



Preparing Children to Read

Prepares Children for Life

California Preschool Instructional Network - Region 3

Language and Literacy Handbook

Sacramento County Office of Education

2007

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California Preschool Instructional Network – Region 3
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2007

A decorative border surrounds the page. The top border features a row of icons: an apple, the letter 'A', a quilt square, the letter 'B', a polka-dot mug, the letter 'C', a yellow star, the letter 'D', and a heart. The left border is a vertical column of icons: 'A', a flower, 'B', a star, 'C', a bell, and a heart. The right border is a vertical column of icons: 'A', a pencil, 'B', a flower, 'C', a quilt square, and a heart. The bottom border features a row of icons: a heart, the letter 'A', a pencil, the letter 'B', a stack of books, the letter 'C', a globe, the letter 'D', and an apple. The text 'CPIN Priorities' is centered in red. Below it are four paragraphs of text. In the center is the title 'California Preschool Instructional Network Region 3 Team' in red, followed by the names and titles of the team members. Below that is the section 'Dedication' in red, followed by a paragraph of text. At the bottom, five red hearts are spaced across the page.

CPIN Priorities

Conduct regional network meetings for administrators, program directors and principals that provide current research-based information and resources to support high quality professional development.

Provide professional development that informs classroom instructional practices, and develops a system of support among staff of preschools.

Inform program practitioners of resources, events and opportunities through an established network of communication.

Network to ensure all children have access to high quality early care and education experiences, including English language learners and children with special education needs.

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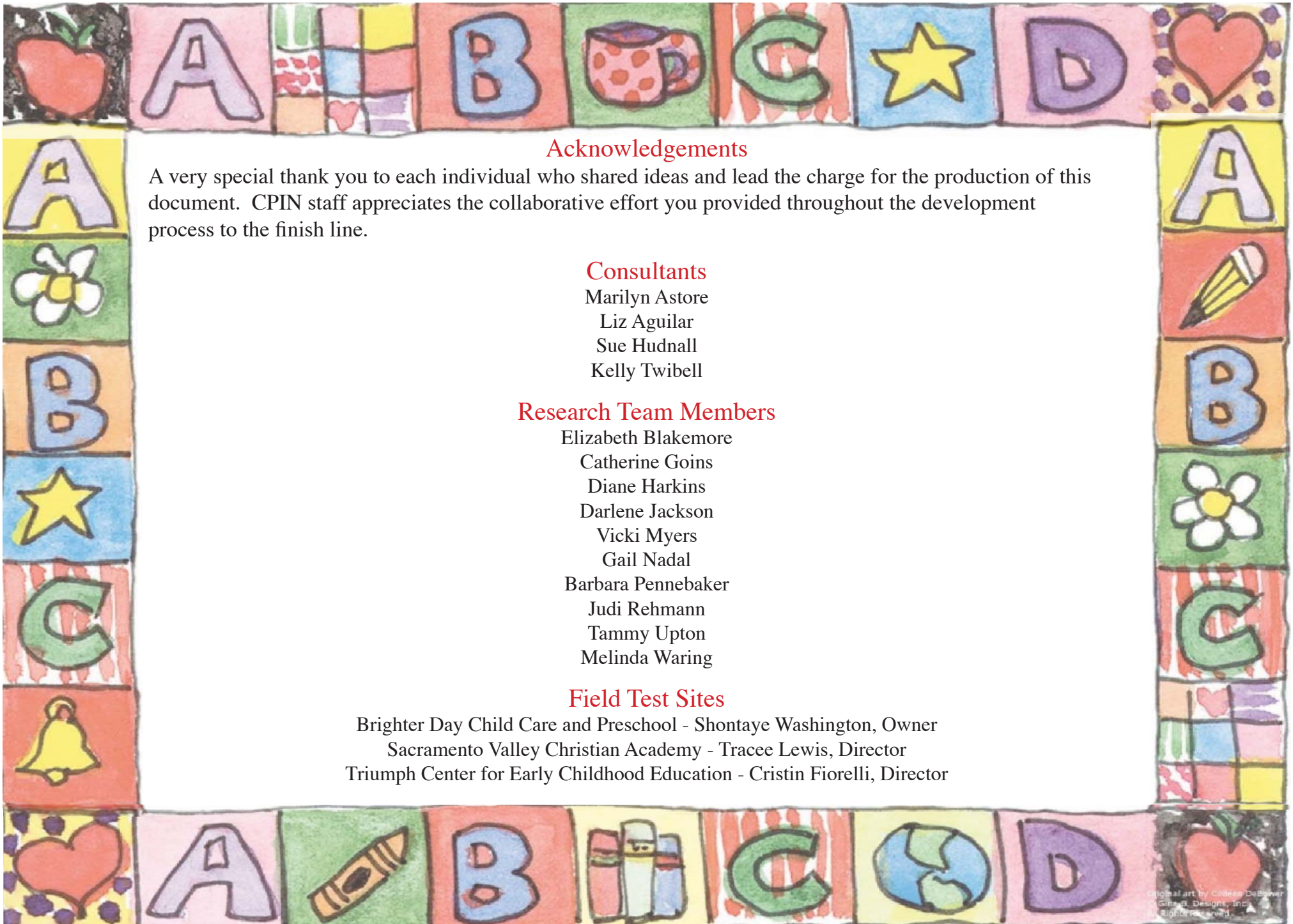
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Dedication

