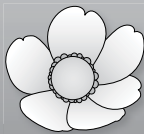


# Sample Week of Buttercups®

Since infants and toddlers learn best when they are able to repeat activities often, Buttercups lessons are organized in a weekly format. You can choose from a variety of activities each week that cover four broad learning domains - Language, Cognitive, Social/Emotional, and Physical. All the activities are designed to help children develop lifelong Approaches to Learning, such as curiosity, persistence, and problem solving. You can repeat the activities throughout the week or even longer if interest stays strong.



## Language Development

### All By Myself

**Objectives:** listening L1, L2, communicating L3–L6, emergent literacy L7, L8, music and movement C16, self-awareness SE13, relationships SE8

**Materials from Kit:** Dinosaur Stick Puppet, Washing Hands Vocabulary Card

Use the Dinosaur Stick Puppet (p. 12) to talk about washing hands. Hold up the stick puppet and have Dana excitedly tell the children that she is so proud because today she washed her hands all by herself! Lead the song below.

*Sung to "Mary Had a Little Lamb"*

**I can do things by myself,  
By myself, by myself!  
I can do things by myself.  
Yes, I can (wash my hands).**

Show the Washing Hands Vocabulary Card from your Teacher Pack and talk about the steps needed to wash hands. Point out that we wet our hands with warm water, rub soap on them, rinse them, and dry them. Lead the children in acting out the process. Invite those who are talking to tell about when and where they wash their hands.

Encourage the children who are talking to share their experiences learning to do new things. Repeat the song, naming any new things the children tell you they can do.

#### Older Toddlers

Talk about some of the ways the children are learning to help themselves and each other. Do they pick up the toys? Do they water plants? Do they hang their jackets on hooks? What other helpful tasks are they learning to do?

### My Body

**Objectives:** emergent literacy L7–L10, listening L1, L2, communicating L4, L5, wellness PH11, music and movement C16, C17

**Materials from Kit:** Red Socks Board Book

**Suggested Materials:** jar lids OR paper circles

Offer each child a jar lid or a paper circle and briefly review the circle shape. Sing the song below, naming different body parts. As you name each part, place a circle on your body to show the location. Encourage the children to imitate.

*Sung to "If You're Happy and You Know It"*

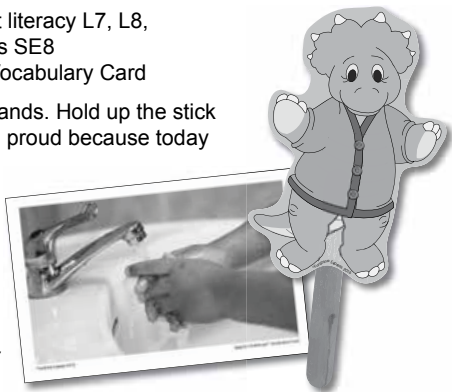
**Put a circle on your (nose), on your (nose).  
Put a circle on your (nose), on your (nose).  
Oh, you have a (nose), it's true.  
Other people have one too.  
Put a circle on your (nose), on your (nose).**

#### Older Toddlers

Look at the pictures in the Red Socks Board Book (p. 13). Name body parts for the children to find, or ask them to name parts you point to.

#### Tip: Diapering Time

Anyone who works with infants and toddlers spends a lot of time diapering children. Rather than rushing through this time as something necessary but unimportant, make this a special one-on-one time with the child. Look into his eyes and talk to the child. Watch for the child's response and respond in turn. Smile and sing a song or say a rhyme with the child. Every child needs a time to have your full attention.



**Infants**  
Watch the child closely. When you see her do something new, such as touch her toes to her nose or pull off a sock, sing the song, naming the accomplishment.



### What Is the Weather Today?

**Objectives:** emergent literacy L7, L8, L10, listening L1, L2, communicating L5, L6, exploration C1, C2, music and movement C16

**Materials from Kit:** Weather Display and Weather Pieces

**Suggested Materials:** scissors, tape

Locate the Weather Display and Weather Pieces from your Starter Pack. Cut out the strips with the weather words and the small characters. Tape the strips on three sides to form pockets on the display. Post the display where the children can easily see it. As they look at the colorful pictures, talk about each scene.

Invite the children to look out the window with you as you sing the song below. Look at the Weather Display and find one or more pictures that show the weather. Invite a child to place one of the characters in the pocket or pockets.

