

LEARNING IS



ACTIVITIES TO DO WITH YOUR YOUNG CHILD



Congratulations on your role in your child's life—that as your child's first teacher! As your child's first teacher, you can help open a world of new learning experiences and exciting skills. This calendar is full of fun ideas and activities to help you and your child discover that learning is everywhere! Each month offers activities that can be done in a variety of settings. This calendar contains four different levels of activities—infant, toddler, pre-kindergarten, and kindergarten—so it can be used for children from birth to age five. Also included is a book list for each month that relates to each month's activities!

The activities in this calendar are aligned with the Pennsylvania Early Learning Standards. These Standards are meant to provide child care providers across the State with guidance about what infants, toddlers, pre-kindergarten, and kindergarten children may know or be able to do within specific age ranges. You can use the Standards to get an idea of developmentally appropriate expectations for your child. Having information about typical developmental milestones can help you support and encourage your child's growth, development and love for learning with every day activities.

Have fun with your child, exploring the work in which you live. The time you and your child spend together, doing these activities or others, helps your child develop a love of learning!

## ABOUT ME BOOK

You and your child can make your very own book! Each month contains "Me Book" activities. After you and your child have made each page, keep them together in a special place. When you have reached the end of the Learning is Everywhere Calendar, bind the pages together to make a memory book. This is a wonderful way to look back on the progress your child has made over the year!



## QUALITY EARLY LEARNING

Quality early learning and child development can open the doors of opportunity for every child to do well in school, in the workforce, and in life. But quality early learning requires the commitment of families, teachers, and the community in order for children to reach their promise. Children learn best when they have proper health and nutrition, a safe and stable family and home life, and activities that stimulate creativity, curiosity, and all the skills they will need to succeed in school and life.

### Brain development and lifelong learning

Did you know a child's early experiences will affect their brain development and learning for life? It's true! A child's brain develops so rapidly in their first years, it's almost impossible to imagine. By age five, about 90% of our brains are developed. The circuits for key functions such as vision, hearing, language, and higher cognitive function develop most in the first five years. The creation of these circuits is affected by a child's early learning environment. Bad experiences can harm brain connections, while good quality experiences spur healthy development.

### Family and community benefits of quality early learning

Quality early learning opportunities clearly benefit young children and set them on the path to success in school and in life. But these benefits extend beyond our children to our families and communities.

- **Strengthens families.** Quality early learning opportunities involve parents in their child's development, and help strengthen the parent-child bond. Families who participate in programs such as the Nurse-Family Partnership, Head Start, and Parent-Child Home Program find support to help them with the challenges of raising a family.
- **Builds communities.** Children who participate in quality early education are more likely to have higher earnings, own a home, and be healthier, more productive citizens. Quality education for children today prepares them for high quality jobs tomorrow. A high quality workforce empowers Pennsylvania to compete nationally and globally, improving the quality of life for all.

### School Readiness

Children who participate in a quality early learning program are more likely to display age-appropriate positive social & emotional skills, have greater overall knowledge & skills, including early language and literacy, and show age-appropriate use of behaviors to meet their needs.

## CHOOSE QUALITY EARLY LEARNING PROGRAMS FOR YOUR CHILD

### Keystone STARS

When your child participates in an early learning program, you want him/her to be safe and secure as he/she learns and grows! Look for a Keystone STARS early childhood program to help ensure the overall quality of an early learning program for your child. Keystone STARS stands for Standards, Training, Assistance, Resources, and Support, and is a voluntary continuous quality improvement initiative for child care and Head Start programs. Keystone STARS supports child care and Head Start programs that are committed to continuous quality improvement and offers families a valuable tool to measure quality in early learning programs.

Child care programs may enter at the Start with STARS level and earn STAR 1 through STAR 4 ratings.

### PA Pre-K Counts

PA Pre-K Counts is designed for children who:

- Are between age 3 through the entry age for kindergarten
- Are at risk of school failure, due to income, language (English is not the first language), or special needs issues.

It includes full or half-day pre-kindergarten classes in schools, Head Start, Keystone STARS child care programs with a STAR 3 level or higher or licensed nursery schools. PA Pre-K Counts is free to families. There are PA Pre-K Counts classrooms in most of Pennsylvania's 67 counties.

### Head Start

Head Start provides comprehensive early learning services to children and families who are most at risk of academic failure. Families earning 100% of the federal poverty level or less are eligible to apply. There is no cost to families. Programs offer home visits, classroom experiences, and parent involvement opportunities.

### Child Care Works Subsidy & CCIS

Pennsylvania's Child Care Works Subsidy provides financial assistance for child care so that low-income parents can continue to work and provide for their families. Pennsylvania's Child Care Information Services (CCIS) agencies offer parents a wealth of resources on how to find the best care for their child. Families can apply for Child Care Works online or visit the CCIS agency in their county.

Parents can also receive information from Child Care Information Services (CCIS) agencies on:

- How to choose quality early learning programs for their child;
- The benefits of early learning programs for their child;
- Selecting a child care setting that meets their needs;

- Early care and education programs available in their community;
- Child care provider referrals tailored to their specific needs

Information and referral services are available to all families, regardless of income; however, to be eligible for Child Care Works, families must meet certain income and work requirements.

### Early Intervention

For parents of children aged birth to five with disabilities or developmental delays, Pennsylvania's Early Intervention (birth - five) program provides individualized support and assistance for both child and family. Early Intervention provides children from birth to five with developmental delays services to help maximize their development so they are successful in any early education setting. These services are available in all Pennsylvania counties and are provided free of charge to children and their families. Based upon the individual needs of each child and the child's family, the programs may differ.

Services may include:

- Support services
- Development therapies
- Parent education
- Other family centered services that assist in the child's development.



### Parent-Child Home Program

Pennsylvania's Parent-Child Home Program provides a home visitor to help parents learn how to read to and play with their children in a way that promotes early learning and builds a positive parent-child bond.

Parent-Child Home Program is for families who:

- Enroll their children between 18 months and two years of age and participate for two years.
- Are challenged by low levels of education, poverty, literacy and language barriers, and/or are isolated and not accessing community services.

### Nurse-Family Partnership

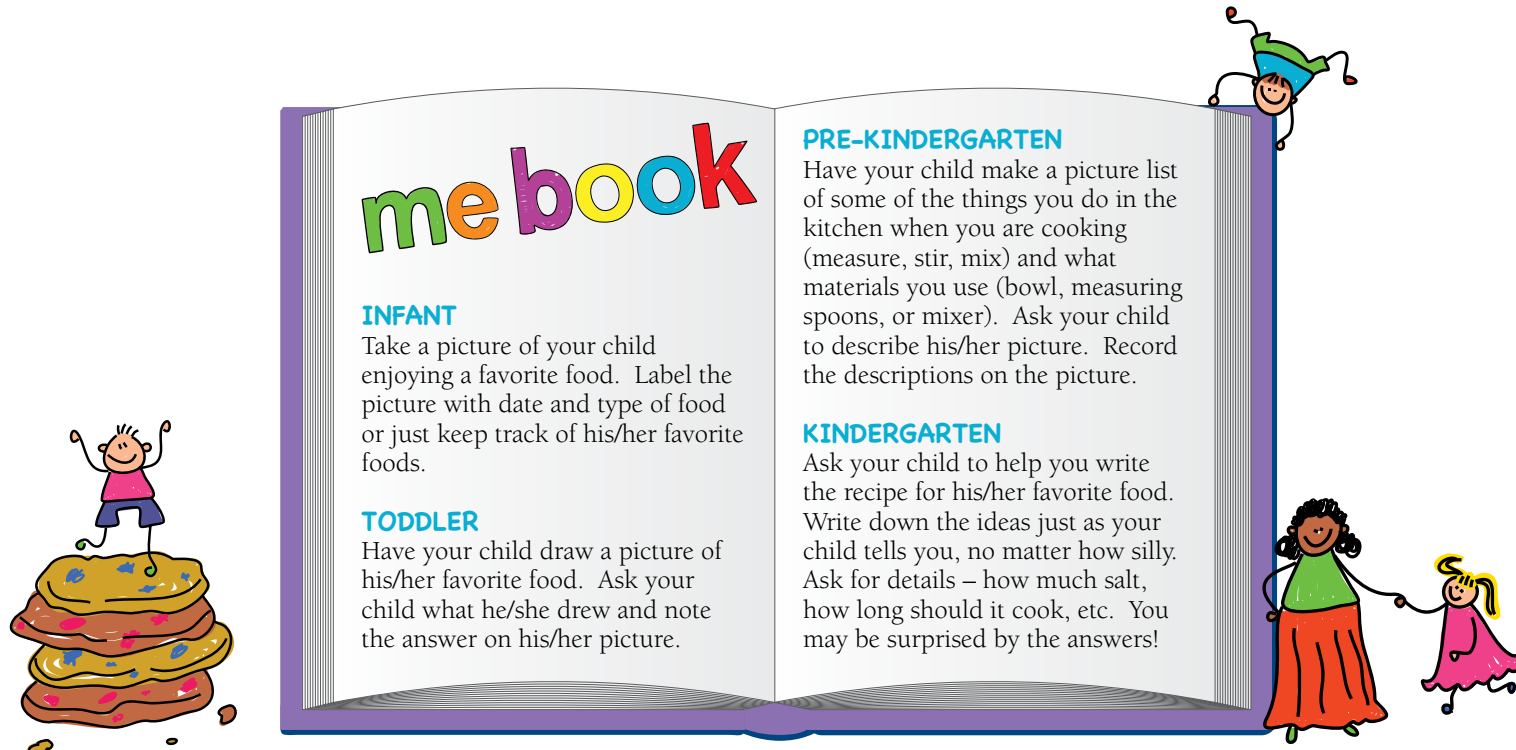
The Nurse-Family Partnership gives first time mothers the supports necessary to provide an excellent start for their children. Registered nurses work with the expectant mothers to ensure a healthy pregnancy, to engage in activities with the baby that will promote healthy development, and to make plans for the future.

