

Parent-Child Literacy Activity Calendar 2005-06

Read
Together



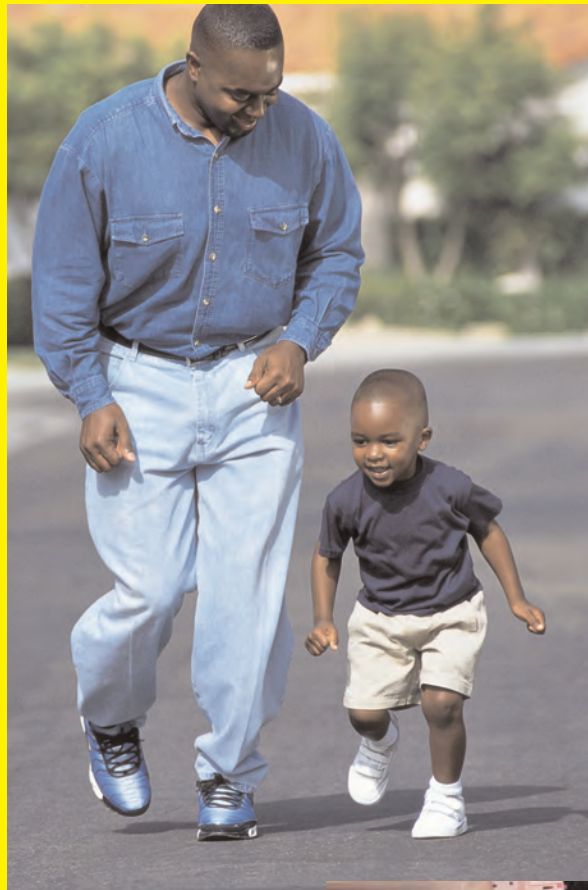
Talk
Together



Write
Together



Explore
Together



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September 2005

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TIMELINE ON A CHILD'S DEVELOPMENT

A child grows and changes very quickly. As you read and play with your child, watch for typical milestones such as these.

0–18 MONTHS

- talking** A baby cries when needing something and coos when happy. The child will babble and say a few words by this age.
- reading** A baby will chew books at first, but the more you read the stories inside, the more likely the child will be able to turn pages and name pictures.
- writing** Slowly the child will learn to use his or her hands for actions ranging from reaching and grabbing for objects to scribbling on paper in crayon.

18–36 MONTHS

- talking** A child forms short sentences using the new words learned.
- reading** A child can find the book he or she wants by its cover—and will ask you to read it!
- writing** A toddler can hold a marker, and scribbles made look a little like writing.

3–4 YEARS

- talking** A child can really talk by this age—about everything he or she sees and does (though your child might choose to watch quietly instead).
- reading** A child starts to learn the alphabet and looks for familiar letters in his or her world.
- writing** Your child will want to write just like you do. Before long, your child will write his or her name.

5–6 YEARS (TYPICALLY KINDERGARTEN)

- talking** Your child is learning to rhyme at this age—have fun together!
- reading** A child can retell a book from memory by recognizing a few words and looking at the pictures.
- writing** A child begins to write words the way they sound, using mostly consonants.

6–7 YEARS (TYPICALLY FIRST GRADE)

- talking** A child can imagine and describe what might happen next in a story.
- reading** A child uses the sounds of letters to read words he or she doesn't know by sight.
- writing** A child will start to express himself or herself in writing, perhaps in a note to a friend or a story.

7–9 YEARS (TYPICALLY SECOND–THIRD GRADE)

- talking** After years of being read to, a child can make up his or her own story, with characters, places, and drama.
- reading** A child will begin to read faster, in whole phrases instead of word by word.
- writing** A child knows that writing has many steps, from thinking and organizing ideas to fixing mistakes.

**When parents are PARTNERS
in their children's education,
children will be more
successful learners and better citizens.**

Are you a PARTNER in your children's education?

