

## #2.1 - My Family and Home

### Before You Begin

- Review the Introduction and Preparation for the Focus Area – My Family and Community 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 some big ideas about toddlers and their family and home that you can help them explore:

- My family includes the people I live with plus other family members.
- My family members have names.
- I live with my family in a place we call home.

**Teacher Note:** Consider extending this Topic of Study over several weeks. There is so much for toddlers to learn about their families and their homes. Carry over experiences from one week to another because toddlers enjoy and learn best through repetition.

### Materials to Collect and Make

#### Featured Books

*Goodnight Moon* by Margaret Wise Brown, illustrated by Clement Hurd (+BB)  
*In the Rain with Baby Duck* by Amy Hest, illustrated by Jill Barton

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

**Note:** See the **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

*Places We Call Home*  
*Our Family's Favorite Cereal Book* (Environmental Print Book)  
*Textured Houses*

#### Storytelling Figures

- Storytelling figures (felt or magnetic) for the book, *The Napping House* (See Attachment: [The Napping House](#))
- Storytelling figures (felt or magnetic) for the book, *Are You My Mother?* (See Attachment: [Are You My Mother?](#))
- Storytelling figures (felt or magnetic) for the book, *The Three Bears* (See Attachment: [The Three Bears](#))
- Storytelling figures (felt or magnetic) for the book, *The Three Little Pigs* (See Attachment: [The Three Little Pigs](#))
- Storytelling figures (felt or magnetic) for the book, *Peter's Chair* (See Attachment: [Peter's Chair](#))
- Storytelling figures (felt or magnetic) for the book, *Ask Mr. Bear* (See Attachment: [Ask Mr. Bear](#))

**Additional Materials:**

- Tote bag, pajamas or nightgown, rag doll
- Houses of felt
- Large paint brushes
- Household items to use as brushes, paint trays,
- Large appliance box
- Containers with lids of various sizes

**Book List**

**Featured Books**

*\*Goodnight Moon* by Margaret Wise Brown, illustrated by Clement Hurd (Bilingual/Spanish and English)

*\*In the Rain with Baby Duck* by Amy Hest, illustrated by Jill Barton

**Additional Books**

*Are You My Mother?* by P. D. Eastman (Dual language/English and Spanish)

*Ask Mr. Bear* by Marjorie Flack

*The Napping House* by Audrey Wood, illustrated by Don Wood

*Peter's Chair* by Ezra Jack Keats

*The Kissing Hand* by Audrey Penn, illustrated by Ruth E. Harper and Nancy M. Leak (also available in Spanish)

*The Three Bears* by Paul Galdone

*The Three Little Pigs* by Paul Galdone

**Reading Books with Children**

**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:**

**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**

**Book:** *Goodnight Moon* by Margaret Wise Brown, illustrated by Clement Hurd (YT & OT)

**First Reading** of *Goodnight Moon*

- Say to children, "I'm going to the book area and read a story about a little rabbit who is going to sleep."
- Show children who join you the cover of the book and say the title. "The name of the book is *Goodnight Moon*. Can you show me the moon?"
- Read the story with the children, pausing as you read each page to allow children to locate the objects named on each page.

**Note:** You may have to help children with objects such as the old-fashioned telephone and "a bowl of mush." Say to children that mush is like oatmeal.

**Second Reading of *Goodnight Moon***

- Say to children, “I’m going to the book area and read a story about a little rabbit who is going to sleep.”
- Show the cover of the book and say the title.
- Invite children to look at the cover and locate the moon, the stars, and the cow jumping over the moon.
- Read a page, omitting an object word, pointing to the object and inviting children to say the word. For example, on page one, read the first two lines and read “And a red \_\_\_\_.” Point to the balloon and invite children to say “balloon.” On page two, read, “The cow jumped over the \_\_\_\_.” and invite children to say “moon.”

**Third Reading of *Goodnight Moon***

- Invite two or three children to join you in the book area.
- Read the book with children, inviting them to locate the objects on each page.

