

 <p><u>Big Ideas</u></p>	<p>Here are some big ideas about toddlers that you can help them explore:</p> <ul style="list-style-type: none"> ➤ My body has many parts. ➤ I can move my body in many ways. ➤ I can do many things by myself and with help from others.
 <p><u>Materials to Collect and Make</u></p>	<p><u>Featured Books</u></p> <p><i>From Head to Toe</i> by Eric Carle (+BB) <i>Hands Can</i> by Cheryl Willis Hudson, photographs by John-Francis Bourke (+BB) <i>Head, Shoulders, Knees and Toes</i> illustrated by Annie Kubler (BB) <i>I Can</i> by Helen Oxenbury (BB)</p> <p>Key: (BB) – Available in Board Book only (+BB) – Also available in Board Book</p> <p>Note: See the 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>Storytelling Figures and Mother Goose Rhyme Charts</u></p> <ul style="list-style-type: none"> • Storytelling figures (felt or magnetic) for the book, From Head to Toe • Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, Jack Be Nimble • Illustrated Mother Goose Rhyme Chart, Jack Be Nimble <p><u>Books to Make</u> <i>See How We Have Grown</i></p> <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>From Head to Toe</i> by Eric Carle</p> <p>*<i>Hands Can</i> by Cheryl Willis Hudson, photographs by John-Francis Bourke</p> <p>*<i>Head, Shoulders, Knees and Toes</i> illustrated by Annie Kubler</p> <p>*<i>I Can</i> by Helen Oxenbury</p> <p><i>All by Myself</i> by Ivan Bates</p> <p><i>Barnyard Banter</i> by Denise Fleming</p>

Bright Eyes, Brown Skin by Cheryl Willis Hudson & Bernette G. Ford, Illustrated by George Ford

Dandelion by Don Freeman

Here are My Hands by Bill Martin, Jr. & John Archambault, illustrated by Ted Rand

Hey, Little Baby by Nola Buck, illustrated by R. W. Alley

I Can, Can You? by Marjorie W. Pitzer (photos of babies and toddlers with Down syndrome as they discover and enjoy new experiences)

Just Enough by Teri Daniels, illustrated by Harley Jessup

Mop Top by Don Freeman

Quick as a Cricket by Audrey Wood, illustrated by Don Wood

Two Eyes, a Nose and a Mouth by Robert Grovel Intrater



**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: *Head, Shoulders, Knees and Toes* illustrated by Annie Kubler (**YT & OT**)

First Reading of *Head, Shoulders, Knees and Toes*

- Go to the book area and begin to say or sing the following while standing:

Head and Shoulders
(Suit actions to words)

Head, shoulders, knees and toes, knees and toes!
Head, shoulders, knees and toes, knees and toes
And eyes and ears and mouth and nose.
Head, shoulders, knees and toes, knees and toes!

- Repeat the activity with children who join you.
- Sit down and show children the book, *Head, Shoulders, Knees and Toes*.
- Look at each page and as you read the body part on the page, touch that part of your body. Do children imitate you?

Note: The words and music to “Head and Shoulders” can be found on the back cover of the Book.

Second Reading of *Head, Shoulders, Knees and Toes*

- Go to the book area and begin to say or sing the action rhyme, “Head, Shoulders, Knees and Toes”.
- Sit and show the cover of the book and say the title.

- Show a page and read the body part. Invite children to show you that body part on their bodies.
- Stand and repeat the action rhyme, “Head, Shoulders, Knees and Toes”.

Book: *Hands Can* by Cheryl Willis Hudson, photographs by John-Francis Bourke (YT & OT)

First Reading of *Hands Can*

- Go to the book area and began to say the following rhyme:

Clap Your Hands
(Suit actions to words)

Clap your hands 1 – 2 – 3.
Clap your hands just like me.

Repeat the rhyme

- Say to children who join you, “We clapped our hands 1 – 2 – 3. Let’s see what else our hands can do.”
- Show cover of the book, *Hands Can*, and ask children what they think the girl is doing with her hands.
- Show pictures and talk about what hands are doing in each one.
- Allow children to point to the pictures and comment about what they see.

