



Links to Learning

MAY BEGINNERS

Links to Home: Shared Activities for Parents & Children

This month, your child will practice using spatial vocabulary, matching items by color and size, and sharing details about recent family events.

Here are some suggested activities to practice these skills with your child:

- Take one of your child's toys and place it near a piece of furniture. Ask your child questions that prompt him to use spatial vocabulary, for example, "Where is your teddy bear hiding?" Listen to words such as under, next to, on top of and near.
- Prompt your child to share details about recent events with you. Ask questions such as, "Do you remember when we went to Grandma's house? What did we do there?"
- As you fold laundry, ask your child to sort clothing items by color and size.



Here's what your child experienced this month.

Each month's Links to Learning activities build on the month before, connecting previously learned skills with new learning. These activities include the essentials of language and math, along with a variety of other skills.






Links to Learning

| MAY – BEGINNER | |
|--|--|
| 🗨️ Language and Literacy | 🧑🏫 Science and Social Studies |
| COMMUNICATION | SCIENCE |
| <ul style="list-style-type: none"> • Speaks using a variety of vocabulary • Understands and uses plurals • Begins to add “ed” to create past tense words • Understands and uses spatial vocabulary • Speaks in a clear, audible voice | <ul style="list-style-type: none"> • Sorts animals into animal families • Compares hand and foot size to peers and adults |
| LITERACY | SOCIAL STUDIES |
| <ul style="list-style-type: none"> • Recognizes first name in print • Recognizes some letter names • Acquires new vocabulary through shared reading experiences • Connects events in story to own life • Pretends to read a book, holding the book right side up • Identifies the beginning and end of a story | <ul style="list-style-type: none"> • Explores roles of family members (mother, father) |
| WRITING | DIVERSITY |
| <ul style="list-style-type: none"> • Holds a crayon or other writing utensil correctly • Makes scribble marks that resemble some letter forms on paper • “Reads” own writing aloud | <ul style="list-style-type: none"> • Identifies members of immediate family • Shares a family experience/ memory |
| 🔢 Mathematics | 🎨 Creative Expression |
| NUMBERS AND NUMBER SENSE | MUSIC AND MUSICIANS |
| <ul style="list-style-type: none"> • Counts from 1–20 • Understands the number concepts of one to five • Counts items in groups of 1–5 • Uses fingers to represent numbers 1–5 | <ul style="list-style-type: none"> • Claps in rhythm with music • Explores a variety of musical instruments • Sings familiar songs |
| GEOMETRY AND RELATIONSHIPS | ART AND ARTISTS |
| <ul style="list-style-type: none"> • Names shapes and colors (primary and most secondary) • Sorts objects by color, shape, and/or size • Matches shapes regardless of orientation (e.g. triangle and upside-down triangle) • Matches simple 3D shapes to simple 2D shapes | <ul style="list-style-type: none"> • Creates a painting using two or more primary colors • Explores and creates multi-sensory art (scent, texture) • Begins to use a glue bottle • Draws some shapes • Paints with a paintbrush with some control |
| PROBLEM SOLVING AND REASONING | DRAMATIC PLAY |
| <ul style="list-style-type: none"> • Completes 3- to 10-piece puzzles • Repeats simple ABAB patterns • Identifies what comes next in simple, familiar tasks | <ul style="list-style-type: none"> • Engages in pretend play connected to the weekly story • Engages in pretend play dramatizing family roles |

(continued on back)

MAY – BEGINNER (continued from front)

|  Wellness |  Social-Emotional |
|---|--|
| FINE MOTOR SKILLS | SELF-HELP SKILLS |
| <ul style="list-style-type: none"> • Strings large beads • Laces lacing cards with support • Squeezes and manipulates Play-Doh • Uses safety scissors • Puts small objects in openings | <ul style="list-style-type: none"> • Begins to follow bathrooming procedures • Expresses needs and wants • Dresses self with minimal assistance • Feeds self with eating utensils |
| GROSS MOTOR AND BALANCE | SOCIAL INTERACTION |
| <ul style="list-style-type: none"> • Tries to balance on one foot • Kicks a ball without falling • Throws a ball at a target • Tries to catch a ball • Attempts pedaling on tricycles | <ul style="list-style-type: none"> • Takes turns speaking in conversation • Plays cooperatively with peers • Recognizes and labels some emotions in self and others • Maintains attention to an activity for 5-8 minutes |
| HEALTH, SAFETY, AND NUTRITION |  Citizens of the World |
| <ul style="list-style-type: none"> • Follows simple hand-washing procedures • Identifies common foods and drinks | <ul style="list-style-type: none"> • Introduced to new Spanish vocabulary • Reviews previously acquired Spanish vocabulary • Explores different musical instruments from other cultures |