**Teacher Notes:**

- *Read the story in a very soft and calm voice to create a sense of relaxation.*
- *This is an excellent book to read with children just before rest time. See Toddler Topic #2.2 Things I Do with My Family for additional information about Rituals and Routines at nap time.*

**Book:** *In the Rain with Baby Duck* by Amy Hest, illustrated by Jill Barton (OT)

**First Reading of *In the Rain with Baby Duck***

- Say to children, “I’m going to the book area to read a book about a baby duck who doesn’t like the rain.”
- Show cover of book to children and say, “This is Baby Duck and his Grandpa. They’re walking in the rain. Look at Baby Duck. He’s splashing the water with his red boots. That’s an umbrella he’s carrying.”
- Ask children if they have ever walked in the rain. Did they wear boots? Did they carry an umbrella? Encourage children to discuss their rainy day experiences.
- Consider showing the pictures in order and telling the story during the first reading. Read only key parts such as “Pit-pat. Pit-a-pat. Pit-a-pit-a-pat.” Sing Baby Duck’s song about not liking the rain. Make us a tune for the song.

**Second Reading of *In the Rain with Baby Duck***

- Invite a couple of children to join you in the book area to read a story about Baby Duck and the rain.
- Show the cover to children, read the title and invite them to locate Baby Duck, Grandpa, and the boots and umbrella.
- Decide whether to read the entire book or do a combination of reading and telling the story. Base your decision on your knowledge of the children and their attention spans.

**Teacher Note:** *Continue to read the story to children who are interested. Gradually do more reading than telling.*

## Language and Cognitive Materials and Activities

### Learning Goals:

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

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

### Grandma's Glasses

Here are Grandma's glasses, (fingers around eyes)

Here is Grandma's hat, (hands on head)

This is the way she folds her hands, (fold hands)

And lays them in her lap. (folds hands in lap)

Here are Grandpa's glasses, (larger glasses)

Here is Grandpa's hat, (larger hat)

This is the way he folds his arms, (fold arms across chest)

Just like that. (with emphasis)

### Hush Little Baby

(*Song*)

Hush little baby, don't say a word,  
Papa's gonna buy you a mocking bird.

If that mocking bird don't sing,  
Papa's gonna buy you a diamond ring.

If that diamond ring turns brass,  
Papa's gonna buy you a looking glass.

If that looking glass gets broke,  
Papa's gonna buy you a billy goat.

If that billy goat don't pull,  
Papa's gonna buy you a cart and bull.

If that cart and bull turn over,  
Papa's gonna buy you a dog named Rover.

If that dog named Rover don't bark,  
Papa's gonna buy you a horse and cart.

If that horse and cart fall down,  
You'll still be the sweetest little baby in town.

<p style="text-align: center;"><b>Five Little Babies</b> (Hold up appropriate number of fingers and make motions to suit the words)</p> <p style="text-align: center;">One little baby Rocking in a tree. Two little babies Splashing in the sea. Three little babies Crawling on the floor. Four little babies Banging on the door. Five little babies Playing hide and seek. Keep your eyes closed tight, now, Until I say.....PEEK!</p>	<p style="text-align: center;"><b>Helping Daddy Drive</b> (Suit actions to words)</p> <p style="text-align: center;">Open the car door, Climb inside. I get to help my daddy drive! Fasten the seat belt, Shut the door, Start the motor, Hear it roar! Brrr! Brrr! Brrr!</p> <p style="text-align: center;">Off we go, Down the street, Waving to people We happen to meet.</p> <p><b>Teacher Note:</b> <i>Change the family member from daddy to others such as mother, grandmother, auntie, brother, or sister, for example.</i></p>
<p style="text-align: center;"><b>Going Shopping</b></p> <p style="text-align: center;">Come go the store with me, It's just down the street. We don't need a car, We can go on our feet.</p> <p style="text-align: center;">Daddy wants apples And onions and steak, Mother wants bread And strawberry cake.</p> <p style="text-align: center;">Brother wants chicken And fish and potatoes. I want cereal And lettuce and tomatoes.</p> <p style="text-align: center;">Come go to the store with me, It's just down the street. We don't need a car, We can go on our feet.</p>	<p style="text-align: center;"><b>Who Lives in My House?</b> (Sing to tune of "Farmer in the Dell")</p> <p style="text-align: center;">My mother lives in my house, My mother lives in my house, High-ho the dairy-o. My mother lives in my house.</p> <p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>• <i>Invite children to name persons who live in their house and sing a verse to include that person. Match the words of the song to the different family situations in which your children live.</i></li> <li>• <i>Be sensitive to who lives in each child's home.</i></li> </ul>

