



Connections:

Infant and Toddler Curriculum for Responsive Caregiving, 12-24 Months

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I. INTRODUCTION

Welcome to Connections: Infant and Toddler Curriculum for Responsive Caregiving, 12-24 Months. From 12-24 months, children explore the world with increasing autonomy. Their rapid development supports this independence and gives them new tools to investigate their surroundings. During this time, children typically develop increased physical mobility, verbal ability, and experience cognitive shifts that open new doors for exploration as well.

As toddlers develop large motor control and the ability to physically navigate the space around them, they are increasingly able to explore new parts of the world. This emerging mobility is both exciting and can produce anxiety for both adults and toddlers alike. Toddlers who are beginning to explore locomotion need adults to act as a secure base from which to explore the world. Adults who care for these toddlers need to be prepared to both keep toddlers safe while allowing them to move and explore. For more information on locomotion, see Section VI Child Development Background Information.

This year of life also typically includes rapid verbal development. While babies communicate from birth, between 12 and 24 months they typically develop language skills that are easier for adults to interpret. During this period toddlers may use gestures, start saying a few simple words, and even begin to string words together. Additionally, along with their increasing expressive vocabulary, toddlers are also able to understand more words and language. By talking with toddlers, narrating both their actions and yours, and using language in your everyday experiences together, you are supporting development of their expressive and receptive vocabulary.

This period also includes an emerging ability to explore emotions- those of self and others. Over the course of this year, toddlers may become increasingly aware that they are separate from others, and become more interested in their peers. This shift in social-emotional understanding, coupled with an emerging ability to use language to communicate, can result in new attempts to share feelings and ideas. Sometimes these skills work in tandem and toddlers can share feelings and ideas. Sometimes toddlers are unable to pinpoint their emotions, or find

the language required to share them which can result in frustration and tantrums. For more information on validating emotions, see Section VII Appendices.

This piece of the Connections curriculum, like all pieces, is designed to support caregivers in engaging in responsive care that is grounded in child development. It includes child development information, strategies and cues to support reflection as well as activity ideas to try to with children. In this section of the curriculum, activity ideas are grounded in big ideas toddlers may be exploring on their own as they play, or may be interested in exploring together. Some of these big ideas are *Hello and Goodbye*, *Up and Down*, and *Big and Little*.

While the ideas in this curriculum may inspire fun and learning, your relationships with the children in your classroom are the foundation for high quality care. As you make decisions about daily care and activities, begin by considering what you know about your children and families. Work with your families to understand their values and caregiving practices and use this knowledge as well as what you see children do each day to guide your classroom caregiving practices.

Connections: Responsive Caregiving for Infants and Toddlers

The New York City Department of Education Connections curriculum is designed to support infant and toddler educators in providing responsive care. The curriculum offers guidance for caregivers of children from 6 weeks through 3 years and is comprised of three sections: 6 weeks to 12 months, 12-24 months, and 24-36 months. Connections is grounded in research on developmental expectations as described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* (ELOF), which outlines the development programs support as they engage with our youngest children. By using Connections as written, programs will ground their practice in the expectations and expertise of the ELOF. Teaching staff should refer to the ELOF when implementing Connections in order to connect their observations of each child with ELOF goals and to guide their planning as they work to meet the needs of all children in their care.

Guiding Principles of the Early Learning Outcomes Framework:

Each child is unique and can succeed. Children are individuals with different rates and paths of development. Each child is uniquely influenced by their prenatal environment, temperament, physiology, and life experiences. With the appropriate support, all children can be successful learners and achieve the skills, behaviors, and knowledge described in the Framework.

Learning occurs within the context of relationships. Caring families, teachers, and other adults matter in a young child's life. Responsive and supportive interactions with adults are essential to children's learning.

Families are children's first and most important caregivers, teachers, and advocates. Families must be respected and supported as the primary influence in their child's early learning and education. Their knowledge, skills, and cultural backgrounds contribute to children's school readiness.

Children learn best when they are emotionally and physically safe and secure. Nurturing, responsive, and consistent care helps create safe environments where children feel secure and valued. In these settings, children are able to engage fully in learning experiences.

Areas of development are integrated, and children learn many concepts and skills at the same time. Any single skill, behavior, or ability may involve multiple areas of development. For example, as infants gain fine motor skills, they can manipulate objects in new ways and deepen their understanding of cause and effect. As preschoolers gain new verbal skills, they can better manage their emotions and form more complex friendships.

Teaching must be intentional and focused on how children learn and grow. Children are active, engaged, and eager learners. Good teaching practices build on these intrinsic strengths by providing developmentally appropriate instruction and opportunities for exploration and meaningful play.

Every child has diverse strengths rooted in their family's culture, background, language, and beliefs. Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds. Effective teaching practices and learning experiences build on the unique backgrounds and prior experiences of each child.

Early Learning Outcomes Framework Domain Organization

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Click [here](#) to access the Guiding Principles of the Head Start *Early Learning Outcomes Framework* online.

II. Responsive Caregiving

12 months-24 months

So much to explore!

Every child is unique with its own needs, wants, and desires. However, there are some behaviors and characteristics typical to each stage of development, as well as responsive approaches and strategies adults can use that encourage growth and development. Use this chart to reflect on children’s behaviors and your own responses.

	CHILDREN OFTEN	ADULTS SHOULD	CHILDREN WILL BE LEARNING
SLEEPING	Sleep about 11-14 hours (including naps) over the course of a 24 hour period.	Talk to families about their sleep routines. Whenever possible, use the same routines the family uses.	To sleep well and to sleep on their own.
	Transition from two naps per day to one.	Stick to a regular daily schedule which includes plenty of time for the child to nap. Note children’s sleep habits and changes in sleep habits. Remain flexible to changing routines as children’s sleep needs change.	To feel safe and secure in the classroom which leads to smooth transitions to sleep.
DIAPERING	CHILDREN OFTEN	ADULTS SHOULD	CHILDREN WILL BE LEARNING
Begin to develop control over their bladder and bowels.	Note children’s habits when starting to consider toilet learning. Children are generally ready to use the toilet when they: <ul style="list-style-type: none"> • Stay dry for longer periods of time. • Notice when they are urinating or having a bowel movement. • Are physically able to sit on a potty, and manipulate their clothing for successful toileting (e.g. pull pants up and down). 	To use the toilet successfully	

EATING

	<ul style="list-style-type: none"> • Are interested in toileting behaviors. • Can follow simple directions. <p>See Section VI. Appendices for information and resources on toilet learning.</p>		
	CHILDREN OFTEN	ADULTS SHOULD	CHILDREN WILL BE LEARNING
	Express opinions about food and may seem to become picky eaters.	Avoid power struggles around food. Offer 3-4 healthy options and let the child determine which items, and how much to eat.	To assert independence.
		Introduce new flavors, textures, and foods that are nutrient rich since toddlers have small stomachs. Avoid foods that pose a risk for choking. Watch for allergic reactions and respond promptly if concerns arise.	To move toward a more sophisticated diet and develop preferences for healthy foods.
	Want to feed themselves. They will likely use their fingers first, then move to utensils.	Let children feed themselves as they are able. Supply food that is safe for children to eat on their own, but always supervise and support mealtimes. Support children if they seem frustrated.	To control their fine motor muscles and develop increasing dexterity
	Transition from using a bottle to using a cup.	Begin to introduce a cup at mealtime. After the child has begun eating, add a cup of milk to the meal. Slowly cut bottles from the child’s daily routine.	Develop increasing autonomy in feeding and ability to use traditional dishes and utensils at mealtime.
	Skip meals.	Offer children three healthy meals and two or three healthy snacks per day but	To assert their independence and listen to their bodies’ hunger cues. This is essential in developing healthy eating habits.

PLAYING

		allow children to skip meals and/or snacks if they indicate this need.	
	CHILDREN OFTEN	ADULTS SHOULD	CHILDREN WILL BE LEARNING
	Show increasing interest in the world around them and physically manipulating objects around them.	Allow children to explore and investigate the world around them as much as possible.	To problem solve and understand how the world works. They may overgeneralize at first (e.g. put ALL toys away on the same shelf, because putting one toy away on that shelf made you happy earlier).
	Become frustrated when things do not work as expected.	Allow children to explore as much as possible, but be present and provide guidance when you notice children becoming frustrated.	
	Use gestures and actions to communicate.	Talk with children as they play and explore the world. Narrate their actions as well as your own. Use both familiar and new vocabulary as children play.	New words and language skills such as stringing words together to make short sentences.
	Develop increasing receptive and expressive vocabulary.		
	Begin to use their imaginations.	Engage in imaginative play with children. Provide materials that may spark imaginative play.	

III. Big Ideas

As children are increasingly able to explore the world around them they may be intrigued by new classroom activities as well. This section includes activity suggestions grounded in big ideas that are relevant to children between the ages of 12 and 24 months. These activities are intended to inspire young children and scaffold their learning about ideas in the world around them. Each big idea includes a contrast such as *big* and *small*, *light* and *dark*, *empty* and *full*. These big ideas can be woven into children's typical play and also lend themselves well to classroom materials and activities.

Before selecting a topic area to explore, carefully observe the children in your class. Note the parts of the classroom and the materials the children particularly enjoy. Listen to their language and watch how they communicate. What are they sharing that indicates their interests? Consider children's interests in relation to the topics in this section. Select ideas that align to children's interest(s) and may inspire them.

There are 13 big ideas included in this section. ***They are not designed to be implemented in a particular order and should be selected based on children's development and interests.*** For example, if children are dumping and pouring, consider exploring *Empty and Full* or *In and Out*. It is not necessary to implement all 13 big ideas. Within each topic, some activities may seem better for your children than others. Implement the activities that you think

will work well for your children based on your observations and knowledge of each student. Add additional activities as appropriate. Each topic area should be explored for as long as children are interested. When interest starts to fade or shift, move on to another topic that feels more relevant.

Use the Curriculum Road Map and Weekly Planning Template in Section IV Templates to guide implementation of the Big Ideas and activities in this section and to create your Scope and Sequence. Additional copies of these planning templates can be found on the DECE [InfoHub](#). The templates can be modified according to the needs of each program and/or classroom.

Reflective practice is essential to high quality, responsive care and instruction. As children engage in activities, note what they say and do. Align these observations to the Head Start Early Learning Outcomes Framework ([ELOF](#)). Reflect on your observations and use them to guide further decisions about care and activity implementation. Included in Section III, under each Big Idea, is a list of the most prominent ELOF standards covered. This alignment is a starting point, and it is essential to align individual activities to ELOF standards according to your intentions for implementation and children's individual needs. Use the Connections Documentation Template in Section IV Templates to support your observations and reflection.

A. Big and Small

ELOF Standards: IT-ATL 7 Child shows interest in and curiosity about objects, materials, or events; IT-C 10 Child uses matching and sorting of objects; IT-PMP 1 Child uses perceptual information to understand objects, experiences and interactions.

<p>BABY PICTURES (FAMILY ACTIVITY) Ask families to share pictures of the children as newborns. Create a book that has each child's newborn and current picture side by side on opposite pages. You can use the words "small" and "big" (or "smaller" and "bigger") on the corresponding page.</p>	<p>ANIMALS Supply a variety of animals that are different sizes to the pourable materials in the sensory table. Encourage children to explore the size of the animals.</p>	<p>WHAT FITS? Supply a variety of bottles with openings of various sizes. Give the children assorted items and invite them to try to put them inside. As children explore, talk with them about the size of the items, noting when items are too big, or small enough to fit.</p>	<p>SHAPE JUMPING Create shapes of various sizes on the floor. Invite the children to jump on the shapes and notice the sizes of the shapes as they play.</p>	<p>BALLS Bring balls of various sizes outside. As the children are playing, weave the words <i>big</i>, <i>bigger</i>, <i>small</i>, and <i>smaller</i> into the experience.</p>	<p>SINGING Sing the <i>Itsy Bitsy Spider</i> (see Section VII Appendices). Let the children know that you are going to sing about a small spider and sing the song in the traditional way. Next, let them know you will sing about a big spider and change the words to, "A great big spider."</p>
<p>PUDDLE JUMPING If possible, take the children outside on a rainy day so that they can jump in puddles. Search for big and little puddles and highlight the differences they observe throughout the experience.</p>	<p>BOATS Fill the sensory table with water. Add boats of various sizes as well as items to place in the boats. Use the words <i>big</i>, <i>bigger</i>, <i>small</i>, and <i>smaller</i> with the children as explore the boats and the items.</p>	<p>WHAT DO YOU SEE? Take a walk outside and talk about talk about the vehicles you see along the way using the words <i>big</i>, <i>bigger</i>, <i>small</i> and <i>smaller</i>.</p>	<p>SHOE FITTING Provide adult- and child-sized shoes. Invite the children try on the various shoes and talk about whether the shoes are too big or too small.</p>	<p>CLOTHES Supply clothing of various sizes. Invite the children to explore the differences between items. If possible, support the children in trying on the clothing items and looking in the mirror to note whether they are too big, too small, or just right.</p>	<p>PEEK A BOO Create a peek-a-boo board to hang on the easel. Place the baby pictures of the children on the outside and their recent pictures on the inside.</p>

<p style="text-align: center;">BOOK</p> <p>Read <i>The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear</i> by Don and Audrey Wood (or another text related to size that is more relevant to the classroom community). Create very large (pretend) strawberries, and/or other items from the book and invite the children to join you in the dramatic play area.</p>	<p style="text-align: center;">NESTING CUPS</p> <p>Supply nesting cups or boxes and invite children to explore the ideas of <i>big, bigger, small, and smaller</i>.</p>	<p style="text-align: center;">STICKS</p> <p>Supply sticks of various sizes and playdough. Invite the children to explore the materials. As they play, note the size of the sticks and pieces of playdough they use.</p>	<p style="text-align: center;">SCOOPING</p> <p>Add scoops of various sizes to the pourable materials in the sensory table. As children scoop, note the size of the scoop and how different size scoops can hold different amounts of material.</p>	<p style="text-align: center;">ANIMAL FAMILIES</p> <p>Add animals of various sizes to the pourable materials in the sensory table. Invite children to make animal families. As they play, support them in noting the sizes of the animals using words such as <i>big, bigger, small, and smaller</i>.</p>	<p style="text-align: center;">BARN</p> <p>Create a barn out of a box. Include openings of various sizes and supply animals of various sizes, too. Invite children to try to put the animals in the barn. As children explore, talk about the sizes of the animals and the openings using words such as <i>big, bigger, small, and smaller</i>. Consider adding songs such as <i>Old McDonald</i> (see Section VII Appendices), or others that are more relevant to the classroom community to this activity as well.</p>
<p style="text-align: center;">PLAYDOUGH</p> <p>Make playdough and provide containers and/or mold of various sizes. As the children explore, highlight how much playdough is needed to fill the containers/molds.</p>	<p style="text-align: center;">SCARVES AND BALLS</p> <p>Supply a few balls with holes or openings, such as Wiffle balls or Oball balls. Stuff scarves, ribbons and/or similar items into the balls and invite children to pull out. Children can also try to put the items back into the balls through the holes. As children explore, talk about the size of the holes and the materials using words such as <i>big, bigger, small, and smaller</i>.</p>	<p style="text-align: center;">DOLLHOUSE</p> <p>Supply a dollhouse and provide figurines of various sizes. Use language related to size such as <i>big, bigger, small, and smaller</i> and support children in considering the sizes of the dolls and the people in their lives.</p>	<p style="text-align: center;">ANIMAL BABIES</p> <p>Read <i>Hug</i> by Jez Alborough (or another text related to size that is relevant to the classroom community). Place contact paper on an easel or table top and supply pictures of baby and adult animals. Invite the children to create a collage.</p>	<p style="text-align: center;">NETS</p> <p>Fill the sensory table with water and provide nets for scooping. Supply animals of various sizes and invite children to scoop the animals into the net noting which ones fit and which ones are too big to fit into the nets.</p>	<p style="text-align: center;">WHALES</p> <p>Read <i>Baby Beluga</i> by Raffi (or another text related to size that is relevant to the classroom community). Add whales of various sizes to the water in the sensory to table. Children may want to pretend the whales are Baby Beluga and its mother. Use language related to size such as <i>big, bigger, small, and smaller</i> as children play.</p>

<p style="text-align: center;">PAINTING</p> <p>At the easel, supply paintbrushes of various sizes for the children to explore. As they paint, support them in noticing the different size of marks by using the language <i>big, bigger, small and smaller</i>.</p>	<p style="text-align: center;">COLLAGE</p> <p>Read <i>Big Little</i> by Leslie Patricelli. (or another text related to size that is more relevant to the classroom community) Place contact paper on a table or the easel. Copy items from the pages of the book or find similar pictures that represent <i>big</i> and <i>small</i> for the children to explore. Invite the children to create a <i>Big and Small Collage</i>. Accept all attempts children make at sorting and classifying.</p>	<p style="text-align: center;">CUPS AND SPOONS</p> <p>Fill a bin or sensory table with sand or another pourable material. Provide assorted measuring tools, such as measuring cups, and spoons. As children play, narrate their actions with language, such as, "That's a big scoop" or "You found a smaller scoop".</p>	<p style="text-align: center;">TREES</p> <p>Create paper trees and place them behind contact paper so that the sticky side is facing outward. Create (or supply) small leaves. Invite children to place the leaves on the trees by sticking them to the contact paper. As children add the leaves to the trees, talk about the size of the trees, the leaves, etc. using language such as <i>big, bigger, small, and smaller</i>.</p>	<p style="text-align: center;">SLIME</p> <p>Make slime (see Section VII Appendices). Supply cups, spoons, and scoops of various sizes for the children to explore as they play with the slime. Use language such as <i>big, bigger, small, and smaller</i> as you explore.</p>	<p style="text-align: center;">INSTRUMENTS</p> <p>Supply instruments of various sizes such as big drums and small wrist bells. As children explore, talk about how the different sizes create different sounds. If possible, supply one type of instrument in an assortment of sizes and support children in exploring how the sounds of instruments might be connected to the size.</p>
<p style="text-align: center;">FINGER PAINT</p> <p>Cover a table with paper and provide finger paint. Add handprints from the teaching team and invite children to do the same. As they are playing, use the language such as <i>big, bigger, small, and smaller</i>.</p>	<p style="text-align: center;">CIRCLES</p> <p>Bring out hula-hoops and small rings, such as embroidery circles. Invite the children to explore the various sizes and how they can use them with their bodies. Discuss the size differences using words such as <i>big, bigger, small, and smaller</i></p>	<p style="text-align: center;">COLORING</p> <p>Cover one-half of a table with butcher paper. Place very small pieces of paper on the other half of the table. Supply writing tools such as crayons or markers and invite children to color on big and small paper.</p>	<p style="text-align: center;">BODY TRACE</p> <p>Invite the children to have their bodies traced. Narrate your process as you trace. Invite the children to use art supplies to decorate the bodies. Trace the bodies of the teaching team too. Cut them out and invite the children to support in hanging them around the room in size order. Later, invite children to compare their bodies to the tracings on the walls, noting when they are bigger or smaller than the other people in the room.</p>	<p style="text-align: center;">TRACKS</p> <p>Cover a table with paper and provide paint and vehicles of various sizes. As the children are making marks, use the language <i>big, bigger, small and smaller</i>.</p>	<p style="text-align: center;">TOWERS</p> <p>Invite the children to create <i>big and small towers</i> and then knock them down. Continually use <i>big, bigger, small and smaller</i> to describe the towers.</p>