For additional information on quality early learning programs, please call 1-877-4PA-KIDS, or visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com).

# January

## IN THE KITCHEN

The kitchen and the dining room are interconnected areas that provide opportunities to work with your Kindergarten child on mathematics skills like counting, measuring and patterning; to work on language and literacy skills like expressive language (likes and dislikes) with your toddler; receptive language (following directions) and communication skills with your pre-K age child; and approaches to learning such as exploring and discovering with your infant.



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

### Key Learning Area: Mathematics Thinking and Expression

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

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

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

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



## Activity 3: SHAPES ALL AROUND US

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

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

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

**PRE-KINDERGARTEN:** Provide round, square, triangle and rectangle crackers or other food (you can use cookie cutters to cut out shapes). You can count out three of each, and then ask your child to try. Next ask him/her to line them in a pattern – square, circle, rectangle, square, circle, rectangle, etc. Let your child choose the shape of their sandwich. Does he/she want squares, rectangles or triangles? Have your child observe while you cut the sandwich. It also teaches fractions - whole, half, quarter.

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



## SUGGESTED BOOKS

*The Very Hungry Caterpillar* by Eric Carle

*Jamberry* by Bruce Degen

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

*Chicken Soup with Rice* by Maurice Sendak

*The Carrot Seed* by Ruth Krauss

*The Wolf's Chicken Stew* by Keiko Kasza

*Stone Soup* by Marcia Brown

*The Doorbell Rang* by Pat Hutchins

*Pretend Soup and Other Real Recipes: A Cookbook for*

*Preschoolers & Up* by Mollie Katzen and Ann Henderson

*Chocolate Moose for Dinner* by Fred Gwynne

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

*Lunch* by Denise Fleming

*Pancakes, Pancakes* by Eric Carle

## Activity 2: SNACK TIME

### Key Learning Area: Scientific Thinking and Technology

**INFANT:** Give your child a spoon during meal time. Allow him/her to bang it or put it in his/her mouth. This early exploration of tools will help your infant understand what they are used for.

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

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

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



## Activity 4: AT THE TABLE

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

**INFANT:** As you are feeding your infant, talk about the taste, temperature and colors of the food. Repeat these words frequently. Encourage your child to say these words when he/she is ready.

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

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

**KINDERGARTEN:** Encourage your kindergartener to create for a topic of conversation at dinner 3 nights a week. Encourage him/her to use his/her imagination, talk about books the two of you have read, or the days' events.







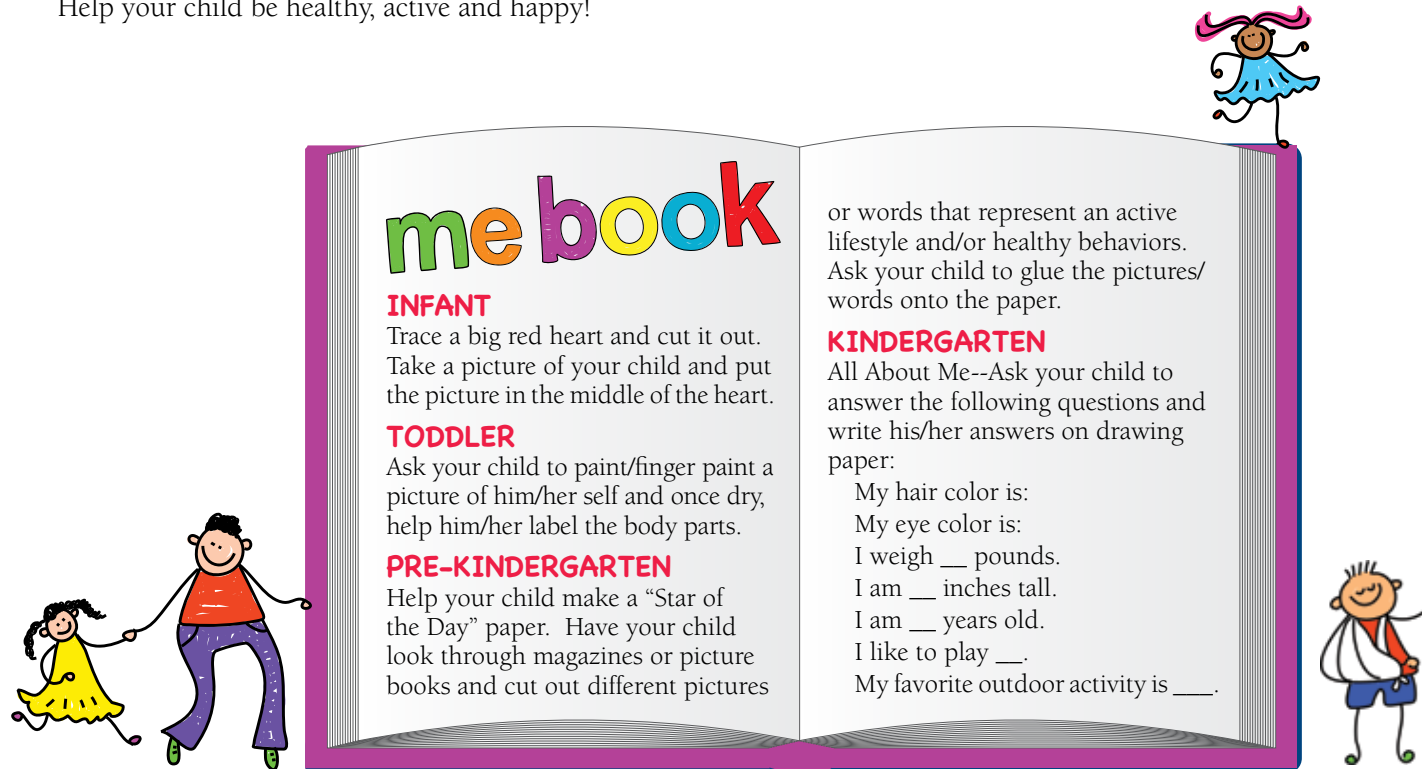
## VISITING THE DOCTOR'S OFFICE

Visits to the Doctor's office can be a great place to teach your child about the importance of good health and an active lifestyle and explain why this is important. Talk with your child about the importance of regular doctor's appointments, dental checks and vision checks. This is also a good opportunity to teach your child about getting the proper rest and taking care of his/her body.

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

Children love to be active - share with them the importance of taking a walk, playing outdoor games and getting exercise.

Help your child be healthy, active and happy!



## Activity 1: TALKING ABOUT THE DOCTOR

### Key Learning Area: Social Studies Thinking

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

**TODDLER:** Walk around the doctor's office with your child explaining the different areas of the office and look at the rooms etc. to prepare your child for his/her appointment. Explain that the doctor and nurse are here help care for them.

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

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



## Activity 2: STAYING SAFE AND HEALTHY

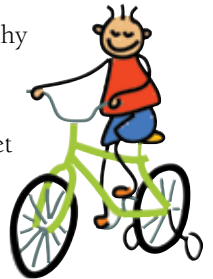
### Key Learning Area: Scientific Thinking and Technology

**INFANT:** Sing while talking with your child about putting on a coat, hat, mittens, blanket, etc. Explain that mommy is keeping the baby safe and warm.

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

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

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



## Activity 3: LET'S GET MOVING!

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

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

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

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

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



## Activity 4: PARTS OF MY BODY

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

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

**TODDLER:** Play Simon Says-touch your toes, legs, etc. Introduce new body parts, such as the shoulder or elbow.

**PRE-KINDERGARTEN:** While in the doctor's office, encourage your child to play Head, Shoulders, Knees and Toes.

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



**Read a book at the doctor's office about being healthy. If your doctor's office does not have books, you can visit your local library for books relating to health, and explain to your child about things that are good for their body and things that are not good for their body.**



