued

- *Encourage the toddler to try out ideas, including attempts to place a shape in a hole that does not work. Acknowledge the toddler's good try!*
- *Congratulate the toddler's success when he/she puts the shape in a matching hole.*

Encourage the toddler to select and find a hole for each of the remaining three shapes, one at a time. Provide support as needed.

Repeat the task if the toddler is interested. Involve the toddler in removing shapes from the sorter.]

RECAP: You worked hard to put the shapes in the holes. Each shape fit in its own hole. You found a hole for each shape!

What to Look For—Option 1

Shape sorters offer a reasonable challenge with prompt feedback. Either the shape fits or does not fit a hole, and there's a pleasant sound when the shape hits the bottom after going through its hole.

Toddlers differ in amount of experience with a shape sorter. Adjust your description of the sorter based on the toddler's familiarity with the toy. Keep in mind that shape sorters come in different sizes and shapes, and a sorter a toddler has used elsewhere may be unlike the sorter in your room. Offer time and encouragement for the toddler to explore the sorter if he/she has limited experience with a sorter.

Some toddlers may pursue a trial-and-error approach with each shape, attempting to put the shape in holes that already have been used or are visually quite different from the shape. This approach suggests the toddler may need your help in moving more slowly to look carefully at each hole in relation to the shape. Provide some structure for the toddler's efforts by using the approach suggested in the BEGIN section with each shape. You also might want to limit the number of shapes the toddler is asked to put in the sorter. Example: "(Toddler's name), let's try to slow down here. Here are two shapes we can try to put into the sorter. Let's move our finger around the shape and then look at some holes."

If you observe signs of frustration in the toddler, clearly communicate your confidence in the toddler's ability. Example: "I know you can figure this out. You can do this!" Also, consider using one or more of the Extra Support tips aimed at making the task less challenging.

The activity can be productively pursued without knowledge of shape names. Shape names are introduced when children are 3–5 years of age, as noted above. Avoid adapting the activity into a lesson on shape names.

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Exploring Objects *(continued)*

Option 1 continued

More Scaffolding Tips—Option 1

Extra support ■ In the early exploration of the four shapes, put one shape on top of another shape (or encourage the toddler to do this) to show their differences. ■ If a toddler cannot rotate his/her hand to fit the shape through the hole after several tries, turn the sorter to align with the shape piece so the toddler can put his/her piece into the hole. ■ Take a turn with a shape to reduce some of the challenge and to provide another example of how the sorter works. ■ Point to the hole that corresponds to the toddler's chosen shape and ask "Do you think your shape can go in this hole?" ■ Draw attention to the sound of the shape hitting the bottom of the sorter. Example: "The shape went in the hole! I could hear the shape hit the bottom of the sorter!"

Enrichment ■ Offer the shape pieces you set aside. ■ Beginning with the second shape, ask the toddler to point to hole(s) he/she already has used before putting the shape in a hole. This strategy may help the toddler become more aware of his/her problem-solving approach.

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Exploring Objects *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Problem-solving

A toddler explores finding pegs of the same shape and stacking them on a pegboard.

Key Concepts
Shape
Peg
Pegboard
Same
Stack

Materials Needed
Stack up pegboard (see Be Prepared)
Container for pegs

Also Promotes
Physical/Health
Self-Regulation

Be Prepared: Secure a pegboard toy that includes chunky-size pegs in different shapes that can stack on top of one another. Select 3–4 pegs of each of three basic shapes: circle, square, triangle (total: 9–12 pegs). Put the pegs in the container and place the container near the pegboard. Similar to Option 1, the activity described below promotes awareness of differences in shapes but does not teach shape names.



Invite a toddler to join you in working with a pegboard. Put the pegboard on a low table in front of the toddler, with the pegs in an adjacent container. Point to and say the name of the pegboard and draw attention to the holes in the board. Encourage the toddler to feel the holes. Emphasize the holes are the same. Example: "This is called a pegboard. Look at the holes in our pegboard. Let's feel some holes. The holes are the same."

Explain that the items in the container are called pegs. Remove one peg from the container. Show and explain how the peg has a part that goes in our pegboard. Demonstrate putting the stem of the peg in a hole in the pegboard. Remove the peg and invite the toddler to put it in a hole of his/her choosing. Invite the toddler to take the peg out of the pegboard.

