

# Success in Kindergarten

## Activities for 4 and 5 year olds



Adapted from the Success by 6 Early Childhood Initiative of United Way of Champaign County

# Welcome!

Kindergarten is one of the most exciting years for you and your child. This kindergarten calendar was adapted from Success by 6- the early childhood initiative of the United Way of Champaign County- to help you and your child get ready for that kindergarten year.

## This calendar contains:

- Ideas for fun activities that develop a variety of skills
- Recommended books
- Useful websites



## Key Thoughts:

- Children develop at their own rates and “typical” development can vary greatly from child to child.
- School readiness is more than knowing letters and numbers, and identifying colors and shapes.
- Children who are ready for kindergarten have good social, self-help, and physical skills, and are developing a love of learning.
- This calendar offers activities that encourage the development of skills needed in kindergarten. Use the kindergarten checklist on the following page to help you track your child’s development.

## How to Use the Calendar:

- The calendar is geared towards children entering their kindergarten year.
- This calendar runs from September through June.
- Each month focuses on a different learning topic with suggested weekly activities.
- Use this calendar as a guide for fun activities. Include family members and your child’s friends in the activities.
- Have fun and enjoy this time with your child!

*Remember that play is an important part of learning. Your child learns best when he or she is spending time with you and doing activities that are interesting and fun!*

## Successful Participation in Kindergarten

A child's ability to participate successfully in Kindergarten is the first step to benefiting from the learning environment. Successful participation means that, while at school, your child is able to navigate tasks and expectations within the classroom and playground appropriately, and can interact positively with their peers and teachers. Here are the top 5 skills necessary in each main domain for successful participation. If your child has difficulty with or has not yet developed one or more of these skills, please contact: Rural Pediatric Allied Health program at 403-995-2638.

**Communication:** Skills in this area include the ability to understand and express language, speak clearly, and interact positively with others. In the classroom, your child will be expected to attend to schoolwork tasks, interact with peers, listen and follow the teacher's instructions and explanations, and use language to seek help and assistance appropriately.

### *My child can:*

- Follow and understand simple instructions, daily routines, basic explanations, and simple stories.
- Use clear and understandable sentences to ask for help, express their feelings, and tell a simple story.
- Positively play with or alongside others, and can wait for their turn.
- Introduce him/herself to others and use greetings/farewells appropriately.
- Recognize their written name.

**Fine Motor:** Skills in this area include activities that engage the small muscles of the hands. In the classroom, your child will be expected to use stationary such as pencils and scissors to complete their work, to play using a variety of small, manipulable toys (e.g., blocks, puzzles, and computers), and to independently engage in self-care activities relating to dressing, eating, and toileting.

### *My child can:*

- Cut on a straight line with scissors
- Copy simple shapes: + O □ X
- Hold a pencil with thumb and index finger (or with thumb and index and middle finger)
- Cross midline (will reach across body to pick up objects)
- Manage snack, clothing (except buttons/zippers), and toileting independently

**Gross Motor:** Skills in this area include movements that utilize the whole body and rely on stabilizing muscles in the core. In the classroom, your child will be expected to be able to run, walk, stand, play on the playground, sit at a table, and use hand-eye coordination throughout their day.

### *My child can:*

- Navigate typical playground equipment (various ladders, slides, gliders, bridges, climbing walls, beams)
- Alternate feet stepping up and down stairs without support
- Walk across a balance beam (or curb) for 10 steps placing one foot in front of the other, and balance steadily on each leg for 5 or more seconds (on flat ground).
- Hop three or more times in a row on one foot (right and left)
- Kick a moving ball, throw a tennis ball overhand, and catch a volleyball with their hands.

# Kindergarten Readiness Checklist

This checklist can help to guide you as your child starts their kindergarten year. It's best to look at the items on the list as a goal towards which to aim. They should be accomplished through everyday routines and enjoyable activities you've planned with your child. If your child lags behind in some areas, don't worry. Remember children grow and develop at different rates.

## Good Health & Physical Well Being

My child:

- Eats a balanced diet
- Gets plenty of rest
- Receives regular medical and dental care
- Immunizations up to date
- Runs, jumps or plays outdoors & does activities that provide exercise and help develop large muscles
- Does puzzles, scribbles, colors, paints & other activities that help develop small muscles

## Social & Emotional Well Being

My child:

- Is learning to explore and try new things
- Is learning to work well alone and do many tasks independently

- Has many opportunities to be with other children and is learning to cooperate with them
- Is curious and motivated to learn
- Is learning to finish tasks
- Is learning to use self-control
- Can follow simple instructions
- Helps with family chores
- Is learning to use words to identify and express emotions

## Language & General Knowledge

My child:

- Has many opportunities to talk and listen
- Is read to every day
- Has access to books and other reading materials
- Is learning about print and books

- Has television viewing monitored by an adult
- Is encouraged to ask questions
- Is encouraged to solve problems
- Has opportunities to notice similarities and differences
- Is encouraged to sort and classify things
- Is learning to write their name and address
- Is learning to count and play counting games
- Is learning to identify and name shapes and colors
- Has opportunities to draw and be creative
- Has opportunities to listen to and make music and dance

# Developmental Keys



## Social Competence

- Child plays and gets along with others, is curious about the world and likes to explore, shows respect for adults and other children, able to control own behaviour, follows rules and instructions, can work independently, shows self confidence, and is eager to play with a new toy or game.

