

# Parent and Child Activity Calendar

Preschoolers (3 to 5 years old)



The FNQLHSSC is happy to present you with activity calendars dedicated to parents to foster parent-child interactions and children’s overall development.

This series is made-up of 4 calendars corresponding to each of the following age-group:

- ☐ Infants (0 to 12 months)
- ☐ Preschool (36 to 60 months)
- ☐ Toddlers (12 to 36 months)
- ☐ School-age (60 to 72 months)

Each calendar contains 12 pages of activities fostering all areas of the child’s growth; physical, cognitive, language, social, and spiritual development. There is developmental checklists to control the child’s growth and development for each age-group. Furthermore, you will find on each page a “scrapbooking” activity that will personalise the calendar that parents will be able to browse over and cherish childhood souvenirs of their child.

We hope that this material will contribute to increase your desire to encourage parent-child interaction and reinforce parental involvement of families in your community.

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ACKNOWLEDGEMENTS

The FNQLHSSC wishes to express gratitude to Dr. Emmet Francoeur and his team from the child development unit of the Montreal Children’s Hospital for validating the activities.

Finally, we wish to sincerely thank the Canadian Council on Learning for their financial support.

To all of you, our sincere thanks.



# Preschoolers (3 to 5 years old)

The following activities are in order from three to five years of age, ranging from the simplest activities for young preschoolers to more challenging activities as your child develops.

## INTRODUCTION

The activities in the Parent/Child Calendars have been selected to encourage the development of language, cognitive, fine motor, and gross motor and social/self – help skills. The activities in this calendar are homework for parents – to learn to play and enjoy this special time with their growing child.

To make good use of this calendar:

- Set aside 10 minutes every day to enjoy a calendar activity together.
- Repeat the different activities several times; your child will become better at each try.
- Encourage your child to attempt an activity, even when it is challenging.
- Encourage your child to communicate as much as possible.
- Set aside a place to proudly display the calendar.

It is most important to treasure your time together as childhood is but a brief moment in your child's life. Remember, you are your child's first teacher, and will guide him/her into adulthood.



## DEVELOPMENTAL CHECKLIST

Use this checklist to see how your child grows and changes. Do not become alarmed if your child cannot do all the things listed.

### 36 to 48 months

- ☐ Walks up steps, one foot for each step
- ☐ Picks up small objects with ease
- ☐ Unbuttons buttons
- ☐ Tells stories
- ☐ Speaks in complete sentences (I want an apple)
- ☐ Dresses self
- ☐ Feeds self well
- ☐ Washes face and hands
- ☐ Gets along well with other children
- ☐ Imitates adults doing simple tasks
- ☐ Builds a tower of ten blocks
- ☐ Copies a circle
- ☐ Matches some objects and colors

### 48 to 60 months

- ☐ Hops and skips on one foot
- ☐ Catches a ball with his hands
- ☐ Speaks clearly and can be understood by others not in the family
- ☐ Brushes teeth
- ☐ Cares for all toilet needs
- ☐ Follows directions (Go get the ball and throw it)
- ☐ Recognizes coins
- ☐ Counts to four

Open these pages and you will see  
the best story you'll find... everything about me



# Preschoolers (3 to 5 years old)

## Learn to Love Reading

When you read to your child, find a nice cozy, quiet place to sit. Make sure you hold the book so that your child can see the pictures and point to animals, things or people in the pictures. When you read to him, try using different voices. Make the word “sad” sound sad, or the word “scary” sound scary. Ask your child to try to guess what happens next. Encourage him to repeat words or phrases. Have your child retell the story, asking him to recall details such as:

- What happened in the beginning? The middle? The end?
- Who was in the story? What did they do?
- What do you think would happen next if the book were to continue?
- How do you think the little girl feels?
- What would you do if you were in the story?



## Fun with Drawing

There are many ways you can make drawing fun. You can draw with a pencil or crayons on paper. You can also try these different drawing activities:

- Draw with markers on aluminum foil.
- Draw with crayons on scraps of wood.
- Draw with chalk on sandpaper or dip a piece of chalk in water and draw on colored paper.
- Draw with markers on scraps of fabric.
- Do nature rubbings with a crayon. Place paper on top of a leaf, tree bark or a rock and take the side of the crayon and rub over paper. Watch the interesting texture underneath come through!
- Draw with markers on paper towels or coffee filters, or draw with markers on wax paper for a stained glass effect.

## Finger Puppets

You can use your fingers to make fun finger puppets using washable markers. Make a face with eyes, a nose and a mouth on each finger of one hand. Recite different traditional rhymes and simple stories. Draw faces on your child’s fingers and encourage him to say the stories with you.

*Five little bears (show five fingers on one hand)*

*jumping on a bed, (second hand, palm up)*

*One fell off (point with one finger) and hurt his head. (hold head)*

*Mommy called the doctor (use hands like telephone) and the doctor said,*

*“No more bears (shake head and finger) jumping on the bed.” (repeat: four, three, two, one little bear jumping on the bed)*

Try cutting off the fingers of an old glove to make simple finger puppets for children. Draw faces using washable markers and add other details with scraps of yarn or fabric.

## Colour Discovery

This activity is to be repeated on different days with different colours. On one day, make it “Red Discovery Day” and find as many red things as you can, inside and outside. Make a “Red Things” list if you wish. On another day, do the same with another colour. Ask your child, “What colour do you want to discover today? Yellow, orange, green, purple, black, brown, blue, white, or pink?”



