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.

**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.

**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.).

**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.

**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.

**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.

**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.

**How to Use This Calendar**

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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.
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.

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**JANUARY**

**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 for the current Play and Learn Group schedule.

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**SONG/RHYME:**

**Hickory Dickory Dock**

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**SUNDAY**

Sing the alphabet song.

- A is the letter of the day. Trace/draw a "A" together. Look for "A"s or objects that begin with the /a/ sound as in apple.

**MONDAY**

The shape of the day is a triangle. See how many triangles you can find.

**TUESDAY**

Dance, dance, dance! Turn on some music and dance with your child!

**WEDNESDAY**

Be extra kind to someone today.

**THURSDAY**

Encourage your child to serve themselves during mealtime.

**FRIDAY**

Build a snowman!

**SATURDAY**

Visit www.elpl.org or www.cadl.org or your local library. Pick out books or stay and read a while. Visit your library’s section of your local library. Pick out books or stay and read a while. Visit your library’s website at www.cadl.org or www.alpl.org.

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*Practice washing hands, brushing teeth and combing hair while chanting “Hickory, Dickory, Dock.”*
FEBRUARY  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.

**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.
## 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. Look up the ECLC facebook page at www.facebook.com/EarlyChildhoodLiteracyCoalition.

**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

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

**Two Little Blackbirds**

Two little blackbirds sitting on a hill
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)
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.

### APRIL

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<tr>
<td>Sing and act out &quot;Little Bo Peep.&quot;</td>
<td>Sing the alphabet song.</td>
<td>Today is all about the number 4. Think of 4 things that are heavy. Think of 4 things at the beach.</td>
<td>Choose 3 new foods and have a family taste test.</td>
<td>Ask your child if you can join their play. This models how to join others at play.</td>
<td>Paint a picture while listening to music. Talk about how you felt.</td>
<td>Cut a picture into pieces to make a puzzle, then put it back together.</td>
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<td>Make up a song about part of your child's daily routine.</td>
<td>H is the letter of the day. Trace/draw an &quot;H&quot; together. Look for &quot;Hs&quot; or objects that begin with the /h/ sound as in horse.</td>
<td>The color of the day is green! See how many green things you can find.</td>
<td>Set up an obstacle course for your child to go over, under, in, out, around and through.</td>
<td>Read a book about friendship and talk about how to be a good friend.</td>
<td>Find a calming place in your house. Encourage your child to visit this place when they need to calm themselves.</td>
<td>Show your child what time of day it is at breakfast, lunch, and dinner. Talk about which routines happen at which times.</td>
</tr>
<tr>
<td>Ask your child to predict what will happen in a book by looking at the cover.</td>
<td>&quot;Paint&quot; lines, circles or letters on the sidewalk/driveway with water.</td>
<td>Do jumping jacks together and count aloud as you go. See how high you can count together!</td>
<td>Roll up a sock to make a ball. Pull out the laundry basket and throw the sock ball into it. Step farther back each time.</td>
<td>Ask your child if they can use their toy when they are finished playing with it. Help them follow through after your child is done.</td>
<td>Give your child a basket to fill with things your child likes. Talk about the items they have collected.</td>
<td>Talk about choices with your child. Make sure to give choices as often as you can.</td>
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<tr>
<td>Repeat the sounds that your baby makes back to your baby.</td>
<td>Have your child find and circle all the letters on a cereal box or other food packaging.</td>
<td>A circle is the shape of the day. Count how many circles you can find today!</td>
<td>Play the freeze game. Play music on your phone and dance together. When the music stops, you both freeze.</td>
<td>Go to the mall and play with other children in the play area.</td>
<td>Make different faces in the mirror together. Talk about emotions.</td>
<td>When your child asks you a question, show them how you find the answer in a book or on a website.</td>
</tr>
<tr>
<td>Play restaurant with your child. Pretend play builds vocabulary!</td>
<td>I is the letter of the day. Trace/draw an &quot;I&quot; together. Look for &quot;Is&quot; or objects that begin with the /i/ sound as in igloo.</td>
<td>Cook together! Encourage your child to use measuring cups to measure and add ingredients.</td>
<td>Make a batch of playdough together (1 cup flour + 1/4 cup salt + about 1/2 cup water) and use your hands to make different things.</td>
<td>Draw a picture or make a card for a neighbor and deliver it.</td>
<td>Look for happy faces in brochures, then sad faces. Talk about feelings.</td>
<td>Get out some recycled materials (cardboard, plastic containers, etc.) and tape. Make something together today!</td>
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**RHYME:**

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

LOCAL RESOURCE: Research shows that children who attend high-quality preschool programs are more likely to:
• Read proficiently by 3rd grade
• Graduate from high school

Social/Emotional

When reading a book, ask your child to predict what will happen before you turn the last page.
With your child, find the first letter in your child’s name in as many places as possible.
Today is all about the number 5. Find 5 tiny things. Find 5 medium-sized things.
Put on some music and move together!

