

LEARNING IS

everywhere

ACTIVITIES TO DO WITH YOUR YOUNG CHILD



Welcome to the **Learning is Everywhere** calendar, with fun activities to help your young child learn and grow!

## YOUR CHILD'S FIRST FIVE YEARS ARE SO IMPORTANT!

How your child's brain develops before age five affects how they will learn for life. By age five, 90% of your child's brain and brain connections are developed! Thousands of connections that build language, math, and social skills for life.

Why does this matter? Because the connections made in your child's brain before age five set the foundation for all their learning as they grow up and become an adult. After age five, new brain connections are harder to make.

## LITTLE ACTIONS CAN HAVE A BIG IMPACT!

Your love for your child and the bond you build together means more than anything else. It's the foundation for all of their learning and growth!

You are your child's first and most important teacher. You can support your child's healthy development by:

- Providing healthy foods;
- Building a strong bond with your child;
- Talking and reading to your child from birth;
- Learning typical milestones for your child's age and helping your child meet milestones; and



- Choosing a person or program that can care for your child as you would and help your child learn and grow.

Check out the Early Learning GPS at [www.earlylearninggps.com](http://www.earlylearninggps.com) learn about your child's development.

## LEARNING IS FUN!

Children learn by playing. You don't need expensive toys or games to help them grow. Your attention and love will have a big impact. See what your child sees. Talk about it. Sing about it. Playing helps children get excited about learning and get along with others. Play with your child (dress up is great!), have fun, and watch them grow. It's okay to play!

The activities in this calendar are based on Pennsylvania's Early Learning Standards. Child care and other early learning programs, kindergarten and elementary school teachers use Pennsylvania's Early Learning Standards as a guide for what children typically can do at each age. These activities let you have fun with your child while you help them build skills they will use in kindergarten and beyond!

For more books and activities, sign up for monthly e-newsletters at [www.papromiseforchildren.com](http://www.papromiseforchildren.com).

## ME BOOK

You and your child can make your very own book! Each month contains *Me Book* ideas you can do together. Save your pages each month and at the end of the year, put them together in a book you can share for years to come!



# CHOOSE QUALITY EARLY LEARNING PROGRAMS FOR YOUR CHILD

How young children spend their day affects how they will learn things like their ABCs when they get older.

You want your child to be safe, well cared for and given lots of learning activities. Pennsylvania offers several programs for children from birth through school-age that are free or low-cost to eligible families. Find child care and other early learning programs near you at [www.findchildcare.pa.gov](http://www.findchildcare.pa.gov).

## Child Care Certification

The Pennsylvania Department of Human Services regulates family child care homes, group child care, and child care centers to ensure they meet health and safety regulations. Programs are required to post their certificate of compliance, so if you don't see it, ask about it.

## Child Care Works

Provides financial help to pay for child care. Families that meet income guidelines and work requirements are eligible.

## Early Intervention

Provides children with disabilities or developmental delays with services such as parent education, therapies or other supports. If you have concerns about your child's development, call Pennsylvania's CONNECT Helpline at 1-800-692-7288. One of the experts can answer your questions and connect you with a program that can help. There is no cost to families.

## Early Head Start/ Head Start

Provides comprehensive early education and family support services from birth through kindergarten. Services can be in the home. Families who meet income eligibility guidelines may qualify to participate. There is no cost to families.

## Healthy Families America

Strives to provide expectant and new parents with the opportunity to receive the education and support they need at the time their baby is born. There is no cost to families.

## Nurse-Family Partnership

Helps eligible first-time parents experience healthy pregnancies, promotes early literacy and encourages school readiness by helping mothers learn how to foster healthy child development. First-time moms in the first 28 weeks of pregnancy and family meeting income guidelines are eligible. There is no cost to families.

## Parents as Teachers

Provides home visits with trained experts who educate parents on how to become the first and most important teacher in their child's life. There is no cost to families.

## Keystone STARS

Rates participating child care and other early learning programs for quality with a 1 to 4 STAR rating for teachers, atmosphere and working with families. When looking for child care, ask about Keystone STARS. Families who meet income guidelines may be eligible for financial assistance through Child Care Works.

## Pennsylvania Pre-K Counts

PA Pre-K Counts provides high-quality pre-kindergarten in schools, Keystone STAR 3 and 4 child care, Head Start, and licensed nursery schools. Families meeting income guidelines are eligible to apply. There is no cost to families.

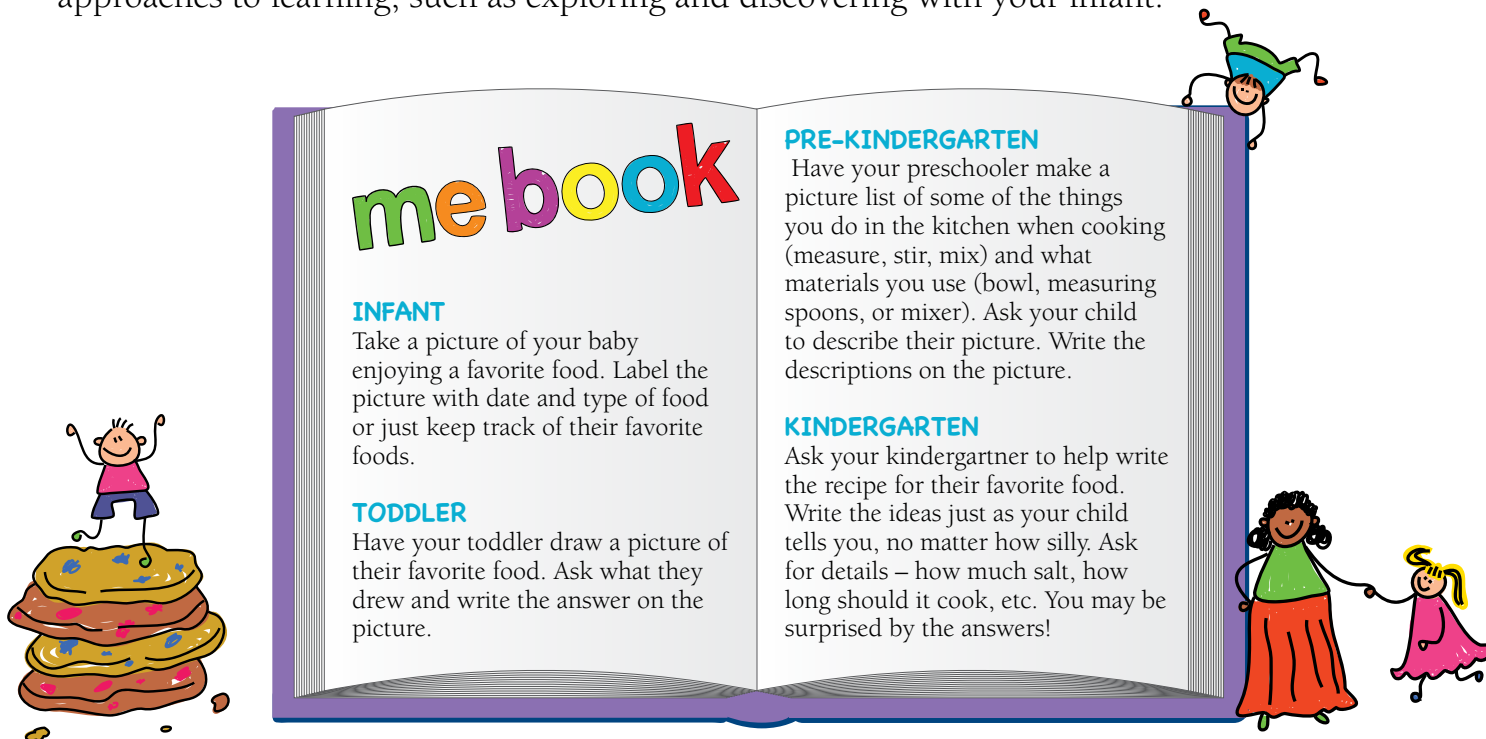
For more information on quality early learning programs, call 1-877-PA-KIDS or visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com).



# January

## IN THE KITCHEN

Being in the kitchen with your child provides opportunities to work with your child. Kindergartners can work on mathematic skills, like counting, measuring and patterning. Preschoolers can work on language skills like following directions and communication. The kitchen is a great place for your toddler to work on language and literacy skills, like expressive language (likes and dislikes of food, for example). With your infant, you can work on approaches to learning, such as exploring and discovering with your infant.



## Activity 1: ONE, TWO, IN THE KITCHEN WITH YOU

### Key Learning Area: Mathematics Thinking and Expression

**INFANT:** Provide plastic bowls, pots, wooden spoons, etc. for your baby to explore while you are cooking. Describe the sizes and the number of items.

**TODDLER:** Give your toddler plastic or metal measuring cups. Show how to stack the cups on top of each other according to size. Talk about which one is biggest, which one is smallest, then count them. Have your toddler repeat the task.

**PRE-KINDERGARTEN:** Give your preschooler plastic or metal measuring cups or spoons. Ask them to put them in order from smallest to largest. Talk about which one is first, second, etc. Give them a plastic pitcher of water and allow them to fill another container using the cups and spoons. Talk about what is more and what is less.

**KINDERGARTEN:** Use grapes or cubes of cheese to fill a cup. How many does it take to fill the cup? What if a smaller cup is used—does filling it require more or less? What if a larger cup is used? Talk about why the number of items to fill a cup might change with the size of a cup.



## Activity 3: SHAPES ALL AROUND US

### Key Learning Area: Approaches to Learning through Play

**INFANT:** Provide plastic bowls, plates, placemats, cups, etc. for your baby to explore. Name the shapes when you give them to your baby.

**TODDLER:** Ask your toddler to identify the shapes of plates, pots, napkins, cupboard doors, etc. Have them point to the shapes when they are named.

**PRE-KINDERGARTEN:** Provide round, square, triangle and rectangle crackers or other food (you can use cookie cutters to cut out shapes). Count out three of each, and then ask your child to try. Next ask to line them in a pattern – square, circle, rectangle, square, circle, rectangle, etc. Let them choose the shape of their sandwich. Do they want squares, rectangles, or triangles? Have them observe while you cut the sandwich. Name the parts you cut—whole, half, and quarter.

**KINDERGARTEN:** Using cheese slices, crackers, apple slices, or orange wedges that are a part of their snack, ask your kindergartner to create an object or face out of the shapes.



## Activity 2: SNACK TIME

### Key Learning Area: Scientific Thinking and Technology

**INFANT:** Give your baby a spoon during meal time. Allow them to bang it or put it in their mouth. This early exploration of tools will help your infant understand the use of the items.

**TODDLER:** Give your toddler a spoon and fork. Talk about the different characteristics: spoon is rounded, fork has prongs. Give them time to use both so they can understand the types of foods to eat with each one.

**PRE-KINDERGARTEN:** Lay a large piece of paper on the table. Ask your preschooler to set their place at the table on top of that paper by giving them a plate and cup. Next give them a napkin and fork, spoon, and knife. Trace around each object and talk about the different purpose each one has in helping us eat.

**KINDERGARTEN:** Ask your child to investigate different ways to eat the same food. Is it easier to eat soup with a fork or a spoon? How many different types of spoons are in your drawer? What purpose does each one have?



## Activity 4: AT THE TABLE

### Key Learning Area: Language and Literacy

#### Development: Reading, Writing, Speaking and Listening

**INFANT:** As you are feeding your baby talk about the taste, temperature and colors of the food.

**TODDLER:** Encourage your toddler to use asking words and manner words like “May I...,” “Please,” and “Thank you”. One way to do this is to use the words or phrases yourself when talking to your child! Don’t forget to praise your toddler when they use their manner words.

**PRE-KINDERGARTEN:** Ask your preschooler to tell you about their day. Ask questions like: What did you enjoy most about today? What were some things that you did? Who did you play with? What are some things you learned? Encourage them to use words which describe feelings, colors, shapes, sizes, etc.

**KINDERGARTEN:** Encourage your kindergartner to create for a topic of conversation at dinner three nights a week. Encourage them to use their imagination. Talk about books you both have read, or the days’ events.



