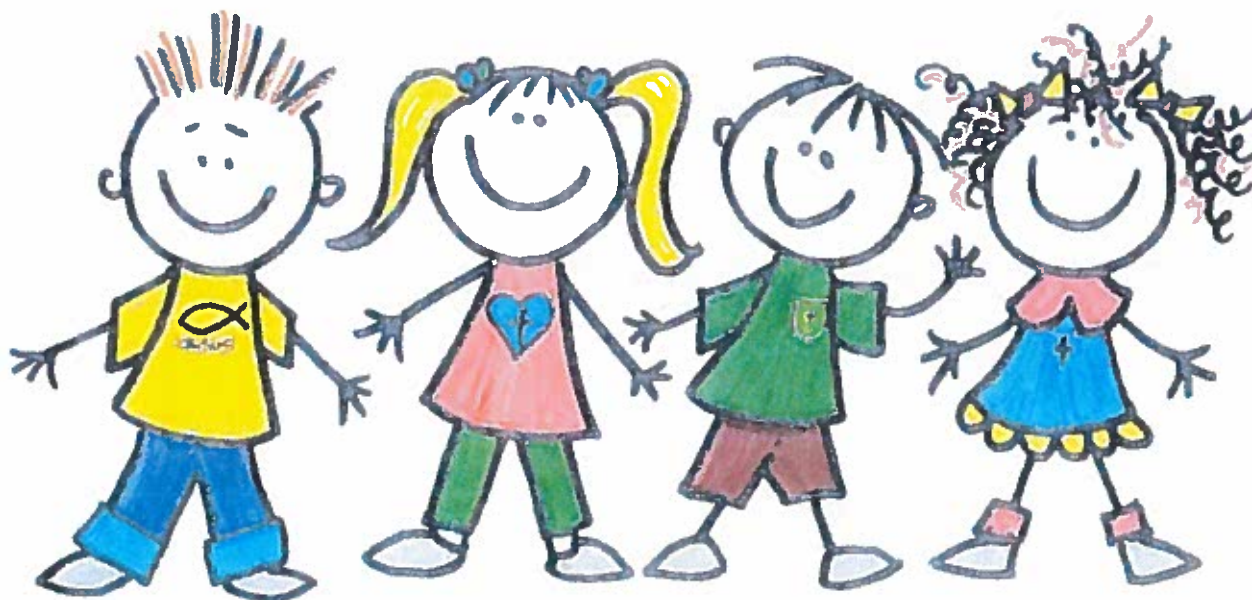


## Infants, Toddlers, and Two's Take Home Packet

Parents,

Provided is a packet of activities for you to do with your child/children during our time apart. The packet is divided into three weeks. Each week contains activities which hit all of the major developmental areas for your child/children. Please feel free to use these activities as you see fit, depending on your child's mood and ability to stay on task. Please do not get discouraged if your child does not sit for the duration of an activity. You can always start an activity and move onto another.


If you have any questions or concerns, please feel free to reach out to your child's teacher via Remind.



# Week 1

## Monday:

### Reading Wordless Books



### LL02

Enjoying Stories and Books

**Primary Objective: 17**  
Demonstrates knowledge of print and its uses

**Related Objectives:** 2a, 7a, 8a, 9a, 11a, 18a

**What You Do**

**Background:** Books provide an interactive, loving experience for even the youngest children. The comfort of a caregiver's lap and the warmth of her voice create enjoyable associations with books and reading. Wordless books allow for rich language experiences as young children associate words with pictures and learn to identify objects on the page. Including these types of books with children allows the caregiver and the child to tell the story in their own ways.

