



HINDS COUNTY HUMAN RESOURCE AGENCY
 EARLY HEAD START
AT- HOME CURRICULUM SUPPORT ACTIVITIES
OCTOBER 2020
0-8 month

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Observe as your child responds by turning and smiling when his/her name is spoken by familiar adults.	2 Observe as your child reaches for a mobile or other similar object to make it move.	3
4	5 Observe as your child explores objects using a variety of senses (e.g., mouthing, waving, banging).	6 Observe as your child positions or moves their body toward an interesting object.	7 Observe as your child kicks or move their legs as you change their diaper.	8 Observe as your child explores objects (e.g., books) repeatedly with their hands and mouth.	9 Observe as your child gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).	10
11	12 Observe your child's reaction as you talk to them.	13 Observe as your child reacts with movement to the sound of music.	14 Observe as your child laughs aloud when lightly tickled. 	15 Observe as your child inspects her/his own hands, feet, fingers, and/or toes.	16 Observe as your child babbles and then pauses to wait for familiar adults to respond.	17
18	19 Observe as your child stands firmly on legs and bounces actively when held in standing position.	20 Observe as your child picks up small objects with thumb and forefinger.	21 Observe as your child makes sounds in response to adult vocalizations during diaper-changing routines.	22 Observe as your child listens and observes facial expressions attentively and responds by cooing, smiling, crying or reaching out.	23 Observe as your child makes sucking motions to communicate hunger. 	24
25	26 Observe as your child turns and smiles when his/her name is called by an adult.	27 Observe as your child imitates the actions of familiar adults (e.g., clapping).	28 Observe as your child responds by turning and smiling when his/her name is spoken by familiar adults.	29 Observe as your child inspects her/his own hands, feet, fingers, and/or toes.	30 Observe your child in the absence of an toy, how your child substitutes another toy to calm self when upset.	31



Helping Families,
Strengthening Communities

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

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				<p>1</p> <p>Observe as your child pats a crying child on their back as parents, caregivers, or teachers help the hurt child.</p>	<p>2</p> <p>Observe as your child recognizes the smiles on familiar adults' faces.</p>	<p>3</p>
<p>4</p>	<p>5</p> <p>Observe as your child turns pages of books.</p>	<p>6</p> <p>Observe as your child imitates the actions of familiar adults (e.g. clapping).</p>	<p>7</p> <p>Observe as your child begins to show interest in other children, playing side-by-side using the same or similar toys.</p>	<p>8</p> <p>Observe as your child enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bath tub).</p>	<p>9</p> <p>Observe as your child uses familiar objects in new and different ways (e.g., a shoe as a telephone).</p>	<p>10</p>
<p>11</p> 	<p>12</p> <p>Observe as your child crawls/walks from one side of the room to the other side.</p>	<p>13</p> <p>Observe as your child shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck).</p>	<p>14</p> <p>Observe as your child points to an unfamiliar picture in a book and looks at adult to provide the name for the object.</p>	<p>15</p> <p>Observe as your child fills a container with small objects and dumps them out repeatedly.</p>	<p>16</p> <p>Observe as your child participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.</p>	<p>17</p>
<p>18</p>	<p>19</p> <p>Observe as your child bangs a variety of objects on the floor or table (e.g. utensils, blocks, and toys).</p>	<p>20</p> <p>Observe as your child enjoys rolling a ball to familiar adults.</p>	<p>21</p> <p>Observe as your child shows pleasure at attempting hand movements to some finger plays.</p>	<p>22</p> <p>Observe as your child tries to help when an adult is bathing or changing them.</p>	<p>23</p> <p>Observe as your child drops a toy or a bottle on the floor and watches to see what happens.</p>	<p>24</p> 
<p>25</p>	<p>26</p> <p>Observe as your child pays attention to objects in the environment when prompted by an adult (e.g., adult points and talks about the flowers).</p>	<p>27</p> <p>Observe as your child points to body parts when asked.</p>	<p>28</p> <p>Observe as your child imitates or initiates familiar activities or games (e.g., cooking and stirring, pretend telephone).</p>	<p>29</p> <p>Observe as your child points to body parts when asked.</p>	<p>30</p> <p>Observe as your child uses sounds to name people, such as dada and mama.</p>	<p>31</p>



