



A Calendar of Family Activities for 2022

United Way of Idaho Falls and Bonneville County— Helping all children succeed in school and in life

It's Never Too Early to Get Ready for Kindergarten!

One of the most exciting days for you and your child is the first day of kindergarten. This calendar is designed to help you and your child get ready for that special day.

Let's get started!

This calendar is for 3, 4, and 5 year olds who are preparing for kindergarten. The calendar runs from April through August; similar to the school year.

Each month focuses on a different topic

with suggested daily activities based on Early Learning Standards and strategies developed by early learning experts.

Use this calendar as a guide for fun ideas. Include family members and friends in the activities. Have a wonderful year together as you get ready for the big day!

Remember that play is an important part of learning. Your child learns best when they are spending time with you and

doing activities that are fun and interesting.

Children develop at their own pace and “typical” development can vary greatly from child to child.

School readiness is much more than knowing letters and numbers. Children who are kindergarten ready have good social, self-help and physical skills and are developing a love for learning.



Kindergarten Readiness Checklist

This checklist is a guide to help prepare your child for school. It's best to look at the items on the list as goals to aim toward. If your child lags behind in some areas, don't worry, remember that children grow and develop at different rates.



Good Health and Physical Well-Being

My child:

- Eats a balanced diet
- Gets plenty of rest
- Receives regular medical and dental care
- Has had all the necessary immunizations
- Runs, jumps, plays outdoors and does other activities that provide exercise and help develop large muscles
- Puzzles, scribbles, colors, paints and does other activities that help develop small muscles

Social and Emotional Preparation

My child:

- Is learning to explore and try new things
- Is learning to work well alone and to do many tasks independently
- Has many opportunities to be with other children and is learning to cooperate with them
- Is curious and motivated to learn
- Is learning to finish tasks
- Is learning to use self-control
- Can follow simple instructions
- Helps with family chores
- Is learning to use words to identify and express emotions

Language and General Knowledge

My child:

- Has many opportunities to talk and listen
- Is read to every day
- Has access to books and other reading materials
- Is learning about print and books
- Has television viewing monitored by an adult
- Is encouraged to ask questions
- Is encouraged to solve problems
- Has opportunities to notice similarities and differences
- Is encouraged to sort and classify things
- Is learning to write their name and address
- Is learning to count and plays counting games
- Is learning to identify and name shapes and colors
- Has opportunities to draw and to be creative
- Has opportunities to listen to and make music and to dance
- Has opportunities to get first-hand experiences and to do things in the world—to see and touch objects, hear new sounds, smell and taste foods

Read together every day

- Store your child's books in a special place that's easy to reach such as a basket, drawer or a low shelf.
- Place a small rug or pillow nearby to create a comfortable space for reading.
- Get a library card for your child (and yourself if you don't already have one).
- Find a place to read together away from distractions.
- Hold your child as you read to help develop a positive attitude toward reading.
- Children enjoy and learn by repetition so it's OK if they want you to read the same books over & over.
- Talk about the story as you read. Ask questions, point out details in the pictures.
- Ask your child to retell the story in their own words.
- Talk about characters as you read together.
- Count out loud with your child every day while reading, cooking, and shopping, etc

APRIL
2022



Sunday

Monday

Tuesday

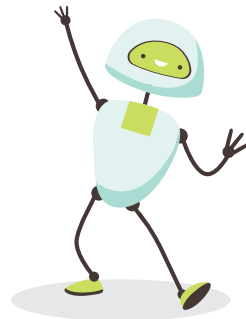
Wednesday

Thursday

Friday

Saturday

■ **Do you get tired of saying “no” and “don’t do that” all the time?** Try switching it up and give your child positive directions. Tell them what **to do** rather than what NOT to do: Say “use your quiet voice” instead of “don’t yell!” or “keep the water in the bathtub” instead of “quit splashing.” Being positive sets a more pleasant mood and children are more likely to follow directions happily.



April Fools' Day

1

Count to 100.

First Day of Ramadan

2

3

Continue teaching your child his/her phone number and address.

4

Have your child name letters found on cereal boxes, cans, etc.

5

Take a walk and talk about the different sounds you hear.

6

Library Day!
Let your child pick out a video the whole family will enjoy.

