



Dear Parents,

In order to continue your child's educational growth while their center is closed a package of home learning activities have been prepared for you and your child to do at home.

The package contains developmental appropriate activities for children 8wks to 3 years old in the areas of physical, math, language, literacy, and social emotional. A calendar has been provided for you and your child to do a different activity each day. Please feel free to do the activities as many times as your child would like; reinforcement is great! Also, included you will find links to free website that have great activities.

Please remember to be safe and we all are looking forward to seeing you when centers reopen.

If you have questions, please feel free to contact me.

Additional Learning Activities:

<https://www.abdozoom.com/zoomchoice/?tk=AE75056C570B319A6B47A15986D1DEE9>

<https://www.familyeducation.com/fun/activities-babies/its-playtime-baby-12-simple-developmental-activities-try-your-tot>

https://www.gov.nl.ca/eecd/files/earlychildhood_everyday_i_learn_through_play.pdf

<https://www.zerotothree.org/resources/164-play-activities-for-birth-to-12-months>

Thanks

Phyllis Lott, Early Head Start Manager
GLEAMNS Head Start
237 North Hospital Street
Greenwood, South Carolina
1-803-275-4060 (Office)
1-864-554-8386 (Cell)

2021



EARLY HEAD START HOME LEARNING ACTIVITIES

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Activity Card #83	2 Holiday	3
4	5 Holiday	6 Activity Card #22	7 Activity Card #92	8 Activity Card #80	9 Activity Card #68	10
11	12 Activity Card #01	13 Activity Card #72	14 Activity Card #89	15 Activity Card #88	16 Activity Card #79	17
18	19 Activity Card #77	20 Activity Card #86	21 Activity Card #74	22 Activity Card #73	23 Activity Card #82	24
25	26 Activity Card #81	27 Activity Card #21	28 Activity Card #90	29 Activity Card #99	30 Activity Card #100	Wear your mask
	Practice social distancing			Remember to wash your hands		

Read a short story to your child.	Make up silly songs and sing with your child.	Take a walk and talk about the things you see.	Move your body in different ways and talk about body parts.	Repeat nursery rhymes with your child.	Hunt for colors around the house.
-----------------------------------	---	--	---	--	-----------------------------------

Time to Close Your Eyes

83

Objective 23

Demonstrates knowledge of patterns

Related Objectives: 1a, 1b, 1c, 2b, 3a, 7a, 9a, 9b, 10b, 12a, 15a, 26, 31, 34

What You Do

1. Sing to the tune of "Alouette" when helping children transition to nap time.

Goodnight, [Jeffrey].

Goodnight, little [Jeffrey].

Goodnight, [Jeffrey].

It's time to close your eyes.

Shake It Up

22

Objective 21

Explores and describes spatial relationships and shapes

a. Understands spatial relationships

Related Objectives: 6, 7a, 8a, 8b, 11a, 23, 24, 34

What You Do

1. Sing to the tune of "Bingo."

Hold your rattle in your hand and shake it high and low.

Shake, shake, shake it up.

Shake, shake, shake it up.

Shake, shake, shake it up.

That's how to make it go.

2. Encourage the child to hold and shake her rattle while you sing the song together.

Creepy Crawly Spiders

92

Objective 20

Uses number concepts and operations

a. Counts

Related Objectives: 7a, 8a, 8b, 11a, 14b, 15a, 20b, 23, 34

What You Do

1. Move your hands like creepy crawly spiders as you read the poem.

One, two spiders, crawling on the ground,

One, two spiders, where can they be found?

One, two spiders, hide behind my back,

One, two spiders, I see them coming back!

Follow That Toy

80

Objective 11

Demonstrates positive approaches to learning

a. Attends and engages

Related Objectives: 2a, 6, 7a, 8a, 8b, 11d, 12a, 21a, 29

What You Do

1. Sit with the child in your lap, facing you. Show the child an interesting toy that makes noise, e.g., a musical instrument, a rattle. Ask, "Do you see my fun toy?"
2. Lift the object up high over the child's head and watch him track it. Ask, "Where is it going?"
3. Keep the toy just out of the child's reach and slowly shake or rattle it as you move it down and touch it to his toes. Watch as his eyes follow the object as it moves. Offer the toy to the child for him to explore.

