



Throughout this publication the following terms will be used to refer to different stages in children's development:



**Young  
Infants**  
(0-8 months)



**Older  
Infants**  
(6-18 months)

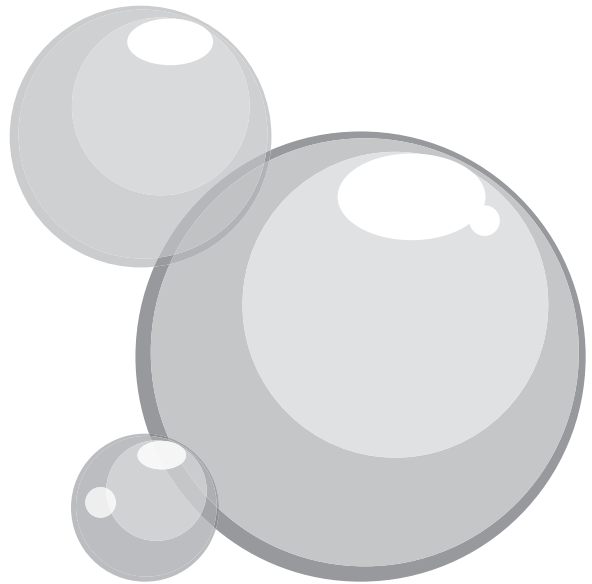


**Toddlers**  
(16-36 months)



## Tips to Support Parents before Child Care Begins

- Inquire about previous experiences of parent and child separation.
- Allow parents to visit anytime.
- Start the child with short days and gradually lengthen, if possible.
- Ask about the use of a transitional object (e.g., blanket , soft toy).

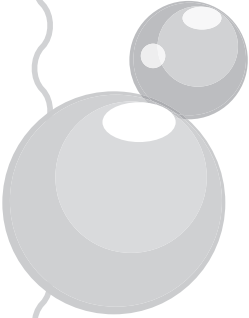



## Tips to Provide Ongoing Parent Support

- Compliment the parents' care: "Ricky smells so nice and clean."
- Accommodate mothers who want to continue breast-feeding.
- Help parents read the children's cues: "You're rubbing your eyes. Are you tired?"
- Notice children's gestures toward parents: "Look at that special smile for mama."
- Invite parents to share their joys and concerns about their children.
- Highlight positive parent-child interactions: "He loves it when you...."
- Set the stage for parents to discover special milestones: "I think he's ready for his first step. Let's see him go towards mama."
- Share songs or games that parents can do with children.

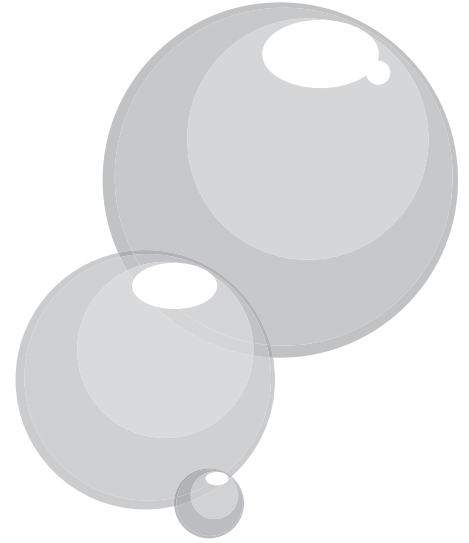


## Tips to Support Parents after Child Care Begins

- Be sensitive to parents' feelings of sadness, loss or guilt. For example, "It must be difficult to leave your child" is a more supportive statement than "Don't worry, she'll probably only cry for a few minutes."
  - Invite parents to share their feelings about someone else caring for their children.
  - Encourage parents to say "goodbye" before they leave.
  - Have children clean and ready by the time parents arrive.
  - Time children's feeding so that mothers can nurse when they arrive.
  - Plan end-of-the-day activities that are easy to finish.
  - Invite parents to join children in at the end-of-day for singing or dancing.
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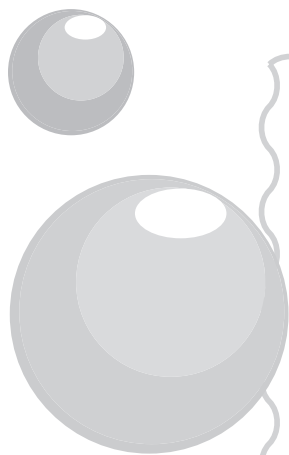
## Tips to Help Children Adapt to New Siblings

- Help toddlers notice infants: "She's crying. Maybe she needs a bottle."
- Guide them on how to touch gently. Practice on dolls and stuffed animals.
- Read picture books about siblings and families.
- Look at baby photos and tell stories about when the children were born.
- Comfort children during the separation when mom goes to the hospital.
- Encourage children to make a drawing or painting of the new sibling and family.



## Tips to Help Children Adapt when a Sibling Comes Home

- Use the child's name instead of "the baby."
- Allow mixed feelings. Don't expect loving feelings all the time. Expect some resentment, moodiness and possibly some regression. Toddlers may want to be held. They may be too big to carry, but they can always get a hug.
- Talk about things the older child can do (e.g., play ball, paint, go down the slide).
- Engage toddlers in conversations not related to the new sibling.





