JANUARY 2020

Daily literacy-building activities to share with your child.

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<td>Draw the numbers 2020 and color them with your child. Talk about the new year.</td>
<td>Play ‘Riddle Me’ I’m orange and round and delicious. What am I? Yes! An Orange!</td>
<td>Discuss things to do this year.</td>
<td>Make up a song using your child’s name.</td>
<td>Weigh your child and write it here ________ Save the calendar to compare next year.</td>
<td>Visit the library and check out a book.</td>
<td>With your child write (and talk about) important dates on a 2020 calendar.</td>
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| **8**  | **9**  | **10** | **11** | **12** | **13** | **14** |
| **Playing** | **Talking** | **Singing** | **Counting** | **Reading** | **Writing** | **Playing** |
| Play ‘Simon Says’ with your child. (Instructions are on the back.) | Look out the window and name all the things that you see. | Sing the Hokey-Pokey song. (Words are on the back.) | Measure your child’s height and write it here ________ Save the calendar and measure again in June. | Ask ‘What do you think will happen next? Before turning the pages of a book. | With your child write “Birthday” on each day in 2020 that is the birthday of a family member. Talk about what you are doing. | Play ‘Follow the Leader.’ Do things and ask your child to do the same. (Touch your head, Turn around, Sit down.) |

| **15** | **16** | **17** | **18** | **19** | **20** | **21** |
| **Talking** | **Singing** | **Counting** | **Reading** | **Writing** | **Playing** | **Talking** |
| Talk about things that made you happy today. | Sing about daily routines. This is the way we make the bed, make the bed, make the bed. This is the way we brush our teeth, etc. | Count all of your child’s fingers and toes. Count all of your fingers and toes. | Be a reading role model. Let your child catch you reading a book, a newspaper, or a magazine. | Write a list of things to do today. Have your child check off each as it is completed. | Go on a scavenger hunt. Look for things that begin with B. Book, bowl, blanket. | Talk about your favorite foods. Ask your child questions about their favorite foods. |

| **22** | **23** | **24** | **25** | **26** | **27** | **28** |
| **Singing** | **Counting** | **Reading** | **Writing** | **Playing** | **Talking** | **Singing** |
| Sing a favorite song in a high voice and then in a low voice. | Measure your feet day! Line up all the family’s shoes and boots. Whose are biggest? The smallest? | Read a book about Arctic Animals. The library can help you find one. | Draw the outline of your child’s hand on a piece of paper. Write the date and have your child “sign” the drawing. Save it. | Let’s dance! Play favorite songs that will inspire your child to do different things like jump and spin around. | Look at a collection of books at the library. Ask your child which they would like to read. Talk about their choice. | Take turns singing parts of the ABC song. Sing it fast and sing it slow. |

| **29** | **30** | **31** |
| **Counting** | **Reading** | **Writing** |
| Say the “Five Little Snowmen” rhyme. (Words are on the back.) | Ask your child to help you create a grocery list. | Make an alphabet poster with your child. Make the letters large and colorful. |
You have been your child’s teacher from the day he or she was born.

You know more about your child than anyone else, and you are in the best position to help your child get ready to read. Whether your child is four days old or four years old, it is not too early or too late to help him or her develop pre-reading skills. You can help your child learn language and other early literacy skills with simple and fun activities like those in this calendar.

SIMON SAYS
Designate someone as “Simon.” Simon gives commands either by saying “Simon Says...touch your toes” or leaving off the “Simon says” part and only saying “touch your toes.” Players should only do the action when Simon uses the words “Simon Says” before issuing a command.

Commands can include things like: Jump up and down; Pat your head; Clap your hands; Touch your toes; Sit down.

FIVE LITTLE SNOWMEN
Five little snowmen standing in a row,
(Hold up five fingers)
Each had a hat and a big red bow.
(Put hands on head and then neck)
Out came the sun and stayed all day,
(Circle arms overhead)
And one little snowman melted away.
(Slump down)
REPEAT WITH 4, 3, 2, 1, UNTIL NO SNOWMEN ARE LEFT.

THE HOKEY POKEY
You put your right foot in
You take your right foot out.
You put your right foot in
And you shake it all about.
You do the hokey pokey
And you turn yourself around.
That’s what it’s all about.
REPEAT WITH “LEFT FOOT,” “RIGHT HAND,” “LEFT HAND,” AND “WHOLE SELF”!

FOR READERS AGES 0-3
My First Chinese New Year
by Karen Katz
Can You Eat?
by Joshua David Stein

FOR READERS AGES 3+
READING With Frida/Contando Con Frida
by Patty Rodriguez and Ariana Stein
(Text is in English and Spanish)
The Duckling Gets a Cookie!?
by Mo Willems
## Daily literacy-building activities to share with your child

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<td>Use a red crayon and keep a list of all the red things you see today.</td>
<td>Play the yes-no game. Is this color blue? Is it nighttime? Is our dog's name Eddy?</td>
<td>Ask your child questions that have more than a yes or no answer. What is your favorite color? Why do you like that color?</td>
<td>Sing some favorite songs. Clap along to the singing.</td>
<td>Look at a calendar. Count the number of days until Valentine's Day. Draw a heart around February 14.</td>
<td>Pick a book to read together. Stop reading before the end and ask your child, &quot;What do you think will happen?&quot;</td>
<td>Let your child scribble and draw, encourage them to 'sign' their name on their drawing.</td>
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<td>Go on a scavenger hunt. Look for things that start with the &quot;f&quot; sound, like fruit, feet, face, fork.</td>
<td>After reading together, talk about interesting words in the book.</td>
<td>Read and then sing &quot;Twinkle, Twinkle, Little Star.&quot; (Words are on the back.)</td>
<td>Compare things. Who is taller? Who has smaller shoes? Who has more food on their plate?</td>
<td>Set up a reading routine: read after naps and before bedtime.</td>
<td>Letters are everywhere. Today look for the letter that your child’s first name begins with and show them when you find it. Ask your child to also look.</td>
<td>Happy Valentine's Day! Sing &quot;The More We Get Together.&quot; (Words are on the back.)</td>
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<td>Sing &quot;The Itsy Bitsy Spider&quot; together. (Words are on the back.)</td>
<td>Recite the rhyme &quot;One, Two, Buckle My Shoe.&quot; (Words are on the back.)</td>
<td>Look at the covers of books before reading them. Guess what the books are about based on their covers.</td>
<td>Trace shapes and letters in a shallow plan of flour, salt, or baking soda.</td>
<td>Recite &quot;Here is the Beehive.&quot; (Words are on the back.)</td>
<td>Introduce a new word to describe how you feel. Say &quot;I feel cheerful&quot; rather than &quot;I’m happy.&quot;</td>
<td>Sing a favorite song and clap along to the beat.</td>
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<td>Draw a triangle and a square. Count the number of sides for each.</td>
<td>Point out signs everywhere today. Explain what they say and how they help.</td>
<td>Make a list of family member names. Talk about what each person likes to do.</td>
<td>Use masking or duct tape to make lines or shapes on the floor. Walk along the tape.</td>
<td>Talk about concepts like &quot;on&quot; and &quot;off&quot; when you put on and take off hats and jackets.</td>
<td>Sing and dance &quot;The Hokey Pokey.&quot;</td>
<td>Place several objects on a table. Ask which is largest, which is heaviest, which is smallest.</td>
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How we read to children is as important as how often we read to them.

