### Table RW 6–1: Activity goals and activity numbers in text and online

<table>
<thead>
<tr>
<th>Goals</th>
<th>Activity Numbers</th>
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<tbody>
<tr>
<td>To increase social awareness</td>
<td>6–1, 6–2, 6–3, 6–4, 6–5, 6–6, 6–15, 6–25, 6–30</td>
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<tr>
<td></td>
<td>6–31w, 6–32w, 6–33w, 6–34w, 6–36w, 6–42w, 6–43w, 6–52w, 6–54w, 6–63w</td>
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<tr>
<td>To increase language and communication skills</td>
<td>6–3, 6–5, 6–7, 6–8, 6–9, 6–10, 6–11, 6–12, 6–16, 6–18, 6–23, 6–28</td>
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<td>6–32w, 6–34w, 6–35w, 6–36w, 6–37w, 6–38w, 6–39w, 6–40w, 6–41w, 6–42w, 6–52w, 5–53w, 6–58w</td>
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<td>To increase cognitive development</td>
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<tr>
<td>To increase sensory motor skills</td>
<td>6–2, 6–4, 6–5, 6–6, 6–9, 6–10, 6–12, 6–13, 6–14, 6–17, 6–18, 6–19, 6–20, 6–21, 6–22, 6–23, 6–24, 6–25, 6–26, 6–27, 6–29</td>
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<td>To increase creative development</td>
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<td></td>
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RW-65
Table RW 6–2: Age and reference numbers

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<th>Age</th>
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<tr>
<td>Young infants (birth to 9 months)</td>
<td>6–1, 6–2, 6–7, 6–8, 6–13, 6–14, 6–18, 6–20, 6–25, 6–26</td>
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<tr>
<td>Mobile infants (8 to 18 months)</td>
<td>6–3, 6–4, 6–9, 6–10, 6–15, 6–16, 6–21, 6–22, 6–27, 6–28</td>
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<td></td>
<td>6–33w, 6–45w, 6–46w, 6–51w</td>
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<tr>
<td>Mobile infants and toddlers (8–36 months)</td>
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<td>Toddlers (16 to 36 months)</td>
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</table>

Social Awareness: Individual, birth to 9 months

6-31w Find the Fist

**Goal:** To increase social awareness, to increase sensory motor skills

**Materials:** None

**Procedure:** When the infant is fussy gently guide his hand to his mouth to see if he needs help finding it. Encourage him to suck on it. Talk in a calming voice and allow the infant to enjoy the sucking sounds he is making. Verbally support what is happening, “Sometimes this makes you feel better.” Help infants keep the hand available. Give an infant verbal support for finding his hand and sucking before helping him.

**Assessment:** The infant will find his fist or hand when he needs self-comforting.

**Integration:** Infants suck for the sheer pleasure of it. Helping an infant find his hand does not set him up for years of thumb sucking. Infants suck as a way of “organizing” themselves. Many adults want infants to suck on pacifiers rather than hands or fingers. There is no reason why infants cannot do both. It is important infants can use their hands because these are always available whereas pacifiers may not be. A hand is under their control; use of a pacifier is dependent upon an adult.

Social Awareness: Individual, birth to 18 months

6-32w Mirror

**Goals:** To increase social awareness; to increase language and communications skills; to increase sensory motor skills

**Materials:** Unbreakable mirror (about 12 inches) or large, mounted mirror

**Procedure:** Hold an infant in front of a mirror so she can see herself. Talk about what she sees in the mirror: “Look, there’s Amber! I see you!” Tap her image in the mirror to focus her attention. Say, “Look, this is you. Don’t you look gorgeous?” Point to and name the infant’s facial features as she looks in the mirror. Play games in the mirror to see if she will imitate you; open and close your mouth, pat your head, tug your ear, and make silly faces!

Then, place the infant on a blanket on the floor and put her down on her tummy directly in front of the mirror. Encourage her to hold her head up to see herself. Support her in balancing her weight on one arm and reaching toward the mirror with the other.

