Appropriate for: Infants, Young Toddlers and Older Toddlers.

All About Me Book

SUPPLIES NEEDED:
- Access to camera and printer
- Construction paper
- Glue stick, scissors, yarn
- Lamination film or contact paper

INSTRUCTIONS:
- Take pictures of a child participating in various activities like tummy time, napping, eating snack, drinking bottle, playing outside, building with blocks, etc.
- Print out pictures and glue them onto construction paper. Add brief descriptions.
- Laminate each page (or cover with contact paper) to prevent the pages from tearing.
- Put pages together with yarn or another binder to create a book. Create a book for each child.
- Create a book for each child. As child develops, new pictures can be added to his/her book.

What the adult can do to support learning and development in these domains:
- Respond to child’s interest in their book by talking about the pictures and “remembering” their discoveries and accomplishments.
- Cuddle with the child while reading their book. Point to the pictures as you describe what you see. Allow child time to respond in some way (smiling, babbling, gesturing, talking).
- Share the book with the child’s family members to help them feel connected to their child’s time in your program.

Examples of language that can be used between caregiver and child:
- “Here you are stacking three red blocks. Do you remember what you were building?”
- “Johnny, this is you reading a book called ‘Brown Bear Brown Bear’. Didn’t you tell me that you read this book at home with Mommy too?”
- “You were trying so hard to climb those steps. You can do it now without my help!”

This activity highlights support for the following NCFELD domain:

Cognitive Development
Approaches to Play & Learning
Language Development & Communication
Emotional and Social Development
Health & Physical Development

An initiative funded by NC Division of Child Development
Appropriate for:
Young Toddlers and Older Toddlers.

Blocks Around the House

SUPPLIES NEEDED:
- 10 or more empty boxes and other sturdy shaped objects to stack (coffee cans, food boxes, wipe containers, formula cans, etc)
- Newspaper
- Heavy duty tape
- Colored contact paper

INSTRUCTIONS:
- Stuff each box or object with newspaper (for durability).
- Tape closed.
- Cover with tape, contact paper, pictures, etc. if desired.

What the adult can do to support learning and development in these domains:
- Allow children to explore the blocks anyway they choose (stacking, banging, building).
- Describe children's creative use of the materials ("I see you are banging the block on the floor.") and acknowledge their persistence ("You kept trying until you figured out how to use the bigger block on the bottom so your tower doesn't fall over."")
- Encourage children as they reach for, lift, and balance blocks to build.

Examples of language that can be used between caregiver and child:
- "Please tell me about your building and how you made it."
- "What else can you do with the blocks?"
- "Oh, you put the little block on top of the big block."
- "Look! 1, 2, 3 blocks stacked up."

This activity highlights support for the following NC FELD domain:

Cognitive Development
Approaches to Play & Learning

Language Development & Communication

Emotional and Social Development

Health & Physical Development

An initiative funded by NC Division of Child Development
Appropriate for:
Infants, Young Toddlers and Older Toddlers.

Books for Little Hands

SUPPLIES NEEDED:
- Board book (any kind)
- Wide craft sticks (tongue depressors)
- Hot glue gun

INSTRUCTIONS:
- Cut the craft sticks into pieces (long enough to stick out from the pages).
- Determine placement of craft stick on the page.
- Hot glue the stick onto the page and let dry before turning page.

What the adult can do to support learning and development in these domains:
- Allow children to explore the pages of the book with minimal assistance.
- Place these books in areas accessible to children for their use with or without adult support.
- Talk with the infants and toddlers about the pictures in the book as they turn the pages.

Examples of language that can be used between caregiver and child:
- “You are using the sticks to turn the pages so you can see all the pictures!”
- “What do you see the little girl doing? What do you think is going to happen next?”
- “Yes, I see a balloon too! It’s a big, blue balloon.”

This activity highlights support for the following NCFELD domain:

Cognitive Development
Approaches to Play & Learning
Language Development & Communication
Emotional and Social Development
Health & Physical Development

An initiative funded by NC Division of Child Development
Appropriate for: Infants, Young Toddlers and Older Toddlers.

Bowling

SUPPLIES NEEDED:
- 6 empty drinking water bottles
- A few soft or light plastic balls
- Colored tape
- Glue or a glue gun (for gluing lids to bottles)

INSTRUCTIONS:
- Decorate bottles, if desired, making sure none of the materials used would be hazardous for children if removed.
- Glue bottle lids to bottles. (Removable bottle lids are a choking hazard.) Place three 12 inch strips of tape on the floor in the shape of a triangle, in an open, active play area of the room, or outside.
- Place the bottles inside, or on, the tape strips.
- Roll or toss a ball gently towards the bottles in an effort to knock them over.
- Encourage younger and older toddlers to pick up the bottles and place them back in the triangle, or to line them up, etc.

What the adult can do to support learning and development in these domains:
- Demonstrate different ways of moving to knock the bottles over (kicking the ball, rolling the ball while sitting, throwing the ball, etc.).
- Offer help when toddlers show they want it and need it.
- Use encouraging words as children experiment with ways to play with the materials.

Examples of language that can be used between caregiver and child:
- “You rolled the ball and knocked down the bottles!”
- “Look! One bottle is still standing. How can you knock it down?”
- “Let’s help our friend pick up the bottles so we can play again.”

This activity highlights support for the following NCFELD domain:

| Cognitive Development | Approaches to Play & Learning | Language Development & Communication | Emotional and Social Development | Health & Physical Development |

An initiative funded by NC Division of Child Development
Appropriate for: Young Toddlers and Older Toddlers.

Circle Crayons

SUPPLIES NEEDED:
- Broken small crayons (large crayons don’t melt as well)
- Muffin pan
- Cupcake/muffin liners
- Oven

INSTRUCTIONS:
- Peel the paper off the crayons and sort by colors (though you can make a multi colored crayon if you decide).
- Place the cupcake/muffin liners into the muffin pan.
- Place the peeled crayons in cupcake/muffin liner.
- Place the muffin pan in a 350° oven until the crayons melt (approximately 10 -15 minutes).
- Let cool, pull off liner.