**The Work Families Do**  
(Sing to tune of "Farmer in the Dell")

My father drives a truck,  
My father drives a truck,  
High-ho-the dairy-o.  
My father drives a truck.

My mother works at home,  
My mother works at home.  
High-ho the dairy-o.  
My mother works at home.

My sister goes to school,  
My sister goes to school.  
High-ho the dairy-o.  
My sister goes to school.

**Teacher Note:** *Be familiar with and sensitive to each child's family members and what they do. Invite children to say what different family members do and make up verses to the song. Be creative as you add the verses.*

**I Love My Family**

Some families are large, (spread arms out wide)  
Some families are small, (bring arms close together)  
But I love **my** family (cross arms over chest)  
Best of all.

**I Have a Special Grandma**  
(Sing to tune of "I'm a Little Teapot")

I have a special Grandma, I like to see.  
I love her and she loves me  
When I go to see her, we have fun.  
From early morning 'til the day is done.

**Teacher Note:** *Substitute the names of other relatives when singing this song with children; relatives such as Grandpas, Aunts, Uncles and Cousins. Ask children what they call their Grandma or Grandpa and substitute those names.*

**I'm Bringing Home a Baby Bumblebee**

I'm bringing home a baby bumblebee,  
(cup hands together)  
Won't my mommy be so proud of me?  
(thumbs to chest)  
I'm bringing home a baby bumblebee,  
(cup hands together)  
Ouch! He stung me!  
(clap hands loudly)

**Learning Goal:**

**EL1.1 Shows interest in literacy experiences**

**Planned Experience: Storytelling (YT & OT)**

- *The Napping House (A Story A Month)* (See Attachment: [The Napping House](#))
- *Are You My Mother? (A Story A Month)* (See Attachment: [Are You My Mother?](#))
- *The Three Bears (A Story A Month)* (See Attachment: [The Three Bears](#))
- *The Three Little Pigs (A Story A Month)* (See Attachment: [The Three Little Pigs](#))
- *Peter's Chair (A Story A Month)* (See Attachment: [Peter's Chair](#))
- *Ask Mr. Bear (A Story A Month)* (See Attachment: [Ask Mr. Bear](#))

**Teacher Note:** Review the books listed here and look at the storytelling figures. Select the books and storytelling figures that you think will be the best match for the children in your group. If some of the stories seem too long for your toddlers, consider showing the pictures in order and telling the story rather than reading it in its entirety. Then present the story using the storytelling figures.

**How to begin:**

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

**Teacher Note:** Follow the procedures listed above for the sets of storytelling figures you choose to make and use.

**Learning Goals:****SE3.1 Shows awareness of self as unique individual** (*sense of identity*)**EL3.1 Responds to features of books and print****EL3.2 Shows knowledge of the shapes, names, and sounds of letter** (*alphabet knowledge*)**SS1.1 Demonstrates positive connection to family and community** (*family and cultural identify*)**Planned Experience: Our Family's Favorite Cereal Book (YT & OT)****Materials:** Front panels from empty cereal boxes, one sheet of paper per child, glue, metal rings, yarn or a three-ring binder with clear plastic sheets**How to begin:**

