Toddlers – Week of April 27th 2020

This week we will focus on Light and Shadow

Getting Ready

We know that children thrive with routine, especially when there are big changes around them. World at Home lesson plans have been designed to bring the comforting rhythms of our Bright Horizons® child care centers right into your home, with guided learning opportunities that follow a similar schedule to that of our classrooms. We know there is a lot here to digest. Our intent is for you to use what works for you. Think about all the things you need to accomplish while you are at home, and add in as much activity as you feel supports your child’s needs and your own. Change the schedule to meet your needs, choose activities you think your child will love and skip the others, or follow this plan as it is. Our goal is to support your child’s learning, even while you are safely at home.

Helpful Resources

► All of our World at Home resources https://worldathome.brighthorizons.com/


► Tips on scheduling your day https://www.brighthorizons.com/-/media/BH-New/WorldatHome/324Content/WorldatHome_SchedulingTips2

► World at Home Family Webinar schedule https://www.brighthorizons.com/-/media/BH-New/WorldatHome/47Content/WorldatHomeFamilyWebinarSchedule

► This week: Register here for Learning Beyond the Worksheet or Raising Kids with High EQ

► Family resources for life at home – including stress management and talking to children in difficult times https://www.brighthorizons.com/life-at-home
Weekly Materials List

(In addition to items from the General Materials List posted here.)

- Craft sticks
- Clear storage container
- LED lights/flashlight/flameless tea lights
- Transparent paper
- Scissors
- Plastic bracelets
- Colored cellophane
- Reusable ice cubes

Weekly Prop Box and Open-Ended Materials

Explanation/theme
There are many items that offer children an exploration of light, many of them reacting to light in different ways. Give your child a flashlight and let them look for and gather materials that reflect, block, or change the angle of light. Safe and moveable items can be put into a bin or basket for the week for them to test and experiment.

Materials
- Small flashlight or other light source.
- Items such as child-safe mirrors, metal spoons or bowls, thin scarves or sheer fabric, translucent toys, and many more can be added for your child’s prop box for exploration.

Light and Shadow Focus

This week’s topic of emphasizes children’s scientific, creative, and artistic discoveries regarding shadows and light. As you embark on this topic with your child, you will focus on active, hands-on engagement in STEM, visual arts, and drama. Key to investigating shadows and light is to join in with your child, inspire their thinking and explorations, and work with them to understand and document their learning through dictations, drawing, photography, or any means that you or your child desires. Activities will continue to help children grow in every area of development. Read through the activities and experiences and find ways to engage in the joy and wonder of this topic; as there is ample opportunity to learn, share, and discover together.
### Light and Shadow – Monday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
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<tr>
<td><strong>Early Morning</strong></td>
<td>Prepare for the day</td>
</tr>
<tr>
<td>Early Morning</td>
<td>Breakfast</td>
</tr>
<tr>
<td>Mid-Morning</td>
<td>Language: Shadow Box Animal Name Sounds</td>
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<tr>
<td>Late Morning</td>
<td>Story Time: Library Lion</td>
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<tr>
<td>Late Morning</td>
<td>Get outside!</td>
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<tr>
<td>Noon</td>
<td>Lunch</td>
</tr>
<tr>
<td>Early Afternoon</td>
<td>Quiet time – nap, read, or listen to an audio book</td>
</tr>
<tr>
<td>Mid-Afternoon</td>
<td>Let’s Play: Shadow Puppets</td>
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<tr>
<td>Late Afternoon</td>
<td>Science Rocks: Shadows Grow</td>
</tr>
</tbody>
</table>

### Questions and Extension Activities

**Open-ended questions to start the day**

► Today you are going to explore shadows made by different toy animals (or other toys). How do you think we could make those shadows? What do you think an animal’s shadow might look like?

**Extend the Learning**

Give your child a flashlight and encourage them to see what sorts of shadows different items make. You may even consider an evening walk together. Seek out shadows around streetlight areas, etc.

**Conversation around the dinner table**

► We noticed a lot of shadows today as we played. How is a shadow made? Can you see shadows in the dark?
Questions and Extension Activities

Open-ended questions to start the day

► Today you are going to find where light comes from. Where is the light coming from when we are outside or indoors? What about at night? What do the lights look like? Are the bright or dim? What color is the light?

Extend the Learning

Ask your child to find where light is coming from as you go throughout you day. They may notice light shining through the windows or small ones from electronics. As they go to bed, a nightlight might shine stars on the ceiling.

Conversation around the dinner table

► We found a lot of lights today in all kinds of places! Where is the light coming from now? What color is it? Will the light stay, or will it fade away as the sun sets?
<table>
<thead>
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<th>Time of Day</th>
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<tbody>
<tr>
<td>Early Morning</td>
<td>Prepare for the day</td>
</tr>
<tr>
<td>Early Morning</td>
<td>Breakfast</td>
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<tr>
<td>Mid-Morning</td>
<td>Language: Light Box Position Words</td>
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<td>Late Morning</td>
<td>Social-Emotional Learning: Balancing Act</td>
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<tr>
<td>Noon</td>
<td>Get outside!</td>
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<tr>
<td>Early Afternoon</td>
<td>Lunch</td>
</tr>
<tr>
<td>Mid-Afternoon</td>
<td>Quiet time – nap, read, or listen to an audio book</td>
</tr>
<tr>
<td>Late Afternoon</td>
<td>Movement: Shadow Box Scarf Twirling and Jumping</td>
</tr>
</tbody>
</table>

**Questions and Extension Activities**

**Open-ended questions to start the day**

- Today you are going to twirl and jump and watch what happens with your shadow when you move. What do you think might happen?

**Extend the Learning**

- Now that you’ve started noticing the shadows all around you, see if you can make a shadow grow bigger or smaller. Experiment together. What is the biggest shadow you can make with an object?

**Conversation around the dinner table**

- What happened to the shadows you saw today when you moved an object closer to the light? What about when you moved an object further away from the light?
Questions and Extension Activities

Open-ended questions to start the day

► Today you are going to try to outrun or chase our shadows. Do you think you can get away from your shadow? How could you do it?

Extend the Learning

When playing outdoors, encourage your child to run so that they are no longer touching their shadow. Suggest they go into another shadow to see if their shadow will disappear. Alternatively, name a body part and encourage your child to jump on that part. Point out how their shadow always moves with them!

Conversation around the dinner table

► We discovered our shadows were very quick! When did your shadow go away? Do you see your shadow now? Can you have a shadow in a dark place?
Early Morning | Prepare for the day
---|---
Early Morning | Breakfast
Mid-Morning | Math: Building Block Shadows
Late Morning | Art: Shadow Sidewalk Chalk
Late Morning | Get outside!
Noon | Lunch
Early Afternoon | Quiet time – nap, read, or listen to an audio book
Late Afternoon | Art: You Light Up My Table

Questions and Extension Activities

Open-ended questions to start the day

- Today you are going to take some of your blocks outdoors and see if you notice a shadow.

Extend the Learning

- Build a tall structure with the blocks and let it remain outside for several hours. Check on the structure frequently and notice what happens with the shadow.

Conversation around the dinner table

- When we played with the blocks outside today, what did you notice about the shadow? Was there a time when you couldn’t find the shadow? Why do you think that happened?