

## #1.1 – My Name – I’m Growing

 <p><b><u>Big Ideas</u></b></p>	<p>Here are some big ideas about toddlers that you can help them explore:</p> <ul style="list-style-type: none"> <li>➤ I have a name.</li> <li>➤ I am growing.</li> </ul>
 <p><b><u>Materials to Collect and Make</u></b></p>	<p><b><u>Featured Books</u></b> Mother Goose books</p> <p><b>Key:</b> (BB) – Available in Board Book only (+BB) – Also available in Board Book</p> <p><b>Note:</b> See <b>Book List</b> section, for suggested Mother Goose books or use Mother Goose Books that are available to you.</p> <p><b><u>Books to Make</u></b> See <i>How We Have Grown</i></p> <p><b><u>Storytelling Figures and Mother Goose Rhyme Charts</u></b></p> <ul style="list-style-type: none"> <li>• Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, <a href="#">Jack and Jill</a></li> <li>• Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, <a href="#">Jack Be Nimble</a></li> <li>• Illustrated Mother Goose Rhyme Chart, <a href="#">Jack and Jill</a></li> <li>• Illustrated Mother Goose Rhyme Chart, <a href="#">Jack Be Nimble</a></li> </ul> <p><b><u>Additional Materials</u></b></p> <ul style="list-style-type: none"> <li>• Sensory bottles</li> <li>• Sound bottles</li> <li>• Unbreakable hand-held and wall-mounted mirror</li> <li>• Mirror in a box</li> <li>• Grocery bag blocks</li> </ul>
 <p><b><u>Book List</u></b></p> <p>*Featured Books</p>	<p><b><u>Mother Goose Books (BB)</u></b></p> <p><i>Humpty Dumpty and Other Rhymes</i> by Iona Opie and illustrated by Rosemary Wells</p> <p><i>Little Boy Blue and Other Rhymes</i> by Iona Opie and illustrated by Rosemary Wells</p> <p><i>My First Real Mother Goose Board Book</i> by Blanche Fisher Wright</p> <p><i>Pussycat Pussycat and Other Rhymes</i> by Iona Opie and illustrated by Rosemary Wells</p> <p><i>Wee Willie Winkle and Other Rhymes</i> by Iona Opie and illustrated by Rosemary Wells</p>



**Reading  
Books with  
Toddlers**

**Note:** Review the section in **Curriculum Tips and Techniques** on Reading Books with Children, for suggestions on how to use books with children.

**Benchmarks:** 4.5.C Shows enjoyment of books and stories  
4.3.C Responds to verbal and non-verbal communication

**Book:** Mother Goose book (your choice)  
Rhymes: **Jack and Jill** and **Jack Be Nimble**

**How to begin:**

- Read the rhyme with the children while showing the illustrations.
- Repeat the rhyme with children
- Invite children to say the rhyme with you.

**Note:** Read and say other rhymes with children any time there is an opportunity to do so.



**Language  
and  
Cognitive  
Materials  
and  
Experiences**

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

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

**Planned Experience:** **Storytelling, Mother Goose Rhymes (YT & OT)**  
[Jack and Jill](#)  
[Jack Be Nimble](#)

**How to begin:**

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

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

**I Am Special**

*(Sing to tune of Are You Sleeping?)*

Savanah is special, Savanah is special.  
Yes, she is. Yes, she is.  
Savanah is so special, Savanah is so special.  
Yes, she is. Yes, she is.

**Note:** Insert each child's name as you sing this song.

**Where Is Jackson?**

*(Sing to tune of Are You Sleeping?)*

Where is Jackson? Where is Jackson?  
There he is. There he is.  
I see Jackson. I see Jackson.  
Yes, I do. Yes, I do.

**Note:** Insert each child's name as you sing this song.

### **I See Ryan**

(Sing to tune of Are You Sleeping?)

I see Ryan, I see Ryan.  
Yes, I do. Yes I do.  
Ryan is playing with blocks. Ryan is playing with blocks.  
Yes, he is. Yes, he is.

**Note:** Insert each child's name and the activity in which they are involved as you sing this song.

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### **Hickety Pickety Bumble Bee**

Hickety Pickety Bumble Bee.  
Can you say your name for me?

