

## #2.1 - My Family and Home



### Big Ideas

Here are some big ideas about toddlers that you can help them explore:

- My family includes the people I live with plus other family members.
- My family members have names.
- I live with my family in a place we call home.



### Materials to Collect and Make

#### Featured Books

*Goodnight Moon* by Margaret Wise Brown, illustrated by Clement Hurd (+BB)  
*In the Rain with Baby Duck* by Amy Hest, illustrated by Jill Barton

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

**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.

#### Books to Make

*Places We Call Home*  
*Our Family's Favorite Cereal Book* (Environmental Print Book)  
*Textured Houses*

#### Storytelling Figures

- Storytelling figures (felt or magnetic) for the book, [The Napping House](#)
- Storytelling figures (felt or magnetic) for the book, [Are You My Mother?](#)
- Storytelling figures (felt or magnetic) for the book, [The Three Bears](#)
- Storytelling figures (felt or magnetic) for the book, [The Three Little Pigs](#)
- Storytelling figures (felt or magnetic) for the book, [Peter's Chair](#)
- Storytelling figures (felt or magnetic) for the book, [Ask Mr. Bear](#)

#### Additional Materials:

- Tote bag, pajamas or nightgown, rag doll
- Houses of felt
- Large paint brushes
- Household items to use as brushes, paint trays,
- Large appliance box
- Containers with lids of various sizes



### Book List

\*Featured Books

\**Goodnight Moon* by Margaret Wise Brown, illustrated by Clement Hurd

\**In the Rain with Baby Duck* by Amy Hest, illustrated by Jill Barton

*Are You My Mother?* by P. D. Eastman

*Ask Mr. Bear* by Marjorie Flack

*The Napping House* by Audrey Wood, illustrated by Don Wood

*Peter's Chair* by Ezra Jack Keats

*The Kissing Hand* by Audrey Penn, illustrated by Ruth E. Harper and Nancy M. Leak

*The Three Bears* by Paul Galdone

*The Three Little Pigs* by Paul Galdone



**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.

**Benchmark:** 4.5.C Shows enjoyment of books and stories

**Book:** *Goodnight Moon* by Margaret Wise Brown, illustrated by Clement Hurd (YT & OT)

**First Reading** of *Goodnight Moon*

- Say to children, "I'm going to the book area and read a story about a little rabbit who is going to sleep."
- Show children who join you the cover of the book and say the title. "The name of the book is *Goodnight Moon*. Can you show me the moon?"
- Read the story with the children, pausing as you read each page to allow children to locate the objects named on each page.

**Note:** You may have to help children with objects such as the old-fashioned telephone and "a bowl of mush." Say to children that mush is like oatmeal.

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**Second Reading** of *Goodnight Moon*

- Say to children, "I'm going to the book area and read a story about a little rabbit who is going to sleep."
  - Show the cover of the book and say the title.
  - Invite children to look at the cover and locate the moon, the stars, and the cow jumping over the moon.
  - Read a page, omitting an object word, pointing to the object and inviting children to say the word. For example, on page one, read the first two lines and read "And a red \_\_\_\_." Point to the balloon and invite children to say "balloon." On page two, read, "The cow jumped over the \_\_\_\_." and invite children to say "moon."
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**Third Reading** of *Goodnight Moon*

- Invite two or three children to join you in the book area.
- Read the book with children, inviting them to locate the objects on each page.

**Note:** Read the story in a very soft and calm voice to create a sense of relaxation.

**Note:** This is an excellent book to read with children just before rest time. See Toddler Topic #2.2 Things I Do with My Family for additional information about Rituals and Routines at nap time.

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**Book:** *In the Rain with Baby Duck* by Amy Hest, illustrated by Jill Barton (OT)

**First Reading** of *In the Rain with Baby Duck*

- Say to children, "I'm going to the book area to read a book about a baby duck who

