







SAFE, HEALTHY & READY TO LEARN ACTIVITY CHART

Being Healthy is Critical to School Readiness;
Young children who are healthy and safe are more prepared for school.

Directions: Circle the time you spend with your child each day working on the activities provided below based on our Head Start Regulations and written curriculum. **Return this form to your child's teacher by May 15th** to receive one (1) Parent Buck.

May 2020

Center Name: _____ A.M. P.M. Child's Name: _____

<p>1</p>  <p>Check these boxes <input type="checkbox"/> Morning <input type="checkbox"/> Night each day if you brushed/flossed your child's teeth. <input type="checkbox"/> Morning <input type="checkbox"/> Night <input type="checkbox"/> Washed Hands</p>	<p>2</p>  <p>Check the <input type="checkbox"/> Washed Hands box if your child washed hands at appropriate times that day. <input type="checkbox"/> Morning <input type="checkbox"/> Night <input type="checkbox"/> Washed Hands</p>	<p>3</p> <p><input type="checkbox"/> Morning <input type="checkbox"/> Night <input type="checkbox"/> Washed Hands</p> <p>Touch your shoulders, then your knees, then your toes 10 times.</p> <p style="text-align: center;"><i>Health</i></p> <p style="text-align: center;">15 m 30 m 45 m</p>	<p>4</p> <p><input type="checkbox"/> Morning <input type="checkbox"/> Night <input type="checkbox"/> Washed Hands</p> <p>Turn off the TV during meals and share some family time eating a meal together. Take a walk with your family after dinner</p> <p style="text-align: center;"><i>Nutrition/Health</i></p> <p style="text-align: center;">15 m 30 m 45 m</p>	<p>5</p> <p><input type="checkbox"/> Morning <input type="checkbox"/> Night <input type="checkbox"/> Washed Hands</p> <p>At breakfast, talk about what you plan to do today?</p> <p style="text-align: center;"><i>Health</i></p> <p style="text-align: center;">15 m 30 m 45 m</p>	<p>6</p> <p><input type="checkbox"/> Morning <input type="checkbox"/> Night <input type="checkbox"/> Washed Hands</p> <p>Do 10 Jumping Jacks and 10 push ups</p>  <p style="text-align: center;"><i>Health</i></p> <p style="text-align: center;">15m 30 m 45 m</p>	<p>7</p> <p><input type="checkbox"/> Morning <input type="checkbox"/> Night <input type="checkbox"/> Washed Hands</p> <p>Redo your child's favorite activity. List activity: _____</p> <p style="text-align: center;"><i>Health</i></p> <p style="text-align: center;">15 m 30 m 45 m</p>
<p>8</p> <p><input type="checkbox"/> Morning <input type="checkbox"/> Night <input type="checkbox"/> Washed Hands</p> <p><i>Love your heart</i> Take a walk with your family.</p> <p style="text-align: center;"><i>Health</i></p> <p style="text-align: center;">15 m 30 m 45m</p>	<p>9</p> <p><input type="checkbox"/> Morning <input type="checkbox"/> Night <input type="checkbox"/> Washed Hands</p> <p>At dinner talk about what you did today.</p> <p style="text-align: center;"><i>Health/Nutrition</i></p> <p style="text-align: center;">15 m 30 m 45 m</p>	<p>10</p> <p><input type="checkbox"/> Morning <input type="checkbox"/> Night <input type="checkbox"/> Washed Hands</p> <p>Touch your shoulders, then your knees, then your toes 10 times.</p> <p style="text-align: center;"><i>Health</i></p> <p style="text-align: center;">15 m 30 m 45 m</p>	<p>11</p> <p><input type="checkbox"/> Morning <input type="checkbox"/> Night <input type="checkbox"/> Washed Hands</p> <p>How long should you wash your hands? Sing the ABC song while you wash your hands. (20 seconds)</p> <p style="text-align: center;"><i>Health</i></p> <p style="text-align: center;">15 m 30 m 45 m</p>	<p>12</p> <p><input type="checkbox"/> Morning <input type="checkbox"/> Night <input type="checkbox"/> Washed Hands</p> <p>Take a walk with your child and talk! Walking encourages conversation and bonding and they get much needed Vitamin D from the sunshine</p> <p style="text-align: center;"><i>Health</i></p> <p style="text-align: center;">15 m 30 m 45 m</p>	<p>13</p> <p><input type="checkbox"/> Morning <input type="checkbox"/> Night <input type="checkbox"/> Washed Hands</p> <p>Do 10 Jumping Jacks and 10 push ups</p>  <p style="text-align: center;"><i>Health</i></p> <p style="text-align: center;">15 m 30 m 45 m</p>	<p>14</p> <p><input type="checkbox"/> Morning <input type="checkbox"/> Night <input type="checkbox"/> Washed Hands</p> <p>Redo your child's favorite activity. List activity: _____</p> <p style="text-align: center;"><i>Health</i></p> <p style="text-align: center;">15 m 30 m 45 m</p>

