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|  <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"> ➤ We share love in our family. ➤ We share rituals and routines in our family. ➤ We share special foods in our family. ➤ I like to do things and go places with my family. |
|  <p><u>Materials to Collect and Make</u></p> | <p><u>Featured Books</u></p> <p><i>Goodnight, My Duckling</i> by Nancy Tafuri (+BB) <i>Kiss Good Night</i> by Amy Hest, illustrated by Anita Jeram (+BB) <i>Runaway Bunny</i> by Margaret Wise Brown, illustrated by Clement Hurd (+BB) <i>Ten, Nine, Eight</i> by Molly Bang (+BB) <i>Time for Bed</i> by Mem Fox, illustrated by Jane Dyer (+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>Mother Goose Rhyme Chart</u></p> <ul style="list-style-type: none"> • Illustrated Mother Goose Rhyme Chart and puppet, <i>There Was an Old Woman Who Lived in a Shoe</i> (See Attachment: There Was an Old Woman Who Lived in a Shoe). <p><u>Books to Make</u> None</p> <p><u>Additional Materials</u></p> <ul style="list-style-type: none"> • Plastic dish tub, dish towel, apron for child • pajama tops and bottoms, laundry basket • Basket • Household items for printing • scarves |
|  <p><u>Book List</u></p> <p>*Featured Books</p> | <p>*<i>Goodnight, My Duckling</i> by Nancy Tafuri</p> <p>*<i>Kiss Good Night</i> by Amy Hest, illustrated by Anita Jeram</p> <p>*<i>Ten, Nine, Eight</i> by Molly Bang</p> <p>*<i>The Runaway Bunny</i> by Margaret Wise Brown, illustrated by Clement Hurd</p> <p>*<i>Time for Bed</i> by Mem Fox, illustrated by Jane Dyer</p> <p><i>Ask Mr. Bear</i> by Marjorie Flack</p> |

Guess How Much I Love You by Sam McBratney, illustrated by Anita Jeram

Have You Seen My Duckling? By Nancy Tafuri

Just Me and My Dad by Mercer Mayer

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

The Napping House by Audrey Wood, illustrated by Don Wood

Row, Row, Row Your Boat by Anne Kubler

Where's My Hug (originally published as *Don't You Feel Well, Sam?*) by Amy Hest, illustrated by Anita Jeram



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.

Note: Consider reading one of these books each day prior to nap time.

Planned Experience: *Naptime Rituals and Routines*

Benchmarks: 4.5.C Shows enjoyment of books and stories
 1.1.C Feels valued and attached to others
 3.1.C Develops trusting relationships with nurturing adults

Book: *Time for Bed* by Mem Fox, illustrated by Jane Dyer

First Reading of *Time for Bed* (YT & OT)

- Say to children, "I'm going to the book area to read a story about some mice, sheep and cats who are getting ready for bed."
- Show cover to children who join you. Give title and allow children to look at the sheep on the cover.
- Turn each page slowly and name the animals on the page.

Second Reading of *Time for Bed*

- Say to children, "I'm going to the book area to read a story about some mice, sheep and cats that are getting ready for bed."
- Show cover and give title of book.
- Read the story to the children, pausing after each page to allow children time to examine the animals on the page.

Third Reading of *Time for Bed*

- Gather a small group of children in the reading area.
- Show cover and give title of book.
- Read the story to the children.
- Follow up the reading by turning the pages and inviting a child to either name the animals on each page or to point to the animals as you name them.
- Allow each child a turn. Say, for example, "Diedre, can you tell me the name of this animal?" "That's right, Diedre, that's a sheep."

Book: *Goodnight, My Duckling* by Nancy Tafuri (YT & OT)

First Reading of *Goodnight, My Duckling*

- Say to children, "I'm going to the book area to read a story about Mother Duck and her

baby ducklings.”

- Show cover of book to toddlers who join you. Read the title, *Goodnight, My Duckling*. Allow children to look at the illustrations on the cover. Explain to them that baby ducks are called ducklings.
- Take a picture walk through the first pages of the book, describing what is happening on each page rather than reading all of the words. Name the different animals that the duckling encounters.
- Read the last three pages, beginning with the page that has the words “Sweet dreams, little duckling.” and end with the page that has the word *Goodnight*.

