**Idaho Commission for Libraries**

**Every Child Ready to Read® 2**

**Writing: From Shapes and Scribbles to Letters and Words**

**Yum Yum Yum- Sample Program**

**Introduction:**

****Welcome to our Every Child Ready to Read storytime program. We are glad you all could be here today. It’s not too early or too late to help your child develop pre-reading skills to help them become readers in school. There are five practices that we can do with children to help them get ready for school. These are activities we are doing or can do with them every day—talking, singing, reading, writing and playing.

In this program, we will focus on writing. Just as there are developmental skills that lead to reading, there are early skills that lead to writing such as moving little fingers, small movements or fine motor skills, and also large motor skills like running, jumping, turning around, reaching high and low, that help children learn where their bodies are in space. Drawing and scribbling are also early stages of writing.

Getting ready to read and write involves many skills. Some children learn these skills earlier and more quickly than other children, just like children learn to walk and talk at different ages. When you use the five practices, you can help your children learn important pre-reading skills that are appropriate for their age and interests. Don’t push your child. Do have fun with these activities every day so your child wants to do them again and again!

**Opening Song**

**Hola Amigos**

Hola amigos como están, como están, como están

Hola amigos como están, bienvenidos.

Ahora vamos aplaudir, aplaudir, aplaudir

Ahora vamos aplaudir, bienvenidos.

Ahora vamos a sentar, a sentar, a sentar

Ahora vamos a sentar, bienvenidos.

(cantar al tono del Puente de Londres)

**Sharing or Show-and-Tell Time**

Have parents share what they followed up on from the last session. What were they already doing with their children? What did they try that was new? What comments do they have about what they noticed while interacting with their children? Children can also contribute or show what they did with their parents/adults since the last session.

**Theme Talk**

****Today, our storytime is called Yum, Yum, Yum. It’s about food! At our Every Child Ready to Read program today, we’ll be talking about writing and letters. Really, writing and reading go together! They are both written expressions of the spoken word. Just as there are skills that lead up to reading, as we have seen in our first two workshops, so there are also skills that lead up to children writing letters and words. We’ll look at some of those skills and ways we can have fun while we help our children be ready to read.

**Opening Activity—Writing Names**

Hand out 5 x 8 cards (or 81/2 x 11 sheet cut in half, cardstock better than plain paper) for adults and children, one card each. Have crayons available. Children write/scribble their own names on the cards; adults help as necessary. Adults write their own names on their cards.

We have talked about using the letters in your child’s name first because your child’s name is important to them. You can also talk about the letters in words that are of particular interest to your child—trucks, dinosaurs, princesses, whatever they like.

**Adult Challenge:** Adults try this: put your pencil/crayon in your other hand, the one you don’t write with normally. Now on the back of your name card draw a triangle. Now separate from the triangle, draw a stick figure. Now write your name. How does it feel? (If you like, children can turn their card over and do the same thing, but with their regular writing hand.) (Look around at how the parents are writing.) You did a nice job on writing. What did you notice? (They may notice that it takes longer with your non-dominant hand and you have to think harder. Some people move their mouths/tongues.) This gives you an idea of how it feels for your children who are just learning to write.

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**Adult Aside:**

****We have talked about using the letters in your child’s name first because his name is important to them. You can also talk about the letters in words that are of particular interest to your child—trucks, dinosaurs, princesses, whatever they like.

**Activity—Name Card:**

[Preparation: have upper and lower case letters around the room. If you did not already, hand out blank cards to both adults and children. Have crayons available. Have either adults and children write (or scribble) their names on their cards.]

Look at the first letter of your name on your name card. Now look around the room. Can you match your letter? Show each other. Can you find any other letters from your name? From your adult’s name?

Since we have been talking about the letters in your names, let’s have a look at an alphabet book.

**Book:** *Abecedarios* by Cynthia Weill

Adults, there are many ways to read an alphabet book: from cover to cover or perhaps choosing the first letter of your child’s name and looking for what the word it, or letting your child hold the book and choose pages to read together. Today I’ll just read a few pages from the book. [Choose how to read the book based on the attention span and interest of the group.]

I love the artwork in this book. It is Mexican folk art, wooden sculptures made by the Jiménez family from the town of Arrazola in Oaxaca in Mexico. It is a bilingual book in English and Spanish and they were very clever to choose animals that start with the same letter in English and Spanish!

Let’s look at this page with the penguin and the quetzal. How do these two animals look alike? [Wait for responses.] How do they look different? [Wait for responses.]

**Adult Aside:**

****When you have children notice similarities and differences by talking about how items are alike and different, you help them develop the skills they will need to notice the differences in similar letters. For example a V and a W are similar and different, or an n and an h are similar except for the height of the line. [Show these letters or pairs of your choice.]

**Action Song**

Ok, let us have a little stretch.

Don Serafin

Don Serafin del monte

Don Serafin cordero

Yo como un buen niño

Me sentare.

*Haz las acciones y cambia a:*

Aplaudir

Me parare

Yo girare

**Adult Aside:**

****Adults, because children identify letters by their shapes, these rhymes are a fun way to support early letter knowledge.

**Activity:**

Let’s make letters with our bodies. Here is the uppercase letter D. It has a vertical line and then a bump or half circle coming out on the right. Let’s draw it together in the air. [It is easier to do this if you have your back to the children and they follow you.] Now try to make it with your body! It’s hard!

How about if you get in family pairs or groups and try to make an uppercase D and then a lowercase d?

**Adult Aside:**

Adults, helping children use movement to become familiar with positions is helpful when they learn to write. Learning how to maneuver their bodies in space will make it easier for them to have control over their motions when they learn to write.

**Adult Aside:**

Adults, having your children draw and write notes is one great way to help them understand that what is written reflects what we say and it has meaning to us. This is called print awareness and is one of the skills that helps children understand how to read.

**Adult Aside:**

Adults, helping children learn direction like above, below, between, left, right will help them when they write. When they form letters they have to know which direction to go to form the letter correctly. So, they enjoy these action songs, but it is also the beginning of writing skills.

**Adult Aside:**

Adults, it is hard to see in a group, but when you read with your child, if you point out the text next to the picture it helps your child understand the connection between the item and the written word- how print works!

**Book:** *I Love Saturdays y Domingos* by Alma Flor Ada

[This book can be easily shortened if needed. At the end there is a song.]

**Stay and Play:** Choose stay and play activities of your choice from list in Build Your Own Program or use our own ideas.

**Take Home:**

* If you have resources available: Make a take-home erase board. Slip two sheets of white cardstock paper or thin cardboard and white sheet of paper into a sheet protector. With a dry erase marker, draw on the sheet protector and then wipe off with a tissue and you’re ready to write again. Endless possibilities!
* Hand out Writing Kit: I have a handout here for you to write a book. There is room for your child to draw pictures and for you or your child to “write” what the picture is about. Adults, you get one too, so you can also make a book. Just fold the short sides together with the writing showing and then fold over again. There’s your book!

**Adult Aside:**

* We have given you some materials for you to enjoy writing activities with your children. It’s fun to try some new things especially as your children grow. I will love to hear about what you and your children do together to help them become readers. Enjoy!
* Remember, your home is a learning zone. You don’t need expensive toys. What your child needs is YOU! You to guide them as they learn about their world, as they learn about writing, and print and letters, as well as stories you tell and read. We are here for you!

**Closing Song**

**Adiós amigos**

Adiós amigos, Adiós amigos

Ya me voy, ya me voy

Me dio mucho gusto estar con ustedes

Adiós, adiós.

Thank you all for coming!