

#3.2 – My Senses and Play



**Big Ideas**

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

- I use my senses when I play.
- Playing in sensory materials such as sand and water is lots of fun.
- Creating and playing with bubbles is also fun.



**Materials to Collect and Make**

**Featured Books**

*I Touch* by Helen Oxenbury (BB)  
*The Very Busy Spider* by Eric Carle (+BB)

**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 if some of the featured books are unavailable and as supplemental books to read with children.

**Storytelling Figures**

- Storytelling figures (felt or magnetic) for the book, [The Very Busy Spider](#) (A Story a Month, )

**Books to Make**

*Touch Teddy's Tummy* (from #3.1 - Toys for Hugging and Pretending or See Attachment: [Touch Teddy's Tummy](#))

**Additional Materials**

- White sterilized sand
- Sand play props such as sifters, strainers, funnels, plastic cups, small plastic shovel, clear plastic bottles with large openings, measuring cups and spoons, slotted spoons, salt shaker with large holes in top.
- Water play props such as funnels, colanders, strainers, plastic cups, margarine tubs, measuring cups, egg beater, variety of clear plastic bottles, rubber jar openers, turkey baster
- Bubble play props: bubble solution (see different bubble experiences for ingredients), metal baking pan or cookie sheet with low edges, chenille stems, rings from six-pack of cold drinks
- Clear plastic boxes for storing sand and water props
- Whisk broom and dustpan and/or small hand-held vacuum cleaner
- Plastic tubs, sweater boxes or shoe boxes



**Book List**

\*Featured Books

\**I Touch* by Helen Oxenbury

*My Five Senses* by Alike

\**The Very Busy Spider* by Eric Carle

*Touch and Feel Animals* box set by Dorling Kindersley (includes baby animals, farm animals and wild animals)

*Touch and Feel: Farm Animals* by Dorling Kindersley



**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

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

**First Reading** of *I Touch*

- Collect soft items such as a stuffed toy, pieces of fake fur and a few cotton balls in a small container.
- Take the items to the book area, keeping them out of sight of the children.
- Say to the children, "I'm going to read a book about a cat. I wonder what the cat is doing."
- Involve the children who join you in naming the objects or characters on each page.
- Bring out the soft items and invite children to examine them.
- Use words to describe what children are experiencing with their sense of touch. For example, say, "Use your fingers to feel the soft cotton balls."

**Second Reading** of *I Touch*

- Take a soft stuffed animal or doll with you to the book area.
- Invite children to join you and bring a soft stuffed animal or doll to hold while they are listening to the story.
- Involve the children who join you in naming the objects or characters on each page.

**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.

	<ul style="list-style-type: none"> <li>• Show the cover of the book, <i>The Very Busy Spider</i>, to the children who join you and say, “This book is about a very busy spider.”</li> <li>• Read the book for the content this first reading.</li> <li>• Invite children to feel the finished spider web.</li> </ul> <hr/> <p><b>Second Reading of <i>The Very Busy Spider</i></b></p> <ul style="list-style-type: none"> <li>• Involve one child in reading the book with you.</li> <li>• Invite the child to rub his hands over the spider web on each page.</li> <li>• Comment that “The spider is spinning more and more threads in her web.”</li> <li>• Invite the child to feel the finished spider web and find the sleeping spider on the last page of the book.</li> </ul>
 <p><b><u>Language and Cognitive Materials and Experiences</u></b></p>	<p><b>Benchmark: 4.5.C Shows enjoyment of books and stories</b></p> <p><b>Planned Experience: <u>Storytelling (YT &amp; OT)</u></b>  <u><i>The Very Busy Spider</i></u> (A Story a Month)</p> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>• Make either felt or magnetic storytelling figures for the story.</li> <li>• Read the book 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 story.</li> <li>• Involve children in placing figures on the storyboard when you feel they can do this.</li> </ul> <hr/> <p><b>Benchmarks: 4.5.C Shows enjoyment of books and stories</b>  <b>6.1.C Gains an understanding of basic concepts and relationships</b></p> <p><b>Planned Experience: <i>Touch Teddy’s Tummy</i> (YT &amp; OT)</b></p> <p><b>Materials:</b> teddy bear pages ( See Attachment <u><i>Touch Teddy’s Tummy</i></u>), fleece, fake fur, satin, sandpaper, plastic lid, cotton balls, glue, yarn or metal rings</p> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>• Cut out circles the size of the teddy’s bears tummy from fleece, fake fur, satin, sandpaper and a plastic lid.</li> <li>• Glue the circles and cotton balls to the tummies of the bears.</li> <li>• Use either yarn or metal rings to create a book with the cover page and the textured pages.</li> <li>• Take a stuffed teddy bear to the book area and invite children to join you for a story about a teddy bear.</li> <li>• Invite children to touch the teddy bear and describe how it feels.</li> <li>• Read the book with the children.</li> <li>• Follow up the reading by showing each page and inviting children to touch the bear’s stomach. Include the texture words. For example, say “Touch the bear’s fuzzy stomach.”</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Provide a second set of circles to match the ones in the book.</li> <li>• Place the circles on the floor after reading the book.</li> <li>• Review a page and invite a child to find the matching circle. Allow children to touch both circles and say, “Jaden, the two circles feel the same. They are both fuzzy.”</li> </ul> <p><b>Additional Benchmark: 6.2.C Applies knowledge to new situations</b></p>

