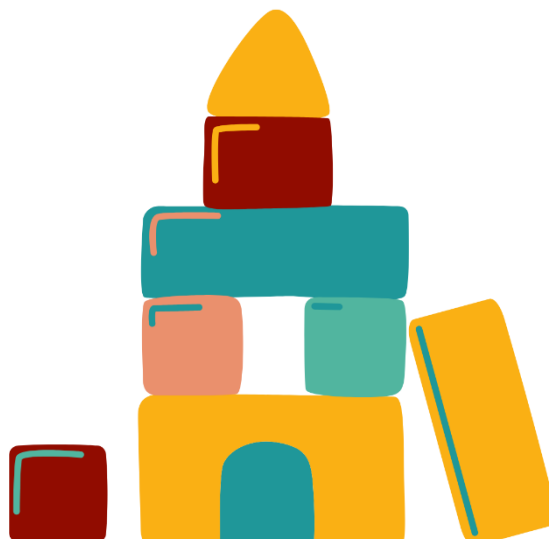




At-Home Learning Package



The Durham District School Board *Great Beginnings* School Success Program is a play-based, developmentally appropriate program that enhances children's social, emotional, physical, cognitive, language, math and literacy skills. The program is designed for children who have not attended an Early Learning program, nursery school, preschool or child care setting and will be entering Junior Kindergarten (Year One) in the Fall.

The goal of the program is for every child to enter Kindergarten healthy and secure, emotionally and socially competent, eager and confident. We recognize that play is children's work and children learn through play and with this philosophy, the Great Beginnings program allows children to reach their full potential. This program is designed to prepare children for a successful transition to Kindergarten.

In response to the COVID-19 pandemic, the DDSB Great Beginnings School Success Program has been modified so that some of the activities that would be implemented in the program are available for families to engage in, with their children, in an at-home learning environment. Each activity has a brief explanation of the connection to children's social and emotional development as well as sixteen activities you can explore to enhance their development. Included at the end of the package is a developmental checklist you may wish to use, based on the age of your child, to help inform you of where your child is in their development and where they are going next. It is a great tool for families to use to help support their child in their learning journey. Thank you for your partnership as we work together to ensure your child has a smooth transition to Kindergarten!

For more activities to support your child's transition into Kindergarten and information on the Kindergarten program, join the Welcome to Kindergarten Remind App. Click the link below and scroll down the page to the section that says 'Welcome to Kindergarten – Remind' click the link and follow the instructions on the page to join:

<https://www.ddsb.ca/en/our-schools/register-for-school-registering-for-kindergarten.aspx>

Tweet or post on Instagram a picture of one of these activities in action for a chance to win a prize. Tag us in your post for your chance to win:

@DDSBEarlyYears



It's All About Me!

A sense of self starts at birth and continues throughout most of your child's life. This sense of self will influence how your child approaches new experiences, make friends and so much more.

Help your child to develop a sense of self:

- Look at baby photos – share stories with your child of their early years.
- Create a growth chart – measure your child and allow your child to mark their height on the chart.
- Work together and create an all about me book:

Include:

- A photo of your child
- Your child's full name
- Ask your child their eye and hair colour and record it
- Height
- Favourite food
- Favourite toy
- Best friend
- Ask what your child wants to be when they grow up
- Trace your child's hand
- Ask your child to draw a self portrait
- Together, draw a picture of your family

These activities help children to develop a sense of self, health and well-being.

Me and My Family

It is imperative for every child to have a sense of belonging, they develop this when they are connected to others and contribute to their world.

Discuss:

Who is in your family?

What makes your family special?

Plan a family activity night:

Find a game that the entire family can play together:

- Board game
- Charades or Pictionary (make your own cards)
- Puzzle
- Read a book
- Cook a meal

Did you have a favourite song or rhyme your mom or dad sang to you growing up?
Teach it to your child.

Families

Some families are large (spread arms out wide)

Some families are small (bring arms close together)

But I love my family (cross arms over chest) best of all!

These activities help children to develop a sense of belonging where he or she is connected to their world.

Emotions

Children's responses to the different feelings they experience everyday have an impact on their behaviour and their ability to cope in various situations. Developing skills to recognize and manage these emotions is important for their overall well-being. When children are calmly focussed and alert, they are better able to control their emotions.

