

DEERWOOD ELEMENTARY SCHOOL

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February, 2009

Dear Kindergarten Families:

Welcome to Deerwood Elementary School! Your teachers and I are looking forward to meeting and working with you this year. Together, we will make many new friends and learn many new things.

This booklet has been prepared to help you better understand your first formal learning experience. We hope it will enable you to work effectively with us to make kindergarten profitable and successful for your child.

Sincerely,

Miles Haugen
Principal



Educating our students to reach their full potential

Serving Apple Valley, Burnsville, Coates, Eagan, Inver Grove Heights,
Lakeville, Rosemount, and Empire and Vermillion Townships

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Health Information

Deerwood has a full-time school nurse. The position is shared by two registered school nurses, Joan Bertelsen and Mary Melcher. They are here to help you and your child with all of your health needs. They will plan with you how to best care for special health concerns of individuals in the school setting.

Mrs. Bertelsen/Mrs. Melcher will notify you when your child is injured or too ill to remain in school. It is the responsibility of the parents to make arrangements for proper care of their child.

Feel free to contact Mrs. Bertelsen/Mrs. Melcher with any questions concerning your child in the area of health.

I. The Health packet received at kindergarten registration contains information and forms necessary for attending kindergarten.

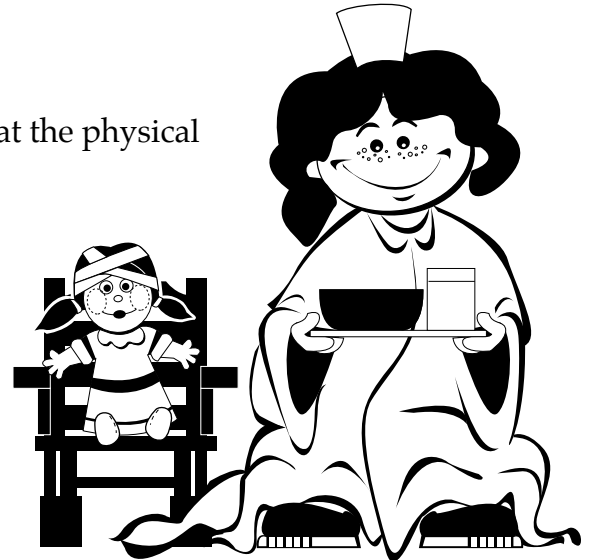
A. Health Record -

To be filled out in **black ink** by parent and doctor at the physical examination.

B. Immunization Record required by law -

Must be filled out in **black ink**, signed by physician or parent, and returned to school by July 14th.

Immunizations must be complete and proof must be provided or your child will not be allowed to start school on the first day of school. A statement from a physician or clinic which provides immunization information stating that the child has had no less than **two** doses of vaccine each for measles (after 12 months of age) mumps and rubella, given separately or in combination; **five** diphtheria tetanus pertussis (unless the 4th dose is given after the 4th birthday then four doses are required), **four** doses of polio (unless the 3rd dose was given after the 4th birthday then three doses are required), **three** doses of hepatitis B vaccine, and documentation of **one** varicella vaccine (chicken pox) or history of disease.



YOUR CHILD WILL NOT BE ALLOWED TO ENTER KINDERGARTEN WITHOUT THIS PROOF.

C. Emergency Card -

Must be completely filled out and returned on or by the first day. Be sure to keep your card updated as information changes on these cards.

The emergency cards will be available for completion at the kindergarten conference in August. Be sure to keep your card updated throughout the school year as information changes.

- II. When to keep your child home due to illness:
- A. Vomited in last **24 hours**.
 - B. Fever in last **24 hours**.
 - C. Signs of contagious diseases such as pink eye, impetigo.
 - D. Strep Throat—until cultures have been read and, if positive, until on medication for **24 hours**.
 - E. Chicken Pox—7 to 10 days until all scab areas are dry.
 - F. Any time your child shows signs of illness which may be passed on to other children.
- III. Notify the school office when your child is ill. Necessary health concerns will be shared with the school nurse.
- IV. Your school nurse will contact you when your child has a special health need in school, such as illness. Be sure your emergency card is completely filled out and kept up to date to enable the school to reach you or someone you have designated to be responsible for your child in your absence.
- V. Medication -
- The school nurse will administer medication when necessary to your child if:
- A. You have provided proper written permission.
 - B. You bring a **pharmacy** labeled bottle containing the medication.
 - C. If your child requires medication for more than two weeks, a doctor's order must accompany the medication.
- VI. When your child returns to school after an extended illness, he/she should bring a note from parents or doctor, explaining his/her absence.
- VII. Make an appointment with your school nurse to discuss any special arrangements for your child. It is necessary for your nurse to be aware of any special needs of your son/daughter.

VIII. Treats -

To help control disease epidemics, it has been required by the Minnesota State Department of Health that food cooked at home may not be distributed to other children at school. Projects that require ingredients brought from home must be in unopened packages. All preparation for these projects must take place at school.

Foods made or baked commercially or in the Home Economics Departments are permissible.

Early Childhood Screening

**Early Childhood Center
5800 149th Street W.
Apple Valley, MN 55124
Call 952-431-8330 for screening information
Cheryll Johnson, Manager; Diane Ney, Program Clerk**

As of July 1, 1992, the state legislature has made it mandatory for all children to be screened before entering kindergarten. Therefore, when enrolling your child for kindergarten you will need to have proof that your child has been screened.

