



**Communication/  
Language**

**Exploring Words**

- Option 1** (IG) Toddlers participate in a book sharing that emphasizes words, pictures, and the sequence of story events.
- Option 2** (IG) Toddlers use toys to enact key actions of characters in a story.
- Option 3** (IG) Toddlers use their bodies to enact key actions of characters in a story.



**Cognitive**

**Sorting and Matching**

- Option 1** (IG) Toddlers make groups of the same type of shape cutout and then create a collage with the shape cutouts.
- Option 2** (IG) Toddlers identify picture cards that are the same.
- Option 3** (OO) A toddler independently identifies pairs of identical picture cards.



**Self-Regulation**

**Getting Calm**

- Option 1** (IG) Toddlers observe a caregiver (or older child) engage in a tree pose (yoga).
- Option 2** (IG) Toddlers practice moving into a tree pose (yoga).
- Option 3** (IG) Toddlers practice holding a tree pose (yoga) while breathing slowly and deeply.



**Social-Emotional**

**Interacting with Others**

- Option 1** (IG) Toddlers pretend they are taking a bus trip that involves stops at destinations they determine.
- Option 2** (IG) Toddlers wash toy vehicles together at a sensory table.
- Option 3** (IG) Toddlers engage in pretend play focused on a bus, with opportunities to assume roles of characters introduced in a prior shared book reading.



**Physical/Health**

**Using Our Hands**

- Option 1** (OO) A toddler participates in a brief book sharing and plays alongside a caregiver to put felt clothing items on a teddy bear cutout on a flannel board.
- Option 2** (IG) Toddlers put a shirt and hat on a baby doll and participate in a discussion of head, arms, and why we wear a hat.
- Option 3** (IG) Toddlers participate in pretend play that emphasizes putting clothes on toy dolls.

(OO)=One-to-One, (IG)=Informal Gathering

Revision 1/15/20



## 24–36 Months

### Option 1 Informal Gathering



#### Skill and Goal

Receptive language

Expressive language

Awareness of print and pictures

Toddlers participate in a book sharing that emphasizes words, pictures, and the sequence of story events.



#### Key Concepts

Words

Pictures

Little

Big

On

Off



#### Materials Needed

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

Small plush monkeys—1 per toddler

One large plush monkey



#### Also Promotes

Cognitive

**BEGIN:** [Use the large plush monkey to invite toddlers to a book sharing.]

I am a big monkey. I have five little monkeys who are wearing pajamas because it is time for them to go to bed. But my little monkeys don't want to go to bed! Please sit with me so you can learn about the little monkeys in our book! I think you will like this book.

[Say the names of toddlers who are at the gathering.]

When several toddlers have joined you, give each toddler a little monkey to hold during the story. Provide time for toddlers to explore their monkey. Repeat and extend comments toddlers offer regarding the monkeys.]

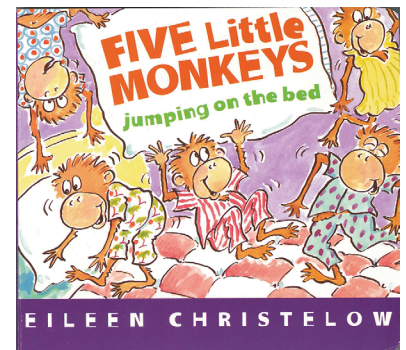
I am going to hold the big monkey on my lap. You can hold your little monkeys on your lap!

**EXPLAIN:** [Show book cover. Point to the little monkeys as you describe them.]

Here are the five little monkeys.

**ASK:** What are the little monkeys doing? (jumping on the bed)

**EXPLAIN:** The little monkeys are wearing pajamas because it is time for bed. What are your little monkeys wearing?



Our book is called *Five Little Monkeys Jumping on the Bed*. Let's find out what happens!

**ACT:** [Open the book. Hold the book close to the toddlers. Repeat and expand toddlers' reactions to the pictures or story.]

Our book has pictures and words.

[Point to the words.]

These words say \_\_\_\_.

[Read the first page aloud.]

Continue to read and talk about the book using strategies, such as the following, to engage toddlers and describe how books work:

- Point to and describe pictures. Example: "Look at what's

**Option 1 continued**

*happening in this picture. The little monkey is crying! The mama monkey is using a phone to call the doctor."*

- *Emphasize the words on and off. Example: "The little monkey fell off the bed! He was on the bed; now he is off the bed!"*
- *Ask questions and expand on the book text to help toddlers understand the story. Examples: "What do you think the doctor is going to tell the mama monkey?" "The little monkeys are getting ready for bed. They took a bath and put their pajamas on. What do you think they will do next?"*
- *Vary your voice to add a dynamic quality.]*

**RECAP:** The words in our book told us about five little monkeys who were jumping on the bed. The pictures showed us what happened in our story. The little monkeys fell off the bed and bumped their heads! What did the mama monkey do when the monkeys fell off their beds? (called the doctor)

**👁️ What to Look For—Option 1**

*Five Little Monkeys Jumping on the Bed* is a fun book for helping toddlers understand the difference between words and pictures in a book. Some toddlers may be familiar with the story and may want to say some of the words with you. Other toddlers may be unfamiliar with the book and will appreciate the opportunity to hear the words, look at the pictures, and talk about the story. Toddlers will enjoy holding a monkey from the story, and may use the monkey to act out some of the words from the book, such as jumping. Some toddlers may need guidance to calm their monkeys at the end of the activity. See the Extra Support tip below.

The book uses number words that are important for children to eventually know, but the intent of the book sharing is to emphasize the basic story of little monkeys jumping on the bed and falling off. Toddlers are not expected to count the monkeys.

**📈 More Scaffolding Tips—Option 1**

**Extra support** ■ Toddlers may not know words to describe their interests, including asking questions. Encourage toddlers to point to images of interest in addition to saying what they are thinking. Example: "You are pointing to the bandage on the little monkey's head, Devon. A bandage is like a big band-aid."

■ Encourage excited toddlers to make their monkeys go to sleep,, just like the monkeys in the book at the end of the story. Example: "Look, the monkeys in the picture fell asleep. Let's have our little monkeys fall fast asleep, too."

**Enrichment** ■ Invite toddlers to look closely at the monkeys in the book and the monkeys they are holding. Compare things like the pajamas on the monkeys. Example: "You are holding a little monkey with yellow pajamas, Jordan. Your monkey looks like the monkey in this picture with yellow pajamas!"

■ Encourage toddlers to say some of the words with you, such as "Mama called the doctor."

## 24–36 Months

### Option 2 Informal Gathering



#### Skill and Goal

Receptive language

Expressive language

Awareness of print and pictures

Toddlers use toys to enact key actions of characters in a story.



#### Key Concepts

On

Off



#### Materials Needed

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

Small plush monkeys—1 per toddler

Toy beds or rectangular blocks—1 per toddler



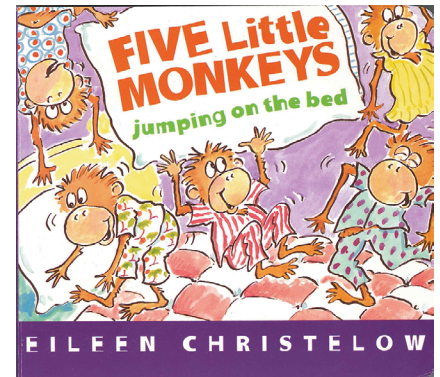
#### Also Promotes

Cognitive

Self-Regulation

Physical/Health

Invite several toddlers to help a toy monkey fall off a bed and get back on a bed. Read or review the book *Five Little Monkeys Jumping on the Bed*. Emphasize on and off. Also emphasize a repetitive phrase and encourage toddlers to join you in saying the phrase.



