



Introduction

During the first 18 months of life, children are usually referred to as young infants (birth to 8 months) and mobile infants (8 to 18 months). Children between the ages of 18 and 36 months are usually called toddlers.

In Focus Areas 1, 2, 3, 4, and 5, toddlers were involved in experiences that focused on themselves, their families, their communities, their favorite things for play and learning, the clothes we wear, and things that grow. Focus Area #6 was **Animals in Our World** and Focus Area #7 was **More Animals**.

In this Focus Area, **On the Go**, the experiences will primarily support the following Development Strand:

- 5. To learn to think – Cognitive Development

As in all of the Focus Areas, there are experiences that support all of the Developmental Strands with a strong emphasis on

- 6. To learn to communicate – Language Development

As noted in the Focus Area #1 introduction, *The Arkansas Framework for Infant and Toddler Care* contains information about each developmental strand and how the strands intertwine with each other. It is suggested that you review the Framework as a foundation for using the **Adventures for Toddlers** curriculum with your children.

Toddlers are very much involved with the concept of being on the go, whether it be with their toys with wheels and their ride-on vehicles, or with vehicles in which they travel with their families. They are also fascinated with vehicles used by construction workers and by community helpers.

Through both planned and spontaneous experiences, caregivers can provide opportunities for toddlers to discover many things about being on the go.

Note that many of the experiences in this Focus Area have an age designation of either Younger Toddler (YT) or Older Toddler (OT) and that these two age designations do not specify age in months. Weekly plan sheets that focus on one or more of the big ideas in a Focus Area are included. One plan sheet for each week will be designated for Younger Toddlers and one for Older Toddlers.

There will be several weeks of plan sheets for each Focus Area. Some of the same experiences will be included for more than one week because toddlers need many opportunities to develop and reinforce skills and begin to understand concepts.

Developers of Adventures for Toddlers suggest that caregivers use their knowledge of individual children to determine which experiences are appropriate for which children in their care. Feel free to adapt the weekly plan sheets or to develop new plan sheets to meet the needs of each child and of the group. Consider adding additional experiences from the many that are a part of this Focus Area.



Resources

- Children's books can be purchased online, from school supply catalogs or local book stores.
- Check with your local library for the availability of children's books.
- **The Infant /Toddler Photo Activity Library**, A Pam Schiller Resource, published by Gryphon House (52 photos & activity cards focusing on the following topics: Me and My Body, Families, Things I Wear, Toys, Pets, Big Animals, Transportation, Construction.)
Website: www.ghbooks.com
Phone: 301-595-9500 or 800-638-0918 (toll free)
- CDs which can be ordered online or from school supply catalogs:
 - Baby Beluga by Raffi
 - Songs for I Love You Rituals and Songs for I Love You Rituals 2 with songs by Dr. Becky Bailey and music by Mar Harman
 - Start Smart Songs for 1s, 2s & 3s – Brain-Building Activities by Pam Schiller, KIMBO Educational
 - Toddlers on Parade, KIMBO Educational
 - 50 Toddler Sing-Along Songs (2 CDs with 50 activities), Twin Sisters, www.twinsisters.com



Picture File

- Collect pictures that relate to this Focus Area – **On the Go**. Examples of pictures to collect include:
 - pictures of all types of transportation such as: tricycles, bicycles, 4-wheelers, motorcycles, cars, trucks, SUVs, vans, buses, boats, airplanes
 - pictures of vehicles used by construction workers and by community helpers: cement truck, dump truck, backhoe, bulldozer, pickup truck, ambulance, tow truck, red fire truck, police car, mail truck, garbage truck

Include small (index card size) as well as larger pictures.

Consider mounting the small pictures on index cards. Laminate or cover all of the pictures with clear, self-adhesive paper for durability.

