Learning begins at birth! It is important that families feel supported and know how they can encourage children throughout early childhood. This calendar was developed in order to give you some information and guidance on how you can help children in learning and be prepared to succeed in kindergarten.

This calendar contains a variety of information related to preparing children for success in kindergarten, what children will be learning in kindergarten and fun things you can do together from birth to develop and support children’s skills!

- Daily activities can be adapted to your child’s age, interest or skill level.
- This calendar is designed to be used in any year. The empty boxes can be left blank, used to check off activities completed, or to write in dates.
- Each month highlights a local resource your family may want to use or visit.
- Developmental Milestones and ideas for Learning on the Go can be found at the back of the calendar.

Children learn many different skills in the following areas that will help them be ready to succeed in kindergarten. Each day of the week focuses on a different area.

**Sunday: Language Development**

Activities will help your child practice these skills:
- Answering questions about a story you’ve read together.
- Taking two or more turns in a conversation.
- Using words learned from stories, experiences and conversation.
- Being understood by most people.
- Using 'I', 'he', 'she', 'him', 'her', 'his' and 'hers' correctly.

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**Monday: Literacy Development**

Activities will help your child practice these skills:
- Playing with sounds in words (rhyming, beginning sounds).
- Identifying 18 upper case and 15 lower case letters and the sounds they make.
- Recognizing their own written name.
- Looking at a book from back to front and turning pages one at a time.
- Writing their first name beginning with a capital and finishing with lowercase.

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**Tuesday: Mathematical Development**

Activities will help your child practice these skills:
- Verbally counting to 20.
- Physically counting out 10 objects correctly.
- Identifying numbers 1–20.
- Identifying basic shapes (square, circle, triangle, etc.).
- Creating a two-part pattern (green, white, green, white).
- Sorting objects by something they have in common (color, size, shape, etc.).

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**Wednesday: Physical Development**

Activities will help your child practice these skills:
- Jumping with two feet.
- Maintaining personal space.
- Using a tripod grasp (thumb and two fingers) to write or draw a letter, numeral or shape.
- Using kids’ scissors.

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**Thursday: Social Development**

Activities will help your child practice these skills:
- Trusting other adults and children.
- Playing with, not just next to, other children.
- Learning and participating in a group.

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**Friday: Emotional Development**

Activities will help your child practice these skills:
- Separating from primary caregiver for an extended period of time.
- Taking care of their own needs (i.e. wiping after toileting, washing hands).
- Controlling the expression of their feelings.

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**Saturday: Approaches to Learning**

Activities will help your child practice these skills:
- Showing curiosity and motivation to learn new things.
- Spending 10–15 minutes working on interesting tasks.
- Focusing and concentrating on an activity for 10–15 minutes.
- Remembering and connecting experiences with environment (grocery store, library).
- Following two-step directions and remembering simple routines.
- Sticking with and solving simple problems.
**PLAY IS LEARNING**

Play is the work of children. It brings enjoyment, releases energy, and gives children a way to express themselves. Play also encourages creativity, imagination, self-confidence and problem-solving. Don’t ever stop playing together!

- **INFANTS:** explore and play by putting things in their mouths and banging them on the ground. Beware of choking hazards. Items that can pass through a toilet paper tube can be a choking hazard for infants.
- **TODDLERS:** copy actions and behaviors of others. They are learning empathy and cooperation through play.
- **PRESCHOOLERS:** have longer attention spans and the ability to concentrate. Offer enough time for children to become engaged in their favorite play activities.

**LOCAL RESOURCE:** Play and Learn Groups provide activities for families to play and explore alongside their children ages four years old and younger. Groups are offered in a variety of locations across the Ingham service area. Visit [www.inghamgreatstart.org](http://www.inghamgreatstart.org) for the current Play and Learn Group schedule.

<table>
<thead>
<tr>
<th>JANUARY</th>
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<tbody>
<tr>
<td><strong>SUNDAY</strong></td>
</tr>
<tr>
<td>Sing the alphabet song.</td>
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<tr>
<td>Talk with your child about your child’s favorite soup.</td>
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<tr>
<td>Learn a new word together and practice using it.</td>
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<tr>
<td>Sing your favorite song to your child. Ask your child what their favorite song is.</td>
</tr>
<tr>
<td>Sing “Hickory, Dickory, Dock.” “</td>
</tr>
</tbody>
</table>

**SONG/RHYME:**

**Hickory Dickory Dock**

The mouse ran up the clock.

The clock struck one.

The mouse ran down.

Hickory Dickory Dock.

The mouse ran up the clock.

The clock struck one.

The mouse ran down.

Hickory Dickory Dock.
MUSIC IS FOR EVERYONE

Music really is for everyone! Your child will love to hear your voice no matter how well you sing.

- **INFANTS:** enjoy songs, fingerplays and dancing. These activities are soothing and fun, and create a feeling of safety and stress relief.

- **TODDLERS:** respond to music by moving and being active. By moving, toddlers strengthen their large muscles and learn coordination.

- **PRESCHOOLERS:** build literacy skills through music. Songs, rhymes and rhythms help young children recognize individual sounds and learn to keep a steady rhythm, important pre-reading skills.

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LOCAL RESOURCE: The City of East Lansing sponsors live musical performances for families as part of the FREE Children’s Concert Series. Look for the current Children’s Concert Series schedule at www.cityofeastlansing.com/137/Childrens-Concert-Series.
**READING WITH YOUR CHILD**

Literacy learning begins at birth! Reading out loud to children is one of the most important activities for building understanding and skills needed for later reading success.

- **INFANTS**: learn to talk by hearing spoken words. Board books are a good choice for babies—they are small, sturdy and have pages that are easy to turn. Babies also love to see faces, so look for books with photographs of people of all ages.

- **TODDLERS**: Keep toddlers engaged with books that have rhymes, movement, rhythm and singing. Toddlers learn through repetition and may request the same book or game over and over again.

- **PRESCHOOLERS**: are ready to listen to longer stories, but don’t forget to make them fun and interactive. Books with lots of different kinds of words will build vocabulary and understanding of new concepts.

