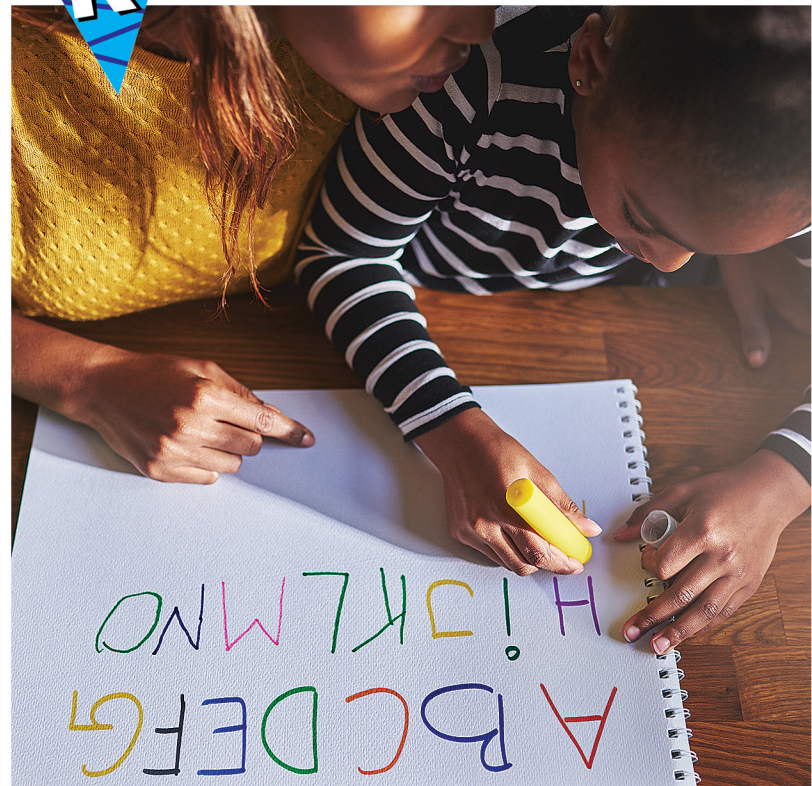




Getting Ready for Kindergarten

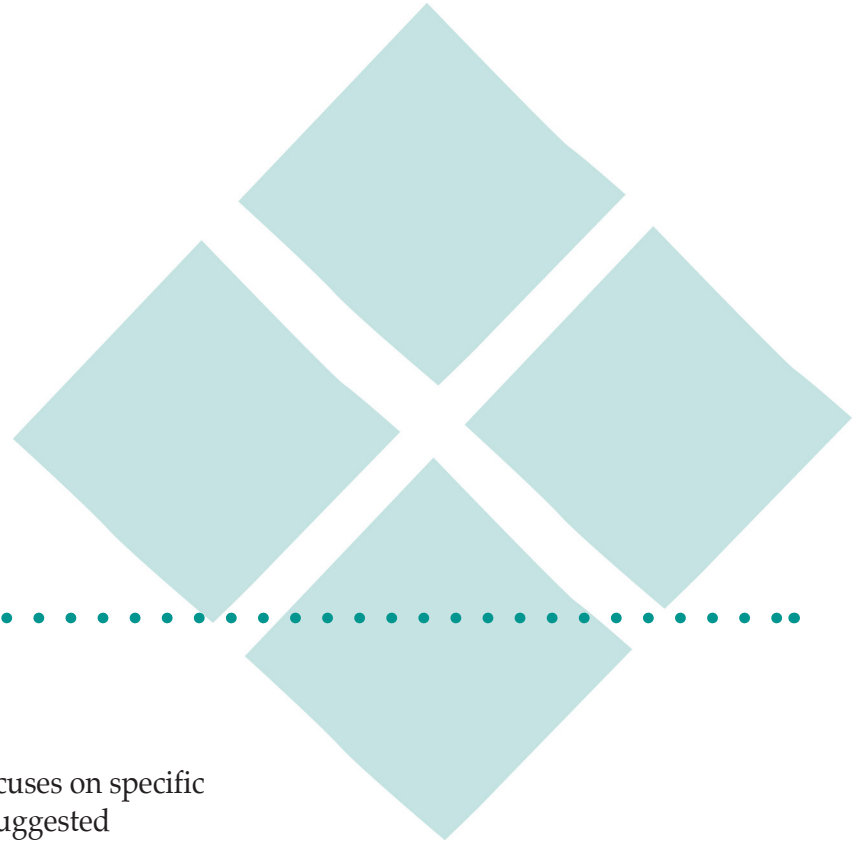


A calendar of family activities | August – July



Welcome!

One of the most exciting days for you and your child is the first day of kindergarten. The family calendar of kindergarten readiness activities is designed to help you and your child prepare for that special day.



Calendar

The Family Calendar runs from August through July for each month; a theme focuses on specific kindergarten readiness indicators. Each month is divided into four weeks with suggested activities you and your child can do together. Be flexible. If your child is uninterested in a suggested activity, move on to something else. Allow your child to repeat activities. Children learn through repetition.

Each month includes additional and special activities and a list of children's books. Add your creative ideas to those presented in the family calendar. Visit the Early Care and Education Projects website for online learning resources on the For Families webpage, ecep.uark.edu.

You Are Your Child's First Teacher

Remember, play is how children learn about the world and gain pre-academic skills. Studies have shown that your child learns best when spending time with you and doing fun and interesting activities.

Educators know parental involvement is the number one predictor of lifelong academic achievement. Therefore, supporting your child's learning through play will create a foundation for learning.

Kindergarten Readiness Indicators

Below is a list of the Kindergarten Readiness Indicators developed by the Arkansas Department of Education. Notice that a month is listed to the right of each indicator. By referring to the list, you can know in advance in which calendar month an indicator will be presented. You may also use the list as a guide should you decide to work with your child on specific indicators at a different time than is suggested.

SOCIAL AND EMOTIONAL DEVELOPMENT

- Separates from caregiver to another trusted adult. July
- Takes turns and plays cooperatively with other children. April
- Expresses basic emotions such as happy, sad, mad, or scared. January
- Responds sympathetically to others' distress with words or actions . . . January
- Recognizes similarities or differences in interests, ideas, feelings, and abilities between themselves and others, for example, "I can run faster than my friend" or "My dad and I both like to tell stories" June

COGNITIVE DEVELOPMENT

- Exhibits curiosity, interest, and a willingness to explore new things . . . January
- Completes a task such as working a puzzle May
- Adapts to new situations July
- Focuses and pays attention during an activity such as during story time August
- Engages in memory games such as, "What's Missing?" or simple memory activities. May
- Uses number and letter-like forms or drawings to represent ideas or feelings December

PHYSICAL DEVELOPMENT AND HEALTH

- Gallops, slides, hops, leaps, and skips October
- Steers a tricycle or other ride-on toys. October
- Balances on a beam or stands on one leg. October
- Catches a ball with both hands October
- Tosses or throws a ball October
- Kicks a moving ball while running October
- Pours without spilling July

PHYSICAL DEVELOPMENT AND HEALTH CONTINUED

- Builds structures with construction or interlocking blocks March
- Uses a 3-point finger grip on a pencil, crayon, or paintbrush September
- Makes a variety of lines and shapes such as $\bigcirc - \square + \triangle$ September
- Uses scissors correctly to cut simple shapes and pictures September
- Buttons, zips, laces, or buckles and begins to manipulate more complex fasteners such as attempting to tie shoes and thread belt loops . . July
- Names a variety of foods or begins to classify food items as either fruits or vegetables and healthy or unhealthy February
- Demonstrates awareness of safe behavior and follows basic safety rules and routines July
- Takes responsibility for personal self-care routines such as handwashing, brushing teeth, dressing, and toileting July
- Expresses health needs such as, "I'm hungry," "My head hurts," or "I'm tired" February

LANGUAGE DEVELOPMENT

- Understands an increasing number and variety of words for objects, actions, and ways to describe things November
- Comprehends who, what, why, and where questions. August
- Performs up to three-step directions January
- Uses four- to six-word sentences January
- Tells increasingly detailed stories or ideas February
- Communicates clearly enough to be understood by most people. August
- Takes turns in conversations with others August
- Responds to the English language August
- Speaks and expresses himself in English. January