We celebrated on: \_\_\_\_\_

We ate: \_\_\_\_\_ You wore: \_\_\_\_\_

The party theme was: \_\_\_\_\_

The birthday cake was: \_\_\_\_\_

Who attended your party: \_\_\_\_\_

Special memories of your birthday: \_\_\_\_\_

Special gifts from your birthday: \_\_\_\_\_

\_\_\_\_\_

## Fingerplays

Children love finger plays because they are catchy. They help to build your young preschooler's vocabulary. Recite traditional finger plays, or try these ones with your child:

### Funny Bunny

Here is a bunny with ears so funny  
(hold up two fingers for ears curving fingers a little)

Here is a hole in the ground  
(make circle with thumb and fingers from other hand)

When a stranger he hears, he perks up his ears  
(hold "ear" fingers up straight)  
and hops in his hole so round.  
(dive "ear" fingers into hole)

### Little Ducklings

All the little ducklings swim without  
a care (hands with palms together  
zigzag back and forth)  
Heads are in the water, tails are in the  
air (point thumbs up)

## Cut-Out Puppets

Using old magazines, help your child cut out pictures of people. Glue them to pieces of cardboard (cereal boxes work well), then glue a popsicle stick to the backing to make a puppet. Now you can use your cut out puppet to make up stories and situations with your child. Start a story and let your child finish it. Use your puppet to ask your child a question and see how your child responds.



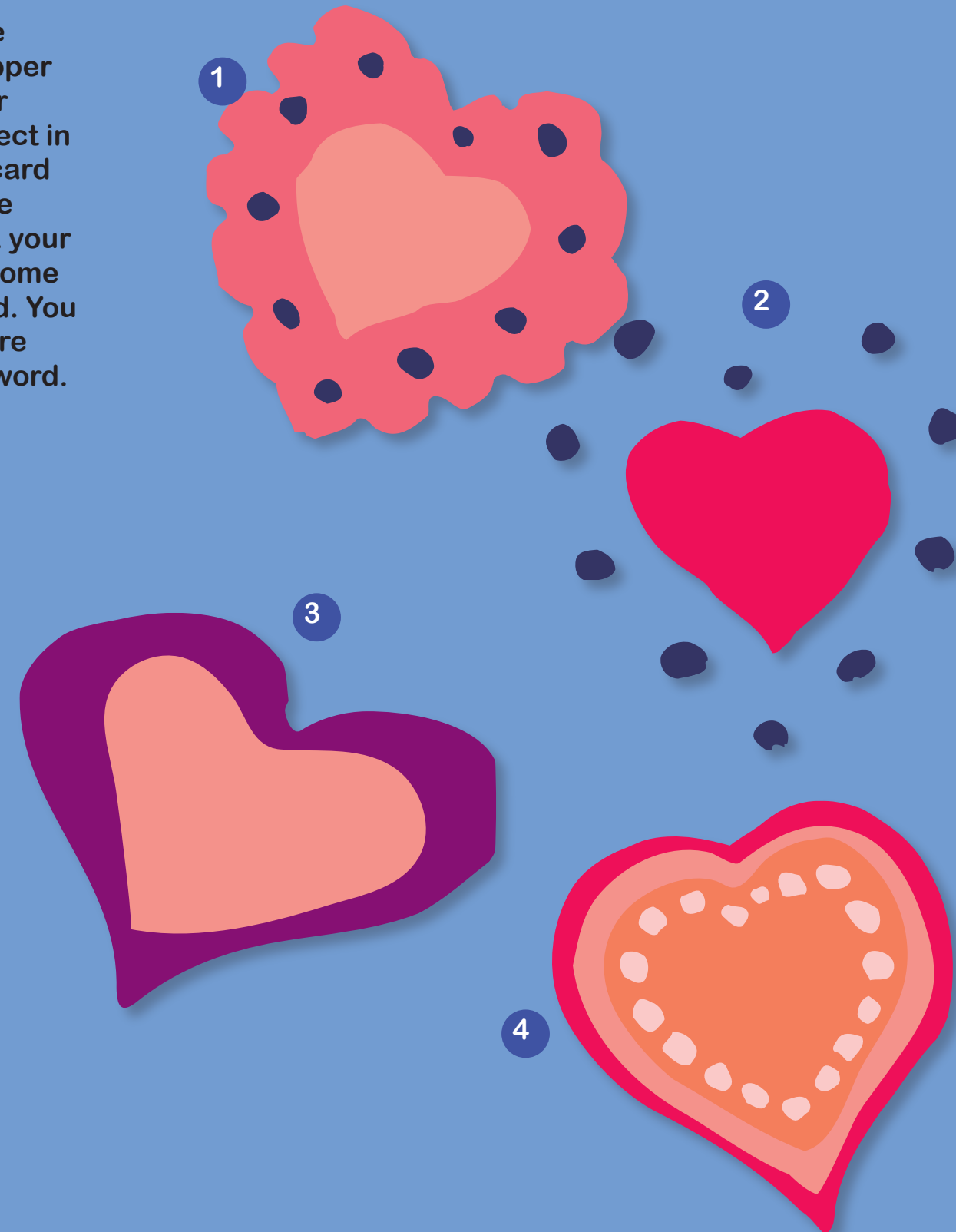
## Picture and Word Puzzles

These puzzles are more suited for older preschoolers. Picture puzzles help them associate words with pictures and begin to develop word recognition skills. Using old magazines, cut out pictures of familiar objects. Cut out pieces of cardboard (cereal boxes work well) to measure roughly 8 by 21 cm. Glue each picture to the upper half of a piece of cardboard. Now, on the lower portion of each card, print the name of the object in the picture. Cut the word and picture on each card apart in a variety of different patterns to ensure that the two pieces can be easily matched. Ask your child to find the picture and word that match. Some children may be able to read the words out loud. You can also try having your child draw the picture while you write the corresponding word.

