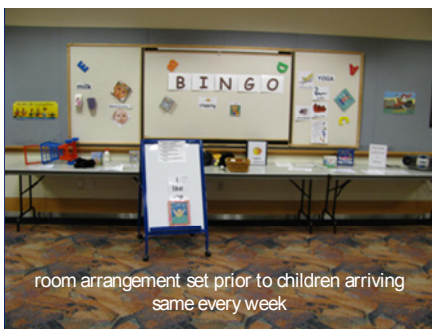


# **Opening Doors... cont'd**

**rationale for  
programming  
&  
activities  
unique to  
one-year-olds  
and  
their care givers**

## points to consideration for set up

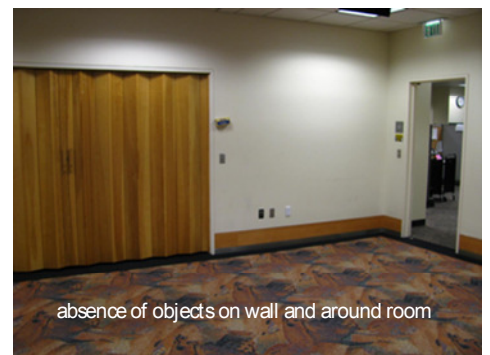
- the importance of room layout and décor
- how to establish a positive, inviting atmosphere for a successful small to large group encounter
- which formats are best for working with young children
- techniques for introducing concepts, rhythm and songs, languages, exercise, and signing



room arrangement set prior to children arriving  
same every week



words printed for adults to read and participate  
all available on wiki



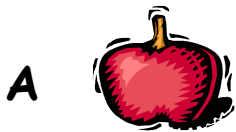
absence of objects on wall and around room

# Greetings

Personal interaction at door with child and parent, but especially with the child. A gentle touch on the arm and smile for welcome to the room, their surrounds, and others children attending.

Blank name tags with pen in a basket at entrance provided so each child has he/her own to place into the "Mr. Jim" story basket. This begins the each session.

## My name is:



Rationale: each child has a contribution to make at the beginning of the experience with dropping his/her name into the basket; this activity promotes group awareness and moves the child from individual to part of something other than self; it also allows for independence and separation from the adult care giver.



personal greeting of each child

each child places names in the story basket



# Opening

Seated : Where are your legs? Where are your arms? Where are you hands?  
(hesitation) Where are your legs?

The more we get together, together, together; (sway)  
The more we get together the happier we are. (sway, clap hands)  
For your friends are my friends, (point to others, then to yourself)  
And my friends are your friends. (point to yourself, then others)  
The more we get together the happier we are. (sway, clap hands)

“NO WORDS” (hands over mouth, open just enough to project words)

Repeat questions above again, hum song, motions but no words.

Clap when song is concluded.

Rationale: Group activity asking for participation. Youngsters are asked to follow directions as well as motions. Parents are encouraged to sing along holding child in front and going through all motions together. With “no words” expectation is that parent will learn the melody and be able to replicate actions at home. For children this age, who typically have a very limited verbal vocabulary, this allows them to act the words of the song using motions and signs.



“where are your legs?”

# Development of Self Concept

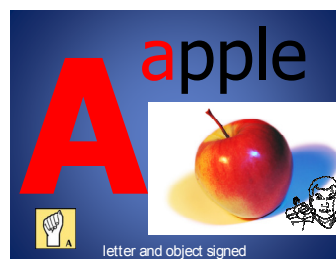


Rationale: individuals form self-concept and worthiness at an early age; informing young children that it is importance to like themselves develops early-on a positive self image; sharing this experience orally and with other children increases their self-awareness and encourages them to like self as they are.

*I Like Me* by Nancy Carlson.