*Sung to "Row, Row, Row Your Boat"*

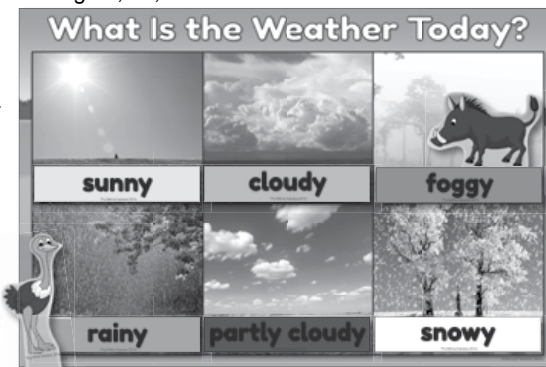
**Look, look, look outside.**

**Look outside and see.**

**What's the weather like today?**

**Oh, tell us what you see!**

The Weather Display makes a great addition to your daily routine. Sing the song each day, decide together what type of weather is taking place, and place a character in each appropriate pocket.



### I Can Find Red

**Objectives:** emergent literacy L7, L8, listening L1, L2, communicating L3–L6, music and movement C16, C17, exploration C1–C3

**Suggested Materials:** red objects OR pictures of red objects

Talk with the children about places they might see red. Are any of them wearing red clothing? Do they see any red toys in your room? Do they see red on any wall displays? Show any red objects you have available or pictures of things that are red. Say and sign the word *red* or *rojo* often as the children explore.

Demonstrate the actions as you lead the song below. Encourage the children to imitate the actions and sing along as they show readiness.

*Sung to "The Itsy, Bitsy Spider"*

**I can pick red apples from an apple tree.**

*(Reach up as if picking apples.)*

**I can paint a picture that's red as red can be.**

*(Move hand as if painting at an easel.)*

**I sniff a rose that's red; it smells so good to me.**

*(Pretend to hold flower to nose; sniff.)*

**I find a leaf that's red when I look up at a tree.**

*(Look up and point.)*

**I pull a little wagon that's red and shiny too.**

*(Pretend to pull wagon.)*

**I hear a red bird singing tweedle-tweedle-loo.**

*(Cup hand behind ear.)*

**I like to eat red berries and I will share with you.**

*(Pretend to eat a berry and hand one to a friend.)*

**I find red everywhere, no matter what I do!**

*(Spread arms wide.)*

### Red Writing

**Objectives:** emergent literacy L11, L12, persistence AL2, AL3, exploration C1–C4

**Suggested Material:** assorted paper (copy paper, manila paper, construction paper, brown wrapping paper, etc.), red crayons/markers

**Caution:** Marker lids can cause choking. Place them out of reach if you offer markers.

Set out some red crayons or markers along with a variety of paper. Invite the children to mark freely on the paper. As they write, say and sign the word *red* or *rojo*. Describe the marks they make. Do any look like circles? Do any resemble letters? Point out that each child's marks look different, because each child is using her own ideas.

Talk about how the marks look on the different types of paper. Which type of paper does each child prefer?

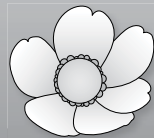
#### Older Toddlers

Encourage older children to talk about what they are doing. Some may say they are writing. Ask questions or make comments to see if they will say more. While it is unlikely at this age that they will write recognizable letters, it is a big step just to know that people use writing for different purposes. By playing with writing tools, the children can explore and build on this idea. Other children may say they are drawing or just that they are making marks. It's important to be open to the children's ideas and to respond with interest to their choices.

Look at Me • Week 2 • September 12-16

To help you get ready for the day, materials in your kit and suggested materials you may need to gather are listed for each activity.

Learning Objectives are listed with each activity. These address not only objectives from the domain in which the activity is listed, but also objectives that are integrated from other domains.



## Cognitive Development

### Amazing Me Mobile

**Objectives:** art C15, exploration C1–C3, emergent literacy L10–L12, fine motor PH5–PH9, self-awareness SE12, SE13

**Materials from Kit:** yellow-gold patterns, lunch box cutouts, streamers

**Suggested Materials:** camera OR picture of each child, crayons, marker/pen, tape/ glue

Celebrate each amazing child in your group with these mobiles! They would look great hanging from your ceiling. If you wish, you can add a photo of each child to the project. You can either take photos and print them or ask parents to send in photos.

#### Day 1

Offer each child a pattern sheet and crayons. As the children scribble on the sheet, point out the circle shape. Encourage the children to say the word *circle* or *círculo* as they show readiness. The children may enjoy tracing the circles with a finger. Use a marker or pen to complete the thought on each circle. Older children may dictate words for you to write. For the younger children, simply complete the sentences using what you know about the children.

#### Day 2

Offer each child a lunch box cutout. Do any of your children carry lunch boxes? Have they seen one before? Invite each child to attach a photo of herself to the lunch box. If you prefer, you can simply write the child's name. Cut out the circles from each child's pattern sheet. Cut the streamers into pieces about 12-inches long. Help each child tape two pieces to the bottom of the lunch box. They can glue or tape two circles to each streamer. The children can attach a third piece of streamer to the top to use for hanging.

#### Older Toddlers

Point to each word as you read the information on the circles. Invite the children to look closely. Do they see any letters they have seen before?



#### Infants

Consider hanging the mobiles over the changing area or another spot where the children can enjoy watching the movement of the streamers. Talk with the children about the messages on the mobiles. Point out how quickly they are changing and learning. Let them know you notice what they can do and that you are proud of them!

### Sensory Circle Box

**Objectives:** exploration C1–C3, curiosity AL1, communicating L4–L6, self-awareness SE11, relationships SE9

**Suggested Materials:** large cardboard box OR poster board, scissors, assorted textured materials (foil, bubble wrap, sandpaper, corrugated cardboard, velvet, faux fur, textured wallpaper samples, etc.), round object (plastic lid, small plate, biscuit cutter, etc.), marker, scissors, glue

Trace a round object onto a variety of textured materials and cut out the circles. You can use any textured materials that you have on hand. If possible, locate a very large cardboard box. One that is large enough for the children to sit inside would be ideal. (A furniture store or appliance store may be willing to donate one.) Another option is to use a sheet of poster board. Glue the circles to the inside and outside of the box or to the poster board. If you are using poster board, you can mount it low on the wall or lay it on the floor. Let dry.

Invite the children to explore the textured circles. They can crawl in and out of the box to touch them or touch them on the poster board. As they explore, describe what you see them do and their reactions. ("You touched a furry circle! That was fun!" or "I'm not sure you liked the scratchy circle.")

#### Older Toddlers

Encourage the children to tell you how the circles feels. Find out which ones they like best. Are there any they don't like?

*Note: You can also use the Sensory Circle Box (or poster) for Circle Rubbings on page 59.*

### Toy Match

**Objectives:** emergent math C11, exploration C1, C2, memory C5–C7, fine motor PH5–PH8

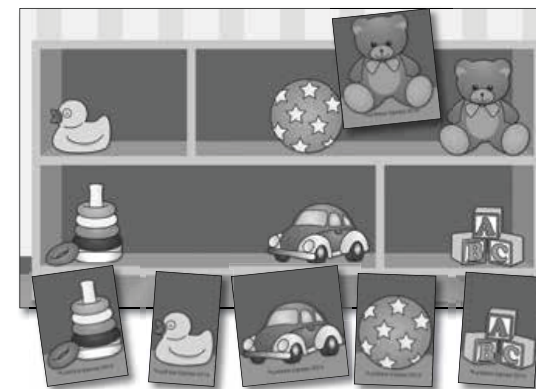
**Materials from Kit:** Toy Match Early Learning Material  
**Suggested Materials:** scissors

Locate the Toy Match Early Learning Material in your Teacher Pack and cut where indicated. There will be a picture of a toy shelf and some small toy cards.

Lay the pieces in front of the children. Point out that some of the toys are off the shelf. Explain that after playing with toys, children need to set them back on the toy shelf. Pick up one of the toy cards. Ask the children where they think it should go. If necessary, draw attention to the matching toy. Invite a child to set the toy on the shelf next to its match. Repeat with the other toy cards. Talk about how easy it will be to find the toys when they are on the shelf where they belong. The children may enjoy taking the toys off the shelf and setting them on again several times.

#### Older Toddlers

Invite the children to follow simple directions using positional words such as *next to*, *above*, and *below*.



#### Infants

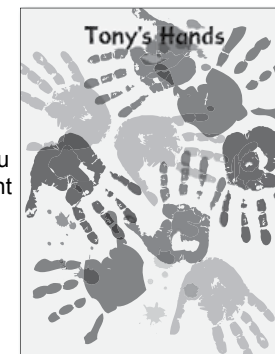
Younger children can simply move the toy cards on and off the picture without trying to match them. Describe what they do, modeling the words *on* and *off*.

### My Hands

**Objectives:** art C15, fine motor PH5–PH9, wellness PH11

**Suggested Materials:** large washable-ink pads OR paint pads (paper towels, shallow dishes, paint), large sheets of paper, crayons

Encourage the children to look at their hands. What can they do with their hands? Can they clap them? Can they wave *hello*? Can they wiggle their fingers. Invite them to show you ways to move their hands. Point out that we all have hands and our hands can do many things. Invite the children to use their hands to make pictures.



Set out large sheets of paper and large washable-ink pads. (To substitute paint pads, fold paper towels, place them in shallow dishes, and soak them with paint.) Show the children how to press their hands onto the pads and then onto the paper to make prints. They can make as few or as many as they like. Label the pictures \_\_\_\_\_'s Hands, using each child's name.

When they finish, it's a great time to visit the sink and practice washing hands.

#### Older Toddlers

Instead of making handprints, older children may enjoy tracing around their hands with crayons. They can spread their fingers and press one hand onto the paper. They can then trace around the hand with a crayon.

### Polka Dot Party

**Objectives:** dramatic play C12–C14, exploration C1–C3

**Suggested Materials:** paper party goods (plate, napkins, cups, etc.), dot stickers, dot art markers, polka dot fabric and/or dress-up clothes, dolls and stuffed animals, child's tea set, toy food

*Caution: Supervise the use of stickers, which may be a choking hazard. Keep marker lids out of children's reach.*

Celebrate circles with a polka-dot party! Gather some paper party goods. If you have some with polka dots, that would be great. If not, the children might decorate them with dot stickers or use dot art markers. If you have some polka dot fabric, the children can use it for a tablecloth, wear it like a shawl or cape, or use it in other ways. Any polka dot dress-up clothes you have will add to the fun.

Join the play, but follow the children's lead. Ask questions and make comments to help the children expand the play. For example, you might ask who will attend the party? The children may decide to invite dolls, stuffed animals, other children, or all of those. Wonder what to serve the guests. The children may find toy food in the pretend play area, pretend to pour tea from a child's teapot, or offer other refreshments.

As the children play, draw attention to all the circles. Frequently use the word *circle* or *círculo*.

Your Teacher Pack includes many colorful learning materials and displays.





## Social/Emotional Development

### Picking Up Toys

**Objectives:** self-awareness SE12, relationships SE4, SE5, SE9, SE10, music and movement C16, emergent literacy L7, L8

**Materials from Kit:** All About Me Cards

**Suggested Materials:** blocks in container

Even very young children can begin to help with clean up. The key is to make it fun and give them specific tasks. It is much easier for a child to understand, "Let's drop the blocks in this box," than "Clean up your toys." You may also find it helps to divide the task and give each child a specific job. For instance, one child picks up the red blocks and another picks up the blue ones.

Offer the children a container of blocks or similar toys and invite them to play. When it is almost time to clean up, let them know that it will soon be time to place the blocks back in the bin.

Bring out the All About Me Cards from your Teacher Pack and separate them. Locate the picture labeled "I pick up toys" and save the others to use later. When it's time to clean up, show the picture to the children and talk about what is happening. Point out how helpful the boy is being and what a good job he is doing. Sing a song and encourage the children to help return the blocks to the container. You may use your favorite clean-up song or try the one below.

*Sung to "Happy Birthday"*

**It's time to clean up.  
It's time to clean up.  
Let's pick up the toys now.  
It's time to clean up.**



#### Infants

As the babies see the older toddlers help, they may imitate. Let them know you notice! Smile and thank them for helping.

### Bouncing Buster

**Objectives:** relationships SE4, SE5, gross motor PH1–PH4, emergent literacy L7

**Materials from Kit:** Buster Buckle

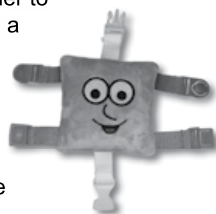
**Suggested Materials:** parachute OR large towel

Invite the children to work together to bounce Buster Buckle (p. 17) on a parachute. (If you don't have a parachute, use a large towel.) Spread out the parachute on the floor or ground. Ask the children to gather around it. Each child can grasp the edge and they can lift it. Lead them in practicing lifting and lowering it. Once they understand the process, place the Buster Buckle toy on the parachute. The children can lift and lower the parachute to make Buster bounce up and down. As you play, lead the rhyme below.

**Bounce, Buster, bounce.  
Up and down.  
Bounce, Buster bounce.  
All around.**

#### Older Toddlers

Older children might try bouncing Buster high and low. They might also try to wiggle the parachute to make Buster move in other ways.



### We Are So Proud

**Objectives:** self-awareness SE12, SE13, trust SE1–SE4, music and movement C16

You can sing this song one-on-one or with a group. Talk about something a child has learned to do. Sing the song, naming the child and something the child can do. You can repeat with more things the child can do. If you are singing with a group, be sure to mention each child.

*Sung to "The Farmer in the Dell"*

**Oh, what can (Katie) do?  
Oh, what can (Katie) do?  
(Katie sings a happy song.)  
We are so proud of you!**

#### Older Toddlers

Older children can state their own ideas of accomplishments to include in the song.

#### Infants

Sing the song when you see a child trying a new skill.



## Physical Development

### Super Circle Course

**Objectives:** gross motor PH1–PH4, wellness PH10, PH15, emergent math C11, problem solving AL4, AL5

**Suggested Materials:** equipment for an obstacle course (tires, hoops, paper plates, play tunnel, etc.)

Use as many circles as possible to create a fun obstacle course. For example, the children can move between rows of paper plates, through a play tunnel with a round entrance, in and out of tires, and around hoops. Use your imagination and the materials you already have to create a course that the children will enjoy.

As the children move through the course, describe what they do. Use the word *circle* or *círculo* often. You can also model positional words such as *between*, *around*, *over*, and *through*.

#### Older Toddlers

Older children will enjoy helping you lay out the course. Listen to their ideas about what to use and how players should move through the course. Encourage them to follow through with as many ideas they propose that are safe and practical. Gently steer them away from ideas that cannot be carried out safely.

### Dip and Pour

**Objectives:** fine motor PH5–PH9, exploration C1–C4, problem solving AL4, AL5, curiosity AL1

**Suggested Materials:** water play area (water table, water in plastic tub, etc.), red plastic dishes/kitchenware (cups, bowls, plates, strainer, etc.)

*Caution: Always provide direct supervision for water play. Children can drown in a small amount of water.*

Gather a variety of red plastic dishes and kitchenware to add to your water play area. Encourage the children to explore ways to play with them. They may scoop up water, pour it out, transfer water from one cup to another, or play in other ways. Talk about what the children do and what happens. Say and sign the word *red* or *rojo* often as they play.

#### Older Toddlers

Ask questions to promote exploration. For example, wonder aloud which cup holds more. Ask the children if they can think of ways to make floating objects sink.

#### Infants

Hold the child as he freely explores the water. He may splash it, drop objects in it, or explore in other ways.

### Swishy, Swashy Sponges

**Objectives:** fine motor PH5–PH9, exploration C4, self-regulation SE16, SE17, persistence AL2, AL3

**Suggested Materials:** sponges, containers, water, shakers, baking soda

Invite the children to help you wipe the tables in your room. Show them how to dip sponges in water, squeeze them over the container, and then rub the damp sponges across the table. What happens? Do the tables look wet or dry? How does the color of the table change when it is wet? What happens when the table dries? Repeat the process anytime the tables need cleaning such as after meals or art activities.

#### Older Toddlers

Place some baking soda in shakers. Show the children how to lightly sprinkle the soda on any crayon marks or stains they see on the table. What happens when they rub with a damp sponge? Do the marks or stains go away? How can they remove the soda? Thank the children for their help.

### Playdough People

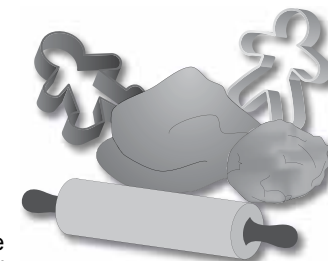
**Objectives:** fine motor PH5–PH8, wellness PH11, exploration C1, C2, emergent math C10, dramatic play C12–C14

**Suggested Materials:** playdough, rolling pins, assorted people-shaped cookie cutters

Offer the children playdough along with rolling pins and people-shaped cookie cutters. Show them how to roll the dough and cut it with the people-shaped cookie cutters. They can play with the people-shaped cutouts. They may want to make them wave their hands or move in other ways. They may enjoy talking to the playdough people. Ask them to locate different parts of the people such as arms, legs, and heads.

#### Older Toddlers

The older children may enjoy cutters of different sizes and grouping the playdough people into families.



#### Infants

Younger children may not be ready to roll and cut the dough. They can squeeze, poke, pat, and pound it.