Your child may be screened in one of the following places:

- 1) A School District
- 2) A Pediatrician's Office
- 3) Public Health Nursing
- 4) Head Start

Independent School District 196 will be conducting Early Childhood Screening throughout the school year. We will be screening children 4 years old and older. This is to identify any children who are eligible for district or county services before entering kindergarten.

If you object to having your child screened for religious or other reasons, write up your objections, have them notarized and return to Deerwood by **July 13, 2009**.

What is Early Childhood Screening?

The Early Childhood Screening is a three-part screening program.

- 1) Developmental Screening:
This includes a review of:
 - motor development
 - concepts
 - speech and language
- 2) Health Screening:
This includes:
 - a vision and hearing check
 - an immunization review
 - height and weight check
- 3) Family Factors (optional):
This includes:
 - a discussion with the nurse of any other factors that might put your child at risk for healthy development.

All areas screened will be discussed with parents. Our district screens at District 196 Early Childhood Center, 5800 149th Street W., Apple Valley. Appointments are automatically scheduled from census data.

Kindergarten Philosophy

In accordance with the Minnesota Department of Education, we believe the goal of education is to produce children and ultimately adults who are happy, compassionate, self-initiating and directing, creative, inquisitive, and eager to learn. It is crucial that we provide early and appropriate opportunities for these qualities to develop.

Typically, kindergarten opens the door to formalized education. It helps to build the foundation for future learning experiences.

Kindergarten Mission

The kindergarten program should create an environment in which each child is respected as a unique individual. It should respond to individual differences, special needs, interests, temperaments, and learning styles with the task of assisting each child in reaching his or her potential. The atmosphere must be relaxed, flexible, secure, and enthusiastic.

A quality program will provide developmentally appropriate, concrete, and sensorial activities in which children can actively participate. The emphasis will be on the process of learning rather than specific end products. The program should reflect an integrated approach to learning rather than segmented curricular areas, and decision-making and thinking skills ought to be highlighted over routines and products.

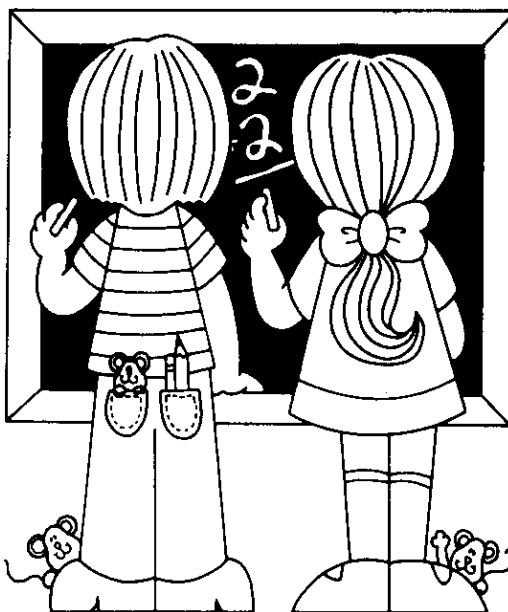
Kindergarten instruction should encourage cooperative learning, socialization, positive self-esteem, communication, problem solving, creativity, and decision making. It ought to be shaped by a balance of teacher-directed activities and those which result from the needs, interests, and prior experiences of the children. Children must be given opportunities to assume increasing responsibilities for self-care and independence.

The kindergarten program should foster the important linkages among home, school, and community which support the well-being of the total child. It is most effective when parents and teachers work cooperatively to encourage and support children as they strive to reach their full potential.

Kindergarten Goals and Subgoals

Goals and Subgoals:

1. The student will apply language and communications skills.
 - 1.1 The student will apply verbal language skills.
 - 1.2 The student will apply receptive language skills.
 - 1.3 The students will understand the relationship between the spoken and written word.
2. The student will apply cognitive skills needed for learning.
 - 2.1 The student will appreciate learning.
 - 2.2 The student will apply work skills needed in the learning environment.
 - 2.3 The student will apply reasoning skills.
3. The student will apply physical skills to maintain a healthy lifestyle.
 - 3.1 The student will apply fine motor skills.
 - 3.2 The student will apply large motor skills.
 - 3.3 The student will apply good health habits.
4. The student will synthesize healthy self-concepts from life's experiences.
 - 4.1 The student will understand and express his/her emotions.
 - 4.2 The student will apply interpersonal relationship skills.
 - 4.3 The student will appreciate healthy relationships with others.
 - 4.4 The student will apply problem-solving skills.



The Kindergarten Program

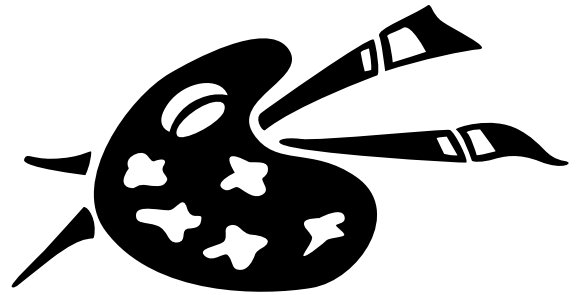
A typical kindergarten day will include the following schedule of activities:

1. Opening

The opening includes the Pledge of Allegiance, announcements, attendance, calendar activities and show and tell.

