

CD Materials List

| ACTIVITY | RESOURCE | COPIES |
|---|--|---|
| <u>Introduction</u> | Sign-in sheet | 1 |
| | Activity Log | 1 per family (optional) |
| | Areas of Literacy handout | 1 per new family |
| <u>CoP-1: Important Words</u> | Activity directions | 1 |
| | Bookmark | 1 per family |
| <u>CoP-2: Speech Bubbles</u> | Activity directions | 1 |
| | Writing Tips sheet | 1 for each new family; 3 display copies (for CoP-2, Writing-1, and Writing-2) |
| <u>Writing-1: Door Hangers</u> | Activity directions | 1 |
| | Door Hanger template | 1 per family |
| <u>Writing-2: Bedtime Checklist</u> | Activity directions | 1 |
| <u>PA-1: Rhyme Time in the Tub</u> | Activity directions | 1 |
| | Action Rhymes | 1 or more sets for use in the center; 1 per family |
| <u>PA-2: Pick-Up Glove</u> | Activity directions | 1 |
| | Picture Cards* | 1 or more sets; print in color if possible |
| <u>LS-1: Bathtub Paint</u> | Activity directions | 1 |
| | Bathtub Paint Recipe | 1 per family |
| <u>LS-2: Squeaky-Clean Letters</u> | Activity directions | 1 |
| <u>Comp-1: Talking About Today and Tomorrow</u> | Activity directions | 1 |
| <u>Comp-2: Bedtime Books</u> | Activity directions | 1 |
| | Conversation Starters handout | 1 per family |
| <u>OL-1: Clothing Sort</u> | Activity directions | 1 |
| | Picture Cards** | 1 or more sets; print in color if possible |
| <u>OL-2: Dramatic Play</u> | Activity directions | 1 |
| | Ideas for Themes and Props for Dramatic Play handout | 1 per family |

*You can substitute real objects that start with the target letters.

**You can substitute pictures of clothes cut out from magazines or use real articles of clothing.

Sign-in Sheet

Date: _____

Session 4 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. **Important Words:** Read a book to your child. _____
2. **Speech Bubbles:** Draw you and your child having a conversation with speech bubbles. _____

WRITING

1. **Door Hangers:** Make a door hanger for your child's door. _____
2. **Bedtime Checklist:** Create a checklist of your child's bedtime routine. _____

PHONOLOGICAL AWARENESS

1. **Rhyme Time in the Tub:** Learn new action rhymes perfect for the tub. _____
2. **Pick-Up Glove:** Practice matching sounds with this fun game. _____

LETTER-SOUND KNOWLEDGE

1. **Bathtub Paint:** Use tub-safe paint to write letters—and take home the paint recipe! _____
2. **Squeaky-Clean Letters:** Practice letters and sounds while cleaning! _____

COMPREHENSION

1. **Talking About Today and Tomorrow:** Talk about your child's day at bedtime. _____
2. **Bedtime Books:** Read a cozy book at bedtime. _____

ORAL LANGUAGE

1. **Clothing Sort:** Sort clothes into different categories. _____
2. **Dramatic Play:** Use dress-up clothes and props to role-play people in the community. _____

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

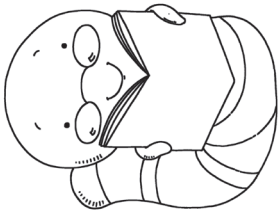
Important Words

1. Take a bookmark and a book.
2. Read the book to your child. Use the bookmark to help you point out concepts of print, such as use of bolded words, different fonts, italics, and color.
3. Read sentences with these words using expression. Talk with your child about how the different styles of print make you change your voice as you read.

*You don't have to read
the whole book at once!*

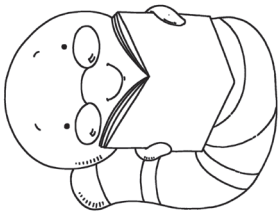
*Only read for as long as your
child is interested. You can always
continue on another day.*

*Take the
bookmark
home with you
and use it with
other books.*



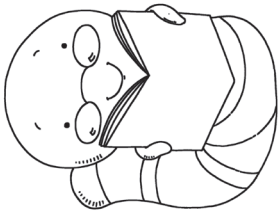
**Authors use
different sizes
and styles of letters
to draw attention
to particular words:**

- * Point out words that are written in a different style and color.
- * Read a sentence with a word in a different style, using expression. Talk about how you changed your voice to add emphasis.
- * Have your child point to words that are written differently. Ask him or her why they might be written that way. Practice reading the sentence together.



