

Activity Guide

for Teachers



Georgia Early Learning Standards



Birth Through Age 3



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GELS Activity Guide for Teachers

Introduction

This **Activity Guide for Teachers*** is written to go hand-in-hand with the Georgia Early Learning Standards** (GELS) for children from birth through age three. It includes activities and strategies for classrooms and family child care settings. The activities are designed to make the standards “come alive” in practical ways. There is also an **Activity Guide for Parents***** with activities to do in the home.

A panel of center-based and family child care teachers, parents, and early childhood specialists completed in-depth reviews of the Activity Guides. They suggested revisions, contributed activities, and offered numerous valuable comments to improve the finished product. Additionally, the broader early childhood community had the opportunity to comment on the format and content of the Guides at a series of Feedback Forums.

The **Guide for Teachers** is organized by age groups, with activities for Infants, One Year Olds, Two Year Olds, and Three Year Olds. Each age group contains activities in the five areas of development covered in the GELS – Physical, Emotional & Social, Approaches to Learning, Language & Literacy, and Cognitive. Where possible and practical, the activities in the **Guide for Teachers** “match” those in the **Guide for Parents** to encourage continuity between school and home.

The goals of the Activity Guide are to offer teachers

- a quick reference to the standards, indicators, and sample child behaviors included in the GELS
- examples of activities and strategies that link with each standard
- specific “tips” for children with special needs and for language and cultural inclusion
- general “tips” with developmental information and teaching suggestions for each standard

Activities and Strategies

It is important to describe what the activities *are* and what they are *not*. The activities are

- linked directly to the standards, indicators, and sample behaviors in the Georgia Early Learning Standards
- examples of the kinds of activities teachers and parents can do to help children make progress toward the standards
- examples of the kinds of activities teachers and parents should look for in other resources
- designed to assure parents and teachers that they are on the right track if they do similar activities at home and in school
- compatible with developmentally appropriate curricula

* Throughout the Activity Guides, the term “teacher” refers to adults who work directly with children in group settings. This includes classroom teachers and teaching assistants, paraprofessionals, caregivers, family child care providers, home based teachers, and others who have direct contact with children in groups on a regular basis.

** The full Georgia Early Learning Standards document can be found in the Child Care Services Section of the Bright from the Start website at www.decal.state.ga.us. Copies can also be requested by calling 404-656-5957.

*** The term “parent” refers to adults, most commonly family members, who are the primary caregivers of children in their home. This includes mothers, fathers, grandparents, foster parents, stepparents, aunts, uncles, nannies, babysitters, and others who care for the child in the home on a regular basis.

- based on high quality curriculum materials, activity books, classroom and home observations, and years of teaching experience
- designed to support positive approaches to learning
- designed to be simple enough to implement without training
- designed to be used with readily available inexpensive materials and books

The activities are *not*

- a curriculum
- an assessment tool
- a complete set of activities for any developmental area
- sufficient as the only resource for quality learning experiences for any age group

The Activity Guides are a useful starting place for providing learning activities that match the Georgia Early Learning Standards. Teachers and parents are strongly encouraged to find other high quality resources to develop a complete educational program for infants, toddlers, and preschoolers.

Format

Below is a sample of the format used throughout the Activity Guide. The example is part of the Physical Development section for three year olds. Each component, a–f, will be explained at the bottom of page vii.

(a) Gross motor skills

Three-year-olds . . .

(b) **Control body movements** as they:

- #### (c)
- Lift and carry
 - Climb on low outdoor equipment
 - Jump down
 - Hop
 - Go upstairs and downstairs
 - Pedal a tricycle

Demonstrate coordination and balance as they:

- Walk on a low balance beam
- Jump forward from a standing position
- Move around without bumping into things
- Kick
- Throw
- Catch

Express creativity through movement as they:

- Make creative body movements freely
- Dance

Activities and Strategies for Development

(d)

A Trip through the Forest

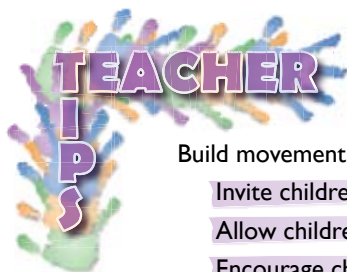
- Put tape on the floor for children to walk on.
- Set up a table to crawl under.
- Arrange four small chairs, back to back, to walk or crawl around.
- Get a low stool so children can step up and jump down.
- Set out a large box, open at both ends, that children can crawl through.
- Use the objects to create an imaginary place such as a forest. For example, pretend the tape is a vine, the table is a bridge, the chairs are trees, the stool is a big stump, and the box is a tunnel.
- This would be a good follow-up activity after reading or telling a story that takes place in the woods, such as *The Three Billy Goats Gruff* or *Little Red Riding Hood*.

(e)

Special Needs Tip

Help a child who is unable to walk participate by holding onto his hands or allowing him to crawl.

(f)



Build movement into your activities whenever you can:

Invite children to stand up and act out some parts of a familiar story.

Allow children to choose to stand up while doing table activities.

Encourage children to move creatively from one activity to the next. For example, they can “float like a butterfly to the playground,” or “hop like a rabbit to the rug to hear a story.”

Here is an explanation of the format.

(a) The large words in bold at the beginning of each major section, such as **Gross motor skills**, represent one of the Georgia Early Learning Standards written in abbreviated form. (The full standard says “The child will begin to develop gross motor skills.”)

(b) The words inside the tabs, such as **Control body movements**, represent one of the Indicators, which is a component of gross motor skills.

(c) The bulleted entries under each Indicator are a list of skills that represent ways children could demonstrate that they “control body movements.” These skills correspond to the “Sample Behaviors” included in the GELS.

(d) Activities and strategies follow that are designed to help children develop skills in the particular standard. The steps of the activities are indicated with large bullets.

(e) “Tips” for including children with special needs, children whose home language is other than English, and children with a variety of cultural backgrounds, are found throughout the activities.

(f) “Teacher Tips” are included at the end of each set of activities. They cover developmental information and teaching suggestions for each standard.



Learning Tips

Throughout the Activity Guide you will find different kinds of “tips.” There are *Special Needs Tips* to suggest ways to include children with developmental delays, vision and hearing impairments, large and small muscle difficulties, and other challenges. All young children benefit when those with special needs participate in classrooms with children their same age. The *Special Needs Tips* are suggestions for making this a successful experience.

Teachers can get additional help through their local Child Care Resource and Referral (CCR&R) agency. You can locate your local R&R online at www.gaccrra.org or by calling 1-800-466-5681. For further information and resources, call Bright from the Start at 1-888-442-7735 or 404-656-5957 in metro Atlanta. You can access their resources online at www.decal.ga.us and click on “Special Needs” under “Families.”

Language and Cultural Tips are included to suggest ways to honor the home languages and cultures of the children we teach. Children’s educational experiences are better when teachers and parents work closely together. It is in each child’s best interest for communication to flow smoothly between home and school. The *Language and Cultural Tips* are ways to build bridges between the two. Additionally, a set of *Tips about Bilingual Development* is included in the Language & Literacy section.

Teacher Tips appear at the end of each set of activities. These are bits of developmental information and teaching strategies that support the skills covered in each standard. The *Teacher Tips* provide teachers with ideas about how to make their classrooms vibrant learning environments for young children.

Using the Activity Guide for Teachers

Think about the children in your care, and review your educational program. Read the age group section of the **Activity Guide for Teachers** that applies to the majority of the children you teach. Look at the tabs and bullets at the beginning of each section to see which standards and skills you are already covering in your daily learning experiences. Make note of areas you feel are missing from your plans and skills you would like to work on more. This exercise will help you see whether you are offering a good variety of learning experiences across the developmental areas. Read the tips throughout each section for more ideas about creating a well-rounded learning program.

Children who approach learning in a positive way are likely to be more successful learners. As you go through the process of selecting activities, feel free to adjust the materials and procedures based on your experience with the children in your class. Base your selections on the children’s interests to increase their level of engagement. Choose activities that build on their natural curiosity and inclination to explore. You know your children best. The activities are designed to be a “starting place” for you. Use your own creativity to make them even better!

In addition, use your best judgment as well as your knowledge of Georgia licensing standards to assure children’s safety. Choose toys and materials that are in good repair, are age-appropriate, and do not present a safety or health hazard. *Supervise all activities carefully.*

Once you have identified standards and skills to work on, choose activities from those sections of the Activity Guide. Then check your daily schedule and plan how you will incorporate them. Begin by including one or two new activities the first week and more thereafter. Your goal is to offer activities in all five developmental areas each day.

Before conducting an activity, read all the steps to see if you have the materials on hand or if you need to gather them. Decide when and how you will get the materials and when you plan to do the activity. After conducting an activity, think about how it went. Will you repeat the activity at another time? What did *you* learn about each child’s development during the activity? Do you need to make any changes to adapt the activity for a particular child or group of children?

Remember that children develop at different rates. It is likely that you have children in your class with skills on several different levels. If you are teaching a “one year old” class, for example, you may have children who are ready to work on some two year old skills and others who are still working on some at the infant level. Become familiar with the activities in these sections of the Activity Guide too. As much as possible, you want to adapt your teaching to the children rather than expecting the children to adapt to your teaching. This Activity Guide is designed to help you do that.

Most of all, use this Activity Guide to bring fresh ideas into your classroom. Always begin by looking at what a child *can do* and build from there. Childhood is a time to celebrate the energy, playfulness, and special abilities of each individual. Enjoy the children . . . and yourself!

Infants

Physical Development

Standards:

- **Gross motor skills**
- **Fine motor skills**
- **Self-help skills**
- **Health and safety skills**





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Infants

Gross motor skills

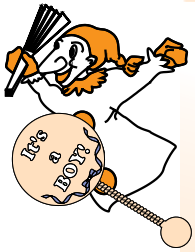
Gain control of head and body as they:

- Turn head from one side to the other
- Roll over
- Lift head and chest when lying on stomach
- Sit up

Demonstrate beginning coordination and balance, often with support as they:

- Reach for an object
- Grab toes and pull toward face
- Scoot on stomach
- Crawl
- Pull up to a standing position
- Walk with support
- Walk a few steps without support

Activities and Strategies for Development



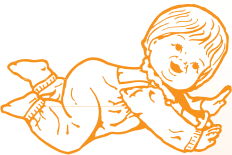
Side to Side

- Sit with an infant on a comfortable mat on the floor. Lay him on his back and put a toy that makes noise on the floor to the left side of his head.
- Shake the toy and see if the child turns his head toward it.
- As the baby watches, move the toy slowly to the right side. Repeat several times as the child moves his head from one side to the other. If he reaches for the toy, give it to him to hold.
- Talk to the child and describe what you are doing! "Watch the clown Nathaniel. It's moving to this side now."
- Turn the baby onto his stomach and try this again.

Special Needs Tip

If the baby has a visual or hearing impairment, use a musical toy with lights. The lights and sounds will help capture the baby's attention.

Tummy Time



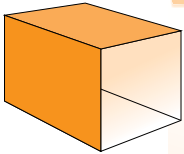
- Since safety requires that infants sleep on their backs, encourage them to spend supervised time on their stomachs for exercise. Here are a few ideas for "tummy time:"
 - Sit with one or two infants on a comfortable mat on the floor so they can see you. Put a colorful toy in front of their faces as they lie on their tummies. Lift up the toy slightly so they will have to rise up to see it better. Encourage them to push up with their arms.
 - Lie down on your stomach, facing the babies, and lift your head and talk to them as you encourage them to push up.
 - Try putting the infants on their tummies in front of a mirror. See if they will push up to see the babies in the mirror!
 - Prop up young babies on a "boppy" to support their head and chest.
 - Have the infants spend some "tummy time" on a mat outside in the sunshine where they can push up and see what's going on around them!
- Some children are uncomfortable on their tummies and might not want to stay in this position for long. Do not force it. Try again another time.

Up the Hill

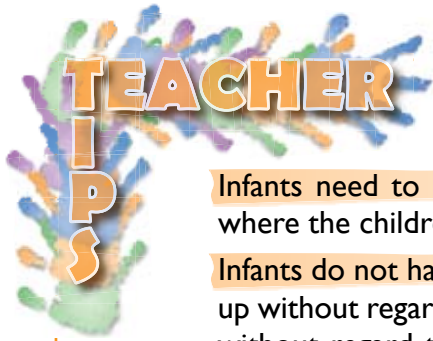


- Stack some firm cushions or pillows on a carpet or floor mat. (The cushions should be filled with solid foam or other firm substance so that a baby's face does not "sink" into them.) If you have a commercial soft play structure indoors, use that instead!
- As the children watch, put a popular toy at the top of the "hill." Sit next to the cushions and encourage the children to crawl up to get the toy. Be prepared to help anyone who needs assistance and to catch anyone who slides or rolls down.
- Show excitement when a child reaches the toy. Encourage her to crawl the rest of the way across the cushions, turn around and crawl back.
- Here's a variation for children who are just learning to crawl. Instead of stacking the cushions, put the toy on the far side of one low cushion and encourage the child to crawl over it to reach the toy.

Crawling in the Tunnel



- Get a box large enough for your infants to crawl through. Lay the box on its side, open both ends, and cut off the flaps or fold them firmly inside. Cover with attractive contact paper.
- When a baby crawls over to one end, sit at the other and encourage him to crawl to you. If he seems unsure about crawling inside, put a pull toy (with a string) inside and gradually pull the toy toward you. Talk to him as he's crawling to encourage him to keep going. Show excitement when he comes all the way through!
- Try crawling through the tunnel yourself to encourage the infants to follow!
- You can also use a commercially-made fabric tunnel. Some are made with clear fabric or "windows" so you can see in and the children can see out!



Infants need to move! Arrange your classroom so there are open spaces where the children can crawl without bumping into things.

Infants do not have a sense of height. They will crawl under furniture and sit up without regard to bumping their heads. They will also pull up on furniture without regard to what is above them. Choose and arrange furniture with this in mind.

Check the floors! Babies will put *anything* in their mouths, so pick up things that are not safe for chewing!

Infants do not understand “no.” Be sure unsafe things are out of their reach. As they get older, they will learn what they can and cannot touch.

Commercially-made soft play structures made of firm foam and covered with vinyl are very good for motor development. They come in different shapes and sizes and last a long time.

To help a child to sit up, put one or two “tubes” (the kind that are used in a swimming pool) around her.

Place your hands firmly against the soles of a baby’s feet so he can use them to push off for crawling.

To encourage crawling for a baby with a visual impairment, play a musical toy a short distance away. Encourage the baby to crawl to the sound.

To encourage crawling for a child with a hearing impairment, place a lighted toy a short distance away. Make gestures to encourage the baby to crawl to the light.

Roll a ball slowly for your infants to “chase” to practice crawling. Try this with a child who seems unsure about starting to crawl.

When your older infants are ready to walk with support, get some sturdy rolling toys for them to hold onto and push from a standing position. A sturdy child-sized shopping cart and a sturdy doll stroller are two examples.

When they are ready, infants will pull up on *everything*! Be sure the furniture in your classroom is sturdy enough to support the children. Check the furniture for sharp edges, too.

Have a place where your infants can play outside. Arrange outdoor time apart from the older children. For babies who are not crawling yet, put them on a mat or blanket with toys to explore.

Talk to the children about everything they do. They learn language while they’re moving, too!



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Infants

Fine motor skills

Gain control of hands and fingers
as they:

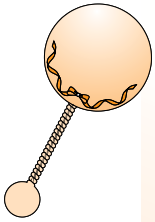
- Put fingers to mouth
- Bring a toy placed in their hand to their mouth
- Grasp an object, let go, and grasp again
- Transfer an object from one hand to the other
- Dump out objects from a container
- Reach out and feel an object

Begin to coordinate motions using eyes
and hands as they:

- Look at their fingers and hands
- Reach for an object and bring it to their mouth
- Hold a block in each hand and bang them together
- Crawl toward an object and pick it up
- Put a one-piece knob puzzle together

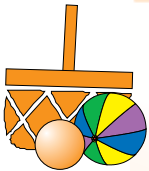
Activities and Strategies for Development

Shake, Rattle, and Roll



- Get a clean, soft, and flexible infant rattle made of terry cloth or plastic.
- Lay the infant on his back on a soft mat.
- Lean over the baby and gently shake the rattle so he sees the rattle and hears the sound.
- Say in a soothing voice, “Can you hear the pretty sound? Can you reach it? Yes, reach for the rattle!”
- As the baby responds and raises his arms, place the rattle in the center of either of his hands.
- When the infant grasps the rattle, you can let go.
- Continue to make eye contact with the baby and say, “Can you shake the rattle? Shake, shake, shake!”
- As the infant waves his arms, he will aim the rattle toward his face to explore it with his mouth too!
- Continue to talk with and respond to the baby as long as he wants to play with the rattle.

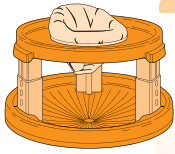
Having a Ball!



- Put out three balls of different sizes and textures along with a low basket or plastic tub.
- For example, use a large, smooth beach ball that the infant can roll or hold using her palms.
- Use another small, soft and spongy ball that the infant can grasp with one hand.
- Use another medium-sized ball that has a bumpy, textured surface that the infant can hold with both hands.
- Give the infant plenty of time to manipulate these balls with her fingers and hands.
- While the infant is watching, take one of the balls and toss it in the basket you have placed next to the infant.
- Observe to see if the infant follows your example and tosses one of the balls into the basket.

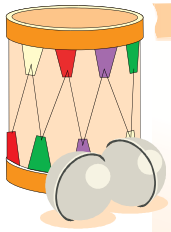
Special Needs Tip

For a child who does not sit independently, prop him in a supported sitting position to play with the balls. The different textures are excellent for tactile stimulation.



Finger Play

- Seat the infant in a “play saucer” that has a variety of built-in, multi-sensory toys for fine motor activities, such as spinning a tube to make colorful beads twirl around or pounding a pop-up toy.
- For mobile infants, place rattles, “busy boxes,” or stacking rings on a mat and encourage the infant to crawl to the toys and explore them with fingers and hands.
- Say to the infant, “Oh, look! Can you make the beads spin? Yes, you are spinning the tube with your hand. Do you see the beads moving? Can you hear their sound?”
- As the infant plays with various toys, talk with her about how her hands and fingers are making the different actions happen.



Crawl to the Sound

- Find a small hand drum or oatmeal box and a hand rattle with bells.
- Bring the instruments and sit down near an infant who is playing on a floor mat.
- Call the baby’s name and say, “Let’s play music! Can you hear my drum?” (Make soft taps on the drum.)
- Encourage the infant to crawl toward you and the sound.
- Invite him to hit the drum or oatmeal box to create a sound.
- Next, move your position on the mat and shake the bells.
- When you have the infant’s attention, coax him to crawl to the new sound.
- Invite him to pick up the hand rattle with bells and shake it.
- Say, “You are making music! You can hit the drum and shake the bells!”



Toys for infants, such as rattles, should be soft and pliable. They will wave them around, drop them, and put them in their mouth for teething and tasting. Infants could easily hit themselves (or others) in the face with a hard rattle.

Play hand and finger games like “Patty Cake, Patty Cake” that focus infants on their hand and finger movements. These games will help strengthen small muscles and coordination.

Select a variety of toys for infants to shake, bang, palm, grasp, dump, and pass between hands. Offering infants different toys will encourage them to use their hands and fingers in different ways.

Infants will place everything in their mouths as a way to explore, so extra care must be taken to ensure a safe, healthy, and hazard-free environment.

Infants with visual impairments can be included in activities that encourage them to use their other senses, such as hearing different sounds, feeling different textures, and using their hands and fingers. Similarly, babies with hearing impairments can be included in activities that encourage them to look at visual cues and use their sense of touch.



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Infants

Self-help skills

Begin to help with feeding as they:

- Move head toward bottle or breast for feeding
- Put hand on bottle
- Hold own bottle
- Feed self some finger foods
- Hold a spoon and try to feed self
- Start to drink from a training cup

Begin to help with dressing as they:

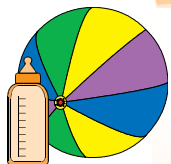
- Pull off socks
- Raise arms to assist with sleeves
- Put on hat or cap
- Help take off jacket

Begin to help with personal hygiene
as they:

- Cry to communicate wet or soiled diaper

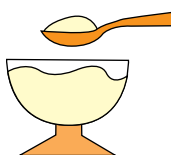
Activities and Strategies for Development

Cool Hands, Warm Milk



- Sit in a comfortable chair or rocker with an infant on your lap, tucked into the fold of your arm.
- Make sure the infant's hands are not pressed against her sides and she is free to move about.
- Hold a bright object, such as a ball, close to the infant's face to get her attention.
- Encourage her to lift her hands and reach for the ball.
- Let the baby grasp her fingers around the ball for a moment.
- Now, hold up the gently warmed bottle of formula. Smaller, short bottles are easier for babies to hold.
- Encourage the baby to reach for and grasp the warm bottle as you place it into her mouth.
- Say to the baby, "Are you hungry? Now it is time to eat. Here is your bottle. You can hold it too."
- As the baby holds on to the bottle and enjoys feeding, say, "I can feel the warm milk in my cool hands. Can you feel the warm milk too?"

More Pudding Please



- To help an infant feel successful with his first attempts at self-feeding with a spoon, use foods that will coat the spoon such as yogurt, thick applesauce, cottage cheese, or vanilla pudding.
- Fasten the infant securely in a high chair with a clean tray.
- Put some of the sticky food in a small bowl. Say, "We have a pudding snack today. Would you like to taste some pudding on the spoon?"
- Show the infant a plastic spoon.
- Dip the infant's spoon in the pudding and hand it to him.
- Encourage him to put the spoon in his mouth and taste.
- Say, "That pudding looks good. It went from your spoon to your mouth. Does the pudding taste smooth and sweet in your mouth? Look at how you are feeding yourself!"

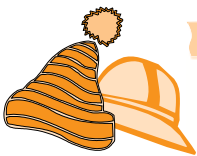


Goody Two Shoes

- After naptime, take the infant's shoes and hold them up in front of her.
- Talk about the color and type of shoe. For example, "Trina wore her yellow sandals with Big Bird."
- Encourage the baby to hold up one foot while you put a shoe on her foot. Say, "Yes, we put one shoe on one foot. Are we done? Where is the other shoe?"
- Let the infant pick up the other shoe and give it to you. Ask, "Where does this shoe go?"
- The infant should raise her other foot to show that the shoe goes there.
- Thank her for helping to put on her two shoes.

Special Needs Tip

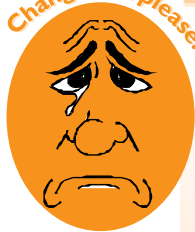
If the child cannot lift her feet, the teacher can do it for her and say, "Here's Trina's foot. Let's put your shoe on."



Hats for All Seasons

- Collect three or four different child-sized hats or caps such as a sun hat with a floppy brim, a cold-weather cap, and a rain hat that is slick to repel water.
- Get a small hand mirror.
- Sit on the floor next to a child and hold out one of the hats.
- Ask the infant, "Where does this hat go on our body? Can you show me? Yes, we wear hats on our head!"
- Say, "It's a sunny day and this hat will keep the sun out of your eyes. Look in the mirror at the sun hat on your head."
- Hold out the next hat and say for example, "Here's a warm hat to cover your head and ears. Can you put on this hat?"
- Let the infant take off one hat and put on the other.
- Each time, show the infant her reflection in the mirror with the different hat.

Change me, please!

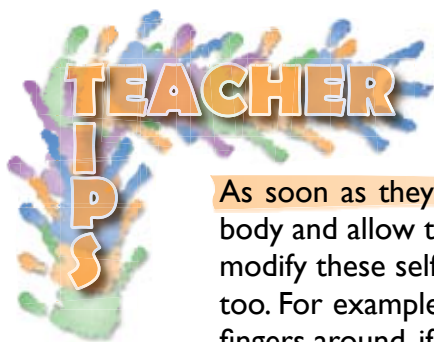


Change Me, Please!

- Observe each infant's facial expressions or cries of discomfort that let you know she needs a diaper change.
- Pick her up quickly and take her to the changing area.
- Follow all health guidelines for diaper changing.
- As you change the diaper, make eye contact and say for example, "You let Miss Maggie know that you had a dirty diaper. You made your face go like this (wrinkle your nose and make a frown), and you cried. Miss Maggie will help you get dry and clean again."
- Clean the changing area and dispose of the dirty diaper and other cleaning materials according to the health guidelines.

Special Needs Tip

This is a good time to move the legs of a child with weak or tight muscles. Talk with the parent or the child's physical therapist about how to do this.



As soon as they are ready, give your infants some control over their own body and allow them to help with eating, dressing, and hygiene. You can also modify these self-help tasks so that infants with a physical disability can help too. For example, use a training cup with handles that you place the infant's fingers around, if he cannot grasp around a cup.

Whenever you feed, dress, and change a baby's diaper, make eye contact and use simple words to talk about what you are doing. Say for example, "I will change your diaper, because it is wet. This wipe will feel good on your skin and clean you off. Now you are dry and ready to play!"

Encouraging very young children in "self-help" means extra messes and extra time. However, the clean up and patience required will pay off in positive skills and a sense of accomplishment for the infant.

Encourage parents to send their infant in clothing that slips on and off easily and is easy to clean.

Babies love to take off their own socks, booties, and hats. Once they learn how to do this, it becomes a game and a challenge for teachers to keep track of these items!

Fingers are best for infants to explore their first bite-sized foods! When they are ready to transition, especially when they see older infants eating, offer them a spoon and encourage any attempts to use it.



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Infants

Health and safety skills

Respond to verbal or physical signal of danger as they:

- Move away from potential danger with assistance, when given a verbal command. For example, a child backs away from a stove, with an adult's help, when told "hot!"

Activities and Strategies for Development

Safety Talk



SAFE!



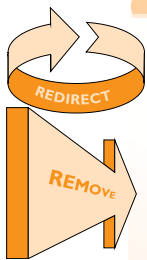
NOT
SAFE

- Make it a habit to talk about safety even though your infants do not fully understand. Talk about things being “safe” or “not safe.” Here are a few examples:
 - When you see a child climb on a chair, talk about safety when you tell him “It is not safe to climb on a chair. Chairs are for sitting. You can climb on the climbing mats.”
 - When you take away a broken toy with a sharp edge, tell how sharp edges are “not safe.”
 - When you practice a fire drill, talk about getting everyone out of the building to “keep us safe.”
 - When you buckle babies into an infant seat, talk about “keeping you safe” as you do so.

Signal to Stop! (for an older infant)



- When you see an infant approaching something dangerous, move quickly in the child’s direction to stop her.
- Develop a signal such as clapping at the same time you say “Alia, stop!” Clapping and saying the child’s name should help get her attention and get her to pause to give you a moment to reach her.
- Pick her up and remove her quickly, but calmly, from the danger. Tell her in simple terms what the danger was. For example, say “It will hurt if you put your finger in the gate,” as you move her away.
- Be prepared to repeat this every time an infant faces danger. The purpose of a signal such as clapping and saying “stop” is to teach the meaning of “stop!” But do not expect an infant to stop without your help or to avoid the same danger in the near future. This takes repeated practice and careful supervision on your part.



Redirect or Remove! (for a younger infant)

- The youngest babies will not understand “stop” even if you clap and call their name.
- For these babies, try redirecting or removing the child or the danger. For a less serious danger, *redirect* the baby’s attention to something else. For example, if the baby is pulling his dirty shoe toward his mouth, give him a clean rattle instead. You can say “The shoe is dirty!” as you do so.
- If the danger is more serious you must physically *remove the child* from the situation. For example, if the baby is about to roll on top of another baby, pick him up and move him away. He will not be able to stop himself without your help. You can say “Let’s move over here so you don’t bump heads.”
- Sometimes you will need to *remove the danger* itself. If an infant is about to put a small object in his mouth, for example, you would take the object away immediately. A young baby will not be able to respond to your words if you tell him to stop. Replace the dangerous object with something safe. “Here’s a soft bunny to hold.”
- Any of the above situations require a teacher to watch very carefully to avoid accidents. Babies can move very quickly and have not learned how to make the connection between words and actions. You will have to physically “Redirect or Remove!”



Check licensing standards to be sure your classroom meets all safety requirements.

Children learn by watching adults. Model good safety habits.

Get on the floor and look around your room from the “point of view” of your babies. You may be surprised to see what the room looks like to them. Do you need to rearrange some things to make your room appealing and safe at the same time?

Watch the babies in your group to see what additional safety measures you should take. See what things they “get into” that need to be moved or limited for safety purposes.

Strike a balance between having *enough* toys out for the children to learn and play, but not *so many* that the room is cluttered. Crowded spaces can cause accidents.

Infants

Emotional and Social Development

Standards:

- Personal relationships with adults
- Personal relationships with peers
- Self-awareness





0

Infants

Personal relationships with adults

Show attachment toward significant adults as they:

- Coo and smile at a familiar adult
- Look toward a familiar face or voice
- Reach out for a familiar person
- Kick legs excitedly when playing with someone familiar
- Look to a significant adult for help
- Crawl toward a significant adult

React differently toward familiar and unfamiliar adults as they:

- Stop crying when a familiar adult picks them up
- Cry when held by a stranger
- Cling to a familiar adult in the presence of unfamiliar people
- Resist going to an unfamiliar person
- Look around for reassurance that a familiar adult is nearby

Personal relationships
with adults

Activities and Strategies for Development

A Familiar Face



- Place an infant in your lap facing you. Hold him firmly in your arms.
- Lean over and gently lift the infant closer so you are face to face.
- If the baby is beginning to pull up using his legs, lift him slowly holding his hands.
- Each time you move the baby toward you, make eye contact.
- Use a gentle voice and say for example, "Hello, Paulo! It is Miss Vicky. Can you see my eyes looking at you? Do you see my lips smiling at you? I am so happy to see you today!"
- Give the baby plenty of time to look closely at your face as you talk to him.
- If the baby reaches up to your face, hair or glasses, give a big smile and say, "Yes, it is Miss Vicky! You can see my eyes, and I can see you!"
- This works best with a familiar teacher. For a child who is new to your classroom, wait until he is familiar with you before getting up close.

Come To Me!



- For creeping and crawling infants, place the infant on the floor.
- Move to another part of the floor behind the infant.
- Call the infant's name.
- When she turns her body around to see you, hold your arms open wide.
- Say with an eager expression, "Come to me!"
- Use your voice and facial expression to encourage the infant to crawl toward you.
- When she reaches you, pick her up and give her a big hug!

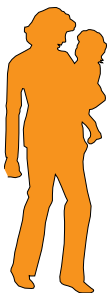
Special Needs Tip

For a child who cannot crawl to you, sit her in your lap side ways and say her name. When she turns to look at your face, make eye contact and give her a hug!



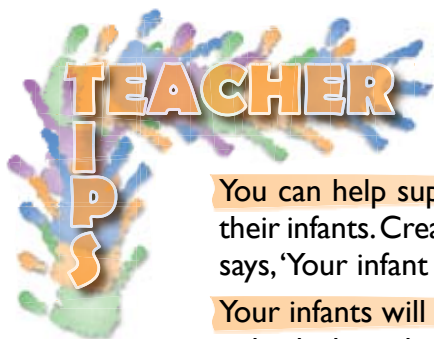
In Plain Sight

- Place an infant on the floor with a few toys that he can explore with his senses.
- Sit on the floor next to him and play with him for a few moments.
- For example, as he shakes the rattle say, “Listen to the rattle! You are making sounds as you shake and shake. Look at the pretty beads inside the rattle. They are moving all around!”
- Move out of the baby’s line of sight, but continue to talk to him, saying for example, “I’ll be right back while you play with the rattle.”
- Continue to talk to the baby while out of view for a few moments and then stop.
- Wait until the infant looks up and around as if searching for you.
- Say, “I’m nearby and will be back soon,” but do not go back to the baby.
- If the baby is not distressed, wait a bit longer and then walk back where the infant can see you in plain sight.
- As you practice this activity, the infant will learn that a familiar adult will come back even if they move out of view.



Howdy, Neighbor!

- Hold an infant on your hip and walk her to the building’s front office, kitchen, or someplace where the adults may be less familiar than the teacher.
- You can also use this strategy when a visitor comes to the classroom.
- As you say hello to an adult, encourage the child to wave.
- Hold your hand up and wave, and then wave the infant’s hand.
- Say for example, “Mr. Richard, we came to see what you are cooking today.”
- After a short conversation, say goodbye.
- Wave your hand again and encourage the infant to wave again too.
- Return to the classroom and say, “We went to visit Mr. Richard. When you see him you can wave hello and goodbye!”



You can help support the strong bond or attachment between parents and their infants. Create a “homelike,” welcoming, and reassuring environment that says, ‘Your infant will be well cared for here.’

Your infants will develop trust, love, and security when you respond to their individual needs consistently and lovingly.

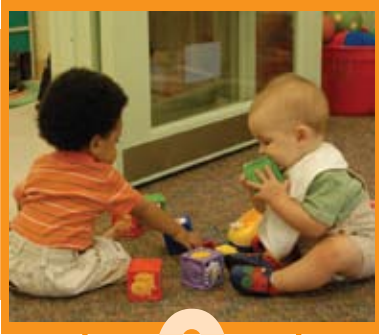
Infants grow and develop more rapidly in the first year of life than at any other stage. However, no two infants are alike. They develop at their own pace and teachers must be able to plan for these differences throughout the day.

Use everyday routines such as feeding, dressing, and diaper changing to give each infant one-on-one personal attention. Talk and sing to each baby and enjoy finger plays and nursery rhymes with them.

Encourage your parents to have a “goodbye routine” with their infant, even if the baby seems not to notice when the parent leaves. Over time, this routine will help the infant feel more secure. They will learn that their parents will not disappear without warning.

“Stranger anxiety,” or reacting negatively to someone unfamiliar, is normal and actually a sign that an infant has formed a strong and positive attachment to more familiar adults. Be patient—it will take time for an infant to become comfortable with a new adult.

Comfort crying infants as soon as possible. Pick them up, rock them, and use words to express what the baby may be feeling. For example, “You feel sad because Mommy has to leave for work. Mommy will come back soon. Let’s go find a toy to play with.” Children who are comforted quickly develop trust that their needs will be met. Eventually, they cry less than children who must wait longer for attention.



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Infants

Personal relationships with peers

Show awareness of other children
as they:

- Smile and laugh in response to another child
- Look and reach toward another child
- Show excitement upon seeing other children
- Touch another child
- Play next to another child

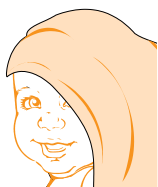
*Show awareness of feelings displayed
by other children* as they:

- Cry or laugh when another children is crying or laughing

Personal relationships
with peers

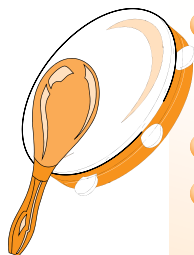
Activities and Strategies for Development

Peek-a-Boo, Where are You?



- Sit on a mat or carpet with two or three infants facing each other.
- Play peek-a-boo starting with you. Hold a small scarf or cloth in front of your face and say “Where is Ms. Ruthie?” Take the scarf down and say “Here I am. Peek-a-boo!”
- Take turns playing peek-a-boo with each baby. Hold the scarf in front of one of the baby’s faces and say “Where is Elena?” Take the scarf down and say “Here she is. Peek-a-boo!”
- Repeat with each baby, saying each of their names in turn. The game should call the babies’ attention to each other.
- Have a few extra small scarves for infants who want to take one and play peek-a-boo with it. Supervise carefully and put the scarves away when the game is over.

Let’s Make Music



- On a mat or carpet, set out a few simple musical instruments appropriate for infants. Look for maracas (or other shakers), tambourines, bells, and drums that are the right size and safe for infants to play.
- Sit on the mat and play one of the instruments.
- As children crawl over to you, help them choose instruments and try to play them.
- Each time another child joins the group, say the child’s name to help the children become aware of each other. “Here comes Riley to help us play music together.”
- Once the children are familiar with the instruments, set them out at other times when the infants can crawl over and play with them.



Hat Trick

- Sit on a mat or carpet with two or three infants. Have a silly hat for yourself and smaller hats for the infants.
- Put on your hat, laugh, and make a funny face to try to get one of the babies to laugh.
- When one baby begins to laugh, let her put a hat on her head if she wants to. Say “Look, Delilah is wearing a silly hat. How funny! Do you want a hat, Basil?” When Basil reaches for a hat, give him one. Some children may want to put the hat on and then take it off quickly. Others may want to hold it instead of putting it on their head, or just watch.
- Encourage laughter and continue to talk about what each child is doing. Help them notice each other.



Friendship Pool

- Outdoors, set out a small **empty** plastic swimming pool. Place a blanket on the bottom to keep it from getting too hot.
- Put a few toys in the pool between two infants who are facing each other. Be sure there are enough for each child to have toys of their own.
- Watch them play with the toys and watch each other.
- Describe what each child is doing to help them become aware of each other.
- Store the pool indoors so it does not get hot or damaged by the weather.



Find large pictures of infants' faces. Look for them in magazines, catalogs, and newspaper ads. Laminate and hang them where your children can see them. Choose pictures of children from a variety of cultures with different facial expressions.

Look at a board book of babies' faces with the children such as *Baby Faces* by DK Publishing or *Peek a Boo* or *Smile!* by Roberta Grobel Intrater. Name and describe the feelings shown by the babies in the book.

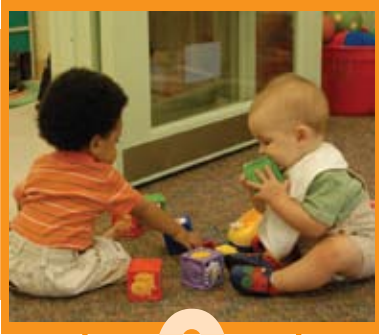
If you have a large unbreakable mirror in your room, put a mat or carpet in front of it. The infants will enjoy playing in front of the mirror where they can see themselves and each other.

Infants are easy to redirect. If you see a child getting frustrated, offer him something else to do that you know he will enjoy.

Do not expect infants to share. Have several of the same type of toy to avoid conflicts. If one child wants to play with the same toy as another, offer one of them a similar toy instead.

Infants play by themselves or next to one another rather than playing "together." Talk about what each is doing so they will become aware of each other.

Greet each child by name when they arrive and say goodbye when they leave. Encourage the other children to wave "hi" and "bye" to each other.



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Infants

Self-awareness

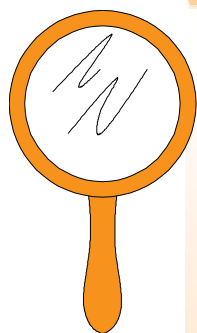
Show beginning sense of self as they:

- Use sounds, facial expressions, body movements, and gestures to tell what they want or don't want
- Make sounds when a familiar person calls their name
- Point to themselves in a mirror or photograph

Show beginning awareness of their abilities as they:

- Respond in a positive way, such as smiling, when they succeed at a task
- Respond in a positive way, such as smiling, when familiar adults show approval

Activities and Strategies for Development

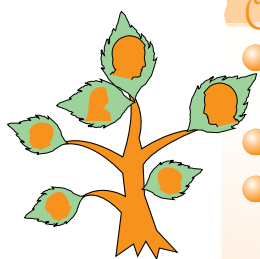


The Baby in the Mirror

- Place an unbreakable mirror where the babies can see their faces as you change diapers. You can also hand a baby a small unbreakable hand mirror to hold.
- When you lay the baby down, ask “Where is Kyra? Do you see Kyra?” Point to the baby in the mirror.
- As you change her diaper, continue to talk about her. “I see Kyra’s pretty eyes. Look, Kyra’s mouth is smiling.”
- Point to the baby in the mirror again and ask, “Can you point to Kyra in the mirror?” Older babies may be able to point but younger ones will just enjoy seeing themselves and begin to recognize “the baby in the mirror.”
- Hang unbreakable mirrors in other places in your room where the children can see themselves easily. Hang them at floor level.

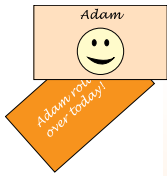
Language Tip

Learn how to say “eyes,” “nose,” and “mouth” in the home language of the children so you can use these words.



Our Class Family Tree

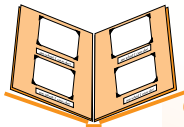
- Ask parents to bring in a recent photograph of their baby that shows the baby’s face clearly. (Or take your own photos of the children.)
- Collect photos of the teachers in your class too.
- Cut leaf shapes from green construction paper and tape a photo to each one. Laminate or cover with clear contact paper.
- Cut a tree trunk and branches from brown butcher paper.
- Use tape or “sticky tack” to hang the tree on the wall close to the floor. Hang it where the children will see it often.
- Attach the photos of the children to the lower branches and the teachers’ to the higher ones to make “Our Class Family Tree.”
- Point to the photos and say each child’s name. Ask the children to point to their own.



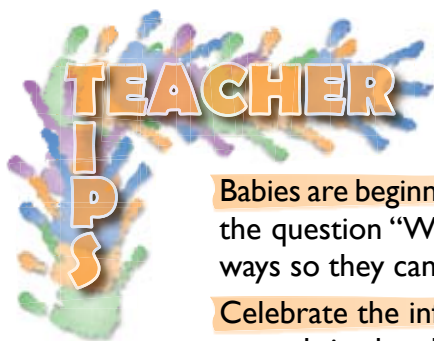
We Are Proud of You!

- Get a supply of self-sticking name tags. Stamp or draw a smiley face on each one. Write each child's name on several.
- When an infant achieves a new skill or does something "special," write it on a name tag and stick it on the back of the baby's shirt. Look for things parents would be proud to know such as:
 - Adam rolled over today!
 - Reese got up on her hands and knees!
 - Carlos pulled up in the crib!
 - Dorinda tried green beans!
 - Eric took a step holding Ms. Michele's hand!
- Many teachers give parents a daily written "report" telling them about their child's day. This includes information about diaper changes, eating and sleeping patterns, and other routines. Parents look forward to getting this feedback every day. The purpose of the name tags is different. The goal is to call special attention to new behaviors and encourage a sense of pride for parent and child.
- When parents pick up their child on days when one of these special events occur, be sure to show them the tag on their baby's back!

Look What We Can Do!



- Get a photo album with at least two pages for each child in your class. You will also need narrow labels (similar to those used on file folders). Write each child's name on two or three pages in the album.
- Throughout the year, take photographs of the children as they learn new skills and put them in the album.
- Put a label under each picture with a brief description of what the child is doing and the date. The descriptions can be similar to the examples in the activity above (**We Are Proud of You!**) with the date added.
- Show the children their photos and put the album where parents and visitors can look through it.
- The album will serve as an informal record of the skills your infants have learned throughout the year. You can share the album with next year's teachers or remove the pages and give them to parents at the end of the year!
- A variation of this activity is to make a separate photo album for each child in your class.



Babies are beginning to learn that they are separate from adults and to explore the question “Who am I?” They need adults to respond to them in positive ways so they can feel good about who they are and who they can become.

Celebrate the infants’ new skills. When you write name tags or take a photograph in the above activities, be sure to let the baby know she has done something special! Let her hear the excitement in your voice when you say “You crawled to get the stuffed turtle, Maria Elena!”

Infants look to adults for approval and reassurance. Smiles, claps, and words of support help them feel positive about their accomplishments.

Encourage the infants for *trying* to do things. “Aidan, you tried to put the ball in the bucket. Can you try again?” Infants need to try many times before mastering a new skill. When you see them getting frustrated with a task, break it down into smaller steps so they can be successful one step at a time.

Help parents understand that the process of trying is *as important* as succeeding at a task.

Encourage your infants to “stretch” their abilities. When they have mastered a skill, encourage them to try something a little more difficult.



Infants

Approaches to Learning

Standards:

- Learning approaches for development and school success





0

Infants

Learning approaches for development and school success

*Begin to show curiosity by exploring
with the senses as they:*

- Watch interesting objects
- Turn head toward sounds
- Look at own hands and feet
- Explore a new object
- Feel different textures
- Try new sensory experiences
- Explore while playing
- Experiment with objects

Repeat actions as they:

- Continue to use, shake, or bat objects for a purpose
- Continue to kick objects for a purpose
- Entertain themselves with objects for a short period

Activities and Strategies for Development

Key Mobile



- Collect a bunch of old discarded keys.
- Soak keys in a solution of water and ammonia until they are shiny.
- Dry the keys thoroughly.
- Cut different lengths of white string or clear thread.
- Insert pieces of string or thread through the hole in the top of each key. Tie a secure knot.
- Tie the other end of each string to the bottom of a coat hanger.
- Arrange the strings so they hang in different lengths. Tape them in place so they do not slide together.
- Hang the shiny key mobile from the ceiling or under a high cabinet above the changing table. Hang it where the children can see, but not reach it.
- As you place the infant on the changing table, gently brush the mobile to make the shiny keys jingle.
- Say, "Look at the shiny keys. Do you see how they move? Listen to the sound they make."
- Observe to see if the infant uses her eyes to following the shiny, swinging keys.

Magic Carpet



- Get several large fabric scraps from the fabric store to create a 2x3 ft. carpet.
- Look for fake fur, corduroy, satin, flannel, chenille, and other fabrics with comfortable textures.
- Cut scraps into large squares and sew them together or use fabric tape on the back to attach the pieces.
- Lay the infant on the carpet on his stomach so that he can see the fabric pattern and feel the texture on his fingers, hands, arms and toes.
- After a few moments, lift the baby and move him to a different square so he can see patterns and feel different sensations, including bumpy, slick, smooth, and furry!
- If the infant is creeping, encourage him to move to another texture on his own and to rub it with his hands and fingers.

Special Needs Tip

Infants with vision impairments will benefit from this activity also. The varied textures will stimulate sensory awareness as the baby feels the different fabrics.



Dump and Fill

- Get a small plastic bucket and three or four beanbags.
- Check beanbags to make sure the seams are tight.
- Place the infant on the floor on his bottom.
- Take one of the beanbags and put it in the bucket.
- Hand the baby another beanbag. Say, "Can you put it in? Can you fill the bucket?"
- Take turns filling up the bucket with the beanbags.
- When the last beanbag goes in, turn the bucket over and dump the beanbags out.
- Say, "All gone!" as you show the baby the empty bucket.
- Let the infant practice repeating these simple actions, which illustrate cause and effect.

Special Needs Tip

For a child who is unable to sit without support, use firm pillows or a "boppy" to hold him in a sitting position.



Multi-sensory Cans

- Get three small containers with plastic lids such as yogurt cartons or round potato chip cans.
- Clean the cans and lids thoroughly.
- Cover the sides of the cans with contact paper, one can in red, one in blue, and the last in green.
- Put different materials in each can to make a sound when shaken. Try paper clips, stones, and pennies.
- Put a different scent on three cotton balls and place one in each can. Try oil of peppermint, lemon extract, or cinnamon.
- When filled, put the lid on and seal the can with glue or tape. Punch two small holes in the top to release the scent.
- Sit with the infant on the carpet and invite her to pick up one of the cans and explore it with her eyes, ears, and nose.
- Say, "You picked up the bright red can! Can you shake it? Listen to the sound! What else is special about the can? Can you put it to your nose? What do you smell? Does it smell like brother's candy?"



Use commercial or teacher-made toys that encourage the use of many senses at one time. An example is **Multi-Sensory Cans**. The more senses a child uses in a learning activity, the more likely he is to process the information.

Provide simple songs, games and toys that encourage an infant to repeat actions. Repetition strengthens brain cell connections and learning.

Infants see primary colors (red, blue, green) first. These colors draw their attention and excite them, while darker colors are more calming.

Adding new toys to the classroom will increase infants' curiosity to explore them. However, do not put too many toys out at once or the infant may become over-stimulated.

Brain development in young children is dependent on nutrition, a safe and caring environment, and frequent stimulation of the senses.



Infants

Language & Literacy Development

Standards:

- Understands spoken words (receptive language)
- Expresses thoughts with sounds, words, gestures (expressive language)
- Foundations for reading





0

Infants

Understands spoken words (receptive language)

*Respond to frequently spoken words
as they:*

- Turn head toward a familiar voice
- Smile when their name is called
- Use actions to show understanding of words such as reaching for a bottle if asked “Are you hungry?” or waving when an adult says “Bye-bye.”