2. Art

The elementary art curriculum helps students understand how media, technique and process are used to create works of art; how artworks are structured and how art has a variety of functions; how to identify, analyze and select subject matter, symbols and ideas for personal/cultural expression and how historical and cultural contexts provide meaning for works of art, and to assess the merits of their own artworks and the artworks of others.



Resource

Discover Art, Davis

Topics

- Different types of media such as crayon, pencil, paint, clay and paper
- Basic skills such as making marks, cutting and pasting
- Art created based on personal experiences and imagination
- Visual elements of line, shape and texture
- Color names and color mixing techniques
- Artworks and how images convey ideas
- People around the world make different kinds of art for many reasons
- How their own artwork reflects their experiences

3. Health

Development of self-awareness (emotionally, socially and physically) and the best ways of keeping well (healthy decision-making) are emphasized. Topics introduced in the first years are reviewed and discussed in more depth each year along with new topics. The health and guidance curricula complement each other to provide knowledge and skills in the area of drug prevention.

Resources

Your Health, Harcourt, Inc.

Topics

Mental/Emotional/Social

- Conflict resolution
- Cooperation and respect
- Self management
- Feelings
- Responsibility

Chemical Health

- Medicines
- Drugs

Safety and First Aid

- Bus safety
- Fire safety
- Pedestrian/bike safety
- Playground safety
- Seatbelt safety
- Emergencies
- Personal safety
- Stranger

Growth and Development

- Five senses

Communicable/Chronic Diseases

- Cleanliness
- Handwashing

Consumer Health

- Identify helpful adults

Environmental Health

- Reuse

4. Language Arts

Reading, writing, listening, speaking, spelling and handwriting are all important components of language arts. Skills and strategies in each area are modeled, taught and practiced, taking into account the unique needs of each learner. Knowledge and skills are acquired through connected experiences between home, school and community. Students read from a variety of texts, including fiction (short stories and whole books), poetry and nonfiction (textbooks, newspapers and magazines). Students read (or are read to) and write daily.

Resources

Invitations to Literacy, Houghton Mifflin

Literacy 2000, Rigby

Handwriting – K-district developed program



Topics

Reading

- Predicting before, during and after reading
- Summarizing information
- Relevant facts and details
- Main characters – plot and setting
- Similarities and differences in letters and words
- Letter-sound relationships (phonemic awareness)
- Rhyming words

Writing

- Using writing skills to plan, compare and write
- Print concepts, including upper and lower case letter, proper spacing, and writing left to right and top to bottom of the page

Speaking

- Complete sentences
- Responding to questions
- Relevant contributions to discussions
- Appropriate listening skills

Spelling

- Spelling frequently used words correctly

Handwriting

- Legible printing of letters and numbers

5. Mathematics

The primary mathematics curriculum uses an activity-based, language-oriented, problem solving approach. Students move progressively from concrete to symbolic understanding of math concepts as they investigate, explore, create, share and discuss mathematics.

Resource

Scott Foresman and *Investigations*

Topics

Numbers (relationships between numbers)

- Whole numbers
- Basic facts
- Estimation strategies
- Appropriate computations to solve problems

Shapes (geometry)

- Measurement
- Describing, comparing, sorting and classifying shapes

Chance and Data Handling (statistics and probability)

- Collecting, organizing, describing and interpreting data by tallying and making graphs



6. Music

The themes of many of our songs and singing games relate to seasons of the year, holidays, or other unit activities. Music experience provides personal enjoyment and supports and strengthens all areas of the curriculum.

7. Science

The science curriculum provides opportunities for students to learn science concepts through hands-on activities. Students learn to observe, compare, collect data, organize and analyze information, and communicate what they have learned. The investigations focus on physical and life science concepts.

Resources

Full Option Science System (FOSS) kits

Topics

Paper, Wood or Fabric (physical science)

- How the material interacts with water
- The properties that make the material easy or difficult to cut
- Different ways to join the material
- Comparing the properties of the material to determine its best use

Trees (life science)

- Similarities and differences
- Seasonal changes
- Size, shape, texture and color of tree leaves
- Observations

8. Social Studies

The social studies curriculum provides the opportunity for each student to acquire knowledge and develop skills necessary for social, political and economic participation in a diverse, interdependent and changing world.

Resources

"Social Studies Alive" Teacher's Curriculum Institute

Topics

Healthy Self in a Healthy World (understanding self and others in social settings)

- Emotions
- Community environment and the people who occupy it
- Similarities and differences between cultures
- Classroom environment and others within that environment
- School environment

9. Play

Play is the way the child learns, that which no one can teach. Play is not only appropriate but also essential for the child's development, curriculum. Play is the keystone kindergarten activity and must occupy a sizable block of time in the kindergarten schedule. Play arises spontaneously and is the child's way of learning about self, others, and the world. Play is an essential, lifelong human activity.

(Taken from the Minnesota Department of Education document "Kindergarten Excellence.")

10. Physical Education

Once a week, each kindergarten class has a scheduled physical education class in our lunchroom. Children participate in activities using equipment such as bean bags, balls, the parachute, scooters, hula hoops, and jump ropes. These lunchroom activities, as well as those provided in the classroom and on the playground, will help children develop large and small muscle skills.