### MARCH

#### LOCAL RESOURCE:

The Early Childhood Literacy Coalition celebrates literacy with two weeks of free activities and an early literacy celebration every March. Find the full schedule on Capital Area District Libraries’ website at [www.cadl.org](http://www.cadl.org). Look up the ECLC Facebook page at [www.facebook.com/EarlyChildhoodLiteracyCoalition](http://www.facebook.com/EarlyChildhoodLiteracyCoalition).

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Talk about patterns.</strong> Which animals have stripes? Which ones have spots?</td>
<td><strong>F</strong> is the letter of the day. Trace/draw an “F” together. Look for “F”s or objects that begin with the /f/ sound as in fish.</td>
<td><strong>A rectangle</strong> is the shape of the day. Count how many rectangles you can find.</td>
<td><strong>Play some music and dance.</strong></td>
<td><strong>Schedule a play date with a cousin, neighbor or friend.</strong></td>
<td><strong>Practice putting on and taking off outdoor clothing.</strong></td>
<td><strong>Show your child how to measure using measuring cups. Let them practice with water and dry beans.</strong></td>
</tr>
<tr>
<td><strong>Let your child help prepare a meal or snack. Talk about what you and your child are doing.</strong></td>
<td><strong>Talk about syllables as the sounds in words. Clap out some words together. One clap for each syllable or word chunk.</strong></td>
<td><strong>The color of the day is purple. See how many purple things you can find today.</strong></td>
<td><strong>Kids love to help! Give your child a small cloth so they can dust along with you.</strong></td>
<td><strong>Visit the library.</strong></td>
<td><strong>Draw a sad face. Tell about a time you felt sad.</strong></td>
<td><strong>Collect 3 purple items in your house. Talk about shades of colors. Which one is lighter/darker?</strong></td>
</tr>
<tr>
<td>Start each day at the window and talk about the weather.</td>
<td><strong>G</strong> is the letter of the day. Trace/draw a “G” together. Look for “G”s or objects that begin with the /g/ sound as in goat.</td>
<td>Today is all about the number 3. See how many “3s” you can find as you go about your day.</td>
<td><strong>Make a fort and read in it together.</strong></td>
<td><strong>Sit down and eat a meal together.</strong></td>
<td><strong>Clean up as many toys as you can in 30 seconds.</strong></td>
<td><strong>Gather mystery objects and put them in a bag. Have your child feel the item in the bag and guess what it is.</strong></td>
</tr>
<tr>
<td>Say and act out the finger play, “Two Little Blackbirds.”</td>
<td><strong>Just for fun, read with a flashlight. Make shadow puppets or tell each other stories.</strong></td>
<td><strong>Dress in the color purple today.</strong></td>
<td><strong>Go on a rectangle hunt in the house, moving like different animals from room to room.</strong></td>
<td><strong>Practice using “Please” and “Thank you” with others.</strong></td>
<td><strong>Talk about how you feel when the snow melts.</strong></td>
<td><strong>Texture fun: give your child scraps of paper, fabric, and cardboard. Talk about the different textures.</strong></td>
</tr>
<tr>
<td>At the grocery store, talk about which things are cold.</td>
<td><strong>Make a book of your own. Staple paper together. Child draws pictures and parents write the words.</strong></td>
<td><strong>Count all the doors and windows in your home. Are there more doors or windows?</strong></td>
<td><strong>Make something out of a cardboard box and tape.</strong></td>
<td><strong>Bundle up and visit a local park/ playground.</strong></td>
<td><strong>Help clear the table and wash the dishes.</strong></td>
<td><strong>Talk about sweet, salty, bitter, spicy, and sour. Taste something and discuss what they liked best.</strong></td>
</tr>
</tbody>
</table>

### FINGERPLAY:

**Two Little Blackbirds**

One named Jack (show left hand) and the other named Jill (show right hand)

Fly away Jack! (fly left hand behind back)

Fly away Jill! (fly right hand behind back)

Come back, Jack! (fly left hand back from behind back)

Come back, Jill! (fly right hand back from behind back)
APRIL

SCIENCE EVERY DAY

Science is everywhere—from animals, plants and the natural world, to health and nutrition, to tools and machines, and more! Children are naturally curious about their world and science encourages their love of exploration.

- **INFANTS:** learn about the world and properties of objects by using all of their senses. When they drop a toy and you pick it up, they are learning about cause and effect.
- **TODDLERS:** are trying to find out how the world works. As they use their five senses they are making sense of their world. Encourage your toddler to try things out. What will happen if you put a stick in a mud puddle? As your child looks closely at things in nature, give names to objects found.
- **PRESCHOOLERS:** use trial and error, an important part of the scientific process. Adults can encourage curiosity by asking questions and allowing children to investigate many different possibilities.

How do you think that works? Why do you think giraffes have long necks? What tool would help us do this job? What will happen to this ice cube when we put it in hot water?

**LOCAL RESOURCE:** The MSU Science Festival is an amazing, multi-day series of events that highlight the fields of science, technology, engineering, arts and mathematics (STEAM). For this year’s complete schedule visit www.sciencefestival.msu.edu.

Today is all about the number 4! Think of 4 things that are heavy. Think of 4 things at the beach.

**SCIENCE EVERY DAY**

<table>
<thead>
<tr>
<th>SUNDAY</th>
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<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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</tr>
</thead>
</table>
| Sing and act out "Little Bo Peep." | Sing the alphabet song. | Choose 3 new foods and have a family taste test. | Ask your child if you can join their play. This models how to join others at play. | Paint a picture while listening to music. Talk about how you felt. | Cut a picture into pieces to make a puzzle, then put it back together. | **SCIENCE EVERY DAY**

RHYME:

Little Bo Peep has lost her sheep,
And can't tell where to find them.
Leave them alone and they'll come home,
Wagging their tails behind them.

Little Bo-Peep has lost her sheep,
Wagging their tails behind them.

