GODDARD AT HOME

F.L.EX.® DAILY ACTIVITY PLANS

INFANT

GARDENS GALORE

WEEK 4 • DAY 3
GREETING

ACTIVITY
Greet your baby with a warm smile and make eye contact with him or her before taking him or her from their sleep space. Talk to your child about his or her night and what you do as you prepare for the day.

LEARNING SKILLS
Responding with emotion to stimulus

MATERIALS
N/A

GATHERING TIME

ACTIVITY
Once personal-care needs are met and you and your child are ready to start the day, read Planting a Rainbow by Lois Ehlert and talk about what you see in the book. If you do not have the book, use the read-along.

LEARNING SKILLS
Demonstrating interest in pictures and text

MATERIALS
Book or read-along

TRANSITION

ACTIVITY
Let’s do some garden yoga! Try the seed, or child’s pose. Sitting back on your heels, slowly bring your forehead down to rest on the floor in front of your knees, then rest your arms down alongside your body and take a few deep breaths. After demonstrating the pose, help your infant position their body. Pretend to be a seed in the garden before your next activity.

LEARNING SKILLS
Developing control of the body

MATERIALS
Yoga poses
PROCESSING ACTIVITY

ACTIVITY
Provide a cut-off piece of an herb with a strong smell, such as basil, mint or thyme. Let your infant touch, smell and explore.

LEARNING SKILLS
Using the senses as a primary means of exploring and learning from the environment

MATERIALS
Herbs such as basil, mint or thyme

CONNECTION ACTIVITY

ACTIVITY
Act out or sing this chant:
I plant a little seed in the cold, cold ground. (Pretend to drop a seed in the ground.)
Out comes the yellow sun, big and round. (Hold arms above your head to make a big circle.)
Down come the raindrops soft and slow. (Use your fingers to make a raining motion.)
Up comes the flower, grow, grow, grow! (Move hands up over your head, a bit at a time.)

LEARNING SKILLS
Responding to music, art and stories

MATERIALS
N/A

PERSONAL CARE INTERACTIONS

ACTIVITY
Use self-talk to help your infant understand what’s happening and what’s coming up next. Say, “Now I’m changing your diaper. Then we’ll have some lunch.” You can talk about fastening the diaper, pulling up your infant’s pants, etc. The more details you share, the greater your child’s exposure to a wide range of meaningful vocabulary.

LEARNING SKILLS
Anticipating the next step of a familiar routine

MATERIALS
N/A
**MEALTIME**

**ACTIVITY**
Eat food from the garden. When possible, eat foods that grow from a garden, maybe yours! Try peas, beans, strawberries or whatever else is available.

**LEARNING SKILLS**
Exploring healthy food options

**MATERIALS**
Variety of infant-safe foods

**TRANSITIONS**

**ACTIVITY**
Sing a familiar song about creatures that might live in a garden, such as “The Itsy-Bitsy Spider,” before your next activity.

**LEARNING SKILLS**
Responding to music

**MATERIALS**
See last page for the song

Enrichment provided by Time to Sign™

**OUTSIDE TIME**

**ACTIVITY**
Take a walk outside and explore the grass, trees, flowers and gardens, pointing out things that grow with your infant.

**LEARNING SKILLS**
Noticing plants and animals growing and changing

**MATERIALS**
N/A
## REST TIME

**ACTIVITY**
Follow a consistent rest routine with your baby. Talk with your child about the day’s activities as you lull him or her to sleep.

**LEARNING SKILLS**
Responding to sensory stimulus

**MATERIALS**
N/A

## TRANSITION

**ACTIVITY**
As you’re cleaning up, count as you put toys away together. Use descriptive language. “Let’s put away the rattle. One rattle, two rattles. Two rattles on the shelf.”

**LEARNING SKILLS**
Putting toys away at clean-up time

**MATERIALS**
Toys, basket

## CHILD’S CHOICE

**ACTIVITY**
Provide a variety of child-safe garden tools, shovels, buckets and soil for your infant.

**LEARNING SKILLS**
Observing basic garden tools being used

**MATERIALS**
Buckets, shovels, etc.
"Itsy Bitsy Spider"
(Traditional, Illustrations Copyright ©2002 Time to Sign, Inc.)

The *itsy* *bitsy* *spider* went *up* the *water* *spout*.

Down came the *rain*, and *washed* the *spider* *out*.

Up came the *sun* and *dried* up all the *rain*.

And the *itsy* *bitsy* *spider* went *up* the spout *again*.