

Early Childhood Family Calendar | 2016

S P A R K

Strong, Prepared And Ready for Kindergarten



... a love of learning



44 E Galena Blvd, Aurora, IL 60505 | 630.896.4636 | spark@uwfoxvalley.org | www.sparkaurora.org



TALK

Talk with your child every day...
this helps your child learn words.

READ

Read with your child every day...
this helps your child enjoy learning.

PLAY

Play with your child every day...
this helps your child get along with others.

MOVE

Move with your child every day...
this helps your child develop motor skills.

EXPLORE

Explore with your child every day...
this helps build your child's creativity.

Help your child be ready for school...right from the start.

TALK

READ

PLAY

MOVE

EXPLORE

Infants

0–18 Months

- Say your baby's name often.
- Take turns making the same sounds as your baby.
- Talk to your baby during bath time, play time, diaper changing and feeding time.
- Talking to your baby will help your baby learn new words and mimic sounds.

- Look at books together—black and white picture books strengthen eyesight.
- Point to pictures in books and talk about what you see.
- Read before nap time and bedtime. This routine can calm your baby.

- Give your baby time to move and play with you.
- Look and smile at your baby.
- Play with your baby using rattles, toys and games like peek-a-boo.
- Talk with your baby during these activities.

- Dedicate time every day for active movement.
- Limit time spent in items that restrict movement (swings, walkers, bouncy seats, etc.)
- Aim for no TV/screen exposure for infants.
- Allow for tummy time as recommended by your doctor.

- Give your baby a variety of interesting toys to play with.
- Take your baby on a walk daily to explore his or her surroundings.
- Use your imagination to find interesting things for your baby to smell, hear or see.
- Join an infant/toddler playgroup.

Toddlers

18–36 Months

- Help your child learn to talk by adding words.
- Help your child learn new words by explaining what is happening during the day.
- Name your toddlers feelings such as happy, sad, mad and scared.
- Sing simple songs. Use lots of rhyming words.

- Sit close to or hold your toddler when looking at books together.
- Let your toddler choose a book, turn the pages and point to pictures or words.
- Read your child's favorite books over and over again.

- Children learn when they play.
- Give your child time to explore new objects, places and people. Play outside often.
- Play make-believe with your child. Use dress-up clothes, puppets, boxes, pots and pans.

- Allow your child to develop touch and balance by using soft shoes or bare feet while your child is learning to walk.
- Turn on the radio and dance with your toddler. Limit TV/screen time.
- Throw and kick different sizes and textured balls with your child.

- Explore the outdoors together by touching bark, examining twigs and watching spiders.
- Take your child to the zoo, park and beach.
- Play "I Spy" with your child. For example, adult says "I spy something red," and child responds "I see a stop sign."

Preschoolers

36–60 Months

- Talk with your child about his or her day. Ask questions that begin with who, what and why.
- Use complete sentences to describe what is happening around you and your child.
- Ask children "what if" or "I wonder" questions.

- Have fun while you are reading books and looking at pictures with your child. Use silly voices.
- Retell stories in your own words. Listen to your child retell stories.
- Point out words inside and outside of your home.

- Play with toys and create things using blocks, crayons, play dough, sandboxes and play-grounds.
- Follow what your child is interested in when playing together.
- Describe what your child is doing.
- Pretend to cook, care for babies, dress up and go to work.

- Create an obstacle course that encourages climbing, crawling, throwing and jumping.
- Exercise daily with your child.
- Be silly, wiggle and dance to music with your child.
- Limit TV/screen time.

- Go on a nature scavenger hunt.
- Encourage your child to help grocery shop.
- Expose your child to different cultures through food, music, dance, clothes and stories.
- Visit your local museums, libraries and other friendly areas.

January 2016



Sharing Books with Your Baby

Can you really share books with children who don't talk yet? Yes! Mothers, fathers, grandparents, aunts, uncles—even older brothers and sisters—can help babies learn to love reading by reading to them. Here are some tips that have worked for parents and caregivers.

How do I get started?

- Talk, sing, or recite simple rhymes to your baby every day, starting when he is born.

When can I read with my baby?

- Make reading part of the daily routine. After a nap and before going to bed are two popular times.

How long can I read to my baby?

- Read to your baby only as long as she remains interested—for a few seconds or a few minutes.

What if my baby isn't interested in books?

- Keep trying, but don't force it. Some babies are just busy learning other things.
- If your baby can hold objects, let her play with baby books. Offer books when she is looking for something to do. Such invitations help many children develop an interest in books.

For more information, please visit <http://illinoisearlylearning.org/tipsheets/booksbaby.htm>

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1	2

Talk: Look at shapes and count how many sides each has.

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4

Read: How Many Bugs in a Box by D. A. Carter

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Play: Blow bubbles and count while your child pops them

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Move: Count how many jumping jacks you can do together

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Explore: Discover shapes around the house.

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Talk: Count from 1-19 and ask your child what comes next.

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Read: Mouse Paint by Mac Barnett

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Play: Line up stuffed animals from largest to smallest

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Move: Bounce a ball back and forth and count each bounce

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Explore: Go on a number hunt with your child

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Talk: Build a tunnel in the snow

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Located next to the Fox River in Historic Downtown Aurora, Aurora Fastprint, Inc. has been a leading provider of printing and copying in the Fox Valley area since 1976.

www.aurorafastprint.com

Encouraging Words

- Notice specific good acts and comment on them.

Pay attention to the things that your child gets right. For example, if he usually pushes to the front of the line but remembers to wait this time, you might say, "I'm glad you remembered to wait to go down the slide when you saw Jason get to the ladder first," along with a smile or a hug.

- Notice your child's effort and be honest in praising it.

Be careful not to go overboard with praise. Your child may begin to doubt your judgment if you constantly tell him that he's the fastest boy or the best artist, especially if he knows others who are faster or who draw better pictures.

- Avoid compliments that insult your child or others.