- Send home a note asking each family to send the front panel from an empty box of their favorite family cereal. Suggest that they write their name and the name of their child on the back of the panel.
- Cut out an 8" x 7" section of the cereal box panel. Make sure it has the logo.
- Write each child's name on an individual sheet of paper.
- Assist each child in gluing their cereal box panel to a sheet of paper. It is best to do this with one or two children at a time.
- Show each child his or her name on the page. Say, "This says Jordan. Jordan, your family's favorite cereal is Cheerios."
- Put the pages together to create a book.
- Make a cover for the book. A suggested title is: ***Our Family's Favorite Cereal.***
- Invite a child or two to join you in the book area. Show the individual page of the children who have joined you and say, "I wonder whose page this is."
- Wait to see if children recognize their individual page. If the child recognizes his cereal, say, "Yes, Jordan, that's your page."
- Show the child his or her name and say, "This says Jordan. Jordan, your family's favorite cereal is Cheerios," as you point to the cereal box panel on the page.

**Extensions:**

- Place the book in the library area for children to look at on their own.
- Observe and listen to children. Do they look at the book? Do they name the cereals?

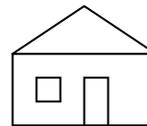
**Teacher Note:** *Have extra cereal box panels should a family fail to send one. Allow the child to select one of the panels for his or her page.*

**Learning Goals:****CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (problem solving)****LD1.1 Understands and responds to language (in child's home language)****Planned Experience: Packing My Bag to Take to Grandma's (OT)****Materials:** Tote bag, pajamas or nightgown, children's book, soft stuffed toy**How to begin:**

- Place pajamas, children's book and stuffed toy in tote bag.
- Take the packed tote bag to the Pretend Play area and say to children who join you, "I've packed my bag because I'm going to Grandma's to spend the night. What do you think I have in my bag?"
- Pause and wait for children to respond. Accept all answers and repeat what children say. For example "Angelo said he thinks I have a fire truck in my bag. Melinda said she thinks I have pajamas in my bag. Let's see if I have a fire truck and pajamas in my bag." Take out one item at a time and ask children to name it and say whether or not they would take the item to Grandma's.
- Encourage children to name other items they would pack in their bag.

**Teacher Notes:**

- *You may substitute the names of other family members that children might visit: aunt or cousins, for example.*
- *Leave the tote bag and packed items in the Pretend Play area. Observe to see what children put in the bag and listen to their comments.*
- *Consider putting a second tote bag in the area to prevent children from arguing over "my bag."*

**Learning Goal:****MT2.1 Uses classification and patterning skills (classification)****Planned Experience: Houses of Felt (OT)****Materials:** Different colors of felt, scissors, felt board**How to begin:**

- Make pairs of large felt houses that are exactly the same in color and shape. For example, make 2 red houses, 2 blue houses, 2 green houses, and 2 yellow houses.
- Invite a child to join you in playing a game with houses.
- Allow child to manipulate the houses.
- Invite child to find the two matching houses, "the houses that are alike" and place them on the felt board.
- Acknowledge the child's accomplishments by saying, for example, "Steven, you matched the two red houses and put them on the board."
- Repeat the activity with other children who seem to be interested.
- Allow children to manipulate the houses even though they may not be able to match the colors.

**Extension:**

- Involve two children in a matching activity.
- Invite one child to select a house and put it on the board.
- Say to the second child, "Mitch, Steven has put a blue house on the board. Can you find another blue house (or a house just like Steven's) and put it on the board next to Steven's house."

