

Engaging Families in Children's Literacy Development

Session 2: Literacy Happens in the Living Room

CD Materials List

| ACTIVITY | RESOURCE | COPIES |
|--|---------------------------|---|
| <u>Introduction</u> | Sign-in sheet | 1 |
| | Activity Log (optional) | 1 per family |
| | Areas of Literacy handout | 1 per new family |
| <u>CoP-1: Just Write!</u> | Activity directions | 1 |
| | Bookmark | 1 per family |
| <u>CoP-2: Spin to Write</u> | Activity directions | 1 |
| | Spinner template | 1 per family, printed on cardstock |
| | Writing Tips sheet | 1 per family, plus display copies for CoP, Writing, Letter-Sound Knowledge, and Comprehension Centers |
| <u>Writing-1: Gift Tag</u> | Activity directions | 1 |
| <u>Writing-2: Family Messages</u> | Activity directions | 1 |
| <u>PA-1: Rhyming Memory Game</u> | Activity directions | 1 |
| | Rhyming Picture Cards | <ul style="list-style-type: none"> • 1 or more sets for use in the center, depending on group size • 1 sheet of cards for each family to take home |
| <u>PA-2: Action Rhymes and Riddles</u> | Activity directions | 1 |
| | Action Rhymes and Riddles | <ul style="list-style-type: none"> • 1 or more sets for use in the center, depending on group size • 1 sheet of rhymes for each family to take home |
| <u>LS-1: Make a Game</u> | Activity directions | 1 |
| | Game directions | 1 per family |
| | Gameboard templates | 1 per family, plus extra to allow for choice; 3 templates available |
| | Game card template | 1 |
| <u>LS-2: Family Name Art</u> | Activity directions | 1 |
| <u>Comp-1: Picture Storytelling</u> | Activity directions | 1 |
| | Picture Cards* | 1 or more sets, depending on group size; printed in color if possible |
| <u>Comp-2: Story Spinners</u> | Activity directions | 1 |
| | Spinner template | 1 per family, printed on cardstock |
| <u>OL-1: Sorting and Labeling</u> | Activity directions | 1 |
| | Picture Cards** | 1 or more sets, depending on group size; print in color if possible |
| <u>OL-2: Talk-Show Time</u> | Activity directions | 1 |
| | Talk-Show Time Cards | <ul style="list-style-type: none"> • 1 or more sets, depending on group size • 1 set for each family to take home |
| | Microphone template*** | 1 |

*You may omit if substituting pictures cut from magazines; see optional extras, p. 37 of the Viewing Guide.

**You may omit if substituting with toy furniture; see optional extras, p. 37 of the Viewing Guide.

***You may omit if using toy microphones; see optional extras, p. 37 of the Viewing Guide.

Date: _____

Session 2 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. **Just Write!:** Read a book to your child. _____
2. **Spin to Write:** Create a spinner listing different types of writing. _____

WRITING

1. **Gift Tag:** Make a gift tag for a friend or family member.
2. **Family Messages:** Write a message to a family member. _____

PHONOLOGICAL AWARENESS

1. **Rhyming Memory Game:** Match rhyming pictures in a fun memory game. _____
2. **Action Rhymes and Riddles:** Practice fun finger plays. _____

LETTER-SOUND KNOWLEDGE

1. **Make a Game:** Create your own alphabet game to take home! _____
2. **Family Name Art:** Make a piece of art out of a name. _____

COMPREHENSION

1. **Picture Storytelling:** Tell a story about a picture. _____
2. **Story Spinners:** Make a spinner listing the names of family members. _____

ORAL LANGUAGE

1. **Sorting and Labeling:** Sort household items into various categories. _____
2. **Talk-Show Time:** Role-play a talk show host interviewing a guest. _____

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.

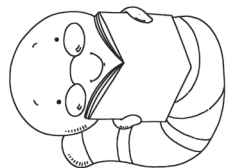


Concepts of Print

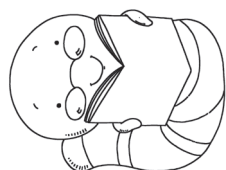
Just Write!

1. Take one copy of the book and a bookmark.
2. As you read with your child, use the bookmark to talk about important print concepts and book features.
3. Ask your child to use a pointer or a finger to show you the book features listed on the bookmark.

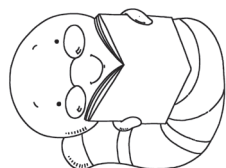
*You can
take home a
bookmark!*



Show Me...



Show Me...



Show Me...

