

# *Growing, Moving, Learning*

## Infant Toddler Toolkit





College of Education &  
Human Development

DEPARTMENT OF HUMAN DEVELOPMENT  
& FAMILY STUDIES

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## Acknowledgements

We would like to acknowledge Penny Deiner, Ph.D., Professor Emerita and past Chair of the Department of Human Development and Family Studies, at the University of Delaware as the original author of the Infant Toddler Toolkit for Healthy Eating and Physical Activity. Dr. Deiner developed and piloted the original activities jointly with Nemours Health and Prevention Services.

Since its original inception, the Toolkit has been reviewed and revised by staff from the Early Childhood Team at Nemours Health and Prevention Services and the Delaware Institute for Excellence in Early Childhood at the University of Delaware. The newest edition, *Growing, Moving, Learning – The Infant Toddler Toolkit* will be first used with early care and education programs participating in the second cohort of *Taking Steps to Healthy Success: A Child Care Learning Collaborative to Promote Healthy Eating and Physical Activity*.

We want to thank the following individuals for their input into *Growing, Moving, Learning*:

### **Nemours Healthy and Prevention Services**

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### **University of Delaware, Department of Human Development and Family Studies**

Penny L. Deiner, Ph.D., Professor Emerita and past Chair

## Introduction

*Growing, Moving, Learning – Infant Toddler Toolkit* was originally developed and piloted by Penny Deiner, Ph.D., Professor Emerita and past Chair of the Department of Human Development and Family Studies, at the University of Delaware in conjunction with Nemours Health and Prevention Services. The Toolkit was developed to provide opportunities for early care and education providers to practice and teach healthy patterns of physical activity and nutrition with the youngest children in their care. It has recently been updated and revised by staff at the Delaware Institute for Excellence in Early Childhood at the University of Delaware to reflect the new Delaware Early Learning Foundations. This effort continues to be a collaborative project with Nemours Health and Prevention Services.

The Toolkit provides developmentally appropriate activities that meet the need for helpful, fun and meaningful experiences to support healthy eating, physical activity and health awareness for the youngest children in early care and education settings. It is a three volume series:

- Birth through 12 Months
- 12-24 Months
- 24-36 Months

Each volume has classroom and family activities which work together to focus on a particular area of development, skill or concept. Each volume consists of these sections:

- Classroom Activities (2)
- Activities to Do at Home
- Healthy Home Connection

The two classroom activities are meant to work together. They include relevant background information to support the activities. The Early Learning Foundations section highlights opportunities from the Physical Development and Health, Social Emotional, Discoveries, and Language and Literacy domains. Materials needed and procedures for the activities are detailed in each classroom activity. In addition, suggestions for adaptations and extensions for the activities are included.

The *Activities to Do at Home* section includes information that can be sent home to families to explain the activities that have been done at the child's program. This information includes why the activities are important, ways to do the activities with the family, and easily accessible resources for families to use at home to support the activities.

The *Healthy Home Connection* contains the directions for specific activities to do at home as a family, along with a space to write about their child's response to the activity at home.

The hope is that providers will find these activities useful in promoting health awareness and healthy lifestyles for the youngest children in their care. Early care and education programs have the chance to make a significant impact on physical development and developing healthy lifestyles in infants and toddlers when they promote healthy eating and physical activity as part of daily routines and activities.

# *Growing, Moving, Learning*

## **Infant Toddler Toolkit**

<b>Volume</b>	<b>Pages</b>
<b>Volume 1:</b> Birth through 12 Months	A-1 through A-114
<b>Volume 2:</b> 12-24 Months	B-1 through B-160
<b>Volume 3:</b> 24-36 Months	C-1 through C-158



# ***Growing, Moving, Learning***

## **Infant Toddler Toolkit**

### **Volume 1: Birth through 12 Months**





# *Growing, Moving, Learning*

## **Infant Toddler Toolkit**

### **Birth- 12 Months**

<b>Module</b>	<b>Page</b>	<b>Activity</b>	<b>Healthy Home Connection</b>
PA: Baby Yoga	A-5	<ul style="list-style-type: none"><li>• Yoga for Babies</li><li>• Padahasta</li></ul>	Baby Yoga at Home
HE: Books	A-13	<ul style="list-style-type: none"><li>• The Carrot Seed</li><li>• I Love Colors</li></ul>	Vegetables at Home
HE: Fruits are Yummy and Healthy	A-21	<ul style="list-style-type: none"><li>• Where, Oh Where is my Watermelon?</li><li>• Wow! Wonderful, Wet Watermelon</li></ul>	Exploring Fruits at Home
PA: I Can Communicate with Signs	A-31	<ul style="list-style-type: none"><li>• More or Full</li><li>• Wet and Dry</li></ul>	Signing at Home
PA: Infant Discovery	A-41	<ul style="list-style-type: none"><li>• Can You Find Me?</li><li>• Can You Find My Toes?</li></ul>	Can You Find Me at Home?
PA: Kicking	A-51	<ul style="list-style-type: none"><li>• Kick It!</li><li>• Reaching Beyond My Grasp</li></ul>	Baby Physicist at Home
PA: Massage	A-61	<ul style="list-style-type: none"><li>• Soothing Touch</li><li>• Relaxing Massage</li></ul>	Massage at Home
A: Reach and Explore	A-71	<ul style="list-style-type: none"><li>• Reach and Stretch</li><li>• Go, Baby, Go</li></ul>	Can You Get It? At Home
PA: Singing and Moving	A-79	<ul style="list-style-type: none"><li>• The Eensy, Weensy Spider</li><li>• Row, Row, Row Your Boat</li></ul>	Row, Row, Row Your Boat at Home
PA: Stretching	A-89	<ul style="list-style-type: none"><li>• Foot Supports</li><li>• Lift Off</li></ul>	Reaching at Home
PA: Tummy to Play	A-97	<ul style="list-style-type: none"><li>• Tummy Textures</li><li>• Who's the Beautiful Baby?</li></ul>	Tummy Time at Home
PA Infants and Music	A-107	<ul style="list-style-type: none"><li>• Wiggly Toes</li><li>• Movin' to the Music</li></ul>	Movin' to Music at Home

*Growing, Moving, Learning*

**Infant Toddler Toolkit**

**Birth – 12 Months**

<b>Module</b>		<b>Activity</b>	<b>Supplemental Items</b>	<b>Specific Items</b>	<b>Supplies</b>
PA: Baby Yoga	A-5	Yoga for Babies	None	None	None
	A-7	Padahasta	None	Mat or Blanket Calming Music	CD Player
HE: Books	A-13	The Carrot Seed	None	<i>The Carrot Seed</i> by Ruth Krauss	None
	A-15	I Love Colors	None	<i>I Love Colors</i> by Margaret Miller	None
HE: Fruits are Yummy and Healthy	A-21	Where, Oh Where is my Watermelon?	None	Watermelon, Cloth large enough to cover the Watermelon	None
	A-24	Wow! Wonderful, Wet Watermelon	None	Watermelon, Knife Plates or Containers	Plates or Containers
PA: I Can Communicate with Signs	A-31	More or Full	Printout of Signs	None	None
	A-34	Wet and Dry	Printout of Signs	None	None
PA: Infant Discovery	A-41	Can You Find Me?	None	A mat or towel	None
	A-44	Can You Find My Toes?	None	A mat or towel for the infant to lie on A pillowcase, light weight sheet, or scarf	None
PA: Kicking	A-51	Kick It!	None	A small ball or other object that makes noise when touched or squeezed	None

<b>Module</b>		<b>Activity</b>	<b>Supplemental Items</b>	<b>Specific Items</b>	<b>Supplies</b>
	A-54	Reaching Beyond My Grasp	None	A small ball or other object that makes noise when touched	None
PA: Massage	A-61	Soothing Touch	None	Baby Lotion	None
	A-64	Relaxing Massage	None	Baby lotion Soft music	CD Player
PA: Reach and Explore	A-71	Reach and Stretch	None	A colorful toy or desired object Mat or towel	None
	A-73	Go, Baby, Go	None	Rolled up towels or sheets Cardboard boxes	Chairs Tables
PA: Singing and Moving	A-79	The Eensy, Weensy Spider	None	A small plastic spider that can be used to show climbing motions (optional).	None
	A-82	Row, Row, Row Your Boat	None	None	None
PA: Stretching	A-89	Foot Supports	None	A blanket or mat (about 2.5 feet long or longer)	A small pillow or a towel (rolled up) Some toys safe for children under one year of age
	A-91	Lift Off	None	A blanket or mat (about 2.5 feet long or longer)	None

<b>Module</b>		<b>Activity</b>	<b>Supplemental Items</b>	<b>Specific Items</b>	<b>Supplies</b>
PA: Tummy to Play	A-97	Tummy Textures	None	Cloths or blankets of different textures such as: *A velvet cloth *A cotton blanket *A silk cloth *A wool cloth *A fleece cloth	None
	A-100	Who's the Beautiful Baby?	None	A mat or carpet Unbreakable mirror	None
PA Infants and Music	A-107	Wiggly Toes	None	A mat or towel	None
	A-109	Movin' to the Music	None	Music with various rhythms and patterns	CD Player

## PHYSICAL ACTIVITY: YOGA FOR BABIES



### DID YOU KNOW...

- ↪ Cross-lateral movements require the two hemispheres of the brain to work together. [1]
- ↪ Cross-lateral movements are any movements that cross the midline of the body, such as reaching the right arm to the left leg. [2]
- ↪ Activities of infants, such as crawling, creeping, walking, and running also require the sides of the brain to communicate with each other. [2]

#### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS:

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- SE2 Discover own body
- PD12 Interact with people and environment through movement and body awareness

#### MATERIALS:

- none

#### PROCEDURE:

Note: Check with parents before beginning baby yoga and talk to them about their feelings about including their infant before you begin.

### **On the Floor**

Place the infant on a soft, clean receiving blanket on the floor on his back. Sit on the floor behind his head. Conduct the yoga sequence that follows.

1. Smile and talk to the infant and tell him what you are doing.
2. Gently take the infant's right arm and move it across his body to his left waist.
3. Hold it for about 5 seconds and then return it to his side.
4. Do the same thing with the left arm and then the legs.
5. As you are doing this activity, keep saying things like:
  - ✦ "I'm moving your arm."
  - ✦ "I'll take it across your body and touch your waist."
  - ✦ "Oh, that feels good."
  - ✦ "Then, Let's gently move it back."

#### **ADAPT:**

##### **Try this activity in a chair:**

Sit in a chair with the infant on your lap, back toward you. Conduct the yoga sequence.

- ❖ Try doing just the arms, and then, at another time during the day, do the legs.

#### **EXTEND:**

- ❖ Move both arms of the infant at the same time. First move the right arm over the left and then left over right. The arms will look like an X in front of the baby. Hold it for a second or two and then return the arms to the baby's side.
- ❖ Move both legs of the infant at the same time. First move the right leg over the left and then left over right. The legs will look like an X. Hold this pose for a second or two and then put the legs down.

## PADAHASTA

(In Sanskrit, “pada” means foot and “hasta” means hand.)



### DID YOU KNOW...

- ↪ Sharing structured and developmentally sound physical activities such as yoga with infants can balance the time babies are “containerized” and help set the foundation for a physically active childhood and beyond. [1]
- ↪ Yoga gently strengthens and massages the intestines through body movement and positioning, helping infants digest formula and food more easily and have less abdominal gas and constipation. [1]
- ↪ Adults typically wait an hour or more after eating before they practice yoga. Babies are different. It is best to practice yoga with a baby who is has just been fed and is not overly tired. [1]

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- ☐ SE2 Discover own body
- ☐ PD12 Interact with people and environment through movement and body awareness

#### MATERIALS:

- A mat or a blanket
- Soft or natural lighting
- Calming music (optional)

#### PROCEDURE:

##### On the Floor:

Sit comfortably on the mat or blanket with the infant lying on their back, feet pointing toward you.

1. Use your left hand to hold the infant's right foot. Place your thumb on the sole or bottom of the foot. Let your other fingers rest on the topside of the foot. Say, "I feel your soft little foot!"
2. Use your right hand to hold the infant's left foot. Place your thumb on the sole or bottom of the foot. Let your other fingers rest on the topside.
3. Push the infant's right foot away from you and bring the right knee toward the infant's chest. "I'm pushing your foot, and look, your knee is going to touch your chest. You're using your muscles to do this!"
4. Extend the infant's right leg away from the chest.
5. Push the infant's right foot away from you and bring the left knee toward the chest, then back to the starting position. Talk with the infant about what you are doing.
6. Then repeat this with the infant's left leg.
7. Repeat these alternating pumping movements 3 to 5 times.

**ADAPT:**

- ◆ The practice of yoga with a newborn should follow the five principles:
  - ◆ Start with minimum repetitions
  - ◆ Small movements
  - ◆ Slow down
  - ◆ Surrender your expectations
  - ◆ Stop as needed

**EXTEND:**

- ◆ You may try the Chair pose as a variation of *Padahasta*:
  - ◆ Place the palms of your open hands on the bottom of the infant's feet.
  - ◆ Push your palms gently and bring the infant's knees slightly toward his/her chest.
  - ◆ Pause for approximately 10 seconds as you take a deep belly breath. Talk with the child about what you are doing.
  - ◆ Bring your palms away from the chest, allowing the legs to extend or lengthen.
  - ◆ Repeat 3 to 5 times.



Citations:

1. Garabedian, H. (2004). *Itsy bitsy yoga: Poses to help your baby sleep longer, digest better, and grow stronger*. New York: Fireside.
2. Hannaford, C. (1995). *Smart moves: Why learning is not all in your head*. Arlington, VA: Great Ocean
3. Pica, R. (2006). Physical fitness and the early childhood curriculum. *Young Children*, 61(3), 12-19.

## Healthy Home Connection

### Baby Yoga at Home

*Infants need to move every day to learn!*



#### WHAT WE DID AT SCHOOL:

- ☐ We practiced moving our arms and legs across our bodies.
- ☐ We practiced different yoga movements to gain more muscle control.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Discovering our own body
  - ◆ Interacting with people and the environment through movement and body awareness

#### WHY IT IS IMPORTANT:

- Tummy time is recommended more than 2-3 times per day for short intervals or as tolerated by the infant.
- It's important to get the infant out of confining equipment and to help them enjoy being physically active and engaging with you many times throughout the day. Infancy is a critical time for the development of connections between the brain and the muscles and they need to move and explore to develop these connections.
- Cross-lateral movements are any movements that cross the midline of the body, such as reaching the right arm to the left leg. It is important to help the infant do activities that cross the mid-line to develop connections between the right side and left sides of the brain.
- The American Academy of Pediatrics does not recommend screen time (watching TV or videos, being in front of a computer) for children under 2 years of age. Research is showing that for 8-16 month old children, every hour of viewing baby videos/DVDs is associated with 6-8 fewer words learned compared to those that did not watch them.

#### WHAT YOU CAN DO AT HOME:

- ◆ Lay your baby down on their back on a blanket on the floor.
- ◆ Gently take the baby's right arm and move it across the body to the left waist.
- ◆ Hold it for about 5 seconds, then return it to the side.

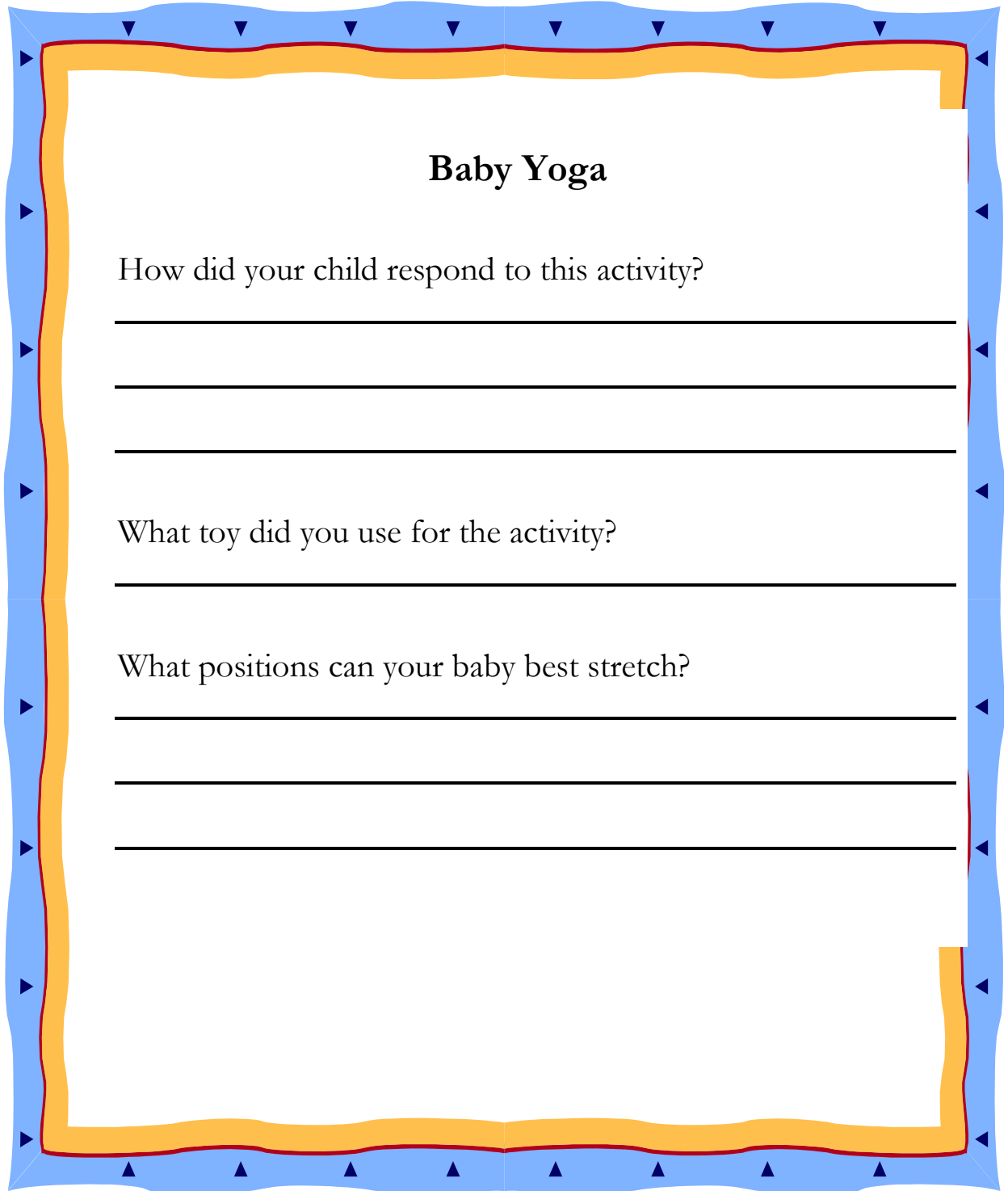
- ◇ Do the same thing with the left arm and then the legs.
- ◇ As you are doing this activity, keep saying things like:
  - ✦ “I’m moving your arm.”
  - ✦ “I’ll take it across your body and touch your waist.”
  - ✦ “Then, let’s gently move it back.”
- ◇ Make sure you keep talking or singing to your infant as you do these movements.

**OTHER FUN ACTIVITIES:**

- ❖ Begin with your baby lying down on the tummy on the floor.
- ❖ Show the infant a favorite toy, just out of reach, so they will try to stretch or move the body to get the toy or object. For younger infants, you can wait until they see the object and then bring the object very close to their hand for them to touch. Try to encourage them to maintain the stretch
- ❖ Shake the toy to encourage the infant to reach or move toward the toy. Talk about the infant’s attempts and movements to get the toy.
- ❖ Repeat this activity several times each day varying the position you hold the toy to encourage different movement and stretching.
- ❖ Check out the book [Itsy, Bitsy Yoga](#) by Helene Garabedian for even more fun ways to do to yoga with your infant.

## Healthy Home Connection

Try these fun activities at home, and bring this sheet back to school with your child.



**Baby Yoga**

How did your child respond to this activity?

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What toy did you use for the activity?

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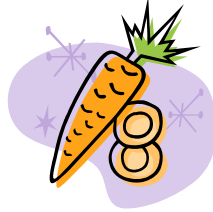
What positions can your baby best stretch?

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# THE CARROT SEED



## DID YOU KNOW...

- ↪ Weaning is the process of expanding the diet to include food and drinks other than breast milk or infant formula. [1]
- ↪ Weaning adds or replaces energy and protein received from breast milk or formula. [1]
- ↪ Weaning adds micronutrients such as iron and vitamin D. [1]
- ↪ Gradual weaning helps infants develop chewing and swallowing. [1]

### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- ☐ SE9 Build a trusting relationship with a caring adult
- ☐ LL2 Show interest in language of others
- ☐ PD16 Experience and learn about healthy lifestyle practices

### MATERIALS:

- A book --- *The Carrot Seed* by Ruth Krauss

### PROCEDURE:

1. Sit down with an infant in your lap.

2. Hold the book up so that she can look at it. Say, “We’re going to read this book today. It’s about a little boy who plants a carrot seed! See there he is.” (Point to picture.)
3. Read the title and author of the book.
4. Start reading the story to the infant.
5. Prompt the infant while reading by following the print with your finger and by pointing to the pictures. Talk about what you see happening. If the child becomes restless with the story, don’t hesitate to put the book down and come back to it again later.
6. After reading the book, talk to the infant about where vegetables come from and that they need to be planted as a seed in order to grow into something we can eat.
7. Share books and discussion with parents.

**ADAPT:**

- ◆ Use a board book so the infant can carry it. It is easier to manage.

**EXTEND:**

- ◆ If the infant is already eating solids, ask the parent to bring several jars of carrot (stage 1 baby food). Talk to the infant about the color and taste of carrot as the infant is eating it.
- ◆ Read other simple picture books that have a food theme.
- ◆ Talk to infants about the food they eat with a particular emphasis on fruits and vegetables.

Birth to 12 months

**I LOVE COLORS****DID YOU KNOW...**

- ↪ By a year of age children should be managing food similar to the rest of the family. [1]
- ↪ At 9 to 11 months, 11 percent of infants are reported to self-feed with a spoon without spilling much. [2]
- ↪ Infants who self-feed with a spoon before one year of age have higher intakes of energy, all of the macronutrients, thiamin, niacin, vitamin B-6, folate, magnesium, and zinc than those who do not. [2]

**INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS**

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- SE9 Build a trusting relationship with a caring adult
- LL2 Show interest in language of others
- PD16 Experience and learn about healthy lifestyle practices

**MATERIALS:**

- ⦿ A book --- *I Love Colors* by Margaret Miller

**PROCEDURE:**

1. Sit down with an infant in your lap.
2. Hold the book up so that she can look at it. Say, “We’re going to read a book about colors today!”

3. Read the title, and author of the book.
4. Start reading the story to the infant.
5. Prompt the infant while reading by following the print with your finger and by pointing to the pictures. Talk with the infant about the pictures.
6. After reading the book, talk to the infant about the colors of fruits and vegetables and eating your colors. Say things like, “I love eating red apples, yellow bananas and green beans. When I eat lots of colors, I’m helping my body stay healthy and strong.”
7. Next reread the book, if the infant is still interested. If not, come back to the book at a later time.
8. Share books and discussion with parents.

**ADAPT:**

- ◆ Use a board book so the infant can carry it. It is easier to manage.

**EXTEND:**

- ◆ Read other books that relate to food.
- ◆ Talk with infants about the food they are eating.

**FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the “Veggies at Home” activity and ask them to do it with their infant.

**SHARE WITH PARENTS:** what you know about the benefits of children knowing from where their food come.

Citations:

1. Holden, C., & MacDonald, A. (2000). *Nutrition and child health*. London: Bailliere Tindall.
2. Carruth, B., Ziegler, P., Gordon, A., & Hendricks, K. (2004). Developmental milestones and self-feeding behaviors in infants and toddlers. *Journal of American Dietetic Association, 104*(1), 51-56.



## Healthy Home Connection

# VEGGIES AT HOME

### WHAT WE DID IN SCHOOL:

- ☐ We have read books about different berries and how to plant vegetables.
- ☐ We have also been talking about where vegetables come from.

### WHY IT IS IMPORTANT:

- Weaning is the process of expanding the diet to include food and drinks other than breast milk or infant formula.
- The purpose of weaning is to add or replace energy and protein received from breast milk or formula, to add micronutrients, and to help develop chewing and swallowing.
- By a year of age infants should be managing food similar to the rest of the family.
- Infants who self-feed with a spoon before one year of age have higher nutrient intakes than those who do not.
- While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Building a trusting relationship with a caring adult
  - ◆ Showing interest in language of others
  - ◆ Experiencing and learning about healthy lifestyle practices

### WHAT YOU CAN DO AT HOME:

- ◆ This week sit down in a chair or on the floor with your infant in your lap.
- ◆ Hold the book *Growing Vegetable Soup* (or another book about fruits or vegetables) up so that she can look at it, and see the pictures. Say, "We're going to read a book that has lots of pictures of vegetables in it. They're going to make vegetable soup! Mmmm, that sounds so yummy!"
- ◆ Read the title and author of the book to your child.
- ◆ Start reading the story to your infant.

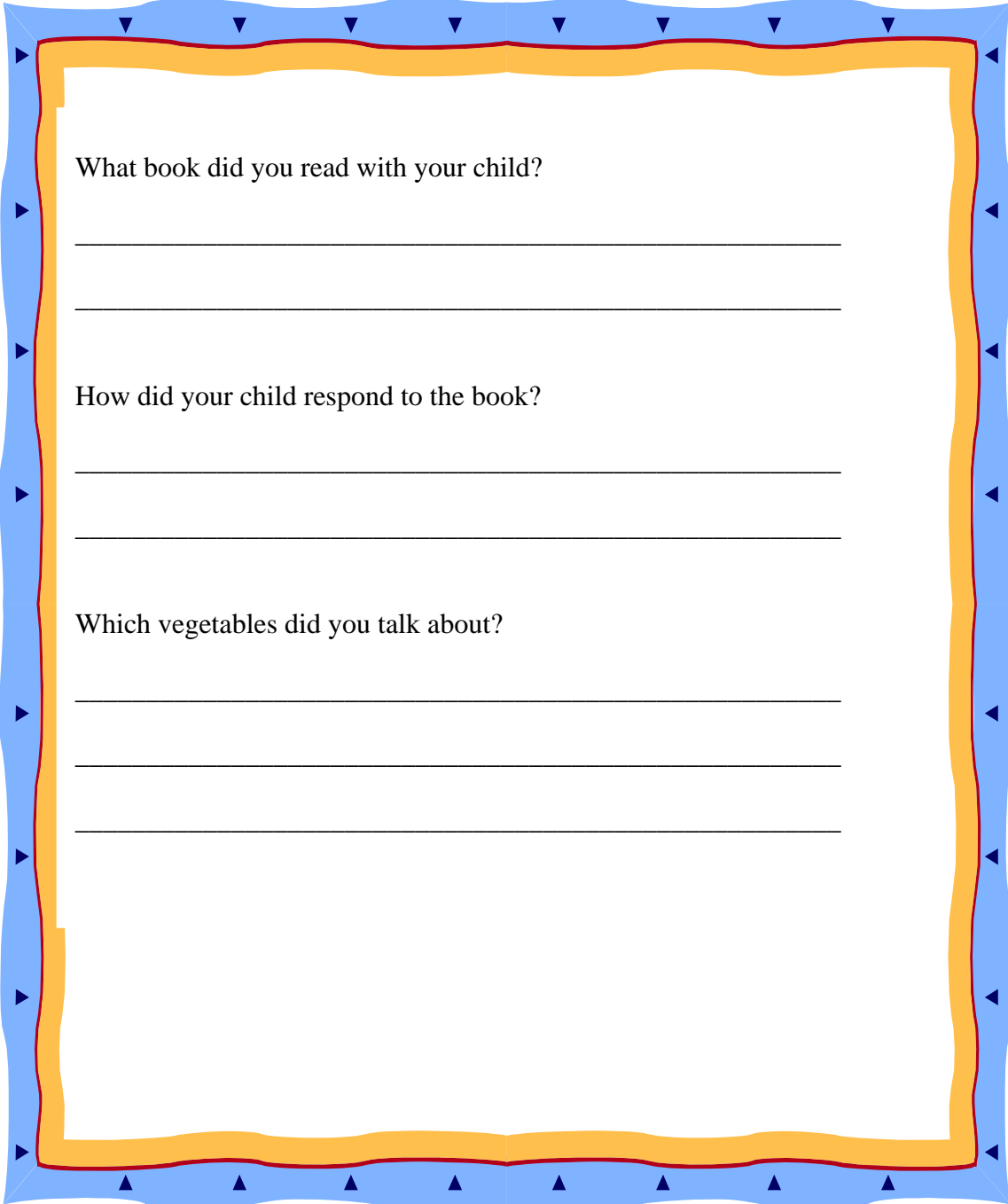
- ◆ Prompt your infant while reading by following the print with your finger and by pointing to the pictures. Say things like “Look, that’s a tomato seed.” or “Wow, that color is very bright.”
- ◆ After reading the book, talk to your infant about the types of vegetables she eats during the week.
- ◆ Reread the book again when you have a chance and expand on what you did before.

**OTHER FUN ACTIVITIES:**

- ◆ Read other books, such as *The Carrot Seed* by Ruth Krauss, and talk about the foods in the book. Serve your baby vegetables that you have read about and show her the pictures in the book.

## Healthy Home Connection

Try these fun activities at home and bring this sheet back to school with your child.



What book did you read with your child?

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How did your child respond to the book?

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Which vegetables did you talk about?

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2 to 12 months

## HEALTHY EATING: WHERE, OH WHERE IS MY WATERMELON?



### DID YOU KNOW...

- ↪ Don't be discouraged by the frown. Infants naturally prefer salty and sweet tastes, so some fruits and vegetables may take 12 to 15 tries for a child to accept the new food. Don't give up! [1]
- ↪ When offering a new food, serve the infant with a food they are familiar with and like. You could try alternating bites between the new food and the familiar food. [1]
- ↪ A variety of age-appropriate fruits and vegetables should be offered at every meal and snack once solid foods have been introduced. [1]
- ↪ Most infants and young children can figure out when they are full and try to stop eating. Look for hunger cues. Infants have different ways of showing if they are hungry or full. [1]

### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- SE8 Express feelings through facial expressions, gestures and sounds
- DS10 Realize that people and objects that have disappeared still remain in the infant's memory
- PD5 Touch, grasp, reach and explore people and objects

### MATERIALS:

- A fresh, unpeeled, SEEDLESS watermelon or other fruit
- Cloth to cover the watermelon

**PROCEDURE:**

1. Seat the infant on the floor or hold the infant in your lap if they cannot sit up on their own.
2. Show the infant the watermelon and say the name of the fruit.
3. Allow the infant to explore the watermelon by touching it. Talk with the infant saying things like, “Can you feel how wet and juicy the watermelon is?” or “Can you see the pink watermelon?”
4. Cover the watermelon with the cloth.
5. To the tune of “Oh where, Oh where has my little dog gone,” sing the following song:

*Oh where, oh where has my watermelon gone?  
Oh where, oh where can it be?  
With its skin so green,  
And its inside so pink,  
Oh where, oh where can it be?*
6. Remove the cloth and say, “There it is—there is my watermelon!”
7. Repeat several times.
8. After a few tries, allow the infant to try and remove the cloth from the watermelon. For young infants, hold their hands and help them remove the cloth.
9. After you sing the last line, “Oh where, oh where can it be?”, ask the infant to find the watermelon.
10. Encourage the infant by saying: “Can you find it?! Can you find the watermelon?!”
11. Encourage the infant as she tries to find the watermelon, and share your excitement as she searches and especially if she uncovers it.

**ADAPT:**

- ◇ *For infants who have never tried watermelon before, it is unwise to serve it for snack in case it causes an allergic reaction. Use other fruits that infants are not allergic to, for example, banana, apple, peach, or pear.*
- ◇ Use a smaller cloth so that the watermelon is not completely covered.
- ◇ Be sure she watches you cover the watermelon and place it very close to her.

**EXTEND:**

- ❖ Any peelable fruit or vegetable can be used to replace the watermelon (cantaloupe, honeydew melon, banana, apple, cucumber, etc.)
- ❖ If you expose infants to many different fruits and vegetables, you will help develop their healthy food vocabulary and awareness.
- ❖ You can simply encourage the infant to find the fruit or vegetable under the cloth if you are unable to make up a song to describe the fruit or vegetable.
- ❖ Infants will learn that the size of the object does not matter. If you cover something, no matter how small, it does not disappear!

## HEALTHY EATING: WOW!!! WONDERFUL, WET, WATERMELON!



### DID YOU KNOW...

- ↪ The variety of foods that children are exposed to in the first two years of life determines their acceptance of a wide range of fruits and vegetables during their school-aged years. [1]
- ↪ By instinct, infants and toddlers will reject foods that parents actively encourage or use rewards or demands to promote. [1]
- ↪ Beverages at this age should only be iron fortified infant formula or breast milk. Fruit juice should not begin until the first year. [1]
- ↪ Little tummies need small portions. It is not necessary to finish off the bottle. Even when there is an ounce left, if an infant is full, let her stop eating. If you are worried about wasting, start with smaller amounts and add more if the infant is still hungry. [1]

### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)
- DS3 Explore people and objects through touch.
- LL3 Begin to understand gestures, words, routines, communication
- SE4 Begin to develop independence

### MATERIALS:

- A fresh, unpeeled, SEEDLESS watermelon from “Oh where, oh where is my watermelon” activity, if infants are over 9 months and eat this as part of their regular diet. Check with parents.
- A knife
- Plates or containers to put infants’ snack on or in



◎ **Note:**

- ◆ *If infants are between 6 and 9 months, identify a pureed fruit that they eat and provide the whole fruit for them to look at.*
- ◆ *If infants have not been introduced to solid foods, use a small portion of a watermelon or fruit for them to have a sensory experience.*

**PROCEDURE:**

1. Show the infants the watermelon.
2. Repeat the name of the melon to the infants.
3. For infants who aren't eating melons yet, say, "Wow, I wonder what this watermelon feels like?"

For infants eating melon, say, "Now we are going to eat this healthy and yummy watermelon!"

4. For those not eating it, cut up the watermelon into small pieces just to allow them to touch the melon. Be sure they do not eat the melon. They can smell it, touch it and look at it. Exploring the fruit is a great way to gain exposure to it.
5. For those eating the melon, prepare the watermelon for snack. Be sure to cut the seedless watermelon into ¼ inch bite-sized pieces to prevent choking.
  - ▶ Serve the snack to the infants.
  - ▶ As infants are eating the snack, describe the watermelon or fruit used:
    - "Mmm, watermelon is so juicy and tasty!"
    - "I love the bright pink color of the watermelon!" This will assist infants with their language and vocabulary development by exposing them to new words.
  - ▶ Serve seedless watermelon daily as a snack for three to five days.
6. *Remember repeated exposure to a food increases the chances that an infant will like it and become familiar with it!*

**ADAPT:**

- ◇ *For infants who have never tried watermelon before, it is unwise to serve it for snack in case it causes an allergic reaction. Use other fruits that infants are not allergic to, for example, banana, apple, peach, or pear. Peel the fruit and cut it into ¼ inch bite-sized pieces before serving. For younger children use the pureed fruit. Again, check with parents first.*

**EXTEND:**

- ❖ You can use any peelable fruit or vegetable and serve it for snack. The fruit should vary with the age of the child from pureed for younger infants to small, soft pieces for older babies.

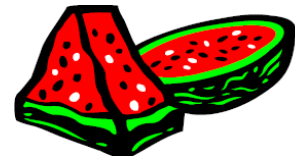
**FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the “Using Our Fruit at Home” take-home activity and ask them to buy a melon at the grocery store (watermelon, cantaloupe, etc.) and enjoy it with their child.

**SHARE WITH PARENTS:** what you know about exposing infants to a new food many times. Remind them that continuing to try the food rather than giving up after one or two tries increases the chances that their infant will eat that food. Encourage them to try a new food about *15 times* before saying that their infant does not like the food.

Citation:

1. Nemours Health & Prevention Services (2009). *Best Practices for Healthy Eating: A Guide to Help Children Grow Up Healthy*. Newark, Delaware: Nemours Foundation.



## Healthy Home Connection Exploring Fruit at Home

*Play “peek-a-boo” with your favorite fruits and vegetables!*

### WHAT WE DID IN SCHOOL:

- ☐ We have been playing a version of “peek-a-boo” with whole fruit.
- ☐ This game has helped babies learn that just because an object is covered, it does not disappear.
- ☐ Baby’s brains are developing and learning so much!
- ☐ We are also helping to build their vocabulary and language skills by naming fruits and describing them.
- ☐ After the “peek-a-boo” game, we cleaned the fruit, cut it open, and then cut it into ¼ inch pieces and served it as a delicious, healthy snack. (Some of us who were too young to have finger food had pureed fruit you sent us from home.) Yum!
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child’s physical health and development by
  - ◆ Touching , grasping, reaching and exploring people and objects
  - ◆ Experiencing different sensory activities (touch, smell, see, hear, taste, etc.)

### WHY IT IS IMPORTANT:

- ◎ Don’t be discouraged by the frown. Infants naturally prefer salty and sweet tastes, so some fruits and vegetables may take 12 to 15 tries for a child to accept the new food.
- ◎ When offering a new food, serve the infant the new food along with a food they are familiar with and like. You could try alternating bites between the new food and the familiar food.
- ◎ The variety of foods that children are exposed to in the first two years of life determines their acceptance of a wide range of vegetables and fruits during their school-aged years.
- ◎ Offer fruits and vegetables that vary in color, appearance, taste, and texture. For young children start with small portions and look to see if they are hungry before offering more. Serving size for 4 up to 8 month olds is 0-3 tablespoons and for 8 up to 12 month olds is 1-4 tablespoons at all meals and snacks.

- Most infants and young children can figure out when they are full and try to stop eating. Look for hunger cues. Infants have different ways of showing if they are hungry or full.
- It is important to include 5 or more servings of fruits and vegetables per day in a healthy diet, and to eat your colors! Fruits and vegetables provide essential vitamins and minerals, fiber, and other substances that may protect against chronic diseases in children in this age group.
- Beverages at this age should only be iron fortified infant formula or breast milk. Fruit juice should not begin until the first year.

#### WHAT YOU CAN DO AT HOME:

- ◆ Buy fruits or vegetables at the grocery store on your next trip.
- ◆ Seat your infant on the floor (be sure the infant is supported if they are unable to sit independently) or place the infant in your lap.
- ◆ Show the melon and say the name of the fruit or vegetable. Encourage the infant to explore the fruit or vegetable by touching and feeling it. Talk about its color and taste.
- ◆ Cover the fruit with the cloth.
  - ◆ Ask your baby, “Where is it? Where is the \_\_\_\_\_?” (name of fruit or vegetable you are using).
- ◆ Remove the cloth and say, “There it is. There is the \_\_\_\_\_!” (name of fruit or vegetable you are using).
- ◆ Repeat several times.
- ◆ After a few tries, encourage your baby to try and remove the cloth from the fruit or vegetable.
- ◆ After you say, “Where is it? Where is the \_\_\_\_\_?”, ask the infant to find the fruit or vegetable.
- ◆ Offer encouragement by saying: “Can you find it?! Can you find the \_\_\_\_\_?!”
- ◆ Offer praise as the infant tries to find the fruit or vegetable, especially if they find it.
- ◆

#### OTHER FUN ACTIVITIES:

- ◆ Play this game with any peelable fruit or vegetable (cantaloupe, honeydew melon, banana, cucumber, etc.).

- ❖ If your baby is old enough, serve the fruit or vegetable in different ways: cut it up into small finger food, serve it with lowfat dip or yogurt, make fruit or vegetable juice, and make shapes or designs. Be creative! And have fun as you try different fruits together.



## Healthy Home Connection

Try these fun activities at home and bring this sheet back to school with your child.

Has your child given you any hunger cues? If so, what do they look like?

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Did your child react especially well to a particular color of food?

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Did you learn about a new fruit or vegetable that your child likes?

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## MORE OR FULL



more

### DID YOU KNOW...

Children's food consumption is highly variable from meal to meal. [1]  
Children's daily energy intake is relatively constant because they adjust their energy intake at successive meals. [1]  
There are benefits to teach sign language to infants who have not yet developed vocal language. [2]

#### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS:

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- SE1 Express feelings, emotions, and needs in a responsive environment
- LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences
- DS11 Realize that a specific action is caused either through their own body or own actions
- PD4 Develop strength, small motor control, and coordination through daily activities
- PD13 Learn about and respect their bodies

#### MATERIALS:

- Printouts of the signs for MORE and FULL

### PROCEDURE:

1. Look at the signs attached for how to sign MORE and FULL.
2. Learn how to do both so that you feel comfortable teaching the infants.
3. Show your infants the sign for MORE during an activity (for example, during bottle feeding, or as you are spooning baby cereal in the general direction of a baby's mouth, or when you give a child finger foods).
4. Use the sign(s) before or during the feeding, and show the baby the sign every time you feed them. Consistency is the key.
5. Be sure to talk with the infants as you use the signs. This will help them connect the signs with spoken language. Say things like, "Oh, you look like you want some more Cheerios.", and "I'm going to give you some more cereal now. I can tell you're still hungry."
6. Use the signs for MORE until the infants in your class begin to sign back to you. It may take a while so don't give up. Continue signing and talking with the child.
7. At that point, start teaching the sign for FULL, starting the process all over again - but make sure you do not drop the sign the infants already know (MORE).

### ADAPT:

- ◆ To adapt this lesson so that it is appropriate for all the infants in your class here are some key elements you will need to keep in mind.
  - ▶ **Be consistent.** This is probably the most important thing to remember. Consistency - from the very beginning it will be the most helpful to both you and the infants in your class and will be essential to your success. Remember to use the same sign the same way for the same action or object.
  - ▶ **Be open to interpretation.** Some infants will not always make a sign correctly the first time they sign it. Keep signing the word the correct way and the infants in your class should soon grow more precise as they mature and their fine motor skills start to improve.
  - ▶ **Be expressive.** Not only use your hands when signing but also use your face and body. Remember to always say the word as you sign it. You may want to alter the tone of your voice depending on the context of the sign.
  - ▶ **Be patient.** Sometimes infants take weeks or even months before they make their first sign, and at times they may stop using a sign that they have done correctly for days. Stay positive and keep doing what you are doing and eventually the infants will get back on track.



**EXTEND:**

You can teach the parents these signs as well so that they use the sign language at home with their children and there is continuity between home and school for the children.

Birth to 12 months, N, I, LL

## WET AND DRY

### DID YOU KNOW...

Infants exposed to sign language acquire first signs at an earlier age than typical first spoken words. [2]  
Children can learn signs as early as 6 months of age. [2]  
Sign training may provide infants and their caregivers an effective means of communication several months earlier than those who rely solely on vocal communication. [2]

#### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS:

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- SE1 Express feelings, emotions, and needs in a responsive environment
- LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences
- DS11 Realize that a specific action is caused either through their own body or own actions
- PD4 Develop strength, small motor control, and coordination through daily activities
- PD13 Learn about and respect their bodies

#### MATERIALS:

- Printouts of the signs for WET and DRY

**PROCEDURE:**

1. To teach the infants in your class to sign for WET or DRY, follow the same procedure as in the MORE or FULL lesson.
2. Look at the sign printout for how to sign WET and DRY.
3. Using signs in routines makes them more meaningful for children. Teaching the signs WET and DRY during diapering provides a natural context. Once the child has learned the signs, you can use them in other contexts where the concepts are appropriate (i.e. “The watermelon is wet.”)
4. Learn how to do both so that you feel comfortable teaching the children. You may want to use the signs in your own everyday life so that you become familiar with the context they are said and signed.
5. Before picking up an infant for diapering, ask him if he is wet. When saying WET, make sure to use the sign. Give him time to respond and process what you asked.
6. Pick up the infant and lay him down on the changing table.
7. When you are diapering the infant, say and use the sign for WET. If the child is not wet, shake your head and say not WET as you sign.
8. Each time you change the diaper, make sure to use the sign for WET before, during, and after you diaper an infant. But if the baby is not wet shake your head before making the sign. Consistency is the key but be consistent between the baby’s condition and how you sign. Be sure to talk to the child while you are signing. Saying things like, “You are wet right now. We’re going to change you so you’re not wet anymore. It will feel so much better!”
9. Use the sign for WET until the infants in your class begin to sign back to you. Teach WET and not WET before beginning DRY.
10. At that point start teaching the sign for DRY. Starting the process all over again, but make sure you do not drop the sign the infants already know (WET).

Note: If these signs are difficult, make a variation that works for you and use it consistently. Share this with your co-workers and parents so you are all making the same sign.

**ADAPT:**

- ◆ Some children may have difficulty signing because they are having trouble making the connection between the sign and them being wet or dry. Try to use the sign for WET and DRY in situations other than diapering. For example, use the sign WET if you get wet (water spills on you or you wash the baby’s hands), or DRY when you dry his hands. Start out slowly because it takes time for infants to learn a new sign.

**EXTEND:**

To extend this lesson you can try to get the family involved in the signing process. Don't just sign at school, or when other infants are around. Signing with infants works best when it is worked into your life as a natural means of communication instead of something you only do part of the time or only in certain places.

**FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the "Signing At Home" take-home sheet and ask them to complete it with their infant.

**SHARE WITH PARENTS:** what you know about infants' early communication.

Citations:

1. Birch, L. L., Johnson, S. L., Andresen, G., Peters, J. C., & Schulte, M. C. (1991). The variability of young children's energy intake. *The New England Journal of Medicine*, 324(4), 232-235.
2. Thompson, R. H., Cotnoir-Bichelman, N. M., McKerchar, P. M., Tate, T. L., & Dancho, K. A. (2007). Enhancing early communication through infant sign training. *Journal of Applied Behavior Analysis*, 40(1), 15-23.

## Healthy Home Connection

### SIGNING AT HOME

#### WHAT WE DID AT SCHOOL:

- ☐ We are learning the signs for MORE and for FULL so that when we want more of something we can say so and when we are full we can let our caregivers know.
- ☐ We learning the signs for WET and DRY so that when diapers are wet we can let our caregivers know.

#### WHY IT IS IMPORTANT:

- Children's food consumption is highly variable at individual meals, but their daily energy intake is relatively constant.
- Infants exposed to sign language can learn first signs at about 6 months, earlier than they acquire first spoken words.
- Sign training may provide infants and their caregivers an effective means of communication several months earlier than those who rely solely on vocal communication.
- While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Developing strength, small motor control, and coordination through daily activities
  - ◆ Learning about and respecting their bodies

#### WHAT YOU CAN DO AT HOME:

- ◆ Look at the signs provided for MORE, FULL, WET, and DRY. Learn how to do each sign. If you have trouble, or have questions on how to do the signs, please ask your child's teacher.
- ◆ Only teach one sign at a time: We began with More.
  - ◆ Show your baby the sign for MORE at a naturally occurring time during their feeding and ask "Do you want more?" Say the word and sign it any time you would normally just say the word.
  - ◆ When your baby signs back MORE you can begin to add another sign.

- ◇ Use signs in a natural context.
- ◇ Be sure to talk with your child as you sign and use the targeted word along with the sign. This will help your child make a connection between the spoken word and the sign.

**OTHER FUN ACTIVITIES:**

There are several books that can be used to learn more about signing with your infant. Look for them in your library or find them here:

My First Signs by Annie Kubler

[http://www.amazon.com/My-First-Signs-Baby-Signing/dp/1904550398/ref=pd\\_sim\\_b\\_1](http://www.amazon.com/My-First-Signs-Baby-Signing/dp/1904550398/ref=pd_sim_b_1)

Sign About Meal Time by Anthony Lewis

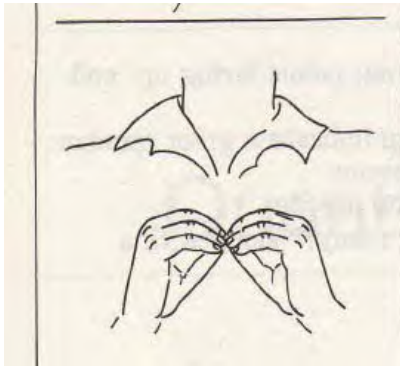
[http://www.amazon.com/Meal-Time-About-Anthony-Lewis/dp/1846430305/ref=pd\\_bxgy\\_b\\_img\\_b](http://www.amazon.com/Meal-Time-About-Anthony-Lewis/dp/1846430305/ref=pd_bxgy_b_img_b)

Sign About Play Time by Anthony Lewis

[http://www.amazon.com/Play-Time-About-Anthony-Lewis/dp/1846430313/ref=pd\\_bxgy\\_b\\_img\\_c](http://www.amazon.com/Play-Time-About-Anthony-Lewis/dp/1846430313/ref=pd_bxgy_b_img_c)

Something else fun you can do with your child is to try to learn the sign BED so that your child can tell you when he is tired.



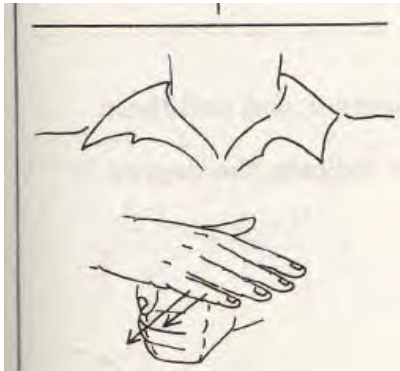


### MORE

Bring the tips of both "AND" hands together.

**Origin:** adding to a quantity (Similar hand positions are used for "add.")

**Usage:** *more than enough*



### ENOUGH, PLENTY, SUFFICIENT, ADEQUATE

Place the right open hand on the left "S" which is facing right; brush across it to the right several times.

**Origin:** filled to the brim and starting to run over

**Usage:** money *enough* for everything

*plenty* of time

*sufficient* proof

His wages are *adequate*.



### WET

Sign "WATER" ("W" at right side of mouth) and "SOFT."

**Origin:** feeling the water between the fingers

**Usage:** We had a leak and everything was *wet*.



### DRY

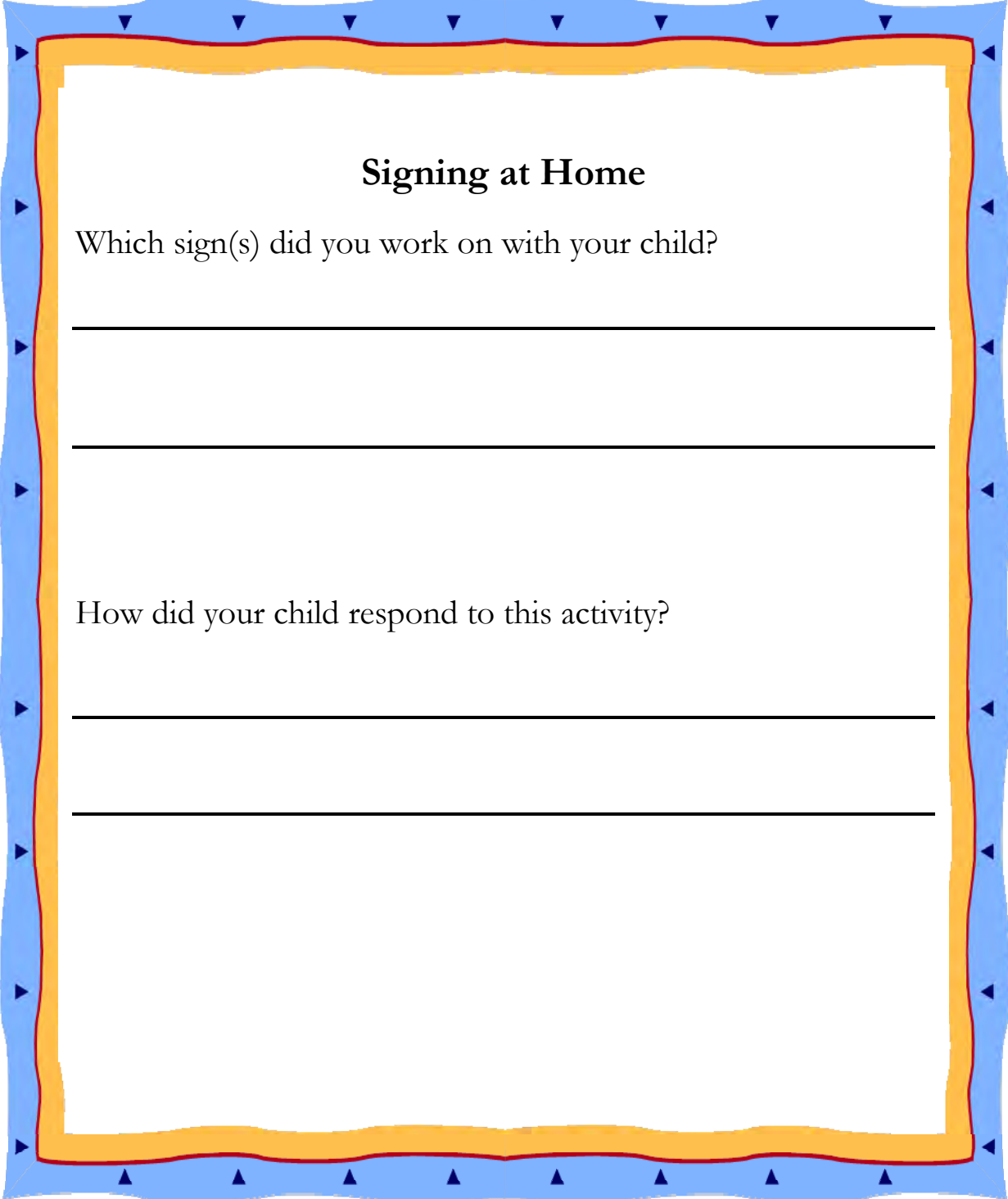
Bent right index finger is drawn across the lips from left to right.

**Origin:** The lips are *dry*.

**Usage:** The ground was *dry*.  
a *dry* lecture (the sign for "boring" may also be used in this instance)

## Healthy Home Connection

Try these fun activities at home, and bring this sheet back to school with your child.



**Signing at Home**

Which sign(s) did you work on with your child?

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How did your child respond to this activity?

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## PHYSICAL ACTIVITY: CAN YOU FIND ME?



### DID YOU KNOW . . .

- ↪ It's important to get infants on their tummies to play (adult supervision required) at least 2-3 times per day. Appropriate physical activity helps prepare infants for the development of more advanced motor skills in the toddler and preschool years.[1]
- ↪ Help keep children moving by keeping them out of confining equipment like infant swings and exercise saucers. Infancy is a critical time for the development of connections between the brain and the muscles and they need to move and explore to develop these connections. [1]
- ↪ The American Academy of Pediatrics does not recommend screen time for children under 2 years of age. Research is showing that for 8-16 month old children, every hour of viewing baby videos/DVDs was associated with 6-8 fewer words learned compared to those who did not watch them.[1]

### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- DS11 Realize that a specific action is caused either through their own body or action
- PD 10 Increase the strength, balance and coordination of their own body
- SE9 Build a trusting relationship with a caring adult

### MATERIALS:

- A mat or towel for the infant to lie on, especially if people wear shoes on the surface.

**PROCEDURE:**

**Note:** This activity can be repeated several times a day.

**On the Floor:**

1. Lay the infant down on the mat, tummy first.
2. Lie down on your tummy in front of the infant (line up nose to nose).
3. Rub noses with the infant and then move your head to the right side of the head and say,
  - ▶ “You can’t find me! Where am I? Look, I am over here!”
4. Encourage the infant to look and turn in your direction.
5. Repeat the process several times. Switch from the right side to the left side and move so the infant must turn increasingly more to make eye contact. When the infant finds you, offer a smile as a reward and say, “You did it! You turned your head and found me!”

**ADAPT:**

- ◆ See if the infant can begin to pull their head up off of the ground and follow the sound of your voice.
  - ◆ Use a favorite toy and ask, “Can you find the (name of toy or object)?” as you hold the object in different places around the infant’s head.
  - ◆ Use a musical toy on one side or the other to lure the baby to find the noise. Make certain it is not a loud noise. Try a triangle or a temple bell.
  - ◆ **Try this activity in a chair** (for older infants who are able to hold their heads steady when they are in a seated position)
1. Place the infant in your lap facing you.  
OR  
If the infant can stand, stand them on your lap facing you.
  2. Rub noses with the infant and then move your head to the right side of the head and say,
    - ▶ “You can’t find me! Where am I? Look, I am over here!”
  3. Encourage the infant to look and turn in your direction.
  4. Repeat the process several times. Switch from the right side to the left side and move so the infant must turn increasingly more to make eye contact. As the infant becomes more skilled place them on your lap facing away from you so they

have to turn to find you. When the infant finds you, offer a smile as a reward and say, “You did it! You turned your head and found me!”

