

Shasta Early Head Start Child Development, Inc.
Parent / Child Home Activity Record

Child's Name: _____ **Site:** _____ **Staff:** _____

Check off the time spent on an activity you completed using the Parent-Child Activity sheet, or on any additional special activities you did with your child. We are unable to count daily care giving tasks.

ACTIVITY	SUN			MON			TUES			WED			THUR			FRI			SAT		
Minutes per activity	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45
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Tell Stories																					
Visit Library																					
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Color, paint																					
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Child Observation																					

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Shasta Head Start Staff Purposes Only

Grand Total Hours _____ **(Total minutes ÷ 60) Staff's Signature:** _____

Parent Observations

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Sample: 09.17.14 - “Today when I picked up Jasmine at school, she ran to greet me with a smile on her face.”

Parent /Child Activities

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Take your parent to a nearby park to play. <i>PD</i>	Help your parent wash the car. <i>PD</i>	Make wet footprints on the sidewalk. <i>PD</i>	Pretend to be a duck and waddle around. As someone to follow you. <i>PD</i>	Act out Little Miss Muffet. <i>L</i>
Take a bubble bath. What do bubbles feel like? Make pictures in the bubbles. <i>HN</i>	Look through family pictures and talk about what you see. <i>SE</i>	Look through magazines and cut out pictures of families. Talk about how they are different and the same as yours. <i>SE</i>	Visit a relative or call one on the phone. <i>SE</i>	Look at pictures of your family and talk about the events shown. <i>SE</i>
Visit the library and check out books. <i>L</i>	Ask your parent what a pair of something is. Have them show you five pairs. <i>M</i>	Ask your parent to read a book with you. <i>L</i>	Make a writing box for practicing. Add paper, pencils, old cards, junk mail, etc. <i>L</i>	Teach your parent a song you learned at school. <i>L</i>

Week 1

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Parent /Child Activities

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Give different textured toys or materials to baby to grab, scratch, and feel <i>SM</i>	Cut soft things with a butter knife, such as bananas. <i>N</i>	Be a sportscaster by telling what is happening as it happens. <i>L/C</i>	Make a safe baby toy. Use pots and pans. Safe kitchen utensils, or design your own. <i>SM</i>	Tummy Time: Lay baby on a blanket and let him/her strengthen muscles by rolling, reaching, lifting head, etc. <i>P-lm</i>
Give toddlers a ride on a blanket, in a large box, or in a laundry basket. <i>P-lm</i>	Set aside everything to have uninterrupted playtime where the child takes the lead. Can be at bath time, mealtime, with toys, etc. <i>S/E</i>	Jars and lids: Practice putting lids on plastic containers. <i>SM</i>	Sing “Old MacDonald” and imitate animal sounds. <i>L/C</i>	Scribble pictures. <i>P-sm</i>
Play dress-up, or play Follow the Leader, letting the child take the lead. <i>S/E</i>	Play Duck, Duck, Goose or Ring Around the Rosey <i>P-lm</i>	Take an evening walk, pointing out the moon and stars. (other)	Take turns marking on paper. <i>P-sm</i>	Visit a pet store and talk about the animals you see. (other).

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Parent /Child Activities

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Point at objects and ask “what’s that?” <i>SM</i>	Talk about the colors and shapes of foods. <i>N</i>	Talk to your child using stuffed animals, like a “puppet show” <i>L/C</i>	Talk about “big things” & “little things” & “hot and cold” <i>SM</i>	Walk with baby- holding both hands or one hand. <i>P-Im</i>
Encourage crawling under, through, and around things. <i>P-Im</i>	Ring a bell or rattle. Give to baby to try and then take turns. <i>P-sm</i>	Make tents out of blankets and furniture. <i>SM</i>	Brush each other’s hair. <i>H/D</i>	Practice grabbing, holding, and pulling different objects <i>P-sm</i>
Imitate baby’s sounds and facial expressions. Watch how baby responds. <i>S/E</i>	Stand by a window and watch what is going on outside. Talk about anything you see. <i>SM</i>	Take a daytime walk, pointing out the flowers, trees, and birds, etc. <i>SE</i>	Practice rolling on the floor from front to back and back to front, giving the child all the help they need. <i>P-Im</i>	Go to the Toy Lending Library and check out any developmentally appropriate toy (other).

