



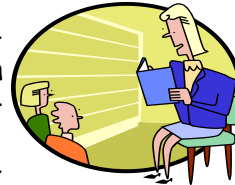
Babies & Kids Books, Bits N' Tips

Early Literacy Does Not Mean Early Reading

Our current knowledge of early language and literacy development has provided new ways of helping children learn to talk, read, and write. It does not mean teaching reading to younger and younger children.

Formal reading instructions which pushes infants and toddlers to actually read and write words is not developmentally appropriate.

It can actually be damaging to children if they associate reading and books with failure. Early literacy skills develop in real life settings through positive experiences with literacy materials and other people. Language, reading, and writing skills develop at the same time and are linked.



Early Literacy does **not** mean teaching babies or toddlers to read

Parenting Tip:

If you think your child ALWAYS or NEVER does something, think of one time that statement was n't true.

Instead of talking about mistakes, comment on when your child did the right thing. Giving your child attention for doing the right thing will help him or her develop a better habit. He will be happier and so will you!

Playing with Sounds

Take turns making sounds or saying words with your child. Make the same sound your child is making (baba). Make a sound like your child's sound.

Make animal sounds (dog, cat, pig)

Pretend to blow out a candle to make a wind sound.

Make a whoosh sound for water.

Make it more challenging by:

Making a new sound and see if your child repeats it.

Encourage your child to repeat two or three sounds after you.

Say one sound, then change it to a new sound. Does your toddler notice the difference?

Angela Notari-Syversen, 2006, Seattle Washington

TRY IT TIP Make your book personal. Talk about your own family, pets, or community when you are reading about others in a story.

Name objects your child points to. Ask questions about things your child is interested in.

What Do Early Literacy Skills Look Like?

Book Handling Behaviors

Behaviors related to a child's touching or handling of books, such as page turning and chewing.

Looking and Recognizing

Behaviors related to how children pay attention to and interact with pictures in books, such as gazing at pictures or laughing at a favorite picture. Behaviors that show recognition of and a beginning understanding of pictures in books,

such as pointing to pictures or familiar objects.

Picture and Story Comprehension

Behaviors that show a child's understanding of pictures and events in a book, such as imitating an action seen in a picture or talking about the events in a story.

Story-Reading Behaviors

Behaviors that include children's verbal interactions with books and their

increasing understanding of print in books, such as babbling in imitation of reading or running fingers along printed words.

Schickendanz, (1999) Much more than ABCs: The early stages of reading and writing. Washington DC NAEYC

You know It's Working When

Your child asks you to read the same book over and over again.

Your child points to a picture of an animal and makes the correct animal sound.

Your child smiles and babbles at the book.

Come Play With Me
Ages 0-3 Fri @ 10:30

Craft, Songs, Stories
And some tips too!
Call 248-758-3938

60 E. Pike Street
Pontiac, MI 48342

248-758-3942
248-758- 3938
Pont@tln.lib.mi.us

Maybe You Won't finish the book!

Young children can only sit for a few minutes for a story, but as they grow, they will be able to sit longer. The most important thing for them to learn is that reading is fun!



Make Going to the Grocery Store Fun!

Remember that your child will act better if he or she is having fun. You will also have a better day if he or she is happy.

At Home:

Let your child cut out coupons too—even the ones you don't need. Point to the coupon and talk about what the food is and how it tastes.

Write a grocery list together. Talk about what you will cook for dinner tonight or tomorrow. If you can, let him or her pick between two possible dinners.

In the Grocery Store:

Show your child how you use the grocery list to find foods in the store.

Have your child help you find different foods on the list.

Point to and read signs for the food your child likes to eat.

Read the labels with large print, and read the numbers on price tags.

Point to words your child often sees (McDonald's or Cheerios) and ask your child what the words are.

Ask your child simple questions about the words he sees. (Do we eat Cheerios?)

Ask your child to point to a picture, a word and a number.

Ask your child to point to or show you something he or she wants to eat.

Your child will have more fun and enjoy eating something that he or she picked out.

Let him/her know that you can only buy the yummy things if they act good!

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!

This One's the Thumb

This one's the thumb,
Wiggle your baby's thumb.
This one shakes the plums,
Wiggle first finger.
This one picks them up,
Wiggle middle finger.
This one takes them home,
Wiggle third finger.
And little Wuzi Wuzi
Wiggle little finger.
Eats them all up!
Run your fingers up your baby's arm and end with a tickle.