

# AUGUST ACTIVITY CALENDAR: AGES 3-5



## Monday

## Tuesday

## Wednesday

## Thursday

## Friday

### WEEK 1

**My book!** Fold paper in half and staple the crease to make pages. Have your child tell you a story and write it on the pages. Can your child draw pictures?

**Story go-round.** Make up a story by letting each person add one sentence. Start with characters and a simple plot, like “a dog and cat went to the beach,” and let your child take it from there.

**Imagine it!** Go on a pretend journey. Let your child decide where to go and how to get there. Think through what could happen. What problems might come up?

**Body letters!** Say the ABCs with your child and make the shape of each letter with your bodies. Can you make a “C” by curving your body?

**Spell it!** Start to talk about spelling. Spell out simple words together with your child. Talk about the sounds of letters. Can they guess what letter comes next?

### WEEK 2

**Stay cool!** Get your feet wet and make tracks on the sidewalk. Try taking big steps and then small steps.

**Move it!** Can you try to move for two minutes without stopping? What happens to your heart when you do this?

**Cup kick!** Write a letter on several cups and spread them out. Give your child a ball and kick it at the cups. Say the letters as the ball knocks them down!

**Word rhymes!** Using paper plates, write one word on each plate. Use words that rhyme. Can you toss plates like frisbees and try to get like-sounding words together?

**Super slow!** Tell your child to move as slow as they can as they clean up toys or get ready for bed. Then tell them to speed up!

### WEEK 3

**Wait for it!** Practicing waiting for short periods of time can help prepare children for kindergarten. Build in short waiting periods such as we will go outside in one minute.

**Daily schedule!** Young children are not able to tell time so having a routine helps them organize their day. A routine can also reduce frustration for both you and your child!

**Practice makes progress!** Highlight the process when your child is working on something new and challenging. Tell them how hard they are working!

**Why do you think?** Help your child become aware of how they got to an answer. Ask questions to help them become aware of how they are thinking.

**Ooops!** When you make a mistake at home, model to your child that you can just say ooops and try again! Mistakes are how we all learn!

### WEEK 4

**Trail mix!** Make your own trail mix by using what you have. Tell your child how many pretzels/peanuts/raisins/etc. to add to the mix!

**Shape hunt!** Draw out new shapes like octagons, hexagons or diamonds on a piece of paper. Can you find these new shapes when you are out and about?

**Listen up!** When you're out with your child, listen for new sounds. What do you hear? Vehicles? Planes? Insects? Animals?

**Chore shapes!** Can you talk about shapes when you are doing dishes? Cleaning up toys? Can you put like things into categories?

**What's missing?** Hide some household items under a towel (5-8 items). Have your child close their eyes. Remove 1 item. Can they tell you which thing is missing?

RESOURCES FROM SAVE THE CHILDREN

# AUGUST ACTIVITY CALENDAR: AGES 3-5



Your child's brain is growing so quickly! Our friends at Vroom share more activities and the science behind them.

## WEEK 1

**WHERE AM I?** Describe a place in your home to your child. You can say something like, "I am in a room with a table, a stove and a refrigerator. Where am I? That's right, the kitchen!" Provide as many or as few clues as they need. Then give them a turn to give you clues so you can guess the room.

**Brainy Background:** It takes focus for your child to listen closely to your words and what scientists call working memory to keep the details of these familiar places in their mind. Your child is also making connections between what they already know and the place you're describing.

## WEEK 2

**KEEP IT UP:** With your child, place something round – like a ball or stone – in a big spoon. Can they walk across the room holding the spoon without dropping the object? Talk back and forth about how they keep the ball from falling. Come up with new ways of moving, like on tiptoes. See what happens.

**Brainy Background:** Your child is learning the scientific concept of balance when playing this game. They're also strengthening their skills for focus and self-control to manage how their body moves to keep the ball balanced on the spoon.

## WEEK 3

**FOLLOW THE BOUNCING BALL:** Ask your child to play a game of pretend catch. Imagine you're holding a ball and throw it to them. Encourage them to throw it back to you. Try making the ball bigger or smaller. Talk with them about what you're doing: "I'm going to throw it fast! Get ready!"

**Brainy Background:** As you and your child pretend to throw a ball back and forth, you're sharing the give-and-take of communication. They're also practicing seeing through another person's eyes, as they imagine the size and speed of the ball – an ability that is essential in relationships.

## WEEK 4

**WATER WONDERS:** Encourage your child to learn by playing with safe objects in the bath. Do you have a washcloth and a plastic cup? They can explore different ways they each hold water. Ask questions, like: "What happens when the washcloth gets wet? What happens when you squeeze it? Can you squeeze water out of a cup?"

**Brainy Background:** You and your child are thinking like scientists! Learning how things work through play boosts your child's curiosity and their passion for finding answers.



## PARENT AND CAREGIVER CORNER

You might be coming to the point when it is time to make a transition back to school, work or child care. Keep in mind that there may be new rules and procedures with going back to a familiar place, or when starting something new children may feel hesitant or anxious about the unknown. Help your child prepare for what comes next. If you are aware that a transition is coming, it will be important to remember to have these planning conversations with your child. Just like us, they need to know what is happening now, next and then after that. Keep it simple, positive and assuring.

Children will model what they see. When you are faced with a challenge that requires a quick shift, accepting the challenge lets your child see that you are flexible and calm. They will likely do the same the next time they are asked to accommodate. **Remember, we're all in this together!**