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### **Jack Be Nimble**

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

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

### **Jack and Jill**

Jack and Jill  
Went up the hill,  
To fetch a pail of water.  
Jack fell down,  
And broke his crown,  
And Jill came tumbling after.

### **Sally Go Round the Sun**

Sally go round the sun  
Sally go round the moon  
Sally go round the chimney pots  
On a Sunday afternoon.

**Note:** Substitute furniture or equipment that you want children to go around as you say this rhyme. For example,

Sally go round the table,  
Sally go round the chair  
Sally go round the slide.

**Note:** After saying the previous 3 rhymes with children, substitute children's names in the rhyme.

**Note:** *Make charts for Jack Be Nimble and Jack and Jill. Laminate or cover the charts with clear self-stick paper for durability. (See **Curriculum Tips and Techniques**, for information on making charts.) Show the charts as you and the children say the rhymes together. Post the charts at the child's eye level. Should you observe a child looking at one of the charts, join her and invite her to say the rhyme with you.*

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

**Planned Experience:** The Name Game (YT & OT)

**Materials:** 2 toy telephones

**How to begin:**

- Use one of the telephones and pretend to call the child. Invite the child to answer the phone.
- Ask, "Who is this?" or "Is this Mikala?"
- Encourage the child to say his or her name into the telephone. If the child does not respond with his/her name, say something like, "This is Mikala I am speaking to."
- Repeat the activity, encouraging the child to answer with his/her name.
- Allow a child time to respond with his or her name before saying the child's name.

**Extensions:**

- Extend the telephone conversation to include other people in the child's family. For example, say, "May I speak to Grandpa?" or "May I speak to Daddy, please?" Be familiar with each child's family members in the home so that you can incorporate their names into the telephone conversation.
- Include the names of other children who join you in the name game.
- Make up silly names. For example, say, "Is this Jackaroo? No? Boo Boo Moo? No?"
- Include this activity as often as children seem interested and as long as they need prompting to say their names.
- Use children's names throughout the day as you speak with them and as you refer to the other children in the group.
- Have toy telephones available in the pretend play area and observe to see if and how children use them.

**Note:** *Encourage older toddlers to talk with each other on the phone. For example, after the called toddler has answered the phone, hand your phone to another child and say, "Jamelli, I'm giving the phone to Eric. He wants to talk to you."*

**Additional Benchmark:** 3.2.C Shows interest in peers

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**Benchmarks:** 1.2.C Becomes aware of self as a unique individual  
4.4.C Communicates through language  
4.5.C Shows enjoyment of books and stories

**Planned Experience:** See How We Have Grown (YT & OT)

**Materials:** See *How We Have Grown* Book

**How to begin:**

- Ask families to send two or three photos of their child; photos that show how the child has grown from infancy to now.

	<ul style="list-style-type: none"> <li>• Develop a class photo album with one page for each child. Label the page with the child's name.</li> <li>• Slip photos into albums with plastic sleeves or magnetic, clear pages.</li> <li>• Label the album, <b>See How We Have Grown.</b></li> <li>• Sit on the floor in the Language Area and begin to look at the book.</li> <li>• Invite a child to join you by saying something like this: "Antonio, come look at this book with me and see how much you have grown."</li> <li>• Include other children in the activity as they join you and Antonio. Show them their individual page.</li> <li>• Invite children to name the other children in the book.</li> </ul> <p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>• Place the book in the Library Area so children can look at it on their own.</li> <li>• Join a child you observe looking at the book and involve him or her in naming the children on each page and discussing what they are doing.</li> </ul> <p><b>Note:</b> <i>When you invite a child to join you in an activity, make sure the child is not actively engaged in something of interest.</i></p>
 <p><b><u>Self, Social and Emotional Experiences</u></b></p>	<p><b>Benchmark: 1.2.C Becomes aware of self as a unique individual</b></p> <p><b>Planned Experience: Someone Special (YT &amp; OT)</b></p> <p><b>Materials:</b> Unbreakable mirror and small box with lid</p> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>• Provide an unbreakable mirror safely attached to the bottom of a box which has a lid.</li> <li>• Say to a child, "I have something very special in this box. Would you like to see what's in the box?"</li> <li>• Allow the child to take the lid off the box and look inside.</li> <li>• Invite the child to tell you what she sees in the box. Respond appropriately to what child says. For example, if she says "Me", say "Yes, Rachel, you see yourself in the box."</li> <li>• Allow each child a turn looking inside the box.</li> <li>• Suggest that children look at themselves in the full-length mirror on the wall. Say, "Rachel, you can see all of yourself in this mirror."</li> </ul> <p><b>Extension:</b> Consider making two or three mirror boxes and allowing children to explore them independently.</p> <p><b>Note:</b> <i>When you invite a child to join you in an activity, make sure the child is not actively engaged in something of interest.</i></p>
 <p><b><u>Sensory and Art</u></b></p>	<p><b>Benchmarks: 6.1.C Gains an understanding of basic concepts and relationships</b>  <b>6.2.C Applies knowledge to new situations</b>  <b>6.3.C Develops strategies for solving problems</b></p> <p><b>Planned Experience: Sensory Bottles (YT &amp; OT)</b></p> <p><b>Materials:</b> Collection of sensory bottles (Review the section in <b>Curriculum Tips and Techniques</b> for Making Sensory Bottles)</p>