## SUGGESTED BOOKS

**Do I Have to Go to the Hospital-**

**A First Look at Going to the Hospital** by Pat Thomas

**Never Take a Shark to the Dentist** by Judi Barrett

**A Day with a Doctor** by J. Kottke

**At the Hospital** by Beylon C Mineola

**Calling Doctor Amelia Bedelia** by Peggy Parish

**Daisy the Doctor** by F. Brooks

**Franklin Goes to the Hospital** by Paulette Bourgeois

**Going to the Doctor** by A. Civardi

**Hello, Doctor** by DF Marx

**Miss Dose the Doctors' Daughter** by Alan Ahlberg

**My Friend the Doctor** by J. Cole

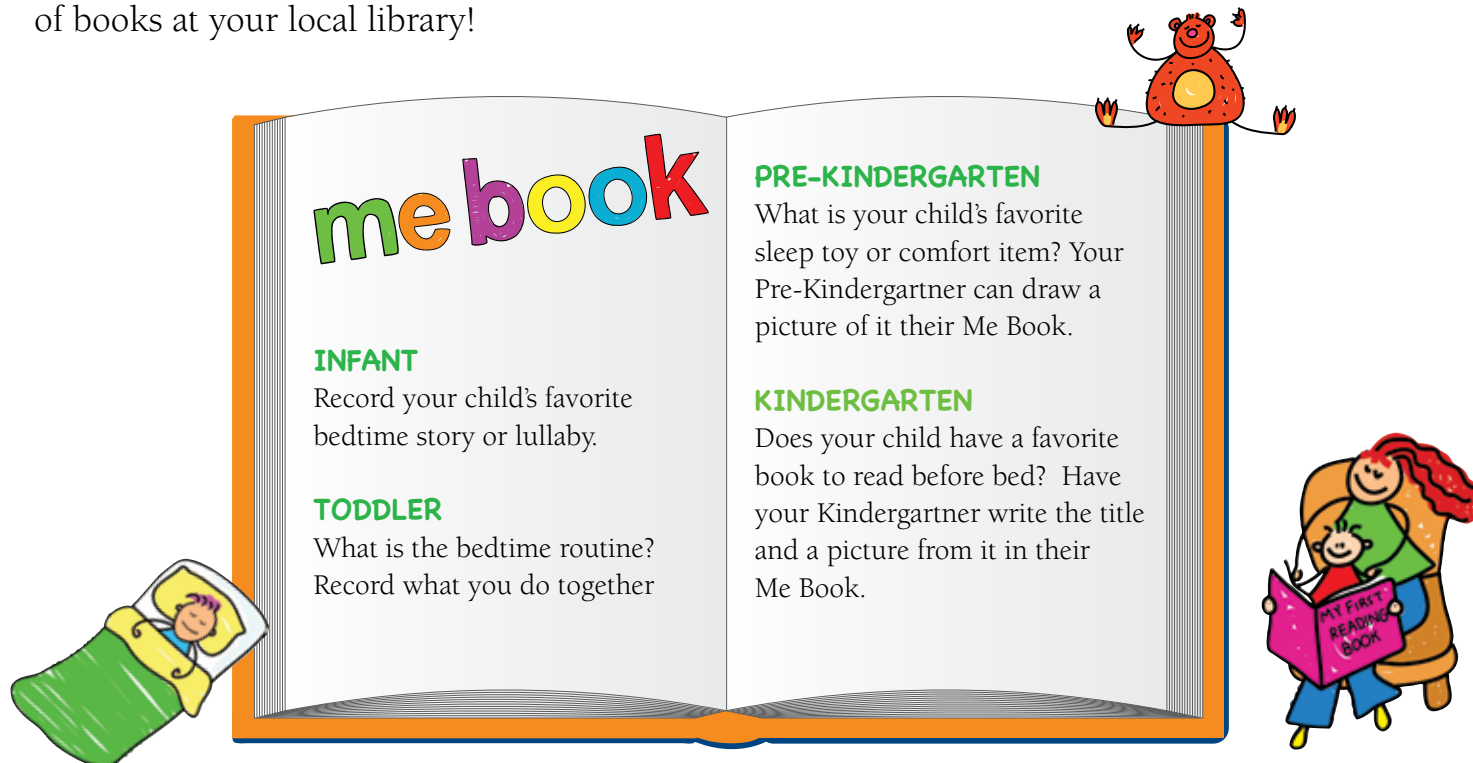
**The Berenstain Bears Go to the Doctors**  
by Stan and Jan Berenstain

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



## IN THE BEDROOM

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





## Activity 1: SLEEPY TIME

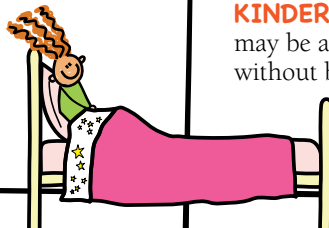
### Key Learning Area: Social and Emotional Development

**INFANT:** As your baby is ready to go to sleep, place him/her on his/her back to sleep. It is okay for infants to fuss a little at bed time. Learning to calm him/her self to go to sleep is an important skill for babies to learn.

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

**PRE-KINDERGARTEN:** In order to be ready for the next morning, before bedtime, discuss the next day's events. You can offer your child choices about what to wear, and he/she can help decide what outfit to select and lay it out, so that the morning routine will be less harried. Adults can discuss the weather and what ask children what types of clothes would be best.

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



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

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

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

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

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



## Activity 2: BEDTIME STORIES

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

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

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

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

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



## Activity 4: RISE AND SHINE!

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

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

**TODDLER:** While getting ready for the day take the opportunity to sing some of your favorite nursery rhymes or finger plays such as Little Boy Blue, Itsy-Bitsy-Spider, Hey Diddle Diddle, or Hickory-Dickory-Dock. These will teach your toddler fun rhymes while distracting him/her from the fact they are getting dressed or changed.

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



## SUGGESTED BOOKS

**I Love You Stinky Face** by Lisa McCourt

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

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

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

**In My Bedroom** by Carol Thompson

**Mr. Messy and His Untidy Bedroom**

**(Mr. Men Story Stickers)** by Roger Hargreaves

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

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

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

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

**Good Night Gorilla** by Peggy Rathmann

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

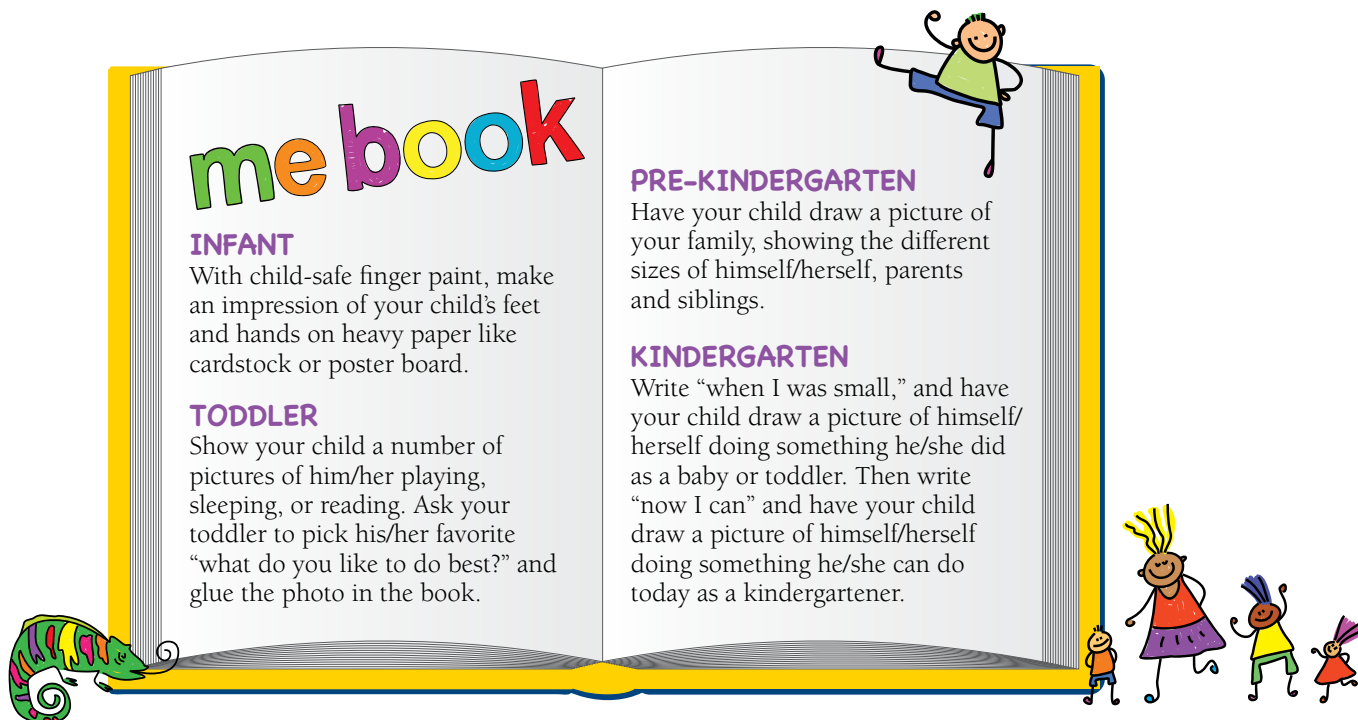
**Fairy Tales** - Traditional and retold versions

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



## LET'S CELEBRATE MONTH OF THE YOUNG CHILD

Month of the Young Child is a time to focus public attention on the needs of young children and their families and to recognize the early childhood programs and services that meet those needs. Celebrate this month by exploring fun learning activities within your community. Visit the PA Promise for Children website to find out what is happening in your community. Visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com) to find out more!



## Activity 1: HAVING A BALL!

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

**INFANT:** Play with a ball! Allow your infant to explore it with his/her hands, mouth (make sure it is large enough, not to be a choking hazard) and eyes. If possible, find a ball that chimes or squeaks, has an interesting texture and/or contrasting colors. Talk to your infant about what he/she sees, hears and feels.

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

**PRE-KINDERGARTEN:** Play a game with your child by providing him/her with a ball and a target or obstacle course. Before he/she starts ask how many kicks he/she thinks it will take to hit the target. What is the best way to get the ball to the target?

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



## Activity 3: READ THE PA ONE BOOK

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

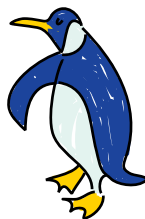
### Key Learning Area: Scientific Thinking and Technology

**INFANT:** Read the PA One book, pointing out colors and pictures, watching your child for responses. What makes him/her smile?

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

**PRE-KINDERGARTEN:** When reading the PA One Book, ask your child questions that require descriptions about the story and characters.

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



## Activity 2: GOING FOR A WALK

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

**INFANT:** While walking with your infant, note how he/she responds to different sounds and sensations outside. Talk to him/her about what he/she sees and hears. Use simple language, such as, "Do you hear the bird?", "Look at the tree", "Feel the sunshine". Point out the everyday things found outdoors.

**TODDLER:** Talk with your toddler about what he/she sees and hears outside. Ask him/her to label what they see. For example: flower, tree, bird. Start to add additional descriptions to these labels: such as "big green tree" or "red flower".