Second Reading of *Goodnight, My Duckling*

- Say to children, “I’m going to the book area to read a story about Mother Duck and her baby ducklings.”
- Begin to read the story to the children. Call attention to the little duckling who lags behind Mother Duck and the other ducklings.
- Show the double-spread page with no words and say, “The little duckling can’t find his mother and his brothers and sisters. He must be scared.”
- Continue reading the book to the end. Point out the turtle carrying the duckling on his back. Say that the turtle helped the duckling find his mother.

Note: *Read the book again and again with children who are interested and who request it. Invite older toddlers to help tell the story as you show the pictures.*

Book: *Ten, Nine, Eight* by Molly Bang (OT)

First Reading of *Ten, Nine, Eight*

- Say to children, “I’m going to the book area to read a story about a little girl and her dad. The little girl is getting ready for bed.”
- Show the cover to the children who join you and read the title.
- Show the title page where the father is holding out his hands to the child. Ask children if they think the little girl’s Dad is going to rock her to sleep. Say, “Let’s read the story and find out.”
- Read the story with the children.
- Follow up by asking children if the little girl’s Dad rocked her to sleep.

Second Reading of *Ten, Nine, Eight*

- Say to children, “I’m going to the book area to read a story about a little girl and her dad. The little girl is getting ready for bed.”
- Show the cover to the children who join you and read the title.
- Read each page, pausing to count the objects found on that page. For example, count 10 small toes, 9 soft friends, 8 square windowpanes.
- Follow up the reading by showing each page and inviting children to name the numbered objects on each page. Say, for example, “10 small _____(toes), 9 soft _____(friends).”

Note: *Read the story again and again with children who are interested and who request it.*

Book: *Kiss Good Night* by Amy Hest, illustrated by Anita Jeram (OT)

First Reading of *Kiss Good Night*

- Invite children to join you in the book area to read a story about a little bear whose name is Sam.

- Show children the cover, read the title and say, “This is Sam and his mother.”
- Show children the title page and point to the little white house and say, “This is the house where Sam and his mother live.”
- Read the story, changing your voice for Sam and his mother, and to reflect what each is saying.

Second Reading of *Kiss Good Night*

- Make a stick puppet by attaching to a craft stick the figure of Mrs. Bear that has been colored and laminated. Keep the puppet out of sight until you use it in the story.
- Invite children to join you in the book area to read the story about a little bear whose name is Sam.
- Show children the cover, read the title and ask children to point to Sam and to his mother.
- Read the story with the children.
- Use the Mrs. Bear stick puppet to kiss each child (gentle touch on the head) when Mrs. Bear kisses Sam in the story.

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

First Reading of *Runaway Bunny*

- Invite a small group of children to join you in the book area to read a story about a little bunny who runs away from his mother.
- Read the story with the children. Take time to allow children to look at the pictures. On the pages without words, describe to children what the little bunny and his mother are doing and invite them to locate the little bunny.

Second Reading of *Runaway Bunny*

- Invite one or two children to join you in the book area to read a story about a little bunny who runs away from his mother.
- Begin to read the story with the children. On the pages with out words invite them to describe what is happening to the little bunny and his mother.

Note: *Know the children in your group that you think have the attention span to attend to this story. Invite those children to join you in the reading experience. If children do not seem interested in the story, put the book away and bring it out at another time.*



**Language
and
Cognitive
Materials
and
Experiences**

Benchmark: 4.5.C Shows enjoyment of books and stories

Planned Experience: Storytelling, Mother Goose Rhyme (YT & OT)
There Was an Old Woman Who lived in a Shoe

There Was an Old Woman Who Lived in a Shoe

There was an old woman
 Who lived in a shoe.
 She had so many children
 She didn't know what to do;
 She gave them some broth
 Without any bread.
 She kissed them all soundly
 And put them to bed.

- Read the rhyme with the children from a Mother Goose book that has one rhyme per page so that children can see illustrations.

