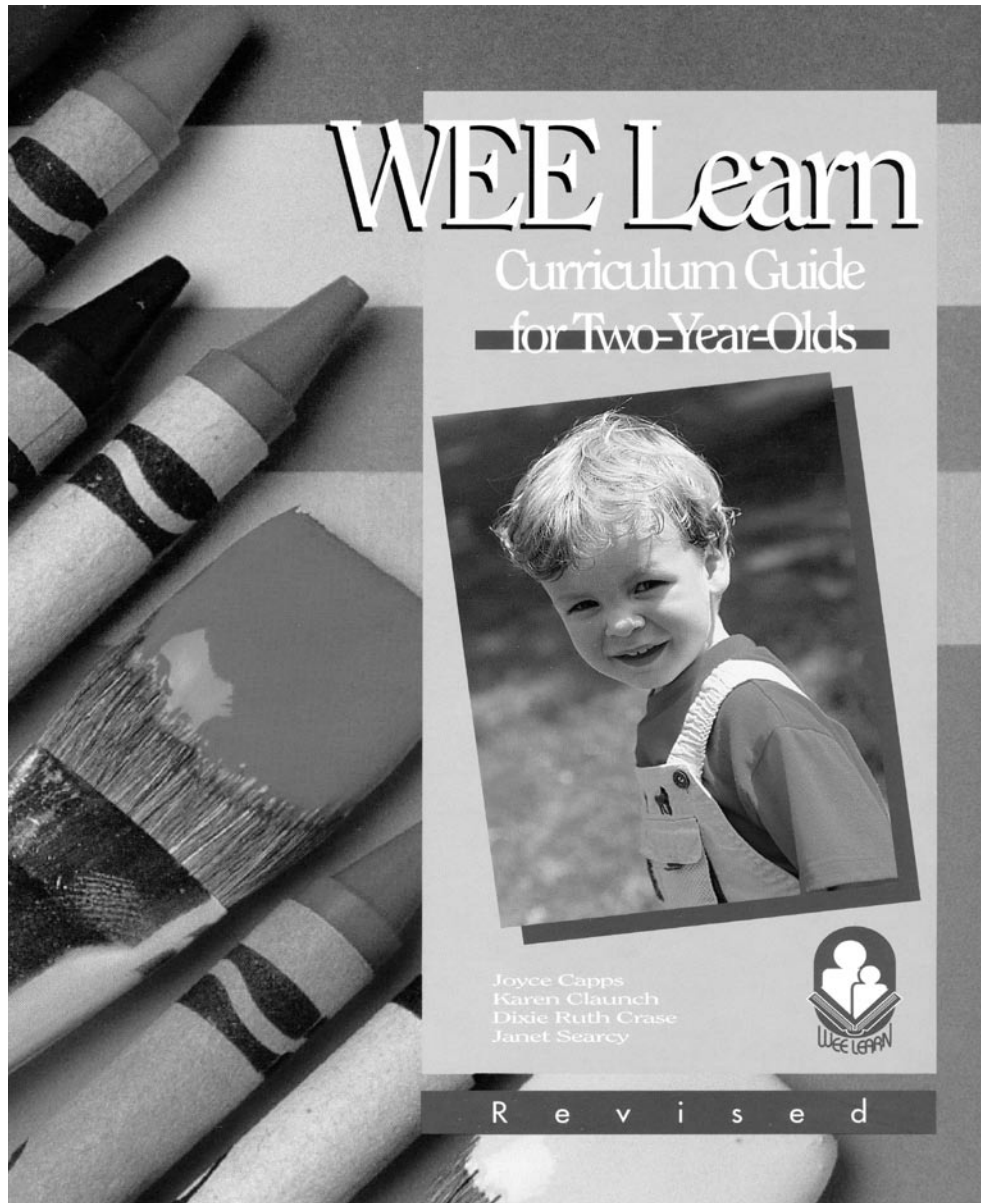


Sample Meeting



NOTE: The type on the actual product is much clearer than the sample.

For more information about WEE Learn go online at lifeway.com/kids and click on WEE Learn in the topical index or e-mail Mikey.Oldham@lifeway.com or call Mikey Oldham at 615-251-2841.

TO ORDER WEE LEARN MATERIALS:

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Resources

WEE Learn Curriculum Guide for Two-Year-Olds, Revised

Item# 001116518 • \$129.95

This 653-page guide provides materials for a framework on which teachers can build an early childhood program that allows children to grow and develop as Jesus did—mentally, physically, socially, and spiritually (Luke 2:52).

This guide provides a range of activities designed to meet the needs of two-year-olds at their level of development. This guide also provides guidance and activities in each unit to help each child develop language, prereading, prewriting, and other foundational skills appropriate to his or her stage of development.

This guide is developed around themes that provide opportunities for two-year-old children to learn about God, Jesus, Bible, church, self, family, others, and community and world. Activities which embrace physical, mental, social, emotional, and spiritual development are included under each theme topic.

Each unit teaches through learning centers and group times and includes home activities and parent letters.

WEE Learn Teaching Pictures for Two-Year-Olds

Item #001116519 • \$22.95

This pack includes 48 pictures, both biblical and present-day.

Other WEE Learn resources:

WEE Learn Curriculum Guide for Infants and Toddlers • Item #001116597 • \$139.95

WEE Learn Curriculum Guide for Three-Year-Olds • Item #001116136 • \$129.95

WEE Learn Teaching Pictures for Three-Year-Olds • Item #001116126 • \$19.95

WEE Learn Curriculum Guide for Pre-K • Item #005035404 • 219.95 [Available 7/1/07]

WEE Learn Teaching Pictures for Pre-K • Item #005035405 • \$24.95 [Available 7/1/07]

UNIT 5

I Can Eat Good Foods

Purpose

The purpose of this unit is to give children the opportunity to see, touch, smell, and taste different types of healthy foods and to help children begin to realize that eating good foods helps their bodies grow.

