



**Big Ideas**

Here is a big idea about toddlers that you can help them explore:

- I use my senses to learn about my world.



**Materials to Collect and Make**

**Featured Books**

- Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr., illustrated by Eric Carle (+BB)
- I Hear* by Helen Oxenbury (BB)
- I See* by Helen Oxenbury (BB)
- I Touch* by Helen Oxenbury (BB)
- I Went Walking* by Sue Williams, illustrated by Julie Vivas (+BB)
- Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin, Jr., illustrated by Eric Carle (+BB)
- The Very Busy Spider* by Eric Carle (+BB)

**Key:** (BB) – Available in Board Book only  
(+BB) – Also available in Board Book

**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.

**Books to Make**

*Texture Book*

**Storytelling Figures and Mother Goose Rhyme Charts**

- Storytelling figures (felt or magnetic) for the book, [The Very Busy Spider](#) (A Story a Month, July 2002)
- Storytelling figures (felt or magnetic) for the book, *Brown Bear, Brown Bear, What Do You See?* (See Attachment: [Brown Bear, Brown Bear, What Do You See?](#))
- Storytelling figures (felt or magnetic) for the book, *I Went Walking* (See Attachment: [I Went Walking](#))

**Additional Materials**

- 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



### Book List

#### \*Featured Books

\**Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr., illustrated by Eric Carle

\**I Hear* by Helen Oxenbury

\**I See* by Helen Oxenbury

\**I Touch* by Helen Oxenbury

\**I Went Walking* by Sue Williams, illustrated by Julie Vivas

\**Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin, Jr., illustrated by Eric Carle

\**The Very Busy Spider* by Eric Carle

*I Spy Little Animals* by Jean Marzollo, photographs by Walter Wick

*I Spy Little Wheels* by Jean Marzollo, photographs by Walter Wick

*The Listening Walk* by Paul Showers, Illustrated by Alikei

*My Five Senses* by Alikei

*Touch and Feel Animals* – box set includes baby animals, farm animals, wild animals – DK Publishing

*Touch and Feel: Farm Animals* by Dorling Kindersley – DK Publishing



### 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

6.1.C Gains an understanding of basic concepts and relationships

**3 Board Books :** *I Hear*, *I See* and *I Touch* by Helen Oxenbury (YT)

- Collect items that relate to each of the books. For example, for the book, *I Hear*, have a ticking watch or clock or a small bell. For the book, *I See*, have a small unbreakable mirror. For the book, *I Touch*, have a soft stuffed toy, a couple of pieces of fake fur or a few cotton balls in a small container.
- Go to the book area and select one of the books. Have the related items with you, but out of sight of children.
- Look at the cover of the book and say, "This book has a picture of a dog on it. I wonder what the dog is doing."
- Involve children who join you in naming the objects or characters on each page.
- Bring out the item that relates to the book you have chosen and invite children to examine it. For example, let them listen to the clock or bell, feel the stuffed toy, the fake fur or cotton balls, or look in the mirror and say who they see.
- Use words that describe what children are experiencing with their senses. For example, say, "Use your ears to listen to the clock ticking." or "Use your fingers to feel how soft the cotton balls are."
- Follow this procedure as you read each of the books with the children. Read the books again and again as long as children remain interested.

**Extensions:**

- Look out the window after reading the book, *I See*, and name something you see outside. Invite children to join you and name something they see. Support what they say with comments such as, “Jana sees a tree. Ramon sees a car.”
- Go outdoors and involve children in using their senses. Suggest that they feel the rough bark of a tree or listen and look at the airplane flying overhead.

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**Book:** *The Very Busy Spider* by Eric Carle (YT & OT)

**First Reading** of *The Very Busy Spider*

- Seat yourself in the book area and begin to sing and do the motions for the “Itsy Bitsy Spider”.

The Itsy Bitsy Spider

The itsy bitsy spider  
Went up the water spout.  
Down came the rain,  
And washed the spider out.  
Out came the sun  
And dried up all the rain.  
And the itsy bitsy spider  
Went up the spout again.