Helping Families,
Strengthening Communities

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

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Observe as your child places items back in their "correct" place.	2 Read to your child before going to bed.	3
4	5 Observe as your child imitates or initiates familiar activities or games (e.g., cooking and stirring, pretend telephone).	6 Observe as your child shows interest in new experiences (e.g., reaching out to touch the rain, stop playing to watch a garbage truck).	7 Observe as your child points to an unfamiliar picture in a book and looks at adult to provide the name for the object.	8 Observe as your child fills a container with small objects and dumps them out repeatedly.	9 Observe as your child participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.	10
11	12 Observe as your child walks up and down stairs.	13 Observe as your child enjoys rolling a ball to familiar adults.	14 Observe as your child shows pleasure at attempting hand movements to some finger plays	15 Observe as your child tries to help when an adult is bathing or changing them.	16 Observe as your child drops a toy or a bottle on the floor and watches to see what happens.	17
18	19 Observe as your child pays attention to objects in the environment when prompted by an adult (e.g., adult points and talks about the flowers).	20 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?").	21 Observe as your child points to body parts when asked. 	22 Observe as your child uses sounds to name people, such as dada and mama.	23 Observe as your child models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher).	24
25	26 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).	27 Observe as your child turns pages of a book.	28 Observe as your child bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).	29 Observe your child running to give familiar people hugs and waving hello/goodbye.	30 Observe as your child verbalizes "mine" when showing a favorite object.	31



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

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
<p>Draw a copy of a rectangle on paper. Have the child to color the rectangle green.</p> <p style="text-align: center;"></p>	<p>Talk to your child about the word reconcile. Let the child know that reconcile means to re-establish friendship.</p>	<p>Collect long and short pencils or other objects. Have the child to place all long pencils together and all short pencils together.</p>	<p>Place a few household objects or toys in front of the child. Allow him/her to take a good look at each object/toy. Remove an object/toy to determine if the child can tell which object is missing.</p>	<p>Remind your child to practice using the words “thank you” and “you’re welcome”.</p>	<p>Take part in the virtual “Father’s Day Out” activities your child’s Head Start Center.</p>	<p>Allow the child to identify orange and green fruits and vegetables in the food market.</p>
8	9	10	11	12	13	14
<p>Begin to work on a word book to share with the class. Match the lowercase and uppercase letters Aa, Ee and Tt with short words and pictures.</p> <p>Examples: egg, airplane and tiger</p>	<p>Check out one of the following books from the local library to read to your child: Olivia by Lan Falconer or If You Give a Mouse a Cookie, by Laura Jeff Numeroff.</p>	<p>Have the child to identify the letters in his/her first name and print them. Provide assistance to the child as needed.</p>	<p>Obtain a small block and a box. Have the child to place the block in the box. Have the child to take the block out of the box.</p>	<p>Match the following shapes using pre-drawn pictures:</p> <p style="text-align: center;">circle - ○ square - □ rectangle - ▭</p>	<p>Introduce the word paramedic to the child. Identify a paramedic in magazines, newspapers or books.</p>	<p>Take at least 10 minutes to actively listen to your child concerning anything he/she wants to talk about.</p>
15	16	17	18	19	20	21
<p>Draw vertical lines. Make the orange lines shorter than the black lines. Make the black lines longer than the orange lines. Have the child to identify shorter and longer.</p>	<p>Continue to work on the word book using the uppercase and lowercase letters Aa, Ee and Tt.</p>	<p>Talk to the child about what it means to be drug free.</p>	<p>Use household objects/toys to have the child match the number 5 with five objects and match the number 6 with six objects.</p>	<p>Use pieces of blue, black and orange paper to have the child sort by colors.</p>	<p>Teach the 911 emergency number to the child. Let the child know when the number should be used. Have him/her practice dialing the number on a play telephone.</p>	<p>Have the child to identify a nurse and a doctor in books or during routine medical visits.</p>
22	23	24	25	26	27	28
<p>Remember to allow the child to share his/her word book with classmates.</p>	<p>Identify signs of autumn with the child: -change in colors of leaves -change in weather -fall plants -warmer clothing</p>	<p>Allow the child to tell you his/her favorite thing that happened at school today.</p>	<p>Talk to the child about the following playground rules: -We stand away from moving playground equipment. -We play inside of the fence.</p>	<p>Read a favorite story to the child or read the suggested book: The Giving Tree by Shel Silverstein.</p>	<p>Have the child to draw 4 rectangles and color them orange.</p> <p style="text-align: center;"></p>	<p>Have the child to match the uppercase E with lower case e. Have the child to identify words that begin with the letter “e”</p>