

Hugando

Parent Play Book for Children Ages Birth to Five



A SUPPLEMENT TO THE GUAM EARLY LEARNING GUIDELINES
January 2010

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Håfa Adai and Welcome Parents!

What is Hugãndo? *Hugãndo* means “to play” in the Chamorro language. The *Hugãndo Parent Play Book for Children Ages Birth to Five* is a supplement to the *Guam Early Learning Guidelines for Young Children Birth to 36 Months* and the *Guam Early Learning Guidelines for Young Children Ages Three to Five*. These guidelines were developed to assist parents, families, and caregivers in understanding what young children birth to five years should know and be able to do. They address the different areas of development such as language, cognitive, physical, social-emotional, and self-help.



Why use Hugãndo? *Hugãndo* was created for you based on these well-researched early childhood principles:

- Families are the **PRIMARY TEACHERS** of their children.
- All children will be respected as **COMPETENT** and **UNIQUE**.
- Caring adults will **RESPECT** the well-being of all children, be **RESPONSIVE** to individual learning styles and temperaments, **ENCOURAGE** each child to develop his sense of self, and recognize how each represents his world in different ways.
- **SUPPORT** the development of the “whole child” by providing experiences that are fun, appropriate, and meaningful to children.

- Families and caregivers will facilitate the use of DEVELOPMENTALLY APPROPRIATE PRACTICES for their children. This means that decisions made by caring adults reflect the age, interests, needs, and strengths of each child, including awareness of her social and cultural environment.
- Children LEARN BEST THROUGH PLAY. When children play, they are EXPLORING things around them, using their SMALL and LARGE MUSCLES, finding ways to SOLVE PROBLEMS, FEELING GOOD about themselves, developing FRIENDSHIPS, and increasing their VOCABULARY.
- The BRAIN GROWS as children see, hear, touch, smell, or taste things while they play.

How should Hugândo be used?

1. Start with the age of your child. Look through the “Table of Play Experiences” to find the age-appropriate activity.
2. Next, think of your child’s interests or needs. Choose an activity.
3. Read the activity and prepare the materials. Learn the steps and try them out.
4. The bottom of each page has learning standards found in the *Guam Early Learning Guidelines* that tells what your child may be learning.
5. There are extra ideas for children who want something different or have a different way of learning.

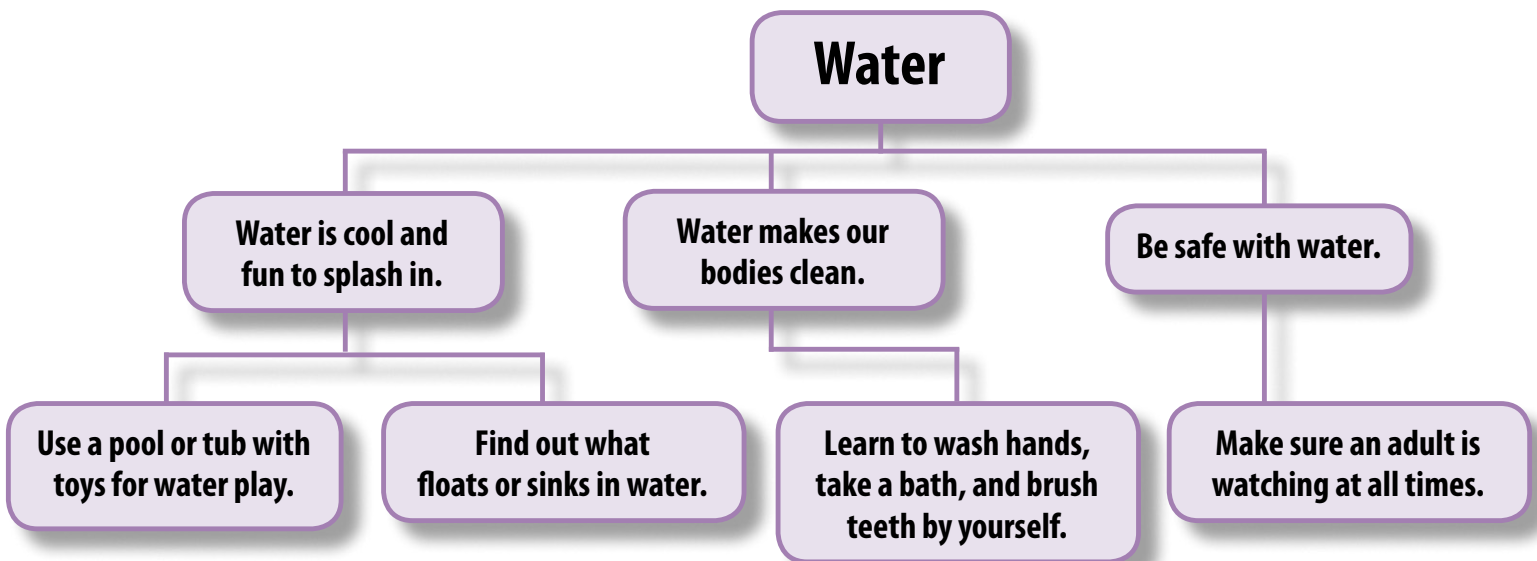
OBSERVE, WATCH, & LEARN with your child. You may change an activity as long as your child enjoys it. Add new activities that teach about your family, faith, and culture. The next page provides some guidelines on how to create your own play experiences.

HAVE FUN playing, learning, and growing together!

“All young children will have healthy minds, bodies, and spirits as a foundation for lifelong learning.”
Guam Early Learning Council, Executive Order 2008-03

HOW TO CREATE YOUR OWN PLAY EXPERIENCES

1. BRAINSTORM – What do you want your child to learn? What is your child interested in?
Example: I want my child to learn about water safety. My child likes to play in the water.
Think of as many ideas as you can, that your child can learn from and enjoy playing with water.



2. NAME OF ACTIVITY – What will you call your activity?

3. AGE GROUP – What age will this activity be appropriate for – infant, toddler, two-year old, preschooler?

4. MATERIALS – What materials will you need?

5. PREPARATION – What do you need to prepare to be ready to play?

6. STEPS – Describe each step of the activity.

7. STANDARDS – See the *Guam Early Learning Guidelines* for learning standards.

8. EXTRA IDEA – Add other ideas to the activity to: (a) Offer something new and different; (b) Review and give more time and practice to learn; and (c) Extend or stretch the idea.