## Language & Thinking Skills

- Child is interested in reading and writing, can recognize their own written name, can count up to 20, is able to remember things easily, is able to sort and classify objects by shape, colour and size, understands simple time concepts (e.g., today, summer, bedtime)

## Physical Health & Wellbeing

- Child is well rested and well nourished and can sustain energy levels during kindergarten activities, is able to climb stairs, is physically independent (can look after own basic needs), has gross motor skills (e.g., able to throw and catch a ball), has fine motor skills (e.g., able to hold a pencil or crayon), and is well coordinated (e.g., can run without bumping into or tripping over things).

## Emotional Maturity

- Child is able to express emotions at an age-appropriate level, can empathize with others, able to reflect before acting, not too fearful and not too impulsive.

## Communication Skills & General Knowledge

- Child is able to communicate needs and wants in socially appropriate ways, can tell stories, has general knowledge about the outside world that is age-appropriate.



Source: adapted from Early Child Development Mapping Project Alberta

# Activity Calendar

# September

**Do you feel like you're being watched?** You are! The best way to help children learn how to act is to show them through your own words and actions. They are master imitators. When they hear you say please or thank you, they learn to be polite. When they see you help others, they learn to be helpful. When they hear you call someone a name – they will do it too. So don't just tell children what to do- show them!

| Sunday  | Monday  | Tuesday   | Wednesday   | Thursday   | Friday  | Saturday   |
|---|---|---|---|--|---|--|
| Yellow week:<br>look for things<br>that are yellow<br>this week                     |   | Play a board<br>game or card<br>game with your<br>child                                 | Help your child<br>print his/her<br>name on a line.                                       |  | Look through<br>magazines and<br>books to find<br>things that are<br>yellow.        |  |
|   | Look for words<br>that begin with<br>the same first<br>sound using<br>books,<br>magazines, etc. |   | Pick a book,<br>have your child<br>guess what the<br>book is about by<br>looking at cover | Take your child<br>to the library<br>and sign out<br>some books.   |   | Go for a walk with<br>your child and talk<br>about what you<br>see, hear, smell,<br>etc. |
|   | Find food items<br>or animals that<br>begin with same<br>sound. Name<br>the letter.             |   | Practice this<br>month's rhyme<br>"5 Little fishies"                                      |  | Recite the days<br>of the week with<br>your child while<br>pointing to<br>calendar. |  |
|  | Practice<br>counting from 1<br>to 20.   | Book an eye<br>exam for your<br>child. This is<br>covered by<br>Alberta Health<br>Care. |   | Talk about<br>feelings. In front<br>of mirror make<br>"happy, sad,<br>surprised" etc.<br>faces together. |   |     |

# September

## Read with your child each day



### Create a reading area for your child.

- Store your child's books in a special place that is easy to reach (e.g., basket, drawer or low shelf).
- Add a small rug or pillow to create a cozy place to read.
- Join your child and read together in this special place.

### Give your child a variety of books for reading.

- Get a library card for your child.
- Visit your local library with your child.
- Let your child look at the picture books in the children's section of the library and take a few books home.

- Look for other places to find books e.g., garage sales, friends, etc.

### Set aside a special time each day to read with your child.

- Read with your child in a special place away from distractions.
- Hold your child close to you when reading to develop a positive attitude towards reading.
- Use your finger to point to the words as you read along the page.
- Children enjoy and learn by repetition. Read your child's favourite books over and over.

### Let your child participate in book reading.

- Show your child how to read a book (e.g., left to right, front to back, how to turn pages, etc).
- While reading with your child, talk about the story.
- Ask your child to look at the pictures and predict what the book is about.
- Ask your child to retell the story in their own words, use the pictures to help remember the events.



### Rhyme of the Month: 5 Little Fishies

5 Little fishies swimming in the sea (swim hands)

Teasing Mr. Shark you can't catch me (taunt with fingers, stick out tongue)

Along comes Mr. Shark as quiet as can be (put hands together & swim slow)

And snap! (clap hands together)

Repeat 4, 3, 2, 1 fishies (the last fish gets away and says you missed me!)

### Local Libraries:

- Okotoks: 7 Riverside Drive
- High River: 909- 1 St. SW
- Vulcan: 303 Centre St.
- Claresholm: 211 49<sup>th</sup> Ave W
- Black Diamond: 301 Ave Ctr. W
- Canmore: 700 Railway Ave
- Banff: 101 Bear St.