注：上述内容为自然语言的自然阅读文本，无需进行翻译。
MAY

Your child may be just learning how to get along in a group setting. They are learning your expectations, how to interact with other children and developing an understanding of rules. They are also beginning to develop the ability to control their impulses. With support from you, children practice and learn these skills.

- **INFANTS**: Supporting social emotional development means meeting their needs. Bubbling to them when they talk to you, responding to their cries, and letting them explore their world while you’re nearby.

- **TODDLERS**: As toddlers experience their feelings, provide names for those feelings. Follow your child’s lead in play. Support them as they reach out to play with others. Try to provide multiples of materials, so each toddler has their own.

- **PRESCHOOLERS**: Support your preschooler’s interest in playing with other children. Ask questions such as “how would that make you feel?” to help develop empathy and perspective taking. Let them know you notice when they do something helpful.

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**SOCIAL/EMOTIONAL**

**LOCAL RESOURCE**: Research shows that children who attend high-quality preschool programs are more likely to:

- Read proficiently by 3rd grade
- Attend college
- Earn higher incomes

Many three and four year old children are eligible for tuition-free preschool. To learn more about options and complete an application (the first step in the process of getting connected to a program), go to www.inghampreschool.org or call 1-855-644-7735.

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**SONG:**

The Eentsy Weentsy Spider

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**SUNDAY**

- Use a sock for a puppet to act out the “Eentsy Weentsy Spider.”
- Expand your child’s language. When your child says “My shoes,” you can say “Those are your shiny, red shoes.”
- When reading a book, ask your child to predict what will happen before you turn the last page.
- Using your phone, take photos of nature in surprising places (crack in a sidewalk). Show the photos and ask your child to tell you a story.
- Find a bag and put some familiar items in it. Reach in and describe the object. Have your child guess what it is. Now it’s your turn to guess!

**MONDAY**

- A diamond is the shape of the day. Count how many diamonds you can find today.
- **J** is the letter of the day. Trace/draw a “J” together. Look for “J’s” or objects that begin with the /j/ sound as in jar.
- With your child, find the first letter in your child’s name in as many places as possible.
- Have your child write a grocery list so each toddler has their own.
- **K** is the letter of the day. Trace/draw a “K” together. Look for “K’s” or objects that begin with the /k/ sound as in kangaroo.

**TUESDAY**

- Using your kitchen tongs, practice moving things from one bowl to another.
- Go on a walk and collect natural objects (stones, pinecones, etc). Graph what you find.
- Put on some music and move together!
- Today is all about the number 5. Find 5 tiny things. Find 5 medium-sized things.
- Pick flowers in your neighborhood and press them between the pages of a large book. Count the petals and leaves.

**WEDNESDAY**

- Make a puzzle by cutting up the front of a cereal box. Put it back together with your child taking turns to put in each piece.
- Do jumping jacks together and count aloud as you go. See how high you can count together!
- Practice responding with a “Hello!” when someone greets you.
- Put salt, sand or shaving cream on a cookie tin. Draw shapes in the material. Have your child name the shape. Now it’s their turn.
- Kick a ball back and forth with your child.

**THURSDAY**

- Make a plan for tomorrow with your child. Write it down. Follow through.
- Practice responding with a “Thank you!” in Spanish. “Por Favor” is “Thank you.” Practice it together and count how many “Thank you’s” you can find.
- Read a book about feelings. Go to your library and ask your librarian for book ideas.
- Learn to say “please” and “thank you” in Spanish. “Por Favor” y “Gracias.” Practice it with people you see.
- Today is a pink day. See how many pink things you can find. Talk about which things are pink.
- Take pictures of your child’s face expressing happiness, sadness, fear, frustration… Post those pictures around their mirror.

**FRIDAY**

- Read the Happy Birthday song.
- Notice when your child solves their own problem. Talk about how they solved the problem.
- Have your child help you with the laundry, matching socks and sorting piles.
- Notice when your child solves their own problem. Talk to your child about how they solved the problem.
- Make a plan for tomorrow with your child. Write it down. Follow through.

**SATURDAY**

- Make face in the mirror.
- Make a plan for tomorrow with your child. Write it down. Follow through.
- Make a plan for tomorrow with your child. Write it down. Follow through.
- Read a book about friendship and talk about how to be a good friend.
- At the end of the day reflect on something that made you feel happy. Ask your child to reflect about what made them happy.
- Talk about a recent family trip.

**OUTSIDE PLAY**

Remember playing outside as a child, the sense of freedom and wonder? Outdoor play supports children’s physical development using large muscles to run and jump. Learning is enhanced as children experience new sights, sounds, smells and textures. Children of all ages need to get outside, spring, summer, fall and winter.

- **INFANTS:** benefit from stroller walks, where they hear outside noises, experience natural light and breezes, and become familiar with the feeling of moving outside. Sitting on the grass provides input of different textures and smells.
- **TODDLERS:** love the new experiences of being outdoors, and will learn new skills. Walking on different surfaces and slopes lets their muscles learn new ways to support their bodies.
- **PRESCHOOLERS:** have fun seeing all of the new things outside—birds and squirrels, clouds, sticks and stones. They can use new materials to build or use in different ways. It’s a chance to run, jump and play in ways that are different from being inside.

### SUNDAY

- **Read a book** about animals and make some animal sounds.
- **Show your child** that there are things to read everywhere. Make a game of finding things with words on them (like soup cans and cereal boxes).

### MONDAY

- **Read and act out “Beehive.”** Together, list as many words as you can that rhyme with the word “bee.”

### TUESDAY

- **Find sounds of familiar things on your phone such as** a train, dog barking or a car horn. Play them for your child and have your child guess what they are.
- **Read a book** by using only the pictures.

### WEDNESDAY

- **Go on a hunt** to collect sticks. Use the sticks to form letters.
- **An oval** is the shape of the day. Count how many ovals you can find today!
- **Create a pattern** by clapping and tapping. Have your child follow your pattern. Now follow theirs.

### THURSDAY

- **Visit your local park.** Practice playing with other children.
- **Model calming techniques** (slow breathing, squeezing a pillow, etc.) Use them before you attempt to solve a problem.
- **Invite a friend over** to play. Make up a new game together.

