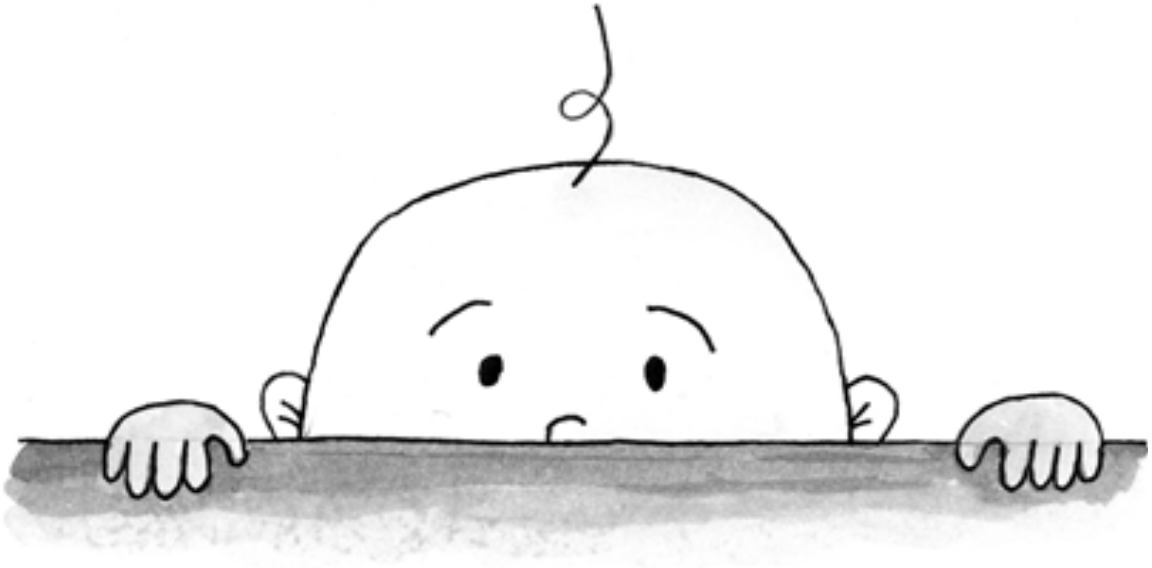
ELTE Tanító- és Óvóképző Kar

English for baby-care

ESP coursebook for students of infant and early childhood care

Angol szaknyelv csecsemő- és kisgyermeknevelő szakos hallgatóknak

Dr. Árva Valéria



BIBLIOTHECA UNIVERSITATIS BUDAPESTINENSIS DE ROLANDO EÖTVÖS NOMINATAE
16 35

English for baby-care

ESP coursebook for students of infant and early childhood care

Angol szaknyelv csecsemő- és kisgyermeknevelő szakos hallgatóknak

Dr. Árva Valéria

Author: *Dr. Árva Valéria*
English language lector: *Dr. Reyes Maria Teresa*
Illusztration: *Sallai Kitti*

Technical editor: *M. Pintér Tibor*

A kötet megjelentetését a *TÁMOP-4.1.2.B.2-13/1-2013-0007 „Országos koordinációval a pedagógusképzés megújításáért”* projekt támogatta.

ISBN 978-963-284-600-2

Felelős kiadó
ELTE Tanító- és Óvóképző Kar

The author would like to thank her infant and early childhood education students of the academic year 2013/14 at ELTE TÓK, for participating in piloting this book.

Contents

Unit 1: General baby care 7

Unit 2: Baby health care 12

Unit 3: Changing diapers 18

Unit 4: Feeding babies 22

Unit 5: Dressing babies 28

Unit 6: Potty training 33

Unit 7: Temper tantrums 37

Unit 8: Reading books for toddlers 43

Unit 9: Toys for toddlers 48

Unit 10: Games 54

Answer keys 60

Sources 63

Unit 1

General baby care

1) Warmer

Baby Animals memory game – prepare the cards and play the game:

dog–*puppy*	sheep–*lamb*	cow–*calf*	pig–*piglet*
horse–*foal*	insect–*larva*	cat–*kitten*	hen–*chick*
lion–*cub*	butterfly–*caterpillar*		

2) Pre-reading task

'Babies should live according to strict routines.'

a) Make a list of pros and cons.

Pros:	**Cons:**
.....	.....
.....	.....
.....	.....

b) Get into pairs and discuss the statement. Student A should argue for, Student B against the statement.

Useful language for discussions:

I agree ..., I can see your point ... , I absolutely agree ...

I don't quite agree with you on this ..., There is some truth in what you are saying, but ... I am (not) against ..., You may be wrong about this ...

Don't you see ...? We seem to differ on this ...

3) Reading

While you are reading, choose the appropriate heading for each entry from the list below:

Crying, Pets, Diapers, Sleep, Bathing, Play, Skin care, Travel, Siblings, Feeding

10 Baby Care Tips

Congratulations! A baby is sure to **light up** any home, but knowing how best to accommodate your new son or daughter is key to a happy transition. Sure, your child is a little person, but don't expect Junior to pull up a **beanbag** and nosh on nachos with dad at all hours of the night. Not only will you need to put some thought into your child's **feeding** and **sleeping routines**, you've also got to **make sure** any **siblings** are ready to step up their game as well. And, oh yeah, did we mention the diapers? Well, **hold on** … there's more.

1: _____

Babies **thrive on** schedules. Even when travelling, do your best to **stick to the regular routine** and schedule to keep your little one in the best mood possible.

2: _____

Sleep begets sleep. **First-time parents** don't believe it, but a healthy **nap-time** routine makes for a better **night's sleep**. **Overtired** babies have a hard time falling asleep and wake more often in the nighttime. Begin establishing a healthy **sleeping pattern** as early as two weeks. Your newborn might not be ready for a **schedule**, but **keeping the routine** demonstrates early on what you expect in terms of adequate baby rest.

3: _____

Sunscreen isn't recommended for children under 6 months of age. Keep them in the shade until you can safely protect their skin.

4: _____

Accentuate the positive. A new baby means a lot of changes for the family. Praise your older children for their help, patience and understanding, and they will adjust to the new family member with ease.

5: _____

There is nothing wrong with the basics: **patty-cake** and **peekaboo** are games that have been used for years to entertain babies, while helping their brains **grow**. Your child will respond to the **stimulation** and enjoy the **interaction**.

6: _____

The family pet needs to adjust to the new family member. Bringing home a **blanket** or **outfit** the baby has worn is always helpful, but also keep **Fido** to his normal routines. **Skipping** the long morning walk is fine for a day or two, but **lack of exercise** and attention will only make the animal **resentful**. Find a routine that works and **stick with it**.

7: _____

Consider starting your child off with a vegetable rather than a sweet fruit. Introduce vegetables as soon as you start **solid foods** to get your child's **nutrition** off on the right foot.

8: _____

Most babies experience **diaper rash** in their lifetime. Whether it is caused by a new food, wet diaper or **side effect** from medicine, the red, chapped skin is **painful** to baby and **worrisome** for Mom and Dad. The best treatment? A **dry bottom**. Make sure your child is completely dry after a diaper change, even if it means **going naked** for a few **extra minutes**. Change diapers more frequently, and use one of the many **over-the-counter products** to **soothe** and calm the skin.

9: _____

Babies cry. It's no secret. It's their only **method of communication**. After you check all the basics of hunger, diaper and noise, remind yourself that your child has been in a quiet safe **womb** for a long 40 weeks. **Swaddle** him or her in a blanket, **hold them snugly** and **rock softly.** Recreating that little **nest** will help calm a **fussy newborn** and hopefully, provide some much-needed sleep.

10: _____

You might need a daily shower to wake up, but a baby needs a **gentle bath** every other day or so. Skip the soap, and use a gentle made-for-baby cleanser to protect baby's **sensitive skin.**

Source:
http://tlc.howstuffworks.com/family/baby/10-baby-care-tips.htm

Vocabulary

adequate	over-the-counter product
to adjust to something	overtired
beanbag	painful
blanket	patty-cake
brain	peekaboo
diaper	resentful
diaper rash	to rock a baby softly
dry bottom	routine: feeding routine, sleeping routine, to keep the routine
extra minutes	schedule
Fido	sensitive skin
first-time parent	sibling
fussy	side effect
gentle bath	to skip something
to go naked	sleep: a good night's sleep, fall asleep
hold somebody snugly	sleeping pattern
to hold on	solid food
interaction	to soothe
lack of exercise	to stick with / to the routine
to light up	stimulation
to make sure	sunscreen
method of communication	to swaddle
nap-time	to thrive on
nest	with ease
newborn	womb
nutrition	worrisome
outfit	

4) Vocabulary practice

Which words correspond with the following definitions?

1. a brother or a sister: .....
2. daily routine: .....
3. afternoon sleep: .....
4. be happy, develop well: .....
5. red spots on the skin, caused by dirty nappies: .....
6. a type of medicine that is available without a prescription: .....

7. to do the same things at the same time: .....
8. to calm somebebody: .....
9. clothes that you put on: .....
10. the organ where the embryo develops: .....
11. a person who easily feels hurt or insulted: .....

5) Comprehension check

Now work in pairs. Take turns summarising what was said in each paragraph.

Student **A** is speaking,
Student **B** is listening and checking.
Change roles after each paragraph.

6) Communication: Writing – Agony column

Student A: Imagine you are the parent of a newborn baby, with no previous experience. Focusing on one of the topics in the article, write a letter of 50 words to an *'Agony Aunt'* of an online parenting magazine and ask questions about an aspect of babycare. Make sure that in your letter you use at least 5 words/expressions from the text. Look at the example:

Dear Mrs Patmore,

*We are the **first-time parents** of a beautiful two-week-old baby girl. She is healthy, balanced and has a proper **feeding routine**. However, she finds it difficult to **fall asleep** in the evenings. She is **overtired** by now.*
What should we do? Can you help?

Regards,

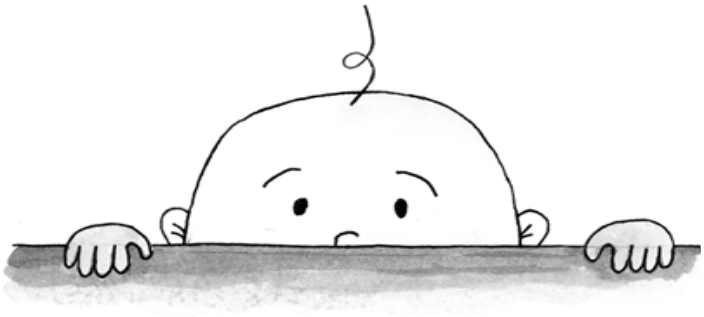
Mary and John

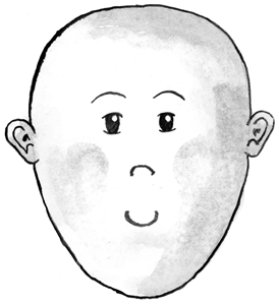
Student B: Read the letter written to you by Student A and write an answer using what you have just read in the article. Make sure you use at least 3 words/expressions from the text.

7) Time for rhymes:

<u>PEEK-A-BOO!</u>
Peek,
(hands in front of face, peek to side)
Peek,
(peek to other side)
Peek-a-boo.
(part hands, peek between)
Peek,
(hands in front of face, peek to side)
Peek,
(peek to other side)
I see you.
(part hands, peek between)

TWO LITTLE EYES
Two little eyes to look around,
Two little ears to hear each sound,
One little nose to smell what's sweet,
One little mouth that likes to eat.
(Point to baby's features as mentioned.)





BABY'S FACE
Brow, brow, brinkie,
Eye, eye, winkie,
Cheek, cheek, cherry,
Mouth, mouth, merry,
Chin-chopper, chin-chopper,
Chin, chin, chin.
(Point to parts of face and wiggle chin on last line.)

Unit 2

Baby health care

1) Warmer

Collect health related proverbs:

e.g. An apple a day keeps the doctor away.

.....

2) Pre-reading task:

1. **With your partner collect the diseases you have gone through as a toddler.**
2. **Can you remember your pediatrician (i.e. doctor who treats children)? What was he/she like?**

3) Reading

Baby Health Care

Welcome to the world of worry! New parents often fret over every little thing and the temptation to call the doctor for your baby's first **hangnail** may seem irresistible, but do your best to refrain.

Still, a little reassurance never hurts.

Before you **freak out** – or maybe **to prevent** you from **freaking out** – read these baby-care tips:

Make sure your **medicine cabinet** is **well-stocked** with all the **baby-care essentials** you'll need to **handle a cold** or a **fever** when it happens.
Keep a list of important phone numbers by the phone—include your doctor's number, a number for your local **urgent care clinic** or the **ER**, and numbers for **emergency sitters**, if you have older kids.
Tape a dosage chart for baby **Tylenol** and **Motrin** inside the medicine cabinet door to save you from having **to Google** your baby's weight every time you need to **treat a fever** or prepare for **shots**.

Finally, ask your doctor to review some 'when to call the doctor' **symptoms** with you. They can give you great **peace of mind**—and might just keep the **pediatrician** from labelling you the 'crazy lady with the baby.'

