

STREAMin³™

integrated | intentional | interactions



FAMILY ACTIVITY CARDS

Toddler

<https://streamin3.org/>

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Using This Guide

The STREAMin3 curriculum support children's development of the Core and STREAM skills that children need to be successful in kindergarten and beyond, including: Relate, Regulate, Think, Communicate, and Move. This booklet contains simple, fun activity suggestions that you can do at home to support your child's growth of these skills.

Ways to Use the Cards:

- ◆ When/if it works for you! These are suggested activities that are meant to be small add-ons to your day. Pick and choose what works for you and your family's routine.
- ◆ Put them in your purse, diaper bag, or car and keep them handy for times when there may be long wait periods (for example, the doctor's office).
- ◆ Use them when a babysitter or caregiver is coming over to help them engage with your child.
- ◆ Focus on the skills that your child may need extra support with and tie them into your daily routine.



FAMILY ACTIVITIES: RELATE

Toddler

<https://streamin3.org/>



Skills You Are Supporting

The activities in this section are intended to be fun and engaging ways to support your child with Relate skills. You can use these activities many different times throughout your day, and most of them can be used inside or outside.

Children will build their skills related to:

- ◆ **Positive Relationships:** to learn to connect with others, including the ability to build and maintain relationships.
- ◆ **Self Confidence:** developing confidence in their thoughts and abilities so they are willing to try new things.
- ◆ **Sense of Self:** developing an awareness that their bodies, thoughts, and actions are separate from others, and helping them form a positive self-identity.
- ◆ **Empathy:** to become aware of how someone else might be feeling, why they might be feeling that way, and respond with care or kindness.
- ◆ **Problem-Solving:** using important information in their mind to complete a task.



Conversation Starters

Use the starters (see below) to get a conversation going with your child. Follow their lead – it's fine if it's off topic! Also, share details about your day with your child.

If your child is not able to respond yet, you can answer for or describe things for them.

Narrate and Label

- ◆ “My favorite food is _____. What is your favorite food?”
- ◆ “Your mom said that you painted today. What did you paint? She said you...”
- ◆ “What would you like to do after lunch? I wonder if you want to...”



How Do They Feel?

Make up interesting stories about people, characters, or animals with your child. Then have them tell how the person in the story may be feeling and/or what they may need. A few examples are below.

Prompt Children to Consider the Needs/Feelings of Others

- ◆ “The children worked for hours building a tower with blocks, and then someone knocked it over. How do you think they felt?”
- ◆ “My friend’s cat got stuck outside last night. How do you think the cat was feeling?”



Do You Like It?

Describe different items/events to your child (e.g., animals, foods, colors, holidays, books, or silly things) and have them tell you if they like it or not. To show that they like it, have them do a movement (e.g., jump, hop, smile, wiggle fingers, shake body, give a thumbs up).

Embrace Similarities and Differences

“We don’t like stinky dog poop! Yuck! But we don’t all agree on lemons, either. That’s okay! People like different things. I love that we are different and special in our own way.”



Name Games

Play games or sing songs using your child's name.

- ◆ Have your child dance while you sing their name (e.g., "Go, ___!, Go, ___!")
- ◆ Use a favorite stuffed animal to say hello/goodbye/goodnight to your child using their name. For a challenge, add in movements that your child chooses.
- ◆ Play "Hide-and-Seek" with your child using their name (e.g., "Where is ___? I can't find _____. There's ___! I found ___!").
- ◆ Sing "You Are My Sunshine" using child's name:

*(Child's name) is my sunshine, my only sunshine
You make me happy when skies are gray
You'll never know (Child's name), how much I love you.
Please don't take my sunshine away.*



Hello! Goodbye!

Play games (similar to peek-a-boo but with more movement) where your child or you appear/disappear. For example:

- ◆ Have your child pop out of a large box or tent (blanket/sheet) and you say, "Hello!" When your child goes back inside, you say, "Goodbye!" Repeat faster and sillier. Then you take a turn popping out of the box/tent tunnel.
- ◆ Cover your child's face (not actually touching their face) by holding a scarf/towel in front of them. Say, "Who's missing?... Wait, where is...?" Move scarf/towel and say, "There you are! Hello (Child)!"