**Assessment:** The infant will look at herself in the mirror.

**Integration:** Children enjoy looking in the mirror and focusing on what they look like. They are trying to establish the concept of self as different from others. Because of concern about Sudden Infant Death Syndrome infants are not being placed on their tummies as much as previously. By two to three months infants should accumulate at least 30 minutes of tummy time each day. Looking at mirrors, having them reach toward toys that are slightly too far away helps them learn about themselves and strengthens the muscles they will need to roll over, sit up and crawl.
### Social Awareness: Individual, 8 to 18 months

#### 6-33w Gelatin Cubes

**Goals:** To increase social awareness; to increase sensory motor skills

**Materials:** Four envelopes of unflavored gelatin, three packages (3 oz. each) of flavored gelatin (sugar-free), 4 cups boiling water, 13 × 9 baking pan

**To Make:** In large bowl, combine unflavored gelatin and flavored gelatin; add boiling water and stir until gelatin is completely dissolved. Pour into large, shallow baking pan (for example, 13 × 9) and chill until firm. Cut into squares to serve. Makes about 100 one-inch squares.

**Procedure:** Give the infant several cubes of the gelatin and encourage him to eat them using his fingers. Feed the infant the gelatin using a spoon as well as allowing him to self-feed. As infants gain proficiency, make different-sized cubes and encourage the infant to use a spoon to try to cut the gelatin, as well as feed himself.

**Assessment:** Initially the infant will successfully feed himself using his fingers, and then he will self-feed with a spoon.

**Integration:** This provides an interesting texture for infants and another opportunity for self-feeding. It has a consistency thick enough that infants can learn to control it with a spoon and thin enough that it is challenging finger food.

### Social Awareness: Small Group, 16 to 36 months

#### 6-34w Cleaning House

**Goals:** To increase social awareness; to increase language and communication skills; to increase sensory motor skills

**Materials:** Toy vacuum cleaner, broom, dust cloth, sponge, dustpan

**Procedure:** Let toddlers “vacuum” the floor or rug. Encourage them to work together with the broom and dustpan. Talk about cleaning and how everyone is helping to get the room clean. Make vacuum sounds. Use different actions (such as several pushes and pulls, a long push, a twist around a corner) and encourage children to imitate. Make a path with tape or paper for children to follow around a room. Demonstrate how different cleaning tools work and help children use the materials.

**Assessment:** The toddler will use the house cleaning materials appropriately.

**Integration:** Children often enjoy imitating the work of adults. Because you do not really care how effectively the children are cleaning, you can concentrate on the process. Talk about the health and safety aspect of cleaning.

### Language Development: Individual, birth to 9 months

#### 6-35w Black and White Books

**Goals:** To increase language and communication skills; to increase sensory motor skills; to increase cognitive development

**Materials:** Book of simple black-and-white designs, *White on Black*, or *Black on White* by Tana Hoban or plastic sleeves, white poster board, black marker

**To Make:** Cut poster board into six pieces 8 1/2 ” × 11” size. Page 1, using the marker, make a bull’s-eye in the center and draw three thick concentric circles around the bull’s-eye; page 2, using a ruler, divide the poster board into 1-inch squares and color alternating squares black; page 3, using a ruler, divide the poster board into 1-inch stripes and color alternating stripes black; page 4, using a ruler, divide the poster board into 1-inch diagonals and color alternating diagonals black; page 5, draw a smiley face with the wide side of the marker; page 6, draw a distorted face (mouth where eye should be) or caricature of a face. Place each poster board page in the sleeve protector and place in a 3-ring binder to make a book. These can also be laminated.

**Procedure:** Sit in a comfortable place such as a rocking chair with the infant on your lap. Hold the book so the infant can see it (about 8 inches from his face) and watch to see if he focuses on the bull’s-eye. If not, tap it lightly to draw his attention.
attention and say, “Look, that's a bull’s-eye.” Then turn the pages and point out the salient characteristics of each picture. Initially, use only the first picture, and then talk more about each picture.

**Assessment:** The infant will focus on the designated book page.

**Integration:** The focus of this activity is on the experience of enjoying a pleasant, cozy reading experience with a young infant rather than the content of the “book.” Use more of the pictures as infants show interest. These can be laminated also and attached to the crib.

---

### 6-36w My Book

**Goals:** To increase language and communication skills; to increase sensory motor skills; to increase social awareness

**Materials:** Plastic sleeves, magazines, markers, construction paper, paste, yarn, rings, paper scraps, 3-hole binder

**Procedure:** Cut construction paper to fit inside the plastic sleeve 8 1/2” × 11” inches. Encourage the children to draw or paste on the paper and then help them put it inside the sleeve. Write their name on one piece of paper and put that in a sleeve for the beginning of the book. Toddlers can make as many or as few pages as they wish. Put each page in a separate sleeve. Fasten them together with small rings or put them in a three-ring binder. Support toddlers in marking or gluing objects on the construction paper. You may have to put the pages into the plastic sleeves and help make the book while the toddler observes. Encourage toddlers to make additional pages. Help them decorate both sides of the paper or put the pages in back to back. They might have a theme for the book, such as color, and they could have a different color of paper on each page and paste pictures of that color on the paper.