Parent's Name (Please Print) _____

Parent/Guardian Signature _____

Staff Distributing Parent Bucks _____

Date _____

ORIGINAL – DATA SYSTEM PROCESSOR

DSP Use Only: Date: _____ Area of Entry: Family Total Monthly Hrs. _____ X13.38 = _____ DSP Initial: _____

Ohio Heartland CAC Head Start LITERACY READING LOG

Center Name: _____ AM PM Full Day

Directions: Read 20 minutes every day to your child. With each book, always start by discussing the title, author and illustrator of the book. For each day, list the book you read, check the amount of time spent reading and discussing the book.

The single most important activity for a child's success is reading to them at least 20 minutes each and every day!



Reading Activities #'s

Pick (1) activity # from list provided below for each book read.

1. Read the title of the book to your child. Ask them to predict what the book might be about.
2. After reading the story, discuss with your child what happened first, next and last. Use pictures in the story to help them.
3. Ask them if they were the author of the book, what they would have named the book.
4. After reading have your child draw a picture related to the story. Use the back of this page for their drawing.
5. Have your child look at the cover of the book. Ask them to describe what they are seeing in the picture and what clues the cover might be telling them about the story.
6. **Infant & Toddlers Only** – Allow your child to manipulate the pages of soft or cardboard books, show & point to pictures in book.
7. Take "Picture Walk" through the book looking at each page and having the child describe what they see and think is happening in the book.
8. While reading identify familiar letters or numbers with your child
9. Discuss with your child what the author and illustrator of the book do.
10. Ask your child what they liked most about the book and what they liked least about the book.

Date: _____ Title: _____ Reading Activity #: _____ Minutes read/activity <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 45 Parent's Signature: _____	Date: _____ Title: _____ Reading Activity #: _____ Minutes read/activity <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 45 Parent's Signature: _____	Date: _____ Title: _____ Reading Activity #: _____ Minutes read/activity <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 45 Parent's Signature: _____
Date: _____ Title: _____ Reading Activity #: _____ Minutes read/activity <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 45 Parent's Signature: _____	Date: _____ Title: _____ Reading Activity #: _____ Minutes read/activity <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 45 Parent's Signature: _____	Date: _____ Title: _____ Reading Activity #: _____ Minutes read/activity <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 45 Parent's Signature: _____
Date: _____ Title: _____ Reading Activity #: _____ Minutes read/activity <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 45 Parent's Signature: _____	Date: _____ Title: _____ Reading Activity #: _____ Minutes read/activity <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 45 Parent's Signature: _____	Date: _____ Title: _____ Reading Activity #: _____ Minutes read/activity <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 45 Parent's Signature: _____
Date: _____ Title: _____ Reading Activity #: _____ Minutes read/activity <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 45 Parent's Signature: _____	Date: _____ Title: _____ Reading Activity #: _____ Minutes read/activity <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 45 Parent's Signature: _____	Date: _____ Title: _____ Reading Activity #: _____ Minutes read/activity <input type="checkbox"/> 20 <input type="checkbox"/> 30 <input type="checkbox"/> 45 Parent's Signature: _____

**Please sign your Literacy Reading Log and return it in your child's book bag upon completion for (1) Parent Buck.
Maximum # of books is 12 per week, per household.**

Head Start Child #1 *(Please Print)*

Parent/Guardian *(Please Print)*

Head Start Child #2 *(Please Print)*

Staff Distributing Parent Bucks _____ Date: _____

Head Start Child #3 *(Please Print)*

DSP Office Use Only:

Objective: Language 10, Cognitive 12, Literacy 15, 16, 17 and Math 20
 Area of Entry: Family _____ Total Hrs. _____
 Date: _____ DSP Initials: _____

ORIGINAL – DATA SYSTEM PROCESSOR

Classroom: _____ AM PM **Child's Name:** _____

Directions: Circle the time you spend with your child on each activity 15, 30 or 45 minutes. Return the form in your child's book bag monthly. Upon receipt of the completed form, your name will be entered into a monthly drawing for a \$10 gift certificate. Four winning names will be announced at the monthly Policy Council Meeting. The activities used for this calendar are taken from The Creative Curriculum. The italicized word indicates how the activity aligns with the essential domain from the Head Start Child Early Learning Outcomes Framework & our School Readiness Goals.