Source:
http://www.parentsconnect.com/parenting-your-kids/baby/care/baby-health-tips.html

Vocabulary

baby-care essentials	medicine cabinet
baby's weight	peace of mind
dosage chart	pediatrician
ER	to refrain from
emergency sitter	shot
fever	symptom
to freak out	to tape
to fret over sg	treat a fever
to Google	Tylenol
handle a cold	urgent care clinic
hangnail	well stocked
to make sure	

4) Vocabulary practice

a) Unscramble the following words:

efrev – ..... tnaapditierc – ..... sogdae – .....

tysommp – ..... tosh – ..... iwgeth – .....

b) Fill in the gaps with the words from the text

Baby Health Care

Welcome to the world of worry! New parents often fret ..... every little thing and the temptation to call the doctor for your baby's first ..... may seem irresistible, but do your best to refrain.

Still, a little reassurance never hurts.

Before you freak out – or maybe to prevent you from freaking out – read these baby-care tips: Make sure your ..... cabinet is well-stocked with all the baby-care essentials you'll need to ..... a cold or a ..... when it happens. Keep a list of important phone numbers by the phone—include your doctor's number, a number for your local ..... care clinic or the ER, and numbers for emergency sitters, if you have older kids.

Tape a ..... chart for baby Tylenol and Motrin inside the medicine cabinet door to save you from having to Google your baby's weight every time you need to ..... a fever or prepare for shots.
Finally, ask your doctor to review some 'when to call the doctor' symptoms with you. They can give you great ..... of mind – and might just keep the ..... from labelling you the 'crazy lady with the baby.'

More health-related vocabulary

ache: head/ear/tooth/tummy	to suffer from
to bring down / relieve fever	(to have) temperature (UK)
to burp	tonsillitis
chickenpox	to vomit / throw up / be sick
cold	whooping cough
congested/stuffy nose / blocked airways	to wipe the nose
diarrhoea	
(to have) fever (US)	<u>Medications:</u>
flu	antibiotics
fracture	drops – eye/nose/ear
German measles (rubella)	herbal infusion
to heal	inhalation
hiccups	lozenge
to hydrate	nasal saline
infection	ointment
measles	over-the-counter products
mucus	pain killer
mumps	paracetamol
nosebleed	penicillin
nostril	pill
nurse / to nurse	sling
prescription	syrup
rash	vaccination
runny nose	vapour rub
sore throat	vitamin

5) Comprehension check:

1. Why are new parents likely to worry about their baby?
2. What do you need to keep in your medicine cabinet?
3. List the phone numbers you need to keep at hand.
4. How can you always be sure about the dosage of medicine for your baby?
5. Who do doctors call the ‘crazy lady with the baby’?

6) Communication: Speaking / Role play: How to treat a common cold

***Student A*: You are the mother of a one-year old baby boy, who has a cold. Describe some of the symptoms listed below to the doctor. Before you start, read carefully the Background Reading material below.**

- fever
- cough
- reddened eyes
- sore throat
- stuffy, runny nose
- loss of appetite
- irritability and restlessness

***Student B*: You are the pediatrician. Listen to the mother and make suggestions based on the list and the Background Reading below in Task 7.**

- Plenty of rest.
- Extra breast or bottle feeds, keep him hydrated and bring down his fever.
- Help him to breathe more easily by wiping his nose for him.
- Infant paracetamol or infant ibuprofen can help relieve fever

- Nasal saline drops may help to unblock his nose
- Vapour rub may help your baby to breathe more easily
- Breathing in steam may help to loosen your baby's blocked airways

7) Background reading for the role play activity in Task 7:

Student A

Common cold

It can be heartbreaking to watch your baby suffer his first cold. He will be uncomfortable, snuffling and may have trouble feeding. But there's a lot you can do to ease your baby's discomfort.
Rest assured it's called the common cold for a reason. Your baby may have about eight colds in his first year alone. It's not a serious illness, but it will mean a lot of tissues and long nights for you.

How do colds affect babies?

If your baby has a common cold, you may notice some of the following:

- fever
- cough
- reddened eyes
- sore throat
- stuffy, runny nose
- loss of appetite
- irritability and restlessness
- swollen lymph nodes, which are under his armpits, on his neck and the back of his head

Your baby may be having trouble breathing through his nose if he's all **stuffed up**, so feeding will probably be difficult. Babies can't **blow their noses**, so you'll have to help your baby to clear the **mucus**.

Student B

How do I treat a cold?

Your baby's cold will go away on its own. But there are a few things you can do to ease his discomfort:

- Make sure your baby gets plenty of rest.
- Encourage your baby to take extra breast or bottle feeds. If your baby is formula-fed or on solids he can have water, too. This will keep him **hydrated** and **bring down his fever**, if he has one.
- Your baby will be too young to blow his own nose. So help him to breathe more easily by **wiping his nose** for him. You can also dab a little petroleum jelly on to the outside of your baby's nostrils to reduce any irritation.
- Infant **paracetamol** or infant ibuprofen can help relieve fever. You can give your baby paracetamol if he is two months or older. You can give him ibuprofen if he is three months or older, and weighs at least 5kg (11lbs) . Ask your doctor or pharmacist if you're unsure about the correct dose to give your baby.
- If your baby is having trouble feeding because of a **stuffy nose**, **nasal saline drops** may help to **unblock his nose**. You can buy these from your pharmacy. Apply the drops to each nostril 15 minutes before a feed.
- A **vapour rub** may help your baby to breathe more easily. You can buy one from your pharmacy. Apply it to his chest and back. Don't put it on his nostrils as it could restrict his breathing.
- Breathing in steam may help to loosen your baby's **blocked airways** and relieve his cough. Try sitting in a steamy bathroom for a few minutes, with the shower on,

while holding your baby. But don't put your baby too close to hot, steamy water, as it could scald him. Change him into dry clothes afterwards.

Don't give your baby any **over-the-counte**r cough and cold medicines. They should not be given to children under six because of the risk of side-effects.

Can I help prevent my baby from getting colds?

Breastfeeding is one of the best ways to protect your baby's health. It passes your antibodies, chemicals in your blood that fight infections, to your baby. This isn't a foolproof way to protect your baby's health, but breastfed babies are better at fending off colds and other infections.

Sources:
http://www.babycentre.co.uk/a78/common-cold#ixzz2pj8cEWio
http://www.babycentre.co.uk/a78/common-cold#ixzz2ZOot0cpC

8) Time for rhymes:

SOLOMON GRUNDY
Solomon Grundy,
Born on Monday,
Christened on Tuesday,
Married on Wednesday,
Took ill on Thursday,
Worse on Friday,
Died on Saturday,
Buried on Sunday,
This was the end of Solomon Grundy.

DOCTOR FOSTER
Doctor Foster,
Went to Gloucester,
In a shower of rain.

He stepped in a puddle,
Right up to his middle,
And never went there again.

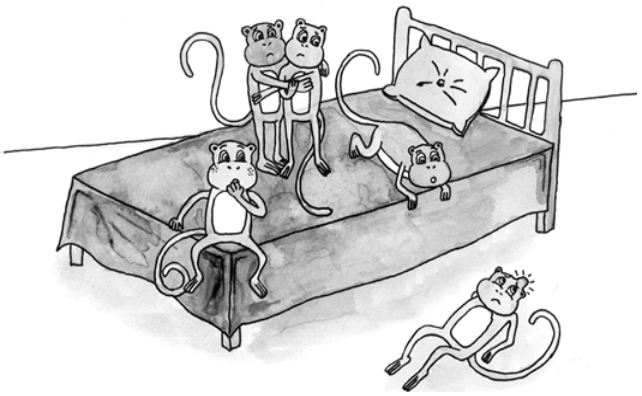
FIVE LITTLE MONKEYS
Five little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor,
And the doctor said
No more monkeys jumping on the bed

Four little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor
And the doctor said,
No more monkeys jumping on the bed

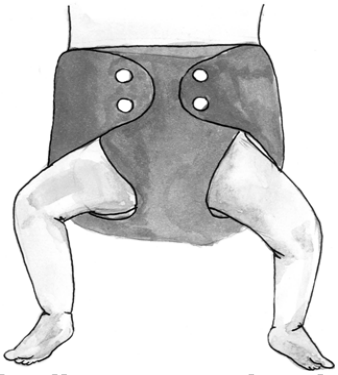
Three little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor
And the doctor said,
No more monkeys jumping on the bed

Two little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor
And the doctor said,
No more monkeys jumping on the bed

One little monkey jumping on the bed
One fell off and bumped his head
Mama called the doctor
And the doctor said,
Put those monkeys right to bed!



Unit 3



Changing diapers

1) Warmer – ice breaker

a) Bring in a photograph of yourself as a baby. The teacher will collect, mix and stick them on the board and the students will have to find out who in each photo is.

b) Write down your favourite food, music, film and book title on a piece of paper. The teacher is going to collect the slip from everyone. Each of you will have to pick a slip, read what is written on it and guess who wrote it.

c) Do you know any English nursery rhymes or songs? Can you teach them to your group?

2) Pre-reading task

Look up what the difference between a 'nappy' and a 'diaper' is.

.....

Can you write down the steps you when changing a nappy/diaper?

.....

3) Reading

Smelly Diaper Change

These instructions on how to change a **diaper** are just for you if you've ever asked yourself, 'The **tabs** go in the back, right?' Please note that this information is specifically geared for parents who are using or plan to use **disposable diapers**.

Difficulty: Easy

Time Required: indefinite

Here's How:

1. Make sure you have everything you need nearby to change a diaper.
2. Lay your baby on his back on the **changing surface**. If you are using a **changing table**, it's recommended to use the **safety straps**.
3. **Unfasten** the diaper tabs. You can raise your child's **bottom** off the diaper by gently **grasping** his ankles and lifting. If there is a lot of **bowel movement** present, you may want to use the upper half of the diaper to gently **sweep** it towards the lower half of the diaper. If you are changing a girl, make sure you always **wipe** from front to back to help prevent **infection**.
4. **Slide** the diaper away from the baby and place nearby, but **out of reach** of baby.
5. If your baby is a **newborn**, you will want to **cleanse** the area thoroughly with either **cotton balls** and warm water or with a wet baby **washcloth**. **Wipes**, especially

those containing alcohol, can cause **rashes** and **irritation** until children are about two months old.
6. Place any used **disposable cleaning supplies** on top of the **soiled** diaper.
7. Slide a clean diaper under your baby's bottom making sure tabs are on the portion located under your child's bottom. Most diapers today have colourful markings or characters indicating the **front** of the diaper.
8. Before closing the diaper, apply any **ointments** or **creams** your doctor has recommended for rashes. Doing this step after you've placed the new diaper under your baby will help prevent you from having to clean ointments off the changing surface, which can sometimes be difficult.
9. Close the new diaper by pulling the front up over his **belly** and pulling the tabs open and around to the fastening surface. If you are not using specially cut **newborn** diapers, be sure to fold the diaper down to avoid irritation of the **umbilical stump**.
10. **Dispose of** old diaper by wrapping tabs all the way around and securing inside a bag if desired.
11. Wash changing surface and hands. This step is especially important if your baby is ill, to avoid **recontamination**.

What You Need

- diapers
- cotton balls, baby washcloths or wipes
- creams or ointments for rashes
- baby lotion if desired
- warm water for cleansing if wipes aren't used

Source:
http://babyparenting.about.com/cs/diapering/ht/changediaper.htm

Vocabulary

baby lotion	irritation
belly	newborn (n) (adj)
bottom	ointment
bowel movement	out of reach of sy
(disposable) diaper	rash (n)
to dispose of	recontamination
changing surface / table	safety strap
cleaning supplies	to slide
to cleanse	soiled
cotton ball	to sweep
cream	tab
to fasten / unfasten	umbilical stump
front	washcloth
to grasp	to wipe (v) / wipe (n)
infection	

4) Vocabulary practice

a) Read these words and match them with their definitions.

safety strap	a very young baby
unfasten	to rub a surface lightly to remove dirt
diaper tab	the condition of being irritated
wipe	baby's buttocks
infection	a strip of leather/plastic for fixing
newborn	the part of the cord that remains after it has been removed
cleanse	a small flap of material for fixing

rashes	medicated preparation applied to the skin
irritation	a change in the body due to e.g. dirt getting inside
baby's bottom	tummy
ointment	any skin eruption, usually caused by irritants
umbilical stump	to remove dirt from somewhere
belly	'unfix', loosen

b) Find the above words in the text. Next, cover the text and make a sentence with each.

c) Compare the steps described in the text with your list. Did you miss out anything?

5) Reading comprehension

Pairwork: Cut up the list of instructions (one step on each slip), mix them and put them in the correct order.

6) Communication: Listening and Speaking

a) Listening

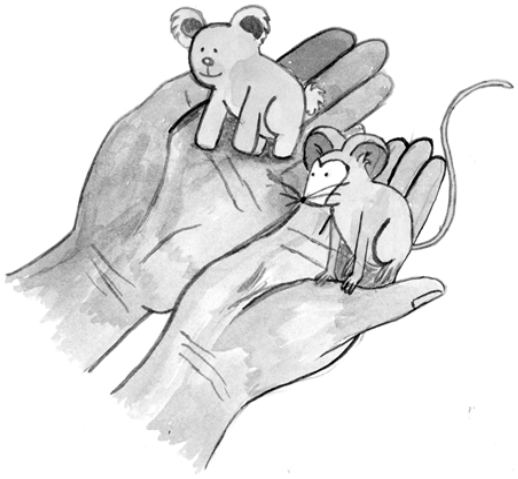
Copy the link at the bottom of the reading text, log onto the site, find the video link 'How to change a diaper in public' (or try this: http://video.about.com/singleparents/Change-a-Diaper-in-Public.htm) and watch it.
Take notes while you are listening. Do you agree with what she says?

b) Speaking - Pairwork

Student A takes a doll, changes its nappy and reports on what steps he/she is making. *Student B* should record him/her while doing this. Watch the video together.