7

Review “stranger danger” rules.

8

Paint or draw a picture today.

9

Find letters in the Sunday paper or a magazine.

10

Visit the PBS web site: www.pbskids.org.

11

Cook something together today. Talk about kitchen safety.

12

Take a walk. Look for flowers starting to bloom.

13

14

Good Friday
Passover begins at sunset

15

Watch TV with your child. Discuss what you see and feel.

16

Easter Sunday

17

18

Continue teaching your child his/her phone number and address.

19

Play shape scavenger hunt.

20

Library Day!
Bring a friend to the library and check out a movie together.

21

Earth Day

22

Put on music and dance and clap to the beat.

23

Pink week: look for things that are pink this week.

24

Draw a picture of spring.

25

Have your child begin to learn his/her birth date and age.

26

Practice writing the ABCs.

27

Practice printing by tracing the letters of your child's name on a piece of paper.

28

Practice writing numbers 1–10.

29

Practice fire safety: stop, drop & roll.

30

Good media resources for four- and five-year olds

Websites

- www.pbskids.org
- www.pbs.org/parents
- www.sesameworkshop.org/sesamestreet/DVDs
- See How They Grow series from DK and Sony Wonder
- PBS Series (Sid the Science Kid, Super WHY, WordWorld)
- Sesame Street series (Kids Favorite Songs, Sing Hoot and Howl with the Sesame Street Animals, Learning About Numbers)

Books

- *Bot + Boy* by Ame Dyckman, Illustrations by Dan Yaccarino
- *Doll-E 1.0* by Shanda McCloskey
- *Tea With Grandpa* by Barney Saltzberg
- *Doug Unplugged* by Dan Yaccarino
- *Unplugged* by Steve Anthony
- *Hair Love* by Matthew A. Cherry, Illustrations by Vashti Harrison

Play and learn

- Turn household chores into learning games — match socks as you fold laundry or line up canned goods by size. These activities can build math and cooperation skills. Feeling useful also helps children feel good which encourages them to continue to want to be helpful.
- Children can help set the table. Extend their memory by giving 3 step directions (Please get the milk from the refrigerator. Set it on the table. Get the napkins).
- Make matching pairs of cards with stickers, drawings or pictures cut from magazines.
- Use Legos to create color patterns. Have your child continue the pattern: red, yellow, black, red, ... what comes next?
- Play seek and find. “Find something yellow in the kitchen.” “Find something that is square.”
- Pour and measure together in the kitchen, the bathtub or use a bucket of water outside on a hot summer day filled with measuring spoons and cups.

MAY
2022



Sunday

Ramadan Ends

1

Monday

Find things that begin with the sound of the letter “L.” Say the name of the letter.

2

Tuesday

Make up non-sense rhymes and laugh together.

3

Wednesday

Play with measuring cups and water outside.

4

Thursday

Cinco de Mayo
Library Day!

5

Friday

Play Simon Says. Focus on exercise activities (hopping, bending over, touching toes).

6

Saturday

Remember to say “please” and “thank you” today.

7

Mother's Day

8

Count from 1 to 10 or as high as your child can count.

9

Look through old magazines and cut out circles, squares, and rectangles.

10

Sing a favorite song with your child.

11

Practice the ABC song.

12

Name words that rhyme with “can.”

13

Visit the zoo or read a book about animals.

14

15

Help your child practice shoe tying.

16

Practice writing numbers 1–10.

17

Play "I Spy." (Remember to include black objects.)

18

Library Day!

19

Help a neighbor today.

20

Sort coins into groups by color or size.

21

Black week: look for things that are black this week.

22

Write ABCs or family names.

23

After listening to a story, have your child tell you what happened first, next, and last.

24

Find things around the house that are square, circular, and rectangular.

25

Play hopscotch.

26

Play a game together such as Memory or Go Fish.

27

Keep the TV off today. Read books and play games instead.

28

Squirt water on the sidewalk and time how long it takes to evaporate. Ask "How long do you think it will take?"

29

Memorial Day

30

Go outside and play catch.

Help your child write his/her name.

