



Child Care Services

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January 14, 2026

Dear Child Care and BASP Colleagues,

As part of the TDSB's commitment to strengthening literacy, the Early Years Department has developed a Family Literacy Calendar. This resource will be shared with families as they register their children for Junior Kindergarten. As valued partners in education, we are pleased to provide you with a copy as well.

Sincerely,

Child Care Services



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www.tdsb.on.ca

[TDSB Early Years](#) | [TDSB Child Care & BASP Resources](#)



Early Years Family Literacy Calendar

January 2026 to August 2026

The TDSB's Multi-Year Strategic Plan (MYSP), *Inspiring Minds and Shaping Futures: Our Multi-Year Commitment to Student Success*, sets direction and identifies system goals for all students and schools. With Equity as a guiding principle, the MYSP includes the following five strategic directions:

TRUTH AND RECONCILIATION: We are committed to the implementation of the Truth and Reconciliation: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). A commitment to cultural safety calls for Indigenous students and communities to be respected, protected, and empowered, while recognizing the impacts of colonial systems on students and families, such as the legacy of the residential school system (Ontario Ministry of Education, 2020-25).

BELONG: All students belong, are engaged, and valued in an inclusive environment.

ACHIEVE: All students reach high levels of achievement, success, and personal development.

THRIVE: All students graduate with the confidence, skills, and knowledge to thrive.

REVITALIZE: All students and staff learn and work in inclusive, safe, and modern environments.

Early Years: Family Literacy Activities to Support Achievement

It is imperative that all students, regardless of their social identity, be able to create, communicate, read and write with confidence, fluency, understanding, criticality and enjoyment. Literacy is one of the pathways to excellence, equity and high achievement and families contribute to a child's literacy learning and development by bringing diverse, social, cultural and linguistic perspectives.

Family Literacy Calendar created in partnership with Special Education and Inclusion, Occupational Therapy and Physiotherapy Services, English as a Second Language/English Literacy Development, The Urban Indigenous Education Centre and Equity, Anti-Racism and Anti-Oppression departments.



Dear Parent/Caregiver,

Welcome to the Toronto District School Board! As your child prepares to begin school, we want to support their transition by building confidence and familiarity with early literacy skills in a fun and meaningful way.

This literacy calendar provides simple, age-appropriate activities for you and your child to enjoy together at home. These activities may include reading stories, talking about letters and sounds, drawing, singing songs, or playing word games. Each task is designed to be short, engaging, and easy to fit into your daily routine.

The purpose of the literacy calendar is not to formally “teach” your child, but to encourage a love of language and learning. Research shows that regular exposure to books, conversations, and playful literacy experiences helps children develop important skills such as listening, vocabulary, and early reading readiness. Just as importantly, these shared activities help build positive attitudes toward school.

There is no expectation to complete every activity. Families are encouraged to choose what works best for them and to enjoy the time spent together. Your involvement, even in small ways, makes a big difference to your child’s confidence as they begin their school journey.

We look forward to working in partnership with you to make your child’s start to school a positive and successful experience.

Kind regards,

TDSB Early Years Department

JANUARY 2026

Family Literacy Calendar



			Thursday 1 	Friday 2 
Monday 5 	Tuesday 6 Help your child identify the letters in their name. Say all the letter names. .	Wednesday 7 Explore the outdoors. Name three things that can fly, three things that can crawl, and three things that grow outside.	Thursday 8 Look at a flyer. Talk about some pictures that start with the same sound (e.g., /c/ - corn, can)	Friday 9 Read a story to your child and invite them to act out a part of the story.
Monday 12 What kind of foods would you likely eat on a cold winter day? Have your child explain why.	Tuesday 13 	Wednesday 14 Read a story to your child in English and/or your home language. Read to a certain point and ask your child what might happen next.	Thursday 15 Go for a nature walk and listen and describe what you hear (e.g. bird chirping, squirrels scurrying).	Friday 16 Talk about the letters or characters of your home language.
Monday 19 Look for logos, signs, symbols in your home, on TV, while outside for a walk. Talk with someone about what you notice.	Tuesday 20 	Wednesday 21 Place a small item (e.g. paper clip, crayon) for each word in the sentence, "I like myself." Then count the items.	Thursday 22 Point out words that begin with the same letter as your child's name (e.g. Aamir - apple). With your child, talk about how the beginning sounds are alike.	Friday 23 What can you draw by making only circles, squares, triangles? Share what you drew with others.
Monday 26 The shape of the day is a rectangle. Help your child draw a rectangle. See how many places you can find a rectangle today!	Tuesday 27 Look at the pictures in a book and talk about what you see before reading the book.	Wednesday 28 	Thursday 29 Think of five winter words (e.g. snow, cold). Talk about the first and last sounds of the words.	Friday 30 Talk with your child about traditional dishes from your home country.