What the adult can do to support learning and development in these domains:
- Set out a large sheet of paper or individual pieces for each child and enough round crayons for two or three children to draw side by side.
- Encourage all children to grasp the crayon and use it to make marks on the paper in any way they like.
- Provide textured paper or paper secured on a paint easel to provide additional ways to explore using circle crayons.

Examples of language that can be used between caregiver and child:
- “Look at those red lines you are making! Max is making red circles.”
- “The crayon is a circle. The paper is a circle. What other circles do you see?”
- “You look like you are having fun. Please tell me about your picture.”

This activity highlights support for the following NCFELD domain:

Cognitive Development | Approaches to Play & Learning | Language Development & Communication | Emotional and Social Development | Health & Physical Development

An initiative funded by NC Division of Child Development
Appropriate for:
Infants, Young Toddlers and Older Toddlers.

Class Pet

SUPPLIES NEEDED:
- Appropriate sturdy table & cage or tank, etc. for housing pet of your choice
- Pet of your choice (bird, fish, etc. – as allowed by licensing standards)
- Supplies for caring for pet & person(s) designated to & committed to caring for pet
  *Be sure the person caring for pet seeks good advice from knowledgeable people, so your experiences will be good ones (healthy pets, etc.).

INSTRUCTIONS:
- Choose location of pet based on age of children, but place it where children can easily see it and experience it daily with appropriate supervision. Don’t put it totally out of reach & sight.

What the adult can do to support learning and development in these domains:

- Talk to and about the pet(s) with the children often. Show them how to interact with pets in gentle ways; they will follow your example.
- Teach the children how to help care for the pets and notice when a pet needs something.
- Use the pets in the room as a source of distraction at times of stress, such as upon arrival, at separation times, or during a moment of conflict. Watching a fish tank has been shown to lower blood pressure.

Examples of language that can be used between caregiver and child:

- “That’s our birdie, Polly. She likes it when you talk to her.”
- “You like watching the fish, don’t you? Me, too. It’s very soothing.”
- “Our bunny is drinking some water. He must be thirsty.”
- “Can you touch our pet hamster softly with your finger like this? How does his fur feel?”

This activity highlights support for the following NCFELD domain:

An initiative funded by NC Division of Child Development
Appropriate for:
Young Toddlers and Older Toddlers.

Classroom Mobiles

SUPPLIES NEEDED:
- 9" Styrofoam wreath
- 2-1/2 yards 2” wide ribbon and 4 yards 1/2” wide ribbon
- Craft cording (yardage depends on number of pictures you choose to hang)
- 2” to 2.5 “ metal ring
- Hot glue gun
- Paper puncher
- Pictures (pictures can be taken with camera or downloaded from Internet)

INSTRUCTIONS:
- Wrap the 2” ribbon around the wreath and glue the end to hold ribbon in place.
- Cut 1/2” ribbon into 4 strips. Tie the 4 strips of ribbon together at one end, attach metal ring to knotted end, and glue the opposite ends of each strip to the wreath. This should create a large hoop that will allow you to hang the mobile.
- Cut the cording into desired length and the number of strips needed to hang pictures.
- Use paper puncher to create a small hole in each picture and attach to individual strips of cording.
- Tie cording with pictures to wreath and hang mobile(s) in classroom.

What the adult can do to support learning and development in these domains:
- Choose pictures to reflect the interests of the children.
- Talk with children daily about the pictures, especially when children are observed looking at them.
- Change out the pictures regularly to provoke new conversations.

Examples of language that can be used between caregiver and child:
- “What does the dog say when he barks? Yes, woof, woof."
- “You see your mommy in that picture, don’t you? What will you and mommy do together when you go home?”

This activity highlights support for the following NCFELD domain:

Cognitive Development  Approaches to Play & Learning  Language Development & Communication  Emotional and Social Development  Health & Physical Development

An initiative funded by NC Division of Child Development
Appropriate for:
Infants, Young Toddlers and Older Toddlers.

Collection of Balls

SUPPLIES NEEDED:
- Balls of all kinds, at least one for each child.
- Large container such as a laundry basket, for storage and play.

INSTRUCTIONS:
- Leave two or three balls accessible all the time, but sometimes bring out the whole collection and let the children play with them, both inside and outside. The more balls the better!
- Option: Scarves and beanbags can be used in similar ways.

What the adult can do to support learning and development in these domains:
- Help children play together by making sure you have balls for all the children who would like to play with them.
- Allow plenty of time for exploration indoors and outdoors.
- Encourage children to throw, toss, roll or kick the balls.
- Use playtime with balls to reinforce safety messages ("Alex, you remembered to watch out for your friends before you kicked the ball.")

Examples of language that can be used between caregiver and child:
- "You made the bumpy ball bounce across the floor".
- "It looks like Sarah wants to play with you. Can you roll the green ball back to her?"
- "Michael is playing with that ball. Let's ask him if you can play with him. Would you like to take turns bouncing the big red ball?"

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An initiative funded by NC Division of Child Development
Appropriate for: Young Toddlers and Older Toddlers.

Color Wall

Supplies Needed:
- Large pieces of butcher paper
- Paint in different colors
- Rubber/Latex gloves
- Colored water
- Large pieces of contact paper

Instructions:
- Allow children to paint on the butcher paper using several colors.
- Fill gloves with colored water to match the paint colors.
- Tape the gloves and the painting on a wall with each glove next to the color name. (Use a chalkboard or back of a toy shelf to protect painted surfaces.)
- Cover the entire wall with contact paper so the children can then touch the gloves.

What the adult can do to support learning and development in these domains:
- Talk to the children as they paint about the colors they are using.
- Encourage children to explore the color wall; describe the sensory experience of touching the gloves on the wall.
- Support children to make connections with other materials in the room that either match the colors or match the “squishy” nature of the gloves.

