

GETTING READY TO READ

PRINT MOTIVATION is a child's interest in and enjoyment of books. Children who enjoy books will be more likely to want to learn how to read. **You help by:** Making book sharing a pleasant experience; letting your child see you read.

PHONOLOGICAL AWARENESS is the ability to hear and play with the smaller sounds in words. Rhymes help children hear these sounds. **You help by:** Saying nursery rhymes; reading books that rhyme; singing songs together.

VOCABULARY is knowing the names of things. It helps children understand what they read. It also helps children recognize words when they try to sound them out. **You help by:** Talking with your child; repeating words over and over again; explaining words your child does not know.

NARRATIVE SKILLS is the ability to describe things and events and to tell stories. Researchers find that when children start to read this skill helps them understand what they are reading. **You help by:** Talking to them about what you are doing as you go about daily tasks; encouraging them to tell you what they are doing; using books to help them learn and tell stories.

PRINT AWARENESS is noticing print, knowing how to handle a book, and how to follow the written words on a page. In English, we open a book and turn pages from right to left. We read words from left to right and top to bottom. We are reading the words on the page, not the pictures. **You help by:** Reading books with your child; letting your child turn the page; running your finger under some of the words.

LETTER KNOWLEDGE is knowing that letters are different from each other and have different names and sounds. Researchers find that this skill helps children to understand that words are made up of smaller parts. **You help by:** Providing plastic shapes and letters for your child to play with; teaching your child what sounds the letters make.



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Skokie Public Library
5215 Oakton Street
Skokie, Illinois 60077
847.673.7774 / 847.673.7197 fax
www.skokiepubliclibrary.info

LETTER KNOWLEDGE ACTIVITIES

1. Letters are made of shapes. Read a book about shapes. Cut some shapes out of a colorful sheet of paper for your child. Take two more sheets of paper, one for each of you. Glue the shapes to make a design or picture. Talk about the shapes and what you each made together.
2. Choose an alphabet book and read it with your child. Be careful, some will be for older children. Ask the Librarian to help you find a good one for you and your child. No need to quiz your child on the letters, just have fun reading the book and talking about the letters and the illustrations.
3. Get some magnetic letters to put on the refrigerator. As your child handles them, talk about the letter, what it looks like, the name of the letter, and its sound. Begin to form short words such as "cat," "hat," "pat," and "fish," "wish," "dish."

**Ask a Librarian to help you
find appropriate books
for your child.**

Curious? Read!

Early Literacy Activities 2-3 Years



PRINT MOTIVATION ACTIVITIES

1. Your child is curious about the world around her. Think about what interests your child. This is a chance for both you and your child to learn together. Ask the Librarian to help you find a book on the topic of your child's choice. Share the book with your child. You do not have to read every word. Talk about the pictures.
2. Let your child see you reading. When you read a newspaper or magazine, read parts of it out loud to your child. Look up and smile as you read out loud. Let her point to pictures and talk about them together.
3. Make a special reading spot where you and your child can sit together. Beds, sofas, make shift tents, etc. tend to be cozy places for reading. Whatever your place, enjoy sharing books together, and allow your child to choose which books to read.

PHONOLOGICAL AWARENESS ACTIVITIES

1. Help your child become aware of words that rhyme. Read a book by Mem Fox or Nancy Shaw. Then say some of the words that rhyme. For example, *sheep* and *jeep*. You can do this with other rhyming stories. Ask a Librarian to help you find a book written in rhyme.
2. Play a rhyming word game:
Which word sounds like mouse?
cat, toy, house
You can think of others.
- Play a letter-sound word game:
Which word starts with the "fff" sound.
dog, fish, rat
What other words start with the "fff" sound?
Make up more.

3. Sing songs with your child. They love to move around, so try songs that help your child use her body: jumping, touching knees, spinning around. Sing together as you do the movements. The more you repeat the song, the easier it will be for your child to do the movements. The Library has a variety of CDs for young children. Ask the Librarian to help you find some activity songs for your child.

VOCABULARY ACTIVITIES

1. Language spoken directly to a child is most effective in building strong language skills. Use the time your child would normally be watching a TV program to play and talk with your child. Or, if your child is watching TV, watch it with him and talk about what is happening.
2. Your child is experiencing many different emotions. Talk with him about his emotions and name them. "I know that falling down makes you feel embarrassed. It's okay." Aside from happy, sad, and mad, here are some other emotions to discuss:
Silly, Frustrated, Shy, Friendly, Excited, Patient, Curious, Tired, Angry, Proud, Crabby or Fussy, Scared or Afraid.
3. Books offer words that we do not usually use in conversation. Ask a librarian to help you find a book that uses unfamiliar words. Talk about what is happening in the story, and name objects in the illustrations that may not be familiar to your child.

**Enjoy your time together.
If it's not a pleasant experience,
try another time.**

NARRATIVE SKILLS ACTIVITIES

1. Ask the Librarian for a book that has a repetitious phrase. Let your child repeat the phrase as you read the book. When you read it a second time, let him tell you some of the story or talk about the pictures.
2. When you read a book with your child, ask him, "What is happening here?" or "What will happen next?" Ask questions that cannot be answered with a yes or no or by just pointing to a picture. Let him use the words he knows. If he does not know what will happen, you can tell him what you think.
3. Let your child tell you about things you have talked about before. When you are at the grocery store, you can say, "What kinds of fruit do you see?" or "What shape is an orange?" or "What color are bananas?"

PRINT AWARENESS ACTIVITIES

1. Scribbling helps children understand how we read. Give your child a thick crayon or thick pencil and a sheet of paper. As you write a list or a letter, let your child write too.
2. When you read a book with your child, let him bring it to you. See if he hands it to you with the cover up and the print "right side up". If he does, you can say, "Yes, we start with the cover on the front of the book." Or "Let's turn this over so we can start at the beginning." As you read the title, run your finger under the words. Let your child turn the pages.
3. Write your child's name while he is watching you. Put his name on a door or shelf where he can see it.

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