



Monthly Activities for Literacy and Early Learning

Michigan Early Learning Standards for 3 and 4-year-old children

APPROACHES TO LEARNING

- 1. Children demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept.
- 2. Children demonstrate the quality of showing interest in learning; pursue learning independently.
- 3. Children demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).
- 4. Children demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality, and a growing belief in one's ability to realize a goal.
- 5. Children demonstrate a growing capacity to make meaning, using one's habits of mind to find a solution or figure something out.
- 6. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learner in person and digitally as appropriate.
- 7. Exhibit a growing regard for one's mind and capacity to learn, demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy.
- 8. Children are becoming accountable or reliable for their actions to self and others.

CREATIVE ARTS

- 1. Children show how they feel, what they think, what they are learning through visual arts.
- 2. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.
- 3. Children show how they feel, what they think, and what they are learning through movement and dance experiences.
- 4. Children show how they feel, what they think, and what they are learning through dramatic play.
- 5. Children develop rich and rewarding aesthetic lives.

TECHNOLOGY LITERACY – EARLY LEARNING & TECHNOLOGY

- 1. Children use a variety of developmentally appropriate digital tools to learn and create.
- 2. Children work together when using developmentally appropriate digital tools.
- 3. With adult support and supervision, children interact with developmentally appropriate digital resources to locate and use information relating to a topic under study.
- 4. Children can explain some ways that technology can be used to solve problems.
- 5. Children begin to understand how technology can be used appropriately or inappropriately.
- 6. Children begin to learn to use and talk about technology tools appropriately.

SOCIAL, EMOTIONAL & PHYSICAL HEALTH, & DEVELOPMENT

- 1. Children develop and exhibit a healthy sense of self.
- 2. Show increasing ability to regulate how they express their emotions.
- 3. Develop healthy relationships with other children and adults.
- 4. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.
- 5. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.
- 6. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.
- 7. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.
- 8. Children become aware of and begin to develop nutritional habits that contribute to good health.
- 9. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.
- 10. Children recognize that they have a role in preventing accidents or potential emergencies.

EARLY LEARNING IN MATHEMATICS

- 1. Children begin to develop processes and strategies for solving mathematical problems.
- 2. Children begin to use language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., translating a problem or activity into a new form; a picture, diagram, model, symbol, or words).
- 3. Children begin to develop skills or recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life.
- 4. Children extend their understanding of numbers and their relationship to one another and things in the environment.

LANGUAGE AND EARLY LITERACY DEVELOPMENT

- 1. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.
- 2. Begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.
- 3. Develop abilities to express themselves clearly and communicate ideas to others.
- 4. Children grow in their capacity to use effective listening skills and understand what is said to them.
- 5. Begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.
- 6. Develop positive attitudes about themselves as literate beings – as readers, writers, viewers, and listeners.
- 7. Children begin to understand that communication is diverse and that people communicate in a variety of ways.

DUAL LANGUAGE LEARNING

- 1. Children demonstrate an increasing ability to comprehend or understand the English language at an appropriate developmental level.
- 2. Children demonstrate an increasing ability to speak or use English at an appropriate developmental level.
- 3. Demonstrate increased understanding and response to books, storytelling, and songs presented in English and increased participation in English literacy activities.
- 4. Children demonstrate an increasing ability to write words or engage in early states of writing in English.
- 5. Children interact with peers in play, classroom and social situations using English with increasing ability and comfort; use first language when appropriate and share home culture.

- 5. Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems.
- 6. Children explore and discover simple ways to measure.
- 7. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.

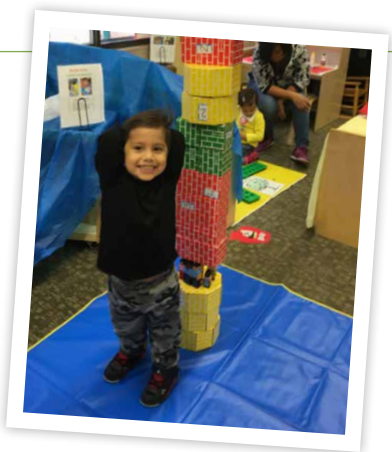
EARLY LEARNING IN SCIENCE

- 1. Children develop positive attitudes and gain knowledge about science through observation and active play.
- 2. Children show a beginning awareness of scientific knowledge related to living and non-living things.
- 3. Children show a beginning awareness of scientific knowledge related to the earth.

EARLY LEARNING IN THE SOCIAL STUDIES

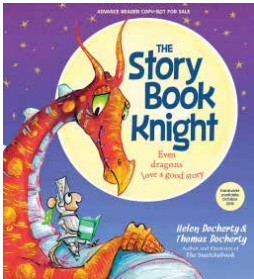
- 1. Children begin to understand and interpret their relationship and place within their own environment.
- 2. Children begin to recognize that many different influences shape people's thinking and behavior.
- 3. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.
- 4. Children begin to explore the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.
- 5. Children increase understanding about how basic economic concepts relate to their lives.
- 6. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.

The Early Childhood Standards of Quality for Prekindergarten are meant to apply to all three and four-year-old children in Michigan, both those whose development is typical and those with differing abilities and backgrounds. It recognizes that young children's growth, development and learning are highly individual.



The Story Book Knight

by Helen Docherty



Approaches to Learning: Look at the cover of the book and read the title. What do you think this story will be about? Do you love a good story? What are your favorite books or stories?

In the story the main character, Leo’s parents gave him a shield and sword. After the story we are going to use cardboard and you can design it to be a shield. After you listen to the story, we will then use these props to pretend you are in this story.

Creative Arts: Have cardboard shapes cut out and let the children select the shape they would like for their shield. Knights decorated their shields to have special meaning for them. They used their favorite or family colors as well. Use a pencil and ruler and divide the shield into fourths. Think about what symbol you will place in each section of the shield. Some that were commonly used are: Cross-for religion, horse shoe-good luck, heart-love, sun-glory, crown-king, dragons-bravery, sword-bravery, lion-strength, elephant-wit, fish, snakes and other animals. Draw the four symbols, one in each section and paint the shield. Use duct tape and cardboard strips to build a handle on the back of the shield. Ask the children if they feel like a knight when they hold their own personal shield?

Language and Early Learning Development: Introduce the following words that the children will hear in the story before you read it: **knight, dragon, shield, swooped, griffin, troll, armor, enormous, pesky**. Vocabulary gains are greatest if the words are discussed directly before, during and after the reading. Talk about what each word means before the story. Show pictures of each word if possible as well. Show the children what each word looks like as it is written.

Review the concepts of books as this story is read. Talk about the front and the back of the book. Point out the title and the names of the author and illustrator (they are husband and wife). Describe what the-se two roles are. Show where to start reading a page and that the pictures are related to the printed words. Talk about how the pictures also provide meaning. Talk about the concept of story and that this story is fiction. Talk about the difference between fiction and non-fiction. Show how a story is read from left to right and you can follow along by pointing to each word (do this for one page).

Dual Language Development: Act out sections of this story with the shield and use fingertips when needed for the sword. Other props that may be used are books.

Assign children to roles of Leo, Mom, Dad, Griffin, Troll, Dragon. Read small sections of the story and ask those characters to act out the pages read while you are reading. Ask after if anyone would like to do their section, in their own words, without you reading.

Technology Literacy-Early Learning and Technology: Talk about the technology tools that the children have available for use. Understand how and when they may be used throughout the day. Do they need adult permissions to begin use? Talk about how these tools are used for learning, communicating ideas and feelings.

Look at the screen or homepage of the instrument that is used and talk about the icons that are there for their use. Explain how they are to be used and how to get assistance for this process. Explain that the internet is only used while supervised.

Social, Emotional and Physical Health Development: Leo displayed kindness on many levels. He politely explained to his parents that he would rather read than fight like other knights. When the Griffin asked him to fight he said, “I’d rather not”. You really can’t get in a fight if you refuse to do so. Talk about how you may show kindness in your world.

Start a 30 Day Kindness Challenge. Can you perform one act of kindness each day for the whole month? Record it each afternoon on a calendar. Talk about how global kindness can result in a peaceful world.

Mathematics: Cut the squares from the calendars of the Reading Challenge sheets and place them in a Kindness Jar. Take out ten kindness deeds and count them one through ten. Then count them using ordinal numbers (e.g., first, second, third, through tenth).

Sort these good deeds into groups of ten and count them through one hundred by tens. Estimate how many kind deeds one household or classroom could do in a year.

Science: Anticipate what might happen next if the entire group experienced many kindnesses a day and always talked to each other in a kind tone.

When Leo rode his horse into the messy and burnt up town he noticed that it looked very different. The changes we see are not due to dragons, but we see changes to our town due to the seasons. What do you see outside and to the earth during the different seasons?

Make a chart or list for each season: Winter, Spring, Summer, Fall. Use prompts when necessary to develop good lists of what can be seen during that season.

Social Studies: The main character in this story seemed to be the only mouse son in a family with a mouse mom and dad. Talk about families. What makes all families the same? How may families be different?

The mom and dad in this family only knew how to do things like fighting knights. How did that change and did they learn a lesson from their son? How did they feel at the end of the story? Leo was a hero. What does that mean?

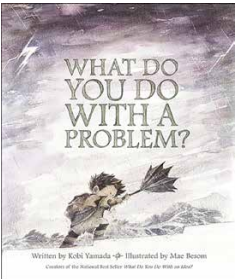
Who are your family members by name? Where do you live? What is your address? Draw your family.

JANUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Special Days: New Year’s Day World Peace Family MLK Jr. Day	Ring in the New Year with a variety of bells. What wish do you have for the world in this new year?	Sing some of your favorite snow songs together.	What is the name of the city you live in? What is the name of your State and Country? Name other states and countries?	Fold a piece of paper in fourths. Snip the edges with scissors to make a snowflake.	Read the story about “ <i>The Three Little Kittens Who Lost Their Mittens</i> ”.	Visit the Library
PLAY!	Knight begins with the letter “K”. Make a list of other words that begin with “K”.	100 Acts of Kindness: Use a hundreds chart. Give the child a heart sticker. Overtime they relate how they committed an act of kindness.	Beginning, Middle & End: Retell the story of Leo the Knight or another story read to tell what happened at the start, middle and end of the book.	Kindness Rocks: Paint flat rocks bright colors. Decorate with symbols of goodness such as hearts, sun, or words like: be good, kindness, love, be kind, hope, joy…….	Create a Quiet Space: Find a spot where you and your children can pause for a few moments and develop a sense of familiarity with quiet.	Purchase a wall map or placemat map of the world. Have it where it can be referred to often as discussion about the world occur. Reinforce that we are citizens of the world
PLAY!	Read a story about Dr. Martin Luther King. What is one lesson that he taught the world?	Make a list of ten things that you can do to be kind to others in your world	Heart Shaped Bird Feeder: Cut a cardboard heart with a small hole in top. Tie a ribbon through the hole. Paint with peanut butter and sprinkle with seed.	Coin Transfer: Can you transfer coins from one dish to another with tweezers? Decide if you may give some coins to a local charity.	Pause and notice your breath. Have the child lie on their back and notice the movement of the chest or belly as the breath moves in and out of the body.	Visit the Library
PLAY!	Sing “Puff the Magic Dragon”. Print dragon color pages from: www.coloring.ws/dragons1.htm	Name Strips: Write a familiar name on the outside of an envelope. Put the name on a strip and cut it up at each letter. Recreate the name. Store in an envelope for later use.	Look at a thermometer. Talk about freezing and how different temperatures feel. Talk about safety for playing in the snow.	Fill spray bottles with water and food coloring. Go outside and make a painting in the snow.	Practice Gratitude: Cultivate gratitude in simple ways. For example, take a few minutes to reflect on the good things that happened during the day,	Alphabet Bodies: With a partner, lay on the ground and make the following letters: O, V, L, X, U, Q, J, D, T, P, R
PLAY!	Can you read any words from your cereal boxes? What other words do you recognize in your house or classroom. Make a long list of all the words you know.	Mystery Object: Hold a common object out of sight. Describe it, give clues and have the child guess	FREEZE! Play music and dance until the music stops. Then freeze!	Name all of the winter clothes that you can think of. Practice dressing for outdoors.	Find the Rhyme: Say 3 words where 2 of those words rhyme. Child names the 2 rhyming words	Eat at authentic ethnic restaurants to experience other cultures and foods.

What do you do with a Problem?

by Kobi Yamada



Approaches to Learning: The main idea in this book is one that will make you think hard. It’s about problems. It doesn’t identify what kind of problem... just a really big problem. A problem is something hard to deal with. It can be about any number of things. Have you ever had a problem?

(Have the children describe their problem and give them examples as well).

Discussion: Problems can make you worry about how things will turn out. Here’s an example: You have a problem if you wear your best shoes to the playground and it rains and they get all worn and muddy. These are the shoes that Mom said are only for special times and that you are to take good care of. Now they are almost ruined and you have to tell Mom. How would this make you feel? The boy in this story has a huge problem that makes him worry very much. After thinking about problems you have had, can you see how he feels?

Creative Arts: Talk about how the book illustrator, Mae Besom, drew images for a problem. Look at them and use words to describe them: (dark, large, swirly, messy, complicated and scary).

Look at a palate of watercolors. Think about what colors and design you would like to use as you paint a problem that you have had. Close your eyes and begin to imagine how this should look. Open your eyes and paint the mess that your problem represents. Will it be a big messy problem or a small problem?

Language and Early Learning Development: Introduce the following words that the children will hear in the story before you read it: **problem, scowled, ignoring, worry, disguise, avoided, tackled, opportunity.** Vocabulary gains are greatest if the words are discussed directly before, during and after the reading. Talk about what each word means be-fore the story. Show pictures of each word if possible as well. Show the children what each word looks like as it is written.

Discussion: Books are written for many purposes. Sometimes they are written to make you laugh out loud. Did this story do that? Sometimes they are written to teach you how to do something? Did this story do that? Sometimes they are written to give you good information. Did this story do that?