- Show the cover of the book, *The Very Busy Spider*, to the children who join you and say, “This book is about a very busy spider.”
- Read the book for the content this first reading.
- Invite children to point to and name the animals in the story.

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**Second Reading** of *The Very Busy Spider*

- Involve one child in reading the book with you.
- Invite the child to rub his hands over the spider web on each page.
- Comment that “The spider is spinning more and more threads in her web.”
- Invite the child to feel the finished spider web and find the sleeping spider on the last page of the book.

**Note:** *During the first reading, should children touch the raised spider web, encourage their exploration of the web.*

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**Third Reading** of *The Very Busy Spider*

- Say to the children, “I’m going to the book area to read a story about a very busy spider and her animal friends.”
- Involve the children who join you in making the sounds of each animal named in the book.
- Show the pictures again and invite children to make the animal sounds.

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**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:** *I Went Walking* by Sue Williams, illustrated by Julie Vivas (YT & OT)

**First Reading** of *I Went Walking*

- Say to children, “I’m going to the book area to read a book about a cat, a horse and a dog.”
- Allow the children who join you to look at each page and name or talk about what they see.
- Read the story with the children who are interested.

**Second Reading** of *I Went Walking*

- Go to the book area and invite children to join you in reading the story.
- Read the story with children, allowing them to point at and name the animals.
- Follow up by inviting the children to predict what the child will see on the next page. Begin by showing the first double-page spread and inviting children to look inside the basket and ask, “What do you see in the basket?” Help them locate the cat. Continue with subsequent pages as long as a child or children remain interested.

**Third Reading** of *I Went Walking*

- Invite two or three children to join you in the book area.
- Read the book with children, allowing them to point at and name the animals.
- Follow up by placing the felt or magnetic storytelling animal figures on the floor.
- Read the story and invite a child to pick out the figure of the animal mentioned and place it on the story board.

**Book:** *Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin, Jr., illustrated by Eric Carle (OT)

**First Reading** of *Polar Bear, Polar Bear, What Do You Hear?*

- Sit in the book area and begin to look at the book. Say, “I’m looking at a book about a

	<p>big bear; a polar bear.”</p> <ul style="list-style-type: none"> <li>• Talk through the book with the child or children who join you. “This is a polar bear. He really is big.” “This is a flamingo. A flamingo is a big bird.” “This is a boa constrictor. A boa constrictor is a big snake. “This is a peacock. Look at the peacock’s beautiful feathers.”</li> <li>• Avoid correcting children if they call an animal such as a zebra by another name such as a horse. Instead, say, “Yes, Orlando that zebra does look like a horse. A zebra has stripes” as you point to the zebra’s stripes.</li> </ul> <hr/> <p><b>Second Reading</b> of <i>Polar Bear, Polar Bear, What Do You Hear?</i></p> <ul style="list-style-type: none"> <li>• Go to the book area and say, “I’m going to read the polar bear book again” and begin to look at the pictures.</li> <li>• Read the book with the children who join you. When you can, change your voice to represent the sounds of the different animals.</li> <li>• Allow children to help turn the page and point to and name the animals.</li> <li>• Follow up by showing each animal and calling attention to a feature of that animal; the mane of the lion and the small tail of the hippopotamus, for example. Encourage children to point to the unique feature and possibly notice others.</li> </ul> <p><b>Note:</b> <i>You may not want to read the text on the last double-spread which shows children dressed as the different animals. If children do look at the pictures on those pages, listen to what they say about them.</i></p>
 <p><b><u>Language and Cognitive Materials and Experiences</u></b></p>	<p><b>Note:</b> <i>Review the section in <b>Curriculum Tips and Techniques</b> on Making Storytelling Figures (felt or magnetic).</i></p> <p><b>Benchmark: 4.5.C Shows enjoyment of books and stories</b></p> <p><b>Planned Experience: Storytelling: (YT &amp; OT)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Very Busy Spider</a></li> <li>• <a href="#">Brown Bear, Brown Bear, What Do You See?</a> (See Attachment: <a href="#">Brown Bear, Brown Bear, What Do You See?</a>)</li> <li>• <a href="#">I Went Walking</a> (See Attachment: <a href="#">I Went Walking</a>)</li> </ul> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>• Make either felt or magnetic storytelling figures for each of the stories.</li> <li>• Read the books with children several times so that they are familiar with the characters and the order of events.</li> <li>• Use the storytelling figures to tell the stories.</li> <li>• Involve children in placing figures on the story board when you feel they can do this.</li> </ul> <hr/> <p><b>Benchmarks: 4.4.C Communicates through language</b>  <b>1.2.C Becomes aware of self as a unique individual</b></p> <p style="text-align: center;"><b>My Eyes Can See</b>  <i>(Suit actions to words)</i></p> <p style="text-align: center;">My eyes can see.  My mouth can talk.  My ears can hear.  My feet can walk.</p> <p style="text-align: center;">My nose can sniff.  My teeth can chew.  My eyelids can flutter.  My arms can hug you.</p>