FEBRUARY 2026

Family Literacy Calendar



Monday 2



Tuesday 3

Make up short sentences with your child. Say them again and leave out a word. Have your child say the missing word.

Wednesday 4

What is the first sound in your name?

Thursday 5

With your child, look in the mirror and make faces. Are you happy, sad, angry, silly? Together write/draw a story about something that makes you happy.

Friday 6

Have your child tell someone in your family a funny story.

Monday 9

Using magnetic letters or letters written on paper, show your child the letters in their name. Have your child practice rearranging the letters to spell their name.

Tuesday 10

Name five animals. Hop for each syllable. Include words in your home language.

Wednesday 11



Thursday 12

Help your child understand sequence by giving them everyday examples, such as a morning routine: (e.g. First, I wake up. Next, I get dressed. Then, I eat breakfast.)

Friday 13



Monday 16

During dinner, describe the flavours of the meal (e.g. sour, spicy, sweet).

Tuesday 17

With your child, collect a bag of items from outside and sort them by something they have in common (colour, size, texture...)

Wednesday 18



Thursday 19

Have your child draw a picture about their favourite part of a story and share it with someone else.

Friday 20

Have your child draw a picture of something or someone they love.

Monday 23

Point out feelings using family pictures. With your child, take the opportunity to talk about emotions that family members are feeling.

Tuesday 24



Wednesday 25

Go on a hunt for numbers in your home or community. Try to find numbers shown in different ways.

Thursday 26



Friday 27

Think of 3 friends. What sounds do their names start with?

MARCH 2026

Family Literacy Calendar



Monday 2

Ask your child to tell you about three things they did today.

Tuesday 3

Texture Hunt: Find items that feel different in your home. Can you find items that are soft, hard, rough, bumpy? How would you describe their texture?

Wednesday 4



Thursday 5

As you are reading a story with your child, ask questions to decide if a story is a fantasy or fiction. Could that happen in real life? How do you know?

Friday 6

Go on a nature walk with your child. Talk about what you see, hear or smell.

Monday 9

With your child, make up sentences using different words (e.g., table, book, school). Include your home language.

Tuesday 10

Read a story with your child. Discuss the pictures and how they tell the story.

Wednesday 11

Play "I can spell my name" with magnetic letters. Pull out letters in your child's name, mix them up, have them place the letters in order. Play several times.

Thursday 12

Ask your child to put words together to make a new word:
rain + coat
pine + cone
scare + crow
apple + sauce

Friday 13



Monday 16



Tuesday 17

The shape of the day is a triangle. Help your child draw a triangle. See how many places you can find a triangle today!

Wednesday 18

Play secret word. Slowly sound out a word (e.g., b-u-s, h-ou-se, f-r-o-g) and have your child guess the secret word.

Thursday 19

Make up a sentence using spring words (e.g., flowers, melt, sun). Count the words in each sentence.

Friday 20

Help your child describe directions for making a snack. Ask, "What comes first? What happens next?"

Monday 23

Play the restaurant game together by pretending to cook and serve food. Have your child describe the food (e.g. it's sweet, spicy) and how they made it.