Extensions: There Was an Old Woman Rhyme Chart and Puppet

- Make an illustrated rhyme chart for the rhyme. Laminate or cover the chart with clear self-adhesive paper for durability. (Refer to **Curriculum Tips and Techniques**, Making Charts, for information on making charts.)
- Make a puppet of the Old Woman. Color, laminate or cover with clear self-adhesive paper and attach the figure to a craft stick.
- Read the rhyme at another time, again using a Mother Goose book.
- Show the rhyme chart and again read the rhyme with the children.
- Have the Old Woman puppet give each child a kiss (gentle touch on the head) as you say, “She kissed them all soundly...”
- Post the rhyme chart on the wall at children’s eye level. Observe children and, if they notice the chart, join them in saying the rhyme.

Benchmark: 4.4.C Communicates through language

Are You Sleeping:

Are you sleeping, are you sleeping,
 Brother John, Brother John.
 Morning bells are ringing, morning bells are ringing,
 Ding, ding, dong! Ding, ding, dong!

Note: Ask children who wakes them up in the morning. Substitute children’s names as you sing the song, using the words brother and sister when appropriate

Little Red Box

I wish I had a little red box
 To put my Jason in.
 I’d take him out and kiss, kiss, kiss
 And put him back again.

Extensions:

- Use the children’s names in the rhyme.
- Have a red box to show the children as you say the rhyme. If you do not have a red box, cover a small box with red paper.
- Put the rag doll named Yuri from **#2.1- My Family and Home** in the box and substitute his name in the rhyme. Bring Yuri out and kiss him, have each child “blow him a kiss” and put him back in the box.

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.

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.

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.

Skidamarink

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

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



**Self, Social
 and
 Emotional
 Experiences**

**Benchmarks: 1.1.C Feels valued and attached to others
 3.1.C Develops trusting relationships with nurturing adults**

Planned Experience: Naptime Rituals and Routines (YT & OT)

Materials: Books about bedtime, naptime and nighttime, soft, soothing music, each child's comfort item either brought from home or provided by the center

How to begin:

- Gather information from families about children's sleeping habits and patterns, including naptimes when child is not in the center. This information can better help you understand each child and that child's naptime needs.
- Encourage families to bring familiar comfort items from home; items that can make falling asleep easier, or have comfort items available in the classroom with each child having a special item. Allow children to have the comfort items at naptime.
- Establish consistent daily naptime routines and rituals with children's books so that children know what to expect when it is time for rest. An example follows:
 Collect children's books about bedtime, naptime and nighttime.
 Read a story after lunch, just prior to naptime. Include finger plays that children enjoy.
 Read a different story until the children have selected their favorite naptime books and make these books a part of the daily naptime ritual.
 Place the books in a special bag or basket that children will learn to recognize as being for a naptime story.
- Place cots or mats in the same place each day. Make sure that you can see each cot.
- Dim the lights, leaving sufficient light so that children and other adults can see you and you can see the children and other adults.
- Play soft, soothing music; music that seems to help children ease into sleep.
- Focus on the children and their individual needs until they are asleep. Know which children need you near and which need soft pats on the back, for example.
- Avoid talking with other adults. This can prevent children from falling asleep.
- Work on planning and projects only after the children are asleep. Keep your activities quiet.
- Know which children need extra time to become fully awake and functioning after naptime, which children need a few minutes on your lap, and which children are immediately ready to become involved in an activity.
- Have available quiet activities for early risers.

Extensions:

- Have a good night puppet that visits each child on his or her cot/mat and gives a good night kiss. You and the children give the puppet a name.
- Keep the puppet in the special bag or basket with the books.

Note: *Avoid withholding the puppet's kisses from a child who may be having difficulty settling down. The puppet's kiss is a symbol of love, not a reward for "good" behavior.*

Note: Take children outdoors each day. Time in fresh air and sunshine and active play can help children be ready for rest and sleep.

Note: See the list of books at the beginning of this Toddler Topic for those that relate to naptime and bedtime. The developers particularly like **Time for Bed, Ten, Nine, Eight and Kiss Good Night.**

Benchmarks: 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities
1.4.C Asserts independence

Planned Experience: Can You Do It Too? (YT & OT)

Materials: None

How to begin:

- Pretend to use an imaginary object as you do things that children might do at home; especially rituals and routines. Then ask the children, “Can you do it too?” Examples follow.

“I am washing my face. Can you do it too?”

