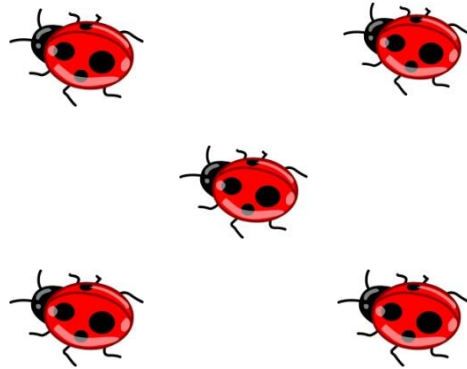


Language & Literacy Activities

Five Little Lady Bugs

Five little ladybugs sitting on a leaf,
Soaking in the sunshine and the soft, warm breeze.
Along came Mr. Bird, quiet as can be,
And snatched that ladybug off of the leaf!
Four little ladybugs sitting on a leaf...
Three little ladybugs sitting on a leaf...
Two little ladybugs sitting on a leaf...
One little ladybug sitting on a leaf...
No more ladybugs sitting on a leaf!



Create a Story



Most children know the story “If You Give a Mouse a Cookie” and many of the books that followed about that mouse. If you are able, locate the story online and read it with your child. Then try this activity to spark their imagination.

“If You Give a Mouse a Cookie”

Make a new title, “If You Give a Mouse a Dollar” and have your child make a story to go along with the new adventure. Write out their story as they recite it to you and have them illustrate it.



Ex: If you gave a mouse a dollar, he would want to go to the store. When he went outside, he would realize it was raining and he would need his umbrella. When he went for his umbrella, he would realize he left it at school. If he didn't have his umbrella he would need you to make him a covering so he wouldn't get wet. Once you made a raincoat out of a plastic sandwich bag, he would realize he was hungry and would ask for a sandwich before you could leave. Once he was finished he would be anxious to go to the store. When you arrived at the store, he wanted to go down every toy aisle. He would touch every toy that made sound. Continue using their imagination or write your own from the beginning.

Early Head Start

Children enjoy repetition in their reading. Elaborate on a favorite children's book, **“Brown Bear, Brown Bear, What Do You See?”** Go on a hunt in the house for any other colored or types of animals (stuffed, plastic, photographs, real ones, other books) and encourage your child to create additional pages for the story. Look to introduce new animals to their vocabulary. For example:

White stuffed bunny-“White Bunny, White bunny, what do you see?”

“Pink Flamingo”/ “Green Turtle”/“Gray Shark”/ Blue Crab”/Purple Peacock”/“Gray Koala”, etc...





Journaling

Allow your child opportunities to journal daily if they would like. It can be free journaling or structured through a topic/interest while they are at home. A journal can be just plain paper where they have opportunities to write and draw what they are writing about. Younger children may just scribble; however, this is a valuable developmental stage for them. Older children will draw and dictate to you what they are drawing or attempting to write, and some children will be at the stage of writing sight words, words familiar to them, environmental print words and sounding out their words to print them. Encourage your child at whichever stage he/she is at. ***Below are a list of writing ideas and sentence starters:***

For younger children:

“What do you like to do when you go outside?”

“How do you feel today?”

“What is the weather like today?”

“What do you like to eat?”

“What is your favorite toy?”

For older children:

“The funniest thing that ever happened to me was...”

“The thing I miss most about Head Start is...”

“If I could go on an airplane anywhere, I would go to _____ and I would take _____ with me. When we get there we would...”

“If I could have any pet, it would be a _____ because...”

“My favorite thing to do in the summer is...”

-----Early Head Start Pre-Writing -----

Younger children will need supportive activities to develop strong fine motor skills before they can begin writing. Here are some activities you can do to assist in developing them.

Exercises for Fingers to increase fine motor abilities to grow early writing abilities:

- Give your child a stress ball to squeeze and release.
- Engage them in folding laundry.
- Allow them to use clips like clothespins and chip clips to strengthen their fine motor muscles to begin to grasp a writing tool.
- Give them opportunities to manipulate small toys, blocks and play dough.
- Play catch with them to improve eye-hand coordination.

Sensory Play

A great hands-on way to practice important fine motor skills.

