



FAMILY
FUNdamentals
for Summer Learning

School-Home Literacy Connections

*Activities for students moving from
Pre-K to K*



PILOT, May 2003



*In support of the State Board of Education's Commitment
to Improving Academic Achievement for All Students*

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What does it take to become a reader?

Phonological awareness

Phonological awareness is the understanding that language we speak and hear is composed of units of sound called phonemes. These sounds may be a single syllable sound as in the word “full.” Or they may be a single syllable sound in words with many syllables, like the words /ham/-/mer or /but/-/ter/-/cup. *Phonemic awareness*, a part of phonological awareness, is the understanding that these syllables are made up of even smaller sounds or *phonemes*. For example the word “pie” has two sounds; the word “stop” has four sounds.

Why does my child need this skill?

Children need to be able to hear the separate sounds that make up words before they try to read or write them. In fact, there are three kinds of phonological and phonemic awareness:

Rhyming— Children need to hear and make rhymes so they can make new words from words they already know. For example: If a child knows the word “fun,” then s/he can make the word “run.”

Blending— Phoneme blending helps children connect sounds in words.

Segmentation— Segmentation helps children learn to separate sentences into words and words into sounds. This will help a child to write the words s/he hears.

Phonics

Although related to phonological awareness, phonics is different. *Phonics* activities can help a child connect the sounds s/he hears to the printed words s/he sees. These activities include recognizing letters and the sounds they make; hearing and writing down the sounds buried within words; and developing strategies to “decode” unfamiliar words.

Why does my child need this skill?

Children need to be taught the sounds individual printed letters and groups of letters make. Knowing the relationships between letters and sounds helps children to recognize familiar words accurately and automatically, and “decode” new words.

Comprehension

Comprehension strategies help children understand, remember and communicate what they read. They also help children to link what they are reading to what they already know.

Why does my child need this skill?

To become independent readers and thinkers, children need lots of practice at predicting what is coming next, and then checking to see if s/he was right. They need to think about ideas and information, ask questions, and solve problems. Children need to know the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become more purposeful, active readers.

Fluency

Reading fluency is the ability to read text accurately and quickly. Several skills help children read fluently: paying attention to punctuation, grouping words into meaningful chunks, and using expression. Fluency also requires children to use strategies to figure out unfamiliar words and to know a lot of sight words that can't be "sounded out."

Why does my child need this skill?

Children who read words smoothly and accurately are more likely to enjoy reading and to understand what they read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of understanding the meaning of what they read.

Vocabulary

Vocabulary development is learning to use and understand many words, and to use them correctly in sentences.

Why does my child need this skill?

Children will read and write better when they actively build and expand their knowledge of written and spoken words, what they mean and how they are used.

Sources

"Reading Tips for Parents," U.S. Department of Education, June 2002. To request a copy, call 877-4ED-PUBS; or go to www.ed.gov/pubs/edpubs.html.

"Family FUNdamentals for Literacy," Michigan Department of Education, Wayne RESA, Partnership For Learning, 2003. www.michigan.gov/mde

Lifestyle Literacy Learning

Helping your child learn to read and write doesn't have to take a lot of extra time or money. Here are some easy ways to build literacy skills, at home, in the sun, or on the run.

At home

- Make sure your child sees you reading and writing as you go through your day. Talk about what you read and write so your child can hear. Say: "I need to write Dad a note about our picnic tomorrow." "I wonder what kind of nuts this recipe says to use. Let's see, w-a-l-n-u-t spells wwwwwaaaaalllllnnnnnuuuutttt. Can you get the walnuts from the refrigerator?"
- Encourage your child to spell and write her name. At first, she may use just a few letters for her name; for example, *Jenny* might use the letters *JNY*. (Letter/sound recognition)
- Place alphabet magnets on your refrigerator or on another smooth, safe metal surface. When you are working in the kitchen, ask your child to name the letters she plays with and see if she can find all the letters that are alike. Talk about the sounds they make (Letter/sound recognition)
- Point to objects and say their names, for example, *sink*. Then ask your child to say as many words as he can that rhyme with the name. Other good easily rhymed words are ball, bread, rug, and clock. Let him use some silly or nonsense, words as well: ball—tall, call, small, dall, jall, nall. (Phonological awareness)

In the sun

- Lie on the ground and describe the shapes of the clouds. (Oral language & vocabulary skills)
- Take a nature walk. When you get home, ask your child to write all the things you saw or collected. Young writers can draw the objects and adults can label the drawings with the "book" spelling of the words. "Collect" these words 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. Pretend you are writing messages to airplanes that might pass by. (Phonics)

On the run

- Point out printed words when you are out and about. Point out individual letters in signs, billboards, posters, food containers, books and magazines. (Phonics; print awareness)
- Keep in your purse or car a stack of pictures you've cut out of magazines or newspapers. Ask your child to tell you a story about the picture or describe all the things s/he sees in the picture. (Comprehension; vocabulary)
- Listen for rhymes in songs that you know or hear on the radio, speaker systems or at family gatherings. Sing the songs with your child. (Phonological awareness)
- 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)

Resources for more ideas

Workbooks to boost literacy skills

- ***Summer Bridge Activities.*** Various authors, Rainbow Bridge Publishing Available for all pre-school through elementary-school transitions. Lots of colorful worksheets, but may be boring for students who are already working at grade level. Better for the child who has struggled during the school year or a child who has not yet mastered basic skills.
- ***Summer Smarts : Activities and Skills to Prepare Your Child for _____.*** Various authors, Houghton Mifflin Co. Available for all preschool and elementary school transitions. Less repetition of skills and more focus on reading real books.