- Post some of the pictures on the wall at toddler's eye level. Observe to see if toddlers look at the pictures and point to and/or name the objects or people in the pictures. Join them and expand on what they say. For example, say to Megan who is looking at a picture of a school bus, "Megan, you're looking at a school bus. Your sister, Ellen, rides a yellow bus like this one to school."
- Put some of the small pictures in a container and place it in the library area so that it is accessible to children. Observe a child as he takes the pictures out of the box. Should the child bring a picture to you, involve him in discussing what he sees in the picture. "That's a picture of a fire fighter and his red fire truck. Do you remember when we heard a fire truck and we all watched it go by the window?"
- Keep some of the pictures in a basket or tote bag within easy reach. Use the pictures with an individual child or a small group of children. Invite them to name the animals and to talk about what is happening in the pictures. Allow children to look at the pictures on their own. Model and talk with them about the proper way to handle the pictures.
- Determine if funds are available to purchase **The Infant /Toddler Photo Activity Library**, a Pam Schiller resource published by Gryphon House. See **Resources** for ordering information.

Note: Refer to **Curriculum Tips and Techniques – Picture File**, for additional information about how to organize a picture file.



Toddler Environment

The toddler environment should always provide equipment and materials for language experiences, manipulative exploration, gross motor and block play, sensory exploration, pretend play and outdoor exploration. The following additions to the environment are intended for the entire Focus Area: **On the Go**. Each **Weekly Plan Sheet** will specify which materials to add for that week.

Language Area

- Add the following books:
 - *Vehicles to Ride On*
 - *Vehicles for Community Helpers*
 - *Vehicles for Construction Workers*
- Add container of pictures that have been laminated or covered with clear self-adhesive paper. (See **Picture File**, page 2 for examples of types of pictures to collect.)
- Add Vehicle Shoebox Kit (3 different sets of vehicles)

Manipulative Exploration

- Add puzzles for all types of vehicles: ride on, travel in, construction and community helper vehicles
- Add divided utensil holders and small cars (such as Matchbox cars) that can roll in different sections

Gross Motor & Blocks

- Add shoeboxes or medium-size boxes to serve as garages (cut an opening in the box large enough for vehicles to enter)
- Add various small vehicles with wheels
- Add cardboard boxes decorated like a train or bus; boxes large enough for an older toddler to sit inside.
- Post pictures of construction and community helper vehicles in the block area.
- Create a highway by selecting a large piece of vinyl or linoleum. Use black electrical tape to create a long road that is wide and straight with only a few curves.
- Create two highways with the vinyl and tape; highways that are far enough apart so that toddlers have space as they play beside each other.
- Add automobile and truck magazines and sales books from auto dealers

Sensory Exploration

- Add sensory tub with sand and small vehicles
- Add sensory tub with water and small vehicles
- Add bubble wrap, corrugated cardboard and large sheets of sandpaper to block center

Pretend Play

- Add a construction worker prop box: hard hat, lunch boxes, tool belt and work gloves
- Add a shopping cart and/ or a doll buggy to the pretend play area
- Add empty boxes of popular food items: pasta boxes, cracker and cookie boxes, small cereal boxes. Stuff boxes with newspaper and tape down ends for durability.
- Create a train or bus by lining up three or four chairs

Outdoor Exploration

- Create a carwash outdoors: ride-on vehicles, bucket, sponges, rags for drying vehicles.
- Create an obstacle course for children to push, pull, or ride their vehicles through

	<ul style="list-style-type: none"> • Create an automobile paint shop: wheel toys, bucket and paint brushes • Use colored chalk to create highways on the sidewalk <p>Safety Note: <i>It is the responsibility of the child care program and each employee to ensure the safety of toddlers in the program. This includes the materials and equipment provided for children’s use. Should you have safety questions, the developers of this curriculum suggest that you consult with your Child Care Licensing Specialist for technical assistance.</i></p> <p><i>Curriculum books such as The Creative Curriculum for Infants, Toddlers & 2s, 2nd Edition, contain safety information. See Curriculum Tips and Techniques, References and Resources, for additional resources.</i></p>
 <p><u>Family Experiences</u></p>	<p>Send home a note to families stating that for the next few weeks the children will be involved in the focus area: On the Go. They will participate in experiences that focus on vehicles they see at home, on the highway and in their community. How families can be involved in this focus area will depend on the situation of each child and his or her family.</p> <p>Consider some of the following ways to involve the families:</p> <ul style="list-style-type: none"> • Invite families to send pictures of vehicles. Specify the vehicles that the children will be learning about. • Invite families to send pictures of family or work vehicles. • Suggest that families call their child’s attention to the family vehicles, to the vehicles they see as they are driving around, and to vehicles they see on construction sites.