

## #2.4 – People in My Community

### Before You Begin

- Review the Introduction and Preparation for the Focus Area – My Family and My 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 that you can help toddlers explore:

- In my community there are people who help keep me safe.
- In my community there are people who help keep me healthy.

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

### Materials to Collect and Make

#### Featured Books

*Five Little Monkeys Jumping on the Bed* by Eileen Christelow

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

**Note:** *Select additional books from your classroom library*

#### Storytelling Figures

- Storytelling figures (felt or magnetic) for the book, *Five Little Monkeys Jumping on the Bed* (See Attachment: [Five Little Monkeys Jumping on the Bed](#))

#### Books to Make

*Keeping Me Safe* (See Attachment: [Keeping Me Safe](#))

*Keeping Me Healthy* (See Attachment: [Keeping Me Healthy](#))

#### Materials:

- Plastic Lazy Susan
- Pictures related to health
- Pictures related to safety
- File Folder & page protector
- Medical items such as: gauze, band-aid, cotton balls
- Zipper closure bags
- Health items such as: wash cloth, soap, shampoo, toothbrush and toothpaste

## Book List

### Featured book

\* *Five Little Monkeys Jumping on the Bed* by Eileen Christelow

## 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:

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

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

**Book:** *Five Little Monkeys Jumping on the Bed* by Eileen Christelow (YT & OT)

### First Reading of *Five Little Monkeys Jumping on the Bed*

- Go to the book area and begin to say the following:

#### **Five Little Monkeys**

(Say first verse only)

Five little monkeys jumping on the bed	(hold up five fingers)
One fell off and bumped his head.	(rub head)
Mamma called the doctor and the doctor said	(pretend to make telephone call)
"No more monkeys jumping on the bed!"	(shake finger as if scolding)

- Show book cover to children who join you and say, "We're going to read a book about five little monkeys jumping on the bed."
- Ask children if they have ever jumped on the bed and what did Mamma say about it.
- Read story with children, allowing time for them to see pictures and make comments about what monkeys are doing on each page.
- Follow up by inviting children to tell what monkeys in the story were doing.

### Second Reading of *Five Little Monkeys Jumping on the Bed*

- Go the book area and begin to say the first verse of **Five Little Monkeys**.
- Show the cover of the book and say the title.
- Read the story with children, pausing to count with children the monkeys on the bed after one has fallen off.
- Follow up by showing page 30, where monkeys are in bed with bandages on their heads. Invite children to discuss what monkeys have on their heads and why.
- Invite children to discuss times they have had bandages or band aids.

**Teacher Note:** *The counting and discussion experiences will probably be more appropriate for older toddlers. Know your children and adapt the reading steps according to their interests and attention spans.*

**Teacher Note:** *Read the book with individual children who seem particularly interested in the story. Invite lots of discussion about what is happening in the story and relate it to children's personal experiences.*

**Learning Goals:**

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

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

**Planned Activity: Keeping Me Safe (YT & OT)**

**Materials:** *Keeping Me Safe* Book (See Attachment: [Keeping Me Safe](#))

**How to begin:**

- Go to the book area and begin to sing the following:

**Keeping Us Safe**

*(Sing to tune of Wheels on the Bus)*

Fire fighters help to keep us safe.  
Keep us safe, keep us safe.  
Fire fighters help to keep us safe,  
All over town.

Police officers help to keep us safe,  
Keep us safe, keep us safe.  
Police officers help to keep us safe  
All over town.

- Use the attached cover and related pages to create a book titled *Keeping Me Safe*.
- Laminate the pages or put into clear page protectors.
- Bind with metal rings or place in three-ring binder.
- Show cover of book to children who join you and say, “This book is about people who keep us safe.”
- Invite children to look at the pictures on the cover and identify them. For younger toddlers you might say, “Can you show me the fire truck?” For older toddlers, you might ask, “Can you tell me who this is? Yes, that’s a fire fighter. He helps keep us safe by putting out fires.” Help children identify the people and the vehicles on the cover.
- Show each page of the book and involve children at their level of interest and understanding. For some children this may be pointing to the picture when you name it and for others it may be naming the picture and telling something about it. For example, an older toddler may tell about seeing a fire truck and the noise it made.