Examples of language that can be used between caregiver and child:
- “Does the glove feel squishy? Oh, it makes a noise when you pat the glove.”
- “Your shirt is yellow and matches this hand. Let’s look for other yellow things!”
- “Can you find other things in our room that are squishy?”

This activity highlights support for the following NCFELD domain:
**Activities**

**Appropriate for:**
Young Toddlers and Older Toddlers.

**Coloring Box**

**SUPPLIES NEEDED:**
- Cardboard box
- Crayons
- String
- Paper to cover box (if box has printing or labels)
- Awl or Phillips screwdriver
- Tape

**INSTRUCTIONS:**
- Cover the box (if needed) with construction paper, butcher paper, chart paper or newsprint.
- Use the awl or screwdriver to carefully poke holes in the box where you would like to attach the crayons.
- Tie short lengths of string to the crayon and attach to the box. Use tape to make sure it is firmly attached.

**What the adult can do to support learning and development in these domains:**
- Let children explore and give them time to work at coloring. Provide assistance if a child asks for help using crayons.
- Invite children to tell you about what they are doing and how they feel about it.
- Notice when children are really enjoying this activity and prepare them for transitions.
- Encourage children to work together on coloring the box.

**Examples of language that can be used between caregiver and child:**
- “You used the yellow crayon. Look, you drew a circle! You look happy about that.”
- “How did you make these wavy lines? Can you show me?”
- “You are coloring on top of the box, and Sam is coloring on the sides.”

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An initiative funded by NC Division of Child Development
Appropriate for:
Young Toddlers and Older Toddlers.

Crayon Cars

SUPPLIES NEEDED:
- Crayons
- Toy Cars
- Tape
- Paper

INSTRUCTIONS:
- Attach a crayon to each toy car with tape so that the crayon is pointing down in the direction of the wheels.
- Park the cars together in a box “parking lot”.
- Cover a table with paper, secured with tape.
- Allow the children to draw on the paper by “driving” the cars.

What the adult can do to support learning and development in these domains:
- Talk about the vehicles as the children are “driving” and the “tracks” they are making on the paper.
- Match cars with the same color as the crayon and talk about how they are the same.
- Extend exploration by attaching multiple crayons to each car or substituting colored pencils.
- Provide narrow paper (6” wide) and challenge older toddlers to “stay on the road”.

Examples of language that can be used between caregiver and child:
- “Your car is making a straight line.”
- “Look at the squiggly line you are making on the paper.”
- “Can you make your green car curve back and forth?”

This activity highlights support for the following NCFELD domain:

Cognitive Development
Approaches to Play & Learning
Language Development & Communication
Emotional and Social Development
Health & Physical Development

An initiative funded by NC Division of Child Development
Dolls with Special Needs

SUPPLIES NEEDED:
- Soft dolls
- Felt, needle & thread

INSTRUCTIONS:
- Cut 4 white 1/2 inch wide strips that will wrap around the doll’s leg.
- Cut 4 gray 1/4 inch strips the length of the doll’s leg.
- Stitch the leg braces on to your doll (see picture above).
- “Glasses”, “arm braces” or “hearing aids” can also be added to soft dolls.

What the adult can do to support learning and development in these domains:
- Add doll with special needs to the dramatic play center along with photos of children with disabilities using adaptive equipment.
- Model acceptance by holding and singing to the doll.
- Pretend to feed the doll or put the doll to bed. Encourage the children to do the same.
- Point to and talk about the doll’s body parts.

Examples of language that can be used between caregiver and child:
- “The baby is wearing leg braces to help her legs get stronger.”
- “I wear glasses to help me see. You use the stepstool to help you reach the sink.”
- “Let’s rock our babies to sleep so they can play together when they wake up!”
- “My baby likes applesauce for snack. What does your baby like?”

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An initiative funded by NC Division of Child Development
Dressing for the Weather

SUPPLIES NEEDED:
- Dolls, bears
- Collection of socks, mittens, coats, etc. (donations, thrift stores)

INSTRUCTIONS:
- Add supplies to an area in the room.

What the adult can do to support learning and development in these domains:
- Talk with children about the weather on a daily basis.
- Display clothing, dolls and bears in a way that encourages exploration and is accessible to everyone.
- Encourage children as they practice fine motor skills to fasten buttons, etc. Provide just enough help so they can finish on their own and feel successful.
- Ask children to pick out what kinds of clothing the dolls or bears would need if they are going outside.
- Encourage conversation about the outdoor environment and concepts such as hot, cold, windy and rainy.

Examples of language that can be used between caregiver and child:
- “Look at the wind blowing! Do you think the doll would need a jacket outside? What else?”
- “It’s hot today. Should we wear mittens?”
- “Where does this sock go on the baby doll? Keep trying, you almost have it!”
- “What would happen if we went to play in the snow wearing these sandals?”

This activity highlights support for the following NCFELD domain:

- Cognitive Development
- Approaches to Play & Learning
- Language Development & Communication
- Emotional and Social Development
- Health & Physical Development

An initiative funded by NC Division of Child Development
Appropriate for:
Infants, Young Toddlers and Older Toddlers.

Family Tree

SUPPLIES NEEDED:
- Pictures of the children, their family members, other familiar people (including staff members, pets, etc.), and class activities.
- Paper cut into the shape of a tree
- Clear contact paper

INSTRUCTIONS:
- Cover the “tree” with pictures collected. Pictures may overlap.
- Cover the “tree” with clear contact paper. Recycle cardboard for the backing.
- Place the “tree” at eye-level of the children in your classroom where it can be easily seen and touched by all children. The cozy area may be an especially good spot.

What the adult can do to support learning and development in these domains:
- Use the pictures to help comfort a child experiencing a difficult separation. Use feeling words in the child’s home language too for dual language learners.
- Talk about what you see using descriptive words and complete sentences to help develop children’s language skills.
- Respond to child’s gestures or “words” to encourage communication.
- Engage in conversations about the familiar pictures with children and help them learn the names of other children in the class.

