

## Early Head Start

### Storytime and Activities:

**Color Collection:** Use the book, "Colors" (DK Soft Books) by Dorling Kindersley. These soft books are designed for infants and toddlers to handle and enjoy independently. Provide the infant/toddler with some brightly colored objects with one dominant color the same as the colors in the book. Group like-colored objects together. Let the child play with them. As you read the book pick up objects of the same color as those on the page you are looking at. Name the color and talk about it with the child. (Story Stretchers for Infants, Toddlers and Twos)

**Playtime: First Words, Rhymes and Actions:** Toddlers will enjoy flipping through this book and choosing a rhyme for you to read. The illustrations make the rhymes easily recognizable. It is not necessary to read the book from cover to cover. As the rhymes become familiar, toddlers will request specific ones and begin learning to repeat them with you as you read. Remember to put enthusiasm and emotion into your voice when you read to young children. This will catch their attention and they will become excited about the story. (Story Stretchers for Infants, Toddlers, and Twos)

**Corduroy:** This is a book and activity suited for the two year olds. Show the children the front of the book. Explain to them that the stuffed teddy bear in this book is named, "Corduroy". Help the children say "Corduroy" several times. After the book is read there are several activities to extend the story.

**Button, Button, Who Has Corduroy's Button?** Make a large cardboard button. Play music and encourage the children to dance to the music. Place the large cardboard button in one child's hand while they are dancing, turn off the music and say, "Button, Button, Who Has Corduroy's Button". They all say the child's name holding the button. The child then gives the button back to the teacher and the game is played giving all children a turn. **Button Pictures:** provide overall shapes cut from poster board, large assorted buttons and glue. Let the children glue on buttons to decorate Corduroy's overalls and to replace the one that is lost. (Story Stretchers for Infants, Toddlers and Twos)



**Rhyming Names:** When interacting with infant and toddlers one-on-one make up a little rhyme using their name. Use rhymes to highlight the infant/toddler's positive characteristics. For example:

(Child's name) is a happy boy. His smile is full of joy.

(Child's name) is a happy girl. She loves to dance and twirl.

(Child's name), now you're small. One day you'll be big and tall.

(Child's name) with your eyes so bright, you're like a little shining light.

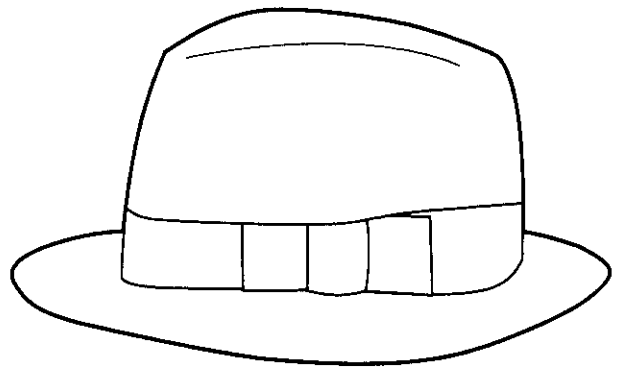
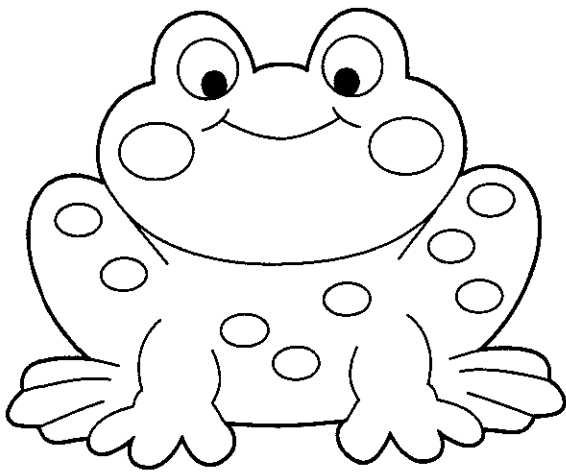
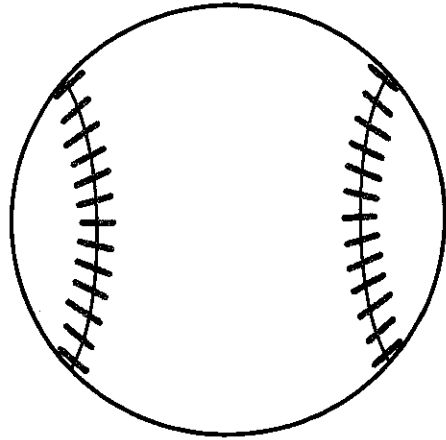
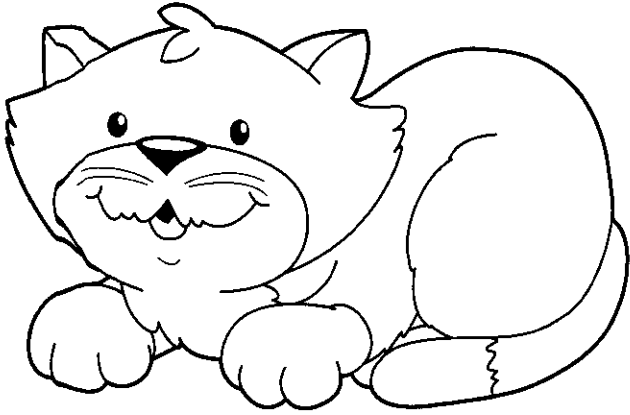
These rhymes not only cue the child that you are talking about them, it also helps the child learn about rhyming words. Use rhymes to give directions in transitions. (Christina Chilcote, New Freedom, PA)