**Here Are My Eyes**

Here are my eyes (point to eyes)  
One and two.  
I can blink them (blink)  
So can you.

When my eyes are open (open eyes wide)  
I see the light.  
When my eyes are closed, (close eyes)  
It's dark as night.

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**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)

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**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)

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**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.

Walk them, walk them. (walk fingers up chest to chin)  
Walk them, walk them.  
Right up to your chin.

Open up your little mouth. (walk fingers around face, but not into mouth)  
But do not let them in.

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**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.

**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.



**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."

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**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.



**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 (YT & OT)

**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  
4.4.C Communicates through language

**Planned Experience: What's in the Bag? (OT)**

**Materials:** Collection of hard and soft items such as small wooden block, plastic animal, large wooden bead, cotton ball, sock, washcloth, cloth, mesh or paper bag or shoebox

**How to begin:**

- Show the collection of hard and soft items to two or three toddlers and invite them to name them.
- Place the items inside a cloth or paper bag or a shoebox with a hole cut in the top that is large enough to allow a toddler to reach inside the box.
- Invite one toddler at a time to reach inside the bag and touch one item, say what it is and bring it out to see if he was correct.
- Invite the toddler to tell you if the item is soft or hard.
- Continue this activity with other toddlers having a turn.
- Place the soft items together and the hard items together. Say, "See, all of these are soft things and all of these are hard things."

**Extension:**

- Observe and listen to children. Do they use the words "hard" and "soft" as they touch other items in their environment?

**Note:** *Make sure items are large enough to prevent choking*

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**Benchmarks:** 6.1.C Gains an understanding of basic concepts and relationships  
6.2.C Applies knowledge to new situations  
5.2.C Develops fine motor skills  
5.3.C Coordinates eye and hand movements

**Planned Experience: Sticky Experience (YT)**

**Materials:** Long piece of self-adhesive paper (3 feet), tape, lightweight materials such as feathers, fabric scraps and small laminated pictures, container for materials

**How to begin:**

- Remove the backing from a long piece of self-adhesive paper (3 feet) and use tape to attach the paper sticky side out to the wall at children's height.
- Invite toddlers to feel the sticky surface. Discuss with them that the wall is "sticky."
- Place lightweight materials such as feathers, fabric scraps and small laminated pictures in a container near the sticky wall.
- Observe to see if children try and stick any of the items to the wall. If not, join them and select one of the items in the container and say, "I wonder if this will stick to the wall."
- Comment when children are successful in sticking items to the wall. For example, say, "Yolanda, you stuck that picture of a horse to the wall."

**Extensions:**

- Cut out photos of the toddlers or pictures from magazines and glue them to the tops of plastic lids from yogurt containers or potato chip cans.
- Place the pictures in a container near the sticky wall.
- Observe to see if children try and stick any of the pictures to the wall.

**Note:** *Make sure items are large enough to prevent choking*

**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, sing 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.*

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**Benchmark: 6.1.C Gains an understanding of basic concepts and relationships**

**Planned Experience: Take a Textured Walk (YT & OT)**

**Materials:** Large feet (adult size) cut from textured materials such as bubble wrap, sandpaper, corrugated cardboard, aluminum foil, fake fur

**Hot to begin:**

- Cut out large feet (adult size) from textured materials such as bubble wrap, sandpaper, corrugated cardboard, aluminum foil, fake fur
- Attach feet securely to the floor in a path that toddlers can easily follow.
- Invite toddlers to take off their shoes and socks and follow the path.
- Observe toddlers to see their reactions to the different textures.