**Materials:** sturdy wordless books featuring familiar people, characters, or objects


1. Choose a wordless book to share with a child. Sit comfortably with him and talk about the book you'll read together.  
*"This is the book we made for you for your book. It has pictures and no words."*
2. As you read, encourage the child to examine each page and point out familiar people or objects.  
*"Who do you see on this page? That's your dog. There's a dog here too."*
3. Talk slowly about the events on each page. Point to and identify people, animals, and objects that you see.  
*"Here is the big dump truck. I know that you like big trucks. There are three red trucks on this page. One, two, three."*
4. Follow the child's lead when reading (e.g., when he rereads a favorite page or skips ahead to a familiar illustration). Take cues from his gestures, sounds, or words.  
*"Yes, that is a baby just like you. You see the other baby, too!"*
5. When you're finished, the child may want you to repeat the book. Renew the story by asking him questions about what he sees as you turn each page.  
*"Where is the 'milk' going? He is going up into the tree to see his friends."*
6. Watch for cues that indicate the child is no longer interested in the activity.

**Including All Children**

- Provide them with large, clear, easy-to-see pictures.
- Read books with highly contrasting pictures.
- Point to an object or demonstrate an action as you describe it.\*\*

## Tuesday:

### Jump Counting



### M22

Connecting With Music and Movement

**Primary Objective: 20**  
Uses number concepts and operations

**Related Objectives:** 1b, 2a, 5, 6, 8a, 20b

**What You Do**

**Background:** Young children love to move their bodies. There are many important skills that children can practice as they participate in physical activities. In this activity children use jumping as a way to learn numeracy and counting skills.

1. Assess the children's ability to move and jump, e.g., younger children can be held and bounced in your lap, and older toddlers and two can jump independently or while holding your hands.
2. Model jumping while saying, "Jump." Encourage children to imitate your actions.  
*"Jump, jump, jump. Can you jump with me?"*
3. Count aloud the number of times each child jumps. If appropriate, invite the child to count the jumps with you.  
*"Let's do five jumps. One, two, three, four, five. You jumped two times. Okay, okay, let's do two more jumps."*


**Including All Children**

- Work with the children on at least two different surfaces, such as the grass and the sidewalk.
- If children are unable to jump, choose another movement that they can do during this activity.
- Use a wide strip of high-contrast tape on the floor for children with mobility devices to step over.
- Hold the child's hand as she bends at the knee to jump.
- Use visual and verbal cues for encouragement.\*\*
- When teaching a new word, put the word at or near the end of a sentence as often as possible to emphasize it.\*\*

## Wednesday:

The Creative Curriculum for Young Children | Intentional Teaching

# Sleep Routines



## SE25 Sleeping and Nap Time

**Primary Objective: 1**  
Regulates own emotions and behaviors  
Related Objectives: 1b, 2a, 8a, 8b, 11a, 14

### What You Do

**Background:** Sleep is necessary for healthy growth and development, so sleeping and nap time are important parts of a program for young children. From birth, children differ in how much sleep they need, how *regularly* they sleep, and the regularity of their sleeping patterns. Children also differ in the length of time they require to fall asleep and wake up. Knowing how each child falls asleep and wakes can help you manage nap time with a group of infants, toddlers, and twos. Talk with families about how they prefer to help their children fall asleep, and follow family practices when possible. Be sure to remove all toys, crib gyms, and mobiles from cribs. This will help to reinforce cribs as a place for sleeping, not playing.

**Materials:** cribs; cots or mats for older children; sleep sacks (optional); pacifiers (optional); blankets for children no longer in cribs

- 1. Establish a consistent routine for nap time. Learn each child's routine for calming down, relaxing, and falling asleep. Typical strategies include singing the same lullaby, playing a familiar song, rocking, rubbing a child's back, and reading a story.**  
*Example:* Sing the same lullaby for your naps. Here is a lullaby that will help you relax and fall asleep together in the crib, and we'll sing it a special song.
- 2. Stay close to the child until she is asleep.**  
*Example:* Stay close to the child until she is peacefully asleep.
- 3. When introducing a crib to a child, you may need to hold him until he is almost asleep before placing him into the crib. Stay close to the child until he is asleep.**


### Including All Children

- For children who are sensitive to noise, make the room as quiet as possible or use a white noise device.
- Learn the tune or words of a lullaby in the child's home language.\*\*

## Thursday:

The Creative Curriculum for Young Children | Intentional Teaching

# Stand Up and Dance



## P27 Connecting With Music and Movement

**Primary Objective: 5**  
Demonstrates understanding with  
Related Objectives: 1b, 3a, 4, 6, 8b, 14, 35

### What You Do

**Background:** Many young children enjoy being the center of attention. In this activity, each child has an opportunity to perform a creative dance move while being supported by the singing and clapping of classmates and teachers.