Kindergarten Readiness Indicators *continued*

EMERGENT LITERACY

- Listens, tells, and engages in stories being read August
- Participates in singing songs and saying rhymes. February
- Retells stories from favorite books and personal experiences August
- Decides if two words rhyme, for example, cat and bat February
- Holds a book right-side-up, turns pages front-to-back, follows print left-to-right, and top-to-bottom. August
- Recognizes and names letters, especially those in their name or on road signs, storefronts, and restaurant signs November
- Produces the correct sounds for some of the letters of the alphabet . . February
- Writes some letters correctly, especially those in their name September

MATHEMATICAL THINKING

- Says numbers in order up to 20. December
- Compares whether the objects in one group are more than, less than, or the same as objects in another group. March
- Counts objects using one number for each object December
- Recognizes four objects in a group without counting December
- Recognizes numerals 1-10 December
- Sorts objects by color, shape, and size April
- Recognizes and repeats patterns such as triangle, square, triangle, square April
- Measures and compares the height of objects. March
- Arranges objects from shortest to longest, for example, shoe sizes or different lengths of yarn March
- Recognizes and names familiar shapes such as a square, triangle, circle, or rectangle April
- Understands and uses words such as inside, outside, up, down, over, or under January

SCIENCE AND TECHNOLOGY

- Asks questions about the world around them, for example, “What do plants need to grow?” May
- Recognizes that living things change over time, for example, babies grow and become adults, and seedlings grow and become plants May
- Describes objects and materials by their physical properties and sorts them based on similarities and differences April
- Explores the functionality of digital devices. June

SOCIAL STUDIES

- Knows first and last name, age, and the names and cultural heritage of family members. June
- Understands and talks about today, yesterday, tomorrow, after lunch, day, and night July
- Shows awareness of familiar buildings and places in the community such as home, school, grocery store, and park November

CREATIVITY AND AESTHETICS

- Expresses themselves by singing and moving to the beat and speed of music September
- Creates art independently by using a variety of art materials with purpose and planning September
- Uses pretend play to process experiences, feelings, and roles represented in fantasy or real-life scenarios, such as reenacting a visit to the doctor, pretending to rock a baby, or be a cashier. September



August

Read with your child each day.

WEEK 1

Create a reading area for your child.

- ✿ Store your child's books in a special place, such as a basket or drawer or on a low shelf.
- ✿ Place a small rug or pillow in the area to create a cozy and comfortable place for reading.
- ✿ Join your child and enjoy reading together.
- ✿ Talk with your child about how to care for books, including returning them to their storage place.

WEEK 2

Build healthy book habits.

- ✿ Visit your local library with your child and get a library card for your child to check out books.
- ✿ Build a daily routine for reading, such as reading with your child before bedtime.
- ✿ Look for other places to find books:
 - garage or yard sales
 - friends or relatives
 - thrift shops
 - public library sales
 - little free libraries
 - book stores



Focus on Kindergarten Readiness Indicators

Comprehends who, what, why, and where questions

Retell stories from favorite books and personal experiences

Listens, tells, and engages in stories being read

Holds a book right-side-up, turns pages front-to-back, follows print left-to-right, and top-to-bottom

Focuses and pays attention during an activity, such as during story time

Communicates clearly enough to be understood by most people

Takes turns in conversations with others

Responds to the English language

Additional Ideas

Bring a book bag containing your child's favorite books when you leave home. Your child can read in the car, on the bus, at the laundromat, or at the doctor's office. You can read with your child as you wait together.

WEEK 3

Create your own stories.

- ✿ Encourage your child to tell a story that you write down.
- ✿ Add their illustrations to the story.
- ✿ Find creative ways to bind the book, such as a folder or staple the pages together and cover with art.

WEEK 4

Let your child participate in book reading.

- ✿ Talk with your child as you enjoy reading a book together. For example:
 - Talk with your child about the illustrations and information on the cover of the book; for example, the title, author (person who wrote the story), and illustrator (person who drew the pictures).
 - Ask your child to look at the illustrations on the cover of the book and predict what the book is about.
 - Show your child how to start at the beginning of the book and how to turn the pages.
 - Ask your child to retell the story.

SPECIAL ACTIVITY

Begin the "Memories of Our Year" section of the calendar by recording activities you and your child do together. Here are some examples for August:

Start a list of books you have read with your child. Place a star by your child's favorite books. Your child may draw a picture after you read a story. Add the picture to the "Memories of Our Year" section.



Once upon a time...

.....
Suggested Books to Read with Your Child

I Am Going to Preschool by Marion Cocklico

Preschool, Here I Come by David J. Steinberg

Goodnight Moon by Margaret Wise Brown, Clement Hurd, illustrator

If You Take A Mouse to School by Laura Numeroff, Felicia Bond, illustrator

The Three Little Pigs by Paul Galdone

August

September

Encourage your child to create, explore, and pretend.

WEEK 1

Gather items to explore art, writing, dramatic play, music, and more!

- ✿ Help your child select a storage container for drawing and writing materials. Add some of these tools to the box: crayons, washable markers, pencils, chalk, colored pencils, blunt-tip scissors, a paper punch, and a variety of paper.
- ✿ Decide on some simple rules for using the drawing and writing materials. For example, “Markers may be used at the kitchen table or outdoors,” or “Scissors are for cutting paper.”
- ✿ Make boxes for dramatic play and music. Find household items to build themes such as food, and seasonal clothing. For the music box, make or use musical instruments.

WEEK 2

Encourage your child to explore with drawing materials.

- ✿ Suggest that your child draw pictures
 - in the kitchen while you prepare dinner
 - in the park while you enjoy the bright fall days after reading
 - a favorite story or singing a favorite song
 - in the doctor’s office while waiting for your appointment



Additional Ideas

Allow your child to draw and write with chalk on the sidewalk. Draw in dirt or sand with a stick. Use small brushes to draw with water on the sidewalk.

Make large playdough pancakes. Encourage your child to write or draw on the pancakes with pencils or craft stick.

Focus on Kindergarten Readiness Indicators

✿ Uses a 3-point finger grip on a pencil, crayon, or paint brush

Makes a variety of lines and shapes such as ○ – □ + △

Uses scissors correctly to cut simple shapes and pictures

Expresses themselves by singing and moving to the beat and speed of the music

Creates art independently by using a variety of art materials with purpose and planning

Uses pretend play to process experiences, feelings, and roles represented in fantasy or real-life scenarios, such as reenacting a visit to the doctor, pretending to rock a baby, or being a cashier

Writes some letters correctly, especially those in their name

- ✿ With your child, draw pictures about family events and experiences
 - Our trip to the grocery store
 - Grandma's house
- ✿ Talk with your child about the pictures and decide on a place to display your favorites. Choose a picture to attach to the "Memories" page.

WEEK 3

Support your child in practicing using scissors.

- ✿ Designate appropriate places for your child to use scissors and discuss safety rules.
- ✿ Ensure your child knows how to hold the scissors, open and close the blades, and hold the paper.
- ✿ Encourage your child to snip playdough snakes and soda straws into little pieces.
- ✿ Provide strips of construction paper and cards from junk mail for your child to snip.
- ✿ As your child's skill improves, offer old magazines for cutting.

WEEK 4

Help your child see that written words are a part of daily life.

- ✿ Make a grocery shopping list together or write a note to a relative or friend.
- ✿ Make labels with your child's name for items that go to school.
- ✿ Spell your child's name with magnetic letters on the refrigerator.
- ✿ If your child is interested in writing, encourage the use of materials in the drawing and writing box.

SPECIAL ACTIVITY

Make the world's longest picture.
Use a roll of freezer paper or shelf paper (or tape together many sheets of paper).

Suggest that your child begin drawing at one end, adding new drawings each day.

Measure the picture with a ruler or yardstick.

Encourage your child to continue to add to the "world's longest picture" for several days or weeks as long as interested.



Suggested Books to Read with Your Child

The Art Box by Gail Gibbons

Click, Clack, Moo: Cows That Type by Doreen Cronin

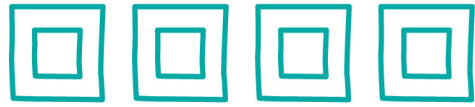
Harold and the Purple Crayon by Crockett Johnson

My Hands by Alike

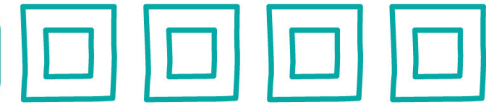
I'm NOT Just a Scribble by Diane Alber

The Color Monster by Anna Lienas





October



Give your child daily opportunities to use large muscles.

WEEK 1

Collect safe toys and equipment to help your child develop large muscles.