31

Good books for four- and five-year olds

- *Let's Count Goats* by Mem Fox, Illustrations by Jan Thomas
- *Drum Dream Girl: How One Girl's Courage Changed Music* by Margarita Engle, Illustrations by Rafael López
- *Monsters Love Colors* by Mike Austin
- *Let's Play!* by Hervé Tullet
- *How Do You Say? / ¿Cómo Se Dice?* by Angela Dominguez
- *Shape Up, Construction Trucks!* by Victoria Allenby
- *Play Like an Animal!* by Maria Gianferrari, Illustrations by Mia Powell



School Tools

- Decide on simple rules for using drawing & writing tools, “Markers may be used at the kitchen table or outdoors.” Or “Scissors are for cutting paper.”
- Draw pictures together about family events, daily experiences, etc.
- Praise your child’s efforts. Perfection is not the goal. Display some of their work and change it from time to time.
- Plan a healthy meal together.
- Make a grocery list together.
- Label belongings with your child’s name.
- Encourage your child to use the tools to write a letter if he or she is interested in writing.
- Practice how to hold scissors, how to open and close it, and how to hold the paper.
- Try snipping paper first or even play-doh or plastic straws.

JUNE
2022



Sunday



Monday

Tuesday

Wednesday

Practice writing numbers 1–20.

1

Thursday

Library Day!

Review “stranger danger” rules.

2

Friday

Color a picture together. Cut it into puzzle pieces and try to put it back together.

3

Saturday

Find things that begin with the sound of the letter “S.”

4

White week: look for things that are white this week.

5

Reminder: Did you schedule a kindergarten physical and dental exam?

6

Make a picnic lunch with your child and eat outside.

7

Practice fire safety: stop, drop & roll.

8

Play a game of Go Fish or Old Maid.

9

Bake a cake together today.

10

Plant flowers together in a pot or in the ground and water the flowers.

11

Have your child invite a friend over to play. **12**

Have you scheduled an eye exam? **13**

Flag Day **14**
Have your child match socks as you fold laundry.

Cut up an old greeting card in puzzle-like shapes. Ask your child to fit the pieces back together. **15**

Library Day! **16**

Work on a puzzle together. **17**

Draw a picture of fun things to do in the summer. **18**

Father's Day **19**

Go outside and ask your child to repeat patterns: step-step-jump, clap-clap-pat, etc. **20**

Summer begins **21**

Practice writing numbers 1–20. **22**

Count groups of ten using a cereal like Cheerios™ **23**

Start a nursery rhyme and have your child finish it. **24**

Draw shapes outside using sidewalk chalk. **25**

Find small scoops, cups, and balls around the house. Use them for waterplay outside. **26**

Continue teaching your child his/her phone number and address. **27**

Make lemonade. Ask your child to help measure ingredients. **28**

Read a story to your child. Point to each word as you read. **29**

Library Day! **30**

Good books for four- and five-year olds

- *Unstoppable* by Adam Rex, Illustrations by Laura Park
- *When Sophie Thinks She Can't ...* by Molly Bang
- *What's Up Bear?* by Frieda Wishinsky
- *Have You Seen My Trumpet?* by Michaël Escoffier, Illustrations by Kris Di Giacomo
- *Do You Know Which Ones Will Grow* by Susan A. Shea, Illustrations by Tom Slaughter
- *You Are Not Small* by Anna Kang, Illustrations by Christopher Weyant
- *Jabari Tries* by Gaia Cornwall
- *The Little Red Fort* by Brenda Maier, Illustrated by Sonia Sanchez
- *B. Bear & Lolly: Catch That Cookie!* by A. A. Livingston



Letter and words at home and round town

- Use an uppercase letter followed by lowercase letters when writing your child's name. For example: "Matthew."
- Make a name card for each member of your family. Help your child place them at the dinner table where everyone sits.
- Use letter magnets on the refrigerator or a cookie sheet to spell their name and familiar names: Mom, Dad.
- Place alphabet letters in a container.
- Pull them out one at a time and name them.
- Invite your child to "read" familiar business signs as you run errands.
- Read alphabet books and allow them to name the letters they recognize.
- Read a book together then ask your child to go back and look for a certain letter of the alphabet found in the story.
- Write the alphabet on paper. Sing the ABC song slowly and have your child touch each letter as you go

JULY
2022



Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

■ **Seven positives.** Did you know on average it takes seven positive comments to balance the effect of just one negative comment? Saying "good girl" or "good boy" isn't enough. Be specific and tell your child what was good about it. For example, "Wow. That tower is the tallest you've ever built. You worked really hard on it and I like the columns on the side."



