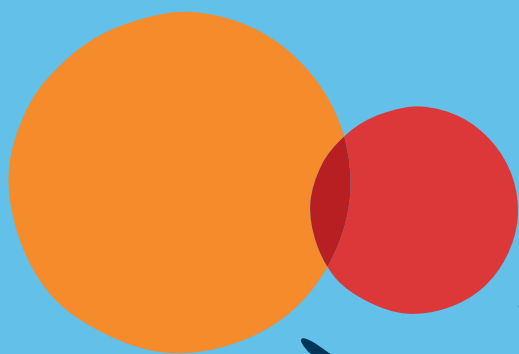


# At Home Learning Guide for Toddlers

(1–2 years old)

Week of March 30, 2020



# This Week's Theme:

# Growing Gardens

[Getting Ready for the Week: Guidelines and Materials Prep](#)

[How to Think Like a Teacher: Learning Happens Everywhere](#)

[Focus on Routines: Mealtime Routines](#)

[Everyday Learning Experiences: What Food Comes From the Garden?](#)

[Video Field Trips and Outside Resources](#)

[Social and Emotional Resources](#)

## MONDAY

- [Physical Development and Wellness Activity: Moving In Different Ways – Walking On Tiptoes](#)

## TUESDAY

- [Creative Expression Activity: "Falling Leaves"](#)

## WEDNESDAY

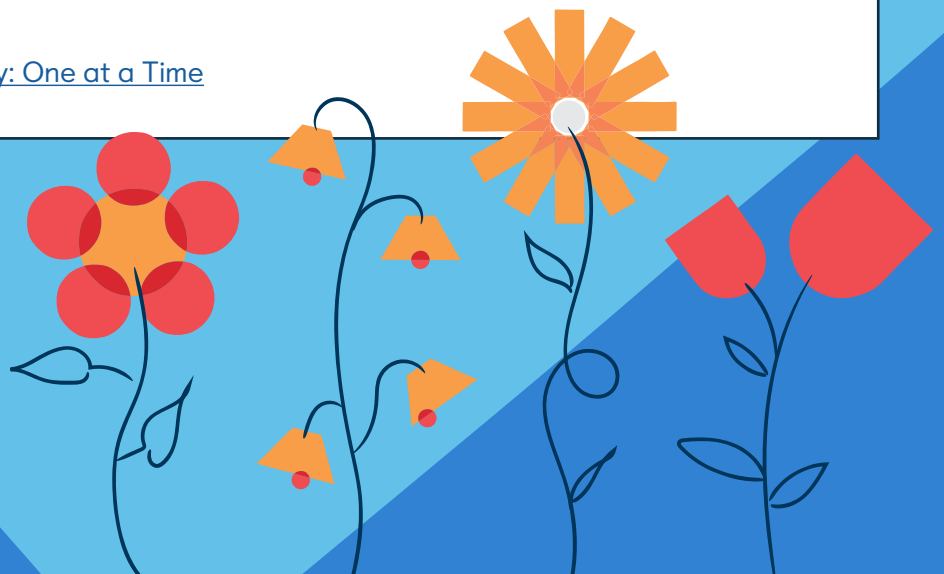
- [Language and Literacy Activity: Talking About Our Food](#)

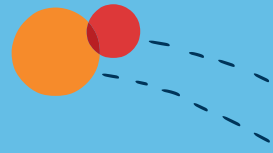
## THURSDAY

- [Cognitive Development Activity: Sorting Flowers](#)

## FRIDAY

- [Executive Function Activity: One at a Time](#)





## Getting Ready for the Week

During the month of April toddlers in our centers get to explore the natural world through gardening. Included in this guide are several experiences that will help your toddler explore the natural world at home. Here are a few guidelines to keep in mind as you plan for these learning activities and the week ahead.

