



# Babies & Kids Books, Bits N' Tips

## LETTER DAY GAME LEVEL 1



Play this game while looking at a book, or doing everyday things like eating, bathing dressing or driving.

- Point to an object (like a bed) and say "this is a bed. I can say it slow, buh-ed"
- Let your child say "buh-ed."
- Tell your child, "let's go on a letter hunt and find other things that begin with buh". Bat, etc.
- Tell your child that it is the sound the letter B makes.

- Ask your child if he can think of other words that begin with the 'buh' sound.
- Pick out a different object that begins with a different letter and do the same thing.

Adjust the time you spend playing this game depending on your child's attention span and age. Stop before he or she gets bored or frustrated.

Praise your child for all words, even if they

not always correct. ("You were close" or "nice try", etc.)

Teach the correct answer but do not expect perfection.

Do not correct speech errors at this time. The goal is to teach your child that words can be broken down into sounds and not perfect speech.

Encourage the family to try! If you or your child want to change the game to make it more fun, go for it!

Taken from Every Child Ready to Read @ your library

Try this game to teach the sounds and names of letters!

### "HELPFUL HINTS"

- Make sure it is neither too easy or too difficult.
- Follow your child's lead—use toys, books, or words your child picks.
- Keep it fun!
- Stop when your child says stop!

**Lapsit Infants of all ages Saturdays @ 11:00—11:30 AM**

**Call 248-758-3942**



## LETTER DAY GAME LEVEL II

After your child can play level I easily, move to level II.

- Tell your child that today is the letter \_\_\_day.
- Tell your child that you are both going to look for things that begin with the sound "mmm" for example.
- This game is similar to level I, except your child has to think of or find words that have

the same sound on his or he own. Again, use picture books, things around the house, or things you and your child see anywhere.

- Praise your child's success. Give him or her a little help if needed. If your child needs help, you might say "Bird starts with the 'buh' sound."
- "What else can you think of that starts with the 'buh' sound?"

- You can make collages of pictures cut from magazines of words with the same sound.
- Make up silly words by changing words to begin with that day's letter sound. For example "what word will 'milk' be if we took off the 'mmm' sound and make a 'ppp'? Pilk!

Use **w,p,b,d,t,m,n,h,y** first

Next **f,v,s,z,g,"k/c"**.

Use **j, l, and r** last.

every Child Ready to Read @ your library

**Toddling Into Reading for Ages 1—2 Wednesday 1:00 - 1:30 pm Songs, Fingerplays, Bubbles**

**Call 248-758-3942 to register**

**Ready, Set, Get Ready to Read Ages 3 to 5 Wednesdays 1:30-2:30 pm Crafts Songs Stories Call 248-758-3942 to register**

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"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 WORD GAME!

### Willowby, Wallowby Woo

Willowby, Wallowby Woo  
An elephant sat on you.  
Willowby, Wallowby Wee  
An elephant sat on me.

Make up your own rhymes like  
this:

Willowby, Wallowby Wary, an ele-  
phant sat o Mary.  
Willowby, Wallowby, Wuzzle, and  
elephant played with a puzzle.  
Willowby, Wallowby Woo, an ele-  
phant went to the zoo.  
Willowby, Wallowby Weetah, an  
elephant ran with a cheetah.