#1 Mathematics Sorting Cans Place a box filled with different sizes of cans and containers out for you and your child to play with. Toddlers love to explore the cans and food containers. You may notice your child begin to group the items together that are similar in some way, by size, color, shape or the food it contains. Comment to your child if you see them grouping items this way			#2 Physical Decorating Cupcakes or Cookies Using prepared cupcakes or cookies and a variety of toppings such as frosting, sprinkles, etc., encourage your child to decorate the cupcakes or cookies in their own way. Provide small plastic knives to spread their frosting. They will be creative in their decorating as they use their hands and fingers in spreading the frosting and adding the sprinkles as toppings.			#3 Cognitive Shape Pictures Use various materials such as wrapping paper, construction paper, fabric, cardboard from cereal boxes or foil. Cut different size circles, squares, and triangles from the materials. Place all of the shapes in the center of a table or on the floor. Assist your toddler using glue or tape to put their shapes on a larger sheet of paper. Talk about the different shapes they are using as they put them on the larger sheet of paper.			#4 Cognitive Bean Sprouts Older toddlers can grow bean sprouts in a small plastic bag. Dampen a paper towel and place it inside the plastic bag. Ask your child to place dried beans on the paper towel. Close the bag and label it with your child's name and date. Hang this in the window or on a wall close to light. Check the bag regularly to see if the beans have sprouted. Discuss the growth of the spout with your child.			#5 Cognitive Animal Pictures Use pictures of animals cut from magazines. Glue or tape the pictures to index cards or paper. Play a game with your toddler taking turns choosing a picture of an animal. Pretend to be whatever animal you have chosen. Example: If a picture of a dog is picked, then you or your child should bark. If a picture of a duck is chosen, then you or your child should quack.			#6 Physical Sorting the Eggs Use several plastic eggs, egg cartons and a small plastic basket. Demonstrate to your child how the eggs are placed in the carton. Place a small basket of eggs and several cartons for your child to place the eggs in the cartons and take them out again. They will enjoy the repetition as they strengthen their eye-hand coordination.			Redo your child's favorite activity or an activity that focuses on a skill your child needs to improve. <i>List activity #:</i>			Weekly Totals
15m	30 m	45 m	15m	30 m	45 m	15m	30 m	45 m	15m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m	15 m	30m	45 m	

Classroom: _____ AM PM Child's Name: _____

#7 Literacy			#8 Cognitive			#9 Social-Emotional			#10 Literacy			#11 Physical			#12 Mathematics			Redo your child's favorite activity or an activity that focuses on a skill your child needs to improve. <i>List activity #:</i>	Weekly Totals				
Cooking a Pizza Your child can help you make a pizza. Use purchased or homemade dough or a sliced English Muffin. Allow your child to spread pizza sauce on the dough or muffin, sprinkle shredded cheese, and choose from a variety of different toppings such as pepperoni, cooked hamburger meat, etc. Bake or toast the pizza (adults only) Your child will enjoy eating their pizza creation.			Body Sounds Ask your toddler to find ways to make music with their bodies, such as clapping their hands or legs, stomping their feet, flapping their arms, and any other movement that creates a sound. Encourage your child to use the sounds to create music and patterns of rhythm. They will continue to investigate sounds they can produce.			Feeling Faces Chart Learning to recognize feelings is an important milestone in your child's social emotional development. Using paper draw three to four simple pictures of faces that show emotions your child may experience. One face could be smiling, one sad, and another sleepy or scared. Talk with your child about how they are feeling. Use simple words such as, "I see you are feeling sad because you didn't get to play with your favorite truck today. Maybe you will have another chance tomorrow."			Treasure Box Use a cardboard box with a lid and give your child the opportunity to decorate the box with a variety of materials such as paper scraps, foil, stickers, etc. This helps your child know that the box contains a very special item just for them. Select a book to place inside the box. Read the book with your child. Select a different book each day or week to place inside your child's special treasure box.			Beach Balls Beach balls provide a fun and different way to promote gross motor development. They are especially good for toddlers to use because of the softness and size. Demonstrate to your child how to roll, kick, pinch, bounce, and throw the beach ball. Using a beach towel or large towel, show your toddler how to hold the edge of the towel to make the ball bounce and dance in the air.			Garages for Parking Create garages from shoeboxes or medium sized boxes to store small cars, trucks, and various small vehicles with wheels. Cut an opening in the front of the box that is large enough for the toy vehicle to enter. Older toddlers can roll the toys with wheels into the garage and bring them out again This activity helps develop an awareness of one-to-one correspondence one car, one garage.								
15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m	15m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m			