- ✿ Provide a variety of materials:
 - hoops (hula hoops) found at discount or dollar stores
 - empty water bottles to use as bowling pins
 - bean bags, or bean socks (Make bean socks by partially filling a sock with beans and tying a knot in the sock.)
 - tricycle to steer and pedal
 - balls for throwing, catching, and bouncing (9- to 12-inch rubber balls), beach balls
 - basketball hoop at a height child can reach with a ball

WEEK 2

Let your child spend time outdoors and have the space and freedom to use large muscles.

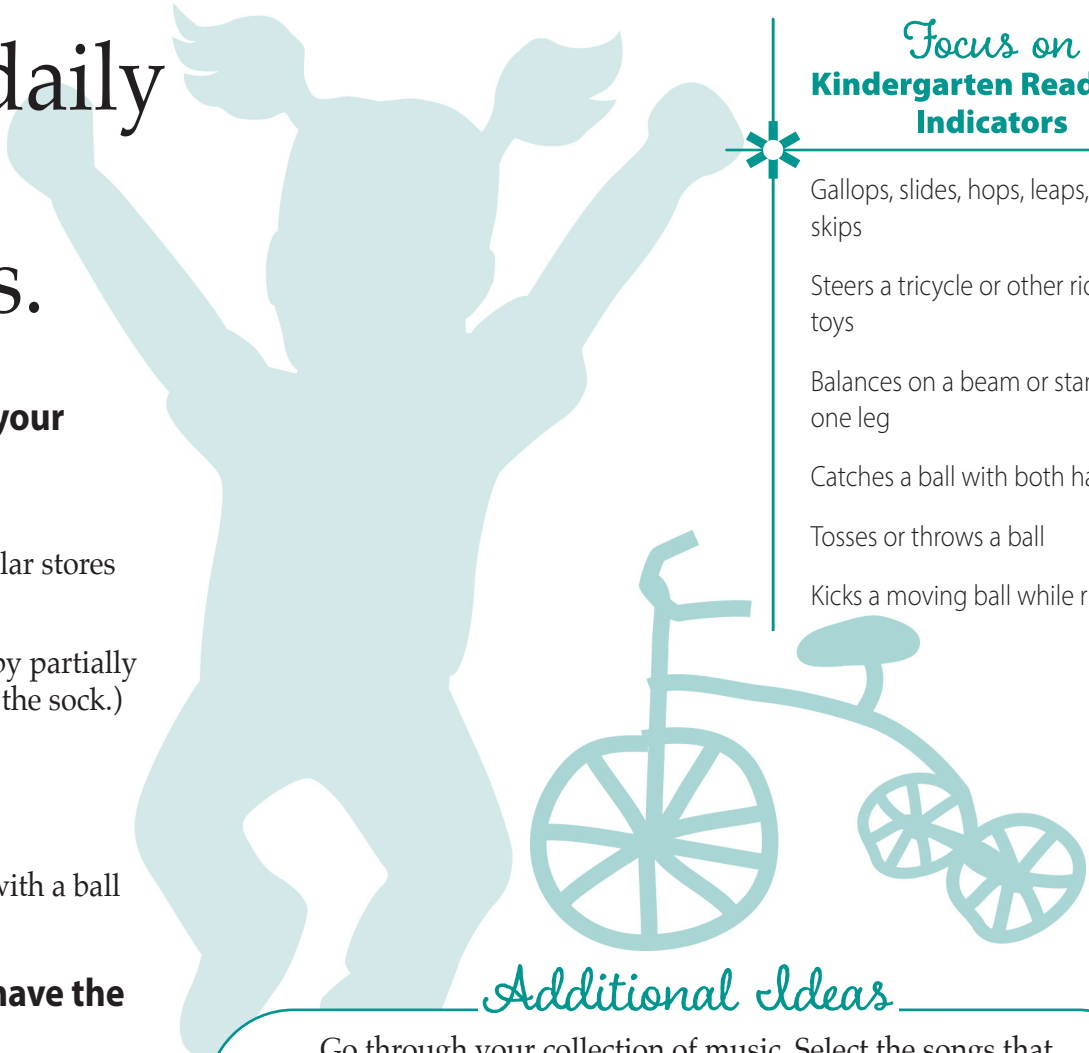
- ✿ Have a safe outdoor place for your child to run and play; your yard or a nearby park, for example.
- ✿ Give them a variety of balls to kick.
- ✿ Hang a hula hoop from a limb so that your child can throw a ball through the hoop.

Focus on Kindergarten Readiness Indicators

- Gallops, slides, hops, leaps, and skips
- Steers a tricycle or other ride-on toys
- Balances on a beam or stands on one leg
- Catches a ball with both hands
- Tosses or throws a ball
- Kicks a moving ball while running

Additional Ideas

Go through your collection of music. Select the songs that encourage your child to use large muscles to march, hop, bend, and sway. Songs like Freeze Game offer a variety of skills to try, such as skipping and hopping. Try different songs to find your child's favorites. Join your child in moving to the music. YouTube and Spotify offer a variety of music to get your child moving!



- * Go outdoors and encourage your child to pedal a tricycle.
- * Hang a basketball hoop low enough so your child can successfully make a basket.

WEEK 3

Give your child opportunities to use large muscles indoors.

- * Invite your child to toss bean bags into a basket, a hoop, or a masking tape circle on the floor.
- * Put the bean bags in a small basket. Place the basket on your child's head while walking to promote balance.
- * Create an obstacle course in a room with space for moving. Include a taped line to walk on, a table to crawl under, chairs to crawl through, a book to jump over, and a large box to crawl through.
- * Suggest that your child moves like different animals: hop like a rabbit, slither like a snake, crawl like a bug, and fly like a bird.



SPECIAL ACTIVITY

In the "Memories of Our Year" section of the calendar, write "How I Use My Large Muscles." Take your child on a walk in the rain and encourage different movements, such as jumping over a puddle or jumping from one puddle to the next. Ask your child to hop on one leg in a puddle or to count all the puddles. Talk about what happens when your child jumps in the puddle. Take pictures of the walk and add these to your memory book.

WEEK 4

Join your child in active play.

- * Play toss and catch with your child using 9- to 12-inch rubber balls.
- * Set up an obstacle course and encourage your child to steer a tricycle through it. Milk jugs weighted down with sand or rocks can be used to mark the course.
- * Draw a hopscotch pattern on your patio or driveway (if safe). Show your child how to hop the pattern. Let your child hop according to his or her ability. Using stones or markers to play the game is a skill for older children.
- * Recall singing games from your childhood, such as the Hokey Pokey, and involve your child and other family members in playing the game.



Suggested Books to Read with Your Child

- From Head to Toe* by Eric Carle
- Miss Mary Mack* by Mary Ann Hoberman, Nadine Bernard Westcott, illustrator
- Quick as a Cricket* by Audrey Wood, Don Wood, illustrator
- Shake My Sillies Out* by Raffi, David Allender, illustrator
- Skip to My Lou* by Mary Ann Hoberman, Nadine Bernard Westcott, illustrator



October



November

Help your child become aware of letters and words at home and in the community.

WEEK 1

Help your child with name recognition.

- ✿ Make a name card for your child. Use an upper-case letter to write the first letter of the name and lower-case letters for the remaining letters. For example, this is how you would write Chris. Talk with your child about the names of each letter.
- ✿ Display your child's name card on the refrigerator.
- ✿ Invite your child to watch you write on a label personal belongings such as a coat, sweater, and backpack.

WEEK 2

Help your child recognize the letters in their first name.

- ✿ Provide a complete set of upper- and lower-case alphabet letter magnets.
- ✿ Place the alphabet letter magnets found in your child's name on the refrigerator or a cookie sheet for your child to play with.
- ✿ Encourage your child to arrange the letters in the correct order, using a name card as a guide.
- ✿ Hide the alphabet letter magnets that are found in your child's name. As your child finds a letter, have them name the letter before looking for the next one.

Focus on Kindergarten Readiness Indicators

Recognizes and names letters, especially those in their name or on road signs, storefronts, and restaurant signs

Shows awareness of familiar buildings and places in the community such as home, school, grocery store, and park

Understands an increasing number and variety of words for objects, actions, and ways to describe things

Additional Ideas

Make a set of cards with the names of family members. Use upper- and lower-case letters as you did when writing your child's name. Mix up the family name cards and encourage your child to find each family member's name.

These cards can also be used as place cards at the dining table.

- ✿ Place the alphabet letter magnets in a sack or bag. Encourage your child to pull out the letters one at a time and name them.