- Sing *If You Are Happy and You Know It* with your child. Use your face to show the various emotions throughout the song:

**If you are happy and you know it clap your hands,
If you are happy and you know it clap your hands,
If you are happy and you know it and you really want to show it, if you are
happy and you know it clap your hands.**

Keep singing using these variations to the song:

**Sad and you know it cry boo hoo
Mad and you know it say, "I don't like that"
Silly and you know jump up and down
Funny and you know it laugh out loud,
Excited and you know shout, "Hurray!"
Tired and you know give a yawn**

- When reading a story ask your child, "How do you think that person feels?"
- Look through magazines and ask your child to identify how they think the people are feeling and why based on their facial expressions.

These activities help children to be a capable communicator who expresses himself or herself in many ways.

How Was Your Day?

Open-ended questions have no right or wrong answers, but help to broaden children's thinking processes, to develop their speech and language skills, and to build confidence in their ability to express themselves using words.

Open-ended questions:

- encourage children to think beyond the simple answer;
- increase understanding and allow for more information;
- expands vocabulary and improves communication skills;
- requires adults to listen attentively, demonstrates to the child what he or she is saying is important.

The following are things you can say to your child rather than "how was your day?":

1. What or who made you smile today?
2. When did you feel most proud of yourself today?
3. Did you make any new friends? Who did you play with?
4. What did you have for snack today?
5. Did you see anyone doing something funny?
6. What was the funniest thing that happened today?
7. What was the nicest thing you did for someone else?
8. If you had the chance to be the teacher tomorrow, what would you teach the class?

Every child is a capable communicator.

Music to My Ears

Music not only increases the bond between you and your child, it is also an effective tool to teach children.

- Music enhances brain development in areas tied to pattern recognition, the ability to predict and rhyme.
- Music introduces children to the sounds and meanings of a wide range of words, and helps strengthen memory and communication skills.
- Literacy- Alphabet and number songs help children remember letter and number sequences and build their vocabulary.

Singing is easy and can be done at any time throughout your day:

- Sing songs that you sang as a child
- Play music from various cultures
- Learn a new song together
- Do silly action songs together
- Use songs to help with challenging transitions (bedtime, getting ready in the morning)

Singing promotes language, communication and expression.

Songs

The Hokey Pokey

You put your right arm in,
You put your right arm out,
You put your right arm in,
And you shake it all about.
You do the hokey pokey,
And you turn yourself around.
That's what it's all about!
(left arm, right foot, left foot, whole self, etc.)

Sticky Bubble Gum

Sticky, sticky, sticky
Bubble gum, bubble gum, bubble gum
Sticky, sticky, sticky, bubble gum
Sticking to your (choose a place on your body)
And we pull, and we pull, and we pull, And POP!

Ten Little Bubbles

One little, two little, three little bubbles
Four little, five little, six little bubbles
Seven little, eight little, nine little bubbles
Ten little bubbles go POP, POP, POP!
Pop, pop, pop, let's pop those bubbles
Pop, pop, pop, let's pop those bubbles
Pop, pop, pop, let's pop those bubbles
Ten little bubbles go pop, pop, pop!

Old MacDonald

Old MacDonald had a farm,
E-I-E-I-O
And on that farm he had a horse,
E-I-E-I-O
With a neigh, neigh here,
And a neigh, neigh there,
Here a neigh, there a neigh,
Everywhere a neigh, neigh
Old MacDonald had a farm,
E-I-E-I-O (dog, cat, cow, pig, etc.)

Head and Shoulders

Head and shoulders, knees and toes
Knees and toes, knees and toes
Head and shoulders, knees and toes
Eyes, ears, mouth and nose
Hands and fingers, elbows, knees
Elbows, knees, elbows, knees
Hands and fingers, elbows, knees
Eyes, ears and a great big sneeze

Itsy Bitsy Spider

The itsy bitsy spider went up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain.
And the itsy bitsy spider went up the spout again.

The Wheels on the Bus

The wheels on the bus go round and round, round and round, round and round.
The wheels on the bus go round and round, all through the town!

The people on the bus go up and down, up and down, up and down.
The people on the bus go up and down, all through the town!

The horn on the bus goes beep, beep, beep, beep, beep, beep, beep, beep, beep.
The horn on the bus goes beep, beep, beep, all through the town!