Tuesday 24



Wednesday 25

Together brainstorm toys and games that have the /c/ sound (as in cards).

Thursday 26

Hopping words!
Take a sentence from a favourite story and have your child hop for each word.

Friday 27



Monday 30

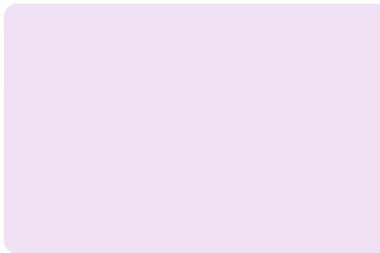
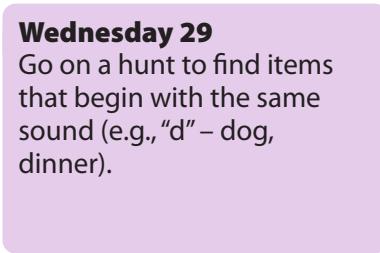
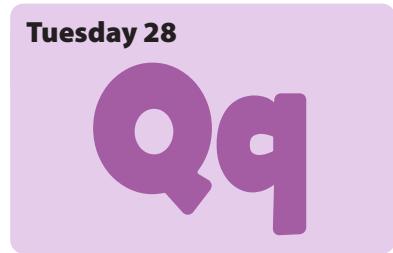
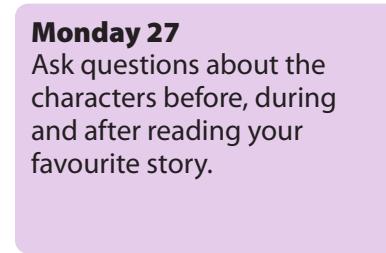
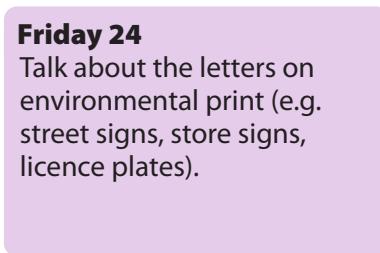
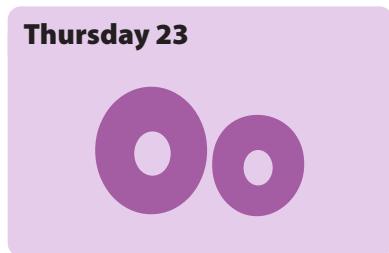
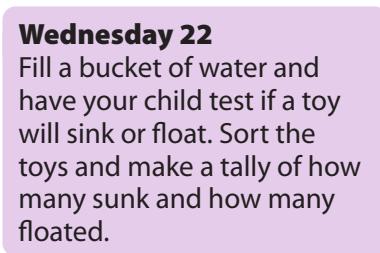
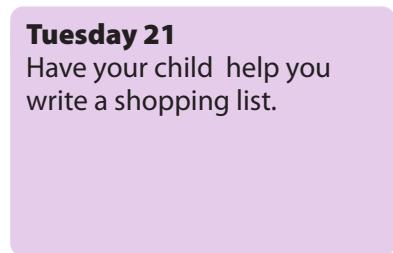
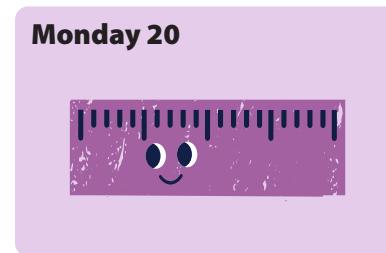
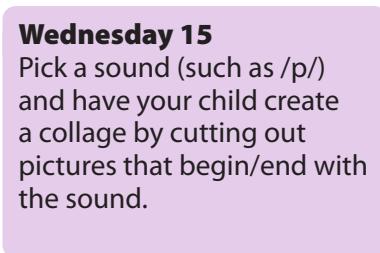