By admiring her finer points and showing that she can take care of herself and have fun even when there's no one else around, a charming pig proves the best friend you can have is yourself. (easy)

# Alphabet

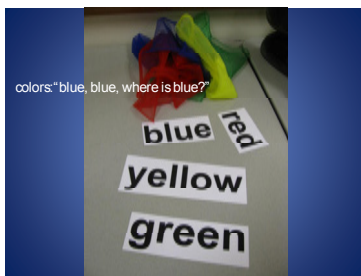


Rationale: children need to hear and experience language at an early age; typically they do with their interactions, conversations, and listing times with adults; to hear it in a "semi-formal" environment from one person who challenges them to both listen and participate, gains their attention and reinforces letter identification, sounds of, sequence, sign for each letter as well as a recognizable, concrete object; tapping on the magnetic board alerts their hearing and shows them when they are asked to bring a letter to the front, position on the board; requesting that parents take home or download a copy of the alphabet with pictures as well as a complete copy of "Apple and an Ant" provides reinforcement at home or in a day care setting



# Colors & Concepts

Rationale: colors surround the young child, yet most do not know during their early years that each color has a unique name; matching color scarves to the color a child is wearing during a session is a connection point for the presenter and the child, and is a rewarding recognition that they are present with one of the unique colors; supplying a handout for parents to take home and display reinforces the activity



Rationale: directionals can be accomplished by demonstrating with songs and activities, such as "Humpty Dumpty Up" and "in" and "out" of a box; posting of the words for the child to see shows that a word does exist that matches the activity

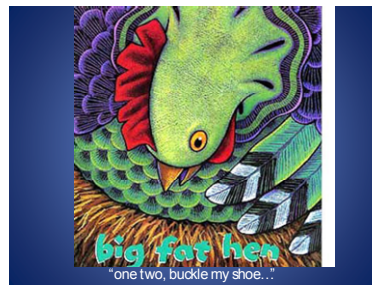


# Counting and Shapes

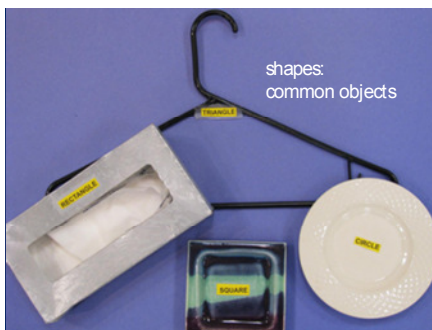
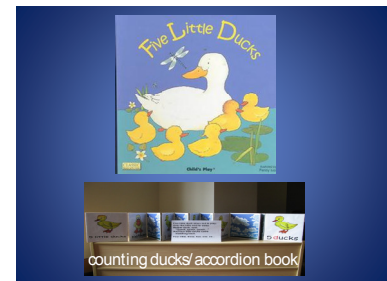


"one little, two little, three little doggies..."  
number plus real objects in the child's everyday environment; counting fingers; signing each object, already covered prior to counting exercise

using song and actions, count in pairs: "one, two buckle my shoes..."



ducks are counted, "one little duck went out to play," and accordion book is unfolded until all five ducks are counted



common objects found in a house or child care facility are marked with the word that represents the shape; objects are shared individually and with one finger traced to match the shape; suggestion made of adult to do exercise in sand

Rationale: counting is a part of our everyday lives; sharing counting objects with children increases their ability to count alone; objects surround a child the have defined shapes—objects in a home can be labeled and re-emphasized

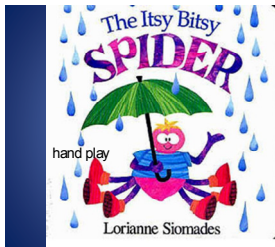


# Songs

## The Hokey Pokey



motion and timing with music; directionals; body movement; group participation; always ends a session; parts 1 and 2 from Greg & Steve's *Kidding Around* CD

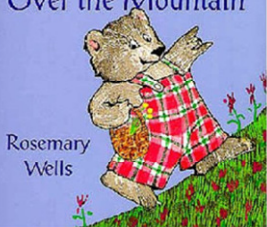


items: spout, puppet spider, spray water; sung with hand motions, then objects, then without words

rhythm with clapping; listening and following the established beat; practice first and then the song



