

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: Reading Recipes</u>	Activity directions	1
	Food Friend recipe	1 per family and 1 to display
	Ants on a Log recipe	1 per family and 1 to display
<u>CoP-2: Picture Predictions</u>	Activity directions	1
	Bookmark	1 per family
<u>Writing-1: Making Grocery Lists</u>	Activity directions	1
	Writing Tips sheet	1 for each new family; 1 display copy
<u>Writing-2: Family Placemats</u>	Activity directions	1
<u>PA-1: Crazy Dinners</u>	Activity directions	1
	Food images*	1 or more sets; print in color if possible
<u>PA-2: Silly Sounds Food</u>	Activity directions	1
	Food images*	1 or more sets; print in color if possible
<u>LS-1: Magnet Letters</u>	Activity directions	1
<u>LS-2: Make a Letter</u>	Activity directions	1
<u>Comp-1: Table Talk</u>	Activity directions	1
	Table Talk Cards	1 or more sets, plus sheets of cards for families to take home
<u>Comp-2: Guess Who Came to Dinner?</u>	Activity directions	1
<u>OL-1: What Do You Need to Make a . . . ?</u>	Activity directions	1
	Kitchen Tools Cards	1 or more sets; print in color if possible
<u>OL-2: Food Sort</u>	Activity directions	1
	Food images*	1 or more sets; print in color if possible

*You may substitute pictures you cut out from magazines or grocery flyers or toy food. For PA-1, food must start with sounds: /b/, /p/, /ch/, /s/.

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.

Session 3 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 Recipes:** Follow the steps in a recipe to make a yummy snack! _____
2. **Picture Predictions:** Help your child make predictions about a book you read together. _____

WRITING

1. **Making Grocery Lists:** Help your child write a grocery list.
2. **Family Placemats:** Create a placemat for a family member. _____

PHONOLOGICAL AWARENESS

1. **Crazy Dinners:** Play a game matching letters and sounds. _____
2. **Silly Sounds Food:** Learn a fun way to play with sounds. _____

LETTER-SOUND KNOWLEDGE

1. **Magnet Letters:** Use magnetic letters to practice letter names and sounds. _____
2. **Make a Letter:** Use fun materials to practice making letters. _____

COMPREHENSION

1. **Table Talk:** Role play dinner conversation around the table. _____
2. **Guess Who Came to Dinner?:** Play a fun guessing game. _____

ORAL LANGUAGE

1. **What Do You Need to Make a . . .?:** Talk about how to use various kitchen tools. _____
2. **Food Sort:** Sort food items into different categories. _____



Concepts of Print

Reading Recipes

1. Take a copy of a recipe.
2. Read the recipe together, helping your child identify what you will need to make it.
3. Take the ingredients and a plate.
4. Make the recipe with your child, following the step-by-step directions. Ask your child what to do first, second, and third.
5. Eat and enjoy!

*Take the
recipe home
with you so you
can try it again
another day!*



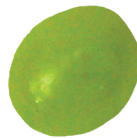
Concepts of Print

Food Friend Recipe

Ingredients:



2 banana slices



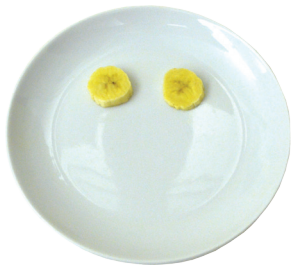
1 grape



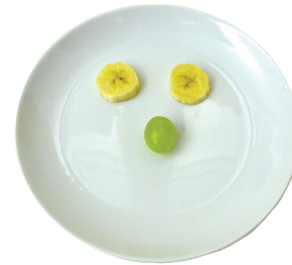
1 apple slice

Directions:

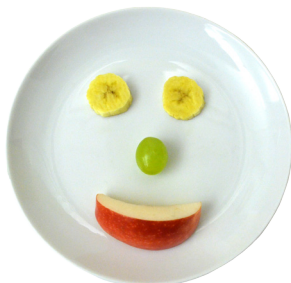
1. Pick two eyes.



2. Pick one nose.



3. Pick one mouth.



4. Eat and enjoy!





Concepts of Print

Ants on a Log

Ingredients:



cream cheese



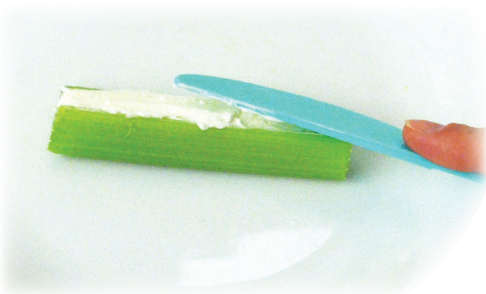
1 piece of celery



raisins

Directions:

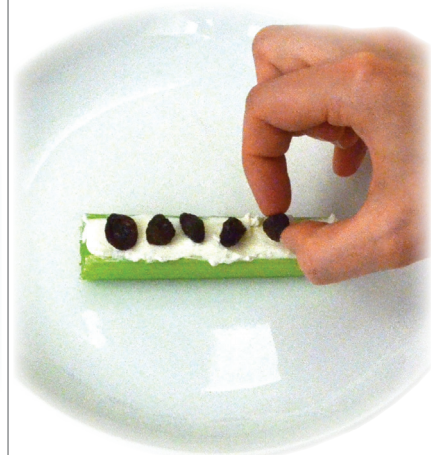
1. Spread the cream cheese on the celery stick.