<p><b><u>Materials and Experiences</u></b></p>	<p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>Place the bottles on a low shelf or table.</li> <li>Observe toddlers as they interact with the bottles. Do they shake them? Do they roll them? Do they look at the objects inside the bottle? Do they apply the strategies they used with one bottle to another bottle they select? Do they seem to have a favorite?</li> <li>Join toddlers as they interact with the bottles. Pick up one of the bottles, shake it and say, "I see the stars moving in this bottle. Joshua, see if you can make the stars move."</li> </ul> <hr/> <p><b>Benchmarks: 6.1.C Gains an understanding of basic concepts and relationships</b>  <b>6.2.C Applies knowledge to new situations</b>  <b>5.2.C Develops fine motor skills</b>  <b>5.3.C Coordinates eye and hand movements</b></p> <p><b>Planned Experience: Sticky Experience (YT)</b></p> <p><b>Materials:</b> Long piece of self-adhesive paper (3 feet), tape, lightweight materials such as feathers, fabric scraps and small laminated pictures, container for materials</p> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>Remove the backing from a long piece of self-adhesive paper (3 feet) and use tape to attach the paper sticky side out to the wall at children's height.</li> <li>Invite toddlers to feel the sticky surface. Discuss with them that the wall is "sticky."</li> <li>Place lightweight materials such as feathers, fabric scraps and small laminated pictures in a container near the sticky wall.</li> <li>Observe to see if children try and stick any of the items to the wall. If not, join them and select one of the items in the container and say, "I wonder if this will stick to the wall."</li> <li>Comment when children are successful in sticking items to the wall. For example, say, "Yolanda, you stuck that picture of a horse to the wall."</li> </ul> <p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>Cut out photos of the toddlers or pictures from magazines and glue them to the tops of plastic lids from yogurt containers or potato chip cans.</li> <li>Place the pictures in a container near the sticky wall.</li> <li>Observe to see if children try and stick any of the pictures to the wall.</li> </ul>
 <p><b><u>Food/ Nutrition Experiences</u></b></p>	<p><b>Benchmarks: 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities</b>  <b>1.4.C Asserts independence</b>  <b>5.4.C Develops self-help skills</b></p> <p><b>Experience: Fruit Tasting (YT &amp; OT)</b></p> <p><b>Materials:</b> Small pieces of fruit such as bananas and cantaloupe, each in a separate bowl with a small serving spoon, one small bowl, spoon and napkin for each child and for you</p> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>Sit at table with a small group of children.</li> <li>Give each child a bowl, spoon and napkin.</li> <li>Put a spoon of one fruit in your bowl and say, "I'm serving myself some bananas. Brianna, let me help you serve yourself some bananas." Assist children to serve themselves a spoonful of the fruit.</li> <li>Repeat this process with the other fruit.</li> </ul>

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



**Family Experiences**

- Send home the following activity sheet from Infant and Toddler Family Connection:
  - Activity #25 – “Book about Me” (See Attachment: [Book about Me](#))
- Include a Family Response sheet for each activity. (See attachment: [Family Response Sheet](#))