Books for parents

Ask for the following books in your local library:

- Calkins, L.M. (1997). ***Raising Lifelong Learners. Reading***, MA: Addison-Wesley.
- Copperman, P. (1986). ***Taking Books to Heart: How to develop a love of reading in your child.*** Reading, MA: Addison-Wesley.
- Cullinan, B.E. (1992). ***Read To Me: Raising kids who love to read.*** New York, NY: Scholastic.
- Freeman, J. (1995). ***More Books Kids Will Sit Still For: A read aloud guide.*** New Providence, NJ: R.R. Bowker.
- Gross, J. (1986). ***Make Your Child a Lifelong Reader: A parent-guided program for children of all ages who can't, won't or haven't yet started to read.*** Los Angeles, CA: Jeremy P. Tarcher.
- Hearne, B. (1990). ***Choosing Books for Children: A common sense guide.*** New York, NY: Dell Publishing.
- Hunt, G. (1989). ***Honey For a Child's Heart: The imaginative use of books in family life.*** Grand Rapids, MI: Zondervan Publishing House.
- Hydrick, J. (1996). ***Parent's Guide to Literacy for the 21st Century.*** Urbana, IL: National Council of Teachers of English.
- Kimmel, M.M., & Segel, E. (1983). ***For Reading Out Loud! A guide to sharing books with children.*** New York, NY: Delacorte Press.
- Kropp, P. (1993, 1996). ***Raising a Reader: Make your child a reader for life.*** New York, NY: Doubleday.
- Lamme, L.L. (1995). ***Growing Up Reading: Sharing with your children the joys of reading.*** Washington, DC: Acropolis Books Ltd.
- O'Connor, K. (1995). ***How to Hook Your Kids on Books: Create a love for reading that will last a lifetime.*** Nashville, TN: Thomas Nelson Publishers.
- Trelease, J. (1995). ***The Read Aloud Handbook.*** New York, NY: Penguin Books.

- White, V. (1994). *Choosing Your Children's Books: Preparing readers 2-5 years old*. Atlanta, GA: Bayley & Musgrave. (Also for readers ages five to eight and eight to 12 years).

Web sites with information and free literacy activities

Education Place

www.eduplace.com

A wealth of worksheets and online activities

PBS Teacher Source and PBS Kids

www.pbs.org

Resources for teachers, kids and parents, connected to your child's favorite PBS shows.

Reading Is Fundamental (RIF) Reading Planet

www.rifreadingplanet.org/rif/

Games, articles, booklists and activities to keep you busy all summer.

U.S. Department of Education, Office of Educational Research and Improvement

www.ed.gov/pubs/parents

Print and Learn for Kids

www.brobstsystems.com/kids/

Offers downloadable and printable worksheets, sorted by grade level.

Learning Disabilities Online

www.ldonline.org

Many resources for parents whose children struggle with learning or learning disabilities.

Reading Adventure

www.bookadventure.com/

A free reading motivation program for children in grades K-8.

Get Ready To Read

www.getreadytoread.org/

Information and resources on early child literacy, including a screening tool and skill-building activities for children.

Filling in the Rhyme

A Goal:

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

Example: p op f un s it h ead b ite
 h op r un k it b ed l ight

B 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.

C Let's Go!

1. Sit close to your child, and read the book out loud.
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.



Quick Tip for Literacy:

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!"

Another time, to earn another push, ask your child to finish a silly sentence using the same letter sounds: "Jason's jumper..." "...jingles." "Carly's kitten..." "...is cuddly."

Can you think of other ideas?

Sound Spy

A Goal:

To help your child identify the beginning, middle and ending sounds in words

B What You Will Need:

- Time with your child



"Let's play
Sound Spy!"

C Let's Go!

- Invite your child to play "Sound Spy" with you. S/he will be a "spy" who has to find matching sounds at the beginning of words.
- Now, think of two words that begin with the same sounds and one word that begins with a different sound.
Example: mat, sit, mop
- Say the words and have the child say them with you.
- Then say, "I hear two words that begin with the same sound. Can you 'Sound spy?'" (Your child may need a lot of help at first.)

D Let's Go On!

- Try the same game, but this time match middle or ending sounds. This is harder, but with practice, your child should be able to "Sound Spy" in no time!

MCF-ELA 7:1--TA / SA

Quick Tip for Literacy: Got a minute? Practice listening to the sounds in words by singing **Silly Songs**. First sing a familiar song like "Happy



Birthday to You." Next replace all the beginning sounds (consonants) in the song with one sound.

Example: Sappy sirthday so sou, sappy sirthday so sou, Sappy sirthday sear Sally, Sappy sirthday so sou.

Sing happy birthday this way to everyone in the family, changing all the beginning sounds to match the name of the character.

Try it with other favorite songs, too.

Secret Language Shopping

A Goal:

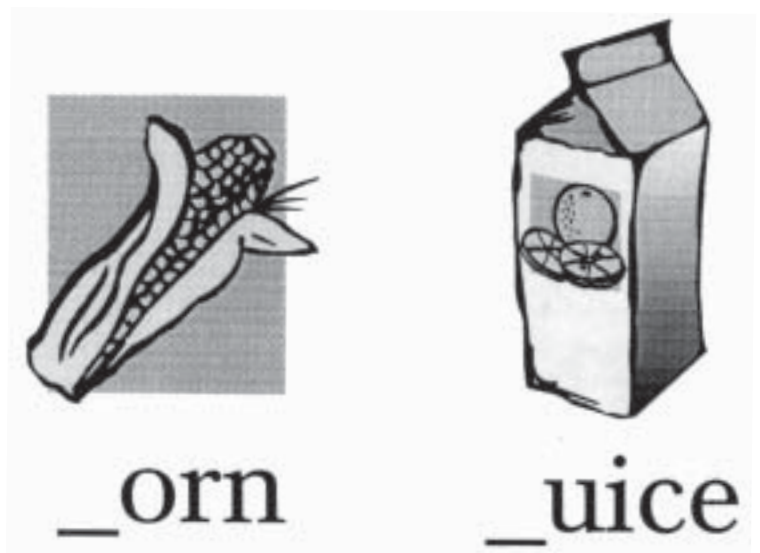
To help your child recognize the different sounds in speech and to separate sounds from words

B What You Will Need:

- Time with your child

C Let's Go!

- Tell your child that you are going to a new store today, and ask her/him to help you with your shopping list, using a new "secret language."
- Say the first item on your list – corn. This word in the new secret language would be "orn."
- Repeat with another word – juice. This word in the new secret language would be "uice."
- Continue with familiar food items, asking your child to help you say the words in the new secret language leaving out the first sounds of the words.



MCF-ELA 7:1--SA

Quick Tip for Literacy:

Parent says: "rock"

"I hear
r-r-r-r"



It doesn't take a lot of time to help your child learn to focus on the sound s/he hears at the beginning or ends of words. Turn everyday activities into learning activities by trying this simple exercise.

Just say a word, then ask your child to tell you the sound (not the letter) the word begins with. Try it later listening for ending sounds.