**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.***Safety Note:** *Use the scissors to cut out the felt houses when children are not present. Keep adult scissors out of reach of children.*

## Social and Emotional Activities

### Learning Goals:

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

**EL1.1 Shows interest in literacy experiences**

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

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

**Planned Experience: Places We Call Home (YT & OT)**



**Materials:** Pictures of each child's place they call home, quart size sealable plastic bags, metal rings or yarn

### How to begin:

- Invite each child's family to take a photo of the outside of their home; a photo that includes the child, if possible.
- Create a card stock title page for the book: ***Places We Call Home***, and put it in a sealable plastic storage bag.
- Attach each photo to a sheet of card stock and write the following statement: This is a picture of \_\_\_\_\_ (child's name) home.
- Place each page in a sealable plastic storage bag.
- Join the bags together (on the sealed edges) using metal rings or short piece of yarn to create a book.
- Go to the book area and say to children that you are going to read a book about where they live; their homes.
- Allow children who join you to find their home. Make comments such as, "Yes, Aaron, that's your home. You live in an apartment building." Read the words on the page.
- Invite children to talk about who lives in the home with them,
- Leave the book in the book area. Observe to see if children look at it. Listen to their comments. Do they find their own home? Do they find the homes of other children?

### Extensions:

- Create a ***Places We Call Home*** book from magazine pictures.
- Include pictures that are representative of the homes of all of the children in your group.
- Involve children in looking at the book and naming the different types of dwellings.

### Teacher Notes:

- *Be aware of the homes in which each child lives. Be sensitive to a child who is living in a shelter, in a foster home, or lives in two different homes, for example. If you do not think that all families will be willing to provide a photo of their home, use the magazine picture idea instead.*
- *When you invite a child to join you in an activity, make sure the child is not actively engaged in something of interest.*

**Learning Goals:**

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

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

**Planned Experience: I Know Someone Special (YT & OT)**

**Materials:** None

**How to begin:**

- Gather a small group of children and say the following poem:

I know someone very special.  
Do you know who?  
I'll turn around and turn around (turn around)  
And then I'll point to you. (point to child)

- Invite children to say name of child you are pointing to.
- Repeat the poem as you point to each child in the group.

**Extensions:**

- Repeat the poem and change the actions. For example, say "I'll jump up and down and turn around," "I'll clap my hands and turn around, "I'll hug myself and turn around."
- Invite children to join you in doing the actions in the poem.

**Teacher Note:** *This activity adapted from **Brain Games for Toddlers and Twos** by Jackie Silberg, published by Gryphon House (2002).*

**Learning Goals:**

**SE2.1 Experiences, expresses, and regulates a wide range of emotions** (*emotional expression*)

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

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

**Planned Experience: Mirror, Mirror, What Do You See? (YT & OT)**

**Materials:** A hand-held mirror

**Hot to begin:**

- Sit on the floor with a child.
- Hold the mirror in your hand, smile and make a happy face as you say:  
Mirror, mirror, what do you see?  
I see a happy face looking at me.
- Hand the mirror to the child, ask her to look in it and make a happy face as you repeat the poem.
- Change the poem and your facial expressions and voice to include other emotions such as sad, grouchy, angry, sleepy and surprised.
- Invite the child to copy your facial expressions as you repeat the changed poem.

**Extensions:**

- Have a child stand in front of a full-length mirror as you say the following:  
Mirror, mirror, on the wall.  
I see Mitch standing so tall

**Teacher Notes:**

- *Make sure the mirrors in your classroom are safety mirrors. If you have a wall-mounted mirror, make sure it is firmly anchored to the wall.*
- *This activity adapted from **Brain Games for Toddlers and Twos** by Jackie Silberg, published by Gryphon House (2002).*

## Sensory and Art Materials and Activities

### Learning Goals:

**SE1.1** Forms trusting relationships with nurturing adults

**CA3.1** Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play

### Planned Experience: Bathing Babies (OT)

**Materials:** Waterproof baby doll, shallow plastic tub, soft washcloths, empty baby wash or shampoo bottle, small towel for drying the doll, large towel to put under the tub, blanket to wrap doll in after the bath

### How to begin:

- Put only 1 to 2 inches of water in the shallow plastic tub.
- Place tub on large towel. Put doll, 2 soft washcloths and small towel beside the tub.
- Invite a child to join you by saying, "Clarice, this baby sure is dirty. I need you to help me give her a bath."
- Invite child to select a washcloth. Suggest that she touch her face with the washcloth to feel how soft it is. Say, "This baby needs a soft washcloth for her bath."
- Observe and comment on what the child does. For example, "Clarice, you put some soap in the water so the baby will get clean."
- Model washing the doll if the child does not seem to know what to do. Describe what you are doing.
- Suggest that child dry the baby with the small towel and wrap it in the blanket so "the baby does not get cold."
- Remind child to "be gentle with the baby" and to keep water in the tub if she begins to splash it.