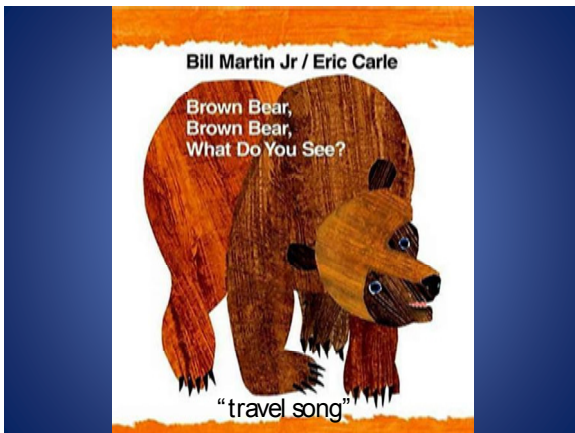
## *Bunny Reads Back* The Bear Went Over the Mountain



bear puppet and bear noises; song with hand sign movements; song hummed with motions only

Rationale: young children respond to music and listen to words even though typically they cannot repeat the words; most appreciate being able to dance and move in a pre-established rhythm of their own

# "Travel" Songs



"brown bear, brown bear, what do you see?"  
the question is sung as a laminated bear is taped to the presenter; other animals in the book are taped around the room and the leader moves to each animal and hands it to a child; at the conclusion, "...what do you see? beautiful children looking at me!"

"let's go to the market, let's go to the store;  
let's buy a loaf of bread and maybe a few things more" actual boxes are taped to the walls around the room and the shopper moves from one to another handing each to a child; at the end, the basket is shown and all the children put their objects in ready for checkout (song for Nancy Stewart)



songs appropriate for movement around the room:

"I went walking, and what did I see?" "Baby bear, baby bear..."

"Pick up a paw paw put it in the basket" "Let's go visiting"

Other constant favorites used a various times: "If you're happy, and you know it" "Five little monkeys" "In a cabin in the woods" "There was a little turtle" "Row, row, row your boat" "Twinkle, twinkle little star"  
(most have hand motions and/or dance)

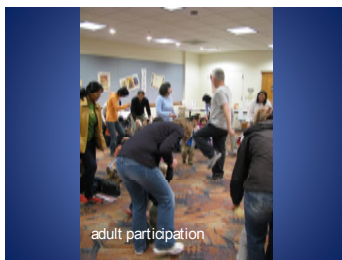
Rationale: movement around the room seeking objects that are common to the child demands attention to the presenter; adding a favorite song that is used repeatedly increases their awareness; the repeated sequence calls for their participation in the activity to its conclusion

# Signing



signs are used throughout the sessions to communicate meaningful words for development of the child's vocabulary; this allows the child to "speak" thoughts with the use of fingers and hands; reinforcement is stressed for the care giver to share at home or at the child care facility the same words demonstrated; numerous books are available that show how to go about teaching the child sign—a copy is included with these handouts; *Pick Me Up!* is a collection of songs using signs, such as "More Milk" "There's a tiger walking ..." "Please change my diaper"

# Exercises & movement



"My hands are high, my hands are low" "I take my little hands and go clap, clap, clap" "I wiggle my fingers..." "This the way I brush my teeth" "A dancin' we will go"

Rationale: movement and exercise breaks are taken from listening throughout the sessions so that children pay attention when seated; since stretching and constant motion is a part of the young toddler, showing them healthy ways to expend their energy; parents are encouraged to participate with their children and reinforce the positions with their child

# Closing/Goodbyes



Rationale: saying goodbye with a sticker and a smile makes the experience complete for the presenter, the child and the parent; children know from repetition that their nametags will be dumped onto the floor for them to retrieve; they also come to the front of the room to receive a sticker which deals with some aspect of the session, be it alphabet, counting, or shapes; parents are urged to take home handouts on display or locate the wiki for the session content or printouts from the "sidebar" where all handouts are displayed