2. Put on the raisins.



3. Eat and enjoy!

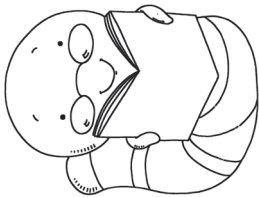




Concepts of Print

Picture Predictions

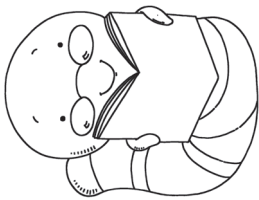
1. Take a book and a bookmark.
2. Read the title of the book to your child.
Ask him or her to look at the picture on the cover and then guess what the book might be about.
3. When you come to a marked page, read the question on the sticky note to your child and listen to his or her response.
4. Continue reading to find out if your child's predictions turned out to be true.



Picture Predictions

In most children's picture books, the pictures either match or extend the meaning of the written words.

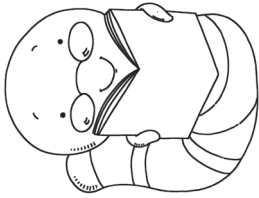
Flip this bookmark over for ideas on how to help your child use pictures to understand books better.



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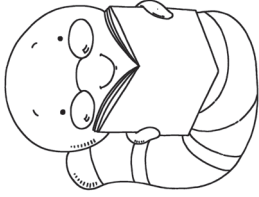
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Stop a few times while reading the book and...

Ask your child to make a prediction before turning the page and then "read" the picture to see if he or she was correct.

Show your child a page and ask what it might be about and what in the picture suggests that. Read the words to see how close the prediction was.

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Writing

Making Grocery Lists

1. Take a piece of paper, something to write with, and some magnetic letters.
 2. Have your child make a grocery list by writing down what he or she would like to buy at the store. You can make suggestions for the list, too—this is a great time to talk about healthy eating!
 3. Help your child write the sounds he or she hears at the beginning of the words, as well as any other letters he or she can hear.
 4. You can use the magnetic letters to model letter shapes for your child, or you can guide your child's hand with your own. You can also write the letters for your child to trace or copy.
 5. You can have your child draw pictures of each listed item.
-

When your child helps make the grocery list, it is also fun to go to the store and let him or her check off the items as you put them in the cart!

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 Family Placemats

1. Take a sheet of paper and materials to decorate it with.
2. Make a placemat for your child or a family member. Help your child write the name of the person you are making the placemat for.
3. Use the craft materials to decorate the placemat. Ask your child to think about what the person would like and choose colors and make designs especially for that person.
4. As you decorate the letters, talk about their names and shapes.

This is a great activity to try at home when the weather keeps you indoors or whenever there is a special occasion, such as a birthday!



Phonological Awareness

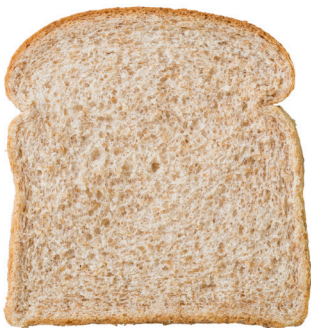
Crazy Dinners

1. Take a set of plates and a bag of food pictures.
2. Have your child say the name of the food pictured on each plate. Ask him or her to listen carefully for the beginning sound.
3. Take out the food pictures. Show your child one and ask him or her to say the food's name. Then ask your child to put it on the plate that has a picture with the same beginning sound.
4. Continue sorting the food as long as your child is interested.
5. When you finish, look at each of the plates and ask your child whether the foods together on a given plate would be a delicious meal—or a crazy dinner!

You can easily do this activity at home using food pictures cut from grocery store ads or magazines. You can also reinforce the concept of initial sounds at the dinner table by making requests such as “Please pass the food that starts with /m/.”