Talk about how the author’s intent was to give the reader courage to face problems and find the way to do something new or different (the opportunity) as a solution to the problem.

Dual Language Development: This story is about a complex idea. It would be great to have the first language word for “problem” to use as the concept is explained. As the story is read, the illustrations and expression will then bring the concept of problem to life. There are many action words in the key vocabulary as well. Explain the words: **scowled, ignoring, worry, disguise, avoided** and **tackled** by acting them out in a story retell.

The pronoun, “I” is also used throughout the story. Have the children give other sentence examples when talking about themselves and use the word “I”. Explain that like when you write the first letter of your name, the word “I” is always a capital letter.

Technology Literacy-Early Learning and Technology: Explain that access to music is a great use of technology. There is much free access to music and music can extend learning. Music could be played as the children are thinking about problems or played to stimulate the right atmosphere while the children are painting pictures of a problem.

This would not be considered happy music, but music that is heavy and worrisome: www.youtube.com/watch?v=QIO6elAvuhQ

This music is light, happy and uplifting: www.youtube.com/watch?v=FOljvHjK0Rw
This is a 2-hour playlist and could be good for rest time:

Social, Emotional and Physical Health Development: Talking about problems and how to face them or solve them can grow confidence. As the child is willing to express where they have had problems and learn how to solve them, they will become much more independent. To begin these conversations with appropriate discussions, the adult may wish to pose some starting questions. A few examples are:

Have you ever had a problem on the playground with any of the new equipment?
Have you ever had a problem finding your way in the new school? On the school bus?
Have you ever had a problem putting on a piece of clothing? Finding your way in a store?
Have you ever had a problem with a brother or sister?
Use child-like examples and then talk about what was learned as the problem was solved.

Mathematics: This activity involves a problem and the concept of time. It’s called The Rabbit Hole. Set up the rabbit hole by balancing a hula hoop on top of 4 cones that are all the same height. The hole is now elevated off the ground. The problem is that the fox is coming and the children (no more than 4 rabbits) must step over the hoop with each foot to arrive in the hole without knocking the hula hoop from the ground. If they can do this and hop out within 5 minutes they are safe. Set a timer for 5 minutes. If they can do this easily, change the time to 3 minutes or lower. Use a timer for other activities to reinforce the concept of time. Talk about how many seconds in a minute.

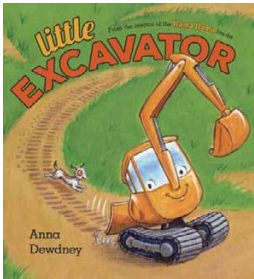
Social Studies: Identify all the people in a child’s life who have authority. They help them make rules and enforces the rules by letting children know when they break them. These are also the people that a child may go to when they have a problem. e.g., parents, teachers, bus drivers, lunchroom helpers, playground aides, librarians, police officers, after school aides, baby-sitters, safety officers, etc. Talk about their names and how to look for them as needed. Talk about how and when you can try to solve a problem on your own and when you need to go for help.

FEBRUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Special Days: Groundhog’s Day Valentine’s Day President’s Day Lincoln’s Birthday Dental Health	To WORRY is to let your mind dwell on your troubles. Worry begins with the letter “W”. Make a list of words that begin with a “W”.	Go outside to see if you can see your shadow. When inside lay down on a large piece of paper and have someone trace it.	Who Am I? Fold a piece of paper in fourths. Snip the edges with scissors to make a snowflake.	Draw the house you live in. Include the house number. What street do you live on?	Read a book about tooth brushing and practice brushing. Draw a self portrait of yourself smiling.	Visit the Library
PLAY!	ECHO, ECHO Ask the child to repeat what you say. Slowly add new words and more complex sentences.	Talk about each feeling word: happy, sad, scared, frustrated, lonely, embarrassed, mad. Share examples	HAPPY Sing “If You’re Happy and You Know It” and “Zip-a-dee-do-da” Make a list of words that start with “Z”.	Fold a paper in half and cut our simple heart shapes. Can you make some that are: small, medium and large?	LOVE Who and what do you love? Talk about how this emotion makes you feel.	Make and sign all valentines. Can you write your name? (or trace your hand) Practice one friend’s name.
PLAY!	Act out the words: Worried Surprised Nervous Embarrassed Angry Silly	Use puppets to create stories about feelings	Missing Object: Look at several items, have child turn head, remove one item. Can you tell which one is missing?	Play Doh Heart Cookies: 1 cup flour 1/2 cup salt 1 cup boiling water 3 tsp. alum 1 tbsp. oil Mix all. Add food coloring.	What I Love to Do: With a book that has a page for each month of the year, draw a picture of what you love to do that month	Visit the Library
PLAY!	We have had 45 Presidents of the United States. Practice counting by ones, fives, tens. Do rubbings on a Lincoln penny and other coins	Look at the pictures of former presidents on money: Washington \$1 Lincoln \$5 Jackson \$20 Talk about the value of each.	Review how to cover a sneeze. Make a personal pack of tissue with Kleenex and a zip lock bag. Practice use of a zip lock for fine motor exercise	AFRAID There are times when we are all afraid. Can you think of one for you? What can you do to feel better during these times?	We all wish to feel SAFE in our surroundings. Knowing safety rules helps with this. Talk about fire safety and look at escape routes.	Have a back and forth conversation with the child. Strive for Five back and forth exchanges.
PLAY!	Plan a tea party. Select food and decorations. Talk about table manners and being a good host and guest.	Cloud Pictures: Mix non-menthol shaving cream and white craft glue in equal parts. Use a thick paintbrush and create a cloud painting. Let it dry.	Name things that open and shut. Name things that come in pairs	Sing the alphabet song. Knowing the letter names helps with visual letter recognition. How many letters can the child recognize?	Talk about some choices for a healthy breakfast and why this is important. Plan one for tomorrow that you will help prepare.	Brainstorm a grocery list and have an adult write it down. Help locate these items at the grocery store.

Little Excavator

by Anna Dewdney



Approaches to Learning: Everyone, no matter how small, can set their goals and plans into action. The Little Excavator wanted to help build a new neighborhood park with all of the other Big Rigs. The others didn’t think he was much help until there was a job that only he could do. Listen to the story to see what this was.

Is there a goal or a job that you would like to be able to do within this year? After this story, talk to an adult about helping you set a reasonable goal for something you would like to be able to do. (It would be great to have a short list ready to help children who need with this.)

Creative Arts: Give each child a small ball of air-drying clay and a small toy truck. Instruct the children to flat-ten their clay and then carefully drive the truck in the clay so it makes tire prints. When they are happy with their prints they can paint them or color them with markers.

Homemade Clay: 2 cups baking soda, 1 cup cornstarch, 1 1/4 cups cold water
Mix all ingredients together and cook over a medium heat while stirring constantly. When the mixture reaches the consistency of mashed potatoes, remove from the heat and place on a clean counter or plate. Cover the clay with a damp cloth until cool. Knead the clay and mold and sculpt as desired. This clay dries nicely.

Toy truck tires can also be used to make print paintings by driving the trucks into thick paint and then onto a piece of paper.

Language and Early Learning Development: Introduce the following words that the children will hear in the story before you read it: **excavator, clunk, load, rig, lug, stretching.** Vocabulary gains are greatest if the words are discussed directly before, during and after the reading. Talk about what each word means before the story. Show pictures of each word if possible as well. Show the children what each word looks like as it is written.

Encourage a discussion on various types of trucks used for transportation in the city, on the farm and on the highways. Ask the children to find or bring a toy truck. Show pictures of trucks used in the city, such as garbage trucks, fire trucks, ambulances, buses or trolleys. In the rural areas, on the farm, tractors, dump trucks and pick up trucks are used often. On the highways, motor homes, tractor-trailers, moving vans and school buses are seen. Trucks are important to transport food to the grocery

stores, move the earth to make roads or rescue people in an emergency. Make a list with two columns that show the name of the truck and in the other column tell what the trucks is used for.

Dual Language Development: The music videos have vocabulary set to music and video to reinforce meaning. Sing the following truck songs:

Five Big Dump Trucks: www.youtube.com/watch?v=nHAD22Q4LFw

The Wheels on the Bus: www.youtube.com/watch?v=Fh_aD5EswXk

I Love Trucks: www.youtube.com/watch?v=G4FoBrYH7NU

Technology Literacy-Early Learning and Technology: Talk about the major parts of the computer and other devices that are used in your setting. Talk about how to care for this equipment. Have the children follow simple directions to operate this computer or device. Type the words: “types of trucks” in the browser to get this very comprehensive picture chart on the types of trucks. Below is a link to comprehensive charts: www.bit.ly/2xMhmcF

Social, Emotional and Physical Health Development: Make a large maze on the floor with paper and tape. The children can crawl along the maze with their trucks. They can have small truck races by taping a start and finish line on the floor. They can use large boxes to make ramps for the trucks and include this on the race course. This will provide for much physical stimulation along with creativity.

Mathematics: Truck and Car Graphing. Talk about street safety. Prepare a simple graph in advance. Put numbers along the vertical-y-axis and label two columns on the horizontal-x-axis: cars and trucks. Introduce children to the graph and explain how it works to keep track of observations. Go outside and count all the cars and trucks you can see. As each car or truck is noted, have the children sort it as either a car or truck. Have one person mark every vehicle that is seen on the graph. When you come back in, ask which you saw more of (cars or trucks).

Science: Talk about the study of speed and momentum with a ramp activity. Use a removable bookcase shelf for the ramp or find another available flat sturdy item that is at least 3-feet in length. Ideally, provide ramps that are longer and shorter as well for comparison. Gather toy cars, trucks and trains. Set the ramp at an angle with the top resting on a chair and the bottom on the floor. Send various vehicles down and observe results.

Social Studies: Explore the concepts of yesterday, today and tomorrow by talking about what will happen on each day for this week.

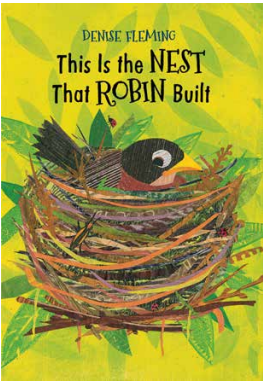
Talk about the various ways that people earn a living by driving trucks. Have the child use pre-cut shapes of squares, rectangles, triangles and circles and glue them to a paper to make a truck. Ask the children to describe what type of truck this is, what it does and how the person who drives it makes their living.

MARCH

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Special Days: St. Patrick’s Day Spring Begins Poetry Day	Construction Zone: Fill a sensory bin with 2-3 inch rocks. Write the letter of the alphabet on them. Use small dump trucks in the bin for play. Can you make any words?	As you read a story today, identify the book’s beginning, middle and end. What are some of your favorite stories?	Talk about the concepts of addition (add) and subtraction (take-away). Practice simple word problems using toy trucks and cars.	Bubble Wrap Road: Make a road on the floor by taping a long strip of bubble wrap down. Roll the toy trucks over it for sensory fun.	Footprint Tractors: Place foot in paint. Make a print in the center of a paper. This is the tractor body. Use circles for wheels and square for cab top.	Visit the Library
PLAY!	Traffic Lights: Make these out of shoe boxes and red, green and yellow paper. Talk about meaning.	Stop Signs: Take a walk to identify Stop Signs in the area. Talk about their meaning and safety for crossing streets.	Parking Car: Tape a # to each toy car/ truck. Put the matching #'s on separate strips of paper. Match #'s by driving cars to correct “garages”.	Tire Track Art: Use toy cars, trucks, paint and paper. Drive the cars over paint and then paper to make paint tire designs	Car Wash: Fill a tub with soapy water. Wash toy cars with toothbrushes. Dry and shine.	Car: Make a list of all words that rhyme with car.
PLAY!	The Little Excavator’s nickname was Little “E”. Can you make a list of other words that begin with an “E”.	Use large boxes to make a car/truck. Help the child cut windows. Decorate with paper. Can use pie tins or paper plates for wheels.	The author of “ <i>Little Excavator</i> ” used made-up words for noises. What noise would you make for: ambulance, tractor, dump truck, fire truck, etc.?	What would you wish for if you found a shamrock (4 leaf clover)? For you, for your Mom, for the world, etc.	Celebrate St. Patrick’s Day. Plan to go to the parade. Wear green and play Irish music. Can you dance a jig?	Visit the Library
PLAY!	Trains: A train makes the noise choo-choo. What other words begin with “ch”?	Airplanes: Use paper towel tubes, paper and markers to make airplanes. Fly them and measure distance.	Make a train out of a series of egg cartons, turned upside down. Cut circles for wheels and decorate.	Practice how to skip, roll, hop, run. Have several races and practice each form of movement.	Let the child dictate a sentence. Write it, read it and cut it into separate words. Put the sentence back together.	Bus: Plan an outing and ride the city bus.
PLAY!	Use the Sunday paper to have child cut out pictures of cars/trucks. Draw out roads on a large piece of paper and tape cars in place.	Ring Toss: Use a hula hoop and beanbags. Throw the bags into the hoop. Beanbags can be easily made with rice, popcorn and sock sections.	Make fingerprint bugs: Dip thumb in paint and press to paper. Use crayons to add head, legs and antennae.	Count the number of days for the month of March. Mix up number cards 1-30. Put them back into numerical order.	Fire Trucks: By a prior request, your child/class can visit a fire station and be given a truck tour. They will also travel to a school setting.	This is the season for Passover, Easter and Spring. Make a list of all of the signs of Spring. Plant grass seed in a cup.

This is the Nest that Robin Build

by Denise Fleming



Approaches to Learning: The author of this book, Denise Flemming is also the illustrator. She uses collage as a technique for creating beautiful works of art. The images that she created help tell the story. As the story is read look at the illustrations and think about which illustration is your favorite one.

