

# At Home Learning Guide for Toddlers (1–2 years old)

Week of April 27, 2020

Toddlers in our centers would usually spend this week wrapping up their exploration of **gardens**. There are plenty more fun and exciting ways to keep exploring plants, gardens, and growth!

This week, your child will:

- Celebrate flowers through **rhyme** and **movement**.
- Practice **balance** and **coordination** while pretending to be a potted plant.
- Gain **confidence** in their ability to solve problems and make things happen.

There will be lots of opportunities to **move and groove** this week, so be sure to have a soft, safe space where they can learn and get their wiggles out at the same time.

## Developmental Domains

are the areas of focus that support development of the whole child. Interested in learning more? Click [here](#) to discover the six developmental domains.

# This Week's Theme:

# Growing Gardens

What you'll find in this guide. . .

We've organized this content the way your child would be learning it in their center, but you and your child can choose your own adventures and do the activities in any order.

## MONDAY

**Rhyme with Me!**  
(Language and Literacy)

**"F" is for "Flower"** Flowers smell and sound sweet in this rhyming verbal treat.



## TUESDAY

**Growing Flexible Brains**  
(Executive Function)

**Insect Round-Up** Persistence pays off in this insect-themed problem-solving experience.



## WEDNESDAY

**Express Yourself** (Creative Expression)

**Slow Flower, Fast Flower** Rhyme and tempo come together as your child grooves to the beat.



## THURSDAY

**Get the Wiggles Out!**  
(Physical Development and Wellness)

**Potted Plant** Balance is key as your child moves like an imaginary plant in a pot.



## FRIDAY

**Get the Wheels Turning!**  
(Cognitive Development)

**Counting Flowers** One, two, three, how many flowers do you see?



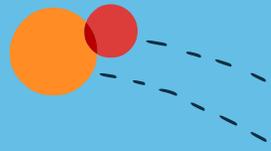
## EVERYDAY LEARNING EXPERIENCES

Pick an activity to weave learning experiences into your everyday routines—no preparation needed!



## FOCUS ON SOCIAL AND EMOTIONAL LEARNING

Social emotional learning is always important, but never more so than in challenging times like these when our ability to manage our emotions is put to the test!



## Getting Ready for the Week: Materials to Gather

### Tuesday

- Toy insects (or drawings of insects)

### Thursday

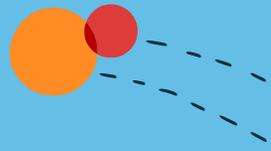
- A potted plant or picture of a potted plant (optional)

### Friday

- 3 flowers (drawings work too)
- A piece of fruit (or any other non-flower object)

**Tip:** At the beginning of your week, gather materials and place them in a container so you're ready to go!





## MONDAY

### Rhyme with Me: "F" is for "Flower"

Flowers smell and sound sweet in this rhyming verbal treat.



**Length of activity:**  
10-15 minutes\*

\*Duration will vary depending on your child's interest.

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



**Level of Prep Required:** Low



**What you need:**  
Just you!



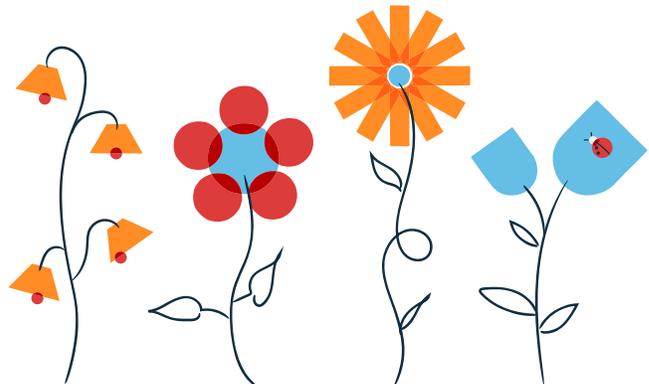
#### What your child is learning:

- Recognizing and responding to rhyming sounds
- Repeating sound combinations that are pleasurable or meaningful

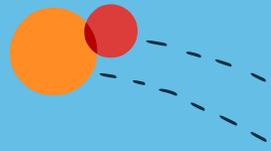
**What you do:** Familiarize yourself with the words to "F is for Flower." Speak or sing the rhyme, clapping when you say the words *flower*, *sweet*, and *treat*. Use your face and voice to put special emphasis on the words "sweet" and "treat." Observe your child's reaction. Do they notice when you say words that rhyme?

#### "F" is for "Flower"

F is for flower,  
And flowers smell so sweet.  
F is for flower,  
And flowers smell so sweet.  
F is for flower,  
And flowers smell so sweet.  
Oh, flowers, flowers, flowers  
Are a special treat!