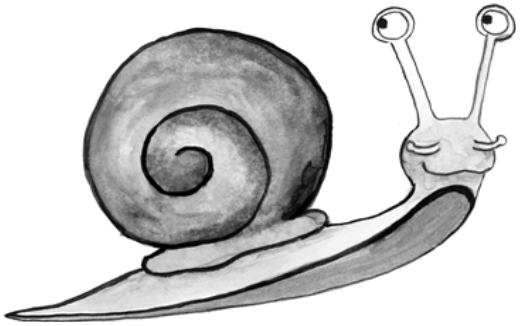
7) Time for rhymes

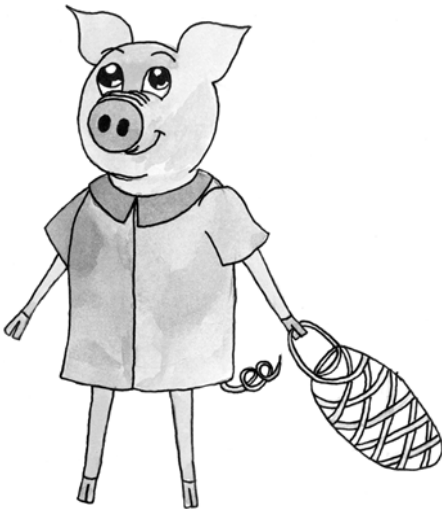
ROUND THE GARDEN
Round and round the garden
(circle pointer finger on the baby's palm)
Goes the little mouse,
(creep fingers up baby's arm)
Up, up, up he creeps,
(creep fingers up baby's arm)
Up into his house.
(tickle baby under arm)



Round and round the garden
(circle pinter finger on baby's palm)
Goes the teddy bear,
(continue circling)
One step, two steps,
(hop fingers up baby's arm)
Tickle you under there.
(tickle baby under arm)

SLOWLY, SLOWLY
Slowly, slowly, very slowly
(creep fingers up baby's body)
Creeps the little snail.
Slowly, slowly, very slowly
Up the wooden rail.
Quickly, quickly, very quickly
(run fingers all over baby's body)
Runs the little mouse.
Quickly, quickly, very quickly
All around the house.





THIS LITTLE PIG WENT TO MARKET
This little pig went to market,
(wiggle baby's big toe)
This little pig stayed at home,
(wiggle second toe)
This little pig had roast beef,
(wiggle third toe)
This little pig had none, And
(wiggle fourth toe)
this little pig cried, 'Wee-wee-wee-wee-wee,'
(wiggle little toe)
All the way home.

Unit 4

Feeding babies

1) Warmer

a) Collect healthy and unhealthy food. Bring in pictures of different kinds of food and dishes, sort them into two groups: Healthy – Unhealthy. If you can't decide on the category a certain kind of food should belong to, say why.

Healthy	Unhealthy	Don't know

b) Competition: How many different fruits and vegetables can you name in sixty seconds? Make a list of all vegetables and fruits you know in English. Who knows the most?

2) Pre-reading task:

Revise what you know about feeding babies and toddlers. What kind of food can you offer between years 0 and 2?

3) Reading

HOW TO FEED YOUR BABY STEP-BY-STEP

Every baby is very special. Don't worry if your baby eats a little more or less than this guide suggests. In fact, this is perfectly normal. The suggested serving sizes are only guidelines to help you get started.

AGE	FOOD GROUP	FOODS	DAILY SERVINGS	SUGGESTED SERVING SIZE	FEEDING TIPS
0-4 months	Milk	**Breast Milk** or **Formula** 0-1 months 1-2 months 2-3 months 3-4 months	**On demand** 6-8 5-7 4-7 4-6	 2-5 ounces 3-6 ounces 4-7 ounces 6-8 ounces	• **Nurse** as long and as often as your baby wants – every 1,5-2 hours is okay. • Nurse baby at least 10-20 minutes on each **breast**. • Six wet diapers a day is a good sign that your baby is getting enough to eat. • There's no need to force your baby to finish a bottle. • **Putting a baby to bed** with a bottle can cause choking and baby bottle **tooth decay.** • Heating formula in the **microwave** is not recommended as milk may heat unevenly and burn baby's mouth.

4-6 months	Milk	Breast milk
		or
		
		Formula*
			On demand
			
			4-6
				
				6-8 ounces
					• Breast milk or formula has all the **nutrition** your baby needs and will satisfy your baby longer than **cereal**.
					• Start **iron-fortified** baby cereal by spoon when baby shows these **signs of readiness**:
					  • sits with support,
					  • opens mouth when food is offered,
					  • is able to move **semi-solid** food from the front of tongue to the back.
					• Introduce only one new cereal each week.

	Grain	**Baby cereal** (iron fortified)	2	1-2 tablespoons	
6-8 months	Milk	Breast milk or Formula*	On demand 3-5	 6-8 ounces	• Add **strained** vegetables and fruits first, then add cooked vegetables and **mashed** or finely **chopped** fruits later. • Feed only one new fruit or vegetable each week. • When using food from a **jar**, remove amount for one feeding and refrigerate the unused portion. • Try giving 100% fruit juice in a cup. Juice in the bottle may cause **tooth decay**. • Add strained meats now. • Feed only one new meat each week.
	Grain	Baby cereal (iron fortified) Bread or **Crackers**	2 Offer	2-3 tablespoons 1/4 slice or 2 crackers	
	Fruit	Fruit Fruit juice	2 1	2-3 tablespoons 3 ounces (from cup)	
	Vegetable	Vegetables	2	2-3 tablespoons	
	Meat	Chicken, Beef,Pork	1	1-2 tablespoons	

8–12 months	Milk	Breast Milk or Formula* Cheese Plain yogurt Cottage cheese	On demand 3-4 Offer	 6-8 ounces 1/2 ounce 1/2 cup 1/4 cup	• Wait until baby's first birthday to feed egg whites. Some babies are **sensitive to** the **egg white**. It's okay to give baby cooked yolks. • Offer fresh fruit and cooked vegetables in **bite size portions**. Some fruits may need to be peeled (apples, pears). • Be patient. Babies are **messy** when they feed themselves. • Always taste heated foods before serving them to baby to make sure they are not too hot. • Continue to offer **beverages** in a cup. • Offer finger foods to encourage **self-feeding**. • Let baby use a spoon for self-feeding.
	Grain	Baby cereal (iron fortified) Bread or Crackers	2-3 1-2	2-4 tablespoons 1/4 slice or 2 crackers	
	Fruit	Fruit Fruit juice	2 1	3-4 tablespoons up to 4 ounces	
	Vegetable	Vegetables	2	3-4 tablespoons	
	Meat	Chicken, beef, pork, dried beans (cooked) Egg yolk	2	3-4 tablespoons 1	
12-14 months	Milk	Breast Milk or *Whole milk, yogurt Cheese	On demand 4	1/2 cup 1/2 ounce 1/4 cup	• Children at risk of being overweight or who have a family history of obesity, heart disease or high cholesterol, should be given 2% reduced fat milk instead of whole milk. • Continue breastfeeding, if desired, but also offer whole milk in a cup. • If formula feeding, change to whole milk now. • Offer small portions. Never force your toddler to eat. • Try to avoid power struggles over food by respecting your toddler's likes and dislikes. Offer rejected foods at another time. • Make meals fun and interesting. Serve colorful foods that are crunchy, smooth or warm. • Toddlers need three meals and 2-3 snacks every day. Do your best to offer meals and snacks at about the same time each day. • Wean baby from a bottle to a cup.
	Grain	Cereal, pasta or rice Bread, muffins, rolls Crackers	4-5	1/4 cup 1/4 cup 2 crackers	
	Fruit	Fruit Fruit juice	2	1/2 medium 3-4 ounces (from cup)	
	Vegetable	Vegetables, fresh or cooked	4-5	1/4 cup (cooked) 1/2 cup (fresh)	
	Meat	Fish, chicken, turkey, beef, pork, Cooked beans or peas Egg	3-4	1/2-1 ounce 2 tablespoons 1	

*If you are bottle feeding, most doctors recommend iron-fortified formula. Ask your doctor which formula is best for your baby.

source:
http://www.oregondairycouncil.org/resources/free_downloads/downloads/How_To_Feed_Baby-English.pdf

Vocabulary

baby cereal	to microwave
beverage	to nurse
bite size	nutrition
breast	obesity
breast milk	on demand
cereal	ounce
to choke	overweight
chopped	pasta
cracker	portion
crunchy	to put a baby to bed
dairy	self-feeding
egg white	semi-solid
egg yolk	sensitive to
formula	serving
grain	sign of readiness
heart disease	snack
high cholesterol	strained vegetables
iron-fortified	tooth decay
mashed	to wean
meal	whole milk
messy	

4) Vocabulary practice – write the missing letters in the words:

egg _o_k,	c_r_a_,	b_v_r_g_,	w_o_e m_l_,	p_r_i_n,	f_r_u_a,
m_s_y,	d_i_y,	c_a_k_r,	s_r_i_g,	s_m_-s_l_d,	c_u_c_y

5) Comprehension check

Answer the following questions by scanning and looking for the information in the chart above:

1. How many servings of breast milk should be given to a baby between 0 and 4 months?
2. What are the alternatives for feeding babies between 0 and 4 months?
3. How frequently should a baby of 0-4 months be nursed/breastfed?
4. What are the risks of putting a baby to bed with a bottle?
5. What is the first solid food recommended after milk or formula?
6. What signs of readiness should you be looking for in order to start baby cereal?
7. What is the recommended serving size for vegetables at 6-8 months?
8. At what age can you give crackers to a baby?
9. What is the feeding tip for starting with fruit?
10. What can you do with the unused food in the jar?
11. What kind of dairy products can you give a baby at 8-12 months?
12. What is the recommended starting age for egg whites?
13. Why should you offer finger food to a baby?
14. What should you serve beverages in?
15. How can you avoid power struggles over food?
16. What kind of milk is recommended to children who are at the risk of being overweight?
17. In what forms can you offer grain at 12-24 months?
18. How can you make meals fun and interesting?

Extra question: How do these guidelines differ from what you have learnt in your university studies?

6) Communication: Role play: A visit at the pediatrician's office

In pairs take turns being the doctor and the mom with a problem.

The mother is going to present these problems and the doctor should give an answer with explanation:

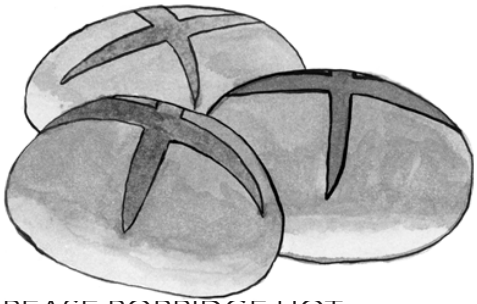
1. You are the mother of a 15-month-old toddler. She often rejects the food offered to her and you are upset about it.
2. You are the mother of a ten-month-old baby. You want to know how you can encourage self-feeding.
3. You are the mother of a one-year-old toddler. There is a history of heart disease in your family.
4. You are the mother of a five-month-old baby and are wondering how to start weaning.
5. You are the mother of a newborn baby. This is your first baby and you are uncertain about breastfeeding.
6. You are the mother of a seven-month-old baby and want advice on nutrition.
7. You are the mother of a 1,5-year-old toddler. Ask for advice about how you can make meals more fun.

7) Time for rhymes:

PAT-A-CAKE
Pat-a-cake, pat-a-cake, baker's man,
(clap hands in rhythm)
Bake me a cake as fast as you can.
(continue clapping in rhythm)
Roll it and pat it and mark it with a 'B'.
(roll hands) (pat hands) (draw 'B' in air)
Throw it in the oven for baby and me.
(throw hands outward) (hug baby)

HOT CROSS BU
Hot cross buns!
Hot cross buns!
One a penny, two a penny,
Hot cross buns

If you have no daughters give them to your son.
One a penny two a penny,
Hot cross buns.

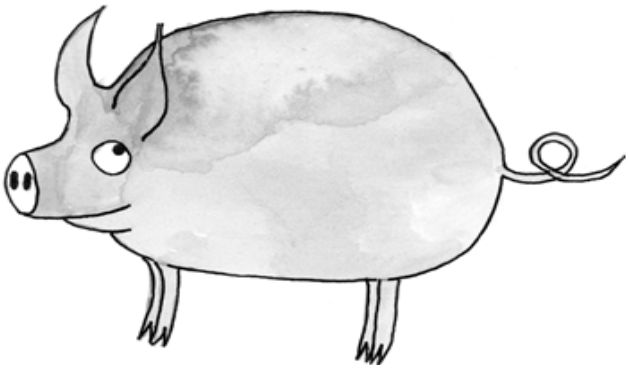


PEASE PORRIDGE HOT
Pease porridge hot, Pease porridge cold,
(clap) (clap) (spread arms) (clap) (clap) (spread arms)
Pease porridge in the pot, Nine days old.
(clap) (clap) (spread arms) (clap) (clap) (spread arms)
Some like it hot, Some like it cold,
(continue as above)
Some like it in the pot,
Nine days old.

TO MARKET, TO MARKET
To market, to market, to buy a fat pig;
Home again, home again, jiggety jig.