WEEK 3

Encourage your child to read familiar signs.

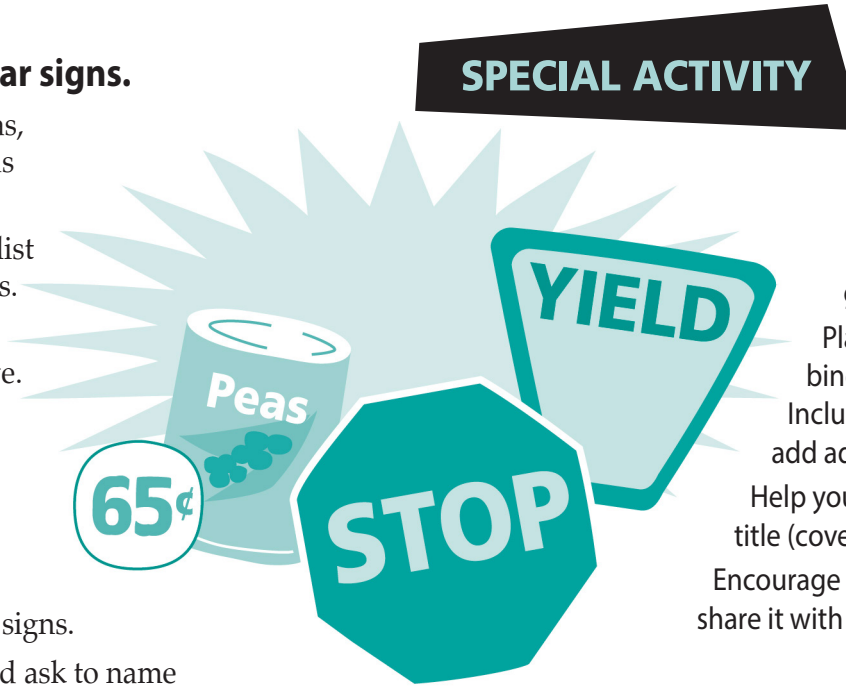
- ✿ Give your child printed materials such as, magazines, grocery store ads, and menus from favorite restaurants to play with.
- ✿ Involve your child in making a grocery list using pictures cut from grocery store ads.
- ✿ Invite your child to read road signs and business signs with you as you drive.

WEEK 4

Give your child opportunities to recognize and name letters of the alphabet.

- ✿ Match letters from your child's name to signs.
- ✿ Read alphabet books with your child and ask to name familiar letters.
- ✿ Read a book and encourage your child to go back and look for a particular letter of the alphabet, such as the b's found in the story.
- ✿ Place the alphabet letter magnets on the refrigerator in order. Have your child touch each letter as you slowly sing the alphabet song.
- ✿ Save clean milk jug caps. Write a letter of the alphabet on each cap. (both upper and lower case). Practice naming letters and spelling out your child's name and other family names.

SPECIAL ACTIVITY



Help your child make an "I Can Read" book about their favorite stores and eating places.

Encourage your child to cut out the stores' and eating places' names and logos and glue them to paper.

Place these pages in a three-ring binder or staple the pages together. Include extra pages so your child can add additional names.

Help your child write "I Can Read" on the title (cover) page.

Encourage your child to read the book and share it with family members or friends.

Suggested Books to Read with Your Child

- A My Name is Alice* by Jane Bayer, Steven Kellogg, illustrator
- Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault, Lois Ehlert, illustrator
- Eating the Alphabet* by Lois Ehlert,
- Jambo Means Hello: Swahili Alphabet Book* by Muriel Feelings, Tom Feelings, illustrator
- Signs in My Neighborhood* by Shelly Lyons

November

Introduce your child to numbers and counting.

WEEK 1

Collect a variety of materials your child can use for counting and for learning about numbers.

- * Items found around the house
 - bottle caps from milk jugs
 - plastic measuring cups and spoons
 - catalogs and magazines with pictures
 - old keys
 - margarine tubs
 - plastic lids
 - thread spools
- * Purchased items
 - pegs and peg boards
 - colored counting cubes
 - plastic links
 - dominos
 - counting bears

WEEK 2

Use number words and point out written numerals as you and your child do things together.

- * In the kitchen
 - "On this package of rice it says to add 2 cups of water."
 - "I need you to put 3 forks and 3 plates on the table."
- * Folding laundry
 - "These 3 shirts are for Granddad."
 - "Fold these 4 washcloths and put them in the bathroom."

Focus on Kindergarten Readiness Indicators

- Says numbers in order up to 20
- Counts objects using one number for each object
- Recognizes four objects in a group without counting
- Recognizes numerals 1-10
- Uses number and letter-like forms or drawings to represent ideas or feelings

Additional Ideas

Play "I Spy Numbers" with your child.

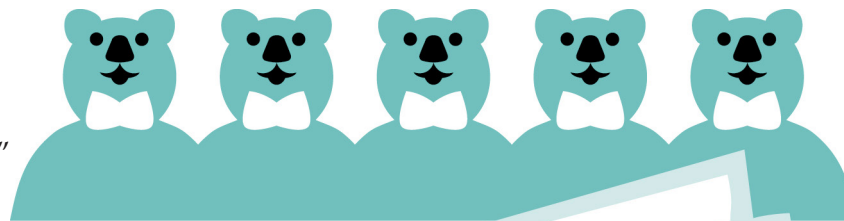
Begin at home. Ask your child to look for numbers in your home. Your child may see numbers on the cell phone, on a clock, on the mailbox or house, on your computer's keyboard, and in sale papers.

Play "I Spy Numbers" as you and your child go places by car or take a walk in the neighborhood. Your child may see numbers on license plates, mailboxes, house numbers, and signs with gasoline prices.

The possibilities are endless.

- * Grocery shopping
 - “That sign says bananas are 49¢ a pound.”
 - “Pick out 4 apples and put them in this bag.”
- * At play
 - “See how many scoops of sand it takes to fill that margarine tub?”
 - “Can you put 5 counting bears in a row?”

SPECIAL ACTIVITY



WEEK 3

Involve your child in number and counting activities.

- * Listen as your child counts from 1 to however high they can count.
- * Play Simon says. Say to your child, “Simon says clap your hands five times.” “Simon says take three steps forward.” Let your child have a turn being Simon.
- * Play counting games such as “How many doorknobs can you find in this room?” “How many legs are on the kitchen table?”
- * Make number cards. Write the numerals 1, 2, 3, 4, and 5, one numeral per card on index cards. Ask your child to place the correct number of bottle caps on each card.

WEEK 4

Ignite your child’s thinking skills.

- * Find items around the house for your child to measure. Offer a variety of items, such as yarn or a ruler.
- * Use language such as longest, tallest, or shortest.
- * Read children’s books that explore math concepts, such as shapes, counting, and number recognition.

Help your child make a number book. Staple or tie together with yarn six plain sheets of paper. Write “My Number Book” on the cover page. Write or have your child write their name and draw pictures on the cover page. Write one numeral from 1 to 5 on each page. Let your child put the correct number of stickers or paste cut-out magazine pictures on each page. Add pages to the book as your child learns numbers beyond 5.



Suggested Books to Read with Your Child

Count by Denise Fleming
Fish Eyes – A Book You Can Count On by Lois Ehlert
Mouse Count by Ellen Stohl Walsh
Ten, Nine, Eight by Molly Bang
Pete the Cat and His Four Groovy Buttons by Eric Litwin



December



January

Encourage your child to listen and use language to express ideas.

WEEK 1

Take time each day to listen to and talk with your child.

- ✿ While traveling together
 - Turn off the music in the car as you and your child go places together.
 - Encourage your child to talk with you about where you are going and what might happen when you get there.
 - Invite your child to tell you something joyful about the day.
- ✿ At home together
 - Turn off the TV and discuss your child's interests for a few minutes.
 - Talk with your child about some things that each of you did that day.

WEEK 2

Use pictures to encourage your child to express ideas.

- ✿ Collect magazine pictures that show action; pictures of children playing together, a family in a car, or a team playing a sport, for example.
 - Let your child look at the pictures one at a time.
 - Ask your child to tell you what is happening in each picture.
 - Add to the collection as you find interesting pictures for your child to look at and discuss.

I had fun today!