**Benchmark: 4.4.C Communicates through language**

**Beautiful Bubbles**

Bubbles, bubbles, beautiful bubbles, (make circle with hands)  
We love you more and more. (hug self)  
Bubbles, bubbles, beautiful bubbles, (make circle with hands)  
You're the ones that we adore. (hug self)

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**Bubble Chant**

Bubbles, bubbles everywhere,  
Gently floating through the air.  
Bouncing up and down without a care.  
Bubbles, bubbles everywhere.

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**Bubbles, Bubbles!**

Bubbles, bubbles way up high!  
Bubbles, bubbles in the sky.  
Bubbles, bubbles way down low.  
Bubbles, bubbles on my toe.  
Bubbles, bubbles in the air.  
Bubbles, bubbles everywhere.

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**Bubbles in the Air**

*(Sing to tune of "Put Your Finger in the Air" and include actions to suit words)*

There are bubbles in the air,  
In the air.  
There are bubbles in the air,  
In the air.  
There are bubbles in the air,  
There are bubbles everywhere.  
There are bubbles in the air,  
In the air.

There are bubbles in my hair,  
In my hair.  
There are bubbles in my hair,  
In my hair  
There are bubbles in my hair,  
There are bubbles everywhere.  
There are bubbles In my hair,  
In my hair.

There are bubbles in my hand,  
In my hand.  
There are bubbles in my hand,  
In my hand.  
There are bubbles in my hand,  
Try and catch them if you can.  
There are bubbles in my hand,  
In my hand.

**The Bubble Song**  
(Sing to tune of "Ten Little Indians")

1 little, 2 little, 3 little bubbles	(Hold up correct number of fingers)
4 little, 5 little, 6 little bubbles.	
7 little, 8 little, 9 little bubbles	
10 little bubbles go pop, pop, pop.	(Clap hands 3 times as you sing "pop, pop, pop")
Pop those, pop those, pop those bubbles	(Clap hands together as though popping bubbles
Pop those, pop those, pop those bubbles	as you sing each line)
Pop those, pop those, pop those bubbles.	
10 little bubbles go pop, pop, pop.	(Clap hands 3 times as you sing "pop, pop, pop")

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**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: Colored Sand (OT)**

**Materials:** white sand, dry tempera paint in 2 or 3 colors, large plastic bottles with lid

**How to begin:**

- Invite children to scoop white sand into the jar.
- Show the children the tempera paint in the container and label the color. Say, for example, "This is blue paint. What do you think will happen when I add the blue paint to the white sand?"
- Add one color of tempera paint to the sand, screwing the lid on tightly so that children cannot open it.
- Invite children to shake the bottle and watch the sand change color.