### FRIDAY

- **Help your child** think of something they can do for someone else.
- **Ask your child** what makes your child feel happy. Take a picture of your child feeling happy doing what they enjoy. Start a feelings book.
- **Visit your local** 15 different things from a drawer in your home. See how many ways they can be sorted.

### SATURDAY

- **Go on a cloud hunt.** Spread a blanket on the ground and see what objects you can “find” in the clouds. (animals, shapes, etc.)
- **Put an item inside** the bag and give verbal clues about its identity. Let your child feel, describe, and guess what it is before looking at it. (repeat)

### FINGERPLAY: Beehive

(Clasp hands together to make a beehive.)

**Head and Shoulders, Knees and Toes**

One, two, three, four, five!

Bzzzzzzzz!

(Separate hands; fly fingers around as if they are bees.)

Together, list as many words as you can that rhyme with the word “bee.”

**Sing “Head and Shoulders, Knees and Toes”** while doing the motions. Now sing it using other body parts.

**Hide and seek** a picture of your child feeling happy. Take a picture and act out what they do if they felt that way.

**Invite a friend over** to play. Make up a new game together.

**Bzzzzzzzz!** (Separate hands; fly fingers around as if they are bees.)

**Sing “Head and Shoulders, Knees and Toes”** while doing the motions. Now sing it using other body parts.

**Especially for Toddlers:**

**Create a pattern** by clapping and tapping. Have your child follow your pattern. Now follow theirs.

**Go on a nature scavenger hunt** with a friend. Look for different colors and textures and see how many shades of green you can find.

**Create a mystery bag** for your child. Put an item inside the bag and give verbal clues about its identity. Let your child feel, describe, and guess what it is before looking at it. (repeat)

**Help your child** think of something they can do for someone else.

**Ask your child** what makes your child feel happy. Take a picture of your child feeling happy doing what they enjoy. Start a feelings book.

**Visit your local** 15 different things from a drawer in your home. See how many ways they can be sorted.

**Go on a cloud hunt.** Spread a blanket on the ground and see what objects you can “find” in the clouds. (animals, shapes, etc.)

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**Create a pattern** by clapping and tapping. Have your child follow your pattern. Now follow theirs.

**Go on a nature scavenger hunt** with a friend. Look for different colors and textures and see how many shades of green you can find.
NUTRITION AND YOUR GROWING CHILD

Good nutrition gives children the energy and vitamins they need to learn and grow. Learning healthy eating habits as a child is important for a healthy future.

- **INFANTS:** need the nutrients and vitamins found only in breastmilk or infant formula. Your pediatrician may suggest introducing infant cereal and pureed vegetables and fruits after six months of age.

- **TODDLERS:** can be picky eaters, but they learn by watching others. Eat a variety of foods and your child will be more likely to try new foods, too. Offer small servings of fruits and vegetables at every meal.

- **PRESCHOOLERS:** can help plan some parts of their meals. Offer two choices—such as broccoli or carrots—and let your child decide. Make meals a family time and talk about healthy food choices.

LOCAL RESOURCE: Visit a local farmers market to buy fresh produce for your family. Visit Greater Lansing Area Farmers Markets on www.lansing.org for a list of markets near you.

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**SONG:**

**Five Green and Speckled Frogs**

Five green and speckled frogs sat on a hollow log
Eating some most delicious bugs. Yum, yum!
One jumped into the pool where it was nice and cool
Then there were four speckled frogs.
(Repeat but with four frogs, then three, and so on.)
PHYSICAL DEVELOPMENT

Children's large and small muscles are growing and developing daily. Children master physical tasks at different rates but in predictable patterns.

• **INFANTS:** may be lifting their heads around three months, next they will lift their chest, then roll, crawl, sit, stand and eventually learn to walk. Be sure your baby has a safe, clean area where they can experience time on their tummy each day.

• **TODDLERS:** love to move. Give your child opportunities to run, climb, and throw in safe areas. Offer activities to strengthen their hand/grasp, such as using a spoon, tearing paper, and turning doorknobs.

• **PRESCHOOLERS:** should practice running, jumping with both feet, skipping and galloping. Give your child many opportunities to use crayons, pencils and child sized scissors.

