

# Early Head Start

Dear Families,

I hope all had a good week and were able to enjoy some of last week's activities. This will be the last week that online plans will be posted. After this week, we are going into summer vacation mode. I do not have a lot of information to share regarding the plans for next year, however, as soon as the details become clearer, we will get the information out to you.

This week the Toddler's and Two's are focusing on telling stories and prewriting shapes. First is telling stories. The activity encourages this through the use of "family puppets". They are easy and fun to make, see the activity below. Creating and telling stories, no matter how short are important in your child's academic growth. As you and your child create the story, make sure you focus on it having a beginning, middle and end. Point these parts out to your child. Learning this skill will help them now and in the future with reading comprehension.

Next the Toddler's and Two's are working on building shapes with common household materials. Building shapes with your child is a first step in being able to recognize letter shapes.

The infant's activities are related to movement patterns this week. The activities start with the youngest infants, and encouraging them to hold their head up and look at objects. Holding up their head to focus on seeing something is a first step in the infant learning how to control their bodies. For the older infants, we are working on body parts. It is important for a child

to learn the names of their body parts. As your child learns the names of their body parts, they begin to become more aware of themselves as an individual.

Following you will also find links to this week's stories. Stay safe and have a wonderful summer.

Sincerely,

Merisa

## Read Alouds

My O Book - [https://youtu.be/u9q3\\_dWPfS8](https://youtu.be/u9q3_dWPfS8)

My X,Y,Z Book - <https://youtu.be/qndA5LvR5Ck>

Clifford's Family - <https://youtu.be/kirohTw4moA>

La Familia de Clifford - <https://youtu.be/-JnqcmZXnPU>

This is My Body - <https://youtu.be/RKCxrBuKNx8>

Las partes del cuerpo - <https://youtu.be/pOg6y-Q59eM>

Toddler's and Two's

# Tell Family Stories

Let your child move stick puppets to act out a family story that she and you tell together.

Telling stories will help your child understand the relationships among people in families.

## Game 99

*We'll pretend these are our family.*

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## Why this is important

Handling the puppets helps your child to see her family as a group. Playing with the family puppets may help her to see herself as an important part of a family. She can use her place in the group and her knowledge about her family members to make up stories using familiar information. Having an understanding of how stories are made will later help her better understand the stories she reads.

## What you do

Collect some pictures of family members and friends to cut up. Glue the pictures to popsicle sticks ( or straws or sticks you collect outside) to make puppets.

Make up a story about the family. Encourage your child to move the puppets around to act out the story.

Include a few real events along with imaginary events in your story.

Ask your child questions to involve her in making up part of the story. *What do you think she did next? How did it make you feel?*

Talk about the adults so that your child can be aware of them as people with feelings and needs.



Encourage her to tell her own story with the puppets.

# Contemos historias de nuestra familia

Permita que su niña manipule títeres caseros para dramatizar

una historia de la familia que ustedes puedan narrar juntas.

Narrar historias le servirá a su niña para comprender las relaciones entre los parientes.

## Juego 99

*Hagamos de cuenta que los títeres son nuestra familia*

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## Por qué es importante

Manipular títeres le ayudará a su niña a ver a su familia como un grupo. Jugar con la familia de títeres le servirá para verse a sí misma como un miembro importante de una familia. Ella podrá ubicarse en el grupo y usar lo que sabe de los miembros de su familia para inventar historias. Comprender cómo se crean las historias le servirá para comprender mejor las que ella lea.

## Qué hacer

Reúna fotos de parientes y amigos y recórtenlas.  
Para hacer títeres, pegue las fotos en varitas de madera.

Invente una historia acerca de la familia. Anime a la niña a mover los títeres para dramatizar la historia.

Incluya en su historia unos cuantos acontecimientos reales y otros imaginarios. Hágala preguntas a la niña que la induzcan a inventar parte de la historia. *¿Qué hizo ella después?*



*¿Cómo te sentiste tú?*

Háblele de los adultos para que la niña los perciba como personas que también tienen sentimientos y necesidades.

Anímela a que le narre su propia historia usando los títeres.