- Make comments such as, “This fur really feels soft. Eric, can you feel the soft fur?” Ask, “Which foot feels the best? Do you like the soft foot (touch the fur one), the bumpy one (touch the bubble wrap), or the rough one (touch the sandpaper)?”

**Extensions:**

- Invite toddlers to crawl on the textured feet.
- **Match the Feet (OT):** Make pairs of small textured feet from materials such as bubble wrap, sandpaper, corrugated cardboard, aluminum foil, fake fur or textured wallpaper samples. Place the pairs on the table and invite a toddler to find the two feet that are alike; that feel the same.

**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 (YT & OT)**

**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.

**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 other 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.”

	<p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Count with the older toddlers the number of cotton balls they put in the bowl.</li> </ul> <hr/> <p><b>Benchmarks: 6.1.C Gains an understanding of basic concepts and relationships 6.3.C Develops strategies for solving problems</b></p> <p><b>Planned Experience: Find the Ticking Clock (OT)</b></p> <p><b>Materials:</b> A loudly ticking clock</p> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>• Hide a ticking clock when the children are not looking.</li> <li>• Ask toddlers to be very quiet and listen. Ask, “What do you hear?” Pause and allow children to listen and say what they hear. If they do not respond, say, “I hear a ticking clock. Can you use your ears to help me find the clock?”</li> <li>• Invite children to tell you how they found the clock.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Repeat this activity if children seem to enjoy it.</li> </ul>
 <p><b><u>Food/ Nutrition Experiences</u></b></p>	<p><b>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</b></p> <p><b>Experience: Fruit Tasting (YT &amp; OT)</b></p> <p><b>Materials:</b> 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</p> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>• Sit at the table with a small group of children.</li> <li>• Give each child a bowl, spoon and napkin.</li> <li>• 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.</li> <li>• Repeat this process with the other fruit.</li> <li>• Begin to eat the fruit. Talk about how sweet the banana tastes and that you really like the cantaloupe because it tastes sweet, too.</li> <li>• 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.”</li> </ul> <p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>• Try other fruit such as small pieces of pineapple, pears, peaches or watermelon.</li> </ul> <p><b>Note:</b> <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>



**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.

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**Benchmark: 6.1.C Gains an understanding of basic concepts and relationships**

**Planned Experience: Shake, Shake, Shake that Bottle (YT & OT)**

**Materials:** Sound Bottles (Review the section in **Curriculum Tips and Techniques** for Making Sensory Bottles)

**How to begin:**

- Place two or three of the bottles on a shelf where children can easily see and select them.
- Observe as a child experiments with the bottle.
- Join the child, select a bottle, and begin to sing 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.*

	<p><b>Benchmark: 5.1.C Develops gross motor skills</b></p> <p><b>Planned Experience: Move Like the Animals (YT &amp; OT)</b></p> <p><b>Materials:</b> The book, <i>From Head to Toe</i> by Eric Carle</p> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>• Involve children in this experience after they are familiar with the book.</li> <li>• Read the book and model and suggest that children make the movements that the different animals in the book make.</li> </ul>
 <p><b><u>Transition Times</u></b></p>	<p><b>No More Wiggles</b></p> <ul style="list-style-type: none"> <li>• Use the fingerplay, “I Wiggle” to help children calm down for an experience such as reading or telling a story.</li> </ul> <p style="text-align: center;"><b>I Wiggle</b> (wiggle the body parts as they are mentioned)</p> <p style="text-align: center;">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.</p> <hr/> <p><b>Hands in Lap</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p style="text-align: center;"><b>Open, Shut Them</b> (Suit actions to words)</p> <p style="text-align: center;">Open, shut them. Open, shut them. Give a little clap.</p> <p style="text-align: center;">Open, shut them. Open, shut them. Put them in your lap.</p> <p><b>Note:</b> <i>Adapt other fingerplays previously listed as transitions to move children from one activity or place to another.</i></p>