Examples of language that can be used between caregiver and child:
- “Yes! That’s your Mommy with your brother. Where’s Susie? Where’s Tom?”
- “Oh, I see a doggy with curly black fur. Where do you think he’s going?”
- “Daddy’s giving you a hug in this picture. He’s coming back later, isn’t he?”

This activity highlights support for the following NCFELD domain:

Cognitive Development  Approaches to Play & Learning  Language Development & Communication  Emotional and Social Development  Health & Physical Development

An initiative funded by NC Division of Child Development
**Fence Band**

**SUPPLIES NEEDED:**
- Chain-link fence (or any fence on which you can securely hang items)
- Musical instruments, pots and pans, spoons, kitchen tools, paint brushes etc.
- Cable ties, string, yarn, twine or ribbon, electrical tape

**INSTRUCTIONS:**
- Tie string, yarn, twine or ribbon to musical instruments, spoons, kitchen tools, paint brushes, etc.
- Secure all objects by wrapping electrical tape around the item where the string is attached.
- Tie the other end of the string, yarn, twine or ribbon to the fence.
  - **Safety Note:** Make sure the strings tied to the fence cannot go around a child’s neck. Space out materials.

**What the adult can do to support learning and development in these domains:**
- Allow time for children to explore the materials and do things their own way as they discover unique sounds made against the fence.
- Express interest in what the children are doing and encourage them to notice each other’s play with the fence band.
- Encourage the children to swing their arms and move their legs as they create interesting sounds and share their delight!
- Add music to extend the activity while they are playing with the fence band.

**Examples of language that can be used between caregiver and child:**
- “When you bang the pan with the spoon it makes a plunk-plunk sound.”
- “Jimmy made a new sound when he kicked the muffin tin with his foot!”
- “I like the sound you just made! Can you please make it again?”

This activity highlights support for the following NCFELD domain:
Grocery Store

SUPPLIES NEEDED:
- Collect a variety of empty food boxes and containers.
- Health Note: Do not use egg cartons or any container that contained meat.
- Newspaper, clear packing tape
- Paper grocery sacks or canvas bags
- Optional: shopping carts or baskets

INSTRUCTIONS:
- Fill empty boxes with crumpled newspaper.
- Seal and cover with clear packing tape.
- Add to the dramatic play area; store on a shelf accessible to children.

What the adult can do to support learning and development in these domains:
- Allow children to explore materials. Describe what they are doing.
- Provide a variety of paper and cloth bags for filling and dumping food items.
- Encourage children to work together to “bag groceries” or “stock shelves”.
- Talk with the children about the foods and point out words and letters on the containers.
- Model the use of reading labels to make choices while (pretend) shopping.

Examples of language that can be used between caregiver and child:
- “I need some butter. Can you please put it in my shopping bag?”
- “I like macaroni and cheese (pick up box, read label). What kind of food do you like?”
- “Matt has 3 cartons of milk. Look! Milk and Matt both begin with the letter M.”

This activity highlights support for the following NCFELD domain:
Appropriate for:
Infants, Young and Older Toddlers.

Gross Motor Fun

SUPPLIES NEEDED:
- Different size pillows
- Blanket
- Two chairs
- Mats

INSTRUCTIONS:
- Create a tunnel by placing a blanket over two chairs (or other sturdy furniture).
- Lay the pillows and mats in an open area so the children can crawl over them.

What the adult can do to support learning and development in these domains:
- Encourage the child to use muscles to crawl over, under and through.
- Provide colorful, interesting toys to move toward.
- Show delight when the child participates and support their efforts.
- Use descriptive language to talk to the child about what he/she is doing.
- Help the child problem solve or go another way if they are having difficulty.
- Provide supports that allow children with disabilities to participate like a scooter board.

Examples of language that can be used between caregiver and child:
- “Sarah is using her arms and legs to move through the tunnel.”
- “Can you crawl over this pillow and get your doll?”
- “I am so happy you are having fun crawling on top of the pillows!”
- “What are some other ways to get to the dump truck?”
- “We can use this blanket to make the tunnel bigger!”

This activity highlights support for the following NCFELD domain:

| Cognitive Development | Approaches to Play & Learning | Language Development & Communication | Emotional and Social Development | Health & Physical Development |

An initiative funded by NC Division of Child Development
Homemade Books

SUPPLIES NEEDED:
- Small photo albums
- Photographs or pictures from magazines, calendars, etc.
- Transparent tape

INSTRUCTIONS:
- Insert pictures into album pages. Tape the tops of pages shut so children can’t remove the pictures.
- Include pictures to represent diverse people (different ages, ethnicity, culture, abilities) in each book. Also include animal and nature pictures, as well as pictures of familiar objects and routines.
- Divide pages if the photo album has many and use them to make a second book.
- Use permanent markers to add words to the pages.

What the adult can do to support learning and development in these domains:
- Sit on the floor in a quiet area and share books with one or more children in a warm interactive way. Follow their lead. Let them turn pages or explore in their own way.
- Use a variety of words to describe the pictures or make up a silly story or song about them.
- Encourage communication by using hand gestures or sign language appropriate for infants and toddlers along with words as you talk about the pictures.
- Respond to each child’s sounds, gestures or words to encourage back and forth conversation.

Examples of language that can be used between caregiver and child:
- “Oh, do you see the picture of the kitty? What does the kitty say? Meow, meow. Can you say meow?” (Make sign for cat as you talk about it; pretending to stroke whiskers with thumb and forefinger at corner of mouth while others fingers are held up in air).
- “That’s a picture of a baby. See his nose? Where is your nose? Yes, there is your nose. Can you say ‘nose’? Yes, nose.”

This activity highlights support for the following NCFELD domain:

Cognitive Development  Approaches to Play & Learning  Language Development & Communication  Emotional & Social Development  Health & Physical Development

An initiative funded by NC Division of Child Development
Appropriate for:
Young Toddlers and Older Toddlers.