While or after you review/read the book, use a toy monkey to demonstrate jumping on a bed and falling off a bed. Then give each toddler a toy monkey and a toy bed or block, which toddlers can pretend is a bed. Invite toddlers to act out the story with their monkey and bed. Example: “The little monkeys in our book jump on the bed. Let’s make our monkeys jump on the bed. The little monkeys in our book fall off the bed! Can your monkeys fall off the bed?” Draw attention to how toddlers are using their arms and hands to make their monkey jump on the bed and fall off the bed. Be flexible regarding how toddlers interact with the monkeys and acknowledge each toddler’s participation. Example: “Isaiah’s monkey is still jumping. His monkey is still on the bed.”

As the activity wraps up, encourage toddlers to put their monkeys to bed. Example: “The little monkeys in our book are in bed. They fell fast asleep! Let’s make our monkeys go to bed and fall asleep.”

### 👁️ What to Look For—Option 2

Toddlers will participate in this activity in different ways. Some will enjoy holding their monkey while listening to the story. Others will act out the story with their monkeys. Some toddlers may follow one action, such as jumping on the bed. Acknowledge each form of participation. Example: “Desi, you are holding your monkey and listening to the story.” The repetitive, rhyming text of this book encourages toddlers to remember and recite phrases. Acknowledge each toddler’s attempt to recite parts of the story. As described in Option 1, it is not appropriate to teach numbers as part of the book reading.

### 📊 More Scaffolding Tips—Option 2

**Extra support** ■ Some toddlers may benefit from more examples of the words on and off. Example: “I am sitting on a stool. Now I am off the stool.”

■ Some toddlers may enjoy extra time to explore their monkey before participating in the story. Also, invite toddlers to play with their monkeys after the activity.

***Option 2 continued***

**Enrichment** ■ Acknowledge attempts to recite or repeat words or phrases in the book text. Example: "James, you like to say the words in our book—'No more monkeys jumping on the bed!'" ■ Provide small squares of felt or cloth to be used as blankets for the monkeys. Introduce the words over and under. When the monkeys go to bed and fall asleep in the story, invite toddlers to put the blanket over their monkey, like the picture in the book. Explain that their monkeys are under the blanket.

## 24–36 Months

### Option 3 Informal Gathering



#### Skill and Goal

Receptive language

Expressive language

Awareness of print and pictures

Toddlers use their bodies to enact key actions of characters in a story.



#### Key Concepts

On

Off

Over

Under



#### Materials Needed

Carpet squares—1 per toddler

Blanket or large scarf—1 per toddler

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

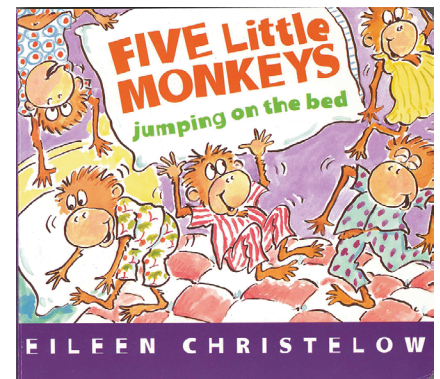


#### Also Promotes

Self-Regulation

Physical/Health

Invite several toddlers to pretend they are monkeys in a story. Read or review the book *Five Little Monkeys Jumping on the Bed*. Emphasize on and off. Also emphasize a repetitive phrase and encourage toddlers to join you in saying the phrase. After reading or reviewing the story, invite toddlers to jump up and down on their carpet square, like the little monkeys jump on the bed in the book. Read pertinent sections of the story as a guide for toddlers' actions. Encourage toddlers to step or jump off the carpet square when the little monkeys fall off the bed in the book. Explain that the little monkeys got hurt when they fell in the story. We want to step or jump off our carpet square, instead of falling, so we are safe. Some toddlers may enjoy practicing jumping on their carpet square before you read parts of the story again. Read the story with enthusiasm, encouraging toddlers to jump on their squares and step or jump off their squares at appropriate times.



In the last pages of the book where the little monkeys finally go to bed and fall asleep, invite toddlers to take a blanket or scarf and pretend to go to sleep. Explain that we are putting the blanket/scarf over ourselves. We are under a pretend blanket like the little monkeys in the story. This final acting out of part of the story is a good opportunity to help toddlers calm down after jumping.

Repeat and extend toddlers' comments. Example: A toddler says "ouchy" while rubbing his head and pointing to the book's picture of a crying monkey. A caregiver says, "Yes, the little monkey in our story bumped his head. He is crying! He needs a bandage. You are rubbing your head. Are you pretending you bumped your head like the little monkey?"

### What to Look For—Option 3

The opportunity to act out important events in a story can support deeper understanding of a book and help connect a story to toddlers' experiences. Most toddlers enjoy jumping, and this activity offers focused practiced of a gross motor skill. Encouraging toddlers to pretend to fall asleep under an imaginary blanket promotes the self-regulation task of calming down. Some toddlers will follow the story, and others will enjoy jumping and pretending to go to sleep.

## Option 3 continued

### More Scaffolding Tips—Option 3

**Extra support** ■ Some toddlers may focus exclusively on the jumping aspect of the activity and not follow the words of the story. Acknowledge their participation and continue to encourage each toddler to look at the pictures and listen to the words in the book. Example: “Jamarcus, you are having fun jumping and jumping on your square! What happens next in our story?”

**Enrichment** ■ You may add additional movements or actions related to the story, such as rubbing your head, making a crying face, “calling” the doctor, pointing your finger while giving directions not to jump on the bed. Toddlers will enjoy watching your actions and some may imitate you.



### Interest Area

**Materials Needed:** *Five Little Monkeys Jumping on the Bed* by Eileen Christelow, small plush monkeys, small pieces of felt or cloth to represent blankets for the monkeys

Place *Five Little Monkeys Jumping on the Bed* and plush monkeys with their blankets in the dollhouse area. Help toddlers connect the book with their play in the dollhouse. Toddlers may enjoy acting out the parts of the story from the book or acting out other stories with other available dollhouse figures. Suggest uses for the small felt or cloth pieces, including blankets for the monkeys or other dollhouse figures.



### Family Child Care

**Materials Needed:** *Five Little Monkeys Jumping on the Bed* by Eileen Christelow, small plush monkeys, large plush monkey

The book *Five Little Monkeys Jumping on the Bed* may be shared with all young children in your setting. Give each child a plush monkey to hold. Invite an older child to hold the large plush “mama” monkey. This role may be rotated among older children. Recite the “Five Little Monkeys” fingerplay, inviting the older children to participate in the hand and finger movements. Younger children will enjoy watching and listening, and some may participate by repeating words or hand movements. Babies will enjoy holding a monkey and listening to the song.



## 24–36 Months

### Option 1 Informal Gathering



#### Skill and Goal

##### Problem-solving

Toddlers make groups of the same type of shape cutout and then create a collage with the shape cutouts.



