


The background is a light beige color with various colorful illustrations of school supplies and butterflies. At the top left, there is a yellow pencil with red polka dots. Below it are a green pencil, a yellow pencil with red polka dots, and a purple crayon. To the right, there is a red ruler and a green circular object. Further right, there are several colorful butterflies in shades of blue, pink, and yellow. On the right side, there are more school supplies: a green crayon, a green marker with an orange cap, a blue marker with an orange cap, and an orange crayon. At the bottom left, there are more colorful pencils (red, yellow, blue, green) and butterflies. At the bottom right, there is a cute green caterpillar with two antennae, sitting on a green leaf.

# Kindergarten

Here I Am!

Activities to do with  
your kindergartener

 **pennsylvania**  
OFFICE OF CHILD DEVELOPMENT  
AND EARLY LEARNING





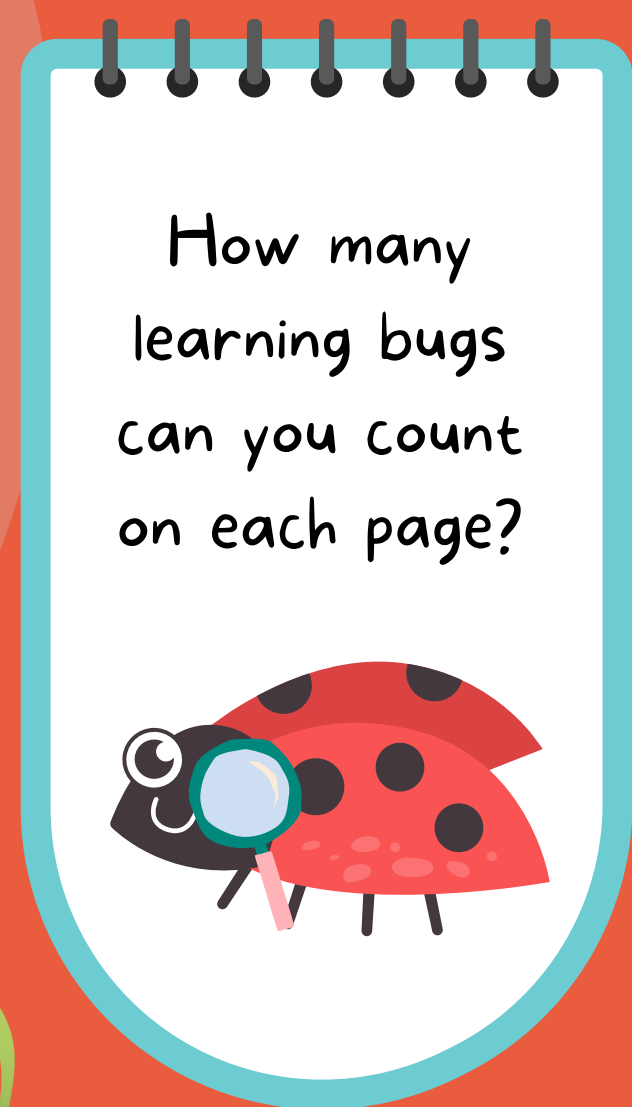
**The Kindergarten, Here I Am! Activity Guide** introduces you to helpful information and fun learning activities for kindergarteners. Each month you'll get information to use and activities you can do with your child that support the skills they may be learning in kindergarten.










Reading to your child is one of the most impactful experiences you can share with your child. Visit your local library to find books that will encourage your child to learn and develop a love of books. If you don't already have one, you can get a free library card for yourself and your child. After you complete a registration card and show proof of address, both of you can get a card that will open the doors to new books and opportunities to read together.

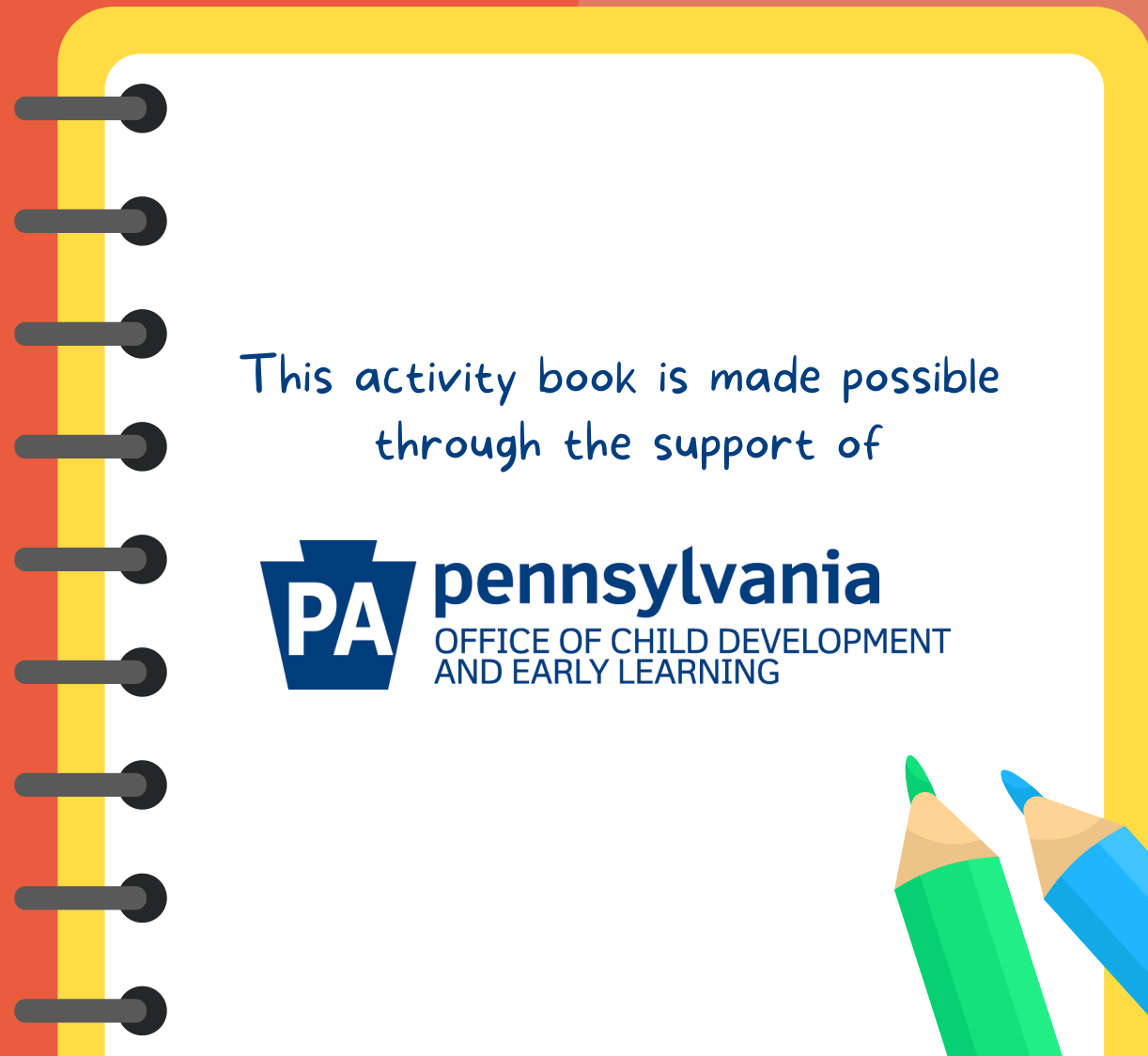
The activities described in *Kindergarten, Here I Am!* are fun to do with your child. Any way you play is sure to help your child develop skills for future learning by sharing time together.

The activities are linked to the Pennsylvania Early Learning Standards for Kindergarten. These standards are being used in kindergarten classrooms throughout Pennsylvania as a framework for curriculum and assessment in the classroom. The standards are listed each month with an icon used throughout the calendar.

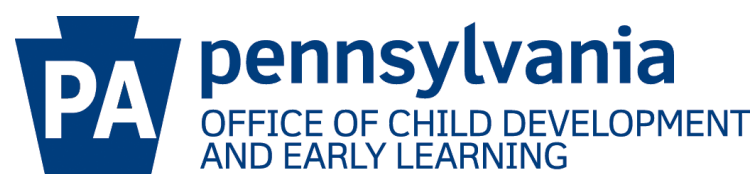
When you and your child do activities together, you are building a child's knowledge and experience. Use the icons each month to know which skill areas you are helping your child develop. Activities can be done in any order. Choose the ones your child would like to do first. Best of all, this is a way to have fun with your child while they are learning.



-  Approaches to Learning through Play
-  Creative Thinking and Expression
-  Health, Wellness and Physical Development
-  Language and Literacy Development: Reading, Writing, Speaking and Listening
-  Mathematics Thinking and Expression
-  Partnerships for Learning: Families, Learning Environments and Communities
-  Science Thinking and Technology: Exploration, Inquiry and Invention
-  Social Emotional Development
-  Social Studies Thinking: Connecting Me to My Community and the Larger World



This activity book is made possible through the support of





# June



## The Importance of Play

Play is the work of childhood—it is just as important to a child’s well-being as work is for an adult. Play is crucial for healthy brain development. It helps children learn new skills; teaches them how to share with others, make decisions, and express their feelings; learn about the world; and work through scary and confusing experiences. But did you know nearly 40 percent of elementary schools have eliminated recess or are considering it, and kindergartners in full-day programs often have no break for recess? Even early learning facilities are sometimes so highly structured that children don’t have much opportunity for real play.

**What are some types of screen-free play families can encourage?**




- Large and small-motor play
- Language play (telling stories, making up silly songs)
- Construction play (building forts)
- Sensory play (playing in mud, water)
- Make-believe play (let’s pretend)
- Rough-and-tumble and risk-taking play
- Symbolic play (turning a stick into a magic wand)
- Mastery play (learning to do new things)








# June Monthly Activities




## Week One

-  With your child, color or paint a rainbow. Talk about all the colors in the rainbow. What colors are missing?
-  Allow your child to invite a friend to visit. Talk about rules and expectations for the visit. Talk about the things they will do together.
-  Model positive problem solving for your child. Use positive words in the home to resolve conflicts.




## Week Two

-  Ask your child what worries them. What can they do to feel better when they are worried?
-  Make up a song with your child about what makes them happy. Can they create a dance, use musical instruments, or a clap/snap pattern to accompany the song?
-  Talk to your child about things that make them nervous, scared, excited, sad, and happy. Tell your child things that make you feel those ways too.

## Week Three

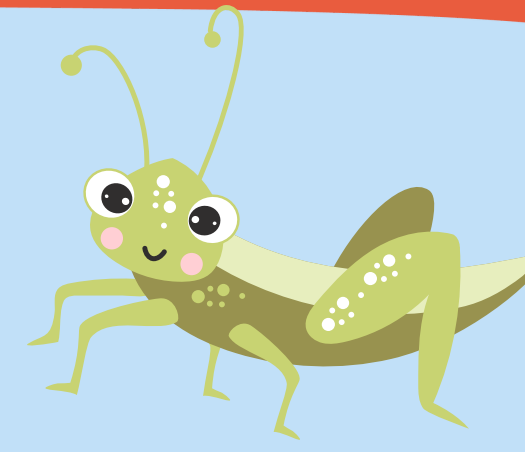
-  Have your child take a photograph or draw a picture of their favorite item. Let them put the picture in their backpack and take it to school.
-  Devise a plan of where your child's special object will remain when they begin school.
-  Learn about a special animal with your child. Make a list of what they already know and a list of what they want to learn. Visit the local library and find a book about the special animal.

## Week Four

-  Play the name game with your child. Take turns saying as many names as you and your child can think of. Start with a name that begins with an A, then a B. Write it on paper so your child can see the names and letters.
-  Help your child practice writing their first and last name. Use the model practiced in school.
-  Ask your child to draw a picture of each person in the family or household, and help your child write each person's name under the picture.



# July

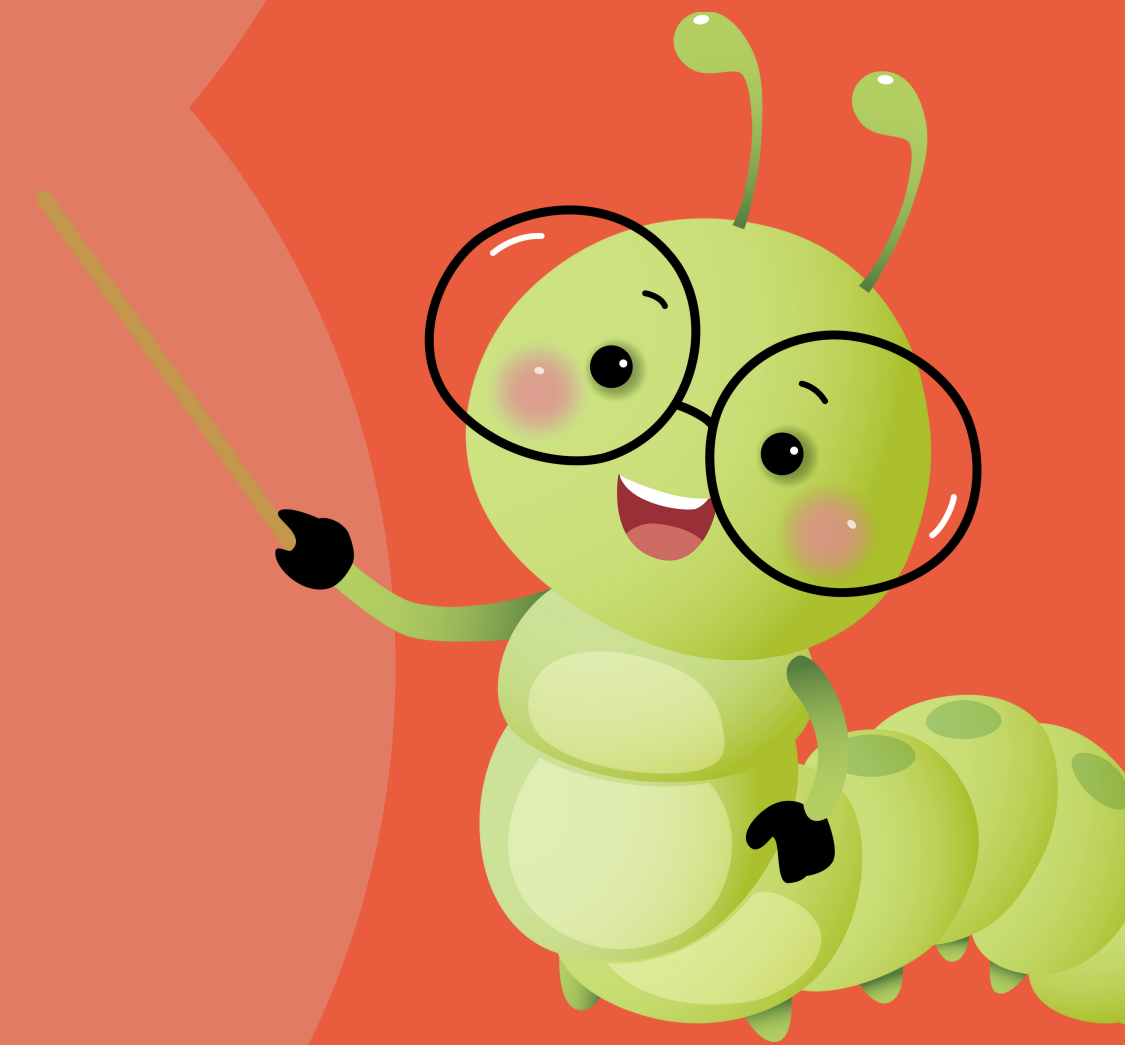
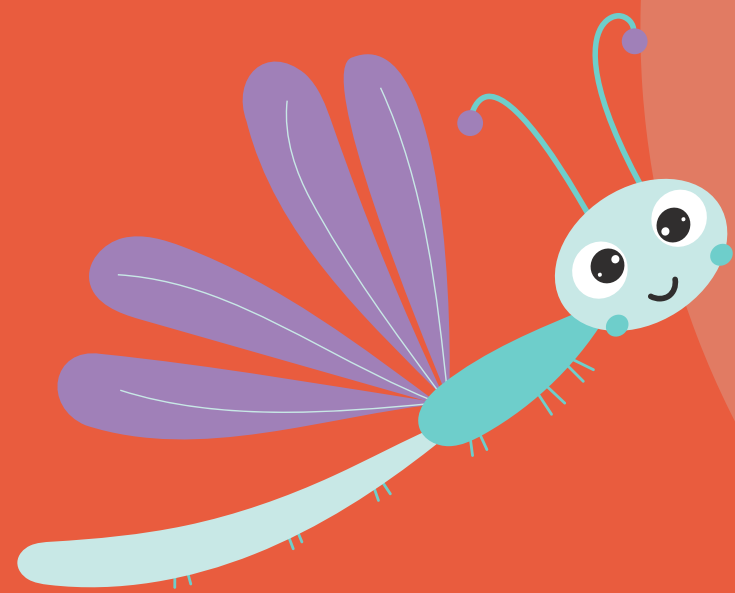
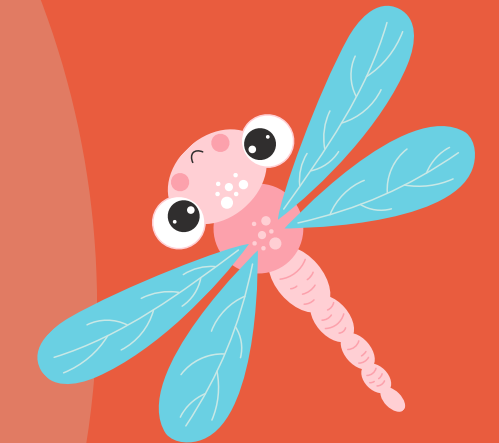