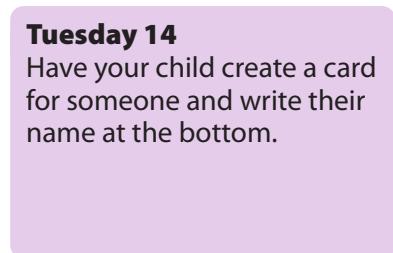
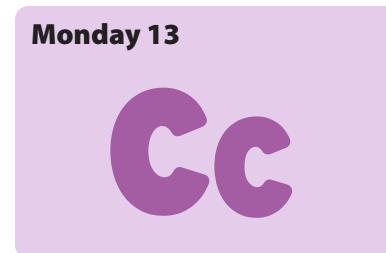
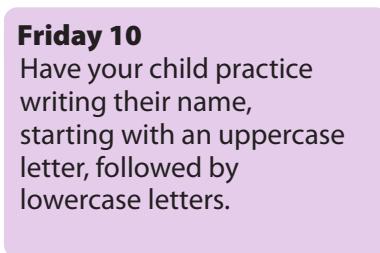
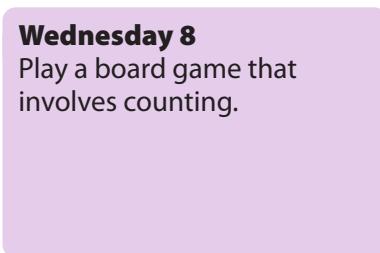
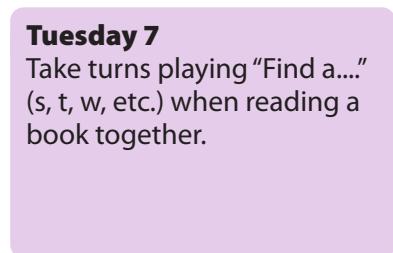
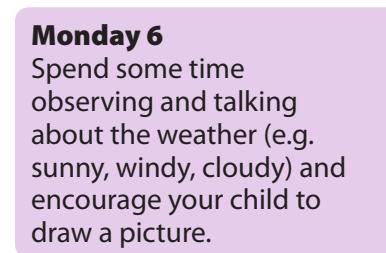
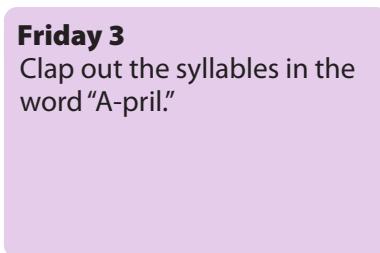
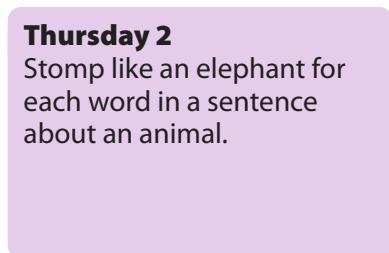
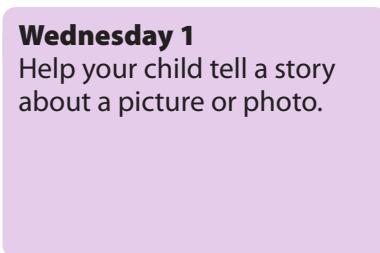
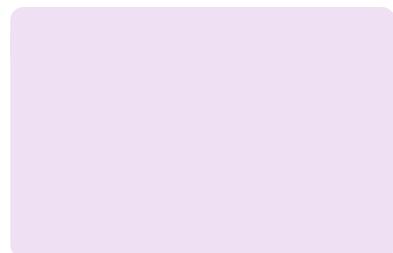
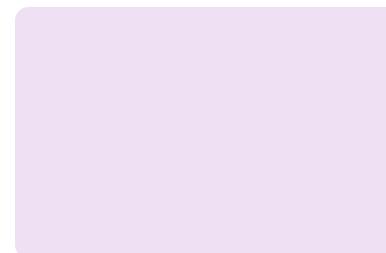
Have your child help set the table and say the first sound of each item placed.

Tuesday 31

Hide magnetic letters or letters written on paper around the room. Have your child tell you the letters as they find them.

