

**BUILDING
FOUNDATIONAL
SKILLS**

**BUILDING
BRIGHT
FUTURES**



**A Guide to
Kindergarten
Readiness**

**WICHITA
COLLECTIVE
IMPACT**



Your child will soon enter **Kindergarten**
—an exciting milestone for your family!

Welcome to the Kindergarten Readiness Guide,
a community resource designed to help families prepare
their young learners for a confident and successful
transition into kindergarten.

This guide was created through a collective impact effort
across Wichita, bringing together early childhood educators,
parents, community organizations, and dedicated partners
who share a common goal:
ensuring every child has the opportunity to
begin school ready to learn and ready to thrive.

Within these pages, you will find key readiness skills across
foundational areas—early literacy, early mathematics,
gross and fine motor development, health and wellness,
and social-emotional growth.

Each section offers practical guidance and simple,
developmentally appropriate activities that families can
incorporate into everyday routines.

Our hope is that this resource supports you in
understanding what kindergarten readiness looks like and
empowers you to help your child build the skills, confidence,
and curiosity that will serve them well as they enter school.

Thank you for joining our community-wide
effort to give every young scholar a
strong start on their
educational journey.

TABLE OF CONTENTS

3 KINDERGARTEN Readiness

READING Literacy Development **4**

18 MATH Cognitive Development

FINE & GROSS Motor Skills **30**

40 HEALTH And Wellness

SOCIAL And Emotional Development **44**

KINDERGARTEN READY



WICHITA
COLLECTIVE
IMPACT

Preparing children age 2-5 for kindergarten through the lens of the Kansas Early Learning Standards involves fostering a range of skills across several developmental domains. Here are the top 10 skills:



- 1 **SOCIAL SKILLS:** Interact positively with peers and adults including sharing, taking turns, and cooperating in group settings.
- 2 **EMOTIONAL REGULATION:** Recognizing and managing their emotions and expressing feelings appropriately.

- 3 **LANGUAGE DEVELOPMENT:** Expanding vocabulary and effectively communicating needs and ideas.

- 4 **EARLY LITERACY SKILLS:** Recognizing letters and sounds and engaging with books through storytelling and discussions.



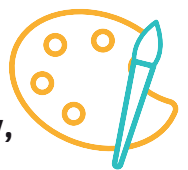
- 5 **MATHEMATICAL THINKING:** Identifying numbers, shapes, and patterns.

- 6 **CRITICAL THINKING AND PROBLEM-SOLVING:** Asking questions, exploring, and finding solutions through hands-on activities and play.

- 7 **FINE MOTOR SKILLS:** Developing hand-eye coordination through activities like drawing, cutting, and manipulating small objects.

- 8 **GROSS MOTOR SKILLS:** Participating in physical activities that enhance balance, coordination, and overall physical fitness, such as running, jumping, and climbing.

- 9 **CREATIVE EXPRESSION:** Engaging in art, music, and imaginative play, which allows children to express themselves and think creatively.



- 10 **UNDERSTANDING OF HEALTH AND SAFETY:** Learning basic hygiene practices (like handwashing) and safety rules, promoting awareness of personal health and well-being.

These skills align with the Kansas Early Learning Standards and help create a strong foundation for children as they transition into the kindergarten environment.



WICHITA STATE
UNIVERSITY
PUBLIC POLICY AND
MANAGEMENT CENTER



READING

LITERACY DEVELOPMENT

PRINT AWARENESS

Noticing that print has meaning—understanding how books work, recognizing letters, and seeing print in the environment.

PHONOLOGICAL AWARENESS

Playing with sounds through rhyming, clapping syllables, and listening for beginning sounds in words.

VOCABULARY & LANGUAGE GROWTH

Building strong language skills by talking, asking questions, naming objects, and hearing rich, descriptive words.

STORY COMPREHENSION

Understanding and retelling stories, talking about characters and events, and making simple predictions.

LOVE OF BOOKS & READING

Enjoying shared reading time, exploring different types of books, and developing curiosity about text and stories.

Engaging in back-and-forth conversations with young children is essential because it builds their language skills, strengthens brain development, and supports social and emotional growth.



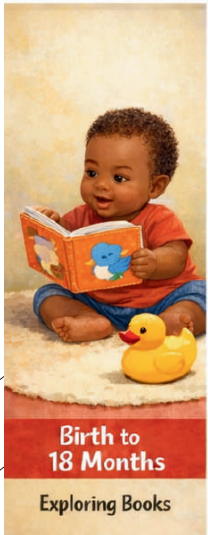


READING AND LITERACY DEVELOPMENT

Stages of Reading

HOW YOUNG CHILDREN LEARN READING

According to the Kansas Early Learning Standards (KELS), children learn to read through a developmental progression that blends language, print experiences, foundational skills (like phonological awareness and alphabet knowledge), comprehension, and early writing—supported by nurturing adult guidance and evidence-based literacy practices.



SNUGGLE & READ

Hold your baby close and read board books with simple pictures. Let them look, touch, and even chew the book—it's all part of learning.

NAME WHAT YOU SEE

Point to objects in the book and label them ("Look, a dog!"). Repeat often to build vocabulary.

SOUND PLAY

Choose books with animal sounds or simple rhymes. Make the sounds together—"Moo!", "Quack!"—to build listening skills.

BABBLE BACK

When your baby babbles while you read, respond as if they are part of the conversation.

RETELL TOGETHER

After reading, ask your child to tell you what happened first, next, and last. Keep it simple and fun.

LETTER TREASURE HUNT

Pick one letter and search the book for it together. Celebrate each find!

RHyme TIME

Choose two words and ask if they rhyme. Make silly rhymes together ("cat-bat", "mop-flop").

STORY BUILDER

Pause during the book and ask, "What do you think will happen next?" Encourage imaginative thinking.



PICTURE HUNT

Ask your child to find something in the book ("Can you find the ball?"). This builds attention and comprehension.

FILL-IN-THE-BLANK RHYME

Pause during a familiar rhyme and let them fill in a missing word ("Twinkle, twinkle, little ____").

ACT IT OUT

If the book shows jumping, animals, or actions, have your child copy them. This supports understanding.

NAME THAT LETTER

Point out letters in the title or pictures casually ("That's the letter B for 'baby!'").



POINT TO THE WORDS

While reading aloud, slide your finger under the text so your child begins to notice print direction and spacing.

BEGINNING SOUNDS GAME

Pick a keyword from the story ("sun") and ask, "What sound do you hear at the beginning? /s/!"

MAKE YOUR OWN BOOK

Fold paper into a tiny book. Let your child draw pictures and "write" letters or words. Help them label their drawings.





READING AND LITERACY DEVELOPMENT

LISTENING AND RHYMING GAMES

RHYMING HELPS CHILDREN LEARN THAT WORDS ARE MADE OF SOUND PATTERNS



Say two words and ask your child if they rhyme: **cat-hat, dog-log, sun-fish.**

If they rhyme, give a thumbs up. If they do not, give a thumbs down.



Say the sentence and let your child fill in a rhyming word:

- "The cat sat on the ___." (mat, hat)
- "I see a bug on the ___." (rug)
- "The dog is on the ___." (log)
- "The pig is very ___." (big)
- "The sun is lots of ___." (fun)

It's okay if your child says a silly or made-up word, as long as it rhymes!



Real + silly rhymes:

- pig – wig – zig
- cat – hat – zat
- bug – rug – tug – zug
- man – pan – fan – zan
- hop – mop – bop – zop

Important:

Words do not have to be real to rhyme.
We are listening for sounds, not spelling



Rhyming helps children hear patterns in language. This skill supports later reading and spelling – **even before children know their letters.**



READING AND LITERACY DEVELOPMENT

Syllables are the beats in words. Hearing syllables helps children later break words into sounds.