“I am brushing my teeth. Can you do it too?”

“I am brushing my hair. Can you do it too?”

“I am eating my breakfast. Can you do it too?”

“I am taking a bath. Can you do it too?”

“I am listening to a bedtime story. Can you do it too?”

“I am kissing Mommy/Daddy/Grandfather goodnight. Can you do it too?”

“I am going to sleep. Can you do it too?”

Extensions:

- Involve older toddlers in discussing whether they do the things with or without help from others. Discuss with them who helps them with the different activities.



**Sensory
and Art
Materials
and
Experiences**

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

Planned Experience: Washing Dishes (OT)

Materials: plastic dish tub, plastic dishes, dish soap, dish scrubber, dish drying rag, smock or apron for child, large towel

How to begin:

- Place large towel on low table.
- Put 1 to 2 inches of water in the tub, add dish soap and place tub on large towel with small drying towel near by.
- Say to a child as you hand him some plastic dishes, “Marcus, I think these dishes are dirty and need washing.”
- Assist child in putting on a smock or apron.
- Suggest that child dry the dishes when they are clean so they can be put in the cabinet.

Extensions: Washing, Rinsing, Drying and Putting Away Dishes

- Make this a sequencing activity by adding a plastic tub with water without soap.
- Invite child to wash dishes in soapy water, rinse them in clean water, then dry them with the drying cloth.

- Add a step to the process when children have mastered the washing, rinsing and drying process by asking child to put the dishes in the cabinet or on the table in the pretend play area.

Note: *Have each child wash and dry hands before and after participating in this experience.*

Note: *Accept that children may just want the experience of playing with the materials for awhile.*

Benchmarks: 6.1.C Gains an understanding of basic concepts and relationships
6.3.C Develops strategies for solving problems

Planned Experience: Matching Pajama Tops and Bottoms (YT & OT)

Materials: several sets of pajama tops and bottoms (sets must match) and laundry basket

How to begin:

- Jumble up the pajama tops and bottoms.
- Invite children to help you sort the pajamas by putting together the ones that match.

Extensions:

- Make sets of pajama tops and bottoms that match from fabric scraps. Look for fabrics that have different textures.
- Invite children to help you sort the pajamas by putting together the tops and bottoms that match.

Note: *Give younger toddlers fewer sets, two sets, for example. Older toddlers might be able to match five or more sets.*

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

Planned Experience: Printing with Household Items (OT)

Materials: household items such as cookie cutters, potato masher and thread spools to use as printing tools, tray, large paper, wet paper towels, pie tins, washable tempera paint in two different colors

How to begin:

- Place printing tools on a tray.
- Spread a large sheet of paper on the table.
- Make a printing pad by folding a few squares of paper towels together and holding them under a faucet to moisten.
- Place the moistened towels in the pie tins and pour a puddle of paint on the towels; one color in each pan.
- Invite a couple of children to put on paint shirts or smocks and join you at the table.
- Give each child a sheet of paper and invite him or her to use the tools to print with.
- Demonstrate on your sheet of paper if children do not seem to know how to use the printing tools.

Note: Children may scrub and rub the paper with the printing tools and may even tear the paper. They are exploring and experimenting with the tools. Repeat the printing experience throughout the year. Eventually children will use the tools for printing only.



**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

Planned Experience: Making Pizza (YT & OT)

Materials: ½ sliced English muffin per child and adults, pizza sauce in a bowl, shredded cheese in a bowl, 2 serving spoons, one small plate per child and adults, aluminum foil and baking pan

How to begin:

- Gather a small group of children, 2 to 4 at a time, to make individual pizzas.
- Explain to children that they will make their own pizza for snack.
- Encourage children to talk about eating pizza with their families; where they go for pizza, do they make it at home, what they like on their pizza.
- Place ½ sliced English muffin on your plate and one on each child's plate,
- Model making pizza by placing one or two spoons of pizza sauce on your muffin and topping with a spoon or two of cheese. Describe each step you take.
- Assist each child in putting one or two spoons of pizza sauce on their muffin, topping it with a spoon or two of cheese.
- Prepare baking pan by covering in aluminum foil. Write the children's names on the foil leaving spaces for their pizza.
- Invite children to place their pizzas on the baking tray. Explain to them that the pizzas will be baked in the oven in the kitchen.
- Repeat this process with the other children in the group.
- Take the pizzas on the tray to the kitchen to be baked.
- Allow the pizzas to cool slightly before you and the children enjoy them with a cold glass of milk.

