

## For Children 12 – 24 Months

### FINGERPLAYS & NURSERY RHYMES

#### Wiggle Them

Wiggle them, wiggle them, wiggle them so.  
Wiggle them high.  
Wiggle them low.  
Wiggle them to the left.  
Wiggle them to the right.  
Wiggle them, wiggle them, out of sight.  
*\* Actions are self-explanatory*

#### Mary Had a Little Lamb

Mary had a little lamb, little lamb,  
little lamb, Mary had a little lamb  
whose fleece was white as snow.  
And everywhere that Mary went  
Mary went, Mary went, everywhere  
that Mary went  
The lamb was sure to go.  
He followed her to school one day,  
school one day, school one day,  
He followed her to school one day,  
Which was against the rules,  
It made the children laugh and play,  
laugh and play, laugh and play,  
It made the children laugh and play,  
To see a lamb at school.

#### Yankee Doodle

Yankee Doodle went to town  
A-riding on a pony,  
Stuck a feather in his cap  
And called it macaroni.  
Yankee Doodle keep it up,  
Yankee Doodle dandy,  
Mind the music and the step,  
And with the girls be handy.

### SOCIAL-EMOTIONAL

### LANGUAGE & LITERACY

### MATHEMATICS

#### Playful Interactions

Talk to your child about what other individuals are doing nearby to increase their awareness of others around them. Encourage your child to imitate other's actions while playing.

*"You like how daddy is playing with the cars. I see you sitting next to him rolling your car too."*

(Goal IT-ATL 1,6,8, SE 1,2, 3,5,7, 8, 10, 11)

#### Let's Talk

To introduce your child to a back-and-forth exchange, mimic sounds and facial expressions as you interact with them. Remember to allow time for your baby to respond. Notice when your child initiates conversation and respond with excitement. Notice how they tune into your conversation. (Goal IT-LC 4,5,6)

#### Yummy Foods

As your child sits close while eating, talk about the what they are eating. Name foods you see your child eating. Encourage them to repeat the names of the foods or words that you use to describe them. Notice whether your child uses one- or two-word sentences. Build on what they say to make a complete sentence.

*"Ba-na-na. Can you say, Banana?"*

*"You said, "More banana." Would you like some more banana? I will get you some more."*

#### Pots and Pans Band

While your child is close, tap on different surfaces with a wooden spoon and talk about the sounds that you are making. Allow your child to explore with different materials and bang them together. Describe what they are doing as they play. As your child bangs on the pots, draw their attention to the natural patterns they are creating.

*"That is a tapping sound."*

*"You are banging those pots fast."*

*"You are tapping slow then fast, slow then fast."*

(Goal IT-C 8)

### PHYSICAL

#### Making Bubbles

Hold your child in your lap or sit close to you. Dip the wand into the solution and encourage them to wave the wand in the air to make bubbles using their entire arm.

*"You are really waving the wand to make a lot of bubbles!"*

*"Look, bubbles! Can you see the bubbles? Can you touch the bubbles? The bubbles popped when you touched it."*

#### Basic Homemade Bubble Solution

This simple recipe produces good bubbles. The addition of corn syrup or glycerin holds the solution together to make better bubbles.

- 1 cup water
- 2 tablespoons light Karo syrup or 2 tablespoons glycerin
- 4 tablespoons dishwashing liquid

Stir together until everything is dissolved.