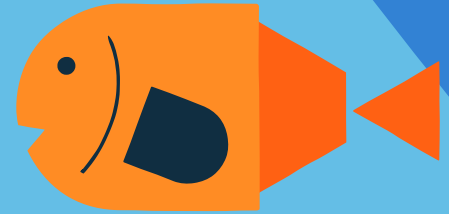


# At-Home Learning Guide for Toddlers (1–2 years old)



Week of June 1, 2020

This month, toddlers in our centers and at home are learning all about the wonderful world of **water!**

This week, your child will conduct an experiment to determine what types of objects **float** and what types of objects **sink**; get silly singing about a mischievous **turtle** named Tiny Tim, and make a splash as they exercise their **pouring and filling skills**.

Exploring the water is a lot of fun, but can also be messy! If it's warm where you are, pull out the **wading pool** for some of these activities...or if the day got away from you and suddenly it's nearly bedtime, many of these can even be done in the **bath!**

## Developmental Domains

We built our curriculum around six domains that are important to the whole child. Interested in learning more? Click [here](#).

# This Week's Theme:

# Wonderful Water

## 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

#### Let's Chat (Language and Literacy)

**Tiny Tim Turtle** Sing along with your toddler about Tiny Tim, and all the mischief he gets up to in the bathtub!



### TUESDAY

#### Express Yourself (Creative Expression)

**Chalk It Up** Playing with chalk is colorful fun...see what happens when you add water!



### WEDNESDAY

#### Get the Wiggles Out (Physical Development)

**Fill and Spill** Toddlers are big fans of dumping and pouring. Put this fascination to good use by helping them develop self-care skills!



### THURSDAY

#### Get The Wheels Turning (Cognitive Development)

**Under the Sea** Boats and waves, bubbles and whales...discover what's in the water!



### FRIDAY

#### Get the Wheels Turning (Cognitive Development)

**Sink or Float** Some things sink, and some things float. Have fun exploring physics with your tiny scientist!



## EVERYDAY LEARNING EXPERIENCES

Weave learning experiences into your everyday routines—no preparation needed!



## FOCUS ON SOCIAL AND EMOTIONAL LEARNING

- Learn some easy ways to support your toddler's social and emotional growth!
- Help your child develop important social-emotional skills by working on your family project! This week, we invite your family to explore the theme **Flexible Mindsets**.



## Getting Ready for the Week: Materials to Gather

### Monday

- [Lyrics to "Tiny Tim Turtle"](#)

### Tuesday

- Sidewalk chalk
- Spray bottle with water (if you don't have a spray bottle, you can experiment with dropper bottles, squirt blasters, or the mist setting on your hose!)

### Wednesday

- Cups
- Small pitcher (you can use a large cup if you don't have a small pitcher)
- Water
- Towel or paper towels

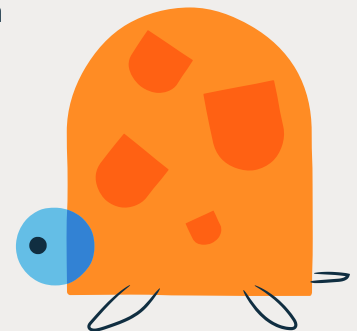
### Thursday

- Cups
- Tub or large bowl (level up and do this activity at a water table or in the bathtub!)
- Toy boats
- Plastic toy ocean animals
- Water
- Blue food coloring (optional)
- Towel or paper towels

### Friday

- Large tub or bucket (this is another activity that can be done in a water table or the bathtub!)
- Ping-Pong balls, corks, or other items that can be put in water and will float on the surface
- Rocks, larger than 1 inch in diameter (or other items that can be put in water and that will sink in water)
- Strainers or colanders with handles

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





## MONDAY

### Let's Chat: Tiny Tim Turtle

Sing along with your toddler about Tiny Tim, and all the mischief he gets up to in the bathtub!



**Length of activity:**  
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:

Lyrics to "Tiny Tim Turtle" (below)



#### What your child is learning:

- Exposure to language conventions like alliteration and rhyme
- Familiarity with animals that live in the water
- To express themselves creatively through music and movement

**What you do:** Tell your child that together you're going to sing a song about a turtle named Tiny Tim, and all the mischief he gets into when he's in the bathtub! Sing the song to your child once, modeling the hand motions for them as you sing. Then, sing the song again, more slowly this time. Encourage your child to join you in the hand gestures and, as they learn the song, the words to the extent that they're able.



#### "Tiny Tim Turtle"

I had a little turtle; his name was Tiny Tim.