**EXTEND:**

- ❖ On the floor, see if an older infant can reach for a toy by asking “Can you get the (name of toy or object)?” This requires infants to balance on one hand and reach with the other. Change where you place the objects.
- ❖ On the floor, encourage older infants to pivot to reach toys. While on their tummies, they can push with their hands and make their bodies turn to reach with different angles. If you move objects farther away, they may pivot and eventually crawl or creep to reach them.
- ❖ In a chair, hold toys so that infants have to lean and reach to grasp them as you support them.

## PHYSICAL ACTIVITY: CAN YOU FIND MY TOES?



### DID YOU KNOW ...

- ↪ When awake, keep infants moving and out of confining equipment like swings, bouncy seats, etc. Infants are spending upward of 60 waking hours a week “containerized” --- in high chairs, carriers, car seats. They need your help to learn and explore. [1]
- ↪ An infant who is confined to a small play space or spends most of the day in an infant seat may be delayed in rolling over, sitting, crawling, and walking. [2]
- ↪ Help infants get on the floor and freely moving on their tummies at least 2-3 times per day- more is best! [1]

### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:

- ☐ PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs
- ☐ DS11 Realize that a specific action is caused either through their own body or own actions
- ☐ SE2 Discover own body

### MATERIALS:

- A mat or towel for the infant to lie on
- A pillowcase, light weight sheet, or scarf

**PROCEDURE: THERE ARE TWO DIFFERENT WAYS TO DO THIS ACTIVITY. CHOOSE THE ONE THAT WORKS BEST FOR YOU AND YOUR BABY.**

**NOTE:** This activity can be repeated daily.

**On the Floor:**

1. Place the infant on their back on a mat or towel.
2. Take the cloth you are using and cover the infant's feet and ankles.
3. Play "Peek-a-boo" with the feet.
  - ▶ Say, "Peek-a-boo! (as you remove the cloth) I see your feet! There they are!"
4. Gently grab the infant's feet and wiggle them.
5. Repeat the activity.
6. After several tries, you can encourage the infant to kick off the cloth by leaving it on his feet as you say, "Where are your toes?" Encourage the infant to do this actively by saying "Kick it hard, make it move faster. There, keep kicking!"

**Try this activity in a chair** (for older infants who are able to hold their heads steady when they are in a seated position)

1. Place the infant on your lap, back toward you and legs hanging down.
2. Take the cloth you are using and cover the infant's feet and ankles.
3. Play "Peek-a-boo" with the feet.
  - ▶ Say, "Peek-a-boo! (as you remove the cloth) I see your feet! There they are!"
4. Gently grab the infant's feet and wiggle them.
5. Repeat the activity.
6. After several tries, you can encourage the infant to kick off the cloth by leaving it on his feet as you say, "Where are your toes?" Encourage the infant to do this actively by saying "Kick it hard, make it move faster. There, keep kicking."

**ADAPT:**

- ◇ Use a light weight cloth that is easy for the infant to move off the feet.
- ◇ As the baby begins to kick, take the cloth off say, "You're kicking so hard. What a wonderful job you're doing!"

**EXTEND:**

- ❖ As the infant grows stronger and becomes more familiar with the activity, try putting the cloth farther up on the leg so that more movement is required to kick the cloth off.
- ❖ Repeat the above activity using the infant's hands and arms.
- ❖ Play other versions of peek-a-boo.
- ❖ Hide a variety of toys and let the infant uncover them. At the beginning, only partially cover the toy then cover the entire toy as the infant watches. As infants are more mobile, move what is hidden so they have to move to get to the hidden object.

**FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the “Can You Find Me? at Home” take-home activity and tell them to try playing “Can You Find Me?” with their infant.

**SHARE WITH PARENTS:** what you know about increasing infants' physical activity. Encourage them to play games with their infants such as Can You Find Me? and Can You Find Your Toes? to strengthen their muscles and to interact with their infant. Encourage them to think about how much time their infant spends “containerized.”

Citations:

1. Nemours Health & Prevention Services (2009). *Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy*. Newark, Delaware: Nemours Foundation.
2. Boyle, M., Busch, S., Mealey, L. (2010). *First years in the First State: Improving Nutrition & Physical Activity Quality in Delaware Child Care*. Delaware Department of Education.

## Healthy Home Connection Can You Find Me? at Home

*Increase your infant's strength at home!*



### WHAT WE DID IN SCHOOL?

- ☐ We have been playing games on our tummies to develop muscles in our necks, upper bodies, arms, and legs by reaching and kicking.
- ☐ We have also been playing games that help us see that if our feet are covered, they are not gone.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by:
  - \* Increasing the strength, balance and coordination of their own body
  - \* Moving freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs

### WHY IT IS IMPORTANT?

- ◎ Many infants spend more than 60 waking hours a week in car seats, high chairs, carriers, etc. *Infants should spend no more than 30 minutes a day in confining equipment while awake.*
- ◎ Appropriate physical activity should be encouraged from the beginning of life because it not only helps infants' muscles develop but also their brains.
- ◎ Positive early movement experiences promote lifelong engagement in physical activity.
- ◎ An infant who is confined to a small play space or spends most of the day in an infant seat may be delayed in rolling over, sitting, crawling, and walking.

### WHAT YOU CAN DO AT HOME?

- Place the infant on the back on a mat or towel. Take a cloth and cover the infant's feet and ankles.
- Play "Peek-a-boo" with their feet. Say, "Peek-a-boo! (as you remove the cloth) I see your feet! There they are!"
- Gently grab the infant's feet and wiggle them. Repeat the activity.

- After several tries, encourage the infant to kick off the cloth by leaving it on their feet as you say, “Where are your toes?” Encourage the infant to do this actively by saying “Kick it hard, make it move faster. There, keep kicking!”

#### **OTHER FUN ACTIVITIES:**

- ❖ Use a favorite toy and ask, “Can you find the (name of toy or object?)” as you hold the object in different places around your baby’s head.
- ❖ While on the tummy, see if your older baby can reach for a toy by asking “Can you get the (name of toy or object?)” This requires your baby to balance on one hand and reach with the other. Change where you place the objects.
- ❖ Encourage your older baby to pivot (turn on his tummy) to reach toys. While on their tummies, they can push with their hands and make their bodies turn. If you move objects farther away, he may pivot, and eventually crawl or creep to reach them.

#### **Try this additional fun activity:**

- ❖ When your infant is on the floor, you can:
  - Place the infant on their tummy.
  - Lie down on your tummy in front of the infant (head to head).
  - Make eye contact with the infant and talk to him/her. Move your head to the right side of the infant’s head and say, “You can’t find me! Where am I? Look, I am over here!”
  - Encourage the infant to look and turn in your direction.
  - Repeat the process several times. Switch from the right side to the left side and move so the infant must turn increasingly more to make eye contact. When the infant finds you, smile and say “You did it!”



## Healthy Home Connection

### Can You Find Me? at Home

Try these fun activities at home and bring this sheet back to school with your child.

Which activity did your baby enjoy the most?

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What words of encouragement did you use the most?

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Does your child enjoy activities on his/her stomach, or back?

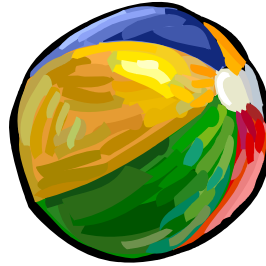
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## PHYSICAL ACTIVITY: KICK IT!



### DID YOU KNOW ...

- ↪ Daily planned physical activities that safely support the infant's developmental milestones are recommended (e.g. head and neck self-support, rolling, floor sitting, kicking, crawling, walking, etc.). [1]
- ↪ Screen time is not recommended for children under 2 years of age. Children learn best through interactive play with caregivers and through exploration of their environment. Physical activity should be provided when the infant is awake and interested. [1]
- ↪ Infants as young as 8 weeks can kick an object held above their hips.
- ↪ As infants kick at an object, the pathways to the brain that support that movement are strengthened.[1]

### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- SE4 Begin to develop independence
- DS3 Explore people and objects through touch
- PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs

### MATERIALS:

- ⦿ A small ball or other object that makes noise when touched or squeezed

**PROCEDURE:**

**On the floor:**

1. Lay the infant on their back. Sit beside the infant and hold the ball above the hips close enough so it can be reached with legs and feet. (You can do this with infants even at 8 weeks of age.)
2. Encourage the infant by saying “Can you kick this? Kick! Kick! Kick! Great!”
3. Bring the ball in contact with the infant’s foot.
4. When the infant comes close to touching the ball (or you touch their foot), squeeze it to make a noise. Say “See, you did it! Kick it again! Great!”
5. As the infant’s accuracy increases, squeeze the ball to make the noise only when the infant’s foot actually touches the ball. For very young infants, gently move their feet to the ball so they experience success.
6. Keep encouraging the infant until they lose interest.

**ADAPT:**

- ◆ If the infant has difficulty in kicking the ball, gently help by moving the leg and say “I am going to help you kick the ball.” When the infant touches the ball squeeze it to make a noise. Then say, “Great, look what you did. You kicked! Can you do it again?” If the infant is not interested even with your involvement and support, do not force the activity. Try again another day.

**Try this activity on a chair:**

1. Place the infant in your lap, face up with feet toward you. Hold the ball above the infant’s hips, close enough so the infant can reach it with their legs and feet. (You can do this with infants even at 8 weeks of age.)
2. Encourage the infant by saying “Can you kick this? Kick! Kick! Kick! Great!”
3. Bring the ball in contact with the infant’s foot.
4. When the infant comes close to touching the ball (or you touch her foot), squeeze it to make a noise. Say “See, you did it! Kick it again! Great!”
5. As the infant’s accuracy increases, squeeze the ball to make the noise only when the infant’s foot actually touches the ball. For very young infants, gently move their feet to the ball so they experience success.
6. Keep encouraging the infant until they lose interest.

**EXTEND:**

- ❖ Use other objects that make noise (or you can make the noise when infants kick the object).
- ❖ Infants can kick to make a mobile move, a duck quack, or any objects that are interesting to the child.
- ❖ Encourage the infants to kick your hand, when they do pull your hand back and say “Oh, good for you! You have strong legs to kick with!”

## REACHING BEYOND MY GRASP!



### DID YOU KNOW ...

- ↪ Age-appropriate physical activity should be encouraged from the beginning of life. It not only helps with muscle development, but also brain development. Positive early movement increases the infant’s chances of achieving full developmental potential throughout life. [2]
- ↪ Infants are spending upwards of 60 waking hours a week “containerized” – in high chairs, carriers, car seats, etc. Infants should spend no more than 30 minutes at a time in confining equipment while the infant is awake. [1]
- ↪ An infant who is confined to a small play space or spends most of the day in an infant seat may be delayed in rolling over, sitting, crawling, and walking. [2]
- ↪ Children who are physically active early in life and stay active throughout childhood enjoy many positive benefits to their physical as well as emotional health.[1]

### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:

- ☐ DS3 Explore people and objects through touch
- ☐ PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs
- ☐ SE9 Building a trusting relationship with a caring adult

### MATERIALS:

- A small ball or other object that makes noise when touched

**PROCEDURE:**

**On the Floor:**

1. Lay the infant on the floor. Sit beside the infant and hold the ball above the shoulders, close enough so that the infant can swipe at it. If the infant is able to sit up, seat the infant on the floor to do this activity with you.
2. Encourage the infant by saying “Can you hit this? Try to hit the ball! Great!” As the infant becomes older, gently toss the ball to them. Allow them to try and toss the ball back.
3. When the infant comes close to touching the ball, squeeze it to make a noise and touch her hand with it. Say “See, you did it! You hit the ball! Reach again! Great!”
4. Move the ball across the midline and in other directions for them to reach. As the infant’s accuracy increases squeeze the ball to make the noise only when the infant actually touches the ball.
5. Keep encouraging the infant until they lose interest.

**ADAPT:**

- ◆ If the infant has difficulty hitting the ball, gently move their arm and say “I am going to help you hit the ball.” When the infant touches the ball, squeeze it to make a noise. Then say “Great, look what you did. Can you do it again?” If the infant is not interested even with your involvement and support, do not force the activity. Try again another day.

**Try this activity on a chair:**

Place the infant in your lap, lying face up with their feet toward you. Hold the ball above the infant’s shoulders, close enough so that the infant can swipe at it.

1. Encourage the infant by saying “Can you hit this? Try to hit the ball! Great!”
2. When the infant comes close to touching the ball, squeeze it to make a noise and touch the infant’s hand with it. Say “See, you did it! You touched the ball! Reach again! Great!”
3. As the infant’s accuracy increases squeeze the ball to make the noise only when the infant actually touches the ball.
4. Keep encouraging the infant until they lose interest.

**EXTEND:**

- ◆ Use other objects that make noise (or you can make the noise when the infant hits the object).

- ❖ When the child is slightly older, hold objects that can be grasped or taken from you. Encourage the infant to reach up to get the object. This works on sensory and motor skills.

### **FAMILY ACTIVITY TO DO AT HOME**

**Activity at Home:** Give parents the “Baby Physicist” take-home activity and ask them to try it at home.

**Share with Parents:** what you know about kicking and reaching and encourage them to keep their infants kicking and being active. Help parents understand about how babies love to engage with adults and doing these activities helps the infants want to stay active and have fun.

#### Citations:

1. Nemours Health & Prevention Services (2009). *Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy*. Newark, Delaware: Nemours Foundation.
2. Boyle, M., Busch, S., Mealey, L. (2010). *First years in the First State: Improving Nutrition & Physical Activity Quality in Delaware Child Care*. Delaware Department of Education.





## Healthy Home Connection Baby Physicist

*Kick and play ball with your baby at home!*

### WHAT WE DID IN SCHOOL:

- ☐ We tried to kick a toy with our feet. It was fun when we hit the toy because it made a noise.
- ☐ We also tried to grab a toy with our hands. When we hit it, the toys made a noise. It was exciting to see what the toys did.
- ☐ While doing this activity, we worked on some of the Infant/Toddler Learning Foundations to increase your child’s physical health and development by
  - ◆ Move freely as we begin to control our own bodies starting with the head and back and progressing to the arms and legs
  - ◆ Exploring people and objects through touch

### WHY IT IS IMPORTANT:

- Daily planned physical activities that safely support emerging developmental milestones are recommended (e.g. head and neck self-support, rolling, floor sitting, kicking, crawling, walking, etc.).
- Screen time (watching TV or videos, sitting at a computer) is not recommended for children under 2 years of age. Children learn best through interactive play and through the active exploration of their environment.
- Many infants spend over 60 waking hours a week “containerized” – in high chairs, carriers, car seats, swings, exersaucers, etc. They need to explore freely in order to develop and learn. *Infants should spend no more than 30 minutes at a time in confining equipment while awake.*
- Daily outdoor time is recommended. Going outside exposes children to Vitamin D and fresh air.
- Infants learn gross and fine motor skills through repetition – both by virtue of practicing and because repetition lays down patterns in the brain.

### WHAT CAN YOU DO AT HOME:

- ◇ Begin by getting a ball or an object you can hold in one hand that makes a noise when it is squeezed or kicked.
- ◇ When you are playing with your baby on the floor, hold the ball above your baby’s hips close enough so your baby can kick it.
- ◇ Encourage your baby by saying “Can you kick this? Kick! Kick! Kick! Great! Keep kicking!”

- ◆ When your baby comes close to kicking the ball, move the ball to touch the feet. Squeeze the ball to make a noise. Say “See, you did it! You kicked the ball! Kick it again! Great!”
- ◆ When the baby is on your lap with back to your knees, flex your baby’s hips and hold the ball so that it can be kicked.
- ◆ As your baby’s accuracy increases, squeeze the ball to make the noise only when your baby actually kicks it.
- ◆ Play the game until your baby loses interest.

**OTHER FUN ACTIVITIES:**

- ◆ The next time you play, instead of holding the ball above your baby’s hips, hold it above the shoulders, close enough so that it your baby can reach it.
- ◆ Encourage your baby to reach for it by saying “Can you reach this? Keep coming, grab it! Great!” Continue on as you did with the kicking. And don’t forget to encourage kicking as well as reaching.
- ◆ Always pay close attention to your baby when doing these activities. Never force them. If your baby seems uninterested even with your involvement and support, stop for the day. You can always try again the next day!

## Healthy Home Connection

Try these fun activities at home, and bring this sheet back to school with your child.

\_\_\_\_\_ Completed Healthy Home Connection

Did your child enjoy kicking the ball?

\_\_\_\_\_

How did your child react to the noise the ball made?

\_\_\_\_\_

\_\_\_\_\_

Where does your child like to play ball the best?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Kicking



## SOOTHING TOUCH



### DID YOU KNOW...

- ↪ Infant massage facilitates the adult-child bonding process in the development of warm, positive relationships. [1]
- ↪ Infant massage reduces pain associated with teething and constipation. [1]
- ↪ Infant massage induces sleep and reduces colic. [1]
- ↪ Infant massage makes adults feel good while they are massaging their babies. [1]

### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- ☐ SE2 Discover own body
- ☐ SE9 Build a trusting relationship with a caring adult
- ☐ PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)
- ☐ PD13 Learn about and respect their bodies

### MATERIALS:

- Baby lotion

### PROCEDURE:

**Talk with parents about infant massage. Some parents are very comfortable with your massaging their infants while others might not be as comfortable. Support parents in learning about infant massage and encourage them to do it at home if they do not wish to have you do it in the classroom.**

### **On the Floor**

Place the infant on a clean towel on the floor

1. Undress the infant down to the diapers (be sure it is warm enough).
2. Place some baby lotion in one hand to warm it, and then put the lotion on the infant's body.
3. As you massage the infant's body with the lotion, talk to the infant about their body. For example, "Adele, now I'm going up and down your arm. Let's check out that hand. You've got five fingers. I'm going to count them. One, two, three, four—oh, actually this one is a thumb."
4. Continue to talk to the infant as you massage the other arm and legs.
5. Slowly stretch and move arms open and shut
6. Slowly move legs in bicycle motion.
7. As the infant responds, talk in more detail about what you are doing or quietly sing or hum.

#### **ADAPT:**

- ◆ Just massage one area of the infant's body such as the arms or legs.

#### **Try this activity in a chair:**

1. Place the infant on your lap, back to you. Push up their sleeves if they are long.
2. Place some baby lotion in one hand to warm it, and then put the lotion on the infant's lower arms and hands.
3. As you massage the infant's hands and arms with the lotion, talk to the infant about her body. For example, "Adele, now I'm going up and down your arm. Let's check out that hand. You've got five fingers. I'm going to count them. One, two, three, four—oh, actually this one is a thumb."
4. If you take off the infant's shoes and socks you can also massage the lower leg and feet.

#### **EXTEND:**

- ◆ Use massage with infants to increase body awareness as they are learning new skills. For example:
  - ▶ a hand/lower arm massage before doing fine motor skills,
  - ▶ a leg/ foot massage before walking.

- ❖ Use massage with infants as part of the daily routine. For example:
  - ▶ A massage right after changing diapers,
  - ▶ A soft soothing massage before nap time.

## RELAXING MASSAGE

### DID YOU KNOW...

- ↪ Massaged infants have better performance in motor activity and regulation of state behavior. [2]
- ↪ Massaged infants show fewer stress behaviors. [2]

#### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- SE2 Discover own body
- SE9 Build a trusting relationship with a caring adult
- PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)
- PD13 Learn about and respect their bodies

#### MATERIALS:

- ⦿ Baby lotion
- ⦿ Soft music
- ⦿ Soft lighting

#### PROCEDURE:

##### On the Floor

Place the infant on a clean towel on the floor

1. Place the infant on a comfortable surface with feet against you. This will provide support and contact for both of you as you are massaging.
2. While massaging the infant, you will want to use oil or lotion so your hands slide more easily over their skin. Be sure to warm it in your hand.
3. Your touch should be caring and gentle. Start at the feet—it is the most comfortable place for the infant. Work toward the heart to improve circulation. Motions such as gently squeezing legs, feet, and toes are essential to starting the massage ritual. The



feet can be rubbed in a circular motion and rolled along with the legs (like rolling dough between your palms). Do one leg/foot, then the other.

4. Next move to the tummy. This is very important as it can play a role in relieving any gas pains the infant may have and can aid digestion. Work from the chest to the lower abdomen and clockwise making circular motions. Walking your fingertips across the baby's tummy from left to right is a very good way to help digestion.
5. Massage the chest after the tummy. Rub the chest with an "open book" motion (like flattening the pages of an open book). Make a circular motion back up to the heart.
6. Arm and hand massage may be difficult for the very young infant as they may still hold their arms close to the body. Don't forget to rub the fingers and wrists in circular motions, just as you did with the feet.
7. Watch the infant's gaze and expressions as you massage their face by gently pushing out from the nose. Make circular movements with your thumbs over the jaws and even make smiles on the upper and lower lips. Brush your fingers lightly over the eyelids, nose, and lips (as much as the infant will tolerate).
8. Infants like to have their back massaged. Do this last. Work down from the shoulders at right angles to the spine as if you are walking sideways down the back. Circular motions can also be used on the back, working up from the bottom.

**ADAPT:**

- ◆ Some infants may not like the feel of lotions and oils. They may provide too much sensory stimulation for them. Give these infants a dry massage. They still need to be touched!

**EXTEND:**

- ◆ Use massage when infants seem to be unhappy for no apparent reason. They may have gas or internal pain that a massage can help.

### **FAMILY ACTIVITY TO DO AT HOME**

**Infant Massage at Home:** Give parents the "Massage – At Home" take home activity and encourage them to start massaging their infants at home.

**Share with Parents:** what you know about the many benefits of infant massage and how it may help infants cope with stress and internal pain.

Citations:

1. Tiffany, F. (1993). Infant massage. *Zero to Three*, 14(2), 8-12.
2. Field, T., Schanber, S. Scafidi, F. Bower, C., Bega-Lahr, N., et al. (1986). Tactile/Kinesthetic stimulation effects on preterm neonates. *Pediatrics*, 77(5), 654-658.

## HEALTHY HOME CONNECTION MESSAGE—AT HOME

### WHAT WE DID IN SCHOOL:

- ☐ We have had several soothing massages.
- ☐ We had our arms and legs massaged with warm baby lotion.
- ☐ We had the most enjoyable time when our tummies were massaged to help digest our food and eliminate gas.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Discovering our own body
  - ◆ Building a trusting relationship with a caring adult
  - ◆ Experiencing different sensory activities (touch, smell, see, hear, taste, etc.)
  - ◆ Learning about and respecting our bodies

### WHY IT IS IMPORTANT:

- ◎ Massage helps you and your baby tune into and bond with each other.
- ◎ Massage may help your baby release the stress that builds from constant exposure to new experiences.
- ◎ Massage may decrease the pain your baby feels, improve digestion, and provide relief from gas and colic.
- ◎ Massage helps your baby perform better in motor activities and helps her move from sleep to awake states and from crying to calming.

### WHAT YOU CAN DO AT HOME:

- ◇ Warm several towels in the dryer and lay your baby on top of them. A comfortable spot is the first ingredient for infant massage success.
- ◇ You can massage your baby any place where you feel comfortable: On the floor or on a bed are good places. Because you are using two hands it is not as good in a chair.

- ◆ Place some lotion in your hand to warm it, and then put the lotion on the baby's body.
- ◆ Your touch should be caring and gentle. Start at the feet—it is the most comfortable place for the infant. Work toward the heart to improve circulation. Motions such as gently squeezing legs, feet, and toes are essential to starting the massage ritual. The feet can be rubbed in a circular motion and rolled along with the legs (like rolling dough between your palms). Do one leg/foot, then the other.
- ◆ Next move to the tummy. This is very important as it can play a role in relieving any gas pains the infant may have and can aid digestion. Work from your baby's chest to the lower abdomen and clockwise making circular motions. Walking your fingertips across the baby's tummy from left to right is a very good way to help digestion.
- ◆ Massage the chest after the tummy. Rub the chest with an “open book” motion (like flattening the pages of an open book). Make a circular motion back up to the heart.
- ◆ Be very gentle with the arm and hand massage if your baby is very young as young infants still hold their arms close to their body and with fists closed. Don't forget to rub the fingers and wrists in circular motions, just as you did with the feet.
- ◆ Watch your baby's gaze and expressions as you massage the face. Gently push out from the nose. Make circular movements with your thumbs over the jaws and even make smiles on the upper and lower lips. Brush your fingers lightly over the eyelids, nose, and lips.
- ◆ Babies like to have their back massaged. Do this last. Work down from the shoulders at right angles to the spine as if you are walking sideways down the back. Circular motions can also be used on the back, working up from the bottom.
- ◆ As you massage your baby with the lotion, talk to your infant about her body slowly and gently say: “Now I'm going up and down your arm. Let's check out that hand.”
- ◆ Continue to talk, sing or hum to your baby as you massage her body.

## OTHER FUN ACTIVITIES

- ◆ Use massage with your baby to increase body awareness while learning new skills (for example, a hand/lower arm massage before doing fine motor skills, a leg/ foot massage before walking).
- ◆ Take time when you are diapering your baby for a quick massage. Both of you will enjoy it and it adds some variety to the routine.

## Healthy Home Connection

Try these fun activities at home, and bring this sheet back to school with your child.

Did you enjoy this activity? Why?

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How did your child react to the massage?

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Which part of the massage did your child seem to enjoy most?

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Massage

## REACH AND STRETCH

### DID YOU KNOW...

Infants cannot develop the muscles in their neck while they are on their back. With the use of additional head supports in car seats and being held, infants have fewer opportunities to practice head control. [1]

Give infants opportunities to use the muscles of their neck and back by putting them on their tummy on a firm surface put them across your lap tummy down and give them something interesting to look at so they hold their head up. [1]

#### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:

- PD5 Touch, grasp, reach and explore people and objects
- PD9 Move freely as they explore their own bodies, starting with the head and back and progressing to the arms and legs
- DS6 Discover how their own bodies fit into spaces

#### MATERIALS:

- a colorful toy or desired object
- mat or towel

#### PROCEDURE:

**On the Floor** Place the infant on his stomach.

1. Show the infant the desired object.
2. Place the desired object outside of the infant's reach so he will stretch or move his body to get the toy or object.
3. Shake the toy to encourage the infant to reach or move toward the toy.
4. Praise the infant's attempts and movements to get the toy.
5. Repeat this activity several times each day, varying the position you hold the toy in.

**ADAPT:**

- ◆ For infants who are learning to roll over, start the infant on the floor and have them practice rolling to the left and right to get the toy.
- ◆ Also, you can have the infants start on their back or their stomach when trying to get the toy.
- ◆ For infants who are crawling or walking, place the toy further away or "hide" the toy in an obvious place for the infant to crawl or walk to. Also, the toy can be hidden so that once the infant gets to the spot, they have to pull themselves up or reach or stretch to find the toy.

**In a Chair**

1. Place the infant on your lap so their back is to your front.
2. Hold a toy in front of the infant to get their attention. Once the infant is intrigued with it move it so they have to stretch to reach it. (Hold the toy with one hand and the infant with the other.)
3. Change the position of the toy from left to right, so they have to cross their mid-line and high and low.

**EXTEND:**

- ◆ Add a language component to this activity by talking the infant through the game. For example, "Look, here is the worm. I am going to put the worm down over here. Can you get the worm? Come on you can do it! Good job moving your arms and legs! Come on you can do it! You can get the worm! Great job! Look at what a good crawler you are! You are almost there you can do it you can get the worm! You did it! You got the worm!"



## GO! BABY, GO!

### DID YOU KNOW...

First time mothers often avoid putting their infant on their stomachs for a long time. They also hold them for long periods. This is referred to as “first mother syndrome.” [1] Infants who have not had enough tummy time do not develop core muscles in the neck which are required for head control, creeping and crawling. [1]

#### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:

- PD9 Move freely as they explore their own bodies, starting with the head and back and progressing to the arms and legs
- DS6 Discover how their own bodies fit into spaces
- PD10 Increase the strength, balance and coordination of their bodies

#### MATERIALS:

- rolled up towels or sheets
- chairs
- tables
- cardboard boxes

#### PROCEDURE:

##### On the Floor

For infants who are crawling and creeping

1. Use the materials to create a mini obstacle course for the infant to move through. (They may have to crawl over a rolled up towel, through an open cardboard box, and around a chair.)
2. Demonstrate for the infant how to move through the obstacle course.
3. Encourage, praise, and cheer the infant on as they move through the course.

4. Use words to describe their actions while they move, “You are a fast crawler. I like how you rolled over that blanket.”

### **For infants who are not yet crawling**

Encourage infants to roll over. You may want to put a toy they like near them so that they have motivation to roll towards it. Or, try to lead them over if you place them on their stomach. Place a toy near them and as they reach toward the toy move it so that it encourages them to roll over.

### **For even younger infants**

Put the rolled up towel under their chest to free their hands to explore the interesting toys you have put there.

### **ADAPT:**

- ❖ For infants who are not yet crawling, set up towels for them to practice rolling over.
- ❖ Older infants can crawl under and through the obstacle course. For infants who are learning to walk, have them practice walking around, over, and under the objects in the obstacle course.

### **In a Chair**

1. Put the infant across your lap, stomach on your legs and head and legs dangling.
2. Put a toy down where they can see it. As they reach toward it, move it so that they have to stretch upward to grasp the toy.

### **EXTEND:**

- ❖ Have the infant practice the obstacle course several times.
- ❖ Once the infant has mastered the obstacle course make changes to the course or make the course more difficult by adding additional objects for the infant to maneuver.

## FAMILY ACTIVITY TO DO AT HOME

**PROJECT AT HOME:** Give parents “Can you get it? at home” and encourage them to play with their infant.

**Share with Parents:** what you know about the importance of strengthening infant’s muscles and playing games with them that prepare them for developmental tasks such as crawling, walking, running, and so on.

### Citations:

1. Haywood, K. M., & Getchell, N. (2005). *Life span motor development* (4<sup>th</sup> ed.). Champaign, IL: Human Kinetics.

## HEALTHY HOME CONNECTION CAN YOU GET IT? AT HOME

### WHAT WE DID IN SCHOOL:

- ☐ We have been working on strengthening our muscles to help us learn important skills such as reaching, grasping, crawling, and walking.
- ☐ We have been moving our bodies by trying to reach for a favorite toy that was just out of our reach.
- ☐ Some of us tried an obstacle course which made us roll and crawl and walk through.
- ☐ We are spending more and more time on our tummies every day.
- ☐ We are growing stronger and learning more every day!
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Touching, grasping, reaching and exploring people and objects
  - ◆ Moving freely as we explore our own bodies
  - ◆ Discovering how their own bodies fit into spaces

### WHY IT IS IMPORTANT:

- Keeping infants and toddlers in sedentary positions such as strollers, car seats, and swings for long periods of time may delay the development of certain fundamental motor skills needed for crawling and walking and discourages infants from getting the activity they need to begin and maintain a healthy life.
- Give infants many opportunities to play on their tummy to strengthen the muscles of the neck and back so they are ready to move. Watch them on their tummy and be there to encourage and support them.

### WHAT YOU CAN DO AT HOME:

- ◆ Play games with your infant that encourage them to be active from a young age. A great game is called "Can You Get It?"
- ◆ Pick a favorite toy.
- ◆ Put your baby on their tummy on the floor.
- ◆ Show your baby the desired object.

- ◆ Place the desired object outside of your baby's reach so they will will move their body to get the toy or object.
- ◆ If your baby can crawl well or walk, hide the toy in an easy spot.
- ◆ Shake the toy to encourage him to move toward the toy. "Can you get the \_\_\_\_\_ (name of the toy or object)?"
- ◆ Praise your baby's attempts and movements to get the toy. Say things like, "I see you stretching your arms out in front of you." "Look at you reaching for the toy!"
- ◆ Play this game many times.
- ◆ You can also play this game in a chair. Put your baby across your lap, stomach on your legs and head and legs dangling. Put a toy down where they can see it. As they reach toward it move it so that they have to stretch upward to grasp the toy.
- ◆ Whether on the floor or in your lap have your baby stretch left and right, up and down and across his middle.

#### **OTHER FUN ACTIVITIES:**

- ◆ Create an obstacle course for your infant to roll, crawl, or walk through. You can use items around your house such as rolled up towels or , sheets, tables, or chairs. Be creative and remember that you are helping to make your infant's body strong!

## Healthy Home Connection

Try these fun activities and home, and bring this sheet back to school with your child.

How did your child respond to this activity?

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Which toy was your child most excited to reach?

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Did your child enjoy playing this game?

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# THE EENSEY WEENSEY SPIDER



## DID YOU KNOW...

- ↪ By 6 to 7 months, most infants are strong enough to sit independently. [1]
- ↪ To sit without falling, the infant needs trunk control to balance her body, strong stomach muscles to keep her back straight, and good head/neck control so the head does not fall forward or back. [2]
- ↪ It is important to strengthen the muscles used in sitting so infants can continue to progress through the developmental milestones of standing and walking. [1]
- ↪ Prolonged use of a walker, an exersaucer, or a jumper can result in poor posturing that may affect the child's later development. [2]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:

- ☐ PD8 Use two hands in a coordinated, purposeful fashion
- ☐ DS16 Notice and pay attention to objects and people of interest
- ☐ LL10 Show interest in rhymes, books, stories and songs
- ☐ SE9 Build a trusting relationship with a caring adult

### MATERIALS:

- A soft toy/puppet spider that can be used to show climbing motions (optional).

### PROCEDURE:

#### On the Floor

Place infant in upright sitting position facing you. If the child is still wobbly with sitting, place in between your legs still facing you. Squeeze your legs around the infant to provide support

1. Take the infant's hands in yours and begin singing "The Eensey Weensey Spider."

2. If you have a soft toy spider use it to show the infant how the spider climbs, gets washed off and then climbs up again.
3. As you sing, move your hands (and baby's) gently above their head stretching tall.
4. Continue singing over and over with the movements. The more repetition, the more likely the child will mimic your movements.
5. As you sing the song use some of the variations that make the song more active especially for older infants. Older infants may be able to model your actions.

**ADAPT:**

- ◆ If the child cannot sit independently even with the support of your legs, move her so her back is to your tummy and she is between your legs
- ◆ Sing the song several times to model what will be happening before you include the infant in the activity. Be very expressive with your arm movements and your face.

**Try this activity on a chair:**

Place infant in upright sitting position facing you. If the child is still wobbly with sitting, place them in between your legs still facing you. Squeeze your legs around the infant to provide support

1. Take the infant's hands in yours and begin singing "The Eensey Weensey Spider."
2. If you have a soft toy spider use it to show the infant how the spider climbs, gets washed off and then climbs up again.
3. As you sing, move your hands (and baby's) gently above their head stretching tall.
4. Continue singing over and over with the movements. The more repetition, the more likely the child will mimic your movements.
5. As you sing the song use some of the variations that make the song more active especially for older infants. Older infants may be able to model your actions.

**EXTEND:**

- ◆ Try the following variations of this familiar song to get the infants moving. Help them make the appropriate movements by holding their hands.





(Sing the following with a deep voice):

The big, hairy spider went up the water spout,  
Down came the rain and washed the spider out  
Out came the sun and dried up all the rain,  
And the big hairy spider went up the spout again.

(Sing the following quickly):

The very fast spider went up the water spout...  
Down came the rain and washed the spider out  
Out came the sun and dried up all the rain,  
And the very fast spider went up the spout again.

(Sing the following slowly):

The very slow spider went up the water spout...  
Down came the rain and washed the spider out  
Out came the sun and dried up all the rain,  
And the very slow spider went up the spout again.

Birth to 12 months



## ROW, ROW, ROW YOUR BOAT



### DID YOU KNOW...

- ↪ By eight months sitting is usually perfected with infants able to sit with legs forward and a straight back. [2]
- ↪ By combining words with music and stretching, infants and adults are more likely to find this fun. [3]
- ↪ Infants can recognize familiar melodies long before they understand the meanings of words. [3]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- SE9 Build a trusting relationship with a caring adult
- LL10 Show interest in rhymes, books, stories and songs
- PD 12 Interact with people and environment through movement and body awareness

### MATERIALS:

- None

### PROCEDURE:

#### On the Floor

Place the infant in an upright sitting position facing you.

1. Take the infant's hands in yours and begin singing "Row, row, row your boat."
2. As you sing, rock back and forth with the infant —this will feel like you are actually rowing a boat together.
3. Incorporate motions:

- ◆ Move back and forth, side to side
  - ◆ Put arms straight out and rock
  - ◆ Stretch legs straight
  - ◆ Tuck legs in like a butterfly and rock
4. Continue singing over and over— children enjoy repetition.

**ADAPT:**

- ◆ Some infants may have low muscle tone and will need extra support. Position the infant facing you in between your legs. Your legs are the perfect tool to help support the infant while strengthening her muscles.
- ◆ As the child’s strength increases, use your legs less and allow them to depend on their own muscles more.

**Try this activity in a chair:**

Place the infant on your lap facing you. This is a great activity is a rocking chair.

1. Take the infant’s hands in yours and begin singing “Row, row, row your boat.”
2. As you sing, rock back and forth with the infant —this will feel like you are actually rowing a boat together.
3. Incorporate motions:
  - a. Move back and forth, side to side
  - b. Put arms straight out and rock
  - c. Stretch legs straight
  - d. Tuck legs in like a butterfly and rock
4. Continue singing over and over— children enjoy repetition.

**EXTEND:**

- ◆ Try variations of this familiar song to get infants moving. Younger infants will need you to help move their hands to help them roll and clap them.
- ◆ Think of additional variations such as kick your feet, twist your body, and so on.



(To the tune of Row, Row, Row Your Boat)  
Roll, roll, roll your hands as slowly as can be,  
roll, roll, roll your hands,  
do it now with me.

Roll, roll, roll your hands as fast as fast can be,  
roll, roll, roll your hands,  
do it now with me.

Clap, clap, clap your hands as slowly as can be,  
clap, clap, clap your hands,  
do it now with me

Clap, clap, clap your hands as fast as fast can be,  
clap, clap, clap your hands,  
do it now with me.

### FAMILY ACTIVITY TO DO AT HOME

**Row, Row, Row Your Boat—At Home:** Give parents the “Row, Row, Row Your Boat at Home” activity and tell them to sing this familiar song while moving back and forth with their child.

**Share with Parents:** what you know about the importance of sharing music and movement with children. Tell them how much their child enjoyed this activity at school, and that they will enjoy it even more at home. Encourage them to sing and move with their infants at home.

#### Citations:

1. Gavin, M. L., Dowshen, S. A., & Izenberg, N. (2004). *Fit kids: A practical guide to raising active and healthy children – from birth to teens*. New York: DK Publishing.
2. Liddle, T., L., & Yorke, L. (2004). *Why motor skills matter: Improve your child’s physical development to enhance learning and self-esteem*. New York: McGraw-Hill.
3. Zero to Three. (2002). *Getting in tune: The powerful influence of music on young children’s development*. Washington, DC: author.

## Healthy Home Connection

### ROW, ROW, ROW YOUR BOAT AT HOME

#### WHAT WE DID IN SCHOOL:

- ☐ This week we sang “Row, Row, Row Your Boat” in our room. We were sitting facing our teacher and she held our hands pushing and pulling us back and forth as we rowed our boat and sang.
- ☐ We also did easy finger plays like “Eensey Weensey Spider” where we stretched “up the water spout.” We loved it!
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child’s physical health and development by
  - ◆ Using two hands in a coordinated, purposeful fashion
  - ◆ Interacting with people and environment through movement and body awareness

#### WHY IT IS IMPORTANT:

- ◎ As babies develop, they need to strengthen the core muscles in their neck and trunk to be able to sit, stand, and walk.
- ◎ Don’t put your baby in a walker, an exersaucer, or a jumper for too long because it may result in poor posturing and affect later development.
- ◎ Being a talkative, singing, fun-loving, moving parent will help your baby talk and even read better.

#### WHAT YOU CAN DO AT HOME:

- ◇ When your baby is strong enough to sit in an upright position, give them some practice. You can place a baby who is still wobbly between your legs facing you, using your legs for support. By adding music to sitting and stretching, you are helping your baby to integrate sensory experiences and making it more fun for everyone.
- ◇ Put your baby between your legs, facing you. Sing “Row. Row, Row Your Boat” to your baby, moving back and forth while you sing.
- ◇ This is also a fun activity in a rocking chair with your baby facing you as you rock and row.
- ◇ Babies love repetition so have each member of your family sing and play.

- ◆ Use finger plays, like the “Eensey Weensey Spider”, “This Little Piggy Went to Market”, or “Where is Thumbkin?” It is not important that your baby can do these but she learns by listening and from the repetition.

**OTHER FUN ACTIVITIES:**

- ◆ Try these variations while holding your baby’s hands.

(To the tune of Row, Row, Row your Boat)  
Shake, shake, shake your hands as slowly as can be,  
shake, shake, shake your hands,  
do it now with me.

Shake, shake, shake your hands as fast as fast can be,  
shake, shake, shake your hands,  
do it now with me.

Clap, clap, clap your hands as slowly as can be,  
Clap, clap, clap your hands,  
do it now with me.

Clap, clap, clap your hands as fast as fast can be,  
clap, clap, clap your hands,  
do it now with me.

*Now that you have the idea vary the speed and kick your feet, twist your head, and wiggle your body.*



## Healthy Home Connection

Try these fun activities at home, and bring this sheet back to school with your child.

How did your baby respond to this activity?

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Which songs/fingerplays did you do together?

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Which movement was your child's favorite?

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## FOOT SUPPORTS



### DID YOU KNOW...

- ↪ Tummy time is for infants who are awake and being watched. [1]
- ↪ Tummy time prepares infants for the time when they will be able to pivot and slide on their bellies and crawl. [1]
- ↪ As infants grow older and stronger they will need more time on their tummies to build their strength. [1]

#### **INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS**

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- ☐ PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs.
- ☐ PD10 Increase the strength, balance and coordination of their own bodies
- ☐ DS11 Realize that a specific action is caused either through their own body or their own actions
- ☐ SE5 Begin to develop a sense of accomplishment

#### **MATERIALS:**

- A blanket or mat (about 2.5 feet long or longer)

**PROCEDURE:**

**On the Floor**

Put a blanket or mat on the floor.

1. Lay infant down on their tummy on the blanket or mat.
2. Sit behind the infant with their feet facing you.
3. Place your hands behind the infant's feet so that there is resistance.
4. Have the infant push their feet against your hands, while laying on the tummy. Say, "I can feel you pushing your feet on my hands. You're so strong!"
5. *Limit tummy time based on the age of the child and how much they enjoy it, about 15 minutes at any one time.*

**ADAPT:**

- ◆ Young infants may only lie on their tummy for 2 to 3 minutes at a time. Do this activity with those infants for a shorter period of time.
- ◆ Infants can scoot on their back as well as their tummy. Put them on their back and do the same thing. The resistance your hands provide helps to strengthen their leg muscles.

**EXTEND:**

- ◆ Place a toy that the infant likes in front of them. In this way the child will be trying to lift up and reach the toy while pushing their feet against your hands. Make sure you place the toy at an obtainable distance from the child.
- ◆ When infants can crawl and creep independently this activity is not appropriate. Give them interesting things to crawl and creep toward, but keep them moving.

## LIFT OFF



### DID YOU KNOW...

- ↪ Beginning on their first day home from the hospital, you should play and interact with infants while they are awake. Place them on their tummy 2 to 3 times each day for short periods of time. [1]
- ↪ Increase the amount of tummy time as the infant shows he enjoys the activity. [1]
- ↪ A great time to put an infant on his tummy is following a diaper change or when the baby wakes up from a nap. [1]

### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- ☐ PD6 Develop and use eye-hand coordination to perform a variety of tasks
- ☐ PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs
- ☐ DS11 Realize that a specific action is caused either through their own body or their own actions
- ☐ SE5 Begin to develop a sense of accomplishment

### MATERIALS:

- A blanket or mat (about 2.5 feet long or longer)
- A small pillow or a towel (rolled up)
- Some toys safe for children under one year of age

**PROCEDURE:**

**On the Floor**

1. Lay infant down on their tummy on a blanket or mat.
2. Place a rolled towel under the infant's chest to help the infant lift and center their head. Say, "I'm putting this towel under you so that you can reach out and play."
3. Put some toys in front of the infant.
4. Encourage the infant to use both hands to reach out, grasp the toys, and play with them. "Say, here's the toy. I bet you can get it.", "Oh, look at you reaching out with your arms. You've got it!"

**ADAPT:**

- ◇ Some infants will need extra head and trunk support. Stay close and provide the support needed.
- ◇ *Be careful not to let infants lie on their tummies for too long. Fifteen minutes at a time is good. With younger infants, do this activity for a shorter period of time.*
- ◇ Some infants may not like being on their tummies at first. Stay close and talk to the infants or pat their backs so that they know you are there for them. Eventually the infants will be used to tummy time activities and begin to enjoy playing in this position.

**EXTEND:**

- ❖ Place toys a little farther from the infants as their head and trunk control increase. This will give infants a challenge because they will have to reach farther for the toys.

**FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the "Reaching at Home" activity and ask them to do it with their infant at home.

**SHARE WITH PARENTS:** what you know about the benefits of lying on the belly for infants and the different ways of doing tummy time activities.

**Citations:**

1. American Academy of Pediatrics. (2007). *Back to sleep, tummy to play*. Retrieved July 27, 2007, from <http://www.healthychildcare.org/pdf/SIDStummytime.pdf>

## HEALTHY HOME CONNECTION

### REACHING AT HOME

#### WHAT WE DID AT SCHOOL:

- ☐ We lay on our tummies and pushed against the teachers' hands with our feet.
- ☐ We lay on a mat and were propped up with a pillow under our chest to make it easier to reach while we were on our tummies.
- ☐ We are really learning how to control our head and trunk.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Developing and using eye-hand coordination to perform a variety of tasks
  - ◆ Increasing the strength, balance and coordination of their own bodies
  - ◆ Moving freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs.

#### WHY IT IS IMPORTANT:

- Tummy time helps babies gain control of their head and slide and pivot on their bellies and crawl.
- As babies grow older and stronger, they will need more time on their tummies to build their own strength.
- Babies should be on their tummy many times each day for increasingly longer periods of time (about 15 minutes) when they are awake and being watched.

#### WHAT YOU CAN DO AT HOME:

##### On the Floor

- ◆ Lay infant down on their tummy on a blanket or mat
- ◆ Place a small pillow or a rolled towel under the chest to prop up the baby and provide more stability and comfort.
- ◆ Sit down on the floor beside the baby. Talk with the baby, call the baby and say things like:
  - ◆ "Where is my baby?"
  - ◆ "Where is Mommy?"

- ◆ “Give me your hand.”
- ◆ Invite the baby to choose a toy to play with as you offer them two toys. This helps the baby learn about making choices at an early age.
- ◆ Encourage the baby to play with the toy by talking about what is being done and how much fun you are having playing.

<b>OTHER FUN ACTIVITIES:</b>
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- ◆ Place toys in front of your baby, including a baby-safe mirror, while the baby is having tummy time.
- ◆ Talk to your baby, sing, or play music while the toys are being played with .

## Healthy Home Connection

Try these fun activities at home, and bring this sheet back to school with your child.

How did your baby respond to the activity?

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Which toys most encouraged your baby to reach out?

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Does your child enjoy activities on his/her stomach, or back?

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## TUMMY TEXTURES



### DID YOU KNOW...

- ↪ Babies are spending more and more time on their backs. Tummy time is any activity that keeps a baby from lying flat in one position against a hard surface. [1]
- ↪ Daily planned physical activities that safely support the infant's developmental milestones are recommended (e.g. head and neck self-support, rolling, floor sitting, kicking, crawling, walking, etc.). Tummy time is recommended more than 2-3 times per day for short intervals or as tolerated by the infant. Infants should be awake and supervised by an adult. [1]
- ↪ Children learn best through interactive play with caregivers and through exploration of their environment. Research is showing that for 8-16 month old children, every hour of viewing baby videos/DVDs is associated with 6-8 fewer words learned compared to those that did not watch them. [1]

### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:

- ☐ PD3 Engage in sensory activities and play
- ☐ DS3 Explore people and objects through touch

### MATERIALS:

- Cloths or blankets of different textures such as:
  - ◆ A velvet cloth
  - ◆ A cotton blanket
  - ◆ A silk cloth

- ◆ A wool cloth
- ◆ A fleece cloth

◎ **Note: Each cloth should be the size of a receiving blanket. Make sure to use a clean cloth for each infant who does this activity.**

#### **PROCEDURE:**

##### **On the Floor:**

1. Take off the infant's shirt if they not allergic to any of the fabrics you have. If it is cold or you are not sure whether the baby's skin is allergic to any of the fabrics, keep the shirt on.
2. Lay the infant down on a clean carpet on their tummy for just a couple of minutes (no more than 5 minutes). Encourage the child to feel the texture of the carpet. Say, "Doesn't this feel soft? Can you feel it on your belly?"
3. Spread the velvet cloth on the carpet and place the infant on top of it, lying on their tummy. Say, "Oooh, the velvet is really soft! I bet that feels so good on your skin."
4. Have the infant lie on the velvet cloth for just a couple of minutes (no more than 5 minutes).
5. Next, switch the velvet cloth with the cotton blanket and have the infant lie on the cotton blanket for a couple minutes (no more than 5 minutes). Continue to talk to the infant.
6. Do this for each fabric you have. Talk to the infant about the fabric and how each feels. Take a corner of the fabric and stroke the infant's arm or hand as you talk.

***Make sure NOT to leave the infant unattended on their stomach. The total tummy time should NOT exceed 15 minutes***

#### **ADAPT:**

- ◇ Use fewer types of cloth and decrease the total amount of time an infant is on their tummy at one time. However, remember that the infants who least like tummy time may need it the most to build their strength. Be creative.

##### **Try this activity on a chair:**

1. Put the cloth across your lap and then place the infant on your lap, tummy down. Talk to and help the infant feel the fabric with their hands while lying across your lap. Gently rub the infant's arms and legs with the fabric.
2. Try different sensory experiences with the different fabrics you have.

**EXTEND:**

- ❖ Make the tummy time longer or more frequent and more fun!
- ❖ Use cloths or fabrics that have different textures while infants are on their tummies. Talk about the texture of the cloths or fabrics and how they feel.

## WHO'S THE BEAUTIFUL BABY?

### DID YOU KNOW...

- ↪ Increasing the amount of time a baby lies on the tummy promotes muscle development in the neck and shoulders. [1]
- ↪ Tummy time helps prevent the development of flat areas on the back of the baby's head and helps build the muscles the baby needs to roll, sit, and crawl. [1]
- ↪ Age-appropriate physical activity should be encouraged from the beginning of life. It not only helps with muscle development, but also brain development. Positive early movement increases the infant's chances of achieving full developmental potential throughout life. [1]
- ↪ Screen time (watching TV or videos, sitting at a computer) for children under 2 years of age is not recommended. Children learn best through interactive play with care givers and through exploration of their environment. Physical activity should be provided when the infant is awake and interested.[1]

### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:

- DS1 Use vision to respond to light and focus on details such as faces, movement and color
- LL2 Show interest in language of others
- SE2 Discover own body

### MATERIALS:

- A mat or carpet
- Unbreakable mirror

**PROCEDURE:**

**On the Floor:**

1. Infants enjoy looking at themselves in the mirror and seeing their reflections from different angles as they move.
2. Place an unbreakable mirror on a mat or carpet that the infant can lie comfortably on.
3. Next lay the infant down on their tummy, facing the mirror.
4. Some infants may not like tummy time so it is important to let them know that you are there for them.
5. To help the infant, get down and talk, sing, or call their name and point to the mirror.
6. Tap the mirror and talk about what you see. Say, "Look at your big blue eyes!", "I see your brown, curly hair", "What a beautiful baby you are!"

Do this for 5 to 15 minutes at a time, at least 2-3 times a day, so that the infant gets the full advantage of tummy time.

**ADAPT:**

- ◆ If you feel that the infant needs extra support, then you can prop the infant up by using a rolled up towel that is positioned under their chest.

**Try this activity on a chair:**

1. In the chair, place the infant on your lap tummy down. For older infants who can stand, have the infant stand on your lap.
2. Place a mirror so the infant can see it. Tap the mirror and talk about what you see. Say, "Look at your big blue eyes!", "I see your brown, curly hair", "What a beautiful baby you are!"
3. Do this at least 2-3 times a day, so that the infant gets the full advantage of interacting and doing this activity with you

**EXTEND:**

- ◆ To increase the amount of exercise that the infant does, move the mirror around on the floor, move it to the left, the right, up and down or up a little in the air so that the infant has to stretch and move their body to see the reflection.
- ◆ Be present to sing and talk with the baby for some of the tummy time.
- ◆ Increase the amount of time the infant is on their tummy to 10 minutes.

## **FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the “Tummy Time at Home” activity and ask them to complete it with their infants.

**SHARE WITH PARENTS:** what you know about the benefits of lying on the tummy and ways to increase tummy time for infants and to make it more fun.

### Citation:

1. Nemours Health & Prevention Services (2009). *Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy*. Newark, Delaware: Nemours Foundation.

## Healthy Home Connection Tummy Time at Home

*Help your infant get their tummy time at home!*



### WHAT WE DID AT SCHOOL:

- ☐ We lay on our tummies on blankets made of different materials such as cotton, silk, carpet, flannel, velvet and they felt ever so good.
- ☐ We practiced lying on our tummies and looking from side to side trying to increase our head control.
- ☐ We found it really interesting to observe ourselves and our friends in the mirror that we could look at during our “tummy time”.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child’s physical health and development by:
  - ◆ Engaging in sensory activities and play.
  - ◆ Discovering own body
  - ◆ Using vision to respond to light and focus on details such as faces, movement and color

### WHY IT IS IMPORTANT:

- Babies are now spending more and more time on their backs. Tummy time is any activity that keeps a baby from lying flat in one position against a hard surface.
- Tummy time is recommended more than 2-3 times per day for short intervals or as tolerated by the infant. Infants should be awake and ***supervised by an adult***.
- Research has shown that for 8-16 month old children, every hour of viewing baby videos/DVDs is associated with 6-8 fewer words learned compared to those that did not watch them.
- Tummy time helps prevent tight neck muscles and the development of flat areas on the back of the baby’s head and builds the muscles the baby needs to roll, sit, and crawl.
- It is important for babies to be placed on their tummies beginning when they are newborns. Babies should have scheduled tummy time because it promotes rolling, crawling, and other developmental milestones.
- Increasing amounts of time a baby lies on the tummy promotes muscle development in the neck and shoulders.

### WHAT YOU CAN DO AT HOME:

- ❖ Incorporate tummy time into everyday activities with your baby such as dressing or after bathing.
- ❖ After a bath, towel dry and apply baby lotion while the baby is lying on their tummy. Gently roll the baby from side to side as you apply the lotion to the stomach.
- ❖ Place your baby, tummy down, on the floor on a clean blanket with an unbreakable mirror propped nearby. Say, “Look at your big blue eyes!”, “I see your brown, curly hair”, “What a beautiful baby you are!”
- ❖ Get down on the floor with your baby and tap the mirror to show that you are **both** in the mirror.
- ❖ As your baby develops favorite toys, place them on a clean blanket and lay your baby tummy down, nearby on the same blanket.