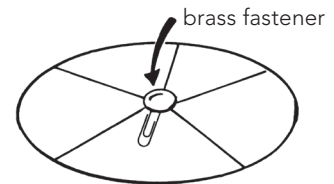




Concepts of Print

Spin to Write

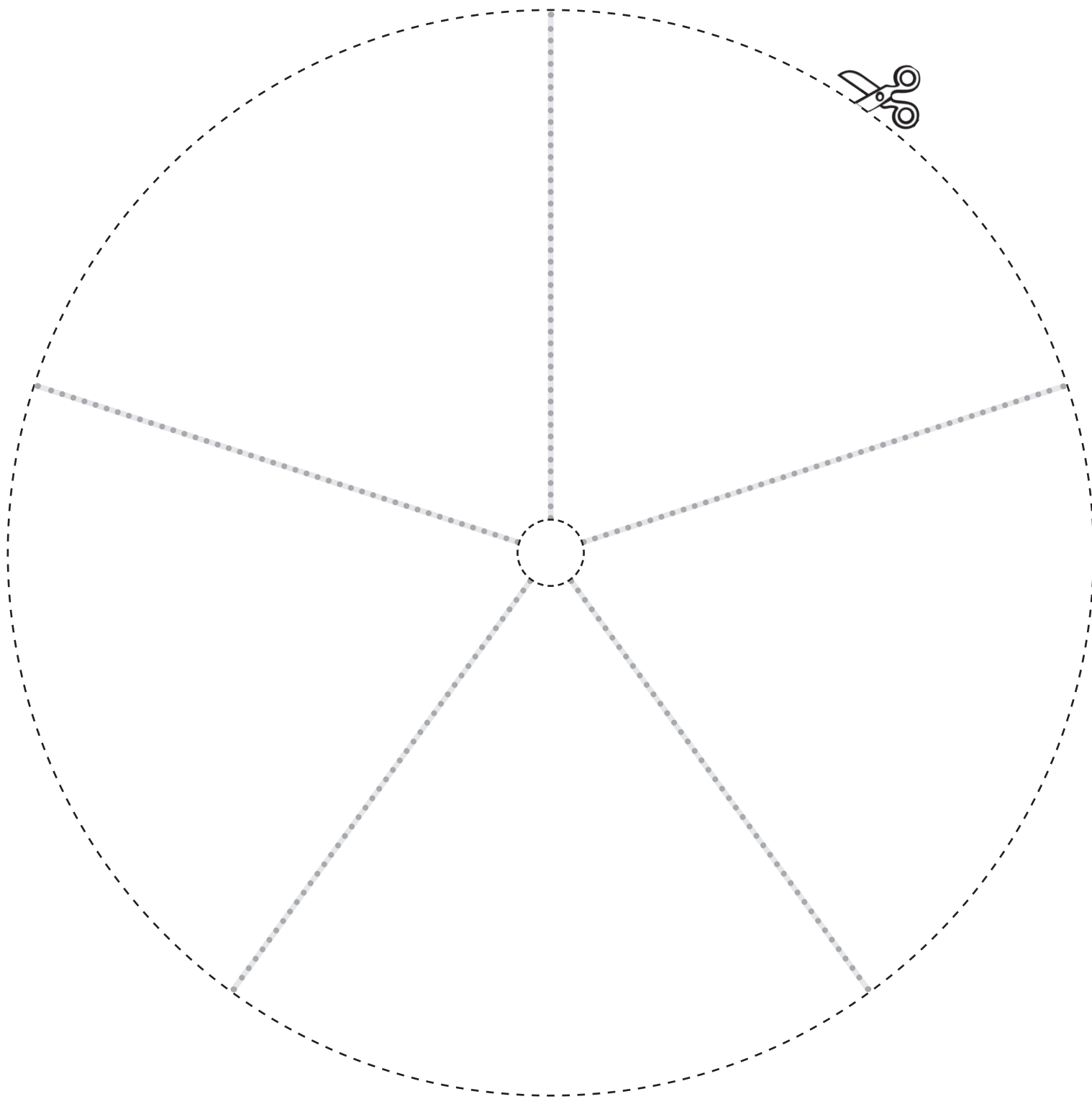
1. Together with your child, think of different types of writing that you do. Some ideas are:
 - notes
 - letters
 - lists
 - cards
 - text messages
 - emails
 - stories
2. Take a spinner template. Help your child write the types of writing you choose on the spinner.
3. Put the spinner together:
 - Push the brass fastener through the center of the top of the spinner and tape it to the back; make sure the fastener sticks up out of the top of the spinner.
 - Slip the paper clip over the top of the fastener.



*You can
take home
your spinner
and a
Tip Sheet.*

Engaging Families in Children's Literacy Development

Session 2: Literacy Happens in the Living Room



Writing Tips

Six Ways to Help Your Child Write:

1. Praise your child as he or she writes a message using pictures, scribbles, letters, or words.
2. Have your child dictate what he or she wants to say, and show your child how you slowly say the words, listening for sounds as you write them.
3. Write your child's message in a light-colored pencil or marker and have him or her trace the letters in a darker color.
4. Make a line for each word your child wants to write, and then have your child write letters to represent the sounds in the words. (It's OK if he or she only hears a sound or two in each, at first.)
5. Make a line for each sound in the words your child wants to write, and then have your child write the letters to represent those sounds to the best of his or her ability. (Note that the focus is on representing each sound, not correct spelling, and that many words have fewer sounds than letters.)
6. Help your child say words slowly and write down the sounds he or she hears.

Things to Talk About as You Write:

- * Words are usually made of two or more letters squished together with spaces on each side. You can count the number of words in a sentence by touching each one and "jumping" your finger over the spaces.
- * Individual letters are inside words. You can count the number of letters in a word, starting with the first letter and ending when you get to the space.





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Writing Gift Tag



1. Choose a tag.
2. Let your child decide if he or she wants to make a gift tag (with someone else's name) or a tag to attach to a personal belonging (with his or her own name).
3. Help your child write the name on the tag. (See Writing Tips sheet.)
4. Feel free to decorate the tag or add a message on the back, if you wish. If your child is interested, make another!