## What I Love About You

Tell your child four things that you love about him.

Write them inside each of the hearts.







## Play Dress-up

Children love to play dress-up. It helps them to explore the roles and occupations of others. Find a box, an old suitcase or a laundry basket to store a collection of dress-up clothes. Include things that your child can put on by himself. The trick is to have multi-use pieces that aren't too specific. An old pillowcase makes a good cape or a carryall. A scarf can also be a cape, or a fancy headdress. Use old t-shirts, purses, sunglasses, neckties, and hats. Help vary dress-up time by adding other props such as old food containers and pretend money that can be used to play "store".

## How Does it End?

Choose a book with your child and read the story. Stop short of the ending and ask your child how he thinks the story might end. Ask your child to draw how he thinks the story ends, then finish the story to see how the author ended it.

## Penny Patterns

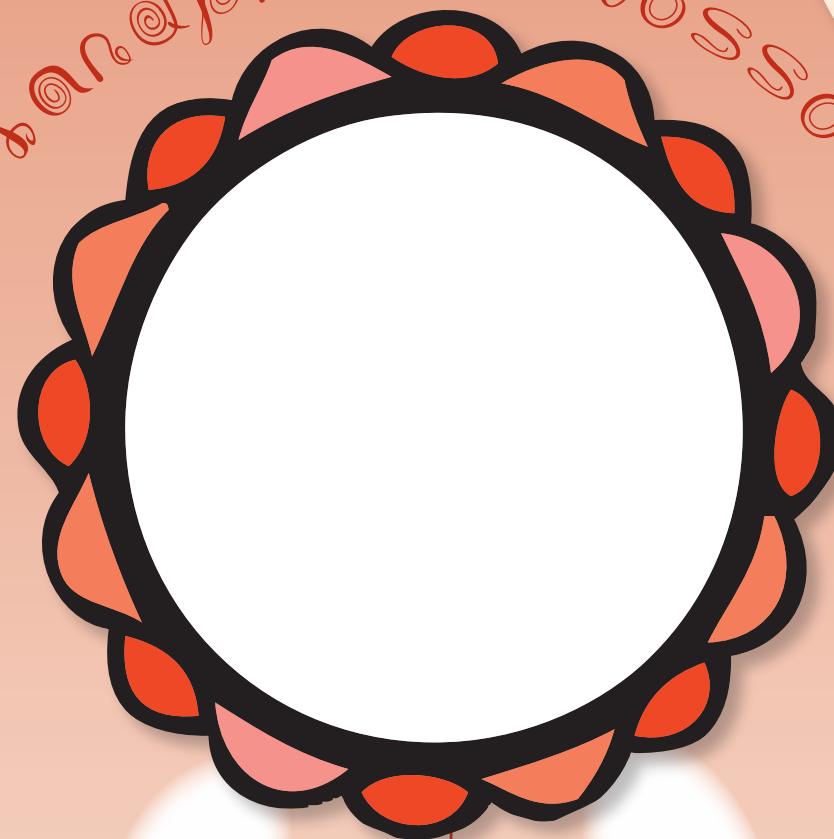
Give ten pennies to your child and take ten pennies for yourself. Make a row with your pennies and ask your child to make a row just like yours with their pennies. If your child does it correctly, repeat by using more pennies. Keep increasing the number of pennies until you use all your pennies. If your child is incorrect in matching your row, have him count the number of pennies in your row and then the number of pennies in his row. Are they the same? Encourage your child to try again. Try playing again, but this time use patterns instead of rows.

## What's Missing?

Play "What's Missing?" with your child. Put three different items in front of your child and ask him to tell you what they are. Count how many. Now, cover the items with a towel or small blanket and take one away. Take the towel off the items that are left and see if your child can tell you what you took away. Encourage your child to count the remaining items. When your child gets better at this memory game you can add more items. Switch roles with your child and see if you can guess what it is that he took away. You can also try adding a new item instead of taking one away and see if your child can guess what you added.

Handprint Blossom

Make a keepsake blossom from a photo of your child and two handprints for the leaves.