Concepts to Be Emphasized

- God made us.
- Our bodies need good food to grow and be healthy.
- God gives us good food to eat.
- Fruits, vegetables, and breads are some good foods to eat.

Guidance Tips

When parents of babies are asked if their children have good appetites, most respond positively. When parents of twos are asked the same question, only a few say yes.

Two-year-olds sometimes are poor eaters at mealtimes. Growth slows down during the second and third years, and children do not require as much food.

Children's weekday education teachers can encourage good eating habits. Snacks served at midmorning or midafternoon should be nutritious and attractive. Finger foods eliminate the need for utensils. Small servings of fresh fruits or vegetables, cheese, peanut butter, fruit juice, or milk should not decrease children's appetites at mealtime.

Greeting Children

As Conner arrives at school, show him a basket of fresh fruit. You might ask, "Do you see a fruit that you like in the basket, Conner?" Listen as he responds. Mention: "We're learning about good foods to eat. I'm glad you came to school." Help Conner choose which activity center he wants to begin working in. Once Conner has moved to an activity, you may want to check with his parent(s) for any special instructions they may have for him today. Helping each child choose a beginning activity will help the child move easily into the room. You will also be able to keep any one activity area from getting overcrowded as you start the day.

Spiritual Emphasis

Bible Verses and Bible Thoughts

- "God made the fruit" (Gen. 1:11).
- "God made the birds" (Gen. 1:21).
- "God made the cows" (Gen. 1:25).
- "God is good to us" (Ps. 73:1).
- "God made us" (Ps. 74:17).
- "God gives food to us" (Ps. 136:25).
- "I thank God" (2 Tim. 1:3).
- "God made the water" (Ps. 104:10).

B I B L E S T O R Y

Daniel Eats Good Food

(Based on Daniel 1:3-20)

The king wanted a young man named Daniel to learn to be his helper. The king sent Daniel special food to eat. Daniel looked at the food.

"That food will not make me strong and healthy," said Daniel. "May I have vegetables to eat and water to drink?" asked Daniel.

The king's helper granted Daniel's request. He gave Daniel vegetables to eat and cool water to drink. Sure enough, Daniel grew strong and healthy. Daniel must have prayed, "Thank You, God, for helping me have good food to eat and water to drink."



Learning Centers

Art Center



Twos are more interested in the process of art activities than in the product. Provide a variety of art materials so that children can be creative, not just copy a model of something. Offer different materials so that twos can experience a wide range of colors, shapes, and textures.

Using words such as, "you have chosen such bright colors to use," and "Tell me about your picture" will help a child feel successful and satisfied with her work.

Making a Food Collage

Protect the art table with newspaper. Distribute white paper plates, small containers of glue or glue sticks, and small, colorful pictures, cut from magazines, or taken from frozen or canned fruits and vegetables, of simple foods twos will recognize.

As Don comes to the art area, say, "You may choose pictures of food to paste on your plate."

After Don has chosen the pictures to paste on his plate, talk with him about naming the items he has selected. Sing the song "Thank You, God," substituting the names of foods he has chosen for "good food." Include the Bible thought "God gives food to us" in your conversation with Don.

Drawing with Chalk

Instead of using tempera paint at the easel, place two or three pieces of colored chalk on each side of the easel.

As Ted and Dave approach the art area, say, "Put on smocks and you may use chalk at the easel." Although children have used chalk on other occasions, changing the position of the paper may create more interest in the activity. Twos are seeing their work from a different perspective. You might also set a paper cup of water nearby. Suggest that Kristina dip her chalk into the water before drawing for a different effect.

Making a Ribbon Collage

Prepare Ahead: Collect pieces of gift wrap ribbon. Cut the ribbon into two-to-four-inch lengths.

Let the children select a color of construction paper. Provide large squeeze bottles of glue. Set the ribbon pieces on the table.

After twos squeeze glue onto their papers, suggest that they select pieces of ribbon. Gift wrap ribbon comes in many colors. When Patricia selects pieces of ribbon, say: "I see the bright red ribbon in your hand. You have a blue piece on your paper. Apples are red and blueberries are blue."

Some twos may be interested in sorting the ribbons according to color.

Painting Seashells

Prepare Ahead: Locate seashells at least two to three inches in diameter.

Protect the art table with newspaper. Pour thick tempera paint into small, unbreakable containers. Place two easel brushes beside each container. Two children may share a container of paint. Set the seashells on the table. After Mike puts on his smock and rolls up his sleeves, invite him to choose a shell to paint.

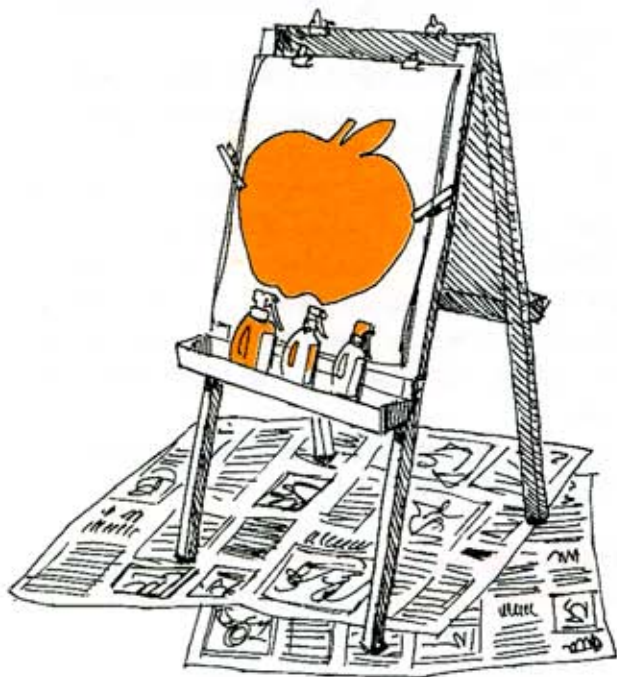
Shells may be familiar or new objects for twos. Say: "Shells are usually found near water. In the Bible we read, 'God made the water.'"

