

This book shows a toddler and their caregiver getting ready for a busy day. This book lends itself to talking to children about self-care routines and encouraging them to be more independent.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

MOVE



Children will:

- ◆ Observe participation in self-care routines, play, and activities

Teachers will:

- ◆ Narrate using self-help skills

TEACHING TIP

Modeling and encouraging young children to try out self-care skills on their own paves the way for them becoming more independent. Notice the cues children display that show they may be ready to try out new skills, such as self-feeding, washing hands, or toileting. Always personalize the amount of support you give to each child, so that they feel supported while also steadily growing their confidence. This will support their sense of self and confidence as they take more responsibility and action during daily routines.

1. INTRODUCE

- ◆ “During the day, we make time for playing, eating, and getting clean. We’re going to read a book called *Up, Up, Up, Down*. Let’s see how the child and adult in this book make their day together safe and fun!”

2. READ THE BOOK

- ◆ Pause occasionally to narrate the self-help skills the child displays.
- ◆ Point out the importance behind the self-care skills and independence shown in the book.

Narrate Using Self-Help Skills

Read: “hurry, hurry, hurry”

Narrate: “Both characters are getting ready for the day. I see the adult helping the child put their clothes on, and brush their teeth.”

Read: “yum, yum, yum...”

Narrate: “I see the child is feeding themselves the food. It’s a bit messy, but that’s ok – that’s how we learn to do things all by ourselves!”

Read: “fun, fun, fun”

Narrate: “Look at all the activities they’re doing together. Here the child is stacking the blocks, and I notice that the adult is helping them get clean in the bathtub. Taking a bath after a long day keeps our bodies clean and healthy!”

3. REVIEW

- ◆ “All day long, the child helped get ready, choose what to eat, and how to play with materials. Taking care of ourselves is important so that we can have fun during the day! I wonder if you’ll try something new on your own today.”

4. KEEP IT GOING

- ◆ While supporting children during self-care routines throughout the day, encourage them to try skills on their own. If children need more support, demonstrate and narrate each step of self-help skills you help them with (e.g., “To get your hands really clean, let’s rub the soap in between your fingers”). For children ready for more challenge, start small (e.g., “I’ll put on this shoe, maybe you can try the other one!”), and after they’ve had practice, stay nearby for support as they continue on their own.