Embrace Similarities and Differences

"Both of us jumped out of the box, but we made different silly faces! I saw you... and I..."



Favorite Things

During different times of the day (e.g., mealtime, bath time, in the car, on a walk), ask your child to share their “favorite” from a given category by giving them 2 choices (e.g., “Which is your favorite food: pizza or chicken nuggets?”). It’s fine if they choose something else. Then share your favorite from the same category.

Example of categories:

- ◆ Animal
- ◆ Song
- ◆ Food
- ◆ Color
- ◆ Book
- ◆ Transportation
- ◆ Superhero
- ◆ Toy

Embrace Similarities and Differences

“I see that your favorite food is chicken nuggets and my favorite food is pizza, but both of us chose blue as our favorite color. Sometimes we like the same things and sometimes we don’t, and that’s okay!”



Positive Notes

Encourage your child to think about people who they are grateful for (or that they like) and have them “write” positive notes to friends, teachers, community helpers, family, etc. Remember that early writing skills are expressed through drawing. If possible, deliver notes with your child, send it in the mail, or take a picture and email/text it. Talk about how it feels to give and receive positive notes.

Prompt Children to Consider the Needs/Feelings of Others

“I am glad they helped you find the toy you wanted. Do you think it would make them happy to get a thank you card?”

“Your grandma miss you. Do you think it would be nice to make a card for her? How do you think that would make her feel?”



Reflection Affirmations

As you and your child get ready, look in the mirror with them and talk about some of their qualities. Encourage them to label things about themselves that they notice or things they are proud of. If they are not talking yet, you can name things you notice about them.

Label Interests and Characteristics

“You have dark brown hair and brown eyes.”

“You are kind.”

“What do you like about you? You like that you are funny! That’s right, you are funny.”



**FAMILY
ACTIVITIES:
REGULATE AND
MOVE**

Toddler

<https://streamin3.org/>



Skills You Are Supporting

The activities in this section are intended to be fun and engaging ways to support your child with Regulate skills. You can use these activities many different times throughout your day, and most of them can be used inside or outside.

Children will build their skills related to:

- ◆ **Focus:** to block out distractions and hone in on a task.
- ◆ **Control:** their impulses, behaviors, and movements (large/gross and small/fine).
- ◆ **Flexibility:** to shift their attention or hold multiple things in mind to complete a task successfully.
- ◆ **Memory:** recall or hold relevant information in mind to complete a task.



Follow the Music: Tempo

Play different types of music. Have your child choose a movement that matches the beat of the music being played (e.g., when the music is fast, move fast; when it's slow, move slowly; when it's soft, tiptoe; when it's loud, stomp). Dance along with them.

Narrate and Label

Cognitive Flexibility:

"When you heard the slow music start, you stopped moving fast and started moving slowly. That's hard to change movements!"

Managing Behaviors:

"You are telling your body to move very slowly to match the slow tempo of the music. Nice work!"



Follow the Leader

Play follow the leader by lining up with your child in a “choo-choo-train.” Have them lead the train to certain areas in the house or outside (e.g., “Leader, take us to the kitchen!”).

You can also call out “reverse!” and you and your child will turn around. Now, you are the new leader!

Narrate and Label

Managing Behaviors:

“I see that you are walking carefully so that you don’t bump into me!”



Bubbles

Blow bubbles and play a game with your child where they try to pop each bubble before it hits the ground.

Have them come up with new ways to pop a bubble (e.g., if they have been using hands, try using their feet instead).

Narrate and Label

Focus and Attention:

“You are watching closely so you are ready to pop as soon as I blow new bubbles!”

Cognitive Flexibility:

“Wow, you are good at popping bubbles. Let’s see if we can come up with different ways to pop bubbles besides using our hands!”



I-Spy

Give your child a clue about an object (e.g., “I-Spy something that is green,”) and have them to run to the object (e.g., child runs to the tree to show that it is their guess). Add other movements (e.g., “I-Spy a bench. Skip to the bench.”).

