

#1.3 – My Senses

Before You Begin

- Review the 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 is a big idea about toddlers that you can help them explore:

- I use my senses to learn about my world: seeing, hearing, touching, tasting, smelling

Teacher Note: Consider focusing on only one sense per week, especially with young toddlers, so that they can have many opportunities to be involved in experiences that relate to that sense. Carry over experiences from one week to another because toddlers enjoy and learn best through repetition.

Materials to Collect and Make

Featured Books

Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr., illustrated by Eric Carle (+BB)
I Hear by Helen Oxenbury (BB)
I See by Helen Oxenbury (BB)
I Touch by Helen Oxenbury (BB)
I Went Walking by Sue Williams, illustrated by Julie Vivas (+BB)
Polar Bear, Polar Bear, What Do You Hear? by Bill Martin, Jr., illustrated by Eric Carle (+BB)
The Very Busy Spider by Eric Carle (+BB)

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

Note: See **Book List** section, for additional books that can be used should some of the featured books be unavailable and as supplemental books to read with children.

Books to Make

Texture Book

Storytelling Figures and Mother Goose Rhyme Charts

- Storytelling figures (felt or magnetic) for the book, *The Very Busy Spider* (See Attachment: [The Very Busy Spider](#))
- Storytelling figures (felt or magnetic) for the book, *Brown Bear, Brown Bear, What Do You See?* (See Attachment: [Brown Bear, Brown Bear, What Do You See?](#))
- Storytelling figures (felt or magnetic) for the book, *I Went Walking* (See Attachment: [I Went Walking](#))

Additional Materials

- Sensory bottles
- Sound bottles
- Unbreakable hand-held and wall-mounted mirror
- Textured balls, fleece or felt balls, rolled-up socks, nylon-net puffs (for bathing)
- Grocery bag blocks

Book List

Featured Books

Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr., illustrated by Eric Carle
(also available in Spanish-language edition)

I Hear by Helen Oxenbury

I See by Helen Oxenbury

I Touch by Helen Oxenbury

I Went Walking by Sue Williams, illustrated by Julie Vivas (also available in bilingual edition)

Polar Bear, Polar Bear, What Do You Hear? by Bill Martin, Jr., illustrated by Eric Carle

The Very Busy Spider by Eric Carle (also available in Spanish-language edition)

Additional Books

I Spy Little Animals by Jean Marzollo, photographs by Walter Wick

I Spy Little Wheels by Jean Marzollo, photographs by Walter Wick

The Listening Walk by Paul Showers, Illustrated by Alikei

My Five Senses by Alikei (also available in Spanish language edition)

Reading Books with Toddlers

Teacher 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:

SE3.1 Shows awareness of self as unique individual

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

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

EL1.1 Shows interest in literacy experiences

EL1.2 Engages in read-alouds and conversations about books and stories

ST2.1 Demonstrates knowledge of core science ideas and concepts (system parts and wholes, structure and function)*

3 Board Books : *I Hear, I See* and *I Touch* by Helen Oxenbury (YT) (OT)

- Collect items that relate to each of the books. For example, for the book, *I Hear*, have a ticking watch or clock or a small bell. For the book, *I See*, have a small unbreakable mirror. For the book, *I Touch*, have a soft stuffed toy, a couple of pieces of fake fur or a few cotton balls in a small container.
- Go the book area and select one of the books. Have the related items with you, but out of sight of children.
- Look at the cover of the book and say, "This book has a picture of a dog on it. I wonder what the dog is doing."
- Involve children who join you in naming the objects or characters on each page.
- Bring out the item that relates to the book you have chosen and invite children to examine it. For example, let them listen to the clock or bell, feel the stuffed toy, the fake fur or cotton balls, or look in the mirror and say who they see.
- Use words that describe what children are experiencing with their senses. For example, say, "Use your ears to listen to the clock ticking." or "Use your fingers to feel how soft the cotton balls are."
- Follow this procedure as you read each of the books with the children. Read the books again and again as long as children remain interested.

