### Greeting

**Activity**

This morning, greet your child from a new location. Try sitting on the floor, crawling into the bed or sitting at his or her feet. This starts your child’s day with a sweet surprise.

**Learning Skills**

Forming relationships with adults

**Materials**

N/A

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### Gathering Activity

**Activity**

Bring your child to your lap as you sing “Old McDonald Had a Farm.” Encourage your child to sing and make animal noises with you.

**Learning Skills**

Language development

**Materials**

Song lyrics

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### AM Mealtime

**Activity**

Provide your child with two or three snack options and honor his or her choice.

**Learning Skills**

Communicating preferences

**Materials**

Snack
**CONNECTION ACTIVITY**

**ACTIVITY**
Before reading *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. and Eric Carle, hide a stuffed bear somewhere in your home. While reading, demonstrate the ASL sign for “bear” and encourage your child to imitate it. After reading the book to your child, go on a bear hunt together to find the stuffed bear! On a nice day, you can hide the bear in a window or somewhere outside for your child to find.

If you do not have *Brown Bear, Brown Bear, What Do You See?*, use another book featuring a bear or other types of animals.

**LEARNING SKILLS**
Forming relationships with adults, language

**MATERIALS**
*Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. and Eric Carle, stuffed bear, ASL sign for “bear”

**PROCESS ACTIVITY**

**ACTIVITY**
Challenge your child to create a home for plastic or stuffed animals using blocks. Describe your child’s actions as he or she builds, and ask questions about what they will build next.

**LEARNING SKILLS**
Cognitive development, problem solving skills, planning skills

**MATERIALS**
Blocks, animals

**PERSONAL CARE INTERACTIONS**

**ACTIVITY**
After eating, encourage self-help and good hygiene by helping your child practice wiping his or her face. First, demonstrate by wiping your face, and then provide your child with a napkin and encourage them to mimic your actions.

**LEARNING SKILLS**
Self-help, independence, fine motor skill development

**MATERIALS**
Napkin
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### Lunch

**Activity**

During lunch, ask your child to find foods on his or her plate by color. For instance, you could say, “Find the orange food on your plate.” or “Where is the blue food on your plate?”

**Learning Skills**

Cognitive development, direction following, language comprehension

**Materials**

Lunch

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### Napttime

**Activity**

As you help your child settle down for a nap, you can rock together in a chair or cuddle in your child’s bed. Stroke your child’s hair or rub your child’s back and share your favorite memory from your time together this morning. Ask your child what he or she enjoyed.

**Learning Skills**

Forming relationships with adults, self-regulation skills

**Materials**

N/A

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### Transition

**Activity**

Wake your child up in the same spot where you woke him or her up this morning. As you are cuddling with your child or changing his or her diaper, share one of your favorite moments of the day.

**Learning Skills**

Forming relationships with adults, self-regulation skills, language development skills

**Materials**

N/A
**CHILD’S CHOICE**

**ACTIVITY**
Review the activities from this morning with your child, and ask what he or she wants to do. Repeating activities helps your child develop the relevant skills and build confidence. As your child starts to get the hang of an activity, make the activity slightly more difficult to keep your child challenged and engaged.

**LEARNING SKILLS**
Communicating preferences

**MATERIALS**
N/A