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**FINGERPLAY:**

Five Plump Peas

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<thead>
<tr>
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<td>Have your child give you directions for getting dressed or making a snack. Make a mistake and let them correct you!</td>
<td>Pretend to have a phone conversation with your child. Practice answering the phone and inviting someone over to play.</td>
<td>Today is all about the number 8. Make lines with chalk or string and practice walking while keeping your balance.</td>
<td>Make a puzzle or play a game together. Practice taking turns!</td>
<td>Join a play and learn group. Go to <a href="http://www.inghamgreatstart.org">www.inghamgreatstart.org</a> to find a location near you.</td>
<td>Play with a dishpan of water and plastic cups, spoons and bowls.</td>
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<tr>
<td><strong>FRIDAY</strong></td>
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<td><strong>TUESDAY</strong></td>
<td><strong>MONDAY</strong></td>
<td><strong>SUNDAY</strong></td>
</tr>
<tr>
<td><strong>LOCAL RESOURCE:</strong> There are many local parks which offer play areas for children of different age groups. Visit Ingham County Parks at <a href="http://www.pk.ingham.org">www.pk.ingham.org</a>. Also look for the Back to School Health Fair sponsored by Ingham County Health Department at <a href="http://www.hd.ingham.org/ForParents.aspx">www.hd.ingham.org/ForParents.aspx</a>.</td>
<td><strong>P is the letter of the day. Trace/draw a P together. Look for &quot;Ps&quot; today or objects that begin with the /p/ sound as in pig.</strong></td>
<td><strong>Today is all about the number 8. See how many 8s you can find as you go about your day.</strong></td>
<td><strong>Make a puzzle or play a game together. Practice taking turns!</strong></td>
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<td><strong>Play with a dishpan of water and plastic cups, spoons and bowls.</strong></td>
<td><strong>Write your child's name. Have them trace the letters with their finger and then with a pen.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Q is the letter of the day. Trace/draw a Q together. Look for &quot;Qs&quot; today or objects that begin with the /q/ sound as in quilt.</strong></td>
<td><strong>Collect a bag of items from outside, then sort them by something they have in common.</strong></td>
<td><strong>Practice cutting squares with scissors.</strong></td>
<td><strong>Invite a neighbor, friend or relative over for a playdate.</strong></td>
<td><strong>Sing &quot;If You're Happy and You Know It&quot; Make up extra verses!</strong></td>
<td><strong>Help your child with a household task today.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Q is the letter of the day. Trace/draw a Q together. Look for &quot;Qs&quot; today or objects that begin with the /q/ sound as in quilt.</strong></td>
<td><strong>A square is the shape of the day. Count how many squares you can find today!</strong></td>
<td><strong>Stretch together. Stand up tall and reach to the sky, bend to one side, then the other. Repeat. Stretch out your body!</strong></td>
<td><strong>Help your child learn their name, address and phone number.</strong></td>
<td><strong>Have your child help with a household task today.</strong></td>
<td><strong>Make cloud dough together (¼ cup of oil + 2 cups flour). Let your child play with this sensory mess outside on the grass!</strong></td>
<td></td>
</tr>
<tr>
<td><strong>With your child, look at the pictures in a book and guess what happens. Then read it to see if you’re right!</strong></td>
<td><strong>Visit the library to choose books with your child. Help your child practice asking the librarian for suggestions or a specific item location.</strong></td>
<td><strong>Play Number Dash: write numbers on the sidewalk then call out numbers and dash to those numbers.</strong></td>
<td><strong>Play &quot;Red Light, Green Light.&quot;</strong></td>
<td><strong>Have your child help with a household task today.</strong></td>
<td><strong>Think of 5 things that are orange. Think of 5 things at the store. Think of 5 things that are soft.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Read a book about animals. What’s your favorite animal?</strong></td>
<td><strong>Visit a place in your community you’ve never been before.</strong></td>
<td><strong>Play &quot;Red Light, Green Light.&quot;</strong></td>
<td><strong>Visit a place in your community you’ve never been before.</strong></td>
<td><strong>Ask your child what frustrates them.</strong></td>
<td><strong>Blow bubbles together. How long before one pops? How high do they float?</strong></td>
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<tr>
<td><strong>R is the letter of the day. Trace/draw an R together. Look for &quot;Rs&quot; today or objects that begin with the /r/ sound as in rake.</strong></td>
<td><strong>Ask your child what frustrates them.</strong></td>
<td><strong>Play &quot;Red Light, Green Light.&quot;</strong></td>
<td><strong>Visit a place in your community you’ve never been before.</strong></td>
<td><strong>Ask your child what frustrates them.</strong></td>
<td><strong>Think of 5 things that are orange. Think of 5 things at the store. Think of 5 things that are soft.</strong></td>
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<td><strong>R is the letter of the day. Trace/draw an R together. Look for &quot;Rs&quot; today or objects that begin with the /r/ sound as in rake.</strong></td>
<td><strong>Have a family story time today. Let each member of the family pick a favorite book and read together.</strong></td>
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<td><strong>Have your child help with a household task today.</strong></td>
<td><strong>Talk about wind together. Which objects can blow away in the wind? Can you test your predictions with a fan?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Today is a brown day. See how many brown things you can find. Talk about which things are brown.</strong></td>
<td><strong>Draw a picture of a tree in each season: spring, summer, fall, winter. Talk about the changing seasons.</strong></td>
<td><strong>Have a family story time today. Let each member of the family pick a favorite book and read together.</strong></td>
<td><strong>Practice making frustrated faces in the mirror during your bedtime routine.</strong></td>
<td><strong>Think of 5 things that are orange. Think of 5 things at the store. Think of 5 things that are soft.</strong></td>
<td><strong>Talk about wind together. Which objects can blow away in the wind? Can you test your predictions with a fan?</strong></td>
<td></td>
</tr>
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<td><strong>Today is a brown day. See how many brown things you can find. Talk about which things are brown.</strong></td>
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</tbody>
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Five plump peas in a pea pod pressed. (Hold one fist up)
One grew, two grew, and so did all the rest. (Open fist - one finger at a time)
They grew and they grew and they never stopped!
(Starting with hands together, move them apart on each “grew”) They grew so big that the pea pod popped! (Clap hands on “popped”)

**Fingerplay:**

"Five Plump Peas."

- One grew, two grew, and so did all the rest.
- They grew and they grew and they never stopped!
- They grew so big that the pea pod popped!

**Sensory Activity:**

- Make cloud dough together (¼ cup of oil + 2 cups flour).
- Let your child play with this sensory mess outside on the grass.

**Activity:**

- Collect a bag of items from outside, then sort them by something they have in common.
- Help your child learn their name, address and phone number.

**Literacy Activity:**

- Make up extra verses for "If You’re Happy and You Know It".
- Visit the library to choose books with your child. Help your child practice asking the librarian for suggestions or a specific item location.

**Fine Motor Activity:**

- Practice cutting squares with scissors.
- Visit a place in your community you’ve never been before.

**STEM Activity:**

- Blow bubbles together. How long before one pops? How high do they float?
- Make cloud dough together (¼ cup of oil + 2 cups flour)
- Let your child play with this sensory mess outside on the grass.
LEARN MATH EVERY DAY

Math is not just about counting and numbers. There are hundreds of ways to include math in your child's everyday activities.

- **INFANTS:** Use every day activities as opportunities to count. Count socks as you put them on your baby, count baby's toes, tell them where you are putting things (“I put the block on top of the tower”).

- **TODDLERS:** can start to recognize shapes, sort objects by type and use number words. Recite rhymes and sing songs that include number words with your child.

- **PRESCHOOLERS:** can solve daily life math problems, such as how many plates to set for dinner. They can recognize and make patterns, and can count out loud to 10 or higher. Read books that include math concepts.