**If your child is ready:** Pause before saying the words *flower*, *sweet*, or *treat*. Encourage your child to say the missing word. Offer lots of positive praise whenever they try to help you complete the rhyme.



## TUESDAY

### Growing Flexible Brains: Insect Round-Up

Persistence pays off in this insect-themed problem-solving experience.



**Length of activity:**  
10-15 minutes\*

\*Duration will vary depending on your child's interest.

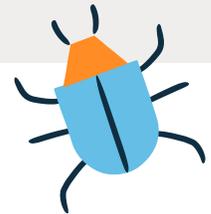
**Level of Engagement Required by Adult:** High



**Level of Prep Required:** Low



**What you need:**  
Toy insects  
(or drawings of insects)



#### What your child is learning:

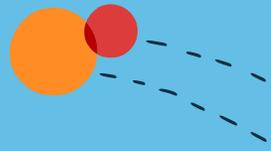
- Using simple movements or gestures to solve problems
- Moving their body with purpose to accomplish a task
- Persistence when trying to solve a problem or accomplish a task

**What you do:** Show your child one of the toys or drawn insects. Get them engaged with the insect by moving it around, looking and pointing at it, or clapping when you are looking at it together. Once the insect has their attention, place it just out of their reach or somewhere where they will have to work to get to it.

For example, if your child is sitting down, you might place the insect a few feet in front of them so they will have to reach or crawl to get it. Or if your child is lying on their back, you might place the insect just above their head and to the right or left so they will have to roll over to get it.

Encourage your child as they try to get the insect and offer help if they struggle, such as sliding the insect a little closer to them or showing them how to reach with their arms. Show lots of enthusiasm when your child reaches the insect by clapping and saying something like "You did it! You got the insect!" Repeat the game with the rest of the insects for as long as your child shows interest.

**If your child is ready:** Place the insects in slightly more challenging places, such as on a coffee table or under an upside-down basket. These locations will challenge your child to use different skills to reach the insect, like standing up and walking or picking up the basket and moving it out of the way.



## WEDNESDAY

### Express Yourself: Slow Flower, Fast Flower

Rhyme and tempo come together as your child grooves to the beat.



**Length of activity:**  
10–15 minutes\*

\*Duration will vary depending on your child's interest.

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



**Level of Prep Required:** Low



**What you need:**  
Just you!



#### What your child is learning:

- Moving creatively
- Being aware of their body as they move

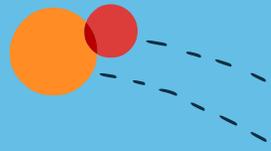
**What you do:** Familiarize yourself with the words to “F is for Flower.” Sit or stand with your child. Speak or sing the rhyme, clapping when you say the words *flower*, *sweet*, and *treat*. Repeat the rhyme, this time speaking and clapping very, very slowly. Encourage your child to move to the beat by swaying or bobbing your own head. Then repeat the rhyme, moving, speaking, and clapping a bit faster. Continue repeating the rhyme, speaking and clapping faster each time. Encourage your child to move in different ways as the beat gets faster.

#### “F” is for “Flower”

F is for flower,  
And flowers smell so sweet.  
F is for flower,  
And flowers smell so sweet.  
F is for flower,  
And flowers smell so sweet.  
Oh, flowers, flowers, flowers  
Are a special treat!



**If your child is ready:** Place an item like an empty cup or a stack of soft blocks next to your child while they move to the beat. Encourage them to look out for the item by saying something like, “How can you move without knocking the blocks over?” Even if your child accidentally knocks the item over while moving, encourage them to try again by moving away from it or dancing around it without touching.



## THURSDAY

### Get the Wiggles Out: Potted Plant

Balance is key as your child moves like an imaginary plant in a pot.



**Length of activity:**  
10–15 minutes\*

\*Duration will vary depending on your child's interest.

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



**Level of Prep Required:** Low



**What you need:**

- A potted plant or picture of a potted plant (optional)



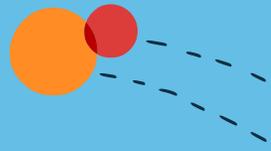
**What your child is learning:**

- Moving their body on purpose
- Balancing while making big and small movements

**What you do:** Show your child a potted plant or a picture of a potted plant. Explain that when plants grow, their roots go down into the dirt, keeping them stuck in one place. Have your child sit on the floor. Invite them to move while staying in place just like a potted plant, using these ideas or some of your own:

- **Grow and reach for the sky!** (Slowly reach their shoulders, arms, and head up toward the ceiling)
- **Blow in the wind!** (Sway from side to side while staying planted on the floor)
- **Fall over from the rain!** (bend forward, backward, or to the side)

**If your child is ready:** Invite your child to move like a potted plant while standing on two feet. Can they keep their balance while making the movements?



