

CD Materials List

ACTIVITY	RESOURCE	COPIES
<u>Introduction</u>	Sign-in sheet	1
	Activity Log	1 per family
	Areas of Literacy handout	1 per new family
<u>CoP-1: Buggy Bookmark</u>	Activity directions	1
	Bookmark	1 per family; print in color if possible
<u>CoP-2: Spot That Sign</u>	Activity directions	1
	Sign Scorecard sheet	1 per family; print in color if possible
	Signs	1 set (12 signs); print in color if possible
<u>Writing-1: Errand List</u>	Activity directions	1
	Writing Tips sheet	1 for display; copies for any new families
<u>Writing-2: Scavenger Hunt</u>	Activity directions	1
<u>PA-1: Songs to Sing in the Car</u>	Activity directions	1
	Song handout	1 per family
<u>PA-2: Outdoor Word Play</u>	Activity directions	1
	Jump-Rope Rhymes handout	1 per family
<u>LS-1: Alphabet Parking Garage</u>	Activity directions	1
	Alphabet Parking Garage template	1 per family
<u>LS-2: ABC Letter Hunt</u>	Activity directions	1
	Alphabet Chart	1 per family
	License Plates	15 in set; print in color if possible
<u>Comp-1: Mystery Trip</u>	Activity directions	1
	Map	1 or more copies, depending on group size
	Mystery Trip Clue Cards	1 or more sets
<u>Comp-2: Out-of-Season Book Party</u>	Activity directions	1
<u>OL-1: Nature Sort</u>	Activity directions	1
	Nature Sort Cards*	1 or more sets; print in color if possible
<u>OL-2: Talk Around Town</u>	Activity directions	1
	Talk Around Town Cards	1 or more sets

*You may also create your own, to supplement or replace those on CD

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 5 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. **Buggy Bookmark:** Read an informational book to your child. _____
2. **Spot That Sign:** Search for signs posted around the room. _____

WRITING

1. **Errand List:** Write a list of errands to run. _____
2. **Scavenger Hunt:** Create a scavenger hunt list to take on your next outing. _____

PHONOLOGICAL AWARENESS

1. **Songs to Sing in the Car:** Role-play singing songs in the car. _____
2. **Outdoor Word Play:** Play "Simon Says With a Twist" or chant jump-rope rhymes. _____

LETTER-SOUND KNOWLEDGE

1. **Alphabet Parking Garage:** Make a simple matching game to practice the alphabet. _____
2. **ABC Letter Hunt:** Search for letters in license plates posted around the room. _____

COMPREHENSION

1. **Mystery Trip:** Read clues to help your child guess a location on a map. _____
2. **Out-of-Season Book Party:** Escape to another season with books! _____

ORAL LANGUAGE

1. **Nature Sort:** Sort items from nature into various categories. _____
2. **Talk Around Town:** Brainstorm what you might find at different places in the community. _____

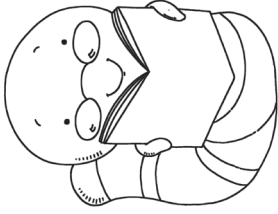


Concepts of Print

Buggy Bookmark

1. Take a bookmark and a book.
 2. Read the book with your child, using the prompts on both sides of the bookmark to guide you in pointing out the index, the glossary, and the author's use of boldface, different fonts, italics, or color to highlight important words.
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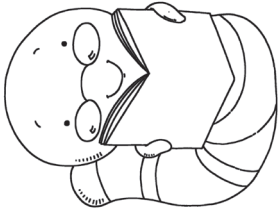
You can take the bookmark home and use it to guide you in reading other informational books that have similar text features.



A **glossary** is a part of a book that tells you what the important words mean.

* Important words that are defined in a glossary are often **boldfaced** or *italicized*.

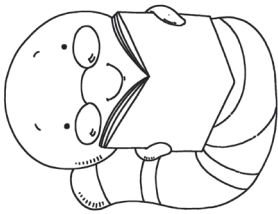
* Find an important word in the book. Read that part of the book, then look up the word in the glossary in the back of the book. Talk about what the word means.



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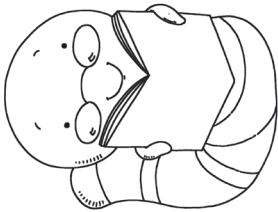
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An **index** can help you quickly find the part of the book you are most interested in.