- 1. Invite the children to dance to a new song. Tell them to listen for their name in the song. When they hear it, it is their turn to dance in the circle. Hold children who are not yet mobile in your lap and support them to move to the music.**
- 2. Start the activity by clapping and singing the song.**  
*Example:* I went to a friend's house [Name] [Name] I saw some stand up and dance [Name] - stand up and dance. Show us your moves, [Name]! [Name] please sit down.
- 3. Sing the song one time for each child in the group. As you sing the child's name, encourage her to stand in the circle and dance to the music.**  
*Example:* I saw your name, [Name]. Can you stand up and dance?
- 4. Encourage the children to be creative in how they dance. Model different moves by singing the names of adults in the room and giving them a turn to dance in the circle.**

### Including All Children

- Allow a child to dance with a teacher or classmate.
- Support children in performing motions that reflect their individual abilities.
- Sing the song in a child's home language.\*\*
- Use modeling and gestures to explain what the children will do in the activity.\*\*

## Friday:

### The Answer Is No!

09

**Objective 10**  
Uses appropriate conversational and other communication skills

**a. Engages in conversations**  
Involves (C)ar (T)oes (2) 4 (B) 5b (1)1a (1)2a

#### What You Do

1. Ask toddlers and 2-year-olds a silly question with "no" as the obvious answer, e.g., "Do our shoes go on our ears?" "Did a tiny purple elephant move our paint brushes?" "Is it raining outside today?"
2. Encourage children to ask their own silly "no" questions. Saying (or shouting) "No!" helps young children learn about their own abilities and their power to affect the world around them, which is an important aspect of self-regulation and children's growing autonomy.

### Pop Like a Weasel!

54

**Objective 5**  
Demonstrates balancing skills

Involves (C)ar (T)oes (2) 4 (B) 5b (1)1a (1)2a

#### What You Do

1. Invite the children to join you as you chant or sing "Pop! Goes the Weasel" and demonstrate the movements.

All around the mulberry bush,

[Slide sideways.]

The monkey chased the weasel. [Stop and spin around.]

The monkey thought 'twas all in good fun.

[Jump up.]

Pop! goes the weasel. [Cently lower yourself down to a crouching position.]

2. Repeat the rhyme, inviting the children to follow the movements. Chant or sing the rhyme slowly and allow children to practice the movements.

## Week 2

Monday:

The Essential Curriculum for Grade 1, Volume 1: Core Instructional Teaching

# Will You Read to Me?

## What You Do

**Background:** Inspiring children to interact with books, even before they are able to read, is an important step in promoting their early literacy development. Positive interactions with books help children learn how to correctly orient books and that pages can be turned from the front to the back) and to identify some important features of books, such as the title, author, and illustrator. These positive interactions also enable children to recognize familiar books by their covers and connect specific books to their authors.

**Materials:** familiar, sturdy books that children enjoy exploring repeatedly


## LL21

### Enjoying Stories and Books

**Primary Objective: 18**  
Comprehends and responds to books and other texts

*Use's strategies in reading a story*

**Related Objectives:** 2a, 9a, 9b, 11a, 17a, 17b, 18a, 18c



- 1. Sit with a child as she chooses a book to read. Engage with her as she looks at pictures, turns the pages, or pretends to read.**  
*Take a child you're turning the pages of that colorful book about a colorful flower? Is one of your favorites. Will you please read it to me?*
- 2. Talk about the book with the child and notice when she engages in reading behavior.**  
*Do you like all the pictures, and did you like what's happening?*
- 3. Watch for cues that the child is no longer interested. When you sense that she is losing interest, thank her for reading to you and tell her how much you enjoyed it.**  
*Thank you for reading the story to me! I hope you'll read to me again another day.*

### Including All Children

- Select picture books with large, simple pictures
- As children learn to produce letter sounds in English, accept their attempts without correcting errors. Model correct pronunciation. \*\*
- Include books in a child's home language. \*\*

Tuesday:

The Essential Curriculum for Grade 1, Volume 1: Core Instructional Teaching

# This Little Piggy

## What You Do

**Background:** Young children learn to connect quantities with the written number symbols, or numerals, by observing others and by engaging in playful mathematics activities. This experience uses the nursery rhyme "This Little Piggy" to help children explore this complex skill.


**Materials:** laminated numeral cards from 1 to 5, five toy pigs that do not pose a choking hazard

## M17

### Playing With Toys

**Primary Objective: 20**  
Uses number concepts and operations to solve problems and to play

**Related Objectives:** 2a, 7a, 8a, 17b, 20a, 20b




- 1. Display the toy pigs for children to explore. Interact with the children as they play with the toys.**  
*These are the piggy bank. Will you play with it? Can you pretend to be the little pig?*
- 2. Invite a few children to sit near you as you recite "This Little Piggy." Use a playful, engaging voice, incorporating the toy pigs to dramatize the nursery rhyme.**  
*There is a little piggy bank with a little piggy bank.  
This little piggy bank has one.  
This little piggy bank has two.  
This little piggy bank has three.  
This little piggy bank has four.  
This little piggy bank has five.  
This little piggy bank has five little pigs with it all the way home.*
- 3. If appropriate, engage the children as you present the numeral cards and explain that the children will use the cards to talk about the number of pigs.**  
*Are you ready to use the numeral cards to help us talk about the number of pigs who are at the end about*

### Including All Children

- Use three-dimensional numerals or numerals with textured surfaces
- Have children of different skill levels work in pairs. One child can identify numerals and the other can place the correct number of pigs on the numeral card
- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions. \*\*
- Allow a child to identify the numerals using her home language. \*\*

## Wednesday:

# Encouragement



## SE23 All Routines and Experiences

**Primary Objective: 1**  
Regulates own emotions and behavior.  
Milestone: 18-24m

**Related Objectives:** 2b, 8a, 9a, 9b, 10a, 11d, 12a

### What You Do

**Background:** Infants, toddlers, and twos experience extraordinary accomplishments nearly every day! Instead of praising children by saying, "Good job," encourage children by explaining exactly what they are doing that is appropriate and noteworthy. By acknowledging what children are doing, you provide encouragement and show appreciation for their efforts without judging them. You call attention to a child's specific behaviors and actions. This feedback helps children begin to develop intrinsic motivation and the ability to self-evaluate.


- 1. Position yourself on the child's level, e.g., hold her in your lap or kneel down next to her.**
- 2. Describe the child's actions and behaviors accurately. Be specific, and avoid making judgments.**  
Instead of saying, "Good job stacking the blocks," describe and encourage the child's efforts: "Michael, you move your arms and legs very quickly. You reached the way it will reach to the bookshelf!"  
Instead of saying, "You are good at reading," describe what the child did: "You put the books away on the night stand, so you found it to make it fit!"  
Instead of saying, "I like the way you put the books in the basket," offer specific encouragement: "You put out three books back in the basket. Now the books are all cleaned up!"
- 3. Show your feelings in your tone, body language, and facial expressions.**

### Including All Children

- Be sure you have the child's attention. Using simple words and gestures, point out specific details.\*\*
- When asking questions about the child's actions, offer two possibilities and let the child choose.
- Be sure to give the child enough time to think and respond.
- Include English language learners along with English-speaking children.\*\*

## Thursday:

# Let's Practice Dressing



## P15 Imitating and Pretending

**Primary Objective: 7**  
Demonstrates fine motor strength and coordination.  
Milestone: 18-24m

**Related Objectives:** 1c, 2c, 11b, 11c, 3f

### What You Do

**Background:** Dress up activities allow children to explore different textures, practice using zippers, snaps, and other closures, and build self-care skills. Offer children a variety of clothes and let them explore the materials in creative ways. Encourage independence and support children as they solve the problems that come with putting on and taking off various garments.

**Materials:** variety of dress-up clothes (e.g. button-down shirts, shoes that close with Velcro®, belts, ties, loose dresses and skirts, suspenders, gloves); pieces of fabric that have different textures

To encourage interest, try to include items that have exciting prints and colors.

- 1. Introduce the dress-up clothes by showing them to the children. Model using the garments in different ways.**  
"Look at all the new dress-up clothes we have! How the yellow dress fits! How nice it is to put it up!"
- 2. Invite children to touch or try on items. Use short phrases to describe what the children are doing.**  
"Michael, you are wearing my shoes. And here you finish the pink shirt. Do you need help? I can help you put it on."
- 3. Show the different buttons, snaps, and zippers on the clothes. Model opening and closing them. Encourage the children to try as well.**  
"Mama, there is a snap on your pants. Can you push the piece of tape really hard and make it close up? You have to see them up and push. You did it!"
- 4. Continue the activity for as long as it interests the children. Add the materials to your collection of dress-up items so children can continue to explore them.**

### Including All Children

- Children who do not want to put on the clothes can explore fabric samples that have different textures.
- Provide items that have large buttons and snaps.
- Use simple, clear words to describe the items.\*\*
- To increase a child's vocabulary and comprehension, describe your actions and explain what the child is doing.\*\*

# Friday:

## Busy, Dizzy Hands

62

**Objective 21**  
Explores and describes spatial relationships and shapes  
a. Understands spatial relationships  
Related Objectives: 20, 23, 24, 25, 26

### What You Do

1. Call out the directions and invite children to perform the hand movements.

My hands are over my head. (Put your hands over your head.)  
Now they're behind my back. (Put your hands behind you.) (Repeat: Now they're between my knees.) (Put your hands between your knees.)  
My silly hands! One is to front and the other is in back. (Put one hand in front of you and the other hand behind you.)  
Now my hands are coming to rest in my lap. (Put your hand in your lap.)

## Catch a Wish

71

**Objective 6**  
Demonstrates gross-motor manipulative skills

Related Objectives: 20, 23, 24, 25, 26, 27, 28

### What You Do

1. Invite the child to stand in front of you. Chant the rhyme and demonstrate the motions.

Star light, star bright. (Hold your forearms forward, one over the other.)  
First star I see tonight. (Roll your forearms in the other direction, one over the other.)  
I wish I may, I wish I might. (Extend your arms out and then bend them to touch your fingers to your shoulders.)  
Have the wish I wish tonight. (Jump up with a gasping motion to "catch the wish.")

2. Repeat the rhyme and invite the child to copy you as you do the motions.

## Detailed Descriptions

94

**Objective 9**  
Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary  
Related Objectives: 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 95, 96, 97, 98, 99, 100

### What You Do

1. Notice when a child is interested in something and use lots of rich language to describe it. "Jeremiah, I see you looking at the orange truck. It has big, bumpy wheels and I see two red lights on the back. It has a compartment for holding things. It looks like this one is full of gravel and big rocks."
2. Encourage children to add their own ideas.

## Week 3

### Monday:

# What Do I See?



## LL50 All Routines and Experiences

**Primary Objective: 8**  
Listens to and understands increasingly complex language in Communication Domains

**Related Objectives: 2a, 2c, 9b, 10a, 11c**

### What You Do

**Background:** Children gain language skills when you offer them rich experiences and materials and talk with them. Describing and talking about what children see, hear, feel, taste, and smell helps them make connections between language and their environment.


- 1. Notice when the child is looking at an object. Talk about the object using rich vocabulary. Infants will discover their hands, feet, and nearby toys. Toddlers and twos can make observations about items in the classroom.**  
"Daniel, see that you're interested in the stuffed giraffe. It has a long neck and is covered with spots."
- 2. Name the item that has captured the child's interest and discuss its characteristics. For older children, offer hints about an item that you see and invite the child to guess what it is.**  
"See your hands? At your hand. You have two hands. One hand, two hands. There they are!  
I see something brown and fuzzy. It's wearing a red bow tie. Can you guess what it is? You're right! It's the big fuddy bear."
- 3. Continue the activity for as long as children are interested.**

### Including All Children

- Limit distractions and the general noise level in the room when talking with a child.
- When needed, use simple sentence structure and short sentences with easy vocabulary.\*\*
- Give all children time to express themselves.\*\*
- Follow a child's lead to encourage social interaction and communication. Recognize all attempts to communicate, e.g., eye gaze, changes in body position, gestures, and facial and vocal expressions.\*\*

### Tuesday:

# Matching Shapes



## M01 Playing With Toys

**Primary Objective: 21**  
Explores and describes spatial relationships and shapes in Communication Domains

**Related Objectives: 7a, 8b, 11a, 13, 20a, 21a**

### What You Do

**Background:** By playing with objects of different shapes, young children begin to notice that some objects are similar to and different from other objects. When you describe what they see (e.g., "The orange looks like a ball"), you help infants, toddlers, and twos begin to develop an awareness of the characteristics and shapes of objects in their environment.

**Materials:** plastic or wooden two- and three-dimensional shapes; corresponding felt or cardstock cutouts to match a face or side of each shape

- 1. Invite the children to examine the shapes. Introduce the names and characteristics of the shapes.**  
"Smithy, you're holding a square. See how it has four sides? I like on all the sides together, one, two, three, four."
- 2. Observe and talk with the children as they interact with the shapes. Invite them to match the plastic shapes to the felt ones.**  
"When you put that? Sample: Oh, look over the felt circle. It didn't fit. Let's try to find a felt triangle that looks like the black."
- 3. Continue until you notice signs of overstimulation.**  
"I see that you are starting to get over to your teddy bear. Do you want to do something else, honey?"
- 4. On a low shelf, leave the materials in a container labeled with a photo and the word shapes so that children may explore the materials at another time.**

### Including All Children

- Provide a contrasting, nonslip surface for the children to lay the felt shapes on.
- Record the names of the shapes into a child's communication device.
- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.\*\*
- Name a few of the shapes in the child's home language.\*\*



Wednesday:

## Take Care of Baby



### SE05 Imitating and Pretending

#### Primary Objective: 2

Establishes and sustains positive emotions

Establishes and sustains positive emotions

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### What You Do

**Background:** Children experience many emotions throughout the day. This activity helps children identify different emotions in themselves and others and learn to respond to emotions appropriately.

**Materials:** baby dolls (enough for each child to have one); variety of doll accessories (e.g., bottles, blankets, cribs, strollers)

1. Place baby dolls and accessories where children can easily explore them. Provide enough dolls and accessories for all children to participate.
2. Show a doll to the children and model caring for it. Use appropriate language to describe the doll's needs. For example, "Here is my baby. I am going to take care of it today. Here is my baby. I am going to take care of it today. Here is my baby. I am going to take care of it today."
3. Engage the children in pretend play as they care for the dolls. Encourage children to respond to and care for their babies. "Which one is your baby? Is it crying? Do you think it is hungry?" "Here is a bottle that you can give her to make her feel better. I think it is hungry because that you have a bottle for it." "Is it sleepy?" "Yes, it is taking good care of her."
4. Observe the children as they interact with their dolls. Support the children as they play. "Mary, look that you are putting your baby into her crib. Is she sleepy?" "Yes, she is taking good care of her."

### Including All Children

- Use dolls that reflect the diversity of the children in your classroom and the community.
- Use gestures and hand motions to demonstrate how to care for the doll.\*\*
- Be sure to model the correct use of English, but do not correct a child's grammar. For example, if a child says, "Baby diaper wet," expand his language by saying, "Oh, your baby's diaper is wet.\*\*"
- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.\*\*

Thursday:

## Laundry Time!



### P11 Going Outdoors

#### Primary Objective: 7

Demonstrates fine motor strength and coordination

Demonstrates fine motor strength and coordination

Demonstrates fine motor strength and coordination

Demonstrates fine motor strength and coordination

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### What You Do

**Background:** Washing clothes and hanging them up to dry is a fun activity that allows children to experience the feeling of water and soapy bubbles and even experiment with clothespins.