# October

| Sunday  | Monday   | Tuesday  | Wednesday  | Thursday   | Friday   | Saturday  |
|---|--|--|--|--|--|---|
|  | Using long paper strips, practice cutting with single snips. Glue onto paper after.    | Talk about fall and have your child draw a picture of a tree.                      |  | Cut shapes out of paper to make a picture.                             | While outdoors, draw letters and numbers on the sidewalk with chalk. |   |
| Orange week: look for things that are orange this week                            | Play the “hokey pokey” and place sticker on right hand/ foot to encourage recognition. | Cut pictures of expressive faces from magazines and make a “feelings” collage.     |  | Library Day! Ask your librarian to recommend some books.               | Sing this month’s rhyme together “5 Little Ducks”                    | Take your child for a walk and collect different kinds of leaves.                         |
| Read your favourite children’s book to your child.                                |  |  | Write a note with your child to a grandparent, friend or relative. | Sort or count things like socks, canned soups, buttons, etc.           |  | Practice printing your child’s name on a line in upper and lower case letters.            |
|   | Make a grocery list together.  | Find food items or animals that begin with the same letter as your child’s name.   |  | Play an action game with counting. Ask child to jump 3x, turn 6x, etc. |  | Look at the pictures in a book with your child prior to reading. Talk about what you see. |

Stories to pair with actions and sounds... Dr. Seuss’ ABC, Brown Bear, Brown Bear, What do you see? Dear Zoo  
Overwhelmed by all the options out there? Ask your local librarian for their recommendations.

# October

## Let your child use school tools such as pencils, markers, crayons and scissors



### Gather & organize materials for drawing, writing and cutting.

- Help your child create and decorate a container to store materials.
- Decide on simple rules (e.g., markers at table only, scissors cut paper only, etc.)

### Encourage your child to explore with drawing materials.

- Have that your child draw pictures in different places (e.g., outside, in the kitchen, etc.)
- Draw pictures with your child about family experiences.
- Talk about the pictures & pick a place to display pictures.

### Rhyme of the Month: Five Little Ducks

Five little ducks went out to play (show 5 fingers)  
Over the hill and far away (place hand over brow as to look far away)  
When the mama duck called quack, quack, quack  
Four little ducks came waddling back  
Repeat 4,3,2,1,

- Praise your child's efforts. Remember, perfection is not the goal.

### Let your child see that written words are a part of daily life.

- Make a grocery list together.
- Label your child's belongings with their name.
- If interested, practice printing the letters of the alphabet with their drawing materials.

### Support your child as they practice using children's safety scissors.

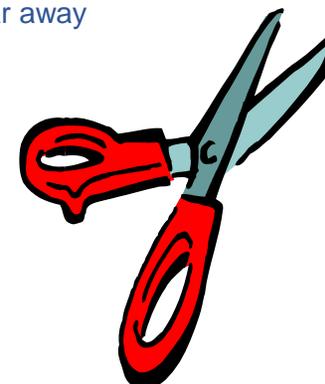
- Designate appropriate places and materials for cutting.

- Model and demonstrate how to hold the scissors open/ close the blades and how to hold the paper.
- Practice cutting play doh and soda straws into little pieces.
- Provide strips of construction paper, old magazines and cards from junk mail for your child to snip

### Websites for cutting practice

- [www.dltk-kids.com](http://www.dltk-kids.com)
- [www.worksheetworks.com](http://www.worksheetworks.com)  
(search scissor practice)

No little ducks went out to play, over the hills and far away  
When the daddy duck called quack, quack, quack  
5 little ducks came waddling back!



# November

**The waiting game.** Waiting is hard for all of us, but especially for children. Sometimes waiting can't be avoided, so be prepared with a "bag of tricks". Maybe a bag with a notebook, crayons, and a small hand held game or music device, books, simple snacks and a juice box or bottle of water. Keep a few simple songs in your head like "Itsy, Bitsy Spider" or "ABC's", make up a story, or just count the change in your pocket or purse. Time flies when you are both having fun!

| Sunday   | Monday   | Tuesday   | Wednesday   | Thursday   | Friday  | Saturday   |
|--|--|---|---|--|---|--|
| Play hopscotch with your child.  | Have your child tell a story to a family member.   |   | Make a necklace using dental floss (or plastic lace) and cereal (cheerios, froot loops, etc.)   | Help your child begin to learn their address and phone number.                             |  | Help your child draw a picture of your family.                                     |
| Hit a balloon with your child. Ask them to use their right hand, left hand, etc.               | Brown week: look for things that are brown this week.  |   | Take a walk and find things that are brown.   | Play "freeze" dance together. When music stops, freeze in that position.                   |   | Schedule a play activity at your local rec center.                                 |
|  | Exercise with your child. Use specific action words for instructions e.g., "twist, hop, jump" etc. |   | Ask your child to help set the table. Name each utensil/dish. Talk about what you use them for. | Library Day!   |   | Kick a ball back and forth with your child. Practice counting the number of kicks. |
| Do a scavenger hunt. Give specific directions like "look between the books" to find a surprise |                 | Sing this month's rhyme "Hokey Pokey." Place a sticker on the right hand and foot to teach left/ right. |   | Poke toothpicks into play doh to make a porcupine and count the number of quills together. | Go skating with your child this weekend.  | Say a word to your child and have him think of words that rhyme.                   |