*Say a word and
clap the beats together.*

Names to try

(great for engagement!):

- Ma-ry (2 claps)
- Ja-son (2 claps)
- A-man-da (3 claps)
- Mi-chael (2 claps)

BA-NA-NA



Have your
child jump
once for
each syllable
in a word.

PARENT TIP:
Use music and singing
to feel rhythm and beats

BREAKING WORDS APART

Segmenting is breaking words into individual sounds.

1. Sound Tapping.

Say a word and tap once for each sound: dog (/d/ /o/ /g/).

2. Fingers for Sounds.

Hold up one finger for each sound you hear in a word.

3. Stretch the Word.

Slowly stretch the word out together: sss-uuun.

CLAPPING AND COUNTING SYLLABLES

1 clap

(one syllable):

- dog
- cat
- ball
- milk
- book



2 claps

(two syllables):

- ap-ple
- ta-ble
- pen-cil
- wa-ter
- ti-ger



3 claps

(three syllables):

- ba-na-na
- e-le-phant
- po-ta-to
- um-brel-la
- com-pu-ter





READING AND LITERACY DEVELOPMENT

SORT BY SYLLABLES

Easy contrasts
(very clear
difference).

cat or ba-na-na
dog or e-le-phant
ball or um-brel-la
car or po-ta-to

cup or pen-cil
shoe or san-dal
chair or ta-ble
book or com-pu-ter

Everyday objects:

Food words
(fun for kids!).

bread or spin-ach
apple or wa-ter-mel-on
cheese or ba-na-na
rice or spa-ghet-ti

Names
(highly engaging):

Sam or A-man-da
Ben or E-li-za-beth
Max or Ja-cob

Parent tip:
Have your child
clap each word first,
then decide
which one has
more claps.

BLENDING SOUNDS TOGETHER BLENDING IS PUTTING SOUNDS TOGETHER TO MAKE A WORD.

ROBOT TALK



Say words slowly, one
sound at a time:
/c/-/a/-/t/.
Ask your child to say
the whole word: cat.

Blend sounds during
routines: "Put on your
/c/-/l/-/a/-/p/."



EVERYDAY BLENDING

GUESS MY WORD



Say: "My word is
/b/-/u/-/g/.
What is it?"

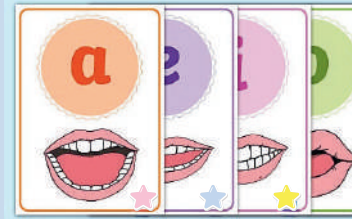


READING AND LITERACY DEVELOPMENT

Phonics at the early stages of learning is about exploring how letters and sounds work together.

Your child will learn to recognize the letters of the alphabet by name and sound, hearing and seeing those individual sounds in a word, and learn the relationship between letters and the sounds they make.

Phonics



Here are a few phonics skills you can play at home with your child:

Collect items that start with the same sound and place them inside the bag.

For example, you can add a sock, string, soap, and a spoon to the mystery bag.

Pull one item at a time from the bag and have your child name the item.



To extend the fun, you can use the items from the mystery bag to tell a silly story

Once all items have been removed, ask your child the beginning sound and the name of the letter for each item.

Have your child write that letter in the air or on the table with their magic finger.

Place new items with different beginning sounds in the bag and repeat the process.



READING AND LITERACY DEVELOPMENT

MAGNETIC LETTERS

can provide lots of easy phonics
practice right in your kitchen
(or any other surface where letters can
be moved to have fun).

For an alphabet refresher, ask your child to arrange the letters in alphabetical order. As they arrange the letters, your child can say the name and the sound of each letter.

Next, ask your child to pick out a letter, move it to the center and think of something that begins with that letter.

Use the word in a complete sentence before choosing another letter.
For example, you can say, "This is the letter 's', snake begins with /s/.
The long and scary snake likes to sleep under the tree."

FRIDGE

FUN



ABCDEF
GHIJKLM
NOPQRST
UVWXYZ





READING AND LITERACY DEVELOPMENT



I-SPY LETTERS AND SOUNDS

- Whether you're in the car, at the store, or relaxing at home, turn the moment into an I-Spy game. Look for anything with printed letters and invite your child to "spy" a letter or sound you name. It's an easy way to build literacy skills during everyday routines.



- If you're at home getting ready to enjoy a bowl of cereal, turn it into a quick letter game. Ask your child to find a letter on the cereal box — "I spy with my little eye a letter that makes the /mmm/ sound." When they spot it, have them point to it and say the letter name, 'm.' It's a simple, fun way to build letter recognition during everyday moments.





READING AND LITERACY DEVELOPMENT

Parents!

Use fun counters like   + 
BEANS, COTTON BALLS, or PIECES of CEREAL!

Find the 2 pictures with
the **SAME BEGINNING SOUND!**

Place a counter & tell the sound!  **A B C**

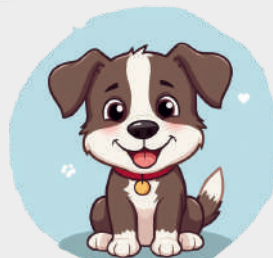
Ask: "What letter makes that sound?"

EXAMPLE:

Fish & Fan start with the sound...

FFFF!

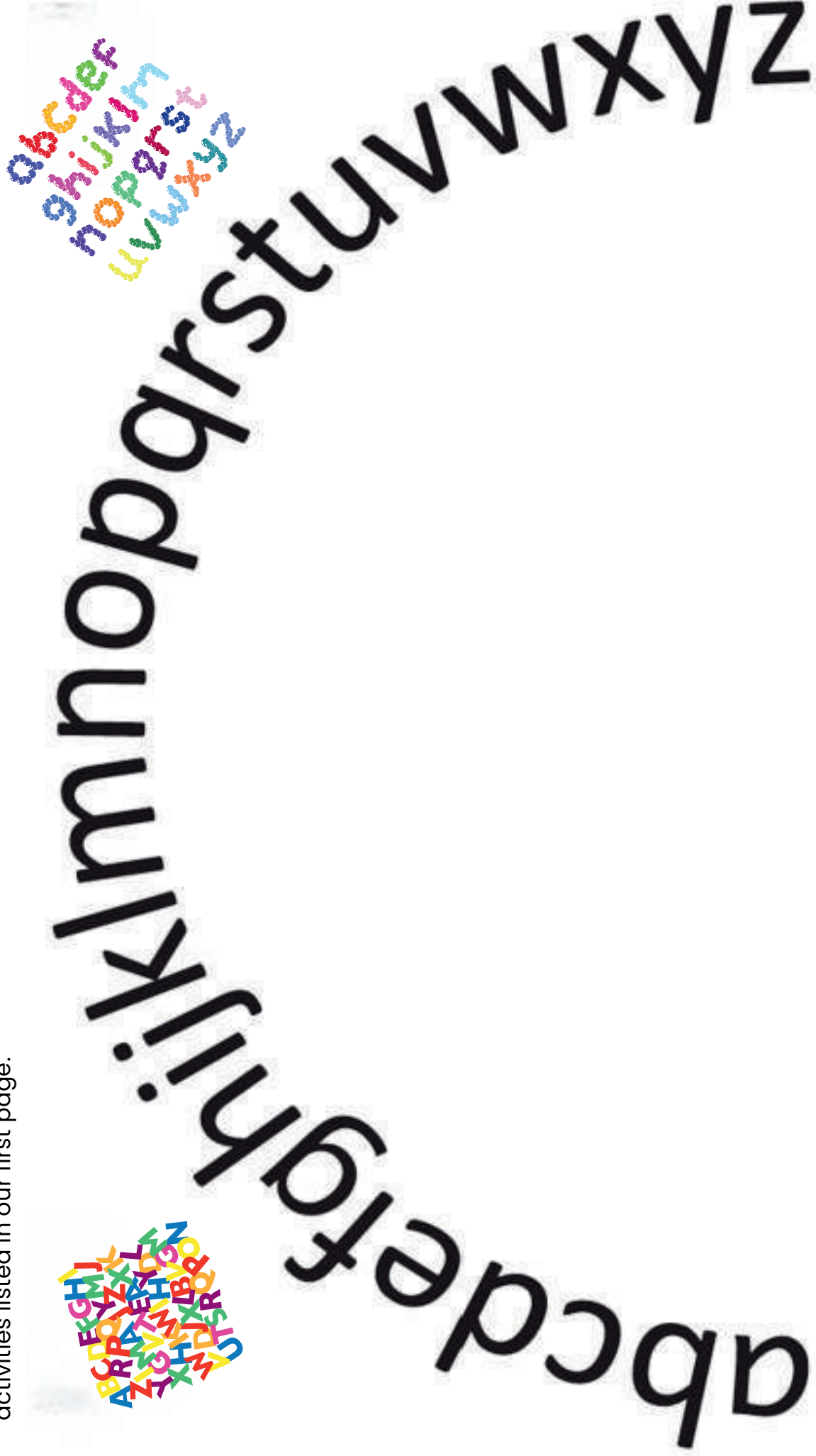
That's the letter...