<p style="text-align: center;">PRINTS</p> <p>Cover a table with paper and add small puddles of paint. Provide big and small cups for the children to use to make paint prints. As they print, narrate their play using language such as <i>big, bigger, small, and smaller.</i></p>	<p style="text-align: center;">SINGING</p> <p>Sing the song <i>1 Little Duck</i> (see Section VII Appendices). Add ducks of various sizes to water in the sensory table and invite children to sing the song and note the sizes of the ducks using language such as <i>big, bigger, small, and smaller.</i></p>	<p style="text-align: center;">EATING (CAREGIVING ACTIVITY)</p> <p>As you talk with children during mealtimes, highlight the size of the food items children eat. Use the words, <i>big, bigger, small, and smaller</i> frequently.</p>	<p style="text-align: center;">FOOD (CAREGIVING ACTIVITY)</p> <p>At mealtime, supply two items of the same food type (e.g. mini muffins and regular muffins) and invite the children to explore and discuss the differences using words such as <i>big, bigger, small, and smaller.</i></p>
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B. Empty and Full

ELOF Standards: IT-ATL 8 Child uses creativity to increase understanding and learning; IT-LC 7 Child understands an increasing number of words used in communication with others; IT-C 6 Child learns to use a variety of strategies in solving problems.

<p>POURING STATION (FAMILY ACTIVITY)</p> <p>Invite families to donate empty containers and create a pouring station where the children can practice filling and emptying containers. Narrate their actions, and talk with them throughout the experience using language such as <i>full</i> and <i>empty</i>.</p>	<p>BAKING</p> <p>Supply various baking materials such as muffin tins and/or silicone cupcake molds as well as spoons, measuring cups, etc. and play dough. Invite children to explore. As they play, use language such as <i>full</i> and <i>empty</i>.</p>	<p>BAGS</p> <p>Invite the children to the dramatic play area to fill various items such as backpacks, purses or bags. Encourage the children to notice the changes in the way their bags look and feel as they go from empty to full and back to empty again.</p>	<p>BOTTLES</p> <p>Secure empty and full bottles to a tabletop or sensory table that are made of plastic and tin. Provide sticks so that they can tap the bottles and explore the sounds made.</p>	<p>SHAPE FIT</p> <p>Use tape to make a large shape on the floor. Invite the children fill it with their bodies. They might want to stretch their own bodies to fill the shape or invite other children to join them in the shape to make it full. Additionally, children could place objects of their choosing in the shape, adding more objects until it is full. After the shape is full, children can empty the shape.</p>	<p>CONTAINERS</p> <p>Provide large pom-poms and containers or buckets. Invite children to fill the containers. When the containers are full, children may want to dump them out to empty them.</p>
<p>ICE CUBE TRAYS</p> <p>Supply ice cube trays, water, and eye droppers. Invite the children to use the water to fill the trays. Narrate their play using the words <i>full</i> and <i>empty</i>.</p>	<p>FLASHLIGHTS</p> <p>Supply a large box and disposable flashlights (or flashlights where the batteries cannot be removed). Demonstrate how light can fill the box and invite children to do the same.</p>	<p>CONTACT PAPER</p> <p>Tape a few squares of contact paper, sticky side out, to the easel. Provide a number of different materials and invite the children to fill the contact paper with materials. As the children work, note when the squares become full and the differences between empty and full throughout the experience.</p>	<p>SCALES</p> <p>Supply balance scales and assorted materials. Invite the children to fill and empty each side. Note how the scale moves when it is full and empty.</p>	<p>PAINTING</p> <p>Supply a large piece of paper, paint and assorted tools for painting. Note that the paper is empty prior to painting. Invite children to paint on the paper until it is completely full.</p>	<p>BOOKS</p> <p>Read <i>The Hungry Caterpillar</i> by Eric Carle (or another book that is more responsive to the classroom community). If children are interested, wrap them in a blanket so that they can fill the chrysalis just like the caterpillar in the book. When they emerge from the chrysalis, it will be empty. <i>Note: In this book, the author uses the word cocoon instead of chrysalis. Most caterpillars do not build cocoons.</i></p>

<p style="text-align: center;">SCOOPS</p> <p>As children play with pourable materials in the sensory table, highlight how the various scoops and containers are empty and/or full throughout the experience.</p>	<p style="text-align: center;">FILL THE HOLES</p> <p>Place pipe cleaners into the holes of a colander. Fill all the holes. Invite children to pull the pipe cleaners out of the colander until it is empty. As children are able, invite them to put the pipe cleaners back into the holes, until the colander is full again.</p>	<p style="text-align: center;">GOOP</p> <p>Provide goop with cups. As the children are playing, narrate their play using the word full and empty.</p>	<p style="text-align: center;">PEGBOARDS</p> <p>Supply pegboards and large pegs. Invite children to place the pegs in the holes until the board is full. If desired, children can dump the pegs out of the board and make it empty.</p>	<p style="text-align: center;">COOKING</p> <p>Invite the children to the dramatic play area with you to cook. As you pretend to cook, note how you fill and empty your cooking supplies. Note how children use language are <i>full</i> and <i>empty</i> in their play.</p>	<p style="text-align: center;">WATERWHEELS</p> <p>Fill the sensory table with water. Provide waterwheels and cups. Invite children to explore <i>full</i> and <i>empty</i> as they fill cups, pour the water into the waterwheels and note what happens as the water flows through the wheel.</p>
<p style="text-align: center;">COCONUT TREE</p> <p>Read <i>Chicka Chicka Boom</i> by Bill Martin Jr. (or another book that is more responsive to the classroom community) with the children. Encourage the children to notice <i>full</i> and <i>empty</i> throughout the story.</p>	<p style="text-align: center;">BOX PLAY</p> <p>Supply a large box. Invite children to look around the room for items they can put inside to make the box full. Allow children to test their ideas.</p>	<p style="text-align: center;">SCOOPING STATION</p> <p>Create a scooping station. Supply spoons and measuring cups for scooping and containers of various sizes that children can fill. As they scoop, narrate their play with the words <i>full</i> and <i>empty</i>.</p>	<p style="text-align: center;">SQUEEZING</p> <p>Fill condiment containers with colored water. Invite children to squeeze them until they are empty into the sensory table or a bin. When they are empty, fill them again.</p>	<p style="text-align: center;">BAGS</p> <p>Supply backpacks or bags children can bring outside to fill with items from the playground or outdoor space. Make sure the outdoor space is free from dangerous materials before inviting children to fill their bags.</p>	<p style="text-align: center;">EGGS</p> <p>Add plastic eggs to the pourable materials in the sensory table. Invite children to fill the eggs then empty them and repeat as desired.</p>
<p style="text-align: center;">SHAPE SORTER</p> <p>Empty out a shape sorter and invite the children to help you fill it. After the sorter is full, the children may want to empty it again. Use the words <i>empty</i> and <i>full</i> as children play.</p>	<p style="text-align: center;">SHOES</p> <p>Provide a variety of shoes. Invite the children to fill the shoes with their feet.</p>	<p style="text-align: center;">BOARD FILLING</p> <p>Supply boards for connecting blocks (such as interlocking blocks). Place them on a table, the floor, or secure them to a wall or easel. Start with an empty board; invite children to make it full. If desired, they can empty it again when it is full.</p>	<p style="text-align: center;">KINETIC SAND</p> <p>Add kinetic sand to the sensory table. Provide molds that the children can fill. Model how to remove the sand from the mold and to create a shape. Use the words <i>empty</i> and <i>full</i> as children explore.</p>	<p style="text-align: center;">BALLS AND BOXES</p> <p>Cut holes in a box. Make holes big enough for an assortment of balls to fit through the holes. Invite children to place the balls inside and see if they can make it full. Children may also want to empty the box. Use the words <i>empty</i> and <i>full</i> as children explore.</p>	<p style="text-align: center;">TUBES</p> <p>Provide tubes that are closed on one side and open on the other. Supply an assortment of materials and invite children to fill the tubes and then empty them again.</p>

<p>BOXES ON THE EASEL Secure small boxes to the easel so the open part faces outward. Invite the children to explore the boxes and try to fill them with various materials. Use the words <i>empty</i> and <i>full</i> as children explore.</p>	<p>HANDS While playing with sand, invite the children to fill their hands with it and then drop the sand. Use the words <i>full</i> and <i>empty</i> as children explore.</p>	<p>FILL BINS Supply two bins. Fill one with a pourable material and place an empty bin next to it. Supply scoops and invite children to move the materials from the full bin to the empty one. When it is full they can move the materials back. Use the words <i>empty</i> and <i>full</i> as children explore.</p>	<p>CARRYING BABIES If available, invite the children to play with baby carriers such as strollers or buggies. Note when the carriers are empty and what the child places in the carrier to make it full.</p>	<p>EGG CARTONS Fill the sensory table with sand, provide scoops and egg cartons. Invite children to fill the egg cartons with sand and then empty them again.</p>	<p>TURKEY BASTERS Fill the sensory table with water. Provide turkey basters and cups. Invite the children to use the basters and cups to explore <i>empty</i> and <i>full</i>.</p>
<p>TRUCKS Supply assorted trucks with truck beds as well as animals. Invite the children to play with the materials noting when the beds are <i>empty</i> and <i>full</i>.</p>	<p>SCARVES Fill an empty baby wipe container with scarves. Invite the children to empty the container by pulling out the scarves. When they are done, invite them to make the container full again by putting the scarves back in the container.</p>	<p>BEADING Supply laces and large stringing beads. Tie a knot at the end of the lace so the beads will not fall off. Invite the children to fill the string with beads and then empty it again and repeat as desired.</p>	<p>SNACK (CAREGIVING ACTIVITY) Invite the children to serve snack. Provide scoops for them to use. Note how the container is <i>empty</i> when they begin serving and becomes <i>full</i> as they scoop and dump their snack into the container.</p>		

C. Hard and Soft

ELOF Standards: IT-C 10 Child uses matching and sorting of objects or people to understand similar and different characteristics; IT-LC 2 Child learns from communication and language experiences with others; IT-PMP 7 Child uses hands for exploration, play, and daily routines

<p>MUSIC (FAMILY ACTIVITY)</p> <p>Invite families to share music that is relevant to their culture. Invite children to listen to the music and move their bodies however the music makes them feel. Discuss how music can make us want to take soft steps while other makes us want to make hard steps.</p>	<p>TEXTURE BOARD</p> <p>Create a texture board that you can hang at the easel or place on the table. Place both hard and soft materials that the children can touch. As children explore, use language related to <i>hard</i> and <i>soft</i>.</p>	<p>DRUMS</p> <p>Supply an assortment of drums. Invite the children to hit them hard and soft and note the sounds they drums make.</p>	<p>SCOOPING</p> <p>Fill a bin with large pebbles or large pom-pom balls. Provide scoopers and invite children to explore. Note opportunities to consider the differences between the hard and soft materials such as the way they feel and how they sound when they fall.</p>	<p>NOTICING</p> <p>Take a walk to a park where the children can run around on both hard and soft surfaces such as pavement and grass. As children explore, talk about how the different surfaces feel.</p>	<p>HANGING</p> <p>Fill multiple nylon stockings with soft and hard items and hang them from the easel, or on a wall. Invite the children to explore how the materials feel.</p>
<p>SPLATTER PAINT</p> <p>Place a large piece of paper on the floor. Supply paint and paint brushes. Allow the children to splatter the paint. Encourage them to splatter the paint really hard and really softly. Talk about how it feels to splatter with a hard motion and very softly and how the different motions make different types of marks.</p>	<p>DOLLS</p> <p>Add baby dolls to the water in the sensory table, as well as child safe bubbles and washcloths. While the children are playing, talk to them about how babies like soft, gentle touches and invite them to practice.</p>	<p>PETTING</p> <p>Provide stuffed dogs, cats or other familiar pets and invite children to explore how to pet the animals softly.</p>	<p>BLOCKS</p> <p>Provide two types of blocks. One that is hard (e.g. wood) and one that is soft (e.g. foam). Invite the children to build with them and discuss the differences of how they feel.</p>	<p>JUMPING</p> <p>Make shapes with painters tape on the floor, big enough for children to jump in. Invite them to jump into the shapes. Invite them to try to do hard landings and soft landings and model as needed. As children are ready, talk about how each type of landing feels and sounds.</p>	<p>KNOCKING</p> <p>Invite children to play with you in the dramatic play center. Share that you are going to visit a friend's house. Tell them you need to knock. First knock softly and then hard. Model soft knocks and hard knocks and invite children to try too. Continue to play out your visit to a friend's home, weaving knocking soft and hard into the experience as children seem interested.</p>

<p>SENSORY BINS</p> <p>Supply two sensory bins. Fill one with soft materials such as feathers and one with hard materials such as large pebbles or rocks. Invite children to explore how they feel differently.</p>	<p>YARN, STICKS, PAINT</p> <p>Cover a table with paper. Supply yarn, sticks, and paint. Invite children to use the yarn and sticks to paint. As they work, use the words <i>hard</i> and <i>soft</i>, as applicable.</p>	<p>FREEZE</p> <p>Place an assortment of hard (e.g. plastic, or wood objects) and soft (e.g. large pom poms) items in a container of water. Freeze. When frozen, supply tools the children can use to try and get the items out. Encourage them to notice <i>hard</i> and <i>soft</i> throughout the experience.</p>	<p>CONTACT PAPER</p> <p>Place contact paper, sticky side out, on a table or easel. Supply an assortment of hard and soft materials such as feathers and large buttons for children to use in a hard/soft collage. As children explore, note how the items feel.</p>	<p>SENSORY BOOK</p> <p>Make a sensory book that includes both hard and soft items. Label each item with the name of the object, as well as <i>hard</i> or <i>soft</i>. Place the book in the classroom library for children to explore.</p>	<p>WATER PLAY</p> <p>Fill the sensory table with water. Provide different items that are hard and soft. Encourage the children to explore the objects and make connections to <i>hard</i> and <i>soft</i>.</p>
<p>SING</p> <p>Sing the song <i>Open, Shut Them</i> (see Section VII Appendices). Tell the children you will sing the song two times. Once with soft claps and once with a hard clap.</p>	<p>SENSORY PLAY</p> <p>Add an assortment of hard and soft items to the pourable materials in the sensory table. Invite the children to explore. Use language related to <i>hard</i> and <i>soft</i> as appropriate.</p>	<p>CONSTRUCTION</p> <p>Provide construction vehicles and hard hats. As the children are playing narrate that the hard helps to keeps our heads safe during construction</p>	<p>READING</p> <p>Read <i>The Snowy Day</i> by Ezra Jack Keats (or another that is relevant to the classroom community). While reading, point out the different items in the book that are <i>hard</i> and <i>soft</i>.</p>	<p>GOOP</p> <p>Pair goop (see Section VII Appendices) and supply hard items such as large pebbles. Use language related to <i>hard</i> and <i>soft</i> as appropriate.</p>	<p>PLAYDOUGH</p> <p>Pair playdough (see Section VII Appendices) with feathers. Invite the children to explore. Use language around <i>hard</i> and <i>soft</i> as appropriate.</p>
<p>WHAT HAPPENS?</p> <p>Invite children to blow on something <i>hard</i> and something <i>soft</i> and observe what happens.</p>	<p>SOUNDS</p> <p>Supply a metal bowl or bucket, as well as an assortment of soft and hard materials. Invite the children to drop the objects into the bowl/bucket and note the sounds the items make when the drop into the bowl.</p>	<p>SLIME</p> <p>Invite children to explore slime (see Section VII Appendices) and provide spoons to support their exploration. Encourage children to notice how the material is hard when you dip the spoon in and soft when you take it out.</p>	<p>PILLOWS</p> <p>Place pillows on the floor. Invite children to safely jump on the soft pillow and then the hard floor to explore the difference. Provide assistance and ensure close supervision.</p>	<p>FEATHER AND PAINT</p> <p>Supply feathers and paint. Invite the children to explore using the hard part of the feather to paint as well as the soft part.</p>	<p>BELLIES</p> <p>Invite the children to feel their bellies and belly buttons and decide if they feel <i>hard</i> or <i>soft</i>. Invite them to touch other parts of their bodies (e.g. elbow, ears, and hair) and determine if they feel <i>hard</i> or <i>soft</i>.</p>

<p style="text-align: center;">PET STORE</p> <p>If possible, take a walking field trip to a local pet store. Call ahead and see if they will let the children pet a rabbit or guinea pig. If you are unable to pet the animals, look at them and see which ones the children think are soft or hard. Be mindful of allergies when implementing this activity. Additionally, make sure children wash their hands after petting animals.</p>	<p style="text-align: center;">LARGE MOTOR</p> <p>Set up a large motor play space that has soft mats for the children to use as they explore various gross motor movements.</p>	<p style="text-align: center;">SAND</p> <p>Fill a sensory bin with dry sand and wet sand. Provide molds and invite children to explore how the wet and dry can be <i>hard</i> and <i>soft</i>.</p>	<p style="text-align: center;">CLAP HANDS</p> <p>Read <i>Clap Hands</i> by Helen Oxenbury (or another that is relevant to the classroom community). Invite the children to try to clap hard and soft and note the way the different types of claps sound.</p>	<p style="text-align: center;">BALLS</p> <p>During gross motor time, provide hard and soft balls, such as basketballs and foam balls for children to use. Use language related to <i>hard</i> and <i>soft</i> as children play.</p>	<p style="text-align: center;">BASKETS</p> <p>Add two baskets to the manipulatives area- one for soft materials and one for hard materials. If children are interested, talk with them about the way the different objects feel.</p>
<p style="text-align: center;">SENSORY BOTTLES</p> <p>Create sensory bottles filled with hard and soft materials. Make sure some bottles only include soft materials and others only have hard materials. Observe and note children's discoveries.</p>	<p style="text-align: center;">FACES</p> <p>Read <i>Pretty Brown Face</i> by Andrea and Brian Pinkney (or another text that is more relevant to the classroom community). Supply mirrors so children can explore their own faces. Invite them to find the hard and soft features of their faces.</p>	<p style="text-align: center;">HOW DOES IT FEEL?</p> <p>Place both hard and soft materials on the floor and invite children to walk over them without shoes or socks. Be mindful of safety in this activity. Only supply objects children walk on safely.</p>	<p style="text-align: center;">SNACK TIME (CAREGIVING ACTIVITY)</p> <p>During snack time, give the children food items that are hard and items that are soft. Invite them to talk about how the items feel in their hands and in their mouths when they eat them.</p>		

D. Hello and Goodbye

ELOF Standards: IT-SE 1 Child develops expectations of consistent, positive interactions through secure relationships with familiar adults; IT-LC 4 Child uses non-verbal communication and language to engage others in interaction; IT-C 4 Child recognizes the stability of people and objects in the environment.

