

 <p><u>Big Ideas</u></p>	<p>Here is a big idea about toddlers that you can help them explore:</p> <ul style="list-style-type: none"> ➤ I have feelings and emotions.
 <p><u>Materials to Collect and Make</u></p>	<p><u>Featured Books</u> <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin, Jr., illustrated by Eric Carle (+BB) <i>If You're Happy and You Know It</i> by Jane Cabrera</p> <p>Key: (BB) – Available in Board Book only (+BB) – Also available in Board Book</p> <p>Note: See Book List section, for additional books that can be used should some of the featured books be unavailable and as supplemental books to read with children.</p> <p><u>Books to Make</u> <i>We Are Friends</i></p> <p><u>Storytelling Figures and Mother Goose Rhyme Charts</u></p> <ul style="list-style-type: none"> • Storytelling figures (felt or magnetic) for the book, <i>Brown Bear, Brown Bear, What Do You See?</i> (See Attachment: Brown Bear, Brown Bear, What Do You See?) • Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, Jack and Jill • Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, Jack Be Nimble • Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, Little Miss Muffett • Illustrated Mother Goose Rhyme Chart, Jack and Jill • Illustrated Mother Goose Rhyme Chart, Jack Be Nimble • Illustrated Mother Goose Rhyme Chart, Little Miss Muffett <p><u>Additional Materials</u></p> <ul style="list-style-type: none"> • Sensory bottles • Sound bottles • Unbreakable hand-held and wall-mounted mirror • Textured balls, fleece or felt balls, rolled-up socks, nylon-net puffs (for bathing) • Grocery bag blocks
 <p><u>Book List</u></p> <p>*Featured Books</p>	<p><i>*Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin, Jr., illustrated by Eric Carle</p> <p><i>*If You're Happy and You Know It!</i> by Jane Cabrera</p> <p><i>Guess How Much I Love You</i> by Sam McBratney</p> <p><i>Hug</i> by Jez Alborough</p> <p><i>I Was So Mad</i> by Mercer Mayer</p> <p><i>Owl Babies</i> by Martin Waddell, illustrated by Patrick Benson</p>

Won't You Be My Kissaroo? By Joanne Ryder, illustrated by Melissa Sweet

Mother Goose Books (BB)

Humpty Dumpty and Other Rhymes by Iona Opie, illustrated by Rosemary Wells

Little Boy Blue and Other Rhymes by Iona Opie, illustrated by Rosemary Wells

My First Mother Goose Board Book

Pussycat Pussycat and Other Rhymes by Iona Opie, illustrated by Rosemary Wells

Wee Willie Winkle and Other Rhymes by Iona Opie, illustrated by Rosemary Wells



**Reading
Books with
Toddlers**

Note: Review the section in **Curriculum Tips and Techniques** on Reading Books with Children for suggestions on how to use books with children.

- Benchmarks:**
- 4.5.C Shows enjoyment of books and stories**
 - 4.3.C Responds to verbal and non-verbal communication**
 - 1.2.C Becomes aware of self as a unique individual**
 - 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities**

Book: *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr., illustrated by Eric Carle (YT & OT)

First Reading of *Brown Bear, Brown Bear, What Do You See?*

- Say to children, "I'm going to the book area and read a book about bears."
- Show the children who join you the cover of the book and say the title. "The name of this book is *Brown Bear, Brown Bear, What Do You See?*"
- Allow children to turn the pages and wait to see if they name any of the animals.
- Repeat the name of the animal correctly if a child says "horsey" or "froggie." Say the name as though you are repeating the name rather than correcting the child.
- Read the book through with the children who remain interested.

Second Reading of *Brown Bear, Brown Bear, What Do You See?*

- Go to the book area and read the story with children.
- Review the story by showing a page and inviting children to name the animal.
- Add the color words to animals a child names. For example, if a child says, "frog" say "green frog."

Extension:

- Cut strips of construction paper to match the color of the animals in the book: brown, red, blue, green, purple, white, black and gold. Look for paper that most closely matches the colors in the book. Invite a child to select one of the color strips. Say, "Amy, chose the red strip of paper. Let's see if we can find the red bird." Go to the page with red bird and read that page.
- Reread the book as often as children request it.
- Observe children to see if they select the book, say the names of the animals and their colors.