IN OUR FAMILY:

(CHECK ALL THAT APPLY.)

- WE MAKE SURE OUR CHILDREN GO TO SCHOOL REGULARLY AND GET THERE ON TIME.
- WE LEARN AND DO THINGS IN OUR HOME EVERY DAY TO HELP OUR CHILDREN LEARN.
- WE READ AND UNDERSTAND OUR CHILDREN'S REPORT CARDS.
- WE KEEP TRACK OF OUR CHILDREN'S LEARNING BY MEETING OFTEN WITH THEIR TEACHERS AND OTHER SCHOOL STAFF.
- WE MAKE SURE OUR CHILDREN GET EXTRA HELP WHEN THEY HAVE TROUBLE LEARNING OR PASSING TESTS.
- WE KNOW HOW TO GET INFORMATION ABOUT HOW WELL OUR SCHOOL IS DOING ITS JOB.
- WE ARE ACTIVE IN PARENT AND COMMUNITY GROUPS THAT WORK TO HELP OUR SCHOOLS BE THE BEST.
- WE VALUE EDUCATION AND MAKE SURE OUR CHILDREN DO TOO BY BEING INVOLVED IN THEIR SCHOOL.

TITLE I OF THE *ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965* IS A FEDERAL LAW.
THIS LAW AIMS TO GIVE *ALL* CHILDREN A FAIR, EQUAL AND SIGNIFICANT OPPORTUNITY TO
GET A HIGH-QUALITY EDUCATION, MEET CHALLENGING ACADEMIC ACHIEVEMENT STANDARDS AND
PASS ACADEMIC TESTS IN EACH STATE.

IF YOU WANT TO LEARN MORE ABOUT HOW TO BE A MORE EFFECTIVE PARTNER IN YOUR CHILDREN'S
EDUCATION, TALK TO THE STAFF AT YOUR SCHOOL.

GOOD BOOKS

- *The Very Hungry Caterpillar*
by Eric Carle (baby–3)
- *Pancakes for Breakfast*
by Tomie dePaola (2–4)
- *Sip, Slurp, Soup, Soup*
by Diane Gonzales Bertrand (3–7)
- *Strega Nona*
by Tomie dePaola (6–7)

ICE BLOCKS RECIPE

- You will need: ice cube trays and any kind of juice.
- Pour juice into ice cube trays. Freeze. Enjoy!

SEE
ACTIVITY
2



KEEP TRACK!

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E = We explored together times this month.

ACTIVITY 1 (AGES BABY–7)

WHAT'S YOUR FAVORITE FOOD?

Talk together with your child about your favorite food. Share why you like it, what memories you have of eating the food and how you feel after eating. **Read a good book** from the list above or one of your own favorite books.

ACTIVITY 2 (AGES 2–7)

LET'S MAKE ICE BLOCKS!

Read together the “Ice Blocks Recipe” in the box on the left side of this page. **Talk** about what you need to make the recipe—juice and ice trays. **Explore** and **talk** about how the ice forms and melts as everyone enjoys the treat. **Write** your own recipe for ice blocks.

ACTIVITY 3 (AGES 2–7)

HAVE A PLACEMAT PARTY.

Write family names along with their favorite meals on a piece of paper. Each family member picks another person and makes a placemat showing that person's favorite meal. **Talk** about the food you drew on the placemat and tell a story about the picture.

ACTIVITY 4 (AGES 3–7)

A FOOD HUNT.

Write a shopping list together. Cut out pictures of foods from flyers, magazines or other reading material and paste each picture next to its food name on the list. At the store, **read** the food list together and check off items as you find them. **Explore** for foods beginning with the same letter as any of those on the list.