Extensions:

- Look out the window after reading the book, *I See*, and name something you see outside. Invite children to join you and name something they see. Support what they say with comments such as, "Jana sees a tree. Ramon sees a car."
- Go outdoors and involve children in using their senses. Suggest that they feel the rough bark of a tree or listen and look at the airplane flying overhead.

Teacher Note: Consider reading one of the books to introduce a sense, such as sight, and involve children in experiences that relate to that sense. Then read another of the books and focus on experiences that relate to that sense.

***Teacher Note:** When children are learning about body parts and their uses, they are demonstrating knowledge of core science ideas and concepts.

Book: *The Very Busy Spider* by Eric Carle (YT & OT)

First Reading of *The Very Busy Spider*

- Seat yourself in the book area and begin to sing and do the motions for the “Itsy Bitsy Spider”.
The Itsy Bitsy Spider

The itsy bitsy spider
Went up the water spout.
Down came the rain,
And washed the spider out.
Out came the sun
And dried up all the rain.
And the itsy bitsy spider
Went up the spout again.

- Show the cover of the book, *The Very Busy Spider*, to the children who join you and say, “This book is about a very busy spider.”
- Read the book for the content this first reading.
- Invite children to point to and name the animals in the story.

Second Reading of *The Very Busy Spider*

- Involve one child in reading the book with you.
- Invite the child to rub his hands over the spider web on each page.
- Comment that “The spider is spinning more and more threads in her web.”
- Invite the child to feel the finished spider web and find the sleeping spider on the last page of the book.

Note: *During the first reading, should children touch the raised spider web, encourage their exploration of the web.*

Third Reading of *The Very Busy Spider*

- Say to the children, “I’m going to the book area to read a story about a very busy spider and her animal friends.”
- Involve the children who join you in making the sounds of each animal named in the book.
- Show the pictures again and invite children to make the animal sounds.

Book: *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr., illustrated by Eric Carle (YT & OT)

First Reading of *Brown Bear, Brown Bear, What Do You See?*

- Say to children, “I’m going to the book area and read a book about bears.”
- Show the children who join you the cover of the book and say the title. “The name of this book is *Brown Bear, Brown Bear, What Do You See?*”
- Allow children to turn the pages and wait to see if they name any of the animals.
- Repeat the name of the animal correctly if a child says “horsey” or “froggie.” Say the name as though you are repeating the name rather than correcting the child.
- Read the book through with the children who remain interested.

Second Reading of *Brown Bear, Brown Bear, What Do You See?*

- Go to the book area and read the story with children.
- Review the story by showing a page and inviting children to name the animal.
- Add the color words to animals a child names. For example, if a child says, “frog” say “green frog.”

Extension:

- Cut strips of construction paper to match the color of the animals in the book: brown, red, blue, green, purple, white, black and gold. Look for paper that most closely matches the colors in the book. Invite a child to select one of the color strips. Say, “Amy, chose the red strip of paper. Let’s see if we can find the red bird.” Go to the page with red bird and read that page.
- Reread the book as often as children request it.
- Observe children to see if they select the book; say the names of the animals and their colors.

Book: *I Went Walking* by Sue Williams, illustrated by Julie Vivas (YT & OT)

First Reading of *I Went Walking*

- Say to children, “I’m going to the book area to read a book about a cat, a horse and a dog.”
- Allow the children who join you to look at each page and name or talk about what they see.
- Read the story with the children who are interested.

Second Reading of *I Went Walking*

- Go to the book area and invite children to join you in reading the story.
- Read the story with children, allowing them to point at and name the animals.
- Follow up by inviting the children to predict what the child will see on the next page. Begin by showing the first double-page spread and inviting children to look inside the basket and ask, “What do you see in the basket?” Help them locate the cat. Continue with subsequent pages as long as a child or children remain interested.

Third Reading of *I Went Walking*

- Invite two or three children to join you in the book area.
- Read the book with children, allowing them to point at and name the animals.
- Follow up by placing the felt or magnetic storytelling animal figures on the floor.
- Read the story and invite a child to pick out the figure of the animal mentioned and place it on the story board.