Say and Clap

A Goal:

To help your child learn to notice the number of syllables in a word

B What You Will Need:

- Time with your child

C Let's Go!

1. Read each word.
2. Have your child clap once for each syllable in the word.

cat	[cat]	(1 clap)
sing	[sing]	(1 clap)
baby	[ba/by]	(2 claps)
silly	[sil/ly]	(2 claps)
puppy	[pup/py]	(2 claps)
water	[wa/ter]	(2 claps)



MCF-ELA 7:1--IL

Adapted from the School-Home Links Reading Kit with permission from the U.S. Department of Education

Quick Tip for Literacy:

butter	[but/ter]	(2 taps)
pickles	[pick/les]	(2 taps)
strawberry	[straw/ber/ry]	(3 taps)
chair	[chair]	(1 tap)

Next time you're baking, cleaning up or sharing a meal with your child, play the "Tap & Say" game to help your child learn to listen to the number of syllables in a word.

Say a word to your child. Ask your child to tap the table for each syllable in the word.



MCF-ELA 7:1--IL

Twin Sounds

A Goal:

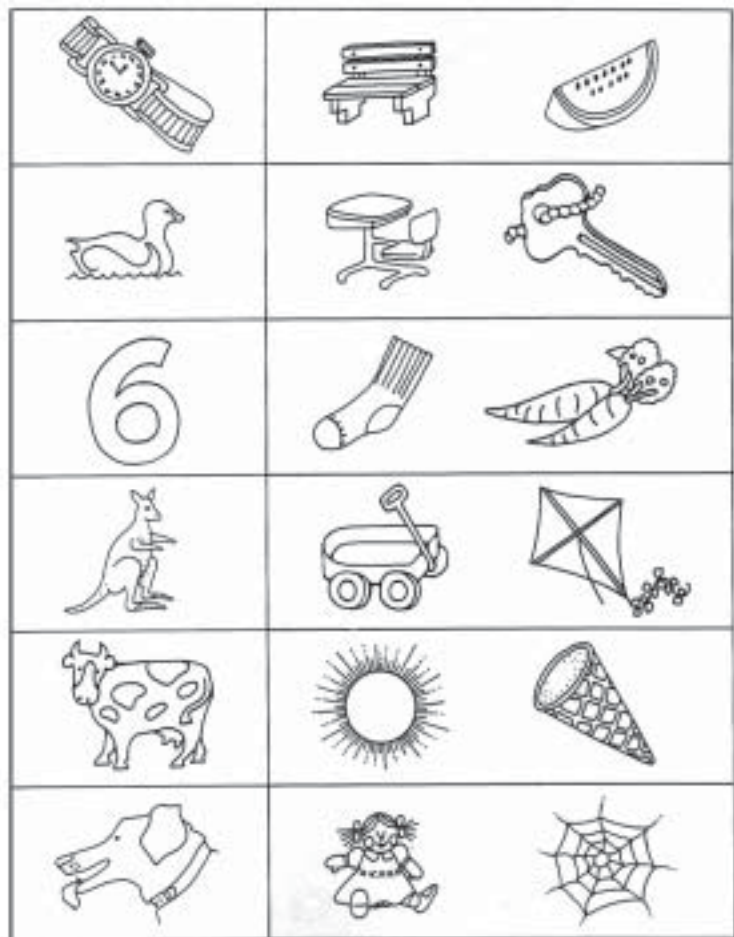
To help your child learn that several words can begin with the same sound

B What You Will Need:

- Pencil or pen

C Let's Go!

1. Name the first picture in each row.
2. Look at the other two pictures in the same row. Which one has the same beginning sound? Circle it.
3. Later, cut apart the pictures and ask your child to sort them, matching those items with the same beginning or ending sounds. Cut out new pictures from old magazines and match their beginning sounds, too.



Quick Tip for Literacy: Read books, poems or tongue-twisters that have **“alliteration”** (repeated consonant sounds, like “Peter Piper picked a peck of pickled peppers.” This is a great way to emphasize initial sounds in words.

Choose books with **“assonance”** (repeated vowel sounds, like “The proud cow howled out loud”) to emphasize the middle sounds in words.

Your teacher may have provided you a book list with this packet, or you can ask your local library staff.

A Goal:

To help your child _____

B What You Will Need:

-
-
-

C Let's Go!

1.

D Let's Go On!

Adapted from the School-Home Links Reading Kit with permission from the U.S. Department of Education

Quick Tip for Literacy:

Sorting Objects by Sound

A Goal:

To help your child hear individual sounds in words

B What You Will Need:

- Some objects or pictures of objects (see appendix) whose names begin with two or three different sounds. For example, things that begin with the “d” sound, things that begin with the “m” sound, and things that begin with the “f” sound.
- Three boxes, cans or pieces of paper that are labeled with a picture of an object beginning with the sounds you are working on. For example, a picture of a dog on the “d” box, a picture of a mouse on the “m” box, and a picture of a fish on the “f” box.

C Let’s Go!

1. Put the objects or pictures in a bag.
2. Go over the sounds of the letters that you are working on with your child. Have her/him repeat the sounds after you.
3. Give your child the bag of objects or pictures. Have her/him draw one out and put it into the box with the matching letter sound.
4. Repeat until the bag is empty. Then go back to each box and say the names of each object in the box. Do all their beginning sounds match? Change any that might belong in a different box.

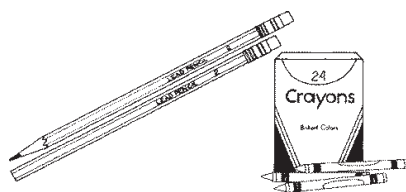


MCF-ELA 1:4--HA / AT

Quick Tip for Literacy: Encourage your child to write words the way that s/he hears them.

For example, s/he might write *haf* for *have*, *frn* and *friend*, and *Frd* for *Fred*. Ask her to read her writing to you.

Don't be concerned with correct spelling. S/he will learn that later.