Spray Painting

Cut newsprint into large fruit shapes and attach to the easel with spring clothespins. Mix tempera paint and pour it into spray pump bottles with a handle on the side. Cover the floor around the easel with newspaper.

Place spray bottles in the easel tray and allow twos to spray paint on the paper. Twos may need to use both hands to squeeze the spray bottle handles. The action of squeezing the bottle exercises small muscles. This activity will require close teacher supervision.

As a child paints, talk about the fruit she is painting. You could tell her: "The Bible says that 'God made the fruit.' An apple is a fruit. It is good to eat." Sing the song "God We Thank You" as she paints. Substitute "good food" and "this fruit" for "this day."



Painting with Soap

Cover the art table with newspaper. Mix soap paint by adding water to soap flakes until the desired consistency is obtained. Put dry tempera into plastic salt shakers. Distribute sheets of construction paper and easel brushes.

After Kate has put on her smock, invite her to use a 1/2-cup measuring cup to put soap paint on

her paper. She is now ready to smooth the soap paint with her fingers or an easel brush. As she paints, invite her to sprinkle the dry tempera onto her soap paint.

Adding the dry tempera and mixing it with an easel brush or fingers may be new and exciting for twos. Reflect a child's excitement by singing: "I am happy, I am happy. Kate is painting today" (tune: "I Am Happy").

Sanding and Painting Wood

Prepare Ahead: Locate small pieces of wood and sandpaper. Protect the art table with newspaper. Mix tempera paint and pour into aluminum pie pans. Distribute easel brushes and pieces of wood. The wood may vary in size and shape. Older twos may want to help you smooth rough edges with sandpaper. Use this activity only when an adult is free to supervise closely.

Encourage children to paint a piece of wood with tempera paint. As children paint, invite them to name objects which are made from wood. Chairs, tables, doors, or cabinets may be made of wood. You might also name foods that grow on trees.

Playing with Play Dough

Prepare Ahead: Make play dough but do not add coloring.

Divide portions of play dough among children in the art area. Have shakers of dry tempera available.

Twos enjoy playing with the white dough mixture. Because white play dough may look more like food than colored play dough, twos may need reminding that play dough is to be used on the table with their hands.

After a few minutes of play, invite Patrick to spread his dough flat. Ask him if he wants to sprinkle the dry tempera on the play dough. He can now knead the play dough to mix the color throughout. You may say, "Thank you for helping mix the color. 'I thank God for Patrick.'"

You could also add kitchen gadgets to the center for use with the play dough.

Learning Centers

Block Center



Arrange the block center in an out-of-the-way area of the room. It can be near other noisy areas, such as homeliving. Change the block accessories and types of blocks often to keep the area new and appealing. Two-year-olds may want to carry the blocks into other parts of the room. Helping twos understand and know that "Blocks stay in the block center" will let them know where the boundaries are. Knowing the boundaries will help twos feel secure and comfortable in the block center.

Walking on a Balance Beam

Prepare Ahead: Locate a long, flat, narrow board. Be sure it is free of splinters.

Lay the balance beam in the block center. Invite a child to walk across it. Hold Shannon's hand if she wants help. Sing the song "My Toe's Too Big" as she walks on the beam. You could say, "I thank God for Shannon's strong legs to walk across the balance beam."

If a board is unavailable, lay a strip of wide masking tape across the floor. Encourage the children to walk on it.

Playing with Empty Food Boxes

Prepare Ahead: Collect empty food boxes for this activity. Try to provide a variety of food types and shapes and colors of boxes.

Arrange the food boxes in the block center and add a small toy wagon.

As Todd and Amy examine the boxes, talk with them about foods they like to eat. Identify foods on the boxes with which they are not familiar. Tell them, "God gives food to us."

Enjoying Duplo Blocks

Duplo blocks are actually just larger Lego blocks that are designed for younger preschoolers. The Duplo Classroom Set contains colorful blocks, people, vehicles, and other accessories. Twos can sort, build, stack, and use the blocks in other ways.

Building with Tower-Ifics

Tower-Ifics are large, colorful, plastic H-shaped blocks that fit together to make towers and other fun things. The large pieces are easy for twos to handle and manipulate.

As Sean points out the tower he has built, comment: "You have worked hard to build a tall tower, Sean. You have chosen such pretty colors."

Playing with a Train

Arrange the Interlocking Concept Train Set in the block center with the Blockbusters. Casey may line up the Blockbusters to run the train across. Ask her if she has ever ridden on a train. Listen as she responds.

Learning Centers

Book and Listening Center



Position your book center out of the traffic area of the room. Arrange it near a quiet area, such as puzzles. Display the picture “Daniel Eats Good Food” in the area. A blanket, several pillows, or a bean-bag chair will make the book and listening center inviting. A child-size rocking chair placed in the center may also bring attention and interest to it.

Enjoying Books

Try to offer different types of books in the book center each day. You could provide several interesting, informative books, such as *God Gives Good Food* and *Animals on the Farm*. Also display a few fun books, such as *The Very Hungry Caterpillar* and *If You Give a Mouse a Cookie*. Twos learn much from looking at different types of books.

For an additional activity, place construction paper marker in the food books. Use the markers to match a pictured food on that page. Ask Josh to find the red marker and then point to a red food on that page.

