

Flowering Baby, LLC

A whole child developmental approach for birth to five



Two to Three Years Old

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TWO TO THREE YEAR'S OLD

Developmental Education for the Young Child

As parents we are the best source of encouragement and learning for our children. During this all important year you will work with your child to develop his cognitive, language, gross motor, fine motor, social, emotional and self-help competence. Each child develops at different rates so don't be too alarmed if your child is early/late with a few skills. Our program is laid out by the month of age of your child. Each month includes twenty days worth of activities for you to follow. If you are purchasing this mid-year we suggest you start at the beginning and double up the days until you catch up. We don't believe any learning ever goes to waste.

Children are very busy learning all the time and it only takes a few minutes a day to increase that learning even more. Your child is naturally inquisitive and very active, so use that energy to help him learn about his environment. One of our goals this year is to put a solid foundation in place for future learning. We have developed a program where you will work with your child for approximately thirty minutes a day on specific skills. Don't hesitate to break this schedule down into mini sessions; you do not have to do it all at one sitting. Some days your child may want to work three to four times but only five to ten minutes at a time. The ultimate goal is to capture your child's window of learning opportunity. Feel free to repeat any activities until you feel your child has mastered the skill, or repeat it because he thinks it is fun and enjoys the task at hand. Repeating activities will increase the skill level of your child due to reinforced learning. As such, you will notice we have periodically repeated activities to ensure he is creating a solid foundation.

If any of the activities are not comfortable for your child please move on to the next activity. As your child grows you will find he becomes more adept at certain things and may seem to slow down in other areas. This is natural and usually nothing to worry about. The best thing you can do is to know your child; his temperament, strengths and weaknesses. Some of the activities listed may not be appropriate for children with physical disabilities, so please consult your physician for adaptations.

Always use toys that are safe both in size and in character. To test the safety of the size use an empty toilet paper roll; if the toy fits down the roll it could possibly fit down your child's throat. Usually by this age children have stopped, or mostly stopped, putting everything into their mouth.

Reading is very important for children of all ages. Read to your child each day for at least twenty minutes in addition to this curriculum. Make sure to share the pictures with him as he will delight in the art work.

This year is a busy year for vocabulary. Your child has been learning vocabulary since he was born but this year you will start to hear his vocabulary. Your child's receptive language is developed before his expressive language. This is why it is important to read to him and talk to him throughout the day. We will focus a great deal of time on vocabulary development. One of the major methods we use to develop vocabulary is to read, read some more, and then read a little more. We have selected a wide variety of books from several authors we think your child will enjoy. If, however, you are uncomfortable with any of the books just select another book. Our goal is to expose children to hearing the written word in many forms and styles.

Your child will learn math skills as well. The math skills we ultimately strive for is that by the time your child is turning three, he will be able to identify up to ten colors, eight shapes and count to ten, if not higher. Alter the curriculum to suit your child's own ability; if for example your child can already count to five then you might want to start out counting to ten. If numbers are not his thing you might want to count to three. Learning should be fun and we believe all children want to learn, so don't stress about the details. Just use these activities as a guide.

Please note that we believe each child is his own unique person and will learn all he needs to know on his own timeline. Our program is very academically and cognitively rigorous. For that reason we want you to feel comfortable to scale back as needed to suit the needs, desires and abilities of your child and your family. If, for example, your child is opposed to learning the ABC song then don't push him. We ask that you sing it and remind him he can join in when he wants to. Not all children will be interested in the topics we have included herein, always try and introduce something new but if he is extremely uninterested maybe you should table it for a few weeks and try again later. He will likely love it the next time you try to introduce it.

Music is a wonderful learning tool for children. We plan that you, the adult, will sing along with the songs. Your child will begin to learn the songs as you progress through the year. Encourage him to sing along with you but don't expect him to know the songs verbatim at this age. Songs noted in the activities can be found on many children's CD's. However, we have included the words in Appendix A.

Please note that since we have a son I have used the male tense in this curriculum. All of these activities are appropriate for both male and female babies. I do not mean to exclude all the darling little girls, it is just that my brain thinks "boy"!