Second Reading of *Hands Can*

- Say “Clap Your Hands” rhyme as a way to invite children to the book area.
- Show the cover to children who join you and say, “The name of this book is *Hands Can*. Let’s see what hands can do.”
- Read the story with the children. Make sure all can see the pictures in the book.
- Follow up the reading by returning to the beginning of the book and involving children in saying what hands are doing on each page.
- Model and invite them to do the appropriate actions with their hands.

Book: *I Can* by Helen Oxenbury (YT)

First Reading of *I Can*

- Sit in the book area with an individual child as you read the book, *I Can*.
- Show the first two pages and say, “This baby is sitting and this baby is crawling.”
- Continue describing what the child is doing on each page. After the first two pages, change from “baby” to “little boy.” For example, “The little boy is jumping. Now the little boy is stomping.”

Second Reading of *I Can*

- Sit in the book area with one or two children next to you.
- Show the cover and say, “This little boy is dancing. Let’s see what else is happening in this book.”
- Show the first two pages and invite children to point to the baby that is sitting and the baby that is crawling. Continue with the activities the little boy is doing.
- Stand up and model and involve the children in some of the activities that the little boy is doing.

Book: *From Head to Toe* by Eric Carle (OT)

First Reading of *From Head to Toe*

- Go to the book area and say, "I'm going to read a book about a monkey, and a cat and an elephant and all the things they can do."
- Show the cover and say, "This is a gorilla. I wonder what he can do."
- Talk through the book this first time, rather than reading it. For example, say, "The penguin is turning its head and the little girl is, too." "The giraffe is bending its neck and the little boy is, too."

Second Reading of *From Head to Toe*

- Go to the book area and show the cover and give the title, *From Head to Toe*. Call attention to the gorilla's head and toes.
- Read the book with the children. Make sure all can see the pictures.
- Follow up by returning to the beginning of the book and inviting children to name the animals. Help them if they have difficulty recalling some of the names.

Third Reading of *From Head to Toe*

- Go to the book area and show the cover and give the title of the book.
- Say to children, "Let's stand and see if we can do what the animals do."
- Read the double-spread pages, do the motions, and encourage children to join you.

Note: *When doing the donkey kicks, make sure children have space so that they do not kick each other.*

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



**Language
and
Cognitive
Materials
and
Experiences**

Benchmark: 4.5.C Shows enjoyment of books and stories

Planned Experience: Storytelling: [From Head to Toe](#) (YT & OT)
Storytelling, Mother Goose Rhyme: [Jack Be Nimble](#) (YT & OT)

How to begin:

- Make either felt or magnetic storytelling figures for the story and the rhyme.
- Read the book and the rhyme 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 rhyme.
- 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

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.*

Note: *After saying the rhyme with children, substitute children's names in the rhyme.*

Note: *Make a chart for Jack Be Nimble. Laminate or cover the charts with clear self-stick*

paper for durability. (See **Curriculum Tips and Techniques**, for information on making charts.) Show the chart as you and the children say the rhyme 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.

My Hands Can Clap

My hands can clap. (clap)
My feet can tap. (tap toe)
My eyes can clearly see. (blink eyes)
My ears can hear. (cup hands around ear)
My nose can sniff. (sniff)
My mouth can say, "I'm me." (point to self)

Where Is Thumbkin?

Where is Thumbkin? (hands behind back)
Where is Thumbkin?
Here I am. Here I am. (bring out right thumb, then left)

How are you today, sir? (bend right thumb)
Very well, I thank you. (bend left thumb)
Run away, run away. (put right thumb, then left thumb behind back)

I Wiggle

I wiggle my fingers. (wiggle fingers)
I wiggle my toes. (wiggle toes)
I wiggle my shoulders. (wiggle shoulders)
I wiggle my nose. (wiggle nose)
Now no more wiggles are left in me. (shake head).
I am sitting as still as still can be. (sit still)

Clap Your Hands

(Suit action to words)

Clap your hands, 1, 2, 3.
Clap your hands just like me.

Wiggle your fingers, 1, 2, 3.
Wiggle your fingers just like me.

Tap your nose, 1, 2, 3.
Tap your nose just like me.

Stomp your foot, 1, 2, 3.
Stomp your foot just like me.