Our toddler activities help you minimize screen time by including suggestions on how to organize your family time. Toddlers don't play independently for very long and need to be engaged regularly, so we've included a suggested schedule with suggestions on how to bring learning into everyday routines like mealtime, diaper changes, toilet training, math lessons related to clean up time, etc.

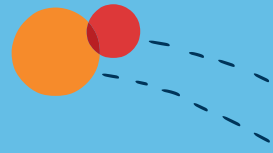
For this age group, our activities include:

- Ways to keep active minds and bodies busy throughout the day.
- Content-related resources for ages 0-3.
- Recommendations for choosing books that reinforce the theme (at-home, e-books).
- Everything is organized by Developmental Domain, so you know they're getting well rounded education.

## Materials to Gather for the Week

Gather these materials Sunday evening and put them in a basket or container so they are ready to go for the week!

- Foods served during mealtime
- Fake or cut-out-paper flowers in two colors (red, blue, or yellow), 3 or 4 of each color
- Basket
- Sidewalk chalk or masking tape



### How to Think Like a Teacher: Learning Happens Everywhere

Children may be out of school but learning never stops. In fact, every moment of your child's day is full of opportunities to learn. Check out these resources to help you spot- and make the most of- these "teachable moments."

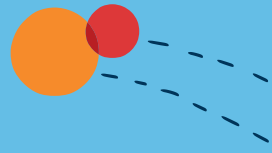
**How Children Learn** Check out this [video](#) from Harvard's Center on the Developing Child to learn why experiences are so important to your child's development, no matter where they happen.

**3 Surprising Ways that Children Learn** Children learn through experiences, even the ones you might not expect. Here are three types of experiences you can pay attention to as you look for teachable moments with your child.

- 1. Challenging behavior:** Some of the things that frustrate us the most are actually children exploring the world around them. Think about it: Flinging peas across the table with a spoon? That's science! Literally climbing up the walls? That's physical development! Does that mean you should initiate a food fight at lunch or turn your living room into a jungle gym? Probably not. But you can re-frame the way you look at these behaviors to see them not as random acts meant to drive you crazy, but instead as learning in action. Once you see the underlying skill that your child is working on with their behavior, you can look for creative- and appropriate- opportunities for them to learn it.
- 2. Trying things that are "too hard":** We all get frustrated when faced with a really difficult task, and children are no exception. But doing something that's incredibly easy poses a different problem: Boredom. What's the sweet spot? Things your child can do, with your help. Don't be afraid to challenge your child's abilities. Instead, pay attention to what they can already do with ease and what's still too hard for them to do on their own. Then, when you have time, work with them to practice the skills that will help them accomplish the task by themselves. These kinds of experiences build connections in your child's brain and strengthen their connection with you- a powerful combination when it comes to learning!
- 3. Quiet Moments:** All experiences are teachable moments, even those without big body movements or materials like toys and art supplies. Slowing down, taking a few deep breaths, and paying attention to how their body feels can help your child learn to focus, self-regulate, and be aware of their own feelings. Check out our daily Social and Emotional Resources to learn how you can incorporate mindfulness into your child's everyday life.

# At Home Learning Guide for Toddlers

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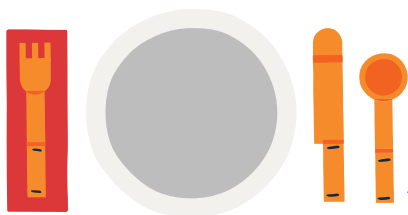
## Interactive Learning Activity - What Are They Learning?

Children learn from every experience, even the most routine ones. Check out the examples below of everyday activities. Think about what children might be learning, and how you can find other ways for them to practice those skills. Then fill in the missing examples for your child.