## Handling Transitions

When his mother drops him off at child care, Jack cries. Then when she comes to pick him up, he throws a tantrum because he doesn't want to stop playing with his friends and go home. Jack's mother says he does the same thing at home: whenever she tells him it's time to do something else or go somewhere, he resists. Unlike some children who can easily go with the flow of whatever's happening, Jack has a hard time with transitions and his resistance is disruptive and frustrating.

### Tips for helping children handle transitions from one activity to another:




- Create a ritual your child can expect, like at bedtime: brush teeth, read a story, sing a song, hug and kiss.
- When you leave your child, give them something to keep until you come back, such as a picture or other small object.
- Give advance warning. "You can finish playing your game and then it will be time for bed."
- Make transitions fun. For cleaning up toys before bed, sing a song, "This is the way we pick up toys."
- Let your child choose how to make the transition. "Do you want to play one more game before we get ready for bed?"
- Help children develop the skills they need to transition from one activity to another more quickly: putting on and taking off coats, lining up, cleaning up toys. Less time spent in waiting for others might help decrease problem behaviors during transition times.








# July Monthly Activities



## Week One

-  Go outside with your child, lie on your backs, and look at the clouds. Observe the clouds, and look for animals, shapes, and objects within the clouds.
-  Help your child create a daily weather chart. Use the calendar at the end of this activity book and draw a picture of a sun, clouds, fog, rain, snow, or wind on each calendar block. At the end of the month, count how many days for each type of weather event.
-  Draw a picture of the outdoors, and glue cotton balls to the picture for clouds in the sky.




## Week Two

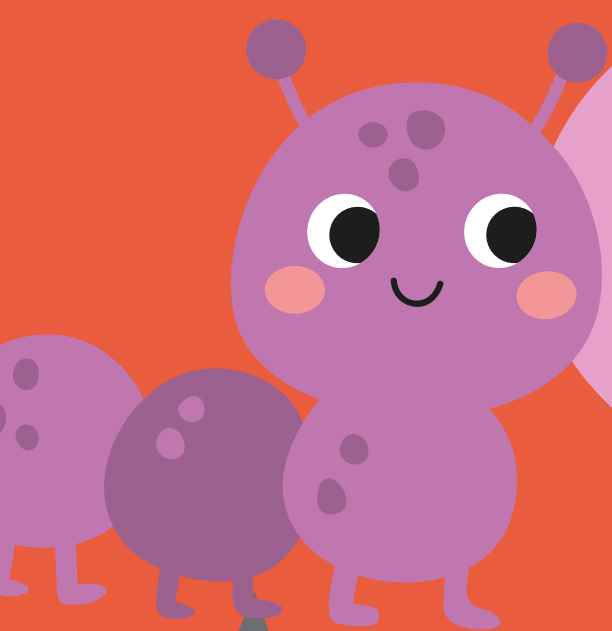
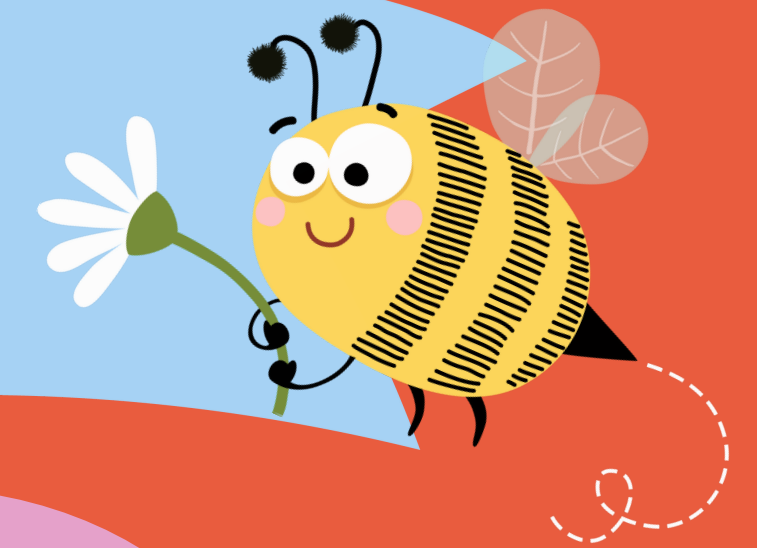
-  Buy bubble soap or make some using the recipe at the end of this Activity Guide. Have your child try to blow bubbles using just water. Talk about what might happen if the bubble soap is added.
-  A song to sing together while your child blows bubbles or takes a bath, is Pop! Goes the Bubble. Find the words at the end of this Activity Guide.
-  Explore the direction of the wind and its connection to bubbles. Talk about what happens to bubbles when bubbles land on different objects or surfaces.

## Week Three

-  Sing the Popcorn Song together at the end of this Activity Guide. Can your child make up their own verse?
-  Make patterns with popped and unpopped corn. Have your child make a pattern of popped, unpopped, unpopped, popped, unpopped, etc. Be sure to eat the popped popcorn when finished.

## Week Four

-  Make bread with your child. Use a favorite recipe or go to the grocery store and buy refrigerated or frozen bread or rolls.
-  Visit a local bakery with your child or ask for a tour of a grocery stores' bakery. Talk with your child about the different items they see.
-  Using the recipe at the end of this Activity Guide, make a yeast-air balloon to observe how yeast helps bread rise.





# August

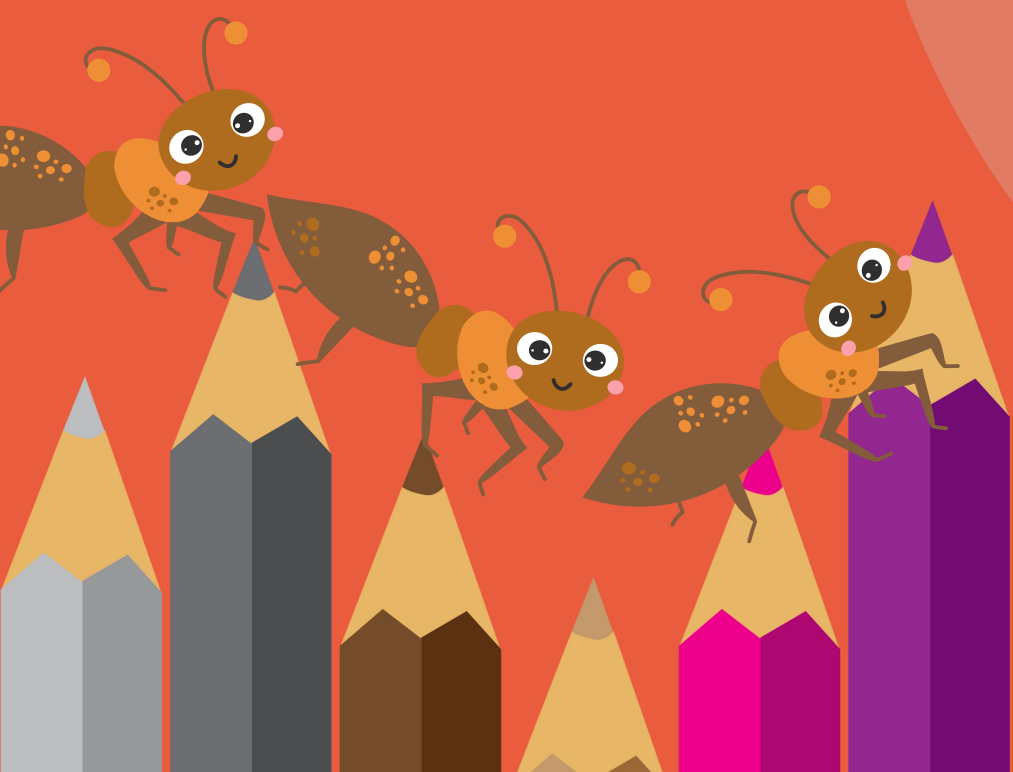


## Creating Routines

The beginning of a new school year and the arrival of fall remind us of the importance of routines. While we always enjoy a break from the same-old, same-old, getting back into the familiar routines of fall creates stability and a sense of the familiar. For young children especially, those familiar routines are important to their overall healthy social and emotional development.

### Tips for establishing and enforcing routines:

- Create visual reminders or a picture schedule for a typical day.
- Plan structured activity periods; e.g., right after a nap, play a game.
- Break routines into steps; e.g., getting ready for bed (bath, pajamas, brushing teeth, story time, singing).
- Prepare your child for transitions from one activity to the next ("In 10 minutes, we will...").
- Develop regular routines for daily activities, such as meals, bed time, story time, quiet time.
- Be flexible and creative. Try not to be rigid and unable to adjust to unusual circumstances.





# August Monthly Activities



## Week One



Visit the local post office with your child. Look at the stamps, post office boxes, and boxes people use to send packages. Talk about why people use the post office.



With your child, watch for the postal carrier. See what time they come each day. Have your child help you get the mail.



Go outside with your child on a windy day to see what the wind feels like. What happens to the leaves on the trees in the wind? What does it feel like when the wind blows?

## Week Two



Talk about something your child could not do before but can do now (ex: when they were four, they could not write their name, now they are five they can). Discuss what is needed to do to gain this skill.



Go outside with your child once in the morning, once in the afternoon, and once in the evening to look for their shadow. What does it look like? Do they see it every time they go outside?



## Week Three



Help your child write a list of things to do outside on a snowy day, like make snow angels, build a snow fort, and go sledding.



Put a glass of water in the freezer. Ask your child to predict what will happen. Check it in a few hours and discuss what happened.



Pull out a variety of clothes from household's closets, like t-shirts, mittens, or pants. Talk with your child about what clothes are worn in the summer and in the winter and why they are needed.

## Week Four



Help your child write a note. The note could be to remind them to do something, like put away their toys, or could be written to someone else.



Have your child draw a map of their house or other special place. Help them add labels to the map, like kitchen, bathroom, etc.



Go outside on an insect hunt with your child and help them look for as many bugs as they can. Ask them to draw pictures of what they see. Do any of the bugs look alike? Do they look different?





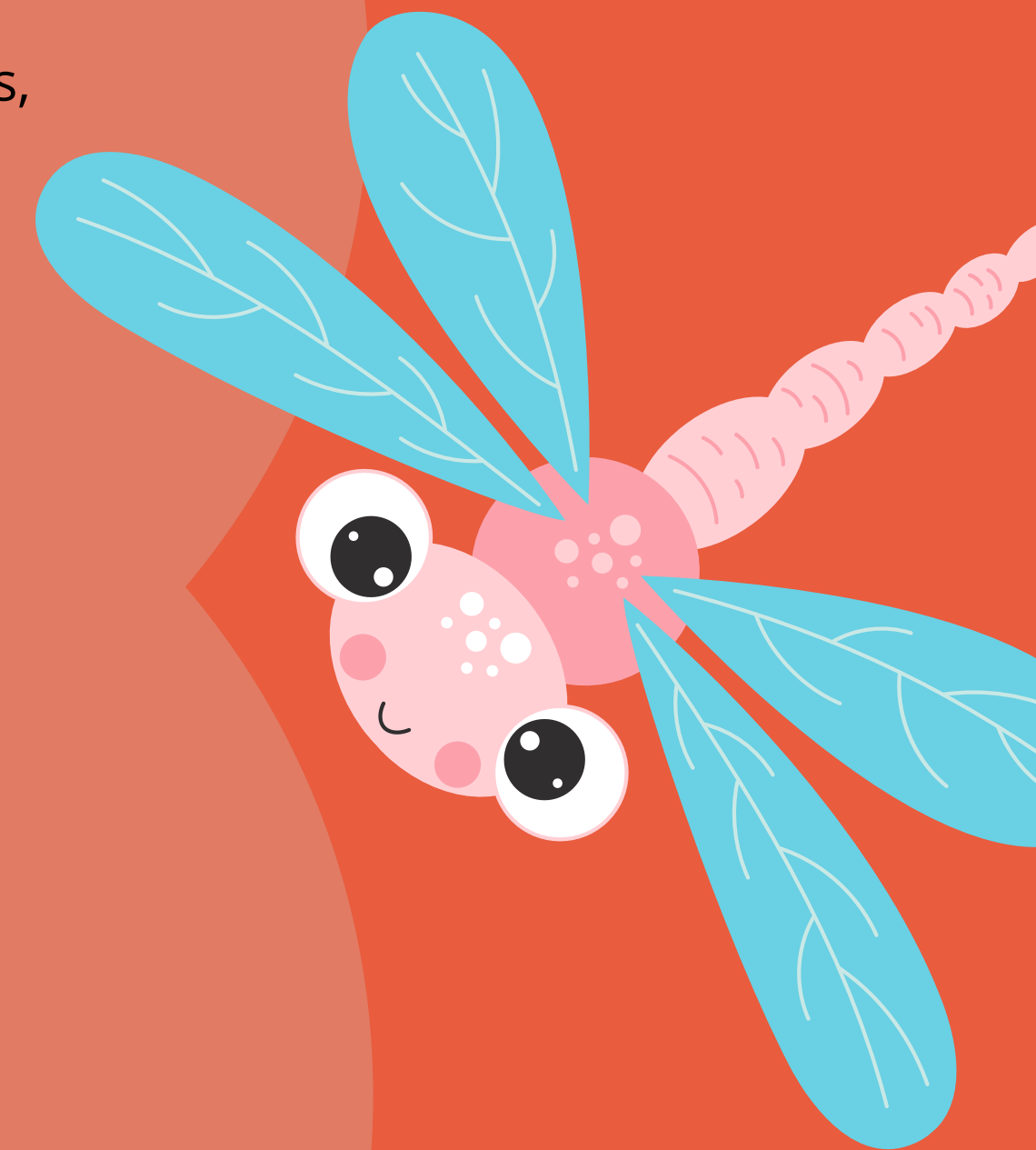
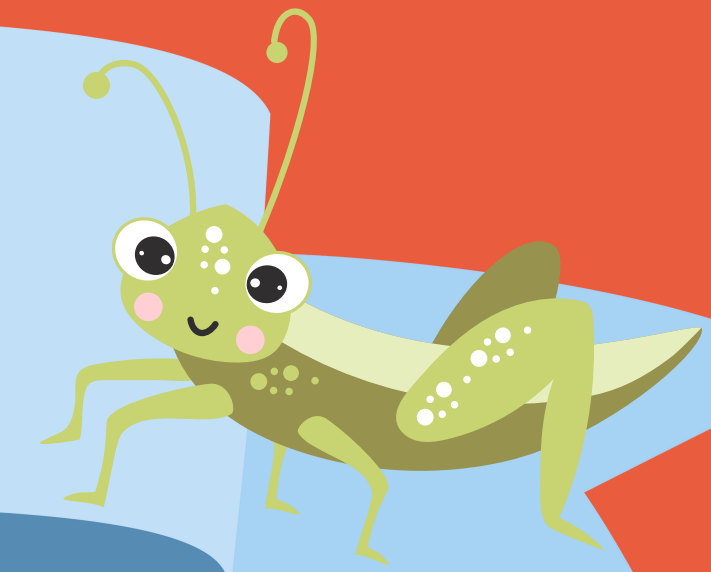
# September