Explore using Shared Thinking techniques as you read this story. Explain to the children that you are going to teach each other as the book is read. As each or most of the pages are read pose a question or ask the children if they have a question. Repeat the question and then ask them what they think. Let them give ideas and expand on those ideas. Be a facilitator for genuine conversation and go for understanding of what has been discussed.

Creative Arts: Make a mixed media bird collage with cut paper, torn paper and paint. Cut a half circle and glue it to the paper with the curve side down for the bird’s body. Cut a circle for the head. Cut a small triangle for the beak. Cut small strips of paper for the legs, feet and tail feathers. Either cut or tear paper to make trees, a nest and other items. After all paper is glued down, use paint details as desired. This cut paper technique was used by the author of the book. This is the Nest That Robin Built and you may wish to look at it closely for ideas.

Language and Early Learning Development: Introduce the following words that the children will hear in the story before you read it: **anchor, twigs, plasters, cushions, bind, brittle, nestlings** and **fledglings**. Vocabulary gains are greatest if the words are discussed directly before, during and after the reading. Talk about what each word means before the story. Show pictures of each word if possible as well. Show the children what each word looks like as it is written.

Turn the pages and have the students retell the story in their own words. Explain that they do not need to recall the rhyme, but just tell what is happening on each page.

Dual Language Development: Name and recall the animal or main objects on each page. Also have the child relate this word in their native language.

Technology Literacy-Early Learning and Technology:

Animal Babies often have names that are different. Talk about a few examples:

- cow/calf, elephant/calf, dog/puppy, bear/cub, cat/kitten, kangaroo/joey, duck/duckling

More baby animal names to consider:
www.enchantedlearning.com/subjects/animals/Animalbabies.shtml

Social, Emotional and Physical Health Development:

Bluebird, Bluebird: Have the children join hands and stand in a circle. The child on one end is the bluebird and he or she weaves in and out of the other children’s arms while singing the Bluebird song:

Bluebird, Bluebird in and out my window, Bluebird, Bluebird in and out my window...

Teach taking turns as a child then goes to the end of the line when they complete the circle as bluebird and the next child is the bluebird.

Mathematics: Fill a tub with multi-mix bird seed. Use measuring tools to measure and pour. (teaspoon, tablespoon, 1/4th, 1/3rd, 1/2 and full cups, quarts)

Use the seed to sort and make patterns. Glue some of the favorite patterns onto a small stiff paper to make a collage.

Science: Begin by asking the children what they know about birds. Discuss their ideas. Then choose a few bird characteristics to focus on and discuss each one with your students. Some preschool appropriate traits are:

- Birds lay eggs.
- Birds have feathers, wings and beaks.
- Birds have no teeth.
- Most birds can fly. (Tell them about exceptions like penguins, emus and ostriches.)

Next show the class pictures of different animals and have them help you decide if they are birds or not. Have pictures of several different types of birds as well as pictures of animals that have some of the traits but not all, like bats, reptiles, and flying squirrels. Discuss the animals and why they are or are not birds.

To hear sounds of birds and how they differ see the MSU Extension link below:
www.allaboutbirds.org/guide/bald_eagle/sounds

Social Studies:

Bird Houses: Provide a large cardboard box and cut holes in for entry. Also provide bird items such as beaks for the children. Talk about bird families and encourage dramatic play.

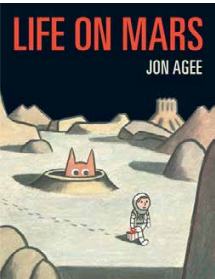
Bird Nests: Materials: pretzel sticks, shredded wheat cereal, chocolate chips and jelly beans; cupcake liners. In advance, melt chocolate. The children arrange some pretzels and shredded wheat in the cupcake liners. Drizzle with chocolate. Top with 3 jelly beans and let chocolate harden.

APRIL

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Special Days: EASTER PASSOVER EARTH DAY SPRING YOUNG CHILD	Use jelly beans to identify colors. Taste the colors to identify your favorite. Use others to sort, count and make a rainbow art collage.	Bird coloring pages. Select a bird from the large list and look at a picture of the bird for use of coloring. To complete coloring go to: www.coloring.ws/birds5.htm	Play Duck, Duck, Goose. Use feathers instead of paint brushes to do a painting.	<i>Read, Are You My Mother,</i> by Dr. Seuss. This is a fun story to retell and reenact in dramatic play.	Take a bird walk. Talk about the names as they are seen. Come back and make a list of all birds seen.	Visit the Library
PLAY!	Use mud, sticks, grass, leaves, twigs, pine needles, and pebbles. Let you kids create their own bird nest.	Look at a globe or map of the earth. Talk about continents, oceans, countries. How can we be good to the earth?	Rice Crispy Earth Use rice crispy recipe and divide into halves. Add blue food color to one and green to other. Use bit of each to form earth balls	Look at bird pictures and talk about common body parts: head, eyes, beak, wings, feet, tail, feathers	Obtain bird beanie toys or stuffed animals. Have the children try to toss these toys into a laundry basket.	Birdfeeders: Paint a large pinecone with peanut butter and roll in birdseed. Hang where it can be watched.
PLAY!	The largest living birds is an ostrich. They live in Africa and can weigh over 300 lbs. and be 8 feet high. Measure 8 feet with a ruler on the floor.	Place some plastic eggs under a pillow. Have the child sit on the pillow and guess how many eggs are under the pillow. Count the eggs	The Ostrich and Penguin are the only birds that can't fly. Penguins are super swimmers. Talk about the elements of swimming and water safety.	Bird seed collage. Use stiff paper and glue to make a collage of multi-mix birdseed.	A hummingbird is the smallest bird. It can visit up to 2000 flowers a day. Make tiny hummingbirds out of pompoms and paper.	Visit the Library
PLAY!	Walk like a penguin! Use tennis balls between the lower legs. Pretend they are eggs. Then waddle as you walk with your arms at your side.	Make a penguin. Cut a large black oval and a smaller white one. Glue the white on top for the tummy. Cut smaller circles for eyes and a triangle beak	Thumb and fingerprint bumblebees. Yellow ink and thumb for body. Black ink and fingertip for head. Draw antenna. Make many and count.	Turn on a timer for 5 minutes, hide it and have the child find it. Have them do the same for you or the next child.	Make traffic light cookies: Use vanilla wafers and frost red, yellow and green. Talk about traffic lights and safety	Take a Walk: After the walk have the children dictate their experiences into a story that an adult writes down.
PLAY!	Cut sponges shaped like birds and dip into paint. Press onto paper. Draw or paint the surroundings.	Enjoy sunflower or pumpkin seeds for a snack	In April the insects come out. Grasshopper begins with “G”. Make a list of “G” words. Hop like a grasshopper	Use watercolor or food coloring to paint birds and butterflies.	Have a relay race using a spoon and an egg (hardboiled or plastic)	Grow grass seed: Sprinkle seed on a very wet sponge or in shallow dirt. Place in a sunny spot and you will see grass in several days.

Life on Mars

by Jon Agee



Approaches to Learning: This is a story about a boy who travels to Mars to see if he can find life. Do you think this story is fiction (make-believe) or non-fiction? Would you like to do what the boy is this story is doing?

Look at the cover and think of what advice you’d like to give this boy. What do you think is in the box he is carrying? Predict what you think may happen in this story. What other details do you notice from this book cover?

Creative Arts: A solar system can be created using fingerprints. Use non-toxic finger paints and heavy- weight paper. Black paper works best if the paint colors are bright enough to be visible against it. Use the pinky to create a red dot for Mercury, the ring finger with yellow for Venus, the ring finger with blue for the Earth, the pinky with red for Mars, the thumb with orange for Jupiter, the thumb with yellow for Saturn, the middle finger with green for Uranus and the pointer finger with blue for Neptune. Draw in rings around Saturn using a marker or crayon and allow the child to create the sun by dabbing yellow paint onto the paper with a large circular sponge. A cute planetary mnemonic phrase like M V E M J S U N (My Very Educated Mother Just Served Us Noodles) can be written under the fingerprint planets to help with planet identification.

Language and Early Learning Development: Introduce the following words that the children will hear in the story before you read it: **Mars, gloomy, obvious, disaster, immediately, adventure.** Vocabulary gains are greatest if the words are discussed directly before, during and after the reading. Talk about what each word means before the story. Show pictures of each word if possible as well. Show the children what each word looks like as it is written.

Show children a globe. Find your state on the globe and shine a flashlight on it. Explain that the flashlight is the sun and when the earth faces the sun where we live, it’s daytime. As one child holds the flashlight, slowly turn the globe until your state is at the opposite end of the light. This is how the earth rotates once a day as it rotates away from the sun, it becomes darker and is night time. Write out the words day and night. Ask children what kind of activities they do in the day and what they do in the night. What kinds of things do they see in the day and in the night? Write the answers out on a day/night chart.

Dual Language Development: There is an online read aloud of this story to enjoy for vocabulary reinforcement. It also has sound effects to give some extra meaning for some of the words and illustrations. Find it at: www.youtube.com/watch?v=xVdOpwqA2EI

Technology Literacy-Early Learning and Technology: Talk about how to take photos from either a smart phone or a tablet. Practice this skill. Create rockets by gluing pieces of construction paper cut as rectangles, triangles and squares to another paper. Take photos of this rocket and save it. Send it to a loved one and share.

Talk about how personal information such as name, address and phone number should never be shared as information is sent on a phone, tablet or computer.

Social, Emotional and Physical Health Development: Make a “Getting Fit Obstacle Course”. Astronauts need to be in very good physical health. Train for NASA, by setting up an obstacle course. Use whatever you have available. Circle mats or sheets of paper can be used for hopping from one to the other. Chair with a blanket over them can be used to make a tunnel to crawl through. A balance beam can be used to walk on or hop over. Be creative.

Mathematics: Make number constellations. Give the child a piece of construction paper with a large number written on it in black ink. Place the paper on a carpet and use a toothpick to poke small holes along the lines of the number. When finished, hold the paper up to the light and it will look like stars are shinning through in the shape of the number.

Compare the size of the planets to one another. Use two peppercorns for Mercury and Mars. Two Peas for Venus and Earth. Two Plums for Uranus and Neptune. One Grapefruit for Jupiter. One Orange for Saturn and one Basketball for the Sun.

Science: Talk about the planets. A planet is a celestial body that is in orbit around the sun. It is nearly round in shape. There are 8 planets in the solar system. All of the planets revolve around the sun. Some quick facts to share:

- Mercury* – Only has 2 days in a year. Ball of iron, covered by rock. The smallest planet.
- Venus* – The brightest planet. We can sometimes see it shine from Earth.
- Earth* – Has one moon and is three-fourths covered by water.
- Mars* – Home of the largest volcano. Nickname is the red planet.
- Jupiter* – The largest planet and spins fast. A day is only 9 hours long.
- Saturn* – The brightest planet. Surrounded by colorful rings.
- Uranus* – This planet spins on its side. Also has rings, but not as large at Saturn’s.
- Neptune* – Spins very slowly. One year for Neptune is 165 Earth years.

Print a picture of the solar system from:
www.coloringcafe.com/files/coloring-pages/pdf/solar-system-coloring-page.pdf

Social Studies: This book provides a good opportunity to talk about how space exploration is all a part of our history and will continue into our future. Let the children tell you what they know about space exploration. Would a small boy be allowed to travel into space alone? Why would they not even want to do this?

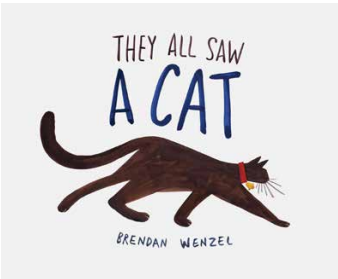
Look at photos of real astronauts. Talk about the extent of training that an astronauts need before they can fly into space. Roger B. Chaffee was an astronaut who grew up in Grand Rapids, MI. He was an Eagle Scout and graduated from Central High School. Our planetarium at the Van Andel Museum is named after him and the museum has a display on his life right outside the planetarium.

MAY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Special Days: Ramadan Cinco de Mayo Mother’s Day Memorial Day	Celebrate May Day by going for a long walk. Talk about the signs in nature during the month. List all words that rhyme with May.	Observe a bouquet of May flowers. Talk about the names of the flowers. Draw one or more of them.	Play What’s in the Box? with objects that begin with the letter “S”. e.g., spoon, shoe, scissors, star, Describe them & guess them	Shadow begins with the letter “S”. Lie down on a big piece of paper and trace a shadow.	Cinco De Mayo is a celebration day for Mexican heritage. Count to five in Spanish and enjoy Spanish music.	Visit the Library
PLAY!	Make your Mother a Mother’s Day card. Learn the listening game called Mother May I and play it.	Open locks with a key. Open a door for practice. Also practice how to lock it and talk about when it’s safe to open the door for others.	Star Sizes: Each child has a small, medium and large sheet of black paper, and small, medium and large paper stars. Sort by size and glue on paper.	Moonwalk: Listen to slow music and pretend we were on the moon, moving in slow motion.	Moon Dust Writing: Squeeze some black/ grey paint into salt. Mix it, then lay out on a tray overnight to dry. Work it to remove lumps and use in tray for sensory writing.	Star Plates: Place a star with a # on it (1-10 on ten plates.) Crunch up different sizes of aluminum foil to make moon rocks. Count the rocks on plate to match the bumper.
PLAY!	Counting Backwards: Squat on the floor and count backwards from 10 to blastoff. Jump!	Mars begins with the letter “M” List all the objects you can think of the begin with “M”.	Recite <i>Twinkle, Twinkle Little Star</i> . Use sponges and cut out stars and moon. Dip them in paint to create a sponge art painting.	Learn space nursery rhymes: <i>Star Light, Star Bright Twinkle, Twinkle Little Star</i>	Name Rocket- Children write each letter of their name on squares of paper, glue the letters in order vertically on paper, decorate the rocket.	Visit the Library
PLAY!	Make 2 sets of alphabet cards: (upper and lower case) Have the child name/place the cards in matching piles (upper-upper,lower-lower).	Make Sunshine Shakes: 6 ounce can of unsweetened frozen orange juice concentrate, 3/4 cup of milk, 3/4 cup of water, 1 teaspoon of vanilla and 6 ice cubes. Blend it!	The rings of Saturn: Play with a hula hoop or small hoops for the arms. Practice how to make them go around. This is like the rings of Saturn spinning.	Read a space story at bedtime. Talk about your bedtime routine. What else would you like it to include?	Recite <i>Hey Diddle Diddle</i> . The cow jumped over the moon. Have a relay race with a dish and a spoon.	Nightdreams: Do you remember any dreams that you have had in your sleep from this week or before? Talk about them and dictate for a story.
PLAY!	Make “worms in the dirt”. Use chocolate pudding and hide gummy worms inside. Can also crumble Oreos on top.	Coffee Filter Planets: The children paint a coffee filter with watercolors, and glue it onto black paper	Space Helmets: Cut a hole on the large side of a paper bag. Cut a circle of white paper to place around this hole. This will go over a head so the face shows through. Decorate it!	Talk about those people we remember who are no longer with us. Who will you always remember and why?	Sign up for your library’s summer reading program! Grand Rapids Public Library’s Summer Reading Challenge at: www.grpl.org	Kent District Library’s Summer Reading at KDL: www.kdl.org

They All Saw a Cat

by Brenden Wenzel



Approaches to Learning: This book is wonderful for teaching how to see things from other’s point of view. It is about a cat. There is one cat and everybody who sees it, sees it differently. Ask the children to close their eyes and picture a cat in their mind. Then open their eyes and describe what the cat they pictured looked like. Were all of the descriptions the same? Were they different? Talk about how this impacts an individual’s point of view.