Reading to twos and looking at books together can help develop a love for books.

Discovering a Magna Doodle

Arrange a Magna Doodle in the book and listening center. Show an interested child how to write on the board with the special marker and then how to erase it. Tricia may enjoy having a few minutes of quiet time in the book center, drawing on the Magna Doodle.

Rather than ask, “What are you drawing?” you could say, “Tell me about your picture, Tricia.” Twos may not be drawing anything in particular.

Making a “Favorite Foods” Poster

Tape a sheet of poster board on a wall at the child’s eye level. Nearby, set a plastic basket containing pictures of foods familiar to twos. Provide a glue stick.

When Tucker and Andrew express interest, tell them they can help make a “favorite foods” poster. Invite them to choose some pictures of foods they like. Then they may use the glue stick to glue the pictures on the poster. Write, “Our Favorite Foods” on the poster.

As the children glue, mention the Bible thought “God is good to us.” You could say: “God gives us good food to eat to help our bodies grow. Thank You, God.”

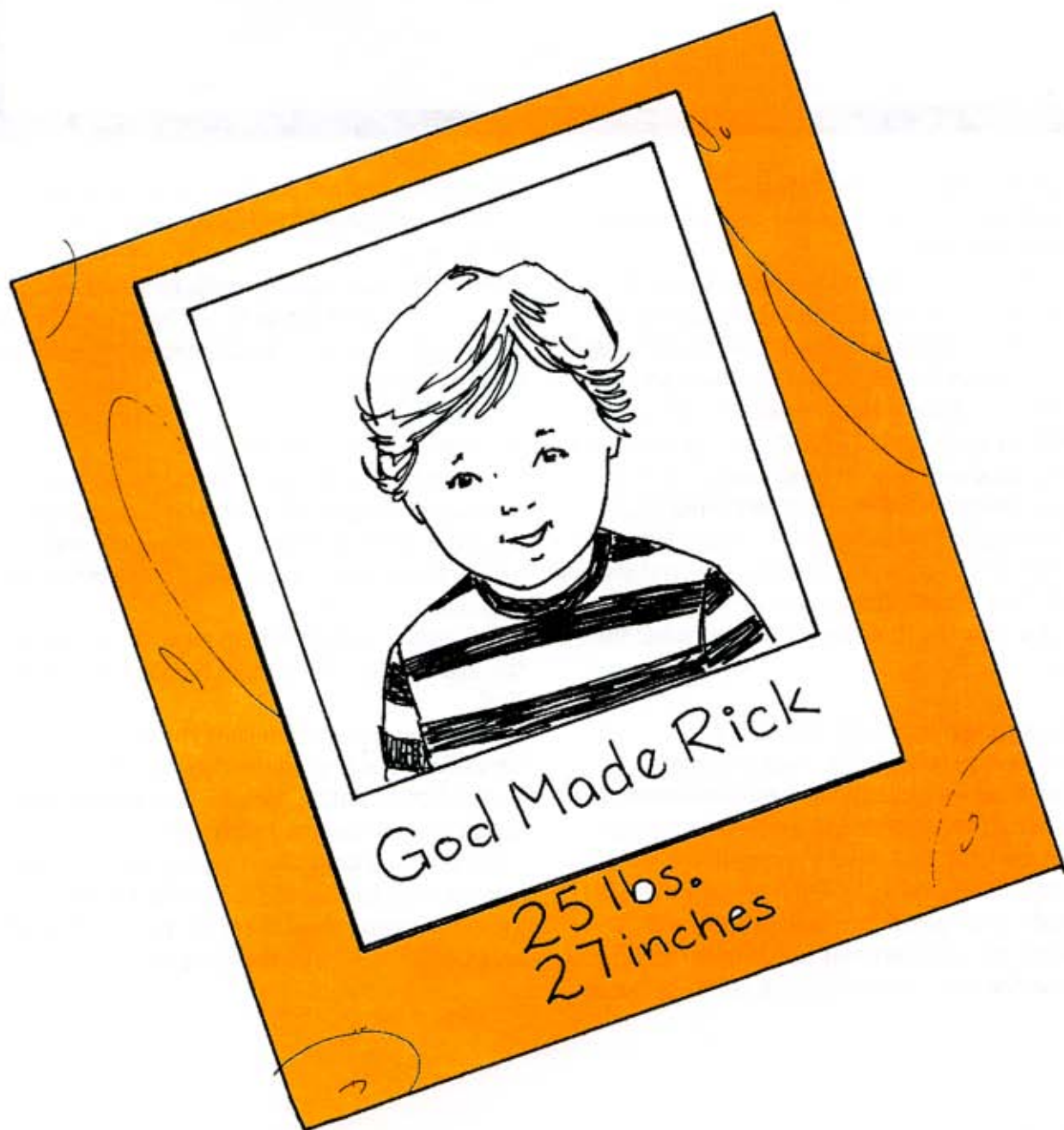
Weighing and Measuring

Bring a sheet of construction paper for each child, an instant-print camera, film, yardstick, and bathroom scales.

Take a picture of each child. Watch with Rick as his picture develops. Then help him glue (or tape) his picture on a sheet of construction paper. Write on the paper, "God Made Rick". Then weigh and measure Rick and record the information on his paper. Tell him: "You are growing.

Eating healthy food helps your body grow, Rick. Thank You, God, for Rick."

After each child has had a turn, staple all the pages together. Look at the book with the children. Avoid comparing the children, except to point out that each child is unique and was made by God. Sing the song "There's No One Exactly Like Me," substituting the children's names in the song.