Remove two pegs of different shapes from the container. Put the two pegs with the peg previously removed from the container—each representing a different shape—in front of the toddler. There are now three pegs of different shapes on the table. Explain that our pegs are different shapes. Draw attention to each shape (without saying its name), move your finger around the shape part of the peg, and encourage the toddler to do the same with each shape. Do not draw attention to the colors of shapes.

Encourage the toddler to put each of the three pegs in different holes of his/her choice in the pegboard. Remove a peg of any shape from the container, show it to the toddler, and explain that it is the same shape as a peg already in our pegboard. Hold the shape next to the same shape on the pegboard and emphasize the shapes are the same. Then put its stem in the same shape of peg on the pegboard. Explain that we can stack our shapes on the pegboard.

Take another peg of a different shape (not the shape you just stacked) from the container, give it to the toddler, and ask the toddler if he/she can find a peg just like the shape of this peg on the pegboard. Pause for the toddler to

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Exploring Objects *(continued)*

Option 2 continued

explore this problem on his/her own. Provide verbal support as needed. Encourage the toddler to put this peg in the same-shaped peg on the board. Explain that he/she is stacking pegs on our pegboard.

Continue this process by giving the toddler (or inviting the toddler to take) one or two pegs at a time from the container. After all pegs are on the board, enthusiastically recognize that the toddler stacked pegs of the same shape on our pegboard. If time and toddler interest permit, invite the toddler to remove all pegs from the pegboard and place them in the container.

What to Look For—Option 2

Toddlers generally enjoy stacking toys that easily fit together and the increases in the height of stacked pegs gives feedback on progress. Similar to Option 1, this activity can be productively done without knowledge of shape names. Yet the consistent comparison of the shapes of pegs can strengthen awareness of shape differences.

A self-regulation task in the activity is to focus on the shape and not the color of the peg. If a toddler notices color differences or says the name of a color, support his/her understanding of a color name and emphasize that we are looking for shapes that are the same. We are not paying attention to color in this game. The pegs in our stacks can be different colors.

A toddler may find it too challenging to find pegs of the same shape but enjoy putting pegs in the pegboard, perhaps in different holes or stacked. If this occurs, adapt your approach to the activity to support the toddler's focus. Positively acknowledge the toddler's interest and actions with the pegs. Example: "Look, you put a peg in every hole on our pegboard!"

More Scaffolding Tips—Option 2

Extra support ■ Use two rather than three different shapes of pegs and/or two rather than 3–4 pegs of the same shape. ■ Support the toddler's search for the same shape of peg by encouraging him/her to hold it next to each peg on the pegboard. Ask "Is the shape in your hand the same as the shape on the board?" Also, encourage the toddler to feel the shape of the peg in his/her hand and the shape of pegs on the board. ■ If a toddler places a peg in a differently-shaped peg, gently ask whether the two pegs are the same. Encourage the toddler to look carefully and to also feel the shapes of the two pegs. Do not correct the toddler's placement if he/she wishes to keep a peg where he/she put it. See What to Look For.

Enrichment ■ If the toddler readily finds pegs of the same shape and stacks them with ease, give the toddler the container of remaining pegs to put on the board.

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BLOCK 25

Exploring Objects *(continued)*

Cognitive

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Problem-solving

Toddlers hold a block and find an outline drawing of the shape of the block on a large piece of white paper.

Key Concepts
Shape

Same

Materials Needed
15 soft blocks in 3 different basic shapes (see Be Prepared)

Large sheet of white paper

Masking tape

Black marker

Also Promotes
Physical/Health

Self-Regulation

Be Prepared: Secure five blocks in each of three different basic shapes: five circles, five squares or rectangles, five triangles. Avoid using both squares and rectangles. Cover the table with white paper. Tape the corners of the paper to the table to prevent the paper slipping. Trace the block shapes with a black marker in random order around the edge of the table. Trace each block in a consistent way in its relation to the edge of the paper. There should be one traced block for each available block. Example: five traced circles, five traced squares, five traced triangles. Put the actual blocks in random order in the middle of the table so it is easy for toddlers to reach them.