Theme of the Month:
In the
Kitchen

September 2005

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
 No Child LEFT BEHIND.				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

GOOD BOOKS

- *Shapes, Shapes, Shapes*
by Tana Hoban (baby–6)
- *Corduroy*
by Don Freeman (2–6)
- *A Tree Is Nice*
by Janice May Udry (4–7)
- *Market Day: A Story Told with Folk Art*
by Lois Ehlert (4–7)

HOW TO PRESS LEAVES

1. Place leaves in between two sheets of newspaper.
2. Place heavy books on top of your leaves.
3. Allow leaves to flatten for at least 24 hours.

SEE
ACTIVITY
1



KEEP TRACK!

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ACTIVITY 1 (AGES 3–7)

COLLECTING LEAVES.

Explore your neighborhood and look at the different kinds of trees. Collect leaves of many shapes, colors and sizes. Press your favorite leaves by following the directions in the box on the left side of this page. Make a book of leaves by taping them onto sheets of paper. At the library, **read** about trees and their leaves and **write** their names in your book. Try to match leaves you collected with the trees when possible.

ACTIVITY 2 (AGES 3–7)

BUTTON COLLECTIONS.

Gather lots of old buttons. **Explore** with your child how they are the same and different. **Write** a list of their features such as size (big, medium-sized, or small), color, shape, and the number of holes. Help your child **write** other words you can think of to describe the buttons.

ACTIVITY 3 (AGES 5–7)

WHAT DO YOU COLLECT?

Together, **explore** your home and community to find at least three things you and your child can save, like cards, toy cars and bottle caps. Separate these things into categories by color, size, shape, use or other. **Write** a list of things in each category and **talk** about why each is special to you or your child.

ACTIVITY 4 (AGES 5–7)

STUDYING COINS.

Explore coins—pennies, nickels, dimes, quarters—together with your child. **Read** the words on the coins. **Talk** about how the coins are the same or different. Arrange the coins by the year made or other features. Make coin rubbings by placing paper on top of each coin and rubbing it with a pencil or crayon.

Theme of the Month:
Collecting

October 2005

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
 1						
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

GOOD BOOKS

- *Hugs and Kisses*
by Roberta Grobel Intrater (baby–3)
- *Mama, Do You Love Me?*
by Barbara Joesse (baby–4)
- *Chrysanthemum*
by Kevin Henkes (3–6)
- *Hooray! A Pināta!*
by Elisa Kleven (4–7)



THINGS TO INCLUDE IN AN “ABOUT YOUR CHILD BOOK”

- Favorite colors
- Hand and foot prints
- Favorite animal
- Favorite food
- Drawing of your child
- Drawings of family members
- Letters your child can name or make
- Books your child loves

SEE
ACTIVITY
1

KEEP TRACK!

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ACTIVITY 1 (AGES BABY–5)

ABOUT ME.

Together make a book about your child. **Talk** about and make pages showing all the items listed in the box on the left side of this page. **Write** about each item on the pages. **Read** the book to your child.

ACTIVITY 2 (AGES 3–6)

A FAMILY PORTRAIT.

Talk with your child about who is in his or her family. Ask your child to draw a family picture. **Write** family members' names under the figures. Together **talk** about the picture and **write** a story based on the picture. **Read** it to your child.

ACTIVITY 3 (AGES 4–7)

MY FAMILY SCRAPBOOK.

Explore family photographs together. Ask your child to **talk** about what he or she remembers about an event or person captured in the photos. Help your child make his or her very own scrapbook with these photos. **Write** about the photos on each scrapbook page. Encourage your child to decorate each page.

ACTIVITY 4 (AGES 5–7)

MAKE A FAMILY QUILT.

Talk about special events that happened in your family. Draw each event on separate papers. On each picture, **write** a sentence or paragraph that describes the event. Tape the pictures together to make a quilt. Hang it on a wall or the refrigerator.