Head, Shoulders, Knees and Toes

(Sing slowly or say with the children. Encourage them to point to body parts named.)

Head and shoulders, knees and toes, knees and toes.
Head and shoulders, knees and toes, knees and toes.
Eyes and ears and mouth and nose.
Head, shoulders, knees and toes, knees and toes.

Walk Your Feet

(Walk in place)

Walk, walk, walk your feet
Everywhere you go.
Walk them fast, walk them slow.
Walk your feet, let's go.

This Is the Way

(Sing to tune of Mulberry Bush. Suit actions to words)

This is the way we wash our hands,
Wash our hands, wash our hands,
This is the way we wash our hands,
So early in the morning.

This is the way we brush our teeth,
Brush our teeth, brush our teeth,
This is the way we brush our teeth,
So early in the morning.

This is the way we brush our hair,
Brush our hair, brush our hair,
This is the way we brush our hair,
So early in the morning.

This is the way we put on our shoes,
Put on our shoes, put on our shoes,
This is the way we put on our shoes,
So early in the morning.

This is the way we pick up our toys,
Pick up our toys, pick up our toys,
This is the way we pick up our toys,
All day long.

Note: *Invite children to tell you other things they do for themselves. Talk with them about what they can do by themselves and things with which they need help.*

All By Myself

There are many things I can do
All by myself. (point to self)
I can comb my hair and put on my shoes (point to hair and shoes)
All by myself. (point to self)

I can wash my hands and wash my face (pretend to wash face and hands)
 All by myself. (point to self)
 I can put my cars and blocks in place (pretend to put toys away)
 All by myself. (point to self)

Note: *Invite children to tell you other things they do for themselves. Talk with them about what they do by themselves and things with which they need help.*

Benchmarks: 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: See How We Have Grown (YT & OT)

Materials: See How We Have Grown Book

How to begin:

- Ask families to send two or three photos of their child; photos that show how the child has grown from infancy to now.
- Develop a class photo album with one page for each child. Label the page with the child's name.
- Slip photos into albums with plastic sleeves or magnetic, clear pages.
- Label the album, **See How We Have Grown.**
- Sit on the floor in the Language Area and begin to look at the book.
- Invite a child to join you by saying something like this: "Antonio, come look at this book with me and see how much you have grown."
- Include other children in the activity as they join you and Antonio. Show them their individual page.
- Invite children to name the other children in the book.

Extensions:

- Place the book in the Library Area so children can look at it on their own.
- Join a child you observe looking at the book and involve him or her in naming the children on each page and discussing what they are doing.

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



**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”.



Sensory and Art Materials

Benchmarks: 5.2.C Develops fine motor skills
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: Fingerprinting (YT & OT)

Materials: Pre-mixed liquid starch fingerpaint, glossy or shiny paper, plastic tablecloth, shower curtain, or newspaper, masking tape, paint smocks/shirts or t-shirts, towels for clean-up

and Experiences

How to begin:

- Prepare fingerpaint by mixing ½ cup liquid starch and ½ cup liquid washable tempera paint in a cup.
- Cover a low table with a plastic tablecloth, shower curtain or newspaper.
- Tape large pieces of white paper to the covered work surface.
- Invite a small group of toddlers (2 or 3) to experience fingerpainting.
- Assist toddlers in putting on paint smocks or shirts.
- Give each toddler a space for painting.
- Offer toddlers a choice of 2 colors of paint: yellow and blue, for example
- Assist each child in spooning a puddle of paint in the middle of his or her paper.
- Say, “This is fingerpaint. We use our fingers and our hands for painting.”
- Encourage children with comments such as, “You are using your hands to cover your paper with blue paint.” “Look at your fingers. They are blue just like the paint on your paper.”
- Help each child wash and dry hands before leaving the area.
- Take the fingerpainting to a drying area and allow it to dry completely.