Invite several toddlers to put a block on top of a drawing (traced image) of the same block shape. Open the session by pointing to and describing the drawings (traced images) and the actual blocks. Explain and show how a drawing is the same as one of the block shapes. Demonstrate by putting a block of each shape on top of its corresponding drawing (three demonstrations). Draw attention to the shapes by moving your finger around the outside of each block. Encourage toddlers to do the same. Emphasize how the actual block is the same shape as the drawing.

Invite each toddler to pick any block from the center of the table and look for a drawing that is the same as the block shape. Repeat this process until all blocks have been put on a corresponding drawing or toddlers lose interest. Provide verbal support as appropriate. Avoid teaching shape names.

What to Look For—Option 3

This activity can heighten toddlers' awareness of differences in block shapes without the use of shape names. Provide just enough support to help a toddler find a drawing that is the same shape as the block. The activity may begin slowly as toddlers figure out the task and become easier as toddlers come to realize three shapes are represented among the blocks and drawings. Similar to Option 2, a toddler may be more interested in putting a block on each drawing without regard to shape. Positively acknowledge this motor accomplishment.

More Scaffolding Tips—Option 3

Extra support ■ When you explain and demonstrate how to find a drawing that is the same as a block in your hand, place the block on top of a drawing that is not the same as the block shape. Ask toddlers whether the block and the drawing are the same shape. ■ User fewer blocks per shape and/or two rather than three block shapes.

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Exploring Objects *(continued)*

Option 3 continued

Enrichment ■ Invite toddlers to remove blocks from their drawings and create stacks of each shape of block. ■ In a follow-up round of the activity with interested toddlers, reverse the order of finding the same shape: begin with the drawing and find a block of the same shape.

Interest Area

Materials Needed: items used in Options 1, 2, and 3

Place materials used in each of the activity options in an area of the room that is free of distractions so toddlers can continue to play as a follow-up to participation in one or more of the activity options. Although each material can be used independently after guided use, remain nearby to provide verbal support as appropriate.

Family Child Care

Materials Needed: see activity description

Offer any of the options with preschool-age children. In Option 3, include both squares and rectangles. Also, encourage preschool-age children to say the names of shapes. Provide shape names when a child seems uncertain. Names and characteristics of basic shapes are introduced in ELM Curriculum activities for children 3–5 years of age.

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BLOCK 25

Focusing and Remembering

Self-Regulation

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Concentration

Toddlers watch and help a caregiver put together items of the same color.

Key Concepts
Look

Same

Different

Materials Needed
Constructive Playthings® Colorful Soft-Sorting Food Bags (see Be Prepared)

Tray or basket

Also Promotes
Cognitive

Communication/Language

Be Prepared: Use two of the five available bags and their corresponding pretend food items. The activity described below assumes red and yellow colors are used. Place the food items (a total of 8 food items) in a random order on the tray.



BEGIN: [*Invite several toddlers to join you at a low table to watch and help you play a game with pretend foods. Display the tray of pretend food items.*]

There are a lot of pretend foods on our tray. Let's look closely at what we have.

ACT: [*Pick up 3–4 items, one at a time, and say (or invite toddlers to say) their name and color. Include both red and yellow items. Then invite toddlers to hold and feel any of the items on the tray. After a brief period of exploration, invite toddlers to return all pretend food items to the tray. Mix the item colors on the tray.*]

Did you notice that some foods on our tray are red and some foods are yellow?

[*Hold a yellow food item and a red food item in separate hands for comparison.*]

Here is a pretend banana. It is yellow. Here is a pretend strawberry. It is red. Yellow and red are different colors.

I am going to put together the foods that are red. Then I am going to put together the foods that are yellow.

[*Describe your approach to putting together on the table a collection of foods of the same color, as suggested below.*]

Here is a red food. Here is another red food. I am putting these foods next to each other. They go together. Their color is the same.

[*Hold a yellow food next to the two red foods you put together on the table.*]

Here is a yellow food. This yellow food does not go with the red foods. Yellow and red are different colors. I am putting together foods that are the same color.

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Focusing and Remembering *(continued)*



Option 1 continued

[*Continue to describe your actions in putting together a grouping of red foods and then a grouping of yellow foods. Point to each group when you are done.*]

I am done putting the red foods together and the yellow foods together. Our tray is empty.