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.
Have your child write a grocery list and help find the items when you’re at the store.
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.

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!
K is the letter of the day. Trace/draw a “K” together. Look for “Ks” or objects that begin with the /k/ sound as in jar.
Pick flowers in your neighborhood and press them between the pages of a large book. Count the petals and leaves.
Kick a ball back and forth with your child.

SOCIAL/EMOTIONAL

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. Babbling 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.

Use a sock for a puppet to act out the “Eentsy Weentsy Spider.”
A diamond is the shape of the day. Count how many diamonds you can find today.
Using your kitchen tongs, practice moving things from one bowl to another.

When reading a book, ask your child to guess what it is.
Find a good friend. Read a book about friendship and talk about how to be a good friend.
Read a book about feelings. Go to your librarian and ask your librarian for book ideas.
At the end of the day reflect on something that made you feel happy. Ask your child to reflect about what made them happy.

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.

Notice when your child solves their own problem. Tell your child and list the ways they solved the problem.
Have your child help you with the laundry, matching socks and sorting piles.

Check out a book.
Library's storytime.
WWW.CADL.ORG/EVENTS

Today is all about counting! Do jumping jacks together and count aloud as you go. Practice responding with a “Hello!” when someone greets you.
Learn to say “please” and “thank you” in Spanish. “Por Favor” or “Gracias.” Practice it with people you see.
Read a book about where things are found.

Today is a number 5 day! See how many five things you can find. Graph what you find.
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.

Find a good friend. Read a book about friendship and talk about how to be a good friend.
Read a book about feelings. Go to your librarian and ask your librarian for book ideas.
At the end of the day reflect on something that made you feel happy. Ask your child to reflect about what made them happy.

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Using your kitchen tongs, practice moving things from one bowl to another.

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Put on some music and move together!

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Have your child write a grocery list and help find the items when you’re at the store.
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.

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!
K is the letter of the day. Trace/draw a “K” together. Look for “Ks” or objects that begin with the /k/ sound as in jar.
Pick flowers in your neighborhood and press them between the pages of a large book. Count the petals and leaves.
Kick a ball back and forth with your child.

SONG: 

The Eentsy Weentsy Spider

The eentsy weentsy spider climbed up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain and the Eentsy weentsy spider climbed up the spout again.
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.

OUTSIDE PLAY


JUNE

SUNDAY MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY

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).
Today is an orange day. See how many strange things you can find. Talk about which things are orange.
Sing “Head and Shoulders, Knees and Toes” while doing the motions. Now sing it using other body parts.
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.
Give your child 15 different things from a drawer in your home. See how many ways they can be sorted.
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 and act out “Beehive.”
Together, list as many words as you can that rhyme with the word “bee.”
Today is all about the number 6. See how many 6’s you can find as you go about your day.
Play “Follow the Leader” and move in different ways: walk, jump, crawl, hop on one foot.
Invite a friend over to play. Make up a new game together.
Help your child think of something they can do for someone else.
 Pretend you are going on a camping trip. Gather the items you’ll need and set up camp!
Read a book by using only the pictures.
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!
Cut out ovals from different types of paper (newspaper, sandpaper, wax paper, etc.). Which is the largest? Which is softest?
Visit the library with your child this week. Pick out books to try and read a while. Check out events: www.caadl.org/events or www.uapl.org
Talk about how you feel when things are unique and special. Have your child name some special things about themselves.
Go on a cloud hunt. Spread a blanket on the ground and see what objects you can “find” in the clouds. (animals, shapes, etc.)
Go for a listening walk! Ask your child to listen and describe the sounds they hear.
M is the letter of the day. Trace/draw an “M” together. Look for “M’s” or objects that begin with the “m/” sound as in mouse.
Create a pattern by clapping and tapping. Have your child follow your pattern. Now follow theirs.
Practice moving like different animals. Crawl like an alligator, slither like a snake, jump like a rabbit, balance on one foot like a nesting duck.
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.
Cut pictures from a magazine representing different emotions. Choose a picture and act out what you would do if you felt that way.
Talk about the different shapes and parts of a car. Can you draw a car together?

