

#1.1 – My Name – I’m Growing

Before You Begin

- Review Introduction and Preparation for the Focus Area – About Me for guidance in planning for this topic of study.
- Refer to Developing Weekly Activity Plans for Adventures for Toddlers for information on how to develop your plans.

Big Ideas

Here are two big ideas about toddlers that you can help them explore:

- I have a name.
- I am growing.

Teacher Note: *Consider extending this topic of study beyond a one-week period of time. There is so much for toddlers to learn about themselves. Carry over activities from one week to another because toddlers enjoy and learn best through repetition.*

Materials to Collect and Make

Featured Books

Mother Goose books

Key: (BB) – Available in Board Book only
(+BB) – Also available in Board Book

Note: See **Book List** section for suggested Mother Goose books or use Mother Goose Books that are available to you.

Books to Make

See How We Have Grown

Storytelling Figures and Mother Goose Rhyme Charts

- Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, Jack and Jill (See Attachment: [Jack and Jill](#))
- Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, Jack Be Nimble (See Attachment: [Jack Be Nimble](#))
- Illustrated Mother Goose Rhyme Chart, Jack and Jill
- Illustrated Mother Goose Rhyme Chart, Jack Be Nimble

Additional Materials

- Sensory bottles
- Sound bottles
- Unbreakable hand-held and wall-mounted mirror
- Mirror in a box
- Grocery bag blocks

Book List

Mother Goose Books (BB)

Humpty Dumpty and Other Rhymes by Iona Opie and illustrated by Rosemary Wells

My First Real Mother Goose Board Book by Blanche Fisher Wright

Reading Books with Toddlers

Note: Review the section in **Curriculum Tips and Techniques** on *Reading Books with Children*, for suggestions on how to use books with children.

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language

Book: Mother Goose book (your choice)

Rhymes: **Jack and Jill** and **Jack Be Nimble**

How to begin:

- Read the rhyme with the children while showing the illustrations.
- Repeat the rhyme with children
- Invite children to say the rhyme with you.

Teacher Note: Read and say other rhymes with children any time there is an opportunity to do so.

Language and Cognitive Materials and Activities

Learning Goals:

SE3.1 Shows awareness of self as unique individual

EL2.1 Notices and manipulates the sounds of language

I Am Special

(Sing to tune of Are You Sleeping?)

Savanah is special, Savanah is special.

Yes, she is. Yes, she is.

Savanah is so special, Savanah is so special.

Yes, she is. Yes, she is.

Teacher Note: Insert each child's name as you sing this song.

Where Is Jackson?

(Sing to tune of Are You Sleeping?)

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

Teacher Note: *Insert each child's name as you sing this song.*

I See Ryan

(Sing to tune of Are You Sleeping?)

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

Teacher Note: *Insert each child's name and the activity in which they are involved as you sing this song.*

Hickety Pickety Bumble Bee

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

Jack Be Nimble

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

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

Jack and Jill

Jack and Jill
Went up the hill,
To fetch a pail of water.
Jack fell down,
And broke his crown,
And Jill came tumbling after.

Teacher Note: *After saying the previous rhymes with children, substitute children's names in the rhyme.*

Teacher Note: *Make charts for Jack Be Nimble and Jack and Jill. Laminate or cover the charts with clear self-stick paper for durability. (See **Curriculum Tips and Techniques** for information on making charts.) Show the charts as you and the children say the rhymes together. Post the charts at the child's eye level. Should you observe a child looking at one of the charts, join her and invite her to say the rhyme with you.*

Teacher Note: Review the section in **Curriculum Tips and Techniques** on Making Storytelling Figures (felt or magnetic).

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language

Planned Activity: Mother Goose Rhymes (YT & OT)

Jack and Jill (See Attachment: [Jack and Jill](#))

Jack Be Nimble (See Attachment: [Jack Be Nimble](#))

How to begin:

- Make either felt or magnetic rhyme figures for each of the stories.
- Read the rhymes with children several times so that they are familiar with the characters and the order of events.
- Use the figures to present the rhymes.
- Involve children in placing figures on the storyboard when you feel they can do this.

