



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 #02	2 Activity Card #01	3 Activity Card #21	4 Activity Card #15	5
6	7 Activity Card #36	8 Activity Card #30	9 Activity Card #42	10 Activity Card #37	11 Activity Card #49	12
13	14 Activity Card #46	15 Activity Card #54	16 Activity Card #50	17 Activity Card #60	18 Activity Card #55	19
20	21 Activity Card #72	22 Activity Card #68	23 Activity Card #84	24 Activity Card #73	25 Activity Card #85	26
27	28 Activity Card #89	29 Activity Card #93	30 Activity Card #92		Practice Social Distancing	
	Remember to wash your hands			Wear your mask		

Repeat nursery rhymes with your child	Name and count body parts	Read a short story to your child	Blow bubbles with your child	Talk to your child about fruits and vegetables in the grocery store	Make up your own story and tell it to your child. Children love storytelling
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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 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 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 10

Uses appropriate conversational and other communication skills

a. Engages in conversations

Related Objectives: 2a, 2b, 7b, 9a, 9b, 11a, 11d, 12b, 14a, 27

What You Do

1. Invite a child to sit with you and look out of a window. Infants should be held snugly in your lap.

2. Talk about what you see using descriptive language, e.g., "Wow! That truck really zoomed by. It was going fast!"

3. Invite children to say what they see. Add new vocabulary to their descriptions. For children with limited verbal skills, expand on the sounds they make, e.g., "I heard you say *ba-ba-ba*. I see that big red ball outside. Is that what you see?"

Objective 2
Establishes and sustains
positive relationships

c. Interacts with peers

Related Objectives: 1b, 3a, 8a, 9a, 9b, 12a, 23, 29, 30, 34

What You Do

1. Sing to the tune of "London Bridge."

Hello, Annie, how are you?
How are you?
How are you?
Hello, Annie, how are you?
How are you today?

2. Invite the child to answer the question.

3. Repeat using the names of other children in the group.

Objective 20
Uses number concepts and operations

a. Counts

Related Objectives: 2a, 2c, 3a, 7a, 8a, 8b, 11a, 11b

What You Do

1. With toddlers and 2-year-olds, give the child a small pile of objects, e.g., large crayons, blocks, chunky manipulatives.

Ask her to share them with you by dividing them into two small containers. Demonstrate as you say, "One for you, one for me." Encourage the child to continue until the pile is gone.

2. As appropriate, encourage children to grasp and release the objects.

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 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.

Objective 5
Demonstrates balancing skills

Related Objectives: 1b, 2a, 4, 11a, 15a

What You Do

1. Recite the rhyme and demonstrate the movements. Invite toddlers and 2-year-olds to follow along.

Mary, Mary, quite contrary, [*March forward a few steps.*]

How does your garden grow? [*Stand on one foot and put your arms in the air to resemble a flower.*]

With silver bells and cockle shells, [*Lower your foot and slide sideways, with one foot leading and the other foot meeting it.*]

And pretty maids all in a row. [*Turn around and end with your arms down at your sides and your feet together.*]

Objective 11
Demonstrates positive approaches to learning

- d. Shows curiosity and motivation

Related Objectives: 2a, 8a, 11a, 12a, 15a, 23, 24, 26, 32

What You Do

1. Invite the child to play a game of "Peek-a-Boo." Hold up a blanket to block your view of the child or simply hide your eyes with your hands.

2. Sing to the tune of "Where, Oh Where Has My Little Dog Gone?"

Oh where, oh where has [Leidani] gone?

Oh where, oh where can [she] be?

With [her] bright [brown] eyes and [her] sweet little nose,

Oh where, oh where can [she] be?

3. Reveal and say, "Peek-a-boo!" Repeat as long as the child is interested.

Objective 5
Demonstrates balancing skills

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

What You Do

1. Invite the children to join you as you chant or sing "Pop! Goes the Weasel!" and demonstrate the movements.

All around the mulberry bush,
 [*Slide sideways.*]

The monkey chased the weasel. [*Stop and spin around.*]

The monkey thought 'twas all in good fun.
 [*Jump up.*]

Pop! goes the weasel. [*Gently lower yourself down to a crouching position.*]

2. Repeat the rhyme, inviting the children to follow the movements. Chant or sing the rhyme slowly and allow children to practice the movements.

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 1

Regulates own emotions and behaviors

b. Follows limits and expectations

Related Objectives: 1a, 2a, 2c, 5, 6, 8a, 8b, 11a

What You Do

1. Write the following words on index cards: *twist, wiggle, shake, sink, rise, bend, and stretch.*
2. Play lively instrumental music at a low to medium volume.
3. Say, "Look down and see where you standing. Let's see if we can stay in our spot as we move." Call out the words from the index cards and demonstrate the movements, e.g., "Let's shake! Let's wiggle!"
4. Change the sequence of the movements and repeat the instructions.

Objective 20

Uses number concepts and operations

a. Counts

Related Objectives: 4, 5, 6, 8b, 11a, 14b, 15a, 23

What You Do

1. Recite the poem.

One little train, chugging down the track.

Two little trains: clickety, clickety, clack.

Three little trains take the bridge across the bay.

Four little trains are headed our way. Five little trains have stopped here at the station.

Grab your bags and get on board. We're going on vacation!

2. Encourage children to move their bodies like trains. For young infants, gently move their arms back and forth (chugging) to the rhythm.

What's in the Bag?

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."

Let's See What We Can Find

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.

Objective 7
Demonstrates fine-motor strength and coordination

a. Uses fingers and hands

Related Objectives: 2a, 7a, 8a, 8b, 8c, 11a, 15a, 20a

What You Do

1. Recite the rhyme. Take the child's hand and gently wiggle each finger as you say a number, starting with the index finger.

One, two, buckle my shoe. [*Wiggle the middle finger.*]

Three, four, shut the door. [*Make the hand into a fist.*]

Five, six, pick up sticks. [*Squeeze the thumb and index finger on the other hand.*]

Seven, eight, lay them straight. [*Place both hands palm down on the child's legs.*]

Nine, ten, a big fat hen! [*Clap both hands together.*]

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."

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.*]

Hop Around

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."

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 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!