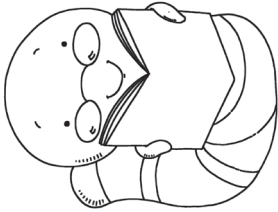
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Concepts of Print

Speech Bubbles

1. Take paper, markers, and pencils.
 2. Help your child draw a picture of the two of you talking. Include a speech bubble for each of you.
 3. Have your child think of something he or she would like to say to you, then help your child write the words in his or her bubble.
 4. Think about what you would say back to your child and write your response in the bubble.
-

See the sample drawing and the Writing Tips sheet to get some ideas. At home, you can try writing speech-bubble drawings that serve as notes to each other.

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 Door Hangers

1. Take a Writing Tips sheet, a Door Hanger template, scissors, markers, and paper.
2. Have your child write a special message on the door hanger. See the tip sheet for ideas on how to help your child with the writing.
3. Cut out the door hanger.
4. Your child can write on the back, too!

Engaging Families in Children's Literacy Development

Session 4: Literacy Happens in the Bedroom and Bathroom





Writing

Bedtime Checklist

1. Take a sheet of paper, markers, and crayons.
2. Talk with your child about all the things he or she does to get ready for bed.
3. Tell your child you will work together to make a checklist to help you both remember everything.
4. Help your child write a list of what to do before bed. You may want to include steps such as:
 - * take a bath
 - * brush teeth
 - * change into pajamas
 - * pick up toys
 - * read a book
 - * sing a song

Include anything that is part of your bedtime routine!

*Take this
home and
have your child
check off the
steps at
night!*



Phonological Awareness

Rhyme Time in the Tub

1. Take a set of action rhymes and some bath props.
2. Have your child hop into the pretend tub and use the props while acting out the rhymes. Help your child learn the rhymes by going line by line at first.

Try these action rhymes at home during bath time, and remember—no standing or jumping!

Take a set of action rhymes home with you!

Action Rhymes

After My Bath

(Act out each phrase.)

After my bath I try, try, try
To rub my towel 'til I'm dry, dry, dry.
Hands to dry, and fingers and toes,
And two wet legs, and a shiny nose.
Just think how much less time
It would take,
If I were a dog and could
Shake, shake, shake!

Head and Shoulders

(Touch each body part as it is mentioned.)

Head, shoulders, knees and toes,
Knees and toes.
Head, shoulders, knees and toes,
Knees and toes.
Eyes and ears and mouth and nose.
Head, shoulders, knees and toes,
Knees and toes!

Here Are My Eyes

Here are my eyes, *(Point to eyes.)*
One and two.
I can wink, *(Wink.)*
So can you.
When my eyes are open, I see the light.
(Open eyes wide.)
When they are closed,
It is dark as night.
(Close eyes tightly.)

My Eyes Can See

(Act out each phrase.)

My eyes can see.
My mouth can talk.
My ears can hear.
My feet can walk.
My nose can sniff.
My teeth can chew.
My lids can flutter.
My arms can hug you.

10 Little Bubbles

(Clap each time you say "POP!")

1 little, 2 little, 3 little bubbles,
4 little, 5 little, 6 little bubbles,
7 little, 8 little, 9 little bubbles,
10 little bubbles go POP, POP, POP!
POP those, POP those, POP those bubbles.
POP those, POP those, POP those bubbles.
POP those, POP those, POP those bubbles.
10 little bubbles go POP, POP, POP!

Ten Little Fingers

(Act out each phrase.)

I have 10 little fingers
And they belong to me. *(Wiggle fingers.)*
I can make them do things.
Do you want to see?
I can make them point.
I can make them hold.
I can make them dance,
And I can make them fold.