**What are they doing?**

**What skills are they learning?**

**How can I find ways to help them practice?**



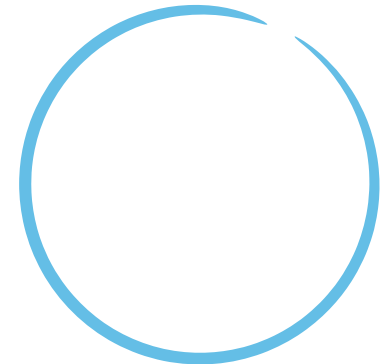
**Meal Time**



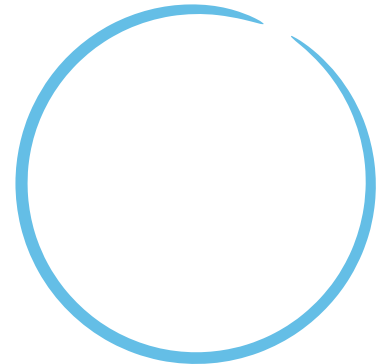
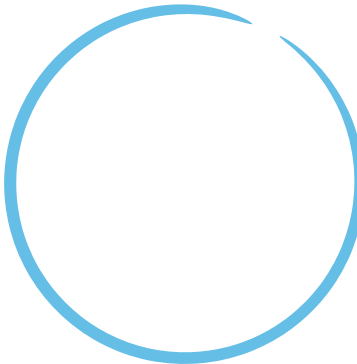
Encouraging them to pick up, hold, and move things like rattles or markers  
Practicing pointing to parts of their face



**Getting Dressed**



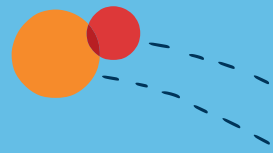
**Going to Sleep**



**Try It!** This week, spend 1 minute watching your child during a time where it seems like nothing much is going on. Take a closer look- what are they really doing? How can you find even more ways to practice the skill they're working on?

# At Home Learning Guide for Toddlers

Week of March 30, 2020



## Daily Routines

From our tiny babies to our big kids, consistent, predictable routines will help everyone, including grownups, find some stability and sense of order in such unpredictable times. Here's a simple sample schedule you can modify in the way that feels right for your family and an example of an engaging routine in-line with what your child would be doing in their center!

Toddlers thrive on predictability and consistency – and predictability and consistency will also help you manage long days at home and even get some work done!

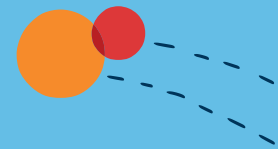
### Routine to focus on: Mealtimes

When mealtimes happen at the same time every day and take place in the same way, children know what to expect and what's expected of them. In our centers, children learn from an early age to take an active role in mealtimes, and you can continue those experiences while you're home with your kiddos. Try serving meals family style and consider allowing your toddler to scoop their own food onto their plates. They may need a little help from you but helping them learn these skills helps them learn to be self-sufficient!

TIME	CHILD	CAREGIVER
8:00–9:00 a.m.	Morning routine: diaper, breakfast, get dressed	Engage with your toddler through your morning routine; steal a few minutes to check emails and calendar over breakfast
9:00–10:00 a.m.	Play time	Play time! Look for activities that will be easy to do if you have to take a call – don't worry, we've provided suggestions!
10:00–10:15 a.m.	Snack time	Snack time! Involve your toddler by counting crackers together or allow them to place slices of cheese on top of crackers.
10:15–11:30 a.m.	Play time	Play time! Look for activities that will be easy to do if you have to take a call – don't worry, we've provided suggestions!
11:30 a.m.–noon	Lunch	Keep your toddler close by while you prepare lunch, talking to them about what you're doing and finding opportunities for them to help.

# At Home Learning Guide for Toddlers

Week of March 30, 2020



TIME	CHILD	CAREGIVER
noon–3:00 p.m.	Nap time	Nap time for baby! It may be tempting to join them, but this is also your moment to get some work done uninterrupted!
3:00–5:00 p.m.	Snack and Play	One more snack, a bit more play and you and your toddler have just about made it through the day!

