



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

Phyllis Lott, Early Head Start Manager

GLEAMNS Head Start

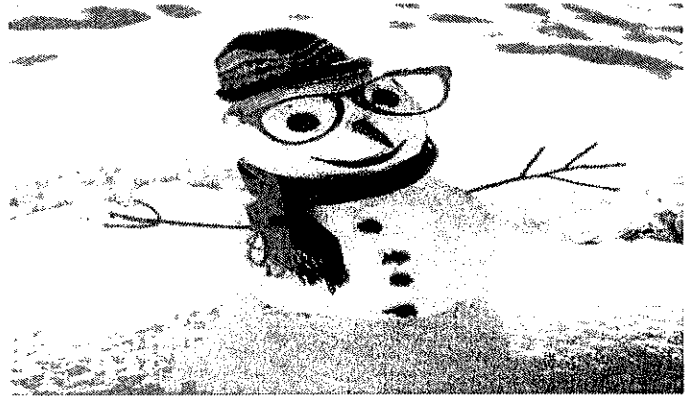
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December 2020



EARLY HEAD START HOME LEARNING ACTIVITIES

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Activity Card #21	2 Activity Card #90	3 Activity Card #99	4 Activity Card #100	5
6	7 Activity Card #81	8 Activity Card #98	9 Activity Card #84	10 Activity Card #82	11 Activity Card #77	12
13	14 Activity Card #83	15 Activity Card #80	16 Activity Card #78	17 Activity Card #29	18 Activity Card #97	19
20	21	22	23	24	25	26
27	28	29	30	31	Remember to wash hands	
Wear your mask			Practice social distancing		Keep children away from space heaters	

Sing songs with
your child.

Talk with your
child about
clothes we wear
in Winter.

Read a short story
to your child
each day.

Point out and talk
about different
foods with your
child.

Imitate different
sounds heard in
your
neighborhood.

Dance with your
child to music.

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 16

Demonstrates knowledge of the alphabet

b. Identifies letter-sound correspondences

Related Objectives: 1b, 8a, 8b, 12a, 15c, 23, 29, 34

What You Do

1. Create a chant to transition to the next activity using the first letter sound of children's names.

/t/ /t/ Tyeisha,
/p/ /p/ Paul,
/e/ /e/ Evelyn,
Let's go wash our hands.

2. Clap your hands and keep the beat.
3. Repeat with other children's names.

Objective 9

Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

Related Objectives: 1c, 8a, 8b, 11b, 12a, 15a, 23, 25

What You Do

1. Encourage children to imitate interesting sounds you make, e.g., buzzing like a bee, blowing raspberries, making long and short vowel sounds. "Listen while I make a silly sound. Bzzz. Bzzz. Bzzz. Can you do it with me?"

Objective 14

Uses symbols and images to represent something not present

a. Thinks symbolically

Related Objectives: 1b, 8b, 9a, 11a, 12a, 25, 36

What You Do

1. Recite the chant using a lively voice.

Rooster greets the morning with a
"Cock-a-doodle-doo."
Cow joins the chorus with a "Moo,
moo, moo."
Sheep says "Baa" when it's time to play.
Horse fills the air with "Neigh, neigh, neigh."
Pig squeals "Oink!" as she wallows in
the muck,
And Hen in the henhouse cackles,
"Cluck, cluck, cluck!"

2. Repeat the chant and encourage children to join you as you make the animal sounds.

Where Are Baby's Tiny Ears?

81

Objective 2
Establishes and sustains positive relationships

b. Responds to emotional cues

Related Objectives: 2a, 7a, 8a, 11a, 13, 15a, 20a, 20b, 21a, 23, 29, 34

What You Do

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

Where are baby's tiny [ears],
Tiny [ears], tiny [ears]?
Where are baby's tiny [ears]?
Here they are!

2. End by kissing or softly touching the child's [ears].

3. Repeat using a different part of the child's body, e.g., fingers, cheeks, knees.

Let's Explore!

98

Objective 24
Uses scientific inquiry skills

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

What You Do

1. Invite children to explore a large interesting object with you. Describe the object using rich, descriptive language. "Look at this enormous brown cardboard box! It has bright red letters on the side."

2. Using questions as prompts, encourage children who are verbal to offer their descriptions as well. "What do you notice about the box? What does it feel like?"

Fiddly Fingers

84

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.*]

Tell Me a Story

82

Objective 9
Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

Related Objectives: 2a, 2b, 8a, 9a, 9b, 9d, 11a, 29

What You Do

1. Sit near the child and invite her to listen to a story about her. Alter the story as appropriate.

Once there was a little girl named [child's name] who loved school. Every day, she would wake up and brush her teeth and eat breakfast before leaving for school. She loved the ride to school because there was so much to see along the way: the garbage truck, the big city buses, and the school buses. [Child's name] was happy to see her friends at school! She loved to see her friends and be a helper. Her favorite part of the day was [child's favorite activity].

Rise and Shine

77

Objective 1

Regulates own emotions and behaviors

a. Manages feelings

Related Objectives: 1b, 9a, 9b, 10b, 12a, 15a, 26, 31, 34

What You Do

1. Sing to the tune of "The Farmer in the Dell."

It's time to rise and shine. It's time to rise and shine.

Hello, my little one, it's time to rise and shine.

It's time to play some games. It's time to play some games.

Peek-a-boo my little one. It's time to play some games.

It's time for great big hugs. It's time for great big hugs.

I love you, my little one, it's time for great big hugs.

Time to Close Your Eyes

83

Objective 23

Demonstrates knowledge of patterns

Related Objectives: 1a, 1b, 1c, 2b, 3a, 7a, 9a, 9b, 10b, 12a, 15a, 26, 31, 34

What You Do

1. Sing to the tune of "Alouette" when helping children transition to nap time.

Goodnight, [Jeffrey].

Goodnight, little [Jeffrey].

Goodnight, [Jeffrey].

It's time to close your eyes.

Follow That Toy

80

Objective 11

Demonstrates positive approaches to learning

a. Attends and engages

Related Objectives: 2a, 6, 7a, 8a, 8b, 11d, 12a, 21a, 29

What You Do

1. Sit with the child in your lap, facing you. Show the child an interesting toy that makes noise, e.g., a musical instrument, a rattle. Ask, "Do you see my fun toy?"

2. Lift the object up high over the child's head and watch him track it. Ask, "Where is it going?"

3. Keep the toy just out of the child's reach and slowly shake or rattle it as you move it down and touch it to his toes. Watch as his eyes follow the object as it moves. Offer the toy to the child for him to explore.

Hello Toes

78

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 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 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."