Writing Family Messages

1. Talk with your child about different ways people can send messages, such as letters and emails.
2. Ask your child to choose a kind of message to write at the center. Take some writing materials to use.
3. Ask your child to choose a family member to write to.
4. Help your child write a message. Use the Writing Tips sheet for ideas on how to help your child.

*Take the
message
home and
deliver it!*



Phonological Awareness

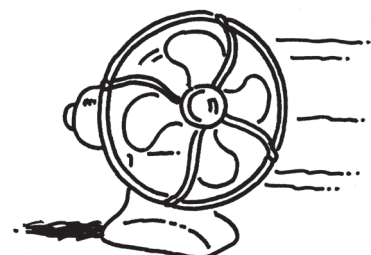
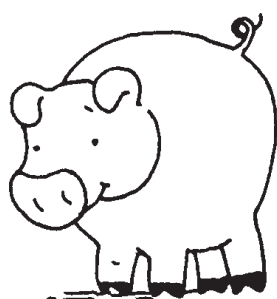
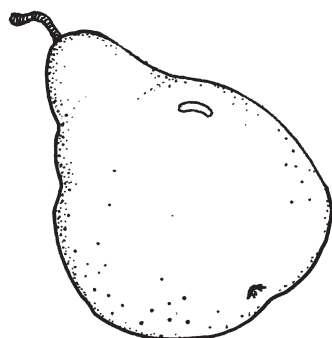
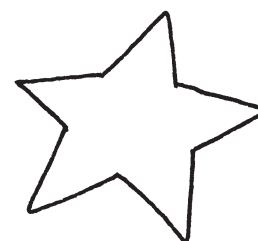
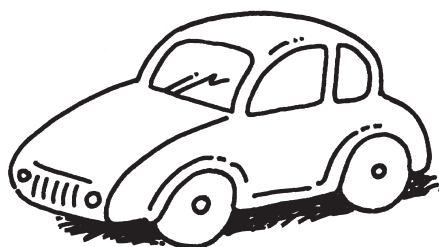
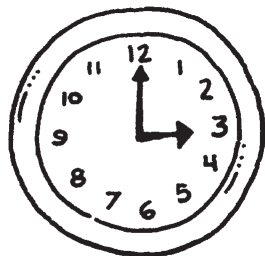
Rhyming Memory Game

1. Take a set of picture cards and place them facedown in rows on a table.
2. Have your child choose a card, turn it over, and say the name of the picture.
3. Then ask your child to turn over another card and say the name of the picture to see if it rhymes with the first card.
 - If it does, it's a match and both cards go in the child's pile.
 - If it doesn't, both cards get turned back over, and it's your turn.
4. Repeat the process until all cards are matched.

*You can
take home a
set of rhyming
cards!*

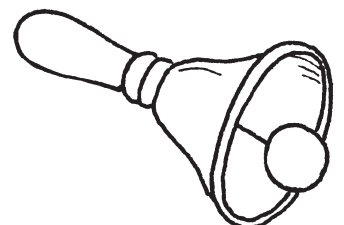
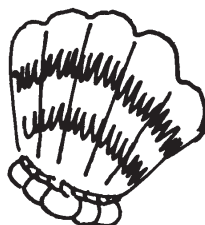
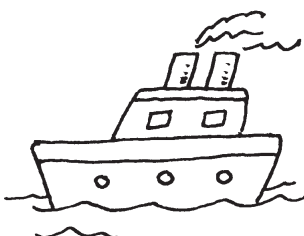
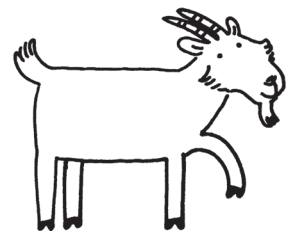
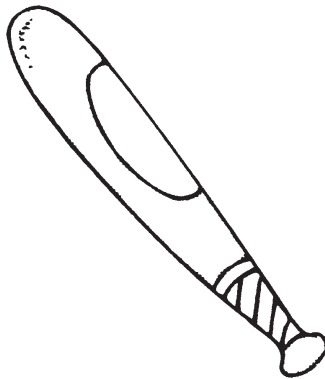
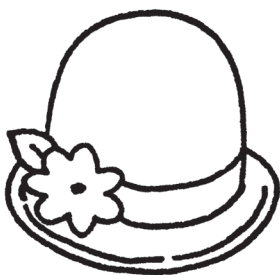
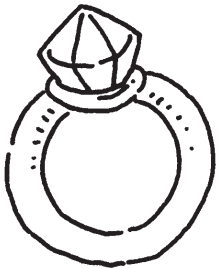
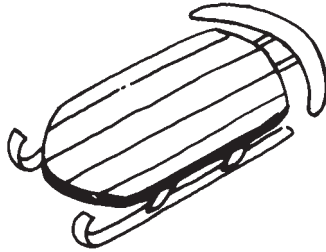
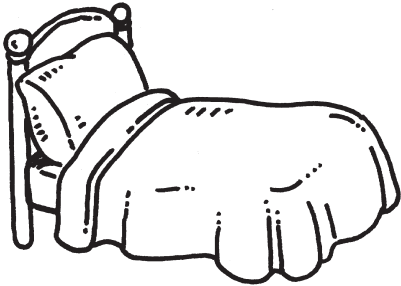


