

# November Activities

## Babies (Birth to 12 months)

### NEWBORN

#### Materials:

black and white patterns, outline cards, color patterns, family name cards

Learn the song, "[We Know the Sounds of the Alphabet](#)"

**Hum the song when changing diapers and feeding the baby.**

**Week 1-9-** Provide black and white contrast designs near the diaper changing table, on the parent's bed, or near the baby's crib. **Conversational Turns--** Engage in conversational turns with your baby. Talk, wait for baby's response, and then talk again. **Music --** Play soft music and sing songs. Songs you might want to sing include "Itsy Bitsy Spider," "Lullaby and Goodnight," and "Baby Beluga."

**Week 10-** Add Outline Cards for contrast stimulation. Add different colors to black and white contrast patterns (colorful pictures on checkerboard). Develop your child's sense of balance by moving your baby through space.

**Three months-** Begin displaying Single Word Cards; Hum the tune of the alphabet. Have baby feel contrasting textures. Enjoy having conversational turns.

**The pathway to reading begins with your enthusiasm. Children love to learn, and they do it quickly.**

Building Vocabulary and Reading Single Words (5 words per week at rapid speed)

Begin as early as possible. Show the five cards as fast as you can.

|             |              |              |                    |
|-------------|--------------|--------------|--------------------|
| <b>hand</b> | <b>hair</b>  | <b>leg</b>   | <b>shoulder</b>    |
| <b>knee</b> | <b>toes</b>  | <b>eye</b>   | <b>bellybutton</b> |
| <b>foot</b> | <b>ear</b>   | <b>mouth</b> | <b>finger</b>      |
| <b>head</b> | <b>arm</b>   | <b>elbow</b> | <b>teeth</b>       |
| <b>nose</b> | <b>thumb</b> | <b>lips</b>  | <b>tongue</b>      |

A maximum of three sessions daily for 3-5 seconds per session

Read Aloud: Read to your child each day (board books, picture books, children's stories).

### INFANTS 4 Months to 11 Months

#### Materials:

Prepare ahead of time. Be joyful!

Black felt tip marker, cardstock, or index cards

Alphabet Letters/Cards: wood, plastic, foam, cardboard, or paper

Song, "[We Know the Sounds of the Alphabet](#)"

Family word cards, body part word cards,

Object Word Cards: chair, table, door; window, wall, bed; bathtub, stove, refrigerator, toilet

Possession Word Cards: truck, cup, shoes, toothbrush; blanket, spoon, ball, pillow; sock, pajamas, tricycle, bottle

Food Word Cards: juice, milk, orange; bread, water, carrot; butter, egg, apple; banana, potato, strawberry

Animal Word Cards: elephant, giraffe, hippopotamus; whale, gorilla, dinosaur; tiger, snake, fox

Action Word Cards: drinking, sleeping, reading; eating, walking, climbing

Color Word Cards: red, blue, green, yellow, black, white, brown, pink, purple, grey

Red Dot cards

## Reading

**Purpose:** to build vocabulary and introduce child to single written words

### Plan

Sing the song, "[We Know the Sounds of the Alphabet](#)" daily. Memorize the song to sing around the home.

Point to each letter as you say its name and sound

Play with foam letters A, B, and C in the bath water, saying the name and sound of each letter.

Add one letter each day. Sing the song throughout the day.

Flash (rapid fire) 5-word cards (1 set per session in 5 seconds) 3 times a day. Diaper changing table, eating area, or a special designated area can be a favorite learning place

Have fun flashing word cards rapidly. Do not review the word cards or test the child.

Read a book to the child each day.

## Building Vocabulary and Reading Single Words

**Begin as early as possible**

|      |       |       |             |
|------|-------|-------|-------------|
| hand | hair  | leg   | shoulder    |
| knee | toes  | eye   | bellybutton |
| foot | ear   | mouth | finger      |
| head | arm   | elbow | teeth       |
| nose | thumb | lips  | tongue      |

Later present word cards for household items and other items that match the child's preferences.

- Objects around the house
- Things that belong to the child
- Fruit and Foods
- Animals
- Action Words: drinking, sleeping, reading, eating, walking, throwing, running, jumping, swimming, laughing, climbing, creeping
- Names of family members
- Body Parts
- Shape
- Color words
- Opposites

## Math

Red Dot Fun: Counting 1-10

Practice using the Red Dots

Flash Red Dot Cards 1-10 three times during the day. Shuffle cards for each session. Five minutes or less.

Sessions can be done at diaper changing times and other happy times during the day.

