

## #3.1 – Toys for Hugging and Pretending

### Before You Begin

- Review Introduction and Preparation for the Focus Area – My Favorite Things for Play and Learning.
- 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 toys that you can help them explore:

- I like toys that are soft and that I can hug and cuddle.
- I like toys which help me pretend.

### Materials to Collect and Make

#### Featured Books

*Corduroy* by Don Freeman

*Head, Shoulders, Knees and Toes* by Annie Kubler (BB)

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

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

#### Books to Make

*Touch Teddy's Tummy* (See Attachment: [Touch Teddy's Tummy](#))

#### Storytelling Figures

- Storytelling figures (felt or magnetic) for the book, *Corduroy* (See Attachment: [Corduroy](#))

#### Additional Materials

- Stuffed animals (supplied by either family or center)
- Soft baby dolls
- Doll clothes
- Doll bed or cradle
- Doll blankets
- Pairs of textured bunnies
- Small and large stuffed animals
- Small and large baskets or boxes

## Book List

### Featured Books

\**Corduroy* by Don Freeman

\**Head, Shoulders, Knees and Toes*, illustrated by Annie Kubler

## 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**

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

**Book:** *Head, Shoulders, Knees and Toes* illustrated by Annie Kubler (YT & OT)

### First Reading of *Head, Shoulders, Knees and Toes*

- Take a stuffed animal with you to the book area. Keep it out of sight until after you have read the book to the children. Begin to say or sing the following while standing:

#### Head and Shoulders

(Suit actions to words)

Head, shoulders, knees and toes, knees and toes!  
Head, shoulders, knees and toes, knees and toes  
And eyes and ears and mouth and nose.  
Head, shoulders, knees and toes, knees and toes!

- Repeat the activity with children who join you.
- Sit down and show children the book, *Head, Shoulders, Knees and Toes*.
- Look at each page and as you read the body part on the page, touch that part of your body. Do children imitate you?
- Call children's attention to the stuffed animals on the pages.
- Show the children the stuffed animal you have brought to the book area and say or sing. "Head and Shoulders" as you touch that part of the body on the stuffed animal.

### Extensions:

- Invite children to bring a stuffed animal to the book area.
- Say the rhyme and invite children to show you that body part on their animal as you say the rhyme.

### Teacher Notes:

- *The words and music to "Head and Shoulders" can be found on the back cover of the book..*
- *Select a stuffed animal that is upright so that children can easily see the shoulders, knees and toes.*

### **Second Reading of *Head, Shoulders, Knees and Toes***

- Take a doll with you to the book area. Keep it out of sight until after you have read the book to the children. Begin to say or sing the action rhyme, “Head, Shoulders, Knees and Toes”.
- Sit and show the cover of the book and say the title.
- Show a page and read the body part. Invite children to show you that body part on their bodies.
- Show the doll to the children ask if the doll has a head, shoulders, knees, toes, eyes, ears, and mouth and nose.
- Touch a body part on the doll and invite children to name it. If children are unable to name the body part, touch the head, for example, and ask, “Is this the doll’s head?” or “Show me the doll’s head.” Repeat this with all of the body parts in the rhyme.

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**Book:** *Corduroy* by Don Freeman (OT)

### **First Reading of *Corduroy***

- Go to the book area holding a stuffed bear. Say to the children, “I’m going to read a story about a bear like this one.”
- Ask the children who join you if they have a bear at home. Does their bear have a name?
- Sit the bear beside you and show the children the cover of the book. Say, “The name of the story is *Corduroy*. *Corduroy* is the name of the bear in the story”.
- Read the story with the children, showing the pages so all can see the pictures.
- Follow up by asking children if they hug their bears or other stuffed animals they have at home.

**Teacher Note:** *Consider showing the pictures and telling the story if you think the book is too long to read to the children.*

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### **Second Reading of *Corduroy***

- Say to the children, “I’m going to the book area to read a story about a bear whose name is *Corduroy*.”
- Show cover and read the title.
- Read the story with the children who join you.
- Follow up by inviting children to tell about their experiences in a toy store or a store where toys are sold. What toys did they buy? Ask children if they have ever been on an escalator? Where? How did they feel when they were on the escalator?