Draw a picture of your family and have your child say the first and last names of each member.

1

Write simple names or words.

2

Have your child retell a story or event in order (first, middle, last).

3

Independence Day

4

Play a toss game together.

5

Have your child find things that are his/her favorite color.

6

Continue teaching your child his/her phone number and address.

7

Play "I Spy" for the number 1.

8

Pick two books to read today.

9

Find your child's favorite color throughout this week.

10

Find objects that rhyme with "pig."

11

Play a "freeze" game or "Stop and Go."

12

Have your child invite a friend over to play.

13

Library Day!

14

Find things that begin with the sound of the letter "T."

15

Visit a farmers' market.

16

Explore a different culture! Read and talk about it.

17

Fly a kite.

18

Practice writing letters and numbers.

19

Have a dance party.

20

Count to 101.

21

Pick a game for family game night.

22

Practice naming opposites, like up/down, on/off, etc.

23

Picnic day.

24

Count pennies... count as high as you can.

25

Practice fire safety: stop, drop & roll.

26

Go outside and play Hopscotch or swing.

27

Library Day!

28

Make sun tea or lemonade together. Share with a friend.

29

Take a walk and count the trees or other things you see.

30

31

Good books for four- and five-year olds

- *Last Stop on Market Street* by Matt de la Peña, Illustrations by Christian Robinson
- *Ho'onani: Hula Warrior* by Heather Gale, Illustrations by Mika Song
- *The Family Book* by Todd Parr
- *Remarkably You* by Pat Zietlow Miller, Illustrations by Patrice Barton
- *Why Am I Me?* by Paige Britt, Illustrated by Sean Qualls and Selina Alko
- *I Like Myself* by Karen Beaumont, Illustrations by David Catrow
- *Our Favorite Day of the Year* by A. E. Ali, Illustrations by Rahele Jomepour Bell
- *I'm Gonna Like Me: Letting Off a Little Self-Esteem* by Jamie Lee Curtis. Illustrations by Laura Cornell

Get ready!

GO TO KINDERGARTEN BOOTCAMP!

- Before the first day of school, choose school supplies and label them.
- Eat a meal from a lunch box or tray. Show your child how to clean up and open milk/juice cartons.
- Visit your child's school and explore the classroom and playground.
- Talk about the kinds of things they will be doing at school.
- Two weeks before school starts, adjust your child's bed time to what it will be during the school year.
- Create a healthy routine that allows time for family meal, homework, play, bath, teeth brushing and a bedtime story.
- Practice zippers, buttons, opening backpack, putting on tennis shoes. Not all children have mastered shoe tying by the first day of school and that's OK. Just remember to practice once in a while.

AUGUST

2022



Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Draw a picture of your new school.

1

Put together a puzzle with your child.

2

Make a tent inside. Read books in it.

3

Make extra snuggle time today.

4

Play "I Spy Colors."

5

Shop for school supplies.

6

Adjust bed-time to what it will be when school starts.

7

Practice zipping and buttoning.

8

Adjust your child's daily routine to match their school routine.

9

10

Library Day!

11

Find words that rhyme with "me."

12

Label school supplies together.

13

Organize
what your
child will
need for the
first day of
school.

14

Practice
writing
numbers
1–25.

15

As you pick
out fruits
and
vegetables at
the grocery
store, have
your child
name the
colors.

16

Draw a
picture.
Talk about it.
Write what
your child
says.

17

Talk about
your day at
dinner.

18

Count how
many red
clothes you
have.

19

Look for
things that
begin with
“P.” Point out
the letter “P”
in print.

22

Cut pictures
out of
magazines.

21

22

Play with ice
cubes out-
side. Watch
how fast they
melt.

23

Read a book
about going
to school and
ask your child
to retell the
story.

24

Library Day!

25

Help your
child write
his/her name
and identify
each letter.

26

Read an
extra book.
Spend
extra time
snuggling.