*Follow simple directions and requests
as they:*

- Respond to a simple one-step command, such as “Open wide for some yummy peas” or “Stop!” when approaching danger
- Respond to indirect requests such as crawling to get a book on the floor if asked, “Would you like to read a book with me?”
- Hand someone an object that is asked for, such as “May I see your teddy bear?”

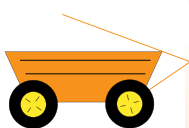
Understands spoken words
(receptive language)

Activities and Strategies for Development



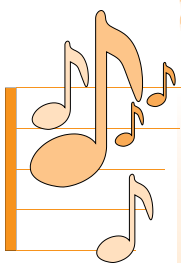
Talking Hand

- Find a friendly looking hand puppet that has eyes and a mouth.
- Sit on the floor in front of the baby.
- Put the puppet on your hand.
- Call the infant's name to get his attention.
- Say, for example, "Cooper, look who came to see you!"
- Make the puppet move around and change your voice, pretending to be the puppet.
- Have the puppet talk to the baby, "Hi, Cooper, can you wave hello? Can you give me a hug?"
- If the infant smiles and reaches, continue to play using the puppet, calling the baby's name often.



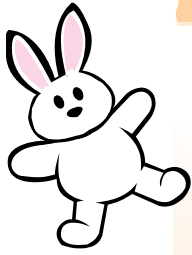
Welcome Wagon

- Put two older infants in a small wagon with high sides.
- Pull the wagon slowly around the classroom.
- Each time you come to another teacher or a parent, stop the wagon.
- Say to the adult, "Hello, Mr. Danny, we're going for a ride in our wagon. Bye-bye!"
- Tell the children in the wagon to wave "bye-bye" to Mr. Danny!



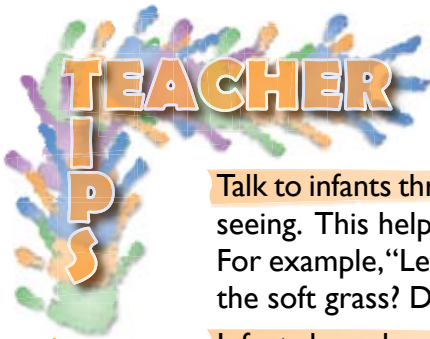
Rocking to the Music

- Put on one of the children's favorite CDs.
- Choose a recording with "follow along songs" such as *Baby Songs* and *Play Along Baby Songs* by Hap Palmer.
- As the infants hear the music, they are likely to respond with movement, rocking, or bouncing.
- When the song includes some action, like clap or pat your tummy, model how to respond to the words.
- Encourage the infants to participate in the movements. Help them clap their hands together if they are interested. Other infants may prefer just to watch.



Pat the Bunny

- Make your own little book that invites the infant to do simple actions like pat the bunny, find the baby, kiss the kitty, and blow the bubbles.
- Draw or find a picture of a bunny, a baby, a kitten, and a tub full of bubbles.
- Glue each picture to a small square of cardboard.
- Put clear contact paper over each board page.
- Punch holes in the corner of each page and attach with a metal ring. Find a ring that does not easily snap open, to avoid pinched fingers. You can also tie the pages together loosely with ribbon.
- Open the first page with the picture of the bunny. Say, “See the bunny? Can you pat the bunny?” Repeat for each picture with a different direction to follow.
- As a fun variation, put a small flat mirror under the clear contact paper on the page for the baby.
- When you ask the infant to “Find the baby,” she will be looking at her own reflection!



Talk to infants throughout the day about what you are doing and what they are seeing. This helps them connect meaning to the words they hear frequently. For example, “Let’s put on your jacket. It’s time to play outside.” “Can you feel the soft grass? Does it tickle your toes?”

Infants learn language as they listen to you. They will imitate the sounds they hear in their home and the school setting. Younger babies practice imitating those sounds by cooing and making vowel sounds (ooh, ah). Older infants distinguish sounds as words and make consonant sounds (bah, bah) that soon will become first words!

Give infants simple one-step directions or requests. Use gestures to add meaning. For example, point to the ball and say, “Can you bring that ball to me?”

Frequent ear infections can interfere with children’s ability to hear and discriminate sounds. Be sure to communicate with parents if there are concerns about an infant’s hearing and response to sounds and spoken words.

New research on the brain tells us that there are critical periods, or “windows of opportunity,” when developing certain skills are easiest. For example, the years from infancy through age 10 are when the brain is most receptive to learning a second language. If your child hears one language at home and another at school, he will be able to learn simple words or directions in his home language and in the second language.



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Infants

Expresses thoughts with sounds, words, and gestures (expressive language)

Use motions and gestures to begin to communicate nonverbally as they:

- Use physical signals to send a message such as reaching for something or raising arms to be lifted
- Use facial expressions to send a message

Use sounds to communicate as they:

- Use different cries when hungry or tired
- Babble
- Repeat sounds such as “da-da” and “ma-ma”
- Make sounds while pointing at something
- May say a few “words” family members can understand

Use sounds in social situations as they:

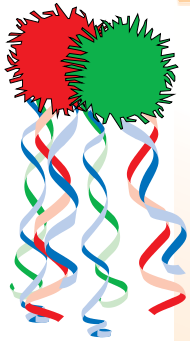
- Make sounds back and forth with an adult
- Make happy or unhappy sounds in response to another person’s actions

Begin to express self freely and creatively, using sounds as they:

- Repeat sounds that please them
- Make sounds and motions to music

Expresses thoughts with sounds, words, and gestures (expressive language)

Activities and Strategies for Development



Reach for It!

- Dangle a colorful object in front of a baby to see if he will reach for it. Choose one with bright colors like red, blue, and green. Here are two ideas for colorful objects that are easy to make:
 - Remove the label from an empty clear, plastic water bottle. Put red, blue, and green pompoms, beads, or buttons inside and seal the lid with hot glue.
 - Punch three holes around the edge of an empty tube from paper towels or toilet paper. Tie a red ribbon in one hole, a green one in the second, and a blue in the third to make “streamers.”
- Shake the pom-pom bottle or wave the streamers in front of a baby who is lying on a mat or sitting in an infant seat. See if he reaches for it. This is baby’s way to “tell” you that he finds it interesting. Let him touch or hold it to explore on his own.
- Talk to him as he reaches and explores. “Look at the pretty pompoms, Lucas. See how they move when I shake the bottle. Do you want to hold it?” Respond to any sounds the baby makes. Repeat his sounds and continue to describe what he is doing.

Reach and Teach



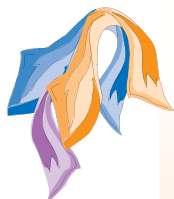
- Place two toys in front of each baby who is sitting or lying on a mat or carpet. Choose toys you know the babies enjoy. Place the toys where they will have to reach to pick them up.
- Watch and see which toy each baby chooses.
- Name the toy for the baby. “Sophie, you are pointing at the monkey. Do you want the monkey?” Move it closer to her if she needs help.
- If the baby makes sounds when she points or picks up the toy, continue to talk about it. “Yes, that’s the monkey. It has a long tail. Monkeys make a funny sound – hee, hee, hee.”

Ping Pong



- Play a game of verbal “Ping Pong” as you follow your daily routines, such as changing diapers, feeding, and rocking.
- When a baby makes a sound, imitate it and see if he will make another sound back. Repeat it again and see how many times you can make sounds back and forth.
- The “ping pong” game is likely to last longer when the baby makes the first sound. But if you have a quiet baby, try a sound you think he can make and see if he will join in the “ping pong” game.

Basket of Scarves



- Put small, colorful scarves or fabric scraps in a basket. Sheer fabric, like chiffon, works well.
- Sit on a mat or carpet with a few children and place the basket where they can reach or crawl over to it. Let them take the scarves from the basket to explore.
- Talk to them as they explore and encourage any sounds they make. “Your scarf has polka dots on it, Veronica. Mallory picked a pretty red one.”
- Play some quiet music with this activity and sway and wave the scarves.
- Put the basket of scarves out of the children’s reach when you are finished.
- A variation of this activity is to punch holes in small paper plates and tie lengths of ribbon through the holes. Choose ribbon with different textures. Hand one to each infant and encourage them to explore the textures of the ribbons and wave the plates to the music.



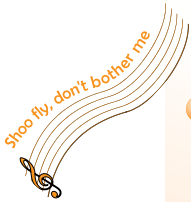
For Your Musical Pleasure

- Find a variety of children's music tapes or CDs. Music with a strong beat appeals to babies.
- Look for music such as *Kids in Motion* and other selections by Greg and Steve, songs by Ella Jenkins, the Laurie Berkner Band, Hap Palmer and the Putumayo Kids series, which presents songs from different cultures sung in different languages.
- Play the music for the children and watch them move! Clap to the beat and encourage them to join in.
- When you find music the babies respond to, play it often so they will become familiar with it.
- Sing along with the music and listen to hear if the babies try to "sing" too.

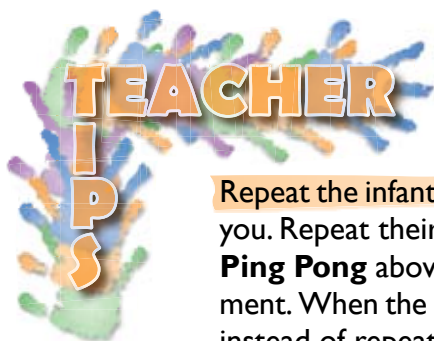
Cultural Tip

Ask parents to bring in children's music from their home culture.

Sing a Silly Song



- Singing is a way children learn words and the rhythm of language. Have fun singing to the infants and add hand motions when you can. Make up your own songs! Infants do not care whether you have a "good voice," so enjoy yourself!
- The same simple songs and finger plays have been popular for many, many years. Songs such as "The Itsy, Bitsy Spider," "The Wheels on the Bus," and "Twinkle, Twinkle Little Star" are a few.
- "Shoo fly" is another cute one. Here are the words and motions to one verse:
 - *Shoo fly, don't bother me* (Wave one hand as if swatting away a fly)
 - *Shoo fly, don't bother me* (Repeat hand motion)
 - *Shoo fly, don't bother me* (Repeat motion again)
 - *For I belong to somebody* (Put arms across chest to hug yourself)
 - Repeat if the infants are enjoying it!
- Encourage the infants to try the motions and "sing" along with you.



Repeat the infants' early sounds to encourage them to continue "talking" with you. Repeat their "oohs," "aahs," and other cooing and babbling sounds. (See **Ping Pong** above.) This kind of "baby talk" supports early language development. When the children begin to say words, however, say the words correctly instead of repeating them the way the baby does.

When you see your infants point to something they want, name the object and encourage them to make gestures or sounds. For example, say, "You are pointing at the ball, Annie. Do you want the ball?" The babies' facial expressions and body language will tell you if you have "guessed" right.

Talk, talk, talk! Surround your infants with meaningful language. Describe what they are doing, toys they are playing with, what they see, and what they hear. This helps them learn new words.

Talk with the children one at a time as much as possible. Get down on their level or pick them up and talk face-to-face. Talk to them during diapering, feeding, and other daily routines. Describe what you are doing and listen for them to "talk" back to you.

When the children show fear, anger, happiness, or other feelings, talk about how they feel. "Tommy, I can see you are angry because Roxanne took away your toy."

Use finger or hand puppets to encourage the infants to make sounds. Have the puppet talk to the baby and respond to her sounds.

Ask parents to donate telephones or cell phones that are no longer being used. Remove any wires or cords that might be dangerous. Put them where the children can reach them easily.



Tips about Bilingual Development

Children are capable of learning two or more languages in childhood.

Children who are exposed to two languages on a daily or weekly basis show the same milestones in language development at roughly the same ages as children who are exposed to one language.

Sometimes bilingual children know fewer words in one or both languages in comparison to children who learn one language. This is because their memory must store words in two languages rather than one.

Bilingual children learn words in each language from different people in different situations. For example, they may learn some words from parents at home and others from teachers at school. Therefore, they may know certain words in one language, but not in the other.

Mixing languages in sentences is natural and normal for bilingual children. This is because they may know some words in one language, but not the other. They may “borrow” words from one language to complete a sentence in the other. This tends to disappear by the time they enter elementary school.

Knowing the language of children’s parents and grandparents is important to their cultural identity.



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Infants

Foundations for reading

Begin to attend to stories as they:

- Smile when sitting in an adult's lap while a story is read to them
- Look at an adult who is telling a story with puppets

Explore books as objects as they:

- Look at the cover of a book
- Watch as another child or adult reads a picture book
- Explore a book by chewing on it
- Reach for a familiar book
- Open and close a book
- Try to turn the pages of a book

Become aware of pictures as they:

- Look at large, colorful pictures
- Begin to point to pictures in a cardboard, cloth, or vinyl book

Activities and Strategies for Development



Puppet Storyteller

- Use a hand puppet to tell the infants a short story. A puppet helps get the babies' attention.
- Sit where the children can see and hear you easily.
- You can tell a real story or make one up. Keep it simple and short.
- For example, let "Moo, the Cow" talk to the children. Moo could say, "Hi, my name is Moo. I am a cow and I live on a farm. I like to eat grass and make milk for you to drink. Let's see who is here today. Here's Callie. Hi, Callie. Here's Randall. Hi, Randall." When Moo finishes saying "hi" to the babies, she could say, "I hope you can come see me at the farm sometime. You could see my friends Horace the Horse and Penny the Pig too. I better get back to the farm now. Bye, bye!"
- Show the babies how to wave "bye, bye" to Moo.

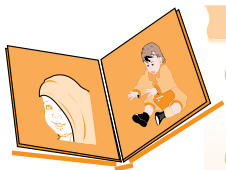


Books and Books

- Have two areas in your classroom where you keep books. One should be a basket or a low shelf where the infants can see the books and crawling babies can reach them. The other should be a box or closet for storing more books to be put on the shelf at a later time and other books for adults to read to the infants.
- The low shelf should be in a quiet, cozy area with a rug.
- Put a few books on the shelf at a time. Choose board, cloth, plastic, and other sturdy books with large pictures of children, animals, and familiar objects.
- Put an adult-sized chair in the area so you can hold a child in your lap to read.
- Change the books from time to time.

Special Needs Tip

Books with large pictures are good for infants, especially children with visual impairments.



Baby Faces

- Ask parents to give you a photograph of their child's face to be used in a class book. Or take photos of your own!
- Get a small photo album and put one child's photo on each page. Be sure to find an album with pages that are easy to turn.
- Put the album on a carpeted area and look through it with the infants. Point to their photos and say the name of each child. Let a child try to help turn the pages.
- Point to the eyes, nose, and mouth on the faces and name them also.
- Put the album with other books the babies can look at on their own.



Homemade Books

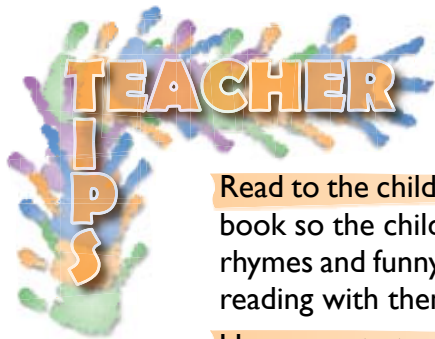
- Homemade books can be just as appealing to your infants as books you buy.
- Look through toy and school supply catalogs, colorful newspaper ads, and junk mail to find large pictures of familiar objects.
- Cut out the pictures and glue them onto pieces of cardboard five by eight inches. Glue one picture on each cardboard "page." Laminate or cover the pages with clear contact paper.
- Punch holes on the left side of each page and attach them together with round key rings. Look for key rings where you can slide the cards onto the ring. Avoid rings that easily snap open to avoid pinched fingers! Tie the pages together loosely with ribbon or a shoe lace if you do not have key rings.
- Make books with different themes such as animals, toys, and vehicles. Make a cover for each book with a picture and the book title.
- Look through the books with the infants and name each object. See if the infants can point to the pictures and try to turn the pages.
- A variation of this activity is to ask parents to bring in an empty food container of something their child likes to eat at home. Cut out the labels and make a book following the directions above. The babies will point to the familiar labels.
- Put the books on the book shelf for the babies to enjoy!

Dino
the
Dinosaur



Make it “Come Alive”

- Read to your infants every day. Choose books with animals, people, and real objects they will recognize.
- Find toys that match the objects in the book. If the book shows pictures of animals for example, gather plastic animals. If the book tells a story, gather toys that match the story.
- As you look through the book with the children, show them the real objects. When you finish looking through the book, let the infants hold the real objects.
- Put the books in a book basket or on a shelf where the infants can look at them on their own.



TEACHER

Read to the children daily. Read to a child in your lap, when possible. Hold the book so the children can see the pictures easily. With your voice, emphasize rhymes and funny words. Use a pleasant voice so the children know you enjoy reading with them. Stop reading when the children lose interest.

Use puppets to *tell stories* to the children instead of reading a book sometimes.

Have lots of books available for the children to “read.” Select sturdy books with large, colorful pictures. Look for books with rhyming words. Include books about people of different cultures and abilities.

When you find books that appeal to your infants, be prepared to read them over and over.

Model the joy of reading by sharing books that you enjoy.

Sing rhyming finger plays and songs with the children.

Encourage parents to read to their children every day. Make a sign for your parent board to remind them.

Infants

Cognitive Development

Standards:

- Foundations for math
- Foundations for science
- Foundations for social studies





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Infants

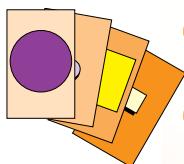
Foundations for math

Explore objects with different shapes and sizes as they:

- Look at colorful shapes around them such as objects hanging from a mobile or toys on a blanket
- Look at different size objects around them
- Swipe at hanging objects
- Play with objects of different shapes and sizes

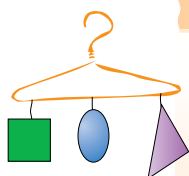
Activities and Strategies for Development

A “Feely” Shape Book



- Cut brightly colored cardboard or poster board into six pieces, each measuring about five by eight inches, to make pages for a book.
- Draw a large circle on the first card, a small circle on the second, a large square on the third, a small square on the fourth, a large triangle on the fifth, and a small triangle on the sixth.
- Cut the same size shapes from scraps of textured material such as sandpaper, furry fabric, corduroy, or terry cloth. Use the same material for the circles, a different one for the squares, and another for the triangles.
- Glue one shape on each page.
- Punch a hole at the top and bottom of the left side of each page.
- Attach the cards together by loosely tying a shoe lace through each set of holes. Make a double or triple knot.
- Help the children look through the book and feel each shape. Talk about the “big” and “little” circles, squares, and triangles, and how each one feels when you touch it.
- A variation of this activity is to cut large fabric shapes from textured material and put them in a paper bag. Let each infant pull out a shape or let one infant explore the whole bag!

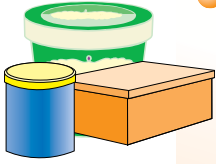
Dangling Shapes



- Make a shape mobile to hang above your changing area.
- Cut a circle, square, and triangle from different color sponges. Poke a hole through each shape and thread a piece of string through it.
- Tie the strings to a plastic or wire hanger. Hang the mobile above your changing area so the infants can see the shapes while you are changing diapers.
- Tap the mobile to make the shapes move, and talk about the shapes when the infants are looking at them.

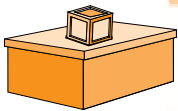


The Shape and Size of Things



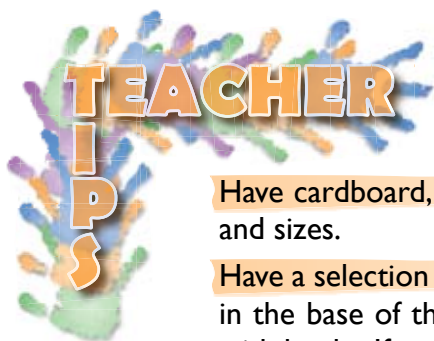
- Give the infants boxes and containers of different shapes and sizes to explore. Containers with loosely fitting lids are especially fun. Some examples include:
 - different size shoe boxes
 - baby wipe containers, rectangular and round
 - cardboard jewelry boxes
 - oatmeal cartons
 - plastic food storage containers
 - cartons from yogurt, sour cream, and cottage cheese
 - margarine tubs
- Provide a few containers at a time and watch the infants open and close them, stack them, and try to put one inside the other. Talk about the shapes and sizes as they play!

Shape Boxes



- Make shape boxes for your infants to begin to explore shape and size.
- Trace around a square wooden or cloth block on the lid of a shoe box. Cut out the shape with a sharp knife or blade. Cover the shoe box and lid with contact paper to make it more attractive.
- Give your infants a few square blocks and show them how to drop the blocks through the hole into the box. Then show them how to open the box, dump the blocks, and start again.
- At first, give the children blocks that are the same size and fit in the hole. When your children need a challenge, give them different size blocks and let them discover which ones fit.
- Follow the same procedure using a tennis ball instead of a block to make a circle shape box.

Note: The infants may just enjoy opening the box, putting the blocks in, and dumping them out. That's a good activity too!



Have cardboard, plastic, and cloth picture books that show different shapes and sizes.

Have a selection of puzzles with a few large pieces that have their own space in the base of the puzzle. These are called “inset puzzles.” Choose puzzles with knobs. If necessary, glue corks or empty thread spools on each piece to help children develop their small muscle skills.

Look for a floor gym with colorful shapes that hang down for the infants to look and swipe at.

Have blocks of different sizes and colors. Soft velour or cloth blocks are good for infants.

Make your own “hollow” blocks by covering shoe boxes and other cartons with construction or contact paper.

The infancy stage is a time for exploration. Do not try to “teach” shapes, sizes, colors, or numbers. Instead, provide plenty of hands-on experiences for babies to experiment and explore.



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Infants

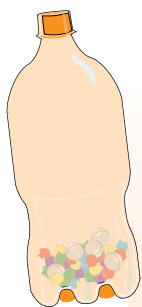
Foundations for science

Actively explore the environment
as they:

- Use their sight, hearing, touch, taste, and smell to discover and examine objects
- Experiment with different objects to see how they “work,” such as shaking a rattle to hear the sound or kicking toys on a floor gym to make them move

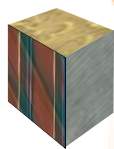
Activities and Strategies for Development

Shake, Rattle, and Roll



- Make “shakers” for the infants to explore.
- Gather several 16-ounce clear, plastic drink bottles and remove all labels. Choose bottles that are easy for the infants to hold. Put a different kind of colorful object inside each one such as:
 - bells
 - feathers
 - pompoms
 - beads
 - pebbles or gravel (the type used in a fish bowl)
 - water with beads
 - water with food coloring and small objects
 - water with vegetable oil, food coloring, and small objects (the oil and water will separate and the colors change)
- Use hot glue to fasten the lid securely.
- Show the infants how to shake the bottles to hear different sounds or watch the objects move. Show them how to roll the bottles on the ground and see and hear what happens. Crawling infants can push the bottles and “chase” them.

Texture Blocks



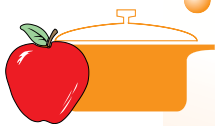
- Collect empty tissue boxes shaped like cubes.
- Cover each side of the boxes with a different textured material such as:
 - corduroy
 - terry cloth (from an old towel or wash cloth)
 - furry fabric
 - cotton fabric (from an old T-shirt)
 - fleece (from an old baby blanket)
 - textured wallpaper
- The infants will feel the different textures as they play with the blocks! Use words like “smooth,” “bumpy,” “furry,” and “soft” to describe the different materials.
- Discard and make new ones if the infants explore these with their mouths!

Note: Ask fabric and wallpaper stores to donate samples or “leftovers.”



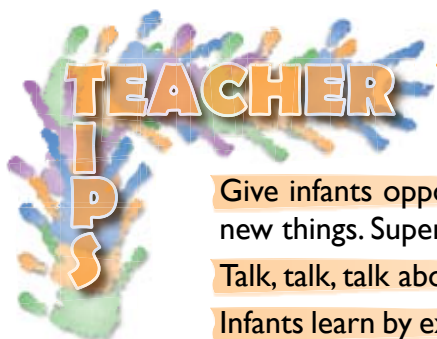
Nature's Wonders

- Take the infants outdoors to explore the natural world.
 - Examine a variety of “nature’s wonders” such as bird feathers, leaves, grass, pine cones, shells, and flowers. With your help, let the infants look at, touch, and smell as you talk about each item. No tasting, please!
 - Hang a birdfeeder with birdseed outside. Sit on a blanket with the infants, while you watch and listen for the birds to come for a snack. Watch for squirrels too.
 - Blow bubbles and watch the wind blow them up high. Use words like “floating,” “wind,” “high,” “low,” and “pop” to describe what is happening.
 - Tie streamers to a tree branch and watch them blow in the breeze.
 - Let the infants crawl on the grass and feel it with their hands, legs, and feet. Talk about the soft, green grass beneath them.



Applesauce

- Plan safe, simple cooking activities in your classroom so your infants can enjoy nutritious food and use their senses of smell and taste. For example, make applesauce:
 - Ask a parent to bring in a crock pot or slow cooker.
 - Ahead of time, peel and cut apples in slices, one apple for every two infants in your class. Put them in the cooker.
 - Add water to cover about one fourth of the apples. Add cinnamon if you wish. Set on high and cook for 3 to 4 hours. Put the crock pot in a safe place where the infants can see, but not reach it.
 - Start in the morning so you can enjoy the smell all day and have applesauce for an afternoon snack. Cool before serving.
 - Let the older infants try to eat the applesauce with a spoon.



Give infants opportunities to safely look at, listen to, smell, touch, and taste new things. Supervise them carefully as they explore.

Talk, talk, talk about everything the children see, hear, touch, taste, and smell.

Infants learn by exploring with their senses. Teachers should provide a variety of materials and watch to see what attracts the infants' attention. Let their interests guide you in selecting materials and activities.

Have board, cloth, and plastic books with large pictures and few words. Include books with realistic and colorful pictures and photographs.

Young children are curious about living creatures. They enjoy watching "bugs" and other creatures such as ants, snails, caterpillars, worms, butterflies, birds, and squirrels. Help them learn the names of what they see and hear

Have safe plants, such as vegetable plants, in your classroom. *(Be sure the plants are not harmful if eaten or cause rashes if touched.)*



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Infants

Foundations for social studies

Begin to recognize significant family and personal relationships as they:

- Smile when a family member picks them up
- Show discomfort with strangers
- Show pleasure when family members play with them
- Display comfort with regular caregivers

Activities and Strategies for Development



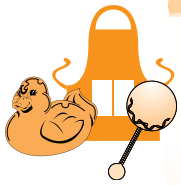
Daddies and Babies

- Select a book that shows an infant with her father such as *Baby Dance* by Ann Taylor. This is a board book in which an African-American father croons to his baby daughter and dances while holding her. *The Daddy Mountain* by Jules Feiffer is a cute story that tells about a little girl's step-by-step account of climbing all the way up on top of her daddy's head.
- Sit with an infant on your lap.
- Hold the baby up so she can easily see the pictures as you read.
- Point out the baby and the daddy on each page.
- Talk about the pictures. Say to the infant, "See the baby. Daddy is singing to the baby. Daddy is dancing with his baby."
- Send a note home or post a note on the parent board to remind fathers and grandfathers to read picture books to their babies.
- Invite dads and grandpas to read to the children in the classroom! (Moms and grandmas too!)



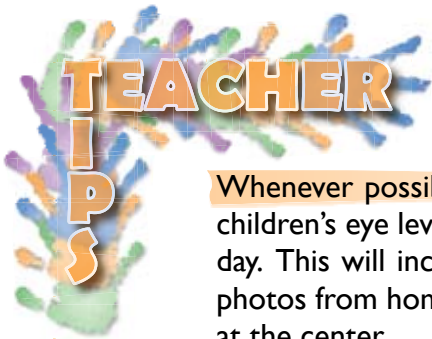
Baby, Oh Baby

- Look through baby and family magazines and cut out pictures of adults caring for a baby. Select pictures such as an adult holding a baby, reading to a baby, or bathing a baby. Laminate the pictures or cover them with clear contact paper.
- Be sure to select multicultural pictures that represent babies and adults of many races and cultures as well as those with disabilities.
- Hang the pictures in a row on the wall at the infants' eye level when they are sitting or crawling. Place the pictures near a non-breakable wall mirror, if available.
- Throughout the day, as older babies crawl to look at the pictures or when you sit with the younger infants on your lap, talk about the babies and their families in the pictures.
- Say for example, "Look at the baby smiling. She is happy. Her grandma is giving her a bath." "See, the big brother is holding the bottle for the baby."



Transition Apron

- Use a full-body apron with multiple pockets in the front, such as those worn by salespeople at a hardware store.
- Fill each pocket with a rattle, teething toy, squeeze ball, bottle of bubbles, or rubber animal.
- Use this apron prop to help a reluctant infant say goodbye to his parent.
- While the parent is still holding the baby, encourage the parent to say good-bye with a hug, kiss, or wave — whatever is the ritual.
- Greet the infant and show him your apron with many pockets.
- Say, “I have a special toy in my pocket. Come with me so we can see the surprise together!”
- Take the infant in your arms, say goodbye quickly to the parent and move to a chair where you can sit with the infant.
- Pull a toy out of one of the pockets (one you think will especially interest the baby).
- Say, “Here’s a new toy to play with. Look, you can squeeze this ball. Oh, what happened when you squeezed it? It made a sound!”
- Stay with the infant until he seems settled into the transition from home to center.



Whenever possible, display photos of the children and their families at the children’s eye level so that you can talk with the child about them during the day. This will increase the infant’s sense of security. If parents cannot bring photos from home, ask permission to take a photo of them with their infant at the center.

Get to know the significant adults in the child’s family. This may include grandparents and other relatives. Be sensitive to the fact that many families will be blended families, with stepparents and stepbrothers and stepsisters.

As a teacher, you are one of the most significant adults in the life of the infant. He will learn to trust you and feel comfortable with you if you provide him with consistent, warm, and nurturing care.

Learn the names of siblings and pets so you can talk with the child about them during the day.

Help infants and parents reduce the stress during transitions from home to the center. Give them a warm welcome and use different strategies to ease the infant into the classroom.



Physical Development

Standards:

- **Gross motor skills**
- **Fine motor skills**
- **Self-help skills**
- **Health and safety skills**





**One
year olds**

Gross motor skills

Begin to control movements using arms and legs as they:

- Climb on furniture
- Climb up stairs on hands and knees
- Push a toy
- Pull a toy
- Sit on a riding toy and try to move it using both feet at the same time

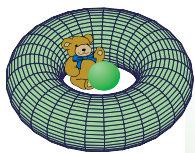
Demonstrate beginning coordination and balance as they:

- Squat
- Walk without assistance
- Walk backwards a few steps
- Throw down a ball in front of them
- Run with stiff legs, falling down sometimes
- Kick a large ball a short distance

Express themselves through movement as they:

- Move to music
- Move arms and legs freely, such as kicking in the bathtub

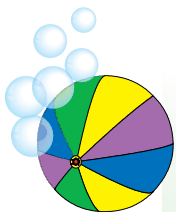
Activities and Strategies for Development



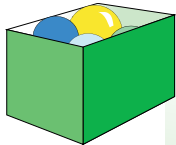
Swimming Ring

- Get a large, inflatable plastic ring like the kind used in a swimming pool. An inner tube will work, too.
- Take the ring to a grassy area of your playground and put a few toys in the middle.
- Encourage your one year olds to climb in the ring to get the toys and play with them.
- Another use of the rings is to put several of them on the grass and to let the children go from one to another, climbing in and out.
- Take the rings inside after each use so they do not get hot and injure the children.

Moving Around



- Here are some ideas to encourage your one year olds to use their large muscles and abundant energy. Supervise closely!
 - Blow up a large beach ball and encourage the children to push it and chase it as it rolls. Show them how to kick it too.
 - Set out a large box or laundry basket to make a “car.” Show the children how to take their favorite animals or dolls for a ride by pushing the box around the room. Do not be surprised if they climb in and want to ride too!
 - On a grassy area, set out a smooth wooden board at least six inches wide for the children to walk across. See if they will take a step or two backwards. Hold their hands.
 - Blow bubbles outside, and encourage the children to chase and try to pop them.



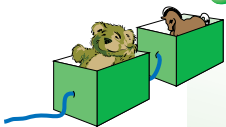
A Tisket a Tasket

- Put a few balls in a laundry basket, a clean waste basket, or a large box.
- Help the children dump the balls out of the basket on the floor (or grass) nearby.
- Show them how to stand next to the basket and toss a ball inside.
- When they are ready, see if the children can stand a short distance away and throw the balls in the basket. Encourage them for trying even if the balls do not go in.

Special Needs Tip

Help a child with difficulty standing do this activity while sitting.

Shoobox Choo-Choo



- Collect several shoeboxes and tie them together by punching a hole in each end and tying short pieces of string through. Tie a long piece (about 12 inches) through the hole at the end of the shoebox that will be the “engine.” Wrap tape around the end of the string to make it easier to hold.
- Encourage the children to put toys in the boxes.
- Let them pull the train around the room. You may want to make several of these if the children enjoy them!
- A variation of this activity is to use egg cartons, cut in half, in place of the shoeboxes. The children will enjoy putting things in the egg cups!

Special Needs Tip

Invite children who are not walking yet to crawl behind and be the caboose!

Make Motions to Music



- Turn on music and gather some of the children together. Find children’s music with a good beat such as music by Ella Jenkins, Greg and Steve, The Laurie Berkner Band, and Putumayo Kids.
- Demonstrate a few different motions, and encourage the children to copy them.
- For example, while standing, clap your hands, then change the motion and step high to march in place. Repeat or add new motions if the children are following.
- For older one year olds, stop the music occasionally and “freeze,” then start the music again and continue.



One year olds have lots of energy. Plan activities where they can move around freely.

If you share a playground with older toddlers and preschoolers, schedule separate outdoor play time for your one year olds.

Ones are learning to walk independently. Arrange your classroom with lots of open spaces. The children will be less likely to bump into things and fall down when they have plenty of space to move around.

Toddlers love to throw things. Give them plenty of opportunity to throw safe objects such as bean bags (be sure they are securely sewn together), yarn balls, foam rubber balls, wads of newspaper or wrapping paper, and sock or stocking balls. Have a special place where throwing can occur safely.

Put safe, toddler-sized riding toys, without pedals, in your outdoor play area. The one year olds will try to move them using both feet at the same time.

Do not expect ones to sit still. If you are reading a story, they might sit briefly, and then get up and walk away.

Toddlers enjoy crawling in and out of different size spaces. Large boxes with a pillow inside are fun. Throw a blanket over a table to crawl under and hide. (Be sure nothing is on top of the table when the blanket is over it.)

Have a box of props such as scarves, streamers, and cheerleading pompoms for the children to use as they move to music.

Turn on music with a beat and watch your one year olds sway and bounce.

Sew large bells securely onto pieces of elastic. Sew the ends together and let the children put them on their ankles as they move to music. Supervise carefully to be sure they do not put the bells in their mouths. A child with paralysis in his legs might enjoy having the bells on his wrists.



**One
year olds**

Fine motor skills

Control hands and fingers as they:

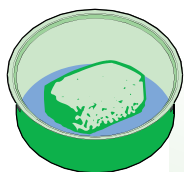
- Scribble spontaneously using crayons or markers
- Make a fist to squeeze or grasp an object

Show eye-hand coordination as they:

- Put large round pegs into a pegboard
- Pull apart large pop beads
- Stack two to four blocks
- Use fingers to pick up small objects
- Put pieces in a simple shape puzzle with knobs

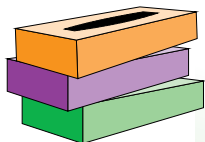
Activities and Strategies for Development

Water Table Fun



- Collect several sponges of different sizes, shapes, and colors. Have enough for each child to have a few of their own to avoid spreading germs.
- Fill individual plastic dishpans with a small amount of water. Put towels underneath.
- Put plastic smocks on the children or go outside on a sunny day when clothing will dry quickly.
- Show the children how the dry sponge floats and then fills up with water.
- Invite the children to pick up a sponge and ask them, “Where is the water?”
- Show them how to squeeze the sponge over the tub and make the water dribble out.
- Put a few drops of liquid soap in the water.
- Children can make bubbles by squeezing the soapy sponges!
- Supervise closely to be sure the children keep sponges away from their faces and mouths.

Tissue Tumble



- Collect a variety of empty tissue boxes.
- Set these boxes out on a carpeted area.
- Invite a child to stack the boxes on top of each other.
- When the child has stacked at least three boxes with your help, show how to pull the bottom box away and watch the other boxes tumble.
- Clap your hands and exclaim, “Oh, they all fell down! Can you fall down like the boxes?”
- Have the child pretend to “fall down” on the carpet.
- Repeat the “stack and tumble” cycle as long as the child shows interest.

Special Needs Tips

Children who cannot stand on their own can “fall over” from a sitting position. A child with limited movement can either push the boxes over or help the teacher do so as the children “fall.”



Knob Puzzles

- Put several three or four piece puzzles with easy grip knobs on a table. Choose puzzles with a separate space for each piece.
- Puzzles with familiar pictures and distinct shapes, such as animals and food, are best.
- Take the pieces out of the puzzle base and show how the pieces fit back in the puzzle.
- Point out the picture and shape on the puzzle base.
- Ask a child to find one piece that fits.
- Say to the child, for example, “Where does the bunny fit?”

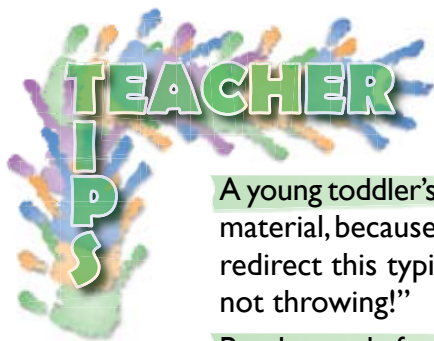
Special Needs Tip

Small foam balls (golf ball size) or thread spools can be glued to the tips of knobs to make them even easier to grip for children with limited dexterity in their fingers and hands. Put a slit in the foam ball, some glue in the slit, and slip it over the knob.



Scented Clay Dough

- Try this recipe to make clay dough that is non-toxic. It involves cooking, so make it ahead to give it time to cool. Squeezing and playing with the dough helps develop the muscles in the fingers and hands.
 - 1 cup water
 - 2 tablespoons oil
 - 1 envelope powdered drink mix such as lemonade
 - 1 cup flour
 - ½ cup salt
 - Pour water and oil in a skillet and bring to a boil. Add drink mix, flour, and salt. Stir until the mixture is thick. Remove the dough from the skillet, allow it to cool, and knead until smooth.



A young toddler's first blocks should be made of cardboard or other lightweight material, because they are likely to be thrown or knocked down. Teachers can redirect this typical behavior by reminding children, "Blocks are for stacking, not throwing!"

Puzzles made for toddlers are a good choice for the classroom. They promote many skills, including fine motor skills that require the child to manipulate small pieces with his fingers.

Children begin to scribble spontaneously at around one year of age. It is important to have crayons and paper available to encourage this new skill. However, even non-toxic crayons will need supervision because children may put crayons in their mouths.



**One
year olds**

Self-help skills

Help with feeding as they:

- Use a spoon with some skill
- Drink from a lidded cup with one hand
- Use fingers to pick up and eat food

Help with dressing as they:

- Put arms into sleeves with help
- Pull off large pieces of clothing such as tee shirts
- Put on a hat or cap
- Help take off a jacket

Help with personal hygiene as they:

- Sometimes point or say something when their diaper is wet or soiled
- Wash hands with help
- Try to brush their teeth

Help with routine tasks as they:

- Begin to clean up toys

Activities and Strategies for Development



Spoonful of Jiggles

- At lunchtime, put a spoon and napkin at each child's place at the table.
- Among the nutritious items offered for lunch, put one or two scoops of flavored gelatin onto each child's plate or bowl.
- Talk with the children about the bright color of the jello. If there is fruit inside, show them the peaches or cherries they can taste.
- Model how to use the spoon to pick up some jello.
- Point out how the jello jiggles on the spoon.
- Invite the children to use their spoon to eat the "jiggling" jello.
- If the jello falls off of the spoon before reaching their mouth, some may try to put it back on the spoon.
- Some children may prefer to pick up small chunks of jello with their fingers and eat it, which is okay, too.

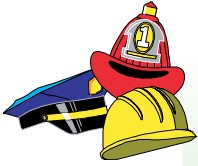
Special Needs Tip

Children with food texture issues may prefer to look at and not eat the jello.

Something Up My Sleeve

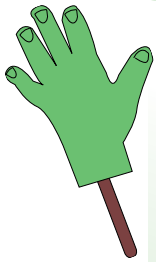


- Play this game as children show interest in helping to get dressed, such as putting their arms through sleeves.
- Hold up the child's shirt or jacket sleeve.
- Tell them there is a funny surprise "hidden" up their sleeve.
- Invite the child to reach all the way in the sleeve to find the surprise.
- Without the child noticing, put two of your own fingers into the bottom opening of the sleeve.
- As the child pushes his arm all the way into the sleeve, take your two fingers and tickle the palm of his hand!
- Try this on both sleeves and enjoy a giggle!



Dressing Up

- Create a prop box that you place near a low, safety mirror on the wall.
- Fill the box with a few clean dress-up hats and caps. Plastic hats, such as firefighter and construction worker hats, keep germs from spreading better than cloth ones.
- Add a few other props to the box such as cardboard tubes for pretend fire hoses, and a plastic hammer or wrench.
- Invite the children to explore the box and try on the various hats as they look in the mirror.
- Encourage dramatic play through conversation. Say, for example, “Dillon, I see you have on the firefighter’s hat. Can you help put out the fire?”



My Hand Has Two Sides

- Ahead of time, make a stick puppet following these directions:
 - Trace your hand on stiff construction paper or cardboard.
 - Cut out the handprint and at the bottom of the hand, glue it to a tongue depressor.
 - On one side of the hand, draw in fingernails.
- Invite a small group to sit with you on the carpet.
- Show them your hand puppet and point out the two sides.
- Have them look at their hand on one side and then the other.
- Say to the children, “When we wash our hands, we will wash both sides of our hands!”
- As you help each child at the sink, put a squirt of soap on each side of their hands and encourage them to rub both sides.



I Feel Wet

- Place several undressed dolls in the Dramatic Play area.
- Put out a few clean newborn disposable diapers that a parent has donated.
- Join in the pretend play and say to the children, “This baby is wet. She said, ‘Wet.’ Can you help me change her diaper? She wants to feel dry.”
- As you and a child “change” the doll’s diaper, say to the child, “You can come get a grown up when you feel wet. We will help you feel dry.”
- Younger one year olds will enjoy changing the baby doll’s diaper. Older one-year-olds may begin to notice when their own diaper feels wet.

Toys Away and Out We Play

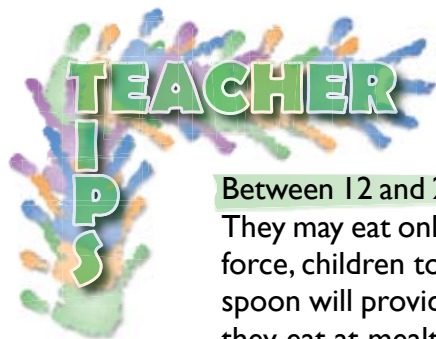


- Sing the following song to your children as a part of your daily clean up routine

Toys away and out we play,
Out we play,
Out we play,
Toys away and out we play,
Out we play today!

(sung to the tune of “Mary Had A Little Lamb”)

- As you sing, hand each child a toy to carry to the shelf, table, or container where it belongs.
- When the toys are put away, make a gesture to look around the room and say to the children, “Our toys are put away, now we can go out to play!”



Between 12 and 24 months, children often have a smaller and “picky” appetite. They may eat only a few favorite foods. Teachers should encourage, but never force, children to eat the food offered to them. Self-feeding with fingers or a spoon will provide children more control over the amount and type of foods they eat at mealtimes.

Involving toddlers in dressing and toileting requires extra time and patience. As children begin to assert more independence, they will want to do things for themselves, even if it means the shirt goes on backwards and the shoes go on the wrong feet!

Clean toys, tables, and toileting areas thoroughly. Teaching personal hygiene such as frequent hand washing—even for young toddlers—is essential to reduce the spread of germs and to keep children healthy.

Young toddlers are eager to help pick up and put toys away. As toddlers get older, however, they may begin to show more negative responses. Gentle encouragement, along with songs and games, are usually successful in helping toddlers follow routines like clean up time.



**One
year olds**

Health and safety skills

Respond to verbal or physical signal of danger as they:

- Learn to stop an action when told to “Stop!”
- Reach for an adult’s hand to avoid falling such as when climbing down stairs

Show beginning awareness of personal health needs as they:

- Point to their crib or sleep mat when tired

Activities and Strategies for Development



Clap and Stop!

- Play music and move with your one year olds.
- Stop the music, clap your hands and say “Stop!”
- Repeat playing and stopping the music, clapping, and saying “Stop!” several times. Encourage the children to clap and say “stop” with you.
- Be aware that it is physically difficult for one year olds to stop what they are doing. The goal of this activity is to help them learn the signals of clapping and the word “Stop!” so they will respond when you use them to signal danger. When a child is about to do something dangerous, go over quickly to move her away while you say “Stop!” in a firm voice.



Hannah (or Henry) Hand

- Make a “Hannah Hand” puppet from an old adult-sized glove or mitten. Sew or hot glue colorful buttons or felt onto the palm side of the glove to make eyes, a nose, and a mouth. Add yarn for hair. Make one for each adult in your classroom.
- Wear the glove to make it appealing for the children to hold your “hand” for safety.
- Let “Hannah Hand” help children climb up or down stairs, walk safely on the sidewalk, or climb up and down play equipment.



Night Night

- Gather a few dolls and a box, doll bed, or mat. Add a small blanket for each one.
- Give a doll, bed, and blanket to a few children and have a set for yourself.
- Tell them that the babies want to go “night, night” and show them how to put the doll in the bed and cover it up. Play some quiet music if that is your nap time routine.
- After you have set up the mats or cots at nap time, ask the children to show you where to go to take their nap. Have each child nap in the same spot each day. Encourage them to point to their space as they go to settle down to rest.

Cultural Tip

Learn how to say “good night” in the children’s home languages and practice with the dolls.

Healthy Snacks



- Let the children help make some simple healthy snacks. *Always check for food allergies before doing any cooking activities.* Here are a few ideas:

Pizza Bites

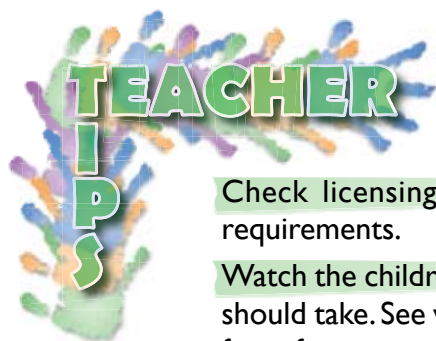
- Spread pizza sauce on whole wheat muffin halves. Add shredded mozzarella cheese.
- Let the children shake some parmesan cheese on top.
- Bake in the oven at 400 degrees until the cheese melts, about 8 minutes.
- Cut the pizzas into bite size pieces for the children to enjoy!

Shapely Quesadillas

- Let the children help put a slice of cheese on a small tortilla and then put another tortilla on top.
- Let the children help use a cookie cutter to press out a shape.
- Put the quesadillas into a heated, covered frying pan that has been sprayed with cooking spray (adult only, away from the children) or wrap them in foil and put them in a preheated oven at 350 degrees. You can also put them in a microwave for about 30 seconds.
- Cook until the cheese is melted. Cool slightly and cut into bite size pieces or let the children eat it like a sandwich if they are able.
- Delicioso!

Fruity Yogurt

- Cut up fresh fruit such as strawberries, cantaloupe, or bananas into very small pieces.
- Put some vanilla yogurt into small bowls or cups and add some fruit.
- Let the children try to stir and eat it with a spoon. Help as needed.
- Although this is messy, it is a good introduction to eating with a spoon!



Check licensing standards to be sure your classroom meets all safety requirements.

Watch the children in your group to see what additional safety measures you should take. See what things they “get into” that need to be moved or limited for safety purposes.

Get on the floor and look around your room from the “point of view” of your one year olds. You may be surprised to see what the room looks like to them. Do you need to rearrange some things to make your learning environment appealing and safe at the same time?