### **Third Reading of *Corduroy***

- Invite children to select a stuffed animal or doll and join you in the book area to read a story.
- Show the cover of the book and ask children if they recall the name of the bear in the story. Say, “Yes, *Corduroy* is the bear’s name.”
- Read the story with the children.
- Follow up by showing the last page and reading the text again. Invite children to give their stuffed animal or doll a big hug.
- Thank the children for bringing their friend to listen to the story.

## Language and Cognitive Materials and Activities

**Learning Goals:**

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

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

<p style="text-align: center;"><b>Three Baby Dolls (YT &amp; OT)</b></p> <p>I have three baby dolls (hold up 3 fingers)          They all belong to me. (point to self)          Can you help me count them?          1 – 2 – 3. (count each finger)</p>	<p style="text-align: center;"><b>I’ve a Dear Little Dolly (YT &amp; OT)</b>  <i>(Hold a doll in your arms as you say this rhyme)</i></p> <p style="text-align: center;">I’ve a dear little dolly          And her eyes are bright blue. (point to eyes)          She can open and shut them (open and shut eyes)          And she smiles at me, too. (smile at children)          In the morning I wake her          And I take her out to play.          But what I like best is to rock her (pretend to rock doll)          At the close of the day.</p>
<p style="text-align: center;"><b>Miss Polly Had a Dolly (OT)</b>  <i>(Suit actions to words)</i></p> <p style="text-align: center;">Miss Polly had a dolly          Who was sick, sick, sick.          So she called for the doctor          To come quick, quick, quick.</p> <p>The doctor came with his bag and his hat,          And he knocked at the door          With a rat-a-tat-tat.</p> <p style="text-align: center;">He looked at the dolly          And he shook his head,          And he said, “Miss Polly,          Put her straight to bed.”</p> <p style="text-align: center;">He wrote out a paper          For a pill, pill, pill.          That’ll make her better,          Yes it will, will, will!</p> <p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>• Repeat the rhyme at another time and invite children to join you in clapping out the rhyming words that occur in groups of three; for example: sick, sick, sick and quick, quick, quick.</li> </ul> <p><b>Teacher Note:</b> <i>Consider having a doll as a prop as you say this rhyme with the children.</i></p>	<p style="text-align: center;"><b>Floppy Rag Doll (YT &amp; OT)</b>  <i>(Suit actions to words)</i></p> <p style="text-align: center;">Flop your arms, flop your feet,          Let your hands go free.          You’re the floppiest rag doll          I will ever see.</p> <p><b>Teacher Note:</b> <i>Consider having a rag doll as a prop as you say this rhyme with the children. Flop the doll’s arms, feet and hands to illustrate the words.</i></p>

<p><b>Teddy Bear, Teddy Bear (YT &amp; OT)</b> (<i>Suit actions to words</i>)</p> <p>Teddy bear, teddy bear, Turn around. Teddy bear, teddy bear, Touch the ground. Teddy bear, teddy bear, Touch your shoe. Teddy bear, Teddy bear, Say how do you do.</p> <p><b>Teacher Note:</b> <i>Substitute children’s names in the rhyme as follows:</i></p> <p>Nicholas, Nicholas, Turn around Nicholas, Nicholas, Touch the ground. Nicholas, Nicholas, Touch your shoe. Nicholas, Nicholas, Say how do you do.</p> <p><b>Teacher Note:</b> <i>Consider having a teddy bear to give directions and have children follow them.</i></p> <p>Teddy bear, teddy bear, Says “Turn around.” Teddy bear, teddy bear, Says, “Touch the ground.” Teddy bear, teddy bear, Says, “Touch your shoe.” Teddy bear, Teddy bear, Says “How do you do.”</p>	<p><b>A Bear Came to Visit (OT)</b> (<i>Have a stuffed bear as you say the rhyme</i>)</p> <p>A bear came to visit me! He thought I was a tree. First he sat upon my knee (place bear on your knee) Then he climbed down to my toes (crawl bear from your knee to your toes) Oh no, now he’s looking at my nose. (turn bear so it is looking at your nose)</p> <p><b>Note:</b> <i>Try this with child/children willing to participate:</i></p> <p>A bear came to visit Tawana, He thought she was a tree. First he sat upon her knee (place bear on child’s knee) Then he climbed down to her toes (crawl bear from child’s knees to toes) Oh no, now he’s looking at Tawana’s nose (turn bear so it is looking at child’s nose)</p>
<p><b>My Little Bunny (YT &amp; OT)</b> (<i>Have a stuffed bunny or another animal, changing name to match animal</i>)</p> <p>My sweet little bunny Hopping on the ground. (hop bunny up and down) My sweet little bunny Looking all around. (have bunny look around the room) My bunny looks up high (hold bunny high in the air) My bunny looks down low (bring bunny down to ground)</p> <p>Run, bunny, run (move bunny as though running) Oh, oh, oh, My sweet little bunny Where did you go? (hide bunny behind your back) My sweet little bunny Ran far away My sweet little bunny Please come back and play. (bring bunny from behind your back)</p>	<p><b>Little Red Box (YT &amp; OT)</b> (<i>Have a red box with a stuffed animal or doll in it as you say the rhyme</i>)</p> <p>I wish I had a little red box To put my teddy in. I’d take him out (take animal out) And kiss, kiss, kiss (blow kisses at animal) And put him back again. (return animal to box)</p> <p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>• Repeat the rhyme at other times, using a different animal and changing the words to fit.</li> <li>• Invite children to guess what animal is in the box before saying the rhyme.</li> </ul>