#### Key Concepts

Same  
Different  
Shape  
Collage



#### Materials Needed

\*Circle and square cutouts (see Be Prepared)  
1 yard clear contact paper  
2 shallow dishes



#### Also Promotes

Communication/Language  
Social-Emotional  
Physical/Health  
Self-Regulation

\*Printables provided

**Be Prepared:** Cut approximately eight circles and an equal number of squares from paper. A template is provided. Use contrasting colors of paper, such as yellow for circles and blue for squares.

The activity has two segments. In the first segment, the shapes are placed randomly on a table and 2–3 toddlers are encouraged to sort the shapes into a group of circles and a group of squares. In the second segment, the toddlers are invited to make a collage by placing the circles and squares where they wish on contact paper.

If two adjacent tables are available, use one table for the sorting task and the other table for making the collage. In advance of the activity, place the clear contact paper on a low table with the sticky side up. Fasten the corners with tape to prevent it from slipping. If one table only is available for the activity, encourage toddlers to hold the two groups of shapes they sorted while you affix the contact paper for their collage work.

To begin the activity, invite 1–2 toddlers to help you place the shapes in random fashion on a table and also put on the table two shallow dishes that toddlers can use for keeping the same type of shape together.

Sit or kneel next to 2–3 toddlers you have invited to join you for a fun activity at the table. Hold up two circles and ask whether the two shapes are the same or different. Emphasize the words same and different. After pausing for toddlers to respond, explain how the two shapes are the same: they are the same color, and they are the same shape. Hold one circle on top of the shape to demonstrate how they are the same shape.

Next, hold up one circle and one square, and ask whether the two shapes are the same or different. After pausing for toddlers to respond, explain how the two shapes are different: they are different colors, and they are different shapes. Hold the circle over the square to demonstrate how they are different.

Point to the shapes randomly placed on the table and to the two dishes. Invite the toddlers to put the same type of shape in one of the two dishes. Circles go in one dish, squares go in the other dish. Emphasize that all toddlers at the table should have a chance to help put the shapes in a dish. After the shapes have been sorted, hold up shapes in each dish, one group at a time, and remind toddlers all of the shapes in each dish are the same.

Invite toddlers who participated in the sorting task to join you at the table with the contact paper (or affix the contact paper to the table used for sorting). Explain that now we can make a collage with our shapes. A collage is a piece of art made with different kinds of things.

We have two different kinds of shapes to use for our collage. Our shapes will stick to the paper that is on the table. We can put our shapes anywhere we want on the paper. We can put together the same type of shapes, or we can put together different types of shapes.



**Option 1 continued**

Put the dishes of shapes in locations that are accessible to all toddlers who participate. Encourage toddlers to take one shape at a time and to give everyone a turn at putting a shape on our collage.

After the collage is done, talk with toddlers about whether same or different shapes are near one another. You also might invite toddlers to point to all circles or to all squares.

You may wish to place the completed collage in a window or on a wall for display.

 **What to Look For—Option 1**

The activity is designed to help toddlers pay attention to object characteristics that are the same or different. It is useful for toddlers to know the word “shapes,” but the activity is not intended to teach about shapes, including circles and squares. It is fine to use the words “circle” and “square” during the activity, but explicitly teaching about a circle or square is not necessary or appropriate. Look for opportunities to help toddlers discriminate between two different types of shapes and to become familiar with the concepts of same and different.

 **More Scaffolding Tips—Option 1**

**Extra support** ■ Some toddlers may enjoy making a collage of circles (or squares) only. ■ Invite a toddler to use his/her finger to trace the outline of a circle and a square when you ask whether these shapes are the same or different.

**Enrichment** ■ Cut circles and squares from the same color of paper to heighten the focus on shape outlines (and not color). ■ Cut large and small circles (or squares) so toddlers can sort by the size of the same type of shape.

## 24–36 Months

### Option 2 Informal Gathering



#### Skill and Goal Problem-solving

Toddlers identify picture cards that are the same.



#### Key Concepts

Same  
Different  
Match  
Next to  
On top



#### Materials Needed

*Seek-a-Boo!™ Memory Game*



#### Also Promotes

Communication/Language  
Social-Emotional

**Be Prepared:** This activity uses materials from the *Seek-a-Boo™ Memory Game*, which includes six categories of picture cards. One large circle card and one small square card show the same item. Select a category that would be of interest to toddlers in your room. For this age, appropriate categories include toys (green cards), food (blue cards), animals (red cards), and clothes (orange cards). The shape category (yellow cards) and random set of items shown in purple are not recommended for the activity described below.



Identify three items in your chosen category. Examples from toys category: beach ball, teddy bear, blocks. Secure both large (circle) and small (square) pictures of the same three items (total of six cards: three large and three small).

Put the three large (circle) cards on a table, set apart so each card can be clearly identified. Give each of 2–3 children one of the small (square) cards that shows an item also shown in a large picture card you have placed on the table.

Invite toddlers to look closely at the cards on the table. Name (or invite toddlers to name) the item shown on each of the cards. Then invite toddlers to look closely at the card in their hand. Next, invite each toddler (one at a time) to put his/her card next to or on top of the picture of the same item on the table. Explain (or remind toddlers) that things match when they are the same.

Ask the toddlers if they would like to put the little picture card next to or on top of the matching big card. Describe each child's card placement. Example: "Chloe put a little beach ball card next to the big beach ball card. Rikki put the little teddy bear card on top of the big teddy bear."

After each toddler has placed his/her card on the table, review each of the three collections of cards (the large card, the small card) on the table and encourage toddlers to describe what is shown in the pictures. Emphasize the pictures on the cards are the same. They match. Also explain and demonstrate that the cards are different: one card is larger than another card.

Put all cards aside and repeat the game using a different set of cards from the same or a different category if toddlers remain interested.

### 👁️ What to Look For—Option 2

Pay attention to whether and how toddlers look at the cards on the table and the card in their hand. You may wish to offer a reminder to look carefully if it seems toddlers are not focusing on a picture. Also pay attention to whether a toddler may be confused by the concept of things matching. The activity emphasizes the same and different, concepts that are required for

**Option 2 continued**

determining two or more things are a match. The categories of picture cards are organized by color, but it is not necessary to know or teach colors as part of the activity.

It does not matter whether a toddler places his/her small card on top of or next to the larger (circle) card on the table. The options of “next to” or “on top” are offered to support decision-making and helping a toddler focus on his/her actions with the card. If you anticipate this provision might add confusion, simply specify where toddlers are to place their small cards.

The activity uses a limited number of cards to ensure each child can be successful in identifying the same item in a larger card on the table. You might wish to use more cards if toddlers practice the game and become familiar with how it works.

 More Scaffolding Tips—Option 2

**Extra support** ■ Point out a detail of an item shown on the large card and also on the small card. Emphasize how these details are the same. Each card shows the same thing.

**Enrichment** ■ The game may be played with more than three large (circle) cards on the table but 2–3 children holding one small card each. Some large cards will not have a small card placed on (or next to) them.

## 24–36 Months

### Option 3 One-to-One



#### Skill and Goal

##### Problem-solving

A toddler independently identifies pairs of identical picture cards.