## JANUARY SUGGESTED BOOKS

*The Very Hungry Caterpillar* by Eric Carle

*Jamberry* by Bruce Degen

*We Eat Dinner in the Bathtub* by Angela Shelf Medearis

*Chicken Soup with Rice* by Maurice Sendak

*The Carrot Seed* by Ruth Krauss

*The Wolf’s Chicken Stew* by Keiko Kasza

*Stone Soup* by Marcia Brown

*The Doorbell Rang* by Pat Hutchins

*Chocolate Moose for Dinner* by Fred Gwynne

*Pretend Soup and Other Real Recipes: A Cookbook for Preschoolers & Up* by Mollie Katzen and Ann Henderson

*The Kids’ Multicultural Cookbook* by Deanna F. Cook

*Lunch* by Denise Fleming

*Pancakes, Pancakes* by Eric Carle

For more ideas visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com)

# February

## VISITING THE DOCTOR'S OFFICE

Visits to the doctor's office can be a great place to teach your child about the importance of good health and an active lifestyle. Talk with your child about the importance of regular doctor's appointments, dental checks and vision checks. This is a good time to talk about getting enough sleep, physical activity, and taking care of their body.

Take this time to teach your child about eating healthy and drinking water. Provide your child with a balanced diet of fruits (like apples, oranges, and melons), vegetables (like peas, carrots, and broccoli), proteins (like beans and meats), dairy products (like cheese, milk and yogurt) and grains (like pasta, rice and breads).



Want to learn more about your child's milestones?

Check out the Early Learning GPS at [www.earlylearninggps.com](http://www.earlylearninggps.com).



### me book

#### INFANT

Trace a big red heart and cut it out. Take a picture of your baby and put the picture in the middle of the heart.

#### TODDLER

Ask your toddler to paint/finger paint a picture of themselves and once dry, help them label the body parts.

#### PRE-KINDERGARTEN

Help your child make a "Star of the Day" paper. Have your child look through magazines or picture books and

cut out different pictures or words that represent an active lifestyle or healthy behaviors. Help your child to glue the pictures/words onto the paper.

#### KINDERGARTEN

All About Me--Ask your child to answer the following questions and write their answers on drawing paper:

- My hair color is:
- My eye color is:
- I weigh \_\_\_ pounds.
- I am \_\_\_ inches tall.
- I am \_\_\_ years old.
- I like to play \_\_\_.
- My favorite outdoor activity is \_\_\_.

The resource *Be Your Child's Champion* has suggestions you can use when talking with your child's healthcare professional.

Find it at [www.papromiseforchildren.com](http://www.papromiseforchildren.com).



## Activity 1: TALKING ABOUT THE DOCTOR

### Key Learning Area: Social Studies Thinking

**INFANT:** Make good eye contact with your baby and talk about being at the doctor's office. "There's another mommy, there is another baby. Mommy and baby are at the doctor's office."

**TODDLER:** Walk around the doctor's office with your toddler, explaining the different areas of the office and look at the rooms to prepare your child for their appointment. Explain how the doctor and nurse are here help care for them

**PRE-KINDERGARTEN:** Ask your preschooler to bring their favorite stuffed animal or doll to the doctor's office and ask them to role play. Ask them to be the doctor and have the teddy bear or stuffed animal as the patient. Ask them to take care of the teddy bear or stuffed animal.

**KINDERGARTEN:** Explain the roles of doctors and nurses. Role-play with your kindergartner and have them imitate a doctor or nurse doing a well checkup. Encourage them to check that your body is working properly. For example: Bend your elbow, blink your eyes, or take a deep breath.



## Activity 2: STAYING SAFE AND HEALTHY

### Key Learning Area: Scientific Thinking and Technology

**INFANT:** Sing while talking with your baby about putting on a coat, hat, mittens, blanket, etc. Explain that you are keeping them safe and warm.

**TODDLER:** Take your toddler to the bathroom while visiting the doctor's office and wash their hands. Explain the importance of washing hands and explain germs and how to prevent germs.

**PRE-KINDERGARTEN:** Ask your preschooler to tell you the name of a healthy food item and then you name one, too. Explain why it is important to eat healthy foods.

**KINDERGARTEN:** Talk with your child about wearing a bicycle helmet when riding a bike. Explain why a helmet should be worn. Have your kindergartner share other safety rules when riding a bicycle.



## Activity 3: LET'S GET MOVING!

### Key Learning Area: Health, Wellness and Physical Development

**INFANT:** While on their back, safely lift your baby's legs up in the air and then bring the feet to the mouth. Move the arms in circles, and then wiggle fingers and toes.

**TODDLER:** Encourage your toddler to walk to the desk area and then walk back. Ask them where different things around the doctor's office are (phone, magazine, door, window, etc.)

**PRE-KINDERGARTEN:** Make up a song about what your body can do, and then have your child do each. "My eyes can blink, my fingers can wiggle, my mouth can smile, etc." Ask your preschooler what else their body can do.

**KINDERGARTEN:** Play a game by asking your kindergartner to point to a body part and have them tell what that body part does or is used for.



## Activity 4: PARTS OF MY BODY

### Key Learning Area: Health, Wellness and Physical Development

**INFANT:** While at a scheduled check-up, play tickle time and allow baby to freely move their body. Remember to talk with your infant by naming the body parts when you play tickle time.

**TODDLER:** Play Simon Says. Help your toddler touch their toes, legs, etc. Introduce other body parts, such as the shoulder or elbow.

**PRE-KINDERGARTEN:** While in the doctor's office, encourage your preschooler to play Head, Shoulders, Knees and Toes. If your child cannot touch each part, touch the parts for them.

**KINDERGARTEN:** When visiting the doctor's office, ask your kindergartner to identify this body parts and ask them to explain what each body part does. Talk about the function that goes with each body part. For example, the eyes are to see, the ears are to hear, etc.



Read a book at the doctor's office about being healthy. If your doctor's office does not have books, visit your local library.  
Talk with your child about what is good for their body and what not good for their body.



## FEBRUARY SUGGESTED BOOKS

Do I Have to Go to the Hospital-

A First Look at Going to the Hospital by Pat Thomas

Never Take a Shark to the Dentist by Judi Barrett

A Day with a Doctor by J. Kottke

At the Hospital by Beylon C Mineola

Calling Doctor Amelia Bedelia by Peggy Parish

Daisy the Doctor by F. Brooks

Franklin Goes to the Hospital by Paulette Bourgeois

Going to the Doctor by A. Civardi

Hello, Doctor by DF Marx

Miss Dose the Doctors' Daughter by Alan Ahlberg

My Friend the Doctor by J. Cole

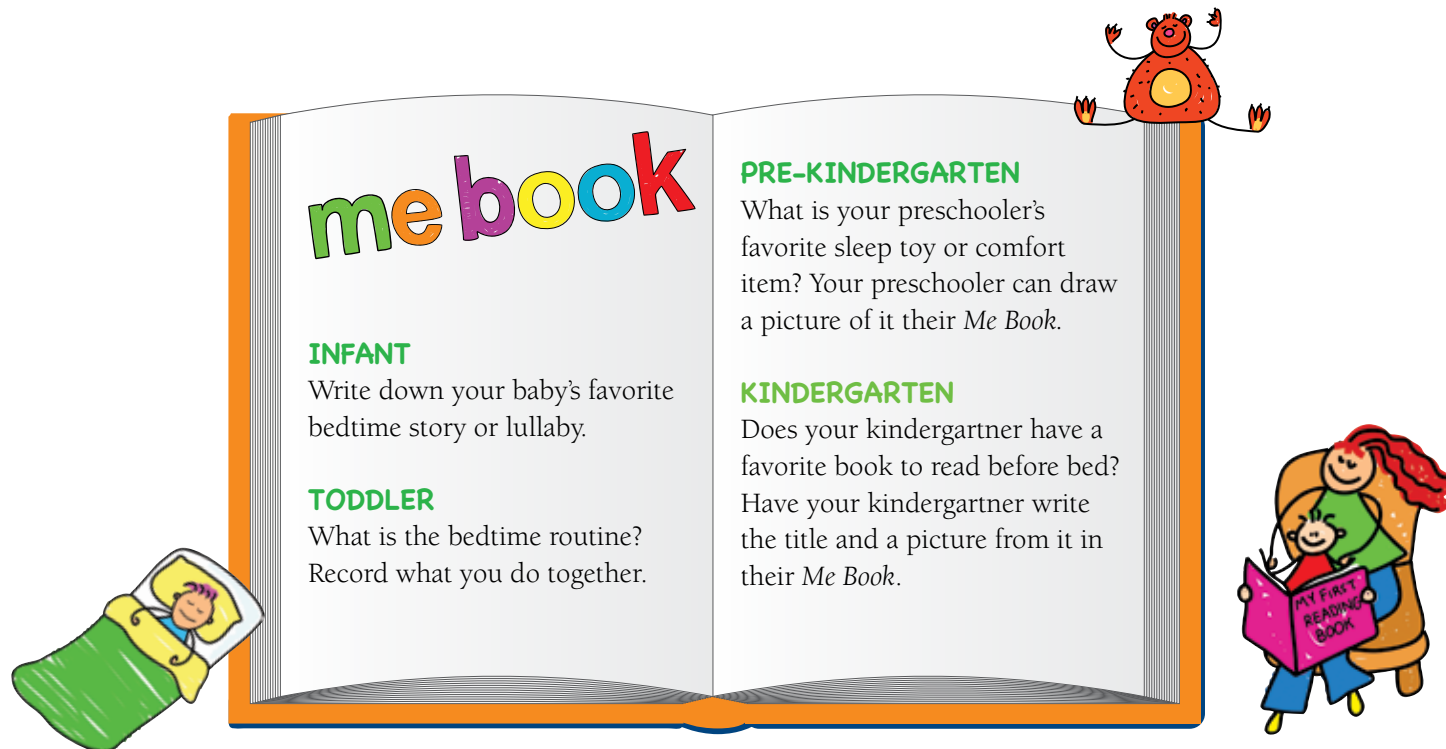
The Berenstain Bears Go to the Doctors  
by Stan and Jan Berenstain

For more ideas visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com)



## IN THE BEDROOM

Children thrive on routines, such as consistent nap or bedtimes, and the consistent routines developed around getting ready for bed. The bedroom is a great place to encourage a love for reading. There should always be books available for children. This will encourage their learning and satisfy their curiosity. Children should be encouraged to look at books if they wake up early in the morning or need a quiet activity. You can have access to an endless supply of books at your local library!





## Activity 1: SLEEPY TIME

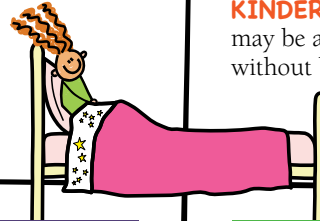
### Key Learning Area: Social and Emotional Development

**INFANT:** As your baby is ready to go to sleep, place them on their back to sleep. It is okay for infants to fuss a little at bedtime. Learning to calm themselves to go to sleep is an important skill for babies to learn.

**TODDLER:** Toddlers can mimic bedtime routines by getting a favorite doll or stuffed animal ready for bed. This will be beneficial to help get them in the spirit of the routine.

**PRE-KINDERGARTEN:** To be ready for the next morning, before bedtime, discuss the next day's events. You can offer your preschooler choices about what to wear, and they can help decide what outfit to select and lay it out. This will help the morning routine be less harried. Adults can discuss the weather and ask what types of clothes would be best.

**KINDERGARTEN:** In addition to the evening routines in the bedroom to help get ready for morning, Kindergartners can dress themselves and begin to assist in taking care of their rooms. Kindergartners can also help make the bed and put away pajamas.



## Activity 3: WHAT CAN WE SEE, WHERE TO BE?

### Key Learning Area: Approaches to Learning through Play

**INFANT:** Take a few minutes with your baby to walk around the room and name some of the items within the room. Visit favorite toys or look at pictures in the room and name items for baby.

**TODDLER:** Play a quick game of "What can I see?" by describing an item in the room so your toddler can name it.

**PRE-KINDERGARTEN AND KINDERGARTEN:** Ask your child to pretend that getting into bed is like getting into an envelope. Ask them "Where can we go?" Encourage them to think a different place they can mail themselves each night and what they may see when they get there



## Activity 2: BEDTIME STORIES

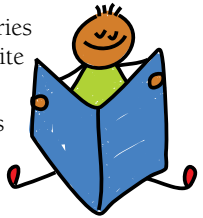
### Key Learning Area: Language and Literacy Development: Reading, Writing, Speaking and Listening

**INFANT:** Hold your baby and read to them regardless of age!

**TODDLER:** Toddlers may enjoy having the same book read over and over again as part of bedtime routines. This may include more than one book. Bedtime is an ideal time to enjoy some quiet closeness with your child.

