GODDARD
AT HOME

F.L.EX.® DAILY ACTIVITY PLANS

TODDLER

EXPLORING WITH EXPERIMENTS

WEEK 3 • DAY 4
### 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**
Cuddle with your child on a chair or couch to sing a few of your favorite songs and nursery rhymes. Talk about some of the activities you will be enjoying together today.

BONUS ACTIVITY! Enjoy this extra activity as The Goddard School presents Root for Earth. In honor of Earth Day, explore new and old clothing items. Ask your child, “What are you wearing today?” Encourage your child to talk about his or her clothes. Provide some clothing from other people in the house for your child to explore and try on, such as your shirt and sweatshirt or a sibling’s shorts, socks, hats and gloves. While your child tries on different items of clothing, ask him or her, “Do you think this would be good to wear in winter?” Discuss the appropriate type of weather for each clothing item as you play. As your child loses interest, let your child help you determine whether the clothing items will be handed down to another family member, placed back in the drawers or donated.

*Please send a photo of your child participating in this activity to pr@goddardsystems.com. Please include your child’s name, Goddard School and age and write a short description of what your child is doing in the picture.*

**Learning Skills**
Forms relationships with adults, language development, self-help skills, motor planning skills, categorization skills

**Materials**
Songs, nursery rhymes, clothing items from family members
## AM MEALTIME

**ACTIVITY**

Provide your child with a new food at snack time. Introduce it by discussing how it looks, feels and smells. Then, try a bit together. Ask your child how it tastes, then describe how it tastes to you. Praise your child for trying something new!

**LEARNING SKILLS**

Language development, building self-confidence

**MATERIALS**

Food

## CONNECTION ACTIVITY

**ACTIVITY**

Invite your child to the carpet, and show them the empty toilet paper tubes and paper towel tubes you have collected. Demonstrate how to hold the tubes to your mouth, and make some silly sounds. Point out how your voice is louder when you speak through the different tubes. Encourage your child to explore them and make silly noises with the tubes. Sing a favorite song through the tubes, too! If your toddler enjoys performing, let him or her put on a show for the rest of the family as a playful way to build your child’s self-esteem.

*NOTE - If you do not have toilet paper tubes or paper towel tubes, you can create rolls of varying sizes from paper.*

**LEARNING SKILLS**

Forming relationships with adults

**MATERIALS**

Toilet paper tubes, paper towel tubes

## PROCESS ACTIVITY

**ACTIVITY**

Tape several toilet paper tubes and paper towels tubes to the wall at a variety of angles. Show your child how to drop a cotton ball or small ball through the tubes, and observe how the ball rolls and falls. If your child is a little older, show him or her how to adjust the rolls to change the angles and connect the rolls. Encourage your child to explore independently.

*NOTE - If you do not have toilet paper tubes or paper towel tubes, you can create rolls of varying sizes from paper.*

**LEARNING SKILLS**

Cognitive development, exploring cause and effect, engineering

**MATERIALS**

Toilet paper tubes, paper towel tubes, tape, cotton balls or small balls
### PERSONAL CARE INTERACTIONS

**ACTIVITY**
Before washing your hands, ask your child to choose a song to sing while scrubbing. If the song is short, sing it twice to ensure you are scrubbing for at least 20 seconds. If your child is not yet talking, ask a question and give your child time to babble a response.

**LEARNING SKILLS**
Self-help skills, hygiene, independence, language skills

**MATERIALS**
Song of choice, sink, water, soap

### TRANSITION

**ACTIVITY**
Before moving from one activity or room to the next, encourage your child to clean up the toys. Sing this common clean-up song to make it playful and fun: *Clean up, clean up, Everyone, everywhere.*
*Clean up, clean up, Everyone does their share.*

Encourage your child to sing along with you and continue until all the toys are put away.

**LEARNING SKILLS**
Independence, responsibility, following directions, language development

**MATERIALS**
Song lyrics, toys
**OUTDOOR ACTIVITY**

**ACTIVITY**
Prepare a tray of ice cubes, and add some food coloring to the water for extra fun. When the ice cubes are frozen, place them into a pan or casserole dish. Provide your child with a spray bottle filled with warm water. Let your child touch the ice cubes and spray the water on his or her hand, then describe how the ice and the water feel and look. As your child sprays the ice cubes, describe what is happening. You could say, “Look, the ice cube is melting” or “The ice cube was solid water, and now it is liquid water.” Allow your child to play independently for as long as he or she is engaged. Adding a few ice cubes to the tray at a time can make the activity last longer.

**LEARNING SKILLS**
Understanding characteristics of water, language development, exploring cause and effect, following directions

**MATERIALS**
Ice cube tray, food coloring, pan or casserole dish, spray bottle, warm water

**TRANSITION**

**ACTIVITY**
Direct your child back to the ball track you taped to the wall earlier. Allow your child to play with it independently as you take care of other tasks.

**LEARNING SKILLS**
Independent play, cognitive development, exploring cause and effect, engineering

**MATERIALS**
Toilet paper tubes, paper towel tubes, tape, cotton balls or small balls

**LUNCH**

**ACTIVITY**
During lunch, ask your child what he or she enjoyed doing this morning, and share what you enjoyed. Even if your child is not talking yet, ask him or her questions and leave time for them to babble a response. Engaging children who are not yet speaking in conversation is a powerful language development technique.

**LEARNING SKILLS**
Language development, developing conversational skills, forming relationships with adults

**MATERIALS**
N/A
NAPTIME

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, language development skills

MATERIALS
N/A

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, recalling events, 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