

Materials

- PDF Activity Guide
- Laminator
- Laminating paper
- Exclude the laminator/laminating paper if using clear contact paper.
- Clear contact paper
- Scissors
- Velcro dots

Age Range

- 12 - 36 months

Developmental Learning Standards/Skills

- **Fine Motor Development** – Domain V/Strand 2 a. Child demonstrates use of small muscles using either hands or feet to make contact with objects or people. Moves hands, feet, fingers, and toes with increasing control and coordination.

Interactive Story Board: Monkeys

Development of Cognitive, Language, and Social/Emotional

Activity Challenge



The challenge of this activity is to engage toddlers in an interactive and educational storytelling experience using an interactive story board. The goal is to promote language development, cognitive skills, and fine motor skills while having fun with toddlers 12 months to 36 months.

Preparation

1. **Story:** Five Little Monkeys Jumping on a Bed focuses on repetitive elements for memory recall and engagement.
2. **Materials:** Gather the following materials:
3. Print and cut out story board pieces from the Interactive Story Board Activity Guide.
4. Laminate or use clear contact paper to cover the story board pieces for continued use.
5. Apply Velcro dots to the bedroom scene and character pieces.
6. A table or easel to display the story board
7. An engaging voice and storytelling enthusiasm
8. **Practice Storytelling:** Familiarize yourself with the story and practice telling it in an engaging and expressive manner.

To Do

1. **Set Up:** Arrange the story board on a table or easel at the toddler's eye level.
2. **Introduce the Story:** Gather your toddler and introduce the story using the story board. Explain to your toddler that he will help tell the story by placing the story pieces on the board when it is his turn.
3. **Start the Story:** Begin telling the story, using your story board pieces to represent the characters and objects. Pause at key points and invite your toddler to participate by placing the relevant story pieces on the board.
4. **Engage you Toddler:** Encourage your toddler to interact with the story by asking questions about the characters or objects and involve him in discussions about what is happening.
5. **Repeat an Extend:** After finishing the story, consider repeating it with variations or asking your toddler to retell the story using the story pieces.

Age Range

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Developmental Learning Standards/Skills

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- **Language Development** – Domain III/Strand 1 Listening and Understanding b. Child listens with interest to language of others; Strand 2 b. Child imitates sounds, signs, gestures, or words for a variety of purposes;
- **Social/Emotional Development** – Domain 1/Strand 3 Self Regulation d. Child understands simple routines, rules, or limitations.

Observations

During the activity, observe how your toddler participates in the following:

1. Engage with the story board and character/object pieces.
2. Express themselves verbally or non-verbally.
3. Show interest in the storytelling process.
4. Use fine motor skills to place story pieces on the board.
5. Respond to questions and prompts related to the story.

Enduring Connections

1. Reflect on the story together after the activity.
2. Provide opportunities for your toddler to play with the board pieces independently.
3. Incorporate elements from the story into other activities or crafts.
4. Revisit the story often in future storytelling sessions.

The Content Behind the Activity

1. **Language Development:** It enhances vocabulary, comprehension, and verbal expression as your toddler engages in conversations and discussions about the story.
2. **Cognitive Skills:** It stimulates cognitive development by encouraging problem-solving, sequencing, and memory recall.
3. **Fine Motor Skills:** Placing the story board pieces on the board supports the development of fine motor skills and hand-eye coordination.
4. **Social Interaction:** Storytelling fosters social skills, such as taking turns, listening, and sharing.



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Activity Guide Assembly Directions:

1. Print the Activity Guide.
2. Use the completed story board picture to ask questions, such as “What do you think this story is about?” “Where is the mama?” “Where is the doctor?” “What are the monkeys doing?”
3. Cut out the story board blank room board, character/object pieces and laminate or cover using clear contact paper.
4. Attach Velcro dots to the blank room board and character/object pieces.

Safety Considerations:

Ensure that all materials used to create the story board, such as scissors and small Velcro pieces are away from your toddler’s reach to prevent injury or choking.

Observation and Interaction:

- **At 12 months:** Experiments with communication, babbles with inflection, uses single-word sentences, uses expressive vocabulary with one up to three words. Understands pointing. Points with index finger. Begins to show a sense of humor.
- **At 18 months:** Imitates two-word phrases, attempts to sing songs with words. Enjoys nursery rhymes and will right a familiar picture when presented upside down. Holds manipulatives. Desires control of others.
- **At 24 months:** Uses three-word sentences, uses expressive vocabulary of 50 or more words, relates experiences using short sentences. Demonstrates use of objects, knows more body parts. Holds item with thumb and fingers. Fatigues easily, uses the word, “mine.”