ALPHABET ARC

Parents, this is another great activity you can do with your child that can help learn the letter names and sounds of the alphabet. You can use magnetic letters, alphabet cereal, pasta or you can make some alphabet cards with index cards.

You will place the letters in the white surface of this page. Your child will choose a letter, name it, make the sound and place it on the arc. Repeat until its all done. You can continue the activity with asking your child to find a letter or a sound of a letter that you call out. To extend, you can have your child name something that begins with that letter. Parents, you can use the arc in many other ways that make it fun and combine it with the phonics games and activities listed in our first page.





READING AND LITERACY DEVELOPMENT

ALPHABET LETTERS

f

h

m

q

c

s

a

m

w

r

j

o

z

d

y

v

b

k

t

p

e

l

u

g

x

n

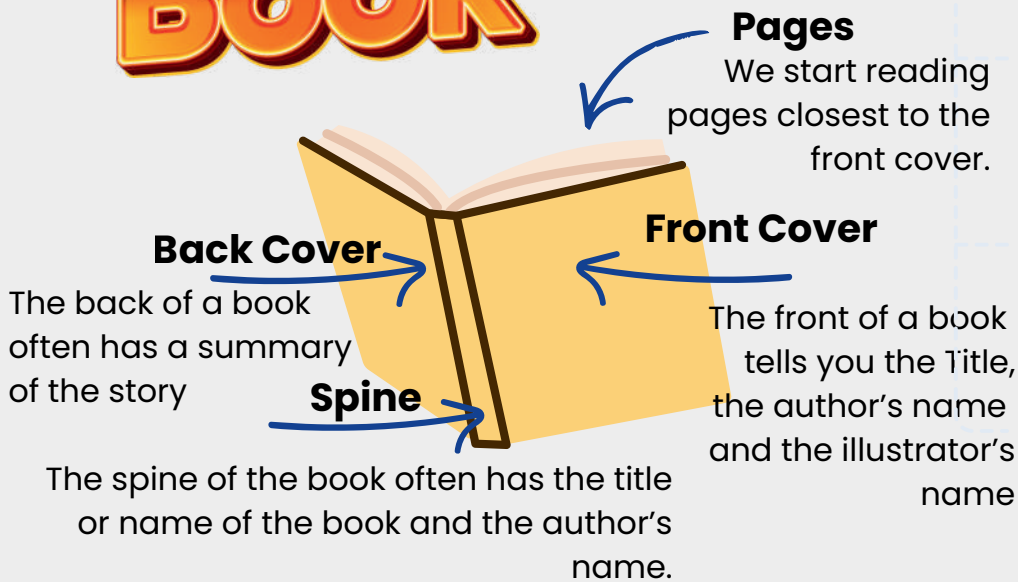
Parents, cut these letters and use them with the alphabet arc or other phonics games.

THIS PAGE
INTENTIONALLY
LEFT BLANK



READING AND LITERACY DEVELOPMENT

All About a **Book**



WORDS TO KNOW:

Title:

The name of the story.

Author: The name of the person who wrote the story.

Illustrator: The name of the person who drew the pictures.

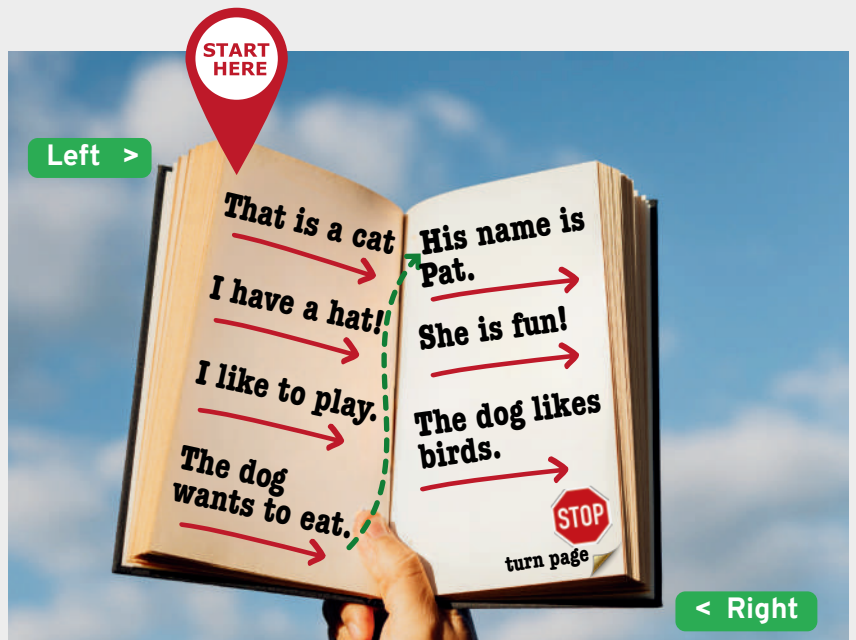
Front cover/Back cover: Where the book starts and ends.

HOW TO READ A BOOK

Start reading a book at the **top left**.
End at the **bottom right**.
Trace the arrows as you read.

Start reading a book from **left to right**

Read from **top**
to **bottom**





READING AND LITERACY DEVELOPMENT

Book

Thinking process when reading a

BEFORE



DURING

AFTER



These are comprehension questions to use with your child while engaging in a book together.

Choose 1-2 questions to ask **before** starting the book, **during** the book, and **after** the book.

Encourage your child to respond in full, complete sentences.

BEFORE

DURING

AFTER

What do I wonder when I look at the front cover?	Do you agree with the characters' actions so far?	Was this a good book? Why or why not?
What do I think this story will be about?	What do you think will happen next?	What do you think we are supposed to learn from this book?
What made me choose this book?	Can you tell me what has happened so far?	How are you like the main character? How are you different?
What does the title tell me about the book?	How do you think the problem will be fixed?	What was your least favorite part of the story?
Is this story narrative or informational?	How do you think the story will end?	If you told a friend about this book, how would you describe it?
Point to the different parts of the book and name them.	Who is your favorite character so far? Why?	What was your favorite part of the story?

MATH

COGNITIVE DEVELOPMENT

COUNTING & CARDINALITY

Understanding numbers by counting objects, recognizing numerals, and knowing that the last number said tells “how many.”

SORTING & CLASSIFYING

Grouping items by color, size, shape, or other attributes to build early thinking and problem-solving skills.

SHAPES & SPATIAL AWARENESS

Exploring basic shapes (circle, square, triangle, rectangle) and using position words like over, under, next to.

