



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

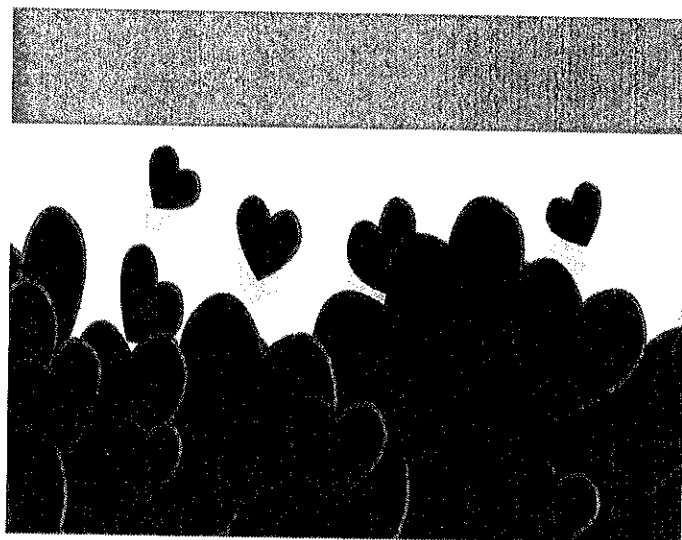
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February 2021



EARLY HEAD START HOME LEARNING ACTIVITIES

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Activity Card #02	2 Activity Card #04	3 Activity Card #51	4 Activity Card #37	5 Activity Card #62	6
7	8 Activity Card #66	9 Activity Card #65	10 Activity Card #74	11 Activity Card #88	12 Activity Card #86	13
14	15 Activity Card #67	16 Activity Card #25	17 Activity Card #21	18 Activity Card #14	19 Activity Card #13	20
21	22 Activity Card #71	23 Activity Card #27	24 Activity Card #26	25 Activity Card #07	26 Activity Card #23	27
28			Wear your mask			
	Practice social distancing				Remember to wash hands	

Read a short story to your child each day.	Point out and talk about different animals with your child.	Repeat nursery rhymes with your child.	Make up your own stories to tell your child.	Dance with your child to music.	Imitate different animal sounds.
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Objective 4

Demonstrates traveling skills

Related Objectives: 1b, 2a, 5, 8a, 11a, 11b, 14b, 36

What You Do

1. During transitions between activities, invite children to copy you as you move like an animal. Use the following instructions as you demonstrate each movement.

Let's pretend to be puppies today.

Let's crawl around and pick up all the toys.

[Use for cleanup time.]

Let's pretend to be big hairy apes and walk to the door on all fours. [Use for going outdoors.]

Let's march like horses. [Use for waiting in line.]

2. Hold infants in your arms and point out other children's actions. "Do you see Marcus? He's pretending to be a cat."

Objective 1

Regulates own emotions and behaviors

c. Takes care of own needs appropriately

Related Objectives: 2a, 6, 7a, 8b, 11b, 15a, 23, 26, 29

What You Do

1. When helping a child get dressed, describe what you are going to do, e.g., "Michael, I'm going to help you take off your wet shirt. Feel how wet it is? Let's put on a dry one."

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

Let's put on your [pants].

Let's put on your [pants].

One [leg], the other [leg],

Let's put on your [pants].

3. Adapt the song using other clothing items.

Objective 5

Demonstrates balancing skills

Related Objectives: 2a, 8a, 11a, 15a

What You Do

1. Invite a child who is able to sit up unsupported to join you on a comfortable chair. Hold the child securely on your lap facing you.

2. Gently bounce your knees up and down as you chant the rhyme.

To market, to market, to buy a fat pig;
Home again, home again, dancing a jig.

To market, to market, to buy a fat hog;
Home again, home again, jiggity-jog.

3. Repeat the rhyme. Make your bounces larger as you say, "Home again, home again," and lift him into the air on "jiggity-jog."