No matter what your child’s age, reading together with your child—or shared reading—can help your child get ready to read. Engage your child in back and forth conversation about the books you read. Children learn more words when they have the opportunity to respond to questions. If English is not your first language, speak to your child in the language you know best. This allows you to explain things to your child more fluently.

**Books to Read this Month**

Check out these books at the library. If they are not available, ask the librarian for a recommendation.

**FOR READERS AGES 0-3**

- **All Kids are Good Kids**
  Judy Carey Nevin
- **Moo Ba La La La**
  by Sandra Boynton

**FOR READERS AGES 3+**

- **Thank You Omu**
  by Oge Mora
- **CRASH! BOOM! A Math Tale**
  by Robie H. Harris

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**TWINKLE, TWINKLE, LITTLE STAR**
Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle little star
How I wonder what you are

**THE MORE WE GET TOGETHER**
The more we get together
Together, together
The more we get together
The happier we’ll be
‘Cause your friends are my friends
And my friends are your friends
The more we get together
The happier we’ll be

**ONE, TWO, BUCKLE MY SHOE**
One, two; buckle my shoe.
Three, four; shut the door.
Five, six; pick up sticks.
Seven, eight; don’t be late
Nine, ten; do it over again!

**HERE IS THE BEEHIVE**
Here is the beehive. (Make a fist)
Where are the bees?
Hiding inside where nobody sees.
Watch them come creeping out of the hive,
One, two, three, four, five (Release one finger at a time from the fist/hive)
BUZZ-ZZZ (Wiggle fingers)
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<td>Make large letters on the floor with masking tape. Trace each letter by walking on it or pushing a toy car or train around the letter.</td>
<td>Place a pillow on the floor. Sit on it and pretend you are on a boat in the ocean. What do you see?</td>
<td>Talk about words that begin with &quot;m,&quot; like March.</td>
<td>Play music with a fast beat, a medium beat, and a slow beat. Move in time to the different beats.</td>
<td>Count the number of steps as you go up or down.</td>
<td>Point out a picture in a book and expand on it. That’s a tree. Trees have branches and leaves. Birds sometimes build nests in them.</td>
<td>Create a writing box by assembling writing materials (paper, crayons, etc.). Keep it in a place your child can easily reach.</td>
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<td>Play &quot;I Spy&quot; with rhyming words. I spy with my little eye something that rhymes with fly. What is it? Yes, the sky!</td>
<td>Talk about what you are making for dinner. Name the different foods you will use.</td>
<td>Sing &quot;Five Little Froggies&quot; (Words are on the back.)</td>
<td>Count blocks as your child stacks them.</td>
<td>Look at wordless picture books together. Ask your child to help tell the story.</td>
<td>Make shapes in a tray of rice. Triangle, square, circle. Practice tracing your child’s name.</td>
<td>Line up chairs and pretend your child is driving a city bus. Alternatively sit on the floor in a row behind your child.</td>
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<td>Choose a word of the day. Use the word several times during the course of the day.</td>
<td>Sing &quot;Old MacDonald Had a Farm&quot; after you read a book about farm animals. (Words are on the back.)</td>
<td>Use masking tape to measure yourself and your child on a wall. Compare the sizes. Who is taller? Who is shorter?</td>
<td>Help your child notice words as you go through your everyday routine. Point out street signs, words on food cartons, signs on shops, etc.</td>
<td>Invite your child to write an email message or a text message to a friend or relative. Ask him or her to tell you what to say as you type.</td>
<td>Pretend to be dinosaurs. Stomp around and roar. Pretend to eat leaves from trees.</td>
<td>Expand on comments your child makes. You are right, that is an airplane. Where do you think it is going?</td>
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<td>Sing about something you are doing. This is how to put on socks, put on socks, put on socks. Now, we’re done!</td>
<td>Count how many blue cars you see today.</td>
<td>As you read, point out and name something on the page. Then expand on it.</td>
<td>Help your child experiment with writing using pencils, crayons, markers, and chalk on different types of paper and cardboard.</td>
<td>Play a guessing game like... We are going to a place that begins with P, where do you think we are going? Yes, the Park!</td>
<td>Point out the shapes of different objects. Talk about how they are alike and different.</td>
<td>Clap along to the beat of a song you both enjoy.</td>
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<td>Create a to-do list for the day. Have your child check off each activity as it is completed.</td>
<td>Show your child a selection of books. Ask which they would prefer to read first.</td>
<td>Make cookies in letter shapes.</td>
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Books to Read this Month

Check out these books at the library. If they are not available, ask the librarian for a recommendation.

**FOR READERS AGES 0-3**

*From Head to Toe Board Book*
by Eric Carle

*Counting Kisses*
by Karyn Katz

**FOR READERS AGES 3+**

*How Do You Wokka-Wokka?*
By Elizabeth Bluemle

*Toad on the Road: A Cautionary Tale*
by Steven Shaskan

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**FIVE LITTLE FROGGIES**

Five little froggies sat on a shore.  
(Pretend to crouch like a frog)

One went for a swim, then there were four.  
(Pretend to leap and swim off)

Four little froggies  
(Pretend to crouch like a frog)

Looked out to sea.  
(Act like a frog)

One went swimming, and then there were three.  
(Pretend to leap and swim off)

Three little froggies said, “What can we do?”

One jumped in the water, then there were two.  
(Pretend to leap and swim off)

Two little froggies sat in the sun.  
(Pretend to crouch like a frog)

One swam off, and then there was one.  
(Pretend to leap and swim off)

One little froggie said “This is no fun!”

He dived in the water, and then there were none!

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**OLD MACDONALD HAD A FARM**

Old MacDonald had a farm  
E-I-E-I-O

And on that farm he had a [animal name]  
E-I-E-I-O

With a [animal noise twice] here and a  
[animal noise twice] there

Here a [animal noise], there a [animal noise],  
everywhere a [animal noise twice]

Old MacDonald had a farm  
E-I-E-I-O

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Playing to learn new words.