**Assessment:** The toddler will participate in making a book and reading it.

**Integration:** Children can enjoy looking at these books and talking about them. Encourage parents to make books with pictures of family members or of special events.

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### 6-37w House

**Goals:** To increase language and communication skills; to increase creative development

**Materials:** Large doll, dollhouse, doll furniture, or build a house with blocks

**Procedure:** Sit down with the toddler and encourage exploration of the dollhouse. Stimulate conversation with the toddler and talk about what is happening. Talk about activities in the house as the toddler plays. Talk about concepts like open and close, up and down, in and out. Introduce new vocabulary while encouraging creativity. Lay the doll on the bed. Say, “He’s tired. Go to sleep.” Seat the doll at the table. Say, “Time to eat! I'm hungry.” Encourage the toddlers to imitate your actions and words. Ask a toddler what a particular “person” is doing in the house. Give directions, such as “The boy looks sleepy. Can you put him to bed?”

**Assessment:** The toddler will actively explore the house and respond to questions and directions with appropriate actions.

**Integration:** Choose dollhouse accessories and people that are too large to choke on. This is a familiar setting for most children, and they enjoy working through routines.

---

### 6-38w Books

**Goals:** To increase language and communication skills; to increase cognitive development

**Materials:** Toddler’s picture book (one picture per page)
**Procedure:** Place the toddler on your lap. Look at one page at a time. Name the picture. Encourage the toddler to touch or pat the picture. Ask the toddler to repeat some of the easy words. Then let the toddler explore the book while sitting on your lap or close by. Comment on the picture the toddler is looking at; for example, say, “Look at the bear. He is climbing a tree.” If his interest continues talk about the major details of the picture, pointing out colors and familiar objects. When he loses interest, stop.

With two pictures visible ask the toddler to show you the bear, if he points to the wrong picture, say, “Here’s the bear. That is a cat.” Place the toddler’s hand on each picture as you name it. Later, move on to having the child name the picture you point to. Look for chances to use the words in the book in your later verbal interactions with toddlers. For example, say, “There’s a cat. We saw one like that in our book.”

**Assessment:** The child will attend to the book and touch the identified pictures.

**Integration:** Children enjoy books at an early age, even if they can attend to only one picture. Increase the complexity of the book as children get older and have more experience with books.

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**Language Development: Individual, 16 to 36 months**

**6-39w Food**

**Goals:** To increase language and communication skills; to increase sensory motor skills

**Materials:** Laminated pictures of foods, tub with lid (slotted), plastic food: fruits and vegetables

**Procedure:** Start by taking the lid off the tub and let toddlers put the plastic food in and take it out of the tub. Then put the lid on the tub and encourage toddlers to explore the tub. Demonstrate how to put laminated picture food into the slot. Talk to them about the food they are putting into the tub, especially foods that are most familiar to them. As they become more proficient, add more laminated food pictures and ask toddlers to find a certain food you name: “Can you find the grapes?” Ask them to name the picture they choose to place in the tub. Have toddlers name foods at snack and mealtime. When possible, give them a choice of foods to eat.

**Assessment:** The toddler will place the designated food items in the slot.

**Integration:** Food is a familiar and relevant concept to children. Using pictures is more difficult than using the food itself or a three-dimensional representation.

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**Language Development: Individual, 16 to 36 months**

**6-40w Feed the Face**

**Goals:** To increase language and communication skills; to increase sensory motor skills

**Materials:** Shoe box, paper, markers, tape or glue, tops from baby food jars or small blocks

**Procedure:** Cover a sturdy shoe box with paper and draw a clown face on the front. (Be sure it is not a scary one.) Decorate the face. Then cut openings for the mouth, eyes, and nose. (Laminating the face or putting clear contact paper over it increases its durability.) If toddlers are younger or have difficulty, increase the size of the holes in the face. Some toddlers may not be ready to put items in but may enjoy removing the lids from the shoebox. Demonstrate how the jar lids or blocks fit into the clown’s mouth, eyes, and nose and encourage toddlers to try. Then ask them to put a lid in the facial part that you name. Ask them to point to their corresponding facial part. Talk about how hungry the clown is today and count the number of lids the clown “eats.” Have children decide what the clown’s favorite foods are.