FINGERPLAY: Beehive

(Clicks hands together to make a beehive.) Here is the beehive. Where are the bees? Hidden away where nobody sees. (Look closely at beehive.)

One, two, three, four, five. (Hold out fingers in succession as you count.) Bzzzzzzzz! (Separate hands; fly fingers around as if they are bees.)
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.

NUTRITION AND YOUR GROWING CHILD

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.)

**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.

JULY

**SUNDAY**
Look at family photos together. Explain vocabulary like “family,” “grandparents,” “uncles,” etc.

**MONDAY**
N is the letter of the day. Trace/draw an N together. Look for “N’s” or objects that begin with the /n/ sound as in neat.

**TUESDAY**
Make a ramp: prop up one end of a board or other large flat item. Experiment with how different items “roll” down the ramp.

**WEDNESDAY**
Cut different sized triangles out of paper or fabric. Which is largest? Which is softest?

**THURSDAY**
Make an invitation for a friend to come over and play.

**FRIDAY**
Tell your child of a time you felt proud and then have them tell you of a time they felt proud.

**SATURDAY**
Make pretend recipes outdoors. Say, “What should we put in that soup?” and hand your child a rock “potato.”

**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.

**Visit the library with your child this week. Pick out books or stay and read a while.**
**Check out library events:**
**www.cadl.org**
**www.elpl.org.**

**Expand your child’s talking.**
When your child babbles/speaks respond with, “Oh what a great idea!” or “What happens next?”

**Talk through your baby’s features.** Say, “Where are your eyes? Oh, here they are.” Ask older kids to point to parts of their body.

- **Today is all about the number 7.** See how many “7’s” you can find as you go about your day.
- **Play ball with your child.** Sit on the ground facing each other and roll a ball back and forth.

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<tr>
<td>Look at family photos together. Explain vocabulary like “family,” “grandparents,” “uncles,” etc.</td>
<td>N is the letter of the day. Trace/draw an N together. Look for “N’s” or objects that begin with the /n/ sound as in neat.</td>
<td>Make a ramp: prop up one end of a board or other large flat item. Experiment with how different items “roll” down the ramp.</td>
<td>Cut different sized triangles out of paper or fabric. Which is largest? Which is softest?</td>
<td>Make an invitation for a friend to come over and play.</td>
<td>Tell your child of a time you felt proud and then have them tell you of a time they felt proud.</td>
<td>Make pretend recipes outdoors. Say, “What should we put in that soup?” and hand your child a rock “potato.”</td>
</tr>
</tbody>
</table>

**FAMILY HABIT:**
Learn the parts of the body:
- **Five green and speckled Frogs.**
- **“Five Green and Speckled Frogs.”**
- **“Five Green and Speckled Frogs sat on a hollow log.”**
- **“Five green and speckled frogs sat on a hollow log.”**
- **“Five green and speckled frogs sat on a hollow log.”**

**Talk about your child and have them tell you how the story made them feel.**
**Read a book with your child and have them tell you how the story made them feel.**

**SING and act out “Five Green and Speckled Frogs.”**
**Help your child type their name on a keyboard.**
**Talk about opposites today.**
**Be a speckled frog, hop across the room while singing the song.**
**Invite a friend to play in the water.**
**Practice brushing teeth together as a family.**
**Play “I Spy” outside.**

**Form letters with rocks and sticks outside.**
**Today is a yellow day.** See how many yellow things you can find. Talk about which things are yellow.
**Draw on the sidewalk with chalk.**

**Talk about how you feel on a warm sunny day.**
**Identify places as you drive by them.**

**Go for a walk outside and listen. Identify the sounds you hear.**
**Make up silly words that rhyme. Make up pretend definitions, too!**
**A triangle is the shape of the day today.** Count how many triangles you can find today!
**Put on some music and dance with your child.**

**Think of something you can do to help someone today.**
**Make play-dough at home (1 cup flour + 1/2 cup salt + about 1/2 cup of water). Mix together. Scents with spices or add food coloring.**