## FRIDAY

### Get the Wheels Turning: Counting Flowers

One, two, three, how many flowers do you see?



**Length of activity:**  
5–10 minutes\*

\*Duration will vary depending on your child's interest.

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



**Level of Prep Required:** Low



**What you need:**

- 3 flowers (drawings work too)
- A piece of fruit (or any other non-flower object)

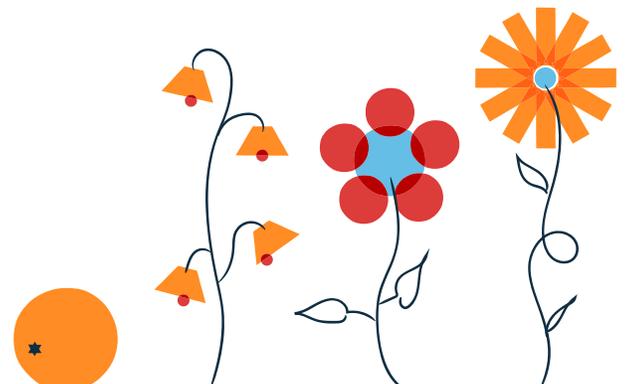


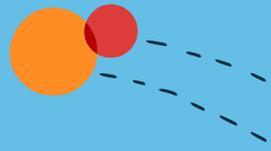
**What your child is learning:**

- Listening and participating in verbal counting
- Sorting or classifying different objects

**What you do:** Place one of the flowers in front of your child. Point to it and say something like “this is a flower.” Add a second flower and say, “here’s another flower. Now there are two. One, two.” Point to each flower as you count. Add a third flower and count again. Encourage your child to point and count with you. Keep them interested by taking some or all of the flowers away and counting again, adding one flower each time you repeat the activity.

**If your child is ready:** After introducing all three flowers and counting them with your child, add in the fruit or other non-flower item. Count the flowers again, pausing when you get to the fruit. If your child anticipates the next number you were going to say, you can say something like, “That’s a banana. Here is the other flower. One, two, three.” Continue counting just the flowers and observe your child’s participation. Are they counting every item, or just the flowers?





## Everyday Learning Experiences

Pick an activity to weave learning experiences into your everyday routines—no preparation needed!

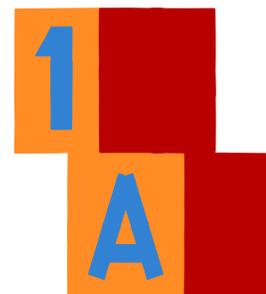
**1** While doing a task like picking up their toys or washing their hands, make it a **game** by asking your child to move very slow or very fast. If it's a longer task, keep the fun going by switching the tempo from slow to fast then back again. Use music with different tempos to encourage and engage them while they complete the task.

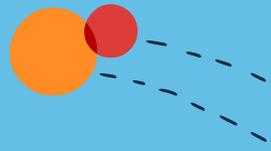
**2** During mealtime, encourage your child to **solve problems** and **grow their independence** by helping them pour their own milk or encouraging them to use a napkin to wipe up their spills.

**3** As you talk to your child throughout the day, be on the lookout for opportunities to expose them to **rhyming words**. Even nonsense words that rhyme can help toddlers start to notice when words sound the same.

**4** During a time when you are sorting multiple objects, like folding socks or putting away dishes, **count out loud** and point to each item. If you have a few different types of items, like cups and bowls, count them separately and observe whether your child can tell the difference between them.

**5** During a time when you need your child to wait or stay still, like while cleaning up a spill or finishing a phone call, make it fun by encouraging them to **pretend** that their feet are "stuck." To help them learn to keep their **balance**, give them something to do while keeping their feet still, like a familiar fingerplay or waving to you while you work.





## Focus on Social and Emotional Learning

Parenting young children through a global pandemic is probably not something you ever anticipated doing. There are a ton of emotions that come with this experience, and the emotional rollercoaster isn't limited to adults—our kids are feeling it too. In young children, stress and anxiety shows itself in a variety of ways, from sleep disruptions to emotional meltdowns to extra clinginess and attention seeking.

Watch our first episode of [Puppet Pals!](#) We introduce our favorite puppet characters, Uncle Gerald and Tootlebootle, who discuss living in a pandemic. Do you have a topic you'd like our puppets to discuss? Send your idea to [education@kc-education.com](mailto:education@kc-education.com)!

Also, our friends at Sesame Street have a variety of materials designed to support you and your little ones through this unprecedented moment in our history. From tips for families on how to schedule the day and keep learning happening at home, to dances and meditations to help kiddos manage big feelings, check out <https://www.sesamestreet.org/caring> for strategies, resources, and much more.