**Assessment:** The toddler will put the tops in the designated openings.

**Integration:** This is a fun way to practice eye-hand coordination with the opportunity for a lot of language input.
**Language Development: Individual or Small Group, 16 to 36 months**

### 6-41w Hats Off

**Goals:** To increase language and communication skills; to increase sensory motor skills

**Materials:** A hat for each child (ask families to send one in), large mirror

**Procedure:** Show the children your hat. Say: “This is my hat. Now it’s off. I’m going to put it on.” Put it on. Then tell the toddlers to put their hats on and then take them off. Do this several times. Be dramatic! Have the child stand in front of a mirror, put on, and take off the hat on request. This can be used as a simple Simon Says game by just putting the hat on and off: “Simon says put your hat on.” (Hats go on.) “Take it off.” (Hats should stay on.) Have children put the hat on another body part, for example, the hand, foot, or knee.

**Assessment:** The toddler will put the hat on and take it off upon request.

**Integration:** This activity involves both following directions and understanding the concepts on and off. Be sure to reinforce these concepts by telling children that they are “on the cot” or that they just jumped “off the bench.”

### 6-42w Telephone

**Goals:** To increase language and communication skills; to increase social awareness

**Materials:** Two telephones

**Procedure:** Make phone noise: “Ring, ring.” Pick up the phone, hold it to your ear, and say, “Hello, Oh, it’s for . . . .” Hand the phone to the toddler and encourage conversation. Praise any sounds or words made. Help her explore the telephone. With a second telephone, call the toddler, asking simple questions, “Hi, how are you today?” “What are you doing today?” “Did you eat breakfast?” “What did you have?” Allow the toddler time to respond to each question. Say “Good-bye” and that you will call again, before the child loses interest.

**Assessment:** The toddler will interact with another child or adult using a pretend telephone.

**Integration:** Encourage two or three children to talk on the pretend telephones with some help from you. Children enjoy telephones and may have had vast experience with them. Have a variety of telephones for children to use.

### Cognitive Development: Individual, birth to 9 months

### 6-43w Mousie

**Goals:** To increase cognitive development; to increase social awareness

**Materials:** None

**Procedure:** Using two fingers of your hand, start at one of the infant’s extremities and slowly walk your two fingers up the limb saying slowly, “Mousie, Mousie, Mousie.” As you get closer to the trunk, (belly button area) say quickly, “Mousie, Mousie” and give the infant a gentle tickle. You can make the anticipatory time shorter by saying fewer “Mousies” or make the anticipatory time longer by increasing the number of “Mousies” you say or by going back down the limb and up again before saying the quick “Mousie, Mousie.”

**Assessment:** The child will tense as he awaits the final two “Mousies” then relax and enjoy the anticipated release.

**Integration:** Learning to anticipate what is going to predictably happen is an important cognitive skill. For variation use the infant’s name instead of “Mousie.”
Cognitive Development: Individual, birth to 9 months

6-44w Rattle

Goals: To increase cognitive development; to increase sensory motor skills

Materials: Rattle that makes a noise when shaken

Procedure: Shake the rattle and offer it to the infant. Help the infant explore the rattle manipulating it so he can see and hear how it works. Talk about what you are doing and the relationship between what you do and the sound. Use a Velcro™ bracelet to help infant hold the rattle if he has difficulty doing so. Use a rattle with suction cups and attach it to a highchair. This promotes cause-and-effect reasoning.

Assessment: The infant will shake the rattle to make a noise.

Integration: Use dolls, bottles, and other accessories that rattle or make noise. For visual stimulation, use clear rattles so infants can see the noisemaker move.

Cognitive Development: Individual, 8 to 18 months

6-45w Noisy Rollers

Goals: To increase cognitive development; to increase sensory motor skills

Materials: Toy that makes noise when rolled and pulled

Procedure: Encourage reaching for and grasping the toy. Then roll the toy, and give it back to the infant. Encourage the infant to imitate your actions and explore the toy in various ways. Encourage her to shake it or roll it to see if she can discover the relationship between her behavior and what the toy does. Add pull and/or push toys. Encourage the child to try different toys to listen for different sounds. Help the child notice the different sounds, based on how quickly or slowly she moves the toy as well as the noises made by the toys themselves.

Assessment: The infant will roll the toy to make a noise, retrieve it, and roll it again.