Learning Centers

Homeliving Center



Place the picture "Fruit" in the center. Several making-and-tasting activities are suggested for this unit. Be sure to check with parents about allergies before serving food to any child. Remember to wash your hands and have children wash their hands before handling food.

Packing a Picnic

Provide paper lunch bags and crayons on the homeliving table.

Invite twos to color on the bags. Conversation at the table may begin with a discussion of the sacks. Say, "This kind of sack is sometimes used to carry a lunch." One child may have an older brother or a parent who carries a lunch sack to school or work. Ask: "Would you want a peanut butter sandwich in your lunch sack?" or "Does your mommy put an apple in her lunch sack?"

Print each child's name in the upper left-hand corner of his lunch sack. Place a wrapped slice of fresh fruit in each child's sack for snack later in the day. Say the Bible thought "God made the fruit."

Making Fruit Salad

Bring several fresh fruits, such as apples, bananas, grapes, cantaloupe, and strawberries. Provide a pan of water and invite twos to help wash the fruit. If a child shows interest, give him a plastic knife and a piece of fruit on a sheet of waxed paper. Show him how to cut the fruit.

Some preschoolers may just want to watch you cut up the fruit. Talk about the colors of the dif-

ferent fruits and the way they look and smell.

Invite the children to help stir the fruit in a large plastic bowl.

When the fruit salad is ready, give each child a portion in a paper cup to taste. Say, "I thank God for good fruit to eat." Sing the song "Thank You, God" as a prayer.

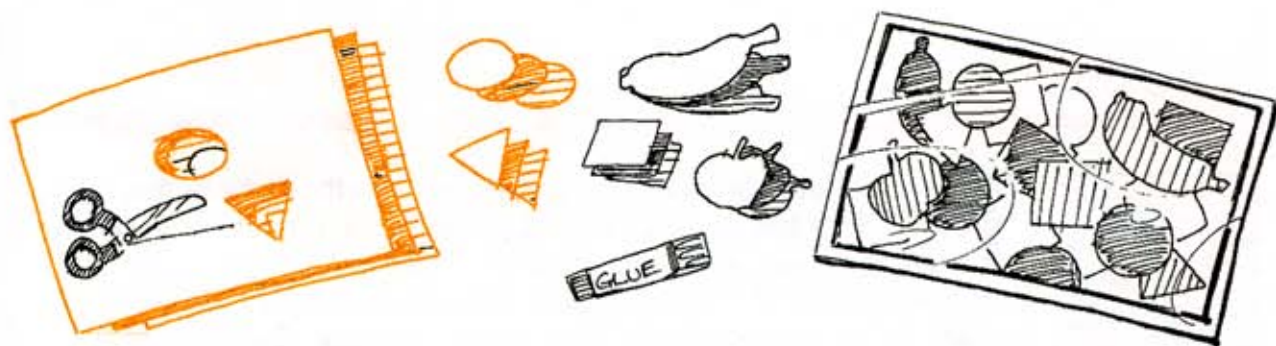
Making Pancakes

Bring an electric skillet, spatula, plastic bowl, wooden spoon, pancake mix, and ingredients needed to make pancakes. Also gather small paper plates, plastic forks, and a container of pancake syrup.

Invite the children to help measure and pour the ingredients. Allow them to take turns stirring.

When you are ready to cook the pancakes, make a masking-tape line on the floor for the children to stand on to watch. Be sure they can see but are far enough back to keep from being burned.

When the pancakes have cooled, provide a pancake and some syrup for each child to taste. As the children eat, show them the picture "Daniel Eats Good Food." Tell the Bible story.



Making Place Mats

Cut out shapes from different colors of construction paper. You could cut shapes of fruits or vegetables or just squares, triangles, and circles. Also gather a large sheet of construction paper for each child, glue sticks, and a roll of clear contact plastic.

Show Betsy how to use the glue stick to glue shapes onto her sheet of paper. Talk with her about the shapes and colors she sees. When she is finished, write, "God gives food to us" (Ps. 136:25) on her paper. Then cover the paper with clear contact plastic to make a place mat.

To cover the paper easily, cut out two rectangles of clear contact plastic, just slightly larger than the construction paper. Peel the backing off one of them, and lay it down with the sticky side up. Press the construction paper facedown onto the contact plastic. Then peel the backing off the other rectangle of contact plastic and press it on top.

Playing Grocery Store

Prepare Ahead: Collect empty food containers ahead of time for this activity. If you have a parent who works in the grocery industry, he may be able to provide a small cardboard display piece.

Arrange the food items on the display piece, if available. Set several toy grocery carts and a cash register in the center also.

As Sam and Karli put boxes into their carts, talk about going to the grocery store. Ask if they go to the store with their parents. Listen to their responses. Ask what foods they buy at the grocery store. Say: "God is good to us. He gives us food to eat and mommies and daddies to take us shopping."

"Cooking" Food

Add a set of toy pots and pans, plastic dishes, and plastic food to the center. Suggested plastic food sets are Dinner Foods and Farmers Market Fruit and Vegetable Set.

As Todd pretends to cook, talk with him about what his parents cook at home. Ask him which of these foods he likes.

You may need to remind twos that these foods are pretend and should not be put into their mouths.

Making Biscuits

Gather the following ingredients needed to make homemade biscuits with the children: 1/3 cup shortening, 1 3/4 cups self-rising flour, and 3/4 cup milk. Other items you need include measuring cups, plastic bowl, wooden spoon, pastry blender, cutting board, extra flour, cookie cutter, cookie sheet, and access to an oven.

Cut the shortening into the flour with a pastry blender. Give interested preschoolers a turn to use the pastry blender. Invite a child to pour in the milk and another child to stir the mixture.

Show the children how to knead the dough a few times. Then pat it out on a floured cutting board. Encourage each child to cut out a biscuit with the cookie cutter and place the biscuit on the cookie sheet.