PATTERNS & PREDICTABILITY

Creating, copying, and extending simple patterns that support early reasoning and math readiness.

HANDS-ON PROBLEM SOLVING

Using everyday materials (blocks, toys, snacks) to compare amounts, explore measurement, and build math confidence.





MATH

COGNITIVE DEVELOPMENT

Stages of Math

HOW YOUNG CHILDREN LEARN MATH

Based on the Kansas Early Learning Standards (KELS), young children do not learn math all at once. Math understanding grows step by step through play, conversation, and everyday routines. Daily activities like laundry, meals, cleaning, and getting dressed give children meaningful chances to explore numbers, quantities, colors, and patterns in ways that make sense to them.



FIRST: EXPLORING AND NOTICING

Math learning begins with noticing the world. Babies explore with their senses and bodies while hearing math language from caring adults.

How families can help:

- Talk about what you see: big, small, soft, hard
- Count out loud during routines
- Name colors as you dress or fold laundry

Children are building early awareness of numbers, patterns, and differences.



GROWING SKILLS: COMPARING, SORTING, AND PATTERNS

Children begin to organize and compare what they see.

How families can help:

- Compare amounts during meals or clean-up
- Create patterns with socks, blocks, or toys
- Use color words while sorting

These skills help children make sense of relationships between objects.

NEXT: ONE-TO-ONE COUNTING

Children begin to understand that each object gets one number.

How families can help:

- Count toys, snacks, or clothes together
- Let children hand you one item at a time
- Count steps, scoops, or blocks

This helps children connect numbers to real objects.



PUTTING IT ALL TOGETHER

As children grow, they begin to combine groups and talk through their thinking.

How families can help:

- Ask open-ended questions like "What happens if we add one more?"
- Encourage children to explain their thinking
- Keep math playful and part of daily routines

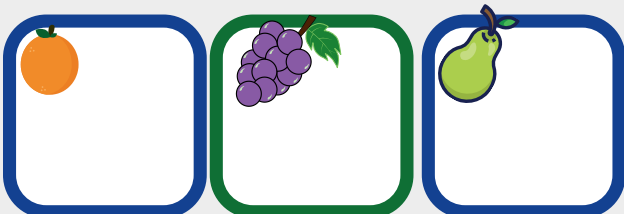




I SPY Fruit

How many?

Three empty boxes with rounded corners, each containing a fruit illustration in the top-left corner. The first box has a green border and a strawberry. The second box has a blue border and a banana. The third box has a green border and a pineapple.





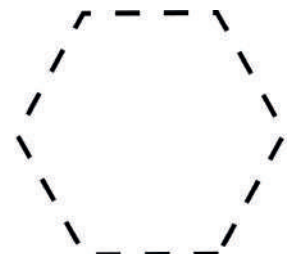
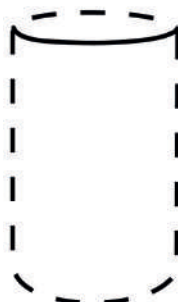
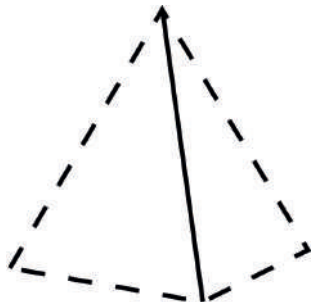
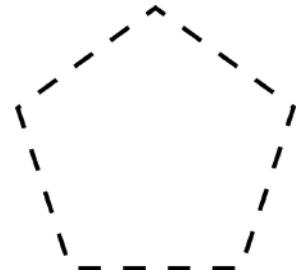
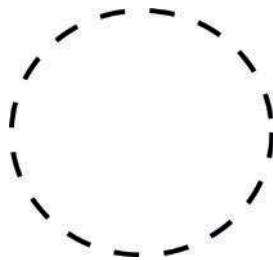
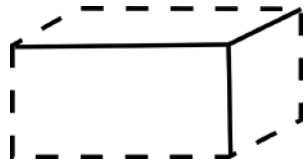
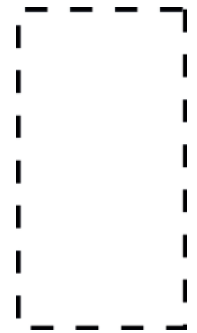
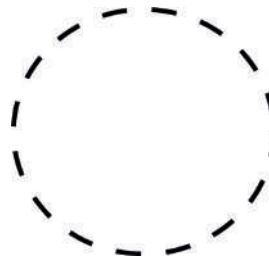
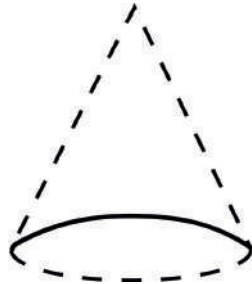
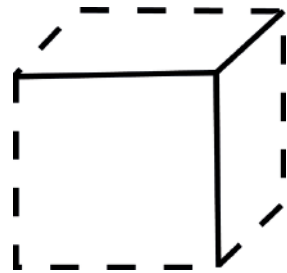
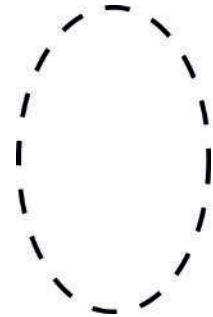
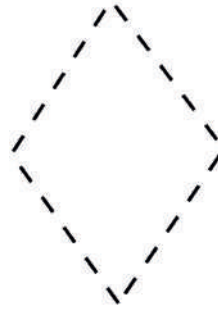
MATH

COGNITIVE DEVELOPMENT



SCAVENGER HUNT

DIRECTIONS: Go on a shape hunt at your house!
Trace and color a shape when you find
something that is that shape.
Can you find all the shapes?