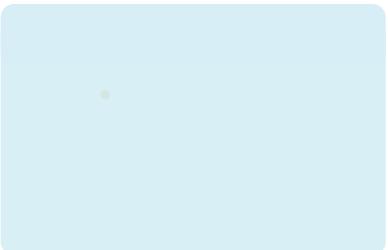
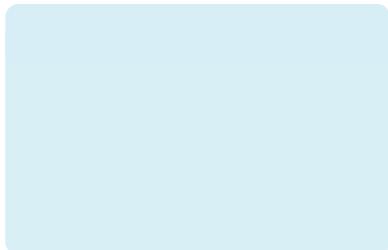
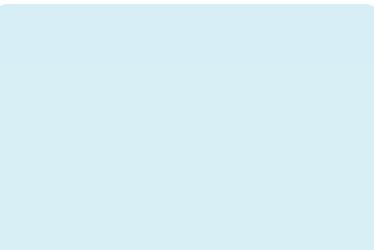
APRIL 2026

Family Literacy Calendar



MAY 2026

Family Literacy Calendar



Friday 1
Read a book together. Find five words that have three syllables. Say the words slowly to hear all the syllables. (e.g. fes-ti-val; car-ni-val)

Monday 4
Talk about the punctuation marks (e.g., periods, commas, question marks) in a book.

Tuesday 5
Have your child think of words that have the /s/ sounds at the end? (e.g., grass, bus, dress, etc.)

Wednesday 6
Xx

Thursday 7
Use "robot talk" to say words with three to five sounds. Have your child listen to the separated sounds and put them together. (e.g., you say, /c//a//t/, child says "cat").

Friday 8
During meal time, make the sound each food item begins with. (e.g. you're going to eat something that starts with /b/ sound "beans"). Repeat the task with another food.

Monday 11
Read a story with your child, and spend time finding ways the characters are alike and how they are different.

Tuesday 12

Wednesday 13
Think of five food words (e.g., pizza, apple). Talk about the first sounds of the words.

Thursday 14
Say the names of all family members. Use your voice to emphasize the first sound in each name.

Friday 15
Play with blocks or legos. How many ways can your child make five with two colours of legos? (e.g., one red and four blue).

Monday 18
Give sound clues so your child can guess an item in the room (e.g., It is red, round and begins with the sound /a/).

Tuesday 19
Have your child draw different emotions (e.g., happy, sad, mad). Talk about when they have felt these emotions.

Wednesday 20
Dd

Thursday 21
Have your child pick his/her favourite number. Look for that number throughout the day, draw a picture of that number of things, or sing a song that many times.

Friday 22
Think of five spring words (e.g., rain, bug). Talk about the first and last sounds of the words.

Monday 25
Have your child match uppercase letters to lowercase letters.

Tuesday 26
Singing rhyming songs can be a fun way to play with speech sounds (e.g., Itsy Bitsy Spider). Sing songs in your home language.

Wednesday 27
Before reading together, talk with your child about what they already know about the topic.

Thursday 28
Have your child use their imagination to create a story. They can act out and/or tell you their story using objects found in your home.

Friday 29
Gg

JUNE 2026

Family Literacy Calendar



Monday 1

Say ten alphabet sounds. Have your child write the letter for each of the sounds.

Tuesday 2

Ask your child to put words together to make new words:
basket + ball
rain + bow
sun + flower
base + ball

Wednesday 3

Have your child practice asking questions. They can use the words "How", "What", "When", "Why" and "Where".

Thursday 4

Have your child tap out the syllables of items in your home (e.g., window, table, pencil).

Friday 5



Monday 8

Read a story to your child and ask questions about sequence. What happened first? How do you know? What happened last?

Tuesday 9

Ask your child "What is the last letter in your name"?

Wednesday 10



Thursday 11

Play a guessing game to give your child practice matching letters and sounds. (e.g. "I'm thinking of something that starts with the sound /t/".)