**I Went Walking Book Activity**

**SUPPLIES NEEDED:**
- *I Went Walking* by Sue Williams
- Metal pan (rectangular cookie sheet works well)
- Pictures of animals in the story (horse, pig, cow, duck, cat, and dog)
- Markers or crayons
- Magnetic strips (with adhesive)
- **Safety Note:** Play with magnets requires close supervision. Glue may also be required to make sure the magnets stick on the back of the pictures.

**INSTRUCTIONS:**
- Draw or find pictures of the animals and color with crayons or markers.
- Put magnetic strips on the back of the animals so that they stick to the metal pan.

**What the adult can do to support learning and development in these domains:**
- Read the book or make up a story. Place the animal you are talking about on the metal pan. (This is similar to a flannel board story.)
- Encourage children to participate by choosing the animal you are talking about and placing it on the pan.
- Place the materials in the book area for children to explore with supervision. Invite them to retell the story or make up their own story about the animals.
- Ask open-ended questions about the story.
- Describe the features of the animals such as their color, size, and sounds.

**Examples of language that can be used between caregiver and child:**
- “What sound does the pig make? Yes, the pig says Oink, Oink.”
- “What do you think is going to happen next? Let’s see.”
- “Do you remember which animal comes next in the story?”

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An initiative funded by NC Division of Child Development
Appropriate for:
Young Toddlers and Older Toddlers.

## Lacing Beads

**SUPPLIES NEEDED:**
- ⅛ clear vinyl tubing
- PVC pipe coupling sockets or hair curlers
- Optional: electrical tape in a variety of colors

**INSTRUCTIONS:**
- Cut clear vinyl tubing in various lengths to hold multiple “beads”.
- Tie a knot at one end.
- Decorate PVC pipe coupling sockets with electrical tape (optional).

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**What the adult can do to support learning and development in these domains:**
- Allow children to explore the materials and make discoveries on their own.
- Show the children how to string and unstring the “beads”. Encourage them to put them on and pull them off with you.
- Count the “beads” as you take them on and off. Talk about the different colors.
- Praise child’s persistence as they practice lacing beads on their own.

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**Examples of language that can be used between caregiver and child:**
- “1, 2, 3, 4 beads on! Kesha and Lucy are helping each other.”
- “You are working so hard to get the beads on the tube. Way to go!”
- “What colors are you stringing together?”
- “You discovered that the beads can roll on the table. I wonder what else you can do with the beads?”

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This activity highlights support for the following **NCFELD domain**:

- [Cognitive Development](#)
- [Approaches to Play & Learning](#)
- [Language Development & Communication](#)
- [Emotional and Social Development](#)
- [Health & Physical Development](#)

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An initiative funded by NC Division of Child Development
Let's Learn Body Parts

SUPPLIES NEEDED:
- Children interested in participating

INSTRUCTIONS:
- Chant while pointing or moving body parts as named:
  Elbow, elbow.
  Wrist, wrist.
  Fingers go like this, this.
  Knees and toes.
  Hips and nose.
  That's the way it goes!

What the adult can do to support learning and development in these domains:
- Model pointing to body parts as you chant.
- Use mirrors to reinforce naming body parts.
- Play "Simon Says" (without putting anyone "out"). Simon tells children to touch noses, arms, feet, etc. Play this during diapering routine with individual children.
- Extend chant with other parts of the body.

Examples of language that can be used between caregiver and child:
- "Simon says point to your nose. Amy, where is your nose?"
- "There you go, Max. That's your knee!"
- "Where are your wrists? We all have two wrists. One wrist, two wrists."
- "What body part do you want all of us to wiggle, Nick?"

This activity highlights support for the following NCFELD domain:

Cognitive Development
Approaches to Play & Learning
Language Development & Communication
Emotional and Social Development
Health & Physical Development

An initiative funded by NC Division of Child Development
Appropriate for:
Infants, Young Toddlers and Older Toddlers.

Make Your Own Doll

SUPPLIES NEEDED:
- Pantyhose (various colors)
- Scissors, needle & thread
- Fiberfill, yarn, non-toxic permanent marker

INSTRUCTIONS:
- Cut off the legs of a pair of pantyhose, about 18” long.
- Tie a knot in one end of the pantyhose leg (if the foot portion is cut off).
- Stuff the hose with fiberfill (older toddlers can help) and close it with a knot.
- Create dolls using multiple stuffed sections.
- Use permanent markers to draw facial features on the doll.
- Use a variety of colors of pantyhose to make multicultural dolls.
- Sew short lengths of yarn to the doll’s “head” for hair, if desired.

What the adult can do to support learning and development in these domains:
- Encourage children to sing and talk with the dolls.
- Use the dolls as props when reading books.
- During doll play, use feeling words (sad, happy, angry) to label and teach about emotions.
- Model and encourage “gentle touches” and positive peer interactions.

Examples of language that can be used between caregiver and child:
- “Oh the baby is crying. I think he/she is sad?” (Emotions: sad, happy, shy, mad, etc.)
- “When I give the baby her bottle she smiles and acts happy!”
- “Look how excited the baby gets when we sing this song to him.”
- “I see how careful you are with your baby. You are using gentle touches.”

This activity highlights support for the following NCFELD domain:

**Cognitive Development**  **Approaches to Play & Learning**  **Language Development & Communication**  **Emotional and Social Development**  **Health & Physical Development**

An initiative funded by NC Division of Child Development
**Matching the Image**

**SUPPLIES NEEDED:**
- 8 or more different colored plastic cookie cutters
- Crayons or markers
- Heavy duty paper or card stock
- Clear contact paper or lamination film

**INSTRUCTIONS:**
- Trace cookie cutters on card stock paper
- Accent with different colors or colors that match the cookie cutters
- Cover paper with clear contact paper or lamination film (for durability)

**What the adult can do to support learning and development in these domains:**
- Encourage toddlers to use all senses when trying to match images with objects.
- Ask open-ended questions about the different images and what the children are doing to provoke new language.
- Allow toddlers to play for long periods of time and repeat activities over and over.
- Encourage toddlers to discover other things that match.