Don't praise your child in a way that sounds like criticism. Saying, "You actually remembered to put your coat away for once" is not encouraging. If something your child has done is worth complimenting, let the compliment stand on its own.

"I love you." "I'm proud of you." "I'm so glad you're my child." Children and adults feel good when they hear these words.

For more information, please visit <http://illinoisearlylearning.org/tipsheets/encouragingwords.htm>

February 2016



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1 <i>Talk:</i> About going to the dentist	2	3 <i>Read:</i> Bear's Loose Tooth by Karma Wilson	4	5 <i>Play:</i> Set up a pretend dentist office	6
7	8	9 <i>Move:</i> Shake and wiggle like a loose tooth	10	11 <i>Explore:</i> Look at pictures of animals to see if they have teeth.	12	13

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Talk: Discuss how to keep teeth clean and healthy

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Read: Curious George Visits the Dentist by H. A. Key

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Play: pretend that your child is the tooth fairy.

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Move: jump up and down while you count your teeth.

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Explore: Healthy foods at the grocery store.

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Talk: About different types of teeth



Crock pot Applesauce

Ingredients:

- o Apples (any kind, shape or size works)
- o Water
- o Cinnamon
- o Sugar

Directions:

Peel and quarter apples, removing the core and place in crock pot. Fill crock pot with water until apples are almost covered. Add desired spices and sugar. You will need to add more depending on how sour your apples are and how much you are making. Let cook on low 6-9 hours or on high 4-5, stirring every hour or so. Cook to desired consistency. Add more sugar if needed. Enjoy!

Inspired by the healing ministry of Jesus Christ, we Presence Health, a Catholic health system, provide compassionate, holistic care with a spirit of healing and hope in the communities we serve.

Our Mission reflects the compassionate spirit of the women religious who founded our Ministries. And our name captures the essence of our connection: being present with others. Our people are the heart of Presence Health and critical to fulfilling our Mission.

www.presencehealth.org

March 2016

Art Works!

Making art:

Patterns, collages, and three-dimensional (3-D) designs can be challenging and fun.

- Stickers, stamps, and stencils make it easy to create patterns or designs on paper.
- Crayon rubbings of surfaces around you let your child explore texture.
- Your child can experiment with 3-D design, even in a car seat. She or he can make sculptures with waxed yarn, pipe cleaners, or clean “found objects.”
- Forgot the art supplies? Use your fingers to “paint” in the air or on the backs of each other’s hands.
- You might ask at the library for books about origami, found-object sculptures, finger-crochet, and other art and craft activities.

For more information, please visit <http://illinoisearlylearning.org/tipsheets/art.htm>

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	1 <i>Talk:</i> Ask your family what kind of food they like.	2	3 <i>Read:</i> Green Eggs and Ham by Dr. Seuss	4	5
6	7 <i>Play:</i> Restaurant and create recipes	8	9 <i>Move:</i> Walk and count how many green things you find.	10	11 <i>Explore:</i> the library and sign up for a library card	12

Green Eggs and Ham à la Sam-I-Am:

Ingredients:

- 1-2 tablespoons of butter or margarine
- 4 slices of ham
- 8 eggs
- 2 tablespoons of milk
- 1-2 drops of green food coloring
- 1/4 teaspoon of salt
- 1/4 teaspoon of pepper

What You'll Need:

knife, medium-size mixing bowl, wire whisk or eggbeater, large frying pan, spatula, aluminum foil, serving plates

Directions:

1. With an adult's help, melt a teaspoon of butter in a large frying pan over medium heat. Add sliced ham and brown until edges are slightly crisp. Remove the ham from the pan, cover with aluminum foil, and set aside.
2. In a medium-size mixing bowl, combine the eggs, milk, salt and pepper. Beat with a whisk until frothy. Then add 1-2 drops of green food coloring until you reach the desired shade of green.
3. With an adult's help, heat a tablespoon of butter or margarine in a large frying pan over medium heat until the butter begins to sizzle. Then add the egg mixture to the pan.
4. Stir the egg mixture with a spatula until the eggs are firm and not too runny.
5. Transfer the eggs to individual plates. Garnish with a sprig of parsley. Add the ham prepared earlier. Serve with toast or warm rolls.

Feeds 4 hungry green-egg lovers.

<http://edublogs.misd.net/techiekids/tag/dr-seuss/>

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Talk: Practice rhyming words

Read: The Cat in the Hat by Dr. Seuss

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Play: Dress up like characters from Dr. Seuss books

Move: Pretend and move like a cat.

Explore: Look for Dr. Seuss books at the library

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Talk: Have your child retell you a story you read together.

Read: Hop on Pop by Dr. Seuss



The Aurora Public Library has been the cornerstone for access to information, knowledge and ideas as well as an integral part of Aurora's educational system for more than 130 years. Aurora now has a new downtown Main Library that is a gathering site and information mall for customers of all ages. The Aurora Public Library Foundation was established in 2001 to establish a legacy of philanthropy. www.santorilibrary.com

April 2016

CSI: Child Scientist Investigates!

Teach preschoolers to record their observations

- Make observational drawings. Each child needs a pencil, paper, and a clipboard, or something else to support the paper. Ask the children to look closely at an object that interests them and draw exactly what they see. Let them compare their observations.
- Learn to make charts and simple graphs to keep track of what they count. They can also make murals or create models from materials such as clay or wood.
- Use technology. Invite them to talk into a tape recorder about what they observe. Later, write down their comments. Help them take pictures using digital or instant cameras.
- Talk about ways to share observations with friends and family. Help them create displays of their drawings, notes, photos, models, and graphs for others to see.

For more information visit <http://illinoisearlylearning.org/tipsheets/csi.htm>



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1	2

Talk: Use math words during play (big, under, more)

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Read: Ten Apples Up on Top by Dr. Seuss

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Play: a game together with dice

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Move: Clap or stomp a pattern, repeat it.

