



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 #40	2 Activity Card #78	3
4	5 Activity Card #47	6 Activity Card #37	7 Activity Card #49	8 Activity Card #44	9 Activity Card #22	10
11	12 Activity Card #48	13 Activity Card #91	14 Activity Card #14	15 Activity Card #56	16 Activity Card #29	17
18	19 Activity Card #12	20 Activity Card #67	21 Activity Card #23	22 Activity Card #18	23 Activity Card #97	24
25	26 Activity Card #70	27 Activity Card #27	28 Activity Card #24	29 Activity Card #73	30 Activity Card #63	31

Read a short story to your child each day.

Talk with your child about different objects.

Make animals sounds with your child.

Sing songs with your child.

Make up silly rhyming words and have child to repeat them.

Point out and talk about different body parts (eyes, nose, mouth, head, etc...).

Objective 1

Regulates own emotions and behaviors

a. Manages feelings

Related Objectives: 1b, 2a, 2b, 8a, 10a, 15a, 29, 31

What You Do

1. Gently sing to the tune of "The Farmer in the Dell" as children say good-bye to families at drop-off time.

Let's wave good-bye to [grandma].

Let's wave good-bye to [grandma].

[She'll] be back this afternoon.

[She] always comes back for you.

2. Hold the child or stand close by as you sing, offering a gentle touch as appropriate.

Objective 12

Remembers and connects experiences

a. Recognizes and recalls

Related Objectives: 2a, 7a, 8a, 9a, 11a, 13, 15a, 21a, 23, 29, 35

What You Do

1. Invite children to recognize and name parts of their body by saying hello to the body parts. "I see your knees peeking out of your shorts. Let's say, "Hello, knees."

Objective 14

Uses symbols and images to represent something not present

b. Engages in sociodramatic play

Related Objectives: 1a, 1b, 1c, 2a, 2b, 8b, 9a, 11a, 25, 29, 31

What You Do

1. Pretend to sleep and invite the child to wake you up. "I'm going to go to sleep. Can you help wake me up once I fall asleep? I'm so sleepy. I think I'll go to sleep right now." **Pretend to snore with your eyes closed.**

2. Offer encouragement for a positive wake-up experience. "Thank you for rubbing my back to wake me up. That was so loving."

3. Switch roles and lovingly pretend to wake the child. "Now it is your turn to pretend to sleep."

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 21
Explores and describes spatial relationships and shapes

a. Understands spatial relationships

Related Objectives: 2a, 5, 8a, 8b, 15a, 34

What You Do

1. With young and mobile infants, sing or chant the rhyme as you hold the child securely and perform the movements with him.

Jack and Jill went up the hill
 [*Gently lift the child above your head.*]

To fetch a pail of water. [*Turn around with the child lifted over your head.*]

Jack fell down and broke his crown,
 [*Lower him down slowly.*]

And Jill came tumbling after.

[*Swing him in your arms from side to side.*]

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.

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.

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

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 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.*]

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.**

Objective 1

Regulates own emotions and behaviors

c. Takes care of own needs appropriately

Related Objectives: 5, 6, 7a, 8b, 11a, 20a, 29, 35

What You Do**1. Recite the following rhyme.**

Wiggle, wiggle, 1, 2, 3.

Can you wiggle your toes for me?

Wiggle, wiggle, 4, 5, 6.

I love baby's silly tricks!

Wiggle, 7, 8, 9, 10.

Can you wiggle your toes again?

2. Encourage the child to wiggle his toes.

Wiggle young infants' toes for them.

Objective 34Explores 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.*]**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.

Objective 11Demonstrates 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.

Swim and Run

97

Objective 35

Explores dance and movement concepts

Related Objectives: 1b, 3a, 4, 5, 6, 14a, 27, 36

What You Do

1. Invite children to alternate between pretending to swim and run. You may choose to have the children do this while standing in place or while moving in a large, open area, e.g., "Let's swim through the river," "Let's run through the field," "Let's swim in the lake," "Let's run down the path," "Let's swim in the ocean," "Let's run through the woods."

Hickory Dickory Dock

70

Objective 15

Demonstrates phonological awareness, phonics skills, and word recognition

a. Notices and discriminates rhyme

Related Objectives: 3a, 7a, 8a, 8b, 11a, 14b, 20a, 34

What You Do

1. Chant the rhyme and invite the child to clap his hands with the rhythm.

Hickory dickory dock,
The mouse ran up the clock.
The clock struck [one],
The mouse [ran down].
-Hickory dickory dock.

2. Increase the hour each time you repeat the rhyme.

3. Create a rhyming phrase to pair with each "time," e.g., The clock struck three, the mouse cried, "Wheeeee!"

Half Past Eight

27

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.*]

Tick-Tock Clock

24

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.*]