Integration: Activities in this category support a variety of motor and cognitive skills and can be used at many different levels. For visual stimulation, be sure the rollers are clear plastic so infants can see objects move.

Cognitive Development: Individual, 8 to 18 months

6-46w Suction Cup Toys

Goals: To increase cognitive development; to increase sensory motor skills

Materials: Toys with suction cups

Procedure: Place the suction cup toy on a highchair or other smooth surface where the infant can easily reach it. Encourage infants to hit it to watch the movement and listen to the sound it makes. Slowly move the top of the toy in different directions so infants can follow its movement visually. Gently guide the infant’s arms from the shoulder to help the child either reach and grasp the toy or bat at it. Move the toy in a pattern and see if the infant can repeat your pattern.

Assessment: The infant will purposefully touch the suction toy to move it.

Integration: Toys such as these provide feedback to the infant. Once they learn the underlying principle, they can use this toy independently.
**Cognitive Development: Individual, 16 to 36 months**

### 6-47w Big or Little

**Goals:** To increase cognitive development; to increase sensory motor skills

**Materials:** Objects that are large and small, two containers, dolls, books, cars, blocks, shoes

**Procedure:** Put out the two containers and the toys to be sorted. Start with just one type of object, shoes. Tell the child to put all the big shoes in one container and the little shoes in another. Coach the child by asking each time for information about size and the appropriate container. If necessary, work only on identification skills and omit the sorting. Show the child a shoe and say, “Is this big or little?” When the child correctly identifies it, have her put it in the appropriate container. If the child forgets which container is for big, remind her to look at the shoes already in the container. Have the children sort two types of objects, such as shoes and cars, into two containers. See if the children can find additional ways to sort the objects (shoes by type, cars by color, etc.).

**Assessment:** The toddler will correctly identify the objects by size and place them in the appropriate containers.

**Integration:** Classification concepts are the foundation for many later skills. Young toddlers may only be interested in putting objects in and taking them out of the can.

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### 6-48w Nesting Toys

**Goals:** To increase cognitive development; to increase sensory motor skills

**Materials:** Stacking and nesting cups

**Procedure:** Offer the cups to the toddler nested together. Let toddlers play with and discover what they can do with these objects. If the toddler does not pull them out of the nested position, show him how to do so. At another time, let the toddler experiment by dumping and filling the cups with water, sand, cornmeal, and so on. Then take out every other cup and encourage toddlers to build a tower and knock it down. Encourage toddlers to nest the containers. Begin by offering a small number of loosely fitting cups. (If the set has five cups, take out the second and fourth ones.) Give prompts as needed. (Pointing, say, “Put this cup in.”) Gradually increase the difficulty by offering more cups. Talk about size, using first only the largest and smallest cups. Say, “Give me the big one.” Gradually offer more choices.

**Assessment:** The toddler will unnest the toys, stack them, and renest them.

**Integration:** Nesting toys that are cubes are easier for young toddlers, as they do not roll away, yet circular ones are easier to nest. Provide both.

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**Sensory Motor Development: Individual, birth to 9 months**

### 6-49w Mobiles

**Goals:** To increase sensory motor skills; to increase cognitive development

**Materials:** Mobile with few details and highly contrasting colors

**Procedure:** Secure mobile tightly on crib out of the infant’s reach. The mobile provides something interesting and visually stimulating for an infant who cannot yet coordinate movements to reach and grasp objects. Place the mobile in different places on the crib every few days to encourage the infant to look in different directions. Talk to, look at, or help focus the infant’s attention on the mobile. Remove or raise the height of the mobile if the infant can reach for and grasp it.

**Assessment:** The infant will focus on the mobile.

**Integration:** Infants enjoy the stimulation of a mobile for about the first four months. Infants with developmental delays may use them longer.
Sensory Motor Development: Individual, birth to 9 months

6-50w  Teether

Goals: To increase sensory motor skills; to increase cognitive development

Materials: Teether

Procedure: Encourage infants to reach, grasp, and mouth the teether. Say, “This is a foot (if teether is foot-shaped). Do those toes taste good?” Touch the infant’s foot, toes, and say, “Here’s your foot. I have your toes!” If the infant has problems, gently guide the infant’s arm from the shoulder area to help grasp the teether. Talk to infants; tell them about your actions as well as theirs. Encourage them to explore the teether in other ways, such as banging, shaking, and dropping. Support infant’s simple imitation skills.