* Turn to the index at the back of the book. Explain that the words are important topics from the book, and the numbers tell which page to find them on. Show your child how to find one or two.

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Concepts of Print

Spot That Sign

1. Take a Sign Scorecard; it lists the signs you will search for and provides point values for each sign.
2. Help your child find the signs posted around the room.
3. When you find a sign, check it off on your list.
4. Play until you reach 50 points.







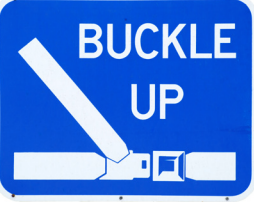





This is a fun game to play in the car or on the bus! When you don't have a list, you can challenge each other to find particular signs.

Discuss features of the signs you see and what you think they might mean:

* shapes * colors * letters * images

Sign Scorecard

Try to find each sign on the list. Check off each sign you find and add up the points. See how fast you can get to 50 points!

	POINTS		POINTS		POINTS
<input type="checkbox"/> 	5	<input type="checkbox"/> 	5	<input type="checkbox"/> 	5
<input type="checkbox"/> 	5	<input type="checkbox"/> 	10	<input type="checkbox"/> 	10
<input type="checkbox"/> 	10	<input type="checkbox"/> 	10	<input type="checkbox"/> 	5
<input type="checkbox"/> 	5	<input type="checkbox"/> 	5	<input type="checkbox"/> 	15

