GODDARD AT HOME

F.L.EX.® DAILY ACTIVITY PLANS

TODDLER

WONDERS OF NATURE

WEEK 3 • DAY 5
**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 to sing “Five Little Ducks.” When you sing about a specific number of ducks, hold up the corresponding number of fingers, and encourage your child to do the same.

*Five little ducks went out one day*  
*Over the hill and far away,*  
*Mother duck said, “Quack, quack, quack, quack,”*  
*But only four little ducks came back.*

One, two, three, four

*Four little ducks went out one day*  
*Over the hill and far away,*  
*Mother duck said, “Quack, quack, quack, quack,”*  
*But only three little ducks came back.*

One, two, three

*Three little ducks went out one day*  
*Over the hill and far away,*  
*Mother duck said, “Quack, quack, quack, quack,”*  
*But only two little ducks came back.*

One, two

*Two little ducks went out one day*  
*Over the hill and far away,*  
*Mother duck said, “Quack, quack, quack, quack,”*  
*But only one little duck came back.*
### Gathering Activity (continued)

**ACTIVITY**

One

One little duck went out one day
Over the hill and far away.
Mother duck said, “Quack, quack, quack, quack,”
But none of the five little ducks came back.
Sad mother duck went out one day
Over the hill and far away,
Mother duck said, “Quack, quack, quack, quack,”
And all of the five little ducks came back.
Five little ducks went out one day
Over the hill and far away,
Mother duck said, “Quack, quack, quack, quack,”
And all of the five little ducks came back!

**LEARNING SKILLS**

Forming relationships with adults, fine motor skills, language development, developing recognition of familiar songs

**MATERIALS**

Song lyrics

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### AM Mealtime

**ACTIVITY**

Eat a snack near the window and describe what the weather is like.

**LEARNING SKILLS**

Language development, observational skills

**MATERIALS**

N/A
### Connection Activity

**Activity**
Have fun dancing to instrumental music while waving scarves. Select two songs with different tempos, and talk to your child about the difference in how the music sounds. If you have already put your winter scarves away, dish towels or bibs will work well.

**Learning Skills**
Gross motor development, forming relationships with adults, rhythm development

**Materials**
Scarves, instrumental music

### Process Activity

**Activity**
Gather some materials from nature, such as grass, leaves or flower petals, and show your child how to rub those items onto white paper to create marks. Talk about the colors that show up on the paper, and name the natural items you are using.

**Learning Skills**
Fine motor skill development, exploring cause and effect, understanding the properties of nature

**Materials**
Paper, grass, leaves, flower petals

### Personal Care Interactions

**Activity**
When you change your child’s diaper today, allow them to hold the clean diaper until you request it. Talk about why he or she wears a diaper, and encourage him or her to say and sign the word diaper with you.

**Learning Skills**
Self-care skills, build an understanding of personal hygiene, language development

**Materials**
Diaper, ASL sign for “diaper”
TRANSITION

ACTIVITY

As you are moving from one activity or room to another, pretend to move like the weather. Sway like the wind, stomp like thunder and wiggle your fingers like falling raindrops.

LEARNING SKILLS  Gross motor development, follows directions

MATERIALS  N/A

OUTDOOR ACTIVITY

ACTIVITY

Gather some materials from nature, such as twigs, small sticks, pine needles, leaves or blades of grass to use as paintbrushes. Provide two or three different paint colors and paint your own picture as your child paints. Describe how you are using the natural materials and paints, then describe what your child is doing.

LEARNING SKILLS  Sensory exploration, creative expression, language development

MATERIALS  Materials from nature, paper, paint

TRANSITION

ACTIVITY

Let your child know that it is time to go inside and you need his or her help. Encourage them to gather a few items to bring back inside.

LEARNING SKILLS  Independence, sense of responsibility

MATERIALS  Materials from nature, paper, paint
### LUNCH

**ACTIVITY**
After lunch, provide your child with a wet, soapy cloth to use to wipe down his or her part of the table. Thank them for helping to keep the house clean.

**LEARNING SKILLS**
Independence, sense of responsibility, hand-eye coordination

**MATERIALS**
Wet, soapy rag

### 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 them or changing their diaper, share one of your favorite moments of the day.

**LEARNING SKILLS**
Forming relationships with adults, recalling events, language development

**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 them challenged and engaged.

**LEARNING SKILLS**

Communicating preferences

**MATERIALS**

N/A