Hugando

TABLE OF PLAY EXPERIENCES

Come play with your baby, your toddler, or your preschooler!

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SNUGGLE My Nene (Baby)

Birth to 8 Months

Social-Emotional Development

Steps:

1. Hold your new baby in your arms and gently rock her back and forth.
2. As you rock gently, smile and say loving words like, "Love my nene", "Snuggle up my nene", "Mmm, you smell so good, my nene".
3. Tell your baby more loving words. "You are soooo soft and cuddly", "Love you my nene", "Look at your cute little fingers and your teeny weeny toes".
4. Sing a gentle, loving song.
(Tune: "London Bridge is falling down")

Hugs and kisses, I love you, I love you, I love you
Hugs and kisses, I love you, love my nene.

Snuggle up, you smell so good, smell so good, smell so good
Snuggle up, you smell so good, Love my nene.

Oh so soft and cuddly, cuddly, cuddly
Oh so soft and cuddly, Love my nene.

Extra Idea: Touch your baby with soothing gentle touches and talk about how soft her skin is. Blow gentle puffs of air on your baby's palms, elbows, neck, cheek, toes, and fingers, and continue as long as your baby enjoys it.

"Your baby will (a) express emotions and feelings to communicate in a family or culture; (b) calm and comfort self when upset. Research shows that the more a baby is snuggled, cuddled, and held, the more her brain grows and the more secure and independent she will be when she is older. "

Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).



PLAY Copycat

Birth to 8 Months

Social-Emotional Development



Materials:

Small unbreakable mirror

Baby magazines

Books

Posters

Steps:

See if your baby will copy your face, one expression at a time. Repeat expressions that your baby likes.

1. Smile.
2. Stick out your tongue.
3. Wiggle your tongue.
4. Raise your eyebrows.
5. Wrinkle your nose.
6. Puff out your cheeks.
7. Look surprised.
8. Open your mouth.
9. Close your mouth.
10. Move your mouth from side to side.
11. Nod your head.
12. Shake your head.
13. Wiggle your chin.

Extra Ideas:

- Add words to tell your baby what the actions mean. Example: Before you puff your cheeks, tell your baby first, then show the action.
- Use a mirror for your baby to look at his face.
- Show and talk about pictures with different expressions from magazines, books, and posters.

"Your baby will learn to recognize adults seen regularly. This helps your baby to trust, feel safe, and be ready to explore and learn."

Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).

SING a Diaper Song

Birth to 8 Months
Language Development

Preparation:

Prepare diaper changing materials first. Add a safe, washable toy for your baby to hold if she does not stay still. Remember to wash your baby's hands and toys after changing the diaper.

Steps:

Sing to your baby as you change a diaper. (Tune: "Twinkle, Twinkle, Little Star")

Time to change your diaper now,
Time to change, so come lie down.
Time to open one side first,
Then the other, smelly and wet
Wipe and wipe and throw away
Now it's time to wash away.

Wash and wash and wash so clean
You smell fresh and oh so clean.
Now it's time to dry and dry
One new diaper, ready for you
One side close it, then the other
Clean and dry, ready to go.



Extra Idea: Sing the song slowly to show what the words mean. Example: "Time to change your diaper now" – pat your baby's soiled diaper; "clean and dry" – pat the fresh diaper.

"Your baby will recognize familiar sounds and words, and trust that her needs are met. This helps her understand and learn to communicate her needs and wants."

Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).

REACH, DROP, & DISCOVER

Birth to 8 Months

Cognitive Development, Physical Development



Materials:

Safe, clean objects appropriate for age – like baby’s plastic dishes

Baby shoes

Blanket

Steps:

1. Place the object just beyond your baby’s reach so he can move forward and pick it up.
2. Your baby can explore the object by looking, mouthing, banging, or dropping the object.
3. Spend a few minutes “playing” with your baby when he drops the object.
4. Let your baby discover effects of the object as you talk to him.
 - a. "Did you hear that cup fall? Bounce, bounce. That was loud."
 - b. "Did you see that blanket? Big and wide and very quiet."
 - c. "One shoe down, the other one too. One shoe up, the other one too. Two shoes all for you."
5. When an object drops and is out of sight, ask your baby, “Where did that cup go? Where is that shoe? Did you find it?” Hold up the object when you find it and say, “Look, here’s the cup! And here’s your shoe!”

Extra Ideas:

- Watch your baby’s face and hands when he looks for the objects as they drop. Copy his facial expressions and hand gestures.
- Listen to your baby’s voice. Copy his voice as he “talks” about the objects.

"Your baby will show awareness of surroundings and events. Your baby will learn cause and effect."

Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).



REACH & PULL

Birth to 8 Months
Physical Development

Materials:

Plastic cups

Baby caps (hats)

Other things that cover a baby's foot and can easily be removed.

Steps:

 (For a baby who can sit up)

1. Sit on a blanket or mat on the floor with your baby facing you.
2. Let your baby's legs stretch out, slightly apart.
3. Hold your baby's right hand firmly but gently and don't let go.
4. Put a plastic cup on your baby's right foot and let your baby reach over with her left hand to take it off. Repeat if she enjoys it.
5. Switch. Hold your baby's left hand and let your baby reach with her right hand and do the same with her left foot.
6. Use other materials like baby caps that can easily be removed.
7. Continue as long as your baby enjoys the activity.

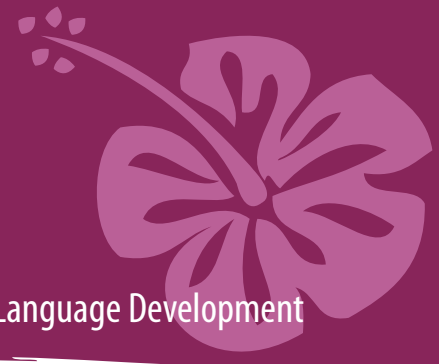
"Your baby will move her head, trunk, and limbs with intention and control. Your baby will change the position of her own body. This game will help your baby cross the midline of her body. It helps her to develop reading skills. The eyes must cross the midline over and over as they scan from left to right on a page."

Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).