Narrate and Label

Working Memory:

“I’m saying ‘green, green, green,’ to help me remember that I am looking for something green.”



Kicking Balls

When outside, show your child how to kick a ball hard and then soft. Let them practice hard and soft kicks.

You can play inside with a soft, foam ball and take turns moving across the room with the ball.

Narrate and Label

Focus and Attention:

“I see that you are focusing hard to kick the ball, then you watch the ball as you follow it to kick it again.”



Show Me...

This game is adapted from the classic Simon Says game. Say a body part for your child to touch (e.g., "Show me your nose!") and you touch your nose at the same time. Repeat with different body parts (e.g., "Show me your elbow!") *without* showing them.

Start simple with one-step directions. You can build up to two-step directions (e.g., "First, touch your nose, then touch your elbow!"), with and without showing them.

Narrate and Label

Working Memory:

"This time, the game was harder because you had to remember two body parts – your nose and your elbow – but you did it!"



Bean Bag Toss

Set up targets (e.g., basket, bucket, box, or even an “X” on the ground made with chalk if you are outside). Have your child to toss a bean bag (or a small stuffed animal or even rolled up socks!) as close to the target as possible. Once they are able to toss close to the target, have them move farther away from the it.

Narrate and Label

Focus and Attention:

“Nice job keeping your eyes on the ‘X’ as you toss the bean bag!”



Dance Party

Have your child do a dance move (provide suggestions for them to choose from if needed). Copy their dance move. Then, you create a move and have them copy yours. For more challenge try putting two or more dance moves together (e.g., clap then spin).

Narrate and Label

Working Memory:

“I see you remembered which dance move comes next!”

Managing Behaviors:

“Nice job dancing! You are controlling your body so you don’t bump into anything!”



We're A Zoo

Pick out an animal, then you and your child pretend to move like it (e.g., bird). Repeat with different animals (e.g., dog, cat, elephant, horse, fish, bear, turtle, pig).

Narrate and Label Children's Skills

Cognitive Flexibility:

"I could tell you were thinking hard about what movement you needed to change to as you moved from one animal to the next."



Freeze

Do different movements with your child (e.g., dance, jump, run, ride a bike, hop) then call out, “freeze.” Wait 2-3 seconds before calling out “go” to move again.

Narrate and Label

Focus and Attention:

“Wow! You are listening so closely to hear me tell you when to freeze!”

Managing Behaviors:

“I see you holding your body very still when I say ‘freeze.’”



Mindfulness: Meditate

Dim the lights and work on sitting quietly for a meditation. Start with very short meditations and then make them longer. Your child will be practicing trying to stay quiet and learning to focus their attention. This will be hard for them. Remember, this is just practice!

Give your child something to focus their attention on.

For example:

- ◆ Place their hands on their belly and chest and watch or feel it move with their breath.
- ◆ Cup their hands in front of their mouth and blow their air into a “balloon.”
- ◆ Listen to soft music playing in the background.



Mindfulness: Listen to the Bell

Use a bell, a set of chimes, or even a phone app with sounds on it to play the sound of a bell. Tell your child that as you make the sound, they should listen carefully until they can no longer hear it (which is usually 30 seconds to a minute).

Narrate and Label

Focus and Attention:

“When I listen to the bell and really focus on it, it lasts much longer than I thought it would. What do you hear when you listen carefully?”



Yoga: Calm-Down

Throughout the day, you and your child can do these yoga poses (see below). First, practice one pose at a time, choosing ones that they are able to do. Have your child breathe in and breathe out for 3 deep breaths in each pose. Do not correct them if their pose isn't perfect. Next, do a few poses together to make a yoga flow.



Child's Pose



Table Top



Cow



Cat



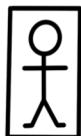
Seated
Forward Fold



Supine Twist
(Right, Left)



Legs Up
On Wall



Savasana



Breathing: Belly Breathing

Breathing exercises help children calm down and become aware of their bodies.

Have your child lay down on their back and put their hands on their stomach. As they take a deep breath in, have them watch their stomach go up. Then have them breathe out and watch their stomach go down.