Play is one of the best ways for children to learn language and literacy skills. Play helps children feel a sense of accomplishment and self-confidence. This motivates them to try new experiences and not to give up when something seems difficult. Also, it’s fun!
**APRIL 2020**

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<td>Find two items that are similar but different sizes. Talk about big and little.</td>
<td>Come to the library and check out books about spring.</td>
<td>Write letters in the steam that forms on windows, the dust on your car, or the sand at the park.</td>
<td>Write letters in shaving cream in the bathtub or shower.</td>
<td>Play a questioning game. Ask your child where are your toes, where is your nose, etc.</td>
<td>Say silly rhymes to make your child laugh.</td>
<td>Sing a song in a high voice; sing it in a low voice. Sing it slow; sing it fast.</td>
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<td>Have an inside picnic with a teddy bear and other toys.</td>
<td>Say a favorite rhyme, leave off the last word, and have your child finish the sentence.</td>
<td>Has it been raining a lot? Sing, “Rain, Rain, Go Away.” (Words are on the back.)</td>
<td>Cut a piece of toast in half. Say, &quot;Now we have two pieces the same size.&quot;</td>
<td>Teach letter sounds by playing “I Spy.” I spy with my little eye something that begins with B. Yes, a banana!</td>
<td>Cut a letter of the alphabet out of cardboard and place it under a piece of paper. Have your child color over the letter and watch the letter beneath appear.</td>
<td>Play the letter day game. Find things all day that start with the first letter of your children’s first name.</td>
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<td>Use new describing words today. Say “enormous” instead of “big,” “Wonderful” instead of “great.”</td>
<td>Sing “Row, Row, Row Your Boat” during bath time.</td>
<td>Count to 5 as you spin in a circle five times. Count 5 hops. Count 5 small steps and 5 big steps.</td>
<td>Get caught reading a book. Show your child reading is important to you too.</td>
<td>Make a dot painting with cotton swabs to help develop fine motor skills.</td>
<td>Pretend to talk on the phone while holding a block to your ear.</td>
<td>This is National Library Week. Talk about fun things to do at the library.</td>
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<td>Make music with everyday items like pots, pans, and spoons.</td>
<td>Count the pages in your child’s favorite board book.</td>
<td>Go to the library and check out books for you and for your child.</td>
<td>Keep paper and writing materials where your child will have easy access to them.</td>
<td>Make a tent with sheets and furniture. Pretend you are camping. What do you hear? What do you see?</td>
<td>Say a favorite rhyme but leave off the last word. Have your child finish the sentence.</td>
<td>Sing &quot;I Hear Thunder.&quot; (Words are on the back.)</td>
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Talking is one of the best ways for children to learn new words.

Speak to your child often during the day and try to use many different words to express your ideas. Children love to imitate, and they will try to imitate your speech. Chances to chat include while you are getting dressed in the morning, eating breakfast, riding in the car, walking from the car to a store, playing together, doing chores, taking a bath, going to bed, and while saying goodnight. Ask lots of open-ended questions, those that require more than a yes or no answer.

Books to Read this Month

Check out these books at the library. If they are not available, ask the librarian for a recommendation.

FOR READERS AGES 0-3

¡Lluvia!/ Rain!
by Linda Ashman
(Text is in English and Spanish)

The Pout-Pout Fish
by Deborah Diesen

FOR READERS AGES 3+

Hooray for Birds!
by Lucy Cousins

Press Here
by Hervé Tullet

RAIN, RAIN, GO AWAY
Rain, Rain,
Go away;
Come again,
Another day;
Little (child’s name) wants to play

I HEAR THUNDER
Sing to the tune “Frère Jacques”

I hear thunder, I hear thunder.
(Pound hands gently on floor or lap)

Listen, don’t you? Listen, don’t you?
(Cup hand to ear)

Pitter, patter raindrops; pitter, patter raindrops;
(Wiggle fingers in falling motion in front of face)

I’m wet through,
(Shake body)

So are you!
(Tickle your child)
## Daily literacy-building activities to share with your child.

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<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
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<td>Say as many words as you can that rhyme with “May.”</td>
<td>Use a homemade shaker and shake it to the beat of songs.</td>
<td>Go for a walk. Take two big steps. Take three large steps. Count how many steps from your door to the sidewalk.</td>
<td>Read a book about mothers. The library can help you find one.</td>
<td>Make a Mother’s Day card and have your child sign his or her name.</td>
<td>Go on an outside scavenger hunt. Bring a list and check off the things you see.</td>
<td>Talk about feelings you felt today. What made you laugh?</td>
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<td>Sing “The Farmer Plants the Seeds.” (Words are on the back.)</td>
<td>Recite the Nursery Rhyme “Five Little Ducks.” (Words are on the back.)</td>
<td>Draw out a story on 4-5 small pieces of paper. Help your child put the papers in proper sequence to tell the story.</td>
<td>Playing with play dough strengthens muscles needed for writing. Roll dough into balls, press fingers into the dough, and make shapes.</td>
<td>Play a rhyming game, where you choose a word and then come up with as many rhyming words as you can. Dog, frog, hog, log.</td>
<td>Talk about the days of the week. What does your family do on each day?</td>
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<td>Ask questions about what is heavier. Does an orange or a grape weigh more? Is Mom’s jacket or your jacket heavier?</td>
<td>Look into your library’s summer reading program.</td>
<td>Draw a large alphabet. Have your child practice tracing or coloring the letters while you say the letters out loud.</td>
<td>Go on an outside scavenger hunt. Look for shapes. How many different shapes can you find?</td>
<td>Play children’s songs. Sing and dance together.</td>
<td>Sing a favorite song. Sing it fast, sing it slow.</td>
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<td>Help your child begin to recognize words for a few common objects by putting labels on them (shoe, chair, door, etc.)</td>
<td>Help your child begin to recognize words for a few common objects by putting labels on them (shoe, chair, door, etc.)</td>
<td>When you are reading a new book stop before you get to the end and ask your child what he or she thinks will happen next.</td>
<td>Sing the Alphabet song. Take turns singing parts of it. You: ABCDEFG Child: HJKLmnop You: QRS Child: TUV You: WX Child: Y and Z + ending.</td>
<td>Count the number of eggs in a carton. Explain that 12 items together is also called a dozen.</td>
<td>Take pictures your child has drawn, staple or bind them together, and ask your child to tell you a story about the pictures.</td>
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<td>Practice drawing shapes and letters in a tray of rice.</td>
<td>Go on an outside scavenger hunt. Look for shapes. How many different shapes can you find?</td>
<td>Talk about feelings you felt today. What made you laugh?</td>
<td>Sing a favorite song. Sing it fast, sing it slow.</td>
<td>Count the number of eggs in a carton. Explain that 12 items together is also called a dozen.</td>
<td>Take pictures your child has drawn, staple or bind them together, and ask your child to tell you a story about the pictures.</td>
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Books to Read this Month

Check out these books at the library. If they are not available, ask the librarian for a recommendation.

FOR READERS AGES 0-3

Who? A Celebration of Babies
by Robie Harris

Lola Plants a Garden
by Anna McQuinn

FOR READERS AGES 3+

Planting a Rainbow
by Lois Ehlert

Alma and How She Got Her Name
by Juana Martinez-Neal

Good readers have a large vocabulary.