Theme of the Month:
Family

November 2005

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



GOOD BOOKS

- *Is It Red? Is It Yellow? Is It Blue?*
by Tana Hoban (baby–4)
- *Brown Bear, Brown Bear, What Do You See?*
by Bill Martin and Eric Carle (baby–5)
- *Mouse Paint*
by Ellen Stoll Walsh (2–6)
- *Tortilla Factory*
by Gary Paulsen (3–7)

COLORED PLAY DOUGH

Ingredients: 1 cup cornstarch, 2 cups salt, 1 1/3 cups cold water and 4 different colors of food coloring

Boil salt and 2/3 cup water in pan. Mix cornstarch with 2/3 cup cold water. Blend 2 mixtures and knead into clay. Divide into 4 balls. Mix each with different food coloring. Dough can be air-dried and kept in tight container in the fridge.

SEE
ACTIVITY
3



KEEP TRACK!

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ACTIVITY 1 (AGES 3–7)

NAME THE COLOR.

Take home paint samples from a local paint store and **explore** them with your child. **Write** labels for the colors, such as bat black, yummy yellow, and gooey green. **Read** a **good book** listed above and **talk** about it together.

ACTIVITY 2 (AGES 3–7)

I SPY.

At bathtime or on a walk with your child, **explore** and **talk** about objects you see around you. But, don't use the object's name. Instead, give color clues, such as "I see something baby blue with pink polka dots." Take turns giving clues and guessing the object.

ACTIVITY 3 (AGES 3–7)

SPELL WITH PLAY DOUGH.

Read the recipe in the box on the left side of this page. Make different colored play dough. Roll it into a thin rope shape. Make letters out of the rope and spell your child's name. **Write** other words or alphabets using the dough. **Read** and point out the letters' names.

ACTIVITY 4 (AGES 5–7)

PICTURE THIS.

Explore magazines for pictures of people, places and things. Cut out pictures you like and paste them onto one piece of paper. Tell a story about the picture you made. **Write** down the story, adding more to it each day for a week.

Theme of the Month:
Color
Everywhere

December 2005

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

GOOD BOOKS

- *Grandmother's Nursery Rhymes*
by Nelly Palacio Jaramillo (baby–4)
- *Green Eggs and Ham*
by Dr. Seuss (3–7)
- *Chicka Chicka Boom Boom*
by Bill Martin Jr. and John Archambault (4–7)
- *Drum, Chavi, Drum!*
by Mayra L. Dole (5–7)

TWINKLE, TWINKLE, LITTLE STAR

*Twinkle, twinkle, little star
How I wonder what you are!*

SEE
ACTIVITY
3



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ACTIVITY 1 (AGES BABY–5)

WORDS AND RHYTHM.

Explore your kitchen to find items with interesting names—macaroni, spatula, faucet and refrigerator. Ask your child to say these words. **Explore** the sounds of these words by clapping once for each syllable your child says. **Write** each of these words together.

ACTIVITY 2 (AGES 3–7)

RHYME TIME.

Read one of the **good books** listed above. **Talk** to your child about what a rhyme is—two words that sound alike. **Explore** ways to make rhymes with simple words in the book. **Write** the words from the books and the rhyming words you thought of together.

ACTIVITY 3 (AGES 3–7)

WRITE A LULLABY.

Talk about things your child thinks about at bedtime. What sounds and thoughts help your child fall asleep? **Read** and sing “Twinkle, Twinkle, Little Star” together. Replace the word “twinkle” with your child’s name.

ACTIVITY 4 (AGES 4–7)

LISTENING TOUR.

Write a list of any sounds you might hear outdoors—dogs barking, cars honking, children playing and birds singing. Walk with your child around the block. Don’t talk—just listen! **Read** your list together and check the sounds you heard. Take turns making them!

Theme of the Month:
Sounds
and
Music

January 2006

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



GOOD BOOKS

- *Do You Want to Be My Friend?*
by Eric Carle (baby–3)
- *Swimmy*
by Leo Lionni (2–6)
- *Margaret and Margarita*
by Lynn Reiser (4–7)
- *Matthew and Tilly*
by Rebecca Jones (4–7)

MY FRIEND

SEE
ACTIVITY
1

My friend likes _____

and doesn't like _____

I remember when my friend _____



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ACTIVITY 1 (AGES 3–7)

A GIFT TO A FRIEND.