### OTHER FUN ACTIVITIES:

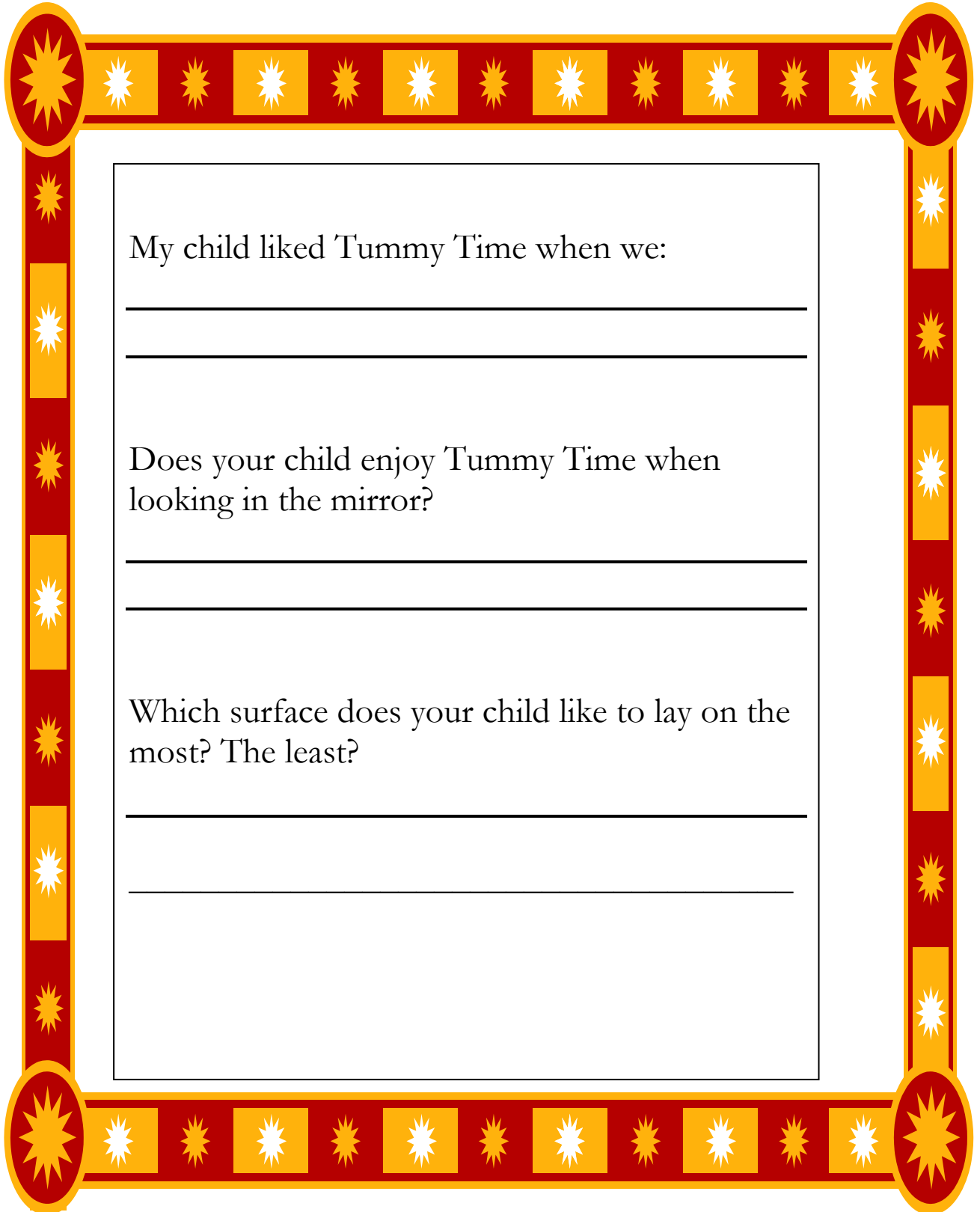
There are many ways you can have fun with babies on their tummies- and it only takes 2 or 3 minutes! Just a little bit here and a little bit there all adds up! ***But remember, do not leave babies alone on their tummies.***

- ❖ **On your lap:** Place your baby across your lap, tummy down. Talk and encourage the baby to look around and find your voice. Move your legs so that the infant has to adjust to your movements.
- ❖ **While you are lying down:** On the floor or in the bed, lie down and place your infant on your chest. Talk so the baby will look at you. Move a little so that the baby has to adjust. Enjoy being with your child this way and encourage other family members to participate in tummy time
- ❖ **Anywhere you like!** Lie down on the floor with the baby so that you are both lying on your tummies. When on the floor, make goofy noises and expressions, or sing songs. You may feel funny doing this, but your infant will enjoy ‘tummy time’ if you do it together.



## Healthy Home Connection

Try these fun activities at home and bring this sheet back to school with your child.



My child liked Tummy Time when we:

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Does your child enjoy Tummy Time when looking in the mirror?

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Which surface does your child like to lay on the most? The least?

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Birth to 12 months,

## WIGGLY TOES

### DID YOU KNOW . . .

- ↪ At around five months, infants are beginning to play with their feet a lot more while on their backs. [1]
- ↪ Foot play is great for desensitizing the feet for later standing and walking. [1]
- ↪ Foot play is also working the critical abdominal muscles that are needed for every motor skill: rolling, side-lying, sitting, and walking. [1]
- ↪ Infants prefer you singing to them rather than speaking to them and they like music best when it is sung just for them. [2]

#### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:

- ☐ PD3 Engage in sensory activities and play
- ☐ PD9 Move freely as they begin to control their own bodies, starting with the head and back and progressing to the arms and legs
- ☐ LL2 Show interest in language of others
- ☐ SE2 Discover own body

#### MATERIALS:

- A mat or towel for the infant to lie on

#### PROCEDURE:

**On the Floor:** Carefully lay the infant in the center of a mat or towel on their back.

1. Gently hold the infant's ankles and move the feet and legs back and forth in a bicycle pedaling motion.
2. As you move their legs, sing the following song (to the tune of "Twinkle, Twinkle Little Star"):

*Wiggle, Wiggle little toes.*

*Oh, my goodness what a pose!*

*Up above your head so high.  
Dancing way up in the sky.  
Wiggle, Wiggle little toes.  
Won't you come and touch my nose!*

3. When you sing the last line, take the infant's feet and move them toward the nose, touching it if they are that flexible.
4. Repeat this exercise several times and vary the speed of the leg movements. Start slow and then increase the tempo of the singing and the speed of the leg movements.
5. This activity can be repeated several times a day on a daily basis.

**ADAPT:**

- ◆ Wear soft gloves and see if the infant responds differently to your touch.
- ◆ If you are not comfortable singing, say the words rhythmically and with expression
- ◆ Adapt the song to use other body parts. Your rhymes do not have to be great!  
*Wiggle, Wiggle little hand.  
Oh, my goodness what a band!  
Up above my head so high.  
Dancing way up in the sky.  
Wiggle, Wiggle little hand.  
Won't you clap clap with my band!*

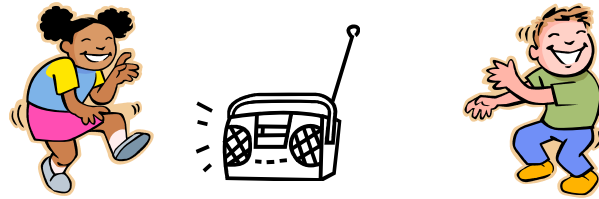
**Try doing this activity in a chair:** Place the infant in your lap on their back, with head supported by your knees and hips flexed.

**EXTEND:**

- ◆ When you sing the last line of the song count out loud as you move the infant's toes toward the nose or as you help them clap.
- ◆ Vary the speed you use to sing the song (and move the infant's limbs) and the intensity of your movements to match the infant's level of alertness. If the infant is drowsy, sing (and move) softly, gently, and slowly. As the infant becomes excited, increase the vigor and speed.
- ◆ Encourage the infant to move the legs (or arms) on their own while you sing. Don't forget to tell the infant what a great job they are doing.

Birth to 12 months

## MOVIN' TO MUSIC



### DID YOU KNOW . . .

- ↪ Infants are born to be musical and to understand the pitch structure of any musical culture. [2]
- ↪ Infants prefer you singing more slowly, at a higher pitch level, with exaggerated rhythm, and in a more loving or emotionally engaging manner than when you sing alone. [2]
- ↪ Movement is a major component of infants' emotional reactions to music. [2]
- ↪ Musical emotions can trigger infants' limbic system. [2]

#### INFANTS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- LL1 Show interest in sounds
- PD12 Interact with people and environment through movement and body awareness
- SE2 Discover own body

#### MATERIALS:

- Music with various rhythms and patterns on a cassette or CD
- A cassette or CD player

#### PROCEDURE:

##### On your Feet

1. Select a type of music and turn on the cassette or CD player. Make sure the music can be heard but the volume is not too loud.
2. Carefully hold the infant in your arms.

3. Begin to move to the music in different ways such as walking, running, skipping, jumping, galloping, sliding, swaying, tiptoeing, etc. Talk or sing to the child describing your motions.
4. Try to move one way for about a minute. Look at the infant and see if they are enjoying the movement.
  - ▶ If so, continue that movement for another minute or two.
  - ▶ If not, try another type of movement.

**ADAPT:**

- ◆ Hold the infant in different ways during the movements.
- ◆ Hold an older infant, back against your chest. This allows the infant to look around during the movements.
- ◆ Cradle a younger infant or hold close to your chest with the head supported.

**Try this activity in a chair:**

- ◆ 1. Select a type of music and turn on the cassette or CD player. Make sure the music can be heard but the volume is not too loud.
- ◆ 2. Place the infant in your lap, back toward you. Place your hands around their trunk.
- ◆ 3. As the music plays move to the rhythm of the music, back and forth and up and down. Look to see if the infant is enjoying it, if not try a different movement.

**EXTEND:**

- ◆ Incorporate music from other cultures (African, Latin, Japanese, Hawaiian, Indian music, and so on).
- ◆ Use music with different rhythms (classical, polka, salsa, rock and roll, country, blues, jazz, and so on.).

**FAMILY ACTIVITY TO DO AT HOME**

**PROJECT AT HOME:** Give parents the “Movin’ to Music” take home activity and ask them to try it with their infant.

**SHARE WITH PARENTS:** what you know about the importance of exposing infants to music, movement and physical activity at a young age. Encourage them to turn on the radio or their favorite music and move to the music while holding their infant. Remind them that it is never too early to start learning healthy habits for life.

Citations:

1. Liddle, T., L., & Yorke, L. (2004). *Why motor skills matter: Improve your child's physical development to enhance learning and self-esteem*. New York: McGraw-Hill.
2. Peretz, I. (2006). The nature of music from a biological perspective. *Cognition*, 100(1), 1-32.
3. Trainor, L. J., Clark, E. D., Huntley, A., & Adams, B. A. (1997). The acoustic basis of preferences for infant-directed singing. *Infant Behavior and Development*, 20, 383–396.

## HEALTHY HOME CONNECTION

### MOVIN' TO MUSIC AT HOME

#### WHAT WE DID IN SCHOOL:

- ☐ Our teachers have been helping us move to strengthen our bodies.
- ☐ We have been bicycling in the air, moving our arms, and stretching to touch our toes to our nose.
- ☐ We have also been moving to different kinds of music while being held.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Moving freely as they begin to control their own bodies, starting with the head and back and progressing to the arms and legs
  - ◆ Interacting with people and environment through movement and body awareness

#### WHY IT IS IMPORTANT:

- Babies' foot play is great for desensitizing the feet for later standing and walking and it also works belly muscles that are needed for motor skills.
- Babies are born to be musical and they understand and like many different types of music.
- Babies actually like you to sing to them as well as speak to them.
- Babies like music best when you sing just for them.
- Babies like to move to the rhythm of different music.

#### WHAT YOU CAN DO AT HOME:

- ◆ Turn on the radio, your favorite CD, or a cassette.
- ◆ Pick up your baby and hold securely.
- ◆ Begin to move in different ways in the rhythm of the music (i.e., walking, running, skipping, jumping, galloping, sliding, swaying, tiptoeing).
- ◆ Try to move one way for a minute or so. Then look at your baby to see if they are enjoying the movement.
  - ◆ If so, continue that movement for another minute or two.
  - ◆ If not, try another type of movement.



When you are sitting down, place your baby in your lap, back toward you. Put your hands around their trunk. As the music plays move to the rhythm of the music, back and forth and up and down.

Pay attention to your baby.

- ◆ Which movements does your baby enjoy?
- ◆ Does your baby seem to like when you move quickly or slowly?
- ◆ What expressions is your baby making—smiling, crying, squealing, etc.?

<b>OTHER FUN ACTIVITIES:</b>
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- ❖ Play music from different cultures (African, Latin, Japanese, Hawaiian, Indian music, etc.).
- ❖ Play music with a variety of rhythms (classical, polka, salsa, rock and roll, country, blues, jazz, etc.).
- ❖ Move with your baby to these different types of music.
  - ◆ Who knows, maybe your baby already likes the same type of music you do!

## Healthy Home Connection

Try these fun activities at home and bring this sheet back to school with your child.

Which type of movement did your baby most enjoy?

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What kinds of music did your baby most enjoy?

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# ***Growing, Moving, Learning***

## **Infant Toddler Toolkit**

### **Volume 2: 12-24 Months**



## *Growing, Moving, Learning*

### Infant Toddler Toolkit

#### 12 – 24 Months

Module	Page	Activity	Healthy Home Connection
PA: Animals	B-9	<ul style="list-style-type: none"> <li>• Animal Action</li> <li>• Walking our Dogs</li> </ul>	Animals at Home
PA: Balancing	B-17	<ul style="list-style-type: none"> <li>• Balancing Act</li> <li>• Wacky Walking</li> </ul>	Obstacles at Home
PA: Bean Bags	B-25	<ul style="list-style-type: none"> <li>• Beginning with Bean Bags</li> <li>• Rollie Pollie Balls</li> </ul>	Rollie Pollie Balls at Home
PA: Bubbles	B-33	<ul style="list-style-type: none"> <li>• Bubble Catching</li> <li>• Rhymes and Bubbles</li> </ul>	Bubble Catching at Home
PA: Creeping and Crawling	B-45	<ul style="list-style-type: none"> <li>• Creeping Along</li> <li>• Rolling Right Along</li> </ul>	Crawling at Home
PA: Livin' It Up	B-53	<ul style="list-style-type: none"> <li>• The Kids Go Marching</li> <li>• Jump! Jump!</li> </ul>	Livin' it Up at Home
PA: Pop and Stop	B-61	<ul style="list-style-type: none"> <li>• Jack in the Box</li> <li>• Red, Light, Green Light</li> </ul>	Jack in the Box at Home
PA: Moving from Head to Toe	B-69	<ul style="list-style-type: none"> <li>• Wiggling</li> <li>• Reaching to the Ceiling</li> </ul>	Teddy Bear Moving at Home
PA: Sensory Walks	B-77	<ul style="list-style-type: none"> <li>• Sensory Walk Inside</li> <li>• Going for an Outdoor Sensory Walk</li> </ul>	Sensory Walk at Home
PA: Yoga	B-87	<ul style="list-style-type: none"> <li>• Downward Dog</li> <li>• Tree Pose</li> </ul>	Yoga at Home
HE: Let's Go Bananas	B-97	<ul style="list-style-type: none"> <li>• Let's Make Banana Shakes</li> <li>• Blissfully Banana</li> </ul>	Healthy Snacking at Home
HE: By Myself	B-105	<ul style="list-style-type: none"> <li>• On My Own</li> <li>• Scoop and Dip</li> </ul>	Serving Myself at Home
HE: Food Colors	B-113	<ul style="list-style-type: none"> <li>• Learn and Eat Your Colors</li> <li>• Eating Your Colors</li> </ul>	Count Your Colors at Home
HE: I Can Do It!	B-123	<ul style="list-style-type: none"> <li>• Cut Me Out</li> <li>• Roll Me Up</li> </ul>	Grains at Home
HE: Fun with Puppets	B-131	<ul style="list-style-type: none"> <li>• Healthy Puppets</li> <li>• Healthy Eating Puppet Show</li> </ul>	Snacking at Home
HE: Size Me Up	B-141	<ul style="list-style-type: none"> <li>• Vegetable Burritos</li> <li>• Cucumber Sandwiches</li> </ul>	Kebabs at Home
HE: Fabulous Fairs	B-149	<ul style="list-style-type: none"> <li>• Vegetable Fair</li> <li>• Fruit Fair</li> </ul>	Veggie-Fruit Hunt



## *Growing, Moving, Learning*

### **Infant Toddler Toolkit**

#### **12 – 24 Months**

<b>Module</b>	<b>Page</b>	<b>Activity</b>	<b>Supplemental Items</b>	<b>Specific Items</b>	<b>Supplies</b>
PA: Animals	B-9	Animal Action	Animal Pictures (Picture cards or pictures cut from magazines)	Stop watch (optional) Camera (optional)	None
	B-11	Walking Our Dogs			
PA: Balancing	B-17	Balancing Act	None	Bean bags	Other objects that can be balanced
	B-19	Wacky Walking	None	None	Masking tape
PA: Bean Bags	B-25	Beginning with Bean Bags	None	Lightweight Bean Bags	None
	B-28	Rollie, Pollie	None	A soft, spongy ball	None
PA: Bubbles	B-33	Bubble Catching	None	Container of bubbles Various objects for bubble blowing	Several small bowls or paper plates
	B-36	Rhymes and Bubbles	Bubble Rhymes	Container of bubbles Various objects for bubble blowing	Paper towels for cleaning up Several small bowls or paper plates
PA: Creeping and Crawling	B-45	Creeping Along	None	Music with a beat	Record, cassette or CD player
	B-47	Rolling Right Along	None	Beach towel Small ball	None

PA: Livin' It Up	B-53	The Kids Go Marching	None	None	None
	B-55	Jump! Jump!	None	Rope Hula Hoop for each child	None
PA: Pop and Stop	B-61	Jack in the Box	None	None	None
	B-63	Red Light, Green Light	None	None	Red and green construction paper
PA: Moving From Head to Toe	B-69	Wiggling	None	None	None
	B-71	Reaching to the Ceiling	None	None	None
PA: Sensory Walks	B-77	Going for a Sensory Walk	None	Rough Materials: Bubble wrap, sand paper, buttons, padding for under rug, crumpled paper, burlap Smooth Materials: Velveteen, cotton stuffing or batting, flannel, fleece, cotton, felt	None
	B-80	Going for an Outdoor Sensory Walk	None	An adult hand for each toddler to hold on to during the nature walk	None
PA: Yoga	B-87	Downward Dog	None	A soft mat or carpet	None
	B-90	Tree Pose	None	A soft mat or carpet	None



HE: Let's Go Bananas	B-97	Let's Make Banana Snacks!	None	A jar of wheat germ Bananas Plastic sandwich sized bags that zip closed	Paper plates
	B-99	Blissfully Banana	None	1-1/2 cups vanilla low-fat yogurt 1/2 cup orange juice 1 large ripe banana, peeled and sliced 1 tbsp. of honey (optional) 1/4 tsp. ground cinnamon A blender	small cups (enough for all toddlers)
HE: By Myself	B-105	On My Own	None	Whole grain cereal in a small, light bowl At least 2 soft fruits to try (bananas, melons, etc.) – cut into bite sized pieces	Spoon and a cup or very small bowl for each toddler (for cereal) Small plate (for fruit)
	B-107	Scoop and Dip	None	Whole wheat English muffins Apple butter Bananas or other soft fruit	Small bowls (one for each snack table) - you may also use baskets Large bowls (one for each snack table) Serving spoons (one for each table) Small plates (one for each child)

HE: Food Colors	B-113	Learn and Eat Your Colors	None	Poster board or large piece of paper Magazines/grocery store advertisements	Glue
	B-116	Eating Your Colors	None	A nutritious food (a fruit or vegetable) that is the same color as your class' current "color of the week"	Serving dishes Serving utensil (if necessary)
HE: I Can Do It!	B-123	Cut Me Out	None	1-2 loaves of whole wheat bread Low-fat room temperature cream cheese 3-4 different cookie cutters for each table	Small bowls (one per table) for cream cheese A popsicle stick or plastic knife for each child Paper coffee filters or plates Glasses for milk or water
	B-125	Roll Me Up	None	One package of small wheat tortillas (enough for one for each child) Room temperature low fat cream cheese Diced fruit Bowl for fruit	A popsicle stick or plastic knife for each child Paper coffee filters or plates for each child. Bowl for cream cheese

HE: Fun with Puppets	B-131	Healthy Puppets	None	Easy-to-use animal or people puppets such as sock puppets plastic foods or pictures of healthy foods	None
	B-133	Healthy Eating Puppet Show	None	Easy-to-use animal or people puppets such as sock puppets plastic foods or pictures of healthy foods	None
HE: Size Me Up	B-141	Vegetable Burritos	None	½ cup shredded carrots (steamed for several minutes) ½ cup chopped cucumber ½ cup chopped cauliflower (steamed for about 10 minutes) 2 green onions, thinly sliced 4 ounces shredded low fat cheddar cheese ¼ cup nonfat ranch salad dressing ½ teaspoon chili powder 4 (7 inch) wheat flour tortillas 1 cup torn iceberg lettuce, bite size pieces Juice, milk, or water	1 large mixing bowl
	B-143	Cucumber Sandwich	None	1 cucumber 1 8-oz package of light cream cheese at	1 medium sized bowl plastic knives

				room temperature 1 package of dry Italian seasoning 1 loaf of cocktail rye bread Juice, water, or milk	or popsicle sticks
HE: Fabulous Fairs	B-149	Vegetable Fair	Vegetable place cards	A variety of vegetables Milk or juice	Paper plates Container or bowls Small cups, one for each child
	B-153	Fruit Fair	Fruit place cards	A variety of fruits Milk or juice	Paper plates Small cups, one for each child Containers or bowls

## PHYSICAL ACTIVITY: ANIMAL ACTION

### DID YOU KNOW?

- ↪ Young children are not as active as we think. Studies show some children in childcare are getting only 20-25 minutes of moderate to vigorous physical activity each day. [1]
- ↪ Educators should provide toddlers with time throughout the day to participate in structured physical activities while having fun and modeling an active life style. [1]
- ↪ Screen time for children under the age of 2 is not recommended, including TV, computer, and video games. Show them how to make other choices like being physically active! [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- ☐ PD9: Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs
- ☐ PD10: Increase the strength, balance, and coordination of their bodies
- ☐ PD11: Ability to coordinate their bodies to perform increasingly complex movements
- ☐ SE2: Discover own body

### MATERIALS:

- Animal pictures (picture cards or pictures cut from magazines)
- Stop watch or timer (optional)
- Camera (optional)

**PROCEDURE:**

1. During a small group activity, show toddlers the pictures of different animals.
2. As you show them these pictures, ask them how the animals move.
3. Do they move fast or slow? What body parts do they move? What sounds do they make?
4. Once you have talked with the toddlers about the animals, challenge them to try to act like the different animals by saying things like, “Can you move like a lion?”, “How about like a turtle?”, “Do you know how to fly like an eagle?”.
5. Have the toddlers try to mimic these animals for at least 30 seconds. Talk with the toddlers about the sounds the animals make.
6. After each animal movement, ask them how they are feeling.
7. Is it harder to move like a person or to move like a snake? Why is it harder for you to move like a snake? What is different about your body? What would make it easier for you to move?

**ADAPT:**

- ◆ For younger toddlers, you may need to do this activity individually. Place the pictures low and near mirrors to encourage toddlers to act as the different animals.

**EXTEND:**

- ❖ Help the toddlers extend their movements by moving for a longer period of time in a more complex fashion.
- ❖ Add more animals and talk about where they live and how they move.
- ❖ Take pictures of toddlers moving like different animals and make a class book from these pictures. Mount the pictures you have taken on different colors of construction paper and have the toddlers tell you what to write underneath each picture. Put each picture and the writing in a plastic sleeve. Their ideas are sure to make you smile! This class book will quickly become a class favorite.
- ❖ Next time you do this activity, ask the children to look through the class book to find animals to move like. If the children seem ready, ask them to take turns leading the activity and initiating the movements, with you joining in along with them.

## PHYSICAL ACTIVITY: WALKING OUR DOGS

### DID YOU KNOW...

- ↪ Toddlers need at least 30 minutes of structured or planned physical activity and at least 60 minutes, up to several hours, of unstructured physical activity or free-play each day.[1]
- ↪ Medium to high intensity physical activity, especially when it gets the heart pumping faster, is important for the maintenance of good overall health and fitness.[1]
- ↪ Turn off the TV and help children be active and get breathless by being active with them.[1]
- ↪ Children stop being active when it ceases to be fun; therefore, it is important to make physical activity a part of many different activities and to keep it fun.[1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- ☐ PD11: Ability to coordinate their bodies to perform increasingly complex movements
- ☐ PD14: Engage in daily physical activity, both indoors and outdoors
- ☐ PD16: Experience and learn about healthy lifestyle practices
- ☐ SE1: Express feelings, emotions, and needs in a responsive environment

### MATERIALS:

- Stuffed animals

**PROCEDURE:**

1. Have one animal for each toddler who participates.
2. Ask the children about their experience with animals and pets. Tell them that going for a walk with a pet can be really fun.
3. Have them walk around the room, holding their pet. Have them walk faster or run.
4. Talk about what they see on the walk. Ask the children, “Do you see trees or birds?”, “What else do you see?”.
5. Make the walk a little longer and make more detailed observations.
6. Have the toddlers pretend with you.
7. This age group loves to take on new roles and they will enjoy adding a lot of creativity to this play scenario.
8. Encourage toddlers to take on the role of the animal by barking, panting, and being energetic.
9. Remind them how important it is for animals to be active, too. This will allow them to take on the role of the caregiver.

**ADAPT:**

- ◆ Toddlers can go for shorter walks. They might walk with a friend.
- ◆ If the children seem comfortable with the walk, you could vary the pace, moving faster or slower.

**EXTEND:**

- ❖ Ask those toddlers who have pets what they know about their eating habits. How many times a day do their pets get fed? What do they drink?
- ❖ Have they seen dogs drink soda or juice? What do they think would happen if the dogs drank these sugary beverages?
- ❖ With older toddlers, set up a “pet store” in dramatic play. In this area, place items that would be found in a pet store. For example: pet bowls, pet bed, crate, and study pet toys.
- ❖ Remind them about the water that dogs and cats need to drink, and relate this to the water that the toddlers should be drinking.



### **FAMILY ACTIVITY TO DO AT HOME**

**Activity at Home:** Give parents the “Animals at Home” take-home sheet and tell them to have fun walking stuffed animals with their children. Another option would be to talk with families about how children did with the activity ideas sent home

**Share with Parents:** what you know about the importance of getting daily physical activity. Encourage them to go on a family walk at least one time throughout the week.

Citation:

1. Nemours Health & Prevention Services (2009). *Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy*. Newark, Delaware: Nemours Foundation.

## HEALTHY HOME CONNECTION

### ANIMALS AT HOME

#### WHAT WE DID IN SCHOOL:

- ☐ We pretended to be different animals and moved around the room like them.
- ☐ This gave us the opportunity to be physically active in our classroom while having fun at the same time!
- ☐ We talked about the healthy foods that animals eat and what animals drink.

#### WHY IT IS IMPORTANT

- It is important for children and adolescents to participate in a total of 60 minutes or more of physical activity each day.
- Medium to high intensity physical activity, especially when it gets the heart pumping faster, is important for the maintenance of good overall health and fitness.
- Toddlers need at least 30 minutes of structured or planned physical activity and at least 60 minutes, up to several hours, of unstructured physical activity or free-play each day.
- Toddlers stop being active when it ceases to be fun; therefore, it is important to make physical activity a part of many different activities and to keep it fun.
- The American Academy of Pediatrics does not recommend screen time for children under 2 years of age and no more than two hours everyday after age 2.
- Research has shown that outdoor play helps children to be more physically active. In fact, going outside is important to expose children to light for Vitamin D and to get fresh air.

#### WHAT YOU CAN DO AT HOME:

- ◇ Think of different animals with your child. Perhaps you could use stuffed animals or find pictures of animals to start the conversation.
- ◇ Talk with your child about whether the animal moves quickly or slowly? What body parts do they move? What sounds do they make?
- ◇ Once you have talked with the toddlers about the animals, challenge them to try to act like the different animals by saying things like, “Can you move like a lion?”, “How about like a turtle?”, “Do you know how to fly like an eagle?”.
- ◇ Have the toddlers try to mimic these animals for at least 30 seconds. Talk with the toddlers about the sounds the animals make.
- ◇ After each animal movement, ask them how they are feeling.

- ❖ Is it harder to move like a person or to move like a snake? Why is it harder for you to move like a snake? What is different about your body? What would make it easier for you to move?

#### **OTHER FUN ACTIVITIES**

- ❖ Call out the names of different animals and find the animals in books. Learn more about them and encourage your child to act and move like the animal. Try to use very active animals like horses, cheetahs, snakes, etc., rather than animals that are slower like turtles.
- ❖ You can have your child try different actions as the animal. For example, “Show me how a frightened bunny would move.” Then, “Show me how a happy bunny would move.”
- ❖ Plan short walks every day with your child. These can be outside or inside. Look for signs of animals, birds, insects, and people that move in different ways. Use these observations as prompts for different ways you could try moving together.

## Healthy Home Connection

Try these fun activities at home and bring this sheet back to school with your child.

**Which kinds of animals did your child act like?**

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**Work with your child to draw a picture of their favorite animal.**

# BALANCING ACT

## DID YOU KNOW...

- ↪ Static balance requires a child to maintain a desired shape while still. [1]
- ↪ Dynamic balance requires the child to maintain an on-balance position while moving, starting, or stopping. [1]
- ↪ Toddlers need to practice both types of balance. [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:

- LL3 Begin to understand gestures, words, routines, communication
- PD10 Increase the strength, balance and coordination of their bodies
- PD11 Ability to coordinate their bodies to perform increasingly complex movement
- SE5 Begin to develop a sense of accomplishment

### MATERIALS:

- Bean bags
- Other objects to be balanced

### PROCEDURE:

1. Have toddlers balance a bean bag on their heads.
2. Encourage them to stand up and sit down, walk fast and slow while balancing it. Talk about what they are doing as they move saying, “You’re walking so quickly while the bean bag is on top of your head.”, “I can tell you’re trying to balance it because you’re walking so carefully.”
3. Then have them balance the bean bags using other body part: shoulders, elbow, knee, foot. Again, describe their actions while they move. Say, “Balancing it on your elbow looks tricky!”, “You’re holding your foot very still to keep the beanbag on top of it.”
4. Have them get down on the floor, feet in the air and balance it on the bottom of one foot and then make it jump like a frog off their feet.

5. Be sure to laugh when the objects fall off.

**ADAPT:**

- ◆ Begin with toddlers being still and put the object to be balanced on them. Talk to them about what they are doing.
- ◆ For toddlers that are having a difficult time balancing the bean bag, have them try other objects and just laugh about it!

**EXTEND:**

- ◆ Encourage toddlers to experiment with balancing a variety of different objects, provide heavy objects as well as light ones.
- ◆ Give toddlers feedback about their posture and hints about how to move to balance objects longer.

## WACKY WALKING

### DID YOU KNOW...

- ↪ It is easier to balance over a wide base of support than a narrow one. [1]
- ↪ A child's center of gravity should be over the base of support for balance when still. [1]
- ↪ When one side of the body goes beyond the base, the other side has to counter balance. [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:

- ☐ PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs
- ☐ PD11 Ability to coordinate their bodies to perform increasingly complex movements
- ☐ DS3 Explore people and objects through touch
- ☐ SE5 Begin to develop a sense of accomplishment

### MATERIALS:

- Masking Tape

**PROCEDURE:**

Have toddlers participate in different kinds of walks on different days.

- 1. Barefoot walks:** toddlers walk in the mud, sand, smooth rocks, and concrete surfaces and finally through a tray of water and talk about how each feels and the sensations involved. Inside use carpet squares, bathmats, woven doormats, foam pads, and so on.
- 2. Walking in a line:** Tape two lines on the floor about 6 inches apart and tell toddlers that they are gymnasts and they are practicing to walk on the balance beam. Have the toddlers walk on the line forward and then backward, keeping each foot on the line. Have toddlers walk pigeon-toed, turning feet out as far as possible, and crossing the front foot over the line each time.
- 3. Walking Sideways:** Toddlers walk to the right one step at a time, bringing their left foot over to touch their right foot. Reverse when moving to the left. If the toddlers are in a circle or two circles, the activity requires less space and can be done in the classroom. In a long line it can be more like “follow the leader.”
- 4. Ostrich:** Toddlers bend forward at the waist, grasp ankles, and walk forward while keeping knees stiff and stretching neck in and out.
- 5. Duck:** Toddlers do a deep knee bend and place hands behind their back; they walk forward one foot at a time, but remain in bent-knee position.

As the toddlers walk, be sure to describe their actions. Ask them which type of movement they like best. Praise all of their efforts.

**NOTE:** These are good rainy day activities and fun ways of moving once the toddlers learn the names of the different walks.

**ADAPT:**

- ◆ Use the above walks, accept the toddler’s attempt and keep the distance short.
- ◆ If balance is a struggle, give toddlers your hand for support initially.

**EXTEND:**

- ◆ Talk to toddlers and get their ideas for variations. Have them invent their own walk and name it after them: the “Ginger Walk.” Encourage others to imitate this walk while you point out the most important features. Talk about how each walk feels to them; that is, could they do the walk for a long or short time and was it hard to keep their balance.



## Balancing

- ❖ The concept behind this is variations on walking. The more different ways toddlers walk the better the motor activity will become. So, make walking fun.

### **FAMILY ACTIVITY TO DO AT HOME**

**Activity at Home:** Give parents the “Obstacles at Home” take home sheet and encourage them to help their child with balancing items.

**Share with Parents:** what you know about the importance of helping the child with balancing activities.

## Citations

1. Graham, G., Holt-Hale, S. A., Parker, M. (2007). *Children moving: A reflective approach to teaching physical education (7<sup>th</sup> ed.)*. New York: McGraw-Hill.

## HEALTHY HOME CONNECTION

### OBSTACLES AT HOME

*Help your child learn how to balance!*

#### WHAT WE DID IN SCHOOL:

- ☐ We have been practicing different walks.
- ☐ We have even invented our own walks.
- ☐ We also have been practicing our balancing by holding different objects on different body parts.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by:
  - ◆ Increasing the strength, balance and coordination of their bodies
  - ◆ Coordinating their bodies to perform increasingly complex movements
  - ◆ Exploring people and objects through touch

#### WHY IT IS IMPORTANT:

- The ability to maintain balance is important for most basic movements.
- Static balance requires a toddler to maintain a desired shape while still. A toddler's center of gravity should be over the base of support for balance when still.
- It is easier for toddlers to balance over a wide base of support than a narrow one
- When one side of the body goes beyond the base, the other side has to counter balance.
- Dynamic balance requires the child to maintain an on-balance position while moving, start, or stopping.

#### WHAT YOU CAN DO AT HOME:

- ◆ Look at how different people and animals walk.
- ◆ After looking at different walks, create your own with your toddler. Be sure to stop, turn, and start as well as walk.
- ◆ As you walk, talk about how each walk feels; that is, could you do the walk for a long or short time and was it hard to keep your balance.
- ◆ Next have your toddler practice balancing a stuffed animal or a bean bag on his head while you and your toddler walk.

**OTHER FUN ACTIVITIES:**

- ❖ You can also work on balancing different objects and weights on different body parts. Help your toddler as he balances, be there to guide and help him if he needs you. Describe what is happening for your toddler. For example, say “You’re walking very slowly so the bean bag is staying on your head!”
- ❖ Or, balance yourself on different body parts or play “Freeze.”
- ❖ But above all, have fun balancing things.
- ❖ To make your own bean bags follow the directions here:  
<http://familycrafts.about.com/od/easysewin1/ss/beanbags.htm>
- ❖ You can use small Beanie Baby toys instead of bean bags. If you don’t have any, they are easy to find at garage sales!

## Healthy Home Connection

Try these fun activities at home and bring this sheet back to school with your child.

Which kind of walks did you and your child do?

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Which one did your child most enjoy? Why?

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How was your child's ability to balance objects?

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## BEGINNING WITH BEAN BAGS

### DID YOU KNOW...

- ↪ Toddlers need practice to master rudimentary manipulative skills like reaching, grasping and releasing to turn them into catching and throwing. [1]
- ↪ Young toddlers can pull things apart, put one object inside another and reach for a different object with each hand. [1]
- ↪ Toddlers trap or hug objects before they actually catch them. [1]

#### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD 3 Engage in sensory activities and play
- PD7 Use and manipulate objects purposefully
- DS18 Explore objects to see how they work, using trial and error to meet challenges
- LL9 Engage in turn-taking back-and-forth exchanges leading to conversation
- SE5 Begin to develop a sense of accomplishment

#### MATERIALS:

- lightweight bean bag(s)

#### PROCEDURE:

1. Before the activity, you should make some bean bags. Directions are provided for a no-sew, Easy Sock Bean Bag.
2. Ask the toddler to sit on the floor. Sit in front of them, facing them and scoot close.
3. Hand the bean bag to the toddler and allow them to explore the bean bag (feel the texture, listen to the sounds, etc.)
4. Take the bean bag from the toddler and gently toss it into the toddler's lap.
5. Encourage the toddler to pick up the bean bag and toss it back to you.

6. Say statements such as, “You caught the bean bag.” “Can you pick up the bean bag?” “Can you toss it back to me?”
7. Repeat the activity many times to encourage the interaction between you and the toddler and try to establish the back and forth interaction.

**ADAPT:**

- ◆ Allow toddlers to explore different bean bags. Begin by handing them back and forth then gently toss them.

**EXTEND:**

- ❖ As toddlers become better at the game, begin to use vocabulary such as “throw and catch.” “Wow! You threw the bean bag to me, great job!”
- ❖ You might say something like “James, we just used the red bean bag. The red bean bag was fun. Now, we are going to use the yellow bean bag. Get ready here comes the yellow bean bag.”
- ❖ As toddlers improve, begin to move farther away so that they must toss the bean bag farther.
- ❖ Use other objects such as balls to toss back and forth.
- ❖ Let children decorate the socks that will become beanbags. This will make them more special.
- ❖ Make some bean bags heavier and some lighter. Ask your child if they can tell the difference between them.

### **Directions for a “no-sew, Easy Sock Bean Bags”**

Things you'll need:

- Socks
- Dry pinto beans
- Empty two-liter bottles (optional)
- Mixing bowl

Directions:

- Acquire all the old mismatched socks in the house. This can be done along with your preschooler. [2]
- Fill a large bowl with dry pinto beans.[2]
- Ask your preschooler to take a handful of beans and to drop them into the sock. While you are doing this, talk about which hand your preschooler is using and ask if he can use the other hand.[2]
- Roll up the sock after you have about two to three handfuls of beans in it. Start at the end of the sock that has all the beans.[2]
- Fold the last bit of material over the sock when you get to the end of the roll.[2]
- Encourage your preschooler to show off his gross motor skills by asking him to throw the no sew bean bags at a target, such as an empty laundry basket.[2]

## ROLLIE, POLLIE

### DID YOU KNOW...

- ↪ Gaining possession or control of an object is a fundamental manipulative skill. [1]
- ↪ Catching begins during toddlerhood. Toddlers often trap objects between their arms and body as they are learning to control an object and return it. [1]
- ↪ You often see two or more manipulative movements combined such as throwing and catching. [1]

#### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD6 Develop and use eye-hand coordination through daily activities
- PD7 Use and manipulate objects purposefully
- DS21 Play with hands, feet and objects in their immediate world
- LL3 Begin to understand gestures, words, routines, communication
- SE9 Build a trusting relationship with a caring adult

#### MATERIALS:

- A soft, spongy ball

#### PROCEDURE:

1. Ask the toddler to sit on the floor.
2. Hand the ball to the toddler and allow for exploration (feel the texture, listen to the sounds, and so on).
3. Sit down on the floor in front of the toddler with about one foot in between you and the toddler.
4. Take the ball from the toddler and gently roll it to her.
5. Encourage the toddler to catch the ball and roll it back to you.



6. Say statements such as, “You caught the ball. Can you pick up the ball? Can you roll it back to me?”
7. Repeat the activity many times to encourage the interaction between you and the toddler and to establish the back and forth interaction.

**ADAPT:**

- ❖ Larger balls are easier for toddlers than smaller ones.
- ❖ Slightly underinflated balls are easier for toddlers to catch and hold.

**EXTEND:**

- ❖ Play the game with different sizes and types of balls. Talk about the differences and how they impact the game.
- ❖ Be sure to let the toddler explore the new ball each time.
- ❖ You might say something like “Sophia, we just used the orange rubber ball. The orange ball was fun to play with, but now, we are going to use the black and white ball. This is a soccer ball. Get ready here it comes.”
- ❖ As toddlers improve, begin to move so that they must roll the ball farther. Be sure to encourage the toddler, “You can do it, Sophia! Roll the ball to me!”

**FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the “Rollie Pollie Ball at Home” take home activity and ask them to play the game with their toddler at home.

**SHARE WITH PARENTS:** what you know about the importance of starting active lifestyles early in toddlers’ lives.

Citations:

1. Haywood, K. M. & Getchell, N. (2005). *Life span motor development* (4th ed.) Champaign, IL: Human Kinetics.
2. How to Make No Sew Bean Bags. (n.d.). eHow.com. Retrieved from [http://www.ehow.com/how\\_2042640\\_make-no-sew-bean-bags.html#ixzz1C3Yvfg19](http://www.ehow.com/how_2042640_make-no-sew-bean-bags.html#ixzz1C3Yvfg19)

## HEALTHY HOME CONNECTION

### ROLLIE POLLIE BALL AT HOME

#### WHAT WE DID IN SCHOOL:

- ☐ Everyone is active in our class.
- ☐ We have been playing fun games with bean bags and balls.
- ☐ We rolled, tossed, and caught different sizes and types of balls and many different beanbags.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by:
  - ◆ Using and manipulating objects purposefully
  - ◆ Developing and using eye-hand coordination through daily activities

#### WHY IT IS IMPORTANT:

- Toddlers need to practice movement skills that provide the foundation for later more complex skills.
- Rolling and trapping turn into throwing and catching as toddlers gain greater control and precision in manipulative skills.
- Toddlers' ability to coordinate information from their senses with movement is supported by simple games.
- Playing simple games helps toddlers begin to develop self-regulation skills.

#### WHAT YOU CAN DO AT HOME:

- ◆ Ask your toddler to sit on the floor and give him a soft ball and encourage him to explore the ball (feel the texture, listen to the sounds, etc.)
- ◆ Sit down in on the floor in front of him, take the ball from him and gently roll it back to him.
- ◆ Encourage your toddler to pick it up and roll it back to you.
- ◆ Say encouraging things such as, "Good job! You caught the ball. Can you pick up the ball? Can you roll it back to me?" If necessary, add some information that will build the skill, such as, "Can you pick it up with both hands?"

- ◆ Repeat the activity many times to encourage the interaction and to establish the back and forth interaction of a game.

**OTHER FUN ACTIVITIES:**

- ◆ Begin to toss and catch the ball back and forth as your toddlers skills improve.
- ◆ Play the Rollie Pollie game with balls of different sizes, colors, or texture.
- ◆ Play the Rollie Pollie game with other objects that can be tossed, such as bean bags.
- ◆ Play games with your toddler that develop skills that will lead to a physically active life style.
- ◆ Try playing with an O-Ball! They are fun and easy to grasp.  
[http://www.rhinotoys.com/product\\_oball\\_orig.shtml](http://www.rhinotoys.com/product_oball_orig.shtml)

## Healthy Home Connection Bean Bags and Rollie Pollie

Try these fun activities at home and bring this sheet back to school with your child.

How did your child do with the rolling activity?

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Which kinds of balls did you use?

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Which kind of ball was easiest for your child to roll and/or catch?

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## BUBBLE CATCHING



### DID YOU KNOW . . .

- ↪ When children have confidence in their ability to be physically active, they are more likely to enjoy physical activities. [1]
- ↪ Higher levels of physical activity during early childhood lead to lower BMI and the acquisition of less body fat by the time of early adolescence. [2]
- ↪ To prevent obesity later in life, it is important to establish an active lifestyle beginning very early in childhood. [2]

#### **TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS**

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- DS3 Explore people and objects through touch.
- DS11 Realize that a specific action is caused either through their own body or their own actions.
- DS21 Play with hands, feet and objects in their immediate world
- PD6 Develop and use eye-hand coordination to perform a variety of tasks
- SE2 Discover own body

#### **MATERIALS:**

- Container of bubbles
- Various objects for bubble blowing (wands, slotted spoons, etc.)
- Several small bowls of bubble solution

- ⊙ Paper towels for cleanup

**PROCEDURE:**

1. While you are outside, blow bubbles for the toddlers to pop.
2. Encourage them to pop the bubbles any way they can.
3. See if they can pop the bubbles with different body parts.
  - ▶ Encourage them to pop the bubbles with two hands, head, knee, foot and so on. Know this is a challenge for them and more fun that reality.
4. After they have popped bubbles with all different body parts, have them make their own bubbles while others pop them.
5. As they blow the bubbles, talk with them about their bodies.
6. Challenge them to blow softly and then to blow as hard as they can. Describe what happens by saying, “Look how many bubbles you made when you blew hard.” or “You blew softly and made one big bubble!”
7. Have them feel their stomach as the air moves in and out.
8. Talk about the process of blowing in the bubbles, as well as what happens and its relationship to their body.
9. Note: Watch the toddlers carefully to ensure that they do not put soapy fingers, hands or bubbles in their mouths.

**ADAPT:**

- ◇ Use a variety of bubble blowers from which the toddlers may choose including some that have to be blown and others that can be waved.
- ◇ There are a variety of commercially available bubbles known as slow bubbles that are easier for young children to catch. Use these to help children who have trouble catching the bubbles.
  - ◆ Remember the main goal here is to get the toddlers moving.

**EXTEND:**

- ❖ Guide toddlers to catch bubbles on soapy fingers and bubble blowers.
  - ◆ This will show the toddlers the difference between catching bubbles on wet and dry surfaces. (Don’t expect them to understand the science of it but do expose them to the variation.)
- ❖ If the surface is dry, the bubble will pop. But, if the surface is wet, it will not burst the bubble.

- ◆ For example, when catching a bubble with a wet, soapy hand, the toddlers may be able to stick their finger completely through the middle of the bubble without popping it.

## RHYMES AND BUBBLES

### DID YOU KNOW . . .

- ↪ Fun in physical activity and the support of family, teachers and friends increases the likelihood that children will participate in vigorous physical activity. [3]
- ↪ Early care and education centers are a strong determinant of children's physical activity. [4]
- ↪ The quantity and quality of physical activity time can vary across settings depending upon indoor space, supervision, gross motor play equipment, and outdoor play area. [4]

#### **TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS**

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- DS23 Use props and people as they engage in make believe play and act out simple themes
- LL10 Show interest in rhymes, books, stories and songs
- PD5 Touch, grasp, reach and explore people and objects
- SE7 Develop self-control

#### **MATERIALS:**

- Bubble rhymes (attached)
- Container of bubbles
- Various objects for bubble blowing (wands, slotted spoons, etc.)
- Several small bowls of bubble solution
- Paper towels for cleanup

#### **PROCEDURE:**

1. While toddlers are involved in free play, find an open area to catch bubbles and say or chant rhymes.



- ▶ Rhymes may add interest to what you are doing.
- 2. Say or chant the attached rhymes or put on music to move to.
- 3. After saying the rhymes, tell the toddlers that you are going to pretend you are a bubble.
  - ▶ Move slowly, floating like a bubble and invite the toddlers to follow your lead.
- 4. As they join in pretend that the wind comes up and then there is a storm and the bubble is getting blown about. Move your body in tune with the “weather” that is occurring.
- 5. After the storm (fast bubble version), **STOP** and have the toddlers feel their heartbeats.
- 6. Ask the children what they feel.
- 7. Next have a slow “weather” day and move slowly and —**STOP** and have the toddlers feel their heartbeats.
- 8. Continue with the rhymes and changing “weather” until the toddlers’ have lost interest.
- 9. Note: Toddlers are not expected to count their heart rate but rather develop a connection between their level of activity and how fast their heart rate is.

**ADAPT:**

- ◊ Some toddlers will need a teacher helping them one on one to move like a bubble or catch a bubble and give it to them.
- ◊ Find a nonwindy place so the bubbles do not move as fast and try to blow or wave the bubbles close to the child..

**EXTEND:**

- ❖ Ask children to describe bubbles and what they think it might feel like to be a bubble floating in the air.
- ❖ Do bubble making on a windy day so the toddlers have to chase the bubbles.

**FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the “Bubble Catching at Home” activity and ask them to try blowing bubbles with their children.

**SHARE WITH PARENTS:** what you know about the importance of being physically active and establishing healthy habits from an early age. Remind parents that exercising as a whole family is fun and healthy!

Citations:

1. Dishman, R. K., Motl, R. W., Sallis, J. F., Dunn, A. L., Birnbaum, A. S., et al. (2005). Self-management strategies mediate self-efficacy and physical activity. *American Journal of Preventive Medicine*, 29(1), 10-18.
2. Moore, L. L., Gao, D., Bradlee, M. L., Cupples, L. A., Sundarajan-Ramamurti, A., et al. (2003). Does early physical activity predict body fat change throughout childhood? *Preventive Medicine: An International Journal Devoted to Practice and Theory*, 37(1), 10-17.
3. De Bourdeaudhuij, I., Lefevre, J., Deforche, B., Wijndaele, K., Matton, L., et al. (2005). Physical activity and psychosocial correlates in normal weight and overweight 11 to 19 year olds. *Obesity Research*, 13(6), 1097-1105.
4. Finn, K., Johannsen, N., & Specker, B. (2002). Factors associated with physical activity in preschool children. *The Journal of Pediatrics*, 140(1), 81-85.
5. Magic Bubbles. (n.d.). Retrieved from [http://www.creativekidsathome.com/activities/activity\\_5a.html](http://www.creativekidsathome.com/activities/activity_5a.html).



### **BUBBLE CHANT**

(Blow bubbles while you chant)

*Bubbles, bubbles everywhere,  
Gently flowing through the air,  
Bouncing up and down without a care,  
Bubbles, bubbles everywhere!*

### **FIVE LITTLE BUBBLES**

(Toddlers can clap hands when you say “POPPED”)

*Five little bubbles floating to the floor,  
Then one bubble POPPED and then there were four.  
Four little bubbles round as can be,  
Until one bubble POPPED, and then there were three.  
Three little bubbles were flying just to you,  
And then one bubble POPPED, and then there were two.  
Two little bubbles were having so much fun,  
Until one bubble POPPED, then there was only one.  
One little bubble round as the sun,  
Until that bubble POPPED, and now there are none!*



## HEALTHY HOME CONNECTION

### BUBBLE CATCHING AT HOME

#### WHAT WE DID IN SCHOOL:

- ☐ We have been catching, blowing, and even listening to rhymes about bubbles.
- ☐ We pretended to be bubbles floating through the air and then a storm came up and we twirled and moved very fast.
- ☐ We pretended to float high in the air, low to the ground, fast, and slow.
- ☐ We are so fascinated by bubbles!
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Developing and using eye-hand coordination to perform a variety of tasks
  - ◆ Touching, grasping, reaching and exploring people and objects

#### WHY IT IS IMPORTANT:

- When children have confidence in their ability to be physically active, they are more likely to enjoy physical activity.
- An active lifestyle beginning in early childhood will help prevent obesity later in life.
- Fun activities and the support of family and friends are important for children to participate in vigorous physical activity.
- Early care and education settings are a strong determinant of children's levels of physical activity.

#### WHAT YOU CAN DO AT HOME:

- ◆ Blow bubbles so your child can catch them. Try this on a windy day so that the bubbles move quickly. This will get your child running after the bubbles.
- ◆ Working with your child at blowing bubbles helps her become more aware of her breathing and how this can vary with how active she is.
- ◆ Show your child how she can run with the wand and leave a trail of bubbles behind.

- ◆ Direct your child to pop the bubbles with different body parts: two hands, one finger, thumb, elbow, head, knee, foot as you direct him. Happy bubble blowing!!
- ◆ Talk with your child about what you see happening. Say, “Wow, you blew so many tiny bubbles” or “Look at that gigantic bubble you just blew!”

<b>OTHER FUN ACTIVITIES:</b>
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**Act like a bubble with your child.**

- ◆ Climb on top of a log or low bench or even a stair.
- ◆ Jump down like a bubble would fall to the ground.
- ◆ When you land yell “POP!” and encourage your child to do what you do.
- ◆ Make sure the area you are jumping down to is safe and free from rocks or other sharp objects.
- ◆ This website lists lots of ways to make your own bubbles at home:  
<http://bubbleblowers.com/homemade.html>
- ◆ This article lists many common items that can be made into bubble wands that produce bubbles of all sizes:  
[http://www.associatedcontent.com/article/343050/how\\_to\\_make\\_homemade\\_bubbles\\_and\\_bubble.html?cat=25](http://www.associatedcontent.com/article/343050/how_to_make_homemade_bubbles_and_bubble.html?cat=25)



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Until one bubble POPPED, then there was only one.  
One little bubble round as the sun,  
Until that bubble POPPED, and now there are none!*

## Bubble Recipes

All of these bubble recipes make great bubbles for kids. The Magic Bubble recipe makes bigger bubbles that last a bit longer. [5]

### Basic Bubbles

2 T dish soap  
1 cup water

### Sweet Bubbles

1 T corn syrup  
2 T dish soap  
1 cup water

### Magic Bubbles

1 T glycerin  
2 T dish soap  
9 oz water

### Color Bubbles

1 cup liquid tempera paints  
2 T dish detergent  
1 T liquid starch

Hints for making bubble solutions

- Mix up the recipes the day before for best results.
- Glycerin is inexpensive and can be found in most drug stores. The children think that the bubbles are so much better that it is worth keeping a small bottle on hand.
- Do NOT use the Sweet Bubbles recipe if you have bees or wasps in your yard.
- Color Bubbles can be a bit messy. Be sure to use paint that can wash out. You can add a little water if the mix is too thick.

## Healthy Home Connection Bubble Catching at Home

Try these fun activities at home and bring this sheet back to school with your child.



What was your child's favorite way to make the bubbles?

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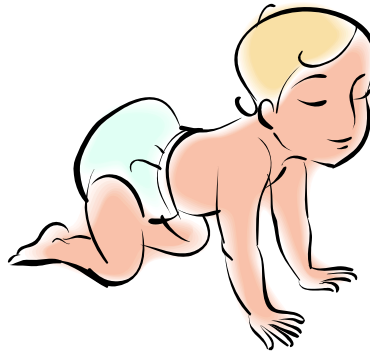
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Help your child to draw a picture of the two of you blowing bubbles together.



## PHYSICAL ACTIVITY: CREEPING ALONG



### DID YOU KNOW...

Toddlers need at least 30 minutes of structured or planned physical activity and at least 60 minutes, up to several hours, of unstructured physical activity or free-play each day.[1]

Medium to high intensity physical activity, especially when it gets the heart pumping faster, is important for the maintenance of good overall health and fitness.[1]

Screen time for children under the age of 2 is not recommended; including TV, computer, and video games. Show them how to make other choices like being physically active! [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- ☐ PD10: Increase the strength, balance, and coordination of their bodies
- ☐ PD11: Ability to coordinate their bodies to perform increasingly complex movements
- ☐ PD12: Interact with people and environment through movement and body awareness
- ☐ SE10: Engage with other children

**MATERIALS:**

- ⊙ CD player
- ⊙ music with a beat

**PROCEDURE:**

1. Have the toddlers participate in various types of creeping and crawling activities.
2. Play music to set the pace and help toddlers keep a rhythm.
3. Have the toddlers:
  - Turtle creep—on hands and knees with a small blanket on top of the toddler (the blanket looks like a shell). Talk to the toddlers about turtles and the purpose of the shell.
  - Texture creep—have them creep on a path of different textures (carpet squares, welcome mats, bubble packing, etc.) and talk about how the different textures feel. Have toddlers do this activity outside on a nice day.
  - Snake crawl—slither with stomach on floor using only arms to pull.
  - Obstacle course—crawl through a course made of boxes or chairs, barrels, boards, hula hoops, etc.
  - Tape trail—crawl or creep around the room following a tape trail that you make.

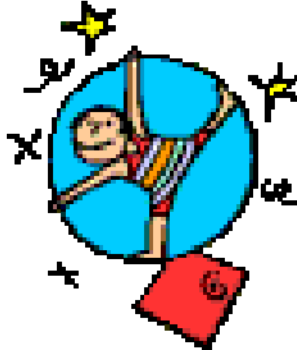
**ADAPT:**

- ◇ Make the distance shorter and encourage any kind of locomotion on the floor.

**EXTEND:**

- ❖ Encourage the toddlers to think about the different crawling experiences and what each feels like.
- ❖ Talk with the toddlers as they are crawling. Ask questions about how they are moving their head, hands, and feet in different ways.
- ❖ Discuss with toddlers when crawling or creeping might be a useful way to move. Have toddlers participate in thinking up variations.
  - ◆ Comment: creeping and crawling are skills toddlers probably have mastered, so variations will add interest.
  - ◆ Note: When creeping or crawling outside, clear the area of harmful objects.

## PHYSICAL ACTIVITY: ROLLING RIGHT ALONG



### DID YOU KNOW...

It is important for children and adolescents to participate in a total of 60 minutes or more of physical activity each day.[1]

Turn off the TV and help children be active and get breathless by being active with them.[1]

Research has shown that outdoor play helps children to be more physically active. In fact, going outside is important to expose children to light for Vitamin D and to get fresh air.[1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD10: Increase the strength, balance, and coordination of their bodies
- PD11: Ability to coordinate their bodies to perform increasingly complex movements
- PD12: Interact with people and environment through movement and body awareness
- SE2: Discover own body

**MATERIALS:**

- Beach towel
- Small ball

**PROCEDURE:**

1. Have the toddlers participate in various types of rolling activities on a rug or on the grass. Ask them to:
  - ▶ Log roll—extend hands over the head, keep feet together and roll.
  - ▶ Ball roll—extend hands over the head, hands holding a ball and roll.
  - ▶ Torpedo roll—keep hands close at sides of body and roll.
  - ▶ Windmill roll—put one arm above head, one arm at the side and roll.
  - ▶ Down hill roll—roll down a hill or incline.