## Helping Kindergartners Develop Empathy

When they see someone getting hurt or feeling sad—whether the person is a family member, friend, or stranger—we want our children to understand that person’s feelings, to see the world from their point of view, and to want to do something to help. In short, we want our children to grow up to have empathy for others.

### Tips for helping kindergartners develop empathy:

- Establish a secure, strong, and loving relationship with your child.
- Empathize with what your child is feeling (“I know you’re scared of the barking dog. How about if I hold your hand until it goes away?”).
- Talk about how others are feeling (“Maya is sad because you took her toy.”).
- Help your child think about what they can do to help the person who is hurting (“Chen is lonely. Perhaps you could ask if they would like a hug.”)
- Allow your child to feel what they are feeling, and don’t rush to fix the problem (“I know you’re angry you must stop playing in the sand. It’s okay to be angry.”)
- Be a good role model (“I am sorry that Malika’s mommy is sick. I’m going to make her some soup to help her feel better. Would you like to come with me when I take the soup to her?”)



# September Monthly Activities

## Week One



Ask your child to tell about a time when they were feeling angry, mad or upset. What did they do to feel better?



When driving in the car or riding on a bus with your child, ask your child about different scenarios. For example, "What would happen if we saw a fire engine? Who needs to wear their seat belts/be in a car seat?"

## Week Two



Help your child to practice following directions through acting out situations. For example, ask your child to follow a simple direction such as, "Please put away your toys."



Explain to your child how to change from one activity to another. Let your child know when getting ready to do a new activity. For example, "In five minutes we will start to clean up so we can get dinner ready."

## Week Three



With your child, talk about different types of pets people have. Talk about what pets need and how people take care of pets.



If your child does not have a pet, help a neighbor, friend or relative who does have a pet for an afternoon or evening. Have your child feed, water, and take care of the pet's needs, or ask how the pet's owner does this.

## Week Four



Have your child help sort laundry by colors. Ask your child to put the clean laundry in the basket and assist in putting away the clothing.



Talk about how the family's schedule has changed since kindergarten started. Have your child make a list of how they will help get themselves ready. For example, have your child put out their clothing for the next day, brush their teeth, etc.



Ask your child to help plan for a family meal. Allow them to find the items in the grocery store, help cook and set items on the table, and clean up.



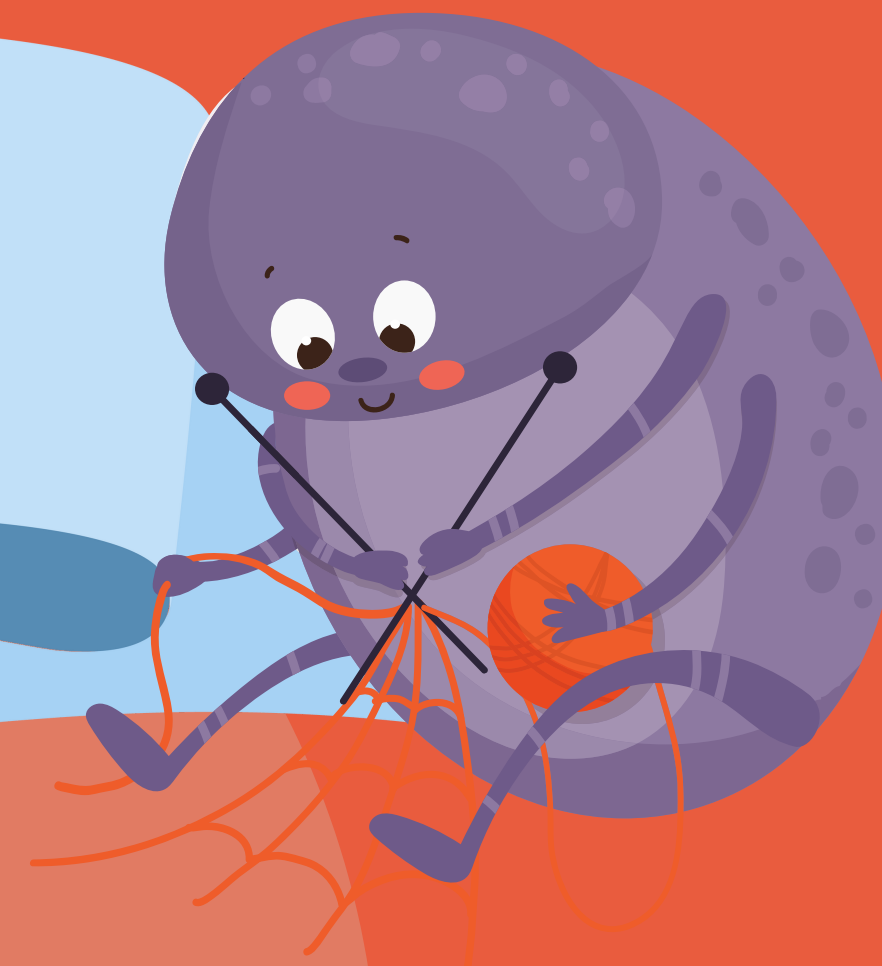
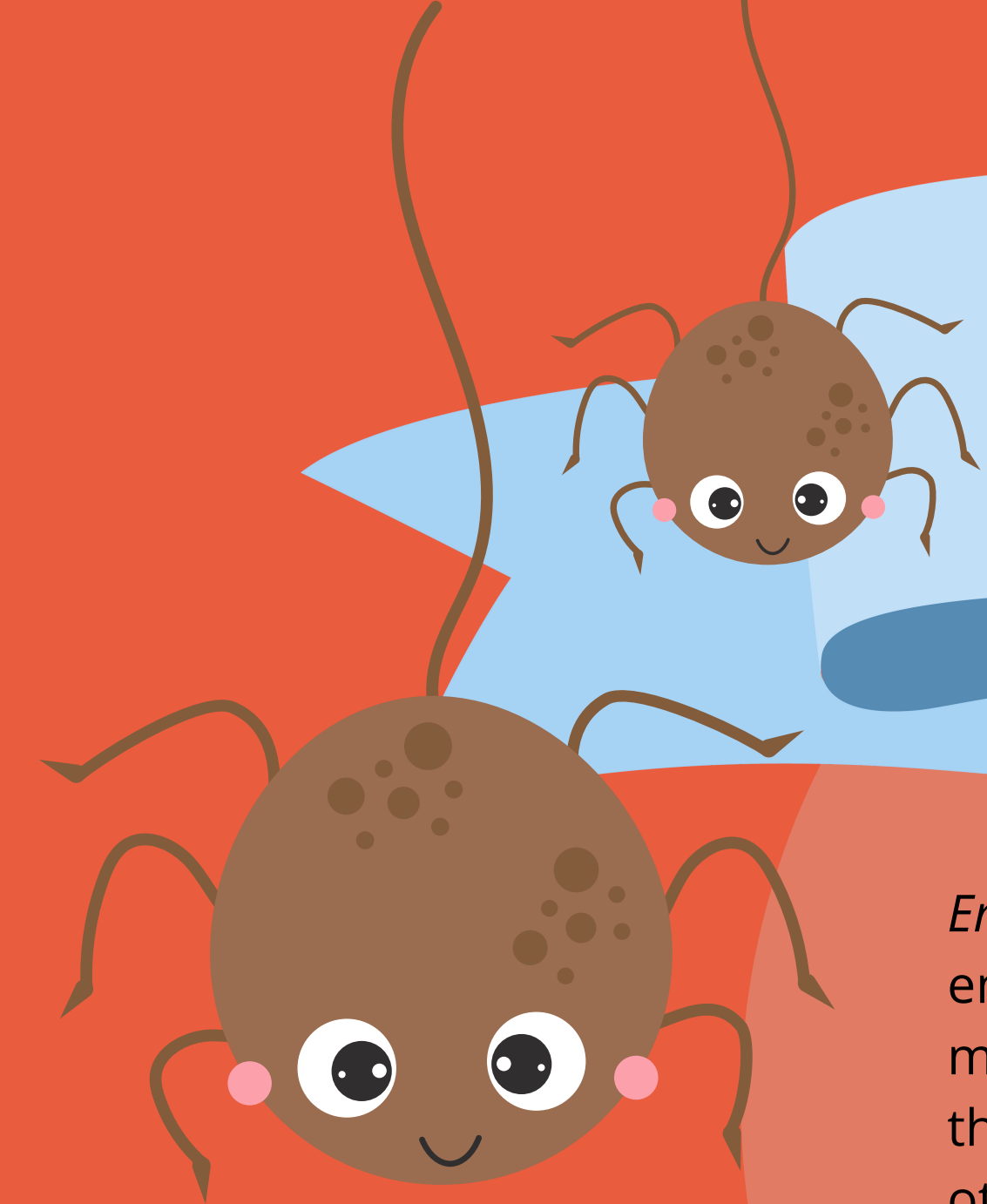
# October

## Emotional Literacy

*Emotional literacy* is a fancy term for the ability to recognize, understand, and express emotions or feelings in appropriate ways. Developing emotional literacy is one of the most important tasks for young children. If children learn how to describe and express their emotions in healthy ways and to accurately read and respond to the emotions of others, they will be less likely to get into fights, better able to handle frustration, and more likely to do well in school.

### Tips for helping a child understand and express emotions and feelings:

- Express your own feelings. Talk out loud about what you are feeling throughout the day.
- Label your child's feelings. For example, if Grandpa drops by unexpectedly and your child runs to hug him, you can say, "Wow, you're really happy and surprised to see Grandpa!" Ask questions that give your child examples of feeling words: "Are you feeling sad? Frustrated? Scared? Excited?"
- Play games, sing songs, and read stories with feeling words. A good song is "If you're happy and you know it, clap your hands." You can add verses like, "If you're angry and you know it, stop and think."
- When you read stories, talk about what the characters in the story are feeling. Show empathy—or understanding—of what your child is feeling: say, "I know you're sad today. I felt sad too when my best friend had to go away." Ask your child to talk about what they are feeling. Say, "What's making you feel that way? Let's talk about it."



# October Monthly Activities

## Week One



After your child wakes up in the morning, sing a song. If you can't think of a song to sing, turn on the radio and sing along.



Have a picnic inside or outside. With your child, pack a lunch to eat. Lay a blanket on the ground and eat your lunch.



With your child, talk about what ears do. Listen for sounds throughout the day and keep a list.

## Week Two



Go outside one night with your child to look at the stars. Talk about what can be seen. If stars can't be seen, discuss what might prevent them from being seen, like clouds in the sky, or bright city lights.



Sing, Head, Shoulders, Knees, and Toes with your child. The words are at the end of this Activity Guide!



Encourage your child to ask a family member or friend what kind of job they have. Ask the family member or friend explain what they do in their job.

## Week Three



Have your child take a sip of water and another beverage. Have them decide which they like better and tell you why.



Go on a litter walk. Take a walk outside with your child and pick up any trash they see.



Help your child imagine a perfect pie. Pick what ingredients would go into it. Make a name for the pie. Have each word in the name of the pie start with the same letter (example: Mia's Mulberry Pie).

## Week Four



Make a maraca by putting small pebbles or stones into a plastic bottle or container with a lid. Turn on the radio and shake the maraca to the music.



Visit the school nurse, your local librarian, or post office with your child and ask the person to share what they do during the day.



Think of rhyming words with your child. Tell your child a word and have them tell you a word which rhymes. See how many words you both can think of.