# November

## Give your child daily opportunities to use large muscles



### Collect safe toys & equipment to help your child develop large muscles.

- Empty plastic water bottles to use as bowling pins.
- Bean bags to toss, use a sock filled with dried beans
- Stuffed animals to toss
- Balls to throw, catch and bounce (9-12" rubber balls)

### Let your child spend time outdoors and have space and freedom to use large muscles.

- Have a safe outdoor place for your child to run and play.
- Set up a basketball hoop indoors, low enough so your child can "make a basket".

### Rhyme of the Month: Hokey Pokey

Put your right foot in, you put your right foot out, put your right foot in and you shake it all about. You do the hokey pokey and you turn yourself around That's what it's all about

### Join your child in active play.

- Play toss and catch with your child using 9-12" rubber balls.
- Set up an obstacle course and encourage your child to move through it in a variety of ways (crawling, slithering, walking)
- Make a hopscotch with masking tape. Show your child how to hop the pattern. Try hopping on 1 foot and 2 feet (which is easier).
- Sing the "Hokey Pokey" and involve your child and other friends or family.

### Give your child opportunities to use large muscles indoors.

- Invite your child to toss bean bags or bean socks into a basket or a masking tape circle on the floor.

- Let your child balance a beanie baby or bean bag on his/her head while walking.
- Create an obstacle course in a room with space for moving. Include a taped line to walk on, a table to crawl under, chairs to crawl through, a book to jump over and a large box to crawl through.
- Suggest that your child move like different animals: hop like a rabbit, slither like a snake, crawl like a bug, and fly like a bird.
- Use a book of animals stories that you can act out together

### Check out these websites:

- <http://www.ot-mom-learning-activities.com/gross-motor-activities.html>
- <http://omazingkidsllc.com/>



## December

**Seven positives.** Did you know on average it takes seven positive comments to balance the effect of just one negative comment? Saying “good girl” or “good boy” isn’t enough. Be specific and tell your child what was good about it. For example, “Wow. That tower is the tallest you have ever built. You worked really hard on it and I like the columns to the side.”

| Sunday  | Monday   | Tuesday   | Wednesday  | Thursday   | Friday  | Saturday   |
|---|--|---|--|--|---|--|
| Sing the ABC song.  | White week: looks for things that are white this week                        |   | Have your child practice saying your phone number.   | Have your child show appreciation by writing a thank you note to someone.          |  | Catch snowflakes on your tongue- use words to describe taste/ temperature                  |
|   | Practice printing their name on a line in proper case. Display it on fridge. |   | Name four things that rhyme with snow.   | Library Day!   |   | Make cookies with your child to share as a gift.   |
| Sing a favourite holiday song together.   | Play catch with a medium size ball. Teach them to catch with hands extended. | Give your child a sheet of stickers. Let them take them off and stick them to paper or a coloring page. | Play a game that involves taking turns like “Candy Land.” Help your child understand turn taking by saying: “My turn/ Your turn” | Sing this month’s rhyme “5 Little Snowmen”   |   | Give child an adult sweater with large buttons to practice fastening/ unfastening buttons. |
|  | Practice counting backwards from 10 to 1 (or 20 to 1).                       | Go outside to build a snowman. Sing “Frosty the snowman”  |  | Build a fort with pillows, blankets. Read books inside the fort with a flashlight. |   |       |

## December

# Help your child become aware of letters and words at home and in the community

911

### Help your child recognize his or her first name in print.

- Write the first letter of their name with an upper case letter and lower case for the other letters (e.g., Tom)
- Write a name card for each member of family.
- Help your child match the name cards to each person's spot.
- Invite your child to watch you write his/ her name as you label personal belongings.

### Help your child recognize the letters of their first name.

- Spell their name on fridge using magnet letters.

### Rhyme of the Month: Five Little Snowmen

Five little snowmen all made of snow (show 5 fingers)

Five little snowmen all in a row.

When out came the sun and it shone all day (place arms in a circle over head)

And one little snowman melted away (pretend to melt)

Repeat 4, 3,2,1,0

Ask at the end... what is left? ... a puddle!

- Encourage your child to arrange the letters in the correct order using a name card as a guide.
- Place the alphabet letters in a bag or other container. Have your child pull out the letters one at a time and name them.

### Encourage your child to “read” familiar signs.

- Read the road signs and business signs as you drive.

### Give your child opportunities to recognize and name letters of alphabet.

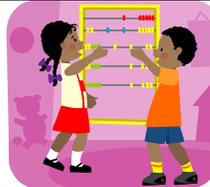
- Encourage your child to pick out the letters from their name in signs that you see.
- Read alphabet books and have them name the letters they recognize.
- Write the alphabet on paper. Have your child point to the letters as you say the alphabet song.