Knowing lots of words helps children better understand what they read. You can help your children learn lots of words by:

• Having plenty of conversations. Take turns talking. It is important for you to ask questions and listen to what your children say in response.
• Read together! A lot!
• Make connections. Connect what you are reading in books to their lives. “Yes, Grandma has a black cat, too.”
• Repetition. Children often love to read the same book over and over. This is a good thing as repeated readings help build vocabulary.

FIVE LITTLE DUCKS

Five little ducks
Went out one day
Over the hills and far away
Mother duck said
“Quack, quack, quack, quack.”
But only four little ducks came back.

Three little ducks
Went out one day
Over the hills and far away
Mother duck said
“Quack, quack, quack, quack.”
But only two little ducks came back.

One little duck
Went out one day
Over the hills and far away
Mother duck said
“Quack, quack, quack, quack.”
But none of the five little ducks came back.

THE FARMER PLANTS THE SEEDS

Sing to the tune
“The Farmer in the Dell”

The Farmer plants the seeds,
(Start with your arms out in front of you)

The sun comes out to shine...
(Make large circle with arms)

The seeds begin to grow...
(Stand up tall)

The farmer picks the crops...
(Pretend to pick crops)

We all sit down to eat...
(Pretend to eat)

THE FARMER PLANTS THE SEEDS

The Farmer plants the seeds,
(Pretend to plant seeds)

Hi, ho, the dairy-o,
The farmer plants the seeds.

The sun comes out to shine...
(Make large circle with arms)

The rain begins to fall...
(Hands flutter up and down)

The seeds begin to grow...
(Stand up tall)

The farmer picks the crops...
(Pretend to pick crops)

We all sit down to eat...
(Pretend to eat)

FIVE LITTLE DUCKS

Five little ducks
Went out one day
Over the hills and far away
Mother duck said
“Quack, quack, quack, quack.”
But only four little ducks came back.

Four little ducks
Went out one day
Over the hills and far away
Mother duck said
“Quack, quack, quack, quack.”
But only three little ducks came back.

Two little ducks
Went out one day
Over the hills and far away
Mother duck said
“Quack, quack, quack, quack.”
But only one little duck came back.

Sad mother duck
Went out one day
Over the hills and far away
The sad mother duck said
“Quack, quack, quack, quack.”
And all of the five little ducks came back.
## Daily literacy-building activities to share with your child.

**JUNE 2020**

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<td>Draw outside with sidewalk chalk. Draw letters and shapes.</td>
<td>Make bubbles outside. Talk about the bubbles. What shape are they? Which way will they go? Can you catch one?</td>
<td>Pick out a family snapshot or a random picture. Ask your child to tell you about the picture.</td>
<td>Sing “Head, Shoulders, Knees, and Toes.” <em>(Words are on the back.)</em></td>
<td>Measure your child’s height and write it here __________. Compare to January’s measurement.</td>
<td>Make a paper bag puppet. Have the puppet read a book.</td>
<td>In the morning write today’s to-do list. Check things off as you do them.</td>
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<td>Play the letter day game. Look for words that begin with “S” like summer.</td>
<td>Talk about summer. What are your favorite things to do in the summer? How are summer and winter different?</td>
<td>Sing a favorite song. Then sing it again but make up new words.</td>
<td>Weigh your child and write it here __________. How does it compare to January?</td>
<td>Go to the library and pick out a book about summer.</td>
<td>Make a word jar. Each day write a new word on a slip of paper and add it to the jar. <em>(Use any container—doesn’t have to be a jar).</em></td>
<td>Sit on cushions on the floor and pretend to be in a boat. Sing “Row, Row, Your Boat.” <em>(Words are on the back.)</em></td>
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<td>Ask W questions after reading a book. <em>(Who, What, Where, When, Why).</em> Who is your favorite animal on this page? What will happen next?</td>
<td>Sing BINGO. <em>(Words are on the back.)</em></td>
<td>Go for a walk. Pick something and count how many you see. <em>(Cars, trees, flowers, clouds, birds, squirrels, etc.)</em></td>
<td>Look at a magazine together. Explain some of the pictures or illustrations.</td>
<td>Help your child draw a simple story with a picture for beginning, middle, and end.</td>
<td>Play &quot;Simon Says&quot; outside.</td>
<td>Talk about food. What do you like to eat?</td>
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<td>Count the number of kisses you give your child today.</td>
<td>While reading with your child run your finger under each word. This will help them understand left to right/top to bottom reading.</td>
<td>Recite a classic nursery rhyme like The Cow Jumped Over the Moon. <em>(Words are on the back.)</em></td>
<td>Make up a song using words that rhyme with dog.</td>
<td>Sort items from your grocery bag. These things go in the pantry. These go in the refrigerator? How many go in the freezer?</td>
<td>Make up a song using words that rhyme with dog.</td>
<td>Sort items from your grocery bag. These things go in the pantry. These go in the refrigerator? How many go in the freezer?</td>
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One way children learn vocabulary is from listening to stories.

They listen to understand what is being said, which helps them learn new words. Stories aren’t just found in books. You can tell stories about your day, your memories from growing up, or something about your child’s life. You can also use wordless picture books and make up a story together. With wordless books, you can develop imagination along with language and vocabulary skills. Make it fun! Having fun with words helps your child become more aware of words and eager to learn more.

Hey Diddle Diddle
Hey Diddle Diddle
The Cat and the Fiddle
The Cow Jumped Over the Moon
The Little Dog Laughed
To See Such Sport
And the Dish Ran Away with the Spoon

Row Your Boat
Row, Row, Row, Your Boat
Gently Down the Stream
Merrily, Merrily, Merrily, Merrily
Life is But a Dream

B-I-N-G-O
There was a farmer who had a dog and Bingo was his name-oh.
B-I-N-G-O,
B-I-N-G-O
B-I-N-G-O
and Bingo was his name-oh.

There was a farmer who had a dog and Bingo was his name-oh.
(clap)-I-N-G-O,
(clap)-I-N-G-O
(clap)-I-N-G-O
and Bingo was his name-oh.

There was a farmer who had a dog and Bingo was his name-oh.
(clap)-(clap)-N-G-O
(clap)-(clap) N-G-O
(clap)-(clap) N-G-O
and Bingo was his name-oh.

CONTINUE UNTIL ALL THE LETTERS IN BINGO’S NAME ARE REPLACED WITH CLAPS.

Books to Read this Month

Check out these books at the library. If they are not available, ask the librarian for a recommendation.