**Examples of language that can be used between caregiver and child:**
- “Look, you have a red plane! Can you find the red plane picture?”
- “What color is the house in your hand? Orange is the color, and it matches your shirt color. Can you find something else orange in our room?”
- “Where does this ice cream cone go?” “You found it! Which shape do you want to match next?”

This activity highlights support for the following **NCFELD domain:**

- Cognitive Development
- Approaches to Play & Learning
- Language Development & Communication
- Emotional and Social Development
- Health & Physical Development

An initiative funded by NC Division of Child Development
Appropriate for:
Young Toddlers and Older Toddlers.

Outdoor Chalkboard

SUPPLIES NEEDED:
- Large piece of plywood, or other sturdy boards
- Chalk board paint
- Chalk, erasers or damp pieces of cloth

INSTRUCTIONS:
- Cover wood or board with chalk board paint. (Found in the paint section of any hardware store.)
- Make sure the corners of the wood are sanded and safe for children.
- Attach the chalk board to your fence and provide chalk for the children to use.

What the adult can do to support learning and development in these domains:
- Encourage children to think of different ways to use the materials.
- Adjust level of help to fit different situations and children’s abilities.
- Talk with the children about what they are drawing.
- Encourage children to work together when using the chalk board and help them notice each others’ contributions.

Examples of language that can be used between caregiver and child:
- “Tell me about your drawing.”
- “You are using the side of the chalk stick to make very wide lines from top to bottom!”
- “I see you used orange here and green over there. I wonder what color you will use next.”
- “Look at Jake’s circles. You are making lots of circles too!”

This activity highlights support for the following NCFELD domain:

Cognitive Development
Approaches to Play & Learning
Language Development & Communication
Emotional and Social Development
Health & Physical Development

An initiative funded by NC Division of Child Development
Appropriate for:
Young Toddlers and Older Toddlers.

Outdoor Easels

SUPPLIES NEEDED:
- Plexiglas sheets (available at home-improvement stores or recycle from poster frames)
- Cups of washable paint & brushes or other art supplies or utensils
- Paper towels and/or wipes for clean-up

INSTRUCTIONS:
- Sand Plexiglas edges lightly, mount into frames, and coat wood with paint or shellac if desired.
- Sand Plexiglas edges lightly and attach to fence with large clips.

What the adult can do to support learning and development in these domains:
- Provide child freedom to choose from a variety paint colors and types of brushes.
- Allow toddlers to paint for long periods of time and repeat the activity over and over.
- Encourage children to think and talk about what they are doing.
- Ask open-ended questions to stimulate children's thinking or ideas as they explore - only if talking to them does not seem intrusive to their 'work' or concentration.
- Accept getting messy as part of a child's learning.

Examples of language that can be used between caregiver and child:
- “I wonder what you’re going to decide to paint.”
- “Oh, I see you put some blue here and some yellow there. It’s interesting the way the colors are mixing together.”
- “I see you’re making long circles with your brush? Do you want to tell me anything about that?”
- “It’s OK that you got paint on your arm. You can wash that off now or when you finish.”

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An initiative funded by NC Division of Child Development
North Carolina
Infant-Toddler Enhancement Project

Activities

Paint the House

Appropriate for:
Young Toddlers and Older Toddlers.

SUPPLIES NEEDED:
- Paint rollers and/or a variety of sizes of household paint brushes
- Paint pans and/or empty paint cans
- Water
- Smock (optional)

INSTRUCTIONS:
- Find a place outdoors like a side of a play structure or the side of the child care center where water will change the color of the material. Brick and natural colored wood works well.
- Fill paint pans and paint cans with water.
- Place rollers and brushes with the pans and paint cans.
- Show children how to get the paint utensils wet and “paint” the building.

What the adult can do to support learning and development in these domains:
- Welcome questions from children about why things happen. If possible, show them while you explain.
- Allow children to make a mess and feel the water as part of the sensory experience. Add language to the experiences.
- Encourage children to explore other ways that they can paint by asking questions such as “what would happen if…”
- Assist children as needed to choose a size of brush appropriate for their motor abilities.
- Allow toddlers to explore and experience activity on different surfaces.

Examples of language that can be used between caregiver and child:
- “Wow, you are painting the house! The wood is a lot darker now that you painted it.”
- “You are wet! How does that water feel?”
- “You are working very hard to paint with that big brush!”

This activity highlights support for the following NCFELD domain:

Cognitive Development
Approaches to Play & Learning
Language Development & Communication
Emotional and Social Development
Health & Physical Development

An initiative funded by NC Division of Child Development
Appropriate for:
Infants, Young Toddlers and Older Toddlers.

Picture Cubes

SUPPLIES NEEDED:
- Cube-shaped box, such as a tissue box
- Magazines with pictures of animals, flowers, etc.
- Various colors of construction paper
- Glue/Glue sticks
- Contact paper

INSTRUCTIONS:
- Cut pictures out of magazines that are interesting and relevant to the children in the group.
- Glue pictures on construction paper and glue the construction paper on the sides of the cube.
- Cover with clear contact paper of clear packing tape to protect the cube.
- Place cubes near infants during tummy time so that they can look at the pictures or in the block area for toddlers to use when building.

What the adult can do to support learning and development in these domains:
- Ask questions about the pictures displayed on the cube.
- Listen to, watch, talk to and play with infants and toddlers at their eye level.
- Use a variety of words when you talk, including labels for things, action words and many descriptive words. Encourage children to point to the pictures as you do this.
- Respond to children as they look at, babble or talk during this activity.
- Provide a sufficient number of cubes to reduce competition among children for them.

Examples of language that can be used between caregiver and child:
- “What do you see? I see a little brown dog jumping.”
- “Yes, it’s a kitty. What sounds does the kitty make? Meow.”
- “Look at the pretty yellow flower!”