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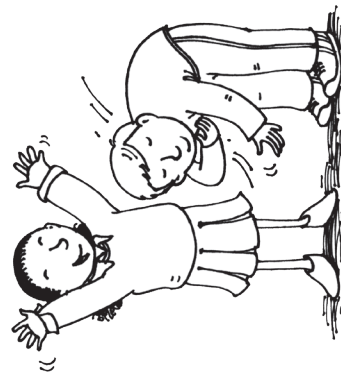
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Here Are My Eyes

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I can wink, (Wink.)

So can you.

When my eyes are open,

I see the light.

(Open eyes wide.)

When they are closed,

It is dark as night.

(Close eyes tightly.)





10 Little Bubbles

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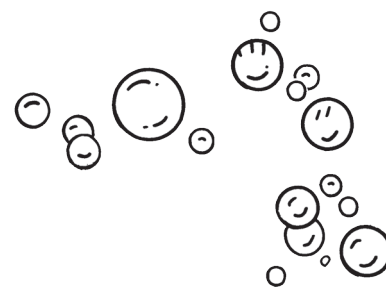
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(Act out each phrase.)

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And they belong to me.

(Wiggle fingers.)

I can make them do things.

Do you want to see?

I can make them point.

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I can make them dance,

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Phonological Awareness

Pick-Up Glove

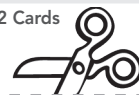
1. Take a glove and choose a picture card that will stick to it.
 2. Have your child put the glove on his or her hand and stick the picture card to it.
 3. Ask your child to pick up picture cards that show things that have the same beginning sound as the picture on the glove. For example, if the glove has a picture of a farm on it, the child can pick up picture cards that show *fish*, *frog*, *phone*, and so forth.
 4. Have your child place pictures that match in a pile.
-

You can make cleaning up at home a game by having your child pick up real objects that match a sound you suggest.