If possible, walk with the children to the kitchen to bake the biscuits. Bake them at 450 degrees for 10-12 minutes.

When the biscuits have baked and cooled, serve them with jelly to the children. Talk with the children about how the biscuits were made. Say, "I thank God for good biscuits to eat."

Learning Centers

Music Center



Try to provide a variety of musical experiences in the music center. You can include singing songs, singing games, instruments, listening activities, and more. Add streamers or scarves for movement activities. Put your own words to familiar tunes as you talk to boys and girls about what they are doing. Singing directions will bring music into all activity centers in the room.

Playing a Food Game

Provide a cassette tape player and the cassette tape "Specially Special Songs" and an orange.

Play a food related game using music. Hand a child the orange. Suggest that the boys and girls pass the orange around as long as the music is playing. When the music stops, ask, "Who has the orange?" Continue passing the orange to music as long as the children are interested.

If Tim and Mary seem to enjoy singing and playing together, sing: "Mary has a good friend, Tim is his name. Tim has a good friend, Mary is her name" (tune: "I Have a Good Friend").

Visiting with a Musician

➡**Prepare Ahead:** Ask a parent who plays a musical instrument to come and visit the class.

Ask the parent to play her instrument and to show the children how it works. If possible, allow twos to try to play the instrument, with her help. If the children are interested, ask the parent to play a song or two and lead the children in singing along.

Playing "Hokey Pokey"

Play the cassette tape *The Hokey Pokey*. Lead the children in doing the appropriate body motions.

This activity is great for developing coordination and large-motor skills and for learning body parts. It is also lots of fun!

Singing a Song About Food

Sing the song "God We Thank You." Invite a child to name a food she likes. Sing about that food. You could say: "Kaitlin likes green peas. Green peas are good food. 'God is good to us.' God gives us good food to eat."

Walking Like the Animals

Play the cassette tape *Walk Like the Animals*. Encourage the children to move around like the animal indicated on the cassette tape. Mention the Bible thought "God made the cows."

Learning Centers

Nature Center



Encourage parents to bring interesting nature items from their yards or foods they grow in their gardens. When families take vacations to other parts of the country, ask them to bring back nature items for the center. Provide an opportunity, when appropriate, for a child to talk about an item brought from his yard. Take time to say, "Thank You, God," for each item. Twos are able to understand that God made the trees, flowers, and grass. Let children hear often that God made the trees, flowers, and grass.

Making a Birdfeeder

Bring birdseed, peanut butter, plastic knives, plastic baggies, yarn, waxed paper, and a pinecone for each child.

Lay a sheet of waxed paper in front of Anna when she expresses interest. Show her how to spread peanut butter on the pinecone, using the plastic knife. Then help her roll the pinecone in birdseed. Tie yarn on top of the pinecone for a hanger. Place the birdfeeder in a plastic baggie, labeled with the child's name.

As you work together, talk about how we can help the birds have food to eat. Sing the song "Who?." Say the Bible thought "God made the birds." Suggest that Anna hang the birdfeeder in a tree in her yard.



Washing Vegetables

Bring several fresh vegetables, a plastic dishpan, and one or two vegetable brushes.

Place the dishpan on a towel on a low table or on the floor. Pour a small amount of water in it.

Show Tommy how to scrub the vegetables with the brush. As he scrubs a squash, ask him what color it is and if he likes to eat squash.

Snapping Green Beans

Bring fresh green beans, a large plastic bowl, and several newspapers.

Cover a table or floor area with newspaper. Show Jessica how to snap the green beans. Talk with her about how some people grow green beans in a garden. Explain that the green beans are then snapped to prepare them for cooking.

Spraying Plants

Set two or three healthy, green (nonpoisonous) plants on the nature shelf. Bring a plastic spray bottle.

Invite a child to spray water on the plants. Talk with him about things plants need to grow — air, sunshine, and water. You could say: "We need good food to eat to be healthy. Plants need fresh water." Say the Bible thought "God made the water."

Making Butter

Gather whipping cream (thick liquid in a carton), a plastic container with a lid, plastic knives, and saltine crackers.

Pour the whipping cream into the container. Invite twos to take turns shaking the container. Eventually the liquid will solidify into butter. As the children shake the container, tell them we get butter and cream from cows. Tell them, "God made the cows."

Help them spread butter on the crackers to taste.



Learning Centers

Puzzles and Manipulatives Center



Provide a variety of different types of puzzles and manipulatives. A puzzle is solving a problem of some sort. Many puzzles and manipulatives can be made from household items. Use your imagination!

Two-year-olds enjoy matching colors and shapes. Dump and fill activities are still fun. Simple puzzles with four to six pieces are appropriate for twos.

Matching Bottles and Lids

Collect three or four empty plastic containers with matching lids. Margarine and whipped-topping containers and square freezer containers may be used. Plastic dispensers for ketchup and mustard are also fun to match.

Remove the lids from the containers and set all the materials on a cafeteria tray. When Davis looks at this puzzle, point to a container and ask, "Which lid fits this container?"

Finding the correct lid is one part of the puzzle. If a bottle and lid are the same color, a child may match them according to color. Plastic dispensers for ketchup and mustard may help twos match the yellow lid with the yellow bottle and the red lid with the red bottle.

Attaching the lid requires a particular type of small-motor skill development. For many twos, screwing a lid on and off will be a new experience. Offer assistance if a child has difficulty getting a lid started.

As Dana puts the lid on the empty ketchup bottle, ask: "Do you like to taste ketchup? Do you put it on your hamburger or french fries? I'm happy you and your family like to eat hamburgers together."