## Everyday Learning Experiences: What Food Comes From the Garden?

This week as you and your toddler explore plants and gardens, you'll notice opportunities to build connections between the stories, songs, and activities in our curriculum and everyday experiences. One easy connection to help your toddler make is pointing out when the foods you are eating came from a garden. In making these connections, you introduce your toddler to new vocabulary and concepts, and help them begin to understand that the carrots on their plate came out of the ground, just like the carrots in their story!

## Outside Resources

Toddlers are notoriously picky eaters...here are some tips to help!

Resource: [Top 5 Mealtime Tips for Healthy Start](#)

## Social and Emotional Resources

### Learning Routines

Opportunities to teach social and emotional skills are intertwined in everything that we do. Relationships and repetition are key ingredients for learning any skill. Routines give children a sense of security and helps them learn self-control, positive behaviors, and social skills.

**TRY THIS:** Create a consistent handwashing routine. Teach your child appropriate times to wash and how to wash the tops and bottoms of their hands. Practice washing hands while singing to the tune of their favorite songs or chants. Be sure it lasts 20 seconds or more. Ex. We will, we will, wash you. Repeat 3x.

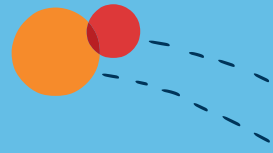
### Reading Behavior Cues

Spending more time at home than usual may lead to new behavior issues or intensify current concerns. Since behavior is a form of communication, it's important to observe your children closely to understand the meaning behind their big feelings. Reading behavior cues is the key to understanding your child's behavior.

**TRY THIS:** Identify what happens right before your child's behavior issue to find out what triggered the emotional response. Think about things such as time of day, temperature, boredom, yawning, and hunger.

# At Home Learning Guide for Toddlers

Week of March 30, 2020



## Exploration Space

Setting up an engaging and safe space for independent exploration and movement is not only helpful in building confidence in your child but offers you an opportunity to engage in online meetings, prepare meals, complete other tasks on your to-do list or take a much-needed break.

**TRY THIS:** Fill a bin with a few toys and soft objects in an open space for free movement. This bin can be filled with a new set of toys to play with each day to create excitement around playtime.

## Development of Play

Play nurtures your child's development and offers them the opportunity to test their ideas and learn new skills. Learn more about the power of play [here](#).

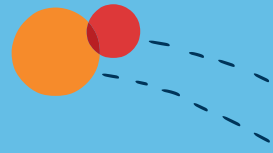
**TRY THIS:** Schedule a daily family play date. This can be for any length of time. Let your child take the lead and watch as they use their imagination while you play along. Knowing that there is time dedicated to play as a family can be helpful with limiting interruptions when you're busy.

## What is Mindfulness?

Mindfulness is simply taking a moment to slow down and notice what your mind is doing and how your body feels. By noticing these things children can begin to create space between strong emotions and their actions.

**TRY THIS:** Have a mindful snack and encourage your child to chew slowly while they describe the color, smell, texture, and taste of the food. If you are feeding your child, take a moment to describe the food to them.





### Monday, March 30, 2020

#### Physical Development and Wellness Activity: Moving In Different Ways – Walking On Tiptoes

**Length of activity:** 5–10 minutes

**Level of Engagement Required by Adult:** Medium

**What you need:** Sidewalk chalk or masking tape

**What you do:** Make a straight line about four feet long on the sidewalk using chalk or on the floor using masking tape. Demonstrate for your child how to tiptoe by slowly rising up on the balls of your feet and tiptoeing along the line. Invite your child to explore tiptoeing along the line. When your child feels confident in their tiptoeing, invite them to help you use the chalk or masking to create other lines to tiptoe along, such as wavy lines, curvy lines, or zig-zag lines.

**What your child is learning:** While walking on their tiptoes, your child is developing balance and coordination as well as learning how their body can move in different ways.

