

Arrowhead Early Head Start and Head Start  
At Home Activities  
November (Math)

You are the first and most important teacher in your child's life. You are helping your child learn everyday by talking, reading, playing, and interacting together. Try some of the fun activities listed on the back of the form with your child. Activities are listed in order of developmental levels, starting with activities for pregnant mothers, infants, toddlers, preschoolers, and then kindergartners. Not only are you helping your child learn by reading books and completing fun activities together, you are also earning In Kind for our program. In Kind hours equals federal dollars that help run our program.

- Please complete this form and give to your child's teacher before the end of the month.

Child's Name \_\_\_\_\_ Site \_\_\_\_\_

Parent/Family Name (**Printed**) \_\_\_\_\_ Signature \_\_\_\_\_ **Total Hours** (all activities-both sides) \_\_\_\_\_

Parent/Family Name (**Printed**) \_\_\_\_\_ Signature \_\_\_\_\_ **Total Hours** (all activities-both sides) \_\_\_\_\_



**November Monthly Book List**  
Language, Literacy, & Communication

Write the title of any books that you read with your child  
and how many times on each line below.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

\*Each book = 15 minutes of In Kind

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- Please write down how many times you completed an activity on the lines below.

**Prenatal Mothers– How would I do it?:** (15 minutes)      **Number of times activity completed:** \_\_\_\_\_

Think about a mom you know or have seen on TV. What things does this mom do as a parent that you like or don't like? What things would you want to do the same or do differently? How would you do it with your own child? Write your thoughts in your journal.

**Tummy Time:** (15 minutes)      **Number of times activity completed:** \_\_\_\_\_

Place baby on his/her tummy next to you on the floor. Place safe objects (such as a book, photo, rattle, or bright material) in front of baby's face and on each side approximately one foot away. Let baby look at and explore the items. Does baby gaze, reach, grasp, or mouth an object?

**Filling a Container:** (15 minutes)      **Number of times activity completed:** \_\_\_\_\_

Give your child a bowl or box and safe items such as sock rolls, balls, or blocks. Drop an item into the container. Hand an item to your child and encourage them to drop it in. Clap and tell your child he/she put it in the bowl. Continue play. Does your child put all items in the container? Does your child take them out?

**On, Under, Up, Down, In & Out:** (15 minutes)      **Number of times activity completed:** \_\_\_\_\_

Play obstacle course without creating the course. Use positional words such as "on, under, up, down, in, and out" to create a fun learning experience for your child. Have your child "step ON the carpet", "crawl UNDER the chair", "crawl UP the couch", or "climb IN the box" for example. Join in with your child. What obstacles did your child complete?

**Jump like a Kangaroo:** (30 minutes)      **Number of times activity completed:** \_\_\_\_\_

Show a picture of a kangaroo to your child, if you are able, and talk about how kangaroos can jump really far. Encourage your child to jump around like a kangaroo. Then let your child stand and jump as far as he/she can. Help your child measure or mark the distance. Then let your child run and jump. Help your child measure or mark the distance. Talk about if he/she jump further the first or second time. Now you try the same jumps. Ask your child to tell you about your jumps. Was it a big, far, or fast jump? What type of words did your child use to explain the distance of your jump?

**Body Patterns:** (30 minutes)      **Number of times activity completed:** \_\_\_\_\_

Try this new version of Simon Says with your child. Do an action such as clap and have your child copy that action. Continue playing doing different actions such as hoping, jumping, or wiggling. Then let your child take the lead. Your child will do an action and you will repeat the action. Next, try doing a simple pattern of actions such as clap, hop, clap, hop, and have your child repeat the pattern. Continue with other patterns. Then let your child take the lead once again. Is your child able to create his/her own pattern of actions?

**Nature Patterns:** (30 minutes)      **Number of times activity completed:** \_\_\_\_\_

Go for a walk with your child. Have your child collect items he/she sees during the walk. Talk about the different items as you collect them. "What do they feel like? Look Like? Smell Like?" Once you return from your walk lay out all of the items. With your child, place the items in different groups such as rocks, flowers, sticks, or brown items, green, items, and white items. Talk about why you are grouping the items together, "All of these things are different types of flowers." Once the items are grouped, now make a simple pattern such as lining up a rock, stick, rock, stick, and rock. Ask your child what the next item will be in the pattern and place the item in line. Come up with other simple patterns. When your child is ready, try a new pattern such as rock, stick, flower, rock, stick, flower. Can your child figure out the next item in the pattern? See if your child can create his/her own pattern.



Thank you for helping support your child's development and our program!