Learning Goals:

SE1.1 Forms trusting relationships with nurturing adults (*interactions*)

SE3.1 Shows awareness of self as unique individual (*sense of identity*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

Planned Activity: The Name Game (YT & OT)

Materials: 2 toy telephones

How to begin:

- Use one of the telephones and pretend to call the child. Invite the child to answer the phone.
- Ask, "Who is this?" or "Is this Mikala?"
- Encourage the child to say his or her name into the telephone. If the child does not respond with his/her name, say something like, "This is Mikala I am speaking to."
- Repeat the activity, encouraging the child to answer with his/her name.
- Allow a child time to respond with his or her name before saying the child's name.

Learning Goal:

SE1.2 Interacts with peers

Extensions:

- Extend the telephone conversation to include other people in the child's family. For example, say, "May I speak to Grandpa?" or "May I speak to Daddy, please?" Be familiar with each child's family members in the home so that you can incorporate their names into the telephone conversation.
- Include the names of other children who join you in the name game.
- Make up silly names. For example, say, "Is this Jackaroo? No? Boo Boo Moo? No?"
- Include this activity as often as children seem interested and as long as they need prompting to say their names.
- Use children's names throughout the day as you speak with them and as you refer to the other children in the group.
- Have toy telephones available in the pretend play area and observe to see if and how children use them.

Teacher Note: Encourage older toddlers to talk with each other on the phone. For example, after the called toddler has answered the phone, hand your phone to another child and say, "Jamelli, I'm giving the phone to Eric. He wants to talk to you."

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*sense of identity*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.1 Shows interest in literacy experiences

Planned Activity: See How We Have Grown (YT & OT)

Materials: See How We Have Grown Book

How to begin:

- Ask families to send two or three photos of their child; photos that show how the child has grown from infancy to now.
- Develop a class photo album with one page for each child. Label the page with the child's name.
- Slip photos into albums with plastic sleeves or magnetic, clear pages.
- Label the album, **See How We Have Grown**.
- Sit on the floor in the Language Area and begin to look at the book.
- Invite a child to join you by saying something like this: "Antonio, come look at this book with me and see how much you have grown."
- Include other children in the activity as they join you and Antonio. Show them their individual page.
- Invite children to name the other children in the book.

Extensions:

- Place the book in the Library Area so children can look at it on their own.
- Join a child you observe looking at the book and involve him or her in naming the children on each page and discussing what they are doing.

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

Social and Emotional Activities

Learning Goal:

SE3.1 Shows awareness of self as unique individual (*sense of identity*)

Planned Activity: Someone Special (YT & OT)

Materials: Unbreakable mirror and small box with lid

How to begin:

- Provide an unbreakable mirror safely attached to the bottom of a box which has a lid.
- Say to a child, "I have something very special in this box. Would you like to see what's in the box?"
- Allow the child to take the lid off the box and look inside.
- Invite the child to tell you what she sees in the box. Respond appropriately to what child says. For example, if she says "Me", say "Yes, Rachel, you see yourself in the box."
- Allow each child a turn looking inside the box.
- Suggest that children look at themselves in the full-length mirror on the wall. Say, "Rachel, you can see all of yourself in this mirror."

Extension: Consider making two or three mirror boxes and allowing children to explore them independently.

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

Sensory and Art Materials and Experiences

Learning Goals:

CD1.1 Show curiosity and a willingness to try new things

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (*flexible thinking*)

Planned Activity: Sensory Bottles (YT & OT)

Materials: Collection of sensory bottles (Review the section in **Curriculum Tips and Techniques** for Making Sensory Bottles)

How to begin:

- Place the bottles on a low shelf or table.
- Observe toddlers as they interact with the bottles. Do they shake them? Do they roll them? Do they look at the objects inside the bottle? Do they apply the strategies they used with one bottle to another bottle they select? Do they seem to have a favorite?
- Join toddlers as they interact with the bottles. Pick up one of the bottles, shake it and say, "I see the stars moving in this bottle. Joshua, see if you can make the stars move."

