

Take a look at more taking turns with toddlers

Ball Passing Plus

Lucie loves playing games with Jorge, her early intervention home visitor, and her mom. Her favorite has them all sit in a circle and pick one thing to talk about while they roll a ball among them. Today her mom picks the topic. "Everyone say one food you like to eat," she says, and rolls the ball to Lucie. "Cup cakes!" Lucie says. "Good!" says Jorge. "Now roll it to me, and I'll say what I like." They play like that until they run out of foods they like. Mom finds some bean bags in Lucie's toy box. She says, "We can toss these and name animals. You start, Lucie. Toss one to Jorge and name an animal." Lucie and her mom have learned lots of these games. They play them often during the week.



Sharing Doll Care

Katie and her mom eagerly greet Dan, Katie's home visitor, at the door. "Whenever you come, Katie gets so excited." Dan settles himself on the floor next to Katie and her mom. He asks Katie what she has been playing with today. Katie picks up her rag doll from the couch and brings it to Dan. "Baby," she says. "What a beautiful baby," Dan responds. "May I hold her?" Katie nods, so Dan rocks the doll for a moment, then asks, "Do you want her back?" Katie reaches for the doll and passes it to her mom, who also rocks it. "Tell Dan your baby's name," Mom suggests. "Her Katie too," Katie says, reaching for the doll again. "Is it your turn now?" her mom asks. They each take turns rocking and pretending to feed the doll, asking Katie questions, and making comments to practice using language.

I'm Ready for More!

Carmen, a 2-year-old with motor impairments, is always glad to see her home visitor, Danielle. This afternoon, Carmen has lots of energy and does not want to sit still for very long. "She's been at it all day," Carmen's mom says. "Lots of energy." "You're in a silly mood today, aren't you?" Danielle asks, and tickles Carmen, who is on her back on the grass in the backyard. Carmen laughs loudly and kicks her legs. "More tickle," she shouts. "Nope," Danielle says. "Your turn. You tickle me." Carmen struggles upright with a little help and tickles Danielle, who makes a production of laughing and falling on the ground. "My turn!" Carmen calls. "What about your mom?" Danielle asks. "Tickle Mommy!" Carmen exclaims, and over her mom's laughing objections, Carmen pulls her into the game for her turn.



Take a look at more verbal play with toddlers

Listening and Transitions

To help with transitions in Ella's toddler class, she and Mike, the center's early interventionist, make up some listening games. These help focus the children. When it is time to move from one activity or location to another, Ella or Mike starts a game. One of them says to the whole class, "If you can hear the sound of my voice, clap your hands." The adult claps once to demonstrate. Soon all the children begin clapping. They are then given the next instruction, "If you can hear my voice, put your hands over your head." The game goes on with different movements until all the children are focused and participating. Sometimes Mike and Ella change the game by whispering instead of talking, or using only hand movements or silly movements. The children know this game means they are about to do something new. The adults even see the toddlers imitating the game with each other.



Rhyme Time

Eloi, 30 months old, is working on a bear puzzle with his home visitor, Dave. The three bears are Eloi's favorite characters right now. As Eloi works on finding the right puzzle pieces, he sing-songs quietly, "Bear, bear, bear." He looks up and says, "Bear, hair." "You're rhyming, aren't you?" Dave asks. "Do bear and pear sound the same?" "Bear, pear, bear, pear" Eloi says. "All the same." "What about bear and dog?" Dave asks. Eloi laughs. "Not same," he says. They try out different rhyming and non-rhyming words as they work on the puzzles.

Signs Aid 'Listening'

Maggie is a 32-month-old with a hearing impairment in an inclusive toddler class. Her early interventionist, Ms. Shannon, comes to Maggie's class to work with her. She is also helping Maggie's teacher, Mr. David, with his sign language. Maggie loves playing games at circle time. Mr. David plays a song about different animals. The children all imitate his signs along with the movements in the song. "Fly like a bird, everyone," Mr. David signs and says, and the children pretend to fly in their circle. The signing in this game allows Maggie to "listen" to the song's instructions. She can act out all the animal parts along with the other children. Ms. Shannon lets Maggie touch speakers to feel the vibrations and taps out rhythms on Maggie's arm. They also play together with different instruments.