11. Computer

Children are introduced to computer instruction in kindergarten. Classroom computers are shared by all the kindergarten rooms throughout the year. The second half of the kindergarten year includes regular visits to our school computer lab.

12. Milk Break/Snack

The State of Minnesota provides free milk for kindergarten children each day. Children take turns throughout the year bringing a snack to share with their classmates.

13. The Kindergarten Plus (full day) students have music, phy. ed, library and art with a specialist on a rotating basis.

Helpful Information

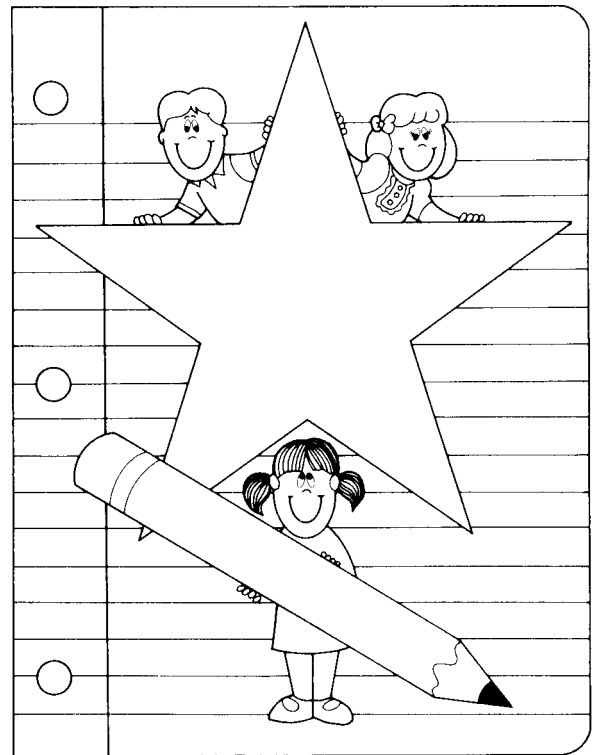
In August, you will receive a letter informing your family of your child's teacher and information on the first day of school orientation.

We have some special requests to help you prepare your child for a successful kindergarten year.

1. Supplies

We ask that children have the following items at school.

- School Box (no larger than 9" long x 6" wide)
- Pencils/Erasers
- Crayons (box of 8 or 16)
- White School Glue (washable)
- Scissors (we prefer Fiskars)
- Tennis Shoes (wear on gym days)
- Paint Shirt
- Kleenex (one box)
- School Bag (large - no wheels)
- Pocket Folders - 2 solid color
- Crayola Markers (washable, primary colors)
- 2 White Board Markers (dark colors)



2. Labeling

Please clearly label your child's belongings, including boots, mittens, coats, hats, shoes, and all school supplies.

3. Personal Needs

Your children will feel confident at school and better about themselves if they are able to take care of their personal needs. Spend time helping your child learn to tie, button, snap, and zip. When purchasing clothing, have your child along to ensure that he/she can zip, tie, button, or snap the clothing item. Please purchase shoes with a grip-type, nonmarking sole for extra safety on waxed floors.

4. Personal Safety

It is important to your child's safety that he/she knows the following:

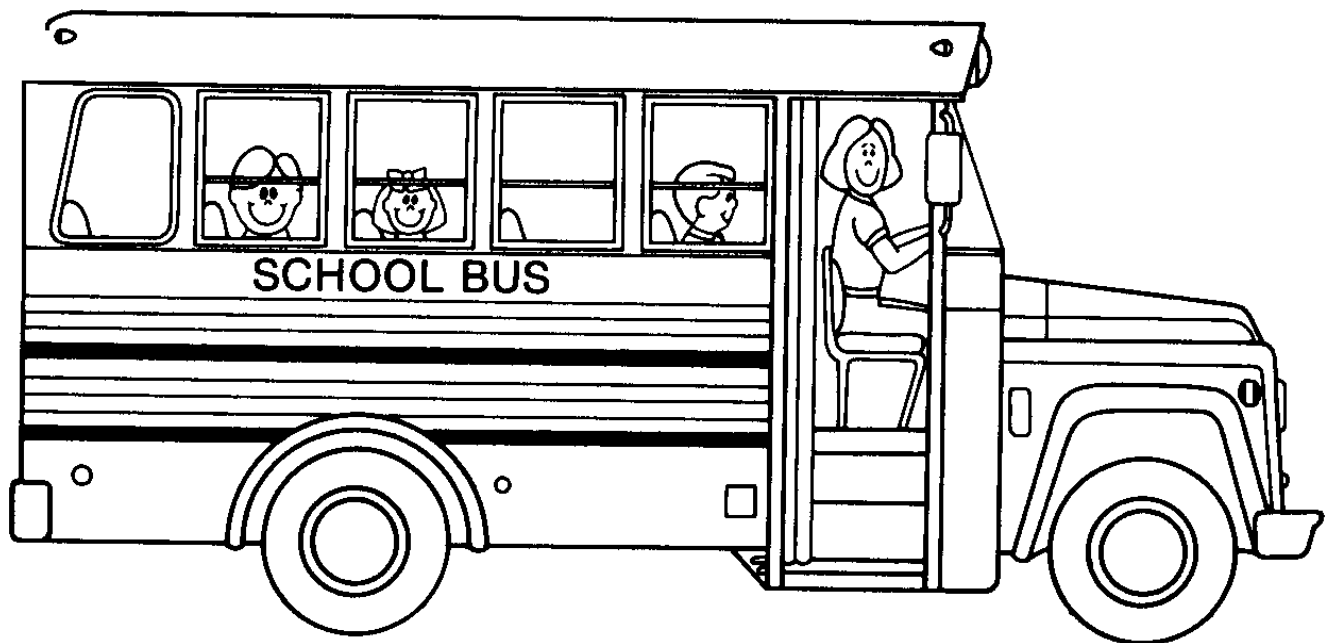
- His or her name, phone number, street, and house number.
- That rides should be refused with everyone except parents or other drivers approved by the school or parents.