**PRE-KINDERGARTEN:** As children get older, the length of bedtime stories may increase. Part of this routine can be preschoolers retelling their favorite book to you.

**KINDERGARTEN:** In addition to retelling a favorite story, kindergartners may be able to read some of their favorite stories. Making up stories without books develops the imagination and can be shared by either the child or the caregiver. Use books without words or read the pictures in books to tell the story.



## Activity 4: RISE AND SHINE!

### Key Learning Area: Language and Literacy Development: Reading, Writing, Speaking and Listening

**INFANT:** When getting baby up for the morning, play a game of peek-a-boo while dressing or changing.

**TODDLER:** While getting ready for the day, sing some of your favorite nursery rhymes or finger plays, like Little Boy Blue, Itsy-Bitsy-Spider, Hey Diddle Diddle, or Hickory-Dickory-Dock. These will teach your toddler fun rhymes while distracting them from getting dressed or changed.

**PRE-KINDERGARTEN AND KINDERGARTEN:** While getting dressed and ready for the day, ask your child to tell you their plans. Initially, it may only be plans for breakfast, but as children get older, challenge them to plan for more of the day. At the end of the day, this can be a quiet conversation as part of the bedtime routine to see if their day was the same or different than they planned.



## MARCH SUGGESTED BOOKS

*I Love You Stinky Face* by Lisa McCourt

*What You Never Knew About Beds, Bedrooms, & Pajamas (Around-the-House History)* by Patricia Lauber and John Manders

*There's a Barnyard in My Bedroom* by David Suzuki and Eugenie Fernandes

*Los Osos Berenstain Y El Cuarto Desordenado/ Berenstain Bears and the Messy Bedroom (Berenstain Bears in Spanish)* by Stan Berenstain

*Stop Snoring, Bernard!* by Zachariah Ohora

*Mr. Messy and His Untidy Bedroom (Mr. Men Story Stickers)* by Roger Hargreaves

*Whose Shoes?* by Stephen R. Swinburne

*Junie B. Jones Has a Monster Under Her Bed* by Barbara Park

*Who Will Tuck Me in Tonight?* by Carol Roth

*There's a Monster Under my Bed* by James Howe

*Good Night Gorilla* by Peggy Rathmann

*Nursery Rhyme Collections* - Random House, Mother Goose, etc.

*Fairy Tales* - Traditional and retold versions

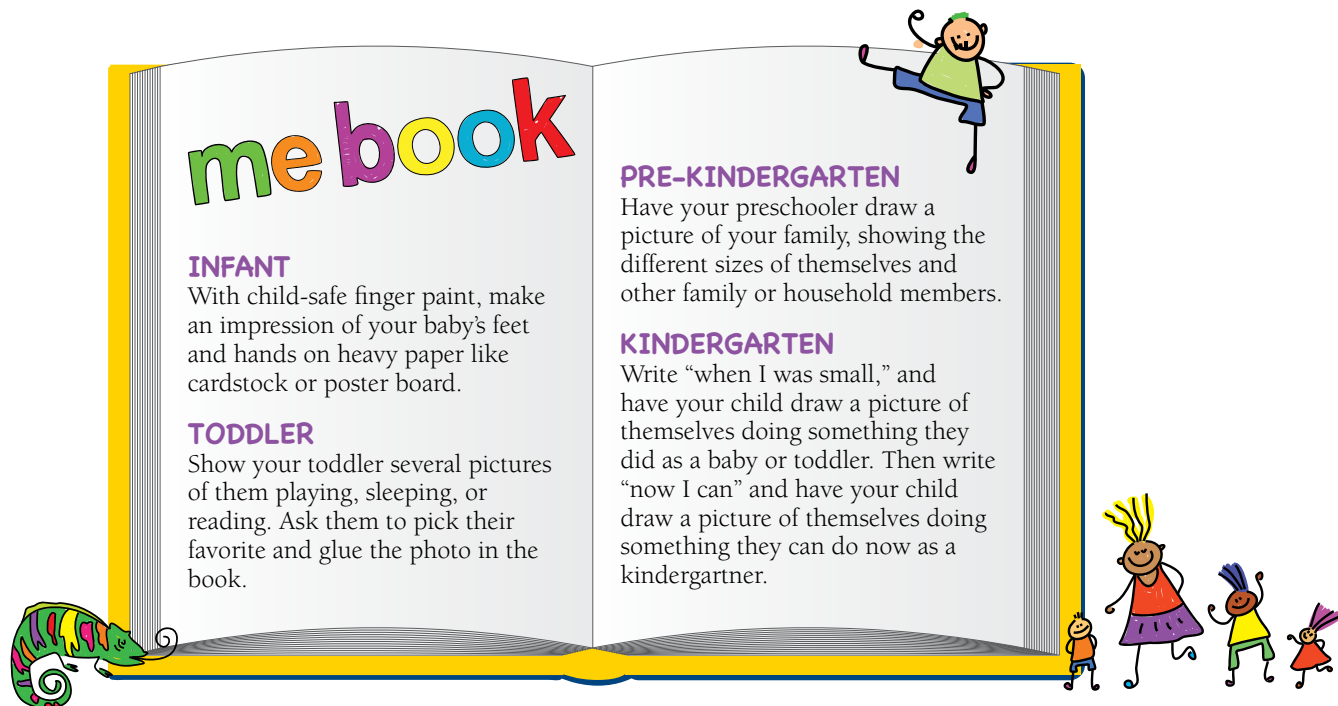
For more ideas visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com)



## LET'S CELEBRATE MONTH OF THE YOUNG CHILD

Month of the Young Child is a time to focus public attention on the needs of young children and their families. It is also a time to recognize the early childhood programs and services that meet those needs.

Celebrate this month by exploring fun learning activities within your community.



## Activity 1: HAVING A BALL!

### Key Learning Area: Health, Wellness and Physical Development

**INFANT:** Play with a ball! Help your baby explore it with their hands, mouth (make sure it is large enough, not to be a choking hazard) and eyes. If possible, find a ball that chimes or squeaks, has an interesting texture and/or contrasting colors. Talk to your baby about what they see, hear or feel.

**TODDLER:** Play a simple game with your toddler. Roll the ball back and forth and/or a game of catch. Use words like fast, slow, up, down and around as you play the game.

**PRE-KINDERGARTEN:** Lay a game with your preschooler by providing them with a ball and a target or obstacle course. Before they start, ask how many kicks they think it will take to hit the target. What is the best way to get the ball to the target?

**KINDERGARTEN:** Set up an obstacle course with the help of your child. Make up the rules together. Use outdoor chairs, trees or bushes, playground equipment etc. Mix opportunities to kick and throw the ball to build on skills.



## Activity 2: GOING FOR A WALK

### Key Learning Area: Language and Literacy Development: Reading, Writing, Speaking and Listening

**INFANT:** While walking with your baby, note how they respond to different sounds and sensations outside. Talk to your baby about what they see and hear. Use simple language, such as, "Do you hear the bird?", "Look at the tree", "Feel the sunshine". Point out the everyday things found outdoors.

**TODDLER:** Talk with your toddler about what they see or hear outside. Ask them to label what they see or hear. For example: flower, tree, bird. Start to add additional descriptions to these labels, like "big green tree" or "red flower."

**PRE-KINDERGARTEN:** During your walk play a searching game of "I spy". Come up with criteria of what you will look for on your walk. For example: Things that are green, things that move fast, things that move slow.

**KINDERGARTEN:** Bring along a small bag or basket on a walk and encourage your child to start a nature collection. It could be leaves from trees, flowers they can press, or different looking rocks. When you get home, have your child label the objects. These objects can be placed in a box or displayed on a shelf.



## Activity 3: READ THE PA ONE BOOK

Visit [www.paonebook.org](http://www.paonebook.org) for the PA One Book and to find fun learning activities.

### Key Learning Area: Scientific Thinking and Technology

**INFANT:** Read the PA One Book, pointing out colors and pictures, watching your child for responses. What makes them smile?

**TODDLER:** When reading the PA One Book, ask your toddler to describe what is happening in different pictures in the book. Talk about the colors or shapes within the book.

**PRE-KINDERGARTEN:** When reading the PA One Book, ask questions that require descriptions about the story and characters. Talk about what the characters may be thinking or feeling.

**KINDERGARTEN:** After reading the PA One Book, visit the library to learn about similar books. What makes them similar? Which one is a favorite book and why?



## Activity 4: THE MUSIC OUTDOORS

### Key Learning Area: Creative Thinking and Expression

**INFANT:** Encourage your baby to feel the different texture of the grass, flowers, trees, etc. Make up a song about the birds, or the tree, or the sun and how each texture feels.

**TODDLER:** Listen to the sounds outside (or inside!) with your toddler. Make up a song that includes imitations of the sounds you hear, such as birds singing, a dog barking, horns honking, children laughing, etc.

**PRE-KINDERGARTEN:** Using the animals outside (birds, squirrels, dogs, etc.), make up a song about the different animals and what they do. Your preschooler can imitate their actions (birds fly, dogs bark, squirrels shake their tails, etc.)

**KINDERGARTEN:** Using the sounds outside or inside, sing a song about them. Imitate the sounds, using volume and any other identify factors, such as whispering wind in the leaves, the abruptness of a dog's bark, the echo of a car's horn in the city, etc..



## APRIL SUGGESTED BOOKS

**Growing Up With Tamales/Los tamales de Ana** by Gwendolyn Zepeda, April Ward, & Gabriela Baeza Ventura

**What a Treasure!** by Jane and Will Hillenbrand

**Community Helpers from a to Z (Alphabasics)** by Bobbie Kalman & Niki Walker

**Hello Benny!: What It's Like to Be a Baby (Growing Up Stories: What It's Like to Be a Baby)** by Robie H. Harris & Michael Emberley

**Growing Up (Play & Discover)** by Diane James, Sara Lynn, & Joe Wright

**You're a Community Helper (Pretend Series)** by Karen Bryant-Mole

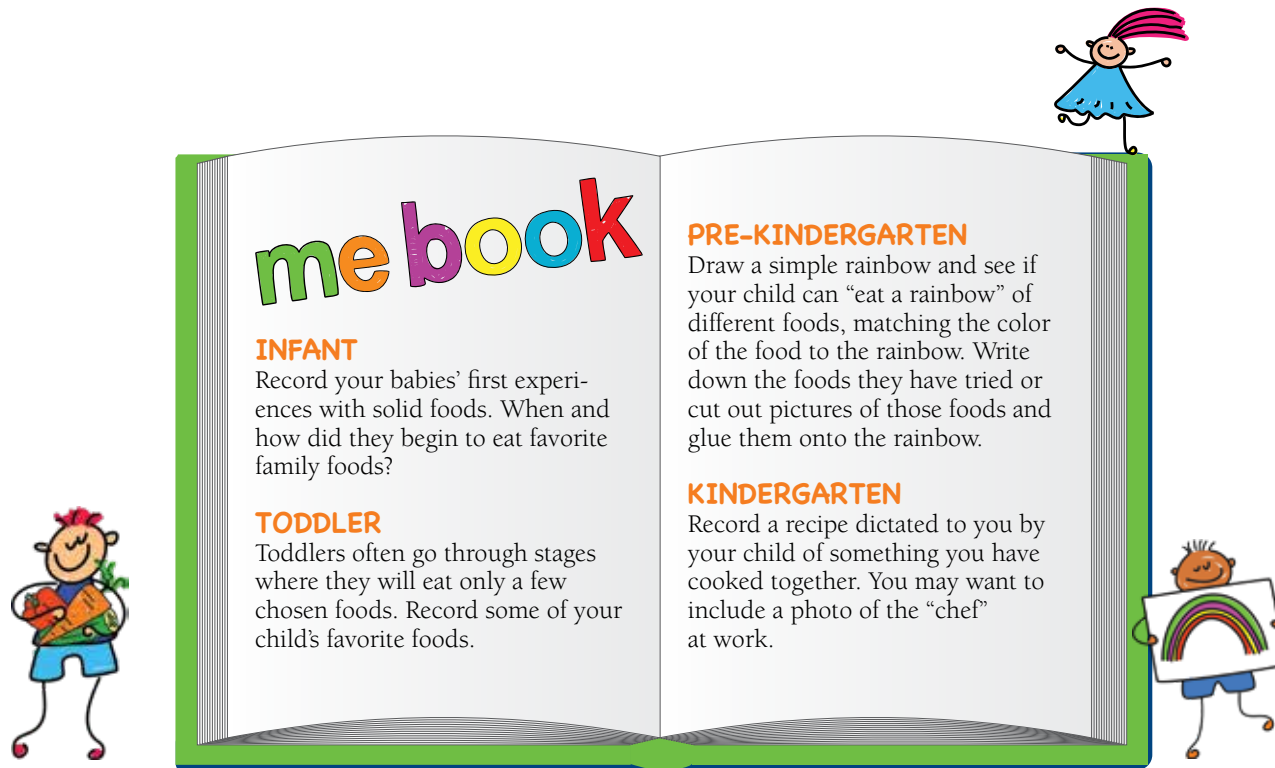
**Jobs People Do** by DK Publishing

For more ideas visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com)



## TRIP TO THE GROCERY STORE

A trip to the grocery store can be an opportunity for your child to gain real and valuable knowledge about math and nutrition. Guide your child's discovery of basic mathematic and social studies concepts as you help your child understand the world outside the family and home.