Rhyming Memory Game Cards



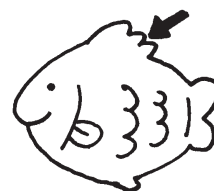
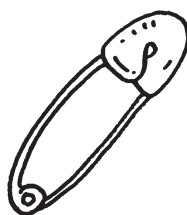
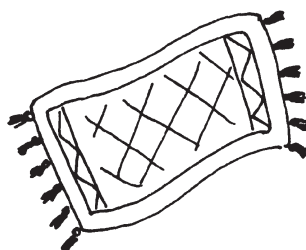
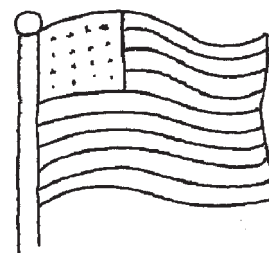
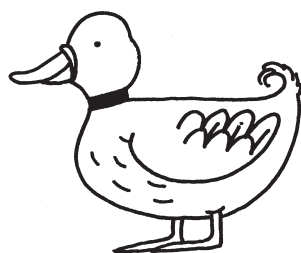
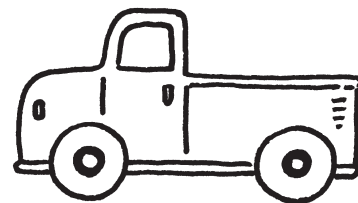
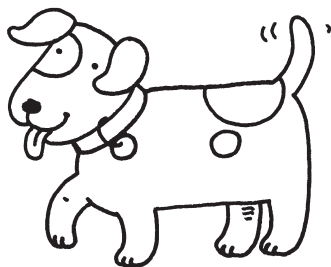
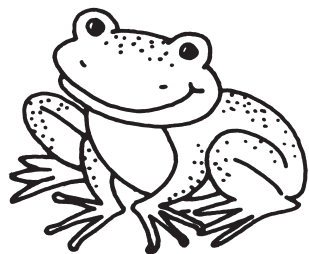


Rhyming Memory Game Cards





Rhyming Memory Game Cards





Phonological Awareness

Action Rhymes and Riddles

1. Take one set of action rhymes and riddles.
2. Choose a rhyme or riddle and read over the text and any hand motions.
3. Read the text to your child slowly. Then read it with your child a couple of times for practice. For action rhymes, practice hand motions; for riddles, practice the word game.
4. After a couple of practice rounds, have your child do the action rhyme for you. If you're doing a riddle, do it again with new words for your child to guess.

*You can
take home a
sheet of rhymes
and riddles.*

Action Rhymes and Riddles

Action Rhyme: Tommy Thumbs Up

(Match actions to words, using thumbs.)

Tommy Thumbs is up and Tommy Thumbs is down.

Tommy Thumbs is dancing all around the town.

He's dancing on your shoulders,

He's dancing on your head.

Now dance him on your knees and Tuck him into bed.

Riddle: Name the Object

To play this game, give your child a simple sentence, replacing one word with a nonsense word that rhymes with the original word. Have your child guess what the actual word is. If you play several times, it may help to use the same first sound each time. For example...

I'm going to the store to buy some zood (food).

Before I put on my shoes, I need to put on my zocks (socks).

You can also try showing your child two objects (e.g., a shoe and a sock) as a hint.



Riddle: Eenie, Meenie, Miney, Moe

To play this game, repeat the following riddle to your child, changing out the three words used. The goal is for your child to identify the word that doesn't rhyme.

Eenie, meenie, miney, moe, two can stay but one must go: tree, bee, run.

Additional word sets:

- Car, sing, far
- Sun, duck, truck
- Nap, lap, dog

Action Rhyme: Reach for the Ceiling

(Match actions to words.)

Reach for the ceiling,

Touch the floor,

Stand up again,

Let's do some more!

Touch your head,

Then your knee,

Up to your shoulders,

Like this, you see.

Reach for the ceiling,

Touch the floor.

That's all for now,

There isn't any more.

Action Rhyme: Clap Your Hands

(To the tune of "Row, Row, Row Your Boat")

Clap, clap, clap your hands,

Clap your hands with me.

(Clap hands together.)

Clap them fast,

(Clap fast.)

Clap them slow,

(Clap slowly.)

Clap your hands with me!

(Repeat with stomp your feet, pat your knees, sway your arms, etc.)

Action Rhyme: Little Turtle

There was a little turtle,
(Make a fist.)

He lived in a box.

(Cover fist with opposite hand.)

He swam in a puddle.

(Make swimming motion.)

He climbed on the rock.

(Pretend to climb.)

He snapped at a mosquito,

(Snap.)

He snapped at a flea,

(Snap.)

He snapped at a minnow,

(Snap.)

He snapped at me!

(Snap.)

He caught the mosquito,

(Clap.)

He caught the flea,

(Clap.)

He caught the minnow,

(Clap.)

But he didn't catch me!

(Point to self and shake head.)



RIDDLE

Name the Object

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ACTION RHYME

Tommy Thumbs Up

(Match actions to words, using thumbs.)