The wipers on the bus go swish, swish, swish, swish, swish, swish, swish, swish, swish.
The wipers on the bus go swish, swish, swish, all through the town!

The babies on the bus go waa, waa, waa, waa, waa, waa, waa, waa, waa.
The babies on the bus go, waa, waa, waa, all through the town!

The parents on the bus go shh, shh, shh, shh, shh, shh, shh, shh, shh.
The parents on the bus go, shh, shh, shh, All through the town!

Play Dough

Benefits of Play Dough:

- Hand-eye coordination
- Imagination and creativity
- Math and literacy development
- Science and discovery: make play dough together
- Strengthens fine motor development: making the hand muscles ready for scissors and pencils
- Calming and soothing: some children can struggle to express their emotions and using dough while talking and singing can help that process

Add items to play dough to enhance the experience!

Developmental Skill:	Add-In Items:
Sensory Exploration <ul style="list-style-type: none">• Scents• Visual	Spices: turmeric, cinnamon, ginger, garlic, nutmeg... Fruit juices, Extracts and essential oils Food Colouring, paint
Sensory Exploration <ul style="list-style-type: none">• Textures	Food: couscous, oatmeal, cornmeal, rice, beans... Seeds: poppy, sesame, bird, coriander Other: dryer lint, beads, ripped up newspaper, sawdust, sand...
Science Exploration	Natural materials; rocks, pebbles, sand, sticks...
Fine Motor Skills	Cookie cutters and rolling pins
Letter Recognition	Letter shaped cookie cutters, letter placemat templates, alphabet pasta...
Language Development <ul style="list-style-type: none">• Using language to search and find buried treasure.	Small items: gems, pebbles, beads, sequins...
Math Exploration	Play dough: creating shapes out of the dough, long, thin, big, small, round... Shaped cookie cutters
Fine Motor Skills	Play dough with scissors

Play Dough Recipe

Ingredients:

- 2 ½ cups all-purpose flour
- ½ cup salt
- 1 tbsp alum (or cream of tartar)
- 2 packages of unsweetened Kool-Aid
- 2 cups boiling water (keep out of reach of children)
- 3 tbsp cooking oil

Mix all ingredients together and knead dough thoroughly until mixed.

If still sticky, add a touch more flour and continue to knead until it is the right consistency.

Cool and store in airtight container or zip-lock bag.

Talk and Listen

Talking and listening to your child is important. It helps develop a stronger bond, encourages them to listen to you, and builds communication skills, confidence and self-esteem.

- Share stories at mealtime, and provide prompts. For example, "Tell us what your dolly did today".
- Talk to your child about things that have happened and ask them to draw on their own knowledge for an explanation.
- Join your child's imaginative play by assuming a role. Once in the role ask questions that will enhance the play. For example, while playing construction, assume the role of a construction worker and ask, "How big are we building this tower?"
- After reading a story, encourage your child to make plausible predictions. For example, after reading Robert Munsch's book *Mortimer* ask, "What do you think will happen at bedtime tomorrow night?"
- After reading a book, help your child to develop empathy and to express emotions by asking, "How do you think that person feels? What would you do to make them feel better?"
- Help your children to learn problem solving skills. For example, when leaving the house your child informs you that they can only find one mitten. Ask them, "What do you think we should do?"
- Make up stories together. Start with a prompt like 'Once upon a time', then ask your child to share an idea of what can come next in the story. Continue to build on the story together. Record it on your phone so you can re-listen to your story together.

These activities help your child to be an active and engaged learner who explores the world with their body, mind and senses.

1,2,3 ... Numbers Around the House

Counting is the first math concept that will create the foundation of future learning. There are many ways you can incorporate counting exercises into daily routines.

- While setting the table ask your child to count the plates and forks.
- While you walk up the stairs count with your child, "How many stairs to get to bed?"
- While playing talk about the number of objects, "You have 3 red cars. How many blue cars do you have?"
- While cooking ask your child to help. "How many cups do we need to put in to make these cookies?"
- During meal or snack times talk to your child about counting what is on their plate. "How many crackers do you have on your plate?"
- Roll a dice and ask the child to identify the number – make it into a fun game.
- Play simple board games.
- While grocery shopping, count the number of fruits and vegetables you put into the cart.
- Collect a variety of items that your child can count (old keys, buttons).

Point Out Print (P.O.P.)