## Shape Matching

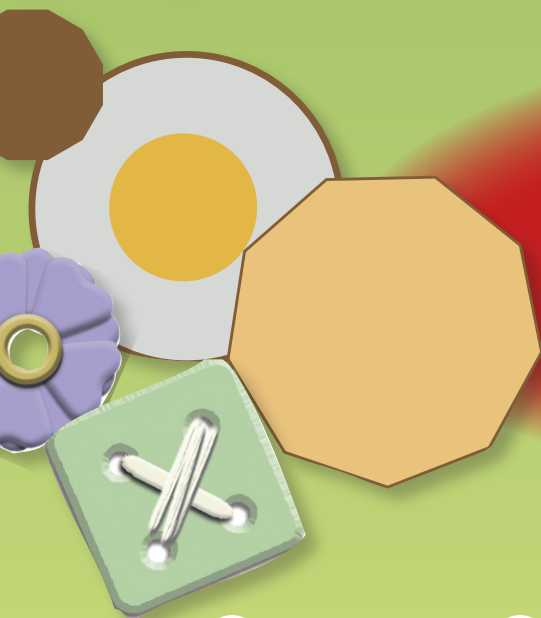
Using colored construction paper, cut out different shapes, such as circles, triangles, squares, rectangles, diamonds, etc. Cut a large size and a small size of each shape. Using a colored marker, trace the shapes on pieces of white paper and ask your child to match the cut out shapes to the ones you traced on the white paper. If you want to make it more challenging, try adding colors to the shapes you traced on the white paper and ask your child to match in terms of shapes, size and color.

Make it more fun by playing a riddle game. Say, "I see a shape which is round. Can you find it?" "I see a shape with four straight sides and four corners. Can you find it?" (square or rectangle.) "I see a shape with three sides, all the same length. Can you find it?" Encourage your child to ask you riddles.



## Coin Sorting

Give your child an empty egg carton and a variety of coins. Ask your child to sort the coins by same and different and to put their piles into the different egg carton cups. You can also play same and different sorting games with other items such as pieces of colored paper, buttons, or socks.



## Walk Like an Animal

Children love to pretend to be different animals. Play some music for your child and ask him to name an animal. Then ask your child to move around like that animal does. For example, if your child says "rabbit", then he might hop around the room like a rabbit. Take turns calling out the name of animals. Use your imagination! Pretend to be a moose, a caribou, a bird, a beaver, a goose, etc. You can also call out different movements instead of animals. For example: rolling, hopping, standing on one leg, jumping on one foot, and crawling.



## Footprint Poem

Trace your child's footprint here.

**The pitter patter of little feet  
Leave behind something dear and sweet  
A precious treasure for me to keep  
The memories of your little feet.**



## Homemade Play Dough

Making your own play dough is fun and easy. Allow your child to help you measure the ingredients. This recipe requires no cooking and should not harden if you store it in an airtight container.

Mix and knead together:

- 1 cup of salt
- 1½ cups of flour
- ½ cup of water
- 2 tablespoons of cooking oil

You can also add food coloring to give some color or try adding a box of Jell-O to the dry ingredients. It will smell great and add color.

Encourage your child to use his imagination. Make snakes by rolling the play dough. Make a ball and smack it into a bannock shape. Poke holes with fingers. Having fun is more important than making a creation to save.



## Traditional Ceremonies & Gatherings I went to

Ceremony:

Who was there:

What we did:

## I Spy, With a Twist

Children love music. Try playing a game of “I Spy” but with music! Play some music and encourage your child to move whichever ways the music inspires him. He can hop, skip, jump or march, but he must keep moving. When the music stops, ask your child to “freeze”, and then stare at something straight in front of him. He then must say, “I Spy,” and describe something he sees in front of him. You have three chances to guess what he spies. Start the music again and then stop it and play “I Spy” again. Change roles. Let your child guess what you spy.

## How is the Weather?

This activity can be done daily. Look outside with your child. Talk about the weather. Ask, “Is it cold? Hot? Snowing? Raining? Sunny? Windy? Cloudy?” Ask your child, “What clothes should you wear today?”





## What Sticks?

Give your child a magnet. Demonstrate how magnets stick to things that are made of metal. Encourage your child to try sticking the magnet on different surfaces.