Model safety rules and state them in as few words as possible. Remember that one year olds are just learning to understand what you say. Be positive - show and tell them what “to do” instead of what “not to do.” Show them what you mean when you say “Walk” (instead of “Don’t run”) or “We sit in the chair” (instead of “Don’t climb on the chair”).

Talk about the different types of clothing you and the children are wearing when it is cold, hot, or rainy outside.

Notice when children are tired and encourage them to go somewhere to rest. Have a quiet place where they can go.

Take a pitcher of water and small paper cups to the playground and encourage children to come for a drink when they are thirsty. Help them hold the cup to drink.

If parents send or bring food to the classroom, encourage them to make healthy choices.

1s: Physical Development



Emotional and Social Development

Standards:

- **Personal relationships with adults**
- **Personal relationships with peers**
- **Self-awareness**
- **Self-control**
- **Self-expression**





One
year olds

Personal relationships with adults

Build relationships with adults as they:

- Move toward an adult for physical contact
- Look for an adult out of their view
- Seek out an adult to share an activity such as reading a book together
- Check the reaction of an adult for approval or disapproval
- Show expressions of positive feelings toward an adult, such as smiling

Show feelings of security and trust with familiar adults as they:

- Hold their arms up to be picked up or for a hug
- Calm down when an adult comes to their aid
- Stay very close to a familiar adult when a stranger is present
- Return to a familiar adult for reassurance

Personal relationships
with adults

Activities and Strategies for Development



Musical Laps

- Play this version of “musical chairs” with one, two, or three young toddlers.
- Sit on a carpeted area with your legs crossed at the knee creating a “lap.”
- Have a CD or tape player with lively music within easy reach.
- Turn on the music and invite the children to dance and move freely while you remain seated.
- When the music stops, motion for one child to come sit on your lap.
- When the child sits, give her a gentle hug and then help her to her feet.
- Turn the music on again for children to move freely.
- Stop the music again and pick another child to sit on your lap.
- Repeat until each child has had a turn to sit in your lap and receive a hug.
- Do not be surprised if all the toddlers end up in your lap at once!

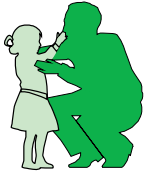
Special Needs Tip

Children who are unable to stand and dance to the music can be encouraged to move their hands, arms, and head to the music’s rhythm. When the music stops, gently lift the child to your lap and give him a hug.

Read My Lips!



- Sit with a small group at circle time.
- Sing the song, “If you’re happy and you know it, smile like this” (make an exaggerated smile on your face.)
- Ask the children to show you their smiling faces.
- Point out how their lips go up when they smile.
- Have the children feel their own faces and how their lips go up.
- Say to the children, “Leon said ‘thank you.’ That made me smile—my face looked like this (smile).” “Rochele put her blocks away. That made me smile—my face looked like this (smile).”
- Find times throughout the day to show a smiling face and expression of approval when you “catch children doing something good!”



Individual Greetings

- As each child enters the classroom each day, make time for a personal one-on-one greeting.
- Bend down to the child's level and make eye contact.
- Invite the child to choose a way they would like to greet you.
- They could choose a hug, a high five, a hand wave, a big smile, rubbing cheeks, or any creative greeting you teach them or they teach you!
- As you greet them, say, "Hello, (child's name), I'm glad to see you today. Do you have a special hello for me?"

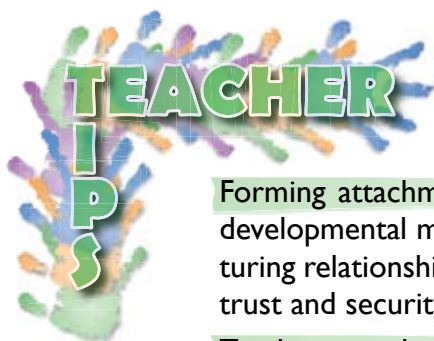
Cultural Tip

With physical contact it is important to take your cues from children. Some families and cultures are comfortable with lots of physical contact and others are not. Even within the same cultural group, individual children will have different preferences for physical contact.



Calming the Upsets

- When one of your toddlers becomes upset due to a fall, a disagreement over a toy, or fatigue, go over to them as soon as possible.
- Stoop down to face them or bring them to a low chair where you can look in their face.
- Use words that express what the child is feeling.
- Say, for example, "You feel mad when Becca takes your toy. Would you like me to hold you until you feel better?" or "That hurt when you fell and bumped your head. I will hold you until you feel better."
- When the child stops crying and her body relaxes, say, "I can tell you are feeling calm now." or "Let's get a Band Aid for your scrape."
- Encourage your toddlers to come to one of the adults in the classroom for calming support and then help them get involved in another activity.



Forming attachments to parents and other key caregivers is an important developmental milestone for the infant and young toddler. A warm and nurturing relationship with a teacher allows the toddler to extend his feelings of trust and security beyond the home.

Teachers can help parents create a brief, positive separation routine. Help parents involve their child with a favorite toy or activity in the classroom or give a quick hug and a reassuring comment such as “Daddy is going to work. I’ll come back for you after naptime.”

Daily routines give a child a sense of security in knowing what to expect and when to expect it. Keep routines and schedules simple and low stress.

Children show differences in temperament or personality very early. Some children are slower to “warm up” to new people and experiences. The teacher should encourage and patiently invite the children to try to new things ... but never force them.



**One
year olds**

Personal relationships with peers

Begin to relate to other children as they:

- Join a few children who are participating in an activity with an adult
- Play with toys and materials next to other children
- May take a toy away from another child and say “mine”
- Try to imitate other children’s actions
- Physically greet other children

***Show awareness of feelings displayed
by other children as they:***

- Watch another child who is crying
- Cuddle a comfort object when they see another child who is upset
- Imitate feelings displayed by other children such as laughing or crying

Personal relationships
with peers

Activities and Strategies for Development

Have a Sunny Day

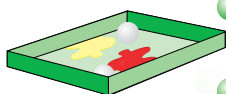


- Tape a large piece of butcher paper onto a table.
- Invite two children at a time to come to the table, put on a smock, and finger paint with yellow paint next to each other. Have paper towels handy to clean up any spills. Set up the painting activity near a sink to make it easy to wash the children's hands when they are done.
- When everyone who wants to paint is finished, hang the paper to dry.
- When it is completely dry, cut the paper into the shape of a sun, write "Have a sunny day" on it, and hang it on your classroom door to greet parents and visitors.
- Talk to the children about how they all worked together to make a sign for the door.

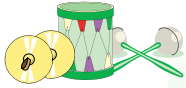
Special Needs Tip

Some children do not like to put their hands in paint. Have sponges available.

Ping Pong Paintings

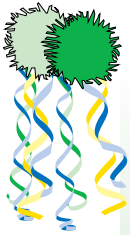


- You will need a large cardboard box lid, such as one from a carton of copy paper, and two ping pong balls or golf balls.
- Cut out pieces of construction paper to fit in the bottom of the lid. Put a dab of washable red paint in the middle of the paper. Put the ping pong balls on the paper, too.
- Sit on the ground with one child sitting at one end of the lid and another child at the other. Help them tilt the lid from side to side to make the ping pong balls roll through the red paint.
- Add a second color and help the two children tilt the lid some more. Talk about the new color they made by working together! Put both children's names on the painting and hang where visitors can see.
- Rinse off the ping pong balls and repeat with two new children and other paint colors.



Making Music Together

- Set out a box of simple musical instruments such as maracas, drums, rhythm sticks, tambourines, and bells. Be sure to have several of each kind so all children can join in if they choose.
- Play some music and begin to play one of the instruments.
- As children join you, help them choose an instrument and play along.
- Each time another child joins the group, comment about how the music sounds when “we all play music together.”



Dancing Just Like Rosa

- Play some lively children’s music and invite children to join you in an area large enough to move around without bumping into each other.
- Begin by doing a simple movement such as clapping your hands and encourage the children to do the same.
- If one of the children starts to do a different motion such as turning around or bouncing up and down, describe it to the others and encourage them to imitate it. For example, “Rosa is bending her knees up and down, let’s do that, too!”
- Have some simple props such as cheerleading pompoms or short paper streamers. If one child chooses one and others follow, describe what each is doing; “Heath is waving a streamer and so is Terrence.”

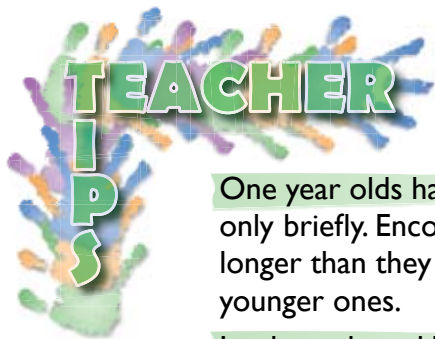
Special Needs Tip

Encourage children who cannot stand to wave the props!

So Happy. So Sad



- Cut out large pictures of children's faces that look happy and ones that look sad.
- Glue them on pieces of cardboard and laminate or cover with clear contact paper.
- Sit with a few children in front of a large, unbreakable mirror. Show one of the happy faces.
- Tell the children that the child in the picture is happy. Point to the facial features, including the smile and the eyes, which tell us the child is happy. Model a happy face and encourage the children to do the same. Look in the mirror to see everyone's smiling faces. Encourage the children to say "happy" when they make a happy face. Talk about things that make us happy. Use real examples such as "Lorenzo had a happy face when he went down the slide today!"
- Repeat with a picture of a sad face, if the children are still interested. If not, try this part at another time.
- Throughout your day describe the children's faces and what they are doing when they look "happy" or "sad."
- A variation is to use pictures of faces from a book instead of cutting them out and laminating them.



One year olds have a short attention span. They may participate in activities only briefly. Encourage them but do not insist that they stay with an activity longer than they choose. Older one year olds will “stick with it” longer than younger ones.

Look at a board book of babies’ faces with the children such as *Baby Faces* by DK Publishing or *Peek a Boo* or *Smile!* by Rebecca Grobel Intrater. Name and describe the feelings shown by the babies in the book.

One year olds display their feelings with actions because they do not know any other way to do so. Sometimes these feelings can be intense and they may throw things or hit another child. Describe the child’s feelings and set clear limits calmly—“You are angry, Bobby. We can not throw toys when we get angry.” Then redirect the child to another activity or to sit quietly with you for a few minutes while he calms down.

Watch the children carefully and try to intervene *before* they act inappropriately. If you see a child getting angry, for example, try to help her solve the problem before she acts out her anger.

One year olds are easy to redirect. If you see a child getting frustrated, offer him something else to do that you know he will enjoy.

Do not expect one year olds to share. Have several of the same type of toy to avoid conflicts. If one child wants to play with the same toy as another, offer one of them a similar toy instead.

Do activities with one year olds individually or with two or three children. You might begin an activity with one child and invite another child to join you.

You can expect one year olds to play by themselves or next to one another child rather than playing “together.”

Greet each child by name when they arrive, and say goodbye when they leave. Encourage the other children to say “hi” and “bye” and learn each others’ names.

Remember that you are a role model in helping children learn to play together and resolve conflicts. They will imitate your actions, tone of voice, and the words you say to other children and adults.

Maintain a calm atmosphere in your classroom. Strong emotions can be frightening to the children.



**One
year olds**

Self-awareness

Show awareness of themselves as individuals as they:

- Express preferences for what they like to eat
- Show preferences for what they like to do
- Point to themselves in a mirror
- Express emotions that fit a situation such as smiling when happy, crying when upset, and clapping when excited

Show awareness of their abilities as they:

- Express positive emotions such as smiling or clapping when they succeed at a task
- Try to do some things independently when an adult tries to do it for them, such as taking a spoon from an adult who is trying to feed them
- Look for approval from adults

Self-awareness

Activities and Strategies for Development

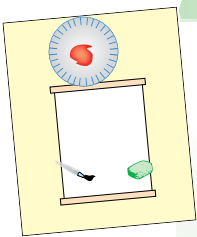


Mirror Image

- Sit in front of a large mirror with one or two children.
- Make silly faces and encourage the children to do the same.
- Move your arms, shake your head, and do other movements for the children to imitate.
- Point to body parts and name a few.
- Throughout, say the children's names and point to what they are doing in the mirror. "Irene is waving her arms!" See if the children will point to themselves in the mirror when you ask "Where is Pepi?"

Language Tip

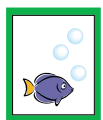
Learn to name a few body parts in the home language of the children. Use these words when you can ask them to point in the mirror.



Pick and Choose

- Tape a large piece of butcher paper to a table and then tape individual pieces of drawing paper to it.
- Cut sponges into pieces that are easy for your one year olds to hold and dampen them. You will also need some two-inch paint brushes, paint shirts, and paper towels for clean up.
- Put a small amount of washable paint on paper plates. One color is all you need.
- With one or two children at a time, show them how to dip the sponge in the paint to make prints and how to use the paint brush.
- Let each child choose a sponge or a brush to start with. Let them have a chance to try both if they want to. Assist as needed.
- Write each child's name on their work, put the pictures somewhere to dry and hang them at the children's eye level for all to admire!
- Some children will prefer to use the sponge only, others will prefer the brush, and others will enjoy both!

Frame It!



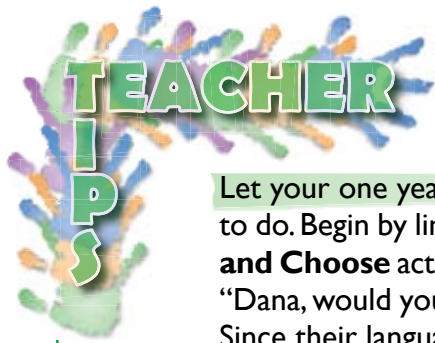
- Make “picture frames” out of colorful poster board. Cut pieces an inch larger than the paper the children will use for a particular art project and then cut out the center to make a frame.
- As the children create paintings, scribbled drawings, collages, and other art projects (such as the one from Pick and Choose above), hang them on a wall or bulletin board with the frames around them. Put them at the children’s eye level.
- Talk to the children about how proud you are of them and how proud they should feel about their work. Although they do not yet understand the word, “proud”, they will get the message from the excitement in your voice and your smile.
- Encourage parents to admire their children’s creations. Use the frames over and over.

Pizza Box Pride



- Ask a local pizza store to donate enough boxes for each child in your class.
- Cover the top of each box with contact paper that is solid in color or has a simple design.
- Ask parents to provide a photograph of their child that can be glued onto the box top.
- On a regular basis, take pictures of the children as they accomplish new skills and are involved in activities they enjoy. Glue them on the inside of each child’s box. If you run out of room, add sheets of paper with more photos and store them in the box.
- Periodically, let the children find the box with their picture on the top, sit on the floor, open it, and look at their pictures. Talk about all the things they are learning to do.
- Write each child’s name on the side of their box and stack them somewhere convenient.

Note: If you do not have access to a camera in your Center, ask parents to donate disposable ones.



Let your one year olds begin to make choices about the activities they want to do. Begin by limiting the choices to two options—for example, in the **Pick and Choose** activity above, you would show the materials to the child and ask, “Dana, would you like to make your picture with a paint brush or a sponge?” Since their language is limited, they will “answer” by taking one or the other.

Give a child an unbreakable mirror to hold as you change diapers. Talk to the child and see if she can point to herself in the mirror.

One year olds are beginning to express independence. They will try to do things they are not fully capable of doing. They might try to use a spoon, for example, and get a little bit in their mouth but spill the rest. Encourage their effort and let them keep trying with as little assistance as you can. Of course, always put safety first!

One year olds look to adults for approval. Smiles, claps, and words of support help them feel positive about their accomplishments.

Help the children begin to develop a sense of pride by saying things like “You used your feet to make the riding toy go, Madison. You must feel so proud!”

Find opportunities to encourage children’s efforts as well as their accomplishments. For example, “Tarek, you are trying so hard to get the square shape in the hole. Keep trying, you can do it!” Of course, if he keeps trying and cannot do it on his own, help him turn the shape so it will fit. Smile and use a pleasant tone to encourage him.

Help your one year olds learn the names of the feelings they experience. For example, “Cheryl, you look so *happy* when you smile.” or “Jaime, you are *upset* because Alan took your truck.”

When children get frustrated with a task, break it down into smaller steps so they can be successful one step at a time.

Encourage children to “stretch” their abilities. When they have mastered a skill, encourage them to try something a little more difficult.

Help parents understand that the process of *trying* is more important than a finished product.

Share children’s successes with their parents.



**One
year olds**

Self-control

Regulate emotions and behaviors with adult support as they:

- Give attention when their name is called
- Sit for a short activity with an adult
- Calm their anger when redirected by an adult
- Modify behavior when an adult shows disapproval
- Respond to a warning or unsafe signal from an adult

Follow simple routines and rules in a group setting with adult support as they:

- Sit and listen in a group setting for a short period
- Follow the adult's lead in a classroom activity or routine
- Make choices to participate in one activity or another

Self-control

Activities and Strategies for Development



Name Game

- As children are playing, sit in the middle of the floor.
- Look for a child nearby to use their name to start the song.
- Sing the song below while clapping your hands.
- When the child hears his name and looks up, point to him as you sing his name.
- The child may move toward you when his name is called.
- Invite him to sing his name and clap too.
- Repeat the song with each child's name who is nearby.

Where is Roberto? Where is Roberto?

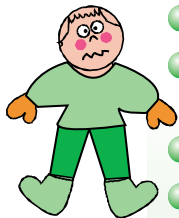
There he is, there he is

I see Roberto, I see Roberto

Here he is, here he is!

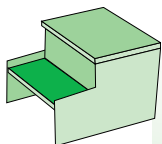
(Sing to the tune of "Where is Thumbkin?")

Mad Max



- Find or make a large cloth doll with eyes, nose, and a mouth.
- Use a marker to draw a jagged line across the doll's mouth to give it a mad expression.
- Bring the doll to Circle Time with a small group.
- Show the children the doll, and tell them his name is Mad Max.
- If you have a child named Max in your classroom, change the doll's name.
- Tell the children, "Sometimes Max gets mad when someone has the toys he wants. His arms go like this." (Hold the doll in front of you and move the doll's arms like they are hitting.)
- Say, "Sometimes when Max is mad, he kicks his legs like this." (Move the doll's legs in a kicking movement.)
- Then say, "I can help Max when he gets mad. I can help him find another toy!"
- Ask the children if they would like to help Mad Max and bring him a toy to play with.
- Pretend to let Mad Max play with the toys brought by the children.

Step Safety

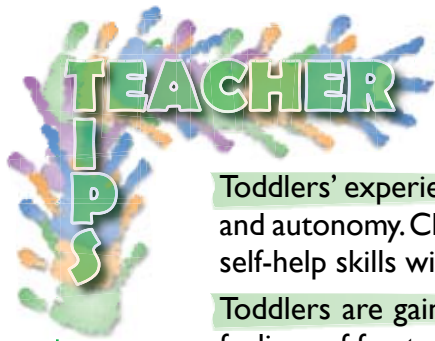


- During diapering and hand washing routines, have one child at a time climb a step stool to reach the sink.
- Stand nearby to make sure the child is standing securely on the step.
- If another child tries to climb the bottom step at the same time say, “Only one person at a time on the steps. We take turns on the steps. Alec will go first. Then it will be Brianna’s turn.”
- Observe to see if the child stops climbing.
- Continue by saying, “Good job. You waited for it to be safe.”

Guest Reader



- At least once a month, invite someone to be a special guest “reader” in your toddler classroom.
- Your guest reader could be a parent or grandparent, a familiar community member, a teacher from another classroom, the cook, or center director, for example.
- Help your guest reader select a short picture book from your collection that will be of interest to your group of toddlers.
- When your guest reader arrives, invite the children to come to the rug to hear a story read by a very special guest!
- If the guest is less familiar, introduce them by name to the children to reduce stranger anxiety, “This is Yali’s daddy, Mr. Tan.”
- The children will enjoy the novelty of a new face and voice sharing a book with them!
- When a parent or other relative is the guest reader, plan this activity at the end of the day so the child can go home with the parent afterward.



Toddlers' experiences lay the foundation for their development of self-control and autonomy. Children who are allowed to make choices and who are taught self-help skills will grow in their independence and feelings of self-worth.

Toddlers are gaining the ability to express themselves and sometimes their feelings of frustration show in negative behaviors, such as tantrums or biting. Adults can use words like "scared" or "mad" to help children sort out their feelings, while setting limits on unsafe behavior.

Store playthings on shelves at the children's level so they can make choices and pick up and put back toys independently.

Toddlers will test limits in their search for independence so adults must supervise them closely to protect them from dangerous situations.

Redirect or distract toddlers as a guidance strategy. Keep classroom rules to just a few, and state them positively, such as "use your words" instead of "no hitting."



**One
year olds**

Self-expression

Express themselves creatively through art and music as they:

- Paint with finger paint
- Begin to scribble
- Shake musical instruments

Demonstrate imagination through dramatic play as they:

- Begin to engage in pretend play such as pretending to talk into a telephone, pretending to feed a baby doll, and putting a toy animal in a car to take it for a ride
- Imitate older siblings and adults' behaviors

Self-expression

Activities and Strategies for Development

Finger Paint with Sparkle

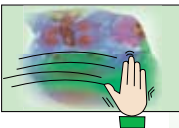


- Add salt to non-toxic, washable finger paint and put a small amount in flat plastic lids.
- Cover a table with newspaper (tape the edges down) and tape individual pieces of drawing paper to it.
- Invite one or two children at a time to put on a paint shirt and finger paint. Show them how to dip their fingers or hands into the plastic lid and paint on the paper. Do this activity near a sink to make it easy to wash hands afterwards.
- The salt adds texture to the paint and when it dries, it sparkles!

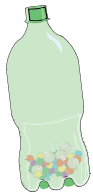
Developmental Tip

Some children do not like to put their fingers in paint. Offer them a sponge to paint with instead. They might enjoy the next activity!

Scribble Away!



- Do this activity at a child-sized table with a washable surface.
- At a few places around the table, put a small amount of non-toxic, washable finger paint directly on the table.
- At each place, tape a large piece of plastic wrap over the paint. You want the plastic wrap to be stretched tightly and taped to the table.
- Show the children how to move their fingers on the plastic wrap to make paint scribbles.
- Help them “erase” their scribbles by rubbing their whole hand over the painted area. Then they can start again or another child can have a turn!
- This activity should be especially appealing to children who do not like to put their fingers in paint!



Shake It Up, Baby!

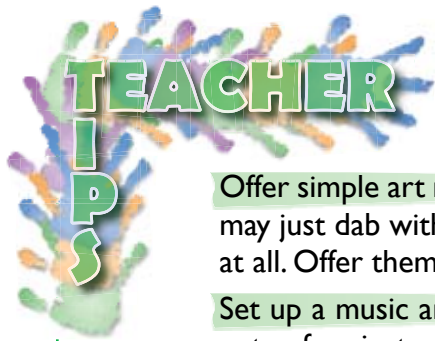
- Collect plastic drink or shampoo bottles. Choose bottles that will be easy for the children to grasp with one hand.
- Put some beads, pebbles, or jingle bells in the bottles and hot glue the top on securely. Make enough for each child to have one. (Look for bells in a craft store.)
- Play music and invite the children to sit and shake their shakers with you. Stand up and walk around shaking them, too!

Beginning to Pretend



- Set up a Dramatic Play area in your classroom with items that help your one year olds begin to “pretend” such as:
 - Child-sized, sturdy kitchen equipment and child-sized or lightweight full size pots, pans, plastic dishes, empty food boxes, and cooking spoons
 - A baby bed or boxes with stuffed animals and ethnically diverse dolls
 - Doll-sized combs, brushes, and blankets
 - A toy shopping cart or stroller
 - Purses and bags
 - Clothing that is easy to put on such as large shoes and plastic hats
 - Telephones and remote control “clickers” which are no longer in service (remove all wires and other loose pieces)
- For younger one year olds, offer only a few items to play with at one time. Add more items as they have more experience in the Dramatic Play area.
- Let the Dramatic Play area be a place where children can freely express themselves as they begin to engage in pretend play.

Note: Look for many of the above items at garage sales!



Offer simple art materials to one year olds and let them freely explore. They may just dab with paint, make a few dots with a crayon, or not be interested at all. Offer them sidewalk chalk to scribble outdoors.

Set up a music area with a few instruments. Find a low shelf where you can put a few instruments such as a drum, maracas, a xylophone, bells, and a tambourine.

Ask an appliance store to donate some large boxes. Be sure there are no sharp edges or staples. If you have room, put one inside your classroom or put one outdoors. Set the box on its side and put a few toys in it.

Use household items to make music. Pots and pans and wooden spoons make good drums, wooden spoons can be rhythm sticks, a wire whisk tapped on an aluminum pie tie makes an interesting sound, and pot lids can be cymbals.

Participate in pretend play along with your one year olds once in awhile. Some will imitate you and others will start to pretend on their own. Describe what you are doing as you put a baby to sleep or talk on a cell phone.



Approaches to Learning

Standards:

- Learning approaches for development and school success





**One
year olds**

Learning approaches for development and school success

Begin to show curiosity in the environment as they:

- Explore while playing
- Try new sensory experiences
- Choose to engage in unfamiliar activities
- Explore with their senses
- Experiment with materials
- Show interest in learning new things

Begin to focus on activities of interest as they:

- Sustain attention in an activity with an adult
- Sustain attention in an independent activity for a short period of time
- Work toward completing a task
- Stay engaged for increasing lengths of time

Begin to find different ways to solve simple problems as they:

- Show flexibility
- Take initiative
- Are inventive
- Find a creative solution

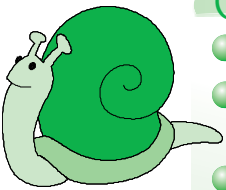
Learning approaches for
development and school success

Activities and Strategies for Development



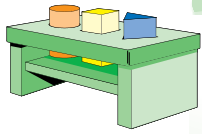
Musical Mystery

- Place a child-sized musical instrument on the carpet, such as a tambourine, maracas and shakers, or wrist bells.
- Invite a child to the carpet to see what is there, but do not model how to play.
- Allow the child to pick up the instrument and explore the sound it makes as he shakes it back and forth or taps it on the rug.
- Say to the child, "I can hear the sound you are making. Can you hear it too?"
- After a few moments, place another instrument in front of the child.
- Say, "I wonder what sound this makes? How can we find out?"
- Encourage the child to explore the sound made by the second instrument too.



Curious Creatures

- Set up a small glass tank or terrarium with sand and rocks.
- Place the tank securely on a table or shelf where children can see but can not tip it over.
- Buy a hermit crab or some snails from a local pet store.
- Encourage children to observe the unusual way they move in the sand and on the sides of the tank.
- Give children plenty of time throughout the day to look at the tank.
- Find a book with pictures of hermit crabs and snails and share the pictures with the children.

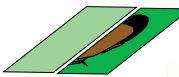


Shape Sorter

- Sit with a child who is playing with a shape sorter.
- Say to the child “Let’s see where this shape fits,” each time the child tries to fit a shape into the shape sorter.
- If the shape does not fit in the hole say, “Let’s try another shape.”
- Point or turn the sorter to the space where the shape will fit, if the child becomes frustrated.
- When the child fits the shape into the correct space say, “You did it! You found the right shape. Now try the next one.”
- Encourage the child to put each shape into the sorter.
- Say to the child, “Good work, you found the place for each shape.”

Special Needs Tip

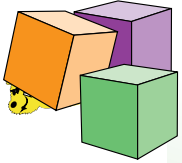
Children with developmental delays or limited manual dexterity may only be able to sort one or two shapes. Start with the circle since it is the easiest. Praise all attempts to work at the sorting task.



Portrait Puzzles

- Take a photo of each child in your group.
- Print out one copy—black and white photos are fine.
- Laminate each photo and glue to a piece of cardboard.
- Cut the board in half for a two-piece puzzle.
- Sit with the child and her portrait puzzle turned face down.
- Invite her to turn over one piece. Ask her, “Who is this? Let’s find out. Can you turn over the other piece?”
- Encourage her to turn over the other piece and fit the two together.
- Clap your hands and say, “Look, it’s you!”

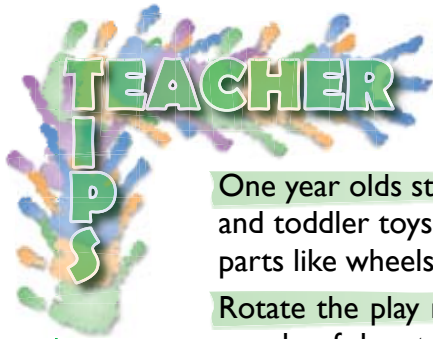
Where Did it Go?



- Get three empty square tissue boxes.
- Cut out the open end of each box so that a small stuffed toy could fit underneath.
- Sit with the child and show him the small toy.
- Tell him that you are going to hide the toy for him to find.
- Put the toy under one of the boxes.
- Shuffle the boxes around.
- Ask the child, "Can you find the toy?"
- Observe to see if the child lifts each box until he finds the toy.
- Repeat this game as long as the child enjoys the hide and seek.

Special Needs Tip

For a child with a developmental delay, turn the boxes with the open end up. Have him "find" the toy IN the box and take the toy OUT of the box.



One year olds still explore objects by putting them into their mouths. Infant and toddler toys are best because they are non-toxic and do not have small parts like wheels that could break off.

Rotate the play materials in your classroom. Put out something new every couple of days to spark curiosity and interest. Do not put too much out at once or children can become over-stimulated.

Your toddlers may want you to read the same story or sing the same song over again. That is okay. This repetition will help them learn and make it easier for them to join in.

Look for ways your children are showing inventiveness and flexibility. For example, using sticks when the shovels are gone or moving a box to step up to the sink. These are signs that they are developing important skills for learning how to solve problems.

1s: Approaches to Learning



Language & Literacy Development

Standards:

- Understands spoken words (receptive language)
- Expresses thoughts with sounds, words, gestures (expressive language)
- Foundations for reading
- Foundations for writing





One
year olds

Understands spoken words (receptive language)

Respond to spoken words as they:

- Look at an object when named
- Pick up or point to an item when named
- Use actions to show understanding of words, such as going to the table if asked, "Are you hungry?"

Follow simple directions and requests
as they:

- Respond to a simple one-step command, such as "Get down."
- Respond to a simple two-step direction, such as, "Get your jacket, and bring it to me."

Understands spoken words
(receptive language)

Activities and Strategies for Development



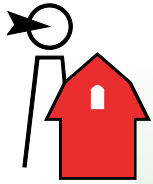
Eyes, Nose, Tummy, Toes

- Sit with a small group on the carpet.
- Say this verse slowly, and point to your own body parts one at a time.
- “Here are my eyes, here is my nose, here is my tummy and here are my toes!”
- As you repeat the verse, encourage each child to point to their own eyes, nose, tummy, and toes.



Taking Care of Baby

- Set up a Dramatic Play Center with a toddler-sized toy sink or stove with plastic dishes.
- Put a doll's bed, a doll, and a doll stroller or buggy in the Center.
- Observe the children playing in the Center. Look for opportunities to talk with the children.
- Say to one child, “I think the baby is hungry. Can you make some food for the baby?”
- Observe to see if the toddler picks up the dishes.
- Say, “Take the baby bye-bye,” and see if the child puts the doll in the buggy. Or say, “The baby is sleepy,” and see if the toddler puts the doll in the crib.



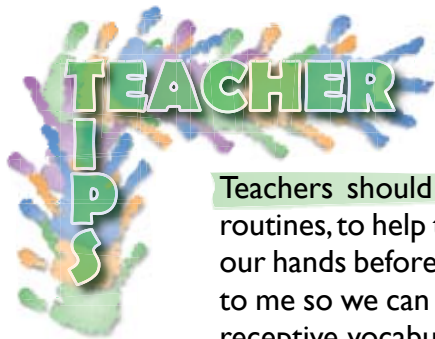
Who's in the Barnyard?

- Find a shoe box and decorate it to look like a barn.
- For example, wrap red construction paper around the box and black paper around the lid.
- Gather plastic farm animals such as cows, pigs, ducks, or horses.
- Place the plastic animals in the bottom of the box.
- Invite a child to look inside the box. Ask her, "Who is in the barnyard today?"
- Say to the child, "Can you find the cow?" Encourage the child to point to the cow or pick it up.
- Repeat for all the barnyard animals.

All Fall Down



- Hold hands with two toddlers and show them how to hold each other's hands so that you form a circle of three.
- Walk slowly in a circle moving clockwise.
- Sing the old favorite nursery rhyme to the children, "Ring around the rosie, a pocket full of posies, ashes, ashes, we all fall down!"
- At the last phrase, show the children how to "fall down" gently on the carpet.
- Invite other children who show interest to join the circle.



Teachers should talk with toddlers throughout the day, even during basic routines, to help them learn the meaning of words. Say for example, "We wash our hands before lunch" as you help the child at the sink, or "Bring your jacket to me so we can go outside." This will help children develop their listening or receptive vocabulary and build word meaning.

Keep directions or requests simple and direct. Use gestures to add meaning. For example, offer your hand to the child when you say, "Come here. Let's go see what Miss Martha is cooking in the kitchen."

As you play simple games or read simple picture books to toddlers, encourage them to point to things even if they cannot say the names of things they see.

Frequent ear infections can interfere with a child's ability to hear and discriminate sounds. Be sure to communicate with parents if there are concerns about a child's hearing and responses to spoken words.



**One
year olds**

**Expresses thoughts with
sounds, words, gestures
(expressive language)**

**Communicate without words, using
motions, and gestures as they:**

- Use physical signals to send a message, such as pointing and waving
- Use facial expressions to send a message

**Demonstrate beginning oral language
skills using sounds and words as they:**

- Babble strings of word-like sounds
- Name objects and familiar people using one word
- Communicate a message with one word, such as “more” or “up”
- Begin to use two words to communicate a message

**Use sounds and words in social
situations as they:**

- Point and make sounds when they want something
- Use one word greetings such as “hi” and “bye”
- Say “yes” and “no” to let adults know what they want
- Make word-like sounds back and forth with an adult to have a “conversation”

continued...

Begin to express self freely and creatively, using sounds and words as they:

- Make word-like sounds while playing
- Make animal sounds while playing
- Make sounds of objects, such as cars or trucks, while playing
- Pretend to talk on a telephone
- Sing, using sounds and a few words

Ask simple questions as they:

- Use physical signals to ask a question such as pushing a stroller to the door to ask “Can we go outside?”
- Use one word to ask a question such as “Nana?” to ask, “Can I have a banana?”
- Begin to use two words to ask a question

Expresses thoughts with sounds, words, gestures (expressive language)

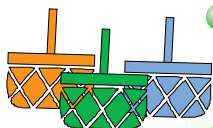
Activities and Strategies for Development

Hide and Seek



- “Hide” some familiar objects in different places in your classroom.
- Tell the children you cannot find some of their toys and need their help to find them.
- Invite children to walk with you around your classroom to hunt for the missing toys. Act lively and make gestures as you look for and find each toy. “I can’t find the tractor! Where can it be? Oh, here it is! Look, Bailey, we found the tractor. Can you say tractor?”
- Continue your search as long as children are interested or until you’ve found all the hidden toys. Each time you find one, encourage the children to repeat the name. Accept all attempts with enthusiasm.

Baskets of Fun



- Set out baskets with different toys in each one. For example, one might have a few stuffed animals, another could have plastic animals, and a third might have trucks and cars.
- Watch as children come to see what is in the baskets.
- Let them choose freely which toys they want to play with.
- As they point to or take a toy, describe what they are doing, and encourage them to name the item or imitate a sound. “Maddie, I see you want to play with the truck. Can you say ‘truck?’” “Ivan, you chose a puppy. What sound does a puppy make?” Accept all attempts enthusiastically!
- Some children may dump the toys out of the baskets and put them back in instead of just choosing one. Name and describe the items as they pick them up to put them in the basket.

Coming and Going



- Use a playful puppet to help your one year olds learn to say “Hi” or “Hello,” and “Bye” or “Good-Bye.”
- When the children arrive in the morning wear the puppet on your hand to greet them by saying “Hi” and the child’s name. Have the puppet say “Hi” to the parent, too.
- Encourage the children to say “Hi” to the puppet.
- Use the puppet again at the end of the day to say “Good-Bye” or “Bye-Bye” to each child. Ask each one, “Can you say bye-bye to Piggy Puppet?”

Language Tip

Learn to say “Hello” and “Good-Bye” in the home languages of the children in your class.

Saying Yes, Saying No



- Meals are good times for your one year olds to learn to say “yes” and “no” to tell you what they want. For example, offer them two choices such as applesauce and banana slices for snack.
- Show the children both foods and ask “Do you want bananas for a snack? Do you want applesauce?” Encourage each child to say “yes” or “no” each time. Let them say “yes” to both if they choose.
- Find other times throughout the day for the children to practice saying “yes” and “no.” Watch as they try to tell you what they want by pointing, shaking their heads, or just taking something. Ask if they want the item. Encourage them to say “yes” or “no.” Do not be surprised if they change their minds!

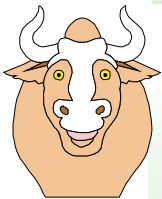
Language Tip

Learn to say “yes” and “no” in the home languages of the children in your class.

Special Needs Tip

Learn to use sign language for “yes” and “no”. Say the words as you sign them.

The Cow Says “Moo”



- Gather a few toy animals that make easy to imitate sounds. Do the same with familiar objects such as a car.
- In a playful way, pick up one of the animals, name it, and make the sound. For example, “The cow says mooooooo.”
- As children come over to join you, choose another one. “The car goes vroom vroom.”
- Let the children pick up one of the toys and encourage them to make the sound of the item they chose. “Alan, what does the horse say?”
- Put the toys where the children can reach them easily. Watch and listen as they carry them around and make sounds.

Sing Along with Me

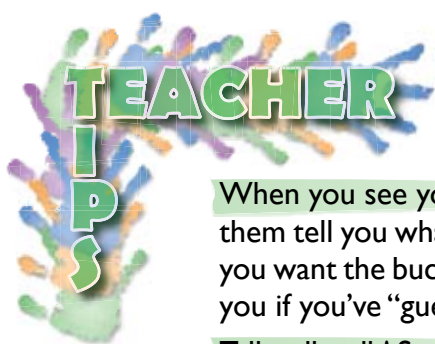


- Sing silly songs with the children. Songs with hand motions are especially fun.
- Try this one using the tune “The Farmer in the Dell.” As you sing each verse, do the motions:
 - Can you clap your hands?
 - Can you clap your hands?
 - You can clap, yes you can clap,
 - You can clap your hands.
- Repeat with “roll your hands, wave your hands, and wiggle your fingers” if the children remain interested. Make up your own verses.



Recording Star

- Record the children's voices. Some will be shy at first, and others will jump right in.
- Say the date and each child's name before they begin. Encourage them to say a few words or sounds you know they are able to make.
- Let each child who wants to hold the microphone and make sounds. Clean the microphone with alcohol between each child's turn.
- Play the recording so the children can hear themselves and each other.
- Do this at different times of the year to hear how the children's speaking skills have grown!



When you see your one year olds point to something they want, try to help them tell you what they are saying. "Do you want the shovel, Arturo? No? Do you want the bucket? Yes?" Their facial expressions and body language will tell you if you've "guessed" right.

Talk, talk, talk! Surround your one year olds with meaningful language. Describe what they are doing, toys they are playing with, what they see, and what they hear. This helps them learn new words.

Talk with the children one at a time as much as possible. It is difficult for one year olds to listen in a group. Get down on their level and talk face-to-face to keep their attention.

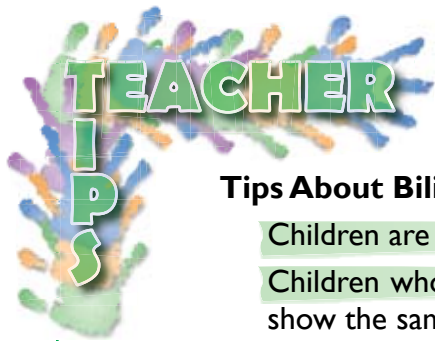
One year olds use one word to mean many words. Fill in the rest for them. When Jennifer says "More," ask "Do you want more green beans, Jennifer?" When Cooper says "Up," say "Do you want me to pick you up and put you in your car seat now? We are going for a ride."

When the children show fear, anger, happiness, or other feelings, talk about how they feel. "Michele, I can see you are angry because Rico took away your toy."

Be patient if your children get frustrated when you cannot understand what they are trying to say. Tell them you are sorry you do not understand, and ask them to keep trying to show you what they mean.

Ask parents to donate old telephones or cell phones. Remove any wires or cords that might be dangerous. Put them where the children can reach them easily.

When a child uses a shortened version of a word, such as "nana" for banana, say the complete word in a sentence. For example, "You want a banana." Avoid "correcting" the child, or repeating the shortened form.



Tips About Bilingual Development

Children are capable of learning two or more languages in childhood.

Children who are exposed to two languages on a daily or weekly basis show the same milestones in language development at roughly the same ages as children who are exposed to one language.

Sometimes bilingual children know fewer words in one or both languages in comparison to children who learn one language. This is because their memory must store words in two languages rather than one.

Bilingual children learn words in each language from different people in different situations. For example, they may learn some words from parents at home, and others from teachers at school. Therefore, they may know certain words in one language, but not in the other.

Mixing languages in sentences is natural and normal for bilingual children. This is because they may know some words in one language, but not the other. They may “borrow” words from one language to complete a sentence in the other. This tends to disappear by the time they enter elementary school.

Knowing the language of their parents and grandparents is important to their cultural identity.



**One
year olds**

Foundations for reading

Listen to stories for short periods of time as they:

- Make pleasant sounds when an adult shows them pictures in a short book
- Watch finger plays, and begin to copy movements
- Sit in an adult's lap to listen briefly to a story
- Find a real object similar to one in a story

Begin to explore physical features of a book as they:

- Carry a book around with them
- Bring a book to an adult to read to them
- Turn the pages of a cloth or board book
- Point to a few pictures while looking through a book
- Turn a book right side up when it is upside down

Become aware of pictures in print as they:

- Point to pictures of a familiar object in a book when asked
- Say the name of a familiar object when asked "What's that?"

Activities and Strategies for Development



Book Nook

- Make a book area in your classroom where your one year olds can look at books on their own.
- Find a quiet area in your room where you can put several books on a low shelf. Choose board, cloth, plastic, and other sturdy books with pictures of familiar objects and few words.
- Use a rug and some cushions or pillows to make the area cozy for the children.
- Put an adult-sized chair in the area, so you can hold a child in your lap to read.
- Change the books from time to time.
- Take photos of the children “reading” in the Book Nook and hang them on the wall at the children’s eye level to reinforce the enjoyment of reading.

Special Needs Tip

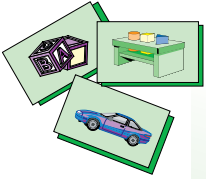
Books with large pictures are good for one year olds, especially children with vision impairments.



See Our Friends

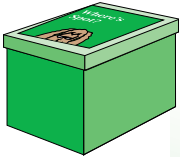
- At the beginning of the year, ask parents to bring in a photograph of their child to be used in a class book.
- Get a small photo album and put one child’s picture on each page.
- Show the pictures in the album to the children. Encourage them to point to their friends as you name them.
- Put the album in the Book Nook for them to look through on their own.
- Repeat this toward the end of the year with a new photo of each child—see how the children have grown!
- A variation of this activity is to make photo albums of special events, such as a Family Brunch, to include in the Book Nook. Look through these with the children to recall the events. “See, there’s Jayla with her mommy when she came to visit our classroom.”
- Another variation is to make a photo album of children participating in the routines of your day. Put a label with the time of day the events occur such as “8:00 a.m. Devin eats breakfast,” “9:00 a.m. We have fun on the playground.” The children will enjoy seeing themselves at school. You can use this album to show to new parents to explain your day.

Our Favorite Toys



- Find pictures of toys familiar to your one year olds. Look through toy and school supply catalogs and colorful newspaper and magazine ads to find them.
- Cut out the pictures and glue them onto cardboard “pages.” Glue one or two pictures per page. Laminate or cover with clear contact paper.
- Punch three holes on the left side of each page and tie the pages together with shoe laces. Tie a lace through each hole to make a “loop.” Make double or triple knots to keep little fingers from untying them!
- Make books with different themes such as animals, toys with wheels, and food.
- Look through the books with the children, and encourage them to point to the toys as you name them.
- Put the books in the Book Nook.

Story Boxes



- Collect boxes large enough to hold a book and a few small toys.
- Put a book, and one or more small toys that go with the book, in each box. For example, if the book shows pictures of animals, put plastic animals in the box.
- Make a photocopy of the cover of the book, and glue it to the top of the box.
- As you look through the book with the children, show them the real objects and let them hold them.
- Afterward, put the Book Boxes where the children can look at the books and the toys on their own.
- Invite parents to borrow the Book Boxes to use at home.

Note: Be sure all “small toys” are suitable for one year olds. They must be large and sturdy enough to avoid a choking hazard!

Special Needs Tip

Give one of these boxes to a child who needs some “quiet time” alone.

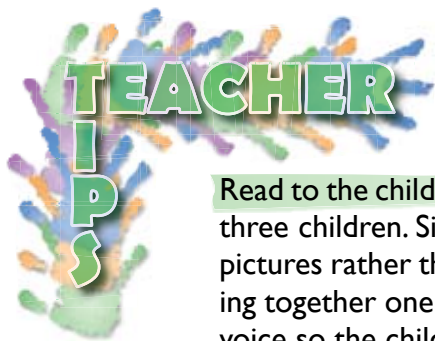
Clap Your Hands



- Enjoy simple finger plays with your one year olds. Some will watch and others will join in. Here's an easy one that includes rhymes. Just do the motions along with the words:

*Clap your hands, look and see,
Clap your hands, just like me.
Roll your hands, look and see,
Roll your hands, just like me.*

Add more verses such as “touch your nose,” “wave your hands,” and “blink your eyes” if the children enjoy this.



Read to the children every day. Read to one child, when possible, or to two or three children. Sit where the children can see the pictures and focus on the pictures rather than the words. Let a child turn the pages when you are reading together one on one. Emphasize rhymes and funny words. Use a pleasant voice so the children know you enjoy reading with them. Stop reading when the children lose interest.

Try using puppets to *tell* stories to the children instead of reading a book.

Have lots of books available for the children to “read.” Select sturdy books with large, colorful pictures. Choose topics that are interesting to your one year olds. Look for books with rhyming words. Include books about people of different cultures and abilities.

Do not be surprised to find your one year olds carrying books around with them.

Model the joy of reading by sharing books that *you* enjoy.

Sing rhyming finger plays and songs with the children.

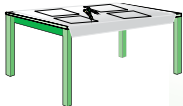


**One
year olds**

Foundations for writing

Scribble spontaneously as they:

- Make random marks on paper with a fat crayon
- Make a few dots on paper with a marker



Designer Placemats

- Cover a small toddler-sized table with butcher paper. Choose a table where the children sit for snack time.
- Tape the paper underneath the table so it does not slip around.
- Use a black marker to outline a “placemat” in front of each chair.
- Place jumbo non-toxic crayons around the table.
- Invite children to come and add their creative marks with the crayons to a placemat.
- Leave the placemats on the table during snack time and talk about the marks the children made.

Special Needs Tip

Children who cannot stand or sit around a table can enjoy this activity too. Tape a length of butcher paper to the floor. Seat or lay the child on the paper with the crayons, and encourage her to “draw” on the paper in all areas she can reach!

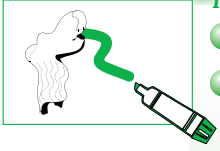


Rain Drops Keep Falling on My Head

- Clip black or dark blue construction paper on the easel.
- Mix white and blue tempera paint to create a color similar to raindrops.
- Make the paint somewhat thin with water so that it drips a little when put on the paper.
- Put a small amount of the paint into a plastic cup at the easel.
- Place a thick handled paint brush in the cup.
- Invite a child to come to the easel to paint. Be sure to put on a shirt or smock.
- Encourage him to use the brush to gently tap paint on the dark paper.
- Say, “Look at the white drops on the dark paper. That makes me think of rain drops falling from the sky!”
- A variation of this activity is to use white paint and black paper and talk about “snowflakes” on a snowy day. Read the board book, *The Snowy Day* by Ezra Jack Keats.