<p>FAMILIES (FAMILY ACTIVITY) Hang pictures of the children’s families on the easel and cover with tissue paper. Supply squirt bottles and invite children to squirt the tissue paper. As the tissue paper becomes transparent, children can greet their families with a <i>hello!</i></p>	<p>I SEE YOU! Using the pictures of children create a book using similar language and rhythm of <i>Brown Bear, Brown Bear What Do You See</i> by Eric Carle. On one page it will say, “[Child’s name], [Child’s name], Who do you see?” and on the next page is another classmate where the pattern repeats. Place in the library for children to explore.</p>	<p>PICTURE BOOK Create a book with pictures of all of the children in the class. On each page add the words, “Hello, [Child’s name]”. Place the book in the classroom library for the children to explore.</p>	<p>HAVE TO GO! Invite children to join you in dramatic play. Pack a bag and say you have to go to work. Pretend to leave and say, “Goodbye.” When you return from work, say, “Hello” and greet the children who are also playing in this center.</p>	<p>TAKE A WALK Take a walk and say hello or goodbye to things and people you see along the way.</p>	<p>POP UP TOYS Provide pop-up toys and invite children to say hello and good-bye to the pop ups as they go away and come back.</p>
<p>CHALK Bring chalk and water outside. Invite children to color with the chalk then spray their drawings with water. The water will likely make the drawing disappear. When the chalk disappears you can say, “Goodbye chalk”.</p>	<p>DOLLHOUSE Supply a dollhouse and toy people. Children might want to practice <i>hello</i> and <i>goodbye</i> as they play.</p>	<p>TUNNELS Provide trains or cars and tunnels. Model driving the train through a tunnel and saying, “Goodbye” as the train enters the tunnel and “Hello” when it reappears.</p>	<p>MIRRORS Place mirrors at the easel and cover them with flaps. Invite the children to use the mirrors to play peek a boo with themselves and their peers.</p>	<p>DRY ERASE Supply dry erase boards, markers, and erasers. Invite the children to explore how to use the materials. Explore the use of <i>hello</i> and <i>goodbye</i> when writing with the markers and then erasing the marks.</p>	<p>DUCKS Fill the sensory table with water and ducks. Sing <i>1 Little Duck</i> (see Section VII Appendices) and say, “Hello” or “Goodbye” when the ducks leave or come back throughout the song.</p>

<p style="text-align: center;">PEEK A BOO</p> <p>If the children are interested, cover them with a blanket and play peek a boo by lifting the blanket.</p>	<p style="text-align: center;">WHERE DID IT GO?</p> <p>Supply containers that have a slit on the top, such as an empty baby wipes container. Give the children large buttons or something else that they can put through the slit. Use <i>hello</i> and <i>goodbye</i> to narrate their play as they put items in and out of the container.</p>	<p style="text-align: center;">WATER</p> <p>Place mirrors at the bottom of the sensory table and fill the table with pourable materials. When the children discover the mirror and see themselves say, "Hello [Child's name]". If they bury it again say, "Goodbye, [Child's name]".</p>	<p style="text-align: center;">PICTURES</p> <p>Add laminated pictures of children to the pourable materials in the sensory table. Invite the children to say <i>hello</i> and <i>goodbye</i> to themselves and their peers as they discover the pictures in the table.</p>	<p style="text-align: center;">GOODNIGHT</p> <p>Read <i>Goodnight Gorilla</i> by Peggy Rathmann (or another text is relevant to the classroom community). Discuss with the children why the zookeeper wanted to say goodbye to the animals.</p>	<p style="text-align: center;">ERASING</p> <p>Supply chalk, chalkboards and erasers. Invite the children to explore how to use the materials. Explore the use of <i>hello</i> and <i>goodbye</i> when writing with the markers and then erasing the marks.</p>
<p style="text-align: center;">BOX PLAY</p> <p>Supply a box big enough for the children to fit inside. Cut out a door and invite children to go in and out and say <i>hello</i> and <i>goodbye</i> to each other as they go in and out of the box.</p>	<p style="text-align: center;">WHO IS THERE?</p> <p>Tape pictures of the children to a table. Supply pieces of paper or fabric. Invite children to use these materials to cover the pictures. As they cover and remove the covers, they can say <i>hello</i> and <i>goodbye</i> to the children in the pictures.</p>	<p style="text-align: center;">PARACHUTE</p> <p>Supply a parachute Invite children to sit or stand underneath it. When the parachute is up say, "Hello!" and then, "Goodbye" as it falls down again.</p>	<p style="text-align: center;">TIME FOR BED</p> <p>Invite the children to play with you the dramatic play area. Tell them you are getting ready for bed and say, "Goodbye, I'm going to sleep." Pretend to go to sleep. When you "wake up" you can say, "Hello! I'm awake!" Invite children to participate as desired.</p>	<p style="text-align: center;">IT'S ME!</p> <p>Add mirrors to the pourable materials in the sensory table. When children discover themselves or a peer say, "Hello [Child's name]."</p>	<p style="text-align: center;">FOUND ME!</p> <p>Read <i>Peek-A-Boo Morning</i> by Rachel Isadora (or another text that is relevant to the classroom community). Add mirror to various parts of the room. Invite the children to find themselves in the mirror and play peek-a-boo.</p>
<p style="text-align: center;">DISCOVERY BOTTLES</p> <p>Make discovery bottles by placing sand and small items in the bottles. Invite children to shake them and discover what is inside.</p>	<p style="text-align: center;">HOLES AND BOXES</p> <p>Cut holes on two sides of a box. Supply materials that children can put in the holes. Children may want to say <i>goodbye</i> to the items as they drop them through the holes. Invite them to look inside the box to see the materials they dropped inside. When they find the materials again they can say <i>hello!</i></p>	<p style="text-align: center;">BROWN BEAR</p> <p>Read <i>Brown Bear, Brown Bear, What Do You See?</i> by Eric Carle (or another text related to <i>Hello</i> and <i>Goodbye</i> that is more relevant to the classroom community). Create a peek a boo game where children see the color of the animal or its fur/feathers/skin before the animal is revealed.</p>	<p style="text-align: center;">SCARF PLAY</p> <p>Supply scarves. Place a scarf over your face as you say, "Goodbye". Then reveal your face by removing the scarf and say, "Hello." Invite children to join as they are interested.</p>	<p style="text-align: center;">FINGER PLAY</p> <p>Sing the song <i>Where is Thumbkin?</i> (see Section VII Appendices). Say <i>hello</i> and <i>goodbye</i> as the fingers appear and disappear.</p>	<p style="text-align: center;">TUBES</p> <p>Invite the children to put items through tubes. Say, "Goodbye" as the objects disappear and "Hello" as they reappear.</p>

<p>WHO'S THERE?</p> <p>Create a peek a boo board. Consider covering photos with fabric flaps, placing photos inside containers with lids that children can remove, or in boxes with flaps that children can lift.</p>	<p>ANIMALS</p> <p>Place animals to the pourable materials in the sensory table. Supply scoops and invite children to bury the animals to find them.</p>	<p>BRUSH AWAY</p> <p>Add pictures to the bottom of the sensory table. Add a thin layer of pourable material. Supply paint brushes and invite children to brush away the pourable materials and say <i>hello</i> to the pictures. Children can also use the brushes to cover the pictures and say <i>goodbye</i>.</p>	<p>WELCOME</p> <p>Invite children to join you to <i>Here We Are Together</i> (see Section VII Appendices). When it is time to say the children's names say <i>hello</i> [child's name].</p>	<p>PUZZLES</p> <p>Add pictures of the children in the class to the bottom of the peg piece of a peg puzzle. Invite the children to say <i>hello</i> and <i>goodbye</i> to themselves and their peers as they lift and lower the puzzle pieces.</p>	<p>TAKE A TRIP</p> <p>In the dramatic play center, invite children to join you as you pack and leave for a trip.</p>
<p>WINDOWS</p> <p>Use a cardboard box to create a window where children can say hello and goodbye to each other.</p>	<p>WHO IS UNDER THERE?</p> <p>Hang pictures of the children on the wall. Add a scarf to cover the picture. Invite the children to lift the scarves to see themselves and their peers. Weave <i>hello</i> and <i>goodbye</i> into the experience.</p>	<p>HIDING</p> <p>Invite the children to play <i>Hide-and-Go Seek</i> in the classroom. Ensure that you always keep all children in your line of sight.</p>	<p>GOODBYE SONG (CAREGIVING ACTIVITY)</p> <p>When it is time to go home, invite children to join you for a goodbye song.</p>		

E. In and Out

ELOF Standards: IT-ATL 4 Child develops the ability to show persistence in actions and behaviors; IT-C 9 Child uses spatial awareness to understand objects and their movement in space; IT-PMP 6 Child coordinates hand and eye movements to perform actions

<p>HERE WE GO TOGETHER (FAMILY ACTIVITY) Invite families to share how they go in and out of various places together (e.g. doors to school, stairs on the subway, using a stroller). Create a book class book to showcase families' responses.</p>	<p>GERALD AND PIGGY Read the story <i>We are in a Book</i> by Mo Willems (or another text related to size that is more relevant to the classroom community). After multiple readings, make cut outs of Gerald and Piggy and place them in a box with holes. Invite the children to explore <i>in</i> and <i>out</i> by placing Gerald and Piggy in the box and taking them back out.</p>	<p>FREEZE Freeze an assortment of objects in a large container of water. Invite the children to use a variety of tools to try to get the objects out by breaking the ice or melting it with the water.</p>	<p>PIPE CLEANER Put pipe cleaners into the holes of a colander. Invite children to explore putting the pipe cleaners in and out of the holes.</p>	<p>DROP IT Supply containers with a slit in the top (e.g. empty baby wipes container) and large buttons. Invite the children to drop the buttons into the container and then take them back out.</p>	<p>TUNNELS Supply tunnels and trains or other vehicles. Invite the children to explore <i>in</i> and <i>out</i> by driving the vehicles through the tunnels.</p>
<p>CRAWLING Place a large box on the floor and invite the children to crawl in and out.</p>	<p>TUBES Place a number of tubes of different sizes and widths on a table. Supply an assortment of objects (e.g. ribbons, scarves, toy vehicles) and invite children to explore <i>in</i> and <i>out</i> with the materials.</p>	<p>SHOES Invite the children to practice putting on their shoes. You can help them and talk to them about putting their feet in and out of their shoes.</p>	<p>SAND Add sand to the sensory table. Supply cups with holes in the bottom. Invite the children to play with the cups and sand. As they play, talk to the children about how they are putting sand in the cup and how it is coming out.</p>	<p>BUBBLES Supply bubbles and a place to explore such as a rug or large motor space. Demonstrate how a big breath in and out can make a bubble. Invite the children to try to blowing in and out and invite them to play with the bubbles.</p>	<p>CIRCLES Place hoops or tape round circles on the ground. Invite the children to jump in and out of the circles. Narrate their actions, highlighting <i>in</i> and <i>out</i> as they move their bodies.</p>

<p style="text-align: center;">SCARVES</p> <p>Add scarves to an empty baby wipes container. Invite the children to take the scarves in and out of the container.</p>	<p style="text-align: center;">PRESSING</p> <p>Supply playdough and an assortment of objects children may want to place, or press into the playdough. Narrate their actions and highlight <i>in</i> and <i>out</i> as they explore.</p>	<p style="text-align: center;">DROPPERS</p> <p>Fill the sensory table with water. Supply large eye droppers/pipettes and containers such as cups. Demonstrate how to use the eye droppers. Invite the children to explore sucking the water into the eye dropper and then pushing it back out. Use language around <i>in</i> and <i>out</i> throughout the experience.</p>	<p style="text-align: center;">BREATHE</p> <p>If the weather is cold enough, bring the children outside and highlight how they can see their breath when they breathe in and out.</p>	<p style="text-align: center;">MUD</p> <p>Read the book <i>My Truck is Stuck</i> by Kevin Lewins (or another book that is related to <i>in</i> and <i>out</i> that is more relevant to the classroom community). Add mud (see Section VII Appendices) and assorted trucks or other objects to the sensory table. Invite children to explore <i>in</i> and <i>out</i> with these materials.</p>	<p style="text-align: center;">WHAT'S IN THE BOX?</p> <p>Attach boxes to an easel or the wall at children's eye level. Place the open side of the box out. Supply an assortment of objects and invite the children to explore taking the objects in and out of the boxes.</p>
<p style="text-align: center;">PLAYDOUGH MOLDS</p> <p>Make playdough (see Section VII Appendices) molds and playdough. Explore putting the playdough in and out of the molds.</p>	<p style="text-align: center;">RAIN CATCHER</p> <p>On a rainy day, take a container outside. Place the container in a place where rain will fall in. Invite the children to observe and highlight that some raindrops land in the container and some land outside of the container.</p>	<p style="text-align: center;">DOLLHOUSE</p> <p>Provide the children with a dollhouse and dolls. Invite the children to move the dolls in and out of the house. Narrate their actions, highlighting <i>in</i> and <i>out</i>.</p>	<p style="text-align: center;">BELLY BUTTON</p> <p>Invite the children to explore their belly buttons noting whether their belly button goes in or pops out.</p>	<p style="text-align: center;">BELLY MOVEMENT</p> <p>Invite the children put their hands on their bellies. Encourage them to take deep breaths and feel how their belly goes in and out as they breathe.</p>	<p style="text-align: center;">SINGING</p> <p>Sing the song <i>The Hokey Pokey</i> (see Section VII Appendices). Name different body parts that the children can put <i>in</i> and <i>out</i> as you sing together.</p>
<p style="text-align: center;">LACING</p> <p>Supply laces and large stringing beads. Invite the children to put the string into the holes.</p>	<p style="text-align: center;">FILL AND DUMP</p> <p>Supply natural materials (e.g. pinecones, sticks) and containers. Invite the children to put the items in the container and dump back out as desired.</p>	<p style="text-align: center;">SLIME</p> <p>Make slime (see Section VII Appendices). Invite the children to put their hands in and out of the slime noting how it feels and how their hands look when they take them out. Do not force anyone to touch the slime and provide items such as spoons, spatulas, etc. for the</p>	<p style="text-align: center;">BALL WEAVING</p> <p>Supply a few balls with holes or openings, such as a Wiffle ball or Oball ball. Weave ribbons or strips of fabric through the openings and tie one end to the ball. Invite the children to explore how they can move the fabric in and out of the ball.</p>	<p style="text-align: center;">GELATIN</p> <p>Add an assortment of objects to liquid gelatin. When the gelatin solidifies, invite the children to explore how to get the objects out.</p>	<p style="text-align: center;">BLOWING</p> <p>Hang scarves or ribbons at children's eye level. Invite them to blow on the ribbons and note how they move when children exhale, or blow air out.</p>

		children to use to explore as well.			
<p>GOOP Make goop (see Section VII Appendices). Provide tools that the children can put in and take out. If they are interested, invite them to poke their fingers in and out. Do not force children to touch the goop.</p>	<p>SHAPE JUMPING Use tape to create shapes on the floor. Invite the children to throw balls or other soft objects in the shapes and then take them back out.</p>	<p>COLOR MIXING Fill plastic condiment containers with different colored water. Invite the children to squeeze the water out of the bottles and into the sensory table.</p>	<p>WHO'S HERE? Invite the children to consider who is at school today. Highlight which children are <i>in</i> school and which children are <i>out of</i> school.</p>	<p>PUDDLE JUMPING On a rainy day, or just after a rain, invite the children to jump <i>in</i> and <i>out of</i> puddles outside.</p>	<p>FUNNELS Fill the sensory table with a pourable material and add funnels. Demonstrate how to pour materials into the funnel and watch as it comes out. Invite children to explore.</p>
<p>BOTTLES Gather a variety of bottles with openings of various sizes. Give the children assorted items and invite them to try to put them in and get them back out.</p>	<p>PUT IN/TAKE OUT Supply a box that children can open and close. Put some objects inside the box and gently shake it. Invite the children to take the objects out of the box and put them back inside.</p>	<p>LIDS Fill containers with sand. Add a lid to some of the containers but not others. Invite the children to figure out how to get the sand in and out of the containers.</p>	<p>EATING (CAREGIVING ACTIVITY) While enjoying food together, talk to the children about how they put food in their mouths.</p>		

F. Light and Dark

ELOF Standards: IT-ATL 9 Child shows imagination in play and interactions with others; IT-C 2 Child uses understanding of causal relationships to act on social and physical environments; IT-PMP 1 Child uses perceptual information to understand objects, experiences and interactions.

