

Professional Development KITS

in-house

Trainer Guide

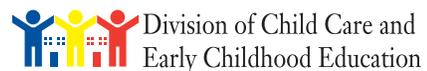
2010

Focus Area Discussed

Learning Environment / Program for Children

Guides are available for the other two focus areas
in this series. They are:

- Professionalism
- Families



**Professional Development KITS
In-house Trainer Guides**

FOCUS AREA: Learning Environment / Program for Children

Introduction

<p>Objectives</p>	<p>The material in KIT III is designed as a guide for in-house trainers as they involve staff in seven professional development sessions, each lasting approximately 60 minutes. The objectives of the sessions are</p> <ul style="list-style-type: none"> • To enhance participants understanding of the importance of providing an environment that supports children’s development and learning • To provide participants with strategies for preparing a learning environment that is appropriate for the children in their group • To support participants in developing and implementing daily plans for the children in their group • To provide participants with guidance in developing portfolios
<p>Outline of Sessions</p>	<ol style="list-style-type: none"> 1. Physical arrangement of the environment 2. Materials and equipment in the environment 3. Social and emotional environment 4. Daily schedule 5. Daily experiences 6. Weekly and daily plans 7. Children’s Portfolios
<p>Trainer Note</p>	<p><i>The seven sessions in this focus area have been designed to be presented in sequential order. However, if your program chooses to use an individual session, there will be additional directions given for a stand-alone session.</i></p>
<p>Trainer Note</p>	<p><i>Consider these suggestions prior to beginning the 6 sessions in this Focus Area:</i></p> <ul style="list-style-type: none"> • <i>Review the Trainer Tips and Techniques section that introduces the Trainer Guides.</i> • <i>Review each of the 7 sessions in this Focus Area before beginning Session 1. This review will give you a complete picture of how the sessions flow and what is to be covered. This will also give you an opportunity to make any adjustments to the materials that you think are necessary to meet the needs of the participants in your group.</i>

- Obtain the following documents from the Division of Child Care and Early Childhood Education Call:501-682-9699 or 1-800-445-3316 or find online at www.arkansas.gov/childcare :

Arkansas Framework for Infant and Toddler Care (online or call for CD)
Arkansas Early Childhood Education Framework Handbook For Three & Four Year Old Children (online or call for CD)

Picture This: A Framework for Quality Care for Infants and Toddlers (1 copy per participant)(online or call for hard copy)

Picture This: A Framework for Quality Care and Education for Children from Three to Five (1 copy per participant) (online or call for hard copy)

Adventures for Toddlers a Curriculum for Children from 18 to 36 months (online or call for CD)

Adventures in Learning a Curriculum for Children from 3 to 5 (online or call for CD)

It is recommended that each classroom have a copy of the Framework appropriate for the age of children in the group.

Both the Frameworks and the Picture This booklets will be used as a resource and reference for this Focus Area.

Available for Checkout from the Division:

Read It Again! Experience the Joy of Reading Aloud with Children (video)

- *Pay particular attention to the handouts for participants. Each handout is numbered (HO #). Some handouts are followed by a Trainer Support document with the same handout number and title. This document is included so that you have a guide for appropriate answers for the assignments and activities. Should participants not include all of the suggested answers, introduce into the discussion those you think are important for participants to know.*
- *Decide on dates, times and location for sessions and give this information to participants.*
- *Review the materials listed at the beginning of each session guide.*
- *Collect the materials and place them in a container such as a storage tub.*
- *Prepare a file folder for each session, copy the handouts, place in the appropriate folder and add to container.*

Now you are ready for the session!

Trainer Note	<i>The information in the guides is in support of Arkansas Minimum Licensing Requirement (MLR), Infant/Toddler Environment Rating Scale (ITERS) and Early Childhood Environment Rating Scale (ECERS). However, the information is not intended to cover all of the requirements and/or components of the three documents.</i>
Trainer Note	<i>Directors and/or curriculum specialists are usually responsible for selecting the curriculum that will be used in their program. There are many curriculum resources from which to choose. However, during the sessions that focus on learning environment/program for children, Adventures in Learning and Adventures for Toddlers will be featured. Refer to the information that follows for a description of both.</i>

Adventures for Toddlers is a curriculum for children from eighteen to thirty-six months. The curriculum features 30 toddler topics in eight focus areas. Experiences within the toddler topics are based on the Arkansas Framework for Infant and Toddler Care Developmental Strands and addresses each of the Benchmarks within the strands.

Adventures in Learning is a comprehensive curriculum for children from three to five. The curriculum features 40 topics of study in nine focus areas. Curriculum activities within the topics of study are based on the Arkansas Early Childhood Education Framework Developmental Learning Strands and address each of the Benchmarks. Adventures in Learning is an Arkansas Approved Comprehensive Early Childhood Curriculum. This means that it is approved for use in ABC classrooms as either the primary curriculum or as a supplement to another approved curriculum.

Adventures for Toddlers and Adventures in Learning can be obtained at no cost from the Division of Child Care and Early Childhood Education. The curriculum can be downloaded from the Division website or obtained on a CD from the Division.

Additional Curriculum Resources

The Creative Curriculum for Infants, Toddlers & Twos, Second Edition, by Diane Trister Dodge, Sherrie Rudick and Kai-lee' Berke, published by Teaching Strategies, Washington, DC (2006)

The Creative Curriculum for Preschool, Fourth Edition, by Diane Trister Dodge, Laura J. Colker, and Cate Heroman, published by Teaching Strategies, Washington, DC (2002)

Learning Activities for Infants and Toddlers: An Easy Guide for Everyday Use by Betsy Squibb, published by Children's Resources International (2000)

Simple Steps: Developmental Activities for Infants, Toddlers, and Two-Year Olds by Karen Miller, Gryphon House, Beltsville, MD (1999)

Transition Magician Strategies for Guiding Young Children in Early Childhood Programs, by Nola Larson, Mary Henthorne and Barbara Plum, Redleaf Press, St. Paul, MN (2002)

Transition Magician 2 More Strategies for Guiding Young Children in Early Childhood Programs by Mary Henthorne, Nola Larson and Ruth Chvojicek, Redleaf Press, St Paul, MN (2002)

FOCUS AREA: Learning Environment / Program for Children

Session # 1	Physical Arrangement of the Environment
<p>Materials Needed</p>	<ul style="list-style-type: none"> ✓ Chart paper and markers (or marker board or chalk board may also be used) ✓ Handout #1: An Environment that Promotes Development and Learning ✓ Trainer Support – Handout #: An Environment that Promotes Development and Learning ✓ Handout #2: Developmental Strands and Benchmarks from Arkansas Framework for Infant and Toddler Care (1 copy per participant working with infants and toddlers) ✓ Handout #3: Benchmark Summary Table from Arkansas Early Childhood Education Framework Handbook for Three and Four Year Old Children (1 copy per participant working with children ages 3 to 5) ✓ Handout #4: My Learning Environment for Children from 3 to 5 ✓ Handout #5: Learning Environment for Infants and Toddlers ✓ Prepared chart sheet – Benchmarks ✓ Picture This – A Framework for Quality Care for Infants and Toddlers ✓ Picture This – A Framework for Quality Care and Education for Children from Three to Five
<p>Trainer Note Preparing for Session</p>	<ul style="list-style-type: none"> • <i>Distribute HO#1: An Environment that Promotes Development and Learning at least a week prior to the training session and ask participants to complete the requested information, bring the completed handout to the session and be prepared to discuss with the group.</i> • <i>Explain to participants that they are to use the Picture This booklet and Framework to assist them in completing HO #1.</i> • <i>Distribute the appropriate Picture This booklet to each participant.</i> • <i>Explain to participants where they can locate the Framework specific to their group of children.</i> • <i>Explain to participants that they are to bring their Picture This booklet to the next two sessions.</i>
<p>Introductory Activity An Environment That Supports Learning and Development</p>	<ul style="list-style-type: none"> • Begin by identifying the age group designations that will be used for the children in each participant’s group: <ul style="list-style-type: none"> ○ Young Infants – 0 to 8 months ○ Mobile Infants - 8 to 18 months ○ Toddlers – 18 to 36 months ○ Preschool – 3 to 5 years • Invite participants who work with young infants to refer to completed HO #1 and share with the group what young infants are like, what infants can do, and

	<p>to describe ways they can arrange the environment to meet their children's needs.</p> <ul style="list-style-type: none"> • Continue this activity with mobile infants, toddlers and preschool children. • Invite participants to imagine that the same room is used for a group of children who enter the room as young infants and remain in the room until they enter kindergarten. What are some major changes they will need to make in the environment as children age? (exclusive of toys and materials) • Conclude the activity by stating that a different environment should be provided for different age groups of children because they are at different stages in their development. However, one aspect of the environment should remain the same, regardless of age group: The room should be arranged so that the adults can have all children in their view at all times.
<p>Trainer Note</p>	<p><i>Some possible answers that participants might give about major changes in the environment that would need to be made as children age:</i></p> <ul style="list-style-type: none"> • <i>Replace cribs with cots</i> • <i>Replace highchairs/feeding tables with tables for eating and activities</i> • <i>Have tables that can be adjusted to different heights</i> • <i>Have individual chairs for children; chairs of different heights</i> • <i>Add bathroom with toilets and basins for hand-washing</i> • <i>Add low, open shelves with storage containers for toddlers and preschool children</i> • <i>Arrange space to discourage running by older children</i> • <i>Hang pictures at different heights for different age groups</i> • <i>Provide learning centers for older toddlers and preschool children; smaller number of centers for toddlers</i>
<p>Trainer Note</p>	<p><i>Should your program have mixed age groups for infants, mobile infants and toddlers, involve participants who work with this group to discuss how they can arrange the environment to meet the needs of all age groups in their care.</i></p>
<p>Activity</p> <p>Introduction to Strands and Benchmarks</p>	<ul style="list-style-type: none"> • Post prepared Benchmark chart on the wall where all can see it. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Benchmarks</p> <p>Infant and toddler benchmark - a level of behavior or skill that can be supported through observations, descriptions, documentations and by samples of a child's work.</p> <p>Early childhood (3 to 5 year olds) benchmark - a level of performance that can be supported through observations, descriptions and documentation of a child's performance and behavior, and by samples of a child's work.</p> </div>

	<ul style="list-style-type: none"> • Distribute to caregivers/teachers of young infants, mobile infants and toddlers HO #2: Developmental Strands and Benchmarks from Arkansas Framework for Infant and Toddler Care. • Distribute to caregivers/teachers of preschool children HO #3: Benchmark Summary Table from Arkansas Early Childhood Education Framework Handbook. • Allow participants a few minutes to review the handouts. • Explain to participants that the Developmental Strands for infants and toddlers and the Learning Strands for preschool children are areas of development and learning. Sometimes they are called domains. • Refer to the chart with Benchmark definitions and read the definitions. • Explain to participants that the Benchmarks are the foundation for everything that happens with children in our care. They are the foundation for the environment we provide, including equipment, materials and supplies, as well as the social and emotional environment we provide. They are the foundation for all of our interactions with children and for all of the experiences and activities we provide for them. They are the foundation for the curriculum we plan. Benchmarks tell us “why” we do the things we do each day in the infant, toddler and preschool classrooms.
<p>Activity</p> <p>Review of <i>Picture This</i> Booklets</p>	<ul style="list-style-type: none"> • Direct participants to page 1 in their <i>Picture This</i> booklet and ask them to read the page silently. • Invite participants to briefly discuss what they just read and be prepared to answer any questions they might have. • Explain to participants that the booklets have a section for each of the strands. • Take participants to pages 2 and 3 in their booklet and allow participants a few minutes to read the pages. • Explain that the remaining strands follow the same format. • Direct participants to the pages that follow the strands and explain that these pages include information about toys and materials, learning centers, books and music for children. • Explain to participants that they are to use the <i>Picture This</i> booklet as a reference for completing the follow up activity.

<p>Follow up Activity</p>	<ul style="list-style-type: none"> • Distribute to preschool teachers HO #4: My Learning Environment for Children from 3 to 5 • Explain to preschool teachers that they are to first read the definition of a learning center which is: <i>Areas organized throughout the classroom that include materials that children self-select to give them hands-on learning experiences in all developmental strands.</i> • Designate which of the two options on the handout each participant is to complete: Option 1 with 4 parts to complete or Option 2 with 4 parts to complete. • Distribute to infant and toddler caregivers/teachers HO #5: Learning Environment for Infants and Toddlers. • Review with them what they are to complete. • Set a completion date for the participants. A two week time frame is suggested.
<p>Trainer Note</p>	<ul style="list-style-type: none"> • <i>Be familiar with both handouts.</i> • <i>Assure participants that you will assist them as needed.</i> • <i>Use the guidelines in HO #4 when helping teachers set up their classrooms in learning centers.</i> <p><i>For more detailed information on the learning environment for infants and toddlers and for preschool children, these two books from Teaching Strategies are recommended:</i></p> <p><i>The Creative Curriculum for Infants, Toddlers and Twos</i> <i>The Creative Curriculum for Preschool</i></p> <p><i>See References and Resources for additional information about the books.</i></p>
<p>Trainer Note</p>	<p><i>If you plan to follow this session with Session #2, consider these two options::</i></p> <ul style="list-style-type: none"> • <i>Plan two separate sessions, one for infant and toddler teachers and one for preschool teachers, as a follow up to the assignments. This will allow the focus of the training to be specific to the participants.</i> • <i>Involve all teachers in one session so that each group can have a better understanding of the differences in the learning environment each group provides for their children.</i>

Trainer Note	<p><i>If you intend this to be a stand-alone session, do the following:</i></p> <ul style="list-style-type: none">• <i>Spend time in each classroom as participants complete the learning environment handouts specific to their age group of children.</i>• <i>Be prepared to guide and assist them as they make changes in their environment.</i>• <i>Make notes about your observations in each classroom to guide you as you meet with each participant.</i>• <i>Provide needed classroom items such as storage containers and materials for labeling.</i>• <i>Meet with each participant after handouts have been completed and you have made your observations.</i>• <i>Review with each participant each part of the handout that has been completed.</i>• <i>Refer to the notes you have made as you observed and assisted in each classroom.</i>• <i>Support participants as they continue to enhance their learning environment..</i>
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HO #1: An Environment that Promotes Development and Learning

Directions: In preparation for the upcoming training session, please do the following:

- Review the information in this handout which describes what children are like and can do at different ages and stages of their development.
- Select the section that relates to the ages of the children in your group.
- Record in the right-hand column ways you can arrange and prepare the environment in your room to accommodate the children in your group. You are to base your recordings on the description of what children are like and what they can do.
- Include recordings for all of the age groups in your care.

Young Infants (birth to 8 months)

What they are like/what they can do	Ways I can provide an environment to meet their needs
Notice and look at things around them	
Develops ability to roll, sit with support, sit without support	
Begin creeping and crawling	
Depend on adults to keep them safe	

Mobile Infants (8 to 18 months)

What they are like/what they can do	Ways I can provide an environment to meet their needs
Pull self to standing position	
Move from place to place	
Walk with, then without support	
Depend on adults to help keep them safe	

Toddlers (18 to 36 months)

What they are like/what they can do	Ways I can provide an environment to meet their needs
Active and on the go	
Walk fast and well	
Like to climb	
Depend on adults to keep them safe	

Preschool Children (3 to 5 years)

What they are like/what they can do	Ways I can provide an environment to meet their needs
Like to be with small groups of children and sometimes like to be alone	
Can do many things on their own	
Like to have choices	
Need adults to help keep them safe	

Trainer Support – HO #1: An Environment that Promotes Development and Learning

Young Infants (birth to 8 months)

What they are like/what they can do	Ways I can provide an environment to meet their needs
Notice and look at things around them	Place pictures at children's eye level: on cribs, on shelves, on wall at different heights Place mobiles above infant's cribs Place mobiles or pictures about changing table Provide protected areas where infants can watch the action from the floor
Develop ability to roll, sit with support, sit without support	Provide a safe, comfortable area on the floor; an area with soft surfaces such as carpets and mats
Begin creeping and crawling	Allow space so infants can safely creep and crawl Provide soft surfaces such as carpets and mats
Depend on adults to keep them safe	Arrange room so all children can be seen at all times Define space that needs protection, space where children will be playing on the floor, for example Have materials for diapering in diapering area within easy reach Place mirror on wall in diapering area so you can see behind you (if area is located so you have your back to the room while diapering)

Mobile Infants (8 to 18 months)

What they are like/what they can do	Ways I can provide an environment to meet their needs
Pull self to standing position	Provide a secure railing that mobile infants can pull up on to stand and cruise Provide sturdy furniture with rounded edges
Move from place to place	Provide protected area where they can crawl and later walk
Walk with, then without support	Provide sturdy furniture with rounded edges Allow space to walk, fall safely, and walk again Keep floor free of toys that can cause tripping and/or falling
Depend on adults to keep them safe	Arrange room so you can see all children at all times Keep all equipment in good repair Provide finger protections from doors opening and closing

Toddlers (18 to 36 months)

What they are like/what they can do	Ways I can provide an environment to meet their needs
Active and on the go	Provide safe space for constant movement by toddlers
Walk, run, climb and jump	<p>Arrange the indoor space so toddlers have safe space for walking while eliminating pathways that encourage running</p> <p>Add equipment to the indoor environment that is safe for climbing</p> <p>Have a playground for toddlers that has space for running</p> <p>Add equipment to the outdoor environment that is safe for children to climb</p> <p>Have required fall zone under climbing equipment on the playground</p>
Can begin to make choices	<p>Provide low, open shelves with storage containers to store like toys; a container for small cars, for example</p> <p>Use picture and word labels on the containers</p>
Depend on adults to keep them safe	<p>Arrange room so you can see all toddlers at all times</p> <p>Keep equipment in good repair</p> <p>Provide finger protection from doors opening and closing</p>

Preschool Children (3 to 5 years)

What they are like/what they can do	Ways I can provide an environment to meet their needs
Like to be with small groups of children; but sometimes like to be alone	<p>Arrange the classroom into learning centers with space, materials and equipment for from 3 to 5 children</p> <p>Define learning centers with furniture and rugs or carpet</p> <p>Provide a “quiet” area in the classroom where a child can go to be alone</p>
Can do many things on their own	<p>Arrange the environment to encourage independence:</p> <ul style="list-style-type: none"> Low hooks for hanging coats Low cubbies for storing belongings Low sinks or safe stool for handwashing Materials displayed on low, open shelves so children can see, select and put away Word and picture labels on the containers

Like to have choices	Provide enough learning centers so children can have choices of where to play Stock learning centers with a variety of interesting materials so each child can find something of interest Rotate materials in the learning environment to maintain children's interest
Need adults to help keep them safe	Arrange the learning environment so that adults can see all children at all times Keep all equipment in good repair

Ways I Can Arrange the Environment to Meet the Needs of a Mixed Age Group of Infants and Toddlers

- Provide space for both quiet and active play for mobile infants and toddlers
- Keep quiet and active areas separated
- Provide a protected area on the floor for young infants
- Vary the height of tables and chairs. Have furniture that can be adjusted to different heights
- Provide changing table and child-size toilets
- Provide cribs for infants and small cots or mats for older mobile infants and toddlers
- Provide a variety of toys and materials that are appropriate for each age group

HO #4: My Learning Environment for Children from 3 to 5

Directions: As a follow up to the training session just completed and in preparation for the next session, or for a conference with your Director/Trainer, you will complete either Option A or Option B as directed by the trainer. Each option has four parts to be completed. Refer to the *Picture This* booklet and to the *Arkansas Early Childhood Education Framework* for support in completing this activity.

A definition of learning centers is included here to assist you as you complete activities.

Definition of Learning Center

Areas organized throughout the classroom that include materials that children self-select to give them hands-on learning experiences in all developmental learning strands.

The information that follows relates to all of the options.

Part 1: Guidelines for Planning Classroom Space

Directions:

Option 1A - for classrooms currently set up in learning centers

- Use the guidelines that follow as an evaluation tool. Place a checkmark beside each guideline you are following. For those guidelines that remain unchecked, develop a plan for making them a checked item.

Option 2A - for classrooms not currently set up in learning centers

- Use the guidelines that follow to help you establish centers in your classroom.

- _____ There are traffic patterns for entering the room, putting belongings in cubbies, using the bathroom and moving from one area to another.
- _____ Each learning center is identified with a posted sign that includes the name of the center and a photo or catalog picture of the type of activity that takes place in the center
- _____ Learning centers that are relatively quiet (library, art, manipulative toys and games) are located away from noisier centers (blocks, home living/dramatic play).
- _____ Messy activities such as art, sand and water are located on a floor that can be washed. Blocks are on a comfortable, soft floor.
- _____ Learning centers are placed near needed resources. For example, art and water play are near a water source. CD players and tape recorders are near electrical outlets.
- _____ Learning centers such as the library center and the science/discovery center are located in areas with lots of light.
- _____ The room is arranged so that adults can supervise children at all times; always having children in full view.

_____ The classroom space provides softness such as pillows, area rugs, soft chairs, stuffed animals.

_____ There is a space in the room where a child can go to be alone.

_____ The classroom space includes touches of home: family photos displayed on the wall or in photo albums, curtains at the windows, tablecloths and placemats, flowers in vases, plants, baskets, welcome mat at the door.

Part 2: Guidelines for Displaying and Labeling Materials

Directions:

Option 2A – for classrooms currently set up in learning centers

- Use the guidelines as an evaluation tool. Place a checkmark for each guideline you are following. For those guidelines that remain unchecked, develop a plan for making them a checked item

Option 2B – for classrooms not currently set up in learning centers

- Use the guidelines to help you properly display and label materials.

_____ Open storage is available for children's materials that are to be accessible to them. Materials that are not to be accessible to children should be stored out of their sight and reach.

_____ Materials that go together are stored in the same place; for example all art materials are stored together.

_____ Materials and toys with small pieces are stored in plastic dishpans, clear plastic containers, baskets and small boxes.

_____ Storage containers and shelves are labeled with photos, pictures, drawings and words.

_____ Both English and children's home language is used for written labels.

_____ Labels are written as follows: Initial capital letter and lowercase letters.

Dramatic Play

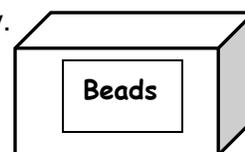
_____ Paper shapes from solid-colored self-adhesive paper are used for labeling storage shelves for blocks; for example a strip is placed on the storage shelf to let children know that all of the blocks of that shape are to be stored here.



_____ A sample of an object is used as part of the label for children who are visually impaired or learning English as a second language.

_____ Labels are laminated or covered with clear self-adhesive for durability.

_____ Labels are taped on the storage containers and shelves



Part 3: Checklist for Learning Center Setup and Available Materials

Directions:

Option 3A – for classrooms currently set up in learning centers

- Use the checklist as an evaluation tool. Place a checkmark beside each guideline that reflects how your centers are currently set up.
- Place a checkmark beside the materials and props that are currently available in each center.
- Place a checkmark beside the diversity materials and props that are currently available in each center.
- Place a (☆) beside the materials and props that you plan to add to each center.
- Place a D beside the diversity materials and props you plan to add to each center.
- Bring to the next session two examples of diversity materials or props that you have added to your classroom.

Option 3B – for classrooms not currently set up in learning centers

- Choose at least 3 centers that you plan to set up. The library center **MUST** be one of the options. You may choose to set up more than 3 centers.
- List the centers that you plan to set up: 1. Library 2. _____
3. _____ 4. _____ 5. _____ 6. _____ 7. _____
- Place a checkmark beside those items listed in the Set Up section of the centers you have selected: items that you have available in your classroom.
- Place a checkmark beside the materials and props that are currently available to place in the centers you plan to set up.
- Bring to the next session one material or prop that you will add to each of the learning centers that you plan to set up.