	<p>doesn't like the rain."</p> <ul style="list-style-type: none"> <li>• Show cover of book to children and say, "This is Baby Duck and his Grandpa. They're walking in the rain. Look at Baby Duck. He's splashing the water with his red boots. That's an umbrella he's carrying."</li> <li>• Ask children if they have ever walked in the rain. Did they wear boots? Did they carry an umbrella? Encourage children to discuss their rainy day experiences.</li> <li>• Consider showing the pictures in order and telling the story during the first reading. Read only key parts such as "Pit-pat. Pit-a-pat. Pit-a-pit-a-pat." Sing Baby Duck's song about not liking the rain.</li> </ul> <hr/> <p><b>Second Reading of <i>In the Rain with Baby Duck</i></b></p> <ul style="list-style-type: none"> <li>• Invite a couple of children to join you in the book area to read a story about Baby Duck and the rain.</li> <li>• Show the cover to children, read the title and invite them to locate Baby Duck, Grandpa, and the boots and umbrella.</li> <li>• Decide whether to read the entire book or do a combination of reading and telling the story. Base your decision on your knowledge of the children and their attention spans.</li> </ul> <p><b>Note:</b> <i>Continue to read the story to children who are interested. Gradually do more reading than telling.</i></p>
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**Language and Cognitive Materials and Experiences**

	<p><b>Benchmark: 4.5.C Shows enjoyment of books and stories</b></p> <p><b>Planned Experience: Storytelling (YT &amp; OT)</b></p> <p><a href="#"><i>Are You My Mother?</i> (A Story A Month)</a></p> <p><a href="#"><i>The Napping House</i> (A Story A Month)</a></p> <p><a href="#"><i>The Three Bears</i> (A Story A Month)</a></p> <p><a href="#"><i>The Three Little Pigs</i> (A Story A Month)</a></p> <p><a href="#"><i>Peter's Chair</i> (A Story A Month)</a></p> <p><a href="#"><i>Ask Mr. Bear</i> (A Story A Month)</a></p> <p><b>Note:</b> <i>Review the books listed here and look at the storytelling figures. Select the books and storytelling figures that you think will be the best match for the children in your group. If some of the stories seem too long for your toddlers, consider showing the pictures in order and telling the story rather than reading it in its entirety. Then present the story using the storytelling figures.</i></p> <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 rhymes with children several times so that they are familiar with the characters and the order of events.</li> <li>• Use the storytelling figures to present the rhymes.</li> <li>• Involve children in placing figures on the storyboard when you feel they can do this.</li> </ul> <p><b>Note:</b> <i>Follow the procedures listed above for the sets of storytelling figures you choose to make and use.</i></p>
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**Benchmarks: 4.4.C Communicates through language**  
**1.1.C Feels valued and attached to others**

**Grandma's Glasses**

Here are Grandma's glasses, (fingers around eyes)  
Here is Grandma's hat, (hands on head)  
This is the way she folds her hands, (fold hands)  
And lays them in her lap. (folds hands in lap)

Here are Grandpa's glasses, (larger glasses)  
Here is Grandpa's hat, (larger hat)  
This is the way he folds his arms, (fold arms across chest)  
Just like that. (with emphasis)

**Hush Little Baby**

*(Song)*

Hush little baby, don't say a word,  
Papa's gonna buy you a mocking bird.

If that mocking bird don't sing,  
Papa's gonna buy you a diamond ring.

If that diamond ring turns brass,  
Pappa's gonna buy you a looking glass.

If that looking glass gets broke,  
Papa's gonna buy you a billy goat.

If that billy goat don't pull,  
Pappa's gonna buy you a cart and bull.

If that cart and bull turn over,  
Pappa's gonna buy you a dog named Rover.

If that dog named Rover don't bark,  
Pappa's gonna buy you a horse and cart.

If that horse and cart fall down,  
You'll still be the sweetest little baby in town.

**Five Little Babies**

*(Hold up appropriate number of fingers and make motions to suit the words)*

One little baby  
Rocking in a tree.  
Two little babies  
Splashing in the sea.  
Three little babies  
Crawling on the floor.  
Four little babies  
Banging on the door.  
Five little babies

Playing hide and seek.  
Keep your eyes closed tight, now,  
Until I say.....PEEK!

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**Helping Daddy Drive**  
(Suit actions to words)

Open the car door,  
Climb inside.  
I get to help my daddy drive!  
Fasten the seat belt,  
Shut the door,  
Start the motor,  
Hear it roar!  
Brrr! Brrr! Brrr!

Off we go,  
Down the street,  
Waving to people  
We happen to meet.

**Note:** Change the family member from daddy to others such as mother, grandmother, auntie, brother, or sister, for example.

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**Going Shopping**

Come go the store with me,  
It's just down the street.  
We don't need a car,  
We can go on our feet.