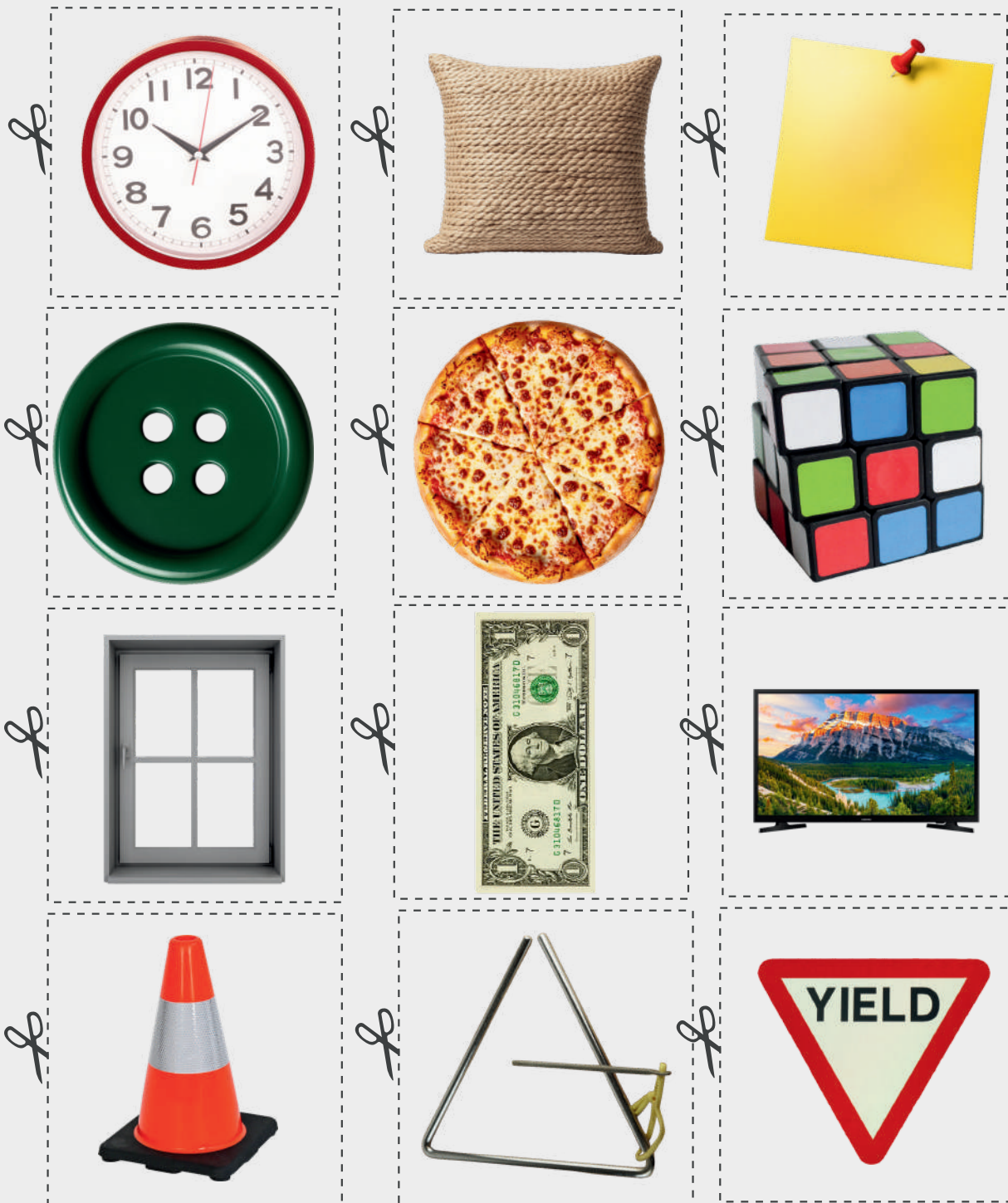




MATH

COGNITIVE DEVELOPMENT

**Cut out the shapes on this page. Then sort them on the
sorting mat provided.**



THIS PAGE
INTENTIONALLY
LEFT BLANK

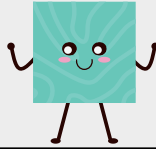
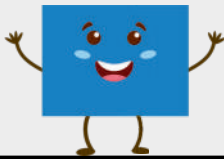
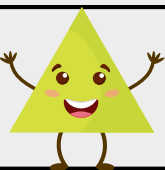


MATH

**COGNITIVE
DEVELOPMENT**

SHAPE SORTING MAT

Use the cut out shapes from previous page,
to sort on this mat.

 CIRCLE	 SQUARE
 RECTANGLE	 TRIANGLE



MATH

COGNITIVE DEVELOPMENT

Using a coffee table or a sturdy chair, invite your child to show you each of the body positions from the pictures below. Let them move at their own pace and have fun exploring each pose.



Children learn **math best** when it is part of everyday life.



Talking, counting, sorting, and naming colors during normal routines helps build strong math foundations.

There are no right or wrong answers—curiosity, exploration, and conversation matter most.



MATH

COGNITIVE
DEVELOPMENT

Cut along the dotted lines to create strips of each picture. Mix them up and have your child put them back in numerical order. Put the pieces back in order.



THIS PAGE
INTENTIONALLY
LEFT BLANK



MATH

COGNITIVE DEVELOPMENT

Have your children answer using a complete sentence.
"I found three frogs."

TIME TO COUNT

Can you count & find them all?

How many?



FINE

& GROSS MOTOR SKILLS

LARGE BODY COORDINATION

Running, jumping, climbing, and balancing to build strength, control, and whole-body awareness.

HAND & FINGER SKILLS

Using crayons, playdough, scissors, beads, and small objects to strengthen the hands for writing and daily tasks.

SPATIAL AWARENESS & BODY CONTROL

Learning how the body moves through space—stopping, starting, navigating obstacles, and following movement directions.

TOOL USE & EARLY WRITING READINESS

Practicing grasping tools like markers, paintbrushes, tweezers, and scissors to develop precision and control.

ACTIVE PLAY & MOVEMENT EXPLORATION

Engaging in indoor and outdoor play that encourages creativity, balance, coordination, and confidence in movement.





FINE & GROSS MOTOR SKILLS

Toilet Paper Roll Shaker Craft



1 Cover one end of a toilet paper roll with paper, fill it with beads

2 Cover the other end with paper and tape it shut



3 Decorate the outside of the shaker



4 Shake and make some

"Music"



STICKER



Spy Glass



Step 1:

Cut an empty toilet paper roll into three equal pieces.



Step 2:

Cover one end of each with a different colored tissue paper and tape it closed.

Step 3:

Look through each to enjoy the colorful view.



Paint Shapes

Take toilet paper rolls and pinch them into different shapes like hearts, diamonds, ovals, or more. Dip one end into paint and use it as a stamp.

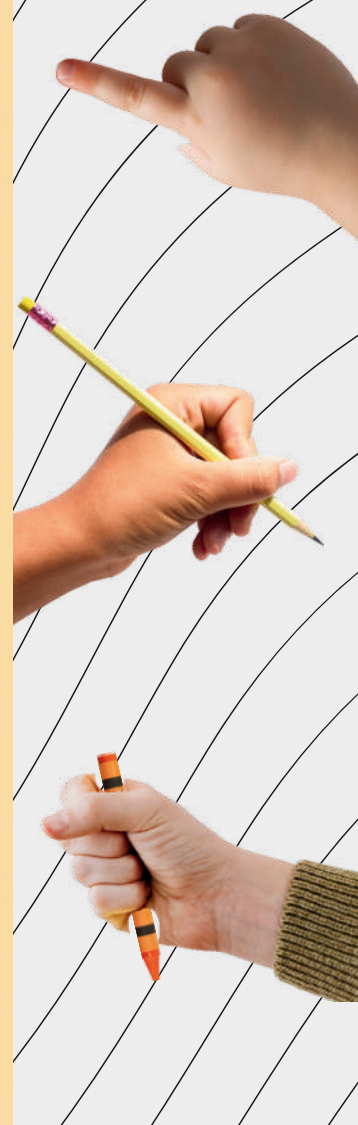
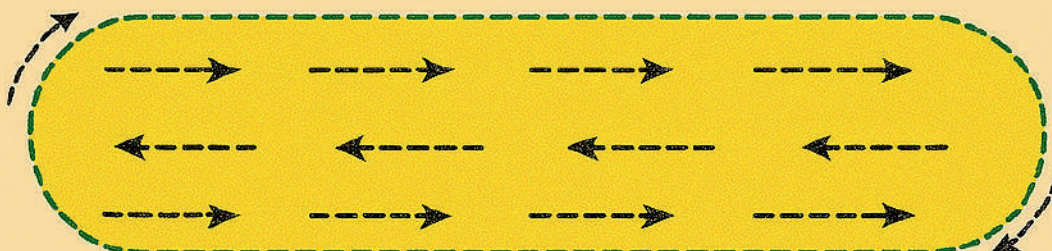
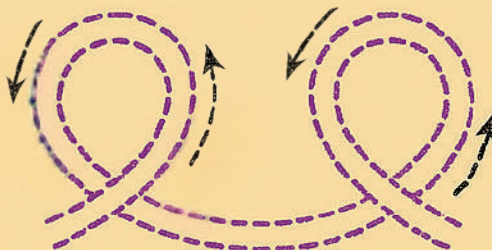
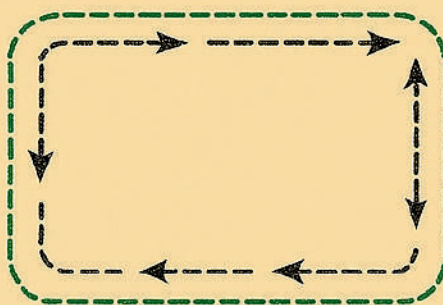
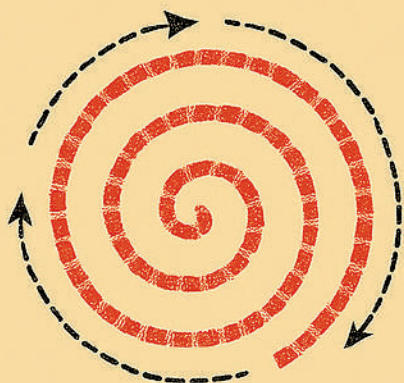




FINE AND GROSS MOTOR SKILLS

Fine Motor Skills Finger Tracing

USE FINGER,
CRAYON, OR
PENCIL TO
TRACE THE
LINES OR
SHAPES ON
THE PAGE.