Book: *Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin, Jr., illustrated by Eric Carle (OT)

First Reading of *Polar Bear, Polar Bear, What Do You Hear?*

- Sit in the book area and begin to look at the book. Say, “I’m looking at a book about a big bear; a polar bear.”
- Talk through the book with the child or children who join you. “This is a polar bear. He really is big.” “This is a flamingo. A flamingo is a big bird.” “This is a boa constrictor. A boa constrictor is a big snake.” “This is a peacock. Look at the peacock’s beautiful feathers.”
- Avoid correcting children if they call an animal such as a zebra by another name such as a horse. Instead, say, “Yes, Orlando that zebra does look like a horse. A zebra has stripes” as you point to the zebra’s stripes.

Second Reading of *Polar Bear, Polar Bear, What Do You Hear?*

- Go to the book area and say, “I’m going to read the polar bear book again” and begin to look at the pictures.
- Read the book with the children who join you. When you can, change your voice to represent the sounds of the different animals.
- Allow children to help turn the page and point to and name the animals.
- Follow up by showing each animal and calling attention to a feature of that animal; the mane of the lion and the small tail of the hippopotamus, for example. Encourage children to point to the unique feature and possibly notice others.

Note: *You may not want to read the text on the last double-spread which shows children dressed as the different animals. If children do look at the pictures on those pages, listen to what they say about them.*

Language and Cognitive Materials and Experiences

Learning Goals:

SE3.1 Shows awareness of self as unique individual

LD1.1 Understands and responds to language (in child’s home language)

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language (*exploration of sounds of language, rhyme*)

My Eyes Can See

(Suit actions to words)

My eyes can see.
My mouth can talk.
My ears can hear.
My feet can walk.

My nose can sniff.
My teeth can chew.
My eyelids can flutter.
My arms can hug you.

Here Are My Eyes

Here are my eyes (point to eyes)
One and two.
I can blink them (blink)
So can you.

When my eyes are open (open eyes wide)
I see the light.
When my eyes are closed, (close eyes)
It’s dark as night.

My Hands Can Clap

My hands can clap. (clap)
My feet can tap. (tap toe)
My eyes can clearly see. (blink eyes)
My ears can hear. (cup hands around ear)
My nose can sniff. (sniff)
My mouth can say, “I’m me.” (point to self)

Where Is Thumbkin?

Where is Thumbkin? (hands behind back)

Where is Thumbkin?

Here I am. Here I am. (bring out right thumb, then left)

How are you today, sir? (bend right thumb)

Very well, I thank you. (bend left thumb)

Run away, run away. (put right thumb, then left thumb behind back)

Open, Shut Them

(Suit actions to words)

Open, shut them.

Open, shut them.

Give a little clap.

Open, shut them.

Open, shut them.

Put them in your lap.

Walk them, walk them. (walk fingers up chest to chin)

Walk them, walk them.

Right up to your chin.

Open up your little mouth. (walk fingers around face, but not into mouth)

But do not let them in.

Clap Your Hands

(Suit action to words)

Clap your hands, 1, 2, 3.

Clap your hands just like me.

Wiggle your fingers, 1, 2, 3.

Wiggle your fingers just like me.

Tap your nose, 1, 2, 3.

Tap your nose just like me.

Stomp your foot, 1, 2, 3.

Stomp your foot just like me.

Walk Your Feet

(Walk in place)

Walk, walk, walk your feet

Everywhere you go.

Walk them fast, walk them slow.

Walk your feet, let's go.