LOCAL RESOURCE: There is so much for families to do in Ingham County, no calendar could list them all! For fun family events, visit Hulafrog at www.hulafrog.com. To learn more about resources and events related to the childbearing year and families with young children, visit Willow Tree Family Center at www.willowtreefamily.com.

SONG: Wheels on the Bus

The wheels on the bus go round and round, Round and round, round and round. The wheels on the bus go round and round, All through the town.

The wipers on the bus go swish, swish, swish... The driver on the bus says “move on back”… The people on the bus go up and down… The babies on the bus go “wah, wah, wah”… The parents on the bus say “I love you, I love you, I love you”…

**SEPTEMBER**

**SUNDAY**

- With on stars together at night Tell each other your wishes.

**MONDAY**

- $ is the letter of the day. Trace/draw an $ together. Look for “$’s” today or objects that begin with the /s/ sound as in sun.

**TUESDAY**

- A rectangle is the shape of the day. Trace/draw a rectangle today. Look for “r’cs” today or objects that begin with the /s/ sound as in sun.

**WEDNESDAY**

- Visit the library with your child this week. Pick out books or stay and read a while. Check out events: www.cafl.org/events or www.alpl.org.

**THURSDAY**

- Draw a map of your neighborhood together. Talk with your child about where things are.

**FRIDAY**

- Draw a sad face and tell about a time you were sad.

**SATURDAY**

- Play a following directions game, like Simon Says with your child.

**LOCAL RESOURCE:**

TODDLERS:

- Today is a black day. See how many black things you can find today. Talk about which things are black.

- Count berries or other snacks as you eat them.

- Practice cutting rectangles.

- Practice using “please” and “thank you” with others.

- Practice jumping, crawling or hopping around objects outside.

- Have your child practice putting on their own coat and backpack.

- Practice putting on their own coat and backpack.

- Write a letter or draw a picture for a new friend.

- Practice using “please” and “thank you” with others.

- Practice counting.

- Practice using “please” and “thank you” with others.

- Practice cutting rectangles.

- Practice using “please” and “thank you” with others.

- Practice jumping, crawling or hopping around objects outside.

- Have your child practice putting on their own coat and backpack.

- Practice putting on their own coat and backpack.

- Write a letter or draw a picture for a new friend.

- Practice putting on their own coat and backpack.

- Practice cutting rectangles.

- Practice using “please” and “thank you” with others.

- Practice jumping, crawling or hopping around objects outside.

- Have your child practice putting on their own coat and backpack.

- Practice putting on their own coat and backpack.

- Write a letter or draw a picture for a new friend.

INFANTS:

- The parents on the bus say “I love you, I love you, I love you”…

- The people on the bus go up and down…

- The babies on the bus go “wah, wah, wah”…

- The parents on the bus say “I love you, I love you, I love you”…”

- The players on the bus say “I love you, I love you, I love you”…”

- The parents on the bus say “I love you, I love you, I love you”…”

- The players on the bus say “I love you, I love you, I love you”…”

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- The players on the bus say “I love you, I love you, I love you”…”
EVERY DAY ART
CREATE, EXPLORE, IMAGINE!

Making art builds fine motor skills, boosts self-confidence and allows children to share their feelings in age-appropriate ways. Art improves children’s higher thinking skills and encourages them to use their imagination. Create a space where it is okay to make a mess.

- INFANTS: Allow them to explore different textures that are safe to touch and taste, even while eating. Let them tear junk mail!
- TODDLERS: Start simple! You don’t need fancy art supplies—use pencils, washable markers, crayons, scraps of paper. Let them experiment with materials. Avoid giving directions or suggesting changes. Remember the process of creating is more important than the product.
- PRESCHOOLERS: Ask your child to tell you about their creation. Find some space to display their art work. If you haven’t already done so, add in more supplies such as watercolor paint, glue sticks and blunt tip scissors to snip at paper.

LOCAL RESOURCE: The Eli and Edythe Broad Art Museum offers Family Days on the first Saturday of every month (excluding major holiday weekends), from 11 a.m.–3 p.m. Families with children of all ages can enjoy making art at The Eli and Edythe Broad Art Museum, 547 E Circle Dr., East Lansing, MI 48824, www.broadmuseum.msu.edu.

CREATE, EXPLORE, IMAGINE!
EVERY DAY ART

SUNDAY
- Check out a CD or hoopla album from the library and learn a new song together.

MONDAY
- Read to your child where it is okay to make a mess.

TUESDAY
- The shape of the day is a circle. Count how many circles you see today!

WEDNESDAY
- Draw pictures together. Focus on the process and the fun of drawing, not on the product.

THURSDAY
- Visit the library with your child this week. Pick out books or stay and read a while.

FRIDAY
- Practice washing hands, brushing teeth and combing hair.

SATURDAY
- Make leaf rubbings. Collect leaves, put them under a sheet of paper, and rub a crayon over the paper. Fun textures and shapes!

Have your child help you rake leaves. Jump, run, toss leaves and play together!

Let your child help you make a phone call to a special friend or relative to tell them 2 things about fall.

Help your child make a pumpkin patch with chairs and a tent. Make a Fort outside with blankets. Have your child make up a story with their creation. Find some space to display their art.

Help your child learn about Fall today. Count things in 10s if you can!

Today is all about the number 10. How many 10’s can you find today? Count things in 10s if you can!

Have your child put stickers on paper. The stickers can be of anything. Kids love to develop their fine-motor muscles with stickers!

Sit down and eat a meal together. Tell your child about your day and ask about theirs.

Talk to your child about seasonal items you see in the store and how they made you feel. What is real and what is pretend?

Collect and crumble dried leaves outside. What sound do they make? How do they smell or feel? Put leaves under a sheet of paper, and rub a crayon over the paper.

Look at photos of your family. Talk about your family and what makes them special.

Put some shaving cream on a baking sheet or in the bathtub. Practice writing your child’s name, letters, their age, and numbers.

Think of 5 things that are small. Think of 5 things that are purple. Think of 5 animals.

V is the letter of the day. Trace draw a V together. Look for “V’s” today or objects that begin with the /v/ sound as in veset.

Visit a pumpkin patch at the farmer’s market and talk about what a farmer does.