## Activity 1: COLORFUL CHOICES

### Key Learning Area: Mathematics Thinking and Expression

**INFANT:** Babies will enjoy seeing the bright colors of fruits and vegetables at the grocery store. Show your baby objects as you put them in your shopping cart. “Here’s a nice red apple!” or “See the green pepper?”

**TODDLER:** A trip to the store can provide an opportunity to explore objects not found in the home. Involve your toddler in decision making. Offer your toddler choices as you shop. “Should we get a red apple or a yellow pear?”

**PRE-KINDERGARTEN:** The grocery store is filled with things to count! Let your preschooler help count the number of potatoes needed for dinner, or the cans of soup that go into your shopping cart.

**KINDERGARTEN:** If you clip coupons, you may have several bright pictures of the products you will be searching for at the grocery store. Your Kindergartner can be your helper at the grocery store by matching the pictures and words on coupons to the objects on the shelves.



## Activity 2: HEALTHY CHOICES

**INFANT:** The sights and sounds of a grocery store can be fascinating to your baby. They may alert you to sounds that catch their interest as you shop. For example, the squeaky wheels of the cart, the swish of meat or cheese being sliced, or the water spraying the vegetables.

**TODDLER:** Fruits, vegetables and the many nutritious foods displayed at the grocery store are a great opportunity for your child to expand their vocabulary with naming games. Name items as they go into the cart and encourage your child to repeat their names.

**PRE-KINDERGARTEN:** Good nutritional habits include eating foods that are a variety of colors and textures. Encourage your preschooler to eat a rainbow by challenging them to help find something red, or yellow, or green at the grocery store.

**KINDERGARTEN:** Talk to your kindergartner about healthy choices. Encourage them to form good nutritional habits by eating foods that are a variety of colors and textures. Let them pick a different color each time at the grocery store and shop for a new healthy food of that color to try when you get home.



## Activity 3: SIGHTS & SOUNDS IN THE COMMUNITY

### Key Learning Area: Social Studies Thinking

**INFANT:** Allow enough time for errands with baby to tune in to their reactions to new sights and sounds. Label the sounds of a car honking, bells ringing, birds singing in a reassuring manner for your baby to encourage their enjoyment of new experiences.

**TODDLER:** Allowing enough time for errands with a toddler sets the tone for enjoying new sights and sounds. Expand the labels that they give those things that are familiar or interesting. If they point to a car and says, “Car,” you can expand that to “Yes, that blue car is going slowly.”

**PRE-KINDERGARTEN:** A trip to the grocery store is an opportunity to observe a variety of community workers, like bakers, cashiers, or butchers. Talk to your preschooler about the people who help get the food we eat get to our tables. Ask which jobs they might enjoy.

**KINDERGARTEN:** Talk to your kindergartner about the process of buying food. “First we make a list, and then we find food in the store and choose our food. After that, we pay for our food and bring it home.”



## Activity 4: FOOD FUN

**INFANT:** Play peek-a-boo in the grocery store by holding up cereal boxes or other items you have selected in front of your face before putting them into the grocery cart. Enjoy your baby’s delight as you reappear each time the item goes into the grocery cart

**TODDLER:** Shopping for and making simple recipes together with your toddler may encourage them to try new foods. Shop for fruits or vegetables together. Cut food into small pieces for them to try with dip they can stir and spoon into small cup.

**PRE-KINDERGARTEN:** Find a simple food that you and your preschooler can make together. Involve them in shopping for it. Talk about where it comes from (grows on a tree, grows under the ground) and where it can be found in the grocery store.

**KINDERGARTEN:** Your kindergartner can help search for foods in a book, magazine, or the newspaper that they would like to try. Discuss the steps in preparing food (wash vegetables, cut fruit, etc.) and decide which steps can safely be done by them and which you or another adult will help. Involve them in making a grocery list and finding the item at the grocery store.



## MAY SUGGESTED BOOKS

*Grocery Store (Field Trip!)* by Angela Leeper

*Signs at the Store (Welcome Books: Signs in My World)* by Mary Hill

*Grandpa’s Corner Store* by Dyanne Disalvo-ryan

*Barney and Baby Bop Go to the Grocery Store (Go to --- Series)* by Donna D. Cooner & Dennis Full

*What’s in Grandma’s Grocery Bag?* by Hui-Mei Pan

*A Visit to the Supermarket (Pebble Plus)* by B. A. Hoena

*Maisy Goes Shopping (Maisy)* by Lucy Cousin

*A Busy Day at Mr. Kang’s Grocery Store (Our Neighborhood (New York, N.Y.))* by Alice K. Flanagan & Christine Osinski

*Our Corner Grocery Store* by Joanne Schwartz & Laura Beingessner

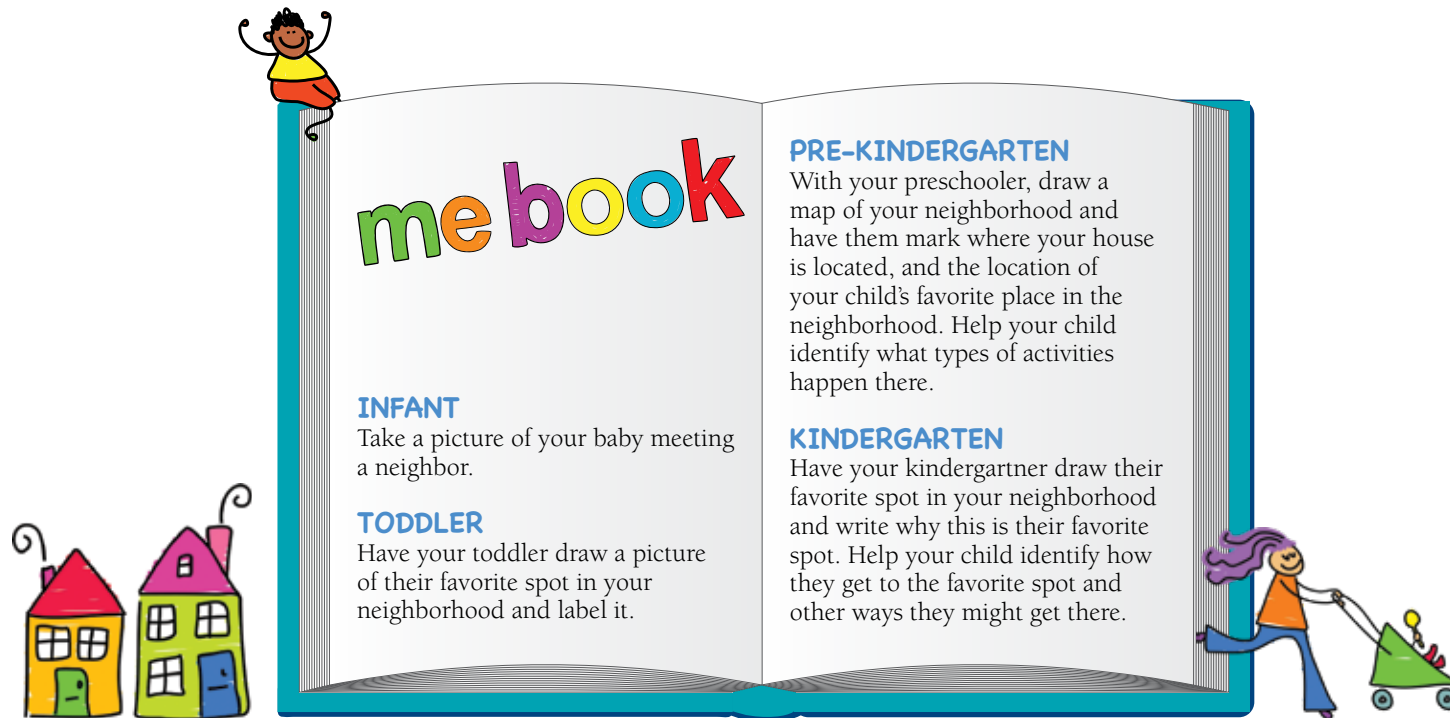
*Arthur’s Trip To The Grocery Store* by Marc Brown

For more ideas visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com)



## IN THE NEIGHBORHOOD

Exploring your neighborhood is a wonderful way for your child to learn about their world and how to interact with others outside of the family. Your neighborhood is a great way to help your child understand their role in a larger community, the great diversity of people in one community, and how communities can change over time. It's also a great way to build social and interpersonal skills as you get to know your neighbors!



## Activity 1: TOURING MY NEIGHBORHOOD

### Key Learning Area: Scientific Thinking

**INFANT:** As you walk around the neighborhood, describe the weather. Talk about the wind blowing on your face, or how a warmer jacket is needed when it begins getting cool. Describe the sun or clouds as you walk.

**TODDLER:** Tour the neighborhood looking for signs of weather changes. Pick up leaves that are changing color or acorns that are falling from trees. Notice how the buds on trees or flowers are turning into leaves or flowers.

**PRE-KINDERGARTEN:** Collect objects as you tour the neighborhood with your preschooler. See how many different rocks you can find, or count the different flowers. Talk about the squirrels gathering acorns in the fall, or how the birds make nests for babies in the spring. Listen to bird songs and notice the differences in sounds.

**KINDERGARTEN:** When you take a neighborhood walk, notice the differences in flowers or trees. Talk about the number of petals on each flower or the way some leaves and stems are smooth while others are prickly. Count the number of signs that tell you about season changes – how do you know autumn is around the corner?



## Activity 3: MEET THE NEIGHBORS

### Key Learning Area: Social and Emotional Development

**INFANT:** When you and your baby are out in the neighborhood, invite your neighbors to say hello to your baby. Watch as your baby reacts to all the new faces!

**TODDLER:** When you are out in the neighborhood with your toddler, introduce them to different neighbors. Encourage your neighbors to talk to your toddler.

**PRE-KINDERGARTEN:** With your supervision, ask your preschooler to introduce themselves to neighbors.

**KINDERGARTEN:** With your supervision, ask your kindergartner to introduce themselves to different individuals in your neighborhood. Have them ask each person a question about their job, or what they like to do in the neighborhood. After the person leaves, talk more about the person's job or activities and encourage them to share their feelings about the meeting. This is easy to do when running errands such as going to bank, pharmacy, store, or post office.



## Activity 2: PICTURE MY NEIGHBORHOOD

### Key Learning Area: Creative Thinking and Expression

**INFANT:** Take your baby for a walk and describe the people and places you see along the way. Make up stories or sing about what you did when you walked by the different parts of the neighborhood.

**TODDLER:** Take or draw pictures of you and your toddler in different places in the neighborhood. Together make up a song that tells the story of your adventures in the neighborhood.

**PRE-KINDERGARTEN:** Take or draw pictures of you and your preschooler in different places in the neighborhood. Make a map of your neighborhood with the pictures and talk about activities you've done together or different jobs that people may have in the different buildings.