**Extension:**

- Use a different color of tempera and follow the same procedure as above.

**Note:** *When adding the tempera paint to the sand, make sure that children do not inhale the paint.*

**Note:** *Add the colored sand to the sand table or use it to make sand pictures.*

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**Benchmark: 6.3 Develops strategies for solving problems**

**Planned Experience: Buried Treasure (OT)**

**Materials:** tub with a couple of inches of sand, small toys such as small plastic cars or animals

**How to begin:**

- Bury several small toys in the sand.
- Allow children to discover the toys in the sand.
- Make comments or ask questions such as, "Michael, you found something in the sand. How do you think it got there?"
- Observe to see if children play with the toys or bury them again.



**Self, Social  
and  
Emotional  
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.*

**Benchmarks: 3.2.C Shows interest in peers  
3.3.C Demonstrates caring and cooperation**

**Planned Experience: Sharing Tub (YT & OT)**

**Materials:** dish tub or other container, large pegs and two peg boards

**How to begin:**

- Place a tub with pegs between two peg boards on a table. Make sure there are enough pegs so that two children can fill their peg boards.
- Invite two children to join you at the table. Say, "Kasandra, here is a peg board for you and here is one for you, Miguel. You can share the pegs in the tub."
- Observe to see if one child tries to hoard all of the pegs. If so, join them and say, "There are enough pegs for both of you to share. Take one peg at a time."

**Note:** *Close supervision is needed when children are playing with pegs.*

**Extensions:**

- Use this same technique with other materials. For example, put play dough toys between two children playing with play dough and invite them to "share the toys."
- Put a tub of crayons between two children who are scribbling. Invite the children to "share the crayons."

**Note:** *Toddlers are not yet ready to "share" by giving up what they are playing with to someone else or to voluntarily give another child half of their play dough, for example. Providing a sufficient number of interesting toys and materials and duplicates of some toys minimizes conflict over sharing, which is an unreasonable expectation for most toddlers. Use the word "sharing" in situations such as those described in the **Sharing Tub** experience.*

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



**Sensory  
and Art  
Materials  
and  
Experiences**

**Benchmark: 5.2 Develops fine motor skills**

**Planned Experience: Tub of Shredded Paper (YT & OT)**

**Materials:** paper of different colors, paper shredder, plastic tub or pan

**How to begin:**

- Shred paper into long, thin strips.
- Add the shredded paper to a tub or pan.
- Invite toddlers to explore the paper.

**Extension:**

- Add plastic containers and scoops to add variety to the play

**Note:** *Use paper shredder when children are not present.*

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**Benchmarks: 5.2.C Develops fine motor skills**

**5.3.C Coordinates eye and hand movement**

**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: Sand Play (OT)**

**Materials:** clean sand, sand tub, variety of sand toys, such as sifters, strainers, funnels, plastic cups, small plastic shovel, clear plastic bottles with large openings, measuring cups and spoons, slotted spoons, salt shaker with large holes in top, small whisk broom and dustpan or portable vacuum cleaner

**How to begin:**

- Add approximately 3 inches of sand to a sand tub.
- Place sand toys next to the tub; toys for filling and dumping, sieve, colander, and a funnel, for example.
- Allow children to experiment with the different materials.
- Observe and make comments about children's experiences. For example, point out cause and effect by saying, "What happened when you poured the sand into the colander?" Pose problem-solving situations such as, "How can you fill this container with sand?"

**Extensions:**

- Change out the sand props to keep children interested and to encourage continued exploration.
- Provide small people, animals and vehicles to encourage pretend play.
- Spray the sand lightly with a spray bottle to make it easier for children to mold and pack the sand. Allow the sand to dry completely before covering it.

**Note:** *Have children wash and dry hands before and after playing in sand to reduce the spread of germs.*

**Note:** *Use individual containers for sand play to reduce the spread of germs.*

**Note:** Provide at least two individual containers at one time to encourage toddlers to play side by side and to minimize conflicts.