# Making Os and Xs

Give your child easy, direct experiences in making circles and crossed lines. Inviting your child to build new shapes with you helps her learn and remember letter-like shapes and forms.

## Game 80

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## Why this is important

As your child makes shapes she will begin to see that lines must be closed and curved to be a circle. She will learn to use words that talk about the differences between the straight lines of an *X* and the curved line of an *O*. Practice in distinguishing shapes and symbols prepares her for reading and math later on.

## What you do

Create a circle on the floor with blocks. Invite your child to sit in the middle. Use the word *circle* and help her make her own circles with blocks or other materials.

Help your child trace the rim of a cup with her finger. Talk about the shape as she traces. *This is a circle. A circle is round like a pizza.*

Draw big and little circles together using crayons. Your child benefits from the practice even though her circles may be very crooked.

Take a straight rope and bring the ends together so that it makes a circle. Show her how to cross two sticks and to draw a straight line over another straight line to form an *X*.



# Hagamosla *O* y la *X* *¡Estás haciendo* *un gran círculo!*

Ofrézcale a su niña experiencias fáciles para que haga círculos y líneas cruzadas.

Invitar a su niña a que arme figuras con usted le servirá para aprender a recordar las figuras y formas que se parecen a las letras.

## Juego 80

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## Por qué es importante

A medida que su niña haga figuras, comenzará a ver que para hacer un círculo, las líneas deben ser cerradas y curvas. Ella aprenderá a usar las palabras que describen las diferencias entre las líneas rectas de una *X* y las líneas curvas de una *O*. Practicar diferenciando figuras y símbolos la preparará para la lectura y las matemáticas en el futuro.

## Qué hacer

Haga un círculo en el suelo usando bloques. Invite a su niña a sentarse en el centro. Use la palabra *círculo* y ayúdela a hacer su propio círculo con bloques o con otros materiales.

Ayúdela a seguir con el dedo el borde de una taza. Hable de la figura mientras ella sigue el contorno. *Este es un círculo. Un círculo es redondo como las ruedas del triciclo.*

Dibujen círculos grandes y pequeños con crayones. A su niña le beneficiará la práctica aunque sus círculos aún sean imperfectos.

Use un lazo y amarre los extremos para hacer un círculo. Muéstrela cómo cruzar dos bloques largos y cómo cruzar una línea recta con otra para formar una *X*.

# Infants

## Showing Your Baby Something Interesting

Hold your baby or place him where he can hold his head up and look at interesting things.

This helps your baby learn to use his eyes and control his body.

### Game 3

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**Why this is important**

Your baby will want to hold up his head and control his body movements in order to see something interesting such as your face or a colorful toy. The length of time he can hold his head up will get longer and longer. He will try harder when he is curious about an object. As his head control improves, so will his ability to use his body.

## What you do

Hold your baby to your shoulder. Keep your hand near, but let him support his own head as much as he can.

Sit or stand so he sees something interesting over your shoulder such as another person, an animal, or light and shadows. If your baby is younger than 4 months old, hold him less than a foot away from the object.

Talk to him and stroke him as he looks around in order to reinforce the positive experience.



*Do you see Grandma smiling at you?*

## Mostrarle a su bebé algo interesante

*¡Mira ese conejo.*

Cargue a su bebé o colóquelo donde pueda sostener la cabeza y mirar algo interesante.

Esto le ayudará al bebé a aprender a usar los ojos y a controlar el cuerpo.

# Juego 3

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## Por qué es importante

Su bebé deseará sostener la cabeza y controlar los movimientos del cuerpo para poder ver algo interesante como su rostro o un juguete colorido. El tiempo durante el cual podrá sostener la cabeza será cada vez mayor. Su bebé se esforzará más cuando sienta curiosidad por un objeto. A medida que aumenta el control de la cabeza también aumentará su habilidad para usar el cuerpo.

## Qué hacer

Apoye a su bebé en su hombro. Mantenga cerca la mano pero permítale sostener la cabeza tanto como él pueda.