Draw a scary face and talk about what things are scary.

Carve a pumpkin or prepare squash. Let your child squash the seedy insides with their hands and count the seeds together!

Take a walk outside and talk about the changes you see in the fall.

Make your own greeting card. Create a stash so you have one ready when an event comes up.

Make a pattern together. Alternate different colors of socks. What comes next in the pattern?

Make a spider web on the floor with masking tape or string. Pretend you are spiders.

Play a game together (Peek-a-Boo, Hide & Seek, I Spy, etc.).

Say “please” and “thank you” often—your child will too.

Experiment to see which toys or things will float or sink in the bath.

SONG: Clap Your Hands

Clap your hands, clap your hands, clap them just like me. Touch your ears, touch your ears, touch them just like me. Tap your feet, tap your feet, tap them just like me.
Children need opportunities to develop eye-hand coordination, and to understand that ideas can be written and read by others.

- **INFANTS:** At mealtimes allow them to pinch, poke and pick up small pieces of food. Give them crayons to practice scribbling.

- **TODDLERS:** Provide pencils and washable markers so they can practice drawing and coloring. Help them use their fingers to draw in the sand. Let them tear paper, then glue the pieces together. Make playdough so they can roll, tear and cut it.

- **PRESCHOOLERS:** Can begin to write familiar words such as their name. Poke holes in cardboard and give them a shoe lace to string in and out. Give them stickers to put on paper. Help your child title their art work or dictate a story for you to write. Write a grocery list together on paper and use it while shopping.

**LOCAL RESOURCE:** Library storytimes provide opportunities for writing and some libraries have a writing center. Find details at www.cadl.org or www.elpl.org.

**SONG:**

If you’re happy and you know it clap your hands.
If you’re happy and you know it clap your hands.
(Also try “nod your head,” “stomp your feet,” and “do all three.”)
SAVE, SPEND, GIVE

Introducing responsibility and money management early will help your child grow up to be a financially responsible adult.

- **INFANTS:** Start the idea of save, spend and give with a “Save Jar” for gift money or small change. Introduce the idea of how to make decisions about sharing and spending when they are old enough to understand.

- **TODDLERS:** Help your child learn how to take turns, and show patience yourself by staying calm while waiting in traffic or in line at the store. Patience is a key part of saving!

- **PRESCHOOLERS:** Introduce financial basics by helping your child learn to name and sort money. Encourage them to play “Store,” and assign a small job while you are shopping together, such as looking for items on a list or handing money to the cashier.

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**DECEMBER**

**SUNDAY**
- Pretend to talk on the phone with your child. Talking develops vocabulary which helps kids become ready to read!
- Visit the library with your child this week. Pick out books or stay and read a while.

**MONDAY**
- Twinkle, twinkle... Twinkle, twinkle, little star How I wonder what you are Up above the world so high, Like a diamond in the sky, Twinkle, twinkle, little star How I wonder what you are.
- Talk about what animals do in winter
- Talk about your day: What did you do? How was it? Who did you see? What did you have for lunch?
- Write the numbers 1-5 on paper. Next to each number, draw items to look for: (1-ball, 2-socks, 3-blocks, etc.)
- Look for patterns in your environment today (in the carpet, on the ceiling, as you walk past buildings, etc.). Talk about them together.

**TUESDAY**
- Paper tearing. Let your child develop their fine-motor muscles by tearing paper. Glue that paper into a collage, if appropriate.
- Practice counting backwards from 10.
- The shape of the day is a diamond
- Look for pictures of bears or other things) in a book together. Count how many you find.

**WEDNESDAY**
- Talk about your favorite colors. Walk around and look for those colors everywhere today!
- Pretend to be snowball, then a snowman, and then melt together.
- The shape of the day is a diamond
- Write a word that rhymes with it.
- Write a word and then make choices, such as what socks to wear. Making choices builds independence and confidence.

**THURSDAY**
- Pretend to be “Store,” and assign a small job while you are shopping together, such as looking for items on a list or handing money to the cashier.
- Draw items to look for. Play music or clap “freeze.”
- Collect objects from around your house. Sort them by size: small, medium, large, tiny.
- Look for patterns in your environment today (in the carpet, on the ceiling, as you walk past buildings, etc.). Talk about them together.

**FRIDAY**
- Take turns making faces in a mirror. Show excitement and talk about what things are exciting.
- Make a pattern together: Alternate different colors of objects. What comes next in the pattern?
- Practice getting dressed and undressed for cold weather.

**SATURDAY**
- Take turns making faces in a mirror. Show excitement and talk about what things are exciting.
- Allow your child to make choices, such as what sticks to wear. Making choices builds independence and confidence.
- Discuss what it is. Then let your child describe something.
- Draw pictures together, focusing on the process, not the product. Talk about what each of you is drawing.

**LOCAL RESOURCE:** CACS Head Start offers Money Management classes for families in the community. MSUFCU Financial Education participates with local schools, organizations, clubs, and other community partners to provide educational presentations, events and activities. Visit www.cacsheadstart.org/Family-Services and www.msufcu.org/events.

**SONG:**
- Twinkle, Twinkle, Little Star
- Pretend to talk on the phone with the child. Talking develops vocabulary which helps kids become ready to read!
- Introduce financial basics by helping your child learn to name and sort money. Encourage them to play “Store,” and assign a small job while you are shopping together, such as looking for items on a list or handing money to the cashier.
- Twinkle, twinkle, little star How I wonder what you are Up above the world so high, Like a diamond in the sky, Twinkle, twinkle, little star How I wonder what you are.
WHAT CHILDREN ARE LIKE: Birth to Age 5
Adapted from: “TOYS: Tools for Learning.” NAEYC Brochure #571

No two children develop and grow at exactly the same pace. Here are a few things you can look for as you watch your child’s growth and development. If you have questions or concerns about how your child is growing and developing, you may want to talk to your child’s doctor or call the toll-free numbers listed below.