UP, IN, OVER, & GO

9 to 18 Months

Social-Emotional Development, Physical Development, Cognitive Development, Language Development



Materials: Baby's clothes – shirt, pants, socks, shoes, hat.

Steps:

- 1. Shirt Dressing** – Make a game of getting your baby to help dress himself. As you dress your baby say, “Arm up, in the armhole. Other arm up, in the armhole. Shirt up, over the head. Shirt down, ready to go.”
- 2. Pants Dressing** – Follow the same idea when putting pants on. As your baby stands, say, “Leg in, balance and hold. Other leg in, pull up and let’s go.”
- 3. Sock Dressing** – “Sit down, where are those twinkle toes? Here you go, slip them in, wiggle here, wiggle there, all toes in. Look at that! One foot dressed up in a sock! Where’s the other foot?” (Repeat step with other foot.)
- 4. Shoe Dressing** – “Where is that foot all dressed in a sock? Here is your shoe, slip it in, slip it on. The other foot now, wiggle, wiggle in.
- 5. Hat or Cap Dressing** – “And now for your head, a cap to put on. Here you go, cap on head, we are set, you look great!”

Extra Ideas: As your baby gets older, he may want to put clothes on by himself with less help from you. Some babies may be ready for only one clothing item at a time. Let your baby look in a mirror after each piece of clothing is on his body.

“Your baby will: (a) balance needs for dependence and independence; (b) begin to have some self-control/self-regulation; (c) recognize that words have meaning with many words and gestures and may show more interest in speech; (d) make expected things happen; and (e) change position showing increasing muscle control.”

Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).

WASH & DRY

9 to 18 Months

Social-Emotional Development, Physical Development, Cognitive Development, Language Development

Materials: Mild soap and water

Safety Tip: Check to make sure water temperature is comfortable for your baby and not too hot.

Steps:

1. Guide your baby to: (a) Wet hands. (b) Put soap on. (c) Scrub the front, then the back, between the fingers, arms, and elbows. (d) Rinse hands and arms. (e) Dry hands and arms.
2. Sing a song as your baby washes her hands. Invite your baby to sing along.
3. (Tune: "Here we go 'round the Mulberry Bush")
"This is the way we wash our hands, wash our hands, wash our hands."
"This is the way we wash our hands, before we sit and eat."
(Last line may be changed to next activity: "...before we go to sleep"
or other routine activity.)
4. Continue the song with the next step of hand washing.
"This is the way we rinse our hands;" "This is the way we dry our hands.."

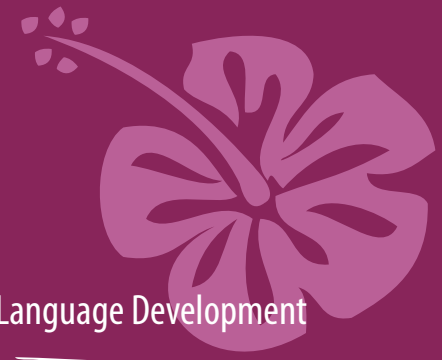
"Your baby will: (a) begin to have some self-control, self-regulation; (b) understand the meaning of many words and gestures; (c) communicate using consistent sounds, words, and gestures; (d) imitate gestures and uses of objects; (e) coordinate eyes and hands while exploring or holding objects; and (f) handle objects with hands showing increasing small muscle control!"

Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).

RAKE & EAT

9 to 18 Months

Social-Emotional Development, Physical Development, Cognitive Development, Language Development



Materials:

Finger foods like cereal or soft cut up fruits
Plastic baby bowls

Safety Tip: Finger food for babies/young toddlers should be no larger than ½ inch in size.

Steps:

1. Pour a small amount of dry cereal in a plastic bowl. Let your baby use his fingers to rake, grab, and eat. Talk to your baby about the actions (raking, grabbing, eating) and the sounds and texture (crunchy or soft). Talk about the taste ["Mmm, tastes like oats" (or rice or wheat).]
2. "Pinch and drop" - (for toddlers): Place another bowl down, and show your baby how to move the cereal or other finger foods from one bowl to another.
3. Invite your baby to count with you. "One piece, two pieces, three pieces, four. Five pieces, six pieces, seven pieces more."

"Your baby will: (a) begin to have some self-control, self-regulation; (b) understand the meaning of many words and gestures; (c) communicate using consistent sounds, words, and gestures; (d) imitate gestures and uses of objects; (e) coordinate eyes and hands while exploring or holding objects; (f) handle objects with hands showing increasing small muscle control; and (g) use senses to investigate the world around him."

Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).

HOLD & DRINK

9 to 18 Months

Social-Emotional Development, Physical Development, Cognitive Development, Language Development

Materials: Sipper cups or small cups with small amount of beverage (juice, milk, or water).

Steps:

1. Pour a small amount of beverage (juice, milk, or water) in a sipper cup. Listen and talk about the sound of the liquid pouring in.
2. Let your baby hold the cup and drink from it. Use words like "Good hold," "You are thirsty," and "All gone."
3. Have a washcloth or paper towel nearby in case of spills; let your baby wipe up the small spills. Thank your baby for wiping up the spills.

"Your baby will: (a) begin to have some self-control, self-regulation; (b) understand the meaning of many words and gestures; (c) communicate using consistent sounds, words, and gestures; (d) imitate gestures and uses of objects; (e) coordinate eyes and hands while exploring or holding objects; and (f) handle objects with hands showing increasing small muscle control."

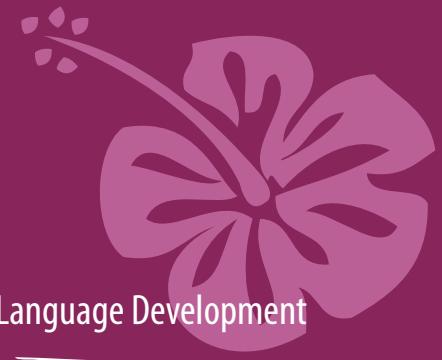
Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).



SQUISH That Goop!

9 to 18 Months

Social-Emotional Development, Physical Development, Cognitive Development, Language Development



Materials:

Box of cornstarch

Water

½ - cup measuring cup

Plastic dishpan

Old shirt or smock to cover baby's clothes

Health Tip: Wash your baby's hands before and after activity.

