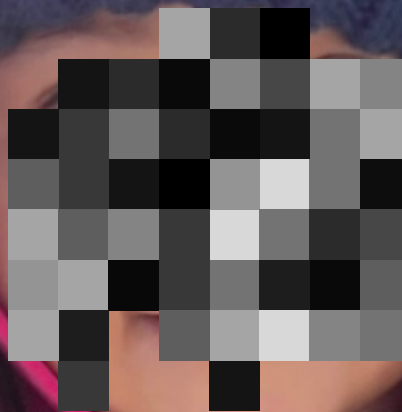


AYANNA



Ayanna is a charming and sociable 20-month-old girl with an outgoing personality and a bright spirit. She is emotionally intelligent and creative, displaying a keen interest in baby dolls and other objects that display a face, often engaging in imaginary play with them and forming strong bonds. She is a quick learner and has a remarkable ability to pick up new language skills, regularly expanding her vocabulary. She is also very affectionate and adores spending time with her family, whom she holds very dear to her heart. She's not in distress when her parents are away, so she is easily adjustable to being with a caregiver; at the same time, she is becoming increasingly aware of time and routine.

WAKING UP

Ayanna often wakes up between 7:30am-8am. Most times, she wakes up in a pleasant mood, just chatting or singing to herself. After some time, she does get restless, desiring to be free from her crib, connect with others, play and learn; she expresses wanting to be taken out of her crib by whining or crying. When I greet her at her crib, I encourage her to ask for what she'd like, prompting her to say "*up?*". Sometimes she'll say it. Other times she won't - I'll still pick her up while making sure to reinforce that I'm picking her "*UP*". I take her out of her crib and greet her with "Good morning", hug her and restate the same in Spanish, "Buenos Dias". I then change her diaper while asking her if she had sweet dreams, slept well, etc. I tell her how excited I am to play and learn with her.

INDEPENDENT PLAY

Once I change her diaper, I stand her on the ground and she normally heads directly to her learning/play area. She often goes straight to her books, looks at them intently, and "reads" them to herself. I allow her to have that independent time to herself for about 15- 20 minutes. If, during that time, she brings something to me and/or engages me in conversation, I chat with her, get excited with her, etc. When she goes off on her own again, I leave her be for up to 20 minutes. Her independent play time helps her develop a sense of self-reliance. She learns to entertain herself, problem-solve and manage her own emotions. I've noticed that during her independent play time, her creativity really shines through! Independent play allows Ayanna to use her imagination and creativity freely. She often comes up with their own ideas without being limited by adult direction. Through her uninterrupted independent play, I've also noticed that Ayanna has really amazing focus and concentration that she's consistently building on day to day.

BREAKFAST

Ayanna is often ready for breakfast about 25-30 minutes after waking up. I usually serve her scrambled eggs or oatmeal with fruit and/or yogurt. She eats on her own very well. During breakfast, we usually listen to classical music or jazz. If I use the TV to play music, I will choose a video from YouTube that is more still and not as visually stimulating, so she is not distracted while eating. I also engage in conversation with her while she eats; I emphasize the words I'd like her to learn. For ex: "Are you enjoying your breakfast? Are you eating some *STRAWBERRIES*? Yummy *STRAWBERRIES*!."



Bath time is one of Ayanna's favorite times of the day. I first wash her body with a wash cloth and her soap. I walk her through what I'm doing while washing each body part. (I wash her hair every other day.) I always encourage her to also wash her own body. For ex: "Ayanna, can you wash your belly, too?", "Do you also want to use the wash cloth to scrub your legs?" We use bath time to learn and reinforce the names of all our body parts. I sing "Head, Shoulders, Knees & Toes" to her, the bath time song and/or make up my own silly songs. After her body is all clean, I let her play with her bath toys independently for as long as she likes. I remain close to her in order to observe her safety. When she is ready to get out, she will often stand up and ask, "up?"

After I put lotion on her and get her dressed, we use this time before her nap to learn and explore as much as we can! I read several books to her. I let her "read" to me. We play with her color sorting toy - I let her sort the colors a couple of times and during that time, I highlight the names of the colors as she's picking up and sorting. I mention the names in Spanish, as well. Ayanna recognizes the color *purple*; it seems to be her favorite, right now. She also often identifies the color *green*. She can list all the colors of the rainbow and often does so in a sing-songy way - she can't, yet, identify them all, accurately. During this time, Ayanna also really loves her "Busy Book". I focus on one page at a time and start off by removing all the pieces of the page so she can put them back in their appropriate spaces herself. As she places the pieces back, I make sure to emphasize the name of whatever she is holding. For ex: "Is that a *JELLYFISH*? Good job! You put the *JELLYFISH* back in its spot in the sea." We often use mnemonic devices to help with remembering the names of things; songs and rhymes work well with Ayanna. Some examples of mnemonic devices we use when learning from the "Busy Book" (and other toys):

- Shark - "Is that a *SHARK?*"; "*Baby SHARK, doo-doo, doo-roo-doo-doo*"
- Bus - "That's a *BUS!*"; "*The wheels on the BUS go round & round...*"
- Star - "Did you find a *STAR?! Wow!*" "*Twinkle, twinkle little STAR....*"

We also use worksheets as educational tools. I sit her at her desk and she uses crayons to color and learn about shapes, colors and the letters of the alphabet. We use flash cards during this time, as well. I show her as many letters, colors and shapes via the flash cards that she can tolerate at this time. She usually can focus for about three-five minutes. Letting her hold onto the card we're working on helps her in maintaining her focus. I've noticed her attention span has developed the more we use the flash cards.

When we go outside, it's usually from about 10:30am - 11:30am. We either go to the park or the library. (Note: The Mulberry Street library doesn't open up til 11 am on Mon/Wed, 10am on all other weekdays). We try to always go out on Mondays and then every other day, when weather permits. When it's a sunny day, I take Ayanna to the nearby park. She is always happy to visit either the playground or the library. At the playground, she loves to climb the steps - she is really good at holding on and making her way up. I follow closely behind her, but allow her the freedom to climb at her own pace. Once she gets to the top (near the spinning color wheel), she likes to observe how high she is, she looks down the slide (but doesn't attempt to go down it herself, yet.) While she's at the top, she will also spin the color wheel. We use this time as another teachable moment; I ask her to locate the color purple on the wheel. I ask her to locate the color yellow, etc. After a few minutes she is ready to come down the stairs. At that level, there are no hand rails, so she often puts her arms up, requesting for help. Instead of just picking her up, I hold her hand so she can make her way down on her own (holding on to me for support). Once she gets near a handrail, I encourage her to hold on, in order to continue going down the steps on her own. She is, overall, quite careful and cautious. I observe her as a precaution, but she can make it down, successfully, 95% of the time. She really enjoys repeating the process of going up and down the steps. When we are at the playground, Ayanna likes to collect leaves and/or seeds from the ground that have fallen off the trees. Sometimes she observes these items closely; sometimes she brings her findings to me and I tell her what she's found!

Ayanna is super friendly and far from shy. Sometimes she engages the parents and other caregivers who are sitting on the benches. She confidently walks up to them and chats with them. Sometimes she even hugs them. I stand closely behind her and allow her to socialize with folks who look safe. I let them know that she is naturally very friendly and they are often immediately charmed by her. I use my better judgment to read when the interaction might be getting uncomfortable or disruptive and then gently guide Ayanna to a new activity. As I guide her away, I praise her for making a new friend!

There's a point where a big group of slightly older children visit the playground with their educators. Ayanna is generally drawn to older children; she follows them around, trying to play with them. At this point, I follow her even closer because they are all running around very quickly and haphazardly; they can easily knock her down to the ground.

I try to put Ayanna down for her nap before 12 noon. If we've gone to the park or the library that day, we make sure to get back home between 11:40-11:55am. I stand her up on the stool and we wash our hands at the sink. She tends to cry a bit when I wash her hands - I'm not sure why, but I make it as quick as possible. I prepare her a bottle of milk and take her into her crib. I cover her with her blanket - she likes it on her face a bit. I turn on her white noise machine and tell her "Sweet dreams!", then close the door. She drinks her milk and goes to sleep on her own. Sometimes she talks to herself or sings for a bit before falling asleep. On average, she sleeps for two hours, give or take.

Ayanna watches up to 30 minutes of educational preschool-aged TV per day. During this time, we watch programs mostly in Spanish to encourage her to learn the language. She likes "Blues Clues" dubbed in Spanish and the Spanish version of Ms. Rachel, called Miss Nenna. She also really enjoys a program called Tab Time; I like this program because it showcases a Black Woman teaching children about music, family, how things grow, etc. all through the lenses of kindness and confidence. We sometimes watch Gracies Corner; it's educational, inspiring and serves as a tool of representation. I avoid programs like Cocomelon because it's hyper-stimulating, not very educational, lacks diversity, and children tend to become addicted to it. She doesn't use a tablet nor do I allow her to use my phone; I keep my phone away from her reach, as best as possible.

In addition, I almost always sit and watch her programs with her - I want her to understand that TV is not just a way to keep her occupied or distracted while caregivers take a break. Watching together allows her to understand that TV can be a source of entertainment, education, and social interaction, and that it is important to make responsible choices about what and how much we watch. When I watch TV with her, I can also provide guidance and support to help her learn how to engage with media in a healthy and balanced way. By having open conversations about what we watch, I help Ayanna develop critical thinking skills.

LUNCH TIME

Ayanna is usually hungry after screen time, so I serve her a balanced lunch. She normally has baked chicken, baked turkey-veggie meatball bites or shrimp as her main serving. I also include veggies and/or fruits in her meal. Sometimes she might have rice or potatoes with her meals, as well. Compared to breakfast, she usually eats less at lunch time. Once she's satisfied, she might play with her food a bit and/or whine to come out of her high chair. I always encourage her to say "All done" while signing it (move hands outward with a flip as if finished with something), as well. She has gotten better at telling me when she is *ALL DONE* with her words and with signing it vs. whining. I praise her when she does so. I wipe her hands and face with a baby wipe and take her out of her high chair. I offer her water after lunch.

CIRCLE TIME

During circle time, we sing songs together. It's not easy keeping her attention during this time but I try for as long as she'll sit and sing with me. As she gets older, she'll likely be able to sit still and focus longer. We sing the "ABC's", "Twinkle Twinkle Little Star", "The Itsy Bitsy Spider", "Wheels On The Bus", "Old McDonald", "Head, Shoulder, Knees & Toes", "If You're Happy and You know It", & "The Ants Go Marching".

If she has a difficult time focusing and sitting while singing, I play the songs from my phone while she does what she likes. She and I will sing along with the music.

MOVEMENT

Movement time is when we dance to any child- friendly, uptempo music of your choice. Sometimes I try to incorporate some aerobics and/or stretching into this section of the day, but she doesn't easily follow visual directions, yet. She seems to prefer to move her body in an improvised way, which makes sense for her personality. And she's a great dancer so we mostly stick to freestyling! If it's the right beat, she is motivated to dance on her own. When I join her, it's a lot more fun and she dances for a longer time before getting distracted with the next activity. I often listen to house music because I personally enjoy it and it's uptempo enough to encourage dancing. I like this channel on YouTube because there is minimal lyrics and the language is child-friendly.

FREE PLAY

We use our Free Play time to do whatever child-led, safe activity Ayanna shows interest in. At times, I let her play independently. At times, I play with her. We just have fun and focus a little less on education, but if there's a teachable moment, we always take the opportunity! During this time, I usually play classical music or Jazz in the background. I also often play nature videos, as the music is calming after a long day of being active; these videos also offer lots of opportunity to learn new words. Her favorite nature videos are the ones that showcase birds and other animals. She is also really into butterflies and bodies of water, at the moment.



A FEW THINGS AYANNA CAN EXPRESS:

"HI"
"HEY"
"HELLO"/"HOLA"
"GOOD MORNING"
"THATS SO SWEET"

"BABY"
"AWWW"
"YUM"
"OH NO!"
"READY, SET, GO"

"TIME TO READ"
"BOOK"

"OH, LOOK"
"WHAT'S THAT?"
"WHAT HAPPENED?"
"ARE YOU OK?"

"OH MY GOSH "
"OH I SEE"
"SORRY"
"EXCUSE ME?"

"STAR"
"OVAL"
"HEART"
"FLOWER"
"GREEN"

"UP AND DOWN"
"UP" (WITH ARM RAISE)
"OPEN"

"MORE" (& SIGNS)
"ALL DONE" (& SIGNS)

"GOOD JOB"
"THANK YOU"
"YOU'RE WELCOME"
"I'M HAPPY"

"WHERE'D HE GO?
I DON'T KNOW.
HMMM"

"EYES"
"NOSE"
"EARS"
"GLASSES"

"WATER"
"BUTTERFLY"
"RAINBOW"
"PURPLE"

"ONE, TWO, THREE, FOUR, FIVE,
SIX, SEVEN, EIGHT, NINE, TEN,
ELEVEN, TWELVE,
THIRTEEN, FOURTEEN,
FIFTEEN, SIXTEEN"

"RIBBIT"
"QUACK QUACK"
"NEIGHHH!"
"BAHHH BAHH"
"MEOW"
"WOOF WOOF"
"MOOOO"

"SPIN"
"MAGENTA"
"DOGGIE"
"ICE CREAM"