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Explore: Count how many colors you find in your house

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Talk: Have your child build something and ask how tall it is.

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Week of the Young Child Fair - Prisco Community Center - 9 A M - 12 P M

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Read: Quack and Count by Keith Baker

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Play: Cook Together and Take Turns Measuring

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Move: Sing, Clap and Dance to Chants like 5 Little Monkeys

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Explore: Take a walk together and count your steps

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Talk: At dinner about who has more or less food

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WAUBONSEE
COMMUNITY COLLEGE

Where futures take shape

Waubonsee Community College opens the door of knowledge, sparks imaginations, and enlightens lives through learning. We welcome the diverse abilities, goals, and experiences of individuals standing on the threshold of discovery. Our success is defined by the dreams we help shape, the opportunities we help design, and the futures we help create.

www.waubonsee.edu

May 2016

Encouraging Scientific Thinking: Rain or Shine

- Talk about the weather.

Introduce weather-related words as you encourage children to observe and describe the weather each day. Ask questions such as, "Do you think it is sunny or cloudy, hot or cold, windy or calm?" If it's raining, "Is the rain pouring or sprinkling? Is it just misty or really heavy?" If it's snowing, "How could you describe snow to someone who's never seen it?" "How can you tell when the wind is blowing? Can you see it?" "What sound does the rain make?" Ask the children if they have other questions.

- Think about the effects of different kinds of weather.

Discuss ways people are affected by the weather. Ask questions such as, "Why did you wear a sweater today?" "Did you need an umbrella on the way to school?" "Why do we need to know if a storm is coming?" "Why do farmers care about the weather?" "How do we stay warm in winter and cool in summer?"

- Try some weather activities.

Set up a rain gauge on rainy days using a clear plastic tumbler or wide-mouth bottle. Let a child mark the level of the rain one day, empty it, and then set it back outside. Check it again the next day. Is there more or less rainwater in it? Help make a simple bar graph to record daily observations.

Look up on a cloudy day. Are the clouds moving or still? Talk about the color and shapes of the clouds.

Provide chalk or crayons and blue or black paper for drawing.

Go outside on a windy day. Ask questions such as, "What can you see being moved by the wind?" "Does the wind make you feel colder or warmer?" Let children blow bubbles to see which way the wind is blowing.

For more information, please visit <http://illinoisearlylearning.org/tipsheets/weather.htm>

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

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Talk: about farm animals and their sounds

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Read: Rooster's Off to See the World by E. Carle

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Play: Store with your child

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Move: Go on the swings at the park

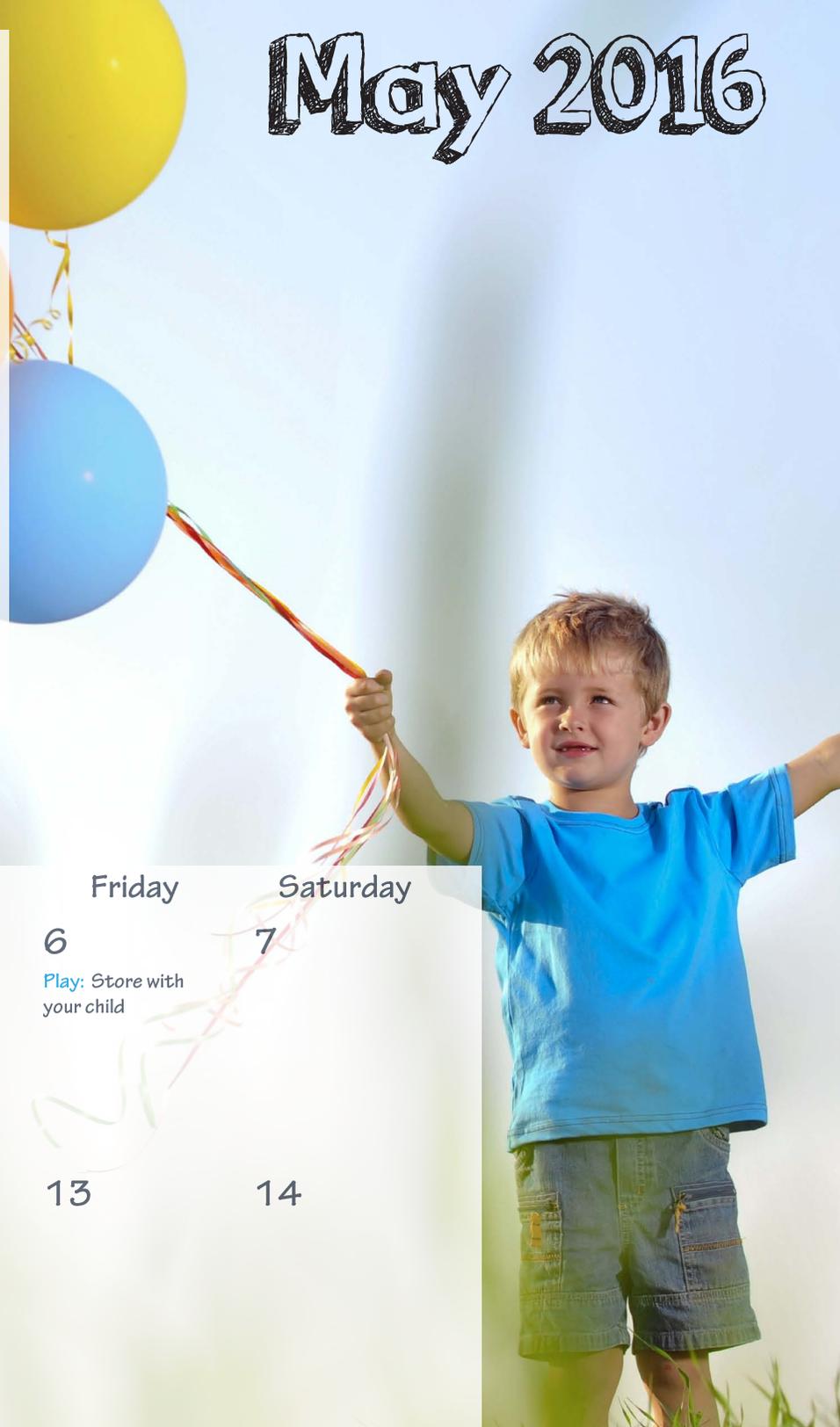
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Explore: Go to a local museum

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Talk: Ask your child "How high can you count?"