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

Learning Goal:

EL1.1 Shows interest in literacy experiences

EL1.2 Engages in read-alouds and conversations about books and stories

Planned Activity: Storytelling: (YT & OT)

The Very Busy Spider (See Attachment: [The Very Busy Spider](#))

Brown Bear, Brown Bear, What Do You See? (See Attachment: [Brown Bear, Brown Bear, What Do You See?](#))

I Went Walking (See Attachment: [I Went Walking](#))

How to begin:

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

Social and Emotional Experiences

Learning Goals:

SE3.1 Shows awareness of self as unique individual (preferences)

SE3.2 Demonstrates competence and confidence

Planned Activity: By Myself (YT & OT)

Materials: Puzzles

How to begin:

- Place a couple of puzzles with which the child is familiar on a table and invite a child to join you. Offer the child a choice of puzzles. Say, "Would you like to work the puzzle with the dog or the puzzle with the horse?"
- Ask the child if she would like to do the puzzle by herself or if she wants you to do it with her.
- Honor the child's choice. If she struggles to complete the puzzle, again offer to help her.
- Comment on the child's accomplishments by saying, "Wow! You did that puzzle all by yourself," or "You just needed a little help with that puzzle."

Extensions:

- Look for other opportunities to encourage children's independence; opportunities such as washing hands, putting on a coat, or playing with a new toy.
- Make supportive comments that are specific to the activity. For example, "You are ready to put on your coat by yourself" or "You just needed a little help putting on your coat." Avoid comments such as "Good girl" or "You're such a big boy."

Learning Goals:**ST3.2 Demonstrates competence and confidence****SS2.1 Demonstrates positive connection to family and community** (*classroom community*)**Planned Activity: Helping with Clean Up (YT & OT)****Materials:** Toys children have been playing with**How to begin:**

- Begin to put toys away in the proper place. Say, "I'm putting the blocks on the shelf."
- Invite children to assist you by naming the item and directing one child to put it where it belongs. For example, say, "Elise, please put the balls back in the box." "Jalen, please put the puzzle back on the shelf." "Carmella, please put this book on the book shelf."
- Assist children as they need help.

Extensions:

- Consider other ways children can help with clean up. For example, you can ask them to place their napkins in the trash bin and their cups in the sink or container for washing.
- Have an individual space for each child to store personal belongings. Label the space with the child's picture and name. Assist children to put items such as coats or extra clothes in their space.
- Encourage families to allow their children to assist in putting their belongings in their individual space.

Teacher Note: Use picture and word labels on storage containers and shelves to give children a visual cue as to where toys belong.

Sensory and Art Materials and Experiences

Learning Goals:**CD1.1 Shows curiosity and a willingness to try new things****CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts** (*flexible thinking*)**PH2.1 Demonstrates fine motor strength, control and coordination****Planned Activity: Sensory Bottles (YT & OT)****Materials:** Collection of sensory bottles (Review the section in **Curriculum Tips and Techniques** for Making Sensory Bottles). Sturdy bottles such as Gatorade, whipping cream and single serve juice work best. Water or soda/cold drink bottles are too flimsy.**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."

Planned Activity: Sound Bottles (YT & OT)

Materials: Clear sturdy bottles such as Gatorade, whipping cream, and single serve juice, objects such as buttons, jingle bells and paper clips that make noise, superglue, strong tape

How to begin:

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

Extensions:

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

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

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

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

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

Learning Goals:**PH2.1 Demonstrates fine motor strength, control and coordination****PH2.2 Adjusts grasp and coordination to use tools** (*utensils*)**Materials:** Play dough (Review the section in *Tips and Techniques* on making **Favorite Art Recipes**)**How to begin:**

- Use these different dough recipes during this Focus Area and throughout the year.
- Observe and listen to toddlers as they explore and experiment with the different types of dough.
- Add props such as small rolling pins or short dowels, craft sticks, and plastic knives, as you think toddlers are ready for them.