Engaging Families in Children's Literacy Development

Session 5: Literacy Happens Out and About



Engaging Families in Children's Literacy Development

Session 5: Literacy Happens Out and About

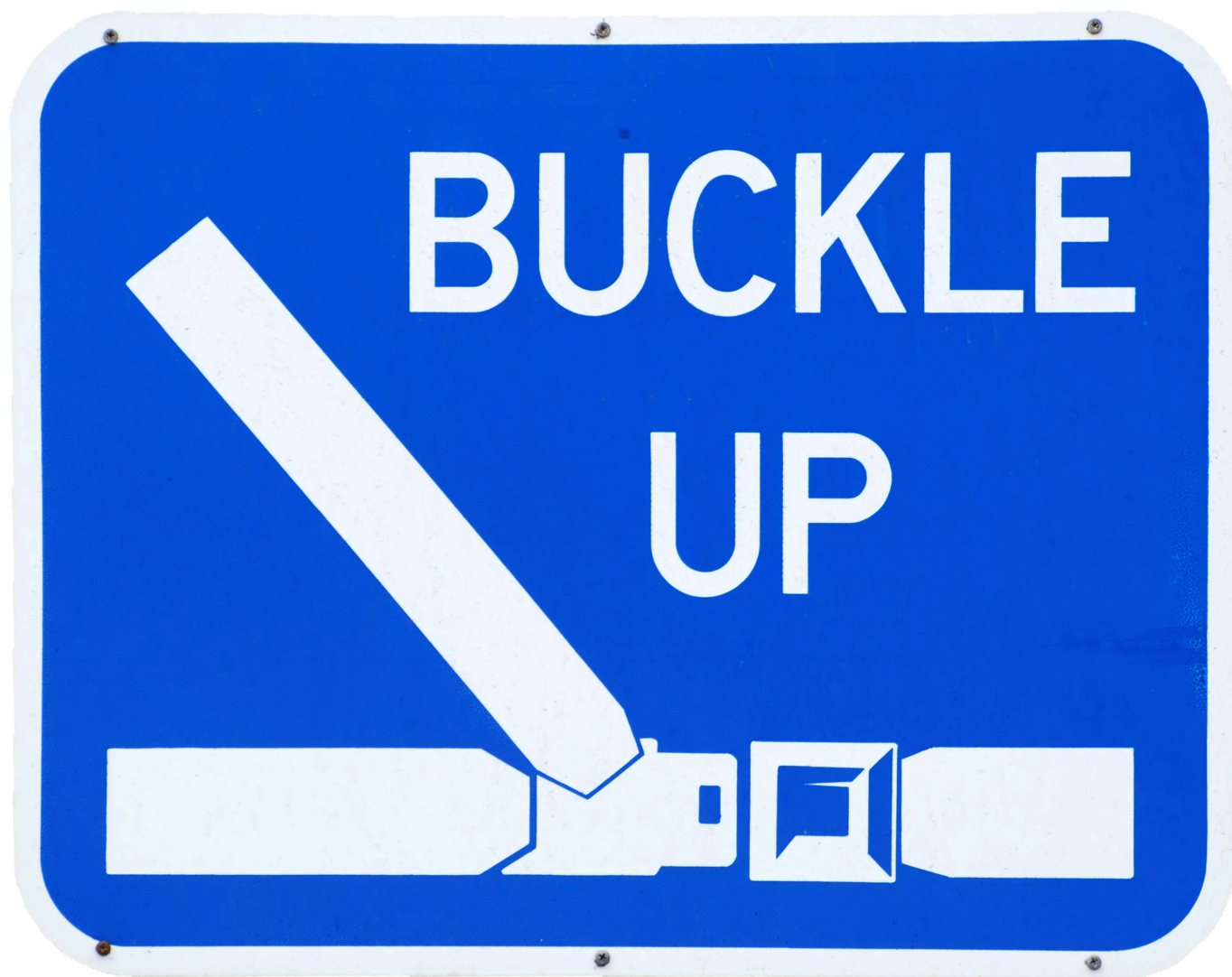


















Engaging Families in Children's Literacy Development

Session 5: Literacy Happens Out and About







Writing Errand List

1. Take a piece of paper and a pen or pencil. Decide whether to write an Errand List or a To-Do List.
2. For an Errand List, have your child think of places to go, such as the grocery store, post office, bank, and library.
3. For a To-Do List, have your child think of a location, such as the grocery store or a park. Then ask your child to list items you might buy or things you might do there (e.g., if the location is the park, your child might write “go on the slide.”)
4. Help your child write the list.

Next time you have to run errands, have a pad of paper handy so that your child can help you make your list! This kind of writing helps develop literacy skills—and it keeps the family organized!

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

Scavenger Hunt

1. Take a piece of paper and a pen or pencil.
 2. Have your child think of a place (such as the grocery store) or activity (such as going on a nature walk).
 3. Ask your child to predict things he or she might see. For example, at the grocery store, you might see a can of soup; on a nature walk, you might see a bird.
 4. Together with your child, write the place or activity and the items you might see there to create a list. Then, on a future outing, bring the list and conduct a scavenger hunt for the items on it!
 5. If there's time, make additional lists, so you'll have more than one scavenger hunt to take home with you.
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Phonological Awareness

Songs to Sing in the Car

1. Take a song handout and invite your child to go for a ride in the car!
2. Take a seat in the car area—remember to buckle up!
3. Pretend to drive the car, singing the songs on the sheet or favorite family songs to pass the time.

When choosing songs to sing, go for rhythmic tunes that have rhyming words.

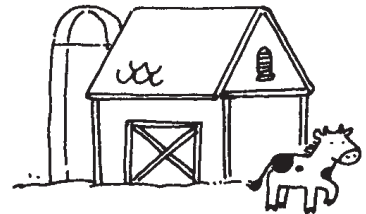
*Take
the song
handout
home with
you!*

Old MacDonald Had Some Sounds

How about a twist on an old favorite? Try singing "Old MacDonald," but use letter sounds instead of animal names.

Old MacDonald had a farm, E-I-E-I-O,
and on that farm he had a /s/ (the sound, not the letter name),
SE-SI-SE-SI-SO.

With a /s/ /s/ here, and a /s/ /s/ there,
Here a /s/, there a /s/, everywhere a /s/ /s/.
Old MacDonald had a farm,
SE-SI-SE-SI-SO.



The Name Game

Another way to play with sounds as you sing is to move them around, such as in songs like "The Name Game." It takes a little practice, but it can be lots of fun!

Lucy Lucy bo Bucy banana fanna fo Fucy, Lucy!
Miles Miles bo Biles banana fannna fo Files, Miles!



Phonological Awareness

Outdoor Word Play

1. Choose one of two activities: Simon Says With a Twist or Jump-Rope Rhymes.
2. For Simon Says With a Twist, play as usual, but instead of saying *Simon says jump*, say the action word one sound a time (for example: *Simon Says says /j/ /u/ /m/ /p/!*). Your child (perhaps with your help) will have to blend the sounds to determine the meaning of the command.
3. For Jump-Rope Rhymes, have your child jump rope—with or without a rope—while he or she says one of the rhymes on the sheet. (Practicing the rhymes together first is a good idea.)

*Take home a
Jump-Rope
Rhymes sheet,
so you and your
child can use it
at home.*

Jump-Rope Rhymes

Apples, Peaches, Pears & Plums

Apples, peaches, pears, and plums,
Tell me when your birthday comes!