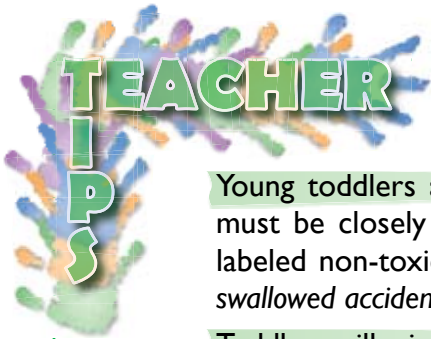
Special Needs Tip

The black paper and white paint make a good contrast for children with visual problems.



Mark and Erase

- Have one or two small white boards that you can bring out to the table.
- Put one non-toxic washable marker and a clean small white sock next to the board.
- Invite a child to come to the table.
- Show them how to make a dot, line, or squiggle on the whiteboard with the marker using one hand.
- Then put the sock on their other hand, and show them how to wipe off or erase the mark using the covered hand.
- Allow the child to experiment making marks on the board and erasing the marks with the sock.



Young toddlers are likely to put most objects into their mouths, so they must be closely supervised with crayons, markers, and paint, even if it is labeled non-toxic. *Be sure you hold on to any marker caps so they cannot be swallowed accidentally.*

Toddlers will grip crayons and markers with their whole fist. Marks or scribbles on paper will be random and with little control.

Teachers should emphasize the **process of scribbling** (“Look, you used the red marker to make a color on the paper!”) rather than the **product of scribbling** (“What is this?”).

Point out the child’s written name on his diaper bag, his storage space or cubbie, and on the parents’ communication board. During the day find an opportunity to write and say each child’s name while he watches. This will help the child connect written symbols to some personal meaning—ME!

Toddlers will enjoy scribbling in a standing position. Push chairs away from the table, so they can use whole arm movements to mark on large pieces of paper.

Keep moist towels or diaper wipes nearby to wipe up washable marks on the child or table.

1s: Language & Literacy Development



I Cognitive Development

Standards:

- Foundations for math
- Foundations for science
- Foundations for social studies





**One
year olds**

Foundations for math

Explore basic shapes as they:

- Try to fit shape pieces into shape holes such as in a shape box
- Try to fit containers and lids of different shapes and sizes together, such as pots and pans
- Fit circle, square, or triangle shape in place in a one-piece puzzle

Begin to sort and match objects with guidance as they:

- Sort one type of item from a group, such as socks from a small laundry pile or spoons from a set of silverware
- Match one simple item with another when asked, such as choosing a small ball like the one shown by the teacher
- Distinguish “big” and “little”
- Match simple pictures with the real item, such as putting the jack-in-the-box on its picture on the shelf

Show awareness of early concepts related to amount as they:

- Say “all gone” when their cup is empty
- Say “more” when they want more to eat
- Indicate that they want an activity to be repeated, such as a song or a turn on the swing
- Begin to say number words in songs and finger plays
- Begin to use one-to-one correspondence by putting one item in one space such as plastic eggs in an egg carton

continued...

Explores concepts related to measurement as they:

- Play with different size containers as they pour and fill
- Explore the concept of “size” by trying to fit one object into another
- Stack objects on top of each other
- Nest a smaller cup into a larger one

Begin to solve simple problems using logical reasoning as they:

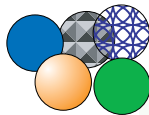
- Put pieces in place in puzzles with separate spaces for each piece
- Realize that an object still exists even when it is out of sight
- Explore how objects relate to one another, such as trying to fit a small foot in a large shoe

Activities and Strategies for Development



Shape Snacks

- Make jello circles by pouring liquid jello into small round plastic cups (or purchase prepared jello in cups). Make jello squares by pouring another flavor into an ice cube tray. Cool in the refrigerator.
- At snack time, slide a knife around the edges to remove the jello from the containers. Slice the jello from the plastic cups into a few circles.
- Serve other snack foods with the same shapes such as banana circles and cereal squares.
- Talk about the shapes as the children enjoy eating them!



Lots of Dots

- Cut out different size circles from colored poster board, textured wallpaper, and sand paper.
- Put glue on the back of each circle. Let the children help stick the circles onto a large piece of poster board.
- Hang it at the children's level and encourage them to look and touch all the circles!
- Talk about the circles and find other things in your class that are shaped like a circle such as a clock, a plate, and a ball. Talk about how the different circles "feel"—smooth, bumpy, and rough.
- Make another poster with squares and one with triangles.

Special Needs Tip

The different textures add a sensory experience to this activity. This will be especially helpful to a child who is visually impaired.

Big Doll, Little Doll

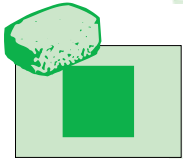


- Organize some baskets of “big” and “little” toys that relate to one another. For example, one basket could have big and little dolls or big and little baby bottles. Another could have big and little sizes of plastic animals. An outdoor basket could have different sizes of buckets, shovels, or sifters.
- Talk about “big” and “little” as the children play with the toys in each basket. “Catherine, you’re playing with the big chicken. Do you see the little chicken?” Put the two items side by side to show the difference.
- To reinforce “big” and “little” some more, have the children stand very tall to show how “big” they are. Then squat down very low to make themselves “little.”
- Talk about “big” and “little” throughout your day.

Language Tip

Learn to say “big” and “little” in the home languages of children in your class.

Matching Sponges



- Cut out sponges in the shape of a square, a circle, and a triangle. Cut each one from a different color sponge.
- Trace around each shape on a separate large index card and color it the same color as the sponge.
- Set out the cards and sponges and invite a child who seems interested to find the sponge that matches the card. “Elyse, you picked up the square sponge. Can you put it on the card with the square?” Help her place the sponge on the shape.
- Encourage the children to feel each shape.

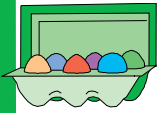
Special Needs Tip

Make a set with larger shapes for a child who is visually impaired.

Click and Snap



- Gather five or six connecting blocks of the same color (such as Duplos or Legos) and put them in a pile with the same number of another toy of similar size such as cars, animals, or people.
- With one or two children, show them one block and ask them to find another one just like it. Help a child who finds one snap it together with the other.
- Keep going until the children have “sorted” all the blocks and snapped them together.
- If the children enjoy this activity, do it at a later time with large connecting links (instead of blocks) and make a chain.



One to One

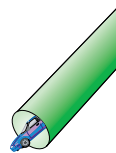
- Collect empty egg cartons. Get colorful plastic eggs that will fit in them.
- Cut each carton in half and put six eggs in each.
- Show the children how to dump the eggs and put them back in place.
- A challenging variation of this activity is to put a small toy inside the plastic eggs and show the children how to open them, take the toys out, put the toys back in and close the eggs. Choose toys that are not a choking hazard and big enough that only one toy will fit in each egg. This variation adds additional fine motor practice.



Nest and Stack

- Gather sets of different kinds of containers that fit inside each other such as plastic bowls and cardboard boxes. Begin with three of each that are very different in size.
- Put the sets where the children can reach them easily.
- Show them how to dump the containers and put them back with the smaller ones fitting into the larger.
- Show them how to turn them over and stack them.
- Now, sit back and watch them explore!
- If the children need a challenge, add one or two more containers or boxes to each set.

Where Did It Go?



- You will need a piece of posterboard, several large rubber bands, and a medium-sized sturdy toy car.
- Roll up the posterboard to make a “tunnel” large enough for the car to fit through. Secure it in place with the rubber bands.
- Arrange the children so they see the outside of the tunnel. As they watch, push the car into the tunnel.
- Push it gently enough so it stays inside. Ask, “Where did the car go?”
- Tilt one end of the tunnel so the car comes out the other side. “Here it is!”
- Let one of the children try to push the car through. If it gets “lost” ask again, “Where did the car go?,” and then help tilt the tunnel so the car comes out.
- If the children enjoy this, put the tunnel and a few cars where they can play with them on their own.

Note: Check to be sure your toy cars are safe for one year olds. Make sure the wheels and all other parts do not come off easily to avoid a choking hazard.



Be sure all toys and materials are large enough to avoid a choking hazard.

Meal times are great times to introduce early math concepts. Serve foods of different shapes such as quesadillas cut into triangles, round banana slices, and square slices of cheese.

Have cardboard, plastic, and cloth picture books that show different numbers of objects for the children to look at.

Use size, shape, and counting words throughout the day. Point out the size and shape of different toys, foods, and other familiar objects. Count things such as the number of children playing in the sandbox and the number of chairs at the snack table.

Have a selection of puzzles with a few large pieces that have their own space in the base of the puzzle. Choose puzzles with knobs. If necessary, glue corks or empty thread spools on each piece to help children develop their small muscle skills.

Have plenty of blocks of different sizes and colors. Cardboard “hollow” blocks are excellent for one year olds. Make your own by covering shoe boxes and other cartons with construction or contact paper.

Encourage children to experiment with the way objects balance or fall. Wooden and hollow blocks are excellent for this kind of exploration.

Tubs with a small amount of water or sand and measuring cups and spoons are excellent for children to begin to explore measurement concepts.

One year olds love to dump and fill containers. They learn about volume and size when they do this. Provide different size containers and objects that are safe for dumping and filling!

Cooking activities help children begin to learn about measuring. Let them help whenever possible.



**One
year olds**

Foundations for science

Actively explore the environment as they:

- Use their senses to discover and examine objects
- Experiment with different objects to see how they relate to one another
- Observe cause and effect, such as pushing a button to make a bell ring
- Observe events in nature

Use sounds and simple words to describe things in the environment as they:

- Begin to describe characteristics of objects, such as saying “hot” when tasting food
- Point to body parts and may try to name them
- Name some animals and the sounds they make
- Name some objects and may use the same word for similar ones, such as “truck” for all vehicles with wheels or “doggie” for all animals with four legs

Use sounds and simple words to ask questions about the environment as they:

- Use a questioning tone to ask about something in the environment, such as saying “Bug?” when pointing to a butterfly

Use simple tools as they:

- Play with simple tools

Activities and Strategies for Development

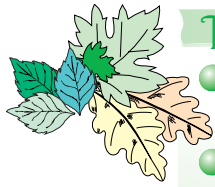
Mother Nature's Gifts



- Here are ways for the children to use their senses to explore the natural world around them:
 - Take a basket outdoors and let the children collect “nature’s gifts” (that are safe!) such as pine cones, bird feathers, leaves, and flowers. Let the children look at, touch, and smell them as you talk about each one. Put them in your basket to bring indoors. Put them in a safe place to explore another time. Always supervise this activity. Follow this with another activity like **Those Falling Leaves**.
 - As the children watch, put grass, dirt, a few leaves, and a small piece of bread in a clear, plastic container. Lay the container on its side and leave it outside overnight. Check the next morning to see if any “bugs” have crawled inside. Put a piece of cloth across the top with a strong rubber band to hold it tightly in place. Punch a few small holes for air. Bring the “bug farm” inside so the children can watch the insects. Put it where they can see it but cannot pick it up without your supervision. Release the insects at the end of the day.
 - Blow bubbles by dipping a fly swatter in a pan of bubbles. Watch the children chase and try to catch the tiny bubbles as they float up and down in the breeze. Use words like “wind,” “floating,” “high,” and “low” when you talk about this fun experience. Let the children try to shake the fly swatter to make more bubbles!
 - Make a simple terrarium with a two-liter plastic drink bottle. Remove the label, cut off the bottom, and put soil and a plant in it. Water the plant and squeeze the top of the drink bottle back on. Tape it securely all around. Put this where you and the children can watch it grow! See **Dig It!** 3 pages away for another activity to go with this one.
 - If you have a tree outside your window, ask someone to donate a bird feeder and bird seed. Let the children help put the bird seed in the feeder. Watch and listen to the birds and squirrels that come for a snack!
- Talk to the children as you explore these activities together. Encourage them to try to name all that they see, touch, hear, and smell.

Special Needs Tip

Help a child in a wheelchair hold the “bug farm” in her lap for the other children to see. This should put the jar at the other children’s eye level.



Those Falling Leaves

- On a fall day, carry a basket outside and invite the children to collect leaves and put them in your basket.
- When you return to your classroom, tape a large piece of clear contact paper, sticky side up, onto a table. Let the children stick the leaves onto the contact paper. Cover with another piece of clear contact paper.
- Cut the leaf collection in half. Put one sheet on a shelf for the children to explore.
- Hang the other in front of a window for the sun to shine through!



Exploring Sounds

- Collect clean, empty quart size tempera containers.
- Put different objects in each one to make interesting sounds.
- For example, put jingle bells in one, small rocks in another, and sand in another. Use hot glue or rubber cement to put the lids back on tightly.
- Let the children shake the containers and hear the different sounds.
- Put the “shakers” on a low shelf for the children to explore.



If You're Happy...

- Sit with a large doll in your lap. As children join you, point to the eyes, ears, nose, mouth, and hair. Name the features as you point and encourage the children to name them with you.
- See if the children can point to the doll's features when you name them. Then point to the features and see if they can name them.
- Throughout, ask the children to touch their features that match the ones on the doll. "There is Dolly's nose. Where is Nitza's nose?"
- If the children are still interested, sing "If you're happy and you know it" with verses to "touch" the parts of their body.

If you're happy and you know it, touch your eyes.
If you're happy and you know it, touch your eyes.
If you're happy and you know it, and you really want to show it,
If you're happy and you know it, touch your eyes.
Repeat with ears, nose, mouth, and hair.
- A variation of this activity is to give each child a doll or stuffed animal to hold. Let the children point to the different body parts on their doll with you.

Language Tip

Learn to say some body parts in the home languages of the children in your class.



A Snake Says "Sssss"

- Put some plastic or stuffed animals on a table or the floor where you are sitting. Choose animals that make sounds easy to imitate.
- Invite children to join you and give each one an animal to hold.
- Keep one for yourself, name it, and make its sound. "I have a snake. It goes 'sssss.'" Encourage the children to repeat the animal's name and sound.
- Help each child name their animal and make its sound. Do not be surprised if they use the same name and sound for some of the animals such as "cow" and "moo" for both the cow and the horse.
- Sing "Old MacDonald had a Farm" with the names and sounds of the animals.



Dig It!

- Prepare a few science tubs for the children to explore, one child per tub. You will need “clean” potting soil, plastic tubs, flower pots, and a few safe flower plants. In each tub put safe simple “gardening tools” such as scoops and sifters.
- Hide a few things in the soil for the children to find such as shells, plastic insects, and plastic flowers. Be sure all items are large enough to avoid a choking hazard.
- Take the tubs outside and invite a few children at a time to join you. Show them how to use the scoops and sifters to find the hidden surprises. Then let them explore, one child per tub. Supervise carefully to keep hands and soil away from eyes and mouths!
- Afterward, use the soil to plant flowers in pots for your classroom. Check with a local nursery to find safe flowers that will grow in your setting. Put the flower pots where the children can watch them grow but cannot reach them. Let the children help you water them regularly.

Note: Check with your Child Care Services consultant or county extension office to find a list of safe plants.

Developmental Tip

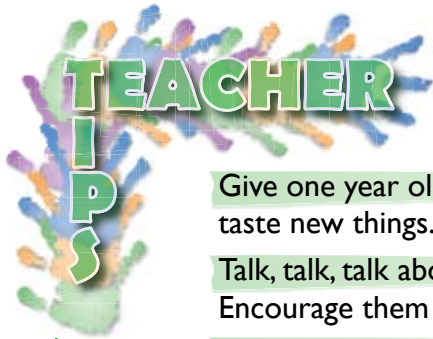
Some children do not like to put their hands in soil and sand. Do not insist—let them watch if they choose.



Strawapple Sauce

- Cooking activities introduce children to many science concepts including measuring, using simple tools, watching ingredients change form and color, and smelling and tasting the finished product. Here’s a simple one:
 - Ask a parent to bring in a crock pot or slow cooker.
 - Ahead of time peel and cut apples in slices, one apple for every two children in your class. Wash and clean a small container of strawberries and cut in half.
 - Let the children help put the apples and strawberries in the crock pot. Add water, covering about one fourth of the apples. Add cinnamon if you wish. Set on high and cook for 3 to 4 hours. Put the crock pot in a safe place where the children cannot reach it while it is cooking.
 - Start in the morning so you can enjoy the smell all day and have Strawapple sauce for afternoon snack.
 - Let the children help stir when it is done. Cool before serving.

Note: Always check for allergies before preparing food!



Give one year olds opportunities to safely look at, listen to, smell, touch, and taste new things. Supervise them carefully as they explore.

Talk, talk, talk about everything the children see, hear, touch, taste, and smell. Encourage them to begin using words to name and describe.

Activities for one year olds work best with one or two children at a time.

One year olds have a short attention span. Some may join you at the beginning of an activity and then wander off to do something else they find interesting. Then others may come over and participate.

One year olds love to push and pull. Have some larger toys with wheels and handles that they can move around your classroom. They will learn how things “work” by pushing and pulling them around.

Have board, cloth, plastic and sturdy paper books that show pictures of things children see in the world around them. Include books with realistic and colorful pictures and photographs.

Water play introduces children to concepts of measurement and cause and effect. Put a small amount of water in a tub with different objects for them to explore such as funnels, cups, and strainers.

Recycle paper and other products whenever you can. Model ways to re-use items to avoid being wasteful. Talk with the children about keeping the earth clean and healthy.

Children are curious about living creatures. They enjoy watching “bugs” and other creatures such as ants, roaches, snails, caterpillars, worms, butterflies, birds, and squirrels. Help them learn the names of what they see and hear.

Have a class pet and let the children help take care of it (*be sure the pet is healthy for children to handle*).

Have safe plants in your classroom and let the children help take care of them (*be sure the plants are not harmful if eaten or cause rashes if touched*).



**One
year olds**

Foundations for social studies

Recognize significant family and personal relationships as they:

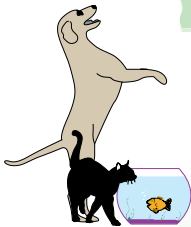
- Say the name of a family member who comes into view
- Seek physical security from a parent or familiar adult
- Say the name of a family pet
- Identify family members by photograph

Begin to recognize individual preferences and differences as they:

- Show preference for certain toys
- Claim ownership of a personal item such as a “favorite blankie”

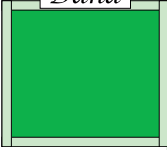
*Activities and Strategies
for Development**You're Safe With Me*

- Let children know throughout daily routines that your first job is to keep them safe.
- As you greet children and the adults who bring them to the center, make them feel secure with your words and actions.
- Offer your hand to the toddler or pick them up. Say, "Hi, I'm glad to see you. You are safe with me until Papa comes back to get you."
- As the child plays and attempts physical skills such as climbing, sit nearby and say for example, "I will help you stay safe as you climb."
- If a child is a victim of hitting, biting, pushing, or some other hurtful actions, go immediately to the child that receives the hurt.
- As you comfort the child by holding him and talking calmly to him, say, "I'm sorry you got hurt. You are safe with me."

Pets on Parade

- Send a note home with each child asking if there is a family pet.
- Ask the name of the pet, the type of pet and any activities the toddler enjoys with the pet, such as throwing a ball or giving a treat.
- Invite the parent to send in a photo of the pet, if available.
- Collect magazine or calendar pictures of dogs, cats, birds, and other pets for children who do not have pets or do not have pictures of their own pet.
- Sit on the rug with your pet pictures and pet information.
- Invite the children to sit with you and see some pictures of animal friends or pets.
- As you hold up a picture, say for example, "Micah has a pet dog. Micah what is your dog's name? Oh, your dog's name is Pepper. Do you throw a ball to Pepper? Show us how you throw Pepper a ball!"
- For children who do not have a pet, let them choose a picture of a pet they like best.
- Say for example, "If Ella-Kate could have a pet, she would choose the bunny."
- After sharing the photos together, glue them on a poster board, write the children's names with their pets' names under the photos, and laminate. Hang the poster at the children's eye level to look at and recall the activity.

Dana



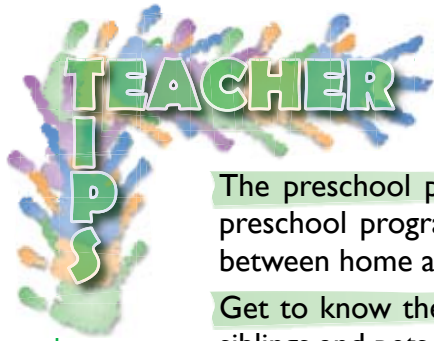
My Own Space

- When parents drop off their toddlers, encourage them to put their child's diapers, clothing, or other items in a personal cubbie or container labeled with the child's name and perhaps a photo.
- You and the parent can say, "This is Dana's place."
- When cots are put out for naptime, help the children find their own cot.
- Invite each toddler to use a special blanket or cozy toy.
- Remember to put the children's cots in the same place each day.

Favorite Toys



- Set out toys in different areas of the room.
- For example, put large colorful snapping beads on the carpet.
- Place one or two pull toys in another area.
- Set out a big dump trunk near large cardboard or foam blocks.
- Lay a few board books on a low table.
- Observe each toddler to see which toy catches his attention first and draws him into play.
- Observe which toys he spends some focused time with and how he responds when another child tries to take the toy.
- Make a note on the parent board to tell which toys are children's favorite, for example, "Benjamin loves puzzles." "Shaundra's favorite toy at school is the red riding toy."
- If possible, take photos of children with favorite toys and mount them at toddlers' eye level.



The preschool program is an extension of the young child's family. Good preschool programs serve as a bridge for children and provide continuity between home and school.

Get to know the significant adults in the child's family. Learn the names of siblings and pets, so you can talk with the child about them during the day.

You can create a welcoming environment when you include family photos and mention the names of family members and pets throughout the day.

Every teacher's first role is to provide a safe and secure environment for the toddler. Make sure the play spaces and play materials are free of danger. Supervise children's activities closely. When toddlers become tired, fearful, ill, or injured, come to their aid immediately and let them know they are safe with you.

Observe your group to see which toys are favorites of each child. When a toddler needs redirection from an unsafe or unwanted behavior, show her one of her favorite toys as a distraction.

Toddlers are very possessive of toys and are not ready to share. It is important to have more than one of the popular toys to reduce disagreements over them.



1s: Cognitive Development

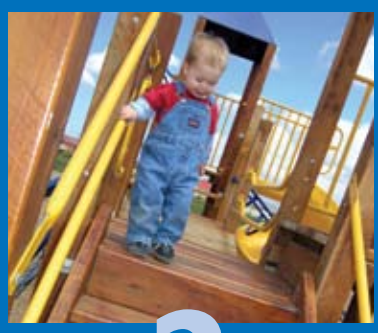
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Physical Development

Standards:

- **Gross motor skills**
- **Fine motor skills**
- **Self-help skills**
- **Health and safety skills**





2
Two
year olds

Gross motor skills

Control body movements as they:

- Walk up and down stairs, holding on for support
- Slide down a toddler slide
- Move a riding toy with both feet
- Try to ride a tricycle

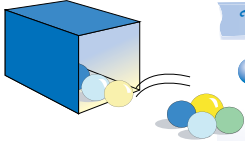
Demonstrate coordination and balance as they:

- Catch a ball rolled to them on the ground
- Jump up and down in place
- Run with ease
- Walk along a curb holding an adult's hand
- Walk on tiptoes
- Throw
- Kick a ball

Express creativity through movement as they:

- Make creative body movements freely
- Dance

Activities and Strategies for Development



Target Practice

- Place a large box or laundry basket on its side in an open space outdoors. Put something sturdy behind the “target” to keep it from falling over.
- Place a few medium-sized balls nearby, and gently kick one of them to show the children how to kick the ball at the target.
- Encourage the children to do the same.
- Later, set the basket upright and let the children try to throw smaller balls into it.
- Step back and watch the children enjoy kicking, throwing, and laughing, even if they do not hit the “target!”

Special Needs Tips

Help a child with limited leg mobility sit on the ground and roll the ball toward the target. A child in a wheelchair can throw the ball or “bowl” it from the chair.



Feet-to-Feet

- Gather several medium-sized balls.
- Invite pairs of children to sit on the ground “feet-to-feet” with their legs spread apart.
- Give a ball to each pair and show them how to roll it back and forth gently.
- Have the children move apart a short distance and roll the ball back and forth again.
- Repeat several more times, increasing the distance between them.
- See how far apart they can sit and still be able to roll and catch the ball.
- When the children are ready for a challenge, show them how to bounce the ball gently and see if their partner can catch it. Have them stay seated on the ground when they try this.



Rainy Day Workout

- Read a book such as *From Head to Toe* by Eric Carle to begin indoor movement activities.
- After you read the book and do the movements it suggests, put on some music and lead the children in some simple exercises.
- They can
 - stretch up high as the sky
 - squat down to the ground
 - bend over and touch their toes
 - walk on tiptoes
 - twist at the waist from side to side
 - roll on the floor from side to side
 - lie on the floor and kick up in the air
 - swing arms back and forth with great care
 - jump in place
 - jog in place
- Be sure everyone is spread out so there is enough room to move and have fun!
- Try this on a rainy day.

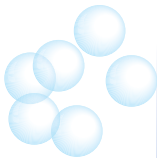
Language Tip

The book *From Head to Toe* is also available in a Spanish version – *De La Cabeza a Los Pies*.

Special Needs Tip

A child who cannot walk can roll and move about on the floor to the music.

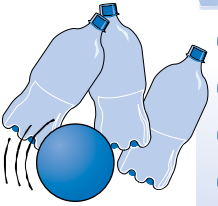
Chasing Bubbles



- Blow bubbles outside for the children to chase and try to pop.
- Blow some up high and some down low. Encourage the children to run, jump, stretch, and bend to reach the bubbles.
- Move around the play area as you blow the bubbles so the children will chase you and the bubbles too!

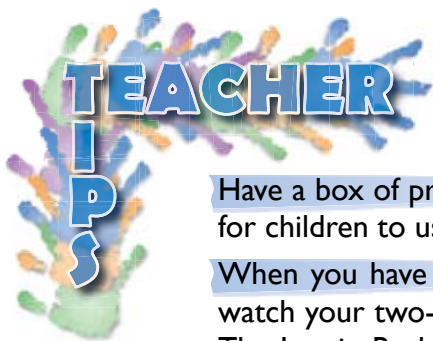
Special Needs Tip

Let a child with limited leg mobility help wave the wand to make the bubbles for the other children to chase.



Knock 'Em Down Bowling

- Gather 6–10 empty two-liter or half gallon drink containers.
- Set them up in the shape of a triangle, like bowling pins.
- Mark a line with a piece of tape several feet away from the “pins.”
- Invite the children to stand behind the line, roll a soccer size ball, and try to knock down the pins.
- Let the children take turns until they knock them all down.
- Set them back up and bowl some more.



Have a box of props such as scarves, streamers, and cheerleading pompoms for children to use as they dance to music.

When you have a few minutes between activities, put on some music and watch your two-year-olds dance, dance, dance! Look for children’s music by The Laurie Berkner Band, Greg and Steve, Ella Jenkins, and Putamayo Kids, for example.

Two year olds do not need much direction to learn to run, jump, and climb. Let them have plenty of space to move around in their own way.

If you share a playground with older children, schedule separate outdoor play time for your two year olds.

Parachutes or large sheets are fun to use with twos. Let them hold on and wave the parachute up and down.

Limit the amount of time you expect twos to sit still. Offer them the opportunity to sit and listen to a story, for example, but let them get up and move when they need to.

Use movement as a “transition” between activities. Tiptoe to the playground, march to Circle Time, or walk with arms out to the side to the water fountain.

Check with the parent to see if a child in a wheelchair can play on the floor sometimes. The child may enjoy rolling, scooting, and moving about.



2
Two
year olds

Fine motor skills

Control hands and fingers as they:

- Scribble on paper, making vertical, horizontal, and circular strokes
- Begin to use thumb and fingertips to grasp small objects
- Turn book pages
- Twist wrist to screw and unscrew
- Use both hands to cut with scissors

Show eye-hand coordination as they:

- Build a tower with a few stackable objects
- Complete a simple inset puzzle
- Put the cap back on a marker or glue stick
- Hit pegs in a pegboard
- Coordinate the use of both hands

Activities and Strategies for Development



Feather Painting

- From a craft store, get several sizes of artificial feathers to put on the art table.
- Cover the table with newspaper.
- Pour small drops of tempera or poster paints of varied colors in containers.
- Tape pieces of construction paper or newsprint to the paper covering the table.
- Show the children how to hold the feather from the pointed end, dip the feather in paint, and gently glide the feather across the newsprint.
- Use up and down, zig-zag, and circular movements to create unique patterns.
- The delicate touch of the feather will provide a different fine motor experience for the child than the grasp of a paint brush.



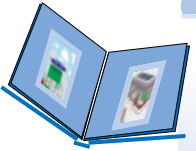
Play Dough Puzzles

- Find cookie cutters with fun shapes such as a star, a heart, or an animal.
- Roll a large amount of play dough onto a table or mat using a rolling pin.
- Encourage the children to select a shape and press it into the dough.
- Show them how to twist their wrist to separate the shape from the rest of the play dough.
- Lift the play dough shape and place it on a tray with a spatula.
- Repeat with several children until you have different shape outlines in the left-over dough.
- Hand each child a shape and ask them to find the spot where it was cut out.
- Let them try to put the play dough shape back in place like a puzzle.



Pat-a-Cake, Cut-a-Cake

- Add safety scissors and straight wooden stick pegs to your play dough area.
- Encourage the children to try to cut play dough with safety scissors. (It is easier than cutting paper!)
- They will also enjoy sticking wooden pegs in the play dough and pretending they are candles.



A Page Turner

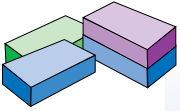
- Display a variety of board picture books in the book rack.
- Choose books with pictures of simple objects and activities that your two year olds can name such as trucks, pets, or people.
- Encourage the children to choose a book to bring to the carpet during transitions such as waiting to wash hands or before nap time. Encourage them to turn the pages to see all the pictures.
- When reading a story, ask a child to stand next to you and be your “page turner.”



Five Finger Exercises

- Prepare play dough from your favorite recipe.
- Give each child a piece of play dough about the size of a lemon.
- Sit at the table with the children and model these movements that use coordination of finger muscles:
 - Use one hand and some pressure to squeeze the play dough through your fingers.
 - Now, roll the play dough into a ball using both hands, then into a long snake.
 - Next, use your fist to pound the play dough flat on the table.
- Sing the following song as you work the finger muscles:
(To the tune of “This is the way we wash our clothes...”)
*This is the way we squeeze our dough,
Squeeze our dough, squeeze our dough,
This is the way we squeeze our dough,
So early in the morning.*
(repeat with “roll our dough,” “pound our dough”)

Stack Up



- Offer the children hollow or cardboard blocks to stack on the carpet, as well as small blocks for use at the table.
- Sit on the carpet or at the table with a few children as they build.
- Ask them to help you play a stacking game.
- Put one block down and say to a child, “Now you put one on top.”
- Next, you place another block, modeling how to carefully balance the block on the stack.
- Say again to the next child, “Now you put one on top.”
- Take turns to see how high you can stack the blocks before they fall down.

Special Needs Tip

The larger blocks may work better for children with vision or fine motor difficulties.

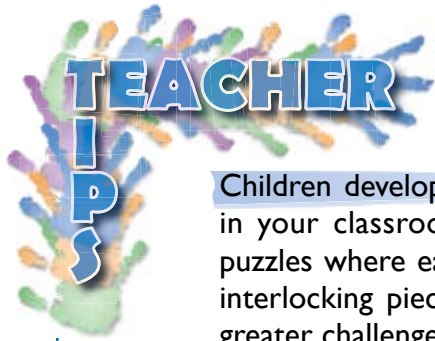
Let's Shop!



- Create a grocery store in your Dramatic Play Center. Ask parents to bring in empty cereal boxes, milk cartons, spaghetti boxes, and other clean containers for the store.
- Give each child a small shopping bag or basket to hold with one hand.
- Invite them to pick pretend food items from the shelf with the other hand and place it in their bag or basket.
- If children have difficulty holding with one hand and filling with another, they can put their basket down and fill it with both hands.
- After shopping, encourage the children to stack their items back on the shelves for the next shoppers.

Cultural Tip

Include a variety of ethnic food containers.



Children develop motor skills at different rates. Offer a range of difficulty in your classroom materials and activities. For example, put out a few puzzles where each piece has its own space along with puzzles with a few interlocking pieces. Change them when you see children are ready for a greater challenge.

Two year olds are learning eye-hand coordination. The random marks they used to make with crayons begin to look like lines and enclosed shapes. These shapes begin to look more like circles and later, squares.

Plan fine muscle activities that last for very short periods of time because it is difficult for young children to concentrate on these tasks. Active large muscle activities should follow periods of quiet fine motor play.

There is an important connection between a child's physical development and other areas of growth. When a child feels confident to explore using her physical skills, she is more willing to attempt new experiences.



2
Two
year olds

Self-help skills

Feed themselves as they:

- Use a spoon independently
- Drink from an open cup with some spills
- Try to use a fork
- Try to pour from a small pitcher

Help dress themselves as they:

- Unzip and zip clothing
- Try to undress and dress, but need help
- Help put on their jacket
- Put on socks and shoes with help

Help with personal hygiene as they:

- Help take off their diaper
- Let an adult know when they need to use the bathroom
- Use the toilet when placed on it - with help cleaning and dressing
- Wash and dry hands independently
- Get a tissue to wipe nose
- Begin to brush teeth without assistance

Help with routine tasks as they:

- Place items on the table at mealtime
- Pick up and put away some toys



How Do You Like Your Pancakes?

- At breakfast or a special snack time, fill several paper cups with ingredients that children enjoy on pancakes, such as banana slices, chocolate chips, applesauce, or syrup.
- Give each child a pancake on a plate.
- Encourage the children to use a small fork (and fingers) to cut the pancake into smaller bite sizes.
- Invite them to pour the contents of the cup onto the pancakes.
- Let each child show or tell their favorite topping.



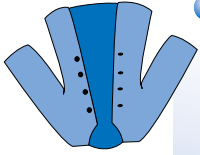
Dress-Me Doll

- Find or make a large doll with a soft, flexible body.
- Dress the doll with children's clothes such as pants that zip, a jacket that snaps, and shoe straps that open and close with Velcro.
- Place the doll in the Dramatic Play Center.
- Invite the children to "dress the doll" by zipping, snapping, and closing shoe straps.

Special Needs Tip

For children with limited fine motor control, place a large metal ring, like those for shower curtains, through the hole in the end of a zipper. Glue small metal magnets onto snaps to aid closing and opening.

Jacket Acrobats



- Try this to help children learn to put on their jackets:
 - Show them how to place the jacket on the floor with the opening face-up and the sleeves outstretched.
 - Have the child stand at the neck of the jacket (it looks upside down), lean over and slip their arms through the sleeves.
 - With their arms in the sleeves, have them raise their arms and toss the jacket over their heads and onto their bodies.
 - After a bit of practice, you will see it works!

Potty Time



- Read a book such as *Dora's Potty Book* by Melissa Torres or *Fuzzy Bear's Potty Book* by Bentley Dawn.
- Explain to the children that everyone uses the bathroom. Our bodies tell us when it is time.
- Take a few children at a time on a tour of the bathroom.
- Point out the sink for washing hands, the toilet seat or potty chair, the toilet paper, and the changing area.
- Say, "As you become big boys and girls, you can tell someone when you need to go to the potty and they will help you."
- Avoid putting pressure on a child to use the toilet or criticizing for soiling accidents. Children have their own developmental timetable for successful potty training!

More Potty Time



- Find a classroom doll or stuffed animal.
- Tell the children that she used to wear a diaper, but now that she is growing up, she is ready to wear big girl pants and use the potty.
- Show the difference in the diaper and the underwear.
- Call attention to the fact that sometimes she may need help pulling her big girl pants down and up.
- Have the doll talk about what she does when she feels like she has to go potty. Explain your classroom procedure for how and where to use the potty.
- Use this activity to encourage the children to see the advantages of wearing underwear.



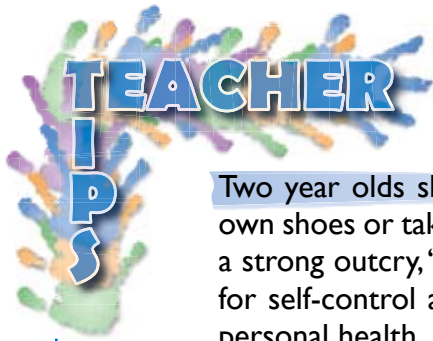
Yucky's Down the Drain

- Before and after mealtimes, toileting, and trips outdoors, schedule hand washing as part of the routine.
- Place a step stool in front of the sink so children can reach it better. Supervise carefully to prevent falling.
- Encourage one child at a time to step up to the sink. Squirt a drop of liquid soap into the child's hand and help him rub hands under warm water.
- Tell him that he is washing the "yucky germs that make us sick" down the drain.
- Point out how the water and soapy bubbles swirl down and out of sight.
- Invite him to dry his hands with a paper towel and throw it away in the trash basket.
- While the children are waiting their turn to wash, it can be helpful to sing hand washing songs. For example "It's Lee's turn to wash his hands, wash his hands, wash his hands. It's Lee's turn to wash his hands, to make them nice and clean." (tune: "This is the way we wash our clothes.")
- Teaching children to wash their hands is very important to prevent spreading illness.



Everything in its Place

- To encourage children to help with clean up, label shelves with pictures of the items that are stored there.
- Pictures of blocks should be on the lowest shelf. Transportation toys can be parked with their picture on a low shelf too.
- Clear storage boxes for small table top toys should be labeled with their picture on upper shelves.
- During clean up time, point to an item on the table or carpet.
- Ask a child to find the place the toy belongs.
- Give compliments to the children when everything has been returned to its place!



Two year olds show signs of independence, such as trying to put on their own shoes or taking off their diaper. These actions are often accompanied by a strong outcry, “Me do it myself!” Teachers should capitalize on this desire for self-control and help children manage responsibility for simple tasks in personal health.

Young children learn self-help skills by beginning to regulate bodily functions such as sleeping, eating, and toileting. Teachers can help children learn to care for their own physical needs in a classroom that makes mealtimes pleasant, provides a restful nap routine, and is supportive during “toilet learning.”

Proper sanitation and hand washing—even for young toddlers—is essential to reduce the spread of disease. Teachers and parents should work as partners to follow the policies and procedures established to keep children and adults healthy.

Clean up time will seem like a game to toddlers if you allow them to fill baskets with toys or blocks and push them to the shelves or use sponges to wipe paint from the table or easel. Signal clean up time by singing or putting on some high-energy music!

Include children with disabilities in clean up time by allowing them to complete tasks they are able to do.



2
Two
year olds

Health and safety skills

Pay attention to safety instructions
as they:

- Cooperate with safety instructions

Begin to attend to personal health
needs as they:

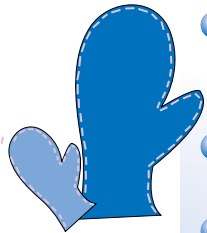
- Lie down when not feeling well
- Get or ask for a drink when thirsty
- Cover up or uncover when cold or hot

Name different foods as they:

- Identify foods by name
- Express food preferences by name

Activities and Strategies for Development

Hands to Hold



- Make a “hand to hold” for each child by putting two pieces of felt together and tracing around the child’s hand with the thumb out and the four fingers together. The “hand” will be in the shape of a mitten. Make a larger one for yourself.
- Cut out each pair of hands and sew them together with yarn. (This would be a good job for a parent volunteer!)
- Put on your “hand to hold” and talk to the children about safety and holding hands when crossing the street, in a parking lot, or walking outside. Show them the “hands” you have made and give one to each of them.
- Have the children put a “hand to hold” on one of their hands.
- Walk to the playground in pairs with each child holding another child’s felt hand.
- Collect the “hands” and use them again to teach this safety rule!

Stop & Go

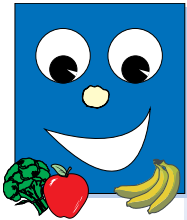


- Cut a large stop sign (eight sides) out of cardboard and let the children paint it with red paint and sponges. Write STOP on it with a black marker and explain that this sign means “stop.”
- While walking down a hallway or outside on the sidewalk, hold up the sign and say “stop” to emphasize stopping for safety.
- Let a child hold up the sign occasionally.
- Let the children use the sign outside with the riding toys.
- If you have a carpool line, use the sign to teach the children when to stop and go.
- Use the stop sign as you move to music with a song such as “Stop and Go” by Ella Jenkins.
- Help the children make small stop signs to use with trucks, cars, and other vehicles.



Healthy Habits

- Gather a few personal care objects such as a small blanket, a drinking cup, a box of tissues, and a bar of soap.
- Have a puppet or a stuffed animal describe situations and ask the children to choose one of the objects that would help them stay healthy. Use a special voice as the puppet talks to the children.
- For example, Penelope Puppet might say:
 - “I am in bed and I’m cold. What can I do?” (get the blanket)
 - “I am thirsty. What can I do?”
 - Penelope sneezes and says “Achoo! What can I do?”
 - “My hands are dirty. What can I do?”
- Put the puppet and the objects in the Dramatic Play area.



Feed Funny Face

- Make a large silly face on a poster board and cut out a large mouth. Prop or hold it up at the children’s level.
- Give each child a piece of play food or a magazine picture of common healthy foods, especially fruits and vegetable.
- Have the “Funny Face” say “I am hungry, I want some apple.” The child with the apple comes up to feed it into Funny Face’s mouth.
- Continue with the other foods, helping children identify them when needed.
- A variation on this activity is to have a puppet pretend to be a child who loves to come to school every day and never wants to miss a day. Have the puppet tell the children that he has to eat healthy foods to stay well. Go through the above procedures with “Harry Healthy Puppet” in place of “Funny Face.”

Language Tip

Ask a child to say the names of the foods in his home language.

Healthy Snacks



- Let the children help make some healthy snacks. (Note: *Modify these recipes based on the children's abilities to chew thoroughly and any allergies.*) Here are a few ideas:

Pizza Roll Ups

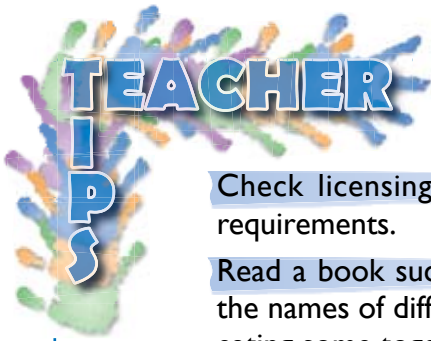
- Let the children help spread pizza sauce and sprinkle mozzarella cheese on wheat tortillas.
- Roll them up and sprinkle parmesan cheese on top.
- Bake in the oven at 400 degrees until the cheese melts, about 8 minutes.
- Cool and enjoy!

Banana Bites

- Cut a banana lengthwise.
- Let the children help spread cream cheese (or peanut butter for children who are not allergic) and put a few raisins on one half.
- Put the two halves back together.
- Cut in half crosswise and enjoy!

Fruit Dip

- Cut up fruit such as bananas, strawberries, peeled apples and pears.
- Let the children help mix together
 - 1 cup lowfat vanilla yogurt
 - 2 tablespoons frozen orange juice concentrate
 - ¼ teaspoon cinnamon
- Give each child a small container with some of the yogurt mixture.
- Show the children how to dip pieces of banana, strawberries, and other bite size pieces of fruit into their yummy dip!



Check licensing standards to be sure your classroom meets all safety requirements.

Read a book such as *Eating the Alphabet* by Lois Ehlert to teach children the names of different foods. Talk about eating healthy foods and then enjoy eating some together!

Get on the floor and look around your room from the “point of view” of your two year olds. You may be surprised to see what the room looks like. Do you need to rearrange some things to make your learning environment appealing and safe at the same time?

Serve healthy foods at mealtime. Include protein (meat and cheese, for example), green vegetables, and fruit.

Put sweaters, jackets, and rain wear in the Dramatic Play Center and talk about wearing different kinds of clothing when it is cold, hot, or rainy outside.

Offer water to the children throughout the day. Take a pitcher to the playground and encourage children to come for a drink when they are thirsty. Invite them to hold the cup as you pour the water.

Talk about and practice safety rules often. Compliment children who remind each other about being safe.

If parents send or bring food to the classroom, encourage them to make healthy choices. Fruit is a better snack choice than cookies or cake, for example.

Encourage teachers to check out Healthyeatingforlife.org for more nutrition education activities to do with children.

Suggest they check out the nutrition education kit at their local Child Care Resource Referral office.

2

Emotional and Social Development

Standards:

- **Personal relationships with adults**
- **Personal relationships with peers**
- **Self-awareness**
- **Self-control**
- **Self-expression**





2
Two
year olds

Personal relationships with adults

Build relationships with adults as they:

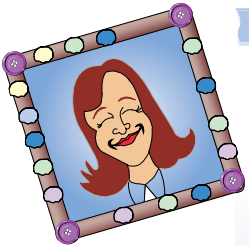
- Identify pictures of their own family members
- Seek out adults to share time and activities
- Express empathy with others' feelings
- Seek approval and appreciation for their accomplishments
- Use adults for assistance with needs

Show feelings of security and trust
as they:

- Seek adults for comfort and safety
- Initiate and accept gestures of affection, such as holding hands or hugging
- Separate from parent to familiar teacher or caregiver

Personal relationships
with adults

Activities and Strategies for Development



Family Gallery

- At the beginning of the year, ask parents to provide photos of family members and pets that can be hung by their child's cubbie or space for personal belongings.
- If a family cannot provide photos, ask permission to take a photo of parents or family members when they bring the child to the Center.
- Gather photos, craft, or popsicle sticks, and glue to construct frames ahead of time.
- Glue four overlapping craft sticks together in a rectangle shape to construct a picture frame for each photo.
- Invite the children to decorate their picture frames by dabbing on paint with cotton balls or small sponges.
- After the frames are dry, trim the photos and tape them to the frames.
- Hang the framed photos at the children's eye level on or near their cubbie with sticky putty.
- As children go to their cubbies to put away jackets, ask them to identify the family members in the photo.
- Be sure to learn the names of siblings and pets so you can ask about them and their activities.
- Two year olds will often point to their friend's family members and identify them, "That's Aida's mommy."



Boo Boo Cream

- Ahead of time, make a label “BOO BOO CREAM” for a small pump bottle of hand lotion, and paste a small picture of a child who is sad or hurt. (Be sure to choose lotion that will not sting on a scrape or cause an allergic reaction.)
- At circle time, bring a plastic doll to the carpet and tell a story about how the doll fell down and scraped her hand.
- Ask the children how the doll felt because of the scrape or boo boo.
- Talk about some things you could do to make the doll feel better.
- Show the children the bottle of “Boo Boo cream” that can help little hurts.
- Squeeze a drop on the finger of a child willing to volunteer and invite him to rub the cream on the doll’s hand.
- Let the children know that caring about others’ feelings is kind.
- Encourage the children to ask for the Boo Boo Cream when they see an adult or child who has a little hurt. Place the Boo Boo cream on a shelf within sight, but out of the children’s reach.



Watch Me!

- Observe the children as they are playing outside. Move around to each child and say, “I like to watch how you can.....climb to the top of the slide, carry that heavy bucket, or pull the wagon around the tree.”
- Carry a small notepad to record your observations.
- Children will eagerly call out, “Watch me, watch me,” as you recognize their efforts and skills! Show your enthusiasm by smiling, clapping, or describing what you saw.
- Send a note home to a few parents each day to share their child’s accomplishment. Title the note, “Watch Me...” and then add “pull the wagon, jump from the low step, or bounce the big ball,” to match the skill you observed. Sign it with the child’s name.
- Parents will enjoy receiving notes about their child’s accomplishments.
- Extend this activity by taking photos of children accomplishing a skill. Display them on a bulletin board called “Watch Me!”

The Cuddling Chair

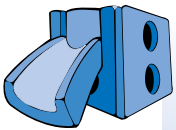


- Place a large rocking chair or overstuffed chair in the classroom where a child can sit alongside an adult. Use the chair to enjoy a book or for comfort after a frightening or hurtful episode.
- Place a small bear named “Cuddles” in the chair that children may hold while they sit in the chair with a teacher.
- Let children know that this is a special chair and that every child may share the chair with the teacher, but only one at a time.
- A child may ask the teacher to read to him in the cuddling chair or the teacher can invite a child who needs comforting to join her there.
- Depending upon the needs and temperament of your group, the cuddling chair may get little or lots of use!