<p>NOTICINGS (FAMILY ACTIVITY) Invite families to look for lights on their way to and from school.</p>	<p>TRANSLUCENT BLOCKS Supply translucent blocks on the light table and invite children to explore.</p>	<p>SHADOW PLAY Hang a white sheet, or find a blank wall, dim the lights and use a projector or flashlights to help children explore using their bodies and objects to play with shadows.</p>	<p>BLACK AND WHITE Create a book of black and white contrasting images. Invite the children to explore the book, discussing the difference between the light parts and the dark parts.</p>	<p>LIGHT TO DARK Read the book <i>Goodnight Moon</i> by Margaret Wise Brown (or another text related to light that is more relevant to the classroom community). Invite children to notice <i>light</i> and <i>dark</i> throughout the book.</p>	<p>MIRRORS Place mirrors on the bottom of the sensory table and fill with water. Invite children to use reflective tools, such as metal spoons or bowls, and notice how the light reflects.</p>
<p>PRISMS Place prisms on the light table and invite children to explore.</p>	<p>NATURAL MATERIALS Supply natural materials for children to explore on the light table. Invite them to notice which items are <i>dark</i> and which are <i>light</i>.</p>	<p>NOTICINGS Supply sensory bottles that are filled with transparent and non-transparent materials. Place them on the light table and invite children to explore. Use the words <i>light</i> and <i>dark</i> as you narrate their play.</p>	<p>BLOCKS AND MIRRORS Tape mirrors to the top of a table and invite the children to build on top of them with translucent blocks.</p>	<p>COLOR PANELS Cover the light table with colored cellophane. Provide color panels and invite the children to explore with the light table turned on. Then turn the light table off and invite them to explore again. Use the language <i>light</i>, <i>lighter</i>, <i>lightest</i> and <i>dark</i>, <i>darker</i> and <i>darkest</i> while narrating their play. Repeat as long as children are interested.</p>	<p>PLAYDOUGH Make playdough. Pick one color and make half of the playdough a lighter shade of the color and the other half a darker shade (e.g. light and dark purple) (see Section VII Appendices). Invite children to explore.</p>
<p>WHERE IS THE SHADOW? Place items on a white sheet of paper. Use a flashlight to create shadows. Move the flashlight and invite children to notice how the shadows move with the light.</p>	<p>BOX Poke holes in a large box and give children disposable flashlights (or another flashlight without removable batteries). Invite the children to explore how the light shines through the holes.</p>	<p>SHAPES Cut out shapes from manila folders and place them on the light table for the children to explore. Turn the light table on and off and invite children to explore.</p>	<p>THE SUN Sing the song <i>Mister Golden Sun</i> (see Section VII Appendices) while taking a walk outside or looking out a window. Talk to the children about how the sun provides light during the day.</p>	<p>SUNGLASSES Supply sunglasses for the children to explore. Invite them to explore wearing the sunglasses in a variety of settings and notice how the light changes.</p>	<p>NYC Create a book of pictures of NYC during the day and night. Use pictures that are relevant to the children in your classroom.</p>

<p>ANIMAL FIND Hide animals around the room. Provide children with disposable flashlights (or flashlights where the batteries cannot be removed) and invite them to use their flashlights to help them find the animals.</p>	<p>LIGHT PEEK A BOO Place a light under the sensory table. Fill the sensory table with enough sand that the light can shine through some in areas. Supply scoops and cups and invite children to explore. Use the words <i>light</i> and <i>dark</i> as you narrate their play.</p>	<p>LIGHT AND PAPER Place small string lights behind contact paper. Provide tissue and construction paper pieces that the children can stick onto the contact paper. Invite the children to discover what happens to the light when they cover it with paper.</p>	<p>COLORED LIGHT Cover disposable flashlights (or flashlights where batteries cannot be removed) with cellophane and hang a white sheet. Invite the children to shine their lights on the sheet and explore light and colors.</p>	<p>PAINT Cover a table with black paper and provide white paint and rollers. Invite children to paint and explore what happens when they use light paint on the dark paper.</p>	<p>PIPE CLEANERS Secure colanders to the light table and provide pipe cleaners. Invite children to place the pipe cleaners in the holes and explore how the light changes.</p>
<p>TUNNELS Supply large tunnels and disposable flashlights (or flashlights where the batteries cannot be removed). Invite the children to use flashlights to see while they crawl through the tunnel.</p>	<p>GLOW STICKS Make sensory bottles using different colored glow sticks and assorted other items. Invite the children to explore.</p>	<p>SLIME Make slime (see Section VII Appendices) and add a few drops of liquid watercolor. Invite children to mix the color in. Talk about the color. Add a few more drops of the same color, mix, and help the children notice how the color gets darker. Use the language <i>light, lighter, lightest</i> and <i>dark, darker and darkest</i></p>	<p>FIND THE LIGHT Place mirrors on the floor and around the room. Dim the lights, and have an adult move the light from to the different mirrors using a flashlight. Invite children to find the light's reflection.</p>	<p>SCOOPS AND CUPS Place string lights or a lamp under the sensory table. Fill the table with water and a supply scoops and cups. Invite the children to explore.</p>	<p>COLORED CUPS Place colored translucent cups on the light table. Invite the children to explore them.</p>
<p>WHAT COLORS DO YOU SEE? Place prisms on white paper. Hold a flashlight to reflect colors on the paper. Invite children to manipulate the prisms and move the colors around.</p>	<p>FLASHLIGHT WALK Take a walk through the building or outside. Supply disposable flashlights (or flashlights where the batteries cannot be removed) and invite children to shine their lights on various objects.</p>	<p>COLLAGE Supply pictures of things that are <i>light</i> and <i>dark</i>. Cut them out and place them at the easel. Provide paper and clear glue. Invite the children to make a collage.</p>	<p>GOOP Make goop (see Section VII Appendices) using white and clear glue. Place it on the light table. Invite the children to explore how the light looks through the clear and white goop.</p>	<p>WINDOWS Supply CDs and hang them by a window. Invite children to notice how the light reflects off them.</p>	<p>GLOWING SHAPES On the light table supply cutouts of shapes that are transparent and non-transparent. Invite them to notice how the some shapes are <i>light</i> and some are <i>dark</i>. Use the language <i>light, lighter, lightest</i> and <i>dark, darker and darkest</i>.</p>

<p>PEEK A BOO</p> <p>Invite children to play peek a boo by covering their faces with their hands. Invite them to notice light and dark as they cover their faces.</p>	<p>THAT'S ME!</p> <p>Secure pictures of all the children in the class to the light table. Cover each picture with a flap. Invite the children to play a peek a boo light game with the pictures.</p>	<p>SNACK (CAREGIVING ACTIVITY)</p> <p>Bring a flashlight to an eating experience. Shine the light on various food items and beverages and use language to help children explore light and dark.</p>
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G. Long and Short

ELOF Standards: IT-C 3 Child recognizes differences between people, objects, actions or events; IT-C 10 Child uses matching and sorting of objects or people to understand similar and different characteristics; IT-PMP 5 Child uses information and body awareness to understand how their body relates to the environment.

<p>FAMILY WALK (FAMILY ACTIVITY) Invite families to explore <i>long</i> and <i>short</i> by taking long and short steps when they are walking with their child.</p>	<p>MICE Read the Book <i>Mice</i> by Rose Flyeman (or another text related to size that is more relevant to the classroom community). Provide pieces of paper that look like the mice tails in the book. Invite the children to make a collage with the mice tails on contact paper.</p>	<p>TAPE JUMP Place different lengths of tape on the floor. Invite children to reference the tape and do long and short jumps.</p>	<p>BODIES Trace a child or adult's body. Hang the outline on the wall and invite the children to compare their bodies to the outline. Is their body longer or shorter than the outline?</p>	<p>POUR STATION Create a pouring center. Include pourable materials as well as containers of various heights. Invite the children to explore. Use language such as <i>long</i>, <i>longer</i>, <i>longest</i>, and <i>short</i>, <i>shorter</i>, and <i>shortest</i> throughout the experience.</p>	<p>POUR HIGH AND LOW Create a pouring center and invite the children to experiment with long pours by stretching their arms up and pouring from up high and shorter pours by pouring from closer to the table.</p>
<p>STRING PAINTING Supply pieces of string in various sizes as well as paper and paint. Invite the children to dip the string in the paint and then drag it across the paper. As children select strings and paint, weave language around <i>long</i> and <i>short</i> into the experience.</p>	<p>SHOES Compare shoes of various sizes. Use language such as <i>long</i>, <i>longer</i>, <i>short</i> and <i>shorter</i> throughout the experience.</p>	<p>SPOONS AND SCOOPS Fill the sensory table with sand. Provide spoons and scoops that have different length handles. Invite the children to explore using the various scoops. Use language such as <i>long</i>, <i>longer</i>, <i>longest</i> and <i>short</i>, <i>shorter</i>, and <i>shortest</i> throughout the experience.</p>	<p>CONNECTING BLOCKS Supply connecting blocks and invite the children to make structures. Weave language around <i>long</i> and <i>short</i> into the experience.</p>	<p>BUBBLES Blow bubbles with the children. Discuss how some of the bubbles take a long time to pop and others a short time.</p>	<p>HAND TO HAND Invite the children to place their hands against an adult's hand and compare the lengths of their fingers noting the fingers that are <i>long</i>, <i>longer</i>, <i>longest</i>, <i>short</i>, <i>shorter</i>, and <i>shortest</i>.</p>

<p style="text-align: center;">STRIPS</p> <p>Fill an empty container, such as an empty baby wipes container. Add ribbons or fabric strips or various lengths. Invite the children to pull out the fabric. As they pull out the fabric strips note the lengths of the pieces and use language such as <i>long, longer, longest, short, shorter, and shortest</i>.</p>	<p style="text-align: center;">SOCKS</p> <p>Tape socks of various lengths to the easel. Invite the children to draw or paint on them. Use language such as <i>long, longer, longest, short, shorter, and shortest</i> throughout the experience.</p>	<p style="text-align: center;">RAMPS</p> <p>Create ramps of varying lengths. Supply vehicles or balls and invite the children to explore. Use language such as <i>long, longer, longest, short, shorter, and shortest</i> throughout the experience</p>	<p style="text-align: center;">TUBES</p> <p>Add tubes of varying lengths to pourable materials in the sensory table. Invite the children to pour materials through the tubes. Use language such as <i>long, longer, longest, short, shorter, and shortest</i> throughout the experience</p>	<p style="text-align: center;">TAILS</p> <p>Secure pictures of animals without their tails at the easel with one side of Velcro where their tails should be. Create tails of various lengths and add a piece of Velcro to the tails. Invite children to give the animals tails. Use language such as <i>long, longer, longest, and short, shorter, shortest</i> throughout the experience.</p>	<p style="text-align: center;">MARK MAKING</p> <p>Provide children with paper and a variety of mark making materials (i.e. paint brushes, crayons, markers, chalk, etc.). Invite the children to explore making long strokes and short strokes with the various materials.</p>
<p style="text-align: center;">PLAYDOUGH</p> <p>Supply playdough (see Section VII Appendices) and support children in rolling it into various lengths. Note that this is likely just one way that children will want to explore the playdough. Allow them to engage in other types of exploration as well.</p>	<p style="text-align: center;">LIGHT TABLE</p> <p>Add an assortment of natural materials of assorted lengths to the light table. Invite children to explore. Use language such as <i>long, longer, longest, short, shorter, and shortest</i> throughout the experience</p>	<p style="text-align: center;">HAIR LENGTH</p> <p>Invite children to consider the length of their hair, noting varying lengths. Use language such as <i>long, longer, longest, short, shorter, and shortest</i> throughout the experience</p>	<p style="text-align: center;">ANIMAL SIZES</p> <p>Add animals of various lengths to the pourable materials in the sensory table. Use language such as <i>long, longer, longest, short, shorter, and shortest</i> as children explore.</p>	<p style="text-align: center;">BREATHS</p> <p>Invite children to experiment with taking breathes of various lengths.</p>	<p style="text-align: center;">BODY PARTS</p> <p>Invite children to look at their bodies and talk about the parts that are longer and shorter.</p>
<p style="text-align: center;">STRING BEADS</p> <p>Provide strings of various lengths and large stringing beads. Invite the children to string the beads on different lengths of strings. Use language such as <i>long, longer, longest, short, shorter, and shortest</i> throughout the experience.</p>	<p style="text-align: center;">VEHICLES</p> <p>Supply assorted vehicles for children to explore. Make sure the vehicles are different lengths. As children explore, use language such as <i>long, longer, longest, short, shorter, and shortest</i>.</p>	<p style="text-align: center;">HAND TRACING</p> <p>Invite children to trace their hands or ask them if they would like you do it for them. Invite them to notice the different lengths of their fingers. Use language related to length throughout the experience.</p>	<p style="text-align: center;">BALL THROWING</p> <p>Use hula-hoops, tape, or chalk to make circles on the ground. Have the children stand at varying distances from the circles. Invite the children to throw balls at the circles. Use language such as <i>long, longer, longest, short, shorter, and shortest</i>.</p>	<p style="text-align: center;">BALL ROLLING</p> <p>Invite children to roll balls. While the ball are rolling use the language related to length to describe the rolls.</p>	<p style="text-align: center;">INSTRUMENTS</p> <p>Hang instruments on strings of various lengths. Invite children to play the instruments. Use language such as <i>long, longer, longest as short, shorter and shortest</i>.</p>

<p>BLOCK BUILDING</p> <p>Invite children to build with blocks. As they build, talk about the lengths of the structures. Use language such as <i>long</i>, <i>longer</i>, <i>longest</i>, <i>short</i>, <i>shorter</i>, and <i>shortest</i> throughout the experience.</p>	<p>ANIMAL NECKS</p> <p>Make a simple book about animals that have long necks, like a giraffe, ostrich, etc. Invite children to explore the length of their necks in the mirror.</p>	<p>BUBBLE BLOWING</p> <p>Blow bubbles with the children. Note the length of the bubbles and your breathes as you explore with the children.</p>	<p>TUNNELS</p> <p>Create tunnels that are big enough for the children to fit through in an assortment of lengths. Invite the children to crawl through each tunnel. Narrate their actions and use language such as <i>long</i>, <i>longer</i>, <i>longest</i>, <i>short</i>, <i>shorter</i>, and <i>shortest</i> throughout the experience.</p>	<p>JUMPING</p> <p>Create a safe place where the children can jump. Model how to jump various lengths. Invite children to explore using language such as <i>long</i>, <i>longer</i>, <i>longest</i> and <i>short</i>, <i>shorter</i>, <i>shortest</i>.</p>	<p>SAND</p> <p>Fill the sensory table with sand. Provide scoops with different length handles. As the children are playing narrate whether they are using spoons with <i>shorter</i> or <i>longer</i> handles.</p>
<p>WHAT'S THE DIFFERENCE?</p> <p>Fill the sensory table with water and provide eyedroppers and turkey basters. Invite the notice the difference in how the much water the longer turkey baster can hold how much the shorter eyedropper can hold.</p>	<p>CONTACT COLLAGE</p> <p>Provide strings, ribbons and fabric strips of various lengths. Supply square of contact paper and place them sticky side up. Invite children to place the strings, ribbons, etc. on the contact paper to create a collage. Use language such as <i>long</i>, <i>longer</i>, <i>longest</i>, <i>short</i>, <i>shorter</i>, and <i>shortest</i> throughout the experience.</p>	<p>FOOD COMPARISON (CAREGIVING ACTIVITY)</p> <p>Provide snacks of various lengths such as assorted noodle types (e.g. penne and spaghetti). Invite children to explore the lengths as they enjoy their snack.</p>	<p>FOOD DISCUSSION (CAREGIVING ACTIVITY)</p> <p>At mealtime, cut children's food into pieces of various lengths. Note the differences in length and use language such as <i>long</i>, <i>longer</i>, <i>longest</i>, <i>short</i>, <i>shorter</i>, and <i>shortest</i> throughout the experience.</p>		

H. Quiet and Loud

ELOF Standards: IT-ATL 5 Child demonstrates the ability to be flexible in actions and behavior; IT-LC 2 Child learns from communication and language experiences with others; IT-C Child uses reasoning and planning ahead to solve problems.

