

RESOURCES FROM SAVE THE CHILDREN

AUGUST ACTIVITY CALENDAR: PRENATAL TO AGE 2



| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WEEK 1 | Math patterns! Becoming good at math begins long before entering school. Everyday games like clapping patterns, then encouraging your child to repeat them, helps them learn math (patterns) and boosts brain development. | Counting and patterns. When dressing your child, tap, rock or kiss their tummy in a steady rhythm while counting. Repeat. Have fun and make silly faces. This game teaches about counting and patterns. | Texture books. Make a texture book by gluing squares of different textures to index cards and tying them together with yarn. Help your child touch each as you describe the color and texture. | Big stretch! Stretch your baby's arms above their head while saying, "How big is _____? Sooo big." Kiss your baby's tummy. How do they let you know that they want to continue the game? | Learning with senses! Count groups of things like your child's toes or pieces of fruit. Children learn through their senses. Hold objects up for your child to see and touch. "One ... two bananas. Two bananas." |
| WEEK 2 | Find the toy! Hide a toy in a box filled with paper for your toddler to find. Once it's found, let them hide it from you. Similar games build thinking and problem-solving skills. | How do you compare? Have fun comparing your child's hands and feet with yours. Look for similarities and differences in length, size, number of fingers/toes, etc. | What's this? Point and name things you see. Even if your child isn't speaking, they're listening and observing. Point and ask, "What's this?" You'll be amazed one day when they answer you! | Crinkle and crunch! Give your baby a paper bag to crunch between their hands. Do they like the sound? This activity helps build strength and coordination for writing later on. | How was your day? At bedtime, talk about what your child did today – how they felt, what they saw, where they went. This helps them remember their experiences and make sense of the day. |
| WEEK 3 | Math talk. Build math talk into routines like diapering, meals, baths, walks and play. Count, point out shapes and sizes, talk about patterns, and describe similarities and differences. | What's that sound? Stroll through your neighborhood. Help your child hone in on sounds such as a dump truck working or a bird chirping. These activities enrich your child's auditory awareness. | Freeze! Put on music and dance with your child. Switch it off and say, "Freeze!" Teach them how to stand still. Play the music again. Games like this teach listening skills and self-control. | Where's the bell? Gently ring a bell. When your baby focuses on it, slowly hide or cover it. Ask, "Where is it?" Bring it out. When your baby spies it, ring from a different location. | Compare and contrast. Gather a basket of toys. Talk about shapes, colors, sizes and about how they are similar or different. This type of activity helps your child compare similar objects. |
| WEEK 4 | Smiling faces. Babies love faces. Go through pictures of family, friends or a magazine. Point out the smiling faces with your baby. | Making music! Toddlers love making music using percussion instruments like rattles, spoons, pots and pans. Find fun tunes with a rousing beat to play. Accompany them as well as encourage independent play. | Peek-a-boo! Gather different textured fabrics. Hold a piece over your face, and say, "Where am I?" Drop the fabric, "Here I am!" Let your child touch the fabric as you describe it. | Explore the Artic. Cool off with an Arctic sensory mat. Tape a gallon-size Ziploc bag filled with ice to the floor for your baby to explore. This builds attention, hand-eye coordination and sensory exploration. | Name that toy! Place several toys/objects of different shapes, textures and sizes inside an empty baby wipes container or paper bag. Shake and encourage your toddler to pull out something. Name the item. Repeat! |

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Your baby's brain is growing so quickly! Our friends at Vroom share more activities and the science behind them.

WEEK 1 TOETALES: As you sit with your child, hold their feet and touch each of their toes, making up a story about each one. This small one is a little piglet that goes “oink, oink!” This next one is his big brother, etc. Keep going and respond to what they do and say.

Brainy Background: When your child hears words and feels your touch, they're making connections in their brain between words and actions. When you respond to what they do and say, it helps them to develop the foundation for talking and reading.

WEEK 2 WHAT ARE YOU THINKING? What is your child looking at? Follow their lead and chat about what they see. “Yes, those are my shoes. And that is my hat. Do you want to try on my shoes and hat? I'll help you!” Take turns! “Can you put my hat on my head? Now try your head. Look, it's too big!”

Brainy Background: Your child's learning about which clothes belong to you and which belongs to them, and they're learning the concepts of small and big. When you laugh about putting your hat on their head, you're also promoting their sense of humor.

WEEK 3 BIG HUG, LITTLE HUG: When it's time for a hug, ask your child if they want a big hug or a little hug and then do what they ask. Then you take a turn and say whether you want a big hug or a little hug. You can add other words, like a wiggly hug or a quiet hug.

Brainy Background: The sense of touch is calming and comforting to your child. These hugs not only make your relationship stronger, they also allow you to share new words and concepts with them, like big and little.

WEEK 4 DO IT YOURSELF DRESS UP: Ask your child to make choices about what they want to wear. Give options like, “Do you want to wear the white socks or the black socks?” Be silly, and ask, “Will you wear them on your head? No!” Encourage them to try getting dressed on their own and praise how hard they're working.

Brainy Background: Your child feels supported in trying things that are challenging when you encourage them to have choices and control over decisions about what to wear. They're also using critical thinking skills when they decide where the clothes go on their body.



PARENT AND CAREGIVER CORNER

Relationships build resiliency. Parents and caregivers play a key role in the development and nurturing of resilience in children. The relationship between you and your baby begins before they are born. That closeness that you feel for your baby is building their capacity to adapt and thrive. The relationships your baby has with you and other supportive adults are essential building blocks they will need to face adversity. Science now supports the fact that the personal connections we form in our early years lead to better coping skills and better self-esteem as we grow. There are other ways to build resiliency in children, most of which you probably already do, so good job! Help your child to help others, have goals and move towards them, make sure to take care of yourself, and try to be positive. Remember, children are taking their cues from us. **We're all in this together!**