Count the toes, fingers, and steps as you carry the baby up or down steps, and each mouth full as the baby eats. Sing the numbers joyfully. (One possible counting song is [Ten Little Numbers](#)).

## Knowledge Enhancement:

Family Members

**Materials:**

- Pictures of family members
- Sentence strips with names of family members

### Plan

Arrange the pictures of family members. With the baby count the number of family members who will come for Thanksgiving dinner at your home or someone's else's home.

Create number cards with the red dots on the back and the number on the front. Count to 5 while showing the cards three times a day for 5 days.

Continue to add numbers up to 10. With family members pictures, count them and put them into sets of 5.

Continue adding and subtracting a member until you have completed all pictures. Count the family members

in groups of 5 and then 10. Play a game. Match the number of family members to the number of dots on the card. When the family comes for dinner, count with your baby. Praise with words, smiles, hugs, and claps.  
**Conversational Turns:** Talk about Thanksgiving and Fall. Talk with your child about Thanksgiving Dinner and which family members will be coming.

### **Young Toddlers (12 months to 24 months)**

#### **Purpose**

Learn the sounds of the letters of the alphabet  
Learn to recognize quantities  
Identify words in short personal sentences  
Recognize single words  
Recognize body parts  
Recognize the number of dots on red dot cards  
Listen to Read Aloud stories

#### **Materials:**

Song, "[We Know the Sounds of the Alphabet](#)"  
Rubber/foam alphabet letters  
Red Dot cards  
Card stock or sentence strips, roll of brown paper or large brown paper bags, black felt tip marker  
Single word cards: color, shape, action (running, jumping, eating, crying, laughing, sleeping), multisyllabic (humongous, gigantic, giraffe, rhinoceros) words  
Large circle (head, large oval (body), rectangles (arms, legs), small triangles (hands), squares (hands), small black circles for eyes, nose, and mouth.

#### **Reading**

Preparation/ Plan  
Play/Sing the song, "[We Know the Sounds of the Alphabet](#)" daily  
Plan three sessions during the day. Diaper change may be a good time.  
Place three or four foam letters in the bath water. Say the name of the letter as the child plays.  
Choose the color cards and a set of shape cards or another set of cards to flash for five minutes.  
Write in advance three or four short sentences using the child's name: Examples- Child's name is eating cereal. Child's name is jumping. Etc. Photos of the child can be used.  
Show and say to the child four multisyllabic words. Tell the child the meaning of each word.

#### **Math**

Flash 10 Red Dot cards per session (1 to 25 dots) 5 seconds three times daily. Shuffle the cards for each session.

#### **Knowledge Enhancement:** Body Parts, Shapes and Counting

**Materials:** paper, cardstock or cardboard, large circle, four small circles, one oval (ellipse), two small rectangles and two long rectangles, two small squares, two small triangles, and five black dots  
Say, "We will make a Body Model using shapes." (Head circle, oval body, arms and legs rectangles and small circles for elbows and knees, etc.)  
Trace the child's body on brown paper to make a Body Part Model.  
Using the shapes, talk about each body part as you attach it to the model. Have a fun conversation relating body parts and shapes.  
Have the child give the body a name. Count the shapes and write the number for different shapes.  
Conversational Turns: Talk about Thanksgiving and Signs of Fall. Also, talk about animals that live on land and those that live in water,  
Be sure to save the Body Part Model for later use.

## Older Toddlers (24 months to 36 months)

### Purpose

To identify letters and sound of the alphabet (**Continuing Effort**)

To identify color and action words (**Continuing Effort**)

To identify sight words (a, to, of, is, are, the, that) (**New**)

To identify body parts and body parts words (**New**)

To identify a square, circle, rectangle, triangle, rhombus, trapezoid, oval, pentagon, & hexagon (**Continuing Effort**)

To identify sets of 2, 3, 4, 5, 6, 8, 10 and 20 as quantities (**New**)

### Materials

Video/Song, "[We Know the Sounds of the Alphabet](#)"

Cardstock, index cards or paper; black felt marker, glue sticks.

Word cards-color (red, blue, green, black, grey) and action words (running, jumping)

Lowercase letters – a, t, b, c, f, h, m, p, r, s

[Shape Picture Cards](#)

Dot Set cards, dominos, dice or hands, toes, ears, legs, feet, knees, arms, and eyes

### Plan

Sing, "[We Know the Sounds of the Alphabet](#)" and read to your child daily.

**Week #1-** Write a large letter on a piece of paper and/or use magnetic letters. Start with only 5 letters.

Say the letter and its sound. Then ask, "What is this ...'a' and what is the sound?"

Continue this with the letters – t, b, c, f, h, m, p, r, s

Using letters, shuffle the same letters and ask the same question.

