

MARCH 2023 ACTIVITIES

Remember to praise with your smiles, words, claps, fist bumps, high fives, and hugs.

NEWBORN TO 12 MONTHS

Purpose

We are intentionally focusing on stimulating right brain thinking by providing experiences and activities that will introduce the infant to visuals, surfaces for touch, and sounds for auditory stimulation.

Explanation

The infant will have opportunities to view black and white images, books, words, letters, red dot cards, parts of the body, and items in the home and environment.

While hearing music, singing, humming, family members' voices, animal sounds, and sounds in their surroundings the infant's sense of hearing will be stimulated.

With the parent or care taker's influence the infant will have many chances to touch or feel various textures.

Newborn -3 months

Weeks 1-9: Place black and white contrast designs near diaper changer, on or near the crib. Engage in conversational turns daily. Wait for the baby's response. Play soft music, hum a tune, and sing songs. Select songs appropriate for the time of day. Fast and upbeat music may interrupt the babies' desire to sleep. Soft and gentle music for the evening. Upbeat music is more appropriate during the day.

Week 10: Add outline cards for contrast stimulation. Add different colors to black and white contrast patterns and colorful pictures on checkerboard; Balance - moving baby through space. Play games such as Peekaboo, Patty Cake or count the fingers and toes as you kiss them Touch and say the name of each body part.

Sing the song, "[Heads, and Shoulders, Knees, and Toes.](#)"

Show bright, colorful patterns using fabrics or pictures.

Babies 3 months to 12 months

Materials

Black and white patterns, silhouettes, color silhouettes,

Color word cards

Red dot cards

Animal books and other books

Animal cards

Body part cards

Alphabet cards

Letters

Reading

Sing "[We Know the Sounds of the Alphabet](#)" and "I Am Intentional" daily

Introduce new single words and review old single words throughout the month
Play letters and their sounds games
Sing “Head Shoulders Knees and Toes,” “Clap Your Hands,” “If You’re Happy and you Know It”
Hum songs
Play with rhyming words, such as, There’s a toad on the road, There’s a bear in my hair
Play the music for various children’s songs and sing along
Show cards with the names of family members
Show five to ten single word cards daily
Have conversational turns (baby talks and then parent talks and baby talks and parent talks)

Animal Books with Animals Sounds

My First Touch and Feel Sound Book: Noisy Baby Animals

What Do You Say, Little Blue Truck? by Alice Shertle and Jill McElmway

The Little Book of Woodland Bird Songs by Andrea Pinnington and CAZ Buckingham

The Little Book of Backyard Bird Songs by Andrea Pinnington and CAZ Buckingham

Brown Bear, Brown Bear by Eric Carle

Math

Practice counting red dots, cheerios (or other snacks), or toys

- Repetition is key until the child recognizes quantity

Sort and count pom poms or other textured items

Counting out loud and demonstrating it

- Count fingers and toes
- Count steps while walking
- Count and point out the trees in the neighborhood while on a walk

Counting Books

- *Let's Count, Baby*, By Cheryl Willis Hudson
- *Afro-Bets 1,2,3*, By Cheryl Willis Hudson

Knowledge Enhancement

Sharing rainbows

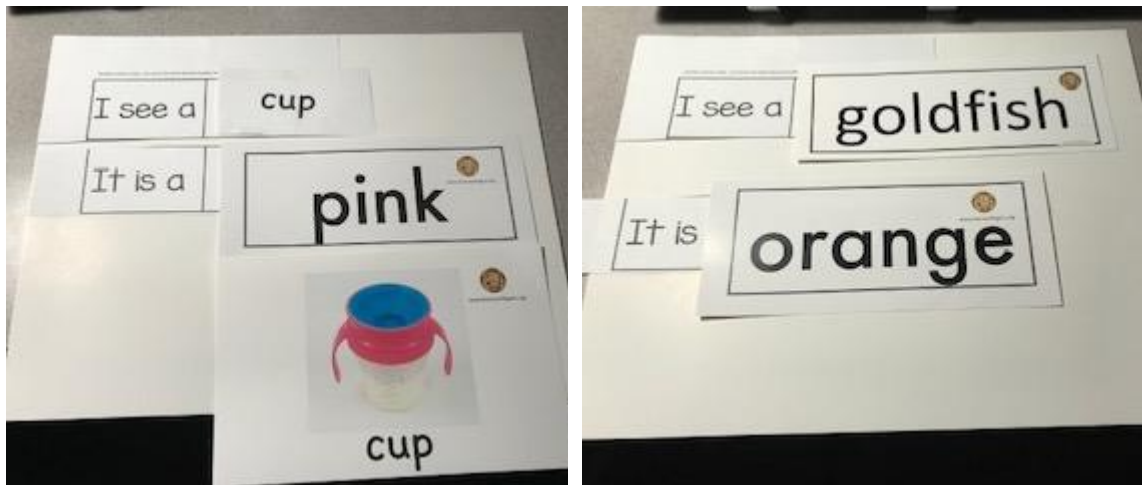
- Talk about the different colors
- Sensory play: Explore different materials (using pom poms, noodles of different colors, etc.)
- Read stories with bright colorful rainbows

