

April 2024 ACTIVITIES

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

NEWBORN TO 12 MONTHS

Purpose

Provide intentional experiences for stimulating the infant's five senses (sight, hearing, smell, touch, taste).

Talk about the changes that occur with the spring season.

Focus on spring changes in weather (their environment), clothing, activities, etc.

Stimulate and motivate communication through turn taking.

Stimulate intentional conversations using new words and experiences.

Name the foods and liquids the infant explores for the sense of taste.

Explanation

The infant will have opportunities to view family members, red dot quantity cards, words, books, letters, parts of the body, and items in the home and environment (including outside in nature).

While hearing music, singing, humming, family member's voices, animal sounds, and sounds in their surrounding 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 and feel various textures.

Materials

Red dot cards

Family member name cards

[Color Word Cards](#)

[Animal Picture Cards](#)

[Body Part Cards](#)

[Alphabet Cards](#)

Letters (paper, plastic, magnetic)

[Fruit Picture Cards](#)

[Baby's Things Picture Cards](#)

Books about animals, spring season, and other topics

Reading

Sing "[We Know the Sounds of the Alphabet](#)" along with the artist. Place a special emphasis on the sounds of the letters.

Name things in your environment related to the change of season such as warmer weather, changes in clothing, flowers blooming, seeing more/different birds, rain, wind, etc.

Books about Spring

Hello Bunny, A Peek-a-Boo Adventure by Parragon Books

Good Morning, Bluebird, A Peek-a-Boo Adventure by Parragon Books

Pete the Cat Big Easter Fun by Kimberly and James Dean

Peacock's Rainbow Feathers, Touch and Feel Board Book by Little Hippo Books
I Love You Like Yellow by Andrea Beaty
Spring, Bright Baby Touch and Feel by Roger Priddy
A Little Book about Spring by Leo Lionni
Hop by Joey Hurley
Little Book of Backyard Bird Songs by Andrea Pinnington and Caz Buckingham
Little Book of Woodland Bird Songs by Andrea Pinnington and Caz Buckingham

Play any musical instrument that you have in the home (sing about spring, flowers, wind, rain)
Play/sing "Head, Shoulders, Knees, and Toes" <https://www.youtube.com/watch?v=JBSg0JIUWzs>

Math

Flash red cards for 1-10 while parent says the number.
Count snack foods like Cheerios, and other infant teething snacks
Count fingers and toes and steps while walking
Stack blocks (counting – 1-5)
Play Patty-cake (pattern)
Sing songs and give the baby a spoon or stick to tap as you tap a spoon or stick to tap the rhythm of a song (patterns)
Sing a song at regular speed then fast then slow (fast, slow, patterns)
Sing a song with a low quiet voice then a loud voice
Provide for crawling through tunnels (position in space, following directions)
Sing and Dance to Bino and Fino's song – "Dance"
<https://www.youtube.com/watch?v=EmAwTeFVIKA>
for positional terms (left, right, front, back, sit, stand, turn around, stop, go)

Counting Books

Afro-Bets 1,2,3 by Cheryl Willis Hudson
Let's Count, Baby by Cheryl Willis Hudson
Baby Let's Count by Ekaterina Trukhan
Babies Love Numbers by Cottage Door Press
Doggies: A Counting and Barking Book by Sandra Boynton
Good Night: A Counting Book by Dawn Nesting
Numbers by Roger Priddy

Knowledge Enhancement

A Focus on Spring

- Talk about changes in season from winter to spring.
- Practice positional terms (up, down, under, over)

TODDLER, 12 MONTHS TO 24 MONTHS

Purpose

The purpose of our reading activities since October has been to improve your child's knowledge of words. Continue singing the Song "[We Know the Sounds of the Alphabet.](#)" Name things in your environment related to the change of season such as warmer weather, changes in clothing, flowers blooming, seeing more/different birds, rain, wind, etc.

This month review all the words from the previous months and add words related to farm animals (i.e., chickens, cows, donkeys, ducks, goats, honeybees, horses, pigs, sheep, turkeys, etc.), and fruits and vegetables commonly available in springtime (i.e., apricots, asparagus, blueberries, cherries, grapefruit, various greens and lettuces, peas, radishes, strawberries, etc.).

Read books about spring: Some suggestions include the following:

Spring Babies by Kathryn O. Galbraith

When Will It Be Spring? by Catherine Walters

The Spring Book by Todd Parr

Materials

Flashcards created from previous activities – Many of the sight words naming colors, farm and zoo animals, and fruits and vegetables are in the toolkit.