Introduce some Sight Words. Write the words on an index card or piece of paper.

**Week #2-** Review the body parts (eyes, ears, nose, arm, etc.) Start with only 5 parts. Write the words on index cards and show them to your child and say the word. Demonstrate your body part and the child's body part. Say "Where are 'Your Child's Name' eyes?" "Where is your nose?"

Play Simon Says with your child. Example: Simon says touch your nose; Simon says touch your leg.

**Weeks #3 and #4 –**

Review the color words on the flash cards. Identify colors around the house (child's toys, clothes, etc.)

Write simple sentences using color and action words:

Examples: The yellow cat is fat. The gray rat is running to the cat. The cat sat on the black hat.

Read the sentences to the child pointing as you are reading.

Have the child make up silly sentences.

Run around in a circle three times (and say running) or jump three times (and say jumping). Have your child do the action and say Your Child's name is running; is jumping. Play Simon Says with action words. Have fun.

### Math:

Two to three minutes daily, show the different shapes or introduce a new shape weekly until the child can recognize each without hesitation. Combine color with the shapes to review colors.

Identify shapes around the house and outside. Tell the child the number of sides of each shape. Be joyous!

A (Number) SET of the Day:

Using a black or red felt tip marker, make four large dots that are on some dice.

Show and say, "4 dots". (Do not count the individual dots.) Save the paper for later.

Do the same for three, five, six, eight, ten and 20.

### Knowledge Enhancement Activities:

Let's Talk About Fall – Discuss what happens in the Fall – the air is cool, leaves turn colors, leaves fall from the trees, the animals' behaviors (i.e., squirrels gather acorns, birds begin to fly South); the Thanksgiving holiday happens in the Fall (discuss your family traditions). It's a Season (one of four seasons).

Read books about Fall.

Take a walk outside and gather leaves. Identify and discuss the different colors. Make leaf figures.

Matching Game – match the colors and shapes of the different leaves collected.

## Beginning Preschoolers

### Materials:

[“We Know the Sounds of the Alphabet”](#)

Cardstock, index cards or paper; black marker

Word cards-colors (red, blue, green, black, gray) and action words (running, jumping, crying, drinking, running, laughing, sleeping, walking, climbing, reading, throwing, swimming, creeping)

Lowercase letters – a, t, b, c, f, h, m, p, r, s, d, e, g, l, i, k, j, n, o, q, u, v, w, x, y, z.

[Shape Picture Cards](#) or draw shapes on file cards: square, triangle, rectangle, circle, pentagon, trapezoid, rhombus

Dot Set cards, dominos, dice or hands, toes, ears, legs, feet, knees, arms, and eyes

### Plan/Preparation

#### Names and Sounds of the Alphabet:

Sing, [“We Know the Sounds of the Alphabet”](#) and read to your child daily.

Learning the name and the sounds of each letter:

**Week #1-** Write the letters below on pieces of paper.

Say, “This is ...’a’ and its sound is ...

Continue this with the letters – t, b, c, f, h, m, p, r, s

Repeat daily until the child knows the name of the letter and its sound with confidence.

#### Blending letters:

**Week #2-** Say, “We will learn to make a few words today.

Show the letter ‘a’ and say the sound. Show the letter ‘t’ and say the sound.

Say the sound as you slide the ‘a’ close to the ‘t’ and say the word ‘at’.

Repeat this a few times as you look at the child with excitement.

Say, “We will make more words by sliding other letters to the word ‘at’: bat, cat, fat, hat, mat, pat, rat, sat.

Repeat making the words. Write each word on pieces of paper. Place the words around the room or on the refrigerator. Make this a joyous time.

#### Color Words and Action Words:

**Weeks #3 and4 –**

Write color words and place them on the floor. Have the child stand on the word you say such as red, etc.

Action words are fun words to learn by sight. Always emphasize the sound of the first letter of the action words.

Show and say each action word. Give the word to the child. Ask the child to demonstrate the word. Make up a game to help the child recall the action word.

Write simple sentences using color, and action words:

Read each sentence to the child. Draw a picture for each sentence.

Examples: The yellow cat is fat. The gray rat is running to the cat. The cat sat on the black hat.

Read the sentences to the child pointing as you read.

Have the child make up silly sentences. Have fun.

## Preschoolers (3 years to 5 years)

### Purpose

Review the sounds of the letters of the alphabet and blend words.

Learn digraphs (sh as in shoe, th as in think, wh as in what, ch as in church, and ph as in phone).

Make a word collection box, ring, or jar including “at” and “ed” words.