Library Center Set Up

Note: *Refer to Photo for a sample of a Library Center set up*

- _____ Bookshelf to display books
- _____ Located in quiet area of classroom
- _____ Out of flow of traffic
- _____ Good lighting
- _____ Softness such as carpeted floors, rugs, pillows

Materials and Props

- _____ Variety of children's books
- _____ Felt/magnetic board and storytelling figures
- _____ Discussion pictures
- _____ Puppets
- _____ Stories on tape or CD
- _____ CD or tape player with headsets
- _____ Illustrated nursery rhyme and poem charts
- _____ Other (list) _____
- _____
- _____



Materials and Props that Reflect Diversity

- ___ Books that depict the following: (Check the books that are available)
 - Class-made books of children and their families ___
 - Family groups of different races, cultures, customs, ages and family structure ___
 - Men and women engaged in different activities at work, home and leisure ___
 - Children and adults with various disabilities ___
- ___ Pictures that reflect different races, cultures, customs and ages ___
- ___ Books in language spoken at home, including stories on tape or CD ___

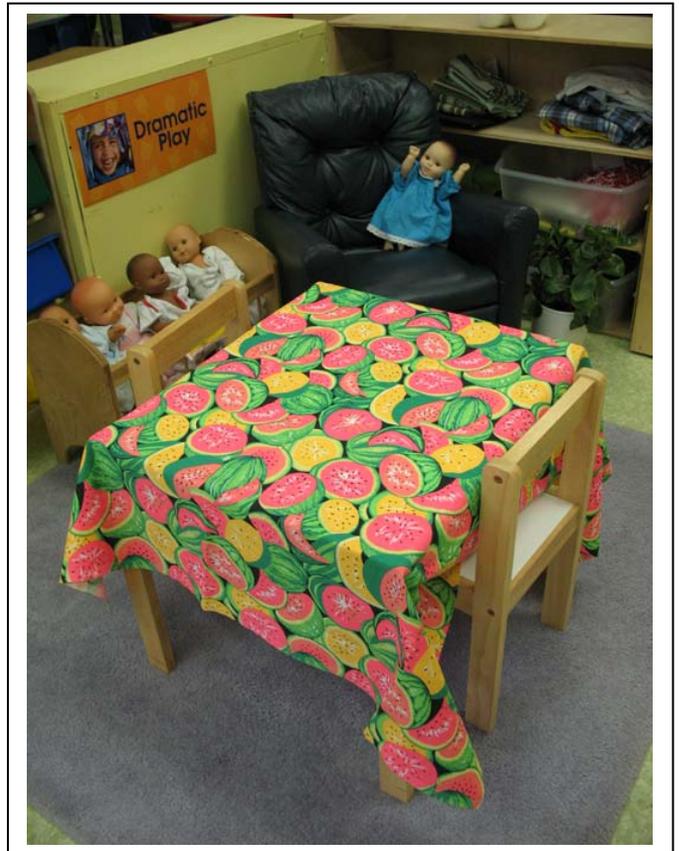
Home Living/Dramatic Play Center Set Up

Note: *Refer to Photo for a sample of a Home Living/Dramatic Play Center set up.*

- ___ Sufficient space for three to five children
- ___ Space defined by walls, shelves, furniture and carpet or rugs
- ___ Located near other noise areas such as the block center
- ___ Softness and touches of home: small rug, tablecloth, napkins, plants, photo album with photos of children and their families

Materials and Props

- ___ Sufficient materials and props for 3 to 5 children so that they have choices
- ___ Child-size kitchen furniture such as stove, refrigerator, sink and tables and chairs
- ___ Pots, pans and unbreakable dishes
- ___ Dolls, doll clothing and blankets
- ___ Dress up clothes for both male and female
- ___ Doll stroller or carriage, doll high chair, doll bed
- ___ Empty food containers (stuffed with newspaper and sealed with tape)
- ___ Accessories: hats, shoes, purses, wallets, ties, briefcases



- _____ Storage for dress up clothes and accessories
- _____ Full length, unbreakable mirror
- _____ Telephones
- _____ Memo pads, pencils
- _____ Magazines, cook books, phone books, children’s books, menus, grocery ads
- _____ Other (list) _____

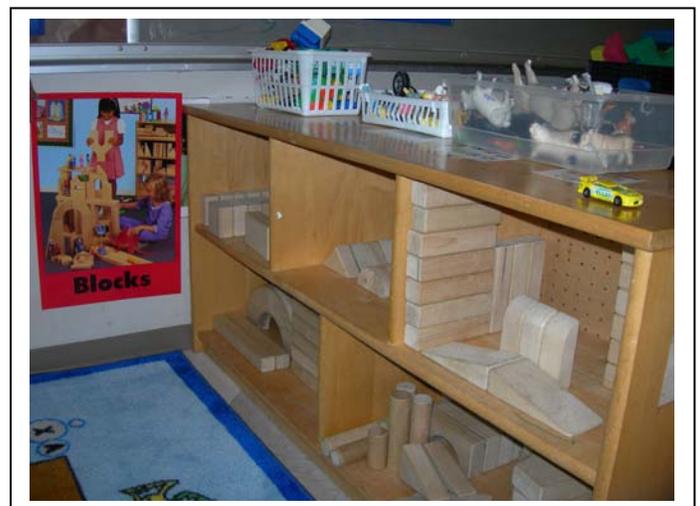
Materials and Props that Reflect Diversity

- _____ Dolls of different races and cultures and of both genders
- _____ Authentic cooking utensils such as a wok and tortilla press from different cultures
- _____ Empty food containers from children’s homes with print in other languages (stuff the containers with newspaper and seal with tape for durability)
- _____ Props that represent the professions of children’s parents (menu and tray, medical kit, briefcase, tool belt, hard hat)
- _____ Dress-up clothes used by men and women in a variety of roles
- _____ Magazines and pictures that represent different cultures
- _____ Menus from ethnic restaurants (Mexican, Italian, Greek)

Block Center Set Up

Note: *Refer to Photo for a sample of a Block Center set up.*

- _____ Sufficient space for three to five children
- _____ Space clearly defined by walls and shelves and out of the line of traffic
- _____ Smooth, flat carpet
- _____ Open shelves for storage of blocks and props
- _____ Shelves labeled with pictures or outline of blocks
- _____ Located near other noisy centers such as Dramatic Play



Materials and Props

- ___ Sufficient materials and props for three to five children so they have choices
- ___ Hardwood unit blocks
- ___ Small vehicles
- ___ Additional blocks: brick cardboard, large plastic, foam, small logs, homemade
- ___ Traffic signs
- ___ Sections of PVC pipe
- ___ Variety of vehicles: construction, emergency, farm, boats, airplanes
- ___ People figures
- ___ Pictures of buildings and bridges, books and magazines about construction
- ___ Clipboard, paper and pencils
- ___ Other (list) _____

Materials and Props that Reflect Diversity

- ___ Blocks of different materials such as wood, cardboard brick and logs
- ___ Toy vehicles representing different types of jobs: construction, farm, emergency
- ___ Multiethnic people figures that reflect diversity: people of different ages and with differing abilities, males and females in non-stereotypical career roles (women as firefighters or police officers, men as nurses)
- ___ Pictures and magazines that show people living in different types of homes: single family homes, duplexes, apartment buildings, igloos, tents, huts, Hogan's

Art Center Set up

Note: *Refer to Photo for an example of a storage shelf for art materials*

- ___ Out of line of traffic
- ___ Washable floor covering
- ___ Near a sink
- ___ Table(s) and chairs (# of chairs can indicate # of children allowed in the center)



Materials and Props

- ___ Variety of paper (purchased or recycled)
- ___ Child-size, blunt-tipped scissors
- ___ Washable glue
- ___ Crayons, washable markers, colored pencils
- ___ Double-sided easel
- ___ Washable paints, assorted paint brushes, variety of items to paint with
- ___ Paint shirts, smocks or aprons (shirts can be older children or adult size with sleeves cut off)
- ___ Playdough (home made preferred), cookie cutters, rolling pins (See **Favorite Art Recipes** at end of this handout)
- ___ White and colored chalk, small chalk boards
- ___ Collage materials: cardboard (for base of collage), fabric/felt scraps, feathers, lace, wallpaper samples, old greeting cards, dried flower petals, doilies)
- ___ Finger paints and fingerpaint paper
- ___ Washable ink stamp pads and stamps
- ___ Glue sticks, tape, string, yarn
- ___ Other (list) _____

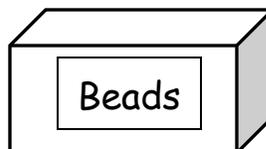
Materials and Props that Reflect Diversity

- ___ Paint, paper, crayons and markers in a variety of skin tones
- ___ Collage materials that reflect different cultures: array of papers, fabric scraps, magazines
- ___ Art books featuring famous paintings

Manipulative Center Set Up

Note: *Refer to Photo for a sample of a storage shelf for manipulative materials*

- ___ Low open shelves for storage of materials
- ___ Tables(s) with chairs (# of chairs will indicate # of children who can be in the center at one time)
- ___ Labeled containers for materials



Materials and Props

- ___ Variety of puzzles (different # of pieces, some with knobs)
- ___ Interlocking blocks
- ___ Pegs and pegboards
- ___ Stringing beads
- ___ Interlocking links and cubes
- ___ Bristle blocks, towers, connectors, Lincoln logs, lock and latch box, dressing boards, magnetic activity blocks
- ___ Nuts and bolts
- ___ Small wood blocks
- ___ Small animals and vehicles
- ___ Games: lotto, dominoes, concentration/memory
- ___ Magnetic board with magnetic letters and numbers
- ___ Floor puzzles, jigsaw puzzles



Materials and Props that Reflect Diversity

- ___ Puzzles that show people with different abilities
- ___ Puzzles that show men and women in non-stereotypical career roles
- ___ Puzzles that reflect cultural diversity
- ___ Puzzles that reflect people of different ages

Discovery / Science / Nature Center Set up

Note: *Refer to Photo for a sample of a storage shelf for the Discovery Center*

- ___ Near natural light
- ___ Low open shelf(s) to store materials
- ___ Table for discovery experiences
- ___ Labeled containers for storage of materials

Materials and Props

- _____ Safe items from Nature
 - _____ Magnifying lenses, magnets, color paddles, binoculars
 - _____ Collections: rocks, shells, pebbles, pine cones
 - _____ Balance scales, prisms, kaleidoscopes, kitchen timer
 - _____ Sensory bottles (See **Sensory & Sound Bottles** at the end of this handout)
 - _____ Soil, seeds, planting containers, plants
 - _____ Books and nature magazines
 - _____ Other (list)
-



Sand and Water Center Set Up

Note: Refer to Photo for a sample of a Sand and Water Center set up.

Note: If you are just setting up centers in your classroom, consider having these two areas separate from each other or alternate days the two centers are available. If space is shared, such as in a church, consider making these two centers portable. Have sand available in a container that can be covered and stored away when not in use. Have water play available by using a container such as a dishpan or small tub. The container is to be emptied and sanitized each day.

- _____ Near a water source
- _____ Washable floors
- _____ Sand and water tables or portable sand and water tubs



Materials and Props

- ___ Clean white sand
- ___ Water
- ___ Measuring cups, spoons, scoops, funnels, turkey baster
- ___ Plastic containers such as butter tubs, whipped topping tubs, bottles, small pitcher
- ___ Kitchen items: egg beater, whisk, ladle, colander, sifter
- ___ Toy boats, cars, trucks, farm vehicles (size of vehicles will depend on size of sand and water container)
- ___ Pebbles, rocks, shells, cork
- ___ PVC pipe/tubes
- ___ Plastic worms, rubber animals and people
- ___ Water wheel
- ___ Gardening tools

Part 4: Floor Plan

Directions:

Option 4A – for classrooms currently set up in learning centers

- Draw a floor plan of your classroom, beginning with stationary items such as doors, windows, built-ins.
- Add the learning centers you currently have available in your classroom. Include in the drawing furniture and equipment (tables, chairs, storage shelves),
- Use the guidelines in Part 1 to reevaluate your classroom space.
- Consider making changes to better meet the guidelines.
- Evaluate the effectiveness of the changes (if made). Observe children to determine how they are functioning with the changes. Does traffic seem to have a better flow in and out of the classroom and within the classroom? Is clean up of messy areas easier? Can all children be in view at all times?

Option 4B – for classrooms that are not currently set up in learning centers

- Draw a floor plan of your classroom, beginning with stationary items such as doors, windows, built-ins.
- Use the guidelines in Part 1 to assist you in adding to the floor plan the learning centers you plan to set up. Include in the drawing furniture and equipment (tables, chairs, storage shelves) in each center.
- Write in each center the number of children you think can safely and cooperatively play in that center.
- Share your drawing with the director and/or trainer and seek their input.

- Set up the learning centers you have chosen, including materials and props stored in labeled containers.
- Spend time introducing children to learning centers and setting guidelines for their behavior in the centers.
- Begin by explaining to your children that you have arranged the classroom into learning centers and name the different centers.
- Demonstrate to them how to select and play with the materials and props and how to put them away at the end of play.
- Allow children to explore the materials and props and to practice putting them away.
- Continue explaining and guiding children in the proper use and storage of the materials and props until they seem to understand it.
- Let children know that the materials and props will remain in the centers so they will all have an opportunity to play with them.
- Observe children as they play in the centers. Do all children want to go to only one center? Do they seem to understand how to select, use and put away the materials?
- Join children as they play in the different centers. Interact with them and talk with them about their play. Make sure that you spend time in each center to encourage children to do the same.

Favorite Art Recipes

Goop

2 cups water
 ½ cup cornstarch
 food coloring

- Pour water into saucepan
- Bring water to boiling on high heat
- Stir in cornstarch
- Stir in food coloring
- Keep stirring until smooth
- Cool before using

Teacher Note: *Provide a plastic-covered surface such as a vinyl placemat for children to play with the goop.*

Teacher Note: *Goop can be reused. Store in an airtight container.*

Gak

1 cup liquid starch
 1 cup white glue
 food coloring (optional)

- Pour glue and food coloring (optional) into bowl
- Mix thoroughly
- Add starch slowly and mix in
- Knead

Teacher Note: *Gak will feel like smooth leather. It can be reused. Store in an airtight container.*

Slime

1 cup liquid starch
2 cups white glue
food coloring

- Pour glue and food coloring into bowl
- Mix thoroughly
- Add starch slowly and mix

Teacher Note: *Slime can be reused. Store it in an airtight container.*

Silly Putty

1 cup white glue
1 cup cornstarch

- Combine ingredients in bowl

Teacher Note: *Silly putty can be reused. Store in an airtight container.*

Teacher Note: *Elmer's Glue-All (not Elmer's School Glue) is recommended*

Scented Playdough

1 Cup flour
½ Cup salt
2 teaspoons cream of tartar
1 tablespoons cooking oil
1 small package unsweetened flavored drink mix
1 cup boiling water

- Mix together flour, salt, oil and unsweetened flavored drink mix
 - Add the cup of boiling water. Mix well
 - Knead the mixture until it forms a soft dough.
 - Store in a sealed container.
-

Sensory & Sound Bottles

Sensory bottles are clear, plastic bottles filled with a variety of liquid and solid materials that provide opportunities for observation and experimentation. These bottles are inexpensive, simple to make, and appeal to infants through school-age children.

Tips for Making and Using Sensory Bottles

- Collect clear plastic water or drink bottles.
- Wash bottles and remove all labels.
- Fill bottles with a variety of solid and liquid materials.
- Securely glue the bottle caps onto the bottles.
- Cover the caps with a strong tape.

- Make collections of bottles available to children on shelves or in a basket or other container.
- Guide children in safe use of the bottles with comments such as, “Tamisha, try rolling the bottle instead of throwing it.”
- Observe children as they experiment with the bottles. Invite them to experiment with the bottles with comments such as, “Margaret, when you shake the bottle the stars move.”
- Sanitize bottles after children play with them.
- Be creative as you experiment with making different sensory bottles.

Shiny Bottle

- Fill a bottle with shiny objects such as sequins, beads and satin ribbon, leaving enough space so that objects will move when children shake or roll the bottle.
- Glue on the bottle cap and cover the cap with strong tape.

Confetti Bottle

- Put several spoonfuls of confetti in the bottle.
- Add water and food coloring.
- Glue on the bottle cap and cover the cap with strong tape.

Creepy Crawly Bottle

- Pour 1/3 cup of clear corn syrup in the bottle.
- Add red and yellow food coloring.
- Drop in several plastic spiders and/or fishing worms.
- Glue on the bottle cap and cover the cap with strong tape.

Wave Bottle

- Fill bottle 2/3 full with water.
- Add several drops of food coloring to the water.
- Fill the bottle to the top with vegetable oil or mineral oil.
- Glue on the bottle cap and cover the cap with strong tape.

Crayon Shavings Bottle

- Make crayon shavings with a crayon sharpener or grater.
- Put several tablespoons of crayon shavings in the bottle.
- Fill the bottle to the top with water.
- Glue on the bottle cap and cover the cap with strong tape.

Confetti and Crayon Shavings Bottle

- Make crayon shavings with a crayon sharpener or grater.
- Put confetti and crayon shavings in the bottle.
- Fill the bottle to the top with colored water.
- Glue on the bottle cap and cover the cap with strong tape.

Star Bottles

- Add color hair-setting gel to bottle, leaving about 2” of air space.
- Add a small package of confetti star shapes in the bottle and shake to combine with gel.
- Glue on the bottle cap and cover the cap with strong tape.

Sound Bottles

Materials: Clear plastic water or drink bottles, objects such as buttons, jingle bells and paper clips that make noise, superglue, strong tape

How to begin:

- Place sound-making objects inside individual bottles: buttons, jingle bells, and paper clips for example.
- Superglue the caps on securely and cover with strong clear tape.
- Place the bottles on a low shelf or on a table.
- Observe children as they interact with the bottles. Do they shake them? Do they seem to have a favorite? Do they look at and listen to the objects inside the bottle? Do they apply the same strategy for manipulating one bottle and then another?
- Join children as they interact with the bottles. Pick up one of the bottles, shake it and say, “I hear paper clips in this bottle. Renetta, can you tell me what you hear in this bottle?” (as you hand her the bottle with buttons in it). “Which bottle do you like to listen to the best?”

Extensions:

- As you and the children shake the bottles together, singing the following song to the tune of “Row, Row, Row Your Boat.” Suit actions to the words.

*Shake, shake shake that bottle,
Shake it if you can.
We can shake it, then we'll stop.
Then we'll start again.*

*Shake, shake shake that bottle
Shake it if you can.
Shake it loud, then shake it soft.
Then we'll start again.*

- Store the bottles in a clear plastic tub and place on storage shelf where toddlers can see and reach them.
- Make additional sound bottles and rotate them to maintain toddler's interest.

Safety Note: *Make sure caps are securely glued on the bottles. Make a daily check of the bottles to make sure caps remain secured.*

Safety Note: *Check the bottles each day to make sure the bottle cap is securely glued and taped on the bottle.*

HO #5: Learning Environment for Infants and Toddlers

Directions: This handout is intended as a follow up to the training session just completed and in preparation for the next session, or for a conference with your Director/Trainer. The handout is divided into four parts:

- Part 1: General Guidelines for Arranging Space for Infants and Toddlers
- Part 2: Inventory of the Learning Environment for Young Infants
- Part 3: Inventory of the Learning Environment for Mobile Infants
- Part 4: Inventory of the Learning Environment for Toddlers

For Part 1, do the following:

- Use the guidelines as an evaluation tool. Place a checkmark beside each guideline you are following. If a guideline does not apply to the age of children in your group, record **NA (Not applicable)**
- Develop a plan for making at least one of the unchecked guidelines a checked item.

For Parts 2, 3, and 4, do the following:

- Choose the age group of the children in your care and complete that part.
- Place a checkmark beside each item listed in the inventory that is available in the learning environment for your age group.
- Select 3 items that remain unchecked and develop a plan for making them a checked item.

Note: *Focus only on those things that you can change.*

Note: *Co-workers in the same classroom can work together on the activity.*

Note: *Some toys and materials may be stored out of children's sight and reach to be brought out as children's abilities and interests change.*

Minimum Licensing Requirements (MLR) will have more specific information about diapering and toileting area, sleeping area and eating area.

Activity Areas available in each classroom will depend on available toys and materials, space and staffing.

Observe your children to determine which toys and materials to place in their environment. Provide sufficient toys for the number of children in the group, but do not overwhelm them with too many choices. Rotate toys as children's abilities and interests change.

Part 1: General Guidelines for Arranging Space for Infants and Toddlers

Diapering and Toileting Area

- _____ Storage for bleach solution
- _____ Individual storage for each child's diapers, wipes and extra clothing (labeled with child's name)
- _____ Safe changing table with a surface that is smooth and easily cleaned and has a raised rim
- _____ Steps for older mobile infants and toddlers to climb to the changing table

_____ Child-size toilets and sinks

_____ Lined diaper pail

Sleeping Area

_____ Crib, cot or mat for each child (labeled with child's name)

_____ Cribs separated from noisy areas

_____ Storage space for sheets, blankets and children's comfort items

_____ Adult glider or other comfortable chair for cuddling children

_____ Lighting that can be dimmed

_____ CD or tape player for soft music

Eating Area

_____ Eating areas separate from toileting area

_____ Small refrigerator

_____ Comfortable place for teachers to set while bottle-feeding children

_____ High chairs, feeding tables, tables and chairs for eating (tables and chairs can be used for other activities)

_____ Nursing area with comfortable seating, a footstool and small pillow to support nursing mother's arm.

Softness and Touches of Home

_____ Growing plants

_____ Curtains at the windows

_____ Photos of families displayed where children can see them

_____ Large pillows

_____ Basket of soft items: cloth dolls, stuffed animals, cloth books

_____ Rugs, carpet, mats

Part 2: Inventory of the Learning Environment for Young Infants (birth to 8 months)

_____ Protected area where children can be on floor rather than in cribs

_____ Mats and rugs for softness

- _____ Soft squeeze toys
- _____ Cloth toys, including books
- _____ Books with simple, realistic pictures on each page (photographs are better)
- _____ Small rattles
- _____ Plastic key rings with keys
- _____ Balls – clutch and texture
- _____ Toys on suction cups (when young infant is able to sit)
- _____ Interlocking rings
- _____ Play gyms
- _____ Wall mirrors (unbreakable, firmly attached to wall, close to floor, so infants can see themselves)

Part 3: Inventory of the Learning Environment for Mobile Infants (8 to 18 months)

- _____ Protected space where mobile infants can crawl
- _____ Secure railing that mobile infants can pull up to and stand and cruise
- _____ Soft areas (rugs, carpets, mats) and places to sit with adults
- _____ Hand mirrors (light, sturdy, unbreakable)
- _____ Wall mirrors (unbreakable, firmly and securely attached to wall and full length so mobile infants can see their full image)
- _____ Pictures and photos on wall at child's eye level (laminated or covered with clear self-adhesive for durability)
- _____ Toys arranged on low shelves where they will be used most often (a few selected toys rather than crowded shelves)
- _____ Room organized to offer different play experiences as follows:
 - Pretend play
 - _____ Soft, washable cloth dolls
 - _____ Vinyl or rubber baby dolls (features that are stitched, painted or molded)
 - _____ Doll blankets
 - _____ Plastic dishes (sturdy and washable)
 - _____ Play telephone (lightweight, plastic, easy to clean)

Exploration and discovery

- _____ Pop-up boxes
- _____ Nesting cups (3 to 5)
- _____ Stacking rings (3 to 5)
- _____ Plastic buckets or empty oatmeal boxes for filling and emptying
- _____ Boxes (small and large; some with lids)
- _____ Stuffed toys (soft, washable animals)
- _____ Rubber or vinyl animals (soft, easy to clean)
- _____ Teethers and squeeze/squeak toys

Blocks

- _____ Lightweight, soft cloth blocks
- _____ Wood cubes (2 inches to 4 inches)
- _____ Rubber or rounded plastic blocks

Vehicles

- _____ Simple, one-piece, easy to grasp with large wheels
- _____ Lightweight with rounded/molded appearance
- _____ Make noise when rolled

Active play

- _____ Balls – plastic, inflatable beach balls, clutch and textured balls, chime balls
- _____ Tunnels for crawling through
- _____ Push and pull toys

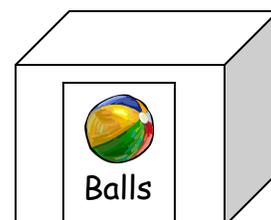
Book area

- _____ Books for children to hold, manipulate, clutch and carry
- _____ Books that are durable and easy to clean
- _____ Books that encourage participation: fingerplay books, rhyming books, touch and feel books, books with repetition
- _____ Books with real pictures of animals, things around the house and things to name
- _____ Teacher made books

Note: Some books will be available for children's use while other books will be brought out to be read with one or two children at a time.

Part 4: Inventory of the Learning Environment for Toddlers (18 to 36months)

- _____ Low tables and chairs for eating and for activities
- _____ Safe space for active movement
- _____ Toys organized on low, open shelves
- _____ Like toys such as small vehicles stored in a container (plastic tub, dishpan)
- _____ Containers labeled with words and pictures
- _____ Duplicates of toys, especially toys that are favorites



- _____ Areas available where two or three children can play
- _____ Pictures and photos on wall at child's eye level (laminated or covered with clear self-adhesive for durability)
- _____ Room organized to offer different play and exploration areas as follows:

Note: (OT) indicates that a toy is more appropriate for an older toddler.

Library/language area

- _____ Soft rug and pillows
- _____ Soft stuffed toys (washable)
- _____ Books that are durable and easy to clean (board books)
- _____ Books that encourage children to participate and interact: touch and feel books, fingerplay books, touch and feel books, rhyming books, books with movable objects
- _____ Books with pictures or photos of real objects
- _____ Books that include a variety of content: animals, people, everyday objects and routines
- _____ Books that reflect diversity
- _____ Books displayed in wall pockets made of heavy-duty fabric and clear plastic, books fanned out on low, open shelves or stored in a small book display unit with covers facing forward

Teacher Note: Some books will be available for children's use while other books will be brought out by adults to read with individual and small groups of children.

Manipulative/exploration area

- _____ shape sorting and activity boxes
- _____ nesting cups
- _____ pegboards with large, blunt-end pegs
- _____ large plastic snap beads
- _____ large interlocking plastic blocks
- _____ plastic links
- _____ large wooden beads to string (**OT**) – string no longer than 12 inches
- _____ large plastic or wooden nuts and bolts (**OT**)

- _____ Puzzles
 - _____ 2 or 3 pieces with knobs
 - _____ 4 to 5 pieces in which each piece is a complete picture and has knobs
 - _____ 6 to 12 pieces (**OT**)

Sensory exploration area

- _____ Sensory bottles and sound bottles (See **Sensory & Sound Bottles** at the end of this handout)
- _____ Sensory/art materials: goop, gak, slime, silly putty, scented playdough (See **Favorite Art Recipes** at the end of this handout)
- _____ Sterilized fine grain sand sold at hardware and home improvement stores
- _____ Sand table or individual tubs
- _____ Water table with individual basins placed in it, or individual basins/tubs on a low table
- _____ Props such as plastic or vinyl animals, people and boats, small plastic watering cans, funnels, sieves, wire whisks, slotted spoons, squeeze bottles, basters, ladles, scoops, small rakes and shovels
- _____ Sensory tubs with safe materials such as cotton balls or shredded paper, scoops, small plastic containers and tongs

Art area

- _____ Washable liquid tempera
- _____ Flat bristle brushes with nylon hair and stubby handles
- _____ Play dough and goop
- _____ Paper of different types
- _____ Jumbo crayons and chalk
- _____ Collage materials such as yarn, ribbons, paper with assorted textures and colors, recycled gift wrapping, greeting cards and post cards
- _____ Washable glue or glue sticks
- _____ Water-based felt-tip markers

Pretend play area

- _____ Dolls – lifelike dolls of vinyl or rubber with mobile arms and legs, hair and facial features
- _____ Baby blankets and a cradle or small box for children to use as a doll bed

- _____ Toddler-size kitchen furniture (2 or 3 pieces)
- _____ Child-size dishes, pots and pans
- _____ Small suitcase, purses, wallets, tote bags and lunch boxes
- _____ Dress-up clothes such as vests, shirts and jackets
- _____ Plastic containers and empty food boxes (clean) – Stuff boxes with newspaper and tape them securely closed for durability
- _____ Play telephones
- _____ Small unbreakable mirrors and an unbreakable full-length mirror securely attached to the wall

Block area

- _____ Rectangular plastic blocks in a variety of colors
- _____ cardboard blocks that resemble bricks
- _____ Hardwood unit blocks (**OT**) (specialized shapes such as triangles and arches are not necessary for toddlers)
- _____ Small wooden or plastic animals and people
- _____ Teacher-made blocks
- _____ Small vehicles

Gross motor/active play

- _____ Push and pull toys
- _____ Tunnels to crawl through
- _____ Ride-on equipment toddlers can propel with their feet
- _____ Low climber with a padded mat underneath it
- _____ Balls

Note: *In preschool classrooms, these exploration areas are called learning centers.*

Sensory & Sound Bottles

Sensory bottles are clear, plastic bottles filled with a variety of liquid and solid materials that provide opportunities for observation and experimentation. These bottles are inexpensive, simple to make, and appeal to infants through school-age children. Toddlers are especially captivated by sensory bottles.

Tips for Making and Using Sensory Bottles

- Collect clear plastic water or drink bottles.
- Wash bottles and remove all labels.
- Fill bottles with a variety of solid and liquid materials.
- Securely glue the bottle caps onto the bottles.
- Cover the caps with a strong tape.
- Make collections of bottles available to toddlers on shelves or in a basket or other container.
- Guide toddlers in safe use of the bottles with comments such as, “Tamisha, try rolling the bottle instead of throwing it.” Redirect toddlers to throw safe objects such as socks into a plastic basket.
- Observe toddlers as they experiment with the bottles. Invite them to experiment with the bottles with comments such as, “Margaret, when you shake the bottle the stars move.”
- Sanitize bottles after toddlers play with them.
- Be creative as you experiment with making different sensory bottles.

Shiny Bottle

- Fill a bottle with shiny objects such as sequins, beads and satin ribbon, leaving enough space so that objects will move when toddlers shake or roll the bottle.
- Glue on the bottle cap and cover the cap with strong tape.

Confetti Bottle

- Put several spoonfuls of confetti in the bottle.
- Add water and food coloring.
- Glue on the bottle cap and cover the cap with strong tape.

