

JANUARY 2021

HEAD START 3-5 YRS

FAMILY ENGAGEMENT HOME PROJECT

Child's Name: _____

Site: _____ Class #: _____

Teacher's Signature: _____

Legend:

Cognitive=Cog Lang/Lit=L Physical=Phy Soc/Emo=SE Science Technology Engineering Math=STEM

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Weekly Totals |
|--|--|---|--|--|---|---|---------------|
| | | | | | 1. WORK ON THE WINTER PACKAGES/WINTER BREAK | 2. WORK ON THE WINTER PACKAGES/WINTER BREAK | |
| 3. WORK ON THE WINTER PACKAGES/WINTER BREAK | 4. WORK ON THE WINTER PACKAGES/WINTER BREAK | 5. WORK ON THE WINTER PACKAGES/WINTER BREAK | 6. WORK ON THE WINTER PACKAGES/WINTER BREAK | 7. WORK ON THE WINTER PACKAGES/WINTER BREAK | 8. WORK ON THE WINTER PACKAGES/WINTER BREAK | 9. WORK ON THE WINTER PACKAGES/WINTER BREAK | |
| 10. WORK ON THE WINTER PACKAGES/WINTER BREAK | 11. Solid vs. liquid. Use small container filled with water. Ask to predict what will happen to the water when placed in a freezer. Discuss results of change. | 12. Using an ice cube, ask child to predict what will happen if they place an ice cube in the sun. Discuss the change in external temperature that leads to the melting of ice. | 13. Fill a cup with ice. Place a string on top of ice and sprinkle with salt. Predict what will happen. Count to 30, then pick up the string. Salt melts ice then refreezes. | 14. Place water in an ice tray. Add food coloring to sections then freeze. When frozen have child use the color ice for art. Write what they say onto paper. | 15. Using ice cubes, place cubes on a slightly angled sheet of plastic. You and child hold the ice cubes at the top of plastic and count 1, 2, 3, GO! Who will win? | 16. Read the story Five Little Penguins Slipping on the Ice via YouTube or library book. Ask questions such as: How Many penguins left? Why do the penguins slip? | |
| | STEM 30min | STEM 30min | COG 30min | PHYS 30min | S/E 30min | L 30min | |
| 17. Look around your home and ask your child to count out different items found. For example, how many flowers do you see? | 18. Have fun gardening by removing weeds. When a weed is pulled, share the different parts and names of the plant. (take turns) | 19. Create a numbers chart using information from the amounts of items found in the yard. For example, 2 flowers, 3 bugs. Have child draw items. | 20. Share a book about plants. Conduct a read aloud asking questions such as, what are the parts of a plant? | 21. Using a magnifying glass (or eyeglasses), have child take a look at a leaf. Conduct research together to find info about a leaf. | 22. Gather different parts of plants from the yard. Place parts under a paper and rub a crayon on paper. Discuss what is happening. | 23. Using a magnifying glass, walk around the yard taking a deep look at plants to find what insects live on them. Discuss your findings. | |
| COG 30min | S/E 30min | PHYS 1hr | L 30min | STEM 30min | PHYS 30min | STEM 30min | |
| 24. Have a discussion about shapes found around your home. Have child count out circles, squares, triangles, etc. | 25. Have the child cut out circles, triangles, squares, and then ask them to create an artwork with glue. Write what they say. | 26. Using market advertisement paper, cut out different types of food. Have the child separate the foods into categories.(Ex. Fruits or vegetables) | 27. During meal times, ask children what are healthy or unhealthy foods? Ask them to explain what is their favorite and why? | 28. Search for twigs in yard. Use paper and glue to take turns creating shapes with your child. Ask what shape is this and why? | 29. Make plans on how to create a wind chime using items found at home. For example, use a spoon, branches, string, etc. | 30. Read a shapes book. (The Color Zoo.) Ask questions such as: What shapes or colors do you see in this picture? What's this animal? | |
| COG 30min | PHYS 1hr | COG 1hr | L 30min | S/E 30min | STEM 1hr | L 30min | |
| 31. While preparing a meal at home, ask child to help count out items needed in a recipe, or have them measure amounts. COG 30min | | | | | | | |

DAILY ROUTINES HELPS YOUNG CHILDREN HAVE SELF-CONTROL.

Parent Name: _____

Parent Signature: _____

**If your Project takes more than the time indicated write the time in the blank box. The project must reflect the time indicated on the sheet.