

GROW TO LEARN

EHS Experiences - Routines and Activities

The **key concepts** to remember in carrying out routines and planning activities for infants and toddlers are:

1. Cultural Consistency
2. Watch, Ask, Adapt Sequence
3. Choices
4. Convenience
5. Appropriateness
6. Safety and Health
7. Learning within relationships
8. Six Discoveries of Infancy:
 - Learning properties of objects
 - Cause and Effect
 - Use of Tools
 - Object Permanence
 - How Objects Fill Space
 - Imitation

Routines are - the predictable things that happen day after day. These events, such as hellos and good-byes, feeding, diapering, dressing and soothing a child to sleep are treated as opportunities to build relationships with children and support their growth and learning.

For all children, routines should

- Be relaxed and focused on the family at each home visit ("talk story")
- Include all health and safety precautions
- Be utilized as vital learning experiences (and their use as learning times demonstrated during home visits)
- Be predictable and relaxed
- Be consistent with family routines
- Include time with each child and family during hellos and good-byes
- Include morning health checks
- Include family member saying good-bye at drop-off (not leaving unnoticed)
- Be accompanied by self-talk, parallel talk, and expanded and playful language
- Encourage independence and self-help skills
- Be adjusted and approached according to children's temperaments

For young infants, routines should:

- Be responsive to babies verbal and non-verbal cues
- Include being held during feedings

For mobile infants, routines should:

- Acknowledge and promote children's efforts at independence
- Include staff sitting and talking with children during meals

For toddlers, routines should also:

- Include toilet learning that is positive and encouraging when the child shows signs of readiness and parent is in agreement

Activities are- For young infants - opportunities created by staff and parents to share the sights, sounds, textures, tastes and smells that make up this wondrous new world.

For mobile infants - opportunities created by staff and parents for learning that they can explore and reach and act upon the objects and people that fascinate them.

For toddlers - opportunities created by staff and parents to build on their interests and new skills

For all children, activities should:

- Focus on an experience that supports the relationship and interactions between parent and child at each home visit
- Include primarily materials that are available in the family's home, for home visits
- Have the ability to be repeated by the parents
- Expand children's vocabulary by naming and describing their feelings, activities, movements, clothing, body parts, environment, etc.
- Include give and take games such as peek-a-boo and pat-a-cake
- Include simple short stories and books
- Include different forms of music, tapes and C.D.s, rhymes, songs, fingerplays, movement
- Sand and water play
- Pointing out cause and effect relationships
- Outdoor experiences, including large motor equipment, bringing indoor materials outdoors, walks, identification of the weather, sounds, textures, smells, sights of nature
- Be adjusted and approached according to children's temperaments

For young infants, activities should include:

- Taking "word walks," carry the child around the room, pointing and naming objects
- Manipulation of a variety of objects and textures
- Describing sensory experiences, child's actions and feelings
- A variety of focus, from the floor, to strollers, to being held, to rocking or swinging - both indoors and out
- Bringing things of interest to the infant and taking the infant to interesting things
- Avoiding overstimulation

For mobile infants, activities should include:

- Many opportunities to figure out cause and effect, how things work
- Experiences with moving, hiding, and changing objects
- Encouragement in problem solving, offering help when necessary
- Describing changes in materials and child's actions
- Simple counting, matching, sorting
- More space and to explore and more challenging movement opportunities as they become more mobile
- Modeling pretend play to encourage imitation
- Creating hand made books with pictures of the children in them
- Tasting experiences
- Food preparation experiences such as shaking, dabbing, dipping, stirring and mashing

For toddlers, activities should also include

- ❑ Adults participating in and expanding play
- ❑ Opportunities to organize, sort and to compare and contrast thoughts, words, objects, and sensations
- ❑ Projects such as cooking, gardening, and repairing, when possible
- ❑ Asking open-ended questions - "What do you think will happen if?" "What can you do with this?" etc.
- ❑ Opportunities for creative expression - varied two and three dimensional art experiences and music and movement
- ❑ A variety of materials for painting, manipulating, pouring, etc.
- ❑ Opportunities and props for fantasy play, including acting out stories
- ❑ Asking questions and engaging children during reading of stories
- ❑ Food preparation experiences such as spreading, pouring, squeezing, garnishing, scrambling
- ❑ Collecting things found outdoors

Resources - Read More About It...