### Websites

- [www.childdevelopment.ca](http://www.childdevelopment.ca) and then search “printing like a pro” for information and printing worksheets.



# January

| Sunday  | Monday  | Tuesday  | Wednesday             | Thursday  | Friday  | Saturday   |
|---|---|--|-----------------------|---|---|--|
|   | Act out a favourite story. Use puppets, dolls or stuffed animals.         | Have your child divide a snack evenly to share.  |                       | Using a storybook, point out words that begin with the first letter of their name.  | Practice counting to 10 or higher. Use toys, beans, coins etc. to show the amount.    |  |
| Blue week: look for things that are blue this week                                      |   | Sing this month's rhyme "I'm walking to the mailbox".                                    |                       | Library Day!  | Play "Simon Says" using 2 part instructions (e.g., "touch your nose then clap")       | Play counting games like "how many blue things do you see?"          |
| Make a sandwich together. Talk about the steps: "What do we do first, next, last?" etc. |   | Continue teaching your child their phone number and address. Help them write it on paper |                       | Teach your child to play a board game with a sibling or friend.                     |   | Recite your child's favourite nursery rhymes. Act them out together. |
|      | Find things around the house that begin with same sound. Name the letter. |  | Play "I Spy Numbers." | Using a piggy bank, practice picking up coins and inserting coins through the slot. |  | Make or draw a snowman with your child.                              |

# January

## Introduce your child to numbers and counting



### Use written words and point out written numerals as you and your child do things together.

- *In the kitchen:*
  - “This package of rice says to add 2 cups of water.”
  - “I need you to put 3 forks and 3 plates on table.”
- *Grocery Shopping:*
  - “Pick out 4 apples and put them in this bag”.
- *At play:*
  - “See if you can stack 6 coins”
  - “Can you put 4 blocks in a row?”

### Involve your child in number and counting activities.

- Play Simon Says (e.g., Simon says to clap your hands 5 times, etc)
- Make number cards. Write numbers 1, 2, 3, 4, 5 on cards- one number per card. Have child place the correct number of coins/beans/counters on each card.

### Read, tell stories, sing songs and say nursery rhymes about numbers and counting with your child.

- Read stories such as “The Three Bears.”

- Sing counting songs you remember such as “This Old Man”.
- Say nursery rhymes such as “one, two, buckle my shoe” and “Baa, Baa, Black Sheep” with your child.

### Websites

- <https://pbskids.org/curiousgeorge/busyday/bubbles/>
- [www.kidzone.ws](http://www.kidzone.ws)

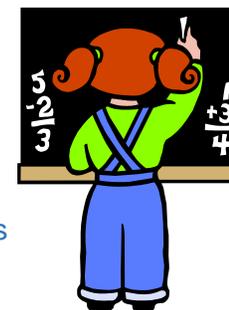
### Rhyme of the Month: I'm walking to the Mailbox (Tune: the more we get together)

I'm walking to the mailbox, the mailbox, the mailbox

I'm walking to the mailbox, the mailbox, the mailbox

I'm walking to the mailbox, to post my letters

Repeat with: I'm skipping..., I'm hopping..., I'm tiptoeing... I'm running to the mailbox, to post my letters



# February

**Do you get tired of saying “No” and “don’t do that” all the time?** Try switching it up and give your child positive directions. Tell them what **to do** rather than what NOT to do: Say “use your quiet voice” instead of “don’t yell” or “keep the water in the bathtub” rather than “quit splashing”. Being positive sets a more pleasant mood and children are more likely to follow directions happily.

| Sunday   | Monday  | Tuesday   | Wednesday   | Thursday  | Friday  | Saturday  |
|--|---|---|---|---|---|---|
| Red week: look for things that are red this week.                            | Find things around the house that begin with the sound of the letter “M”.                             |   | Make a list of the people you love and talk about why you love them.    | Library Day!  | Make and send homemade Valentine cards. Use scissors, crayons, etc. |   |
| Sing this month’s rhyme “If you’re happy and you know it”.                   | Play “Guess My Animal” by asking yes/no questions (“does it have 4 legs?” “Is it bigger than a cat?”) |  | Read a story and ask your child what their favourite part was and why.  |   | Take your child for a walk and invite a friend.                     | Count all the doors and windows in your home.   |
| Play a board game or card game with your child.                              |   | Sing the ABC song.  | Have your child invite a friend over to play.                           | Read a book about feelings, or read a picture book with people in it and talk about their emotions: “she looks happy/sad” |   | Look outside and talk about what you see.   |
| Play “Freeze” dance together. When the music stops, freeze in that position. |   |   | Use play doh to make a family of snowmen. Use toothpicks for arms, etc. |   |   |  |

## February

### Encourage your child to listen and use words to express ideas and feelings



#### Take time each day to listen to and talk with your child.

- *While traveling together:*
  - Turn off the radio and talk about where you are going and what might happen when you get there.
- *At home together:*
  - Turn off TV at meal time and talk with your child about things that each of you did that day.