**Note:** Sand play requires close supervision so children do not throw the sand or dump it on the floor.

**Note:** See the **Introduction and Preparation** for the Focus Area for additional information about sand play.

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**Benchmarks:** 5.2.C Develops fine motor skills  
5.3.C Coordinates eye and hand movements

**Planned Experience:** Tub of Rocks (OT)

**Materials:** Collection of different types, colors and textures of rocks, plastic tub or pan, small plastic containers

**How to begin:**

- Add a collection of rocks and small plastic containers to a tub or pan.
- Place the pan on the floor or on a low table.
- Invite toddlers to explore the rocks.
- Talk with children about the colors of the rocks and that some rocks are smooth and some are rough.

**Extensions:**

- Add a sifter and a funnel and observe to see if children try to sift the rocks or to put them in the funnel as they do sand.
- Create a sensory tub with shells and follow the same procedures as for rocks.

**Additional Benchmark:** 6.2.C Applies knowledge to new situations

**Note:** Make sure that the rocks and shells are too large for children to swallow.

**Note:** This activity requires close supervision so that children do not throw rocks.

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**Benchmarks:** 5.2.C Develops fine motor skills  
5.3.C Coordinates eye and hand movements  
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:** Water Play (YT & OT)

- **Materials:** water tub, water play props such as funnels, colanders, strainers, plastic cups, margarine tubs, measuring cups, egg beater, variety of clear plastic bottles, rubber jar openers, turkey baster, vinyl tablecloth or towel, small mop for mopping up spills, shirts or aprons

**How to begin:**

- Add two or three inches of water to the tub.
- Place the tub on a low table or floor with a vinyl tablecloth or towel underneath it.
- Place water toys next to the tub.
- Assist children in putting on a shirt or apron to prevent clothing from getting wet.
- Observe and make comments as children experiment with the water and toys. For

example, point out cause and effect relationships by asking, “What happened when you poured the water in the funnel?” Encourage predictions with questions such as, “I wonder if this boat will float?”

**Extensions:**

- Change props to keep children’s interest and to encourage continued exploration and experimentation.
- Provide small plastic boats and plastic or rubber animals, and people to encourage pretend play.
- Add a few drops of food coloring to the water and invite children to stir the water with their hands or with a spoon and observe it change color.
- Add small tubs of water to a large water table so that children have individual containers for play. This reduces the spread of germs, promotes side-by-side play and minimizes conflicts.

**Note:** *Have children wash hands before and after water play to reduce the spread of germs.*

**Note:** *Water play requires close supervision so that children do not attempt to drink the water, get each other or themselves wet, or dump water on the floor.*

**Note:** *See the **Introduction and Preparation** for the Focus Area for additional information about water play.*

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**Planned Experience: Tub of Bubbles (OT)**

**Materials:** small water tub, small whisk, dish detergent

**How to begin:**

- Add about 2 inches of water to small water tub.
- Place the tub on a low table which has been covered with a vinyl tablecloth or a towel.
- Add a small amount of dish detergent and a whisk to the water.
- Observe child to see what she does with the whisk. If necessary, demonstrate using the whisk, then allow child to continue to make bubbles. Listen to what child says as bubbles begin to form and reinforce their efforts with comments such as, “Jana, you are making lots of bubbles with that whisk.”

**Note:** *Consider having two water tubs and two whisks to encourage side-by-side play.*

**Note:** *Supervise children in this experience and redirect them if they begin to spill water, for example, by saying, “Jana, keep the water in the water tub.”*

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

**Planned Experience: Playdough (OT)**

**Materials:** 1 cup flour, ½ cup salt, 2 teaspoons cream of tartar, 1 tablespoon cooking oil, 1 teaspoon food coloring, 1 cup boiling water

**How to begin:**

- Make playdough as follows:
  - Mix together flour, salt, oil, and food coloring

- Add the cup of boiling water. Mix well.
- Knead the mixture until it forms a soft dough.
- Keep stored in a sealed container.
- Place a container of playdough on a table.
- Sit at the table, take out some playdough and begin to roll it into a ball.
- Give children who join you some of the playdough.
- Observe to see if they begin to roll the dough into balls. Comment on what they are doing. “Frances, you have made a big ball with your playdough. Emily, you made 2 balls with your playdough.”

