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| A close up of a logo  Description automatically generated | Matrix Early Head Start Child Care Partnership  **30-days of developmental activities**  **Toddler** |
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| Sun. | Mon. | Tue. | Wed. | Thu. | Fri. | Sat. |
|  |  |  | 1 | 2 | 3 | 4 |
|  | **My tongue can wiggle** | **Label My Feelings** | **Obstacle Course** | **Treasure Hunt** | **Tell Me What to Do** | **Squeeze & Drop** |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| **Texture Bins** | **Save Your Containers** | **What’s That Sound?** | **Choices** | **Let’s Talk Shapes & Colors** | **Piggy Bank** | **Get Crafty** |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| **Expand It** | **What Do You Feel?** | **Sing the Missing Word** | **Let’s Pretend** | **Roll it, Pat It** | **Give me ONE** | **Frogs on a Lily Pad** |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| **Let’s Learn Colors** | **Mailman** | **Bead Stringing** | **What’s The Use?** | **I Spy** | **Nature Walk** | **Lines & Circles** |
| 26 | 27 | 28 | 29 | 30 |  |  |
| **Stack & Nest** | **Where Did it Go?** | **Cardboard House** | **All About Me** | **Can You Do It?** |  |  |
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| Notes | Are you looking for activities to do with your child that will help encourage their development while still being fun? We have just the list for you. Our Developmental Activity A Day Guide includes 30 activities you can do with your Toddler 18-36 months. |



3/30 My tongue can wiggle - Place dots of peanut butter to the sides of your child’s mouth and above or below his lips. Have him look in the mirror. See if he can use his tongue to lick the peanut butter.

**Skills: Oral motor skills, tongue movement and lateralization.**

3/31 Label My Feelings - Use pictures in books or magazines or make faces to demonstrate and label feelings of happy, sad, mad, frustrated, scared. Help your child recognize when he is feeling this way.

**Skills: Social-emotional development, language.**

4/1 Obstacle Course-Use furniture, pillows, blankets, etc. to create an obstacle course for your toddler which requires him to walk, run, crawl under, crawl through, step over, step on, balance, throw, kick, jump and/or climb. This can be done inside or out.

**Skills: Gross Motor, balance, coordination, following directions, language.**

4/2 Treasure Hunt-Gather some of your child’s favorite toys and a few new/novel objects and hide a few things in each room. Tell your child she is going on a treasure hunt & encourage her to hunt for the treasures you have hidden while you provide her with clues “Your favorite doll is behind the dresser” etc.

**Skills: Listening, following directions, language.**

4/3 Tell Me What to Do-At this age many parents feel like all they ever say to toddlers is “no, stop, don’t”. Instead of telling your toddler what not to do, tell them WHAT to do. For example, instead of saying “don’t jump on the couch” say “Feet stay on the floor” and instead of saying “No throwing your cars” say “Cars drive on the carpet.”

**Skills: Following rules, listening, promoting good behavior**

4/4 Squeeze & Drop-Use a large empty can (preferably with a metal bottom) with non-sharp edges and place clothes pins around the rim. Have your child squeeze the clothes pins and then drop them into the can through a small hole cut into the lid.

**Skills: Fine Motor, grasp, release, finger/hand strength, dexterity.**

4/5 Texture Bins-Use large dish bins or Rubbermaid containers with lids. Fill bins with different dry textures such as beans, rice, sand, cotton balls, etc. Pull out bins on rainy days or during winter when outdoor sand play is impossible. Use sand toys, spoons, cups, etc. to dump & fill and hide toys in bins and encourage your child to find them. Place a large plastic tablecloth under the bin to make clean up easy.

**Skills: Fine Motor, language, cognitive.**

4/6 Save Your Containers - No need to buy pretend food items at the toy store, just save your yogurt containers, egg cartons, plastic soda bottles, etc. and let your child pretend to cook or play a trip to the store with these recyclable items.

**Skills: Cognitive, imaginary play, language.**

4/7 What’s That Sound? -Whether inside or outside, encourage your child to identify familiar and novel sounds by listening. For example, when the microwave bell rings ask, “What was that sound?”, or when a fire truck passes by, or a motorcycle zooms by help your child identify the sounds by sampling listening and recognizing what they heard.

**Skills: Listening, receptive & expressive language, cognitive, refining auditory skills.**

4/8 Choices – Toddlers love to be in control & giving them choices is one way to let them have it. During dressing ask, “Do you want to wear the red shirt or the blue shirt today?” and during snacks and meals ask, “Do you want a cookie or a cracker?”.

**Skills: Receptive/expressive language, making choices, self-esteem.**

4/9 Let’s Talk Shapes & Colors - During daily activities talk about the shapes and colors of objects. “There is a green pillow on the couch, can you find the other green pillow?” or “Your ball is round like a circle, your blocks are square, can you find me a round ball?”

**Skills: Cognitive, shape & color recognition, listening, language.**

4/10 Piggy Bank - Use a commercially bought piggy bank or just cut a slot into an empty container. Let your child drop in real coins or poker chips or bingo markers. Monitor due to choking hazard.

**Skills: Fine motor, dexterity, pincer grasp.**

4/11 Get Crafty - Toddlers love crafts & at this age they are ready to use crayons, paints, markers, glue sticks, safety scissors, etc. Google toddler craft ideas and go to town!

**Skills: Fine Motor, creativity, language.**

4/12 Expand It - Toddlers are learning to use their vocabulary to build 2-3+ word phrases. When your child says “ball”, expand on that word by putting it in a simple sentence for him to hear and imitate, such as “A big, red ball”.

**Skills: Receptive/expressive language.**

4/13 What Do You Feel? - Use a small box or bag and place an object inside such as a block. Place the same block and a different object, such as cotton ball on the table. Have the child reach into the box/bag without looking and feel the object, then encourage him to look at the two objects on the table and tell you which one was inside the box/bag.

**Skills: Sensory-tactile, memory, language.**

4/14 Sing the Missing Word - By age 2 most toddlers are quite familiar with certain songs such as “Twinkle, Twinkle Little Star” or “Old MacDonald”. To help your child learn to sing these songs on his own & to encourage language, sing a familiar song and leave out a word for your child to fill in. For example, “twinkle, twinkle little\_\_\_\_” and see if your child will spontaneously say “star” to fill in the missing word.

**Skills: Language, memory, attention, rhythm/music.**

4/15 Let’s Pretend - Toddlers are starting to use imaginative play and this can be encouraged by staging imaginary play scenes for your child. Use dolls, action figures, stuffed animals and props like empty containers or pretend food/dishes & create scenarios for your child where you play alongside them having an imaginary tea party, imaginary baseball game, imaginary breakfast, etc.

**Skills: Creativity, imagination, language, socialization.**

4/16 Roll it, Pat It - Use store bought Play-Doh or make your own. Supply your child with a rolling pin, cookie cutters, spoons, bowls, etc. and encourage rolling of dough, pulling dough apart, making imaginary food, poking the dough with fingers, etc.

**Skills: Fine motor, finger isolation, hand strength/dexterity, imaginative play, tactile/sensory exploration.**

4/17 Give me ONE - Many parents focus on having their children count by rote memory to ten but fail to teach the concept of a number. Use Cheerios or your child’s blocks and while teaching counting work on the concept of “one” by asking your child “can I have one block?” or “give me one Cheerio” and help him learn the concept of one out of many. When he understands one, you can move on to asking him to find two of out of many.

**Skills: Concept of number, counting, receptive language.**

4/18 Frogs on a Lily Pad - Help children learn to jump forward & side to side, by cutting out big green circular shapes & taping them to the floor a few inches apart. Tell your child he is a frog and needs to jump from one lily pad to the next without jumping into the water. As he gets better coordinated you can move the circles a bit farther apart.

**Skills: Gross motor, jumping, coordination.**

4/19 Let’s Learn Colors - Use 4 large containers or laundry baskets and cut out a red, yellow, blue, green circle to tape on the front of each. Get balls in each of the 4 colors and make a game of throwing the same color ball into the same color basket.

**Skills: Cognitive, color matching, language, gross motor, coordination.**

4/20 Mailman - Use some junk mail or let your child scribble on paper and seal it in envelopes. Place a different sticker on the outside of each envelope and place them around the house. Give your child a backpack or fabric bag and ask him to go around the house collecting the letters. Using a Kleenex or empty shoebox, cut a hole in the top for your mailbox. Then ask the child to sort through his bag and “find the letter to the horse”, “find the letter to the sunshine”, etc. and encourage him to find the correct letter with the matching sticker and drop it into the mailbox.

**Skills: Cognitive, attention, memory, receptive/expressive language, following directions, fine motor.**

4/21 Bead Stringing- - No need to buy beads if you don’t own a set. You can use dry rigatoni pasta or wagon wheel pasta and a shoestring or regular string to work on bead stringing. As a craft you can first color the pasta with paint or markers and later you can help your child sort colors or make patterns, but putting 2 green beads onto the string, then 2 red, etc.

**Skills: Fine motor, cognitive, color matching/sorting/recognition, hand-eye coordination.**

4/22 What’s The Use? - Find some everyday objects that are familiar to your child and see if he can identify the objects by their function. Place a ball, spoon, cup and shoe out in front of him and ask “Which one do you put on your foot?” or “Which one do you drink out of?” and see if he can tell you the object and its function.

**Skills: Cognitive, receptive/expressive language**

4/23 I Spy - Play this game inside or outside with your child encouraging him to find things that are familiar by saying “I spy something that flies” and see if he can find a bird, or “I spy something that drives on the road” and see if he points to his toy car.

**Skills: Cognitive, attention, memory, receptive/expressive language.**

4/24 Nature Walk - Take a walk around your neighborhood or local park in different seasons and talk about what you see/find with your child. Talk about trees, flowers, cars, people, anything and everything you see! Collect leaves or rocks & bring them home to make craft projects.

**Skills: Gross Motor, cognitive, language**.

4/25 Lines & Circles - Get out crayons & paper and while coloring sing “Wheels on the Bus”, encouraging circle scribble during “wheels on the bus go round and round”, horizontal lines when the “wipes on the bus go swish, swish, swish”, vertical lines when “the people on the bus go up & down” and dots when the “horn on the bus goes beep, beep, beep”.

**Skills: Fine motor, grasp, imitation skills, language, listening.**

4/26 Stack & Nest - Use measuring cups or store-bought stacking/nesting cups to work on concept of size “big & little”, “which one is bigger?”, “which one is smaller?”.

**Skills: Concept of size, fine motor skills, language.**

4/27 Where Did it Go? - Use a small toy or a piece of food that is a favorite of your child as a motivator. Take 2 large non-see through cups and show your child where you are hiding the toy/food. Then tell your child to watch carefully and reverse the cups. See if he/she remembers where the toy/food was hidden. Do not try to trick your child, always show them where the object is hiding & encourage them to sustain attention to the task and find the hidden item. If they master finding it using 2 cups, then add a third cup.

**Skills: Attention, memory, problem solving, listening.**

4/28 Cardboard House - Use a large cardboard box (large appliance boxes for refrigerators, stoves work great) and turn it upside down and cut windows & doors in it for your child. Allow them paint or color it with crayons or markers and use it as a playhouse. You will be amazed at the hours of fun this creates for toddlers both indoors & out.

**Skills: Imaginative play, fine motor, language.**

4/29 All About Me - Use a mirror and ask, “Who is that in the mirror” or “What is his name?” or “How old are you?” Help your child learn his sense of self, by learning to say his name and age upon request.

**Skills: Social skills, receptive/expressive language.**

4/30 Can You Do It? - Encourage imitation of various facial gestures and/or body movements during play, such as raising both your arms above your head and then dropping one arm down and seeing if your child can imitate you. Or standing one on leg briefly & then jumping twice. Or sticking out your tongue and then blinking your eyes. See if your child can copy your movements and then copy his too to make it a fun turn-taking game.

**Skills: Social, imitation, following directions, listening, turn taking.**