**KINDERGARTEN:** Take or draw pictures of you and your kindergartner in different places in the neighborhood. Make a map of your neighborhood with the pictures and talk with your child about the different roles of different people in the neighborhood.



## Activity 4: PLAY ACTING LIFE IN MY NEIGHBORHOOD

### Key Learning Area: Creative Thinking and Expression

**INFANT:** Tell a story or make up a song about activities that go on in your neighborhood. Clap your baby's hands and mimic movements you might make during those activities, like walking across the street, putting a letter in a mailbox, etc.

**TODDLER:** With your toddler, act out an activity you have done, or have seen happen in the neighborhood, like delivering the mail, or walking a dog. Use props from your home and create costumes to represent different people in your neighborhood.

**PRE-KINDERGARTEN:** With your preschooler, create a play that talks about something that takes place in your neighborhood. It could involve an activity with neighbors or jobs in your neighborhood (crossing guards or cutting the grass). Use props from your home and create costumes to represent different people in your neighborhood.

**KINDERGARTEN:** Ask your kindergartner about different jobs people do in the neighborhood, and together act out the activities of what a person doing that job would do.



## JUNE SUGGESTED BOOKS

**Only One Neighborhood** by Marc Harshman & Barbara Garrison

**Up, Down and Around** by Katherine Ayres

**Curious George's Neighborhood:  
A Lift-the-Flap Adventure (Lift-The-Flap Adventures)**  
by H.A. & Margret Rey

**Splendid Friend Indeed** by Suzanne Bloom

**Elmo's Neighborhood (Sesame Street Library)**  
by Susan Hood & Tom Brannon

**If you were a Penguin** by Wendell and Florence Minor

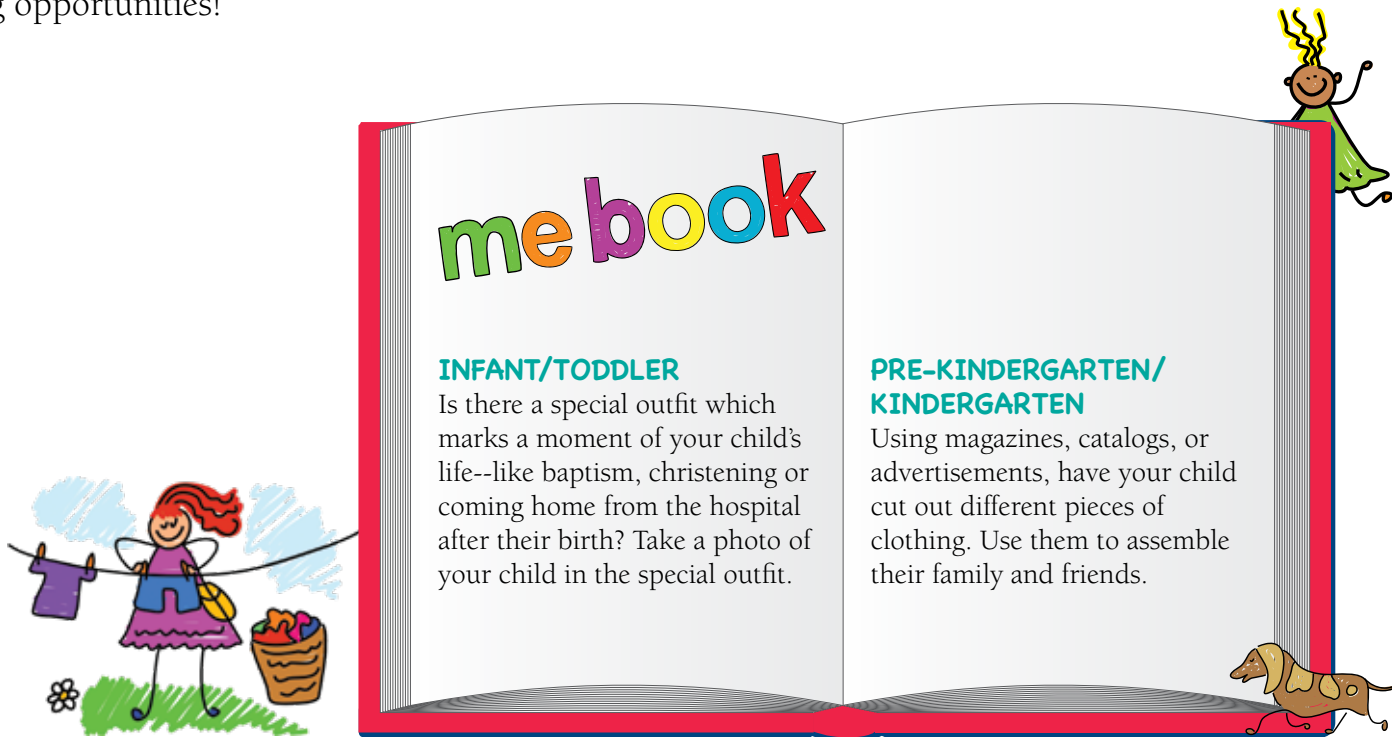
For more ideas visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com)



## DOING THE LAUNDRY

Imagine all the wonderful things you can teach and introduce to your child while doing the laundry! You are spending quality time with your child and can do activities like sorting bright colors, textures, different shapes, and sizes to teach your child. Having your child help in folding, matching, and counting provides them with a strong foundation in science and mathematics.

You are your child's first step in learning. Have your child help with daily chores and activities will provide your child with learning opportunities!





## Activity 1: BASKET OF MANY COLORS

### Key Learning Area: Mathematics Thinking and Expression

**INFANT:** Introduce colors to your baby by showing the laundry item and saying the color of the item. Remember to show your child bright & bold colors. Talk with your baby during routines, explaining what you are doing.

**TODDLER:** Ask your toddler to help you find the blue towels, white socks etc. Ask your child to repeat the color and place in the laundry basket. Sing a color song with your child.

**PRE-KINDERGARTEN:** Ask your preschooler to find and place all the light colors in one pile and ask your child to place all the dark colors in another pile. Or, they can sort by articles (socks, washcloths, etc.).

**KINDERGARTEN:** Play laundry basketball with your kindergartner. Ask them to find all the solid colors and shoot into the laundry basket.



## Activity 2: SORTING AND SIZES

### Key Learning Area: Mathematics Thinking and Expression

**INFANT:** Talk to your baby while sorting the laundry. Show them small and large items and talk about different sizes and colors.

**TODDLER:** Help your toddler to find all the big towels, and then ask them to find all the small towels (or washcloths). Have them tell you what towels larger and what towels are smaller.



**PRE-KINDERGARTEN:** Help your preschooler find all the same size and color items (ask to sort) and put them into the washing machine, dryer or basket. Continue to explain the colors and ask what their favorite color is. You can also ask them to sort laundry by family member.

**KINDERGARTEN:** Ask your kindergartner to help you fold the laundry according to item. Ask them to find all the small socks and sort by color and size. Remember to keep talking to about the different sizes and difference in items.

## Activity 3: THE WEATHER & CLOTHING TO PROTECT

### Key Learning Area: Scientific Thinking and Technology

**INFANT:** Talk to your baby about being cold and act out the part. Introduce the seasons. For example, show them a blanket to keep warm in the winter.

**TODDLER:** Talk to your toddler about different temperatures, such as warm and cold. Have them help you take the wet clothing out of the washing machine and explain that the clothing is cold and wet. Have them help you take the warm clothing out of the dryer and explain that the clothing is warm and dry.

**PRE-KINDERGARTEN:** Encourage your preschooler to talk about summer clothing, like swimsuits and sunglasses. Ask what clothing is worn in the winter, versus what clothing is worn in the summer? What clothing is worn when it's raining?

**KINDERGARTEN:** Ask your kindergartner to help you put away the laundry. Discuss the temperature of the laundry. Have them lay out their clothing for the next morning, giving them choices. For example, "Would you like to wear the red shirt or the blue shirt?"



## Activity 4: LEARNING ABOUT COUNTING

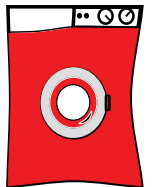
### Key Learning Area: Mathematics Thinking and Expression

**INFANT:** Sing to your baby as you put one towel into the washer or putting two socks into the dryer. Show them the item(s).

**TODDLER:** Teach your toddler a counting song. Demonstrate hands-on activities while asking them to find one shirt, two towels etc.

**PRE-KINDERGARTEN:** While filling the dryer, ask your preschooler to put two towels in the dryer and then to take one towel out of the dryer. Work on counting and recounting items. Talk about having the washer full or empty. Introduce the concepts of more or less at this age. For example, count out 10 items into the washing machine and count out five items into the dryer, and then ask your preschooler which machine has more clothing.

**KINDERGARTEN:** Ask your kindergartner to count how many clothing items you take out of the washing machine. Then ask them to count how many clothing items you put into the dryer etc.



## JULY SUGGESTED BOOKS

**Dirty Laundry Pile: Poems in Different Voices**  
by Paul B. Janeczko & Melissa Sweet

**The 14 Forest Mice and the Summer Laundry Day (The 14 Forest Mice) (Library Binding)** by Kazuo Iwamura

**The Great Laundry Adventure** by Maxine Cowan & Margie Rutledge

**Llamas in the Laundry** by William New and Vivian Bevis  
**Knuffle Bunny: A Cautionary Tale (Bccb Blue Ribbon Picture Book Awards)** by Mo Willems

**Stinky Clothes (Rookie Readers)** by Joanna Emery & Richard Rossi

**Wanda's Washing Machine** by Anna McQuinn & Jan McCafferty

For more ideas visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com)

# August

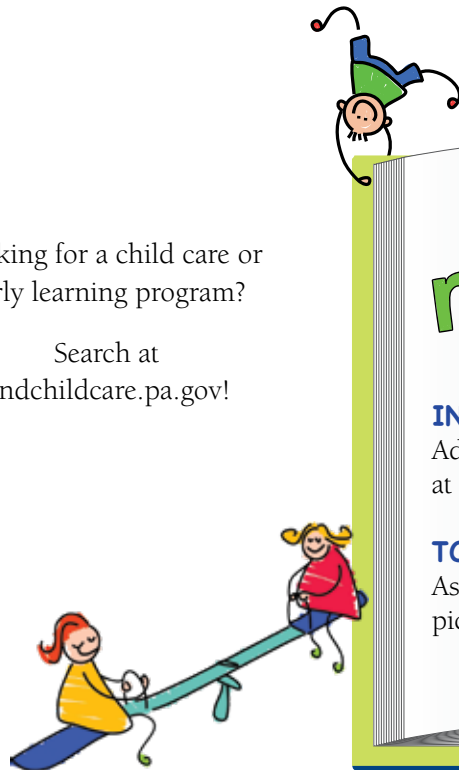
## IN AN EARLY LEARNING PROGRAM

Children get excited about a new school year. This is a great time to focus on how you will be involved in your child's early learning program. Think about the ways you can show support for your child and their school. Even if you work during the day, there are still many ways to get involved. Be sure to ask! Children need to develop personal and social skills as they interact with other children and adults in the school or program environment.

Encourage your child to engage with you in play activities and practice self-help skills. Allow children to explore lots of art materials and activities to develop their creative expression skills.

Looking for a child care or early learning program?

Search at  
[findchildcare.pa.gov](http://findchildcare.pa.gov)!



### me book

#### INFANT

Add a picture of your baby taken at the child care center.

#### TODDLER

Ask your toddler to draw a picture of their school.

#### PRE-KINDERGARTEN

Ask your preschooler to find pictures (or use photos from school activities) of school related activities to glue onto a page about school.

#### KINDERGARTEN

Ask your kindergartner to choose one item they bring home from school each marking period to add to the *Me Book*.

The resource *Be Your Child's Champion* has suggestions you can use when talking with your child's early learning teacher.

Find it at  
[www.papromiseforchildren.com](http://www.papromiseforchildren.com).



## Activity 1: FOLLOWING RULES

### Key Learning Area: Social and Emotional Development

**INFANT:** Maintain a regular and consistent schedule with your baby. Try to keep naps, feedings and play at regular times each day.