27

Continue
teaching your
child his/her
phone
number and
address.

28

Name all
the foods on
your plate.
What is your
favorite?

29

Use addition
and subtrac-
tion words
like “I have
one cookie
and you have
two cookies.
That makes
three
cookies.”

30

Have your
child talk
about the
steps in
the planting
project.

31

Good
books
for
four-
and
five-year
olds

- *Lena’s Shoes Are Nervous: A First-Day-of-School Dilemma* by Keith Calabrese, Illustration by Juana Medina
- *All Are Welcome* by Alexandra Penfold, Illustrated by Suzanne Kaufman
- *How Do Dinosaurs Go to School* by Jane Yolen
- *Monkey Not Ready for Kindergarten* by Marc Brown
- *School’s First Day of School* by Adam Rex, Illustrations by Christian Robinson
- *Mission: Back to School: Top-Secret Information* by Susan Hood, Illustrations by Mary Lundquist
- *The King of Kindergarten* by Derrick Barnes, Illustrations by Vanessa Brantley-Newton



Local Libraries

Our local libraries circulate books, magazines, DVDs, CDs, toys and kits, books on tape, large print books, and other materials.

- **Idaho Falls Library**
457 West Broadway
Idaho Falls, 83402 • 208-612-8460
www.ifpl.org
- **Iona Library**
3584 North Main Street
Iona, ID 83427 • 208-523-2358
- **Swan Valley Library**
3389 Highway 26
Irwin, ID 83428 • 208-483-2405
- **Clark County Library**
21 East Main Street
Dubois ID, 83423 • 208-374-5267
www.clarkcounty.lili.org
- **Fremont District Library, St. Anthony**
420 N Bridge St. E
St. Anthony ID 83445 • 208-624-3192
www.fremont.lili.org
- **Fremont District Library, Ashton**
925 Main P.O Box 854
Ashton ID, 83420 • 208-652-7280
- **Fremont District Library, Island Park**
3775 Sand Crane Dr
Island Park, ID 83429 • 208-558-0991
- **Roberts Library**
2870 E 650 N P.O Box 305
Roberts, ID • 208-228-2210
www.roberts.lili.org
- **Rigby City Library**
110 North State Street
Rigby, ID 83442 • 208-228-2210
www.rigby.lili.org
- **Heart of the Valley Library**
1252 E 1500 No.
Terreton, ID 83450 • 208-663-4834
www.heart.lili.org/about-us/
- **Ririe City Library**
464 Main St.
Ririe, ID 83443 • 208-538-7974
www.ririelibrary.lili.org
- **Madison Library District**
73 North Center
Rexburg, ID 83440 • 208-356-3461
www.madisonlib.org
- **Valley of the Tetons Library**
79 N Main St
Driggs, ID 83422 • 208-354-5522
www.valleyofthetetons.org
- **Salmon Public Library**
300 Main st
Salmon, ID • 208-756-2311
www.salmonlibrary.org

CHILDHOOD IMMUNIZATION

Eastern Idaho Public Health Offices

Bonneville County Office • 208-533-323
Clark County Office • 208-374-5216
Fremont Office • 208-624-7585
Jefferson Office • Rigby: 208-745-7297 Mudlake: 208-663-4860
Lemhi Office • 208-756-2123
Madison Office • 208-356-3239
Teton Office • 208-354-2220

Required Shots for School - K - 6th grade

(5) Diphtheria, Tetanus Pertussis (DTaP)2
(2) Measles, Mumps, and Rubella (MMR)
(4) Polio3
(3) Hepatitis B
(2) Varicella (Chickenpox)4
(2) Hepatitis A

Why your child needs shots?

Children must meet immunization requirements as stated in Idaho law to attend school. To meet legal requirements, a record with evidence that children are up-to-date on their immunizations (shots) or a valid immunization exemption must be provided and kept on file at the school. When children are in group settings, there is the potential for the spread of infectious diseases. Diseases like chickenpox, measles, and whooping cough spread quickly, so children need to be protected before they enter preschool and grades K-12.

What you need at registration?

You will need to present your child's immunization record or a valid immunization exemption to the school at the time of registration to enroll your child. The immunization record must show the date (month, day, and year) your child was given each shot. If you do not have an immunization record or your child has not received all required shots, call your doctor or local public health agency for an appointment.