(If your child walks to school)

- That the safest place to walk is on the sidewalk.
- That where there is no sidewalk, it is safest to walk facing traffic.
- How to cross the street.
- The meaning of traffic signals.
- The most direct and safest route to school.
- To arrive no earlier than 15 minutes before school starts.

(If your child rides the bus to school)

- That he or she should wait for the bus off the street.
- That he or she should be careful boarding or leaving the bus.
- That School Bus Patrols are organized for safety, to help him or her cross the street, and to leave and enter the bus at busy intersections.
- That notes are required for any change in transportation plans; i.e., a neighbor picking up the child.



Parent Responsibilities

Parents play a key role in their child's school success. We ask that each day parents help their child prepare for school. You can do this by: noting the kindergarten calendar for special activities or items needed, ensuring your child is properly dressed, carries a school bag, and is prompt for school. By encouraging your child to attend school regularly, you will be developing responsible work habits and demonstrating the value of education.

We encourage parents to visit our school. Opportunities for parent visits and involvement include:

- Open House for parents and students during teacher workshop week.
- Kindergarten orientation on the first day of school.
- Back-to-School night for parents in September.
- Parent/Teacher conferences for kindergarten.
- Parties, field trips, track and field day, etc., provide additional opportunities for parent involvement.

★ Dates for all of these activities will be given to you in August.

There are times throughout the year when parents have questions or concerns about their child's progress or the kindergarten program. Please feel free to call or contact your child's teacher regarding any concerns or questions you may have. The kindergarten teachers are available from 7:30 a.m. to 8:00 a.m., or after school until 3:30 p.m.

During the kindergarten year, we will communicate with you through our newsletters, conferences, telephone calls, etc...

Set aside a special time each day for your child to share his/her kindergarten day. Encourage your child to tell about a favorite activity and share items brought home in his/her school bag.

It is very important for parents to reinforce skills and concepts presented at school with children. In addition, reading aloud at home is a key factor in your child's future reading success. Provide a supportive environment for your child by applauding his/her effort and success at school.



Preparing Your Child For School

Research has found that parental involvement in children's education is the most important indicator of success in school. Preparing yourself for your children's entrance into kindergarten is an important step. When you feel comfortable, so will your children. To prepare yourself be sure you:

- Take your children to early childhood screening. If your children have not yet been screened, call 952-431-8330 to schedule an appointment.
- Attend the registration day at your children's school. The dates for each school will be published in the *Spotlight* or call your neighborhood school.
- Plan to attend the first parent/child activity.
- Let your children know you are excited for them to start school and that you will be there to support and encourage them.

You can also plan for your children's success by making sure your children have the following information:

Skills Children Need to Learn	Ideas for Parents
What My School Looks Like	<p>Knowing what to expect helps ease children's worries and concerns. When children feel comfortable with the setting they will be ready to learn.</p> <ul style="list-style-type: none"> • Visit the school before classes begin. • Meet your children's teachers. • Find out the school day's schedule and explain it to your children.
How to Get to School	<ul style="list-style-type: none"> • If your children will be riding a bus, you will receive their bus schedule and bus stop information in August. Locate the bus stop with your children. • Teach your children the numbers of their bus. • Participate in an ECFE field trip so your children have an opportunity to ride a bus with you along for reassurance. • If your children will walk to school, practice the route with them.

Skills Children Need to Learn	Ideas for Parents
How to Take Care of Yourself	<p data-bbox="906 197 1490 306">In a group, your children must be able to take care of personal needs. You can help by doing the following:</p> <ul data-bbox="906 344 1511 926" style="list-style-type: none"> <li data-bbox="906 344 1435 415">• Give children time to zip their own jackets. <li data-bbox="906 447 1474 485">• Let children go to the bathroom alone. <li data-bbox="906 516 1446 585">• Let them walk to a neighbor's house alone. <li data-bbox="906 617 1484 688">• Buy clothes that are easy to button, zip and put on. <li data-bbox="906 720 1443 791">• Provide a mirror so they can look at themselves dressing, etc. <li data-bbox="906 823 1511 926">• Tell them how happy you are that they are growing up and are able to do things for themselves.
How to Listen	<p data-bbox="906 972 1507 1161">In order to learn information and to follow directions, your children must learn to focus on listening. You can help your children learn to focus, to listen, by doing the following:</p> <ul data-bbox="906 1199 1523 1955" style="list-style-type: none"> <li data-bbox="906 1199 1523 1440">• Be sure that you have your children's attention before giving directions. You can know this by touching them as you speak, by asking them to look up at you when they hear you speak, by giving one instruction at a time and by asking them to repeat it at your request. <li data-bbox="906 1472 1468 1577">• Teach them to check with you or with a teacher if they do not understand something. <li data-bbox="906 1608 1479 1646">• Provide quiet places to work and play. <li data-bbox="906 1677 1523 1850">• Turn off the television and radio and listen to the sounds around you with your children. Enjoy together the sounds of birds, cars, etc. Name sounds and talk about what you hear. <li data-bbox="906 1881 1500 1955">• Read stories, books, papers and signs to your children.