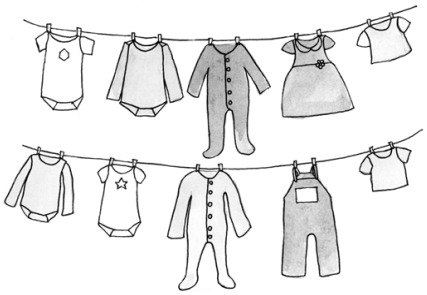
To market, to market, to buy a fat hog;
Home again, home again, jiggety jog.

To market, to market, to buy a white cake;
Home again, home again, never was baked.
To market, to market, to buy a plum bun;
Home again, home again, market is done.
(Hold baby while galloping.)
(Bounce baby on your knees. On 'done', give l



Unit 5

Dressing babies



1) Warmer:

a) Body tracing

- Lay a big sheet of brown wrapping paper on the floor.
- Trace a volunteer student's body.
- Name the body parts.
- Draw clothes on her/him.
- Discuss the clothes the figure is wearing.

b) Vocabulary challenge – do you know any of these words in English? Who knows the most?

fodor, zippzár, ujj, nyakkivágás, tépőzár, csipke, szűk/szoros, zokni, frottír, kapucni, gallér, gomb, masni, cipőfűző, patent, farmeranyag, kordbársony, pamut, selyem, vászon

c) Touch-and-feel

Look for any leftover fabrics in your home. Cut out a snippet and bring it in to school, where you are going to stick them on a card. Play 'touch-and-feel' with them: touch them as you are blindfolded and guess the type of fabric.

e.g. cotton, linen, wool, corduroy, velvet, denim, lace, silk, terrycloth, acryl, burlap, crochet, nylon, knitting

2) Pre-reading task – Answer these questions:

What are the latest fashion trends in baby and toddler clothes?
Why can dressing a baby be a challenge?

3) Reading

How to dress your baby

*Dressing and undressing a newborn can be **tricky** – just how do you get all those **wiggly** little **limbs** into that tiny babygrow? Just relax – while we show you how to dress your baby.*

On average your newborn will need about four **changes of clothes** every day – so **you're in for** plenty of practice. Although some babies don't like being dressed and undressed, **persevere** – they tend to get used to it as they get older. To keep your **stress-levels** to a minimum (and your baby's) try and make sure you're quick and fairly **smooth** in your movements and that the room you are dressing your baby in is warm.

How to do it:

1. After you've **topped and tailed** your baby, put her nappy on (to prevent messy accidents) and then start with the **vest**. As newborns have very little **head control**, her head will **flop** (but not harmfully) unless it's supported. So, make sure her head is resting on something – be it the **changing mat** or your hand.

2. Scrunch up the vest and **stretch** the **neck** as wide as possible, so that you can **slip** it on **in one go**. Support her neck with one hand, and then **ease** the vest over her head, without letting it touch her face. This may sound like you've got to have as many arms as a friendly octopus, but with practice, you'll be able to do this in seconds (promise).

3. It's basically the same principle for the **arms**. Hold the **armhole** open as wide as you can, then concert the **sleeve** up and ease your baby's hand through the sleeve, and **pull down** over the arm. Do exactly the same with the other sleeve, and then do up the **fastenings** between her **legs.**

4. Lay out a **stretchsuit** and place your baby **on top.** Take one leg of the stretchsuit and **gently** ease your baby's leg into it. Do the same with the other leg. Then **gather up** one sleeve and **hold it open** while you **guide your baby's hand through**. Repeat with the other side. Finally **do up** the fastenings.

Choosing clothes – seven things to remember

It's hard not to **go all gooey** at all the **cute clothes** you can buy for you baby – but pick stuff that's practical and comfortable – as well as making you go aah…

1. Avoid **tight necklines** as most babies hate stuff **pulled down over their heads**, try and pick clothes which **do up at the front** or **at the back**.

2. Zips or **front fastenings** should be generous enough so you don't have to **bend** your baby's legs double to get them into the **suit**.

3. Avoid **frills round the neck** – they'll get covered in **dribble** and food (nice) and will irritate your baby's **chin.**

4. Make sure the **feet** of **all in one suits**, **socks** and **tights** have **enough room**. Too **tight**, and they could be uncomfortable for your baby's feet.

5. Soft, stretchy fabrics are **comfortable to wear** and easier to dry than **denim**, **cord** or other **tough fabrics**.

6. Avoid open **lacy-patterned cardigans** and **jumpers** – little fingers can easily **get caught in the holes.**

7. Choose stretchsuits with fastenings down both legs, so you don't have to take the whole thing off every time you change a nappy.

Courtesy of Pregnancy & Birth magazine

Source:
http://www.askamum.co.uk/Baby/Search-Results/Clothes/How-to-dress-your-baby/

Vocabulary

armhole	lace
back / at the back	lacy-patterned
to be in for sg	limb
to bend	neckline
cardigan	to pull down / pull down over the head
change of clothes	room / enough room
changing mat	to scrunch up
chin	sleeve
comfortable	to slip
to concert	smooth
cord	socks
cute	in one go
denim	jumper
to do up	soft
dribble	stress level
to ease	to stretch
fabric(s)	stretchy
fastening / to do up the fastening	stretchsuit
to flop	to persevere
foot (feet)	suit / all in one suit
frills	tight (adj)
front / at the front	tights (n)
to gather up	top (on top)
generous	to top and tail
gently	tough
to get caught in a hole	tricky
gooey / to go gooey	vest
to guide sg through	to wear
head control	wiggly
hold sg open	zip

4) Vocabulary practice

a) Match the two parts of the phrases:

gather	the fastening
hold something	gooey
stress	go
go	in a hole
in one	up
top	open
head	through
get caught	control
do up	level
guide	and tail

b) Play '*Bingo*' using the words in the warmer activity:

Bingo

5) Reading comprehension

In pairs answer the following questions:

1. Why do you need to support a newborn's head while dressing them?
2. Describe how you put a vest on a baby.
3. What is the most convenient way of putting a stretchsuit on a baby?
4. Why is it wise to avoid tight necklines?
5. What do you need to do if zips or front fastenings of a suit are too tight?
6. What are the disadvantages of frills?
7. What fabric is more comfortable to wear: stretchy ones or denim?
8. 'Little fingers can easily get caught in the holes of .....-patterned cardigans.' – fill in the gap.
9. If you want to do a quick nappy change, what kind of stretchsuit should you put on your baby?

6) Communication: Speaking and Writing

a) 'Guess who?' game with dress-up paper dolls made by the teacher or the students.

Dress up your paper doll and describe her outfit. Your partner needs to find out which clothes you have chosen for her.

b) You are the fashion editor of a family magazine. You need to create a '*Baby Fashion Page*'.

Collect cut-outs from magazines or the internet and stick them in your exercise book. Then describe the clothes: name, colour, fabric, when it can be worn, etc.

7) Time for rhymes

BABY'S CLOTHES
1. Baby's wearing a red hat,
red hat, red hat,
Baby's wearing a
red hat all day long.
2. …tennis shoes …
3. …blue coat …
While dressing up baby, sing about what the child is wearing. Substitute the child's name for 'Baby'

TUMMY BUTTON
These are Baby's fingers,
(touch baby's fingers)
These are Baby's toes,
(touch baby's toes)
'Round and 'round it goes.
(make circles on baby's tummy)

These are Baby's eyes,
(touch baby's eyes)
This is Baby's nose,
(touch baby's nose)
This is Baby's tummy button,
(touch baby's navel)
Right where Mommy blows.
(buzz lips on baby's tummy)
Substitute child's name for 'Baby'.

Unit 6

Potty training

1) Warmer

Remember the time you learnt something to do, e.g. to cycle, ski or tie your shoelace. Can you remember when you managed to do it for the first time?

2) Pre-reading task – think about these questions with your partner.

What is the role of the potty?
What 'reward' can you use for potty training?
Can potty training be forced?
Is there an ideal age for potty training?

3) Reading

Potty Training

by Vincent Iannelli, MD

Most children show **signs of readiness** to begin using the toilet as toddlers, usually between 18 months and 3 years of age.

These signs include **staying dry** for at least 2 hours at a time, having regular **bowel movements**, being able to **follow simple instructions**, being uncomfortable with dirty diapers and wanting them to be changed, asking to use the **potty chair**, or asking to wear regular **underwear**. You should also be able to tell when your child is about to **urinate** or have a bowel movement by his **facial expression**, posture or by what he says. If your child has begun to tell you about having a dirty diaper, you should **praise him for** telling you and **encourage** him to tell you **in advance** next time.

You should choose a **potty chair** once your child has shown that he is ready to begin **toilet training**. You can have him decorate it with **stickers** and sit on it **with his clothes on**, etc. to help him get used to it. Whenever your child shows signs of needing to urinate or have a bowel movement you should ask him if he wants to use the potty or take him to the chair and explain to him what you want him to do.

Only **keep him seated** for a few minutes **at a time,** don't **insist** and be prepared to **delay** training if he **shows resistance**. Until he is going in the potty, you can try to empty his dirty diapers into his potty chair to help demonstrate what you want him to do.

Things to avoid when toilet training your child are:

- beginning during a stressful time or
- a period of change in the family (moving, new baby, etc.),
- pushing your child too fast, and
- punishing mistakes (treat accidents and mistakes lightly).

Be sure to go at your child's pace and show strong **encouragement** and praise when he is successful.

Source:
http://www.keepkidshealthy.com/parenting_tips/potty_training/index.html

Vocabulary

at a time	to push sy
bowel movement	to praise somebody
to delay	to show resistance
to encourage sy to do something	sign of readiness
encouragement	to stay dry
facial expression	sticker
to follow instructions	stressful time
in advance	toilet training
to insist	underwear
to keep sy seated	urinate
potty chair	with sy's clothes on
to punish sy	

4) Vocabulary practice

Read the text once more, then cover it and fill in the gaps with the appropriate words:

Most children show **signs of .....** to begin using the toilet as toddlers, usually between 18 months and 3 years of age.

These signs include **staying .....** for at least 2 hours at a time, having regular **..... movements**, being able to **follow simple instructions**, being **.....** with dirty diapers and wanting them to be changed, asking to use the potty chair, or asking to wear regular underwear. You should also be able to tell when your child is about to **.....** or have a bowel movement by his **facial expression**, posture or by what he says. If your child has begun to tell you about having a dirty diaper, you should **..... him for** telling you and **encourage** him to tell you **in advance** next time.

You should choose a **potty .....** once your child has shown that he is ready to begin **toilet .....** . You can have him decorate it with **stickers**, etc. to help him get used to it. Whenever your child shows signs of needing to urinate or have a bowel movement you should ask him if he wants to use the potty or take him to the chair and explain to him what you want him to do.

Only **keep him .....** for a few minutes **at a time,** don't **insist** and be prepared to delay training if he **shows .....** . Until he is going in the **.....,** you can try to empty his dirty diapers into his potty chair to help demonstrate what you want him to do.

Things to avoid when toilet training your child are:

- beginning during a **..... time** or
- a period of change in the family (moving, new baby, etc.),
- **pushing** your child too fast, and
- **.....** mistakes (treat accidents and mistakes lightly).

Be sure to go at your child's pace and show strong encouragement and praise when he is successful.

5) Comprehension check

Are the following statements true (T) or false (F)?

1. Children show signs of readiness between 1,5 and 3 years of age. **T / F**
2. You need to see all signs of readiness listed in the text before starting potty training. **T/F**
3. It is a good sign when your child is talking about a dirty diaper. **T / F**
4. Decorating the potty may make it more attractive. **T / F**
5. Try to make your child sit on the potty for delayed periods of time. **T / F**
6. Don't start potty training at stressful times. **T / F**

6) Communication – Role play: Radio interview

In small groups work out 8–10 questions you would ask a pediatrician in an interview about potty training. Discuss the answers.

Get into pairs and and perform the radio interview.

7) Video: How to potty train a toddler ... - YouTube video

Click on the video and listen to it:

http://www.youtube.com/watch?v=1bAKUxFtoWY

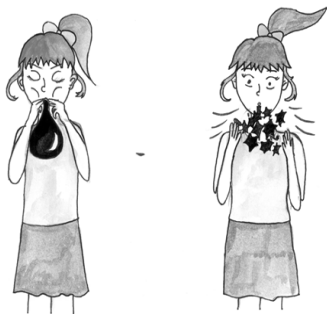
Video comprehension questions:

1. What is the key to successful potty training?
2. What are the three stages to toilet training?
3. What is the first step in potty training?
4. Why do many parents start potty training in the warmer months?
5. What do we call 'training pants'?
6. What is a good time to get your toddler to sit on a potty?
7. What are the tell-tale signs that show she needs to go to the toilet?
8. How can you get your child into the habit of washing hands?
9. What should you do if you have a number of wet nights?