FOR READERS AGES 0-3

Higher, Higher
by Leslie Patricelli
At the Beach/Vamos a la Playa
by Mandy Stanley
(Text is in English and Spanish)

FOR READERS AGES 3+

Frida Kahlo and Her Animalitos
by Monica Brown
Dreamers
by Yuyi Morales
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<td>Have your child help cook with a recipe. We will need six eggs. One cup of flour, etc.</td>
<td>Look at the cover of a book before reading it. Point out the book's title. The name of this book is...</td>
<td>Write a message and tuck it in your child's shoe. Read it together when your child finds it.</td>
<td>Plan a picnic. Write a list of things you will need to bring.</td>
<td>Go on a picnic. Play fun outdoor games.</td>
<td>Talk about today's weather. What should you wear?</td>
<td>Compare amounts. You have more pieces of apple than I do.</td>
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<td>Vary your voice as you read. Use different expressions to help your child learn about feelings.</td>
<td>Write a message outside with chalk.</td>
<td>Play the letter day game. Look for things that begin with the first letter of your child's name.</td>
<td>Take a walk outside. Talk about all you see. Point out and name things.</td>
<td>Play &quot;Freeze.&quot; Play music and when you turn it off everyone has to stop in place until the music starts again.</td>
<td>Count how many birds you see today.</td>
<td>After reading a book talk about your favorite part.</td>
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<td>Help your child draw a picture of a summer activity. Have your child 'sign' the picture.</td>
<td>Play &quot;I Spy&quot; outside. I spy something that has three wheels and is pink. Yes! Your bike.</td>
<td>At bedtime talk about where animals sleep at night.</td>
<td>Make a shaker by putting dried pasta or beans in an empty container. Shake it while you march and sing.</td>
<td>Count how many birds you see today.</td>
<td>Print is everywhere. Point out words wherever you go today.</td>
<td>Help your child experiment with writing using crayons, pencils, markers, and chalk on a variety of papers or cardboard.</td>
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<td>Play 'Riddle Me.' I'm smaller than your hand, I'm purple, and I'm in the kitchen. What am I? Yes! A grape.</td>
<td>Talk about things you do in the morning, things you do in the afternoon, and things you do in the night.</td>
<td>Play &quot;Echo Me.&quot; Clap, stomp, or beat a drum, and have your child repeat the noise.</td>
<td>Create a grocery list with your child. Look at what you have and what you need to purchase.</td>
<td>Ask your child to pick out their favorite book to read today. Ask them why it is their favorite.</td>
<td>Play &quot;I Spy&quot; outside. I spy something that has three wheels and is pink. Yes! Your bike.</td>
<td>Play 'I Spy' outside. I spy something that has three wheels and is pink. Yes! Your bike.</td>
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**JULY 2020**

Daily literacy-building activities to share with your child.
You are your child’s first teacher, and your home is where your child begins to learn.

Make your home a great place to learn. It doesn’t take money to create special places where you and your child can talk, sing, read, write, play, and count. Here are a few ideas.

PLACES TO READ
Create a special space for your children to look at books. Have a comfortable chair or pillows and a small shelf or basket for favorite books. Make sure there’s room for you and your child to sit together and that your child can reach books without needing help.

PLACES TO WRITE
Make it easy for your child to write throughout the day. Set up a space where your child can go on his or her own and use writing materials. Provide pencils, crayons, or markers of different sizes so your child can write with what is most comfortable. Use unlined paper.

PLACES TO PLAY
Play requires a little space, simple props, and some imagination and encouragement. You don’t need special toys or expensive electronics. Provide props like large boxes, old clothes or costumes for dress up, empty food containers, and empty paper towel rolls. Play comes naturally to young children and is one of the primary ways they learn. Provide plenty of opportunities for your child to play.

WHEELS ON THE BUS
The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round,
All around the town.
The wipers on the bus go swish, swish, swish...
The driver on the bus says "move on back"...
The people on the bus go up and down...
The babies on the bus go "wah, wah, wah"...
The parents on the bus go "shh, shh, shh"...

ADAPTATION: THE HORSE ON THE FARM GOES "NEIGH, NEIGH, NEIGH"; COW, LAMB, PIG, ETC.

Check out these books at the library. If they are not available, ask the librarian for a recommendation.

FOR READERS AGES 0-3

Barnyard Dance!
by Sandra Boynton

The Very Busy Spider
by Eric Carle

FOR READERS AGES 3+

Island Born
by Junot Díaz

Walter's Wonderful Web: A First Book About Shapes
by Tim Hopgood
AUGUST 2020
Daily literacy-building activities to share with your child.

**SUNDAY**

1. **W RITING**
   - Sit outside and write a list of seven things you see.

**MONDAY**

2. **P L A Y I N G**
   - Paint on the sidewalk with water. Watch it evaporate.

3. **T A L K I N G**
   - Make this “same and different” day. How are our socks the same and different? They go on our feet and they are different colors.

4. **S I N G I N G**
   - Make music with things you have in the house, like pots, pans, spoons, boxes, and cups.

5. **C O U N T I N G**
   - Sort toys by size. Count the number of toys in each group.

6. **R E A D I N G**
   - Read a nonfiction book about birds. Talk about what you’ve learned. Say the rhyme “If I Were a Bird.” *(Words are on the back. 🦚)*

**TUESDAY**

7. **W R I T I N G**
   - Label the things in your child’s room. Bed, dresser, table, book, closet. Point to the words and discuss as you put things away.

8. **P L A Y I N G**
   - Play with blocks. What can you make? Form the blocks into letter shapes.

**WEDNESDAY**

9. **T A L K I N G**
   - Take an alphabet walk outside. Talk about things that begin with different letter sounds.

10. **S I N G I N G**
    - Sing a bedtime story. Encourage your child to sing with you.

11. **C O U N T I N G**
    - Put five stuffed animals in order from smallest to largest.

12. **R E A D I N G**
    - Have a family story time. Each person picks a book to read aloud.

13. **W R I T I N G**
    - Draw a picture for a grandparent or other very important person.

**THURSDAY**

14. **P L A Y I N G**
    - Play “What Fits?” Will your hat fit under your bed? Will the refrigerator fit in your pocket?

15. **T A L K I N G**
    - It’s Library Card Month. Talk about what you can do at the library.

**FRIDAY**

16. **S I N G I N G**
    - Pick a new kind of music you haven’t listened to before. Listen together.

17. **C O U N T I N G**
    - Set the table for a meal. How many plates will you need? How many utensils? Napkins?

18. **R E A D I N G**
    - Go to the library for a new book you haven’t read before. The librarian can help you find one.

19. **W R I T I N G**
    - Write the names of each family member with chalk on the sidewalk. Stand on your name.

20. **P L A Y I N G**
    - Play the yes-no game about time. Is it time for breakfast? Is it time to read? Is it time for kisses?

**SATURDAY**

21. **T A L K I N G**
    - Before going to bed talk about things you did this morning, this afternoon, and tonight.

22. **S I N G I N G**
    - Sing a ‘good morning’ song to greet your child in the morning.

23. **C O U N T I N G**
    - Count the trees you see today.

24. **R E A D I N G**
    - Point out signs everywhere.