(Name each month of the year as you jump, stopping on your birthday month.)

Vegetable Soup

A, B, C, and vegetable soup,
What will I find in my alphabet soup?
A, B, C, D, E . . .

(When you miss, make up something to go in the soup that starts with the letter you missed.)

Bubble Gum

Bubble gum, bubble gum in a dish,
How many pieces do you wish?
1, 2, 3, 4, 5 . . .

(Count as high as you can while you jump.)



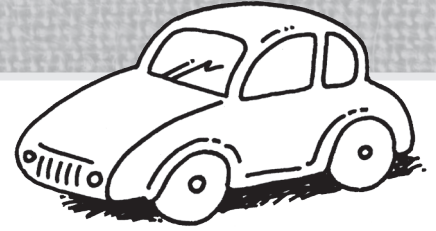


Letter-Sound Knowledge

Alphabet Parking Garage

1. Take an Alphabet Parking Garage Sheet, a marker, a car, and a set of blank cards.
2. Write a different letter on each of the parking spots. (The letters in your names are a good place to start.) Make a set of “parking tickets” by writing one letter on each card, so that each parking spot has a matching ticket.
3. Take turns drawing a card and driving a car into the spot that matches the letter on the card.
4. If someone drives the car into the wrong spot, “tow” the car by taking it back out of the spot. Let the player try again to find the correct spot.

You can make the game more challenging by saying the letter sounds instead of letter names—or you can try writing simple words or names of family members in the parking spots and on the tickets!



Alphabet Parking Garage



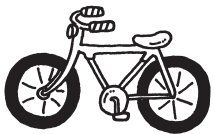
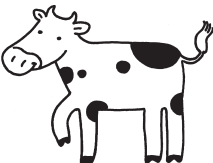
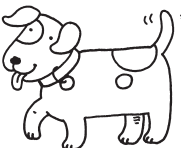
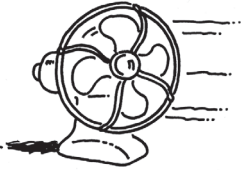
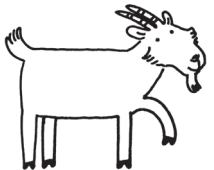
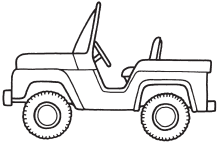








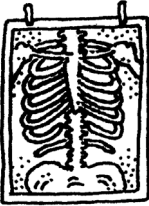

Letter-Sound Knowledge

ABC Letter Hunt

1. Take a letter chart and a pencil.
2. With your child, go around the room on a scavenger hunt, searching the posted license plates for the letters of the alphabet. (Hint: all the letters—A to Z—can be found on the license plates.) Help your child find the letters and check them off on the chart.
3. If your child is not yet familiar with all of the letters, you can give visual clues about the letters as you look for them together. For example, if you are looking for *H*, you might say “an *H* looks like two tall lines with a little line that goes across in the middle.” Then show your child the letter on the letter chart.

*This is a
great game
to play when
you're on the
road!*

Alphabet Chart

Aa a 	Bb 	Cc 	Dd 	Ee 
Ff 	Gg g 	Hh 	Ii 	Jj 
Kk 	Ll 	Mm 	Nn 	Oo 
Pp 	Qq q 	Rr 	Ss 	Tt 
Uu 	Vv 	Ww 	Xx 	Yy  Zz 