Narrate and Label

Focus and Attention:

“I see you’re watching your belly rise and fall. You are watching and listening closely to your breath.”



Breathing: Rise Up

Have your child breathe in deeply and raise their arms over their head. Keep holding their breath until their arms are reaching straight up. Breathe out at the same time they are lowering their arms back down to their sides.

Narrate and Label

Managing Behaviors:

“Wow, you were able to raise your arms at the same time that you took a deep breath in. Good job!”



Breathing: Balloons

Have your child take a deep breath in through their nose. Then, place their hands around their mouth like they are pretending to blow up a balloon. Blow out the air through their mouth to “blow up the balloon.”

Narrate and Label

Cognitive Flexibility:

“Let’s pretend we are going to blow up a balloon. Cup your hands around your mouth like this... Now we have a pretend balloon that we need to fill with air!”



Mindfulness: Musical Minute

Turn the lights down or off. Play calming music (see below) as you and your child do big, slow movements that follow the music. Take big, deep breaths with a long, slow exhale. Your child can be standing or lying down on the floor.

*Examples of appropriate music:
Aquarium by Saint-Saens; Clair de Lune by
Debussy; Moonlight Sonata by Beethoven; The
Swan by Saint-Saens*



**FAMILY
ACTIVITIES:
THINK
Toddler**

<https://streamin3.org/>



Skills You Are Supporting

The activities in this section are intended to be fun and engaging ways to support your child with Think and Think: Early Math skills. You can use these activities throughout your day, and most of them can be used inside or outside.

Children will build their skills related to:

- ◆ **Reasoning:** to learn to think through something to come to a conclusion (i.e., *why* things happen, *how* things work, and *what* will happen next).
- ◆ **Inquiry:** developing their ability to observe, experiment, gather information, and explore the world around them to better understand it.
- ◆ **Numeracy:** the ability to work with and understand numbers, including counting, comparing, and ordering numbers.
- ◆ **Operations:** addition and subtraction
- ◆ **Patterning:** a predictable sequence that results from applying a particular rule.
- ◆ **Geometry:** learning the characteristics of shapes.



Let's Pretend

Pretend to be an animal or a favorite character with your child.

For example:

- ◆ Fly like a bird
- ◆ Float like a leaf
- ◆ Tiptoe like a ninja (or like a bear is sleeping)
- ◆ Crawl like a dog
- ◆ "Feed" a stuffed animal

Narrate Imitation and Representation and Label Symbols

"I see you are flapping your wings just like a bird."

"We are walking slow and quiet. Shhh! We don't want to wake the bear!"



Time to Count!

Playfully count aloud with your child at various times during the day. For example:

- ◆ Count giant and/or tip toe steps from the chair to the couch or from room to room.
- ◆ Count quietly and then get louder and louder.
- ◆ Count each step you take to different places outside (e.g., tree to tree).
- ◆ Count food items (e.g., crackers) on a plate.
- ◆ Count how many times you pass a ball back and forth.
- ◆ Count how many times you can jump.

Label Numbers and Cardinality

When you count, always point out that the last number indicates the total amount.

“1-2-3-4-5, wow! We just jumped **5 times!**”

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When possible, show the numeral.

“This is a 5. That’s how many times we jumped!”



Number Songs

Sing songs and fingerplays with your child that include counting up/down from 1-5 or 10. For example:

5 little seashells, lying on the shore. Swish went the waves. Then there were...4.

5 little ducks went out to play,
Over the hill and far away,
When the mama duck said, "quack, quack, quack,"
4 little ducks came swimming back.

5 little speckled frogs,
Sat on a speckled log,
Eating the most delicious bugs. Yum! Yum!
One jumped into the pool,
Where it was nice a cool,
Now there are 4 green speckled frogs.

Act out the motions and show the number of fingers as you sing (e.g., 4 fingers when saying 4). Count down until you get to 0 shells, ducks, or frogs. Be sure to point out that 0 means nothing.



Which is More?

Using objects you have (e.g., balls or blocks) or objects you see/collect around you (e.g., trees, sticks, rocks), make a game out of counting or guessing to see which is more. Be playful and silly and use objects your child is interested in to make this fun.