**Learning Goal:**

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

**Planned Activity: Storytelling (OT)**

*Corduroy* (A Story a Month) (See Attachment: [Corduroy](#))

**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.

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**Learning Goals:**

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

**CD1.1 Shows curiosity and a willingness to try new things** (*exploration and investigation*)

**Planned Activity: Touch Teddy's Tummy (YT & OT)**

**Materials:** teddy bear pages (See Attachment: [Touch Teddy's Tummy](#)), fleece, fake fur, satin, sandpaper, plastic lid, cotton balls, glue, yarn or metal rings

**How to begin:**

- Cut out circles the size of the teddy bear's tummy from fleece, fake fur, satin, sandpaper and a plastic lid.
- Glue the circles and cotton balls to the tummies of the bears.
- Use either yarn or metal rings to create a book with the cover page and the textured pages.
- Take a stuffed teddy bear to the book area and invite children to join you for a story about a teddy bear.
- Invite children to touch the teddy bear and describe how it feels.
- Read the book with the children.
- Follow up the reading by showing each page and inviting children to touch the bear's stomach. Include the texture words. For example, say "Touch the bear's fuzzy stomach."

**Extension:**

- Provide a second set of circles to match the ones in the book.
- Place the circles on the floor after reading the book.
- Review a page and invite a child to find the matching circle. Allow children to touch both circles and say, "Jaden, the two circles feel the same. They are both fuzzy."

**Learning Goal:**

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

**Planned Activity: What Can Your Doll Do? (OT)**

**Materials:** Dolls or stuffed animals that have hands and feet

**How to begin:**

- Collect either dolls or stuffed animals, one per child and for you.
- Invite two or three children to join you for this activity, giving each a doll or an animal.
- Sit on the floor with the children and say, "We're going to play a game with our dolls/animals. I'll do something with my doll and you do it, too."
- Demonstrate and invite children to do the following with their dolls:
  - Wave hands
  - Clap hands
  - Move legs up and down
  - Clap feet together
  - Dance around
  - Throw a kiss
  - Give a hug

**Teacher Note:** *Invite older toddlers to suggest other actions for the dolls and include their ideas.*

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**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: Where's the Bear? (YT)**

**Materials:** Three hand towels and a stuffed animal

**How to begin:**

- Lay three hand towels on a low table or on the floor and place the bear under one of them.
- Say to children who join you, "I've lost my bear and can't find it. Can you help me find it?"
- Reinforce success of children when they find the bear. For example, say, "Royce, you found the bear. He's not lost anymore."
- Hide the bear under one towel, then move it under another towel, and again invite children to find the bear.

**Extensions:**

- Vary the game by hiding a favorite stuffed animal in the room as a toddler watches you.
- Say the following rhyme to encourage the child to find the animal:

Where is baby duckling?  
Where can she be?  
Let's see if we can find her  
As quick as one, two, three.

- Hide other animals and say the rhyme, changing the name of the stuffed animal.

**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.*

**Learning Goals:**

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

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

**Planned Activity: Name the Animals (OT)**

**Materials:** 4 or 5 different stuffed animals

**How to begin:**

- Set out 4 or 5 stuffed animals on the floor in the book area or on a low table.
- Allow children to play with the animals. Listen to them. Do they say the names of the animals?
- Invite children to tell you the name of each animal.
- Involve children in discussing characteristics of the animals; how they feel as children touch them, the color of each animal, the parts of the body, for example.

