



FAMILY RESOURCES & LEARNING ACTIVITIES

Bright by Text allows you to enroll for quality information and trusted research-based resources to parents of children prenatal to five years old. The text comes to your phone in English or Spanish and is comprised of tips, learning materials, and videos to support healthy child development and build strong resilient families. Enroll for free at: <https://www.brightbytext.org/>

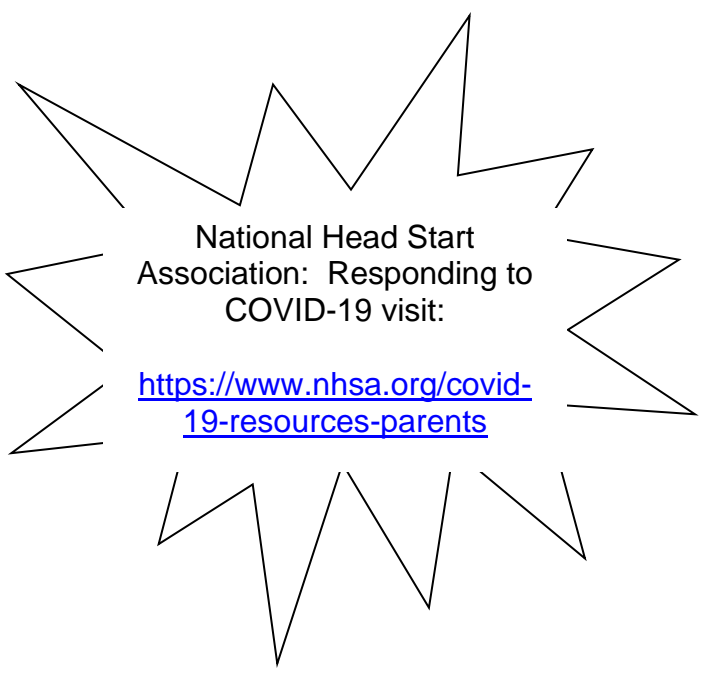
Please read article on our website:

Let's Redefine Parenting 'Success' Right Now

Healthy at Home: A Toolkit for Supporting Families Impacted by COVID-19

With the growing impact of the COVID-19 virus, ReadyRosie is developing this free toolkit as a resource to support families with information and resources for supporting the children in their care.

<https://healthyathome.readyrosie.com/en/emotional-well-being/>

A large, hand-drawn style starburst graphic with multiple points, serving as a background for the text.

National Head Start
Association: Responding to
COVID-19 visit:

<https://www.nhsa.org/covid-19-resources-parents>

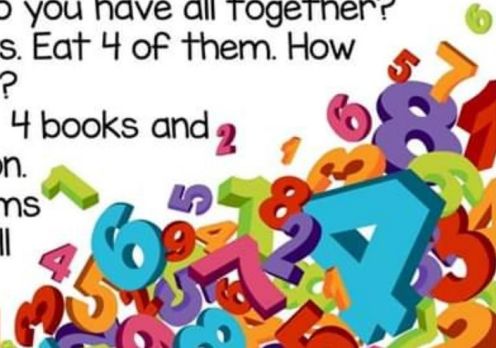
SPRING SCAVENGER HUNT

- Find a yellow flower.
- Find 3 different shaped leaves.
- Find something that is red.
- Find a spider web.
- Find something that flies.
- Name 2 things you see in the sky.
- Find something that is long.
- Find something that grows that is green.
- Find 2 birds.
- Find some water.
- Find something purple.
- Find something that crawls.