25. **W R I T I N G**
    - Use chalk to draw shapes on the sidewalk. Draw a triangle, a square, a circle, and a rectangle. Talk about how they are different.

26. **P L A Y I N G**
    - Pretend you are in a boat on the water. Ask your child what kind of fish they see.

27. **T A L K I N G**
    - Offer choices today. Do you want this book or that one? Do you want water or milk? Would you like a banana or strawberries?

28. **S I N G I N G**
    - Sing “Head, Shoulders, Knees, and Toes.” *(Words are on the back. 🦚)*

29. **C O U N T I N G**
    - Trace around your hand and around your child’s hand. Talk about the difference in size.

30. **R E A D I N G**
    - Go to the library and check out a new book.

31. **W R I T I N G**
    - Use play dough to shape your child’s first name.
Children’s reading success in kindergarten and beyond begins with positive language and literacy experiences from the time they are infants.

- Young children have shorter attention spans. You can do activities for short bits of time throughout the day or whenever you have the chance.
- You can help your children learn in ways and at times that are best for them.
- Parents are tremendous role models—if your children see that you think reading is important and enjoy it, they will follow your lead.
- Children learn best by doing—and they love doing things with YOU!

HEAD, SHOULDERS, KNEES AND TOES
*Touch each body part as you sing*

Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
And eyes and ears and mouth and nose,
Head, shoulders, knees and toes, knees and toes

Neck, elbows, hips and feet, hips and feet
Neck, elbows, hips and feet, hips and feet
And thighs and rears and lips and teeth,
Neck, elbows, lips and teeth, lips and teeth.

IF I WERE A BIRD
*If I were a bird, I'd sing a song*

If I were a bird, I'd sing a song
And fly about the whole day long.
And when the night comes, go to rest,
Up in my cozy little nest.

Books to Read this Month

FOR READERS AGES 0-3

**Birds**
by Jill McDonald

Brown Bear, Brown Bear, What Do You See?
by Eric Carle

FOR READERS AGES 3+

**Birds**
by Kevin Henkes

Saturday
by Oge Mora

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<td><strong>S I N G I N G</strong></td>
<td><strong>C O U N T I N G</strong></td>
<td><strong>R E A D I N G</strong></td>
<td><strong>W R I T I N G</strong></td>
</tr>
<tr>
<td>Have fun scribbling today! Use different kinds of paper and different pens, markers, crayons, etc.</td>
<td>Blow bubbles—this strengthens muscles needed for speech.</td>
<td>As you tell a story, use new words and explain what they mean.</td>
<td>Clap your hands to the beat of a favorite song.</td>
<td>Lace Cheerios onto a piece of yarn and then count them.</td>
<td>Read a book or find information about insects that are active in late summer, like crickets or cicadas. Talk about how you can hear them at night.</td>
<td></td>
</tr>
<tr>
<td><strong>W R I T I N G</strong></td>
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<tr>
<td>Write your to-do list together. Have your child check off each as it is completed.</td>
<td>Play alphabet search today. Take turns picking a letter and searching for it.</td>
<td>Talk about something your child hasn’t experienced and explain what happens.</td>
<td>How many ways can you move to the music? Play a favorite song and clap, march, spin, and tap.</td>
<td>Count how many red cars you see today. Tally up at the end of the day.</td>
<td>Have a friends book club. Each friend brings a book for a story time.</td>
<td></td>
</tr>
<tr>
<td><strong>P L A Y I N G</strong></td>
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<td><strong>P L A Y I N G</strong></td>
</tr>
<tr>
<td>Tape a sheet of contact paper to the wall, sticky side out. See which toys stick and which toys do not.</td>
<td>Make silly sounds today. Encourage your child to imitate you.</td>
<td>Sing “Now it’s bath time, now it’s bath time, yes, it is” to the tune of “Frère Jacques.”</td>
<td>Use blocks to measure how long something is. How many blocks long is your arm, your foot, etc.?</td>
<td>Visit the library and help your child select books to check out.</td>
<td>Use cooked pieces of spaghetti to make shapes and letters.</td>
<td></td>
</tr>
<tr>
<td><strong>T A L K I N G</strong></td>
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<td>Use simple props to tell a story. Use silly voices for different characters.</td>
<td>Recite a nursery rhyme like “Humpty Dumpty.”</td>
<td>Take a walk and count how many birds or squirrels you see.</td>
<td>Pick a child’s favorite book. When you come to a favorite part encourage your child to “read” along with you.</td>
<td>Work together to make a list of your child’s favorite words.</td>
<td>Sing “Scarecrow, Scarecrow” to practice following directions. (Words are on the back. ♫)</td>
<td></td>
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<td>Recite a nursery rhyme like “Hickory Dickory Dock.” (Words are on the back. ♫)</td>
<td>Use blocks to measure how long something is. How many blocks long is your arm, your foot, etc.?</td>
<td>Time yourself. How long does it take to walk one block? Show your child the time at the beginning and at the end.</td>
<td>Go to the library and check out a book on a topic your child is interested in. The librarian can help you find one.</td>
<td>Sing “Scarecrow, Scarecrow” to practice following directions. (Words are on the back. ♫)</td>
<td>Use family photos to tell different stories. Encourage your child to tell a story.</td>
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Books to Read this Month

Check out these books at the library. If they are not available, ask the librarian for a recommendation.

FOR READERS AGES 0-3

Together
by Emma Dodd

Baby Goes to Market
by Atinuke

FOR READERS AGES 3+

Pinky Got Out
by Michael Portis

Whose Nose Do You Suppose
by Richard Turner

Playing to Learn New Words

Play and have fun with words:

- Read a book with lots of made-up words like “How Do You Wokka-Wokka?” by Elizabeth Bluemle. Many books by Dr. Suess also are excellent for this purpose. Try making up more words to go with the story.

- Silly poems are fun and can teach new vocabulary.

- Kids love riddles and jokes, which often use a “play on words.” Laugh along as you talk about the answer to the riddle or joke.

- Having fun with words helps your child become more conscious of words and happy to keep learning.

HUMPTY DUMPTY
Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king’s horses and all the King’s men
Could not put Humpty together again.

HICKORY DICKORY DOCK
Hickory Dickory Dock,
The mouse ran up the clock.
The clock struck one
And down he run.
Hickory Dickory Dock
Tick Tock!

SCARECROW, SCARECROW
Sing to the tune of “Twinkle, Twinkle, Little Star”
Scarecrow, scarecrow, turn around,
Scarecrow, scarecrow, touch the ground.
Stand up tall and blink your eyes.
Raise your hands up to the sky.
Scarecrow, scarecrow, touch your toes.
Scarecrow, scarecrow, tap your nose.
Swing your arms so very slow,
Now real fast to scare the crows.
Raise your head, jump up and down.
Now sit down without a sound.
### Daily literacy-building activities to share with your child.