Before your child can learn to read or write, there are many things they need to understand about print.

For example, they will need to know that:

- Print has meaning;
- Print represents spoken language;
- Books are used in specific ways (for example, they are held right side up and read from front to back);
- Print is read in a specific order – we read from left to right and from top to bottom;
- Print includes letters, words, spaces and punctuation marks;
- Letters of the alphabet combine to make words;
- Letters have names, as well as upper case and lower case forms;
- Words are separated by spaces;
- Words are combined to make up sentences;

*Taken from Hanen Centre

Point Out Print during:

- Meal times – point out the print on the cereal box, yogurt or other containers
- Routines – during bath time point out letters on the shampoo and soap bottles
- Grocery shopping- read the letters and names as you walk through the store
- Outside – point out letters on trucks, billboards, store signs
- Where else can you point out print? Get the entire family involved.

Sort it Out

As children explore their environment, they will begin to notice how things are alike and different. Sorting, matching and classifying are the beginning concepts of developing math skills. Objects can be sorted and classified by colour, shape, texture, size and more.

Find objects you have around the house and give them to your child to sort – rather than telling them how to sort the objects watch to see how they would sort them.

Example of items that you can use:

- Pompoms or Buttons– give your child a bag of pompoms or buttons and an ice cube tray
- Lego
- Socks
- Recycled materials – ask your child to help you to put the recycling in the correct bin
- Smarties
- Rocks or nature items

Make your own matching game- using construction paper or cardboard, colour dots (2 of each colour) and make your own game.

Sink or float – bring a variety of items into the bath tub, ask your child what sinks and floats. Have fun guessing before discovering the correct answer.

Get Out!

Please note due to the COVID-19 pandemic, some of these activities may not be recommended. Use your own discretion based on advice from Public Health

Studies have shown children that play outside are happier, more attentive and less anxious. Playing outside builds confidence, promotes creativity and imagination, allows children to move and explore their environment and reduces stress.

Alphabet Hike

Go for a walk and try to find at least 1 item for each letter of the alphabet. It should be something they actually see in the area. Once the walk is complete and you have recorded your findings reflect on the activity: Which letter was the most difficult? Which letter had many items in nature? Did you find something that surprised you?

Building

Gather a variety of natural materials with your child such as rocks, logs and sticks. Using these materials build a creation, large or small.

Deer Ears

Ask your child these questions to get them thinking about their sense of hearing:

- Why do some animals have large ears? (To direct sound waves into the ear).
- Can you name some other creatures with large ears? (Deer, canines, some bats, cats, mice. The larger the outer ear, the better an animal can hear).

Have children cup their ears and stand perfectly still, listening to the sounds around them. Let children experiment with this for a short time and discuss what they observe.

Shadow Tag

The object of this game is to step on someone else's shadow. It is fun to play this game on a cool but sunny day.

I-Spy Clouds

Discuss with you child the shapes you notice in the clouds. Try playing *I-Spy* using only the sky ("I spy with my little eye, a cloud that is shaped like a circle", "I spy with my little eye, a cloud that is shaped like a bear")

Nature's collection

Collect natural items and sort them, create a collage, use them to build

I Sense Something

From birth, children use their senses to figure out the world around them. Children learn best and retain more information when their senses are engaged.

Sensory play is any activity that involves your child using their senses.

There are 5 senses:

- Touch
- Smell
- Hearing
- Sight
- Taste

Sensory play activity ideas to do at home:

- Playdough
- Water – fill the sink and provide your child with measuring cups, spoons, funnel. Add bubbles, food colouring, ice cubes
- Sensory bags – fill a zip lock bag with liquid soap, hair gel, paint, glitter glue
- Goop – cornstarch and water
- Place beans, rice and various other small objects in a plastic Easter eggs to make different sounds
- Herbs and spice for smelling
- Touching and smelling fruits and vegetables at the grocery store

Sensory play promotes language development, cognitive growth, fine motor and problem-solving skills.

Literacy at Home

Parents and families are a child's first and most important teacher. Strong reading skills form the basis for learning in all subjects.

