



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

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GLEAMNS Head Start

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Early Head Start Home Learning Activities



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 No School	5 Activity Card #06	6 Activity Card #18	7 Activity Card #16	8 Activity Card #17	9
10	11 Activity Card #95	12 Activity Card #96	13 Activity Card #85	14 Activity Card #93	15 Activity Card #94	16
17	18 Holiday	19 Activity Card #89	20 Activity Card #24	21 Activity Card #91	22 Activity Card #72	23
24	25 Activity Card #42	26 Activity Card #09	27 Activity Card #50	28 Activity Card #01	29 Activity Card #20	30
31						

Name body parts and talk about what each part does.

Go outside and collect leaves. Feel the leaves and talk about each leaf.

Talk about the different foods at mealtime.

Read a short story to your child each day.

Make barn animal sounds with your child.

Repeat nursery rhymes with your child

The Creeping Ladybug

06

Objective 12
Remembers and connects experiences

b. Makes connections

Related Objectives: 2a, 3a, 5, 8a, 8b, 11a, 13, 21a, 29, 35

What You Do

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

The creeping ladybug, moving slowly
From your head to your nose
Crawls down to your tummy,
then onto your kneecap,
Down your legs, to your toes.

2. Walk your fingers down the child's body as you sing, pausing on each body part.

Going Fishing

18

Objective 11
Demonstrates positive approaches to learning

d. Shows curiosity and motivation

Related Objectives: 6, 7a, 12a, 13, 24

What You Do

1. Cut a hole in the top of a shoebox that is large enough for a small hand to fit through. Fill the shoebox with different materials of various textures, e.g., silk scarf, wax paper, sandpaper, bean bags, ribbon, aluminum foil.

2. Invite the child to go "fishing" for different materials in the box.

3. When the child pulls out a piece, name the material and use self-talk to describe its color and texture. If appropriate, ask the child to name and describe the object.

That's How I Roll

16

Objective 4
Demonstrates traveling skills

Related Objectives: 2a, 8a, 8b, 11a, 14b, 21a, 21b

What You Do

1. Lay an infant on his back. Sit next to him and gently move his body while you sing to the tune of "Oh My Darling, Clementine."

Let's roll this way, let's roll that way
From your back onto your side
[Hold one of the child's arms and legs on the same side of his body. Gently roll him from his back onto his side, and then onto his back.]
On your back again, now the other side.
[Switch sides and roll the child from his back to his side, and then onto his back.]
On your back, now on your tummy.
[Roll the child all the way over onto his tummy.]

Dream

17

Objective 2
Establishes and sustains positive relationships

a. Forms relationships with adults

Related Objectives: 1a, 2b, 8a, 11a, 12b, 18a, 36

What You Do

1. Find a comfortable spot to snuggle with the child in your lap.

2. Recite the poem.

Dream about flowers and fast moving cars.
Dream about monkeys and bright shooting stars.

Dream about horses and trips to the moon.
Dream about rainbows and bright red balloons.

Dream about oceans and pale blue skies.
Dream about love, dear. Now close your eyes.

Objective 21
Explores and describes spatial relationships and shapes

b. Understands shapes

Related Objectives: 4, 6, 7a, 8a, 8b, 9b, 11a, 12a, 26

What You Do

1. Using simple circle, square, and triangle shapes, hold up a shape and sing the following to the tune of "Did You Ever See a Lassie?"

I see a [circle], a [circle], a [circle].

I see a [circle], how about you?

2. Encourage the child to hold and manipulate the shape. Invite toddlers and 2-year-olds to hold the shape and look around the room for a matching shape.

Terrific Tummy Time

Objective 2
Establishes and sustains positive relationships

a. Forms relationships with adults

Related Objectives: 4, 6, 7a, 8a, 8b, 9a, 9b, 11a, 15a

What You Do

1. With the child on her tummy and on a padded surface, recite the rhyme and gently perform the motions.

Humpty Dumpty sat on a wall, [*Place your hands on the child's feet and alternate bending one leg and then the other.*]

Humpty Dumpty had a great fall. [*Run your hands down her back, from her shoulders to her toes.*]

All the King's horses and all the King's men [*Straighten one leg and then the other leg.*]

Couldn't put Humpty together again.

[*Pat the child on the back.*]

Objective 20
Uses number concepts and operations

c. Connects numerals with their quantities

Related Objectives: 4, 5, 6, 7a, 8a, 8b, 11a, 12b, 14a, 20a

What You Do

1. Select a 1, 2, or 3 numeral card and hold it up for the children to see. Invite children to join you as you do a motion for each numeral.

One [hop]

One, two [crawls]

One, two, three [big steps]

2. Encourage children to participate in developmentally appropriate ways. Hold younger children and move their hands or feet to match the numeral. Invite older children to suggest motions to accompany each numeral.