Friday 12

Go on a sound hunt for things that start with the /b/ (e.g. bird, bark, bench). Pick another letter and look for objects that start with that sound..

Monday 15

Talk about the print in the book. Can you find two words that are the same?

Tuesday 16

Invite your child to call a friend or relative. Support them to ask these two questions:
1) How are you?
2) What did you do today?

Wednesday 17

Say five words starting with "s". Show your child "S", ask what sound it makes. Play a game where they sit, you read a list of words and if they start with "s" your child jumps up.

Thursday 18



Friday 19

Create movements based on different feelings. Ask your child how to move if they were sad, happy, upset, angry, excited, scared, nervous, sick, tired.

Monday 22



Tuesday 23

Help your child draw about their favourite thing to do in the summer

Wednesday 24

Have your child use materials at home (e.g. buttons, scarves, recyclable materials) to create a picture of their favourite part of a story and share it with someone else.

Thursday 25

Keep playing with how words sound. Ask your child what other words rhyme with "in" (e.g., in/fin).

Friday 26

Read a book to your child. Ask them to draw a picture or use materials at home to show where the story took place (sometimes called "the setting").

Monday 29

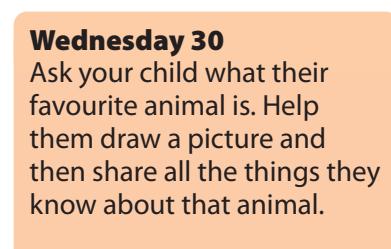
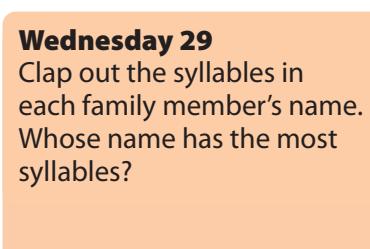
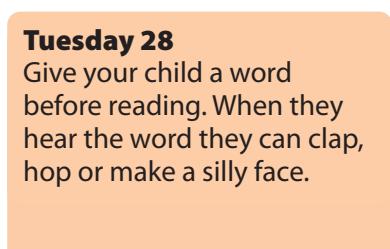
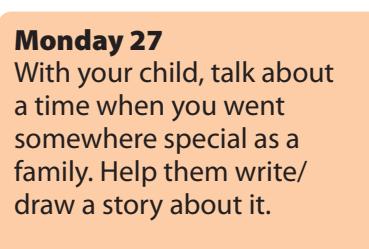
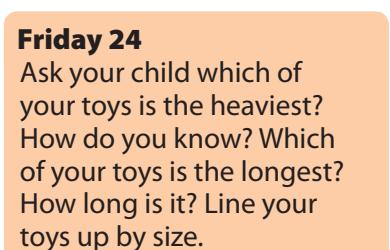
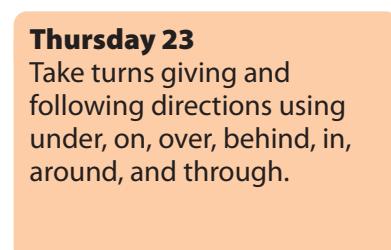
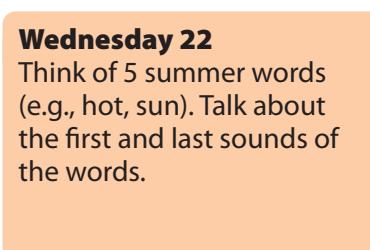
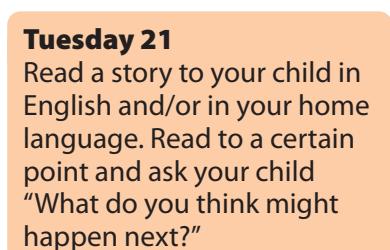
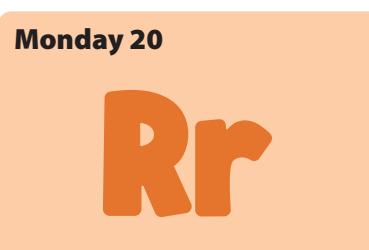
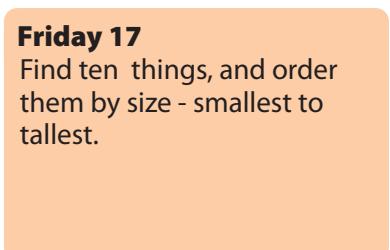
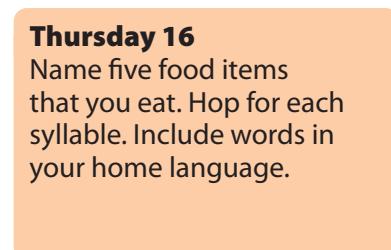
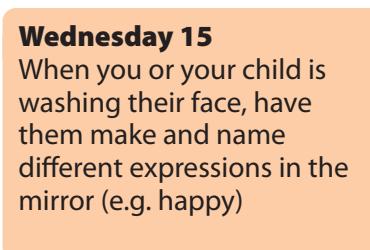
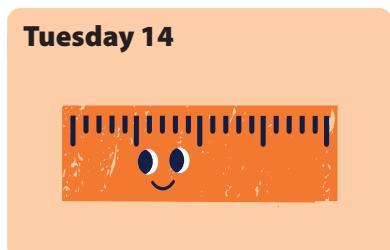
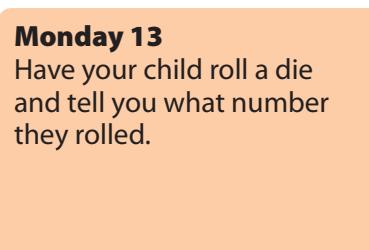
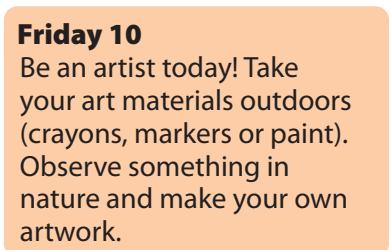
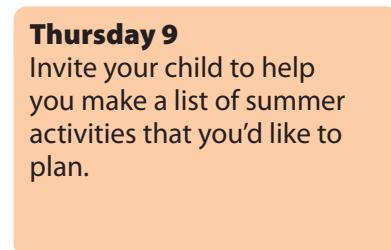
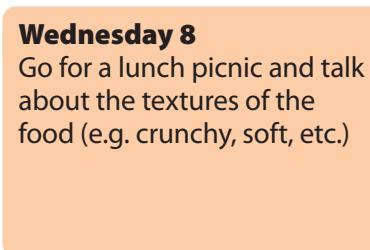
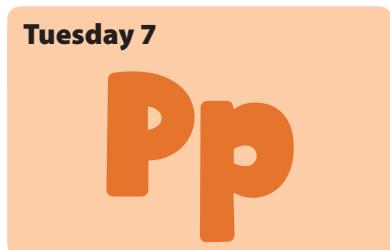
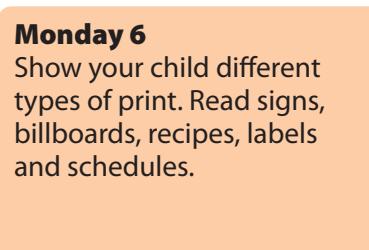
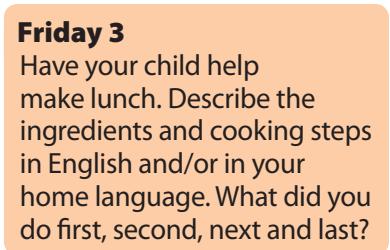
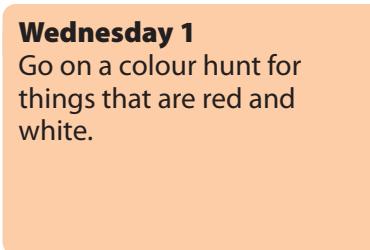
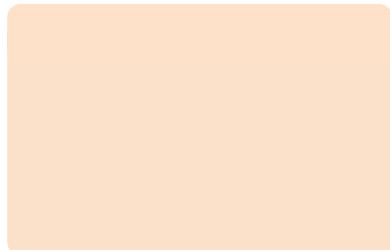
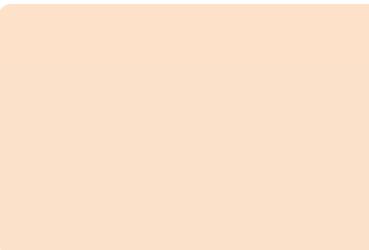
Have your child cut or tear out flyer pictures and sort them by different themes (e.g. toys, food).