**If your child is ready:** Invite your child to explore how it feels to tiptoe while holding their hands and arms in different positions, such as over their head, out to their side, or tucked in close to their body.

### Tuesday, March 31, 2020

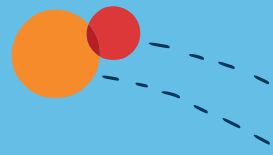
#### Creative Expression Activity: “Falling Leaves”

**Length of activity:** 5 minutes

**Level of Engagement Required by Adult:** High

**What you need:** N/A

**What you do:** Familiarize yourself with the poem “Falling Leaves.” Sit or stand with your child facing you and recite the poem for your child using your hands to represent the falling leaf. Repeat the poem several times throughout the day or week, inviting your child to join you in saying familiar words or lines and performing the hand movements.



## “Falling Leaves”

I saw a leaf fall from a tree (start with hands open and raised over your head)

And to the earth below. (slowly bring hands down to chest level over this and the next line)

It was such a lovely sight to see

As it danced to and fro. (move hands from side to side)

Up and down and up it went (move hands up, down, and up, holding them up)

And then came tumbling down. (slowly bring hands down while shaking them)

Feeling tired, the dancing leaf (continue to slowly bring hands down while shaking them)

Fell to the waiting ground. (bring hands to rest on the ground or in your lap, if seated)

**What your child is learning:** Your child is learning how to use creative movement to express what is stated in written work, such as a poem. As they listen to the poem, they are learning new vocabulary and relating new and familiar vocabulary words to specific movements, such as up and down.

**If your child is ready:** Invite your child to add other movement to the poem, such as using whole body movements or holding and moving scarves to represent the falling leaf.

## Wednesday, April 1, 2020

### Language and Literacy Activity: Talking About Our Food

**Length of activity:** N/A

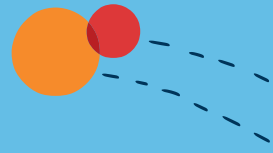
**Level of Engagement Required by Adult:** High

**What you need:** Foods served during mealtime

**What you do:** During mealtime with your child, talk about the foods that you are both eating. Invite your child to name familiar foods, helping to provide names as needed. Talk with your child about the foods that grow in gardens.

**What your child is learning:** During mealtime, your child is not only learning new vocabulary and engaging in conversation, they are also learning about nutrition and food sources.

**If your child is ready:** Name the colors of the foods you are both eating.



### Thursday, April 2, 2020

#### Cognitive Development Activity: Sorting Flowers

**Length of activity:** 5 minutes

**Level of Engagement Required by Adult:** Medium

**What you need:** Fake or cut-out-paper flowers in two colors (red, blue, or yellow), 3 or 4 of each color

**What you do:** Place a pile of flowers in front of our child. Talk about the colors of the flowers with your child, helping them notice the two different colors. Then encourage your child to sort the flowers by color, creating two new piles, one for each color.

**What your child is learning:** Your child is learning how to sort objects while working on their eye-hand coordination. They are also learning to focus on one task for longer periods of time, though it is normal for them to be easily distracted.

**If your child is ready:** Have your child use the flowers in one pile to make a simple line. Count the flowers with your child, pointing to each flower as you count it.

### Friday, April 3, 2020

#### Executive Function Activity: One at a Time

**Length of activity:** 5 minutes

**Level of Engagement Required by Adult:** Medium

**What you need:**

- ❑ Fake or cut-out-paper flowers in two colors (red, blue, or yellow), 3 or 4 of each color
- ❑ Basket

**What you do:** Place a pile of flowers in front of our child. Talk about the colors of the flowers with your child, helping them notice the two different colors. Show your child the basket. Encourage your child to place the flowers in the basket one at a time.

**What your child is learning:** Your child is learning how to focus on one task for a short period of time while working on their pincer grasp. This type of activity sets the stage for learning how to count.

**If your child is ready:** Ask your child to place only one color of flowers in the basket one at a time.