Week 3

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Parent /Child Activities

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Have a puppet show. <i>SM</i>	Have a pots and pans parade. <i>SM</i>	Practice self feeding skills: drinking from a cup, using a fork or spoons, serves own food. <i>N</i>	Read books together and talk about the story and pictures. <i>L/C</i>	Look in the mirror at new teeth and talk about how new and shiny and healthy they are. <i>HD</i>
Go grocery shopping and talk about foods and nutrition. <i>N</i>	Visit the doctor. <i>HD</i>	Listen to music and dance together. <i>SM</i>	Try a new food and talk about its flavor, texture and how nutritious it is <i>N</i>	Do some gardening: Dig, pull weeds, plant seeds, water. <i>SM</i>
Play Hide-and-Seek with a toy. <i>S/E</i>	Kick a ball back and forth – play soccer. <i>P-Im</i>	Praise, Praise, Praise your child. <i>SE</i>	Tear pages from newspapers or magazines. <i>P-sm</i>	

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Sample: 09.17.14 - *“Today when I picked up Jasmine at school, she ran to greet me with a smile on her face.”*

Parent /Child Activities

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Talk to baby about what you are doing each time you change a diaper. <i>LC</i>	Play “Peek-A-Boo” or “This Little Piggy: while changing baby’s diaper. <i>LC</i>	Use paint “bingo” daubers to make marks on paper or stamp on a pad. <i>P-sm</i>	Sing and say nursery rhymes – “Twinkle, Twinkle, Little Star, etc. <i>LC</i>	Make up a silly song about the day. Use baby’s name in the song. <i>LC</i>
Paint with water. <i>P-sm</i>	Read a story to baby. <i>LC</i>	Smell/feel different spices. <i>SM</i>	Draw on a blank paper. <i>P-sm</i>	Build with blocks making small pyramids and towers. <i>P-sm</i>
Play games: “So Big,” “Bye-Bye,” etc. <i>SE</i>	Have a pretend tea party. <i>SE</i>	Trace your child’s body on a large piece of paper. <i>SE</i>	Wash toys together. <i>SE</i>	Give your child a massage with or without lotion. <i>SM</i>

Week 5

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Parent /Child Activities

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Make homemade play dough and play together. <i>SM</i>	During feeding, give your baby a cracker to feed self. <i>N</i>	Make sounds like “da,” “ga,” “ka,” and “ba” with baby. <i>LC</i>	Let your child help wipe off the table or counter after meals. <i>SE</i>	Climb stairs to see how many your child can climb on their own. <i>P-Im</i>
Hop like a bunny or frog. <i>P-Im</i>	Go to the local library and check out a book about child development and appropriate activities to do with your baby. (other)	Put a toy just out of reach for baby to try to get, watch to see how they do this. <i>SM</i>	Talk about and point to body parts. <i>HD</i>	Wash dolls in bubbles <i>SM</i>
Smile, coo, and talk to your baby while diapering, feeding and bathing. <i>SE</i>	Let your child put his/her coat away. <i>SE</i>	Pretend you are airplanes and “fly” around the yard. <i>P-Im</i>	Rock baby back and forth in your arms, humming a tune. <i>SE</i>	Visit a relative or call one on the phone. <i>SE</i>

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Parent /Child Activities

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Read books to your child. Let them turn the pages. <i>LC</i>	Make a “noodle necklace” (string noodles on yarn). <i>P-sm</i>	Play at the park. <i>P-lm</i>	Start a “loves notes to baby” box. Write love notes by telling baby special things about them and what they do. Decorate a container to put them in. <i>L/C</i>	Roll a ball back and forth on the floor. <i>P-lm</i>
Make wet footprints on the sidewalk. <i>P-lm</i>	Hug a doll or stuffed animal and give to baby to do too. <i>SE</i>	Let your child spread peanut butter on toast, bread, or crackers. <i>N</i>		Paint with water outside. <i>SM</i>