Tuesday 30

Clap the syllables in five of your favourite foods (e.g., pizza=2, banana=3, soup=1, salad=2).

JULY 2026

Family Literacy Calendar



AUGUST 2026

Family Literacy Calendar



Monday 3

Take your child grocery shopping. Talk about food that grows on trees versus in the ground.

Tuesday 4

Take a walk and keep a record of things you see. How many trees do you see? (e.g. birds, flowers, blue cars, dogs, etc..).

Wednesday 5



Thursday 6

Have your child tell a story about a time when they were really surprised or excited.

Friday 7

Name five things you do outside. What is the last sound you hear (e.g., skip- /p/, bike- /k/)?

Monday 10



Tuesday 11

While at the store, help your child pick three items with the same beginning/end sound and place the items in the basket with the same sounds.

Wednesday 12

Name as many words as possible that begin with the sound /f/.

Thursday 13



Friday 14

Play with blocks! Which blocks stack? Which roll? Which slide? Have your child sort the blocks by shape and count the number in each group.

Monday 17

"Jump for Syllables." Say a word and have your child jump for each syllable in the word while saying the sound (e.g. baseball - base...ball 2 jumps

Tuesday 18



Wednesday 19

Hide letters from your child's name around the house. Have them find the letters to create their name.

Thursday 20

Read a story with your child. Discuss the pictures and how they tell the story.

Friday 21

Which word does not rhyme with the others?
*car-book-star
gum-cash-mash
mad-see-sad*

Monday 24

Have your child draw a picture of their favourite toy. Talk about what makes it so special.

Tuesday 25

Have your child find ten things, and order them by size - tallest to smallest

Wednesday 26

Take a walk and count things you see. How many trees do you see? (e.g. birds, flowers, grey cars, dogs, etc..).

Thursday 27

Make a musical pattern using pots, spoons, and containers as instruments.

Friday 28



Monday 31

Have your child share what they hope to do when they start school.



Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

Strategic Directions

Equity: Equity is a principle that will continue to guide the TDSB in all that it does. Equity will be foundational to all TDSB work and will be embedded throughout the strategic directions.

Truth and Reconciliation: We are committed to the implementation of the Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). A commitment to cultural safety calls for Indigenous students and communities to be respected, protected, and empowered, while recognizing the impacts of colonial systems on students and families, such as the legacy of the residential school system (Ontario Ministry of Education, 2020-25).

Belong: All students belong, are engaged, and valued in an inclusive environment.

Achieve: All students reach high levels of achievement, success, and personal development.

Thrive: All students graduate with the confidence, skills, and knowledge to thrive.

We Value

- Each and every student's interests, strengths, passions, identities and perspectives on their education
- Partnerships with students, parents/guardians/caregivers, staff, community partners, and education partners
- A strong public education system that promotes full participation by identifying, removing, and preventing accessibility barriers so that all students, including students with disabilities/special education needs and intersecting identities, are provided with opportunities to realize their full potential
- The diversity of students, parents/guardians/caregivers, staff, community partners, and education partners
- Shared leadership and respectful working relationships
- Accountability and innovation
- The contributions of a highly skilled and diverse staff
- Digital citizenship and environmental stewardship

INSPIRING
MINDS &
SHAPING
FUTURES:

Our Multi-Year
Commitment to
Student Success
2024-2028