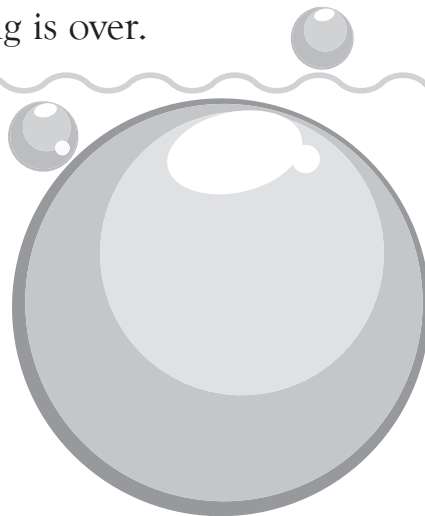
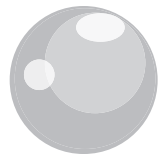
## Tips to Communicate with Families

- Acknowledge that there may be differences and clarify expectations from the beginning.
- Ask for families' perspectives when differences arise. Listen respectfully.
- Identify the issues without judgment.
- Keep children's best interest in mind, instead of who is right or wrong.
- Invite families to discuss possible solutions.



## Feeding Tips

- Eat with children and model food acceptance and enjoyment.
- Sit next to children who need help maintaining the focus on eating.
- Establish meals as routines with a positive atmosphere.
- Avoid TV, videos and other distractions while eating.
- Give ample time for meals. Part of the experience is learning to chew well and to use fingers, a spoon, and later a fork.
- Build in some choices of food to avoid power struggles.
- Offer new foods frequently, along with the old favorites.
- Avoid using food as a bribe, consolation, reward or punishment.
- Keep servings small at first, and add more as needed.
- Serve healthy snacks and limit juice to 6 oz. each day.
- Offer food in a variety of styles (e.g., strips, cubes, slices).
- Take advantage of toddlers' love of dipping food into little containers of ketchup, yogurt or sauce.
- Allow children to determine when they have had enough. Playing with food is a good indication that feeding is over.



## Tips to Deal with Constipation

- Offer cooked vegetables, fresh fruit and 2-4 oz of prune juice.
- Massage children's tummies gently in a clockwise direction.
- Use baby suppositories, mineral oil or other stool softeners only under a doctor's supervision.

## Hand Washing Tips

- Wash hands frequently. This practice helps reduce the spread of infection.
- Start hand washing practices early.
- Use pump soap, lots of friction and a clean towel.
- Wash before and after handling food.
- Wash hands before and after meals.
- Make washing hands a regular part of the feeding routine.

## Safety Tips

- Locate first aid information in the Yellow Pages; cut it out and keep it near the phone at all times.
- Have the numbers for the local hospital and the Fire Department near the phone at all times.
- Take a CPR/First Aid course.



## Dental Care Tips

- Use bottles only for milk, formula or water.
- Rinse children's mouths with sips of water or wipe their teeth or gums after feeding. Residual formula, juice and milk (even mother's milk) can create a breeding ground for bacteria in the mouth.
- Join children in brushing their teeth after meals.

## Tips to Prevent Childhood Obesity

- Have regular times for meals and snacks.
- Offer healthy and nutritious food for meals and snacks.
- Let children rely on their own sense of being full. Don't force them to "finish."
- Avoid using food as a bribe, reward or punishment.
- Ensure children get ample exercise daily.



## Tips to Help Children Sleep

- Lower evening stimulation, by avoiding active play.
- Follow consistent, predictable routines when bathing, brushing teeth, or reading books.
- Start the bedtime process a little earlier each night, gradually getting to the desired time.
- Match the families' methods as much as possible, at least at first. The more familiar the routine, the easier it will be for everyone.
- Put children down before they are completely asleep to help them learn to self-comfort when they awake mid-nap or at nighttime.
- Darken the room, keep voices and noise down.
- Offer children a transitional or security object (e.g., a teddy bear or a blanket).
- Play soft lullabies or soothing classical music.
- Stroke or pat children softly.
- Use a nightlight if the children are afraid of the dark.



## Tips to Support the Development of Self-Concept

- Maintain predictable routines so children know what is happening next.
- Keep responses consistent so children know what is expected of them.
- Use their names often and affectionately.
- Make mirrors and photographs available.
- Be respectful in your words, tone, body language and actions.
- Use art to emphasize the body: handprints, footprints, hand and body tracings.



## Tips to Guide Toddler Behavior

- Substitute one object for another. Give the new item before removing the old.
- Redirect the child's action.
- Offer realistic choices instead of asking yes/no questions.
- Use language that invites children to show their competence: "Where does your jacket go?"
- Notice and comment on positive actions.
- Use positive, descriptive statements such as "Walk, please."



## Tips to Support the Role of the Caregiver

- Position babies so they can watch others.
- Create spaces for a few children to play near one another.
- Have enough toys for everyone and duplicates of popular items.
- Keep clear limits or simple rules: No one gets hurt. We take care of our things.
- Model desirable behavior: giving, receiving, asking.
- Structure high-energy activities: When toddlers are running around, give them a path to follow or a place to touch. Use songs so that there is some structure.
- Support children's attempts to make contact with others. "Vanessa, Jennifer wants to give you a cup. Do you want it?"
- Coach children by guiding them with language, especially during conflicts: "Ian, you want the car. Paul is playing with it. Paul, when you are done, can you give the car to Ian? Ian, can we find another car?"
- Limit and supervise television programming. The American Academy of Pediatrics recommends no television for children