<table>
<thead>
<tr>
<th>APPROXIMATE AGE</th>
<th>WHAT CHILDREN ARE LIKE</th>
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<tbody>
<tr>
<td>BIRTH TO 3 MONTHS</td>
<td>Begin to smile at people, coo</td>
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<td>Follow moving person or object with eyes</td>
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<td>Prefer faces and bright colors</td>
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<td>Reach, discover hands, kick feet, lift head</td>
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<td>Suck with pleasure</td>
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<td>Cry, but often are soothed when held</td>
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<td>Turn head toward sounds</td>
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<td>4 TO 6 MONTHS</td>
<td>Prefer parents and older siblings to other people</td>
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<td>Repeat actions that have interesting results</td>
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<td>Listen intently, respond when spoken to</td>
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<td>Laugh, gurgle, imitate sounds</td>
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<td>Explore hands and feet, put objects in mouth</td>
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<td>Sit when propped, roll over, scoot, bounce</td>
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<td></td>
<td>Grasp objects without using thumbs, bat at hanging objects</td>
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<td></td>
<td>Smile often</td>
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<tr>
<td>7 TO 12 MONTHS</td>
<td>Remember simple events, form simple concepts</td>
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<td>Identify themselves, body parts, voices of familiar people</td>
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<td>Understand own name, other common words</td>
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<td>Say first meaningful words</td>
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<td>Explore, bang, or shake objects with hands</td>
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<td>Find hidden objects, put objects in and out of containers</td>
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<td>Sit alone</td>
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<td></td>
<td>Creep, pull themselves up, stand, walk</td>
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<td>May seem shy or become upset with strangers</td>
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<tr>
<td>1 TO 1½ YEARS</td>
<td>Imitate adult actions</td>
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<td></td>
<td>Speak and understand more words and ideas</td>
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<td></td>
<td>Enjoy stories</td>
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<td></td>
<td>Experiment with objects</td>
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<td>Walk steadily, climb stairs</td>
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<td>1½ TO 2 YEARS</td>
<td>Assert independence, but strongly prefer familiar people</td>
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<td>Recognize ownership of objects</td>
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<td>Develop friendships, but also play alone</td>
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<td>Are beginning to understand what adults want them to do, but do not yet have the ability to control themselves</td>
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<tr>
<td>2 TO 3½ YEARS</td>
<td>Solve problems</td>
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<td>Speak and understand even more</td>
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<td>Show pride in accomplishments, like to help with tasks</td>
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<td></td>
<td>Exhibit more body control, run</td>
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<td>Play more with others</td>
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<td>Begin pretend play</td>
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<td>3½ TO 5 YEARS</td>
<td>Enjoy learning new skills</td>
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<td>Learn language rapidly</td>
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<td>Are always on the go</td>
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<td>Have some sense of danger</td>
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<td>Gain more control of hands and fingers</td>
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<td></td>
<td>Frustrated easily</td>
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<td></td>
<td>Act more independent, but are still dependent, too</td>
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For free help and information for children from birth to age 3 with possible developmental delays or disabilities. Call toll-free 1-800-EarlyOn (1-800-327-5966) or visit www.1800EarlyOn.org

Build Up helps parents and their children, ages 3 to 5, who are having difficulty learning and who may be in need of special education supports and/or services. Call toll-free 1-800-320-8384 or visit www.BuildUpMi.org for more information.
LEARNING ON THE GO

AT HOME:
You can turn everyday household chores and activities into fun learning games for your child.

Doing Laundry
Laundry activities can build math and cooperation skills. Feeling useful also helps children feel good, which encourages them to continue to want to be helpful. Your child can:
• Make piles of light clothes and dark clothes.
• Find matching pairs of socks.
• Find all the shirts to put into a pile for folding.

At Meals
Mealtime discussions can help your child’s development and foster learning. Mealtime interactions help children use language to analyze, sequence and predict while promoting a love of language.
• Ask your child to tell you a story about their day or tell them a story about your day.
• Let your child help make the meal—tear the lettuce for the salad, stir the spaghetti sauce, or help set the table.

TRAVELING:
Use traveling time to enhance your child’s natural curiosity and find ways to interact and connect with your child.

In the Car/Bus
• Talk about your child’s day. Ask specific questions: “Did you draw in preschool?” or “Did you eat a cheese sandwich?”
• Talk with your child about where you are going in the future to help them develop thinking and planning skills (“We are going to the market on the way home”).

On a Walk
• Taking your child on a walk is not only good exercise, but allows them to experience nature and learn about the outdoors.
• Make up rhymes or sing marches as you walk. Try walking and singing or chanting fast, then slow.
• Help your child learn to be safe by stopping at corners and driveways and showing them how to look both ways for cars.
• Ask your child questions. What sounds do you hear? What animals do you see? What is the weather like today?

PUBLICATION PLACES:

At the Grocery Store
Help keep your trips to the grocery store stress free and educational.
• Let your child make food choices. Should we buy apples, oranges, or grapes today?
• Have your child find items on your grocery list.
• Let your child help put away the boxes and canned goods when you get home.

At the Park/Playground
Discover ways to transform activity into learning.
• How fast can you run toward the big tree?
• Which slide is bigger, the red one or the silver one?
• Have your child count the number of swings or other children.

At the Library
Libraries are full of learning opportunities and are wonderful places for exploring language and books.
• Visit the library to get your own library card.
• Let your child pick out their own library books.
• Teach your child about proper care and borrowing and returning books.
• Attend storytime and other events at your local library.

At Bedtime
Help your child wind down at the end of the day and make bedtime less stressful and more calming.
• Create a consistent bedtime schedule that your child can count on.
• For example: Take a bath, brush teeth, read a story, give a kiss, go to sleep.
• Your preschool child can help plan bedtime traditions and use special time for listening to stories, making up stories, or talking about the day.

Source: Born Learning by Mind in the Making, a project of the Families and Work Institute. For further information on early learning tips for parents, visit www.bornlearning.org.

Brain science-based early learning tips: www.joinvroom.org
NAEYC for families: families.naeyc.org
Ingham Intermediate School District’s Family Learning Connection: www.inghamisd.org/flc
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THANK YOU

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