



Babies & Kids Books, Bits N' Tips

March: Wind, Sales and Gusty Gales!

Painting the wind, capturing brother wind or merely flying on wind's back happens Fridays in March at the library! Research shows that hearing stories excites the imagination, encourages the creativity and problem-solving skills of children. Furthermore, crafts grow self esteem and literacy skills necessary for school success.

March 5, make your very own boat to come sail away into adventure. Help us pick a book of adventure, imagination,

or just plain everyday fun to share.

On March 12 make your own wind catchers and toss them aloft, enjoy their flapping streamers with a story about *Painting the Wind* (can you paint the wind? Don't you want to try? Can you succeed?)

On March 19 we are making pinwheels of color and twirl our pinwheels to the book *Mirandy Dancing with Brother Wind*. "Can't nobody put shackles on Brother Wind, chile. He

be special. He be free." How can anyone dance with the wind? Does Mirandy succeed?

March 24 we make our own wind fans and share a story about a man that "all he ever wanted to do was fly. With his arms flapping, he jumped off a chicken coop when he was five." Does he ever fly? find out in *Wind Flyers*.

Find out why we are growing some weekly regulars to a favorite program that is good for children and parents too!



Fridays
4:00—5:00
PM Children
and Adult
with Children

DID YOU KNOW?

Early childhood art experiences create new brain connections.

ART MAKES A CHILD SMART!

Read, Meet and Treat Fridays @ 4:00-5:00 PM

School-aged Child

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

Call 248-758-3942

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 and up Wednesdays 1:30-2:30 pm Crafts Songs Stories Call 248-758-3942

BLACK HISTORY MONTH CELEBRATION!

February was a celebratory success as children and parents decorated library windows with heart votes for Underground Railroad books read during our story times.

Our featured Underground Railroad books triggered stories and discussions between children, parents and staff of the slavery era. We felt the spirit and determination

of people that endured and risked everything to crush the institution of slavery and its blight of bigotry on our country.

Children decorated their own safe house lanterns and made their own freedom quilts as they discovered new facts about the Underground Railroad.

Children frantically searched throughout the library gathering hints for our Underground Railroad

Scavenger Hunt and felt joy of picking out a book upon reaching the Promised Land.

We ended with a Black History Celebration Program in which MLK Day Essay Contest winners were recognized and rewarded.

Try [Unspoken : a story from the Underground Railroad](#) by Henry Cole, or [Night boat to freedom](#) by Margot Theis. Raven.

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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

Choo Choo Train (Finger play)

This is a choo-choo train,
Bend arms at elbows.
Puffing down the track.
Rotate forearms in rhythm.
Now it's going forward, Push arms
forward, continue rotating motion.
Now it's going back.
Pull arms back; continue rotating
motion.
Now the bell is ringing, Pull bell
cord with closed fist.
Now the whistle blows.
Hold fist near mouth and blow.
What a lot of noise it makes,
Cover ears with hands.
Everywhere it goes.