



	<ul style="list-style-type: none"> <li>• Begin to eat the fruit. Talk about how sweet the banana tastes and that you really like the cantaloupe because it tastes sweet, too.</li> <li>• 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.”</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Try other fruit such as small pieces of pineapple, pears, peaches or watermelon.</li> </ul> <p><b>Note:</b> <i>Check for food allergies before introducing any new foods to children. Make sure fruit pieces are of a size that keep children from choking on them. Caregivers and children should always wash hands before participating in a food experience.</i></p>
 <p><b><u>Movement, Music and Gross Motor Experiences</u></b></p>	<p><b>Benchmarks:</b> 5.1.C Develops gross motor skills 6.1.C Gains an understanding of basic concepts and relationships</p> <p><b>Planned Experience:</b> Shake, Shake, Shake that Bottle (YT &amp; OT)</p> <p><b>Materials:</b> Sound Bottles (Review the section in <b>Curriculum Tips and Techniques</b> for Making Sensory Bottles)</p> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>• Place two or three of the bottles on a shelf where children can easily see and select them.</li> <li>• Observe as a child experiments with the bottle.</li> <li>• Join the child, select a bottle, and begin to sing the following song to the tune of “Row, Row, Row Your Boat.” Suit actions to the words.</li> </ul> <p style="text-align: center;"><i>Shake, shake shake that bottle, Shake it if you can. We can shake it, then we’ll stop. Then we’ll start again.</i></p> <p style="text-align: center;"><i>Shake, shake shake that bottle Shake it if you can. Shake it loud, then shake it soft. Then we’ll start again.</i></p>
 <p><b><u>Transition Times</u></b></p>	<p><b>Who’ll Clean Up with Me?</b></p> <ul style="list-style-type: none"> <li>• Use the rhyme, “Hickety Pickety Bumblebee” as a transition. Say “Hickety Pickety Bumblebee. I need Javier to help pick up the blocks with me.”</li> </ul> <p><b>Note:</b> <i>Adapt other fingerplays previously listed as transitions to move children from one activity or place to another.</i></p>



**Family  
Experiences**

Send home the following activity sheet from Infant and Toddler Family Connection:

- Activity #25 – “Book about Me” ([See Attachment: Book about Me](#))

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

# Younger Toddler

# Weekly Plan Sheet

Week of \_\_\_\_\_ Topic #1.1 My Name- I'm Growing \_\_\_\_\_ Caregiver(s) \_\_\_\_\_

## Big Ideas

- I have a name.
- I am growing.

## Changes to the Environment

Language Materials / Books	Manipulative Exploration	Gross Motor Materials & Equipment / Blocks	Sensory Exploration	Pretend Play	Outdoor Exploration
Add books: <b>See How We Have Grown</b> , selected Mother Goose books, container of pictures	Add knob puzzles	Add people figures and Grocery Bag blocks	Add sensory bottles, sound bottles	Add large soft dolls, dress-up clothes, unbreakable full-length and hand held mirror, toy telephones	Go on a sensory walk

## Experiences for the Week

Day	Books	Finger Plays, Language and Cognitive	Self, Social and Emotional	Sensory, Art, Nutrition	Movement, Music, and Gross Motor	Transition Times
<b>Monday</b>	<b>Select:</b> Mother Goose Book – p. 2	<b>FP or Song:</b> I Am Special – p. 2 <b>Game:</b> The Name Game – p. 4	Someone Special – p. 5	Sensory Bottles – p. 5	Shake, Shake, Shake that Bottle – p. 7	Who'll Clean Up with Me? – p. 7
<b>Tuesday</b>	<i>See How We Have Grown</i> – p. 4	<b>FP or Song:</b> Where Is Jackson? – p. 2 <b>Game:</b> The Name Game – p. 4	Someone Special – p. 5	Sensory Bottles – p. 5	Sally Go Round the Sun – p. 3	Who'll Clean Up with Me? – p. 7
<b>Wednesday</b>	<b>Select:</b> Mother Goose Book – p. 2	<b>FP or Song:</b> I See Ryan – p. 3 <b>Storytelling:</b> Jack and Jill – p. 2	Someone Special – p. 5	Sticky Experience – p. 6	Shake, Shake, Shake that Bottle – p. 7	Who'll Clean Up with Me? – p. 7
<b>Thursday</b>	<i>See How We Have Grown</i> – p. 4	<b>FP or Song:</b> Hickety Pickety Bumble Bee – p. 3 <b>Game:</b> The Name Game – p. 4	Someone Special – p. 5	Fruit Tasting - p. 5	Sally Go Round the Sun – p. 3	Who'll Clean Up with Me? – p. 7
<b>Friday</b>	<b>Select:</b> Mother Goose Book – p. 2	<b>FP or Song:</b> Jack Be Nimble – p. 3 <b>Storytelling:</b> Jack be Nimble - p. 2	Someone Special – p. 5	Sensory Bottles – p. 5	Shake, Shake, Shake that Bottle – p. 7	Who'll Clean Up with Me? – p. 7