**TODDLER:** Keep rules simple and easy to understand for toddlers, and help your toddler follow the rules. Remind your child of the rules and demonstrate and help if necessary. For example, help to clean up toys when it is time to clean up. Remind them of the rule, and why it's important and the consequence for not following the rule. "We need to clean up our toys to take good care of them. If we don't clean up the toys, we can't play outside."

**PRE-KINDERGARTEN:** Use clear directions about helping your preschooler complete tasks before moving to the next. For example, "When you have cleaned up your toys, you may play outside." Enforce the consequence (not playing outside) if the toys are not cleaned up.

**KINDERGARTEN:** Ask for a copy of the classroom rules from your kindergartner's teachers. Talk about these rules at home, and if possible, introduce them to use in your own home. For example, washing hands before a meal, no hitting, or using an inside voice.



## Activity 2: PUPPETS AND DOLLS

### Key Learning Area: Creative Thinking and Expression

**INFANT:** Use a puppet and interact with your baby. Use voices and movements that will engage them.

**TODDLER:** Provide dolls with accessories like blankets and bottles for your toddler to use to take care of their baby.

**PRE-KINDERGARTEN:** Read a story about a family. Ask your preschooler to act out the story with dolls, puppets or other toys. (Fairy tales, Three Little Kittens, or Three Billy Goats Gruff are great examples.)

**KINDERGARTEN:** Provide puppets for your kindergartner to create and perform plays. If your child doesn't want to perform using the puppets, ask about the puppets. What are their names? What do they like to do? Can they sing or dance? Have your child show you!



## Activity 3: MUSIC ALL AROUND

### Key Learning Area: Creative Thinking and Expression

**INFANT:** Play quiet and gentle music as your baby settles in for a nap or at bedtime. Play music in the car or while you are completing activities.

**TODDLER:** Listen to and sing children's songs by artists like Raffi and Red Grammar while driving in the car or while you are completing activities (like housekeeping or cooking).

**PRE-KINDERGARTEN:** Change the words to a favorite song to make it silly. Can your preschooler make some silly changes, too? Act out funny or silly songs with your preschooler.

**KINDERGARTEN:** Put on some of your favorite music and dance with your kindergartner. Encourage them to move in any way that is comfortable.



## Activity 4: MAKING CONNECTIONS

### Key Learning Area: Partnerships for Learning

**INFANT:** Attend a parent conference with your infant's teacher to understand more about their daily activities.

**TODDLER:** Share new milestones with your early learning provider as your toddler achieves them (like new words, toileting procedures, etc).

**PRE-KINDERGARTEN:** Role play school activities with your preschooler such as riding the bus, going to the cafeteria, or lining up. Talk about the things that might occur and help them problem solve issues.

**KINDERGARTEN:** Assist in at least two classroom activities. If you work during the day, ask the teacher if there are ways you can help at home, in the evening or at special events.



## AUGUST SUGGESTED BOOKS

*Stripes of All Types* by Susan Stockdale

*Dinosaur Roar* by Paul & Henrietta Stickland

*Do I Have To Go To School? - A first look at Starting*

*School* by Pat Thomas

*If You Take a Mouse to School* by Laura Numeroff

*Now...For My Next Number Songs for Multiplying Fun*

by Margaret Peck

*My Teacher Sleeps in School* by Leattie Weiss

*Wemberly Worried* by Kevin Henkes

*My Kindergarten* by Rosemary Wells

*Going to my Nursery School* by Susan Kuklin

*What Did you Do Today? The First Day of School*

by Toby Forward

*Elizabeth's School* by Stephanie Stuve-Bodeen

*School* by Emily Arnold McCully

*Look Out Kindergarten, Here I Come!* by Nancy Carlson

*Countdown to Kindergarten* by Alison McGhee

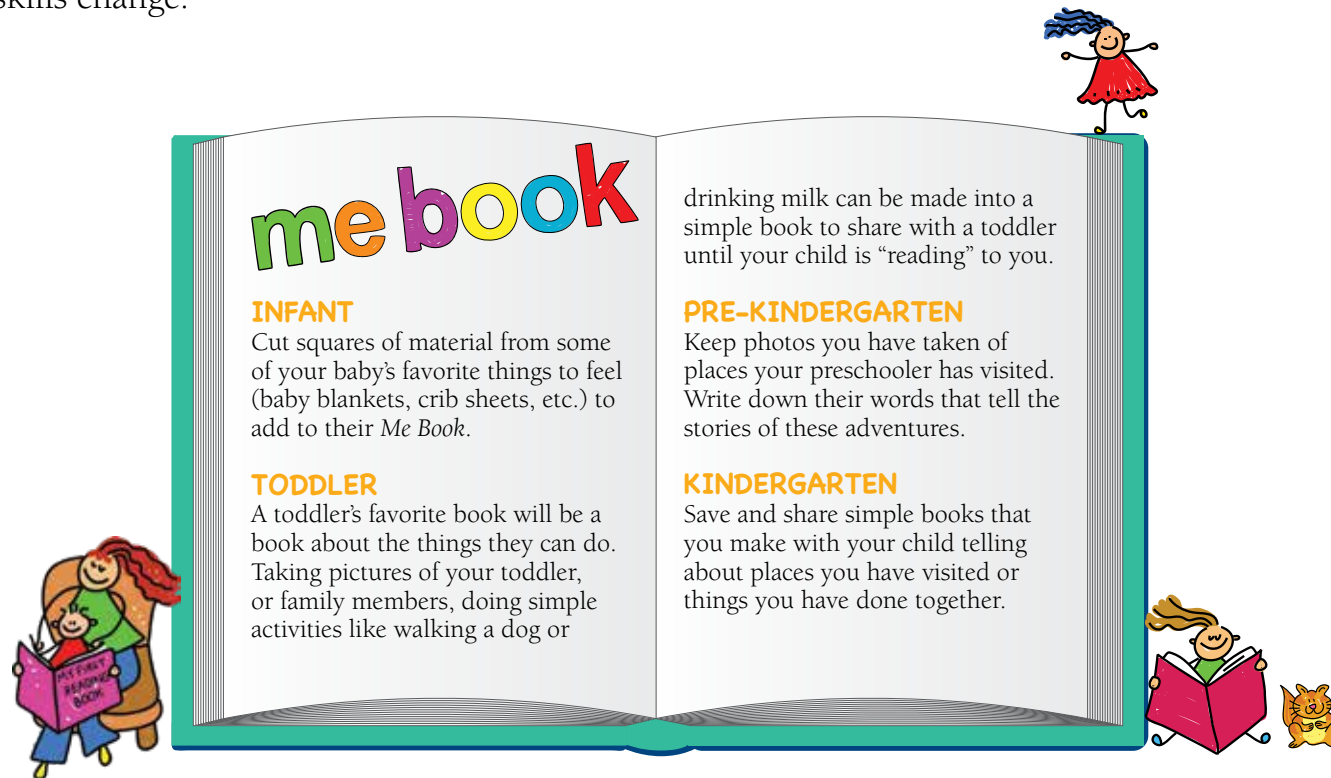
For more ideas visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com)

# September

## IN THE LIVING ROOM

The living room is a great place for socializing, sharing stories and building a young child's developing vocabulary.

Think about your child's social, emotional & personal development, and communication and emerging literacy skills that are developing as you play with your child in the living room. Sharing books, pictures and conversation is important to your child at any age. Visit your local library to choose and read new books as your child's interest and reading skills change.



## Activity 1: COMMUNICATE!

### Key Learning Area: Language and Literacy

#### Development: Reading, Writing, Speaking and Listening

**INFANT:** Holding your baby on your lap, make eye contact and engage in conversation by repeating the sounds your baby can make. Your baby will delight in the sounds they are practicing with you.

**TODDLER:** Toddlers love action. Engage them in using “action words” like “up” “down” “wiggle” and “jump”. Shout or whisper the word as you act it out together. For example, lie on the floor together, kicking the air as you say “kick, kick”. Your next action word may be “laugh” or “jump”.

**PRE-KINDERGARTEN:** Your preschoolers world at age three and four is expanding. Encourage your child to tell you stories about places they go. If you have photos of places or people your child has visited, sit together and listen as they tell you stories about the photos.

**KINDERGARTEN:** Help your child to make simple books by folding several pieces of paper together. Write down stories they tell you in simple sentences on each page that you can read back to them. They can add drawings to each page to illustrate the words.



## Activity 2: BOOK SHARING

### Key Learning Area: Language and Literacy

#### Development: Reading, Writing, Speaking and Listening

**INFANT:** Allow your baby to handle and touch soft books or washable plastic books. They may especially enjoy looking at faces and simple, colorful objects. Babies explore with all senses, so be prepared for your baby to taste, as well as see books!

**TODDLER:** Toddlers love books and stories about routines that are familiar to them. Cuddle with your toddler and share a book about bath time or going to the store. Be prepared to read the same favorite books again and again.

**PRE-KINDERGARTEN:** Your preschooler will enjoy being part of familiar books and stories. Look for stories like “The Three Little Pigs” with predictable refrains and let them join in saying the repeated phrases like “I’ll huff, and I’ll puff, and I’ll blow your house in!”

**KINDERGARTEN:** Your kindergartner may enjoy being read to and snuggling with you in living room. Read a story and stop a few pages before the story ends. Encourage them to tell you what they think will happen next.

**FOR ALL AGES:** Take your child to the library and read a book together!



## Activity 3: EXPLORING FACES

### Key Learning Area: Social and Emotional Development

**INFANT:** Faces are fascinating to your baby, especially yours! Let your baby touch your face and explore the silly, surprised and happy faces you can make for them. What a great show!

**TODDLER:** Toddlers are learning names and labels for the important people in their world. Share family pictures and photo albums with your child and let them point to and name the faces they recognize.

**PRE-KINDERGARTEN:** Share photos or pictures in books or magazines with your preschooler and ask them how they think people in these pictures might feel. Encourage them to notice and recognize feelings by looking at facial expressions and body language.

**KINDERGARTEN:** Share photos or pictures in books or magazines with your kindergartner and ask why they think people portrayed might be feeling sad, angry, disappointed, scared, etc. Encourage them to tell you if they have ever felt that way and what they did about it.



## Activity 4: IT'S ME!

### Key Learning Area: Social and Emotional Development

**INFANT:** Hold your baby in front of a mirror and let your baby explore their own face. This will give you an opportunity to begin to identify your baby's expressions. For example, “You are so happy! Look at your pretty smile!”

**TODDLER:** Help your toddler to take pride in the new things they are learning each day. Sit on the floor and play with your toddler praising their accomplishments and new skills. Be sure to use their name often. For example, “Chau built a tall tower with blocks!” or “Keisha found the baby bear!”

**PRE-KINDERGARTEN:** Talk about the new things that your preschooler is learning each day and praise their accomplishments. A clear plastic jar can be decorated with their name and stickers or pictures. Celebrate each new skill they can do (getting dressed, brushing teeth, etc.) by writing it down on paper and adding it to their I CAN jar.

**KINDERGARTEN:** Provide your kindergartner with a notebook that can become a journal of things they like. Begin by writing on the first page “Emma likes red.” Let them finish the page by coloring something red. Encourage them to add to this book as they tell you about favorite toys, things done at school, friends played with or places they went. Use pictures with words to help connect the picture with words.



