GODDARD AT HOME:
F.L.EX.® DAILY ACTIVITY PLANS
TODDLER - FAMILIES AND COMMUNITY

GREETING

ACTIVITY
Greet your child by singing these lyrics 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, forming healthy habits, expressing emotion through words and sounds

MATERIALS
Song lyrics

GATHERING ACTIVITY

ACTIVITY
Encourage your child to pick out a book about families, communities or people in general. Let your child sit on your lap and have him or her turn the pages while you read. If you don’t have a book about families, communities or people, pick out another book or listen to this read-along: The Family Book by Todd Parr.

LEARNING SKILLS
Language development, developing an interest in print, exploring people and how they live

MATERIALS
Book or read-along
### Transition

**Activity**

After reading the story with your little one, encourage your child to jump as high as he or she can until he or she tires out. Then practice the child’s pose yoga posture. Ask your child how it feels to get all warmed up and then be still. Does he or she feel silly? Does he or she feel calm?

Feel free to do it again and again until your child is ready to move on.

**Learning Skills**

Gross motor skill development, body awareness, following directions

**Materials**

Website

### Processing Activity

**Activity**

Using toys and building materials that you have (blocks, building bricks, etc.), help your child create a house. Ask your child about who lives in this house and what they do while there. Feel free to use and include any of the outdoor items saved from yesterday. Leave these items and materials out for your child to continue to build independently.

When your child begins to lose interest, add new materials such as play people, a shoebox or washcloths.

**Learning Skills**

Spatial relationships, understanding people and how they live, sustaining independent play

**Materials**

Any building material available such as building bricks, blocks, sticks, leaves, play people and shoeboxes
**CONNECTION ACTIVITY**

**ACTIVITY**
Gather a small printed photo album or pull up photos on your phone. Sit with your child and encourage him or her to flip through the photos.

Talk about whom they see, what those people are likely doing and how they love you and your child. As you talk about family members, utilize signs for family-member titles such as mother and father. Express how much you and your family love and care about your little one.

If possible, leave these photos out or make them available to your child to revisit and view independently throughout the day.

**LEARNING SKILLS**
Awareness of self and others, developing relationships and personal connections

**MATERIALS**
Photos, see last page for sign

*Enrichment provided by Time to Sign™*

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**PERSONAL CARE INTERACTIONS**

**ACTIVITY**
Help your child figure out what comes next in his or her potty routine. If his or her diaper is being changed, what happens after he or she gets a new diaper? If he or she went potty, what happens after he or she pulls up his or her pants?

**LEARNING SKILLS**
Routines and patterns, problem-solving

**MATERIALS**
N/A

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**MEALTIME**

**ACTIVITY**
During mealtime, talk about where the food came from to get to your table. You can talk about picking it out at the grocery store or the food being delivered to your house or the farm where it was grown.

**LEARNING SKILLS**
Geographic knowledge, cognitive thinking

**MATERIALS**
N/A
### Transition

**Activity**
After mealtime, give your child a choice for something to clean. Talk about how as community helpers we all do our part to keep our spaces clean.

**Learning Skills**
Cooperation, community, self-help skills

**Materials**
N/A

### Outside Time

**Activity**
Make a mini obstacle course with things you and your child find outside. Have him or her jump over sticks, run under a branch, run around a ball, etc.

**Learning Skills**
Balancing, gross motor skill development

**Materials**
Various outdoor items

### Rest Time

**Activity**
Read or listen to *Good Night Gorilla* by Peggy Rathmann 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-themed book will work.

**Learning Skills**
Language development, developing an interest in print, establishing healthy routines, self-regulation

**Materials**
Book or read-along
**TRANSITION**

**ACTIVITY**
Greet your child as he or she wakes up by singing the classic Barney song "I Love You."

I love you, you love me,
We’re a happy family,
With a great big hug and a kiss from me to you,
Won’t you say you love me too?
I love you, you love me,
We’re best friends like friends should be,
With a great big hug and a kiss from me to you,
Won’t you say you love me too?

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

**MATERIALS**
Song lyrics

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**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
father

mother

padre

madre