Ideas to promote literacy at home:

- Shopping list – provide your child with the grocery store flyers. Ask them to create their own grocery list by cutting out the items they would like to buy
- Salt letters – put some salt on a cookie sheet and ask your child to use their finger to write out letters
- Letter scavenger hunt – Ask your child to find something in the house that starts with the letter...
- I-spy – “I spy with my little eye something that starts with the letter ...”
- Letter twister – write letters on paper and call them out “right hand on the letter M”, etc.
- Imaginative play – Create an eye chart for the doctor's office

Every child is a capable communicator who expresses himself or herself in many ways.

I Did It!

Self-help skills enable your child to meet their needs and become increasingly independent. Teaching self-help skills takes patience and time, but when your child has accomplished their goal they will burst with pride.

- Toileting
- Opening and closing knapsack, lunch bag and containers
- Zipping up coat
- Pulling up pants, zipping zippers and buttoning buttons
- Putting shoes on the correct feet
- Pouring milk
- Putting belongings away

Find fun ways to teach your child self-help skills that will allow them to be successful in kindergarten.

Self-help skills allow your child to develop a sense of self, health and wellbeing.

So Much Drama!

When children engage in pretend play, they build skill in many essential developmental areas:

Social emotional – when a child engages in dramatic play he is experimenting with social emotional roles of life

Language – children will develop stronger language skills using words that fit the role in which they are playing.

Problem solving skills – whether it is two children that want to wear the same costume or play the same role.

Fosters imagination – pretending, playing make believe or dramatic play allows children to take on a new role

Dramatic play at home:

- Fill a laundry basket with some old shoes, clothes and some fun props
- Doctor's office – white dress shirt, band-aids, create an eye chart, thermometer
- Hair dresser – elastics, barrettes, brushes
- Bake shop – wooden spoons, spatulas, cookie sheets, muffin pans, apron

Great Beginnings BINGO

Practice putting your shoes on	Identify simple patterns	Rhyme familiar words	Go for a nature walk	Practice scissor skills
Play with a friend	Sing a song	Practice getting dressed by yourself	Use simple math language	Roll little balls with play dough
Practice taking some deep breaths	Create a pattern using a snack such as goldfish crackers	BINGO	Play a matching game	Practice writing letters
Play a game with mom or dad	Write your first name	Practice opening lunch containers	Count to 10	Retell your favourite story
Play a game of tag	Identify some shapes	Read a book with a parent	Identify lowercase letters	Count objects

Looksee Checklist

The *Looksee checklist* is used to help monitor a child's development from 1 month to 6 years of age with parenting tips to promote your child's ongoing development. It is a quick and easy checklist of skills typically observed in children of this age. It requires a "yes" or "no" answer and it will help monitor your child's development.

Children progress through milestones at their own pace and some areas of development may take longer than others. The checklist can help you support your child's development, and highlight activities that promote specific areas of development.

If there is a "no" answer to any question or concerns about your child's development, follow-up with a health care and/or early years or child care professional is advised.

What are the benefits of monitoring development? The Looksee checklist can help you:

- learn about your child's development
- recognize your child's skills and abilities
- identify possible developmental areas that may need extra attention

Pick the checklist that matches the age of your child, and answer the questions.

Get Started

1 Choose the nearest age

Choose the checklist that matches your child's age. If your child falls between two ages, use the earlier age (if child is 4½ years old, use the 4 year checklist).

2 Answer the questions

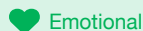
Answer the questions to the best of your ability. If you are not sure, try the question with your child. Any examples are only suggestions. You may use similar examples from your family experience. Language and communication items can be asked in the child's first language. Items marked with ** may not be common to all cultures.

3 Follow-up with a professional

If you answer "no" to any question or have any concerns about your child's development, follow-up with a health care and/or child care professional.

When you're done

Follow the parenting tips beside the checklist to help your child grow. These tips may be a bit more challenging than the checklist. If you have questions, contact a professional. The tips are organized into the following developmental areas:



Emotional



Fine Motor



Gross Motor



Social



Self-Help



Communication



Learning & Thinking



LIMITATION OF LIABILITY NDDS® has created and provides the Checklists to assist parents, health care and child care professionals (users) with a convenient and easy to use method of recording the development and progress of infants and children within certain age groupings. The Checklists are not meant to be a substitute for the advice and/or treatment of health care and child care professionals trained to properly and professionally assess the development and progress of infants and children. Although the Checklists may help users to determine when they need to seek out the advice and/or treatment of health care and child care professionals, users must still consult with competent health care and child care professionals for advice and/or treatment respecting specific children and their particular needs. Users should bear in mind the following when using the Checklists: (i) The needs of each infant/child are unique. Each infant/child will develop differently and as such, any perceived limitations in development must be reviewed by a health care and/or child care professional to be properly assessed; (ii) While every effort has been made to make the Checklists as culturally, economically and geographically neutral as possible, it must be understood by users that they may still reflect some cultural, economic or geographic prejudices. As such, these prejudices may affect a specific infant's/child's results in a Checklist without actually reflecting a developmental limitation. Again, users should contact a health care and/or child care professional to review the needs of an individual infant/child; (iii) The Checklists cannot contain every possible indicator of developmental limitations or goals to be met. As such, the Checklists are not designed for and should not be used to diagnose or treat perceived developmental limitations or other health needs. NDDS® makes no representation or warranties, express or implied. This includes, but is not limited to, any implied warranty or merchantability of fitness for a particular use or purpose, and specifically disclaims any such warranties and representations. NDDS® expressly disclaims any liability for loss, injury or damages incurred or occasioned as a consequence, directly or indirectly, of the use of the Checklists. The Checklists are sold with the understanding that NDDS® is not engaged in rendering health care, child care, medical or other professional services. NDDS® PRODUCT LICENSE® The Checklists are the copyright of NDDS Intellectual Property Association and are subject to copyright and other intellectual property laws. By purchasing the Checklists, the user agrees to be bound by the terms of the following limited license. (i) Each page of the Checklist shall only be used in relation to an individual infant/child; (ii) When a Checklist page has been used for an individual infant the completed Checklist page may be copied for archival purposes only, or in order to provide a copy to a health care and child care professional in order to assist in the advice or treatment given by the recipient professional for the individual infant/child; (iii) Except as provided in (ii) above, the user shall not copy, modify or remove any of the trademarks, trade names or copyright notices of Nipissing® from the Checklists, either in whole or in part; (iv) The user does not acquire any proprietary or other interest in the Checklists. © The Nipissing and NDDS are trademarks of NDDS Intellectual Property Association, used under license. All rights reserved. NDDS © 2018 NDDS Intellectual Property Association. All rights reserved.



looksee
checklist® by ndds

A checklist to monitor your child's development from 1 month to 6 years of age with tips to help them grow.

By three years of age, does your child:

Y N

- ☐ ☐ 1 Speak clearly enough to be understood all of the time by family?
- ☐ ☐ 2 Understand two and three step directions?
"pick up your hat and shoes and put them in the closet"
- ☐ ☐ 3 Speak in sentences of five or more words? *"I go home and play"*
- ☐ ☐ 4 Understand and use some describing words? *big, dirty, wet, hot*
- ☐ ☐ 5 Walk up the stairs using the handrail?
- ☐ ☐ 6 Stand on one foot briefly?
- ☐ ☐ 7 Throw a ball forward at least one metre (three feet)?
- ☐ ☐ 8 Twist lids off jars or turn knobs?
- ☐ ☐ 9 Turn the pages of a book one at a time?
- ☐ ☐ 10 Play make-believe games with actions and words?
*pretending to cook a meal, fix a car**
- ☐ ☐ 11 Dress or undress with help?*
- ☐ ☐ 12 Share some of the time? *toys, books**
- ☐ ☐ 13 Show affection with words and actions?
- ☐ ☐ 14 Play with others comfortably?
- ☐ ☐ 15 Co-operate with parent's request half of the time?
- ☐ ☐ 16 Listen to music or stories for 5–10 minutes with you?
- ☐ ☐ 17 Greet friends and familiar adults when reminded?

* Examples are only suggestions.
Use similar examples from your family experience.

** Item may not be common to all cultures.

Try these tips to help your child grow:

I may be afraid of things that didn't bother me before. My fears are real to me so help me to feel safe.



Encourage me to create with puzzles, play dough, nesting toys, peg boards, beads, and building blocks.

I like activities that let me practise cutting, gluing, painting, and drawing.



We can play by making a line on the floor with a rope or masking tape. We can lie, stand, walk, run, gallop on, or jump over the line.

Let's play ball! Encourage me to throw and catch a ball, hit a ball with a bat or racquet, or kick a ball at a target. We can hold a beach ball between us using different parts of our bodies (elbows, legs, hands, knees, feet).