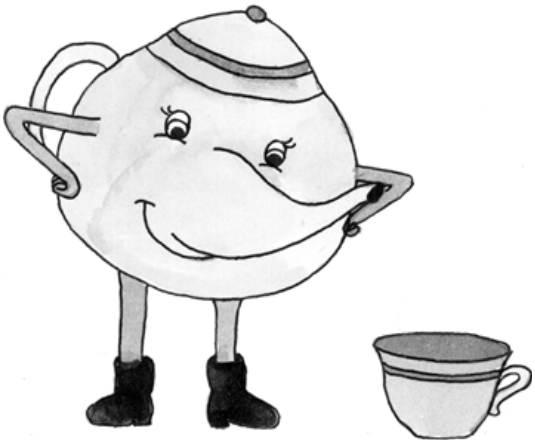
More vocabulary!

accident	insist on something
bladder control	key stages
bowel movement control	more / less likely
bored	night control
child's development	occur
feel stressed	one-off
feel uncomfortable	options (toilet -, potty -)
fidgety	reward success
for a reasonable amount of time	tell-tale sign
from an early stage	toilet paper
get the child comfortable	training pants
habit of washing hands	watch out for something
in a month's time	wipe his/her bottom
in a row	wet night
inevitable	wet-wipe

7) Time for rhymes:



BALLOONS
This is the way we blow our balloon.
Blow! Blow! Blow!
(Place hands on cheeks and gradually puff cheeks out.)
This is the way we break our balloon.
Oh, oh, no!
('Pop' cheeks to blow out air.)



I'M AL LITTLE TEAPOT
I'm a little teapot,
Short and stout.
Here is my handle.
(Put one hand on hip.)
Here is my spout.
(Bend other arm out to the side like a spout.)
When I get all steamed up,
(Jump up.)
Hear me shout,
'Tip me over and pour me out!'
(Tip body sideways.)

THIS IS THE CHURCH
This is the church,
(Clutch fingers of both hands together and close hands.)
This is the steeple.
(Raise index fingers.)
Open the doors
(Raise index fingers and thumbs, open hands slightly.)
And see all the people!
(Open hands so that you can reveal clutching fingers.)

Unit 7

Temper tantrums

1) Warmer

What makes you angry? Describe some situations. (e.g. when somebody skips the queue in front of you)

How do you react when you are *frustrated / tired / angry / disappointed / annoyed***?**

2) Pre-reading task

a) Look at the headline of each section in the reading passage. Can you guess what their content is about?

b) Which sections do the following quotes come from?

i. 'Ignoring the outburst is one way to handle it – if the tantrum poses no threat to your child or others.'
ii. 'Try to give toddlers some control over little things.'
iii. 'Frustration is an unavoidable part of their lives as they learn how people, objects, and their own bodies work.'
iv. 'Now is the time for a hug and reassurance that your child is loved, no matter what.'
v. 'Remember, tantrums usually aren't cause for concern and generally diminish on their own. '

3) Reading

Temper Tantrums

Your toddler's second temper tantrum of the day shows no signs of stopping, and **super-sonic, ear-shattering, teeth-jarring screams pierce the air.** You'd run away and join the circus if only that were a real option. There must be a better way. During **the kicking-and-screaming** chaos of the moment, tantrums can be downright frustrating. But instead of looking at them as catastrophes, treat tantrums as **opportunities for education.**

Why Kids Have Tantrums

Temper tantrums range from **whining** and **crying** to **screaming, kicking, hitting**, and **breath holding**. They're equally common in boys and girls and usually occur between the ages of 1 to 3.

Kids' temperaments vary dramatically – so some kids may experience regular tantrums, whereas others have them rarely. They're a normal **part of development** and don't have to be seen as something negative. Unlike adults, kids don't have the same **inhibitions** or **control**.

Imagine how it feels when you're determined to program your DVD player and aren't able to do it, no matter how hard you try, because you can't understand how. It's pretty **frustrating** – do you **swear**, throw the manual, **walk away,** and **slam the door** on your way out? That's the adult version of a tantrum. Toddlers are also trying to master their

world and when they aren't able to accomplish a task, they turn to one of the only tools **at their disposal** for venting frustration – a tantrum.

Several basic **causes of tantrums** are familiar to parents everywhere: The child is **seeking attention** or is tired, hungry, or uncomfortable. In addition, tantrums are often the result of kids' **frustration** with the world – they can't get something (for example, an object or a parent) to do what they want. Frustration is an unavoidable part of their lives as they learn how people, objects, and their own bodies work.

Tantrums are common during the second year of life, a time when children are **acquiring language**. Toddlers generally **understand** more than they can **express**. Imagine not being able to communicate your needs to someone – a frustrating experience that may precipitate a tantrum. As **language skills improve**, tantrums tend to decrease.

Another task toddlers are faced with is an increasing need for **autonomy**. Toddlers want a **sense of independence** and **control over** the environment – more than they may be capable of handling. This creates the perfect condition for power struggles as a child thinks 'I can do it myself' or 'I want it, give it to me.' When kids discover that they can't do it and can't have everything they want, the stage is set for a tantrum.

to acquire language	inhibition
autonomy	to kick
breath holding	language skills
cause	opportunity for education
control over sg	to pierce the air
development	to scream
(at sy's) disposal	to seek attention
ear-shattering	to slam the door
to express something	supersonic
frustrating	to swear
frustration	tantrum
to hit	teeth jarring
to improve	to walk away
independence, sense of independence	to whine

Avoiding Tantrums

The best way to deal with temper tantrums is to **avoid** them in the first place, whenever possible. Here are some strategies that may help:

- Make sure your child isn't **acting up** simply because he or she isn't getting enough attention. To a child, negative attention (a parent's response to a tantrum) is better than no attention at all. Try to establish a habit of catching your child being good ('time in'), which means **rewarding** your little one with attention for positive behaviour.
- Try to give toddlers some control over little things. This may fulfill the **need for** independence and ward off tantrums. Offer minor **choices** such as 'Do you want orange juice or apple juice?' or 'Do you want to brush your teeth before or after taking a bath?' This way, you aren't asking 'Do you want to brush your teeth now?' – which inevitably will be answered 'no.'
- Keep **off-limits objects** out of sight and out of reach to make struggles less likely to develop over them. Obviously, this isn't always possible, especially outside of the home where the **environment** can't be controlled.
- **Distract** your child. **Take advantage** of your little one's short **attention span** by offering a replacement for the coveted object or beginning a new activity to replace the frustrating or forbidden one. Or simply change the environment. Take your toddler outside or inside or move to a different room.

- Set the stage for success when kids are playing or trying to master a new task. Offer **age-appropriate toys** and **games.** Also, start with something simple before moving on to more **challenging tasks**.
- Consider the request carefully when your child wants something. Is it **outrageous**? Maybe it isn't. Choose your **battles**; accommodate when you can.
- Know your child's **limits**. If you know your toddler is tired, it's not the best time to go grocery shopping or try to squeeze in one more errand.

If a **safety** issue is involved and a toddler repeats the forbidden behaviour after being told to stop, use a **time-out** or hold the child firmly for several minutes. Be consistent. Kids must understand that you are inflexible on safety issues.

to act up	limit
age appropriate	need for sg
attention span	off limit
to avoid	outrageous
battle	to reward
challenging	safety
choice	to take advantage of sg
to distract	task
environment	time-out
game	toy

Tantrum Tactics

The most important thing to **keep in mind** when you're faced with a child in the throes of a tantrum, no matter what the cause, is simple and crucial: **Keep cool**. Don't complicate the problem with your own frustration. Kids can sense when parents are becoming frustrated. This can just make their frustration worse, and you may have a more exaggerated tantrum **on your hands**. Instead, **take deep breaths** and try to think clearly.

Your child relies on you to be the example. **Hitting and spanking** don't help; physical tactics send the message that using force and **physical punishment** is OK. Instead, have enough **self-control** for both of you.

First, try to understand what's going on. Tantrums should be **handled** differently depending on the cause. Try to understand where your child is coming from. For example, if your little one has just had a great disappointment, you may need to **provide comfort**.

It's a different situation when the tantrum stems from a child's being refused something. Toddlers have fairly rudimentary **reasoning skills**, so you aren't likely to get far with explanations. **Ignoring** the outburst is one way to handle it – if the tantrum **poses no threat** to your child or others. Continue your activities, paying no attention to your child but remaining within sight. Don't leave your little one alone, though, otherwise he or she may **feel abandon**ed on top of all of the other uncontrollable emotions.

Kids who are in danger of hurting themselves or others during a tantrum should be taken to a quiet, safe place to **calm down**. This also applies to tantrums in public places.

Preschoolers and older kids are more likely to use tantrums to get their way if they've learned that this behaviour works. Once kids are school age, it's appropriate to send them to their rooms to **cool off**. Rather than setting a specific time limit, parents can tell them to stay in the room until they've **regained control.** The former option is empowering – kids can affect the outcome by their own actions, thereby gaining a sense of control that was lost during the tantrum.

to calm down	physical punishment
to cool off	to pose threat
to feel abandoned	to provide comfort
to handle	to regain control
to have sg on one's hands	reasoning skills
to hit	self control
to ignore	to spank
to keep cool	to take a deep breath
to keep in mind	

After the Storm

Occasionally a child will have a hard time stopping a tantrum. In these cases, it might help to say, 'I'll help you **settle down** now.'

But do not reward your child after a tantrum by giving in. This will only prove to your little one that the tantrum was effective. Instead, verbally praise a child for regaining control. Also, kids may be especially **vulnerable** after a tantrum when they know they've been less than adorable. Now is the time for a **hug** and reassurance that your child is loved, no matter what.

When to Call the Doctor

You should **consult your doctor** if, e.g. you're uncomfortable with your responses, you keep giving in, the tantrums increase in frequency, intensity, or duration, our child frequently hurts himself or others.

Your doctor can also check for any **physical problems** that may be contributing to the tantrums, although this is not common. These include hearing or vision problems, a chronic illness, language delays, or a learning disability.

Remember, tantrums usually aren't cause for concern and generally **diminish** on their own. As kids mature developmentally and their grasp of themselves and the world increases, their frustration levels decrease. Less frustration and more control mean fewer tantrums – and happier parents.

Source:
http://kidshealth.org/parent/emotions/behavior/tantrums.html#cat145

to consult a doctor	physical problems
to diminish	to settle down
hug	vulnerable

4) Vocabulary practice:

What are the missing words in the following sentences?

1. Your toddler's second temper tantrum of the day shows no signs of stopping, and **supersonic, ear-……, teeth-jarring screams pierce the air.**
2. Unlike adults, kids don't have the same …… or **control**.
3. The child is **seeking ……** or is tired, hungry, or uncomfortable.
4. Another task toddlers are faced with is an increasing need for…… .
5. Try to establish a habit of catching your child being good ('time in'), which means …… your little one with attention for positive behaviour.
6 **Take advantage** of your little one's short …… **span** by offering a replacement for the coveted object or beginning a new activity to replace the frustrating or forbidden one.

7. If a **safety** issue is involved and a toddler repeats the forbidden behavior after being told to stop, use a …….. or hold the child firmly for several minutes.
8 **Hitting and ……** don't help; physical tactics send the message that using force and **physical punishment** is OK.
9. Don't leave your little one alone, though, otherwise he or she may **feel ……** on top of all of the other uncontrollable emotions.
10. Now is the time for a …….. and reassurance that your child is loved, no matter what.

(autonomy, abandoned, time-out, shattering, hug, attention, spanking, rewarding, inhibitions, attention)

5) Reading comprehension

1. List a few signs of temper tantrums:
2. Why do temper tantrums occur more frequently among children than adults?
3. Why do tantrums start occurring in the second year? Give a few reasons.
4. What kind of control can you offer to children in order to avoid tantrums?
5. How can you take advantage of the short attention span of children?
6. What should be done in a situation when safety is an issue?
7. How should you behave when your child is having a tantrum?
8. Is giving in a good strategy?
9. What does a hug mean?
10. When should you consult a doctor?

6) Communication

Write a composition of 250 (+/- 10%) words describing

- why temper tantrums occur,
- at what age,
- how they can be prevented
- what the 'symptoms' are,
- what to do when a tantrum happens
- when to seek for medical help.

7) Time for rhymes

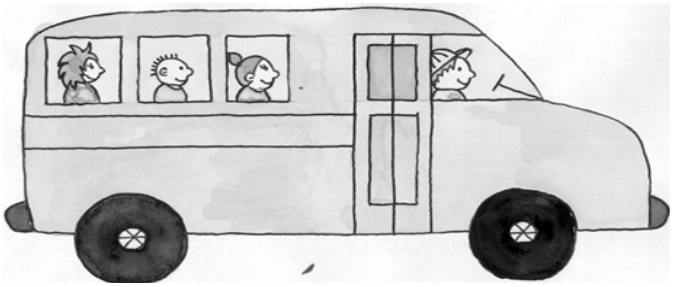
LITTLE JACK HORNER
Little Jack Horner,
Sat in a Corner,
Eating a Christmas Pie,
He stuck in his thumb,
And pulled out a plum,
and said 'What a good boy am I!'

THE WHEELS ON THE BUS
The wheels on the bus go round and round.
Round and round.
Round and round.
The wheels on the bus go round and round, all day long.
(Make circles with fingers)

The horn on the bus goes beep, beep, beep.
Beep, beep, beep.
Beep, beep, beep.
The horn on the bus goes beep, beep, beep, all day long.
(Push with your right hand)

The wipers on the bus go swish, swish, swish.
Swish, swish, swish.
Swish, swish, swish.
The wipers on the bus go swish, swish, swish, all day long.
(Wave hands left and right)

The baby on the bus says 'Wah, wah, wah.
Wah, wah, wah.
Wah, wah, wah'.
The baby on the bus says 'Wah, wah, wah', all day long.



The bell on the bus goes 'Ding, ding, ding.
Ding, ding, ding,
Ding, ding, ding.'
The bell on the bus goes 'Ding, ding, ding', all day long.