Read short story sentences using words practiced.

Review quantities using dots, toothpicks, finger, and other items.

Practice learning quantities with a Ten Frame.

Identify shapes.  
Enjoy family members during the Thanksgiving holiday.

### **Materials**

Video/Song, "[We Know the Sounds of the Alphabet](#)"  
Digraph word cards  
Letters of the alphabet  
Word jar or word box  
Card stock or index cards  
Sticker dots, dice, toothpicks, cheerios, ten frame, checkers or buttons, pennies  
Vocabulary cards

### **Preparation/Plan**

#### **Reading**

Learn and sing, "We Know the Sounds of the Alphabet" daily.  
Say rhyming words (cat, bat, hat, mat, etc.) to entice interest: The cat jumped on the rat and fell on the\_\_\_\_.  
Let the child complete the sentence. Write the sentence and read it to the child. Ask the child if he or she would like to read the funny sentence. Have the child make another funny sentence. Ask the child to read the sentence. If not, you make and read another funny sentence.  
Read and say all the short vowel (a, e, i, o, and u) words practiced in October's plan.  
a-at, bat, cat, fat, hat, mat, rat, sat  
e-bed, wed, fed, red, let, pet, wet  
i-is, it, hip, lip, tip, sip, bit, sit, fit  
o-top, mob, sob, rob, cop, mop  
u-us, up, umbrella, hut, nut, cut  
Stress the beginning sound of each word. Have fun reading the words with the child.  
Use magnetic letter to make words on the refrigerator or on a stainless steel cookie sheet or cake pan.  
As words are mastered have the child place the word in the word jar or word box.

Tell the child digraphs are two letters that make one sound.

- Watch and listen to [Digraph/Phonics Song for Children](#) by Jack Hart
- Introduce Digraph Game. Show the letter t and say the sound. Place it on the mat. Show the letter h and say the sound. Slide the two letters together and say the sound of 'th'. Ask the child to say the 'th' sound after you. Use the 'th' word cards and say the sound and then the words. Tell the child these are words that have the 'th' sound. Place the cards in an envelope label 'th' words. Have fun saying 'th' words during the day. (You can make your own digraph cards or use [Digraph Cards](#) from PAAC Kollege.)
- Sing the digraph song daily. Continue learning a new digraph and new words each day. Have fun!

#### **Math**

Roll dice and have the child call out the number without counting the dots.  
If the child is hesitant quickly say the number and have the child look at the dots.  
Draw the dots on a piece of paper as seen on the dice. Have the child do the same.  
Roll the dice and the adult responds. Have the child roll the dice and respond.  
Play a game using pennies or checkers as the winning piece as the dice are rolled. Take turns.

Learn quantities using a ten frame.

A 10 frame is a two by five rectangular frame with 10 equal spaces. It has 5 spaces at the top and 5 spaces on the bottom. Counters, such as raisins, small toys, or other small items can fill each frame to illustrate numbers less than or equal to 10.

A 10 frame will help your child visually develop number sense within the context of 1 to 10. This allows a child to develop the skill of looking at a group of items and determining how many there are in the group without counting.

A 10 frame can be used to tell how many and to complete addition and subtraction problems.

- Make a 10-frame on the floor or on a table. (See [Brain Builder on the Ten Frame](#).) Place 5 small stuffed animals or other toys in the frame. Talk about more and less. Remove one item. Ask how many less are now in the 10-frame. Put the item back. Add another toy to the frame. Ask how many more are now in the frame. Practice starting with a different number of items. Practice adding and removing different numbers of toys.
- Use the circle, triangle, square, rectangle, rhombus (diamond shape), octagon, pentagon, oval, hexagon, and trapezoid from the [Shape Picture Cards](#). Name the shapes. Discuss the different shapes. Give the child an opportunity to name the shapes using complete sentences. Find objects around the house that have these shapes. Find shapes on a walk outside. Also, have your child find shapes in pictures.

Parents can learn about the different shapes as they teach their child. Five at a time. Be Joyous!

### **Knowledge Enhancement**

- Talk about the fall harvest. Visit a grocery store or local farm and talk about the different vegetables that are available. Your child might also enjoy talking about and coloring some of these [Fall Printables](#).
- Talk about the upcoming Thanksgiving holiday and how your family will celebrate. Talk about setting the table for a special dinner. What items will each person need? (spoon, fork, knife, plate, glass, napkin) Talk about the use of each item. Practice placing each item of silverware in the correct place on the table. Set the table together and eat together before the big holiday. Ask the child to show other members in the family how to set the table. Thanksgiving is a great time to set the table and celebrate with family members.