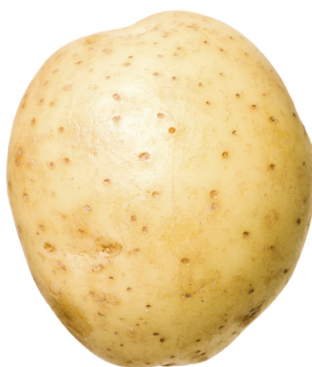
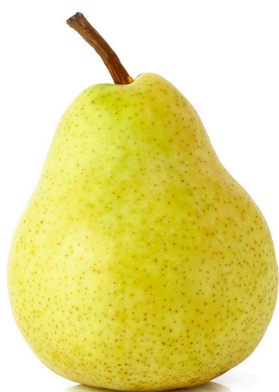


Food Images





Food Images





Phonological Awareness

Silly Sounds Food

1. Take a bag of food pictures.
2. Choose a few pictures and have some fun by changing the beginning sound of the food.
For example, using the /z/ sound, *salad* would be *zalat*, *oatmeal* would be *zoatmeal*, and *hamburger* would be *zamburger*.
3. Display a few more pictures and ask your child to find a food using its silly name, for example, *Where are the zoranges?*
4. Play a few rounds, using different beginning sounds each time.

You can play this game at home when you are unloading groceries, getting out ingredients, or passing the food at dinnertime.

You can also play at the grocery store as you load foods into the cart!



Food Images





Letter-Sound Knowledge

Magnet Letters

1. Take a set of magnetic letters and a magnetic surface.
2. Have your child place a letter on the magnetic surface and say the sound the letter makes. Repeat with other letters.
3. You can also ask your child to
 - name words that start with the letter,
 - describe the letter's features, such as *straight lines, crosses, circles,*
 - spell the names of family members,
 - and/or “write” messages using estimated spelling (such as I LUV YU for “I love you”).

*Try this
at home using
magnetic letters
on a refrigerator
or cookie
sheet.*



Letter-Sound Knowledge

Make a Letter

1. Have your child wash or sanitize his or her hands.
2. Take bag of ingredients and a plate.
3. Spread the ingredients on the plate or flatten the baggy and have your child write letters in the ingredient with his or her fingers.
4. Have your child write the letters in his or her name, family members' names, favorite words, or newly learned letters.
5. Return the mixture (if dry or in a bag) or throw away the mixture (if wet). Dispose of the plate if it is dirty.

Do this activity at home with rice, pudding mix, small pasta, or even whipped cream!



Comprehension

Table Talk

1. Take a set of cards and sit at the dinner table.
2. Pretend to have a family meal, complete with conversation. You can use the questions on the cards, or you can ask your own questions to get the conversation rolling.
3. Have each family member take a turn answering the questions, making this a bonding time as well as a literacy-skill building activity!



Table Talk Cards

Ask your child:

What was the favorite
part of your day?

Ask your child:

What was the favorite
part of your day?

Ask your child:

What made you laugh this week?

Ask your child:

What made you laugh this week?

Ask your child:

What surprised you this week?

Ask your child:

What surprised you this week?

Ask your child:

What made you curious
this week?

Ask your child:

What made you curious
this week?

Ask your child:

What do you hope will happen
next week?

Ask your child:

What do you hope will happen
next week?



Comprehension

Guess Who Came to Dinner?

1. Choose a familiar person—a relative, family friend, teacher, or an imaginary person such as a favorite book or TV character. Pretend to be that person at the dinner table.
2. As you and your family sit around the dinner table, offer clues about your identity as you talk about your day, favorite things to do, where you live, and so on.
3. Invite family members to ask you questions to help figure out your identity.

This is a fun way to practice table manners and polite conversation.

Play again at home, letting your child do the acting!



Oral Language

What Do You Need to Make a...?

1. Take a set of Kitchen Tools Cards.
2. Have your child say the name of each tool and talk about what each one might be used for.
3. Play a game with the cards. Ask your child to pick the cards that show the tools needed to make a particular food.

Example: "What do I need to make a cake?"

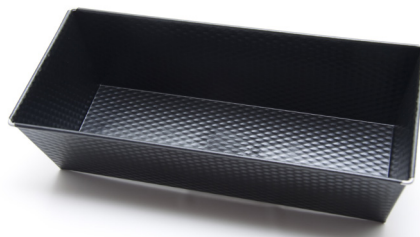
4. Play for as long as your child is interested.



*You can
play this game
at home using
actual kitchen
tools!*



Kitchen Tools Cards





Kitchen Tools Cards





Oral Language

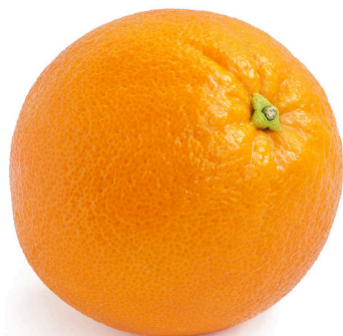
Food Sort

1. Take a set of food pictures.
2. Have your child name the foods, telling him or her the names of any unfamiliar foods.
3. Have fun sorting the foods by different categories. You can sort by:
 - color, size, taste, or texture
 - food group
 - healthy and unhealthy
 - foods that go in the refrigerator and those that go in the cupboard
 - breakfast foods and dinner foods

*At home,
you can try this
activity with actual
foods when you are
putting groceries
away, planning
meals, or cooking.*



Food Images





Food Images