Special Needs Tip

Some children may prefer to sit alone with “Cuddles” in the chair.

Catch Me!



- Station yourself at the bottom of the toddler slide.
- Encourage a child who is timid about sliding by saying, “I’m here to catch you.”
- Provide several opportunities for the child to slide down and build confidence while you are there to catch them at the bottom.
- As the child develops stronger muscles and wants more challenge, show him how to spread his legs and slow down his speed on the slide.
- Let the children know often that you are there to help them stay safe. Whenever they are ready, they can try things all by themselves!

Bye-Bye Daddy



- Add men’s caps, shoes, gloves, a briefcase, a toolbox, a lunchbox, and other dress up accessories to the Dramatic Play Center.
- Tell the children that today is Daddy’s or Grandpa’s day to take the baby to school.
- Help them role play activities such as bringing the baby dolls to school, saying goodbye to the baby with a big kiss, and leaving and coming back to pick up the baby.



Just Say No!

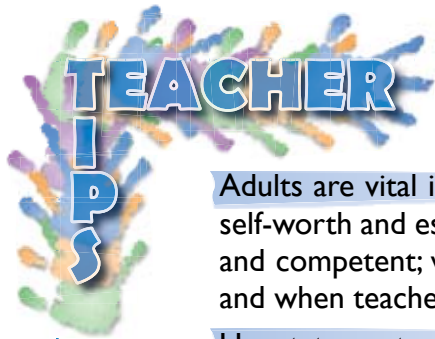
- At circle time, make up several silly questions, such as, “Do we eat our socks for dinner? Do we take a bath with our coats on?”
- Invite children to shout, “No!” to each nonsense question.
- Older twos may be able to ask their own silly questions, to which every answer is a resounding “NO!”
- This game gives “tenacious twos” many opportunities to say, “No!” in a situation without conflict!

Special Needs Tip

A hearing impaired child can teach everyone to sign “No.”

Language Tip

Invite children to teach others to say “no” in their home language.



Adults are vital in helping children develop a positive self-image. Feelings of self-worth and esteem are built when adults tell a child that she is wonderful and competent; when they use the child’s name to convey her individuality; and when teachers respect and nurture the child’s cultural background.

Use statements of encouragement, instead of praise. Encouraging words, such as “I can see you worked hard on stacking those blocks so they don’t fall,” will reinforce the child’s efforts. Statements of general praise such as, “Good boy!” or “Super!” tend to suggest that the child’s worth depends on a successful performance as viewed by the “praiser.”

Young children develop trust in adults and the environment when their needs are met consistently, promptly, and lovingly. Along with parents, your interactions and a “homelike” setting can help children accomplish this critical developmental task.

Physical gestures of affection, such as hugging or cuddling, are not equally valued in all cultures. Take your cues from the children and parents in the ways you respond to their individual needs for comfort or daily greetings.

Work with parents to establish positive separation routines. Let the child know you have put out her favorite puzzle, or would like her to help feed the fish. Have the child point out family photos on her cubbie, as the parent replaces diapers or special snacks. Encourage the parent to say goodbye to the child while the teacher provides physical and verbal support.

Constantly remind children that your job is to make sure they are always safe. Encourage parents to tell children that the Center is a safe place.



2
Two
year olds

Personal relationships with children

**Demonstrate beginning social skills
with other children** as they:

- Play beside other children
- Say “It’s mine,” when another child wants a toy they are playing with
- Begin to take turns, with guidance from adults
- Join a small group of children participating in an activity
- Imitate other children

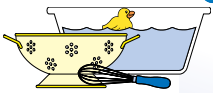
**Show sensitivity toward other children’s
feelings** as they:

- Begin to use words to describe feelings
- Ask why another child is crying
- Comfort each other

**Begin to develop friendships with other
children** as they:

- Greet a playmate with enthusiasm
- Hug other children
- Begin to engage in pretend play with other children

Rub a Dub Tub



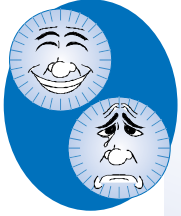
- Get three or four plastic tubs for children to use individually for water play. These are more sanitary, take up less space, and are less expensive than a large water table.
- Put a small amount of water in each tub and place them on a table indoors or outdoors. Put towels under the tubs to absorb water.
- Help the children take turns using props such as wire whisks, sieves, slotted spoons, squeeze bottles, ladles, scoops, hand cranked egg beaters, muffin tins, and boats (for health purposes, don't use sponges).
- Be sure to have enough props so each child can have something to use, while waiting for a "special" one.
- Add a small amount of dishwashing soap for bubbles if you like.
- The children are going to get wet, so roll up their sleeves and use plastic smocks to limit the mess.

We Did It Together



- Tape a large sheet of paper onto a table.
- Put some paint into small bowls and cut some sponges.
- Have enough sponges and bowls of paint for each child to have their own bowl of each color.
- Invite a small group of children at a time to dip their sponges into the paint and make a design on the paper. (*Have children wear paint shirts.*)
- Repeat with other groups until everyone who chooses has participated in the class art project.
- Write the name of each child who worked on the finished product and hang for all to see!
- Now work together to use paper towels to clean up.

How Do You Feel?

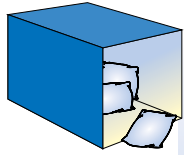


- Make two large faces out of paper plates – a “happy face” with a big smile, and a “sad face” with a frown and tears. Describe them, calling attention to the mouth on each one.
- Give each child an unbreakable mirror and ask them to show a happy face, and then a sad face as they look at themselves.
- Use a teddy bear and make up a few simple situations and ask the children to tell which face shows how they think the bear would feel.
- Here are a few examples.
 - Teddy’s Grandpa took him to the playground to swing on the swings.
 - Teddy fell down and hurt his knee.
 - Teddy’s mommy took him to get some ice cream.
 - Teddy can’t find his favorite blanket that he likes to sleep with at night.
 - Teddy found his favorite blanket.
- After each situation ask “Do you think Teddy feels ‘happy’ (show the happy face) or do you think Teddy feels ‘sad’ (show the sad face)? Let the children make the appropriate face and look in the mirror as they say their answers together.

Use Your Words!

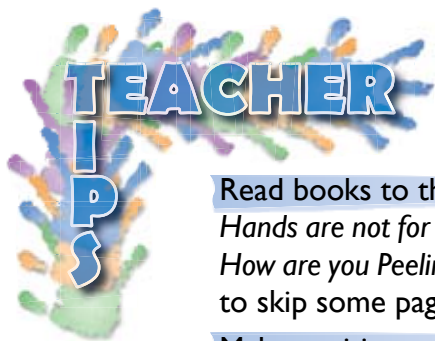


- Set up two dolls (Juan and Jenna) and two similar trucks, one near the two dolls and one a little further away. Use the props to act out the following situation:
- Tell the children that Juan is playing with this truck and Jenna comes over and wants to play with it. “Let’s help them figure out what to do. Should Jenna grab the truck away?” (encourage the children to say “NO”); Ask the children if Jenna could **USE HER WORDS** and say “Juan, can I play with the truck?” (encourage them to say “YES”)
- Should Juan push Jenna away so she can’t get the truck? (encourage them to say “NO”)
- Instead, could Juan **USE HIS WORDS**? (encourage them to say “YES”) He could say “No, Jenna, don’t take my truck!”
- Show the children the other truck and suggest that Jenna could play with this truck instead.



Friendship Fort

- Set up a cozy area in your classroom that is large enough for two children.
- For example, make a “fort” by covering a table with a bed sheet or turn a large box on its side and put some comfortable pillows inside. (Be sure nothing is on top of the table after you cover it.)
- Allow two children to go inside at a time. They might want to take a book, a small toy or stuffed animal with them.
- Some twos will enjoy the privacy and go in to play by themselves next to another child. Others will go in and begin to play with a friend.



Read books to the children about feelings and how to express them such as *Hands are not for Hitting* and *Words are not for Hurting* by Martine Agassi, Ph.D., *How are you Peeling?* by Joost Elffers, and *The Way I Feel* by Janan Cain. Feel free to skip some pages or just show the pictures and talk about them.

Make positive comments to the children when they are playing and working well together and when one child comforts another.

Do activities with two year olds in small groups, rather than large groups, whenever possible.

When you see a child who is upset, ask another child to come over and comfort that child with you.

Put cars, trucks, and toy people in your block area to encourage children to play together.

Teach children to “use words” to describe their feelings when they are happy, sad, angry, or scared. Help them learn the words that match the feelings.

When children display inappropriate behaviors, try to figure out what the behavior is telling you. Is the child scared, angry, lonely, over-stimulated? Help the children learn what to do when they have these feelings.

Greet each child by name when they arrive, and encourage the other children to do the same.

Invite children with leg braces, glasses, wheelchairs, and other special equipment to talk about how these items are helpful to them. Help all the children see how “cool” the adaptive equipment is.

Remember that you are a role model for children learning to play together and resolve conflicts. They will imitate your actions, tone of voice, and the words you say to other children and adults.

Maintain a calm atmosphere in your classroom. Strong emotions can be frightening to children.



2
Two
year olds

Self-awareness

Show behaviors that reflect their self-concept as they:

- Point to different body parts and identify them
- Show individuality by making a choice different than other children
- Assert themselves by identifying which activities they prefer
- Use their own name when referring to themselves
- Identify themselves as either a boy or a girl
- Want to be noticed and say things like “watch me”

Demonstrate confidence in their abilities as they:

- Feel capable of doing some things like an adult
- May eagerly begin a challenging activity and then ask for help when they get stuck

Activities and Strategies for Development



Me and My Shadow

- You will need a large amount of butcher paper and packages of “dot stickers” for this activity.
- One at a time, have the children lie down on a large piece of butcher paper. Draw an outline of the child with a marker. Draw a face, ears, and hair with markers or crayons. Choose colors that match the child’s features.
- Let each child point to and name as many body parts as they can such as eyes, nose, mouth, ears, hair, arms, legs, elbows, and knees. Let them put a sticker on each body part as they name it.
- Ask the children to tell you their name and whether they are a boy or girl and write it on their outline.
- Hang them for all to see!

Language Tip

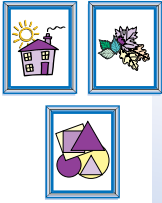
Ask a child to name some of the body parts in his home language.



The Brush Off

- Set up some washable paints in individual containers.
- Collect a few different kinds of brushes that can be used for painting such as different sized paint brushes, kitchen basting brushes, vegetable, or nail brushes. Have more than one of each kind.
- Set up an easel or put large paper on a table and let the children choose which brushes they would like to use to paint a picture. (use paint shirts or smocks) Some children may prefer one type of brush, and others will enjoy trying several.
- See how the different brushes make the paint look!

Wall of Pride



- Ask parents to donate picture frames they are no longer using. You will need only the actual frame not the glass or the back.
- As children create paintings, drawings, scribblings, collages, and other art projects, ask them to choose something they are proud of to put on the wall. Accept all choices enthusiastically!
- Hang the creation on a wall or bulletin board with push pins in the top two corners and set the frame on the push pins.
- Encourage parents to visit the “Wall of Pride” with their child.

“I Can Do It” Scrapbook

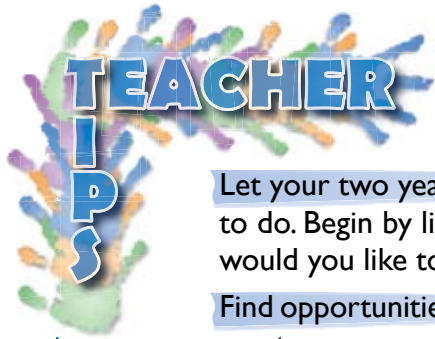


- Get a three-ring binder or a photo album.
- Take photographs of the children when they accomplish or try a new skill. If you are using a binder, glue the photos onto construction paper with three holes punched on the left side. Laminate the pages.
- Make a separate page for each child and have some pages with group shots.
- On each child’s page, include photos of the child working on individual skills, as well as doing things with others.
- Put the scrapbook where the children can look at it. You and the children will enjoy remembering all the things they have learned throughout the year!

Note: If you do not have access to a camera in your Center, ask parents to donate disposable ones.

Special Needs Tip

Glue tabs on the edges of pages to make it easier for children with fine motor difficulties to grasp. Tabs can be made from cardstock, popsicle sticks, or other stiff material.



Let your two year olds begin to make choices about the activities they want to do. Begin by limiting the choices to two options – for example, “Gabriela, would you like to paint or play with play dough?”

Find opportunities to encourage children’s efforts, as well as their accomplishments.

Encourage children to take pride in their own efforts and accomplishments. Although children like to hear praise from adults, it is important that they learn to feel their own sense of pride, too.

When children say, “I can’t do it,” encourage them to “try again,” or break the task down into smaller steps so they can succeed one step at a time.

Encourage children to “stretch” their abilities. When they have mastered a skill, encourage them to try something more difficult.

Help parents understand that the process of trying is more important than a finished product.

Share children’s successes with their parents.



2
Two
year olds

Self-control

Begin to regulate their own emotions and behaviors independently as they:

- Anticipate consistent routines and transitions
- Play in a small group of children
- Accept redirection and guidance from adults
- Demonstrate some impulse control

Begin to follow simple routines and rules in a group setting independently as they:

- Participate with others in group activities
- Display understanding of simple rules
- Take turns in some activities with adult guidance
- Follow simple daily routines

Activities and Strategies for Development

All Aboard



● Make a train station in the block area, using large plastic or wooden linking train cars or show the children how to put the blocks end-to-end, and push them to make a train.

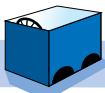
- Add accessories such as blue or red caps for the engineer.
- Hang up pictures or posters of trains at the children's eye level.
- Take wide masking tape and create several long lines of "tracks" on the carpet.
- As children push their trains, encourage them to stay on one track so that others will have a place to push their trains.
- Tell them how important it is for the engineer to stay on his own track so the trains will not crash.

The Bridge Team



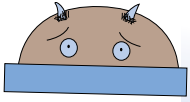
- Gather cars and wooden blocks.
- Tell a small group of children that the cars cannot go in the water and they need a bridge to get across.
- Use the blocks to show what a bridge is and how it is used.
- Encourage the children to work together to build a bridge with blocks. Stress the importance of everyone helping.

A Box Car Ride



- Get a large cardboard box and pretend it is a car.
- With a small group, give one child a turn to sit in the box car.
- Pretend to push the box, and say that it is too heavy for you to push by yourself.
- Ask the children if they could all work together to push the car.
- Show that it is possible to do big jobs when everyone works together.
- Let the children take turns riding in the car.

Terrible Monster



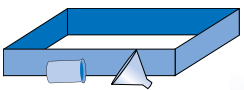
- At circle time, read the children the book, *Leonardo, the Terrible Monster* by Mo Williams.
- This book delights children who may be anxious about monsters. They see that Leonardo cannot scare anyone, no matter what he tries.
- Instead, Leonardo decides that it is better to become a wonderful friend.
- Talk with children about how they can be a friend. They can wait for a turn, hold hands in line, or give others a smile.

Who Took the Cookies?



- Invite the children to the rug for singing and finger play before snack time.
- Show the children a small plastic bowl that is empty.
- With a surprised expression, tell the children that this is where you keep cookies. There were cookies in the jar, but now they are all gone.
- Sing the chant, “Who took the cookies from the cookie jar? Was it?” (call each child by name)
- The child replies, “Not me, it couldn’t be!”
- Go around the circle until each child’s name is called.
- Finish the chant by singing, “I took the cookies from the cookie jar and they were GOOD!” (Make the gesture of rubbing your tummy as you sing.)
- Pass around a bowl of small cookies at snack time and let each child take one to eat!

Sand is for the Sandbox



- Fill the indoor or outdoor sandbox with clean, white sand.
- Add interesting plastic scoops, buckets, and funnels for the children to explore.
- Point out to the children that the table (or sandbox) has sides to keep the sand inside.
- As you observe children dumping sand outside of the box or table say, “Sand is for the sandbox (or table). If we run and slip on it, we could fall and get hurt.”
- If you observe a child throwing or eating sand, repeat the rule, “Sand is for playing in the sandbox (or table). If it gets in our face or eyes, it can hurt us.” Redirect the child to another activity.
- To check their understanding of the rule, ask the children at the sand table, “Where does the sand belong?” Encourage them to repeat, “Sand is for the sandbox (or table).”
- Place a small whiskbroom or mini-vacuum nearby for indoor spills. Children will love to help clean up!



Next, Please!

- Create a game during daily transitions where children must wait for a turn at the sink, water fountain, or climbing structure.
- Point to the child who is first.
- Ask, “Who is next, please?”
- Encourage the child to say her name, for example, “Sara is next!”
- As Sara drinks from the fountain, point to the next child waiting and ask, “Who is next, please?”
- Repeat with the other children so each can see they will get a turn.

Special Needs Tip

Waiting is difficult for two year olds, especially if a child is very impulsive. A teacher can stand near this child to help her wait her turn.

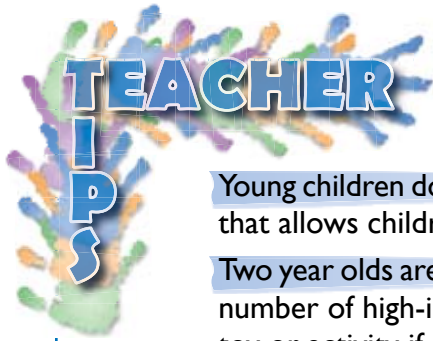


Musical Cues

- Select a simple song or instrumental piece of music to go along with each routine of the day.
- During breakfast, play a quiet, light instrumental selection that is good background for conversation with the children.
- At clean up time, sing a clean up song or put on music that is more high energy as you signal that it is time to pick up toys.
- Later in the day, play another quiet selection of lullabies to cue children that it is time to get ready for naps.
- Repeat the same music during these activities each day to signal a particular daily routine.

Cultural Tip

Choose music from around the world.



Young children do best in environments that are predictable. Follow a schedule that allows children to anticipate what comes next.

Two year olds are not ready to share with much enthusiasm. Have an adequate number of high-interest toys for children to use. Redirect a child to another toy or activity if conflict over one toy continues.

Help the children learn to take turns by planning a cooking activity with a small group and let each child put an ingredient into the mixing bowl. Give each child a chance to stir when all the ingredients are in the bowl. Call attention to whose turn it is and count to 10 as each child is stirring.

Help children learn the words to use when they struggle with each other. For example, if one child grabs a toy from another, tell the child who had the toy to “Use your words to tell him to stop. Say, ‘I am playing with the car.’” Say to the grabbing child, “Use your words to tell him you want a turn. Ask, ‘Can I have the car?’” Compliment the children when they use their words to solve conflicts. Offer the child a different car while he is waiting.

Two year olds interact with each other in the stage called parallel play. They are eager to watch each other and perhaps copy the actions of others. They are not likely to play together in a cooperative way, but can learn to share space and materials with your help.

Children are more likely to respond to adult redirection if given a choice such as, “Would you like to play on the slide or the swing while you wait for the wagon?”

Hitting, biting, and crying are the typical impulsive reactions of toddlers who do not have the language or social skills to get what they want. The teacher’s role is to help children solve problems using words and other appropriate behaviors.

Young children will need time to be alone as well as with others. Provide some quiet and private spaces and some time for being away from the group.

Keep classroom rules to just a few and state them positively such as “use your words” instead of “no hitting.”

Spending extra time at the beginning of the year to establish routines will pay off in the long run! For example, teach the children how to hang up jackets on hooks and how to put away toys on shelves.



2
Two
year olds

Self-expression

Express themselves creatively through art and music as they:

- Draw squiggles and dots with large crayons
- Play with play dough
- Finger paint
- Play simple musical instruments
- Sing

Demonstrate imagination through dramatic play as they:

- Engage in pretend play
- Imitate adults' behaviors
- Use one object to represent another

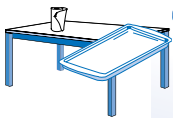
Activities and Strategies for Development



Play Dough Chef

- Make play dough with a small group of children using

5 cups flour	4 tablespoons cooking oil
2 cups salt	dry tempera paint or food coloring
water	
- Add the dry tempera to the flour or add food coloring to the finished dough.
- Let the children help mix the flour and dry tempera and then add the salt. Next, let them help add the oil and enough water to get the desired consistency.
- Let the children knead the dough until smooth. You can store it in a covered container.
- Provide small rolling pins, cookie cutters, and other accessories and let the children play freely.
- Ask them to tell you about their creations.

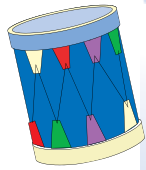


Let Your Fingers Do the Painting

- Offer your two-year-olds different surfaces to finger paint. Use washable, non-toxic finger paint on these items.
 - a plastic tray
 - a cookie sheet
 - a table with a washable surface
 - damp paper
 - aluminum foil
- Have water and paper towels nearby and have the children wear paint shirts.
- Watch them enjoy making finger paint designs!

Developmental Tip

Some children do not like to put their fingers in paint. Offer sponges, cotton swabs, or small paint rollers instead!



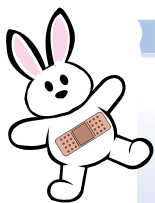
Delightful Drums

- Show the children a real drum and invite them to make one.
- Collect oatmeal or other round cardboard boxes, one for each child.
- Remove all labels and let the children decorate their own box with markers or stickers.
- Play music while the children sit on the floor and beat their drums.
- Show them how to hold the drum under one arm and beat it with the other hand. March to music and play the drums some more!



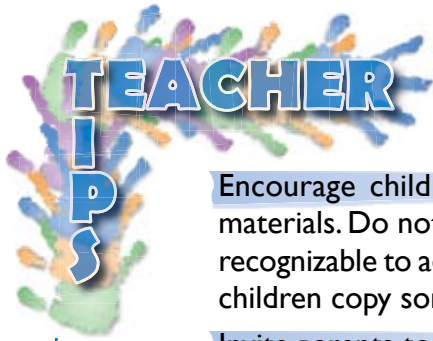
Let's Pretend

- Set up a Dramatic Play Center in your classroom that includes dress up clothes and materials that encourage children to use their imaginations. Gather items such as:
 - children's or adults' clothes, including scarves, shawls, and shoes
 - old purses, wallets, and briefcases
 - small electronic equipment, such as cell phones and remote controls that are no longer usable
 - puppets, dolls, and stuffed animals
 - kitchen items such as pots, pans, dishes, and cups
 - sturdy, child-sized furnishings
- Instead of putting all the dramatic play toys out at one time, store most of them in a convenient place. Then, take several different props for each period. For example, set out several shawls, shoes, and cell phones for a week; then change to scarves, purses, and dolls.
- Let the Dramatic Play Center be a place where children can freely express themselves as they engage in pretend play.



Animal Doctor

- Sometimes, have a "theme" in your Dramatic Play Center. For example, create a place for the children to be an Animal Doctor.
- Put out several stuffed animals.
- Provide baskets or shoe boxes and blankets for animal beds.
- Include band-aids, feeding dishes, and brushes.
- Encourage the children to take care of the hurt and sick animals.



Encourage children to express themselves freely and creatively with art materials. Do not be concerned if their creations do not look like something recognizable to adults. To encourage creative expression, avoid projects where children copy something an adult made.

Invite parents to come to school to teach the children a song in their home language. Ask them to model how special clothing or instruments from their home culture can be used.

Use simple “instruments” to make music. Pots and pans and wooden spoons make good drums, wooden spoons can be rhythm sticks, and pot lids can be cymbals.

Shop at garage sales for “real objects,” such as plastic tableware, old silverware, pots and pans, and other household items, to put in your Dramatic Play Center. These are sturdier, less expensive, and more realistic than toy versions.

Participate in pretend play along with your two year olds. Some of the children will imitate you and others will start to pretend on their own. Ask questions to extend play such as “Oh my, is the puppy sick? What can we do?”

Take cues from the children about items they would find interesting in the Dramatic Play Center. For example, if the weather has become hot outside, add child-sized outdoor chairs, beach towels, goggles, and “water wings” to the Center.



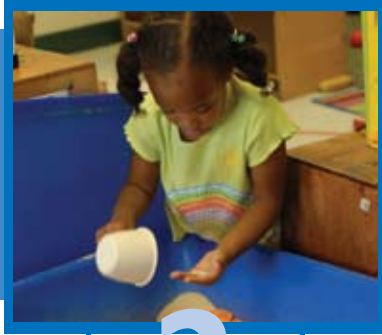
2

Approaches to Learning

Standards:

- Learning approaches for development and school success





2
Two
year olds

Learning approaches for development and school success

Show curiosity in learning new things
as they:

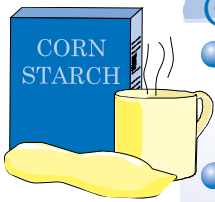
- Investigate objects in the environment
- Explore while playing
- Try new sensory experiences
- Participate in unfamiliar activities
- Experiment with materials
- Show interest by asking questions

**Show persistence in activities of
interest** as they:

- Attend to self-selected activities for longer periods of time
- Sustain attention in an adult-initiated activity
- Work toward completing a task
- Stay engaged for a reasonable amount of time
- Ignore distractions

**Begin to find novel solutions to
problems** as they:

- Use their imagination
- Display flexible thinking
- Take the initiative to find alternatives
- Show inventiveness
- Find creative solutions



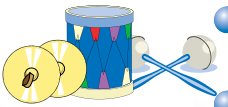
Glorious Goop

- Provide the children with a new sensory experience with this recipe.
3 cups cornstarch
2 cups warm water
- Cover a table with newspaper before you begin.
- Slowly pour the water into a bowl with the cornstarch. Let the children help mix the ingredients together with their hands. Goop is ready for children to mold when it changes from lumpy to a smooth and satiny texture.
- Encourage the children to explore the different forms the Goop will take. For example, when they hold the Goop in their hands, it will turn to liquid. If they shape or mold the Goop and leave it on a paper towel to dry, it will harden.

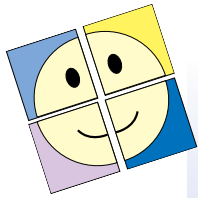
Special Needs Tip

Children who are especially sensitive to touch may prefer to watch this activity.

What Made That Sound?



- Gather a variety of musical instruments such as shakers, rhythm sticks, a triangle, tambourines, drums, and bells in a tub or basket.
- Invite the children to sit on the carpet while you take out one of each type of instrument and show how to make a sound with it.
- Give each child an instrument to play.
- Tell the children you are going to play a guessing game with them.
- Take the instruments left in the basket behind a divider or bookcase where the children cannot see your hands.
- Play one instrument at a time and ask the children, “What instrument is making that sound? Play your instrument and see if yours makes the same sound.”
- Encourage the children to guess which of the “mystery” instruments you are playing.
- Show them the instrument you played to create the sound. Repeat with several instruments.
- End the activity with the children marching around the room using the instruments along with the children’s favorite music CD or tape.



Puzzle Blocks

- Put out a set of puzzle blocks that was bought or is teacher-made.*
- As children arrange and rotate the blocks, a picture puzzle is completed.
- Children must pay attention for a period of time to arrange the blocks into the picture.

**To make a set of simple puzzle blocks, you will need four solid color blocks or small boxes.*

Arrange the blocks in a 2x2 square.

Hold the blocks in place with one hand while you use a permanent marker in your other hand to draw a “happy face” with two eyes and a wide smile across the top surface of all 4 blocks.

Mix up the blocks so the children will have to turn them to create the “happy face.”

If the children need a more challenging puzzle, make one with 9 blocks (3x3).

Special Needs Tip

Use black on white to create a contrast for children with visual difficulties.

It's Snowing Cotton

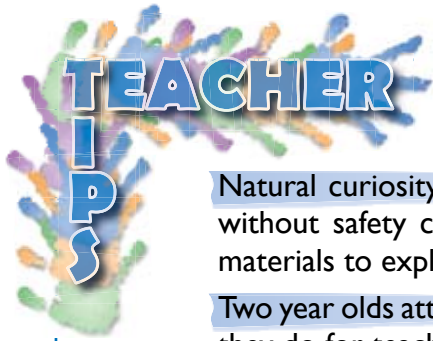


- Add a new prop to the Dramatic Play Center at the beginning of the week.
- For example, add several short and long pieces of white cotton batting (used to fill pillows) or cloth available at any craft store.
- Encourage the children to use their imagination for ways the cotton batting can be used.
- For example, children can make blankets for the baby dolls, capes for super heroes, long white beards looped around their ears, or snow on the ground.

A Guessing Box



- You will need an oatmeal box with a lid and small toys or familiar objects. (Be sure all small toys are safe for two year olds.)
- Cut a hole in the lid large enough for the child to slip his hand into.
- Place a secret toy or object in the container.
- Invite the child to put his hand into the container and try to guess the secret object.
- If he has trouble, ask questions that focus attention on what it feels like in his hand such as, “Is it hard? Can you squeeze it? Is it bumpy?”
- Try to encourage the child to wait for at least three clues before he opens the lid to discover the contents.



Natural curiosity can put two year olds at risk as they explore everything without safety concerns. The teacher must provide a safe place and safe materials to explore and learn.

Two year olds attend to self-selected activities for longer periods of time than they do for teacher-directed, whole group activities.

Classroom schedules should allow children enough time to become involved in an activity that interests them.

Make learning opportunities challenging, but not too difficult. Two year olds may express frustration through temper tantrums or other behaviors that let you know they need help.

Create a learning environment that invites sensory exploration. Encourage the children to come to adults when they need help.

Help children learn to focus on using one sense at a time by asking them, "What do you see? What do you hear?"

Two year olds are often "fiercely determined" to do it their way. Encourage this persistence when it's time to complete puzzles, learn to zip their jacket, or stack blocks back on the shelf.



2

Language and Literacy Development

Standards:

- Understands spoken words (receptive language)
- Expresses thoughts with sounds, words, gestures (expressive language)
- Foundations for reading
- Foundations for writing





2
Two
year olds

Understands spoken words (receptive language)

Respond to spoken words as they:

- Show understanding of simple vocabulary such as “on” or “under”
- Identify or point to items when they are named

Follow directions and requests as they:

- Complete simple two-step directions such as find markers and paper to draw
- Think through steps to meet a simple request, such as throwing away the napkin and putting the spoon in the bucket when asked to “clean up”

Understands spoken words
(receptive language)

Activities and Strategies for Development



Where Is Thumbkin?

- Teach a small group this favorite finger play that invites them to learn funny names for their fingers and respond to the questioning phrase, “Where is....?”
- Hold up your hand with thumb and four fingers extended.
- Name each and wiggle them in turn: Thumbkin, Pointer, Tall Man, Ring Man, Baby, the Whole Family (all five!).
- Show the children how to close their fists and place both hands behind their back.
- Sing this song together and make movements as though the fingers on each hand are talking to each other:

*“Where is Thumpkin?
Where is Thumpkin?
Here I am, Here I am
How are you today, Sir?
Very well, I thank you,
Run away, Run away!”
(Repeat and show each finger extended in turn.)*

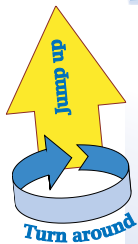
Special Needs Tip

Children who have limited finger dexterity can place their hands palm to palm with the teacher’s hand. As you sing each verse, the teacher can tap the child’s thumbs and fingers. On the last verse, “run away,” the teacher can cover the child’s fingers to make them “hide.”



That Doggie in the Wondow

- Read books such as *Where's Spot?* and other *Spot* books by Eric Hill to teach position words such as “inside,” “behind,” and “under.”
- Invite a child to sit next to you so that she can see each page and easily lift the flaps to uncover the different places where Spot may be hiding.
- Read the question, “Where’s Spot?” and say “Let’s look for him!”
- Ask the child, “Is he under the rug?”
- Invite the child to lift the flap to see if Spot is under the rug.
- Repeat the question with different position words.
- Encourage the child to show her understanding of the position word by lifting the matching flap.



Jump Up, Turn Around

- Gather children on the carpet for music and movement.
- Put on a lively selection of music and invite the children to move freely to the music.
- Turn the music off quickly.
- Tell the children when the music goes off, they are to jump up and turn around.
- Model how to do these two movements.
- Play the music again for a brief time and then pause it.
- See how many of the children could follow the two-step direction when the music goes off.
- If the children enjoy this, think of other two-step movements they could add when the music stops.

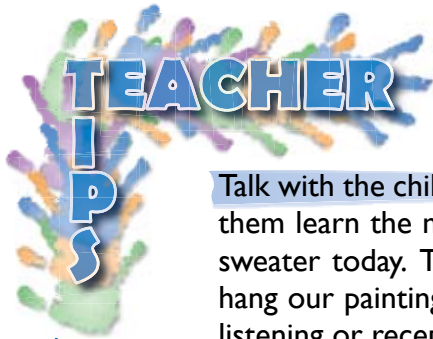
Special Needs Tip

Encourage a child in a wheelchair to “spin around” slowly in the chair.

Shoebbox Babies



- In the Dramatic Play Center, create a baby care kit in a plastic shoebox, including a small baby doll, baby hairbrush, blanket, doll shoes and socks, and baby bottle.
- As the children are playing in the Center, say to one child, "The baby needs his hair brushed. Can you show me the brush?" Encourage the child to show you the brush. Ask the child, "How would you brush the baby's hair?" See if the child uses brushing movements.
- Say, "The baby looks cold. Can you show me his blanket? Can you wrap the baby in the blanket?"
- Encourage the child to pick out the blanket and make motions to wrap the blanket around the doll.
- Repeat with other familiar objects and actions.



Talk with the children throughout the day, even during basic routines, to help them learn the meaning of words. Say, for example, "Brandy, you wore your sweater today. That will keep you warm when we play outside." Or "Let's hang our paintings on the rack to dry." This will help children develop their listening or receptive vocabulary and build word meaning.

Keep directions or requests simple and direct. Two-step directions are just right for two year olds! "Let's pick up the blocks and put them on the shelf," is simple and direct.

As you read simple picture books to children, always ask them to point to or say the names of things they see. Pointing to things that the teacher names ("Where is the apple?") tells about the child's listening vocabulary. The words the child uses to name something ("big truck") show the expressive or speaking vocabulary of the child. Conversation with children throughout the day builds both types of vocabulary.

Use signing and gestures as much as possible throughout the day to communicate with a child with hearing difficulties.



2
Two
year olds

Expresses thoughts with sounds, words, gestures (expressive language)

Communicate without words, using motions and gestures, as they:

- Use physical signals and body language to send a message
- Use facial expressions to send a message

Demonstrate oral language skills, using words, as they:

- Refer to themselves as “me”
- Use some plurals that end in “s” such as “dogs” and “cars”
- Say their first and last name
- Use some describing words such as “pretty flowers” and “soft kitty”
- Use their home language to communicate

Use oral language in social situations as they:

- Ask for help when needed
- Talk back and forth with an adult
- Use some polite language such as “please” and “thank you”
- Tell about some events that happened
- Speak clearly enough for most adults to understand

continued

Use oral language for creative expression as they:

- Imitate adult voices
- Use language in playful ways
- Begin to make up simple stories
- Pretend to talk on a telephone

Ask questions as they:

- Join other children to signal that they are asking to play
- Ask to play with others
- Ask a few simple questions although the questions may wander from topic to topic

Expresses thoughts with sounds, words, gestures (expressive language)

Activities and Strategies for Development



Show Me Without Words

- Choose a puppet that your two year olds enjoy.
- Ask the puppet a few questions with “yes” or “no” answers.
- Make the puppet respond by nodding “yes” or “no” without speaking.
- Call attention to the fact that the puppet is letting you know his feelings without using words.
- Using pictures, ask the children questions that have an obvious “yes” or “no” answer. For example, show a picture of a baby crying and ask, “Is the baby happy?” Show a picture of a truck and say, “Is this a ball?”
- Encourage the children to answer without using words.



Who's Looking at Me?

- Read a book such as *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. to a small group of children who are interested.
- Go around the group repeating the rhyme but using the children's names. For example, the group says, “Emma, Emma, what do you see?” Emma says, “I see Matthew looking at me. The group says, “Matthew, Matthew what do you see?” Matthew says, “I see Mikaela looking at me.”
- Have the children point to themselves when they say “me.”
- Use this activity to reinforce the pronouns, “I,” “me,” and “you.”

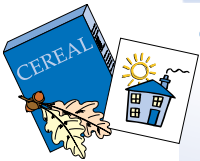
Language Tip

Brown Bear, Brown Bear, What Do You See? Is also available in a Spanish version – *Oso Pardo, Oso Pardo, ¿Qué Ves Ahí?*



Give Me a Word For...

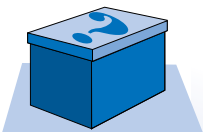
- In a small group, give each child a small apple that is washed and ready to eat.
- Describe the apples using words such as red, round, shiny, and hard.
- Let the children take a bite of their apple and describe how it tastes. If they say “good” or “fine,” say “Give me another word for ‘tastes good.’” Model words such as “yummy,” “sweet,” “crunchy,” or “delicious,” if necessary.
- As they eat the apple, ask them to tell you what they see. Help them with words such as “juicy” or “white inside.”
- Snack and lunch are good times to help children learn new “describing words.” Talk about tastes, colors, textures, and smells as they eat.



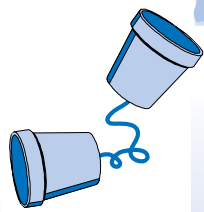
What Happened There?

- On a regular basis, ask parents to bring in something that will remind their child of a place they visited. The children might bring a kids’ menu, a cup, or food container from a restaurant, a cereal box from a grocery store, a pine cone from a playground, a napkin from an ice cream store, or a drawing they made at Grandma’s house.
- Use the item to prompt the child to tell you and a few other children about the event. You can expect your two year olds’ explanations to be brief, so get some information from the parents to help you ask questions.
- Put the items in the Dramatic Play Center or somewhere the children can continue to talk about them on their own.

What’s in the Box?



- During Circle Time, have a box with a lid. Have a few familiar items and put them where the children cannot see. Choose items the children will be able to name and describe.
- Put one item in the box while the children are not looking.
- As you shake the box with the object inside, chant
 - “What’s in the box?”
 - What’s in the box?
 - What’s in the big blue box?”
- Open the box slowly saying “I wonder what is inside?” Take the object out and ask the children to name the item and tell about it.
- Help them use describing words. For example, if they say “It’s a puppy,” ask them to tell more about it. “It’s a furry puppy with floppy ears and a long tail.”
- Continue with the other items.



Who's Calling, Please?

- Make a pretend telephone by attaching a string between two paper cups.
- Show two children how one person can talk into one cup and the other person can put the other cup up to their ear to listen.
- Practice saying “hello” and “good bye” at the beginning and end of the call.
- Encourage the children to talk to each other about an activity they have recently completed. You may need to prompt them – for example, “Sonjay, tell Sophie about the tower you made with blocks.” Or “Marco, ask Rachel to tell you what she ate for snack today.”
- Put the “telephones” in the Dramatic Play Center for the children to use throughout the day.



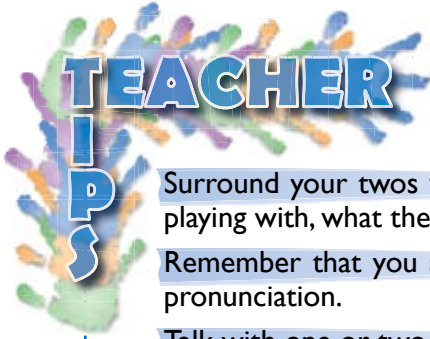
Recording Our Voices

- Make a recording of the children's voices. Some of your twos may be shy at first and others will jump right in.
- Have the children find a favorite toy in your classroom. One at a time, ask them to talk into the recorder, name the item, and tell what they like to do with it. Help them say their first and last name when they begin.
- After each child has spoken, stop the recording and play it back so they can hear their voice. Encourage them to talk more or sing into the recorder if they enjoy the activity.
- Play the recording so the children can hear each other.
- If you have a sturdy recorder that the children can use independently, put a green sticker on the “play” button and a red one on the “stop” button. Show them how to turn it on and off.



Magic, Magic, Magic, More

- Use a prop to make magic such as a magic hat or box.
- Collect objects that will fit under the “magic maker.” Have more than one of each object such as two cars, three cups, and four blocks.
- Begin by showing the children one item. Ask the children what they see. They will say “a car.”
- Put the magic hat over the car and then secretly add another car under the hat so there are now two cars.
- Say, “Magic, Magic, Magic make more” and lift the hat.
- Act surprised as you say “Look there are more now. What do you see?”
- Encourage the children to use plurals to say “two cars” or “more cars.”
- Repeat with the other objects.



Surround your twos with meaningful language. Describe what they are doing, what they are playing with, what they see, and what they hear. This helps develop their vocabulary.

Remember that you are a language role model. Use full sentences with good grammar and pronunciation.

Talk with one or two children at a time. It is difficult for two year olds to listen to others in a large group.

Two year olds are learning the rules of talking. They will make mistakes by saying things like “I took my socks off my foots.” It is best just to reflect back what they’ve said, correctly – “I see you took your socks off your feet, Anna.” In time, they will learn to speak the way adults around them speak.

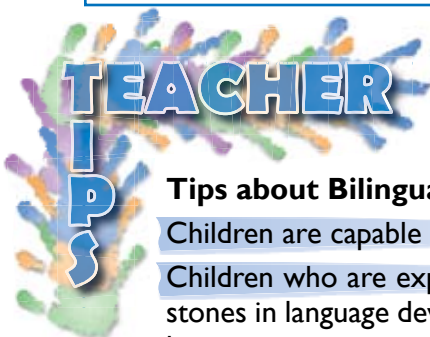
Take time to talk one on one with your two year olds every day. Get down on their level, make eye contact, and listen to them as they try out new words and put sentences together.

Be patient if your twos get frustrated when you cannot understand what they are saying. Tell them you are sorry you do not understand and ask them to keep trying and show you what they mean.

Young children may push, hit, or bite when they cannot make themselves understood. Help your twos learn the words to tell what they want and what they do not!

Talk with the children about activities after you finish them. Ask questions such as “What did you do outside today, Elijah?” Prompt, if necessary, by saying “I saw you playing in the sandbox. What did you do there?”

Ask parents to donate telephones or cell phones that are no longer being used. When a child is “missing mommy” let her pretend to call on the phone.



Tips about Bilingual Development

Children are capable of learning two or more languages in childhood.

Children who are exposed to two languages on a daily or weekly basis show the same milestones in language development at roughly the same ages as children who are exposed to one language.

Sometimes bilingual children know fewer words in one or both languages in comparison to children who learn one language. This is because their memory must store words in two languages rather than one.

Bilingual children learn words in each language from different people in different situations. For example, they may learn some words from parents at home and others from teachers at school. Therefore, they may know certain words in one language, but not in the other.

Mixing languages in sentences is natural and normal for bilingual children. This is because they may know some words in one language, but not the other. They may “borrow” words from one language to complete a sentence in the other. This tends to disappear by the time they enter elementary school.

Knowing the language of children’s parents and grandparents is important to their cultural identity.



Two
year olds

Foundations for reading

Begin to follow what happens in a story as they:

- Point to pictures in a story and name them
- Say a familiar word that is repeated in a story
- Tell what happens next in a familiar story
- Ask an adult to read a favorite story
- Repeat phrases that are familiar in a story
- Listen to a brief story that they find interesting

Show beginning book awareness as they:

- Turn pages of a board book easily
- Look through a picture book as if reading it
- Find a favorite book by looking at the cover
- Enjoy spending time looking at books

Become aware of pictures and symbols in print as they:

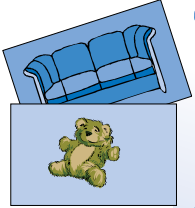
- Name a favorite item, such as a cereal box, based on its logo or other familiar symbol
- Name a restaurant or other location based on its sign or logo
- Recognize familiar symbols such as a stop sign
- Look at picture messages with an adult such as a picture recipe
- Play with alphabet blocks or plastic letters

Begin to distinguish the different sounds of language as they:

- Sing simple rhyming songs
- Try to repeat a nursery rhyme
- Repeat words to a finger play

Activities and Strategies for Development

Picture Page

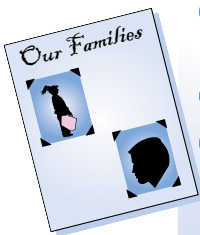


- Make picture cards of things that are familiar to your two year olds such as a chair, a sofa, a cup, a plate, a toothbrush, stuffed animals, real animals, toys, and vehicles. Glue one picture per card onto large index cards and laminate or cover them with clear contact paper. Look for realistic pictures in magazines, catalogs, color newspaper advertisements, and junk mail.
- Select a few cards and ask the children to name each one. Talk about what each item is used for.
- Mix the cards up and place them in front of the children. Describe one item at a time and see if the children can point to it and tell you what it is. For example, "Show me the one we use to brush our teeth."
- Change the cards and replay this activity at a later time.

Language Tip

Invite children to name the items in their home language.

Our Family Photos



- Ask parents to send in a few photographs of their two year old and members of their family. Let them know you will be keeping the photos to use in a class book.
- In a large, sturdy photo album, put each child's photos on their own page.
- Ask each child to tell you who is in the photos so you can label them. You may need to check with the parent to be sure you have the names correct. Put the child's name at the top of the page. Write "Our Families" on the cover.
- Show the children how to handle the album carefully. Put it in your Book Nook where the children can look through it with you and each other.

Language Tip

On the cover, add "Our Families" in the home languages of the children in your class.

Special Needs Tip

Glue tabs to the edges of the pages of the photo album to make them easier to grasp for a child with fine motor difficulties. Make the tabs from cardboard, popsicle sticks, or other stiff material.

Notebook



- Gather several sheets of thin cardboard or construction paper and a small three-ring binder (five inches by eight inches). Cut the cardboard to fit in the notebook.
- Cut out large, colorful pictures that match a theme that your two year olds find interesting. Some examples might be animals, vehicles, or children's faces. Look for pictures in magazines, catalogs, junk mail, colorful newspaper ads or on the Internet.
- Glue one picture on each side of the cardboard pieces and laminate each page (or cover with clear contact paper). Punch holes to fit in the notebook. Put a picture on the cover that represents the theme.
- Change the picture pages from time to time as the children become interested in a new theme. Try making a set of pages with familiar logos, too!
- Look through the book with the children and encourage them to point to each item and name it. Put the notebook in your Book Nook. Some children may want to carry the book around with them.

Looking at Logos



- Stop by local businesses familiar to your children such as restaurants, home improvement stores, discount retail stores, and grocery stores.
- Ask the manager to donate something with their logo on it.
- Gather a few children together and show the items one at a time. See if they can tell where the item came from. Point to the logo as you and the children "read" what it says. Talk about what you do in each place.
- Put the items where they are easily accessible to the children.

Time to Rhyme



- Teach some rhymes and finger plays with repetitive phrases and rhyming words. Here are two:

My Turtle (Show a picture of a real turtle or a stuffed turtle to introduce this finger play.)

*This is my turtle (make a fist and extend thumb)
He lives in a shell (put thumb in fist)
He likes his home very well (pat fist with other hand)
He pokes his head out when he wants to eat (extend thumb)
And pulls it back when he wants to sleep (thumb in fist)*

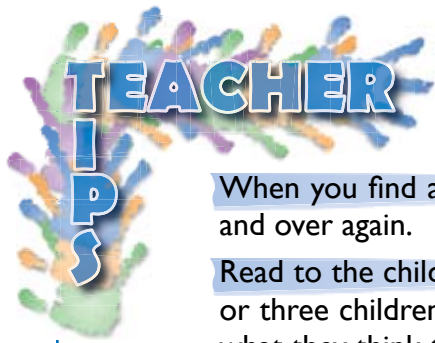
Ten Little Fingers

*I have ten little fingers and ten little toes (point to body parts throughout)
Two little arms and one little nose
One little mouth and two little ears
Two little eyes for smiles and tears
One little head and two little feet
One little chin, that makes (child's name) complete!*

Nursery Rhymes



- Choose a simple but appealing nursery rhyme and collect props that will make the rhyme more meaningful. Here's an example.
- For "Humpty Dumpty" gather a real egg with a face drawn on it, a tray or cookie sheet to represent the ground, play horses and play men, and blocks to build a wall.
- Build a wall with wooden blocks on the tray.
- Using the egg as Humpty Dumpty and the other props, say the nursery rhyme putting emphasis on the rhyming words.
- When it is time for Humpty Dumpty to fall off the wall, be sure the egg cracks when it hits the tray. (Watch the children's facial expressions!)
- Repeat the rhyme and encourage the children to say it with you.
- Try this with other nursery rhymes such as "Jack and Jill" (a small bucket), "Little Miss Muffet" (a plastic spider), and "Little Bo Peep" (a plastic sheep).



