

Johnson County Library's

BOOKS TO GROW

Kit Theme: **Resources for Teachers of Toddlers**

- Book titles included:
 1. **LET'S DO FINGERPLAYS** by Marion Grayson
 2. **YOU & YOUR SMALL WONDER: Book 2, 18-36 months** by Merle Karnes
 3. **THINGS TO DO WITH TODDLERS AND TWOS** by Karen Miller
 4. **GAMES TO PLAY WITH TODDLERS** by Jackie Silberg
 5. **PIGGYBACK SONGS FOR INFANTS & TODDLERS** compiled by Jean Warren
- Video:

HAVE FUN AND LEARN: Toddlers at Work
- Audio:

SONGS & GAMES FOR TODDLERS

Additional titles available at the Johnson County Library:

WORKJOBS: Activity Centered Learning for Early Childhood Education

by Mary Baratta-Lorton

READ ALOUD HANDBOOK by Jim Trelease

DO TOUCH: Instant, Easy Hands-On Learning Experiences for Young Children

by LaBritta Gilbert

I CAN DO IT! I CAN DO IT!: 135 Successful Independent Learning Activities

by LaBritta Gilbert

LITERATE BEGINNINGS: Programs for Babies & Toddlers by Debby Ann Jeffery

FINGER FROLICS compiled by Liz Cromwell, Dixie Hibner, John Faitel

Additional audios:

TOUCH, TEACH AND HUG A TODDLER

TODDLERS ON PARADE!

IT'S TODDLER TIME



Language Development of Toddlers

A child between *12 and 24 months of age* can be expected to:

- Understand names and labels for individuals, objects, and actions in the environment.
- Follow simple instructions particularly those which are used often by parents and caretakers.
- Enjoy and attend to short stories, rhymes, television commercials and children's television.
- Indicate an awareness of basic body parts and be able to point to specific ones on request.
- Use words or sounds associated with particular objects in place of gestures to express needs and wants.
- Repeat simple words and inflections.
- Understand simple categories, such as foods, toys, books, and people.
- Enjoy looking at pictures in books and point to and/or label specific objects.

A child between *24 and 36 months of age* can be expected to:

- Understand action words, feeling words, descriptive words, prepositional commands, and functions and uses of familiar objects.
- Listen attentively to books being read, conversations, children's television programs and commercials.
- Identify body parts.
- Follow complex instructions, involving two to three actions.
- Understand size differences.
- Consistently speak in two to three word sentences.
- Ask for assistance.
- Deliver simple messages, make greetings and use "please" and "thank you" appropriately.
- Recite simple lyrics of songs and poems.
- Know her name, gender and age.
- Relate experiences and talk about accomplishments.

Information excerpted from *Parents as Teachers* manual.

ACTION RHYMES:

Tap your head, tap your toe.
Turn in a circle, bend down low.
Tap your nose, tap your knees.
Hands on your shoulders,
Now sit down please.
(From *Piggy Back Songs*)

Sometimes I'm very very tall.
(Stretch up high)
Sometimes I'm very very small. (Bend low)
Sometimes I'm tall, sometimes I'm small
(Move up and down to illustrate)
Sometimes I'm just the way I am
(Stand with hands on hips)

TRIED-AND-TRUE TITLES FOR TODDLERS:

FROM HEAD TO TOE by Eric Carle
THE VERY BUSY SPIDER by Eric Carle
THE VERY HUNGRY CATERPILLAR by Eric Carle
FREIGHT TRAIN by Donald Crews
SLEEPY BEAR by Lydia Dabovich
TITCH by Pat Hutchins
BLUE SEA by Robert Kalan
BROWN BEAR BROWN BEAR, WHAT DO YOU SEE? by Bill Martin
SPOTS, FEATHERS AND CURLY TAILS by Nancy Tafuri
HOW DO I PUT IT ON? by Shigeo Watanabe
MORE, MORE SAID THE BABY by Vera Williams
PIGGIES by Audrey and Don Wood
WHO SAYS MOO? by Ruth Young



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