**Extensions:**

- Add props such as small rolling pins or short dowels, craft sticks and plastic knives, as you think children are ready for them.
- Make additional batches of playdough of different colors.

**Note:** *Because boiling water is used for this playdough recipe, make playdough when children are not present.*

**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 balls 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  
 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 feather 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.

**Benchmarks:** 5.3.C Coordinates eye and hand movement  
6.2.C Develops fine motor skills  
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 to 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."

**Extension:**

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

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

**Planned Experience: Drawing in Sand (OT)**

**Materials:** metal baking pan or cookie sheet with low edges, or shallow box with low sides, dark paper, sand, plastic spoons, craft sticks

**How to begin:**

- Line the bottom of the pan with dark paper.
- Cover the paper with about ½ inch of sand.
- Shake the pan so that the sand covers the paper evenly.
- Place the pan on the floor or a low table, using a vinyl tablecloth or a towel underneath it to catch any sand that spills out of the pan.
- Provide children with items for drawing: plastic spoons or craft sticks.
- Observe children as they use the drawing tools in the sand. Do they experiment with different tools to make lines in the sand? Do they use their hands to pat the sand? Do they play with the small amount of sand differently than they play with more sand in a sand tub?

**Note:** *To make the sand ready for a new drawing, shake the pan from side to side so that it will again cover the paper evenly.*

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**Planned Experience: Painting with Sand (OT)**

**Materials:** cardboard or heavy paper, white glue, large plastic or metal saltshaker filled with colored sand, large paintbrush

**How to begin:**

- Paint a piece of cardboard or heavy paper with white glue.
- Invite toddlers to use the saltshaker to sprinkle colored sand onto the glue surface.
- Allow the sand to dry. Some sand will stick to the sand and dry and some will not.
- Invite toddlers to touch the sand painting once it is dry. Talk with them about how the sand feels.

**Extension:**

- Have sheets of sand paper for children to feel and compare to the sand painting.

**Note:** See the **Colored Sand** experience on page 5 for information on how to make colored sand.

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**Benchmarks:** 5.2.C Develops fine motor skills

6.1.C Gains an understanding of basic concepts and relationships

6.2.C Applies knowledge to new situations

6.3.C Develops strategies for solving problems

**Planned Experience:** Gritty Fingerpainting (YT & OT)

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

**How to begin:**

- Prepare fingerpaint by mixing ½ cup liquid starch and ½ cup liquid washable tempera paint and ¼ cup fine clean sand in a cup.
- Cover a low table with a plastic tablecloth, shower curtain or newspaper.
- Tape large pieces of white paper to the covered work surface.
- Invite a small group of toddlers (2 or 3) to experience fingerpainting.
- Assist toddlers in putting on paint smocks or shirts.
- Give each toddler a space for painting.
- Offer toddlers a choice of 2 colors of paint: yellow and blue, for example.
- Assist each child in spooning a puddle of paint in the middle of his or her paper.
- Say, "This is fingerpaint. We use our fingers and our hands for painting."
- Encourage children with comments such as, "You are using your hands to cover your paper with blue paint." "Look at your fingers. They are blue just like the paint on your paper." "Feel the paint. Does it feel bumpy?"
- Help each child wash and dry hands before leaving the area.
- Take the fingerpainting to a drying area and allow it to dry completely.

**Extensions:**

- Allow children to make their own fingerpaint. Pour a puddle of liquid starch on the child's paper. Ask, "Aden, what do you think will happen if I squirt some paint into the starch?" Squirt one or tablespoons of liquid washable tempera paint onto the puddle. Encourage the child to use his hands to mix the tempera and the starch. Listen to what the toddler is saying as the starch and tempera paint mix.
- Make and use easy clean-up tempera paint by mixing ¼ cup washable liquid tempera paint with ¼ cup liquid soap.
- Add peppermint, lemon or vanilla extract to the paint that toddlers are using for fingerpainting. Observe and listen to see if toddlers notice and comment about the scent.
- Allow each child to approach fingerpainting in his or her own way. For children who

may be hesitant about covering their hands with paint, suggest that they use their fingertips first.