#### Key Concepts

Match



#### Materials Needed

\*Getting Dressed Matching Cards (as shown)



#### Also Promotes

Communication/Language  
Social-Emotional

\*Printables provided

**Be Prepared:** This activity is designed for a toddler who has clearly demonstrated skill in matching identical items and would benefit from independently finding matching pairs of items in a set of 12 picture cards (six matches) presented at the same time. Secure two sets of the six matching cards. Shuffle the cards and place them face down in a tidy pile on a table.

Invite a toddler to work by himself/herself to find picture cards that match. Encourage the toddler to look at one card at a time and then put the card face (picture) up on the table. Suggest that the toddler put the cards in a row (from side to side) or in a line (from top to bottom), depending on his/her preference. When the toddler picks up and turns over a card from the pile, encourage him/her to also look at cards he/she



has placed on the table. Does the card he/she just pulled from the pile of cards match any of the cards on the table? This approach is easier to manage than putting all 12 cards face up on the table and then finding cards that match. Invite the toddler to put matching cards on top of each other, rather than side by side, to limit the number of cards to look at on the table.

### What to Look For—Option 3

The activity is intended as an enjoyable challenge for a toddler who has previously demonstrated skill in matching identical items. Opportunities to observe this skill include activities in Block 4 (Self-Regulation) and Options 1 and 2 in the current activity plan, among others. The activity is not meant to be completed in a certain amount of time, and a toddler should be warmly acknowledged for effort if he/she does not find all matches. Avoid saying there are six matches in the collection of picture cards. The activity is not intended to teach numbers or counting.

Look carefully at the toddler's approach to the initial set of cards. If appropriate, offer verbal guidance on the procedures suggested in the activity plan, such as looking at cards on the table each time a card from the pile is turned over. This activity is designed to promote problem-solving skills, and the first problem the toddler is to address is whether to put the cards in a row or in a line (see plan description). This is a matter of preference aimed at providing a comfortable arrangement for the toddler.

**Option 3 continued** More Scaffolding Tips—Option 3

**Extra support** ■ The toddler may prefer to stand at the table.

**Enrichment** ■ Invite the toddler to say the name of a clothing item when he/she turns over a card from the pile. ■ After a toddler identifies picture cards that are the same, invite the toddler to put together some cards that are different.

 Interest Area

**Materials Needed:** same types of toys, such as vehicles, animal figures, people figures, and dolls; crinkled paper or sand in the sensory table; jumbo animal counters

Offer interest area activities that encourage toddlers to find the same types of toys. Place the jumbo animal counters in the sensory table with damp sand or crinkled paper. Encourage toddlers to find counters that are the same, such as two lions and two elephants. Toddlers may wish to stand the same types of animals together in the sand. Repeat this opportunity with other types of toys (see Materials Needed) that can be the same or different.

 Family Child Care

**Materials Needed:** matching card games, such as *Go Fish*

Provide cards, such as *Go Fish*, for preschool-age children to use for identifying cards that are the same. For a silly game, invite preschool-age and older children to sit in a circle and remove their shoes. Mix the shoes together in the center of the circle and invite children, one at a time, to look for two shoes that are the same. Line up the shoes and talk with children about how the shoes are different and the same.



## 24–36 Months

### Option 1 Informal Gathering



#### Skill and Goal

##### Self-control

Toddlers observe a caregiver (or older child) engage in a tree pose (yoga).



#### Key Concepts

Pose  
Tree



#### Materials Needed

None



#### Also Promotes

Social-Emotional  
Physical/Health



#### Optional Reading

*The ABCs of Yoga for Kids* by  
Teresa Power

**Be Prepared:** Become familiar with the tree yoga pose demonstrated to toddlers in this activity. Consult online resources or the Optional Reading book. If you do not wish to personally demonstrate the yoga pose suggested in this activity, make arrangements for another adult or a preschool-age child in your center to show the pose as you describe it and lead the activity. Adapt the pose if you anticipate it will be too challenging for toddlers in your room. See suggestions in the What To Look For section of this plan.

**BEGIN:** [*Invite several toddlers to join you in making a pretend tree with our bodies.*]

We are going to make a pretend tree with our bodies. We know that a tree can be tall and has branches.

[*Point to a tree within easy view through a window in your room or show a picture of a tree, if appropriate.*]

**EXPLAIN:** We will move a part of our body and try hard to hold it still. The pretend tree we make with our bodies is called a pose. A pose is a way of holding our body. Holding a pose with our body can help us be calm. Please watch me (or another person) make a pretend tree with my body.

**ACT:** [*Slowly move your body into a tree yoga pose. Quietly describe each action as you demonstrate the position of each body part, as suggested below. See What to Look For section for adaptations of the pose.*]

First I am going to stand up straight and tall, like a tree. Then I am going to bend my leg and put my foot on my other leg, like this. My leg on the ground holds my pretend tree strong and steady.

[*You may wish to demonstrate with your foot on your inner thigh or calf, depending on your balancing skills.*]

Now I am going to reach out like branches on a tree and bring my hands together in front of my heart. I will reach them up over my head. I am a strong growing tree!

**ASK:** I am stretching my body to look like a tree. How does my body look like a tree?

[*Pause for toddlers to respond. Repeat and expand their comments.*]

[*Move into the tree pose again if toddlers are interested.*]



## ***Option 1 continued***

**RECAP:** We learned a pose to help calm our minds and bodies. I showed you how to make a tree pose. Breathing in and out while holding the tree pose helped me to feel calm and relaxed.



## 24–36 Months

### Option 2 Informal Gathering



#### Skill and Goal

##### Self-control

Toddlers practice moving into a tree pose (yoga).



#### Key Concepts

Pose

Tree



#### Materials Needed

Space for each toddler to pose



#### Also Promotes

Social-Emotional

Physical/Health



#### Optional Reading

*The ABCs of Yoga for Kids* by Teresa Power

**Be Prepared:** Become familiar with the tree yoga pose that toddlers are invited to assume in this activity. Consult online resources or the Optional Reading book. If you do not wish to personally demonstrate the pose, make arrangements for another adult or a preschool-age child in your center to show the pose as you describe it and lead the activity. Adapt the pose if you anticipate it will be too challenging for toddlers in your room. See suggestions in the What To Look For section of this plan.

Invite several toddlers to join you in making a pretend tree with our bodies. Explain (or remind) toddlers that a pose is a way of holding our body. Example: “Holding a pose with our body can help us get calm. Today we will practice a tree pose.”

Demonstrate a tree pose as described in Option 1, with appropriate adaptations. Then invite toddlers to make a pretend tree with their bodies. With a calm voice, describe each action with legs and arms. Emphasize that it is okay for each of our poses to look different. Encourage toddlers to move into a pose that feels like a tree. It is not necessary or appropriate for poses to be uniform. Encourage toddlers to hold the pose as long as they can without losing their balance. Invite several attempts. Talk with toddlers about how their body felt while doing the pose.





## 24–36 Months

### Option 3 Informal Gathering



#### Skill and Goal

##### Self-control

Toddlers practice holding a tree pose (yoga) while breathing slowly and deeply.