Observation and Interaction:

Age Range

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- **At 30 months:** Participates in storytelling, recites a few nursery rhymes. Understands more adjectives (describing words) and enjoys being read to. Holds item with thumb and fingers. Begins to obey simple rules, difficulty with transitions, enjoys interactive play.
- **At 36 months:** Uses expressive vocabulary of 300 to 1,000 words. Understands verbs (action words), adjectives (describing words), and prepositions (placement of item [i.e., behind, next to, above, etc.]). Holds items with and adult-like grasp with thumb, index, and middle finger. Obeys simple rules, pride in achievements.

Remember to have fun and that each child develops at their own pace, so tailor the activity to suit individual needs and abilities.

Developmental Milestones

This activity aligns with key developmental milestones for toddlers including:

1. Language development (vocabulary expansion, sentence structure)
2. Cognitive development (problem-solving, memory, and sequencing)
3. Fine motor skill development (manipulating story board pieces)
4. Social development (interaction, sharing, cooperation)
5. Emotional development (engagement, expression of emotions)

<https://www.cdc.gov/ncbddd/actearly/milestones-app.html>

Developmental Concerns Contact Information:

<https://www.cdc.gov/ncbddd/actearly/parents/states.html>

Resources

Parks, S., Celeste, M., Dannemiller, L., Donaldson, G., & Gold, R. (19922006).

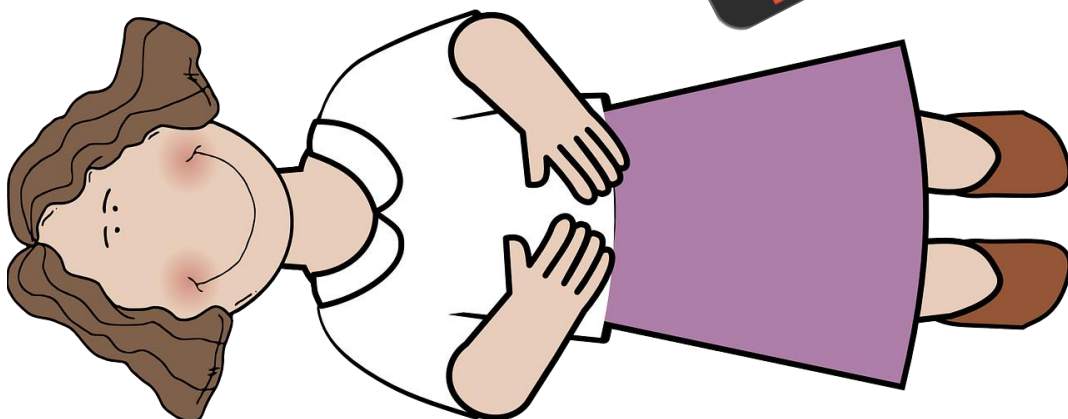
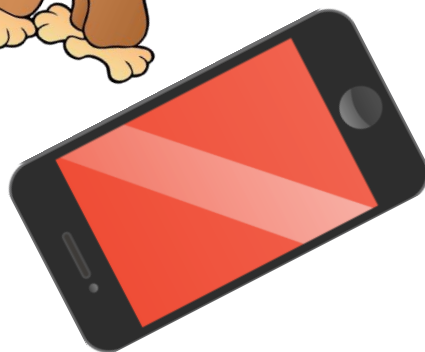
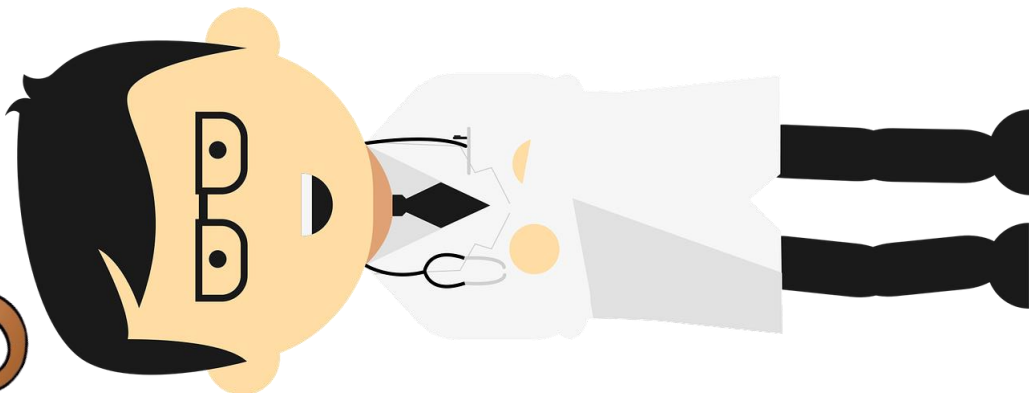
Pennsylvania Department of Human Services | Pennsylvania Department of Education. (2014). *Pennsylvania Learning Standards for Early Childhood | Office of Child Development and Early Learning*. Pennsylvania Learning Standards for Early Childhood Infants - Toddlers. Retrieved October 12, 2022, from <https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx>