Creepy Crawly Bottle

- Pour 1/3 cup of clear corn syrup in the bottle.
- Add red and yellow food coloring.
- Drop in several plastic spiders and/or fishing worms.
- Glue on the bottle cap and cover the cap with strong tape.

Wave Bottle

- Fill bottle 2/3 full with water.
- Add several drops of food coloring to the water.
- Fill the bottle to the top with vegetable oil or mineral oil.
- Glue on the bottle cap and cover the cap with strong tape.

Crayon Shavings Bottle

- Make crayon shavings with a crayon sharpener or grater.
- Put several tablespoons of crayon shavings in the bottle.
- Fill the bottle to the top with water.
- Glue on the bottle cap and cover the cap with strong tape.

Confetti and Crayon Shavings Bottle

- Make crayon shavings with a crayon sharpener or grater.
- Put confetti and crayon shavings in the bottle.
- Fill the bottle to the top with colored water.
- Glue on the bottle cap and cover the cap with strong tape.

Star Bottles

- Add color hair-setting gel to bottle, leaving about 2” of air space.
- Add a small package of confetti star shapes in the bottle and shake to combine with gel.
- Glue on the bottle cap and cover the cap with strong tape.

Sound Bottles

Materials: Clear plastic water or drink bottles, objects such as buttons, jingle bells and paper clips that make noise, superglue, strong tape

How to begin:

- Place sound-making objects inside individual bottles: buttons, jingle bells, and paper clips for example.
- Superglue the caps on securely and cover with strong clear tape.
- Place the bottles on a low shelf or on a table.
- Observe toddlers as they interact with the bottles. Do they shake them? Do they seem to have a favorite? Do they look at and listen to the objects inside the bottle? Do they apply the same strategy for manipulating one bottle and then another?
- Join children as they interact with the bottles. Pick up one of the bottles, shake it and say, “I hear paper clips in this bottle. Renetta, can you tell me what you hear in this bottle?” (as you hand her the bottle with buttons in it). “Which bottle do you like to listen to the best?”

Extensions:

- As you and the children shake the bottles together, singing the following song to the tune of “Row, Row, Row Your Boat.” Suit actions to the words.

*Shake, shake shake that bottle,
Shake it if you can.
We can shake it, then we'll stop.
Then we'll start again.*

*Shake, shake shake that bottle
Shake it if you can.
Shake it loud, then shake it soft.
Then we'll start again.*

- Store the bottles in a clear plastic tub and place on storage shelf where toddlers can see and reach them.
- Make additional sound bottles and rotate them to maintain toddler’s interest.

Safety Note: *Make sure caps are securely glued on the bottles. Make a daily check of the bottles to make sure caps remain secured.*

Safety Note: *Check the bottles each day to make sure the bottle cap is securely glued and taped on the bottle.*

Favorite Art Recipes

Goop

2 cups water
½ cup cornstarch
food coloring

- Pour water into saucepan
- Bring water to boiling on high heat
- Stir in cornstarch
- Stir in food coloring
- Keep stirring until smooth
- Cool before using

Teacher Note: *Provide a plastic-covered surface such as a vinyl placemat for children to play with the goop.*

Teacher Note: *Goop can be reused. Store in an airtight container.*

Gak

1 cup liquid starch
1 cup white glue
food coloring (optional)

- Pour glue and food coloring (optional) into bowl
- Mix thoroughly
- Add starch slowly and mix in
- Knead

Teacher Note: *Gak will feel like smooth leather. It can be reused. Store in an airtight container.*

Slime

1 cup liquid starch
2 cups white glue
food coloring

- Pour glue and food coloring into bowl
- Mix thoroughly
- Add starch slowly and mix

Teacher Note: *Slime can be reused. Store it in an airtight container.*

Silly Putty

1 cup white glue

1 cup cornstarch

- Combine ingredients in bowl

Teacher Note: *Silly putty can be reused. Store in an airtight container.*

Teacher Note: *Elmer's Glue-All (not Elmer's School Glue) is recommended*

Scented Playdough

1 Cup flour

½ Cup salt

2 teaspoons cream of tartar

1 tablespoons cooking oil

1 small package unsweetened flavored drink mix

1 cup boiling water

- Mix together flour, salt, oil and unsweetened flavored drink mix
- Add the cup of boiling water. Mix well
- Knead the mixture until it forms a soft dough.
- Store in a sealed container.

FOCUS AREA: Learning Environment / Program for Children

Session # 2	Materials and Equipment in the Environment
<p>Materials Needed</p>	<ul style="list-style-type: none"> • Observation notes you recorded when you visited classrooms and assisted participants as they completed the activities in Handout #4 and Handout #5 • Handout #6a: Positive Social/Emotion Environment for Infants (0 to 8 months) • Handout #6b: Positive Social/Emotional Environment for Mobile Infants (8 to 18 months) • Handout #6c: Positive Social/Emotional Environment for Toddlers (18 to 36 months) • Handout #6d: Positive Social/Emotional Environment for Preschool Children (3 to 5 year olds) • Picture This – A Framework for Quality Care for Infants and Toddlers • Picture This – A Framework for Quality Care and Education for Children from Three to Five
<p>Trainer Note Preparing for a Stand-Alone Session</p>	<p><i>If this session is being presented in sequential order as part of the 7-part session series on Learning Environment/Program for Children, skip the information give here and go to the next trainer note for information on how to prepare for the session.</i></p> <p><i>However, if this is a stand-alone session, read and follow the directions given here, plus the Trainer Note that follows.</i></p> <ul style="list-style-type: none"> • <i>Download and copy from Session #1 the following:</i> <p><i>HO #4: My Learning Environment for Children from 3 to 5</i></p> <p><i>HO #5: Learning Environment for Infants and Toddlers</i></p> <ul style="list-style-type: none"> • <i>Distribute to preschool teachers HO #4.</i> • <i>Designate which of the two options on the handout each participant is to complete: Option 1 with 4 parts to complete or Option 2 with 4 parts to complete.</i> • <i>Distribute to infant and toddler caregivers/teachers HO #5 and review with them what they are to complete.</i> • <i>Set a completion date for the participants. A two week time frame is suggested.</i>

<p>Trainer Note</p> <p>Preparing for Session</p>	<ul style="list-style-type: none"> • <i>Spend time in each classroom prior to this session supporting participants as they complete HO #4: My Learning Environment for Children from 3 to 5 and HO #5: Learning Environment for Infants and Toddlers.</i> • <i>Be prepared to guide and assist them as they make changes in their learning environment.</i> • <i>Make notes about your observations in each classroom to guide you in the activities in this session.</i> • <i>Provide needed classroom items such as storage containers.</i> • <i>Decide how to structure Session 2; either with two separate sessions, one for the infant and toddler caregivers/teachers and one for the preschool teachers, or both groups together.</i> • <i>Developers recommend that there be two separate sessions so that both groups feel that their age group is important. This will also allow more time to focus on each classroom.</i>
<p>Introductory Activity</p> <p>How Did You Feel?</p>	<ul style="list-style-type: none"> • Invite participants to share their thoughts about completing the handout related to the learning environment they provide. • Suggest some words that describe how they felt about the experience and invite them to react to the word and explain why they felt as they did. <ul style="list-style-type: none"> Did you ever feel frustrated? When? Did you ever feel overwhelmed? Why and when? Did you have feelings of success? When? Did you feel enlightened? Did the light bulb suddenly go on one day and you said, "Now I understand. I get it!" When did this happen? Were you surprised by anything that happened as you completed the activities in the handout? When and what surprised you? Did your feelings change during the experience? From what to what? • Accept their answers and explanations to these questions. Their responses can help you see where more support from you may be needed.
<p>Activity</p>	<ul style="list-style-type: none"> • Lead participants through a discussion of each part of the handout they completed. This includes the materials and props they brought to share. • Keep the discussion focused on the positive changes they made in their learning environment.

<p>Review Handout #4 and Handout #5</p>	<ul style="list-style-type: none"> • Refer to the notes you made as you observed and assisted in each classroom and insert the information into the discussion when you feel it is appropriate; especially positive changes you observed. • Involve all participants. Do not allow one or two people to dominate the discussion. • Conclude the activity by summarizing some of the positive changes that occurred as participants completed the activities in the handout and participated in the discussion.
<p>Trainer Note</p>	<ul style="list-style-type: none"> • <i>Should you have funds available to add materials to each classroom, involve participants in helping to make decisions about what to add.</i> • <i>Set a monetary limit and some guidelines as to what can be purchased. For example, it may be 3 books for each classroom, or two items for the manipulative area.</i> • <i>Provide resources to guide them in their selection. For example, refer to the Picture This booklets for book titles for each age group. Their handout and a school supply catalog can assist them in selecting manipulative materials.</i> • <i>Ask them to explain why they chose the materials they did.</i>
<p>Trainer Note</p>	<ul style="list-style-type: none"> • <i>Consider making a long-term plan (2-3 years) for materials and equipment needed for classrooms and playground.</i> • <i>Include in your annual budget funds to purchase identified materials and equipment.</i>
<p>Follow up Activity Benchmarks</p>	<ul style="list-style-type: none"> • Explain to participants that we have just completed activities that focused on the physical environment we plan for children; the way we arrange the classroom and the toys and materials we provide. • State that we will now begin to focus on the social and emotional environment we provide; an environment that will support children’s development in certain of the strands described in the <i>Picture This</i> Booklets and the Frameworks. • Direct participants to page 1 in their <i>Picture This</i> booklet and ask them to read the following strands and explanations either silently or aloud by individuals: <u>Infants and Toddlers</u> To learn about themselves – Self-concept Development To learn about their feelings – Emotional Development To learn about other people – Social Development <u>Preschool Children</u> Social/Emotional Development

	<ul style="list-style-type: none"> • Distribute HO #6 (a-d) to caregivers according to the ages of the children in their care: Young Infants – 6 weeks to 8 months (HO #6a) Mobile Infants – 8 to 18 months (HO #6b) Toddlers – 18 to 36 months (HO #6c) Preschool – 3 to 5 years (HO #6d) If participants have more than one age group in their care, they are to complete activities for each group. • Allow participants time to review the handout and seek clarification. • Call attention to the definition of a Positive Social and Emotional Environment on page 1 of each of the handouts. • Explain that they are to use the <i>Picture This</i> booklet and the <i>Framework Strategies and Activities</i> for their age group as resources. • Show the Strategies and Activities section of each Framework.
<p>Trainer Note</p>	<p><i>If you plan to follow this session with Session #3, have participants complete the assigned handouts and bring to Session #3.</i></p> <p><i>However, if you intend for this to be a stand-alone session, do the following:</i></p> <ul style="list-style-type: none"> • <i>Have participants complete the assigned handouts.</i> • <i>Spend time in each classroom evaluating the social/emotional environment and observing participants as they engage children in one or more of the assigned activities.</i> • <i>Schedule a conference with each participant to discuss the following:</i> <p><i>How they rated themselves on the social/emotional environment they provide for children and your observations of the environment</i></p> <p><i>The completed activity sheets and your observations of the activities</i></p> <p><i>Strategies for making all items on the social/emotional environment rating scale a “Yes.”</i></p>

HO #6a: Positive Social/Emotional Environment for Infants (0 to 8 months)

Definition of a Positive Social and Emotional Environment:

A positive social and emotional environment is one in which each child and his/her family feel welcome, accepted and respected; an environment in which each child knows his/her needs will be met, and that adults will keep him/her safe from physical and emotional harm.

Directions:

- In preparation for the next session, or conference with your Director/Trainer, complete Parts 1 and 2 of the handout.
- Rate the social and emotional environment you provide for the infants in your care.
- Focus on those items you rated “Need to work on this” to make them a “Yes.”
- Be prepared to discuss your self-evaluation and any changes you have made.

Part 1 – How I Rate the Social/ Emotional Environment I Provide

Do I?	Yes	Need to Work on This
Know how each infant likes to be held for feeding? Listen carefully to each infant’s cry and try and figure out what the cry means? ✓ hunger ✓ tiredness ✓ wet or soiled diaper ✓ pain (gas, colic, teething, for example) ✓ uncomfortable position ✓ need to be held ✓ overstimulation ✓ sudden change such as loud noise or bright lights		
Respond to each infant’s needs as quickly as possible?		
Keep the environment calm by avoiding loud music or bright lights?		
Know the kind of cuddling, stroking, talking and playing that brings comfort to each infant?		
Spend diapering, dressing and feeding time as a time to get to know each infant?		
Touch, smile, talk and sing with each infant during feeding and diapering?		
Sing lullabies as I rock each infant?		
Handle each infant gently?		
Read with infants as I hold them in my lap?”		
Play games such as “This Little Piggie” with infants?		
Place young infants in a safe place where they can see and be near other infants?		

Part 2: Activities to support the social/emotional development of infants

Directions:

- Review the three activities that are part of this handout:
Activity #1 - "Mirror, Mirror on the Wall"
Activity #2 - Sing Softly
Activity #3 - Games are Fun
- Think of the infants in your care and decide which of the activities would be most appropriate for each one.
- Involve individual infants in the activities. Two different infants are to be involved in each activity.
- Complete the section at the bottom of each handout.
- Bring the completed activity sheets to the next training session or to the conference with your Director/Trainer. Bring props you used if you think this will add to the discussion; for example, the mirror or the stuffed toy you used.

Activity #1 - "Mirror, Mirror on the Wall!"

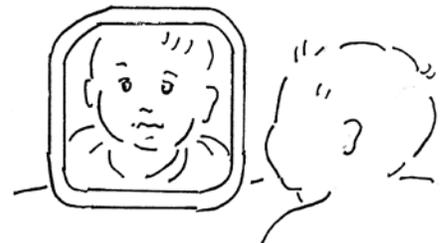
You will need: You and an infant
A mirror large enough for you and the infant to see each other talking

Before you begin:

- Observe the infant to make sure she or he is alert and ready to play

Try this nurturing ritual!

- Hold the infant in a position that allows you both to connect visually (make eye contact) in the mirror's reflection.
- Chant in a sing-song manner, "*Mirror, mirror on the wall, who's the most wonderful baby of them all?*"
- Point to the baby in the mirror and repeat her name. Smile and say, for instance, "*Lucy is the most wonderful baby of them all.*"
- Observe the infant for signs of interests, such as smiles and coos. If the baby responds, repeat the chant with a little more enthusiasm. Vary your voice inflection. Be sure to emphasize the baby's name repeatedly.
- Make up variations of the chant. For example, "*Mirror, mirror on the wall, who's the most loved baby of them all?*" "*Lucy, Lucy is the most loved of them all!*"



Here is what happened:

Child #1 Age (in months) _____ Time of day _____

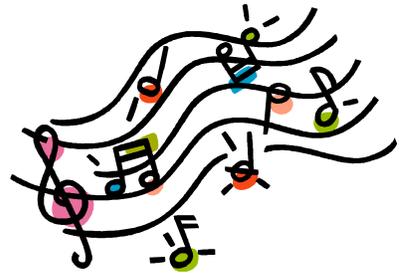
Child's response: _____

Child #2 Age (in months) _____ Time of day _____

Child's response: _____

Comments: _____

Activity #2 - Sing Softly



You will need: You and an infant

Before you begin:

- Recall lullabies or songs that you have heard; songs such as:
“Hush Little Baby”
“Rock-a-Bye Baby”
“All the Pretty Horses”
“Twinkle, Twinkle Little Star”
- Make up your own songs or lullabies

Try this!

- Sing lullabies as you rock an infant and hold her close.
- Sing lullabies while gently swaying with the baby in your arms.
- Gently stroke her face as you sing a lullaby.
- Include her name in the lullaby. For example, sing “Rock-a-bye Carmen” or “Hush little Carmen.”

Here is what happened:

Child #1 Age (in months) _____ Time of day _____

Child's response: _____

Child #2 Age (in months) _____ Time of day _____

Child's response: _____

Comments: _____

Activity #3 - Games Are Fun

You will need: You and an infant
Stuffed animal

Before you begin:

- Place the infant in an infant seat, or if he sits independently, seat him in front of you on the floor.

Try this!

- Sit in front of the infant, holding the stuffed animal in your hand.
- Move the stuffed animal slowly toward the child, making a funny, animal sound. (**Do not make a scary noise!**)
- Touch the infant's toes with the stuffed animal and say, "Gotcha, Isaac."
- Notice your child's reaction.
 - Does he anticipate the "Gotcha?"
 - Does he giggle, kick and coo?
 - Does he seem to be enjoying the game?
 - Does he seem to be frightened by the animal?
- Repeat this activity unless the infant is frightened by it.
- Play the game only as long as the infant remains interested.



Special Note: Never tickle a baby. Tickling forces laughter. An infant's laughter should be spontaneous and controlled by the child.

Play more games with an infant!

- "Peek-a-Boo"
- "Pat-a-Cake"
- "This Little Piggy"

Here is what happened:

Child #1 Age (in months) _____ Time of day _____

Child's response: _____

Child #2 Age (in months) _____ Time of day _____

Child's response: _____

Comments: _____

HO #6b: Positive Social/Emotional Environment for Mobile Infants (8 to 18 months)

Definition of a Positive Social and Emotional Environment:

A positive social and emotional environment is one in which each child and his/her family feel welcome, accepted and respected; an environment in which each child knows his/her needs will be met, and that adults will keep him/her safe from physical and emotional harm.

Directions:

- In preparation for the next session, or a conference with your Director/Trainer, complete Parts 1 and 2 of the handout.
- Rate the social and emotional environment you provide for the mobile infants in your care.
- Focus on those items you rated “Need to work on this” to make them a “Yes.”
- Be prepared to discuss your self-evaluation and any changes you have made.

Part 1 – How I Rate the Social and Emotional Environment I Provide

Do I?	Yes	Need to Work on This
Say child’s name often?		
Share affectionate hugs with mobile infants?		
Place myself so mobile infants can see me as they play on their own?		
Spend time with individual children each day; interacting with them?		
Provide a safe environment for mobile infants to explore?		
Provide toys they can play with independently?		
Provide unbreakable mirrors so they can see themselves?		
Play games with them that help them learn parts of their bodies such as eyes, nose, fingers and toes?		
Realize that mobile infants may be afraid of people they don’t know (stranger anxiety)?		
Comfort them when they are afraid of someone or something?		
Show delight in what they can do?		
Provide toys such as balls and telephones that encourage mobile infants to get to know each other?		
Give mobile infants washable items such as soft baby dolls and stuffed animals for pretend play?		

Part 2: Activities to support the social/emotional development of mobile infants

Directions:

- Review the three activities that are part of this handout:
Activity #4 - Who Is That Stranger?
Activity #5 - Touch and Name Game
Activity #6 - Let's Play Ball
- Think of the mobile infants in your care and decide which of the activities would be most appropriate for each one.
- Involve individual mobile infants in the activities.
- Complete the section at the bottom of each handout.
- Bring the completed activity sheets to the next training session or to the conference with your Director/Trainer. Bring props you used if you think this would add to the discussion; for example the ball you used.

Activity #4 - Who Is That Stranger?

You will need: You and a mobile infant

Before you begin:

- Observe the child to see how he reacts to someone new coming into the classroom. Does he cry or move closer to you, for example.
- Be prepared for the child's reaction when he sees someone new such as a parent of another child.
- Be aware that the infant may look to you for how you react to the new person.



Try this!

- Introduce the mobile infant to the new person. Say, for example, *"Alex, this is Samantha's grandmother. She brought Samantha to the center today."*
- Comfort the child by remaining close and talking in a soothing voice. Make comments such as *"It's okay to be afraid, Alex."*
- Remind the child that he is safe. Say for example, *"You can sit with me while Samantha's grandmother is here."*
- Avoid telling your child *"There's nothing to be afraid of"* or shaming him for his fears. The fears are real to the child and will gradually disappear.

Here is what happened:

Child #1 Age (in months) _____ Time of day _____

Child's response: _____

Child #2 Age (in months) _____ Time of day _____

Child's response: _____

Comments: _____

Activity #5 - Touch and Name Game

You will need: You and a mobile infant
Time together

Before you begin:

- Observe the mobile infant to see if she is beginning to notice and/or name body parts.

Try this activity!

- Touch your nose and say to the child, *"I'm touching my nose. Show me Cooper's nose."*
- Give the child time to respond. Point to the child's nose and say, *"There's Cooper's nose."*
- Continue with the touch and name game by adding other parts such as ears, mouth and eyes. Then add hands, fingers, feet and toes, for example.
- Play the game only as long as the child remains interested. The child will want to play the game at another time.



Notice that the mobile infant will begin to say the names of her body parts as you play the game.

Here is what happened:

Child #1 Age (in months) _____ Time of day _____

Child's response: _____

Child #2 Age (in months) _____ Time of day _____

Child's response: _____

Comments: _____

Activity #6 - Let's Play Ball

You will need: You and a mobile infant, time together
Clean ball, 6 to 12 inches in diameter

Before you begin:

- Select a smooth surface such as a vinyl floor so the ball can roll; an area away from other children
- Take your child and the ball to the selected area



Try this!

- Talk with the child about your plans. Say, for example, *"Samantha, let's play ball. We'll roll it back and forth."*

- Sit facing the child. Allow about one foot between you.
- Let the child explore the ball. Observe what she does with the ball.
- Encourage the child to roll the ball to you. Say, for example, *“Roll the ball to me. Then I’ll roll it back to you.”*
- Demonstrate by gently rolling the ball to the child.
- Continue the game as long as the child shows interest. If she doesn’t show interest, that’s okay. Try again another day.
- Try this activity with another child who seems interested in the game.

Play ball outdoors on a warm, sunny day. Select a smooth surface for the game.

Here is what happened:

Child #1 Age (in months) _____ Time of day _____

Child’s response: _____

Child #2 Age (in months) _____ Time of day _____

Child’s response: _____

Comments: _____

HO #6c: Positive Social/Emotional Environment for Toddlers (18 to 36 months)

Definition of a Positive Social and Emotional Environment:

A positive social and emotional environment is one in which each child and his/her family feel welcome, accepted and respected; an environment in which each child knows his/her needs will be met, and that adults will keep him/her safe from physical and emotional harm.

Directions:

- In preparation for the next session, or for a conference with your Director/trainer, complete Parts 1 and 2 of the handout.
- Rate the social and emotional environment you provide for the toddlers in your care.
- Focus on those items you rated “Need to work on this” to make them a “Yes.”
- Be prepared to discuss your self-evaluation and any changes you have made.

How I Rate the Social and Emotional/Environment I Provide for Toddlers

Do I?	Yes	Need to Work on This
Have a consistent schedule for eating and napping ?		
Use finger plays and songs that include children’s names?		
Use photographs, mirrors, books and songs to help toddlers learn about themselves and their families?		
Give toddlers plenty of time to do things for themselves?		
Spend time daily with each child in my group?		
Provide dress-up clothes that children can put on and take off independently?		
Provide props such as purses, wallets and a toy grocery cart for pretend play?		
Provide an unbreakable full-length mirror so that children can become aware of what they look like?		
Take seriously children’s fears of things such as imaginary creatures or monsters and help them learn to cope with their fears?		
Avoid shaming them or making fun of them about their fears?		
Use puppets, books and songs about feelings?		
Provide duplicates of favorite toys because toddlers have difficulty sharing?		
Notice and comment on toddler’s accomplishments?		
Play games such as “Ring Around the Rosie” with children?		

Part 2: Activities to support the social and emotional development of toddlers

Directions:

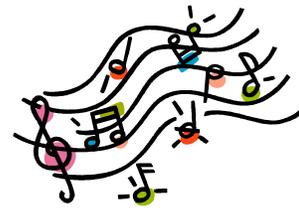
- Review the three activities that are part of this handout:
Activity #7 – Sing Your Name
Activity #8 – If You're Happy and You Know It
Activity #9 - Feelings Picture Book
 - Include the activities in your daily plans within the timeframe until the next session.
 - Complete the section at the bottom of each handout.
 - Bring the completed activity sheets to the next training session or to the conference with your Director/Trainer. Bring props you used if you think this will add to the discussion; for example the Feelings Picture Book.
-

Activity #7 - Sing Your Name

You will need: You and small group of toddlers
The words to the songs

Before you begin:

- Learn the words to the songs listed below



Try this:

- Tell children you are going to sing a song about them.
- Join with the children in singing the song and making the motions and facial expressions

I Am Special

(Sing to tune of Are You Sleeping?)

Savanah is special, Savanah is special. (Point to Savanah)
Yes, she is. Yes, she is.
Savanah is so special, Savanah is so special. (Point to Savanah)
Yes, she is. Yes, she is.

Note: *Insert a child's name as you sing this song. Sing it again, inserting another child's name. Continue singing until each child's name has been included in the song. Repeat the song on other days.*

Where Is Jackson?

(Sing to tune of Are You Sleeping?)

Where is Jackson? Where is Jackson?
There he is. There he is.
I see Jackson. I see Jackson.
Yes, I do. Yes, I do.

Teacher Note: *Insert a child's name as you sing this song. Sing it again, inserting another child's name. Continue singing until each child's name has been included in the song. Repeat the song on other days.*

I See Ryan

(Sing to tune of Are You Sleeping?)

I see Ryan, I see Ryan.
Yes, I do. Yes I do.
Ryan is playing with blocks. Ryan is playing with blocks.
Yes, he is. Yes, he is.

Teacher Note: *Sing this song as children are playing in different areas of the classroom. Insert a child's name and the activity in which he is involved as you sing this song. Repeat this with other children and other activities.*

Hickety Pickety Bumble Bee

Hickety Pickety Bumble Bee.
Can you say your name for me?

Teacher Note: *Say this rhyme with a small group of children. Point to an individual child as you say the rhyme and wait for the child's response. Say the rhyme again, inserting another child's name. Repeat the rhyme until each child's name has been included.*

Jack Be Nimble

Jack be nimble,
Jack be quick.
Jack jump over the candlestick.

Teacher Note: *Provide a block for the child to jump over as you insert his or her name into the rhyme.*

Here is what happened:

Child #1 Age (in months) _____ Time of day _____

Child's response: _____

Child #2 Age (in months) _____ Time of day _____

Child's response: _____

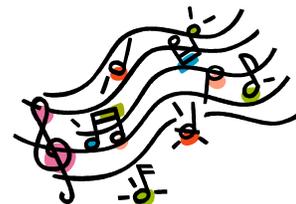
Comments: _____

Activity #8 - "If You're Happy and You Know It"

You will need: You and a small group of toddlers
The words to the song

Before you begin:

- Learn the words to the song listed below



Try this:

- Tell the children that you are going to sing a song about feelings.
- Join with the children in singing the song and making the motions and facial expressions

"If You're Happy and You Know It"

If you're happy and you know it, clap your hands (you and child clap hands)
If you're happy and you know it, clap your hands (clap)
If you're happy and you know it,
Then your face will surely show it (you and your child make a "happy" face)
If you're happy and you know it, clap your hands (clap)

Continue with the verses listed below. Follow the pattern for verse one. Be creative. You and the child make up additional verses.