Now I want to put our foods in a bag that is the same color as the foods.

[*Display the red and yellow bags, side by side.*]

Which bag should I use for our red foods?

[*Invite toddlers to point to or say the color of the bag you should use. If toddlers point to the yellow bag, gently remind them that we want a bag that is the same color as the foods.*]

We will put our red foods in a red bag. We will put our yellow foods in a yellow bag.

[*Invite toddlers to help you put food items in their corresponding bags.*]

RECAP: We looked closely at the foods on our tray. We noticed there were different colors of foods. Some foods were red. Some foods were yellow. You watched me put the same colors together. I put the red foods together and the yellow foods together. Then you helped me pick a red bag for the red foods and a yellow bag for the yellow foods. Thank you for watching and helping.

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Focusing and Remembering *(continued)*

12–24 Months

Option 2
One-to-One

Skill and Goal
Concentration

A toddler puts together items of the same color with caregiver support.

Key Concepts
Look
Same
Different

Materials Needed
Constructive Playthings® Colorful Soft-Sorting Food Bags

Also Promotes
Physical/Health
Cognitive
Communication/Language

Be Prepared: Use two or three of the five available bags and their corresponding pretend food items, depending on your understanding of the toddler's sorting skills. If the toddler involved in the current activity participated in Option 1, use colors of materials that were not used in Option 1. The activity described below assumes two colors (green and brown) are used. Place the food items in a random order on the tray (a total of eight food items for the two colors used in the description below).



Pick up two items of different colors, one at a time, and put them on the table with some distance between each. Explain that the two foods are different colors. One is green, one is brown. Then pick up a brown food item from the tray and put it next to the brown food item on the table. Explain that the colors of these two foods are the same.

Invite the toddler to put the remaining food items on the tray with foods on the table that are the same color. Offer verbal support as needed. Describe the toddler's efforts. You might offer a midpoint progress report on how the tray is getting empty.

After all food items are in their same-color groupings on the table, present the two bags and invite the toddler to put foods that are the same color in the bag of the same color.

Conclude the activity by enthusiastically recognizing how the toddler looked carefully at all of the pretend foods on our tray and put together foods that were the same color.

What to Look For—Options 1–2

Watch toddler reactions throughout each activity to determine whether more or less challenge is appropriate. Challenge can be added to Option 1 by inviting toddlers to remove food items from the tray for the red grouping and then the yellow grouping. Using three different colors in Option 2 is significantly more challenging than using two colors.

Some toddlers will likely know some color names. It is appropriate to use color names in this activity but a toddler can readily participate without knowing color names. Avoid adapting the activity into a lesson on color names.

One of the concentration challenges in this activity is to focus on color and ignore type of food. Look for whether toddlers pay attention to types of food in sorting the pretend food items. See the Extra Support tip.

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Focusing and Remembering *(continued)*



More Scaffolding Tips—Options 1–2

Extra support ■ Point out differences in types of foods if a toddler seems interested. Example: "Here is a strawberry. Here is a watermelon. A strawberry and a watermelon are different foods. But the colors are the same. We are putting together foods that are the same color." ■ Use fewer food items (but keep the same number in each color).

Enrichment ■ For Option 2, organize small groupings of foods with a mix of colors in each. Example: one grouping with two red foods, one yellow, one brown. Another grouping with two yellow and two brown foods. Invite the toddler to re-sort the foods into groups of the same color.

Interest Area

Materials Needed: Constructive Playthings® Colorful Soft-Sorting Food Bags

Put food items that represent 3–4 different colors in random order on a low table. Invite 2–3 toddlers to put foods of the same color in their corresponding bag. Example: all yellow food items go in the yellow bag. This could be done by giving each toddler a bag for collecting food items of the same color as his/her bag. Or putting the bags open on the table so toddlers have an opportunity to sort items by color.

Family Child Care

Materials Needed: see activity description

Invite preschool-age children to participate in Option 2. Some may enjoy the challenge of sorting all available food items into five different color groupings and/or the Enrichment suggestion. Emphasize the importance of looking at color, not type of food.