Skills Children Need to Learn	Ideas for Parents
How to Communicate	<p>In order for your children to learn new ideas, to solve problems, to share feelings and thoughts, they must learn to communicate. You can help them in these ways:</p> <ul style="list-style-type: none"> • Take time each day to talk with your children. Ask them about things they have done and about feelings. Be sure to let them know the "what's, how's and why's" of things. • Let them know you're glad they ask questions. It means they're thinking! • Pause for a moment when your children ask you a question. Say: "What do YOU think an answer or solution might be?" Encourage your children to be "good" problem solvers and to solve problems on their own whenever possible. • Turn off the television and tell your children stories. If you don't feel comfortable making some up, tell them about things you did when you were a child or when they were little. Ask your child to tell you a story. • Watch television with your children. Talk about what just happened. What did you feel? What do you think the people on the screen were feeling? • Give your children choices rather than always choosing for them. They need to practice making decisions to feel comfortable making them. For example, ask, "Do you want cereal or french toast for breakfast?" or "Do you want to wear blue jeans or sweats today?"

Skills Children Need to Learn	Ideas for Parents
How to Adjust	<p data-bbox="906 197 1511 344">Going to school means new people, places, rules, schedules and activities. Help your child cope with the stresses of change in these ways:</p> <ul data-bbox="906 386 1528 1276" style="list-style-type: none"> <li data-bbox="906 386 1528 659">• Talk with your children about plans for the day. Help them see the parts of each day. For example, getting dressed, eating breakfast, going out, etc. Let your children know what to expect. Avoid surprises. Involve them in making out a schedule by asking what they would like to do. <li data-bbox="906 701 1528 869">• Allow time for slow changes from one activity to another. Warn your children ahead of time that a change is coming. (For example: "Finish your game because we will be eating in ten minutes.") <li data-bbox="906 911 1528 995">• Give your children a chance to get used to one change before they have to move on to another. <li data-bbox="906 1037 1528 1276">• Talk to your children if they become upset about a change. Help them to describe how they are feeling. Let them know that other people have difficulty with changes too. Slow down and help them ease into new situations and changes.
How to Get Along With Others	<p data-bbox="906 1360 1528 1507">To work in groups effectively, children must understand themselves and others, and know how to deal with differences. Help your children in some of these ways:</p> <ul data-bbox="906 1549 1528 1856" style="list-style-type: none"> <li data-bbox="906 1549 1528 1856">• Watch how your children enter new situations with other adults or children. If your children like to stand back and watch for awhile, don't push. Teach your children to say, "hello," but that it is all right to watch before joining in. If your children jump right in to new situations, help them stop a moment to be sure it's all right to enter.

Skills Children Need to Learn	Ideas for Parents
How to Get Along With Others (cont'd)	<ul style="list-style-type: none"> • Tell your children what the rules are, what behavior you expect of them and why, before you go into a new situation. For example, "at Grandma's house the rule is that you may not run in the house because Grandma is afraid you will fall and get hurt. If you need to run, tell me and I'll take you outside." Let them know that every place has its rules. • Stand back for a moment when two children begin to fight. See if they can solve the problem situation by themselves. If they cannot, then help them come up with ways they might work things out. For example: "Jamie, do you hear that Krissa is telling you she doesn't want you to play right now? What can you do instead?" Usually kids can come up with other ideas. You have helped them to solve the problems themselves.
How to Observe	<p>In order to recognize letters, numbers and words, children need to recognize how things are alike and different. You can help by doing the following:</p> <ul style="list-style-type: none"> • Ask questions that encourage your children to describe shapes, colors and different sizes that they have seen. • Talk about numbers on the telephone, calendar and road maps. • Play a memory game like concentration. • Play matching games like dominoes. <p style="text-align: right;"><i>Developed by: Mary Sheedy Kurcinka and Jenna Ruble ISD 196 – ECFE</i></p>