Note: Consider what you know about your young toddlers before involving them in this experience. If you feel it has too many steps for them, either simplify it or do not include it. Young toddlers will need assistance with using their spoons and getting the ingredients on the muffin.

Safety Note: In some activity books for toddlers you will find suggestions that you use a toaster oven in the classroom for cooking pizza. The developers caution against the use of a toaster oven in the toddler classroom unless you have additional adults whose task it is to do nothing but supervise the use of the oven which should be out of the reach of children. It will also be necessary that the electrical cord be out of reach of children. We realize that the sensory experience of smelling the cooking pizza will be missing when pizza is cooked someplace other than in the classroom. However, with toddlers, as with all children, **SAFETY** is always the first concern.

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



Movement,
Music and
Gross
Motor
Experiences

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

Planned Experience: Put Your Hands Up in the Air (YT & OT)

Materials: None

How to begin:

- Begin to sing the following song and do the motions with children who join you:

Put Your Hands up in the Air
(Sing to tune of "London Bridge is Falling Down")

Put your hands up in the air,
In the air, in the air.
Put your hands up in the air,
Clap, clap, clap.

Put your hands down to the ground,
To the ground, to the ground.
Put your hands down to the ground,
Clap, clap, clap.

Move your arms from side to side,
Side to side, side to side.
Move your arms from side to side,
Clap, clap, clap.

Walk your legs and march, march, march, (march in place)
March, march, march, march, march, march.
Walk your legs and march, march, march,
Clap, clap, clap.

Twist your body side to side.
Side to side, side to side.
Twist your body side to side,
Clap, clap, clap.

Benchmark: 5.1.C Develops gross motor skills

Planned Experience: Dancing with Scarves (OT)

Materials: Scarves for you and each child in the group

How to begin:

- Place scarves in a basket.
- Begin to play some classical instrumental music such as *The Blue Danube* or *Clair de Lune*.
- Select a scarf from the basket and begin to move freely to the music.
- Allow children who join you to select a scarf. Describe what you are doing with the scarf. Be creative as you move to the music and children will copy you.
Swoop the scarf high into the air and then low to the ground.
Hold scarf by one corner and move it in front your body from right to left, back and forth, like a windshield wiper.
Move the scarf in a large circle in front of your body.

Move the scarf back and forth as though you were sweeping the floor.
Hold the scarf as you turn in a circle.

- Conclude the scarf dancing experience with a calming activity such as sitting on the floor and hugging your scarf.
- Collect the scarves by putting your scarf in the basket and asking children to put their scarves in the basket

Extensions:

- Play marching music such as “Yankee Doodle” while children march around the room waving a scarf in the air like a flag.

Note: Allow sufficient space for this activity so that each child has personal space to move his or her scarf without interfering with another child’s movements.

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

Walk Your Legs and March, March, March

- Sing the following to tune of “London Bridge is Falling Down” as you and children go outdoors

Walk your legs and march, march, march,
March, march, march, march, march, march.
Walk your legs and march, march, march.
March outside.

Driving Daddy’s Car

- You and children pretend to drive daddy’s car (or other family members) as you move from one activity to another.
- Give directions such as, “We’re coming to a corner, slow down as you turn that corner.”

Note: Adapt other finger plays previously listed, making them transitions to move children from one activity or place to another.



Family Experiences

Goodnight Rituals and Routines

- Send home a list of the children's favorite books for nap time; books such as *Goodnight Moon*, *Time for Bed*, *Kiss Good Night*, *Goodnight My Duckling*, and *Ten, Nine, Eight*.
- Suggest that families purchase one or more of the books or check them out from the local library and read them to their child each night at bedtime.

Making Pizza at Home

- Explain to families that their children were involved in making and eating pizza with the other children.
- Send home to families the directions for making pizza from the Food/Nutrition Experiences, p. 10.
- Suggest that families involve their children in making and eating pizza with their family members.