Teacher Notes:

- *Children must be closely supervised when they are playing with dough and props. Pay close attention to toddlers as they play with dough to prevent them from eating it.*
- *Model and comment about the appropriate way to use dough. For example, say, “We can pat the dough. We can roll it into long rolls like this.”*
- *Carefully supervise children as they play with props to prevent them from hurting each other.*

Learning Goals:**CD1.1 Shows curiosity and a willingness to try new things****CD2.4 Holds and manipulates information in memory** (*short-term and working memory*)**LD1.1 Understands and responds to language (in child’s home language)****MT2.1 Uses classification and patterning skills** (*classification*)**ST1.1 Engages in scientific process to collect, analyze and communicate information****Planned Activity: What’s in the Bag? (OT)****Materials:** Collection of hard and soft items such as small wooden block, plastic animal, large wooden bead, cotton ball, sock, washcloth, soft fabric scrap such as fur, paper bag or shoebox**How to begin:**

- Show the collection of hard and soft items to two or three toddlers and invite them to examine and name them.
- Talk with them about the items, labeling them as soft or hard.
- Place the items inside a cloth or paper bag or a shoebox with a hole cut in the top that is large enough to allow a toddler to reach inside the box.
- Invite one toddler at a time to reach inside the bag and touch one item, say what it is and bring it out to see if he was correct.
- Invite the toddler to tell you if the item is soft or hard.
- Continue this activity with other toddlers having a turn.
- Place the soft items together and the hard items together. Say, “See, all of these are soft things and all of these are hard things.”

Extension:

- Observe and listen to children. Do they use the words “hard” and “soft” as they touch other items in their environment?

Teacher Note: *Make sure items are large enough to prevent choking*

Learning Goals:

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

CD2.1 Shows flexibility in adjusting thinking and behavior to different contexts

CD3.1 Uses reasoning and planning ahead to solve problems and reach goals

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.

Teacher Note: *Make sure items are large enough to prevent choking*

Learning Goals:

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

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

ST2.1 Engages in scientific process to collect, analyze and communicate information

ST2.1 Demonstrates knowledge of core science ideas and concepts

Planned Activity: Take a Textured Walk (YT & OT)

Materials: Large feet (adult size) cut from textured materials such as bubble wrap, sandpaper, corrugated cardboard, aluminum foil, fake fur

Hot to begin:

- Cut out large feet (adult size) from textured materials such as bubble wrap, sandpaper, corrugated cardboard, aluminum foil, fake fur
- Attach feet securely to the floor in a path that toddlers can easily follow.
- Invite toddlers to take off their shoes and socks and follow the path.
- Observe toddlers to see their reactions to the different textures.
- Make comments such as, "This fur really feels soft. Eric, can you feel the soft fur?" Ask, "Which foot feels the best? Do you like the soft foot (touch the fur one), the bumpy one (touch the bubble wrap), or the rough one (touch the sandpaper)?"

Extensions:

- Invite toddlers to crawl on the textured feet.
- **Match the Feet (OT):** Make pairs of small textured feet from materials such as bubble wrap, sandpaper, corrugated cardboard, aluminum foil, fake fur or textured wallpaper samples. Place the pairs on the table and invite a toddler to find the two feet that are alike; that feel the same.

Planned Activity: Explore a Texture Book (YT & OT)

Materials: Fabric of different textures such as wide wale corduroy, net, fake fur, flannel and satin, 5x8 index cards, glue, one-hole punch, ring for holding index cards together

How to begin:

- Cut fabric squares the size of an index card
- Glue each piece of fabric to an index card.
- Create a cover by writing the following on an index card: **Texture Book**
- Punch a hole in the upper left-hand corner of each index card.
- Hold the cards together by inserting a ring or yarn through the hole in each card.
- Invite a child to look at the book with you. Allow the child to hold the book and examine the different textures. Describe the different textures to the child. "Cooper, this is very smooth." "Jamie, this feels bumpy."

Extensions:

- Use other textured items such as sandpaper, textured wallpaper and designs made on an index card with glue that has been allowed to harden.
- Place the Texture Book in the language area. Observe to see if children select it to look at and feel the different textures.