# Activities for Home or Day Care

## Names

1. cut strips of **white** paper from a sheet of 8.5 x 11 paper and print the child's name in upper and lower case letters, such as "Jack," using a large black marker; let the child watch as you do this; hand-print instead of computer print; place the name on a hard surface covered with tape and at the eye level of the child; leave it there and during the week point to the name and say the child's name
2. the next week repeat step 1 but this time print the child's name five times as he or she watches, making it the same size as in #1; count each nametag individually when finished; compare each printed name with the one posted the week before; with the child go to different rooms or places in the current room and place the five names; return to the posted name, then ask the child to locate the five names you have left and bring them to you for recognition
3. the third week, use the four basic colors—red, blue, yellow, and green—and print the child's name again; repeat the action in #2 and then request that the child bring you the green name tag, blue name tag, etc until all have been retrieved
4. the fourth week, repeat #3 making sure you use fresh paper and print the names again, going to different rooms or in the same one, but this time when the name is retrieved, use sign language to sign the name of the color

## Alphabet

1. purchase magnetic letters from a school supply store and place one letter at a time on the refrigerator or anything that is magnetic and stable; begin with "A" and with the help of the child, cut out pictures from a magazine that the child the child sees everyday, such as "apple"; tape the photo next to the letter; attempt to locate at least two or three pictures per letter; remove "A" and move on to "B" etc.; do not discard the pictures, these may be used later in the child own A, B, C book with photos
2. once three to four letters have been shown on the refrigerator, using the magnetic letters, place the letters around the room or in different rooms and ask the child to retrieve the letter asked for; make sure you take the child with you when "hiding" the letters

3. after 3-4 letters have been shown, bring out the pictures you cut out in activity 1 and lay the letters on the floor giving one photo per letter to the child and see if the child can select the correct letter for each; if not, offer assistance; do this with all the pictures; waiting several days and repeat the exercise or simply leave the pictures out with the letters allowing time for the child to match alone

## Counting

1. print five 1s and select objects, things, food where there is only one of the item and tape the one to each object; more on to other objects where there are two things, and so on until you have done the numbers one through five
2. print numbers (1-5) on white paper and go through the house or center and place the numbers on unique objects where there is only ONE dog, TWO parents, THREE oranges, etc
3. check out books from the library that involve counting animals or objects, such as "No more monkeys jumping on the bed," "Five little ducks went out to play," "Big fat hen," "One, two, buckle my shoe."
4. extend this activity to include shopping excursions, walks in the park and count objects with the child while moving around the store, park

## Colors

1. print the four basic colors on colored paper using black ink and paper that is the color of the word; locate objects that match the color and lay the paper with printed color name on the objects
2. when sorting clothes for laundry, sort according to the four basic colors; retrieve the four colored labels you made for activity 1 and lay them on the laundry as the child watches; remove the strips and move into another area; hand one strip at a time to the child and see if the child will match the color to the laundry
3. if the child is not speaking yet, sign each color as the different color strips are shared; when at the store or anywhere there is a dominant color of the four basic colors, sign the color and say the word; if possible, have the strips available with the printed word to show the child

## Shapes

1. print the names of the four basic shapes—circle, rectangle, square, triangle—on white paper all in lower case; locate objects that are the shape; lay on each object and repeat the word
2. when on the beach or if a sand pile is handy, trace the shapes in the sand and then let the child do the same; make sure you say the name of each shape as it is traced
3. cut shapes using different colors—four basic colors— and match these with common objects in the house or play area; sign the color of each as you locate them with the child