- If you're angry and you know it, stomp your feet (You and child stomp feet) (Make an angry face)
- If you're sad and you know it, cry, "boo hoo." (Pretend to cry and rub your eyes) (Make a sad face)
- If you're scared (or frightened) and you know it, yell, "I'm scared" (Yell "I'm scared!") (Make a scared face)
- If you're proud and you know it, do like this. (Shoulders back, thumbs under arm pits) (Make a proud face)

Here is what happened:

Child #1 Age (in months) _____ Time of day _____

Child's response: _____

Child #2 Age (in months) _____ Time of day _____

Child's response: _____

Comments: _____

Activity #9 - Feelings Picture Book

You will need: You and a child

Pictures of people expressing feelings such as happiness and sadness (people laughing and crying, for example) and other emotions
Magazines are a good source for pictures

Before you begin

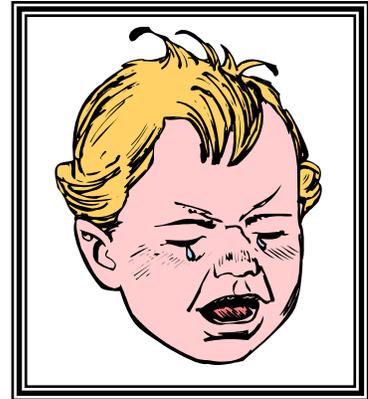
- Cut out the pictures and paste each one on a cardboard square or index card
- Punch holes in each square and tie together with yarn or ribbon to make a "Feelings Picture Book."

Try this!

- Look at the pictures with the child and talk about each one.
- Encourage the child to imitate the feeling or emotion the person in the picture is expressing
- Talk with the child about why the person might be laughing or crying, for example.
- Use "feeling" words such as angry, happy, sad or frightened.

Label your own feelings. Tell the child some things that make you happy or frightened. Say, for example, "I feel so happy when you give me a big hug." "I was frightened when I couldn't find you."

- State situations and ask the child how it makes her feel. "How does it make you feel when daddy comes to pick you up in the afternoon?" "How does it make you feel when you hear a loud noise?" "How does it make you feel when grandma gives you a big hug?" "How does it make you feel when someone takes a toy away from you?"
- Supply the feelings words if the child does not say them. For example, say "It makes you angry when someone takes a toy away from you."



Teacher Note: *Adapt the questions to what you know about individual children.*

Here is what happened:

Child #1 Age (in months) _____ Time of day _____

Child's response: _____

Child #2 Age (in months) _____ Time of day _____

Child's response: _____

Comments: _____

HO #6d: Positive Social/Emotional Environment for Preschool Children (3 to 5 year olds)

Definition of a Positive Social and Emotional Environment:

A positive social and emotional environment is one in which each child and his/her family feel welcome, accepted and respected; an environment in which each child knows his/her needs will be met, and that adults will keep him/her safe from physical and emotional harm.

Directions:

- In preparation for the next session, or for a conference with your Director/Trainer complete Parts 1 and 2 of the handout.
- Rate the social and emotion environment you provide for the preschool children in your group.
- Focus on those items you rated “Need to work on this” to make them a “Yes.”
- Be prepared to discuss your self-evaluation and any changes you have made.

Part 1 – How I rate the Social and Emotional Environment I Provide

Do I?	Yes	Need to Work on This
Make myself available to greet children and their families as they arrive?		
Make myself available to tell children “good bye” as they leave my classroom?		
Provide a quiet space in my classroom where children can go to be alone?		
Post on classroom wall at child’s eye levels photos of children and their families?		
Sing songs using children's names?		
Provide a cubbie for each child to store their personal items; label the cubbie with the child’s name and photo?		
Help children learn to do things for themselves when eating, getting dressed, washing hands and toileting?		
Help children learn to fold and put away covers after rest time?		
Allow children to help with classroom chores such as setting the table for lunch or snack, cleaning up after meals, sweeping up spilled sand?		
Set up the classroom in learning centers with interesting toys and materials so children have good choices?		
Have low, open shelves so children can select and put away materials?		
Provide labeled containers for toys and materials?		
Model for children how to take out, play with and put away toys and materials?		
Provide activities at different levels of difficulty so that each child can experience success; puzzles with from 5 to 25 pieces, for example?		
Provide a dependable schedule so children know what to expect each day?		
Plan group activities such as listening to a story, singing songs, saying finger plays and playing games?		

Part 2: Activities to support the social/emotional development of preschoolers

Directions:

- Review the four activities that are part of this handout:
Activity #10 - Checklist of Personal Skill Items
Activity #11 - A Quiet Place
Activity #12 - Illustrated Daily Schedule
Activity #13 - Parachute/Blanket Play & Toss the Beanbag to a Friend Game
- Select three of the four activities to complete with your children. Complete the section at the bottom of the handouts.
- Bring the completed activity sheets to the next training session or to the conference with your Director/Trainer. Bring props or samples of activities you completed.

Activity #10 - Checklist of Personal Care Skills

Directions:

- Make a copy of the checklist on page 19 for each child.
- Begin to complete the checklists as you observe the children in your classroom.

What my observations told me:

Did your observations provide you with information about individual children that you had not before been aware of? Explain your answer.

List some things you can do to help children improve in their personal care skills:

Checklist of Personal Care Skills

Child's Name _____ Teacher / Caregiver _____

Skills Demonstrated	Notes & Date Demonstrated <i>With help</i>	Notes & Date Demonstrated <i>Independently</i>
washes hands		
uses the toilet		
zips and unzips		
snaps		
buttons		
puts on coat		
ties shoe laces		
helps set table for snack and meals		
rests quietly on cot/mat		
folds covers after rest time		
uses tissue to blow nose		
helps put away toys		
other (list) _____		

Activity #11 - A Quiet Place

Developmental Learning Strand(s): Social / Emotional Development (Interact Socially)

Benchmark(s): 1.10 Demonstrates trust in adults
1.11 Shows ability to separate from parents
1.12 Demonstrates interest and participates in classroom activities

Setting (when & where): Area of the classroom

Number of Children: One at a time

Materials: Pillows, rug, soft doll or stuffed animal

Steps:

1. Select an area of the classroom that is suitable as a “Quiet Place” area for one child at a time.
2. Locate the area away from the hustle and bustle of the classroom, yet an area that can be observed by the adults.
3. Create a feeling of protection and softness in the area. For example, use pillows or a fluffy rug.
4. Discuss with the children that this is a “Quiet Place” where they can go to be alone.
5. Invite the children to talk about times they may want to visit the “Quiet Place”.

Note: This area is **NOT** for Time Out. The child chooses to go there.

Ideas for Extending the Activity:

- Create a “Quiet Place” from an appliance box.
 - Cut out a door and windows.
 - Invite children to help paint/decorate the box.
 - Add pillows and/or rug.
 - Add a soft, cuddly doll or stuffed animal.
 - Add a small basket of books.
 - Add a few items such as lacing cards or lacing beads
 - Locate the “Quiet Place” box so that you can see the child inside it.
- Show families the “Quiet Place”. Explain to them that sometimes children need to be alone for a few minutes, especially when they first come into the classroom. Also, sometimes a child simply needs to get away from the hustle and bustle of group living.

Here is what happened:

Child #1 Age (in months) _____ Time of day _____

Child’s response: _____

Child #2 Age (in months) _____ Time of day _____

Child’s response: _____

Comments: _____

Activity #12 - Illustrated Daily Schedule

Developmental Learning Strand(s): Social / Emotional Development (Interact Socially)

Benchmark(s): 1.10 Demonstrates trust in adults
1.13 Participates in routines easily

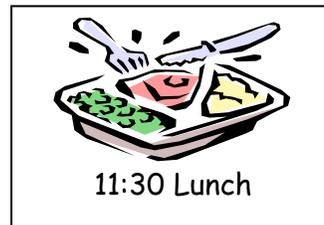
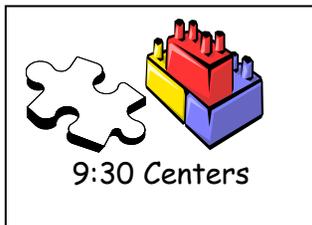
Setting (when & where): Classroom

Number of Children: All

Materials: Poster board, drawings, pictures or photos of daily activities

Steps:

1. Agree on a daily schedule with co-workers.
2. Create an illustrated time line of the daily schedule on poster board.
3. Illustrate each major time period with drawings, pictures or photos.
4. Include word labels and times.
5. Post the schedule where children can see it.
6. Review the schedule with children, guiding them to “picture read” it.
7. Consider having two rows of illustrations, one for morning and one for afternoon.



Ideas for Extending the Activity:

- Remind children when the schedule is changed for a special event.
- During group time invite a child to locate the picture that tells us when it is time to go outdoors. Say, “Yes, that says 10:30 Outdoor Play.” Repeat this with other children and other times of day. As you do this activity you are introducing children to time concepts and to beginning reading.
- Replicate the schedule on an 8 ½ by 11” sheet of paper.
- Make enough copies of the schedule for each family.
- Send home a copy of the schedule to each family with a note explaining it.

Here is what happened:

Were children able to locate the appropriate pictures when asked? Yes___ No___

Did children notice and comment on the posted schedule? If so, what did they say?

Did you send the schedule home to families? Yes___ No___ If so, what was their response?

Comments: _____

Activity #13 - Parachute/Blanket Play & Toss the Beanbag to a Friend Game

Benchmarks: 1.19 Works cooperatively with others on completing a task
4.12 Shows balance and coordination

Parachute / Blanket Play:

- Provide a purchased nylon parachute, blanket or sheet for the children
- Place parachute on the ground/floor and have children sit around it. Space children evenly around the parachute.
- Ask children to grab the handle or the edge of the parachute and stand, continuing to hold on.
- Invite children to make tiny waves with the parachute by waving arms up and down.
- Place a beach ball on the parachute and guide children to move the ball on the parachute without causing it to roll off.
- Ask children to sit down while still holding on to the parachute.
- Collect the parachute and put it away.
- Repeat the activity on other days. As children become skilled at working together, suggest that they wave the parachute to toss the ball and catch it again.
- Designate a child to retrieve the ball if it should fall off the parachute. Do this in advance of placing the ball on the parachute to prevent all children from running after the ball when it rolls off.
- Have children walk around in one direction as they hold on to the parachute. Then have them walk in the opposite direction.
- Observe children to see if they are getting tired and bring the parachute play to an end with an activity such as sitting down while holding on to the parachute.

Teacher Note: Involve yourself in the parachute play. Your involvement will provide a role model for the children and will allow you to know when children need redirection or are getting tired. Children can easily get out of control during parachute play if the adult fails to explain the proper way to play with the parachute, is disengaged in the play, or allows children to become overly tired.

Teacher Note: Consider playing music as children are involved in the parachute activities; especially when they are walking.

Toss the Beanbag to a Friend Game:

- Prepare for this activity by having the following available: one beanbag per two children.
- Create with string or rope two lines from 4 to 6 feet apart.
- Have $\frac{1}{2}$ of the children stand side-by-side just behind one line and the other $\frac{1}{2}$ stand side-by-side just behind the other line.
- Make sure each child in line one is directly opposite another child in the other line and that the children in each line have space between them so they can toss and catch without touching each other.
- Explain to the children that the person opposite them is their partner.
- Demonstrate tossing the beanbag to a child standing directly opposite you. Use an underhand toss, not an overhand throw. Ask the child to toss the beanbag back to you.
- Ask children to take turns tossing the bean bag to their partner .

Teacher Note: Find a way for each child to be successful. Adjust the distance between the two lines if necessary.

Teacher Note: Join in the activity if there are an uneven number of children.

Teacher Note: Supervise and redirect children as needed.

Additional Benchmark: 4.10 Throws, kicks, bounces, and catches

Activity / Game We Played: _____

Here is what happened:

Did children seem to understand how to play the game? Yes___ No___

Explain your answer_____

How many days did you repeat the activity?_____

Did all children participate in the game? Yes___ No___

If not, why do you think they did not participate?

Describe successes with the game_____

Describe problems, if any, you encountered and how you handled them.

Do you plan to play this game again with children: Explain why or why not.

Comments:_____

FOCUS AREA: Learning Environment / Program for Children

Session # 3	Social and Emotional Environment
<p>Materials Needed</p>	<ul style="list-style-type: none"> ✓ Handout #7a: Planning for the Day for Infants (0 to 18 months) ✓ Handout #7b: Planning for the Day for Toddlers (18 to 36 months) ✓ Handout #7c: Planning for the Day for Preschool Children (3-5 years) ✓ Handout #8: My Daily Schedule: Routines and Experiences ✓ Trainer Support – Handout #8: My Daily Schedule: Routines and Experiences ✓ Handout #9a: Sample Daily Schedule for Infants (Birth to 18 months) ✓ Handout #9b: Sample Daily Schedule for Toddlers (18-36 months) ✓ Handout #9c: Sample 7.5 Daily Schedule for 3-5 year olds ✓ Handout #9d: Sample Full-Day Schedule for 3-5 year olds
<p>Trainer Note</p> <p>Preparing For a Stand-Alone Session</p>	<p><i>If this session is being presented in sequential order as part of the 7-part session series on Learning Environment/Program for Children, skip the information give here and go to the next trainer note for information on how to prepare for the session.</i></p> <p><i>However, if this is a stand-alone session, read and follow the directions given here, plus the Trainer Note that follows.</i></p> <p><i>Approximately two weeks before this session</i></p> <ul style="list-style-type: none"> • <i>Download and copy from Session #2 the following handouts:</i> <i>Young Infants – 6 weeks to 8 months (HO #6a)</i> <i>Mobile Infants – 8 to 18 months (HO #6b)</i> <i>Toddlers – 18 to 36 months (HO #6c)</i> <i>Preschool – 3 to 5 years (HO #6d)</i> <i>If participants have more than one age group in their care, they are to complete activities for each group.</i> • <i>Distribute the handouts to caregivers according to the ages of children in their care.</i> • <i>Distribute to infant and toddler caregivers the booklet: Picture This: A Framework for Quality Infant Care and ask that they read on page 1 the following strands and explanations:</i> <i>To learn about themselves – Self-concept Development</i> <i>To learn about their feelings – Emotional Development</i> <i>To learn about other people – Social Development</i> • <i>Distribute to preschool teachers the booklet: Picture This: A Framework for Quality Care for Children from Three to Five and ask that they read on page 1 the following strand and explanation:</i> <i>Social/Emotional Development</i>

	<ul style="list-style-type: none"> • <i>Have the Arkansas Framework for Infant and Toddler Care and the Arkansas Early Childhood Education Framework available as references for participants.</i>
<p>Trainer Note Preparing for the Session</p>	<ul style="list-style-type: none"> • <i>Support participants as they complete Handout #6(a-d): Positive Social Emotional Environment in preparation for this session.</i> • <i>Decide how to structure Session 3; either with two separate sessions, one for the infant and toddler caregivers/teachers and one for the preschool teachers or for both groups together.</i> • <i>Developers recommend that there be two separate sessions so that both groups feel that their age group is important. This will also allow more time to focus on each participant’s experiences as she completed the activities in the handout.</i> • <i>Prepare numbered slips of paper, one per participant, beginning with #1.</i>
<p>Introductory Activity Rating Yourself</p>	<ul style="list-style-type: none"> • Invite participants to share with the group how they felt about rating themselves. Was this an easy task or was it difficult? Would they have preferred that someone else rate them? Encourage brief discussion. • Explain to participants that they are to review their completed HO #6 – Part 1, and do the following: <ul style="list-style-type: none"> ○ Place a star beside 3 items on the list that they rated “Yes.” ○ Place a check mark beside 3 items on the list that they initially rated “Need to Work on This” and have begun to make changes. ○ Place a minus sign beside all other items on the list. • Invite a participant to share one item from each group: stars, check marks and minus signs. Encourage her to discuss changes she has made and changes she plans to make so that all items receive a “Yes” rating. • Encourage a second participant to share three different items and discuss them. • Repeat this process until each participant has had an opportunity to share. • Review the list with them and include discussion about any items not covered by the group. • Encourage participants to discuss with you at a later time any items they may need help with.
<p>Trainer Note</p>	<p><i>Adapt the Introductory Activity to your time schedule and the number of participants in the group. It is important that each item be covered.</i></p>

<p>Activity</p> <p>Activities Share Time</p>	<ul style="list-style-type: none"> • Explain to participants that they will draw a number to determine the order in which they will present to the group the activities they did with their children. • Begin with participant #1 and invite her to share one of the three activities she did with her children. • Guide her to share what she did, the response she received from the children, and any differences in response from different children. • Repeat this procedure with each participant. Invite them to share a different activity. • Invite participants to discuss differences in responses of children who participated in the same activity. • Encourage participants to continue involving children in the activities.
<p>Trainer Note</p>	<p><i>Adapt the Activities Share Time to your time schedule and the number of participants. It is important that each activity be discussed, if possible.</i></p>
<p>Trainer Note</p>	<ul style="list-style-type: none"> • <i>Review the list of resources in the reference and resource section of the introduction. Consider adding to your library resource books that participants can use as they plan activities and experiences for their children, especially for infants and mobile infants.</i> • <i>Consider having Adventures for Toddlers and Adventures in Learning available for toddler and preschool teachers. Both will be discussed in the next two sessions.</i>
<p>Preparation for the Next Session</p>	<p>If you plan to follow this session with Session #4, do the following:</p> <ul style="list-style-type: none"> • Distribute the appropriate HO #7: Planning for the Day to each participant and allow time to review the information. • Distribute HO #8: My Daily Schedule: Routines and Experiences to participants. • Explain that they are to complete the Daily Schedule for their group of children and bring it to the next session for discussion. • Suggest that they refer to the sample daily schedules from Better Beginnings. • Remind participants that they are to bring the HO #7: Planning for the Day to the next session.

Follow up Activity	<ul style="list-style-type: none">• Spend time in the classrooms observing caregivers/teachers in their daily routines and the experiences they provide for children.• Make notes of successes and problems you observe.• Use your observations to help you prepare for Session 4 and discussion of HO #8: My Daily Schedule: Routines and Experiences.• Provide support and resources as needed.
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HO #7a: Planning for the Day for Young and Mobile Infants

Directions:

- Read the information on planning for the day.
- Complete the Daily Schedule for the children in your group. As you record a daily experience such as floor time or opportunities for developing large muscles, think about why it is important to include these experiences in your daily plans.
- Refer to Sample Daily Schedule for Infants –Birth to 18 months as a guide.
- Record in the last column successes you have with an event and/or problems you encounter.
- Use a team approach in completing the activity if you work with others in the same classroom.
- Be prepared to discuss the information you record at the next session.

Daily Schedule

Each program should have a structure for the day. This structure, or daily schedule, blocks out times and establishes a structure for the activities in your classroom. The schedule includes routines as well as planned experiences that promote children's learning and development. The daily routines and planned experiences give you, the children and families a sense of order. They help children feel safe and secure in their environment. They can also give you direction for your work with children. While there may be as many different daily schedules as there are programs, each will contain some common elements. The daily schedule should be written and posted in each classroom.

The daily schedule and curriculum planning sheet are not the same. Think of the daily schedule as the outline or structure for the day. The planning sheet is usually developed weekly and contains specific experiences in which the children will be involved. For example, in your daily schedule for infants there will be floor time with the children while the planning sheet will identify specific experiences that are planned for each child. The weekly planning sheet will be discussed in the next session.

Young and Mobile Infants

Schedule

- is flexible and adaptable
- is individualized
- allows sufficient time for routines and experiences

Daily Routines

- arrival/greeting
- diapering and toileting
- eating and mealtime
- sleeping and rest/nap time
- dressing
- departure/good-byes

Daily Experiences

- floor time with toys
- floor time with caregivers and planned individual activities
- opportunities for developing large muscles
- time in caregiver's lap
- reading books with individual infants (in lap or on floor, for example)
- outdoor time

Floor time includes a variety of planned and spontaneous activities; opportunities for language, large and small motor development, dramatic play, and cognitive learning are always available at these times. (From Better Beginnings: Sample Daily Schedule for Infants Birth to 18 months)

Older mobile infants begin to have more consistent schedules. They begin to eat and sleep as a group. They begin to sleep on cots or mats. They eat at tables. They begin to play on their own while keeping caregivers within their sight

Note: *In the Sample Daily Schedule for Infants, floor time is described as follows: Floor time includes a variety of planned and spontaneous activities; opportunities for language, large and small motor development, dramatic play, and cognitive learning are always available at these times.*

Resources to help you with this activity:

Better Beginnings Tool Kit

Creative Curriculum for Infants, Toddlers and Twos

HO #7b: Planning for the Day for Toddlers

Directions:

- Read the information on planning for the day.
- Complete the Daily Schedule for the children in your group. As you record a daily experience such as reading books or exploring art materials, think about why it is important to include these experiences in your daily plans.
- Refer to Sample Daily Schedule for Toddlers – 18-36 months as a guide.
- Record in the last column successes you have with an event and/or problems you encounter.
- Use a team approach in completing the activity if you work with others in the same classroom.
- Be prepared to discuss the information you record at the next session.

Daily Schedule

Each program should have a structure for the day. This structure, or daily schedule, blocks out times and establishes a structure for the activities in your classroom. The schedule includes routines as well as planned experiences that promote children's learning and development. The daily routines and planned experiences give you, the children and families a sense of order. They help children feel safe and secure in their environment. They can also give you direction for your work with children. While there may be as many different daily schedules as there are programs, each will contain some common elements. All daily schedules should be written and posted in each classroom.

The daily schedule and the curriculum planning sheet are not the same. Think of the daily schedule as the outline or structure for the day. The planning sheet is usually developed weekly and contains specific activities and experiences in which the children will be involved. For example, in your daily schedule for toddlers there will be time for reading books while the weekly planning sheet will identify the specific books that are to read. The weekly planning sheet will be discussed in the next session.

Toddlers

Schedule

- is flexible
- is individualized to meet each toddler's needs
- allows sufficient time for routines, daily experiences, and transitions
- provides for a balance between active and quiet time
- provides for a balance of indoor and outdoor experiences
- includes opportunities for a child to be alone or with another child and to spend time in small groups

Daily Routines

- arrival/greeting
- meals/snacks
- nap/rest_time
- diapering/toileting
- departure/good-byes

Daily Experiences

- playing with a variety of toys
- reading books with children

- participating in language experiences such as storytelling, Mother Goose rhymes and finger plays
- spending time in small groups of 2 to 4 children
- exploring sensory and art materials
- using large muscles, both indoors and outdoors
- moving to music and singing favorite songs
- pretending and imitating

Content for this section based on information for *ITERS, Revised Edition (2003)* and *Creative Curriculum for Infants, Toddlers and Twos (2006)*

Resources to help you with this activity:

Better Beginnings Tool Kit

Creative Curriculum for Infants, Toddlers and Twos

Adventures for Toddlers – Tips and Techniques

HO #7c: Planning for the Day for Preschool Children

Directions:

- Read the information on planning for the day.
- Complete the Daily Schedule for the children in your group. As you record a daily experience such as reading books or providing time for children to play in learning centers, think about why it is important to include these experiences in your daily plans.
- Refer to the two Sample Daily Schedules for 3 – 5 year olds as a guide.
- Record in the last column successes you have with an event and/or problems you encounter.
- Use a team approach in completing the activity if you work with others in the same classroom.
- Be prepared to discuss the information you record at the next session.

Daily Schedule

Each program should have a structure for the day. This structure, or daily schedule, blocks out times and establishes a structure for the activities in your classroom. The schedule includes routines as well as planned experiences that promote children's learning and development. The daily routines and planned experiences give you, the children and families a sense of order. They help children feel safe and secure in their environment. They can also give you direction for your work with children. While there may be as many different daily schedules as there are programs, each will contain some common elements. All daily schedules should be written and posted in each classroom.

The daily schedule and the curriculum planning sheet are not the same. Think of the daily schedule as the outline or structure for the day. The planning sheet is usually developed weekly and contains specific activities and experiences in which the children will be involved. For example, your daily schedule for preschool children will include times for children to have free choice activities in learning centers while the weekly planning sheet will include a list of some of the materials that are available in the centers. The weekly planning sheet will be discussed in the next session.

Preschool Children

Schedule

- establishes a structure for the day
- creates a sense of order for children and adults
- helps children know what is expected of them
- frees children to focus on their activities
- keeps teachers focused
- lets families know what to expect
- provide a balance of active and quiet experiences
- includes routines
- includes indoor and outdoor experiences

Routines

- arrival/greeting
- meals and snacks
- health practices such as hand-washing, brushing teeth
- toileting
- rest time

Daily Experiences

- large-group time
- small-group time
- story time and other language experiences
- learning center/choice time
- transition time
- outdoor time

Resources to help you with this activity:

Better Beginnings Tool Kit

Creative Curriculum for Preschool Children

Adventures in Learning – Tips and Techniques

Handout #8: Trainer Support – My Daily Schedule: Routines & Experiences

A number of resources are available to support you as you involve participants in discussing successes and problems with their daily schedules. Consider asking participants to review specific sections of the resources for information on how to handle some of the problems they may be having in their classrooms.

Refer to page 3 of the introduction to this Focus Area: Learning Environment/Program for Children. The following resources listed there contain valuable information for you and for your staff:

Adventures for Toddlers – Tips and Techniques section
Adventures in Learning – Tips and Techniques section
The Creative Curriculum for Infants, Toddlers and Twos
The Creative Curriculum for Preschool

In addition to the resources just listed, refer to the following handouts from this focus area for support:

From Session 1:

HO #4: My Learning Environment for Children from 3 to 5
HO #5: My Learning Environment for Infants and Toddlers

From Session 2:

HO #6A: Positive Social/Emotional Environment for Infants
HO #6b: Positive Social/Emotional Environment for Mobile Infants
HO #6c: Positive Social/Emotional Environment for Toddlers
HO #6d: Positive Social/Emotional Environment for Preschool Children 3 to 5

From Session 3:

HO #7a: Planning for the Day for Infants (Birth to 18 months)
HO #7b: Planning for the Day for Toddlers (18 to 36 months)
HO #8c: Planning for the Day for Preschool Children (3 to 5)

HO #9a: Sample Daily Schedule for Infants Birth to 18 months

The schedule for infants and young toddlers is flexible. Diapering, feeding, and sleeping are based on children's **individual schedules**.

Floor time includes a variety of planned and spontaneous activities; opportunities for language, large and small motor development, dramatic play, and cognitive learning are always available at these times.