Learning Goals:

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

PH2.1 Demonstrates fine motor strength, control and coordination

PH2.2 Adjusts grasp and coordination to use tools

Planned Activity: Picking up Cotton Balls (YT & OT)

Materials: 2 unbreakable bowls, 2 pairs of tongs and a bag of cotton balls

How to begin:

- Place 2 unbreakable bowls and 2 pairs of tongs on a low table.
- Scatter about 20 cotton balls on the table near the bowls and tongs.
- Observe to see if toddlers go the table and begin to experiment with the materials. If they do not, introduce the activity by saying, "Anna, I need help in putting the cotton balls back in the bowl. How do you think we can get the cotton balls back in the bowl? Can you use the tongs to pick up the cotton balls and put them in the other bowl?"
- Assist children who ask for help by modeling and describing how you are holding the tongs.
- Supervise this activity and, if necessary, set limits for proper use of tongs. Say, for example, "Leandra, use the tongs to pick up the cotton balls."

Extension:

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

Learning Goals:**CD1.1 Shows curiosity and a willingness to try new things****CD3.1 Uses reasoning and planning ahead to solve problems and reach goals** (*problem solving*)**Planned Activity: Find the Ticking Clock (OT)****Materials:** A loudly ticking clock**How to begin:**

- Hide a ticking clock when the children are not looking.
- Ask toddlers to be very quiet and listen. Ask, "What do you hear?" Pause and allow children to listen and say what they hear. If they do not respond, say, "I hear a ticking clock. Can you use your ears to help me find the clock?"
- Invite children to tell you how they found the clock.

Extension:

- Repeat this activity if children seem to enjoy it.

Food/Nutrition Experiences

Learning Goals:**PH2.1 Demonstrates fine motor strength, control and coordination****PH2.2 Adjusts grasp and coordination to use tools** (*utensils*)**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 the 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."

Extensions:

- 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.*
- *Adults and children should always wash hands before becoming involved in a food experience*

Movement, Music and Gross Motor Experiences

Learning Goal:

PH1.3 Demonstrates gross motor manipulative skills (*throwing*)

Planned Activity: Throwing Soft Objects (YT & OT)

Materials: Nylon-net puffs (usually used for bathing) and a soft basket to throw them into

How to begin:

- Locate the activity in an area of the room that is out of the pathway of children.
- Begin to throw the puffs into the basket.
- Invite a couple of children to join you if they do not voluntarily do so.
- Give each child two puffs and suggest where they should stand as they try to throw the puffs into the basket.
- Allow each child a turn to throw his or her two puffs.
- Adjust where children stand to help them be successful.
- Allow other interested children a turn with the throwing game.
- Continue the activity as long as children remain interested.

Extensions:

- Offer this as an alternative when a toddler throws an inappropriate toy. Provide a verbal explanation of why you are offering the alternative experience. For example, say, "Jacob, I can't allow you to throw that hard truck. It might hit someone and hurt them. You can roll the truck on the floor or throw this soft puff into this bucket."
- Consider providing other soft objects that children can safely throw in a designated area. Balled-up socks, soft fleece or felt balls are safe alternatives.

Learning Goals:

PH1.1 Demonstrates locomotor skills

PH1.2 Shows stability and balance

Planned Activity: Move Like the Animals (YT & OT)

Materials: The book, *From Head to Toe* by Eric Carle

How to begin:

- Involve children in this experience after they are familiar with the book.
- Read the book and model and suggest that children make the movements that the different animals in the book make.

Transition Times

Learning Goal:

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

No More Wiggles

- Use the fingerplay, “I Wiggle” to help children calm down for an experience such as reading or telling a story.

I Wiggle

(wiggle the body parts as they are mentioned)

I wiggle my fingers,
I wiggle my toes,
I wiggle my shoulders,
I wiggle my nose,
Now no more wiggles are left in me,
So I will sit as still as can be.

Hands in Lap

- Use part of the fingerplay, “Open, Shut Them” to get children’s attention and help them calm down for an experience such as reading or telling a story.

Open, Shut Them

(Suit actions to words)

Open, shut them.
Open, shut them.
Give a little clap.

Open, shut them.
Open, shut them.
Put them in your lap.

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