



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 #36	2 Activity Card #48	3 Activity Card #30	4 Activity Card #69	5 Activity Card #43	6
7	8 Activity Card #39	9 Activity Card #55	10 Activity Card #15	11 Activity Card #70	12 Activity Card #87	13
14	15 Activity Card #40	16 Activity Card #61	17 Activity Card #10	18 Activity Card #97	19 Activity Card #100	20
21	22 Activity Card #28	23 Activity Card #31	24 Activity Card #45	25 Activity Card #19	26 Activity Card #05	27
28	29 Activity Card #59	30 Activity Card #08	31 Activity Card #98			
Remember to wash hands			Practice social distancing		Wear your mask	

**Make up silly
songs and
sing with your
child.**

**Read a short
story to your
child.**

**Use pots and
pans as drums
to make
different
sounds.**

**Dance with
your child.**

**Make silly
faces with
your child and
have them
imitate you.**

**Repeat
nursery
rhymes with
your child.**

Hello, How Are You?

36

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.

Roll Play

48

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.

One for You, One for Me

30

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.

Big Red Fish

69

Objective 14

Uses symbols and images to represent something not present

b. Engages in sociodramatic play

Related Objectives: 1b, 6, 7a, 8a, 9a, 12a, 15a, 18a, 21a, 25, 34, 36

What You Do

1. Recite the rhyme.

Big red fish, swimming through the sea.

Big red fish smiled up at me.

Big red fish sure swam fast.

Big red fish—home at last.

2. Use your hand to make a fish and move it back and forth in a swimming motion as you recite the rhyme. For children who are able, invite them to do the same.

3. When you get to "home at last," gently place your hands in your lap.

Objective 2
Establishes and sustains positive relationships

a. Forms relationships with adults

Related Objectives: 1a, 8a, 8b, 9a, 9b, 29

What You Do

1. Hold an infant or toddler in your lap as you sing to the tune of "Are You Sleeping?" and perform the movements.

I feel raindrops, gentle raindrops.

Don't you too? Don't you too?

[Lightly tap the child's head and arms.]

Now they're getting faster, now they're getting faster.

[Holding the child with one hand, gently pat his body all over.]

I'm soaked through! How 'bout you?

[Brush your fingers lightly down the child's body from head to toe.]

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.

Objective 4
Demonstrates traveling skills

Related Objectives: 2a, 5, 8a, 8b, 9a, 9b, 11a, 15a, 35

What You Do

1. Recite "Jack Be Nimble."

Jack be nimble, Jack be quick,

Jack jump over the candlestick.

[Each time, jump forward over an imaginary candlestick.]

2. Repeat the rhyme using different movements as you chant. Invite toddlers and 2-year-olds to copy your movements, e.g., slide your feet sideways, gallop in place, march forward and backward.

3. Hold infants securely in your arms as you chant the rhyme and perform the movements.

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?"

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!"

Let's Go!

87

Objective 23

Demonstrates knowledge of patterns

Related Objectives: 1b, 1c, 3a, 7a, 8a, 8b, 11b, 12b, 13, 21a, 23, 24, 26

What You Do

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

Let's go [wash your hands].
Let's go [wash your hands].
Come with me my little one,
Let's go [wash your hands].

2. Change the lyrics to encourage children's participation in other routines.

Let's go [to the potty].
Let's go [change your shirt].

Wave Good-Bye

40

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.

How Slowly Can You Go?

61

Objective 4

Demonstrates traveling skills

Related Objectives: 1c, 5, 8b, 11e, 24, 29, 31

What You Do

1. During a transition or routine, challenge children to move as slowly as possible.

"Let's see how slowly we can walk to the carpet for story time. Oh, we're going so, so slowly."

2. For children who are not yet mobile or who are newly mobile, demonstrate slow movements and help their bodies to move slowly, e.g., "I'm going to kick my legs very slowly. I move one slowly up and then slowly down." Hold the baby's legs gently and move them in a slow kicking motion, describing what you are doing. "I'm moving your legs so slowly. Kicking slowly."

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.

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."

Sounds on the Farm

100

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.

Animals in the Barn

28

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.

The Farmer in the Dell

31

Objective 5

Demonstrates balancing skills

Related Objectives: 4, 11a, 34

What You Do

1. Sing "The Farmer in the Dell" as you demonstrate the movements and encourage children to copy them.

The farmer in the dell [*March in place.*]

The farmer in the dell [*Pat your knees.*]

Hi-ho, the derry-o [*Swing your arms.*]

The farmer in the dell [*Jump forward.*]

2. Introduce new movements for additional verses, e.g., turn around, reach up high, reach down low, tap your toes.

3. Hold infants in your lap as you sing. While seated, make marching movements with your legs. As you sing the last line, bounce the infant gently in your lap.

Hush, My Baby

45

Objective 1

Regulates own emotions and behaviors

a. Manages feelings

Related Objectives: 1b, 2a, 2b, 8a, 10a, 15a, 23, 29, 31, 34

What You Do

1. Find a quiet place and cuddle with the child during her nap time routine.
2. Sing to the tune of "Twinkle, Twinkle, Little Star."

Hush, my baby, don't you cry.

Hush, my baby, close your eyes.

Dream sweet dreams my little one.

When you wake we'll have more fun.

Hush, my baby, don't you cry.

Hush, my baby, close your eyes.

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.

I Can Do It!

05

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.

Can You Do This?

59

Objective 1

Regulates own emotions and behaviors

b. Follows limits and expectations

Related Objectives: 1c, 3a, 7a, 8a, 8b, 10a, 11b, 12b, 13, 21a, 23, 24, 26

What You Do

1. Invite the child to do what you do, e.g., "Watch me [put the block in the bucket]. Your turn. Can you [put the block in the bucket]?"
2. Always use the same cues: "Watch me..." "Your turn," and "Can you...?"

From Seed to Tree

08

Objective 1

Regulates own emotions and behaviors

b. Follows limits and expectations

Related Objectives: 2a, 5, 21a, 36

What You Do

1. Sit with a group of toddlers and 2-year-olds and recite the rhyme.

As a seed I'm rather small.
I barely can be seen at all.
But once the raindrops water me,
I grow into a great big tree.

2. Invite the children to crouch on the ground and pretend to be seeds by wrapping their arms around their knees.
3. Repeat the rhyme, but this time, pretend to "water" the children. Invite them to uncurl and stand, stretching their arms out to the side.

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?"