**Teacher Note:** *If you are able to get photos of firefighters and /or police officers, perhaps photos of relatives of your children, then use the photos instead of the attached graphics for the book.*

## Planned Activity: Keeping Me Healthy (YT & OT)

**Materials:** *Keeping Me Healthy* Book (See Attachment: [Keeping Me Healthy](#))

### How to begin:

- Use the attached cover and related pages to create a book titled *Keeping Me Healthy*
- Laminate the pages or put into clear page protectors.
- Bind with metal rings or place in three-ring binder.
- Take the book to the book area and say to children, "I'm looking at a book about doctors and nurses and ambulances."
- Invite children who join you to look at the pictures on the cover and identify them. For younger toddlers you might say, "Can you show me the picture of the ambulance?" For older toddlers, you might ask, "Can you tell me who this is? Yes, that's a dentist. He's looking at the boy's teeth." Help children identify the people and the items on the cover.
- Show each page of the book and involve children at their level of interest and understanding.
- For some children this may be pointing to the picture when you name it and for others it may be naming the picture and telling something about it. For example, older toddlers may tell you about brushing their teeth before they go to bed.

## 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*)

### Five Little Monkeys

Five little monkeys jumping on the bed One fell off and bumped his head. Mamma called the doctor and the doctor said "No more monkeys jumping on the bed!"	(hold up five fingers) (rub head) (pretend to make telephone call) (shake finger as if scolding)
Four little monkeys jumping on the bed One fell off and bumped his head. Mamma called the doctor and the doctor said, "No more monkeys jumping on the bed!"	(hold up four fingers) (rub head) (pretend to make telephone call) (shake finger as if scolding)
Three little monkeys jumping on the bed One fell off and bumped his head, Mama called the doctor and the doctor said, "No more monkeys jumping on the bed!"	(hold up three fingers) (rub head) (pretend to make telephone call) (shake finger as if scolding)
Two little monkeys jumping on the bed One fell off and bumped his head. Mama called the doctor and the doctor said, "No more monkeys jumping on the bed!"	(hold up two fingers) (rub head) (pretend to make telephone call) (shake fingers as if scolding)
One little monkey jumping on the bed He fell off and bumped his head. Mama called the doctor and the doctor said, "No more monkeys jumping on the bed!"	(hold up one finger) (rub head) (pretend to make telephone call)

### Police Officer

Police officer stands so tall and straight.  
He holds up his hand for cars to wait.  
He blows his whistle, "Tweet! Tweet! Tweet!"  
Until we safely cross the street.

**Teacher Note:** Substitute "she" for "he" in the finger play so that children understand that a police officer can be either male or female.

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### Keeping Us Safe

*(Sing to tune of Wheels on the Bus)*

Fire fighters help to keep us safe.  
Keep us safe, keep us safe.  
Fire fighters help to keep us safe,  
All over town.

Police officers help to keep us safe,  
Keep us safe, keep us safe.  
Police officers help to keep us safe  
All over town.

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### Tiny Tim

Miss Lucy had a baby,  
She named him Tiny Tim.  
She put him in the bathtub  
To see if he could swim.

He drank up all the water,  
He ate up all the soap.  
He tried to eat the bathtub  
But it wouldn't go down his throat.

Miss Lucy called the doctor,  
Miss Lucy called the nurse.  
Miss Lucy called the lady  
With the alligator purse.

In walked the doctor,  
In walked the nurse.  
In walked the lady  
With the alligator purse.

"Measles," said the doctor.  
"Mumps," said the nurse.  
"Nothing," said the lady  
With the alligator purse.  
Out went the doctor,  
Out went the nurse.  
Out went the lady  
With the alligator purse.

**Teacher Note:** An adaptation of the poem, *Tiny Tim*, is the book, *The Lady with the Alligator Purse* by Nadine Bernard Westcott.