Steps:

1. Empty some of the cornstarch in the plastic dishpan. As your baby runs his fingers through the cornstarch, say "Feel that cornstarch? Soft, so soft. Smooth, very smooth. Run it through your fingers. Silky, silky. Powdery, powdery." Invite your baby to say the words as he explores. Praise your baby for trying to say the words.
2. Pour small amounts of water in the cornstarch. Let your baby watch the mixture as you continue to add water and mix them up. Talk about the changes. "It's gooey and squishy. We're making goop!" Stop adding water when the mixture is firm and can be held in your hand.
3. Let your baby touch, pinch, pound, squeeze, feel, and play with that goop! Invite your baby to tell what he is doing. "Squish-squish goop, pound-pound goop, pat-pat goop, let it run down your fingers."
4. If your baby is hesitant (watches but does not touch), model ways to explore the goop. Example: Scoop goop in your hand and let it run between your fingers. Continue playing until your baby seems comfortable enough to touch the goop.
5. If your baby keeps wiping the goop from his hands, show how easy it is to wash it away.

"Your baby will use senses to investigate the world around him; coordinate eyes and hands while exploring or holding objects; and demonstrate increasing vocabulary and comprehension by using words and phrases to express himself."

Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).

WASH, RINSE, & DRY

19 to 24 Months

Social-Emotional Development, Physical Development, Cognitive Development, Language Development

Materials:

Plastic toy dishes or any safe recyclable containers (margarine tubs, water bottles)

Play table or blanket

Two (2) medium plastic pans of water

Small light scrubber

Sponge

A few drops of mild liquid soap

Clean towels to dry toy dishes

Safety Tip: Watch to make sure soapy water is for dishes and not for drinking.

Steps:

Invite your toddler to do any of the following activities:

1. "Wonder Washer" – With your toddler, bring out some toy dishes and safe, recyclable plastic containers. "Time to get these washed. Are you ready to be the Wonder Washer and make these clean and fresh?" Let your toddler carry the dishes while you set up the pans of water outdoors, with a few drops of soap on one pan, and use a sponge. Guide the washing activity as your toddler washes each item. Talk about how wet and sudsy it is and how much cleaner the dishes are going to be. "Good job Wonder Washer!"
2. "Rinser and Dryer" – When your toddler is ready, guide rinsing of dishes and dry with a towel, then gather in a container and return indoors.

Extra Idea:

- Use the clean dishes for another activity to sort out by groups such as all plates, cups, tubs, bottles, and so on.
- Use the dishes to "set the table" on a blanket, mat, or on a low table.

"Your toddler will learn to (a) show awareness of self and abilities; (b) expect certain things to happen as a result of actions; (c) have increased eye-hand coordination; and (d) demonstrate vocabulary and comprehension by listening with interest and displaying understanding."

Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).

CRAWL in the Tunnel

19 to 24 Months

Physical Development, Cognitive Development



Materials:

Large cardboard boxes
Duct tape

Preparation: Make a tunnel by taping the boxes together with duct tape. Find a clear area that can be easily monitored. Place the tunnel there.

Safety Tip: Crawling is limited to inside the tunnel and not outside. To monitor for safety, sit at one end of the tunnel to see your toddler inside. To reinforce your words, use action like patting the inside of the box to repeat that crawling is for inside only.

Steps:

1. When your toddler comes to the tunnel, tell him what it is and watch to see what he will do. As your toddler looks in, invite exploration.
Example: "What is in there? Would you like to see? Would you like to go in?" You can put a favorite toy at the other end of the tunnel for your toddler to reach. You can also go to the other end and invite your toddler to crawl to you.
2. Observe your toddler as he crawls through. Say, "You are crawling in the tunnel, crawling very slowly."
3. When your toddler comes out the other end, give a cheer and say, "Good job! You crawled through the tunnel all by yourself. Did you like that?"

Extra Ideas: Make other tunnels – Use a clothesline, throw a blanket over it and fasten with clothespins; or put small chairs together, cover with a sheet, and fasten corners to make a tunnel.

"Your toddler will: (a) show increased balance and coordination in play activities; (b) be able to do more things by self; and (c) follow simple suggestions and direction with increasing consistency."

Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).

BALANCE & WALK

19 to 24 Months

Physical Development, Cognitive Development

Materials: Five (5) feet of masking tape (2 or 3 inches wide).

Steps:

1. Apply tape to a flat, smooth area in a straight line.
2. Observe your toddler to see what she does with the line.
3. If your toddler does not show any action on her own, suggest that she:
 - a. Walk all the way until she reaches the end of the line.
 - b. Hold arms out to the side to balance as she walks
(If needed, demonstrate walking with hands outstretched).
 - c. Encourage and praise your toddler as she tries to balance.
4. Try different kinds of walks – happy walk, sad walk, scary walk, surprised walk, funny walk, angry walk, sleepy walk, fast walk, slow walk, loud walk, and quiet walk.
5. Create a story for your toddler to show the different kinds of walks.
6. Praise your toddler for following directions and trying.

Extra Ideas:

- Use the masking tape to form basic shapes like a triangle, circle, and rectangle for toddler to walk along the lines of the shape.
- Instead of tape, make trails of dry leaves or sandy pathways to walk on.

"Your toddler will learn to show increased balance and coordination in play activities and follow simple suggestions and directions with increasing consistency. Toddlers like to run, jump, and climb but it is not easy for them at their age, as they have difficulty balancing themselves."

Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).

ACT Like the Animals

19 to 24 Months

Physical Development, Language Development



Materials: Headbands or hats made of old newspaper, tape or glue, pictures of animals (from old magazines like a dog, cat, cow, pig, or duck).

Steps:

1. Glue an animal picture on a hat or headband. Your toddler can choose which one to wear and change at any time.
2. Invite your toddler to play by saying, "Let's pretend to be a dog." Let your toddler find the headband or hat with a picture of the dog. Begin. "What sound does a dog make? Woof, woof."
3. Show your toddler how to get down and act like a dog. Crawl on the floor and bark. Watch your toddler follow along.
4. Ask your toddler to share different barking sounds for different situations such as: when the mommy dog comes over, when a cat comes near, when another dog tries to eat his food, when a butterfly is flying over head. (Play the part of the mommy dog, the cat, etc.)
5. Try other animals and follow the same ideas.
6. Sing a song like "Old MacDonald." Your toddler can sound out the animals during the song.