Daddy wants apples  
And onions and steak,  
Mother wants bread  
And strawberry cake.

Brother wants chicken  
And fish and potatoes.  
I want cereal  
And lettuce and tomatoes.

Come go to the store with me,  
It's just down the street.  
We don't need a car,  
We can go on our feet.

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**Who Lives in My House?**  
(Sing to tune of "Farmer in the Dell")

My mother lives in my house,  
My mother lives in my house,  
High-ho the dairy-o.  
My mother lives in my house.

**Note:** Invite children to name persons who live in their house and sing a verse to include that person. Match the words of the song to the different family situations in which your children live.

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### **The Work Families Do**

*(Sing to tune of "Farmer in the Dell")*

My father drives a truck,  
My father drives a truck,  
High-ho-the dairy-o.  
My father drives a truck.

My mother works at home,  
My mother works at home.  
High-ho the dairy-o.  
My mother works at home.

My sister goes to school,  
My sister goes to school.  
High-ho the dairy-o.  
My sister goes to school.

**Note:** Be familiar with each child's family members and what they do. Invite children to say what different family members do and make up verses to the song. Be creative as you add the verses.

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### **Finger Family**

Finger family up, (Wiggle fingers up)  
Finger family down, (Wiggle fingers down)  
Finger family dancing,  
All around town. (Wiggle fingers all around)  
Dance fingers on your shoulders, (Wiggle fingers on shoulders)  
Dance fingers on your head. (Wiggle fingers on top of head).  
Dance fingers on your knees, (Wiggle fingers on knees)  
And tuck them into bed. (Fold hands and put beside face)

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### **I Love My Family**

Some families are large, (spread arms out wide)  
Some families are small, (bring arms close together)  
But I love **my** family (cross arms over chest)  
Best of all.

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### **I Have a Special Grandma**

*(Sing to tune of "I'm a Little Teapot")*

I have a special Grandma, I like to see.  
I love her and she loves me  
When I go to see her, we have fun.  
From early morning 'til the day is done.

**Note:** Substitute the names of other relatives when singing this song with children; relatives such as Grandpas, Aunts, Uncles and Cousins. Ask children what they call their Grandma or Grandpa and substitute those names.

### I'm Bringing Home a Baby Bumblebee

I'm bringing home a baby bumblebee, (cup hands together)  
Won't my mommy be so proud of me? (thumbs to chest)  
I'm bringing home a baby bumblebee, (cup hands together)  
Ouch! He stung me! (clap hands loudly)

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

**Planned Experience:** Our Family's Favorite Cereal Book (YT & OT)

**Materials:** Front panels from empty cereal boxes, one sheet of paper per child, glue, metal rings, yarn or a three-ring binder with clear plastic sheets

**How to begin:**

- Send home a note asking each family to send the front panel from an empty box of their favorite family cereal. Suggest that they write their name and the name of their child on the back of the panel.
- Cut out an 8" x 7" section of the cereal box panel. Make sure it has the logo.
- Write each child's name on an individual sheet of paper.
- Assist each child in gluing their cereal box panel to a sheet of paper. It is best to do this with one or two children at a time.
- Show each child his or her name on the page. Say, "This says Jordan. Jordan, your family's favorite cereal is Cheerios."
- Put the pages together to create a book.
- Make a cover for the book. A suggested title is: ***Our Family's Favorite Cereal.***
- Invite a child or two to join you in the book area. Show the individual page of the children who have joined you and say, "I wonder whose page this is."
- Wait to see if children recognize their individual page. If the child recognizes his cereal, say, "Yes, Jordan, that's your page."
- Show the child his or her name and say, "This says Jordan. Jordan, your family's favorite cereal is Cheerios," as you point to the cereal box panel on the page.

**Extensions:**

- Place the book in the library area for children to look at on their own.
- Observe and listen to children. Do they look at the book? Do they name the cereals?

**Note:** *Have extra cereal box panels should a family fail to send one. Allow the child to select one of the panels for his or her page.*

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**Benchmarks:** 4.5.C Communicates through language  
6.2.C Applies knowledge to new situations  
6.3.C Develops strategies for solving problems

**Planned Experience:** Packing My Bag to Take to Grandma's (OT)

**Materials:** Tote bag, pajamas or nightgown, children's book, soft stuffed toy

**How to begin:**

- Place pajamas, children's book and stuffed toy in tote bag.