Reading

Play a matching game with the categories of words we have focused on so far this year which include body parts, fruits and vegetables, rhyming words, household objects, feelings/emotions, and animal names. Compare how farm animals and zoo animals look alike. Make the comparisons simple. This will encourage your child to look at each group differently. Parents, this list will also help you to expand your child's learning activities over the summer months.

Spread out the color cards and the color words at opposite ends of the room. Ask your child to tell you the name of the color. Have them walk across the room and pick up the color word. Sound out the word. For example: Select Blue card - Sound out the word blue and then find a blue object in the room.

Read stories about farm and zoo animals. Select pictures of zoo animals. Ask your child to hold the picture next to a picture of zoo animal. Then ask your child if the zoo animal looks like any of the farm animals. Compare their hands, feet, their mouth, and body.

Pretend you are hungry. Ask your child to pretend he/she is the chef or the cook. Using the flash cards, have your child select different foods for you. Ask if you need something to put the food on. Say, "Will the food float in the air into my mouth? Laugh. Ask them to find a picture of what is needed from the picture cards (i.e., household objects). Say, I don't want to use my fingers to eat. What do I need? Coax them to bring the utensils you need. Use paper and plastic plates and cups, and plastic forks and spoons. Write on sentence strips: I eat bananas. The hamburger is on green plate. Allow your child to help you with the meal. Praise and thank your child for their help. Ask your child to name the fruit and vegetable and then find the word card with the name.

Math

Sing a familiar song with your child, give your child a spoon or stick and together tap the rhythm of the song.

Sing a familiar song with your child, sing the song slow and then sing the song fast. See if your child can recognize the difference between the 2 speeds.

Consider the numerical number your child can count to as your guide or base line and work to increase it by five numbers.

Show a number card. Ask your child what number it is. Ask your child to place that number of pom poms on a plate. Stay within your child's number range before increasing it by 5. See if your child can match the number card to the number of pom poms on the plate.

COUNTING BOOKS

Afro-Bets 1,2,3 by Cheryl Willis Hudson

Let's Count, Baby by Cheryl Willis Hudson

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Knowledge Enhancement

Signs of spring – Insects

Common insects: ants, beetles, butterflies, beetles, mosquitoes, and ticks. After months of cold winter, the warmth of weather brings out insects. They have different needs for food, shelter, and water. They can be found in many different places. Insects live inside the home, tall grass, plants, shrubs, wooded areas, trees, water, mulch, rocks, logs, pets, and on people. Some are crawlers, flyers, stingers, water, and indoor pests.

Facts about Caterpillars: A caterpillar is a small worm that becomes a young butterfly or moth. Caterpillars have 12 eyes (6 pairs of eyes), three pairs of small legs in the front, and five pairs of legs at the back. Caterpillars eat leaves and are often found inside living stems and branches or on the roots of plants and dead wood. Most caterpillars are green or brown and can be hairy. Caterpillars are an important food for birds. Squirrels and people also eat caterpillars.

Video About Insects: <https://youtu.be/gASuyW2CbmQ>

TODDLER, 24 MONTHS TO 36 MONTHS

Choose one activity in Reading, Math, and Knowledge Enhancement each week. Be joyous!

Purpose

Learn and practice sounds of the alphabet.
Match letter sounds to letters.
Learn and practice color and action words.
Learn the shapes.
Practice recognizing the number of dots without counting.

Materials:

Magnetic letters, paper, wood or plastic moveable letters
Song, We Know the Sounds of the Alphabets
Flashcards created from previous activities (color words, action words).
Any Sight Words previously created.
Lowercase letters – a, t, b, c, f, h, m, p, r, s; d, e, g, l, j, k, n, o, q, u, v, w, x, y, z.
Shape cards or draw pictures: square, triangle, rectangle, circle, pentagon, trapezoid, rhombus.
Quantity Dot cards, dominos, dice or hands, toes, ears, legs, feet, knees, arms, and eyes

Reading

Plan/Preparation:

Names and Sounds of the Alphabet:

Learn the song, We Know the Sounds of the Alphabets, daily. Be happy!

Practice and learn the name and the sound of each letter:

Make sure the child the sounds of the alphabet before moving on to blending words.

Week #1- Write all the large letter on pieces of paper.

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

Continue this practice 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.

Using letters, shuffle the same letters and repeat the same as before.

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 grey 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. Have fun.

Math

Purpose:

To recognize and discuss patterns, to count shapes.