Children learn by repetition, so you may be tired of counting or singing the ABC's, but I'll bet your child loves it. He will also be completing a number of art and science projects. This is a busy time for a child; he will want and need to wiggle, smell, hear, touch, taste and experience all life has to offer. So get ready, we are off to the races!

Books you will need for this year's curriculum:

These books are our suggestions, but if you have similar books already in your library use those if you wish. Most or all of these books should be available at your local library. However, we will be using most if not all of these books for multiple years in our curriculum and strongly recommend purchasing them as each is a wonderful addition to your family library. Each individual book needed will be listed each month throughout the curriculum. There are typically four or five books used in any given month.

1, 2, 3 to the Zoo by Eric Carle

Are You my Mother? by P.D. Eastman

Baby MacDonald on the Farm by Julie Aigner Clark - Baby Einstein

Bard's Rhyme Time by Julie Aigner Clark - Baby Einstein

Barnyard Banter by Denise Fleming

Bible

Big Red Barn by Margaret Wise Brown

Bread and Jam for Frances by Russell Hoban

Bread, Bread, Bread by Ann Morris

Brown Bear, Brown Bear What do you see? by Bill Martin Jr.

Bunny My Honey by Anita Jeram

Chicka Chicka Boom Boom by Bill Martin Jr.

Click, Clack Moo – Cows That Type by Doreen Cronin

Color Zoo by Lois Ehlert

Corduroy by Don Freeman

Curious George Visits the Zoo by H.A. Rey

Elmer's Colors by David McKee

Everyone Poops by Taro Gomi

Freight Train by Donald Crews

From Head to Toe by Eric Carle

Gingerbread Baby by Jan Brett
Go Dog Go! by P.D. Eastman
Goodnight Gorilla by Peggy Rathmann
Goodnight Moon by Margaret Wise Brown
Green Eggs and Ham by Dr. Seuss
Growing Vegetable Soup by Lois Ehlert
Guess How Much I Love You by Sam McBratney
Harold and the Purple Crayon by Crockett Johnson
If I Ran the Zoo by Dr. Seuss
If You Take a Mouse to the Movies by Laura Numeroff
Inch by Inch by Leo Lionni
Is Your Mama a Llama? by Deborah Guarino
It Looked like Spilt Milk by Charles Shaw
Katy and the Big Snow by Virginia Lee Burton
Little Bear by Maurice Sendak
Little Red Hen by Paul Galdone
Old MacDonald Had a Farm by Carol Jones or Little Golden Books
Owen by Kevin Henkes
Pancakes for Breakfast by Tomie DePaola
Red Train by Will Grace
Sheep in a Jeep by Nancy E. Shaw
Stone Soup by Marcia Brown
Swimmy by Leo Lionni
The Little House by Virginia Lee Burton
The Milk Makers by Gail Gibbons

Sample file

The Mitten by Jan Brett

The Storm Book by Charlotte Zolotow

The Three Little Pigs by Patricia Seibert or Little Golden Books

The Real Mother Goose

The Rooster Crows: a Book of American Rhymes by Maud Fuller Petersham

The Runaway Bunny by Margaret Wise Brown

The Very Hungry Caterpillar by Eric Carle

We're Going on a Bear Hunt by Michael Rosen

Music you will need this year:

Wee Sing – children's song and finger plays by Pamela Conn Beall & Susan Hagen Nipp

Toddler Favorites by CAS entertainment (or almost any toddler CD with the traditional songs)

Classical CD's – Mozart, Bach, Beethoven, Strauss, Chopin, Shubert (The Top 100 Masterpieces of Classical Music 1685-1928 is a nice CD set by LaserLight Digital)

Supplies you will need throughout the year:

This list contains supplies that are used frequently throughout the year. There are other supplies needed for more specific activities and those are listed by individual month.