7:00	Arrival, breakfast, diaper checks, floor time
8:30	Floor time, planned individual activities
9:45	Clean up, diaper checks/toileting
10:00	Snack
10:15	Outdoor activities
11:00	Floor time, diaper checks/toileting, set up for lunch
11:45	Lunch time, individual activities, begin rest time
12:30	Rest time, individual activities
2:30	Diaper checks/toileting, snack
3:00	Outdoor activities
3:45	Floor time
4:30	Departures, individualized activities, floor time

Better Beginnings Toolkit/01.10
<http://www.arkansas.gov/childcare/bb/toolkit.html>

HO #9b: Sample Daily Schedule for Toddlers 18-36 Months

Arrival	Free choice activities in learning centers/interest areas
8:00	Breakfast
8:30	Free choice activities in learning centers/interest areas Teachers interact with children to support development of skills and concepts.
10:00	Outdoor Play
11:00	Lunch
11:45	Choice of selected quiet activities, such as reading books, working puzzles, building with Duplo blocks Diapering and toileting
12:15	Nap
2:15	Diapering and toileting Snack
2:45	Outdoor Play
3:45	Free choice activities in learning centers/interest areas
5:30	Close

Better Beginnings Toolkit/01.10
<http://www.arkansas.gov/childcare/bb/toolkit.html>

HO #9c: Sample 7.5-hour Schedule for 3-5 year olds

Arrival	Choice of "early bird" activities on tables
8:00	Breakfast (wash hands, set table, eat, clean-up)
8:30	Group meeting to discuss plans for the day's activities.
8:40	Free choice activities in learning centers Teachers interact with children to support development of skills and concepts.
10:05	Clean-up
10:15	Outdoor activities
10:45	Music and stories while children prepare for lunch
11:00	Lunch
11:30	Free choice activities in learning centers
12:40	Clean-up
12:45	Rest time
2:15	Restroom and snack
2:45	Outdoor activities
3:20	Children prepare for dismissal
3:30	Dismissal

Better Beginnings Toolkit/01.10
<http://www.arkansas.gov/childcare/bb/toolkit.html>

HO #9d: Sample Full-Day Schedule for 3-5 year olds

Arrival	Free choice activities in learning centers
8:00	Breakfast
8:30	Group meeting
8:40	Free choice activities in learning centers Teachers interact with children to support development of skills and concepts.
10:20	Clean-up
10:30	Outdoor play
11:15	Music and stories while children prepare for lunch
11:30	Lunch
12:00	Relaxing, wind-down activities such as taking a walk, working puzzles, reading books, telling stories with flannel board figures. Prepare for rest time.
12:20	"Bedtime" story
12:30	Rest time
2:00	Restroom and snack
2:30	Free choice activities in learning centers
3:20	Clean-up
3:30	Outdoor play
4:30	Free choice activities in learning centers
5:30	Close

Better Beginnings Toolkit/01.10
<http://www.arkansas.gov/childcare/bb/toolkit.html>

FOCUS AREA: Learning Environment / Program for Children

Session # 4	Daily Schedule
<p>Materials Needed</p>	<ul style="list-style-type: none"> ✓ Handout #10: How I Handle Daily Routines ✓ Trainer Support - Handout #10: How I Handle Daily Routines ✓ Handout #11a: Daily Experiences for Young and Mobile Infants (0 to 18 months) ✓ Handout #11b: Daily Experiences for Toddlers (18 to 36 months) ✓ Handout #11c: Daily Experiences for Preschool Children (3-5)
<p>Trainer Note</p> <p>Preparing For a Stand-Alone Session</p>	<p><i>If this session is being presented in sequential order as part of the 7-part session series on Learning Environment/Program for Children, skip the information give here and go to the next trainer note for information on how to prepare for the session.</i></p> <p><i>However, if this is a stand-alone session, read and follow the directions given here, plus the Trainer Note that follows.</i></p> <p><i>Approximately one week before this session</i></p> <ul style="list-style-type: none"> • Download and copy the following: <ul style="list-style-type: none"> HO #7 (a-c) Planning for the Day HO #8 My Daily Schedule: Routines and Experiences HO #8: Trainer Support – My Daily Schedule: Routines & Experiences HO #9 (a-d): 4 Sample Daily Schedules • Distribute the appropriate HO #7 to participants. • Distribute HO #8 to participants. • Explain that they are review HO #7: Planning for the Day. • Ask that they complete HO #8: My Daily Schedule for their group of children and bring it to the session for discussion. • Have available HO #9 (a-d) as references for participants. • Spend time in the classrooms observing caregivers/teachers in their daily routines and the experiences they provide for children. • Use your observations to help you prepare for the session and discussion of HO #8: My Daily Schedule: Routines and Experiences.

<p>Trainer Note</p> <p>Preparing for Session</p>	<ul style="list-style-type: none"> • <i>Decide how to structure Session 4; either with two separate sessions, one for the infant and toddler caregivers/teachers and one for the preschool teachers, or both groups together.</i> • <i>Review Trainer Support – HO #8: My Daily Schedule in preparation for the session.</i>
<p>Introductory Activity</p> <p>Evaluation of Daily Schedules</p>	<ul style="list-style-type: none"> • Explain to participants that they will spend a few minutes reviewing their daily schedule to determine if it contains all of the daily routines and daily experiences for their age group listed in the HO #7: Planning for the Day. • Allow a brief time for discussion, especially if some of the routines and/or experiences were not included and reasons why they were not included. • Stress that their daily schedule should contain all of the routines and experiences listed in the handout because they support children’s development and learning.
<p>Activity</p> <p>Review of Daily Routines</p>	<ul style="list-style-type: none"> • Distribute HO #10: How I Handle Daily Routines. • Explain that each participant is to read the directions on the handout and complete it as directed. • Ask participants to discuss and compare with the person next to them how they completed the handout. • Invite group discussion about the items on the handout. • Be prepared to explain to participants the appropriate answers and the reasons why. • Invite participants to share successes they have with daily routines and why they think they are successful. • Invite participants to share problems they are having with daily routines. • Involve the group in discussing possible solutions to the problems. • Invite participants to identify an idea they received from the discussion that can help them with their daily routines.
<p>Trainer Note</p>	<ul style="list-style-type: none"> • <i>Consider spending time observing in classrooms where there are problems with routines.</i> • <i>Offer guidance and/or suggestions as to how to make routines easier to manage.</i>

	<ul style="list-style-type: none"> • <i>Collect and provide resources for participants that focus on suggestions for specific problem areas they are experiencing.</i>
<p>Activity</p> <p>Review of Daily Experiences</p>	<ul style="list-style-type: none"> • Invite participants to review their daily schedule to determine if they included all of the experiences listed on Handout #7: Planning for the Day, for their particular age group. • Allow time for discussion of experiences they did not include and the reasons they are not part of the daily schedule. • Involve participants in discussing some of their successes with daily experiences and why they think they are successful. • Involve participants in discussing some of their problems with daily experiences. • Ask them to be specific about the problems. For example, if they say they are having a problem with large group time for preschool children, ask them to describe the problem. • Invite discussion about possible solutions for the problems presented. • Explain to participants that they will receive a handout that focuses on some of the daily experiences they provide for children and offer guidance as to how to make these experiences successful.
<p>Trainer Notes</p>	<ul style="list-style-type: none"> • <i>Provide additional resources for participants to review.</i> • <i>Spend time in classrooms modeling and demonstrating strategies for handling some of the problems they are having with daily experiences.</i>
<p>Follow up Activity</p>	<p>If you plan to follow this session with Session #5, do the following:</p> <ul style="list-style-type: none"> • Distribute the appropriate HO #11: Daily Experiences to each participant. • Allow a few minutes for participants to examine the handout and assignments. • Be prepared to clarify the assignment if participants have questions. • Stress to participants that they are to use the information in the handouts to help them provide successful daily experiences for their children.

HO #10- How I Handle Daily Routines

Directions:

- Review the daily routine descriptions and place a check mark beside those that best describe what you do in each of the situations. The Arrival and Departure items apply to each person. For the Sleeping/Rest Time and Eating/Mealtimes sections, consider only those items that apply to the children in your group.
- Be prepared to discuss your reasons for checking or not checking the items.

Arrival

At arrival time, which of these two describes what I do?

_____ I'm at the door greeting children and families by name

_____ My families know the arrival time routine, so I am usually busy setting up my room for the day

When a child has difficulty separating from family, which of these two describes what I do?

_____ I take the child from the parent and tell them they can leave; that their child will be okay once they are gone

_____ I help children and their families develop some goodbye rituals; for example holding an infant while the father gives her a goodbye kiss, walking a toddler to the window to blow a kiss and wave goodbye, or asking a preschool child to tell his family that he'll see them this afternoon.

When parents bring in a comfort item such as a blanket or stuffed toy for their child, which of these two describe what I do?

_____ I ask them to take it with them; that their child will be okay without it

_____ I accept the item because I know that some children need the connection to something familiar

Eating/Mealtime

At mealtime and snack, which of these describes what I do?

_____ I keep a record of what and how much each infant eats during the day and share this information with parents

_____ I realize that waiting is difficult for children so I allow mobile infants and toddlers to begin eating as soon as they have food

_____ I insist that mobile infants and toddlers begin eating only after everyone is seated

_____ I insist that mobile infants, toddlers and preschool children try everything on their plate

_____ I encourage children to try new foods

_____ I reward “good” eaters with a smiley face sticker.

_____ I encourage children to help at mealtimes by providing small plastic pitchers, small serving bowls and utensils so children can help pour their own milk and serve their own plates

Sleeping/Rest Time

At nap/rest time/sleeping, which of these describes what I do?

_____ I place children’s cribs, cots or mats in the same place each day so they can develop a sense of their own place

_____ I allow infants to sleep according to their personal schedule

_____ I take toddlers and preschool children outdoors before rest time so they will be tired, then immediately have them get on their cots when they come in

_____ I plan a quiet activity such as reading a story to toddlers and preschool children to help them make the transition from active play to rest time

_____ I expect children to fall asleep immediately

_____ I play quiet music and sometimes rub a child’s back or sit near her cot or crib

_____ I use nap time as a time to pay my bills, text my friends and family members, read the newspaper or a novel

Departure

At departure time, which of these two describes what I do?

_____ I am busy cleaning the room and getting it ready for the next day

_____ I am available to share with families something positive about their child’s day

Note: Refer to Minimum Licensing Requirements for information about diapering and toileting and for additional information about the routines identified in this handout.

Note: For programs participating in Better Beginning refer to Infant/Toddler Environment Rating Scale and Early Childhood Environment Rating Scale for information about routines.

Trainer Support - HO #10- How I Handle Daily Routines

Directions:

- Review the daily routine descriptions and place a check mark beside those that best describe what you do in each of the situations. The Arrival and Departure items apply to each person. For the Sleeping/Rest Time and Eating/Mealtimes sections, consider only those items that apply to the children in your group.
- Be prepared to discuss your reasons for checking or not checking the items.

Arrival

At arrival time, which of these two describes what I do?

- I'm at the door greeting children and families by name
- My families know the arrival time routine, so I am usually busy setting up my room for the day

When a child has difficulty separating from family, which of these two describes what I do?

- I take the child from the parent and tell them they can leave; that their child will be okay once they are gone
- I help children and their families develop some goodbye rituals; for example holding an infant while the father gives her a goodbye kiss, walking a toddler to the window to blow a kiss and wave goodbye, or asking a preschool child to tell his family that he'll see them this afternoon.

When parents bring in a comfort item such as a blanket or stuffed toy for their child, which of these two describe what I do?

- I ask them to take it with them; that their child will be okay without it
- I accept the item because I know that some children need the connection to something familiar

Eating/Mealtime

At mealtime and snack, which of these describes what I do?

- I keep a record of what and how much each infant eats during the day and share this information with parents
- I realize that waiting is difficult for children so I allow mobile infants and toddlers to begin eating as soon as they have food
- I insist that mobile infants and toddlers begin eating only after everyone is seated
- I insist that mobile infants, toddlers and preschool children try everything on their plate
- I encourage children to try new foods

I reward “good” eaters with a smiley face sticker.

I encourage children to help at mealtimes by providing small plastic pitchers, small serving bowls and utensils so children can help pour their own milk and serve their own plates

Sleeping/Rest Time

At nap/rest time/sleeping, which of these describes what I do?

I place children’s cribs, cots or mats in the same place each day so they can develop a sense of their own place

I allow infants to sleep according to their personal schedule

I take toddlers and preschool children outdoors before rest time so they will be tired, then immediately have them get on their cots when they come in

I plan a quiet activity such as reading a story to toddlers and preschool children to help them make the transition from active play to rest time

I expect children to fall asleep immediately

I play quiet music and sometimes rub a child’s back or sit near her cot or crib

I use nap time as a time to pay my bills, text my friends and family members, read the newspaper or a novel

Departure

At departure time, which of these two describes what I do?

I am busy cleaning the room and getting it ready for the next day

I am available to share with families something positive about their child’s day

Note: Refer to Minimum Licensing Requirements for information about diapering and toileting and for additional information about the routines identified in this handout.

Note: For programs participating in Better Beginning refer to Infant/Toddler Environment Rating Scale and Early Childhood Environment Rating Scale for information about routines.

HO# 11a: Daily Experiences for Young and Mobile Infants

Directions:

- Review the daily experiences for young and mobile infants.
- Place a check mark beside each item that describes what you are currently doing
- Begin to incorporate some of the unchecked items into your daily experiences with children and place a + sign beside those items.
- Complete the activities listed at the end of this handout and bring them to the next session to share with the group.

Reading Books with Young and Mobile Infants

- ___ Read to every child every day
- ___ Read with the infant snuggled in your lap or lying or sitting on the floor next to you
- ___ Read with an infant when she is alert and well rested
- ___ Read books that are easy to clean
- ___ Select books that meet the criteria for selecting books as listed in *Picture This: A Framework for Infant and Toddler Care*
- ___ Get the child's attention before beginning the story; for example point to and name an object in the book
- ___ Allow an infant to reach for, grab, mouth and chew the book
- ___ Invite the infant to pat the illustrations; especially those with textures
- ___ Point to and name things in the pictures as you are reading with infants
- ___ Invite children to point to the illustrations as you read the text
- ___ Invite mobile infants to name the objects in the illustrations
- ___ Allow mobile infants to look at books independently
- ___ Watch for signs that an infant is losing interest and stop reading the book. For example, the infant may squirm or turn her head away

Activity Time/Playing with Toys

Young Infants

- ___ Provide mobiles, mirrors, cuddly toys and grasping toys for young infants
- ___ Let young infants explore toys on their own; for example, hang a mobile over the child's crib and over the changing table so child can play with it when he is ready.

- _____ Place infants on a mat, rug, or blanket in a safe area of the room
- _____ Place a variety of washable items within reach of infants to look at and stretch for
- _____ Place objects far enough from the infants who are becoming mobile so they must work to get them
- _____ Provide toys that make a noise as infants begin to grab, grasp and manipulate objects; toys such as rattles, plastic keys, squeeze toys and soft washable toys
- _____ Spend time on the floor with infants. Talk with them about their activities: for example to the infant who is shaking a rattle, say “I can hear you making noise with that rattle.”

Mobile Infants

- _____ Introduce a variety of toys that they can learn to use independently; toys such as nesting toys, busy boxes, soft blocks, containers for filling and taking out objects, snap-lock beads, shape sorters, two and three piece puzzles, push and pull toys, transportation toys such as one-piece molded replicas of cars, buses, and trucks
- _____ Allow mobile infants time to explore and experiment with the toys on their own
- _____ Intervene in children’s play selectively to prevent them from hurting each other or becoming frustrated
- _____ Store toys on low shelving so children can take them out when they want to play with them
- _____ Place only a few toys out at a time. Add new toys as children are ready for them. Keep out some familiar toys that children have mastered, while removing some.
- _____ Have duplicates of popular toys because mobile infants have a difficult time sharing
- _____ Remain nearby and available because mobile infants need you as a safe home base and for help when needed
- _____ Notice and comment about things you observe as children play with toys. For example, “You put all those balls in that bucket.”
- _____ Understand and accept that mobile infants have very short attention spans and will move from playing with one toy to playing with another
- _____ Provide toys outdoors; toys such as “ride on” toys that mobile infants can straddle and push and pull toys

Preparation for next session

Experience # 1 – Reading Books with Young and Mobile Infants

- Select a book to read with either a young or mobile infant.
- Complete the information requested below.
- Bring the book to the next session and be prepared to share the experience with others.

Child's age in months _____

Name of book _____ Author _____

Child's response:

Describe what you did. Be sure to include the strategies and suggestions from the handout that you incorporated into the reading.

Experience #2 – Activity Time – Playing with Toys

- Complete this activity with either a young or mobile infant.
- Choose a toy that a young infant can grasp and that makes a noise **or**
- Choose a toy that a mobile infant can learn to use independently.
- Complete the information requested below.
- Bring the toy to the next session and be prepared to share the experience with others.

Child's age in months _____ Toy _____

Describe what the child did with the toy:

What did you do? How did you respond to the child's actions?

List the suggestions and strategies from the handout that you incorporated into the experience.

HO#11b: Daily Experiences for Toddlers

Directions:

- Review the daily experiences for toddlers.
- Place a check mark beside each item that describes what you are currently doing
- Begin to incorporate some of the unchecked items into your daily experiences with children and place a + sign beside those items.
- Complete the activities listed at the end of this handout and bring them to the next session to share with the group.

Reading Books with Toddlers

- _____ Create a cozy place for reading that is free of distractions and use this place consistently so children know that this is the place where reading occurs each day
- _____ Establish a consistent routine for reading. For example, have a special puppet that you use to invite children to the special reading place, say a certain rhyme or finger play or sing a special song
- _____ Allow children to choose books whenever possible
- _____ Read to one child or to a small group of 2 to 4 children
- _____ Read with children throughout the day
- _____ Be on the floor with children as you read with them
- _____ Make sure all children are comfortable and can see the pictures in the book
- _____ Allow children to come and go during the reading experiences; especially young toddlers
- _____ “Talk” the book through at first rather reading it. Make comments about the pictures on each page.
- _____ Allow children to be involved in the reading process by giving them time to look at the pictures, to point and name objects or characters and to ask questions
- _____ Be enthusiastic as you read so that children know reading is an exciting experience
- _____ Model and describe the reading process. For example, show the cover and ask, “I wonder what this book is about?” Talk about turning the pages to see what is happening next. Invite children to look at the pictures on the page.
- _____ Slow down when you read and take time to look at the pictures and respond to children’s comments
- _____ Change your voice for different characters in the story
- _____ Follow up on the reading experience with older toddlers by involving them in telling the story when they are familiar with a book. Invite them to tell you what will happen on the next page

- _____ Connect events in the story to events in children’s lives. For example, if you are reading a story about horses, allow them to relate their experiences with horses
- _____ Adjust for a mixed-age toddler group. For example, if you are reading a story more appropriate for older toddlers, have other books available for younger toddlers to handle
- _____ Read the same books over and over again if toddlers request them

Playing with Toys

- _____ Provide toys for manipulative play: shape sorting, nesting cups, large plastic snap beads, large plastic or wooden beads to string, plastic links, large plastic nuts and bolts, puzzles with and without knobs
- _____ Provide toys for sensory exploration: sensory and sound bottles, sand and water play toys
- _____ Provide toys for pretend play: dolls, baby blankets, baby bed or cradle, child-sized dishes, pots and pans, small suitcase, purses, wallets and tote bags, dress-up clothes, play telephones, small unbreakable mirrors
- _____ Provide toys for block play: rectangular plastic blocks in a variety of colors, cardboard blocks that resemble bricks, small wooden or plastic animals and people, small vehicles, hardwood unit blocks (for older toddlers)
- _____ Provide toys for gross motor/active play either indoors or outdoors: push and pull toys, tunnels to crawl through, ride-on equipment for propelling with feet or with pedals, balls
- _____ Place only a few toys out at a time. Rotate toys, leaving some toys that are familiar and popular with toddlers.
- _____ Organize toys on low, open shelves
- _____ Store like toys such as small vehicles in a container such as a plastic tub or dishpan
- _____ Place a picture and word label on the storage containers
- _____ Demonstrate and discuss with toddlers the proper way to take out and put away toys and involve them in picking up and putting away toys in appropriate containers
- _____ Arrange classroom so there are areas where two or three children can play (learning centers or interest areas)
- _____ Interact with toddlers as they play. Avoid taking over or interfering with their play.
- _____ Supervise children at all times and be ready to step in to prevent problems
- _____ Notice and comment on what children are doing as they play with toys. For example, “You stacked three of the brick blocks on top of each other.”

Using transition activities

Every day a toddler classroom is filled with transitions; those times when toddlers change from one routine or experience to the next. Transitions work best when they have been planned for, when they avoid having children wait, and when children are actively involved.

Consider the following suggestions to support smooth transitions for toddlers:

- Plan ahead for transitions so that you can give toddlers your full attention.
- Coordinate with co-worker (if more than one caregiver in a room) so that one helps toddlers through transition tasks and the other moves those who are finished on to the next experience.
- Avoid having children wait for long periods of time with nothing to do. Allow them to stay involved until the next activity is ready.
- Have toys and materials ready for the next experience so that toddlers can immediately become involved.
- Let toddlers know what is going to happen next so they can know what to expect. Make this a sharing of information rather than a “warning” which sometimes implies expectations of difficulty.
- Use a familiar signal to let children know when it is time to transition from one experience or routine to the next. For example, dim the lights and play soft music when it is time for nap.
- Include special songs or finger plays to guide toddlers through transitions.
- Involve a few toddlers rather than the whole group in completing a task such as washing hands.
- Keep transition steps simple and make them clear to toddlers. For example, most toddlers can follow a two step transition such as park your tricycle next to the fence and go to the door with Ms. Celia. However, they may not be able to follow a four step transition such as park your tricycle next to the fence, go to the door with Ms. Celia, walk down the hallway to your classroom, and hang up your coat.

Preparation for next session

Experience #1 – Reading Books with Toddlers

- Select a book to read with toddlers.
- Complete the information requested below.
- Bring the book to the next session and be prepared to share the experience with others.

Children’s age in months _____ # of toddlers _____

Name of book _____ Author _____

Child’s response:

Describe what you did. Be sure to include the strategies and suggestions from the handout that you incorporated into the reading.

Experience #2 – Playing with Toys

- Select a toy or toys from either pretend play or block play that was enjoyed by toddlers.
- Complete the information requested below.
- Bring the toy to the next session and be prepared to share the experience with others.

Child's age in months _____ Toy _____

Describe what the child did with the toy.

Describe what you did. How did you respond to the child's actions?

List the suggestions and strategies from the handout that you incorporated into the experience.

HO #11c: Daily Experiences for Preschool Children

Directions:

- Review the daily experiences for preschool children.
- Place a check mark beside each item that describes what you are currently doing
- Begin to incorporate some of the unchecked items into your daily experiences with children and place a + sign beside those items.
- Complete the activities listed at the end of this handout and bring them to the next session to share with the group.

Reading Books with Preschool Children

- ___ Read with your children several times each day.
- ___ Read with children in both whole group and small groups and with individual children
- ___ Group children comfortably in front of you
- ___ Hold the book at child's eye level
- ___ Make sure all children can see the pictures in the book
- ___ Be familiar with the story
- ___ Use a transition activity such as a song or fingerplay to prepare children for the story
- ___ Introduce the title, author and illustrator of the book. Explain to children that the author writes the words and the illustrator draws the pictures
- ___ Ask children to predict what the story is about.
- ___ Hold the book in one hand and turn the pages with the other hand.
- ___ Show the pictures to children as you read the story.
- ___ Vary your voice to match the characters, mood and action
- ___ Encourage children to participate in the story. For example, they can say phrases that repeat, they can make noises of the animals
- ___ Pause at the end of the story to allow children's honest reaction
- ___ Invite discussion at the end of the story
- ___ Read the same book more than once if children seem interested in it.
- ___ Place the book in the library area for independent reading

Whole Group Time for Preschool Children

- _____ Plan several brief group times each day rather than one long one. Begin with no more than ten minutes, especially for three year olds and expand the time to no more than twenty minutes as children are ready to participate for longer periods.
- _____ Designate a space in the classroom for whole group time. The space should be large enough to accommodate all of the children and adults in the group. If your classroom is not large enough to have an area that is used solely for whole group activities, consider using the space in one of the large learning centers such as the block area
- _____ Provide comfortable seating on the floor. If the area doesn't have carpet or a rug, consider using carpet squares which are soft and also define each child's space
- _____ Allow space for charts and felt, magnet and/or marker boards
- _____ Locate group time near an electrical outlet to play CDs or tapes for music and movement
- _____ Plan group time to include active involvement of the children: songs, finger plays, moving to music. Keep group time moving, vary activities, listen to the children and limit the amount of talking you do
- _____ Introduce new songs, finger plays and group games to keep children interested

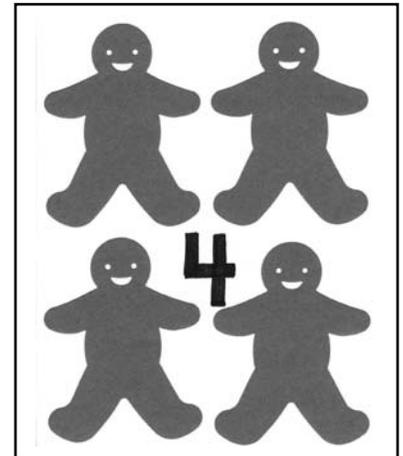
Learning Center Time for Preschool Children

- _____ Inventory the equipment, toys and materials you have available as a way to determine which learning centers you can establish
- _____ Set up learning centers as described in Session #1 – Create an Environment for Development and Learning
- _____ Provide enough **play spaces** so that children have choices. To determine play spaces in a classroom, look at the space and materials available in each learning center in the classroom and decide how many children can safely and cooperatively play in that center. For example, if there is sufficient space and materials for 4 children in the block center, then that center has **4 play spaces**.

Consider providing 1 ½ times the number of play spaces as there are children in your classroom. For example, if there are 12 children in a classroom, consider having at least 18 play spaces available to them during free choice time in learning centers. The chart below illustrates a classroom with 5 learning centers and the number of play spaces available for the 12 children enrolled. Each classroom will be different because of number of children, number of learning centers provided and the number and variety of materials available to place in the center.

<u>Learning Center</u>	<u># of Play Spaces</u>
Blocks	4
Dramatic Play	4
Library	2
Manipulatives	4
Art	4
Total Play Spaces	18

- _____ Determine the number of children that can safely and cooperatively play in each center and post a population card in each center that indicates the number
- _____ Introduce the population cards to children and help them understand what the card means
- _____ Demonstrate and explain to children how to take out and put away the toys and materials in each center.
- _____ Rotate the materials in the centers to maintain children's interest and to extend their opportunities for learning as they play. Leave some familiar and popular materials.
- _____ Schedule large blocks of time (at least 60 minutes each) for children to play in learning centers
- _____ Allow children to choose learning centers in which to play
- _____ Interact with children as they play. Avoid taking over or directing their play
- _____ Give children advance notice when it is time to end play in learning centers and begin to put away the toys and materials. For example, go to each center and tell the children that they have five more minutes in the center.



Using Transition Activities

Transitions are the linking time between one activity and another. They cement the day together and prevent children from becoming bored, restless and out of control. Transitions can be songs, finger plays, counting or color games, guessing games, signals, puppets, or surprise boxes.

Transitions

- Keep children actively involved
- Are excellent opportunities for learning
- Can be both planned and spontaneous
- Should be included on your written plan sheet
- Can be used during group time, to move children from group time to learning centers, to move children from one activity to another, and during waiting time

Develop a file of transition activities to include

- songs
- finger plays
- signals
- guessing games

- counting or color games
- puppets
- surprise boxes

Preparation for next session

Experience #1 – Reading Books with Preschool Children

- Select a book to read with preschool children
- Complete the information requested below.
- Bring the book to the next session and be prepared to share the experience with others.

Children's age _____ # of children involved in the reading _____

Title of book _____ Author _____

Children's response to book

Describe what you did. Be sure to include the strategies and suggestions from the handout that you incorporated into the reading.