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BLOCK 25

Interacting with Others

Social-Emotional

12–24 Months

Option 1
One-to-One

Skill and Goal
Social interaction skills

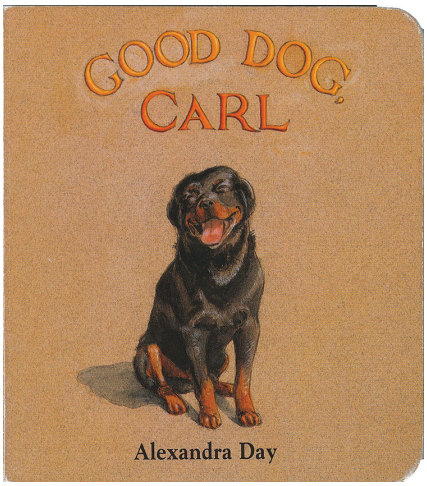
A toddler participates in pretend play with a caregiver focused on a dog and a baby.

Key Concepts
Pretend
Dog
Baby

Materials Needed
Good Dog, Carl by Alexandra Day
Dog, baby, and adult figures (see Be Prepared)
Dollhouse with furniture

Also Promotes
Cognitive
Physical/Health

Be Prepared: This activity is a follow-up to a toddler's participation in the shared reading of *Good Dog, Carl*, which is offered in the current block (Communication/Language). Secure animal and people figures that can be used to represent a dog (Carl), a baby, and a mom.



Open the session by showing the book cover and reminding the toddler that we had fun reading about a dog taking care of a baby. Show and briefly describe selected pages of the book to refresh the toddler's memory. Invite the toddler to contribute to your review of the book. Example: "What is Carl doing in this picture?"

Explain that we can make up our own story about Carl and the baby. Introduce the toy dog, baby, and mom figures. Point to each figure and describe its pretend role in your play. Example: "We can pretend this is Carl. Remember, Carl is the dog. We can pretend this is the baby. We can pretend this is the mom." Give each figure to the toddler after you describe its role.

Ask the toddler what name we should call the baby. (It is not necessary to use the book's name, Madeleine.) Offer several suggestions for the toddler's choice if he/she does not offer a name.

Introduce the dollhouse. Explain that we can pretend that Carl, the baby, and mom live in this house.

Ask the toddler what he/she would like Carl, the baby, and the mom to do in our pretend story. If the toddler seems uncertain about how to respond, consider using the following scaffolding sequence:

- Use yes-or-no questions to set the stage. Examples: "Should we have the mom go away and leave Carl to watch the baby?" "Should we put Carl and the baby in the house?"
- Then move to open questions. Examples: "What room do we put Carl and the baby in?" "What will Carl do?"
- Offer specific book-related possibilities if the toddler is uncertain how to proceed with the animal and baby figures. Example: "Should we have the baby ride on Carl's back? Remember, that's what happened in our story!"

Encourage the toddler to manage the animal and people figures, such as putting them in the desired room. Offer to help, such as holding the baby on

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Interacting with Others *(continued)*

Option 1 continued

Carl's back while the toddler moves Carl to take the baby for a ride. Listen and watch carefully for hints of what the toddler might like to do with the figures. Acknowledge an utterance or gesture and ask what might happen. Examples: "You said 'hide.' Is the baby going to hide somewhere?" "You pointed to a bed. Is it time for someone to sleep?"

Conclude the session when the toddler begins to lose interest. Briefly summarize what happened. Emphasize how you played together with Carl and the baby.

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BLOCK 25

Interacting with Others *(continued)*

Social-Emotional

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Social interaction skills

Toddlers participate together in pretend play focused on a dog and a baby.

Key Concepts
Pretend

Dog

Baby

Materials Needed
Good Dog, Carl by Alexandra Day

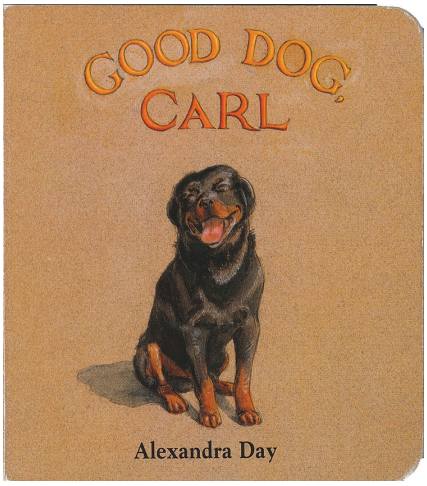
Dog, baby, and adult figures (see Be Prepared)

Dollhouse with furniture

Also Promotes
Cognitive

Physical/Health

Be Prepared: This activity is a follow-up to a toddler's participation in the shared reading of *Good Dog, Carl*, which is offered in the current block (Communication/Language). Secure for each toddler a set of animal and people figures that can be used to represent a dog (Carl), a baby, and a mom (three figures each).