Creative Arts: The beauty and meaning of this story is found in the colorful illustrations. Explain that and ask the children to look for that as the story is read. Much of the learning from this story is found in the illustrations. Talk about the value of illustrations in a story.

Have the children draw a cat and let the cat’s expressions and body show the feelings that you have for it. Will it be friendly, scary, happy, sad or express another feeling?

Play music and ask the children to move as the cat they have drawn and show or express their feelings in the movements.

Teach the nursery rhyme, The Three Little Kittens. There is a song for this rhyme at: www.youtube.com/watch?v=-KpKOINrbCU

Language and Early Learning Development: Introduce the following words that the children will hear in the story before you read it: **whiskers, ears, paws, fox, flea, skunk, bat** and **imagine**. Vocabulary gains are greatest if the words are discussed directly before, during and after the reading. Talk about what each word means before the story. Show pictures of each word if possible as well. Show the children what each word looks like as it is written.

On the last page of the story when it asks the reader to “imagine” what the cat saw, talk about what imagine means and ask for responses as to what the cat saw as each child imagines it.

Dual Language Development: During the story ask the children to model the “whiskers, ears and paws” phrase each time it is read by pointing on their own body to where their whiskers (would be) and ears are and putting up their paws for all to see.

As the story is read and the name of each animal occurs, the reader should point to the picture of that animal on the page.

Learn what the word “cat” is in the children’s native language. Teach it to the class and use that word as the story is read after the word cat is read.

Technology Literacy-Early Learning and Technology: There are 43 kinds of cat breeds. Go to the following sites and see what they look like.
www.petfinder.com/cat-breeds?see-all=1
www.animalplanet.com/pets/cat-breed-photo-gallery

Which is your favorite type of cat? Describe what you like about it?

Social, Emotional and Physical Health Development: This story makes us wonder why the other animals had such different points of view or perspectives on the SAME cat.

Why did the fish see a blurry cat?

Why did the mouse see a monster cat?

Why did the bird see a small cat?

Why did the flea see mostly hair?

Can you think about why the mouse felt the way he did?

Cats are pets. Talk about care of pets and personal safety as you interact with your pet and others pets.

Mathematics: Look at the 3rd and 4th page of the story where the child is standing next to the cat. The illustrator, Brenden Wenzel, uses circles, squares, triangles and rectangles many times in his illustrations. (Show an example of each shape) Discuss the various shapes used. The cat’s eyes are circles and the cat is a rectangle. Find other examples of how the other shapes are used.

Place these animals in order of size from smallest to largest: fox, mouse, flea.

Science: Are the animals in this story living or non-living things? Do they all have eyes? Talk about how different animals have different vision.

www.youtube.com/watch?v=Xz6yBbBRr8Y

Why did the bee see a dotted cat? Explain the traits of compound eyes.

Why did the snake see a hot yellow cat?

Why did skunk see a grey and white cat?

The types of vision that each animal has also created different points of view on the SAME cat.

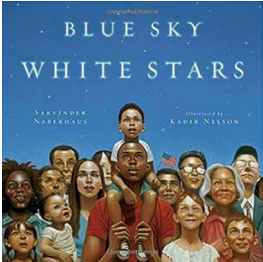
Social Studies: Can the children talk about cats that they know? What is their relationship with them? List the names of all the cats that are known by the children. How can we contribute to the care of cats and other pets in the world around us? What do pets need to thrive? Do pets need love and affection like people? What are some ways that we can display this?

JUNE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Special Days: World Day Flag Day Father’s Day Summer Begins	Pick up small objects with tweezers. Transfer cat/dog food bits to another bowl.	Stand on one foot for three seconds. Try the other!	Draw a circle, square, rectangle and triangle after seeing a model	Set the table for lunch today	Practice high fives, handshakes, hugs and fist bumps.	Visit the Library Look for books on the ocean. What is found in an ocean?
PLAY!	Cat begins with the letter “c”. Make a list of words that begin with “c”.	List the names of all cats and dogs that you know. Count how many are on this list.	Draw a picture of your favorite dog or cat.	Name all the types of pets that you could have at home. Visit a pet shop.	Talk about the key elements of pet care: diet, exercise, vet care, grooming/bathing, protection and love	Visit the farmers market. Buy a fruit or vegetable that you haven’t tried before.
PLAY!	Talk about safety procedures for crossing the street and on the playground.	Whiskers begins with “wh”. Name a few words that begin the same. Name animals that have whiskers.	Have the child dictate a story about their favorite dog or cat. Have them illustrate it.	Take a dog for a walk day. Talk about all of the safety rules for the child and the dog.	Make “Ants on a Log” for lunch. Use celery sticks with peanut butter and raisins.	Visit the Library Make a Father’s Day card. Tell Daddy why he is so special!
PLAY!	Sing “How much is that Doggy in the Window”. Change the word “Doggy” for “Kitty”.	Walk backwards on a line	Look at pictures from flags from many countries. Pick one that you will draw.	Dig in the dirt outside to find worms to observe. Crawl on the floor or grass like a worm. Have a race.	Practice writing letters in the sand or dirt outside.	Go on a hunt looking for rocks. Count and sort them.
PLAY!	Talk about when to wash hands and practice doing this.	Make a list of all known insects. Go on a walk and collect as many as you can find.	Talk about insect body parts: head, thorax, abdomen and antennae. Draw an insect.	Read a story about a dog or cat. (Mr. Wuffles by David Wiesner) How is Wuffles alike or different from other cats?	Play ball! Toss it, roll it. Eat lunch outside today.	Set up an outdoor art gallery. Play music, enjoy nature and paint.

Blue Sky White Stars

by Sarvinder Naberhaus



Approaches to Learning: Look at the book cover and read the title. Ask the children what they think is interesting about the illustration on this book cover. What do they think the story will be about?

This illustration and all of the illustrations in this book are paintings. The artist/illustrator is Kadir Nelson. What details do you like in the cover painting? What questions do you have for Mr. Nelson?

Creative Arts: Visit the author's website to hear the lyrics of many patriotic songs. www.sarvinder.wixsite.com/blue-sky-white-stars/copy-of-reviews

Sing the songs and talk about what they say.

Language and Early Learning Development: Introduce the following words that the children will hear in the story before you read it: **row, glory, nation, woven, proud, freedom.** Vocabulary gains are greatest if the words are discussed directly be-fore, during and after reading. Talk about what each word means before the story. Use each word in an-other sentence. Show pictures of the word if possible. Show the children what each word looks like as it is written.

The the Red, White and Blue game. Everyone sits in a circle. The first person in the circle must name something that is red, the next person names some-thing that is white, and the next person names something that is blue. You continue around this way in the circle. You cannot repeat an item that has already been said nor can you take longer than 5 seconds to name something of a specific color. If you name something a second time or take too long to answer you are out. The game continues until there is one winner.

Dual Language Development: Sort objects that are red, white and blue and repeat the color name as doing so.

Ask children to act out several key phrases in this book: Stand together, woven together, stand proud, rise up, fly high

Technology Literacy-Early Learning and Technology: Use the following link to see vivid pictures of many flags from around the world. www.sciencekids.co.nz/pictures/flags.html

Have the children select several that they really like and draw them on a rectangular piece of paper. Color them as well.

Social, Emotional and Physical Health Development: Red, white and blue tag is a fun game that is great for outdoor play. Each child is given one token or strip of fabric that is either red white or blue. The children then run around trying to tag each other. If you are tagged then you must give the person who tagged you your token. The first person who tags enough people to get one red, one white and one blue token wins.

Mathematics: Count, sort and match stars. Use star cutouts of all sizes and colors to count them, place them in groups of five, tens, sort them by size, sort them by color, line them up from smallest to largest, etc. (cookie cutters make great templates for making the star cutouts)

On a large piece of paper draw ten boxes and write the numbers 1-10 in each box. Ask the children to place the matching number of stars in each box. Use the star cutouts to trace and cut new stars. Use stars to create a collage.

Science: Make fluffy patriotic slime: Red,White and Blue

You will need: liquid laundry Tide, white shaving cream, red and blue food coloring, Three 4 ounce bottles of Elmer's school glue and a measuring cup. Pour a cup of white shaving cream and one bottle of the glue into each of three containers. Add red dye to one and blue to another, leaving third white. Stir

Pour 1/2 cup of Tide using a small quantity at a time (and stir while pouring) into each container. Stir with a fork. At first, the slime will look like a goopy mess, but don't give up. It will start to form polymer chains almost immediately. If you keep stirring, the slime will suddenly turn into perfectly puffy slime. The more you handle the slime, the stretchier and less sticky it will get.

Try making a flag from your slime! Remember, once you mix the colors, you can't un-mix them, so don't mix the colors until you are ready to blend. The more you handle the slime, the more marbled the slime will appear. Eventually, the slime will turn a purple color, but there is lots to do with it before that happens.

Social Studies: Talk about the elements and responsibilities of citizenship. A citizen is a member of and supports a community and country. A United States citizen has many freedoms which are in a document called the United States Bill of Rights. A citizen's responsibilities are to follow the laws and uphold basic principles such as accepting all other citizens and certain duties in their community. Citizen have the right to vote and can help with community projects.

Citizens of the United States are free because many who have come before them, have made great sacrifices to protect their rights. Do you know anyone who has served in our armed forces? There are other countries in our world where people do not have the same freedoms that we do in the United States.

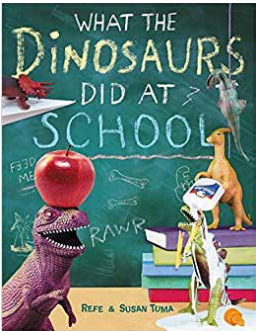
Rules and laws are important because they protect us. Make or review classroom or house rules. Then, define what being a good citizen means and have children share stories when they exhibited good citizenship and respected the rights of others. eg. 'I helped clean up a park' or 'I wait for the green light to cross'.

JULY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Special Days: Independence Ice Cream Day	Cut red, white and blue paper strips (2" by 6") Tape the first one to make a circle and tape the next one by inserting it in the prior one. Continue to make a chain.	Cut slices of watermelon and make star shaped cutouts with a cookie cutter. Place on a craft stick to make watermelon pops.	Decorate a bike or wagon with red, white and blue crepe paper.	Go to a local parade and fireworks! Gather friends, play patriotic music and march in your own parade.	Fireworks! Cut the end of a toilet paper roll into narrow 2" strips. Open up the fringes and dip into colors of paint on a paper plates. Press onto paper.	Visit the Library
PLAY!	Ring the Liberty Bell. Tie a bell in a tree. Throw bean bags up and ring the bell.	Red begins with the letter "r". Draw this letter and make a list of other words that begin with "r".	Lie on your back in the grass and daydream. What did you dream about?	Make a hot dog lunch. Talk about safety tips for eating hot dogs and grapes.	Go on a nature walk. Talk about the textures, sounds and smells. Bring back examples of textures. Make a collage.	Pick or buy blueberries Sort them by small, medium and large. Count them into groups of 10. Place berries into zip lock bags. Zip!
PLAY!	Provide each child with a star shape. Practice spatial awareness. Place the star:"next to" your foot;"on" your head; "behind" your body	Make bubbles: 2/3 cup Joy, 1 gallon water, 3 Tablespoons glycerin (can substitute sugar or corn syrup)	Look at the numbers 1-5 and the words First, Second, Third, Fourth, Fifth. Match them and practice using these words in sentences.	Blue begins with the letter "b". Find other objects that are blue and make a list of words that begin with "b".	Pablo Picasso was a famous painter who used mostly blue in his paintings for 4 years. Do a painting and use only shades of blue	Visit the Library
PLAY!	Play with buckets of water outside. Use sponges and practice squeezing them out. Is there a bike or car that needs washing?	Estimate how many baby carrots are in a bag. With flashcards that are numbered from 1-10, match the numbers with groups of carrots	The children pretend to be fireworks! As you yell "BOOM" they start making fireworks movements and sounds and when you yell "CRASH" they fall to the floor!	Read 3 words where 2 rhyme. Ask child to identify the rhyming words.	Practice how to make a bed. If you could invent a new ice cream what would it be? Draw it.	Fill a large tub or small pool. Use cups and measures for quarter, half and full cups, quarts and gallons. Pour and identify measurements.
PLAY!	Practice how to write the child's name. Try other family member's names.	Match a pile of shoes or socks. Sort them by color, function, size, etc.	How many ways can you think to keep cool when it is hot?	Ice cream begins with the letter "I" Make some letter "I's". What is your favorite ice cream?	Make an "I Love My Family" book. Draw each family member on a different page. Dictate what you love about them.	Plan a picnic. Invite a friend to join you

What the Dinosaurs did at School

by Refe Tuma



Approaches to Learning: : Look at the cover of this book. What do you think this story is going to be about? Does it look like the Dinosaurs are going to be respectful students? Do you have any ideas for another title for this story?

