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|  | Matrix Early Head Start Child Care Partnership**31-days of Developmental Activities for Ages 0-3** |
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| Sun. | Mon. | Tue. | Wed. | Thu. | Fri. | Sat. |
|  |  | 1 | 2 | 3 | 4 | 5 |
|  |  | Wheelbarrow | Stickers on Paper | Treasure Basket | Write Away | Bouncing Balls |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Germs | Water Play | Jell-O Gelatin Sensory Activity | Draw Your Day | Collage | Feelings Through Play | Pattern Place Setting |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| In and Out | Flashlight Exercise! | Sorting and Snacking | So Close | Laundry Sort | Stuff the Bottle | Obstacle Course |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| Listen Up | Guess the Animal Game | Tummy Time | Salt Dough Ornaments | Bath Time | Counting Never Tasted So Good | Sticker Line-up |
| 27 | 28 | 29 | 30 | 31 |  |  |
| Identify Body Parts | Big Bear, Little Bear | Floating Catch | Sorting | Shakers |  |  |
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| Notes | Are you looking for activities to do with your child that will help encourage their development while still being fun? We have just the list for you. Our Developmental Activity A Day Calendar includes 31 activities you can do with your children ages 0-3. |



12/1- **Wheelbarrow**: You can help your baby gain upper body strength by gently lifting the legs while she is in the tummy position, encouraging her to move forward with the hands, if interested. This should feel good and be quite enjoyable if the baby is physically ready and if you are careful not to overdo. Extension:

 •Do this activity while moving toward a mirror that can be seen at that level.

•Scoot toward a pillow laid out on the floor and collapse onto it.

•Do this activity to retrieve a slow-moving ball.

12/2 – **Stickers on Paper**: You can draw large shapes, letters, or numbers on paper and your child can line the shape with stickers.

12/3 – **Treasure Basket**: Set-out the large box watch to see how the young toddlers use the items with the box, hand eye-coordination hand exchange, gross motor movement. Materials: large box, small & medium size balls, sensory stars, and sensory spirals.

12/4 – **Write Away**: Child will make marks and scribbles and write letter like forms. Use materials like washable markers or chubby crayons and paper.

12/5: **Bouncing Balls**: Gather three balls of different color and sizes and textures. Place the balls on the floor for the baby to explore. Gently roll the balls for the baby to follow. Place the balls in other locations for the baby to find and reach for. Talk to the baby as he/she plays and use words to describe the balls. Materials Three balls of different sizes, shapes, colors and textures.

12/6 – **Germs**: Child will be able to take care of his or her personal needs and engage in healthy practices. Discuss proper handwashing with children. If available read books or show child a handwashing video. Practice proper techniques for covering when you sneeze or cough.

12/7 – **Water Play**: Set-out Plastic bin half filled with colored water place items in the water. Toddlers will explore and experiment with items using fine motor skills, coordination, exploration, and rotating materials. Materials plastic bin, water small sponge blocks, jar lids, small pool noodles, food coloring and tongs

12/8 - **Jell-O Gelatin Sensory Activity**: Make some jello the day before you plan to do this activity. Once the jello is made, cut some of the gelatin in small to medium sizes. Place the gelatin on the highchair on table in front of the baby. Allow the baby to play with the gelatin, squishing it between their fingers or smashing on the table or tray. While the baby is playing in the play talk with him or her about the texture and or color of the jello. Describe to your baby what you see them doing, faces they are making and any sounds or attempts at words you hear them say. You can incorporate a spoon. See if your baby tries to feed him or herself. The more you talk with your child about their experiences, the more you are building their listening and speaking vocabulary.

12/9 – **Draw Your Day**: Children will learn about time, describe a sequence of events, make choices, and take initiative. Provide child with several sheets of blank paper, stickers, markers or crayons.

12/10 – **Collage**: Collage is a simple craft activity. Children paste things materials onto paper. Collage is great for fine motor skills and colors and textures. Provide children with items such as cotton balls, Q-tips, old fabric, tissue paper. These are examples don’t limit yourself be creative

12/11 – **Feelings Through Play**: Use puppets to create a story about your child’s typical frustrations or fears, like having to share toys with a playmate, adjusting to a new baby, or separating from you when a babysitter comes. Suggest that your child draw a sad picture when he is down or make angry shapes from playdough when he is mad. Read books about feelings and talk about the pictures: Which child looks mad? Which looks afraid?