## Singing

1. check out some of the numerous books that are songs ready to be shared with the child, such as "The Itsy Bitsy Spider" by Siomades or Trapani "Wheels on the Bus" by Kovalski, "Seals on the Bus" by Holt, "If You're Happy and You Know It" by Cabrera or Warhola, "I Know an Old Lady Who Swallowed a Fly" by Hoberman/Westcott or Rounds, "Baby Songs" by Hap Palmer, or "A Treasury of Children's Song" (a collection) by Fox.
2. browse the CD collection of songs by individual composers and recording artists selections for favorites with young children, such as Nancy Stewart, Hap Palmer, Steve and Greg, Jim Gill, Eric Ode, Raffi, The Wiggles, etc. play these not only at home/day care but also in the car or on the plane when traveling
3. at bedtime recall favorites shared in a young toddler story time such as "In a cabin in a wood," "Twinkle, twinkle, little star," "There was a little turtle that lived in a box," "The bear went over the mountain," "Humpty Dumpty Up"; print the words on paper and tape to the walls in the day care facility or the child's bedroom so they are readily available when you want to share the words and actions of each

## Exercise

1. let the child watch you stretch and bend and see if he/she can mimic your movements; if not, assist them into an easy position; do these often and see if the child does any of them while alone or unwatched



2. check out some of the popular Yoga books for children—"A Yoga Parade for Children" by Mainland; "Sleepy Little Yoga" by Whitford; or "My Daddy is a Pretzel" by Baptiste and open them to pages that show an "animal" position or another child doing the action—share these with the child
3. select some of the "favorite" recording artists CDs and listen for ones that demand movement and action; play these for both you and the child and move to the actions.

### Self Concept

1. whenever possible—when feeding, shopping, bathing, or at night time—look at the child eye-to-eye; focusing on that child as a person who "understand" and responds (many times not in the way you intended) needs to have the "self" respected as well as loved; building a positive self-image from infancy throughout the most informative years will strength the child and make them feel wanted, loved, and valuable to others and most importantly to themselves
2. share on a one-to-one basis Grossman's "I Like Me" about a pig who loves herself just the way she is; reinforce the story by sharing the signs learning in the young toddler class with and without words; do this when the child may be across a room either crawling or toddling and watch the response; those three words mean so much and your placing importance on them and recognizing this will strengthen the child's self concept even further

### Foreign words

if you as a parent or caregiver are bi or multi lingual, make sure you share words in the languages you know along with English; to some who are older this may be confusing, however, for a young toddler who is just beginning to acquire language this is no problem and the sooner the child recognizes that objects can have different names, the better; by the time a child is ready to enter school, he or she should know several if not three languages (not fluently but be able to recognize the written words and sounds); early sharing of words in various languages will greatly enhance the child's ability later in life when real learning of a language or languages is expected in the formal school environment

## Listening

a child will respond to sounds other than the human voice especially if the sound has meaning, such as a clap that can stand alone or be part of a song, such as “Bingo” or “Twinkle, twinkle little star”; repeating both of these songs clapping hands with and/or without words signals a necessary listening response that quiets the child and brings attention to the action, namely, “A dancing we will go” or “Skip to my Lou” can both be sung with motions that will engage the child, and demand that listening take place in order to accomplish the actions in sync with the words

## Signing

is a useful tool for communicating with the young child who is in the process of language acquisition—spoken or otherwise; the need to communicate typically manifests with crying, tearing or arm/leg motions; freeing the young child to express needs, wants, and moods via sign language—made up, strictly taught by ASL or some combination of both—makes for a much happier and healthier environment for the parent caregiver as well as the child; encouraging and reinforcing these communication skills using the hands to relate what is meant is an acceptable “first language” that the child can acquire and perhaps find useful in the future; acquiring these skills should make for easier acquisition of other foreign languages when older; one of the best collections that promotes sign, singing and dance is “Pick Me Up!” available at most libraries for checkout or for ordering through the producer: <http://www.sign2me.com/shop/>



The Music CD This collection of **20 original songs** features music that engages children's bodies as well as their minds. Created with adult listeners in mind, Pick Me Up! offers lyrics with the patterns and repetition children love and the style and humor adults enjoy.

We've combined a rich variety of musical styles – ranging from jazz, calypso, and reggae to country, rock, and soul – with authentic instrumentation composed by Grammy® Award nominee Roger Treece and lyrics by acclaimed children's songwriter Nancy Stewart.