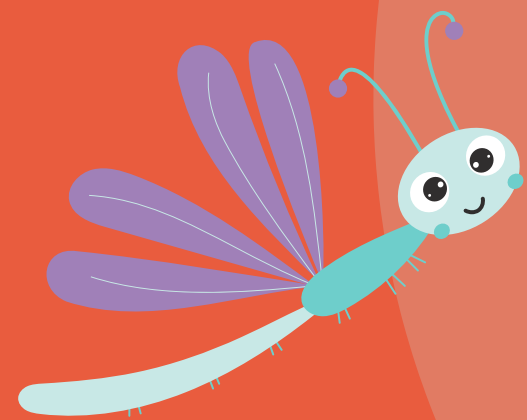


# November



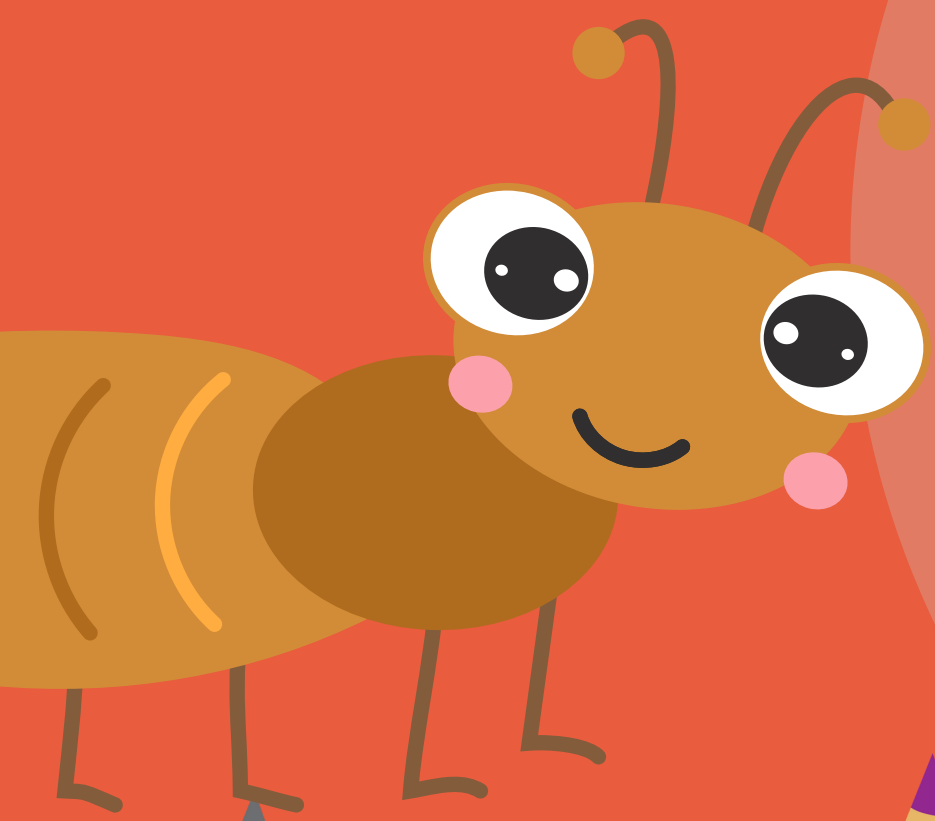
## Building Resilience

The ability to bounce back after a crisis (as small as a fall or as significant as neglect or the death of a loved one) or thrive despite persistent obstacles is called *resilience*. Resilience protects children from the most severe effects of stress and trauma and helps them cope more effectively.



### How to Build Resilience:

- Make sure children know they are loved, valued, and appreciated for who they are.
- Look for your child's strengths and emphasize the positive.
- Teach self-care and good habits, such as healthy eating, exercise, and getting enough rest.
- Help children experience success and understand that mistakes are okay.
- Encourage social skills, such as making and playing with friends and participating in group activities.
- Maintain a daily routine such as bedtime hugs and stories.
- Support a child's ability to learn and use their imagination.
- Understand the stressors families face and offer supportive resources during adversity.
- Be part of developing community resources that support children and families.
- Teach problem-solving skills.
- Set clear and consistent boundaries.



# November Monthly Activities



## Week One



Talk to your child about sleeping words. A nap is a short sleep. What other words describe what happens when we sleep? (ex: snore, snooze, doze, etc.)



Ask your child to draw and color a house or building using only the following shapes: square, rectangle, triangle, and circle.



Help your child create a song about sleeping. Think about preparing to sleep, during sleep, and waking up.

## Week Two



Play hide and seek with your child. Have your child hide somewhere in the house, count to ten, and then go find them. Switch roles and hide while your child looks for you.



Pick a letter of the alphabet and help your child write it on a piece of paper. Ask them to draw pictures of words that begin with that letter of the alphabet.



Help your child write letters of the alphabet on pieces of paper and you can hide them. Have your child find them, and after they have found all the letters, identify each letter.

## Week Three



Ask your child to make up funny names for each member of the family. For example, Nice Naomi, Amazing Amara, or Funny Felipe.



Help your child create and write a sentence with rhyming words. For example: They met a duck, a silly duck, that gave them luck.



Encourage your child to act out some of their own rhyming actions. For example, dance a jig like a pig.

## Week Four



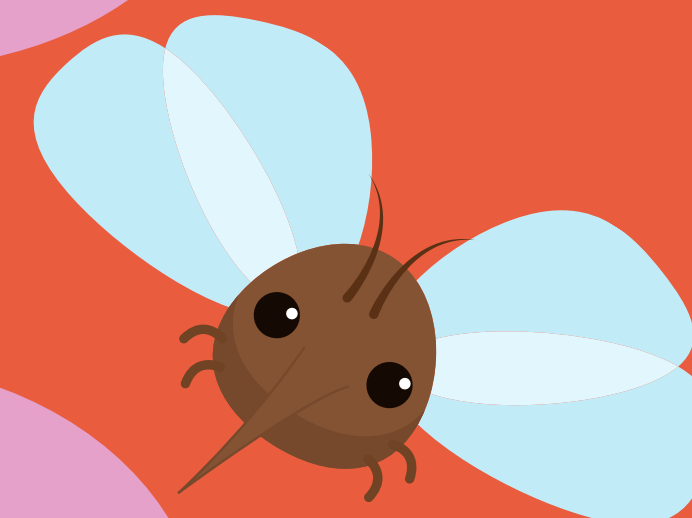
With your child, chant the Piggy Wig and Piggie Wee fingerplay at the end of this Activity Guide.



Have your child count how many fingers they have. Next, have your child count how many fingers you have. Finally, count how many fingers there are all together.



Have your child pretend to be an animal. How will they communicate? How will they move?





# December



## Rethinking the Stoplight System

Behavior management tools, such as the stoplight or other chart systems, are frequently used in elementary classrooms. In the Stoplight Behavior Management System, each child starts the day on green, but depending on behavior can be moved to yellow and then to red, with negative consequences. They're seen as effective ways to motivate children to follow classroom procedures and to reduce problem behaviors. However, this method may punish bad behavior, rather than reinforce good behavior, as it depends on external rather than internal motivation. It can also increase a child's sense of shame, which over time can have anti-social effects.


### Alternatives approaches:

- Help children learn to manage their own behavior by clearly describing the steps to accomplishing the desired behavior, visually depicting the behavior with photographs or drawings, creating a checklist your child can use to show their progress, and proving positive attention for accomplishing the behavior.
- Provide logical consequences. For example, when your child refuses to wash hands before snack, offer the choice to wash hands, or do something else while the others have a snack.
- Generously praise what your child is doing right, rather than focus on what your child is doing wrong.




# December Monthly Activities


## Week One


 With your child, sing the Mitten Song or recite the Mitten Poem found at the end of the Activity Guide.

Gather several large adult mittens. Place a small object, like a toy car, plastic animal, toy doll, or pinecone, inside each mitten. Ask your child to figure out what is inside each mitten by feeling the object from the outside of the mitten. Then have your child reach into the mitten and feel the object inside. Afterward, reveal the object and talk about how it felt inside and outside.


## Week Two


 Get different sizes of bowls, spoons, pillows, toys, cups, plates, shoes, etc. Ask your child to sort them by small, medium, and large.

 With your child, explore the temperatures of liquids found throughout the home, like water from the sink, milk in the refrigerator, and water in a puddle.


 Talk with your child about textures. Find pictures or items around the house that are smooth, rough, slippery, and bumpy, etc. Ask your child to find other objects that are the same texture.


## Week Three

 Talk about the differences between a city and a country. If you live in the town or city, visit or read a book about the country. If you live in the country, visit or read a book about a town or city. Talk about whether your child would like to live in the country or a city, and why.

 Get different coins and share with your child the names and value of each coin. Count the pennies by 1's, nickels by 5's and dimes by 10's. Play store and give prices to small toys around your home.

## Week Four

 With your child, make a chart of what your child does from morning until night. (Ex. Morning: get out of bed, put on slippers, eat breakfast, brush teeth, comb hair, Afternoon: eat lunch, etc.) Talk about what order tasks are done.

 Learn the poem Up, Down, Fast, Slow and act it out with your child. (The poem is at the end of this Activity Guide.) Talk about opposites. With your child, write opposite pairs on paper strips or cards, and then help your child to match the opposites together. (ex. hot/cold, in/out, up/down, day/night, north/south)





# January

## Nurturing the Natural Curiosity of Kindergartners

In the introduction to a collection of Curious George books, the editor quotes one person's response about why they liked the books. "George did all the things we didn't dare to do, so we could do them in our imagination and not be scared." Curiosity, especially when mixed with courage and imagination, helps us understand our world and is something to encourage in our children right from the start.

### How to encourage the natural curiosity of children:




- Show your own interest in what's happening in your world.
- Encourage children to pursue their own interests (music, play, books).
- Answer questions simply, clearly, factually and in keeping with your child's developmental stage.
- Ask open-ended questions ("How do you feel about \_\_\_? Why is green your favorite color?").
- Redirect a child's interest, but don't discourage it. (e.g., if they like to pour their cup of water on the floor, provide opportunities to experiment with water in the bathtub or backyard.)
- Provide toys that encourage a child's imagination and aren't limited in their use.
- Praise a child's discoveries of new things and efforts to master new skills.
- Encourage children to explore their natural surroundings and look for answers to their own questions.






# January Monthly Activities



## Week One



-  Discuss the differences between real animals and stuffed animals. For example, a stuffed bear can be hugged, but not a real bear.
-  Give your child extra buttons to sort by color, size, or number of holes. Which group has the most? Which has the least?
-  Play *We're Going on a Bear Hunt*, found at the end of this Activity Guide.

## Week Two

-  Encourage your child to create a piece of art using any materials they would like to use. Display the art within the home. Add more art as your child creates it to make an art museum at home.
-  Use a flashlight and shine it on the wall. Encourage your child to use their hands to make shadows on the wall. Can they make animal shapes?
-  Find pictures of artwork or look at art in the home or community. Encourage your child to talk about the colors, shapes, and lines they see in the artwork.





## Week Three

-  Ask your child what they could do if they had a rainbow of their own.
-  Make a prism using a CD. Poke a small hole in a piece of aluminum foil and fold the foil over the flashlight. Shine the flashlight onto the back of the CD. Place water in a glass. Find a window where the sun is shining through. Ask your child to hold the glass in the sunlight. A rainbow should appear. Where is it? Can they make it move? Can they make it larger or smaller?



## Week Four

-  Talk with your child about their bedtime routine. What happens first, next, and last? For example, take a bath, brush teeth, then put on pajamas.
-  With your child, enjoy listening for old and new sounds in and around the home. Use words such as shake, hum, and rattle to describe new sounds made by using any two household items. For example: Put small pebbles in a container and shake it so it rattles or listen to the refrigerator hum.







# February



## Problem Solving

Learning to solve problems on their own helps children develop self-confidence and feel more in control of their own lives (when so many things are beyond their control). It also helps prevent more significant issues, like aggression and more violent behavior.

### Helping children talk to each other when they have a conflict:




- Be firm ("I won't let you hit.")
- Be empathetic ("I know how much you want to play with the wagon.")
- Maintain a positive attitude ("She might give it to you if you ask.")
- Encourage persistence ("Well, that didn't work. What else could you try?")
- Questions to ask to help children think through a problem and possible solution
- What's the problem?
- How do you think they feel when you hit?
- What happened (or might happen) when you did (do) that?
- Can you think of a different way to solve the problem?
- Do you think that is or is not a good idea? Why?
- Identify the problem
- Brainstorm two or three different solutions.
- Choose one solution and try it.
- Evaluate what happened (whether the solution worked and why or why not).






# February Monthly Activities






## Week One

-  Have your child look at a map and discuss north, south, east, and west by showing where these areas are in the United States.
-  Cut an apple horizontally through the middle. Talk about the shapes that are found. Can your child find the star? Pick out the seeds. Plant them in a cup. Talk about what seeds need to grow, such as water, sunlight, and dirt.
-  Make a list of things you and your child could do to be a good neighbor.



## Week Two

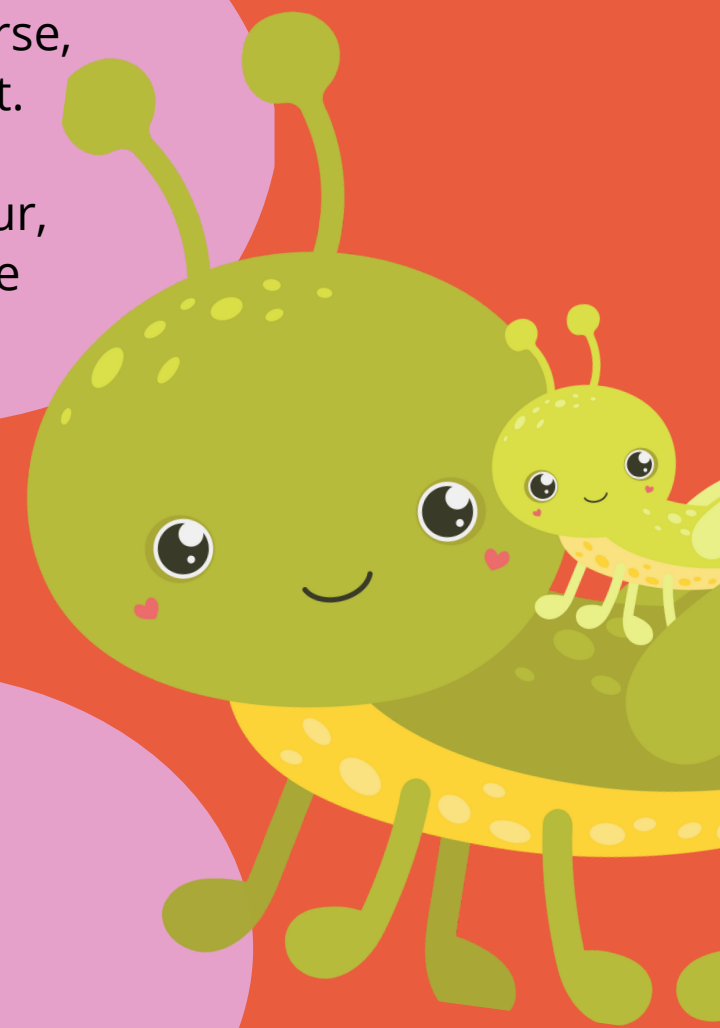
-  Ask your child what they might do if a friend moves far away. How would they feel? Make a list with your child of how to keep in touch (write a letter, write an email, send a picture)
-  Your child can pretend they have a made-up animal or pet. For example, if your child pretends to have a horse, pretend what they would have to do to take care of it.
-  Ask your child if different animals are covered with fur, feathers, or scales. Name animals that have the same characteristics.

## Week Three

-  Discuss the word pairs and what things come in pairs. Discuss what would happen if one was missing, such as shoes, earrings, socks, etc.
-  Practice counting things by twos with your child by counting socks when folding laundry, body parts such as two arms, two eyes, etc.
-  Discuss the four seasons of winter, spring, summer, and fall. Make a list of what activities can be done in which season. For example, sledding in the winter, swimming in the summer, etc.

## Week Four

-  Go to the library and find books on penguins. Discuss facts about these fascinating birds.
-  Create a penguin! Using black and white fingerpaint, stamp the pad of a thumb into the white paint to make a tummy on a piece of paper. Stamp the pad of an index finger into the black paint to make wings on either side of the tummy. Stamp the tip of a pinkie finger into the black paint and make a black fingertip head on. Add details using paint or markers.







# March



## You Choose!

What if every waking moment of your day, someone told you exactly what you had to do? What if someone laid out your clothes for you every day, served you the same thing for breakfast, and told you when to get up and when to go to bed? Wouldn't you rebel? Similarly, children want to have choices about what they do. Why offer choices to young children?

