

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>

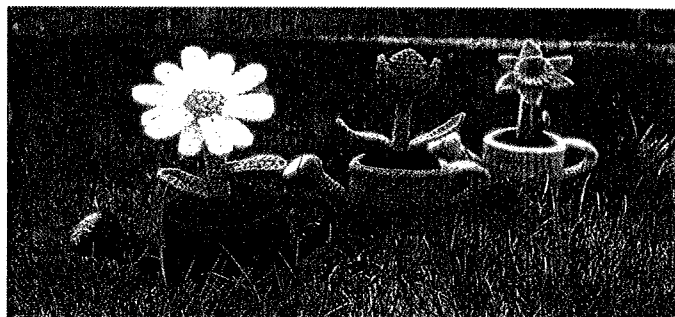
https://www.gov.nl.ca/eecd/files/earlychildhood_everyday_i_learn_through_play.pdf

<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
	Remember to wash hands					1
2	3 Activity Card # 18	4 Activity Card #16	5 Activity Card #41	6 Activity Card #29	7 Activity Card #14	8
9	10 Activity Card #007	11 Activity Card #28	12 Activity Card #22	13 Activity Card #06	14 Activity Card #34	15
16	17 Activity Card #20	18 Activity Card #13	19 Activity Card #35	20 Activity Card #27	21 Activity Card #12	22
23	24 Activity Card #05	25 Activity Card #26	26 Activity Card #19	27 Activity Card #10	28 Activity Card #37	29
30	31 Holiday		Practice social distancing		Wear your mask	

Repeat nursery rhymes with your child

Name and count vegetables

Read a short story to your child

Blow bubbles with your child

Take a nature walk with your child and talk about the things you see

Make animal sounds and have child to imitate you

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.]

The Dish & the Spoon

41

Objective 2

Establishes and sustains positive relationships

a. Forms relationships with adults

Related Objectives: 2a, 4, 5, 11a, 15a, 35

What You Do

1. With young and mobile infants, lay the child on her back on a padded surface.
2. Recite "Hey, Diddle, Diddle" as you move her through the motions.

Hey, diddle, diddle, the cat and the fiddle,
["Bicycle" the child's legs in a pumping motion.]

The cow jumped over the moon. [Take both feet and bring her toes up to her nose.]

The little dog laughed to see such sport,
[Hold and bicycle the child's legs.]

And the dish ran away with the spoon!
[Take both hands and gently lift her to a sitting position.]

Let's Start Our Day

29

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 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, 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 14
Uses symbols and images to represent something not present

a. Thinks symbolically

Related Objectives: 2c, 4, 6, 7b, 8b, 9a, 11a, 12a, 14b, 17a, 23, 25, 36

What You Do

1. Sing to the tune of "Mary Had a Little Lamb."

The cows in the barn say moo, moo, moo,
 Moo, moo, moo. Moo, moo, moo.
 The cows in the barn say moo, moo, moo
 All through the day.

2. Repeat using other farm animals and their associated sounds, e.g., pigs/oink, ducks/quack, sheep/baa.

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.

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.

Clapping Hands

34

Objective 11
Demonstrates positive approaches to learning

a. Attends and engages

Related Objectives: 2a, 7a, 8a, 8b, 15a

What You Do

1. Chant the rhyme and perform the movements.

Clap for you, clap for me. [*Clap and point to yourself first and then the child.*]

Clap your hands: 1, 2, 3. [*Clap three times.*]

Clap them big and clap them little.

[*Clap using broad arm movements and then narrow ones.*]

Clap them from your head to middle.

[*Clap in front of your face and then down toward your waist.*]

Please Find...

20

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!"

This Way or That?

13

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 5

Demonstrates balancing skills

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

What You Do

1. Lay a paper "plank" (about 6" wide and 5' long) on a rug or use masking tape to create a plank. Ask, "Do you think you can make it all the way to the end of the pirate's plank without falling into the sea?" Demonstrate how to walk across it, putting one foot in front of the other and holding your arms out to the sides for balance.
2. Invite 2-year-olds to walk the pirate's plank once in each direction.
3. With toddlers, invite a child to join you and hold her hand as she walks the pirate's plank.

Objective 36

Explores drama through actions and language

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

Demonstrates positive approaches to learning

a. Attends and engages

Related Objectives: 1c, 2a, 4, 6, 7a, 8a, 8b, 11b, 28

What You Do

1. Notice when children attempt to perform a task without adult assistance, e.g., reaching for a toy, washing hands, undressing.
2. Talk about what the child is doing as it happens. "You pushed down your sock. It's almost off your foot! What will you do next? That's right! You can pull it off now by grabbing the toe." If he struggles to finish the task, get him started, encourage him, and leave a last small step for him to finish, e.g., tug the sock down over the child's heel.

Thank You

26

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.

Time to Clean Up!

19

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.

T Dance

10

Objective 5 Demonstrates balancing skills

Related Objectives: 8b, 11a, 15a, 15b, 16a

What You Do

1. Ask the children to follow your movements as you hold your arms out to form a letter T. Support an infant to stretch his arms out, swaying him in your lap while you say the rhyme.

2. Chant the rhyme as you demonstrate the movements and encourage children to copy them.

Twisting and tilting, twirling around,
The dizzy letter T
Tumbles to the ground.

3. Repeat the rhyme three times.

The Rain and Me

37

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.