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Parent /Child Activities

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Blow bubbles together. <i>SM</i>	Tell your child stories about your family and traditions. <i>L/C</i>	Crawl around and look at the room or outdoors with your child, exploring from their view. (<i>P-lm</i>)	Place baby on different textures (grass, blanket, floor, etc.) <i>SM</i>	Visit the dentist. <i>H/D</i>
Make funny faces in the mirror and imitate each other. <i>S/E</i>	Make food for and go on a picnic. <i>N</i>	Do water play together. <i>SM</i>	Read books together and talk about the story and pictures. <i>L/C</i>	Put Cheerios on a flat surface for baby to pick up. <i>P-sm</i>
Give baby a rattle to hold and shake. <i>P-sm</i>	Look at baby pictures together. <i>S/E</i>	<i>Sing songs or do finger plays.</i> <i>L/C</i>	Stack books. <i>P-sm</i>	Roll or throw a ball together. <i>P-lm</i>

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Grand Total Hours _____ **(Total minutes ÷ 60) Staff's Signature:** _____

Parent Observations

Please choose an activity and write an observation about your child on the sticky tab provided. Avoid using words that give your opinion, (She was “happy.” He “wanted” the toy). Instead use words that describe the facts of what your child is doing or saying, (She smiled. He picked up the toy). Remember to write your child’s name and the date on the observation. Turn in completed observations along with your parent/child activity records to your child’s teacher.

Sample: 09.17.14 - *“Today when I picked up Jasmine at school, she ran to greet me with a smile on her face.”*

Parent /Child Activities

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Hold hands and take a little walk. SM	Play this “little piggy”. L/C	Crawl around and look at the room or outdoors with your child, exploring from their view. (P-lm)	Place baby on different textures (grass, blanket, floor, etc.) SM	Splash the bath water and act surprised when it hits face. H/D
Imitate various adult actions with baby dolls. S/E	Pretend to feed baby doll. N	Swish washcloth around in the water. SM	Name animals in a magazine. L/C	Pick lint off a blanket. P-sm
Hold babies hand and bounce up and down P-sm	Point to body parts and name. S/E	Hide a block and say where did the block go? L/C	Grab your toes and wiggle them. P-LM	Roll or throw a ball together. P-lm

Week 9

**Shasta Early Head Start Child Development, Inc.
Parent / Child Home Activity Record**

Child's Name: _____ **Site:** _____ **Staff:** _____

Check off the time spent on an activity you completed using the Parent-Child Activity sheet, or on any additional special activities you did with your child. We are unable to count daily care giving tasks.

ACTIVITY	SUN			MON			TUES			WED			THUR			FRI			SAT		
Minutes per activity	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45
Language/ Communication																					
Read to your child																					
Tell Stories																					
Visit Library																					
Cognitive and Perceptual Development																					
Play dough																					
Color, paint																					
Music, dance																					
Explore senses/textures																					
Motor Development																					
Large Motor (jump, run, crawl)																					
Small Motor (tear paper, pickup small pieces of food, etc.)																					
Health																					
Take a soothing bath & sing a song																					
Wash hands & sing songs																					
Brush teeth or wash gums & sing songs																					
Try new food																					
Grocery shopping																					
Cooking																					
Self and Social Development																					
Mirror play																					
Talk about feelings																					
Book Bags																					
Child Goals																					
Child Observation																					

In order for teachers to truly understand your child's strengths, interests, and goal areas, it is helpful for parents to write observations of their child participating in the above activities and turn those observations in to the child's teacher. Thank you for your help!

Parent Signature: _____ **Date:** _____

Shasta Head Start Staff Purposes Only

Grand Total Hours _____ **(Total minutes ÷ 60) Staff's Signature:** _____

Parent Observations

Please choose an activity and write an observation about your child on the sticky tab provided. Avoid using words that give your opinion, (She was “happy.” He “wanted” the toy). Instead use words that describe the facts of what your child is doing or saying, (She smiled. He picked up the toy). Remember to write your child’s name and the date on the observation. Turn in completed observations along with your parent/child activity records to your child’s teacher.