Week of \_\_\_\_\_ Topic #1.1 – My Name – I’m Growing \_\_\_\_\_ Caregiver(s) \_\_\_\_\_

### Big Ideas

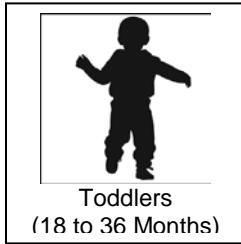
- I have a name.
- I am growing.

### Changes to the Environment

Language Materials / Books	Manipulative Exploration	Gross Motor Materials & Equipment / Blocks	Sensory Exploration	Pretend Play	Outdoor Exploration
Add books: <b>See How We Have Grown</b> , Mother Goose books, container of pictures	Add knob puzzles	Add people figures and Grocery Bag blocks	Add sensory bottles, sound bottles	Add large soft dolls, dress-up clothes, unbreakable full-length and hand held mirror, toy telephones	Go on a sensory walk

### Experiences for the Week

Day	Books	Finger Plays, Language and Cognitive	Self, Social and Emotional	Sensory, Art, Nutrition	Movement, Music, and Gross Motor	Transition Times
<b>Monday</b>	<b>Select:</b> Mother Goose Book – p. 2	<b>FP or Song:</b> I Am Special – p. 2 <b>Game:</b> The Name Game – p. 4	Someone Special – p. 5	Sensory Bottles – p. 5	Shake, Shake, Shake that Bottle – p. 7	Who’ll Clean Up with Me? – p. 7
<b>Tuesday</b>	<i>See How We Have Grown</i> – p. 4	<b>FP or Song:</b> Where Is Jackson? – p. 2 <b>Illustrated Chart:</b> Jack and Jill – p. 3	Someone Special – p. 5	Sensory Bottles – p. 5.	Sally Go Round the Sun – p. 3	Who’ll Clean Up with Me? – p. 7
<b>Wednesday</b>	<b>Select:</b> Mother Goose Book – p. 2	<b>FP or Song:</b> I See Ryan – p. 3 <b>Storytelling:</b> Jack and Jill – p. 2	Someone Special – p. 5	Sensory Bottles – p. 5	Shake, Shake, Shake that Bottle – p. 7	Who’ll Clean Up with Me? – p. 7
<b>Thursday</b>	<i>See How We Have Grown</i> – p. 4	<b>FP or Song:</b> Hickety Pickety Bumble Bee – p. 3 <b>Game:</b> The Name Game – p. 4 <b>Illustrated Chart:</b> Jack Be Nimble – p. 3	Someone Special – p. 5	Fruit Tasting – p. 11	Sally Go Round the Sun – p. 3	Who’ll Clean Up with Me? – p. 7
<b>Friday</b>	<b>Select:</b> Mother Goose Book – p. 2	<b>FP or Song:</b> Jack Be Nimble – p. 3 <b>Storytelling:</b> Jack Be Nimble – p. 3	Someone Special – p. 5	Sensory Bottles – p. 5	Shake, Shake, Shake that Bottle – p. 7	Who’ll Clean Up with Me? – p. 7



## THE FAMILY CONNECTION

### Activity #25 “Book about Me”

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**You will need:** Photo album or scrapbook  
Photos of your child from birth  
Special items such as birth announcement and birthday cards

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#### Before you begin:

- Collect the photos and items to be included in your child’s book.