"Old MacDonald had a farm. E-i-e-i-o.

And on this farm, he had a dog. E-i-e-i-o.

With a woof, woof, here and a woof, woof, there.

Here a woof, there a woof. Everywhere a woof, woof.

Old MacDonald had a farm. E-i-e-i-o."

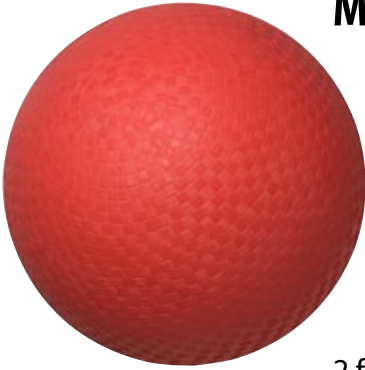
"Your toddler will (a) show awareness of self and abilities; (b) develop phonemic awareness by recognizing and reacting to the sounds of language; (c) improve memory for details. This creative, dramatic play helps toddler develop cognitive, physical, and language skills. Toddler learns to produce sounds and strengthen muscles in the tongue, mouth, and vocal chords."

Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).

PLAY Square Ball

25 to 36 Months

Physical Development, Social-Emotional Development



Materials:

Balls (about 12 inches in diameter)

Masking tape

Boxes or deep pans to throw the balls in

(Extra: pictures of things that make sounds like animals and vehicles.)

Preparation: Sweep and clean the play area like a sidewalk, garage, or outdoor space with flat surface. Make a square, 8 inches x 8 inches, on the sidewalk with the masking tape. Use tape to mark spots about 1 and 2 feet away from square.

Steps:

1. Invite your child to play "Square Ball." Show the "square," the ball, and the marker. Stand by one of the marked spots, 2 feet from the square. Hand a ball over. Say, "Stand on this marker, and throw the ball into the square." Use actions to guide the directions by pointing to the marker and the square.
2. Observe how your child does the activity. Praise your child if the ball hits the square. If she repeats a few more good hits, encourage her to move farther away and continue the game.
3. If your child misses, try again. If there are many misses, let your child move closer to the square.

Extra Idea: Use boxes. Put a picture of an animal or vehicle in each box. When your child throws the ball in, let her name the picture or make the sound of the animal or vehicle.

"Your child will (a) perform more complex movements with arms and legs; (b) use whole body to develop spatial awareness; (c) use improved eye-hand coordination to explore and manipulate objects; and (d) show increasing self-awareness and express feelings more freely, showing independence and competence."

Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).

DRAW in the Sand or on Paper

25 to 36 Months

Physical Development, Language & Literacy Development



Materials:

A stick (without sharp edges)
Construction paper or any drawing paper cut into 4 ½ x 5 ½-inch rectangles
Container of pencils or crayons
(optional – felt tip, nontoxic washable pens)

Preparation: Make sure all writing tools work (have clear markings). Arrange tools in a container and put them in a place where your child can easily reach them.

Health Tip:

Wash hands after drawing in the sand or dirt.

Steps:

Outdoors:

1. When you are at the beach or backyard, have the stick ready on the side as your child plays with the sand or dirt. When your child picks up the stick, observe how he uses it in the sand or dirt.
2. When your child makes marks, talk about the lines made.
Examples: "You made a zig-zag line. Look how far you drew that." "You made some curvy lines, curving up, then down, then up, then down." Ask your child to talk about his picture.

Indoors:

3. Pass out construction paper or drawing paper and container of drawing tools. Observe how your child uses the tools and allow him to work independently.
4. If your child shows some need for help, use your words to support him.
Example: "The cap on that marker looks like it's stuck. Let's try to pull and twist again."
"Your pencil tip broke again. Time to sharpen it again."
5. Just like the sand markings, when your child makes marks, talk about the lines made.
"What were you thinking about when you drew this picture?"

"Your child will (a) use improved eye-hand coordination to explore and manipulate objects; (b) explore art materials; and (c) develop writing skills by recognizing that drawings, paintings, and writing are meaningful representations."



Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).

DESIGN & EAT your Fruity Picture

25 to 36 Months

Cognitive Development, Language & Literacy Development

Materials:

One banana (with peel on) per child

Two or more fruits (oranges, star apples, or strawberries, etc.)

Two paper plates – one to cut fruits, the other to make a design

Plastic knives

Table

Paper towels

Health & Safety Tips: Wash hands, plastic knives, and fruits (except banana). Sanitize the table. Guide the use of the plastic knife.

Preparation: Bring out all the materials and ingredients and name them. Rinse all fruits except the banana and dry them with paper towels. Ask your child why the banana doesn't need to be washed.

Steps:

1. Peel the banana.

2. Cut the banana cross-wise.

3. Peel the oranges/tangerines.
Separate them.

4. Bring out the other fruits.
Cut the star apple cross-wise.
Cut the strawberry in half.

5. Think of a design.

6. Make and eat your design.

Language Experiences

"What does it look like, smell like, feel like?"

"We're cutting cross-wise to make circles."

Talk about what they look, smell, and feel like.
Count each section of the fruit.

"What do they look, smell and feel like?"

Note the star design of the star apple. The seeds of a strawberry are outside the fruit; the others are inside. Talk about the concept of whole and half.

"A design is an idea, a picture. What do you want to make – a square, a circle, a triangle?"

Watch and listen as your child creates.

*"What does your square taste like? Your circle?
Your triangle?"*

"Your child will (a) expand vocabulary with many more connecting and describing words; (b) have more meaningful conversations with peers and adults; (c) seek information through observation, exploration, and descriptive investigation; (d) increase sensory awareness; (e) explore physical properties of the world; (f) recognize and create patterns and become aware of relationships; and (g) create and express themselves through a variety of art experiences."

Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).

MEASURE the Water

25 to 36 Months

Cognitive Development, Language & Literacy Development



Materials:

Different sizes of plastic cups or bowls (or if available, 2 sets of liquid measuring cups)

A large pan of water

A plastic table or use a grassy area

Smock or use a swimsuit

Health & Safety Tips: If indoors, lay towels on the floor to prevent slipping. Sanitize large pan of water. Wash hands. Supervise closely to prevent any water hazards.