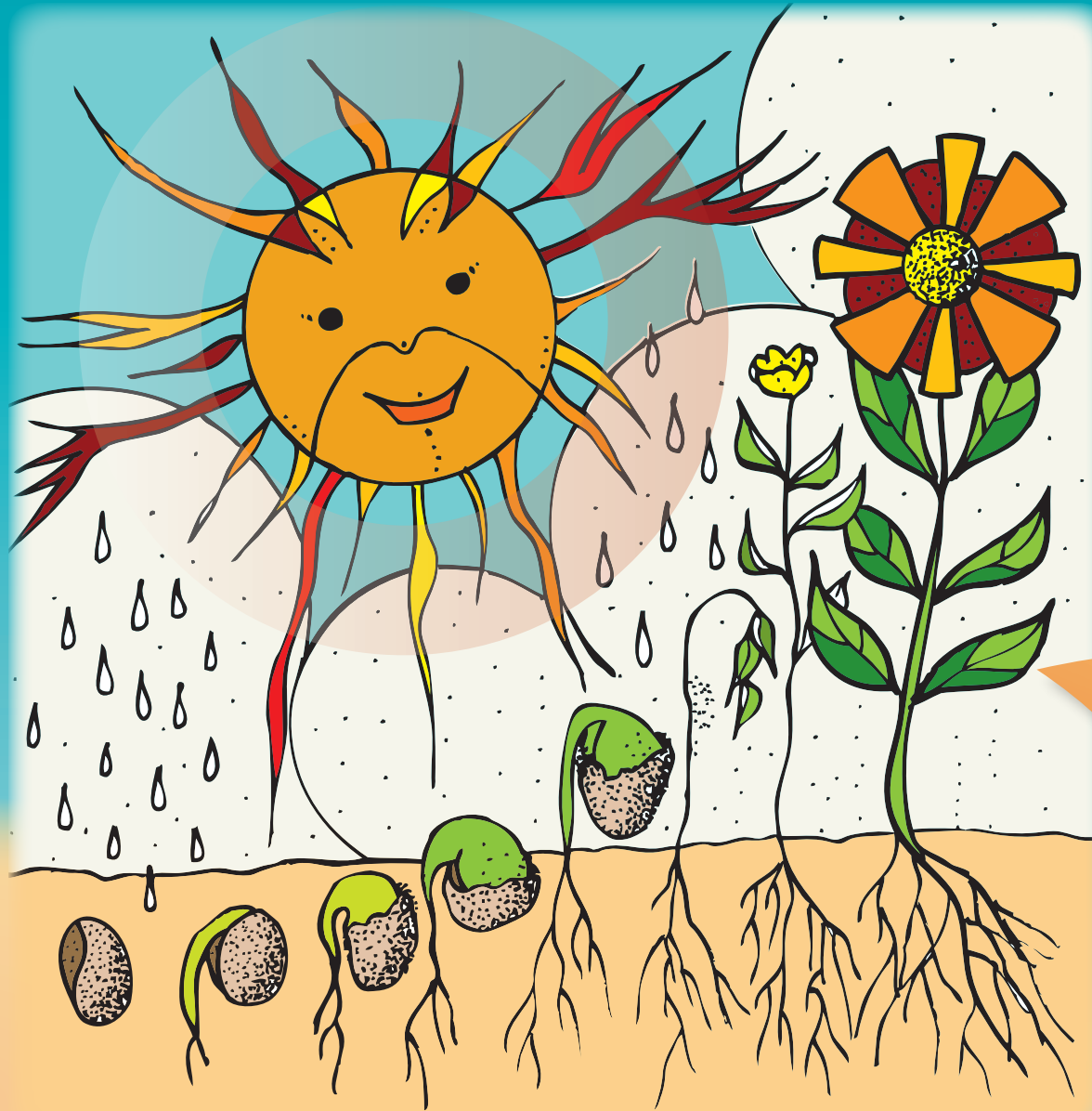
Say, "What do you think will happen if we tried to stick it on this \_\_\_\_\_ (name an item)?" Allow your child to go on a hunt around a few rooms in the house to find out what sticks to a magnet and what doesn't. If you want to be 'scientific' you can make a list of "sticks" and "does not stick."

## How Does Your Garden Grow?

Give your child a re-closable sandwich bag and a paper towel. Ask your child to place the paper towel inside the bag. Once this is done, dampen the paper towel with some water. Give your child a few grass seeds to place on top of the paper towel. Close the bag. In about a week (five to seven days) the tiny seeds should sprout. Monitor the process with your child. Talk about the three parts of a plant (roots, stem and leaves). Transplant the seedlings outside.

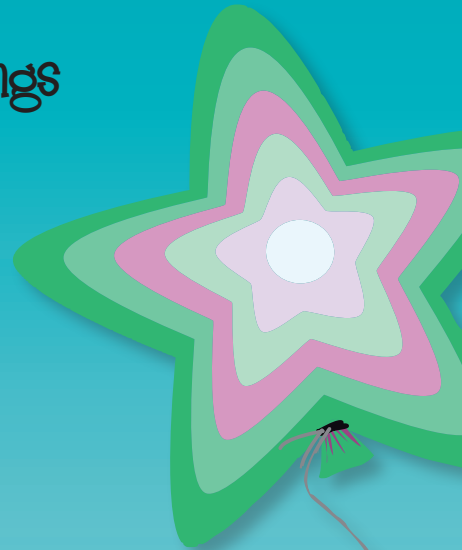
## All about me

With your child, collect a bunch of objects that are special to him (pictures from family albums, pieces of cloth from their favorite blanket, etc). Help your child glue these onto paper and bind the pages together to make a book. Encourage your child to share his book with others.



# My Little Superstar

These are the best things  
about you



## Follow the Fingertips

Play “Follow the Leader” with different colored fingertips! Using washable markers, help your child color each fingertip on one hand a different color.

Now ask your child to:

- Put his blue fingertip on their nose.
- Put his red fingertip on their knee.
- Put his green fingertip high up in the air.
- Make a circle in the air with their orange fingertip.
- Hide his purple fingertip.

Encourage your child to think of new directions to try. Remember to wash fingernails when done.

## Big or Small?

Encourage your child to look at his hands and feet. Talk to him about the different sizes of hands and feet. Take his hand and bring your hand and his together. Ask him,

“Are they the same size? Whose hands are bigger? Whose hands are smaller?” Give your child paper and a pencil and have him trace around the hands and feet of family members, as well as his own.

You may need to help him to trace his hands and feet. Next, write everyone’s names on the hand and footprints and cut them out. Color or paint them. Put them up on the refrigerator or on the wall. You can also tie prints to a clothes hanger to make a family mobile. Ask your child to look at all the different hand and footprints and find the biggest hand and foot as well as the smallest hand and foot.

Try this: Give your child three prints: a small, a medium and a large. Ask him to tell you which hand/foot is the biggest, which hand/foot is the smallest, and which is the middle size.



### Smart Television Watching

Put some time aside one day to watch a children’s television program together.