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

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



## Activity 4: THE MUSIC OUTDOORS

### Key Learning Area: Creative Thinking and Expression

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

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

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

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



## SUGGESTED BOOKS

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

**When I Grow Up** by P. K. Hallinan

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

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

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

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

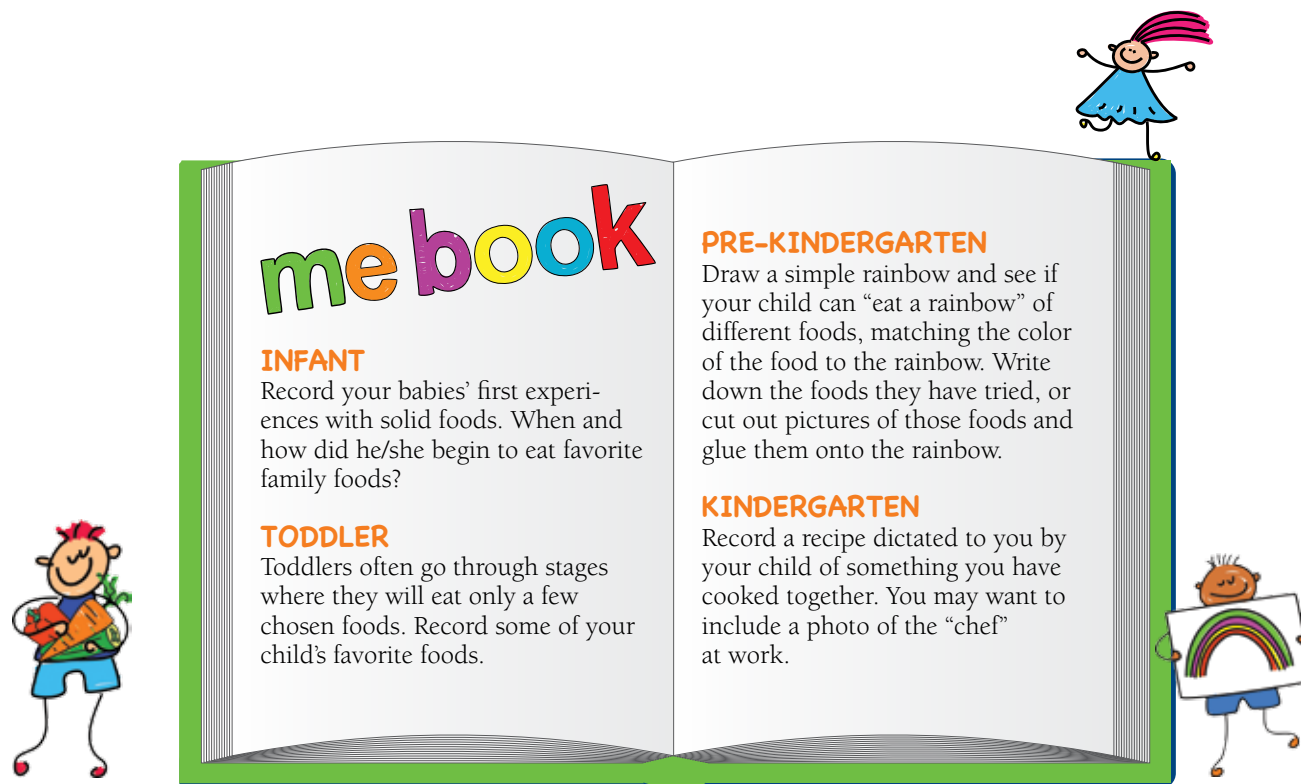
**Jobs People Do** by DK Publishing

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



## TRIP TO THE GROCERY STORE

A trip to the Grocery Store at any age can serve as an opportunity for your child to gain real and valuable knowledge about math and nutrition. You can guide your child in the discovery of basic Mathematic and Social Studies concepts as you help your child process information about the world outside family and home.





## Activity 1: COLORFUL CHOICES

### Key Learning Area: Mathematics Thinking and Expression

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

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

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

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



## Activity 3: SIGHTS & SOUNDS IN THE COMMUNITY

### Key Learning Area: Social Studies Thinking

**INFANT:** Try to allow enough time for errands with baby that you can tune in to your baby's reactions to new sights and sounds. Label the sounds of a car honking, bells ringing, birds singing in a reassuring manner for your infant to encourage their enjoyment of new experiences as their world expands.

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

**PRE-KINDERGARTEN:** A trip to the grocery store can provide an opportunity to observe a variety of community workers: bakers, cashiers, butchers, etc. Talk to your child about the people who help food we eat get to our tables. Ask your child which jobs he/she might enjoy.

**KINDERGARTEN:** Talk to your child about the process of buying food. "First we make a list, and then we find food in the store and choose our food. After that, we pay for our food and bring it home." Empty food boxes and containers can later become props for your child's play at home as they set up a pretend grocery store and role play shopping for food, taking the money, and bagging items.



## SUGGESTED BOOKS

Grocery Store (Field Trip!) by Angela Leeper

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

Grandpa's Corner Store by Dyanne Disalvo-ryan

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

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

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

Maisy Goes Shopping (Maisy) by Lucy Cousin

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

Our Corner Grocery Store by Joanne Schwartz & Laura Beingessner

Arthur's Trip To The Grocery Store by Marc Brown

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

## Activity 2: HEALTHY CHOICES

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

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

**TODDLER:** Fruits, vegetables and the many nutritious foods displayed at the grocery store are a great opportunity for your child to expand his/her vocabulary with naming games. Name items as you put them in your cart and encourage your child to repeat their names.

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

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



## Activity 4: FOOD FUN

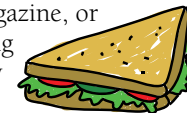
### Key Learning Area: Approaches to Learning through Play

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

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

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

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



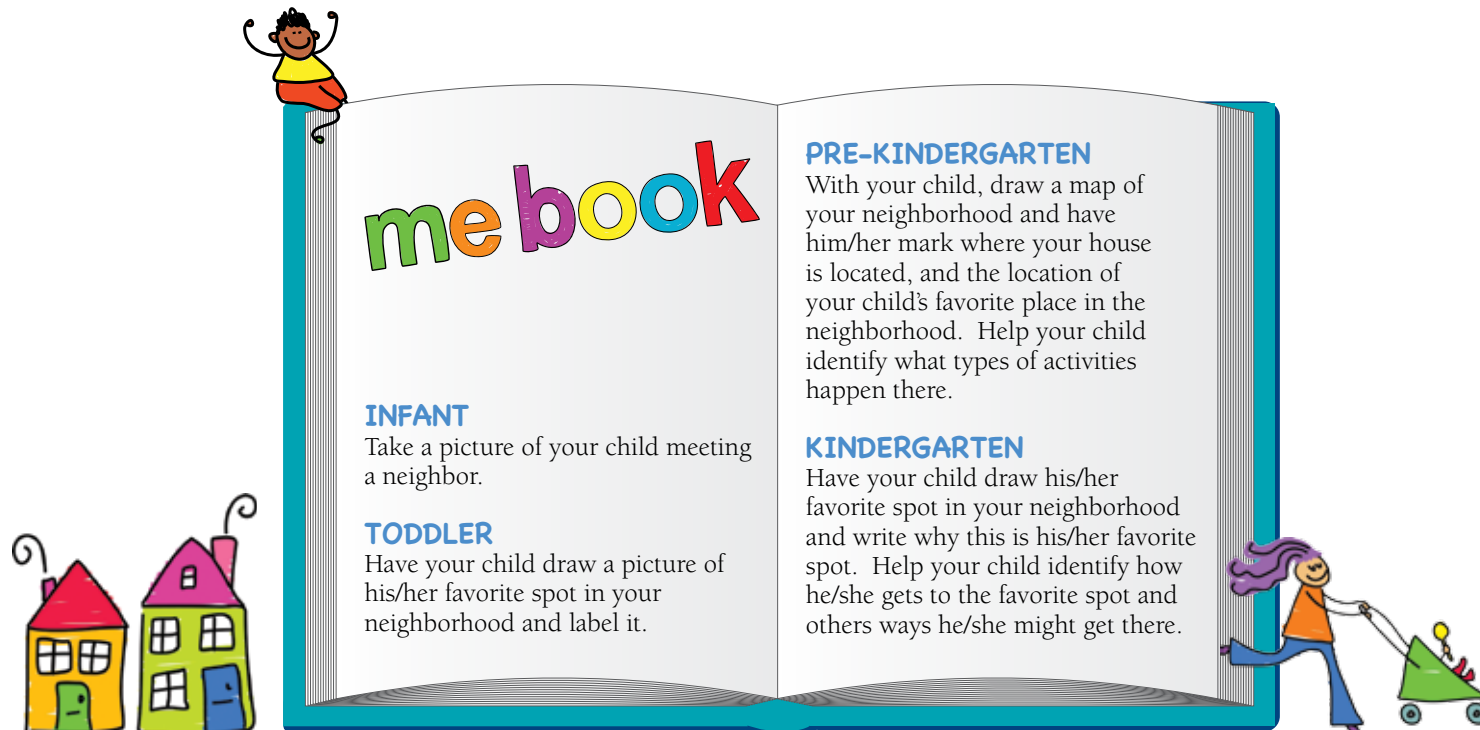




## IN THE NEIGHBORHOOD

Exploring your neighborhood is a wonderful way for your child to learn about the world around him/her and how to interact with others outside of the family.

Your neighborhood is a great way to help your child understand his/her role in a larger community, the great diversity of people in one community, and how communities can change over time. It's also a great way to build social and interpersonal skills as you get to know your neighbors!



## Activity 1: TOURING MY NEIGHBORHOOD

### Key Learning Area: Scientific Thinking

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

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

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

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



## Activity 3: MEET THE NEIGHBORS

### Key Learning Area: Social and Emotional Development

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

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

**PRE-KINDERGARTEN:** With your supervision, ask your child to introduce himself/herself to neighbors.

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



## SUGGESTED BOOKS

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

**Franklin's Neighborhood (Franklin)** by Paulette Bourgeois & Brenda Clark

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

**Big Book: Jobs Around My Neighborhood/Oficios en mi vecindario (English and Spanish Foundations Series)**  
by Gladys Rosa-Mendoza & Ann Iosa

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

**Forgotten Neighborhood Games: Get Kids Back Outside and Loving It!** by Scott Strother

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

## Activity 2: PICTURE MY NEIGHBORHOOD

### Key Learning Area: Creative Thinking and Expression

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

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

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

**KINDERGARTEN:** Take or draw pictures of you and your child in different places in the neighborhood. Make a map of your neighborhood with the pictures and talk with your child about the different roles of different people in the neighborhood (what jobs different neighbors have, the roles of the police officer, crossing guard, mail carrier, etc.)