Steps:

1. Introduce experience as you are helping your child put on either a swimsuit (to enjoy all the water) or a smock (to keep clothes dry).
Example: "I have some cups and bowls for you to play with the water today."
2. Observe your child as he uses the materials. Talk about the actions.
Example: "You are being careful at pouring the water from one cup to another. Looks like you are transferring the water from one to the other. It took two small cups to fill that large cup."
3. Encourage your child to count how many cups it took to fill the largest cup. Do the same with the bowls.
4. To help your child think about "quantity" and "whole-part relationships," ask your child to talk about any problem he has when using the cups.
Example: "Why does that little bowl have so much water spilling every time you pour in the water from the big bowl?"

"Your child will: (a) show interest in quantity and number relationships; (b) use mathematical thinking to figure out real problems; (c) seek information through observation, exploration, and descriptive investigations; (d) explore new ways to do things showing more independence in problem solving; (e) expand vocabulary with many more connecting and describing words."

Guam Early Learning Guidelines for Young Children Ages Birth to 36 Months. (2007).

BRUSH AWAY

Three to Five Years

Physical Development and Health & Safety

Materials:

- Toothpaste & toothbrush
- Comb or hairbrush
- Mirror
- A book about caring for teeth



Health Tips: Make sure toothbrush bristles are in good condition and clean. Hairbrushes need to be clean too. Do not share toothbrushes and hairbrushes.

Steps:

“Tooth Brushing”

1. Ask what teeth are for. (Biting and chewing our food, speaking, smiling).
2. Read a story about caring for teeth.
3. Use the mirror to count teeth on top (upstairs) and the bottom (downstairs).
4. Talk about caring for teeth to stay healthy.
5. Show how to brush teeth – up or down strokes or in circles. Watch your child practice.
6. Squeeze a small drop of toothpaste on your child’s toothbrush and brush away.
7. Rinse with water. Bring out the mirror and smile!

“Hair Brushing”

8. Use the mirror for your child to look at her hair. Talk about its color, how it feels, how long it is and its shape (straight, wavy, or in curls).
9. Bring out the hairbrush or comb. Guide your child to start from the top and brush down gently and slowly until the tangles are out and the brush strokes are smooth.
10. Bring out the mirror and smile!

Extra Idea: Create a “Brushing Chart” for your child to mark how many times a day she brushed her teeth and brushed her hair. Reward this healthy habit.

“Your child will (a) develop health awareness and skills; (b) develop strength and coordination of small muscles; and (c) continue to develop a sense of self.”

Guam Early Learning Guidelines for Young Children Ages Three to Five. (2005).

PLAY it Safe

Three to Five Years

Physical Development and Health & Safety



Materials: Car seat in car

Steps:

Ask your child if he knows what "being safe" means. What does it feel like? What can your child do when he feels safe?

Safety Tip # 1 Walk Safely. "Out on the sidewalk and in the house, remember to walk safely." Why? "So you won't bump into furniture and people and hurt yourself and others." While outdoors with your child talk about and practice looking both ways before crossing the street.

Safety Tip # 2 Buckle Up. "Remember to buckle up when you get in the car." Why? "So you will be safe in your seat when there is an emergency." Watch your child buckle up and reward him with a smile and pat on the back.

Safety Tip # 3 Stop, Drop, and Roll. "If your clothes catch on fire, STOP, DROP, and ROLL." Demonstrate and practice with your child. "Remember to keep rolling until the fire is out." Why? "To put out the fire so you won't burn."

Safety Tip # 4 Get Down and Crawl Out. "When a place is on fire, GET DOWN AND CRAWL OUT." Why? "The air is fresher and has less smoke which makes it easier to breathe so you can crawl out safely."

Safety Tip # 5 Stay Safe at Home. "Stay away from the stove, matches, lighters, knives, guns, medicines, and poisons." "Make sure an adult is watching you when you are in the water playing." Why? "So you won't get hurt, and you can have fun learning and playing."

"Your child will learn, acquire, and follow basic self-help and safety rules."

Guam Early Learning Guidelines for Young Children Ages Three to Five. (2005).

My Face SPEAKS

Three to Five Years

Self-Concept and Social-Emotional Development

Materials:

Unbreakable mirror

Paper plates

Markers

A child's book about feelings

(optional: old magazine and newspaper pictures, scissors, glue)

Steps:

1. Ask your child what makes her happy. Listen to all experiences, then use the mirror to show: what does that happy feeling look like?
2. What makes your child sad? Angry? Surprised? Scared? Listen to experiences and use the mirror again.
3. Bring out the paper plates and markers. Invite your child to draw different faces that show different feelings – happy, sad, angry, surprised, scared. Use the mirror to study the different ways the face shows feelings.
Extra Idea: Instead of drawing, use scissors to cut out pictures from old magazines and newspapers of different faces and glue onto paper plates.
4. Write the words that tell about each feeling shown on the plates.
5. Read a book about feelings. Talk about the different things, places, people, and events that bring those feelings out.

Extra Ideas: Look at magazines, books, posters, and newspapers. Ask your child to study the faces and tell what the feelings might be and why. Ask your child to think of ways to help out with some of those feelings like being sad or being angry.

"Your child will understand and express feelings appropriately."

Guam Early Learning Guidelines for Young Children Ages Three to Five. (2005).

MAKE Friends

Three to Five Years

Self-Concept and Social-Emotional Development



Materials: A ball and a toy

Preparation: Think of children who are well-liked and friendly. What is their behavior like? They smile, laugh, share toys. The Center on the Social and Emotional Foundations of Early Learning (CSEFEL) suggests the following friendship skills: (a) organizing play; (b) sharing toys; (c) taking turns; (d) being helpful; (e) giving compliments; (f) understanding, and giving an apology; (g) beginning to empathize. Each skill takes understanding and practice. Two ideas are shared below. For more information, log on to: <http://www.vanderbilt.edu/csefel>

Steps:

Practice with your child before he plays with a friend.