Classroom: _____ AM PM Child's Name: _____

#13 Cognitive Big and Little			#14 Physical Finger Food			#15 Language Rolling Photos			#16 Cognitive Experimenting and Playing			#17 Literacy Object Identification			#18 Social Emotional Daily Routines			Redo your child's favorite activity or an activity that focuses on a skill your child needs to improve.			Weekly Totals		
<p>Use songs/poems that have big and little concepts. Make up movements to go with the words. Demonstrate the movements and encourage them to imitate you. Example: <i>Giants and Elves</i> See the giants big and tall, hear them bellow, hear them call. Life looks different from up so high, with head and shoulders clear up to the sky, And at their feet they can barely see the little people so very tiny. Who scurry about with hardly a care, avoiding enormous feet placed here and there. Together they dwell, the giants and elves in peace and harmony, among themselves.</p>			<p>One of the best activities to encourage grasp and finger release is finger foods. Begin by spreading large crackers on a plate. After your child has accomplished the challenge of picking up the crackers, progress to dry cereal such as cheerios, or small pieces of cooked vegetables on a plate. Finally give them a small plastic bowl or container with finger foods. Getting the food into their mouth is the best reward!</p>			<p>Use a large oatmeal container with the lid. Use photos or pictures cut from magazines. Tape the photos or magazine pictures to the container. You may want to cover the container with contact paper. Show the container to your child. Talk about the different photos or pictures on the container. Slowly roll the container away from your child. This will encourage them to move towards the container. Talk about what they are doing: "You are crawling toward the container. You are walking toward the container. You are getting closer. You are almost there."</p>			<p>When introducing water play to young children, first focus on playing and experimenting with the water. Only have a few items for them to use at first such as a few cups of various sizes for pouring, large spoons for dipping, and plastic soda bottles. During this time young children begin to understand water and how it moves. Use words to describe what they are doing." You are pouring the water into the tub, you are dipping the water using the spoon". Add additional excitement by sing different food colors to the water.</p>			<p>Select books with simple, realistic drawings that are not too cluttered. While you are reading with your child, encourage them to point to pictures. Questions such as, "Show me the cow," or "Where is the tree?" will involve your child in noticing the drawings and illustrations in the book. Remember sometimes toddlers have short attention spans, so don't strain story time by asking too many questions.</p>			<p>Toddlers have a very difficult task of learning how to be independent, while following rules. A simple idea to help your toddler learn how to handle their emotions is to follow a consistent daily routine, For example: Brushing your teeth before bed Taking a nap after lunch Reading a favorite story before bedtime Always saying goodbye when you leave them Have pictures or drawings posted that show them what their daily routine will be</p>			<p>List activity #:</p>					
15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m			

Classroom: _____ AM PM Child's Name: _____

#19 Physical Ball Play			#20 Literacy My First Family Album			#21 Social-Emotional Peek-a-Boo			#22 Physical Move Outside			#23 Language Musical Chants			#24 Physical Making Box Blocks			Weekly Totals					
Use large rubber or plastic lightweight balls. Sit on the floor a few feet away from your child. Roll the ball to him/her. Ask them to roll the ball back to you. At first, the ball may accidentally slip from their hands, but keep encouraging them to keep trying. Sing or describe their motions as you play: "You rolled the ball to me. I rolled the ball to you. You rolled it fast. You rolled it slow. You caught the ball, etc."			Use photos of the people in your family. Make a family photo album. Use a small inexpensive photo album or plastic bags. You can also glue the photos to heavy paper. It is best to only use one photo per page. Label each picture. Turn the pages slowly for an infant and name each family member. This may become your child's favorite book.			Use scraps of fabric that are large enough to cover your child's eyes. You can also use transparent material such as netting or translucent scarves as this will be very interesting because they will still be able to see you. For small infants, this is a great activity to use on the changing table as they will imitate your actions.			Take items outside for a new experience. Take push toys, balls, and cardboard boxes that are easy to carry. Place blankets on grassy areas. Talk about the grass, the trees, the birds, and the sunshine. Allow your child to explore the outside.			Children enjoy listening to and echoing repetitive phrases. Chants that are not sung, but simply spoken in a rhythm are very interesting to the young child who is just beginning to talk. Example: Peas porridge hot, Peas porridge cold Peas porridge in the pot, nine days old.			Use a variety of different size cardboard boxes. Make sure the openings are taped shut. You can cover the boxes with wrapping paper, fabric, or keep them natural. Place the locks on the floor for your child to explore and manipulate. Demonstrate to your child how to stack the blocks or rearrange them in different orders, such as smallest to largest. Use your words to describe what you are doing.			Redo your child's favorite activity or an activity that focuses on a skill your child needs to improve. <i>List activity #:</i>					
15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m			