Invite 2–3 toddlers to join you to play with a dog and baby figures. Show the book cover and remind toddlers our book told how a dog named Carl took care of a baby. Display selected pages of the book and invite toddlers to tell what happened. Toddlers' responses may be based on recall of the shared reading and/or what they currently see in a picture.

Explain that we can make up our own pretend story about Carl and the baby. Give each toddler a set of figures. Then display the dollhouse and explain that the dog, baby, and mom live in this house.



Use Option 1 strategies to initiate play. Talk with each toddler about his/her play and then play along briefly if you anticipate it will help a toddler pursue his/her interests. Describe what each toddler is doing. Look for opportunities to promote shared activities. Help toddlers resolve possible conflicts about using of rooms or furniture in the house. Conclude the session by describing what each toddler did, emphasizing shared experiences with you or a peer.

What to Look For—Options 1–2

The direction and complexity of the two activities will depend partly on toddlers' experiences with pretend play and language skill. Look carefully for hints of how you can build on the toddlers' interests. Yes-or-no questions can often help establish some basic elements of a pretend story. Asking a toddler to name the baby is one way to promote the toddler's investment. It is fine if a toddler wishes to enact some of the scenes from the book. What's important in the Option 1 activity is the shared experience of pretend play. One simple way to support joint activity is coordinated manipulation of the figures, as suggested in the activity description example of the baby riding on the dog's

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Interacting with Others *(continued)*

Option 2 continued

back. What's important in Option 2 is noticing how peers approach the play and sharing the house space. Option 2 is set up for parallel play but there may be opportunities for toddlers to engage in a joint effort. Most likely the mom figure will not be a part of most toddlers' play, although a toddler might have fun imagining how mom reacts to some of the dog's adventures.

More Scaffolding Tips—Options 1–2

Extra support ■ Omit use of a dollhouse if you anticipate this structure might detract from the play.

Enrichment ■ Add props that support an emerging story in the pretend play.

Interest Area

Materials Needed: see activity description

The Communication/Language Interest Area suggestion in this block involves other wordless books for toddlers to pursue, including a second book about Carl. Secure simple props and people and animal figures that toddlers can use for pretend play related to one or more of the books. Engage in pretend play with a toddler or support several toddlers in playing with the items. Initiate the play by briefly reviewing some of the pictures in a book and drawing attention to materials that relate to the story.

Family Child Care

Materials Needed: see activity description

Preschool-age children can readily participate in either activity option. An infant may enjoy holding a soft toy dog or baby while watching the pretend play.

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BLOCK 25

Using Our Hands

Physical/ Health

12–24 Months

Option 1
Informal Gathering

Skill and Goal
Fine motor development

Toddlers use their hands to make marks on a stationary bag of paint.

Key Concepts
Lines

Marks

Materials Needed
Medium-size ziplock storage bags—1 per toddler

Paint (see Be Prepared)

Heavy-duty tape

White paper (see Be Prepared)

Also Promotes
Cognitive

Optional Reading
Mouse Paint by Ellen Stoll Walsh

Be Prepared: Use the same color or different colors of paint in each bag. Place approximately three tablespoons of paint inside each bag. Remove air from the bag and close. Secure the top with tape. Cover a low table with white paper and affix so it does not slide. Use strong tape to secure each bag to the white paper on the table.

Invite several toddlers to join you at the table. Explain there is paint in each of the bags. Demonstrate several ways to use your fingertips to make lines or scribbles in the paint. Draw attention to what happens to the paint in the bag.



Encourage toddlers to use their fingers and palms of each hand to draw lines and marks in the paint bags. Suggest a toddler use one hand and then his/her opposite hand for making marks.