Home Activities



Small Muscle/Fine Motor Activities

1. Sort small objects, beads, paper clips, pennies, seeds, rubber bands, etc. Can also sort silverware from the dishwasher.
2. Pinching clothespins around a shoebox, make a race against timer or opponent.
3. Stringing beads.
4. Practice fastening of buttons, zippers, snaps, belts; child can use old clothes to pretend play.
5. Coloring books - simple pictures, outline with marker or color areas to be colored. There are coloring books on the market that are outlined in color.
6. Simple dot-to-dot. There are books available that do not require numbers or letters.
7. Tracing simple shapes, figures or letters, first with finger then pencil.
8. Tearing, cutting and pasting pictures from magazines. Child may make collages, have them look for different things like dogs, cats, things we eat, see, etc.
9. Folding different sized paper in half, match corners (require them to be exact) fold squares into triangles, fans, airplanes, hats.
10. Snap together beads.
11. Paper ring chains.
12. Nails into scrap lumber.
13. Hand and finger puppets.
14. Coloring, tracing, painting around stencils. Use simple stencils like shapes or simple objects. You can make stencils out of cardboard.
15. String bracelets out of macaroni or small candies with holes.
16. Construction toys - blocks, Lincoln logs, tinker toys, chains and links. There are many new and different constructive toys on the market. You can begin by building towers or simple patterns and have the child copy. Encourage creativity, houses, spaceships, boats, etc.
17. Carrying cotton balls or golf balls on spoons, can make it a race.
18. Opening containers or jars. Begin a collection of empty jars that the child has access to.
19. Pegs and pegboards.
20. Many commercial games require fine motor movement to spin, throw dice or move tokens.
21. Nuts and bolts.
22. Mr. and Mrs. Potato Head.
23. Work benches and tools.
24. Hitting a balloon in the air.
25. Throwing and catching bean bags or balls. Begin with large to medium soft balls like nerfs, they are less threatening to the child. Begin to vary size and texture.
26. Throw any of the above at a target or basket.
27. Puzzles.
28. Playdoh - roll snakes, pancakes, etc. Child may cut with a scissors or cookie cutter. You can also have child practice cutting with a fork or fork and knife.
29. Tear paper or cardboard.
30. Clapping games, or clapping to music. Can also tap fingers or clap together pan lids (if you can stand the noise).
31. Crumble paper and shoot it in the basket.
32. Crack open peanuts.
33. Pick up toothpicks and put them in a container one at a time.
34. Pop bubbles with designated hand or finger.
35. Beginning craft activities.

Reading/Language Activities

You can encourage and foster your child's reading in many, many ways without spending a lot of time or dollars. A little bit can go a long way! Here are a few tips to get you started.

Read, Read, Read!

- Let your child see you enjoy reading.
- Books are good, but don't forget

signs	mail	calendars
newspapers	recipes	food packages
comics	dictionaries	prices
advertisements	magazines	menus

Bedtime isn't the only time to read!

- Listen to your child read for 5 minutes while you prepare dinner. Read right after a meal or over dessert. Read while waiting for a snack to bake. After breakfast can be a terrific time for young ones to listen.
- Play word games - rhyming, describing, beginning and ending sounds, opposites, words that mean about the same thing – while in the car, while cleaning, while eating...

Write to read!

- Write: notes ("I love you!", "I like it when you..." "See you when I get home!"), lists (jobs to do, shopping needs,...) letters, (thank you notes, invitations,...), happy notes in lunchboxes, on pillows, in pockets,...

If you have a tape recorder, use it!

- Start telling a story for your child to continue. Another time, finish one your child begins.
- Play tapes from the library.
- Surprise your child with a story tape. You can make your own when you have time. Sometimes your child can make one, too.

TV isn't all bad!

- Help children limit their TV-watching time.
- Talk about what you watched. Ask details, retell stories, share feelings,...
- Read about things seen on television.

The best things in life can be free!

- Visit pet stores, humane societies, bus and, train stations, airport, parks, beaches, rivers woods, Dad's, Mom's and friend's workplaces, small businesses, factories, hospitals, libraries for books, magazines, records, tapes, films...
- Many family events are advertised in local newspapers. Real-life experiences help your child understand what is read.

Special family times can be reading times!

- Read maps, advertising, guidebooks, signs, journal entries while planning, taking and remembering vacations.
- Have a game night with popcorn, Kool-Aid and games that use words.
- Have a family reading time.

Want More Ideas?

These books, and others, can be found at libraries and bookstores.

- Kimmel, Margaret Mary and Segel, Elizabeth. *For Reading Out Loud*. New York; Delacorte Press, 1983.
- Larrick, Nancy. *A Parent's Guide to Children's Reading*. New York Bantam Books, 1982.
- Trelease, Jim. *The Read-Aloud Handbook*. New York: Penguin Handbooks, 1982.

- *Parents and Reading Committee
Minnesota Reading Association*

Math Activities

Counting

- Count how many plates, spoons, etc., you need to set the table.
- Count steps going up and down stairs.
- Count things while driving in the car; cards, mailboxes, signs, houses, etc.
- Play games where you have to count so many spaces to move.
- Play dice games where you count how many dots on the dice.
- Count how many days until birthdays, holidays, etc., on the calendar.