Parent Resources

IDAHO PUBLIC TELEVISION

Idaho Ready to Learn: Countdown to Kindergarten:

Program to support parents of incoming kindergartners. Weekly activities you can do with your child.

<https://www.idahoptv.org/education/families/readyToLearn/>

LEE PESKY LEARNING CENTER: Learning resources for parents and teachers, including evaluations and early learning workshops.

<https://www.lplearningcenter.org/>

IDAHO AEYC: READY! For Kindergarten

Work shops for parents to encourage parents to talk, sing, read and play with their child in simple ways that foster essential skills for kindergarten.

<https://idahoaeyc.org/ready>

IDAHO PARENTS UNLIMITED

Organization working with parents, family members, and caregivers to support children with disabilities and special healthcare needs.

<https://ipulidaho.org/>

IDAHO DEPARTMENT OF HEALTH AND WELFARE

Infant to Toddler Program coordinates a system of early intervention services to assist Idaho children from birth to 3 years of age who have a developmental delay or who have conditions (such as prematurity, Down Syndrome, hearing loss) that may result in a developmental delay.

Developmental Milestones This program helps you better understand and meet the developmental, social-emotional, health, and educational needs of your child.

Idaho Child Care Program supports Idaho families with child care so parents can work, complete job training, or finish school.

<https://healthandwelfare.idaho.gov/services-programs/children-families>

IDAHO STARS

IdahoSTARS is the leading expert and resource for quality child care in Idaho. Resources for parents and early childhood professionals to make safe, healthy, nurturing and educational child care a top priority.

<https://idahostars.org/>

READING ROCKETS

www.readingrockets.org

Reading Rockets offers a wealth of strategies, lessons, and activities designed to help young children learn to read.

PBS PARENTS

www.pbs.org/parents

Information about child development and fun educational activities for children to help get them ready for school.

BORN LEARNING

www.bornlearning.org

Site provides resources to help parents, caregivers, and communities support early learning.

ZERO TO THREE

www.zerotothree.org

Provides information about child development and care in areas such as early brain development, early language and literacy, and play.

SCHOLASTIC

www.scholastic.com/parents/

Provides information, activities, and advice for parents with a focus on literacy and learning.

PARENTING 24/7

parenting247.org

News, information, and advice on parenting and family life designed for parents and grandparents of children ages newborn to teen. Features include articles with research-based information, video clips of parents and experts discussing timely age-based topics, breaking news and commentary, newsletters, and recommendations to the best parenting resources on the web.

40 Developmental Assets for Early Childhood

The Search Institute has identified forty building blocks that are essential for helping children become healthy, caring, and responsible individuals. These building blocks, also called Developmental Assets™, are competencies that children develop through their experiences with people in their world (parents, teachers, child care providers, librarians, bus drivers, and others).

EXTERNAL ASSETS

SUPPORT

- 1.** Family support—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality.
- 2.** Positive family communication—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input.
- 3.** Other adult relationships—With the family's support, the child experiences consistent, caring relationships with adults outside the family.
- 4.** Caring neighbors—The child's network of relationships includes neighbors who provide emotional support and a sense of belonging.
- 5.** Caring climate in child-care and educational settings—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure.
- 6.** Parent involvement in child care and education—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.

- The more assets children have the better. Research shows that adolescents who report having more assets are more likely to be successful in school and in their personal life. The Search Institute has found that most adolescents have only 18 to 20 of these 40 Developmental Assets™.
- Starting early is critical to helping children build assets. Your use of this Kindergarten Readiness Calendar is a great start.
- Review the Developmental Assets™ list below and see how you can help children entering kindergarten build their assets.

15. Positive peer relationships—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children.

CONSTRUCTIVE USE OF TIME

- 16.** Positive expectations—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his ability.
- 17.** Play and creative activities—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others.
- 18.** Out-of-home and community programs—The child experiences well-designed programs led by competent, caring adults in well maintained settings.
- 19.** Religious community—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
- 20.** Time at home—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.

29. Honesty—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding.

30. Responsibility—The child begins to follow through on simple tasks to take care of her- or himself and to help others.