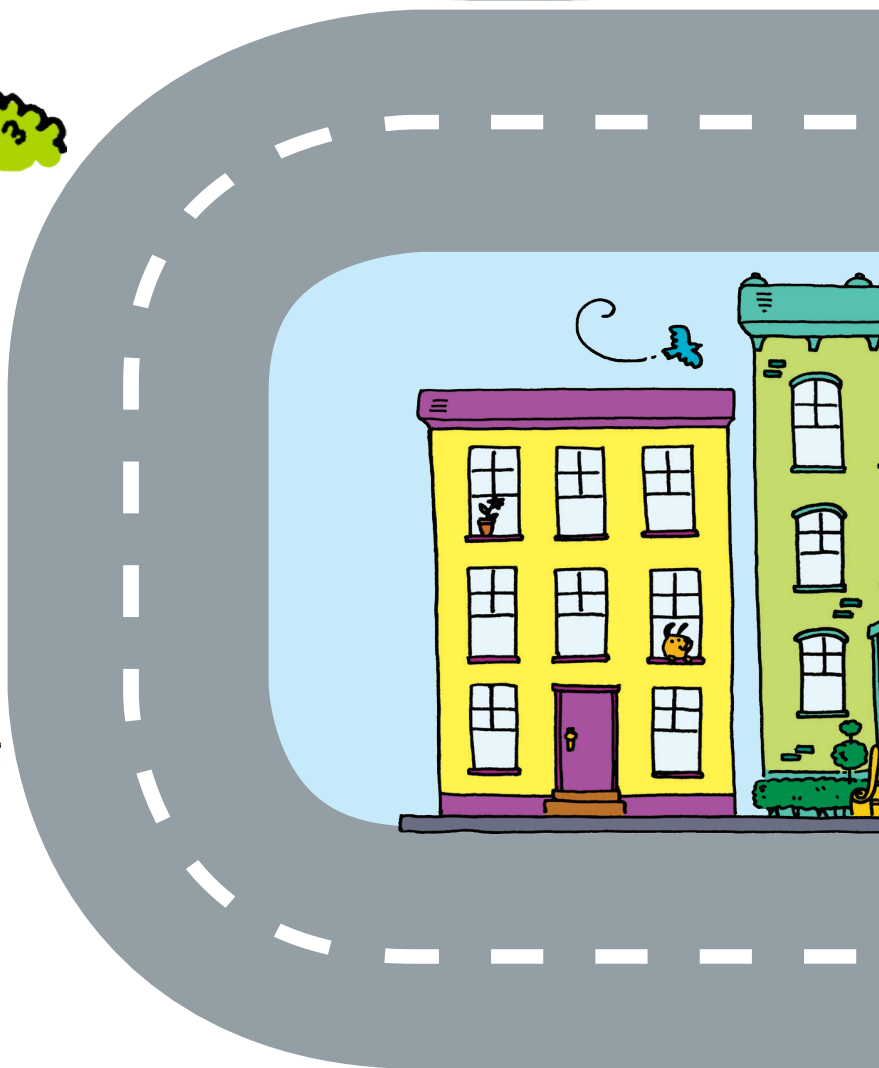
Comprehension

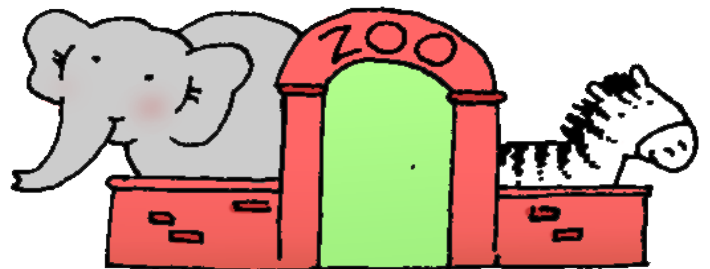
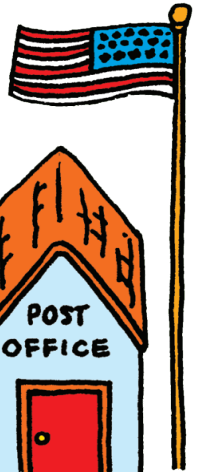
Mystery Trip

1. Take a map, toy car, and a set of Mystery Trip Clue Cards.
2. Review the map with your child and talk about each of the marked locations.
3. “Park” the car on the “home” on the map.
4. Draw a card and read the first clue to your child.
5. Have your child guess the location. If your child is correct, he or she should “drive” the car to that location. If your child is incorrect, give the second clue on the card so he or she can try again.
6. When your child arrives at the location listed on the final card, let him or her choose a prize.

If your child needs clues beyond the ones given on a card, you can make up your own clues. At home, you can play this as a guessing game. When you are out and about, you can have your child try to guess what the next stop will be!