Focus on Kindergarten Readiness Indicators

- Performs up to three-step directions
- Uses four- to six-word sentences
- Understands and uses words such as inside, outside, up, down, over, or under
- Expresses basic emotions such as happy, sad, mad, or scared
- Responds sympathetically to others' distress with words or actions
- Exhibits curiosity, interest, and a willingness to explore new things
- Speaks and expresses themselves in English

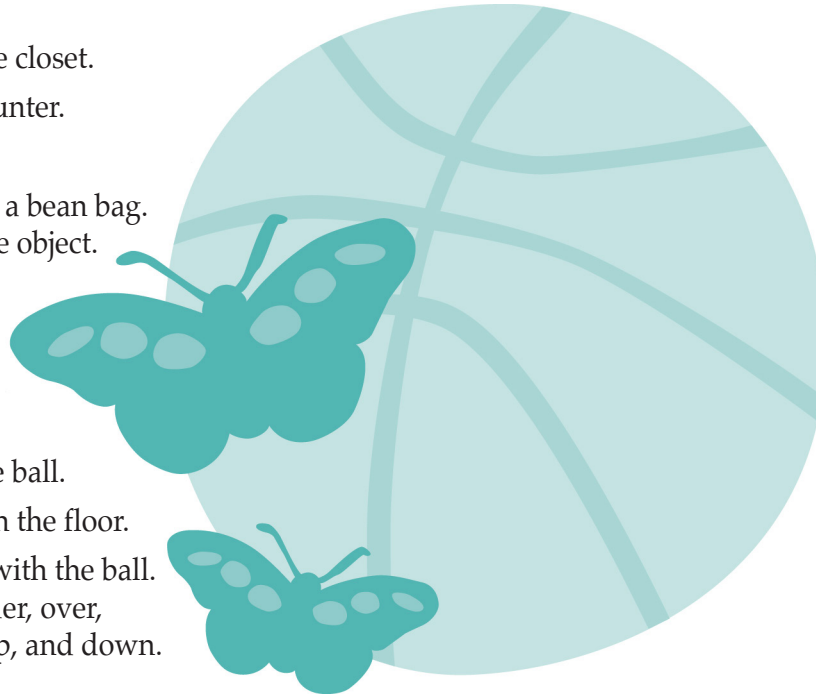
Additional Ideas

Go through your family photo album with your child. Find photos showing recent family events you and your child attended together, such as the county fair, a church picnic, or a family trip. Encourage your child to talk about who you saw and what happened at the event.

WEEK 3

Involve your child in activities that require listening and following directions.

- ✿ Give your child directions that involve two steps. Here are some examples:
 - Take off your shoes and put them in the closet.
 - Pick up your plate and put it on the counter.
 - Hop to the door and open it.
- ✿ Give your child objects like a small ball or a bean bag. Ask your child to do certain things with the object. Here are some examples:
 - Put the ball under your chin.
 - Put the ball on top of your head.
 - Put the ball behind your back.
 - Touch the bottom of your shoe with the ball.
 - Put the ball in the air and then down on the floor.
- ✿ Let your child tell you some things to do with the ball. Encourage them to use words such as under, over, behind, in front, beside, on top, bottom, up, and down.



SPECIAL ACTIVITY

Divide a sheet of paper into two sections by drawing a line down the middle of the page from top to bottom.

At the top of one section, write "Big" in large letters. At the top of the other section, write "Little" in tiny letters.

Help your child locate pictures of objects in two sizes. A picture of a big shoe and a picture of a small shoe, a picture of a big ball, and a picture of a small ball are examples of pictures to collect.

Guide your child to paste the two like objects in the correct column. Let your child add pictures of big and little objects they find.

WEEK 4

Read or tell stories that have characters of different sizes.

- ✿ Read or tell the story *The Three Billy Goats Gruff*. While retelling the story, have your child
 - Show you the pictures of the little Billy Goat, the middle Billy Goat, and the big Billy Goat.
 - Suggest that your child draw pictures of the three Billy Goats Gruff. Notice if your child draws three sizes of goats.

Suggested Books to Read with Your Child

Big Dog, Little Dog by P. D. Eastman

The Mitten by Jan Brett,

The Three Billy Goats Gruff by Paul Galdone

The Three Bears by Paul Galdone

Listening to My Body by Gabi Garcia

The Way I Feel by Janan Cain

January

Enjoy the sounds of language with your child.

WEEK 1

Collect materials that focus on rhyming and beginning sounds.

- ❁ Locate books of Mother Goose Rhymes and poetry for young children. See the list of suggested books on the following page of this month for examples.
- ❁ Collect objects or pictures of things that rhyme. Some examples are cat, hat, rock, sock, soap, rope, spoon, and moon.
- ❁ Ask them to find any that rhyme.

WEEK 2

Read rhymes with your child.

- ❁ Read Mother Goose Rhymes with your child. Encourage your child to complete the verse with the correct rhyming word, such as "Hickory, Dickory, Dock; The mouse ran up the _____ (clock)."
- ❁ Invite your child to say with you their favorite rhymes over and over again. Your child will soon be able to say the rhymes alone.
- ❁ Read simple poems with your child. Encourage your child to complete the poem with the correct rhyming word.



Additional Ideas

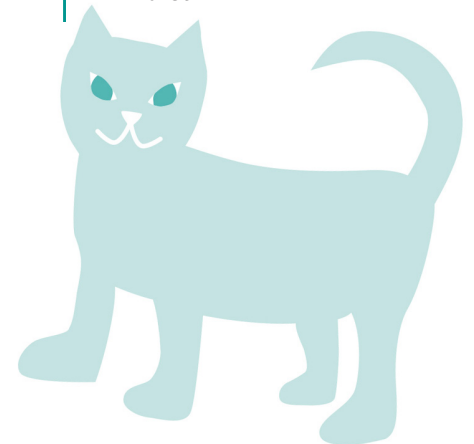
As your child learns to classify objects, you can work on categories with your child during mealtimes or at the grocery store, such as vegetables or fruits. Discuss the health benefits of the food.

Meals are important language development moments of the day. As you sit together at the table, talking about your day or the foods you eat helps children learn social concepts and language.

Encourage discussions about how different foods impact your child's body. For example, does your body feel strong when you eat vegetables? Follow this idea throughout the day, having your child check in on how their body feels. Are they tired? Full of energy?

Focus on Kindergarten Readiness Indicators

- Participates in singing songs and saying rhymes
- Decides if two words rhyme, for example, cat and bat
- Produces the correct sounds for some of the letters of the alphabet
- Tells increasingly detailed stories or ideas
- Names a variety of foods or begins to classify food items as either fruits or vegetables and healthy or unhealthy
- Expresses health needs such as, "I'm hungry," "My head hurts," or "I'm tired"



WEEK 3

Play with rhyming sounds.

- ✿ While doing things around the house, such as cleaning or cooking, encourage your child to describe the activities by using words that rhyme.
- ✿ Use objects around the house, such as a sock, ball, and hat. Encourage your child to say a word that rhymes with the chosen object. Accept nonsense words that rhyme as well.

WEEK 4

Help your child match letters to objects or pictures.

- ✿ Give your child alphabet letter magnets.
- ✿ Use pictures from previous activities.
- ✿ Have your child say the name of the object to hear the beginning sound of the word.
- ✿ Ask your child to find the alphabet letter that matches the beginning sound of the word.



SPECIAL ACTIVITY



Make a book of rhymes that your child enjoys. Print some of your child's favorite rhymes on unlined paper. Provide crayons or markers for your child to draw a picture to illustrate the rhyme.

Suggested Books To Read with Your Child

Barnyard Banter by Denise Fleming

Jamberry by Bruce Degen

My Very First Mother Goose by Iona Opie, Rosemary Wells, illustrator

The Napping House by Audrey Wood, Don Wood, illustrator

Read-aloud Rhymes for the Very Young by Jack Prelutsky, Arnold Lobel, illustrator

The Random House Book of Mother Goose by Arnold Lobel

Silly Sally by Audrey Wood

There Was an Old Lady Who Swallowed a Fly by Simms Taback

Tomie dePaola's Mother Goose by Tomie dePaola

The Wheels on the Bus by Maryanne Kovalski

February



March



Make math a hands on learning experience for your child.

WEEK 1

Add to the materials you began collecting in January; materials that can help your child learn more about math.

- ✿ Items found at home
 - plastic berry baskets that can become cages and caves
 - small boxes that can become garages and barns
- ✿ Purchased items
 - small cars
 - small animals

WEEK 2

Use your collected materials to involve your child in addition and subtraction and more or less activities.