12/12- **Pattern Place Setting**: Help your child learn patterns by allowing you toddler to help you set the table at mealtime. As you set the table, say the pattern out loud. For example, “fork, plate, spoon, cup”. Repeat it out loud at the second place setting. Ask your toddler to help you set the next place setting. Repeat the pattern out loud as your toddler places the fork, plate, spoon and cup on the table. Continue until the table is set.

12/13 - **In and Out**: Gather a pan, wooden spoon and a plastic egg. Let the baby put the egg in and out of the pan. Let the baby tap on the bottom of the cooking pot with the spoon. Hide the egg under the pan and ask the baby, “Where is the egg?” Lift the pan and say, “There it is!” Materials: Pan or pot, wooden spoon, plastic egg.

This activity promotes:

•Eye-hand coordination: Baby places the egg in and out of the pan

•Object Permanence: Baby Discovers that the egg is still under the pan

•Five Senses: Baby hears with he/her ears as baby listens to the tapping sound on the pan

•Language: In-Out, Tap, Pan, Egg, Spoon

12/14 - **Flashlight Exercise**: Let’s get physical. Turn the lights out in the room. Use a flashlight and shine the light on the floor. Ask your child to jump onto the spotlight the flashlight casts on the floor. Then move the light to another spot on the floor and ask your child to jump on it. Continue moving the light about on the floor for your child to follow. You can move the light faster and slower to allow your child to move at different paces during the activity.

12/15: **Sorting and Snacking**: Use a muffin tin and Froot Loop cereal (or any other multi-color cereal) to help your toddler learn to sort by one attribute. Pour some of the cereal into a pile on the table in front of your toddler. Use the muffin tin to help your toddler sort the cereal by color. Help your child place all the green cereal in one of the muffin holes of the tin, the red in another and so on. Your child does not have to know colors in order to do this activity. Once you start by putting one of every color in a hole, your child can follow suit. You can ask him or her if the pieces of cereal look the same or alike. After the child gets the hang of sorting the cereal, you can introduce color words if you like. Afterward… you can eat them!!!

12/16: **So Close**: Description: Child will turn toward or away from objects or people and be persistent in moving toward things. Use materials like interesting toys with bright colors, stimulating patterns, interesting textures, and soothing sounds and desirable objects such as sippy cup, a favorite blankie, a pacifier. Observe which toys, objects, and sounds catch your child’s attention.

12/17: **Laundry Sort**: Set out the laundry basket with assorted items. Pull out single items (one sock at a time). See if the toddler can find in the laundry basket another sock that matches then count all the pairs. Matching, counting, spatial awareness and coordinating. Materials assorted size and color socks, small face cloths, and soft stuffed animals.

12/18 – **Stuff the Bottle**: Set-out decorated bottle with a wide mouth for infants to use as they like. Hand eye coordination find motor skills. Materials: Bottle pom poms (assorted colors medium size).

12/19: **Obstacle Course:** Create an obstacle course using furniture, pillows, and toys.

12/20 – **Listen Up**: Child will respond to your voice in a variety of ways and respond nonverbally to simple statements or requests. Place younger infants on their back on a blanket on the floor, a changing table, or a bed. Older infants can sit independently (on the floor or in another place). If your infant is lying on their back, begin talking by saying something like “It feels good to stretch out on your back and kick your legs!” Model conversation patterns by pausing in between sentences, which gives your infant time to explore your facial expressions, process your words and the inflection of your voice, and conjure up a response. Your child may respond to your voice by establishing eye contact, smiling, or cooing.

12/21 - **Guess the Animal**: This game involves guessing what animal the other person is pretending to be. Playing this guess the animal game gets children using their imaginations. It also encourages thinking skills as children try to work out what animal you’re pretending to be. It’s good exercise too, as you hop, crawl, wriggle or canter around. And it’s a fun way to connect with children. You can play this game anywhere, but an open space like a garden, park or playground will give you lots of room to move. Books with pictures of animals can spark ideas for your child. How to play guess the animal:

1. Ask your child to choose an animal.

2. Ask your child to think about the way the animal moves. Look at pictures in a book together, if your child isn’t sure.