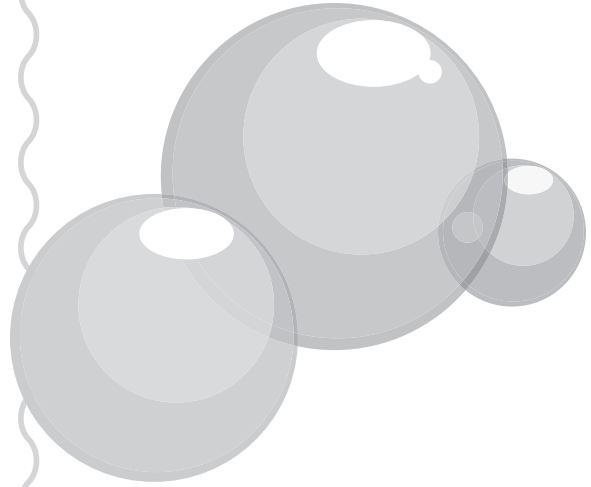
## Tips to Set Up for Art Experiences

- Try out new activities beforehand, considering the fragility and safety of the materials, and the energy and force children typically use with toys.
- Protect the art surfaces with newspaper.
- Use smocks or large T-shirts as a regular routine for messy art.
- Have clean-up items handy.
- Select materials that are non-toxic and washable. Prepare and gather them in a box or dishpan in advance.
- Secure materials such as paper that may crumple, crayons that may fall, paint cups that may tip over, and trays that may bump into each other.
- Allow toddlers to stand at tables.
- Ensure that the children's elbows can reach the table top when they are sitting.
- Offer just a few items at a time.
- Allow preschoolers to use multiple materials interchangeably (e.g., scissors, glue, markers).
- Provide infants and toddlers with more structured experiences.



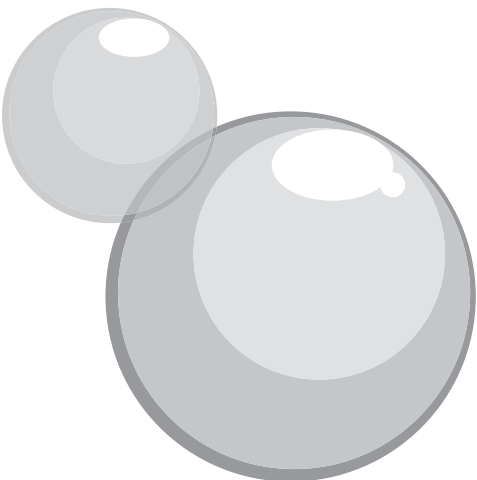
## Tips to Display Art

- Mount and frame artwork with construction paper to make a gallery.
- Hang small pieces as a mobile.
- Display some of the art down at child's level, and protect it with clear contact paper.
- Photograph the children as they are involved in art experiences.
- Display the children's artwork with captions that tell what they are working on.



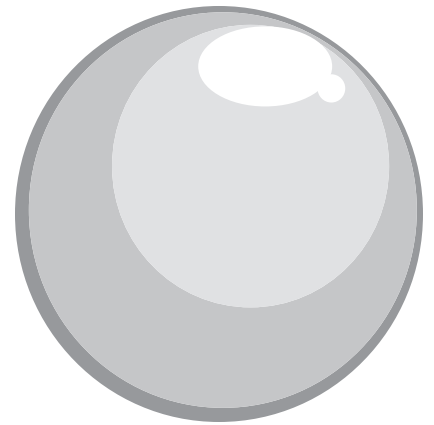
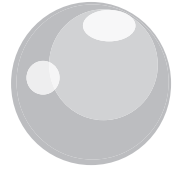
## Tips to Save Art

- Put children's names and dates (or ages) on their work, asking for permission first.
- Keep a folder for each child with samples of their work.
- Make "Me Books" to give to the families.
- Make cards or wrapping paper with the children's artwork.
- Write down and attach what toddlers say about their art and share it with their family.



## Tips to Set-up for Painting

- Decide where the activity will be.
- Decide which surface the children will use.
- Cover a table with a roll of butcher paper or laminated placemats.
- Put large paper on the floor or patio.
- Hang a large piece of paper on a fence.
- Use a toddler-size, free-standing easel.
- Have a stable cup holder for several colors.



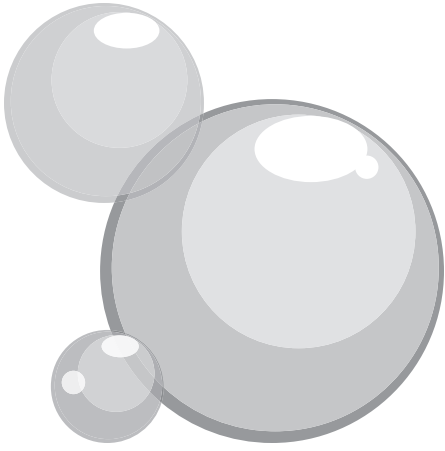
## Tips to Interact with Children while They Paint

- Let children explore when they are absorbed in painting.
- Offer a new piece of paper before children scrub a hole through it. Paint will eventually soak the paper.
- Describe the actions or colors: “You filled the whole paper!” or “Look at all that red.”
- Notice children’s interest and involvement. They may be more interested in watching the paint drip than in naming colors.




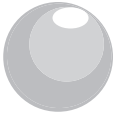


## Tips to Paint with Water




- Purchase thick, short-handled brushes.
- Give each toddler a little bucket or a frozen orange juice can with an inch or two of water.
- Encourage children to “paint” cement patios, brick walls, wooden fences and rocks.