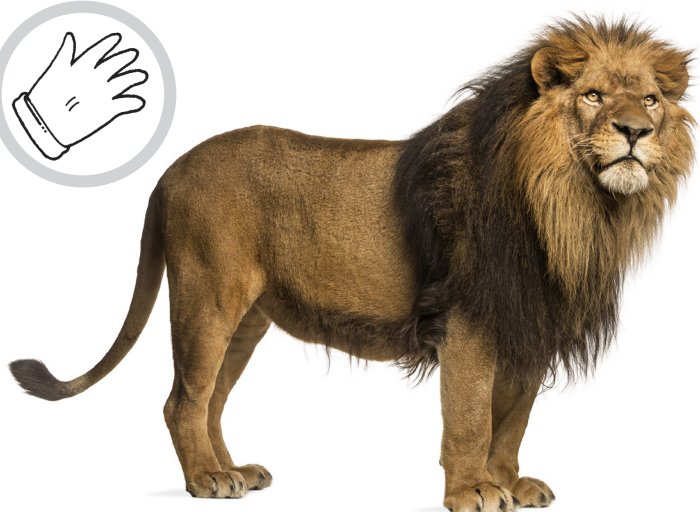


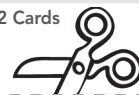
Pick-Up Glove Pictures: Farm





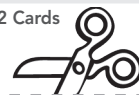
Pick-Up Glove Pictures: Lion



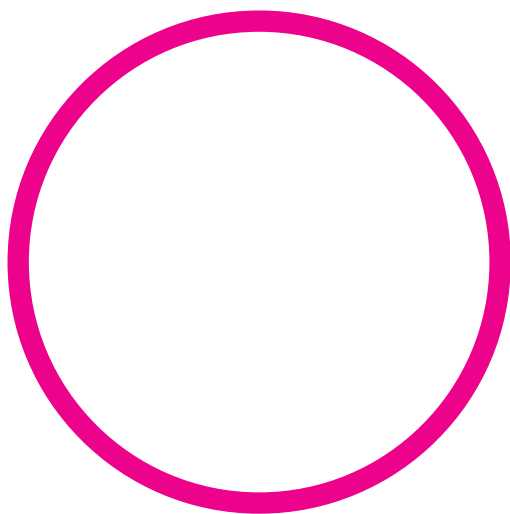


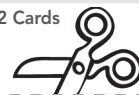
Pick-Up Glove Pictures: Moon



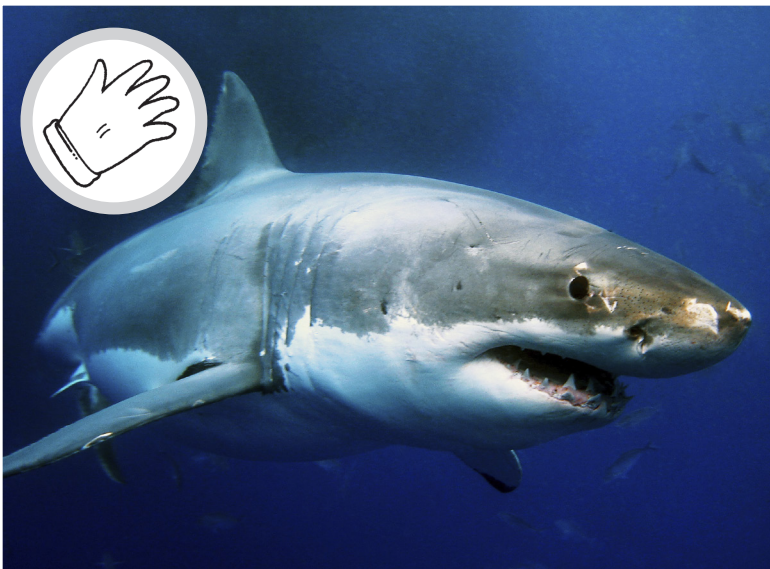


Pick-Up Glove Pictures: Snake





Pick-Up Glove Pictures: Shark





Letter-Sound Knowledge

Bathtub Paint

1. Take some bathtub paint.
2. Pretend it's bath time! Have your child finger-paint letters and words. You can also ask your child to name the letters and words that you write.

*Take a Bathtub Paint Recipe with you,
so you can make your own paints and try
the activity at home.*



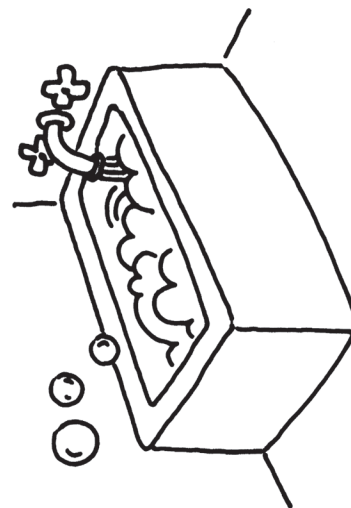
Bathtub Paint Recipe

Ingredients:

- * 1/3 cup clear dish soap
- * 1 tablespoon corn starch
- * food coloring

Directions:

1. Mix cornstarch and soap in a bowl.
2. Pour into an ice cube tray, filling each space about 1/2 full
3. Add 1-2 drops of food coloring and mix with a toothpick until blended.
4. Paint!



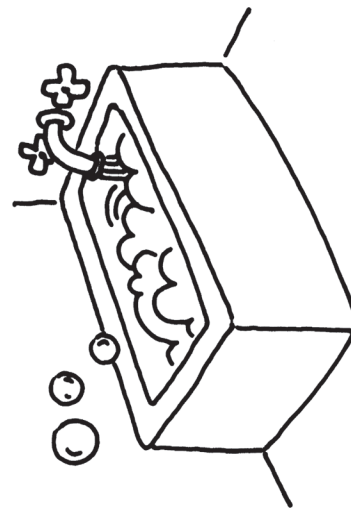
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4. Paint!





Letter-Sound Knowledge

Squeaky-Clean Letters

1. Take a spray bottle and a cloth.
 2. Pretend you are at home cleaning the bathroom and spray a letter.
 3. Ask your child to greet and name the letter by saying hello to it. For example, for the letter *G*, say “Hello, *G*.”
 4. Have your child wipe away the letter and say goodbye to it: “Goodbye, *G*!”
 5. Do this for several letters, if your child stays interested.
-

You can do this activity at home in the bathroom or anywhere you need to clean. It will help your child learn to read and write letters—and it will help you keep things clean, too!