## SEPTEMBER SUGGESTED BOOKS

**An Elephant In the Living Room - The Children's Book**  
by Jill M. Hastings and Marion H. Typpo

**Lion In the Living Room** by Caelaach McKinna  
& A. R. Stone

**Kite Day: A Bear and Mole Story** by Will Hillenbrand

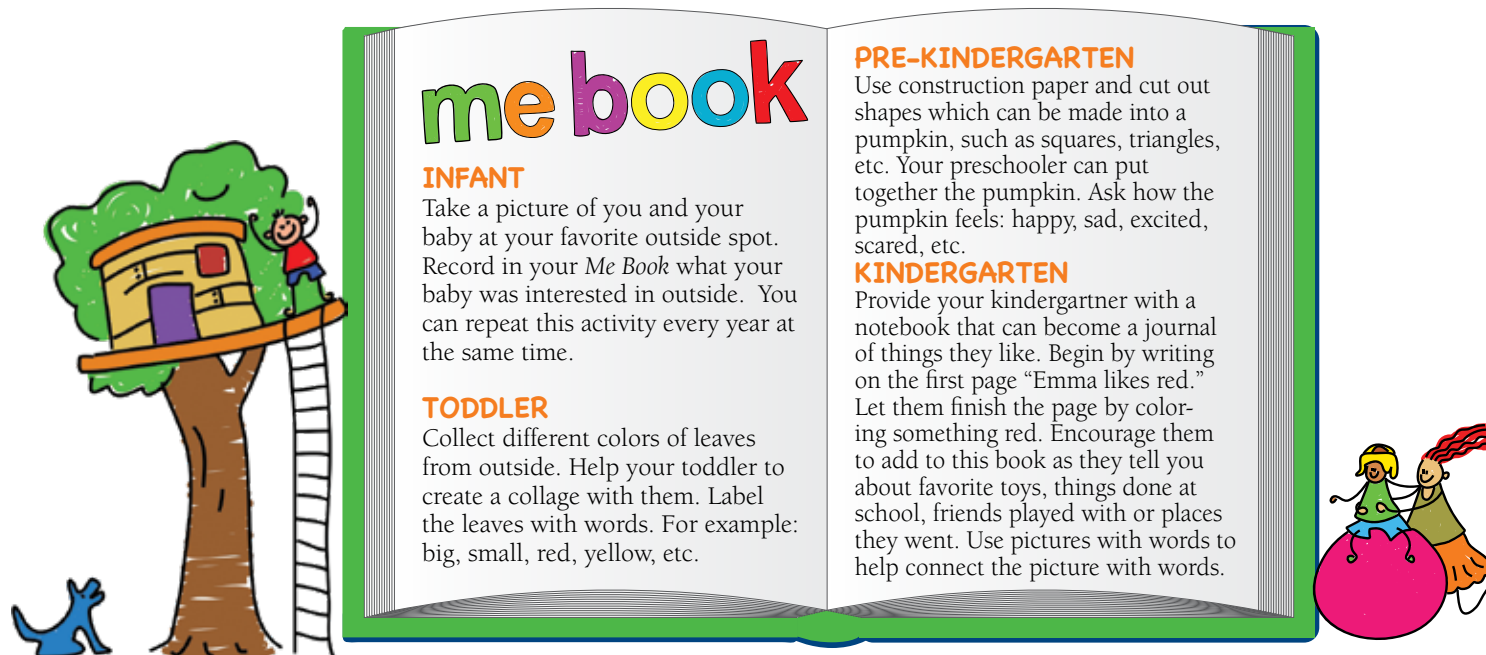
**Ciencia Magica en la Sala de Estar/Science Magic in the Living Room (El Juego De La Ciencia/The Science Game)** by Richard Robinson and Alan Row

For more ideas visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com)



## GOING OUTSIDE

There is a lot of learning ready to happen when going outside. Use the sights, sounds, smells and touch of the outdoors as learning opportunities to engage your child.



## Activity 1: WHAT I WANT TO BE WHEN I GROW UP

### Key Learning Area: Social Studies Thinking

**INFANT:** Read a book with people in different jobs and point out different people and the kinds of jobs they might do, describe the person and the job. "This is a postal worker. They wear a blue uniform and deliver mail to families."

**TODDLER:** While reading about different jobs, ask your toddler to point out the people with different jobs. With pictures have them name person and job or ask them to find a specific type of person (like the police officer, or the doctor).

**PRE-KINDERGARTEN:** Ask your preschooler to describe the different jobs they know about. Ask what you or other caregivers, grandparents, or neighbors do as a job. Ask what they would like to do and draw a picture of them at that job.

**KINDERGARTEN:** Using markers, crayons, pencils, ask your kindergartner to draw a picture of what they want to be when they grow up. You can write underneath for them, "I want to be a \_\_\_ when I grow up because\_\_\_."



## Activity 3: PLAYING WITH BUBBLES

### Key Learning Area: Mathematics Thinking and Expression

**INFANT:** Have your baby on your lap or in a supported position. Blow bubbles and encourage them to look and reach for them.

**TODDLER:** Play a game of catch with bubbles. Take turns with your toddler, blowing and catching the bubbles.

**PRE-KINDERGARTEN:** Use different sized wands to blow bubbles. Talk about what type of bubbles each wand creates: big bubbles, small bubbles, lots of bubbles, one bubble at a time.

**KINDERGARTEN:** Make the bubble solution with your kindergartner. Talk about measurements of water and liquid soap. Experiment with different solutions. Talk about what works and what does not work. Create different sized wands by using materials such as pipe cleaners.



## Activity 2: MY FAVORITE BOOKS

### Key Learning Area: Language and Literacy Development: Reading, Writing, Speaking and Listening

**INFANT:** While doing every day activities, such as changing a diaper, sing the ABC's to your baby.

**TODDLER:** Ask your toddler to pick their favorite books to read together. When reading, ask about a favorite pictures and characters. For example, "Why do you like Clifford?" Ask your toddler to draw a picture of their favorite character.

**PRE-KINDERGARTEN:** Make a puppet show of your preschooler's favorite book. Cut out characters from construction paper and role play the story on a sheet of paper. Ask them to tell the story as they move the characters. When the story is over, glue the characters to the paper and they can write the name of the book across the top. Have them share what's happening in each picture, and record under the picture.

**KINDERGARTEN:** Ask child to pick their favorite book and to read it to you. Draw a picture that represents why this book is their favorite, and why it's a favorite.



## Activity 4: GROWING UP

### Key Learning Area: Social and Emotional Development

**INFANT:** Using pictures of family members, friends, or dolls of different ages, point out which are the youngest, and talk about how they will be bigger when they get older.

**TODDLER:** Using pictures of family members, friends, or dolls of different ages, point out which are the youngest, and talk about how they will be bigger when they get older.

**PRE-KINDERGARTEN:** Gather photos of your preschooler over time and ask them to put the photos in order of youngest to oldest to tell their story. "When I was a baby, I looked like this." If you don't have photos, ask your child to draw pictures of themselves as a baby, toddler, etc.

**KINDERGARTEN:** Talk with your kindergartner about ways they have grown. Ask when they were a baby, a two-year old, three and four-year-old, what did they like to eat? What did they like to do? Did they crawl or walk? What do they like to do now? They can draw what they looked like at each stage in their life. Identify what can they do now that they couldn't do when they were one, two, three, or as a baby.



## OCTOBER SUGGESTED BOOKS

**Inside Outside Upside Down (Bright & Early Books(R))**  
by Stan Berenstain & Jan Berenstain

**Bump! Thump! How Do We Jump?: Experiments Outside (At Home With Science)** by Janice Lobb, Peter Utton, & Ann Savage

**Are You Ready to Play Outside? (An Elephant and Piggie Book)** by Mo Willems

**Outside Over There (Caldecott Collection)** by Maurice Sendak

**Inside Mouse, Outside Mouse** by Lindsay Barrett George

**Goodnight World Outside** by Frances Gilbert

**The Outside Play and Learning Book: Activities for Young Children** by Karen Miller & Laura Burney

**Planting a Rainbow** by Lois Ehlert

**Sam Who Never Forgets** by Eve Rice

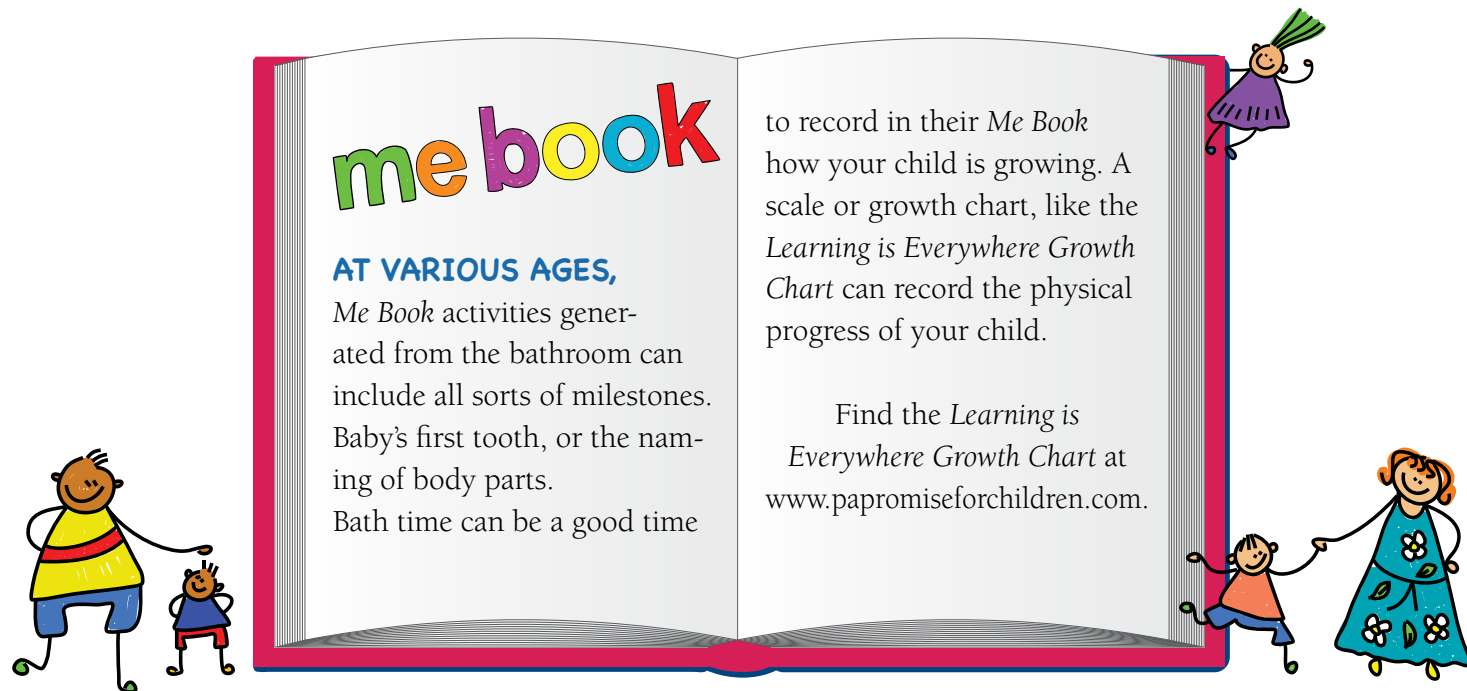
**Feathers for Lunch** by Lois Ehlert

For more ideas visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com)

# November

## IN THE BATHROOM

The bathroom is a great place to learn about personal hygiene and focus on motor development, but safety is always the first concern when thinking of activities for children while in the bathroom. Families should never leave young children unsupervised while in the bathtub. Bathroom storage areas should be locked. Cleaning products and medications should be placed out of reach.





## Activity 1: NAME THOSE BODY PARTS!

### Key Learning Area: Social and Emotional Development

**INFANT:** While washing and moving baby's body, name the major body parts of the body. Remember to smile so baby views this as a positive experience.

**TODDLER:** During bath time a greater number of body parts can be identified, starting with the large items like arms, stomach, legs, and moving to smaller items like ankle, elbow, neck.

**PRE-KINDERGARTEN AND KINDERGARTEN:** In the bathtub, children may become more independent in washing themselves. Families can play Simon Says, such as, "Simon Says wash your feet. Simon Says wash your ears." As your child gets older, you can add more details, such as "Scrub your left elbow" or "Wash your biggest toe".



## Activity 3: EXPRESSIONS

### Key Learning Area: Language and Literacy

#### Development: Reading, Writing, Speaking and Listening

**INFANT:** Infants are keenly aware of caregivers' facial expressions. Bath time is an ideal time to engage in imitating sounds and facial expressions.

**TODDLER:** Play a quick game of follow the leader with facial expressions. The adult makes a face and the child needs to mimic it. Check to see how closely your faces match in the mirror.

**PRE-KINDERGARTEN:** Ask children to demonstrate facial expressions. "Show me your \_\_\_\_\_ face." Insert words like surprised, angry, or happy.

**KINDERGARTEN:** Extend the face game for kindergarteners by having them name the facial expressions you are making, then have them do the same expression!