I like to play with other children but sometimes I need help to take turns, share, and cooperate.

We can be whomever we want or do what ever we want when we play make believe. Let's pretend to go camping, play astronaut, firefighter, or dancer.



Encourage me to do things by myself to help me become independent. It is important for me to be able to get dressed and undressed, wash myself, and help to clean up. I'm learning about responsibility.



Books are some of my favourite things. Read to me often throughout the day. Make it part of our daily routine by setting aside a special time. Choose books that are colourful and interesting to me.

I enjoy guessing games. Place some familiar objects on the table, and we can take turns describing them. For example "Show me something we use to brush our hair". Sometimes make it silly so we can laugh.

Silly games make me laugh. Make cards using simple magazine pictures. Add something that does not belong like an apple with a moustache or a fish with legs. Giggle with me as we talk about what's funny.

I like sorting objects. Give me an empty egg carton where I can put different objects into the cups. Things like buttons, different coloured objects, shapes, and rocks are fun to sort.

I enjoy surprises. Let's hide different objects in a box or bag for a game of touch and tell. We can take turns feeling the objects and describing what's in the bag. Pull them out to see if we were right.



I have lots of energy and need space to run, climb, pull a wagon, and ride a tricycle.

All children my age should have a vision, hearing, and dental checkup. Ask our family doctor or public health unit where these services are available in our community.

Child's Name: _____

Birthdate: _____

Today's Date: _____

Get Started

1 Choose the nearest age

Choose the checklist that matches your child's age. If your child falls between two ages, use the earlier age (if child is 4½ years old, use the 4 year checklist).

2 Answer the questions

Answer the questions to the best of your ability. If you are not sure, try the question with your child. Any examples are only suggestions. You may use similar examples from your family experience. Language and communication items can be asked in the child's first language. Items marked with ** may not be common to all cultures.

3 Follow-up with a professional

If you answer "no" to any question or have any concerns about your child's development, follow-up with a health care and/or child care professional.

When you're done

Follow the parenting tips beside the checklist to help your child grow. These tips may be a bit more challenging than the checklist. If you have questions, contact a professional. The tips are organized into the following developmental areas:

♥ Emotional

✋ Fine Motor

👤 Gross Motor

👥 Social

🧠 Self-Help

💬 Communication

🌱 Learning & Thinking



LIMITATION OF LIABILITY NDDS® has created and provides the Checklists to assist parents, health care and child care professionals (users) with a convenient and easy to use method of recording the development and progress of infants and children within certain age groupings. The Checklists are not meant to be a substitute for the advice and/or treatment of health care and child care professionals trained to properly and professionally assess the development and progress of infants and children. Although the Checklists may help users to determine when they need to seek out the advice and/or treatment of health care and child care professionals, users must still consult with competent health care and child care professionals for advice and/or treatment respecting specific children and their particular needs. Users should bear in mind the following when using the Checklists: (i) The needs of each infant/child are unique. Each infant/child will develop differently and as such, any perceived limitations in development must be reviewed by a health care and/or child care professional to be properly assessed; (ii) While every effort has been made to make the Checklists as culturally, economically and geographically neutral as possible, it must be understood by users that they may still reflect some cultural, economic or geographic prejudices. As such, these prejudices may affect a specific infant's/child's results in a Checklist without actually reflecting a developmental limitation. Again, users should contact a health care and/or child care professional to review the needs of an individual infant/child; (iii) The Checklists cannot contain every possible indicator of developmental limitations or goals to be met. As such, the Checklists are not designed for and should not be used to diagnose or treat perceived developmental limitations or other health needs. NDDS® makes no representation or warranties, express or implied. This includes, but is not limited to, any implied warranty or merchantability of fitness for a particular use or purpose, and specifically disclaims any such warranties and representations. NDDS® expressly disclaims any liability for loss, injury or damages incurred or occasioned as a consequence, directly or indirectly, of the use of the Checklists. The Checklists are sold with the understanding that NDDS® is not engaged in rendering health care, child care, medical or other professional services. NDDS® PRODUCT LICENSE® The Checklists are the copyright of NDDS Intellectual Property Association and are subject to copyright and other intellectual property laws. By purchasing the Checklists, the user agrees to be bound by the terms of the following limited license. (i) Each page of the Checklist shall only be used in relation to an individual infant/child; (ii) When a Checklist page has been used for an individual infant the completed Checklist page may be copied for archival purposes only, or in order to provide a copy to a health care and child care professional in order to assist in the advice or treatment given by the recipient professional for the individual infant/child; (iii) Except as provided in (ii) above, the user shall not copy, modify or remove any of the trademarks, trade names or copyright notices of Nipissing® from the Checklists, either in whole or in part; (iv) The user does not acquire any proprietary or other interest in the Checklists. © The Nipissing and NDDS are trademarks of NDDS Intellectual Property Association, used under license. All rights reserved. NDDS © 2018 NDDS Intellectual Property Association. All rights reserved.