TODDLER, 12 MONTHS TO 24 MONTHS

Reading:

- Sing “[We Know the Sounds of the Alphabet](#)” daily.
- Select three to four single word cards from the Bronze Villagers kit and read the words a few times each day. Include some words with two to three syllables and have the child clap out the multiple syllable words. After three to five days of working with the same words, drop one word card and add a new one.

- Use prompts to help the child use selected single words in sentences.



- Have the child engage with the sentences and sentence prompts by using them while engaging in daily activities.
- Consider some of the recommendations included in the book entitled, *Growing a Reader from Birth: Your Child's Path from Language to Literacy* by Diane McGuinness.

Math:

Add five more numbers to what the child knows (For example, if the child can count to 15, add 5 numbers and count with the child to 20. Have fun. Try to repeat the activity three times a day for five days. The activity lasts seconds to a few minutes. Choose times when the child is happy, not sleepy, or hungry. Make the activity fun and then move on to another activity of the child's choice.

Purpose:

- To recognize the number of dots without counting them.
- To count the number of objects, 1–30.
- To recognize the numerical numbers and number words from 1–30.

Materials:

- Red dots on cardstock paper.
- Numbers (1 – 30) on cardstock
- Number words (one to thirty) on cardstock.

Procedure:

Work one task at a time until the child can complete the combined task (#3 below).

1. Activity # 1: Show a red dot card and ask the child "what is this." If the child doesn't know, give the answer, and move on. When the child gives an answer show both the number (5) and the word (five). Work with a set of 5 flash cards. This will take only a few minutes.

2. Activity #2: Flash red dot cards. Child recognizes the number of red dots without counting them. Have child hold up or give you the number card that matches the number of dots.
3. Activity #3: Flash red dot cards. Child recognizes the number of red dots without counting them. Have the child hold up or give you both the number card and the word card that matches the number of dots.

Knowledge Enhancement:

Talk with your child about seasons. Early in March it is still winter. In winter some animals hibernate. After eating lots of food, they enter a deep sleep and sleep through much of the winter. This means they don't need to find food and water during a time when these items may be hard to find. Bears are the animals best known for hibernating. Other animals that have significantly reduced activity during winter include turtles, snakes, wood frogs, and groundhogs.

March 20th is the official beginning of spring. Spring is from March 20th until June 21st. In spring, plants bloom, grass grows, and trees grow new leaves. Some plants from the previous year push through the soil and grow into beautiful flowers. Plants we see in our area in early spring include yellow daffodils, tulips, lilies, and iris. We also see birds that flew south for winter return to the area in spring.

The other seasons are summer and fall. You child might enjoy this video on seasons: Bruno Mars, Learning Seasons for Kids. (Link: <https://youtu.be/JxOMEUYKzvs>)

TODDLER, 24 MONTHS TO 36 MONTHS

Keep your mind on the **Input** of the **Black Box** and the **Output** for learning results
What happens in the Black Box Parents?

You can create a learning environment that is joyous and important for the growth and development of your child.

Reading

Purpose:

To blend 2 and 3 letters

Materials:

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

Cardstock, Index Cards or paper, black felt marker

Lowercase letters: a, t, b, c, f, h, m, p, r and s.

Plan:

Shuffle the letters and ask your child: Would you like to make a new word today?

Show the letter “**a**” and say the sound, show the letter “**t**” and say the sound.

Say the sound as you slide the letter “a” close to the letter “t” and say the word **at**

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

Slide other letters to the word “at” to form different words. Ask the child to help you make and say words.

