**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**
Sit on the carpet and sing “Five Little Speckled Frogs” together. Encourage your child to hop around with you like a frog while singing.

*Five little speckled frogs [five frog hops]*
*Sat on a speckled log*
*Eating the most delicious bugs. Yum! Yum!*
*One jumped into the pool [one frog hop]*
*Where it was nice and cool.*
*Now there are four green, speckled frogs.*

*Four little speckled frogs [four frog hops]*
*Sat on a speckled log*
*Eating the most delicious bugs. Yum! Yum!*
*One jumped into the pool [one frog hop]*
*Where it was nice and cool.*
*Now there are three green, speckled frogs.*

*Three little speckled frogs [three frog hops]*
*Sat on a speckled log*
*Eating the most delicious bugs. Yum! Yum!*
*One jumped into the pool [one frog hop]*
*Where it was nice and cool.*
*Now there are two green, speckled frogs.*

*Two little speckled frogs [two frog hops]*
*Sat on a speckled log*
*Eating the most delicious bugs. Yum! Yum!*
### Gathering Activity (Continued)

**Activity**

One jumped into the pool [one frog hop]
Where it was nice and cool
Now there is one green, speckled frog.
One little speckled frog [one frog hop]
Sat on a speckled log
Eating the most delicious bugs, Yum! Yum!
It jumped into the pool [one frog hop]
Where it was nice and cool
Now there are no more speckled frogs.

**Learning Skills**

Forming relationships with adults, gross motor skill development, language development, recognizing familiar songs

**Materials**

Song lyrics

### AM Mealtime

**Activity**

Place a bowl of any snack item between you and your child. Encourage them to serve himself or herself either with a spoon or with his or her hands. Then, ask your child, “Could you please share some with me?” Encourage your little one to serve you some food. Be sure to model good manners by saying please and thank you!

**Learning Skills**

Independence, self-help skills, fine motor skill development, balancing the needs of self and others

**Materials**

Snack, bowls, spoon
### Connection Activity

**Activity**
Select a room in your house and have fun searching for items. Name objects within your child’s sight that your he or she knows. For example, you could say, “I spy a blue blanket.” Encourage your child to point to or touch the objects. You can make this more difficult as the game progresses.

**Learning Skills**
Forming relationships with adults, following directions, cognitive development

**Materials**
Room in your house

### Process Activity

**Activity**
Washing a plastic baby doll, animal or action figure is a fun way to practice proper hygiene. Put a towel and a large bin of soapy water on an uncarpeted section of the floor. Provide your child with soap and a rag for washing the baby doll. Describe what your child is doing and encourage him or her to wash behind the doll’s ears, in the doll’s armpits and in between the doll’s toes. Allow your child to play independently for as long as he or she is interested. During your child’s bath tonight, allow your child to practice washing his or her own body.

**Learning Skills**
Self-help skills, independence, hygiene

**Materials**
Plastic baby doll, animal or action figure, large bin, water, soap, rag
**PERSONAL CARE INTERACTIONS**

**ACTIVITY**  
Brushing your teeth is an important habit to start at a young age. Brush your child’s teeth while you sing the song below, then give your child a turn to practice brushing his or her teeth while you sing the song a second time.  
*Brush, brush, brush your teeth, Each and every day.*  
*Back and forth, back and forth, Brush the germs away!*  
*Brush, brush, brush your teeth, Till they’re nice and clean.*  
*Go up and down, and up and down The best smile ever seen!*

**LEARNING SKILLS**  
Personal hygiene, independence, fine motor development

**MATERIALS**  
Toothbrush, toothpaste, sink, water, song lyrics

**TRANSITION**

**ACTIVITY**  
As you move from one room to another, pretend you are jumping in puddles. Help your child jump with both feet leaving the ground at the same time.

**LEARNING SKILLS**  
Gross motor development, coordination

**MATERIALS**  
N/A

**OUTDOOR ACTIVITY**

**ACTIVITY**  
Water your plants outside with a water-filled spray bottle. Talk with your child about how plants need water to grow just like people do. Share your observations about the plants, such as their colors, sizes and shapes, and encourage your child to share his or her observations, too. If your child is not talking yet, leave space in the conversation for your child to babble responses.

**LEARNING SKILLS**  
Fine motor development, cognitive development, language development

**MATERIALS**  
Spray bottle, water, plants
### Transition

**Activity**

If any water is left in the spray bottle, help your child twist off the lid and pour the water onto a plant that needs a little more love.

**Learning Skills**

Following directions

**Materials**

Spray bottle, water, plant

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### Lunch

**Activity**

Serve water with lunch, and practice saying and signing the word “water.”

**Learning Skills**

Language development

**Materials**

Cup of water, sign for “water”

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### Naptime

**Activity**

As you are helping your child settle down for a nap, rock together in a chair or cuddle in the bed. Stroke your child’s hair, rub his or her 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, language development skills

**Materials**

N/A
**Transition**

**Activity**
Including young children in your household chores is a powerful way to instill good habits and help them feel connected to their families. Allow your child to help you empty the dishwasher. After you remove all knives and sharp objects, and depending on their age and ability level, you can let your child pull things out and hand them to you or grab all of the forks and place them in the drawer. Give directions to your child about what you want him or her to pick up and where it goes.

**Learning Skills**
Following directions, motor skill development, forming relationships with adults, independence

**Materials**
Dishwasher, dishes

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**Transition**

**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