1. **Choose a good container.** Depending on the items you want to put in there gives you the idea of what size would work well. Plastic food containers, cardboard boxes, dishpans, baking dishes are examples.
2. **Choose a sensory filler.** Use non-food items such as bird seed, small pebbles (aquarium pebbles), sand, mud, water (add color with food coloring), Easter grass, shredded paper, Styrofoam peanuts, buttons, water beads, play dough are examples. PLEASE BE SURE TO USE AGE APPROPRIATE SIZE ITEMS. DO NOT USE TINY ITEMS FOR TODDLERS.
3. **Add fun tools.** The best part of sensory play is the chance to fill, dump, pour, mix, and transfer materials from one place to another. Measuring cups, funnels, waterwheels, sifters, digging items, sponges, spoons, rollers, tweezers, tongs, scoops, small animals, cars, blocks, etc...are good examples.



Gross Motor/Outside Play

7 Minute HIIT Workout For Kids

Set interval timer to do 45 seconds of work and 15 seconds of rest. Do as many reps of each animal move as you can before time runs out!



FROG JUMPS



BEAR WALK



GORILLA SHUFFLE



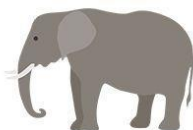
STARFISH JUMPS



CHEETAH RUN



CRAB CRAWL



ELEPHANT STOMPS

Animal Antics

Go outside and become animals. Have children pick an animal they want to pretend to be and move around the yard or down the sidewalk like that animal. Add sounds with it.

Bunny, kangaroo-hop

Snake-slither

Frog-jump

Bird-fly, swoop

Butterfly- flutter

Crab-walk on all fours sideways

Duck, Penguin- waddle

Bear, Lion-prowl

Elephant- swing trunk, stomp heavily

Adding this workout to your morning routine improves self-regulation and focus throughout the day.
Instructions and high quality printable included.

Health & Nutrition

Healthy eating and healthy snacking are very important during this time. Have your child draw a plate with the food items they would like to eat for a meal. You can use newspapers, magazines or grocery flyers to cut out pictures if they are available. Talk with your child about good nutrition and how food gives us our daily energy. Utilize **My Plate** as a resource to share with children.



If you have internet access, visit <https://choosemyplate.gov/health-and-nutrition-information> for more activities and info on good nutrition.



For younger children, have them identify the colors of the foods they are eating.

Social Emotional Support

Resilience in Children



Exercise strengthens and reorganizes the brain to make it more resilient to stress. One of the ways it does this is by increasing the neuro-chemicals that can calm the brain in times of stress. Anything that gets kids moving is stellar, but of course, if you can make it fun, that pretty much grants you hero status. Here are some ideas, but get them thinking and they'll have plenty of their own:

- throw a Frisbee;
- kick a ball;
- give a hula-hoop a spin;
- walk the dog;
- superhero tag (the tagged one stands in the middle of a circle on the ground; a superhero saves them by using their superhero powers to fly with running feet through the circle);
- detective (in the park or backyard ... first one to find five things that are green; or three things starting with 's'; or seven things that could be used for dress-ups; or ten things that smell good – ready, set, go!).



Math & Science Activities

Below are ways that you can help your child learn early math skills by building on their natural curiosity and having fun together. (Note: Most of these tips are designed for older children—ages 2–5. Younger children can be exposed to stories and songs using repetition rhymes and numbers.)

Count and sort



Gather together a basket of small toys, shells, pebbles or buttons. Count them with your child. Sort them based on size, color, or what they do (Ex. all the cars in one pile, all the animals in another).



Place the call

With your 3-year-old, begin teaching her the address and phone number of your home. Talk with your child about how each house has a number, and how their house or apartment is one of a series, each with its own number.

What size is it?

Notice the sizes of objects in the world around you: That pink pocketbook is the biggest. The blue pocketbook is the smallest. Ask your child to think about his own size relative to other objects (Ex. “Do you fit under the table? Do you fit under the chair?”).

Walk it off

Taking a walk gives children many opportunities to compare (which stone is bigger?), assess (how many acorns did we find?), note similarities and differences (the duck has fur like the bunny does?) and categorize (see if you can find some red



(does

leaves). You can also talk about size (by taking big and little steps), estimate distance (is the park close to our house or far away?), and practice counting (let’s count how many steps until we get to the corner).



Shape up



Point out the different shapes and colors you see during the day. On a walk, you may see an octagon-shaped sign that’s red. You may see a brick house or a vehicle with a variety of shapes on them.





Read and sing your numbers

Sing songs that rhyme, repeat, or have numbers in them. Songs reinforce patterns (which is a math skill as well). They also are fun ways to practice language and foster social skills like cooperation.