## Finger-painting Tips

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- Mix liquid starch with soap flakes and/or baby powder for smooth texture. Add paint for color. Whip up the soap flakes for puffy paint.
  - Mix shaving cream and paint for color.
  - Add sand to the finger paint for a grainy texture.
  - Use smooth, slippery surfaces to paint on.
  - Use individual plastic trays or metal baking sheets with a non-skid pad underneath the surfaces.
  - Start with just a few dabs of paint and add more, as needed.
  - Invite children to use their fingers to paint, without pushing them to do so.
  - Save the artwork by making a handprint before washing up, pressing absorbent paper on the design to save the imprint, or making a frame with little cut-out pieces.
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## Tips to Cut and Paste

- Let children tear paper and save the pieces for collages (crumpled tissue paper is easier to stick on than flat pieces).
  - Let children snip pieces from a strip of paper with rounded scissors (they may need practice with the “open and close” movement and some “hands-on” help).
  - Put some glue in a small bowl and let children use small brushes to paint with glue. Add a little paint for color.
  - Provide glue sticks. They are less messy than glue bottles.
  - Let children apply the glue to the surface first. Then offer items for them to stick on.
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## Play Dough Tips

- Use individual trays to define the space and keep the play dough and tools off the floor.
  - Offer the play dough first, without tools, so fingers can feel, squeeze, poke, pat and pick it apart.
  - Add a few simple poking tools such as toys, small cups or blocks (cookie cutters require more advanced skills).
  - Offer blunt scissors to practice cutting a roll of play dough hot dog.
  - Limit adult-made models; allow children to use their imagination.
  - Store the play dough in two containers - one for tools and one for play dough.
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## Tips to Support Dramatic Play

- Create a mini-environment that will inspire children's play. Add a small log, interesting rocks, dried flowers, little plants, toy people or animals to an inch or two of sand in a dishpan or tray. Observe children's responses.
- Mirror what children are doing or feeling.
- Narrate or comment to highlight what children are doing.
- Assist verbally or physically if children get "stuck."
- Remove unwanted materials.
- Talk for inanimate objects.
- Model use of an object or action on a toy.
- Suggest a new prop or idea to expand the play.
- Participate in the play without taking it over.
- Redirect disruptive or aggressive behavior.

## Tips to Set Up for Dramatic Play

- Offer a few things at a time; too many items may create distraction and confusion.
- Use household items to reduce expenses.
- Have duplicates of favorites. Toddlers don't play different roles; they want the same toys.
- Group things by categories in a variety of containers: boxes, dishpans, shopping baskets, straw baskets or small shopping bags.
- Place animals on the play dough table, dolls in the water table, or cars in the block area.



## Tips to Expose Children to Sound and Music

- Play a variety of child and adult music from diverse cultures, music of different styles and rhythm (e.g., classical, jazz, lullabies, fast beat, slow beat).
- Expose children to nature sounds (e.g., bird songs, leaves blowing, heartbeat).
- Play different types of instrumental music while children scribble.
- Play musical instruments in front of the children.
- Use a certain song or music box to signal change of activity.
- Attend to the overall noise level to avoid over-stimulation.
- Invite families to bring taped music.

## Tips to Play Musical Instruments with Children

- Have the children sit down, if it is a first time experience. It is safer than standing.
- Have enough instruments for everyone.
- Give children time to feel and explore the instrument.
- Establish a path or direction around the room to avoid accidental bumping into one another when walking around.
- Sanitize instruments that require mouth contact between uses.




## Tips to Make Musical Instruments

- Things to shake: Collect spice cans, plastic bottles, tea tins, plastic eggs, small boxes; fill them with pebbles, sand, bells, seeds, beans; seal them well with super glue or hot glue.
- Things to drum: Bang on oatmeal containers, plastic bowls, pots and pans with hands or with wooden spoons.
- Things to tap together: Tap small wooden or plastic blocks.



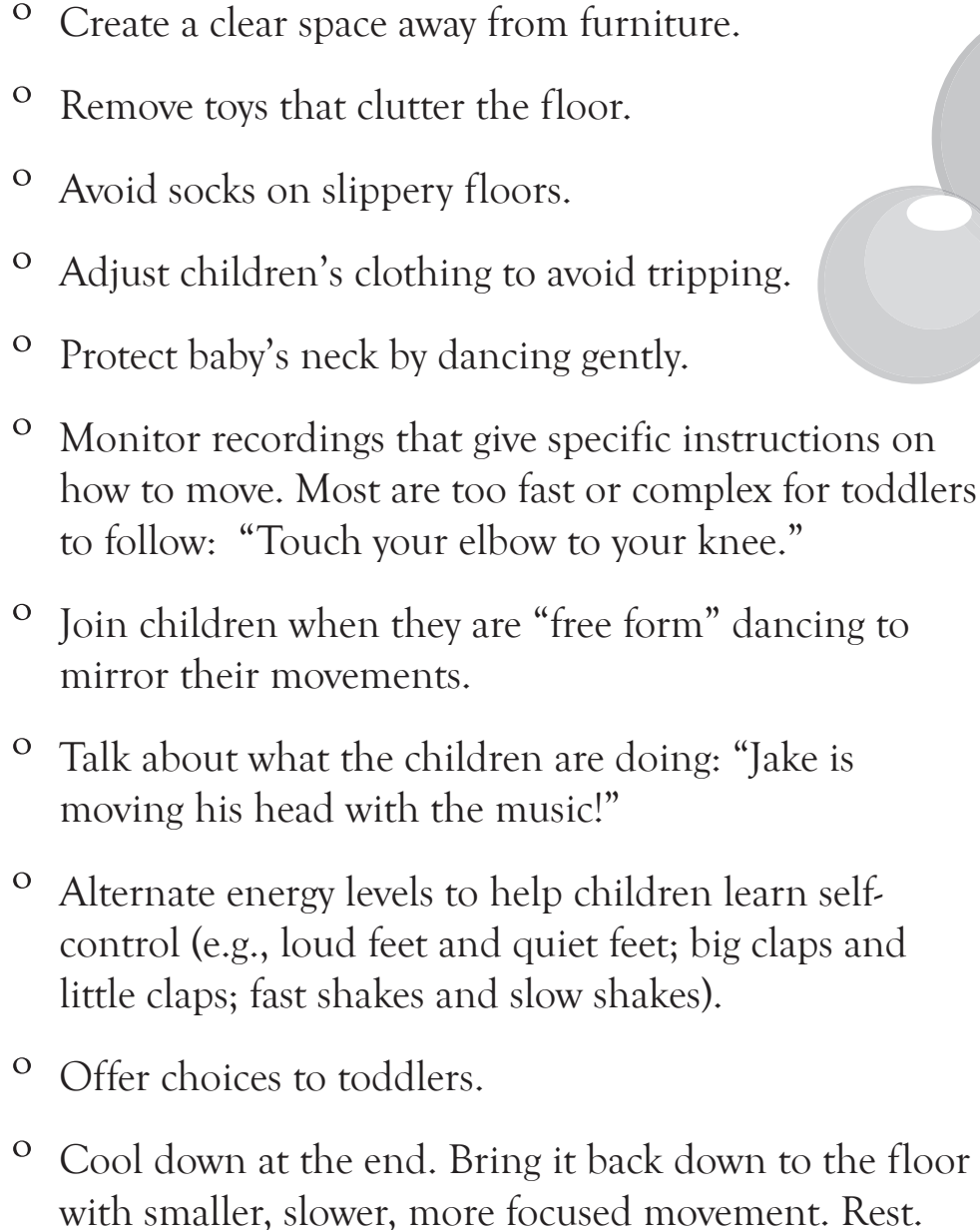
## Tips to Involve Families in Music and Dance