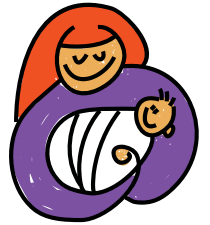
## Activity 2: WATCH ME MOVE

### Key Learning Area: Health, Wellness and Physical Development

**INFANT:** Before entering a bath, on a towel on the floor, babies can practice rolling from their backs to their tummies. During washing, gently stretch and bend baby's arms and legs.

**TODDLER:** Toddlers can begin to remove socks and shoes at bath time. They can stretch to wash their feet, practice pointing their toes, or reach to the ceiling. Have your toddler touch different body parts, and then try to touch body part to body part as you model. For example: Touch nose to knee.

**PRE-KINDERGARTEN AND KINDERGARTEN:** Children can start to undress by removing simple clothes. They can bend and pick up clothes and make a game by putting clothes into a laundry basket.



## Activity 4: TOOTH BRUSHING

### Key Learning Area: Health, Wellness and Physical Development

**INFANT:** Use a soft clean cloth, dampened with cool water to clean your infant's gums. Explain what you are doing. The tone of your voice will help this be a positive experience.

**TODDLER:** Tooth brushing is an important lifelong habit! Toddlers can begin to brush their teeth using a pea-sized dollop of toothpaste and a soft bristled toddler toothbrush. You will also need to brush their teeth to make sure all teeth have been brushed.

**PRE-KINDERGARTEN:** Tooth brushing is an important habit to reinforce with preschoolers. Reminders while brushing to do top, inside, outside, roof of the mouth, bottoms, inside, outside, and tongue.

**KINDERGARTEN:** Kindergartners can learn to floss their teeth. Families can demonstrate and help with this activity. The American Dental Association recommends flossing every day. This is a great life-long habit to begin forming.

The American Dental Association recommends that a child's first dental visit occur within six months after a baby's first tooth appears, but no later than the child's first birthday.



## NOVEMBER SUGGESTED BOOKS

**Barnyard Bath** by Sandra Boynton

**Elmo's Tub-Time Rhyme (Bath Book)** by Kara McMahon & Tom Brannon

**Bad Kitty Gets a Bath** by Nick Bruel

**My First Word Bath Book (My First series)** by DK Publishing

**Do Pirates Take Baths?** by Kathy Tucker & Nadine Bernard Westcott

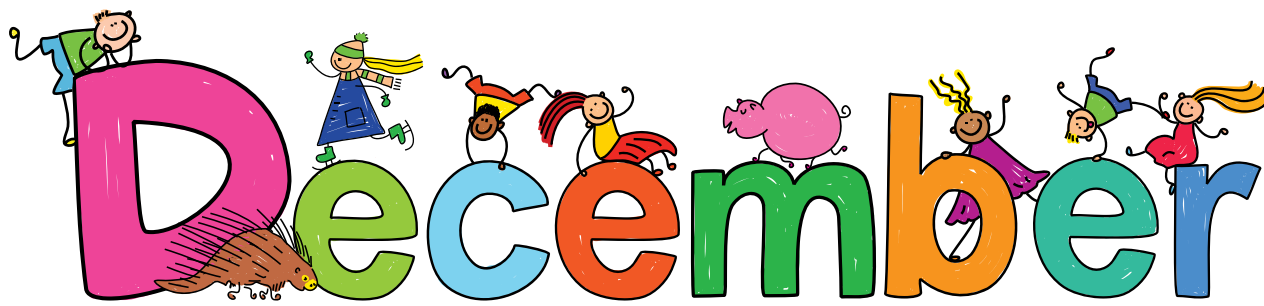
**Puppy Takes a Bath (Dora the Explorer Ready-to-Read)** by Christine Ricci & Tom Mangano

**Estelle Takes a Bath** by Jill Esbaum & Mary Newell DePalma

**King Bidgood's in the Bathtub (Caldecott Honor Books)** by Audrey Wood & Don Wood

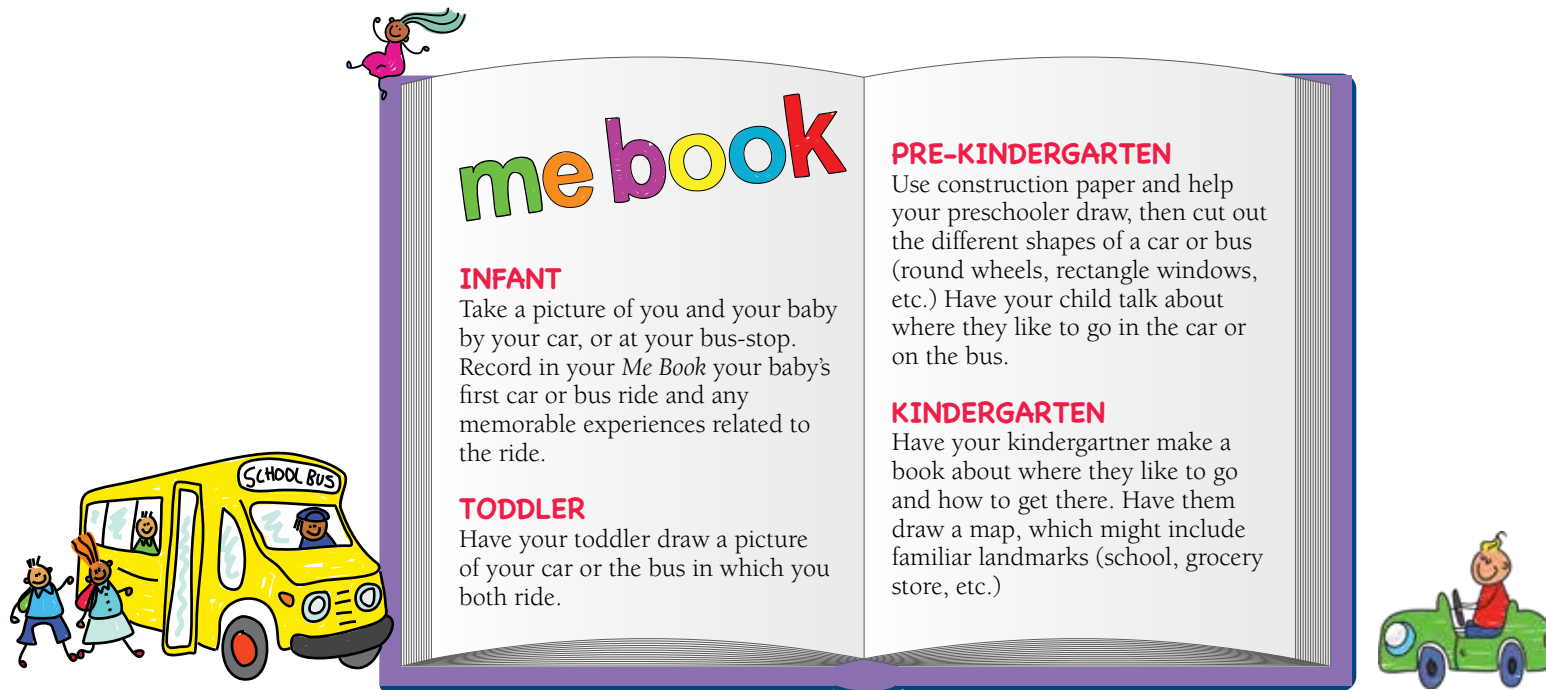
**Tub Toys** by Terry Miller Shannon, Timothy Warner, & Lee Calderon

For more ideas visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com)



## IN THE CAR OR ON THE BUS

Traveling in a car or bus is a great place to learn about safety, your neighborhood, and expand vocabulary. Young babies may find the movement of travel soothing, while older babies may not like to be confined, but may love to listen to songs and imitate noises. Toddlers and preschoolers enjoy singing songs in the car. Preschoolers enjoy learning about their neighborhood, while kindergartners can build upon their knowledge of safety. Pennsylvania law requires children under the age of four years to be properly restrained in an approved child safety seat anywhere in the vehicle. Children from age four up to age eight must be restrained in an appropriate booster seat.



## Activity 1: WHILE TRAVELING

### Key Learning Area: Language and Literacy

**INFANT:** Babies are drawn to colorful objects. Supply them with items to look at while in the car. Attach a colorful scarf or blanket on the back of the seat of the car facing your baby so they can gaze at it while in her car seat.

**TODDLER:** Provide your toddler with books about traveling. Ask them to “read” the book to you while you are driving or on the bus.

**PRE-KINDERGARTEN AND KINDERGARTEN:** Have a selection of books that are specifically used for traveling. Keep them in a special bag or backpack that your child can decorate. While traveling, ask them to read the book to you. Ask questions about the words and sentences in the book, such as where does the sentence begin and end? Where is the top or the bottom?



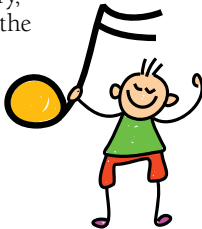
## Activity 3: TAKING ALONG A SONG

### Key Learning Area: Creative Thinking and Expression

**INFANT:** Sing to your baby about where you are going and how you will get there. Use different tones and volumes while singing.

**TODDLER:** Sing to your toddler about where you are going and how you will get there. Sing what the two of you will do once you are there.

**PRE-KINDERGARTEN AND KINDERGARTEN:** While at the library, help your child choose a book about the different ways to travel. On the way home, make up a song about the different ways to travel. Sing about different ways to travel (like on a camel, or in a helicopter, or in a race car, for example).



## Activity 2: ABOUT SAFETY

### Key Learning Area: Health, Wellness and Physical Development

**INFANT:** Sing to your baby as you buckle them into the car seat. Sing about how what you are doing (“First we snap the harness, and then the buckle”), and sing about how safe and snug they will be as you travel.

**TODDLER:** Sing a song with your toddler about traveling safely, such as riding in the car seat, holding hands when you cross the road, etc.

**PRE-KINDERGARTEN:** Help your preschooler make up a song about traveling safely. You can start by singing, “What do we do we cross the road?” and they can sing, “We look both ways and hold hands with Mom/Dad”, for example. Or try it the other way. Your child sings the question and you sing the answer!

**KINDERGARTEN:** Help your kindergartner make up a song about traveling safely, such as looking both ways before crossing the street, buckling the seatbelt, locking the car doors, etc.



## Activity 4: WHERE WE TRAVEL

### Key Learning Area: Social Studies Thinking

**INFANT:** Babies are drawn to colorful objects. Supply them with items to look at while in the car. Attach a colorful scarf or blanket on the back of the seat of the car facing your baby so they can gaze at it while in their car seat.

**TODDLER:** While traveling, ask your toddler to identify people in the community, like the bus driver, a postal carrier, police officer, etc. Talk about what each person does.

**PRE-KINDERGARTEN:** While traveling, have your preschooler identify the different items they can see and who uses these items and how. Who rides the bus? Why do people go to the grocery store? What do we get at the library? What does the postal carrier do?

**KINDERGARTEN:** While traveling, help your kindergartner identify different rules. For example, stopping at a stop sign, crossing in the crosswalk, wearing a seatbelt, driving the speed limit, etc. Talk about why we have rules.



## DECEMBER SUGGESTED BOOKS

**Cars and Trucks and Things That Go (Giant Little Golden Book)** by Richard Scarry  
**Number One Sam** by Greg Pizzoli  
**Rattletrap Car** by Phyllis Root & Jill Barton

**Can You See What I See? Trucks And Cars (Can You See What I See?)** by Walter Wick  
**The Berenstain Bears and Too Much Car Trip (Berenstain Bears)** by Jan Berenstain  
**Wee Sing in the Car** by Pamela Conn Beall & Susan Hagen Nipp

**The Bus for Us** by Suzanne Bloom  
**Wheels On The Bus (Kids Play)** by DK Publishing  
**Junie B. Jones and the Stupid Smelly Bus** by Barbara Park  
**The School Bus Driver from the Black Lagoon** by Mike Thaler & Jared Lee

For more ideas visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com)

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[www.papromiseforchildren.com](http://www.papromiseforchildren.com)

## Early Learning GPS

- Choose between infant, toddler and preschooler and find 10 questions about your child. Get information about your child's brain, their development, you and your child, and when your child is not with you. You'll also get a list of helpful resources.
- You can stop the quiz at any time and jump right to the resources! Responses are not recorded, and you don't give any personal information about yourself or your child.

[www.earlylearninggps.com](http://www.earlylearninggps.com)



## COMPASS - Early Learning Program Search

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