- Take the packed tote bag to the Pretend Play area and say to children who join you, "I've packed my bag because I'm going to Grandma's to spend the night. What do you think I have in my bag?"
- Pause and wait for children to respond. Accept all answers and repeat what children say. For example "Angelo said he would take his fire truck. Melinda said she would take her pajamas. Let's see if I have a fire truck and pajamas in my bag."
- Take out one item at a time and ask children to name it and say whether or not they would take the item to Grandma's.
- Encourage children to name other items they would pack in their bag.

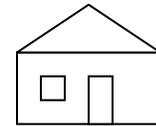
**Note:** *You may substitute the names of other family members that children might visit: aunt or cousins, for example.*

**Note:** *Leave the tote bag and packed items in the Pretend Play area. Observe to see what children put in the bag and listen to their comments.*

**Note:** *Consider putting a second tote bag in the area to prevent children from arguing over "my bag."*

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

**Planned Experience: Houses of Felt (OT)**



**Materials:** Different colors of felt, scissors, felt board

**How to begin:**

- Make pairs of large felt houses that are exactly the same in color and shape.
- Invite a child to join you in playing a game with houses.
- Allow child to manipulate the houses.
- Invite child to find the two matching houses, "the houses that are alike" and place them on the felt board.
- Acknowledge the child's accomplishments by saying, for example, "Steven, you matched the two red houses and put them on the board."
- Repeat the activity with other children who seem to be interested.
- Allow children to manipulate the houses even though they may not be able to match the colors.

**Extension:**

- Involve two children in a matching activity.
- Invite one child to select a house and put it on the board.
- Say to the second child, "Mitch, Steven has put a blue house on the board. Can you find another blue house (or a house just like Steven's) and put it on the board next to Steven's house."

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

**Safety Note:** *Use the scissors to cut out the felt houses when children are not present. Keep adult scissors out of reach of children.*



**Self, Social  
and  
Emotional  
Experiences**

**Benchmarks:** 1.1.C Feels valued and attached to others  
4.4.C Communicates through language



**Planned Experience:** Places We Call Home (YT & OT)

**Materials:** Pictures of each child's place they call home, quart size sealable plastic bags, metal rings or yarn

**How to begin:**

- Invite each child's family to take a photo of the outside of their home; a photo that includes the child, if possible.
- Create a card stock title page for the book: *Places We Call Home*, and put it in a sealable plastic bag.
- Place each photo in a sealable plastic bag.
- Join the bags together (on the sealed edges) using metal rings or short piece of yarn to create a book.
- Go to the book area and say to children that you are going to read a book about where they live; their homes.
- Allow children who join you to find their home. Make comments such as, "Yes, Aaron, that's your home. You live in an apartment building."
- Leave the book in the book area. Observe to see if children look at it. Listen to their comments. Do they find their own home? Do they find the homes of other children?

**Extensions:**

- Create a *Places We Call Home* book from magazine pictures.
- Include pictures that are representative of the homes of all of the children in your group.
- Involve children in looking at the book and naming the different types of dwellings.

**Note:** *Be aware of the homes in which each child lives. Be sensitive to a child who is living in a shelter, in a foster home, or lives in two different homes, for example If you do not think that all families will be willing to provide a photo of their home, use the magazine picture idea instead.*

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

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**Benchmarks:** 1.1.C Feels valued and attached to others  
1.2.C Becomes aware of self as a unique individual

**Planned Experience:** I Know Someone Special (YT & OT)

**Materials:** None

**How to begin:**

- Gather a small group of children and say the following poem:

I know someone very special.  
Do you know who?  
I'll turn around and turn around (turn around)  
And then I'll point to you. (point to child)

- Invite children to say name of child you are pointing to.
- Repeat the poem as you point to each child in the group.

**Extensions:**

- Repeat the poem and change the actions. For example, say “I’ll jump up and down and turn around,” “I’ll clap my hands and turn around,” “I’ll hug myself and turn around.”
- Invite children to join you in doing the actions in the poem.