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Read: Color Zoo by L. Ehler

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Play: Pretend to be different animals and act like them

21

FREE Developmental Screenings - Aurora Public Library - West 9 AM - 12 PM

22

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Move: Have a Dance Party!

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Explore: your backyard and see what you discover

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Talk: about what you see outside

31

English Muffin Pizza

Ingredients:

- o 1 (6 pk) English Muffins
- o 1 can pizza sauce
- o Pizza toppings (pepperoni, sausage, mushrooms, green papers)
- o Shredded cheese

Directions:

1. Take your muffins and cut them open- separating the top from the bottom.
2. Spread pizza sauce evenly on muffin halves.
3. Sprinkle cheese on top and add your favorite toppings!
4. Pop them in a 350 degree oven until the cheese is melted. This takes about 10-15 minutes



DuPage Children's Museum ignites the potential of all children to learn through hands-on exploration by integrating art, math, and science.

www.dupagechildrens.org

June 2016

The Curious Child ...invite the child to find answers?

Your response can encourage higher-order thinking. Depending on the question and the child's age, you might:

- Suggest ways to look for answers (reference books, the Internet, an expert, an experiment). "I wonder about Navy Pier, too. Let's look it up in ____."
- Invite her to brainstorm with you. "I don't know the answer. Let's write down some possibilities." When you brainstorm, don't throw away any ideas. (That's the next step.)
- Ask her to evaluate the ideas you brainstormed together. "Now we've got some ideas. Which ones do you think are good possibilities, and why?" When you have decided together which ideas to investigate, ask, "What can we do to find out?"
- Investigate with her. Create a simple plan together, and decide what each of you will do to find the answers. You might look in an encyclopedia together or ask an expert. The two of you could set up an experiment, make a model, or take a survey. You can help provide what she needs. Set a time to share what you learned.
- It's important to let children do most of the thinking, even if they pursue "wrong" answers. You can guide them to helpful resources, and they can eventually find out what they want to know. Meanwhile, they are learning important research skills.

For more information, visit <http://illinoisearlylearning.org/tipsheets/curiouschild.htm>

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1	2	3	4

Talk: About safe and unsafe things

Read: I Can Be Safe
by Pat Thomas



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Play: Pretend to be a police officer or firefighter

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Move: Build an obstacle course

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Explore: Visit the Fire Museum

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Talk: about a place to meet in case of an emergency

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Read: Keeping Kids Safe by K. L. Wheatley

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Play: Red Light, Green Light

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Move: Practice stop, drop and roll and crawling under smoke

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Explore: Create and practice a home evacuation plan

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Talk: About your address and phone number

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Read: The Safety Book for Active Kids by Linda Schwartz



East Aurora School District 131 is committed to building college and career readiness through fostering capacities of literate individuals across curriculum.

www.d131.org

July 2016

Physical Fitness for Toddlers

What can you do at home to help a toddler be physically fit?

- Offer play equipment and toys that help toddlers get moving. Provide large blocks, construction toys, riding toys, balls and beanbags, and climbers.
- Turn off the TVs, DVDs, and computers. Toddlers should not sit in one place or lie down for more than an hour at a time except when sleeping.
- Plan ways to make exercise fun. Up to 60 minutes a day of structured physical activities can be good for toddlers:
 - Lead them in creative movement. Toddlers practice skills and learn new ways to move by pretending to be animals, workers, or machines.
 - Make an obstacle course. Indoors or out, toddlers can take turns going over, under, around, and between furniture, boxes, and climbing equipment.
 - Move to music! Bounce, sway, clap, march, dance, or play rhythm instruments. Teach musical games like “Ring around the Rosie.”
 - Exercise together. Make it a part of your routine. Do stretches before lunch. Play in the park or take a walk before the sun goes down (but not too close to bedtime!).

For more information, please visit <http://www.illinoisearlylearning.org/tipsheets/fitness.htm>

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	1	2

Talk: About what you would take on a picnic

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Read: We're Going on a Picnic by Pat Hutchins

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Play: Sort fruits and vegetables into baskets

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Move: Ride your bike

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Explore: Go on a hunt for the perfect picnic spot

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Talk: About what animals you see or hear on a picnic

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Read: Lucky Day Picnic by Barbara Bakowski

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Play: Scavenger Hunt – look for picnic items at home.

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Move: Find the nearest park and play!

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27

Explore: Go on a picnic

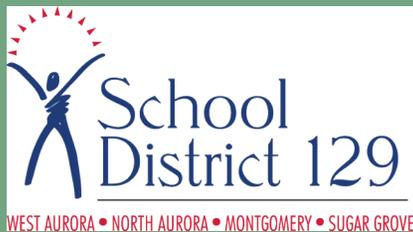
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29

Talk: About your favorite part of the picnic

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31



Todd Early Childhood Mission Statement

Our mission is to provide every child with a quality early childhood experience, offering opportunities to socially, emotionally, physically, and cognitively grow through play. We value and celebrate the diverse cultures, languages, and experiences that make our school and community complete by creating supportive partnerships with families based on open communication and mutual respect.