Objective 4

Demonstrates traveling skills

Related Objectives: 2a, 5, 11a, 15a, 35

What You Do

1. Stand in front of the child and introduce the movements as you chant the rhyme. Encourage the child to follow your actions.

Rain on the green grass [Turn around in a circle.]

Rain on the trees [March forward.]

Rain on the sidewalk [March backward.]

But no rain on me. [Tip and tilt from side to side, pretending to hold an umbrella over your head.]

2. Repeat the rhyme, performing the movements together.

Busy, Dizzy Hands

62

Objective 21

Explores and describes spatial relationships and shapes

a. Understands spatial relationships

Related Objectives: 1b, 2a, 5, 8a, 8b, 11a

What You Do

1. Call out the directions and invite children to perform the hand movements.

My hands are over my head. [*Put your hands over your head.*]

Now they're behind my back. [*Put your hands behind you.*] Look! Now they're between my knees! [*Put your hands between your knees.*]

My silly hands! One is in front and the other is in back. [*Put one hand in front of you and the other hand behind you.*]

Now my hands are coming to rest in my lap. [*Put your hands in your lap.*]

What Can That Sound Be?

66

Objective 11

Demonstrates positive approaches to learning

d. Shows curiosity and motivation

Related Objectives: 1c, 8a, 11a, 12a, 25, 26, 27, 31, 34

What You Do

1. Sing to the tune of "Oh, Dear! What Can the Matter Be?"

Oh, dear! What can that sound be?

Oh, dear! What can that sound be?

Oh, dear! What can that sound be?

Let's listen closely and hear.

2. Encourage children to listen very closely and identify any sounds they hear, e.g., voices in the hall, birds chirping outside the window, a car honking on the street. For children who are preverbal, name and describe the sounds.

Peek at You

65

Objective 34

Explores musical concepts and expression

Related Objectives: 2a, 2b, 8a, 11a, 15a

What You Do

1. Recite the rhyme while holding a child.

When I look at your sweet face, [*Touch the child's nose.*]

I can see a smile in place. [*Run your fingers along his chin and smile.*]

When I take a peek at you, [*Cover your eyes and peek at the child.*]

I can see your [color of child's eyes] eyes, too.

2. Repeat the rhyme and add movements.

I'm Big, I'm Small

74

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?"

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!

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.

Shoo, Fly!

67

Objective 34

Explores musical concepts and expression

Related Objectives: 2a, 5, 8a, 8b, 11a, 15a, 35

What You Do

1. Sit on the floor and hold an infant on your lap.

2. Sing "Shoo, Fly" and perform the motions with the child.

Shoo, fly, don't bother me. [*Gently shake one of the child's hands.*]

Shoo, fly, don't bother me. [*Gently shake the other hand.*]

Shoo, fly, don't bother me. [*Gently shake the child's legs.*]

For I belong to somebody. [*Give the child a big hug.*]

We Are the Clouds

25

Objective 14

Uses symbols and images to represent something not present

b. Engages in sociodramatic play

Related Objectives: 4, 5, 8a, 8b, 12a, 12b, 15a, 18a, 24, 27, 35

What You Do

1. Recite the poem.

We are the clouds, floating by.

We are the sun, high in the sky.

We are the birds, flying around.

We are the trees, strong in the ground.

2. Invite the children to move with you as you say the poem, acting out the words. Support infants in your lap as you gently move their bodies to the words.

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 11

Demonstrates positive approaches to learning

c. Solves problems

Related Objectives: 1a, 1b, 8b, 9a, 9b, 14b, 15a

What You Do

1. Invite children to play a movement game with you. "Let's pretend we have glue on our hands. Our hands are so sticky!"
2. Lead toddlers and 2-year-olds in acting out the movements as you recite the rhyme.

My sticky hands stick to my head.
My sticky hands stick to my feet instead.
My sticky hands stick to my knees.
My sticky hands stick together for me!