### **Giving children choices helps children to:**

- Become responsible, independent, and autonomous human beings.
- Feel some control over their own lives.
- Increase their self-esteem.
- Learn to self-regulate, be more cooperative and decrease their conflicts with other children.
- Feel respected by the adults in their lives.
- Develop skills in problem-solving, thinking, communication and negotiation.
- Understand cause and effect.

### **How to give choices:**

- Limit the choices and be specific.
- Offer choices that feel genuine to your child.
- Offer fun choices for something your child might not want to do.
- Make sure you will be happy with whatever your child chooses and accept your child's decision. Don't ask, "Do you want to..." unless you're okay with a "no" answer.
- Help them accept the consequences of their choices.
- Provide suggestions and encouragement when your child is hesitant to make a choice.
- Don't offer choices when safety is at stake.



# March Monthly Activities

## Week One



Make a list of things to do on a rainy day, such as bake cookies, read books, or play a board game, then make a plan for the next rainy day!



Children should have daily jobs. Working together as a family helps build responsibility. With your child, make a poster with chores for each family or household member. Decide who can be responsible for each chore and keep track of when each job is completed.

## Week Two



Help your child to learn the days of the week. Then add words to each name that start with the same letter. Like Marching Monday, Terrific Tuesday. Teach your child the months of the year by doing the same with the months.



Visit the library and read *Wacky Wednesday* by Dr. Seuss, then help your child to listen and repeat the rhymes. Make a list of rhyming words and look at the letters that are the same in each word. For example, all - wall, three - gee, school - fool, face - race. Work together to think of more rhyming pairs.

## Week Three



Help your child trace letters in sand, dirt, or uncooked rice. Letter can also be made with play dough, pipe cleaners, or straws.



Encourage your child to create an imaginary animal. Draw it and name it. Try to invent an animal for each letter of the alphabet.



Play *I Spy* with your child. Call out a letter and see if your child can find something in the house that starts with that letter's sound.

## Week Four



Talk with your child about different occupations. Let your child pick an occupation they are interested in, then explore more about this occupation. Talk about what they might need to learn to do that job.



Help your child role play a job. Set up a space for a pretend post office, grocery store, restaurant, etc., in the home. Encourage your child to use items and toys around the house. Invite your child's friends to join in the role play.



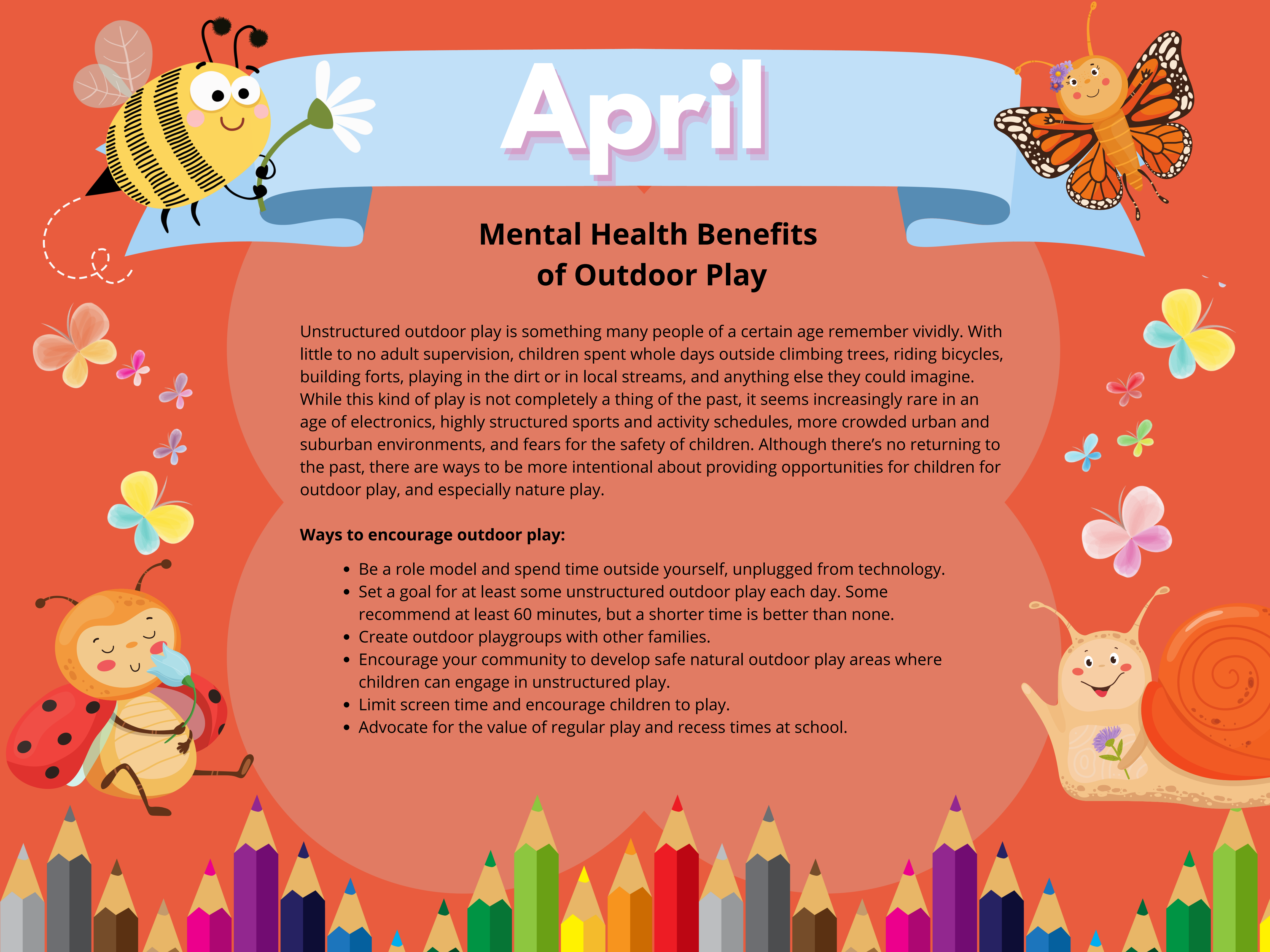
# April

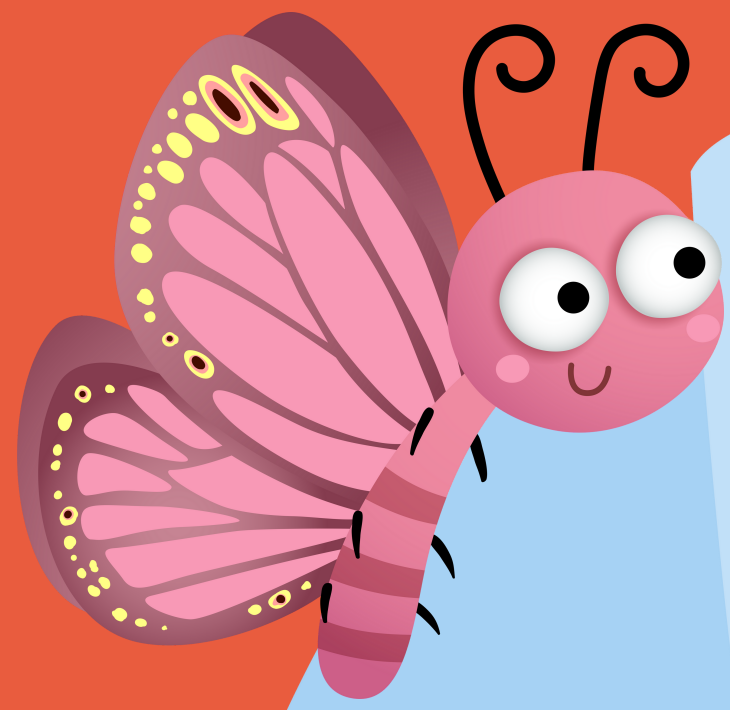
## Mental Health Benefits of Outdoor Play

Unstructured outdoor play is something many people of a certain age remember vividly. With little to no adult supervision, children spent whole days outside climbing trees, riding bicycles, building forts, playing in the dirt or in local streams, and anything else they could imagine. While this kind of play is not completely a thing of the past, it seems increasingly rare in an age of electronics, highly structured sports and activity schedules, more crowded urban and suburban environments, and fears for the safety of children. Although there's no returning to the past, there are ways to be more intentional about providing opportunities for children for outdoor play, and especially nature play.

### Ways to encourage outdoor play:

- Be a role model and spend time outside yourself, unplugged from technology.
- Set a goal for at least some unstructured outdoor play each day. Some recommend at least 60 minutes, but a shorter time is better than none.
- Create outdoor playgroups with other families.
- Encourage your community to develop safe natural outdoor play areas where children can engage in unstructured play.
- Limit screen time and encourage children to play.
- Advocate for the value of regular play and recess times at school.











# April Monthly Activities





## Week One

-  Using crayons, markers, or paint, ask your child to draw a picture of an animal and label its color.
-  Help your child sort animal crackers into groups by animal and count the number in each group. Be sure to eat the crackers afterward.
-  The colors in the rainbow include red, orange, yellow, green, blue, and purple. Can your child find things around the house in those colors? Which color can they find the most?



## Week Two

-  Give your child a bag to go outside and collect pebbles. See how many ways they can sort the pebbles (size, color, shape, etc.). Discuss how some are alike and some are different.
-  Using the pebbles ask your child to arrange the pebbles to create their own pebble person.
-  On paper, have each member in the family or household draw and decorate their own pebble personality. Use any objects (glitter, buttons, dry pasta, etc.) to make each pebble special. Talk about how each pebble shows the personality of each family member and talk about how each pebble is different.

## Week Three

-  Take a walk outside with your child or sit in the yard or park and watch the birds. When finished, ask your child to draw a picture of a bird they saw. Have your child take the picture into school the next day to share with their class.
-  Using paper clips or pennies, help your child measure the length of a table. How many paper clips or pennies did it take? Other objects, such as shoes, sticks, , or your hand, can be used to measure the table. Does it take more hands or paper clips to equal the length of the table?

## Week Four

-  Divide paper into four sections. Label each section for a different season of the year. In each section, have your child draw a picture of what their family or household could do or did during that season.
-  Create a poem with your child using the word "winter." Choose a word or phrase to describe winter that starts with each letter in the word. Look at this example for fall: Football, Autumn, leaves, light, wind.







# May

## Super Hero Play

Five-year-old Rafe loves to watch super hero shows on TV. He dresses up as super heroes and wants superhero-themed birthday parties. Sometimes he thinks he really is Superman, as he pretends to fly down the stairs in his home. When he plays with his friends, they pretend to be The Flash or Avengers, and they can get very physical. His family worries this kind of play encourages violence.

### Benefits of super hero play

- Assists with social/emotional development—learning about right and wrong, fairness, and cooperation.
- Assists with cognitive development, such as learning about a character and role-playing.
- Uses imagination and encourages cooperative and group play. This builds problem-solving skills.
- Helps children learn to distinguish between good and evil.
- Allows children to act out some of their aggressive tendencies in a socially acceptable way.

### Some Tips

- Set rules for physical play (e.g., no kicking, no pointing weapons).
- Provide enough space for safe play.
- Introduce children to real-life heroes (e.g. firefighters).
- Distinguish between normal rough and tumble play and real fighting.
- Be alert for signs a child's play is intentionally hurtful.
- Limit violent media.





# May Monthly Activities

## Week One

Help your child find pictures of animals in magazines, old calendars, or newspapers. Have them practice cutting out the pictures with a child safe scissors. Work together to group the cut-outs according to differences and similarities (those with fur, those with scales, those with wings, etc.).



Have your child lay down on several sheets of newspaper or another large sized paper. Trace the outline of your child. Your child can use a crayon or marker to draw color and label all the parts of their body. Talk about each part.



## Week Two

Discuss with your child where foods come from (ex. milk comes from a cow, eggs from a chicken, potatoes grow in the dirt, etc.).



Visit or read a book about a farm and the animals that provide food. Talk about which animals are found on a farm and which animals are found in the wild.



Look through magazines for pictures of different foods, or sort food from your family's refrigerator or pantry into two groups: foods that come from plants and foods that come from animals.



## Week Four

Ask your child to think about animals that travel on land, in water, or on land and water. Have them draw a picture of land and water and draw a picture of the animals on the picture according to where the animal travels. Talk about why the animals live in that habitat.



Ask your child to make different animals using playdough. Use commercially made or homemade Play Dough. (See Recipes in back of this Activity Guide.)



Make up some simple addition problems using animals for your child to solve. For example, rooster met two frogs. How many animals are there now?



## Week Three

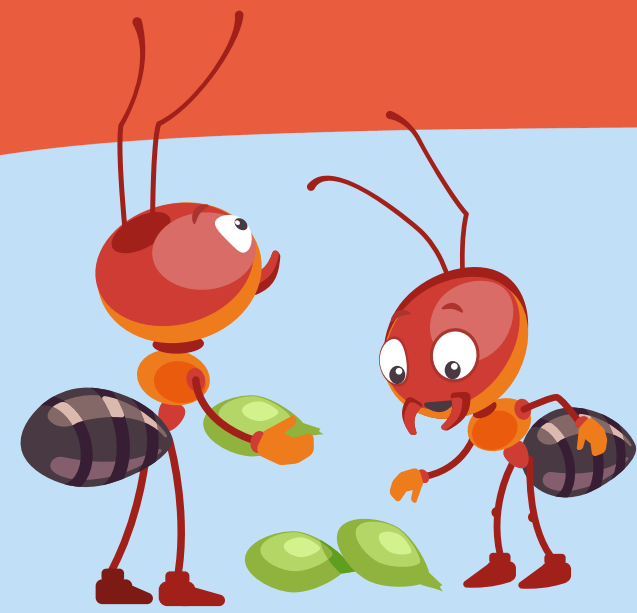
Together with your child, plant flower or vegetable seeds in a soil filled cup or in the ground. Talk about what living things needs to grow. Remind your child to water and tend the plant. If the seed was planted in a cup, it may need to transplant it into the ground after it grows.



Cut open fruits and vegetables and look for the seeds. Talk about why fruits and vegetables are part of a healthy diet.