**ADAPT:**

- ◆ Use the above rolls, support the toddler’s attempts and keep the distance short.

**EXTEND:**

- ◆ Encourage the toddlers to think and talk about the different rolling experiences and how each feels.
- ◆ Talk with the toddlers about when rolling might be a useful way to move.
- ◆ Have toddlers think up different variations of rolling.
- ◆ Make up a song with the children about rolling. Sing the song faster or slower and roll with the tempo of the song.

**FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the “Crawling at Home” take home activity and ask them to encourage their toddler to crawl, creep, and roll at home. Another option would be to talk with families about how children did with the activity ideas sent home.

**SHARE WITH PARENTS:** what you know about physical activity. Talk about how important it is to do fun physical activities with their children every day.

Citation:

1. Nemours Health & Prevention Services (2009). *Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy*. Newark, Delaware: Nemours Foundation.

## Healthy Home Connection

### CRAWLING AT HOME

*Creep and crawl around the house with your children!*

#### WHAT WE DID IN SCHOOL:

- ☐ We practiced rolling, crawling, and creeping in different ways. Now that we know how to do these, it is fun to do variations. We also talked about how each one felt.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Increasing the strength, balance, and coordination of their bodies
  - ◆ Ability to coordinate their bodies to perform increasingly complex movements

#### WHY IT IS IMPORTANT:

- Toddlers need at least 30 minutes of structured or planned physical activity and at least 60 minutes, up to several hours, of unstructured physical activity or free-play each day.
- Medium to high intensity physical activity, especially when it gets the heart pumping faster, is important for the maintenance of good overall health and fitness. Help children be physically active and get breathless by being active with them.
- Screen time for children under 2 is not recommended, including TV, computer, and video games.
- Children who are physically active early in life and stay active throughout childhood enjoy many positive benefits to their physical as well as emotional health.

#### WHAT YOU CAN DO AT HOME

- ◆ Have your toddler show you some of the rolling, creeping, and crawling activities we did in class.
- ◆ We moved in many different ways and thought up some of our own movements
  1. Turtle creep—on hands and knees with a small blanket on top of the toddler (the blanket looks like a shell). Talk to the toddlers about turtles and the purpose of the shell.

### Creeping and Crawling

2. Texture creep—have them creep on a path of different textures (carpet squares, welcome mats, bubble packing, etc.) and talk about how the different textures feel. Have toddlers do this activity outside!
3. Snake crawl—slither with stomach on floor using only arms to pull.
4. Obstacle course—crawl through a course made of boxes or chairs, barrels, boards, etc.
5. Log roll—extend hands over the head, keep feet together and roll.
6. Ball roll—extend hands over the head, hands holding a ball and roll.
7. Torpedo roll—keep hands close at sides of body and roll.
8. Windmill roll—put one arm above head, one arm at the side and roll.
9. Downhill roll—roll down a hill or incline.

### OTHER FUN ACTIVITIES:

- ❖ Together practice these different movements to music.
- ❖ Go to the park and climb the jungle gym or a tree.
- ❖ When you are finished with these movements, try to make some up of your own.

## Healthy Home Connection Creeping and Crawling

Try these fun activities at home and bring this sheet back to school with your child.

Which type of creeping did your child enjoy the most?

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Did you create your own form of creeping? Describe.

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Where did your child practice their creeping?

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## PHYSICAL ACTIVITY: THE KIDS GO MARCHING

### DID YOU KNOW...

Toddlers gain considerable control over their bodies so that they become more coordinated, stable, and determined to explore every bit of space available to them. [1]

Control over the body starts from top (head) to bottom (toes) and from the middle (trunk) to the outside (extremities). [1]

Children who are physically active early in life and stay active throughout childhood enjoy many positive benefits to their physical as well as emotional health.[1]

It is important for children and adolescents to participate in a total of 60 minutes or more of physical activity each day. For toddlers, it's also important for them to get at least 30 minutes of structured physical activity everyday.[1]

#### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- PD10: Increase the strength, balance, and coordination of their bodies
- PD11: Ability to coordinate their bodies to perform increasingly complex movements
- PD12: Interact with people and environment through movement and body awareness
- SE10: Engage with other children

#### MATERIALS:

- none

**PROCEDURE:**

1. Have the toddlers come in wearing appropriate attire for walking (e.g., sneakers and comfortable outerwear). If it is chilly outside, make sure the toddlers have their hats and mittens on.
2. Line or bunch the toddlers up before going outside on the playground.
3. When outside, walk with the toddlers in a line or bunch. Tell them to walk different ways outside:
  - ✦ marching
  - ✦ slow walking, fast walking, walking sideways, backwards, etc.
  - ✦ step and jump
  - ✦ running
4. Make sure to model and talk about each of these before you walk with the toddlers.
5. Encourage the toddlers to imitate and follow you when you walk with them.
6. Walk, march or move at a moderate to vigorous rate at least one time during the activity. Help them have fun and get breathless!

**ADAPT:**

- ◇ Some toddlers may not be able to do all the different walks. You can hold them by their hand as you do the different walks so that they feel what it is like. Or you can let them join the activity in their own way, doing their own movements, but encourage them to move at a moderate or vigorous rate.
- ◇ Some toddlers may not be that comfortable walking with other children. Spend more time practicing walking with them. You can practice having them walk with and without support.

**EXTEND:**

- ❖ Create enthusiasm and suggest that the toddlers run, walk, or jump to a destination. You may place a cone at the far end of the playground or just use a tree or a swing as the place to go. Walk quickly or run with the toddlers to the named destination and then come back.
- ❖ Pick a song or rhyme and sing it loudly with the toddlers so that you have some rhythm to walk to. This will add fun to the walking or running.
- ❖ Vary the pace of your movement by singing your song faster or slower.

## PHYSICAL ACTIVITY: JUMP! JUMP!



### DID YOU KNOW...

Jumping is a new skill for toddlers, often beginning with jumping off a low object (like a bottom step). Help them get moving by doing it with them! [1]  
Toddlers need at least 30 minutes of structured or planned physical activity and at least 60 minutes, up to several hours, of unstructured physical activity or free-play each day. [1]  
Medium to high intensity physical activity, especially when it gets the heart pumping faster, is important for the maintenance of good overall health and fitness. [1]  
Screen time for children under the age of 2 is not recommended, including TV, computer, and video games. Show them how to make other choices like being physically active! [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- PD10: Increase the strength, balance, and coordination of their bodies
- PD11: Ability to coordinate their bodies to perform increasingly complex movements
- PD12: Interact with people and environment through movement and body awareness
- PD14: Engage in daily physical activity, both indoors and outdoors
- DS23: Use props and people as they engage in make believe play and act out simple themes
- SE2: Discover own body

### MATERIALS:

- a rope
- hula hoops (one for each child)

**PROCEDURE:**

1. Have the toddlers line up before going outside or to an indoor space.
2. Place the rope in a straight line on the ground. Tell the toddlers that you are going to jump over the rope. You may tell them that the rope is a river. By jumping over the rope, the toddlers are really jumping over the river. When they are comfortable with the river add a lake!
3. Place the hula hoops on the ground and have them pretend it is a lake. Tell the toddlers that you are going to jump into and out of the lake (hula hoop).
4. Demonstrate the jumping to the toddlers before they start. Be sure to shake the water off when you jump out!
5. Make slow jumps first. Then jump faster.
6. Jump with both feet first and then one foot.
7. Ask the toddlers to stand next to the rope or hula hoops. Make sure that they are spaced out and will not bump into each other while jumping. And make sure there is only one child for each hula hoop.
8. Tell the toddlers to start jumping the same way you did.
9. Jump with the toddlers and say things like:
  - ✦ *“Jump! Jump! Jump! Slow ...Slow ...Fast ... Faster ... And faster ...”*
  - ✦ *“Jump with two feet! Jump high! Jump low! Jump high!”*
10. Describe what the toddlers are doing while they jump. Remember to demonstrate jumping. Remind they are building strong legs, hearts, bones and lungs when they move their bodies vigorously.
11. Switch the toddlers between the rope and hula hoops.

**ADAPT:**

- ◆ Some toddlers, particularly the young ones, are not capable of jumping or not very skillful. They may step instead of jump over the rope or into the hula. However, tell them to watch you jump very carefully and try to imitate - they may or may not. Talk the children through the activity as much as you can. The important thing is to keep moving and have fun!

**EXTEND:**

- ◆ Jump in sand or on different surfaces!

### **FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the “Livin’ It Up at Home” take home activity and ask them to do it with their toddlers. Another option would be to talk with families about how children did with the activity ideas sent home

**SHARE WITH FAMILIES:** what you know about the different ways of walking and jumping that toddlers can do.

Citation:

1. Nemours Health & Prevention Services (2009). *Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy*. Newark, Delaware: Nemours Foundation.

## HEALTHY HOME CONNECTION LIVIN' IT UP AT HOME

*Try new physical activities with your children at home!!*

### WHAT WE DID AT SCHOOL:

- ☐ We marched, walked, and ran outside. We also practiced jumping! We know our bodies better and what they can do!
- ☐ While doing these activities we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by:
  - ◆ Increasing the strength, balance, and coordination of their bodies
  - ◆ Practicing the ability to coordinate their bodies to perform increasingly complex movements
  - ◆ Interacting with people and environment through movement and body awareness

### WHY IT IS IMPORTANT:

- Toddlers gain considerable control over their bodies so that they become more coordinated, stable, and determined to explore the outer world.
- The American Academy of Pediatrics does not recommend any screen time for children under 2 years of age and no more than two hours everyday after age 2. Being active is important for children.
- Control over the body occurs from the head to toes and from the middle out to their arms and legs. Developmentally, children begin to walk more confidently and are also beginning to run and jump.

### WHAT YOU CAN DO AT HOME:

- ◆ Go outside with your toddler or find a large open space inside.
- ◆ Practice doing at least 3 different movements together with your toddler:
  - ◆ Stretches
  - ◆ Jumping
  - ◆ Walking, Marching
  - ◆ Rolling, Crawling, Balancing.

- ❖ Try to do movements that your toddler does not normally do so that they can experience something new and become more aware of their body.

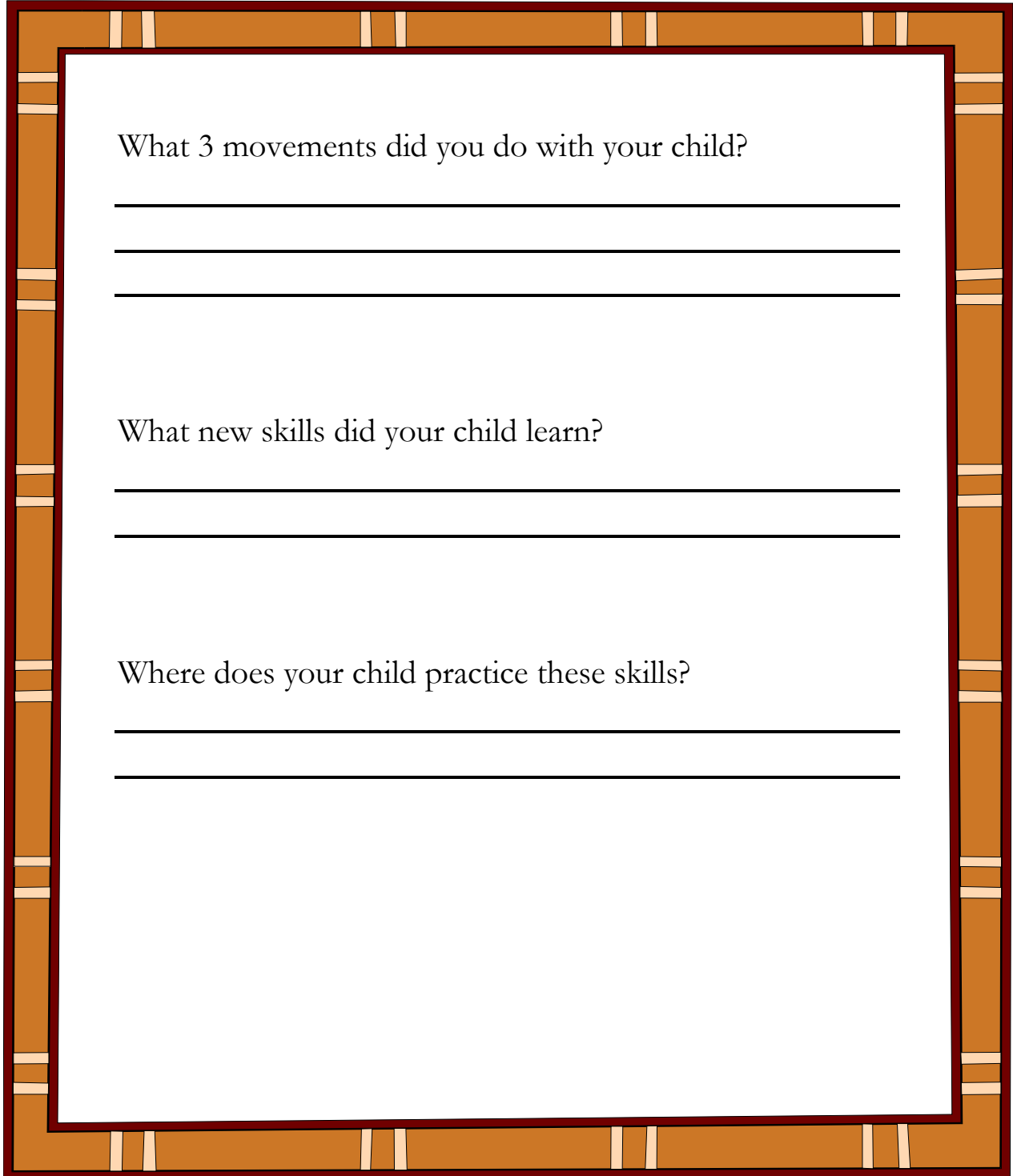
#### **OTHER FUN ACTIVITIES:**

- ❖ Go to the park and have fun activities with your toddler. There are different pieces of equipment they could use to practice motor skills, for example:
  - ✦ Climb up the steps of a slide
  - ✦ Jump off the bottom step of a slide
  - ✦ Crawl through tubes
  - ✦ Bend down to pick up leaves and put them in a bucket
- ❖ Check out <http://www2.nccde.org/Parks/Locations/default.aspx> for a listing of all parks that are local to your address if you live in New Castle County.  
<http://www.co.kent.de.us/Departments/CommunitySvcs/Parks/index.htm> for Kent County and  
<http://sussexcountyde.gov/services/tourism/index.cfm?resource=recreation> for Sussex County.
- ❖ For all other information on activities, parks and other outside recreation activities in Delaware check out:  
<http://www.dnrec.delaware.gov/parks/Information/Pages/InformationIndex.aspx>

## Healthy Home Connection

### Livin' It Up At Home

Try these fun activities at home and bring this sheet back to school with your child.



What 3 movements did you do with your child?

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What new skills did your child learn?

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Where does your child practice these skills?

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## JACK IN THE BOX



### DID YOU KNOW...

- ↪ Although their motor abilities are rapidly emerging, toddlers do not yet possess enough gross motor skill to succeed at all movement activities. [1]
- ↪ Toddlers seem to be in almost constant motion. However, that motion is difficult to be channeled into organized movement activities. [1]
- ↪ Toddlers have an extremely short attention span. It is unrealistic to expect to keep them involved for longer than 20-30 minutes of movement activities. [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- PD10 Increase the strength, balance and coordination of their bodies
- PD12 Interact with people and environment through movement and body awareness
- SE2 Discover own body
- SE7 Develop self-control

### MATERIALS:

- none

### PROCEDURE:

1. Tell a small group of toddlers that you want them to pretend to be Jack-in-the-boxes.

2. Have the toddlers get down on the floor with their weight on their knees and elbows and their head down.
3. Show the toddlers how to “pop”, that is, to jump up standing in a tall position from their original crouched position.
4. Then have them return to the floor wait to pop while you turn the handle and sing. They should not pop until you say the word “pop”.
5. Now, chant on one note:
  - ▶ *“Jack is hiding way down in his box till some one opens the lid and ... “pop”.*

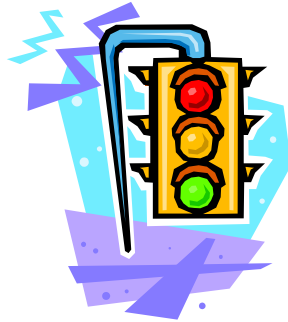
**ADAPT:**

- ◆ Make the time between starting the chant and the pop short.
- ◆ Individualize the chant so you say a child’s name instead of “Jack” (self-concept).

**EXTEND:**

- ❖ Once the toddlers become familiar with how the song works, add some variations to the lesson to practice other skills. For example, you may change this simple one line chant in the following ways:
  - ★ Instead of saying “pop”, the toddlers have to wait until you touch them on the head to “pop” (sensory motor integration).
  - ★ Increase the amount of time before saying “pop” (self-regulation).
  - ★ *“Pop! Oh, it is stuck “pop, pop pop, pop, pop. My goodness! Keep popping! Pop, pop, pop! Don’t stop. I can fix it. Pop, pop, pop! Oh, I think I have it. Pop, pop, pop! Okay, I got it. (Sigh) Thank you so much for popping!”* (increasing activity level).

## RED LIGHT GREEN LIGHT



### DID YOU KNOW...

- ↪ Whenever possible, you should plan movement sessions for morning, as this is the best time for toddlers to participate in movement experiences. [1]
- ↪ Have no more than four toddlers per adult for movement. [1]
- ↪ Music used in a toddler movement activity should make a contribution to the learning experience involved. [1]
- ↪ You should use short, simple songs with basic melodies (e.g., nursery rhymes set to music and songs like “Row, Row, Row Your Boat”). Be prepared to repeat them often. [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- ☐ PD11 Ability to coordinate their bodies to perform increasingly complex movements.
- ☐ LL4 Respond to communication of others
- ☐ DS17 Choose to stay with an activity that interests them
- ☐ SE7 Develop self-control

### MATERIALS:

- red and green construction paper

**PROCEDURE:**

1. Have a small group of toddlers line up in a horizontal line so that they face you instead of each other.
2. Sing the traffic light song, adding either “Green light” or “Red light” to the last verse. If you say or hold up a “Green light”, you also have to say a movement such as jump, walk, run, jog, or march in place.
3. In the middle of the movement, call or hold up a “Red light” and everyone has to freeze in place.
4. When all the toddlers stop, you can wait a couple seconds and then say or hold up a ‘Green light’ and let them continue their movement.
5. During a ‘Green light’ you can change the movement the children do by saying;

*I’m a little traffic light*

*Hanging way up high*

*I like to (movement) high, high in the sky (Green light/Red light)*

6. Before you say “Stop”, keep the amount of time for each movement varied. Therefore, the toddlers cannot anticipate when you will be saying it.
7. Also keep the amount of “stop” time (no movements) varied so that the toddlers never know when they can start moving again.

**ADAPT**

- ◆ Vary the length of the time toddlers are moving based on their ability but keep them moving until they are breathless

**EXTEND**

- ◆ As children become more skillful increase the amount of time they are active with fewer “red lights.”

**FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the “Jack-in-the-box” take home activity and ask them to sing and play “freeze” games with their toddlers.

**SHARE WITH PARENTS:** what you know about toddlers’ self regulation and need to exercise until they are breathless.

Citations:

1. Pica, R. (2000). *Experiences in movement with music, activities, and theory* (2<sup>nd</sup> ed.). Albany, NY: Delmar.

## HEALTHY HOME CONNECTION



### Jack in the Box at Home

*Play a fun movement game with your child!*

#### WHAT WE DID AT SCHOOL:

- ☐ We practiced controlling our bodies by singing songs and listening for words or phrases.
- ☐ When we heard the cues, we stopped or started actions such as jumping.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Coordinating their bodies to perform increasingly complex movements.
  - ◆ Increasing the strength, balance and coordination of their bodies
  - ◆ Interacting with people and environment through movement and body awareness

#### WHY IT IS IMPORTANT:

- ◎ It is important for toddlers to have experiences in self-regulation. It helps them control their behavior and also be more responsive to cues such as when they are full.
- ◎ Activities that practice self-regulation give toddlers an opportunity to practice it with added supports of other children and teachers.

#### WHAT YOU CAN DO AT HOME:

- ◇ Have your toddler pretend to be a Jack (or Jill)-in-the-box.
- ◇ Have your toddler bend down, with head down and with weight on knees and elbows
- ◇ Show your toddler how to “pop”, that is, to jump up standing in a tall position from their original crouched position.
- ◇ Then have your toddler return to the floor and wait to pop while you pretend to turn the handle and sing. (She should not pop until you say the word “pop”).



Now, chant on one note:

- ◆ *“Jack is hiding way down in his box till some one opens the lid and ... “pop”.*
- ◆ Lengthen the time you wait before saying “pop” (helps self-regulation).
- ◆ Instead of saying “pop”, have your toddler wait until you touch them on the head to “pop”

<b>OTHER FUN ACTIVITIES:</b>
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Play games where children “freeze” and need to wait to be unfrozen or games that use Red light, Green light to help them stop and go.

## Healthy Home Connection

Try these fun activities at home and bring this sheet back to school with your child.



▶ How did your child respond to this activity?

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▶ Was your child able to wait until you said, “Pop” before jumping up?

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▶ Did you play any other ‘Freeze’ games with your child? Which ones?

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# WIGGLING

## DID YOU KNOW...

Toddlers can increase their physical activity by acting out imaginative poems and rhymes. [1]  
These activities foster the development of creativity and expressive language while increasing activity level. [1]  
When songs or rhymes with actions are repeated or done in a series they help build endurance and increase brain activity. [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:

- LL3 Begins to understand gestures, words, routines, communication
- PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs
- PD12 Interact with people and environment through movement and body awareness
- SE2 Discover own body

### MATERIALS:

- none

### PROCEDURE:

1. Talk to children about different movements that you can do with your body.
2. With a small group of interested toddlers chant the song “I Wiggle.”

#### **I Wiggle**

*I wiggle, wiggle, wiggle my fingers. (wiggle fingers)*  
*I wiggle, wiggle, wiggle my toes. (wiggle toes)*  
*I wiggle, wiggle, wiggle my shoulders. (wiggle shoulders)*

*I wiggle, wiggle, wiggle my nose. (wiggle nose)*  
*Now no more wiggles are left in me, (shake head)*  
*I am sitting as still can be. (sit still)*

3. Sing the song again and keep encouraging the toddlers to join in and wiggle.

**ADAPT:**

- ◆ Sing the song more slowly and talk to the toddlers as you go “Can you wiggle your fingers? Great! Keep them wiggling. Now...” and continue.

**EXTEND:**

- ◆ Talk about other body parts you can wiggle, and then incorporate them into the song.

## REACHING TO THE CEILING



### DID YOU KNOW...

Regular exposure to physical activities enables toddlers to gain knowledge needed to master the physical environment as well as promote the development of strength, balance, flexibility and cardiovascular endurance. [1]

#### **TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS**

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- LL3 Begins to understand gestures, words, routines, communication
- PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs
- PD12 Interact with people and environment through movement and body awareness
- SE2 Discover own body

#### **MATERIALS:**

- none

#### **PROCEDURE:**

1. Chant the song Up to the Ceiling, together.

### **Up to the Ceiling**

*Up to the ceiling (raise hands up)*  
*Down to the floor (put hands down)*  
*Left to the window (point left with the left hand)*  
*Right to the door. (point right with the right hand)*  
*This is my right hand—*  
*Raise it up high (raise right hand)*  
*This is my left hand—*  
*Reach for the sky (raise left hand up, keep right up)*  
*Right hand, left hand,*  
*Twirl them around (twirl hands one over another)*  
*Left hand, right hand*  
*Pound, pound, pound. (Hit fists together)*

2. Sing the song again and keep encouraging the toddlers to join in and wiggle.

#### **ADAPT:**

- ◆ Sing the song more slowly and talk to the toddlers as you go “Can you reach up high? Great! Keep reaching. Now…” and continue. Don’t actually expect that they will get the left and right hand.

#### **EXTEND:**

- ◆ Talk about other body parts you could use this song for then incorporate those parts with the movements in the song.

### **FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the “Teddy Bear Moving at Home” take-home activity and ask them to do it with their children.

**SHARE WITH PARENTS:** what you know about the importance of movement for toddlers and how important it is to support their moving on a regular basis.

Citation:

1. National Association for Sport and Physical Education. (2002). *Active Start: A statement of physical activity guidelines for children birth to five years*. Oxon Hill, MD: author.

## HEALTHY HOME CONNECTION TEDDY BEAR MOVING AT HOME



### WHAT WE DID IN SCHOOL:

- ☐ We have been chanting songs and moving to each song.
- ☐ We have been practicing different body movements to increase the types of physical activities we do.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by:
  - ◆ Moving freely as they begin to control their own bodies
  - ◆ Interacting with people and environment through movement and body awareness

### WHY IS IT IMPORTANT?

- Regular exposure to physical activities enables toddlers to gain knowledge needed to master the physical environment as well as promote the development strength, balance, flexibility, and cardiovascular endurance.
- Toddlers can increase their physical activity by acting out imaginative poems and rhymes.
- These activities foster the development creativity and expressive language while increasing activity.
- When songs or rhymes with actions are repeated or done in a series they help build endurance and keep the brain active.

### WHAT YOU CAN DO AT HOME:

- ◆ Chant the following song with your child.

**Teddy Bear, Teddy Bear**

*Teddy bear, teddy bear,  
Turn around  
Teddy bear, teddy bear,  
Touch the ground.  
Teddy bear, teddy bear,  
Touch your shoe.  
Teddy bear, teddy bear,  
Say how-di-do.  
Teddy bear, teddy bear,  
Go up the stairs.  
Teddy bear, teddy bear  
Brush your hairs.  
Turn out the light.  
Say goodnight.*

- ◆ Chant slowly and show your toddler how the movements go. As he becomes more familiar with the rhyme, pick up the pace.
- ◆ After singing the song and doing all the movements, with your child think up different things that teddy bear can do and then add them in the song.
- ◆ Read From Head to Toe by Eric Carle with your child. Have your child try out some of the movements in the story.

**OTHER FUN ACTIVITIES:**

- ◆ Ask your child to chant with you the songs and show you the movements that he/she has been learning. If he/she does not remember the words they are provided below. Do these movements and chant these songs together.

**Up to the Ceiling**

*Up to the ceiling (raise hands up)  
Down to the floor (put hands down)  
Left to the window (point left with the left hand)  
Right to the door. (point right with the right hand)  
This is my right hand—  
Raise it up high (raise right hand)  
This is my left hand—  
Reach for the sky (raise left hand up, keep right up)  
Right hand, left hand,  
Twirl them around (twirl hands one over another)  
Left hand, right hand  
Pound, pound, pound. (Hit fists together)*

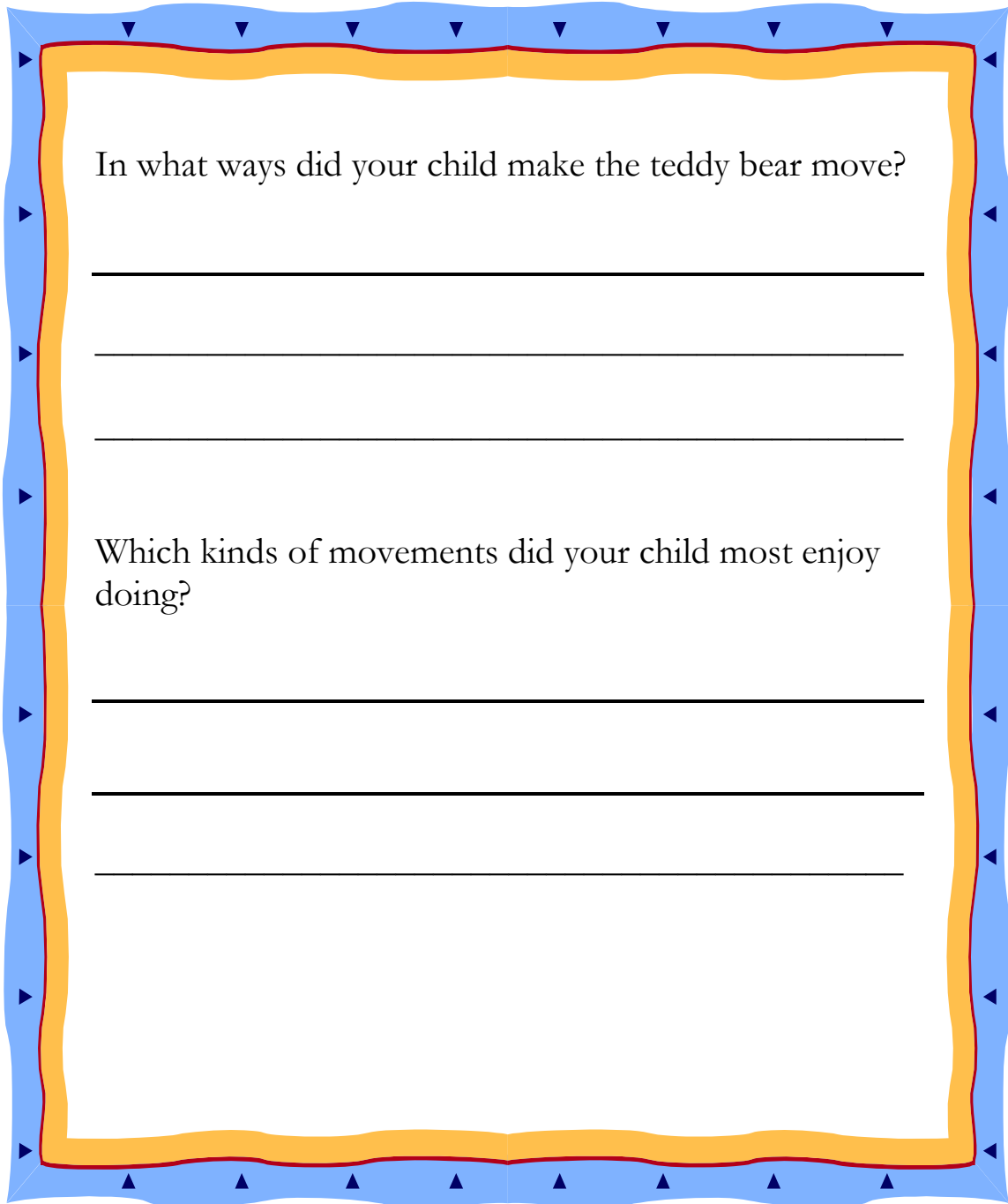
**I Wiggle**

*I wiggle, wiggle, wiggle my fingers. (wiggle fingers)  
I wiggle, wiggle, wiggle my toes. (wiggle toes)*

*I wiggle, wiggle, wiggle my shoulders. (wiggle shoulders)*  
*I wiggle, wiggle, wiggle my nose. (wiggle nose)*  
*Now no more wiggles are left in me, (shake head)*  
*I am sitting as still can be. (sit still)*

## Healthy Home Connection Teddy Bear Moving at Home

Try these fun activities at home and bring this sheet back to school with your child.



In what ways did your child make the teddy bear move?

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Which kinds of movements did your child most enjoy doing?

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## GOING FOR A SENSORY WALK



### DID YOU KNOW...

- ↪ Toddlers use their sense of touch (*tactile system*) to make sense of the world. [1]
- ↪ Motor skills such as walking can be improved if toddlers are exposed to a multi-sensory environment (e.g., skin exposed to different textures). [1]
- ↪ A multi-sensory environment stimulates a child's brain development by engaging many senses at once. [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- DS1 Explore people and objects through touch
- PD3 Engage in sensory activities and play
- PD12 Interact with people and environment through movement and body awareness
- SE1 Express feelings, emotions and needs in a responsive environment
- SE 9 Build a trusting relationship with a caring adult

### MATERIALS:

#### ROUGH

- ⦿ Bubble wrap
- ⦿ Sand paper
- ⦿ Padding for under rug
- ⦿ Crumpled paper
- ⦿ Burlap

#### SOFT

- ⦿ Velveteen
- ⦿ Cotton stuffing/batting
- ⦿ Flannel
- ⦿ Fleece
- ⦿ Cotton
- ⦿ Felt

### PROCEDURE:

1. Prepare a sensory walk for toddlers by gluing the materials to three poster boards taped together lengthwise.
  - ▶ Place the materials in rows.
  - ▶ The entire width of the poster boards should be covered with the various materials.
2. Place the sensory board in an open area in your classroom.
3. Remove the shoes and socks from the toddlers who would like to go for a texture walk, crawl, roll, twist, stomp or dance on the textures.
4. As they walk over the sensory board, make comments about the different textures they experience. For example:
  - ▶ “I hear the bubble wrap popping under your toes.”
  - ▶ “I bet the sand paper is scratching your feet.”
5. Encourage them to walk over it several times.
6. After the toddler has completed walking and playing on the sensory board, place her shoes and socks back on her feet and say, “I am so happy you went for a walk with me. You are making your body so strong.”

### ADAPT:

- ◆ Watch the toddlers’ reactions to this activity.
- ◆ Toddlers who don’t enjoy these experiences may also resist new foods with different textures.
- ◆ Involve the toddlers who dislike the sensory walk in more activities that use varying textures. For example, you can gently rub textured materials on their arms and hands to increase their awareness and comfort.
- ◆ Toddlers will become more comfortable with multi-sensory environments if they are exposed to them frequently.

Note: Some toddlers are **hyper-responsive** (extra sensitive to touch), some are **hypo-responsive** (not sensitive), and some may be a combination of the two.

### EXTEND:

- ❖ Bring in ‘touch and feel’ books that children can explore to experience even more textures.
- ❖ Try this activity outside.

- ❖ In nature, many senses can be engaged at once.
  - ◆ By walking through a garden, toddlers can see, smell, and touch flowers.
- ❖ Nature walks are rich experiences for toddlers.
- ❖ Remember to let toddlers walk because they need to move their bodies.
  - ◆ This will slow down your walk, but it's worth the time!

## GOING FOR AN OUTDOOR SENSORY WALK



### DID YOU KNOW...

- ↪ Walking is almost a perfect exercise that about everyone can do and can be highly pleasurable. [2]
- ↪ Being driven is the typical way of life for today's children. About 85 percent of children's trips to school are by car or bus. [2]
- ↪ Walking forward, backward, and sideways without support is an important motor milestone for children 12 to 24 months. [2]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- ☐ PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)
- ☐ PD12 Interact with people and environment through movement and body awareness.
- ☐ SE 9 Build a trusting relationship with a caring adult

### MATERIALS:

- ◎ An adult hand for each toddler to hold on to during the nature walk

### PROCEDURE:

1. Toddlers need experiences exploring the world outside their play yard.
  - ▶ Some teachers fear that toddlers may get hurt.
  - ▶ But it is a safe experience if there is an adult hand for each toddler to hold.

2. Tell the toddlers that they are going for an outdoor walk. Tell them they can go for walks in many different places and see many different things. Talk to toddlers about going on walks with their families.
  - ▶ By doing this activity in class, you will help build connections with families.
3. Split the class in groups of three (one adult, two toddlers).
  - ▶ This will give toddlers meaningful time with another toddler and an adult.
4. As you walk, hold on to a toddler's hand and point out things you see in nature. For example:
  - ▶ "Wow, look at how tall that tree is. Why don't we try and stand tall like that tree, arms up high."
  - ▶ "That bird is flying so fast. Let's flap our arms like a bird."
  - ▶ "Look at those green leaves. Let's pretend to twirl like leaves falling."
  - ▶ "I think I see a purple flower right over there. Let's go look."
5. Spend no more than 15 minutes walking.
  - ▶ Remember their legs are a lot shorter than adults; they will become tired more quickly.

#### **ADAPT:**

- ◊ Go for a shorter walk with just one adult and two children rather than the entire class of toddlers.
- ◊ Walk around the yard and notice what is there.

#### **EXTEND:**

- ❖ Include a healthy fruit or veggie snack as a "picnic" if weather permits.
- ❖ Tell the toddlers that their snack was grown outside just like the grass and trees that they saw on their walk.
- ❖ Make this nature walk more challenging for older toddlers by having a scavenger hunt.
  - ◆ Tell the toddlers to look for certain items outdoors.
  - ◆ Give them a bag to collect these items.
  - ◆ Ask the toddlers to talk about what they found when they returned to the room. This will help them practice their oral communication skills.

### **FAMILY ACTIVITY TO DO AT HOME**

**SENSORY WALK AT HOME:** Give parents the "Sensory Walk at Home" take-home activity sheet.

**SHARE WITH PARENTS** what you know about sensory motor integration. Encourage them to introduce sensory experiences with their toddlers regularly.

#### Citations

1. Haywood, K. M., & Getchell, N. (2005). *Life span motor development* (4<sup>th</sup> ed.). Champaign, IL: Human Kinetics.
2. Pica, R. (2003). *Your active child: How to boost physical, emotional, and cognitive development through age-appropriate activity*. New York: McGraw-Hill.

## HEALTHY HOME CONNECTION SENSORY WALK—AT HOME

### WHAT WE DID IN SCHOOL:

- ☐ We went for a sensory walk in the classroom and outside.
- ☐ We walked barefoot across bubble wrap, sand paper, and many other materials. We walked outside on a variety of surfaces (with our shoes on). We saw many interesting things.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child’s physical health and development by
  - ◆ Exploring people and objects through touch
  - ◆ Engaging in sensory activities and play
  - ◆ Interacting with people and environment through movement and body awareness.

### WHY IT IS IMPORTANT:

- ◎ Toddlers use their sense of touch (*tactile system*) to make sense of the world.
- ◎ Motor skills such as walking can be improved if toddlers are exposed to a multi-sensory environment (e.g., skin exposed to different textures).
- ◎ A multi-sensory environment stimulates a child’s brain development by engaging many senses at once. This enriches her experiences and help her brain develop.
  - ◆ These experiences can also help develop your toddler’s language skills.
- ◎ By sharing a nature walk with your toddler, you are showing her the importance of being physically active.

### WHAT YOU CAN DO AT HOME:

- ◆ Take your toddler for a nature walk.
  - ◆ Make sure that she actually walks.
  - ◆ You will likely hold on to one hand as she takes small steps.
  - ◆ Comment on what you see as you walk.
  - ◆ Be sure to point out all of the things you see, smell, hear and feel.
  - ◆ Ask your child to talk about which things they most enjoy experiencing on the walk.

**OTHER FUN ACTIVITIES:**

- ❖ Take off your toddler's socks and shoes and walk around your home.
- ❖ Talk about the different textures and how they feel.
- ❖ Gently rub your child's hands and feet with different textures and talk about them.
- ❖ Use lotion and talk about what it feels like and what it does.
- ❖ Find some 'touch and feel' books, such as the the ones found here:

<http://us.dk.com/nf/Browse/BrowseStdPage/0,,233288,00.html>

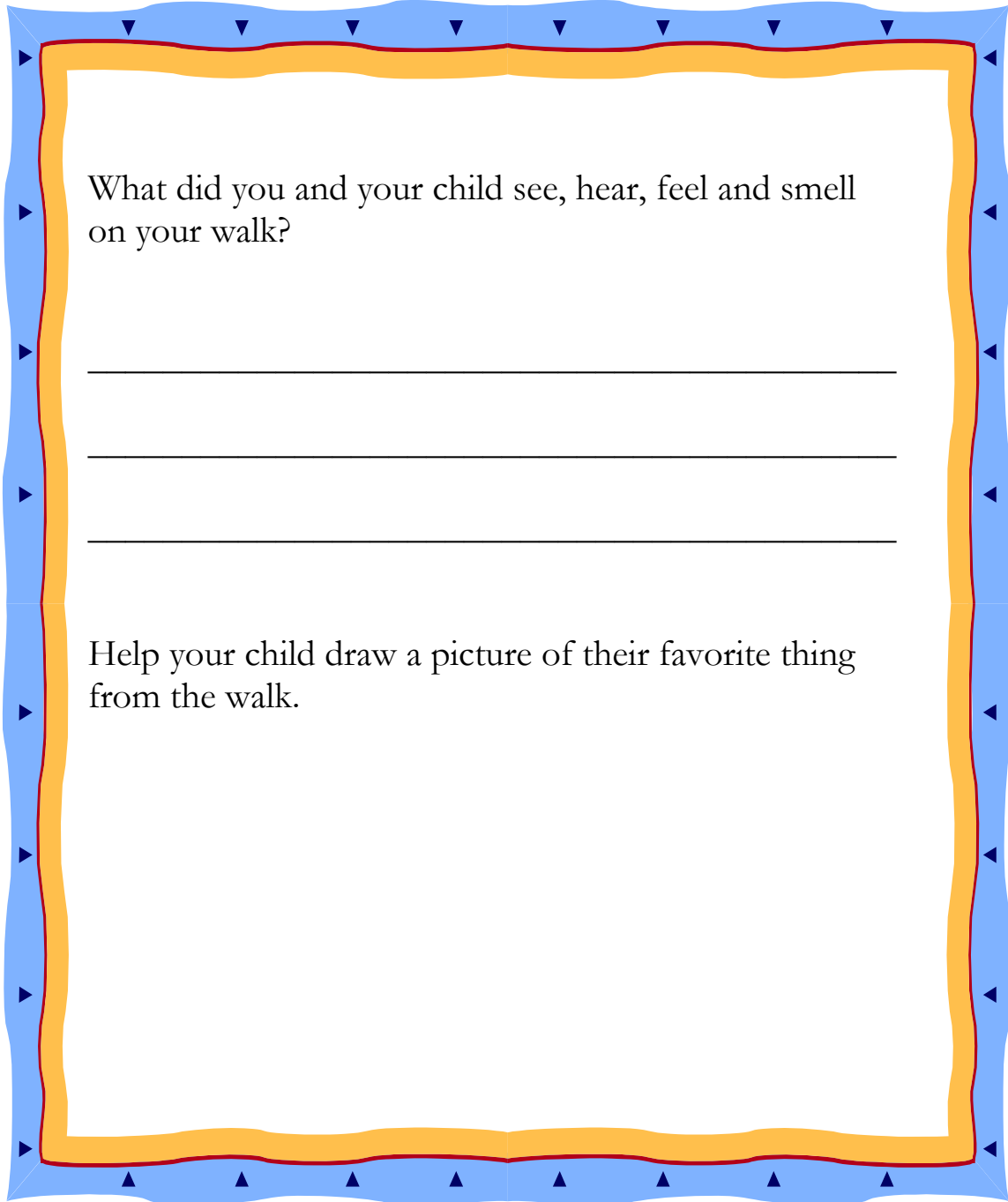
They can also be found at the library. Talk with your child about all of the textures in the books.



## Healthy Home Connection

### Sensory Walk at Home

Try these fun activities at home and bring this sheet back to school with your child.



What did you and your child see, hear, feel and smell on your walk?

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Help your child draw a picture of their favorite thing from the walk.



## DOWNWARD DOG

### DID YOU KNOW...

- ↪ Yoga enhances toddlers' flexibility, strength, coordination, and body awareness. [1]
- ↪ In addition, their concentration and sense of calmness and relaxation improves. [1]
- ↪ The entire room may be the toddler's yoga space. Mobile toddlers will be interested in exploring the room and other children. Follow them and gently guide them into the pose wherever they are. [2]
- ↪ Infants who are learning to crawl or are getting ready to walk naturally move in the Downward Dog position. This pose is very familiar to toddlers.[ 2]

#### **TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS**

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- ☐ PD10 Increase the strength, balance and coordination of their bodies
- ☐ PD11 Ability to coordinate their bodies to perform increasingly complex movement
- ☐ SE2 Discover own body

#### **MATERIALS:**

- Soft mat or carpet

**PROCEDURE:**

Note: Check with parents before beginning baby yoga and talk to them about their feelings about including their infant before you begin.

- ❖ Begin by showing the toddler how to do the pose. Say, “Watch me. I’m going to do Downward Dog.”
- ❖ Bring your hands to the floor, keeping your back flat. Knees should be under the hips and hands need to be under the shoulders.
- ❖ Curl the toes under and lift hips up. Make sure feet are at least hip distance apart.
- ❖ Press into the fingertips and be sure hands are in a comfortable position.
- ❖ Say to toddler, “Look, this is Downward Dog!”



[http://www.google.com/images?rlz=1T4ADFA\\_enUS337US345&q=downward+facing+dog&um=1&ie=UTF-8&source=og&sa=N&hl=en&tab=wi&biw=1259&bih=736](http://www.google.com/images?rlz=1T4ADFA_enUS337US345&q=downward+facing+dog&um=1&ie=UTF-8&source=og&sa=N&hl=en&tab=wi&biw=1259&bih=736)

- ❖ Say, “Now it’s your turn. You can do this, too!”
- ❖ Kneel beside the standing toddler and place hands on the front of the hips.
- ❖ Encourage the hands to reach forward and drop onto the floor. If needed, pull hips up, making sure the feet and hands still touch the floor. Explain to the toddler what you are doing with each step.
- ❖ Release your hold and allow the toddler to hold the pose.
- ❖ Clap and say, “Great job! You’re doing Downward Dog!”

**ADAPT:**

- ❖ For the toddler who is not yet walking, remain kneeling next to the child and hold for the entire pose.
- ❖ Place a small toy on the floor so the toddler knows where to place their hands.

## Yoga

- ❖ Help reluctant toddlers feel more comfortable with the pose by helping them bend up and down several times, keeping their legs straight. Later, move into the full pose.

### **EXTEND:**

- ❖ Have the toddler move into the pose independently.
- ❖ Show toddler how to stand back up straight and repeat the pose several times.
- ❖ This activity was adapted from *Itsy, Bitsy Yoga* Helen Garabedian. Check out the book for other yoga activities.

## TREE POSE

### DID YOU KNOW...

- ↪ Tree Pose is good for toddlers' self-esteem, balance, leg strength and coordination.[2]
- ↪ Toddlers whose movements are acknowledged and praised are likely to continue moving into a healthy, active lifestyle. [2]

#### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:

- ☐ PD11 Ability to coordinate their bodies to perform increasingly complex movements
- ☐ LL3 Begin to understand gestures, words, routines and communication
- ☐ SE9 Build a trusting relationship with a caring adult

#### MATERIALS:

- Soft mat or carpet

#### PROCEDURE:

Note: Check with parents before beginning yoga and talk to them about their feelings about including their infant before you begin.

- ❖ Begin by showing the toddler how to do the pose. Say, "Watch me. I'm going to do the Tree Pose."
- ❖ Stand tall and find a point at which to gaze.
- ❖ Lift one foot and bring it to the side of the other calf or thigh.
- ❖ Hold this position for several seconds, holding your arms out for balance if needed. Say, "See me? I'm standing in Tree Pose. See how I'm balancing on one leg?"
- ❖ Repeat with the other leg.



<http://www.itsybitsyyoga.com/about/abouthelen.html>

- ❖ Now let the toddler have a turn. Kneel or sit behind the standing child.
- ❖ Wrap one arm around the toddler, placing the hand on the belly.
- ❖ With your other hand, hold the toddlers right foot.
- ❖ Ask the toddler to lift that foot you're holding into Tree Pose.
- ❖ Hold the foot in place for several seconds and say, "Look! You're doing the tree pose! You can do it all by yourself!"
- ❖ Repeat 1-3 times and then switch feet.

#### ADAPT:

- ❖ Place a small chair in front of the toddler.
- ❖ Gently lift the toddler's foot into Tree Pose while they hold onto the chair.
- ❖ Say, "Look. You did it. You're doing Tree Pose."

#### EXTEND:

- ❖ Stand in front of the toddler and ask them to lift one foot independently into Tree Pose.
- ❖ Place your hands out so that the toddler can hold onto them for balance if needed.
- ❖ Say, "Look, you did it all by yourself. You're doing the Tree Pose!"
- ❖ This activity was adapted from *Itsy, Bitsy Yoga* Helen Garabedian. Check out the book for other yoga activities.

### **FAMILY ACTIVITY TO DO AT HOME**

**Activity at Home:** Give parents the “Yoga at Home” take home sheet and encourage them to practice the yoga moves at home with their toddler.

**Share with Parents:** what you know about the importance of doing yoga with toddlers.

#### Citations

1. Garabedian, H. (2004). *Itsy bitsy yoga: Poses to help your baby sleep longer, digest better, and grow stronger*. New York: Fireside.
2. Wenig, M. (n.d.). Yoga for kids. Retrieved from <http://www.yogajournal.com/lifestyle/210>.



# HEALTHY HOME CONNECTION

## YOGA AT HOME

*Help your child learn simple yoga poses!*

### WHAT WE DID IN SCHOOL:

- ☐ We learned two yoga poses.
- ☐ We are learning how to move our bodies into new positions and repeating these poses over and over.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Increasing the strength, balance and coordination of their bodies
  - ◆ Coordinating their bodies to perform increasingly complex movements
  - ◆ Discovering our own bodies

### WHY IT IS IMPORTANT:

- Yoga enhance your toddler's flexibility, strength, coordination, and body awareness.
- In addition, their concentration and sense of calmness and relaxation improves.
- Toddlers whose movements are acknowledged and praised are likely to continue moving into a healthy, active lifestyle.
- Infants who are learning to crawl or are getting ready to walk naturally move in the Downward Dog position. This is a pose toddlers are familiar with.
- Tree Pose is good for toddlers' self-esteem, balance, leg strength and coordination.

### WHAT YOU CAN DO AT HOME:

#### **Downward Dog:**

- ❖ Begin by showing the toddler how to do the pose. Say, "Watch me. I'm going to do Downward Dog."
- ❖ Bring your hands to the floor, keeping your back flat. Knees should be flat and hands need to be under the shoulders.
- ❖ Curl the toes under and lift hips up. Make sure feet are at least hip distance apart.

- ❖ Press into the fingertips and be sure hands are in a comfortable position.
- ❖ Say to toddler, “Look, this is Downward Dog!”



[http://www.google.com/images?rlz=1T4ADFA\\_enUS337US345&q=downward+facing+dog&um=1&ie=UTF-8&source=og&sa=N&hl=en&tab=wi&biw=1259&bih=736](http://www.google.com/images?rlz=1T4ADFA_enUS337US345&q=downward+facing+dog&um=1&ie=UTF-8&source=og&sa=N&hl=en&tab=wi&biw=1259&bih=736)

- ❖ Say, “Now it’s your turn. You can do this, too!”
- ❖ Kneel beside the standing toddler and place hands on the front of the hips.
- ❖ Encourage the hands to reach forward and drop onto the floor. If needed pull hips up, making sure the feet and hands still touch the floor.
- ❖ Release your hold and allow the toddler to hold the pose.
- ❖ Clap and say, “Great job! You’re doing Downward Dog!”

### **Tree Pose:**

- ❖ Begin by showing the toddler how to do the pose. Say, “Watch me. I’m going to do the Tree Pose.”
- ❖ Stand tall and find a point at which to gaze.
- ❖ Lift one foot and bring it to the side of the other calf or thigh.
- ❖ Hold this position for several seconds, holding your arms out for balance if needed. Say, “See me? I’m standing in Tree Pose. See how I’m balancing on one leg?”
- ❖ Repeat with the other leg.



<http://www.itsybitsyyoga.com/about/abouthelen.html>

- ❖ Now let the toddler have a turn. Kneel or sit behind the standing child.
- ❖ Wrap one arm around the toddler, placing the hand on the belly.
- ❖ With your other hand, hold the toddlers right foot.
- ❖ Ask the toddler to lift the foot you're holding into Tree Pose.
- ❖ Hold the foot in place for several seconds and say, "Look! You're doing the tree pose! You can do it all by yourself!"
- ❖ Repeat 1-3 times and then switch feet.

#### **OTHER FUN ACTIVITIES:**

##### **For Downward Dog:**

- ❖ Have the toddler move into the pose independently.
- ❖ Show toddler how to stand back up straight and repeat the pose several times.

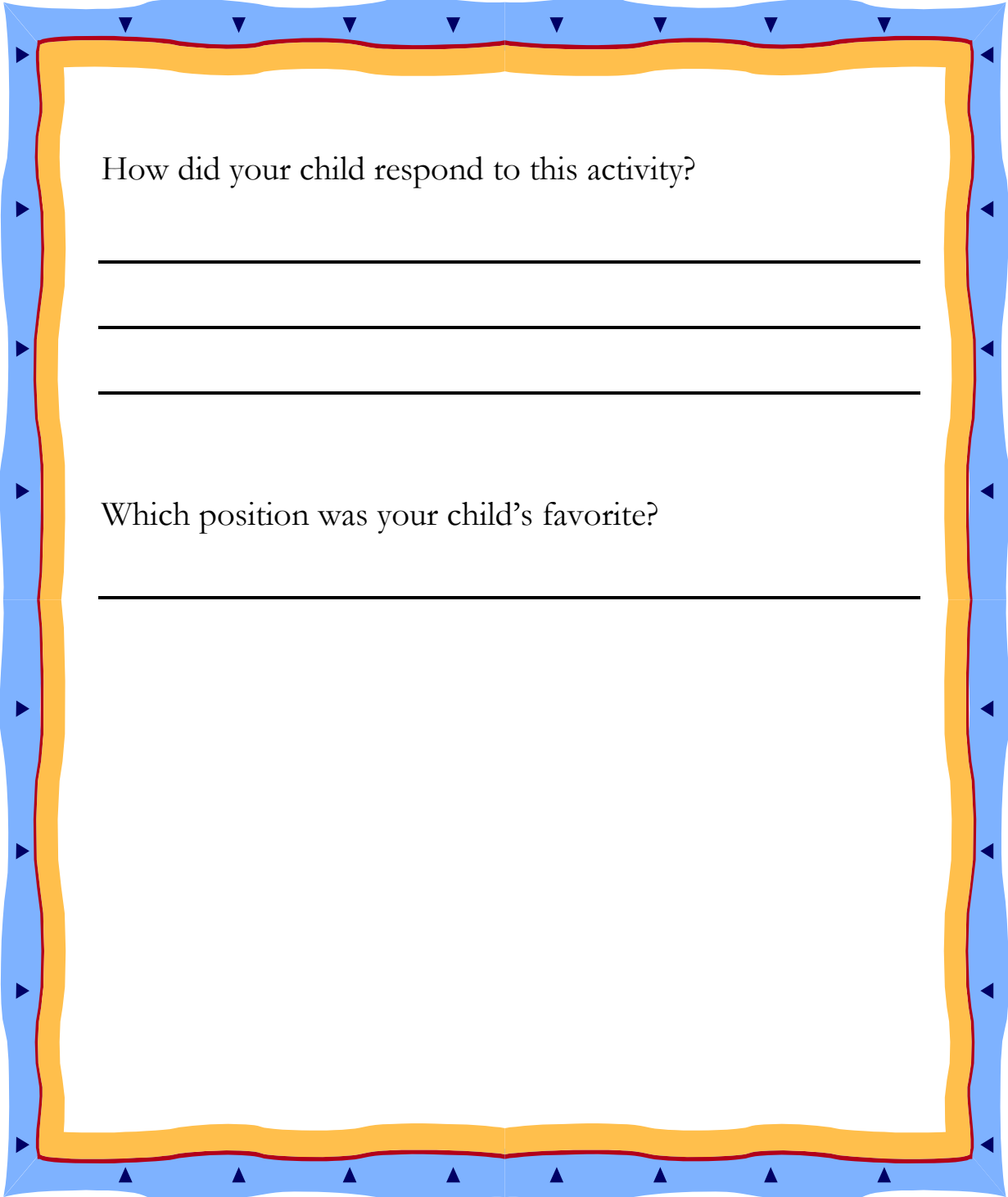
##### **For Tree Pose:**

- ❖ Stand in front of the toddler and ask them to lift one foot independently into Tree Pose.
- ❖ Place your hands out so that the toddler can hold onto them for balance if needed.
- ❖ Say, "Look, you did it all by yourself. You're doing the Tree Pose!"

To learn more yoga poses that you can do with your child, check out the book "Itsy Bitsy Yoga" by Helen Garabedian.( <http://www.itsybitsyyoga.com/products/book.html>)

## Healthy Home Connection Yoga at Home

Try these fun activities at home and bring this sheet back to school with your child.



How did your child respond to this activity?

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Which position was your child's favorite?

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## LET'S MAKE BANANA SNACKS!