<table>
<thead>
<tr>
<th><strong>SUNDAY</strong></th>
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<td>4 <strong>SINGING</strong></td>
<td>5 <strong>COUNTING</strong></td>
<td>6 <strong>READING</strong></td>
<td>7 <strong>WRITING</strong></td>
<td>8 <strong>PLAYING</strong></td>
<td>9 <strong>TALKING</strong></td>
<td>10 <strong>SINGING</strong></td>
</tr>
<tr>
<td>Sing “good morning to you” to the tune of Happy Birthday. Good morning to you, good morning to you!</td>
<td>Count out a healthy snack. One for you and one for me and one for Daddy. Two for you, two for me, and two for Daddy.</td>
<td>Go the library and take out a new book. Talk about new words you come across while reading the new book.</td>
<td>Write a grocery list together. Go around checking what you need and add it to the list.</td>
<td>Take a walk outside. Collect colorful leaves. Try to find as many different types as possible.</td>
<td>Talk about the weather today and what you should wear outside.</td>
<td></td>
</tr>
<tr>
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<td><strong>READING</strong></td>
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<td><strong>TALKING</strong></td>
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<td><strong>COUNTING</strong></td>
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<tr>
<td>Trace the hand of each person in your family. Whose hand is bigger? Whose is smaller?</td>
<td>Try to spot letters on license plates today. How many can you see?</td>
<td>Write your child’s name in big letters. Talk about each letter.</td>
<td>Play “I Spy” with rhyming words. I spy with my little eye something that rhymes with fall. What is it? Yes! A ball!</td>
<td>Read a book together. Ask ‘what’ questions. What is happening here? What do you think will happen next?</td>
<td>Sing “Where is Thumbkin?” (Words are on the back. 🎵)</td>
<td>Pick a point in your house or on your block. Count the steps to get there.</td>
</tr>
<tr>
<td><strong>READING</strong></td>
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<td><strong>PLAYING</strong></td>
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<td><strong>COUNTING</strong></td>
<td><strong>READING</strong></td>
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<tr>
<td>Read a book about bears or other animals that hibernate over the winter. The library can help you find one.</td>
<td>Use crayons or markers to write the names of colors. Use the red crayon to write the word red; the blue crayon to write the word blue; etc.</td>
<td>Take turns pretending to be animals. What sound do you make? How do you move?</td>
<td>Talk about foods that are orange.</td>
<td>Sing “If You’re Happy and You Know It” (Words are on the back. 🎵)</td>
<td>Count the number of pumpkins you see today. Keep a tally.</td>
<td>Read a book about fall. The library can help you find one.</td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
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<td><strong>TALKING</strong></td>
<td><strong>SINGING</strong></td>
<td><strong>COUNTING</strong></td>
<td><strong>READING</strong></td>
<td><strong>WRITING</strong></td>
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<tr>
<td>Write a list of words that rhyme with dog.</td>
<td>Play a rhyming riddle game. What do you see that rhymes with bee? Yes, a tree!</td>
<td>Smell different things and talk about them: spices, flowers, fruit, and cocoa. Which scents do you like or dislike?</td>
<td>Dance to a fast song and then dance to a slow song. Clap along to both songs.</td>
<td>What three things would fit inside your pumpkin? What three things won’t fit?</td>
<td>Read a book about Halloween.</td>
<td>Make a list of things you liked most about this month.</td>
</tr>
</tbody>
</table>
Parents are tremendous role models.
If your children see that you think reading is important and enjoy it, they will follow
your lead. When you go to the library, check-out books for you and your children.
Put your books somewhere at home where your child can see them. Let your
children see you reading. Talk about what you’ve read, even if it is just to say, “That
was a good book. I liked reading it.”

**Books to Read this Month**

Check out these books at the library. If they are not available, ask
the librarian for a recommendation.

**FOR READERS AGES 0-3**

- **Besos for Baby**
  *by Jen Arena*
  *(Text is in English and Spanish)*

- **Can I Be Your Dog?**
  *by Troy Cummings*

**FOR READERS AGES 3+**

- **Good Night, Good Night, Construction Site!**
  *by Sherri Duskey Rinker*

- **Thanking the Moon: Celebrating the Mid-Autumn Moon Festival**
  *by Grace Lin*

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**THUMBKIN**  *Sing to the tune of “Frère Jacques”*

(Start with hands behind back.)

Where is Thumbkin? Where is Thumbkin?
Here I am. *(Bring right hand to front, with thumb up)*
Here I am. *(Bring left hand to front, with thumb up)*
How are you today friend?
Very well, I thank you. *(Wiggle thumbs as if they are talking to
each other)*
Run away. *(Hide right hand behind back)*
Run away. *(Hide left hand behind back)*

Where is Pointer? Where is Pointer?
Here I am. *(Bring right hand to front, with index finger up)*
Here I am. *(Bring left hand to front, with index finger up)*
How are you today friend?
Very well, I thank you. *(Wiggle fingers as if they are talking to
each other)*
Run away. *(Hide right hand behind back)*
Run away. *(Hide left hand behind back)*

Where is tall man? Where is tall man?
Here I am. *(Bring right hand to front, with third finger up)*
Here I am. *(Bring left hand to front, with third finger up)*
How are you today friend?
Very well, I thank you. *(Wiggle fingers as if they’re talking to
each other)*
Run away. *(Hide right hand behind back)*
Run away. *(Hide left hand behind back)*

Where are all the fingers? Where are all the fingers?
Here we are. *(Bring right hand to front with all the fingers showing)*
Here we are. *(Bring left hand to front with all the fingers showing)*
How are you today friends?
Very well we thank you. *(Wiggle fingers of both hands as if they
are talking to each other)*
Run away. *(Hide right hand behind back)*
Run away. *(Hide left hand behind back)*

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**IF YOU’RE HAPPY AND YOU KNOW IT**

If you’re happy and you know it clap your hands (clap, clap). If you’re happy and you know it clap your hands (clap, clap).
If you’re happy and you know and you really want to show it, if you’re happy and you know it clap your hands (clap, clap).