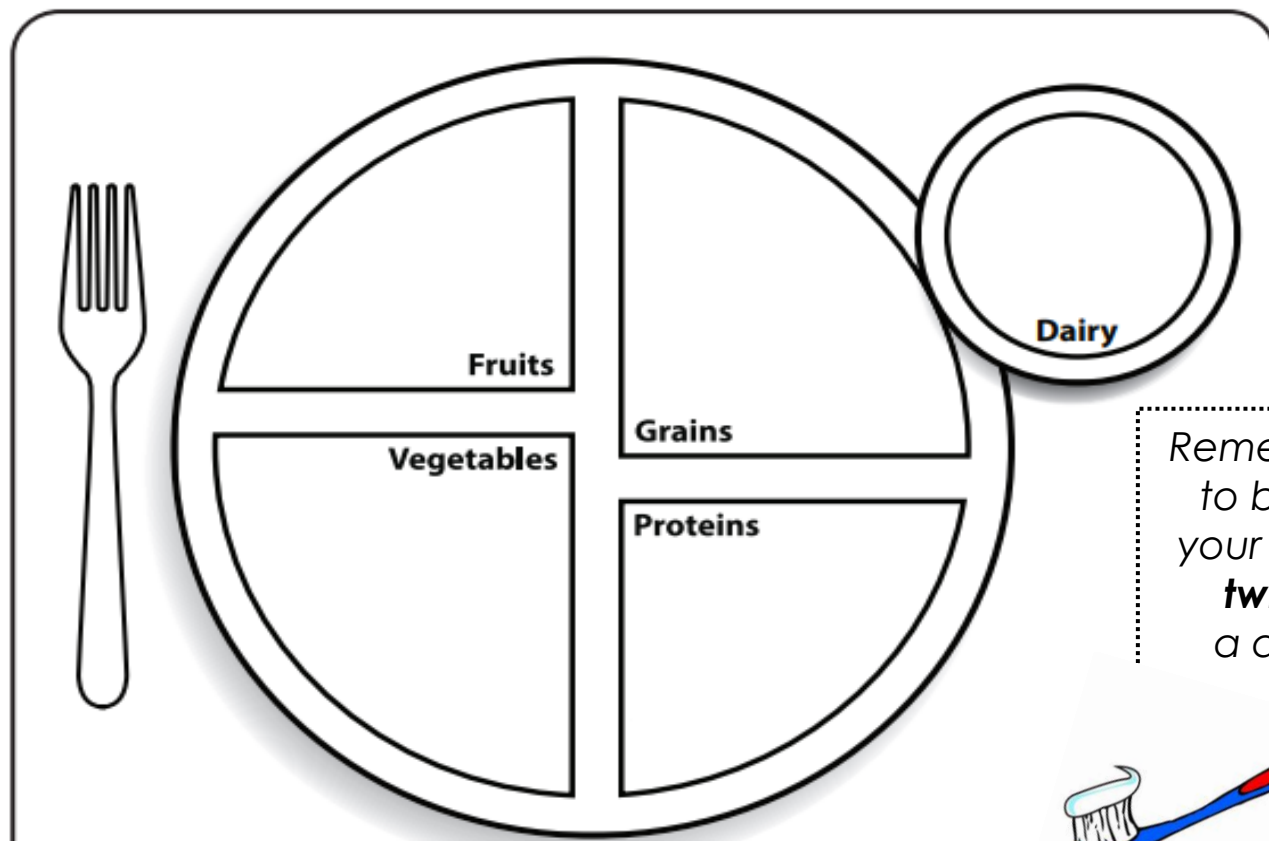


MATH SCAVENGER HUNT

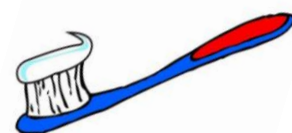
- Find 2 pencils and 1 blue crayon. How many items do you have now?
- Find 5 blocks and 2 pennies. How many items do you have now? Take away 3 blocks. How many items are left?
- Find 4 socks and 2 stuffed animals. How many items do you have all together?
- Find 8 crackers. Eat 4 of them. How many are left?
- Find 3 spoons, 4 books and 1 orange crayon. How many items do you have all together?



Fruits	Vegetables	Grains	Proteins	Dairy
<ul style="list-style-type: none"> Apple Orange Pear Grapes Bananas Peach Berries 	<ul style="list-style-type: none"> Onion Carrot Cauliflower Lettuce Spinach Peas Broccoli 	<ul style="list-style-type: none"> Rice Bread Pasta Oats Cereal 	<ul style="list-style-type: none"> Fish Meat Chicken Eggs Beans Nuts 	<ul style="list-style-type: none"> Milk Yogurt Cheese



Remember to brush your teeth **twice** a day!



WATER PLAY **(toddlers and preschoolers)**

- Wash toys - Grab some toys (dirty or not), add some soap, and start washing.
- In a bin, bucket, or outside invite your child to play with cotton balls and water, with lots of squeezing. Add dark colored paper like navy blue, brown or black and your child can "paint" with the wet cotton ball
- Pour, pour, pour - pouring station lets the little ones transfer and pour water to their hearts' content. Add color to the water, along with different containers, to make it even more inviting.
- Make a sponge boat (sponge & straw) or milk carton boat (milk carton, toothpicks, straw) - be creative!



- PRESCHOOLERS: Water bottle raft



National Head Start
Association: Free Resources
to Support Learning at Home

<https://www.nhsa.org/educational-resources-learning-home>

We hope you'll enjoy these activities with your child.
Be sure you're watching the entire time.