5 Little Monkeys

Five Little Monkeys Jumping on the Bed; one fell off and Bumped his head. Mama called the doctor and the doctor said, No more monkeys jumping on the Bed.... uh huh (no More Monkeys jumping on the Bed) Four Little Monkeys Jumping on the Bed; one fell off and bumped his head...(continue counting down to zero)

Pass it around



Ask for your child's help in distributing items like snacks. Help him give one cracker to each child, or in laying napkins out on the dinner table. Tell them that each napkin needs a fork, a spoon and a knife. This helps children understand one-to-one correspondence. When you are distributing items, emphasize the number concept: "One for you, one for me, one for Daddy." Or, "We are putting on our shoes: One, two."

Big on blocks

Give your child the chance to play with wooden blocks, plastic interlocking blocks, empty boxes, milk cartons, etc. Stacking and manipulating these toys help children learn about shapes and the relationships between shapes (e.g., two triangles make a square). Nesting boxes and cups for younger children help them understand the relationship between different sized objects.



Tunnel time

Open a large cardboard box at each end to turn it into a tunnel. This helps children understand where their body is in space and in relation to other objects.



Dress for math success

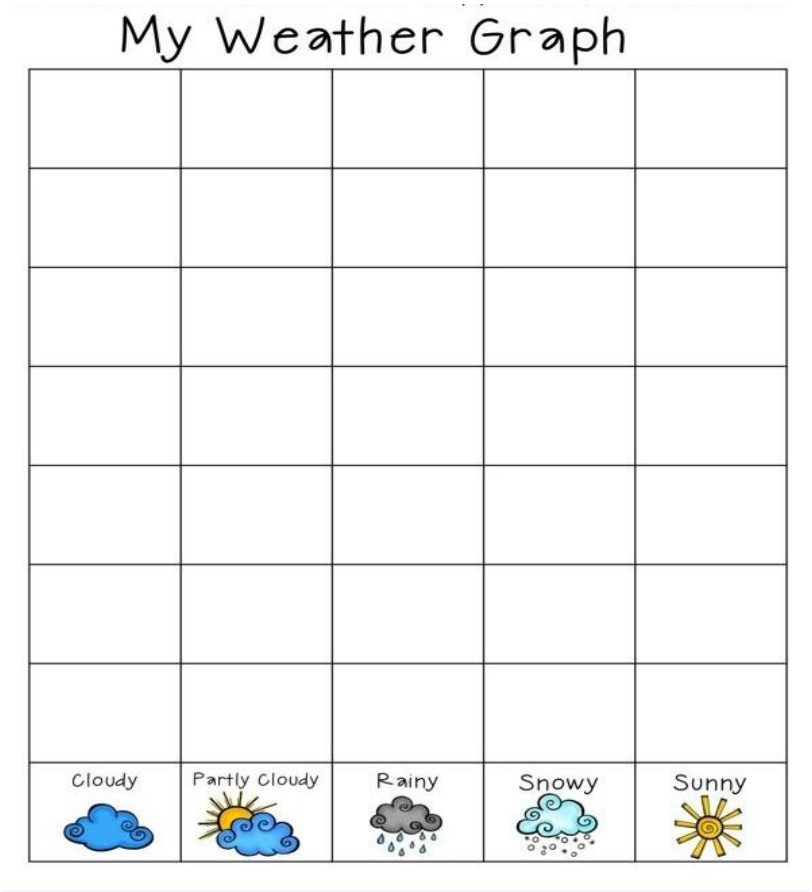
Ask your child to pick out a shirt for the day. Ask: What color is your shirt? Yes, yellow. Can you find something in your room that is also yellow? As your child nears three and beyond, notice patterns in his



clothing—like stripes, colors, shapes, or pictures: I see a pattern on your shirt. There are stripes that go red, blue, red, blue. Or, your shirt is covered with ponies—a big pony next to a little pony, all over your shirt!

Graphing games

As your child nears 3-years-old and beyond, make a chart where your child can put a sticker or color in each time it rains or each time it is sunny (see example). At the end of a week, you can estimate together which column has more or less stickers, and count how many to be sure.



House of Good Deeds

Draw a house with your child. Talk about the simple shapes you use to build your house. A rectangle for the chimney, door, and windows, triangle for the roof, circle window, etc. Decorate your house, add landscaping such as a tree, bird, swing, mailbox, flowers, etc.

Take the time to recognize the good deeds your children are doing while at home. Praise them by writing a deed each day on the house. Display on the refrigerator for everyone to see.