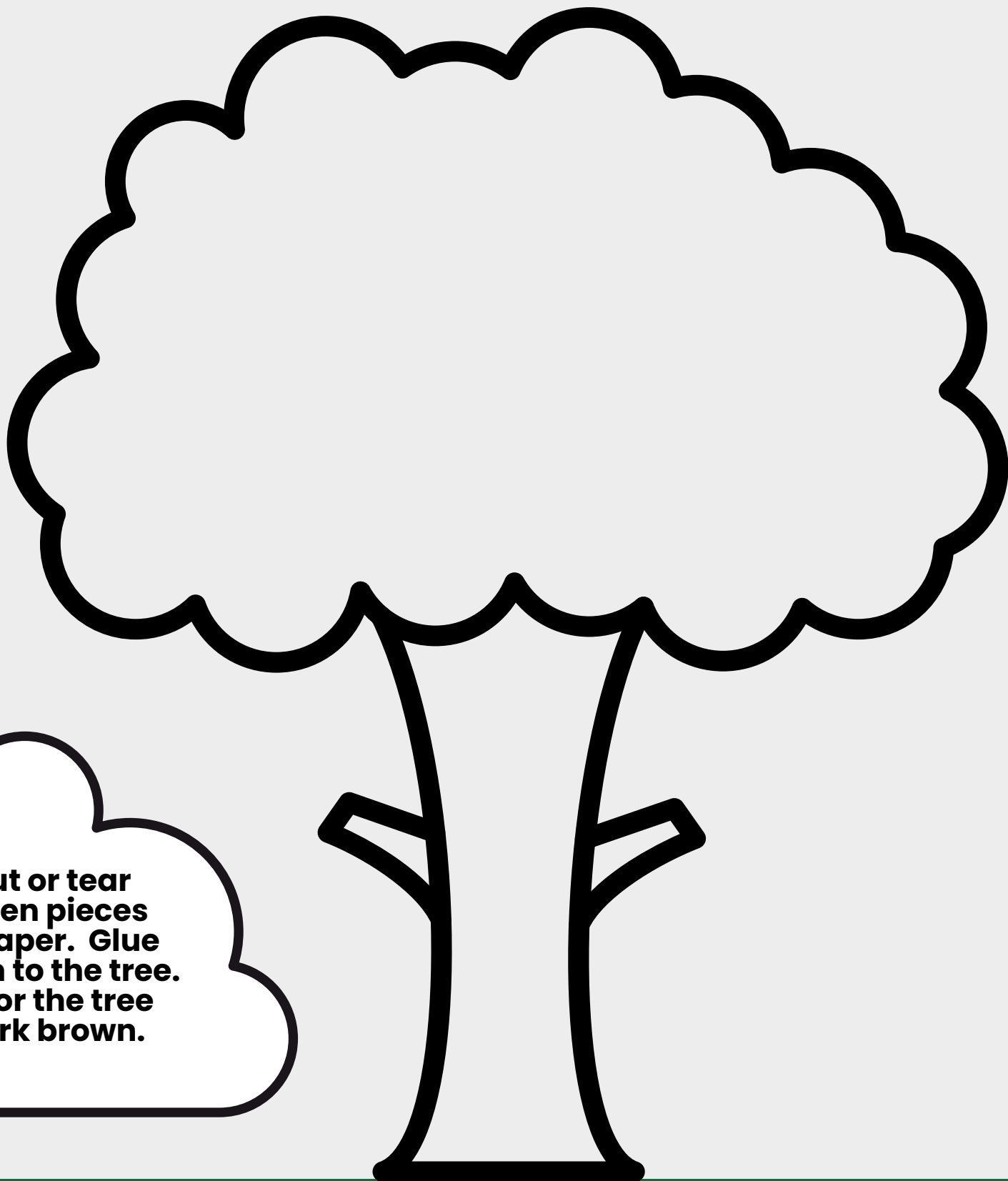


FINE AND GROSS

MOTOR SKILLS



TREE WORKSHEET



**Cut or tear
green pieces
of paper. Glue
them to the tree.
Color the tree
bark brown.**

THIS PAGE
INTENTIONALLY
LEFT BLANK

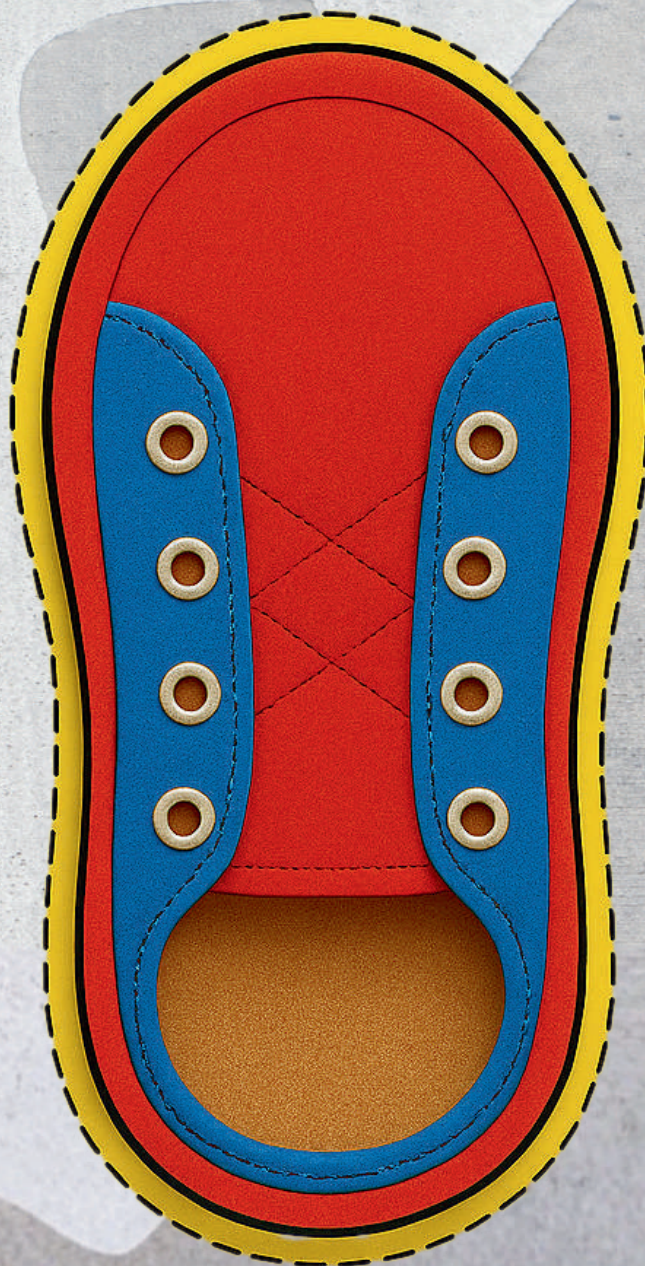


FINE AND GROSS MOTOR SKILLS

LEFT



RIGHT



Cut out the right shoe. For added stability, glue it onto a piece of cardboard. Use a hole punch or scissors to remove the inner circles. Help your child lace the shoe and practice tying it correctly. This activity can be completed using old shoelaces or thin ribbon.