- Ask about the music they listen to, play, sing or dance to at home.
  - Invite the parents to share their music in person or on tape.
  - Invite parents to sing and dance with their children.
  - Teach parents songs that their children are learning. Write down the lyrics, loan audio tapes or sing it for them.
  - Encourage parents to provide daily music and movement experiences for the children.
  - Suggest tapes that can be used in the car to keep toddlers occupied.
  - Request recycled materials to make simple instruments.
  - Video the children singing and dancing to show parents.
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## Tips to Prepare for Dancing Activities

- Create a clear space away from furniture.
  - Remove toys that clutter the floor.
  - Avoid socks on slippery floors.
  - Adjust children's clothing to avoid tripping.
  - Protect baby's neck by dancing gently.
  - Monitor recordings that give specific instructions on how to move. Most are too fast or complex for toddlers to follow: "Touch your elbow to your knee."
  - Join children when they are "free form" dancing to mirror their movements.
  - Talk about what the children are doing: "Jake is moving his head with the music!"
  - Alternate energy levels to help children learn self-control (e.g., loud feet and quiet feet; big claps and little claps; fast shakes and slow shakes).
  - Offer choices to toddlers.
  - Cool down at the end. Bring it back down to the floor with smaller, slower, more focused movement. Rest.
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## Tips to Set-up the Environment for Groups

- Arrange shelves with the lowest level for infants and toddlers, and upper shelves for preschool materials in labeled bins. School-age materials and games that have small pieces can be stored in latched cabinets.
- Create a safe zone for infants. Use a playpen or protected area of the room, out of traffic and active zones.
- Set up special or messy activities for older children when babies are napping.
- Set up school-age games with small pieces in the kitchen or in a gated off area.
- Match size of furniture to children's bodies. Booster seats work well.
- Provide materials that can be used in a variety of ways.
- Check the environment often.

## Tips to Work with Siblings in Child Care Together

- Give children their own personal space.
- Ask the siblings about ways they enjoy each other; explore possible conflicts of interest.
- Be clear about who is responsible for the younger child during child care hours. Many older children are “in charge” of younger ones at home.
- Balance time together with time apart. Siblings sometimes need a break from each other. Also, older children need time to do “their own thing” without being a “helper.”

## Tips to Adapt to a New Child Coming to Child Care

- Supervise toddlers continuously, as a hug can quickly become a squeeze.
- Show children how to play with infants without hurting or scaring them. Peek-a-boo or singing are good choices.
- Notice and comment on positive interactions.
- Make some special time to spend one-on-one time with each sibling.

# ACTIVITIES TO INCLUDE EVERYONE

## Wash Day

On a warm day everyone can wash toys and equipment in a dishpan or with sponges and buckets of water. Older children can wash the car. Infants can squeeze clean sponges.

## Obstacle Course

Infants can clap for each “winner.” Toddlers can go around any way they can. Older children can help set up the course and perform more advanced movements.

## Read Aloud

Babies love to have lap time and look at pictures. Older ones will appreciate the story and act out some of it. Or, everyone can have their own books for some quiet time.

## Blocks

Infants can chew, drop, and tap them together. Toddlers line them up, stack them and knock them down.

The elaborate structures of older children may need protection from the young ones.

## Puppet Shows, Variety Shows

Older children can plan, make props, set up and put on puppet shows. Toddlers and preschoolers can sing and dance. Infants and toddlers are great audiences.

## Exercise

Stretch and bend, twist and turn, or jump around. Toddlers will imitate older children. Infants can have their arms and legs moved around for gentle stretching.