Siéntese o permanezca de pie para que su bebé pueda ver algo interesante por encima de su hombro como otra persona, un animal o luces y sombras. Si su bebé es menor de cuatro meses, manténgalo a menos de un pie de distancia del objeto.

Háblele y acarícielo mientras su bebé mira alrededor para reforzar la experiencia positiva. *¿Ves a la abuela sonriéndote?*

Up, Down	93
<b>Objective 23</b> <b>Demonstrates knowledge of patterns</b> Related Objectives: 3a, 4, 5, 6, 11a, 12b, 14a, 21a, 35	
<b>What You Do</b>	
<b>1. Invite children to complete a two-step action pattern with you, e.g., hands up, hands down; touch knees, touch head.</b> Say, "Let's use our bodies to make a pattern." Describe what you are doing. "Let's reach up high. Now reach down low. Reach high again, and now low."	
<b>2. Gently move young infants' bodies for them as you describe what you are doing.</b>	

Arriba, abajo	93
<b>Objetivo 23</b> <b>Demuestra conocimiento de los patrones</b> Objetivos relacionados: 3a, 4, 5, 6, 11a, 12b, 14a, 21a, 35	
<b>Qué hacer</b>	
<b>1. Motive a los niños a completar con usted un patrón de una acción de dos pasos, por ejemplo, manos arriba, manos abajo; tocarse las rodillas, tocarse la cabeza. Diga: "Usemos nuestros cuerpos para hacer un patrón". Describa lo que está haciendo. "Estiremos los brazos hacia arriba. Ahora, hacia abajo. De nuevo hacia arriba y ahora hacia abajo".</b>	
<b>2. Mueva suavemente el cuerpo de los bebés más pequeños mientras les describe lo que está haciendo.</b>	

# Touch Your Toes

*Touch your toes.*

Invite your child to touch parts of her body while you touch and name yours.

Your child will learn about herself and better understand the name that goes with each body part.

## Game 43

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## Why this is important

When your child learns the names of her body parts she is getting to know herself better. By repeating the name several times, you encourage her to try to say the name. In naming and locating the various parts of her body, your child becomes more aware of herself as an individual.

## What you do

Touch your ears while saying: *I'm touching my ears. Can you touch your ears?* In the beginning, choose familiar parts such as ears, tummy, or toes.

Give her plenty of time to respond, and repeat the word if needed. She will follow your lead but may be slower in touching the right spot because she has to see where it is first. If she needs help, gently guide her hands to the body part.

Invite her to lead the game as you name the parts after she points to them. This gives her a chance to hear the words for those parts she may not know the names of yet.

Encourage her to repeat the word as she points to that part of her body. *Tummy. You are pointing to your tummy. Can you say tummy?*

## Tocarse los dedos



*Tócate los dedos.*



# de los pies

Invite a su niña a tocarse partes del cuerpo mientras usted se toca las suyas y las nombra.

Su niña aprenderá acerca de sí misma y comprenderá mejor el nombre de cada parte del cuerpo.

## Juego 43

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## Por qué es importante

Al aprender los nombres de las partes del cuerpo, su niña aprenderá a conocerse mejor. Al repetir el nombre varias veces, usted la animará a tratar de decirlo. Al nombrar y ubicar las distintas partes del cuerpo, su niña será más consciente de sí misma como individuo.

## Qué hacer

Tóquese los dedos de los pies mientras dice: *Me estoy tocando los dedos de los pies.* ¿Puedes tocarte los dedos? Al principio, escoja las partes más conocidas como la nariz, la barriga o los dedos de los pies.

Déle suficiente tiempo para responder y repita la palabra si es necesario. Ella seguirá su ejemplo, pero podría tardarse más para tocar la parte precisa porque,

antes de tocarla, ella tendrá que ubicarla. Si necesita ayuda, llévele la mano a la parte del cuerpo mencionada.

Invítela a liderar el juego mientras usted nombra las partes que ella señale. Así tendrá oportunidad de oír las palabras para aquellas partes cuyo nombre aún no conoce.

Anímela a que repita la palabra mientras ella señala una parte del cuerpo. *La barriga. Estás señalando la barriga. ¿Puedes decir barriga?*