If one of these dinosaurs asked you to jump up on the teacher’s desk, would you do it? Why or why not? Do you think this story is going to be fiction (fantasy/make-believe) or non-fiction?

What are one or more rules that these dinosaurs are breaking?

Creative Arts:

Make your own Play Doh: 1 cup flour, 1/2 cup salt, 1 cup boiling water, 3 teaspoons alum, 2 tablespoons oil and desired amount of food coloring. Mix all ingredients and have the children help mix in the food coloring in smaller batches. If this is kept covered in the refrigerator, it will last a long time. Look at dinosaur pictures and make dinosaurs. You can also roll this out with a rolling pin and use dinosaur cookie cutters. They can be found at: www.amazon.com

Use the Play Doh dinosaurs to tell a new story. The children can also trace the cutters on white paper to illustrate stories or make a drawing or painting.

Language and Early Learning Development: Introduce the following words that the children will hear in the story before you read it: **dinosaurs, scales, stash, air vents, racket, underestimate, invisibility, potion** and **extinct**. Vocabulary gains are greatest if the words are discussed directly before, during and after the reading. Talk about what each word means before the story. Show pictures of each word if possible as well. Show the children what each word looks like as it is written.

This is an action story where the children could predict what will happen next after almost every page.

What did the dinosaurs do in the “Drawer of No Return”? Can you think of a new ending for this story?

Dual Language Development: Use six dinosaurs toys or models to allow the students to act out the story as it is told. Use the pages of the book for all to see and allow

the children freedom to talk this out in a creative manner following the pictures. The teacher should interject as a narrator to help move the story along. Teach a common phrase that all will say at the end of every two pages such as: “Oh no, dinosaurs!”

Technology Literacy-Early Learning and Technology: There are several free apps for children who want to play dinosaur games: Jurassic Dinos, Planet Dinos and Dinosaur Puzzle Games. Go on-line to print dinosaur coloring pages that will also teach the names and characteristics of all dinosaurs:
www.thecolor.com/Coloring/Ouranosaurus.aspx

Place the word “dinosaur” on a flash card and use it to teach keyboard skills. Type that word into the browser to see pictures on Wikipedia.

Social, Emotional and Physical Health Development: How does reading a fiction fantasy such as this book make you feel? If you were to see children behaving the way the dinosaurs did at school, what should you do? (Talk through several scenarios).

What games do you like to play with your friends at school and at home?

The dinosaurs were active and really knew how to move around. Practice doing the following: hopping, skipping, marching, galloping, running.

Do the Dinosaur Stomp to the following video: www.youtube.com/watch?v=lmhi98dHa5w

Mathematics: The teacher researches how long in length (feet and inches) some of the dinosaurs were. (e.g., Tyrannosaurus Rex was 40 feet long). Mark this out on the gym floor or outside and use a piece of yarn to mark the distances. Have the children lay down next to the yarn to compare sizes. Measure how many feet and inches they are. Write a sentence strip for the child that says, “I am _____ feet and _____ inches long” or “I am _____ inches long”.

Science: From the on-line dinosaur sites that have been seen, identify one particular dinosaur and assist each child in making a chart on this dinosaur. Draw this dinosaur

The chart could include: Name of dinosaur, size, color, what he eats, etc....

Fossil Dig: Talk about this concept and explain how what you will do is going to represent this process. Partially fill a large plastic storage container (shoe-box size or larger) with sand or cornmeal. Give your child a magnifying glass, paintbrush (to dust off discoveries), a ruler, goggles, science journal (make a science log sheet to record observation or make drawings), writing utensils, and specimen trays or bags. Hide dinosaur eggs and figures (see if you can find the skeletal ones), cleaned and bleached chicken bones, or bone-shaped dog treats in the sand or cornmeal. Have your child record his discoveries with words, pictures, charts or graphs.

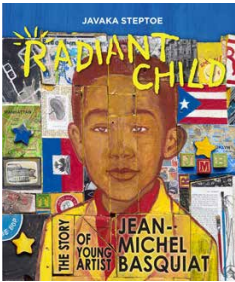
Social Studies: Play “Duck, Duck Dinosaur” (like Duck, Duck, Goose) or Dinosaur Tag. In Dinosaur Tag, the one chasing is the dinosaur. As someone is tagged, they then become the dinosaur. Encourage role playing. Review the rules for each of these games. Why is it important to follow the rules?

AUGUST

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Special Days: Youth Day Friendship Day Watermelon Day Tell a Joke Day	Practice throwing balls into a laundry basket	Teach important facts about the child such as address, phone and parent’s name.	Hide a watermelon outside and give hints to locate the “Dinosaur Egg”.	Eat a watermelon and count the seed from your piece.	Save smooth chicken bones and bury them in sand or loose soil. Dig for dino bones.	Visit the Library <i>Get Dinosaur books</i>
PLAY!	Mix food coloring in pudding or yogurt to finger paint	The Apatosaurus' footprint was 24” wide by 48” tall. Make one on paper and have the children guess how many children will fit inside	Use dinosaur cutouts made from thick paper. Place another paper over it and have the children use a crayon to do a rubbing	Dinosaur fossils. Use 2 cups of flour, 1 c salt and 1 c of water for salt dough. Flatten small circles and press plastic dinosaur in dough	Brontosauruses and Triceratops traveled in herds. Put children in 2 groups and have them crawl together to various locations	Use sidewalk chalk to play hop-scotch.
PLAY!	Dinosaur begins with the letter “D”. List other objects that begin the same.	Would a dinosaur be a good pet? Why or why not?	Tell dino jokes: Q: <i>What makes more noise than a dinosaur?</i> A: Two dinosaurs! More at: www.funkidsjokes.com/dinosaur-jokes-for-kids	Dino Bingo: Use small plastic dinosaur counters to cover bingo cards.	Walk together outside to pick up litter and talk about how to help our environment. Recycle what has been collected.	Visit the Library
PLAY!	Teach how to pick up and put away all of the toys and where to place dirty clothes.	Make paper plate dinosaurs using half of a plate for the body.(hump up) Cut triangles, circles, rectangles and squares for scales, head, feet, neck.	Count the number of steps that it takes to walk to several destinations.	Read the book, “If You Take a Mouse to School” Let the children retell it as “If You Take a T-Rex to School” Write it down and let them illustrate	Tear pictures from a magazine to make a collage. Can you cut out letters to make your name?	Practice writing letters in the sand at the beach, sandbox or playground. Can you write: Dino and your name?
PLAY!	List all the rooms in your house. Draw a picture of your house	Hop like a bunny Run like a cheetah Slither like a snake Leap like a frog Stomp like a dinosaur	Make a list of all of your friends. Dictate a letter to one friend and thank them for something special.	Cut green peppers and other vegetables to make stamps for making prints. Use tempura or other paint for the stamp printing.	Shells are found in the beach or ocean and begin with “sh”. What other words begin with “sh”?	Practice saying the days of the week. What day is it tomorrow?

Radiant Child

by Java Steptoe



Approaches to Learning: This story about a famous artist was written by another artist who was inspired by his paintings. The author, Javaka Steptoe wanted to show how this work taught him about art. It spoke to him. Have you ever seen a painting that really spoke to you or caused you to have strong feelings?

In the story the main character showed how he learned through his relationship and interactions with his mother, Matilde, from Puerto Rico. He said that “She designs and sews, cooks and cleans and makes the house look like a stylish magazine. Listen to the story and tell us after it’s read what else she taught her son. We can be inspired by the people around us.

Talk about the healing that Jean-Michael had to go through in life. In spite of all the hardships, he really held onto his dream.

Discuss the message that art doesn’t have to be neat or clean and inside the lines to be beautiful.

Creative Arts: The author of this book is also the illustrator. He has won several awards for his beautiful illustrations. He was the winner of the Randolph Caldecott Medal and the Coretta Scott King Illustrator Award. Jean Michael Basquiat’s art can be seen at: www.metropolitanmusings.com/2013/05/artist-of-day-basquiat.html

His work was influenced by graffiti and he mixed abstract with figures to create collaged paintings. Basquiat was inspired by social issues and liked to paint contrasting themes like wealth vs. poverty. His work told stories and had many ideas clustered together. His work was modern and connected to street culture. His paintings sell for millions of dollars!

As you listen to the following music, paint a collage of a storm. It can be messy and have many different parts. Let the music help you move and create. Paint a storm while listening to the following: www.youtube.com/watch?v=RIql_IKlfM

Language and Early Learning Development: Introduce the following words that the children will hear in the story before you read it: **artist, master-piece, weird, patchwork, ordinary, museum, radiant, genius.** Vocabulary gains are greatest if the words are discussed directly before, during and after the reading. Talk about what each word means before the story. Show pictures of each word if possible as well. Show the children what each word looks like as it is written.

Talk about how ideas can be illustrated in art. Creating art is another way to express your ideas. Make a list of words or ideas that you would like to develop into art. Create symbols for these words. Draw these symbols onto a paper that will be painted at a later time.

Dual Language Development: Practice using some summary sentences about what this story was about. e.g.:

- This story was about an artist who made paintings that were very different.
- In this story the artist loved his Mother very much and she helped him.
- This is a story about a boy who became an artist and created famous art.
- The artist in this story lived in New York and made art about the city.

Technology Literacy-Early Learning and Technology: You can visit the Grand Rapids Art Museum (GRAM) website and find activities for the season for kids. Type this into the browser: www.kcedventures.com/blog

Talk about safety checks for use of the internet. Show an adult the site you are on as it pops up and let them know when you are ready to leave the site.

There are many free paint programs for the computer. The one below is very easy to use. www.abcya.com/abcya_paint.htm

Social, Emotional and Physical Health Development: Becoming an artist like Jean-Michael would require you to develop your own personal way of expressing yourself. To create art that is your creation and unique, you need to develop art skills and grow in your own confidence and style.

Using art materials requires using your hands and eyes together. Review and practice how to use scissors, pencils, markers, crayons, paintbrushes and paints.

Mathematics: Make a color wheel clock. There are 12 numbers on a clock and 12 colors on the color wheel. Give the children a large circle and look at a picture of the color wheel. Have them use watercolors to paint the sections of the wheel as close to the colors as possible. When finished use numbers printed on small cards to glue to the wheel like a clock. Talk about how time plays a role in our daily life. (when do you eat breakfast, lunch, dinner?) Talk about the concepts of time:

- What is a minute? What is an hour? How many minutes in an hour?
- Look at how the numbers are placed on the clock. Count them.
- Talk about the difference between am and pm. 12:00 can be lunch time or midnight.

Social Studies: This book provides for a good discussion about families and the joys and hardships they endure. How did this family work together to support each other? How did Jean-Michael feel support and learn from his family?

Jean-Michael suffered from an accident. What did his Mother give him that helped him heal?

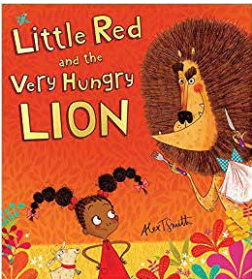
How did this family change over the years? All families are unique. As families change, the adjustments can be very hard. We love our families.

SEPTEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Special Days: Labor Day Autumn Begins Yom Kippur	What jobs do the people in your family do?	Cut apples in half and quarters. Talk about the concept of fractions.	Cut an apple in half. Use as a stamp to make apple prints on paper with tempura paint.	Jean-Michael Basquiat made symbols to represent important things. Can you make symbols that represent your family and talk about them.	Make a family book. Talk about one member on each page and write this story down. Illustrate this story and draw this family member.	Visit the Library
PLAY!	Draw a self portrait. Draw your family.	Look at photos of your ancestors. Talk about where your family has lived in this world.	Vincent Von Gogh: Look at a vase of sun flowers and the Van Gogh painting of this. Sketch this by drawing a square for the table and an oval for the vase. Draw the flowers and paint.	Georges Seurat: Born in Paris in 1859. Created a technique called pointillism. Use Q-Tips to make small dots to create on image like a tree/sun/flower.	Michelangelo: He painted the ceiling of the Sistine Chapel in Italy while laying on his back. Tape a paper to the bottom of a table. Lay on your back to paint.	Visit the Art Museum and learn about your favorite works of art.
PLAY!	Torn Paper Art: Tear paper and glue pieces onto a large piece of paper.	Claude Monet: He painted his beautiful French gardens. Paint a bridge and then use sponges to create greenery. Use fingertips to paint flowers.	Picasso: Use Sculpy brand clay to make a Picasso face. www.kidsactivitiesblog.com/48797/picasso-inspired-tree-ornaments	Andy Warhol: Andy was a modern artist. Trace a hand on bright paper. Cut it out. Glue it to another bright paper. Dip hand in black paint and press on top.	Kandinsky Trees: Cut a black tree trunk out of paper and glue to a larger piece. Cut circles for leaves and fill with smaller circles in different colors.	Visit the Library
PLAY!	Painting: Place several teaspoons of different colors of paint on paper. Cover with wax paper and spread with craft sticks.	Shaving Cream Painting: Mix heavy shaving cream and paint. Finger paint.	Jackson Pollock: Drip or splash different colors of paint on a paper to create an abstract design	Freeze different colors of paint in an ice cube tray with a craft stick handle. Use to paint and mix colors.	Can you find your house on Google Maps: www.maps.google.com	Take a Saturday class at the Grand Rapids Art Museum-GRAM www.artmuseumgr.org/gram-studio
PLAY!	Talk about the five senses. Take a walk and on a note pad list all the sounds heard and vibrant colors seen.	Fingerprint Fall Trees: Mix fall colors and use fingerprints to make the trunk and all the fall leaves on the tree.	Think of 5 words that rhyme with: tree blue red pink green	Draw several characters from the newspaper cartoon section.	Talk about what do you like/dislike about being an artist. Which type of painting do you enjoy most?	Teach the children to set and un-set the table.

