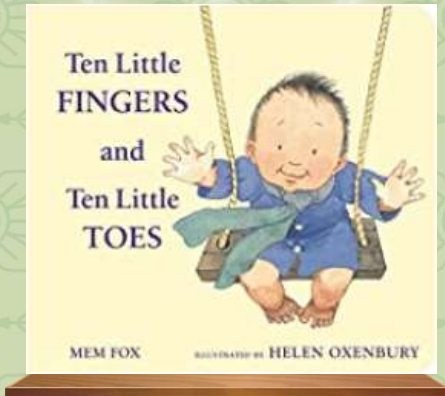


New York State
BOOK NOOKS



Ten Little FINGERS and Ten Little TOES

This book is a beautiful tribute to babies all over the world. Mem Fox uses text to highlight the similarities that make humans, human, while portraying the intricacies of daily life that bring about our cultures. This is a true celebration of life and love.

Title: Ten Little FINGERS and Ten Little TOES

Author: Mem Fox

Illustrator: Helen Oxenbury

Publisher: Houghton Mifflin Harcourt

Date published: 2008

Social and emotional Pyramid Model skills infants and toddlers can learn through this book:

- Sense of identity
- Labeling and identifying feelings

Social and emotional words this book can emphasize:

Happy, calm, excited, curious

Pyramid Model activities to do while reading the book that will help promote social and emotional development:

Talk about the emotions the children’s faces in the book are expressing. Link the facial expression with the feeling, such as happy, calm or excited.

Chat about what makes you feel this way and make those facial expressions to model them to the children. If possible, try to have the child also make that face. Ask them what makes them feel that way, answer the question with your best guess to support them if necessary.

Play with children’s fingers and toes while reading. Count them and have a fun moment with this type of silly play!

Draw attention to the skin tones, hair and facial features of the children in the book. Talk about how there are so many colors of people and types of hair people can have.

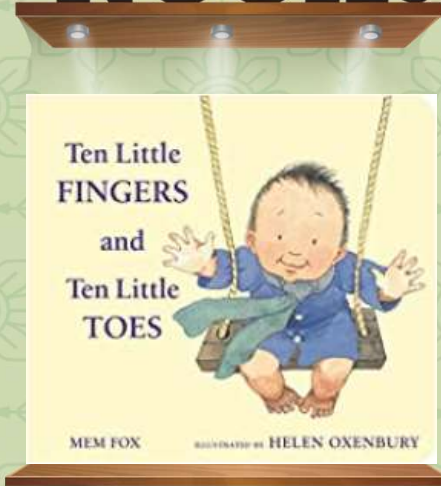
Fun for Everyone! Activities to promote social and emotional development throughout the day:

Toddlers are learning to navigate the social world and this can be difficult for them. Providing toddlers with opportunities to share with your guidance can help them learn this skill that takes many years to master. Typically, children do not fully have the skills to share until they are about 5 years old. To support them with this development, try simple activities such as this.

Have paint of multiple skin tones ready to use with paint brushes and a large piece of paper. Make yourself available to assist. Invite two toddlers over to paint using the colors of people’s skin. Talk about all of the beautiful colors you are using and how exciting it is that there are so many skin tones people have. Ask the children to paint on the same piece of paper and talk about how they are sharing and celebrate that with them. Encourage them to trade paint brushes and recognize with them how at one time, one of them had it, and now the other one does. Have them trade back and talk about how they now have it back!

Take pictures of them sharing and painting with the beautiful skin tones. Hang up their artwork and the pictures so you can talk about the experience and skin tones again and again.

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Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Play “This Little Piggy” with children’s fingers and toes, changing the words to include the child’s name and aspects about the child while including feelings with expressions, something similar to: “This little piggy’s name is Ruthie, and this little piggy smiles when happy, this little piggy cries when sad and this little piggy loves to play with mama and this little piggy says, “ha, ha, ha, ha” all the way home.”
- Ask families to bring in photos that you can make posters with to hang at the children’s eye level. Guide children through conversations about what is in the pictures. Ensure the conversations are celebratory of all the people, items and activities in the pictures. For toddlers, you can use the pictures or copies of them to make 1-4 piece puzzles for the children to put together.
- To support a child’s self-concept, have shatterproof mirrors available for children to see themselves in.
- Considering a child’s age, incorporate safe art supplies that support diversity such as a multitude of skin tone crayons, paper, paint and playdough.

Young children learn a lot about themselves through their experiences and relationships. It is important for all children to have positive experiences with those around them. Children need to be accepted for who they are including their race, culture, family, languages, gender and community. Children need to see themselves represented throughout their communities.

- Ensure children have experiences that represent their culture, this can include music, nursery rhymes, stories, games and interactions. Make sure you have familiar furniture, eating utensils, books and toys. Include a child’s family, language and culture in day to day programming through family partnerships. They may be excited to incorporate and share their culture in your space and be willing to send in materials such as extra teapots, clothes or cooking items the children can safely play with and explore.
- Ask families to share songs, stories, nursery rhymes, recipes, etc. that you can include in your care space. Invite families in to cook recipes with you and the children, sing, read or tell stories.
- Ask them to come in and discuss their roles in the community. They can demonstrate and discuss their jobs or share some of the things they do to support their family and community.
- Support diversity throughout your care space by providing books, materials and pictures for children that represent different, races, cultures, ages, genders, abilities and non-gender stereotypes.