- ✿ Pretend you are a zoo keeper. Put 3 animals in one cage (berry basket) and 5 animals in another. Say to your child "Show me the cage that has more animals."
- ✿ Add variety to the math games. Use berry baskets as caves for the counting bears and small boxes as garages for cars.
- ✿ Play domino dots with your child. Place dominoes face down. Each person turns over a domino and counts the dots. Decide



Focus on Kindergarten Readiness Indicators

Compares whether the objects in one group are more than, less than, or the same as objects in another group

Measures and compares the height of objects

Arranges objects from shortest to longest, for example, shoe sizes or different lengths of yarn

Builds structures with construction or interlocking blocks

Additional Ideas

Help your child prepare a math-on-the-go bag or shoe box for travel. Let your child choose which materials to put in the bag; for example, the berry baskets and animals one time and the small boxes and cars the next. Your child can play with the materials in the car, on the bus, or as you wait in the dentist's office.



which domino has more dots. Some dominoes will have the same number of dots. You may need to help your child count the dots on the dominoes. Continue this activity as long as your child remains interested.

- ❁ Let your child play with the materials on their own. You will see your child's creativity and imagination at work.

WEEK 3

Include addition and subtraction words as you talk with your child.

- ❁ "I bought you two more school shirts. Now you have 6."
- ❁ "You have 5 crackers and I have 3. Do you have more or less cracker than I do?"
- ❁ "You put four crayons in the box. Now add 2 more. How many crayons are in the box now?"

WEEK 4

Tell stories and read books that include math ideas, in which characters are added or subtracted as the story progresses.

- ❁ Tell or read the story of *The Gingerbread Man*. As you retell the story, invite your child to say which character comes next.
- ❁ Read a book such as *Five Little Monkeys Jumping on the Bed*. As a monkey falls off the bed, ask your child how many monkeys are left in the bed.
- ❁ Look at the list of children's books on this calendar page for additional books to read with your child.

Add to your child's "Memories of Our Year" calendar section. List the books that include math ideas that you have read with your child.

Place a star by your child's favorite books.

Read some of the favorite books again and again, as long as your child is interested. Let your child look at the books on their own.

SPECIAL ACTIVITY



Suggested Books to Read with Your Child

The Doorbell Rang by Pat Hutchins

The Very Hungry Caterpillar by Eric Carle

Five Little Monkeys Jumping on the Bed by Eileen Christelow

Gingerbread Boy by Paul Galdone

Mr. Gumpy's Outing by John Burningham

Roll Over! A Counting Song by Merle Peek

March

Play learning games with your child.

WEEK 1

Collect materials for learning games.

- ✿ Materials to make
 - Cut out two circles, two squares, and two triangles, all of the same color and size. Make the square about 3" x 3".
 - Make matching pairs of cards with stickers or pictures of animals, for example. Cut the cardboard into 3" x 3" squares. Place a sticker or picture on a card. Make a second card exactly like the first one.
- ✿ Materials to purchase
 - Old Maid and Go Fish Cards • Memory/matching cards

WEEK 2

Involve your child in matching activities.

- ✿ Matching Game
 - Start with six pairs of matching cards. Use either the cards you have made or the cards you have purchased.
 - Shuffle the cards and lay them face up on the table or on the floor.
 - Invite your child to find the two cards that match. Take turns with your child in finding matches.
 - Add additional pairs of cards as your child becomes more skilled at finding the pairs.



Focus on Kindergarten Readiness Indicators

Sorts objects by color, shape, and size

Recognizes and names familiar shapes such as a square, triangle, circle, or rectangle

Recognizes and repeats patterns such as triangle, square, triangle, square

Describes objects and materials by their physical properties and sorts them based on similarities and differences

Takes turns and plays cooperatively with other children

Additional Ideas

Cut out a large circle, square, and triangle from paper grocery sacks. Let your child use washable markers or crayons and draw pictures on the shapes.

Cut out another large circle, square, and triangle from paper grocery sacks. Help your child cut out small circles, squares, and triangles from construction paper. Suggest that your child paste all the small circles on the large circle, the small squares on the large square, and the small triangles on the large triangle. Your child may want to add drawings to the creation.

Show your child shapes by using a washcloth. By laying the cloth flat, it is a square. By folding it corner to corner, it becomes a triangle. By folding it lengthwise, the washcloth becomes a rectangle.

✿ Sorting Socks

- Let your child help you fold laundry.
- Put all the socks in a pile.
- Ask your child to match the socks and fold the tops or roll them together to make a pair.

WEEK 3

Have fun as you play color games with your child.

- ✿ Play the “I Spy Colors” game indoors and outdoors.
 - Play the game by spying different colored objects indoors or outdoors.
 - Begin with one color, such as red. Say, “I spy something red. It’s round, and you can throw it. What is it?” (red ball)
 - Add another color, such as yellow. Say, “I spy something yellow. You peel it and eat it. What is it?” (banana)
 - Continue playing the game by adding other colors of objects, such as blue, green, and orange.

WEEK 4

Play shapes and sizes games with your child.

- ✿ Find the shapes
 - Show your child the shapes you have cut out. Help your child name each shape: circle, square, rectangle, and triangle.
 - Hide one set of shapes somewhere in the room; each shape in a different place.
 - Give your child one shape at a time to find, name the matching shape, and then make patterns.
- ✿ Sorting Coins by size
 - Show your child a collection of coins: quarters, nickels, and dimes.
 - Invite your child to put together all the coins that are the same size.
 - Tell your child the names of the coins.
 - Ask your child to show you the biggest, middle size, and smallest coins.



SPECIAL ACTIVITY

Make a color book. Give the book a title, such as “My Color Book,” and write it on the cover page. Write or have your child write their name on the cover.

Using a red crayon or washable marker, write the word “Red” on a sheet of paper. Help your child locate pictures of red objects in catalogs or magazines, cut them out, and paste them on the sheet. Continue this activity over a few days with your child creating a page for different colors, such as blue, green, yellow, orange, and purple. Staple or tie the pages together with yarn.

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Suggested Books to Read with Your Child

A Color of His Own by Leo Lionni

Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr., Eric Carle, illustrator

Little Blue and Little Yellow by Leo Lionni

Mouse Paint by Ellen Stoll Walsh

Mouse Shapes by Ellen Stoll Walsh

Mixed: A Colorful Story by Arree Chung

When I Build With Blocks by Niki Alling

April



May



Invite your child to think and solve problems.

WEEK 1

Collect materials that encourage thinking and problem-solving.

- ✿ Cut out pictures of things that go together and paste each picture on a separate card. Examples of pictures to collect include:
 - shoe and sock
 - flowers and vase
 - baseball and bat
- ✿ Collect real objects that go together. Examples to collect include:
 - cup and saucer
 - hammer and nail
 - comb and brush
- ✿ Cut out pictures your child can put in order and paste each picture on a separate card. Have sets of 3 picture cards. Here are examples:
 - baby, boy, and man
 - Planting flower seeds, flowers growing, and picking flowers

WEEK 2

Involve your child in discovering things that go together.

- ✿ Begin with collecting real objects that go together.
 - Place the collected objects on a table or the floor. Make sure that objects that go together are separated from each other.
 - Ask your child to find the two objects that go together.

Focus on Kindergarten Readiness Indicators

Completes a task such as working a puzzle

Engages in memory games such as, "What's Missing?" or simple memory activities

Recognizes that living things change over time, for example, babies grow and become adults, and seedlings grow and become plants

Asks questions about the world around them, for example, "What do plants need to grow?"

Additional Ideas

Make and purchase puzzles for your child to complete. Cut up greeting cards or the front of a cereal box in puzzle-like shapes. Give your child the cut-up pieces to fit back together.

Cut up a vinyl placemat in puzzle-like shapes. Use placemats with designs. Give your child a cut-up placemat to fit the pieces back together. Store the puzzle pieces in ziplock bags. Purchase puzzles at dollar and discount stores and garage sales.



- Invite your child to tell you why the two objects go together.
- ❁ Use pictures next
 - Lay the picture cards of things that go together face up on the table or floor. Make sure pictures that go together are separated from each other.
 - Ask your child to find the two picture cards that go together and tell you why they do.