Assessment: The infant will grasp, hold, and mouth the teether.

Integration: This activity uses a natural form of exploration (teething) to interest the infant and then expands on this.

Sensory Motor Skills: Small Group, 8 to 18 months

6-51w Variations on Crawling and Creeping

Goals: To increase sensory motor skills; to increase cognitive development

Materials: Cassette or compact disc player; cassette, or compact disc; materials for an obstacle course: yarn, boxes, barrels, boards, chairs, hula-hoops

Procedure: Have the children participate in various types of creeping and crawling activities. Play music to set the pace and help children keep a rhythm. Have children:

- Turtle crawl—crawl on hands and knees with a small blanket on top of the child (the blanket looks like a shell), talk to children about turtles and the purpose of the shell.
- Texture crawl—crawl on a path of different textures (carpet squares, welcome mats, bubble packing, and so on) and talk about how the different textures feel.
- Snake crawl—slither with stomach on floor using only arms to pull.
- Obstacle course—crawl through a course made of boxes, chairs, barrels, boards, etc.
- Tape trail—crawl or creep around the room following a tape trail.

At the beginning make the distance shorter and accept any kind of on-the-floor locomotion. As children become more skillful, encourage them to think about the different crawling experiences and what each feels like. Discuss with children when crawling might be a useful way to move. Have children participate in thinking up variations.

Assessment: The child will crawl in the designated way for a specified distance.

Integration: Creeping and crawling are skills some toddlers have mastered so variations add interest. Using variations allows all children to practice and encourages children to explore a variety of forms of mobility.

Sensory Motor Development: Individual, 8 to 36 months

6-52w  Yarn Balls

Goals: To increase sensory motor skills; to increase social awareness

Materials: Yarn ball or other textured, soft ball

Procedure: Let children feel and touch the ball. Roll the ball on children’s arms, legs, and stomach. Name their body parts as you touch them. Encourage toddlers to move the ball with their arms or legs and to explore the ball. Hold it so they can grasp it. Encourage children to transfer it from one hand to the other. Take turns giving and receiving the ball
with the child. Toss the ball into a container and retrieve it. Encourage toddlers to do the same. Use a sturdy cardboard tube and encourage children to move the ball along the floor by pushing it. This activity encourages tool usage skills.

**Assessment:** The infant or toddler will explore the ball and play simple goal-directed games with the ball.

**Integration:** Yarn balls are extremely forgiving, easy to hold, easy to make, and washable, and they don’t break objects when they stray.

### Sensory Motor Development: Individual, 8 to 36 months

#### 6-53w Inflatable Animals

**Goals:** To increase sensory motor skills; to increase language and communication skills

**Materials:** Plastic rabbit or other plastic inflatable animal

**Procedure:** Offer the toy to children slightly beyond their reach. Say, “Get the bunny.” Allow children to explore the toy with hands and mouth. (Be sure to wash it if children put the toy in their mouth.) If a child does not respond to the toy, call the child’s name and touch the child’s hand with the toy to catch her attention or gently squeeze it to make a sound. Move the toy out of the child’s line of vision and squeeze the toy again. Say, “Where’s the bunny?” and watch to see if the child turns her head. Encourage imitation by squeezing the bunny and then saying, “Now you do it.” Talk about some of the bunny’s body parts such as ears, eyes, and tail. Say, “I’m touching the bunny’s ears. Can you touch the bunny’s ears?”

**Assessment:** The child will explore the toy and respond to one-step directions.

**Integration:** Children sometimes need stimulation to encourage them to explore their environment.

### Sensory Motor Development: Individual, 8 to 36 months

#### 6-54w Rolling Balls

**Goals:** To increase sensory motor skills; to increase social awareness

**Materials:** Beach ball

**Procedure:** While sitting on the floor, roll the ball toward the toddler. Encourage toddlers to get the ball and examine it. Initially, take some of the air out of the ball so it is easier to grab. Hold the ball in the child’s line of vision. Say, “Get the ball.” If the toddler does not reach for the ball on his own, put the ball in his hands. Encourage the infant to creep or crawl toward the ball. Provide smaller balls and toys of other textures for rolling. The child can experiment with rolling objects of different weights and sizes.