**(Place one hand on top of the other, wiggling thumbs like pretend turtle feet.)**



I put him in the bathtub to see if he could swim.

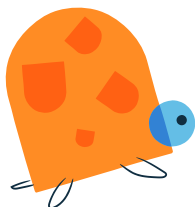
He drank up all the water—glub, glub, glub!

He ate up all the soap—slurp, slurp, slurp!

He woke up in the morning with a bubble in his throat—

Bubble, bubble, bubble, POP!

**(Open arms slowly and make a big clap at the "POP!")**



**If your child is ready:** Use the adventure of Tiny Tim Turtle to start a conversation with your child about what other animals they know of that live or spend time in the water. Go on a hunt with your child for any stuffed animals or bath toys that represent water-dwelling animals and add them to the song, for example "I had a silly seal..." or "I had a wiggly whale..."



**TUESDAY**

## Creative Expression: Chalk It Up!

Playing with chalk is colorful fun...see what happens when you add water!



**Length of activity:**  
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:**

- Sidewalk chalk
- Spray bottle with water (if you don't have a spray bottle, you can experiment with dropper bottles, squirt guns, or the mist setting on your hose!)

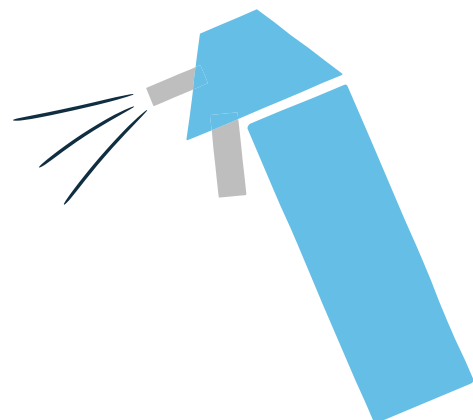


**What your child is learning:**

- To express themselves with different types of art materials
- To explore cause and effect
- To learn about how different materials interact with one another

**What you do:** If you can, head outdoors to a sidewalk or patio. If you're not able to get outside, you can experiment on a small chalkboard or piece of cardboard. Offer your child some sidewalk chalk and a spray bottle filled with water. Encourage your child to draw with the chalk—you might even remind them about the shapes and colors they learned about over the last couple weeks! Then, help them spray their drawings and scribbles with water and observe how the water changes the lines of chalk. Ask your child open-ended questions like, "What happened to the picture when you sprayed it with water?"

**If your child is ready:** If your child enjoyed this activity, extend it by adding some food coloring to the water bottle. Observe with your child the way the food color changes the effect of the water on the sidewalk.





## WEDNESDAY

### Get the Wiggles Out: Fill and Spill

Toddlers are big fans of dumping and pouring. Put this fascination to good use by helping them develop self-care skills!



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

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

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



**Level of Prep Required: Medium**



**What you need:**

- Cups
- Small pitcher (you can use a large cup if you don't have a small pitcher)
- Water
- Towel or paper towels

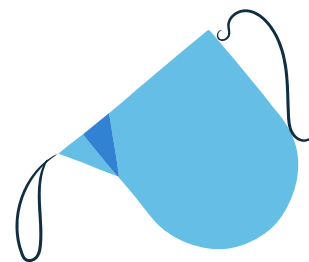


**What your child is learning:**

- Hand-eye coordination
- To recognize scientific concepts like volume and liquid
- To develop self-care skills

**What you do:** Fill the pitcher about halfway full with water. Invite your child to join you at a table or countertop. Place a cup in front of your child and tell them, "This cup is empty." Then model how to use the pitcher by grasping the handle with one hand and using the other hand to steady the bottom. Pour some water into the cup. Say, "Now this cup has some water in it. It's not empty anymore." Encourage your child to practice slowly pouring water into the cup. Assist them as needed but allow them to pour water by themselves if they can. Talk with them as they work, asking questions like, "Which of these cups are empty? Which ones are not empty? Can you show me how you can pour water into the cup?"

**If your child is ready:** You can extend this activity by giving them different types of containers to pour into. Containers with narrow openings, like bottles, will be more challenging; pouring into containers with wide openings, like bowls, will be much easier. As they experience with different types of containers, ask them questions like, "Which one is easier to pour into? Why do you think that is?"





## THURSDAY

### Express Yourself: Under the Sea

Boats and waves, bubbles and whales...discover what's in the water!