WEEK 3

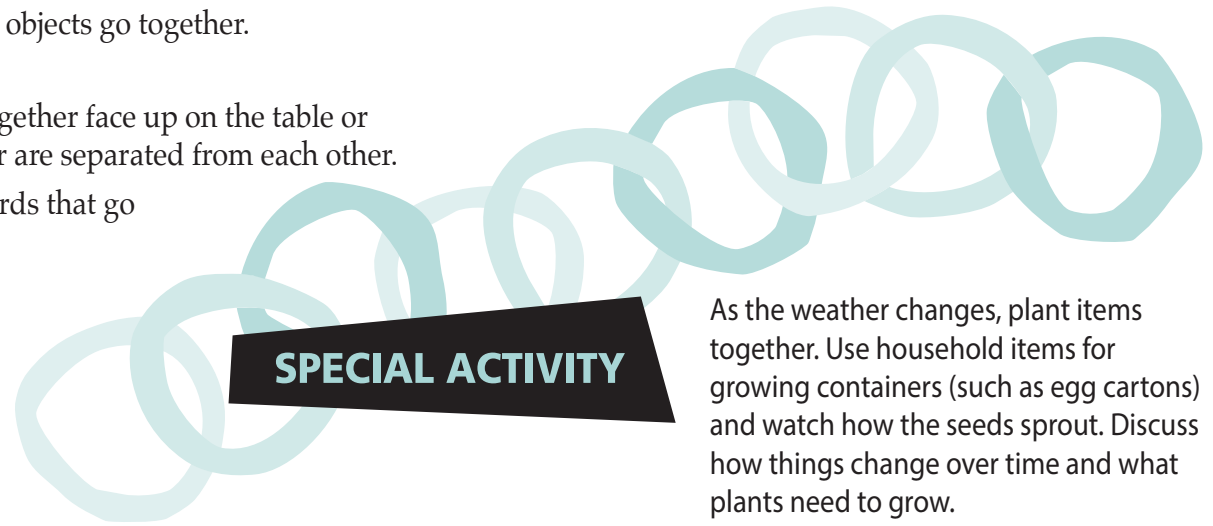
Play pattern games with your child.

- ❁ Create a movement pattern and ask your child to repeat it. For example,
 - step, step, jump – step, step, jump (take two steps forward, then jump)
 - clap, clap, pat – clap, clap, pat (clap your hands twice, pat your knees once)
- ❁ Start a pattern using objects and ask your child to “Make a pattern like this one.”
 - with eating utensils: fork, spoon, fork, spoon
 - with colored counting bears: red, yellow, red, yellow

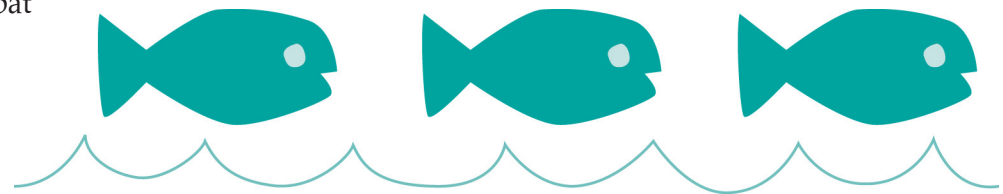
WEEK 4

Encourage your child to put pictures in order.

- ❁ Give your child three photos from different ages: baby, toddler, and now. Ask your child to put the pictures in order, starting with the youngest picture.
- ❁ Invite your child to put in order a set of the picture cards you have made; for example, a baby, boy, and man.
- ❁ Continue this activity with other photos or pictures. For example, you might use three photos of other family members at different ages.



As the weather changes, plant items together. Use household items for growing containers (such as egg cartons) and watch how the seeds sprout. Discuss how things change over time and what plants need to grow.



Suggested Books to Read with Your Child

The Carrot Seed by Ruth Kraus, Crockett Johnson, illustrator

Growing Vegetable Soup by Lois Ehlert

If You Give a Pig a Pancake by Laura Numeroff, Felicia Bond, illustrator

What If Everybody Did That? by Ellen Javernick and Colleen Madden



Help your child know personal information.

WEEK 1

Create an “All About Me and My Family” book with your child.

- ✿ Help your child make a book by stapling or tying it together with yarn and blank sheets of paper.
- ✿ Help your child create the book’s cover by drawing a picture or selecting a favorite photo.
- ✿ Let your child decide on the book title and write that on the cover.
- ✿ Add your child’s name to the cover as the book’s author. Write your child’s name on the book’s cover. Include both the first and last names. Have your child practice writing it.

WEEK 2

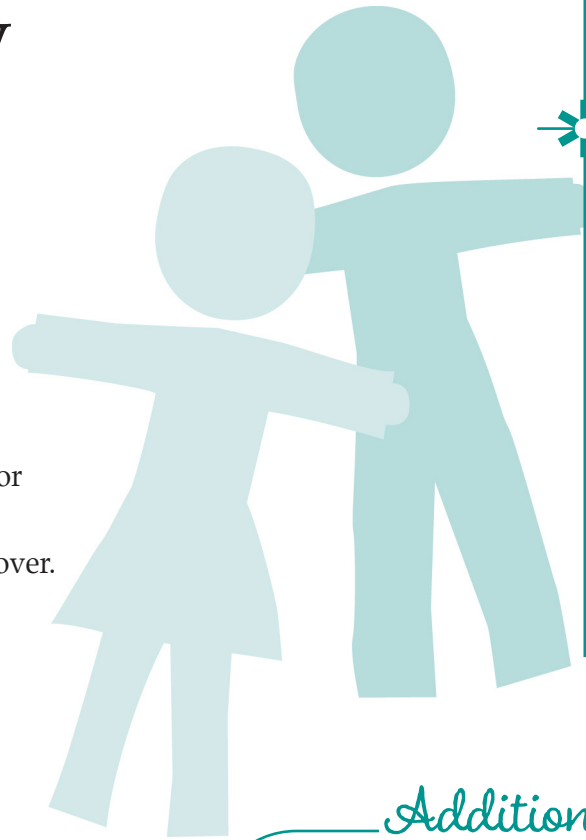
Involve your child in adding personal information to the book.

- ✿ Begin writing a sentence and ask your child to complete it. Add to the sentence what your child says, helping with items such as height and weight so that the information is correct and complete.
 - Here are some examples of what to include.

My name is _____ .
(include child’s first and last name)

Sometimes my family calls me _____ (nickname)

I am a _____ (girl or boy).



Focus on Kindergarten Readiness Indicators

Recognizes similarities or differences in interests, ideas, feelings, and abilities between themselves and others, for example, “I can run faster than my friend” or “My dad and I both like to tell stories”

Knows first and last name, age, and the names and cultural heritage of family members

Explores the functionality of digital devices

Additional Ideas

Let your child share the “All About Me and My Family” book and the family tree with other family members and neighbors. Suggest that your child *read* what is written in the book and on the family tree. Your child may not be able to actually read all the words, but with your help can recall what was written. If your child attends a preschool program, there may be an opportunity to share the book and family tree with the teacher and the other children.

I was born on _____, and I am _____ years old.
My eyes are _____ (color) and my hair is _____ (color).
I am _____ inches tall and weigh _____ pounds.

WEEK 3

Help your child add a family section to the book.

- * Add family photos and help your child decide what to write about each family member in the photo. Here are some examples:
 - This is my mother. Her name is _____ (first and last name). She makes good spaghetti.
 - This is my grandfather. He lives with us. His name is _____.
 - I have a baby sister. Her name is _____. She cries a lot.
- * Include all family members living in your home and other family members your child would like to add.
- * Ask your child to draw all their family members on one page of the family section. Write the names under each figure as your child tells you who each one is.

WEEK 4

Create a section of the book with your child about your family's favorite things.

- * Go through photos with your child of family events such as reunions, outings, and trips, and select some favorites. Add these to the book. With each photo, write what your child says about the event.
- * Make *Family Favorites* lists. Some examples include our favorite songs, movies, TV shows, places to visit, restaurants or cafés, foods, and sports.
- * Let your child use washable markers or crayons and draw pictures of their favorite things. Write on the picture what your child tells you about the drawing.

SPECIAL ACTIVITY

Teach your child how to use a phone. As children enter kindergarten, work on knowing a phone number and address.

As digital devices are now common, showing your child how to dial a cell phone is a great way to introduce technology and future skills.



Suggested Books to Read with Your Child

Are You My Mother? by P.D. Eastman
Ask Mr. Bear by Marjorie Flack
Families are Different by Nina Pellegrini
Happy Birthday Moon by Frank Asch
Peter's Chair by Ezra Jack Keats
The Relatives Came by Cynthia Rylant,
Stephen Gammell, illustrator

June



Make going to kindergarten plans with your child.