www.sd129.org

August 2016

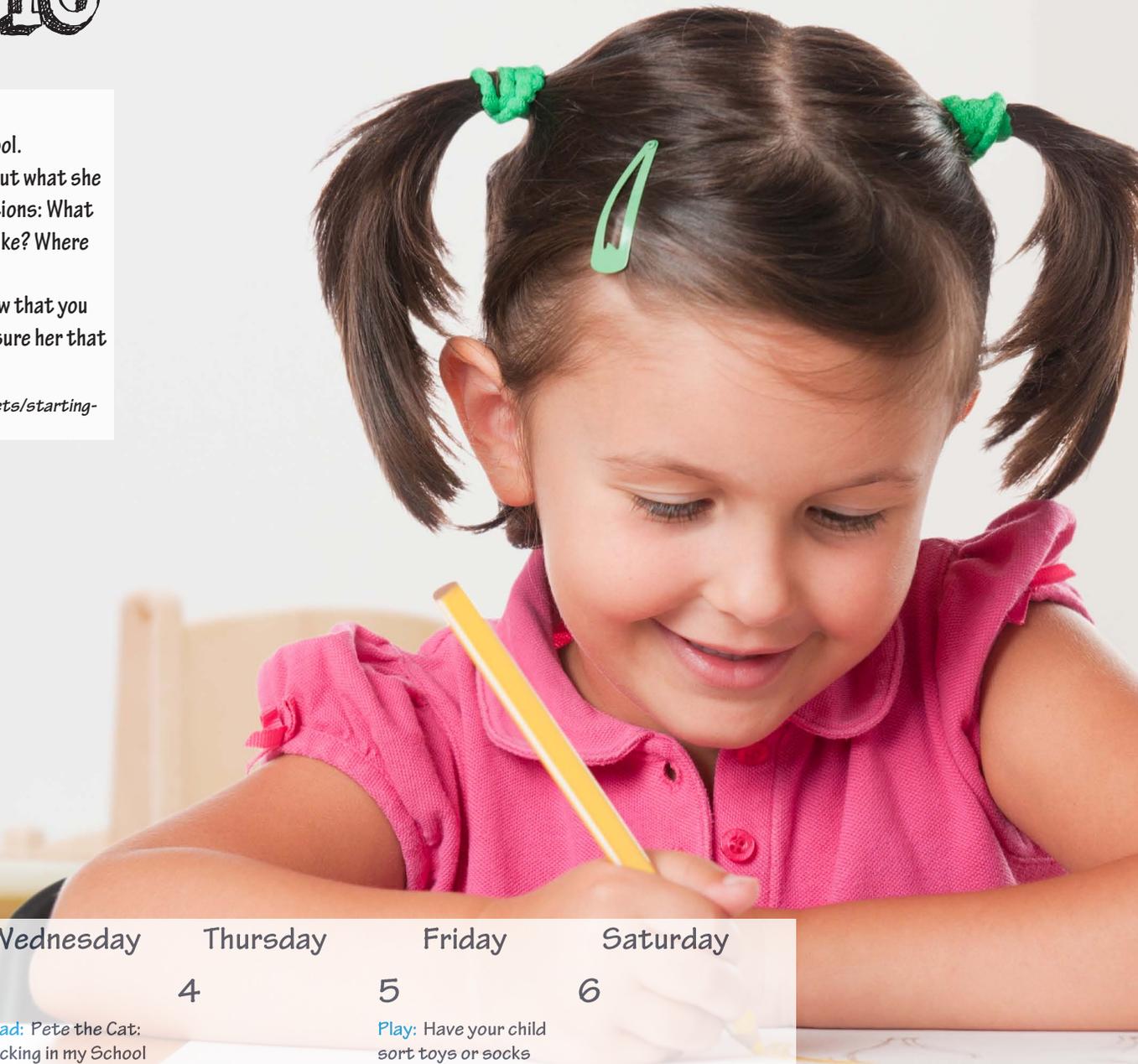
Starting Kindergarten? Help Make It a Good Experience!

Talk about the kindergarten program before the first day of school.

Talk with your child about kindergarten before the big day. Find out what she thinks kindergarten will be like. Be prepared to answer her questions: What will the start of the day be like? What will the end of the day be like? Where will I eat lunch and play?

If your child is hesitant about starting kindergarten, let her know that you (or an older brother or sister or friend) felt the same way. Reassure her that she will get used to it very soon.

For more information, please visit <http://illinoisearlylearning.org/tipsheets/starting-kinder.htm>



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4	5	6
	<i>Talk:</i> Ask your child what their favorite part of summer is		<i>Read:</i> Pete the Cat: Rocking in my School Shoes by Erik Litwin		<i>Play:</i> Have your child sort toys or socks	

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Move: Sing and act out "Head, Shoulders, Knees and Toes"

Explore: the neighborhood around their new school

FREE Developmental Screenings – Aurora Public Library - Eola – 9 AM – 12 PM

14

15

Talk: about making new friends

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Read: I Love You All Day Long by Francesca Rusaclean

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Play: Pack a school lunch and have a picnic

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Move: Start to establish a school routine and practice

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Explore: Find books in your library about going to school

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Talk: Ask your child what do you think school is like

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31

Read: The Kissing Hand by Audrey Penn

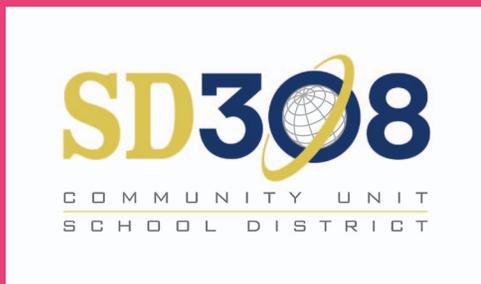
Mission:

In partnership with our families and communities, Community Unit School District 308 will educate all students to reach their highest potential

Vision:

- Students with the knowledge and skills for career, college and life success through rich experiences and global perspectives
- Academic programs, student services, extra-curricular and community service opportunities personalized to support the development of the whole student
- Highly qualified and engaged employees
- Community acceptance of and engagement in our mission, values and goals
- Reciprocal partnerships with business, government

We believe all students can and will learn at high levels



September 2016

Your Child's First Day in Preschool

- Make an appointment to visit the program with your child before she starts. Arrange to meet staff members and children so your child will know a few people by name.
- Plan ahead for a smooth first day.