### DID YOU KNOW...

- ↪ The more parents withhold access to high calorie snacks and food, the more likely the child will desire them and overeat them when finally allowed. [1]
- ↪ Young children are unpredictable in the time and place they feel hungry. [2]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD5 Touch, grasp, reach and explore people and objects
- PD16 Experience and learn about healthy lifestyle practices
- SE4 Begin to develop independence

### MATERIALS:

- A jar of wheat germ
- Bananas
- Plastic sandwich sized bags that zip closed
- paper plates

### PROCEDURE:

1. Cut half a banana into small pieces (about 1/2 inch).

2. Measure about a tablespoon of wheat germ into a zip lock bag.
3. Have the toddlers pick up the banana pieces and place them in the bag.
4. Ensure that the bag is sealed.
5. Have them shake it so that the piece of banana gets coated with the wheat germ.
6. When the banana is coated, open the bag , and help them (if necessary) put the banana pieces on their plate.
7. Then the toddlers can sit down and eat this for snack.
8. During snack, talk about how they coated the banana with wheat germ and how great it tastes.

**ADAPT:**

- ◇ If toddlers need help shaking the banana in the bag hold your hand over their hand and shake the bag with them.
- ◇ If toddlers are reluctant to try the wheat germ, have them shake a few of the banana pieces in the wheat germ and let them try these before they shake all of them.

**EXTEND:**

- ❖ For variation have the toddlers add yogurt and wheat germ to a small dish of fruit.

## BLISSFULLY BANANA



### DID YOU KNOW...

- ↪ Toddlers who drink sweetened drinks such as soda are at risk for becoming overweight. [3]
- ↪ Excessive weight, failure to thrive, chronic diarrhea, dental caries, and poor nutrient intake (especially calcium) are linked to a disproportionate intake of fruit juices, sodas, and other sweetened beverages. [4, 5, 6]
- ↪ Fortified cow's milk is an important dietary component of a toddler's diet because of its high quality protein, calcium, and vitamins A and D. [2]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- ☐ PD16 Experience and learn about healthy lifestyle practices

### MATERIALS:

- 1-1/2 cups vanilla low-fat yogurt
- ½ cup orange juice
- 1 large ripe banana, peeled and sliced
- 1 tbsp. of honey (optional)
- ¼ tsp. ground cinnamon
- a blender
- small cups (enough for all toddlers)

**PROCEDURE:**

1. Place all the ingredients in the blender container and cover it.
2. Blend on high for about 1 minute or until smooth.
3. Pour the smoothie into small dixie cups for the toddlers to drink.
4. For a thicker smoothie cover and freeze banana slices overnight.

**ADAPT:**

- ◆ Using a straw to drink from may be a fun adaption. You may need to work with the toddlers to teach them how to drink from a straw.

**EXTEND:**

- ◆ To extend this lesson, you can say the name of every ingredient as you put it in the blender. Tell toddlers if it is a fruit or a grain or a spice as you add it.

**FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the “Banana Snack” take-home activity and ask them to try the new snack idea with their toddlers.

**SHARE WITH PARENTS:** how toddlers overeat foods they are not permitted some sweets and how sweetened drinks put toddlers at risk of becoming overweight.

Citations:

1. Orlet-Fisher, J., Rolls, B.J., & Birch, L.L (2003). Children’s bite size and intake of an entrée are greater with large portions than with age-appropriate or self-selected portions. *American Journal of Clinical Nutrition*, 77, 1164-1170.
2. Allen, R. E., & Myers, A. L. (2006). Nutrition in toddlers. *American Family Physician*, 74(9), 1527-1532.
3. Welsh, J.A., Cogswell, M.E., Rogers, S., Rockett, H., Mei, Z., & Grummer-Strawn, L.M. (2005). Overweight among low-income preschool children associated with the consumption of sweet drinks: Missouri: 1999-2002. *Pediatrics*, 115(2), e223-e229.
4. Committee on Nutrition, American Academy of Pediatrics. (2001). The use and misuse of fruit juice in pediatrics. *Pediatrics*, 107, 1210-1213.



5. Dennison, B. A., Rockwell, H. L., & Baker, S. L. (1997). Excess fruit juice consumption by preschool-aged children is associated with short stature and obesity. *Pediatrics*, *99*, 15-22.
6. Smith, M. M., & Lifshitz, F. (1994). Excess fruit juice consumption as a contributing factor in nonorganic failure to thrive. *Pediatrics*, *93*, 438-443.

## HEALTHY HOME CONNECTION

### HEALTHY SNACKING AT HOME

#### WHAT WE DID AT SCHOOL:

- ☐ We tasted a new grain called wheat germ by rolling a banana in it and then eating it.
- ☐ We made a smoothie made with bananas, honey, orange juice, yogurt, and wheat germ. It was deeee-licious.

#### WHY IT IS IMPORTANT:

- ⊙ The more parents withhold access to high calorie snacks and food, the more likely the toddler will desire them and over eat them when finally allowed.
- ⊙ Children who drink a lot of fruit juices, sodas, and other sweetened beverages may experience excessive weight gain, diarrhea, dental caries, and poor nutrient intake (especially calcium).
- ⊙ Fortified cow's milk is an important dietary component of a toddler's diet because of its high quality protein, calcium, and vitamins A and D.
- ⊙ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Touching, grasping, reaching and exploring people and objects
  - ◆ Experiencing and learning about healthy lifestyle practices

#### WHAT YOU CAN DO AT HOME:

- ◆ At home provide your toddler with foods that contain natural sugars such as watermelon, apples, strawberries, or pears.
- ◆ Then allow your toddler to dip these fruits into some wheat germ that you put on a plate.
- ◆ In this way your toddler is eating healthy whole grains and some natural sugars instead of a bleached white grain and processed sugars.
- ◆ For a variation dip fruit in low-fat yogurt and wheat germ.

#### OTHER FUN ACTIVITIES:

- ◆ When you go to the grocery store, look at the different types of whole grains. Experiment with different grains. Use brown or wild rice instead of white rice. Whole wheat couscous is a great substitute for rice and it cooks in 5 minutes.
- ◆ Try some other healthy dip recipes. Look for ones that don't add extra sugar and use fruits to sweeten them.

<http://www.healthy-kids-snacks.com/category/fruit-dip-recipes>

## Healthy Home Connection

### Banana Snack

Try these fun activities at home and bring this sheet back to school with your child.

How did your child enjoy the fruits?

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Did you dip them into anything else? If so, what?

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What fruits are your child's favorites?

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Let's Go Bananas

## HEALTHY EATING: ON MY OWN



### DID YOU KNOW...

- ↪ The ability of young children to self-regulate food intake declines in the second year of life. [1]
- ↪ Portion sizes for children 1 to 3 years vary with the food and the meal. Remember to start small. They need to be offered at least a ¼ cup of fruits or vegetables at every meal and snack.[1]
- ↪ Adults need to be sensitive to children's hunger and satiety cues.[1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- ☐ PD16: Experience and learn about healthy lifestyle practices
- ☐ PD13: Learn about and respect their bodies
- ☐ SE5: Begin to develop a sense of accomplishment

### MATERIALS:

- Whole grain cereal in a small, light bowl
- Spoon and a cup or very small bowl for each toddler (for cereal)
- Small plate (for fruit)
- At least 2 soft fruits to try (bananas, melons, etc.) – cut into bite sized pieces

**PROCEDURE:**

*This is a snack time activity. Make sure children wash their hands before snack. It is easier to refill a small bowl or plate then clean up a larger one but you may need to refill it frequently. Be sure to check all food allergies and substitute when needed.*

1. Place whole grain cereal in a small bowl.
2. Give each child a cup or very small bowl, and as you pass the bowl of cereal have each child spoon some into their own cup or small bowl.
3. Put the fruit on a plate and have the children pass that as well.
4. Tell the toddlers they can have a spoonful of each fruit.
5. Encourage the children to use their fingers to pick up and eat the cereal and fruit.
6. If a toddler asks for more, tell her to take another spoonful of each. If they are full, they can push the plate away.
7. Talk to the toddlers about how the fruits are good for you and make you strong. Tell them that if they are full they can stop eating. Talk about feeling hungry vs. feeling full.

**ADAPT:**

- ◆ Some toddlers may have problems serving themselves. Use a round measuring spoon (a tablespoon) that makes it easier to scoop out the cereal.

**EXTEND:**

- ❖ Whole grain cereal and milk is also a good snack that children can make independently. The pitcher for the milk should be enough for just one toddler. Refill it each time. The first time you introduce pouring, be sure to tell the children that they will have an opportunity to pour their own milk. Then demonstrate, explaining as you pour your own milk. Then talk them through pouring their own milk.
- ❖ Use different seasonal fruits with the whole grain cereal.

## HEALTHY EATING: SCOOP AND DIP

### DID YOU KNOW...

- ↪ Most infants and young toddlers can figure out when they are full and try to stop eating. Little tummies need small portions. Just like adults, when there is a large amount of food on the plate, children will eat it. Start by serving small portions and ask them if they are hungry before serving or allowing second servings.[1]
- ↪ When you introduce a new food to a toddler, it is normal for them to reject it at first. Remember it takes 10 to 15 times. Ask them to just try it and do not expect them to finish the plate.[1]
- ↪ It is important to eat your colors! Different fruits and vegetables provide a variety of important micronutrients and fiber.[1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD13 Learn about and respect their bodies
- PD16: Experience and learn about healthy lifestyle practices
- SE4 Begin to develop independence

### MATERIALS:

- ⦿ Small bowls (one for each snack table) - you may also use baskets
- ⦿ Whole wheat English muffins
- ⦿ Apple butter
- ⦿ Large bowls (one for each snack table)
- ⦿ Serving spoons (one for each table)
- ⦿ Small plates (one for each child)
- ⦿ Bananas or other soft fruit

**PROCEDURE:**

*Be sure to have toddlers wash their hands before this snack time activity. Make sure to check all food allergies and substitute where needed.*

1. Put a large bowl and a small bowl in the center of each snack table.
2. Cut whole wheat English muffins into quarters – so there are 4 pieces from each muffin. There should be 2 pieces for each toddler.
3. Put apple butter in a small bowl with a spoon on each snack table.
4. Pass the muffins first and tell toddlers they can have one for each hand.
5. Pass the apple butter, telling the toddlers to scoop apple butter from the small bowl and put it onto their plate.
6. Model how to take a muffin piece and dip it in the apple butter and then eat it.
7. Put fruit on a plate and have children pass that as well.
8. If children want to get more, tell them to take one scoop of apple butter and one muffin piece, or one scoop of fruit at a time.

**ADAPT:**

- ◆ Some children may not be able to use the spoon to serve themselves the apple butter. Place your hand over theirs and go through the motions with them. Talk with the child about what you are doing.
- ◆ If toddlers are not familiar with apple butter, encourage them to dip and try a small amount.

**EXTEND:**

- ❖ Older toddlers might like to use popsicle sticks to spread the apple butter on the muffin pieces.
- ❖ Provide other snacks that toddlers can dip or spread.

**FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the “Serving Myself at Home” take home activity and ask them to do it with their children at home. Another option would be to talk with families about how children did with the activity ideas sent home.

**SHARE WITH FAMILIES:** what you know about how children should be able to control how much they eat.



By Myself

Citation:

1. Nemours Health & Prevention Services (2009). *Best Practices for Healthy Eating: A Guide to Help Children Grow Up Healthy*. Newark, Delaware: Nemours Foundation.

## HEALTHY HOME CONNECTION SERVING MYSELF AT HOME

*Help your children eat just the right amount!*

### WHAT WE DID AT SCHOOL:

- ☐ We poured and scooped our own snack. We loved it! We practiced letting each other know when we want more food or when we were full. We learned that eating fruits and vegetables are good for us.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by:
  - ◆ Experiencing and learning about healthy lifestyle practices
  - ◆ Learning about and respecting their bodies

### WHY IT IS IMPORTANT:

- ◎ Children 12 up to 36 months should eat a variety of fruits and vegetables each day. At least a serving of each fruits and/or vegetables should be offered at each meal and snack.
- ◎ Little tummies need small portions. Just like adults, when there is a large amount of food on the plate, children will eat it. Start by serving small portions and ask them if they are hungry before serving or allowing second servings.
- ◎ When you introduce a new food to a toddler, it is normal for them to reject it at first. Remember it takes 12 to 15 times. Ask them to just try it and do not expect them to finish the plate.

### WHAT YOU CAN DO AT HOME:

- ◆ When eating a meal at home or even a snack, have your child serve themselves.
- ◆ Scoops are easier for your child to use than small spoons. If you do not have a scoop, small measuring cups work fine.
- ◆ Encourage your child to tell you if they want more food and to say when they are full.
- ◆ If your toddler wants more, have them serve themselves small portions.
- ◆ Your child may need help and will need practice scooping and pouring. Be patient and help them. If necessary guide their hand through the process with your hand over theirs.


### OTHER FUN ACTIVITIES:

- ❖ Use a small basin filled with about an inch of water and provide your toddler with plastic pitchers, scoops and measuring cups and spoons. Do not leave them alone with the water.
- ❖ Put dry materials in the basin such as sand or bird seed.

## Healthy Home Connection

### Serving Myself At Home

Try these fun activities at home and bring this sheet back to school with your child.



Work with your child to draw different healthy snacks that you have measured together. Be sure to include the multiple colors of your food.

## HEALTHY EATING: LEARN AND EAT YOUR COLORS



### DID YOU KNOW . . .

- ↪ The current recommendation for fruits and vegetables for children 12 up to 36 months is at least 2 servings of fruits and 2 servings of vegetables per day. [1]
- ↪ 100% fruit and vegetable juices should be limited to no more than a ½ cup per day. But water whole milk are best! [1]
- ↪ Offer fruits and vegetables that vary in color, appearance, taste, and texture: at least a ¼ cup of fruits and/or vegetables at all meals and snacks. [1]
- ↪ Children naturally prefer salty and sweet tastes, so some fruits and vegetables may take 12 to 15 tries for a child to accept the new food. Don't give up! [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD16: Experience and learn about healthy lifestyle practices
- DS2: Use taste and smell to learn about foods, people and objects
- LL7: Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences
- SE4: Begin to develop independence

### MATERIALS:

- Poster board or large piece of paper
- Glue
- Magazines/grocery store advertisements

**PROCEDURE:**

**BEFORE THE ACTIVITY:**

1. Pick the color you are going to introduce to the toddlers.
2. Look through magazines and food store advertisements and cut out nutritious foods that are of that color.
  - ▶ For example, if you picked the color green, you might cut out pictures of broccoli, cabbage, green beans, green apples, etc.
3. With the children, paste the pictures onto a poster board or a large piece of paper to make a collage.

**WHEN THE TODDLERS ARE READY FOR THE ACTIVITY:**

4. Encourage a toddler to lie on the floor on her stomach with the color food collage in front of her or stand it up against a wall.
5. Explain the poster to the toddler:
  - ▶ For example, “These foods are green. Green is a pretty color. Green foods are good for us. They make our bodies strong.”
  - ▶ Point to each food and describe it: “This is broccoli. Broccoli is a green food. It is good for our bodies and it is a tasty GREEN food.”
  - ▶ Ask the children what they know about broccoli.
  - ▶ Continue and discuss each food on the collage.
6. This activity can be repeated each day for several weeks.
  - ▶ Repetition will help toddlers learn the colors and food vocabulary.

**ADAPT:**

- ◊ Hang the different posters in the classroom so that the toddlers can see them. For toddlers who are crawling, hang the collage at the base of the classroom walls.
- ◊ For toddlers who are walking, post the pictures/collages about 18 inches from the floor around the classroom so they can see them as they walk and toddle around the classroom.

**EXTEND:**

- ❖ Plan to include one of the foods from the poster in lunch or snack. Be sure to remind the children about the collage and earlier conversation about broccoli.
- ❖ Introduce other green objects to the toddlers over a period of several weeks. Then, move on to a new color.
- ❖ Make a collage of nutritious foods for each color you teach. Try these:

<b>Red</b>	<i>apple, turnip, tomato, beet, kidney bean, red pepper, radish, raspberry, strawberry, cranberry, cherry, etc.</i>
<b>Yellow</b>	<i>corn, squash, apple, grapefruit, peach, pear, yellow pepper, pineapple, lemon, mango, rutabaga, banana, yellow bean, etc.</i>
<b>Orange</b>	<i>pumpkin, sweet potato, orange, papaya, tangerine, cantaloupe, apricot, etc.</i>
<b>Purple/blue</b>	<i>eggplant, grape, blueberry, blackberry, raisin, fig, plum, prune, etc.</i>
<b>White</b>	<i>cauliflower, potato, onion, parsnip, garlic, turnip, jicama, mushroom, etc.</i>
<b>Green</b>	<i>lettuce, kiwi, broccoli, green beans, spinach, etc.</i>

## HEALTHY EATING: EATING YOUR COLORS



### DID YOU KNOW...

- ↪ The current recommendation for fruits and vegetables for children 12 up to 36 months is at least 2 servings of fruits and 2 servings of vegetables per day. [1]
- ↪ 100% fruit and vegetable juices should be limited to no more than a ½ cup per day. [1]
- ↪ Children from 1 to 3 years should be offered at least a ¼ cup of fruits and/or vegetables at each meal or snack and no more than a ½ cup of 100% fruit or vegetable juices per day with no additional sweeteners. Water and whole milk are the best choices to drink. Toddlers should never have a sugary beverage like soda or sports drinks. [1]
- ↪ It is important to eat your colors! Different fruits and vegetables provide a variety of important micronutrients and fiber. [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES, LANGUAGE AND LITERACY, AND PHYSICAL DEVELOPMENT AND HEALTH HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD16: Experience and learn about healthy lifestyle practices
- DS2: Use taste and smell to learn about foods, people and objects
- LL7: Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences
- SE9: Build a trusting relationship with a caring adult

### MATERIALS:

- A nutritious food (a fruit or vegetable) that is the same color as your class' current "color of the week"



- ⊙ Serving dishes
- ⊙ Serving utensil (if necessary)

**PROCEDURE:**

1. Select one of the foods from the color food collage from the previous “Learn and Eat Your Colors” activity. Be sure to check all food allergies.
2. Prepare the snack.
3. Serve the snack.
4. Try to serve the snack several times that week in a variety of ways. Possibly have the toddlers help prepare it.
  - ✦ With dip- try a different one each day
  - ✦ Cooked differently
    - ▶ Remember that toddlers may need repeated exposure to foods to learn to like them.

**ADAPT:**

- ◇ You may need to prepare the snack in different ways for the toddlers.
- ◇ Other toddlers may need small pieces that they can easily chew.
- ◇ Don't serve raw vegetables to toddlers (they may choke). You can soften vegetables like carrots and broccoli by steaming them for 10 minutes so they can be part of the toddler's snack.

**EXTEND:**

- ❖ Serve the snack in different ways each time.
- ❖ Serve canned, frozen, or fresh green beans for more variety.
- ❖ You might make pictures or designs with the snack to make it more appealing to the toddlers before they eat it.
- ❖ Remember when working with this age group that toddlers are more likely to eat what their peers eat than what adults eat. However, adults are still important role models.
- ❖ Give toddlers a star, sticker, or medal for trying different foods. It could read, “I tried\_\_\_\_\_ today and liked it.” They can share this with their family.

### **FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the “Count Your Colors at Home” take-home sheet and ask them to count the different colors of foods they serve to their family throughout one day. Another option would be to talk with families about how children did with the activity ideas sent home.

**SHARE WITH FAMILIES** the importance of eating a variety of colors of fruits and vegetables to get all of the nutrients needed each day. Encourage them to try to serve to their families many different colors of nutritious foods on a regular basis.

Citation:

1. Nemours Health & Prevention Services (2009). *Best Practices for Healthy Eating: A Guide to Help Children Grow Up Healthy*. Newark Delaware: Nemours Foundation.

## HEALTHY HOME CONNECTION COUNT YOUR COLORS AT HOME

*Help your children eat the colors of the rainbow at home!*

### WHAT WE DID IS SCHOOL:

We made collages of different colors of foods. We also ate healthy, nutritious, and delicious snacks. These activities showed us different colors of fruits and vegetables and helped build our vocabulary. Our brains are “soaking up” so much knowledge and we are learning and growing everyday!

- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child’s physical health and development by
  - \* Using taste to learn about foods.
  - \* Experiencing and learning about healthy lifestyle practices

### WHY IT IS IMPORTANT:

- The current recommendation for fruits and vegetables for children 12 up to 36 months is at least 2 servings of fruits and 2 servings of vegetables per day.
- 100% fruit and vegetable juices should be limited to no more than ½ cup per day.
- Children naturally prefer salty and sweet tastes, so some fruits and vegetables may take 12 to 15 tries for a child to accept the new food. Don’t give up!
- It is important to include 5 or more servings of fruits and vegetables per day in a healthy diet, and to eat your colors! Fruits and vegetables provide essential vitamins and minerals, fiber, and other substances that may protect against many chronic diseases in children in this age group.

## Food Colors

<b>Red</b>	<i>apple, turnip, tomato, beet, kidney bean, red pepper, radish, raspberry, strawberry, cranberry, cherry, etc.</i>
<b>Yellow</b>	<i>corn, squash, apple, grapefruit, peach, pear, yellow pepper, pineapple, lemon, mango, rutabaga, banana, yellow bean, etc.</i>
<b>Orange</b>	<i>pumpkin, sweet potato, orange, papaya, tangerine, cantaloupe, apricot, etc.</i>
<b>Purple/blue</b>	<i>eggplant, grape, blueberry, blackberry, raisin, fig, plum, prune, etc.</i>
<b>White</b>	<i>cauliflower, potato, onion, parsnip, garlic, turnip, jicama, mushroom, etc.</i>
<b>Green</b>	<i>lettuce, kiwi, broccoli, green beans, spinach, etc.</i>

### WHAT YOU CAN DO AT HOME:

- ❖ Keep track of the foods that you serve to your family in a day.
- ❖ Are you serving a variety of colors or are you sticking to only one or two colors of the rainbow? Challenge your family to eat all of the colors!
- ❖ With older children, chart or graph the many different colors that your family eats each week. See which color is served the most and which is served the least. Talk with your family about how to add more colors into your meals.
- ❖ Remember, serve a rainbow of color!

### OTHER FUN ACTIVITIES:

- ❖ Serve a variety of colors on one plate and make a fun design.
- ❖ You might have grape halves for eyes, a strawberry for a nose, carrot sticks (steamed) for a mouth, and bean sprouts for hair. The whole family will enjoy making and eating these silly food faces!
- ❖ Check out <http://kidshealth.org/parent/food/> for some ideas on healthy colorful food!
- ❖ Also try <http://www.mayoclinic.com/health/healthy-recipes/RecipeIndex> for other ideas for the whole family!

## Healthy Home Connection Count Your Colors At Home

Try these fun activities at home and bring this sheet back to school with your child.

Write your child's favorite food next to each color.

Red \_\_\_\_\_

Green \_\_\_\_\_

Yellow \_\_\_\_\_

White \_\_\_\_\_

Purple \_\_\_\_\_

Orange \_\_\_\_\_



## CUT ME OUT



### DID YOU KNOW...

- ↪ At four months about 1/5 of infants are identified as picky eaters by their caregivers. [1]
- ↪ By 24 months half of toddlers are identified as picky eaters by their caregivers. [1]
- ↪ Older children are more likely to be described as picky eaters. [1]
- ↪ The prevalence of children perceived as picky eaters is evident in both sexes and all ages, ethnicities, and household incomes. [1]

#### **TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS**

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD4 Develop strength, small motor control and coordination through daily activities
- PD7 Use and manipulate objects purposefully
- PD 16 Experience and learn about healthy lifestyle practices
- SE5 Begin to develop a sense of accomplishment

#### **MATERIALS:**

- 1-2 loaves of whole wheat bread
- Low-fat room temperature cream cheese
- Small bowls (one per table) for cream cheese
- 3-4 different cookie cutters for each table

- ⦿ A popsicle stick or plastic knife for each child
- ⦿ Paper coffee filters or plates
- ⦿ Glasses for milk or water

**PROCEDURE:**

*This is a snack time activity. Be sure to have toddlers wash their hands before starting. Drink water with this snack.*

1. As toddlers sit down at the table have each toddler take a slice of bread and put it on the plate or coffee filter.
2. Then they can pick out a cookie cutter to use and press it into the bread making a shape.
3. Next pass the cream cheese and have children put a spoonful on their plate.
4. Give the children a popsicle stick or plastic knife and have them put the cream cheese on the bread cutout.
5. Talk with the children, explaining what they are doing while they do it. (ie. “You picked a flower to cut out your bread.” “Look how carefully you are spreading the cream cheese!”)
6. Then the children can eat their open-face sandwiches for snack.
7. Talk with the toddlers about the whole wheat bread and the low-fat cream cheese. Also, talk about how much fun it is to help prepare snack.

**ADAPT:**

- ◇ Some toddlers will need help spreading the cream cheese. You may need to hold their hand while they do it showing them how to put the cream cheese on the bread.

**EXTEND:**

- ❖ Use smaller cookie cutters, have the children make two cut-outs and put them together to make a sandwich.

Remember: for toddlers a serving size is one piece of bread



## ROLL ME UP



### DID YOU KNOW...

- ↪ Toddlers who are perceived as picky eaters are more likely to eat sweetened cereals and French fries and less likely to eat fruits and vegetables. [1]
- ↪ Toddlers who are perceived as picky eaters are unwilling to try new foods and have strong food preferences. [2]
- ↪ Food dislikes may result in the avoidance of particular foods that are major sources of essential nutrients and contribute to dietary variety. [2]
- ↪ At least half the grains one consumes per day should come from whole-grain products. [3]

#### **TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS**

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- ☐ PD4 Develop strength, small motor control and coordination through daily activities
- ☐ PD7 Use and manipulate objects purposefully
- ☐ DS2 Use taste and smell to learn about foods, people and objects
- ☐ SE5 Begin to develop a sense of accomplishment

#### **MATERIALS:**

- One package of small wheat tortillas (enough for one for each child)
- A popsicle stick or plastic knife for each child
- Room temperature low fat cream cheese

- ⊙ Plates for each child.
- ⊙ Bowl for cream cheese
- ⊙ Diced fruit
- ⊙ Bowl for fruit

**PROCEDURE:**

*This is a snack time activity. Be sure to have toddlers wash their hands before starting. Drink water with this snack.*

1. As toddlers sit down at the table have each toddler take one wheat tortilla and put it on the plate or filter.
2. Next pass the cream cheese and have children put a spoonful on their plate.
3. Give the children a popsicle stick or plastic knife and have them put the cream cheese on the tortilla.
4. Pass some diced fruit to sprinkle on it as well.
5. Talk about what you see the children doing. (ie “You’re being very careful while you’re spreading your cream cheese.”, “Doesn’t that fruit look delicious on your tortilla?”)
6. Then the children can roll up their tortilla and have it for snack.

**ADAPT:**

- ◇ Some toddlers will need help spreading the cream cheese. You may need to hold their hand while they do it showing them how to put the cream cheese on the tortilla.

**EXTEND:**

- ❖ Talk to children about the differences between bread and tortillas.
- ❖ Read a book like Cowley, Joy. *Big Moon Tortilla*. Illus. by Dyanne Strongbow. Honesdale, PA: Boyds Mill, 1998 and talk about different foods people eat. Although this book is too complicated for toddlers use the pictures and talk to them about the story.

**FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the “Grains at Home” activity and ask them to complete it with their children.

**SHARE WITH PARENTS:** what you know about children’s eating preferences.

Citations:

1. Carruth, B.R., Ziegler, P.J., Gordon, A., & Barr, S.I. (2004). Prevalence of picky eaters among infants and toddlers and their caregiver's decisions about new food. *Journal of the American Dietetic Association, 104*(1), S57-S64.
2. Carruth, B. R., Skinner, J., Houck, K., Moran, J., III, Coletta, F., et al. (1998). The phenomenon of "picky eater": A behavioral marker in eating patterns of toddlers. *Journal of the American College of Nutrition, 17*(2), 180-186.
3. Department of Health and Human Services, & Department of Agriculture. (2005). *Dietary Guidelines for Americans 2005*. Retrieved June 22, 2007, from <http://www.health.gov/dietaryguidelines/dga2005/document/>

## GRAINS AT HOME

### WHAT WE DID AT SCHOOL:

- ☐ We made mini sandwiches with wheat bread by using cookie cutters to make shapes and then spreading low fat cream cheese on the bread.
- ☐ We made wraps by putting cream cheese and fresh fruit on a wheat tortilla.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Using and manipulating objects purposefully
  - ◆ Experiencing and learning about healthy lifestyle practices
  - ◆ Using taste and smell to learn about foods, people and objects

### WHY IT IS IMPORTANT:

- ◎ Toddlers are more likely than infants to be picky eaters.
- ◎ Picky eaters are more likely to eat sweetened cereals and French fries and less likely to eat fruits and vegetables.
- ◎ Picky eaters are unwilling to try new foods and have strong food preferences.
- ◎ Food dislikes may result in the avoidance of particular foods that are major sources of essential nutrients and contribute to dietary variety.
- ◎ At least half the grains consumed each day should come from whole-grain products.

### WHAT YOU CAN DO AT HOME:

- ◆ Buy some whole wheat or multigrain baking and pancake mix. This can be found at your local grocery store.
- ◆ Make the pancakes as instructed on the box.
- ◆ Encourage your toddler to help you mix the ingredients.
- ◆ When the pancakes are done, put fresh fruit on top of them and eat with your family.

### OTHER FUN ACTIVITIES:

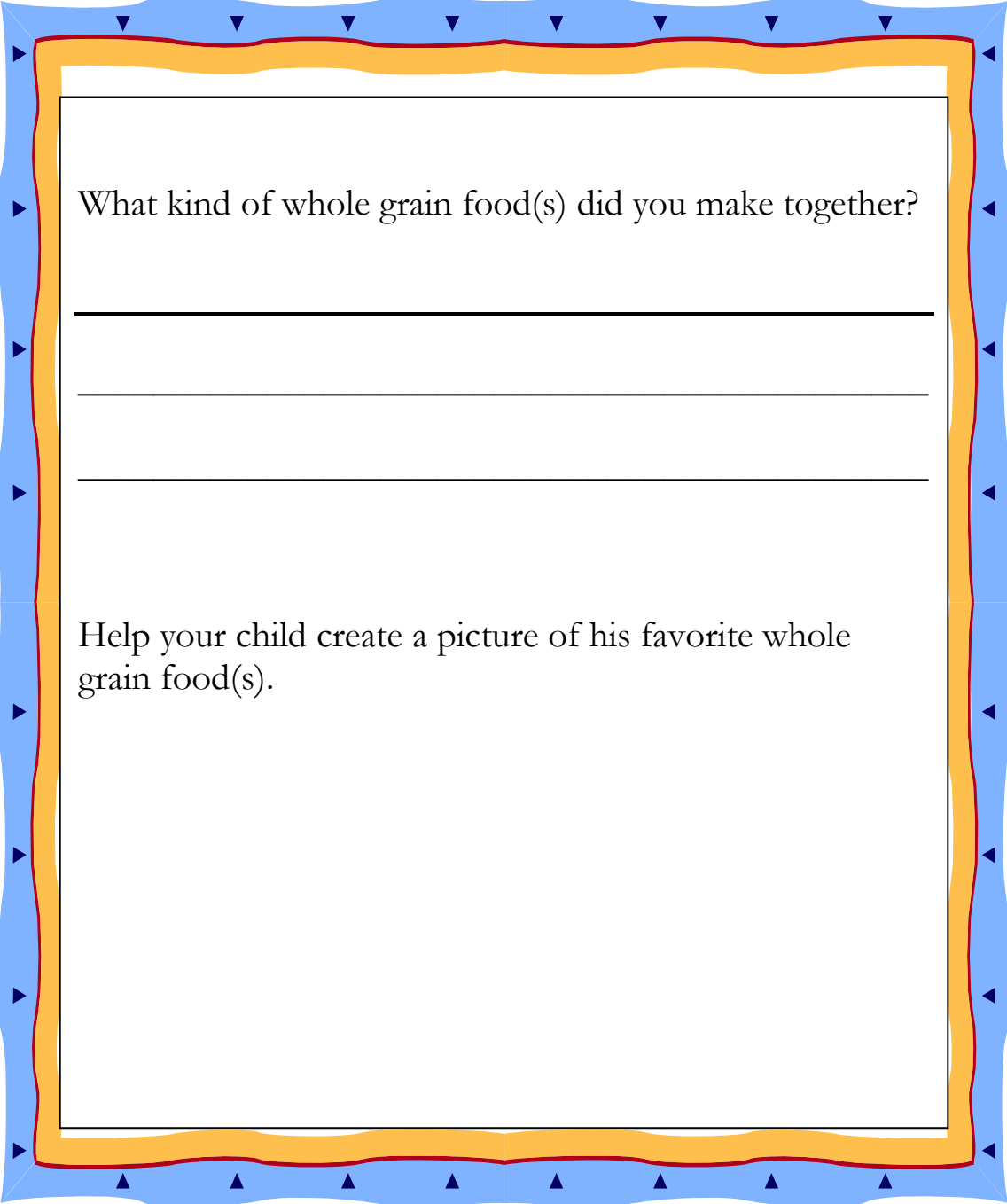
- ◆ Cook with your toddler and make other foods with wheat flour instead of white flour.

- ❖ Buy whole wheat bread and rolls and talk about how good they are for you and your family.
- ❖ Here are some recipes that replace white flour with whole wheat flour. Try some! <http://www.nxtbook.com/nxtbooks/gm/wholewheatbaking/>

## Healthy Home Connection

### Grains At Home

Try these fun activities at home and bring this sheet back to school with your child.



▶ What kind of whole grain food(s) did you make together?

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▶ Help your child create a picture of his favorite whole grain food(s).

## HEALTHY PUPPETS



### DID YOU KNOW...

- ↪ By the second year, healthy toddlers who show developmental readiness for self-feeding earlier have similar nutrient intakes to those showing these skills at a later age. [1]
- ↪ The introduction of complementary foods should be consistent with eruption of teeth and the child's ability to chew. [1]
- ↪ Most toddlers are able to walk without holding onto something at 12 to 14 months. [1]

#### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD7 Use and manipulate objects purposefully
- DS23 Use props and people as they engage in make believe play and act out simple themes
- LL7 Communicate using words, sounds and/or other signs leading to communicating using phrases and short sentences
- SE4 Begin to develop independence

#### MATERIALS:

- easy-to-use animal or people puppets such as sock puppets
- plastic foods or pictures of healthy foods

#### PROCEDURE:

1. Have interested toddlers sit in a semi-circle around you.

2. Talk to the toddlers about eating healthy foods such as fruits, vegetables, whole grains, and lean meats.
3. Bring out the puppets for the toddlers to play with.
4. Show them how to use them. Have the puppet ‘talk’ about the healthy foods. Say things like, “Oh, I see an apple. I love to eat apples, they taste so delicious!”
5. Encourage the toddlers to put the puppets on their hands and then use the puppets to talk to you or another toddler about healthy foods.
6. Have props such as plastic food or pictures of food for them to talk about.
7. Help toddlers find ways to play together. You may suggest simple scenarios in which the toddlers could play with the puppets, such as a restaurant, a house, or a party held by puppets.
8. Toddlers will need your active support for play to continue. Try to provide the toddlers with input on what they can do, and encourage them to continue to play.

**ADAPT:**

- ◆ If the toddlers have trouble following your instructions, provide as much support as possible. You may demonstrate playing with the puppet and the food and let the toddlers imitate.

**EXTEND:**

- ❖ Encourage two toddlers to play together with different but related animal puppets, for example, a dog and a cat, or a turtle and a fish. Have the toddlers talk about the different foods that each animal needs to eat and drink in order to stay healthy.
- ❖ Take the lead playing with one toddler and have her respond to your initiations.

Note: Sometimes toddlers who are reluctant to talk are more willing to talk and carry on conversations using puppets.



## HEALTHY EATING PUPPET SHOW



### DID YOU KNOW...

- ↪ By 12 to 24 months, foods such as fruit drinks, candy, chips, and cookies are typical snack foods, along with milk, water, and crackers. [2]
- ↪ Fruit is an uncommon snack for toddlers and vegetables are rarely included for snack occasions. [2]
- ↪ About 40-50% of toddlers do not have a fruit for breakfast, about 50% lack fruit at lunch, and about 60% have no fruit at dinner. [2]
- ↪ Over 95% of toddlers do not have a vegetable for breakfast, more than 50% lack vegetables at lunch, and more than 30% have no vegetables for dinner. [2]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- PD6 Develop and use eye-hand coordination to perform a variety of tasks
- PD7 Use and manipulate objects purposefully
- LL8 Use sounds, words or signs for a variety of purposes, including expressing emotions and physical state
- SE9 Build a trusting relationship with a caring adult

### MATERIALS:

- ⦿ easy-to-use animal or people puppets such as sock puppets, a puppet stage

### PROCEDURE:

1. Before the toddlers arrive, set up a very basic stage where you can put on a puppet show.

2. Have interested toddlers sit in a semi-circle around the stage.
3. Use the puppets to act out different scenarios that involve eating healthy foods.
4. Involve the toddlers in the show by asking them questions. For example:
  - ✦ “What foods does the puppet like?”
  - ✦ “What foods should I feed the puppet for snack?”
  - ✦ “How does the puppet know when to stop eating?”

**ADAPT:**

- ◊ If the toddlers cannot answer some of the questions, provide prompts.

**EXTEND:**

- ❖ When your puppet show is done, have the toddlers act out their own show at the stage with the puppets. Provide support if needed.

### FAMILY ACTIVITY TO DO AT HOME

**Activity at Home:** Give parents the “Snacking at Home” take-home activity and suggest that they have snacking with their stuffed animals with their toddler.

**Share with Parents:** what you know about the importance of eating proper foods for snack. Encourage them to try healthier snacks throughout the week.

Citations:

1. Carruth, B., Ziegler, P., Gordon, A., & Hendricks, K. (2004). Developmental milestones and self-feeding behaviors in infants and toddlers. *Journal of American Dietetic Association, 104*(1), 51-56.
2. Skinner, J., Ziegler, P., Pac, S., & Devaney, B. (2004). Meal and snack patterns of infants and toddlers. *Journal of American Dietetic Association, 104*(1), 65-70.

## HEALTHY HOME CONNECTION

### SNACKING AT HOME

#### WHAT WE DID IN SCHOOL:

- ☐ We practiced eating healthy by feeding puppets healthy foods.
- ☐ We discussed portion size and how to know when you are full.
- ☐ We also talked about what foods and drinks are healthy.

#### WHY IT IS IMPORTANT:

- When toddlers are exposed to snacks and meals low in nutrients and high in calories, they do not learn to prefer healthy nutritious foods.
- Foods such as fruit drinks, candy, chips, and cookies are typical snack foods for toddlers, along with milk, water, and crackers. Fruit is an uncommon snack and vegetables are rarely included for snack occasions.
- About 40-50% of toddlers do not have a fruit for breakfast, about 50% lack fruit at lunch, and about 60% have no fruit at dinner.
- Over 95% of toddlers do not have a vegetable for breakfast, more than 50% lack vegetables at lunch, and more than 30% have no vegetables for dinner.
- While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Using and manipulating objects purposefully
  - ◆ Developing and using eye-hand coordination to perform a variety of tasks

#### WHAT YOU CAN DO AT HOME:

- ◆ Before snack time, gather some of your toddler's stuffed animals or dolls and put them on the floor.
- ◆ Sit with your toddler and use the animals to talk about what healthy foods the toddler may want for a snack.
- ◆ Use the animals to communicate with your toddler and then get the food that she requested.
- ◆ Ask your toddler how the animals know when they are full.

#### OTHER FUN ACTIVITIES:

- ◆ Have a picnic with your toddler. You may use the park, your backyard, or simply the floor of your house as the location.
- ◆ Place a blanket on the ground/floor where you and your toddler are sitting.

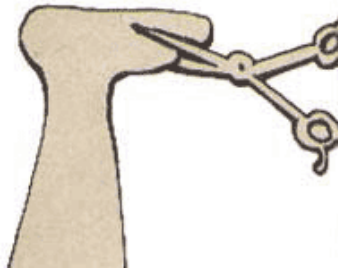
- ❖ Prepare a variety of healthy foods (e.g., fruits, vegetables, low-fat cheese, whole wheat crackers, chicken, water, whole milk, and so on.). Cut the foods into small pieces and set them on a plate on the blanket.
- ❖ Put your toddler's favorite stuffed animal or doll on the blanket.
- ❖ Tell your toddler that the animal/doll is enjoying the foods with you.
- ❖ To make a simple sock puppet follow the directions here:  
<http://www.legendsandlore.com/sockpuppets.html>
- ❖ Here are directions to make puppets from paper bags:  
<http://www.legendsandlore.com/sackpuppets.html>

## Learn How to Make Sock Puppets Here

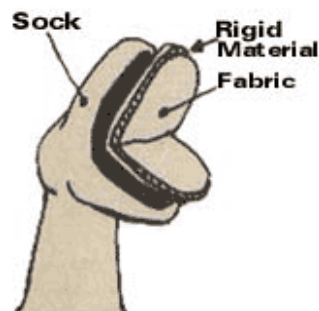
<http://www.legendsandlore.com/sockpuppets.html>

Sock puppets are easy to make. All you need to do is start with a sock.

1. Put the sock on your hand so that your fingers and thumb are in the toe and the back of your wrist is in the heel.
2. To make room for your puppet's mouth, make a slit in the sock between your thumb and fingers.



3. Cut an oval 3 inches across and 5 inches long...make that 2 ovals, one of posterboard or milk bottle plastic-something semi rigid and one of fabric.



4. Glue the fabric oval to the posterboard (rigid) oval with white glue.
5. After the glue has begun to dry, fold them in half the short way.
6. Sew folded oval into your sock. Finally, your puppet can talk.

**Semi-Complete, anonymous puppet**



7. Now the fun begins! What your puppet becomes depends on you. Think eyes, hair, ears, hats, moustaches, beards, eyebrows, noses, collars, neckties, shirts and dresses.



These puppets are fun and extremely loveable. Try Them.

## Healthy Home Connection

### Snacking At Home

Try these fun activities at home and bring this sheet back to school with your child.

Which kinds of foods did you and your child talk about?

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Did you snack on any of these foods? Which ones?

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What are some of your child's favorite healthy snacks?

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## VEGETABLE BURRITOS

### DID YOU KNOW...

- ↪ Parental body mass index is not associated with the child's body size during the first 2 years. [1]
- ↪ Energy intake, and not energy expenditure, is the determinant of body size in children at 12 to 24 months. This suggests that energy intake during the second year of life is programmed for children's future growth and development. [1]
- ↪ The percentage of toddlers eating popular items such as pizza, carbonated sodas, French fries, candy and other sweets is higher among those who consume more energy from table foods. [2]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- PD8 Use two hands in a coordinated, purposeful fashion
- DS2 Use taste and smell to learn about food, people and objects
- LL4 Respond to communication of others
- SE8 Express feelings through facial expressions, gestures and sound

### MATERIALS:

This recipe is designed to serve 8 so you may have to modify the proportions.

- A variety of vegetables in separate bowls such as:
  - ❖ ½ cup shredded carrots (steamed for several minutes)
  - ❖ ½ cup chopped cucumber
  - ❖ ½ cup chopped cauliflower (steamed for about 10 minutes)
  - ❖ 2 green onions, thinly sliced
  - ❖ 4 ounces shredded low fat cheddar cheese
  - ❖ ¼ cup nonfat ranch salad dressing

- ❖ ½ teaspoon chili powder
- ❖ 4 (7 inch) wheat flour tortillas
- ❖ 1 cup torn iceberg lettuce, bite size pieces
- ❖ 1 large mixing bowl
- ❖ Juice, milk, or water

**PROCEDURE:**

1. Check to see if any of your children are allergic to any of the foods in this recipe. If they are, then choose a substitute.
2. Have the children help you put all the ingredients in a large bowl and stir it, to mix all the ingredients. Talk about what they are doing and label the ingredients.
3. Cut the wheat tortillas in half and lay it flat on the counter and help the toddlers spoon about ½ cup of the vegetable mixture and ¼ cup of lettuce down the center.
4. Wrap each tortilla around the vegetable mixture.
5. You may want to leave some ingredients unmixed so toddlers who do not want all the ingredients have some choices. (Place cards with the vegetables' names/photo of the vegetable next to each bowl.)
6. Talk with the children as they eat their burrito. "Boy, mine tastes good. I especially like the carrots and the ranch dressing. What is your favorite part?"
7. Serve milk, juice, or water with the burrito to make a great snack.

**ADAPT:**

- ◊ Use fewer ingredients.
- ◊ Let individual children choose the ingredients they want to include.

**EXTEND:**

- ❖ Talk about foods (such as tortillas) that help contain other foods. Give them examples if they don't think of them (bread, rolls, crepes (thin pancakes), wraps, and so on). This may depend upon the culture of the children in the group. Talk with children about why these are useful and why they should be more brown than white,

## CUCUMBER SANDWICH

### DID YOU KNOW...

- ↪ During the transition to table foods, you should offer a wide variety of nutritious foods, particularly fruits and vegetables, in forms that are developmentally appropriate for the child. [2]
- ↪ The second year of life is a vulnerable period for developing iron deficiency. As a result, you should continue to feed the toddlers foods that are good sources of iron, such as iron-fortified infant cereals, ready-to-eat cereals, other grain products that are high in iron, and meats. [2]
- ↪ You should ensure adequate calcium intake and provide toddlers with adequate milk and dairy foods. [2]
- ↪ To teach a toddler to recognize hunger and satiety cues, feed toddlers when they are hungry, but do not force or bribe them to eat, and let them stop when they indicate they are full. [2]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- ☐ PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)
- ☐ PD4 Develop strength, small motor control, and coordination through daily activities
- ☐ PD16 Experience and learn about healthy lifestyle practices
- ☐ SE 7 Develop self-control

### MATERIALS:

- ❖ 1 cucumber
- ❖ 1 8-oz package of light cream cheese at room temperature
- ❖ 1 package of dry Italian seasoning
- ❖ 1 loaf of cocktail rye bread

- ❖ 1 medium sized bowl
- ❖ plastic knives or popsicle sticks
- ❖ Juice, water, or milk

**PROCEDURE:**

1. Cut the cucumber into thin slices before snack time and put them on a plate.
2. Have the children help you mix the cream cheese and Italian seasoning in the medium sized bowl. Talk about what you are doing as you do it. (“Stirring it around like this will get the seasoning to mix with the cream cheese and make it taste SO good!”)
3. Once the cream cheese is mixed have the toddlers spread it onto a slice of rye bread.
4. Then have them place one or two cucumbers on top of the cheese spread. Talk with them how the cucumbers feel.
5. Serve the open-face cucumber sandwiches with milk or water for a perfect snack.

**ADAPT:**

- ◊ Some children may be lactose intolerant so you may need to find some lactose free cream cheese for them.
- ◊ You can substitute hummus for lowfat cream cheese for an even healthier snack.

**EXTEND:**

- ❖ To extend this you could have the children try different types of low fat cream cheese (some have fruit or different vegetables) or have them add different vegetables or fruit of their own.
- ❖ Talk about open-face sandwiches and why they are good for you.

**FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the “Size me up at Home” take home activity and ask them to enjoy making Kebabs with their toddler.

**SHARE WITH PARENTS:** what you know about the importance of healthy eating for toddlers and how important this time is for developing healthy eating habits.

Citations:

1. Stunkard, A. J., Berkowitz, R. I., Schoeller, D., Maislin, G., & Stallings, V. A. (2004). Predictors of body size in the first 2 y of life: A high-risk study of human obesity. *International Journal of Obesity*, 28(4), 503-513.
2. Briefel, R., Reidy, K., Karwe, V., Jankowski, L., & Hendricks, K. (2004). Toddlers' transition to table foods: Impact on nutrient intakes and food patterns. *Journal of American Dietetic Association*, 104(1), 38-44.

## HEALTHY HOME CONNECTION SIZE ME UP AT HOME

### WHAT WE DID AT SCHOOL:

- ☐ We made vegetable burritos on wheat tortillas so that we could taste different vegetables.
- ☐ We made cucumber sandwiches with dark bread so that we could taste different grains.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Using two hands in a coordinated, purposeful fashion
  - ◆ Experiencing different sensory activities
  - ◆ Develop strength, small motor control, and coordination through daily activities
  - ◆ Experience and learn about healthy lifestyle practices

### WHY IT IS IMPORTANT:

- Parents' body mass index is not associated with the child's body size during the first 2 years of life.
- Food intake, and not energy expenditure, determines body size in children at 12 to 24 months.
- To teach your toddler to recognize hunger and satiety cues, feed her when she is hungry, but do not force or bribe her to eat, and let her stop when she indicates she is full.

### WHAT YOU CAN DO AT HOME:

- ◆ When you go to the store to buy the ingredients you need for this recipe .
- ◆ You will need 1 apple, 1 banana, 1/3 c. red seedless grapes, 1/3 c. green, seedless grapes, 2/3 cup pineapple chunks, 1 cup nonfat yogurt, 1/4 c. dried coconut, shredded. Sticks for kebabs. You can change any of the fruits listed to meet your child's tastes or the ingredients you have.
- ◆ Wash and dry all the fruit. Cut the apples into small square pieces. Peel the bananas and cut them into chunks. The pineapple should already be cut into chunks if it is bought canned in natural juice. Place all the fruit onto a large plate.
- ◆ Next spread the coconut onto another large plate and also the yogurt. Help your child slide the desired pieces of fruit onto the skewer. You can put as

much or as little fruit on the kabob as you want. Help your child hold the kebab at the ends and roll it in the yogurt, so that the fruit gets completely covered. Then roll it in the coconut. Repeat these steps with any other skewers.

- ◆ Enjoy the kebabs with your child. Talk about the colors and textures of the different ingredients. Ask your child to tell which is their favorite fruit.

**OTHER FUN ACTIVITIES:**

- ◆ Instead of coconut use wheat germ.
- ◆ Make a vegetable kebab with soft vegetables such as cucumbers or steamed carrots. Instead of rolling it in yogurt roll it in low fat salad dressing.

## Healthy Home Connection

### Size Me Up At Home

Try these fun activities at home and bring this sheet back to school with your child.

Which kinds of fruits did you use on your kebabs?

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▶ Help your child draw a picture of himself enjoying this healthy snack.



## VEGETABLE FAIR



### DID YOU KNOW...

- ↪ Vitamins and minerals contained in supplements are easily obtained in small amounts of food (e.g., vegetables and fruits). Therefore, routine supplementation is not necessary for healthy toddlers who consume a varied diet. [1]
- ↪ Among toddlers 12-24 months of age, about one-fifth consume no separate servings of vegetables in a day. [2]
- ↪ The consumption of dark green, leafy vegetables was particularly low among toddlers. Only around 10% consumed dark green, leafy vegetables in a day. [2]
- ↪ French fries and other fried potatoes are the most commonly consumed vegetable among toddlers. [2]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)
- PD5 Touch, grasp, reach and explore people and objects.
- LL3 Begin to understand gestures, words, routines and communication
- SE1 Express feelings, emotions, and needs in a responsive environment

### MATERIALS:

- A variety of vegetables
- containers or bowls
- paper plates
- milk or water

⊙ small cups, one for each child

⊙ vegetable place cards  
(attached)

<b>PROCEDURE:</b>
-------------------

**Before the lesson,**

1. Go to the grocery store and buy a variety of vegetables such as zucchini, eggplant, spinach leaves, carrots, green beans, peppers, celery, pumpkin (if available), squash, broccoli, corn, tomatoes, cauliflower, etc. You only need to buy small amounts of each vegetable.
2. Cut the vegetables up and prepare them for the following day. Cook the vegetables by steaming them for 10 minutes.
3. Put each vegetable in a separate container and place them in the refrigerator for use the following day.

**Before the children arrive,**

4. Print the place cards provided and cut them out. Make new ones for vegetables not included.
5. Introduce one-two vegetables at a time.
6. Set each vegetable out on a table in their container.
7. Put the place cards up on the walls at the children's eye level, so that they can see them.
8. Have small cups of milk or water readily available for children to have with their vegetable tasting.

**The following day,**








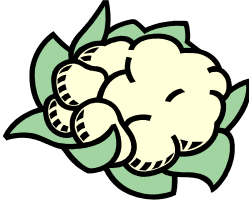


9. Have the children sit at the table where they typically eat snack.
10. Talk to the children about what a vegetable is and tell them some of the different kinds.
11. Tell them about different kinds of vegetables and their shapes and colors. Have whole vegetables to show them.
12. Tell them that you are going to have a vegetable fair today and they will get to try a different vegetable.
13. Give each child a paper plate or napkin.
14. Give each child a small piece of a vegetable, saying its name as you hand it out.
15. Only distribute one vegetable at a time. Wait for the children to finish with it before giving them a new vegetable to try.
16. Have the fair over a whole week, introducing a new vegetable each day.

**ADAPT:**

- ◆ If children do not like eating the vegetables by themselves you can provide them with some dressings so that they can dip their food in the dressing.
- ◆ Introduce some relatively unfamiliar vegetables along with familiar ones.
- ◆ Have a vegetable fail one day each week to introduce new vegetables.

**EXTEND:**

- ◆ Talk with children about where each vegetable comes from, and if it grows above ground or below ground. It would also be good to classify the vegetables they liked by taste, sweet, bitter, or bland.

<p>Lettuce </p>	<p>Zucchini </p>
<p>Eggplant </p>	<p>Carrot </p>
<p>Broccoli </p>	<p>Tomato </p>
<p>Corn </p>	<p>Cauliflower </p>
<p>Peppers </p>	<p>Celery </p>

## FRUIT FAIR

### DID YOU KNOW...

- ↪ Substantial numbers of toddlers consume no discrete servings of fruit in a day (22% for 12- to 14-month-olds, 28% for 15- to 18-month-olds, and 33% for 19- to 24-month-olds). [2]
- ↪ Bananas are the most commonly consumed fruit among toddlers, followed by apples, citrus fruits, melons, and berries. [2]
- ↪ More than half of toddlers consume fresh fruits at least once in a day. Less than one third of toddlers eat canned fruits (packed in syrup, juice or water) at least once in a day. [2]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)
- PD5 Touch, grasp, reach and explore people and objects.
- LL3 Begin to understand gestures, words, routines and communication
- SE9 Build a trusting relationship with a caring adult

### MATERIALS:

- |   |  |
|---|--|
| <input type="radio"/> a variety of fruits | <input type="radio"/> milk or juice                  |
| <input type="radio"/> paper plates        | <input type="radio"/> small cups, one for each child |
| <input type="radio"/> containers or bowls | <input type="radio"/> fruit place cards (attached)   |

### PROCEDURE:

#### Before the lesson,

1. Go to the grocery store and buy a variety of fruits such as cantaloupe, watermelon, peaches, kiwi, apples, pears, grapes, banana, strawberries, blueberries, etc. Since

these children are young, stay away from citrus fruits such as oranges. You only need to buy one or two of each fruit.

**Before the toddlers arrive,**

2. Print the place cards provided and cut them out. Make new ones for fruit not included.
3. Cut up the fruits and place them in an individual container.
4. Put the place cards beside each container, so that they can see them.
5. Have small cups of milk or water readily available for children to have with their fruit tasting.

**The following day,**

6. Have the children sit at the table where they typically eat snack.
7. Talk to the children about fruit, telling them about the many different kinds of fruits out in the world that grow everywhere. Talk about the different fruits and have whole fruit to hold up as you talk about it. Describe the sizes, shapes and colors of different fruits.
8. Tell the children that you are going to have a fruit fair today, where they can try different fruits. Introduce one-two fruits at a time.
9. Give each child a paper plate or napkin.
10. Give each child a small piece of fruit, saying its name as you hand it out.
11. Only distribute a fruit one at a time, and wait for the children to finish with it before giving them a new fruit to try.
12. Have the fair over a whole week, introducing a new fruit each day.

**ADAPT:**

- ◆ Check with parents before the activity to be aware of any food allergies.
- ◆ If children do not like eating the fruits by themselves you can provide them with some yogurt so that they can dip their fruit.
- ◆ Introduce some relatively unfamiliar fruits along with familiar ones.
- ◆ Have a fair once a week to introduce new fruits.

**EXTEND:**

- ❖ At snack time, talk with the toddlers about the different tastes and textures of the fruit. See if it is rough, watery, juicy, etc. Ask the toddlers what the fruit tastes like and feels like in their mouths.
- ❖ Talk with children about where each fruit comes from.

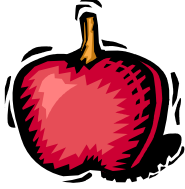









### Family Activity To Do at Home

**ACTIVITY AT HOME:** Give parents the “Veggie-Fruit Hunt at Home” take-home activity and ask them to look for a variety of fruits and vegetables when shopping with their toddlers.

