



Helping Families.
Strengthening Communities

HINDS COUNTY HUMAN RESOURCE AGENCY
EARLY HEAD START
AT-HOME CURRICULUM SUPPORT ACTIVITIES
SEPTEMBER 2020
Ages: 0-8 months

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Observe as your child makes sucking motions to communicate hunger. 	2 Observe as your child picks up small objects with thumb and forefinger.	3 Observe as your child reaches for objects like bottles, toys, and food.	4 Observe as your child gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).	6
7	8 Observe as your child stands firmly on legs and bounces actively when held in standing position.	9 Observe as your child listens and observes facial expressions attentively, responding by cooing, smiling, crying or reaching out.	10 Observe as your child makes sounds in response to adult vocalizations during diaper-changing routines.	11 Observe as your child explores objects (e.g., books) repeatedly with their hands and mouth.	12 Observe as your child reaches for a mobile or other similar object to make it move. 	13
14	15 Observe as your child uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).	16 Observe as your child turns and smiles when her/his name is called by an adult.	17 Observe as your child explores objects using a variety of senses (e.g., mouthing, waving, banging).	18 Observe as your child inspects her/his own hands, feet, fingers, and/or toes.	19 Observe as your child babbles and then pauses to wait for familiar adults to respond.	20
21	22 Observe as your child laughs aloud when lightly tickled.	23 Observe in the absence of a preferred object, how child substitutes another object to calm self when upset.	24 Observe as your child positions or moves their body toward an interesting object.	25 Observe as your child responds by turning and smiling when her/his name is spoken by familiar adults.	26 Observe as your child drops a toy or object and looks for it.	27
27	28 Observe as your child reacts with movement to the sound of music.	29 Observe the child as you make noise using your mouth.	30 Observe the child's facial expressions during feeding time. 			



HINDS COUNTY HUMAN RESOURCE AGENCY
 EARLY HEAD START
AT- HOME CURRICULUM SUPPORT ACTIVITIES
SEPTEMBER 2020
Ages: 8-18 months

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Observe as your child actively explores the world by using their bodies and senses, as well as tools, materials and equipment.	2 Observe as your child points to an unfamiliar picture in a book and looks at adult to provide the name for the object.	3 Observe as your child fills a container with small objects and dumps them out repeatedly.	4 Observe as your child asks or gestures that they want the same song or story repeated over and over again.	5
6	7 Observe as your child uses sounds to name people, such as dada and mama.	8 Observe as your child participates in back-and-forth sound play with adults by imitating their words, sounds and inflections.	9 Observe as your child repeats a new skill, such as going up and down a step. 	10 Observe as your child claps and smiles in a back and forth manner with a parent, caregiver or teacher.	11 Observe as your child becomes distressed in the presence of unfamiliar adults.	12
13	14 Observe as your child shows affection, such as hugs and kisses.	15 Observe as your child recognizes and accepts her/his own blanket.	16 Observe as your child turns and smiles when her/his name is called by an adult.	17 Observe as your child uses sounds to name people such as dada and mama. 	18 Observe as your child uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).	19
20	21 Observe as your child shows independence as he/she moves around in a safe environment.	22 Observe as your child climbs up and walks down stairs with adult assistance.	23 Observe as your child points to objects/people that attract her/his attention.	24 Observe as your child puts objects in a box.	25 Observe as your child picks up small objects with thumb and forefinger.	26
27	28 Observe your child as you read a book.	29 Observe as your child turns pages of books.	30 Ask the child his/her age; see if they know their age. 			

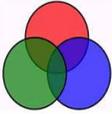
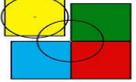


HINDS COUNTY HUMAN RESOURCE AGENCY
EARLY HEAD START
AT- HOME CURRICULUM SUPPORT ACTIVITIES
SEPTEMBER 2020
Ages: 18-24 months

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Observe your child as you read a book before going to bed.	2 Observe as your child points to body parts when asked. 	3 Observe as your child uses sounds to name people, such as dada and mama.	4 Observe as your child verbalizes "mine" when showing a favorite object.	5
6	7 Observe as your child finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy).	8 Observe as your child pays attention to objects in the environment when prompted by an adult (e.g., adult points to and talks about the flowers).	9 Observe as your child models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher).	10 Observe as your child looks in the likely location when asked by an adult where an object/person might be (e.g., "Where is the kitty?").	11 Observe as your child shows pleasure at attempting hand movements to some finger plays.	12
13	14 Observe as your child drops a toy or a bottle on the floor and watches to see what happens.	15 Observe as your child enjoys rolling a ball to familiar adults. 	16 Observe as your child participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.	17 Observe as your child turns pages of books.	18 Observe as your child bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).	19
20	21 Observe as your child shows interest in new experiences (e.g., reaching out to touch the rain, or stops playing to watch a garbage truck).	22 Observe as your child imitates or initiates familiar activities or games (e.g., cooking and stirring, pretend telephone).	23 Observe and listen as your child pretends to call familiar people on a play phone. 	24 Observe as your child places items back in their "correct" place.	25 Observe as your child points to an unfamiliar picture in a book and looks at adult to provide the name for the object.	26
27	28 Observe as your child imitates or initiates familiar activities or games (e.g., cooking and stirring, pretend telephone).	29 Observe as your child recognizes and accepts her/his own blanket.	30 Have the child to identify the color red .			



