



## JUNE

Motor development involves physical activities and your child's brain is a big part of it. It takes the brain and the body's muscles to allow these skills to develop, connect and build with all other parts of your child's development – language, social, emotional, and behavioral.

Look for opposite items outside. Big/Little, Long/Short...		Make a healthy snack. Why is healthy important?	Find "sight" words in children's books (the, a, an).	Talk about the sun. How does the sun help? How does it harm/hurt?	Encourage your child to be independent.	Visit and play at the school district's playground.
	What do plants need to survive? What if they don't get what they need?	Build with clay or playdough. Talk about your sculpture.	Take a virtual tour of the Sun on the Google Arts & Culture website.	Talk about big/bigger, small/smaller, long/longer...	Write a word and draw it. Dog, Cat, Box, Hat...	
Make a list of your child's strengths and interests to share with the new teacher.	Use paper plates, make emotion faces. Ask "what do you feel when" child holds up that plate.	Practice walking backwards.		How do we protect the plants, animals, and humans from the heat of the sun?	Talk about similarities and differences in people?	Find "sight" words in children's books (is, and, so).
Make an obstacle course outside.	Cut out people from magazines and make up what they do in the community.	With help, make labels for objects in your house. Bed, floor, chair, table...	Make snacks using shaped food. (watermelon triangles, square crackers, circled cheese...)	Draw a picture of your family.	Talk about going to kindergarten. What do you think it will be like?	Build a structure out of recycled materials to help protect from the sun.
Make a family photo collage. Compare to photos from last year. How have you changed?		Freeze water in different size containers. Take outside in the sun. Which melts faster?	If your child will be taking the bus, find out if the school offers "practice" bus rides.		Find "sight" words in children's books (it, was, that).	Why are rules important in a classroom?