Comprehension

Talking About Today and Tomorrow

1. Pretend that you are putting your child to bed.
 2. Tell your child about important events in your day and about important things you are going to do tomorrow. Remember to set an example for children by telling not only *what* you did and will do, but also *why* it is significant.
 3. Then, ask your child questions that prompt him or her to share information about today's events and tomorrow's plans. Here are some examples of questions you might ask:
 - * What was the best thing that happened to you today? Why was it the best thing?
 - * Who did you play with today? What did you do?
 - * Tell me about what you are going to do tomorrow. Are you excited about it?
 - * What should we do this weekend?
-



Comprehension

Bedtime Stories

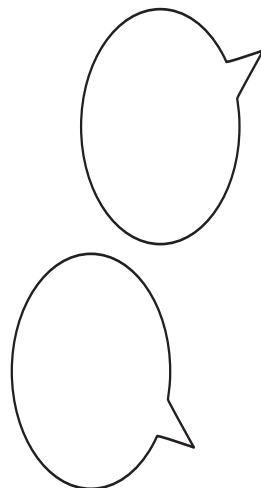
1. Choose a bedtime book and take a Conversation Starters handout.
2. Pretend it's bedtime and read the book to your child. Use the prompts on the handout to talk with your child about the book.
3. When you can, connect the story to your life. You might say something like, "That reminds me of when . . ."

Take the handout home and use it when you're reading other books to your child!



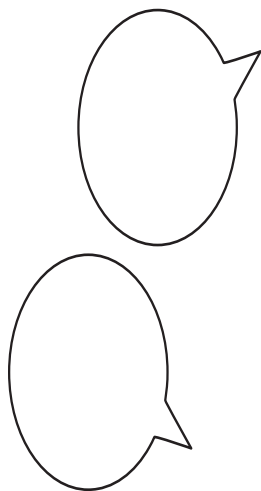
Conversation Starters

- * What is happening to the character?
- * How is he or she feeling?
- * What do you think they want to happen?
- * What do you think is going to happen?
- * How do you think things will turn out?
- * Who is your favorite character?
- * Would this character be a good friend or not?
- * What do you think the character learned in the story?



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Oral Language

Clothing Sort

1. Take a set of clothing pictures.
2. Together with your child, sort the clothing into different categories, talking about why each piece belongs in a certain category. You might sort clothes by:
 - * Color
 - * Pattern (e.g., striped, solid)
 - * Material
 - * Size
 - * Texture
 - * Purpose (e.g., things you wear outside, things you wear on your feet)
3. You can also challenge your child to find appropriate clothing for a particular situation, like a slumber party, a day at the beach, or building a snowman.

At home, make a game of this activity when you're cleaning a bedroom, doing laundry, packing for a trip, or shopping for clothes!



Clothing Pictures





Clothing Pictures





Clothing Pictures





Oral Language Dramatic Play

1. Together with your child, use the clothing and props to role-play people you might meet in your community.
2. Encourage your child to use his or her imagination to invent a scene and pretend to be a character.
3. As you play your role, be sure to get your child talking by asking lots of questions.

Take home the Ideas for Themes and Props for Dramatic Play handout to help you make your own dramatic play opportunities at home!

Ideas for Themes and Props for Dramatic Play



Raymond Court

| DRAMATIC PLAY THEMES AND PROPS | LITERACY PROPS |
|---|--|
| <p>House stove, refrigerator, babies, chairs and tables, dishes, baby supplies, mailbox</p> | <p>Newspapers, children's books, baby/parenting magazines, paper and pencils, shopping ads, slim paper for list making, coupons, magnetic letters for fridge, signs (e.g. "There's no place like home" and "Welcome"), photo albums with captions, letters in mailbox</p> |
| <p>Boat shape of boat taped onto the floor, with kitchen area (galley), chairs for fishing, fishing poles, life jackets, binoculars</p> | <p>Maps of lakes, fish field guides, posters of different types of fish, fishing magazines, <i>Ranger Rick</i>, <i>Big Backyard</i>, or <i>Wild Animal Baby</i> magazines</p> |
| <p>Airplane windows that look out onto clouds, chairs in rows, headsets for pilots, steering wheel for pilot and copilot (can be just circles of cardboard affixed to box with brads), small overnight suitcases with dress-up clothes, pretend food and dishes.</p> <p>Create a galley by placing a play refrigerator and stove between the "cockpit" and the seating area.</p> | <p>Travel brochures (available for free from travel agencies), maps, flight manual (real or made-up), order pad and pencils for flight attendants, advertising posters with slogans like "Fly the friendly skies," flight safety cards, in-flight magazines available from airlines, name tags, tickets, passports</p> |
| <p>Grocery Store tables/shelves, small grocery carts, cash register, money, purses, wallets, brown bags (not plastic for safety reasons)</p> | <p>Signs for shelves, coupons, grocery store ads from newspaper, posters of different foods, empty containers of foods or other products with labels, sale posters</p> |