#### Use pictures to encourage your child to express ideas.

- Look at the pictures in a book or magazine together.
  - Have your child describe things in the picture
  - Look at a picture book together and have your child predict what will happen next

#### Rhyme of the month: If you're Happy and you know it

If you're happy and you know it clap yours hands (clap clap) x2

If you're happy and you know it and you really want to show it, if you're happy and you know it clad your hands.

#### Repeat for:

If you're angry and you know it stomp your feet

If you're sad and you know it say boohoo

If you're excited and you know it yell Hooray!

If you're scared and you know it close your eyes

If you're glad and you know it smile wide

If you're confused and you know it say, "Huh?"

- Have your child draw a picture and then tell you about it.

#### Involve your child in activities that require listening and following directions.

- Give your child directions that involve two steps (e.g., "pick up your plate and put it in the sink" or "walk to the door and open it")
- Ask your child to do certain things with an object. Use words such as under, over, behind, in front of, beside, etc. (E.g., "put the bean bag under your chin" or "hold the ball over your head".

#### Help your child learn about and express different feelings.

- Read books that tell about and explore feelings.

- Talk about situations that make people feel sad, happy, angry, frustrated, scared, etc.
- Talk about your own emotions and label your child's emotions in the moment ("you look happy").
- Use facial expressions and different tones of voice to help dramatize different emotions.
- Encourage your child to talk about and label his or her feelings in different situations.

#### Websites:

- [www.parentlinkalberta.ca](http://www.parentlinkalberta.ca) (search "talkbox")
- [www.talkingpoint.org.uk](http://www.talkingpoint.org.uk)
- [www.hanen.org](http://www.hanen.org)



# March

**Routines aren't boring- they're healthy.** Children feel more secure when they know what to expect. Keep a basic structure to your day. An evening routine might include setting the table, eating dinner, playtime, bath time, snack, tooth brushing, three stories, ten kisses and lights out! When children know what's coming next, it's easier for them to cooperate and you avoid a lot of temper tantrums.

| Sunday   | Monday  | Tuesday   | Wednesday  | Thursday   | Friday  | Saturday  |
|--|---|---|--|--|---|---|
| Purple week: look for things this week that are purple                             | Have your child practice jumping, hopping on one foot, throwing and catching a ball, etc. |   | In bathtub, practice naming and counting body parts. Try different ones like elbow, chin, ribs, etc. | Library Day!   | Continue teaching your child their phone number and address.                  |  |
|  | Sing songs with rhyming sounds.   | Name a letter and have your child find items beginning with that sound. |                    | Make up silly words that rhyme with your child's name. Sing the Name Game song | Read two books. Have your child tell you which is his/ her favourite and why. |   |
|  | Find things around the home that begin with the sound of the letter "J".                  |   | Take a walk and look for signs of spring.  | Sing this month's rhyme "zoom zoom".   |   | Practice opposites with your child (up/ down, in/ out, over/ under), etc            |
|  | Cut out shapes and play a matching game.  | Find things that begin with the sound of the letter "D".                |  | Bake cookies together. Count the number on each tray.                          | Listen to a story on tape or CD with your child.                              |   |

## March

# Enjoy the sounds of language with your child

### Read rhymes with your child

- Read Mother Goose rhymes. Encourage your child to complete the rhymes (e.g., Hickory, dickory dock, the mouse ran up the \_\_\_\_\_” (clock)
- Practice saying the rhymes
- Read simple poems. Encourage your child to complete the poem with the correct rhyming word.

### Play with rhyming sounds

- Collect various objects or pictures of objects (e.g., sock,

### Rhyme of the Month: Zoom Zoom

Zoom, Zoom, Zoom

We're going to the moon

Zoom, Zoom, Zoom

We're going to the moon

If you want to take a trip

Climb aboard my rocket ship

Zoom, Zoom, Zoom

We're going to the moon in....5, 4, 3, 2, 1, BLAST OFF!

rock, hat, cat, etc) and have your child match the objects that rhyme.

- Using objects around the house (e.g., sock, ball, chair, etc) ask your child to name a word that rhymes with that object. Accept nonsense words that rhyme as well.

### Help your child match letters to objects or pictures

- Select an object (e.g., banana) and have your child say the name of the object to hear the beginning sound of the word.

- Write down a letter and tell your child what sound it makes. Have your child find pictures in a magazine of things that have the same beginning letter sound.
- Ask your child to name the alphabet letter that matches the beginning sound of the word.