Let's See What We Can Find

68

Objective 12
Remembers and connects experiences

a. Recognizes and recalls

Related Objectives: 8a, 9a, 11a, 12b, 24, 26, 32

What You Do

1. Sing to the tune of "Here We Go 'Round the Mulberry Bush."

Let's all look around the room,
Around the room, around the room.
Let's all look around the room and see what we can find.

2. Invite children to each find an object and bring it back. Encourage them to name the object and describe it. Add to their descriptions. "Yes, you found a smooth green ball. It is so big, you need two hands to hold it!" If the child is preverbal, name the object for him and describe it.

A Toy for Kitty

01

Objective 11
Demonstrates positive approaches to learning

d. Shows curiosity and motivation

Related Objectives: 2a, 6, 7a, 8a, 8b, 11b, 13

What You Do

1. Recite the rhyme.

Kitty likes a furry mouse
To chase around the farmer's house.
But in a pinch a toy is fun,
As long as it's furry—let's find her one!

2. For toddlers and 2-year-olds, place two small toys in a bag, one that is furry and one that is not. Invite the child to feel the toys inside the bag. Ask, "Is there a furry toy in this bag for Kitty? Can you take it out for me?"

What's in the Bag?

72

Objective 11
Demonstrates positive approaches to learning

d. Shows curiosity and motivation

Related Objectives: 1b, 3a, 8b, 9b, 12a, 12b, 24, 26

What You Do

1. Place an object in a soft bag or pillowcase.

2. Invite the children to feel the object through the bag and guess what the object might be. Add to their descriptions and ask questions that encourage them to add new details. "Dayvon said 'bear.' It sounds like he thinks it might be a stuffed teddy bear. Dayvon, why do you think it is a teddy bear?"

3. Open the bag and talk about the object. "It was a teddy bear! He is big and brown with a polka-dot bowtie around his neck."

Hop Around

89

Objective 35
Explores dance and movement concepts

Related Objectives: 1b, 3a, 4, 5, 8b, 11a, 34

What You Do

1. Sing the following song to the tune of "Skip to My Lou."

Hop, hop, hop all around.
Hop, hop, hop all around.
Hop, hop, hop all around.
Let's hop around together.

2. Repeat, substituting different actions for "hop."

Just Like Me!

88

Objective 9

Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

Related Objectives: 3, 4, 5, 8a, 8b, 9b, 11a, 20a

What You Do

1. Recite the chant and indicate when toddlers and 2-year-olds should say, "Just like me!" Encourage the child to copy your movements.

I went upstairs. [*Mime walking up stairs.*]

Just like me!

I went into a room. [*Mime opening a door.*]

Just like me!

I looked out of a window. [*Mime looking out of a window.*]

Just like me!

And there I saw a monkey. [*Scratch under your arms.*]

Just like me!

Sammy the Starfish

79

Objective 14

Uses symbols and images to represent something not present

b. Engages in sociodramatic play

Related Objectives: 2a, 4, 5, 6, 7a, 11a, 11b, 11d, 21a, 35, 36

What You Do

1. Invite children to join you for a story.

As a sandpiper passed by on the beach one day, Sammy the starfish spoke. "Mr. Sandpiper, if you please, tell me what you do for fun." The sandpiper replied, "I hop and I scuttle and I play tag with the tide."

2. Demonstrate the sandpiper's actions and invite toddlers and 2-year-olds to copy your movements.

Rise and Shine

77

Objective 1

Regulates own emotions and behaviors

a. Manages feelings

Related Objectives: 1b, 9a, 9b, 10b, 12a, 15a, 26, 31, 34

What You Do

1. Sing to the tune of "The Farmer in the Dell."

It's time to rise and shine. It's time to rise and shine.

Hello, my little one, it's time to rise and shine.

It's time to play some games. It's time to play some games.

Peek-a-boo my little one. It's time to play some games.

It's time for great big hugs. It's time for great big hugs.

I love you, my little one, it's time for great big hugs.

Daddy Loves You

86

Objective 1

Regulates own emotions and behaviors

a. Manages feelings

Related Objectives: 1b, 1c, 2b, 3a, 9a, 10b, 12a, 12b, 15a, 23, 26, 31, 34

What You Do

1. Sing to the tune of "Are You Sleeping?"

[Daddy] loves you.

[Daddy] loves you,

[Abraham], [Abraham].

[Daddy] loves his baby,

His sweet baby boy.