Engaging Families in Children's Literacy Development

Session 4: Literacy Happens in the Bedroom and Bathroom

| DRAMATIC PLAY THEMES AND PROPS | LITERACY PROPS |
|---|--|
| Veterinary Clinic stuffed animals, medical equipment (such as stethoscopes, gauze, and shotters), white doctor coats or small, white adult dress shirts | Charts of animals, books on animals (e.g., DK's books <i>Dogs</i> or <i>Cats</i>), pet care books, magazines for the waiting room area, boxes labeled "medicine" (Don't use bottles or real medicine packages as we don't want children thinking that getting into those is a good idea.), appointment book, medical charts, file folders with paper and pencil |
| Campsite tent, stuffed animals (or "fossils" depending on theme), binoculars, pretend fire, play food, dishes, small picnic table, sleeping bags | Wildlife posters (available free from your state's Department of Natural Resources), field guides or books on birds (or mammals, dinosaurs, etc., depending on the theme) |
| Submarine large piece of cardboard (appliance box, cut open) with portholes cut in side, steering wheel, periscope, pictures of fish or other underwater creatures, blue tulle or crepe paper draped from ceiling, green crepe paper draped from ceiling for seaweed, diving masks, flippers | Guidebooks on fish, informational books on underwater life, and posters with text about life underwater |
| Ice Cream Parlor dishes, cones made from paper, spoons, table and chairs, tubs of "ice cream" (yarn pom-poms in a variety of colors), ice cream scoops, money, cash register, aprons | Order forms and pencils, poster of flavor choices, price poster, store sign, labels on flavor buckets, empty containers of chocolate sauce, butterscotch, or cherry toppings with labels |
| Firehouse phone, hoses, fire truck created from box, climber, or lined up chairs, coats, rubber boots, fire hats, extinguisher (can be oatmeal can covered in red paper with piece of hose attached) | Map of city, poster of the order in which to put on gear, fire safety posters, paper and pencil for taking phone messages |
| Flower Shop tub with potting soil, plastic pots, artificial flowers, phone, cash register, money, shovels, plastic vases, refrigerator for floral arrangements, ribbon | Seed packets with labels, posters of plants, FTD book (get an old one from your local florist), FTD calendar (free from florist), sticks with names of plants on them, order forms and pencils |
| Bakery flour in a tub, natural-colored play dough (and tons of it!), cookie cutters, rolling pins, pans, oven, sink, aprons, oven mitts, phone, cash register, money, boxes decorated to look like cakes | Bakery sign, price lists, labels on shelves of baked goods, order forms, pencils, recipe cards, cookbooks, paper for children to label their creations |
| Pizza Parlor felt pieces in white and red to make pizza and sauce, felt pieces cut to look like cheese, pepperoni, mushrooms, green pepper (each in its own container for sorting), oven, oven mitts, phone, cash register, money, table for eating "in," dishes, aprons | Order forms, pencils, pizza cookbook, menus, signs advertising the daily special |
| Other themes include bookshop, zoo, space ship, train, and baby hospital. You might also try ideas inspired by a read-aloud. For example, Susan once put a children's pool filled with straw in her dramatic play area when she was teaching. After reading <i>Make Way for Ducklings</i> by Robert McCloskey, the children reenacted that story. At one point, a little girl stood up and announced, "I can't fly . . . I'm molting!" Dramatic play became a forum for retelling, chewing on the ideas in the text, and fully comprehending them. Regardless of what inspires themes, dramatic play can contribute to children's literacy if it is designed with literacy in mind. | |

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