#### Try this activity!

- Talk with your child about the two of you creating a book about him.
- Involve your child in selecting the photo album or scrapbook to be used.
- Begin to develop the book with your child. Think of this as an ongoing activity that will take place over a period of time.
- Consider these suggestions as you and your child develop the book together:
  - Involve your child in creating a cover for the book. The cover can include your child’s name and a photo taken at birth or soon after.
  - Add a birth announcement or information about the date, time and place of birth, weight and height at birth, and name of parents.
  - Add photos of important events such as the first tooth, sitting up alone, crawling, walking, and the first birthday.
  - Write comments under each photo; “Jeff is crawling” and put the date.
  - Add items such as birthday cards received.
  - Add photos of other family members and family pets.
- Look at the book with your child and talk about the photos and items included.
- Suggest that your child show the book to other family members and family friends.



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#### Connect with your child’s caregiver!

- Be willing to share the book with your child’s caregiver and the other children if this is requested by the child care program.



## FAMILY RESPONSE

We'd like to hear from you about this Infant and Toddler Family Connection Activity.  
Please return this Family Response sheet by \_\_\_\_\_





Name of Activity: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Tell us who in your family participated in this activity with your child:

\_\_\_\_\_

Help us evaluate the effectiveness of the Family Connection information and activity by rating the items listed below. Check the boxes that best express your opinion.




Family Response	Interested 	Excited 	Bored 	Frustrated 
My reaction to the information contained in the <b>Family Connection</b> activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child's reaction as he/she participated in the <b>Family Connection</b> activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The reaction of myself and/or other family members who participated in the <b>Family Connection</b> activity with my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My overall rating for this <b>Family Connection</b> activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Give us any additional comments and suggestions. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

 <p><b><u>Big Ideas</u></b></p>	<p>Here are some big ideas about toddlers that you can help them explore:</p> <ul style="list-style-type: none"> <li>➤ My body has many parts.</li> <li>➤ I can move my body in many ways.</li> <li>➤ I can do many things by myself and with help from others.</li> </ul>
 <p><b><u>Materials to Collect and Make</u></b></p>	<p><b><u>Featured Books</u></b></p> <p><i>From Head to Toe</i> by Eric Carle (+BB)  <i>Hands Can</i> by Cheryl Willis Hudson, photographs by John-Francis Bourke (+BB)  <i>Head, Shoulders, Knees and Toes</i> illustrated by Annie Kubler (BB)  <i>I Can</i> by Helen Oxenbury (BB)</p> <p><b>Key:</b> (BB) – Available in Board Book only          (+BB) – Also available in Board Book</p> <p><b>Note:</b> See the <b>Book List</b> section, for additional books that can be used should some of the featured books be unavailable and as supplemental books to read with children.</p> <p><b><u>Storytelling Figures and Mother Goose Rhyme Charts</u></b></p> <ul style="list-style-type: none"> <li>• Storytelling figures (felt or magnetic) for the book, <i>From Head to Toe</i>, <a href="#">See Attachment</a></li> <li>• Locate at <a href="#">A Story a Month</a> on the Arkansas Better Beginnings website: Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, Jack Be Nimble</li> <li>• Illustrated Mother Goose Rhyme Chart, Jack Be Nimble</li> </ul> <p><b><u>Books to Make</u></b></p> <p><i>See How We Have Grown</i></p> <p><b><u>Additional Materials</u></b></p> <ul style="list-style-type: none"> <li>• Sensory bottles</li> <li>• Sound bottles</li> <li>• Unbreakable hand-held and wall-mounted mirror</li> <li>• Textured balls, fleece or felt balls, rolled-up socks, nylon-net puffs (for bathing)</li> <li>• Grocery bag blocks</li> </ul>
 <p><b><u>Book List</u></b></p> <p>*Featured Books</p>	<p>*<i>From Head to Toe</i> by Eric Carle</p> <p>*<i>Hands Can</i> by Cheryl Willis Hudson, photographs by John-Francis Bourke</p> <p>*<i>Head, Shoulders, Knees and Toes</i> illustrated by Annie Kubler</p> <p>*<i>I Can</i> by Helen Oxenbury</p> <p><i>All by Myself</i> by Ivan Bates</p> <p><i>Barnyard Banter</i> by Denise Fleming</p>

*Bright Eyes, Brown Skin* by Cheryl Willis Hudson & Bernette G. Ford, Illustrated by George Ford

*Dandelion* by Don Freeman

*Here are My Hands* by Bill Martin, Jr. & John Archambault, illustrated by Ted Rand

*Hey, Little Baby* by Nola Buck, illustrated by R. W. Alley

*I Can, Can You?* by Marjorie W. Pitzer (photos of babies and toddlers with Down syndrome as they discover and enjoy new experiences)

*Just Enough* by Teri Daniels, illustrated by Harley Jessup

*Mop Top* by Don Freeman

*Quick as a Cricket* by Audrey Wood, illustrated by Don Wood

*Two Eyes, a Nose and a Mouth* by Robert Grovel Intrater



**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.

**Benchmarks:** 4.5.C Shows enjoyment of books and stories  
 4.3.C Responds to verbal and non-verbal communication  
 1.2.C Becomes aware of self as a unique individual  
 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities

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

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

- Go to the book area and 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?