Little Red and the Very Hungry Lion

by Alex T. Smith



Approaches to Learning: Have you ever heard of the fairy tale called, Little Red Riding Hood? (Review it orally or by reading.) How are these stories the same? How are they different. Many new books have been written on old fairy tales by giving them new characters and settings. These new versions of old fairy tales are called Twisted Fairy Tales of Fractured Fairy Tales. Why are these names good ones for changing an old story?

Little Red was very good at telling the lion how to behave and respect the people around him. She gave him clear directions and he listened to her. She did not let him do his naughty ideas by being very clear with him. What directions and guidance did she give him? Re-read a few examples. Rules guide us everyday. Review the established rules for your setting.

Creative Arts: Discussion: What were some fun and creative drawings in this story? Little Red loved to wear her hair twisted and braided. Draw a self portrait and give yourself a creative hair style. How would you love to wear your hair?

Make a wolf by using a paper plate, brown tissue paper and brown, black and white construction paper. Tear the tissue paper into small pieces and paint with thin glue onto the paper plate. Cut two circles (larger white and smaller black) for each eye and glue on top of the brown plate. Cut brown triangles for ears and glue in place. Cut a large oval for the nose and glue it on pointing downward. Cut a small black circle for the end of the hose.

Language and Early Learning Development: Introduce the following words that the children will hear in the story before you read it: **gobbled, mounds, leaping, naughty, squeezed, disgusting, gigantic grimy, warthogs, meerkats.** Vocabulary gains are greatest if the words are discussed directly before, during and after the reading. Talk about what each word means before the story. Show pictures of each word if possible as well. Show the children what each word looks like as it is written.

Dual Language Development: This is a wonderful story to use for dramatic play. Find a cape for Little Red and a nightgown for Grand-mother and have fun.

Technology Literacy-Early Learning and Technology: Use a computer to watch a few versions of Little Red Riding Hood:
www.youtube.com/watch?v=uaWHWO4Z5ic&vl=en
www.youtube.com/watch?v=RT-EwqgHqCk

Social, Emotional and Physical Health Development: Little Red realized right away that the creature sitting in her Aunt Rosie’s bed was not her Aunt Rosie. How did she know? What were the first clues?

Discussion: Talk about how and why, in real life, it would not be good to squeeze yourself into someone’s night-gown and bed. Talk about how these things can contribute to the spread of illness and disease. We need to be careful with the sharing of cups, hats, dishes, clothing and foods.

Little Red was not afraid to teach the lion a lesson and was not at all afraid of this stranger in her aunt’s bed. This can only be silly and funny as it is fiction. Talk about how this would be handled differently in real life. What are some feelings that you would have in real life? (fear, nervousness, terror, etc) Talk about how you would communicate a danger and how to get immediate help in dangerous situations.

Little Red told the lion that he had gigantic, grimy teeth and made him brush his teeth. Talk about oral health and the daily care that teeth need to stay clean and healthy.

- Mathematics:** Use sentence strips on sections of the story to work on story sequence. What order did these things happen in the story?
- Aunt Rosie called Little Red to bring her medicine for her spots
 - Rosie walked through the forrest and saw many types of animals
 - Rosie met a lion who had a naughty plan
 - Little Red arrived at Aunt Rosie’s house and decided to teach the lion a lesson
 - Little Red, Aunt Rosie and the lion all ate donuts together

Play the Little Red Number Race. Roll a dice to get to Auntie/Grandma’s house. Children take turns rolling one die. Each time a child rolls they count the number and add it to the last number total. The first child to get to the designated number (or higher) wins. Select the desired number goal based on the child’s number knowledge. 10, 20, 30, etc.

Science: Where could this story have taken place? Think about what type of environment would have giraffes, crocodiles, monkeys, gazelles, elephants, meerkats, hippos and warthogs and where they could live and play. There is a relationship between the type of plants and topical growth and the animals that live there. Talk about if these animals would live in a desert(dry and hot with little plant life), tundra (cold, icy and snow-covered), rain forest (lush greenery with lots of trees and flowers and plenty of rain and water) or the grassy plains (tall grass with little elevation and few trees).

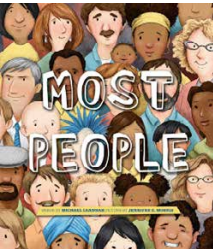
Social Studies: Aunt Rosie was a member of Little Red’s family. Have a discussion about who is in each child’s family. What are the names of aunts. uncles, sisters, brothers, cousins? What do you call your Grand-mas/Grandpas? Record the different names for this. Talk about how every family is the same and different and has their own unique traditions and celebrations. What are your favorite celebrations? What foods do you eat? What do you do? Who is there?

OCTOBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Special Days: Columbus Day World Animal Day Dental Hygiene Halloween	Talk about fire safety. Discuss a fire escape route for the setting and have a drill.	Discuss Harvest time. What does if mean? What crops are grown in your area. Examine a sample of each fruit or vegetable. Draw several.	Paint with an ear of corn. Roll it onto several paint colors and then onto paper to create a colorful design.	Harvest begins with the letter “H”. What other words begin with “H”? Use stick pretzels/pasta to make H, A, E, F, I, K ,L, M, N, T, V, W, X , Y and Z	Sort Squash/Gourds: Put them in order of size and sort by shape, color. Weigh them and record the size.	Visit the Library
PLAY!	Squash/Pumpkin Relay: Use small sizes to do spoon relay. Pass the pumpkin in a circle to music.	Talk about daily hygiene routines. Use mirrors and practice how to brush teeth.	Christopher Columbus sailed the ocean to discover America in 1492.(over 500 years ago) Talk about this discovery with a map or globe.	Planting Corn: Place popcorn in a bowl and use tweeters to place one kernel at a time on rows drawn onto paper.	Harvest Box: Place fall items in a box one at a time and have the child feel it only to guess what it is. (corn, apple, squash, pumpkin, pepper, etc)	Gather a bag of fallen leaves. Sort them by size, shape and color.
PLAY!	Little Red wiggled her way around the hippos. Hippos begin with the letter “h”. What other words begin with an “H”?	Little Red said the lion had gigantic teeth. A synonym is another word that means the same. Can you think of other words for gigantic? (huge,colossal,etc)	Warthogs: The warthog is a pig with a long face, big nose and large tusks. Look at a picture and use a paper plate and colored paper to make a warthog mask.	Twisted Tales: Talk about how original tales are re-written to create a new twist. Read: The 3 Little Pigs and The True Story of the 3 Little Pigs. Compare.	The Lion in the story had a naughty plan. What does naughty mean? It begins with a letter “n”. What other words begin with an “N”?	Visit the Library Read <i>Twinderella</i> by Corey Rosen Schwartz. Compare to <i>Cinderella</i> .
PLAY!	Read Goldilocks and the 3 Bears and Goldilocks and the 3 Dinosaurs by Mo Willems. Compare. Which is your favorite? Why?	Another twisted or fractured story about Goldilocks is Goldy Luck and the Three Pandas by Natasha Yim. What does this teach about another culture?	Let the child dictate a sentence. Write it, read it, cut it into words and then put the sentence back together.	Gazelles run in packs and can go up to 50 miles per hour. Have children run in a group on a course or track and time them. Practice and repeat.	Establish the concept of a quiet place where the child may go with a favorite book or toy. They may also use this as they are working through feelings or need to rest.	Talk about “Stranger Danger”. What should you do as approached by a stranger in various scenarios? Discuss.
PLAY!	Play “I am thinking of”. Describe an animal you are thinking of and let others guess what it is.	Pour salt or sugar in a flat box lid. Practice writing numbers, shapes and letters in the mixture.	Trace pumpkin stencils of various sizes. Cut out and sort.	Create a huge pumpkin on paper with pencil. Paint with orange and green.	Little Red and Red Riding Hood liked the color red. make a kist of things that are red.	Take a picture of the child in their Halloween costume. Dictate a story about it.

Most People

by Michael Leannah



Approaches to Learning: The title of this book is “Most People”. Have a discussion on what you notice about the illustration on this book cover? Do the people all look the same? What types of differences do you see?

Look at several pages of the book to talk about how people are helping others? What examples of that did you see? Did the helpers all look the same? Can you think of someone that may need your help that you could assist?

Creative Arts: Make a collage of either small colorful paper circles or use a paintbrush to paint small colorful dots on a paper the has a title: “Sprinkle Kindness Like Confetti”. Make a beautiful array of kindness and then discuss the kind deeds you have done as you create this collage. What colors come to your mind as you think of kindness?

Language and Early Learning Development: Introduce the following words that the children will hear in the story before you read it: **most, trouble, strangers, bully, destroy, frowning, kind**. Vocabulary gains are greatest if the words are discussed directly before, during and after the reading. Talk about what each word means before the story. Show pictures of each word if possible as well. Show the children what each word looks like as it is written.

After you read the book one time and introduce the new vocabulary, invite the child to read this book with you and follow the sequence below for every page:

P-Prompt a child to say something about the page

E-Evaluate their response

E-Expand their response by adding new information or rephrasing

R-Repeat the initial prompt to see what they now understand

Dual Language Development: Talk about applications of kindness that the child is familiar with. As part of your discussions, hold a “kindness” sharing session. Children can share stories and pictures they have drawn about kindness and being good to one another. Discuss how you can show kindness and how it makes you feel. Talk about ways children can help each other. Here are a few simple ideas:

- Say hello and smile at people.
- Be extra kind to people in your life; be courteous, and say please and thank you.
- Offer to let a classmate go first in a game.
- Share your toys.
- Do what Mom or Dad asks you to do
- Help to clean up your classroom and playground.

Take pictures of children smiling and display the friendly faces. Talk about how you feel when someone smiles at you.

Technology Literacy-Early Learning and Technology: Technology connects us to people from all over the earth. It teaches us new things and can also be used for entertainment. Look at the site below to see pictures of smiling people who live all over the world. Tell us one thing you learned from looking at the pictures. Which ones are your favorite? Can you draw one?

www.pinterest.com/sanbrunson/smiles-all-around-the-world/?lp=true

Social, Emotional and Physical Health Development: The world can be a scary place. Adults want children to be aware of dangers, but shouldn’t kids be aware of kindness too? Children should also have some techniques for resolving conflict so that kindness prevails in this process as well. Some of the ideas around conflict resolution can be modeled by the teacher/caregiver such as: responding calmly, comforting the child, gentle touch, ask curious questions, redirect and avoid conflict, ask a child if they would like to share, teach kindness and display gratitude often.

Have the child draw a picture of something they do that “bugs” someone or that someone does to them. Talk about peaceful ways that this could be resolved.

Mathematics: The title of this book and other sentences inside use the language of mathematics. The word MOST gives can idea of how many. The word FEW also gives an idea of the number of people. Use objects and real life examples of the following words. The more children here these words in a natural way as they play, the more they will increase understanding of important math vocabulary. Have fun with the following words:

Sorting: sort, order, shortest to longest, biggest to smallest

Number operations: first, last, pairs, how many, fewer than, more than, most, least, same as, equal, guess, estimate, addition, add, subtraction, take-away

Geometry: square, triangle, circle, rectangle, round, flat, line, corner, edge

Science: Can you explain more about the idea that MOST people are very good based on your own experiences? Tell about examples you have seen where people have been good to you or someone else. Predict what could happen in the world if we could spread good.

Social Studies: Use an ink pad to have each child make a thumbprint in the center of a piece of paper. Then use a magnifying glass to examine the thumbprints. How are they alike? How are they different?

Next have everyone make another thumbprint on their own paper and draw around it to create a unique animal.

Discuss that even though we all are people or part of the same family, our fingerprints make us unique and are different. It’s also likely that every child created a unique thumbprint animal. We don’t look alike or think just alike. The world is made up of unique people.

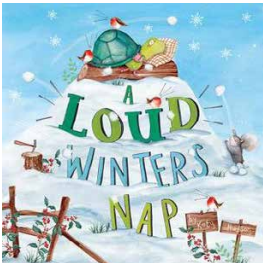


NOVEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Special Days: Veteran’s Day Day of Tolerance World HELLO Diwali Thanksgiving	Teach how to cover a sneeze. Use water in a spray bottle to demonstrate how a sneeze may spread germs into the air.	Do you know a veteran? Explain what this is and why we have freedoms.	Write each of the child’s friend’s names on a card. Try to identify them.	Mitten Match: Throw a huge pile of gloves and mittens to the floor. Ready, set, match them. How long does it take?	Practice dressing in winter clothing: snow pants, boots, coats, mittens, hats, scarf. Where will they be kept?	Visit the Library
PLAY!	Teach the word Hello German – Guten tag Spanish – Hola Hebrew – Shalom www.ethnolink.com.au/translation-blog/240-how-to-say-hello-in-50-different-languages	Friendship Bracelets: Use pipe cleaner and beads to make 2 or more bracelets that are alike. Give them to a friend.	Examine a brown egg and a white egg on the outside and crack it open. Make a chart of how they are the same and how they are different.	Read The Name Jar by Yangsook Choi. Talk about what your name means and ask your Mom why she selected it for you.	Keep it UP: Children stand in circle. Put 3-4 beach balls in the air. Work together to keep them up. Game over when they are all down.	Practice crossing the street and looking both ways. Talk about all crossing lights and signals. If you have a dog teach them to sit before crossing.
PLAY!	Allow each child to select a small paper person that matches their skin-color. They decorate them and place them all holding hands on a display.	Talk about a service project that your class or family may do to help other children in your community. Plan for it and complete it.	Words Can Hurt: Talk today about how good friends use only kind words to each other. How do you feel when a friend uses unkind words to you?	Friendship High 5: Trace the child’s hand and cut out. Put a friend’s name on the palm. Write on each finger a thing you love about this friend.	Who Am I? One child thinks of an animal. Others ask yes or no questions. Do you fly? Are you small? Do you have fur? The one who guesses correctly is next.	Visit the Library
PLAY!	Talk about how people can be different and how they can be the same. In America we are proud of so many different Americans.	Cut vegetables: peppers, potato, cauliflower, corn on the cob to make prints with tempura paint. Which of these vegetables is your favorite?	Use a turkey baster to transfer water from one pan to another.	Make a list of things you are thankful for. Ask friends and family to add to your list.	Thanksgiving begins with a “th”. Make a list of all words you can think of that begin with “th”.	What Kind of Turkey are You? Act out the following: big, small, happy, silly, sleepy, sad, mad, loud, etc. Dictate a turkey story.
PLAY!	Toss a ball to play catch with a friend. Can you each throw a ball so it hits a target 5 feet away?	Take pictures of the children playing with others nicely and have the child dictate sentences to describe the experience.	People begins with the letter “P”. Make a list of other items that begin with the letter “P”.	Big Feet, Little Feet: Use shoes from various family or class members. Trace around them on paper with a marker. Cut them out and arrange them from smallest to largest.	Practice the following skills: Snap Zipper Button Tie Buckle a Belt Close Velcro	Make a grocery list with the child. Go shop and ask them to help identify items. Invite a friend for dinner.