Extensions:

- Allow children to make their own fingerpaint. Pour a puddle of liquid starch on the child’s paper. Ask, “Aden, what do you think will happen if I squirt some paint into the starch?” Squirt one or tablespoons of liquid washable tempera paint onto the puddle. Encourage the child to use his hands to mix the tempera and the starch. Listen to what the toddler is saying as the starch and tempera paint mix.
- Make and use easy clean-up tempera paint by mixing ¼ cup washable liquid tempera paint with ¼ cup liquid soap.
- Add peppermint, lemon or vanilla extract to the paint that toddlers are using for fingerpainting. Observe and listen to see if toddlers notice and comment about the scent.
- Allow each child to approach fingerpainting in his or her own way. For children who may be hesitant about covering their hands with paint, suggest that they use their fingertips first.
- Allow children to fingerpaint directly on the tabletop. Pour a small puddle of paint directly on the tabletop. Consider using one or more colors. Observe children to see if they notice when paints mix and new colors are created.
- Include fingerpainting throughout the year.

Note: *When children are fingerpainting, always have them put on paint shirts and always have water and paper towels or moist towelettes readily available for washing and drying hands before children leave the area. Remind children that paint goes only on paper. Use only one scent per day. Combining scents can be overpowering.*

Benchmarks: 5.2.C Develops fine motor skills
6.1.C Gains an understanding of basic concepts and relationships
1.2.C Becomes aware of self as a unique individual

Planned Experience: Hand Prints Mural (YT & OT)

Materials: Butcher paper, washable paint, sponge or paper towels

How to begin:

- Provide either paint-soaked sponge or paper towels.
- Label the paper: **Our Hand Prints.**
- Guide each child to press first one hand and then the other onto the paint-soaked

- sponge or paper towels and press their hands onto butcher paper.
- Put each child's hand prints side by side. Label the prints with the child's name and date. Say to the child, "These are your hand prints. I'm writing your name under your hand prints."
- Provide wet paper towels for each child to wipe hands before leaving the area.
- Allow the mural to dry, then post on the wall at child's eye level.
- Join a child that you observe looking at the mural and say, "Let's find Avery's hand prints. Here they are. This says Avery."

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: 6.2.C Develops fine motor skills
6.3.C Coordinates eye and hand movement
6.3.C Develops strategies for solving problems

Planned Experience: Picking up Cotton Balls (YT & OT)

Materials: 2 unbreakable bowls, 2 pairs of tongs and a bag of cotton balls

How to begin:

- Place 2 unbreakable bowls and 2 pairs of tongs on a low table.
- Scatter about 20 cotton balls on the table near the bowls and tongs.
- Observe to see if toddlers go the table and begin to experiment with the materials. If they do not, introduce the activity by saying, "Anna, use the tongs to pick up the cotton balls and put them in the bowl."
- Assist children who ask for help by modeling and describing how you are holding the tongs.
- Supervise this activity and, if necessary, set limits for proper use of tongs. Say, for example, "Leandra, use the tongs to pick up the cotton balls."

Extension:

- Define space for one child by placing one bowl, one pair of tongs and 10 cotton balls on a tray (8 x 10 inches) or on a vinyl place mat. Repeat this for the second child.
- Count the number of cotton balls the older toddler puts in the bowl with the tongs.



**Movement,
Music and
Gross
Motor
Experiences**

Benchmark: 5.1.C Develops gross motor skills

Planned Experience: Throwing Soft Objects (YT & OT)

Materials: Nylon-net puffs (usually used for bathing) and a soft basket to throw them into

How to begin:

- 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.

Extensions:

- 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.

Benchmark: 5.1.C Develops gross motor skills

Planned Experience: Move Like the Animals (YT & OT)

Materials: The book, *From Head to Toe* by Eric Carle

How to begin:

- Involve children in the experience after they 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.



**Transition
Times**

No More Wiggles

- Use the fingerplay, “I Wiggle” to help children calm down for an experience such as reading or telling a story.

I Wiggle

(wiggle the body parts as they are mentioned)

I wiggle my fingers,
I wiggle my toes,
I wiggle my shoulders,
I wiggle my nose,
Now no more wiggles are left in me,
So I will sit as still as can be.

Hands in Lap

- Use part of the fingerplay, “Open, Shut Them” to get children’s attention and help them calm down for an experience such as reading or telling a story.

Open, Shut Them
(Suit actions to words)

Open, shut them.
Open, shut them.
Give a little clap.

Open, shut them.
Open, shut them.
Put them in your lap.

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