Together **write** a book to give to a favorite friend. Using the box on the left side of this page, **talk** and **write** a story about this friend. Include lots of details in the story you write. Have your child illustrate the book. Present it to the special friend.

ACTIVITY 2 (AGES 3–7)

WRITING LETTERS.

Help your child **write** a friendly letter to a friend or family member. Or make your own greeting card. **Write** the person's name and address in the center of the envelope and your address in the top left-hand corner. Buy a stamp and mail the letter.

ACTIVITY 3 (AGES 4–7)

ALL ABOUT FRIENDS.

Ask family members to **write** names of friends. **Talk** about why they like each one. **Explore** what their friends might like about them. **Read** a **good book** listed above. Ask your child: "Are the characters friends?" "Why do they like each other?" **Talk** about why you like to read.

ACTIVITY 4 (AGES 4–7)

PUPPET FRIENDS.

Everybody loves puppets! Ask your child to draw separately several people or animals. Cut each out. Attach each to a twig or coffee stirrer. Help your child **write** a short play about friendship with these puppets as the characters. Act out the play with the puppets.

Theme of the Month:
My
Friends

February 2006

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				



GOOD BOOKS

- *The Very Busy Spider*
by Eric Carle (baby–4)
- *Peter Spier's Rain*
by Peter Spier (2–7)
- *Miss Rumphius*
by Barbara Cooney (4–7)
- *The Lorax*
by Dr. Seuss (4–7)

ITSY BITSY SPIDER

(A Finger Play)

The itsy, bitsy spider
climbed up the water spout.
Down came the rain and washed
the spider out.
Out came the sun and dried up all the rain,
So the itsy, bitsy spider went up the spout again.

SEE
ACTIVITY
1

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ACTIVITY 1 (AGES BABY–5)

CLIMBING SPIDER!

Read the rhyme in the box on the left side of this page. Pretend your child's fingers are a spider climbing higher and higher. Act out all the actions in the rhyme. Say the rhyme over and over with your child until you can recite it together.

ACTIVITY 2 (AGES 2–6)

SPRING SCAVENGER HUNT.

The first day of spring this year is March 20 (sometimes it is March 21). Together, find and circle this day on the calendar. Sometime during this week, **explore** the outdoors for signs of spring, such as flower buds, new leaves, ants and bird activity. **Write** a list of signs you discover.

ACTIVITY 3 (AGES 3–6)

WHAT TO WEAR?

Look out the window with your child. **Talk** about the weather you see. **Write** a weather report that describes the day. **Read** the report with your child. Draw pictures of clothing your child will want to wear when outside that day. **Write** the items' names next to the drawings.

ACTIVITY 4 (AGES 3–7)

FEEDING BIRDS.

To make a bird feeder, cut a hole out of the side of an empty milk jug with a handle. Inside, put birdseed or pieces of bread or fruit. Tie a string to the handle and put the jug outdoors where your child can see it. **Write** about the daily activities of the birds that visit the feeder and what they eat.

Theme of the Month:
Nature

March 2006

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

GOOD BOOKS

- *Smile*
by Roberta Grobel Intrater (baby–3)
- *The Cat in the Hat*
by Dr. Seuss (2–4)
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
by Judith Viorst (4–7)
- *Frog and Toad All Year*
by Arnold Lobel (4–8)

TONGUE TWISTERS

- Toy boat, toy boat, toy boat, toy boat, toy boat.
- A flea and a fly flew up a flue.
- She sells sea shells by the seashore.
- A big black bug bit a big brown bear.

SEE
ACTIVITY
1

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ACTIVITY 1 (AGES 2–7)

TWISTING TONGUES!

Take turns making funny sounds or saying words or sentences that are tongue twisters. Amuse your toddler with funny sounds you make. With older children, try and say “blue birds” as fast as you can, or **read** and say the tongue twisters in the box on the left side of this page.