**Learning Goal:**

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

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

*Five Little Mondays Jumping on the Bed* (See Attachment: *Five Little Monkeys Jumping on the Bed*)

**How to begin:**

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

**Learning Goal:**

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

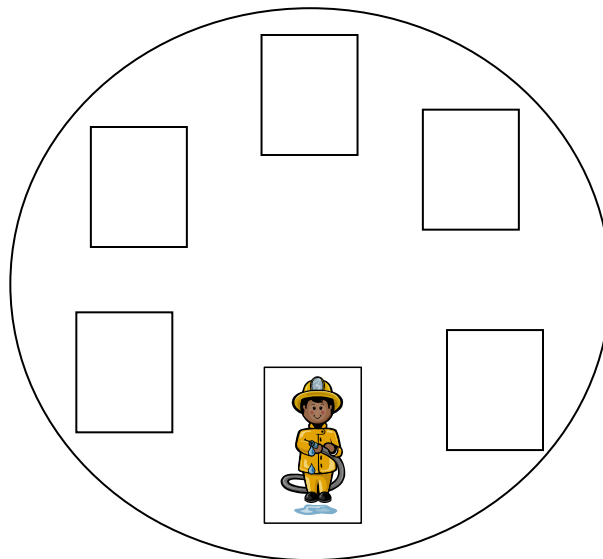
**LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language) (expressive vocabulary)**

**Planned Activity: Name it - Lazy Susan (YT & OT)**

**Materials:** Plastic lazy Susan spice rack, paper, clear self-adhesive paper, five or six pictures related to health and five or six pictures related to safety

**How to begin:**

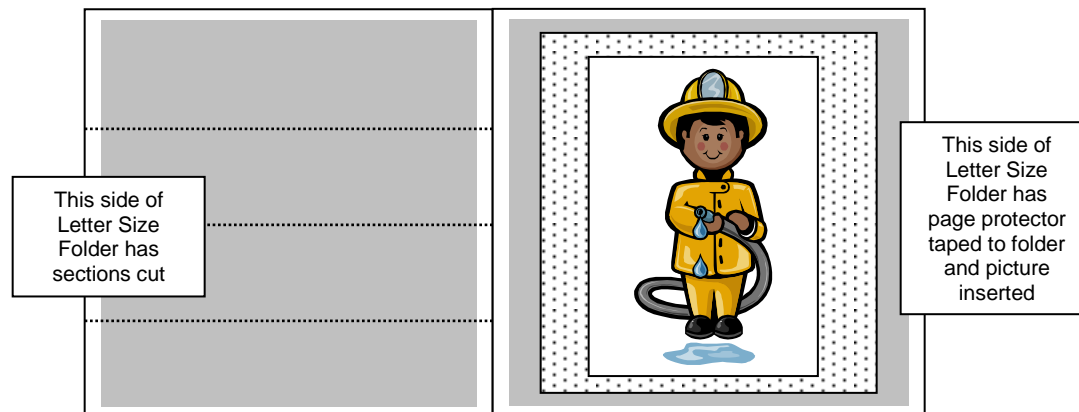
- Cut out a circle of paper that will fit inside the lazy Susan.
- Use tape on the back of the "safety" pictures to secure them to outer edges of the circle. Space the pictures so there is equal distance between them.
- Cut out a circle of self-adhesive paper and place over the pictures for durability.
- Use tape on back of the circle to secure it to the lazy Susan.
- Place the lazy Susan in front of a young toddler and allow him to experiment with it.
- Show him how to turn it around if he does not discover this on his own.
- When the lazy Susan stops turning, point to the picture appearing upright and say to the younger toddler, "Can you show me the fire engine?" For the older toddler, ask, "Can you tell me what is in that picture?" and invite child to tell you something about each of the objects.
- Repeat this activity so that toddler can identify all of the pictures.



**Extensions:**

- Use the same procedure to create a circle of "health" pictures and involve young toddlers in identifying the pictures in the circle.
- Vary the activity by asking children to name the objects in the circle.
- Involve older toddlers in telling you something about each of the objects.