Up, Down

Objective 23
Demonstrates knowledge of patterns

Related Objectives: 3a, 4, 5, 6, 11a, 12b, 14a, 21a, 35

What You Do

1. Invite children to complete a two-step action pattern with you, e.g., hands up, hands down; touch knees, touch head. Say, "Let's use our bodies to make a pattern." Describe what you are doing. "Let's reach up high. Now reach down low. Reach high again, and now low."

2. Gently move young infants' bodies for them as you describe what you are doing.

Objective 9
Uses language to express thoughts
and needs

a. Uses an expanding expressive vocabulary

Related Objectives: 2a, 8a, 9b, 10a, 11a, 11d, 12b, 14a,
24, 25, 33

What You Do

1. Notice when a child is interested in something and use lots of rich language to describe it. "Jeremiah, I see you looking at the orange truck. It has big, bumpy wheels and I see two red lights on the back. It has a compartment for holding things. It looks like this one is full of gravel and big rocks."
2. Encourage children to add their own ideas.

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."

Tick-Tock Clock

Objective 5
Demonstrates balancing skills

Related Objectives: 2a, 11a, 15b, 21b, 35

What You Do

1. Point out a wall clock and invite toddlers and 2-year-olds to make a tick-tock clock. Say, "Let's make a clock that ticks and tocks, turns around, and then falls down."
2. Recite the rhyme and demonstrate the movements. Encourage children to copy your movements.

Tick and tock. [*Bend at the waist from side to side.*]

Turn around. [*Turn around in a small circle.*]

Hold your balance [*Lift one foot a few inches off the floor.*]

Till we all fall down! [*Gently lower yourself to the floor.*]

You Have Two

Objective 20
Uses number concepts and operations

b. Quantifies

Related Objectives: 2a, 7a, 8a, 11d, 13, 20a, 23, 29

What You Do

1. Draw children's attention to body parts that they have two of. "You have two little knees."
2. With infants, as you say the words, gently touch the body part and say, "One, two. You have two knees."
3. With toddlers and 2-year-olds, encourage them to show you the body part and count them with you. "You have two knees. Can you show me your knees? Yes, there they are. Let's count them. One, two. Two knees!" Model touching each body part as you count, clearly demonstrating one part per count.

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."

Objective 7
Demonstrates fine-motor strength and coordination

a. Uses fingers and hands

Related Objectives: 8a, 8b, 9b, 11a, 21a, 23, 34, 36

What You Do

1. Recite the rhyme with the child. Use your thumb and index finger on each hand to make pretend duckbills.

One little duck said "Quack, quack, quack."
 The second little duck quacked right back.
 The first little duck said, "How do you do?"
 The second little duck said, "Fine. How are you?"
 The first little duck asked, "Would you like to play?"
 So they swam away together to have fun all day.

2. Encourage children to use their thumbs and index fingers to "quack."

Objective 10
Uses appropriate conversational and other communication skills

a. Engages in conversations

Related Objectives: 1a, 8a, 9a, 9c, 11e, 14b, 25, 26, 29

What You Do

1. Ask toddlers and 2-year-olds a silly question with "no" as the obvious answer, e.g., "Do our shoes go on our ears?" "Did a tiny, flying purple elephant move our paint brushes?" "Is it raining outside today?"
2. Encourage children to ask their own silly "no" questions. Saying (or shouting) "No!" helps young children learn about their own abilities and their power to affect the world around them, which is an important aspect of self-regulation and children's growing autonomy.

Objective 7
Demonstrates fine-motor strength and coordination

a. Uses fingers and hands

Related Objectives: 1c, 2a, 3b, 8b, 11b, 11c, 28, 29

What You Do

1. Demonstrate a task for children by saying, "You help me and I'll help you." "Mariah, you can help me zip up my jacket and I'll help you zip up yours. Here, I've started it for you. Can you pull it up for me? Zzzziipp! All the way up!"
 Personal care tasks such as zipping up jackets and wiping faces can be difficult for children to practice on their own bodies because they can't easily see what it is they're doing. Some tasks are better practiced when a child can clearly see and use both hands.

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?"

Objective 8
Listens to and understands increasingly complex language

b. Follows directions

Related Objectives: 4, 6, 7a, 8a, 11b, 12a, 20a, 21a, 23, 26

What You Do

1. Invite a child or a small group of children to find an object in the classroom that matches your simple description, e.g., "Please find me a ball."

2. Hold an infant and find the object with him. Take a toddler's hand and walk around the room with her, asking questions to support her search.

3. Describe the objects children find, e.g., "Jaize, you brought me an orange from our pretend area. Yes, this orange is round like a ball!"