<p>VOICES (FAMILY ACTIVITY) Invite families to experiment with indoor (quiet) and outdoor (loud) voices.</p>	<p>NATURE WALK Take children outside on a nature walk. Encourage them to be very quiet in order to see more animals.</p>	<p>DRUMMING Supply drums and model how to play loudly and quietly. Invite the children to explore. As they are ready, invite them to play loudly and quietly.</p>	<p>WHAT'S THAT SOUND? Fasten a tube to a metal bowl or pot. Provide assorted items that will make a variety of sounds when dropped through the tube and fall into the bowl. Invite the children to explore, highlighting the various sounds the objects make.</p>	<p>TURTLES Supply toy turtles for children to explore. As children play, note that turtles (and most other reptiles) are very quiet animals.</p>	<p>GOOP Make goop (see Section VII Appendices) and model how it can make noises when it is folded or squeezed. Invite children to try.</p>
<p>MUFFIN TINS Supply metal muffin tins and assorted objects that are both hard and soft. Invite children to drop the objects into the muffin tin and note the noises they hear. Use language such as <i>loud</i>, <i>louder</i>, <i>loudest</i>, <i>quiet</i>, <i>quieter</i>, and <i>quietest</i> throughout the experience.</p>	<p>NOISY VEHICLES Supply fire engines and/or other emergency vehicles that make loud noises. Invite the children to mimic the sounds of the vehicles as they play with them.</p>	<p>COLLAGE Cover the easel or a table with contact paper. Provide pictures of different items that are typically thought of as loud and quiet (e.g. emergency vehicles, baby crying, bunny hopping, etc.). Invite the children to make a collage. Talk to the children as they collage, labeling which images make <i>loud</i> noises and which ones make <i>quiet</i> noises.</p>	<p>WHAT HAPPENS? Have the children blow on a scarf or fabric. As children explore, encourage them to consider what they hear. Use the language related to <i>quiet</i> and <i>loud</i> as appropriate.</p>	<p>SHOE NOISES Provide the children with shoes with different types of soles that can make varying noises (e.g. rubber soles, and high heels) Take the children to an area where they can experiment with the sounds the shoes can make. Use language related to <i>quiet</i> and <i>loud</i> throughout the experience.</p>	<p>LIBRARY If possible, take a walking field trip to a library. Read books with the children at the library and model speaking quietly. When you leave the library, experiment with using loud voices.</p>

<p style="text-align: center;">SAND</p> <p>Fill the sensory table with sand. Provide metal containers. Invite the children to explore the noise the sand makes when it falls.</p>	<p style="text-align: center;">SHH!</p> <p>Supply an assortment of quiet activities for the children to explore and play in a quiet classroom. Use the language <i>quiet</i> as they are playing.</p>	<p style="text-align: center;">READING</p> <p>Read a book once in a whisper and once in a louder voice. This can be done with songs as well. Use <i>quieter</i> and <i>louder</i> to describe your voice.</p>	<p style="text-align: center;">FIREHOUSE VISIT</p> <p>If possible, take children on a walk to a firehouse. Talk about how a fire truck needs to make a loud sound to alert people that they are coming so people can move out of the way and the truck can get to the fire quickly.</p>	<p style="text-align: center;">QUIET OR LOUD?</p> <p>Create a book that has a picture of items that are typically quiet as well as items that are typically loud. Label each page with the word <i>quiet</i> or <i>quieter</i> and <i>loud</i> or <i>louder</i> accordingly.</p>	<p style="text-align: center;">NOISE MAKING</p> <p>Read <i>Quiet and Loud</i> by Leslie Patricelli (or another text related to quiet and loud that is more relevant to the classroom community). Invite the children to make loud noises and quiet noises.</p>
<p style="text-align: center;">SPLASHING</p> <p>Fill the sensory table with water. Invite the children to make loud and quiet splashes in the water. Consider reading <i>Splash</i> by Ann Jonas (or another text related to quiet and loud that is more relevant to the classroom community).</p>	<p style="text-align: center;">LEAVES</p> <p>Fill the sensory table with leaves. Invite the children to explore. Highlight the sounds the leaves make as the children explore.</p>	<p style="text-align: center;">NOTICINGS</p> <p>Have the children look in the mirror. Invite them to watch their mouth as they make whispers and then how they look when they yell or make a loud noise.</p>	<p style="text-align: center;">WHAT DO YOU HEAR?</p> <p>Read <i>Polar Bear, Polar Bear What Do You Hear?</i> by Bill Martin Jr. (or another text related to quiet and loud that is more relevant to the classroom community) Invite the children to make the animal sounds with you.</p>	<p style="text-align: center;">PINWHEELS</p> <p>Provide the children with pinwheels. Demonstrate how they can make them move by blowing on them. Explore the noises the pinwheels make as the children blow. Use language related to <i>quiet</i> and <i>loud</i> as appropriate.</p>	<p style="text-align: center;">ECHO</p> <p>If possible, find a place where voices echo and invite children to use loud voices and see what they notice.</p>
<p style="text-align: center;">SENSORY BOTTLES</p> <p>Create sensory bottles with items that will make louder noises and quieter noises. Invite the children to explore. Use language such as <i>loud</i>, <i>louder</i>, <i>loudest</i>, <i>quiet</i>, <i>quieter</i>, and <i>quietest</i> throughout the experience.</p>	<p style="text-align: center;">SINGING</p> <p>Sing songs with the children and invite them to use wrist bells to accompany the songs. Give the children opportunities to play loudly and play quietly. This can be done with other musical instruments as well.</p>	<p style="text-align: center;">LOUD ANIMALS</p> <p>Supply toy animals that make loud noises for the children to explore. Invite the children to pretend to be the animals.</p>	<p style="text-align: center;">ANIMAL SOUNDS</p> <p>Make a book of animals. As you share it with the children invite them to make the sounds of each animal.</p>	<p style="text-align: center;">BEDTIME</p> <p>Supply baby dolls and baby blankets. Invite the children to help you put the babies to bed. Remind them that they need to be quiet to put a baby to sleep.</p>	<p style="text-align: center;">ALL FALL DOWN!</p> <p>Read <i>All Fall Down</i> by Helen Oxenbury (or another text related to quiet and loud that is more relevant to the classroom community). Invite the children to fall together. As children fall they can make <i>loud</i> noises or <i>quiet</i> noises.</p>

<p>STICK MUSIC</p> <p>Secure cans, bottles and other containers to a tabletop. Invite the children to use sticks or other materials to explore the different sounds they can make by banging on the containers.</p>	<p>HAMMERING</p> <p>Supply playdough (see Section VII Appendices) and toy hammers and invite children to hit the playdough. Invite them to notice if the sounds are <i>quiet</i> or <i>loud</i> and experiment with ways to make the sounds <i>quieter</i> and <i>louder</i>.</p>	<p>LULLABIES</p> <p>Hold a baby doll in your arms and sing lullabies quietly. Invite the children to join you.</p>	<p>MUSIC MAKING</p> <p>Hang instruments from the easel such as wrist bells, rhythm sticks, small drums, etc. Invite the children to explore making <i>loud</i> and <i>quiet</i> sounds and how to make the sounds <i>louder</i> and <i>quieter</i>.</p>	<p>ICE</p> <p>Place large blocks of ice in the sensory table. Invite the children to use hammers and other tools to bang on the ice. Narrate the different sounds the children make as they explore. Use language such as <i>loud</i>, <i>louder</i>, <i>loudest</i>, <i>quiet</i>, <i>quieter</i> and <i>quietest</i> throughout the experience.</p>	<p>BLOCK KNOCKING</p> <p>Invite children to knock various types of blocks together and note the sounds they make. Use language such as <i>loud</i>, <i>louder</i>, <i>loudest</i>, <i>quiet</i>, <i>quieter</i> and <i>quietest</i> throughout the experience</p>
<p>MARCHING</p> <p>Make a plan to go on a march. Give the children instruments that they can bring with them. Invite the children to march and have them march <i>quietly</i> and <i>loudly</i>.</p>	<p>BUBBLE POPPING</p> <p>Invite the children to blow bubbles. As the bubbles pop invite children to notice if it is <i>loud</i> or <i>quiet</i>.</p>	<p>NAPPING (CAREGIVING ACTIVITY)</p> <p>At naptime, remind children that it is easier to sleep when it is quiet. Highlight how you quiet the room and the other things you do to quiet down the children and help them get ready to sleep.</p>	<p>CRUNCHY AND SOFT (CAREGIVING ACTIVITY)</p> <p>Invite children to try foods that are crunchy and soft and notice the types of sounds they make. Use the words <i>loud</i> and <i>quiet</i> as appropriate.</p>		

I. On and Off

ELOF Standards: IT-ATL 7 Child shows interest in and curiosity about objects, materials, or events; IT-C 9 Child uses spatial awareness to understand objects and their movement in space; IT-PMP 3 Child demonstrates effective and efficient use of large muscles for movement and position.

<p>SWITCHES (FAMILY ACTIVITY) Invite families to explore <i>on</i> and <i>off</i> by exploring light switches, lamps, radios, etc.</p>	<p>PAINTING HANDS Invite children to explore how they can put paint on their hands, make prints and wash the paint off. Use the language <i>on</i> and <i>off</i> throughout the experience.</p>	<p>BOX PLAY Place a large box in the room and invite the children to decorate the box by drawing on it. Discuss with children how they are drawing on the box.</p>	<p>WASHING BABIES Supply baby dolls and washcloths in the sensory table with water and mild soap. Invite the children to wash the babies by putting soap on and washing it off.</p>	<p>INTERLOCKING BLOCKS Supply interlocking block boards and interlocking blocks at a table. Invite the children to place these blocks <i>on</i> and <i>off</i> the boards.</p>	<p>TAKE ON AND OFF At the easel, supply contact paper and provide materials that children can put on and take off. Use the language <i>on</i> and <i>off</i> throughout the experience.</p>
<p>PEGS Invite the children to play with peg puzzles. Narrate their play with the language <i>on</i> and <i>off</i>.</p>	<p>VELCRO Create an area where the children can explore Velcro. Consider attaching pictures they can put on and off. Use the language <i>on</i> and <i>off</i> throughout the experience.</p>	<p>SEED SCOOPING Provide seeds such as chia or flax, in a sensory bin. Invite the children to scoop the seeds with their hands. Explore how the seeds stick <i>on</i> their hands and how to take them <i>off</i>.</p>	<p>RING STACKER Invite the children to play with ring stackers and place the rings on and off. Narrate their play with the words <i>on</i> and <i>off</i>.</p>	<p>STICKY MOVEMENTS Place contact paper on the floor and invite the children to move their bodies <i>on</i> and <i>off</i> it.</p>	<p>HATS Supply a variety of hats and invite the children to practice putting hats <i>on</i> and <i>off</i>.</p>
<p>LIDS Supply containers with lids. Invite children to practice putting the lids <i>on</i> and taking them <i>off</i>.</p>	<p>PAINTING ANIMALS Supply dinosaurs, animals or reptiles in the sensory table and invite the children to put paint on them.</p>	<p>WASHING ANIMALS If the children painted dinosaurs, animals or reptiles, fill the sensory table with water and mild soap. Invite the children to wash the paint off.</p>	<p>CLIMBING Place mats out in the classroom or a gross motor area and invite the children to safely climb <i>on</i> and <i>off</i> the mats.</p>	<p>CHALK Supply chalkboards, chalk and erasers at table. Invite the children to make marks with the chalk on the boards and wipe the marks off using erasers.</p>	<p>COOKING Invite children to cook with you in the dramatic play area. Ask them if they can turn the stove <i>on</i> and <i>off</i> for you.</p>
<p>TAKING A TRIP Invite children to the dramatic play area to pretend they are getting on and off a bus, airplane or choose a transportation vehicle that is relevant to the children.</p>	<p>VEHICLES AND RAMPS Supply vehicles and make create ramps and invite children to play. Narrate their play by using the words <i>on</i> and <i>off</i>.</p>	<p>SONG BOARD Create a song board by attaching song cards to board with Velcro. Create song cards by using symbols to represent the song along with the title written out (e.g. duck for</p>	<p>BELLS Give the children wrist bells. Invite them to wear them on their wrist while singing a song.</p>	<p>JUMPING Create a safe place where the children can jump <i>on</i> and <i>off</i> from something slightly elevated.</p>	<p>ON THE FARM Sing <i>Old McDonald Had a Farm</i> (see Section VII Appendices). Emphasis the word <i>on</i> when it is used in the song.</p>

		<p><i>1 Little Duck</i>). Invite children to choose a song by taking the card off. When the song is over, invite them to put it back onto the song board.</p>			
<p>BLOCKS Invite the children to build with blocks. Talk to the children about how they can take the blocks <i>on</i> and <i>off</i> of each other.</p>	<p>TRAINS Bring out trains and invite the children to place the trains on the tracks.</p>	<p>BOATS Fill the water table with water. Provide boats and discuss how the boats float on the water.</p>	<p>PARACHUTE Bring out the parachute. Invite the children to sit on it and then get off to see the difference of how it moves.</p>	<p>EYEGLASSES Place a basket of different types of eyeglasses that the children can take <i>on</i> and <i>off</i>.</p>	<p>TIME FOR BED Invite the children to help you put the baby dolls to bed. Ask the children if the baby wants a blanket <i>on</i> or <i>off</i>.</p>
<p>FLASHLIGHTS Invite the children to play with disposable flashlights (or flashlights where the batteries cannot be removed) invite them to turn them <i>on</i> and <i>off</i>.</p>	<p>GEARS Provide and invite the children to take the gears <i>on</i> and <i>off</i>.</p>	<p>BAGS Invite children to put on and take off backpacks or bags.</p>	<p>KEEP THEM ON Secure train tracks to the easel and supply trains. Invite children to explore how they can keep the trains on the tracks. Use the language <i>on</i> and <i>off</i> throughout the experience.</p>	<p>PEEK A BOO Invite the children to play peek a boo by placing their hands on their face and then taking them off.</p>	<p>LIGHTS When it is time to turn off the lights, invite the children to help you.</p>
<p>FLOATING Supply a number of materials and invite the children to experiment with items that will float on the water.</p>	<p>DIAPERS Supply the children with baby dolls and diapers for play. Invite the children to take off the baby's dirty diaper and putting on a clean one after.</p>	<p>MUD Create mud (see Section VII Appendices) in the sensory table. Supply animals, babies, people, etc. Narrate the play by talking about the mud getting on the toys.</p>	<p>DRESSING (CAREGIVING ACTIVITY) Invite the children to practice dressing, by putting on and taking off articles of clothing.</p>		

J. Open and Close (ELOF Standards: IT-ATL 3 Child maintains focus and sustains attention with support; IT-LC 7 Child understand an increasing number of words used in communication with others; IT-C 2 Child uses understanding of causal relationships to act on social and physical environments.)

<p>CONTAINERS (FAMILY ACTIVITY) Invite families to explore <i>open</i> and <i>close</i> by giving their child containers that they can practice opening and closing.</p>	<p>SINGING Sing <i>Open, Shut Them</i> (see Section VII Appendices) using the hand gestures and sing multiple times at various tempos.</p>	<p>BAGS, WALLETS, PURSES Invite the children to the dramatic play center to play with different types of bags, wallets, and purses that they can open and close.</p>	<p>BASKETS Create one or multiple baskets in the classroom that have different items for the children to experiment with opening and closing.</p>	<p>BOX PLAY Place a large box with flaps on its side in the classroom. Invite the children to go in and out of the box and open and close the flaps. Narrate their play by using the words <i>open</i> and <i>close</i>.</p>	<p>SHAPE SORTER Provide shape sorters with lids that open and close and invite children to explore them.</p>
<p>JACKETS Bring in the children’s jackets and invite them to practice opening and closing their jackets.</p>	<p>PEEK A BOO Create a peek a boo board with flaps that <i>open</i> and <i>close</i> and invite children to explore.</p>	<p>FILL AND DUMP Place containers with lids in the sensory table with a pourable material. Invite children to explore opening and closing the containers while they are playing.</p>	<p>LOCKS Put out a lock board that has different types of locks for the children to open and close. Narrate their play with <i>open</i> and <i>close</i>.</p>	<p>SHAPE MATCH On an easel or tabletop supply small differently sized boxes and their corresponding lids. Invite the children to find the lid that matches. As they are playing use the words <i>open</i> and <i>close</i>.</p>	<p>NOTICINGS Invite the children to look in the mirror and look at how they can open and close their mouth.</p>
<p>KINETIC SAND In a sensory bin, supply kinetic sand. Invite the children to grab the sand with their hands and squeeze them closed to see how the sand changes shape.</p>	<p>LIBRARY Invite the children to the library. Ask them to choose a book. Use the words <i>open</i> and <i>close</i> as you are manipulating the book.</p>	<p>STORE IS OPEN! In the dramatic play area, create a store that is open and pretend that it will close soon.</p>	<p>PAINT COLLAGE At the easel, supply paint and pictures of items that open and close. Invite the children to make a collage that can be hung up.</p>	<p>POP UP Invite the children to play with an object that pops-up. Use the words <i>open</i> and <i>close</i> as the children play with the object.</p>	<p>SHADOWS Invite the children to play with their shadows by opening and closing their hands and notice how they look different.</p>

<p>TAKE A WALK Take a walk and talk about the items that are <i>open</i> and <i>closed</i>.</p>	<p>WHAT'S THERE? Create a book of opposites. On each page have a picture to demonstrate an object that is <i>open</i> or <i>closed</i>.</p>	<p>DOLLHOUSE Using a dollhouse, invite the children to put dolls and furniture inside the house and decide which rooms need the furniture. Discuss whether they want to open or close the windows in their house.</p>	<p>BABIES Invite the children to help you put the baby dolls to bed. Discuss with them that they will know when the baby doll is asleep when they close their eyes.</p>	<p>SEEDS Place seeds in a sensory table or bin. Invite children to grab a handful of seeds and explore how they stick to their hands when they open them.</p>	<p>EYES Invite the children to play peek a boo by opening and closing their eyes.</p>
<p>FEEDING Supply baby dolls or animals with bottles or cups. Pretend to give the baby or animal a drink. Use the words <i>open</i> and <i>close</i> throughout the experience.</p>	<p>FINGER AND TOES Read <i>Ten Little Fingers and Ten Little Toes</i> by Mem Fox (or another text related to open and close that is relevant to the classroom community). . Invite the children to count their fingers by closing their hands and lifting one finger up at a time. Bring awareness to how their hand is open when all their fingers all open on one hand</p>	<p>SLIMES Make slime (see Section VII Appendices). Invite the children to close their hands with slime inside it and see how it oozes out.</p>	<p>LIGHT TABLE Fill containers with goop or other items to be discovered and close them. Place it on the light table and invite the children to open and discover what is inside.</p>	<p>SMELLING STATION Create a smelling station by using spices in closed containers. Invite the children to open them and smell what is inside.</p>	<p>SCISSORS Under close supervision and using child friendly scissors, invite children to practice cutting by opening and closing the scissors.</p>
<p>WHEELS ON THE BUS Sing <i>Wheels on the Bus</i> (see Section XI Appendices). Sing about the doors and windows <i>open</i> and <i>close</i>.</p>	<p>VEHICLES Supply vehicles that the doors open and close. Narrate children play with the words <i>open</i> and <i>close</i>.</p>	<p>IT'S RAINING On a rainy day, sing <i>It's Raining, It's Pouring</i> (see Section XI Appendices) and provide umbrellas that children can open and close</p>	<p>WHAT'S OPEN? If possible, take a walk outside and talk about how stores can be opened or closed.</p>	<p>SIGN LANGUAGE Teach the children the American Sign Language for more. Demonstrate how they close their fingers and bring them together.</p>	<p>NATURAL MATERIALS Supply the children with natural items, such as seed sacks, that they can open and discover what is inside.</p>

<p style="text-align: center;">OPEN UP</p> <p>Supply the children with wrapped boxes like a gift for them to open. Place something inside the box for them to find.</p>	<p style="text-align: center;">KITCHEN AREA</p> <p>While children are playing with the kitchen in the dramatic play area, narrate their play by using the words open and close when they are playing with the refrigerator, microwave, stove, etc.</p>	<p style="text-align: center;">MOUTHS (CAREGIVING ACTIVITY)</p> <p>During mealtimes, point out that we eat and drink by opening and closing our mouths.</p>
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K. Fast and Slow

ELOF Standards: IT-SE 10 Child shows awareness about self and how to connect with others; IT-C 1 Child actively explores people and objects to understand self, others and objects; IT-PMP 3 Child demonstrates effective and efficient use of large muscles for movement and position.