WEEK 1

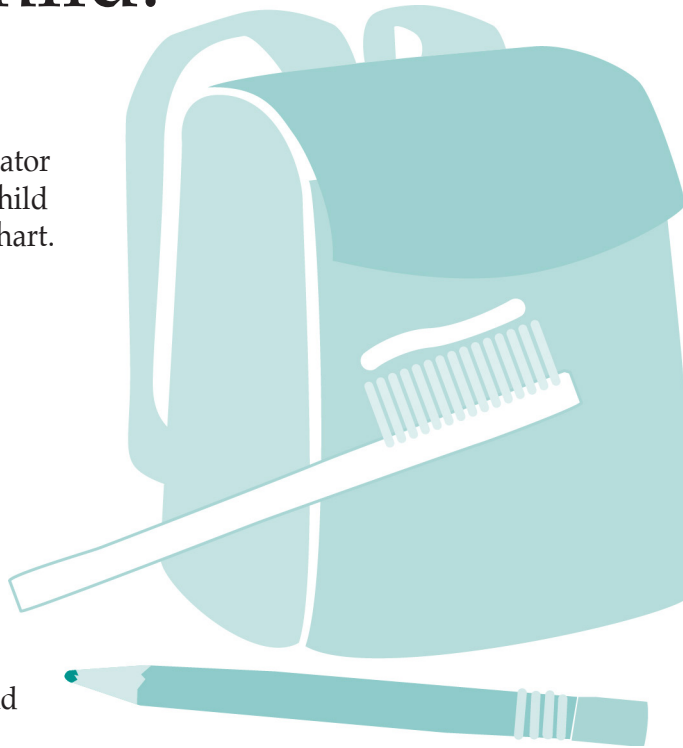
Support your child's independence.

- ✿ Make an "I Did It Myself" poster for your refrigerator or your child's room. Celebrate everything your child has learned to do by writing those things on the chart. Here are some examples:
 - Put on my shoes
 - Zip my backpack
 - Ride my tricycle
 - Button my shirt
 - Brush my teeth

WEEK 2

Practice going to kindergarten.

- ✿ Begin to gather school supplies for your child.
- ✿ Play school with your child. Take turns being the teacher. Ride in the bus or car, read stories, sing songs, draw pictures, play outdoors, eat lunch, and play a game.
- ✿ Eat a meal on trays with your child. Encourage your child to carry their tray to the table and return the tray to the kitchen after the meal. Or eat a meal from lunch boxes and bags. Show your child what can be thrown away after eating and what should be returned home.
- ✿ Pretend to take your child to school. With your child, think of lots of ways to say goodbye. Decide how you will say goodbye to each other on the first day of kindergarten.



Focus on Kindergarten Readiness Indicators

Adapts to new situations

Pours without spilling

Buttons, zips, laces, or buckles and begins to manipulate more complex fasteners such as attempting to tie shoes and thread belt loops. Demonstrates awareness of safe behavior and follows basic safety rules and routines

Takes responsibility for personal self-care routines such as handwashing, brushing teeth, dressing, and toileting. Understands and talks about today, yesterday, tomorrow, after lunch, day, and night

Separates from caregiver to another trusted adult

Additional Ideas

Focus on safety! Discuss things such as looking both ways before crossing the street, how to have gentle hands in the classroom, and what to do in emergencies. Revisit items from the start of the calendar, such as personal self-care routines and independence.

WEEK 3

Visit your child's school and preview school activities.

- ✿ Attend your school's family open house or meet the teacher day. Here are some things to do when you visit.
 - Talk with the teacher. Try to find something interesting you or your child have in common with the teacher.
 - Explore the classroom. Look at the books and materials where the children store backpacks and hang coats.
 - Find out about the daily schedule for your child's class. For example, when do they have story time, lunch, outdoor play, and rest time?
 - Locate the restrooms and water fountains.
 - Look for your school's cafeteria, playground, principal's office, nurse's room, media center, and other special features.
- ✿ After your visit, talk about what you saw. Draw pictures or write stories to help you think about your visit. Answer any questions that your child may have.

WEEK 4

Maintain predictable family routines.

- ✿ Establish a regular bedtime for your child. Children and adults are healthier when they go to bed and wake up at about the same time every day.
- ✿ Be prepared for your morning before school time. Getting everyone up and off to school can be hectic. Planning can eliminate some of those morning hassles.
 - Designate a place to collect things that must go to school tomorrow. For example, put everything in your child's backpack and keep the backpack beside the door.
 - Before bedtime, talk with your child about what clothes to wear tomorrow. Be sure that everything is ready.
 - Give yourself enough time. Setting the alarm 10 minutes earlier can make a big difference in your morning.
 - Have pleasant conversations with your child on the way to school or as you wait for the bus.

SPECIAL ACTIVITY



Read *The Kissing Hand* by Audrey Penn. Make a kissing hand. Help your child trace their hand on paper. Help your child decide how to make the "kissing hand" special. You might kiss the paper hand, draw a heart on the hand, glue a family photo to the hand, write the words "I love you" on the hand, or have each family member "autograph" the hand.

Suggested Books to Read With Your Child

The Kissing Hand by Audrey Penn

Timothy Goes to School by Rosemary Wells

My First Day of School by Michelle Medlock Adams

What Should Danny Do? by Adir Levy & Ganit Levy

I Wish You More by Amy Krouse Rosenthal and Tom Lichtenheld



All About My Child

My child's favorite:

Book _____

Song _____

Color _____

Toy _____

Meal _____

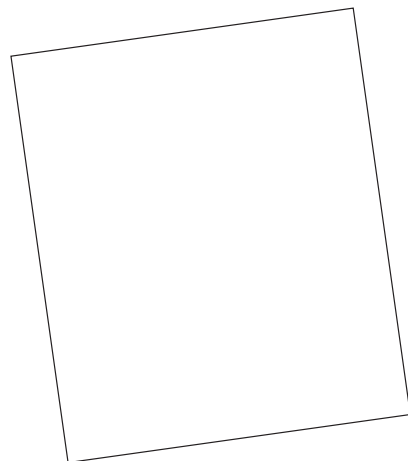
Outdoor activity _____

Game _____

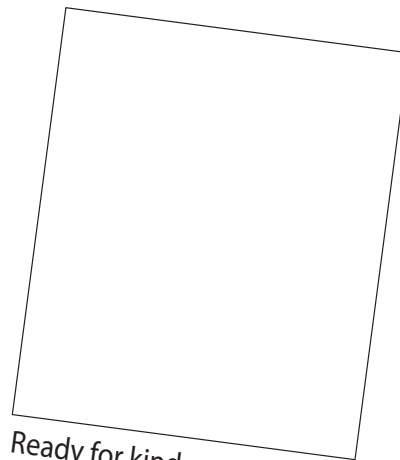
My child likes to:

My child wants to be a:

My favorite memories of my child this year are:



August



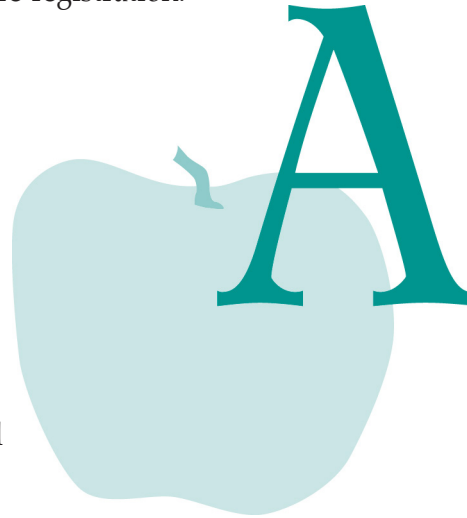
Ready for kindergarten

Getting Ready for Kindergarten!

Contact your local school district to find out the dates for pre-registration.

You will need the following items to register your child for public school:

- Copy of birth certificate
- Social Security card
- Current shot record (up-to-date immunizations)
- Health history form completed by a parent or guardian (obtained from the school)
- Physical exam performed by a health care professional
- Check with your local school district to see if additional information may be required for registration



Dates to remember:

Kindergarten registration:

Doctor visit (see above):

First day of school:

Special dates to remember:



CALENDAR DEVELOPMENT

Original Project Coordinated by:

Dot Brown
Beverly C. Wright
Diana Courson

Project Update Coordinated by:

Dee Cox, Education Consultant

Early Care and Education Projects:

Annalyn Zay, Training Advisor
Jenny Dura, Training Advisor Manager
Deniece Honeycutt, Director

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Massey Design & Artwork, LLC

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DIVISION OF ELEMENTARY & SECONDARY EDUCATION

Early Care & Education Projects



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