Experience #2 – Play Spaces in Learning Centers

of children in room ____ # of learning centers available ____ # of play spaces _____

Identify the strategies and suggestions from the handout that you incorporated into establishing play spaces.

Experience #3 - Large Group Time

Date _____ Length of time children were in group _____

Ages of children in group _____ Space used _____

Describe how you actively involved the children

Identify strategies and suggestions from the handout that you incorporated into large group time.

FOCUS AREA: Learning Environment / Program for Children

Session # 5	Daily Experiences
<p>Materials Needed</p>	<ul style="list-style-type: none"> ✓ Book for toddlers or ✓ Book for preschool children ✓ Infant Experiences Packet (See Attachment) ✓ Handout #12a: Weekly Plan Sheet – Preparation and Reflections - Infant ✓ Toddler Topic: My Name – I’m Growing (http://www.arkansas.gov/childcare/advfortoddlers/index.html) ✓ Toddler Plan Sheet for the topic: My Name – I’m Growing ✓ Preschool Topic of Study: I Am a Unique Person (http://www.arkansas.gov/childcare/adventures/index.html) ✓ Preschool Plan Sheet for the topic: I Am a Unique Person
<p>Trainer Note Preparing For a Stand-Alone Session</p>	<p><i>If this session is being presented in sequential order as part of the 7-part session series on Learning Environment/Program for Children, skip the information give here and go to the next trainer note for information on how to prepare for the session.</i></p> <p><i>However, if this is a stand-alone session, read and follow the directions given here, plus the Trainer Note that follows.</i></p> <p><i>A week or two before the session</i></p> <ul style="list-style-type: none"> • <i>Download and copy from Session #4 the following handouts</i> HO #11a: Daily Experiences for Young and Mobile Infants HO #11b: Daily Experiences for Toddlers HO #11c: Daily Experiences for Preschool Children • <i>Distribute the appropriate HO #11: Daily Experiences to each participant.</i> • <i>Explain to participants that they are to complete the activities in the handout and bring to the training session.</i>
<p>Trainer Note Preparing for Session</p>	<ul style="list-style-type: none"> • <i>Decide how to structure Session 5: either with two separate sessions, one for infant and toddler caregivers/teachers and one with preschool teachers or for both groups together. Developers recommend two separate sessions because of the number of activities to be shared.</i> • <i>Prepare to model reading a book to toddlers or to preschool children or have a teacher who is skilled in this area model reading the book. Invite 3 or 4 participants to pretend to be children and read the story to them.</i> • <i>Consider the following books to read with children:</i> <ul style="list-style-type: none"> ○ <i>Goodnight Moon by Margaret Wise Brown (Toddlers and Preschool Children)</i>

	<ul style="list-style-type: none"> ○ <i>Brown Bear, Brown Bear What Do You See?</i> by Bill Martin Jr. (Toddlers and Preschool Children) ○ <i>Silly Sally</i> by Audrey Wood (Preschool Children) ○ <i>The Kissing Hand</i> by Audrey Penn (Preschool Children) ○ <i>The Napping House</i> by Audrey Wood (Preschool Children) <ul style="list-style-type: none"> • <i>Be familiar with the story.</i> • <i>Include the following strategies from the Daily Experiences Handout on Reading Books with Toddler or Preschool children:</i> <ul style="list-style-type: none"> ✓ <i>Use a transition activity such as a song or fingerplay to prepare children for the story</i> ✓ <i>Make sure all of the children can see the pictures in the book</i> ✓ <i>Hold the book at children’s eye level</i> ✓ <i>Hold the book in one hand and turn the pages with the other hand</i> ✓ <i>Show pictures to children as you read the story</i> ✓ <i>Vary your voice to match the characters, mood and action</i> ✓ <i>Encourage children to participate in the story</i> ✓ <i>Invite discussion at the end of the story</i>
<p>Introductory Activity</p> <p>Reading Books with Children</p>	<ul style="list-style-type: none"> • Explain to participants that they will observe a reading experience and make notes of some of the strategies they observe as the story is read. • Read the story with 3 or 4 participants pretending to be children. • Invite participants to share the strategies they observed during the reading experience. • Review any of the strategies listed above that were not mentioned by participants. State the strategy and ask if it was observed.
<p>Trainer Note</p>	<ul style="list-style-type: none"> • <i>Decide how to structure the next activities. The structure you select will be based on the number of participants and the amount of time for the session.</i> • <i>Allow each participant time to share their experiences if time allows. If not, involve the group in discussing each type of activity, making sure that all participants have an opportunity to participate.</i>
<p>Activity</p> <p>Reading Books with Children</p>	<ul style="list-style-type: none"> • Explain to participants that they will now have an opportunity to share their experiences in reading books with children. • Allow each participant to show the book they read with the children and state the title and author. • Invite participants, either individually or as part of group discussion, to discuss children’s response to the reading experience.

	<ul style="list-style-type: none"> • Ask participants to identify strategies and suggestions from the handout they received that were helpful to them in the reading experience. • Allow participants to state problems they had with the reading. • Encourage other participants to suggest strategies that have been successful for them.
Trainer Note	<ul style="list-style-type: none"> • <i>Spend time in the classroom with a participant who is having less than successful reading experiences with children.</i> • <i>Guide the participant to identify the problem areas and why they may be occurring.</i> • <i>Review the strategies in the handout with the participant and help her incorporate them into the reading experience.</i> • <i>Continue to model and demonstrate effective reading experiences or have participant observe a co-worker who is an effective model for reading with children.</i>
Activity Activity Time Playing with Toys	<ul style="list-style-type: none"> • Explain to participants that they will now have an opportunity to share their experiences with infants and toddlers as they played with toys. • Invite each participant to show the toy they brought to share and to state the age of the child who played with the toy. • Invite participants, either individually or as part of group discussion, to discuss children's response to the activity. • Ask participants to identify strategies and suggestions from the handout they received that were helpful to them in this experience. • Listen carefully to participants who mention problems they encountered with this activity. • Encourage other participants to suggest strategies for making this a more positive experience.
Trainer Note	<ul style="list-style-type: none"> • <i>Schedule time to observe in the classroom where a participant is having difficulties with daily experiences.</i> • <i>Guide her to identify the problem areas and why they may be occurring.</i> • <i>Review the strategies in the handout with the participant and help her to identify those that might be helpful to her.</i> • <i>Allow her to observe in another classroom where daily experiences are</i>

	<p><i>successful. After the observation, discuss with her what she observed.</i></p> <ul style="list-style-type: none"> • <i>Encourage her to incorporate strategies from the handout and from her observations into the daily experiences she provides for children.</i>
<p>Activity</p> <p>Preschool Experiences</p>	<ul style="list-style-type: none"> • Explain to participants that they will now have an opportunity to share their activities related to play spaces in learning centers and large group time. • Ask each participant to state the number of children, the number of learning centers and the number of play spaces they have in their classroom. • Involve participants in discussing the following questions: “Did you make any changes in your classroom after reading the section of the handout that focused on play spaces?” “Do you have 1 ½ times the number of play spaces as you have children?” “Has this proven to be a successful strategy? Why or why not?” “Are all of your learning centers equally interesting and inviting to children?” • Suggest that when participants return to their classrooms they evaluate each of their learning centers to determine if they can make any of them more interesting and inviting to the children. • Invite participants to share, either individually or as part of group discussion, their large group experiences. • Involve them in identifying strategies from the handout that they incorporated into their large group experience. • Allow participants time to discuss problems they are having with whole group time. • Encourage other participants to suggest strategies that have been successful for them.
<p>Trainer Note</p>	<ul style="list-style-type: none"> • <i>Schedule time to observe the participant who is having difficulties with large group time.</i> • <i>Make notes of things you observe that might contribute to the difficulties and discuss your observations with the participant.</i> • <i>Review with participant the strategies listed in the handout and help her identify those that might be helpful to her.</i> • <i>Allow participant time to observe in another classroom where the teacher conducts an effective group time.</i>

<p>Follow up and Preparation for the Next Session</p>	<p>If you plan to follow this session with Session #6, do the following:</p> <ul style="list-style-type: none">• Distribute to infant caregivers the Infant Experiences Packet (See Attachment) and HO #12a: Weekly Plan Sheet – Preparation and Reflections - Infant• Distribute to toddler teachers the toddler topic: My Name – I’m Growing and the Toddler Plan Sheet for the topic.• Distribute to preschool teachers the topic of Study: I Am a Unique Person and Plan Sheet for the topic.• Consider distributing only one set of materials to a classroom with more than one teacher in the room. Encourage teachers in a classroom to review and discuss the materials together.• Ask participants to review the materials prior to the next session.
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HO # 12a: Weekly Plan Sheet – Preparation and Reflections - Infants
Week of _____ Teacher(s) _____

Changes to the Environment

Books	Gross Motor	Fine Motor	Sensory	Pretend Play
I Touch Hush Little Baby Time for Bed Itsy Bitsy Spider Mother Goose Nursery Rhyme book	Blanket or mat Cardboard box for climbing in and out Cardboard box tunnel or small purchased tunnel Balls	Variety of rattles Squeeze toys Plastic bowls & lids	Washable stuffed animals & dolls Book: I Touch	Soft baby dolls Pieces of soft cloth or doll blankets

Developmental Strands	Check if experiences for the listed Development Strands are included. Add to the planning grid experiences for unchecked strands.
Self-concept / Emotional / Social Development	✓
Language Development	✓
Physical Development	✓
Cognitive Development	✓

Reflections

Directions: Note significant responses of individual children to experiences.

Experience / Activity	Child's Name	Response

Which experiences do I plan to continue next week?

Which activities would you include in future plans?

Planning Grid

YI – Young Infants

MI – Mobile Infants

Strands	Self Emotional Social	Language	Physical – Gross & Fine Motor	Cognitive
Monday	Mirror, Mirror on the Wall-p, 3 (YI) Pretend Play p. 18 (MI)	Looking at Books – p. 9 (YI) I Touch Hush Little Baby Read Time for Bed (MI)	Ring of Ribbons – p. 10 (YI) In & Out the Box – p. 23 (MI)	The Rattle Game - p. 12 (YI) Stacking Bowls – p. 22 (MI)
Tuesday	↓	↓	↓	↓
Wednesday	Continue Monday's Experiences (YI & MI) Games are Fun p. 7 (YI) Touch & Name Game – p. 15 (MI)	Continue Monday's Experiences (YI & MI) Sing Softly (p.6 (YI) Read Mother Goose Rhymes (YI & MI) Read Itsy Bitsy Spider (MI)	Continue Monday's experiences (YI & MI) Can You Get It? – p. 11 (YI) Let's Play Ball - p. 19 (MI)	Continue Monday's experiences (YI & MI) Sensational Trip – p. 13 (YI) What's Inside the Bag? – p. 24 (MI)
Thursday	Continue Monday's & Wednesday's Experiences (YI & MI)	Continue Monday's & Wednesday's Experiences (YI & MI)	Continue Monday's & Wednesday's Experiences (YI & MI)	Continue Monday's & Wednesday's Experiences (YI & MI)
Friday	↓	↓	↓	↓

Infant Experiences Packet



For
Young Infants



and
Mobile Infants

Experiences in this packet were adapted from
Infant and Toddler Family Connection activities.



Benchmarks:

1.1a Feels valued and attached to others

3.1a Develops trusting relationships with nurturing adults

Experience #1 “Special Times Together”

You will need: You and an infant, time together

Before you begin:

- Get in tune with the infant’s needs. Learn the things about the baby that are unique; for example:
 - how the infant likes to be held for feeding or sleeping
 - the kind of cuddling, stroking, talking and playing that brings comfort to the baby
- Think of the time you spend diapering, dressing and feeding the infant as your special time together...a time the two of you can get to know and enjoy each other.
- Have the necessary supplies ready for these caregiving times so you don’t feel rushed.

Try these nurturing rituals:

- Touch, smile, talk and sing with the baby during feeding, diapering and bathing.
- Talk with the infant about what you’re doing. The baby may not understand what you’re saying but will understand your voice tone that says *“I want to be with you.”*
- Be consistent in the way you hold the baby and in the tone of your voice.
- Be gentle with the baby.





Young Infants
(birth to 8 months)

Benchmarks:

- 1.2a Becomes aware of self as a unique individual**
- 2.1a Displays a wide range of feelings and emotions**
- 3.1a Develops trusting relationships with nurturing adults**

Experience #2 “Mirror, Mirror on the Wall!”

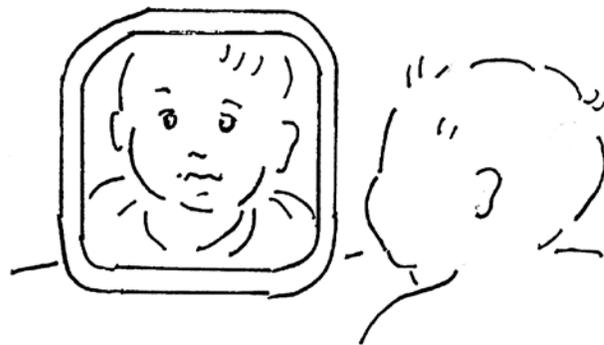
You will need: You and a baby
A mirror large enough for you and the infant to see each other talking

Before you begin:

- Observe the infant to make sure she or he is alert and ready to play

Try this nurturing ritual!

- Hold the infant in a position that allows you both to connect visually (make eye contact) in the mirror's reflection.
- Chant in a sing-song manner, *“Mirror, mirror on the wall, who’s the most wonderful baby of them all?”*
- Point to the baby in the mirror and repeat her name. Smile and say, for instance, *“Lucy is the most wonderful baby of them all.”*
- Observe the infant for signs of interests, such as smiles and coos. If the baby responds, repeat the chant with a little more enthusiasm. Vary your voice inflection. Be sure to emphasize the baby’s name repeatedly.
- Make up variations of the chant. For example, *“Mirror, mirror on the wall, who’s the most loved baby of them all?”* *“Lucy, Lucy is the most loved of them all!”*





Benchmarks:

2.2a Expresses feelings and emotions through gestures, sounds and eventually words

3.1a Develops trusting relationships with nurturing adults

Experience #3 “Pay Attention to Me”

You will need: You and an infant and time

Before you begin:

- Listen carefully to the infant’s cry. Try and figure out what the cry means:
 - ✓ hunger
 - ✓ tiredness
 - ✓ wet or soiled diaper
 - ✓ pain (gas, colic, teething, for example)
 - ✓ uncomfortable clothing
 - ✓ uncomfortable position
 - ✓ need to be held
 - ✓ overstimulation
 - ✓ sudden change such as loud noise or bright lights

Try this!

- Take care of the infant’s needs as quickly as possible. This will not spoil the infant, but will build trust and confidence that his needs will be met.
- Be gentle and soothing with the infant.
- Think of ways to prevent distress in the infant. Some examples include:
 - ✓ being aware of early signs of hunger, sleepiness or irritability and immediately taking care of the infant’s need
 - ✓ asking parents to dress their infant in clothes that are comfortable, don’t bind or restrict movement, and are appropriate for the temperature
 - ✓ keeping the environment calm by avoiding loud music or bright lights
 - ✓ keeping the baby on a predictable but flexible schedule





Benchmarks:

- 2.1a Displays a wide range of feelings and emotions
- 2.2a Expresses feelings and emotions through gestures, sounds, and eventually words
- 3.1a Develops trusting relationships with nurturing adults

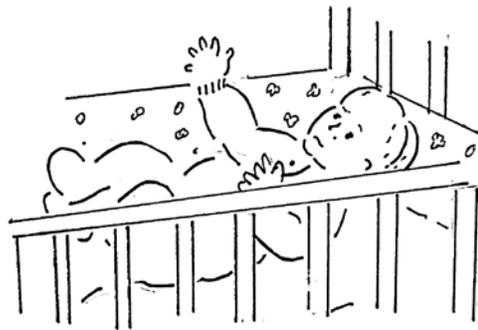
Experience #4 "You Know How I Feel"

You will need: You and an infant

Before you begin:

Think about the different feelings and emotions you have seen the child display:

- crying or squirming when distressed
- smiling and cooing when sung to
- showing fear when hearing a loud noise
- kicking legs in excitement



Try this!

Put the infant's feelings into words. Talk with the infant about the feelings he seems to be expressing. Here are some examples of what you might say:

- The child starts to cry when you drop a something on the floor:
"That loud noise scared you. Here, let me hold you for a little while."
- The child kicks her legs when you approach her crib as she is waking from a nap:
"You're sure excited. I think you're ready to play."
- The child smiles and coos as you sing with him:
"You're so happy when I sing to you. Are you trying to sing along with me?"
- After you have changed his wet diaper:
"That dry diaper feels good, doesn't it?"
- The child begins to cry for no apparent reason:
"Let's see if we can find out what's making you so unhappy."



Benchmarks:

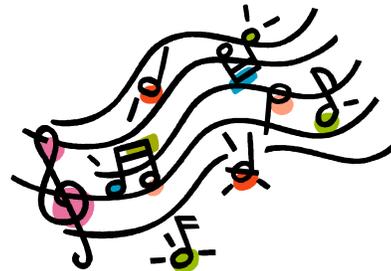
- 1.1a Feels valued and attached to others
- 1.2a Becomes aware of self as a unique individual
- 3.1a Develops trusting relationships with nurturing adults

Experience #5 “Sing Softly”

You will need: You and an infant

Before you begin:

- Recall lullabies or songs that you have heard; songs such as:
 - “Hush Little Baby”
 - “Rock-a-Bye Baby”
 - “All the Pretty Horses”
 - “Twinkle, Twinkle Little Star”
- Make up your own songs or lullabies



Try this!

- Sing lullabies as you rock the baby and hold her close.
 - Sing lullabies while gently swaying with the baby in your arms.
 - Gently stroke her face as you sing a lullaby.
 - Include her name in the lullaby. For example, sing “Rock-a-bye Carmen” or “Hush little Carmen.”
-

Cassette Tape or CD

Wee Sing Sleepy Time Lullabies. Price Stern Sloan Audio. 1999.

Books

Time for Bed by Mem Fox, illustrated by Jane Dyer. Orlando: Harcourt. 1997.

Hush Little Baby by Silvia Long. San Francisco: Chronicle Books. Board edition. 2002



Benchmarks:

- 2.1a Displays a wide range of feelings and emotions**
- 3.1a Develops trusting relationships with nurturing adults**
- 3.4a Tries out roles and relationships through imitation and pretend play**

Experience #6 “Games Are Fun”

You will need: You and a baby
Stuffed animal

Before you begin:

- Place the child in an infant seat, or if he sits independently, seat him in front of you on the floor.

Try this!

- Sit in front of your child, holding the stuffed animal in your hand.
- Move the stuffed animal slowly toward the child, making a funny, animal sound. **(Do not make a scary noise!)**
- Touch your child’s toes with the stuffed animal and say, *“Gotcha, Isaac.”*
- Notice your child’s reaction.
 - Does he anticipate the *“Gotcha?”*
 - Does he giggle, kick and coo?
 - Does he seem to be enjoying the game?
 - Does he seem to be frightened by the animal?
- Repeat this activity unless your child is frightened by it.
- Play the game only as long as your child remains interested.

Special Note: Never tickle your baby. Tickling forces laughter. An infant’s laughter should be spontaneous and controlled by the child.

Play more games with your baby!

- “Peek-a-Boo”
- “Pat-a-Cake”
- “This Little Piggy”





Benchmarks:

4.3a Responds to verbal and non-verbal communication

4.4a Communicates through language

Experience #7 “Making Sounds Together”
“Look, Listen, Say”

You will need: You and an alert infant

Before you begin:

- Remember, “Look, Listen and Say” when talking with an infant.
- Closely observe the infant’s babblings. (**Look**)
- Ask yourself, “What sounds am I hearing?” (**Listen**)
(By 7 or 8 months, babies around the world typically make four basic sounds: “ba, ba”, “da, da”, “ma, ma” and “wa, wa”.)
- Echo the sounds and add new sounds. (**Say**)

Try this nurturing ritual!

- Listen to the infant’s babblings and then imitate the same sounds the baby is making. For example, if your baby says “ba, ba, ba”, then you echo back “ba. ba, ba.”
- Take turns talking with the infant. When it’s again your turn in the conversation, add one new sound for the baby to imitate. For example, say “Wo, wo, wo” or “mu, mu, mu.”
- Listen to the baby. If he repeats your sounds, echo them back to him.

Try this variation of the activity!

- Show him a favorite stuffed toy to “talk with the baby.”
- Show him a stuffed dog and say, “Bow, wow, wow.”





Young Infants
(birth to 8 months)

Benchmarks:

4.3a Responds to verbal and non-verbal communication

4.4a Communicates through language

4.5a Shows enjoyment of books and stories

Experience #8 “Looking at Books and Turning the Pages”

You will need: Board or cloth books with simple, colorful pictures

Before you begin:

- Hold the baby on your lap, holding the book so she can see it.
- Remember, “Look, Listen, and Say.”

Try this nurturing ritual!

- Observe the infant’s interest in the book. Offer to read the book by asking, for example, “*Laurie, would you like to read the book?*” “*We can read together.*”
- Read the book if she shows interest. If she doesn’t show interest, just watch and wait a little while.
- Show her the pictures. Name and point to each object on the page.
- Make comments about the pictures and make the animal sounds. Listen for a response. Acknowledge any babbling sounds or gestures. For example say, “*Laurie, that’s a cat. A cat says ‘meow.’*” Pause. “*It’s a big yellow cat.*”
- Watch what the child does with the book. Let her handle and explore it. It’s okay for young infants to mouth books just as they do other toys and objects.
- Encourage the infant to continue repeating the behavior. You might say, for example, “*Laurie, you are turning the pages by yourself.*” “*Oh, look at what you can do!*”

Books to read with your young infant:

I Touch by Rachel Isadora, Greenwillow, 1985
Itsy-Bitsy Spider by Rosemary Wells, Scholastic, Inc. 1998





Benchmarks:

- 5.2a Develops fine motor skills
- 5.3a Coordinates eye and hand movement

Experience #9 “Ring of Ribbons”

You will need: Canning jar ring, plastic bracelet or a small hoop
Ribbons of several colors and textures, about 6 inches long

Before you begin:

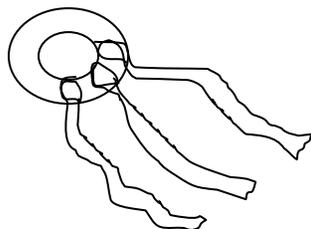
- Tie the ribbons securely to the ring or hoop so that each strand is a single length of ribbon tied to the ring at one end only.
 - Understand that this ring of ribbons is to be used by an adult and is not a toy for an infant to handle.
-

Try this!

- Hold the baby on your lap.
 - Dangle the ribbons in front of the infant so he can reach them.
 - Move the ribbon lightly across the palm of the infant's hand.
 - Observe to see if the child grasps the ribbon.
 - Continue the activity only as long as the child remains interested.
-

Try this variation of the activity!

- Lay the baby on her back, either in her crib or on a blanket on the floor.
- Hold the ribbon ring above the child's head and slowly move it back and forth.
- Observe to see if the child follows the ribbon ring with her eyes.





Benchmarks:

5.1a Develops gross motor skills

5.2a Develops fine motor skills

6.3a Develops strategies for solving problems

Experience #10 “Can You Get It?”

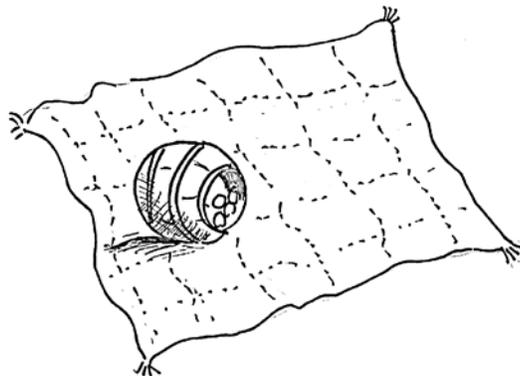
You will need: Infant who is beginning to use her hands and elbows to slide her body forward or backward with abdomen on floor
Favorite stuffed toy
Blanket

Before you begin:

- Spread the blanket on the floor
 - Place the toy on the blanket just out of the reach of the infant. Based on your observation of the child, decide how far away to place the toy.
-

Try this!

- Lay the infant on her stomach on the blanket.
- Sit by the toy and show it to the infant.
- Move the toy and say, *“Kathleen, can you crawl over here and get the bear?”*
- Continue to offer encouragement. Say, *“Keep trying. You’re almost here.”*
- Let the infant explore the toy once she has reached it.
- Move the toy a little further from the infant as she becomes more successful in reaching it.





Benchmarks:

- 6.1a Gains an understanding of basic concepts and relationships**
- 6.2a Applies knowledge to new situations**
- 6.3a Develops strategies for solving problems**

Experience #11 “The Rattle Game”

You will need: Three rattles of different sizes, shapes and sounds
You and a baby

Before you begin:

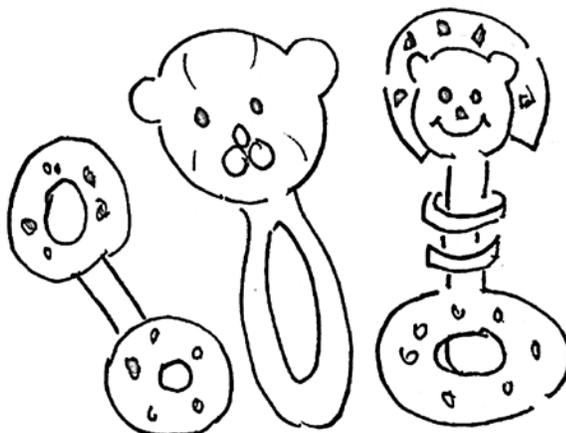
- Select a soft area and place the infant so he can see his hands.
-

Nurturing Ritual!

- Hold one of the rattles in front of your baby and shake it gently.
- Sing a song as you shake the rattle. Try the following to the tune of “Old MacDonald.”

Rattle, rattle, shake, shake, shake, E-I-E-I-O
Rattle, rattle, shake, shake, shake, E-I-E-I-O

- Move the rattle slowly to one side and sing the song again.
- Continue to move the rattle to different places in the room and watch as your baby moves his head and his eyes in the direction of the sound.
- Try it again with another rattle sound.
- Stop the activity when you notice that your child is getting tired or losing interest.





Benchmark:

6.1a Gains an understanding of basic concepts and relationships

Experience #12 “A Sensational Trip”

You will need: You and an infant, time together

Before you begin:

- Kneel down beside the child to look at what he can see at his eye level.
 - Think of ways to expand the baby’s view of his world.
-

Try this!

- Lift up the child so that he can see out the window. Talk to him about what you see outside. *“Look at the pretty red flowers!”*
- Carry him down the hallway and talk about the things he can see when you hold him up high. *“Look, Nicholas, here’s pictures of the preschool children playing outside.”* Talk with him about the pictures.
- Stop in front of a mirror and show him his reflection.



Try this variation of the activity!