<p>FAMILY MUSIC (FAMILY ACTIVITY) Invite families to share music that is relevant to them. Invite children to move their bodies to the rhythm. Narrate what they are doing with their body by using the words <i>fast</i> and <i>slow</i> as applicable.</p>	<p>RAMPS Create ramps at different angles and supply items that can roll. Talk about which items roll <i>fast/faster</i> and which items are <i>slow/slower</i>.</p>	<p>DRUMS Supply the children with drums and invite them to explore various rhythms. Use language such as <i>fast/faster</i> and <i>slow/slower</i> throughout the experience.</p>	<p>WATER AND GOOP Place two sensory bins next to one another, fill one with water and one with goop (see Section VII Appendices). Supply cups and invite the children to pour the materials out and notice how the materials move <i>fast/faster</i> or <i>slow/slower</i>.</p>	<p>WALK Take the children on a walk. Talk to them about how sometimes we need to move more slowly to keep our bodies safe.</p>	<p>EXPERIMENT Create an experiment where the children can drop items that will drop at different rates of speed, such as feathers and large buttons. Discuss which move <i>fast/faster</i> or <i>slow/slower</i>.</p>
<p>ANIMALS Show the children pictures of different animals that move at various paces and invite them to move their body like the animals in the book.</p>	<p>HOW ARE THEY MOVING Read <i>Going On a Bear Hunt</i> by Helen Oxenbury and Michael Rosen (or another text related to rates of speed that is more relevant to the classroom community). Emphasize the times where the family moves <i>fast</i> or <i>slow</i>.</p>	<p>BELLS Read <i>Going On a Bear Hunt</i> by Helen Oxenbury and Michael Rosen (or another text related to rates of speed that is more relevant to the classroom community) again. This time give the children wrist bells that they can shake during the fast and slow parts.</p>	<p>NAPTIME At naptime, talk about when our bodies get tired they begin to move more slowly so that we can go to sleep.</p>	<p>MARCH Invite the children to march around the room or outside. Invite them to march <i>fast/faster</i> or <i>slow/slower</i>.</p>	<p>WHERE CAN I MOVE? Take the children on a walk. Talk to them about places where it is safe to move fast and where they need to move more slowly.</p>

<p style="text-align: center;">FREEZE</p> <p>Fill a container with water and various items and freeze. Provide tools the children can use to try to break the ice. Talk about how the ice melts slowly and that it might take some time to break.</p>	<p style="text-align: center;">HOW DOES IT MOVE?</p> <p>Take vehicles to an area that has different surfaces such as a rug and linoleum. Roll the vehicles in each area, discussing how they roll <i>fast/faster</i> and <i>slow/slower</i> on each surface. Use language such as <i>fast, faster, fastest</i> and <i>slow, slower, slowest</i>.</p>	<p style="text-align: center;">PARACHUTE</p> <p>Bring out a parachute. While the children are holding onto the parachute, invite them to move it <i>fast/faster</i> and then move it <i>slow/slowly</i>.</p>	<p style="text-align: center;">BOOK AND PLAYDOUGH</p> <p>Read the book <i>Fast and Slow</i> by Britta Teckentrup (or another text related to rates of speed that is more relevant to the classroom community) and supply the children with playdough, people, and some vehicles similar to the book and invite children to explore them.</p>	<p style="text-align: center;">BOOK MAKING</p> <p>Create a picture book about things that move fast and slow.</p>	<p style="text-align: center;">WATERWHEELS</p> <p>Fill the sensory table with water, supply waterwheels, and invite the children to play. Demonstrate how the wheels can move fast and slow. Use language such as <i>fast, faster, fastest</i> and <i>slow, slower, slowest</i>.</p>
<p style="text-align: center;">CLAP HANDS</p> <p>Invite the children to clap their hands fast and slow. Use language such as <i>fast, faster, fastest</i> and <i>slow, slower, slowest</i>.</p>	<p style="text-align: center;">FUNNELS, SCOOPS AND SIFTERS</p> <p>Fill the sensory with a pourable material (see Section VII Appendices). Supply materials, such as funnels, scoops and sifters to demonstrate that sometimes materials can move fast, but other times it moves more slowly. Use language such as <i>fast, faster, fastest</i> and <i>slow, slower, slowest</i>.</p>	<p style="text-align: center;">PAINTING</p> <p>Invite the children to paint to music of various tempos (e.g. fast and slow). Narrate their actions by using the words <i>fast, faster, fastest</i> and <i>slow, slower</i> and <i>slowest</i>.</p>	<p style="text-align: center;">TURTLES</p> <p>Supply toy turtles. Talk to children about how turtles are a reptile that is known to move slowly.</p>	<p style="text-align: center;">PINWHEELS</p> <p>Supply the children with pinwheels. Demonstrate how they can make them move by blowing on them. As they are playing, use language such as <i>fast, faster, fastest</i> and <i>slow, slower, slowest</i>.</p>	<p style="text-align: center;">TUBES</p> <p>Supply the children with tubes of different widths and lengths. Give them items which will fit in the tubes and let them move the tubes around to see how the items can move through fast or slowly. Use language such as <i>fast, faster, fastest</i> and <i>slow, slower, slowest</i>.</p>

<p style="text-align: center;">VOICES</p> <p>Sing a song with the children and vary your pace to sing <i>fast/faster</i> and <i>slow/slower</i>. Invite the children to move their bodies to the rhythm of your voice.</p>	<p style="text-align: center;">MAKING MUSIC</p> <p>Supply materials to make music such as bowls, buckets, spoons, etc. Invite the children to play the materials fast and slow. Use language such as <i>fast, faster, fastest</i> and <i>slow, slower, slowest</i>.</p>	<p style="text-align: center;">SLIME</p> <p>Invite the children to explore slime (see Section VII Appendices). Note how the material can move slowly when you first scoop it, but then moves faster when you pour it.</p>	<p style="text-align: center;">NOTICINGS</p> <p>Take a walk and invite children to notice items that move <i>fast/faster</i> and <i>slow/slower</i>.</p>	<p style="text-align: center;">FAST ANIMALS</p> <p>Supply animals that are known to move quickly, such as tigers and dogs. Discuss with the children how these animals can move fast and slow.</p>	<p style="text-align: center;">BELLIES</p> <p>Invite children to investigate their bellies. Show them how they can make their bellies move fast and slow. Use language such as <i>fast, faster, fastest</i> and <i>slow, slower, slowest</i>.</p>
<p style="text-align: center;">PET SHOP</p> <p>In the dramatic play center create a pet shop. Talk to children about how some animals move fast and slow. Use language such as <i>fast, faster, fastest</i> and <i>slow, slower, slowest</i>.</p>	<p style="text-align: center;">RAMPS AND BEAMS</p> <p>Create a play space of ramps and low balance beams. Invite the children to see how their bodies can move fast and slow. Use language such as <i>fast, faster, fastest</i> and <i>slow, slower, slowest</i> throughout the experience.</p>	<p style="text-align: center;">PARACHUTE AND BALLS</p> <p>Bring out the parachute and place balls in the middle. Invite the children to make the balls move fast and slow. Use language such as <i>fast, faster, fastest</i> and <i>slow, slower, slowest</i>.</p>	<p style="text-align: center;">CAR DRAWING</p> <p>Attach crayons or markers on toy cars and invite the children to have the cars go fast and slow as they make marks on the paper going these speeds. Use language such as <i>fast, faster, fastest</i> and <i>slow, slower, slowest</i> throughout the experience.</p>	<p style="text-align: center;">SENSORY BINS</p> <p>Create two sensory bins, one with dry sand and one with wet sand. Invite the children to explore how the same material can move fast and slow. Use language such as <i>fast, faster, fastest</i> and <i>slow, slower, slowest</i> throughout the experience.</p>	<p style="text-align: center;">CONTACT COLLAGE</p> <p>Cover the easel or a table with contact paper. Provide pictures of different items known to move fast and slow. Invite the children to make a collage.</p>
<p style="text-align: center;">INSECTS</p> <p>Create a book or show children pictures of insects that move fast and slow.</p>	<p style="text-align: center;">HAMMERING</p> <p>Supply the children with playdough and hammers and invite children to bang fast and slow. Use language such as <i>fast, faster, fastest</i> and <i>slow, slower, slowest</i>.</p>	<p style="text-align: center;">MELTING</p> <p>In two sensory bins place items that have been frozen in both bins. Add warm water to one of the bins and invite children to notice which one melts faster.</p>	<p style="text-align: center;">KEEPING SAFE (CAREGIVING ACTIVITY)</p> <p>During mealtime, talk about how it is important to eat slowly to keep bodies safe.</p>		

L. Up and Down

ELOF Standards: IT-ATL 7 Child shows interest in and curiosity about objects, materials or events; IT-LC 9 Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs; IT-C9 Child uses spatial awareness to understand objects and their movement in space.

<p>SWINGS (FAMILY ACTIVITY)</p> <p>Invite families to explore up and down at the playground while the children are climbing, swinging on the swings, slide etc.</p>	<p>STRETCHING</p> <p>Invite the children to stand and stretch with you by reaching up towards the ceiling and then down towards the floor. Use the words <i>up</i> and <i>down</i> throughout the experience.</p>	<p>SCOOPING</p> <p>Place a pourable material in the sensory table. Invite the children to scoop the material notice how it pours when they lift up their arms and how it pours when they bring their arm down. Use the language <i>up</i> and <i>down</i>.</p>	<p>POP UP</p> <p>Provide items that pop up and invite the children to explore them. While they are playing narrate their play with words <i>up</i> and <i>down</i>.</p>	<p>RAMPS AND CARS</p> <p>Create ramps and provide cars with moving wheels. Invite children to push the cars up and down the ramps. Use the language <i>up</i> and <i>down</i> as they are moving the cars.</p>	<p>CONTACT PAPER</p> <p>Place two strips of contact paper at the easel with one higher than the other so children have to move up and down to put items on the strips. Use the language <i>up</i> and <i>down</i> to narrate their actions.</p>
<p>BLOCK BUILDING</p> <p>Invite the children to build with blocks and stack them up, then invite them to knock them down, if they want.</p>	<p>SENSORY TABLE</p> <p>Place ramps in the sensory table with a pourable material and people or animals. Invite the children to have the people or animals climb up and down the ramps. Use the language <i>up</i> and <i>down</i> throughout the experience.</p>	<p>SHAKERS</p> <p>Fill plastic shakers such as salt and pepper shakers, with a material like sand or glitter. Invite children to shake them up and down so that it comes out.</p>	<p>RING STACKERS</p> <p>Invite the children to play with ring stackers and discuss how the rings go up and down.</p>	<p>VOICES</p> <p>Read <i>Moo, Baa, La, La, La</i> by Sandra Boynton (or another text that is relevant to the classroom community). Invite the children to explore how the tone in one's voice can go <i>up</i> and <i>down</i> while playing with the words in the book.</p>	<p>SINGING</p> <p>Sing <i>The Itsy Bitsy Spider</i> (see Section VII Appendices). Invite the children to do the hand motions with you as the spider goes up and down.</p>
<p>TUBES</p> <p>Hang tubes at the easel or on a wall. Supply items that children can drop down through the tubes and invite them to repeat it again. Use the language <i>up</i> and <i>down</i> throughout the experience.</p>	<p>SOAP DISPENSER</p> <p>At the sensory table, supply soap dispensers that need to be pushed up and down. Invite children to explore them and use the language <i>up</i> and <i>down</i> to narrate their actions.</p>	<p>DOWN IN THE BOX</p> <p>Sing <i>Down in the Box</i> (see Section VII Appendices) and invite the children to get down into their pretend boxes. When it's time to open their "box", invite them to stand up and jump according to the song.</p>	<p>PARACHUTE</p> <p>Bring out the parachute and lift it up and down. Invite children to help you move it up and down.</p>	<p>SLIME</p> <p>Make slime (see Section VII Appendices) and invite the children to explore moving it up and down. Use the language <i>up</i> and <i>down</i> as they play with the slime</p>	<p>PEGS</p> <p>Place peg boards high and low on the easel. Invite the children to move their bodies up and down to place the pegs at different heights. Use the language <i>up</i> and <i>down</i> to narrate their actions</p>

<p>NOTICINGS Take a walk and talk about what is up and down.</p>	<p>WHAT'S ON THE PAGE? Create a book of opposites. On each page have a picture to demonstrate objects that are up and down.</p>	<p>PICK UP THE BABY Invite the children to the dramatic play area with the baby dolls. Invite children to care for the babies. Use the language <i>up</i> and <i>down</i> as appropriate.</p>	<p>BELLS Supply the children with wrist bells and invite them to play them by lifting their arm up and down.</p>	<p>DANCING Sing <i>Ring-Around-The-Rosie</i> (see Section VII Appendices). Invite the children to get up and fall down according to the words.</p>	<p>WHAT'S UP AND DOWN? Create a collage at the easel for the children to interact with things that they may see up in the sky or down on the ground.</p>
<p>VEHICLES Bring out vehicles that have cranes or ladders. Use the language <i>up</i> and <i>down</i> to narrate children's play.</p>	<p>BALLS Bring balls outside or to the gross motor area, and invite the children to throw balls up and down. Use the language <i>up</i> and <i>down</i> as they throw the balls.</p>	<p>SPIDERS Supply spiders on a string and sing <i>Little Miss Muffet</i> (see Section VII Appendices). Invite children to pull the spider up and down as you sing the song. Repeat as long as children are interested.</p>	<p>PARACHUTE AND BALLS Bring out the parachute and put balls in the middle. Invite the children to help you bounce the balls up and down.</p>	<p>STAIR WALKING Find a safe place where children can walk up and down stairs.</p>	<p>DOLLHOUSE Supply a dollhouse and people. Invite children to move the people up and down in the house.</p>
<p>SCOOPING STATION Create a scooping station and invite children to lift their arms up high and down low to explore what happens with the scooped material.</p>	<p>HULA-HOOPS Supply the children with hula-hoops to place on the ground. Invite them to jump up and down and in and out of the hoops.</p>	<p>HILLS Find a hill where the children can safely explore going up and down.</p>	<p>POURING Supply clear containers in the sensory table with a pourable material. Invite them to explore how the level in the containers go up and down.</p>	<p>MIRRORS Either use a mirror that hangs on the wall or hang mirrors at the easel. Invite the children to play peek-a-boo by moving their bodies up and down.</p>	<p>COLOR MIXING Provide ice cube trays with colored water and eye droppers. Invite the children to mix colors by moving the water up and down in the eye dropper and ice cube tray.</p>
<p>MARCHING Invite the children to go on a march with you. Invite them to play instruments and move their arms and legs up and down while marching.</p>	<p>AIRPLANE TRIP Invite children take a trip on an airplane. Use the language <i>up</i> and <i>down</i> while pretending to fly.</p>	<p>MAT CLIMBS Use mats to create a place where the children can have the opportunity to climb up and down.</p>	<p>ZIPPERS (CAREGIVING ACTIVITY) While children are getting their coats on and off explore <i>up</i> and <i>down</i> by helping children zip zippers up and down.</p>		

M. Wet and Dry

ELOF Standards: IT-ATL 6 Child demonstrates emerging initiative in interactions, experiences, and explorations; IT-C 6 Child learns to use a variety of strategies in solving problems; IT-PMP 1 Child uses perceptual information to understand objects, experiences, and interactions.