**Teacher Note:** *Have children wash hands before and after playing in the water tub.*

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### Learning Goal:

**ST2.1** Demonstrates knowledge of core science ideas and concepts

### Planned Experience: Textured Houses (YT & OT)

**Materials:** Poster board, scissors, markers, textured materials such as fake fur, sandpaper, wallpaper samples, corrugated cardboard, bubble wrap, aluminum foil, glue, hole punch, and metal ring

### How to begin:

- Cut house shapes from poster board and use markers to decorate the house and to draw windows and doors.
- Glue a different textured material on each door.
- Punch a hole in each house and attach with a metal ring to make a book.
- Invite children to join you in looking at the book about houses.
- Invite children to touch the different doors as you "read" the book about the house with the rough door, the soft door, and the bumpy door.
- Encourage older toddlers to use the descriptive words such as rough, soft and bumpy.

### Extensions:

- Know your children and create appropriate shapes for places the children call home. For example, if some children live in mobile homes and/or apartment building, create those shapes.
- Decorate the doors of the mobile homes and apartment buildings and include them on the ring.
- Personalize the homes by saying, "This is a mobile home like Will and Sean live in."

**Learning Goals:****SE3.1 Shows awareness of self as unique individual** (*preferences*)**PH2.1 Demonstrates fine motor strength, control and coordination****PH2.2 Adjusts grasp and coordination to use tools****CA2.1 Explores, manipulates, creates, and responds to a variety of art media** (*exploration of art*)**Planned Experience: Painting with Household Items (OT)****Materials:** newspaper or plastic tablecloth, washable tempera paints, trays for paint, paper, household items to use as brushes: dish mops, dish scrubbers, dish sponges, small sponges clipped in a clothespin, paper towels for wiping hands**How to begin:**

- Protect the work area with newspaper or a plastic tablecloth.
- Assist toddlers in putting on paint smocks or shirts.
- Place several colors of tempera paint in trays and put trays on table.
- Place a sheet of paper in front of each child at the table.
- Put several types of household item brushes in a container.
- Allow children to choose a brush and to try other brushes.
- Stay with children as they paint.
- Allow each child who wants to paint a turn.
- Assist children in wiping off hands after painting.

**Learning Goals:****CD1.1 Shows curiosity and a willingness to try new things****PH2.1 Demonstrates fine motor strength, control, and coordination****PH2.2 Adjusts grasp and coordination to use tools****CA2.1 Explores, manipulates, creates, and responds to a variety of art media** (*exploration of art*)**Planned Experience: Water Painting (OT)****Materials:** House painting brushes, buckets or pans for water**How to begin:**

- Take brushes and buckets outdoors. Fill buckets half-full with water. Sit buckets near wall of building with brushes nearby.
- Explain to children who join you that they can paint the “house” with water.
- Stay near the house painting, redirecting toddlers who may try and paint another child or themselves, for example, by saying, “Andre, you are a house painter and your house needs painting.”
- Make comments about what children are doing; comments such as “You’re painting up and down.”, “You’re reaching way up high with that brush.”, or “Jennine and Mashika, you’re painting side by side.”
- Say a painting chant with children:  

Painting up  
Painting down  
Painting, painting all around!
- Observe to see if children notice that the water on the wall is drying

**Teacher Notes:**

- *You will need to have as many brushes and water containers as there are children who want to paint. Consider spacing the water containers so that children are side by side.*
- *This activity is best done on a warm, sunny day.*