**Note:** The words and music to “Head and Shoulders” can be found on the back cover of the Book.

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

- Go to the book area and 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.
- Stand and repeat the action rhyme, “Head, Shoulders, Knees and Toes”.

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**Book:** *Hands Can* by Cheryl Willis Hudson, photographs by John-Francis Bourke (YT & OT)

**First Reading of *Hands Can***

- Go to the book area and began to say the following rhyme:

**Clap Your Hands**  
(Suit actions to words)

Clap your hands 1 – 2 – 3.  
Clap your hands just like me.

Repeat the rhyme

- Say to children who join you, “We clapped our hands 1 – 2 – 3. Let’s see what else our hands can do.”
- Show cover of the book, *Hands Can*, and ask children what they think the girl is doing with her hands.
- Show pictures and talk about what hands are doing in each one.
- Allow children to point to the pictures and comment about what they see.

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**Second Reading of *Hands Can***

- Say “Clap Your Hands” rhyme as a way to invite children to the book area.
- Show the cover to children who join you and say, “The name of this book is *Hands Can*. Let’s see what hands can do.”
- Read the story with the children. Make sure all can see the pictures in the book.
- Follow up the reading by returning to the beginning of the book and involving children in saying what hands are doing on each page.
- Model and invite them to do the appropriate actions with their hands.

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**Book:** *I Can* by Helen Oxenbury (YT)

**First Reading of *I Can***

- Sit in the book area with an individual child as you read the book, *I Can*.
- Show the first two pages and say, “This baby is sitting and this baby is crawling.”
- Continue describing what the child is doing on each page. After the first two pages, change from “baby” to “little boy.” For example, “The little boy is jumping. Now the little boy is stomping.”

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**Second Reading of *I Can***

- Sit in the book area with one or two children next to you.
- Show the cover and say, “This little boy is dancing. Let’s see what else is happening in this book.”
- Show the first two pages and invite children to point to the baby that is sitting and the baby that is crawling. Continue with the activities the little boy is doing.
- Stand up and model and involve the children in some of the activities that the little boy is doing.

**Book:** *From Head to Toe* by Eric Carle (OT)

**First Reading** of *From Head to Toe*

- Go to the book area and say, "I'm going to read a book about a monkey, and a cat and an elephant and all the things they can do."
- Show the cover and say, "This is a gorilla. I wonder what he can do."
- Talk through the book this first time, rather than reading it. For example, say, "The penguin is turning its head and the little girl is, too." "The giraffe is bending its neck and the little boy is, too."

**Second Reading** of *From Head to Toe*

- Go to the book area and show the cover and give the title, *From Head to Toe*. Call attention to the gorilla's head and toes.
- Read the book with the children. Make sure all can see the pictures.
- Follow up by returning to the beginning of the book and inviting children to name the animals. Help them if they have difficulty recalling some of the names.

**Third Reading** of *From Head to Toe*

- Go to the book area and show the cover and give the title of the book.
- Say to children, "Let's stand and see if we can do what the animals do."
- Read the double-spread pages, do the motions, and encourage children to join you.

**Note:** *When doing the donkey kicks, make sure children have space so that they do not kick each other.*

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



**Language  
and  
Cognitive  
Materials  
and  
Experiences**

**Benchmark:** 4.5.C Shows enjoyment of books and stories

**Planned Experience:** **Storytelling:** *From Head to Toe* (YT& OT)  
**Storytelling, Mother Goose Rhyme:** Jack Be Nimble (YT & OT)

**How to begin:**

- Make either felt or magnetic storytelling figures for the story and the rhyme.
- Read the book and the rhyme 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 and say the rhyme.
- Involve children in placing figures on the story board when you feel they can do this.

**Benchmarks:** 4.4.C Communicates through language  
1.2.C Becomes aware of self as a unique individual

**Jack Be Nimble**

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

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

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