Examples:

- ◆ Two jars filled with different objects.
- ◆ Blades of grass outside verses number of trees outside.
- ◆ Stuffed animals versus cars.

Prompt Children to Compare

“Which is there more of: blocks or crayons? You think the crayons won – they have more? Let’s count to check!”



Is it Smaller?

Show your child an object and ask them to find something that is smaller or bigger than that object (e.g., when on a walk, show them a pinecone and see if they can find something that is smaller). Let your child check what they find by holding the object next to it. If your child has trouble searching, walk around with the object and compare to other items.

Prompt Children to Compare

“Is this clock bigger than the bike?”

“You think the ball is smaller than the bag. Let’s check it!”



I-Spy

Give your child clues about things in the world around them and ask them to find what it is. For example:

- ◆ “I-Spy water, can you find water?”
- ◆ “I-Spy a bug, do you see a bug?”

Math-related examples:

- ◆ “I-Spy a circle.”
- ◆ “I-Spy something under a table.”
- ◆ “I-Spy something blue. This is blue (*show an example*). Can you find something that is blue like this?”

Prompt Children’s Explanations

Ask your child to explain how they knew what to look for or how they found it. For a non-verbal child, describe it for them.

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“Ah, you heard me say ‘under,’ so you are looking under the table.”



Who Am I?

Give your child clues or act out an animal or thing and ask them to guess what you are. Examples are below, but consider the experiences and the interests of your child.

- ◆ (*While crawling, pretending to eat from a bowl and bark*), “Do you know what I am?” If child copies instead of guesses, say, “You are a dog just like me!”
- ◆ “I need something... It’s shiny and smooth and I use it to eat my yogurt. Can you find what I use to eat my yogurt?”

Prompt Children’s Explanations

“How did you know...?”

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For non-verbal children, describe what you *think* they were thinking.



Pattern Games

Explore patterns throughout the day. Make or point out a pattern and ask your child to copy or build on it (e.g., ask, “What comes next?”).

Start with a simple ABAB pattern (e.g., clap, stomp, clap, stomp) and build on for challenge. Try ABBABB (e.g., clap, stomp, stomp, clap, stomp, stomp).

For example:

- ◆ **Movements:** Patterns of clapping, stomping, slapping, high-low, etc.
- ◆ **Food:** Line food up in a pattern (e.g., cracker, cheese, cracker, cheese) or eat bites in a pattern (e.g., carrots, then take a sip of water, carrots, water)
- ◆ **Materials:** Car, dinosaur, car, dinosaur
- ◆ **Clothes:** Sock, shoe, sock, shoe



Shape & Color Hunt

Challenge your child to hunt for shapes or colors in a room or outside. When needed, provide an example of what they are hunting for. For example, show a circle, then ask your child to find a shape that is just like it. If possible, have your child move to touch the object they find. Add challenge by combining shape and color (e.g., a blue circle).

Prompt Children to Identify Shapes and/or Their Properties

“What shape is this? How do you know it’s a...?”

“You found something that looks like a triangle.
It has 3 sides!”



Where's the Beanbag?

With or without music, explore position words with a beanbag (or any small object such as rolled socks). Sing or call out commands for your child to put the beanbag/object in different positions. Make sure to join in and describe the position of your own beanbag/object.

For example:

- ◆ On top of your head
- ◆ Behind you
- ◆ Next to your ear
- ◆ Under your shoe

Prompt Children to Compare

“Where is the bag?”

--

For non-verbal toddlers, describe and prompt:
“I see you put it on top of your head! That’s so silly! Is it on your head?”



Steady Beat Patterns

Listen to an upbeat piece of music (hint: think of the type of a song you would like to jog to). Guide your child in patting their laps (not clapping!) to the beat. As they grow more comfortable doing this, create a beat pattern.

Earlier in the year:

Keep it simple! For example, pat your lap for 8 beats, pat your shoulders for 8 beats, and repeat.