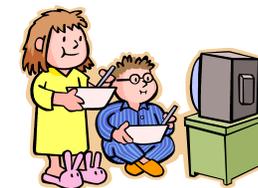


## April

| Sunday  | Monday  | Tuesday   | Wednesday  | Thursday   | Friday   | Saturday  |
|---|---|---|--|--|--|---|
| Pink week: Look for things that are pink this week.                         | Keep the TV off today. Read books and play games instead.                     |   | Sing this month's rhyme "I'm a little bunny".  | Library Day!   | Have your child find the letters of their name on cereal box, cans, etc. |   |
| Visit the PBS website: <a href="http://www.pbskids.org">www.pbskids.org</a> | Draw a picture of spring.   |  | Play "Hokey Pokey" together. Place sticker on the right hand/foot to continue learning left and right. | Play with puzzles.   |  | Have your child trace around objects like cookie cutter, lids, ruler, keys, etc.      |
|   | Take a walk and talk about the different sounds you hear.                     |   |  |  | Read two books today. Have your child pick the books.                    | Sing a favourite song with your child. Add a musical instrument for fun.              |
|   | Watch TV with your child, talk about what you see and feel and ask questions. | Put on music and dance and clap to the beat.                                      |  | With a ride-on toy, tricycle or bike, play "Red light, Green light" with your child. |  |  |

## April

# Make the most of TV, videos and computers



### Use media as learning tools

- Choose TV programs carefully, considering what content to expose your child to.
- Choose videos and DVD's on topics that interest your child (e.g., animals, underwater, space, etc).
- Remember, these only become learning tools if you are sitting with your child, talking about what they see, and making connections to their daily life.

### Limit children's total screen time

- Set limits for TV, phone, tablet, and computer use.
- *For 2-5-year olds, the limit should be no more than 1 hour guided viewing per day.*

### Rhyme of the Month: I'm a Little Bunny (tune: I'm a little teapot)

I'm a little bunny, watch me hop (hop)

Here are my two ears, see how they flop (hands become ears)

Here's my cotton tail and here's my nose (one hand to be a tail)

I'm all furry from my head to my toes (point from head to toes)

- Turn TV off when no one is watching it.
- Keep TV's and computer in public area of home (not the child's bedroom)

### Monitor the media your child is using

- Select age-appropriate TV programs, videos, music, computer games, and web sites.
- Preview programs before your child.
- Watch together and talk about what you see. Use this time to connect with your child.

### Avoid making TV a centerpiece of home life

- Encourage other forms of entertainment (reading, drawing, playing outside, music, playing games)
- Turn TV off at meal time.
- Be a role model and set an example of healthy screen time habits yourself.

### Good Media Websites for 3 & 4 year olds

- [www.pbskids.org](http://www.pbskids.org)
- [www.pbs.org/parents](http://www.pbs.org/parents)
- [www.sesameworkshop.org/sesamestreet](http://www.sesameworkshop.org/sesamestreet)



For more information about healthy screen time use, visit:  
[www.myhealth.alberta.ca](http://www.myhealth.alberta.ca)  
search term "screen time"

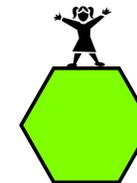
## May

**You are the best reward.** When your child does a good job or learns a new skill, reward him or her with your time and attention. Avoid using treats or toys as rewards or bribes for good behaviour. Sweets aren't healthy and toys cost money. Time with you is free and builds bonds that last a lifetime.

| Sunday   | Monday   | Tuesday  | Wednesday  | Thursday  | Friday   | Saturday  |
|--|--|--|--|---|--|---|
| Find things around the house that are square, circular, and rectangular. | Practice kicking a ball together.  |       | Find things that begin with the sound of the letter "L". Say the name of the letter.       | Library Day!  |  | Go for a bike ride together.  |
|  | Make a rhythm for your child and see if they can copy it (clap hands, tap thighs, snap fingers, etc) | Play "Simon Says". Focus on exercise activity (hopping, bending over, touch toes, etc) |  | "On your mark, Get set, Go!" Ask your child to "run & touch the house/ tree/ bike" etc. | Sort coins into groups by color or size.                                 |   |
| Count from 1 to 10 or as high as your child can.                         | Help your child practice tying their shoes.  |      | After listening to a story, have your child tell you what happened first, next, last, etc. | Play "I Spy".   | Sing this month's rhyme "I have a little bicycle".                       | Play a game together such as Memory or Go Fish.                                       |
| Black week: look for things that are black this week.                    | Practice playing catch together using different sized balls.   |  | Look through old magazines and cut out circles, squares, etc.                              |   | Practice throwing a ball overhand and underhand at a target on the wall. |  |

## May

# Help your child learn through play



You may be thinking, “wait a minute, learning shouldn’t be fun?!” but for children, the best learning *has* to be fun!