**Assessment:** The infant or toddler will roll the ball back and forth taking turns.

**Integration:** Children need firsthand experience to discover balls roll, cubes do not.

### Sensory Motor Development: Individual or Small Group, 16 to 36 months

#### 6-55w Blocks

**Goals:** To increase sensory motor skills; to increase cognitive development

**Materials:** Large cardboard blocks

**Procedure:** Sit on the floor with the toddler and begin stacking blocks. Give the toddler a block and encourage him to join you. Let him knock down the blocks you have stacked. Then encourage him to put one block on top of another. Encourage any attempts, whether they are successful or not. Let toddlers do most of the building. Provide other materials
to extend their block play, such as cars or toy people. Begin to build simple structures such as roads and so on. Roads can be built easily by laying blocks side by side and “driving” a car over them. Say, “Look! I made a road!”

**Assessment:** The child will build with blocks alone or in parallel play.

**Integration:** Blocks have the potential for building mathematical and creative problem-solving skills for young children. Large, light blocks are preferable.

### Sensory Motor Development: Individual, 16 to 36 months

#### 6-56w Puzzles

**Goals:** To increase sensory motor skills; to increase cognitive development

**Materials:** Wooden puzzle (1 to 6 pieces)

**Procedure:** Start with easy shape-matching activities, such as shape sorters or form boards with circles, squares, and triangles. Cover one side of the puzzle so the child has fewer spaces from which to choose. Encourage the toddlers to remove and replace puzzle pieces. Verbally label pieces as toddlers use them; encourage toddlers to say the name of each piece. Hide puzzle pieces in oatmeal, cornmeal, or another medium. Have toddlers find the puzzle piece and put it in the correct place. Hide puzzle pieces around the room while the toddler watches as she finds each piece she puts it in the puzzle. Provide a variety of whole-piece puzzles then add puzzles with more pieces.

**Assessment:** The child will place the puzzle pieces correctly.

**Integration:** Sturdy wooden puzzles are a good early learning experience for toddlers. They provide children with feedback about their movements, yet hold up to their lack of precision.

### Sensory Motor Development: Individual, 16 to 36 months

#### 6-57w Whole-Piece Knobbed Puzzles

**Goals:** To increase sensory motor skills; to increase cognitive development

**Materials:** Whole-piece knobbed wooden puzzles

**Procedure:** Have puzzles available for toddlers to manipulate and experiment with on their own. If toddlers are not familiar with this type of puzzle, remove a piece by lifting the knob. Encourage toddlers to pick up the puzzle pieces. If she does not try to imitate, help her. Place the child’s fingers on the knob and help lift the puzzle piece. Place all but one of the pieces in the puzzle. Then, ask the toddler to place the final piece. Offer help as needed. Add puzzles with more pieces. When toddlers can identify the puzzle pieces, ask them to replace the piece you name.

**Assessment:** The toddler will put the puzzle pieces in the puzzle so they all fit.

**Integration:** This is the first step in helping toddlers work with puzzles. The knobs help emerging small motor skills and provide variety in practicing these skills.

### Creative Arts: Individual, 8 to 36 months

#### 6-58w Scribbling

**Goals:** To increase creative development; to increase language and communication skills; to increase sensory motor skills

**Materials:** Thick chalk, white paper, tape, sponge, water

**Procedure:** Tape paper to the table and let toddlers experiment with different colors of chalk and their effect on the paper. On another day wet the paper with a sponge and let them use the chalk again. Talk with them about the differences.
Let toddlers use both wet and dry paper. Encourage toddlers to compare the effects of the chalk on wet and dry paper from a sensory motor perspective as well as a visual perspective.

**Assessment:** The child will mark the paper with the chalk.

**Integration:** Mobile infants and toddlers are learning to use tools to draw. They need to be exposed to a variety of tools and their characteristics.

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### Creative Arts: Small Group, 8 to 36 months

#### 6-59w Dancing

**Goals:** To increase creative development; to increase sensory motor skills

**Materials:** Cassette or CD player; cassettes or CDs

**Procedure:** Play music for toddlers to dance to in their own ways. Use many different types of music. If toddlers do not dance, dance with them or pair them with other toddlers who have the idea. Focus toddlers’ attention by talking about the beat and the concepts of fast and slow before they begin to dance. Add scarves and other props. Talk about the beat as you move to it.

**Assessment:** The toddler will dance, alone or with others, to the beat of the music.

**Integration:** Moving to music is a lifelong skill. Clap the beat dramatically so toddlers will have visual clues as well.