# ACTIVITIES TO INCLUDE EVERYONE

## Make a Fruit Salad

Babies can taste and munch on the fruit. Toddlers can mix it all in a bowl or cut bananas with plastic knife. Older children can wash and peel fruit.

## Make a Pizza

Toddlers can pour ingredients, help knead the dough and sprinkle cheese, while older children prepare the toppings. Infants will chew on the crust.

## Make Play Dough

School age children can read the menu, gather ingredients and cook with supervision. Preschoolers can measure and pour ingredients, while toddlers stir. Everybody can knead the dough.

## **Play Dough Recipe**

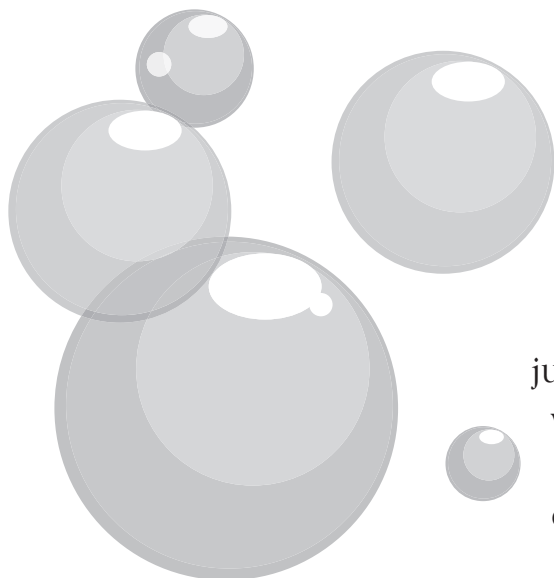
**Ingredients:** 1 cup flour, 1/2 cup salt, 1 cup water, 2 TBS vegetable oil, 2 tsp. cream of tartar, a few drops of food coloring.

**Process:** Mix all ingredients in a pan and stir over a medium heat until they all stick together. Knead into a ball as it cools. Keep in an air-tight container in the refrigerator.

## **Goop Recipe**

Mix equal parts of cornstarch and water and some food coloring. Goop feels hard when patted, but will drip off fingers. It is very messy so use smocks and pans or trays to catch the drips.

# ACTIVITIES TO INCLUDE EVERYONE



## Dramatic Play

Infants and toddlers can be “babies” or just explore a variety of safe props. Toddlers will begin to pretend with a few props.

Older children can help set up, direct and play different roles.



## Paint

Babies in high chairs can dab paint with fingers. Toddlers can paint a low mural while older ones use the higher level. A large roll of paper on the ground will allow everyone to paint together. An alternative is to “paint” with water.

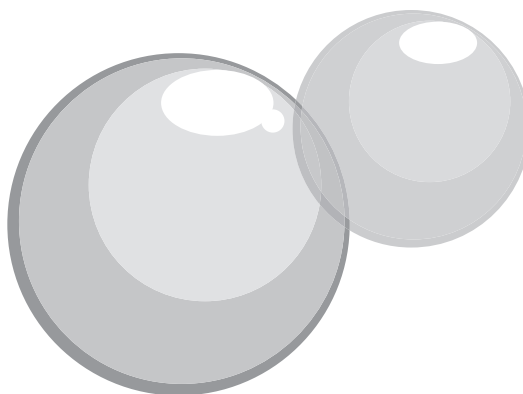


## A Neighborhood Walk

Infants in a carriage or in a backpack get to see everything going on from their perch. Toddlers might enjoy pushing carriages. Older children can collect leaves for collages or enjoy specialty stores.

## Prop Boxes

Portable containers can go inside or outside. Keep all items safe for infants. Include board books or laminated pictures. Possible themes are: house play, restaurant, grocery store, camping, doctor, veterinarian or a teddy bear picnic.



# ACTIVITIES TO INCLUDE EVERYONE

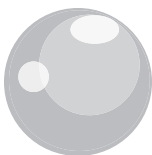
## Picture File

Collect pictures that relate to infant and toddler interests. Parent magazines and junk mail are resources. Trim to highlight the main item. Cut small enough for little hands. File them by topic. When an interest arises, pull out the file.



## Discover the Picture

Glue a colored paper or a picture onto cardboard and seal it with clear contact paper or lamination. Put it inside a sandwich or freezer bag with some tempera paint. Seal well with glue or duct tape. Babies can move the paint around to reveal the color or picture.



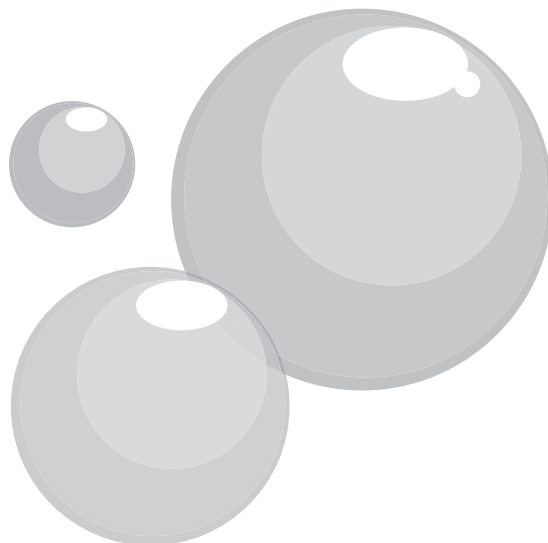
## Move like Animals

Toddlers and older children can pretend to be animals. Playing a guessing game for teams of mixed ages can be fun. The babies can watch and laugh.

## Art in a Bottle

Use clear baby oil bottles, small enough for little hands to hold when full. Empty out half the baby oil and replace with water and a few drops of food coloring. Secure the cap with super glue or hot glue. Tip and shake for designs to appear.