**SHARE WITH PARENTS:** what you know about children needing a variety of fruits and vegetables in their diets.

#### Citations:

1. Kleinman, R. E. (2004). *Pediatric nutrition handbook* (5<sup>th</sup> ed.). Washington, DC: American Academy of Pediatrics.
2. Fox, M. K., Pac, S., Devaney, B., & Jankowski, L. (2004). Feeding infants and toddlers study: What foods are infants and toddlers eating? *Journal of the American Dietetic Association*, 104(1), 22-30.

<p>Apple </p>	<p>Strawberry </p>
<p>Banana </p>	<p>Blueberry </p>
<p>Watermelon </p>	<p>Kiwi </p>
<p>Peach </p>	<p>Cantaloupe </p>
<p>Pear </p>	<p>Grapes </p>



## HEALTHY HOME CONNECTION VEGGIE-FRUIT HUNT AT HOME

### WHAT WE DID AT SCHOOL:

- ☐ We had a vegetable fair and tasted a variety of different vegetables such as zucchini, and eggplant.
- ☐ We had a fruit fair and tasted many different fruits. We also talked about their tastes and texture.
- ☐ We loved eating the various vegetables and fruits!
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Experiencing different sensory activities (touch, smell, see, hear, taste, etc.)
  - ◆ Touching, grasping, reaching and exploring people and objects.
  - ◆ Beginning to understand gestures, words, routines and communication

### WHY IT IS IMPORTANT:

- ◎ If your toddler is healthy and eats a varied diet of vegetables and fruits, routine supplementation of vitamins and minerals may not be necessary.
- ◎ The consumption of vegetables and fruits is low among toddlers.
- ◎ Substantial numbers of toddlers consume no discrete servings of vegetables and fruits in a day.
- ◎ French fries and other fried potatoes are the most commonly consumed vegetable among toddlers.

### WHAT YOU CAN DO AT HOME:

- ◆ Go to a grocery store or market with your toddler and look for a variety of fruits and vegetables together.
- ◆ You may look for some of the fruits and vegetables we talked about in class:  
*blueberries, strawberries, cantaloupe, watermelon, bananas, kiwi, apples, peaches, pears, celery, peppers, lettuce, cauliflower, broccoli, green beans, eggplant, zucchini, carrots, tomatoes, and corn.*

- ◆ Talk with your toddler about the fruits and vegetables (colors, sizes, tastes, and so on) as you look for them.
- ◆ Buy some of these fruits and vegetables, only a couple at a time.
- ◆ Serve the fruits cut up in small pieces. Cook or steam the vegetables before you serve them to your toddler.

**OTHER FUN ACTIVITIES:**

- ◆ Go on a veggie-fruit hunt with your toddler and try to find some fruits and vegetables we did not talk about in class.
- ◆ Find a local farm and see where fruits and vegetables are grown. Buy your produce there! Check out this site to find a farm near you:  
<http://www.localharvest.org/>

## Healthy Home Connection Veggie-Fruit Hunt At Home

Try these fun activities at home and bring this sheet back to school with your child.

Which kinds of fruits and vegetables did you buy with your toddler?

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How did you prepare at home?

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Which ones are your child's favorites?

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# ***Growing, Moving, Learning***

## **Infant Toddler Toolkit**

### **Volume 3: 24-36 Months**



## *Growing, Moving, Learning*

### Infant Toddler Toolkit

#### 24 – 36 Months

<b>Module</b>	<b>Page</b>	<b>Activity</b>	<b>Healthy Home Connection</b>
PA: Aerobics	C-11	<ul style="list-style-type: none"> <li>• 10's to a Healthy Heart</li> <li>• Hopscotch</li> </ul>	Aerobics at Home
PA: Balls	C-19	<ul style="list-style-type: none"> <li>• We're Having a Ball</li> <li>• Ball Toss</li> </ul>	Throw and Catch at Home
PA: Swinging and Stomping	C-29	<ul style="list-style-type: none"> <li>• Beach Ball Bop</li> <li>• Stomp!</li> </ul>	Bopping at Home
PA: Jump and Move	C-41	<ul style="list-style-type: none"> <li>• Jumping Over the River</li> <li>• Moving Maracas</li> </ul>	Jumping Over the River at Home
PA: Mood Dancing	C-49	<ul style="list-style-type: none"> <li>• Mood Dancing</li> <li>• Acting it Out</li> </ul>	Dancing at Home
PA: Obstacles	C-57	<ul style="list-style-type: none"> <li>• Obstacle Course</li> <li>• Obstacle Challenge</li> </ul>	Obstacles at Home
PA: Hard Work!	C-67	<ul style="list-style-type: none"> <li>• Pick Up and Delivery</li> <li>• Shopping and Stocking</li> </ul>	Unloading Groceries at Home
PA: Throwing	C-75	<ul style="list-style-type: none"> <li>• Let's Throw!</li> <li>• Ball Toss</li> </ul>	Rolling and Throwing Activities at Home
PA: Tunnels and Chutes	C-83	<ul style="list-style-type: none"> <li>• Cardboard Box Tunnels</li> <li>• Tube Chutes for Cars and Trucks</li> </ul>	Who Has More Energy
PA: Yoga Stars	C-91	<ul style="list-style-type: none"> <li>• Star Pose</li> <li>• Falling Star</li> </ul>	Yoga at Home
HE: "Go Foods"	C-99	<ul style="list-style-type: none"> <li>• Go Foods Help Me Grow!</li> <li>• Fruits and Vegetables are Go Foods!</li> </ul>	"Go Foods" Help Children Grow Survey
HE: Family Style	C-109	<ul style="list-style-type: none"> <li>• Eating Family Style</li> <li>• Let's Make our own Snack!</li> </ul>	Family Style Snack at Home
HE: Fruit and Vegetable ABC	C-119	<ul style="list-style-type: none"> <li>• Eating the Alphabet: Fruits</li> <li>• Eating the Alphabet: Vegetables</li> </ul>	Fruit and Vegetable Taste Test at Home
HE: Fruit, Fruit and More Fruit	C-129	<ul style="list-style-type: none"> <li>• Fruit Trains</li> <li>• Pattern with Fruit Snacks</li> </ul>	The Art of Fruits
HE: Wash & Snack	C-139	<ul style="list-style-type: none"> <li>• Vegetable Wash'n Snack</li> <li>• Try a Healthy Vegetable Snack</li> </ul>	Vegetable Wash at Home
HE: Washing	C-149	<ul style="list-style-type: none"> <li>• Washing Dishes</li> <li>• Washing Fruits</li> </ul>	Washing Fruit at Home





## *Growing, Moving, Learning*

### Infant Toddler Toolkit

#### 24 – 36 Months

<b>Module</b>	<b>Page</b>	<b>Activity</b>	<b>Supplemental Items</b>	<b>Specific Items</b>	<b>Supplies</b>
PA: Aerobics	C-11	10's to a Healthy Heart	None	Upbeat music without words	CD player
	C-13	Hopscotching	None	Under inflated beach balls, balls with polka dot nobs, or yarn balls	None
PA: Balls	C-19	We're Having a Ball	None	Under inflated beach balls, balls with polka dot nobs, or yarn balls	None
	C-21	Ball Toss	Instructions on making a yarn ball	A variety of different balls (different textures, colors, sizes and weights)	3 different colors of paper Masking tape
PA: Swinging and Stomping	C-29	Beach Ball Bop	None	Beach balls attached to string hanging from the ceiling, bat, broom, or pole  Or attach to a tree branch or other appropriate piece of equipment outside  Cardboard paper towel rolls	
	C-31	Stomp!	Fruit and Vegetable pictures	Tape (for tile floors) or Velcro (for carpets)  CD's with upbeat music	CD player

PA: Jump and Move	C-41	Jumping Over the River	None	Jump ropes	tape
	C-43	Moving Maracas	None	Maracas – 1 per child Upbeat music such as <i>Putumayo Kids Latin Playground</i>	CD player
PA: Mood Dancing	C-49	Mood Dancing	None	Music for dancing	CD player
	C-51	Acting it Out	None	None	Stool or chair
PA: Obstacles	C-57	Obstacle Course	None	Cones, chairs or other markers to show the course	Masking tape
	C-60	Obstacle Challenge	None	Suggested materials to create the course: Barrels Boxes Boards Tires Tunnels Tables Scooters Chairs Hoops Balance beam Benches Timer or cards with numbers Pictures or drawings of physical activities	Masking tape

PA: Hard Work!	C-67	Pick Up and Delivery	None	<p>Different sized cans of food (fruit and vegetable cans) labeled with green stickers for GO foods and red stickers for WHOA foods</p> <p>Empty cardboard food containers filled with scrap paper or something to make them heavy and also labeled with green and red colored stickers for GO and WHOA</p> <p>Large cardboard boxes with a piece of colored construction paper (red and green) taped to them</p>	None
	C-69	Shopping and Stocking	None	<p>Child-sized shopping carts or strollers</p> <p>Weighted empty food packages and cans of fruits and vegetables</p> <p>Bags of rice and beans</p>	None

PA: Throwing	C-75	Let's Throw!	None	Items to toss: Bean bags, sponges Horseshoes, Koosh balls, targets small rubber ball, sponge ball, whiffle ball, milk cartons, ping pong ball velcro-covered ping pong ball, rubber rings, crumpled paper	None
	C-77	Catch and Release	None	Small solid rubber ball, under-inflated beach ball, tennis ball, Koosh ball inflated rubber balls of different sizes	Masking tape
PA: Tunnels and Chutes	C-83	Cardboard Box Tunnels	None	Long, large cardboard boxes	None
	C-85	Tube Chute for Cards and Trucks	None	Long cardboard tube (large wrapping paper tubes work well, the longer, the better) String Matchbox or other small cars or small balls	None

PA: Yoga Stars	C-91	Star Pose	None	Soft mat or carpet	None
	C-93	Falling Star	None	Soft mat or carpet	None
HE: "Go Foods"	C-99	Go Foods Help Me Grow!	Pictures of GO and WHOA foods (use food picture cards or pictures cut from a magazine)	A shoe box Pictures of a face	Paper Markers Tape or glue
	C-102	Fruits and Vegetables are Go Foods!	Pictures of GO and WHOA foods (use food picture cards or pictures cut from a magazine)	Box from GO Foods Help Me Grow! activity Two baskets, with green and red construction paper inserts. Write GO on the green and WHOA on the red.	None
HE: Family Style	C-109	Eating Family Style	List of healthy snack options	Healthy snack Water or fat-free or lowfat milk (no juice) Small pitcher	Tables Chairs (one for each toddler) Napkins Small paper or plastic cups Baskets (2 per table) for snack Dish towel
	C-113	Let's Make our own Snack!	None	Rice cakes (1 for each two year old) Light whipped	Plastic knives or popsicle

				<p>cream cheese or hummus at room temperature</p> <p>Carrot circles (steamed or canned)</p> <p>Green and red pepper slices (steamed or canned)</p> <p>Broccoli spears (steamed or canned)</p> <p>Olive slices</p>	<p>sticks</p> <p>Small bowls for vegetables (2 for each vegetable or fruit)</p> <p>Paper plates</p> <p>Pencil</p>
HE: Fruit and Vegetable ABC	C-119	Eating the Alphabet: Fruits	Fruit pictures	<p>A puppet</p> <p>A book (Eating the Alphabet: Fruits and Vegetables from A to Z)</p>	None
	C-122	Eating the Alphabet: Vegetables	Vegetable pictures	<p>A puppet</p> <p>A book (Eating the Alphabet: Fruits and Vegetables from A to Z)</p>	
HE: Fruit, Fruit and More Fruit	C-129	Fruit Trains	None	<p>Soft fruits such as:</p> <p>Bananas</p> <p>Strawberries</p> <p>Blueberries</p> <p>Kiwi</p> <p>Papaya</p> <p>Mango</p>	Paper plates
	C-132	Pattern with Fruit Snacks	None	<p>Soft fruits such as:</p> <p>Bananas (don't cut up too early)</p> <p>Oranges</p> <p>Kiwi</p>	<p>Bowls to put fruit in</p> <p>Paper plates</p>

				<p>Mango</p> <p>Peaches</p> <p>Fat-free vanilla yogurt (divided with a portion for each child)</p> <p>Wheat germ</p>	
HE: Wash & Snack	C-139	Vegetable Wash'n Snack	None	<p>Any fresh vegetables (carrots, peppers, broccoli, etc.)</p> <p>Small basins or tubs filled with water: 1 for every child filled with about 1 inch of water (4 basins on a table)</p> <p>Mini scrub brushes (optional)</p> <p>Plastic or wood cutting board (optional)</p>	<p>Sturdy, serrated plastic knives (optional to extend)</p> <p>Paper towels or dishtowels</p>
	C-141	Try a Healthy Vegetable Snack	None	<p>At least 3 steamed vegetables (You may use the washed vegetables from Activity 1, which were steamed for 10 minutes.</p> <p>Fat-free or low fat veggie dip</p> <p>Small plastic pitchers</p> <p>Water or fat-free or 1% milk</p>	<p>Small plates and cups</p> <p>Small serving bowls</p> <p>Plastic knives, forks and spoons (to adapt)</p>

HE: Washing	C-149	Washing Dishes	None	4 basins water (lukewarm)	Plastic dishes and utensils Dish towels dish soap
	C-152	Washing Fruit	None	Fruits such as apples, oranges, bananas, pears, plums, and so on 2 basins	Water (lukewarm) Scrub brushes Towels



## 10'S TO A HEALTHY HEART

### DID YOU KNOW . . .

- ↪ Aerobic exercise improves cardiovascular fitness' [1]
- ↪ However, children at a very young age are not ready for long uninterrupted periods of strenuous aerobics. They need bursts of energy output. [1]
- ↪ Developmentally appropriate aerobic activities for children include moderate to vigorous play and movement [1]

#### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- ☐ PD 9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs
- ☐ PD 10 Increase the strength, balance and coordination of their bodies
- ☐ PD 12 Interact with people and environment through movement and body awareness
- ☐ SE 1 Express feelings, emotions and needs in a responsive environment

#### MATERIALS:

- CD player
- Upbeat music on a CD without words

#### PROCEDURE:

**Set this activity up as a center, not a large group.**

#### BEFORE THE TWO-YEAR-OLDS ARRIVE:

1. Choose your favorite upbeat song, and get it ready in the CD player.

#### AFTER THE TWO-YEAR-OLDS ARRIVE:

2. Turn the music on and have one teacher in the area demonstrate the following routine.
  - ▶ The two-year-olds are likely to mimic your movements, which is why it is important for you to model.
3. The adult in the area should do the following exercises in order, and repeat once completed.
  - ▶ This will allow different two-year-olds to participate, and will help two-year-olds to feel more comfortable taking risks.
4. As the upbeat (fast) music is playing, do the following routine:
  - ▶ **10 Belly Push-Ups**
    - Lie on your tummy and push your arms up (the belly should be off of the floor).
    - Rock left to right on all fours.
    - Rock front and back on all fours.
  - ▶ **Tall Kneel Stretches**
    - Stretch your arms above your head.
    - Stretch your arms to the left and then to the right.
    - Stretch your arms out beside you and push as if you are pushing a wall.
  - ▶ **Stand Up Tall**
    - Touch the sky then touch the ground.
    - Take a deep breath in and out.
5. Dance to the music and then repeat the routine.

**ADAPT:**

- ◆ To make this activity appropriate for younger two-year-olds or for those who find it too challenging, alter the routine by having children:
  - ◆ stretch their arms above their heads while saying “so tall.”
  - ◆ stretch their arms out to the side while saying “so big.”
  - ◆ stretch their arms to the ground while saying “so tiny.”
  - ◆ stretch their arms in front of them and make arm circles while saying: “Go round and round.”
  - ◆ Do this in time to the music.

**EXTEND:**

- ◆ While playing upbeat music, ask the two-year-olds to move like different animals.
  - ◆ For example, have them swim like a dolphin and clap like a seal. This will also get their heart rates to rise.

# HOPSCOTCHING

## DID YOU KNOW...

- ↪ Movement can be used to reinforce concepts taught in other areas of the curriculum. [1]
- ↪ Developing fundamental motor skills enables two-year-olds to be confident, safe, and successful in a wide range of sports and physical activities later in life.[1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- ☐ PD 9: Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs.
- ☐ PD 10: Improve the strength, balance and coordination of their own bodies.
- ☐ PD 11: Ability to coordinate their bodies to perform increasingly complex movements.
- ☐ SE 2: Discover own body

### MATERIALS:

- ◇ large construction paper squares (various colors)
- ◇ tape or velcro

### PROCEDURE:

1. Using large construction paper squares (or rectangles) create several hopscotch patterns on the floor (using two colors.)
2. Tape the squares to tile floor or Velcro the squares to carpet.
3. Review the colors and the pattern with the two-year-olds. You might say something like, “one yellow square, two blue squares, then one yellow square, then two blue squares, and so on.”

4. Demonstrate how to jump the pattern. While you are jumping the pattern repeat the color pattern, “one yellow square, two blue squares, then one yellow square, then two blue squares, and so on.”
5. Encourage two-year-olds to take turns jumping the different patterns and calling out the pattern as they jump it.

**ADAPT:**

- ◆ Make the squares bigger or smaller and vary how far apart you place the squares depending on the ability of the children.

**EXTEND:**

- ⊙ Hopping is an emerging skill for two-year-olds this age. Encourage two-year-olds to experiment with hopping.
- ⊙ Show the two-year-olds how to do the patterns in different ways: hopping on one foot, jumping with two feet together, and so on.
- ⊙ Encourage the children to make up their own hopscotch pattern.
- ⊙ Create hopscotch patterns outside with sidewalk chalk.

**FAMILY ACTIVITY TO DO AT HOME**

**Activity at Home:** Give parents the “Aerobics at Home” take home sheet and encourage them to do some of the aerobic activity at home with their child.

**Share With Parents:** What you know about the importance of young children getting both structured and unstructured daily exercise.

Citations:

1. Graham, G., Holt/Hale, S. A., Parker, M. (2007). *Children moving: A reflective approach to teaching physical education* (7<sup>th</sup> ed.). New York: McGraw-Hill.

## HEALTHY HOME CONNECTION

### AEROBICS AT HOME

#### WHAT WE DID IN SCHOOL?

- ❖ In school, we have been learning and moving our bodies. We did aerobics where we exercised by doing belly push-ups, tall knee stretches, and stand up tall stretches, danced, and then did them again. We really worked up a sweat! We might even need sweat bands soon. We have also been learning about colors and patterns. We jumped, hopped (well sort of), and leaped using colorful hopscotch patterns.
  
- ❖ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - Moving freely to control their own bodies
  - Increasing the strength, balance and coordination of their bodies
  - Interacting with people and environment through movement and body awareness.

#### WHY IT IS IMPORTANT?

- ⊙ Movement can be used to support ideas taught at school and at home.
- ⊙ Developing fundamental motor skills at this age helps two-year-olds to be confident, safe, and successful in a wide range of sports and activities later in life.
- ⊙ Aerobic exercise improves cardiovascular fitness. However, two-year-olds are too young for long uninterrupted periods of strenuous aerobics. They need bursts of energy output.
- ⊙ Developmentally appropriate aerobic activities for two-year-olds include moderate to vigorous play and movement.

#### WHAT YOU CAN DO AT HOME?

- ❖ Put on your sweats and try our fun aerobics and turn them into FAMILY AEROBICS. Turn on some up-beat music and try these fun and easy exercises.
  - ▶ **10 Belly Push-Ups**
    - Lie on your tummy and push your arms up (the belly should be off of the floor).
    - Rock left to right on all fours.
    - Rock front and back on all fours.

▶ **Tall Kneel Stretches**

- Stretch your arms above your head.
- Stretch your arms to the left and then to the right.
- Stretch your arms out beside you and push as if you are pushing a wall.

▶ **Stand Up Tall**

- Touch the sky then touch the ground.
- Take a deep breath in and out.

❖ Dance and then do it all again.

<b>OTHER FUN ACTIVITIES?</b>
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- ❖ Use sidewalk chalk and make simple hopscotch patterns outside.
- ❖ Try moving in different ways to follow the hopscotch pattern. You can hop on one foot, hop with two feet together, leap, and so on.
- ❖ Turn on some upbeat music and encourage two-year-olds to move like different animals to the music.
- ❖ Dance your way from one room of the house to the next.
- ❖ You'll find even more fun games to play with your two year old here:  
[http://kidshealth.org/parent/growth/learning/toddler\\_games.html#](http://kidshealth.org/parent/growth/learning/toddler_games.html#)

## Healthy Home Connection Aerobics at Home

Try these fun activities at home and bring this sheet back to school with your child.

How did your child respond to this activity?

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Which exercises did your child most enjoy?

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## Aerobics



## WE'RE HAVING A BALL



### DID YOU KNOW...

- ↪ Catching is challenging for young children. It requires the coordination of vision and movement.
- ↪ The toddler must locate the object, anticipate when it will reach him, prepare himself to catch it and then intercept a moving object.
- ↪ Providing verbal cues like “Ready? Catch” helps the toddler focus attention.
- ↪ The toddler can start with brightly colored large balls and balls that are easy to grasp. [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD7 Use and manipulate objects purposefully
- PD 8 Use two hands in a coordinated, purposeful fashion
- SE 10 Engage with other children

### MATERIALS:

- Under inflated beach balls, balls with polka dot nobs, or yarn balls

**PROCEDURE:**

Choose balls that are easy to hold and catch. Yarn balls are easy to make, washable, and they don't break objects when they stray.

1. Let two-year-olds feel and touch the ball. After they have explored the ball, tell them you are going to play with the ball.
2. Encourage two-year-olds to play toss the balls to each other but don't expect them to catch it. Start by having them stand close to each other (about 1 foot apart). As they become more proficient increase the distance.
3. Toss the balls into a container like a laundry basket.

**ADAPT:**

- ◆ If two-year-olds do not seem interested in throwing the ball to a peer, encourage them to throw it high in the air and then try to catch it themselves.
- ◆ Have them roll the ball against a wall so it comes back to them.

**EXTEND:**

- ❖ Use a variety of balls so children can learn about size, texture, weight and how these influence what they can do with balls.
- ❖ Add music and have them hop,hop and toss; jump, jump and toss; clap, clap and toss; march march and toss. Get their heart pumping.

## BALL TOSS

### DID YOU KNOW...

- ↪ Toddlers need to engage in many short spurts of energy rather than more extended times. [2]
- ↪ To be motivating for toddlers, physical activity has to be fun and the activities varied. [1]
- ↪ Children need to focus first on throwing for distance, not accuracy. [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:

- ☐ PD 6 Develop eye-hand coordination to perform a variety of tasks
- ☐ PD 7 Use and manipulate objects purposefully.
- ☐ SE 2 Discover own body

### MATERIALS:

- A variety of different balls (different textures, colors, sizes and weights)
- 3 different colors of paper
- Masking tape
- See Tool box for instructions on making a yarn ball

### PROCEDURE:

1. Have the 3 colors of paper set up in a line taped down at 3, 6, and 10 feet from the starting line.
2. Next have the two-year-olds get the balls.
3. Model for the two-year-olds how to play the game. Say “I’m going to toss the ball hard so so that it lands near the red paper (if that is the farther one).” Help children

identify which color of paper they are trying to hit. Mention the colors of paper so as to reinforce color recognition.

4. The goal is to use the papers to promote throwing for distance. They do not need to hit the paper, just aim for that distance.
5. Once the ball is thrown have the child jump or run to get the ball and come back to do it again. If a child has to wait for a turn have him march or jog in place as he waits.

#### ADAPT:

- ◆ For the two-year-olds having difficulty tossing the ball move the papers closer to the child.
- ◆ Choose a larger target (however, there is no expectation that the child will actually get the ball in the target).
- ◆ If child doesn't yet know colors, stand next to the targeted paper.

#### EXTEND:

- ❖ Add another color of paper to the line so that the child has to practice tossing the ball even farther.
- ❖ Vary what the toddlers throw by adding a beanbag or newspaper ball (crinkled up newspaper).
- ❖ Add music to get get their hearts pumping faster
- ❖ Move the activity outside, increase the distance and have children retrieve the ball and run around the bike path or perimeter of the play yard before they throw again.

### FAMILY ACTIVITY TO DO AT HOME

**Activity at home:** Give parents the “Throw and Catch at Home” take-home activity.

**Share with parents:** what you know about the importance of practice fundamental motor skills early. Children who are skillful continue to want to use their skills as they get older.

#### Citations:

1. Gallahue, D. L., & Donnelly, F. C. (2003). *Developmental physical education for all children*. Champaign, IL: Human Kinetics.
2. Epstein, L. H., Kilanowski, C. K., Consalvi, A. R., & Paluch, R. A. (1999). Reinforcing value of physical activity as a determinant of child activity level. *Health Psychology, 18*(6), 599-603.

## HEALTHY HOME CONNECTION

### THROW AND CATCH AT HOME

#### WHAT WE DID IN SCHOOL:

- ☐ We have been exploring many different types of balls at school. We have played outside and inside, with yarn balls, foam balls, beach balls and even some balls with polka dot nobbs. We have really enjoyed rolling the balls, catching them, and even running after them.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child’s physical health and development by
  - Using and manipulating objects purposefully
  - Using two hands in a coordinated, purposeful fashion

#### WHY IT IS IMPORTANT:

- Catching is difficult. A child must see the object, figure out when it will get to him, prepare himself to catch it, and then intercept a moving object.
- Saying “Ready? Catch” makes the task easier.
- Brightly colored large balls are easier to catch (such as beach balls, covered foam balls, yarn balls and so on).
- Young children need to focus on throwing for distance before accuracy.
- Toddlers need to get those hearts pumping in 5 to 10 minute burst of energy.
- Keep physical activity fun, vary the activities, but keep moving.

#### WHAT YOU CAN DO AT HOME:

- ◇ You can make your own yarn ball to bond with your child while strengthening your child’s manipulative skills. (The instructions are attached.) These are easy to make and rarely break anything.
- ◇ Play catch with your child and move farther and farther away from one another.
- ◇ An under-inflated beach ball is great to start with.
- ◇ Get your child to improve his aim by practicing with him, you may both get better!

**OTHER FUN ACTIVITIES:**

- ❖ Even if you do not make the yarn ball, find something that is safe for inside throwing and catching such as a bean bag, newspaper balls, and stocking balls. Then play ball!
- ❖ Start tossing the ball close to your child (about 1 foot apart) or you can both practice by tossing the ball into an empty container like a laundry basket. When you get one in do a victory dance! Dance for each other, you are a team.
- ❖ A great ball for toddlers is the O Ball. Check it out here:  
<https://glammatoy.com/display/6972>

## HOW TO MAKE A YARN BALL



Find the outside end and lay it across the palm of your open hand.

Leave a tail of about 6 inches long hanging downward. This creates the pull string



Lay the yarn around the back of your thumb, and back across your palm placing it between your baby and ring finger



Wrap the yarn around the back of your baby finger.



Return the yarn across the palm of your hand and repeat the instructions in numbers 3 through 5 until you have loosely wrapped the yarn 8 to 12 times around both thumb and baby finger. The yarn should lay in the pattern of an eight around the thumb and baby finger of one hand.



Gently remove the yarn from your hand, holding it in a loose wad. keep your thumb by the pull string tail and first and middle finger on the opposite side of the wad.



Begin wrapping the yarn into a ball over your two fingers that were placed at the back of the wad. Wrap 8 to 12 times and then gently pull out your fingers, rotate the wad, keeping your thumb by the pull string tail. Repeat



Wrap the yarn into a regular ball, but do not catch your fingers inside and always keep your thumb by the pull string tail. Wind the ball at any angle you desire to form an even ball of yarn.

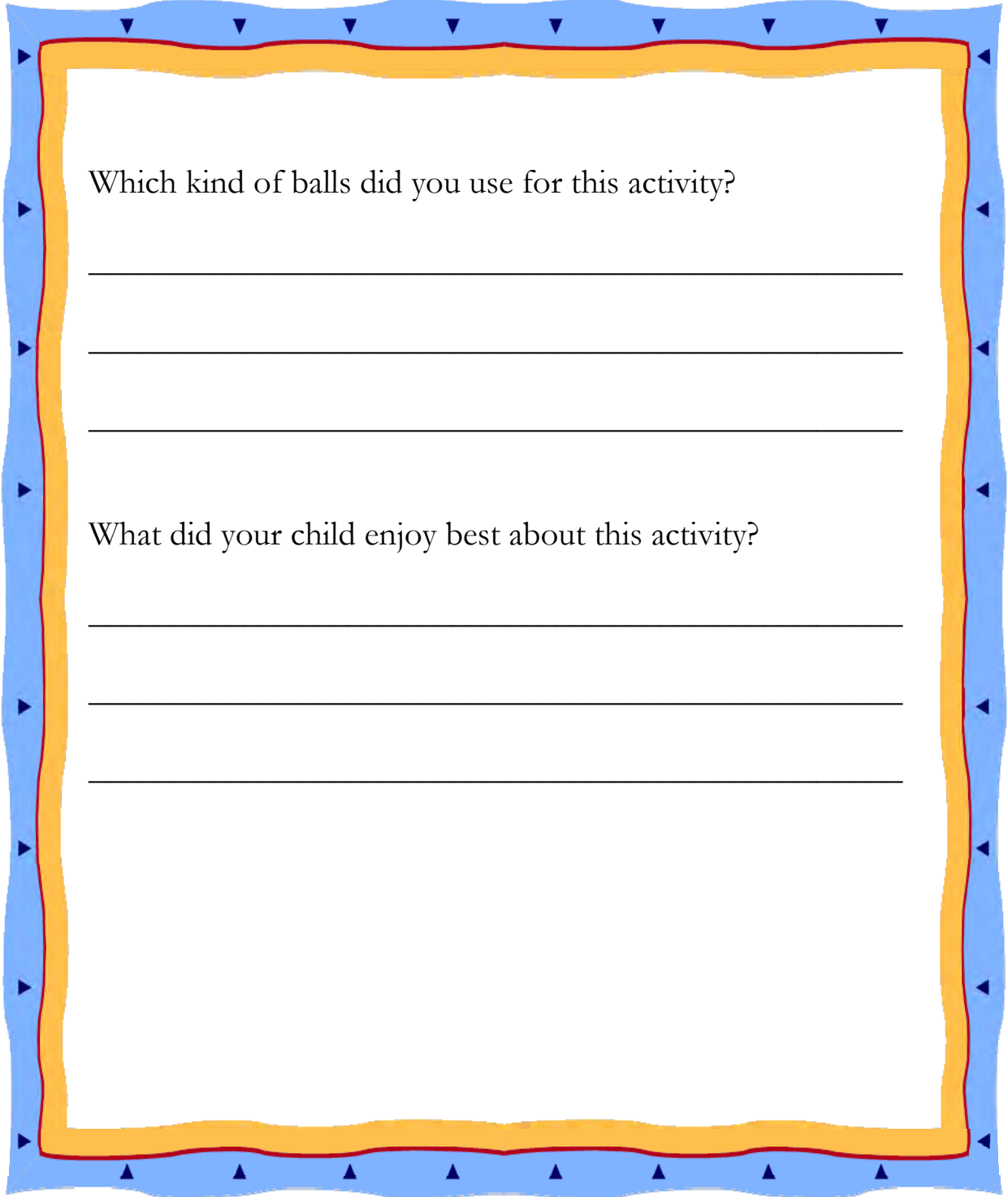


Tuck the last yarn end under a couple of the outside strands to keep it out of the way as you use your new pull skein. To use the pull skein, gently pull out the 6-inch tail of yarn from center of ball.



## Healthy Home Connection Throw and Catch At Home

Try these fun activities at home and bring this sheet back to school with your child.



Which kind of balls did you use for this activity?

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What did your child enjoy best about this activity?

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Balls

## BEACH BALL BOP

### DID YOU KNOW...

- ↪ Growing children need to develop skills that are building blocks for more complex movement activities. [1]
- ↪ Simple, fun activities like hitting balls require children to become physically active, and also train their hand-eye coordination, body control, and their understanding of cause and effect. [1]

#### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- ☐ PD6 Develop and use eye hand coordination to perform a variety of tasks.
- ☐ PD11 Ability to coordinate their bodies to perform increasingly complex movements
- ☐ SE2 Discover own body

#### MATERIALS:

- Beach balls attached to string hanging from the ceiling, bat, broom, or pole or use outside and attach to a tree branch or other appropriate piece of equipment
- Cardboard paper towel rolls

#### PROCEDURE:

**Since the beach ball is attached with string, it is very important that a teacher be in the area at all times.**

#### BEFORE THE CHILDREN ARRIVE:

1. Hang several blown-up beach balls from the ceiling (or a pole that an adult can hold) in a large open area in the classroom or outside also works. The beach balls should reach just above the two-year-olds' heads.

2. Clear the area of excess furniture since the children will be very excited and will be running around.
3. Place several empty paper towel rolls in a small basket so they are easily accessible to the children.

**WHEN THE TWO-YEAR-OLDS ARRIVE:**

4. They may be very excited and run through the beach balls hitting them around with their hands.
5. The adult in the area should redirect the two-year-olds by handing them a paper towel roll and saying, “Let’s see if you can hit the beach balls with this.”
6. As they hit the beach balls encourage them by saying things like:
  - ▶ “You hit that ball so far!”
  - ▶ “Look at how that beach ball is swinging since you hit it.”
  - ▶ “You are such a strong swinger!”

**ADAPT:**

- ◆ Have children hit the ball with their hands if they have problems using the paper towel rolls.
- ◆ Try the activity outside.
- ◆ Place the ball on the floor and have children hit it with the paper towel rolls to make it move.
- ◆ Add music to get their hearts pumping faster.
- ◆ Have children do a victory dance when they hit the ball.

**EXTEND:**

- ❖ Use different sized beach balls, and talk with the children about how easy or difficult the different sizes are to hit.
- ❖ Focus their attention on a specific feature of the beach balls such as size or color, this may keep them interested for a longer period of time.
- ❖ Discuss different ways of hitting the ball (one-handed or two-handed; from the bottom or the side, and so on).

# STOMP!

## DID YOU KNOW...

- ↪ Two-year-olds learn through exploration and discovery [2].
- ↪ As children move they make cognitive maps, or mental images, in their brain. With repetition these movement patterns become hard wired in the brain and children spend more time moving rather than thinking about how to move [2].
- ↪ To move skillfully, young children must form cognitive maps of fundamental movement skills [2].

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:

- ☐ PD 10 Increase the strength, balance and coordination of their bodies
- ☐ PD11 Ability to coordinate their bodies to perform increasingly complex movements
- ☐ LL4 Respond to communication of others
- ☐ SE10 Engage with other children

### MATERIALS:

- Fruit and veggie pictures [see attached and toolkit]
- Tape (for tile floors) or Velcro (for carpets)
- CD player
- CD's with upbeat music

### PROCEDURE:

#### BEFORE THE TWO-YEAR-OLDS ARRIVE:

1. Cut out food pictures (laminates them if possible) or leave them in their clear plastic sleeves.
2. Provide a clear open area.

3. Tape or Velcro food pictures to the ground (depending on your floor surface).
4. Spread out the colorful fruit and veggie photos.

**WHEN THE TWO-YEAR-OLDS ARRIVE:**

1. An adult should show them the pictures and the fun game they are going to play.
2. Tell the children that they are going to practice their colors today by playing a stomping game.
3. Say “Watch me find the red pepper and stomp next to it.” Run over to any red pepper and show the children how to stomp next to the color.
4. By giving both a color and a food clue you allow children different ways to try to problem solve.
5. Tell them that if another child is already there, they can stomp on the other side of the red pepper and stomp with their friend.
6. Say, “Now it’s your turn. Find the \_\_\_\_\_ and stomp right next to it.”
7. Be sure to monitor for safety. If children have a difficult time, stop and review the way to play the game again.
8. Add music to keep the energy level up.
9. Encourage the children by saying things like:
  - “You certainly know your colors and healthy foods!”
  - “Look at how quickly you moved!”
  - “You are such a strong stomper!”

**ADAPT:**

- ◆ Have children move to the colorful foods in different ways, such as crawling, scooting, crab walking, jumping, and so on.
- ◆ You can adjust the way the children move based on their mobility level, that is, younger children may crawl while older children may jump.
- ◆ If some children have problems remembering what they are stomping on make a small (3” by 5”) duplicate set of pictures so the child can take one with him to help him remember what he is matching.

**EXTEND:**

- ◆ Ask children to find either the requested color or the name of the fruit or vegetable but give them only one cue.

- ❖ Use photographs that have different numbers of fruits or vegetables on them and ask the children to make a stomp for each of the fruits or veggies.
- ❖ Once children are comfortable have them stomp 10 times (or a number you specify) when they locate the requested fruit or vegetable.

### Family Activity To Do at Home

**Activity at Home:** Give parents the “Bopping at Home” take home sheet and encourage them to get their children swinging and stomping and moving!

**Share with Parents:** what you know about the importance of practicing complex motor skills such as swinging to hit an object. Remind them of the progression of motor development for children between 24 and 36 months and encourage them to get their two-year olds moving.

#### Citations:

1. Graham, G., Holt-Hale, S. A., & Parker, M. (2005). *Children moving: A reflective approach to teaching physical education* (7<sup>th</sup> Ed.) New York: McGraw Hill.
2. Haywood, K. M., & Getchell, N. (2005). *Life span motor development* (4th ed). Champaign, IL: Human Kinetics.

Lettuce



Zucchini



Eggplant



Carrot



Broccoli



Tomato

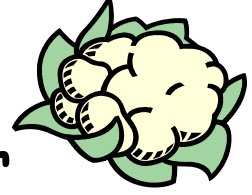




Corn



Cauliflower

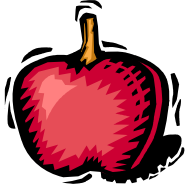








Peppers



Celery



<p>Apple </p>	<p>Strawberry </p>
<p>Banana </p>	<p>Blueberry </p>
<p>Watermelon </p>	<p>Kiwi </p>
<p>Peach </p>	<p>Cantaloupe </p>

Pear



Grapes



## HEALTHY HOME CONNECTION

### BOPPING AT HOME

#### WHAT WE DID IN SCHOOL:

- ☐ We have been busy bopping beach balls hung from the ceiling. We hit them with paper towel rolls. We are also practicing stomping to identify fruits and veggies.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Developing and using eye hand coordination to perform a variety of tasks.
  - ◆ Coordinating their bodies to perform increasingly complex movements

#### WHY IT IS IMPORTANT:

- ◎ As children move they make cognitive maps, or mental images, in their brain. With repetition these movement patterns become hard wired in the brain and children spend more time moving rather than thinking about how to move.
- ◎ To move skillfully young children must form cognitive maps of fundamental movement skills. These skills are the building blocks for more complex movement activities.
- ◎ This fun "bopping" activity helps with manipulative (ball) skills and the understanding of cause and effect reasoning.

#### WHAT YOU CAN DO AT HOME:

- ◇ Rather than poke holes in your ceiling, stand on your steps and hang a stuffed animal from a string over your banister. (If you don't have stairs, carefully hang the stuffed animal from a broom or other long object and hold it). Or, go outside and tie a beach ball to a tree branch.
- ◇ Find an empty paper towel or wrapping paper roll and give it to your child to use as a bat.
- ◇ As he is swinging, encourage him by saying: "Swing, batter, batter, swing!"
- ◇ To challenge him, slightly raise the stuffed animal or ball and say: "You can reach it, come on!"
- ◇ Encourage him to try and hit it in a variety of ways.

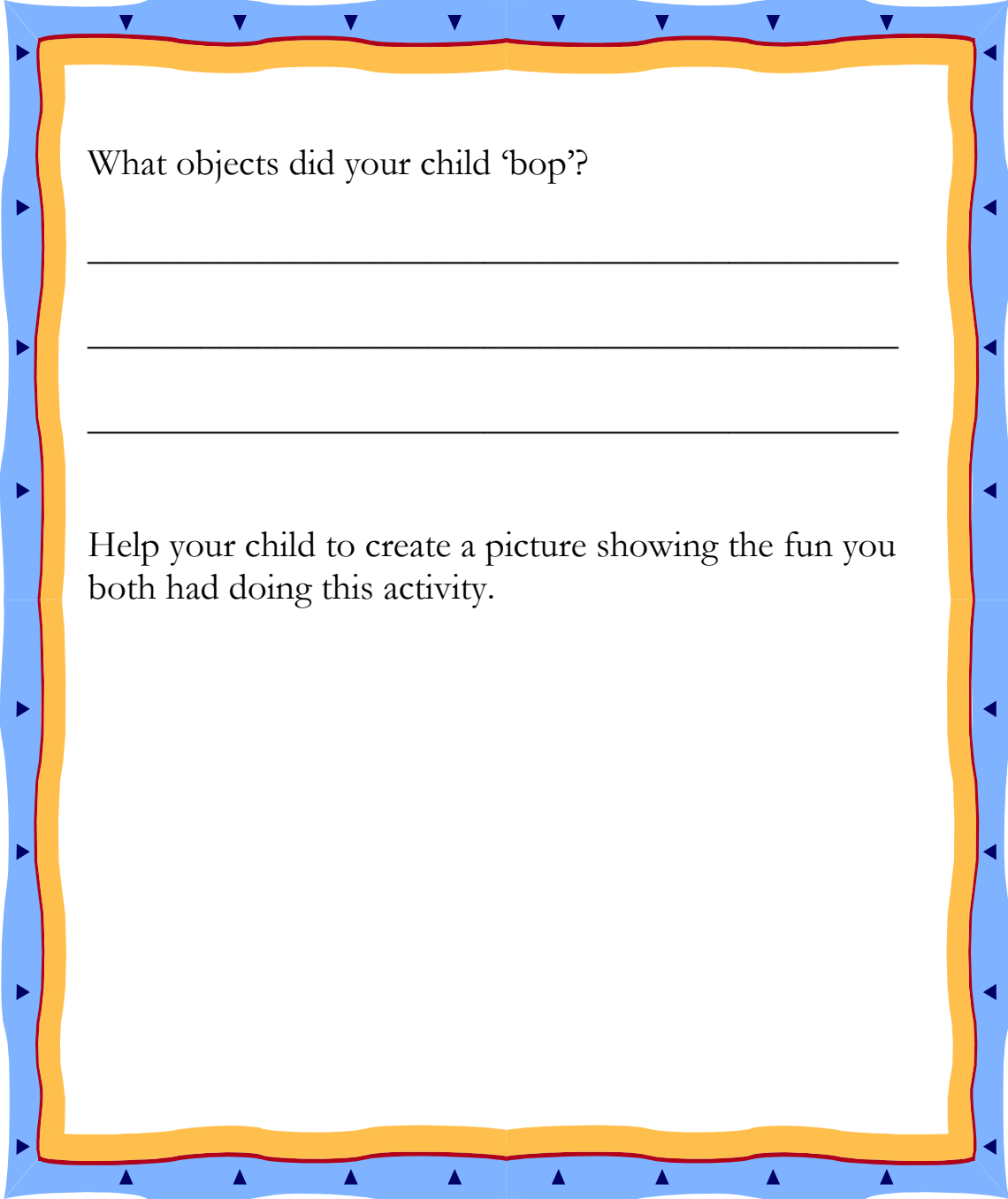
- ◆ Both of you do a victory dance when he hits it.

**OTHER FUN ACTIVITIES:**

- ◆ Cut out pictures of foods from grocery store flyers. Spread the pictures out on the floor. Call out the name of a food and have your child find it. Talk about the foods with your child.
- ◆ Change the game and have your child move in different ways to reach the picture (running, crawling, hopping, and so on).
- ◆ Another variation is to hold a scavenger hunt with the pictures. One player hides them and the rest of the family moves around the home to find them. You can use a timer to motivate people to move quickly and put on some music so you can dance around the house.

## Healthy Home Connection Bopping at Home

Try these fun activities at home and bring this sheet back to school with your child.



What objects did your child 'bop'?

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Help your child to create a picture showing the fun you both had doing this activity.

## PHYSICAL ACTIVITY: JUMPING OVER THE RIVER

### DID YOU KNOW...

- ↪ It is important for children and adolescents to participate in a total of 60 minutes or more of physical activity each day. [1]
- ↪ Toddlers need at least 30 minutes of structured or planned physical activity and at least 60 minutes, up to several hours, of unstructured physical activity or free-play each day. [1]
- ↪ Jumping, an essential locomotor skill, emerges during the second year of life. [1]

#### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD 2: Organize and discriminate sensory experiences
- PD 10: Increase the strength, balance and coordination of their bodies
- PD 11: Ability to coordinate their bodies to perform increasingly complex movements
- SE 2: Discover own body

#### MATERIALS:

- 2 jump ropes
- tape

#### PROCEDURE:

1. Before the activity, clear a large open space for the two year olds to jump over the river. Set one jump rope on the ground and lay it in a straight line across the floor.
2. Ask the children, “Would you like to try to jump over the river?”
3. If they say yes, slowly move the jump rope back and forth, wiggling it slowly enough for them to jump over. Make comments about the “water” (jump rope)

## Jump and Move

- ▶ “The water is moving very slowly.”
  - ▶ “It is getting a little faster.”
  - ▶ “Can you keep your feet dry?”
  - ▶ “Quick, quick, jump over the water.”
4. If they say no, encourage them to participate by jumping on the ‘land’ where they are standing or offer them the chance to jump over the river holding a friend’s hand.
  5. Encourage children to jump quickly enough and long enough to get breathless and get those hearts pumping.

### ADAPT:

- ❖ If the two year olds find the wiggling rope distracting, put tape on the floor and have them jump over the tape. As they become more confident, put two pieces of tape to make the river.

### EXTEND:

- ❖ Add music.
- ❖ Instead of wiggling the rope on the ground, hold it off the ground so they need to jump over it.
- ❖ For older two year olds, bring the jump ropes outside and model for them how you jump rope.
- ❖ Remind them that being active helps keep their heart healthy.



## PHYSICAL ACTIVITY: MOVING MARACAS



### DID YOU KNOW...

- ↪ Toddlers need at least 30 minutes of structured or planned physical activity and at least 60 minutes, up to several hours, of unstructured physical activity or free-play each day. [1]
- ↪ Medium to high intensity physical activity, especially when it gets the heart pumping faster, is important for the maintenance of good overall health and fitness. [1]
- ↪ Two year olds begin to have more control and coordination and learn more efficient ways to perform the locomotor skills of jumping, moving, and crossing the midline.[1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD 11: Ability to coordinate their bodies to perform increasingly complex movements
- PD 12: Interact with people and environment through movement and body awareness
- SE 10 Engage with other children

### MATERIALS:

- Maracas – 1 per child
- Upbeat music such as Putumayo Kids *Latin Playground*
- CD player

### PROCEDURE:

1. Ask the two year olds to sit on the carpet. Explain to them that today they will be using a fun instrument called a maraca to create music we can dance to!

## Jump and Move

2. Show them the maraca. Shake the maraca and show the two year olds how to use the maraca.
3. Give one maraca to each child.
4. Allow them to experiment with and explore the maracas.
5. Turn on upbeat music and invite the two year olds to get up and move to the music and shake their maracas to the music. Be sure to model this yourself.
6. Encourage the two year olds to dance quickly and shake their maracas to the beat of the music.
7. Once they get the rhythm, have the two year olds hold the maracas and reach across the body – high, low, and to the side - as they shake them and dance. Talk with them through these actions labeling what they are doing and describing their actions.
8. Dance long enough so that the children’s hearts beat faster, and they are feeling breathless.
9. Be sure to monitor the children and make sure they are dancing and using the maracas safely.
10. When you are about to end the activity, be sure to let the children know that this will be the last dance. End the activity by collecting the maracas and explaining to the two year olds that this is something they can do again.

### ADAPT:

- ◆ Help them experiment by asking them to shake the maracas in different ways and to think about the way shaking changes the sound. For instance, they can jump up and down while they shake the maracas fast; or they can twirl in circles while swirling their maracas.

### EXTEND:

- ◆ Add different musical instruments such as bells and tambourines to create your own band.
- ◆ Practice marching and stomping patterns in place!
- ◆ Jump, hop, walk fast, and march the maracas.
- ◆ Make your own maracas!

## FAMILY ACTIVITY TO DO AT HOME

**Activity at Home:** Give parents the “Jumping Over the River at Home” activity. Encourage them to do the activity with their children!

**Share with Parents:** what you know about physical activity and the importance of getting children’s hearts beating faster.

## Jump and Move

### Citation:

1. Nemours Health & Prevention Services (2009). *Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy*. Newark, Delaware: Nemours Foundation.

**HEALTHY HOME CONNECTION**  
**JUMPING OVER THE RIVER AT HOME**  
*Jump and move with your children at home!*

**WHAT WE DID IN SCHOOL:**

- ☐ In school, we have been moving our bodies in lots of different ways. We pretended jump ropes were little rivers and practiced jumping over them again and again! Sometimes the teachers made the rivers move and we had to jump even farther. We used fun instruments like maracas and danced to music. We loved shaking them and moving our bodies to the music. Jumping over rivers is so much fun! Can we try it at home, please?
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ❖ Increasing the ability to coordinate their bodies to perform increasingly complex movements
  - ❖ Interacting with people and environment through movement and body awareness

**WHY IT IS IMPORTANT:**

- It is important for children and adolescents to participate in a total of 60 minutes or more of physical activity each day.
- Toddlers need at least 30 minutes of structured or planned physical activity and at least 60 minutes, up to several hours, of unstructured physical activity or free-play each day. It doesn't have to be all at once – 10 minutes here and 10 minutes there. It all adds up!
- Medium to high intensity physical activity, especially when it gets the heart pumping faster, is important for the maintenance of good overall health and fitness.
- Two year olds begin to have more control and coordination and learn more efficient ways to perform the locomotor skills of jumping, moving, and crossing the midline.
- Jumping, an essential locomotor skill, emerges during the second year of life.
- The American Academy of Pediatrics does not recommend any screen time for children under 2 years of age and no more than two hours everyday after age 2.

**WHAT YOU CAN DO AT HOME:**

- ◇ You can make your own river to jump over at home! Just follow these simple directions.

## Jump and Move

- ◆ Clear a large open space for your child to jump over the river.
- ◆ Set one jump rope on the ground and lay it in a straight line across the floor.
- ◆ Ask them, “Would you like to try to jump over the river?”
  
- ◆ If they say yes, slowly move the jump rope back and forth, wiggling it slowly enough for them to jump over. Make comments about the “water” (jump rope).
  - ◆ “The water is moving very slowly.”
  - ◆ “It is getting a little faster.”
  - ◆ “Can you keep your feet dry?”
  - ◆ “Quick, quick, jump over the water!”
- ◆ If they say no, encourage them to participate by jumping on the ‘land’ where they are standing or offer them the chance to jump over the river holding someone’s hand.
- ◆ Encourage your child to jump quickly enough and long enough to get breathless and get those hearts pumping.

### OTHER FUN ACTIVITIES:

- ◆ Add music.
- ◆ Lay strings or jump ropes in squiggly patterns on the floor and challenge your child to jump over them again and again.
- ◆ Make the game more challenging by holding one end of the rope and jiggling it lightly. Then challenge your child to keep jumping over the river.
- ◆ Instead of wiggling the rope on the ground, hold it off the ground so they need to jump over it.
- ◆ For older two year olds, bring the jump ropes outside and model for them how you jump rope.
- ◆ To engage your child in group movement activities such as these check out classes at the YMCA <http://www.ymcade.org/>
- ◆ Invite a friend or two over and try some of the movement games listed here: [http://kidshealth.org/parent/growth/learning/toddler\\_games.html#](http://kidshealth.org/parent/growth/learning/toddler_games.html#)

## Healthy Home Connection

### Jumping Over the River at Home

Try these fun activities at home and bring this sheet back to school with your child.

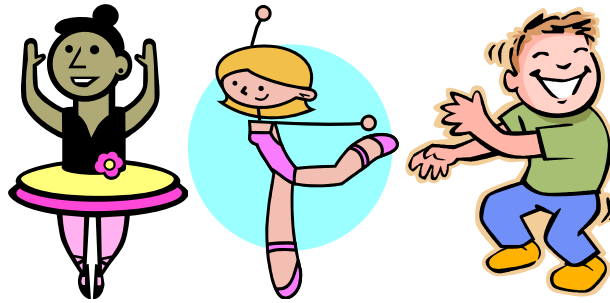
I had fun jumping and moving at home!

---

What three types of rivers did you jump over?

- 1.
- 2.
- 3.

## MOOD DANCING



### DID YOU KNOW...

- ↪ Learning a new movement skill is an internal process that we can only see by what the child does. [1]
- ↪ Two-year-olds are typically in a pre-control level of movement. They cannot repeat movements one after the other. When they do the same movement, it looks different each time. [2]
- ↪ Two-year-olds often include movements that are unrelated to the skill they are doing. [2]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- ☐ PD9 Move freely as they begin to control their own bodies, starting with the head and back and progressing to the arms and legs
- ☐ PD11 Ability to coordinate their bodies to perform increasingly complex movements
- ☐ SE 2 Discover own body

### MATERIALS:

- Music for dancing
- CD player

**PROCEDURE:**

1. Play dance music for two-year-olds.
2. Use many different types of music, but be sure to choose music that has a definite rhythm and mood.
3. Talk to the two-year-olds about the mood of the music: whether it is fast or slow, happy or sad, light or heavy.
4. If children do not dance, dance with them or pair them up with other children who have the idea.
5. Make sure to dance too, to help them interpret the mood. Your modeling will encourage participation.
6. Songs that last between 2 and 4 minutes are about right for two-year-olds.

**NOTE: Moving to music is a lifelong skill.**

**ADAPT:**

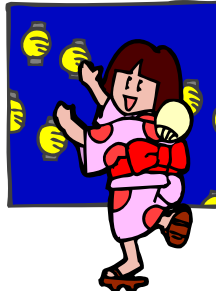
- ◆ Encourage movement of any type regardless of its relationship to the mood of the music. Be certain the movement is safe for all the children.
- ◆ Have the children listen to the music for about a minute and talk about the mood, the beat, and the concepts of fast and slow before they begin to dance.

**EXTEND:**

- ◆ Have the children use props, such as see through scarves, as they move to the music. Discuss the movement of these objects in relation to the movement of their bodies when they move.



## ACTING IT OUT



### DID YOU KNOW...

- ↪ When young children are learning a new movement, they seem awkward and what their body does may not be close to the skill they are trying to do. [2]
- ↪ Two-year-olds are often surprised when they perform a skill correctly. [2]

#### **TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS**

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD 11 Ability to coordinate their bodies to perform increasingly complex movements
- PD12 Interact with people and environment through movement and body awareness
- L10 Show interest in rhymes, books, stories and songs
- SE7 Develop self-control

#### **MATERIALS:**

- stool or chair

**PROCEDURE:**

1. When the two-year-olds arrive and settle in, start group time as usual.
2. During group time, sing or chant together:

*Little Miss Muffet  
Sat on her tuffet  
Eating her curds and whey  
Along came a spider  
Who sat down beside her  
And frightened Miss Muffet away!*

3. Next talk to the class about different movements you could do to this chant. For example:

*Little Miss Muffet* (carrying a very full bowl of curds and whey, she carefully walks to the chair) **slow, light fluid movement**

*Sat on her tuffet* (slowly and carefully she slides down into her seat)  
**slow, gentle, bound movement**

*Eating her curds and whey* (she carefully lifts the spoon and takes long slow bites because it is hot!) **slow movement.**

*Along came a spider* (the spider quietly tiptoes over to Miss Muffet)  
**light, and slow movement**

*Who sat down beside her* (quietly and slowly the spider sits down beside her)  
**slow and light movement**

*And frightened Miss Muffet away!* (Miss Muffet suddenly notices the spider, jumps up, throws her bowl into the air and runs away scared!)  
**free fast movement (running in place)**

4. Next incorporate these movements into the chant and say it again together, acting out the movements.
5. When Miss Muffet is frightened away have all the children stand and run in place. Ask the children “Do you see the spider?” If they reply yes say “We have to keep running.” If they say “no” say “Keep running let me look. Keep running I see it.” Keep the two-year-olds running in place for two to three minutes.

**ADAPT:**

- ◆ For children having a difficult time following the chant, suggest some simpler movements that they could do. Model the movements to the children.

**EXTEND:**

- ❖ Use different rhymes and have the children participate in the movements as you say the rhyme.

*Jack be nimble,  
Jack be quick,  
Jack jump over  
The candlestick.  
Jack jumped high  
Jack jumped low  
Jack jumped over and burnt his toe*

*I clap my hands,  
I touch my feet,  
I jump up from the ground.  
I clap my hands,  
I touch my feet,  
and turn myself around.*

- ❖ Encourage children to keep jumping and moving by doing the rhymes several times and asking them to do it faster and with more vigor.

**FAMILY ACTIVITY TO DO AT HOME**

**Activity at Home:** Give parents “Dancing at Home” take home activity sheet and tell them to have fun singing songs with their child and doing motions with the songs.