**Extension:**

- Involve older toddlers in giving the animals a name.
- Begin by saying to children, “We all have names. My name is Ms. Dot.” Invite each child to say his or her name.
- Continue by saying, “I think this cat needs a name. What name do you think we can give to the cat?” Accept all answers and help children choose one of the suggested names.
- Involve children in giving each of the animals a name.

**Learning Goals:**

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

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

**Planned Activity: Big and Little Animals (OT)**

**Materials:** 6 to 8 stuffed animals, some small and some large, and two baskets or boxes, one large and one small

**How to begin:**

- Set out the animals and the two baskets.
- Allow children to explore and experiment with the animals and containers.
- Select one of the large animals and say, “I’m going to put this big rabbit in the big basket. Raul, can you find another big animal to put in the big basket?”
- Continue the game by involving children in sorting all of the animals by size.

**Extension:**

- Allow children to continue playing with the animals and containers.
- Observe to see if they sort the animals by size into the appropriate container.

**Teacher Note:** *Make sure the animals and containers are obviously small and large.*

## Self, Social and Emotional Activities

### Learning Goal:

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

### Planned Activity: Reading with a Friend (YT & OT)

**Materials:** Two or three stuffed animals and one of children's favorite books

### How to begin:

- Place the stuffed animals in the library area around the book shelf.
- Say to children, "I see some animals in the book area. They are ready to listen to a story."
- Go to the area and begin to read the book to the animals. Move the animals close to you as you read.
- Involve children who join you in listening to the story. Allow children to hold the animals as they listen to the story.
- Complete the story and tell the children you have to go to another area. Say, "Teddy still wants to read. Would you like to read to Teddy?"
- Observe to see if children read to the animals? Do they select another book?
- Make positive comments such as "Teddy really liked that story" to child who reads to animal.

### Learning Goals:

**SE2.2 Interprets and responds to the feelings of others**

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

### Planned Activity: Taking Care of Babies (YT & OT)

**Materials:** Three or four baby dolls, scarves, doll blankets, doll clothes, boxes or baskets

### How to begin:

- Place the dolls on a rug in the pretend play area.
- Have separate containers for scarves, blankets and doll clothes.
- Go to the pretend play area and say, "I see some dolls that need someone to help take care of them."
- Model and invite children who join you to help take care of the babies. Encourage them to rock and sing to the babies and to carry them in their arms. Ask them if they think their baby is hungry or cold, or needs a change of clothes. Demonstrate and assist with dressing and undressing the dolls as needed.
- Sing a quiet lullaby as you hold and rock the doll. Model hugging and cuddling the doll. Pat it gently. Talk with the doll in a soft and loving voice.
- Encourage children to show affection to their doll by hugging and cuddling it.

### Extensions:

- Leave the dolls and clothes in the pretend play area.
- Observe to see if children continue to take care of the dolls.

**Teacher Note:** *Encourage boys to be involved in caring for the babies. You might say, "Eric, you could be the father and take the baby for a walk."*

**Learning Goal:****SE1.2 Interacts with peers****Planned Activity: Picnic with Friends (OT)**

**Materials:** stuffed animal for each child, blankets to sit on, food for picnic, picnic basket, picnic supplies

**How to begin:**

- Send a note home to families inviting the child's favorite stuffed animal, doll or teddy bear to a picnic on a specific day.
- Provide stuffed animal or doll for children who may not bring a toy from home.
- Decide with children where to have the picnic. Have an inside location in case of bad weather.
- Spread the blankets on the ground or floor and invite children to sit around the edge with their special friend next to them.
- Join the children as you enjoy the picnic together.

**Extensions:**

- Take photos of the children as they enjoy their picnic with their friends.
- Place the photos in an album. Label the photos.
- Place the album in the book area. Join children in looking at the album together.
- Invite families to look at the album with their child. Suggest that children talk with their families about the picnic, naming the other children in the group.