**Variation:** Water bottles - Fill half-way with water. Add colorful things that float or sink, color beads, metallic confetti, cork, or plastic toys. Seal well.

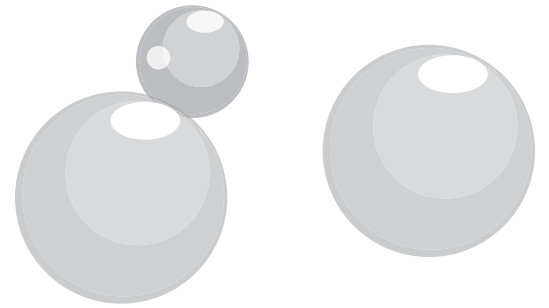


# Songs for Transitions

Children will listen and cooperate more with routines and transitions if instructions are sung. You will be more relaxed, too!

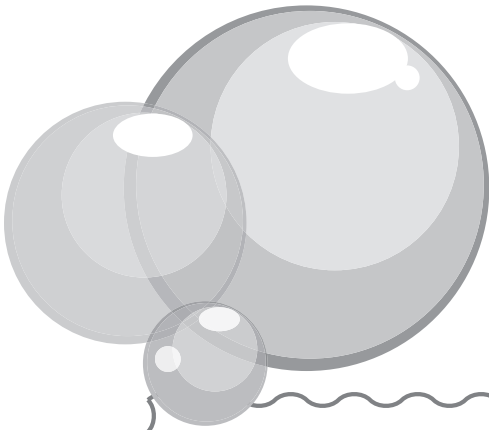
## Sing a classic

Clean up, clean up,  
Everybody, everywhere.  
Clean up, clean up  
Everybody do your share.



## Try a two-pitch chant

Clean hands, clean hands,  
We want clean hands.



## Make up a song

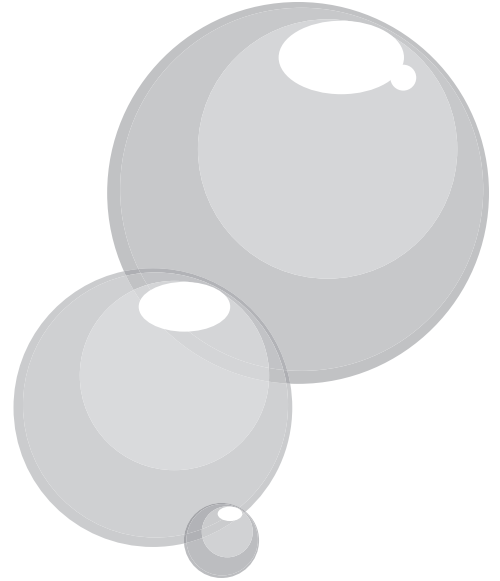
Let's get your shoes on,  
Shoes on, shoes on.  
Let's get your shoes on,  
Then we'll go outside.



# Children Dancing Together

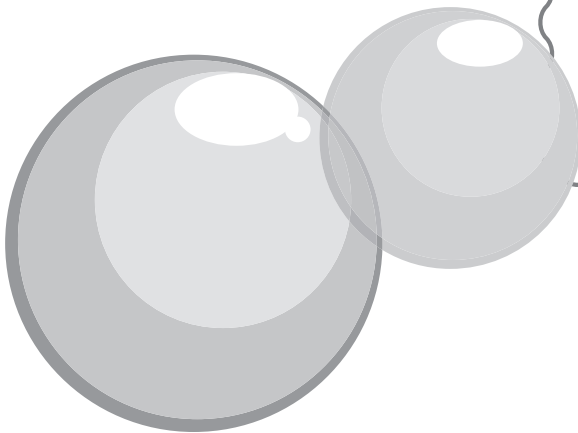
## Circle Dances

If holding hands is too difficult, let them hold onto a hula hoop for Ring around the Rosie.



## Partner Dances

Sit facing and holding hands, rocking back and forth to “Row, Row, Row Your Boat.” Toddlers can briefly hold hands and dance together while standing.





## Books for Children about Families and Separation

- Buckley, Helen E, Ormerod, Jan. Grandfather and I
- Comb, Bobbie. 123 A Family Counting Book
- Joffe, Laura Numeroff. What Grandpas Do Best
- Munsch, Robert. Love You Forever
- Pellegrini, Nina. Families are Different
- Skutch, Robert. Who's in a Family?
- Trayser, Laura. My Mommy and Me: A Lift-the-flap Story Separation
- Brown, Margaret Wise. The Runaway Bunny
- Christian, Cheryl. Where's the Baby?
- Cohen, Miriam. Will I Have a Friend?
- Corey, Dorothy. You Go Away
- Got, Yves. Where's Sam?
- Hill, Eric. Where's Spot? (Picture Puffins)
- Johnson, Dolores. What Will Mommy Do When I'm at School?
- McCormick, Wendy. Daddy, Will You Miss Me?
- Munsch, Robert. Stephanie's Ponytail
- Ross, Anna. Knock, Knock, Who's There?
- Wells, Rosemary. Timothy Goes to School
- Wells, Rosemary. Yoko & Friends School Days: Mama, Don't Go! – Book #1

## Books for Children about Daily Routines

### **Eating**

- Degen, Bruce. Jamberry
- Gelbard, Jane, et al. My Bye-Bye Bottle Book
- Hoban, Russell. Bread and Jam for Frances
- McGovern, Ann. Stone Soup
- Patricelli, Leslie. Yummy, Yucky
- Touch and Feel Mealtime. DK Publishing