ACTIVITY 2 (AGES 3–7)

FUNNY FACES.

Explore a party store with your child to find colorful and washable face paints. Paint each other’s faces. Draw pictures of each other and **write** a funny name for each face (for example, Zigzag Zebra or Laughing Lion).

ACTIVITY 3 (AGES 4–7)

HA HA HA!

Read this riddle: What has four wheels and flies? – A garbage truck! At meal time, take turns telling a joke or a silly story, or **talk** about something funny. Later, **read** one of the recommended books or one of your own funny favorites.

ACTIVITY 4 (AGES 5–7)

THE FUNNIES!

Read a simple cartoon in the newspaper. **Talk** about what’s funny in the story by asking questions like: “Do the pictures make you laugh?” “Are the words funny?” **Write** or tell a silly story to each other about the character in the cartoon.

Theme of the Month:
Laughter
and
Humor

April 2006

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
 1						
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

GOOD BOOKS

- *The Carrot Seed*
by Ruth Krauss (3–6)
- *Peter's Chair*
by Ezra Jack Keats (3–7)
- *Tell Me Again About the Night I Was Born*
by Jamie Lee Curtis (4–7)
- *Stellaluna*
by Jannell Cannon (4–7)

NAMES OF ANIMALS AND THEIR BABIES

● Animal Name ● Baby Name

bat	pup
bear	cub
pig	piglet
cat	kitten
chicken	chick
deer	fawn
dog	pup
duck	duckling
goat	kid
whale	calf

SEE
ACTIVITY
4



KEEP TRACK!

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ACTIVITY 1 (AGES BABY–7)

GROWING A READER.

Explore your local library with your child for books that interest your young reader. **Read** and **talk** about the books. Keep a list of all the books you read together and check off your child's favorites. Watch the list grow!

ACTIVITY 2 (AGES 2–7)

WATCHING SEEDS SPROUT.

Talk with your child about how seeds need water and light to grow. Stuff damp paper towels in a clear plastic cup. Put different seeds (for example, sunflower, apple, orange and bean) inside the cup between the paper towels and the sides of the cup. Keep the towels damp. Together **write** on the calendar when the different seeds sprout!

ACTIVITY 3 (AGES 3–7)

LOOK AT ME!

Explore family photo albums with your child. Let your child pick photos of himself or herself. **Talk** with your child about how he or she has changed over time. **Write** down what your child remembers about each photo.

ACTIVITY 4 (AGES 3–7)

NAMES OF ANIMALS AND THEIR BABIES.

Talk about the different names for different baby animals. Together, draw pictures of the baby animals. **Write** the name of each baby animal below its picture. **Read** a **good book** from the list above on growing and changing.

Theme of the Month:
Growing
and
Changing

May 2006

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

GOOD BOOKS

- *I Went Walking*
by Sue Williams (baby–3)
- *The Snowy Day*
by Ezra Jack Keats (2–7)
- *The Cloud Book*
by Tomie dePaola (4–7)
- *The Secret Footprints*
by Julie Alvarez (5–7)

MY SPECIAL SECRET POEM

My secret is a little one.

It is about my pet.

She's going to have some puppies.

But, not quite yet.

SEE
ACTIVITY
4



KEEP TRACK!

When you and your family read, talk, write and explore, mark these letters in the box for that day. At the end of the month, add up the letters on the calendar and put the numbers in the boxes below.

R = We read together times this month.

T = We talked together times this month.

W = We wrote together times this month.

E = We explored together times this month.

ACTIVITY 1 (AGES 1–5)

WHAT IS IT?

Put things with different textures, shapes, and sizes in a pillowcase. Ask your child to reach inside, touch one thing and **talk** about how it feels. Is it rough? smooth? round? square? etc. Give clues to help your child guess what it is.

ACTIVITY 2 (AGES 3–7)

CLOUD PICTURES.