# June

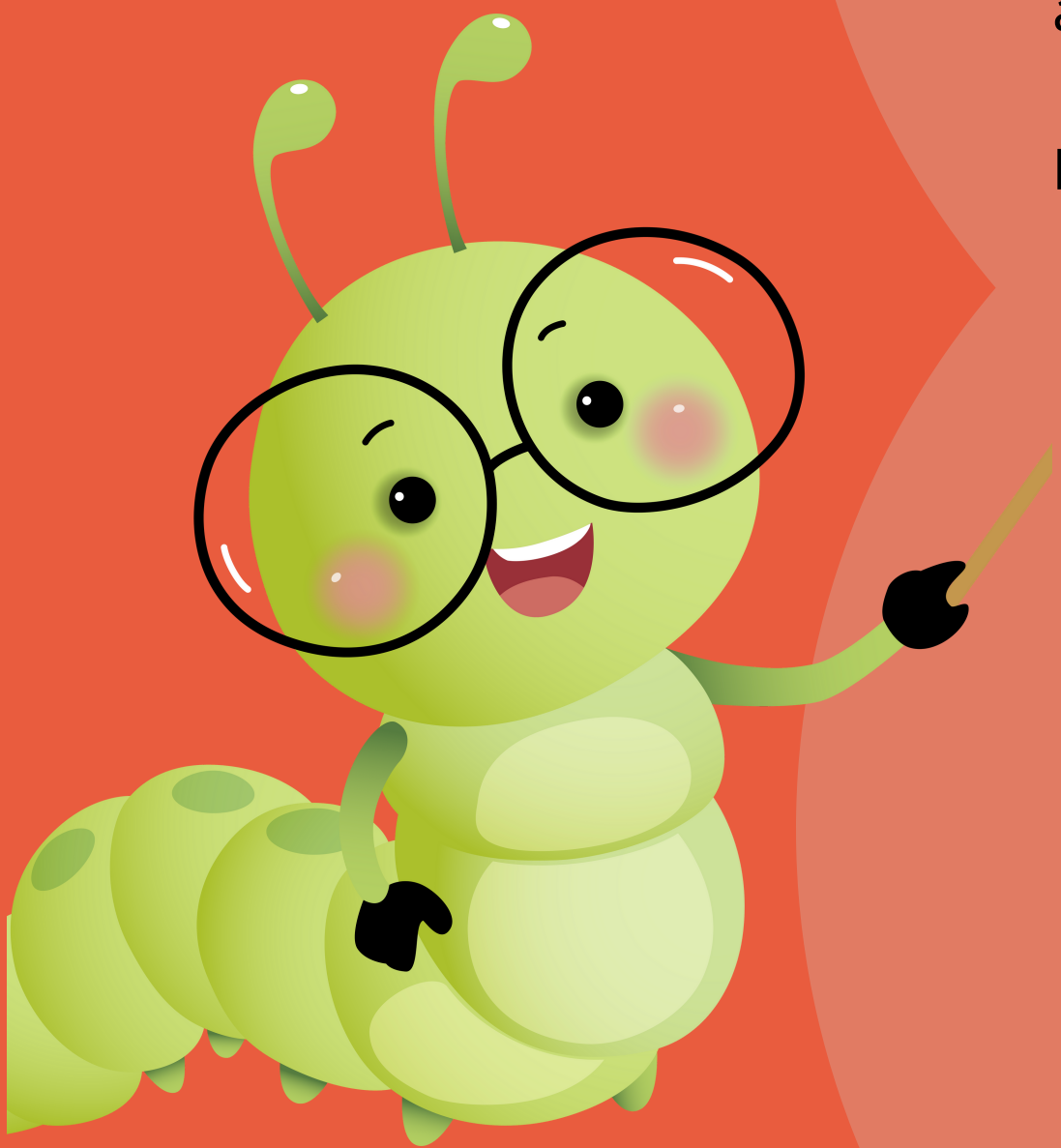


## Technology and Young Children

Most American homes have at least one television set, with the majority having more than one; 77 percent of American households have internet access; 96 percent of Americans own a cell phone, 81 percent of which are smartphones; and 52 percent own a tablet computer or iPad-like device. That's a lot of screen technology. It used to be a concern mostly with how much TV children should be allowed to watch, but now there must be talks more generally about screen time and how to use all these technologies in ways that are developmentally appropriate and maintain the personal interactions that are so important.

### How to use technology and media in developmentally appropriate ways:

- The American Academy of Pediatrics recommends families limit screen use to no more than one hour or less per day of high-quality programming.
- Co-view or co-play with your children and find other activities for to do together that are healthy for the body and mind (e.g., reading, teaching, talking, and playing together).
- Don't leave children alone with television, tablets and electronic games, and be sure to monitor the content.
- Choose shows and games that encourage collaboration with others.
- Recognize how your own use of technology might prevent loving relationships with children in your care.
- Look for applications especially recommended for children with special needs.
- Develop household or child care facility rules for television, tablets, computer, and internet use.



# June Monthly Activities

## Week One



Create an activity routine you and your child can do together, like walking or riding a bike. Use the calendar in the back to keep track of how many times you and your child are active.



Help your child create a family tree by drawing a picture of a stick tree and putting the names of family members on the branches to show your child how everyone is related.



Create a pet diary. Have your child choose a favorite stuffed animal and together write in the diary about the child's adventures with the stuffed animal.

## Week Three



Visit the library to find out facts about different countries. With your child compare where others live. For example, what animals are in both places, weather, seasons, etc.?



Discuss the word marsupial with your child. (A marsupial is an animal with a pocket used to carry their young.) Marsupials are found in Australia.



Kangaroos, koala bears, wombats, wallabies, and Tasmanian devils are marsupials found in Australia. Look at books with your child and help find pictures of different marsupials.

## Week Two



Make a list of farm animals your child knows. When riding in a car or bus, have your child put a checkmark by the animals they see or have your child draw pictures of the animals.



Make an animal sound and have your child guess what animal you are trying to imitate.



Learn the Nursery Rhyme *Hickety Pickety, My Black Hen* with your child. Practice saying the rhyme throughout the day. (See Songs, Fingerplays & Poems in back of this Activity Guide.)

## Week Four



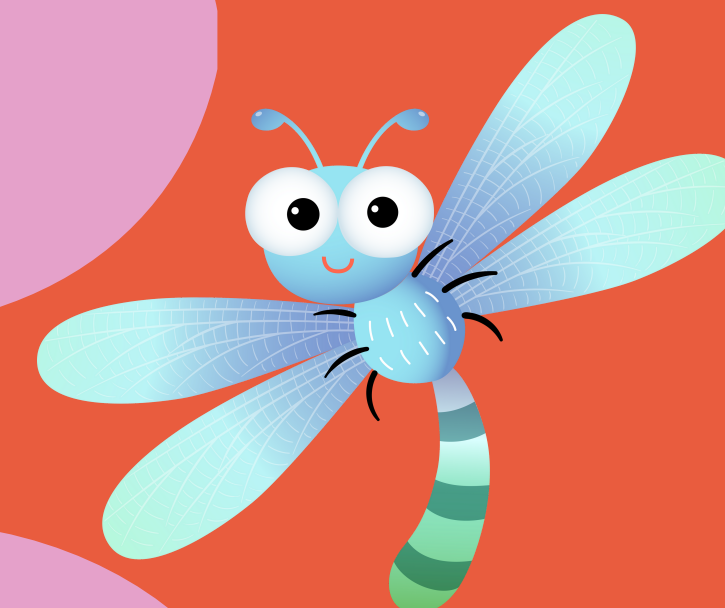
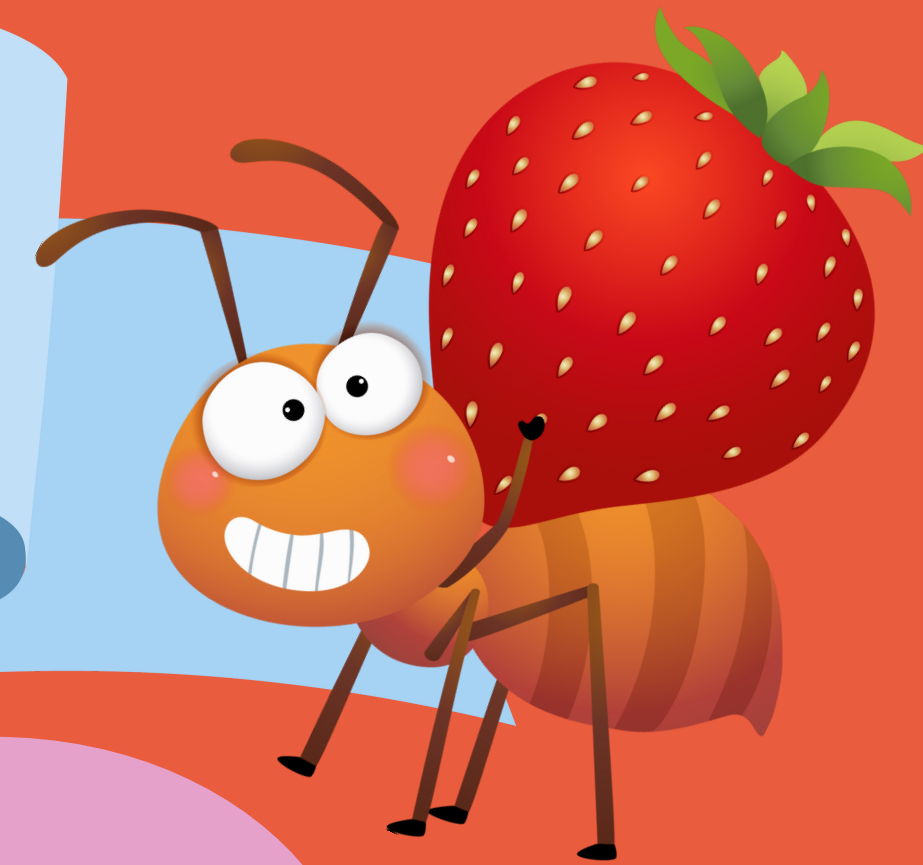
With your child, create a box of memories. Use an old shoe box and ask your child to decorate the outside. Use it as a special place for your child to collect things.




Encourage your child to make a card and take it to visit an elderly neighbor or a nursing home patient. Ask your child to describe to the adult how the card was made.



Play the game "I am going on an adventure, and I am going to take a/an\_\_". The first player picks an object that starts with an "a." The next player picks an object that begins with "b." Continue until you reach "z."







# July

## Self-Regulation (Self-Control)

Children are not born with self-control. Learning self-control (or *self-regulation*) is one of their most important developmental tasks. Self-regulation has to do with a child's ability to control their emotions, respond in appropriate ways to frustration, get along well with others, and eventually become independent. Families and caregivers can help young children learn skills to help them control or regulate themselves.

### Tips for helping children to learn self-control:

- Pay attention to the signs that a child is hungry, tired, or frustrated and respond consistently and predictably.
- As children grow, provide more opportunities for them to make their own decisions—such as what clothes to wear, what food to eat, and where to sit—by giving them several acceptable options.
- Anticipate problems by talking beforehand about what your child can expect and what will be expected of them.
- Be empathetic and show you understand the importance of their needs and feelings.
- Talk about what children can do, not just about what they can't. Provide positive alternatives.
- Create a safe place where children can go when they need a break, to calm themselves.
- Teach children to wait. This helps them not only learn self-control but also teaches them that other people have needs too. Don't make the wait time too long and give them something to do while they wait.





# July Monthly Activities



## Week One

▲ Adults often say, "Wait a minute," but young children don't have a concept of time. Start the timer or clock and ask your child to do different activities in a minute. (Ex. Stand on one foot, clap hands, run in place, write their name over and over, say or write the ABC's, etc.)

🎨 It is important for your child to develop independent dressing skills. Let them practice buttoning, zipping, and snapping clothing, coats, etc. and tying shoes.

❤️ Keeping the body clean is an important part of being healthy and helping a person feel good about themselves. Help your child learn how to bathe, dress, take care of teeth and wash hands.

## Week Two

🔗 Schedule a dental appointment for your child. Ask the dentist to explain what they do during an examination, share their equipment, and demonstrate proper care of teeth to your child, including how to brush properly.

▲ Use the calendar at the end of this activity book to chart how many times each day your child brushes their teeth.

🖍️ Sing Toothbrush songs and poems. Chant Brush Your Teeth and Sing the Toothbrush Song. (See Songs, Fingerplays & Poems in back of this Activity Guide.)

## Week Three

🖍️ Play "I Spy" with your child. Look for colors around the house. "I spy something green." Your child can guess items until they pick the right one. Take turns looking and guessing

📖 Create your own word patterns with fun words, having them come up with words that come next. Example - "Splish, Splash, Splish, Splash, Splish... What comes next?" "Splash!" or "Wash, scrub, wash, scrub, wash...What comes next?"

📖 Play the Opposite game. Ask your child to say the opposite of the word you say. For example: you say "up" your child says, "down."

## Week Four

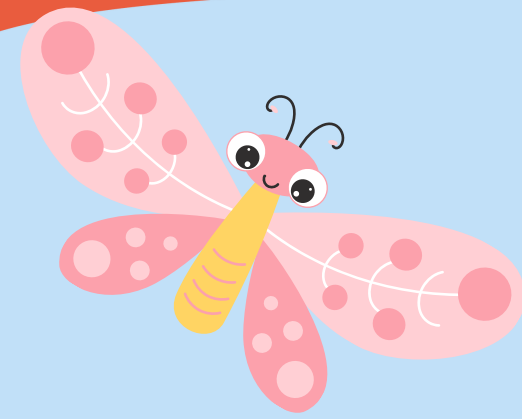
🏠 Sing a new birthday song. Sing Someone's Birthday song. (See Songs, Fingerplays & Poems in back of this Activity Guide.) Act out the motions of preparing the cake, adding the candle, etc.

🏠 How is Happy Birthday said in other languages? Visit your library or search online to find the pronunciation of the phrase in other languages. Encourage your child to try to pronounce it!

🔗 Talk to your child about birthday traditions at home, and the traditions you had as a child. Talk to other family members and friends to find out how they celebrate birthdays in their homes.







# August

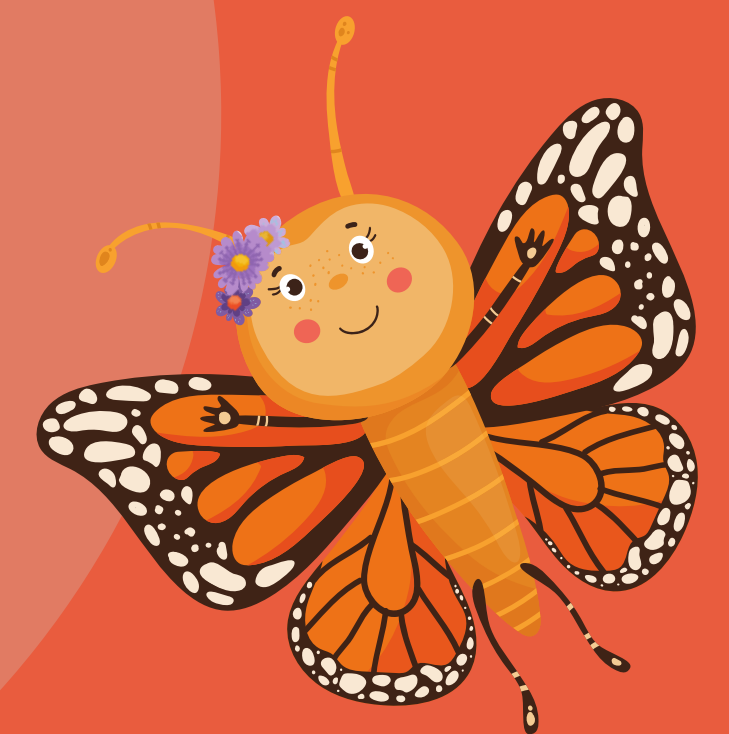


## Taming the Jealous Monster

Jealousy, a completely normal emotion in young children (and older ones too!), often expresses itself in other ways too, such as anger, withdrawal, and aggressive behavior toward others.