Working Wooden Puzzles

Make available several wooden inlay puzzles, such as "Fruits," "Vegetables," and "Foods." For twos, choose puzzles with about six or less large pieces. Add puzzles with more pieces as the preschoolers seem to need more challenge.

Encourage a child to complete a puzzle she has started. Assist her if she needs help. Praise her for her hard work.

Discovering Shape Sorting Boards

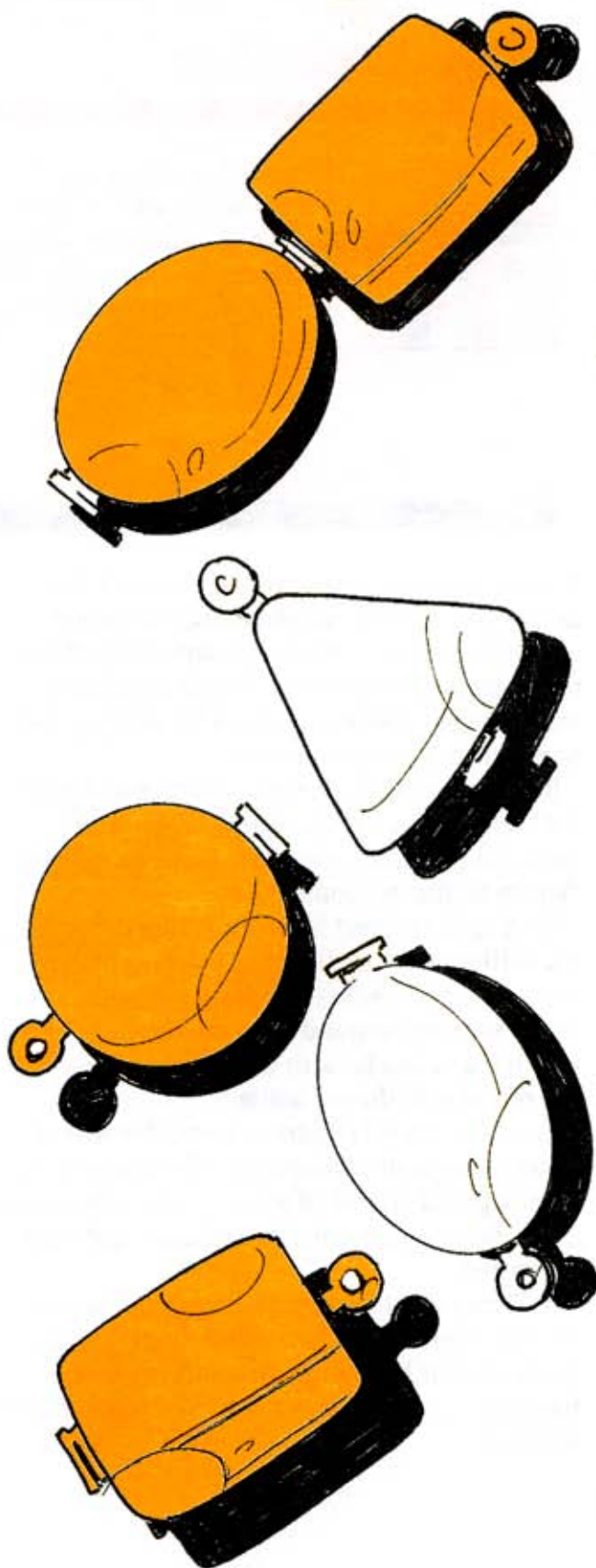
Shape Sorting Boards is a set of three wooden puzzles. Each puzzle contains a different shape (square, circle, triangle) in five different colors, graduating from large to small. These puzzles are great for identifying shapes and colors, differentiating between large and small, and developing fine-motor skills.

Playing with Busy Beads

Busy Beads are plastic beads that travel along sturdy wire courses. Twos can count the beads and move them around in a variety of different ways.

Experimenting with Plastic Links

Plastic links that snap together and come in bright colors are good learning materials. Set them in the center with several empty whipped-topping containers. One child may fill and dump the links. Another may sort them by color. A third child may snap them together to make a chain.



Sharing Group Experiences

Transition and Cleanup Times

Begin singing, "It's Clean Up Time" as you encourage the preschoolers to begin cleanup. Give specific instructions, such as, "Leah, please stack the blocks here" and "Daniel, please finish working your puzzle. It's time to clean up."

Group Time Activities



Young twos may not be ready for a group time. Group time may consist of conversation centered around a teaching picture. As twos get older, a short group time may develop.

Listening to the Bible Story

Prepare Ahead: Use a cassette tape player to record yourself reading the Bible story.

Gather the children on a rug or quilt on the floor. Ask them to name their favorite foods. Give each child an opportunity to answer. Then say, "In our Bible is a story about a boy named Daniel who ate good food." Open the Bible and tell the Bible story.

After the story, show the picture "Daniel Eats Good Food." Invite the preschoolers to comment.

Playing a Guessing Game

Bring several foods which are familiar to preschoolers, such as bread, banana, apple, cheese, and potato. Place the foods in a picnic basket with a lid (or cover the basket with a dish towel).

Describe a food and encourage twos to try to guess what it is. You could say: "This food is red and round. It is crunchy and tastes sweet." When a child guesses, pull out the apple and pass it around for everyone to see. Continue until each food item has been identified.

Playing a Listening Game

Play a game similar to "Simon Says," except use your name. You could say, "Mrs. Martin says . . . touch your toes." Commend the children when they listen and participate. Say, "Todd and Ashley are reaching down to their toes!" Some twos may just want to watch at first.

This game helps develop listening skills and coordination.

Listening to a Story

Tell the following present-day story.

Caroline Helped

Caroline did not want Mommy to leave her at school today. She stood at the door, holding Mommy's hand.