Describe each toddler's actions with the paint. "Justin, you made a curvy mark on the paint bag." Repeat and expand on toddlers' utterances.

What to Look For—Option 1

Toddlers will differ in their approach to creating marks on a bag. Some may use fingertips exclusively and others may enjoy using a flat palm to press. If you notice a toddler is making defined and clear marks, you may wish to demonstrate making a circular shape with one pointer finger (index finger). Give each toddler plenty of time to explore and use different methods for making marks on the bag. The bags may be reused later in the day or saved for the following day.

More Scaffolding Tips—Option 1

Extra support ■ Provide a wooden spoon for a toddler who is reluctant to touch the cool bag with his/her fingers.

Enrichment ■ Provide different types of items for toddlers to use with a paint bag, such as a small toy vehicle (for its wheels), a wooden spoon, and a damp sponge. ■ Place yellow paint in the bag with a small amount of blue paint. Toddlers will observe the colors changing as they use the paint bag.

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BLOCK 25

Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 2
Informal Gathering

Skill and Goal
Fine motor development

Toddlers engage in finger painting.

Key Concepts
Color
Hand
Fingers
Marks
Scribbles

Materials Needed
Smooth trays—1 per toddler
Art smocks or paint shirts—1 per toddler
Finger paints in bottles (see Be Prepared)
Cloth for cleanup
Damp sponges—1 per toddler
Paintbrushes

Also Promotes
Cognitive

Optional Reading
Mouse Paint by Ellen Stoll Walsh

Be Prepared: Cover a low table with newsprint for easy cleanup. The surface of a tray is smooth and easier to spread with finger paint than any kind of paper. Use primary colors of finger paints. The activity description below offers three different colors. Inviting a toddler to use one color only is suggested, at least initially. Have a cup of water nearby to sprinkle on the paint trays if the finger paint does not spread easily.

BEGIN: [*Invite 3–4 toddlers to a low table for finger painting. Help each toddler with an art smock or painting shirt. Kneel at the table and place a tray before each toddler. Place 2–3 bottles of finger paint on the table.*]



EXPLAIN: [*Point to the paint bottles and tray as you tell the toddlers about finger painting.*]

Today we have finger paints to make marks and scribbles on your tray. You may choose the color you like. We have blue, red, and yellow paints. I will put some paint on your tray after you tell me what color you want to use. Everyone will get paint.

ACT: [*Ask each toddler what color of paint he/she wants to use. Point to each color and say its name. Example: "Would you like red paint or would you like yellow paint?" Pause for a word or pointing or gesture. Describe the toddler's response and your actions. Example: "Okay, D.J. you said 'yes' when I pointed to the yellow paint. Now I am opening the top and putting a little yellow paint on your tray."*

Put about two tablespoons of paint on a tray. Invite toddlers to use their fingers or the palm of their hand to touch and spread their chosen paint on the tray. You may wish to show how to use fingertips, especially your pointer (index) finger, to create marks in the paint.

Describe each toddler's actions with the paint. Focus more on their hand or finger actions than on the look of the paint on the tray. Example: "Your hands are moving around and around."

At an appropriate moment during toddlers' explorations, demonstrate moving both hands side to side and back and forth.

Wipe excess paint off a toddler's hands with a paper towel before he/she begins washing in the sink.

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Using Our Hands *(continued)*



Option 2 continued

If you wish to capture the toddler's scribbles for display or a portfolio, lightly press a sheet of sturdy paper over the finger paint design. Show it to the toddler.]

RECAP: We painted on a tray with our hands and fingers! You told me the color you wanted to use.

What to Look For—Option 2

The opportunity to use one or both hands in a medium that naturally lends itself to large, broad motions fosters coordination of hand and finger muscles. Finger painting also promotes use of fingers together and separately. Support each toddler's preferred level of participation. It is fine for a toddler to touch the paint with one finger and choose to stop. Repeating the activity regularly will give toddlers experiences to build upon. It is not a good idea to put a child's hands in finger paint because it may be unsettling and prompt the toddler to feel out of control.

For some toddlers, the cool and smooth paint is especially appealing and they may begin to spread it on their arms and/or face. Wipe the paint off gently and repeat, "We keep paint on the tray."

