

This book spans the day of a toddler who has their own ideas about how to get daily activities done. It lends itself to encouraging independence throughout routines and care tasks.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

MOVE



Children will:

- ◆ Observe active and independent participation in routines

Teachers will:

- ◆ Narrate and promote child autonomy

TEACHING TIP

The emerging sense of “I can do it!” in toddlers can reflect a child’s desire to be in control of their own self. Along with allowing children increased responsibility for themselves, encouraging and celebrating it helps build their confidence and self-care skills. Providing support for a child’s growing desire for independence means allowing them to engage in feeding, dressing, and toileting on their own as much as possible, while also staying close by for extra support if they decide they need a little help.

1. INTRODUCE

- ◆ “We take care of our bodies all day long, when we’re using the bathroom, eating meals, and even when we’re playing. Today we’re going to read *Please, Baby, Please*. This story is about a child who does things a little differently than their family expects because they have their own ideas!”

2. READ THE BOOK

- ◆ Pause occasionally to narrate the autonomy the child shows.
- ◆ Promote the relevant safety, health, and routine-related skills the child displays or could try out.

Narrate and Promote Child Autonomy

Read: “Keep off the wall...”

Narrate: “The child is choosing to draw on their wall. They found a white space and decided to use it instead of paper.”

Promote: “That looks like a messy place to use a crayon. They could use a washcloth or a paper towel to wipe the wall clean, and then maybe they will choose to use paper instead.”

Read: “Please eat your peas...”

Narrate: “The child is choosing to eat their noodles first, instead of their peas. They’re using their hand to feed themselves.”

Promote: “It looks like they really enjoy pasta! Maybe they will eat peas when they feel done with the pasta.”

Read: “In the trash...”

Narrate: “The child is changing their own diaper. They pulled it off and now are looking for where to throw it away.”

Promote: “Maybe after they find the trashcan, they will use some toilet paper to wipe themselves clean. They can wash their hands with lots of soap afterwards!”

3. REVIEW

- ◆ “The child did so many things all on their own during the day. Some of their choices were messy, but it feels good to make choices and do things by yourself.”

4. KEEP IT GOING

- ◆ Promote independence throughout daily routines by scaffolding support based on children’s skill level and confidence. Encourage as much independence as possible when getting ready for Outdoor Time, during toileting, or during Mealtime routines. Although this might be a messier and slower route to completing self-care tasks, the benefit of children’s sense of accomplishment and independence makes it worthwhile!