**Learning Goals:**

**SE1.2 Interacts with peers** (*stages of play/parallel play*)

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

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

**PH2.2 Adjusts grasp and coordination to use tools**

**CA2.1 Explores, manipulates, creates, and responds to a variety of art media** (*exploration of art*)

**Planned Experience: House Painting (OT)**

**Materials:** Large appliance box, house painting brushes, paint rollers, washable tempera paint, paint shirts or smocks, newspaper

**How to begin:**

- Cut out a door and windows in a large appliance box.
- Provide enough painting materials for 4 children.
- Take box, newspaper and materials for painting outdoors. Place newspaper on a smooth surface and sit the box on top of the paper. Place paint materials on all 4 sides of the house.
- Put on a paint shirt and invite 4 children to put on paint shirts and join you in painting the house.
- Model and describe the proper way to remove excess paint from the brush.
- Stay near the house painting, redirecting toddlers who may try and paint another child or themselves for example, by saying, "Lynne, you are a house painter and your house needs painting."
- Encourage children to paint side by side.

**Extensions:**

- Take the painted house indoors when the paint has dried and place it in area of the classroom where children can play in it. Consider placing it against a wall so that you can see all of the children as they play in and around the house.
- Observe to see if children take any of their toys into the playhouse. If not, add a couple of soft pillows, a doll or two and a couple of books.

**Teacher Notes:**

- *Consider have an alternative painting experience available on the playground when you plan to have both the **Water Painting** and the **House Painting** experiences available for children.*
- *Have more than one color of paint available for House Painting.*

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**Learning Goals:**

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

**CD1.2 Shows persistence in approaching tasks**

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

**Planned Experience: Putting On and Taking Off Lids (YT & OT)**

**Materials:** 4 or 5 plastic containers of different sizes with snap-on or screw-on lids, basket

**How to begin:**

- Put the containers and lids in a basket and place the basket on a table or floor within children's reach.
- Observe children's behavior with the containers and lids.
- Introduce the activity if this is necessary. For example, pick up one of the containers and say, "I'm trying to find the lid that fits this container."
- Assist a child who may be having difficulty finding a lid that fits by saying, "Ian, try this blue lid. See if it fits," or "This is a big container. See if you can find a big lid."

**Teacher Note:** *If this activity seems to frustrate children, put it away and bring it out at a later time.*

## Food/Nutrition Activities

### Learning Goals:

**SE3.2 Demonstrates competence and confidence**

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

**PH2.2 Adjusts grasp and coordination to use tools**

**PH3.1 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*)

### Experience: Cereal for Snack (YT & OT)

**Materials:** One small cereal bowl, one small spoon and napkin for each child and adult, non-sweetened cereal in a serving bowl, serving size scoop, small glass of milk for each child and adult

### How to begin:

- Sit at table with a small group of children.
- Give each child a bowl, spoon, napkin and glass of milk.
- Put one scoop of cereal in your bowl and say, "I'm serving myself one scoop of Cheerios. Ariana let me help you serve yourself one scoop of Cheerios." Assist children as needed to serve themselves a scoop of cereal.
- Allow children to eat dry cereal and drink their milk or assist them as needed to pour milk over cereal.

### Extension:

- Continue this activity each time children are served cereal.

### Teacher Notes:

- *Add to the snack what is needed to meet nutrition guidelines.*
- *Name the cereal that is being served. Talk with children about the cereals that were included in the book, **Our Family's Favorite Cereal**.*
- *It is important that adults sit at the table and eat with children to serve as models.*
- *Caregivers and children should always wash hands before participating in a food experience.*

## Movement, Music and Gross Motor Activities

### Learning Goals:

**PH1.1 Demonstrates locomotor skills** (*traveling*)

**MT3.1 Participates in exploratory measurement activities and compares objects** (*comparison*)

### Planned Experience: Tiny Steps – Big Steps (YT & OT)

**Materials:** None

### How to begin:

- Invite children to join you as you move around the playground, sometimes taking big steps and sometimes tiny steps.
- Verbalize what you are doing, changing your voice to be gruff when you take big steps and high when you take baby steps. For example, say in a gruff voice, "I'm taking big steps" and in a high voice, "Now I'm taking tiny steps."