## Activity 4: PLAY ACTING LIFE IN MY NEIGHBORHOOD

### Key Learning Area: Creative Thinking and Expression

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

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

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

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

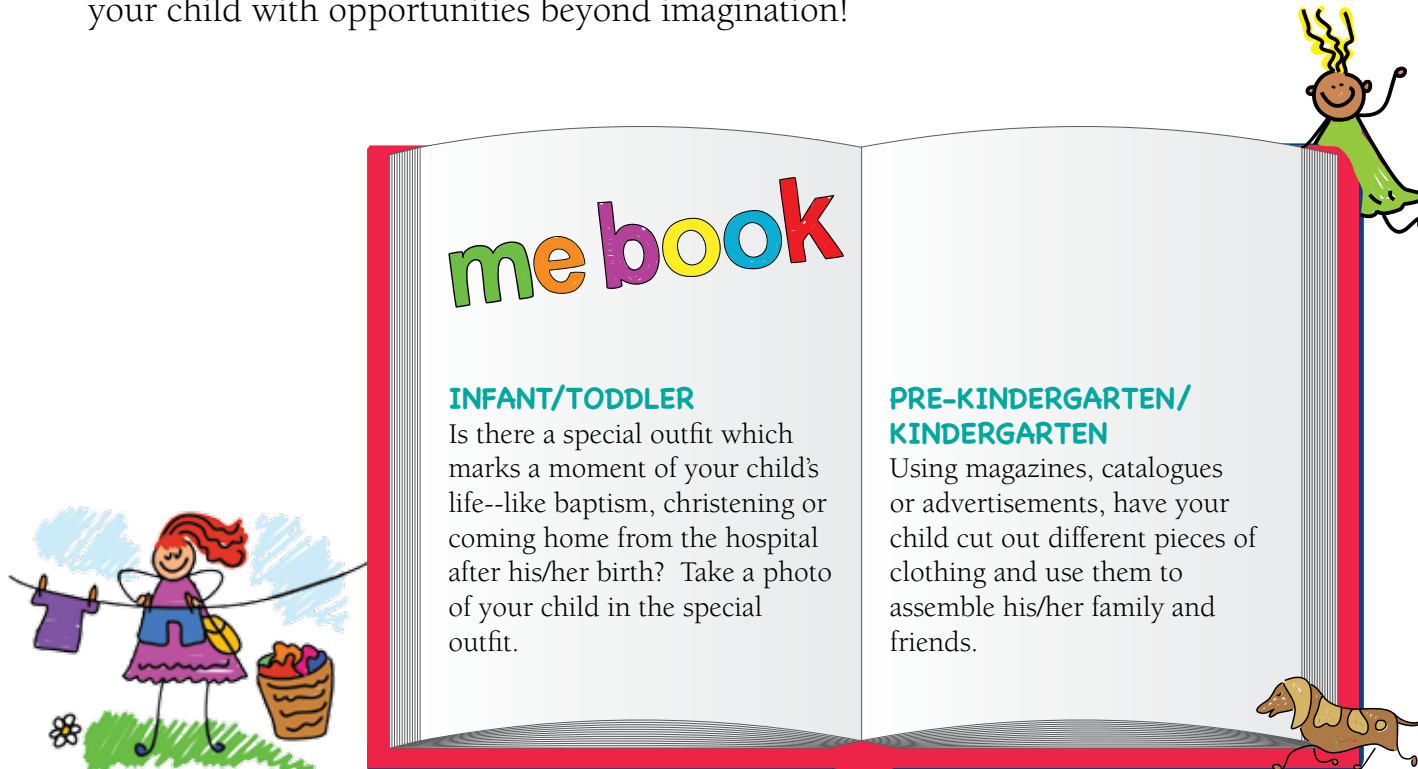




## DOING THE LAUNDRY

Just imagine all the wonderful things you can teach and introduce to your child while doing the laundry. Not only are you spending quality time with your child, but think of the sorting of bright colors, textures, different shapes and sizes you can teach your child. Having your child help in folding, matching and counting provides your child with a strong foundation in science and mathematics.

You are your child's first stop in learning, and incorporating daily chores and activities will provide your child with opportunities beyond imagination!



## Activity 1: BASKET OF MANY COLORS

### Key Learning Area: Mathematics Thinking and Expression

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

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

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

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



## Activity 2: SORTING AND SIZES

### Key Learning Area: Mathematics Thinking and Expression

**INFANT:** Talk to your child while sorting the laundry. Show him/her small and large items, and talk about different sizes and colors.

**TODDLER:** Ask your child to find all the big towels, and then ask him/her to find all the small towels (or washcloths). Have your child tell you what towels are bigger and what towels are smaller.



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

**KINDERGARTEN:** Ask your child to help you fold the laundry according to item. Ask your child to find all the small socks and sort by color and size. Remember to keep talking to your child about the different sizes and difference in items. Also, ask your child to help you by filling the laundry detergent cup and pouring into the machine.

## Activity 3: THE WEATHER & CLOTHING TO PROTECT

### Key Learning Area: Scientific Thinking and Technology

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

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

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

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



## Activity 4: LEARNING ABOUT COUNTING

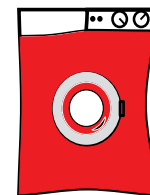
### Key Learning Area: Mathematics Thinking and Expression

**INFANT:** Sing to your child that you are putting one towel into the washer or putting two socks into the dryer. Show your child the item(s).

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

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

**KINDERGARTEN:** Ask your child to count how many clothing items you take out of the washing machine. Then ask your child to count how many clothing items you put into the dryer etc. Play an addition/subtraction game with your child. For example, "Mommy put five socks into the dryer, but took one sock out—how many socks are still in the dryer?"



## SUGGESTED BOOKS

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

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

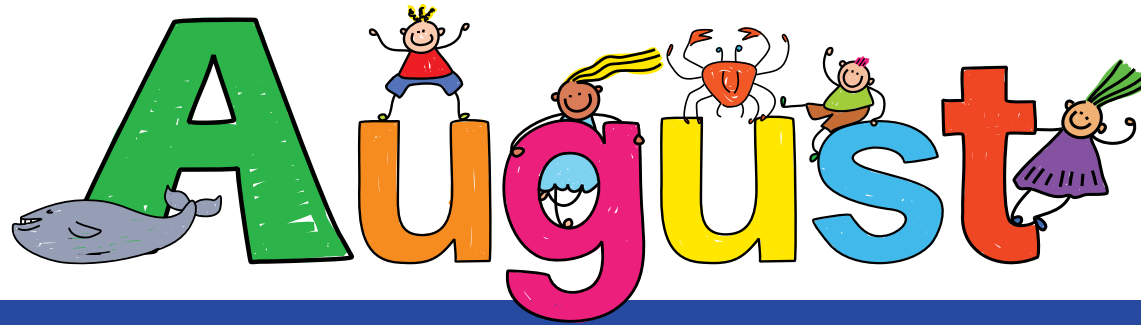
**The Great Laundry Adventure** by Maxine Cowan & Margie Rutledge

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

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

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

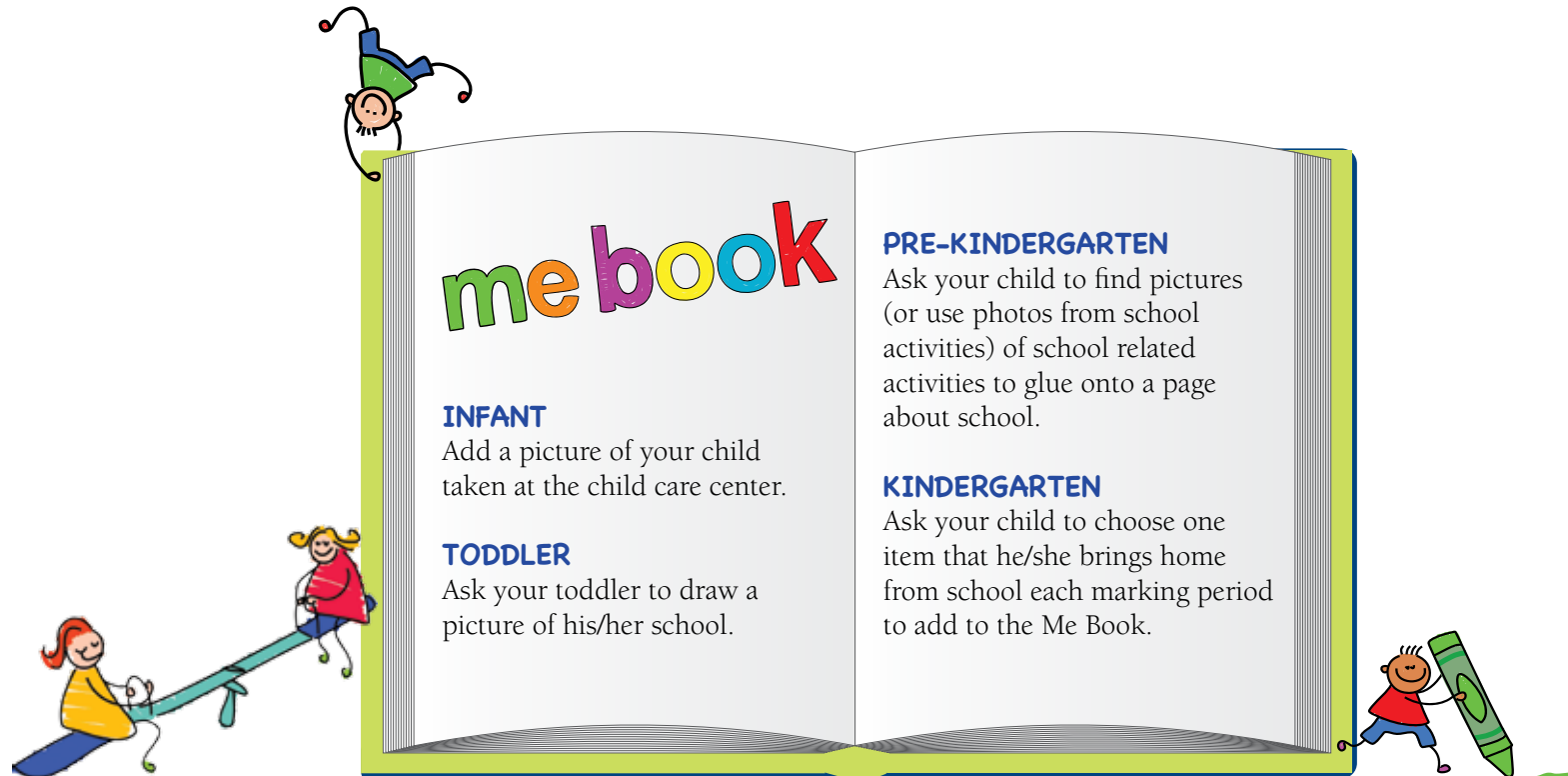
For more ideas visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com)



## IN AN EARLY LEARNING PROGRAM

Children get excited about a new school year and this is a great time to focus on how you will be involved in your child's early learning program. Think about the ways you can show support for your child and his school. Even if you work during the day, there are still many ways to get involved. Be sure to ask!