#### Key Concepts

Pose  
Breathe  
Tree



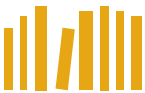
#### Materials Needed

Space for each toddler to pose



#### Also Promotes

Social-Emotional  
Physical/Health



#### Optional Reading

*The ABCs of Yoga for Kids* by  
Teresa Power

**Be Prepared:** Become familiar with the tree yoga pose that toddlers are invited to assume in this activity. Consult online resources or the Optional Reading book. Also review prior Self-Regulation activity plans that emphasized breathing deeply and slowly (Blocks 2 and 5). If you do not wish to personally demonstrate the pose, make arrangements for another adult or a preschool-age child in your center to show the pose as you describe it and lead the activity. Adapt the pose if you anticipate it will be too challenging for toddlers in your room. See suggestions in the What To Look For section of this plan.

Use the Option 2 plan to support toddlers in moving into a tree pose. This time, emphasize holding our bodies as still as we can and add deep and slow breathing. Open the session by demonstrating and then encouraging toddlers to breathe in and out slowly two times. Repeat the breathing exercise. Then invite toddlers to pretend their body is a tree, hold the pose as long as they can without losing their balance, and to breathe slowly and deeply while they hold the pose. Offer quiet verbal support for breathing slowly and deeply. Toddlers' poses and breathing are not expected to be uniform. Emphasize that it is okay for each of our poses to look different. Invite several attempts. Talk with toddlers about how their body felt while doing the pose.

### 👁️ What to Look For—Options 1–3

You will likely need to modify the tree pose based on the abilities of the toddlers in your group. Examples: (1) Instead of lifting their hands over their head, it may be easier for toddlers to keep their hands in front of their heart. (2) Instead of placing their foot on their other leg's thigh or calf, encourage toddlers to slightly bring their foot up against the other ankle, creating a skinny triangle. (3) If balancing is challenging, invite toddlers to reach arms out like branches far and wide, rather than holding them together. Some toddlers may need to reach out a "branch" to hold onto a chair or your hand as they balance.

Some toddlers may find it challenging to hold their body in a pose while intentionally taking slow and deep breaths (Option 3). Slowing down the pace of the activity and talking in a quiet, soothing voice will help to foster a positive, calming experience for the toddlers. Provide additional time for toddlers to observe, imitate, and practice the new pose. (See Extra Support tip below.) Look for opportunities to talk with toddlers about how holding the pose and breathing makes them feel.

 More Scaffolding Tips—Options 1–3

**Extra support** ■ Remember to consider adaptations of the pose. See suggestions in What to Look For. ■ It is fine if a toddler attempts one part of the pose only. ■ If a toddler has difficulty engaging in the pose in Options 2 or 3, offer to stand next to him/her to provide a brief demonstration and/or explanation. Gently guide a child’s body into the pose only if the child gives explicit permission and seems keenly interested in assuming the pose.

**Enrichment** ■ In Option 3, invite toddlers to hold the pose while pretending to blow and sway gently in the wind. ■ Toddlers may enjoy doing the pose with soothing music or recordings of nature sounds (Option 3).

 Interest Area

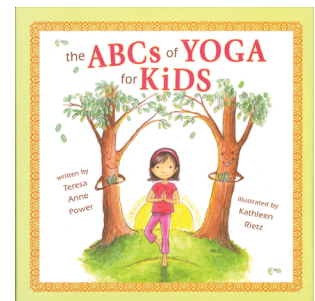
**Materials Needed:** several books with pictures of trees

Display the books on a low table. Look at the tree pictures with toddlers and talk about how the tree yoga pose is similar to real trees. Discuss how the foot on the ground is like a strong and steady tree root that grows deep, and how our arms reach out like tree branches. Invite toddlers to practice moving into a tree pose or parts of a tree pose.

 Family Child Care

**Materials Needed:** *The ABCs of Yoga for Kids* by Teresa Power

Yoga poses may be a new experience for children in your setting. Practicing how to hold a pose and breathe consciously can benefit children of all ages. Invite children to practice a tree pose. Some children may like to practice the pose with deep and slow breathing. Support adaptations that accommodate children’s ages and abilities. Consult resources for doing yoga with babies if this is of interest.





## 24–36 Months

### Option 1 Informal Gathering



#### Skill and Goal

##### Social interaction skills

Toddlers pretend they are taking a bus trip that involves stops at destinations they determine.



#### Key Concepts

Pretend  
Take turns  
Play together



#### Materials Needed

3–4 large cardboard boxes



#### Also Promotes

Communication/Language  
Cognitive

**Be Prepared:** The cardboard boxes are to serve as imaginary buses. Cut an opening or door on the side of each box to provide access. You may wish to affix small paper plates to the sides of the boxes to represent wheels. Place the boxes in a space where toddlers can easily get in and out of a bus.

**BEGIN:** *[Invite toddlers to join you for a ride in a bus. Begin the activity with the first 2–3 toddlers who show interest.]*

**EXPLAIN:** Let's go somewhere together on a pretend bus! We can pretend these boxes are buses. Do you see the door on this bus? That is how we can get in our bus.



**ASK:** Where would you like to go on our pretend bus trip?

*[Encourage ideas from all activity participants. If several ideas are suggested, each could serve as a stop on the bus trip. Use a discussion of multiple stops to promote toddlers' understanding of sequence. Example: "First we could go to the gym. Next we could go to the swimming pool. Then we can come back to our center."]*

Every bus has a driver. Do you think we should have one driver, or should we take turns driving the bus?

*[Help toddlers make a decision. Review the decision. Example: "Grace says she wants to be the driver. Ian would like to be the driver too. We can take turns. Grace can be the driver first, and then it will be Ian's turn."]*

**ACT:** How can we move our boxes to look like a pretend bus? One idea is to put our boxes in a line (behind one another) to make a long bus.

*[Encourage toddlers to offer suggestions for how to create a bus and how many boxes are needed. Toddlers may prefer their own box. In this arrangement, the box is a seat. If there are more toddlers than boxes, you may encourage toddlers to share a box.]*

*Comment on toddlers' actions with the boxes. Example: "Jade is putting her box behind Phillip's box. Look, Philip! Jade is pretending to sit behind you on the bus!"*



## Option 1 *continued*

*Point out positive instances of collaboration. Example: “Jami, you wanted to sit in the large box and so did Cam. You let Cam sit next to you. That is a good way to play together in riding our pretend bus!”*

*If bus seats are limited, help toddlers share a box with another toddler. Example: “Amelia, you are in a very big box! You have room for one more person in your box. Would you like to share your box with someone else? You can ask Karly if she’d like to share your box with you by saying ‘You can share with me.’”*

*Continue the activity for 10–15 minutes. Be sure to include the point(s) of destination. Toddlers may wish to wave at imaginary people outside of the bus as they move along. Give toddlers a clear indication that the bus activity is soon going to end. Example: “We stopped at the gym first, then at the pool second. Now we are driving back to our center!”]*

**RECAP:** *[Briefly describe the play interactions during your gathering. Review actions that led to positive play. Emphasize how toddlers initiated play with a peer. Example: “Jami said to Cam ‘You sit’ when they both wanted to sit in the large box.”]*

### What to Look For—Option 1

Pretend play in a group can be challenging for some toddlers. Help toddlers understand the intentions of other children and repeat what toddlers say. Some toddlers may not understand that each box has limited space and might try to squeeze in when the box is full. Provide enough space and materials for the number of toddlers who are participating. You may assign yourself a role as bus or trip director to provide temporary structure to the play if sharing is particularly challenging. Offering explicit guidance for turn-taking and modeling pleasant interactions are strong ways to help toddlers develop social skills.