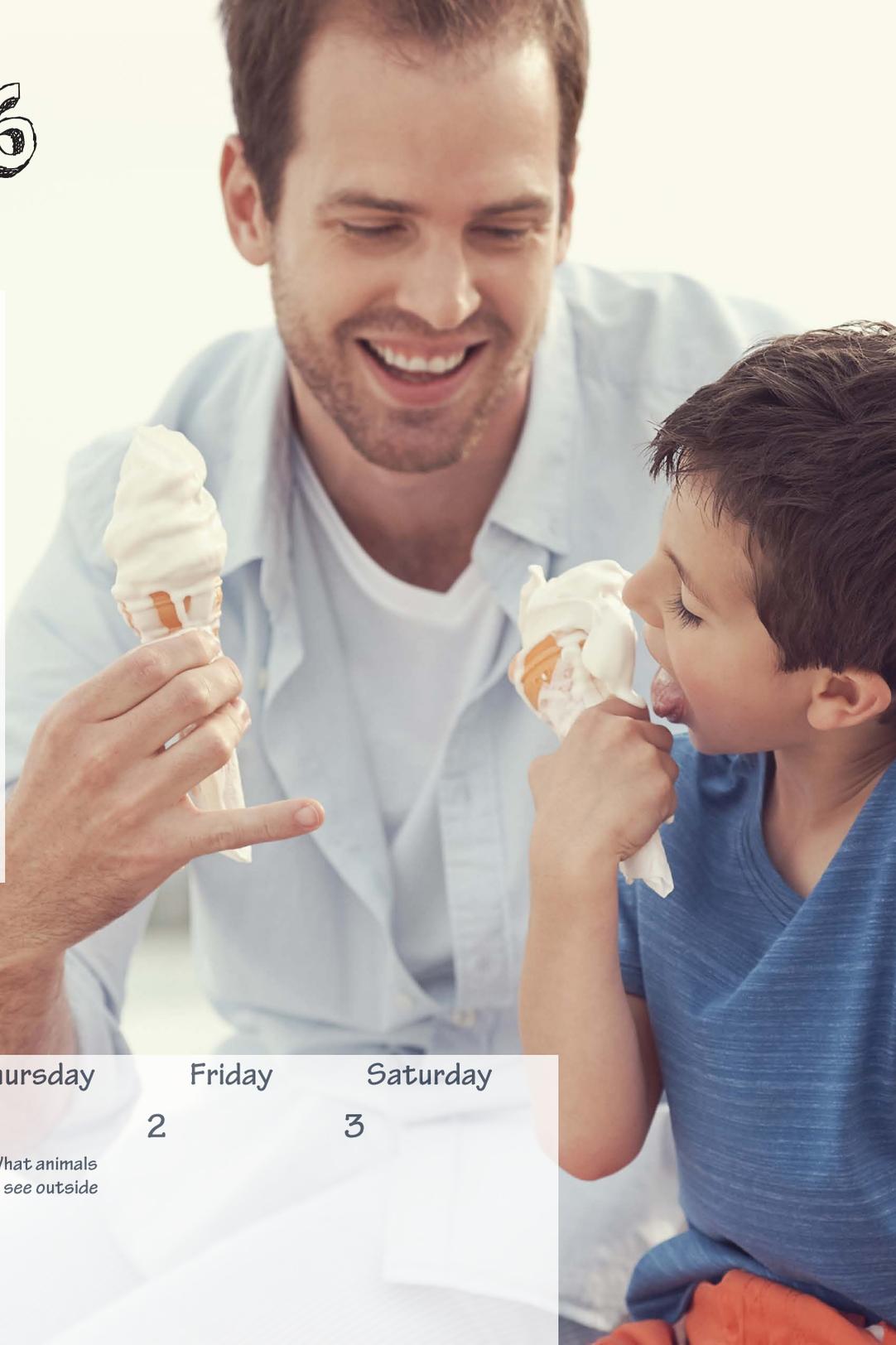
Several days before your child begins the new program, start a "countdown" with him by marking the days off on a calendar. Invite him to help you collect his school supplies. Let him decide what to wear and what to take for lunch.

- Create healthy habits for saying goodbye.

Begin with simple departure rituals that are meaningful in your family. Your child may want you to hug her and remind her that she will be home again at the end of the day. Or she might want some other interaction with you-sharing a joke or deciding together which activity she will try first, for example.

If you bring your child into the classroom, NEVER leave without letting her know you are going, even if you know that she will be upset when you go. Tell staff members that you must leave; they can comfort her and get her interested in an activity.

For more information, please visit <http://www.illinoisearlylearning.org/tipsheets/firstday.htm>



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	31	1	2	3

Talk: What animals do you see outside

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5

Read: We're Going on a Bear Hunt by Michael Rosen

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Play: Pretend to go camping

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Move: Nature scavenger hunt

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Explore: the colors in the nature/color hunt

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Talk: What is happening to the leaves and trees?

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Early Childhood Fair - Prairie Children
Preschool-9 A-12 P

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Read: Red Leaf, Yellow Leaf by Lois Ehlert

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Play: with outside chalk art

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Move: Rake leaves and jump into them

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Explore: Visit Red Oak Nature Center

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Talk: Which sounds do you hear outside?

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Our Mission Is...

Inspire all students to achieve their greatest potential

www.ipSD.org

October 2016

Young Children Need to Play!

It has been said that play is children's work. Children work hard at their play because they can make it up themselves. The best part about children's play is that they learn a great deal while having fun. Here are some things to keep in mind about play.