**Teacher Note:** *Consider having a snack picnic rather than a lunch picnic.*

## Sensory and Art Materials and Activities

**Learning Goals:****SE2.2 Interprets and responds to the feelings of others****CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play****Planned Activity: 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.*

**Learning Goal:**

**MT2.1 Uses classification and patterning skills** (*classification*)

**Planned Activity: Match the Bunnies (YT & OT)**

**Materials:** 4 or 5 pairs of bunnies (See Attachment, [Match the Bunnies](#)), with round tummies cut from soft fabric such as fake fur, fleece, and velvet or velveteen, magnetic or Velcro strips, magnet or felt board (each pair of bunnies tummies should be the same)

**How to begin:**

- Make 4 or 5 pairs of bunnies with round tummies cut from soft fabric such as fake fur, fleece and velvet or velveteen, for example.
- Attach a magnetic or Velcro strip to the back of each bunny.
- Place the bunnies face up on the floor.
- Select one of the bunnies and place it on the felt or magnetic board and say, “Yvonne, I’ve put a soft, fuzzy bunny on the board. Can you find another soft, fuzzy bunny just like this one? That’s right. Now put the soft, fuzzy bunny on the board next to mine.”
- Continue the activity, allowing children turns finding the matching bunnies.
- Encourage children to feel the softness of the bunnies.

## Movement, Music and Gross Motor Activities

**Learning Goal:**

**PH1.1 Demonstrates locomotor skills**

**Planned Activity: Animal Train (YT)**

**Materials:** 2 or 3 boxes, strong tape, yarn or rope, stuffed animals

**How to begin:**

- Locate boxes that are large enough to hold a stuffed animal.
- Hook the boxes together with tape or rope. Attach a piece of yarn or rope to the front of the box.
- Place the train and two or three stuffed animals in the block area.
- Observe to see if children put the animals in the train and begin to pull it. If not, say, “I think the animals want to go on a train ride. Alexandra, which animal do you want to put on the train?”
- Encourage child to pull the animal train.

**Teacher Note:** *The yarn or rope that is attached to the front of the box should only be long enough for the child to pull the train.*

**Teacher Note:** *Careful supervision is needed to help children take turns with pulling the train and to make sure that they only use the rope for pulling the train.*

**Learning Goals:**

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

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

**Planning Activity: Driving My Teddy (OT)**

**Materials:** stuffed animal for you and for each child

**How to begin:**

- Say to children, "I'm going for a drive in my pickup truck" and walk around the room pretending to drive a car.
- Invite toddlers to join you as you continue to walk around the room.
- Hold a stuffed animal in your hands and say to children, "I think Teddy wants to drive the truck." Hold the animal in front of you and move the arms as though the animal is driving the truck.
- Show children how to move the animal's arms if they seem to be having problems understanding what to do.
- Walk around the room with children behind you. Make car sounds, pretend to beep the horn, and stop for a traffic light.

**Learning Goal:**

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

**Planned Activity: Parade of the Animals (YT & OT)**

**Materials:** stuffed animal for you and for each child, CD with march music, CD player

**How to begin:**

- Provide sufficient space for children to safely move around the room.
- Provide a stuffed animal for you and for each child.
- Begin to play the music and to march around the room. Invite children to join you.

**Extensions:**

- Substitute a drum beat for the music. Beat a drum as you lead children around the room with their animals.
- Lead children outdoors with their animals and continue to march around the playground.
- Have a basket available for children to place their animals in when the activity is over.

**Transition Times**

**Learning Goal:**

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

**Teddy Bear Says**

- Use a stuffed bear or a bear puppet to give children directions for a transition from one activity to another.

**March the Animals Outdoors**

- Conclude the **Parade of the Animals** experience by leading children outdoors with their animals.
- Have a basket available outdoors for children to place their animals in when the activity is over.

**Teacher Notes:**

- *Adapt other finger plays previously listed as transitions to move children from one activity or place to another. Include transitions from previous topics that worked.*
- *Consider creating a transition file, either in a small notebook or on index cards, for easy and quick reference.*

## Family Connection and Engagement

Send home the following Family Connection and Engagement activity:

- Activity #31 – “My Book of Favorite Things” (See Attachment: [“My Book of Favorite Things”](#))

Include a Family Response Sheet for the activity (See Attachment: [Family Response Sheet](#))

Suggest that the book be completed over the next weeks as children participate in additional experiences about **My Favorite Things for Play**. For example, for the first pages of the book, children can include pictures of stuffed animals and dolls.