OUR FIVE SENSES

WEEK 6 • DAY 1
**GREETING**

**ACTIVITY**
Greet your child by singing these lyrics to the tune of “Frere Jacques.”

*Where is [your child’s name]?
Here you are!
I’m so glad to see you,*

*Where is [your child’s name]?
Here you are!
I’m so glad to see you,*

*Home with me.
Home with me.*

**LEARNING SKILLS**
Forming relationships with adults, developing healthy habits, expressing emotion through words and sounds

**MATERIALS**
Song lyrics, tune for reference

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**GATHERING ACTIVITY**

**ACTIVITY**
Take a moment to go outside with your child. Help your little one collect different items he or she discovers (e.g., grass, sticks, rocks, leaves) in a box or bucket. Bring them inside for an activity later in the day.

**LEARNING SKILLS**
Following directions, fine motor skill development

**MATERIALS**
Bag, box or bucket to collect items outside

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**TRANSITION**

**ACTIVITY**
Sing the song “Head, Shoulders, Knees and Toes.” Before and after singing, talk with your child about which parts of the body help us to see, hear, taste, touch and smell. Start slow and get faster and faster!

**LEARNING SKILLS**
Coordinating movement, cognitive development, gross motor skill development

**MATERIALS**
Video for reference
### PROCESSING ACTIVITY

**ACTIVITY**
Pull out a variety of plastic containers and lids of different sizes. Put them in an area and encourage your child to bang them together, stack them in various ways and experiment with ways they do and don’t fit together.

Let your toddler play independently with this activity until he or she begins to lose interest. Then you can introduce other items such as measuring cups or plastic serving spoons to encourage your child to play independently for even longer.

**LEARNING SKILLS**
Sustaining independent play, exploring spatial relationships

**MATERIALS**
A variety of plastic containers and lids

### CONNECTION ACTIVITY

**ACTIVITY**
Come back to the bucket of items collected while outside. Encourage your child to feel each one and talk about how items feel, smell and look. Use descriptive words such as soft, hard and squishy. Play with your child by tickling each other with each item to feel the differences, playfully poking your child’s cheeks when talking about something squishy, etc. Your playful touch will add an element of connection with your child.

All of your natural collections can be used again throughout the week! Work together to plan how to save them: in a bag, a box or a special area you choose together.

**LEARNING SKILLS**
Cognitive development, exploring physical properties

**MATERIALS**
Items collected earlier from outside, box or bag
### PERSONAL CARE INTERACTIONS

**ACTIVITY**
While your child washes his or her hands, talk about the soapy bubbles he or she is creating and how they pop. Your child can pretend to use his or her hands as fish while scrubbing. Try singing “**Bubble, Bubble POP!**” while you scrub those hands!

**LEARNING SKILLS**
Language development, exploring cause and effect

**MATERIALS**
Soap and water

### MEALTIME

**ACTIVITY**
During mealtime, give your child different types of fruit. While eating, talk about how the fruit tastes. Use descriptive words such as tart, sour, sweet and tangy.

**LEARNING SKILLS**
Language development, comparing and contrasting

**MATERIALS**
Selection of fruit to choose from

### TRANSITION

**ACTIVITY**
Before going outside, ask your child what he or she thinks the weather is and how it will feel. Do you think it will be cold, warm, windy, hot?

**LEARNING SKILLS**
Cognitive development, exploring predictions

**MATERIALS**
N/A
OUTSIDE TIME

ACTIVITY
Encourage your child to listen to any sounds he or she may hear. Ask questions such as, “Oh! Do you hear that? I hear a bird chirping! What do you hear?”

LEARNING SKILLS
Identifying sounds, developing awareness of environment

MATERIALS
N/A

REST TIME

ACTIVITY
Read Good Night, Gorilla by Peggy Rathmann or watch this read-along as you snuggle with your child and help him or her relax for rest time.

If you do not have Good Night, Gorilla, any good-night- or rest-themed book will work.

LEARNING SKILLS
Language development, developing interest in print, establishing healthy routines, self-regulation

MATERIALS
Book or read-along
### Transition

**ACTIVITY**  
Greet your child as he or she wakes up from rest time by singing the song from morning Greeting to the tune of "Frere Jacques."

Where is [your child's name]?  
Where is [your child's name]?  
Here you are!  
Here you are!  
I'm so glad to see you,  
I'm so glad to see you,  
Home with me. Home with me.

**LEARNING SKILLS**  
Forming relationships with adults, developing healthy habits, expressing emotion through words and sounds

**MATERIALS**  
Song lyrics, tune for reference

### 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 him or her challenged and engaged.

**LEARNING SKILLS**  
Communicating preferences, developing memory of previous experiences and connecting to present

**MATERIALS**  
N/A