Materials:

Cardstock, Index Cards, black felt marker

Draw a simple pattern (e.g., circle, triangle, circle, triangle). Ask your child what shape comes next. Ask them to talk about how they know. Have them count the circles, count the triangles, and then count all the shapes. Repeat the activity with other simple patterns. Help your child find patterns in the house and around the neighborhood (are there patterns to how flowers are planted in flower beds, are there patterns to windows on the front of house, etc.)

Show one dot card and say 1. Continue using cards with 2 through 6 dots. Be sure not to count the dots.

Knowledge Enhancement: Insects

Spring is a time when we again see insects all around. Find pictures of insects (or use Bronze Villagers [Insect Picture Cards](#)) and discuss them. Go outside and search for insects. Common insects: ants, beetles, butterflies, beetles, mosquitoes, and ticks. After months of cold winter, the warmth of weather brings out insects. They have different needs for food, shelter, and water. They can be found in many different places. Insects live in homes, tall grass, plants, shrubs, wooded areas, trees, water, mulch, rocks, logs, pets, and on people. Some are crawlers, flyers, stingers, water dwellers, and indoor pests. Can your child find different kinds of bugs? Where do they tend to be?

Sing simple songs about insects: [The Ants Go Marching](#), [The Hungry Caterpillar Song](#)

Kids Insect Videos

<https://youtu.be/RN2qN9vSgqY>

<https://youtu.be/gASuyW2CbmQ>

<https://youtu.be/q1Z8otyjsZI>

Read books about insects:

An Ant's Day Off by Bonny Becker

Backyard Bugs by Jill McDonald
The Grouchy Ladybug by Eric Carle
The Very Hungry Caterpillar by Eric Carle

PRESCHOOLERS, AGES 3 AND OLDER

Joyous Learning

Purpose

Learn words with the magic “e”

Read couplets and basic sentences.

Read basic sight words (Do not sound out these words): is, in, to, the, on, the, for, not, am, I, said, this,

Review action words: eating, drinking, sleeping, jumping, crying, laughing, thinking, running.

Count by ones to 100, count by 5, and count by 10.

Learn about elephants.

Learn to find information together.

Reading

Materials:

Word cards:

Set 1 - at, hat, hid, pal, cut.

Set 2 - plan, rat, pin, rid, past.

Bonus practice words for later: man, pan, mad, fin, not, pet, rob, win, sit, pip, kit, dim, slop, can, cap, tot, hug, mop, fat, ton, kit, cub, tap, cod, hop, rip, pop, bar.

Magic “e” word cards:

Set 1 - ate, hate, hide, pale, cute.

Set 2 - plane, rate, pine, ride, paste.

Couplets: yellow banana, orange juice, green truck, purple grapes, white paper, black shoe

Preparation/Plan: Prepare materials before each session.

Choose Set 1 (five word cards) Read each word as you show it to the child. Use the Three Point Practice: This is...; Give me...; Which one is...

If the child can read each word fluently choose Set 2 (five word cards). Repeat the same process as the first five words.

Tell the child that the magic “e” changes the sound of the words.

Say, “We will have fun with the magic ‘e’”.

Read a word from Set 1 and tell the child the “e” will be added and the word will change. Follow with Set 2 words.

Write Set 1 words on paper and ask the child to read the magic e word. Go on to Set 2 if the child understands the word sound change. Shuffle the word cards often before using for practice.

Read several couplets as you write and point to the words on paper. Ask the child to repeat after you pointing to each word.

The sight words are embedded in the sentences.

Write a simple sentence using a couplet. Example: Jon is eating. Jon is eating the yellow banana. Sue is jumping. Sue is jumping on the mat.

Math

Counting pennies, nickels, and dimes.

Materials:

One hundred pennies, 10 nickels and 10 dimes

Tell the child each of you will count the coins to make sure you have the correct count or amount.

Count, taking turns, with the adult counting first:

- Count the pennies to 100.
- Count the nickels.
- Count the dimes.

Write the number for each group of coins.

Knowledge Enhancement:

Find pictures of different insects or use Bronze Villagers [Insect Picture Cards](#)

Insects are all around: ladybugs, ants, crickets, grasshoppers, fireflies, caterpillars, butterflies.

Parts of an [insect](#): antennas, head, thorax, abdomen, six legs, eyes, most insects also have wings. (Body parts can be used to identify an insect.)

Spiders are not insects, but kids think they are. Spiders are arthropods with 8 legs and fangs.

Bonus: With your child, find information Learn about the African elephant and the Asian elephant.

Share what you learn about the elephants. How are they different and where do they live?

A scavenger hunt: See how many different insects you and your child can find in your neighborhood.