- A. Play Organizer. (1) Get a friend's attention. (2) Give a friend the ball. (3) Offer suggestions of what to do with the ball. (4) Demonstrate examples of a "right way" to use the ball. Talk about the "wrong way" to use the ball. Example: Grabbing the ball from a friend is not right. (5) Practice. (6) Promote.
- B. Taking Turns. (1) "You take a turn, I take a turn." (2) Ask for a turn with the toy. (3) Practice turn taking games. (4) Demonstrate examples of a "right way" and talk about a "wrong way." (5) Practice. (6) Promote. Example: Holding on to a toy for a very long time and not wanting to share is not the friendly way. Sharing a toy is being friendly.

"Your child will develop the ability to interact, develop, and maintain appropriate relationships with others."

Guam Early Learning Guidelines for Young Children Ages Three to Five. (2005).



COMPARE Cartons

Three to Five Years
Cognitive Development

Materials:

Sanitized empty egg cartons

Several objects that are nearly the same size (seashells, stones, coins, colored chips, buttons, etc.)

Five sandwich bags that zip

Preparation: Get each bag ready. Put a different object and different number of that object in each bag. Example: One colored chip in first bag; two buttons in second bag; three stones in third bag; and so on.

Steps:

1. Show the set of five bags. Explain that each bag has different objects and each one has a different number of objects.
2. Bring out two bags. Ask your child to describe how she can tell which one has more. Listen to her way of finding out. Ask your child, "Which bag has more?" "How did you decide that?" "How can you find out which one has more?"
3. If your child is not able to describe which bag has more, do the following. Take out the first bag. Remove the collection and place each item on one column of the egg carton. Take out the second bag. Do the same and place each item on the other column of the egg carton. Ask your child, "Which has more?" "How can you tell?" "Is there another way you can tell?" "Which has fewer (or less)?" "How many in this column do not have a match?"
4. Explain to your child that the columns that match are the same or equal; the column which has objects that do not match has more and the other column has less.
5. Count with your child. A set of two buttons is more than one chip.
6. Continue the activity with the two other bags.

"Your child will (a) learn about numbers; (b) develop and use measurement concepts; (c) represent and interpret data."

Guam Early Learning Guidelines for Young Children Ages Three to Five. (2005).

SORT Shells & Stones

Three to Five Years

Cognitive Development



Materials to Collect:

Shells and stones in different sizes, shapes, and textures

Container to gather the collection

Sandwich bags that zip or sanitized empty egg cartons to store items that have been sorted.

Safety Tip: Wear a hat to protect from bright rays of sun; put on sunscreen to protect skin from sunburn. Pay close attention to the shells your child may be aiming to touch, as some shells may have sharp edges or may be poisonous. Do not gather shells with live animals in them.

Health Tip: Wash the collection with soap and water. Let dry before using.

Steps:

1. Plan for a beach walk to collect shells and stones. Spend time talking about the shells and stones - the colors, sizes, shapes, and textures. Bring a container for the collection.
2. After the beach walk, wash and dry the collection. Let your child spend time sorting the different items.
3. Let your child decide how each group is sorted. Listen to the reasons why the objects were grouped in that way.
Example: Your child may group according to "more bumps on the shell" or "more holes in the shell."
4. Offer words to describe the groups if they were placed in order of properties like: small, larger, largest or smooth, smoother, smoothest.

Extra Idea: Observe if any arrangement has been made such as: rough-smooth, small-large, etc. This is a simple pattern your child may want to try out.

"Your child will recognize and create patterns and become aware of relationships."

Guam Early Learning Guidelines for Young Children Ages Three to Five. (2005).

Backyard / Boonie WALK

Three to Five Years

Cognitive Development

Materials:

Plastic magnifier

Container to put collections in like a clean plastic bottle with holes

Insect repellent

Sunscreen

Safety Tip: Stay close to your child. Allow your child to explore, but remind her to ask before touching things during the walk – some plants may be poisonous and some insects may sting. Parents and caregivers need to know about the harmful plants and animals in Guam’s environment. The American Academy of Pediatrics and the Environmental Protection Agency recommend insect repellent for young children at least three (3) months of age and older when needed. To protect the skin from mosquito bites or other insects, apply insect repellent to exposed skin and/or clothing as directed on the product label.

Steps:

1. Plan for a walk in your backyard or in the boonies. Wear appropriate clothing and use insect repellent spray sparingly to keep insects off skin and/or use sunscreen. Give a safety talk about staying close so your child won’t get lost.
2. Look around and talk about what you see. As your child looks at things, let her tell you about the color, shape, size, texture, and smell. Use the magnifier to take a closer look.
3. Observe other things and compare.
Example: "This rock has sparkles and this one does not. This leaf is shiny and this one is not. One side of this leaf is smooth and shiny, but the back side is bumpy with lines and is not shiny."
4. Observe changes & differences in the same object.
Example: "Look at these two coconuts. One is green and heavy; the other is brown and light. Listen – there’s something shaking inside. Here’s another coconut on the ground but it’s stuck and there’s a plant coming out of it."
5. Explore movements of living things.
Example: "Watch how the caterpillars crawl on the leaves. Look at the cocoons, how they hang and swing when the wind is blowing but they don’t fall. Look at the black butterflies. What is that long thing on their head that is touching the middle of the flowers?"
6. Some things can be collected like different kinds of leaves or a bug, which may be placed in a plastic bottle with holes punched out for the bug to breathe. Note: Return bug to its natural habitat after observing.

"Your child will (a) explore physical properties of the world and (b) explore characteristics of living things."

Guam Early Learning Guidelines for Young Children Ages Three to Five. (2005).

LOVE My House & Family

Three to Five Years

Cognitive Development



Materials:

Paper
Crayons
Markers

Steps:

1. Invite your child to draw a picture of your street and the family's house on the street. Add the neighbor's houses, stores, or other landmarks on the street. Is there a store, Post Office, Fire Station, Library? You can write out the names of the landmarks.
2. Invite your child to draw a picture of the family. Help him write the names of family members. Ask your child what each family member does and write what your child says.
3. Ask about his favorites – food, toy, activity. These can be added to the picture.



Extra Idea: Collect and sanitize empty milk cartons, boxes, and similar containers to use as models of your street instead of a drawing. Play dough may be used to create the family members.

"Your child will (a) learn about self and others; (b) know and accept their own culture and others; (c) develop awareness of where they live and location of places or things."

Guam Early Learning Guidelines for Young Children Ages Three to Five. (2005).