Engaging Families in Children's Literacy Development
Session 5: Literacy Happens Out and About

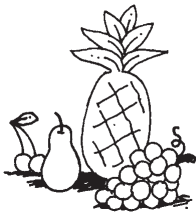






Mystery Trip Clue Cards

1. This place has carts.
2. You can buy food here.



(grocery store)

1. There are lots of children here.
2. People go here to learn.



(school)

1. You can go here to eat.
2. Waiters and waitresses work here.



(restaurant)

1. This is a place where kids go to play.
2. You might find a slide here.



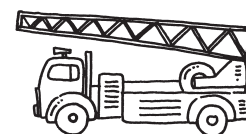
(park)

1. You might go here if you are sick or hurt.
2. Ambulances drive here.



(hospital)

1. This place has a big garage for trucks.
2. Firefighters work here.



(fire station)



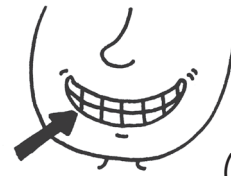
Mystery Trip Clue Cards

1. You can go here to borrow a book.
2. Librarians work here.



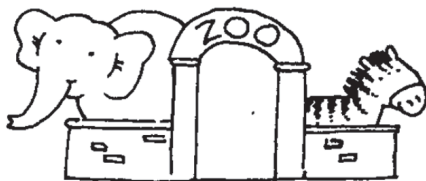
(library)

1. You can go here to get your teeth cleaned.
2. Dentists work here.



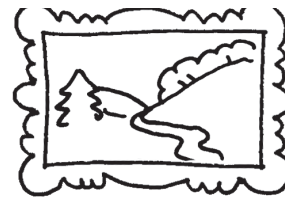
(dentist office)

1. This place has lots of animals.
2. You might find a zebra here.



(zoo)

1. You might see a painting here.
2. This place is full of art.



(museum)



Comprehension

Out-of-Season Book Party

1. Choose a book and some props.
2. Use the props—and your imagination—to create an out-of-season scene.
3. Together with your child, play, relax, and read the book as you enjoy taking a mini-vacation from the current season.



Oral Language

Nature Sort

1. Take a set of Nature Sort cards.
 2. Together with your child, sort the cards into categories, such as these:
 - Color
 - Texture
 - Living vs. nonliving
 - Purpose
 - Size
 - Pattern
 - Edible things
 - Things that have fur
-

You can extend the activity by using the cards to play a game in which you say to your child, Show me something that grows in the ground; Show me something that likes cold weather; and so forth.



Nature Sort Cards





Nature Sort Cards





Oral Language

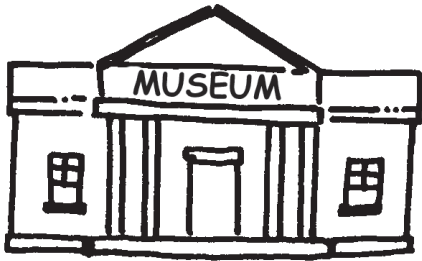
Talk Around Town

1. Take a set of Talk Around Town cards.
 2. Choose one card at a time. Talk about the card with your child, thinking about what it's like to go to the place pictured.
 3. Take turns with your child naming things you would see, hear, and do in each place. Try to keep this back-and-forth going for as long as you can, using your imagination to brainstorm more and more ideas.
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You could also imagine a trip to the place on the card and role play—or you can even make up a story based on that place. Imaginative thinking will make your child a better writer.



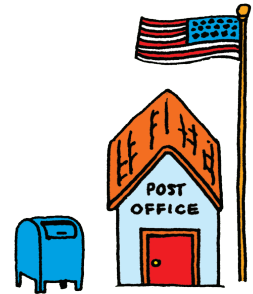
Talk Around Town Cards



museum



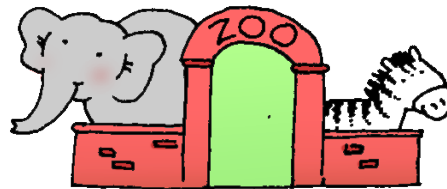
store



post office



park



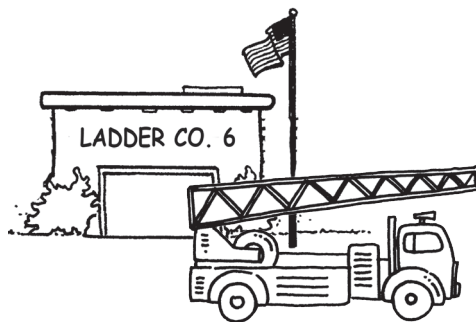
zoo



hospital



dentist



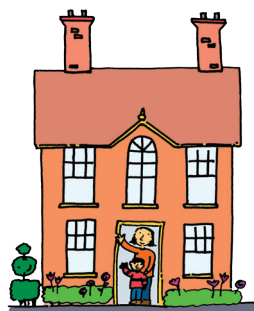
fire station



library



school



home



restaurant