Early Head Start (ages 0-36 months)

Babies/Toddlers



- **Got tummy time?** We hear tummy time is good for babies, but how cool to notice that tummy time means that baby's muscles are getting feedback from the ground and their head is tilting — hidden senses activated! To inspire a little extra tummy time, get down with your baby or toddler and slither together like snakes or wiggle like worms.
- **Got something to chew on?** Oral exploration of objects is not only a way to learn about objects by their taste and feel, but it activates your baby or toddler's jaw, which stimulates proprioception. [Learn more about safe mouthing](#) and provide a range of objects to mouth—or, even better to taste! For example, try: berries, herbs, citrus slices, cinnamon sticks (great for teething woes, too!), watermelon, etc.
- **Got forest putty** (i.e. play dough)? Squeezing putty is not only a super fun way to activate touch, but it activates joints in the hands and stimulates touch, smell and sight to boot.
- **Got drums?** Whether or not you have a proper drum, sticks can turn virtually any surface, indoor or out, into a drum. Beat your drums as you sing or listen to music and encourage wee ones to bounce or bop along!

Bebés / Niños Pequeños

- **¿Tienes tiempo boca abajo?** Escuchamos que el tiempo boca abajo es bueno para los bebés, pero ¡qué chévere notar que el tiempo boca abajo significa que los músculos del bebé están obteniendo información del suelo y que su cabeza está inclinada, activando los sentidos ocultos! Para inspirar un poco más de tiempo boca abajo, acuéstate al lado de tu bebé o niño pequeño y deslízate juntos como serpientes o menearse como gusanitos.
- **¿Tienes algo para masticar?** La exploración oral de objetos no es solo una forma de aprender sobre los objetos por su gusto y sensación, sino que activa la mandíbula de su bebé o niño pequeño, lo que estimula la propiocepción. Aprenda medidas de como hacer esto seguramente y proporcione una variedad de objetos para explorar, ¡o incluso mejor para probar! Por ejemplo, intente: bayas, hierbas, rodajas de naranjas, limón, canela (¡excelente también para la molestia de los dientes!), sandía, etc.
- **¿Tienes masilla forestal (es decir, plastilina)?** Apretar y tocar la masilla no solo es una forma súper divertida de activar el tacto, sino que activa los huesos y ligamentos en las manos y estimula el tacto, el olfato y la vista, ¡divino!
- **¿Tienes tambor?** Ya sea que tenga o no un tambor adecuado, los palos pueden convertir prácticamente cualquier superficie, interior o exterior, en un tambor. Toca el tambor mientras cantas o escuchas música y anima a los más pequeños a bailar y saltar.

(...cont Early Head Start)

Social and emotional & Physical

- See above ideas
- Create an obstacle course
- Play Simon Says or Follow the Leader

Language and Literacy --- READ EVERYDAY!! Read with fun voices using a different one for each character.

- When reading ask questions and explain your thinking; talk about the pictures. Examples of reading questions are
 - Before reading question: Why did you choose this book?
 - While reading question: (Point to the pictures) What do you think it happening here? (after he/she answers, continue reading)
 - After reading question: What did you enjoy about this story?

Mathematics

- Nesting with different size bowls, mixing bowls, measuring cups and spoons, etc.
- Hide a Cheerio under a cup and see if infant/toddler can find it. Extension: Use two different-colored cups, put a small object such as a Cheerio under one cup and move it around to see if he/she can remember which one was the hiding place. After she/he has found the Cheerio under the first cup, show your child you are now putting it under the second cup and see if she/he remembers that the Cheerio has moved.

Science

- Scavenger hunt – hide objects in one room and have your child find them. Give clues as needed such as "it's under a pillow". See ideas above and use based on your child's ability.

The Arts

- Draw with crayons
- Freeze dance

FINGERPLAYS, SONGS, AND RHYMES






Firefighter

*I'd like to be a firefighter
And drive my truck so fast. (pretend to drive)
I think I'd be too busy
To wave as I go past. (wave)
I'd hurry with the fire hose,
And hear the people shout (put hand to ear)
I'd help to squirt the water,
And put the fire out. (pretend to hold hose)*

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Head Start (ages 3-5 years old)

Frustrated with staying inside? Find your calm. Try the following:

Smell a Flower/Blow out a Candle 	Count to Ten 	Wall or Chair Pushups 
Slow Deep Breaths 	Hug Something 	Do a Drawing 

Physical

- *Be active for at least 60 minutes a day (it doesn't have to be all at once)
- See obstacle course below

Language and Literacy --- READ EVERYDAY!! Read with fun voices using a different one for each character.