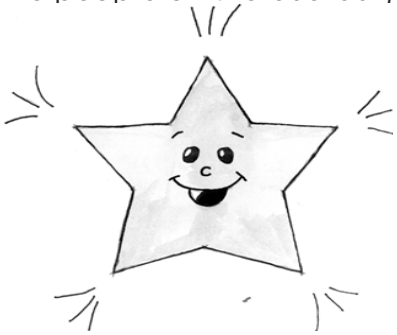
The money on the bus (or: in the box) goes, 'Clink, clink, clink,
Clink, clink, clink,
Clink, clink, clink.'
The money on the bus goes 'Clink, clink, clink', all day long.

The Driver on the bus says 'Move on back,
move on back,
move on back.'
The Driver on the bus says 'Move on back', all day long.

The windows on the bus go up and down,
up and down,
up and down.
The windows on the bus go up and down, all day long.

The mommy on the bus says 'Shush, shush, shush,
Shush, shush, shush,
Shush, shush, shush.'
The mommy on the bus says 'Shush, shush, shush,' all day long.

The people on the bus laugh 'Ha-ha-ha,
Ha-ha-ha,
Ha-ha-ha.
The people on the bus laugh 'Ha-ha-ha,' all day long.



<u>TWINKLE, TWINKLE, LITTLE STAR</u>
Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky,
Twinkle, twinkle, little star,
How I wonder what you are.

Unit 8

Reading books for toddlers

1) Warmer

Maisy, Spot, Peter Rabbit, Winnie-the-Pooh, Slinky Malinky, Gruffalo, Clifford and the Very Hungry Caterpillar

Do you know these story book characters? Find pictures of them on the Internet.

2) Pre-reading task:

1. Where would you put the books in a nursery room?
2. When is the best time to read to a child?
3. Can you collect reasons for reading stories to toddlers?

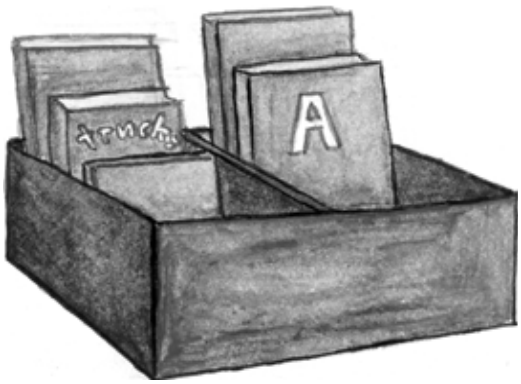
3) Reading

Which Toddler Stories are Best?

Choosing quality toddler stories and sharing them regularly is very important to your child's **cognitive development**. Listening to stories helps your child's **speech** and is a **building block for learning to read** later.

Fortunately most little ones love to be read **toddler stories** especially if they're read to **'on demand'** as well as **at bedtime**. Sometimes it's amazing how long a little toddler wants to sit and listen, often wanting the book repeated many times. Toddlers love **familiarity** for **security** and the **repetition** helps.

Which materials?



As you may have discovered... toddler books for one-year-olds (and some two–year-olds) need to be **tough!** These enthusiastic little learners are still mastering **self control** and often overestimate how much strength is needed to **lift a flap** or **turn a page**.

Since it's beneficial for even little **tots** to have free access to at least a few books, those need to be made of either thick **cardstock** or **cloth**. There are some lovely **cloth books** and they do **last longer,** but maybe that's because they don't seem to be as popular.

Paper or **hardcover** child **story books** usually last much longer in the hands of two-year-olds, though. So we use both **board and paper books** for their book corner at **nursery** (**day care centre**).

Which features?

Lift the flap books are a real **treat**. One-year-olds find the **interaction** that these books provide very exciting. **Watch out** though, the flaps are the first to **get ripped**. Maybe these books could be brought out only when you **share** them together. We have a high shelf for the more **fragile** books including paper ones. We often get asked, even by one-year-olds, to read a book from there and they know exactly which one they want to.

Feely books are another great way for even the smallest child to **interact** with the book. Toddlers like looking at pictures but touching and doing takes the learning and enjoyment to another level. Also, most books, including textures, are **durable** enough for toddlers to 'read' without close **supervision**.

What about the content?

Most one-year-olds and a few two-year-olds enjoy toddler books with **labeled pictures** of objects or actions. Even though all books you read to your toddler help their **language development**, these simple books are particularly good if you're worried about **late talking**. You can also use these to extend your toddler's vocabulary by describing the objects in detail.

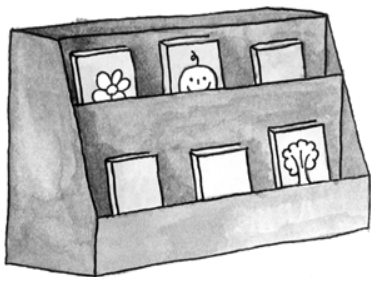
One-year-olds prefer very simple stories, with clear **uncluttered** pictures on each page. **Story lines** about parts of a **child's routine,** such as eating, **bathtime** or getting dressed are very popular. Another favourite theme for little **tots** is finding things.

Two-year-olds enjoy slightly more complex stories about families, **outings** and new experiences, such as seeing a dentist, having a new baby in the family or using the potty.

It's easy to do these days, but try to have some **characters** that are from different cultures and backgrounds. This satisfies their prominent **goal** to learn about and make sense of the world around them.

Another great subject for toddler stories is, of course, **animals**. Young children of all ages are **fascinated** by what they do, what sounds they make, where they live, etc.

I'm sure you've found that toddlers, like most children, are attracted to TV characters. I think that the main attraction to these characters is that they're **familiar**. It's a fact that young children love **repetition**. I can understand that in this busy, ever-changing world, little ones can find stability in seeing the same character many times a day, on TV, toys, clothing, bedroom decor, adverts, in shops, magazines and books.



Storing Toddler Books

I like to just put a **few books out on a low shelf** at a time and then **rotate** them, except for a couple of favourites. This keeps the selection interesting yet **manageable** for a tot.

To help your toddler's **self-esteem** and **independence**, you could teach them to lay their books flat on the shelf, first by modelling. It is easiest for toddlers if there is just one **layer** and there're **spaces** in between the books. This also means that your little one can easily see the selection. A **bonus** feature is that it's **kinder on** the books, too.

I hope you enjoy **cuddling up** with your toddler and reading a delightful toddler story.

Source:
http://www.clever-toddler-activities.com/toddler-stories.html

Vocabulary

bathtime	labeled (US) (GB: labelled) picture
to be kind on sg	language development
bedtime	to last
board book	late talking
bonus (adj)	to lift a flap
book review	to master
building block	nursery
cardstock	on demand
character	outing (e.g. family outing)
cloth	paper book
cloth book	repetition
cognitive development	security
to cuddle up	self-control
day care center (US) (GB: centre)	self-esteem
durable	to share
familiar, familiarity	speech
to be fascinated	story book
feely book	story line
fragile	supervision
to get ripped	toddler story
goal	tot
hard cover	tough
to have access to sg	treat (n)
independence	to turn a page
to interact, interaction	to watch out

4) Comprehension check

a) Are the following statements true (T) or false (F)?

1. Reading stories to children is essential for their cognitive development. **T/F**
2. Toddlers love when stories are repeated several times. **T/F**
3. The material a toddler's book is printed on is of little importance. **T/F**
4. A disadvantage of lift-the-flap books is that they easily get ripped. **T/F**
5. Feely books often make children cry. **T/F**
6. Two-year-olds enjoy more complex stories. **T/F**
7. Characters from different cultures in books should be avoided. **T/F**
8. Try to rotate books on the shelf. **T/F**

b) Did you find any new information in the text? Anything you disagree with?

5) Vocabulary practice

Review the text, cover it and try to fill in the gaps below:

1. Choosing quality toddler stories and sharing them regularly is very important to your child's ..... development.
2. Fortunately most little ones love to be read toddler stories especially if they're read to 'on .....' as well as at ..... .
3. Toddlers love ..... for security and the repetition helps.
4. There are some lovely ..... books and they do last longer, but maybe that's because they don't seem to be as popular.
5. These enthusiastic little learners are still ..... self control and often overestimate how much strength is needed to ..... a flap or turn a page.

6. So we use both board and paper books for their .... at nursery (day care centre).
7. Lift-the-flap books are a real ..... .
8. Also, most books including textures are durable enough for toddlers to 'read' without close ..... .
9. Even though all books you read to your toddler help their ..... development, these simple books are particularly good if you're worried about ..... talking.
10. Story ..... about parts of a child's routine such as eating, bathtime or getting dressed are very popular. Another favourite theme for little ..... is finding things.
11. I like to just put a few books out on a low ..... at a time and then rotate them, except for a couple of favourites.
12. To help your toddler's self-..... and independence, you could teach him to lay his books flat on the shelf, first by modelling.

6) Communication:

a) Writing – Book review

Go to a library or bookshop where you can browse English language children's books. Choose your favourite one and write a book review of about *250 words* about it. In your review include the following information:

- main character(s),
- author,
- material of the book (cloth, cardboard, etc.),
- type of book (e.g. lift the flap, touch and feel),
- content (story, labelled pictures, nursery rhyme, etc.),
- age group the book is recommended to,
- why it appeals to you,
- general recommendation, opinion

b) Reading aloud for toddlers

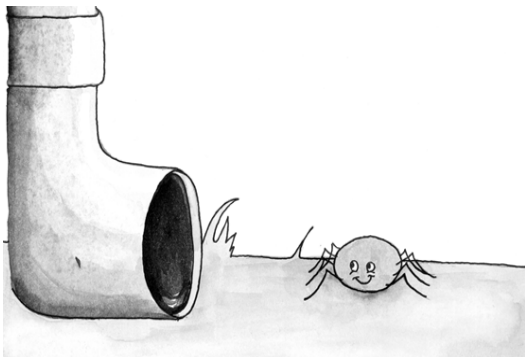
1) How do you read to one child or a group of children? What is important if you want to read to children? Make a list.

e.g. sitting in a circle, eye contact, mimics
.....

2) Take a toddlers' picture book and read to your group as though they were a group of toddlers.

7) Time for rhymes:

<u>INCY WINCY SPIDER</u>
Incy Wincy Spider
Climbed the water spout.
(Make circles out of thumbs and forefingers, put tips together, twist upward.)
Down came the rain and
(Wiggle fingers while moving downward.)
Washed poor Incy out.
(Push outward.)
Out came the sunshine
(*Make big circle with arms over head.)*
And dried up all the rain.
(Hands in front, palms up, move up in rhythm.)
So Incy Wincy Sprider climbed
The spout again.



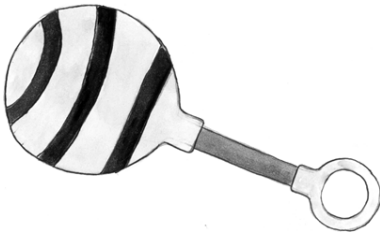
IT'S RAINING
It's raining, it's pouring,
The old man is snoring.
He went to bed and bumped his head
And couldn't get up in the morning.

RAIN, RAIN, GO AWAY
Rain, rain, go away.
Come again another day.
Rain, rain, go away,
Come on mother's washing day.

THERE IS THUNDER
(*Tune: Are you sleeping?)*
There is thunder, there is thunder,
(*Pound floor with palms of hands.)*
Hear it roar, hear it roar,
Pitter, patter, rain drops,
Pitter, patter rain drops,
(Slap knees alternately and quickly.)
I'm all wet! I'm all wet!
(Shake rain off hands.)

Unit 9

Toys for toddlers



1) Warmer

a) Snowball: Sit in a circle and collect words for toys in English. As you are going round the circle, repeat all the words you have heard before it was your turn.

b) Play memory with toy word cards.

c) Definition game:

Think of toys (e.g. ball, rattle, doll) that you know in English and give their definition to your partner (or to your group if it is a group competition). They have to find out what they are.

2) Pre-reading task:

Answer the following questions:

1) Look at the picture cards and decide what kind of toy you would buy as a present for a
   a. six-month-old baby?
   b. one-year-old toddler?
   c. two-year-old child?
   d. three-year-old child?

2) Compare your list with your partner's and discuss your choices, giving reasons.

3) Can you remember your favourite childhood toys? Why did you like them so much?

3) Reading

Choosing Toys Children Really Like

We often hear about the demand for one **toy** during the holiday shopping season. A few years ago there was a rush on a **stuffed animal**, like one kid saw on TV. The news reported on parents standing in store lines for hours or fighting other parents to make sure their child would have one of these toys on Christmas morning. Sad to say, after all this effort, many parents found their child playing with this toy for a few minutes, then putting it aside to play with something else.

There are lots of toys on store shelves to choose from and the cost can really add up. Children often want every toy they see in the store and on TV. It's up to adults to choose the best toys for the money they have to spend. How do you choose good toys that children will really like to play with?

Before you buy a new toy, ask yourself the following questions about safety:

- Is the toy made of sturdy material that will hold up with lots of playing?
- Does the toy shoot or throw things that may hurt a child's eyes?
- Does the toy make loud noises that may harm a child's hearing?
- Does the label on a painted toy state '**nontoxic**'?
- Is the toy easy to wash and keep clean?
- Does the toy work well?

Then look at the toy and think about how children would use it:

- Can children use this toy in more than one way?
- Can children decide how to play with this toy, or does it play for them?
- Is the toy right for the age of the child?
- Will children of other ages be able to use this toy?
- Can the toy be used with other toys for playing?
- Is there anything about this toy that could raise tension or cause stress for the children or you?