Loud Winter’s Nap

by Katy Hudson



Approaches to Learning: When is the last time you talked about tortoises? What is a tortoise? Have you ever had a turtle for a pet? What can you tell me about a tortoise? What would you like to learn about tortoises?

Look at the cover of this book. The title is “A Loud Winter’s Nap”. As you look at this illustration, can you guess what is going to be loud about the tortoise’s nap?

Have you ever changed your mind about something? You thought you wouldn’t like something and then you found out that you did like it? Share some examples of this. This happens to the main character in this book. After the story is read, please tell what has changed for the tortoise.

Creative Arts:

Snowy Scene: Have children draw a picture of themselves and their friends playing outdoors on a piece of blue construction paper. Oil pastels work well on colored construction paper. Pour a small amount of white tempera paint onto a small plate or shallow bowl. Have the children dip a cotton ball into the white paint and press it all around their paper to make snow.

Language and Early Learning Development: Introduce the following words that the children will hear in the story before you read it: **loud, tortoise, grumbled, snuggled, sculptures, groaned, whizzed** and **spun**. Vocabulary gains are greatest if the words are discussed directly before, during and after the reading. Talk about what each word means before the story. Show pictures of each word if possible as well. Show the children what each word looks like as it is written.

What information did you learn from this story about winter? Make a list of all things learned.

Assign roles for the children to act out: tortoise, robin, rabbit, squirrel and beaver. Read the story again and have the children set out their character as the story is read.

Dual Language Development:

Shaving Cream Snow: Children practice writing their name or letters with their finger in shaving cream “snow”. Also write: “t” for tortoise, “r” for robin and rabbit, “s” for squirrel and “b” for beaver. Show a picture of each animal as the letters are discussed

Ice Cube Spin: Give each child one ice cube to place on a counter or table. Use fingers to spin this cube. Who has an ice cube that spins the longest? When you are finished you would say that you have already spun the ice cube. This is how the turtle spun on his shell.

Technology Literacy-Early Learning and Technology: Talk about where the internet browser is on the computer and how to use it. Place the word “turtle” in a browser and learn more about this reptile with a shell. You can print large pictures of a turtle from this site: www.first-school.ws/theme/animals/cp_reptile/cp_tortoise.htm

Social, Emotional and Physical Health Development: In this story the turtle changed his mind about winter after he whizzed along on a sled. He realized how much fun you could have sliding in the snow. Go outside and slide on any type of smooth flat disc or a sled. Can you slide down a hill on your back like the turtle? Race down the hill with a friend. Shout WHHEEEE!

Mathematics:

Graph Mittens/Gloves: Children bring mittens or gloves from home. We graph them on the floor mat (into the two categories of mittens and gloves) and compare and count the two sets to see which has the most.

Winter Patterns: Use snowman and snowflake (Martha Stewart or craft store) craft punchers to cut out the pieces from construction paper. Children glue the cutouts on a paper pattern strip. You can do AB, AABB, ABC, ABB, AAB, etc. Make patterns and then make another to match.

Winter Counting: Have children count out the correct amount of paper cutouts to glue onto a large numeral. Find large printable numeral sheets here: www.prekinders.com/large-numeral-printables

Science: There are many kinds of turtles. Some examples are: tortoise, sea turtle, box turtle, snapping turtle. There are 30 species all together. Some turtles and tortoises are endangered. One of the most critically endangered is the leatherback sea turtle. We must protect endangered animals or they become extinct. Talk about what each of the words means.

- extinct: to die out, there aren’t any left alive. Examples are: Pinta Island tortoise, ivory billed woodpecker, Mexican grizzly bear, Javan tiger, Japanese sea lion, golden toad
- endangered species: when an animal or plant species is in danger of becoming extinct.

Some animals in our world that are endangered are: rhinoceros, giant panda, orangutan, polar bear, African elephant, chimpanzee, Siberian tiger, golden lion, jaguar, hawksbill turtle and more.

Michigan endangered animals include: bald eagle, Gray wolf, Indiana bat, Canada lynx

Social Studies: Talk about the consequences of not being a good citizen by helping to protect our environment and world. What happens when you dump trash, oil or chemicals into the lake?

Here are a few things you can do at home to help the environment: turn off the water while you brush your teeth to save water, buy less plastic, do not litter, recycle, turn off the lights when they are not needed, don’t put batteries in the regular trash, don’t use chlorine bleach in the washer and more. Talk about this at home and decide what you can do to.

DECEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Special Days: Winter Begins Hanukkah Christmas Kwanzaa	Make an ABC book that celebrates winter. Have one page for each letter of the alphabet. Illustrate one item for winter on each page.	Bring a tub of snow inside. Draw letters in the snow and then use it to build a snow village.	Make a list of all the words you can think of to describe winter	Play Red Light, Green Light	Snowmen Art: Glue 3 paper doilies (small, medium and large) onto large blue paper. Decorate(glue)snow-man with any scrap craft materials	Visit the Library
PLAY!	Tortoise begins with the letter “T” Make a list of many objects that begin with a “T”. Practice drawing small and capital T’s.	Beaver is the national animal of Canada. They build dams and lodges out of twigs. Use stick pretzels and mini marshmallows to build lodges.	Squirrels eat nuts. Get a bag of mixed nuts in the shell. Identify them and use for sorting, counting, estimating. Read “Those Darn Squirrels” by Adam Rubin.	Rabbit Relay: Hop in a pillowcase to get a carrot and hop back to the start with the carrot in hand.	Talk about avoiding strangers and the procedures to follow if lost. Review how and when to dial 911.	Go sledding: You can make a homemade sled by flattening a cardboard box and covering it with a garbage bag. Tape it smooth with duct tape.
PLAY!	Snowball Toss: Make a pile of snowballs. Throw them at a target or into a basket. Toss them to a friend and play catch.	Robin is the official bird for Michigan. Make a robin. Fold a circle in half for the stand up body. Color the lower half red. Paper beak, feathers	Trace a large mitten onto paper. Cut out and punch holes around the edges of the mitten. Lace yarn through the holes	Use cookie cutters to trace and cut out gift tags.	Decorate gingerbread people or other cookies with frosting and small candies.	Visit the Library
PLAY!	Read your favorite holiday stories	Wrap holiday gifts with plain white paper. Use sponges and paint to stamp them. Cut sponges into triangle trees and balls.	Red, Green and Blue are holiday colors. Name other objects that are the same color as one of these.	Play what’s in the box with common objects. (ie. shoe, hat, bell, fork, cup). Give hints and answer questions until a correct guess.	Take pictures of children playing in the snow. Dictate and write sentences for each picture.	Count and group mini marshmallows. Make hot chocolate and use marshmallows on top.
PLAY!	The opposite of LOUD is QUIET. Make a list of opposite word pairs.	Light a candle to represent each day of Kwanzaa. Talk about what they stand for.	Identify persons that the child can go to in an emergency situation. What is an emergency situation?	National Thank you note day. Dictate and sign note for any holiday gifts you received	Talk about your wishes for the world for the New Year. What is one thing you would change in the world if you were in charge?	Practice a countdown for the New Year and count backwards: 10,9,8,7,6,5,4,3,2,1 Happy New Year!

Technology Resources for Young Children

Websites for Parents and Caregivers

BabyCenter – www.babycenter.com

A comprehensive, dynamic and informative site for parents starting with prenatal care and extending to late childhood with chat rooms, articles from experts, and discussion boards.

Be Active Kids – www.beactivekids.org

An innovative, interactive physical activity, nutrition and food safety curriculum for preschoolers designed to develop positive physical activity and nutrition habits for a lifetime of good health.

Born Learning – www.bornlearning.org

A public engagement campaign that helps parents, grandparents and caregivers explore ways to turn everyday moments into fun learning opportunities. Web content is available in English and in Spanish.

Child Fun – www.childfun.com

A family website with many things of interest to adults and kids—craft ideas, coloring pages, newsletters, and forums.

Colorín Colorado – www.colorincolorado.org

A free web-based service that provides information, activities and advice for educators and Spanish-speaking families of English language learners (ELLs).

Everything Preschool – www.everythingpreschool.com

This site contains over 30,000 Preschool Education Activities separated into over 100 Themes, 26 Alphabet Areas, & Lesson Plans. Parents and child caregivers can adapt the activities to their own situation.

Family TLC – www.familyTLC.net

Parenting tips, family activities, articles on child development, and many child-friendly and age-appropriate activities are featured on this site.

First Steps – www.firststepskent.org

Provides resources and links for parents and caregivers in Kent County. It also provides information about the early childhood systems building with information on First Steps, the Great Start Collaborative and the Great Start Parent Coalition.

Get Ready to Read – www.getreadytoread.org

A website that provides parents, educators, health-care professionals, and all advocates for children with information to build early literacy skills by integrating emergent literacy screening and learning activities into routine early childhood education, child care, and parenting practices.

Grand Rapids Public Library – www.grpl.org

Search for books, movies, and music. View the Upcoming Events to see story times and other family events. Explore the Kids section to see how talking, writing, reading, playing, and singing are important for kids of all ages.

GR Kids – www.grkids.com

A website for parents of kids from 0-12 years old, including a comprehensive event calendar, giveaways, blog, day camps, classes, links to area parks, academic resources and area story times.

Kent District Library – www.kdl.org

Search for books, movies, and music. View the calendar to see upcoming story times and other family events. The Early Literacy section has printable activities, reading resources, and more!

Kids Health – www.kidshealth.org

An all-encompassing site that will appeal to parents, kids, and teens. Practical parenting information, homework help, teen advice and straight talk from professionals throughout the world as well as doctor-approved health information about kids from birth through adolescence make up the core of this site.

Parents as Teachers – www.parentsasteachers.org

Parents as Teachers is the over-arching program philosophy of providing parents with child development knowledge and parenting support.

ParentTime – www.parenttime.com

This website offers free advice for parents and parents to be. Offers comprehensive parenting tips on pregnancy, newborns, and infants.

PBS – www.pbs.org/parents

Parent's guides to children's media, early math, and raising boys are just a few of the ones available online. Click on Fun and Games for a wealth of activities to do with your child.

PNC Grow Up Great – www.pncgrowupgreat.com

A comprehensive, bilingual, school readiness initiative to help prepare children from birth to five for success in school and in life. Website offers tips and activities.

Preschool Rainbow – www.preschoolrainbow.org

Provides information and resources on preschool activities and lessons, as well as parenting tips and products.

Reading Rockets – www.readingrockets.org

Offers a wealth of reading strategies, lessons, and activities designed to help young children learn how to read. Content offered in English and Spanish.

RIF-Reading is Fundamental – www.rif.org

Parents can click on topics such as motivating your child to read, choosing good books, reading aloud, activities and articles. Kids can find games, online books, and activity labs.

Teaching Tolerance – www.tolerance.org

This site is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences.

Zero to Three – www.zerotothree.org

Lots of information on infants and toddlers for both parents and professionals.



Websites For Kids

Fun Brain – www.funbrain.com

Who ever thought learning math could be so much fun? Test your math skills with these fun and interesting games. Includes some teacher and parenting resources.

A to Z Animals – a-z-animals.com

A website that is an A-Z encyclopedia of animals children can explore to learn more about their favorite animal.

Mother Goose – www.mothergoose.com

This site offers FREE games, crafts, rhymes, stories, videos, recipes and clip art for young children, families and teachers.

Sesame Street – www.sesameworkshop.org

Games, videos and activities for preschoolers brought to you by the characters of Sesame Street.

Starfall – www.starfall.com

A free website to teach children to read with phonics. For preschool/kindergarten.



The Great Start Collaborative of Kent County serves as the local infrastructure for governance, planning, investment, and innovation for Michigan’s Great Start system. Our collaborative is part of a network of 55 Great Start Collaboratives working in every county in Michigan through the Michigan Office of Great Start.

Charged with ensuring that all children birth to age eight, especially those in highest need, have access to high-quality early learning and development programs and enter kindergarten prepared for success, the Office of Great Start has outlined a single set of early childhood outcomes against which all public investments will be assessed:

- Children born healthy
- Children healthy, thriving, and developmentally on track from birth to third grade
- Children developmentally ready to succeed in school at the time of school entry
- Children prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade

Kent County’s Great Start Collaborative works to ensure that the Office of Great Start’s outcomes and recommendations are realized in our community through the collaborative efforts of parents of young children, members of the faith and business communities, local philanthropic organizations, educators, and leaders of the local public agencies providing the majority of early childhood services in the community. The Great Start Collaborative assesses the needs of young children and families in their communities, identifies community assets for addressing those needs, and plans for systemic change.