- Allow children to fingerpaint directly on the tabletop. Pour a small puddle of paint directly on the tabletop. Consider using one or more colors. Observe children to see if they notice when paints mix and new colors are created.
- Include fingerpainting throughout the year.

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

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**Benchmarks: 3.3.C Demonstrates caring and cooperation**

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

**Planned Experience: Friends Bubble Art (OT)**

**Materials:** ½ cup dishwashing detergent, ½ cup water, 1 teaspoon sugar, food coloring, small paper cups, chenille stems, large sheet of butcher paper

**How to begin:**

- Make colored bubble solution as follows: prepare bubble mixture of ½ cup dishwashing detergent, ½ cup water and 1 teaspoon sugar. Divide the solution into small paper cups. Mix a different color of food coloring into each cup.
- Cover a table with white butcher paper so children can make bubble prints together.
- Bend and twist the end of the chenille stem to form circles for blowing bubbles.
- Demonstrate for children how to gently blow colored bubbles through the circle onto the paper.
- Call attention to the colored bubble designs on the paper if children do not notice them.
- Label the painting “Friends Bubble Art” and post it in the classroom at children’s eye level.

**Extension:**

- Take this activity outdoors.
- Tape a large sheet of white paper to the fence or the side of the building.
- Follow the procedures for the indoor bubble art experience.

**Note:** *Have children stand above or slightly to the side of the paper as they blow colored bubbles.*



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

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

**5.3.C Coordinates eye and hand movements**

**Planned Experience: Catch the Bubbles (YT & OT)**

**Materials:** liquid detergent, water, glycerin, assorted sizes of bubble wands

**How to begin:**

- Make bubbles by mixing liquid detergent with water. Add a few drops of glycerin to the mix to make the bubbles stronger.
- Take children outdoors for this experience.
- Use different sizes of bubble wands.
- Blow bubbles and encourage toddlers to catch the bubbles with their hands.

	<p><b>Note:</b> <i>Large bubbles move slower and are easier to catch than small bubbles.</i></p> <p><b>Note:</b> <i>If a toddler gets soap in her eyes, rinse with clear water.</i></p> <hr/> <p><b>Planned Experience: Throwing Soft Objects (YT &amp; OT)</b></p> <p><b>Materials:</b> Nylon-net puffs (usually used for bathing) and a soft basket to throw them into</p> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>• Locate the activity in an area of the room that is out of the pathway of children.</li> <li>• Begin to throw the puffs into the basket.</li> <li>• Invite a couple of children to join you if they do not voluntarily do so.</li> <li>• Give each child two puffs and suggest where they should stand as they try to throw the puffs into the basket.</li> <li>• Allow each child a turn to throw his or her two puffs.</li> <li>• Adjust where children stand to help them be successful.</li> <li>• Allow other interested children a turn with the throwing game.</li> <li>• Continue the activity as long as children remain interested.</li> </ul> <p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>• 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.”</li> <li>• 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.</li> </ul>
 <p><b><u>Transition Times</u></b></p>	<p><b>Hold a Bubble</b></p> <ul style="list-style-type: none"> <li>• Invite children to hold a bubble in their hands as they transition to a new activity.</li> <li>• Demonstrate how to make a circle/bubble with two thumbs and pointer fingers.</li> </ul> <p><b>Note:</b> <i>Include transitions you have previously used to move children from one activity or place to another.</i></p>
 <p><b><u>Family Experiences</u></b></p>	<ul style="list-style-type: none"> <li>• Send home the following activity sheet from Infant and Toddler Family Connection <ul style="list-style-type: none"> <li>➤ Activity #34 – “Tubs of Fun with Water and Sand” (See Attachment: <a href="#">“Tubs of Fun with Water and Sand”</a>)</li> </ul> </li> <li>• Include a Family Response sheet. (See Attachment: <a href="#">Family Response Sheet</a>)</li> </ul>