### More Scaffolding Tips—Option 1

**Extra support** ■ Suggest phrases and words for toddlers to use when initiating play. Examples: “Would you like to sit in this box, too?” “You can say ‘May I sit with you?’” ■ Stay close and provide coaching to toddlers with limited experience in group play. ■ Assume the role of driver if there are no volunteers.

**Enrichment** ■ Some toddlers may wish to use other materials from the dramatic play center in their play with the boxes. Talk with toddlers about how they want to use the materials. Example: “Destiny, you have a doll in your box. Do you want to take her on the bus ride?” ■ Some toddlers may enjoy creating different pretend vehicles with chairs in the room. Toddlers may assemble several chairs to represent cars, trucks, or buses.



## 24–36 Months

### Option 2 Informal Gathering



#### Skill and Goal

##### Social interaction skills

Toddlers wash toy vehicles together at a sensory table.



#### Key Concepts

Share



#### Materials Needed

Sensory table with about 3" of water  
Variety of toy cars, trucks, buses  
Tear-free shampoo  
Water smocks—1 per toddler  
Small kitchen sponges—1 per toddler



#### Also Promotes

Communication/Language  
Cognitive  
Physical/Health

Invite 3–4 toddlers at a time to play at the sensory table. Arrange the vehicles on a tray and invite each toddler to select two vehicles to wash. Add a few drops of tear-free shampoo to create bubbles. Invite toddlers to wash their vehicles in the soap with the sponges. Act as a coach for toddlers who are learning to initiate interactions with peers. Example: "Marcus, you are watching Josiah wash his truck. Would you like to wash a truck next to Marcus? You can say 'Can I play here?'" Praise toddlers' efforts and persistence in successful bids for peer attention. Example: "Lydia, you are showing Josie the bubbles on your car. Do you see Lydia's bubbles, Josie?" Encourage toddlers to imitate each other and to share materials, such as a particular car or truck. Acknowledge and describe positive social interactions. Example: "Marcus wanted the blue truck and Josiah shared the truck! Marcus is happy because he is having a turn with the blue truck." Draw attention to how toddlers are using their hands, with or without a sponge, to wash a toy vehicle

### 👁️ What to Look For—Option 2

This activity combines a sensory experience with opportunities for social interaction. Playing side by side with fun materials is a promising way to support peer interactions. Toddlers are likely to talk and show one another their soapy vehicles. Describe each toddler's actions, emphasizing any observed imitating and turn taking. Example: "Josiah is driving his car under the water. Now Lydia is driving her truck under the water too! Lydia is doing the same as Josiah." Look for opportunities to comment on how a toddler is using his/her hands to manipulate a sponge or in some other way wash a vehicle.

### 📈 More Scaffolding Tips—Option 2

**Extra support** ■ Limiting this activity to no more than four toddlers at a time will decrease the likelihood of conflict over space or materials. Some toddlers may prefer to play next to only one other toddler at a time. ■ Remind toddlers frequently that the water needs to stay inside the water table so that the vehicles can get clean. Example: "We need to keep the water inside the water table. If the water splashes out, we won't be able to clean our cars and trucks!" Toddlers can clean up splashed or spilled water using paper towels.

**Enrichment** ■ Some toddlers may enjoy additional items to wash in the sensory table. Consider adding items in your room, such as people figures, plates and dishes, toy animals, or toy food items.



## 24–36 Months

### Option 3 Informal Gathering



#### Skill and Goal

##### Social interaction skills

Toddlers engage in pretend play focused on a bus, with opportunities to assume roles of characters introduced in a prior shared book reading.



#### Key Concepts

Pretend



#### Materials Needed

*The Little School Bus (Little Vehicles)* by Margery Cuyler  
3–4 large cardboard boxes  
Paper plates (see Be Prepared)

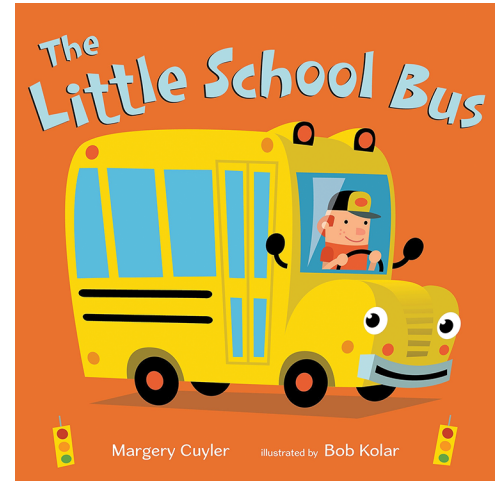


#### Also Promotes

Communication/Language  
Cognitive

**Be Prepared:** The cardboard boxes are to serve as an imaginary bus. Cut an opening or door on the side of each box to provide access. You may wish to affix small paper plates to the sides of the boxes to represent wheels. Place the boxes in a space where toddlers can easily get in and out of a bus.

Invite several toddlers to read and act out a story about a school bus. Read the book, talking with toddlers about the pictures and words on each page. At the conclusion of the book, introduce the idea of pretending the boxes are the little school bus from the story. Invite toddlers to compare the characteristics of the cardboard boxes with the pictures of the little school bus in the book. Example: “Look! Our pretend bus has a door, just like the door on the little school bus!”



Encourage toddlers to explore the pretend bus, including getting in and out and practicing being the driver using the paper plate steering wheel. Invite toddlers to act out the story by playing different characters as they get in and out of the bus. Characters may include a driver, girls and boys riding the bus, and mechanics to fix the bus. Example: “First, let’s pretend someone is the driver, like Bob in our book. The driver can be a boy or a girl. Everyone that wants to be a driver will have a turn!” Encourage each toddler to pretend to be a story character and read selected pages of the book that can be acted out by the characters the toddlers chose. Select pages that reflect toddlers’ interests. Ensure each toddler gets a turn to be a character of his/her choice.

### 👁️ What to Look For—Option 3

Toddlers will enjoy interacting with the cardboard boxes. Some toddlers may not be ready to pretend to act like a character from the book. The emphasis of this activity is to encourage toddlers to enjoy interacting with each other in positive ways. Acknowledge each type of participation and interaction. Examples: “Ava and Jamal are sitting together in the little school bus! They are pretending to ride to school, like the children ride to school in the story.” “Ava is getting on and off the bus, like the boys and girls in our story!”



## Option 3 continued

### More Scaffolding Tips—Option 3

**Extra support** ■ Some toddlers may be more comfortable pretending with just one other peer rather than within a small group. Invite two toddlers to play together while pretending the boxes are the little school bus from the story. Encourage and acknowledge positive interactions between the two toddlers.

■ Support toddlers who are interested but unsure how to join in the pretend play. Offer ways they might enter into the play. Example: “Myatt, I see that you are watching your friends sit in the boxes. Would you like to pretend to be a child riding to school like your friends are? You can say ‘Can I sit with you?’”

**Enrichment** ■ Invite toddlers to include pertinent materials in the pretend play with the bus. Consider items from the pictures in the book, such as a hat for the driver, backpacks or lunch boxes for the children, and tools for the mechanics to fix the bus.

