



!

*Dear Parents,*

*As your child*

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# Language and Literacy

## *Parents can support learning by...*

- Having conversations with your their child; ask questions; "Tell me about..." or "What did you think/feel/do..." etc.
- Gathering a variety of books to read to your child, by going to the local library, sharing with other families, thrift stores. Encourage your child to retell familiar stories.
- Making books with your child using photographs, magazine pictures or your child's drawings. Children can make up stories & adults can print the words.
- Naming letters or make letter sound as you print child's name or other familiar words.
- Telling nursery rhymes, family stories, & singing in the car or on walks.
- Pointing out familiar signs in the neighborhood of stores, restaurants, or safety signs to promote recognition/reading environmental print.
- Using letters cut out of magazines, newspaper ads or junk mail to use for word making activities. These can also be used to make bingo or memory matching card games.
- Playing games such as Simon Say's to increase understanding of directional words.

*By the beginning of Kindergarten your child should be able to...*

- *Use short sentences to make his/her wants & needs known.*
- *Use/know meaning of simple words; body parts, household items and school materials.*
- *Knows directional word; top, under, over, etc.*
- *Listen to a story & shows interest in reading.*
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- *Understand that print carries meaning.*
- *Can print some or all of the letters in their name.*

## Physical

### Parents can support

- Taking immunizations in a schedule
- Establishing tooth brushing and hand-washing as regular habits
- Providing dressed shoes for them to wear
- Spending balanced time outdoors
- Providing felt pens etc. that are safe for the hands
- Teaching the difference between a child's knife and a public knife

- Provide a safe environment for the child to play

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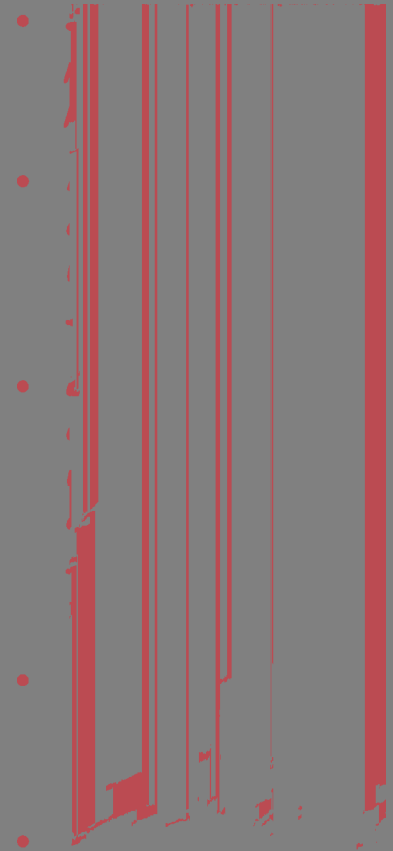
- Be the parent and not the child

- Provide the child with the appropriate play equipment

## Social & Emotional

### *Parents can support*

- Bringing your child to the attention of the importance of social skills
- Planning regular visits with other children and visiting places in the community
- Talking with your child about feelings and describe emotions like sad, scared, and angry
- Looking at books and stories where the character might be feeling the same
- Playing pretend or action figures to express feelings, sharing and taking turns
- Teaching your child to dress themselves, putting on and taking off clothes and give children choices
- Modeling polite behavior throughout daily activities
- Promoting independence by encouraging your child to do things with their own hands
- Playing games that require following directions, with rules like Simon Says, Follow the Leader



## Cognition & G

### Parents can support learning

- Collecting and counting objects with your child; rocks, small toys, household "junk drawer" items. Introduce mathematical vocabulary; empty/full, more/less.
- Printing numbers to match with your child to copy. Counting to 20 while on walks or on the stairs.
- Count through the day; counting stairs, dishes/forks while doing laundry, etc. Introduce your child their age.
- Putting collected items in order from shortest to longest, etc.
- Sorting items by shape, size, color. Play with/toys we eat.
- Reading number books; "The Gruffalo", "Goats Gruff", etc.
- Doing projects with your child. Household repairs, setting the table.
- Asking your child predictions. "Do you think it would happen if we go to sleep at night?" "Do you think it will rain tomorrow?"
- Pointing out and discussing the world around you; "Look outside." "The sun came out this morning?" "Let's watch the clouds."

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- *Count*
- *Recognize number*
- *Count*
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- *Tells*
- *Under different size; in short.*
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- *Under such of heavy.*

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*Show curiosity  
about the world.*

*Ask questions and  
be interested in  
learning new things.*

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- *Have the ability to  
use a wide range of  
media and  
materials.*
- *Express themselves  
creatively.*
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