- When reading ask questions. Some examples include
 - Before reading question: Why did you choose this book?
 - While reading question: What has happened in the story so far?
How do you think this story will end?
 - After reading question: What do you think _(character)_ learned?
What did you learn from this book?
- Keep a journal and draw/write about something you did, something that is your favorite (toy, games, friend). Write about what you did over the holiday weekend.
- Give your child empty plastic eggs to practice taking apart and putting together (great for motor skills). Write the upper-case letter (Ex. A) on one half and lower-case letter (Ex. a) on the other and now he/she is letter matching. Do this with the entire alphabet or start with the letters in your child's name.

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(...cont Head Start)

Mathematics

- Order materials from longest to shortest and then flip it and ask to line them up from shortest to longest (ex. shoe, sock, stuffed animal, etc.)
- Use 2-3 different colored cups, put a small object such as a Cheerio under one cup and move it around to see if he/she can remember which one was the hiding place. After she/he has found the Cheerio under the first cup, show your child you are now putting it under the second cup and see if she/he remembers that the Cheerio has moved.

The Arts

- Decorate a tissue box with art supplies
- Play charades
- Freeze dance

For the stuffed animal parade, you'll need to gather some toys – no more than 10.

You're singing and practicing math skills without even knowing it!

STUFFED ANIMAL PARADE

The crocodile is *first*.

The crocodile is *first*.

Come see our animal parade.

The crocodile is *first*.

The elephant is *second*...

The tall giraffe is *third*...



They all march around.

They all march around.

They march in our animal parade.

They all march around.

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English

Get From Here to There

One of the great things about both of these hidden senses is that they are most easily activated when we move around a lot — and we all know that moving and grooving always works for our little wiggly friends.

We also know that obstacle courses are a forever favorite in many homes and can easily set the stage for fantastic active play at any age. Here's how to kick off this week:

1. Pick a space in which to play (inside, outside, a combination of both).
2. Set up a "course" or series of physical challenges that kids will take on to get from "here to there."
3. As you set up physical challenges, aim to include one of each of the following:
 - ☐ Something to **go over** (e.g. stump or piece of wood, box, couch, mountain of pillows, stack of books, bucket)
 - ☐ Something to **go under** (e.g. table, low tree branch, bush, blanket or sheet draped over two objects, a tunnel made of boxes or sticks)
 - ☐ Something to **balance on** (stack of books, one foot, a log, an uneven rock, two branches in a cross shape, broom handle)
 - ☐ Something to **walk along** (e.g. coil of rope, stretched out ribbon, strip of tape, row of pillows, line of coins, line of rocks)
 - ☐ Something they have to **get into** a container. (e.g. ball into a bowl, acorns into a box, stuffed animal into a basket, a smaller box into a bigger box, a rock inside a circle made of twigs)
 - ☐ Some way to move from **here to there** (maybe they have to: stomp, jump, spin, roll, kick, crawl, hop, tiptoe, "fly," lunge)



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Spanish

Ve de Aquí Para Allá

Una de las mejores cosas de estos dos sentidos ocultos es que se activan con mayor facilidad cuando nos movemos mucho- y todos sabemos que el movimiento siempre funciona para nuestros pequeños amigos que simplemente no pueden estar quietos. También sabemos que las pistas de obstáculos son una actividad favorita en muchos hogares y pueden fácilmente preparar el escenario para un fantástico tiempo de juego activo a cualquier edad. A continuación, le mostramos cómo se mueven las cosas!

1. Elige un espacio en el que jugar (adentro, afuera, una combinación).
2. Establezca un "curso" o una serie de retos físicos que los niños enfrentarán para "ir de aquí para allá."
3. Al configurar retos físicos, intente incluir uno de cada uno de los siguientes:
 - ☐ Algo para **pasar** (por ejemplo: un pedazo de madera, caja, piedra, sofá, montaña de almohadas, pila de libros, balde)
 - ☐ Algo para pasar por **debajo** (una mesa, una rama baja de un árbol, un arbusto, una cobija o una sábana envuelta sobre dos objetos, un túnel hecho de cajas o palos)
 - ☐ Algo para **equilibrar** (pila de libros, estar en un pie, un tronco, una piedra desigual, dos ramas en forma de cruz, palo de escoba)
 - ☐ Algo para **caminar** (un rollo de cuerda, una cinta estirada, una tira de tape, una fila de almohadas, una línea de monedas, una línea de piedras)
 - ☐ Algo que **tienen que meter** en un contenedor (una pelota en un tazón, bellotas en una caja, animal de peluche en una canasta, una caja más pequeña en una caja más grande, una piedra dentro de un círculo hecho de ramitas)
 - ☐ Alguna forma de moverse **de aquí para allá** (tal vez tengan que: pisar fuerte, saltar, girar, rodar, patear, gatear, saltar, caminar de puntillas, "volar")