**Note:** *This activity adapted from **Brain Games for Toddlers and Twos** by Jackie Silberg, published by Gryphon House (2002).*

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**Benchmarks:** 1.2.C Becomes aware of self as a unique individual  
2.1.C Develops a wide range of feelings and emotions  
2.2.C Expresses feelings and emotions through gestures, sounds and – eventually words

**Planned Experience:** **Mirror, Mirror, What Do You See? (YT & OT)**

**Materials:** A hand-held mirror

**Hot to begin:**

- Sit on the floor with a child.
- Hold the mirror in your hand, smile and make a happy face as you say:  
Mirror, mirror, what do you see?  
I see a happy face looking at me.
- Hand the mirror to the child, ask her to look in it and make a happy face as you repeat the poem.
- Change the poem and your facial expressions and voice to include other emotions such as sad, grouchy, angry, sleepy and surprised.
- Invite the child to copy your facial expressions as you repeat the changed poem.

**Extensions:**

- Have a child stand in front of a full-length mirror as you say the following:  
Mirror, mirror, on the wall.  
I see Mitch standing so tall.

**Note:** *Make sure the mirrors in your classroom are safety mirrors. If you have a wall-mounted mirror, make sure it is firmly anchored to the wall.*

**Note:** *This activity adapted from **Brain Games for Toddlers and Twos** by Jackie Silberg, published by Gryphon House (2002).*



**Sensory**  
**and Art**  
**Materials**  
**and**  
**Experiences**

**Benchmarks:** 3.3.C Demonstrates caring and cooperation  
3.4.C Tries out roles and relationships through imitation and pretend play

**Planned Experience:** **Bathing Babies (OT)**

**Materials:** Waterproof baby doll, shallow plastic tub, soft washcloths, empty baby wash or shampoo bottle, small towel for drying the doll, large towel to put under the tub, blanket to wrap doll in after the bath

**How to begin:**

- Put only 1 to 2 inches of water in the shallow plastic tub.
- Place tub on large towel. Put doll, 2 soft washcloths and small towel beside the tub.
- Invite a child to join you by saying, “Clarice, this baby sure is dirty. I need you to help me give her a bath.”
- Invite child to select a washcloth. Suggest that she touch her face with the washcloth to

feel how soft it is. Say, "This baby needs a soft washcloth for her bath."

- Observe and comment on what the child does. For example, "Clarice, you put some soap in the water so the baby will get clean."
- Model washing the doll if the child does not seem to know what to do. Describe what you are doing.
- Suggest that child dry the baby with the small towel and wrap it in the blanket so "the baby does not get cold."
- Remind child to "be gentle with the baby" and to keep water in the tub if she begins to splash it.

**Note:** *Have children wash hands before and after playing in the water tub.*

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

**Planned Experience: Textured Houses (YT & OT)**

**Materials:** Poster board, scissors, markers, textured materials such as fake fur, sandpaper, wallpaper samples, corrugated cardboard, bubble wrap, aluminum foil, glue, hole punch, and metal ring

**How to begin:**

- Cut house shapes from poster board and use markers to decorate the house and to draw windows and doors.
- Glue a different textured material on each door.
- Punch a hole in each house and attach with a metal ring to make a book.
- Invite children to join you in looking at the book about houses.
- Invite children to touch the different doors as you "read" the book about the house with the rough door, the soft door, and the bumpy door.

**Extensions:**

- Know your children and create appropriate shapes for places the children call home. For example, if some children live in mobile homes and/or apartment building, create those shapes.
  - Decorate the doors of the mobile homes and apartment buildings and include them on the ring.
  - Personalize the homes by saying, "This is a mobile home like Will and Sean live in."
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**Benchmarks: 1.4.C Asserts independence  
5.2.C Develops fine motor skills**

**Planned Experience: Painting with Household Items (OT)**

**Materials:** newspaper or plastic tablecloth, washable tempera paints, trays for paint, paper, household items to use as brushes: dish mops, dish scrubbers, dish sponges, small sponges clipped in a clothespin, paper towels for wiping hands

**How to begin:**

- Protect the work area with newspaper or a plastic tablecloth.
- Assist toddlers in putting on paint smocks or shirts.
- Place several colors of tempera paint in trays and put trays on table.
- Place a sheet of paper in front of each child at the table.
- Put several types of household item brushes in a container.
- Allow children to choose a brush and to try other brushes.
- Stay with children as they paint.

- Allow each child who wants to paint a turn.
- Assist children in wiping off hands after painting.