THIS PAGE
INTENTIONALLY
LEFT BLANK



FINE AND GROSS MOTOR SKILLS

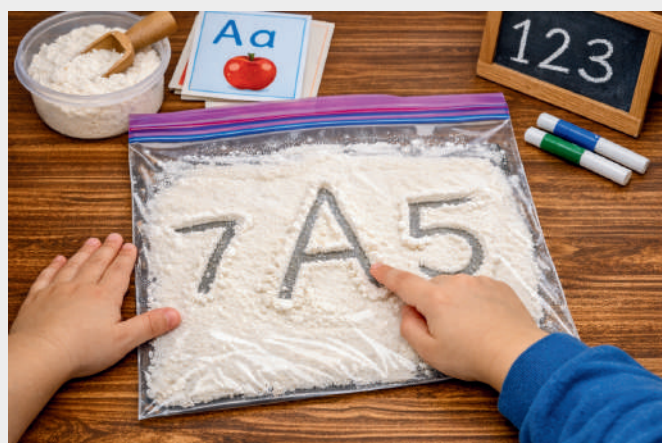


MAGAZINE PHOTOS

Work with your child to cut out a picture from a magazine or cereal box. Then turn it into a simple puzzle by helping them put the pieces back together. Adjust the size of the pieces based on your child's age and skill level—larger pieces for younger children and smaller ones for an added challenge.

ZIP-LOCK BAG HANDWRITING

Fill a zip-lock bag with powder, flour, or sand. Seal it tightly and let your child practice writing their name, letters, and numbers by tracing on the outside of the bag. It's a fun, mess-free way to build early writing skills.



TRANSFERRING MATERIALS

Give your child tongs or a spoon and let them sort or transfer items like pom-poms, cotton balls, or beans. It's a simple activity that builds fine-motor skills and hand-eye coordination.

SORTING AND STACKING

Place several coins on the table and have your child stack them by size, or color. You can also use Skittles to sort each color into separate bowls. It's a fun way to use your fingers to organize small items.





FINE AND GROSS MOTOR SKILLS

COMMON LIFE SKILLS

HAVE
FUN

Getting Dressed

Practice zippers, snaps, buttons, ties, etc.



Lacing Cheerio's

Thread Cheerios onto string.



Washing Tub

Clean toys in soapy water.



Directions: LEFT & RIGHT

Help your child learn **left** and **right**
by practicing line dances such as the:

Kidz Bop Cha Cha Slide
Kidz Bop Shuffle.

These songs also incorporate:

Clapping, stomping,
and movement in general.





FINE AND GROSS MOTOR SKILLS



Tape Balance Beam

Use masking tape to create a straight line as a balance beam.

- Walk heel-to-toe (forward, backward, sideways)
- Stand on one foot
- Try creative challenges!



Floor Is Lava (Pillow Edition)

Place pillows on the floor and pretend the floor is lava!

- Step or hop on the pillows only
- Cross the room with fewer touches



Sidewalk Chalk Hopscotch

Draw a hopscotch outline on the sidewalk with chalk.

- Hop on one foot
- Jump on two feet
- Follow the numbers!



Stick Counting Game

Collect sticks and use them for:

- Counting
- Sorting by size
- Simple addition



HEALTH

& WELLNESS

HEALTHY HABITS & SELF-CARE

Practicing routines like handwashing, brushing teeth, using tissues, and caring for personal belongings.

NUTRITION & HEALTHY CHOICES

Exploring foods that fuel the body, trying new foods, and recognizing when they are hungry or full.

PHYSICAL WELL-BEING

Listening to their bodies, participating in active play, and learning the importance of rest and movement.

SAFETY AWARENESS

Understanding simple rules about personal safety—staying with trusted adults, using equipment safely, and being aware of surroundings.

EMOTIONAL WELLNESS & SELF-REGULATION

Noticing feelings, using calming strategies, and beginning to express emotions in healthy, appropriate ways.





HEALTH AND WELLNESS

Clean
Eating



YOGURT PARFAIT

- Yogurt
- Granola
- Diced fruit
- Honey (Opt)

1. Add yogurt to cup
2. Place diced fruit on top
3. Add granola and honey.
4. ENJOY!



Dinner Time

- Keep consistent routines.
- Try to eat meals around the same time each day and reduce distractions.
- Give your child your full attention.
- Engaging with them at the table helps build positive mealtime habits.
- Don't give up on new foods.
- Offer new foods regularly and often.
- Children may need many exposures before they try something.
- Involve your child in meal planning.
- Let them help choose or prepare foods to build excitement about trying new things.
- Praise positive behavior.
- Notice and acknowledge politeness, trying new foods, and sitting well—not just how much they eat.
- Avoid bribing or scolding about food.
- Keep mealtimes calm and stress-free to help your child develop a healthy relationship with eating.

Chatter & Chew Mealtime questions:

Try asking your child simple conversation starters to build language and connection:

- If you could have any superpower, what would it be? Why?
- What is your favorite game to play indoors? What about outdoors?
- What was your favorite part of today? Why?



HEALTH AND WELLNESS

Ages
2–5

How to Brush Your Child's Teeth



Use a child-sized,
soft-bristled
toothbrush



Use gentle,
circular motions



Apply a pea-sized
amount of fluoride
toothpaste



Make
brushing fun



Brush twice a
day — morning
and bedtime



Help them
until they can
do it well



To the tune of *The Wheels on the Bus!*



Brush my teeth



Brush my teeth



Brush my teeth

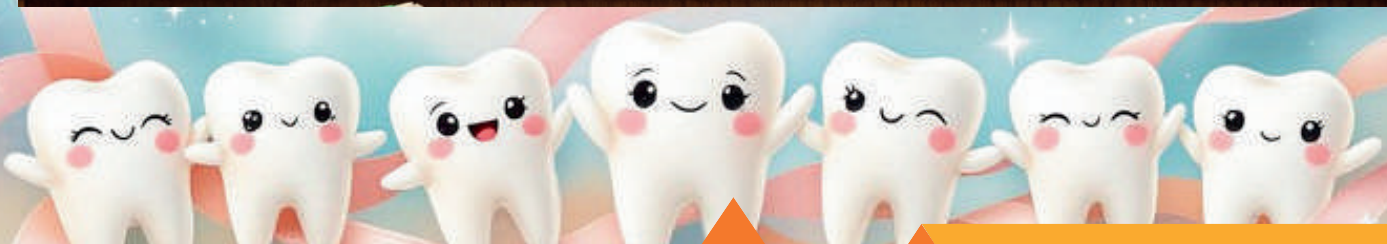
**This is the way I brush my teeth,
Brush my teeth, brush my teeth.
This is the way I brush my teeth
to keep the germs away!**



HEALTH AND WELLNESS

TAKING CARE OF YOUR TEETH

Circle the things that are GOOD for your teeth.



How
many
teeth do
you see?

SOCIAL



EMOTIONAL DEVELOPMENT

IDENTIFYING AND EXPRESSING FEELINGS

Learning to recognize emotions in themselves and others, and using words or simple strategies to share how they feel.

BUILDING POSITIVE RELATIONSHIPS

Practicing kindness, taking turns, sharing, and forming healthy connections with peers and trusted adults.