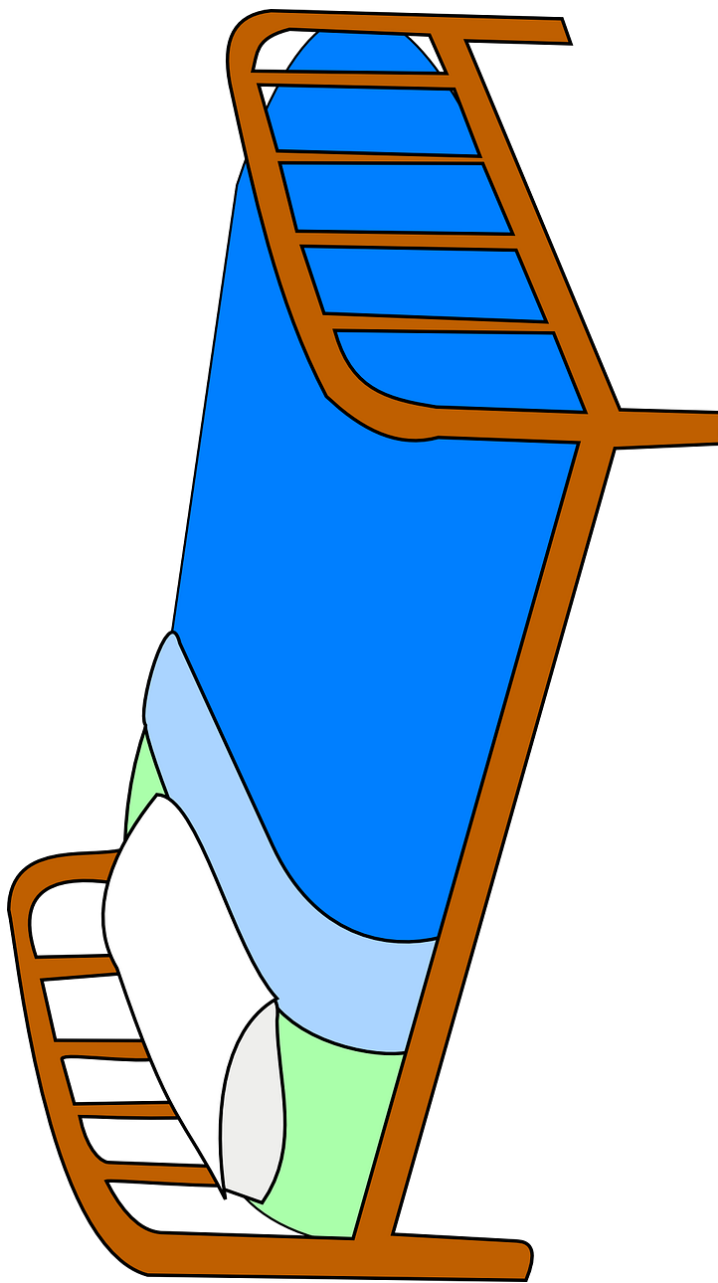
Visit <https://earlychildhoodchannel.com> for more activity resources.

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Five Little Monkeys Jumping on a Bed

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 her 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.
She fell off and bumped her head.
Mama called the doctor and the doctor said,
“No more monkeys jumping on the bed!”