<p>WET SPIDER (FAMILY ACTIVITY) Invite families to explore wet and dry by singing the <i>Itsy Bitsy Spider</i> (see Section VII Appendices) or a song that is related to wet and dry and more relevant to them.</p>	<p>CHALK Supply chalkboards, water in spill proof cups and paintbrushes. Invite children to paint with the water. Use the language <i>wet</i> and <i>dry</i> to describe what children are doing and noticing.</p>	<p>WHAT FLOATS Read <i>Float</i> by Daniel Mivares (or another text related to wet and dry that is more relevant to the classroom community). After, fill the sensory table with water. Supply paper and invite children to notice what happens to paper when it gets wet.</p>	<p>SPRAY BOTTLES Place coffee filters on the easel. Supply spray bottles and/or paint cups filled with colored water and invite the children to watch as the paper go from wet to dry and changes color.</p>	<p>RAINY DAY On a rainy day, take the children for a walk. Invite them to notice how the rain makes things wet.</p>	<p>DESERT ANIMALS Create a book about the desert and the animals that live there. Invite the children to read it with you and discuss how the desert is very dry.</p>
<p>SAND Fill the sensory table with sand. Supply animals and reptiles that live in dry climates. While the children are engaging with the materials use the language <i>dry</i>.</p>	<p>BODIES OF WATER Create a book about the ocean or other bodies of water that are relevant to children. Invite the children to read it with you and discuss how these areas are wet.</p>	<p>SEA ANIMALS Fill the sensory table with water and supply sea animals. Use the words <i>wet</i> and <i>dry</i> as the children play.</p>	<p>ANIMAL COLLAGE Cover the easel or a table with contact paper. Supply pictures of sea animals and desert animals. Use the language <i>wet</i> and <i>dry</i> to describe where the animals live.</p>	<p>DRY ERASE BOARDS Supply dry erase boards. Use the language <i>wet</i> and <i>dry</i> throughout the experience.</p>	<p>SUNNY DAY If it is sunny outside, take the children for a walk and talk about how the sun keeps us dry and warm.</p>
<p>UMBRELLAS Create a large paper umbrella. Sing <i>It's Raining, It's Pouring</i> (see Section VII Appendices) and invite children to stay dry under the umbrella.</p>	<p>SQUIRT BOTTLES If possible, allow children to explore squirt bottles. Invite them to spray themselves or items around them. Use the language <i>wet</i> and <i>dry</i> throughout the experience.</p>	<p>FROGS Fill the sensory table with water and supply frogs and lily pads (e.g. plates, laminated paper, etc.). Use the words <i>wet</i> and <i>dry</i> as they play.</p>	<p>WET SAND Supply dry sand and water cans. Invite children to wet the sand. Use the language <i>wet</i> and <i>dry</i> throughout the experience.</p>	<p>WASHING BABIES Fill the sensory table with water, baby safe soap and add baby dolls, and washcloths. Invite children to wash the babies. Use the language <i>wet</i> and <i>dry</i> as they wash and dry the babies.</p>	<p>PUDDLE JUMPING Place hoola-hoops or tape circles on the floor and pretend they are puddles. Invite the children to jump in them and get wet.</p>

<p style="text-align: center;">TUBES</p> <p>Secure tubes to the side of the water sensory table and supply dry materials that will fit in the tubes. Invite the children to push the items through the tube and explore what they notice when the items are wet.</p>	<p style="text-align: center;">SLIME AND PLAYDOUGH</p> <p>Make slime and playdough (see Section VII Appendices) and invite children to explore the two materials. Use the words <i>wet</i> and <i>dry</i> as applicable.</p>	<p style="text-align: center;">FOOT PRINTS</p> <p>Place a large piece of paper on the floor. Invite children to remove their shoes and step in the wet paint and make a footprint.</p>	<p style="text-align: center;">SENSORY BOTTLES</p> <p>Create sensory bottles that have colored water and oil. Place the sensory bottles on a light table. Invite children to explore the wet materials.</p>	<p style="text-align: center;">WET AND DRY CHALK</p> <p>Supply chalk that has been soaked in water and dry chalk and invite children to explore the difference.</p>	<p style="text-align: center;">NATURAL MATERIALS</p> <p>Fill the sensory table with water and add a variety of natural materials. Invite children to explore the materials and use the words <i>wet</i> and <i>dry</i> as appropriate.</p>
<p style="text-align: center;">DISCOVERY BOTTLES</p> <p>Make 2 discovery bottles one with sand and one with water. Add items inside the bottles for the children to find. Use the words <i>wet</i> and <i>dry</i> to describe what they are seeing as applicable.</p>	<p style="text-align: center;">STAMPING</p> <p>Supply stamp pads and invite children to make hand prints with the wet ink.</p>	<p style="text-align: center;">TISSUE PAPER</p> <p>Hang multiple sheets colored tissue paper. Place the lightest color on the outside. Supply water in spill proof paint cups and paintbrushes. Invite children paint with the water and watch the colors blend.</p>	<p style="text-align: center;">MUD</p> <p>Make mud (see Section VII Appendices) and supply cars. Invite children to push the cars through the wet mud. Consider reading <i>My Truck is Stuck</i> by Kevin Lewis (or another text related to wet and dry that is more relevant to the classroom community) while children are playing.</p>	<p style="text-align: center;">SLIME</p> <p>Make slime (see Section VII Appendices). Invite children to explore the wet material.</p>	<p style="text-align: center;">FISH AND NETS</p> <p>Fill the sensory table with water and supply fish and nets for scooping. Use the language <i>wet</i> and <i>dry</i> throughout the experience.</p>
<p style="text-align: center;">DRY EXPLORATION</p> <p>Add dry natural materials to the sensory table and invite children to explore them.</p>	<p style="text-align: center;">DRY TO WET</p> <p>Secure natural dry materials to a table or easel. Supply paint in spill proof paint cups and paintbrushes. Invite children paint and use the language <i>wet</i> and <i>dry</i> to describe the different materials.</p>	<p style="text-align: center;">HIDDEN PICTURES</p> <p>Hide pictures behind secured tissue paper. Supply water in spill proof paint cups and brushes. Invite children to paint and find the pictures.</p>	<p style="text-align: center;">WATER AND SAND</p> <p>Fill two sensory bins, one with water and one with sand. Invite the children to explore the wet and dry texture. Allow children to explore the materials in any way they choose.</p>	<p style="text-align: center;">LIGHT TABLE</p> <p>Place seashells on the light table. Invite the children to explore their properties and where the shells came from.</p>	<p style="text-align: center;">SEASHELLS</p> <p>Add seashells to the water in the sensory table and invite the children to explore the shells when they are wet.</p>

<p style="text-align: center;">DRIVING THROUGH PUDDLES</p> <p>Put a little bit of water in the bottom of the sensory table and give the children vehicles they can push through the water.</p>	<p style="text-align: center;">WATER PAINTING</p> <p>Cover a table with tissue paper. Supply water in spill proof paint cups and log pieces of yarn and invite children to paint. Use the words <i>wet</i> and <i>dry</i> throughout the experience.</p>	<p style="text-align: center;">FREEZING</p> <p>Freeze absorbent and non-absorbent items. As the children get the items out, use the words <i>wet</i> and <i>dry</i> to describe how they feel.</p>	<p style="text-align: center;">WET AND DRY FOOD (CAREGIVING ACTIVITY)</p> <p>At mealtime, supply wet food and dry food. Invite children to explore the differences and use the language <i>wet</i> and <i>dry</i> to describe their food.</p>
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Connections: Infant and Toddler Curriculum for Responsive Caregiving, 12-24 Months					
Weekly Planning Template					
Date:		When planning, consider the following:			
Big Idea:		<ul style="list-style-type: none"> • What have children been playing with and or/talking about? • How have children been using the classroom materials? • What activities have children seemed most interested in lately? • What developmental skills do children seem to be practicing? • What materials can I provide and activities can I facilitate that align to children’s interests and developmental needs? 			
	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Routine					
Large Group Experience					
Music	ELOF:	ELOF:	ELOF:	ELOF:	ELOF:
Free Choice Activities					
Blocks	ELOF:	ELOF:	ELOF:	ELOF:	ELOF:
Dramatic Play	ELOF:	ELOF:	ELOF:	ELOF:	ELOF:
Art	ELOF:	ELOF:	ELOF:	ELOF:	ELOF:
Sensory/Science	ELOF:	ELOF:	ELOF:	ELOF:	ELOF:
Math/Manipulatives	ELOF:	ELOF:	ELOF:	ELOF:	ELOF:

Library	<i>ELOF:</i>	<i>ELOF:</i>	<i>ELOF:</i>	<i>ELOF:</i>	<i>ELOF:</i>
Large Group Experience					
Texts and Stories	<i>ELOF:</i>	<i>ELOF:</i>	<i>ELOF:</i>	<i>ELOF:</i>	<i>ELOF:</i>
Outdoors/Gross Motor					
Outdoors/Gross Motor	<i>ELOF:</i>	<i>ELOF:</i>	<i>ELOF:</i>	<i>ELOF:</i>	<i>ELOF:</i>
Individual Modifications					

Documentation Template

Connections Documentation Template	Picture (optional)
Child:	
Date:	
Where:	
ELOF Standard(s):	
Observation Notes:	

V. DAILY COMMUNICATION

Use this form to communicate with families. Invite them to complete the top portion in the morning. Add notes about the child throughout the day and send the form home with the family when they leave.

Name:
Date:

Notes From Family:	
<input type="checkbox"/> I ate this morning. I had: <input type="checkbox"/> I have not eaten yet.	Special information for today:
Last night I slept <input type="checkbox"/> Well <input type="checkbox"/> OK <input type="checkbox"/> Not well. I woke up this morning at _____.	<input type="checkbox"/> I napped this morning from ____ to ____. <input type="checkbox"/> I have not napped this morning.

Notes To Family:							
SLEEP		DIAPERS			EAT		ENJOY
Today I napped...		Today my diapers were...			Today I ate...		Today I seemed to enjoy...
From	To	Wet	Dirty	Time	Amount/Type	At	
FEEL		GENERAL NOTES					
Overall, I seemed to feel...		Information, things I need, etc.					

VI. CHILD DEVELOPMENT BACKGROUND INFORMATION

Staying Connected

I want to explore the world. Will you be there if I get lost or frightened?

At around eight months, babies experience a great leap in cognition and memory. At this time, a baby may no longer need to physically experience an object to know that it exists. This object permanence, or ability to generate a mental representation of an object or even a person, has great impact on a baby's day to day life. Before reaching this milestone babies consider anything out of sight as out of mind. Adults can support babies in reaching this milestone by playing peek-a-boo, picking up and returning toys the baby has dropped, and talking to the baby when they are close, but out of the baby's sight. Around the same time that a baby achieves object permanence they often also begin to stand, toddle, and eventually walk. This is an exciting time for adults and babies. Adults will often express enthusiastic glee at the baby when they see them successfully attempt to stand and toddle. This enthusiasm invigorates the baby and inspires continued attempts to navigate the world around them.

At first toddlers are very excited at their newly achieved mobility and delight in exploring their environment. Soon after, they discover that mobility means moving away from their attachment figures and that venturing too far can be a frightening and disorienting experience. They return to the secure base that is their adult and share the items they found while exploring. Adults have the important task of physical presence. They must remain in one place and act as grounding point from which the toddler can leave and return as needed. Adults that encourage toddlers to be curious about their environment, provide a secure base, and engage with them when they return from an exploration, provide a sense of security and help the toddler understand the world as a safe place.

As toddlers grow they seek additional independence from their adults. This can be tricky however, for toddlers who have not yet achieved object constancy, or the ability to hold a mental image of an object when it is out of sight, touch, smell, sound or taste. The knowledge that an important adult still exists when not physically present can make separations from attachment figures scary and overwhelming. This mix of knowledge and fear known as separation anxiety often occurs to well attached toddlers- including those who have obtained object permanence. The toddler is now able to recall previous separations with adults and experiences anxiety when they realize their adult is planning to leave them with someone else. This can be a difficult time for adults and toddlers. It is important for caregivers to remain calm during separations and to reassure their toddler they are leaving but will come back. A simple and predictable goodbye routine that a caregiver can follow can be helpful during this time. Additional strategies such as

providing an object that reminds the toddler of home, or making pictures of the toddler’s family available can help the child remember their adult will be back again soon.

VII. Appendices

Appendix A: Tips for Transitions

Transitions occur when children join a classroom as well as throughout the day. When children first join a new classroom, some families may be bringing their child to school for the first time. While transitions may be easy for some children, others may experience challenges.

Transition Tips for Teaching Staff:

- Allow children express their feelings and acknowledge them. Reflect on how children seem to be feeling and suggest language to identify their emotions.
- Encourage families to bring in a family photo to display in the classroom. Place the photo where the child can access it as desired.
- Create a welcome bulletin board with pictures of classroom staff, children, and their families.
- Use a visual schedule to let children know what will happen next.
- Read books with the children about going to school and making friends.
- Practice transitions that will take place during the day.
- Plan for transitions.
- Sing transition songs.
- Practice transition routines and set clear expectations. For example, “When you hear the bell ring, it is time to put away the toys.”
- Connect with families to share classroom songs so they can sing them together.
- Be patient as children learn new routines!

Transition Tips for Families:

- Talk with your child about going to school.
- Comfort him/her with a reminder that you (or _____) will be back at pick-up.
- Visit the program and/or classroom before the year starts.
- Share your schedule with your child.
- Bring in a family photo to display in the classroom.
- Read books about going to school before the transition and as needed during the transition period.
- Ask your child about their day. Use the Daily Communication Sheet to start conversations.
- Connect with the teaching staff to become familiar with classroom songs and sing these songs at home.
- Say goodbye every day. It can be tempting to leave when your child is engaged, but establishing a quick goodbye routine such as a hug and/or a kiss will help your child know what to expect and become more comfortable in the classroom.

Appendix B: Validating Children’s Emotions

When children are upset, it can be hard to know how to respond. While a quick, “You’re okay!” and a smile may be reassuring, it doesn’t give them a chance to learn and practice important self-regulation skills. Much of children’s work in early childhood is learning about emotions- what causes them, how they feel, and how to appropriately respond. Taking the time to use naturally occurring expressions of emotions as learning opportunities is an important tool for teachers of young children.

<p>Strategies to use during separation:</p> <p>If children are missing their loved ones you might say:</p> <ul style="list-style-type: none"> Your (loved one) will come back. I will keep you safe and help you until [loved one] comes back. Do you want to look at the schedule with me so that you know when you are going to see (loved one) again? Do you want to make something to give to (loved one) when you see them again? I know you are missing your (loved one), here is what we can do... Do you want to look at your family pictures with me? Let’s get your (transitional object). <p>If children are missing their loved ones you might:</p> <ul style="list-style-type: none"> Recognize their feelings. Try to engage them in play. Invite the child to sit close to you. Play quietly together. Show them where they can find their family photos, notes from home and/or transitional objects. Offer to read a book together. 	<p>Strategies to use when children get hurt:</p> <p>If children are feeling hurt you might say:</p> <ul style="list-style-type: none"> Ouch! That looked like it really hurt. I bet that hurt! It will probably hurt for a little while and then it will start to feel better. I’m sorry that happened. I wonder what we can do to make it better. I’m sorry that happened. Do you want to do (choice) or (choice) to help you feel better? I think that you feel (emotion) because (cause). <p>If children are feeling hurt you might:</p> <ul style="list-style-type: none"> Recognize their feelings and address what hurts in an appropriate way. Explore if they want to be close to you and/or if they need a hug. Give them something they can hug or squeeze. Sit with them until they feel better (maybe invite another peer, too!) Get their family picture, letter from home or transitional object. Help them reengage in play.
<p>Strategies to help children identify and manage big emotions:</p>	<p>Feelings and emotions children might experience:</p>
<p>If children are displaying big emotions you might say:</p> <ul style="list-style-type: none"> Sometimes we might feel (emotion) when (cause) happens. It looks like you feel (emotion). Do you feel (emotion)? I’m sorry you’re feeling (emotion). Let’s see what we can do to make it better. I will help you if you need help with something. <p>If child are displaying big emotions you might:</p> <ul style="list-style-type: none"> Try to engage them in a different activity. Sing a calming song to help sooth them. Bring them to a quiet area of the room. Give them something to squeeze or push. Read a book together. Give them a job to do with or without you. 	<ul style="list-style-type: none"> Angry Brave Calm Comfortable Confused Confident Disappointed Disgusted Embarrassed Excited Exhausted Frustrated Happy Hungry Joyful Lonely Nervous Overwhelmed Patient Proud Sad Scared Shy Surprised Thirsty Tired Uncomfortable Worried

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Appendix C: Toilet Learning

Teaching toddlers to use the bathroom is an important and intimate skill. As teaching staff, it is important to respect the privacy of children, while also encouraging their self-esteem and independence. Working together, families, teaching staff and program leaders support toddlers in learning to use the toilet. The following guidance supports and encourages toilet learning in a safe and appropriate manner and includes visual aids, sample vocabulary words and routines.

When preparing to work with a child who is ready for toilet training consider the following:

- Keep training directions simple.
- Establish a consistent routine.
- Practice dressing and undressing when not using the bathroom. For example, during play using dolls.
- Identify vocabulary words with families to provide continuity at home and at school.
- Celebrate accomplishments, even if an accident happens.
- Narrate actions to convey messages and meaning that encourage and affirm progress through this toileting process (i.e. “First, you pull down your pants and then, you sit down on the toilet.” Or “You pulled up your pants when you finished using the bathroom”).
- Empower children through this process by promoting success at each step, being patient, and positive about the process.