### Tips for Handling Jealousy:

- Help your child understand and label the emotions and why they feel that way.
- Share your own struggles with jealousy and how you handle it.
- Focus on the positive (what your child has, rather than what they do not have) and on your child's strengths (what they can do, what you love about them).
- Don't buy things just because your child is jealous of something someone else has.
- Acknowledge the value of differences, such as, it's a good thing that not everyone is the same.
- Spend quality time with each child individually (times when your child does not have to share you with anyone else) and treat each child as an individual with their own unique strengths, special qualities, and abilities.
- Apply rules equally to each child (with age-appropriate adaptations).
- Don't encourage comparisons with others that emphasize what they have, and you don't.






# August Monthly Activities




## Week One

-  Bake a cake for someone's birthday with your child. Use a favorite recipe or box cake. Read and follow the step-by-step directions together.
-  Have a countdown on the calendar for your child's birthday. Mark the date and cross off each day of the month before until the day arrives.
-  Have your child organize games that do not have a winner (such as a scavenger hunt) for a birthday party.




## Week Two

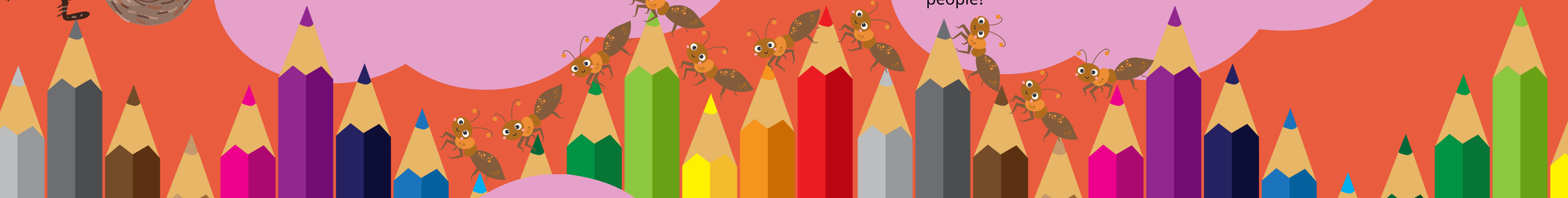
-  Allow your child to invite a friend to the house to play. Have your child learn what their friend likes to do so they can be ready with some ideas when the friend arrives.
-  Gather some photographs of your child when they were a baby. Make a scrapbook together using the pictures. Record some of the things you remember about your child on the pages.
-  Find some pictures of children at different ages. Have your child put the pictures of the children in order by age.

## Week Three

-  Have your child send a postcard to someone special with a few words or a picture of an event from the summer.
-  Look at a map and discuss how to get to the destination. Would they fly or drive? How long would it take?
-  In case of rainy weather, make a list of other ideas your child's family or household could do together, like play a board game or charades.

## Week Four

-  Sing happy birthday while brushing to show your child how long they should be brushing.
-  Ask your child what it feels like when a tooth is loose. Mark the calendar to show the dates your child loses a tooth.
-  Look in books or magazines to find pictures of animal teeth. How are the teeth the same? How are they different? Why do animals have different teeth than people?





# Songs



# Fingerplays



# Poems

## POPCORN SONG

Sung to the tune, *I'm A Little Tea Pot*.

I'm a little popcorn in a pot.      When I get all fat and white, I'm done.  
Heat me up and watch me pop.      Popping corn is lots of FUN!

Everyone gets down very low for the first part of the song.  
At the end, jump way up high together on the word FUN!

## POP! GOES THE BUBBLE

Sung to the tune, *Pop! Goes the Weasel*. From Creative Resources  
for the Early Childhood Classroom, 2nd Edition (Judy Herr and Yvonne Libby)

Soap and water can be mixed.      Now, watch it go!  
To make a bubble solution.      Pop! Goes the bubble!  
Carefully blow.

## HEAD SHOULDERS, KNEES AND TOES

Head, shoulders, knees and toes,      And eyes, and ears, and mouth,  
Knees and toes.      And nose.  
Head, shoulders, knees and toes,      Head, shoulders, knees and toes,  
Knees and toes.      Knees and toes.

## RAINSTORM

Rub your palms together - The rain is starting to fall.  
Snap your fingers - The rain is slowly falling.  
Clap with two fingers to palm - The rain is steadily falling.  
Clap your hands together - The storm is getting louder.  
Slap your lap and stomp your feet - The rain is now coming down heavy and fast.  
Clap your hands together - The rain is starting to slow down.  
Clap with two fingers to palm - The storm is getting calmer.  
Snap your fingers - The rain is slowly falling.  
Rub your palms together - The storm is almost over.

## ARE YOU SLEEPING?

Are you sleeping, are you sleeping?      Frere Jacques, Frere Jacques,  
Brother John, Brother John?      Dormez-vous? Dormez-vous?  
Morning bells are ringing,      Sonnez les matines, sonnez les matines  
morning bells are ringing      Ding dang dong, ding dang dong.  
Ding dang dong, ding dang dong.

## PIGGY WIG AND PIGGLE WEE

Piggie Wig (thumb) and Piggie Wee (other thumb)  
Hungry pigs as pigs could be  
For their dinner had to wait  
Down behind the garden gate (gate made of fingers)  
Piggie Wig and Piggie Wee (wiggle thumbs as named)  
Climbed the barnyard gate to see. (thumbs through fingers)  
Peeking through the gate so high  
But no dinner could they spy,  
Piggie Wig and Piggie Wee got down,  
Sad as pigs could be,  
But the gate soon opened wide  
And they scampered forth inside. (hands swing apart, thumbs run)  
Piggie Wig and Piggie Wee,  
Greedy pigs as pigs could be  
For their dinner ran pell mell  
And in the trough both piggies fell. (make trough with hands, thumbs fall in)

## MITTEN MUSIC

Sung to the tune: *Where Has My Little Dog Gone* by Jean Rogers  
Oh where, oh where did my NEW mittens go?  
Oh where, oh where can they be?  
Oh, I have looked high and I have looked low.  
Oh where, oh where can they be?  
Sing and replace "NEW" with old, soft, warm, red, blue, etc.

## MITTEN FINGERPLAY by Lucia Kemp Henry

Here is a mitten, (hold up one hand)  
A snug, fuzzy one- (rub palms together)  
With a place for my fingers (wiggle 4 fingers)  
And a place for my thumb (wiggle thumb)  
Here are two mittens, (hold up two hands)  
A colorful sight. (hands back and forth)  
One for the left hand (hold up left hand)  
One for the right. (hold up right hand)  
Here are OUR mittens, (hold up two hands)  
As soft as can be (stroke the back of one hand)  
A warm pair for you (point to the neighbor)  
And a warm pair for me (point to yourself)

Find more mitten poems, songs and information about the animals in the story at [www.mrsjonesroom.com/books/mitten.html](http://www.mrsjonesroom.com/books/mitten.html)



# Songs



## WE'RE GOING ON A BEAR HUNT

[www.songsforteaching.com/ticketunetyphoon/goingonabearhunt.htm](http://www.songsforteaching.com/ticketunetyphoon/goingonabearhunt.htm)

Going on a Bear Hunt  
I'm not afraid  
It's a beautiful day  
The sun is shining  
The birds are singing  
The bees are buzzing  
What's that? Tall grass  
(Sweeping arm motions making swishing sounds)  
Going on a Bear Hunt  
I'm not afraid  
What's that?  
It's a tall tree (Arm motion climbing up then climbing back down)  
What's that?  
Ohh, it's mud (March through the mud making sloshing mud sounds)  
Going on a Bear Hunt  
I'm not afraid  
What's that?  
It's a river  
We're going to have to swim (Swim the river)  
Going on a Bear Hunt  
I'm not afraid  
What's that?  
Ohh it's a dark cave (Make gestures and sounds)  
I can't see anything  
I can feel something  
I can hear something  
We better take out our flashlights (Take out flashlight and flick it on)  
Oh it's a bear.  
RUN!  
(Repeat the sequence in reverse quickly and dramatically, slapping thighs and doing all the actions for each verse.)

# Fingerplays



## SIDE BY SIDE

Oh, we ain't got a barrel of money,  
Maybe we're ragged and funny;  
But we'll travel along, singin' a song,  
Side by side.  
Don't know what's comin' tomorrow,  
Maybe it's trouble and sorrow;  
But we'll travel the road, sharin' our load,  
Side by Side.  
Through all kinds of weather,  
What if the sky should fall;  
Just as long as we're together,  
It doesn't matter,  
Doesn't matter at all.  
When they've all had their quarrels and parted,  
We'll be the same as we started;  
Just travelin' along, singin' a song, Side by Side.

## UP, DOWN, FAST, SLOW

(from Mailbox Magazine)

Gingerbread, gingerbread, reach up high.  
See if you can touch the sky.  
Gingerbread, gingerbread, ready to go?  
See if you can crouch down low.  
Gingerbread, gingerbread, oh so sweet,  
Take a bow and have a seat.  
Gingerbread, gingerbread, in a crowd,  
Clap your hands very loud.  
Gingerbread, gingerbread, quietly clap,  
Now fold your hands in your lap.

# Poems

## HICKETY, PICKETY, MY BLACK HEN

Hickety, pickety, my black hen,  
She lays eggs for gentlemen.  
Gentlemen come every day,  
To see what my black hen doth lay.

## BRUSH YOUR TEETH

If you get up in the morning at a quarter to one and you want to have a little fun,  
You brush your teeth  
ch ch ch ch, ch ch ch ch....  
If you get up in the morning at a quarter to two and you want to find something to do,  
You brush your teeth  
ch ch ch ch, ch ch ch ch....

## THE TOOTHBRUSH SONG

Sung to the tune: *Row, Row, Row Your Boat*  
Brush, brush, brush your teeth  
Brush them everyday.  
We put toothpaste on our brush  
To help stop tooth decay.

## SOMEONE'S BIRTHDAY

Sung to the tune: *London Bridge*  
Someone's birthday is today,  
Is today, is today.  
Someone's birthday is today, And it's \_\_\_\_!







# Recipes

## BUBBLES

In a clean 1 gallon jug, combine 12 cups of cold water with 1 cup of dishwashing liquid, (Joy or Dawn work best).

## YEAST-AIR BALLOON

1 packet of active dry yeast  
1 cup very warm water (105° F–115° F)  
2 tablespoons sugar  
A large rubber balloon  
A small (1-pint to 1-liter) empty water bottle

Stretch out the balloon by blowing it up repeatedly, and then lay it aside. Add the packet of yeast and the sugar to the cup of warm water and stir. Once the yeast and sugar have dissolved, pour the mixture into the bottle. You'll notice the water bubbling as the yeast produces carbon dioxide. Attach the balloon to the mouth of the bottle, and set both aside. After several minutes, you'll notice the balloon standing upright. If you don't see anything happen, keep waiting. Eventually, the balloon will inflate.

## UNCOOKED PLAYDOUGH

1/4 cup salt  
1 cup flour  
1/4 cup water

Have your child mix the flour and salt in a bowl then add water. Knead and squeeze the dough to make a clay consistency. You may need to add more water. Add food coloring.

## GINGERBREAD PEOPLE COOKIES

3 1/2 cups all-purpose flour	1 egg
1 1/2 teaspoons ground ginger	1 cup molasses
1 1/2 teaspoons ground cinnamon	1 teaspoon baking soda
1/4 teaspoon salt	1 1/2 teaspoons warm water
1/2 cup white sugar	1/4 cup raisins for decorating
1/2 cup shortening	

In large bowl, cream shortening, sugar, egg and warmed molasses. Dissolve baking soda in warm water and add to egg mixture. Beat until smooth. Mix in flour, spices and salt until well blended. Cover and chill for 24 hours. Preheat oven to 350 degrees F. Grease cookie sheets. Roll out dough to a thickness of 1/4 inch on a floured surface. Cut out gingerbread people using cookie cutters and place 2 inches apart on cookie sheets. Use raisins to make eyes, noses and buttons. Bake 10 to 12 minutes in the preheated oven, or until firm. Let cool on wire racks.

## OUBLECK

1 1/2 cup corn starch  
food color (optional)  
1 cup water

Mix the ingredients and allow children to play with the mixture. When "pushed" together, the mixture will appear dry and solid; as children let go of the mixture, it flows like a smooth liquid.

## GAK

1 cup Elmer's glue  
Food coloring, your choice of color (optional: coloring can stain!)  
1 cup liquid starch

Pour glue and coloring in plastic container. Stir until color is thoroughly mixed in. Add starch a little at a time, stirring with a spoon or kneading with your fingers as mixture thickens. Keep stirring until mixture holds together like putty. Test with your fingers: if too sticky, add more starch in small amounts until mass is smooth and rubbery.

## SILLY PUTTY

This will bounce and pick up pictures from the paper just like the name-brand stuff.

Add: 1/2 cup water to 1/2 cup Elmer's glue (Not School Glue!)  
Mix and add 3 drops of food coloring (optional)

Make Borax solution: Take 2 tablespoons borax (You can buy this at a grocery store or online) and add to 1 cup of water and stir. Add 1/2 cup of Borax solution to water and glue mixture. Stir and store in a plastic bag. Mix well. Add food coloring if you wish. Let it dry about an hour. When ready, it will be smooth and rubber-like. Store in an airtight container.