Children need to develop personal/social skills as they interact with other children and adults in the school or program environment. Encourage your child to engage with you in play activities and practice self-help skills. Allow children to explore lots of art materials and activities to develop their creative expression skills.





## Activity 1: FOLLOWING RULES



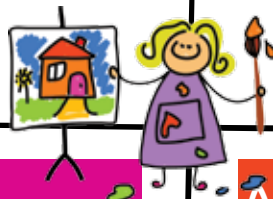
### Key Learning Area: Social and Emotional Development

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

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

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

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



## Activity 3: MUSIC ALL AROUND

### Key Learning Area: Creative Thinking and Expression

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

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

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

**KINDERGARTEN:** Put on some of your favorite music and dance with your child. Encourage him/her to move in any way that is comfortable.



## Activity 2: PUPPETS AND DOLLS

### Key Learning Area: Creative Thinking and Expression

**INFANT:** Use a puppet and interact with your infant. Use voices and movements that will engage him/her.

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

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

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



## Activity 4: MAKING CONNECTIONS

### Key Learning Area: Partnerships for Learning

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

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

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

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



## SUGGESTED BOOKS

**The Kissing Hand** by Audrey Penn  
**Dinosaur Roar** by Paul & Henrietta Stickland  
**Do I Have To Go To School? - A first look at Starting School** by Pat Thomas  
**If You Take a Mouse to School** by Laura Numeroff

**Now...For My Next Number Songs for Multiplying Fun** by Margaret Peck  
**My Teacher Sleeps in School** by Leattie Weiss  
**Wemberly Worried** by Kevin Henkes  
**My Kindergarten** by Rosemary Wells  
**Going to my Nursery School** by Susan Kuklin

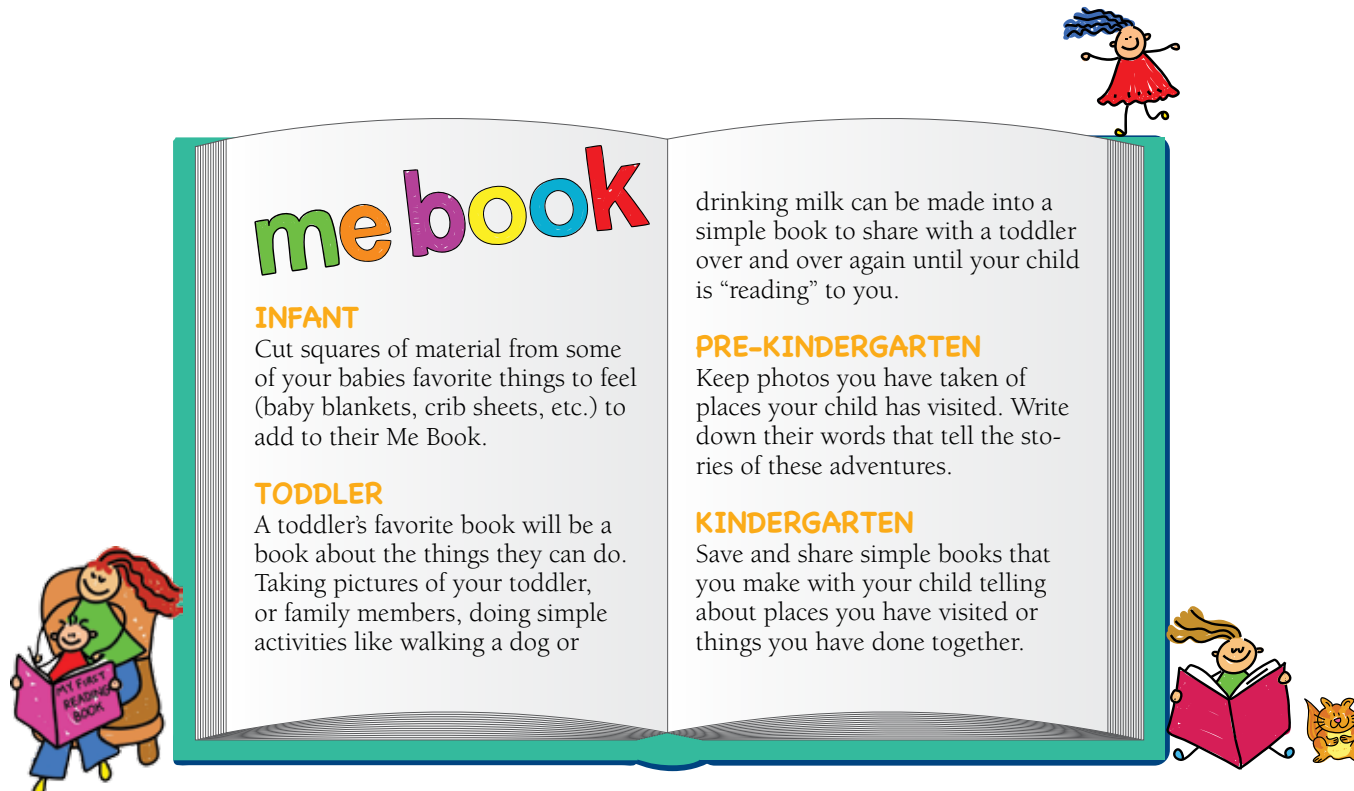
**What Did you Do Today? The First Day of School** by Toby Forward  
**Elizabeth's School** by Stephanie Stuve-Bodeen  
**School** by Emily Arnold McCully  
**Look Out Kindergarten, Here I Come!** by Nancy Carlson  
**Countdown to Kindergarten** by Alison McGhee

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

# September

## IN THE LIVING ROOM

The Living Room is a great place for socializing, sharing stories and building a young child's developing vocabulary. Think about your child's Social, Emotional & Personal Development as well as Communication and Emerging Literacy skills that are fine tuned as you play with your son or daughter in the Living Room. Sharing books, pictures and conversation is important to your child at any age, but will change as your child's skills grow.



## Activity 1: COMMUNICATE!

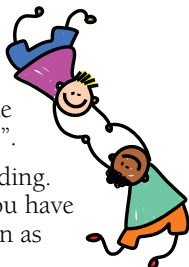
**Key Learning Area: Language and Literacy**  
**Development: Reading, Writing, Speaking and Listening**

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

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

**PRE-KINDERGARTEN:** Your child's world at age three and four is expanding. Encourage your child to tell you stories about places that he/she goes. If you have photos of places or people that your child has visited, sit together and listen as he/she tells you stories about the photos.

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



## Activity 2: BOOK SHARING

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

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

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

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

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

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



## Activity 3: EXPLORING FACES

**Key Learning Area: Social and Emotional Development**

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

**TODDLER:** Toddlers are learning names and labels for the important people in their world. Share family pictures and photo albums with your child and let him/her point to and name the faces that he/she can recognize.

**PRE-KINDERGARTEN:** Share photos or pictures in books or magazines with your child and ask him/her how he/she thinks the people in these pictures might feel. Encourage your child to notice and recognize feelings by looking at facial expressions and body language.

**KINDERGARTEN:** Share photos or pictures in books or magazines with your child and ask him/her why he/she thinks the people portrayed might be feeling sad, angry, disappointed, scared, etc. Encourage your child to tell you if he/she has ever felt that way and what he/she did about it.



## Activity 4: IT'S ME!

**Key Learning Area: Social and Emotional Development**

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

**TODDLER:** Help your toddler to take pride in the new things that he/she is learning each day. Sit on the floor and play with your toddler praising his/her accomplishments and new skills. Be sure to use his/her name often. For example, “Zachery built a tall tower with blocks!” or “Keisha found the baby bear!”

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

**KINDERGARTEN:** Provide your child with a notebook that can become a journal of things he/she likes. You can begin it with him/her by writing on the first page “Max likes red.”, and let him/her finish the page by coloring something red. Encourage your child to add to this book as he/she tells you about favorite toys, things done at school, friends played with or places he/she went. Use pictures with words to help connect the picture with words.