looksee
checklist® by ndds

A checklist to monitor your child's development from 1 month to 6 years of age with tips to help them grow.

By four years of age, does your child:

Y N

- ☐ ☐ 1 Understand three-part related directions and longer sentences?
"put your toys away and wash your hands before lunch"
- ☐ ☐ 2 Say rhymes (cat-bat-hat) or sing children's songs?
- ☐ ☐ 3 Ask and answer a lot of questions? *"why?", "what are you doing?"*
- ☐ ☐ 4 Speak clearly enough to be understood most of the time without repeating or stuttering on sounds or words?
- ☐ ☐ 5 Tell stories with a clear beginning, middle, and end?
- ☐ ☐ 6 Show you four colours when asked? *"show me the red crayon"*
- ☐ ☐ 7 Tell what is happening in a picture when you ask?
- ☐ ☐ 8 Go up and down stairs alternating feet? *with one foot on each step*
- ☐ ☐ 9 Stand on one foot for one to three seconds without support?
- ☐ ☐ 10 Try to hop on one foot?
- ☐ ☐ 11 Catch a large ball with outstretched arms?
- ☐ ☐ 12 Snip paper with scissors?
- ☐ ☐ 13 Draw a person with three or more body parts?
- ☐ ☐ 14 Hold a crayon or pencil correctly?
- ☐ ☐ 15 Undo buttons and zippers?
- ☐ ☐ 16 Use the toilet/potty during the day? *toilet trained*
- ☐ ☐ 17 Take turns and share with other children in small group activities?
- ☐ ☐ 18 Try to comfort someone who is upset?
- ☐ ☐ 19 Play near and talk to other children while continuing with own activity?
- ☐ ☐ 20 Look for adult approval? *"watch me" or "look what I did"*

* Examples are only suggestions.
Use similar examples from your family experience.

** Item may not be common to all cultures.

Try these tips to help your child grow:

I need to be heard to know that I am special. Listen when I talk to you.

I'm not too old to be hugged so please do it often.



I need opportunities to play with other children. If I'm not in school, I need to be involved in group activities on a regular basis.



I like activities that let me practise cutting, gluing, painting, drawing, dot-to-dot, simple mazes, and puzzles. Soon I may be able to print letters, numbers, and my name.

I want to practise my lacing skills. Encourage me to thread a shoelace through the holes in my shoes or holes punched around a picture. I am getting better at doing buttons and zippers, but I still need practice.



I can now tell longer stories. Show me a series of pictures and tell me a story about them. After I know it well, have me put the pictures in order. I can retell the story or make up one of my own.

I am learning about words and sounds. Play rhyming games and laugh at the silly words we can make together. Point out the sounds and letters in my world.



I want to show you what I can do. Set up an obstacle course so I can practise many skills: walking, running, crawling, balancing, climbing, jumping over things, and hopping (on one foot or both feet).

I enjoy ball games. I want to learn to use a bat, racquet, hockey stick, golf club, ball glove. I like to play with you or a friend.



Let's play a memory game. We can take turns giving each other directions ("Put your hands on your head, then turn around, then touch the ground").

It's important for me to know my full name, address, and telephone number.



I learn best by playing and using my imagination. Please limit and monitor my video game, computer, and TV time.

All children my age should have a vision, hearing, and dental checkup. Ask our family doctor or public health unit where these services are available in our community.

Always talk to your healthcare or childcare professional if you have any questions about your child's development or well-being. See reverse for instructions, limitation of liability, and product license. NDDs © 2018 NDDs Intellectual Property Association. All rights reserved.

4

YEARS
English

looksee
checklist® ndds

Child's Name: _____

Birthdate: _____

Today's Date: _____

looksee 4y
checklist® ndds