When you find a book that the children enjoy, be prepared to read it over and over again.

Read to the children every day. Read to one child, when possible, or to two or three children. Sit where the children can see the pictures and ask them what they think the story is about by looking at the illustrations.

Let the children “read” with you by filling in familiar or predictable words. Make a “mistake” sometimes in a familiar story, such as calling a character by a silly name, and let the children correct you. Be prepared to read a portion of a new story at first and then try to read more the next time if the children’s interest grows.

Let children choose many of the books you read to them.

Use puppets to *tell stories* to the children instead of reading a book sometimes.

Use real objects to introduce concepts or ideas in stories. Children learn best with concrete objects. Using props can make a story more meaningful.

Have lots of books available for the children to “read.” Choose sturdy books with large, colorful pictures and a story that is easy to follow. Choose topics that are interesting to your two year olds. Include books about people of different cultures and abilities.

Model the joy of reading by sharing books that *you* enjoy.

Sing rhyming finger plays and songs with the children.

Alphabet blocks and plastic or cardboard letters are good materials to introduce letter symbols to your two year olds. Magnetic letters and a magnetic board or cookie sheet are good, too. Just let the children explore—do not expect them to name the letters!

Use books as a resource to find answers to the children’s questions.

Look for books in the children’s section of the public library to expand your classroom selections.



2
Two
year olds

Foundations for writing

Scribble as they:

- Imitate others who they see writing or drawing
- Make different marks that begin to look like lines or circles
- Explore how to use markers, crayons, chalk, and other writing tools

Draw pictures as they:

- Make circular shapes and lines and give these markings a name such as “my car”
- Tell about the drawings they have created

Dictate messages as they:

- Ask an adult to write their name on their work
- Ask an older child or adult to write simple words for them such as “Happy Birthday”

Express creativity using skills for writing as they:

- Make scribbles and dots in creative materials such as sand

Scribble A'Round



- Use the recipe below to make round crayon disks from old crayon stubs for your toddlers to use for scribbling.
- Provide plain white or colored paper.
- Show the children these uniquely shaped crayons and invite them to see how they work on the paper.
- Recipe for Scribble Rounds:
 - Ahead of time, collect old crayons and remove the papers.
 - Preheat the oven to 350 degrees and turn it off.
 - Put crayon stubs in old muffin tins, sorted by color, and put the tins in the oven.
 - Remove the tins when the crayon wax is completely melted.
 - Allow the muffin tin to cool.
 - Take a knife to gently lift the edges of the wax disks from the muffin pan.

Sidewalk Picasso



- On a sunny day, take your children to a sidewalk outdoors.
- Let the children help you carry out small buckets of jumbo colored chalk.
- Invite them to use the chalk to create pictures on this large “canvas.”
- As you observe, ask the children to tell you about their “drawings.”
- When you return to the classroom, say, “Jamal told me his picture was a fire truck. Casey made long, yellow lines on the sidewalk. There are yellow lines on the road too!”

It's My Birthday!

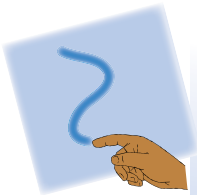


- Make a poster that says “Happy Birthday” as the title. Add pictures or stickers with birthday symbols such as a cake, candles, a piñata, and a birthday hat.
- In the middle of the poster, tape a picture of the child who is having a birthday on that day (or week).
- Place the poster at the children’s eye level near the “writing center” where you have materials for drawing and writing.
- As children visit the writing center, invite them to make a picture or say a message, which you write, for the birthday girl or boy.
- Help the children tape their picture on the poster board.

Cultural Tip

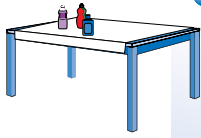
Not all children or families celebrate birthdays or holidays in the same tradition. Some families do not celebrate birthdays or holidays at all. Always be aware and sensitive to the cultural and faith traditions of the families in your center. If a child or parent does not want to participate in an activity, express your understanding and acceptance. If they would like to share some other family tradition with the children and adults at the center, find appropriate ways to include them.

Sandy Scribbles



- Fill a few plastic tubs with damp sand. Put the tubs on a table with towels underneath or take them outside.
- Invite the children to explore the sand with her hands and fingers.
- They can pat it down, build up mounds, or dig in with their fingers.
- Model how to use their “pointer” finger to make circles and lines in the top of the sand.
- Show them how to make the “writing” disappear when they rub their hand across the surface of the sand!

Different Strokes for Different Folks

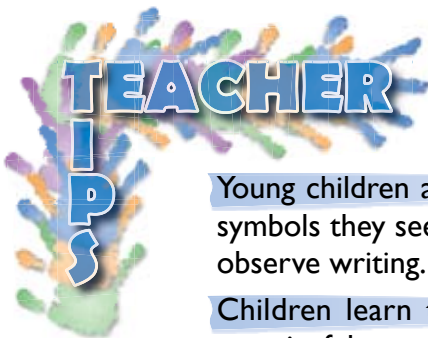


- Fill small squeeze bottles and roller bottles with a solution of tempera paint and a few drops of liquid dish detergent. You can use empty roll-on deodorant bottles that have been cleaned and plastic squeeze bottles with small holes such as the kind used for mustard or ketchup.
- Cover the table with butcher paper.
- Invite children to experiment with the different bottles.
- The squeeze bottles will likely encourage children to make dots or points on the paper, while the roller bottles will encourage longer, smooth lines or circular patterns.



Take a Message, Please

- Put several toy telephones or recycled cell phones in the Dramatic Play Center.
- Place message pads or post-it pads and water-based markers near the telephones.
- Visit the Center while children are playing. Pretend to hear one of the phones ring and answer it.
- Say into the phone, "I'm sorry, he is not here. Can I take a message?"
- Pretend to write something on the message pad using the marker.
- Invite children to answer a phone and take a message.
- Observe to see if children write pretend "messages" on the pad.



Young children are fascinated by their own markings and the markings and symbols they see in the environment. They love to imitate others who they observe writing.

Children learn the purposes of writing when they see adults writing in meaningful ways such as labeling a picture with the child's name, making signs to post in the Dramatic Play Center, and using children's dictated words to create a "story."

Two year olds use a whole-hand grasp, whole-arm movement when they scribble and draw. Their scribbles will be scattered all across the page.

Large pieces of paper are best for toddlers to paint or finger paint since they like to fill up the whole page.

If a child points to his drawing and tells you about it, write his words down to reinforce that symbols have meaning. However, avoid asking children, "What is this?" since it may not represent any real object.

2

Cognitive Development

Standards:

- Foundations for math
- Early scientific skills
- Foundations for social studies





2
Two
year olds

Foundations for math

Begin to identify basic shapes as they:

- Fit shapes into a shape box
- Put a circle, square, and triangle into a shape puzzle
- Find a circle, square, or triangle that is the same as one they are shown

Begin to sort and match objects as they:

- Find matching objects such as shoes or socks
- Sort similar objects that are “big” and “little” such as big cars and little cars, big blocks and little blocks
- Sort round objects of one color from square objects of the same color
- Match objects of the same color and shape

Build beginning number concepts as they:

- Repeat number words after an adult
- Sing songs with counting words
- Choose “just one” when asked
- Begin to use number words
- Notice when someone has “more” than another
- Begin to use one-to-one correspondence by matching objects that go together such as a blanket for each doll

continued...

Build beginning measurement concepts
as they:

- Use a smaller cup to fill a larger one
- Begin to notice when it is “time” to do something such as go to sleep when it is dark
- Stack and nest objects by size
- Begin to compare objects by size

Begin to solve simple problems using logical reasoning and mathematical thinking
as they:

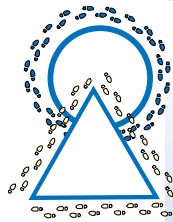
- Complete a puzzle with a few connecting pieces
- Notice when something is missing from a group of familiar items
- Look for hidden objects

Explore concepts related to patterning
as they:

- Try to copy a simple pattern of two repeating objects such as block, car, block, car, block, car
- Imitate a simple physical pattern begun by an adult such as clap hands – pat head, clap hands – pat head, clap hands – pat head

Think creatively using logic and mathematical thinking
as they:

- Use one object to represent another
- Experiment with the way objects balance and fit together
- Experiment with different ways to use objects

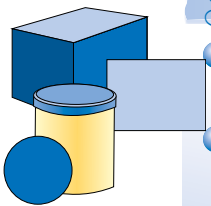


Shape Walking

- With masking tape, make a large circle, square, and triangle on the floor indoors or draw them with chalk on a hard surface outside.
- Describe the features of each shape. The circle is round. The square has four sides and corners. The triangle has three sides and corners.
- Put on music and have the children follow as you walk around each shape.
- Stop the music and sit down on the shape. If the music is fast, run around the shape. If it is slow, tiptoe around it. Jump up and down on the shape. Jump in and out of the shape.

Special Needs Tip

Hold the hand of a vision impaired child and walk around the shapes together.



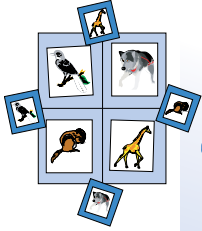
Shape Up

- Gather three-dimensional circles, squares, and triangles such as plastic shapes from a shape sorter or blocks.
- Trace each shape to create an outline of the exact shape on a piece of construction paper. Laminate the paper or cover it with clear contact paper.
- Have the children match the real shapes to the pictures of the shapes.
- Name and describe each shape as the children match them.

Special Needs Tip

Glue fine grain sandpaper onto the shape outlines for a child with vision difficulties.

Lots of Lotto

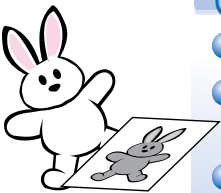


- Cut out pictures of objects from catalogs, magazines, or color newspaper advertisements. The Internet is another good place to find pictures. Look for animals, toys, faces, and other things that are familiar and appealing to your twos. You will need two exact copies of each picture.
- Make “lotto boards” by dividing strips of poster board into three or four sections and gluing a different picture in each section. Make several boards and laminate them or cover with clear contact paper. Each board can have a “theme” such as animals, children’s faces, or toys.
- Make “lotto cards” by gluing the duplicate pictures onto separate pieces of cardboard and laminating each.
- Encourage the children to match the lotto card to the same picture on the lotto board.

Developmental Tip

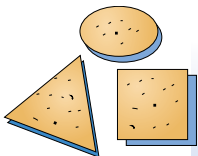
Give young twos a lotto board with three pictures to match. When they need a greater challenge, use boards with more pictures.

Object to Picture



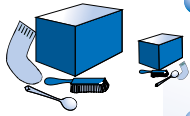
- Collect a few small toys with a definite outline or shape.
- Arrange the objects on a copy machine with an inch or so between each one. The copy will have the image of each object.
- Glue the copy on a piece of construction paper and laminate or cover with clear contact paper.
- Invite the children to match the object to its shape.

Shapely Snacks



- For snack, put round crackers in one bowl, square crackers in another, and triangle crackers in a third.
- Let the children choose two crackers from each bowl as they repeat the name of the shape.
- Put some shredded cheese on each child’s plate and show them how to cover one cracker with cheese and put the matching cracker on top.
- Enjoy!

Grande y Pequeño (Big and Little)



- Gather “big” and “little” sets of the same items and put them in a box. For example, collect a big comb and a doll size comb, an adult size sock and a baby’s sock, a large cooking spoon and a dessert spoon, and a big block and a small one.
- Put out a large basket and a small one. Have a child remove one item from the box and help find its big or little match. For example, “Ramón, you found the big comb, can you find the little one?” Then, have the child put the big item in the large basket and the little one in the small basket.
- Use the words “big” and “little” as you help the child find the matching items and sort them.
- Place all the items back in the box and put it in the Dramatic Play Center for the children to continue to explore “big” and “little.”

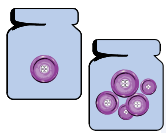
Language Tip

Ask a child to tell how to say “big” and “little” in his home language.

Special Needs Tip

Ask a child who uses sign language to teach the others how to sign “big” and “little.”

Shake It!



- Get some small, clear plastic containers with lids. You will need two for each child in a small group.
- Help each child put one stone, large button, or other item in one container and “many” of the same item in the other.
- Have the child shake the container with “one,” and the container with “many,” and listen to the different sounds they make.
- Then let the child choose one or the other, shake it, and say whether there is “one” or “many” in the shaker.
- Play music and let the children shake their shakers and listen to the difference when everyone shakes “one,” and when everyone shakes “many.”

Special Needs Tip

Be sure the children feel “one” item and “many” items as they put them in the shaker. This will add another sensory dimension to the activity, especially for hearing impaired children.

Counting Finger Plays



- Do finger plays and sing songs with the children that introduce counting words. Here are two simple ones:

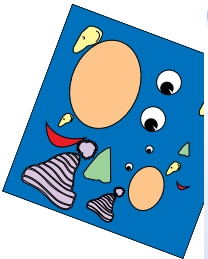
Here is the Bee Hive

- “Here is the bee hive, (hold out one hand)
- Where are the bees? (make a fist)
- Hiding out where nobody sees - (put fist behind your back)
- They are coming out now, (bring fist back around)
- They are all alive: (open fist and wiggle fingers)
- One, two, three, four, five.” (put up one finger at a time)

Five Little Ducks

- “Five little ducks went out to play, (hold up hand with 5 fingers extended)
- Over the hill and far away, (put hand behind your back)
- The mother duck said, ‘Quack, quack, quack’
- And four little ducks came waddling back.” (show hand with 4 fingers extended)
- Continue with 3, 2, and 1 little duck.

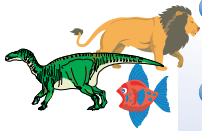
Funny Flannel Faces



- Cut out a large and a small circle from the same color flannel.
- Cut out a set of large eyes and a set of small eyes, a large and small nose, a large and small mouth, and a large and small hat. Each set should be the same color flannel.
- Put the large pieces in one basket or envelope and the small pieces in another.
- Using a flannel board, help the children assemble the faces.
- Help the children decide which pieces go with the “bigger” face and which ones go with the “smaller” one.
- Put the pieces back in their container so the children can play with them later on their own.

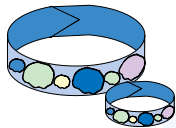


What's Missing?



- Gather a few children together at a table and place three different stuffed animals in front of you—for example, a lion, a dinosaur, and a fish.
- Ask the children to put their heads down on the table as you hide one of the animals under the table.
- Tell them when they can look again and guess “what’s missing?”
- If the children enjoy the game, repeat several times.
- Add a fourth animal when you think they’re ready for a challenge!

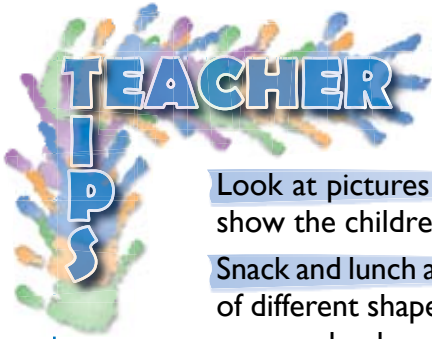
Puffy Pompom Patterns



- Get two sizes of pompoms at a craft store—be sure the size difference is obvious.
- Cut narrow strips of construction paper to fit around the children’s heads and one to fit your own.
- Help the children sort the pompoms into two groups—big pompoms and little ones.
- Glue the pompoms onto one of the paper strips in an alternating pattern—big pompom, little pompom, big pompom, little pompom, until the strip is covered.
- See if the children can copy your pattern as you help them glue the pompoms onto their strip.
- Secure the strip around each child’s head to make a headband.

Developmental Tip

This is an introductory activity to patterning. Do not be concerned if the children arrange the pompoms in some other way. You are also reinforcing the concepts of “big” and “little” in this activity.



Look at pictures in a book such as *Shapes, Shapes, Shapes* by Tana Hoban to show the children different objects with different shapes.

Snack and lunch are great times to introduce early math concepts. Serve foods of different shapes such as sandwiches cut into triangles, round crackers, and square chunks of cheese. Introduce the concept of “just one” as children choose one item at a time from a serving tray.

Read books such as *The Very Hungry Caterpillar* by Eric Carle or *One Hungry Monster* by Susan Heyboer O’Keefe to begin to introduce number words and counting to your twos.

Play a simple patterning game as the children are gathering around to listen to a story or begin a small group activity. Repeat two motions in sequence such as clapping your hands and patting your head. Encourage the children to do the same

Use size, shape, and counting words throughout the day. Point out the size and shape of different toys and other familiar objects. Count things such as the number of children playing in the sandbox, the number of steps up to the slide, and the number of trucks on the shelf.

Have a selection of puzzles—some easier with a separate place for each piece and some more challenging with a few connecting pieces. Glue on empty thread spools or corks for “handles” to help children with limited dexterity.

Give the children plenty of opportunities to experiment with the way objects balance or fall—wooden and hollow blocks are excellent for this kind of exploration.

Provide a set of clean, empty plastic containers with lids that screw on. Choose containers of different sizes such as a peanut butter jar, a spice container, a shampoo bottle, and a cosmetic jar. Encourage the children to screw the lid on the container it matches.

Tubs with water or sand and measuring cups and spoons are excellent for children to begin to explore measurement concepts.

Cooking activities offer opportunities for children to help count the ingredients and to learn about measuring. Let them help whenever possible.

Give the children opportunities to experiment with different ways to use materials. Give them different size empty boxes and containers and watch them explore!

Ask questions that encourage children to think creatively. For example, “We don’t have an engine for our train—what can we use?”



2
Two
year olds

Foundations for science

Actively explore the environment
as they:

- Use their senses to discover and examine objects
- Experiment with different objects to see how they relate to one another
- Observe cause and effect
- Observe events in nature

Use language to describe things in the environment as they:

- Describe or point at characteristics of objects
- Identify body parts
- Describe how different objects relate to one another
- Describe cause and effect relationships
- Describe events in nature

Ask questions about the environment
as they:

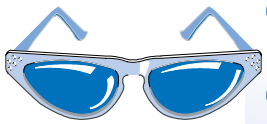
- Wonder about unfamiliar objects and events

Use tools to experiment as they:

- Play with simple tools

Activities and Strategies for Development

Do You See What I See?

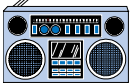


- Gather a few children together and sit with them in a comfortable place where you can clearly see some of the toys in your classroom.
- Wear glasses that have the lenses removed and tell the children that they are your “magic glasses” and they help you see special things.
- Name and describe one of the toys – such as “I see a fire truck with a ladder on it. It’s on the floor next to some blocks. Do you see it, too, Reyna?” If she does, let her get it and bring it back to the group.
- Repeat with a few more toys. Choose toys that are easy to see and find.
- Encourage the children to use their eyes to help find the toys that you describe.

Special Needs Tips

Include a visually impaired child by placing two toys in front of her, describe one, and ask her to feel each of them and choose the one you described. A child with limited mobility can point to the object and another child can get it for her.

What’s that Sound?



- Make a recording of common sounds that the children would recognize, such as children laughing, bells, a telephone ringing, a dog barking, a car horn beeping, a vacuum cleaner, and familiar voices.
- Gather a few children together and play the recording. Have some of the real objects nearby.
- Stop the recording after each sound and talk about what it is. Choose the real object or person that makes that sound.

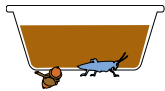
Special Needs Tip

Invite a child with hearing difficulties to sit close to the recorder.

Smelly Sacks



- Get some inexpensive, thin, small wash cloths. Look for packs of these at a dollar store.
- Put a few cotton balls in the middle of each cloth with a small amount of something that has a pleasant smell. Use food flavorings such as vanilla and cherry, a mild perfume or lotion, and baby powder, for example. Put only one “smell” in each wash cloth.
- Pull up each corner of the wash cloth and tie the edges together with string or ribbon.
- Put the “smelly sacks” where the children can explore their sense of smell on their own. Talk about the smells and which ones they like.



Digging for Treasure

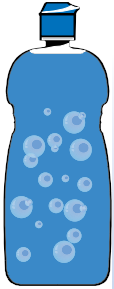
- Get individual dishpans or tubs and fill them with clean sand or potting soil. Put them on a table with newspaper or towels underneath or take the tubs outside.
- Bury some “treasures” in the sand such as small rocks, plastic insects, plastic flowers, shells, and acorns.
- Provide digging tools such as large spoons and small shovels.
- Add plastic containers for pouring and a small strainer or sifter.
- As the children discover the treasures, help them name and describe what they have found.



Tell Mother Nature

- Gather children to go outdoors wearing a hat and carrying a basket. Tell the children you love to find “treasures” outdoors.
- Show examples of treasures such as a pine cone, a rock, a leaf, and a wood chip.
- Take the children outdoors and encourage them to find these items and bring them back to your nature basket.
- As the children bring you each item, ask them to tell you about their treasure.

Oil and Water Don't Mix!

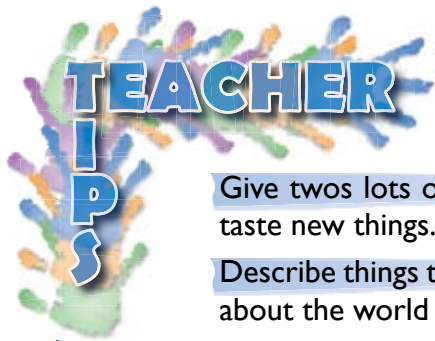


- Get a medium sized clear plastic bottle such as one from shampoo or a one liter soft drink. Soak off all labels.
- Fill the bottle about 1/3 of the way with water and add food coloring.
- Fill the bottle the rest of the way with light colored or clear oil (such as mineral or baby oil).
- Glue the lid on securely.
- Encourage the children to shake and move the bottle gently and watch the waves and the tiny bubbles that form. Help them describe what they see as they move the bottle different ways.



Scientists at Work

- Display collections of nature items on a table such as various sea shells, interesting rocks, different color and shape leaves, bird feathers, and pine cones of different sizes.
- Provide unbreakable magnifying glasses, scales, tongs, and tweezers with blunt edges.
- Invite the children to use the tools to explore and investigate.



Give twos lots of opportunities to *safely* look at, listen to, smell, touch and taste new things. Supervise them carefully as they explore.

Describe things that the children see, hear, feel, taste, and smell to teach them about the world around them.

Make a Science or Nature Area where you display objects and collections from nature such as plants, rocks, leaves, shells, birds' nests, flowers, pine cones, and insects. Be sure all items are non-poisonous and safe for children to explore. Include books and pictures, too. Put the Science Area somewhere that is easily accessible to the children.

Read a book such as *From Head to Toe* by Eric Carle to learn about many different body parts. The children can move their bodies as you read. (Note: This book is also available in Spanish: *De La Cabeza a Los Pies*)

Have sturdy books that show pictures of things children see in the world around them. Include books with realistic and colorful pictures and photographs.

Throughout the day, frequently ask children to describe what they see and hear.

Practice identifying different smells during mealtimes.

Cooking activities give children opportunities to use simple machines such as crank style manual egg beaters, potato mashers, and flour sifters. Children also learn about foods changing color and texture through cooking. Find simple recipes to cook with your twos.

Water play can introduce children to concepts of measurement and cause and effect. Put a small amount of water in a tub with different objects for them to explore such as funnels, turkey basters, cups, and strainers.

Let the children watch as you put water in an ice cube tray and then in the freezer. Help them describe what happens when you take the tray out a few hours later. Do the reverse – put an ice cube in a bowl and let the children watch as it melts into water.

Recycle paper and other products whenever you can. Model ways to re-use items to avoid being wasteful. Talk with the children about keeping the earth clean and healthy.

Children are curious about living creatures. They enjoy watching “bugs” and other creatures such as ants, snails, caterpillars, worms, butterflies, birds, and squirrels. Encourage their questions and help them describe what they see.

Have a class pet and let the children help take care of it. (*Be sure the pet is healthy for children to handle.*)

Have safe plants in your classroom and let the children help take care of them. (*Be sure the plants are not harmful if eaten or cause rashes when touched.*)



2
Two
year olds

Foundations for social studies

Recognize family roles and personal relationships as they:

- Respond to their own family members
- Express positive feelings for belonging to the family
- Show attachment to caregivers
- Identify family members by their pictures
- Use names of family roles such as “sister”

Recognize obvious individual preferences and differences as they:

- Observe differences in physical characteristics such as glasses or a wheelchair
- Show curiosity in new things such as food and music
- Compare themselves to others such as “I have braids, she has a ponytail”

Recognize community roles and relationships as they:

- Dress up with community worker props
- Act out the roles of a community worker
- Follow simple rules for community living such as keeping the classroom clean

Explore concepts of place and location as they:

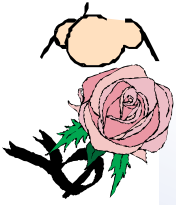
- Identify location words, such as “under” and “on top”
- Look for an object in a different room
- Follow a familiar route
- Retrace steps to familiar location

Family Cut Outs



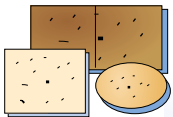
- Use a template or cookie cutter to make “paper doll” cutouts with construction paper in multicultural skin tones.
- Place these “family” cutouts on the table along with markers or crayons.
- Sit at the table and invite each child to pick out a paper doll.
- Ask the child, “Who is in your family?” Or “Who helps take care of you?”
- Write the name the child says on the front of the cutout.
- If children want to do more, invite them to pick out another paper cutout for another family member.
- Label that cutout too and say, “Here is your Mommy and here is your Poppy. You are a family!”
- Invite the children to “decorate” their family member cutouts with markers or crayons.
- Display the children’s family cutouts above their cubbies or on a bulletin board labeled “Families,” placed at the children’s eye level.
- During daily greetings, talk with the children about members of their family. Say, for example, “Your Grandma Pat brought you to school today. She is going to work and will pick you up later.”
- Use names that show family relationships, for example, “How is your baby brother? Are you a helpful big sister?”

Nose-to-Nose



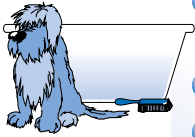
- Ahead of time, collect several small unbreakable mirrors (or use a safety wall mirror at children’s eye level) and a fragrant flower, such as a rose (clip off any thorns).
- Invite a small group to the carpet.
- Show the children the flower and talk about what it looks like.
- Hold the flower under your nose and breathe in the pleasant smell.
- Point to your nose and tell children that our noses help us smell good smells like flowers.
- Pass around the flower for each child to smell with their nose.
- Point out that we all used our nose to smell the flower, and that everyone’s nose looks different.
- Give one of the small mirrors to each child to look at their nose.
- Say, “Look at your nose. Point to your nose. Your nose helps you smell.
- While looking in the mirror, model for the children, “My nose looks long,” or “my nose is brown,” or “my nose has freckles on it.”
- Highlight the idea that everyone’s nose is different and that all noses are good for helping us to smell.

Favorite Crackers



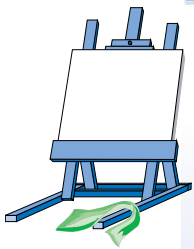
- Select three kinds of crackers for snack time, such as graham crackers, saltines, and Ritz crackers.
- Place one type of cracker on each child’s napkin.
- Invite the children to taste the cracker.
- Place another type of cracker on the napkin and ask children which they like best.
- Invite children to sample the third type of cracker.
- Hold up one type of cracker and ask, “Who likes this cracker best?”
- Observe and say, “Ricardo, Orlando, and Milan say they like this cracker the best.”
- Repeat this with the other crackers and note the children’s preference.
- Say to the children, “We all had our favorite cracker—the one we liked the best. It is okay for everyone to like something different.”

Doggy Day Care



- Create a new theme for your Dramatic Play Center based on a community helper that takes care of dogs while the family is at work.
- Collect a wide variety of stuffed dogs in all sizes.
- Add toy dogs and other props to your center, such as small plastic bowls, hairbrushes, small plastic dog bones, small balls, and a plastic dishpan with cotton balls for pretend bubbles.
- Invite the children to pretend they are “feeding” a doggy from the small plastic bowls.
- Children can “give the doggy a bath” in the plastic dishpan.
- They can “brush or groom” the doggy with hairbrushes.
- Toy doggies can be “walked” and “have playtime” chasing the small balls and barking with the other doggies!

Where Can It Be?



- Gather a small group on the rug to read *Where Can it Be?* by Ann Jonas.
- This book tells about a child who looks all over the house for her missing blanket.
- As you turn each page, invite one of the children to lift the flap to see what is behind the closed doors.
- Play a hide and seek game with your group.
- Tell them you have taken a blanket from the doll’s bed in the Dramatic Play Center and hidden it somewhere in the classroom.
- Ask them, “Where can it be? Let’s look under the easel.”
- Lead them to the easel and bend down to look under.
- Ask, “Is it on the book rack?” Let the children lead you to the book rack and look on top.
- Go to different areas of the classroom, using location words such as over, under, inside, and next to.
- When children locate the missing doll’s blanket, clap and say, “We found it under the beanbag (or wherever it was hidden)!”



I'll Drive the Bus

- Gather a group on the rug to sing, “The Wheels on the Bus Go ‘Round and ‘Round,” using body movements for beeping the horn, bouncing up and down, and so on.
- Tell children that they are going to pretend to ride the bus around the center (or classroom).
- Use a length of clothesline or heavy rope for children to hold onto with one hand and line up one behind the other. (Supervise closely.)
- Be sure there is at least an arm’s length distance between each child.
- Take turns having one child as the “bus driver” lead the group.
- Say to the bus driver, “Let’s go to the water fountain” or “Let’s go to the kitchen.”
- Let the driver slowly lead the group on the rope to the destination.
- Change “bus drivers,” and have them lead the group to other familiar places in the center.

Special Needs Tip

A child in a wheelchair can “drive the bus” by having the adult hold the front end of the rope to the top of the wheel chair handle. The child can tell which way to go or point in the direction that his chair should be rolled.



You can help support toddlers' strong connection with their primary social group, their family. Invite families to share music and songs from their home culture, foods, family photos, and "news" such as a new baby.

Display photographs of children with their families at the children's eye level.

Toddlers are curious about everything in their environment, including the physical differences among people. They will notice and sometimes point to a person they see with a cane or in a wheel chair. They will touch another child's hair that is different from theirs. Adults can help young children feel comfortable about differences with comments such as, "You use your legs to walk. His legs don't work so he uses the wheels on his wheel chair to get where he wants to go." or "My skin is brown like my Daddy's and your skin is pink like your Daddy's."

Include books, posters, and play figures of community helpers that reflect cultural diversity and men and women in non-sexist roles. Encourage pretend play of girls and boys that go beyond the traditional stereotypes such as boys play with trucks and girls play with dolls. Boys also need to develop nurturing social and communication skills, and girls will benefit from play with construction toys that support visual-spatial skills.

Outdoor play, walks to the park, play on different surfaces, such as grass, blacktop, and sand, and movement games provide wonderful opportunities for young children to explore concepts of place (where am I?), space (what's around me?), and location (how did I get here?).

3

Physical Development

Standards:

- **Gross motor skills**
- **Fine motor skills**
- **Self-help skills**
- **Health and safety skills**





3
Three
year olds

Gross motor skills

Control body movements as they:

- Lift and carry
- Climb on low outdoor equipment
- Jump down
- Hop
- Go upstairs and downstairs
- Pedal a tricycle

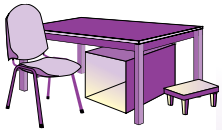
Demonstrate coordination and balance as they:

- Walk on a low balance beam
- Jump forward from a standing position
- Move around without bumping into things
- Kick
- Throw
- Catch

Express creativity through movement as they:

- Make creative body movements freely
- Dance

Activities and Strategies for Development



A Trip Through the Forest

- Put tape on the floor for children to walk on.
- Set up a table to crawl under.
- Arrange four small chairs, back to back, to walk or crawl around.
- Get a low stool so children can step up and jump down.
- Set out a large box, open at both ends, that children can crawl through.
- Use the objects to create an imaginary place such as a forest. For example, pretend the tape is a vine, the table is a bridge, the chairs are trees, the stool is a big stump, and the box is a tunnel.
- This would be a good follow-up activity after reading or telling a story that takes place in the woods, such as *The Three Billy Goats Gruff* or *Little Red Riding Hood*.

Special Needs Tip

Help a child who is unable to walk participate by holding onto his hands or allowing him to crawl.

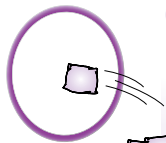


Trike Trip

- Make a big stop sign out of red poster board (or let the children paint one) to put outside where the children use their tricycles.
- With chalk, draw a line down the center of the outdoor play area to make a “driving lane.”
- Encourage the children to try to stay on one side of the line and to stop when they approach the stop sign.
- If your riding area is large enough, add a stop sign in another spot.

Special Needs Tips

A child in a wheelchair can participate in the riding area using the wheelchair. A child who is physically unable to ride a tricycle can be a “police officer,” stationed next to the riding area to be sure drivers are riding safely and stopping at the stop sign.



Bean Bag Throw

- Find a place outdoors where you can hang a hula hoop on a string or rope. Hang it low enough to be on the children's level.
- Have a basket of bean bags, rubber balls, or tennis balls for the children to throw through the hoop.
- After their turn throwing, have the children take a turn picking up the bean bags and bringing them back to the basket.
- Children who are waiting can toss and catch bean bags with a friend.

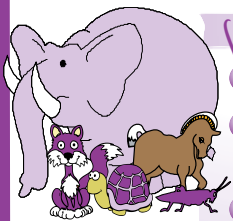


Jumping Hula Hoops

- Place several hula hoops on the ground in a large open area indoors or outdoors.
- Play music as the children walk around the room.
- When the music stops have the children go over to a hula hoop, place both feet together and jump inside.
- Limit the number of children who can be in each one.
- When the music starts, the children jump back out and walk around again.
- Take away one of the hula hoops and repeat, this time allowing a few more children to jump into each one.

Special Needs Tips

Use a hand signal when you start and stop the music for a child who is hearing impaired. A child who does not walk can be in charge of stopping and starting the music for the activity.



What Animal Am I?

- At Circle Time, arrange a few toy animals at the front of the group.
- Invite a child to show the way one of the animals moves and ask the rest of the group to guess which animal it is.
- Encourage the child to make the sounds the animal makes, too!
- After a few children have imitated these animals, ask if someone can choose a new animal to imitate.
- Walk like animals to your next activity or to the playground.

Language Tip

Ask a child who speaks a language other than English to teach the group the names of the animals in that language.



Invite children to stand up and act out some parts of a familiar story.

Allow children to choose to stand up while doing table activities.

Encourage children to move creatively from one activity to the next. For example, they can “float like a butterfly to the playground,” or “hop like a rabbit to the rug to hear a story.”

If you see children getting restless during an activity, stop for a few minutes and let them move around for awhile. Try a few rounds of “Simon Says” or “Head, Shoulders, Knees, and Toes.”

Encourage the children to run and play freely outdoors.

Set up an area on your playground where children can kick balls without getting in the way of other activities.

Music and movement can provide a great transition from one activity to the next. When you have a few minutes between activities, turn on some music and invite the children to dance or move freely. If you’ve been doing quiet activities and “need to get the wiggles out,” choose faster music. If you’ve been active and need to settle down, choose quieter, slower music.

Find recorded children’s music for dancing and movement such as music by The Laurie Berkner Band, Ella Jenkins, Greg and Steve, and Putumayo Kids.

If possible, allow a child in a wheelchair to get out and crawl or roll around on the floor or grass. Check with the child’s parent or physical therapist to see if this is appropriate.



3
Three
year olds

Fine motor skills

Control hands and fingers as they:

- Use thumb and first two fingers to grasp crayon (“tripod grasp”)
- Begin to use scissors to snip
- Copy lines and circles
- Squeeze tools
- Turn pages

Show eye-hand coordination as they:

- Put together and pull apart small objects
- Thread laces
- Put puzzle pieces in place
- Stack and build

Activities and Strategies for Development



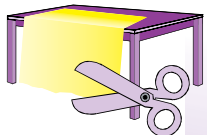
Writing Center

- Have a place in your classroom with baskets of large, colored markers, crayons, and paper.
- Sit with the children and model how you hold the marker while writing on the paper.
- Notice how three year olds begin to hold the marker between their thumb and first two fingers, rather than in their fist like toddlers, to make lines and circles.
- Encourage them to “write” or draw freely on the paper.
- Provide small pieces of chalk or broken crayons to encourage the use of the tripod grip.



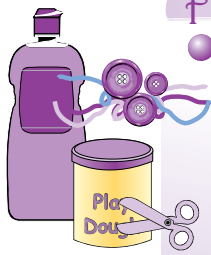
Circle Time for Fingers

- At Circle Time, show the children how to make a circle by touching the tip of their thumb to the tip of their first finger. Encourage them to copy your motions with one hand.
- Have the children “open circle, close circle” several times.
- Repeat the same movement with each finger ending with the pinky finger.
- Repeat the activity with the other hand.



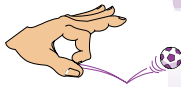
Cut Up

- Slide chairs away from a table.
- Tape strips of paper to the edge of the table so they are hanging half way to the floor.
- Encourage the children to try to cut the paper from the bottom up using safety scissors.
- Watch the children naturally put their thumb in the correct cutting position!



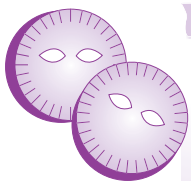
Fing Motor Fun

- Set up some independent fine motor activities to strengthen small muscles:
 - Clean out small plastic bottles with caps such as lotion and shampoo samples. Let the children match the caps and bottles and screw the caps on and off.
 - Provide pegs and peg boards for the classroom. Encourage children to create designs by using the different color pegs.
 - Provide strings and large beads, large buttons, and other things that can be strung.
 - Provide safety scissors with play dough activities and encourage the children to cut play dough. (It's easier than cutting paper!)



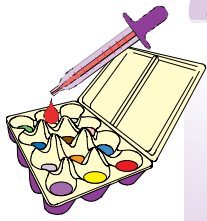
Finger Soccer

- Use a small ball of clay or a crumbled piece of paper for a soccer ball.
- Provide a shoe box lid for the "soccer field."
- Show the children how to flick the ball with their thumb and pointer finger. Encourage them to flick the ball with each finger to score a goal by getting the paper to the other end of the lid!



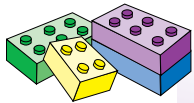
King of the Jungle

- In advance, draw lines (approximately one inch) from the edge of a paper plate. Draw the lines around the entire plate with a black marker.
- Encourage the children to use safety scissors to snip near each line to make a "lion's mane." For children who need help with this, hold the plate for them as they try to snip.
- After the children snip the lion's mane, cut round eye holes in the center of the paper plate for them.
- Let the children paint their lion mask with bold colors.
- Add the masks to the Dramatic Play Center. Roar!



Squeezable Art

- Cover a table with newspaper.
- Fill muffin trays or clean egg cartons with different colored food coloring and a small amount of water.
- Provide eye droppers and paper towels.
- The children can create unique colors and designs as they squeeze and fill, then empty their droppers on the paper towel.
- Hang the paper towels to dry and enjoy the art gallery!

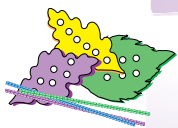


It's a Snap

- Provide opportunities daily for children to use linking or snapping blocks such as Duplos or Legos.
- Make a game of linking blocks together to match the length of the child's arm or the height of a low shelf.
- At clean up time, encourage the children to pull the linking blocks apart piece by piece and return them to the storage tub.

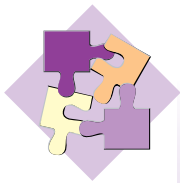
Special Needs Tip

Remember that larger snapping blocks are easier to manipulate. Smaller blocks provide a greater fine motor challenge to children with limited dexterity. Some children may find it difficult to pull blocks apart, while putting them together may be easier.



The Dizzy Caterpillar

- Cut out large leaf patterns from cardboard or styrofoam.
- Punch six holes in the boards fairly close together.
- Use extra long pipe cleaners in assorted colors for "caterpillars."
- Encourage the children to thread their fuzzy caterpillar in and out of the leaf holes.
- Read *The Very Hungry Caterpillar* by Eric Carle and watch it make its way through dinner!



Puzzle-mania

- Select assorted puzzles with sturdy interconnecting pieces.
- Encourage children to turn puzzle pieces in several directions as they try to fit each piece in place.
- As children finger and move the pieces, point out the outline of the piece.
- Use language like “This piece feels pointy in the corner. Here’s a space that needs a pointy piece.”

Special Needs Tip

Create a “texture puzzle” for children with vision impairments. Glue pieces of fabric with different textures (corduroy, burlap, silk) on the puzzle base. Glue these same textures on the matching puzzle pieces. As children feel the “space” on the puzzle base that is bumpy, they can match it to the bumpy puzzle piece and put the piece in place.



Tracing and cutting on a line will be a challenge for many three year olds. Give them opportunities to snip and draw without lines or models to follow.

Provide several pairs of left handed safety scissors and “companion” scissors for children with limited finger dexterity.

Have a variety of picture books accessible to the children. Pop up and flip books, such as *Where is Spot?* by Eric Hill, are a good choice for developing the small muscles in children’s fingers as they turn pages and flip flaps.

Provide opportunities for children to use tools like large tongs, tweezers (with blunt edges), and turkey basters. Let them try to pick up cotton balls and small pompoms with the tongs or tweezers. Let them squeeze water in and out of the turkey basters.

Set out small blocks and other props like plastic animals and small cars. As children stack blocks and play with small toys, they refine their fine motor skills.

Provide opportunities for the children to strengthen their hands and fingers as they play with play dough and clay.

Encourage children to write or paint while standing at an easel, chalk board, or paper taped to the wall. Making strokes from top to bottom is good for hand-motor strength and is also a good pre-writing activity.



3
Three
year olds

Self-help skills

Feed themselves as they:

- Eat without spilling
- Use a spoon and fork
- Pour from a small pitcher
- Spread with a spreader

Dress themselves as they:

- Unsnap clothes
- Button clothes with large buttons
- Undress and dress with minimal help
- Put on shoes and socks

Attend to personal hygiene as they:

- Take care of their own toileting needs
- Brush teeth
- Wash and dry hands

Attend to routine tasks as they:

- Clean up after snack
- Turn off simple appliances
- Put toys away
- Move to different activities

Activities and Strategies for Development



Meatballs and Cornflakes

- Just for fun, when spaghetti and meatballs are on the lunch menu, place a spoon and a fork next to the children's plate.
- Encourage the children to try to pick up a meatball with the spoon. What happens? Now try it with a fork.
- Talk about how spoons and forks help us to eat different foods more easily.
- On another day, invite the children to try to eat their cereal from a small bowl with a fork! Oops! What happens to the milk?



Happy Feet

- Play a game to match children to their shoes.
- Have the children put one shoe in the middle of the rug as they sit around the edge.
- Hold up one shoe at a time.
- Let each child stand up, come to get their shoe and put it back on.
- Talk about whose shoes lace, buckle, Velcro, and slip on.



A Big Smile

- Invite a local dentist or dental hygienist to visit the center.
- Ask the dentist to show children the proper brushing technique using a big plastic teeth model.
- Encourage the children to use their toothbrushes at home like the dentist showed them.
- At Circle Time, sing "This is the way we brush our teeth..." to the tune of "Here We Go 'Round the Mulberry Bush."
- As you and the children sing, imitate the motions used by the dentist.
- Display a poster of a child with a bright smile and shining teeth for the children to see when they use the sink.

Wash, Dry, and Scorp



- As part of your daily routine, have the children wash their hands several times. Wash hands before snack, after toileting, and after fingerpainting and other messy activities.
- Show them how to rub palms together with soap, wash the backs of their hands, and between their fingers.
- After the children have washed their hands, invite them to take a paper towel, ball it up with both hands (this will dry their palms) and toss it into a nearby trash can. Great shot—two points! Go and get it, if you missed!

The Litter Critter



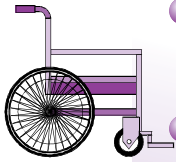
- Decorate the sides of a plastic-lined trash can to look like a friendly trash-eating character: The Litter Critter.
- Create one for regular trash and one for recycled items.
- Tell the children that he loves to eat trash or litter. Encourage the children to feed the Litter Critter.
- Stress how important it is when they clean up by themselves.

Everything Needs a Home



- In Circle Time remind the children what big helpers they can be and how important it is to take care of “our” room.
- Use props such as a doll, a Lego piece, a marker, and a book to explain that everything has a special place to live.
- Show each prop and use a different voice with each one to say, “I’m lost. I need help finding my home.”
- Use this opportunity to help the children learn where materials belong when it is clean up time.

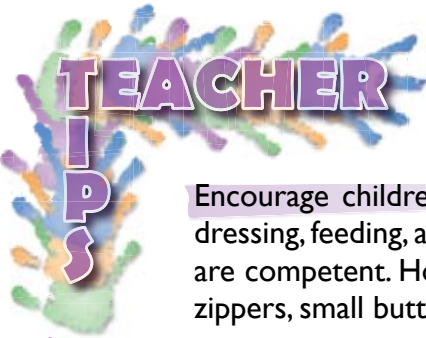
Wheels to Go



- Encourage the child who is in a wheelchair to move as independently as possible to table games, to the easel, to the Dramatic Play Center, and throughout the rest of the classroom.
- Check the floor several times a day and remove any objects that could block the child's path. Encourage all the children to look for objects that need to be moved to clear the way.
- At the end of the day, talk with the child in the wheelchair about all of the centers she visited and what she did at each center.

Special Needs Tip

If you have a child in a wheelchair, remember to leave a path wide enough for the wheelchair to pass through to the tables, easels, and other parts of the classroom.



Encourage children to do as much as is reasonable to meet their own needs for dressing, feeding, and toileting. Doing things for themselves teaches children that they are competent. However, recognize when frustration levels are likely to build (stuck zippers, small buttons), and help when necessary.

Allow children in wheelchairs to get out of the chair to participate in activities, when appropriate. Check with the child's parent or physical therapist for suggestions.

Use the Dramatic Play Center to work on self-help skills. Set up a restaurant where the children can practice setting the table, pretending to eat, and using their "out to dinner" table manners.

Put child- and adult-sized items with zippers, buttons, snaps, and laces in the Dramatic Play Center.

Encourage children to assist in pouring water or juice at snack and meal time.

Let children serve themselves, when possible. For example, they can spread peanut butter or flavored cream cheese on a cracker or slice of apple for snack. *Check for food allergies first.*

Teach the children to wash and dry their hands thoroughly and independently. This helps reduce spreading germs as well as teach self-help skills.

Put a red sticky dot on the "off" button on a CD player or tape recorder and a green one on the "on" button so children can use it by themselves.

Be aware that some cultures value closeness over independence for their very young children. As an example, parents may continue to bathe, dress, and feed their three-year-olds. Self-help skills are encouraged at a later time.



Health and safety skills

3
Three
year olds

Pay attention to safety instructions
 as they:

- Follow safety procedures

Attend to personal health needs
 as they:

- Lie down when tired
- Get or ask for a drink when thirsty
- Cover up or uncover when cold or hot

Identify healthy foods choices as they:

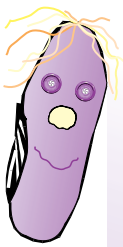
- Choose pictures of healthy foods
- Choose healthy snacks

Relate identifying information about themselves as they:

- Say their first and last names
- Say how old they are

Activities and Strategies for Development

Walking Feet

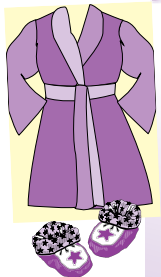


- Use an old pair of shoes to make Willie and Wanda walking puppets. Make a face on the bottom of each shoe by using hot glue to attach buttons for the eyes, a pompom for the nose, felt or yarn for the mouth, and yarn for hair.
- During Circle Time, put your hands into the shoes and hold them up so the children can see the faces. Have the puppets “talk” to each other about the importance of walking inside the Center. “We use our walking feet” is the safety rule. Have the puppets “walk” (move your hands slowly) and then “run” (move your hands quickly) to show the difference.
- Invite two children to come up and use the puppets to talk about being safe in the Center by walking. Repeat with other children.
- Bring back Willie and Wanda periodically to remind the children to use their walking feet.