RHYMING Riddles

Three to Five Years

Communication, Language Development & Literacy

Materials:

Objects or pictures that rhyme
A book about rhyming
CDs or DVDs about rhymes

Steps:

1. If your child is not familiar with rhyming, introduce that this means words that sound alike. Recite some nursery rhymes and point out which words sound alike.
2. Example: "One, two, buckle my shoe; Three, four, knock on the door; Five, six, pick up sticks; Seven, eight, lay them straight; Nine, ten, a big fat hen."
3. Use objects or pictures to help your child practice by matching: "can-pan," "door-floor," "spoon-moon," "plate-gate," "house-mouse." Read a book on rhymes and/or play a CD or DVD to help remember and practice rhyming.
4. Introduce a game called "Rhyming Riddles." This game is a word puzzle or a word problem that they have to figure out.
 - a. I'm thinking of something on your body that rhymes with bed. (head)
 - b. What furniture in the house rhymes with bear? (chair)
 - c. There's something on the stove that rhymes with cot. (pot)
 - d. When you're thirsty, you ask for something that rhymes with stink. (drink)
5. Continue with other examples of rhyming riddles.

"Your child will (a) acquire emergent literacy skills (pre-reading) – by hearing and discriminating rhyming sounds. . ."

Guam Early Learning Guidelines for Young Children Ages Three to Five. (2005).

HANG & TELL a Clothesline Story

Three to Five Years

Communication, Language Development & Literacy



Materials:

Storybooks with simple plots like: *The Three Little Pigs* and *The Three Bears*

Blank paper

Markers

Clear contact paper or sheet protectors

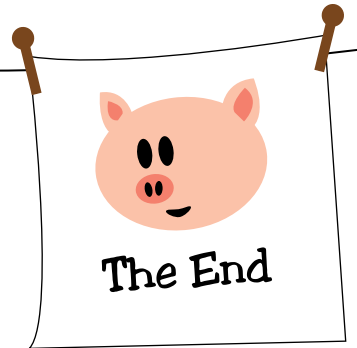
Clothespins

Clothesline

Large plastic zipper bags to store each set of story pictures

A large paper star

The words "The End" and the story titles covered with clear contact paper or in a sheet protector



Preparation: For each story, draw five pictures showing five major events or characters. Protect each picture with contact paper or a sheet protector. Set up the clothesline in a clear area and attach the star at the left end of the line. (A temporary line can be set up between two chairs.)

Steps:

1. Introduce a story by clipping the story title (Example: "The Three Little Pigs") next to the star on the left end of the clothesline. As you tell each part of the story, clip the picture that matches the event or character. Conclude with the words "The End".
2. Tell the story again, but this time let your child put up the pictures that match each event or character. Repeat activity as long as your child's interest lasts.
3. When your child is ready, hand all story cards over to him. Let your child try to tell the story and clip the cards. Note: If your child has difficulty clipping the cards, you can do it for him. What is important is retelling the story and putting the cards in order.

"Your child will (a) use language in a variety of ways; (b) listen and understand different ways people speak and communicate; (c) gradually produce more vocabulary and correct sentence structure; (d) enjoy and understand books; (e) show interest in reading; (f) understand that print has meaning."

Guam Early Learning Guidelines for Young Children Ages Three to Five. (2005).

COUNT, SING, & SHAKE - *Dies Na Kålulot*

Three to Five Years

Cognitive Development/Creative Development

Preparation: Print or write the Chamorro vocabulary words and the lyrics to the song below (in both Chamorro and English) on a sheet of paper for your child to follow along. Use the tune to the song "Ten Little Indians."

Steps:

1. Teach the Chamorro vocabulary words for: *fingers, many, all, shake*, and the numbers 1 to 10.

Unu = 1	Sais = 6	Kålulot = fingers
Dos = 2	Siette = 7	Meggai = many
Tres = 3	Ocho = 8	Todu = all
Kuatro = 4	Nuebe = 9	Yengyong = shake
Singko = 5	Dies = 10	

2. Next, sing each part of the song slowly as you raise each finger to match the number or show "many" and "shake." Invite your child to watch, listen, and follow along. Repeat the gestures as you sing the song.

Chamorro	English
<i>Unu, dos, tres na kålulot</i>	1, 2, 3 fingers
<i>Kuatro, singko, sais na kålulot</i>	4, 5, 6 fingers
<i>Siette, ocho, nuebe na kålulot</i>	7, 8, 9 fingers
<i>Dies na kålulot meggai</i>	10 fingers, many
<i>Yengyong todul kålulot mu (3x)</i>	Shake, shake, all your fingers (3x)
<i>Dies na kålulot meggai</i>	10 fingers, many

Extra Idea: Print or write each number on cards. Invite nine family members or friends to each take a number and hold up their number as it is called in the song. Family members and friends can sing along with your child and shake their bodies when asked to "shake" them.

(New words: *familia* = family; *amigu'* = friend)

"Your child will (a) begin to learn the basics about music; (b) create and express themselves through a variety of musical experiences; and (c) know and accept their own culture and others."

ACT & SING - *Mångge Si* _____, *Estague Yu*

Three to Five Years

Cognitive Development/Creative Development

Preparation: Print or write the lyrics to the song below (in both Chamorro and English) on a sheet of paper for your child to follow along. Use the tune to the song "Where is Thumbkin?"

Steps:

1. Teach the song in English. Ask your child to sing the song first, then act out the parts. Ask him to hide when you sing, "Where is _____(child's name). Let your child come out of his hiding place and sing the part, "Here I am, here I am."

English

Where is _____(child's name)

Where is _____(child's name)

Here I am, here I am

How are you today? (2x)

I am fine. (2x)

Continue singing, "How are you today?" Let your child answer, "I am fine." Repeat song and you can take turns with the parts.

2. Teach the song in Chamorro. Follow the steps outlined in Step 1 above.

Chamorro

Mångge si ____ (child's name)

Mångge si ____ (child's name)

Estague' yu, estague' yu

Håfa tatatmanu hao? (2x)

Maolek ha yu. (2x)

"Your child will (a) begin to learn the basics about movement; (b) develop appreciation for visual and performing arts; and (c) know and accept their own culture and others."

Guam Early Learning Guidelines for Young Children Ages Three to Five. (2005).

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Hugando



Parent Play Book for Children Ages Birth to Five

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