**Practice brushing teeth together as a family.**
**Play “I Spy” outside.**

**Go to a local park and practice taking turns on the slide.**
**Talk about your favorite summer activity.**

**Put on some music and dance with your child.**
**Try different types of dances and get your bodies moving!**
**Put down and eat a meal together, talk about your favorite summer activity.**

**Identify the sounds you hear.**
**Make up silly words that rhyme. Make up pretend definitions, too!**
**A triangle is the shape of the day today.** Count how many triangles you can find today!
**Put on some music and dance with your child.**

**Think of something you can do to help someone today.**
**Make play-dough at home (1 cup flour + 1/2 cup salt + about 1/2 cup of water). Mix together. Scents with spices or add food coloring.**

**Practice brushing teeth together as a family.**
**Play “I Spy” outside.**

**Go to a local park and practice taking turns on the slide.**
**Talk about how you feel on a warm sunny day.**

**Identify places as you drive by them.**
**Call out where you are going and what you are doing with your child.**

**Go to a local park and practice taking turns on the slide.**
**Talk about how you feel on a warm sunny day.**

**Identify places as you drive by them.**
**Call out where you are going and what you are doing with your child.**

**Go to a local park and practice taking turns on the slide.**
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**Go to a local park and practice taking turns on the slide.**
**Talk about how you feel on a warm sunny day.**

**Identify places as you drive by them.**
**Call out where you are going and what you are doing with your child.**
### 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 door knobs.

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

### August

**LOCAL RESOURCE:** There are many local parks which offer play areas for children of different age groups. Visit Ingham County Parks at [www.pk.ingham.org](http://www.pk.ingham.org). Also look for the Back to School Health Fair sponsored by Ingham County Health Department at [www.hd.ingham.org/ForParents.aspx](http://www.hd.ingham.org/ForParents.aspx).

### Fingerplay: Five Plump Peas

#### Sunday

- Have your child give you directions for getting dressed or making a snack. Make a mistake and let them correct you!

#### Monday

- Pretend to have a phone conversation with your child. Practice answering the phone and inviting someone over to play.

#### Tuesday

- Today is all about the number 8. See how many 8’s you can find as you go about your day.

#### Wednesday

- Collect a bag of items from outside, then sort them by something they have in common.

#### Thursday

- Make lines with chalk or string and practice walking while keeping your balance.

#### Friday

- Visit a play group. Go to [www.inghamgreatstart.org](http://www.inghamgreatstart.org) to find a location near you.

#### Saturday

- Play with a dishpan and water in plastic cups, spoons and bowls.

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**FINGERPLAY:**

Five Plump Peas

One grew, two grew, and so did all the rest. (Starting with hands together, move them apart on each “grew”)

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

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

A square is the shape of the day. Count how many squares you can find today!

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

Draw a picture of a tree in each season: spring, summer, fall, winter. Talk about the changing seasons.

### SUNDAY

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretend to have a phone conversation with your child. Practice answering the phone and inviting someone over to play.</td>
</tr>
<tr>
<td>Write your child’s name. Have them trace the letters with their finger and then with a pen.</td>
</tr>
<tr>
<td>Collect a bag of items from outside, then sort them by something they have in common.</td>
</tr>
<tr>
<td>Practice cutting squares with scissors.</td>
</tr>
<tr>
<td>Practice cutting squares with scissors.</td>
</tr>
</tbody>
</table>

### MONDAY

<table>
<thead>
<tr>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Read a book about animals. What’s your favorite animal?</td>
</tr>
<tr>
<td>Today is all about the number 8. See how many 8’s you can find as you go about your day.</td>
</tr>
<tr>
<td>Practice answering the phone and inviting someone over to play.</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

### TUESDAY

<table>
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<tr>
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<tbody>
<tr>
<td>With your child, look at the pictures in a book and guess what happens. Then read it to see if you’re right!</td>
</tr>
<tr>
<td>Today is a brown day. See how many brown things you can find. Talk about which things are brown.</td>
</tr>
<tr>
<td>Visit the library to choose books with a specific item location.</td>
</tr>
</tbody>
</table>

### WEDNESDAY

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Play Number Dash: write numbers on the sidewalk then call out numbers and dash to those numbers.</td>
</tr>
<tr>
<td>Make lines with chalk or string and practice walking while keeping your balance.</td>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>