### Interest Area

**Materials Needed:** 1–2 large cardboard boxes, paper plate to represent steering wheel (optional: books about transportation, toy vehicles, and people figures)

Leave one or two of the boxes available for continued play. You may wish to display books about transportation or provide toy vehicles and people figures nearby. Invite toddlers to think of situations or stories they would like to act out together with the boxes. Encourage toddlers to pretend together.

### Family Child Care

**Materials Needed:** *The Wheels on the Bus* by Annie Kubler, shoeboxes—1 per child, crayons and/or markers

Share the book *The Wheels on the Bus* by Annie Kubler with a mixed-age gathering of children. Invite older children to discuss the pictures and what the people are doing on the bus. Encourage toddlers to make the sounds of the bus. Example: swish, swish, swish; beep, beep, beep. Infants will enjoy playing with small toys as they listen to the older children. As a follow-up to the book sharing, consider offering small boxes, such as shoeboxes, for toddlers and preschool-age children to use as pretend buses with people figures. Children may enjoy coloring the outside of the boxes.



## 24–36 Months

### Option 1 One-to-One



**Skill and Goal**  
**Fine motor development**  
**Good health practices**

A toddler participates in a brief book sharing and plays alongside a caregiver to put felt clothing items on a teddy bear cutout on a flannel board.



**Key Concepts**  
Clothes



**Materials Needed**

- \*Felt cutouts of bear and clothing (see Be Prepared)
- Permanent marker
- Flannel board (see Be Prepared)

*Jesse Bear, What Will You Wear?* by Nancy White Carlstrom



**Also Promotes**  
Social-Emotional  
Cognitive

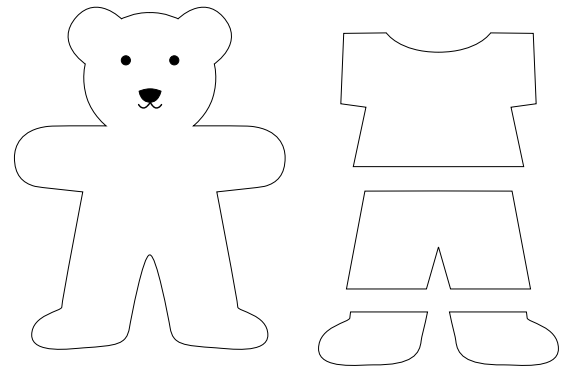
\*Printables provided



**Optional Reading**

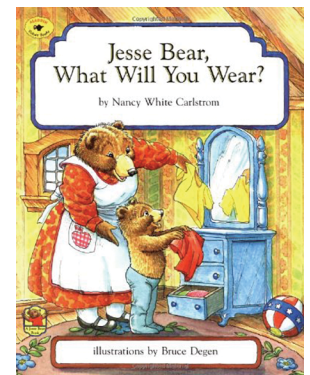
*Let's Get Dressed* by  
Caroline Jayne Church

**Be Prepared:** Use the provided cutout patterns to make two bears and two sets of clothing (three clothing items each) for you and a toddler to manipulate. Use a permanent marker to add details, such as eyes and nose, to the bear's cutout. Use different colors of felt, if possible. The felt board should be large enough for you and a toddler to work simultaneously on two bear cutouts affixed to the board. Form two collections of the three items of clothing, one for the toddler and one for you.



Invite a toddler to look at pictures in the *Jesse Bear* book with you.

Point to (or ask the toddler to point to) and talk about pieces of clothing illustrated in the book. Then invite the toddler to play next to you in putting clothes on a teddy bear. Give the toddler a teddy bear felt cutout and help him/her place it on the felt board. Put your teddy bear felt cutout next to the toddler's, with sufficient space for you to work alongside the toddler.



Give the toddler one of the small collections of felt pieces of clothing (three items) to put on the bear. Point to and describe each piece of clothing. Invite the toddler to say or point to where the clothing should go on the felt teddy bear. Ask and talk about which item(s) should go on first. Talk about how it is hard to put on our pants if we are wearing our shoes. Then encourage the toddler to put the clothes on the teddy bear. Put your set of felt clothing on your teddy bear, so the two of you are engaged in parallel work with the felt pieces. Encourage the toddler to talk about what clothes he/she is putting on the teddy bear.

Emphasize that we are using our hands to put the felt pieces on the board.

### 👁️ What to Look For—Option 1

Notice how the toddler uses his/her hand(s), especially fingers, to hold and place felt pieces on the flannel board. Provide verbal support or, if necessary, direct assistance in placement of clothing items. Spatial skills are directly involved in aligning a clothing item with a part of the bear's body. If the clothing item is misaligned, encourage the toddler to try putting a clothing item in different locations on the desired spot, like putting together pieces of a puzzle. Another strategy is to talk about a specific part of the clothing, such



**Option 1 continued**

as the waist of the pants, and ask where the waist goes when he/she wears pants. It is not necessary or appropriate to expect perfect images of a dressed bear.

The activity supports a toddler's understanding of where clothes are worn on a body and, in a minor way, a general order in which we put on clothes (specifically, put on shoes last). If a toddler places an item in an unusual location on the bear, such as pants on the head of the bear, determine whether the toddler is being silly. If silliness is not a factor, talk with the toddler about where he/she wears his/her pants, for example, and ask how the bear might feel or do things while having pants in an unusual location.

## More Scaffolding Tips—Option 1

**Extra support** ■ Move the felt board closer to the toddler. ■ Do not pursue parallel dressing of the felt bear on the flannel board if the toddler needs more focused attention from you while he/she is putting clothes on his/her bear.

**Enrichment** ■ Cut other pieces of clothing items, such as raincoat, mittens, overalls. ■ Cut out buttons and pockets toddlers can add to felt cutouts of clothing on the flannel board. ■ Consider adding an element of make-believe. Example: "Hello Bear, I am helping you get dressed. What are you going to do today?"



## 24–36 Months

### Option 2 Informal Gathering



#### Skill and Goal

**Fine motor development**  
**Good health practices**

Toddlers put a shirt and hat on a baby doll and participate in a discussion of head, arms, and why we wear a hat.



#### Key Concepts

Clothes  
Shirt  
Hat  
Head  
Arms



#### Materials Needed

Baby dolls—1 per toddler and staff  
Newborn-size shirts—1 per toddler  
Doll hat—1 per toddler  
*I Get Dressed* by David McPhail



#### Also Promotes

Cognitive  
Social-Emotional



#### Optional Reading

*Froggy Gets Dressed* by Jonathan London

**Be Prepared:** Newborn-size shirts are suggested because toddlers can put them on dolls and remove them without difficulty. Arrange dolls and clothes in the dramatic play center, or another area if the dramatic play center is already in use. If you are using dolls that are new to toddlers in your room, introduce the dolls to your toddler group at least one week before the activity.

**BEGIN:** [*Invite several toddlers to the dramatic play area to play with dolls. Sit on the floor facing the toddlers. Encourage the toddlers to help you to take care of the baby dolls. Give each toddler a doll. Display clothing items as you describe each below.*]

**EXPLAIN:** We have some clothes we can put on our baby dolls. Here is a shirt for the baby to wear. Here is a hat for the baby doll to wear.

Let's begin with a shirt. Each of us can put a shirt on our doll.

