



# Babies & Kids Books, Bits N' Tips

## FUN IN THE SUN WILL GET KIDS READY FOR SCHOOL!

Try these summer ideas:

- Lie on the ground and describe the shapes of the clouds. (Oral language & vocabulary)
- Take a nature walk. When you get home, ask your child to write all the things you saw.
- Young writers can draw the objects and adults can label the drawings with the "book" spelling of the words. "Collect" them in a writer's journal. (Vocabulary)
- Play the "Silent Walking Game"
- when you're walking in the park, woods or neighborhood. Walk quietly for a few minutes, or until your child just can't stay silent any longer. Then have each family member recall the sounds they heard during the walk. Repeat as long as you are having fun. (Phonological awareness)
- At the beach or in the garden, draw shapes in the sand or soil. Can your child match the shape?

Try making them "giant-sized" by walking the shapes or letters.



Find cloud shapes/letters

- Pretend you are writing messages to airplanes that might pass by. (Phonics)
- Help your child to make up and say silly sentences with lots of words that start with the same sound, such as, "Tom took ten toy trucks to town." (Phonological Awareness)
- Listen for rhyming songs that you know or hear on the radio. Sing the songs! Retrieved from: ([http://michigan.gov/documents/Pre\\_Kindergarten\\_Literacy\\_Activities\\_66520\\_7.pdf](http://michigan.gov/documents/Pre_Kindergarten_Literacy_Activities_66520_7.pdf))

## MAKE IT RHYME/A DAY AT A TIME/MAKE LITERACY CLIMB!

**Goal:**

To show your child that rhyming words have the same middle and ending sounds

Example: p\_op and h\_op  
f\_un and s\_un.

**What You Will Need:**

☑ A book written in rhyme, such as *Dinosaur Stomp* by Paul Strickland, or *The Itsy Bitsy Spider* told by Iza Trapani. A book of poems or nursery rhymes will also work.

**Let's Go!**

1. Sit close to your child, and read the book aloud.
2. Next talk about the rhyming words and how the middle and ending sounds are the same.
3. Then while rereading the book, read the first rhyme, and stop when you come to the second rhyme. Invite your child to say the rhyme. If s/he has difficulty doing this, say the rhyme for them. Eventually, your child will be able to do it

alone.

4. Later encourage your child to think of other words that rhyme with the words in the book. Made-up "nonsense" words are okay here.

Next time you're at the park, play "Swing & Say" with your child.

Give the swing a push and say a silly verse: "Up to the sky, you're going to..." To earn another push, your child must make a rhyme:

"...fly!" Retrieved from: ([http://michigan.gov/documents/Pre\\_Kindergarten\\_Literacy\\_Activities\\_66520\\_7.pdf](http://michigan.gov/documents/Pre_Kindergarten_Literacy_Activities_66520_7.pdf))

*Try These Literacy Activity Websites!*

**Education Place**

[www.eduplace.com](http://www.eduplace.com)

**PBS Teacher Source and PBS Kids**

[www.pbs.org](http://www.pbs.org)

**Reading Is Fundamental (RIF) Reading Planet**

[www.rifreadingplanet.org/rif/](http://www.rifreadingplanet.org/rif/)

**Print and Learn for Kids**

[www.brobstsystems.com/kids/](http://www.brobstsystems.com/kids/)

**Reading Adventure**

[www.bookadventure.com/](http://www.bookadventure.com/)

**Get Ready To Read**

[www.getreadytoread.org/](http://www.getreadytoread.org/)

**Lapsit Ages birth to walkers Saturday @ 11:00—11:30 AM**

**Songs Fingerplays Stories, Bubbles Call 248-758-3942**

**Family Literacy Playgroup for Age "Walkers to Age 5" Fridays 10:30-12:00 Noon Crafts Songs Stories**

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 FINGERPLAY!

### Five Little Fishes

Five little fishes swimming in the sea  
(Use your hands as if you are swimming)  
The first one said, "I'm as blue as can be"  
(make a sad face)  
The second one said, "Let's dive down deep"  
(make a diving motion with hands)  
The third one said, "You don't have to weep"  
(Rub your fists in your eyes as if crying)  
The fourth one said, "Be happy and free"  
(make a happy face)  
The fifth one said, "Be friends with me"  
(point to baby and yourself)  
And friends they were and friends they  
will stay  
As the five little fishes swam away  
(Use your hands as if you are swimming)