Write simple sentences using your newly created words: The fat cat is wearing a black hat.

Read the sentences to the child pointing as you are reading and be sure to explain how the **1 letter** changes the word.

The gray rat is running to the cat.

The yellow cat is fat

The bat fell on the mat

Brief sessions; Always have fun! Learning should be fun!

Reflection:

Ask your child if they understand the word, if they can make 1 new word, and create 1 sentence. Ask your child to sound out the letters you have introduced today. Play “[We Know the Sounds of the Alphabet](#)” and sing with them. Emphasize the words you have worked on today.

Math:

Purpose:

To use comparison words (some, more, most, and fewer/less, fewest/least)

Materials:

Pom-Poms

Cardstock, Index Cards or paper, black felt marker

Sort and count Pom-Poms. Write the number for each color group.

Ask your child. “Which color group has the most?” “Which color group has the fewest Pom-Poms?” Count each group and write the number of Pom-Poms in each group on a piece of paper or index card. Ask your child to read the numbers. If it works for your child, compare two groups, and help your child use the words “most” and “least.” Then compare three groups and help your child use the words, most, fewer or less, and fewest or least.

Put all the Pom-Poms together and count the total. Write this number on a piece of paper or index card. Have your child read this number.

PRESCHOOLERS, AGES 3 AND OLDER

Joyous Learning

Purpose: Blending letters with the “l”, “r” and “s” and review of sounds of the alphabet

Materials: Index cards, felt tip marker, index cards, papers, or moveable letters

Reading: Blending letters

Read Group #1 words below to the child a few times during the day. Give the meaning of the word if necessary. Repeat reading the words but out of order each time. Talk about the words.

Play a game taking turns with the child saying words that begins with blends in Group #1:

Day 1 "bl" words

Day 2 "cl" words

Day 3 "fl" words

Day 4 "pl" words

Day 5 "sl" words.

Make sure it is a fun time. If the child cannot think of a word, read the list of words to the child.

Repeat the same procedure for Week 2 using Group #2 words.

Week 1. - Group #1 will be the focus for a week #1,

Week 2 - Group #2 will be the focus for week #2

Weeks 3 and 4 - will be practicing reading words from both groups.

Group #1 – bl, cl, fl, pl, sl

- black, blue, blow, blew, blossom, blind, blizzard
- climb, club, clay, clock, clown, clean, class, cloud
- flower, fly, floor, flag, flew, flood, flat, float, flour
- play, place, please, plant, plane, plate, plow, player
- slip, sleep, slow, slip, slid, slept, slate, sloppy, slim

Group #2 – br, cr, dr, fr, gr, pr, tr

- bring, brush, brick, break, brown, bread, bright,
- cry, crack, crib, cry, crow, cross, crop, creek, crawl
- dress, drink, drop, drum, drank, drag, drive, draw
- free, frog, fresh, freeze, frozen, fry, frozen, fruit
- great, grape, ground, green, grandmother, grass
- pretty, price, present, president, print, promise
- tree, trip, trick, true, treat, train, truck, trim, track

Week 3 – Make 4- or 5-word cards from Group #1 or #2.

Read the words to the child. Have the child repeat the word card.

Make silly sentences using some of the words.

Ask, "What words are easy or which ones are difficult to read?"

Have the child choose the words they can read without difficulty.

Use those words when the child asks to play the game again.

Review the difficult words and gradually add them, a few at a time, when the child asks to play the game again.

Math

Begin learning to tell time

Make two circles the size of a saucer or two paper plates. (Clocks with 1 o'clock to 12 o'clock).

Make two arrow 2 inches long and two arrows four inches long.

Say, "We will learn to tell time by the hour." (Explain: The short arrow is the hour hand on the clock and the long hand is the minute hand on the clock.) Say, "We will say the hours of the

day.” Have the child repeat after you. Let the child move the short hand as you say the hour. Check the house clock and ask the child to say the hour.

Knowledge Enhancement

Tell the child that March brings the wind and spring begins to show itself. Crocuses, daffodils, and tulips begin to peep through the soil. See how many changes the child can notice as spring shows itself. As you walk outside, talk about the bright yellow flowers that are beginning to appear. Point out and talk about tree buds that are early signs of leaves on bushes and trees. Ask your child, “How is the amount of daylight changing? (Do we have more or less daylight?)”