On a sunny day, go outside and **explore** the sky with your child. Take turns **talking** about the shape of each cloud and what each cloud looks like. When you go inside, draw pictures of the clouds you saw. **Read** a **good book** from the list above.

ACTIVITY 3 (AGES 4–7)

FANTASY BUGS.

Write big letters on paper. Together with your child turn the letters into different types of bugs. **Talk** about the features of the different fantasy bugs you create, such as big eyes, wings and a lot of legs. **Write** a made-up name for each—for example, Bizarre-B bug, Mean-M bug or Puffy-P bug.

ACTIVITY 4 (AGES 5–7)

SECRET POEMS.

Explain to your child that poems can be serious or funny; they can rhyme or not rhyme. Together **read** the poem in the box on the left side of this page. **Talk** with your child about a secret the two of you share. **Write** a poem together about this secret. **Explore** together how many words you can rhyme in this poem.

Theme of the Month:
Discovery
Zone

June 2006

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	



GOOD BOOKS

- *I Read Signs*
by Tana Hoban (baby–3)
- *Alphabet City*
by Stephen Johnson (3–7)
- *Gathering the Sun*
by Alma Flor Ada (3–7)
- *Celebrations*
by Nancy Maria Grande Tabor (4–7)

WHERE WE LIVE

SEE
ACTIVITY
3

Our street address is

Our state is

Our country is

KEEP TRACK!

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W = We wrote together times this month.

E = We explored together times this month.



ACTIVITY 1 (AGES 2–7)

EXPLORING OUR TOWN.

Write a list of places in your town where people come together—like houses of worship, libraries, food stores, playgrounds and schools. **Explore** your neighborhood with your child and check off each place on your list. **Talk** about the other places you find and add them to the list.

ACTIVITY 2 (AGES 3–7)

PARTY TIME.

Invite your child's friends to a party on the Fourth of July. Together, **write** and decorate invitations to the party. **Write** a list of games you'd like to play. Tell a story or **read** a book about the Fourth of July.

ACTIVITY 3 (AGES 4–7)

WHERE WE LIVE!

Talk about your neighborhood and where your house is located in the neighborhood. **Write** your street address and (if the child is older) state and country in the "Where We Live" box on the left side of this page. **Talk** about where other family members live. How are their communities different from yours?

ACTIVITY 4 (AGES 4–7)

COMMUNITY WORKERS.

Explain what a community is to your child. **Write** a list of workers in your community, such as letter carrier, firefighter and teacher. **Explore** your neighborhood and visit a few of the places where these people work. **Talk** to them about what they do. **Write** a story or a book about their work.

Theme of the Month:
Our
Community

July 2006

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

GOOD BOOKS

- *Our World: A Child's First Picture Atlas* by National Geographic Society (all ages)
- *Zoom* by Istvan Banyai (all ages)
- *Whoever You Are* by Mem Fox (3–7)
- *The Great Kapok Tree: A Tale of the Amazon Rain Forest* by Lynn Cherry (5–7)

SOME WORDS TO USE WHEN TALKING ABOUT A TRIP

pack	vehicle
vacation	map
suitcase	schedule
full	overnight
travel	gather

SEE
ACTIVITY
1



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E = We explored together times this month.

ACTIVITY 1 (AGES 2–4)

A PRETEND TRIP.

Talk with your child about a pretend trip using some of the words in the box on the left side of this page. **Explore** items that will be useful to take on the trip. **Talk** about how the weather can help you decide what to pack for the trip. **Write** and **read** a list of items you will take on the trip. Check off each item as you pack your suitcase.

ACTIVITY 2 (AGES 3–7)

MAKING MAPS.

Go for a walk in the community with your child to a favorite place like a park or a store. **Explore** the route from home to your favorite place. **Write** a list of places and things that you see along the way. At home, make a map of the route from home to this favorite place. Draw and name the places and things you saw. **Talk** to your child about why maps are important.