**Teacher Note:** *Create other circles of pictures with a theme and involve children in identifying, naming and talking about the pictures.*

**Learning Goals:****LD1.1 Understands and responds to language (in child's home language)****CD3.1 Uses reasoning and planning ahead to solve problems and reach goals** (*problem solving*)**Planned Activity: Surprise Picture (OT)****Materials:** letter-size file folder, clear plastic page protector, pictures that relate to health and safety (fire fighter, doctor, nurse, fire engine, for example), tape**How to begin:**

- Tape the back of a clear plastic page protector to the inside of the folder.
- Cut the cover of the folder into strips that are 2" to 3" wide. Cut from the edge of the cover to the center fold.
- Insert an 8 ½ x 11 inch picture into the page protector and close the folder.
- Invite one or two children to join you in looking at the "surprise" picture.
- Fold back one strip at a time to reveal a part of the picture and invite children to predict what it is.
- Continue folding back one strip at a time until the entire picture is revealed. If children have not figured out what the picture is, say "Surprise!" as you fold back the last strip.

**Extensions:**

- Allow all children who are interested a turn with this experience.
- Change out the pictures in the plastic page protector to keep children interested.

**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 Goals:

**SE3.1 Shows awareness of self as unique individual**

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

### Planned Activity: How Tall Am I? (YT & OT)

**Materials:** strips of adding machine tape, one strip per child, a measuring tape, pencil or pen

### How to begin:

- Ask families to tell you how tall their child was at birth.
- Prepare strips of adding machine tape approximately 6" longer than the child is tall. (one strip per child)
- Use the measuring tape to measure how tall the child was at birth and mark this on the child's individual strip of adding machine tape. Include the child's name and date of birth.
- Use the measuring tape and measure and mark on the adding machine tape how tall the child is now. Record the child's height next to the mark.
- Repeat this procedure for each child in the group.
- Show the children how much they have grown and talk about how tall they are now.
- Display the tapes in the classroom for a few days. Share them with parents, then store them in the child's portfolio or individual folder.

### Extensions:

- Consider adding a current photo to each child's tape so that the child will know which tape is his.
- Measure the child every two months and add the new mark to show how much the child has grown.
- Ask families to tell you how much their child weighed at birth, weigh the child and share with families their child's current weight. Record this information in the child's portfolio or individual folder. Weigh the children every two or three months and add this information to the child's record.

## Sensory and Art Materials and Activities

### 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)**

**LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)** (*expressive vocabulary*)

### Planned Activity: What's in the Medical Bag? (OT)

**Materials:** collection of items such as gauze, band-aid, thermometer, tongue depressor, cotton balls and cloth, mesh or paper bag or shoebox

### How to begin:

- Show the collection of items to two or three toddlers and invite them to name them. Help them with items they may not know the names of. Invite them to tell you their experiences with the items.
- Invite them to explore the items and talk with them about how the items feel.
- 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.
- Continue this activity with other toddlers having a turn.

**Teacher Note:** *Items such as a tongue depressor and thermometer are to be used for this activity only and are not intended for children's play.*



### **Planned Activity: Keeping Myself Clean Bag (OT)**

**Materials:** collection of items such as wash cloth, bar of soap, bottle of shampoo, toothbrush, toothpaste and cloth, mesh or paper bag or shoebox

#### **How to begin:**

- Show the collection of items to two or three toddlers and invite them to name them. Help them with items they may not know the name of. Invite them to tell you their experiences with the items.
- Invite them to explore the items and talk with them about how the items feel.
- 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 she was correct.
- Continue this activity with other toddlers having a turn.

**Note:** *The items are to be used for this activity only and are not intended for children's play.*

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#### **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: Bag Painting (YT & OT)**

**Materials:** thick washable tempera paint in dark colors, gallon size heavy-duty zipper closure bags, 8 ½" x 11" white paper, measuring spoon, masking tape, blunt drawing tools such as fingers, craft sticks, plastic spoons

#### **How to begin:**

- Put 3 tablespoons of tempera paint into a heavy-duty zipper closure bag. Ease out as much of the air as possible. Zip the bag closed.
- Place white paper (slightly smaller than the bag) on a low table. Put the paint-filled bag on top of the paper.
- Tape the edges of the bag securely to the table.
- Place the craft sticks and plastic spoons on the table.
- Observe the children. Do they use their fingers? Do they experiment with the different tools? Do they make designs? Do they wipe away the designs and start again?