Play can be an effective and enjoyable way for children to develop skills:

- Language skills when they play name games, sing songs, and recite jump rope rhymes.
- Thinking skills when they construct a block tower, follow directions to a game, and figure out pieces to a puzzle.
- Creative skills when they make up stories, put on a puppet show, and play with dress-ups.
- Social skills when they team up to play ball games, discuss rules for a card game, and decide who will play what part in dramatic play.

It is important to remove barriers to children's opportunities to play, such as:

- Too many structured activities. When their lives are overscheduled with activities, sports, and lessons, children do not have time to themselves and for unstructured play.
- Too much screen time. When children watch too much television, their play too often mimics what they see on TV (or on the video or computer screen). TV watching, video games, and playing mobile apps also rob children of valuable time to play.

For more information, please visit <http://illinoisearlylearning.org/tipsheets/importanceofplay.htm>

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
25	26	27	28	29	30	1
2	3 <i>Talk:</i> Name the colors of the fall leaves	4	5 <i>Read:</i> Pumpkin Pumpkin by Jeanne Titherington	6	7 <i>Move:</i> Walk and run through the fallen leaves	8

Waffles and Fruit Kebabs

Recipe

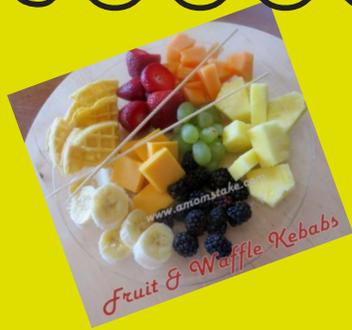
Ingredients:

- o Variety of Diced Fruit. Pick 4-6 favorites. Pineapple, strawberries, grapes, cantaloupe, bananas, apples, blueberries, raspberries, mandarin oranges, mangoes, watermelon, pears, or others.
- o Cubed Cheese
- o Eggo Waffles
- o Skewers

Directions:

1. Prepare and cut all fruit.
2. Cut cheese into cubes or thick slices cut into flat squares.
3. Toast Eggo Waffles according to package directions. When toasted, cut in half and then cut each half into three slices to make triangles.
4. Load all ingredients onto a platter so they are easy to access and see.
5. Load up the skewers with each person's favorite choices!

Recipe found at <http://www.amomstake.com/2013/04/waffle-fruit-kebabs-recipe/>



9	10	11	12	13	14	15
		<i>Play:</i> Dress up like animals and play zoo		<i>Explore:</i> Use the leaves as paintbrushes to paint a picture		
16	17	18	19	20	21	22
	<i>Talk:</i> about how animals are getting ready for winter		<i>Read:</i> It's Pumpkin Time by Zoe Hall		<i>Move:</i> Shake like a leaf	
23	24	25	26	27	28	29
		<i>Play:</i> Cut out pictures of fall things in magazines and make a collage		<i>Explore:</i> Cut open a pumpkin and explore the insides		
30	31					
	<i>Talk:</i> about how leaves and pumpkins feel in your hands					



VNA Health Care is a humanitarian, not-for-profit organization dedicated to providing compassionate, dependable, and comprehensive primary care and community health services. Recognizing that each individual is unique and is to be treated with dignity, VNA extends quality care to individuals regardless of their ability to pay for service in accordance with established VNA charitable care policies.

www.vnahealth.com

November 2016

The Gift of Words: Conversation and Routines

Some children start kindergarten with double the vocabulary of others. Knowing many words and understanding them are important in developing thinking skills and in getting ready to read. It's never too early to start!

Conversation

Find time to talk with your child! Make it a habit to turn off the radio or the "screens" and use those moments for conversation. Talking with adults is the best way to expose a child to new words and ideas.

- Set aside a regular time to talk with him.
- Rephrase what your child says and build on it, showing you understand. "You're hot? The sun is warm today, isn't it? Would you like a cold drink?"

Routines

Build vocabulary during your everyday routines.

- When you shop or cook, talk about what you will buy and how you will use it or what you're cooking.
- Talk about where you're going and what you see. "Is that building a bank or a hospital?"
- Label objects with your words. "That flower is a rose."

For more information, please visit <http://illinoisearlylearning.org/tipsheets/gift-conversation.htm>

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1 <i>Talk:</i> about healthy and unhealthy foods	2	3 <i>Read:</i> Stone Soup by Marcia Brown	4	5



Scarecrow Crunch Trail Mix

{Dairy, Gluten & Nut Free}

Ingredients:

- o 4 cups Cinnamon Chex cereal
- o 1 cup mini marshmallows
- o 1 cup gluten-free pretzel sticks
- o 1/2 cup Craisins
- o 1/4- 1/2 cup candy corn and mellow crème pumpkins

Directions:

Pour all ingredients into a bowl or large plastic bag. Shake or stir to mix well.

Recipe found at <http://www.makingitmilk-free.com/2014/10/scarecrow-crunch-trail-mix-dairy-gluten.html>

6	7 <i>Play:</i> Sorting silverware	8	9 <i>Move:</i> Learn yoga moves	10	11 <i>Explore:</i> Taste a new food today	12
13	14	15 <i>Talk:</i> Discuss the five food groups	16	17 <i>Read:</i> Growing Vegetable Soup by Lois Ehlert	18	19
20	21 <i>Play:</i> Cut out pictures of food from magazine and sort them into groups	22	23 <i>Move:</i> Play Simon Says	24	25 <i>Explore:</i> Explore the different foods in the produce section of the grocery store	26
27	28	29 <i>Talk:</i> about where food comes from	30			



The Reuland family, with their loyal employees, form one of the largest and most professional on-site catering services in the Aurora, Batavia, Oswego, and Yorkville Area, and have been doing so since 1955. Those years of catering experience have allowed our family-owned and operated business to expand our menu selections and service options, placing us at the front when it comes to a quality product with a good value.