Talk about the characters and what they did. Ask what he thinks will happen next.

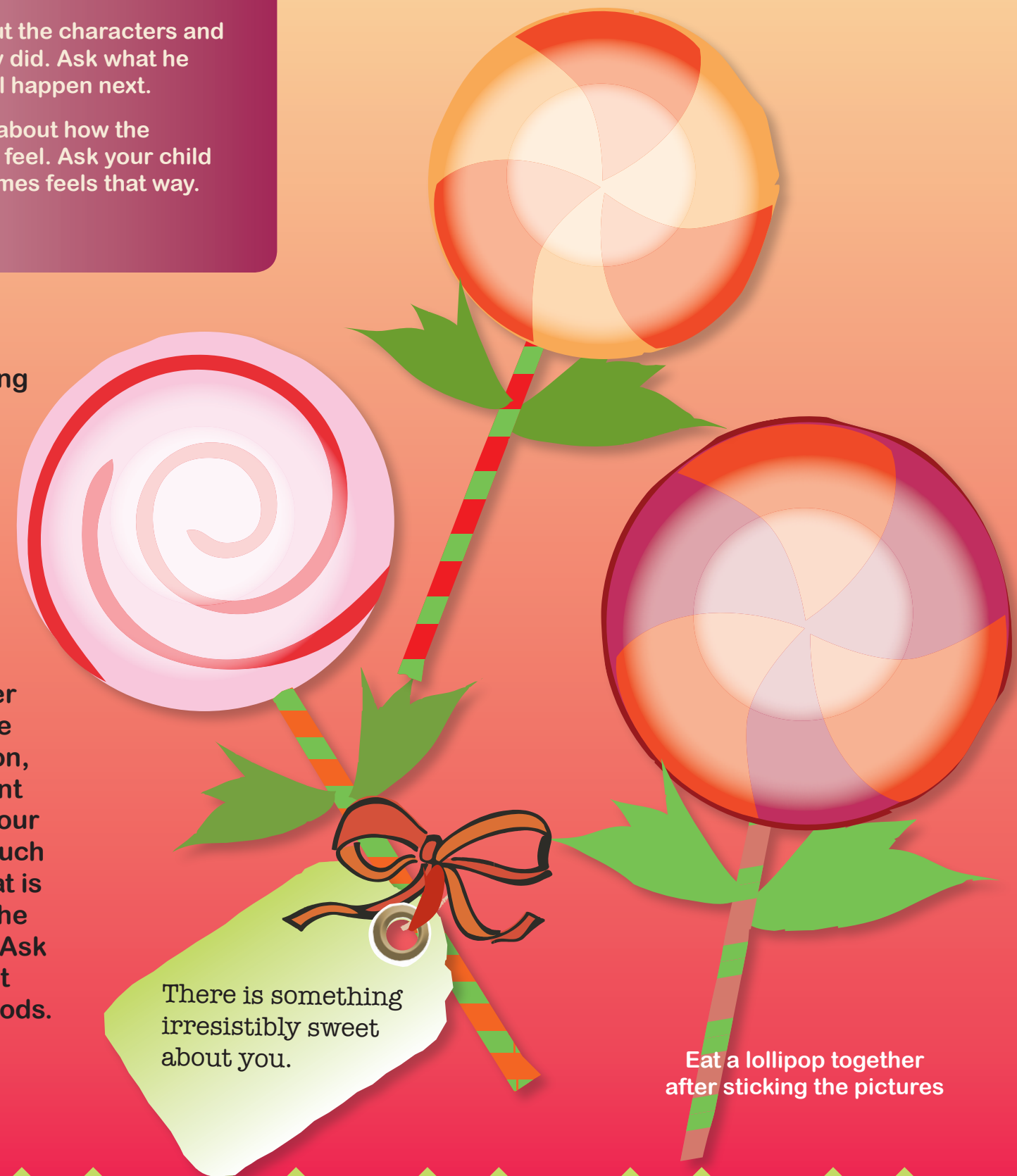
Also, talk about how the characters feel. Ask your child if he sometimes feels that way.

## Salty or Sweet?

Play this game while you are making a meal or a snack. Give your child one food item to taste. Ask how it tastes. Your child might only say, “good” or “bad.” Learning what sweet, sour, bitter, etc. mean, takes some time. Tell your child the correct word for the taste, such as “salty.” Give your child another food to taste. The more often you play this game, the better your child will be able to detect the difference between tastes. Later on, you can play the same and different taste game with your child. Give your child a familiar food that is sour (such as a lemon) and a familiar food that is sweet (such as a banana). Ask if the foods taste the same or different. Ask your child to describe the different tastes. Try this game with other foods.

## My Lollipop Flower

Write three things you love about your child and paste pictures onto the lollipops



Eat a lollipop together after sticking the pictures



## A Grocery Store Field Trip

Teaching your child good eating habits and how to make healthy food choices is important. Take your child on a “field trip” to the supermarket. Talk about some of the things that you are going to buy. Go to the produce section and name fruits and vegetables. Ask your child to name some. Buy some to take home. Try a new fruit or vegetable.

## My Little Helper

Including your child in household tasks might take a little longer, but will allow him to learn valuable sorting and organizing skills, as well as self-confidence.