- Buckle the children in their stroller and take them to the playground or for a walk around the building. Listen to their babbling and chattering about the things you are seeing and doing.
- Talk with them about the trees and the flowers you see.
- Look and listen for birds and other sounds. Ask him, *“Can you hear the birds singing?”* or *“Do you hear a dog barking?”*
- Find something to touch or smell such as a flower or a tree trunk. Say, *“Feel the rough tree trunk.” “Feel the soft petals.”* or *“Smell the flower.”*
- Show your infant things he can’t see when he is sitting on the floor or lying in his crib. Talk with him about the things you are exploring together.



Benchmarks:

- 2.1b Displays a wide range of feelings and emotions**
- 2.2b Expresses feelings and emotions through gestures, sounds and words**
- 3.1b Develops trusting relationships with nurturing adults**

Experience #13 “Who Is That Stranger?”

You will need: You and a mobile infant

Before you begin:

- Observe your children to see if they react to someone new by crying or moving closer to you, for example.
- Be prepared for a child’s reaction when he sees someone new.
- Be aware that the child may look to you for how you react to the new person.

Try this!

- Introduce the mobile infant to the new person. Say, for example, *“Alex, this is Jessica’s daddy. He brought Jessica in this morning.”*
 - Comfort the child by remaining close and talking in a soothing voice. Make comments such as *“It’s okay to be afraid, Alex.”*
 - Remind the child that he is safe. Say for example, *“Alex, you can sit with me while Jessica’s daddy is here.”*
 - Avoid telling a child *“There’s nothing to be afraid of”* or shaming him for his fears. The fears are real to the child and will gradually disappear.
-

Connect with your child’s family!

Let the family know if their child begins to show a fear of strangers. This will help them be prepared for their child’s reaction when a stranger such as a new neighbor comes to visit.





Benchmarks:

- 1.2b Becomes aware of self as a unique individual
- 4.3b Responds to verbal and non-verbal communication
- 4.4b Communicates through language

Experience #14 "Touch and Name Game"

You will need: You and a mobile infant
Time together

Before you begin:

- Observe the mobile infant to see if she is beginning to notice and/or name body parts.

Try this activity!

- Touch your nose and say to the child, *"I'm touching my nose. Show me Cooper's nose."*
 - Give the child time to respond. Point to the child's nose and say, *"There's Cooper's nose."*
 - Continue with the touch and name game by adding other parts such as ears, mouth and eyes. Then add hands, fingers, feet and toes, for example.
 - Play the game only as long as the child remains interested. The child will want to play the game at another time.
-

Play the name game at diaper time

- Use diapering time to play this game. This is a great time to interact one-on-one with a child.
-

Notice that the mobile infant will begin to say the names of her body parts as you play the game.

Book

Max's Bath by Rosemary Wells.
New York: Dial. Board Book 1998.





Benchmarks:

- 1.1b Feels valued and attached to others**
- 1.2b Becomes aware of self as a unique individual**
- 4.4b Communicates through language**

Experience #15 “You Should Be Proud”

You will need: You and a mobile infant
Photos of the child, family members and pets
Large piece of paper

Before you begin:

- Tape the pictures on a large piece of paper
- Cover the entire page of pictures with clear self-adhesive paper.
- Tape it to a spot in the room at child’s eye level.

Try this!

- Join the child in looking at the pictures.
- Let the child look at and touch the pictures. The child may point to family members or pets in the picture.
- Talk with the child about the pictures. Say, for example, *“This is your picture. Look!”* or *“Here’s your family”* or *“Look at this picture of your cat.”*
- Clap when the child points to the family picture and say, *“You should be proud that you found your mommy and your daddy.”*
- Show excitement at the child’s accomplishments. Say, for example, *“You did it! You pointed to your cat.”* Know that pointing is a sign that the child is communicating with you and should always be encouraged at this age.
- Repeat this activity with all of the children in your group.
- Allow children to touch the pictures

Notice if the children try to say the names of the people and animals in the pictures.





Benchmarks:

- 2.1b Displays a wide range of feelings and emotions**
- 2.2b Expresses feelings and emotions through gestures, sounds and eventually words**

Experience #16 “Feelings Have Words”

You will need: You mobile infants

Before you begin:

- Observe children’s reactions and behaviors in different situations. Think about what feelings and emotions they are expressing in each situation.
- Look at the situations listed below. Then look at some things you might say to the child in each situation or one that is similar.

Things that may frighten a child	<u>What might I say or do in this situation</u>
A fire truck with horn blowing loudly goes down the street in front of the center. A child screams and grabs onto your leg.	Pick up the child and in a calm voice say, <i>“I know that loud noise frightened you. That was a fire truck going to a fire.”</i>
An older sibling of one of the children in your room comes into the classroom wearing a mask. One of the mobile infants looks at the mask, begins to cry and tries to hide behind a chair.	Go to the child and try to put your arms around her. Ask the visiting child to remove the mask. Then say, <i>“See Joann, it’s James, Noah’s brother. He had a mask on. That’s what scared you.”</i>

<u>Things that may frustrate a child</u>	<u>What might I say or do in this situation</u>
A mobile infant crawl’s under a low table to get a ball and can’t get out. He begins to cry.	Get on the child’s level and say, <i>“I know you’re frustrated because you’re stuck under the table.”</i> Guide the child from under the table by putting your hand on the child’s head while saying, <i>“If you put your head down, you can move out.”</i>

<u>Things that make a child happy/excited</u>	<u>What might I say or do in this situation</u>
Child performs a new skill such as crawling, standing or walking	Clap your hands and say, <i>“You did it! I knew you could”</i>
Child laughing and crawling toward grandfather coming to pick him up	<i>“Marcus, I can see you’re happy to see your grandfather.”</i>



Benchmarks:

3.3b Demonstrates caring and cooperation

3.4b Tries out roles and relationships through imitation and pretend play

Experience #17 "Pretend Play"

You will need: Soft baby dolls and washable stuffed animals
Pieces of cloth for blankets
Handbags Paper bags with handles Hats Telephones
You and mobile infants, time to play

Before you begin:

- Collect items and store them in a box

Try this!

- Bring out two soft baby dolls and several pieces of soft cloth. Give a child one of the dolls and a piece of cloth.
- Begin to wrap one of the dolls in a piece of cloth. Talk about your baby "being cold" and "needing a blanket."
- Observe the child to see if she wraps her doll in a blanket. Make comments such as *"You're taking good care of your baby. You're keeping her warm."*
- Gradually give the child other items such as hats, bags and telephones.
- Play with the child. Talk with her on the telephone. Wear one of the hats.
- Include other children in the play. Give another child who has joined you a doll and blanket and say, *"Jeff and Bridgette, you can both take good care of your babies."*

Playing with things found at home!

- Let children play with safe and interesting items from the adult world.
- Give children items such as
 - pots and pans
 - unbreakable bowls
 - discarded boxes of all sizes





Benchmarks:

3.3b Demonstrates caring and cooperation

5.1b Develops gross motor skills

5.2b Coordinates eye and hand movements

Experience #18 "Let's Play Ball"

You will need: You and a mobile infant, time together
Clean ball, 6 to 12 inches in diameter

Before you begin:

- Select a smooth surface such as a vinyl floor so the ball can roll
- Take the child and the ball to the selected area

Try this!

- Talk with the child about your plans. Say, for example, "*Samantha, let's play ball. We'll roll it back and forth.*"
- Sit facing the child. Allow about one foot between you.
- Let the child explore the ball. Observe what she does with the ball.
- Encourage the child to roll the ball to you. Say, for example, "*Roll the ball to me. Then I'll roll it back to you.*"
- Demonstrate by gently rolling the ball to the child.
- Continue the game as long as the child shows interest. If she doesn't show interest, that's okay. Try again another day.
- Invite another child to join you. Take turns rolling the ball to the children. Say, "*First, I'll roll the ball to Timothy, then I'll roll the ball to Samantha.*"

Play ball outdoors on a warm, sunny day. Select a smooth surface for the game.





Benchmarks:

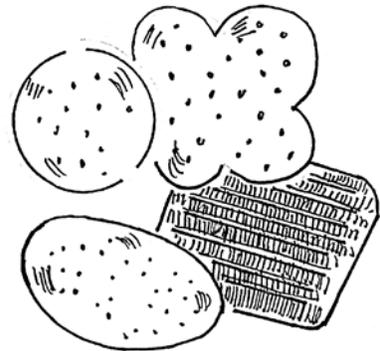
- 4.1b Expresses needs and thoughts without using words**
- 4.3b Responds to verbal and non-verbal communication**

Experience #19 “More, More, More! That’s What I Want!”

You will need: A snack on a small plate
A cup with a lid and a pitcher of juice

Before you begin:

- Prepare the snack, such as favorite crackers or finger foods
- Wash the child’s hands and place her securely in a high chair.
- Sit in a chair next to the high chair.
- Place the snack and the juice cup on the high chair tray.



Try this! “Look, Listen and Say”

- Watch the child eating the snack. **(Look)**
- Listen for sounds of pleasure, such as “mmm” like, “Yes, Emma, that’s yummy.” **(Listen)**
- Respond with words if the child gestures or makes sounds for more food. Say, “Emma, what do you want? MORE?” **(Say)**
- Talk about the crackers when she points to them. You might say, “Emma, that’s crackers. Do you want MORE crackers?”
- Continue to respond to her gestures with words. If she finishes the one you gave her and gestures for another, ask, “Emma, do you want another cracker? Here’s MORE crackers for Emma.”
- Encourage the child by sharing your enthusiasm with the delight in your face and other facial expressions.



Benchmarks:

- 4.1b Expresses thoughts and needs without using words
- 4.2b Responds to verbal and non-verbal communication
- 4.3b Communicates through language

Experience #20 “Where Is My...?”

You will need: Child’s blanket, favorite books or small toys

Before you begin:

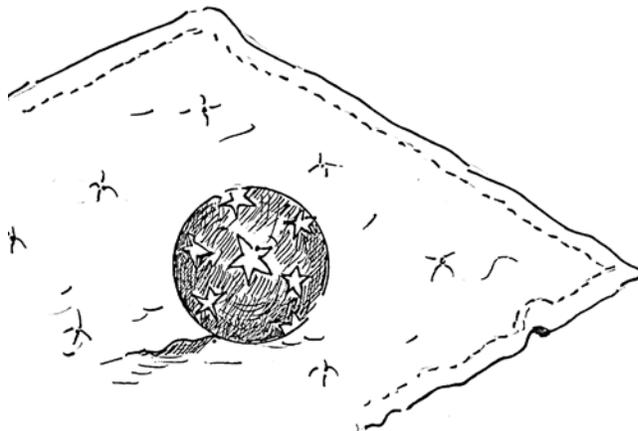
- Notice when a child is looking for something such as his blanket.
 - Take this opportunity to encourage a conversation about familiar objects.
-

Look, Listen, Say!

- Respond to the child’s cues such as pulling on the leg of your slacks or repeating the same word. For example, if he says “*blankie*”, ask, “*Marcus, do you want your blanket?*” “*Where’s your blue blanket?*” “*Come help me find it.*”
- Continue helping him look for his blanket and asking him questions about it. Say, for example, “*Did you leave it in your bed?*”
- Describe what you are doing. Say, for example, “*It’s not on the bed*” “*Let’s look in your cubbie.*”
- Celebrate when the lost item is found. “*Yea! We found it!*” “*Marcus found it!*”

Try this variation of this activity!

- Repeat the activity with other objects the child can name; for example ball or book.





Benchmarks:

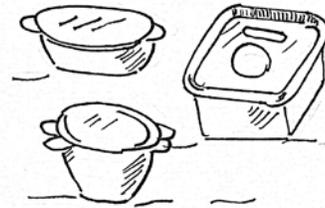
- 5.2b Develops fine motor skills**
- 5.3b Coordinates eye and hand movements**
- 6.1b Gains an understanding of basic concepts and relationships**
- 6.2b Applies knowledge to new situations**
- 6.3b Develops strategies for problem solving**

Experience #21 "Stacking Bowls"

You will need: Collection of plastic bowls of different sizes and lids for each bowl

Before you begin:

- Collect plastic bowls and lids that children can play with
- Store the bowls and lids in a container such as a plastic basket.



Try this!

- Place the plastic bowls, without lids, on the floor within a child's reach.
 - Observe to see if the child tries to nest the bowls in each other. Does he discover that the bigger bowls go on the bottom?
 - Allow your child to play with the bowls at other times.
-

Try these variations of the activity!

- Place the lids on the bowls.
- Observe to see if the child tries to stack the bowls. Does he try to take the lids off the bowls and put them back on?
- Add the storage container as the child is playing with the bowls and lids. The child will enjoy taking the bowls and lids out of the basket and putting them back in.
- Add a variety of objects to place in the containers.
- Observe to see how the child organizes the objects in the containers (by color, by object or does she put the objects in and dump them out?)



Benchmarks:

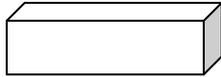
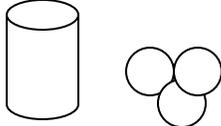
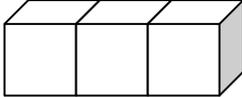
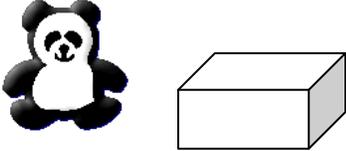
- 5.1b Develops gross motor skills**
- 6.1b Gains an understanding of basic concepts and relationships**
- 6.2b Applies knowledge to new situations**
- 6.3b Develops strategies for solving problems**

Experience #22 “Boxes Are So Much Fun”

You will need: Collection of cardboard boxes of all sizes

Before you begin:

- Decide on the box activity you think your child will enjoy most and try it first.
- Prepare the box as needed for the activity. Make sure the height of the box allows your child to safely climb in and out.
- Collect items needed for the activity.

<p><u>In and Out the Box – Cardboard box</u></p> <ul style="list-style-type: none"> • Select a cardboard box large enough for a mobile infant to crawl in and out of. This is a great indoor and outdoor activity. 	
<p><u>Boxes for Dumping and Filling – Box and tennis balls</u></p> <ul style="list-style-type: none"> • Select a box such as an oatmeal box. • Give the child soft balls such as tennis balls. • Observe as the child plays with the box and balls. Does she put the balls in the box, dump them out, and repeat the process? 	
<p><u>Box Tunnel – Several cardboard cartons, masking tape</u></p> <ul style="list-style-type: none"> • Remove the ends of several large cardboard cartons. • Cut windows in the top or sides of the box so light comes through. • Tape the boxes end to end to create a long tunnel. • Observe the child. Does he crawl through the tunnel? • Place a favorite toy in the tunnel if the child is hesitant about crawling through the box. Encourage the child to crawl toward the toy. • Offer encouragement. Get at one end and say, “Gerald, crawl to me.” 	
<p><u>Box Car – Large grocery box without lid, dolls and stuffed animals</u></p> <ul style="list-style-type: none"> • Give a child a large grocery box without a lid. • Add dolls and stuffed animals. • Observe the child? Does she put the dolls and stuffed toys in the box? Does she push the box around the room? Does she climb in and out the box? 	



Benchmarks:

- 6.1b Gains an understanding of basic concepts and relationships**
- 6.2b Applies knowledge to new situations**
- 6.3b Develops strategies for solving problems**

Experience #23 “What’s Inside the Bag?”

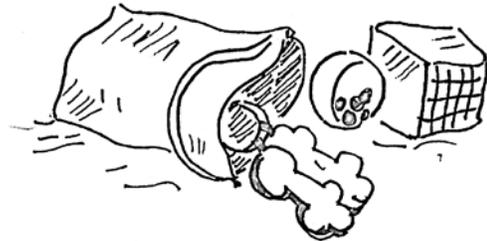
What you need: A brown paper sack, a small cloth bag or an adult sized tube sock

Before you begin:

- Gather up several familiar objects; a rattle, a soft toy, a set of plastic keys, blocks, ball, a big spoon, a car.
 - Allow a child to explore the toys and materials.
-

Now try this!

- Begin by letting the child see you place a couple of the familiar objects into the bag.
- Shake up the objects as the child watches. Say, *“I wonder what’s in my bag?”*
- Let the child touch the bag. Then let him put his hand down in the bag without peeking and feel the toys. As the child touches the objects, say, *“Oh my! Let’s see what you’re touching?”*
- Let him take it out and show it to you. Encourage him with your enthusiasm. *“Surprise, there’s your keys!”* Talk about the toys.
- Continue to explore the contents of the bag.
- Repeat the activity as long as the child is interested.



Try this variation of the activity!

- Vary the objects from time to time. Use household and personal objects such as measuring spoons, a whisk, a small mirror or a brush.
- Vary the texture and sounds of the objects



Benchmarks:

6.1b Gains an understanding of basic concepts and relationships

6.2b Applies knowledge to new situations

6.3b Develops strategies for solving problems

Experience #24 “Playing with Pots and Pans”

You will need: One or two small pots with lids and a small toy

Before you begin:

- Find a spot for a child to sit on the floor to play with the pots and pans.
 - Rattle the pots and pans and move the toy about to get the child’s attention.
 - Allow the child to explore the pots and pans and toy. Observe to see what she does with them.
-

Try this nurturing ritual!

- Put the toy **IN** the pan. Then hold the pan for the mobile infant to take it **OUT**. Praise the child for taking the toy out of the pan.
- Put the toy **IN** the pan and cover it with the lid. Let the child lift the lid to find the toy. Celebrate her success.
- Turn the pot over with the toy **UNDER** it. Say, “*One, two, three, where can it be?*” “*Wee!*” Celebrate when the toy is found.
- Hide the toy again and help your child look **UNDER** the pot to find it.
- Hide the toy under the pot and show the mobile infant how to turn the pot **OVER** herself.

Extension

- Vary the game by changing the toy.
- Observe to see if the child plays the game without your presence.



FOCUS AREA: Learning Environment / Program for Children

Session # 6	Weekly and Daily Plans
<p>Materials Needed</p>	<ul style="list-style-type: none"> ✓ Benchmarks for Infants and Toddlers (1 per participant) ✓ Benchmark Summary Table for Preschool Children (1 per participant) ✓ Handout #12b: Weekly Plan Sheet – Preparation and Reflections - Infant ✓ Handout #13: Weekly Plan Sheet – Preparation and Reflections – Toddler ✓ Handout #14: Weekly Plan Sheet – Preparation and Reflections – Preschool Children ✓ Arkansas Framework for Infant and Toddler Care ✓ Arkansas Early Childhood Education Framework ✓ Overview of Adventures for Toddlers (http://www.arkansas.gov/childcare/advfortoddlers/index.html) ✓ Overview of Adventures in Learning (http://www.arkansas.gov/childcare/adventures/index.html) ✓ Handout #15: Children’s Portfolios
<p>Trainer Note</p> <p>Preparing For a Stand-Alone Session</p>	<p><i>If this session is being presented in sequential order as part of the 7-part session series on Learning Environment/Program for Children, skip the information give here and go to the next trainer note for information on how to prepare for the session.</i></p> <p><i>However, if this is a stand-alone session, read and follow the directions given here, plus the Trainer Note that follows.</i></p> <p><i>A week before the session</i></p> <ul style="list-style-type: none"> • <i>Download and copy from Session #5 the following: Infant and Toddler Experiences Packet (See Attachment) Handout #12a: Weekly Plan Sheet – Preparation and Reflections-Infant Toddler Topic: My Name – I’m Growing (http://www.arkansas.gov/childcare/advfortoddlers/index.html) Toddler Plan Sheet for the topic: My Name – I’m Growing Preschool Topic of Study: I Am a Unique Person (http://www.arkansas.gov/childcare/adventures/index.html) Preschool Plan Sheet for the topic: I Am a Unique Person</i> • <i>Distribute to infant caregivers the Infant Experiences Packet and HO #12a: Weekly Plan Sheet – Preparation and Reflections – Infant</i> • <i>Distribute to toddler teachers the toddler topic: My Name – I’m Growing and the Toddler Plan Sheet for the topic.</i> • <i>Distribute to preschool teachers the topic of Study: I Am a Unique Person and Plan Sheet for the topic.</i>

	<ul style="list-style-type: none"> • Consider distributing only one set of materials to a classroom with more than one teacher in the room. Encourage teachers in a classroom to review and discuss the materials together. • Ask participants to review the materials and bring them to this session.
Trainer Note Preparing for Session	<ul style="list-style-type: none"> • Consider scheduling separate sessions/meetings with teachers working with different age groups; for example schedule a session with infant and toddler teachers and a separate session with preschool teachers. This will allow you to focus on activities specific to the age group of the children in each participant's group. • Remind participants to bring with them the following: <ul style="list-style-type: none"> ○ Toddler Topic: My Name – I Am Growing ○ Plan sheets for topic ○ Preschool Topic of Study: I Am a Unique Person ○ Plan sheet for topic of study ○ Packet of Infant Experiences ○ HO #12a: Plan sheet for infants
Introductory Activity	<ul style="list-style-type: none"> • Invite discussion of the infant experiences, the topics and the plan sheets they were asked to review. • Distribute Overview of Adventures for Toddlers and Overview of Adventures in Learning to each participant. • Allow participants to briefly review and discuss the documents. • Explain that the information in the overviews may not be relevant to each of them, but that it is important to have an understanding of curriculum for all age groups.
Trainer Note	<p><i>You may choose not to designate Adventures for Toddlers and Adventures in Learning as the curriculum for your program. However, the topics and plan sheets will be helpful as guides for curriculum planning and implementation.</i></p>
Activity Benchmarks for Infants and Toddlers	<ul style="list-style-type: none"> • Distribute Benchmark charts to participants. • Allow participants a few minutes to review the benchmarks. • Explain the Benchmark chart for infant and toddlers as follows: In the left column the developmental strands are listed. There are six strands for infants and toddlers. These strands are areas of development, sometimes called domains. For each strand there are benchmarks. Each benchmark within the strand has

	<p>been assigned a number. For example, the first benchmark on the chart is numbered as follows:</p> <p style="padding-left: 40px;">1.1 Feels valued and attached to others</p> <p>The first number is the developmental strand or area of development, Self-concept development.</p> <p>The second number is the benchmark.</p>
<p>Activity</p> <p>Benchmarks for Preschool Children</p>	<ul style="list-style-type: none"> • Explain the Benchmark chart for preschool children as follows: In the left column the learning strands are listed. There are five strands for preschool children. Each strand, except for Language, has sub-headings. For example, the sub-headings for Social/Emotional Development are: Act Independently, Experience Success and Interact Socially. For each strand there are benchmarks. Each benchmark within the strand has been assigned a number. For example, the first strand on the chart is <p style="padding-left: 40px;">1.1 Demonstrates ability to make choices</p> <p>The first number is the learning strand: Social/Emotional Development. The second number is the benchmark.</p>
<p>Activity</p> <p>Benchmarks and Experiences for Infants and Toddlers</p>	<ul style="list-style-type: none"> • Ask infant teachers to look at their packet of experiences and toddler teachers to look at the toddler topic: I Have a Name – I Am Growing. • Note that the experiences have both a number and a letter of the alphabet. The letters of the alphabet are assigned as follows: <ul style="list-style-type: none"> A. Young infants (0-8 months) B. Mobile infants (8-18 months) C. Toddlers (18-36 months) • Suggest that they think of benchmarks assigned to activities as the “why” and the activity as the “how.” • Ask an infant teacher to locate the experience, “Mirror, Mirror on the Wall”, and to state the first benchmark which is: <p style="padding-left: 40px;">1.2 Becomes aware of self as a unique individual.</p> • State that the benchmark tells us “why” we provide the activity. A benchmark is the learning goal; the behaviors and skills we want children to achieve. We involve the infant in the activity to help him/her become aware of self as a unique individual. • Ask a teacher to read the description of the activity. • State that the activity tells us “how” we help a child achieve the benchmark. • Ask toddler teachers to locate the planned experience, “See How We Have Grown”, that begins on page 3 and to state the first benchmark.

	<ul style="list-style-type: none"> • State that the benchmark tells us “why” we provide the experience. A benchmark is the learning goal; the behaviors and skills we want children to achieve. We involve toddlers in the experience to help him/her become aware of self as a unique individual. • Ask a teacher to read the description of the activity. • State that the activity tells us “how” we help children achieve the benchmark. • Call attention to the fact that many of the activities will have more than one benchmark because children’s development is interrelated. For example, an infant’s ability to communicate through language is social. Infants and toddlers learn language through their social interactions with others. • Conclude the discussion by stating that all of the activities and experiences we provide for children should support one or more benchmarks.
<p style="text-align: center;">Activity</p> <p>Benchmarks and Activities for Preschool Children</p>	<ul style="list-style-type: none"> • Ask preschool teachers to look at the topic of study: I Am a Unique Person. • Note that the activities have only a number because they are not broken down into age groups. • Suggest that they think of benchmarks assigned to activities as the “why” and the activity as the “how.” • Ask a preschool teacher to locate the activity on page 3: Reading Books with children, and to state the benchmark which is: 3.1 Shows enjoyment of books and stories and discussion of them. • State that the benchmark tells us why we provide the activity. A benchmark is a learning goal. We involve preschool children in the activity so they will begin to enjoy books and stories and discussion of them. • Ask a teacher to read the description of the activity. • State that the activity tells us how we help children achieve the benchmark. • Call attention to the fact that many of the activities will have more than one benchmark because children’s development is interrelated. For example, Benchmarks 3.6 and 3.8 for preschool children have to do with writing which is related to physical development. Children must have fine motor skills, Benchmark 4.8, in order to develop the ability to write. • Conclude the discussion by stating that all of the activities and experiences we provide for children should support one or more benchmarks.

<p>Trainer Note</p>	<ul style="list-style-type: none"> • <i>Participants will need the following in preparation for the next activity which is developing daily and weekly plans:</i> <ul style="list-style-type: none"> ○ <i>Infant Caregivers: Infant Experiences Packet and HO #12a: Weekly plan sheet</i> ○ <i>Toddler Caregivers: Toddler topic: My Name – I’m Growing and weekly plan sheet for Older Toddlers.</i> ○ <i>Preschool Teachers: Topic of Study: I Am a Unique Person and weekly plan sheet.</i> • <i>Each participant will need a copy of the appropriate Preparation and Reflections page of the weekly plan sheet, HO #12b, HO #13 and HO #1.</i>
<p>Activity</p> <p>Developing Daily and Weekly Plans</p>	<ul style="list-style-type: none"> • Explain to participants the materials they will need for the next activity • Distribute the appropriate Preparation and Reflections page of the weekly plan sheet to participants. • Explain that the Preparation and Reflections page for toddlers and preschool children is a companion piece to the weekly plan sheet for the two age groups. <ul style="list-style-type: none"> ○ In the first section they are to list the materials they plan to add to their environment for the week. ○ In the second section, they are to review the planning grid to make sure they have included activities and experiences for each Developmental Strand. If certain strands are not included, they should add additional activities to support those strands. ○ The third section is to be used after the week’s activities are completed. In this section they are to reflect on the week. Which activities did the children enjoy the most? Which activities were less effective and how might they be changed? Which activities would you include in future plans? • Explain that the Preparation and Reflections page for infants is a companion piece to the weekly plan sheet for young and mobile infants. The Reflections section is different from the one for toddlers and preschool children. In this section, infant teacher are to note significant responses by individual children to experiences in which they participated. <ul style="list-style-type: none"> ○ In the first section they are to list the materials they plan to add to their environment for the week. ○ In the second section, they are to review the planning grid to make sure they have included activities and experiences for each Developmental Strand. If certain strands are not included, they should add additional activities to support those strands.