**Play is how children learn.** While flash cards seem appealing, the best way to help support your child’s learning is through play. By exploring their environment and making natural and meaningful connections between their experience and new knowledge about the world, your child is learning the best way they know how! Make sure you’re following what your child’s interest (e.g., if your child loves dinosaurs, borrow books about dinosaurs from the library, make dinosaur matching games, count the number of toy dinosaurs your child has, talk about their color/shape/size/texture, compare herbivores to carnivores etc.), and make learning fun ☺

### Learn the same thing across different activities to solidify knowledge:

- Themes are a great way to repeat the same information in different ways.
- Choose a theme then find a book, a puzzle, a game, toys, a craft, etc. to pair with this theme. If possible, plan a thematic field trip! This gives your child multiple opportunities to hear new vocabulary, and learn about one topic.

- Some examples of themes are: farm animals, grocery story, fire station, dinosaurs, restaurants, the zoo etc.

### Play matching games

- Start with 6 pairs of matching cards (cards you bought or cards you made)
- Shuffle cards and lay them face up on the floor.
- Have your child find the two cards that match.
- Add additional pairs of cards as your child improves

- For colors: e.g., “I spy something red”
- For descriptions: e.g., “I spy something round and you can throw it.”
- For letters: e.g., “I spy something that starts with B”
- For sounds: e.g., “I spy something that begins with the FFFF sound”

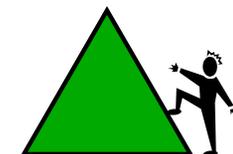
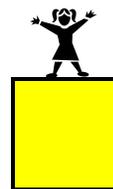
### Play shapes and sizes games

- Show your child a collection of coins and name them. Have your child put all the same sized coins together.
- Using cards with shapes give your child a card with a shape and ask them to find the matching card.

### Rhyme of the Month: I have a little bicycle

I have a little bicycle, I bought it at the shop  
And when I see the big red light, I know it’s time to stop!  
I have a little bicycle, I ride it to the gate  
And when I see the yellow light, I know it’s time to wait!  
I have a little bicycle, I ride it to and fro  
And when I see the big green light, I know it’s time to go!

### Have fun as you play “I spy” with colors, descriptions, letters, or sounds



## June

**Thanks for the memories.** Chances are your own happy memories revolve around things you did with those you love. Really enjoy creating memories with your child by taking time to have fun together every day. Sing songs, take a walk and look for ducks or interesting sticks. Play ball, or house, or cards... **PLAY ANYTHING- just do it together!**

| Sunday  | Monday   | Tuesday  | Wednesday  | Thursday   | Friday | Saturday  |
|---|--|--|--|--|--------|---|
| Green week: look for things that are green this week.                               |  | Find things that begin with the sound of the letter "S".                                   | Plant flowers together. Talk about the steps in the planting process                                     | Go outside and ask your child to repeat patterns: (step/ jump/ step, clap/ clap/ pat, etc.)              |        |    |
| Practice doing somersaults outside.   |  | Sing this month's rhyme "The wheels on the bus".   | Draw circles with sidewalk chalk. Draw a number in each one. Take turns tossing rocks to land on numbers | Library Day!   |        | Have your child help make a picnic lunch and eat outside.                             |
|   | Pick out fruits and veggies at store, ask your child to describe how they look, feel, taste, smell, etc. |  | Blow bubbles outside together. Chase the bubbles and pop them between your two hands.                    | Count groups of tens using cereal like cheerios.   |        | Draw a picture of fun things to do in the summer.                                     |
| Arrange a playdate for your child. Support their ability to share, wait, take turns |  | Pick an easy recipe to make together. Make a list, go to the store, cook, and eat together |  | Sound hunt. Go for a walk with your child and find things that start with the first letter of their name |        |  |

## June

# Invite your child to think and solve problems

### Collect materials that encourage thinking and problem solving

- Cut out pictures of things that go together and paste them on separate cards (e.g., shoe and sock, flower and pot, etc)
- Collect real objects that go together (e.g., hammer and nail, comb and brush)

### Involve your child in discovering things that go together

- Begin with *real objects*
  - Ask your child to find the two objects that go together and tell you why the two objects go together.
- Use *pictures* next

### Rhyme of the Month: The Wheels on the Bus

The wheels on the bus go round and round,  
Round and round, round and round  
The Wheels on the bus go round and round  
All through the town  
The children ..... go up and down

- Ask your child to find the two pictures that go together and tell you why the objects go together.

### Play pattern games with your child

- Create a movement pattern and ask your child to repeat it (e.g., step-step-jump)
- Start a pattern using objects and ask your child to repeat it (e.g., fork- spoon at the table)

### Provide opportunities to experience and resolve challenges cooperatively

- Give your child lots of time to play with other children.

Encourage activities that promote sharing (play-doh, blocks, crayons)

- Use language to talk about social skills like turn taking, waiting, and sharing. E.g., “I like how you shared your toy with Timmy, he looks happy.”
- Develop a conflict or argument with stuffed animals. Talk first about how each animal feels. Discuss how to resolve the conflict.

The doors ... go open and shut  
The babies ... go “wah, wah, wah”  
The parents ... go “sh, sh, sh”  
The horn ... goes beep, beep, beep  
The wipers ... swish, swish, swish