31. Self-regulation—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particularly stressful situations.

SOCIAL COMPETENCIES

- 32.** Planning and decision making—The child begins to plan for the immediate future, choosing from several options and trying to solve problems.
- 33.** Interpersonal skills—The child cooperates, shares, plays harmoniously, and comforts others in distress.
- 34.** Cultural awareness and sensitivity—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him.

EMPOWERMENT

- 7.** Community cherishes and values young children—Children are welcomed and included throughout community life.
- 8.** Children seen as resources—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs.
- 9.** Service to others—The child has opportunities to perform simple but meaningful and caring actions for others.
- 10.** Safety—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.

BOUNDARIES & EXPECTATIONS

- 11.** Family boundaries—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve.
- 12.** Boundaries in child-care and educational settings—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors.
- 13.** Neighborhood boundaries—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior in a supportive, nonthreatening way.
- 14.** Adult role models—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles.

INTERNAL ASSETS

COMMITMENT TO LEARNING

- 21.** Motivation to mastery—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills.
- 22.** Engagement in learning experiences—The child fully participates in a variety of activities that offer opportunities for learning.
- 23.** Home-program connection—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities.
- 24.** Bonding to programs—The child forms meaningful connections with out-of-home care and educational programs.
- 25.** Early literacy—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.

POSITIVE VALUES

- 26.** Caring—The child begins to show empathy, understanding, and awareness of others' feelings.
- 27.** Equality and social justice—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different.
- 28.** Integrity—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right.

35. Resistance skills—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior.

36. Peaceful conflict resolution—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.

POSITIVE IDENTITY

- 37.** Personal power—The child can make choices that give a sense of having some influence over things that happen in her or his life.
- 38.** Self-esteem—The child likes her- or himself and has a growing sense of being valued by others.
- 39.** Sense of purpose—The child anticipates new opportunities, experiences, and milestones in growing up.
- 40.** Positive view of personal future—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.

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United Way Partners Community Resources

American Red Cross

1755 N. Yellowstone Highway #4
Idaho Falls, ID 83401
208-497-3231

Center For Hope

530 E. Anderson
Idaho Falls, ID 83401
208-538-1888
thecenterforhope.com

Champs Heart

2643 Galway Circle
Idaho Falls, ID 83404
208-589-4082
champsheart.org

CLUB, Inc.

1820 E 17th, Suite 150 Idaho
Falls, ID 83404
208-529-4673
clubinc.org

Community Food Basket

Idaho Falls
208-403-5772
www.communityfoodbasketidah
ofalls.org/

Community Youth in Action

574 4th Street
Idaho Falls, ID 83401
208-521-5328
cyaidaho.org

DVSAC

1050 Memorial Dr. Idaho Falls, ID
208-529-4352
dvacac.org

EICAP

935 E Lincoln Rd Idaho Falls
208-522-5370
www.eicap.org

Family Crisis Center

16 E Main St Rexburg, ID
208-356-0065
familycrisiscenter.wixsite.com/

Financial Advocates of East Idaho

1675 Curlew Dr
Ammon, ID 83406

Foster Grand Parents

700 E Alice St Blackfoot, ID 83221

Habitat for Humanity

Idaho Falls, ID 83401
idahofallshabitat.org

Hospice of Eastern Idaho

1810 Moran St
Idaho Falls, ID 83401
hospiceofeasternidaho.com

Idaho Falls Senior Center

535 W 21st
Idaho Falls, ID
208-522-4357
ifsccl.org

Idaho Legal Aid

482 Constitution Way, Suite 101 Idaho
Falls
208-524-3660
idaholegalaid.org

Madison County Seniors Citizens

40 South 2nd West
208-356-0080
seniorcenterinrexburg.org

Muesum of Idaho

200 N Eastern Ave
Idaho Falls
208-522-1400
muesumofidaho.org

The Salvation Army

605 N Boulevard
Idaho Falls
208-522-7200
idahofalls.salvationarmy.org

South Fremont Senior Center

420 N Bridge S, Suite D
St. Anthony
208-624-3458

Teton Valley Food Pantry

481 N Main Street
Driggs, ID 83422
tvfoodpantry.com