Sample: 09.17.14 - *“Today when I picked up Jasmine at school, she ran to greet me with a smile on her face.”*

Parent /Child Activities

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Finger-paint with applesauce. SM	Using items familiar to your child that are in a room, ask your child, “Bring me the_____” LC	Give your child a push or pull toy and take a neighborhood walk. P-Im	Ring bells; use wooden spoons on pots and pans or other musical activity. SM	Put sunscreen on your child before you go outside and talk about the benefits. HD
Use two pretend telephones, or unplug real phones - use to talk to your child. SE	Practice spreading cream cheese on a bagel – enjoy. N	Put some colored and scented water in a tub or sink to explore. SM	Lie on the grass and look at the clouds. Talk about what you see. SE	Put on funny hats and look in the mirror together. SE
Explore nesting cups/containers P-sm	Visit a library for story time with your child. SE	Have a conversation with your child – expand their words. LC	Encourage your child to put pegs into a pegboard. P-sm	Follow your child’s shadow – wave, jump, move your bodies. P-Im

Week 10

**Shasta Early Head Start Child Development, Inc.
Parent / Child Home Activity Record**

Child's Name: _____ **Site:** _____ **Staff:** _____
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ACTIVITY	SUN			MON			TUES			WED			THUR			FRI			SAT		
Minutes per activity	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45
Language/ Communication																					
Read to your child																					
Tell Stories																					
Visit Library																					
Cognitive and Perceptual Development																					
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Brush teeth or wash gums & sing songs																					
Try new food																					
Grocery shopping																					
Cooking																					
Self and Social Development																					
Mirror play																					
Talk about feelings																					
Book Bags																					
Child Goals																					
Child Observation																					

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Parent Signature: _____ **Date:** _____

Shasta Head Start Staff Purposes Only

Grand Total Hours _____ **(Total minutes ÷ 60) Staff's Signature:** _____

Parent Observations

Please choose an activity and write an observation about your child on the sticky tab provided. Avoid using words that give your opinion, (She was “happy.” He “wanted” the toy). Instead use words that describe the facts of what your child is doing or saying, (She smiled. He picked up the toy). Remember to write your child’s name and the date on the observation. Turn in completed observations along with your parent/child activity records to your child’s teacher.

Sample: 09.17.14 - *“Today when I picked up Jasmine at school, she ran to greet me with a smile on her face.”*

Parent /Child Activities

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Make play dough together and play with it while it is warm. SE	Make different sounds within sight of your baby. Pause to see if they will imitate you. LC	Play ring-around-the-rosy. Substitute jump, march or gallop around the rosy. P-lm	Make happy, sad, mad and surprised faces in the mirror. SE	Use colored bath foam to “paint” the bathtub, and then bathe as usual. HD
Color with smelly markers. SM	Make frozen fruit popsicles. N	Play with pre-made large ice blocks. SM	Have your child pick their favorite book and read it to them over and over. LC	Walk on a wide balance beam or edge of a sidewalk at the playground. P-lm
Put small bits of food on baby’s tray to pick up. P-sm	Allow your child to choose their clothing for the day. SE	Play Simon Says to help your child practice following directions. LC	String beads, noodles or cheerios. P-sm	Invite another Mom or Dad with a child to come play with you and your child. SE

Week 11

**Shasta Early Head Start Child Development, Inc.
Parent / Child Home Activity Record**

Child's Name: _____ **Site:** _____ **Staff:** _____

Check off the time spent on an activity you completed using the Parent-Child Activity sheet, or on any additional special activities you did with your child. We are unable to count daily care giving tasks.

ACTIVITY	SUN			MON			TUES			WED			THUR			FRI			SAT		
Minutes per activity	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45
Language/ Communication																					
Read to your child																					
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Parent Signature: _____ **Date:** _____

Shasta Head Start Staff Purposes Only

Grand Total Hours _____ **(Total minutes ÷ 60) Staff's Signature:** _____

Parent Observations

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Sample: 09.17.14 - *“Today when I picked up Jasmine at school, she ran to greet me with a smile on her face.”*