Great toy choices for children

You can't go wrong by choosing toys in the groups listed below.

Dramatic play – toys that help children work out their ideas about the world.

These include **blocks, toy cars, trucks, planes, boats, dress-up clothes, ocean, farm** and **rainforest animals, insects, dolls, stuffed animals, tool sets, medical kits, doll houses, puppets, props** to make a restaurant, store, post office, etc.

Small object play – toys for children (three years of age and older) to use the **small muscles** in their hands and fingers. Playing with small objects helps children's learning about **math** and **science**. These include c**onstruction sets, blocks, plastic blocks** that fit together, **puzzles**.

CAUTION: Children under three years of age should not play with small objects, which they may put in their mouths, causing them to choke. Any toy that is small enough to drop through a toilet paper tube should not be given to children under three years of age.

Art play – materials for children to use in ways they choose. These include paints, **paper of all sizes and colours, crayons, markers, children's safety scissors, glue, clay**.

Physical play – helps children use their arm and leg **muscles**. These toys include **bikes** and other **riding toys, balls, bats, jump-ropes, swing sets, things to climb on, or tunnels to crawl** through**.**

Game playing – teaches children about **taking turns**, **following rules**, **solving problems**. These toys include **board games, card games**, and games you or the children make up.

Toys to avoid

Toys that play for the child – such as **dolls, stuffed animals, phones**, and books that talk, sing, dance, or jump when a button is pushed; handheld computer games that children play with by themselves; play computers that say the **alphabet**, colours, numbers, or make animal sounds.

Toys that teach violence – such as **guns, swords, action figures of professional wrestlers,** balls made to look like bombs, toys from horror TV shows or movies.

Toys that don't allow children to choose how to play with them – such as **play-dough molds** to make shapes in only one way or **construction toys** that can only be built in one way.

Toys that are linked to TV programs, movies, music, and video games for teens or adults – such as dolls based on teenage stars and pop music, 'pretend' body piercings and tattoos; action figures, dolls, and other toys linked to PG-13 or R-rated movies.

Toys that are linked to advertising, candy, and unhealthy foods –
such as toys with the name or logo of a fast food restaurant on them, books or games based on name brand or junk foods.

Source:
http://extension.psu.edu/youth/betterkidcare/early-care/our-resources/tip-pages/tips/choosing-toys-children-really-like

Vocabulary

action figure	to make sure
to add up	to make up
alphabet	marker
animals: farm animal, rainforest animal	math (US)/ maths (UK)
art play	medical kit
ball	non-toxic
bat	paper of ... colour, ... size
blocks (wooden or plastic)	physical play
bike	plane
board game	play a game / with a toy
boat	playdough mold
bomb	prop
body piercing	puppet
candy	puzzle
card game	to raise tension
to cause stress	riding toy
children under 3 years of age	safety scissors
to choke	science
Christmas morning	shelf (shelves)
clay	to shoot
climb on	shopping season
construction set / game	small muscle
crayon	small object play
crawl through	to solve a problem
doll	to stand in a line
doll house	stuffed animal
dramatic play	sturdy
dress-up clothes	swing set
fast food restaurant	sword
follow rules	take turns
glue	tattoo
to go wrong	to teach violence
gun	teenage star
to harm hearing	toilet paper tube
to hurt the eyes	tool set
in more than one way	toy
insect	toy car
jumprope	tunnel
junk food	truck
to keep clean	tv show
to make a shape	unhealthy food
to make (animal) sounds	wrestler

4) Vocabulary practice

a) Word cards – check if you know what these toys are:

alphabet abacus, ball, board game, building blocks, bucket, choo-choo train, doll, doll house, dump-truck, finger paint, jigsaw/floor/giant puzzle, growth chart, hopscotch, humming top, jack-in-the box, jumprope, learning workbench, magnetic dress-up, mobile, monkey bars, pattern blocks, piggy bank, playmat, playdough, press-and-go train set, push-toy, rampway, rattle, rocking horse, sand-box, sand toys, scooter, see-saw, slide, shape blocks, shape box, stacking blocks, step stool, swing, teether, touch-and-feel puzzle, train set, wooden abacus, wooden alphabet blocks,

b) Group the toy word-cards into the following categories:

Dramatic play:	Small object play:	Art play:	Physical play:
.....	.....	.....	.....

c) Match the two parts of the phrases in the boxes:

harm	up
go	eyes
add	clean
make	wrong
keep	sure
hurt	shape
cause	hearing
make	up
make	stress

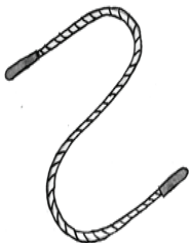
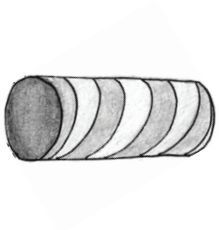
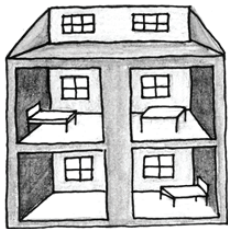
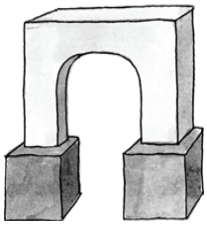
5) Comprehension check:

Are the following statements true (T) or false (F)? Please circle the answer.

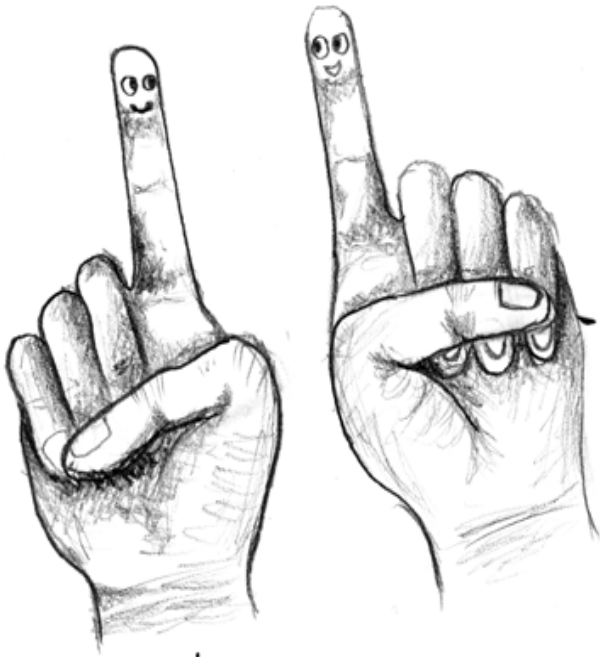
1. Toys need to be made of sturdy materials so that they can last long. **T/F**
2. You need to be careful since some toys may do harm to a child's eyes or hearing. **T/F**
3. Good toys can be used only in one way. **T/F**
4. Dramatic play helps children use their leg muscles. **T/F**
5. Examples for dramatic play include blocks, tool sets, medical kits and doll houses. **T/F**
6. Toys for small object play encourage children to use their small muscles in their hands and fingers. **T/F**
7. Riding toys, bikes, jumpropes, swings, tunnels to crawl through belong to physical play. **T/F**
8. Toys for physical play teach children taking turns, following rules and solving problems. **T/F**
9. Toys that play themselves or teach violence should be avoided. **T/F**

6) Communication – Writing:

You are working on a catalogue for a toy store. Write a 30-word description for the following toys:

				
Jump rope	**Safety Scissors**	**Tunnel**	**Doll house**	**Blocks**

7) Time for rhymes:



WHERE IS THUMBKIN?
Where is Thumbkin?
Where is Thumbkin?
(Begin with two fists behind back.)
Here I am!
(Bring out one fist with thumb raised.)
Here I am!
(Bring out other fist with thumb raised.)
How are you today, sir?
(Bend one thumb up and down.)
Very well, I thank you.
(Bend other thumb up and down.)
Run away,
(Return one hand behind back.)
Run away.

Repeat with each finger:
Pointer, Tall Man, Ring Man and Pinkie

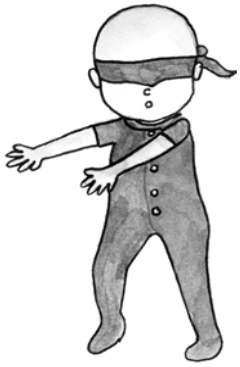
ONE, TWO, THREE, FOUR, FIVE
One, two, three, four, five,
Once I caught a fish alive,
Six, seven, eight, nine, ten,
Then I let it go again.

Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on the right.

CLAP YOUR HANDS
1.Clap, clap, clap your hands
As slowly as you can.
Clap, clap, clap your hands
As quickly as you can.

2. Shake, shake, shake your hands ...
3. Roll, roll, roll your hands ...
4. Rub, rub, rub your hands ...
5. Wiggle, wiggle, wiggle your fingers ...
6. Pound, pound, pound your fists ....

Unit 10



Games

1) Warmer

In pairs write down the rules of a playground game you used to play as a child. Read the rules to another pair and let them find out which game you were talking about.

.....

.....

.....

2) Pre-reading task:

a) Your teacher is going to show you the following objects:

- a blanket and a teddy bear,
- a gift bag,
- some cereal boxes,
- sticky notes and a crayon,
- a poster board,
- masking tape and a crayon,
- a shoe box and some markers.

Try to come up with ideas about how you toddlers could play games with those objects. Share your ideas with the group.

b) Listen to the teacher's instructions and play some of the games described in the reading exercise.

3) Reading

Bear Cave Hunt

Find the bears in the **cave**! All kids love to build and play with **tunnels**. Use your **couch** and some **pillows** to make a small tunnel/cave for your toddler to climb into. Then find 3 **teddy bears** and place them inside the tunnel for your child to find. (Or print out the sheet of bears and cut them out). Tell your child that she needs to find the bears in the tunnel and bring them out! If the tunnel falls over, just let her help you to build it again. As she finds the bears, count them, 1, 2, 3 and talk about the size of the bears! Yay, great job in finding those bears!

Supplies Needed:
- couch and pillows (or tent tunnel)
- teddy bears (or print a sheet of three bears)

Tips/Suggestions:
- This is an activity for any toddler, young or old.
- Let your toddler colour in the bears before you cut them out.
- Talk about what sounds a bear makes.
- Visit a Virtual Zoo to see a video of a bear by clicking on.

Source:
http://www.toddlertoddler.com/indexvirtualzoo.htm

Toddler Dominoes

It seems like all toddlers like to knock things down! This activity will let them do just that with some cereal box **dominoes**. Take a few of your empty cereal boxes and line them up on the floor. Push one at the end to show your toddler how they all fall down. Your toddler will enjoy looking at the boxes and knocking them down. You can even put a **rattle** inside each box so that they make some noise when they fall over.

Supplies Needed:
- empty cereal boxes
- rattles

Tips/Suggestions:
- Your toddler might just want to step on the boxes, stack them or move them around the room. Go with it!
- You can point out some of the pictures and colours on the boxes while you are playing with them.

Gift Bag Treasures!

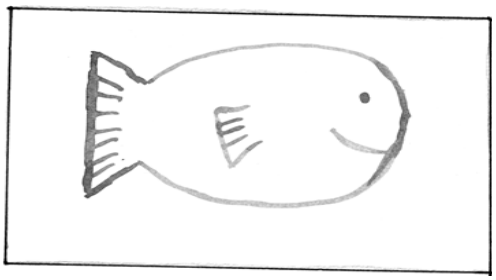
Everyone has tons of gift bags stored in the closet from past parties and showers. Here's a good time to use them. Take about 5 or six of them, open them up and put them on the floor. (This is one of those toddler activities where your toddler might have more fun with the objects rather than the planned activity.) Have your toddler look in each bag to see if there is anything in it. Then place an object (ball, apple, doll, truck) in one of the bags and mix them up. Now have your toddler look again. When he finds the object congratulate him/her with **clapping** and much excitement! This way he/she will become enthusiastic to do it again!

Supplies Needed:
- gift bags (or paper bags will do)
- small objects

Tips/Suggestions:
- For some of the older toddlers, put an object in each bag and when she looks inside review the word for that object.
- Get some exercise in and put the gift bags around the room or house so that your child will have to walk to each bag and look to see if there is anything inside!
- If your gift bags have different colours or objects on them, you can talk about them while your toddler looks for the hidden treasures.

Go Fish! Sticky Fish!

This is a great activity for those toddlers that like to get their hands into everything. Take about 10 sticky notes and draw a fish on 6 of them with a **crayon**. Then lay each individual sticky note down on the floor or on a table with the sticky side up. You'll want to show your toddler how to play this game first before she does it. Tell your toddler that you are going fishing and then place your hand on top of one of the sticky notes. It will stick to your palm. Then lift your hand up and turn your hand over to show your toddler the note and the picture of the fish on it. Then say 'Wow! I just caught a fish!' Do it again and when you get a blank note, say 'No fish there!' Now it's your toddler's **turn**. You can do this again and again until the stickiness of the notes runs out. (Or when your toddler crumbles up the paper enough!).

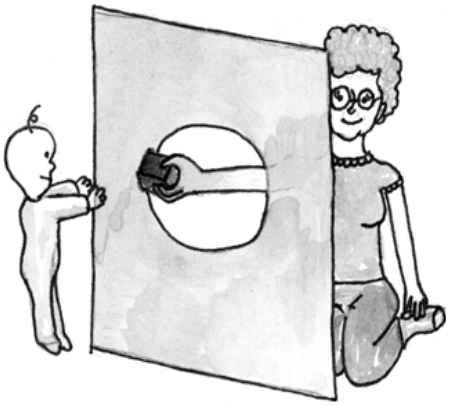


Supplies Needed:
- 10 sticky notes, crayon

Tips/Suggestions:
- As your toddler catches the fish, count them too!