**Share with Parents:** what you know about the importance of children trying to do new and different movements with their bodies and doing this movement vigorously for several minutes.

Citations:

1. Gallahue, D. L., & Donnelly, D. L. (2003). *Developmental physical education for all children* (4<sup>th</sup> ed.). Champaign, IL: Human Kinetics.
2. Sanders, S. W. (2002). *Active for life: Developmentally appropriate movement programs for young children*. Washington, DC: National Association for the Education of Young Children.

# HEALTHY HOME CONNECTION

## DANCING AT HOME

### WHAT WE DID IN SCHOOL:

- ☐ We have been dancing, and dancing to the rhythm and mood of music. We have also been making up movements to go with songs and rhymes.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Moving freely as they begin to control their own bodies.
  - ◆ Coordinating their own bodies to perform complex movements

### WHY IT IS IMPORTANT:

- ◎ Two-year-olds are learning about their body. They cannot repeat movements one after the other and when they do the same movement it looks different each time.
- ◎ They often include movements that are unrelated to the skill they are doing.
- ◎ When they are learning new movements, they seem awkward and what their body does may not be close to the skill they are trying to do.
- ◎ Two-year-olds are often surprised when they perform a skill correctly.
- ◎ Because movement is challenging, activities like mood dancing are great. They require children to internalize the beat of the music and think about how to make his body respond. There is no right or wrong but it engages both the mind and the muscles.

### WHAT YOU CAN DO AT HOME:

- ◆ This week at home sing some songs together and create movements to them. Some songs you could use are *Twinkle Twinkle Little Star*, *the Itsy Bitsy Spider*, or *Little Miss Muffett*.
- ◆ As you do the movements with your child, focus on movements you don't do everyday. For instance, you could pretend you are glued to the ground, or that you are walking through thick sticky slime.
- ◆ If your child has difficulties with making up his own movements, then come up with ideas for him.
- ◆ Choose mood music for dancing that is fast and vigorous. Two year olds need 30 minutes of structured moderate to vigorous activity each day. Dancing with you is a great way to meet this requirement.

**OTHER FUN ACTIVITIES:**

- ❖ For this activity you could also add props such as a hat or dancing clothes or even a bean bag. With these props you could incorporate movement of your body but of other objects as well.
- ❖ Simple rhymes such as the one below are fun to do and also get you and keep you moving.

*Jack be nimble,  
Jack be quick,  
Jack jump over  
The candlestick.  
Jack jumped high*

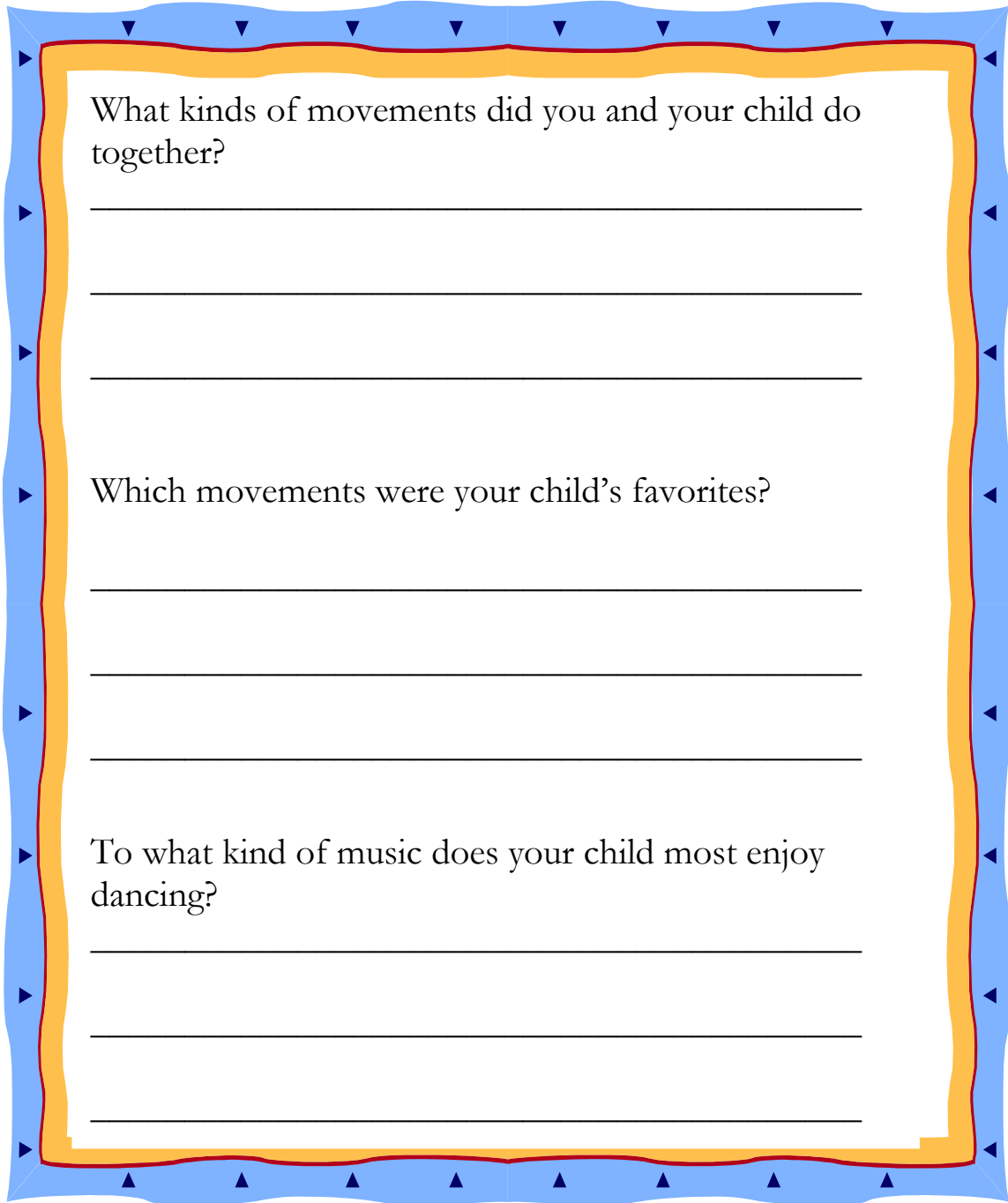
*Jack jumped low  
Jack jumped over and  
burnt his toe  
I clap my hands,  
I touch my feet,*

*I jump up from the  
ground.  
I clap my hands,  
I touch my feet,  
and turn myself around.*

- ❖ Check out [http://www.putumayo.com/en/shop\\_catalog.php?category=16&submenu=S15](http://www.putumayo.com/en/shop_catalog.php?category=16&submenu=S15) for CDs that showcase music from around the world.

## Healthy Home Connection Dancing at Home

Try these fun activities at home and bring this sheet back to school with your child.



What kinds of movements did you and your child do together?

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Which movements were your child's favorites?

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To what kind of music does your child most enjoy dancing?

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## OBSTACLE COURSE

### DID YOU KNOW...

- ↪ Toddlers need at least 30 minutes of structured or planned physical activity and at least 60 minutes, up to several hours, of unstructured physical activity or free-play each day. [1]
- ↪ Medium to high intensity physical activity, especially when it gets the heart pumping faster, is important for the maintenance of good overall health and fitness.[1]
- ↪ Research has shown that outdoor play helps children to be more physically active. In fact, going outside is important to expose children to light for Vitamin D and to get fresh air.[1]

#### **TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS**

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD 9-Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs
- PD 10-Increase the strength, balance and coordination of their bodies
- PD11- Ability to coordinate their bodies to perform increasingly complex movements
- PD 12-Interact with people and environment through movement and body awareness
- SE 4- Begin to develop independence
- SE 10- Engage with other children

#### **MATERIALS:**

- Cones, chairs or other markers to show the course
- Masking tape

**PROCEDURE:**

1. Set up the cones, chairs or markers in a large shape that you can do in your classroom or outside (circle, oval, square, rectangle, hexagon, etc.).
2. The course may be short or long. If you don't have the space for a long course, children can do it two or three times.
3. Have children go around each of the "obstacles" as they complete the course (e.g. they can circle around the obstacle, zig-zag between obstacles, etc.).
4. For each obstacle use the masking tape and tape arrows on the floor to indicate how the children will go around the obstacle.
5. Tell children what movements they are to use as they go through the course:
  - ▶ Running (fast, big steps, small steps)
  - ▶ Jumping
  - ▶ Walking (with arms pumping, sideways, stooped, and so on)
  - ▶ Creeping or crawling
  - ▶ Dancing
6. Once children have the idea, let them decide how they will move through the obstacles. Encourage them to make up creative movements.

**ADAPT:**

- ❖ Keep the course simple and relatively short, or make it more challenging, depending on the interests and abilities of your children. You can have them fly like superheros, move like animals, dance, etc.! There are tons of fun, creative ways to do this activity!

**EXTEND:**

- ❖ Add music and have children keep time with the music or sing as they go through the course.
- ❖ Describe the child's actions as they move ("You're climbing over the chair.", "Now you're crawling under the table.")
- ❖ Talk about sports that have obstacles or people to go around (soccer, basketball, football, skiing, etc.).
- ❖ Let the children redesign the course and make suggestions about different movements.



- ❖ Ask the children for suggestions about additional obstacles to add to the obstacle course. You may end up with a fun and wacky obstacle course that they will really enjoy moving through!

24 to 36 months

## OBSTACLE CHALLENGE

### DID YOU KNOW...

- ↪ It is important for children and adolescents to participate in a total of 60 minutes or more of physical activity each day. Toddlers need at least 30 minutes of structured play as well. [1]
- ↪ Help children be active and get breathless by being active with them.[1]
- ↪ Children this age should watch less than 2 hours of TV daily. Show them how to make other choices like being physically active.[1]

#### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- PD 10-Increase the strength, balance, and coordination of their bodies
- PD 11-Ability to coordinate their bodies to perform increasingly complex movements
- PD 12-Interact with people and environment through movement and body awareness
- SE 2- Discover own body
- SE 10- Engage with other children

#### MATERIALS:

The goal of this activity is to find obstacles that children have to crawl through, jump through, walk across, etc. Here are some suggested materials to make this fun and exciting obstacle course.

- |                               |                                |
|-------------------------------|--------------------------------|
| <input type="radio"/> Barrels | <input type="radio"/> Tunnels  |
| <input type="radio"/> Boxes   | <input type="radio"/> Tables   |
| <input type="radio"/> Boards  | <input type="radio"/> Scooters |
| <input type="radio"/> Tires   | <input type="radio"/> Chairs   |

- Hoops
- Balance beam
- Benches
- Masking tape
- Timer or cards with numbers
- Pictures or drawings of physical activities

**PROCEDURE:**

1. Set up an obstacle course either inside or outside using items that you have collected.
2. The course may be simple or complex, depending on the past experience of the children, but should require a variety of physical skills (e.g., walking, marching, climbing, crawling, jumping, running, etc.) and should be long enough that several children can participate at the same time.
3. Use obstacles that require children to move over, under, around, and through the obstacles.
4. Set up areas next to the obstacle by using the masking tape to put an arrow that takes the child off the course to a station. Use the picture of the physical activity (jumping, hopping, running, or marching in place) with a timer or a number to indicate to children how long or how many activities they need to do before reentering the obstacle course. Be sure to demonstrate how to do this before expecting the children to do it.
5. Encourage two year olds to do the course, make suggestions for specific actions and encourage them to do it again with different movements.

**ADAPT:**

- ◇ Keep the course simple and relatively short or allow the children to stop in the middle.
- ◇ Give children a play-by-play description of what they are doing so they begin to associate their actions with words (e.g., “jump through the hoop”, or “hop over to the tunnel”).
- ◇ Use arrows if the course has optional directions and pictures to show how to move through some obstacles.
- ◇ If balancing is difficult, offer your hand for assistance.

**EXTEND:**

- ❖ Give children more complex activities to do such as picking up a bean bag and carrying it to another place in the course.
- ❖ Add line drawings of the necessary postures to get through a particular obstacle or add music to determine the pace of movement.

### **FAMILY ACTIVITY TO DO AT HOME**

**Activity at Home:** Give parents the “Obstacles at Home” take home sheet and tell them to have fun walking different patterns with their child.

**Share with Parents:** what you know about the importance of getting daily physical activity. Encourage them to do different actions with their children until their hearts are beating faster and they are breathless.

#### Citations:

1. Nemours Health & Prevention Services (2009). *Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy*. Newark, Delaware: Nemours Foundation.

## HEALTHY HOME CONNECTION OBSTACLES AT HOME

Make physical activity fun at home for your children!

### WHAT WE DID IN SCHOOL:

- ▣ We have been using our bodies to go under, over, through and around obstacles. Sometimes we ran, or crawled, or hopped through the course. We have been using our muscles to complete different movements. We moved until our hearts were beating faster and we were breathless.
- ▣ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ❖ Moving freely as we begin to control our own bodies Increase the strength, balance and coordination of their bodies
  - ❖ Coordinating our bodies to perform increasingly complex movements

### WHY IT IS IMPORTANT:

- Help your children turn off the TV and participate in a total of 60 minutes or more of physical activity each day.
- Toddlers need at least 30 minutes of structured or planned physical activity and at least 60 minutes, up to several hours, of unstructured physical activity or free-play each day.
- Medium to high intensity physical activity, especially when it gets the heart pumping faster, is important for the maintenance of good overall health and fitness.
- Help your children turn off the TV and get at least 1 hour of physical activity every day by trying this new game and getting breathless. Two year olds enjoy playing and being active with you!

### WHAT YOU CAN DO AT HOME:

- ◇ Create an obstacle course indoors or outdoors for your child. Ask them for ideas on what to include and how to set it up. Use anything that they can crawl, hop or walk on or under.
- ◇ As you go through the course, give a play-by-play description of what he is doing so he begins to associate his actions with words (e.g., "jump through the hoop", or "hop over to the tunnel").
- ◇ If your child has difficulties with the course, make simple line drawings or model what he should do.
- ◇ Keep it fun.

**OTHER FUN ACTIVITIES:**

- ❖ Go to a park and help your child use some of the equipment in a sequence. For example, swing, then run to the slide, go down, jump to the ladder and go down again, run around the sand box and then take a break.
- ❖ Another fun thing to do is to have your child make his own obstacle course.
- ❖ You can play fast music during the obstacle course and talk about moving to the beat of the music.
- ❖ Check out <http://www2.nccde.org/Parks/Locations/default.aspx> for a listing of all parks that are local to your address if you live in New Castle County.  
<http://www.co.kent.de.us/Departments/CommunitySvcs/Parks/index.htm> for Kent County and  
<http://sussexcountyde.gov/services/tourism/index.cfm?resource=recreation> for Sussex County.
- ❖ For all other information on activities, parks and other outside recreation activities in Delaware check out:  
<http://www.dnrec.delaware.gov/parks/Information/Pages/InformationIndex.aspx>

## Healthy Home Connection Obstacles at Home

Try these fun activities at home and bring this sheet back to school with your child.

I had fun playing in obstacle course at home!

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Write, or draw in order, the activities you did in your obstacle course.

What was your favorite part?

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## Obstacles



## PICK UP AND DELIVERY



### DID YOU KNOW...

- ↪ Two-year-olds need a variety of experiences that promote object-control skills and sensory motor integration. [1]
- ↪ Two-year-olds who do not have a history of negative learning experiences are eager learners [1]
- ↪ Two-year-olds rarely fear injury or rejection. [1]
- ↪ Take advantage of children's eagerness to move while keeping them safe. [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- ☐ PD 16 Experience and learn about healthy lifestyle practices
- ☐ DS 4 Use hearing to gain information about people, places, language and things
- ☐ DS 7 Explore how objects fit into a variety of spaces as they build, stack, fill and dump
- ☐ SE 4 Begin to develop independence

### MATERIALS:

- Different sized cans of food (fruit and vegetable cans) labeled with green stickers for GO foods and red stickers for WHOA foods
- Empty cardboard food containers filled with scrap paper or something to make them heavy and also labeled with green and red colored stickers for GO and WHOA
- Large cardboard boxes with a piece of colored construction paper (red and green) taped to them

**PROCEDURE:**

**BEFORE THE CHILDREN ARRIVE,**

1. Place the food containers throughout the play area and put the cardboard boxes around the boundary of the play area.

**WHEN THE CHILDREN ARRIVE,**

2. Tell them that someone scattered the food all around and that you need some of them to help pick up the food containers and put them in the right boxes. That is, the food containers that are marked with the red stickers need to go in the red box and so on.
3. When the children have found the food containers, talk with them about the foods in each box and why some foods are considered GO foods and other foods labeled with Red stickers are WHOA foods.
  - ▶ GO foods: These are foods that are good to eat almost anytime. They are the healthiest ones. Example: skim and low-fat milk. [2]
  - ▶ WHOA foods are the least healthy and the most likely to cause weight problems, especially if a person eats them all the time. That's why Whoa foods are once-in-a-while foods. Example: French fries. [2]

**ADAPT:**

- ◆ Some two-year-olds may need help finding the color on the container, identifying it and then matching it to the box. Provide support by telling them the color name and helping them find the right box.

**EXTEND:**

- ◆ Help children identify the vegetables and fruits from the pictures on the label.
- ◆ Talk more about the concept of GO and WHOA foods.
- ◆ Also talk about how heavy and light the containers and the boxes are and how much effort it takes to move them.

**Note: This activity uses real cans of food. When the activity is completed the food can be eaten. The activity does not harm the food.**

## SHOPPING AND STOCKING



### DID YOU KNOW...

- ↻ Children are multisensory learners. [1]
- ↻ Children first receive input from their senses and this information is sent to the brain. Next, the brain organizes this information and compares it to past experiences. Based on past experiences, an internal motor decision is made.
- ↻ Children then make an observable movement and receive sensory feedback --- the cycle begins again. [1]

### **TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS**

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD8 Use two hands in a coordinated purposeful fashion
- DS3 Explore people and objects through touch
- DS23 Use props and people as they engage in make believe play and act out simple themes
- SE4 Begin to develop independence
- SE10 Engage with other children

### **MATERIALS:**

- Child-sized shopping carts or strollers
- Weighted empty food packages and cans of fruits and vegetables
- Bags of rice and beans

**PROCEDURE:**

**BEFORE THE CHILDREN ARRIVE,**

1. Put scrap paper in empty food packages for weight.
2. Gather child-sized shopping carts and strollers and place them in your classroom.
3. Put the weighted packages and cans in the dramatic play area so the children in your room can place them in their baskets or strollers and push them around the classroom. Use the labeled cans from the first activity.

**WHEN THE TWO YEAR OLDS ARRIVE,**

4. Talk with the children about the food in the dramatic play area and encourage them to “shop”. They need to lift the cans and bags of food several times to develop upper body strength.
5. Find ways to help them share the baskets, and to get more two-year-olds involved. This all depends on your own personal management style.
6. Try some of these comments:
  - ▶ “You are lifting lots of food!” “Can you lift it above your head?”
  - ▶ “Wow! You sure have strong muscles!”
  - ▶ “Can you lift something in each hand?”
  - ▶ “How many times can you lift the cans?”
  - ▶ “Can you put the cans on the shelf?”
7. Help them identify and think about the foods they are selecting and when they might eat them and how frequently.
8. Shop side by side with the children and talk with them about the kinds of foods you enjoy.

**ADAPT:**

- ◆ Add some cans and packages that are smaller, lighter, and easier to handle.
- ◆ Encourage children to play together with one filling the cart and the other pushing it.

**EXTEND:**

- ❖ For older two-year-olds, a grocery store dramatic play would be appropriate. Help children classify the food and talk about when they would eat it.
- ❖ Talk about the different foods in the “Go” and “Whoa” cans and packages. Also talk about the “Go” foods will help them get strong and be healthy.
- ❖ If possible, take small groups to the grocery store.

**FAMILY ACTIVITY TO DO AT HOME**

**Activity at Home:** Give parents “Unloading the Groceries” take home sheet and encourage them to get their two-year-olds lifting food packages at home.

**Share With Parents:** what you know about the importance of strengthening upper body muscles as well as practicing object control. Help them understand that it will take repetition to develop upper body strength.

Citations:

1. Gallahue, D. L., & Donnelly, D. L. (2003). *Developmental physical education for all children* (4<sup>th</sup> ed.). Champaign, IL: Human Kinetics.
9. Kids Health from Nemours. (n.d.). Go, slow, and whoa!: A kid’s guide to eating right. Retrieved from [http://kidshealth.org/kid/stay\\_healthy/food/go\\_slow\\_whoa.html](http://kidshealth.org/kid/stay_healthy/food/go_slow_whoa.html).

## Healthy Home Connection

### UNLOADING THE GROCERIES—AT HOME

#### WHAT WE DID IN SCHOOL:

- ☐ We have been learning about different foods and how frequently we should eat them. We found foods with green labels (GO foods) and red labels (WHOA foods) and put them in green and red boxes. We pushed a heavy shopping cart and moved heavy boxes and cans of food, not just once but many times. We loved moving the food from the table to the box or shopping cart and then pushing the cart around the room and unloading our groceries.
  - ◆ GO foods are foods that are good to eat almost anytime. They are the healthiest ones. Example: skim and low-fat milk. [2]
  - ◆ WHOA foods are the least healthy and the most likely to cause weight problems, especially if a person eats them all the time. That's why Whoa foods are once-in-a-while foods. Example: French fries. [2]
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Experiencing and learning about healthy lifestyle practices
  - ◆ Using two hands in a coordinated purposeful fashion
  - ◆ Using props and people while engaging in make believe play and acting out simple themes

#### WHY IT IS IMPORTANT:

- Children are learning from all of their senses
- Learning something as easy as picking up a can is actually complicated.
- First your child receives input from his senses and this information is sent to the brain. The brain organizes this information and compares it to her past experiences. Based on past experiences an internal motor decision is made.
- Then your child makes an observable movement and receives sensory feedback and the cycle begins again.
- Two-year-olds need a variety of experiences that promote object-control skills in their brain to develop good sensory motor integration.
- Two-year-olds need to develop upper body strength by moving objects that provide resistance and they need to do this several times to be effective.

### **WHAT YOU CAN DO AT HOME:**

- ◆ The next time you bring home groceries, instead of unloading everything on your own, ask your child for some help.
- ◆ Your child will not be able to reach the counter, but they will be able to bend down and pick up the food to hand to you.
- ◆ Talk about the foods you buy and which ones are GO foods and WHOA foods and what that means for how frequently your child can eat them.

### **OTHER FUN ACTIVITIES:**

- ◆ Provide your child with opportunities to pick up a variety of different objects that are heavy, round and square, smooth and rough, uniform and oddly shaped and so forth.
- ◆ Encourage your child to take the items they have picked up to another place.
- ◆ Talk with your child about different ways of carrying things based on their size and weight.
- ◆ Point out the names of the food on the container to help your child develop an awareness of print.

## Healthy Home Connection Unloading the Groceries

Try these fun activities at home and bring this sheet back to school with your child.

Which kinds of items did your child help you carry?

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What are some of the GO foods you talked about together?

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What did your child enjoy most about this activity?

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## PHYSICAL ACTIVITY: LET'S THROW!



### DID YOU KNOW...

- ↪ Building a solid foundation in core movements during early childhood helps children see themselves as able to be active and helps children keep moving as adolescents. [1]
- ↪ Children who are physically active early in life and stay active throughout childhood enjoy many positive benefits to their physical as well as emotional health. [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:

- PD 8- Use two hands in a coordinated, purposeful motion
- PD 10-Increase the strength, balance and coordination of their bodies
- PD 11- Ability to coordinate their bodies to perform increasingly complex movements.
- SE 7- Develop self-control

### MATERIALS:

- |                                   |   |
|-----------------------------------|---|
| <input type="radio"/> bean bags   | <input type="radio"/> small rubber ball and sponge ball |
| <input type="radio"/> sponges     | <input type="radio"/> whiffle ball                      |
| <input type="radio"/> horseshoes  | <input type="radio"/> milk cartons                      |
| <input type="radio"/> Koosh balls | <input type="radio"/> ping pong ball                    |
| <input type="radio"/> targets     |   |

- ⊙ velcro-covered ping pong ball
- ⊙ crumpled paper
- ⊙ rubber rings

**PROCEDURE:**

*Ask the two year olds if they would like to practice throwing with lots of different balls or objects. If they are interested, try the various types of throwing activities listed below. Use only one variation in a given day, but offer different balls. For example, for the basketball toss have them use a tennis ball, then add a Koosh ball and finally a whiffle ball. Ask them to talk about how it feels to throw the different balls. Some are larger, some smaller, and some are heavier, while others are very light. Some activities are easier to do outside, whereas others are fine inside.*

1. Texture ball toss: use a sponge ball, texture ball or Nerf ball. Begin with underhand throwing to a person close by, gradually extending the distance.
2. Ring toss: variation of horseshoes with rubber rings.
3. Beanbag toss: toss bags through large holes in a target or into empty coffee cans.
4. Paper tosses: crumple paper into balls and toss them into a wastebasket.
5. Basketball ball toss: this game becomes more difficult as the ball bounces; help twos to cup hands together to catch the ball if it is low. Be sure to throw the ball very gently. Try other kinds of bouncing balls: playground balls, tennis balls, whiffle balls.
6. Milk carton toss: use milk or juice cartons stacked in pyramids. Knock the structure on the floor, and then build it back up (like bowling).
7. Bucket toss: set out a bucket or wastebasket for catching balls.
8. Empty box throw: place a bottomless cardboard box on its side on the ground or tape it to the wall. The object is to toss or roll a ball through the box.

Note: Discuss with twos where it is safe to throw objects and where it is not. Also, discuss what types of balls should be thrown, where they can be thrown, what things shouldn't be thrown and why.

**ADAPT:**

- ◇ Help two-year-olds decide which objects are harder to throw and which are easier.

**EXTEND:**

- ❖ These activities are good for both indoors and outdoors. Be sure to have the children take turns both throwing and catching.
- ❖ After children throw the object have them do a victory dance before they retrieve the object.

## PHYSICAL ACTIVITY: CATCH AND RELEASE



### DID YOU KNOW..

- ↪ It is important for children and adolescents to participate in a total of 60 minutes or more of physical activity each day. [1]
- ↪ Medium to high intensity physical activity, especially when it gets the heart pumping faster, is important for the maintenance of good overall health and fitness.[1]
- ↪ Throwing and catching are fundamental manipulative skills that underlie many sports. By providing children with a variety of objects to throw and catch they can learn about force, speed, and distance.[1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD 10- Increase the strength, balance and coordination of their bodies.
- PD 12- Interact with people and environment through movement and body awareness
- SE 10- Engage with other children

### MATERIALS:

*For this activity you are going to need a variety of balls:*

- small solid rubber ball
- under-inflated beach ball
- tennis ball
- Koosh ball
- inflated rubber balls of different sizes

- ⊙ masking tape

**PROCEDURE:**

*Both inside and outside, have the children participate in various types of ball-related activities with a variety of different balls. Start with the under-inflated beach ball as it typically is the easiest for young twos to manage. Have twos do the following types of activities.*

1. Create two start lines with half of the children and a teacher standing on one line at one end of the room and the rest of the children and another teacher at the other end of the room.
2. To start, have a child from one start line run to the end of the room or play area and roll the ball back to the start line. Have another child try to catch the ball. Then the children can switch places to continue the activity.
3. To add variety, you can add different throwing and catching experiences.
  - ◆ Toss the ball as high as they can. Have another child try to catch the ball. And ask them to run back.
  - ◆ Toss the ball back to the start line. Have another child try to catch the ball. And ask them to run back.
  - ◆ Toss the ball into a box or basket. And ask them to run back.
  - ◆ Kick the ball back to the start line. And ask them to run back.
  - ◆ Kick the ball at a target. And ask them to run back.

Note: Discuss with children where it is safe to throw objects and where is not. Also discuss what types of objects should be thrown and what types shouldn't and why.

**ADAPT:**

- ◆ For children having difficulty, serve as a coach for them and give pointers, as well as having a supply of balls for them.
- ◆ When this is challenging, don't vary the balls until the child has confidence with the one he is playing with.

**EXTEND:**

- ◆ Balls and other toys that roll can be used in a variety of ways that make them increasingly complex toys. Provide different sizes of balls and toys of other textures for rolling.
- ◆ Children can experiment with rolling objects of different weights and sizes.
- ◆ It may not occur to children to retrieve the toys for themselves, and they may need your support doing so until they get the idea.

- ❖ Repeat these activities with different balls. Throwing an under-inflated beach ball and a tennis ball are very different experiences.

### **FAMILY ACTIVITY TO DO AT HOME**

**Activity at Home:** Give parents the “Rolling and Throwing Activities at Home” take home activity sheet and ask them to have fun playing catch and throw with their children.

**Share with Parents:** what you know about the importance of getting daily physical activity and the long term goals of developing throwing and catching skills.

Citation:

1. Nemours Health & Prevention Services (2009). *Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy*. Newark, Delaware: Nemours Foundation.

## HEALTHY HOME CONNECTION

### ROLLING AND THROWING ACTIVITIES AT HOME

#### WHAT WE DID IN SCHOOL:

- ▣ We have been playing with balls. We rolled them, tossed them high, tossed them to each other and tossed them into a box or basket. We tried to catch them and kick them as far as we could. We practiced our throwing, using all different types of balls.
- ▣ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by:
  - ◆ Increasing the strength, balance and coordination of the body
  - ◆ Interacting with people and the environment through movement and body awareness

#### WHY IT IS IMPORTANT:

- It is important for children and adolescents to participate in a total of 60 minutes or more of physical activity each day. Toddlers need at least 30 minutes of structured or planned physical activity and at least 60 minutes, up to several hours, of unstructured physical activity or free-play each day.
- Medium to high intensity physical activity, especially when it gets the heart pumping faster, is important for the maintenance of good overall health and fitness.
- Throwing and catching are fundamental skills that underlie many sports and this activity is easy and fun to do. By providing children with a variety of objects to throw and catch, they can learn about force, speed, and distance—so instead of watching TV or playing a video game, go out and have fun!

#### WHAT YOU CAN DO AT HOME:

- ◆ At home you can practice throwing and rolling balls and other objects such as bean bags. Keep this fun and allow your child to explore and improve gradually over time. Never pressure your child to play throwing games.
- ◆ Play with balls in a large space inside or outside.
- ◆ Give your child many different objects to throw such as:
  - A yarn ball
  - Wadded up paper
  - Koosh ball
  - Ping pong ball
  - Beach ball (under inflated)
  - Tennis ball (for outside)
- ◆ Once you are ready, help your child throw the items (indoors or outdoors) into a box or at a target. Practice throwing overhand and underhand. Try this with many different kinds of balls.
- ◆ Next, try to throw the objects with your child as you practice catching and throwing.

**OTHER FUN ACTIVITIES:**

- ❖ With the same materials, practice rolling the balls to each other and retrieving them.
- ❖ Practice kicking the balls outside. Make a game of it and have fun! Be sure to include a victory dance after each throw!

## Healthy Home Connection Rolling and Throwing Activities at Home

Try these fun activities at home and bring this sheet back to school with your child.

\_\_\_\_\_

Did Rolling & Throwing Activities at Home!

I rolled these three balls:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



24 to 36 months

## CARDBOARD BOX TUNNELS

### DID YOU KNOW...

- ↪ Crawling and creeping are the first types of locomotion that a child (infant) exhibits. [1]
- ↪ In crawling, the child's chest and tummy touch the supporting surface; in creeping, only the hands and knees touch the surface. [1]
- ↪ An inadequate movement foundation during early childhood puts children at risk for becoming inactive, overweight, or obese adults. [2]

### **TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS**

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- ☐ PD 9 Move freely as they began to control their own bodies starting with the head and back and progressing to the arms and legs
- ☐ PD 12 Interact with people and environment through movement and body awareness
- ☐ SE 5 Begin to develop a sense of accomplishment

### **MATERIALS:**

- ⦿ Long, large cardboard boxes

### **PROCEDURE:**

↪ **THIS ACTIVITY SHOULD HAVE A LARGE OPEN SPACE FOR TWO YEAR OLDS TO PLAY.**

**Before the two year olds arrive:**

1. Go to local stores and ask for cardboard boxes. Tell them that you are trying to make tunnels for two year olds to crawl through. Chances are they will be eager to help out. If large boxes are not available put several smaller boxes together.
2. Bring the boxes to your setting and make sure they are sturdy enough for toddlers to climb through.
3. Make tunnels by connecting boxes together.

**When toddlers arrive:**

4. Invite them over to the tunnel area.
5. As they creep through on hands and knees, talk with them saying “Look how quickly you’re moving your hands and knees!”
6. Now, challenge them to crawl through on their stomachs pushing with their feet and pulling with their arms. This is called a commando crawl and they may need you to model it for them.
7. Once they have gotten through, talk with them saying “You can creep and crawl in so many different ways” or “Look how you used your muscles to get through that tunnel.”

**ADAPT:**

- ◆ Make the tunnels shorter and the boxes larger so children can use a variety of types of movement.

**EXTEND:**

- ◆ Challenge older two year olds to get through the boxes in a specific amount of time. Use a stop watch or timer to record their time. This will really get their heart rate accelerated.
- ◆ Make the boxes into an obstacle course.
- ◆ Take the boxes outside and have toddlers paint the boxes. This will create a sense of ownership with the boxes, and they will be more likely to crawl through them when they are brought into the classroom.
- ◆ Have children scoot through the boxes on their bottom using their feet to push (this is called hitching).

24 to 36 months

## TUBE CHUTES WITH CARS AND TRUCKS

### DID YOU KNOW...

- ↪ Teachers' attitudes are extremely influential in physical play. [3]
- ↪ Two year olds receive greater health benefits from physical play when the teachers model physical play and also engage in play with them. [3]
- ↪ Children advance their skills and prepare for a lifetime of physical activity and healthy living through developmentally appropriate, planned physical play.[3]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- ☐ PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs
- ☐ DS 12 Recognize that people and specific parts of objects can cause things to happen
- ☐ SE 10 Engage with other children

### MATERIALS:

- Long cardboard tube (large wrapping paper tubes work well, the longer, the better)
- String
- Small cars or small balls

### PROCEDURE:

**Before the two year olds arrive,**

1. Hang the tube horizontally at toddler's level using a very long string. The toddlers will need to reach the tube to place the cars inside.
2. Place a basket or bin of small cars or balls near the end of the tube where the two year olds will put them in.

**When the two year olds arrive,**

3. Model putting the car in one end of the tube and then lifting it so the car slides through to the other end. As you release the car from one end, run to the other end, this will show the toddlers how you want them to move. Catch the car as it falls out of the tube.
4. Now have the toddlers try.
5. Have fun! Remember, the more interested and excited you are, the more they will be as well.

**ADAPT:**

- ◇ It may be difficult for some two-year-olds to allow other friends to be in such close proximity. Having several car chutes set up around the room helps this.
- ◇ Some two year olds will need extra modeling to understand how the game is played. If they are not fast enough to catch the car at the beginning have them play with a friend.

**EXTEND:**

- ❖ After implementing this activity, chances are two year olds will be fascinated with tunnels and cars. Use this excitement and interest!
- ❖ Place paper towel rolls in the block area and have two year olds build with them.
- ❖ During outside time encourage two year olds to pretend that they are different vehicles. Ask them questions like, “How would you move if you were a motorcycle?”

## FAMILY ACTIVITY TO DO AT HOME

**ACTIVITY AT HOME:** Give parents the “Who Has More Energy at Home” activity and ask them to try physically active games at home.

**SHARE WITH PARENTS:** what you know about the importance of being physically active and establishing healthy habits from an early age. Remind parents that exercising as a whole family is fun and healthy!

### Citations:

1. Gavin, M. L., Dowshen, S. A., & Izenberg, N. (2004). *Fit kids: A practical guide to raising active and healthy toddlers – from birth to teens*. New York: DK Publishing.
2. Haywood, K. M., & Getchell, N. (2005). *Life span motor development* (4<sup>th</sup> ed.). Champaign, IL: Human Kinetics.
3. Graham, G., Holt/Hale, S. A., Parker, M. (2005). *Children Moving: A reflective approach to teaching physical education* (7<sup>th</sup> ed.). New York: McGraw Hill.

## HEALTHY HOME CONNECTION



### WHO HAS MORE ENERGY?—AT HOME

#### WHAT WE DID IN SCHOOL:

- ☐ In school we have been busy, busy, busy! We have crawled through cardboard box tunnels. You should see us commando crawl on our tummies; we are so cool! We have run races against race cars. Sometimes we were so fast we could even catch the car! We have been working hard!
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by:
  - ◆ Moving freely as we control our own bodies
  - ◆ Interacting with people and the environment through movement and body awareness
  - ◆ Recognizing that people and objects can cause things to happen

#### WHY IT IS IMPORTANT:

- ◎ Two year olds need to be physically active and get breathless many times during the day.
- ◎ Being physically active helps strengthen your child's muscles.
- ◎ Adult role model are extremely influential in physical activity. Two year olds get greater health benefits from physical play when you model physical activity and play and move with them.
- ◎ Two year olds develop their skills and prepare for a lifetime of physical activity and healthy living through developmentally appropriate, planned physical play.

#### WHAT YOU CAN DO AT HOME:

- ◆ Find a wind-up toy (if you do not have any around your house they can usually be found at a dollar store, party store or even a garage sale).
- ◆ Ask your family to pick a physical activity that they would like to do (run in place, jumping jacks, dance, etc.).

- ◆ Explain that in this game the object is to see who can last longer: you or the toy.
- ◆ Wind the toy and start exercising- see who stops first, the toy or the family members.
- ◆ This should really get your heart beating!

<b>OTHER FUN ACTIVITIES:</b>
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- ◆ Family races- have family races by moving in different ways such as crab walking (scooting on your hands and feet backwards), wheel barrow races, and so on. Winning isn't important, playing is.
- ◆ Use cardboard boxes at home to crawl through or use the boxes as part of a maze.
- ◆ Try finding wind up toys at <http://www.officeplayground.com/Wind-Up-Toys-C35.aspx>

## Healthy Home Connection Who Has More Energy?

Try these fun activities at home and bring this sheet back to school with your child.

What kinds of physical activities did you do together?

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Which movements were your child's favorites?

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## STAR POSE

### DID YOU KNOW...

- ↪ Yoga enhances toddlers' flexibility, strength, coordination, and body awareness.[1]
- ↪ In addition, their concentration and sense of calmness and relaxation improves. [1]
- ↪ The National Association for Sports and Physical Education (NASPE) recommends that toddlers receive thirty minutes of accumulated structured physical activity daily. Yoga is a great way to meet this criteria. [2]
- ↪ While doing the Star Pose, toddlers can improve their walking and balancing skills. [2]

#### **TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS**

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- PD10 Increase the strength, balance and coordination of their bodies
- PD11 Ability to coordinate their bodies to perform increasingly complex movement
- SE2 Discover own body

#### **MATERIALS:**

- Soft mat or carpet

**PROCEDURE:**

Note: Check with parents before beginning yoga with the toddlers and talk to them about their feelings about including their child before you begin.

- ❖ Begin by showing the toddlers how to do the pose. Say, “Watch me. I’m going to do Star Pose.”
- ❖ Stand in front of the toddlers with your feet eighteen to twenty four inches apart. The toddler’s feet should be about eight to twelve inches apart.
- ❖ Inhale as you stretch arms outward until they are horizontal.
- ❖ Rock or teeter from side to side as you sing “Twinkle, Twinkle, Little Star.”

*Twinkle, twinkle little star.*

*How I wonder what you are.*

*Up above the world so high*

*Like a diamond in the sky.*

*Twinkle, twinkle little star*

*How I wonder what you are.*

- ❖ Say, “Now it’s your turn. You can do Star Pose, too!”
- ❖ Have the toddlers do the pose with you. Sing “Twinkle, Twinkle, Little Star” together several times.
- ❖ When you finish, say, “Great job! You did Star Pose!”

**ADAPT:**

- ❖ Have two toddlers hold a hula hoop between them and let them rock back and forth together.
- ❖ For children who are not comfortable with the activity, practice by sitting in a chair and rock back and forth with arms outstretched. Then move to the standing pose.

**EXTEND:**

- ❖ This is a good pose to use during transition times. Create a signal and have the toddlers stop what they are doing and begin singing and doing the pose with you.
- ❖ This activity was adapted from *Itsy, Bitsy Yoga for Toddlers and Preschoolers* by Helen Garabedian. Check out the book for other yoga activities.

## FALLING STAR

### DID YOU KNOW...

- ↪ The Falling Star pose can increase depth perception and improve the ability to plan movement. 2
- ↪ This pose also builds strength and flexibility in the toddlers feet, legs, hips and back. 2

#### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:

- ☐ PD 10 Increase the strength, balance and coordination of their bodies
- ☐ PD11 Ability to coordinate their bodies to perform increasingly complex movements
- ☐ SE9 Build a trusting relationship with a caring adult

#### MATERIALS:

- Soft mat or carpet

#### PROCEDURE:

Note: Check with parents before beginning yoga and talk to them about their feelings about including their toddler before you begin.

- ❖ Begin by showing the toddler how to do the pose. Stand two to three feet in front of the toddlers. Say, “Watch me. I’m going to do Falling Star Pose.”
- ❖ Inhale as you space your feet wide apart.
- ❖ Exhale as you rotate the left heel inward to a 45- degree angle. The right heel can be positioned at a 90- degree angle.
- ❖ Inhale as you stretch your arms outward until they are horizontal.

## Yoga Stars

- ❖ Exhale as you tilt to one side, allowing your left hand to fall close to your left foot. It's okay for the left knee to bend slightly and for the left hand to rest on the shin.
- ❖ Stretch the right hand overhead.
- ❖ Rest into the pose for several breaths.
- ❖ Float up to standing.
- ❖ Now let the toddler have a turn. Say, "Now you can do the Falling Star Pose with me."
- ❖ Repeat the steps above, allowing the toddlers to follow you. It is okay if they don't position their feet exactly as you do.
- ❖ Repeat 1-3 times and then switch sides.

### ADAPT:

- ❖ Give the toddlers a small toy. Have them place it in the hand that they will be extending into the air. The toy will give them something at which to look.
- ❖ Hold reluctant toddlers at the waist while they complete the pose.

### EXTEND:

- ❖ Make a game out of this pose. Place small toys or objects around the room. Have the toddlers walk to the object, move into star pose and pick it up. Then they can bring them back and place them in a designated bucket or box.
- ❖ This activity was adapted from *Itsy, Bitsy Yoga for Toddlers and Preschoolers* by Helen Garabedian. Check out the book for other yoga activities.

## FAMILY ACTIVITY TO DO AT HOME

**Activity at Home:** Give parents the "Yoga at Home" take home sheet and encourage them to practice the yoga moves at home with their toddler.

**Share with Parents:** what you know about the importance of doing yoga with toddlers.

## Citations

1. Garabedian, H., (2004). *Itsy Bitsy Yoga for Toddlers and Preschoolers* New York: Simon & Schuster, Inc.
2. Wenig, M. (n.d.). Yoga for kids. Retrieved from <http://www.yogajournal.com/lifestyle/210>.

## HEALTHY HOME CONNECTION

### YOGA AT HOME

#### WHAT WE DID IN SCHOOL:

- ☐ We learned two yoga poses.
- ☐ We are learning how to move our bodies into new positions and repeating these poses over and over.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Increasing the strength, balance and coordination of their bodies
  - ◆ Coordinating their bodies to perform increasingly complex movements
  - ◆ Discovering our own bodies

#### WHY IT IS IMPORTANT:

- ◎ Yoga enhances toddler's flexibility, strength, coordination, and body awareness.
- ◎ In addition, their concentration and sense of calmness and relaxation improves.
- ◎ The National Association for Sports and Physical Education (NASPE) recommends that toddlers receive thirty minutes of accumulated, structured physical activity daily. Yoga is a great way to meet this criteria.
- ◎ While doing the Star Pose, toddlers can improve their walking and balancing skills.
- ◎ The Falling Star pose can increase depth perception and improve the ability to plan movement.
- ◎ This pose also builds strength and flexibility in the toddlers feet, legs, hips and back.

#### WHAT YOU CAN DO AT HOME:

##### **Star Pose:**

- ❖ Begin by showing your toddler how to do the pose. Say, "Watch me. I'm going to do Star Pose."

## Yoga Stars

- ❖ Stand in front of you toddler with your feet eighteen to twenty four inches apart. Your toddler's feet should be about eight to twelve inches apart.
- ❖ Inhale as you stretch arms outward until they are horizontal.
- ❖ Rock or teeter from side to side as you sing "Twinkle, Twinkle, Little Star."  
*Twinkle, twinkle little star.*  
*How I wonder what you are.*  
*Up above the world so high*  
*Like a diamond in the sky.*  
*Twinkle, twinkle little star*  
*How I wonder what you are.*
- ❖ Say, "Now it's your turn. You can do Star Pose, too!"
- ❖ Have the toddler do the pose with you. Sing "Twinkle, Twinkle, Little Star" together several times.
- ❖ When you finish, say, "Great job! You did Star Pose!"

### **Falling Star Pose:**

- ❖ Begin by showing your toddler how to do the pose. Stand two to three feet in front of your toddlers, say, "Watch me. I'm going to do Falling Star Pose."
- ❖ Inhale as you space your feet wide apart.
- ❖ Exhale as you rotate the left heel inward to a 45- degree angle. The right heel can be positioned at a 90- degree angle.
- ❖ Inhale as you stretch your arms outward until they are horizontal.
- ❖ Exhale as you tilt to one side, allowing your left hand to fall close to your left foot. It's okay for the left knee to bend slightly and for the left hand to rest on the shin.
- ❖ Stretch the right hand overhead.
- ❖ Rest into the pose for several breaths.
- ❖ Float up to standing.
- ❖ Now let the toddler have a turn. Say, "Now you can do the Falling Star Pose with me."
- ❖ Repeat the steps above, allowing the toddlers to follow you. It is okay if they don't position their feet exactly as you do.
- ❖ Repeat 1-3 times and then switch sides.

**OTHER FUN ACTIVITIES:**

- ❖ Hold a hula hoop between you and your child as you rock back and forth doing the Star Pose.
- ❖ While doing Falling Star Pose, have your toddler hold a small toy in the hand that will be extended in the air. The toy will give your toddler something at which to look.
- ❖ Hold reluctant toddlers at the waist while they complete the Falling Star Pose.
- ❖ To learn more yoga poses that you can do with your child, check out the book “Itsy Bitsy Yoga for Toddlers and Preschoolers” by Helen Garabedian.  
<http://www.itsybitsyyoga.com/products/toddleryogabook.html>

# Healthy Home Connection

## Yoga at Home

Try these fun activities at home and bring this sheet back to school with your child.

How did your child respond to this activity?

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Which position was your child's favorite?

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24 to 36 months

## HEALTHY EATING: GO FOODS HELP ME GROW!

### DID YOU KNOW . . .

- ↪ It's important to encourage children to make healthy choices. Even at this young age, you can help them learn how to choose between a **GO** and a **WHOA** food. An easy way to eat foods lower in fat and calories is to think in terms of **GO**, **SLOW** and **WHOA** foods. [2]
- ↪ **GO** foods are the lowest in fat, sugar, and relatively low in calories. They are nutrient dense and can be eaten almost anytime.[2]
- ↪ **SLOW** foods are higher in fat, added sugar, and calories than **GO** foods. They should be eaten sometimes, at most several times a week. This concept is too difficult for young children to understand. [2]
- ↪ **WHOA** foods are the highest in fat and added sugar. They are high in calories and low in nutrients. They should be eaten only once in a while.[2]

#### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD7-Use and manipulate objects purposefully.
- PD16- Experience and learn about healthy lifestyle practices
- LL8- Use sound, words or signs for a variety of purposes, including expressing emotions and physical states
- SE- Begin to develop a sense of accomplishment

#### MATERIALS:

- A shoe box
- Paper
- Markers
- Tape or glue

- ⦿ Pictures of a face and pictures of **GO** and **WHOA** foods. (Use food picture cards or pictures cut out of magazines or grocery store ads.)

Note: Laminate a photograph of a child's face or put clear contact paper over it to increase its durability. Or choose another figure you would rather use. You can add additional pictures to keep children's interest.

#### **PROCEDURE:**

1. Cover a sturdy shoe box with paper and paste the photograph of a child's face on the front.
2. Cut an opening for the mouth.
3. Demonstrate how the food pictures fit into the child's mouth.
4. Tell the children that this is a healthy child that likes to eat only foods that help children grow and that help our muscles get stronger.
5. Hand them a basket with the healthy (GO food) pictures.
6. Ask them to name the foods as they look at them.
7. Help them explain why they think they are GO foods.

#### **ADAPT:**

- ◇ Some children might enjoy using a picture of their own face for this activity, in which case, you could make one for each child in your class. Otherwise, choose a photograph of a child that is similar in age to the children in your class.
- ◇ Make the child's mouth opening in the photograph larger and use plastic food.
- ◇ Just give the two-year-olds the GO foods and talk about these and how they help children grow stronger.
- ◇ Some two-year-olds may not be ready to put items in the child's mouth but may enjoy removing them from the shoe box.

#### **EXTEND:**

- ❖ Take pictures of the children asking them to open their mouth for the photo. Then print the pictures and have each child have his/her own box and they could feed themselves.
- ❖ Point out the color of the GO foods and encourage the toddlers who look at the colors of food the child is eating. Children need to eat a rainbow of colors.

"Go Foods"



Give the children a red basket and have them put the WHOA foods in the red basket. Have them put the all the GO foods in the box.

24 to 36 months

## HEALTHY EATING: FRUITS & VEGETABLES ARE GO FOODS!



### DID YOU KNOW . . .

- ↪ A child's ability to regulate the amount of food eaten is based on the child-feeding practices of her caregivers. [1]
- ↪ A child's eating behavior is similar to an adult's—they eat what they are served even if it is too much. So it is important to start with small portions.[1]
- ↪ It is helpful to expose children to feeding practices that will positively alter their eating patterns and their energy balance. [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- ☐ PD16- Experience and learn about healthy lifestyle practices
- ☐ DS12- Recognize that people and specific parts of objects can cause things to happen
- ☐ SE10- Engage with other children

### MATERIALS:

- Box from GO Foods Help Me Grow! activity
- Pictures of GO and WHOA foods (Use food picture cards or pictures cutout of magazines or grocery store ads.)
- Two baskets, with green and red construction paper inserts. Write GO on the green and WHOA on the red.

**PROCEDURE:**

1. Set the box from Activity 1 on an easy-to-reach table.
2. Talk with the children about how they feel when they have eaten too much food. Ask these questions:
  - ▶ How does your tummy feel when you eat too much food?
  - ▶ How do you feel when you eat GO foods like fruits and vegetables? (Strong, healthy, good).
3. Give the children two baskets and then ask them to sort the foods into the two baskets with the GO and WHOA.
4. Bring out the GO Foods Help Me Grow box and have the children fill the box with the GO foods.
5. Have the children continue to fill the boxes until each is full.
  - ▶ Say, "Oh! We had too much to eat and now we're full! Let's stop and eat later when we're hungry."

**ADAPT:**

- ◆ These concepts are important but challenging for two year olds. Start with just the two categories of food: GO and WHOA. Have the children feed the box the GO foods but not the WHOA foods.

**EXTEND:**

- ◆ Help children identify the foods they are eating at snack and at meals as GO and WHOA foods. (Hopefully there are no WHOA foods.)
- ◆ Help them think about how many GO and WHOA foods they are eating and what that means for how they might feel.

### **FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the "GO Foods Help Children Grow Survey" to take home and ask them to do a survey of foods with their child at home.

**SHARE WITH PARENTS:** what you know about portion control and feeling hungry or full and what you know about GO and WHOA foods.

#### Citations:

1. Nemours Health & Prevention Services (2009). *Best Practices for Healthy Eating: A Guide to Help Children Grow Up Healthy*. Newark, Delaware: Nemours Foundation.
2. Kids Health from Nemours. (n.d.). Go, slow, and whoa!: A kid's guide to eating right. Retrieved from [http://kidshealth.org/kid/stay\\_healthy/food/go\\_slow\\_whoa.html](http://kidshealth.org/kid/stay_healthy/food/go_slow_whoa.html).

## HEALTHY HOME CONNECTION

### GO FOODS HELP CHILDREN GROW SURVEY

*Make healthy choices at home with GO foods!*

#### WHAT WE DID IN SCHOOL:

- ☐ We have been sorting different pictures of food that are healthy choices and feeding them to a photograph of our “hungry child”.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child’s physical health and development by:
  - ◆ Using and manipulating objects
  - ◆ Using words for a variety of purposes
  - ◆ Experiencing and learning about healthy lifestyle practices

#### WHY IT IS IMPORTANT:

- ◆ A child’s eating behavior is similar to an adult’s—they eat what they are served even if it is too much.
- ◆ A healthy diet makes a healthy kid, which is why we try to eat GO foods most of the time. When we eat WHOA foods all of the time, we get too many calories and not enough of the nutrients we need to grow up and be healthy!
- ◆ Children from 1 to 3 years should be offered at least  $\frac{1}{4}$  cup of fruit and/or vegetables at each meal or snack. Children should not be served sugary beverages like soda and non-100% fruit juice.
- ◆ When you introduce a new food to a toddler, it is normal for them to reject it at first. Remember it takes 12 to 15 times.

#### WHAT YOU CAN DO AT HOME:

- ◎ Go through your kitchen with your child and identify foods as GO or WHOA using the attached table.
- ◎ Identify the foods as GO foods or WHOA foods.
  - ◆ GO foods are good to eat *almost anytime*. They are the healthiest ones.
    - Examples: Almost all fruits and vegetables without added sugar or fat, fat-free or 1% milk and milk products
  - ◆ WHOA foods are *once-in-a-while* foods. They are the least healthy for you.
    - Examples: Fried foods, high fat meats and milk products, candy, soda
- ◎ Talk with your children about the different GO foods and WHOA foods.
  - ◆ How do you feel when you eat GO foods?
  - ◆ How do you feel when you eat WHOA foods?
  - ◆ How does your tummy feel when you eat too much food?

**OTHER FUN ACTIVITIES:**

- ❖ For fun, get green and red dots and put the dots on the appropriate foods.
- ❖ Remember, how you fix a particular food will influence whether it is a GO or WHOA food. Frying anything moves it from GO to WHOA.
- ❖ Want more information about healthy snacks? Visit:  
[http://kidshealth.org/parent/food/general/toddler\\_snacks.html#](http://kidshealth.org/parent/food/general/toddler_snacks.html#)



## Healthy Home Connection GO Foods Help Children Grow Survey

Try these fun activities at home and bring this sheet back to school with your child.

\_\_\_\_\_

talked about GO and WHOA foods at home!

Draw a picture of GO food.

Draw a picture of WHOA! Food

“Go Foods”

## EATING FAMILY STYLE

### DID YOU KNOW...

- ↪ Portion size affects food intake of young children. Repeated exposure to a large portion size results in consistent increases in children's bite size and food intake at a meal. [1] [2]
- ↪ Children who eat more when served large portions also tend to eat more when they are not hungry. [1]
- ↪ You should teach children to choose appropriate portions in the context of excessive serving sizes at an early age. [1]
- ↪ Bakery items should be whole grain and ½ slice is a portion for children 1 to 3 years. For cereals, pasta, noodles or grains, preferably whole grains, the serving size is ¼ cup or 2 Tbsps.[4]

### **TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS**

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- PD7 Use and manipulate objects purposefully
- PD16 Experience and learn about healthy lifestyle practices
- LL9 Engage in turn taking back and forth exchanges leading to conversation
- SE 10 Engage with other children

### **MATERIALS:**

- Tables
- Chairs (one for each toddler)
- Napkins
- Small paper or plastic cups
- Healthy snack (see attached list of suggestions)
- Baskets (2 per table) for snack

- Small pitchers for toddlers to pour drink
- Water or fat-free or lowfat milk (no juice)
- Dish towel

**PROCEDURE:**

1. Prepare a snack ahead of time. Refer to the list of healthy snacks attached to the activity. Place snack in a basket. Cover with a clean dish towel.
2. When it is time for snack, have two two-year-olds help set the table. Make sure they wash their hands first. They are responsible for setting a napkin and a cup at each spot. It is helpful to have them count the number of seats so they make sure that there are enough seats for all their friends. They will also place two baskets of snack and two pitchers at each table.
3. Once snack set-up is complete, the other two year olds will wash their hands and then find a seat. Once seated, they serve themselves. In other words, they will pour a small amount of liquid in their cups (keep refilling the small pitcher and only put enough in the pitcher for one cup at a time, 4 ounces of water or fat-free or lowfat milk) and will take the designated amount of food out of the basket for their snack. For example, if the snack for the day is whole wheat crackers, tell the toddlers that they may take two crackers when they are first passed (one for each hand). This helps them with their counting skills, and also helps them control their portion sizes. They are able to have more, but they must use their manners to get the basket back. Then they should only take one. Your class will have wonderful manners saying please and thank you naturally.
4. This is an activity that can be done every day. Use this as a time to talk to toddlers about healthy eating and how important it is to eat fruits and vegetables of different colors. Talk about the texture and color of food, where different foods grow and how they grow. Help two year olds become interested in fruits and vegetables and finding the grains in the food they eat.
5. When they are finished they should throw away their trash and they can move to a quiet activity (or whatever you do after snack) until their friends are finished with snack.