Paper – white and multi colored construction

Crayons

Paint, Finger-paints and Watercolors

Blocks (preferably wood blocks in various colors and plain)

Toy cars, animals, or the like

Dolls

Balls of various sizes and styles

Measuring cups and spoons

Play-doh (Note: there are recipes for homemade Playdough in Appendix B)

Deck of beginning phonics cards with one letter and a simple picture on each card

Empty toilet paper, paper towel rolls, plastic water bottles, and plastic 2-litre bottles

Blue painters tape

Sensory items – rice, dried beans, dried pasta, and/or oatmeal

Parachute or flat bed sheet

White paper plates

Balloons

Buttons, various sizes and colors

Brown paper bags

Cupcake pan

Yarn

Drinking straws

Eyedropper

Wax paper

Easel paper

Rubber bands

Pipe cleaners – various colors

Manipulatives (small counting bears, small set of toys, bag of M&M's – you want at least twenty items of similar size and style and in a variety of colors)

Old magazines

Puzzles (for this age puzzles with six to twelve pieces are best)

Art book (get a book with museum quality pictures by various artists)

Plastic knives

Food coloring

Sample file

Chalk or sidewalk chalk

Bubbles

Family photo album

3x5 Index cards

Child size scissors

Empty boxes (shoe box or plastic is fine)

Stuffed animals or plastic/wood toy animals

Baking soda

Vinegar

Wood clothespins (round no spring and pinch/spring type), need a few of each style

Pegboard

Bean bags

Magnifying glass

Board games for very young children (Candyland, Hi-Ho Cherry-o, a similar)

Cotton balls



A personal note:

I would like to say thank you to the people who helped make this curriculum come to life. My Mom for adding ideas when I was out of them; for ensuring the activities were educational and age appropriate. To my wonderful husband who took over many household duties while I worked. To Dee for the beautiful flower photo we use on our covers and website. And last, but certainly not least, to my son. After trying and waiting for years to become a Mom there are truly no words to describe my love for him. Wyatt is a joy every day of my life, entertainment while I watch his imagination soar, and exhaustion as I plow through each day just trying to keep up. Of all the things I have done in my life, nothing begins to compare to being a Mom.

Enjoy,
Martha

Sample file

25TH MONTH

Supplies you will need this month:

Postcards or small photos of famous places in your community

Tennis racket

Plastic spatula or wood spoon

Food in a variety of colors: yellow - bananas, red – strawberries, blue – blueberries

Blue Jell-O

Large bubble wrap

Bean bags (preferably square shaped)

Various foods – see daily activities for details

Nerf ball or wiffle ball, round and easy to hit

Books you will need this month:

Big Red Barn

Elmer's Colors

Goodnight Moon

Guess How Much I Love You

Sheep in a Jeep

Books on Tape – Your choice

Music of the month:

Wee Sing - Listen to Wee Sing Children's Songs and Fingerplays, don't expect your child to sit and listen to this, just play it in the background while he plays or while you are in the car.

Repeat this activity for at least fifteen minutes each day.

Day 1:

Language: Sing the ABC song.

Math concepts: Count out finger foods. Count Cheerios, crackers, grapes, whatever food is easy to count. Count in a set of three (five if he can already count to three) and then pause and repeat.

Song/Rhyme of the day: "Twinkle, Twinkle Little Star".

Music of the day: "Wee Sing".

Story of the day: *Goodnight Moon*.

Color of the day: Blue. Use blue paint for the shape activity.

Shape of the day: Circle. Use an empty toilet paper roll. Paint the end of the roll or dip it into the paint and make circles onto construction paper.

Other: Blow up a balloon (blue if you have it) with your air, not helium. Then hit, kick and roll the balloon around the house. Try to hit it up high to each other. Note: always take balloons away from children when they are not supervised. This task will improve large motor skills and eye-hand coordination. This is a great rainy day activity.

Day 2:

Language: Get an old magazine and have your child cut out four or five pictures. Then, arrange the pictures in some sort of order that will create a story. For example: you might have pictures of a duck, dog, house, cat and tree. The ultimate goal is to create a story, even a silly one, with a beginning, middle and end. Assist as needed with ideas and concept of story line.

Math concepts: Count as you walk up and down stairs today. Hold your child's hand for balance.

Song/Rhyme of the day: Itsy Bitsy Spider (don't forget the hand motions.)

Music of the day: "Wee Sing".

Story of the day: *Goodnight Moon*.

Color of the day: Red. Use shades of red to draw a picture – let your child select the subject.

Shape of the day: Square. Encourage your child to use blocks to build a tall tower.

Other: Make a spider. Use black Play-doh and have your child roll out a circle, then offer him black pipe cleaners (cut into three inch pieces) and have him poke them into his circle for the legs. Count the legs, there should be eight.