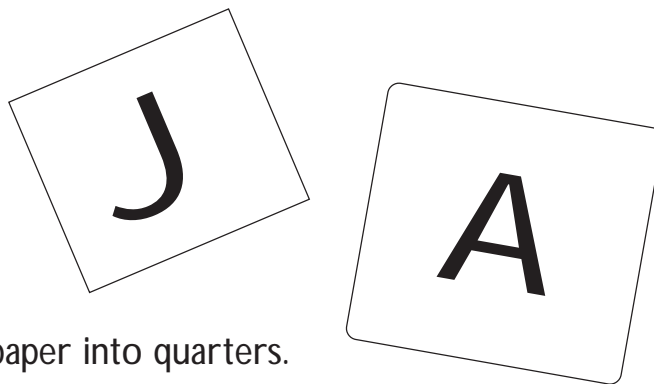
Sniffy alphabet

A Goal:

To help your child learn to recognize letters while engaging their senses.

B What You Will Need:

- Construction paper or other heavy plain paper (6 sheets)
- Box lid
- Pencil or pen
- Liquid glue
- Flavored gelatin power



C Let's Go!

1. Cut each 8 1/2 x 11 sheet of paper into quarters.
2. Place several sheets into the box lid.
3. Print one alphabet letter onto each sheet using a pencil or pen. Squeeze a thin line of liquid glue over each line.
4. Have your child sprinkle fruit-flavored gelatin powder on the glue letters. Tap extra gelatin into the box lid.
5. Repeat with the remaining paper quarters until you have used all the letters in the alphabet.
6. After the glue dries, your child will have a "sniffy" alphabet s/he can see, touch and smell!
7. Practice naming the letters together.

D Let's Go On!

8. Make extra copies of more common letters, and practice spelling out simple words or names your child knows.

Quick Tip for Literacy: Use touch and texture whenever you can to make learning more meaningful. Your child can build letters or numbers out of clay, playdough, blocks or even his/her own body.

Point to the Letter

A Goal:

To help your child recognize letters and letter sounds

B What You Will Need:

- A set of 26 letter cards, magnetic letters, or wooden block letters

C Let's Go!

1. Put all letters out in a-b-c order for your child to see.
2. Sing the alphabet song together while pointing to the letters.
3. Have your child point to a letter that s/he knows.
4. Ask your child to tell you a word that begins with that letter sound. Or have her/him draw a picture of something that starts with that letter sound.



Quick Tip for Literacy: It's easy to make a set of alphabet cards by using colored index cards.

If you have access to a computer and the Internet, you can find free, easy-to-download letter cards and other literacy games at www.englishraven.com.

Trace That Letter!

A Goal:

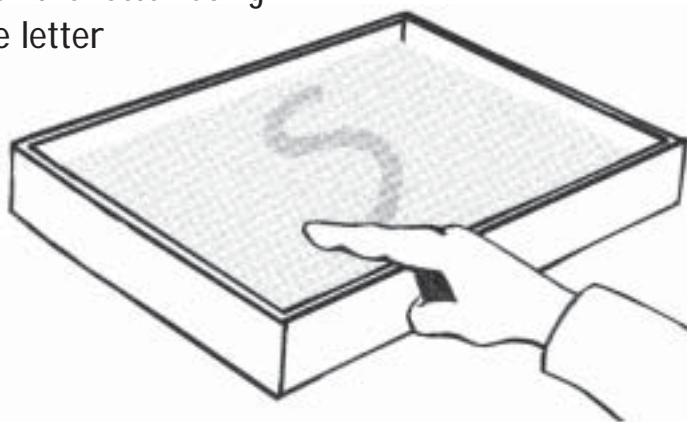
To help your child identify letters through touch

B What You Will Need:

- Letter cards, magnetic letters, or wooden letter blocks
- A plastic or metal baking tray filled with 1/2" of sand, cream of wheat, or rice
- Paper
- Pencil or pen
- Crayon

C Let's Go!

1. Show your child a letter and have her/him practice writing the letter in the tray of sand.
2. Say the name of letter together while s/he writes the letter.
3. Now use the paper and pencil. Write a large letter on the paper as your child watches you.
4. Next have your child write over the letter using a crayon. Have the child say the letter while s/he writes.
5. Continue with a few more letters.



MCF-ELA 10:2--HA / QT

Quick Tip for Literacy: A trip to the beach or park can turn into a literacy lesson in a flash!

While digging, sifting, shaking and shaping in the sand or garden soil, take a moment to write letters or your child's name in the soil. Label garden rows, play alphabet tic-tac-toe, add a family crest (use your initials) to a sand castle.

Use your imagination to bring letters and literacy into every day activities.

Alphabet Hopscotch

A Goal:

To help your child recognize letters and letter sounds

B What You Will Need:

- Several sheets of 8-1/2" x 11" plain paper
- Crayons or markers

C Let's Go!

1. Print each letter of the alphabet on a sheet of paper. Ask your child to help you decorate the letters with crayons or markers.
2. Choose ten letters and arrange them in a hopscotch pattern on the floor.
3. Play hopscotch, saying the names of the letters as you land on each square.
4. Play again, this time saying the sounds the letters make as you land on each square.

Note: Some pre-schoolers will have trouble hopping on one foot. It's OK to do 2-foot hops. Just call the game "Jumpscotch!"



MCF-ELA 1:4--HA / GL

Quick Tip for Literacy: Read alphabet picture books to make it easy for your child to learn to recognize letters and letter sounds. Your local library and bookstores have many to choose from.



Start with *The Amazing I Spy ABC* by Ken Laidlaw, or *From Acorn to Zoo and Everything in Between in Alphabetical Order* by Satoshi Kitamura. Ask your local librarian for other suggestions.

When you read, have your child point to letters. Take turns finding other objects on the page whose names start with that letter sound.

Alphabet Pancakes

A Goal:

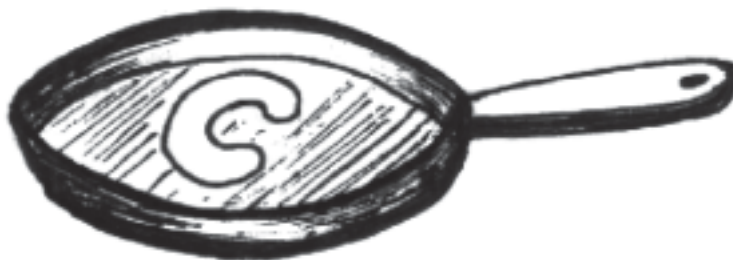
To help your child recognize letters and letter sounds

B What You Will Need:

- Pancake batter

C Let's Go!

