



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	2 Activity Card #78	3 Election Day	4 Activity Card #77	5 Activity Card #79	6 Activity Card #80	7
8	9 Activity Card #82	10 Activity Card #81	11 Activity Card #84	12 Activity Card #83	13 Activity Card #100	14
15	16 Activity Card #21	17 Activity Card #98	18 Activity Card #99	19 Activity Card #89	20 Activity Card #94	21
22	23 Activity Card #91	24 Activity Card #90	25 Holiday	26 Holiday	27 Holiday	28
29	30 Activity Card #76					

Go outside and blow bubbles.	Count body parts with your child and make up a silly song about three body parts.	Go outside and roll or kick a ball.	Talk about the different foods at mealtime.	Read a short story to your child each day	Make animals sounds with your child.
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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 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.

Objective 14**Uses symbols and images to represent something not present****b. Engages in sociodramatic play**

Related Objectives: 2a, 4, 5, 6, 7a, 11a, 11b, 11d, 21a, 35, 36

What You Do

1. Invite children to join you for a story.

As a sandpiper passed by on the beach one day, Sammy the starfish spoke. "Mr. Sandpiper, if you please, tell me what you do for fun." The sandpiper replied, "I hop and I scuttle and I play tag with the tide."

2. Demonstrate the sandpiper's actions and invite toddlers and 2-year-olds to copy your movements.

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.

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].

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.

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 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.

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.

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!

Let's Explore!

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?"

Buzz Like a Bee

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 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 9

Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

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

24, 25, 33

What You Do

1. Notice when a child is interested in something and use lots of rich language to describe it. "Jeremiah, I see you looking at the orange truck. It has big, bumpy wheels and I see two red lights on the back. It has a compartment for holding things. It looks like this one is full of gravel and big rocks."

2. Encourage children to add their own ideas.

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 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 4

Demonstrates traveling skills

Related Objectives: 2a, 3b, 5, 8a, 8b, 11a

What You Do

- 1. With a mobile infant on the floor, crouch into a crawling position (on your hands and knees) a few feet in front of him.**
- 2. Entice the child to crawl toward you as you sing to the tune of "Are You Sleeping?"**

Now I'm crawling, now I'm crawling. Look at me. Look at me. [*Gently tap your hands on the ground in time with the rhythm to entice the child to crawl toward you.*]

Clapping, clapping, clapping; clapping, clapping, clapping. [*Clap your hands and watch to see if he imitates you.*]

You and me. You and me. [*Point to the child and to yourself.*]