



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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Early Head Start Home Learning Activities

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|----------|
| | | | | 1 Activity Card #08 | 2 Activity Card #03 | 3 |
| 4 | 5 Holiday | 6 Activity Card #19 | 7 Activity Card #14 | 8 Activity Card #25 | 9 Activity Card #20 | 10 |
| 11 | 12 No Virtual Learning | 13 No Virtual Learning | 14 No Virtual Learning | 15 No Virtual Learning | 16 No Virtual Learning | 17 |
| 18 | 19 Activity Card #32 | 20 Activity Card #29 | 21 Activity Card #52 | 22 Activity Card #48 | 23 Activity Card #57 | 24 |
| 25 | 26 Activity Card #56 | 27 Activity Card #64 | 28 Activity Card #61 | 29 Activity Card #66 | 30 Activity Card #65 | 31 |

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|-------------------------------|---|-----------------------------------|------------------------------------|--|---|
| Blow bubbles with your child. | Talk to your child about the clouds in the sky. | Read a short story to your child. | Play ball outside with your child. | Play 'Red Light, Green Light' with your child. | Prepare new faces and hats to your child about. |
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Objective 1

Regulates own emotions and behaviors

b. Follows limits and expectations

Related Objectives: 2a, 5, 21a, 36

What You Do

1. Sit with a group of toddlers and 2-year-olds and recite the rhyme.

As a seed I'm rather small,
I barely can be seen at all.
But once the raindrops water me,
I grow into a great big tree.

2. Invite the children to crouch on the ground and pretend to be seeds by wrapping their arms around their knees.
3. Repeat the rhyme, but this time, pretend to "water" the children. Invite them to uncurl and stand, stretching their arms out to the side.

Objective 8

Listens to and understands increasingly complex language

a. Comprehends language

Related Objectives: 2c, 6, 9b, 10a, 11a, 12a, 15a, 23, 34

What You Do

1. Sing the following to the tune of "Row, Row, Row Your Boat."

Hello, hello, hello [Heather].
We're so glad you're here.
We love to see you every day.
Let's do the hello cheer!

2. Clap your hands and cheer for the child.
3. Repeat using other children's names.

Objective 8

Listens to and understands increasingly complex language

b. Follows directions

Related Objectives: 1b, 1c, 3a, 4, 7a, 11a, 12b, 21a, 23, 30

What You Do

1. Sing to the tune of "Did You Ever See a Lassie?"

Oh, now it's time to clean up.
Let's clean up, let's clean up.
Oh, now it's time to clean up.
Please come and join me.
Oh, let's pick up the [blocks] now,
The [blocks] now, the [blocks] now.
Oh, let's pick up the [blocks] now.
Please come and join me.

2. Repeat using different materials to clean up, e.g., dolls, cars, balls.

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 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 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!"

Objective 5

Demonstrates balancing skills

Related Objectives: 2a, 4, 8a, 8b, 11a, 15a, 35

What You Do

1. Sing to the tune "London Bridge." Stand in front of the child and demonstrate the movements.

Now I'm jumping up so high, up so high,
 up so high,
 Now I'm jumping up so high.
 My sweet [child's name].
 [Jump up in the air.]
 Now I'm twirling round and round, round
 and round, round and round.
 Now I'm twirling round and round,
 My sweet [child's name].
 [Twirl around in a circle.]

2. Repeat the song. Invite the child to sing and/or move along with you.

Objective 2

Establishes and sustains positive relationships

c. Interacts with peers

Related Objectives: 1b, 2d, 3a, 8a, 9a, 9b, 12a, 18a, 23, 30, 34

What You Do

1. Sing to the tune of "For He's a Jolly Good Fellow."

Let's start our day together.
 Let's start our day together.
 Let's start our day together.
 So glad that we're all here.
 Oh [Michael's] here today.
 Oh [Michael's] here today.
 Oh [Michael's] here today.
 So glad that [Michael's] here.

2. Repeat using each child's name.

Row, Row, Row Your Boat

52

Objective 34
Explores musical concepts
and expression

Related Objectives: 1b, 3a, 5, 8a, 11d, 30, 36

What You Do

1. Sing "Row, Row, Row Your Boat." After the first verse, substitute *rock* and then *tug* for *row* as you sing additional verses, e.g., "[Rock], [rock], [rock] your boat...".
2. Hold the child in your lap or sit with the children. Move your body with the motions and encourage the child or children to move with you.

Roll Play

48

Objective 4
Demonstrates traveling skills

Related Objectives: 2a, 2c, 6, 7a, 8a, 11a, 15a

What You Do

1. Lay an infant on her back on a padded surface. Sing to the tune of "Row, Row, Row Your Boat."

Roll, roll, roll me 'round. Roll me once again. [*Hold the child's right hand and foot and gently roll her to her side.*]

Touch my hand to the mat. [*Touch her hand to the mat.*]

I'm a rolling pin! [*Hold the child's left hand and foot and gently roll the child on the other side.*]

2. Repeat the song and perform the motions.

Remember When...

57

Objective 12
Remembers and connects experiences

a. Recognizes and recalls

Related Objectives: 2b, 8a, 8b, 10a, 11d, 13, 14a, 21a, 29, 31, 36

What You Do

1. Talk with children about things that happened in the recent past. Describe an event that took place using as much detail as appropriate. Use a visual prompt (an object associated with the event) that the children can look at or touch. "Remember yesterday when Ms. Marita brought these flowers into our room? We were so surprised to see her with these beautiful white daisies. That was very kind of her to give these to us."

Seesaw and Slide

56

Objective 5
Demonstrates balancing skills

Related Objectives: 2a, 11a

Note: This activity requires you to be able to lie on the ground and lift the child with your lower legs. Those with back and/or mobility issues may need to modify the activity.

What You Do

1. With mobile infants and toddlers, lie on your back and bend your knees, placing the child tummy down on your shins.
2. Gently move the child up and down by lifting and lowering your feet as you chant the rhyme.

Eat your biscuit, wipe your hands,
Ring the bell for tea, [*Lift the child higher.*]
Now it's time for loving kisses—
I will give you three. [*Straighten your legs to allow the child to slide down onto your tummy and give her three kisses.*]

Jumping Jack

64

Objective 5
Demonstrates balancing skills

Related Objectives: 1b, 2a, 11a, 11b, 15a

What You Do

1. Give the following directions as you demonstrate the movements.

Jack, jump high.
Jack, jump low.
Jack, jump forward.
Jack, jump backward.

2. Repeat the directions and invite the child to jump with you.

3. Hold infants securely in your arms as you repeat the directions and gently perform the jumps.

How Slowly Can You Go?

61

Objective 4
Demonstrates traveling skills

Related Objectives: 1c, 5, 8b, 11e, 24, 29, 31

What You Do

1. During a transition or routine, challenge children to move as slowly as possible.

"Let's see how slowly we can walk to the carpet for story time. Oh, we're going so, so slowly."

2. For children who are not yet mobile or who are newly mobile, demonstrate slow movements and help their bodies to move slowly, e.g., "I'm going to kick my legs very slowly. I move one slowly up and then slowly down." Hold the baby's legs gently and move them in a slow kicking motion, describing what you are doing. "I'm moving your legs so slowly. Kicking slowly."

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.