This activity highlights support for the following NCFELD domain:

An initiative funded by NC Division of Child Development
Playing in Mud

SUPPLIES NEEDED:
- Sand or "clean" pile of dirt
- Variety of containers and items for children to use to add water and explore
- Children, dressed appropriately to enjoy playing in the mud

INSTRUCTIONS:
- Make sure children are dressed appropriately to enjoy playing in the mud.
- Allow children to add water to the dirt or sand.
- Be sure at least one staff member stays within arm's length for close supervision of every child during mud play.

What the adult can do to support learning and development in these domains:
- Allow children freedom to explore and experiment with very limited direction or interruption.
- Follow the children's lead. For example, let them add the water at their own pace.
- Allow plenty of time for children to be involved as long as they are interested.
- Be sensitive to infants and toddlers with special sensory needs. Provide optional activities for children who choose not to participate.
- Facilitate conversations to stimulate children's thinking or ideas as they explore.
- Offer assistance when requested, but only enough to help them succeed on their own.

Examples of language that can be used between caregiver and child:
- "I wonder what will happen if we pour water into our sand/dirt."
- "Does the dirt feel different when it's wet? Is it slippery? What does it feel like to you?"
- "I like the sound it makes when I squeeze it in my hand. What do you like about mud?"

This activity highlights support for the following NCFELD domain:
Appropriate for:
Young Toddlers and Older Toddlers.

Pumpkin Faces

SUPPLIES NEEDED:
- Paper plates or construction paper
- Crayons, paint, markers
- Popsicle sticks

INSTRUCTIONS:
- Make 2 to 5 pumpkin faces per child with different expressions (sad, angry, happy, scary, frightened)
- Sing to the tune of “The Wheels on the Bus”
  I like a pumpkin with a [happy] face,
  [Happy] face, [happy] face.
  I like a pumpkin with a [happy] face
  Glowing in the night.
- Replace “happy” with other feelings to match pumpkin faces.

What the adult can do to support learning and development in these domains:
- Use pumpkin faces as props to engage children in singing or talking about feelings.
- Demonstrate emotions with facial expressions throughout song.
- Use “feeling” words to acknowledge and label emotions that you see the child experiencing.
- Talk about your own feelings with children.

Examples of language that can be used between caregiver and child:
- “Have you ever felt angry? What did you do?”
- “Jamie, you look sad that you have to wait for your turn on the slide.”
- “How do you think the pumpkin might feel if we gave it a hug? Oh, happy! I would feel happy if you gave me a hug.”

This activity highlights support for the following NCFELD domain:

An initiative funded by NC Division of Child Development
Sea Shells and Sand

SUPPLIES NEEDED:
- Different types (sizes and shapes) of sea shells
- Squares of different types of sand paper
- Hot glue gun

INSTRUCTIONS:
- Hot glue the shell(s) on the sand paper and let cool so that the glue will set.
- Adults must provide close supervision in case small shells become detached.

What the adult can do to support learning and development in these domains:
- Allow children to explore the shell(s) and the sand paper for different textures (hard, coarse, rough, smooth, etc.).
- Encourage and help children to think about, name and talk about what they are seeing and doing.
- Use self talk (describe what you are doing) and parallel talk (describe what the child is doing) to provide new information.
- Encourage children to use all senses (touch, smell, sight) when exploring the shell(s).

Examples of language that can be used between caregiver and child:
- “You are touching the sand paper. How does it feel?”
- “Is the big brown shell rough, smooth, bumpy? What does it smell like?”
- “I’m putting these 2 shells next to each other because they are both pink and shiny.”

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An initiative funded by NC Division of Child Development
Shape Sorter Box

Supplies Needed:
- Box with removable lid
- Scissors
- Glue/Tape
- Crayons, Markers, wrapping paper to decorate the box
- Various shaped objects

Instructions:
- Cut out various shapes in the box lid. (Save the shapes you cut out)
- Decorate the top of the lid or sides of the box using crayons, markers, or paper.
- Use various objects that are the shape of a triangle, circle, and rectangle (etc) for the children to place in the appropriate shape that is cut out on the lid of the box.

What the adult can do to support learning and development in these domains:
- Discuss the shapes and colors of the objects with the children.
- Provide toys and materials that vary in color, texture, shape, size and other characteristics.
- Share children’s pleasure in learning and discovering new things through their play.
- Offer help only when the child seems unable to master the problem alone. Provide just enough help so they can finish on their own and feel successful.

Examples of language that can be used between caregiver and child:
- “What shape is that? Yes, it’s a circle. What else is the shape of a circle? An orange!”
- “Do you see the blue square block? Where do you think it goes?”
- “You figured out that the toy would fit if you turned it around! Good thinking.”

This activity highlights support for the following NCFELD domain:

| Cognitive Development | Approaches to Play & Learning | Language Development & Communication | Emotional and Social Development | Health & Physical Development |

An initiative funded by NC Division of Child Development
Sticky Paper Collage

SUPPLIES NEEDED:
- Clear contact paper or other similar clear sticky paper cut to a length of at least two feet
- Scissors, tape
- Collage materials such as torn tissue paper, pictures from magazines, construction paper scraps, feathers, etc...

INSTRUCTIONS:
- Tape contact paper sticky side out at child’s level to a wall, table, door or window. Choose location based on the ages of the children. Place it where children can easily see and experience it with appropriate supervision.
- Place collage materials in a basket or other easily accessible container near the sticky paper. Demonstrate how the materials can be placed on the sticky paper and encourage the children to do the same.
- An alternative activity is to place a 9” x 12” piece of sticky paper on cookie sheets or other type of trays and make nature collages with materials found outside, such as leaves, flowers, etc...

What the adult can do to support learning and development in these domains:
- Provide a variety of sensory experiences through interesting collage materials.
- Talk with the children about the texture of the items used for the collage, as well as the way the sticky paper feels.
- Encourage the children to tear the collage paper into smaller pieces before placement.
- Allow them to place items where they like as well as remove them and re-stick them.

Examples of language that can be used between caregiver and child:
- “The paper is sticky isn’t it? What sound do you hear when you touch it and take your hand off?”
- “What do you have? Oh, an orange feather. How does the feather feel?”
- “You and Sarah tore the tissue paper and now you both have more pieces to stick.”

