

Learning At Home Activity

Age Group: 3-5 year old

Objective: Follows Directions

Help Me Hokey Pokey

Instructions:

1. Place the mirror against the wall so that your child will be able to see herself.
2. Invite her to sing "The Hokey Pokey" song with you in front of the mirror. You may want to listen to the song or sing it one time before introducing the motions.
3. Sing the song as you do the movements with your child. You may need to tap the body part that your child should move.
4. Observe which movements are more challenging for your child, such as putting one foot out in front of her. Offer support for any movements she finds difficult.
5. Remind her to listen to the song to know what to do next. *Let's listen to find out what we do after we turn around.*
6. When finished, sing the song again, making the tempo faster or slower to reflect your child's ability to follow along.
7. You can extend this activity by adding new lyrics and movements to the song for your child to follow.

Materials:

- Large mirror
- Recording of "The Hokey Pokey" song (optional)



What will children learn?

As your child learns to understand oral directions, she may need visual cues and physical assistance to fully understand what is being asked of her. Keeping directions simple and easy to illustrate through action helps to ensure that your child will readily grasp each small step as it is introduced.

Wash Your Hands Song

Instructions:

Parents/Teachers model and provide opportunities for the child to practice hand washing for 20 seconds using music or songs. For example, the ABC song.

1. Discuss with your child why hand washing is important.
2. At the sink, you and your child wash your hands at the same time.
3. Sing the ABC song and soap your hands through the whole song.
4. Wash hands while singing other songs that take 20 – 30 seconds
 - Baby Shark
 - Row Row Row Your Boat
 - Mary Had a Little Lamb

Questions to extend learning:

1. How does the water feel?
2. Who washes their hands?
3. When should we wash our hands?
4. Why do we put soap on our hands?

Materials:

Optional: music



What will children learn?

The children will learn to wash their hands properly and why washing their hands is so important.

Learning Objectives:

- Speaks clearly
- Communicates in creative ways, e.g., Plays with words by rhyming, chanting, or making up songs; uses movement and dance.



Learning At Home Activity

Age: 1 ½ -3 ½ Months
Language

Read to Me: Interacting and Setting a Routine

Instructions:

1. Place your baby on your lap.
2. Make sure you and the baby are in a comfortable position.
3. Introduce the story to your baby and make sure your baby can see your lips moving so he can see your mouth when you speak.
4. Begin to read the book.
5. Cuddle up and repeat this story again. Have a daily routine so your baby can get use to books.

Materials:

- Books

Environment:

- Quiet Space

How to extend activity:

- Do you see the brown bear in the story?
- If you have a touch and feel book, you can talk to your child about what they see and help guide their hand over the touch and feel book.



What will your child learn?

Language: Reading sets the stage for your baby learning new words. Once your baby gets use to the routine of being read to, he can predict what is coming next. Many of his first words may come from books you may have read over and over .

SockPuppet: Taking Turns

Instructions:

1. Place a sock on your hand and let your child watch as you draw a face on the toe of the sock.
2. Begin talking and singing for the puppet.
3. Take the puppet off and put it back on. Encourage your child to put the puppet on.
4. Make another puppet from another sock. Talk to the first puppet. Model conversation –give each puppet time to respond. Encourage your child to talk to the puppets.
5. Let your child lead the play and observe what he does.
6. Play as long as he is interested.

Materials:

- Clean, light-colored adult size socks
- Fabric markers or permanent markers
- Toddler Book

**What they learn:**

Motor: Playing with the puppet uses the small muscles in your child's hands and fingers.

Language: Your child is fascinated with language. Hearing the puppet talk attracts his attention.

Language: Your child learns best in a language rich environment. The more you surround your child with language, the more words he will understand and say.

Stepping Stones

Primary Objectives

4. Demonstrates traveling skills

21a. Understands spatial relationships

Why It's Important

Many children love to move their bodies through space in different ways. This activity encourages your child to be active while helping him master spatial concepts.

Materials

Masking tape; sidewalk chalk; large open floor space or outdoor area

What You Do

1. Use chalk outdoors or masking tape indoors to create a path of “stepping stones” around the space.
2. Invite your child to jump from stone to stone. As he moves, help him notice where he is in relation to his surroundings. *I see that you are near the door, but you are far from the window.*
3. Encourage him to describe where he is in relation to you or any other people participating. *Whom do you think is closest to you? Who is behind you?*
4. Switch places, and continue the activity by moving along the stones and asking your child to describe your position as you move. *Where am I now? What am I next to?*
5. Vary the game by placing the stones in a different area of the room or outdoor space. Continue the activity for as long as your child is interested.

Let's Play Follow the Leader

Primary Objectives

- 1b. Follows limits and expectations
- 4. Demonstrates traveling skills

Why It's Important

When you provide examples and model expected behavior, you help your child understand how and when to care for household materials. Although your child may be physically capable of completing specific tasks at home, he continues to learn by example. Demonstrating a task to your child and then asking him to immediately practice that task reinforces your home routines and expectations.

Materials

A room that needs tidying

What You Do

1. Be sure there are several things out in the room that need to be put away. Include a variety of objects to be put in different locations around the room.
2. Invite your child to play Follow the Leader. Ask him to follow you around the room and do what you do.
3. Walk or march in a silly way to make cleaning up more enjoyable. Walk slowly around the room, picking up a toy and putting it away, then waiting for him to repeat your movements.
4. Explain each task as you complete it. *Now I am hanging a coat on the hook. Now you are hanging a coat on the hook.*
5. When the room is clean, remember to thank your child for his help with the task. Recall with your child all the areas that were messy and list together the items he put away.
6. Point out to him how nice the room looks when it is clean and how easy it will be to find toys and materials later when he wants to use them.
7. You can extend this activity by giving your child an opportunity to be the leader. Mimic his motions as he moves around the room putting things away.

Helpers

Primary Objectives

8b. Follows directions

Why It's Important

As children learn to be a member of a group, they begin to accept that other people's needs are also important. Providing your child with opportunities to help others supports her development of this understanding.

Materials

None

What You Do

1. Watch for opportunities for your child to help you or another family member or friend during daily activities and routines.
2. At lunchtime, explain to your child that it is time to set up for lunch. Ask her to finish her play and help you with the preparations. *Please get the paper cups while I get the milk from the refrigerator.*
3. After lunch is over, she can help you again by throwing the cups in the trash.
4. Observe your child's reaction to your request for help. Acknowledge her contribution to the group, and describe why the behavior was helpful. *You gave everyone a cup, so now we can all drink our milk.*
5. As your child becomes more practiced with helping behaviors, pair her with a friend to share helpful tasks. *Will you and Johnny please help me set up for play? If you each take a handle you will be able to carry this heavy bucket of blocks to the center of the room.*
6. Look for other times of the day when your child can help. Notice when she helps without being asked, and always acknowledge her contribution.