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

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

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



**Level of Prep Required:** Medium



**What you need:**

- Cups
- Tub or large bowl\*
- Toy boats
- Plastic toy ocean animals
- Water
- Towel or paper towels



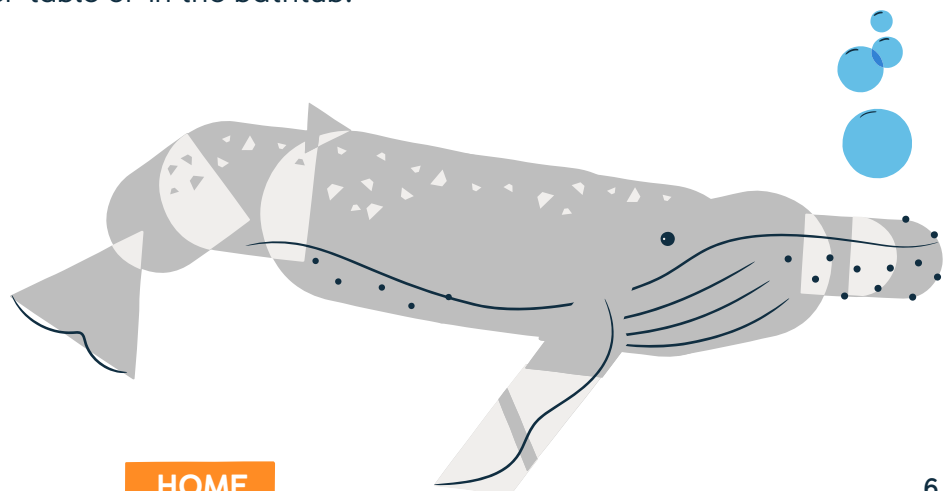
**What your child is learning:**

- Which objects and animals belong in the water
- To use their imaginations to express ideas
- To express their thoughts verbally

**What you do:** Fill the tub or bowl with water (and add blue food coloring, if you choose). Show your child the cups and toys and talk with them about each one, modeling the sounds a boat might make or how whales splash. Encourage your child to use the items to explore and experiment with the water. As they play, talk with them about what they're doing and make observations about what you see. You can ask them open ended questions like, "Where is your boat going?" or "What sound do you think an octopus makes?"

**If your child is ready:** What else lives in the ocean? If you have play sand, seashells, sand dollars, or sponges, add them to the aquatic habitat you've created to make the scene more realistic! Talk with your child about the pieces you're adding and where you might see these items at the beach.

\* Level up and do this activity at a water table or in the bathtub!





**FRIDAY**

### Get the Wheels Turning: Sink or Float

Some things sink, and some things float. Have fun exploring physics with your tiny scientist!



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

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

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



**Level of Prep Required:** Medium



#### What you need:

- Large tub or bucket (this is another activity that can be done in a water table or the bathtub!)
- Ping-Pong balls, corks, or other items that will float in water
- Rocks, larger than 1 inch in diameter (or other items that will sink in water)
- Strainers or colanders with handles

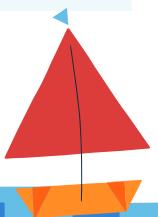
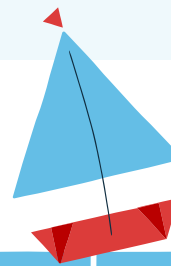
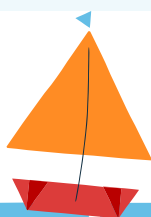
#### What your child is learning:



- To understand the difference between "sink" and "float"
- To experiment with a variety of materials
- To explore cause and effect

**What you do:** Fill the tub or bucket about halfway full with water. Show your child the items you've collected and talk with them about what you notice about the different objects: How do they feel? Are they light or heavy? Are they smooth or rough? Then tell your child some objects sink in water, which means they drop to the bottom and stay under the water; and other items float in the water, which means they stay at the water's surface. Direct your child's attention back to the items you've collected. Ask them which ones they think will sink, and which ones they think will float, and then invite them to drop items one at a time into the tub. As your child experiments, ask them questions like, "Why do you think that sunk?" or "Why do you think that one floats?"

**If your child is ready:** If your child is really enjoying this, search around the house with them to find other items to experiment with!







## Everyday Learning Experiences

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

Toddlers are developing the ability to pay attention to people or tasks for brief periods of time. When they do this, they're building working memory and inhibitory control, which are important parts of a child's executive function skills. Toddlers are just beginning to develop executive function skills, so it's important to remain patient and set them up for success!

### What You Can Do:

Give toddlers one-step directions. "Get your shoes, please," is something a toddler can remember and follow through on; "Get your shoes, put on your coat, and wait by the door," is not.



Toddlers are endlessly curious about their environments and objects around them, and they love exploring new ways to use familiar objects.

### What You Can Do:

Think outside of the box. How can you repurpose household objects or recyclables and turn them into something that will keep your toddler busy? It's easier than it sounds: empty boxes, containers, and kitchen utensils are all items you probably have lying around that toddlers love to get creative with.

Toddlers' play is guided by their imagination, and this is the stage where they may pretend to be someone other than themselves during play.

### What You Can Do:

Play along! Be Ernie to their Bert, or the patient to their doctor. Follow their lead by allowing them to direct the play.



## Focus on Social and Emotional Learning

These days at home are long, and your attention is being pulled in a hundred different directions. You probably hear a little voice call for you asking for time or attention more times in a day than you can count! This week's social-emotional learning tip comes to us courtesy of two brilliant women and mothers: authors Brené Brown and Toni Morrison. Brown recounts seeing Morrison describe her take on parenting:

"Toni Morrison explained that it's interesting to watch what happens when a child walks into a room. She asked, 'Does your face light up?'"

She explained, "When my children used to walk in the room when they were little, I looked at them to see if they had buckled their trousers or if their hair was combed or if their socks were up. You think your affection and your deep love is on display because you're caring for them. It's not. When they see you, they see the critical face. What's wrong now?"

Her advice was simple, but paradigm-shifting. She said:

"Let your face speak what's in your heart. When they walk in the room my face says I'm glad to see them. It's just as small as that, you see?"

Connecting with your child before offering any correction reinforces the unconditional love that you have for your child. So often that love is shown through all you do to care for them, and in the stress and busyness it's easy to forget that simply seeing you smile at them and express your joy in seeing them will make both of you feel good.

To read Brené Brown's full article, click [here](#).

**"Let your face speak what's in your heart. When they walk in the room my face says I'm glad to see them. It's just as small as that, you see?"**

- Toni Morrison

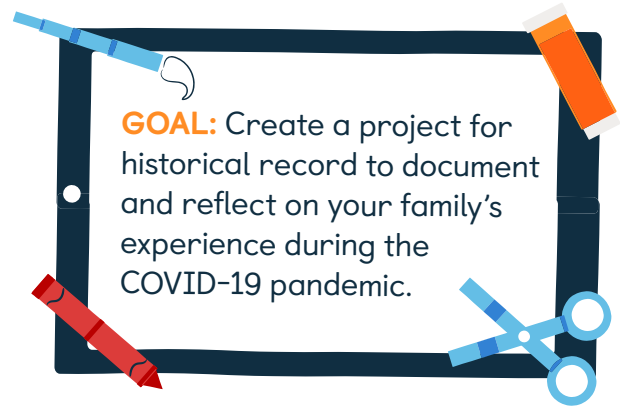


## Family Project

Help your child develop important social-emotional skills by working on your family project!

For the past few weeks, your family has been working through the first six themes of your family project. This week, we invite your family to explore the theme **Flexible Mindsets**.

*Try this!* →



**Flexible Mindsets** Have you ever heard the phrase, “When life gives you lemons, make lemonade”? That’s a great way to think about growing a flexible mindset. We can’t control certain things about life but we can control how we react to a difficult or surprising situation. Life during COVID-19 has required everyone to make sacrifices or adjustments so we can help not just our family and neighborhood, but the whole world. What does the word sacrifice mean to you? Can your family identify a surprising or positive outcome from the sacrifices they have made?

Add another layer to your family project that represents the sacrifices your family has made during the last few months.

**Note:** In case you missed it, we released our [Stay-at-Home Story: A KinderCare Family Project](#). By working on your project together, you’re helping your child develop important social-emotional skills in fun new ways, while building their communication skills, creativity, and confidence! There are many project suggestions that require little fuss and are easy to weave into your regular day.

If you opted out of the project, just talking about your common experiences is a great way to build your child’s skills and come closer together as a family. Use the prompts below as conversation starters with your child. The most important part of social emotional learning is creating an opportunity for sharing feelings and building community with others.

### THEMES:

- **All the Feels:** Explore and identify your hopes, worries, gratitude, or frustrations.
- **Building Connections:** Find a way to embrace your family and community from a distance.
- **What Is Essential:** Redefine what *essential* means through your everyday actions.
- **Flexible Mindsets:** **How are you learning and growing together as a family?**
- **Who Are the Helpers:** Who is helping us? How are we helping others?