## SUGGESTED BOOKS

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

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

**Listen and See! What's on TV?: Experiments In the Living Room (At Home With Science)** by Janice Lobb

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

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



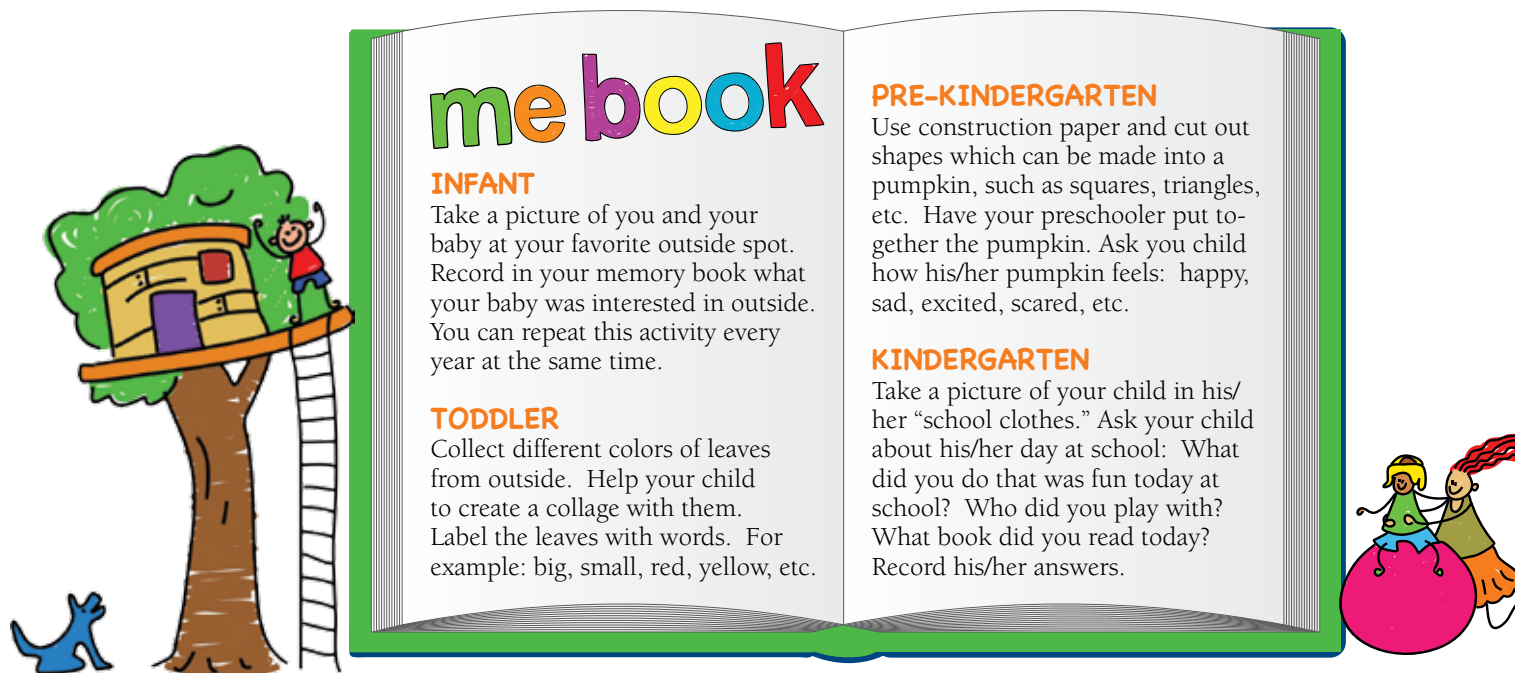
## IT'S PA'S PROMISE FOR CHILDREN MONTH!

During October, help celebrate quality early education and the families, teachers and leaders that help our young children reach their promise every day. Join members of your community during Pennsylvania's Promise for Children Month to show your support for quality early learning and supporting our young children. Show your support for Pennsylvania's young children by signing the PA's Promise for Children declaration and encouraging your friends, family and colleagues to do the same. Visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com) to sign the declaration.

### ***PA's Promise for Children declaration***

I believe

- that quality early learning and child development play a major role in a child's future success in school and in life;
  - young children learn best when they have proper health and nutrition, a safe and stable family and home life, and activities that stimulate creativity, curiosity, and all the skills they will need to succeed in school and life; and
  - that every child in Pennsylvania deserves access to quality early learning opportunities and that it is the responsibility of every Pennsylvanian to help our children reach their promise.
- I support Pennsylvania's Promise for Children because every child is Pennsylvania's future.





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

### Key Learning Area: Social Studies Thinking

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

**TODDLER:** While reading about different jobs, ask the child to point out the people with different jobs. With pictures have your child name person and job, or ask him/her to find a specific type of person (like the Police Officer, or the Doctor).

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

**KINDERGARTEN:** Using markers, crayons, pencils, ask your child to draw a picture of what your child wants to be when he/she grows up. You can write underneath for your child, "I want to be a \_\_\_ when I grow up because\_\_\_."



## Activity 3: PLAYING WITH BUBBLES

### Key Learning Area: Mathematics Thinking and Expression

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

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

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

**KINDERGARTEN:** Make the bubble solution with your child. Talk to him/her about measurements. Experiment with different solutions. Talk about what works and what does not work. You can create different sized wands by using materials such as pipe cleaners.



## SUGGESTED BOOKS

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

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

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

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

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

**Goodnight World Outside** by Frances Gilbert

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

**Planting a Rainbow** by Lois Ehlert

**Sam Who Never Forgets** by Eve Rice

**Feathers for Lunch** by Lois Ehlert

## Activity 2: MY FAVORITE BOOKS

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

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

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

**PRE-KINDERGARTEN:** Make a puppet show of your child's favorite book. Cut out characters from construction paper and role play the story on a sheet of paper. Ask your child to tell the story as he/she moves the characters. When the story is over, glue the characters to the paper and have your child write the name of the book across the top. Have your child recite what's happening in each picture, and record under the picture.

**KINDERGARTEN:** Ask child to pick his/her favorite book and to read it to you. Ask him/her to draw a picture that represents why this book is his/her favorite, and you can record why it's a favorite.



## Activity 4: GROWING UP

### Key Learning Area: Social and Emotional Development

**INFANT:** Point out the difference in size between your child's features and body parts and yours or other children. Talk about the differences, for example, "Your nose is tiny now, but when you grow up it will be big like mine." Using child-safe finger paint, make impressions of your child's fingers and toes.

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

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

**KINDERGARTEN:** Sit with your child and talk about ways he/she has grown. Ask your child when he/she was a baby, a two-year old, three and four year old, what did he/she like to eat? What did he/she like to do? Did he/she crawl or walk? What does he/she like to do now? Have him/her draw what he/she looked like at each stage in his/her life. Identify what can he/she do now that they couldn't do when they were one, two, three, or as a baby.

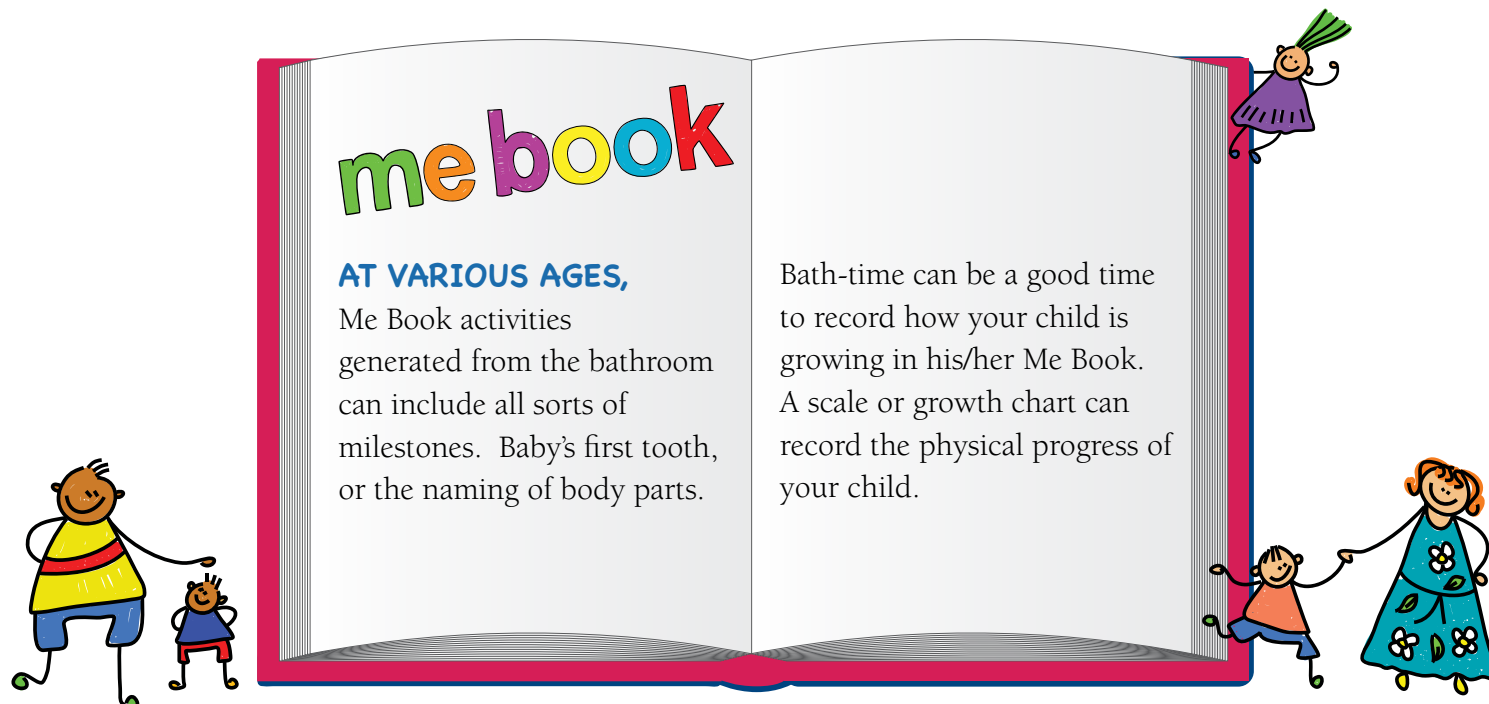




# November

## IN THE BATHROOM

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



## Activity 1: NAME THOSE BODY PARTS!

### Key Learning Area: Social and Emotional Development

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

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

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



## Activity 3: EXPRESSIONS

### Key Learning Area: Language and Literacy

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

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

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

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

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



## Activity 2: WATCH ME MOVE

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

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

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

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



## Activity 4: TOOTH BRUSHING

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

**INFANT:** Use a soft clean cloth, dampened with cool water to clean your infant's gums. Softly explain in simple terms what you are doing. The tone of your voice will help to convey this as a positive experience.