More Scaffolding Tips—Option 2

Extra support ■ Place a tray on the floor for a toddler who prefers to sit. Spread a bed sheet or other cloth to prevent paint from getting on the floor. ■ Give each toddler a small sponge to wipe paint off fingers. ■ Provide a short paintbrush to a toddler who is reluctant to put his/her fingers in the paint.

Enrichment ■ Support an additional fine motor skill by putting the paint in cups and encouraging toddlers to spoon paint onto the trays. ■ Draw a round shape and encourage a toddler to use his/her pointer (index) finger on one hand and then on the other hand to trace the big circle. The intent is to provide experiences in using each hand/finger for the same task.

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Using Our Hands *(continued)*

Physical/ Health

12–24 Months

Option 3
Informal Gathering

Skill and Goal
Fine motor development

Toddlers use paintbrushes to mix different colors of paints on a tray.

Key Concepts
Brush
Mix
Colors

Materials Needed
Smooth trays—1 per toddler
Paintbrushes in various sizes
Liquid tempera paints (see Be Prepared)
Small nonbreakable cups (see Be Prepared)
Art smocks—1 per toddler

Also Promotes
Cognitive
Communication/Language

Optional Reading
White Rabbit's Colors (Little Rabbit Books) by Alan Baker
Mouse Paint by Ellen Stoll Walsh

Be Prepared: Cover a table with newsprint. Arrange a variety of paintbrushes on the table. Provide three cups of paint plus a tray for each child. Use paints that blend into pleasing colors. Secure brushes that easily fit into a cup.

Invite several toddlers to paint at a low table covered with newsprint. Help each child get an art smock fastened. Push up shirtsleeves if necessary. Talk with the toddlers about the brush sizes available and the colors in the cups. Encourage each toddler to apply paint to the tray as he/she wishes.

Kneel beside the table to talk with toddlers about their efforts. Draw attention to the way colors mix together and change. Example: "I see lots of colors. The colors are mixing. The colors are changing!" Avoid asking a toddler what he/she painted.

Encourage toddlers to use one hand and then the opposite hand. Draw attention to areas of the tray than are void of color. Ask a toddler if he/she would like to reach or stretch to apply paint at the edges of the tray.

If you wish to save an image, take a photo or press heavy paper onto the tray to make a print.

What to Look For—Option 3

Toddlers are generally pleased to apply paint and observe the effects. The process of manipulating a paintbrush and noticing how colors mix and change colors are important aspects of the activity. Some toddlers may prefer to use the paints as finger paints. If a toddler has his/her hand covered in paint, offer paper to make a handprint.

Fine motor skills develop over time through different activities. Painting in the toddler years is one of the ways young children can develop muscle control needed for later important tasks, such as holding a pencil and cutting with scissors.

More Scaffolding Tips—Option 3

Extra support ■ When a toddler's tray is covered with paint, offer a clean brush to create textures. ■ Provide sponges if toddlers want to remove paint from their hands.

Enrichment ■ Provide white paint with one dark color for the toddlers to mix.

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Using Our Hands *(continued)*

Interest Area

Materials Needed: Simple shape puzzles, container with plush toy fish, crayons and paper, cups for scooping and dumping, *White Rabbit's Colors (Little Rabbit Books)* by Alan Baker, *Mouse Paint* by Ellen Stoll Walsh

The materials suggested here promote fine motor development. Toddlers will enjoy taking toy fish out of a container placed on a low surface, and also returning the toys to the container. The opportunity to draw and make marks with crayons on paper is a good complement to the use of paints in Options 1–3. Place small cups in the sensory table with water or dry material for scooping and dumping. Engage toddlers in books focused on colors, individually or in a small gathering.

Family Child Care

Materials Needed: lacing yarn, party plate, small rattles, scarves, sidewalk chalk, beads

Preschool-age children may enjoy lacing yarn through holes punched around the outer edge of a paper party plate. Reaching and holding small rattles and feeling the silky edges of scarves will be enjoyable for infants. Outdoors, toddlers and preschool-age children will enjoy sidewalk chalk. During an informal gathering, lead children in a finger-play song, such as "Itsy Bitsy Spider," that involves hand and finger movements. Also, sing and demonstrate the hand movements to the song "Where is Thumbkin?"

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