ACTIVITY 3 (AGES 4–7)

THE GREAT SUPERMARKET HUNT.

Talk about where popular foods in America come from, for example, pizza (Italy), taco (Mexico), hot dog (Germany) and ramen noodles (China). **Explore** the supermarket for foods that come from other countries and **write** a list of the foods. Ask your child what new food he or she would like to try.

ACTIVITY 4 (AGES 5–7)

COMPASS FUN.

Explore a map of your state. Find your town and circle it. Find the capital city of your state and put an X on it. Explain to your child how the compass is used to show directions. Find the picture of a compass on the map. Is the capital north, south, east or west from your home?

Theme of the Month:
Around
the
World

August 2006

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



Title I, Part A, Information and Opportunities for Parents

ABOUT YOUR CHILD'S SCHOOL DISTRICT

You will receive the school district's written parent involvement policy. To get more involved, you can help:

- Develop and, as needed, revise the parent involvement policy to improve the academic quality of your child's school **(Annually)**.
- Select programs, activities and procedures for parent involvement **(Before and during school year)**.
- Evaluate the policy to improve the academic quality of your child's school **(Annually)**.
- Decide how funds for parental involvement activities will be used **(Before the funds are distributed to schools)**.

To help you keep track of your child's progress in school, you will receive:

- An annual report card about the progress of public K–12 schools in your school district **(Annually)**.
- Notice and assistance if your child with limited English proficiency is placed or recommended for placement in a language instruction educational program **(Annually, by 30 days after school begins for children already identified, or in first two weeks of placement)**.
- Notice if your child with limited English proficiency is in a language instruction educational program and does not progress adequately **(No later than 30 days after the school district makes the determination)**.
- Information about how the language instruction educational program meets the individualized education program objectives, if your child has a disability and is also limited English proficient **(Annually, by 30 days after school begins for children already identified, or in first two weeks of placement)**.
- Notice of the opportunity to request information about the professional qualifications of teachers and paraprofessionals working with your child **(Annually, at beginning of school year)**.

If your child's school is identified for improvement, corrective action or restructuring, you will receive:

- Notice, with an explanation of the reasons for the identification and how parents can be involved **(Promptly, following the identification)**.
- Notice of your child's options to transfer to a public school not identified for improvement **(After the school misses its adequate yearly progress goals for two consecutive years)**.
- Notice of your child's options to receive supplemental educational services **(After the school misses its adequate yearly progress goals for three consecutive years)**.

ABOUT YOUR CHILD'S SCHOOL

You will receive the school's written parent involvement policy. To get more involved, you can:

- Help develop and, as required, revise or improve the school's written parent involvement policy **(Time determined by school district)**.
- Attend a meeting about the school's participation in Title I, Part A, and ways parents can be involved **(Annually)**.
- Help develop and, as required, revise or improve the school-parent compact of shared responsibilities for high student achievement **(Time determined by school district)**.

To help you keep track of your child's progress in school, you will receive:

- Information on your child's level of achievement on assessments aligned with state academic achievement standards **(As soon as practical after the assessment)**.
- Notice if your child is assigned or taught by a teacher who for four or more consecutive weeks is not highly qualified **(Timely)**.

ABOUT YOUR CHILD'S SCHOOL DISTRICT AND SCHOOL

To help you get involved, you will receive:

- Assistance to better understand the state's academic content standards, academic achievement standards, and academic assessments **(Before and during school year)**.
- Assistance to better understand how to monitor your child's progress **(Before and during school year)**.
- Assistance to better understand how to work with educators to improve your child's academic achievement **(Before and during school year)**.
- Materials and training to help you improve your child's academic achievement **(Before and during school year)**.
- Reasonable support for parental involvement activities, at your request **(Before and during school year)**.

School districts must provide information about written complaint procedures for resolving alleged violations of Title I, Part A, free of charge to parents.

All parent notices and other information must be in a format and, as practicable, a language they can understand.