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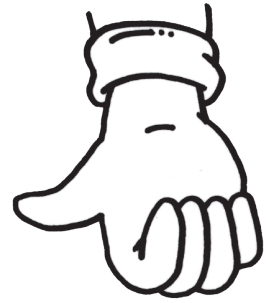
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Now dance him on your knees and

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RIDDLE

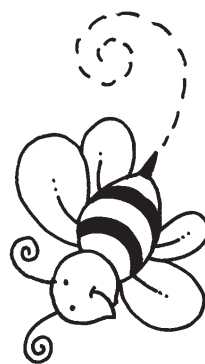
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ACTION RHYME

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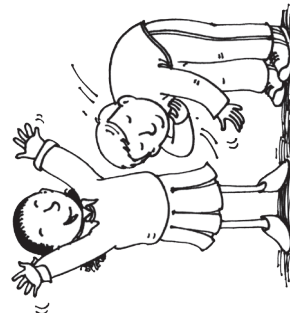
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ACTION RHYME

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(To the tune of "Row, Row, Row Your Boat")

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ACTION RHYME

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(Pretend to climb.)

He snapped at a mosquito,

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He snapped at a minnow,

(Snap.)

He snapped at me!

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He caught the mosquito,

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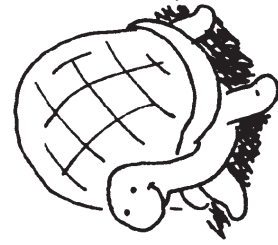
(Clap.)

He caught the minnow,

(Clap.)

But he didn't catch me!

(Point to self and shake head.)





Letter-Sound Knowledge

Make a Game

1. Select a game board and glue it to the inside of a file folder.
2. Choose 10 or fewer letters to use in your game. The letters you choose should either be a mixture of familiar and unfamiliar letters, or letters that are personally meaningful (such as letters in your child's name).
3. Write each letter on a space on your game board. Repeat letters as needed to fill in all spaces.
4. Write each letter on a game card.
5. Pick up a set of game tokens and directions for playing your game, here or at home.

*Take the
game you
made home
with you!*

Game Directions

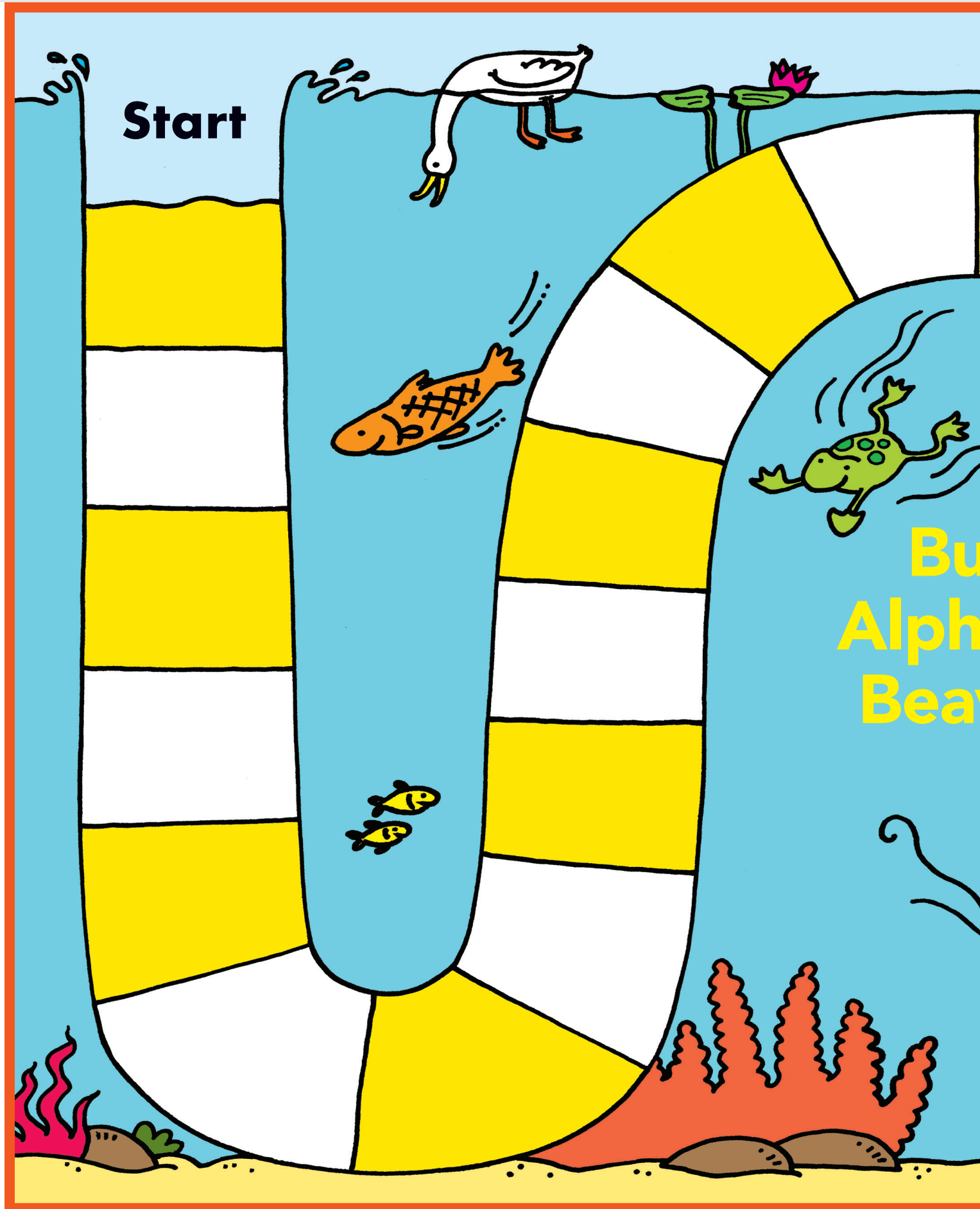


1. All players should place their game pieces on the “start” square.
2. Place game cards in a pile, face down.
3. Beginning with the youngest player, take turns drawing a card and moving to the nearest square with the corresponding letter.
4. If a player has passed all examples of the letter on the card drawn, he or she goes to the finish line!

Session 2: Literacy Happens in the Living Room

S2:LS-1 Template





Easy Alphabet Puzzles



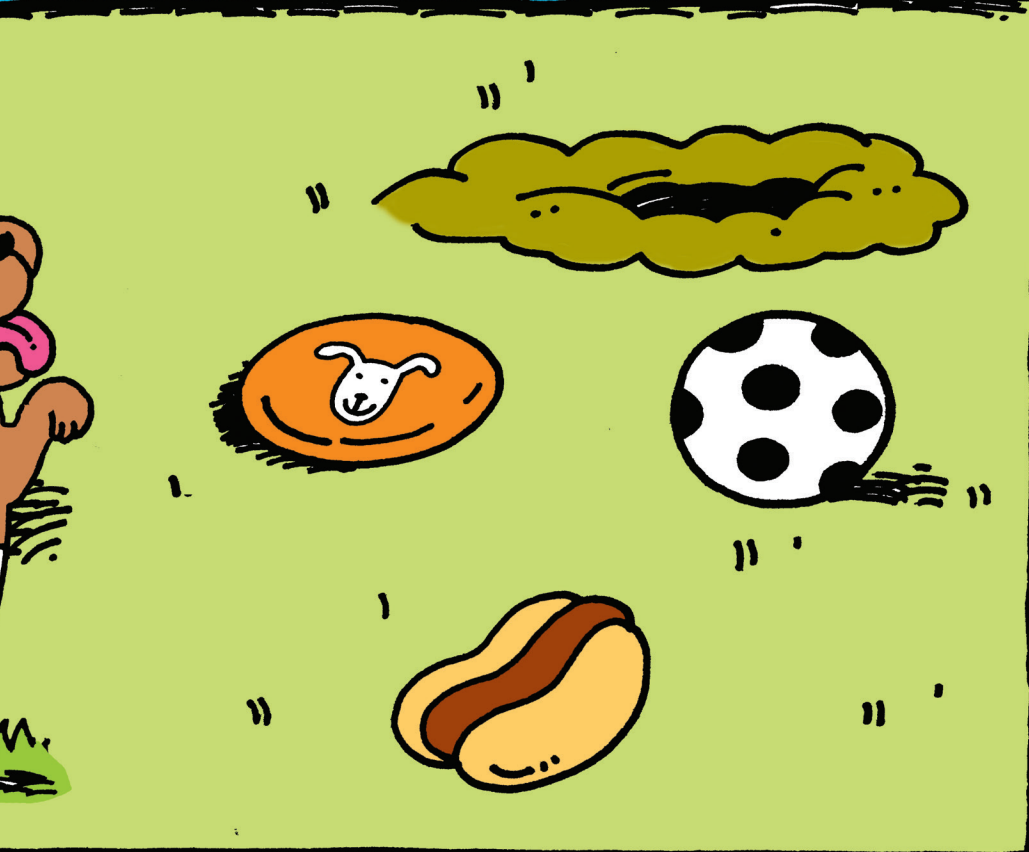
Start



Feeding the



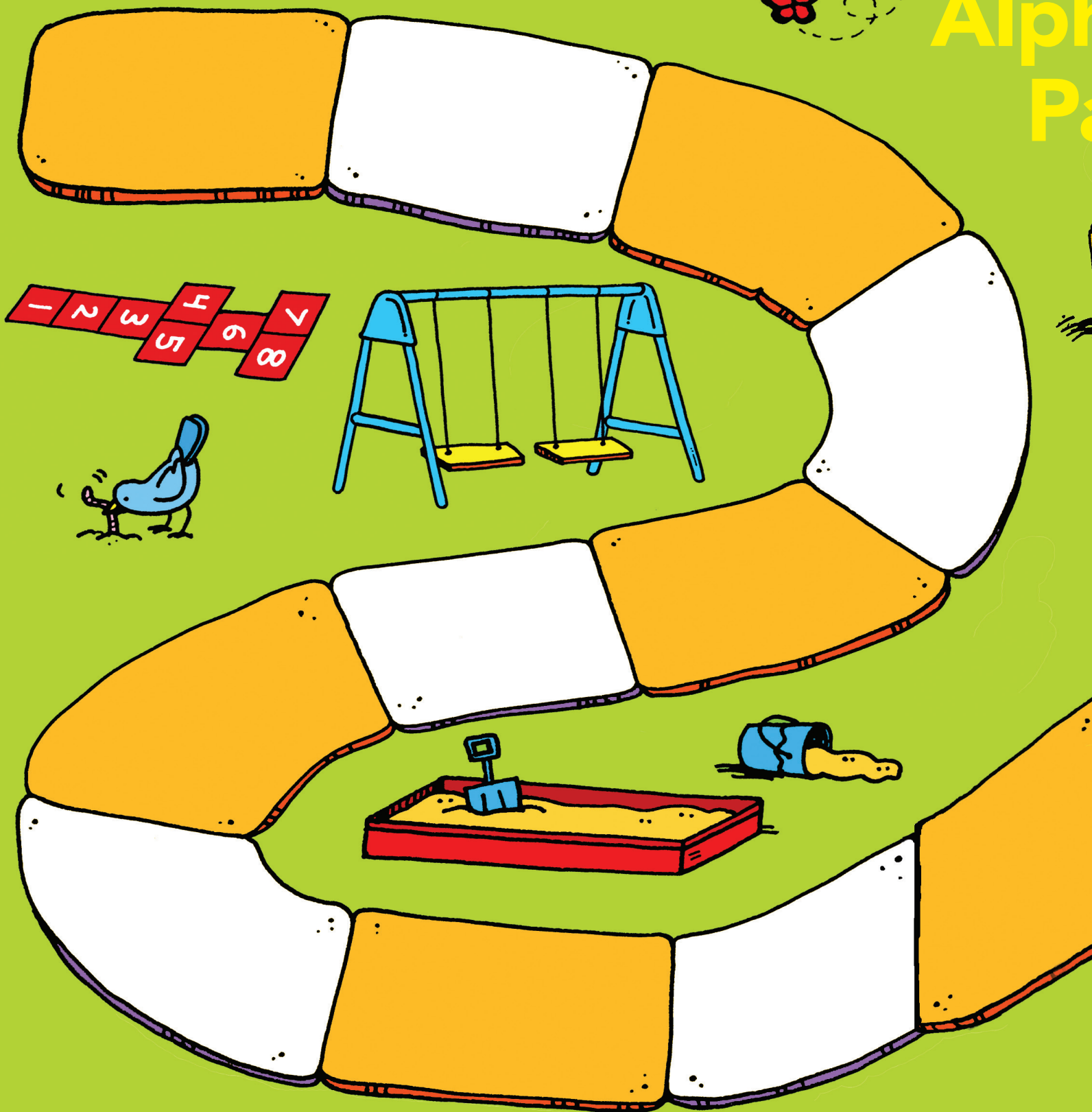
Alpha Dog



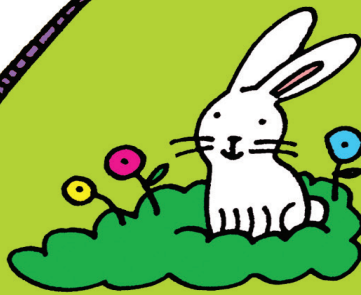
Start



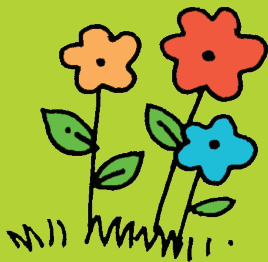
Alpha
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habet ark



Finish





Letter-Sound Knowledge

Family Name Art

1. Take a sheet of paper.
2. Help your child write his or her own name or a family member's name on the paper in large letters.
3. As you write the name with your child, discuss the letters and sounds in the name. Use the Writing Tips sheet to help you.
4. Have your child use the art materials provided to decorate the letters as you continue to talk about the letters and sounds.

*You can take
your artwork
with you. It makes
a great gift
or refrigerator
art!*

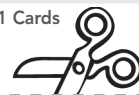


Comprehension

Picture Storytelling

1. Have your child choose a picture.
 2. Help your child make up a story about the picture.
 3. Help your child think of a
 - Beginning: Who is in the story? Where are they?
 - Middle: What is the problem? How do the characters try to solve the problem?
 - Ending: What happens at the end?
Does the problem get solved?
 4. You can have your child describe how things in the picture look, sound, feel, and smell. Your child can also add imaginary details to help with the story.
-

At home, you and your child can do the same activity, using pictures in magazines, newspapers, junk mail, or books.



Picture Cards

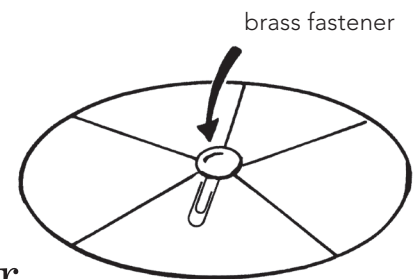




Comprehension

Story Spinners

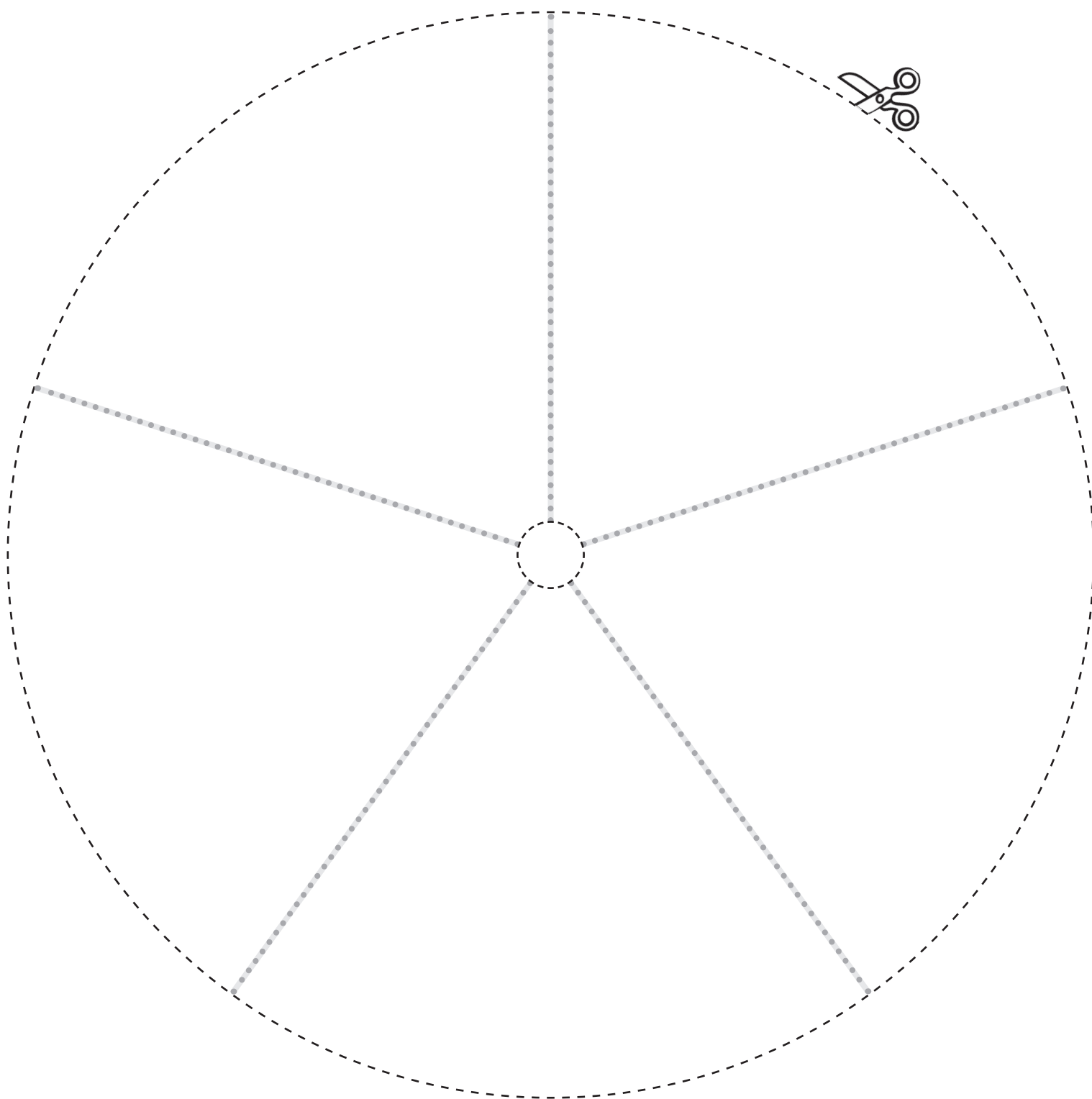
1. Take materials to make a spinner:
 - template
 - brass fastener
 - paperclip
2. Help your child write family members' names on the spinner. Use the tips on the Tip Sheet to guide your child.
3. Put the spinner together:
 - Push the brass fastener through the center of the spinner and tape it to the back; make sure the fastener sticks up out of the top of the spinner.
 - Slip the paperclip over the top of the fastener.
4. Use the spinner to tell family stories. Spin it and have the person whose name is selected tell a story. Or you can tell a story about that person.



Take the spinner home and use it to tell stories with the whole family!

Engaging Families in Children's Literacy Development

Session 2: Literacy Happens in the Living Room

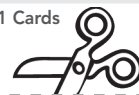




Oral Language

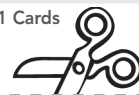
Sorting and Labeling

1. Take a set of materials.
 2. Show each item to your child and ask him or her to say the name of the item.
 3. Now sort the items into categories. You can use the ones below or come up with your own.
 - Room (where it belongs)
 - Size (e.g., big, small)
 - Material (e.g., wood, metal, plastic)
 - Price (e.g., expensive or inexpensive)
 - Fun to use
 - Needs to be plugged in (or not)
-



Picture cards





Picture Cards





Oral Language

Talk-Show Time

1. Take a microphone and a set of cards, and get ready to interview your child!
 2. Have your child sit across from you, talk-show style.
 3. Using the microphone as a prop, interview your child using the questions on the cards.
 4. Have your child answer as if he or she is a celebrity guest on your show.
 5. Hand over the microphone and have your child take a turn interviewing you.
-



Talk-Show Time Cards



Tell me about a time when you were really embarrassed.



Tell me about a time when you were really happy.



What did you do on the best day you ever spent with your family?



Tell me about your favorite place.



Tell me about a time when you were really mad.



If you could have any job in the world, what would it be? Why?



What is the funniest thing you have ever seen?



If you could go anywhere, where would you go? Why?



If you could spend a whole day doing your favorite things, what would you do?



If you could meet any person in the world, who would it be? Why?

Engaging Families in Children's Literacy Development

Session 2: Literacy Happens in the Living Room