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**Benchmarks:** 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities  
 3.3.C Demonstrates caring and cooperation  
 5.1.C Develops gross motor skills  
 5.2.C Develops fine motor skills

**Planned Experience: Water Painting (OT)**

**Materials:** House painting brushes, buckets or pans for water

**How to begin:**

- Take brushes and buckets outdoors. Fill buckets half-full with water. Sit buckets near wall of building with brushes nearby.
- Explain to children who join you that they can paint the “house” with water.
- Stay near the house painting, redirecting toddlers who may try and paint another child or themselves, for example, by saying, “Andre, you are a house painter and your house needs painting.”
- Make comments about what children are doing; comments such as “You’re painting up and down.”, “You’re reaching way up high with that brush.”, or “Jennine and Mashika, you’re painting side by side.”
- Say a painting chant with children:
  - Painting up
  - Painting down
  - Painting, painting all around!
- Observe to see if children notice that the water on the wall is drying

**Note:** *You will need to have as many brushes and water containers as there are children who want to paint. Consider spacing the water containers so that children are side by side.*

**Note:** *This activity is best done on a warm, sunny day.*

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**Benchmarks:** 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities  
 3.3.C Demonstrates caring and cooperation  
 5.1.C Develops gross motor skills  
 5.2.C Develops fine motor skills

**Planned Experience: House Painting (OT)**

**Materials:** Large appliance box, house painting brushes, paint rollers, washable tempera paint, paint shirts or smocks, newspaper

**How to begin:**

- Cut out a door and windows in a large appliance box.
- Provide enough painting materials for 4 children.
- Take box, newspaper and materials for painting outdoors. Place newspaper on a smooth surface and sit the box on top of the paper. Place paint materials on all 4 sides of the house.
- Put on a paint shirt and invite 4 children to put on paint shirts and join you in painting the house.
- Model and describe the proper way to remove excess paint from the brush.
- Stay near the house painting, redirecting toddlers who may try and paint another child or

themselves for example, by saying, "Lynne, you are a house painter and your house needs painting."

- Encourage children to paint side by side.

**Extensions:**

- Take the painted house indoors when the paint has dried and place it in area of the classroom where children can play in it. Consider placing it against a wall so that you can see all of the children as they play in and around the house.
- Observe to see if children take any of their toys into the playhouse. If not, add a couple of soft pillows, a doll or two and a couple of books.

**Note:** Consider have an alternative painting experience available on the playground when you plan to have both the **Water Painting** and the **House Painting** experiences available for children.

**Note:** Have more than one color of paint available for House Painting.

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**Benchmarks:** 5.3.C Coordinates eye and hand movements  
5.4.C Develops fine motor skills  
6.1.C Gains an understanding of basic concepts and relationships  
6.3.C Develops strategies for solving problems

**Planned Experience: Putting On and Taking Off Lids (YT & OT)**

**Materials:** 4 or 5 plastic containers of different sizes with snap-on or screw-on lids, basket

**How to begin:**

- Put the containers and lids in a basket and place the basket on a table or floor within children's reach.
- Observe children's behavior with the containers and lids.
- Introduce the activity if this is necessary. For example, pick up one of the containers and say, "I'm trying to find the lid that fits this container."
- Assist a child who may be having difficulty finding a lid that fits by saying, "Ian, try this blue lid. See if it fits," or "This is a big container. See if you can find a big lid."

**Note:** If this activity seems to frustrate children, put it away and bring it out at a later time.



**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: Cereal for Snack (YT & OT)**

**Materials:** One small cereal bowl, one small spoon and napkin for each child and adult, non-sweetened cereal in a serving bowl, serving size scoop, small glass of milk for each child and adult

**How to begin:**

- Sit at table with a small group of children.
- Give each child a bowl, spoon, napkin and glass of milk.
- Put one scoop of cereal in your bowl and say, "I'm serving myself one scoop of Cheerios. Ariana let me help you serve yourself one scoop of Cheerios." Assist children as needed to serve themselves a scoop of cereal.

- Allow children to eat dry cereal and drink their milk or assist them as needed to pour milk over cereal.

**Note:** Add to the snack what is needed to meet nutrition guidelines.

**Note:** Name the cereal that is being served. Talk with children about the cereals that were included in the book, **Our Family's Favorite Cereal**.

**Note:** It is important that adults sit at the table and eat with children to serve as models.

**Extensions:**

- Continue this activity each time children are served cereal.