### **Dental Care**

- Rogers, Fred. Going to the Dentist

### **Toileting**

- Borgardt, Marianne. What Do You Do with a Potty?
- Cole, Joanna. My Big Girl Potty
- Cole, Joanna. Your New Potty
- Gomi, Taro. Everyone Poops
- Mayer, Gina. The New Potty
- Rogers, Fred, et al. Going to the Potty
- Sesame Street. I Have To Go

### **Sleeping**

- Brown, Margaret Wise. Good Night Moon
- Fox, Menn. Time for Bed
- Fujikawa, Gyo. Good Night, Sleep Tight: Shhh
- Hudson, Cheryl Willis. Good Night, Baby
- Katz, Karen. Counting Kisses
- London, Jonathan. What Do You Love?
- Long, Sylvia. Hush Little Baby
- Mayer, Mercer. Just a Nap
- Roffey, Maureen. Upstairs
- Scary, Richard. Goodnight Little Bear
- Wells, Rosemary. Goodnight, Max

### **Dressing**

- Dewan, Ted. Bing, Get Dressed
- Parr, Todd. Underwear Do's and Don'ts

## Books for Children on Feelings and Behavior

- Alborough, Jez. Hug
- Boynton, Sandra. Snuggle Puppy
- Brandt, Amy. Benjamin Comes Back
- Carle, Eric. The Very Hungry Caterpillar
- Carle, Eric. The Very Busy Spider
- Carle, Eric. The Grouchy Ladybug
- French, Vivian. Not Again, Anna
- Hughes, Shirley. Being Together
- Kasza, Keiko. When the Elephant Walks
- Lara, Adair. Oopsie! Ouchie!
- Mayer, Mercer. I Was So Mad
- Mayer, Mercer. Me Too!
- Mayer, Mercer. When I Get Bigger
- Shannon, David. No, David!
- Shannon, David. David Gets in Trouble
- Siddals, Mary McKenna. I'll Play with You
- Watt, Fiona. That's Not My Bunny
- Watt, Fiona. That's Not My Kitten
- Watt, Fiona. That's Not My Teddy
- Watt, Fiona. That's Not My Train
- Worth, Bonnie. Bye, Bye Blankie
- Young, Dianne. Purple Hair? I Don't Care!

## Books for Children about Learning

- Albee, Sarah. Budgie and Pippa Count to Ten
- Awdry, Rev. W. Thomas' Busy Day
- Big Trucks and Diggers. Caterpillar
- Davis, Billy. Tap the Tambourine!
- Dr. Seuss. The Cat in the Hat's Great Big Flap Book
- Falconer, Ian. Olivia Counts
- Falconer, Ian. Olivia's Opposites
- Freeman, Don. Courduroy Goes to the Doctor
- Freeman, Don. Courduroy's Busy Street
- Freeman, Don. Courduroy's Party
- Kenyon, Tony. Pat-a-cake
- Maccarone, Grace. Cars! Cars! Cars!
- Maccarone, Grace. Oink, Moo! How Do You Do?
- Martin, Bill. Polar Bear, Polar Bear
- Martin, Bill Jr. & Archambault, John. Here Are My Hands
- McGrath, Barbara B. M & M's Counting Board Book
- Meyer, Mary. You Choose
- Miller, Margaret. Baby Talk
- Murphy, Chuck. Slide 'n Seek Colors
- Nobles, Kristen. Drive This Book
- Opie, Iona. Humpty Dumpty and Other Rhymes
- Opie, Iona. Little Boy Blue
- Pandell, Karen. Around the House
- Pandell, Karen. In the Yard
- Pandell, Karen & Tomie de Paola. I Love You, Sun, I Love You, Moon
- Patricelli, Leslie. Big Little
- Patricelli, Leslie. Quiet Loud
- Paul, Ann W. Hello Toes! Hello Feet!
- Pfister, Marcus. Rainbow Fish Counting
- Regan, Dana. Wheels on the Bus
- Rowe, Jeanette. Whose Feet?
- Tallarico, Tony. What's Opposite?
- Tangvald, Christine & Rondi. My Two Feet
- Tangvald, Christine & Rondi. My Two Hands
- The Big Book of Things that Go. DK Publishing
- Tonka Books - The Garbage Truck. Scholastic
- Tonka Books - The Steam Roller. Scholastic
- Touch and Feel Farm. DK Publishing
- Touch and Feel Home. DK Publishing
- Wells, Rosemary. Itsy Bitsy Spider
- Wells, Rosemary. Old MacDonald

## Books for Children about Children

- Bailey, Debbie. My Friends
- Brandt, Amy. Benjamin Comes Back/Benjamin Regresa
- Cole, Joanna. I'm a Big Sister
- Cole, Joanna. New Baby at Your House
- Greenfield, Eloise. She Come Bringing Me That Little Baby Girl
- Harris, Robie H. Happy Birthday!
- Holub, Joan. What Can Our New Baby Do?
- Lasky, Kathryn, et al. Baby for Max
- Meyers, Susan. Everywhere Babies
- Numeroff, Laura. If You Give a Mouse a Cookie
- Numeroff, Laura. If You Give a Pig a Pancake
- Ormerod, Jan. Mom's Back
- Ormerod, Jan. Bend and Stretch
- Rogers, Fred. The New Baby: A Mister Rogers' First Experience
- Titherington, Jeanne. A Place for Ben
- Williams, Vera B. More, More, More Said the Baby
- Ziefert, Harriet. Waiting for Baby