Creative Curriculum for Infants and Toddlers, Revised Edition Amy Laura Dombro, Laura J Colker, Diane Trister Dodge; Teaching Strategies, Inc.; 1999

Part Three - Putting Quality Into Action: Routines Day By Day

Hellos and Good-byes, 169

Diapering and Toileting, 179

Eating and Mealtimes, 191

Sleeping and Naptime, 201

Getting Dressed, 213

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Program for Infant Toddler Caregivers -

A Guide to Cognitive Development and Learning

A Guide to Language Development and Communication

Babies Can't Wait, Relationship Based Home Visiting; Linda Kamura; Babies Can't Wait Publishing, 2001

Parent-Child Activity, 70

The Anti-Bias Curriculum, Tools for Empowering Young Children; Louise Derman-Sparks; NAEYC, 2000

Beginnings: Working With Two-Year-Olds, 21

Sample Activities

Playing with Toys:

See GTL - "Environments and Materials" and C.C. for Infants and Toddlers pg. 225.

Dabbling in Art (It's all in the process!)

Playdough - consider adding materials to change the texture or smell, and/or different tools to pound, press, cut, roll, squish

Bowls of plain water and different sized brushes for "painting" outdoors

Fingerpaint - with paint, pudding, be creative!

Easel paint - use different utensils to paint with (3" brushes, basters, rollers, a handle with a brush at each end...) and on (boxes, butcher paper, corrugated cardboard, fabric...)

Contact paper with the sticky side up for collaging

Draw with crayons, chalk, water-based markers, soap crayons, and scribble wafers (C.C. for Infants and Toddlers pg. 241)

Printing - Paint and different materials to print with and print on - almost anything!

Mixing colors of paint

Pretend Play

Have available:

Soft dolls of differing ethnicities and abilities and their clothes, blankets and cradle, stuffed toys

Mirrors

Carts, carriages and other wheeled toys to push

Telephone, pots and pans, dishes

Dress-up clothes such as dresses, hats, scarves, shoes, boots, jackets, purses, suitcases, lunch boxes, bags, briefcases, pieces of hose, large beads, work related hats, gloves, boxes, pieces of fabric

Blocks, boxes, transportation toys, small people and animals

Enjoying Stories and Books

Please refer to C.C. for Infants and Toddlers pg. 265 - 273 for lists of appropriate books for infants and toddlers and other information

Tasting and Preparing Food

Dipping different foods in cheese, yogurt, peanut butter, apple butter, sour cream...

Shaking cheese, cinnamon, etc. on foods

Mixing, stirring, scrambling, scrubbing, mashing, squeezing, frosting, arranging...

Exploring Sand and Water

Have available - Sand box and/or sand and water table, plastic basins,

Containers for filling, pouring, scooping, sifting. Include plastic dolls, figures, animals, dinosaurs, sponges cloths, boats, squeeze bottles, droppers or basters

Be creative with materials - rice, cornmeal, oatmeal, bird seed (be informed and sensitive to parents needs when using food for play)

Sprinklers outdoors

Bubbles - use large to small tools to create bubbles - even a small hoop (appx. 24" in diameter) in a wading pool with the child in the center!

Having Fun With Music and Movement

Vary the type of music, not just "children's," use classical, jazz, music from different cultures, etc.

Encourage movement to the music (yes you can dance!) use scarves or streamers, dress-up...

Any kinds of fingerplays

Have available different musical instruments

Sing! - at nap, while changing a diaper, washing hands, playing, drawing, painting...

Outdoors

Bring the indoors out - toys, art, pretend play props, games, things to balance on, boxes, blocks, books, dolls

Balls, hoops, wheel toys, push and pull toys, wagons

Sprinklers

Crawling tunnel or a table with a sheet over it