Special Needs Tip

Choose a child with challenging behavior to practice “walking” with Willie and Wanda.

Sleepy Time



- Just before nap time, wear a robe and slippers and play quiet music to create a rest time atmosphere.
- Remind the children that our bodies need to rest and relax.
- Do a few stretches and take some slow deep breaths with the children to help them relax.
- Read a nap time story such as *Goodnight, Moon* by Margaret Wise Brown or *Time for Bed* by Mem Fox.
- Transition the children to nap time by sprinkling pretend “sleepy dust” over their heads.



Feed Me Monster

- Make a “Feed Me Monster” by drawing a large face on a poster board. Use yarn for hair, a pom-pom for the nose, and large wiggly eyes, if available. Cut out a large mouth.
- Cut out colorful magazine or newspaper pictures of healthy and unhealthy foods. Put the pictures upside down in a box.
- Gather the children together and let each one choose a picture from the box.
- Invite each child to try to “feed” their picture to the monster.
- If it is a healthy food, the teacher talks in a deep voice, pretending to be the monster, and says “Yum, yum, yum, this is a healthy food. It will make me big and strong. Thank you, (child’s name).” The child then feeds the food into the monster’s mouth.
- If it is not healthy, the “monster” uses the same voice to say “Oh, no, (child’s name) I can’t eat too much of that – it’s not healthy for monsters to eat!” The child then puts the food back in the box.

Snack Time



- Make some healthy snacks with the children. *Always check for food allergies first!*

Homemade Fruit Yogurt

- With plastic knives, invite a small group to help cut up fruit. (Bananas and strawberries work well.)
- Have the children add their cut up fruit to a small bowl of plain or vanilla yogurt and stir with a spoon.
- Let them eat their mixture.
- Discuss that fruit and yogurt help keep our bodies healthy and strong.

Apple Sauce and Graham Crackers

- Let each child help break a large graham cracker into four sections.
- Give each child a paper cup or small bowl with unsweetened applesauce.
- Show the children how to dip their graham crackers into their applesauce.
- Have spoons available to finish leftover applesauce!

Whole Wheat Pancakes

- Let the children help measure and mix this recipe:
- 2 cups whole wheat flour
- 1 tablespoon baking powder
- 1 teaspoon salt
- 3 eggs
- 2 cups milk
- ½ cup oil
- fruit or syrup, if desired
- Mix dry ingredients together in a medium-sized bowl. Add wet ingredients and mix together. Pour small amounts of batter onto a hot griddle to make small pancakes (**adults only!**). Serve with fruit or a small amount of syrup.



Mail Box

- Prepare a set of envelopes with the first names of all the children in your class.
- Put the envelopes in a bag and write U.S. Mail on it.
- Wear a hat similar to what a mail carrier would wear.
- Gather the children and pull an envelope out of the bag and read the first name, Noah, for example. Explain that you're not sure who it should go to because there's someone named Noah in this class but you know another person named Noah, too. Ask the children how you can be sure that the right person gets it. Discuss last names.
- Write Noah's last name on the envelope.
- Repeat this exercise by writing the last names of the rest of the children on their envelope.
- Invite the children to draw a picture to put in their envelope to take home at the end of the day.



Check licensing standards to be sure your classroom meets all safety requirements.

Get on the floor and look around your room from the "point of view" of your three year olds. You may be surprised to see what the room looks like to them. Do you need to rearrange some things to make your learning environment appealing and safe at the same time?

On different days, invite a fire fighter or police officer to visit the class and talk about fire and personal safety.

Read a book such as *I Can Be Safe* by Pat Thomas and discuss safety issues with the children.

Put sweaters, jackets, and rain wear in the Dramatic Play Center and talk about wearing different kinds of clothing when it is cold, hot, or rainy outside.

Take a pitcher of water to the playground and encourage children to come for a drink when they are thirsty. Invite them to help pour from the pitcher or hold the cup as you pour.

Invite the Center's cook, a nutritionist, or a nurse to your class to talk about the importance of eating healthy foods.

Whenever possible, review and practice safety rules. Compliment children who remind each other about being safe.

Ask parents to make healthy choices when they bring food to the classroom.

3

Emotional and Social Development

Standards:

- **Personal relationships with adults**
- **Personal relationships with peers**
- **Self-awareness**
- **Self-control**
- **Self-expression**





3
Three
year olds

Personal relationships with adults

Build relationships with adults as they:

- Ask for permission
- Offer to help with simple tasks
- Talk about the day's events
- Show respect through body language
- Refer to adults by name
- Enjoy adults' companionship

Show feelings of security and trust as they:

- Calm down when comforted
- Display affection in greetings and goodbyes
- Play independently while adult is nearby

Use adults as a resource as they:

- Seek assistance with basic needs
- Request help to complete a task
- Ask for information or help in learning a new skill

Personal relationships
with adults

Activities and Strategies for Development

Teacher,
MAY I?

Teacher May I?

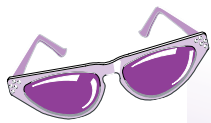
- Play this game as a fun variation of “Mother, May I?”
- Invite two or three children to line up side by side.
- Child #1 says, “(teacher’s name), may I hop?”
- Teacher says, “Yes, you may!”
- All the children hop in place.
- Child #2 says, “(teacher’s name), may I touch my knees?”
- Teacher says, “Yes, you may!”
- Let children make up other movements to enjoy.

HELPERS



Helper’s Chart

- Place a pocket chart close to the door for the children to see when they come in.
- Have simple jobs printed on the chart with a picture of the job next to each one.
- The jobs might include helping with snack, plant care, and parking the tricycles.
- Next to each job, put a photo of a child.
- As you greet the children each morning, let helpers know their job by pointing to the chart and their photo.
- Rotate children and jobs frequently so everyone has a chance to be a big helper!



Eye-to-Eye

- At Circle Time, sit on a chair in front of the group wearing a pair of dark sunglasses.
- Tell the children you are going to look at someone in the circle.
- Ask the children if they can tell who you are looking at. (No)
- Take off your glasses and look at one child eye-to-eye.
- Explain that looking eye-to-eye lets you know someone is listening to you.
- Let children take turns putting on and off the sunglasses to look at friends, eye-to-eye.
- Put pairs of children's sunglasses in the Dramatic Play Center.

Cultural Tip

Direct eye contact has varied meanings in different cultures. Some cultural groups teach their children to show respect to adults by not looking at them directly in the eye. Be sensitive to the cultural differences in your classroom.



Jambo Means Hello

- Play the CD *Jambo Means Hello* by Ella Jenkins.
- Talk about how people use different words and actions to say “hello” and “goodbye” to one another.
- Invite children to show different ways they say hello and goodbye, such as waving, hugging, shaking hands, bowing, or giving a “high five.”
- As children share ideas, encourage others to join in and practice each different greeting.

Language Tip

Encourage children to use greetings in their home language. Learn to say hello and goodbye in several languages yourself, especially any language represented in your classroom. Invite a family member to come to the classroom and teach the children greetings in their home language. These strategies will promote a feeling of acceptance for all the children and families.



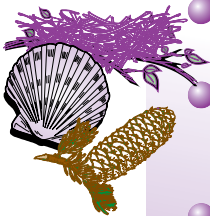
Boo Boo Bunny to the Rescue

- Choose a lovable stuffed animal bunny and call him the “Boo Boo Bunny.”
- Tell children that the Boo Boo Bunny helps children feel better when they are sad or have a boo boo.
- After you have comforted a child who is sad or had an accident, let the child sit awhile with Boo Boo Bunny.

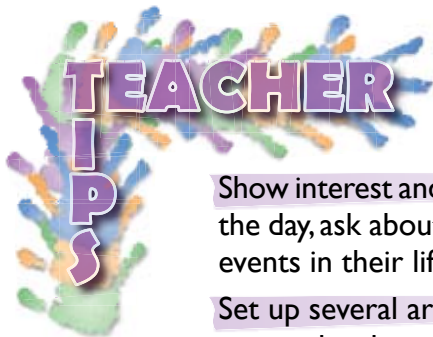
Special Needs Tip

Children who prefer to calm down without assistance can sit with Boo Boo Bunny for comfort.

Let's Discover Together



- Place some interesting items on a low table for children to explore such as an empty bird's nest, a pinecone, or a seashell.
- As a child comes over to examine the items, show interest in each item by asking, “I wonder what this is? Where have you seen this before? What can we learn about this?”
- When children know that adults are interested in and available to answer their questions, they will seek out adults as a learning resource.



Show interest and enthusiasm in the things the children talk about. Throughout the day, ask about the children's brothers or sisters, pets, trips, and important events in their life.

Set up several areas in the classroom where children can play by themselves or watch other children play. Move to these areas briefly throughout the day. Having you nearby will help children feel secure as they play on their own.

Comment often about things the children are learning to do on their own. For example, “Yasmin, you found your favorite book and read it all by yourself in the bean bag.” or “Peter, you didn't need to hold my hand to go to the playground today—you led the way!”



3
Three
year olds

Personal relationships with peers

Demonstrate social skills with other children as they:

- Play with other children
- Take turns, with some guidance from adults
- Share materials
- Let another child know when finished with an item so the next child can use it
- Work together

Show sensitivity to the feelings of other children as they:

- Describe another child's feelings to an adult
- Laugh together
- Comfort each other
- Show pleasure in another child's accomplishment
- Use words to describe feelings

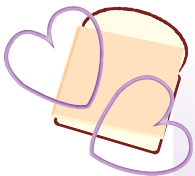
Develop friendships with other children as they:

- Identify "best friends"
- Play together after a disagreement
- Identify other children by name
- Invite other children to play

Personal relationships
with peers

Activities and Strategies for Development

Me First!



- Read a book such as *Me First* by Helen Lester to begin a discussion about taking turns.
- Gather four children at a time to make fun-shaped cheese sandwiches. (Always check for food allergies.)
- Have one plate with bread slices, another with cheese, and two cookie cutters.
- Show the children how to use a cookie cutter to cut the bread and cheese.
- Discuss what to do since there are not enough cookie cutters for everyone to have their own. Each two children will need to share a cookie cutter and take turns cutting out the bread and the cheese shapes.
- Allow the children to enjoy eating their sandwiches together!

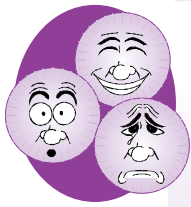
Environmental Tip

Feed the bread scraps to the birds or squirrels outside.

The More We Get Together

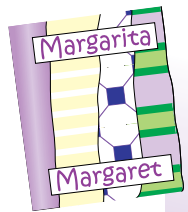


- Invite a small group of children to finger paint directly onto a table that is easy to clean. (Have children wear paint shirts.)
- Encourage them to overlap the colors and see what happens.
- When they are finished, place a large piece of paper over the painting, rub it, and peel it off to make a print.
- Write the name of each child who worked on the finished product and hang it for all to see!
- Now work together again to clean the table with paper towels.



Feeling Faces

- Read a book such as *How are you Peeling?* by Joost Effers to begin a discussion about feelings.
- Use paper plates to make sets of faces showing different feelings. Make some with a big smile and some with a frown and tears. Give each child a set of plates.
- Using a puppet, tell a few situations and have the children choose a paper plate to show how they think the puppet feels. Here are a few examples:
 - Porky Puppet's Grandma came to visit and they made cookies together
 - Porky Puppet's kitty ran outside and is lost
 - Porky Puppet found the lost kitty
 - Porky Puppet's sister broke his favorite toy car
 - Porky Puppet's mommy came to school to read a story to the whole class
- See if the children can share a situation that happened to them and show how they felt using a paper plate face.



First Friends

- Read a book about friendship such as *Together* by George Ella Lyon or *Margaret and Margarita* by Lynn Reiser.
- Invite the children to choose a friend to work on a project together.
- Give each pair of children one full sheet of art paper, some construction paper and fabric scraps, pieces of tissue paper, and two glue sticks.
- Encourage the children to make a collage together.
- Write both children's names on the collage and display it for all to see.

Cultural and Language Tip

The book *Together* features two friends of different races. The book *Margaret and Margarita* features two friends with different home languages. Both books reflect positive images of friends from different cultures.

We Can Work It Out



- In your classroom, set up two small chairs facing each other.
- When children disagree about something, lead them over to the chairs.
- With the children sitting face to face, help each one use words to tell about the problem.
- Calmly help them find a solution. Usually, with three year olds, the "conversation" will be brief and the solution will be something simple such as "take turns" or "share."
- Encourage the children to shake hands when they reach an agreement.
- This is a way to begin teaching conflict resolution.



Look for opportunities to make positive comments to the children when they are playing and working well together and when one child comforts another.

When you see a child who is upset, ask another child to come over and comfort that child with you.

Set up a Dramatic Play Center with materials that encourage children to play together such as dolls, dishes, utensils, and pretend food items. Add dress up clothes, purses, and briefcases to imitate adult roles.

Put cars, trucks, and toy people in your block area to encourage children to play together.

Teach children to “use their words” to describe their feelings when they are happy, sad, angry, or scared. Help them learn the words that match the feelings.

Invite children with leg braces, glasses, wheelchairs, and other special equipment to talk about how these are helpful to them. Help all the children see how “cool” the adaptive equipment is.

Remember that you are a role model in helping children learn to play together and resolve conflicts. They will imitate your actions, tone of voice, and the words you say to other children and adults.



3
Three
year olds

Self-awareness

Show behaviors that reflect their self-concept as they:

- Identify their favorite things
- Show pride in their accomplishments
- Take on different roles as they play
- Describe themselves in positive ways
- Teach another child how to do something

Demonstrate confidence in their abilities as they:

- Share their accomplishments with an adult
- Have an attitude of “I can do it!”
- Choose increasingly more difficult tasks
- Show positive emotions such as smiling, laughing, or clapping in response to adult approval

Activities and Strategies for Development

My Favorite Things



- Invite the children to bring in a favorite item from home. Be sure each item is labeled with the child's name.
- Gather the children together in two separate groups to talk about their favorite item and what they like to do with it. It is better to do this with half of the children at a time so they do not have to sit too long to listen or wait for their turn.
- Take a photograph of each child with their favorite item.
- Make a "My Favorite Things" poster or book with each child's picture for the children to look at together.
- Put the items in the children's cubbies or other safe place until time to go home.

A Puppet Just Like Me



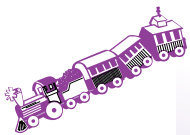
- Plan a craft activity where the children make a puppet "just like me."
- Get styrofoam balls (about three inches in diameter) and craft sticks at a craft store—one for each child in your class. (Balls of play dough or clay could be used instead of styrofoam.)
- Ask parents to donate clean nylon knee-high stockings of various shades to match the skin tones of the children in your group. You will also need small pompoms in colors similar to the eye colors of the children; different color yarn cut in various lengths for hair; felt for noses and mouths; and glue.
- Before the activity, insert a craft stick in the bottom of each styrofoam ball.
- Set out unbreakable mirrors for the children to look into as they choose the stocking and other materials to match their features. Help them make the selections, but let them make their own choices.
- Have the children stuff the ball into the stocking to make their "head." A teacher should then tie a piece of yarn under the head to make a "neck." The rest of the stocking will be hanging over the craft stick.
- Help them glue on the "eyes" and "hair" to match theirs. Let them make their nose and mouth from felt.
- Show them how to slip their hand under the stocking and hold the craft stick. Encourage the children to introduce their puppet to their friends and talk about how it is "just like me."



“I Can” Can

- Collect cardboard tube containers with plastic lids, such as the ones tennis balls or potato chips come in, for each child.
- Cut pieces of construction paper large enough to go around the cans and have the children decorate theirs. Tape the decorated paper to each can.
- When a child accomplishes a new task, write it on a slip of paper with the date and put it in the child’s “I Can” Can. For example, “Clintona can pedal a tricycle, 2/12/07”
- Occasionally, read the slips of paper to the children and talk about how proud they must feel about all they can do.
- Encourage parents to look through their child’s “I Can” Can, too!

The Little Engine



- Read *The Little Engine that Could* by Watty Piper.
- Show a toy train engine as a prop as you read the story.
- After reading the story, have one child stand in front of the group as the “engine,” and say something they are proud they can do.
- Continue around the group, having each child stand, say something they are proud of, and become a “car” of the train. For example, “I can hop up and down,” or “I can brush my teeth.”
- Let the children move around the room like a long train saying “I think I can, I think I can...” like the Little Engine that Could!

Special Needs Tip

Choose a child in a wheelchair to be the engine and lead the train!



Find opportunities to encourage children’s efforts AND their accomplishments.

Encourage children to take pride in their own efforts and accomplishments. Although children like to hear praise from adults, it is important that they learn to feel their own sense of pride, too.

When children say, “I can’t do it,” encourage them to “try again” or break the task down into smaller steps so they can be successful one step at a time.

Encourage children to “stretch” their abilities. When they have mastered a skill, encourage them to try something a little more difficult.

Help parents understand that the process of trying is more important than a finished product.

Share children’s efforts and successes with their parents.



3
Three
year olds

Self-control

Regulate own emotions and behavior most of the time as they:

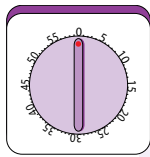
- Ask adults to intervene
- Wait for some things
- Use strategies to calm themselves
- Use words to express emotions
- Take turns

Follow routines and social rules in a group setting most of the time as they:

- Repeat classroom rules
- Follow classroom rules
- Recognize different places have different rules
- Remember familiar routines
- Follow familiar routines

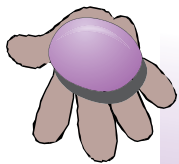
Activities and Strategies for Development

The Egg Timer



- At the beginning of “center time,” explain to the children that you are going to set a special timer to help with taking turns. The timer will ring when it is time to stop what we are doing and move to a new activity. This can be done for the whole class or one popular center.
- For the first few times, the teacher will need to help children leaving one center move to the next activity.
- A variation is to make a “waiting list” on chart paper near a busy center. If a child goes to the center and sees that it is full, she can leave a clip with her picture or name on it, to show that she is waiting for a turn. When a child leaves the center, she can tell the child on the waiting list that space is open to play.
- Another use of the egg timer is to set it for a few minutes when two children want a turn with the same toy. When the timer “dings,” it is time for the next child’s turn.

The Talking Stone



- Help children learn to take turns in Circle Time by using the Native American tradition of the “talking stone” or “talking stick.”
- Use a special stone or a colorful stick.
- Show the children how to hold the stone or stick while they are speaking and to pass it on when it’s another person’s turn to talk.

A Quiet Space



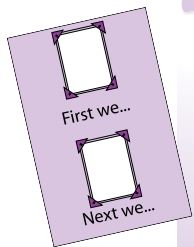
- Read a book about strong feelings such as *When Sophie Gets Angry-Really, Really Angry* by Molly Bang.
- Talk with the children about times that they have been very angry.
- Help them use describing words to talk about how their face looks and how their body feels.
- Ask them what they do or where they might go to feel safe and calm. (Sophie climbed a big tree.)
- Let the children help you set up a safe, quiet place in the classroom.
- Gather soft plush animals, squeeze toys, pillows, a bean bag chair, books, and a CD player with earphones.

A Face Can Show a Feeling



- Cut out magazine pictures of people showing different feelings such as happy, sad, afraid, and mad.
- Let the children choose and glue the pictures on a piece of paper.
- Encourage each child to describe how the person in the picture feels.
- Write what each child says on the paper.
- Ask questions that encourage children to elaborate. "Give me a word that tells how the girl feels." "I wonder what made her so happy?"

Picture My Day

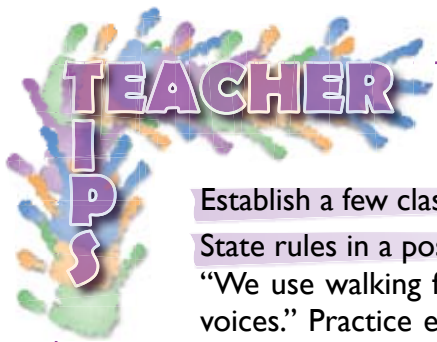


- Take pictures of children doing daily activities and routines. Include snack, clean up, circle time, small group activities, playground, lunch, nap time, and other activities in your schedule.
- Glue the pictures on a large poster board in the order they occur. Arrange them from left to right or from top to bottom.
- Use the poster each day to point out the order of activities. "First we . . . , next we . . . , after that we . . . and the last thing we do is . . ."



Here Is the Way

- Make up a song to the tune of “Here We Go ‘Round the Mulberry Bush” to help children remember classroom routines and their order during the day:
 “Here is the way we hang up our back packs, hang up our back packs,
 hang up our back packs,
 Here is the way we hang up our back packs,
 When we come to school.”
(other verses could include clean up for lunch, clean up our centers, lay on our cots, and come to the circle)
- Sing the song with children as they perform familiar routines.
- When you add a new routine, add a verse to your song.



Establish a few classroom rules. Three year olds can remember three or four rules.

State rules in a positive way, focusing on what you want children to do. For example: “We use walking feet inside,” “We use kind hands and words,” and “We use inside voices.” Practice each of the rules and remind the children often. Avoid rules that start with “don’t.”

Three year olds will typically act before thinking. They will strike out physically if they are angry, or pout and cry if frustrated. Often, they do not know the words to express strong feelings. It is the teacher’s job to help the child begin to use words to describe how they are feeling.

Learning to wait and take turns is an important social skill. However, classrooms should have sufficient play materials to allow children to be active without excessive waiting.

Children need lots of practice to learn simple routines that adults take for granted, such as lining up or putting away toys.

Redirect children’s “tattling” by asking them to tell another child about their feelings. Encourage them to say, for example, “I don’t like it when you push me. Stop it!” When children are not able to resolve their own conflicts, the teacher needs to help.

Be sure to make positive comments when children demonstrate self control by waiting, sharing, learning a new routine, or resolving conflicts with other children.

Positive reinforcement is especially important for children with attention and hyperactivity disorders.

If a child is known to have difficulty regulating feelings or reactions, position a teacher near the child for easy redirection and reinforcement.



3
Three
year olds

Self-expression

Express themselves creatively through art and music as they:

- Create with playdough or clay
- Draw and paint just for fun
- Play musical instruments
- Sing

Demonstrate imagination through dramatic play as they:

- Engage in pretend play alone
- Engage in pretend play with other children
- Play with puppets
- Dress up and perform for others

Activities and Strategies for Development



Playing with Play Dough

- Make play dough with a small group of children using

2 cups flour	2 tablespoons cooking oil
1 cup salt	4 teaspoons cream of tartar
1 cup hot water	food coloring
- Let the children help mix the ingredients (teacher adds the hot water!) and then knead until smooth. You can store the dough in a covered container. Have water and paper towels nearby for cleaning up.
- Give the children a piece of the play dough and invite them to play freely.
- Ask them to tell you about their creations.



Paint Pizzazz

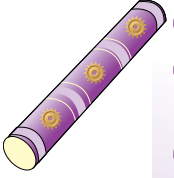
Here are a few different ways to add pizzazz to paint projects:

- Add sand or powdered detergent to paint for texture.
- Add glitter to paint to add sparkle.
- Collect empty roll-on deodorant bottles. Remove the ball and clean the bottle. Add thick tempera paint and replace the ball for children to roll the paint onto art paper.
- Invite the children to dip sponges in paint to make prints.
- Take a shoe box and cut a piece of construction paper to fit into the bottom. Put a small amount of paint and a few large marbles on the paper. The children can gently tilt the boxes from side to side to create marble paintings.

Special Needs Tip

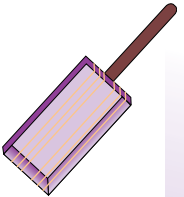
Children with limited dexterity might find the roll-on and marble painting particularly appealing.

Rainforest Rain Sticks



- Ask parents to bring in empty paper towel rolls.
- You will also need strong paper or fabric, heavy masking tape or duct tape, bird seed or small pebbles, markers, and small scoops.
- Cut out two paper or fabric circles larger than the ends of the towel rolls. Cover one end of the tube and secure it with the tape.
- Let children decorate the outside of their tube.
- Have the children scoop out some bird seed and put it in their tube.
- Cover the other end of the tube and tape it securely.
- Play music and sing as the children shake their Rain Sticks.

Picken' and Strummin'

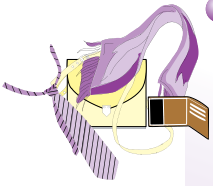


- Bring in a real guitar to show the children.
- Ask parents to bring in shoe boxes and ask a home improvement store to donate paint sticks. You will also need rubber bands of different widths.
- Let the children help stretch six rubber bands around each shoe box.
- Hot glue a paint stick on the back of each shoe box for the handle.
- Show the children how to pick and strum their “guitar strings.” Listen for the different sounds the rubber bands make depending on their width.

Cultural Tip

Ask parents to bring in string instruments from their home culture to show the children, such as a Latin American cuatro or a Chinese lute.

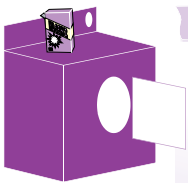
The Magical World of Make Believe



- Set up a Dramatic Play Center in your classroom that includes dress up clothes and materials that encourage children to use their imaginations. For example,
 - Ask parents to bring in children's or adult clothes including scarves, shawls, old jewelry, and shoes.
 - Collect old purses, wallets, and briefcases.
 - Gather small electronic equipment such as cell phones and remote controls that are no longer usable and remove batteries.
 - Include puppets, dolls and stuffed animals.
 - Have kitchen items such as pots, pans, dishes, cups, silverware, and empty food containers.
 - Go to a fabric store and look for large pieces of "leftover" fabric on the clearance table. These can become capes, tents, or picnic blankets.
- Let the Dramatic Play Center be a place where children can freely express themselves and "make believe"!

Cultural Tip

Ask parents to bring in clothes from their home culture for dress up.



Laundry Day

- Sometimes, have a theme in your Dramatic Play Center. For example, set up "Laundry Day."
- Put small towels, washcloths, and clothing items in small laundry baskets.
- Set out clean, empty laundry soap boxes or jugs.
- Make a "washer" from a large box with a lid or flaps. Open the lid to put in the clothes.
- Make a "dryer" from another large box. Set it on its side and cut a "door" on the front.
- Invite the children to pretend to wash and dry the laundry. They can try folding too!



Encourage children to express themselves freely and creatively with art materials. To encourage creative expression, avoid projects where children copy something an adult has made.

Play CD's or tapes of music and songs from different countries and cultures. *Putumayo Kids* is one example of a series of CD's with international children's music.

Children sometimes express their emotions through drawing and painting. Feelings of happiness, sadness, or anger may be evident in a child's artwork.

Praise children for *trying* during creative expression activities. The finished product is not as important as the *effort* that went into it.

Pretend play gives children the opportunity to use their imaginations and express creativity. It also provides a safe way for them to express feelings that may be troubling them, such as feelings about a new baby or worries about night monsters.

Check out garage sales for "real objects" to put in your Dramatic Play Center such as plastic tableware, old silverware, pots and pans, and other household items.

Take cues from the children about items they would find interesting in the Dramatic Play Center. For example, if they are fascinated by a building under construction nearby, add hard hats, tool belts, and toy tools. (*Check with the construction company and your local home improvement store to see if they will donate items for the children to use.*)



3s: Emotional & Social Development

3

Approaches to Learning

Standards:

- Acquire learning approaches that support development and school success





3
Three
year olds

Acquire learning approaches that support development and school success

Show curiosity in learning new things as they:

- Explore new objects in the environment
- Try out ideas while playing
- Participate in new sensory experiences
- Engage in unfamiliar activities
- Experiment with materials
- Seek out adults as partners to explore and discover

Begin to show persistence in a variety of tasks as they:

- Sustain attention in an independent activity
- Sustain attention in an adult-initiated activity
- Follow through on completing a task
- Stay engaged for an age-appropriate period of time
- Try difficult tasks
- Ignore distractions
- Focus attention on activities of high interest

Find creative solutions to problems as they:

- Use their imagination to seek solutions
- Experiment with creative materials
- Take the initiative to find alternatives
- Show inventiveness and flexible thinking

Acquire learning approaches that support development and school success

Activities and Strategies for Development

It All Starts With a Seed



- Display several types of fruit.
- Cut each piece in half so you can see the seeds.
- Include familiar fruit, such as apples, oranges and pumpkins, as well as fruit that may be less familiar, such as mangoes, papaya, and pomegranates. (Be sure all seeds are not toxic.)
- Invite the children to explore the variety of seeds using magnifying glasses, spoons, plastic knives, or tweezers with blunt ends so they can take out the seeds and put them on paper towels.
- Ask children open-ended questions to engage their curiosity, such as “What might happen if we plant these seeds?” “How are the seeds alike?” “How are they different?”

Cultural Tip

Ask a child to name some of the different fruit in her home language.

Not the Same Old Dough



- Provide children with a new sensory experience by adding a pleasant scent and some added texture to their familiar play dough.
- Add lemon or mint extract or a few drops of scented bath oil for fragrance.
- Add glitter or sand to change the texture and appearance.
- Let the children use rolling pins to compare the new texture with the old dough.



Take Flight



- Show the children photographs of airplanes, pointing out the wings that hold them up and guide their direction.
- Also show them pictures of large birds, like eagles or geese, with their wings spread out.
- Ask the children what the birds have in common with the airplanes to help them fly through the sky.
- While outside, invite the children to run with their arms down at their side. Next, run with their arms stretched out like a flying eagle.
- Let the children drop paper airplanes (pre-made and tested!) from various heights on the climbing equipment and observe their speed and direction.
- Add picture books with airplanes, rockets, and birds to your book area.

Job Well Done

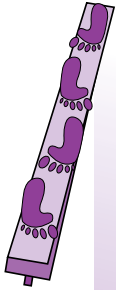


- Identify four or five simple jobs that children can do daily to help make the classroom a good place to play and learn.
- Jobs may include helping with plants or pets, helping with snack time, or returning puzzles to the shelf.
- Model the steps of each job. For example, the plant caretaker must get the watering can from the counter, fill it with water, carry it to the plant, water the plant, and place the can back on the counter.
- Observe whether or not the child was able to complete all the steps.
- Thank the children for helping. Give added support to the child who needs a reminder to finish the job.

Special Needs Tips

Be sure to include jobs that a child in a wheelchair can do. Let a visually impaired child choose an "assistant" to help with tasks.

What Can We Make?



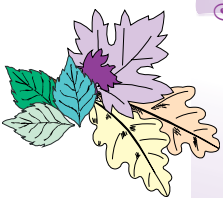
- Set up a low balance beam three to four feet long in a safe place indoors or on the playground.
- Invite the children to walk across the balance beam, one foot at a time.
- For children who have little difficulty, challenge them to try walking the beam with a bean bag balanced on their head.
- For children who struggle, hold their hand for the first few times, then let them try it without support.
- Variation: If a balance beam is not available, use a length of wide tape and try to keep both feet on the tape.

Creativity At the Easel



- Put away the paint brushes and try something new for painting.
- Offer the children a long feather, a bottlebrush, toothbrushes, or cotton swabs.
- Encourage the children to experiment with the types of patterns each item makes on the paper.
- Ask children what other items might be used instead of brushes.

So Many Leaves!



- On a fall day, take the children to the playground to see the leaves that have fallen from the trees.
- Ask children, “What are some things we could do with so many leaves?”
- Follow children’s lead and try out some of their ideas.
- Some possible ideas might be to make a big pile of leaves and jump in; stuff leaves into a scarecrow for the garden; make a nest for squirrels; paint leaves; make a fall wreath; or fill small bags with leaves and make balls to toss.
- Variation: In winter, encourage your children to use their imagination and think of what to do with “so much snow!”



As you encourage children to play, explore, and pretend, you are “feeding” their brains, which are most active during the first three years of life.

Support children’s natural curiosity by presenting materials that are interesting and can be explored with the five senses.

Model curiosity yourself by asking “what if” and “I wonder why” questions.

Allow your choice of activities to be guided by children’s interests and the questions that arise from their sense of wonder.

Children’s attention spans are still relatively short. Some days they will move quickly from one activity to another. Other days they will focus for longer periods while sharing a favorite book or playing with a favorite toy.

Plan activities where children work for short periods over several days to complete a task. This will help them develop persistence. For example, plan a project where you construct, paint, and wrap a gift on different days.

Teachers can help children think for themselves by not making models for them to copy.

Encourage a reluctant child to try new things, but avoid forcing children to participate.

Be sensitive to each child’s threshold of frustration. Encourage them to keep working at a challenging task or skill, but know when to step back as well.

Allow children to try out creative ideas, even if you know they will not work. Seeking creative solutions to problems is more important than getting it “right.”

3

Language and Literacy Development

Standards:

- Understands spoken words (receptive language)
- Expresses thoughts with sounds, words, and gestures (expressive language)
- Foundations for reading
- Foundations for writing





3
Three
year olds

Understands spoken words (receptive language)

Respond to spoken words as they:

- Use actions to show understanding of words
- Look for an object when requested to do so
- Show understanding of some comparative words such as “same/different”
- Show understanding of position words such as “on top of, under, beside”

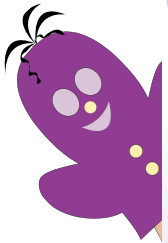
Follow directions and requests as they:

- Listen and respond
- Complete two-step directions independently, such as find their shoes and bring them to the adult
- Complete three-step directions with assistance

Understands spoken words
(receptive language)

Activities and Strategies for Development

Show Me

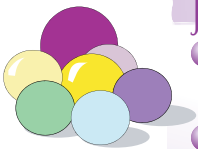


- Give each child a puppet or bean bag
- Ask the children to show you the following actions: “Put the bean bag *on top of* your head, *beside* your shoe, *under* your arm.”
- If children have difficulty showing the position word, model the position/ locations for them with your own puppet or bean bag and say the position word, “My puppet is on my shoulder.”
- Give each child a different position word to practice.
- Say, “Saleem, show me how you put your puppet on the bookshelf.” “Alyssa, show me how you put your puppet under the rocking chair.”
- A variation is to give one child a bean bag during Circle Time. Close your eyes and give directions for the child and a partner to put the bean bag in a specific place using position words. For example, “Mary, go with Phyllis and put the bean bag in front of the fish bowl.” Open your eyes and see if the bean bag is in the correct place. Repeat with other children and directions.

Special Needs Tip

Use signs to ask a child who is hearing impaired to show you the different positions with the bean bag or puppet.

Playing By the Rules



- Before reading a story at circle time, ask children if they know what to do when the teacher says, “Show me your quiet hands.”
- Model and have children show you their hands resting in their laps or at their side.
- While preparing to go down the hallway to the playground or elsewhere, ask the children to show you “walking feet.”
- Show them how to take small steps at a slow pace.
- Have children act out other words or phrases to learn other classroom rules, such as “taking turns” by bouncing the ball and then passing it to a classmate, or “share with our friends” by passing the basket of snack crackers around the table.



You Guessed It!

- Gather a small group of children and put several familiar items on a table or the carpet.
- Ask the children to guess which of the items you are thinking about.
- Give clues about the item such as its color, its shape, the sound it makes, and how it is used.
- Make the clues easier until the children guess the item.
- Tell them they guessed right by listening carefully to your clues!

Developmental Tip

Some three year olds may still be working on naming colors. Be sure you give other clues to help them guess the item.



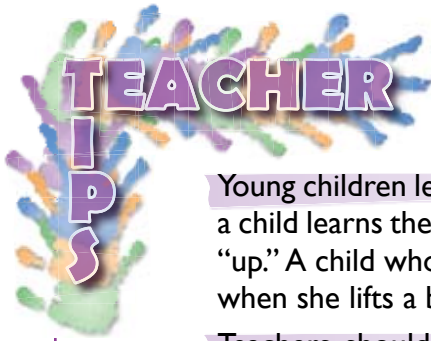
Hidden Treasure

- Hide a few stuffed animals in several different locations in the classroom.
- Send a child to look for one of the hidden toys with two-step directions such as “Walk to the Dramatic Play Center and open the cupboard,” or “Go to the blue carpet and look under the basket.”
- Increase to three-step directions if children locate items easily. For example, “Walk to the bookshelf, reach to the top shelf, and open the shoebox with the Legos.”



Head, Shoulders, Knees and Toes

- Gather children in a circle with plenty of room for physical movement.
- Sing this familiar song, which requires watching, listening and following your action steps:
 - Head (hands on head), shoulders (hands on shoulders)
 - Knees (move hands to knees), and toes (bend down, touch toes)
 - Knees (move hands quickly to knees), and toes (bend touch toes again)
 - Repeat
 - Eyes and ears and mouth and nose (touch each one)
 - Head, shoulders, knees, and toes (same motions as above)
- Now, try it a little faster!
- Next, try saying only the words for the children to follow, without you modeling the actions.
- Variation: make up your own verse with other body parts like, “eyes, ears, lips and hips!”



Young children learn the meaning of words through experience. For example, a child learns the position word “up” as she climbs the stairs and an adult says “up.” A child who is unable to walk or climb could learn the meaning of “up” when she lifts a ball and someone says “up.”

Teachers should use language throughout the day to label their own and children’s activities and ideas. This will help children learn the meaning of new words.

It is generally believed that children can follow multi-step directions equal to their age! Keep directions simple and direct. Directions or steps learned in a song or finger play are much easier to recall (Head, shoulders, knees and toes!)

Read books to children daily to help them learn new words and concepts, and to label things in their environment.



3
Three
year olds

Expresses thoughts with sounds, words, and gestures (expressive language)

Communicate without words, using motions and gestures, as they:

- Use physical signals and body language to send a message
- Use facial expressions to send a message

Demonstrate oral language skills using words as they:

- Answer questions
- Tell about experiences they have had
- Speak in increasingly longer sentences
- Tell what they want or need
- Use position words such as “inside,” “outside,” “under,” “over,” and “beside”
- Use their home language to communicate

Use oral language in social situations as they:

- Greet familiar adults and peers
- Participate in conversations with adults and peers
- Use polite language such as “please,” “thank you,” and “you’re welcome”
- Speak clearly enough for adults to understand

continued...

Use oral language for creative expression as they:

- Imitate voices of different characters as they play
- Use language in playful ways
- Make up simple stories

Ask questions as they:

- Wonder about “who,” “what,” “when,” “where,” and “why”

Expresses thoughts with sounds, words, and gestures (expressive language)

Activities and Strategies for Development

Guessing Game



- Gather a small group of children to play this game.
- Sit with the children as you act out simple actions, without talking, and see if the children can guess what you are doing.
- Some simple actions might be brushing teeth, going to sleep, getting dressed, crying, drinking, eating, swimming, and dancing.
- See if one of the children can think of something to act out and let the others guess. If no one volunteers, quietly suggest an action such as running, hopping, jumping, or laughing.

Special Needs Tip

Ask a child who uses sign language to teach the class some signs.

Question Jar



- Write some questions on slips of paper and put them in a jar. The questions should be about things the children enjoy doing. If necessary, ask follow-up questions to get more details. Avoid asking “yes/no” and “why” question. Some ideas might be:
 - “What do you like to do at your Grandma’s house? Tell us about it.”
 - “Where do you like to go on ‘no school’ days? What do you like to do there?”
 - “What do you like to do at the playground? Tell us about it.”
 - “What kind of pet would you like to have? What would you like to do with it?”
 - “When do you feel happy?” “Sad?” “Scared?” “Angry?”
- Gather children together and let a child pull a question out of the jar. Let several children take turns answering it.
- Use this activity for “transition times” when you have a few minutes between activities.
- Be sure to allow children to pick the written question out of the jar. It will make them feel very grown-up!



The Cat's Out of the Bag

- Put several stuffed animals in a bag or pillow case, such as a cat, dog, bear, elephant, and horse.
- Invite a child to choose an animal from the bag.
- Ask the child to describe the animal. Help her extend her description. For example, "The cat has a **long** tail, **fluffy, soft** fur, **pointy** ears, and **shiny** eyes."
- Ask if anyone has seen a real cat, dog, bear, elephant, or horse. Ask them to tell about it.
- Continue with the other animals.
- After the activity, put the animals in the Dramatic Play Center to stimulate further conversation.



Puppet Play

- Use puppets or stuffed animals to tell a familiar story such as Goldilocks and the Three Bears or The Three Little Pigs.
- Change your voice for each of the main characters.
- Let the children join in as you tell the story and change their voices too.
- Put the puppets in the Dramatic Play Center so the children can tell the story again and again on their own.



Telephone Talk

- Set up two real telephones (that are no longer usable) on a table. *Be sure all wires and other loose pieces have been removed.*
- Make a sound as if the phone is ringing.
- Pick up the phone and pretend someone is calling one of the children. Tell that child to come to the phone because someone is calling.
- Change your voice and start a conversation about something you know the child has recently done. Be sure to begin with "hello" and end with "good bye."
- Ask open-ended questions to encourage the child to engage in conversation. Open-ended questions and requests require more than one word for the answer. For example, begin your conversation with "What happened when . . . ?" or "Tell me about . . ."
- Put the telephones in the Dramatic Play Center for the children to use together.



Please and Thank You

- Read a book about being polite such as *Polite Elephant* by Richard Scarry.
- Talk with the children about being polite and kind to others, and using polite language.
- Get a small fishbowl or other clear container and colorful large wooden beads.
- Each time you hear a child use polite words such as “please,” “thank you,” “excuse me,” “you’re welcome,” or “I’m sorry,” give the child a large bead to drop in the container.
- When the container is full, celebrate with a special privilege such as reading a favorite book to the class or a special snack.

Language Tip

Ask a child to teach the class how to say “please,” “thank you,” “excuse me,” “you’re welcome,” and “I’m sorry” in the child’s home language.

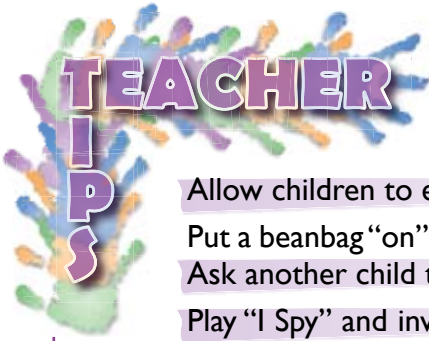
Special Needs Tip

Ask a child to teach the class how to say “please,” “thank you,” “excuse me,” “you’re welcome,” and “I’m sorry” using sign language.

Flannel Animals



- Have several flannel animal figures and a small flannel board.
- Sit with one or two children with the materials and model how to tell a simple story using the figures. For example, “My name is Jack Quack. I live in a pond out back. Can you scratch my back? Quack, Quack.”
- Encourage a child to choose a flannel animal and make up a short story about it. As the children tell the story, write down their words and read them back.
- Be playful and make animal sounds as you and the children tell your stories.



Allow children to express themselves using sign language and their home language.

Put a beanbag “on” a child’s arm, “under” the chin, “beside” the foot, “on top of” the head. Ask another child to tell where the beanbag is using position words.

Play “I Spy” and invite children to describe something they see while the other children guess what it is. For example “I spy with my little eye *someone who has a cat on her sweater.*” The person who guesses correctly gets the next turn.

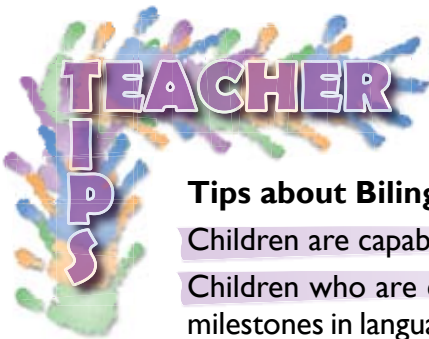
Listen. One of the best ways to encourage children to speak is to listen to what they talk about and then extend what they have said and ask questions. Take cues from the children about their interests and make that the focus of your conversations.

Avoid asking children “why” they have done something—three year olds cannot analyze their own behavior. Ask them to tell you what happened instead.

Extend children’s descriptions when they describe something briefly. For example, if a child says “The hamster is running,” you might add “round and round on the wheel.”

Ask parents to send in a photograph of their child doing something with other people. Ask the children to tell who is in the picture and describe what they are doing.

Puppets are excellent props for developing language skills. Put puppets in the Dramatic Play Center to encourage creative expression.



Tips about Bilingual Development

Children are capable of learning two or more languages in childhood.

Children who are exposed to two languages on a daily or weekly basis show the same milestones in language development at roughly the same ages as children who are exposed to one language.

Sometimes bilingual children know fewer words in one or both languages in comparison to children who learn one language. This is because their memory must store words in two languages rather than one.

Bilingual children learn words in each language from different people in different situations. For example, they may learn some words from parents at home and others from teachers at school. Therefore, they may know certain words in one language but not in the other.

Mixing languages in sentences is natural and normal for bilingual children. This is because they may know some words in one language but not the other. They may “borrow” words from one language to complete a sentence in the other. This tends to disappear by the time they enter elementary school.

Knowing the language of children’s parents and grandparents is important to their cultural identity.



3
Three
year olds

Foundations for reading

Acquire story sense as they:

- Guess what a story is about by looking at the pictures
- Tell a story while looking through a book
- Answer a few questions about what happened in a familiar story
- Listen to a complete short story they like
- Try to tell a simple story, but may lose their place and start over
- Put three story cards in order with their teacher's help

Show book awareness as they:

- Pretend to read books
- Ask for a book to be read over and over
- Choose to look at books as a desired activity
- Talk about books that have been read to them
- Treat books with care
- Identify the title of a familiar book when they see it
- Turn pages of a book using fingertips
- Turn pages of a book from front to back

continued...

Build print awareness as they:

- Recognize their first name in print
- Identify the first letter in their first name
- Recognize that groups of letters make up words
- Identify familiar logos*

Distinguish different sounds of language as they:

- Repeat rhymes
- Tell the difference between words that sound similar such as “box” and “socks”
- Identify simple words that rhyme with each other
- Make up silly words that rhyme with each other
- Identify a few words that start with the same letter as their first name
- Clap out syllables when lead by an adult

*A *logo* is a symbol that represents a product or business.

Activities and Strategies for Development



My
Family

“My Family” by Ima Kidd

- Ask parents to send in several photographs of their family members. Let them know their child will be using them to make a book.
- Cut pieces of construction paper in half and have each child glue one photo per page.
- Ask the child to tell you who is in each photo and what they are doing. Write down what they say under the photo.
- Laminate each page or cover with contact paper.
- Staple the pages together to make a book for each child. Cover the staples with colorful masking tape. The first page should have the title “My Family” and the child’s name.
- Invite the children to “read” their books to each other.
- A variation is to get inexpensive photo albums for each child and add the family photos.

Language Tip

Write “My Family” in the child’s home language.

More Books, Books, and Books



- Keep a camera in your classroom. Ask parents to donate disposable ones if you do not have a permanent one.
- Take photographs frequently of the children as they are participating in classroom activities.
- Similar to **My Family by Ima Kidd**, make class books by gluing the photos on construction paper, laminating the pages, and stapling them together or use inexpensive photo albums. Cover staples with colorful masking tape.
- Be sure all the children are included in the photos and write the names of the children under each one.
- Put the books in the Reading Area so the children can retell what was happening in each picture.

A Puzzling Name



- Write each child's first name on a large card. Laminate or cover with contact paper.
- Cut the card into three puzzle pieces. Make each cut a different shape so the pieces fit together only one way.
- Invite the children to take their names apart and put them back together.
- Put each child's name puzzle in a large envelope. The children can trade envelopes and try to put each other's together.

Special Needs Tip

Glue an empty thread spool or cork on each puzzle piece for a child with fine motor difficulties. Use thick black writing on a white card for a visually impaired child.