Parent/Guardian Name (Print): _____ Parent Signature: _____

Verifying Staff Signature: _____ Date: _____

ORIGINAL - DATA SYSTEM PROCESSOR

DSP Use Only: Date: _____ Area of Entry: Family Total Weekly Hrs. _____ X 13.38 = _____ DSP Initials: _____

Classroom: _____ AM PM

Child's Name: _____

Directions: Circle the time you spend with your child on each activity 15, 30 or 45 minutes. Return the completed form to your child's teacher by May 11th to receive a parent buck. The activities used for this calendar are taken from The Creative Curriculum. The italicized word indicates how the activity aligns with the essential domain from the Head Start Early Learning Outcomes Framework & school readiness goals.

#1 Read or tell a story that uses positional words, such as "The Three Billy Goats Gruff". Discuss the positional words in the story such as under, over, through. Have your child reenact the story. <i>(Language & Literacy)</i>			#2 Using sidewalk chalk draw 10 adjacent squares on the sidewalk or driveway. Give directions such as: "Jump 2 squares, now jump one more. How many did you jump altogether?" <i>(Cognition & General Knowledge)</i>			#3 Talk to your child about when they were little. How do they think they have changed? How have they grown since they were a baby? Write or tell a story together about when they were young and when you were young. <i>(Cognition & General Knowledge)</i>			#4 Play counting games that require following 2 and 3 step directions. Example-"Jump forward four times, turn to the right, and take seven baby steps." <i>(Cognition & General Knowledge)</i>			#5 Teach your child to play Simon Says. Give directions such as: "Simon says-Put your right hand in the air. Simon says- Bend your body forward. Simon says- Pat the top of your head. Stamp your foot." <i>(Cognition & General Knowledge)</i>			#6 Sing the familiar song, "Mary Had a Little Lamb." Then ask questions such as: "If Mary had 2 lambs and you had 2 lambs, how many lambs would you have altogether? If Mary had 6 lambs and 3 ran away, how many would be left?" <i>(Cognition & General Knowledge)</i>			Redo your child's favorite activity or an activity that focuses on a skill your child needs to improve. <i>List activity #:</i>	Weekly Totals
15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m		
#7 On laundry day sort and classify and compare and measure items. Using two different socks ask – "Which is the shortest? Who do you think that sock belongs to? Why?" Arrange several socks in order shortest to longest. <i>(Cognition & General Knowledge)</i>			#8 Count and move. Example- "How many hops do you think it will take you to get from the table to the door? Let's hop and count to check your guess. How many giant steps will it take you to go from the car to the house? Let's count." <i>(Physical Development & Health)</i>			#9 Observe objects with Curiosity. Go outside or use a flashlight to create shadows on a blank wall. Ask your child, "How do you think shadows are made? If someone stepped on your shadow, would it hurt? How can you make your shadow long? Short?" <i>(Cognition & General Knowledge)</i>			#10 Use a bean bag or rolled up sock, have your child follow directions using positional words. Hold the beanbag or sock and let your child give you directions to follow using positional words, such as: Above your head-Below your knee-Behind your back <i>(Cognition & General Knowledge)</i>			#11 Give your child a collection of objects of two different colors such as blue and yellow crayons or buttons. Ask him/her to show you how many ways they can make a set of five objects using the different color combinations. 0 blue and 5 yellow 1 blue and 4 yellow 2 blue and 3 yellow <i>(Cognition & General Knowledge)</i>			#12 Using sidewalk chalk draw 10 squares on the sidewalk or driveway. Write one number (1-10) in each square. Give directions such as: "Hop to the number 3. What number would you be on if you jumped forward 1 square?" <i>(Cognition & General Knowledge)</i>			Redo your child's favorite activity or an activity that focuses on a skill your child needs to improve. <i>List activity #:</i>	
15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m	15 m	30 m	45 m		

Date: _____ Parent/Guardian Name (Print): _____

Parent Signature: _____ Verifying Staff Signature: _____

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