[Daddy] loves [Abraham].

2. Repeat using other family members' and teachers' names.

Objective 26
Demonstrates knowledge of the physical properties of objects and materials

Related Objectives: 1b, 3a, 4, 5, 6, 8b, 11e, 12a, 14b, 21a, 25, 36

What You Do

1. Invite children to alternate making their bodies as big and as small as they can by pretending to be big and small animals or objects, e.g., as big as a tree, as small as a seed; as big as an elephant, as small as a mouse. "Let's make our bodies as big as a house. How big can you be? Stretch your arms up high. Now let's make our bodies as small as a button. How small can you make yourself?"

Objective 8
Listens to and understands increasingly complex language

b. Follows directions

Related Objectives: 1b, 2a, 5, 11a, 11b, 11c, 11d, 11e

What You Do

1. Invite the child to sit down and make body puzzles with you.
2. Say, "I will do some movements. Let's see if you can copy me." Play some lively, upbeat instrumental music at a low volume.
3. Give some instructions for making the body puzzle. Allow children time and support them to make the appropriate motions, e.g., "Touch your hands to your tummy," "Touch your nose to your toes," "Touch one hand to your head, and the other hand to your foot."

Objective 9
Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

Related Objectives: 2a, 2b, 8a, 9a, 9b, 9d, 11a, 29

What You Do

1. Sit near the child and invite her to listen to a story about her. Alter the story as appropriate.

Once there was a little girl named [child's name] who loved school. Every day, she would wake up and brush her teeth and eat breakfast before leaving for school. She loved the ride to school because there was so much to see along the way: the garbage truck, the big city buses, and the school buses. [Child's name] was happy to see her friends at school! She loved to see her friends and be a helper. Her favorite part of the day was [child's favorite activity].

Objective 2
Establishes and sustains positive relationships

b. Responds to emotional cues

Related Objectives: 2a, 7a, 8a, 11a, 13, 15a, 20a, 20b, 21a, 23, 29, 34

What You Do

1. Sing to the tune of "Mary Had a Little Lamb."

Where are baby's tiny [ears],
Tiny [ears], tiny [ears]?
Where are baby's tiny [ears]?
Here they are!

2. End by kissing or softly touching the child's [ears].

3. Repeat using a different part of the child's body, e.g., fingers, cheeks, knees.

Objective 15

Demonstrates phonological awareness, phonics skills, and word recognition

a. Notices and discriminates rhyme

Related Objectives: 5, 8a, 8b, 11a, 35

What You Do

1. With toddlers and 2-year-olds, demonstrate tapping the bottom of their feet with the opposite hand.
2. Chant the rhyme as you tap a steady beat. Demonstrate switching your hand and foot with each new line.

Tippy tappy tiny feet
Running through the house,
I've a feeling we shall meet
A silly little mouse!

Objective 16

Demonstrates knowledge of the alphabet

b. Identifies letter-sound correspondences

Related Objectives: 1b, 8a, 8b, 12a, 15c, 23, 29, 34

What You Do

1. Create a chant to transition to the next activity using the first letter sound of children's names.

/t/ /t/ Tyeisha,
/p/ /p/ Paul,
/e/ /e/ Evelyn,
Let's go wash our hands.

2. Clap your hands and keep the beat.
3. Repeat with other children's names.

Objective 9

Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

Related Objectives: 1c, 8a, 8b, 11b, 12a, 15a, 23, 25

What You Do

1. Encourage children to imitate interesting sounds you make, e.g., buzzing like a bee, blowing raspberries, making long and short vowel sounds. "Listen while I make a silly sound. BZZZ. BZZZ. BZZZ. Can you do it with me?"

Objective 14

Uses symbols and images to represent something not present

a. Thinks symbolically

Related Objectives: 1b, 8b, 9a, 11a, 12a, 25, 36

What You Do

1. Recite the chant using a lively voice.

Rooster greets the morning with a
"Cock-a-doodle-doo."
Cow joins the chorus with a "Moo,
moo, moo."
Sheep says "Baa" when it's time to play.
Horse fills the air with "Neigh, neigh, neigh."
Pig squeals "Oink!" as she wallows in
the muck,
And Hen in the henhouse cackles,
"Cluck, cluck, cluck!"

2. Repeat the chant and encourage children to join you as you make the animal sounds.