1. When making pancakes for breakfast, instead of pouring the batter to make round, traditional pancakes, pour the batter in the shape of a letter.
2. During breakfast, ask family members to try to think of as many words as possible that begin or end with that letter.
3. Bon Appetit!



MCF-ELA 7:4--HA

Quick Tip for Literacy: Before children can learn to recognize letters, they must first be able to tell which shapes are alike, and which are different.



For a simple activity at home or on the road, draw 4 or 5 shapes in a row: triangles, ovals, circles, diamonds, etc. Make two shapes in the row alike. Ask your child to color the two that are *alike*.

Next time, include in your row three shapes that are the same and one shape that is different. Ask your child to color the shape that is *different*.

A Goal:

To help your child

B What You Will Need:

-
-
-

C Let's Go!

1.

D Let's Go On!

Quick Tip for Literacy:

Find the Pattern

A Goal:

To help your child predict a pattern

B What You Will Need:

- A pattern book such as *Brown Bear, Brown Bear: What Do You See?*
- Or tell a familiar story that has a pattern like, "Little Rabbit Foo Foo."

C Let's Go!

1. Read the first few pages until your child can hear the pattern.
2. Begin reading the next page.
3. Pause and ask your child to complete the pattern.
4. The following are suggested books to get you started:

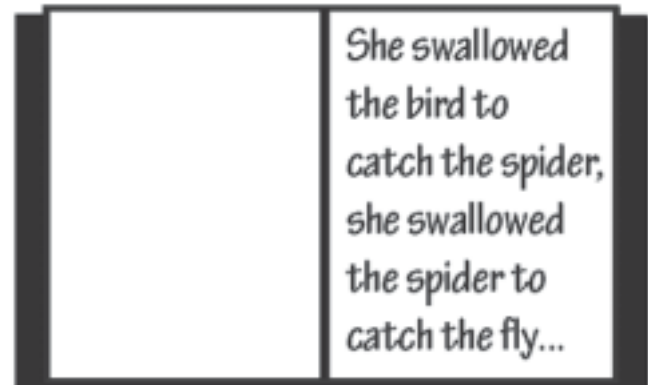
There Was An Old Lady Who Swallowed A Fly

This is The House That Jack Built

Five Little Monkeys Jumping On The Bed

Little Rabbit Foo Foo

The Important Book



MCF-ELA.7:1--HA / IL / QT

Quick Tip for Literacy: Books with language patterns that the children can easily identify are a helpful tool when learning to read. Here are some to try. Ask at your local library for more ideas.

Why Mosquitoes Buzz in People's Ears, by Verna Aardema. Dial (1975)

Who Sank the Boat? by Allen, Pamela Allen. Putnam (1983)

The Very Busy Spider, by Eric Carle. Putnam (1984)

The Rose in My Garden, by Arnold Lobel. Greenwillow (1984)

Alike and Different

PILOT



A Goal:

To help your child learn about making connections between things that happen in a story

B What You Will Need:

- A storybook

C Let's Go!

1. Pick out a book, and name the title and author.

Title: _____

Author: _____

2. Draw a picture of the main character in the story and a picture of yourself.

A large, empty rectangular box with a thin black border, intended for drawing the main character from the chosen storybook.A large, empty rectangular box with a thin black border, intended for drawing a picture of the child.

3. Tell how you are like the main person in the book.
4. Tell how you are different.

Adapted from the School-Home Links Reading Kit with permission from the U.S. Department of Education

Quick Tip for Literacy: Each quarter, the International Reading Association posts a list of recommended reading for kids of all ages and reading levels. Check out the books for summer at www.IRA.org.

When your child reads any of these books, encourage them to try the activities related to the book at www.bookadventure.org.

Do Feelings Change?

A Goal:

To help your child name and understand the feelings of characters in a story. To understand that feelings can change.

B What You Will Need:

- Book or story

C Let's Go!

1. Read a book or story with your child.
2. Name the characters in the story.



3. Tell how they felt at the beginning, the middle, and the end of the story.

MCF-ELA 3:7--HA / IL / QT

Quick Tip for Literacy:

Help your child see the story from the character's point of view. After reading a story or book with your child, just ask a few simple questions:



- Which character is most like you? How?
- Which character is least like you? How?
- What happens in the story that you wish could happen to you? Why?

If your child can write, ask her/him to write the answers.

What's Happening?

A Goal:

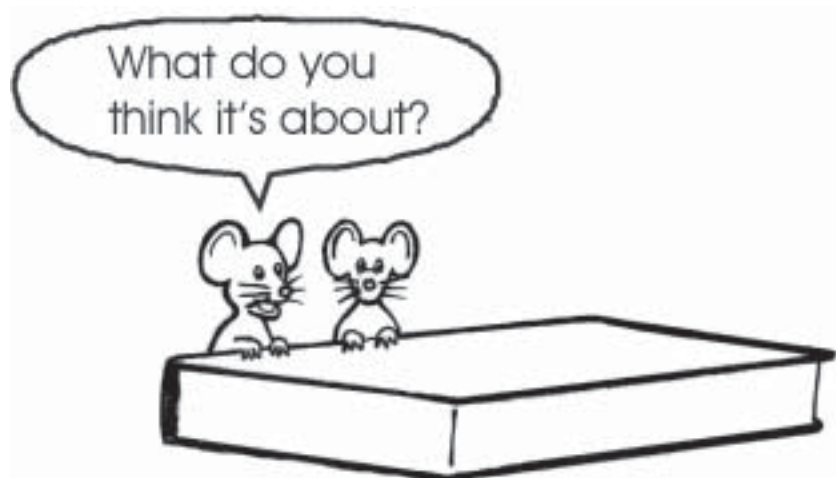
To help your child predict familiar and unfamiliar stories

B What You Will Need:

- Lots of fiction books

C Let's Go!

1. Select a book. You can choose either a new story or an old favorite.
2. Ask your child to predict what the story is about based on the title and picture on the cover.
3. Read a few pages. Ask, "Were you right? Do you want to make a new prediction?"
4. Remind your child to use the pictures to help make new predictions. Ask, "What do you think will happen next?"
5. Read to check if your child was right.



MCF-ELA 3:5--HA / IL / QT

Quick Tip for Literacy: Play "10 Questions" with your child after reading favorite stories to help her learn to ask questions about characters when she reads.



Read a book or story with your child. Think of a character in the story. Invite your child to ask you questions that can only be answered with a yes or no. When s/he has enough clues, s/he may guess the character. If s/he can't guess by the tenth question, give the answer and start again. This time, switch places and let your child think of the character.

Picture Perfect

PILOT

A Goal:

To help your child learn that speech can be written down and has special meaning

B What You Will Need:

- Time with your child
- Pencil or pen
- Crayons or markers

C Let's Go!

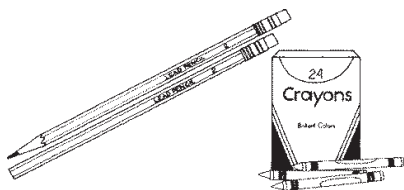
1. Ask your child to look at the picture on this page and to tell you about the picture.
2. Write down what your child says under the picture.
3. Read your child's words back to her/him.
4. Have your child draw his/her own picture and write the story for you. Have your child read it to you.



MCF-ELA 3:1--HA / IL / QT

Adapted from the School-Home Links Reading Kit with permission from the U.S. Department of Education

Quick Tip for Literacy: Mail your child letters or cards this summer. Children will love to open mail of their own, and you will show them that letters and words carry meaning.



Use simple words, and include pictures to add to your message. What can you write in your letters?

- praise your child for a job well done
- tell how special s/he is to you.
- send a packing list for an upcoming outing or vacation. (Turns packing into a scavenger hunt!)

Reading The World

A Goal:

To help your child become more aware of print as a source of information

B What You Will Need:

- Boxes and/or labels with which your child is familiar
- Metal ring clip and hole punch OR
- Shoe box

C Let's Go!

1. Collect labels or box fronts from products your family uses.
2. Punch a hole in one corner and clip them together with a metal ring or place them in a shoe box.
3. Talk with your child about these labels. Ask, "How do people know what's inside packages?" Ask your child to tell you about the labels and what the words might say.
4. Practice them with your child when you get a chance.



D Let's Go On!

5. When shopping for these items, bring your labels along and ask your child to help you locate items on the store shelves.

— MCF-ELA.4.1--HA /SA /AT —

Quick Tip for Literacy:

Plan a vacation where there are no televisions; brings lots of reading material. Why?

Many children won't consider reading as a source of entertainment unless there is nothing else to do. Students have said that they started reading when traveling or when they were at a remote camp or vacation house. By the time they were able to watch television again, many found themselves bored by it and continued reading.

Personal Telephone Book

A Goal:

To help your child learn that printed letters and numbers carry information
To help your child learn to read text from left to right

B What You Will Need:

- Photographs of family members or friends
- Blank book or chart paper
- Markers or pencils

C Let's Go!

1. Reading telephone numbers and then dialing can be pretty hard for young children. This activity can help.
2. Create a personal telephone book with your child by placing photographs in a blank book. Write names and telephone numbers next to photos.
3. Practice "reading" and dialing the telephone numbers with a play telephone first. Let your child dial the number on a real phone when you feel that s/he is ready. (Caution: Be sure that your child knows your rules for using the telephone. Do this activity with supervision.)



NOTE: Be sure to put your child's name, address and phone number in the book, too. S/he'll feel much more secure when you're separated if s/he knows how to call you or get home if necessary.

MCF-ELA-1:1--HA

Quick Tip for Literacy:

Look for TV programs that will stimulate your child's interests and encourage reading. For example, look for shows taken from children's stories, wildlife adventures, history and science.

What kind of conversations can you start from the TV shows you are watching? For instance, ask "Why are those people in the program so unkind to each other?" Or ask your child how he would have written the end to the story.

A Goal:

To help your child _____

B What You Will Need:

-
-
-

C Let's Go!

1.

D Let's Go On!

Quick Tip for Literacy:

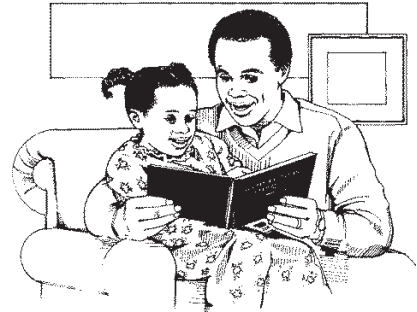
Read-aloud Tips for Grown-ups

A Goal:

To put strategies into action that will help your child become a good reader and writer

B What You Will Need:

- Time with your child
- Favorite books or other reading materials



C Let's Go!

1. Invite your child to read with you every day.
2. When reading a book where the print is large, point word by word as you read.
3. Read a child's favorite book over and over again.
4. Read many stories with rhyming words and lines that repeat. Invite the child to join in on these parts. Point, word by word, as he or she reads along with you.
5. Discuss new words. For example, "This big house is called a palace. Who do you think lives in a palace?"
6. Stop and ask about the pictures and about what is happening in the story.
7. Read from a variety of children's books, including fairy tales, song books, poems and information books.

Quick Tip for Literacy: **Literacy**—Includes all the activities involved in speaking, listening, reading, writing, and appreciating both spoken and written language.

Print Awareness—The knowledge that printed words carry meaning and that reading and writing are ways to obtain ideas and information. A young child's sensitivity to print is one of the first steps toward reading.

Sign Meanings

A Goal:





To help your child learn common words

B What You Will Need:

- Time with your child

C Let's Go!

- Read these signs with someone in your family.
- Talk about what each sign means.

	<p>This sign tells you where to find a boys' or men's bathroom.</p>
	<p>This sign tells you where to find a girls' or women's bathroom.</p>
	<p>This sign tells you where you can leave a building.</p>
	<p>This sign tells you to stop.</p>

Quick Tip for Literacy:

Children love outings and the library is the perfect place to go and explore. If your library sponsors a summer reading program, sign your child up. Children can earn prizes by reading (or being read to) a certain number of books.

If your child is eligible, get her a library card. In this way, your child will develop a sense of ownership and will want to return to the library again.

Grocery List

A Goal:

To help your child use writing in a meaningful way

B What You Will Need:

- Paper
- Pencil or pen
- Glue
- Pictures of food from newspaper or magazine

C Let's Go!

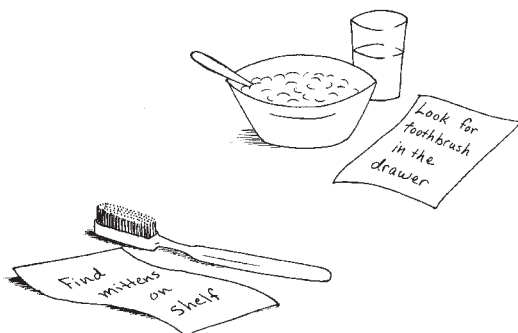
1. Let your child help you write a grocery list.
2. Take turns writing things you plan to buy.
3. If your child can't spell all items correctly, "phonetic" spelling is okay for now.
4. If your child can't write many words yet, have her/him cut out pictures of food items and glue them to the list.



MCF-ELA 2:1; 4:5; 10:2; 1:4-

HA / SA / IL / AT

Quick Tip for Literacy: Spice up your morning routine by turning it into a scavenger hunt!



1. Hide items around the house.
2. Leave a note where your child eats breakfast. The note should give a clue telling your child where to look for an item s/he will need next (like a toothbrush, toothpaste or an item of clothing).
3. Put a new clue with each item so the search can go on.

MCF-ELA 1:2--HA / AT

Book Talk

A Goal:

To help your child become familiar with books

B What You Will Need:

- A stack of storybooks

C Let's Go!

1. Sit close to your child and look at each book in the stack.
2. Ask, "Can you find the title of the book?" Read the title together.
3. Ask, "What do you think this story might be about?"
4. Repeat for a few other books.
5. Now say, "Can you find the names of the author and the illustrator?" Remind your child that the author wrote the story and the illustrator drew the pictures.
6. Look through the illustrations in the book. Talk about the pictures. Are they like the pictures in any other books you have seen? How are they different? Ask, "What do you think this story will be about?"
7. Now choose one or two books and read them together.



Quick Tip for Literacy: Has your child memorized a favorite story? Have her point to the words on each page as you read the story. Or invite her to retell the story in her own words.

Remember to *listen* patiently. This will help him or her enjoy reading.

-----MCF-ELA-8:5--HA/IL/QT-----

Dictated Story

A Goal:

To help your child understand that printed words carry the meaning of the story.

What You Will Need:

- B**
- Picture, either a photograph of a recent summer event or one drawn by your child
 - Paper
 - Glue/tape
 - Pencil, crayon or marker

Let's Go!

- C**
1. Glue/attach the picture to a piece of paper.
 2. Ask your child to tell you something about the picture.
 3. Write down your child's "story" (one or two sentences).
 4. Read the story to and with your child several times.
 5. Explain that the story your child told can now be read because it is written down.



MCF-ELA 10:2;3:1--HA /QT

Quick Tip for Literacy: Help your child see that reading is important. Set a good example by reading books, newspapers and magazines. Be sure your children see you reading.

Talk so your children can hear you about why you are reading:
"I need to read this recipe to see how much sugar goes in these cookies." Or "I really like the stories this author writes. I think I'll take a little break to read this, just for fun."

Touch - Say

A Goal:

To help your child find words in print

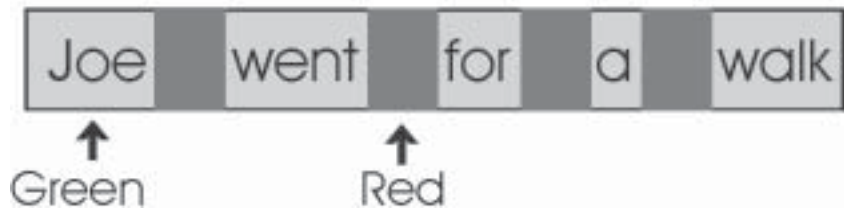
B What You Will Need:

- Three to five word sentences printed on strips of paper
- Simple storybooks with large print
- Red and green crayon or marker

C Let's Go!

1. Print a simple three- to five-word sentence on a long strip of paper. Leave extra space between words. Write the words in GREEN and color the spaces RED.

2. Sit with your child next to you. Take your child's hand "for a ride" on your hand as you point to the



- words in green while you read the sentence. Make your hand HOP from word to word to exaggerate that each time your mouth says a new word, your hand HOPS. (If you have a word with more than one syllable clap the number of syllables, for your child but explain your hand has to stay on that word till your mouth says the whole word.)

Example: Dinosaur = three claps but hand stays on the word till you say the whole word.

3. Make your finger point to the RED space and say, "Not a word. It's a space. We have to start over."

----- 4. Repeat this process with several other sentences. ----- MCF-ELA 1:3=HA/IL /OT -----

Quick Tip for Literacy: If at any age your child seems "turned off" by reading, don't make an issue of it. Casually leave "irresistible" books around-- books on whatever the child's current interests are. For example, in your child's play kitchen, leave a few books about food and cooking.

In the block area, place a book about building. Plant a book about big trucks where your child likes to play with toy vehicles.

Storybook Stop and Go

A Goal:

To help your child understand where to start and stop when reading

B What You Will Need:

- Old storybooks
- Red and green bingo chips, markers or crayons

C Let's Go!

1. Use a simple storybook with just one line of print per page. Ask your child to point to the FIRST word on the page. Have child point to the word and say, "GO." Then ask your child to point to the LAST word on the page. Have your child point to the word and say, "STOP."
2. Use a storybook with two and three lines of print on a page. Now ask your child to point to the FIRST word on the page as s/he says, "START." Then ask your child to point to the LAST word on the page as s/he says, "STOP."
3. Use a green or red bingo chip to highlight the first and last words.

Variation:

Use an old garage sale storybook and have your child color the first word on each page GREEN and the last word on each page RED.

----- MGF-ELA-1.1-HA /HL/ QT-

Quick Tip for Literacy: National studies show a decline in achievement when kids watch TV more than 10-15 hours per week. Students earn higher test scores when they read more and watch TV less.

Did you Know?

But few children can regulate themselves when it comes to TV- most spend as much time with TV in one day as they spend reading for fun in a week!

Avoid using television as a reward or punishment. It gives TV too much importance. Stop to review your own television watching habits also. Remember, your child is watching you!

A Goal:

To help your child _____

B What You Will Need:

-
-
-

C Let's Go!

1.

D Let's Go On!

Quick Tip for Literacy:

Describing What We See and Remember

PILOT



A Goal:

To help your child describe objects in many places

B What You Will Need:

- Time with your child

C Let's Go!

1. Take short trips with your child, and talk about things you see. Describe things. Say their names, and point out features. Look for things that are the same and things that are different.

At the Mall: Describe how certain stores sell certain items. Help your child to understand where her/his clothes and toys come from.

At the Park: Talk about the play equipment and the people you see.

At the Nature Center: Talk about the woods and the plants. Listen to the sounds, and smell the smells. Look for little animals.

At the Zoo: Look at the animals, and talk about their names and how they look. Compare a zebra to a horse. Notice how many birds look almost the same. Talk about how others are different. Notice how lizards look a lot like dinosaurs.



D Let's Go On!

2. Talk about your past experiences. Have a "remember when" conversation while driving to the grocery store or while tucking your child into bed.

MCF-ELA-3:4--HA /TA /SA

Quick Tip for Literacy: Children who can pay attention have the most success in kindergarten. They will know how to listen when someone is speaking or reading.

Boost your child's attention span a little at a time:

1. Give your child short tasks, like putting together a small puzzle or building a 10-block shape. Say, "You did it!" when s/he is done. Make tasks a little longer each time as attention span increases.
2. Use a kitchen timer and tell your child what you expect. "I'm going to set the timer for 10 minutes. I want you to make play dough shapes until you hear the timer go beep."

Colors and Shapes

A Goal:

To help your child learn the words to describe colors and shapes

B What You Will Need:

- Crayons or markers
- Paper

C Let's Go!

1. Draw pictures together while talking about the colors and shapes. Encourage your child to describe his/her picture. Supply key words as you talk about it together. Give your child time to tell you about his/her work using simple prompts like, "Tell me about the red part." Or "Look at this. I'd like to know more about it." Or "I can see a circle over there. Can you?"

2. Go for a walk. Notice colors and shapes around you. Talk about them. Notice things that are the same and others that are different. Prompt your child to look for things that are the same and talk about them.

Example: "See the red door on that house? Where else do you see something red? Now you describe something for me to find."



MCF-ELA1:4--HA / IL

Quick Tip for Literacy:



Want an easy way to boost vocabulary and keep kids busy when you're waiting? Pull a few coins from your purse or pocket. Count the coins together. Sort the coins into groups: pennies, nickels, dimes, quarters. Talk about their shapes and colors, and about the figures on each side.

Play "I Spy" using the coins. Example: I spy a coin worth 10 cents. Can you find it?

Keep it up until you're finished waiting or your child loses interest.

MCF-ELA --HA / SA / QT

Past, Present and Future

A Goal:

To help your child describe events using correct tense

B What You Will Need:

- Family photos

C Let's Go!

1. Tell stories about family events shown in photos, using past tense.

Example: "We went to the beach. We had so much fun, but it was hot!"

Encourage your child to tell what he remembers about the event.

2. Have conversations about what you and your child are doing together.

Example: "We are looking at pictures. Are you having fun? What do you like about this picture?"

3. Make plans for later, and include your child in the plan.

Example: "Tonight we will go over to Grandma's house. What would you like to take with you?" or "Tell me, what shall we do next Saturday?"



"We went to the beach. We had so much fun, but it was hot!"

Quick Tip for Literacy: Everyone can be a storyteller. Beat travel boredom by taking turns telling stories. Be open to the many stories your child might tell you as you're traveling, such as the time s/he hurt his finger or what she saw on the way to the family reunion.

Ask questions to help him/her expand on his/her story. Be sure to phrase the questions so s/he has to answer with more than "yes" or "no." Ask, "How did that feel?" or "Where do you suppose that dog came from?"

Picture Album

A Goal:

To help your child become more aware of print as a source of information and to recognize familiar words

B What You Will Need:

- Photographs of family members or items your child likes
- An album or blank book
- Tape or glue, labels, markers

C Let's Go!

1. With your child, collect pictures of people or items that your child considers meaningful.
2. Paste them into a book or album and label them. Be sure that your child watches you write the names.
3. "Read" the book with your child and have her/him name the people or items in the book. Over time, s/he will see the print/picture connection and will be able to use it as a kind of dictionary answer to the question, "How do you write _____?"



MCF-ELA-376--HA 7AT

Quick Tip for Literacy: Play reading tag by choosing a book with many words that your child knows. Each time you want your child to read a word, tap him or her on the shoulder.

Write Your Name

A Goal:

To help your child practice writing his/her name

B What You Will Need:

- Pencil or crayon

Jamal



C Let's Go!

1. Practice writing your first and last name five times.

1. _____
2. _____
3. _____
4. _____
5. _____

D Let's Go On!

2. Write your child's name with a crayon and put it on the refrigerator door so you can see it every day. Have him/her trace it with a finger.
3. Teach your child to memorize and recognize your address and phone number. Later, encourage him/her to write it as well.

MCF-ELA 2:4--HA / IL

Adapted from the School-Home Links Reading Kit with permission from the U.S. Department of Education

Quick Tip for Literacy: Reach out to libraries and community and faith-based organizations. These places can:

- help you find books to use at home with your child;
- show you creative ways to use books and other tips to help him or her learn; and
- provide year-round children's reading and educational activities.

Summer Memory Book

A Goal:

To give your child practice with writing, to build vocabulary, and to record memories of a summer vacation.

B What You Will Need:

- Time with your child
- Picture postcards from places you visit during your travels
- Pencils, pens, postage stamps
- Metal or plastic rings

C Let's Go!

1. Buy one or more postcards from each city or landmark you visit this summer. Let your children choose their favorites.
2. Help them write on the back side anything they wish to remember. Pre-writers can dictate the story to you while you write. Encourage early writers to write the words themselves, using phonetic spelling. Older writers should try to use "book" spelling.
3. At the end of your trip, punch a hole in the corner of the postcards. Then put them on a ring so your child will have a record of special memories, written in his or her own words.



Quick Tip for Literacy: Encourage your child to write words the way that s/he hears them.

For example, s/he might write *haf* for *have*, *frn* and *friend*, and *Frd* for *Fred*. Ask her to read her writing to you.

Don't be concerned with correct spelling. S/he will learn that later.

A Goal:

To help your child _____

B What You Will Need:

-
-
-

C Let's Go!

1.

D Let's Go On!

Quick Tip for Literacy: