

Engaging Families in Children's Literacy Development

Session 1: Literacy Happens at Home

CD Materials List

ACTIVITY	RESOURCE	COPIES
<u>Introduction</u>	Sign-in sheet	1
	Areas of Literacy handout	1 per family
	Home Literacy Survey (optional)	1 per family
	Activity Log (optional)	1 per family
<u>CoP-1: Reading Aloud</u>	Activity directions	1
	Bookmark	1 per family
	Tips for Teaching Your Child Concepts of Print handout	1 per family
<u>CoP-2: A Message for You</u>	Activity directions	1
<u>Writing: Writing Box</u>	Activity directions	1
	What Can We Write? handout	1 per family
<u>PA-1: Finger Plays</u>	Activity directions	1
	Finger Plays	1 or more sets for use at the center 1 set per family
<u>PA-2: Down by the Bay</u>	Activity directions	1
	Lyrics	1 per family
<u>LS-1: ABC Book</u>	Activity directions	1
	Tips for Using ABC and Family Photo Books handout	1 per family
	My ABCs Book template	1 per family
<u>LS-2: Family "Photo" Book</u>	Activity directions	1
	My Family Photos Book cover sheet template	1 per family
<u>Comp-1: The Three Little Pigs</u>	Activity directions	1
	Templates for making felt props	1
	Tips for Retelling Stories Using Props handout	1 per family
<u>Comp-2: Goldilocks and the Three Bears</u>	Activity directions	1
	Templates for making stick puppets	1
<u>OL-1: Animal Sort</u>	Activity directions	1
	Animal Cards*	1 or more sets for use at the center; print in color if possible
<u>OL-2: I Spy</u>	Activity directions	1
	Animal Cards*	1 or more sets for use at the center; print in color if possible

*You can omit if substituting real objects; see Optional Extras, p. 10 of the Viewing Guide.

Date: _____

Areas of Literacy

CONCEPTS OF PRINT

Concepts of print are the things readers need to know about books and print. It may seem very basic, but children need to know that books have a front and a back. They need to be shown that, in English, we read from left to right. They have to understand that the letters on a page make up words that have meaning, and that pictures can also help them understand what they're reading.

PHONOLOGICAL AWARENESS

Phonological awareness has to do with the ability to separate out and play with sounds within words without the use of written letters. When children have strong phonological awareness, they can recognize when words rhyme, and they can come up with rhyming words. They can recognize when words start with the same sound, and they can think of words that start with the same sound. They can blend individual sounds together to form words and separate words into the individual sounds that make them up. These skills eventually help children use sounds to read and write words.

ORAL LANGUAGE

Oral language involves speaking to communicate ideas and understanding when others speak. The strength of children's oral language, such as their vocabulary and their ability to understand long sentences, has a significant influence on how well children learn to read and write.

LETTER-SOUND KNOWLEDGE

Letter-sound knowledge refers to knowing the names and sounds of letters. For example, letter-sound knowledge means a child knows this shape—M—is called the letter "M" and stands for the *mmmmm* sound as at the beginning of *moon*. This can be tricky because there are 26 letters in the English alphabet that can be used alone or in combination to make about 44 sounds. These skills eventually help children use letters to read the words that others have written and to represent the sounds they hear when writing words.

COMPREHENSION

Comprehension is the purpose of reading. It is the ability to make sense of a book or other piece of writing. When we Comprehend, we think about what we know already and how that relates to what we are reading. We also think about what the author wants us to know.

WRITING

For young children, writing means expressing meaning by drawing, scribbling, using familiar letters and words, and using their best guesses at how words might be spelled. These different types of writing allow children to communicate and to share their thinking with people who may not be present when they write.

Home Literacy Survey

Name: _____

Date _____

Child: _____

Answer these questions about the ways you and your child interact with literacy in your home. Check the box that best answers the question. Add a comment if you wish to further explain your answer.

HOME ENVIRONMENT

1. Do we have a lot of print in our home, such as magazines, books, newspapers, and letters/emails? Comment: _____
☐ Yes
☐ Some
☐ Very little
2. Are there books or other print materials in every room of our home? Comment: _____
☐ Yes, in most rooms
☐ In some rooms
☐ Very few rooms
3. Do I encourage my child to interact with or use that print in those rooms? Comment: _____
☐ Yes
☐ A little
☐ No
4. Do we have a lot of different types of texts, such as storybooks, rhyming books, alphabet books, informational books, cookbooks, and concept books (about shapes, numbers, or colors, for example)? Comment: _____
☐ Yes, a lot of different types
☐ Some different types
☐ Very few types of books
5. Do we have a special place where we read in our home? Comment: _____
☐ Yes
☐ It changes
☐ We do not have a special place

ORAL LANGUAGE

1. Do I provide opportunities to talk with my child? Comments: _____
☐ Often
☐ Sometimes
☐ Rarely
2. Do I show interest in what my child wants to talk about? Comments: _____
☐ Usually
☐ Sometimes
☐ Rarely
3. Do I explain unfamiliar words to help my child learn them? Comments: _____
☐ Usually
☐ Sometimes
☐ Rarely
4. Do I sing songs and share nursery rhymes or other rhymes with my child? Comments: _____
☐ Often
☐ Sometimes
☐ Rarely
5. Do I use interesting new words when talking with my child? Comments: _____
☐ Often
☐ Sometimes
☐ Rarely

READING ALOUD

1. Do I read to my child every day? Comments: _____
☐ Yes
☐ No, but at least a few times per week
☐ No, we rarely read together
2. Do I model that I'm having fun reading aloud? Comments: _____
☐ Often
☐ Sometimes
☐ Rarely

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- | | |
|---|---|
| 3. When I read aloud, do I let my child talk and ask questions about what we are reading before we read, while we are reading, and after we read? Comments: | <input type="checkbox"/> Usually
<input type="checkbox"/> Sometimes
<input type="checkbox"/> Rarely |
| 4. Do I help my child understand what we are reading by relating it to things in his or her life, other books, or other things that we know about? Comments: | <input type="checkbox"/> Usually
<input type="checkbox"/> Sometimes
<input type="checkbox"/> Rarely |
| 5. Do we talk about how books work as we read (for example, where we start reading, the front and the back of the book, and where to find the title)? Comments: | <input type="checkbox"/> Usually
<input type="checkbox"/> Sometimes
<input type="checkbox"/> Rarely |

WRITING

- | | |
|---|---|
| 1. Do I encourage my child to write and draw? Comments: | <input type="checkbox"/> Often
<input type="checkbox"/> Sometimes
<input type="checkbox"/> Rarely |
| 2. Do I provide my child with materials for writing and drawing, such as a variety of papers, pencils, markers, and crayons? Comments: | <input type="checkbox"/> Usually
<input type="checkbox"/> Sometimes
<input type="checkbox"/> Rarely |
| 3. Do I encourage my child to write his or her name? Comments: | <input type="checkbox"/> Often
<input type="checkbox"/> Sometimes
<input type="checkbox"/> Rarely |
| 4. Do I ask my child to read me what he or she has written? Comments: | <input type="checkbox"/> Usually
<input type="checkbox"/> Sometimes
<input type="checkbox"/> Rarely |
| 5. Do I model writing in front of my child and talk about what I'm doing (for example, answering an email, paying a bill, or writing a letter)? Comments: | <input type="checkbox"/> Often
<input type="checkbox"/> Sometimes
<input type="checkbox"/> Rarely |

OTHER LITERACY ACTIVITIES

- | | |
|---|--|
| 1. Do I have letters that my child can play with (for example, magnet letters, letter stamps, or cut-out letters)? Comments: | <input type="checkbox"/> Yes, we have a few kinds of letters
<input type="checkbox"/> Yes, we have at least one kind of letters
<input type="checkbox"/> No |
| 2. Do I play games with my child that involve literacy? Comments: | <input type="checkbox"/> Often
<input type="checkbox"/> Sometimes
<input type="checkbox"/> Rarely |
| 3. Does my child have access to materials to act out stories (for example, paper puppets, sock puppets, or dress-up clothes)? Comments: | <input type="checkbox"/> Yes, we have a few kinds of materials
<input type="checkbox"/> Yes, we have at least one kind of material
<input type="checkbox"/> No |
| 4. When I cook, do I allow my child to help read the recipe and prepare the food? Comments: | <input type="checkbox"/> Often
<input type="checkbox"/> Sometimes
<input type="checkbox"/> Rarely |
| 5. Do I talk about the print we see when I go on walks or outings with my child? Comments: | <input type="checkbox"/> Usually
<input type="checkbox"/> Sometimes
<input type="checkbox"/> Rarely |

Session 1 Activity Log

Choose one activity from each literacy area. You do not have to go in any order, so start with activities that are most interesting to you, or move to the least-crowded activity. Most important, relax and have fun with your child!

CONCEPTS OF PRINT

1. **Reading Aloud:** Read an enjoyable book to your child. _____
2. **A Message to You:** Read special notes written just for your child. _____

PHONOLOGICAL AWARENESS

1. **Finger Plays:** Practice fun finger plays! _____
2. **Down by the Bay:** Sing this favorite song and make your own verses! _____

ORAL LANGUAGE

1. **Animal Sort:** Talk about and sort all kinds of animals. _____
2. **I Spy:** Play I Spy with an animal theme. _____

LETTER-SOUND KNOWLEDGE

1. **ABC Book:** Create your own alphabet book to take home! _____
2. **Family "Photo" Book:** Make a keepsake book for your family. _____

COMPREHENSION

1. **Three Little Pigs:** Retell a favorite story with felt props. _____
2. **Goldilocks:** Retell a favorite story with stick puppets. _____

WRITING

1. **Writing Box:** Make your own writing box to take home! _____

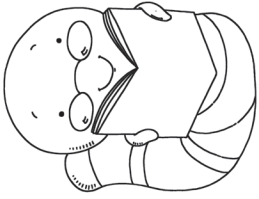
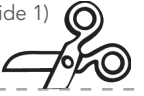


Concepts of Print

Reading Aloud

1. Take a copy of the book and a bookmark.
2. Read the book to your child, pointing to each word as you read.
3. Use the tips on the bookmark to help your child learn about concepts of print.
4. Return the book to the center when you are done. You can take the bookmark home!

*Feel free
to take home
a Tip Sheet!*

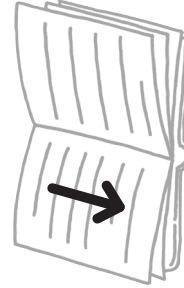


Directionality

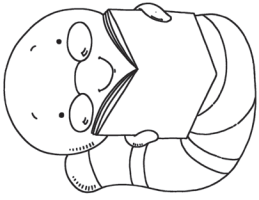
In English, we usually read from left to right



and top to bottom.



Flip this bookmark over for ideas on how to practice with your child.



Directionality

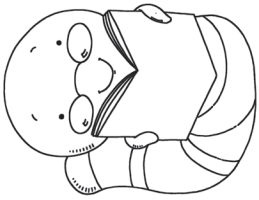
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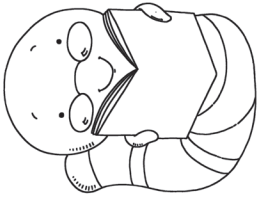
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S1:CoP-1 Bookmark (side 2)



* Ask your child to point to where you should begin reading on the page.

* Point to each word as you read aloud.

* Help your child point to each word as you read aloud.

* Ask your child to point to the first and last word on the page.

* Ask your child to point to where you should begin reading on the page.

* Point to each word as you read aloud.

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* Point to each word as you read aloud.

* Help your child point to each word as you read aloud.

* Ask your child to point to the first and last word on the page.



Tips for Teaching Your Child Concepts of Print

- * Hold, open, and read the book in front of your child. This shows your child how to handle and use a book appropriately.
- * Point to the words as you read. This helps your child learn that we read from left to right and top to bottom, that the words tell us what to say, and that words are separated by spaces.
- * Talk about book parts. Using words such as **front**, **back**, **beginning**, **middle**, and **end** helps your child learn about the parts of books and where to find them.



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Concepts of Print

A Message for You

1. Take a pointer and choose a message to read.
 2. Ask your child to use the pointer to show you the spot where you should begin reading.
 3. Read the message aloud, placing the pointer under each word as you read it. Your child can help with this.
 4. After reading, ask your child to use the pointer to:
 - show you where the message ends.
 - point to capital letters, lowercase letters, and punctuation marks.
 - count the number of words in a sentence.
-



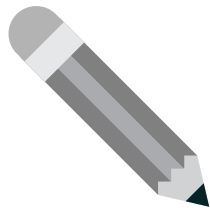
Writing Writing Box

1. Select a container that will hold your child's writing supplies.
2. Select materials your child can use to decorate the box.
3. Have your child decorate the box.
4. Return leftover supplies to the center.
5. Fill your box with the materials provided.

*Take home
your Writing
Box and the
What Can
We Write?
handout!*



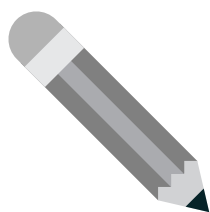
What Can We Write?



Idea Sheet

- * Grocery Lists
- * Birthday Cards
- * Calendar Reminders
- * Notes to Friends or Family
- * Labels for Our Things
- * Garage Sale Signs
- * Recipes
- * Reminders
- * Gift Tags
- * Texts
- * Emails
- * Lists of Errands to Run

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- * Lists of Errands to Run



Phonological Awareness

Finger Plays

1. Take a set of Finger Play Cards.
2. Choose a card and read over the words and hand motions.
3. Once you are somewhat familiar with the finger play, do it slowly for your child, then invite him or her to do the actions along with you.
4. Once your child gets the hang of it, have him or her perform the song or rhyme for you! You can also try another, if your child is interested.

*Take home
a set of finger
plays and enjoy
doing them with
your child again
and again!*

Finger Plays

The Zoo

At the zoo we saw a bear.
He had long, dark fuzzy hair.
(Pretend to walk like a bear.)

We saw a lion in a cage.
He was in an awful rage.
(Pretend to be an angry lion.)

We saw the big, long-necked giraffe,
And the silly monkeys made us laugh.
(Everybody laugh.)

But my favorite animal at the zoo
Is the elephant—how about you?

Homes

A nest is a home for a bird.
(Cup hands to form a nest.)

A hive is a home for a bee.
(Turn cupped hands over.)

A hole is a home for a rabbit.
(Make a hole with hands.)

And a house is a home for me.
(Make roof with peaked hands.)

Teddy Bear, Teddy Bear

Teddy bear, teddy bear, turn around. (Turn around.)

Teddy bear, teddy bear,
touch the ground.
(Touch the ground.)

Teddy bear, teddy bear,
show your shoe.
(Hold out foot.)

Teddy bear, teddy bear, I love you.
(Give yourself a big hug.)

An Elephant Walks Like This and That

An elephant walks like this and that,
He's terribly tall and he's terribly fat.
(Reach to sky; put arms out like a big belly.)

He's got no fingers, (Wiggle fingers.)

He's got no toes, (Point to toes.)

But goodness gracious,
What a LONG nose!
(Use arms to make a long, swinging trunk.)

Dance Your Fingers

(Have child mimic your actions, dancing fingers in the air and on the body.)

Dance your fingers up,
Dance your fingers down,
Dance your fingers to the side,
Dance them all around.

Dance them on your shoulders,
Dance them on your head,
Dance them on your tummy,

And put them all to bed. (Rest head on hands together at side of face.)

Little Rabbit

I saw a little rabbit go hop, hop, hop. (Hop 3 times.)

I saw his ears go flop, flop, flop.
(Put hands to ears and flop them 3 times.)

I saw his nose go wink, wink, wink.
(Twitch your nose up and down.)

I saw his eyes go blink, blink, blink. (Blink 3 times.)

I said, "Little rabbit, won't you stay?"
(Beckon with index finger.)

He looked at me and he hopped away. (Hop.)

Five Little Speckled Frogs

Five little speckled frogs,
(Hold up five fingers.)

Sitting on a speckled log,
Eating the most delicious bugs...yum, yum.
(Rub belly.)

One jumped into the pool
Where it was nice and cool.
Then there were four speckled frogs.
(Hold up four fingers.)
(Continue until there are no frogs left.)





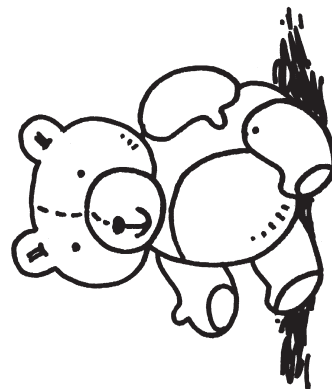
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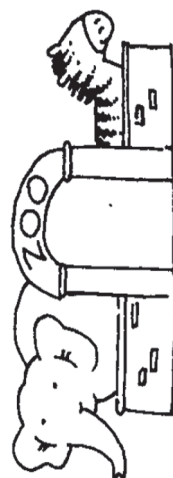
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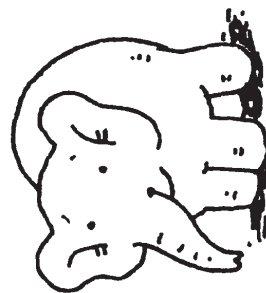
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(Continue until there are no frogs left.)





Dance Your Fingers

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Dance them on your shoulders,

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Dance them on your tummy,

And put them all to bed. (Rest head on hands together at side of face.)





Phonological Awareness

Down by the Bay

1. Take a copy of the lyrics.
2. If you do not know the tune, listen to the audio or video version together.
3. Sing the song together, placing special emphasis on the words that rhyme.
4. Try making up your own silly, rhyming lyrics for the “My mother will say” line.

*You can
take home
your copy of
the lyrics to
continue
the fun!*

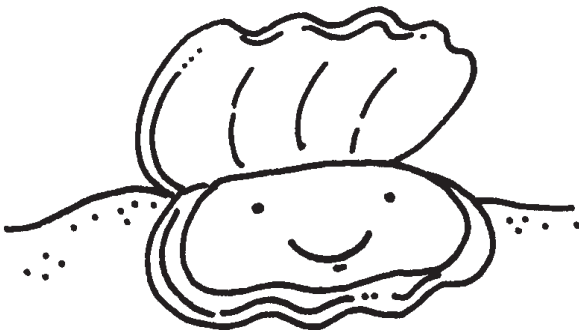
Down by the Bay

Down by the bay,
Where the watermelons grow,
Back to my home
I dare not go.
For if I do,
My mother will say,
"Did you ever see a clam
munching on ham,
Down by the bay?"

Down by the bay,
Where the watermelons grow,
Back to my home,
I dare not go.
For if I do,
My mother will say,
"Did you ever see a bee
With a sunburned knee,
Down by the bay?"

Down by the bay,
Where the watermelons grow,
Back to my home,
I dare not go.
For if I do,
My mother will say,
"Did you ever see a bunny
Counting her money,
Down by the bay?"

Down by the bay,
Where the watermelons grow,
Back to my home,
I dare not go.
For if I do,
My mother will say,
"Did you ever see a whale
Reading his mail,
Down by the bay?"





Letter-Sound Knowledge

ABC Book

1. Take a blank ABC book and some materials to use to write in and decorate the book.
2. Choose a letter to begin with, such as the first letter of your child's name. Your child can watch as you write the letter, write it with your help, trace it, or write it independently.
3. Have your child add drawings or glue in pictures of things, animals, or people whose names begin with the letter.
4. Help your child label each picture with its name. You can share the pencil or marker as you write together, or have your child tell you what to write.
5. Finish the book at home with your child. Do just a few pages at a time, so the task will be fun and not overwhelming.

*See the
Tip Sheet and
sample books
for ideas on how
to create and
use alphabet
books!*

Tips for Using ABC and Family Photo Books

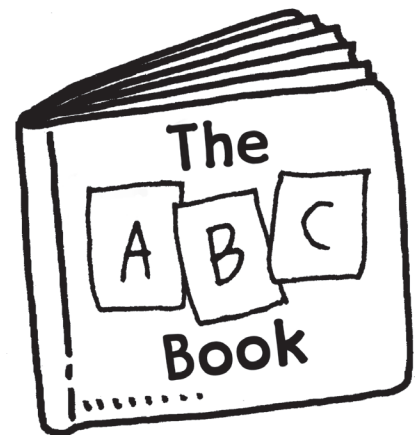
Include your child in writing the letter and words in whatever way he or she is comfortable:

- * telling you what to write
- * tracing or copying your writing
- * sharing the pencil
- * spelling using the sounds he or she knows

Add pages to your book one or two at a time, so that the task is fun and not overwhelming.

Talk about the pages and encourage your child to do the same. You might start by saying things like...

- * This reminds me of the time when we...
- * A funny story about _____ is the time when...
- * What words did you pick for the letter ____?
- * Tell me about what is happening in this picture.



My ABC's Book

This book belongs to:

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

LI

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz



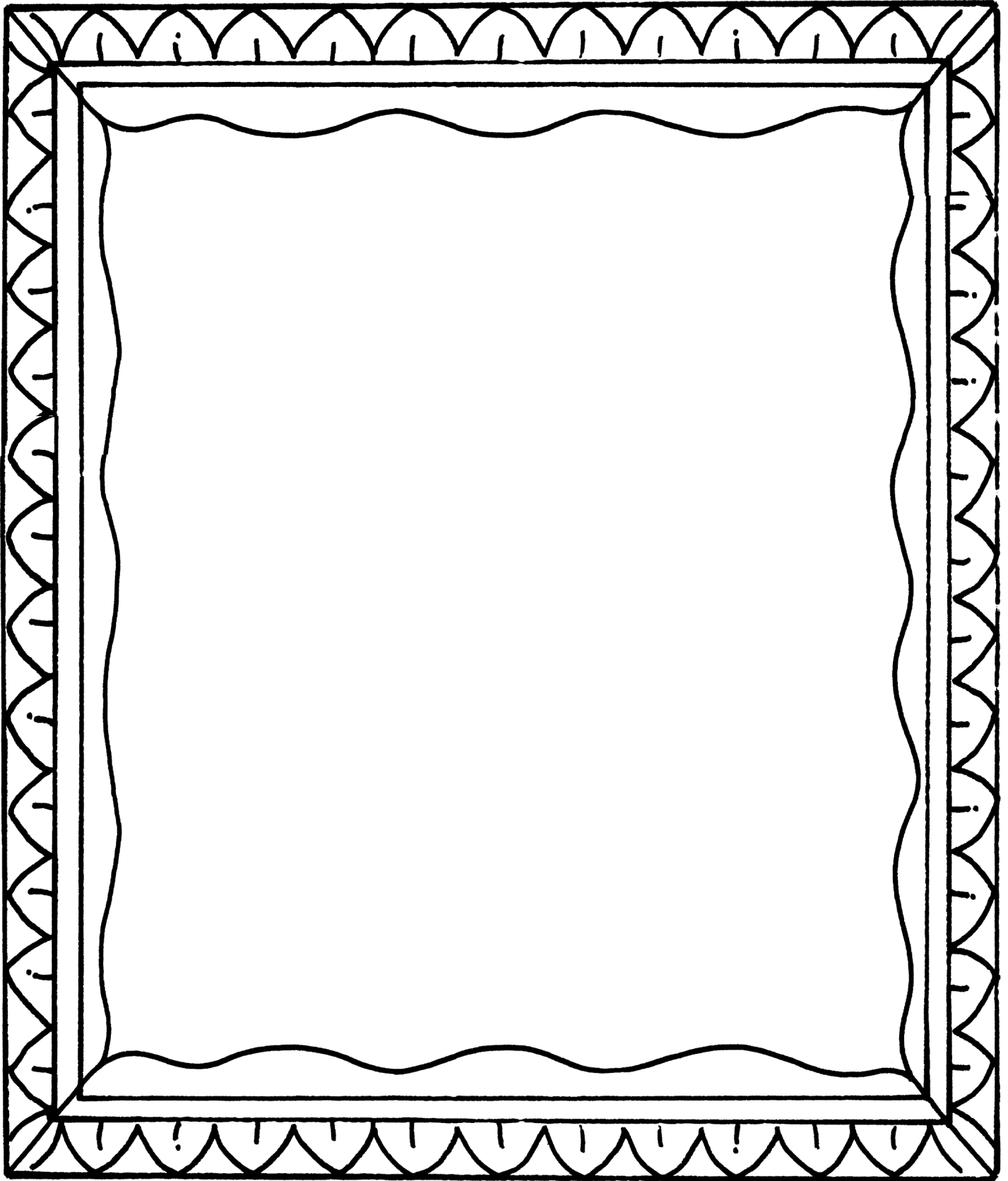
Letter-Sound Knowledge

Family "Photo" Book

1. Take one blank Family Photo Book. You and your child will fill each page with photos, drawings, and stories about special family members and friends.
2. Choose one family member or friend to start with. Help your child write the person's name on the page.
3. If you have a photo of the person, tape or glue it to the page. You may also invite your child to draw a picture of the person.
4. Add a brief story about the person. Your child can do the writing (with your help), or dictate the story to you.
5. At home, add pages for more family members and friends.

*See the
Tip Sheet and
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ideas on how to
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Books!*

My Family Photos





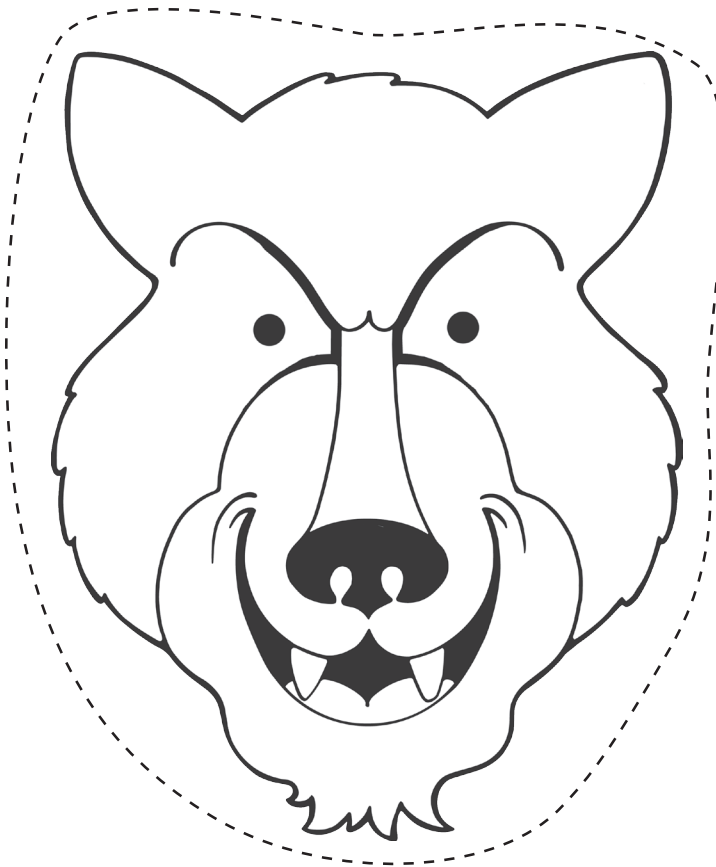
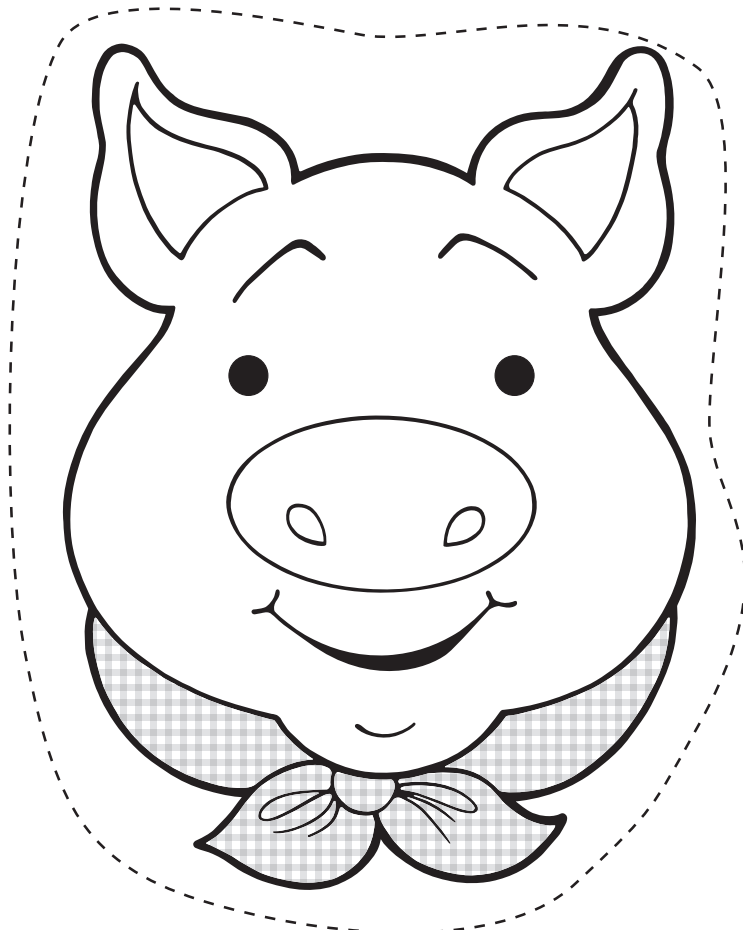
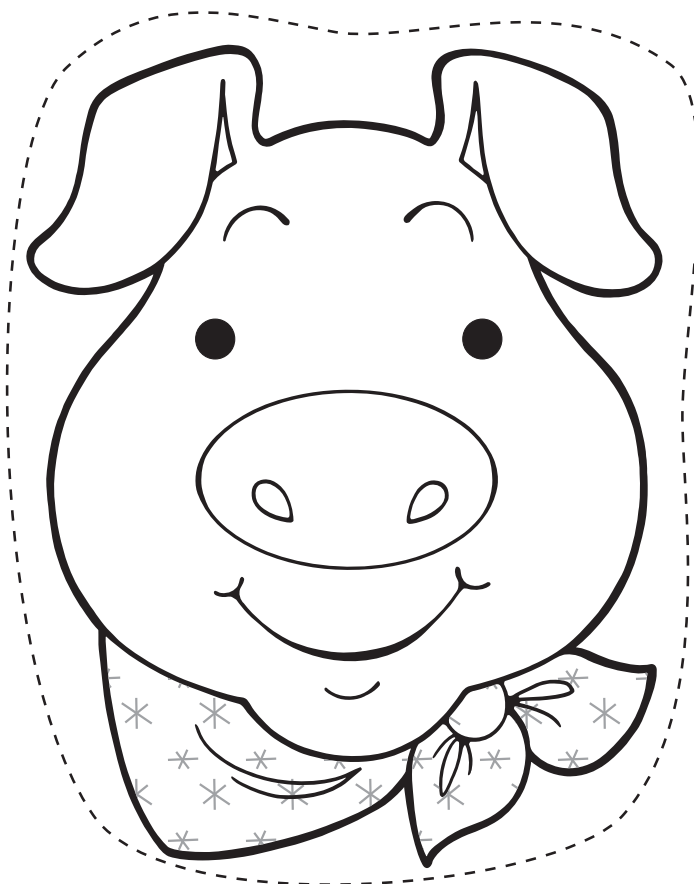
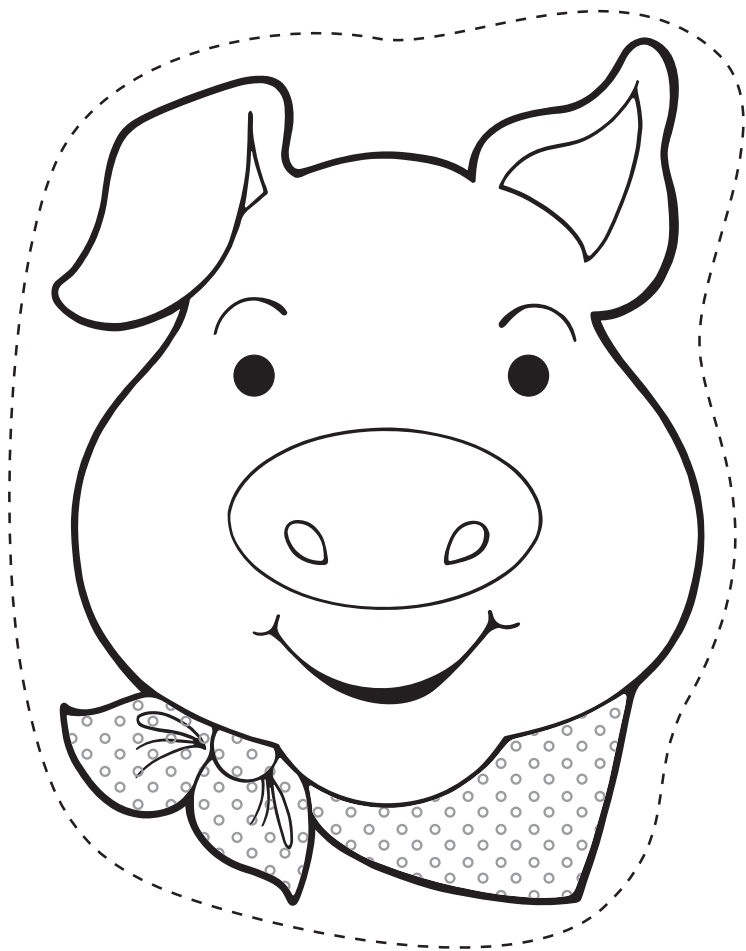
Comprehension

Retelling *The Three Little Pigs*

1. Take a set of props: the three little pigs, the big bad wolf, and the three houses.
 2. Take a copy of the Tip Sheet for ideas on retelling stories and using props.
 3. Place the props on the felt board and use them to retell the story of *The Three Little Pigs* with your child.
 4. Encourage your child to move the pieces to show the action of the story.
 5. When you are finished, place the materials back on the table.
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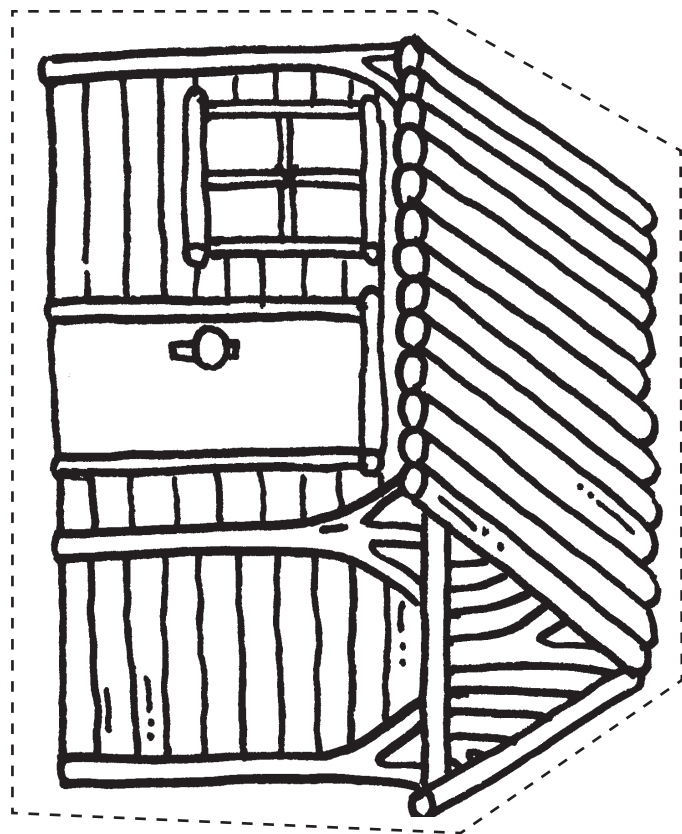
Engaging Families in Children's Literacy Development

Session 1: Literacy Happens at Home



Engaging Families in Children's Literacy Development

Session 1: Literacy Happens at Home





Tips for Retelling Stories Using Props

1. Read a book, tell a story from a book using the pictures as a guide (your child can help!), tell a story from memory, or remind your child of a story with which you are both very familiar.
2. If you haven't already, create puppets or other story-telling props.
3. Think out loud about how the story starts, or ask your child to do the same, and then act out that event with the props.
4. Continue on, reenacting events with props until you reach the end of the story. You may want to have the book handy to use as a guide.



If you want, try your hand at making up your own stories or changing the stories, and act them out with the props. The sillier the better!

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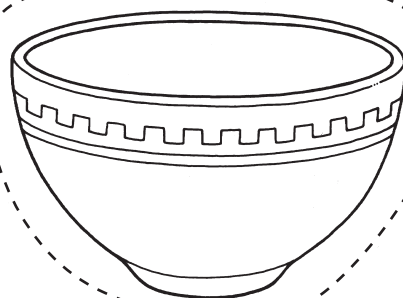
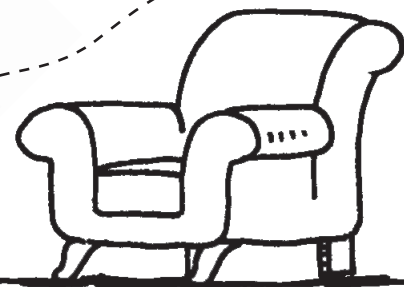
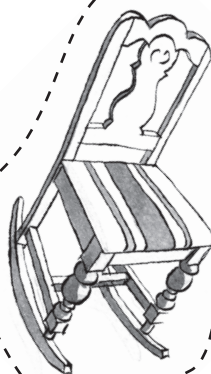
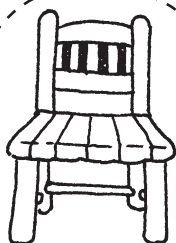
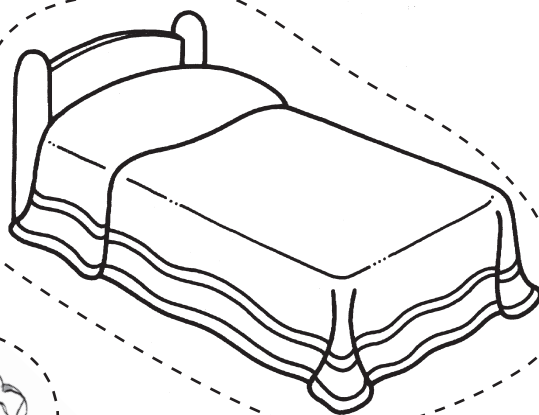
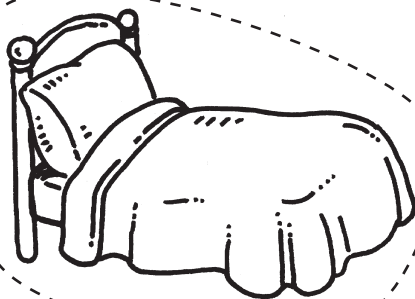
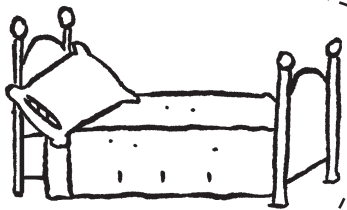
Comprehension

Retelling *Goldilocks and the Three Bears*

1. Take a set of props: stick puppets of Goldilocks, the three bears, the three bowls, the three chairs, and the three beds.
 2. See the Tip Sheet for ideas on retelling stories using props.
 3. Use the puppets and props to retell *Goldilocks and the Three Bears* with your child.
 4. Encourage your child to move the props and puppets to show the action of the story.
 5. When you are finished, return the materials to the table.
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Engaging Families in Children's Literacy Development

Session 1: Literacy Happens at Home





Oral Language

Animal Sort

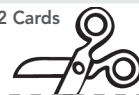
1. Take a set of animals.
2. Talk with your child about what you notice about the animals. Talk about their size, fur, tail, color, and so on.
3. Have your child sort the animals by the features you've discussed, grouping animals with similar features together.
4. If your child is new to sorting, begin sorting yourself and ask your child to tell you whether or not an animal fits into a certain group.
5. Next, sort the animals a different way, such as where they live or how fast they move.

Encourage your child to think up more ways to sort animals!

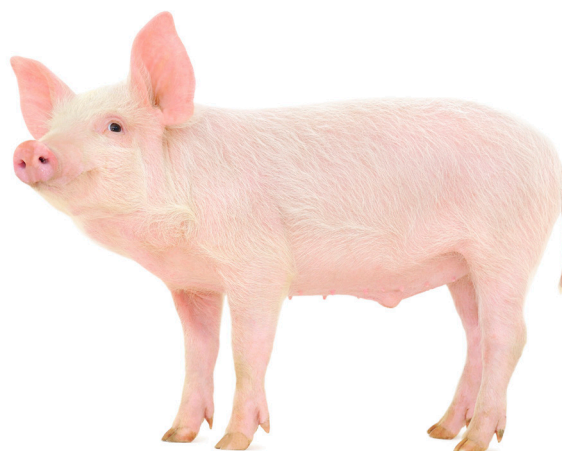
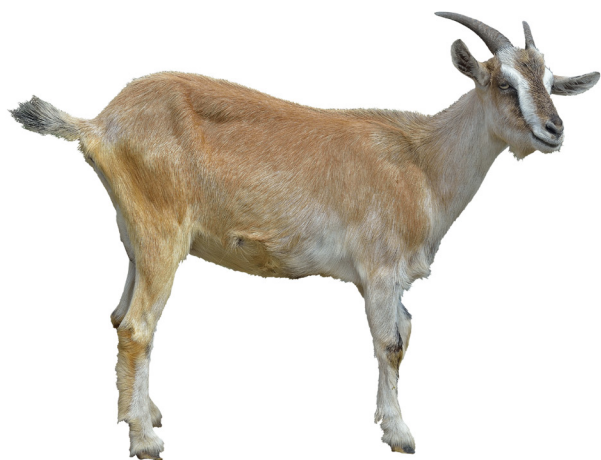


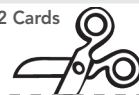
Pets



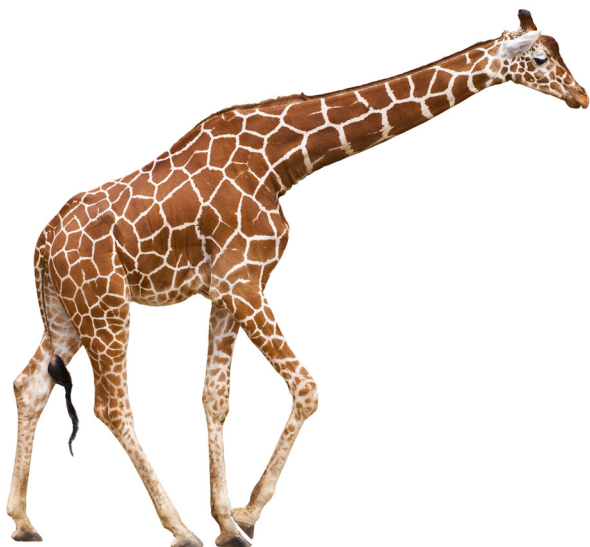


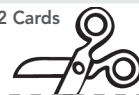
Farm





Jungle





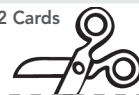
Forest





Air and Water





Miscellaneous





Oral Language

I Spy

1. Take a set of animals. To start, choose four or five of the animals and set them in front of your child.
2. Give clues, one at a time, asking your child to choose the animal that fits the description. Example: *"I spy an animal that is black and white, (pause) has stripes, (pause) and can be found in the wild."*
3. Say the name of the animal together: *"a zebra."*
4. Add more animals to the game once your child gets the hang of it.
5. Take turns giving the clues, if your child would like that.

You can play this game at home using magazine pictures.