3. Encourage your child to move like the animal they’ve chosen.

4. Try and guess what the animal is.

5. Take turns to move like different animals. You could crawl like a spider, hop like a hare, slither like a snake, or gallop like a horse.

6. Ask each other questions to help you guess. For example, ‘What noise does it make?’, ‘What does it eat?’, ‘Is it fast or slow?’, ‘Is it little or big?’ or ‘Do I like it?’

12/22 – **Tummy Time**: Put toys, open books or different objects in front of your baby on the floor.

12/23 – **Salt Dough Ornaments**: Making salt dough hand or footprints. Prepare ahead of time the salt dough. See the recipe below. Roll out the salt dough with a rolling pin or cleaned glass bottle. Once the dough is ¼ inch thick, press your child’s hand or feet in the dough. Cook the dough in the oven for a couple hours. After the salt dough is dry and cooled you can paint the hand or footprints. Seal it with ModPodge. If you make several of these prints, you can give the print to relatives like Grandparents or family members you’re missing during the pandemic. You can also put a hole in the top before baking so that they can be made into ornaments to hang from the tree.

<https://www.yummytoddlerfood.com/activities/the-best-salt-dough-ornaments/>

<https://www.youtube.com/watch?v=ipPKRBQziOA>

12/24 – **Bath Time**: Give your child a soothing warm bath. A bath is a calming sensory activity your child will enjoy. To add interest to this sensory activity, add bubbles and toys. After the bath, wrap your child in a towel and hug them close!!!

12/25 - **Counting Never Takes So Good**: Child will be able to indicate more, use a number word, count by rote (saying numbers by memorization), count with one-to-one correspondence (developing a sense of number; touching each object and associating one number with each object counted) Use materials such as finger foods (e.g., dry cereal; crackers; small pieces of fruit, vegetables, or meat).

12/26 – **Sticker Line-up**: Roll out 3-foot-long section of paper. Draw zigzag, curly, loopy and swirly lines down the center of the paper.

Demonstrate using a couple of stickers to follow the lines. The toddler’s goal is to use the stickers (assorted colors) to trace the lines.

Toddlers could be interested in peeling off the stickers and lining them up on the lines drawn. It increases fine motor skills, hand eye-coordination, pinching techniques, color recognition plus you could add letters. Materials: paper, stickers and letters stickers (optional).

12/27 – **Identify Body Parts**: - Hold infant in front of mirror and identify parts of their face and yours.

12/28 – **Big Bear, Little Bear**: Gather a big bear and a little bear. Have the big bear gently touch your child’s feet, legs, arms, hands, nose, ears and so on. Have the little bear gently touch your child’s feet, legs, arms, hands, nose, ears and so on. Say aloud what the big bear and little bear is doing as you go along. Materials: A Big Bear and a Little Bear

Sing:

Teddy bear, teddy bear, touch my nose

Teddy bear, teddy bear, touch my toes

Teddy bear, teddy bear, give a little clap

Teddy bear, teddy bear, take a little nap!

This activity promotes:

• Sensory: Feeling different textures

• Body Awareness: Discovering parts of the body

• Language: Hearing words such as soft, touch, big, little, bear, hand and foot

• Social/Emotional: Fun and interactive play with caregiver

12/29 – **Floating Catch:** As you sit on the floor together, throw a scarf into the air and catch it in your arms as it floats back down. Throw another scarf and tell your baby to hold out her arms so that it falls there. Continue playing with both of you catching scarves.

Extensions:

• Wad the scarves into balls and throw them playfully at your baby.

• Put one scarf over your head and another over your baby's.

• Put one scarf over your head and let your baby pull it off.

• Put on some jazzy music and keep the scarves moving.

12/30 – **Sorting**: Take lids of Tupperware bowls of different sizes and give to child to try and put on and off. Only one or two at a time unless they are older then give them more.

12/31: **Shakers**: Ring in the new year with shakers! Make shakers from empty bottles with screw caps: Put items in that will make noise then put glue in cap, close tightly and let dry completely then shake and sing.