Holes Game

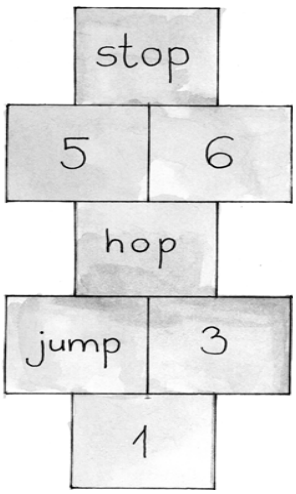
Take a big piece of **poster board** and cut some holes in it, big enough to put your head or hands through. Then tape one side to a wall. Now let your toddler stand on one side and you sit on the other. Have her put some objects through the holes and pass them back to her. She can even stick her hand through and you can tickle it or grab it. Use **stuffed animals** and have her put them through the big hole. Then you can toss it back to her!



Supplies Needed:
- poster board
- tape
- scissors

Tips/Suggestions:
- You'll see that your toddler will just enjoy putting things through the holes so give her a basket of small items/toys to put through. Then let her gather them from the floor put them in her basket and do it again!

Indoor Toddler Hopscotch!

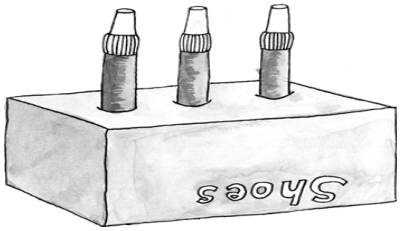


Just because it is rainy outside it doesn't mean you can't have fun inside! It's time to have fun with playing **hopscotch** in your living room or kitchen. Take some **masking tape** (or even the painter's blue masking tape) and create the diagram to the right on your rug/floor. Then have your little toddler toss a small toy at the squares. Have her walk/jump over the squares to get to the toy and pick it up. As she is jumping on each square be sure to call out the number. Then have her bring the toy back to you and you **take your turn**! This is a great way to **get some exercise** and learn your numbers, even if it's a rainy day!

Supplies needed:
- floor space
- masking tape

Tips/Suggestions:
- Your toddler might want to pull up the tape when she/he sees you putting it down. You can try to create the hopscotch board during **nap time** to try to avoid this. But, it's okay if he/she starts to pull it up. She'll learn how tape is sticky and how it feels on her fingers.

Marker Box Fun!



This is a great activity that your toddler will surely enjoy. All you need is a shoebox and **markers**. Take some scissors and punch holes in the bottom of the box. Take a marker and push it through each hole. (Depending on the depth of the box, you might need to cut a couple inches around the top so that when the markers are put in the hole they will hit the ground and stand upright as shown in the photo.) After you have created all the holes and put the markers in, let your toddler have fun taking them out and putting them back in again. Talk about the colours and try to match them up!

Supplies Needed:
- shoe box
- scissors
- markers

Tips/Suggestions:
- Turn the markers upside down so that you can't see the **cap** colour and try to play **concentration** and **make a match**!

Source:
http://www.toddlertoddler.com

Vocabulary

blank	(to) mix up
cave	(to) open up
cereal box	nap time
(to) clap	palm
concentration	(to) pass back
(to) congratulate	pillow
crayon	playground game
crumble	poster board
diagram	(to) punch a hole
domino	(to) rattle
enthusiastic	(to) review
excitement	(to) run out
(to) fall down	shower (e.g. wedding, baby shower)
(to) fall over	(to) stand upright
get some exercise	(to) stick through
gift bag	sticky note
go fish (= card game)	stuffed animal
(to) grab	(to) toss back
hopscotch	turn /take one's turn
(to) line up	treasure
(to) look in	teddy bear
(to) make a sound/noise	(to) tickle
marker /cap of a marker	tunnel
masking tape	upside down
(to) match up	wow

4) Vocabulary practice:

a) Google the following playground games and find out their rules:

a. Hopscotch.
b. What's the time Mr Wolf?
c. Queenie, Queenie
d. Please Mr Crocodile
e. Go fish. (this is not a playground game)

b) Match the verbs with the prepositions:

stick	.....	back
open	.....	up
match	.....	through
run	.....	up
fall	.....	in
line	.....	over
fall	.....	up
toss	.....	over
look	.....	back
mix	.....	up
pass	.....	out

5) Comprehension check:

1. Which of the games involves plenty of exercise?
2. Which game is based on a card game?
3. Which game may help children learn about colours?
4. Which game involves handling objects?
5. In which game do toddlers need to find objects?
6. Which game may include hiding, cuddling?

6) Communication

a) Speaking

Go home and look around the house. Find an object that can be exploited for a toddler game. Write down the instructions, materials and supplies you need for the activity.

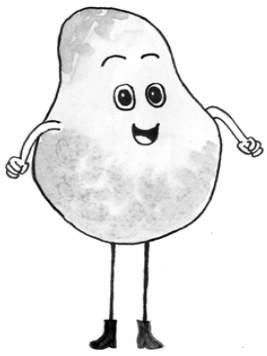
Next time teach the game to the group. Make sure you have practiced giving instructions!

b) Writing

Write down the rules of one of the playground games you played as a child.
.....

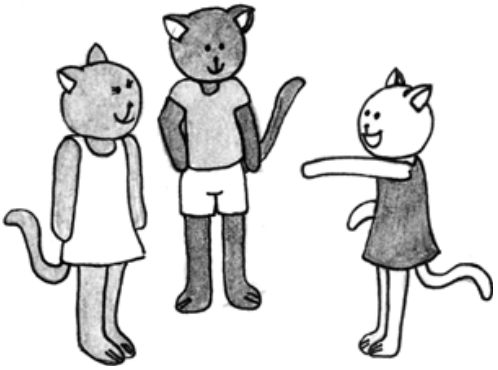
7) Time for rhymes:

<u>EENY, MEENY, MINY, MOE</u>
Eeny, meeny, miny, moe,
Catch a tiger by the toe.
If he hollers, let him go,
Eeny, meeny, miny, moe.



ONE POTATO, TWO POTATO
One potato, two potato,
Three potato, four,
Five potato, six potato,
Seven potato, more!

IBBLE OBBLE
Ibble, obble, black, bobble,
Ibble, obble, out.



THE BEEHIVE
Here is the beehive.
(Make a fist)
Where are the bees?
Hidden away where nobody sees.
(Point to fist.)
Here they come creeping out of their hive –
One, two, three, four, five!
(Slowly lift thumb and fingers one at a time.)
They're alive!
Bzzz.
(Wiggle fingers.)

IF YOU'RE HAPPY AND YOU KNOW IT
If you're happy and you know it,
Clap your hands.
(Clap your hands twice.)
If you're happy and you know it ,
Clap your hands.
(Clap your hands twice.)
If you're happy and you know it,
And you really want to show it,
If you're happy and you know it,
Clap your hands.
(Clap your hands twice.)

Continue with:
If you're mad and you know it, stamp your feet...
If you're excited and you know it, wave your arms ...
If you're sad and you know it, rub your eyes ...
If you're silly and you know it, shake your head ...

Answer keys

Unit 1

4) Vocabulary practice

Which words correspond with the following definitions?

a. a brother or a sister: ..sibling....
b. daily routine: ...schedule.....
c. afternoon sleep: ..nap-time....
d. be happy, develop well: ..thrive on..
e. red spots on the skin, caused by dirty nappies: ..diaper rash...
f. a type of medicine that is available without a prescription: ..over-the-counter product...
g. to do the same things at the same time: ..routine...
h. to calm somebody: ....to soothe...
i. clothes that you put on: ...outfit.....
j. the organ where the embryo develops: ....womb.....
k. a person who easily feels hurt or insulted: ...sensitive.....

Unit 2

4.a Vocabulary practice

fever – pediatrician – dosage – symptom – shot – weight

Unit 3

4) Vocabulary practice

a) Read these words and match them with their definitions.

safety strap	a strip of leather/plastic for fixing
unfasten	'unfix', loosen
diaper tab	a small flap of material for fixing
wipe	to rub a surface lightly to remove dirt
infection	a change in the body due to e.g. dirt getting inside
newborn	a very young baby
cleanse	to rub a surface lightly to remove dirt
rashes	any skin eruption, usually caused by irritants
irritation	the condition of being irritated
baby's bottom	baby's buttocks
ointment	medicated preparation applied to the skin
umbilical stump	the part of the cord that remains after it has been removed
belly	tummy

Unit 4

4) Vocabulary practice – write the missing letters in the words:

egg yolk, cereal, beverage, whole milk, portion, formula,

messy, dairy, cracker, serving, semi-solid, crunchy

Unit 5

4) Vocabulary practice

a) Match the two parts of the phrases:

gather *up*
hold something *open*
stress *level*
go *gooey*
in one *go*
top *and tail*
head *control*
get caught *in a hole*
do up *the fastening*
guide *through*

Unit 6

5. Comprehension check

a. T
b. F
c. T
d. T
e. F
f. T

Unit 7

4) Vocabulary practice:

What are the missing words in the following sentences?

a. Your toddler's second temper tantrum of the day shows no signs of stopping, and **supersonic, ear-...***shattering***..., teeth-jarring screams pierce the air.**
b. Unlike adults, kids don't have the same ……*inhibitions*… or **control**.
c. The child is **seeking ...***attention***.....** or is tired, hungry, or uncomfortable.
d. Another task toddlers are faced with is an increasing need for…autonomy…. .
e. Try to establish a habit of catching your child being good ('time in'), which means … *rewarding*…… your little one with attention for positive behaviour.
f. **Take advantage** of your little one's short …attention… span by offering a replacement for the coveted object or beginning a new activity to replace the frustrating or forbidden one.
g. If a **safety** issue is involved and a toddler repeats the forbidden behaviour after being told to stop, use a …*time-out*….. or hold the child firmly for several minutes.
h. **Hitting and ...***spanking***....** don't help; physical tactics send the message that using force and **physical punishment** is OK.
i. Don't leave your little one alone, though, otherwise he or she may **feel ...***abandoned***.....** on top of all of the other uncontrollable emotions.
j. Now is the time for a …*hug*.. and reassurance that your child is loved, no matter what.

(autonomy, abandoned, time-out, shattering, hug, attention, spanking, rewarding, inhibitions, attention)

Unit 8

5) Vocabulary practice

1. cognitive
2. demand, bedtime
3. familiarity
4. cloth
5. mastering, lift
6. book corner
7. treat
8. supervision
9. language, late
10. lines, tots
11. shelf
12. esteem

Unit 9

4) Vocabulary practice

c) Match the two parts of the phrases in the boxes:

1. harm - *hearing*
2. go - *wrong*
3. add - *up*
4. make - *up*
5. keep - *clean*
6. hurt - *eyes*
7. cause - *stress*
8. make - *sure*
9. make - *shape*

Unit 10

4) Vocabulary practice:

b) Match the verbs with the prepositions:

a. stick *through*
b. open *up*
c. match *up*
d. run *out*
e. fall *over*
f. line *up*
g. fall *over*
h. toss *back*
i. look *in*
j. mix *up*
k. pass *back*

Sources

Unit 1

http://tlc.howstuffworks.com/family/baby/10-baby-care-tips.htm

Unit 2

http://www.parentsconnect.com/parenting-your-kids/baby/care/baby-health-tips.html
http://www.babycentre.co.uk/a78/common-cold#ixzz2ZOot0cpC

Unit 3

http://babyparenting.about.com/cs/diapering/ht/changediaper.htm

Unit 4

http://www.oregondairycouncil.org/resources/free_downloads/downloads/How_To_Feed_Baby-English.pdf

Unit 5

http://www.askamum.co.uk/Baby/Search-Results/Clothes/How-to-dress-your-baby/

Unit 6

http://www.keepkidshealthy.com/parenting_tips/potty_training/index.html
http://www.youtube.com/watch?v=1bAKUxFtoWY

Unit 7

http://kidshealth.org/parent/emotions/behavior/tantrums.html#cat145

Unit 8

http://www.clever-toddler-activities.com/toddler-stories.html

Unit 9

http://extension.psu.edu/youth/betterkidcare/early-care/our-resources/tip-pages/tips/choosing-toys-children-really-like

Unit 10

http://www.toddlertoddler.com

Rhymes

Bell, P.C. & Nipp, H. S. (2007). *Wee Sing Children's Songs and Fingerplays*. New York: Price Stern Sloan.
Bell, P.C. & Nipp, H. S. (2007). *Wee Sing for Baby*. New York: Price Stern Sloan.
Cravath, L. (2001). *My First Action Rhymes*. New York: Scholastic.
Hudák, I. (1988). *Sing a Song of Sixpence*. Budapest: Novotrade.

This book has been written for students of infant and early childhood and focuses on practical issues they are likely to face in their future careers.

The goal of the author is to expand students' professional vocabulary and develop their communicative skills within the topic areas covered in the book.

By acquiring the special language the students will be able to discuss issues of baby care with parents, talk about professional matters with colleagues in a bilingual crèche or read professional literature in English.

ISBN 978-963-284-600-2

SZÉCHENYI 2020
MAGYARORSZÁG KORMÁNYA
Európai Unió
Európai Szociális Alap
BEFEKTETÉS A JÖVŐBE