### THURSDAY

<table>
<thead>
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<tbody>
<tr>
<td>Visit a place in your community you’ve never been before.</td>
</tr>
<tr>
<td>Practice making frustrated faces in the mirror during your bedtime routine.</td>
</tr>
</tbody>
</table>

### FRIDAY

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have your child help with a household task today.</td>
</tr>
<tr>
<td>Have a family story time today. Let each member of the family pick a favorite book and read together.</td>
</tr>
</tbody>
</table>

### SATURDAY

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make cloud dough together (¼ cup of oil + 2 cups flour). Let your child play with this sensory mess outside on the grass!</td>
</tr>
</tbody>
</table>

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**Five Plump Peas**

One grew, two grew, and so did all the rest. (Open fists – one finger at a time)

They grew and they grew and they never stopped.

They grew so big that the pea pod popped! (Clap hands on “pooped”)
### SEPTEMBER

**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](http://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](http://www.willowtreefamily.com).

### 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.

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

### Monday
- **T** is the letter of the day. Trace/draw a **T** together. Look for “Ts” today or objects that begin with the /t/ sound in toy.

### Tuesday
- **A rectangle** is the shape of the day. Trace/draw an **A** rectangle. Look for “**A**”s 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](http://www.cafl.org/events) or [www.elpl.org](http://www.elpl.org).

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

### Friday
- **Draw a mad face and tell about a time you were mad.**

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

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### 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 parents on the bus say** “I love you, I love you, I love you”...

**The babies on the bus** go “wah, wah, wah”...

**The people on the bus** say “move on back”...

**The driver on the bus** says “move on back”...

**The wipers on the bus** go swish, swish, swish…

**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”...

---

**SONG:**

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

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

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

- **The people on the bus** say “move on back”…

- **The driver on the bus** says “move on back”…

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

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### 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:

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### SEPTEMBER

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

**MONDAY**
- **T** is the letter of the day. Trace/draw a **T** together. Look for “**T**s” today or objects that begin with the /t/ sound in toy.

**TUESDAY**
- **A rectangle** is the shape of the day. Trace/draw an **A** rectangle. Look for “**A**”s 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](http://www.cafl.org/events) or [www.elpl.org](http://www.elpl.org).

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

**FRIDAY**
- **Draw a mad face and tell about a time you were mad.**

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

---

### SONG: Wheels on the Bus

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

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

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

- **The people on the bus** say “move on back”…

- **The driver on the bus** says “move on back”…

- **The wipers on the bus** go swish, swish, swish…

- **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”…
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.


---

**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.

Pat your head, pat your head, pat it just like me.

---

**SUNDAY**

- Read to your child a book about Fall today. Talk about why the leaves change and what kinds of events we enjoy in the fall season.
- Today is all about the number 10. How many 10’s can you find today? Count things in 10’s if you can!
- Look at photos of your family talk about the changes you see in the fall.
- Visit the library with your child this week. Pick out books or stay and read a while.
- Practice washing hands, brushing teeth and combing hair.

**MONDAY**

- Read a informational book about Fall today. Talk about why the leaves change and what kinds of events we enjoy in the fall season.
- Today is all about the number 10. How many 10’s can you find today? Count things in 10’s if you can!
- Look at photos of your family talk about the changes you see in the fall.
- Visit the library with your child this week. Pick out books or stay and read a while.
- Practice washing hands, brushing teeth and combing hair.

**TUESDAY**

- The shape of the day is a circle. Count how many circles you see today!
- Draw pictures together. Focus on the process and the fun of drawing, not on the product.
- Visit the library with your child this week. Pick out books or stay and read a while.
- Practice washing hands, brushing teeth and combing hair.

**WEDNESDAY**

- Read a informational book about Fall today. Talk about why the leaves change and what kinds of events we enjoy in the fall season.
- Today is all about the number 10. How many 10’s can you find today? Count things in 10’s if you can!
- Look at photos of your family talk about the changes you see in the fall.
- Visit the library with your child this week. Pick out books or stay and read a while.
- Practice washing hands, brushing teeth and combing hair.

**THURSDAY**

- Draw pictures together. Focus on the process and the fun of drawing, not on the product.
- Visit the library with your child this week. Pick out books or stay and read a while.
- Practice washing hands, brushing teeth and combing hair.

**FRIDAY**

- Draw pictures together. Focus on the process and the fun of drawing, not on the product.
- Visit the library with your child this week. Pick out books or stay and read a while.
- Practice washing hands, brushing teeth and combing hair.