Visit www.greatstartkent.org to learn more!



Who are we?

The Great Start Parent Coalition (GSPC) is a group of parents and caregivers dedicated to informing, shaping, and supporting the early childhood work in their community. The GSPC provides training in leadership and advocacy skills to build public support for early childhood investment and a stronger voice for children, preparing them for success in school and life.

Come to a Parent Coalition Meeting!

The Parent Coalition meets one Thursday night a month. Visit www.greatstartkent.org for meeting topics and locations. We provide free dinner, free childcare, and professional development credit for childcare providers through Great Start to Quality. Come learn, network with other parents and caregivers, and enjoy an evening out!

Participate in our Diaper Drive!

Want to make a difference in the lives of babies around Kent County? Help us keep ‘em covered by participating in the GSPC’s Diaper Drive! Find out how you can get involved in our ongoing diaper drive at www.diaperdrivekent.org



Early Learning Communities

First Steps is an independent, influential and neutral entity that leads the community’s efforts to strengthen and coordinate early childhood services in Kent County. By investing in our youngest children, we can ensure a stronger, more prosperous future for all. Our community vision is that every young child in Kent County will enter kindergarten healthy and ready to succeed in school and in life.

What We Do:

- Landscape scans of Early Childhood in Kent County to identify and document gaps and needs in services and funding
- Public Education Campaign on the importance of Early Childhood
- Host community events to build a consensus agenda
- Identify dedicated funding streams

Visit www.firststepskent.org for more information.

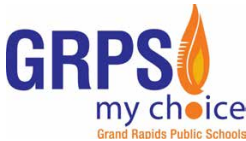
Early Learning Communities

Early Learning Communities is a collaborative, community-based partnership to enrich the quality early learning experiences of young children by strengthening the skills of early childhood caregivers and educators. Grand Rapids Community College, First Steps, and the Grand Rapids Public Schools are leading the initiative, in partnership with many other community organizations.

How It Works:

Early Learning Communities hosts Play and Learn groups throughout Grand Rapids at a number of elementary schools and community organizations—all held during different days and times. If you are a parent or caregiver of a child between the ages of two to five, join us for this free, weekly, 90-minute program to learn about child development, early reading strategies and positive discipline. While you play with your children, you’ll get great ideas of things you can do to prepare them for success. The curriculum for the Play & Learn Groups is aligned with Michigan Department of Education expectations for kindergarten readiness. Receive free books when you attend.

Early Learning Communities works with a number of community partners to continue to strengthen the relationships between children, their families and caregivers, and their schools in order to make the transition into Kindergarten as smooth, comfortable, and successful as possible.



For information on Early Learning Communities and Play and Learn groups, visit www.grcc.edu/earlylearningcommunitiesplayandlearngroups

Katie L.



Kent District Library Early Literacy Headquarters for Kent County Families

For a list of programs such as our free Early Childhood Essentials classes for caregivers and parents plus a full menu of story time options for all ages, visit www.kdl.org.

Visit our KDLville interactive early literacy play spaces available at each KDL branch.

Alpine Twp. Branch

5255 Alpine Ave. NW

Alto Branch

6071 Linfield Ave.

Byron Twp. Branch

8191 Byron Center Ave. SW

Caledonia Twp. Branch

6260 92nd St. SE

Cascade Twp. Branch

2870 Jacksmith Ave. SE

Comstock Park Branch

3943 W. River Dr. NE

East Grand Rapids Branch

746 Lakeside Dr. SE

Englehardt Branch

200 N. Monroe St. (Lowell)

Gaines Twp. Branch

421 68th St. SE

Grandville Branch

4055 Maple St. SW

Kentwood (Richard L. Root) Branch

4950 Breton SE

Krause Memorial Branch

140 E. Bridge St. (Rockford)

Plainfield Twp. Branch

2650 5-Mile Rd. NE

Nelson Twp. / Sand Lake Branch

88 Eighth St.

Spencer Twp. Branch

14960 Meddler Ave.

Tyrone Twp. Branch

43 S. Main St. (Kent City)

Walker Branch

4293 Remembrance Rd. NW

Wyoming Branch and the Library for the Blind and Physically Handicapped

3350 Michael Ave. SW



KDL
Kent District Library
www.kdl.org

616-784-2007
18 locations, 1 convenient
phone number
Long distance call 1-877-243-2466



What is the best gift you can give your child? A library card!

Visit one of our 8 easy locations!

Main Library

111 Library Street NE ■ 616.988.5400
Mon–Thu 9:00–9:00 | Fri–Sat 9:00–6:00
Sun 1:00–5:00*

*Labor Day to Memorial Day

Madison Square Branch

1201 Madison SE ■ 616.988.5411
Tue–Wed 10:00–6:00 | Thu 12:00–8:00
Fri–Sat 10:00–6:00

Ottawa Hills Branch

1150 Giddings SE ■ 616.988.5412
Tue 10:00–6:00 | Wed 12:00–8:00
Thu–Sat 10:00–6:00

Seymour Branch

2350 Eastern SE ■ 616.988.5413
Mon–Tue 12:00–8:00 | Wed–Thu 10:00–6:00
Sat 10:00–6:00

Van Belkum Branch

1563 Plainfield NE ■ 616.988.5410
Tue 10:00–6:00 | Wed 12:00–8:00
Thu–Sat 10:00–6:00

West Leonard Branch

1017 Leonard NW ■ 616.988.5416
Mon–Tue 12:00–8:00 | Wed–Thu 10:00–6:00
Sat 10:00–6:00

West Side Branch

713 Bridge NW ■ 616.988.5414
Tue–Wed 10:00–6:00 | Thu 12:00–8:00
Fri–Sat 10:00–6:00

Yankee Clipper Branch

2025 Leonard NE ■ 616.988.5415
Mon–Tue 12:00–8:00 | Wed–Thu 10:00–6:00
Sat 10:00–6:00

Ride to Read: Ask at the desk of any Grand Rapids Public Library about free round trip bus rides on a Rapid bus to and from the library!

There's so much to see and so much to do at the Grand Rapids Public Library!

Taking your children to the library is one of the best and most important things you can do for them. Put a monthly visit to the library in your plans for spending more time with your children.

Books

Magazines

eBooks/ eAudiobooks

Summer Reading Challenge

Movies

Music

Storytimes

One Book, One City for Kids

Holiday Programs

Craft Programs

Play areas

1000 Books Before Kindergarten



616.988.5400 ■ www.grpl.org

Learning... on the go!

At Home:

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

Doing Laundry:

Laundry is a frequent activity that young children love to join in — from watching clothes tumble to matching up socks. Laundry activities can build math and cooperation skills. Feeling useful also helps children feel good, which encourages them to continue to want to be helpful. Your child can:

- Make piles of the light clothes and the dark clothes.
- Find matching pairs of socks.
- Find all the shirts to put into a pile for folding.

At Meals:

For many, meals are a time when the whole family comes together. Mealtime discussions can help your child's development and foster learning. Mealtime interactions help children use language to analyze sequence, and predict while promoting a joy of language.

- Ask your child to tell you a story about their day or tell them a story about your day.
- Create family traditions at meal times such as a song that you always sing or a game like "I Spy" that you always play.
- Let your child help make the meal – tear the lettuce for the salad, stir the spaghetti sauce or put napkins on the table.

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

At Bedtime:

Help your child wind down at the end of the day and discover ways to make bedtime less stressful and more calming for all involved. Creating a bedtime routine that your child comes to expect makes the transition from an active day to a quiet time easier.

- Create a consistent bedtime schedule that your child can count on.
- Create traditions: First, we take a bath and brush our teeth, then we read a story, give a kiss and go to sleep.
- Your preschool child can take an active role in planning bedtime traditions and use special time for listening to stories, making up stories or for talking about the day.

Traveling:

Are we there yet? Turn that trip or errand into a simple, fun learning game that helps your child make sense of the world around her/him. Use driving time to enhance your child's natural curiosity and find ways to interact and connect with your child.

In the Car

Use car time to talk about your child's day. Ask specific questions: ("Did you draw in preschool?" or "Did you eat a cheese sandwich?") Talk with your child about where you are going in the future ("We are going to the market on the way home") to help him/her develop thinking and planning skills. Use car travel as a time to sing. Play a tape or CD, or sing songs you know or love.

On the Bus:

Riding public transportation exposes your child to different people and new things.

On a Walk:

Taking your child on a walk is not only good exercise, but also allows them to experience nature and learn about the outdoors. Focus on the present moment and being with your child. Look at the walk through your child's eyes. How might a bug look to your child? What sounds do cars or birds make? Is it cloudy, warm or cold?

- Make up rhymes or sing marches as you walk. Try walking and singing or chanting fast, then slow.
- Help your child learn to be safe by stepping at corners and driveways and showing him or her to look both ways for cars.

Public Places:

Errands can equal education. Your everyday outing or errands can be a chance to connect with your child and to encourage her/his early learning.

At the Grocery Store:

Learn valuable tips to help keep you and your child's trips to the grocery store stress free and educational.

- Let your child make food choices. Should we buy apples, oranges or grapes today?
- Have your child find the items listed in your coupons.

At the Park:

Parks and playgrounds are very active places for children. Discover ways to transform activity into learning.

- How fast can you run toward the big tree?
- Which slide is bigger, the red one or the silver one?
- Have your child count the number of swings.

At the Library:

Libraries are full of learning opportunities and are wonderful places for exploring language and books.

- Fill out an information card for your child's own library card.
- Ask your child to pick out their favorite topic in the children's section.
- Teach your child about proper care and borrowing and returning books.



FREE PRESCHOOL

success starts **early.**



CALL NOW FOR OPENINGS

When you are looking for preschool for your 3- or 4-year-old, consider the free options that may be available. Some families will qualify for a Great Start Readiness preschool opening through Kent County school districts or select private centers. Others will qualify for Head Start preschool.

Both Great Start Readiness and Head Start offer a quality preschool program, nutritious food, family support, health and educational assessments, and accommodations for children with special needs. In some areas transportation is available as well.

Children may start preschool from September through February if openings are available and as new offerings occur. Once your child starts preschool, focus on attendance. Good attendance habits start in preschool, and attendance in kindergarten is a big factor in long-term school success.

CALL TODAY!

ACCEPTING APPLICATIONS NOW!

616.447.2409

SuccessStartsEarly.org
FreePreschoolKent.org

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CARE ABOUT QUALITY

success starts **early.**



FIND THE BEST FOR YOUR CHILD

Greatstarttoquality.org makes it easy for you to identify quality child care and preschool, helping you get the best for your child and the most for your money.

A 5 Star rating system is in place to help you make a good choice. Always ask, "How many Stars do you have?" You can award your own "Stars" based on your child's happiness when you visit the site.

State quality standards for care are based on safety, professionalism and early learning.

Once your child starts preschool, focus on attendance. Good attendance habits start in preschool, and attendance in kindergarten is a big factor in long-term school success.

NEED HELP FINDING QUALITY FOR YOUR CHILD?

greatstarttoquality.org
successtartsearly.org

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LEARN MORE!

SAFE PLACES

success starts **early.**



EVERY CHILD NEEDS TO FEEL SAFE

It's a basic human need to be safe, protected, and loved.

When your little one feels safe and secure, he will have the energy to explore, listen, and develop all the brain power he will need for the rest of his life.

When your child grows up in a peaceful, calm, and happy home, she will be healthy and able to focus on learning her very first skills.

If your home was built before 1978, have it tested for lead poisoning hazards.

Might your child have asthma? Clean air in the home is as important as medicine.

Keep conversations peaceful and calm around small children.

Store poisonous chemicals out of reach of children... not under the kitchen sink.

CALL TODAY!

NEED HELP WITH A HEALTHY HOME?

616-241-3300 for help with your home safety
616-336-3909 for help with a peaceful home environment

successtartsearly.org
healthyhomescoalition.org
network180.org

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GOOD HEALTH

success starts **early.**



HELP YOUR CHILD GROW UP HEALTHIER, SMARTER, AND STRONGER

Your child can't learn when he is tired, hungry, restless, or sick.

Every child needs plenty of rest, fresh fruits and vegetables, outdoor exercise... and checkups with the trusted doctor and dentist you see regularly.

Start each day with breakfast and make time for a healthy lunch.

Make time for lots of physical play, and plenty of rest, every day.

Brush teeth after every meal and limit sugary drinks such as juice and soda.

CALL TODAY!

NEED HELP WITH FINDING A DOCTOR OR DENTIST?

Health Net of West Michigan
616-726-8204

SuccessStartsEarly.org

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Important Dates to Remember

January	February	March	April	May	June
July	August	September	October	November	December

Emergency Phone Numbers

Emergency Fire/Police/Ambulance	911
Poison Control	
Police Department (non-emergency)	
Fire Department (non-emergency)	
Hospital or Urgent Care	
Dentist	
Doctor's Office	
Electric Company	
Water Company	
Gas Company	
Phone Company	
Insurance Company	
Location of Fuse Box	
Location of Fire Extinguisher	

Other Important Phone Numbers

This calendar provides a year-long guide of literacy and early learning activities featuring the Michigan Early Learning Standards of Quality for Pre-Kindergarten. The literature featured always includes a selection of new books that should foster opportunities for higher level learning and rich vocabulary. Photos feature children and caregivers who attend the Early Learning Communities groups sponsored by Grand Rapids Community College and First Steps from Kent County, Michigan.

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For contact information on our calendar partners visit:

First Steps: www.firststepskent.org

Great Start of Kent County: www.greatstartkent.org

Grand Rapids Public Library: www.grpl.org

Kent District Library: www.kdl.org

Schuler Books and Music: www.schulerbooks.com



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KDL
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www.kdl.org