**Materials:** sensory table, bin, or buckets; water; nontoxic baby shampoo or mild liquid soap; washable baby or doll clothes; dry towels; clothespins or chunky bag clips; clothesline or standing drying rack; small laundry baskets

1. On a warm day, secure a clothesline in a sunny spot outdoors. Provide a sensory table, bin, or bucket of warm water. Add a small amount of baby shampoo or mild liquid soap to the water. Invite the children to splash and mix the water to create bubbles and suds. Supervise children carefully as they explore the soapy water.  
*Tip: If you are sharing your home with water, encourage kids to splash the water and dry their feet by you and to try the soapy water.*
2. Provide another bin or bucket with clean water for rinsing. Introduce a collection of washable baby or doll clothes in a laundry basket. Invite the children to explore the items. Demonstrate how to wash the clothes in the soapy water and then rinse them in the clean water. As children explore the clothes, ask them to describe the clothes and their uses.

3. Demonstrate how to squeeze and wring out the clothes before hanging them on the clothesline and securing them with clothespins. Invite the children to squeeze, wring out, and hang up the clothes. Allow children to drape clothes over the clothesline or practice using the clothespins.  
*Tip: Have your own clothesline at home. Invite kids to bring dry or clean, sturdy clothes and laundry clothes to school.*
4. As the children experiment with washing, rinsing, and hanging up the clothes, engage them in conversations about their experience with laundry.  
*Tip: Have your own clothesline at home. Invite kids to bring dry or clean, sturdy clothes and laundry clothes to school.*
5. Offer dry towels that children can use to dry their hands and explain that later in the day the children will be able to see whether the clothes have dried.  
*Tip: Before your activity, wring out your clothes and see what they are like when they are dry.*
6. If time allows, invite the children to remove dried clothes and collect the clothespins.  
*Tip: Have your own clothesline at home. Invite kids to bring dry or clean, sturdy clothes and laundry clothes to school.*

### Including All Children

- Pair children of different skill levels. One child can hold the garment on the clothesline, while the other child attaches the clothespin.
- Provide thick or soft materials that are easier for children to grasp and manipulate.
- Make sure each child can reach and explore the materials.
- Allow children to watch until they are ready to participate.
- Give all children time to express themselves as they explore the materials.\*\*
- Invite children to describe the experience in their home languages.\*\*

# **Resources**

## **Websites**

This is a list of websites for our Infant, Toddlers, and Two's. These sites have games, coloring pages, songs, and more.

PBSKids.org  
ABCmouse.com  
Scholastickids.com  
NickJr.com  
Starfall.com  
Boowakwala.uptoten.com  
Play.Mattel.com

## **Recommended sensory play for Infants, Toddlers, and Two's**

- Shaving Cream
- Play Doh
- Rice
- Dry Pasta
- Torn Paper
- Water

Place one of these items, at a time, into a bowl or dish, to work on sensory and fine motor skills. Please feel free to incorporate other objects such as spoons, cups, toys, etc.

## **Recommended books to Read or Listen to/watch on Youtube**

- The Very Hungry Caterpillar by Eric Carle
- Rainbow Fish by Marcus Pfister
- The Ugly Duckling
- Where's My Teddy?
- Sleepy Heads by Sandra J. Howard
- No David! by David Shannon
- The Very Busy Spider by Eric Carle
- Pete the Cat
- The Wonky Donkey
- Potty Training Book for Toddlers

## Everyday Schedule

During our time apart we thought we would give you the meal, and nap schedule that we follow everyday. We are hoping that you will include this schedule into your routine. This schedule may keep a sense of normalcy to our children, and make the transition back into the Center as easy as possible when we are able to be together once more. Our goal is to keep the children as stress free as possible during this time.

- 7:00 a.m. - Morning snack.
- 9:00 a.m. - Breakfast.
- 12:00 p.m. - Lunch.
- 12:45 - 3:00 p.m. - Nap time.
- 3:00 p.m. - Afternoon snack.

Do not put pressure on yourself or your child to follow this exact schedule. Our only goal is to keep the days back at the Center following our time apart a happy reunion for us and our families.