**SATURDAY**

- Draw pictures together. Focus on the process and the fun of drawing, not on the product.
- Visit the library with your child this week. Pick out books or stay and read a while.
- Practice washing hands, brushing teeth and combing hair.

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**SUN. OCTOBER 1**: Check out a CD or hoopla album from the library and learn a new song together.

**MON. OCTOBER 2**: Read to your child a book about Fall today. Talk about why the leaves change and what kinds of events we enjoy in the fall season.

**TUES. OCTOBER 3**: The shape of the day is a circle. Count how many circles you see today!

**WED. OCTOBER 4**: Draw pictures together. Focus on the process and the fun of drawing, not on the product.

**THU. OCTOBER 5**: Visit the library with your child this week. Pick out books or stay and read a while.

**FRI. OCTOBER 6**: Practice washing hands, brushing teeth and combing hair.

**SAT. OCTOBER 7**: Do you see any circle shapes today? Find some round objects in your home and see if you can find 10 of them.

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**SUN. OCTOBER 8**: 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. 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.

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.

### NOVEMBER

<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play the “opposite game.” Say a word and have your child tell you the opposite.</td>
<td>W is the letter of the day. Trace/draw a W together. Look for “WV” today or objects that begin with the /w/ sound as in water.</td>
<td>The shape of the day is an oval. Count how many ovals you can find today.</td>
<td>Choose a number for the day. See how many things you can find that come in that number. See if you can find that number in print.</td>
<td>Count the number of stairs as you help your child walk up or down.</td>
<td>Switch pieces. Pretend to be the baby while your child takes care of you.</td>
<td>Make placemats for mealtimes. They don’t have to be perfect.</td>
</tr>
<tr>
<td>Local resource: Library storytimes provide opportunities for writing and some libraries have a writing center. Find details at <a href="http://www.cadl.org">www.cadl.org</a> or <a href="http://www.elpl.org">www.elpl.org</a>.</td>
<td>Make puppets out of brown paper lunch bags. Together, tell a story with your puppets.</td>
<td>Use washers to string in and out. Give them stickers so they can roll, tear and cut it.</td>
<td>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 of food. Give them crayons to practice scribbling.</td>
<td>Make placemats for mealtimes. They don’t have to be perfect.</td>
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</tr>
<tr>
<td>Have your child help you make a list of their favorite books, songs, friends, etc. Save the list to look at again when they’re older.</td>
<td>Write a letter to a family member today.</td>
<td>Practice this month’s song.</td>
<td>Visit the library with your child this week. Check out events: <a href="http://www.cadl.org/events">www.cadl.org/events</a> or <a href="http://www.elpl.org">www.elpl.org</a>.</td>
<td>Have a family storytime today. Have each member of your family pick a favorite and read them together.</td>
<td>Teach your child the correct way to wash their hands. Make up a song to help them keep washing for the right length of time.</td>
<td>Talk about family today. What does it mean to you? Who’s in your family? Draw a picture or write a story.</td>
</tr>
<tr>
<td>Today’s color is gray. See how many gray things you can find today. Talk about the color gray.</td>
<td>Practice this month’s song.</td>
<td>Draw a picture or write a story.</td>
<td>Attend storytime at the library with your child this week. Pick out books or stay and read a while. Check out events: <a href="http://www.cadl.org/events">www.cadl.org/events</a> or <a href="http://www.elpl.org">www.elpl.org</a>.</td>
<td>Teach your child the correct way to wash their hands. Make up a song to help them keep washing for the right length of time.</td>
<td>Talk about family today. What does it mean to you? Who’s in your family? Draw a picture or write a story.</td>
<td>Make binoculars out of cardboard tubes taped together. Play “I Spy” or be explorers!</td>
</tr>
<tr>
<td>SONG: If You’re Happy and You Know It</td>
<td>Practice walking or driving, name the signs you see or count how many signs your child recognizes (stop signs, grocery store, restaurants, etc.).</td>
<td>Trace your child’s foot and cut it out together. Measure things around the house in “feet.” How many “feet” tall is your child?</td>
<td>Trace around your hand and then decorate with crayons, markers or paint.</td>
<td>Make a thankful list together. Have each member of your family name something they are thankful for.</td>
<td>Talk about how we’re all unique and special. Have your child name some special things about themselves.</td>
<td>Make binoculars out of cardboard tubes taped together. Play “I Spy” or be explorers!</td>
</tr>
<tr>
<td>If you’re happy and you know it clap your hands. If you’re happy and you know it your face will surely show it. (Also try “nod your head,” “stomp your feet,” and “do all three.”)</td>
<td>Today’s color is gray. See how many gray things you can find today. Talk about the color gray.</td>
<td>While walking or driving, name the signs you see or count how many signs your child recognizes (stop signs, grocery store, restaurants, etc.).</td>
<td>Read a story. Write it down.</td>
<td>Attend storytime at the library with your child this week. Pick out books or stay and read a while. Check out events: <a href="http://www.cadl.org/events">www.cadl.org/events</a> or <a href="http://www.elpl.org">www.elpl.org</a>.</td>
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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.