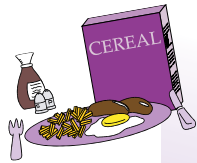
Rhyme Time

- Read a book by Dr. Seuss or another one with lots of rhyming words. Talk about the words that "sound like each other."
- Collect sets of objects that rhyme with each other such as a pair of socks, a few rocks, a toy fox, and a small box. Collect other items that do not rhyme with these items such as a truck, a ball, and a crayon.
- Gather a few children together. Keep one of the rhyming objects and let the children each choose one of the others.
- Ask the children to name the item you are holding—socks, for example.
- Ask each child to name their object and tell if it sounds like "socks."
- Put the objects that rhyme in one pile and the ones that do not in another.
- Make up some silly words that rhyme with socks, rocks, fox, and box.

Special Needs Tip

Invite a child who uses sign language to teach some of the rhyming words to the other children.

Lots O' Logos

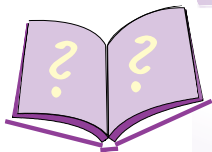


- Collect empty cereal boxes, empty boxes from familiar food items, and other familiar containers. Choose items with a logo or symbol representing a product that the children can identify easily. Examples of logos are the golden arches from McDonald's, the dominoes symbol from Domino's Pizza, and the word "Cheerios."
- Put the items in the Dramatic Play Center with other things that represent a restaurant theme such as aprons, a chef's hat, a table and chairs, dishes, and silverware.
- Listen as the children "read" the labels as they play "restaurant."

Cultural Tip

Include logos from products from the different home cultures of the children in your class.

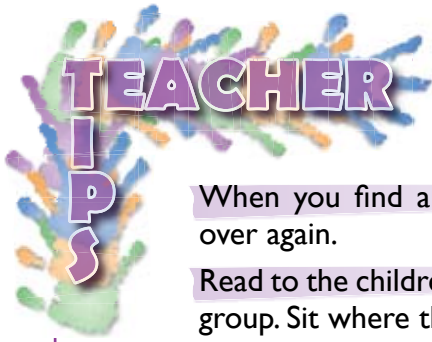
What's It All About?



- Choose a "big book" such as *If You Give a Mouse a Cookie* or *If You Give a Pig a Pancake* by Laura Numeroff with large pictures that clearly reflect the content of the story.
- Go through the book looking at the pictures, but not reading the words. Ask the children to tell what they see in the pictures. Ask, "What do you think the story is about?"
- Read the book, allowing a child to come up and turn the pages. Read it immediately after looking at the pictures if the children are still interested or wait and do it later when the children are ready to listen again.
- After you have finished the story, close the book and ask a few questions about what happened. Accept all answers and expect the children to remember only a few things that happened.
- Put the book where the children can "read" it again. Be sure to show them how to treat books gently and with care.

Special Needs Tip

Glue tabs on the pages' edges so children with fine motor difficulties can turn them easily.



When you find a book that the children enjoy, be prepared to read it over and over again.

Read to the children every day. Read to them one-on-one, when possible, or in a small group. Sit where the children can see the pictures and ask them what they think the story is about.

Let the children “read” with you by filling in familiar words. Make a “mistake” sometimes in a familiar story, such as calling a character by a silly name, and let the children correct you. Be prepared to read a portion of a new story at first and then try to read more the next time if the children’s interest grows.

Have lots of books available for the children to “read.” Choose sturdy books with large, colorful pictures and a story that is easy to follow. Choose topics that are interesting to your three year olds. Include books about people of different cultures and abilities.

Let children choose many of the books you read to them.

Use puppets or dress up like a character and tell stories to the children instead of reading.

Use real objects to introduce concepts or ideas in stories. Children learn best with concrete objects. Using props can make a story more meaningful.

Use a flannel board and flannel pieces to tell stories. Let the children play with the flannel board and tell their version.

Sing rhyming fingerplays and songs with the children.

Read books with phrases that are repeated and let the children join in. Two suggestions are *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. and *Monster Sandwich* by Joy Cowley.

Read books with rhyming verses.

Make up silly rhymes with the children.

Label the children’s cubbies with their names. Have some different stickers for the children to choose and put one next to each child’s name. This will help them find their name as they are learning to recognize it.

As the children look through books, see if they are beginning to find words that begin with the same letter as their first name.

Alphabet blocks and plastic or cardboard letters are good materials to introduce your three year olds to letter symbols. Magnetic letters and a magnetic board or cookie sheet are good, too. Just let the children explore—do not expect them to name the letters!

On occasion, go around the Circle and clap out the syllables in each child’s name.

Use books as a resource to find answers to questions the children ask.

Look for books in the children’s section of the public library to expand your classroom selections.



3
Three
year olds

Foundations for writing

Scribble as they:

- Hold a crayon with thumb and fingers and make strokes on paper
- Draw lines and free form shapes
- Make marks to pretend they are writing for a purpose, for example making a shopping list
- Make marks that begin to look like letter shapes

Draw pictures as they:

- Use a crayon or marker to make a round shape, which they describe as some object
- Draw several forms on the paper to recall a familiar story or express an idea
- Draw a picture with details and tell about it

Dictate messages as they:

- Tell an adult what words to write to express an idea
- Scribble their own “message” and ask an adult to write what it says
- Describe a caption or title for a picture they drew

Express creativity using skills for writing as they:

- Make writing movements in creative materials such as sand or paint
- Make a picture with a variety of designs such as dots, curvy lines, and zigzags
- Use creative materials to make a shape that represents an alphabet letter, such as a “c” made with play dough

Activities and Strategies for Development

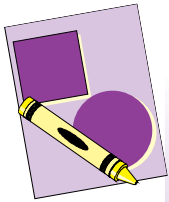


Write On!

- Create a Writing Center in your classroom where children can always go to use washable markers, fat crayons and pencils, dry erase boards with markers, and paper of different sizes and shapes.
- On some days, add interest with props such as stamps, stickers, colored pencils, “magic slates,” and black paper and white chalk.
- Surround the writing center with different examples of writing such as framed letters, postcards, calendars, and menus.
- Each week you may want to change the theme of the writing center such as grocery lists for the “store” in the Dramatic Play Center, or “menu orders” for the pretend restaurant.
- Sit at the table with children and show them how you hold the marker or pencil.
- Provide children with small pieces of chalk and broken crayons to encourage the tripod grasp.
- Encourage the children to scribble their own words and tell you what they say. Write the words under the scribbles.
- Provide hardback journals from a dollar store to do journal “writing.” This is a great way to encourage writing and dictation. At the end of the year, children and parents can see the children’s progress in their stages of writing.

Special Needs Tip

Provide “grippers” for children with fine motor difficulties. Wrap a piece of clay around a crayon or marker to make a “cushion.” Mold it to fit a particular child’s hand and make the crayon easier to grip.



Copy Cat

- Cut out several cardboard circles and squares from construction paper.
- Place these shapes on a table along with paper and washable markers.
- Invite children to be a “copy cat” and draw a shape on paper that looks like the cardboard shape.
- Children’s copies of shapes will not be exact. Encourage their attempts to make curved lines like the circle, and straight lines like the square.

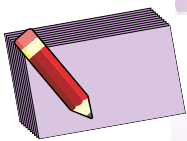
Special Needs Tip

For the child whose motor skills limit their ability to grasp and move writing tools, provide assistance and adaptive equipment such as the grippers described above.



Illustrator’s Gallery

- Read aloud a favorite book to your class such as *Don’t Let the Pigeon Drive the Bus* by Mo Willems.
- Turn to a page with lots of pictures and few words. Explain that the person who draws the pictures in a book is called an “illustrator.”
- Point out the details used by the illustrator to help tell the story, such as the pigeon, his animal friends, and the bus.
- Invite the children to draw pictures that relate to the story like the illustrator did.
- Hang each child’s picture above a table or shelf where the book can be displayed.



Sticky Notes

- Get a stack of three by five inch sticky note pads. Place them near the children’s cubbies or personal space.
- Tell children that when they would like to send a message to mom or dad they can take off a sticky note from the pad.
- Encourage each child to “write a message” by using pictures or marks on the sticky note.
- You should write out each child’s words below his markings.
- Have the children stick the messages in their cubbies for their parents to read.
- Use this strategy when a child is missing the parent or wants to share a special event.



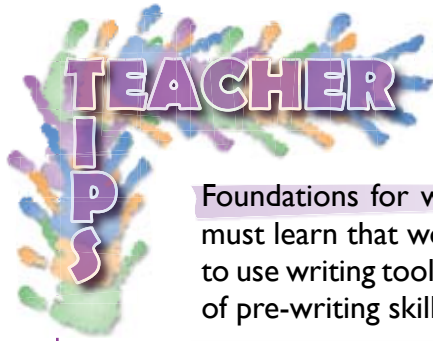
Gel Bags

- Fill some plastic bags about half-full with an inexpensive hair or shaving gel.
- Put the gel in one bag, zip it, and put it upside down in another bag. Use masking tape to seal the tops of the bags so children cannot easily open them and the gel does not ooze out.
- Invite the children to use their index fingers to make letter shapes on the bag.
- Place magnetic or cardboard alphabet letters nearby so that children can try to imitate some of the shapes they see.
- Do not expect your three year olds to write letters. They're just beginning the process of forming shapes that will become letters at a later time.

Letters with Sprinkles



- Invite children to help you prepare this simple pretzel dough recipe. Mix together:
 - 1½ cups warm water
 - 1 envelope of yeast
 - 4 cups of flour
 - 1 egg
 - 1 teaspoon of salt, cinnamon, or colored sugar
- After dough has been mixed, give the children enough to shape the first letter of their name with your help.
- Carefully move the letter to a flat cookie sheet.
- Let the children help brush the dough letters with a beaten egg.
- Let children sprinkle their letters with coarse salt, cinnamon, or colored sugar.
- Bake in the oven at 425 degrees for eight minutes.



Foundations for writing include both cognitive and fine motor skills. Children must learn that words can be written down. They must also develop the ability to use writing tools. A balanced early childhood program focuses on both aspects of pre-writing skills.

Children learn the purposes of writing as they observe adults writing in meaningful ways. Some examples include: labeling pictures with the child's name, making signs to post in the Dramatic Play Center, and using children's dictated words to make a class book.

Help the children begin to learn to move across paper from left to right. For example, they can arrange a row of stickers from left to right on a piece of paper. It is helpful if teachers draw a little arrow at the top left side of the paper to remind the children to start on the left.

Three year olds will have limited ability to use writing tools to form letters or shapes. *Encourage them to practice and experiment but do not expect them to write alphabet letters with the correct shape and direction.*

Due to individual and developmental differences, some children will spend extended time in writing activities. Other children will prefer more active, large motor activities. Follow the child's lead and do not force them to "write" before they are ready.

The phrase "Tell me about your picture," invites the child to express several ideas about his drawings or scribbles. Asking the question, "What is it?" typically gets a one-word or limited response.

Three year olds begin to show a preference for using their right or left hand.

3

Cognitive Development

Standards:

- Foundations for math
- Foundations for science
- Foundations for social studies





3
Three
year olds

Foundations for math

Identify basic shapes as they:

- Point to shapes such as circles, squares, and triangles
- Say the names of shapes such as circles, squares, and triangles
- Use shape pieces to create an object

Sort and match objects as they:

- Group similar objects together
- Match a real object with a picture of the object
- Match pairs of identical pictures
- Match items that go together

Build beginning number concepts as they:

- Say number words from 1 to 10
- Use words to describe size
- Attempt to count objects while pointing to them
- Practice one-to-one correspondence by matching objects that go together such as one napkin for each child or one spoon for each bowl
- Determine whether one set of objects has “as many as” another
- Place the same small number of objects in a few containers

continued...

Build measurement concepts as they:

- Compare objects and people based on size
- Fill and pour with measuring cups and spoons
- Use words to describe time concepts such as now, later, before, and after

Solve simple problems as they:

- Complete a simple puzzle
- Find a simple solution to a problem relating to whether there is “enough” of something
- Participate in simple graphing activities

Arrange objects in simple patterns
as they:

- Copy a simple pattern made by an adult
- Finish a simple pattern begun by an adult

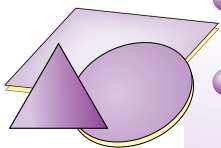
Think creatively using logic and mathematical thinking as they:

- Create objects using different shapes
- Use one object to represent another

Identify basic colors as they:

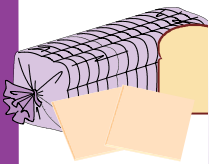
- Select an object of a particular color
- Identify an object by color

Name That Shape



- Gather children together and show them a large circle, square, and triangle that you have cut from construction paper. Name each shape as you show it.
- Choosing one shape at a time, invite the children to walk around the classroom and identify items that are the same shape.
- When you are looking for circles, Ella might say, “Look, the clock is a circle!” For a square, Vittorio might say, “There are squares in the floor!” Hannah might find a triangle in the box of musical instruments.
- See if you can find shapes when you go outside, too!

Cheesy Shape Snacks



- You will need cookie cutters shaped like a circle, a square, and a triangle, wheat bread, and slices of cheese for this activity. *(Always check for food allergies!)*
- Invite a small group of children to cut two of each shape from slices of wheat bread. Describe and name each shape.
- Then have the children cut one of each shape from slices of cheese.
- Match a piece of cheese with the bread shapes to make shape sandwiches and enjoy the snack!

Language Tip

Ask a child to say the names of the shapes in her home language. Check with the parent ahead of time so you will know the shape names too!



All Sorts of Things

- Gather a set of items that go together such as plastic cups and saucers. Make sure you have the same number of each item.
- Have the children sort the objects into separate piles. Put all cups in one place and all saucers in another.
- Have the children match the items together by putting one cup on each saucer.
- Use language like “Do we have as many cups as saucers?”
- Repeat the activity with other sets of items such as combs and brushes, locks and keys, and shoes and socks.



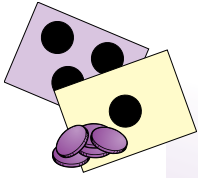
Let's Get Organized

- At Circle Time, tell the children that when you came in this morning the room was a mess and you found all these things thrown in a box. Show them a box with a mixture of crayons, small cars, and blocks.
- Have three baskets or containers.
- Take the items out of the box one at a time and ask the children to help you put the things that belong together in one basket.
- As you sort the items, encourage the children to describe how the items are the same, or why they belong together.



Where, Oh Where?

- Cut out pictures of items you have in your classroom from an old school supply catalog.
- Glue each one onto a piece of cardboard and laminate or cover with clear contact paper to make cards.
- Have a small group of children choose a few cards and then hunt around the room until they find the real items that match the pictures on their cards.
- Have them bring the real items and the cards back to the group and share what they found.



Chips Ahoy!

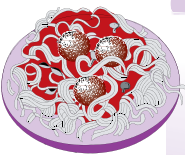
- Gather five large index cards and 15 large plastic chips.
- Illustrate the numbers one through five by tracing one circle on one card, two on the next, three on the next, and so on.
- Place the cards in a row and give a child a cup with 15 chips. Have the child place one chip on each circle, on every card.
- Show the child how to point and count the number of chips on each card.
- This is a good introduction to one-to-one correspondence and counting.
- A variation is to use unifix cubes instead of chips. Or make your own “chips” by tracing around a quarter on colorful cardboard. For a special treat, draw circles on the cards and place a favorite cracker in each one! Then eat the crackers as you count!

Developmental Tip

Most three year olds will be able to match the circles and chips but will need help pointing and counting.

Special Needs Tip

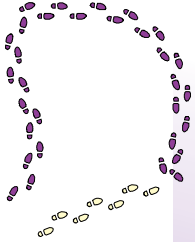
For a child with visual problems, use large black paper and white circles or chips.



Spaghetti and Meatballs

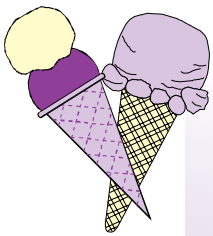
- In a large envelope, put a set of six small paper plates with yarn or string glued on each one to look like spaghetti and six small pompoms for “meatballs.”
- Invite a child to place a meatball on each plate of spaghetti.
- Ask “Are there ‘as many’ meatballs as plates of spaghetti?”
- Similar activities can be done by making other matching pairs such as hot dogs and buns, cats (without tails) and tails, and cones and scoops of ice cream.

The Long and Short of It



- Make “feet” out of two different colors of construction paper by tracing around a pair of children’s shoes and cutting them out. (This would be a good project for a parent helper.)
- Make a long path (with feet of one color) and a short path (with feet of the other) to the same place in your classroom by taping the feet to the floor.
- For example, the long path might start at the door, go around the classroom, and end at the water fountain. The short one could go straight from the door to the fountain.
- Have the children walk on both paths and discuss which one is long and which one is short.

Ice Cream Favorites

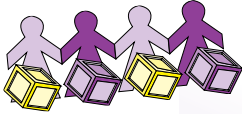


- Before doing this activity, make a list of the children’s favorite ice cream flavors.
- Make paper cones with scoops of ice cream to represent the different flavors.
- Make a poster size chart with a column for each flavor and put a cone of each flavor at the bottom of each column.
- Gather the children together and give them each a paper ice cream cone representing their favorite flavor.
- Call each child up to the chart to place a cone in the column of their favorite flavor. Have the children place the cones above one another in each column.
- Look at each column and talk about which one has “more” than the others, which has “less,” and any that have “the same.”

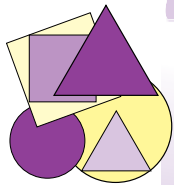
Developmental Tip

Use the height of the columns to decide “more,” “less,” and “the same.” Three year olds are not ready to compare numbers by counting.

Plenty of Patterns

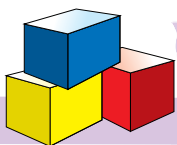


- Here are different ways to introduce three year olds to two-step patterns:
 - Use music to gather the children at Circle Time. Model a “clap, pat knees, clap, pat knees” repeated pattern to the beat of the music. When the song ends, tell the children “We repeated the same two things over and over.”
 - Show the children a simple repeating pattern using blocks such as green, yellow, green, yellow, green, yellow. Help them match your pattern by putting the same color block on top of yours.
 - Arrange six children in a pattern: standing up, sitting down, standing up, sitting down, standing up, and sitting down. Ask the rest of the children to describe the pattern and then call them up one at a time to continue the same pattern. (Special Needs Tip: Let a child in a wheelchair be one of the children sitting down. The others can sit on the floor.) Try another one such as arms straight out in front, arms over head, arms straight out in front, arms over head, and so on. See if the children can help come up with more patterns.
 - Make a paper chain of two alternating colors of construction paper such as red, blue, red, blue, and so on. Cut strips of paper so the children can make their own chains by copying yours. Help them notice the pattern and copy it over and over. Hang the chains around the room for all to see!



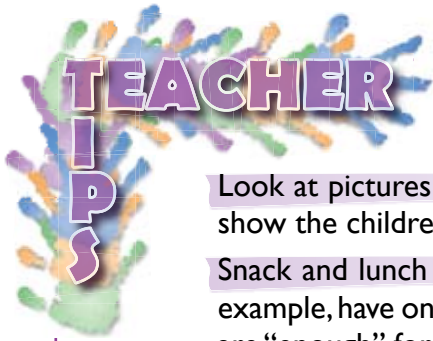
Shape It Up

- Cut out squares, circles, triangles, and rectangles in different sizes and colors from construction paper.
- Invite the children to see what they can create by gluing some shapes onto a large piece of paper.
- Ask each child to describe their creation so you can write what they say on the paper. Ask them to tell you the names of the shapes they used.



Colorful Sorting

- Get three shoeboxes and cover the outside of one with red construction paper, one with blue, and one with yellow.
- Place a variety of inch cubes, plastic shapes, bear counters, small cars, and other red, blue, and yellow objects on a table.
- Invite a few children to put the objects in the box of the same color.
- Find other things in the classroom that are red, blue, and yellow, too!



Look at pictures in a book such as *Shapes, Shapes, Shapes* by Tana Hoban to show the children different objects with different shapes.

Snack and lunch times are perfect for introducing early math concepts. For example, have one child give a napkin to each child and tell you whether there are “enough” for everyone or whether she needs “more?” Do the same with silverware and food items.

Introduce concepts about time by describing when things will happen. For example, “Your mom will be picking you up **after** nap time.” “We will have lunch **after** we come in from the playground.” “Remember to wash your hands **before** you sit down for lunch.” “Tell us what you had for breakfast **before** you came to school today.” “The timer just rang to tell us it is time to clean up **now**.”

Introduce measurement concepts by giving the children measuring cups and spoons to play with in water and sand. Also, let them help you cook and make play dough as you follow a recipe.

Introduce counting throughout the day as you count the number of:

- children in your class
- chairs at the snack table
- paint brushes at the easel
- puzzles in the rack
- petals on a flower

Give the children opportunities to experiment and create with different shape objects such as blocks, pegs, construction paper, and cookie cutters.

Ask children to help solve simple problems such as: “We only have one piece of paper left and Tomás and Brooke both want to draw a picture. What can we do?”

Find books about shapes and counting such as *Circles and Squares Everywhere* by Max Grover, *Anno’s Counting Book* by Mitsumasa Anno, and *Ten Black Dots* by Donald Crews.

Foundations for science



3
**Three
year olds**

Actively explore the environment
as they:

- Use their senses to discover and examine specific characteristics of objects
- Experiment with different objects to see how they relate to one another
- Observe cause and effect
- Observe events in nature
- Begin to take care of the environment

Use language to describe things as they:

- Identify specific characteristics of objects
- Describe how different objects relate to one another
- Describe cause and effect relationships
- Describe events in nature
- Describe ways to take care of the environment

Use tools to experiment as they:

- Play with simple tools

Ask questions about the environment
as they:

- Wonder “why, where, and how” things happen
- Wonder about unfamiliar objects and events

Activities and Strategies for Development



Smelly Stuff

- In three separate containers with lids, put a small amount of three foods with strong, familiar smells such as tuna fish, orange slices, and peanut butter. Also have enough of each food so each child will be able to taste it.
- Invite one child at a time to close her eyes, smell each one, and see if she can tell what it is.
- Now have the children close their eyes and taste. See if they can name the items!
Always check for allergies before any activity involving food.

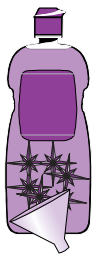


Gone With the Wind

- Cut the center out of large plastic lids so only the rim is left.
- Make streamers with strips of crepe paper, tissue paper, ribbon, or cloth and tie them to the rims.
- Invite the children to take them outside and watch the streamers flutter through the air as they hold the rim and run around. Talk about how the air moves to make the streamers wave in the wind.
- When you come back inside, ask a few children to describe what happened.

Special Needs Tip

Allow a child in a wheelchair to hold the streamers up in the wind as the wheelchair is pushed by an adult or child.



Star Light, Star Bright

- You will need medium-sized plastic bottles, blue colored dish soap, glitter, sequins, beads, and funnels.
- Help the children use the funnels to pour the dish soap and a little bit of water into the bottles about two-thirds full. This is messy; do it near a sink and have paper towels ready.
- Add glitter, sequins, and beads and screw the cap on tightly. Use hot glue to be sure the cap is secure.
- Enjoy the “stars” as they float through the bottle.
- Ask the children to describe what they see and use words such as float, gentle, slow, smooth, sparkly, and shiny.



Creepy Crawly

- Place hula hoops (or large loops made from rope) in a few different spots outside in a grassy area.
- Invite two children to squat down inside each hoop and look for ants and other crawling creatures. Give them magnifying glasses so they can see details. Put some stale bread out to attract more creatures.
- Ask the children to describe what they see as you write it down. Make a note of who said each comment.
- When you come back inside, read the comments and see if the children remember who said what.
- Invite the children to draw pictures of the creatures they saw. Write the descriptions from their outdoor observations on their drawings. Display them on a “creepy crawlers” bulletin board.

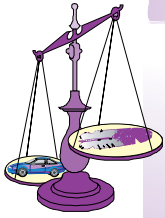
Special Needs Tip

If possible, allow a child in a wheelchair to get out and sit in the grass with the other children.



What Makes It Grow?

- Read a book such as *Planting a Rainbow* by Lois Ehlert or *The Carrot Seed* by Ruth Krauss that tells about how plants grow.
- Place a few lima beans on a wet paper towel and put them in a clear plastic jar with the lid closed. When the seeds sprout, plant them in soil in paper cups and put them near a window.
- Invite the children to check the plants each day and water them when they are dry.
- As the seeds begin to grow, ask the children to describe the changes they see.



Heavy Lifting

- Gather objects of different weights such as a heavy stone, a feather, a cotton ball, a wooden block, and a toy car.
- Use a set of balance scales to weigh the objects.
- Ask children to describe what happens when you put the different objects on the scales. What is the difference between putting the stone on the scales versus the feather?

Going Bananas



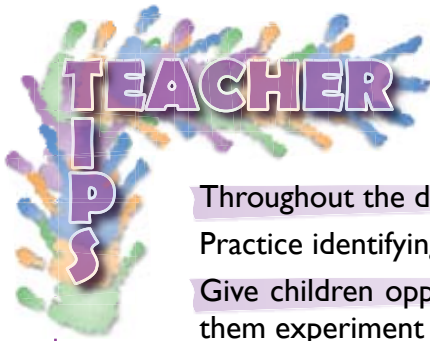
- Cooking activities offer children opportunities to learn about simple tools. Here is a tasty recipe that includes three simple tools - an egg beater, a potato masher, and a flour sifter. Ask the children to describe what they are doing as they use the tools. Discuss how the banana bread smells and tastes and notice how the batter changes in color and texture as it turns into bread.

“Go Bananas” Banana Bread

- 3 bananas
- 1 cup sugar
- 2 eggs
- ½ cup vegetable oil
- 2 cups flour (1 cup can be whole wheat)
- 1 teaspoon baking soda
- ½ teaspoon salt

Invite children to mash the bananas in a mixing bowl using a potato masher. Use a crank style egg beater to beat the eggs in another bowl. Add the sugar, eggs, and oil to the bananas and mix together. Invite children to use the sifter to sift the flour, baking soda and salt together and add it to the banana mixture. Pour the batter into a greased 5 x 9 inch loaf pan and bake 55–60 minutes in a preheated 350 degree oven.

Always check for allergies before any activity involving food!



Throughout the day, frequently ask children to describe what they see and hear. Practice identifying different smells during mealtimes.

Give children opportunities to explore concepts like sinking and floating by letting them experiment with different objects in a tub with a small amount of water.

Let children use crank style egg beaters in tubs of water with a little soap. Watch the bubbles form. Add turkey basters, eye droppers, funnels, and different size cups for them to experiment with as well.

Recycle paper and other products. Model ways to re-use items to avoid being wasteful. Talk with the children about keeping the earth clean and healthy.

Children are curious about living creatures. They enjoy watching “bugs,” snails, spiders, caterpillars, worms, butterflies, birds, and squirrels. Encourage their questions and help them find the answers.

Have a class pet and let the children help take care of it. *Be sure the pet is healthy for children to handle.*

Have safe plants in your classroom and let the children help take care of them. *Be sure the plants are not harmful if eaten or cause rashes if touched.*



3
Three
year olds

Foundations for social studies

Recognize family roles and personal relationships as they:

- Extend relationships to include teachers or caregivers
- Talk about their own family members
- Communicate that family members have special jobs to help one another
- Use the titles of people in their family such as brother, mother, and stepdad

Recognize community relationships as they:

- Assist with classroom jobs
- Identify community workers by their uniforms, tools, and vehicles
- Discuss the jobs performed by particular community workers

Recognize individual preferences and differences as they:

- State personal preferences such as play activities, food choices, and favorite clothing
- Observe differences in the physical characteristics of people
- Notice cultural differences

Explore concepts of place and location as they:

- Become aware of spatial boundaries
- Explore characteristics of local land surfaces
- Identify familiar neighborhood sites
- Develop an understanding of near and far
- Follow a familiar route

Family Ties



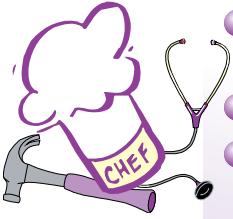
- Ask parents to donate old neckties for this activity. You will need one for each child. *For safety, cut the neckties to a shorter length.*
- Read a book such as *Families* by Donna Bailey, which shows multicultural families enjoying daily activities.
- Point out that some families include brothers, sisters, aunts, uncles, grandparents, and cousins.
- Highlight the idea that all families have something alike - they care for each other and spend special time together.
- Ask the children to tell you the names of the people in their family.
- Write each name, and the relationship to the child, on separate “sticky labels.” For example, write “Jacob’s mom, Samantha” and “Jacob’s sister, Rebecca” on labels.
- Using one necktie for each child, stick the child’s labels down the length of the tie.
- Display your family lists (ties) on a bulletin board titled “Our Family Ties!”

Junior Helper



- Liven up your Dramatic Play Center with new community helper themes.
- Use donated props and accessories from a business or service.
- In addition to the typical grocery store, post office and beauty parlor themes, try a bicycle repair shop, pet store, or building construction site.
- Invite family members to visit the class, tell about their job, and share a skill with the children such as making bread or taking photographs.
- Allow the children to be a Junior Baker or Photographer by kneading dough or looking through the camera lens.

Who Am I?

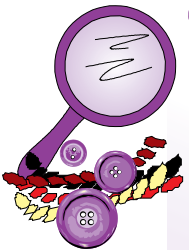


- Collect various props used by community helpers such as a stethoscope, chef's hat, and tool apron.
- Place the items in a large box or covered basket.
- Gather the children together and have one child come up and reach into the box, pulling out an item.
- Give clues to the group, such as "I help boys and girls get better when they are sick. Who am I?"
- Have the children guess which community helper is being described.
- Have the child with the prop show how the community helper might use this tool.

Special Needs Tip

Name and describe each item that is pulled out of the box for children who are visually impaired. Let them feel the item with their hands, too!

Self Portraits



- At the art center, set out the following materials:
 - face-sized circles you have cut from construction paper of various skin tone shades
 - small swatches of black, brown, yellow and red yarn for hair
 - assorted black, brown, green and blue large buttons for eyes
 - fabric scraps to glue on for clothing, if desired
 - small hand mirrors
 - glue
- Invite each child to make a picture of themselves with the above items.
- As they look in the mirror, ask them the color of their eyes, hair, and skin.
- Observe, but do not correct, the choices they make in picking items to match their skin color, eye color and hair color.
- Talk with the children at the table about their similarities and differences: "Jada and Terrell have brown skin. Jada has black eyes and Terrell has brown eyes."
- Have each child tell their first and last name for you to print at the bottom of their picture.
- Hang portraits to dry and send home, suitable for framing!

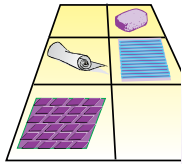


Table Top Neighborhood

- Have your children assist you in making this great accessory for your water or sand table top. Or make it as a display for any table or countertop.
- Ahead of time, get a piece of smooth plywood (no splinters!) or cardboard cut to fit the top of the sand or water table.
- Use a marker to divide the board into six or seven distinctive sections or areas.
- Give the children a variety of surfaces to glue on the board such as textured upholstery, sandpaper, “model magic,” aluminum foil, and corrugated cardboard. (Find “model magic” at craft stores or where you buy other clay and art supplies.)
- Allow the glued surfaces to dry.
- Place small cars and plastic animals on the board for children to experience the smooth, bumpy, high, and low areas they have created!



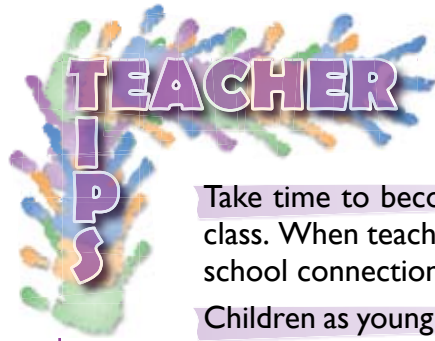
My Space

- Provide each child in a small group with a shallow box lid or plastic tray.
- Give each child a set of small objects for creative play such as small blocks, little people figures, plastic trees, and animals.
- Tell the children the space in their tray is their own space. Encourage them to create play scenes within the boundaries of their tray.
- Remind the children to respect the boundaries of the other children.



Sight Seeing in My Neighborhood

- Take photographs of popular local sites that would appear in the children’s neighborhoods such as grocery stores, restaurants, gas stations, and home improvement stores.
- At Circle Time or with a small group, hold up the pictures and ask if children have seen these places near their home. Invite them to elaborate. They will be excited about recognizing popular places.
- Ask them if they can walk from their home to any of these places.
- Ask them about places far away from home that they see while riding in a car or bus.



Take time to become well acquainted with the families of the children in your class. When teachers are familiar with their children's families, a stronger home-school connection is possible to support children's learning.

Children as young as three may display firm beliefs about gender and family roles such as what boys do, what girls do, and what mommies or daddies do. They might say, "Girls can't be doctors," for example. Some of these beliefs may be rooted in their home culture. It is important that teachers provide books, posters, and real-life examples of men and women in many occupations and activities, while continuing to be respectful of the diverse value systems of the families in the classroom.

Have books that show children of different races and cultures, and children with special needs. Look for these in the children's section of the local library.

Young children are curious about everything in their environment including the physical differences among people. Their questions about a person with a disability or a person of a different race or language should be answered calmly and with age-appropriate information. For example, you might explain, "You use your legs to walk. Dahlia's legs don't work so she uses the wheels on her wheelchair to get where she wants to go." or "Trey's skin is brown because his dad's skin is brown."

Three year olds must explore concepts of place or location through body movement and sensory experiences. Abstract concepts and symbols such as flags, maps, countries, and pictures of presidents should be left until the elementary grades.



3s: Cognitive Development



GELS Activity Guide for Teachers

Books, Books, and More Books

Books, Books, and More Books

The books listed below are typical of those found in infant, toddler, and preschool classrooms. The book list is divided into two sections. Part One identifies books that support skills in the five areas of development. Many of these are referenced in the Activity Guide. Part Two lists more books commonly enjoyed by young children. Look for these books in the children's section of your public library. Books available in a Spanish version are noted with an asterisk (*).

Part One – Books grouped by developmental area

Physical Development

Andy: That's My Name by Tomie dePaola
Babar's Bath Book by Laurent De Brunhoff
Boxes, Boxes by Leonard Everett
Dora's Potty Book by Melissa Torres
Dressing by Helen Oxenbury
Eat Your Dinner! by Virginia Miller
Eating the Alphabet by Lois Ehlert
Ernie's Bath Book by Michael J. Smollin
Everyone Poops by Taro Gomi
**From Head to Toe* by Eric Carle
Fuzzy Bear's Potty Book by Bentley Dawn
Germs Make Me Sick by Melvin Berger
**Goodnight Moon* by Margaret Wise Brown
Hop Jump by Ellen Stoll Walsh
How Do I Put It On? by Shige Watanabe
I Can by Helen Oxenbury
Let's Get Dressed by Harriet Ziefert
Little Red Riding Hood by Fairy Tales & Folk Tales
Three Billy Goats Gruff by Fairy Tales & Folk Tales
Time for Bed by Mem Fox
**Very Hungry Caterpillar, The* by Eric Carle

Emotional & Social Development

All Alone with Daddy by Joan Fassler
All by Myself by Mercer Mayer
Are You My Mommy? by Carla Dijs
Baby and Friends by Paul Bricknell
Baby Faces by Margaret Miller
Be Gentle! by Virginia Miller
Feelings by Aliko
**Grouchy Ladybug, The* by Eric Carle
Hands Are Not for Hitting by Martine Agassi, Ph.D.
How are you Peeling? by Saxton Freymann and Joost Elffers
Kissing Hand, The by Audrey Penn
Leonardo, the Terrible Monster by Mo Willems
Little Engine That Could, The by Watty Piper
**Mama, Do You Love Me?* by Barbara Jooisse
Margaret and Margarita by Lynn Reiser
Me First by Helen Lester
Peek a Boo by Roberta Grobel Intrater
Smile! by Roberta Grobel Intrater
Together by George Ella Lyon
Way I Feel, The by Janan Cain
When Sophie Gets Angry Really, Really Angry by Molly Bang
Words Are Not for Hurting by Martine Agassi, Ph.D.

Approaches to Learning

A House for Hermit Crab by Eric Carle
Adventures of Curious George, The by Margret and H.A. Rey
Big Orange Splot, The by Daniel Pinkwater
Big Red Barn by Margaret Wise Brown
Black on White by Tana Hoban
Curious George's Are You Curious? by H.A. Rey
I Hear by Helen Oxenbury
I See by Helen Oxenbury
I Touch by Helen Oxenbury
Look Again by Tana Hoban
Tana Hoban's What Is It? by Tana Hoban

Language and Literacy Development

101 Dalmatians by R.H. Disney
Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr.
Don't Let the Pigeon Drive the Bus by Mo Willems
Goldilocks and the Three Bears by James Marshall
If You Give a Moose a Muffin by Laura Numeroff
If You Give a Mouse a Cookie by Laura Numeroff
If You Give a Pig a Pancake by Laura Numeroff
Monster Sandwich by Joy Cowley
My First Word Board Book by Angela Wilkes
Polite Elephant by Richard Scarry
Snowy Day, The by Ezra Jack Keats
Three Little Pigs, The by James Marshall
Where's Spot? by Eric Hill

Cognitive Development

A B See by Tana Hoban
Abuela by Arthur Dorros
Airplanes by Gallimard Jeunesse
Anno's Counting Book by Mitsumasa Anno
Arthur Counts by Marc Brown
Baby Dance by Ann Taylor
Bugs by Nancy Winslow Parker
Carrot Seed, The by Ruth Krauss
Circles and Squares Everywhere by Max Grover
Color Farm by Lois Ehlert
Daddy and Me by Karen Katz
Daddy Mountain, The by Jules Feiffer
Danny and the Merry-Go-Round by Nan Holcomb
Everybody Cooks Rice by Nora Dooley
Families by Donna Bailey
Feely Bugs by David Carter
Grandma and Me by Karen Katz
Grandpa and Me by Karen Katz
Now We Can Go by Ann Jonas
One Hungry Monster by Susan Heyboer O'Keefe

Planting a Rainbow by Lois Ehlert
Shapes by Dorling Kinderley
Shapes, Shapes, Shapes by Tana Hoban
Ten Black Dots by Donald Crews
Where Can It Be? by Ann Jonas

Part Two – More books enjoyed by infants, toddlers, and preschoolers

A Boy, a Dog, and a Frog by Mercer Mayer
A Chair for My Mother by Vera B. Williams
A Color of His Own by Leo Lionni
A Letter to Amy by Ezra Jack Keats
A Nightmare in my Closet by Mercer Mayer
A Pocket for Corduroy by Don Freeman
A Treeful of Pigs by Arnold Lobel
ABC by Jean Hirashima
All About Baby by Stephen Shott
All Fall Down by Helen Oxenbury
All Pigs Are Beautiful by Dick King-Smith
Animal Play by Dorling Kinderley
Animal Splash by Sian Tucker
Animals Do the Strangest Things by Jan Nagel Clarkson
Animals Should Definitely Not Wear Clothing by Judi Barrett
Apples and Pumpkins by Anne Rockwell
At the Beach by Huy Voun Lee
Baby's 123 by Neil Ricklen
Baby's ABC by Neil Ricklen
Baby's Animal Friends by Phoebe Dunn
Baby's Big and Little by Neil Ricklen
Baby's Clothes by Neil Ricklen
Baby's Good Morning by Neil Ricklen
Baby's Good Night by Neil Ricklen
Baby's Mother Goose by Nina Barabaresi
Baby's Peek A Boo by George Ulrich
Barn Dance by Bill Martin, Jr.
Benjamin Bunny by Beatrix Potter
Best Nest, The by Dr. Seuss
Blubberies for Sal by Robert McCloskey
Blue Hat, Green Hat by Sandra Boynton
Bread, Bread, Bread by Ann Morris
Breakfast Time by Gabrielle Vincent
Busy Farmyard by Betina Ogden
Caboose Who Got Loose, The by Bill Peet
Cat in the Hat, The by Dr. Seuss
Catch the Ball by Eric Carle
Cherries and Cherry Pits by Vera Williams
Chicka Chicka Boom Boom by Bill Martin, Jr., and John Archambault
Child's Good Night Book by Margaret Wise Brown

- Circus of Colors* by Lisa Hopp
Clothes by Eric Hill
Cock-A-Doodle-Moo by Benard Most
Color Dance by Ann Jonas
Corduroy's Toys by Don Freeman
Daddy and Me by Neil Ricklen
Days with Frog and Toad by Arnold Lobel
Do You Want to Be My Friend? by Eric Carle
Downy Duckling by Hitz Demi
Dr. Seuss's ABC by Dr. Seuss
Ducky Squeak by Cheryl Harte
Everybody Bakes Bread by Norah Dooley
Faces by Jan Pienkowski
Family Time by Margaret Miller
Farm Faces by Willabel L. Tong
Fast Slow High Low by Peter Spier
Fish is Fish by Leo Lionni
Fluffy Bunny by Hitz Demi
Food by Jan Pienkowski
Foot Book, The by Dr. Seuss
Four Fur Feet by Margaret Wise Brown
Fox in Socks by Dr. Seuss
Frederick by Leo Lionni
Friends by Jan Pienkowski
Frog and Toad are Friends by Arnold Lobel
Frog Goes to Dinner by Mercer Mayer
Frog, Where are You? by Mercer Mayer
Fuzzy Yellow Ducklings by Matthew Van Fleet
Go to Bed! by Virginia Miller
Go, Dog, Go by Dr. Seuss
Gobble, Growl, Grunt by Peter Spier
Going to Bed Book by Sandra Boynton
Good Morning, Baby by Jo Foord
Good Morning, Puppy! by Cindy Chang
Good Night, Baby by Mike Good and Stephen Shott
Good Night Kitty! by Cindy Chang
Good Night, Moo by Jan Pienkowski
Good Night, Sleep Tight! Shhh... by Gyo Fujikawa
Grandma and Grandpa by Helen Oxenbury
Guess How Much I Love You by Sam McBratney
Happy Birthday, Moon by Frank Asch
Harold and the Purple Crayon by Crockett Johnson
Harry the Dirty Dog by Gene Zion
Have You Seen My Cat? by Eric Carle
Hey! Wake Up! by Sandra Boynton
Hop on Pop by Dr. Seuss
Hopper by Marcus Pfister
Horton Hatches the Egg by Dr. Seuss
Humpty Dumpty and Other Nursery Rhymes
 by Lucy Cousins
Hush! by Mingfong Ho
**I Went Walking* by Sue Williams
I Wish I Had Duck Feet by Dr. Seuss
I Wish I Were a Butterfly by James Howe
I'm a Little Airplane by M. Tubby
I'm a Little Choo Choo by M. Tubby
I'm a Little Fish by M. Tubby
In & Out, Up & Down by Michael Smollin
Inch by Inch by Leo Lionni
Is It Red? Is It Yellow? Is It Blue? by Tana Hoban
It's Fun to Be One by Fiona Pragoff
It's Fun to Be Two by Fiona Pragoff
Jamberry by Bruce Degen
Jemima Puddle-Duck by Beatrix Potter
Jesse Bear, What Will You Wear?
 by Nancy White Carlstrom
Jump, Frog, Jump! by Robert Kalan
Just Like Daddy by Frank Asch
Ladybug, Ladybug by Ruth Brown
Let's Paint a Rainbow by Eric Carle
Let's Play by Margaret Miller
Little Fuzzytail by Lisa McCue
Little Polar Bear by Hans deBeer
Lyle, Lyle, Crocodile by Bernard Waber
Maisie Goes Swimming by Lucy Cousins
Make Way for Ducklings by Robert McCloskey
Mama Cat Has Three Kittens by Denise Fleming
Mitten, The by Jan Brett
Mixed-Up Chameleon, The by Eric Carle
Mommy and Me by Neil Ricklen
Moo Moo, Brown Cow by Jakki Wood
Moo, Baa, La La La by Sandra Boynton
More, More, More Said the Baby by Vera B. Williams
Mouse Paint by Ellen S. Walsh
Mud by Mary Lynn Ray
My Best Friends by Margaret Miller
My Friend Bear by Jez Alborough
My Granny by Margaret Wild
My Peter Rabbit Cloth Book by Beatrix Potter
My Pets by Willabel L. Tong
Nana Upstairs and Nana Downstairs by Tomie DePaola
Nighty Night by Wendy Lewison
Nose Book, The by Dr. Seuss
Not Yet Yvette by Helen Ketterman
Now One Foot, Now the Other by Tomie dePaola
Old Macdonald by Rosemary Wells
On Mother's Lap by Ann Herbert Scott
On Your Potty! by Virginia Miller
One Fish, Two Fish, Red Fish, Blue Fish by Dr. Seuss
One Green Frog by Yvonne Hooker
Open the Barn Door by Christopher Santoro
Over in the Meadow by John Langstaff

- Paddington at the Seashore* by Michael Bond
Pancakes for Breakfast by Tomie dePaola
Pancakes, Pancakes by Eric Carle
Papa, Papa by Jean Marzollo
Papa, Please Get the Moon for Me by Eric Carle
Pat the Bunny by Dorothy Kunhardt
Pat the Cat by Dorothy and Edith Kunhardt
Pat the Puppy by Dorothy Kunhardt
Patch and His Favorite Things by J. Lodge
Patch in the Garden by J. Lodge
Peter Rabbit by Beatrix Potter
Peter's Chair by Ezra Jack Keats
Planes by Byron Barton
Play by Eric Hill
Polar Bear, Polar Bear, What Do You Hear?
 by Bill Martin
Poppy's Chair by Karen Hesse
Potty Time by Betty Reichmeier
Pretend You're a Cat by Jean Marzollo
Pretty Brown Face by Andrea and Brian Pinkney
Rain by Robert Kalan
Rain Makes Applesauce by Julian Scheer
**Rainbow Fish, The* by Marcus Pfister
*Random House Book of Mother Goose: A Treasury of
 386 Timeless Nursery Rhymes* by Arnold Lobel
Red, Blue, Yellow Shoe by Tana Hoban
Richard Scarry's Cars and Trucks from A to Z
 by Richard Scarry
Richard Scarry's Egg in the Hole Book by Richard Scarry
**Runaway Bunny, The* by Margaret Wise Brown
Say Hi, Backpack Baby by Miriam Cohen
See How I Grow by Angela Wilkes
Seven Little Monsters by Maurice Sendak
Shake It To the One You Love The Best
 by Cheryl Warren Mattox
Shape of Me and Other Stuff, The by Dr. Seuss
Shoes by Elizabeth Winthrop
Shoes, Shoes, Shoes by Ann Morris
Small Pig by Arnold Lobel
Snap! Snap! Buzz Buzz by Rich Cowley
Someone Special Just Like You by Tricia Brown
Spider on the Floor by Raffi
Splash by Ann Jonas
Spot's Favorite Baby Animals by Eric Hill
Spot's Favorite Numbers by Eric Hill
Spot's Favorite Words by Eric Hill
Spot's Friends by Eric Hill
Spot's Touch and Feel Day by Eric Hill
Spot's Toys by Eric Hill
Stop Go by Jan Pienkowski
Sweet Dreams, Spot by Eric Hill
Swimmy by Leo Lionni
Teddy Bear's Picnic, The by Jimmy Kennedy
Teddy in the House by Lucy Cousins
**That's Not My Kitten* by Fiona Watt
**That's Not My Puppy* by Fiona Watt
There's a Wocket in My Pocket by Dr. Seuss
Tops and Bottoms by Janet Stevens
Touch Me Book, The by Pat and Eve Witte
Trains by Byron Barton
Truck by Donald Crews
Trucks by Mallory Loehr
Tucking Mommy In by Morag Loh
**Very Busy Spider, The* by Raymond Briggs
Very Quiet Cricket, The by Eric Carle
Water Dance by Thomas Locker
Water Play by Margaret Miller
We're Going on a Bear Hunt by Michael Rosen
What Does Baby See? by Margo Lundell
What's for Lunch? by Eric Carle
What's On My Head? by Margaret Miller
What's Under My Bed? by James Stevenson
Wheels Go Round by Margaret Miller
Wheels on the Bus by Raffi
When I Was a Baby by Eve Thaler
Where Is Your Nose? by Trisha Lee Shappie
Where's My Sneaker? by Marc Brown
Who Says a Dog Goes Bow Wow? by I.L. DeZutter
Whose Mouse are You? by Robert Kraus
William's Doll by Charlotte Zolotow
Yes No by Jan Pienkowski
Zoo Faces by Willabel L. Tong



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