This activity highlights support for the following NCFELD domain:

Cognitive Development  Approaches to Play & Learning  Language Development & Communication  Emotional and Social Development  Health & Physical Development

An initiative funded by NC Division of Child Development
Appropriate for:
Infants, Young Toddlers and Older Toddlers.

Talking Picture Box

SUPPLIES NEEDED:
- Pictures showing different objects, animals, or people.
- Cardboard, card stock or construction paper.
- Glue Stick, clear contact paper or laminate
- A box

INSTRUCTIONS:
- Collect a variety of pictures from magazines or the internet.
- Glue pictures on to cardboard, card stock or construction paper.
- Laminate or cover with clear contact paper.
- Place pictures in a box and place in an area accessible to all children.
- Option: Punch holes in the corners or on one side and tie several together to create a book.

What the adult can do to support learning and development in these domains:
- Look at the pictures in the Talking Picture Box with a child and talk about them. Point out words, pictures or objects in the environment that match the pictures on the cards.
- Provide daily lap reading time. Sit and snuggle while looking at the pictures.
- Imitate and repeat the child’s sounds and attempts at words in different languages and in a positive and encouraging manner.
- Use to redirect a child pulling down display pictures. “It looks like you want to hold the pictures. Let’s go get the picture box so you can do that!”

Examples of language that can be used between caregiver and child:
- “The potato looks like it has cheese on it. What else do you see on the potato?”
- “The seal surprised that lady when he gave her a kiss.”
- “What animals do you see in that picture? What do you think they are doing?”
- “Yes, doggie! That's a little white doggie sitting in his doggie bed.”

This activity highlights support for the following NCFELD domain:

Cognitive Development  Approaches to Play & Learning  Language Development & Communication  Emotional and Social Development  Health & Physical Development

An initiative funded by NC Division of Child Development
Appropriate for:
Young Toddlers and Older Toddlers.

Tree Trunk Walking Path

SUPPLIES NEEDED:
- Tree trunk cross sections in different sizes and/or heights sanded to prevent splinters

INSTRUCTIONS:
- Place the tree trunk cross sections across the playground to create a path for the toddlers to follow.
- Safety Note: Dig a small area where the tree trunks sections will sit into the ground so they will not flip and provide resilient surface in fall zone for sections more than 18 inches high.

What the adult can do to support learning and development in these domains:
- Create mazes and obstacle courses that are age appropriate.
- Play games using directions such as stop, go, wait, etc.
- Engage in active play with the children staying near toddlers at all times. Show them new and safe ways they can move their bodies (run, walk, climb, hop, crawl, etc.).
- Do not try to make children do things they are afraid to do. Help them learn to trust their feelings about what is safe and what is not safe.

Examples of language that can be used between caregiver and child:
- “You are taking big steps!”
- “You are following the wooden circles! Let’s wait for Joey to catch up.”
- “This one is higher than the other one. Can you hop over this one?”
- “Josh, you are behind Ashley.”

This activity highlights support for the following NCFELD domain:

Cognitive Development | Approaches to Play & Learning | Language Development & Communication | Emotional and Social Development | Health & Physical Development

An initiative funded by NC Division of Child Development
Appropriate for:
Infants, Young Toddlers and Older Toddlers.

Watch the Sun Sparkle

SUPPLIES NEEDED:
- Cardboard shapes
- Aluminum foil or other shiny material
- Dowel rod or hanger
- String
- Hole punch

INSTRUCTIONS:
- Cover cardboard shapes with foil or other shiny materials and punch hole in the top of each.
- Tie string to shapes and hang them from the dowel rod or hanger in a sunny window or outside from a tree or pole where they will shine in the sunlight.

What the adult can do to support learning and development in these domains:
- Position infants where they can see, react and move.
- Change the objects and their coverings to alter what the baby is looking at...faces, colors, animals, etc. Provide a wide range of things to notice.
- Blow or spin the mobile to make the shapes move and talk about how it moves.
- As the baby gets a little older move the mobile so the child can touch the shapes to make them move.
- Invite toddlers to find other shiny things on the playground and show enthusiasm for their discoveries.

Examples of language that can be used between caregiver and child:
- “Look at the shiny circle, Lucas. See it sparkle in the sun?”
- “Yes, the shiny shapes are moving. What do you think is making them move?”
- “You made the shapes move when you blew on them. Can you think of another way we can make them move?”

This activity highlights support for the following NCFLD domain:

Cognitive Development
Approaches to Play & Learning
Language Development & Communication
Emotional and Social Development
Health & Physical Development

An initiative funded by NC Division of Child Development
Appropriate for: Infants, Young Toddlers and Older Toddlers.

What Do You See?

SUPPLIES NEEDED:
- Picture of each child in group
- Heavy duty colored paper or card stock cut into an animal shape
- Crayons or markers
- Clear contact paper or lamination film
- Hole puncher, book rings

INSTRUCTIONS:
- Attach each child’s picture to paper. (Children can draw or paint on paper first.)
- Write text for each page. (i.e., Pink Pig, Pink Pig, who do you see? I see Katie looking at me.)
- Cover with clear contact paper or laminate (for durability)
- Punch holes on one side of each page and attach with book rings.

What the adult can do to support learning and development in these domains:
- Provide each child with warm and interactive experiences throughout the day such as holding a child, letting him/her turn pages as you read.
- Talk with children about the familiar people they see in the book and encourage them to point to words and pictures with you.
- Display additional pictures of each child’s family and others showing people from different types of families in a positive way.
- Talk about family members with children during the day.

Examples of language that can be used between caregiver and child:
- “Who do you see?”
- “Do you know whose picture is next?”
- “Your picture is on the blue page! Can you find your friend Mary’s picture?”

This activity highlights support for the following NCFELD domain:

Cognitive Development  Approaches to Play & Learning  Language Development & Communication  Emotional and Social Development  Health & Physical Development

An initiative funded by NC Division of Child Development