SUNDAY
- Pretend to talk on the phone with your child. Talking develops vocabulary which helps kids become ready to read!
- Talk about your day. What did you do? How was it? Who did you see? What did you have for lunch?

MONDAY
- Play the rhyming game! Say a word and then encourage your child to say a word that rhymes with it.
- Make a pattern together. Alternate different colors of objects. What comes next in the pattern?

TUESDAY
- Write the number 1-5 on paper. Next to each number, draw items to look for: (1-ball, 2-socks, 3-blocks, etc.)
- Play “Follow the Leader.”

WEDNESDAY
- Paper tearing. Let your child develop fine-motor muscles by tearing paper. Glue that paper into a collage, if appropriate.
- Play music or clap and then stop and “Freeze.” This is good listening and balance practice!

THURSDAY
- Paper tearing: Let your child develop fine-motor muscles by tearing paper. Glue that paper into a collage, if appropriate.
- Let your child dictate a letter for you to write. Show them their words and help them get the letter to someone special.

FRIDAY
- Talk about what each of you need. Talk about accessories you can find today!
- Talk about gift-giving today. Make a homemade gift for someone you love.

SATURDAY
- Collect objects from around your house. Sort them by size: small, medium, large, tiny, etc. or by color.
- Create something out of recycled items such as boxes, paper or plastic bottles.
- Bake cookies and share with family or friends.
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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| BIRTH TO 3 MONTHS | Begin to smile at people, coo  
Follow moving person or object with eyes  
Prefer faces and bright colors  
Reach, discover hands, kick feet, lift head  
Suck with pleasure  
Cry, but often are soothed when held  
Turn head toward sounds |
| 4 TO 6 MONTHS | Prefer parents and older siblings to other people  
Repeat actions that have interesting results  
Listen intently, respond when spoken to  
Laugh, gurgle, imitate sounds  
Explore hands and feet, put objects in mouth  
Sit when propped, roll over, scoot, bounce  
Grasp objects without using thumbs, bat at hanging objects  
Smile often |
| 7 TO 12 MONTHS | Remember simple events, form simple concepts  
Identify themselves, body parts, voices of familiar people  
Understand own name, other common words  
Say first meaningful words  
Explore, bang, or shake objects with hands  
Find hidden objects, put objects in and out of containers  
Sit alone  
Creep, pull themselves up, stand, walk  
May seem shy or become upset with strangers |
| 1 TO 1½ YEARS | Imitate adult actions  
Speak and understand more words and ideas  
Enjoy stories  
Experiment with objects  
Walk steadily, climb stairs  
Assert independence, but strongly prefer familiar people  
Recognize ownership of objects  
Develop friendships, but also play alone  
Are beginning to understand what adults want them to do, but do not yet have the ability to control themselves |
| 1½ TO 2 YEARS | Solve problems  
Speak and understand even more  
Show pride in accomplishments, like to help with tasks  
Exhibit more body control, run  
Play more with others  
Begin pretend play  |
| 2 TO 3½ YEARS | Enjoy learning new skills  
Learn language rapidly  
Are always on the go  
Have some sense of danger  
Gain more control of hands and fingers  
Frustrated easily  
Act more independent, but are still dependent, too |
| 3½ TO 5 YEARS | Act out familiar scenes  
Have a longer attention span  
Act silly, boisterous, may use shocking language  
Talk a lot, ask many questions  
Want real adult things, keep art projects  
Test physical skills and courage with caution  
Reveal feelings in dramatic play  
Like to play with friends, do not like to lose  
Share and take turns sometimes |

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.

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.

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?

PUBLIC 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.

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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