#### **Extensions:**

- Fill the bag with other ingredients such as blue hair gel or liquid starch tinted with food coloring.
- Slip a sheet of aluminum foil into the bag, place the paint on top of the foil and close the bag as before. As children draw on the surface of the bag, the foil will show through.

**Teacher Note:** *Closely supervise this activity. Consider doubling the bag if you are concerned about leakage. Make sure children have no sharp objects such as scissors that might puncture the bag.*

**Teacher Note:** *This activity adapted from the book, **First Art – Art Experiences for Toddlers and Twos**, by Mary Ann F. Kohl with Renee Ramsey and Dana Bowman, published by Gryphon House (2002).*

## Movement, Music and Gross Motor Activities

### Learning Goals:

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

**PH1.2 Shows stability and balance** (*core stability*)

### Planned Activity: Balancing Act (OT)

**Materials:** 5 feet of masking tape that is 2 to 3 inches wide

### How to begin:

- Apply masking tape to the floor in a straight line.
- Introduce the activity if children do not begin to walk on the tape. For example, ask child to stand at one end of the tape and say, "Jennie, can you walk all the way to the end of the tape?"
- Suggest that child holds arms out to the side to assist in balancing.

### Extensions:

- Add a balance beam or board that is only slightly above floor level if you feel that children are ready for this.
- Hold the hand of a child who may need this support
- Draw a chalk line on the sidewalk outdoors and suggest that children walk on it.

**Note:** *Allow only one child at a time to walk on the masking tape line or balance beam. Closely supervise children, especially as they walk on the low beam.*

**Note:** *Be aware that children will vary in their development of this skill.*

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### Learning Goals:

**PH1.1 Demonstrates locomotor skills** (*body movement, traveling*)

**PH1.2 Shows stability and balance**

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

### Planned Activity: Follow the Leader (YT & OT)

**Materials:** none

### How to begin:

- Say to children, "We're going to play a game called **Follow the Leader**. Listen and watch and do what I say and do. Are you ready?"
- Begin with something easy such as clapping your hands three times.
- Add other activities such as jumping up and down in place, marching around the room, walking on tiptoes, flapping arms, stomping feet, crawling under a table.
- Give verbal instructions for the activities.

### Extensions:

- Play **Follow the Leader** and alternate between doing the behavior and giving verbal instructions.

**Learning Goals:**

**PH1.1 Demonstrates locomotor skills**

**CA1.1 Explores through listening, singing, creating, and moving to music**

**Planned Activity: 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.

**Teacher 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 scheduled time.*

**Transition Times**

**Learning Goals:**

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

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

<p style="text-align: center;"><b>Where is Susie?</b> <i>(Sing to tune of “Are You Sleeping?” / “Where is Thumbkin?”)</i></p> <p style="text-align: center;">Where is Susie? Where is Susie? There she is. There she is. Go and wash your hands. Go and wash your hands. Wash your hands. Wash your hands.</p>	<p style="text-align: center;"><b>The Children on the Bus</b> <i>(Sing to the tune of “Wheels on the Bus”)</i></p> <p style="text-align: center;">The children on the bus walk to the playground. Walk to the playground. Walk to the playground. The children on the bus walk to the playground. It’s time to go outside.</p>
<p style="text-align: center;"><b>Two Little Friends</b> Two little friends Sitting so still. One named Ivory And one named Megan. Walk to the table, Ivory. Walk to the table, Megan. Sit right down. Sit right down.</p>	

**Teacher Note:** *These transitions are adapted from finger plays listed earlier. Adapt other finger plays previously listed in other curriculum plans as transitions to move children from one activity or place to another.*

**Teacher Note:** *Substitute names of children in your group when singing “Where Is Susie?”*

## Family Connection and Engagement

- Suggest that families prepare a tote bag to take for their toddler when they visit the medical office or clinic. Include in the bag a stuffed animal or doll that the child is attached to and a couple of their toddler's favorite books.
- Copy and send home to each family, "Keeping Your Child Safe – A Message to Parents". (See Attachment: [Keeping Your Child Safe](#))