WATERPLAY WONDERS
WEEK 1 • DAY 3
GREETING

ACTIVITY
Good Morning - Discuss whether your child liked making his or her own library yesterday.

LEARNING SKILLS
Self-expression, working memory

MATERIALS
N/A

MORNING MEETING

ACTIVITY
Reflect and Plan - Talk about what you did yesterday. Ask your child what he, or she, would like to do today. Read a book about vehicles and talk about whether they move on land or in water.

LEARNING SKILLS
Working memory, planning and organization, understanding time

MATERIALS
Book with vehicles

TRANSITION

ACTIVITY
Count the number of steps it takes to go up or down the stairs. You can count stairs inside your home or go outside and count the porch steps.

LEARNING SKILLS
Following directions, gross motor skills, counting

MATERIALS
N/A
**Pre-Exploration**

**Activity**

Talk about vehicles that move in water. Let your child decide which one to create during the purposeful exploration period.

**Learning Skills**

Responsibility, planning and organization

**Materials**

N/A

**Purposeful Exploration**

**Activity**

Provide your child with a small cardboard box. Talk about vehicles that move and have your child create a vehicle using the box. For example, your child could make the box into a boat or a submarine.

**Learning Skills**

Creativity, fine motor skills, problem solving

**Materials**

Cardboard box, markers, crayons

**Post Exploration**

**Activity**

Use the journal you made earlier in the week and let your child draw what he or she did during the purposeful exploration period.

**Learning Skills**

Language and vocabulary, fine motor skills

**Materials**

N/A
### MEALTIME

**ACTIVITY**
Ask your child to choose which fruit he or she wants with lunch.

**LEARNING SKILLS**
Healthy habits

**MATERIALS**
N/A

### TRANSITIONS

**ACTIVITY**
Try a few yoga stretches before the learning lab. Get creative, and see whether you can come up with poses that mimic the movements of sea creatures.

**LEARNING SKILLS**
Listening skills, gross motor skills

**MATERIALS**
N/A

### LEARNING LAB

**ACTIVITY**
*Sink or Float* - Fill a bucket with water and test whether items will sink or float. Create a chart to keep track of which items sunk and which floated.

**LEARNING SKILLS**
Critical thinking, estimation, scientific investigation

**MATERIALS**
Bucket, water, small toy boats, water-safe household items
### OUTSIDE TIME

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Go outside for a walk. Look for places where your child can find water.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING SKILLS</td>
<td>Gross motor skills</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### REST TIME

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>It’s time to relax. Establish a routine before naps that supports your child in calming his or her body and settling his or her mind. You can even place your child’s nap mat for school in or next to the bed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING SKILLS</td>
<td>Self-regulation, self-awareness</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### TRANSITION

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>As your child wakes up, talk about what activity he or she liked best today.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING SKILLS</td>
<td>N/A</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Child’s Choice

<table>
<thead>
<tr>
<th>Activity</th>
<th>Use this time to do the activity your child wanted to do this morning. You can also do this activity at any time during the day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Skills</td>
<td>N/A</td>
</tr>
<tr>
<td>Materials</td>
<td>N/A</td>
</tr>
</tbody>
</table>