3. With infants, gently guide their hands to touch each part of their bodies while you recite the rhyme.

Objective 4

Demonstrates traveling skills

Related Objectives: 2a, 11a, 15a, 21a

What You Do

1. Stand or sit near the infant and say, "I'm going to pick you up to dance." Hold her in your arms facing you as you chant the rhyme and do the movements:

Going up, going down. [*Lift the child up and down, like she is on an elevator ride.*]
Marching forward, returning home. [*Face her outward and march forward and backward.*]
To the left and to the right—one more time and then goodnight. [*Hold her on her tummy, supporting her chest and torso, and swing her gently from side to side.*]

Objective 6

Demonstrates gross-motor manipulative skills

Related Objectives: 2a, 5, 8a, 11a, 11b, 11c, 15a, 29, 35

What You Do

1. Invite the child to stand in front of you. Chant the rhyme and demonstrate the motions.

Star light, star bright, [*Roll your forearms forward, one over the other.*]
First star I see tonight. [*Roll your forearms in the other direction, one over the other.*]
I wish I may, I wish I might, [*Extend your arms out and then bend them to touch your fingers to your shoulders.*]
Have the wish I wish tonight. [*Jump up with a grasping motion to "catch the wish."*]

2. Repeat the rhyme and invite the child to copy you as you do the motions.

Objective 36

Explores drama through actions and language

Related Objectives: 2a, 4, 5, 8a, 8b, 11a, 11e, 14b

What You Do

1. Invite toddlers and 2-year-olds to join you as you act out a song. Sing to the tune of "Pop! Goes the Weasel" and demonstrate the movements.
2. With an infant, bounce her gently as you say, "...to prance among the snowflakes."

I'm very late. It's half past eight!

I'd better eat my pancakes. [*Mime eating.*]

Then don my boots and head out the door

[*Mime putting on boots and opening a door.*]

To prance among the snowflakes.

[*Mime prancing with joy.*]

Objective 13

Uses classification skills

Related Objectives: 1b, 1c, 2b, 3a, 4, 7a, 9a, 9b, 10b, 12a, 15a

What You Do

1. Look for opportunities to notice when a child helps the group in some way, e.g., a young infant hands you a book to put in the book basket at cleanup time; a toddler gets another child's blanket for him at nap time; a 2-year-old passes out napkins at snack time.
2. Sing to the tune of "Row, Row, Row Your Boat."

Thank you, thank you, thank you, [Max].

It's good that you were here.

We'd like to show you our thanks,

Let's give a thank-you cheer!

3. Applaud and cheer for the child.

Objective 5

Demonstrates balancing skills

Related Objectives: 2a, 6, 7a, 8a, 8b, 11a, 11c, 14a, 25

What You Do

1. Scatter several objects on the floor, e.g., a soft ball or stuffed toy. Recite the rhyme and demonstrate the movements.

Hungry crane, what do you see?

[*Make "binoculars" with your hands.*]

I see a tasty fish! [*Point to an object on the floor.*]

Go ahead and pick it up [*Crouch to pick up the object.*]

And eat it as you wish. [*Return to standing.*]

2. Repeat the rhyme using different animal/treat combinations. Demonstrate the movements and invite toddlers and 2-year-olds to copy them.

Objective 21

Explores spatial relationships and shapes

a. Understands spatial relationships

Related Objectives: 2a, 4, 5, 6, 7a, 8a, 8b, 11a, 11c

What You Do

1. For toddlers and 2-year-olds, place a shoe somewhere nearby, making it easy to find. Recite the rhyme and invite the child to find the shoe. As she searches, prompt with questions and comments that contain positional words, e.g., "Did you look *in* the bookshelf?" "Maybe it's *under* the water table." "I think it's *behind* you."

Old Uncle Lou has misplaced his shoe

And needs our help to find it.

Look up and look down, look in and

look through,

Look under the chair and behind it.