### Extensions:

- Repeat this activity in the classroom if there is space for you and the children to safely move about.

**Learning Goals:****PH1.1 Demonstrates locomotor skills** (*traveling, complex movement*)**PH1.2 Shows stability and balance****Planned Experience: Tiptoe Through the House (YT & OT)****Materials:** None**How to begin:**

- Begin to tiptoe in an open space in the room, saying very quietly, finger on lips, “Tiptoe, tiptoe, who will tiptoe with me?” Show toddlers how to tiptoe.
- Tiptoe as long as the toddlers stay interested.

**Extensions:**

- Play a piece of quiet music, asking the toddlers to pretend they need to be very quiet so they don’t wake up the baby or Mommy or Daddy or Grandma, for example.
- Vary the tiptoe pathways (straight, curving and zigzagging).
- Repeat this activity throughout the year.

**Teacher Note:** *Walking on tiptoe uses the child’s own body weight to develop strength. It also helps with balance.***Learning Goals:****PH1.1 Demonstrates locomotor skills** (*body movement*)**LD1.1 Understands and responds to language** (*in child’s home language*)**Planned Experience: Move Like a Rag Doll (YT & OT)****Materials:** Rag doll**How to begin:**

- Take the rag doll to an area of the room where there is space for movement and say, “I have a special friend. His name is Yuri. Yuri likes to move his body. Let’s see if you can do what Yuri does.”
- Move the rag doll while describing the movement. Introduce actions such as jumping in place, touching your toes, touching your knees, nodding your head, moving your arms in circles, stretching to touch the sky, turning in a circle.
- Assist the children in calming down by introducing a slow movement such as clapping hands, tapping toes, and sitting on the floor.

**Extensions: Dance with Yuri**

- Say to the children, “Yuri likes to dance. He wants you to dance with him.” Move Yuri as though he is dancing.
- Play a dance tune and you, Yuri and the children dance together.
- Say, “Yuri’s tired. He needs to rest.” as you and the children sit on the floor together.

**Learning Goals:****PH1.1 Demonstrates locomotor skills** (*body movement, traveling, complex movement*)**CA1.1 Explores through listening, singing, creating, and moving to music** (*exploration of music and movement*)**Planned Experience: Movement and Music (YT & OT)****Materials:** CD player and CDs**How to begin:**

- Include in your daily schedule a specific time to involve children in moving to music.
- Collect CDs that include a variety of musical experiences for the children. See **Resources** located in **Focus Area #2, Introduction and Preparation** for a suggested list.
- Review the CDs in advance and select the songs that you think your children will enjoy.
- Vary the songs you use each day. Include some of children's favorites and add a new one.
- Conclude the movement and music time with a song that will help children calm down from being so active.

**Notes:**

- *Include songs with words from a child's home language that is not English.*
- *Include movement and music throughout the day, not just at the schedule time.*

**Transition Times****Learning Goal:****CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts** (*adjusting behavior to match context*)**Yuri Says**

- Use the rag doll in the **Move like a Rag Doll** experience to direct children to the desired activity.
- Say, for example, "Yuri says that Robin will wash her hands for lunch."

**Taking Big Steps**

- Practice with children taking big steps.
- Invite children to join you in taking big steps as you walk to the playground.

**A Helper I Will Be (Sing to tune of "The Farmer in the Dell")**

- Begin to sing the following song when it is time to put away the toys children are playing with and transition to another activity:

A helper I will be,  
A helper I will be.  
I'll pick up the toys and put them away.  
A helper I will be.

**Teacher Note:** *Consider including a specific toy and inserting that into the song. For example, sing "I'll pick up the cars/blocks/dolls and put them away."*

## **Family Connection and Engagement**

Send home the following Family Connection and Engagement activity:

- Activity – “Let’s Go Back and Forth” (See Attachment: [Let’s Go Back and Forth](#))

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