**Note:** Caregivers and children should always wash hands before participating in a food experience.



**Movement,**  
**Music and**  
**Gross**  
**Motor**  
**Experiences**

**Benchmarks:** 5.1.C Develops gross motor skills  
6.1.C Gains an understanding of basic concepts and relationships

**Planned Experience:** Tiny Steps – Big Steps (YT & OT)

**Materials:** None

**How to begin:**

- Invite children to join you as you move around the playground, sometimes taking big steps and sometimes tiny steps.
- Verbalize what you are doing, changing your voice to be gruff when you take big steps and high when you take baby steps. For example, say in a gruff voice, “I’m taking big steps” and in a high voice, “Now I’m taking tiny steps.”

**Extensions:**

- Repeat this activity in the classroom if there is space for you and the children to safely move about.

**Benchmarks:** 5.1.C Develops gross motor skills

**Planned Experience:** Tiptoe Through the House (YT & OT)

**Materials:** None

**How to begin:**

- Begin to tiptoe in an open space in the room, saying very quietly, finger on lips, “Tiptoe, tiptoe, who will tiptoe with me?” Show toddlers how to tiptoe.
- Tiptoe as long as the toddlers stay interested.

**Extensions:**

- Play a piece of quiet music, asking the toddlers to pretend they need to be very quiet so they don’t wake up the baby or Mommy or Daddy or Grandma, for example.
- Vary the tiptoe pathways (straight, curving and zigzagging).
- Repeat this activity throughout the year.

**Note:** Walking on tiptoe uses the child’s own body weight to develop strength. It also helps with balance.

**Benchmarks: 4.3.C Responds to verbal and non-verbal language  
5.1.C Develops gross motor skills**

**Planned Experience: Move Like a Rag Doll (YT & OT)**

**Materials:** Rag doll

**How to begin:**

- Take the rag doll to an area of the room where there is space for movement and say, "I have a special friend. His name is Yuri. Yuri likes to move his body. Let's see if you can do what Yuri does."
- Move the rag doll while describing the movement. Introduce actions such as jumping in place, touching your toes, touching your knees, nodding your head, moving your arms in circles, stretching to touch the sky, turning in a circle.
- Assist the children in calming down by introducing a slow movement such as clapping hands, tapping toes, and sitting on the floor.

**Extensions: Dance with Yuri**

- Say to the children, "Yuri likes to dance. He wants you to dance with him." Move Yuri as though he is dancing.
  - Play a dance tune and you, Yuri and the children dance together.
  - Say, "Yuri's tired. He needs to rest." as you and the children sit on the floor together.
- 

**Benchmarks: 4.2.C Identifies with a home language  
4.3.C Responds to verbal and non-verbal communication  
4.4.C Communicates through language  
5.1.C Develops gross motor skills**

**Planned Experience: Movement and Music (YT & OT)**

**Materials:** CD or cassette player and CDs or cassette tapes

**How to begin:**

- Include in your daily schedule a specific time to involve children in moving to music.
- Collect CDs or cassette tapes that include a variety of musical experiences for the children. See **Resources** located in **Focus Area #2, Introduction and Preparation** for a suggested list.
- Review the CDs in advance and select the songs that you think your children will enjoy.
- Vary the songs you use each day. Include some of children's favorites and add a new one.
- Conclude the movement and music time with a song that will help children calm down from being so active.

**Note:** *Include songs with words from a child's home language that is not English.*

**Note:** *Include movement and music throughout the day, not just at the schedule time.*



## Transition Times

### **Yuri Says**

- Use the rag doll in the **Move like a Rag Doll** experience to direct children to the desired activity.
- Say, for example, “Yuri says that Robin will wash her hands for lunch.”

### **Taking Big Steps**

- Practice with children taking big steps.
- Invite children to join you in taking big steps as you walk to the playground.

### **A Helper I Will Be (Sing to tune of “The Farmer in the Dell”)**

- Begin to sing the following song when it is time to put away the toys children are playing with and transition to another activity:

A helper I will be,  
A helper I will be.  
I’ll pick up the toys and put them away.  
A helper I will be.

**Note:** Consider including a specific toy and inserting that into the song. For example, sing “I’ll pick up the cars/blocks/dolls and put them away.”



## Family Experiences

Send home the following activity from Infant and Toddler Family Connection

- Activity #29 – “Let’s Go Back and Forth” (See Attachment: [Let’s Go Back and Forth](#))

Include a Family Response sheet for each activity. (See Attachment: [Family Response Sheet](#))