**ADAPT:**

- ◆ Young two year olds may need to use heavier plastic cups so they do not spill as they are practicing their pouring skills.

**EXTEND:**

- ❖ Snack time provides a wonderful opportunity to increase social skills. At this time, two year olds can share about their home lives, their play time, and dreams as well as learn something about healthy eating.
- ❖ Encourage two year olds to talk by asking open-ended questions which require a response beyond a simple yes or no.
- ❖ Talk about food and how important it is to eat fruits, vegetables, and whole grains. Tell them about needing to eat 5 fruits and vegetables each day and how this can happen. Discuss watching television and viewing less than 2 hours each day. Talk about physical activity and how they need 1 hour of moderate to vigorous activity each day. Talk about the importance of drinking water or milk rather than sugary drinks.

## LIST OF HEALTHY SNACKS

- ◆ Graham crackers and non-fat or lowfat milk
- ◆ Whole wheat low fat Triscuits, non-fat or low-fat cheese, and water
- ◆ Whole wheat low fat crackers, non-fat or low-fat cheese cubes, and water
- ◆ Whole wheat pretzel sticks and orange slices
- ◆ Orange slices, whole wheat Triscuits, and water
- ◆ Peeled apple slices, non-fat or low-fat cheese, and water
- ◆ Trail mix and non-fat or low-fat milk
- ◆ Hummus, whole wheat pita, and water
- ◆ Non-fat or low-fat cream cheese and rice cakes
- ◆ Veggies (steamed) and hummus
- ◆ Peeled apple slices with low-fat caramel yogurt



## LET'S MAKE OUR OWN SNACK!

### DID YOU KNOW...

- ↪ Children should be encouraged to self-select portion sizes to decrease the amount of food they eat. [1]
- ↪ If two year olds cannot serve themselves, err on the side of too small a portion. [3]
- ↪ By 24 months children no longer need whole milk. Give them ½ cup during meals of fat-free or 1% milk.[4]
- ↪ Fruits and non-fried vegetables are exempt from portion-size limits. Serve ¼ cup at each meal and snack. However, children should have no more than ½ cup of fruit and vegetable juices with no added sweeteners each day. [4]

### **TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS**

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)
- PD8 Use two hands in a coordinated, purposeful fashion
- DS 2 Use taste and smell to learn about foods, people and objects
- SE 4 Begin to develop independence

### **MATERIALS:**

- Rice cakes (1 for each two year old)
- Light whipped cream cheese or hummus at room temperature
- Plastic knives or popsicle sticks
- Small bowls for vegetables (2 for each vegetable or fruit)
- Paper plates
- Pencil
- Carrot circles (steamed or canned)
- Green and red pepper slices (steamed or canned)

- ⦿ Broccoli spears (steamed)
- ⦿ Black Olive (sliced)

**PROCEDURE:**

**This activity should be set up as a center during play time and children will eat their snack after they make it so the center will serve as the snack time for this day.**

1. Before the two year olds arrive, prepare a table for this two year old-made snack. They will be making a rice cake face by spreading cream cheese onto the rice cake and then decorating it with a variety of vegetables. Set up two stations so that two children can make a snack at one time. The first items on the table should be paper plates and a pencil. The toddlers should stand still and be able to reach all needed items. A picture chart of the steps to make the snack may be a useful strategy with toddlers.
2. Steam the vegetables for 5 minutes so they are softer for the toddlers to eat because raw vegetables can be a choking hazard.
3. The toddlers will draw their names on the plate. (A teacher should also write it).
4. Each toddler will take a rice cake and spread cream cheese or hummus on it using a plastic knife or popsicle stick. She will then put the rice cake on her plate and choose the vegetables from the bowls.
5. The toddlers will then make a face or creation on the rice cake using their chosen vegetables. It is important for the two year olds to make their own choices regarding the types of vegetables on their “creation.”
6. As they are making their creations, talk about what they are doing. Say, “Oh, I see you’re using some round black olives for the eyes and a red pepper for the nose.” or “You must really like carrots! I see you used 3 of them for your mouth.”

**ADAPT:**

- ◆ Rather than using vegetables, use fruit. This will still ensure that toddlers get color into their diet, but it will be sweet color.

**EXTEND:**

- ◆ Read a story such as *Go Away Big Green Monster*. Then explain to the two-year-olds that today during play time they will have a chance to make their own monster face and eat it.



## FAMILY ACTIVITY TO DO AT HOME

**ACTIVITY AT HOME:** Give parents the “Family Style Snack at Home” take home activity sheet and ask them to try serving snacks this way at home.

**SHARE WITH PARENTS:** what you know about the importance of two year olds being aware of portion control. Encourage parents to help their two year olds gain insight into this area through practice.

### Citations:

1. Orlet Fisher, J., Rolls, B. J., & Birch, L. L. (2003). Children's bite size and intake of an entree are greater with large portions than with age-appropriate or self-selected portions. *American Journal of Clinical Nutrition*, 77(5), 1164-1170.
2. Rolls, B. J., Engell, D., & Birch, L. L. (2000). Serving portion size influences 5-year-old but not 3-year-old children's food intakes. *Journal of American Dietetic Association*, 100, 232-234.
3. Samour, R. Q., Helm, K. K., & Lang, C. E. (2004). *Handbook of pediatric nutrition* (2<sup>nd</sup> ed.). Sudbury, MA: Jones and Bartlett Publishers.
4. Nemours Health & Prevention Services (2009). *Best Practices for Healthy Eating: A Guide to Help Children Grow Up Healthy*. Newark, Delaware: Nemours Foundation.

## HEALTHY HOME CONNECTION FAMILY STYLE SNACK – AT HOME

### WHAT WE DID IN SCHOOL?

- ☐ Our snacks are being served “Family Style”. First we usually take two crackers- “one for each hand” helps us remember to take just two. Then we pour our own fat free or low fat (1%) milk or water from a pitcher. The pitcher has just enough for our cup so we won’t spill. We are learning to listen to our body’s cues for when we are full. If we are still hungry we can have more.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child’s physical health and development by:
  - ◆ Using and manipulating objects purposefully
  - ◆ Experiencing and learning about healthy lifestyle practices
  - ◆ Using taste and smell to learn about foods, people and objects

### WHY IT IS IMPORTANT:

- Portion size affects children’s food intake. Repeated exposure to a large portion size will increase children’s bite size and food intake.
- Learning how to control food intake is difficult even for adults. By starting to emphasize this with young children, you will help them have a head start to controlling their portion sizes and food intake.
- As the parent you are the major determinant of the energy intake of your two-year-old. Encourage your child to serve herself so she learns to regulate how much food she eats. If she cannot serve herself, err on the side of too small a portion.
- By 24 months children no longer need whole milk. Give them ½ cup during meals of fat-free or 1% milk.
- Fruits and non-fried vegetables are exempt from portion-size limits. Serve ¼ cup at each meal and snack. However, children should have no more than ½ cup of fruit and vegetable juices with no added sweeteners each day. Even without sweeteners it has too much sugar and very little fiber.

### WHAT YOU CAN DO AT HOME:

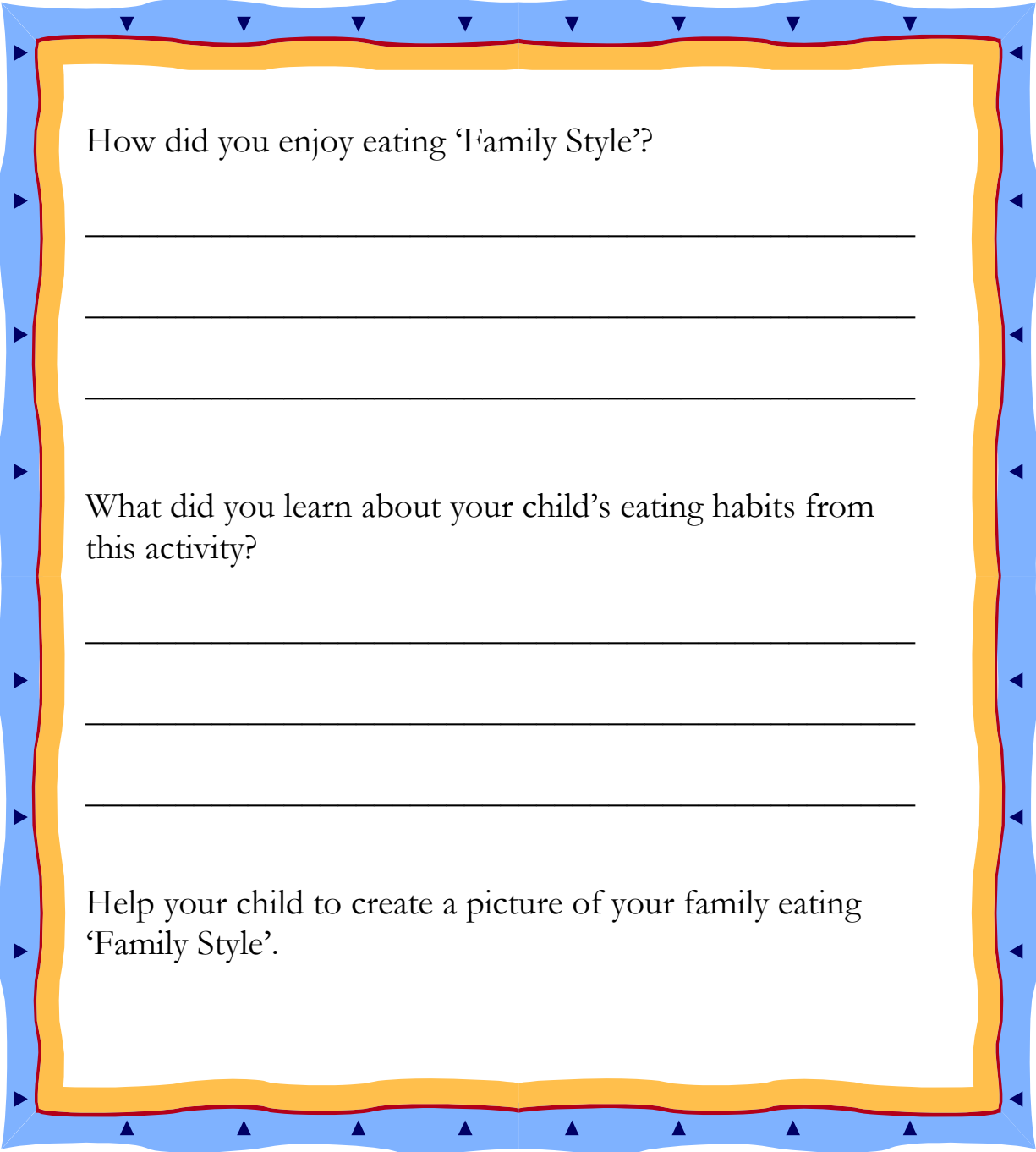
- ❖ When you are serving a snack to your toddler try this: rather than housing a plate with an entire apple cut up into pieces, have a plate to eat off as well as a plate with the apple cut up. Ask the child to take two slices at a time, and to stop eating when they feel full. Your child will love feeling in control.
- ❖ This approach can also be used with meals. Encourage your child to serve herself. At first she is likely to take more than she can eat. Don't make her eat it. Encourage her to take smaller portions and to know that she can have more if she is not full. Children learn how much they can eat if they are given the opportunity to serve themselves.

### OTHER FUN ACTIVITIES:

- ❖ Make healthy snacks together with your child.
- ❖ Try eating snacks in different places, such as outside on a warm day.
- ❖ Let your child pour drinks at home. Check out this pitcher which is perfect for little hands. [http://www.constructiveplaythings.com/cgi-bin/cptoysh/WService=cptoysh/cptoysh.com/school/2.0/product.htm?pf\\_id=CMB-320&page=2&find\\_spec=child%20sized%20pitcher](http://www.constructiveplaythings.com/cgi-bin/cptoysh/WService=cptoysh/cptoysh.com/school/2.0/product.htm?pf_id=CMB-320&page=2&find_spec=child%20sized%20pitcher)
- ❖ This article has some other fun recipes that your toddler can help you make: <http://familyfun.go.com/recipes/cooking-with-kids/serious-about-snacks-714779/>

## Healthy Home Connection Family Styles Snack at Home

Try these fun activities at home and bring this sheet back to school with your child.



How did you enjoy eating 'Family Style'?

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What did you learn about your child's eating habits from this activity?

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Help your child to create a picture of your family eating 'Family Style'.

## EATING THE ALPHABET: FRUITS

### DID YOU KNOW...

- ↪ About half of the meals and snacks eaten by toddlers are consumed away from home. [1]
- ↪ Over half of toddlers consume too much sodium (salt). [1]
- ↪ Fruit exposures in the first two years are predictive of fruit variety in the diet when the children are of school age. [2]
- ↪ Early food-related experiences impacts children's acceptance of a variety of vegetables and fruits at school age. [2]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- ☐ LL3 Begin to understand gestures, words, routines, communication
- ☐ LL7 Communicate using words, sounds and/or signs leading to communicating using phrases and short sentences
- ☐ PD16 Experience and learn about healthy lifestyle practices

### MATERIALS:

- a puppet
- a book (*Eating the Alphabet: Fruits and Vegetables from A to Z*)
- fruit pictures (attached)

### PROCEDURE:

1. Print out the attached fruit pictures. (If you think you will use them again consider laminating them.)
2. Place the fruit pictures with cutouts in the book with a paperclip on the page with the corresponding letter. (Apple on the A page)

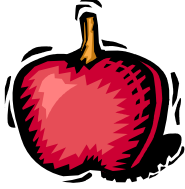









3. When the two-year-olds arrive introduce them to the sock puppet. Make sure to tell the two-year-olds the sock puppet's name. (Eaty or your choice.)
4. Next tell the two-year-olds that the puppet is hungry and that as you read the book there will be food for him to eat and he will eat it when he sees it.
5. Read the book to the two-year-olds.
6. When the sock puppet finds its fruit, ask the two-year-olds what kind of fruit it is. Ask them if they have ever tried the fruit and how it tasted.
7. Once the two-year-olds have identified the fruit, have the puppet take a bite. Be sure to talk about appropriate sized bites and how they can help you to make sure you do not eat too much by saying – “Wow, I feel full now. I think I'll stop.”
8. When the book is finished, hold up and name all of the fruits that the puppet has eaten. Ask them which one is their favorite.

**ADAPT:**

- ◆ For the two-year-olds who have difficulty sitting for long periods, give them something to do during the story. For instance, have the two-year-olds give the fruit cutout to the puppet.
- ◆ If you do not have a puppet, make your own sock puppet ahead of time. All you need is an old sock and a maker or felt!
- ◆ Read the book over two or three days.

**EXTEND:**

- ◆ Have the same fruits that the puppet ate to show the children.
- ◆ Eat some of the same fruits at snack. Talk about the different tastes, textures, and which ones they liked the most.

<p>Apple </p>	<p>Strawberry </p>
<p>Banana </p>	<p>Blueberry </p>
<p>Watermelon </p>	<p>Kiwi </p>
<p>Peach </p>	<p>Cantaloupe </p>
<p>Pear </p>	<p>Grapes </p>

24 to 36 months

## EATING THE ALPHABET: VEGETABLES

### DID YOU KNOW...

- ↪ Two year olds on average eat about 30% more than their estimated energy requirement. [3]
- ↪ However, 58% of two-year-olds take in less vitamin E than the estimated average requirement. [3]
- ↪ Fiber intakes of two-year-olds are also below the adequate intake. [3]
- ↪ Plan snacks and meals to increase fiber and vitamin E. intake and to monitor caloric requirements. [3]

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- ☐ PD16 Experience and learn about healthy lifestyle practices
- ☐ LL3 Begin to understand gestures, words, routines, communication
- ☐ LL7 Communicate using words, sounds and/or signs leading to communicating using phrases and short sentences
- ☐ SE 8 Express feelings through facial expressions, gestures and sound

### MATERIALS:

- a puppet
- a book (*Eating the Alphabet: Fruits and Vegetables from A to Z*)
- vegetable pictures (attached)

### PROCEDURE:

1. Before the two-year-olds arrive, print out the attached vegetable pictures. (If you think you will use them again consider laminating them.)



2. Place the cutouts in the book with a paperclip on the page with the corresponding letter. (Peppers on the P page)
3. Have the puppet read the story to the two-year-olds.
4. When you get to the page with a vegetable picture that is paper clipped, have the class identify what kind of vegetable it is. Ask if they have tried the vegetable before.
5. Do this until the book is finished.
6. When the book is finished, hold up and name all of the vegetables that the puppet has eaten. Ask them which one is their favorite.

**ADAPT:**

- ◆ Read only part of the book or read it over several days.

**EXTEND:**

- ◆ Have the same vegetables that the puppet ate to show the children.
- ◆ Have several of the vegetables cooked and cooled for snack or use canned vegetables. Talk about the different tastes, textures, and which ones they liked the most.

### FAMILY ACTIVITY TO DO AT HOME

**Activity at Home:** Give parents the “Fruit and Veggie Taste Test at Home” take home sheet and tell them to have a fruit and veggie taste test at home.

**Share with Parents:** what you know about the importance of eating a variety of food types. Encourage them to try different foods throughout the week.

Citations:

1. Ehlert, L. (1989). *Eating the Alphabet: Fruits and Vegetables from A to Z*. NY: Harcourt Brace and Company.
2. Skinner, J.D., Carruth, B.R., Bound, S.W., & Zeigler, P.J. (2002). Do food-related experiences in the first two years of life predict dietary variety in school-aged children? *Journal of Nutrition Education and Behavior*, 34, 3105-3115.
3. Devaney, B., Ziegler, P., Pac, S., Karwe, V., & Barr, S. (2004). Nutrient intakes of infants and toddlers. *Journal of the American Dietetic Association*, 104(1), 14-21.

Lettuce



Zucchini



Eggplant



Carrot



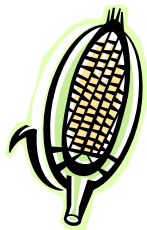
Broccoli



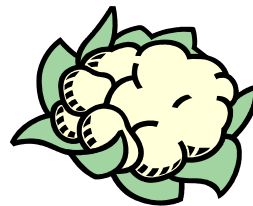
Tomato



Corn



Cauliflower



Peppers



Celery



## HEALTHY HOME CONNECTION

### FRUIT AND VEGGIE TASTE TEST AT HOME

#### WHAT WE DID IN SCHOOL?

- ☐ We read the book *Eating the Alphabet* by Lois Elhert. We learned the names of some fruits and vegetables. We had a puppet eat fruits and vegetables.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Beginning to understand words and communication
  - ◆ Experiencing and learning about healthy lifestyle practices

#### WHY IT IS IMPORTANT?

- Toddlers eat about half of their meals and snacks away from home.
- Over half of toddlers consume too much sodium (salt).
- Early food-related experiences influence children's acceptance of a variety of vegetables and fruits at school age.
- Toddlers are eating more food than needed, but the intake of some nutrients (vitamin E and fiber) is inadequate.

#### WHAT YOU CAN DO AT HOME?

- ◇ Have some fruits and vegetables (steamed) cut up for you and your child to eat.
  - ◆ e.g., kiwi, oranges, apples, lime, lemon, peach, pumpkin, broccoli, celery, green beans, and peas
- ◇ Taste each of the fruits and vegetables. When you are done tasting, sing the following song but add the name of your child's favorite fruit/vegetable in it. (To the tune of *If You're Happy and You Know it, Clap your Hands*)
  - If broccoli was your favorite, clap your hands*
  - If broccoli was your favorite, clap your hands*
  - If broccoli was your favorite and you really want to say it*
  - If broccoli was your favorite, clap your hands*

#### OTHER FUN ACTIVITIES?

## OTHER FUN ACTIVITIES

- ❖ Go on fruit and veggie hunts while reading books with your child. See if your child can identify and name the fruits and vegetables they can find.
- ❖ If you do not have many books with fruits and veggies, make a trip to your local public library and check some out. You can search and reserve books online at <http://ilsapp.lib.de.us/uhtbin/cgiirsi/x/x/0/49/>
- ❖ Encourage your child to be a fruit and veggie detective when you are preparing a meal or a snack. Tell him the name of the fruit or veggie you need and have him get it. If he is having a hard time, describe the characteristics of what he is trying to find.

## Healthy Home Connection Fruit and Veggie Taste Test at Home

Try these fun activities at home and bring this sheet back to school with your child.

What kinds of fruits and vegetables did you and your child taste?

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Which foods were your child's favorites?

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## FRUIT TRAINS



### DID YOU KNOW?

- ↪ Encouraging two-year-olds to try different types of foods can help them develop a taste for a greater variety of nutritious foods. [1]
- ↪ Two-year-olds need about one cup of fruit each day. [1]
- ↪ Between the ages of 24 and 36 months, children are developing their food palate. [1]
- ↪ What children enjoy eating when they are older is based strongly on their food exposure as young children. [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- ☐ PD5 Touch, grasp, reach and explore people and objects
- ☐ PD7 Use and manipulate objects purposefully
- ☐ PD16 Experience and learn about healthy lifestyle practices
- ☐ SE4 Begin to develop independence

### MATERIALS:

- Soft fruits such as
  - ▶ Bananas
  - ▶ Strawberries
  - ▶ Blueberries

- ▶ Kiwi
  - ▶ Papaya
  - ▶ Mango
- ⊙ Paper plates

**PROCEDURE:**

1. Before two-year-olds come, wash fruit and cut the fruit into small bite-size pieces (1/2 inch) and put each type of fruit on a separate paper plate.
2. Put the fruit at one of your centers and tell the two-year-olds that they will get the chance to make a cool snack using lots of colorful fruits.
3. When they come to the center explain that they are going to use fruit to make a snack that is fun to eat. Have an example to show them when they arrive.
4. Tell them that they are going to make a train out of fruit. Tell them that they can use bite-size pieces of fruit (about 6 or 8) for their train; this will be about the appropriate serving size of fruit for the two-year-olds.
5. Before (and after) making their trains ensure that the two-year-olds wash their hands.
6. As the two-year-olds are making their trains on the paper plate encourage them to identify the fruits they are choosing.
7. Talk about the colors and textures of the fruit and encourage them to see how colorful they can make their train.
8. Label each “train” by writing the child’s name on the paper plate.
9. At snack or lunch encourage them to look at their train, identify the different fruits, and then encourage them to eat each of the train cars including the engine and caboose.
10. You may want to use a picture of a completed “fruit train” as an example for the children to follow.

**ADAPT:**

- ◇ Show the children a small train as an example for a fruit train.
- ◇ If children are reluctant to touch the fruit, have them use kitchen tongs to pick up the fruit and place it.

**EXTEND:**

- ❖ Make a pattern of fruits for children to follow to make up their train.



- ❖ Make patterns of fruit unrelated to the train. Encourage children to make their own repeating pattern.
- ❖ When each child is done, count how many colors of fruit each train has.

## PATTERN WITH FRUIT SNACKS



### DID YOU KNOW?

- ↪ Certain fruits, such as citrus fruits, contain several essential vitamins and minerals, including Vitamin C, Potassium, and Folate. [1]
- ↪ Two-year-olds need about 6-8 grams of fiber each day to help develop a healthy digestive system. Much of this fiber can come from fruit as well as vegetables and whole grains. [1]

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- ☐ PD 5 Touch, grasp, reach and explore people and objects
- ☐ PD 16 Experience and learn about healthy lifestyle practices
- ☐ DS2 Use taste and smell to learn about foods, people and objects
- ☐ SE 5 Begin to develop a sense of accomplishment

### MATERIALS:

- Make several sets of different patterns of “fruits” as examples for the children to follow.
- Soft fruits such as
  - ▶ Bananas (don’t cut up too early)
  - ▶ Oranges
  - ▶ Kiwi

- ▶ Mango
- ▶ Papaya
- ▶ Peaches
- ▶ Fat-free vanilla yogurt (divided with a portion for each child)
- ▶ Wheat germ
- ▶ Bowls to put fruit in

◎ Paper plates

**PROCEDURE:**

1. Wash fruits before children arrive. Cut fruits into small bite-size pieces (1/2 inch). Put each type of fruit on a separate plate.
2. Allow a little longer for snack and have the children come a few at a time so they do not have to wait. Use the rebus menu to support following directions and literacy.
3. When the two-year-olds are ready for snack, have them wash their hands and then give each child a paper plate.
4. Identify each of the fruits from which the children can choose. Then allow each child to pick about 6 pieces of fruit. (Refer to the rebus menu so they can follow the directions.)
5. Then give each child a small paper cup with fat-free vanilla yogurt and put about a teaspoon of wheat germ on the plate with the fruit.
6. Encourage the two-year-olds to use their fingers (or a spoon) to dip the fruit in the yogurt and then roll it in the wheat germ and eat it.
7. Talk about how each item feels. Ask them if they've eaten the fruits before. Identify the colors, scents and textures of the fruits.
8. Make sure to wash hands before and after snack.

**ADAPT:**

- ◆ Some two-year-olds with sensory integration may not like their foods to touch. Allow these children to keep their foods separate, but encourage them to try dipping their fruit into the yogurt and/or wheat germ or both.

**EXTEND:**

- ◆ If the children enjoy the dipping process, dip steamed vegetables into fat-free yogurt or low-fat or fat-free ranch dressing.

### **FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the “The Art of Fruits at Home” take home sheet and ask them to try some fruit activities at home with their family.

**SHARE WITH PARENTS:** what you know about the importance of fruits being a good source of essential vitamins, minerals, and fiber.

#### Citations:

1. Gavin, M. L., Dowshen, S. A., & Izenberg, N. (2004). *Fit kids: A practical guide to raising healthy and active children – from birth to teens*. New York: DK Publishing, Inc.

## HEALTHY HOME CONNECTION

### THE ART OF FRUITS AT HOME

#### WHAT WE DID IN SCHOOL:

- ☐ We learned about healthy but fun ways to eat different types of foods. We made fruit trains and dipped fruit in fat-free yogurt and wheat germ. We are trying new combinations of foods.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Using and manipulating objects purposefully
  - ◆ Experiencing and learning about healthy lifestyles

#### WHY IT IS IMPORTANT:

- ◎ Trying different types of food can help two-year-olds develop a taste for a greater variety of nutritious foods.
- ◎ The types of food young children are exposed to determines what they enjoy eating when they are older.
- ◎ Fruits contain many different types of vitamins and fiber that help the body grow healthy. (Fruit juice does not have fiber and contains a lot of sugar.)
- ◎ Encouraging your child to eat different types of fruit will ensure that she gets a range of vitamins and learns healthy eating habits.

#### WHAT YOU CAN DO AT HOME:

- ◇ Instead of just cutting up fruit and eating it, make it into a fun artsy activity that will taste just as good.
- ◇ You will need a variety of soft fruits such as: bananas, strawberries, blueberries, peaches, pears, mangos, and papaya.
- ◇ Note: These are just guidelines of the types of fruits that might be good to use. Feel free to be creative and use different fruits that you think could be fun! They can be fresh, canned in its own juice or water, or frozen (be sure to defrost so they are soft for the toddlers.
- ◇ Wash and cut the fruit into bite sized (1/2 inch) pieces. Put the fruit pieces out on the table. Encourage your child to make different things with the fruit, such as fruit man or a fruit face or whatever. Let your child eat one or two of these snacks and either share with others or save them in the refrigerator for later.

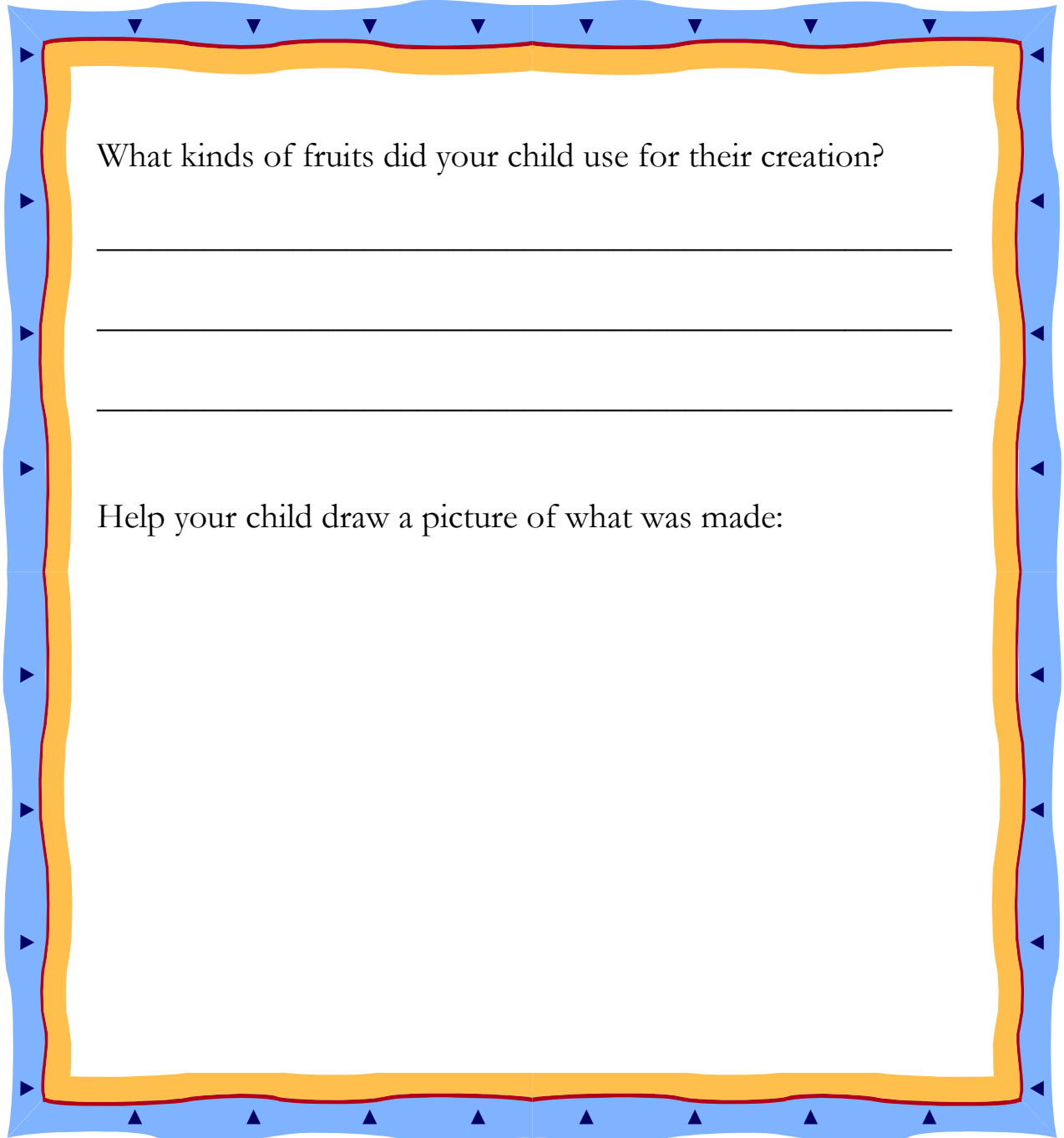
- ◆ A serving of fruit for a two-year-old is about 6 small pieces.

**OTHER FUN ACTIVITIES:**

- ◆ Help your child dip (or use a spoon) fruits or vegetables into fat-free yogurt. This is a little messy, but very tasty and fun.
- ◆ Serve these snacks in the form of a little picnic or tea party (using low-fat milk or water for “tea”). Spread a blanket outside or on your kitchen floor and have fun!
- ◆ Want more recipes for healthy dips for toddlers? Check out:  
<http://www.healthy-kids-snacks.com/category/fruit-dip-recipes>

## Healthy Home Connection The Art of Fruits at Home

Try these fun activities at home and bring this sheet back to school with your child.



What kinds of fruits did your child use for their creation?

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Help your child draw a picture of what was made:





## HEALTHY EATING: VEGETABLE WASH 'N SNACK

### DID YOU KNOW...

- ↪ Children from 1 to 3 years should be offered at least ¼ cup of fruit and/or vegetables at each meal or snack and no more than ½ cup of 100% fruit or vegetable juices per day with no additional sweeteners. Water and fat-free or 1% milk are the best choices. Sugary beverages, like soda, should never be offered.[1]
- ↪ It is important to eat your colors! Different fruits and vegetables provide a variety of important micronutrients and fiber. Aim for five or more servings of fruits and/or vegetables a day.[1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- PD 7-Use and manipulate objects purposefully
- PD 13- Learn about and respect their bodies
- PD 16- Experience and learn about healthy lifestyle practices.
- SE 5- Begin to develop a sense of accomplishment

### MATERIALS:

- Any fresh vegetables (carrots, peppers, broccoli, etc.)
- Small basins or tubs filled with water: 1 for every child filled with about 1 inch of water (4 basins on a table)
- Paper towels or dishtowels
- Mini scrub brushes (optional)
- Plastic or wood cutting board (optional)
- Sturdy, serrated plastic knives (optional to extend)

**PROCEDURE:**

1. Show the children the vegetables they will be washing.
  - ▶ Ask them if they have ever eaten any of these vegetables.
  - ▶ Review the names of the vegetable(s) with them.
  - ▶ Have the children describe the vegetables (color, shape, size, etc.).
2. Show the children the basin/tub filled with about an inch of water.
3. Demonstrate how to scrub the vegetables (children can use little scrub brushes, dishtowels or their fingers).
4. As they wash the vegetables, tell the children that vegetables are a healthy food to eat, but that something has to be done to the vegetables before they eat them.
  - ▶ Tell the two year olds that sometimes vegetables have dirt from the ground where they are grown so they need to be washed before they can be eaten.
  - ▶ Tell them that we want to eat vegetables because they help our bodies grow strong, but we don't want to eat dirt, because dirt doesn't help our bodies grow.
5. Encourage the children to scrub the vegetables.
6. When they are finished scrubbing the vegetables, ask them to place the clean vegetables on paper towels or dish cloth.
7. Steam hard vegetables for 10 minutes, cool, and then cut up all the vegetables into ½ inch pieces and serve them for snack. Fruits and vegetables should be soft and cut into bite size pieces to prevent choking.

**ADAPT:**

- ◆ Use plastic vegetables (and fruit).
- ◆ Put the plastic vegetables in a water table.

**EXTEND:**

- ❖ Have children wash and scrub fruits in the basins.
- ❖ Encourage children to talk with each other about what they are doing and why different vegetables (and fruits) need to be washed.
- ❖ Children can count the number of vegetables (or fruits) they washed.
- ❖ Older children may be interested in helping you cut the vegetables if you provide sturdy, serrated plastic knives and close supervision.

## HEALTHY EATING: TRY A HEALTHY VEGETABLE SNACK

### DID YOU KNOW...

- ↪ Portion sizes for children 1 to 3 years vary with the food and the meal. Remember to start small. They need to be offered at least a ¼ cup of fruits or vegetables at every meal and snack.[1]
- ↪ Aim for five or more servings of fruits and/or vegetables a day.[1]
- ↪ When you introduce a new food to a toddler, it is normal for them to reject it at first. Remember it takes 12 to 15 times. Ask them to just try it and do not expect them to finish the plate. [1]
- ↪ The use of bribery, threat, or active encouragement discourages children from trying new foods. [1]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

**\*THIS ACTIVITY INCORPORATES OTHER EARLY LEARNING FOUNDATIONS FOUND IN THE DOMAINS OF SOCIAL EMOTIONAL, DISCOVERIES AND LANGUAGE AND LITERACY. HOWEVER, HIGHLIGHTED ARE THE FOLLOWING:**

- PD 7- Use and manipulate objects purposefully.
- PD 13- Learn about and respect their bodies.
- PD 16- Experience and learn about healthy lifestyle practices.
- SE 8- Express feelings through facial expressions, gestures and sound

### MATERIALS:

- At least 3 steamed vegetables (You may use the washed vegetables from Activity 1, which were steamed for 10 minutes.)
- Small plates and cups
- Fat-free or low fat veggie dip
- Small serving bowls
- Small plastic pitchers
- Water or fat-free or 1% milk

- Plastic knives, forks and spoons (to adapt)

#### PROCEDURE:

1. Cut the different cooked (or canned) vegetables into bite-sized pieces.
2. Place vegetables and dip in serving bowls. Be sure to check allergies and substitute where needed.
3. Ask two children to set the table with a plate and a cup at each child's place.
4. Help children to sit down at their places at the tables. If your children have not tried family-style dining before, explain that you are going to try something new. Explain that they will be able to serve themselves and that you are there to show them how to do it and to help talk them through.
5. Pass the serving bowls, allowing the children to serve themselves. Remind them that they can take more later on if they wish. Discuss both the vegetables and the dip and model how to dip if some children have not done this before.
6. Serve water or fat-free or 1% milk in small pitchers. If your children have not tried this before, explain that they will be able to pour their own drink. Show them how to slowly pour, explaining as you do it yourself. It is best to start with just a small amount of liquid in each pitcher until the children become skilled at pouring. This can be messy at first, but most children are highly motivated to master this skill.
  - ▶ Allow children to pour their own drink.
  - ▶ Be sure to have old towels or paper towels nearby and have the children wipe up any spills and try again!
7. Gently encourage the children to try the snack, especially if the vegetable(s) are unfamiliar. Model your own enjoyment of the vegetable snack.
8. Talk with the children in general about food and the fun of dipping vegetables.
9. Ask the children which vegetable they liked the best. You can graph the results or put it on a poster for the parents to see!

#### ADAPT:

- ◆ Children who think this is messy can dip by putting the vegetable on a spoon or fork and then dipping it.

#### EXTEND:

- ◆ With supervision and guidance, older two year olds can use plastic knives to help cut the steamed vegetables into small pieces.
- ◆ Encourage the children to discuss the vegetables: What kinds of vegetables have they had at home? Which do they like the best? What do they know about vegetables?

- ❖ You could make a list of the children’s names on a large chart and write their favorite vegetable next to their name. Leave the chart posted with some crayons or markers nearby and ask the children to draw their favorite vegetable if they like.
- ❖ You could align this activity with a “color day”. Ask the children to choose a color they like and plan to bring in several vegetables of that one color.

### **FAMILY ACTIVITY TO DO AT HOME**

**ACTIVITY AT HOME:** Give parents the “Vegetable Wash at Home” take home sheet and tell them to have their children wash vegetables to help prepare for a meal or snack.

**SHARE WITH PARENTS:** what you know about the importance of eating many different colors of fruits and vegetables. Encourage them to serve fruits and vegetables at every meal and snack. Talk about portion sizes for two year olds – start with small portions and ask children if they are hungry before letting them serve themselves more food.

Citation:

1. Nemours Health & Prevention Services (2009). *Best Practices for Healthy Eating: A Guide to Help Children Grow Up Healthy*. Newark, Delaware: Nemours Foundation.

Wash & Snack

## HEALTHY HOME CONNECTION VEGETABLE WASH AT HOME

### WHAT WE DID IN SCHOOL:

- ☐ In school, we have been washing fruits and vegetables. We learned that you need to do this before you eat a fruit or vegetable to stay healthy. We have also been trying to EAT OUR COLORS! We have tried a lot of fruits and vegetables of different colors.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by:
  - ◆ Using and manipulating objects purposefully
  - ◆ Experiencing and learning about healthy lifestyle practices
  - ◆ Learning about and respecting our bodies

### WHY IT IS IMPORTANT:

- ◎ Portion sizes for children 1 to 3 years vary with the food and the meal. Remember to start small and they can add more later! They need to be offered at least a ¼ cup of fruit or vegetables at meals and snacks.
- ◎ If your child rejects a new food be casual about it. They just need to taste it. Continue to offer the food. It may take 12 to 15 times - so hang in there!
- ◎ It is important to include 5 or more servings of fruits and/or vegetables per day in a healthy diet and to eat your colors! Fruits and vegetables provide essential vitamins and minerals, fiber, and other substances that may protect against many chronic diseases in children in this age group.
- ◎ 100% fruit and vegetable juices should be limited to ½ cup per day. But water and fat-free or 1% milk are best! Sugary beverages, like soda, should never be served.

### WHAT YOU CAN DO AT HOME:

- ◆ Involve your child in the preparation of fruits and vegetables.
- ◆ Two year olds are more likely to try and eat foods they have helped prepare.
- ◆ Show your child the vegetables they will be washing. You can use any fresh vegetables (carrots, peppers, broccoli, etc.)
  - ◆ Review the name(s) of the vegetables with them.
  - ◆ Have your child describe the vegetables (color, shape, size, etc.)

- ◆ Fill a small basin or tub with about one inch of water. Allow your child to wash and scrub the vegetable they are about to eat.
  - ◆ They can use their fingers or a mini scrub brush.
- ◆ When they are finished scrubbing the vegetables, ask them to place the clean vegetables on paper towels or dish towels.
- ◆ Steam the hard vegetables, then cut into ½ inch pieces, and serve. Enjoy for a snack or at dinner! Fruits and vegetables should be soft and cut into bite size pieces to prevent choking.

#### **OTHER FUN ACTIVITIES:**

- ◆ Add a small amount of fat-free or low fat vegetable dip when serving vegetables or a small amount of fat-free or low fat flavored yogurt such as vanilla when serving fruits. Dipping is fun.
- ◆ Making faces, shapes, and designs out of fruits and vegetables for a fun and delicious snack. Your child will love your creativity!
- ◆ Visit [www.localharvest.org](http://www.localharvest.org) to find a farm or farmer's market near you. Take your child to see how vegetables are grown. Let your child choose some vegetables to take home.
- ◆ Check out <http://kidshealth.org/kid/recipes/index.html> for some delicious recipes that use vegetables.



## Healthy Home Connection Vegetable Wash at Home

Try these fun activities at home and bring this sheet back to school with your child.

\_\_\_\_\_

Washed fruits and vegetables

I washed these fruits and vegetables:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

I liked the taste of these fruits and vegetables:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Vegetable Wash at Home

## WASHING DISHES



### DID YOU KNOW...

- ↪ Food preferences are learned. Developing preferences for a healthy diet begins with very young children. [1]
- ↪ Infants are born with a preference for foods that taste sweet and salty and do not like foods that are sour and bitter. [2]
- ↪ Two and three-year old children who drink sweetened drinks such as soda are at risk for becoming overweight. [3]
- ↪ There is a magic number for healthy eating: 35. Do not serve children foods that that contain more than 35% of their calories from either fat or sugar. Don't purchase cereals with more than 6 grams of sugar per serving. [5]

### TODDLERS WILL BE GIVEN THE OPPORTUNITY TO WORK WITH THE EARLY LEARNING FOUNDATIONS

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- PD 8 Use two hands in a coordinated, purposeful fashion
- PD16 Experience and learn about healthy lifestyle practices
- SE 4 Begin to develop independence

### MATERIALS:

- ⦿ plastic dishes and utensils
- ⦿ 4 basins
- ⦿ water (lukewarm)
- ⦿ dish towels
- ⦿ dish soap

**PROCEDURE:**

1. Gather the two-year-olds in a small group. Explain to the children that they are going to be washing, rinsing and drying dishes.
2. Put objects such as dishes in a basin for the children to wash. Ask if they have ever done this at home.
3. Fill each basin with a small amount of water (about an inch or so) and add a small amount of soap to two of the basins and sponges or scrub brushes.
4. Help the children explore the dishes in the soapy water.
5. Talk with the two-year-olds about what dishes, forks, spoons, and cups are used for.
6. Tell the children that part of being healthy is eating off CLEAN plates, forks, spoons, and so on.
7. Then explain to children that the dishes need to be rinsed to get the soap off.
8. Help children dunk the dishes.
9. Have towels available to dry the dishes when they are rinsed.
10. Encourage the children to put the dishes in the basin, swish the water, and take them out. Talk about children's actions at the same time. Make sure to ask children questions.
11. Try to have at least four basins so that children can interact with one another.
12. Say what you are doing as you do it. For example, say "out" as you take a dish out of the basin and "in" as you put the dishes in.
13. Remind children that fruits and vegetables need to be washed just like dishes and their hands but we don't use soap on the fruits and vegetables.

**ADAPT:**

- ◆ For children having difficulty, you might need to physically guide their hands, as they do the activity. Make sure to comment on what the child does and encourage them to wash some more dishes.
- ◆ For two-year-olds with sensory needs, you can have them wear plastic gloves.
- ◆ Use a squirt bottle to spray and clean the dishes and talk about spraying fruits and veggies as a way of cleaning them.

**EXTEND:**

- ◆ As the children finish washing and drying the dishes, have them sort the utensils in a storage unit, and sort the dishes, all plates together, and all cups together.
- ◆ Children can match items by color, such as a red cup with a red plate.

Washing



Place the dishes and basins in the dramatic play center so that the children can pretend to wash the dishes there.

## WASHING FRUIT



### DID YOU KNOW...

Avoidance of new foods increases at about 24 months. [1]

- ↪ Two-year-olds are less likely to try unfamiliar vegetables and then fruits. This reluctance rarely impacts meat or eggs. [1]
- ↪ A portion of meat, poultry, boneless fish, or alternative protein product is 1/8 cup or 2 Tbsp for lunch or dinner or 1/16 cup or 1 Tbsp for snack. Cheese and nut butters have the same portion size. For eggs ½ egg is a serving and for fat-free or lowfat yogurt for meals it is ½ cup and for snack ¼ cup [5]
- ↪ The structure of adult eating habits is learned during the toddler years. [4]

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- PD5 Touch, grasp, reach, and explore people and objects
- PD8 Use hands in a coordinated, purposeful fashion
- LL10 Show interest in rhymes, books, stories and games
- SE 10 Engage with other children

### MATERIALS:

- fruits such as apples, oranges, bananas, pears, plums, and so on
- 2 basins

- ⊙ water (lukewarm)
- ⊙ scrub brushes
- ⊙ towels

**PROCEDURE:**

1. Gather the two-year-olds in a small group and talk with them about the dishes they washed.
2. Fill the basins with about one inch of water and give them some water in spray bottles.
3. Give the children some fruit to wash with water or spray.
4. Let the children know that you will be washing fruit today instead of dishes because it is also important to wash fruits and veggies before you eat or cook them.
5. Help the two-year-olds explore the fruit in the water.
6. Encourage the children to put the fruit in the basin, swish the water, and take it out. Talk about their actions as they do them.
7. Have at least two basins and two spray bottles so children can interact with one another.
8. As you are washing the fruit, sing the following song

*This is the way we wash our fruit,  
Wash our fruit, wash our fruit,  
This is the way we wash our fruit before we're going to eat it.  
(Tune of Here we go round the Mulberry bush)*

9. Have the two-year-olds dry the fruit using paper towels.
10. While drying, the two-year-olds can sing the song:

*This is the way we dry our fruit,  
Dry our fruit, dry our fruit,  
This is the way we dry our fruit before we're going to eat it.  
(Tune of Here We Go Round the Mulberry bush)*

11. When the fruit is all washed and dried, cut it up into small ½ inch pieces and eat it for snack.

**ADAPT:**

- ◇ For children having difficulty, you might need to physically guide their hands as they do the activity. Make sure to comment on what the children are doing and encourage them to wash different kinds of fruit.

- ◆ For children with sensory needs, you can have them wear plastic gloves or use the spray bottles.

**EXTEND:**

- ◆ As the children finish washing the fruit, have them sort it by type, color, size, or shape.
- ◆ Talk with two-year-olds about other things which need to be washed (hands, clothes, pets, cars, floors, counters, and so on). Discuss with them why we need to wash things.

**FAMILY ACTIVITY TO DO AT HOME**

**Activity at Home:** Give parents the “Washing Fruits at Home” take home sheet. Encourage them to have their two-year-olds assist them when they are washing dishes for fruit and vegetables.

**Share with Parents:** what you know about the importance of washing dishes, fruits and vegetables and having the children experience this activity.

Citations:

1. Birch, L. L. (1999). Development of food preferences. *Annual Review of Nutrition*, 19, 41– 62.
2. Birch, L. L. (1998) Psychological influences on the childhood diet. *Journal of Nutrition*, 128 (supplement), 4075-4105.
3. Welsh, J. A., Cogswell, M. E., Rogers, S., Rockett, H., Mei, Z., & Grummer-Strawn, L. M. (2005). Overweight among low-income preschool children associated with the consumption of sweet drinks: Missouri: 1999-2002. *Pediatrics*, 115(2), e223-e229.
4. Allen, R. E., & Myers, A. L. (2006). Nutrition in toddlers. *American Family Physician*, 74(9), 1527-1532.
5. Delaware Child and Adult Care Food Program (2007). *Best practices for healthy eating: A guide to help children grow up healthy*. The Nemours Foundation.



## HEALTHY HOME CONNECTION

### WASHING FRUITS AT HOME

#### WHAT WE DID IN SCHOOL:

- ☐ We have been learning how to wash fruit before we eat it so that it is clean for us to eat. We also washed, rinsed and dried dishes because eating off clean dishes and utensils is important.
- ☐ While doing this activity we worked on some of the Infant/Toddler Early Learning Foundations to increase your child's physical health and development by
  - ◆ Using two hands in a coordinated, purposeful fashion
  - ◆ Experiencing and learning about healthy lifestyle practices

#### WHY IT IS IMPORTANT:

- ◎ During the toddler years, children develop the physical ability to self-feed and learn the structure of adult eating habits.
- ◎ Young children who are exposed to a variety of foods have broader food preferences later in life.
- ◎ Avoidance of new foods increases at about 24 months but it rarely impacts protein. Two-year-olds are less likely to try unfamiliar vegetables and then fruits.
- ◎ There is a magic number for healthy eating: 35. Do not serve children foods that contain more than 35% of their calories from either fat or sugar. Don't purchase cereals with more than 6 grams of sugar per serving
- ◎ A portion of meat, poultry, boneless fish, or alternative protein product is 1/8 cup or 2 Tbsp for lunch or dinner or 1/16 cup or 1 Tbsp for snack. Cheese and nut butters have the same portion size. For eggs 1/2 egg is a serving and for fat-free or lowfat yogurt for meals it is 1/2 cup and for snack 1/4 cup.

#### WHAT YOU CAN DO AT HOME:

- ◇ Talk to your child about washing fruits and veggies as well as counters and even floors and why this is important.
- ◇ Fill the sink with lukewarm water or put the fruit under running water.
- ◇ Wash the fruit together with your child using clean sponges or paper towels.
- ◇ Sing the following song as you are washing the fruit with your child:

*This is the way we wash our fruit,  
Wash our fruit, wash our fruit,*

*This is the way we wash our fruit before we're going to eat it.  
(Tune of Here We Go Round the Mulberry Bush)*

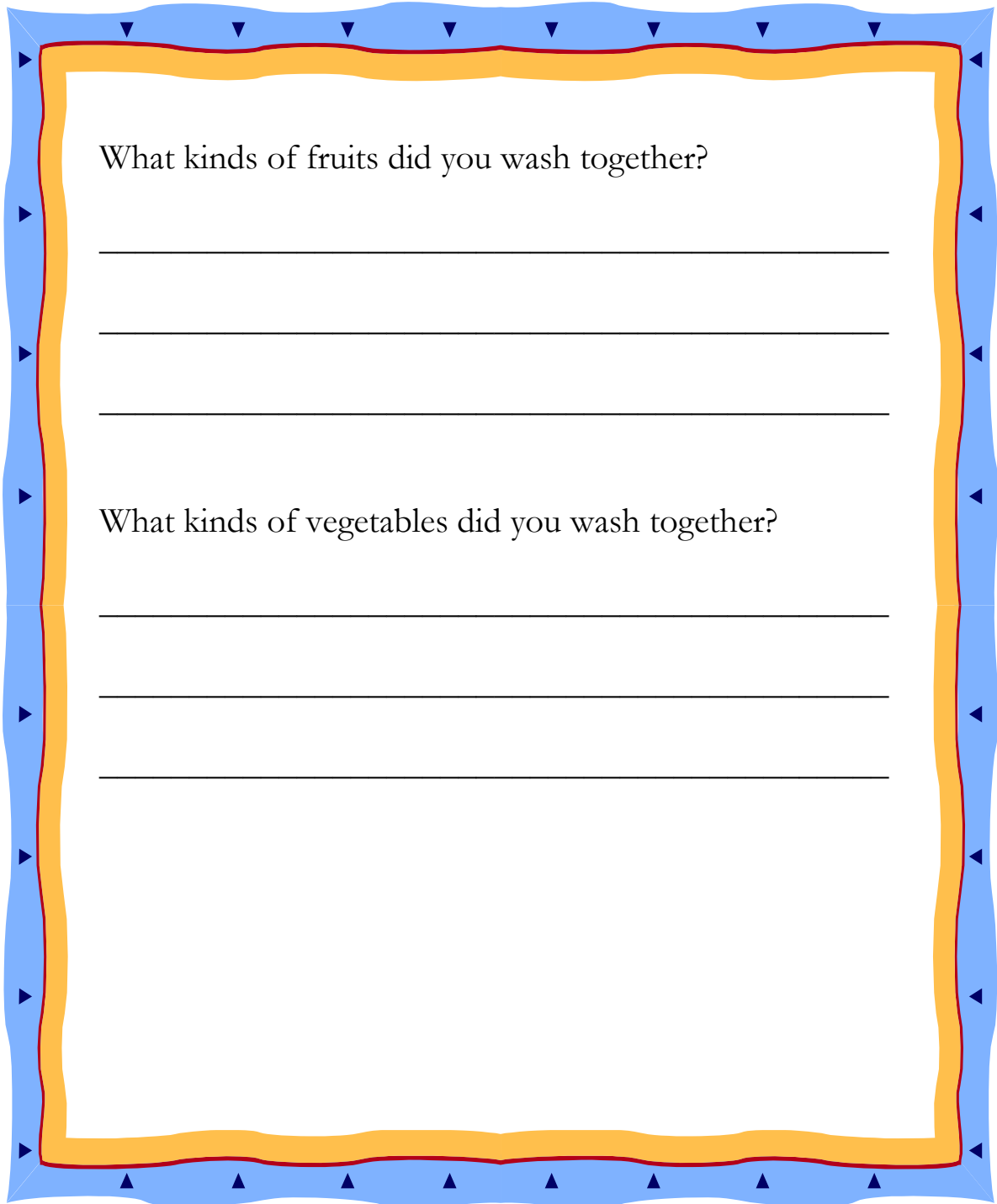
- ◆ When the fruit is washed, dry it using a paper towel.
- ◆ After all the fruits are washed and dried, cut the fruits up into ½ inch pieces and share a ¼ cup snack with your child.

**OTHER FUN ACTIVITIES:**

- ◆ Go on a picnic, either outside or inside, to eat the fruit snack you just washed and prepared.
- ◆ Repeat the same activity but with vegetables. You could wash different vegetables with your child before you cook and serve them. You could steam the vegetables or make veggie soup.
- ◆ For a real treat, take your child to a farm and pick your own fruit! Search for a farm or orchard near you here: <http://www.pickyourown.org/DE.htm>
- ◆ Buy plastic fruits and vegetables for your child to wash during play. You can find a nice set here:  
[http://www.amazon.com/gp/product/B001613Q8A/ref=pd\\_lpo\\_k2\\_dp\\_sr\\_2?pf\\_rd\\_p=486539851&pf\\_rd\\_s=lpo-top-stripe-1&pf\\_rd\\_t=201&pf\\_rd\\_i=B001XTWQL8&pf\\_rd\\_m=ATVPDKIKX0DER&pf\\_rd\\_r=18BRNWGEFEKDQ60T4G2H](http://www.amazon.com/gp/product/B001613Q8A/ref=pd_lpo_k2_dp_sr_2?pf_rd_p=486539851&pf_rd_s=lpo-top-stripe-1&pf_rd_t=201&pf_rd_i=B001XTWQL8&pf_rd_m=ATVPDKIKX0DER&pf_rd_r=18BRNWGEFEKDQ60T4G2H) and [http://www.amazon.com/Melissa-Doug-4083-Playtime-Veggies/dp/B001617RW6/ref=pd\\_sim\\_t\\_1](http://www.amazon.com/Melissa-Doug-4083-Playtime-Veggies/dp/B001617RW6/ref=pd_sim_t_1)

## Healthy Home Connection Washing Fruits at Home

Try these fun activities at home and bring this sheet back to school with your child.



What kinds of fruits did you wash together?

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What kinds of vegetables did you wash together?

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Washing