

Why Mini Makers?

Mini Makers is designed especially for two-year-olds beginning their journey in English. At this stage of development, children are learning to express themselves, interact with others, and explore the world around them. The program supports their growth through joyful, multisensory learning experiences that nurture communication, emotional awareness, and cognitive development.

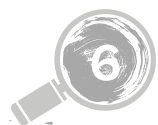
The Student's Book is filled with engaging stories, songs, and hands-on activities. Through play and discovery, children begin to greet their friends, recognize colors, share toys, and express their feelings. These are important milestones in early learning, and each activity is designed to connect naturally with children's developmental needs and interests.

Inquiry-based learning is at the heart of this program. It encourages children to explore by observing, asking questions, and trying things out for themselves. At age two, this means using their senses, bodies, and creativity to investigate the world. For example, in Unit 1, Lesson 2, children are asked, *What can you do with your hands?* as they explore

color through finger painting. In Lesson 6, they identify sharing and its importance—introducing early critical thinking and language development.

This approach values curiosity and the joy of discovery. Children are invited to make predictions, test ideas, and communicate what they notice. Whether they are noticing the texture of sand, choosing colors, or pretending to brush their teeth, they are learning through active participation. Teachers guide these experiences with open-ended questions and warm encouragement, helping children build confidence, independence, and empathy.

Children are naturally curious and often learn by making mistakes. They wonder, observe, test, and share—long before they can express all their thoughts with words. This program supports that natural process, allowing children to develop inquiry skills while building their sense of self and connection with others. Learning becomes meaningful and memorable, laying the foundation for a lifelong love of exploration and discovery.



Why Social-Emotional Learning (SEL)?

At the nursery level, social-emotional learning (SEL) is essential. Two-year-olds are learning to express their feelings, connect with others, and navigate their early social world. The Student's Book integrates SEL into everyday experiences through playful, age-appropriate interactions. Units such as *Making Friends* and *Working Together* introduce key concepts like *kindness*, *sharing*, and *cooperation*.

Stories model positive behavior—for example, in Unit 1, Lesson 5, Luna and Ana share a boat. In Lesson 6, children identify and circle an image that shows people sharing. These activities help children connect actions to emotions, building empathy and understanding. During *Observe and Tell*, children are invited to describe how they feel through simple questions like *Are you happy?* and with the help of emoji posters. This process helps them begin linking feelings with words and noticing how emotions look and feel in their bodies.

SEL also shapes classroom dynamics. Teachers create a nurturing environment by modeling kind behavior, encouraging children with phrases like *Great job sharing* and signing words like *share* or *thank you*. Simple support strategies—such as helping children take turns or offering an extra toy—teach cooperation and inclusion. Daily routines incorporate visual

support, such as mood charts and weather windows, allowing children to express emotions, talk about the day, and build confidence in group discussions.

The lessons are structured around three key moments: *Observe and Tell*, *Story Time*, and *Activity*. In *Observe and Tell*, children begin by identifying how they feel. This ritual promotes emotional awareness and empathy. Then, they observe their surroundings, learning to focus attention and notice details that relate to the topic of the day. During *Story Time*, a short, engaging narrative introduces the main theme and connects with children's prior experiences. Students are invited to share their ideas and predictions in a supportive setting where all contributions are valued. Finally, in *Activity*, children engage in a hands-on task—individually or collaboratively—that brings the theme to life. This time allows them to explore, create, make decisions, and reflect, reinforcing both cognitive and emotional growth.

These elements work together to create a classroom where children feel seen, heard, and safe to explore. Through meaningful routines and interactions, students begin to build the emotional skills that will help them thrive both inside and outside the classroom.



The Mini Makers Approach

Mini Makers blends inquiry-based learning, social-emotional learning (SEL), Total Physical Response (TPR), and early language-building strategies to engage and support two-year-olds. Each lesson is built around a familiar, consistent structure that mirrors a natural learning cycle: **Observe and Tell**, **Story Time**, and **Activity**.

- In **Observe and Tell**, children begin by identifying how they feel and observing the world around them. This opening moment develops emotional awareness and builds routines that help children feel safe, grounded, and ready to learn.
- During **Story Time**, students enjoy short, engaging narratives that introduce key vocabulary and topics. The teacher encourages them to share their ideas, notice cause and effect, and make simple predictions, reinforcing listening and communication skills.
- The **Activity** segment invites children to participate in hands-on tasks—individually or in small groups—such as painting, sorting, building, or singing. Through exploration, children apply what they’ve learned, make decisions, and collaborate with peers.

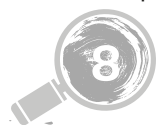
Movement and repetition are essential tools at this age. Teachers use TPR and visual cues to support understanding, pairing gestures with key words and signs. For example, children may wave or sign *Hi* to greet each other, or sign *share* while dividing materials among one another. These simple actions help connect language to real-life experiences and promote inclusive, non-verbal communication.

Language development is supported through repetition, the use of real objects, enjoying songs, and engaging in everyday routines. Key vocabulary is introduced and revisited through meaningful contexts, such as naming colors, identifying feelings, and responding to questions. Teachers can use gestures, native language, and simplified instructions to ensure comprehension while gradually modeling English-language equivalents.

The course also reflects the foundational stages of Bloom’s Taxonomy:

- **Remember:** Naming or pointing to familiar objects and colors
- **Understand:** Recognizing actions like sharing or matching
- **Apply:** Using language in context, such as signing *Hi* or naming preferences

A special note for teachers: Working with two-year-olds calls for flexibility, playfulness, and lots of encouragement. Songs like *The Hello Song* or *Clean Up* support smooth transitions. Differentiation is simple and responsive—for example, asking one child to point to a color while inviting another to name two. Praise all efforts, encourage participation in any language, and always reinforce SEL goals such as kindness, turn-taking, and joyful exploration. These early experiences help children feel safe, connected, and ready to grow together.



Mini Makers offers a holistic learning experience by integrating inquiry-based learning, social-emotional development (SEL), Total Physical Response (TPR), and language-building strategies.

The course is organized into eight thematic units, introduced through four theme openers—for example, *Kindness* sets the tone for Units 1 and 2. Each unit includes eight lessons, alternating between **Story Lessons** (1, 3, 5, 7) and **Activity Lessons** (2, 4, 6, 8), providing a balance of narrative and hands-on learning.

Engagement is enriched with multimedia support, including audio tracks and two videos per unit. Sign language and physical movement further support understanding and participation. Hands-on tasks such as painting, puzzles, and matching games also strengthen fine motor skills.

The consistent **Daily Routine**—with greetings, songs, and **Observe and Tell** moments—gives structure to each day and helps young learners feel secure as they grow in communication and confidence.

Conclusion

This book is your guide to delivering a warm, play-based curriculum where two-year-olds learn to greet friends, share toys, and discover the world around them. By nurturing curiosity, empathy, and early language development, you'll help each child grow into a kind, confident learner.

Embrace the joy of teaching at this magical age—and enjoy watching their progress unfold, one small step at a time.