Have a “laundry party”. Throw a pile of unfolded laundry on the bed and have your child sort the clothes into piles for each family member. Have your child carry his clothes to his dresser and put them away. Ask your child to help you set the table. Show how to put one plate, fork, cup, etc. for each person. Show your child how to sort utensils (put all the forks together, all the big spoons together, etc.) Bake some cookies together, let him help you wash the car, do a craft, etc.

## Shape Discovery

This activity is to be repeated on different days with different shapes. One day have “Circle Discovery Day” and search for as many circles as you can inside and outside. You can make a “Circles I Found” list if you like. Then, on another day, choose a different shape to discover. Ask your child, “What shape do you want to discover today? Rectangles, triangles, squares, ovals, or diamonds?”

# Some bunny loves you!

Have your child dip his thumb into paint and make a thumbprint on the picture. Their thumbprint will be the bunny’s head. For the ears, have them press down only half of their thumb to make a long, skinny shape.

After the paint dries, they can decorate the face with markers, add whiskers, eyes, and a nose.



## Seasons

Identify the season for your child and talk about the things that happen during that time of the year. Repeat this activity for each new season. Talk about how the weather and the temperature changes, the different ceremonies, how the trees change, and clothes you wear, etc.

## Simon Says

Play “Simon Says” with your child.

Say, “Simon Says, touch your knee”, or “Simon Says, touch your shoulders.”

Play by naming and pointing to body parts.

Reverse roles and let your child be Simon.

## By Myself

Learning new skills is very important in the ongoing development of your child. Not only does it build confidence, it also helps to prepare your child for school. It is important to remember that learning new skills takes patience and lots of practice.

- Show your child how to zip their coat.
- Show your child how to fasten and unfasten a snap.
- Show your child how to hold and use a pair of scissors.
- Work on buttoning skills. Start with unbuttoning first (it’s easier).
- Later, you can try teaching your child to tie shoes.

## What is it Used For?

Children like to know what things are used for. Sit with your child and name pieces of furniture in your living room or bedroom. Ask, "What are they used for?" If your child does not know, tell him. This activity can be done in any room of the house. For example, name the items used in the bathroom, or the items in the kitchen. Discuss their uses.

I'm a big  
kid now!

Date: \_\_\_\_\_

Have your child  
draw himself,  
or glue a full-body  
picture on this page.

## Measuring is Fun!

Measuring things is fun for children. Give your child some measuring cups and spoons and tell him what they are called. Allow him to play with them, comparing their sizes and seeing how they fit together. Talk about why we use measuring cups and spoons and some of their uses.

One fun way to use measuring cups and spoons is to have your child help you cook. Allow your child to use the measuring cups and spoons to measure and add ingredients.

Measuring cups and spoons can also be used to discover the size, length, and weight of sand, cereal, rice, or flour.

Also, explore these other ways to measure things:

- Show your child different scales for weighing things (such as the bathroom scale, the scale for weighing produce at the grocery store, or the scale at the doctor's office).
- Measure your child's height every month to keep track of his growth.
- Show your child how to use objects to measure the length of different things (for example, line buttons along the edge of a book and count them and say, "the book is 12 buttons long").



## Make Popcorn

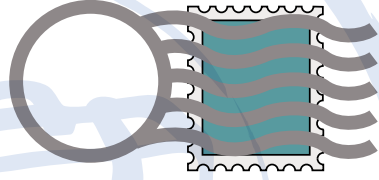
Make some popcorn with your child. Talk about where it comes from and how it changes when you pop it. Compare how it looks before it pops and then after it pops. Talk about how it sounds, smells, and tastes.

## Sorting Pictures

Take out some old magazines and cut out several pictures of different items, such as food, clothing, and furniture. Have your child sort and match the pictures that belong together. Also, try gluing all the sorted pictures of one type on a piece of paper. Write what they are underneath.



# Our Family Holiday



Where we went:

What we did:

## Indoors or Outdoors

This activity is to be repeated on different occasions. You can do this activity indoors or outdoors, or both if you wish. Ask your child to find three things that feel hard. On another occasion, ask your child to find three things that feel soft, or three things that feel rough, or three things that feel smooth. Ask your child to listen and name three things that are loud. Name three things that are quiet.



## A Simple Collage

Make a collage with your child. Use art materials found around your home, such as macaroni, old magazines, feathers and rice. Glue them to a piece of paper or cardboard. Encourage your child to be creative. You can also use materials outside of the home such as leaves, flowers, bark, etc.



## Learn About Books

(Can be done using legends)

Ask your child to choose a book to read with you. Once your child has chosen a book, pick it up and show your child the right way to hold the book. Look at the picture on the cover and talk about it. Ask, "What do you think the book will be about?" Tell your child who wrote the story (the author) and who drew the pictures (the illustrator). Next, begin reading the story to your child, stopping and talking about the pictures as you read each page. Ask these questions while you read:

- What do you think will happen next?
- Do you like the pictures? Why?
- Do you like the story so far?

Use your finger to follow the words as you read. This will show your child that there are words on the page and that you are reading them to tell the story.

When you finish the book, have your child draw a picture of one of the characters from the book, or pretend to be one of the characters and act out a part of the story.

## Name Writing

Show your child the first letter of his name. Help your child write the first letter of his name. Making letters is challenging, so be sure to keep the session short and offer lots of encouragement. As he learns, you can add more letters over time. Help him to learn to recognize the letters in his name. Take a walk in your community/ neighbourhood. Look at signs. Find and identify letters that are in your child's name. Also, you can do the same thing while in line at the grocery store, or while looking at a magazine in the doctor's/nurse's office.