Recognizing Numerals

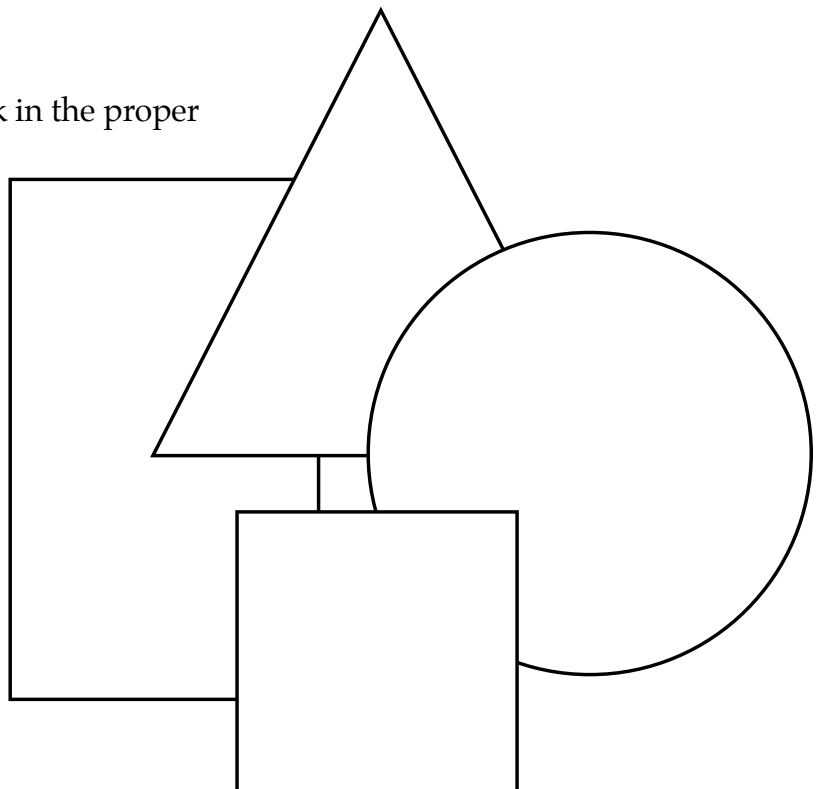
- Make frequent references to the clock, the big hand is on _____, when the little hand is on the _____ it will be time for.
- Practice dialing numbers on a play telephone.
- Play card games; War, Fish, etc.
- Learn your house numbers, your neighbors, numbers, etc.

Patterning

- Help children to find patterns in their clothes, wallpaper, necklaces, etc.
- Make patterns using household materials: keys, buttons, noodles, bread tabs, etc.
- Clap a pattern and have the child repeat it. Then have them make up a pattern for you to repeat.

Sorting

- Tidy up your house and put items back in the proper place.
- Sort stickers into different piles: round ones, square ones, etc.
- Sort M&M's or Skittles into different colored piles.
- Sort objects in piles showing their different characteristics: buttons with two holes, buttons with four holes; stamps with same pictures on them, etc.



Books to Support Math Thinking

Brown Bear, Brown Bear

Dick Gackenbach

A Bag Full of Pups

Nancy Tafuri

Have You Seen My Duckling

Steven Kellogg

Much Bigger Than Martin

Giganti

How Many Snails

Sally Grindley

Four Black Puppies

Bill Martin Jr./Eric Carle

Miscellaneous Home Activities

The following are miscellaneous activities for you to do with your child or let your child experiment on his/her own after learning how to handle the materials:

- Tools and construction materials** including hammers, nails, old scrap lumber, screwdrivers and screws, wrenches, nuts and bolts, drills, saws, with supervision as needed.
- Kitchen activities** peeling carrots and potatoes; beating eggs, batter, etc.; rolling out and cutting cookies; pouring things starting with dry ingredients such as cereal, rice, beans, chocolate chips, etc., and progressing to liquids; measuring ingredients again starting with dry larger amounts and progressing to small amounts of liquid; preparing snacks like cocoa, Kool-Aid, and sandwiches.
- Hanging clothes on the clothesline**
- Modeling clay, Play Dough or homemade play dough**
- Painting** start with water and an old brush on the driveway or garage door or sidewalk and progress to finger paints and/or paints, brush and easel if you are comfortable with this.
- Chalk and chalkboard or driveway/sidewalk in warmer months.**
- Sorting** anything into piles or containers including socks, buttons, beads, silverware type, etc. Sort by type, color, size, shape, etc.
- Fasteners** give the child plenty of opportunity through dolls, dress up, or self dressing to work on large buttons, zippers, snaps, buckles, strings to tie, lacing, etc. It is very important to do this at your child's ability and maturation level. Check on when and what technique if you're unsure or having trouble.
- Bedmaking**
- Table Setting** excellent for right/left concepts
- Balloons** excellent substitute for a ball in the house. Can be thrown lightly so caught easily. Practice "popping" it up in the air without letting it touch the floor. This is good for visual tracking.

Recommended Reading List

Ames, Louise Bates	<u>Your Six Year Old</u>
Ames, Louise Bates	<u>Your Five Year Old</u>
Ames, Louise Bates	<u>Your Four Year Old</u>
Ames, Louise Bates	<u>Your Three Year Old</u>
Ames, Louise Bates and Joan Ames Chase.....	<u>Don't Push Your Preschooler</u>
Anderson, Eugene, George Redman and Charlotte Rogers	<u>Self-Esteem for Tots to Teens</u>
Armstrong, Thomas Ph.D.	<u>In Their Own Way</u>
Bridges, William	<u>Transitions</u>
Chess, Stella and Alexander Thomas	<u>Know Your Child:</u> <u>An Authoritative Guide for Today's Parents</u>
Clark, Jean Illsley	<u>Self-Esteem: A Family Affair</u>
Crary, Elizabeth	<u>Without Spanking or Spoiling</u>
Curran, Delores	<u>Traits of a Healthy Family</u>
Elkind, David.....	<u>The Hurried Child</u>
Elkind, David.....	<u>Miseducation</u>
Faber, Adele and Elaine Mazlish.....	<u>How to Talk So Kids Will Listen</u>
Kroeger, Otto and Janet Thulsen.....	<u>Type Talk</u>
Kurcinka, Mary Sheedy.....	<u>Raising Your Spirited Child</u>
Rich, Dorothy.....	<u>Mega Skills</u>
Saunders, Antoinette	<u>The Stress Proof Child</u>