SELF-REGULATION SKILLS

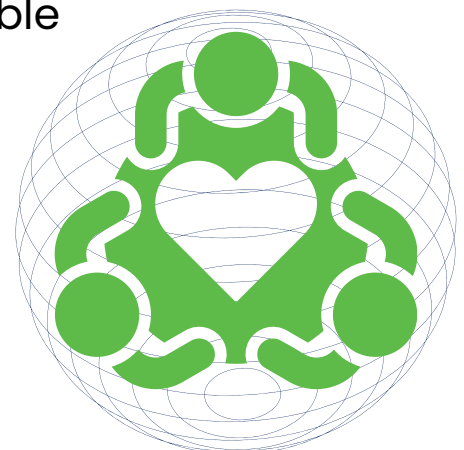
Beginning to manage strong feelings, follow routines, wait patiently, and use calming tools when they need help.

COOPERATION & PROBLEM SOLVING

Working with others, asking for help, trying different solutions, and practicing flexibility when plans change.

GROWING INDEPENDENCE & CONFIDENCE

Taking on simple responsibilities, making choices, and feeling capable during play, learning, and daily routines.





SOCIAL AND EMOTIONAL DEVELOPMENT

just
BREATHE

BUNNY BREATHING



SNAKE BREATHING

Breathe **IN** through your nose, hiss **OUT** your mouth.



TAKE 5 BREATHING

1. Hold out one hand

Spread
your
fingers.



2. Use your tracing finger

Ready to trace.



3. Breathe in Trace up



4. Breathe out Trace down



5. Go all the way around

In... Up



6. Repeat if needed

Feel calmer





SOCIAL AND EMOTIONAL DEVELOPMENT

just
BREATHE

DRAGON BREATHING

- Breathe in through your nose, hold for 2 seconds.
- Breathe out with a quiet roar, stick out your tongue, and open your eyes wide!



Inhale...



Roar!

Inhale through your nose like you are smelling a flower.

Pause and hold for 1 second



The Bumble Bee Technique

Exhale slowly making a buzzing sound like a bee.

Repeat between 2 and 5 times.

Lemon Breathing

Imagine a pretend lemon!



1 Hold your pretend lemon close



2 Smell the lemon.



Breathe in... like you're smelling the lemon!

3 Blow out slowly



Slow Breath Out... Breathe out... pretend to blow out the juice!

4 Repeat 3-4 times





SOCIAL

AND EMOTIONAL DEVELOPMENT

Have your children answer
using a complete sentence.
"I see the orange leaf"

SCAVENGER HUNT

Color-coded feeling charts are an effective way to help kids understand, talk about, and manage their emotions.

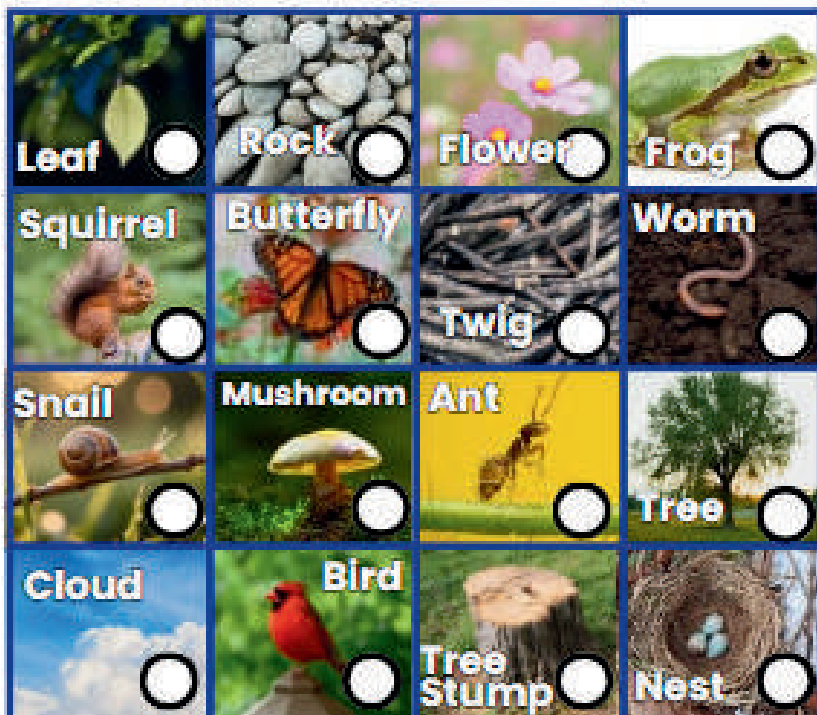
By building a strong emotionally literate foundation, kids gain the ability to articulate their thoughts, improve social skills, develop empathy, and form healthy connections.

Example: Find something Green that makes you happy.



Look for these items!

As your child finds each item listed, Encourage them to explore it using as many of their five senses as possible (touch, smell, hearing, sight, and taste when appropriate and safe).



For example:

- **Look** at the leaf together
- **Touch** the leaf and talk about how it feels
- **Smell** the leaf
- **Shake or wave** the leaf to **hear** the sound it makes

After exploring each item, ask your child:

"How does this make you feel?"

This simple question helps build language skills and supports emotional awareness.



SOCIAL AND EMOTIONAL DEVELOPMENT

MORNING Routine

Mark each task with a checkmark ✓

MAKE
today
GREAT



Stretch



Use
Bathroom



Wash
hands with
soap



Eat
Breakfast



Brush
Teeth



Brush
Hair



Get
Dressed



Emotional
Check-in



Positive
Connection

MONDAY

TUESDAY

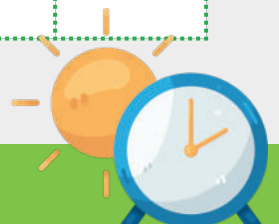
WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY





SOCIAL AND EMOTIONAL DEVELOPMENT

NIGHT Routine

Mark each task with a checkmark ✓

Believe
in
YOURSELF

	 Evening Snack	 Emotion Check-in	 Take a Bath	 Get Dressed	 Brush Teeth	 Use Bathroom	 Read a Book	 Positive Connection	 Bedtime
MONDAY									
TUESDAY									
WEDNESDAY									
THURSDAY									
FRIDAY									
SATURDAY									
SUNDAY									



SOCIAL AND EMOTIONAL DEVELOPMENT

These conversations support emotional awareness, communication skills, and self-regulation.

Use this activity to help your child practice identifying and labeling their emotions.

Children can explore the activity in different ways:

- Use their own playdough
- Make homemade playdough together
- Or simply trace the faces below with their finger

Guiding Questions to Ask Your Child:

- "How are you feeling right now?"
- "What made you feel happy, sad, angry, or excited today?"
- "What helps you feel better when you feel happy, sad, angry, or another emotion?"

PLAYDOUGH RECIPE

2 cups flour
1 cup water
1 cup salt
1 tablespoon oil
food dye for color

Happy



Make it with dough!

Sad



Make it with dough!

Scared



Make it with dough!

Worried



Make it with dough!

Mad



Make it with dough!

Silly



Make it with dough!

Nervous



Make it with dough!

Proud



Make it with dough!

YOU ARE STRONG, SMART AND SAFE!



PERSONAL SAFETY

- Teach them their **home address** and caregiver's **phone number**.
- Explain to **never touch guns or fire**, and to tell an adult immediately if they see either.
- Remind them to **ask an adult before petting a dog**.
- Make sure they know an adult must always watch when they go into the water.



HEALTHY SCREEN TIME

- **Limit non-educational screen time** to avoid negative impacts on sleep and development.
- **Spend screen time with your child** to support their understanding and promote safety.
- **Teach them stranger danger** and to NEVER share personal information.



BEING AWARE

- Help your child understand that they should **always feel safe**, whether at home, school, or in the community.
- Teach them to **speak up when they feel scared, uncomfortable, or unsure**, and let them know it's always okay to ask for help.
- Remind them to **look both ways and listen carefully before crossing the street**.



OUR
EARLY
CHILDHOOD
CHAMPIONS
INCLUDE...



WICHITA STATE
UNIVERSITY
PUBLIC POLICY AND
MANAGEMENT CENTER