Learning Goals:

CD1.1 Show curiosity and a willingness to try new things

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (*flexible thinking*)

CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (*problem solving*)

PH2.1 Demonstrates fine-motor strength, control and coordination

Planned Activity: Sticky Experience (YT)

Materials: Long piece of self-adhesive paper (3 feet), tape, lightweight materials such as feathers, fabric scraps and small laminated pictures, container for materials

How to begin:

- Remove the backing from a long piece of self-adhesive paper (3 feet) and use tape to attach the paper sticky side out to the wall at children's height.
- Invite toddlers to feel the sticky surface. Discuss with them that the wall is "sticky."
- Place lightweight materials such as feathers, fabric scraps and small laminated pictures in a container near the sticky wall.
- Observe to see if children try and stick any of the items to the wall. If not, join them and select one of the items in the container and say, "I wonder if this will stick to the wall."
- Comment when children are successful in sticking items to the wall. For example, say, "Yolanda, you stuck that picture of a horse to the wall."

Extensions:

- Cut out photos of the toddlers or pictures from magazines and glue them to the tops of plastic lids from yogurt containers or potato chip cans.
- Place the pictures in a container near the sticky wall.
- Observe to see if children try and stick any of the pictures to the wall.

Food/Nutrition Experiences

Learning Goals:

SE3.2 Demonstrates competence and confidence (*sense of autonomy*)

PH2.2 Adjusts grasp and coordinates movement to use tools (*utensils*)

PH4.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices (*exploration of food experiences*)

SS1.1 Demonstrates positive connection to family and community (*learning community*)

Planned Activity: Fruit Tasting (YT & OT)

Materials: Small pieces of fruit such as bananas and cantaloupe, each in a separate bowl with a small serving spoon, one small bowl, spoon and napkin for each child and for you

How to begin:

- Sit at table with a small group of children.
- Give each child a bowl, spoon and napkin.
- Put a spoon of one fruit in your bowl and say, "I'm serving myself some bananas. Brianna, let me help you serve yourself some bananas." Assist children to serve themselves a spoonful of the fruit.
- Repeat this process with the other fruit.
- Begin to eat the fruit. Talk about how sweet the banana tastes and that you really like the cantaloupe because it tastes sweet, too.
- Avoid pushing the children to taste the fruit. When you sit at the table with the children and model tasting the fruit, this says to them, "Miss Shawna is eating it so it must taste good."

Extension:

- Try other fruit such as small pieces of pineapple, pears, peaches or watermelon.

Teacher Notes:

- Check for food allergies before introducing any new foods to children. Make sure fruit pieces are of a size that keep children from choking on them.
- Caregivers and children should always wash hands before participating in a food experience.

Movement, Music and Gross Motor Experiences

Learning Goals:

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts

PH2.1 Demonstrates fine motor strength, control and coordination (*grasp and manipulation*)

Planned Activity: Shake, Shake, Shake that Bottle (YT & OT)

Materials: Sound Bottles (Review the section in **Curriculum Tips and Techniques** for Making Sensory Bottles)

How to begin:

- Place two or three of the bottles on a shelf where children can easily see and select them.
- Observe as a child experiments with the bottle.
- Join the child, select a bottle, and begin to sing the following song to the tune of "Row, Row, Row Your Boat." Suit actions to the words.
- Invite children to shake their bottles with you.

<p><i>Shake, shake shake that bottle, Shake it if you can. We can shake it, then we'll stop. Then we'll start again.</i></p>	<p><i>Shake, shake shake that bottle Shake it if you can. Shake it loud, then shake it soft. Then we'll start again.</i></p>
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Transition Time

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*sense of identity*)

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (*adjusting behavior to match context*)

Who'll Clean Up with Me?

- Use the rhyme, "Hickety Pickety Bumblebee" as a transition.
Say "Hickety Pickety Bumblebee.
I need Javier to help pick up the blocks with me."

Teacher Note: *Adapt other finger plays previously listed as transitions to move children from one activity or place to another.*

Family Connection and Engagement

Send home the following Family Connection and Engagement activity.

- Activity – "Book about Me" ([See Attachment: Book about Me](#))

Include a Family Response sheet for each activity. ([See Attachment: Family Response Sheet](#))