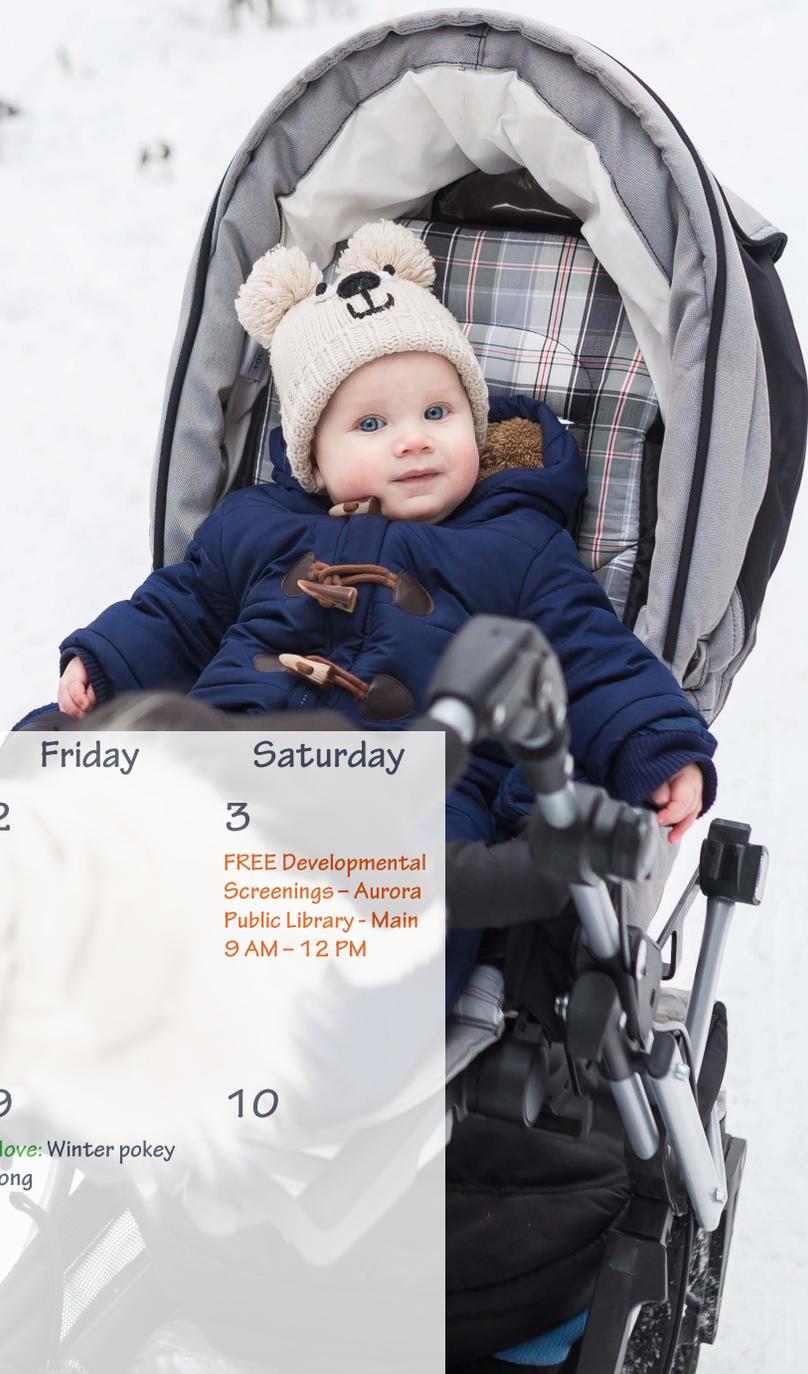
www.reulandfoodservice.com

December 2016

The Gift of Words: Reading and Games

- Read often to your child, both old favorites and new books from the library. Comment on new words you find in books or wherever you come across them.
- Use place words such as up, down, right, left. Talk about opposites: in and out, up and down, on or off, hot or cold, fast or slow.
- Use synonyms—words that mean the same thing. If your child talks about the time after dinner, respond using the word “evening.”
- Pick out a new word, and tell your child what it means. Use it in a clear context frequently, even over-using it for fun! If the day’s word is “excellent,” use it for anything that day that’s good. The next day, find another to have fun with—like “magnificent.”
- Visit your library for books on subjects that interest your child. Many children love books about animals or machines, and these books can introduce new words.

For more information, please visit <http://illinoisearlylearning.org/tipsheets/gift-reading.htm>



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	1 <i>Talk:</i> About clothes we wear in the winter	2	3 <i>FREE Developmental Screenings – Aurora Public Library - Main 9 AM – 12 PM</i>
4	5 <i>Read:</i> The Mitten by Jan Brett	6	7 <i>Play:</i> In the snow	8	9 <i>Move:</i> Winter pokey song	10

11

12

13

Explore: How many mittens tall are you?

14

15

Talk: How to be safe in the cold

16

17

18

19

Read: The Snowy Day by Ezra Jack Keats

20

21

Play: Use food coloring to make ice cubes and build with them

22

23

Move: Go sledding

24

25

26

27

Explore: Look for animals tracks in the snow

28

29

Talk: About food you eat in the winter (soup, hot chocolate)

30

31



Sing A Song: The Winter Pokey

You put your right mitten in,
You put your right mitten out,
You put your right mitten in,
And you shake it all about.
You do the winter pokey (shiver and rub arms)
And you turn yourself around.
That's what it's all about!

Continue with:
Left mitten
Right boot
Left boot
Winter hat
Snow suit (whole body)



We would like to thank the Community Foundation of the Fox River Valley for their generous grant that supports the publication of the SPARK Early Childhood Calendar. Through SPARK, Aurora families have a single point of reference and support that coordinates the many services and resources available to parents. As part of SPARK's mission to ensure that families are aware of the importance of early learning and connect them to programs and services in the community, the Early Childhood Calendar and Parent Resource Guide provides timely, easy-to-access, bilingual information.

COMMUNITY FOUNDATION OF THE FOX RIVER VALLEY


www.communityfoundationfrv.org



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