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Websites you can explore with your child

Early Head Start (24-36 months)

- <https://www.sesamestreet.org/caring> (English) -or-
<https://sesamestreetincommunities.org/topics/emergencias-de-salud/> (Spanish)

Suitable ages 2-5 years old

- <https://healthyathome.readyrosie.com/en/> (English) -or-
<https://healthyathome.readyrosie.com/es/> (Spanish)
- <https://www.youtube.com/user/alexgmay/videos> – Dr. Jean

Head Start

- <https://www.pbs.org/parents/thrive/8-easy-ideas-to-add-math-into-your-daily-routine#.Xny0M7l64Fc.email>
- <https://www.starfall.com/h/index-kindergarten.php?mg=k> (4-5 year olds)

YouTube books for topics in which your child is interested, such as

1. *Harold and the Purple Crayon*
<https://www.youtube.com/watch?v=7VD43OAVPJ8&feature=youtu.be>
-During video reading pause and ask: What do you think will happen next? How do you think he can solve this problem?
2. *Click, Clack, Moo Cows That Type*
<https://www.youtube.com/watch?v=HXeelfA90z8> (English)
<https://www.youtube.com/watch?v=jNSBUv7RuQw> (Spanish)
-After reading (infants & toddlers): That story was funny but it is not real because animals cannot type
-After reading (preschoolers): Ask your child if the book was fiction or non-fiction and how he/she knows.
3. *Too Many Tamales*
<https://www.youtube.com/watch?v=loGid-U4qMw> (English)
https://www.youtube.com/watch?v=sh93wj_uP9s&list=PLwmYd6YlpBurEZB4_KXzWMkcJpSDhY_yR&index=25&t=0s (Spanish)
-After reading (preschoolers): What was the problem? How was the problem solved?

Screen Time Recommendations

American Academy of Pediatrics (AAP) recommends, "no more than 2 hours each day for preschool children ages 2 to 5 and screen time should be avoided altogether for infants and toddlers under age 2 years other than video chatting. Co-viewing is best when possible and for young children they learn best when they are re-taught in the real world what they just learned through a screen."

The Center for Disease Control and Prevention (CDC) recommends reducing children's screen time as one of the most important strategies for preventing childhood obesity.

April Parent Engagement Activities

National Reading Month, select a book of your choice at home and/or online and re-create the characters in the story with your household members. Utilize clothing that you have at home to dress as the character in the story. Have fun and use items at home to make it fun and creative.

Clean Up, Clean Up- Go through household items and clothes that you have not used or worn in quite some time. Make piles of items/clothes by color, size and style. This will be a fantastic sorting assignment kids will have fun engaging with their parents. This assignment will be a great learning experience sorting by color, size (big or small) and style (shirts, pants, socks etc.) Plus a great way to get rid of things you are no longer using (Donate to your local Good Will)

Vision Boards- Find those old magazines that are laying around your house. Think about how you envision your future. Clip pictures from the magazine that aligns with your future plan. Include pictures of ideas you envision for the entire family. Paste your pictures on cardboard box (use an empty cereal box). Great project for the entire family to enjoy!

STEM – Create a maze! Allow everyone in the household to master your maze.

Items Needed:

Old shoe box

Straws (cut them 1 inch or smaller)

Glue stick

Marble (do not leave child unattended with this item)

Food Creation- Create a colorful meal and/or snack plate utilizing food items that you have at home. Try making the plate colorful: Green (beans), Yellow (squash, banana), Red (apples), Purple (prunes, grapes, egg plant). Let the kids design their own colorful plate and write a story about their food creation

Gardening Fun: March is the ideal time to [plant vegetable and flower seeds](#) in indoor pots. Introduce your family to seeds with the book *The Tiny Seed* by Eric Carle. Vegetables such as cauliflower, tomatoes, and broccoli can be planted in small, biodegradable pots indoors. When the weather warms up, help the children transfer the pots outdoors.

Family Seed Collage: Introduce spring to the children by using seed packets. Compare the different types of seeds using small magnifying glasses. Then create a large family seed collage or craft smaller individual ones. Here are some examples:

