



Babies & Kids Books, Bits N' Tips

WHY SING OR TELL NURSERY RHYMES?

Repeating rhymes and singing songs is a fun way to spend time and makes you feel close to your baby. It is also an easy way to develop your baby's speech and language.

Actually, you can begin talking and reading to your child before he or she is born. Ears develop in the first month and a fetus responds to sound by the fourth month.

Lullabies or nursery rhyme's rhythmic sound is soothing to your baby.

Children learn through repetition. The repeated phrases in nursery rhymes and songs helps children learn to talk.

Singing breaks down words into syllables and helps children hear the smaller pieces in a word. Speaking and hearing those pieces more clearly makes it easier for children to talk plainly and thus easier to be understood by others.

The joy of having fun with a parent causes your child's brain to re-

lease a 'feel good' chemical that helps learning.

The short nature of nursery rhymes and simple songs, like finger plays, fit your child's short interest span. Learning simple songs and finger plays now develops an enjoyment for stories that will lengthen his/her attention span for stories and books later.

Register for our **Lapsit Story Time**. Enjoy singing and learn simple finger plays on **Saturday at 11:00 am** now to help your baby get ready for **school later**.



Sat. @ 11:00 is Bouncing Rhymes Storytime

DID YOU KNOW?

Because singing is interactive, it involves even the youngest children in language.

DID YOU KNOW?

Our brains are uniquely wired to respond to music, from *before* the time we are born.

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

Call 248-758-3942

CRAFTS ARE NOT JUST FOR FUN ANYMORE!

Crafts are an important part of developing skills that will be necessary to be successful in school.

- Picking out pieces, cutting, coloring, pasting and imagining how a craft will look help your child develop the fine motor, the coordination, and the mental skills that will be necessary in school.
- Crafts also reinforce parts of a story.
- Crafts encourage conversation. Children discuss what they are doing and why. Talking about the craft gives children practice in storytelling skills now that will later help them when they have to answer questions about a story or explain the series of events in a story when they go to school.
- Crafts keeps children's hands busy while they are listening to a story.
- Crafts are a way of sharing their day with their family when the child brings a craft home.
- Crafts promote family relationships by encouraging child and caregiver to work together.
- Crafts build self esteem and personal satisfaction.

Make crafts on Wednesdays 1:30-2:30 for children under 5 or Fridays from 4:00-5:00 for school-aged children.

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

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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 CHANT!

African Planting Chant

Down to the earth and up to the sky.
*(repeat three times, bending to
touch ground and stretching high)*
Our shovels are sharp. *(repeat three
times, pretending to dig with a shov-
el)*

We sow our seeds, we sow our seeds,
we sow our seeds. *(reach into left
hand with right, and scatter seeds)*
Down to the earth and up to the sky,
down to the earth and up to the sky,
down to the earth and up to the sky