GODDARD
AT HOME
F.L.EX.® DAILY ACTIVITY PLANS
INFANT
CONSTRUCTING FUN
WEEK 2 • DAY 4
### Greeting

**Activity**
Greet your baby with a warm smile and make eye contact with your little one before taking them from their sleep space. Talk to your baby about their night and what you do as you prepare for the day.

**Learning Skills**
Responds with emotion to stimulus

**Materials**
N/A

### Gathering Time

**Activity**
After meeting your baby’s personal-care needs, you and your child are ready to start the day. Create your special yoga pose. Stand as still and as straight as a building or a tall skyscraper, inhaling in and exhaling out. Breath with your child, inhaling in and exhaling out. Depending on your child’s age or abilities, hold them close and stand tall. Breathe deeply in and out.

**Learning Skills**
Exhibits strength and balance through stationary movement

**Materials**
N/A

### Transition

**Activity**
Move to the kitchen using movements like the different construction vehicles in the book, such as spinning in a circle while holding your child like a cement mixer.

**Learning Skills**
Relates familiar objects in a text to a personal experience

**Materials**
N/A
### Processing Activity

**Activity**
Build a tower of blocks or stacking cups in front of your baby, building close enough for them to reach out their arms or legs and touch it. Count each item as you stack it and talk about it getting taller. Then encourage your baby to kick their feet or move their arms to knock over the tower. Once your child knocks it down, say something like: “Uh oh! They all fell!” Then talk about how we can simply pick things up when they fall over and start over again!

**Learning Skills**
Interacts with others, objects and activities for a short period of time

**Materials**
Building blocks or stacking cups, cardboard boxes, flat surface (floor, carpet, table)

### Connection Activity

**Activity**
Read the book *Goodnight Goodnight Construction Site* by Sherri Duskey Rinker. If you do not have the book, listen to a read aloud, [here](#).

Note - Screen time is not recommended for this age group, so listen to the book rather than looking at the screen.

**Learning Skills**
Explores books in a variety of ways

**Materials**
Book or read aloud

### Personal Care Interactions

**Activity**
Wipe your child’s nose or face. You can make noises like a machine going forward and then backing up.

**Learning Skills**
Participates in healthy practices

**Materials**
Soap and sink
### MEALTIME

**ACTIVITY**

Stack and build things with snacks. Depending on your snack, how can you stack your crackers or fruit? How can you arrange them? Have a conversation about what they are doing. “I see you stacked five crackers!” If your baby does not eat solid foods yet, you can do it with baby food containers, too.

**LEARNING SKILLS**

Engages with an object in more than one way

**MATERIALS**

Crackers, fruit, baby food containers

### TRANSITIONS

**ACTIVITY**

At cleanup time, fill up a toy bin with a few toys and dump them back out while talking about a dump truck. Reference the book if it is available. Encourage your child to do the same. You can also make “beep beep” sounds like a truck does when it dumps.

**LEARNING SKILLS**

Engages in an associative play

**MATERIALS**

Toys and toy bin

### OUTSIDE TIME

**ACTIVITY**

During a walk around your neighborhood, look around for materials that you may see at a construction site:

- Dirt
- Wood
- Rocks
- Construction equipment

Use descriptive language to talk to your child about what you see. If you are comfortable with it, allow your child to touch the dirt and describe to your little one what it feels like, “It feels cold” or “Look, our hands are dirty.”

**LEARNING SKILLS**

Shows interest in the environment

**MATERIALS**

N/A
**REST TIME**

**ACTIVITY**  
Follow a naptime routine with your child. Count with your child as you name items that you discovered when you were outside.

**LEARNING SKILLS**  
Counts and names items

**MATERIALS**  
N/A

**TRANSITION**

**ACTIVITY**  
When moving from one activity to another, have a scavenger hunt around your home or outside to look for cars and construction vehicles. Use descriptive language to describe what your child found, “Your car is red” or “The car has four wheels.”

**LEARNING SKILLS**  
Responds in ways that indicate an understanding of what is being communicated

**MATERIALS**  
Various Items, such as toy cars and construction vehicles

**CHILD’S CHOICE**

**ACTIVITY**  
Provide a variety of items such as dump trucks, buckets and things that scoop, such as shovels. Which one does your child gravitate toward? Engage in a conversation about their favorites, using descriptive language like “Your dump truck can hold a lot,” or “What can we put in your dump truck?”

**LEARNING SKILLS**  
Initiates interests

**MATERIALS**  
Toys at home, cars, trucks, buckets, pails, spoons, bowls. Use what you have.