Mrs. Paxton met Caroline with a warm smile and sang, "I am happy, I am happy, Caroline is here today." Mrs. Paxton said: "Caroline, I need a helper in the kitchen. I am making pudding today. I believe you are just the helper I need."

Caroline went to help Mrs. Paxton.

On the table was a large bowl, milk, pudding mix, and an eggbeater. Mrs. Paxton poured the milk into the bowl. She asked Caroline to pour the pudding into the milk. Then Caroline took the eggbeater and began to mix the pudding and the milk together. Turning the beater around and around and watching the milk turn into soft, creamy, yellow pudding was fun! Caroline took turns stirring the pudding with her friends.

Soon the pudding was ready. Mrs. Paxton dipped the pudding into cups for all the children to taste. She said: "Thank You, God, for good, creamy pudding. Thank You, God, for Caroline and all our helpers at school."

Rest Room Time

Some twos may be learning to use the toilet. They may need to go at other times as well as rest room time. Be sure each child washes his hands, even if he did not use the toilet.

Change diapers in a designated area of the room. Use disposable gloves and place waxed paper on the floor or mat. Wash your hands well after changing a child's diaper.

Snack Time

Try to make snack time a relaxing, comfortable time. Encourage the children to talk quietly. When a child is finished, ask her to place her napkin and cup in the trash can. Thank her for helping.

Outside Time

If weather permits, consider painting with water outside. Bring several large, clean, house-painting brushes and a plastic bucket with water in it. Invite Sasha to dip her brush in the water and then paint the fence, sidewalk, or playground equipment. Say the Bible thought "God made the water."

Rest Time

Encourage children to lie down on mats for rest time. Play a cassette tape of quiet instrumental music. Turn down the lights but avoid making it too dark to prevent twos from being frightened.

Working at Centers Until Parents Arrive

After rest time, twos may continue working at the activity centers until their parents arrive. Try to have the children's belongings gathered, so that when parents do arrive, the children are ready to go.

Evaluation

- Did each child feel secure and happy at school during this unit?
- Which activities did the children seem to enjoy the most?
- Did you feel prepared and organized each day?
- What changes need to be made, if any, in the arrangement of the centers in the room?

Resources

Block Accessories

Blockbusters (Broadman)
Duplo Classroom Set (Lego Dacta)
Tower-Ifics (Slinky)

Books

Read-to-Me Bible (Holman)
Animals on the Farm, Rojankovsky (Knopf)
Fruit
God Gives Good Food, Bennett (Standard)
If You Give a Mouse a Cookie, Numeroff (Harper Collins)
My First Colors, Sanchez and Elena
My Kitchen, Rockwell (Greenwillow)
My Own Special Body, Tangvald (Cook)
Of Colors and Things, Hoban (Greenwillow)
See-Inside Surprise Books (set of 4 board books)
The Carrot Seed, Krauss (Harper Collins)
The Very Hungry Caterpillar, Carle (Philomel)
Vegetables in the Garden
Yum Yum, Dorros (Crowell)

Homeliving

Dinner Foods (Learning Resources)
Farmer's Market Fruit and Vegetable Set
(Learning Resources)

Music

Songbooks

Speially Special Songs (Church Street Music)
"God We Thank You"
"It's Clean Up Time"
"I Am Happy"
"I'm Growing"
"There's No One Exactly Like Me"
"My Toe's Too Big"
"Who"
"I Have a Good Friend"
"Thank You, God"

Cassettes

Speially Special Songs Listening Cassette
Speially Special Songs Listening CD
The Hokey Pokey (Melody House)
Walk Like the Animals (Kimbo)

Pictures

WEE Learn Teaching Pictures for Two-Year-Olds
(Convention)
"Fruit," Picture 9
"Daniel Eats Good Food," Picture 10

Puzzles and Manipulatives

Puzzles

"Boy" (Judy, 6 pieces), J606041
"Foods" (Connor, 6 pieces), BJ29135
"Fruits" (Judy, 5 pieces), J040002
"Girl" (Judy, 6 pieces), J606040
"Vegetables" (Judy, 5 pieces), J040003

Manipulatives

Bucket of Links (Lilly's Kids)
Busy Beads (Playskool)
Magna Doodle (Tyco)
Shape Sorting Boards (ABC School Supply)

UNIT 5

I Can Eat
Good Foods

Parent Communications

Dear Parents,

During the first year of life, most babies are growing rapidly and have a healthy appetite. The rate of growth slows down for toddlers, and they need less food. Learning to walk, talk, and play with other children may distract them from eating. Knowing that twos and threes may eat less food emphasizes the importance of offering only nutritious food.

Resist the temptation to allow unhealthy snacking between meals. Vigorous physical activity may also encourage a healthy appetite. Small, attractive servings and some finger foods make mealtime more manageable for children.

Involve your child in simple food preparation. Helping to stir the pancake mix or tear the lettuce pieces may also stimulate interest in food.

Sincerely,

Your Child's Teacher

Home Activity

Prepare a smell-and-tell guessing game for your child. Empty, plastic fragrance containers may be safely handled by twos. Invite your child to tell who uses the after-shave lotion. Who uses the baby lotion or perfume?

Use two or three opaque, plastic cups with lids. Cups and lids used in a fast-food business may be suitable. Enlarge the holes in the lids, if necessary. Inside each cup place an item with a distinctive fragrance. Twos are more likely to recognize familiar food aromas. Use something you have used recently or frequently in your home. For example, you might place bacon bits in one cup, cinnamon in another cup, and peanut butter in a third cup.

You may say, "You may sniff each cup and guess what is inside." After he has smelled and guessed, invite him to use his eyes to see what is inside each cup. Say, "The Bible says that 'God gives food to us'" (Psalm 136:25).