Examples of appropriate music:

Concerto Grosso in C Major by Correlli; Rondo All Turca by Mozart; Eine Kleine Nachtmusik by Mozart



**FAMILY
ACTIVITIES:
COMMUNICATE**

Toddler

<https://streamin3.org/>



Skills You are Supporting

The activities in this section are intended to be fun and engaging ways to support your child with Communicate skills. You can use these activities many different times throughout your day, and most of them can be used inside or outside.

Children will build their skills related to:

- ◆ **Communicating and Speaking:** the ability to use language to explore their world, use their imagination, and connect with others.
- ◆ **Listening and Understanding:** developing an ability to use active listening to better make sense of the world around them.
- ◆ **Vocabulary:** increase both their expressive vocabulary (words they can say) and their receptive vocabulary (words they can understand).
- ◆ **Sound and Rhyme Awareness:** to become aware of the sounds of words and that words can rhyme.



Label It!

Have your child tell you the names of different items in a room. They may need your help to get started (e.g., “Tell me the name of this... Right, it’s a pillow.”). If you have a post-it note or tape, write the name they said and then let your child stick it to the object! Be silly and encourage your child to pick things all over the room so they are reaching, climbing, or crouching to label it. Make your child laugh by labeling and sticking to body parts (e.g., post-it on your nose)!

Repeat Words Often

Encourage your child to label/use vocabulary that they may not use often (e.g., windowsill, knob, printer). Repeat the new word when they say it the first time. Throughout the rest of the day when you notice the post-it, draw attention to the label.



Body Parts

Sing songs about body parts and have your child label (point to or say) the parts of their body.

For example:

(Touching each part as sung)

Head, shoulders, knees, and toes,
Head, shoulders, knees, and toes,
Eyes, and ears, and mouth, and nose,
Head, shoulders, knees, and toes.

(Moving each body part as described)

I wiggle my fingers,
I wiggle my toes,
I wiggle my hands,
I wiggle my nose,
Now the wiggles are out of me,
I'm as still as I can be!

Switch for different movements (e.g., shake, bend, touch), and different body parts (e.g., head, knees, elbows).



Rhyming Songs

Sing rhyming songs with your child using different types of voices (e.g., a loud voice, normal voice, whisper voice, and a silly voice). Use motions as you sing. Make up new motions with your child!

Example: *Two Little Blackbirds*

Two little blackbirds sitting on a hill,
One named Jack and one named Jill.

Fly away, Jack; fly away, Jill,

Come back, Jack; come back, Jill.

Two little blackbirds sitting on a hill,
One named Jack and one named Jill.

Additional Examples:

Rain, Rain Go away

Twinkle, Twinkle, Little Star

Eensy Weensy Spider

A Ram Ram Sam

On My Toe

Down by the Bay

My Little Puppy

Jenny Jenkins



Conversation Starters

Use these starters (see below) to get a conversation going about your child's thoughts, needs, or opinions.

It can be hard for toddlers to go back and forth or take turns in conversations. It's okay if they need extra support.

Even if your child doesn't talk yet, ask a question and still pause for their response, then respond.

- ◆ **Remember and describe things that already happened:** "We just took care of our pet. What did we do?"
- ◆ **Questions about familiar events or routines:** "What do you think will happen when we go outside?"
- ◆ **Opinions:** "What is your favorite part of your lunch?"



Sing a Question

Play with songs and words by singing your questions to your child. If possible, have them sing their answer back!

For example:

Parent: ♪♪ What did you eat for breakfast this morning? ♪♪

Child: ♪♪ I had cereal and milk and strawberries... ♪♪

Continue the conversation in your singing voice until your child loses interest.

Singing a perfectly is not important!



Active Listening

Play a piece of music for your child and after 1-3 minutes, ask about what they hear in the music. Ask questions that help provide answer choices rather than open-ended questions.

For example:

“Does this music sound like horses running or like a person dancing?”

Just Beginning: Start by giving simple questions that offer options or only require one-word answers, such as the one above.

Ready for a Challenge: Gradually move towards more open-ended questions (i.e., questions that require more than a one-word answer) to encourage their growing vocabulary.

You can also ask your child to *show* you what the music sounds like by moving to the music (e.g., stomping, swaying, arms over head, head nodding, facial expressions, acting-out a scene).