**ACT:** [*Give each toddler one shirt for his/her doll. Hold and describe a shirt against your doll as a reminder of where the shirt goes.*]

*Demonstrate putting a shirt over a doll's head and putting the doll's arms into the shirt. Emphasize the names of the doll's body parts in your description, especially head and arms. Invite toddlers to point to the head and arms of their baby doll. Encourage toddlers to follow your actions. Provide verbal support or hands-on assistance as appropriate.*

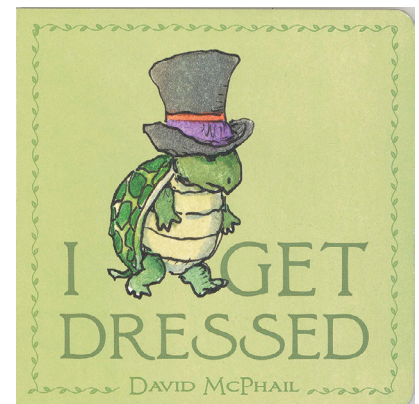
*Repeat and extend toddlers' comments. Positively acknowledge toddlers' efforts. Example: "You are working so hard! You are getting the shirt on your baby doll!"*

**ASK:** Do you want to put a hat on the head of your baby doll?

*[Give a hat to each toddler who wishes to put a hat on his/her doll. Demonstrate putting a hat on a doll's head, if necessary.]*

**EXPLAIN:** [*Talk briefly with toddlers about why we sometimes wear a hat: to keep the sun off our head, to keep our head warm when it is cold outside, to keep our head dry when it is raining outside.*]

**ACT:** [*Display the cover of the *I Get Dressed* book.*]



**Option 2 continued**

We have a book about getting dressed. This is a silly book! Let's look at the pictures in this book. You may hold your baby doll so you can look at the pictures with me.

**ACT:** *[Use your own words to talk about book illustrations. The book has few printed words. Encourage toddlers to point to items of clothing or body parts, such as a bunny wearing shoes!]*

*Pace book sharing in relation to toddlers' interests. Share the toddlers' enjoyment at the humor of pictures.]*

**RECAP:** It can be hard to put a shirt on a baby! We put a shirt over the doll's head. We put the doll's arms through the shirt. We talked about why we wear a hat. We looked at a silly book about getting dressed!

**👁️ What to Look For—Option 2**

Toddlers may find it challenging to put a shirt on a baby doll. Look for ways you can provide verbal or hands-on assistance without taking over the dressing process. Generally, toddlers learn to take doll clothes off before they are able to put them back on. This activity supports toddlers' understanding of self-dressing concepts (such as a shirt goes over the head before arms go into sleeves). Dressing dolls fosters fine motor skills toddlers will use when they begin to dress and undress themselves. The activity provides an opportunity to talk with toddlers about dressing themselves.

**📈 More Scaffolding Tips—Option 2**

**Extra support** ■ In the opening segment, demonstrate how to move a doll's arms and legs and how to put the doll into a sitting position. ■ Toddlers may find it easier to put a shirt on the doll when it is in a sitting position.

**Enrichment** ■ Engage toddlers in talking about the clothes they wear. Depending upon your climate, some toddlers will know about mittens, hats, and snow pants. Listen and repeat a toddler's words, using a full sentence. ■ Provide other props for the dolls, such as toy baby bottles, and hand towels to use to wrap the dolls.



## 24–36 Months

### Option 3 Informal Gathering



#### Skill and Goal

##### Fine motor development

Toddlers participate in pretend play that emphasizes putting clothes on toy dolls.



#### Key Concepts

Getting dressed



#### Materials Needed

Toy dolls and clothes



#### Also Promotes

Social-Emotional

Communication/Language

**Be Prepared:** Make sure the dramatic play area has an adequate supply of baby dolls and clothing for toddlers to put on the dolls.

Sit on the floor with toddlers in the dramatic play area to facilitate individual and shared toddler activity focused on helping toy dolls get dressed. Encourage toddlers to dress the dolls or take off existing clothes so a different set of clothing may be put on a doll. The intent is to support toddlers' use of fine motor skills in putting on and removing clothes from dolls. Provide verbal or hands-on assistance with fine motor efforts, where appropriate. Help toddlers take turns with dressing the dolls if there is an insufficient supply for each toddler to have his/her own doll and set of clothes. Encourage toddlers to talk about the clothes they are putting on or taking off the doll, and how they are putting on/taking off the clothes. In addition to manipulating dolls and clothing, toddlers will enjoy using props associated with babies, such as small containers that can represent food and toy bottles. At this age, toddlers are not expected to tie shoelaces.

### 👁️ What to Look For—Option 3

Your presence in this activity is essential to guided play. A toddler may avoid a challenging fine motor action involved in dressing a doll without your encouragement and assistance. You may wish to demonstrate some parts of dressing a doll, which is generally more difficult for toddlers than undressing a doll. Encourage toddlers to work with more unusual items on clothing, such as large buttons, or a hook and loop closure.

Many toddlers enjoy enacting family routines, such as meals and bedtime. Provide spaces for toddlers to put dolls and animals to sleep. Toddlers may come and go from the informal gathering.

### 📈 More Scaffolding Tips—Option 3

**Extra support** ■ Hold a doll or soft animal as a toddler puts a shirt over its head. ■ Say a simple reminder, such as “First the head and next the arms.” ■ Remind toddlers how to move a doll’s legs and arms to put it in a sitting or lying down position.

**Enrichment** ■ Demonstrate putting the button through the buttonhole. Assist as needed with button and buttonhole and zipper ■ Draw attention to buttons, zippers, snaps, and ties on toddlers’ clothing.



### Interest Area

**Materials Needed:** *I Get Dressed* by David McPhail; *Froggy Gets Dressed* by Jonathan London, *Jesse Bear, What Will You Wear?* by Nancy White Carlstrom; *Let's Get Dressed* by Caroline Jayne Church; paintbrushes; paint; play dough; manipulative toys; pegboards; button box; props like dolls and doll clothing, dress up clothes, bags, and purses; felt bear and its clothes

Arrange books so toddlers can see different kinds of clothing and ways to get dressed. Providing medium-size paintbrushes with washable paint, play dough, and manipulative toys that fit together, are good ways to support fine motor skills. Arrange props in a dramatic play center to encourage further play with dolls and doll clothes (promoted in Option 3). Include easy-to-use dress up clothes, such as vests, shirts, skirts with elastic waistbands. Toddlers will enjoy various bags and purses to carry. Put the felt bear and clothes (Option 1) near the flannel board for toddlers to explore. Draw the bear shape on easel paper and encourage toddlers to paint clothes on the bear.



### Family Child Care

**Materials Needed:** baby dolls and soft animals with clothing, silky scarves, stacking ring, paper plates, hole punch, shoelace, cardstock, clothing

Dress baby dolls and soft animals. Help toddlers and mobile infants remove items of clothing, such as the doll hat, doll shirt, and pants. Provide silky scarves and demonstrate how to wrap the scarf around a doll or a stacking ring. Punch holes in paper plates and encourage preschool-age children to lace a shoelace or thick string through the holes. School-age children may enjoy punching their own design in cardstock to lace. Encourage preschool-age children and older children to assist toddlers with outdoor clothing.

If you live in a cold climate, talk with toddlers and preschool-age children about the order in which we prepare to go outside. Example: use bathroom first, wash hands, then put on snow pants, boots, and coat. Mittens go last. You might want to encourage older children to help you make a simple chart that shows the order.