



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.gov.nl.ca/eecd/files/earlychildhood%20everyday%20i%20learn%20through%20play.pdf)

<https://www.zerotothree.org/resources/164-play-activities-for-birth-to-12-months>

Thanks

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# September 2021



## Early Head Start Home Learning Activities

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7 Activity card #11	8 Activity card #05	9 Activity card #22	10 Activity card #12	11
12	13 Activity card #26	14 Activity card #28	15 Activity card #34	16 Activity card #33	17 Activity card #40	18
19	20 Activity card #47	21 Activity card #59	22 Activity card #63	23 Activity card #74	24 Activity card #76	25
26	27 Activity card #78	28 Activity card #83	29 Activity card #91	30 Activity card #87	<b>Use social distancing</b>	
		<b>Wash hands</b>		<b>Wear a mask</b>		<b>Give your body plenty of rest</b>

Talk with your child about what they see in the clouds	Name and talk with your child about fruits	Read a short story to your child	Make animal sounds with your child	Sing a nursery rhyme with your child	Play catch with your child
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## A-Bouncing We Will Go

# 11

### Objective 4

#### Demonstrates traveling skills

Related Objectives: 2a, 3a, 5, 8b, 11a, 15a, 34, 35

### What You Do

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

A-[bouncing] we will go.

A-[bouncing] we will go.

Tick-a-tack, a-brick-a-brack,

A-[bouncing] we will go.

#### 2. Repeat using different movements.

#### 3. Encourage the children to move their bodies as you sing the song together.

## 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

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#### 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.

## Shake It Up

# 22

### 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

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#### 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.

## Wiggle, Wiggle

# 12

### 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

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#### 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.

## 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.

## 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.

## 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.*]

## Crawling Mouse

# 33

### Objective 9 Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

Related Objectives: 5, 6, 7a, 8b, 11a, 20a, 29, 34

### What You Do

1. Sing to the tune of "Oh Dear! What Can the Matter Be?"

Oh dear! What can the matter be?

Oh dear! What can the matter be?

Oh dear! What can the matter be?

A mouse has crawled up to my [chin].

2. Walk your fingers on the child's body and gently tickle the part of the body that you named.

3. Continue using other parts of the body.

## 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.

## Wake Up!

# 47

### 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."

## 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...?"

## Where Is Teddy?

# 63

### Objective 12

Remembers and connects experiences

a. Recognizes and recalls

Related Objectives: 2a, 8a, 11a, 11d, 12b, 14b, 15a, 23, 24, 26, 32

### What You Do

1. Sing to the tune of "Are You Sleeping?"

Here is Teddy. Here is Teddy.

Here he is. Here he is.

Now the bear is hiding. Now the bear is hiding.

Where can he be? Where can he be?

Come back Teddy. Come back Teddy.

Here he is. Here he is.

Hello Teddy. Hello Teddy.

Great big hug. Great big hug.

2. As you sing, hide and bring back the bear. Invite the child to greet and hug the bear when it returns.

**Objective 26**  
Demonstrates knowledge of the physical properties of objects and materials

Related Objectives: 1b, 3a, 4, 5, 6, 8b, 11e, 12a, 14b, 21a, 25, 36

**What You Do**

1. Invite children to alternate making their bodies as big and as small as they can by pretending to be big and small animals or objects, e.g., as big as a tree, as small as a seed; as big as an elephant, as small as a mouse. "Let's make our bodies as big as a house. How big can you be? Stretch your arms up high. Now let's make our bodies as small as a button. How small can you make yourself?"

**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.*]

**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 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 20**

Uses number concepts and operations

**b. Quantifies**

Related Objectives: 2a, 7a, 8a, 11d, 13, 20a, 23, 29

**What You Do**

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- 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 23**

Demonstrates knowledge of patterns

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

**What You Do**

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- 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].