# Books We Have Read

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# Books We Have Read

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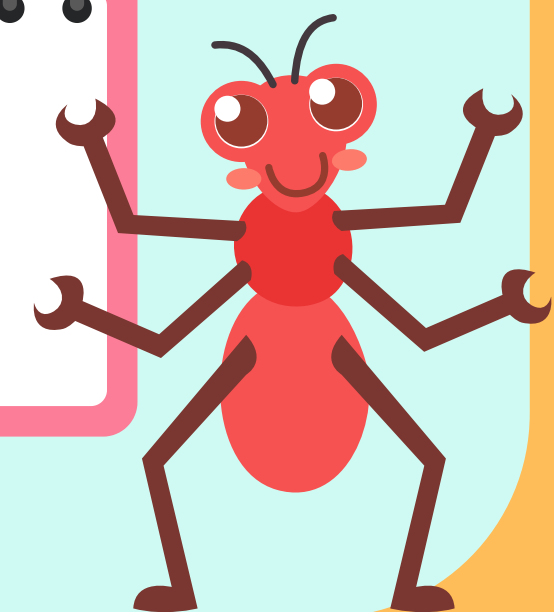




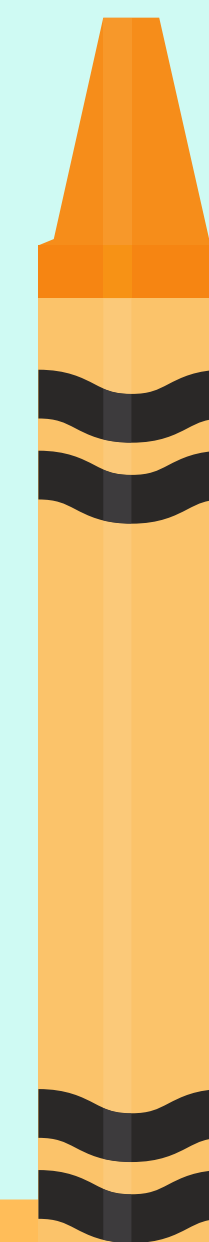
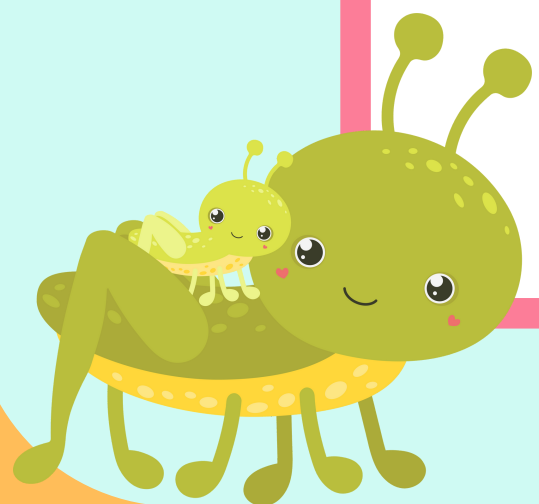
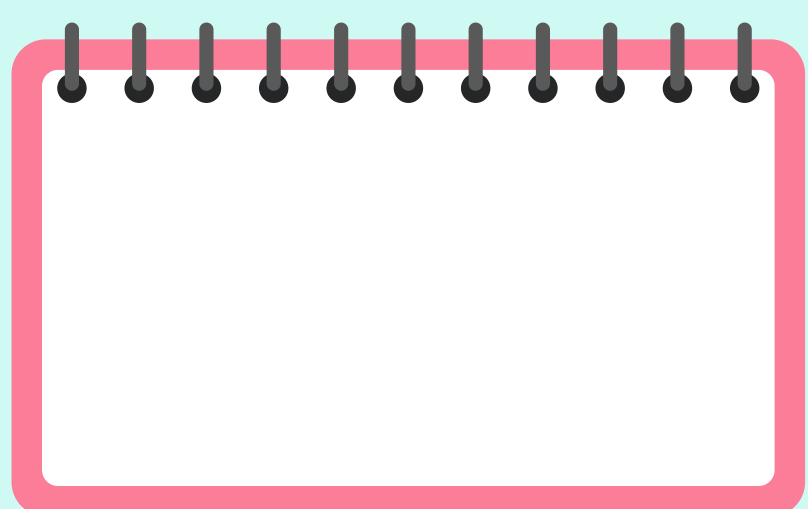
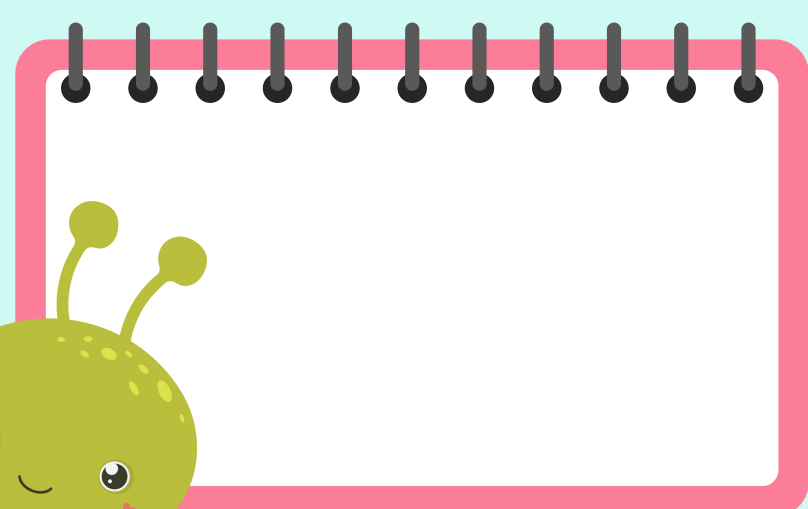
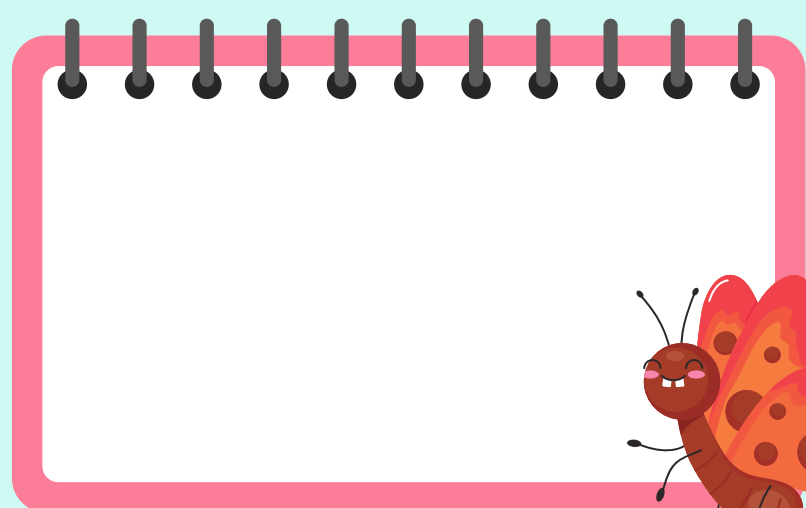
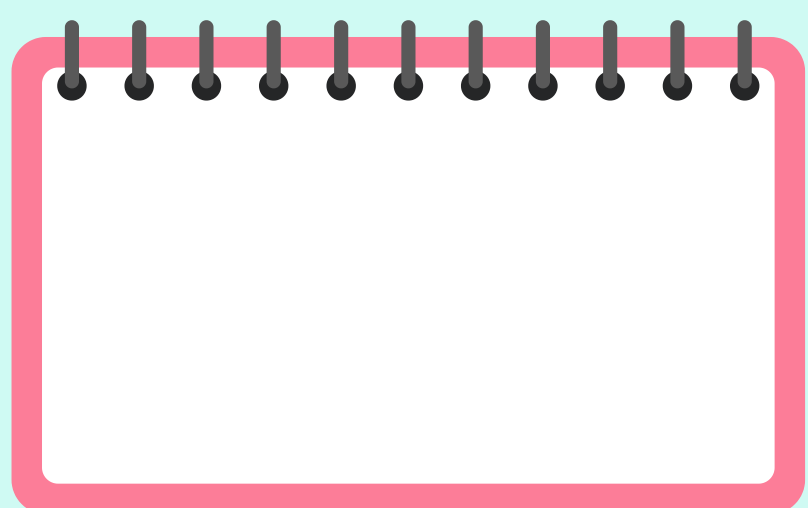
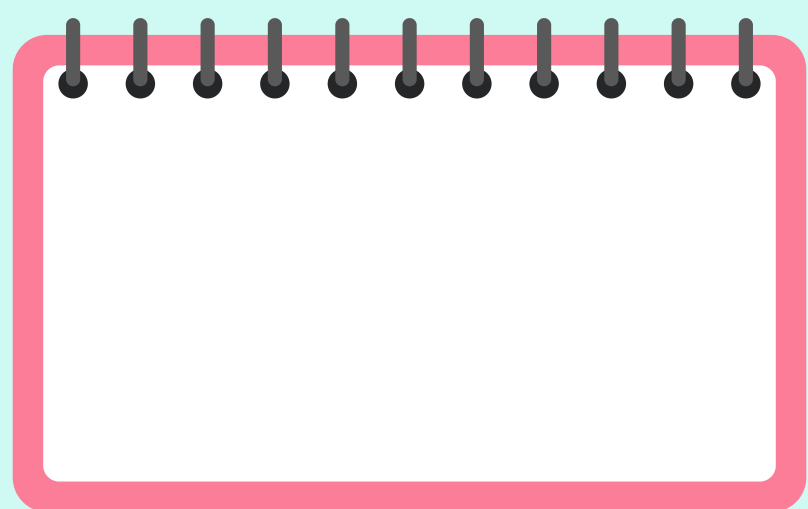
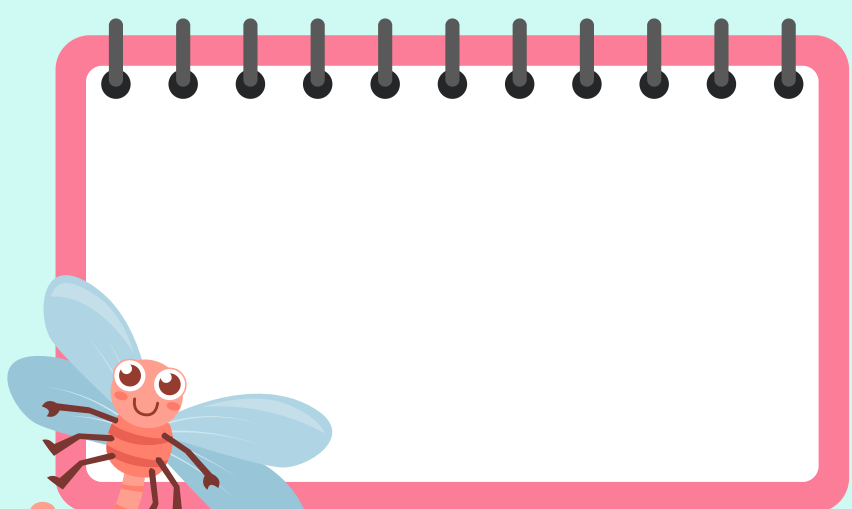
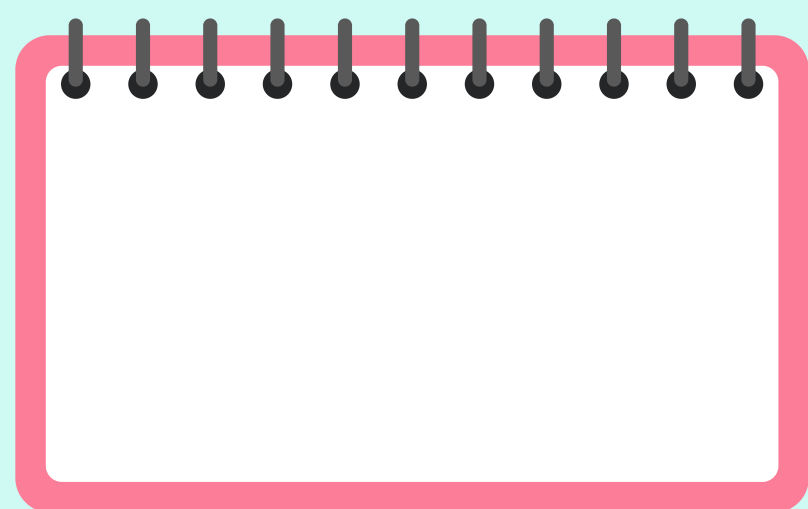
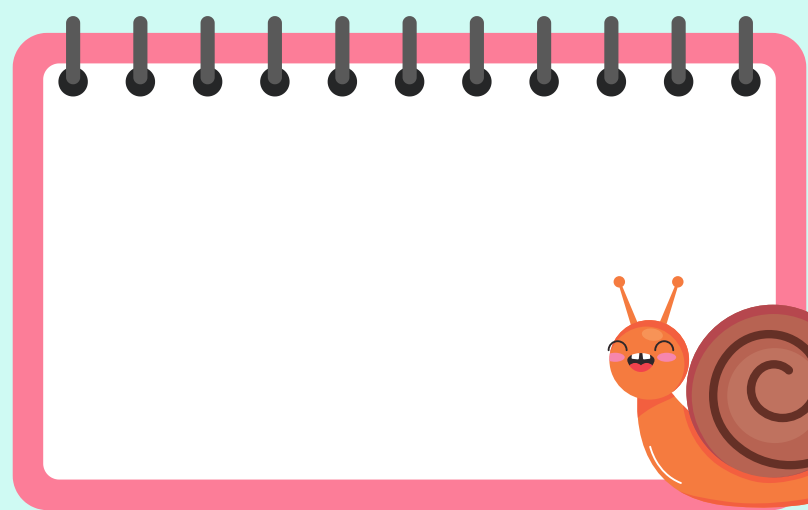
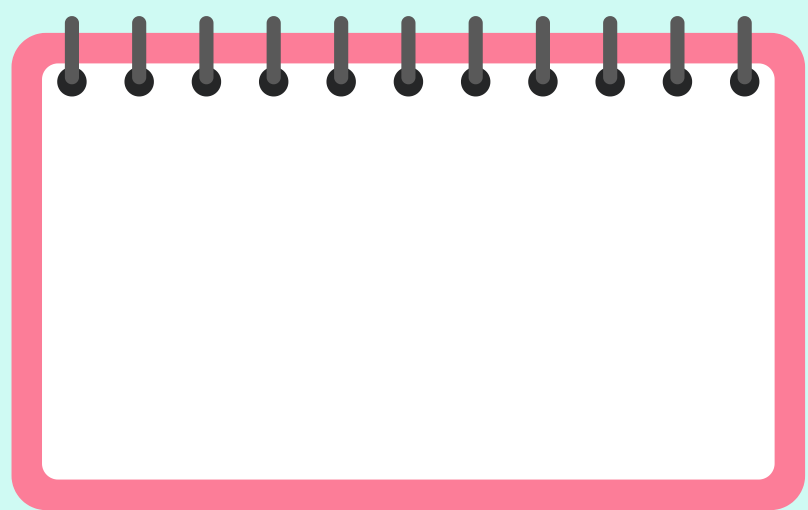
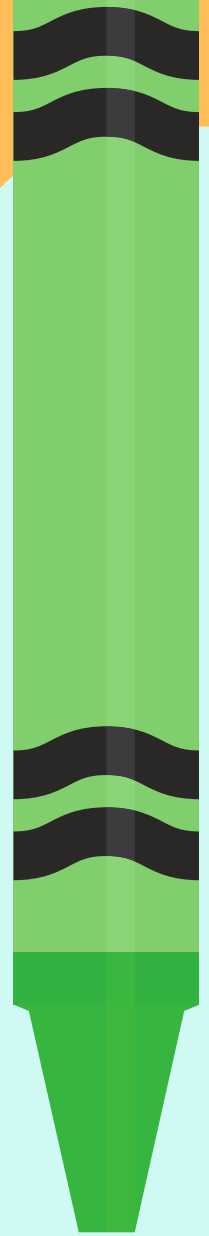
Example:  
I brushed my teeth  
3 times today!

# "Look What I Can Do" Calendar!

Example:  
The weather looks  
sunny today

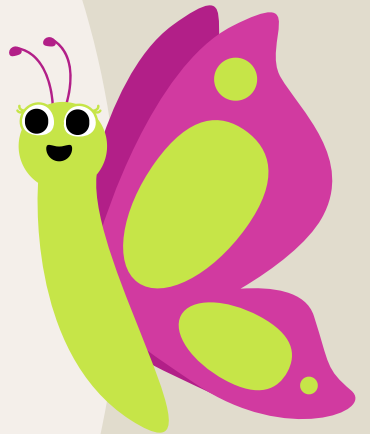









**The best part of Kindergarten is...**

- ...having fun making crafts – Jonathan, age 6
  - ...making new friends – Jeremy, age 6
  - ... reading during silent reading – Gabby, age 5
  - ...doing the morning board – Cassidy, age 5
  - ...going to Gym Class – Xavier, age 6
  - ...playing outside – Lauren, age 6
  - ...writing in our Kid Writing journals – Caroline, age 5
  - ...learning math – Valery, age 6
  - ...learning how to read and do math – Kayla, age 6
  - ...when my teacher reads us a story – Bryan, age 6
  - ...playing with my friends at recess – Tyrese age 6
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