### 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, developing healthy habits, expressing emotion through words and sounds

**Materials**
Song lyrics

### Gathering Activity

**Activity**
Grab some books to explore with your child. Discuss the colors, shapes and scenes in the books.

A fun suggestion to read or listen to is *I Ain’t Gonna Paint No More* by Karen Beaumont, illustrated by David Catrow.

**Learning Skills**
Language development, color and shape identification

**Materials**
Any book or read-along

### Transition

**Activity**
Ask your child to walk backward as you move to the next activity.

**Learning Skills**
Following directions, gross motor skill development, body awareness

**Materials**
N/A
**PROCESSING ACTIVITY**

**ACTIVITY**
Create a workspace for your child at a table or hard surface to explore and sculpt with molding dough. Talk with your child about how the dough feels and the different shapes made as he or she squishes and molds. Provide different tools such as forks, spoons, plastic cookie cutters and any other objects you think will enhance your child’s sculpture. As your child begins to lose interest, add additional tools for new exploration. Once you’re finished playing, put the dough and materials away but keep them handy in case your child would like to play again later.

Here’s a recipe for making dough at home.

**LEARNING SKILLS**
Fine motor skill development, language development, sensory exploration, sustaining independent play

**MATERIALS**
Molding dough, play tools and kitchen utensils

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**CONNECTION ACTIVITY**

**ACTIVITY**
Walk with your child through your house as though it were a museum. Stop at paintings, prints, photos and signage hanging on your walls and talk about what you’re seeing and how it makes you feel. If you have any of your child’s artwork hanging, be sure to include it on your “tour.”

**LEARNING SKILLS**
Language development, developing awareness of environment, encouraging curiosity

**MATERIALS**
N/A
# PERSONAL CARE INTERACTIONS

**ACTIVITY**
When it’s time to brush teeth, ask your child how much toothpaste he or she thinks they should use. Use your fingers to show your child a little bit and a lot.

**LEARNING SKILLS**
Exploring quantities, developing self-help skills

**MATERIALS**
Toothbrush, toothpaste

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# MEALTIME

**ACTIVITY**
Arrange foods on your plate to create a picture. Use forks and spoons like paintbrushes to create food masterpieces on your plate. Talk about what you’ve made and use open-ended prompts such as “Tell me about your work.”

**LEARNING SKILLS**
Developing healthy habits, creative expression

**MATERIALS**
Food, plate, utensils

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# TRANSITION

**ACTIVITY**
Ask your child what his or her favorite dance is and to show it to you. Dance your way outside together. Incorporate stomps and claps to keep your dance moving along.

**LEARNING SKILLS**
Gross motor skill development, creative expression, communicating preferences

**MATERIALS**
N/A
### OUTSIDE TIME

**ACTIVITY**
Gather paintbrushes, sponges, rags, mops and brooms. Fill a large bucket or container with water. “Paint” the driveway, sidewalk or even the house by dipping the materials into the water and using the world as your canvas! Point out how the sunlight causes the water-painting to disappear.

Encourage your child to make his or her own creations. Your child can also do this activity independently.

**LEARNING SKILLS**
Creative expression, fine motor skill development, using tools, sustaining independent play

**MATERIALS**
Painting materials, cup of water

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### REST TIME

**ACTIVITY**
Read *Good Night Gorilla* by Peggy Rathmann or listen to this read-along as you snuggle 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

### 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