



Babies & Kids Books, Bits N' Tips

THE OTHER ABC'S; HOW LETTERS SOUND!

Children have to learn to hear the individual sounds of letters and syllables. This is called phonological awareness. Without learning letter sounds now, phonics and sounding out words will not make sense later. This is an important step on the stairway of learning how sounds and words work. Following are some activities to develop this awareness of sounds.

- Listening games that focus on children's attention to words, such as Simon Says or making animal sounds.
- Rhyming; using the end sounds at the end of

of words.

- Alliteration; focusing on the beginning sounds of words, like 'Lions love to laugh'.
- Counting the numbers of words in a sentence.
- Counting and clapping syllables in words and blending the syllables back together again.
- Dividing one syllable words by their first consonant sound and all their other sounds.
- Adding and subtracting sounds in words.
- Breaking words into syllables.
- Replacing sounds in a word, for example,

- mit becomes mat.
- Play rhyming games, sing songs, chant nursery rhymes, and do finger plays.
- Pause for your child to guess a rhyme word when reading books.
- Make up nonsense rhymes with their names and other words.
- Read Books with strong rhyming patterns like Dr. Seuss.



Children need to learn how letters sound NOW so they can sound out words later.

Abbreviated version retrieved from: http://ecl.k.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development/Literacydudev_art_00012_061405.html

READING ALOUD MAKES A GOOD READER!

Anyone who's ever read a story aloud appreciates the joy in a child's face as the plot and characters come to life. Fact is, everyone, especially children, can feel the excitement of the story as it is narrated by their parents and teachers. Because reading aloud is an expression of love, an act of giving that means you care enough to share your time. Reading aloud is the single largest thing a parent can do to help their child succeed in school.

- Reading aloud encourages language, cognitive skills; it also builds motivation,

curiosity and memory.

- Research states that the more words a parents uses talking to their 8-month-old infant, the bigger their child's vocabulary by age 3.
- Books contain many more words that children won't hear just talking.
- Children's books contain 50% larger words than primetime television or college students talking.
- The nurturing and one-on-one attention from parents during reading aloud encourages children to like books and reading
- Reading aloud is a proven technique to help children

cope during stress or tragedy.

"In the end, there is no program or policy that can substitute for a mother or father who will attend those parent/teacher conferences, or help with homework after dinner, or turn off the TV, put away the video games and read to their child"

President Barack Obama

Abbreviated version retrieved from <http://www.rif.org/us/literacy-resources/articles/reading-aloud.htm>

Abbreviated version retrieved from [tp://www.reachoutandread.org/parents/readingaloud/](http://www.reachoutandread.org/parents/readingaloud/)

Add Fun to Reading By Changing when, what and where you read!

When:

- Listen to books on cds or tapes while in the car.
- Read plastic books in the tub.
- Look at the pictures of 'quiet' books in church.
- Read out loud after your child can read him/herself. He/she will enjoy many books that he/she can't personally read.

Where:

- Spread a blanket on the floor for an indoor reading picnic.
- Toss a sheet over a table to create a reading hide-away.

What:

- Substitute your child's name for the name of a character in the story.
- Read out loud road signs, menus, mail order catalogs, billboards, and cereal boxes.
- Make up your own stories!
- Newspapers are great: read news stories, advice columns, letters to the editor, the funnies, or picture captions.

Abbreviated version retrieved from <http://www.rif.org/us/>

Family Literacy Play-group Ages walkers to Age 5 Fridays @ 10:30—12:00 Noon

Crafts Songs Stories And some tips too!

60 E. Pike Street
Pontiac, MI 48342

248-758-3942
248-758- 3990
Pont@tln.lib.mi.us

"The fire of literacy is created by the emotional sparks between a child, a book and the person reading. It isn't achieved by the book alone, or by the child alone, or by the adult who's reading aloud -- it's the relationship winding between all three, bringing them together in easy harmony," Mem Fox



THE FIVE PRACTICES THAT PROMOTE EARLY LITERACY

Talking: Talk with and listen to each child; add additional words to continue the conversation. Ask open ended questions. (Ones that can't be answered with a yes or a no).

Combine larger words with a simpler word to develop vocabulary.

Model taking turns with conversation.

Reading: Language in books has more complex words, ideas, and sentences.

Books have more rare words than normal conversation. Explain unknown words or let your child guess at the meaning of a word.

Talk about what you read for yourself with your child to help him understand how important reading is to your every day life.

Use alphabet books on topics your child enjoys—food, dinosaurs, plants, sea creatures.

Singing: Rhymes and songs have words not used in conversation.

Songs slow down language and separates sounds because different syllables have different notes.

This help children to break words into sounds and syllables when they start to read.

Make up your own silly songs using made up words that use different alphabet sounds.

Songs help children hear the rhythm and rhymes of language.

Writing: Encourage children to draw a picture about a book or story. Talk with them about what they drew or wrote. Remember that mark making, then scribbling, are the first two stages of writing!

Encourage children to write their own name on their picture/story, or write the starting letter yourself.

Ask questions and respond to what a child says about what he/she wrote or drew.

Repeat the words and add other words similar to or that describe further what they said or wrote.

Encourage children to write for things they enjoy—invitations, notes, thank you notes or to make a book.

Ask children to label parts of their own drawing, or write down what they say.

Playing: Use print as part of play—signs, menus, lists. Encourage pretend/dramatic play to tell and retell stories. Encourage role-playing of different situations.

Six Early Literacy Skills to Help Your Child Learn to Read

NARRATIVE SKILLS

Tell stories together.
Encourage pretend and play.
Let the child be storyteller.

LETTER KNOWLEDGE

Help your child identify the
First letter in his/her name.
Find it in books and signs.

PRINT AWARENESS

Help your child discover how to hold a book and turn the pages.

VOCABULARY

Teach your child the specific names of things. Try fruits and vegetables at mealtimes.

PRINT MOTIVATION

Find books on topics that interest your child and share them often.

PHONOLOGICAL AWARENESS

Sing songs, play games and share rhymes to help your child play with the smaller sounds in words.



Getting Ready to Read Starts
In Infancy—
The skills a child learns BEFORE school

Try This Finger Play!

The Eensy, Weensy Spider

The eensy, weensy spider,
climbed up the water spout.
(opposite thumbs and index fingers climb up)
Down came the rain,
And washed the spider out.
(flutter fingers downward)
Out came the sun,
And dried up all the rain.
(arms form circle overhead)
And the eensy, weensy spider,
Climbed up the spout again.
(opposite thumbs and index fingers