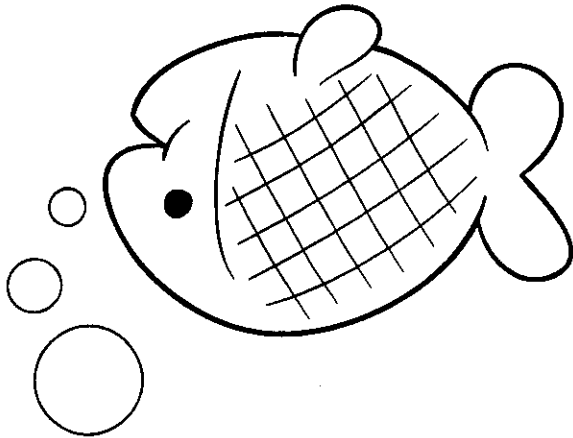
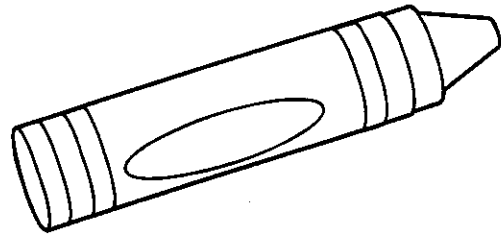
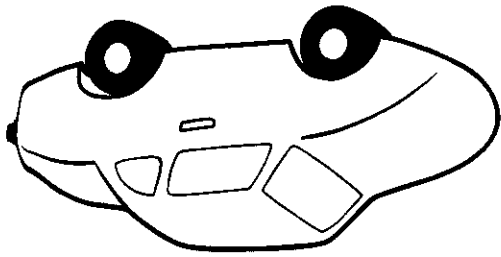
There's milk in your cup. Let's drink it up!

It's time to play. On this bright sunny day.

**Squeezing Sponges:** Provide the child with sponges of various shapes and a tub of colored water. Show the child the sponge and talk about the shape. Ask the child to put the sponge in the water. Show them how to squeeze the water out of the sponges. This activity is great for developing upper arm strength and fine motor development. (Holly Dzieranowski, Brenham, TX)

Living and Nonliving Cards

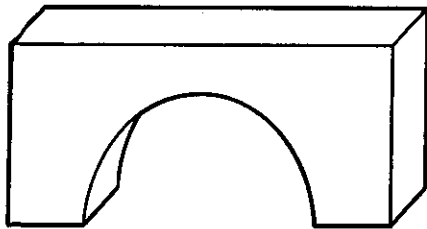




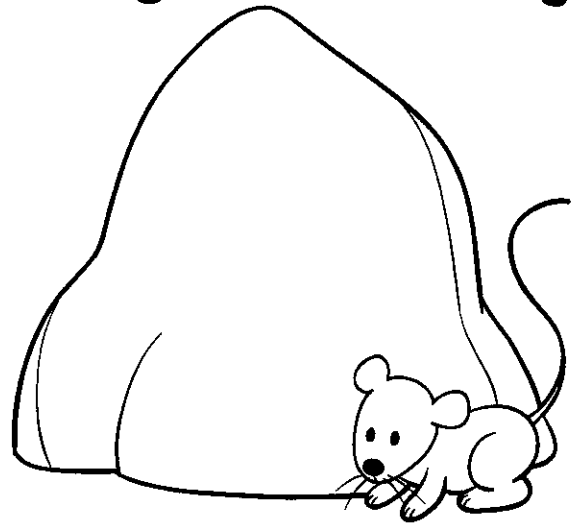
Which one is alive?

Which one is alive?

Which one is alive?



**Living or Nonliving?**



Name \_\_\_\_\_

**Fold-and-Go Booklet:** To make a booklet, cut on the bold line. Fold along the thin horizontal line (keeping the programming to the outside) and then fold along the thin vertical line (keeping the cover to the outside). Have each child point to or circle the living object on each page of his booklet.