Parent /Child Activities

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Mix cornstarch and water in a small tub until it seems firm-pick some up, let it ooze through your fingers. SM	Make up silly words, say them and laugh with your child. L/C	Do a texture crawl – crawl on a soft blanket, prickly grass, or a smooth tarp. (P-Im)	Have different things for your child to smell – a fragrant flower, scented candles, etc. SM	Help your baby to gently stretch their arms and legs H/D
Make up a name song and sing your family’s names. S/E	Allow child to peel or mash a banana. N	Shake a rattle fast, then slow; making loud and soft noises. SM	Name your child’s clothing as you help them to get dressed LC	Snuggle and rock your child. SE
Offer different containers for your child to put twisting lids on and take them off P-sm	Show child your baby pictures S/E	Sing “The eensy weensy spider”, then substitute “great big” instead of “eensy weensy” L/C	Allow your baby to grasp your fingers P-sm	Allow your child to walk up and down two –three steps holding your hand, if needed P-Im

Week 12

**Shasta Early Head Start Child Development, Inc.
Parent / Child Home Activity Record**

Child's Name: _____ **Site:** _____ **Staff:** _____

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ACTIVITY	SUN			MON			TUES			WED			THUR			FRI			SAT		
Minutes per activity	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45
Language/ Communication																					
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Parent Signature: _____ **Date:** _____

Shasta Head Start Staff Purposes Only

Grand Total Hours _____ **(Total minutes ÷ 60) Staff's Signature:** _____

Parent Observations

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Sample: 09.17.14 - *“Today when I picked up Jasmine at school, she ran to greet me with a smile on her face.”*

Parent /Child Activities

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Squish, pound, pat and push play dough. SM	Play peek-a-boo using the words “hello” and “goodbye” as you hide and reappear. L/C	Take a walk in your neighborhood – jump, gallop and take giant steps. P-Im	Hold an object within sight of your baby, and then move it slowly to see if your baby can “track” it with their eyes. SM	Brush your child’s teeth, and help them to brush your teeth. H/D
Help your child to pick up their toys, and praise them for their effort. S/E	Talk to your child about Go-for bread/cereal; Glow-for fruit/vegetable and Grow-for meat/milk N	Put soap and water in a tub or sink and let your child wash their dolls. SM	Say one or two words repetitively, such as mom, dad or I love you. L/C	Play “Ring-around-the Rosy” with your whole family. SE
Do a puzzle together, with knobs or without. P-sm	Sing “If you’re happy and you know it”. S/E	Name your child’s body parts as you point to them. L/C	Allow your child to hold a cup to drink from. P-sm	Walk heavy like an elephant, hop like a frog, pounce like a cat. P-Im

Week 13

**Shasta Early Head Start Child Development, Inc.
Parent / Child Home Activity Record**

Child's Name: _____ **Site:** _____ **Staff:** _____

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ACTIVITY	SUN			MON			TUES			WED			THUR			FRI			SAT		
Minutes per activity	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45	5	15	45
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Shasta Head Start Staff Purposes Only

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Sample: 09.17.14 - “Today when I picked up Jasmine at school, she ran to greet me with a smile on her face.”

Parent /Child Activities

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Play with a tub of birdseed in the yard or at the park. Leave for the birds. SM	Act out one of your child’s favorite stories with them. L/C	Sing “Open, Shut Them using large movements – open shut arms, legs, feet and hands. P-Im	Go outside and listen to different sounds, and then try to identify them – airplane, car, dog, lawn mower SM	Assist your child in washing their hands – let them try to get their own soap, turn on the water, etc. H/D
Have a “tea party” with your child and their stuffed animals. S/E	Let your child spread peanut butter and fruit spread on bread N	Hand your baby different objects to grasp. SM	Ask your child where is mommy, daddy, sister, etc? and encourage them to point. L/C	Sing your baby a lullaby while hugging and rocking them. SE
Allow your child to push the buttons on a toy telephone. P-sm	Play with dolls or stuffed animals with your child and model interactions – hugging, comforting, praising. SE	Give your child a simple direction to follow such as “Bring me the ball” or “Get your shoes so we can go outside.” LC	Give your child a spoon or fork to eat with and praise their efforts. P-sm	Visit your local park and chase each other in the grassy areas. P-Im