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### Creative Arts: Small Group, 16 to 36 months

#### 6-60w Dress Up

**Goals:** To increase creative development; to increase sensory motor skills

**Materials:** Hats, shoes, shirts, blouses, skirts, dresses, pants, jackets, scarves, ties

**Procedure:** Encourage toddlers to dress up in the clothing. Talk with them about where they are going and what role they are playing. Focus on the self-help aspect of the play and encourage toddlers to put on and take off the clothing. Be sure clothing is large enough to go on easily and short enough so they do not trip. As toddlers become more competent, encourage them to play together with complementary roles. Talk with toddlers about where they might be going in different “outfits.” Support their initial attempts at pretend play.

**Assessment:** The toddler will dress up in the clothing, talk about what he will do while wearing it, and take it off.

**Integration:** This is a fun way to teach adaptive skills and to help toddlers think about the relationship between what they are wearing and what they will be doing.

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### Creative Arts: Small Group, 16 to 36 months

#### 6-61w Print It

**Goals:** To increase creative development; to increase sensory motor skills

**Materials:** Fingerpaint, washable table, fingerpaint paper

**Procedure:** Put fingerpaint directly on the table and let toddlers’ fingerpaint (one color or two at most). You may have to model this behavior by showing them how to get started. Encourage them to experiment. When they are finished, ask if they want to print their painting. If so, put the paper over the painting and smooth your hand over the paper to print the painting.

**Assessment:** The toddler will make a fingerpainting print.
Integration: Fingerpainting is a messy activity. It requires aprons for toddlers and a pan of soapy water or ready access to a bathroom for handwashing. Fingerpaint paper is expensive. While toddlers are experimenting, using the table as a surface works well.

Creative Arts: Small Group, 16 to 36 months

6-62w Stamps and Stickers

Goals: To increase creative development; to increase sensory motor skills

Materials: Paper, stamps (free ones), stickers, markers

Procedure: Show the toddlers how to lick the stamps to make them stick to the paper. Then encourage them to lick them and put them on the paper. Include stickers and markers for toddlers’ use. You may need to show the toddlers how to take the stickers off the backing. Larger stamps are easier for them to handle. Support toddlers’ participating in the process.

Assessment: The toddler will put the stamps or stickers on the paper.

Integration: Let the toddlers use stamps when you have a collection. Toddlers may not have had as much experience with stamps as stickers.

Creative Arts: Individual or Small Group, 16 to 36 months

6-63w Dog Walking

Goals: To increase creative development; to increase social awareness

Materials: String, stuffed animals

Procedure: Use the string to make a leash for the dogs (or other stuffed animals). Have one animal for each toddler. Talk about taking the dog for a walk and have toddlers walk around the room or outside, pulling the animal with the string. Talk about why we walk dogs and what you see on the walk. Make the walk a little longer and make more detailed observations. See if the toddlers will pretend with you.

Assessment: The toddler will take a stuffed animal on a walk and talk to it.

Integration: Do not forget to take off the leashes when you bring the dogs home. If you take an outside walk, be sure the animals are washable, and expect to wash them.

Educational Resources

Brazelton Touchpoints Center provides skills and strategies for educators to build alliances with parents of children aged zero to three. The Touchpoints framework focuses on key points in the development of infants, toddlers and their families. http://www.touchpoints.org

The High/Scope Educational Research Foundation supports an Infant-Toddler Curriculum based on direct, hands-on experiences with people, objects, events, and ideas and developing long-term, trusting relationships with caregivers who scaffold learning. http://www.highscope.org/Content.asp?ContentId=62

Mind in the Making, the Science of Early Development by Family and Work Institute and New Screen Concepts, is a collaborative effort that supports the science of early learning through print and multimedia. http://www.mindinthemaking.org/

Mother Goose Programs for Children’s Education and Preschool Reading, the Vermont Center for the Book, has an extensive list of books for infants, toddlers, and other literacy materials. http://www.mothergooseprograms.org/literacy_book_lists.php

National Infant & Toddler Child Care Initiative is designed to support the Child Care Development Fund (CCDF) to improve infant and toddler child care. It is located at ZERO TO THREE. http://nccic.org/itcc

Teaching Strategies, Inc., offers curriculum resources, training manuals, and parent resource booklets related to infant and toddler care, including the Creative Curriculum for Infants and Toddlers, which emphasizes the importance of early learning in the context of relationships. Creative Curriculum is also available for family child care, with a focus on strategies to provide age-appropriate experiences for mixed-age groups of children, including infants and toddlers. http://www.teachingstrategies.com/