## All About Me

Make an "All About Me" book with your child. Using a mirror, ask your child to look at himself and describe what he sees. Ask him questions like: "What do your eyes look like?"

"What color are they?"

"What color hair do you have?"

"Is your hair straight or curly?"

"Short or long?"

"What color is your skin?"

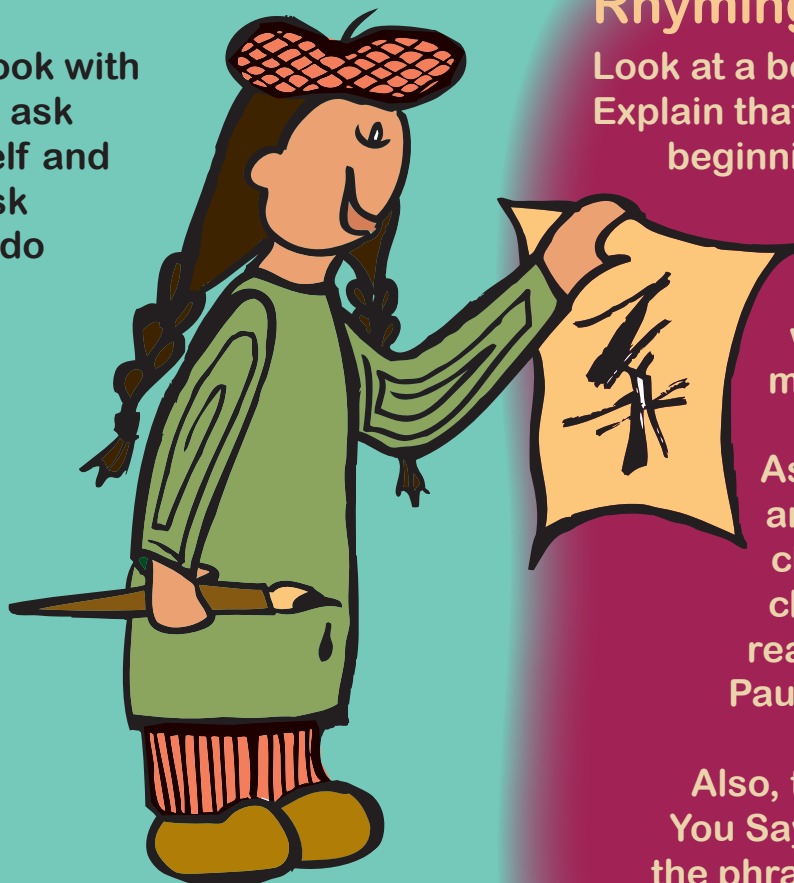
"Do you see any freckles?"

Give your child paper and crayons and ask him to draw a picture of himself.

Encourage him to focus on what he sees in the mirror. When he is done drawing his picture, ask him to tell you about some of his favorite things, such as his favorite color, his favorite food and favorite things to do.

Now, on another piece of paper, ask your child to draw all of his favorite things. Ask him to tell you about what he has drawn and as he tells you, label each favorite thing on the page.

Next, ask your child "Who is in our family?" Have your child draw a picture of his family and when he is finished, label the people in the picture. Once you have finished making the pages in the "All About Me" book, make holes in the paper and tie the book together with leather or ribbon.



## Rhyming Words

Look at a book of nursery rhymes with your child. Explain that rhyming words have a different beginning, but they sound the same at the end. Use an example to help your child understand, such as "cat" rhymes with "hat." See if your child can think of other words that rhyme with "cat" (such as bat, mat, sat).

Ask your child to choose a nursery rhyme and then read it to your child. Once your child knows the rhyme, pause and let your child finish the line. For example, start reading "Humpty Dumpty sat on a \_\_\_\_\_." Pause, and let your child answer, "wall."

Also, try playing a rhyming game called "I Say, You Say" with your child. Have your child finish the phrase you start with a word that rhymes. For example, "I say big, you say \_\_\_\_ (your child may say pig, dig or wig)."

## Learning to Write

It is important to encourage your child to "write", even if it is only scribble. Offer your child crayons, pencils, chalk, markers, and paper and tell him that these are tools used for writing. Make them available for him whenever he is interested.

Try making an alphabet book with your child. Help your child write the letters and draw pictures for every letter of the alphabet. Or, help your child write a letter or a card to someone special. Let him write his own name, even if it is just scribble. Practice writing letters on a chalkboard, or outside with sidewalk chalk, or even in the sand or in the snow with a stick.

## Looking for Animals

Gather several old magazines and ask your child to look for and cut out pictures of animals. Help your child paste the pictures on a large sheet of paper. Then ask your child to name as many of the animals as he can. Write each name under the picture and spell out the letters as you write.

## A year of memories...

Weight & height: \_\_\_\_\_

Friends: \_\_\_\_\_

Family outings and vacations: \_\_\_\_\_

### FAVORITE

Activities: \_\_\_\_\_

Sayings: \_\_\_\_\_

TV or movies: \_\_\_\_\_

Toys: \_\_\_\_\_

Things to do: \_\_\_\_\_

Other things to remember: \_\_\_\_\_







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