	<ul style="list-style-type: none"> ○ The third section is to be completed after the weekly experiences and activities are completed. In this section, teachers are to make notes about individual children and any significant or important responses they had to an experience. For example, a mobile infant pointing to and saying the name of an animal in a book for the first time would be a significant response. ● Give them the following instructions: <ul style="list-style-type: none"> ○ “Look at your weekly plan sheet which lists activities and experiences for each day. Note that there is a page # after each activity.” ○ “Infant teachers, use the page number to locate the experience in your Infant Experiences Packet. ○ “Toddler teachers, use the page number to locate the experiences in toddler topic: My Name – I’m Growing.” ○ “Preschool teachers, use the page number to locate the activities in topic of study: I Am a Unique Person.” ○ “Check on the Planning and Preparation form if you have included one or more experiences or activities for each Developmental Strand.” ● Allow about 15 minutes for this activity. Assist participants as needed. ● Invite participants to discuss what they learned from this experience. Were they able to find at least one activity or experience for each Developmental Strand? Did there seem to be more activities for certain strands? If so, which ones?
<p>Trainer Note</p>	<ul style="list-style-type: none"> ● <i>For topic of study, I Am a Unique Person, participants may have difficulty finding an activity for Developmental Strand 2 – Creative/Aesthetic.</i> ● <i>Suggest that they look at the Changes to the Environment section of the Planning sheet. They will see under art that skin tone crayons were added and that Body Drawing and Self-Portrait are listed. Stress that all children may not choose to do these activities. However, the materials are available for them to use as they choose. Also, in this section, they will see under dramatic play that male and female dress-up clothes and accessories are added. Again, children have choices about going to this center and what to do with the materials that were added.</i> ● <i>Conclude by stating that the materials added to the environment and the suggested activities support children’s creative development.</i>

<p>Follow up Activity</p>	<p>Consider these two options as a follow-up activity</p> <p><u>Option #1</u></p> <ul style="list-style-type: none"> • Involve participants in completing a plan sheet using the strategies just discussed. • Have them use the plans during an assigned week. • Ask them to complete the Reflections section at the end of the week. • Plan time to meet with them and discuss the experience. <p><u>Option #2</u></p> <ul style="list-style-type: none"> • Involve participants in implementing the activities on the plan that were used in this session during an assigned week. • Ask them to complete the Reflections section at the end of the week. • Plan time to meet with them and discuss the experience.
<p>Trainer Note</p>	<p><i>Adapt the plan sheet to meet the needs of your staff and your program. If your program has a prescribed plan sheet, you will use that one.</i></p>
<p>Preparation for Next Session</p>	<p>If you plan to follow this session with Session #7, do the following:</p> <ul style="list-style-type: none"> • Distribute HO #15 Children’s Portfolios • Ask participants to review the handout prior to the next session. • Suggest that they begin to list ideas for portfolio items for their particular age group. They are to list the items as follows: <ul style="list-style-type: none"> ○ By developmental strand ○ By the three common types of portfolio documentation: work samples, photographs and anecdotal records/observations • Encourage them to bring items they feel would be appropriate for a portfolio.

HO # 12b: Weekly Plan Sheet – Preparation and Reflections - Infants
 Week of _____ Teacher(s) _____

Changes to the Environment

Books	Gross Motor	Fine Motor	Sensory	Pretend Play

Developmental Strands	Check if experiences for the listed Development Strands are included. Add to the planning grid experiences for unchecked strands.
Self-concept / Emotional / Social Development	
Language Development	
Physical Development	
Cognitive Development	

Reflections

Directions: Note significant responses of individual children to experiences.

Experience / Activity	Child's Name	Response

Which experiences do I plan to continue next week?

Which activities would you include in future plans?

Planning Grid

YI – Young Infants

MI – Mobile Infants

Strands	Self Emotional Social	Language	Physical – Gross & Fine Motor	Cognitive
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

HO #13: Weekly Plan Sheet – Preparation and Reflections - Toddlers

Week of _____ Topic _____ Teacher(s) _____

Changes to the Environment

Language Materials/ Books	Manipulative Exploration	Gross Motor Materials & Equipment / Blocks	Sensory Exploration	Pretend Play	Outdoor Exploration

Developmental Strands	Check if experiences for the listed Development Strands are included. Add to the planning grid experiences for unchecked strands.
Self-concept / Emotional / Social Development	
Language Development	
Physical Development	
Cognitive Development	

Reflections (to be completed at the end of the week)

Which activities did the children enjoy the most?

Which activities were less effective and how might they be changed?

Which activities would you include in future plans?

Planning Grid

Day	Books	Finger Plays, Language and Cognitive (games, charts & storytelling)	Self, Social and Emotional	Sensory, Art, Nutrition	Movement, Music, and Gross Motor
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

HO #14: Weekly Plan Sheet – Preparation and Reflections - Preschool Children

Week of _____ Topic of Study _____ Teacher(s) _____

Changes to the Environment

Art	Blocks	Books	Dramatic Play / Home Living	Manipulatives	Sand / Water	Science / Discovery

Developmental Learning Strands	Check if activities for the listed Developmental Strands are included. Add to the Planning Grid activities for unchecked strands.
Social / Emotional Development	
Creative / Aesthetic Development	
Cognitive / Intellectual Development	
Physical Development	
Language Development	

Reflections (to be completed at the end of the week)

Which activities did the children enjoy the most?

Which activities were less effective and how might they be changed?

Which activities would you include in future plans?

Planning Grid

Day	Group Time #1	Group Time #2	Small Group Activities	Transition Activities	Special Activities
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Handout #15: Children's Portfolios

A **portfolio** is a system for collecting and organizing documentation of a child's developmental progress over time.

Purpose of portfolio:

- to review a child's progress in all developmental areas
- to plan activities and experiences for individual children
- to share information with families
- to identify a child who may need to be referred to a specialist for evaluation
- to share with receiving teacher; for example if a child moves from an infant room to a toddler room or from a toddler room to a preschool room, the child's portfolio should follow the child and be continued by the new, or receiving teacher

Three common types of portfolio documentation:

- **Work samples** that come from a child's voluntary activities, not teacher director or assigned experiences

Ideas for work samples:

- drawings, paintings, collages
- writing (scribbles, letters, names, numbers, words, signs, messages)
- story dictated to a teacher and illustrated by child
- book made by child

Attach the following to each item you include:

- child's name
- date sample was completed
- brief comment about the item
- developmental strand and benchmark(s) that item supports

- **Photographs** of a child's work and play activities, physical activities, interactions with adults and other children, involvement in daily routines and activities

Ideas for photographs:

- block structure
- playing in a center
- trying on dress-up clothes
- playing a game
- completing a puzzle
- taking first steps
- sitting with or without support
- reaching for an object such as a rattle
- putting shapes into a shape box
- interacting with an adult
- interacting with other children
- singing or saying a finger play
- looking at a book (with or without adult)
- listening to a story
- riding a tricycle

- standing on platform of a climber / climbing up steps of climber
- crawling through a tunnel
- three dimension structure that is too large to put in portfolio

Attach the following to each photo:

- child's name
 - date photo was taken
 - brief comment about the photo
 - developmental strand and benchmark(s) photo supports
- **Anecdotal records** that document a teacher's observations of a child; her written recordings of what the child does and says in the natural setting of the classroom or outdoors

Ideas for observation of children:

- separating from parents
- holding own bottle
- feeding self with spoon
- saying first words
- waving "bye-bye"
- building with blocks
- taking turns, sharing, cooperating with others
- involved in dramatic play
- book handling skills (shows cover when asking adult to read to him, turns pages/looks at book from front to back, turns one page at a time)
- playing a match/concentration game, lotto or bingo game
- checklist of fine motor skills (ongoing observations)
- checklist of gross motor skills (ongoing observations)
- checklist of personal care skills (ongoing observations)

Guidelines for observations

- have a focus for observations; observing children's gross motor skills, for example
- write observation notes when event occurs
- write observations on self-stick notes, index cards, spiral notebook
- include name, date and setting (where was child, time of day, activity in which child was involved, how many other children were involved, adult involved)
- use action words such as creep, crawl, run, jump, laugh
- record what child says; use child's exact words
- avoid judgment words such as angry, provoked, frustrated, sad, happy, lazy, bored, content, well-adjusted
- avoid interpreting behavior; why the child did what he/she did
- record what child can do rather than what child cannot do
- capture the action in phrases
- use abbreviations if they are understood by everyone involved in the observations (co-teachers, for example)
- refer to other children in observation as "peer" or "peers", not by name
- include developmental strand and benchmark observation supports

Portfolio Organization

- Decide on a system for storing portfolio items: 3-ring binder, file folders, accordion files, empty pizza boxes, folders from tag board or poster board that is folded and stapled or taped, combination

- Organize each child's portfolio by developmental strands

For infants and toddlers:

- Self-concept/Emotional/Social (3 strands together because of close relationship of the 3 strands)
- Language
- Physical
- Cognitive

For preschool children (3-5)

- Social/Emotional: independence, success, social interactions
- Creative/Aesthetic: dramatic play, music, art
- Cognitive/Intellectual: language arts, math & science, social studies
- Physical: health & nutrition, fine motor, gross motor
- Language: phonological awareness, vocabulary, verbal communication

- Develop a list of the types of items to include for each strand
- Decide how often to include items for each strand in the portfolio – 3 or 4 times a year is suggested
- Develop a timeline or schedule for collecting items
- Collect similar items over a period of time to show development in a particular area. For example, collecting samples of a child's attempts to write her name several times during the year is an excellent way to document writing development. Using a checklist to record ongoing observations of a child's gross or fine motor skills will document the child's physical development
- Make copies for portfolio if original item cannot be used

Large 3-Ring Binder for Portfolio

- Place a copy of the appropriate Benchmarks, infant and toddler or preschool, inside a clear sheet protector as a handy reference
- Have tabbed divider for each child; child's name is on tab of divider
- Use tabs to divide each child's section into developmental strands; 4 tabs for each infant and toddler and 5 tabs for each preschool child
- Add items behind the correct tab of the portfolio as they are collected

Accordion File

- Place a copy of the appropriate Benchmarks, infant and toddler or preschool, inside clear sheet protector and place it in front of the file
- Place a tab with child's name on each of the file dividers
- Place a labeled file folder for each developmental strand in the section for each child; 4 file folders for each infant and toddler and 5 folders for each preschool child
- Add items in the appropriate file folder as they are collected

FOCUS AREA: Learning Environment / Program for Children

Session # 7	Children's Portfolios
<p>Materials Needed</p>	<ul style="list-style-type: none"> ✓ Portfolio items (see Trainer Note) ✓ Portfolio items brought by participants ✓ Infant and Toddler Benchmarks ✓ Preschool Benchmark Summary Table ✓ Handout #16: Anecdotal Records/Observations: Fact or Interpretation ✓ Trainer Support – Handout #16: Anecdotal Records/Observations: Fact or Interpretation ✓ Handout #17: Checklist of Personal Care Skills for Preschool Children (3 to 5) ✓ Handout #18: Checklist of Fine Motor Skills for Preschool Children (3 to 5) ✓ Handout #19: Checklist of Gross Motor Skills for Preschool Children (3 to 5) ✓ Handout #20: Checklist of Gross Motor Skills for Infants and Toddlers ✓ Handout #21: Checklist of Fine Motor Skills for Infants and Toddlers ✓ Sample of Portfolio Organization System (3 ring-binder or accordion file, for example) with file folders, tabbed dividers
<p>Trainer Note</p> <p>Preparing For a Stand-Alone Session</p>	<p><i>If this session is being presented in sequential order as part of the 7-part session series on Learning Environment/Program for Children, skip the information give here and go to the next trainer note for information on how to prepare for the session.</i></p> <p><i>However, if this is a stand-alone session, read and follow the directions given here, plus the two Trainer Notes that follow.</i></p> <p><i>A week or two before the session:</i></p> <ul style="list-style-type: none"> • <i>Download and copy from Session #6 HO #15: Children's Portfolios.</i> • <i>Distribute the handout to participants for review.</i> • <i>Suggest that they begin to list ideas for portfolio items for their particular age group. They are to list the items as follows:</i> <p align="center"><i>By developmental strand</i></p> <p align="center"><i>By the three common types of portfolio documentation: work samples, photographs and anecdotal records/observations</i></p> • <i>Encourage them to bring to this session items they feel would be appropriate for a portfolio.</i>
<p>Trainer Note</p> <p>Preparing for Session</p>	<ul style="list-style-type: none"> • <i>Consider scheduling separate sessions/meetings with teachers working with different age groups; for example schedule a meeting with infant and toddler teachers and a separate meeting with preschool teachers. This will allow you to focus on specific portfolio items for each group</i>

	<ul style="list-style-type: none"> • <i>Decide on the system of portfolio organization that you think will work best for the program.</i> • <i>Organize two sample portfolio systems using the suggestions in the handout; one for infant and toddler teachers and one for preschool teachers. Divide each child's section into the developmental strands as outlined in the handout. This will help participants think in terms of strands and benchmarks.</i> • <i>Collect and bring to the session items that would be appropriate for placing in a child's portfolio; a preschool child's painting or drawing (work sample), a photo of an infant crawling, a photo of a toddler working a puzzle, for example.</i> • <i>Remind participants to bring Benchmark charts to the session.</i> • <i>Schedule more than one session on portfolio development if you feel that more time is needed for discussion and planning.</i>
<p>Trainer Note</p>	<ul style="list-style-type: none"> • <i>Consider having for participants the portfolio organization system that they will be using for the children in their group.</i> • <i>Decide how much you want to do in advance of the session and the tasks you want participants to be responsible for in organizing the portfolio. For example, you may provide the 3-ring binder or accordion file and the dividers or file folders for participants to label and insert in the container.</i> • <i>Think about how you want to assign responsibility if there are two staff members in a classroom. Do you want one teacher to be entirely responsible for portfolio development? Do you want each teacher to be responsible for developing a portfolio for half the children in the group? Do you want teachers to share responsibilities?</i>
<p>Introductory Activity</p> <p>Portfolio Discussion</p>	<ul style="list-style-type: none"> • Involve participants in a brief discussion of HO#15: Children's Portfolios. • Be prepared to address any questions or concerns they may have. • Emphasize the purpose of portfolios as listed in the handout. • Stress that portfolio development is a continuous process rather than a task that must be completed at one time. It is a process that begins when a child enters a participant's classroom and continues until the child leaves. • State that they will be provided a list of items to be collected and a timeline or schedule for collecting the items.
<p>Activity</p> <p>Work Samples and Photos</p>	<ul style="list-style-type: none"> • Involve participants in discussion of work samples. • Invite them to share any items they brought as work sample items. • Show and describe the item(s) you brought to share.

- **Involve** participants in determining information to attach to the work samples brought by you and by them. The following examples are intended as a guide for how to structure the activity.

For example a painting by a preschool child:

Child's name: Samantha

Date: 2/7/2006

Comment: Painting with Tempera Paint

Strand: Creative/Aesthetic

Learning Benchmarks: 2.10 & 2.11



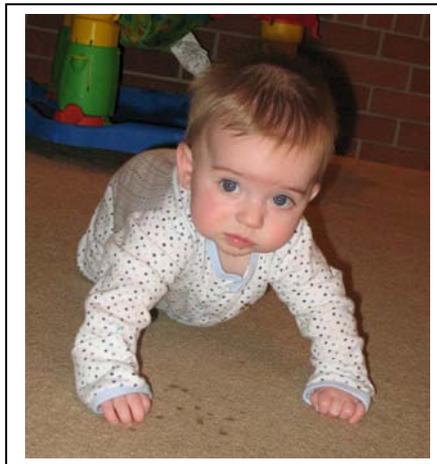
- **Involve** participants in discussion of photos
- **Invite** them to share any photos they brought.
- **Show** and describe the photos you brought to share.
- **Involve** participants in determining information to attach to the photos brought by you and by them.

For example a photo of an infant crawling across floor:

Child's name: Beckett Date: 1/9/2009

Comment: Crawling (began crawling 2 weeks ago)

Strand/Benchmarks: Physical Development Benchmark: 5.1



For example a photo of a toddler working a puzzle
 Child's name: Taylor Date: 6/25/2010
 Comment: Working 4-piece puzzle
 Strand/Benchmark: Physical Development Benchmarks: 5.2 & 5.3



- **Stress** the importance of having each item in a portfolio support one or more of the benchmarks.
- **Ask** participants to fast-forward to three months from now. They have just collected similar items on the same child.
- **Involve** them in discussing what the items might look like at the later time.
- **Conclude** discussion by emphasizing that, by collecting the same type of items for a child over a period of time, they will be documenting a child's developmental progress over time.

Trainer Note

Items collected three months later might show the following:

- *Paintings by preschool child may become more realistic and detailed. For example, the face of the people may have more features*
- *Photo of an infant may show infant pulling up and standing*
- *Photo of a toddler working a puzzle may show child working a puzzle with more pieces*

Activity

- **Review** with participants the section of **HO #15: Children's Portfolios** that addresses anecdotal records/observations, especially the guidelines for observations.

<p>Anecdotal Records/ Observations</p>	<ul style="list-style-type: none"> • Explain to participants that you will give them a judgment word and ask that they record on a self-stick note the meaning they are conveying when they use the word to describe a child. It is not necessary that participants sign their name to the note. • Write the word “well-adjusted” on a chart sheet or marker board. • Ask participants to post to the chart sheet their completed self-stick notes. • Read aloud each note. Then ask participants if each of them recorded the same meaning or understanding of the word “well-adjusted?” (Answer will be “no”) Did they use other judgment words such as “happy” to define the meaning? • Present the following observation to the group: “Mother brings Marcus into room. He goes to “quiet” corner.” This observation is objective; it has no judgment words. However, if you record the following. ” Mother brings an unhappy Marcus into room. He goes to “quiet” corner. His parents must have had another fight last night”, you have used a judgment word, unhappy, and have interpreted the reason for the child’s behavior. Thus the observation would no longer be objective. • Conclude this activity by stating that in order for an observation to be objective, or understood in the same way by each person reading it, there should be no judgment words or interpretation of behavior.
<p>Trainer Note</p>	<p><i>If you think participants need additional practice with judgment words they use to describe children, repeat the “judgment word” activity with words commonly used by teachers; words such as “nice” or “good.”</i></p>
<p>Activity</p> <p>Fact or Interpretation</p>	<ul style="list-style-type: none"> • Distribute to each participant the HO #16: Anecdotal Records/ Observations: Fact or Interpretation. • Explain that the handout contains four sets of observations. In each set there are two observations of the same event; one is objective and the other contains judgment words and/or interpretations of the child’s behavior. The two observations in each set are designated as A or B. • Ask participants to do the following: <ul style="list-style-type: none"> ○ Read the first set and decide which observation records facts, or is objective, and which contains judgment words or interpretations of behavior. ○ Highlight or underline the judgment and/or interpretative words. ○ Continue this process with the other sets of observations. • Invite a participant to state which of the two observations in set 1 is fact and

	<p>which contains judgment words and/or interpretations. Ask participant to identify the judgment words and/or interpretations.</p> <ul style="list-style-type: none"> • Seek agreement from the group that the participant was correct. • Continue this process with the remaining sets of observations. • Conclude the activity by again stating that in order for an observation to be objective, or understood in the same way by each person reading it, there should be no judgment words or interpretation of behavior.
Activity Checklists	<ul style="list-style-type: none"> • Distribute appropriate checklist handouts to participants. • Allow a few minutes for participants to examine the checklists. • State that checklists are a way to document children’s developmental progress. • Explain that the checklists are to be placed in appropriate sections of a child’s portfolio and are to be completed through ongoing observations. • State that you will meet with them individually to discuss how to complete the checklists.
Activity Portfolio Storage System	<ul style="list-style-type: none"> • Share with participants the portfolio storage system you have chosen to be used in the program. • Distribute portfolio systems to participants if this is what you have chosen to do at this time. • Explain to participants that they will be provided further information and guidance as they begin to develop portfolios for their children.
Follow up	<ul style="list-style-type: none"> • Decide on items to be collected for each age group or each classroom. This can be done by you or with input from staff. • Decide on time line for collection of items. • Provide teachers with a list of the items they are to collect and a time line for collecting the items. • Provide teachers with the materials they will need as they develop portfolios. • Assist teachers as needed.
Trainer Note	<i>Guide participants to use their observations to complete the checklists.</i>

HO #16: Anecdotal Records/Observations: Fact or Interpretation

Observation #1 A

Manuel 10/14/10 Learning Centers/Computer Center

Peer impatiently asks M for turn at computer. M, who shares well, says "OK" and leaves center.

Observation #1 B

Manual 10/14/10 Learning Centers/Computer Center

Peer asks M for turn at computer. M says "OK" and leaves center.

Observation #2 A

Carla 11/7/10 Playground

C, who is such a good athlete, climbs ladder and goes down the slide feet first.

Observation #2B

Carla 11/7/10 Playground

C climbs ladder and goes down slide feet first.

Observation #3 A

Nicole 9/30/10 Floor time

N crawls toward a ball that is about 6 feet from her.

Observation #3B

Nicole 9/30/10 Floor time

N, who is very advanced for her age, crawls toward a ball that is about 6 feet from her.

Observation #4A

Alex 10/17/10 Alex and peer in block center

A and peer both holding onto a truck and yelling, "Mine!" A aggressively pulls truck from peer who becomes upset and begins to cry.

Observation #4B

Alex 10/17/10 Alex and peer in block center

A and peer both holding onto a truck and yelling "Mine!" A pulls truck from peer who begins to cry.

Trainer Support - HO #16: Anecdotal Records/Observations: Fact or Interpretation

Observation #1 A

Manuel 10/14/10 Learning Centers/Computer Center

Peer impatiently asks M for turn at computer. M, who shares well, says “OK” and leaves center.

Observation #1 B

Manual 10/14/10 Learning Centers/Computer Center

Peer asks M for turn at computer. M says “OK” and leaves center.

Observation #2 A

Carla 11/7/10 Playground

C, who is such a good athlete, climbs ladder and goes down the slide feet first.

Observation #2B

Carla 11/7/10 Playground

C climbs ladder and goes down slide feet first.

Observation #3 A

Nicole 9/30/10 Floor time

N crawls toward a ball that is about 6 feet from her.

Observation #3B

Nicole 9/30/10 Floor time

N, who is very advanced for her age, crawls toward a ball that is about 6 feet from her.

Observation #4A

Alex 10/17/10 Alex and peer in block center

A and peer both holding onto a truck and yelling, “Mine!” A aggressively pulls truck from peer who becomes upset and begins to cry.

Observation #4B

Alex 10/17/10 Alex and peer in block center

A and peer both holding onto a truck and yelling “Mine!” A pulls truck from peer who begins to cry.

*****Judgment words and interpretations are highlighted and underlined.**

HO #17: Checklist of Personal Care Skills for Preschool Children (3 to 5)
(to be completed through ongoing observations)

Developmental Learning Strand: Social/Emotional Development

Benchmark: 1.2

Child's Name _____ **Teacher / Caregiver** _____

Skills Demonstrated	Notes & Date Demonstrated <i>With help</i>	Notes & Date Demonstrated <i>Independently</i>
washes hands		
uses the toilet		
zips and unzips		
snaps		
buttons		
puts on coat		
ties shoe laces		
helps set table for snack and meals		
rests quietly on cot/mat		
folds covers after rest time		
uses tissue to blow nose		
helps put away toys		
other (list) _____		

HO #18: Checklist of Fine Motor Skills for Preschool Children (3 to 5)
(to be completed through ongoing observations)

Developmental Learning Strand: Physical Development

Benchmarks: 4.2, 4.6, 4.7

Child's Name _____ **Teacher / Caregiver** _____

Skills Demonstrated	Notes & Date Demonstrated
Works puzzles with	_____ pieces on this date _____ _____ pieces on this date _____ _____ pieces on this date _____
Places pegs in pegboard	
Links units in linking & interlocking sets	
Moves cursor to desired place on computer screen	
Uses eating utensils competently	
Pours without spilling	
Zips and buttons clothing	
Makes a variety of lines and shapes in drawings	
Holds a pencil in a pincer grip	
Copies letters in own name	
Holds scissors correctly while cutting	
Cuts on a line or around a large picture with scissors	
other (list) _____	

HO #19: Checklist of Gross Motor Skills for Preschool Children (3 to 5)
(to be completed through ongoing observations)

Developmental Learning Strand: Physical Development Benchmarks: 4.10, 4.11, 4.12, 4.13

Child's Name _____ **Teacher / Caregiver** _____

Skills Demonstrated	Notes & Date Demonstrated
Moves around classroom without bumping into things	
Runs with increasing control over direction and speed	
Gallops	
Walks up stairs using alternating feet	
Walks down stairs (may be one step at a time without alternating feet)	
Walks down stairs alternating feet	
Jumps like a frog with both feet together	
Hops several times on each foot	
Crawls through a play tunnel or under a table	
Climbs the ladder of a slide	
Walks on a line on the floor	
Maintains balance on a low balance beam	
Catches a large ball with both hands	
Throws a ball into a basket	
Throws a ball in the intended direction	
Bounces and dribbles a ball while standing still	
Dribbles a ball while walking	
Kicks a large stationary ball in a forward position	
Pedals and steers a tricycle	

HO #20: Checklist of Gross Motor Skills for Infants and Toddlers
(to be completed through ongoing observations)

Developmental Strand: Physical Development

Benchmarks: 5.1

Child's Name _____ **Teacher / Caregiver** _____

Skills Demonstrated	Notes & Date Demonstrated
Young Infants (0-8 Months)	
Holds head up without support	
Rolls over	
Sits with support	
Sits alone	
Begins creeping and crawling	
Mobile Infants (8-18 months)	
Pulls self up	
Cruises around furniture	
Walks	
Climbs onto chair and seats self	
Toddler (18-36 Months)	
Climbs up and down stairs	
Walks up and down stairs independently	
Throws ball	
Runs	
Sits on and moves "ride on toy" without pedals	
Pedals small tricycle	

Teacher Note: Children will achieve these skills at different ages

HO #21: Checklist of Fine Motor Skills for Infants and Toddlers
(to be completed through ongoing observations)

Developmental Strand: Physical Development

Benchmarks: 5.2

Child's Name _____ **Teacher / Caregiver** _____

Skills Demonstrated	Notes & Date Demonstrated
Young Infants (0-8 Months)	
Begins to grasp and briefly play with an object	
Transfers small objects from hand to hand	
Mobile Infants (8-18 months)	
Holds crayons and begin making dots	
Holds crayons and makes vertical lines	
Empties objects from container	
Places objects in container	
Stacks two or three blocks, one on top of the other	
Turns pages of board books	
Pulls apart and puts together large pop beads	
Toddler (18-36 Months)	
Scribbles with crayons	
Turns pages of book	
Uses paint brush	
Pastes papers together	

Teacher Note: *Children will achieve these skills at different ages*