HINDS COUNTY HUMAN RESOURCE AGENCY
PROJECT HEAD START
AT-HOME CURRICULUM SUPPORT ACTIVITIES
SEPTEMBER 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		<p style="text-align: right;">1</p> <p>Assist the child in planning to send a card to his/her grandparent(s) in celebration of National Grandparents' Day.</p>	<p style="text-align: right;">2</p>  <p>Have the child to make a book of birds to include the sparrow, bald eagle, owl, penguin, flamingo and ostrich.</p>	<p style="text-align: right;">3</p>  <p>Assist the child in making circles.</p>	<p style="text-align: right;">4</p> <p>Have the child to trace the numbers 3 and 4.</p> 	<p style="text-align: right;">5</p> <p>Read a story to the child and have him/her act out parts of story.</p>
<p style="text-align: center;">6</p>  <p style="text-align: center;">Happy Grandparents' Day National Grandparents' Day. Go on a visit to grandparent(s)</p>	<p style="text-align: right;">7</p> <p>Match the letters Bb with the pictures and words ball and bee.</p>	<p style="text-align: right;">8</p> <p>Allow the child to sort green and blue clothing.</p> 	<p style="text-align: right;">9</p> <p>Match the upper case letters with the lower case letters Ff, Ll, li.</p>	<p style="text-align: right;">10</p> <p>Cut out and make a color shape board. Use different color squares on the board.</p> <p>Have the child to identify the color of each square.</p> <p style="text-align: center;">Grandparents' Day Out</p>	<p style="text-align: right;">11</p> <p>Use a tape recorder and have the child to record a favorite song, nursery rhyme or finger play and share with the class.</p>	<p style="text-align: right;">12</p> <p>Have the child to make squares using crayons or markers.</p>
<p style="text-align: right;">13</p> <p>Have the child to identify the numbers 3 and 4 on house and street signs.</p>	<p style="text-align: right;">14</p> <p>Identify the upper case and lower case Ff in words.</p>	<p style="text-align: right;">15</p> <p>Visit a fitness center or store with a treadmill on display. If permission is granted, allow the child to get on the display model.</p>	<p style="text-align: right;">16</p> <p>Have the child to picture read a favorite story.</p> 	<p style="text-align: right;">17</p> <p>Assist the child in selecting words from a book or magazine that begin with the letter Ff.</p>	<p style="text-align: right;">18</p> <p>Introduce the word nutritious and assist the child in naming nutritious snacks.</p>	<p style="text-align: right;">19</p> <p>Have the child to use a green marker to draw squares. Have the child to identify the color green.</p>
<p style="text-align: right;">20</p> <p>Ask the child to select pictures from a magazine or book that begin with the letter Pp. Show pictures that begin with the letter Pp.</p>	<p style="text-align: right;">21</p> <p>Have the child to place objects on the table.</p> <p>Have the child to take the objects off the table and place them in a container.</p>	<p style="text-align: right;">22</p>  <p>Share a nutritious snack like sliced green apples, broccoli with dip or green grapes.</p>	<p style="text-align: right;">23</p> <p>Have the child identify people wearing the color green.</p>	<p style="text-align: right;">24</p> <p>Identify and match the number 4 with objects such as toy cars, dolls and blocks.</p>	<p style="text-align: right;">25</p> <p>Remind the child to follow the school bus pedestrian safety rule on walking in front of the school bus at all times.</p>	<p style="text-align: right;">26</p>  <p>Bird Watching - Assist the child in naming as many birds as possible.</p>
<p style="text-align: right;">27</p> <p>Make two separate stacks of toys or other items. Ask the child to identify the stack with more and the stack with less</p>	<p style="text-align: right;">28</p> <p>Identify number 3 and match it with objects such as leaves, rocks and/or pennies</p>	<p style="text-align: right;">29</p>  <p>Have the child to sort and cut out circles and squares.</p>	<p style="text-align: right;">30</p> <p>Allow the child to work on a computer at home or at the local library.</p>			