Book: *If You're Happy and You Know It!* by Jane Cabrera (YT & OT)

First Reading of *If You're Happy and You Know It!*

- Go to the book area and say, "I'm going to read a book about a monkey and an

elephant who are happy.”

- Show cover and say, “This lion is so happy that he is roaring. Let’s see what the other animals in the book are doing.”
- Show the different animals and describe what each is doing; monkey is clapping hands, elephant is stamping feet, for example.

Second Reading of *If You’re Happy and You Know It!*

- Go to book area and begin to sing “If You’re Happy and You Know It” as follows:

If you’re happy and you know it,
Come join me.
If you’re happy and you know it,
Come join me.
If you’re happy and you know it,
And you really want to show it.
If you’re happy and you know it,
Come join me!

- Read the first page of the book which invites children to sing along.
- Show the pages that follow, say the action, model and invite children to join in. For example, say or sing, “If you’re happy and you know it, clap your hands.” “If you’re happy and you know it, stamp your feet.”
- Add a verse at the end as follows:

If you’re happy and you know it,
Sit right down.
If you’re happy and you know it,
Sit right down.
If you’re happy and you know it,
And you really want to show it.
If you’re happy and you know it,
Sit right down.

- Follow up by showing the small pictures in the boxes on the next to last double-spread pages. Invite children to join you in saying what is happening in each picture.

Note: *Make sure children have enough room to do the activities without bumping into or touching each other. It may be necessary to move this activity to another area of the room where there is more space for movement.*



**Language
and
Cognitive
Materials
and
Experiences**

Note: *Review the section in **Curriculum Tips and Techniques** on Making Storytelling Figures (felt or magnetic).*

Benchmark: 4.5.C Shows enjoyment of books and stories

Planned Experience: Storytelling: *Brown Bear, Brown Bear, What Do You See? (YT & OT)*
(See Attachment: [Brown Bear, Brown Bear, What Do You See?](#))
Storytelling, Mother Goose Rhymes: (YT & OT)

[Jack and Jill](#)
[Jack Be Nimble](#)
[Little Miss Muffett](#)

How to begin:

- Make either felt or magnetic storytelling figures for the story and the rhymes.
- Read the book and the rhymes with children several times so that they are familiar with

the characters and the order of events.

- Use the storytelling figures to tell the story and say the rhymes.
- Involve children in placing figures on the story board when you feel they can do this.

Benchmarks: 4.4.C Communicates through language
1.2.C Becomes aware of self as a unique individual
5.1.C Develops gross motor skills

Jack Be Nimble

Jack be nimble,
Jack be quick.
Jack jump over the candlestick.

Note: Provide a block for one child at a time to jump over as you insert his or her name into the rhyme.

Jack and Jill

Jack and Jill
Went up the hill,
To fetch a pail of water.
Jack fell down,
And broke his crown,
And Jill came tumbling after.

Sally Go Round the Sun

Sally go round the sun
Sally go round the moon
Sally go round the chimney pots
On a Sunday afternoon.

Note: Substitute furniture or equipment that you want children to go around as you say this rhyme. For example,

Sally go round the table,
Sally go round the chair
Sally go round the slide.

Note: After saying the previous 3 rhymes with children, substitute children's names in the rhyme.

Note: Make charts for Jack Be Nimble and Jack and Jill. Laminate or cover the charts with clear self-stick paper for durability. (See **Curriculum Tips and Techniques**, for information on making charts.) Show the charts as you and the children say the rhymes together. Post the charts at child's eye level. Should you observe a child looking at one of the charts, join her and invite her to say the rhyme with you.

Little Miss Muffett

Little Miss Muffett
Sat on her tuffett,
Eating her curds and whey.
Along came a spider
And sat down beside her,
And frightened Miss Muffett away.

Note: Invite children to discuss things that frighten or scare them.

If You're Happy and You Know It

If you're happy and you know it, clap your hands. (clap twice)
If you're happy and you know it, clap your hands. (repeat)
If you're happy and you know it, then your face will surely show it. (point to smiling face)
If you're happy and you know it, clap your hands. (smile, clap hands)

If you're sad and you know it, cry "boo-hoo." (rub eyes)
If you're sad and you know it, cry "boo-hoo." (rub eyes)
If you're sad and you know it, then your face will surely show it. (point to sad face)
If you're sad and you know it, say "boo-hoo." (sad face, cry "boo-hoo")

Note: Add verses for other feelings such as frightened/scared and include appropriate actions.

I Love You

(Sing to tune of Are You Sleeping)

I love John, I love John (point to a child)
Yes I do, yes I do.
John, I really love you.
John, I really love you.
Yes I do, yes I do.

Note: Sing the name of each child who is involved in an activity with you.

I Have Something in My Pocket

(Sing or say and match actions to words)

I have something in my pocket,
It belongs across my face.
I keep it very close at hand
In a most convenient place.

I bet you cannot guess it,
If you guessed a long, long while.
So I'll take it out and put it on.
It's a great big happy smile.

Skidamarink

Skidamarink a dink a dink,
Skidamarink a doo,
I love you.
Skidamarink a dink a dink,
Skidamarink a doo,
I love you.

I love you in the morning
And in the afternoon,
I love you in the evening
And underneath the moon;
Oh, Skidamarink a dink a dink,
Skidamarink a doo,
I love you!



**Self, Social
and
Emotional
Experiences**

Benchmarks: 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities
1.4.C Asserts independence
5.2.C Develops fine motor skills

Planned Experience: By Myself (YT & OT)

Materials: Puzzles

How to begin:

- Place a couple of puzzles with which the child is familiar on a table and invite a child to join you. Offer the child a choice of puzzles. Say, "Would you like to work the puzzle with the dog or the puzzle with the horse?"
- Ask the child if she would like to do the puzzle by herself or if she wants you to do it with her.
- Honor the child's choice. If she struggles to complete the puzzle, again offer to help her.
- Comment on the child's accomplishments by saying, "Wow! You did that puzzle all by yourself," or "You just needed a little help with that puzzle."

Extensions:

- Look for other opportunities to encourage children's independence; opportunities such as washing hands, putting on a coat, or playing with a new toy.
- Make supportive comments that are specific to the activity. For example, "You are ready to put on your coat by yourself" or "You just needed a little help putting on your coat." Avoid comments such as "Good girl" or "You're such a big boy."

Benchmarks: 1.2.C Demonstrates increasing sense of competence and confidence in growing abilities
3.3.C Demonstrates caring and cooperation

Planned Experience: Helping with Clean Up (YT & OT)

Materials: Toys children have been playing with

How to begin:

- Begin to put toys away in the proper place. Say, "I'm putting the blocks on the shelf."
- Invite children to assist you by naming the item and directing one child to put it where it belongs. For example, say, "Elise, please put the balls back in the box." "Jalen, please put the puzzle back on the shelf." "Carmella, please put this book on the book shelf."
- Assist children as they need help.

Extensions:

- Consider other ways children can help with clean up. For example, you can ask them to place their napkins in the trash bin and their cups in the sink or container for washing.
- Have an individual space for each child to store personal belongings. Label the space with the child's picture and name. Assist children to put items such as coats or extra clothes in their space.
- Encourage families to allow their children to assist in putting their belongings in their individual space.

Note: Use picture and word labels on storage containers and shelves to give children a visual cue as to where toys belong. Labels you create in your classroom should be made with

lowercase letters and initial capital letters only. In this way, you help children to begin making a connection between the print they see in the environment and the print in books. For example, "Puzzles".

Benchmarks: 1.1.C Feels valued and attached to others
1.2.C Becomes aware of self as a unique individual
4.4.C Communicates through language
4.5.C Shows enjoyment of books and stories

Planned Experience: We Are Friends (YT & OT)

Materials: *We Are Friends* Book

How to begin:

- Take a photo of each child in your group as he or she is engaged in an activity.
- Put the photos into a small, one-photo-per-page album.
- Label the album, **We Are Friends**
- Sit on the floor and say, "I'm looking at this book about friends. I see a picture of Jamie playing with the cars. Here's a picture of Manuel eating his lunch."
- Invite children to join you in looking at the book.
- Turn the pages and describe what each child is doing. Be sure to include the child's name.
- Turn the pages and invite children to name the child on each page. Invite older toddlers to describe what each child is doing.

Extension:

- Place the book in the Library Area so children can look at it on their own.
- Join a child who is looking at the book and involve him or her in naming the children and describing the activity.
- Take photos of children playing side-by-side and put them in an album. When sharing this album with children make comments such as, "Randall and James are both looking at books."

Note: *When you invite a child to join you in an activity, make sure the child is not actively engaged in something interesting.*



**Sensory
and Art
Materials
and
Experiences**

Benchmarks: 6.1.C Gains an understanding of basic concepts and relationships
6.2.C Applies knowledge to new situations
6.3.C Develops strategies for solving problems

Planned Experience: Sensory Bottles

Materials: Collection of sensory bottles (Review the section in **Curriculum Tips and Techniques** for Making Sensory Bottles)

How to begin:

- Place the bottles on a low shelf or table.
- Observe toddlers as they interact with the bottles. Do they shake them? Do they roll them? Do they look at the objects inside the bottle? Do they apply the strategies they used with one bottle to another bottle they select? Do they seem to have a favorite?
- Join toddlers as they interact with the bottles. Pick up one of the bottles, shake it and say, "I see the stars moving in this bottle. Joshua, see if you can make the stars move."

**Benchmarks: 5.2.C Develops fine motor skills
6.1.C Gains an understanding of basic concepts and relationships**

Planned Experience: Playing with Dough (OT)

Materials: Play dough ((Review the section in *Tips and Techniques* on making **Favorite Art Recipes**)

How to begin:

- Use these different dough recipes during this Focus Area and throughout the year.
- Observe and listen to toddlers as they explore and experiment with the different types of dough.
- Add props such as small rolling pins or short dowels, craft sticks, and plastic knives, as you think toddlers are ready for them.

Note: *Children must be closely supervised when they are playing with dough and props. Pay close attention to toddlers as they play with dough to prevent them from eating it. Model and comment about the appropriate way to use dough. For example, say, "We can pat the dough. We can roll it into long rolls like this." Carefully supervise children as they play with props to prevent them from hurting each other.*

**Benchmarks: 6.1.C Gains an understanding of basic concepts and relationships
6.2.C Applies knowledge to new situations
6.3.C Develops strategies for solving problems**

Planned Experience: Sound Bottles (YT & OT)

Materials: Clear plastic water or drink bottles, objects such as buttons, jingle bells and paper clips that make noise, superglue, strong tape

How to begin:

- Place sound-making objects inside individual bottles: buttons, jingle bells, and paper clips for example.
- Superglue the caps on securely and cover with strong clear tape.
- Place the bottles on a low shelf or on a table.
- Observe toddlers as they interact with the bottles. Do they shake them? Do they seem to have a favorite? Do they look at and listen to the objects inside the bottle? Do they apply the same strategy for manipulating one bottle and then another?
- Join children as they interact with the bottles. Pick up one of the bottles, shake it and say, "I hear paper clips in this bottle. Renetta, can you tell me what you hear in this bottle?" (as you hand her the bottle with buttons in it). "Which bottle do you like to listen to the best?"

Extensions:

- As you and the children shake the bottles together, singing the following song to the tune of "Row, Row, Row Your Boat." Suit actions to the words.

*Shake, shake shake that bottle,
Shake it if you can.
We can shake it, then we'll stop.
Then we'll start again.*

*Shake, shake shake that bottle
Shake it if you can.*

*Shake it loud, then shake it soft.
Then we'll start again.*

- Store the bottles in a clear plastic tub and place on storage shelf where toddlers can see and reach them.
- Make additional sound bottles and rotate them to maintain toddler's interest.

Safety Note: *Make sure caps are securely glued on the bottles. Make a daily check of the bottles to make sure caps remain secured.*

Benchmarks: 6.1.C Gains an understanding of basic concepts and relationships
6.2.C Applies knowledge to new situations

Planned Experience: Explore a Texture Book (OT & YT)

Materials: Fabric of different textures such as wide wale corduroy, net, fake fur, flannel and satin, 5x8 index cards, glue, one-hole punch, ring for holding index cards together

How to begin:

- Cut fabric squares the size of an index card
- Glue each piece of fabric to an index card.
- Create a cover by writing the following on an index card: **Texture Book**
- Punch a hole in the upper left-hand corner of each index card.
- Hold the cards together by inserting a ring or yarn through the hole in each card.
- Invite a child to look at the book with you. Allow the child to hold the book and examine the different textures. Describe the different textures to the child. "Cooper, this is very smooth." "Jamie, this feels bumpy."

Extensions:

- Use other textured items such as sandpaper, textured wallpaper and designs made on an index card with glue that has been allowed to harden.
- Place the Texture Book in the language area. Observe to see if children select it to look at and feel the different textures.



**Food/
Nutrition
Experiences**

Benchmarks: 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities
1.4.C Asserts independence
5.4.C Develops self-help skills

Experience: Fruit Tasting (YT & OT)

Materials: Small pieces of fruit such as bananas and cantaloupe, each in a separate bowl with a small serving spoon, one small bowl, spoon and napkin for each child and for you

How to begin:

- Sit at table with a small group of children.
- Give each child a bowl, spoon and napkin.
- Put a spoon of one fruit in your bowl and say, "I'm serving myself some bananas. Brianna, let me help you serve yourself some bananas." Assist children to serve themselves a spoonful of the fruit.
- Repeat this process with the other fruit.
- Begin to eat the fruit. Talk about how sweet the banana tastes and that you really like the cantaloupe because it tastes sweet, too.

	<ul style="list-style-type: none"> • Avoid pushing the children to taste the fruit. When you sit at the table with the children and model tasting the fruit, this says to them, “Miss Shawna is eating it so it must taste good.” <p>Extensions:</p> <ul style="list-style-type: none"> • Try other fruit such as small pieces of pineapple, pears, peaches or watermelon. <p>Note: <i>Check for food allergies before introducing any new foods to children. Make sure fruit pieces are of a size that keep children from choking on them.</i></p>
 <p><u>Movement, Music and Gross Motor Experiences</u></p>	<p>Benchmark: 5.1.C Develops gross motor skills</p> <p>Planned Experience: Throwing Soft Objects (YT & OT)</p> <p>Materials: Nylon-net puffs (usually used for bathing) and a soft basket to throw them into</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Locate the activity in an area of the room that is out of the pathway of children. • Begin to throw the puffs into the basket. • Invite a couple of children to join you if they do not voluntarily do so. • Give each child two puffs and suggest where they should stand as they try to throw the puffs into the basket. • Allow each child a turn to throw his or her two puffs. • Adjust where children stand to help them be successful. • Allow other interested children a turn with the throwing game. • Continue the activity as long as children remain interested. <p>Extensions:</p> <ul style="list-style-type: none"> • Offer this as an alternative when a toddler throws an inappropriate toy. Provide a verbal explanation of why you are offering the alternative experience. For example, say, “Jacob, I can’t allow you to throw that hard truck. It might hit someone and hurt them. You can roll the truck on the floor or throw this soft puff into this bucket.” • Consider providing other soft objects that children can safely throw in a designated area. Balled-up socks, soft fleece or felt balls are safe alternatives. <hr/> <p>Benchmark: 5.1.C Develops gross motor skills</p> <p>Planned Experience: Move Like the Animals (YT & OT)</p> <p>Materials: The book, <i>From Head to Toe</i> by Eric Carle</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Do this activity after children are familiar with the book. • Read the book and model and suggest that children make the movements that the different animals in the book make.
 <p><u>Transition Times</u></p>	<p>Come Join Me</p> <ul style="list-style-type: none"> • Sing the following to the tune of “If You’re Happy and You Know It”, adapting it to what you want children to do. <p style="text-align: center;">If You’re Happy and You Know It If you’re happy and you know it, come join me. If you’re happy and you know it, come join me. If you’re happy and you know it, come join me at the table. If you’re happy and you know it, come join me.</p>

Note: Adapt other fingerplays previously listed as transitions to move children from one activity or place to another.



Family Experiences

- Send home the following activity sheets from Infant and Toddler Family Connection:
 - Activity #27 – “If You’re Happy and You Know It” (See Attachment: [If You’re Happy and You Know It](#))
 - Activity #28 – “Feelings Picture Book” (See Attachment: [Feelings Picture Book](#))
- Include a Family Response sheet for each activity. (See Attachment: [Family Response Sheet](#))