OTHER VERSES: STOMP YOUR FEET!  SHOUT HOORAY!  DO ALL THREE!
<table>
<thead>
<tr>
<th>SUNDAY</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>WRITING</strong></td>
<td>Create a list of things to do this month. Hang it up where everyone can see. Have your child check off items as they are completed.</td>
<td><strong>PLAYING</strong></td>
<td>Go for a walk after dark. Pretend you are an explorer. Talk about what you see.</td>
<td><strong>TALKING</strong></td>
<td>At the end of the day talk about everything that happened. What did you like best about today?</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>PLAYING</strong></td>
<td>Play “I Spy” with rhyming words. I spy with my little eye something that rhymes with hat. Yes, a cat!</td>
<td><strong>TALKING</strong></td>
<td>In the morning talk about what you will do today. What are you especially excited to do?</td>
<td><strong>SINGING</strong></td>
<td>Recite “Rub a Dub Dub.” (Words are on the back.)</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>TALKING</strong></td>
<td>Talk about fun things you like to do together as a family.</td>
<td><strong>SINGING</strong></td>
<td>Sing a favorite rhyming song. Stop at the end of a line and have your child fill in the word. (See Twinkle, Twinkle Little Star on the back.)</td>
<td><strong>COUNTING</strong></td>
<td>Name four things that begin with the first letter of your child’s first name.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>SINGING</strong></td>
<td>Sing a song your toddler knows but stop and let your children fill in the blanks. “Row, row, row, your ____.”</td>
<td><strong>COUNTING</strong></td>
<td>See how many cotton balls you can fit into a variety of different-sized containers. How many can fit in this cup? How many can fit in your pocket?</td>
<td><strong>READING</strong></td>
<td>Read a book about Thanksgiving.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>COUNTING</strong></td>
<td>Make a number path. Recite each number as your child walks the path.</td>
<td><strong>READING</strong></td>
<td>Read a book about Winter. Talk about the seasons.</td>
<td><strong>WRITING</strong></td>
<td>Ask your child “What is your favorite toy?” Have a conversation about the answer.</td>
</tr>
</tbody>
</table>
Listening to nursery rhymes and songs is an early literacy experience that helps children understand how language and stories work.

Recite rhymes and sing songs with children from the time they are infants. This helps them become aware of and then play with the sounds in the words. Many rhymes tell a story with a beginning, middle, and end. This shows children how stories work and that events happen in a sequence. Good readers understand that stories and books have a beginning, middle, and end. After reciting a rhyme or singing a song ask your child about the song. What happened at the beginning? What happened at the end?

**RUB A DUB DUB**
Rub a Dub Dub
Three Men in a Tub
And Who Do You Think They Be?
The Butcher, The Baker, The Candlestick Maker
And All of the them Out to Sea

**CLOUD DOUGH RECIPE**

- 4 cups of flour
- ½ cup of vegetable oil
- Food coloring

1. Add the food coloring to the oil. Use as much or as little food color as needed to achieve the color you like.
2. Mix in the flour.
3. Use your hands to knead the dough so the oil is distributed evenly.
4. Use on a large tray or shallow bin to help keep the dough in one play. Give your child cookie cutters, measuring cups, or other items to play with the dough.

**FOR READERS AGES 0-3**

*How Are You? / ¿Cómo estás?*
by Angela Dominguez
(Text is in English and Spanish)

*Arctic Animals*
by Jill McDonald

**FOR READERS AGES 3+**

*Baby Monkey, Private Eye*
by Brian Selznick

*A Big Mooncake for Little Star*
by Grace Lin
### Daily literacy-building activities to share with your child.

#### DECEMBER 2020

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>WRITING</strong></td>
<td>Make a winter card to send to someone special. Who will you send it to?</td>
<td><strong>PLAYING</strong></td>
<td>Make an indoor fort with sheets and furniture. Cuddle together and read favorite books.</td>
<td><strong>TALKING</strong></td>
<td>Talk about family traditions you’ll celebrate this month. Look at photos from previous years and talk about them.</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td><strong>READING</strong></td>
<td>Read books about different holidays and how people celebrate them.</td>
<td><strong>WRITING</strong></td>
<td>Write a message to someone important to you.</td>
<td><strong>PLAYING</strong></td>
<td>Pretend to be an animal that likes cold weather. Who will you be?</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td><strong>WRITING</strong></td>
<td>Draw shapes: a circle, square, triangle, and rectangle. Have your child color them in. Talk about shapes and point them out today.</td>
<td><strong>PLAYING</strong></td>
<td>Play with a large empty box. What can you pretend to be and do?</td>
<td><strong>TALKING</strong></td>
<td>At mealtimes, talk about the food you are preparing, what tools you are using, how you are making it, how it will taste.</td>
</tr>
</tbody>
</table>

| **20** | **PLAYING** | Use play dough or cloud dough to make a snowman. | **TALKING** | Talk about the seasons. Winter, Spring, Summer, Fall. | **SINGING** | Sing “Cold and Snowy Morning.” *(Words are on the back.)* | **COUNTING** | Name three things that are white like snow. | **READING** | Be a reading role model. Let your child see you reading a book, magazine, or newspaper. |

| **27** | **TALKING** | Talk about favorite things that happened in 2020. | **SINGING** | Make up a song using your child’s name. Incorporate other family member names or pets into the song. | **COUNTING** | Draw the alphabet on strips of paper. Add the strips of paper to a container and have your child draw one. Make that the letter of the day. | **WRITING** | Have each family member write one thing they liked about this week. Have your child decorate the paper. | **PLAYING** | Go for a short walk after dark. What do you see? What does it feel like outside? |

| **30** | **READING** | Snuggle together and read a book of nursery rhymes. The library can help you find one. | **WRITING** | With your child, write a list of things you plan to do in 2021. | | | | |
Your library helps children get ready to read.

- The library has many materials and ideas you can use to talk, sing, read, write, play, and count with your child. It doesn't matter if your child is four days old or four years old, we have books, music, programs, and services to help your child develop language and prereading skills.

- We have books to read together, music to borrow, places where you can write, places to play and learn, and programs for all ages.

**Books to Read this Month**

Check out these books at the library. If they are not available, ask the librarian for a recommendation.

**FOR READERS AGES 0-3**

**Pouch**
by David Ezra Stein

**Black Bird Yellow Sun**
by Steve Light

**FOR READERS AGES 3+**

**Imagine!**
by Raúl Colón

**Where the Wild Things Are**
by Maurice Sendak

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**SNOWFLAKES, SNOWFLAKES**

*Sing to the tune of “Frère Jacques”*

Snowflakes, snowflakes, snowflakes, snowflakes,
All around, all around—
Whirling, twirling snowflakes, snowflakes,
Hit the ground, hit the ground.

**COLD AND SNOWY MORNING**

*Sing to the tune of “Here We Go Round the Mulberry Bush”*

This is the way we put on our mittens
Put on our mittens
This is the way we put on our mittens
On a cold and snowy morning

This is the way we shovel the snow
Shovel the snow
This is the way we shovel the snow
On a cold and snowy morning

This is the way we build a snowman
Build a snowman
This is the way we build a snowman
On a cold and snowy morning

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**THE FROST SONG**

*Sing to the tune of “The Farmer in the Dell”*

The frost is in the air.
The frost is in the air.
It's wintertime, it's wintertime,
The frost is in the air.

The frost tells me it’s cold.
The frost tells me it’s cold.
It’s wintertime, it’s wintertime,
The frost tells me it’s cold.

**SING OTHER VERSES IN WHICH THE FROST IS “ON THE ROOF,” “ON THE WINDOWS,” AND “ON THE GROUND”**

---

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