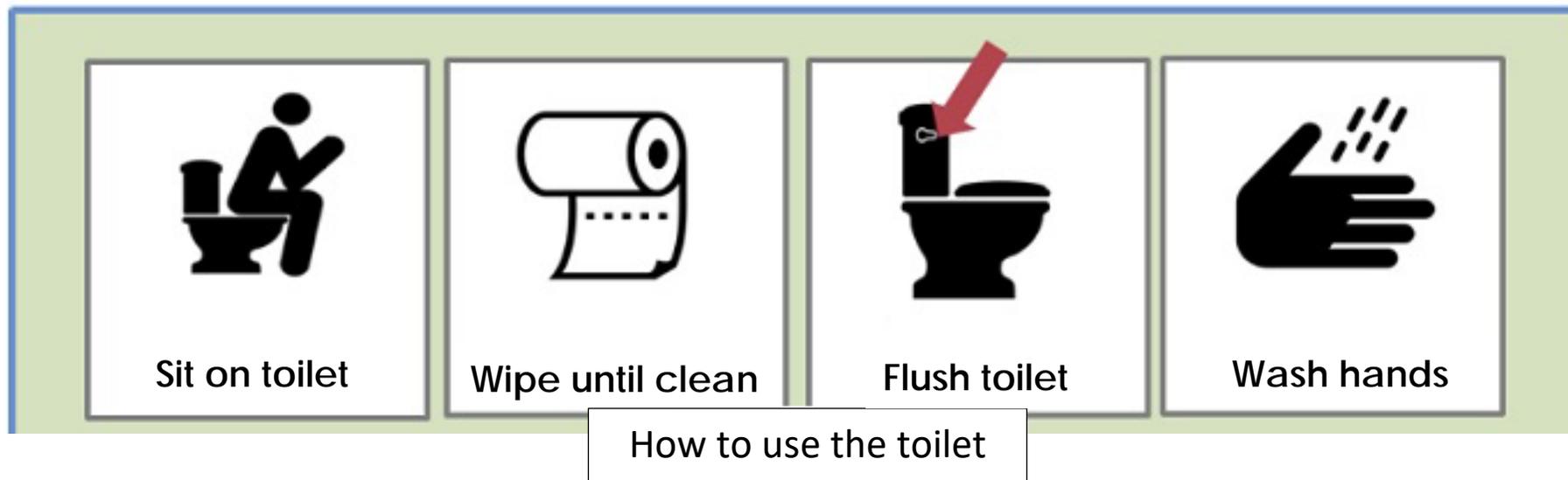
Strategies for toileting young children:

- Read books about toilet training.
- Visit the bathroom and introduce it the same way you would introduce classroom materials.
- Name the items involved with toileting and discuss their use. For example, “I sit on the toilet when I have to _____”.
- Model flushing the toilet and narrate actions as you or the child do them.
- Allow children who are beginning to use the toilet to practice flushing the toilet.
- Provide a verbal warning such as 1, 2, 3 flush for children who are fearful of flushing the toilet.
- Establish a bathroom schedule.
- Regularly ask children who are training if they need to use the bathroom.
- Use visuals and verbal directions to prompt students as needed.
- Practice wiping using a doll and wipes or cloth.

Encourage children to communicate the needs to go to the bathroom using a simple word or signal.

- Consider the child’s perspective when providing guidance and support. For example, what does the child like or dislike about the process? Use this information to create plans to meet each child’s needs.
- Make it FUN!

Sample Toileting Visual



Appendix D: Teacher Made Light Table

Version One

Materials:

Clear storage box with top

White tissue paper

Clear tape

String of small lights

Directions:

Tape the white tissue paper to the bottom side of the top of a clear storage box.

Place the string of small lights inside the box. Allow the end of the lights to hang out of the box in order to plug in the lights.

Invite children to place materials on top of the box to explore and play.



Version Two

Materials:

Plastic drawer with a translucent white top

4-6 battery powered lights (depending on the size of the drawers)

Directions:

Turn on the lights.

Place the lights inside the drawer and close.

Invite children to place materials on top of the box to explore and play.



Appendix E: Master Book List

Approaches to Learning

A Line Can Be by Laura Ljungkvist: As single forms many big ideas that demonstrate opposites.

Another by Christian Robinson: This wordless book takes a young girl and her cat on an adventure to new places.

Baby Says by John Steptoe: Sometimes baby can be funny and sometimes they can be frustrating. But baby kisses make everything better.

I Can Do It Too! by Karen Backer: A child watches what the adults do and decides, she can do it, too!

Float by Daniel Miyares: A boy's small paper boat – and his large imagination- fill the pages of this wordless picture book.

No, No, Yes Yes by Leslie Patricelli: Yanking cat by tail: no, no. Gentle pat on back: yes, yes. And it's funny how dumping a bowl of food gets a very different reaction from mastering the use of a spoon.

The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear by Audrey and Dan Woods: A little mouse will do all he can to save his strawberry from the big hungry bear.

There is a Bear in My Chair by Ross Collins: How will the little mouse get the big bear out of his chair?

You Are One by Sara O'Leary: One year olds can do a lot! Celebrate their accomplishments with them.

Social and Emotional Development

Are You My Mother by PD Eastman: Will the little bird ever find who his mother is?

Baby Faces by Kate Merrit: So many feelings to feel. See how these babies feel.

Daddy Kisses by Anne Gutman: With a variety of animals, celebrate the affection between fathers and children.

Egg by Kevin Henkes: A graphic novel for young children about four eggs, one big surprise and an unlikely friendship.

Everywhere Babies by Susan Meyers: Every day, everywhere, babies are born. They're kissed and dressed, rocked and fed and completely adored.

The Family Book by Todd Parr: Celebrate families and their differences.

The Feelings Book by Todd Parr: Learn about some of the feelings a person can feel.

Hug by Jez Alborough: Animals come together to help the little monkey get a hug from Mama.

Hush, Baby, Hush! Lullabies from Around the World by Kathy Henderson: Gathered from all over the world, these beautiful, simple songs give a flavor of different parts of the world as well as showing that soothing a baby to sleep is the same the world over.

Hush, Little Baby by Brian Pinkney: The classic song comes to life in this book.

Little You by Richard Van Camp: A little brings so many beautiful things to life and so much to love.

Mama Do You Love Me by Barbra M. Joonson: A child discovers how much love a mother has.

Mommy Kisses by Anne Gutman: With a variety of animals, celebrate the affection between mothers and children.

Our Rainbow by Little Bee Books: We are all full of color and when we come together, we make a rainbow.

Owl Babies by Martin Waddell When will Mother return?

Please, Baby, Please by Tonya Lewis Lee and Spike Lee: A behind the scenes look at the chills, spills and thrills of bringing up baby.

Pretty Brown Face by Andrea and Brian Pinkney: A baby boy discovers the unique features that make his face so special.

Where's Lenny? by Ken Wilson: Where does Lenny decide to hide in a game of hide and seek with dad?

Language and Literacy

Arrorro, Mi Nino by Lulu Dulacre: A bilingual collection of traditional Latino lullabies from fourteen Spanish-speaking countries.

Baby Beluga by Raffi: Discover the Artic with Baby Beluga and its friends.

Black Bird and Yellow Sun by Steve Light: Follow the black bird and it flies through a colorful world.

Brown Bear, Brown Bear What Do You See by Bill Martin Jr: A green frog, purple cat, blue horse and yellow duck parade across the pages of this book.

Chica Chica Boom Boom by Bill Martin, Jr: Chica chica boom boom! Will there be enough room?

First Words: Touch and Feel Book by DK Publishing: Help children develop their language through this tactile experience.

Freight Train by Donald Crews: *Red caboose at the back, orange tank car, green cattle car, purple box car, black tender and a black steam engine . . . freight train.*

Girl of Mine by Jabari Asmin: *A caregiver's expression of how special the baby is to them.*

Goodnight Gorilla by Peggy Rothmann: It's bedtime at the zoo, and all the animals are going to sleep. Or are they? Who's that short, furry guy with the key in his hand and the mischievous grin?

Goodnight Moon by Margret Wise Brown: It's time for the bunny to go to bed and say goodnight to all the things in the room.

Mice by Rose Fyleman: A description of mice and the trouble they can get into.

Moo, Baa, La, La, La by Sandra Boyton: It's a barnyard and vocal adventure!

The Napping House by Audrey Woods: It's naptime with an unexpected ending.

Old McDonald Had a Farm by Jonas Sickler: Take a trip to a farm with llamas, vultures and cactus.

Silly Sally by Audrey Wood: Follow Sally on her silly adventure to get to town.

What a Wonderful World by Bob Thiele: The classic song made famous by Louis Armstrong translates beautifully into a bright, imaginative board book about the wonderful and diverse world we live in.

Where is Green Sheep? by Mem Fox: There are so many sheep, but where is Green Sheep?

Cognition

The Belly Button Book by Sandra Boyton: Everyone has a belly button and that should be celebrated!

Big Little by Leslie Patricelli: Ladies are big, but ladybugs are little. What else is big and little?

Counting with Tiny Cat by Viviane Schwarz: None, 1, 2, 3, 4 more, a lot. How many balls can Tiny Cat hold?

Creep-Crawl by Karen Pixton: Learn about all different types of bugs and their names.

Dear Zoo by Rod Campbell: Discover animals and why they won't make good pets.

Fast and Slow by Britta Britta Techentrup: Learn about what goes fast and what goes slow.

Float by Daniel Miyares: A boy's small paper boat – and his large imagination- fill the pages of this wordless picture book.

The Hungry Caterpillar by Eric Carle: The caterpillar has a long way to go on its way to become a butterfly.

I Got the Rhythm by Connie Schofield-Morrison: She's got rhythm and can move her body in lots of ways.

Quiet Loud by Leslie Patricelli: Explore the opposites of quiet and loud.

Peek-A-Boo Morning by Rachel Isadora: A toddler plays a game of peekaboo, and you're invited to play too.

Peek-a-Who? by Nina Laden: Who will be discovered under the flap?

Ten Tiny Babies by Karen Katz: Can you count all ten babies?

Octopus's Garden by Ringo Starr: Travel under the sea to meet Octopus and all his friends.

Ten Little Fingers and Ten Little Toes by Helen Oxenbury: What is could be a more fun way to count than on little baby fingers and toes.

Where is Baby's Belly Button? by Karen Katz: Children learn about body parts by finding them on the babies book in the book.

Perceptual, Motor and Physical

All Fall Down by Mary Brigid Barrett: Join children as they sing as they move their bodies and sing.

Baby Dance by Ann Taylor: Up and down, to and fro, coo and crow baby, there you go. Up to the ceiling, down to the ground, backward and forward, round and round...

Baby Touch and Feel: Things That Go by DK Publishing

Clap Hands by Helen Oxenbury: Clapping can come in lots of different ways.

Head to Toe by Eric Carl: Turn your head like penguin, bend your neck like a giraffe, raise your shoulder like buffalo. You can do it!

My Truck is Stuck by Kevin Lewis: How will the dog get his truck on stuck. Good thing, he has lots of friends to help him out.

Snowy Day by Ezra Jack Keats: Peter has a day in the snow and makes many discoveries.

The Swing by Robert Lewis Stevenson: The swing goes up and down, and then up and down again.

Splash by Ann Jones: What is more fun than splashing!

Subway by Anastasia Suen: Hop on the subway with a little girls and her mother.

Wheels on the Bus by Annie Kubler: Take a ride on the bus with the classic song.

Other

Baby Night-Night by Kate Merritt: See the nighttime routines of babies and families around the world.

Global Babies Bedtime by Maya Ajmera: Babies get ready for bed differently around the world, but they are all cuddled, snuggled, and loved!

The Grandma/Grandpa Book by Todd Parr: Grandmas/Grandpas can be very special.

My Neighborhood by Maddie Frost There: Many people live in a neighborhood and they do many different things.

My Mama is a Mechanic by Doug Cenko: Mama can be so many things. A mechanic is only the beginning.

Tooth by Leslie Patricelli: *Ouch*. Baby's mouth feels funny. Something is happening, and it's not just that a puddle of drool keeps escaping. There it is — a new tooth!

We are in a Book by Mo Willems: Gerald and Piggy make a big realization — they are in a book!

Who? A Celebration of Babies by Robie Harris: Who is that baby there? Come see all the things the babies discover.

Appendix F: Songs

The following songs are referenced in Section III Activities. Modify this list as necessary to include additional songs and best meet the needs of the classroom community.

Wheels On The Bus

The wheels on the bus go round and round,
round and round, round and round.

The wheels on the bus go round and round

All over town.

*Repeat with other bus parts such as wipers/swipe,
doors/open and shut, horn/honk*

Hurry, Hurry Drive the Fire Truck

Hurry, hurry drive the fire truck!

Hurry, hurry drive the fire truck!

Hurry, hurry drive the fire truck!

Ding, ding, ding, ding, ding!

Repeat with climb the ladder and spray the hose

London Bridge is Falling Down

London Bridge is falling down,

Falling down, falling down.

London Bridge is falling down,

My fair lady.

Open Shut Them

Open shut them, open shut them

Give a little clap, clap, clap.

Open shut them, open shut them.

Place them in your lap, lap, lap.

Creep them, crawl them, creep them, crawl them,

Right up to your chin, chin, chin,

Open wide...

Your little mouth...

But do not let them in!

(Motions done with hands)

Mr. Sun

Oh Mr. Sun, Sun, Mr. Golden Sun

Please shine down on me.

Oh Mr. Sun, Sun, Mr. Golden Sun,

Hiding behind the tree.

These little children are asking you,

To please come out so we can play with you.

Oh Mr. Sun, Sun, Mr. Golden Sun.

Please shine down on me.

You Are My Sunshine

You are my sunshine

My golden sunshine.

You make me happy

When skies are grey.

You'll never know dear,

How much I love you.

Please, don't take my sunshine away.

Little Miss Muffet

Little Miss Muffet

Sat on her tuffet,

Eating her curds and whey.

When along came a spider,

Who sat down beside her

And frightened Miss Muffet away.

(Replace Miss Muffet with children's first and last name)

The Itsy Bitsy Spider

The itsy bitsy spider went up the waterspout.

Down came the rain and washed the spider out.

Out came the sun and dried up all the rain

And the itsy bitsy spider went you the spout again.

The Ants Go Marching

The ants go marching one by one

Hoorah, hoorah.

The ants go marching one by one

Hoorah, hoorah.

The ants go marching one by one

The little one stopped to suck its thumb.

And they all went marching down

In the ground to get out of the rain.

Repeat with other numbers (in numerical order) substituting “thumb” with a word that rhymes with each number

A-Tisket A-Tasket

A-Tisket A-Tasket

A green and yellow basket

I send a letter to my mommy

On the way I dropped it.

I dropped it, I dropped it

Yes, on the way I dropped it.

[Child’s name] picked it up

And put it in their pocket.

(Repeat with all children and change mommy to include other family members)

One Little Duck

One little duck went out one day.

Over the hills and far away.

When mama duck said “quack, quack, quack”

One little duck came waddling back

Repeat with other numbers, in numerical order. Substitute “mama” with other family members according to the class community.

Here We Are Together

Here we are together, together, together,

Oh here we are together, all sitting on the rug.

With (name), and (name), and (name) and (name)

Here we are together, all sitting on the rug.

To the tune of The More We Get Together

This Whole Class

This whole class, they had one

They played knick, knock on their thumbs.

With a knick, knock, paddy whack

Give a dog a bone.

This whole class went rolling home

Repeat with other numbers (in numerical order) substituting “thumbs” with a word that rhymes with each number

Ring Around The Rosie

Ring around the rosie,

Pocket full of posies,

Ashes! Ashes!

We all fall down.

(Note, for cultural variations on this song visit [Wikipedia](#)).

Head, Shoulder, Knees and Toes

Head, shoulder knees and toes

Knees and toes.

Head, shoulder, knees and toes.

Eyes and ears and mouth and nose.

Head, shoulder, knees and toes.

Old MacDonald Had a Farm

Old Macdonald had a farm.

E, I, E, I, O.

And on that farm they had a (animal)

E, I, E, I, O.

With a (animal noise) here

And (animal noise) there.

Here a (animal noise)

There a (animal noise)

Old Macdonald had a farm.

E, I, E, I, O.

Where is Thumbkin?

Where is Thumbkin? Where is Thumbkin?

Here I am. Here I am.

Hello, it's nice to see you! Hello, it's nice to see!

If You're Happy and You Know It

If you're happy and you know it

You can smile.

If you're happy and you know it

You can smile.

If you're happy and you know it

And you really want to show it,

If you're happy and you know it

You can smile.

(Repeat with other emotions such as sad/cry, angry/stomp your feet, tired/yawn)

Mary Had a Little Lamb

Mary had a little lamb,

Little lamb, little lamb.

Mary had a little lamb

Whose fleece was white as snow.

Hokey Pokey

You put your [body part] in

You take your [body part] out

You put your [body part] and shake it all about.

You do the Hokey Pokey

And you turn yourself around

That's what it's all about!

(Repeat with different body parts)

It's Raining and Pouring

It's raining.

It's pouring

The person is snoring.

They went to bed and bumped their head

And had headache in the morning.

Down in the Box

Down in the box.

There are some little friends.

They hide and they hide

And never make a sound.

Until somebody opens the box

And pop!

Pop! Pop! Pop! Pop!

Pop! Pop! Pop! Pop! Pop!

(Invite children to stand up and jump while you sing pop)

Appendix G: Recipes

Goop 1

Ingredients:

1 tablespoon psyllium husks (fiber)

1 cup water

4-6 drops of liquid water or food coloring (omit for transparent goop)

Directions:

Combine ingredients in sauce pan.

Heat on low to medium heat.

Stir to reach desired consistency

Goop 2

Ingredients:

2 cups white or clear glue

8 – 12 tablespoon saline solution

4 teaspoon baking soda

Add watercolor or food coloring

(For transparent omit color)

Directions:

Combine glue, food coloring and baking soda.

Slowly combine saline solution one tablespoon at a time and mix.

Stop when desired texture is achieved.

Playdough

Ingredients:

2 cups flour

1 cup salt

1 tablespoon oil

1 cup cold water

2 drops of liquid food coloring or watercolors

Directions:

Combine flour and salt.

Add water, food coloring and oil.

Knead well.

Add more flour if necessary.

Slime

Ingredients:

1 part water

1.5 -2 parts cornstarch

Directions:

Add water to a bin or sensory table.

Add small amounts of cornstarch until the consistency feels solid when poked or scooped and liquid when lifted.

If too much liquid, add cornstarch.

If too dry, add small amounts of liquid.

Mud

Ingredients:

1 part water

1.5 -2 parts baking soda

Liquid watercolors

Directions:

Combine small amounts of water with small amount of baking soda.

Combine until almost all the water is absorbed into the baking soda.

Add liquid watercolors, such as brown, black, green or a combination of colors that resembles mud.

Spread the mixture around.

After spreading, consider adding more water to small areas to create puddles.

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