**TODDLER:** Tooth brushing is an important lifelong habit to foster. Toddlers within this age range can begin to brush their teeth using a pea sized dollop of toothpaste and a soft bristled toddler toothbrush. You will have to follow up to ensure your child reaches all the teeth.

**PRE-KINDERGARTEN:** Tooth-brushing continues to be an important habit to reinforce with preschoolers. Reminders while they are brushing to do top- inside, outside, roof of the mouth, bottoms- inside, outside and tongue. Have your child select a number between 10 and 15. This indicates how many brush strokes they have to do for each location: 12 tops, 12 bottoms, 12 tongues, etc.

**KINDERGARTEN:** Kindergarten children can learn to floss their teeth. Parents can demonstrate and help with this activity. The American Dental Association recommends that flossing occur daily. This is a great life-long habit to begin forming.



## SUGGESTED BOOKS

**Barnyard Bath** by Sandra Boynton

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

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

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

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

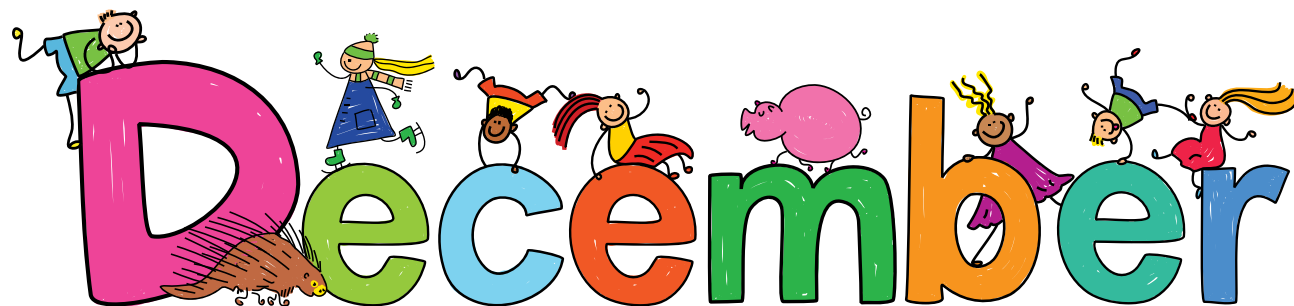
**Puppy Takes a Bath (Dora the Explorer Ready-to-Read)** by Christine Ricci & Tom Mangano

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

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

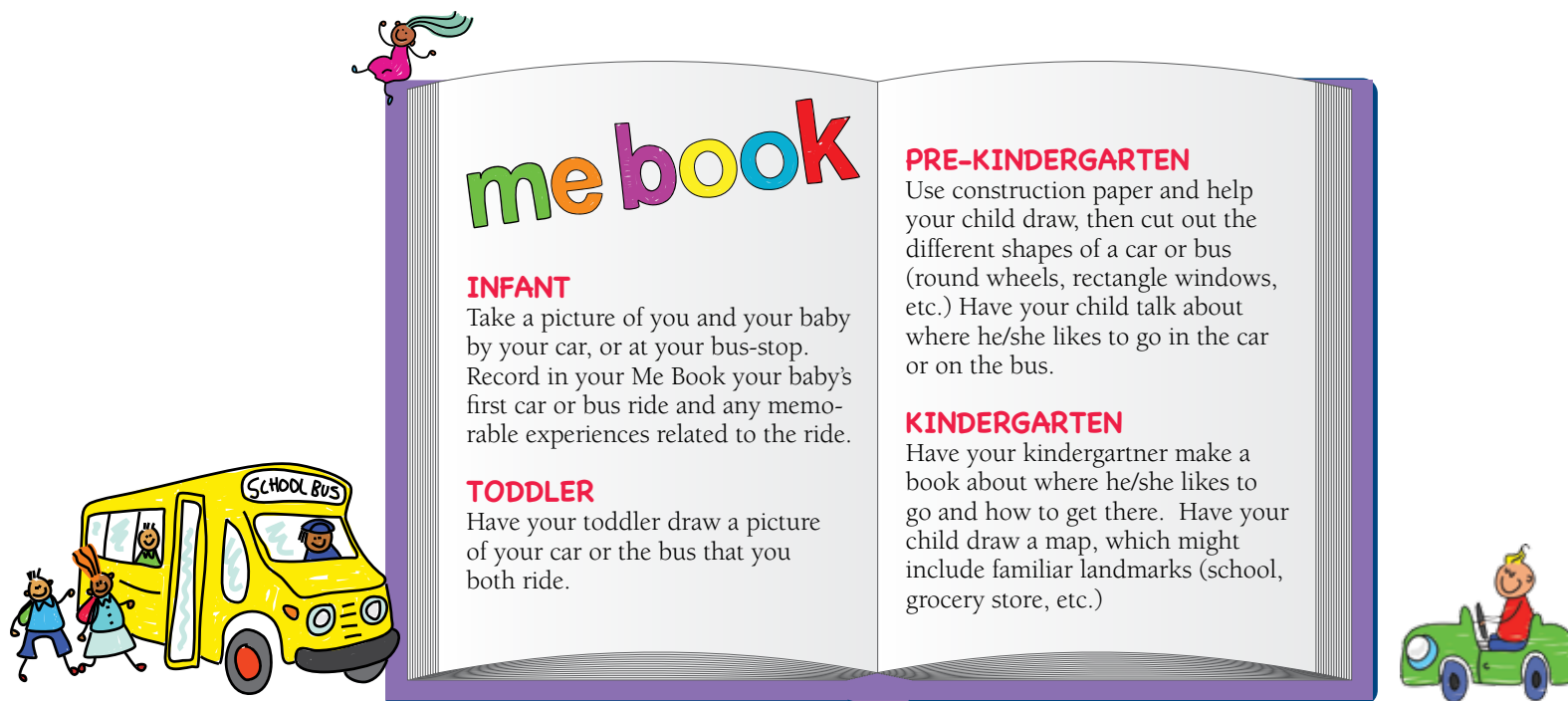
**Tub Toys** by Terry Miller Shannon, Timothy Warner, & Lee Calderon

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



## IN THE CAR / ON THE BUS

Traveling in a car and/or bus is a great place to learn about safety, your neighborhood and expand vocabulary. Young infants often find the movement of travel soothing, while older infants often do not like to be confined, but may love to listen to songs and imitate noises. Toddlers and preschoolers enjoy singing songs in the car. Preschoolers enjoy learning about their neighborhood, while kindergarteners can build upon their knowledge of safety.



## Activity 1: WHILE TRAVELING

### Key Learning Area: Language and Literacy

**INFANT:** Infants are drawn to colorful objects. Supply your infant with items to look at while in the car. Lay a colorful scarf or blanket on the back of the seat of the car facing your baby so he/she can gaze at it while in his/her car seat.

**TODDLER:** Provide your child with books that relate to traveling. Ask him/her to “read” the book to you while you are driving or on the bus.

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



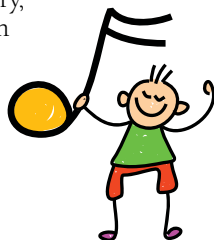
## Activity 3: TAKING ALONG A SONG

### Key Learning Area: Creative Thinking and Expression

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

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

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



## SUGGESTED BOOKS

**Cars and Trucks and Things That Go (Giant Little Golden Book)** by Richard Scarry  
**My Car** by Byron Barton  
**Rattletrap Car** by Phyllis Root & Jill Barton

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

**School Bus** by Donald Crews  
**Don't Let the Pigeon Drive the Bus!** by Mo Willems  
**Wheels On The Bus (Kids Play)** by DK Publishing  
**Junie B. Jones and the Stupid Smelly Bus** by Barbara Park  
**The School Bus Driver from the Black Lagoon** by Mike Thaler & Jared Lee

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

## Activity 2: ABOUT SAFETY

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

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

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

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

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



## Activity 4: WHERE WE TRAVEL

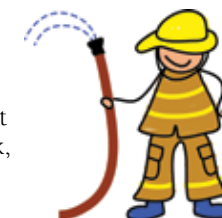
### Key Learning Area: Social Studies Thinking

**INFANT:** While traveling, talk to your baby about the different noises he/she hears and what makes those noises. Use an animated voice/face when conveying the different sounds.

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

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

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





# All children need quality early learning to succeed, but not all children get it.



Quality early learning at home and in early learning programs (like child care, Head Start and preschool) promotes brain development and builds the skills children need for success in school and in life. Without quality early learning, children may fall behind and stay behind. With it, children who may be at risk for failing in school can overcome those risks and reach their potential.

**YOU can help make quality early education a reality for Pennsylvania's young children. We need our children to succeed!**

## Learn

- ☺ Learn ways to help young children grow. Simply reading to and playing with young children helps them learn. Find fun activities in our *Learning is Everywhere* calendar.
- ☺ Did you know that a child's brain grows more before age five than it will the rest of his life? Learn the facts about why quality early learning matters and share them with others!
- ☺ Learn the keys to a quality early learning program and choose quality for your family.

## Get Involved

- ☺ Sign PA's Promise for Children declaration to show you believe quality early education should be a priority for Pennsylvania.
- ☺ Volunteer at your local library, community center or an early learning program in your community. You can read to or tutor children, or help with field trips.

## Tell Your Story

- ☺ Help make early education a priority for our leaders by telling your story—how Pennsylvania's early childhood programs make a difference for your child, family and community.
- ☺ Tell your story to school principals, board members and superintendents; community leaders; and elected officials.
- ☺ Get tips, submit your story online and read other stories at the PA Promise for Children website.