

**P** is for Persistent

**JOY**



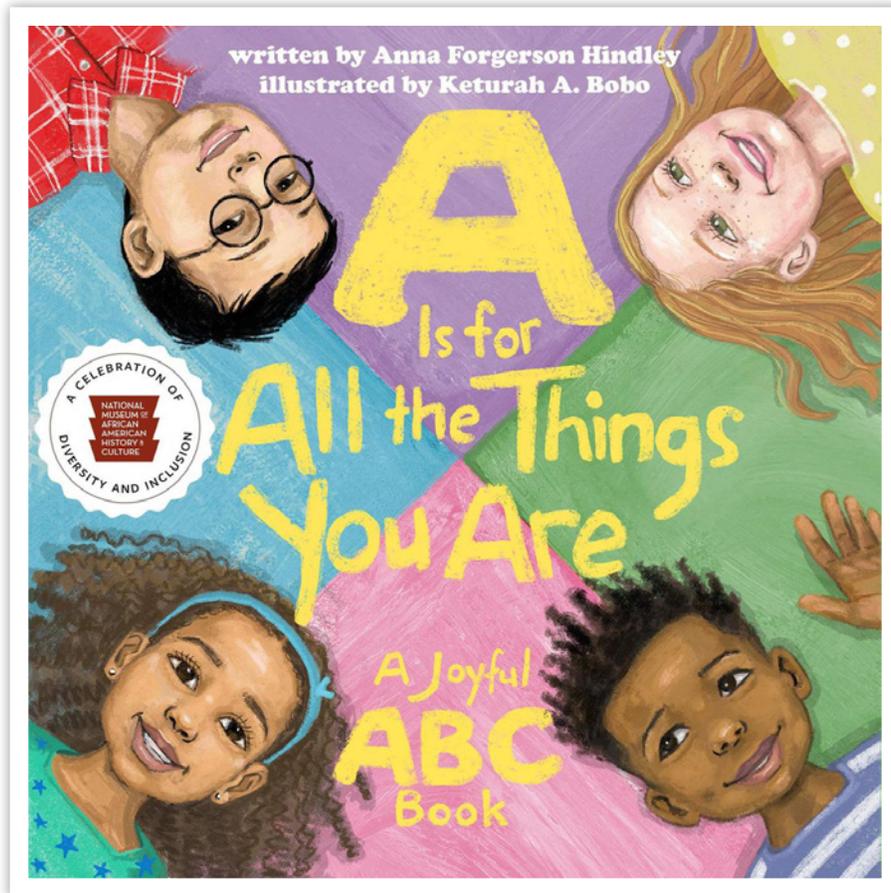
**FULL**

**A NMAAHC KIDS ABCs ACTIVITY BOOK**

INFANT AND TODDLER EDITION

Brought to you by the National Museum of African American History and Culture Early Childhood Education Initiative.  
Inspired by the children's book, A is for All The Things You Are: A Joyful ABC Book written by Anna Forgeron Hindley  
and illustrated by Keturah A. Bobo, ©2018 Art by Keturah Ariel LLC.

Funded by the W.K. Kellogg Foundation.



*A is for All the Things You Are* was written to affirm our children and empower them to see themselves as many things at once – daring and loving, creative and just, amazing and zany – and everything in between. The book offers wonderful opportunities for conversations with children to build their vocabularies, strengthen their sense of self and deepen their joy in and acceptance of human diversity. The illustrations allow them to see not only themselves, but others in the same positive light. By seeing positive images of children of different colors, genders, abilities, classes, and other social identities, we nurture the child’s comfort and joy in human diversity so deep caring connections can be made across humanity.

*Each activity booklet offers suggestions of how to begin the lifelong work of having a positive sense of self and others with your infant or toddler, how to support their language development and how to build the foundations of literacy.*

A Is for All the Things You Are: A Joyful ABC Book  
© 2018 Art by Keturah Ariel LLC (artwork)  
© 2018 Smithsonian Institution (text)

# P is for Persistent:

If you're trying something new, like learning how to do a cartwheel, you might fall down. But if you get up and try again, you are being persistent!

## When have you persisted?

Infants and toddlers are models of persistence. Even without external push or reward, they are driven to move, do and accomplish! Their basic biology drives them to lift their head, sit up, roll over, crawl, stand, walk and eventually run. The same thing is happening within their brains. As they observe and absorb all that is going on around them, they're driven to figure out what it all means. *Who are my loved ones? What do we do each day? What is funny? What might be dangerous?*

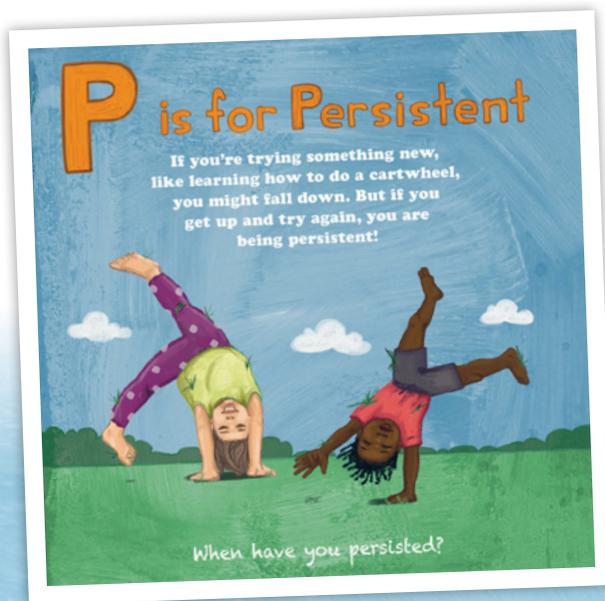
As our little ones work to understand the world around them and how to move and do things within it, they grow stronger. We support them in this growth when the assistance we provide them still allows them to truly figure it out themselves.

Adults can also encourage a child's spirit of persistence when we remember that learning often looks like trying, something not working, trying again, it works, trying again and it doesn't work, and so on. This process continues and repeats until eventually the new idea, skill, or behavior becomes truly the child's own. What stops a child from persisting is rarely the difficulty of the task, but almost always, the fear of being wrong or of disappointing the people who matter. We help them persist when we let them know that making a mistake does not mean being wrong. It's simply how human beings learn. What is needed from their trusted adults is our genuine belief that they can and will succeed in understanding and doing whatever is the next step in their development.

## What You'll Need:

The following supplies are suggested for the experiences in this booklet.

- Plastic bin or basket
- String or painter's tape
- Small toys and miscellaneous items
- Cooking spoon or ladle
- Cardboard box and pieces
- Scissors
- Markers



A Is for All the Things You Are: A Joyful ABC Book  
© 2018 Art by Keturah Ariel LLC (artwork)  
© 2018 Smithsonian Institution (text)



# EXPLORE

In early childhood, children learn best through doing! To explore this week's theme, try the activity below with your infant or toddler.

## Try, Try Again

**Being a young child requires persistence.** When a baby keeps reaching for a shiny necklace until they finally grab it, they're being persistent. When a toddler stumbles and gets back up to keep taking wobbly steps, that's persistence. The drive to keep trying repeatedly is natural and needed for little ones' growth and future independence. To encourage and support this important characteristic, introduce activities that challenge them to keep trying and using their problem-solving skills.

Place your child's toys and other interesting items like keys, patterned socks or scarves at the bottom of a plastic bin or basket. Then, above the toys and items, add a web of string or tape, leaving gaps that their small hands can reach through. If using string and a basket, weave the string through the spaces in the basket's sides, back and forth across the opening. If using tape and a bin, tear strips long enough to reach across the length and width of the bin. Then, place the strips across the opening to make a grid or Xs.



Once the web is formed, invite your little one to grab or pick up the objects at the bottom. For toddlers, try giving them a large cooking spoon or ladle to pick up objects. Ask: *Can you get one of your toys for me? How far can you reach?*

As they reach and work to figure out how to gather their toys, encourage them to keep going and celebrate their persistence. Say: *You can do it! I know you're going to reach your toy. Wow, I'm so impressed by how you keep trying!*

### Tip:

Place toys and interesting objects at the bottom of the bin and cover it with torn strips of newspaper or fill the bin with water.

# EXPLORE

Explore this week's theme with your toddler by trying this engaging experience inspired by our museum collection.

## Persistent Play

**Boost persistence with play.** Shape sorting games support toddlers in developing their hand-eye coordination, shape recognition, and sorting and matching skills. At the same time, the challenge of discovering which shapes fit into which spots empowers young children to persist in finding solutions in the midst of challenges. When the square doesn't fall into the triangle's hole, a toddler must pause, reflect and try again and again until they find a solution.

Create your own shape sorter game. In the sides of a small or medium cardboard box, cut out shapes (like circles, squares and triangles) in various sizes. Use the geometric patterns on the panels from the National Museum of African American History and Culture as inspiration!

Then, cut matching shapes from cardboard in a range of sizes. Add colors and designs to make the shape sorter more engaging for your toddler!

Invite your little one to pick up cardboard shapes and fit them into the box's holes. Incorporate some of their favorite toys for extra fun! As they play, describe and celebrate the ways they persist and encourage them to keep trying: *That doesn't fit there. Where else can you try? I'm proud of you for trying again! Which shape will you*

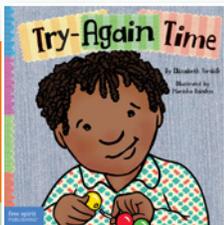


# EXPLORE MORE

Continue learning with your little one using these recommended resources:

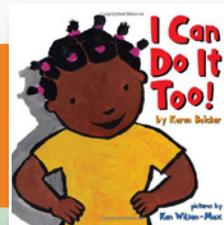
## Books

Empower your little one to try again with the stories below!



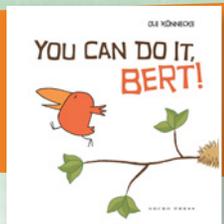
### **Try-Again Time**

by Elizabeth Verdick,  
illustrated by Marieka Heinlen



### **I Can Do It Too!**

by Karen Baicker  
illustrated by Ken Wilson-Max



### **You Can Do It, Bert!**

by Ole Könnecke



### **I Can Do It Myself!**

by Stephen Krensky  
illustrated by Sara Gillingham

Tip:

Use your favorite search engine to find read-aloud videos online!

## Online Resources

Learn to support your child's persistent spirit.

- ★ [Parenting Strategies for a Persistent Child - Zero to Three](#)
- ★ [Babies Can Learn Perseverance by Watching Their Parents Struggle - HuffPost](#)
- ★ ["I Tried" Song - Sesame Street](#)

# CONNECT

## A Guide for Families and Caregivers

### Why do these experiences matter?

A child's identity is both internally constructed and externally imposed. They learn who they are and how they are valued from the words and actions of others and from the way they do or don't make sense of those messages. Their beloved adults (that's you!) are the most important people in their world. The words you give a child to describe themselves and others have lasting power in their lives. When a child has the words to think about their strengths and their worth, they can sort through negative messages and hold on to their sense of being loveable and capable. The experiences in this booklet are invitations for you to use objects, activities and words to support your child's positive identity development, their fascination with how people are both different and the same, and their ability to read emotions and build empathy. In time, experiences like these will also support your child's ability to recognize unfairness or unkindness and to stand up for themselves and others.

### What about supporting language development and getting ready to read?

Alphabets, in and of themselves, are not particularly interesting to young children. However, learning letter-filled words to describe the world around them and inside of them (their feelings, experiences and senses) is very interesting to children! Discovering new words, new ways to say things and new ways to think is exciting and essential to a child's literacy and identity development.

In the first three years of life, early language and literacy skills are best learned through everyday moments. The experiences in these booklets invite you to boost your child's literacy through talking, playing and creating together in fun and accessible ways. Some experiences will guide you in helping your infant or toddler "name the universe" with descriptive words for the actions and emotions of themselves and others. Other experiences will encourage you to point out written words and look closely at objects to provide your little one with the beginning connections between the real world, reading and talking.

Every child's path to literacy is different and valid - just like their identity. The experiences in these booklets aim to support you and your child along their unique journey to literacy and a positive sense of self. **Remember to have fun along the way!**

## Credits

### Objects

- Corona panel designed for NMAAHC (Type A: 65% opacity), ca. 2013. Collection of the Smithsonian National Museum of African American History and Culture. [2016.41.1](#)

### Original Artwork

- Bluebird (cover), clouds (page 2) © 2018 Art by Keturah Ariel LLC

# Course Evaluation (return this evaluation with homework)

Your Name: \_\_\_\_\_ Registry# \_\_\_\_\_

Course Name: Book \_\_\_\_ (A-Z) Smithsonian Joyful activity book series - <https://nmaahc.si.edu/learn/early-childhood>

Date you Completed Course: \_\_\_\_\_ Are you Family or Group Center

Phone# \_\_\_\_\_ Email: \_\_\_\_\_

## Training outcome survey rating

### Training evaluation statements: Please circle

Please circle  
 

The presentation consisted of hands-on training, questions and answers, and lecture.	1 2 3 4 5
Overall effectiveness of training (I feel the training was clear and easy to understand)	1 2 3 4 5
The interactive classroom and homework assignments were helpful learning materials	1 2 3 4 5
This subject was useful, and I have incorporated the information into my childcare environment	1 2 3 4 5
Overall effectiveness of training	1 2 3 4 5
The method used to present this information was in step with my learning style	1 2 3 4 5
I would recommend other providers to attend this training	1 2 3 4 5
The materials used in this training were valuable and relevant (i.e. handouts, books, homework assignments, etc.)	1 2 3 4 5

**To receive the 2 hours, complete reviews for two activities below:**

**1<sup>st</sup> Activity** Name of the activity: \_\_\_\_\_

Why did you choose this activity? \_\_\_\_\_

List 3 things you liked about the activity \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

**2<sup>nd</sup> Activity** Name of the activity: \_\_\_\_\_

Why did you choose this activity? \_\_\_\_\_

List 3 things you liked about the activity \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

**My learning style is: (please check one)**

- Visual Learner- You learn by seeing and looking.
- Auditory Learners - You learn by hearing and listening.
- Kinesthetic Learners - You learn by touching and doing.

**Was the information presented difficult to understand?** Yes No

**Would you like access to monthly childcare updates?** Yes No

**The course materials were well organized?** Yes No

**I received the materials in a timely fashion?** Yes No

**The information will be helpful to me in my position?** Yes No

**Would you consider taking another training offered by Child Care Providers' Helper?** Yes No

Return this evaluation to: gcoggs@gmail.

Or mail to *Child Care Providers Helper*

7819 W. Potomac Ave.

Milw. WI. 53222

Any questions call-414-536-3397

Thank you for allowing us to serve your training needs.