CPIN - Capital Service Region's Literacy Handbook "Preparing Children to Read, Prepares Children for Life" is dedicated to all early childhood educators and parents who seek to create literacy rich environments and to develop engaging relationships with children that provide the foundational experiences for success in school and life.





Acknowledgements

A very special thank you to each individual who shared ideas and lead the charge for the production of this document. CPIN staff appreciates the collaborative effort you provided throughout the development process to the finish line.

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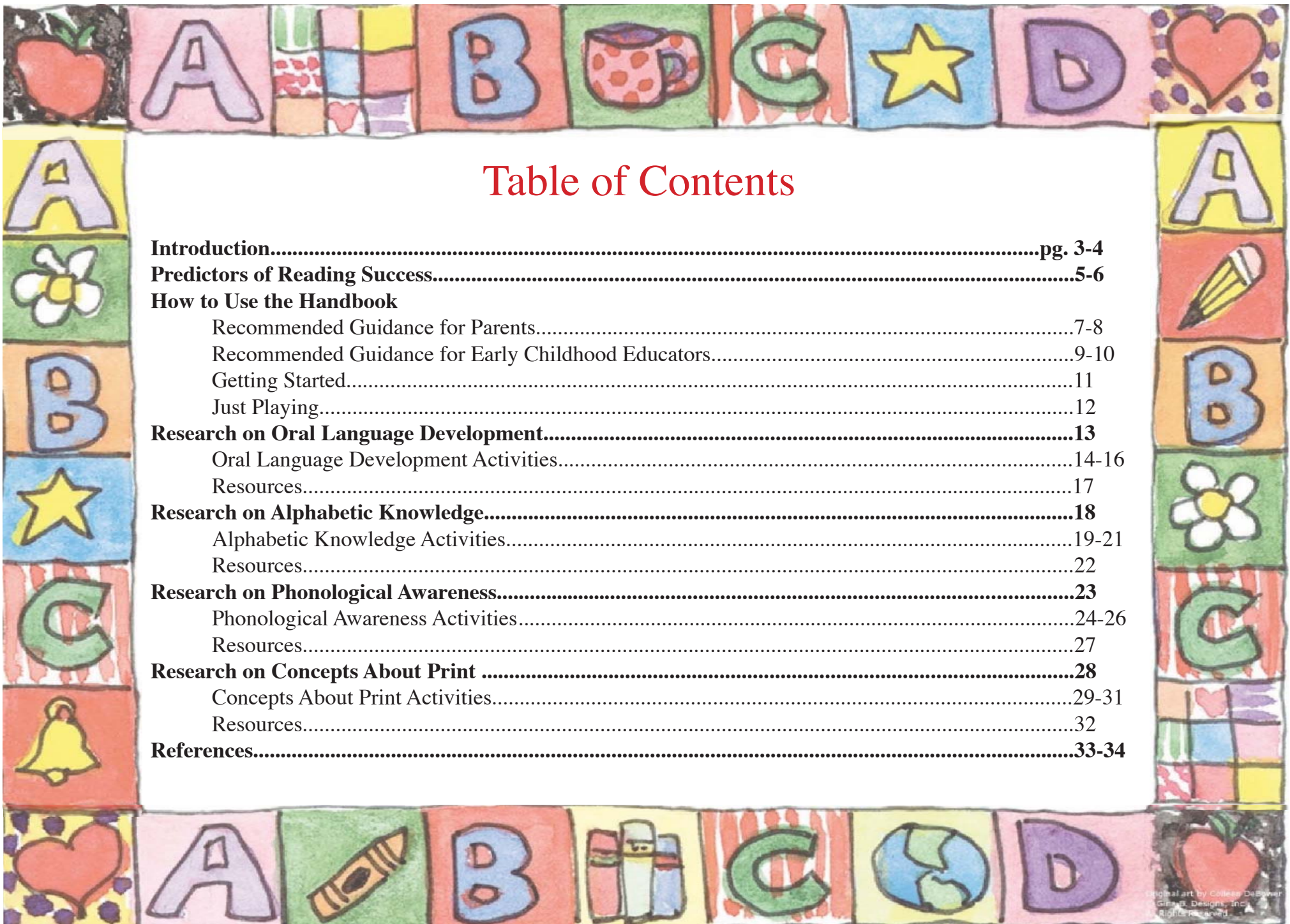


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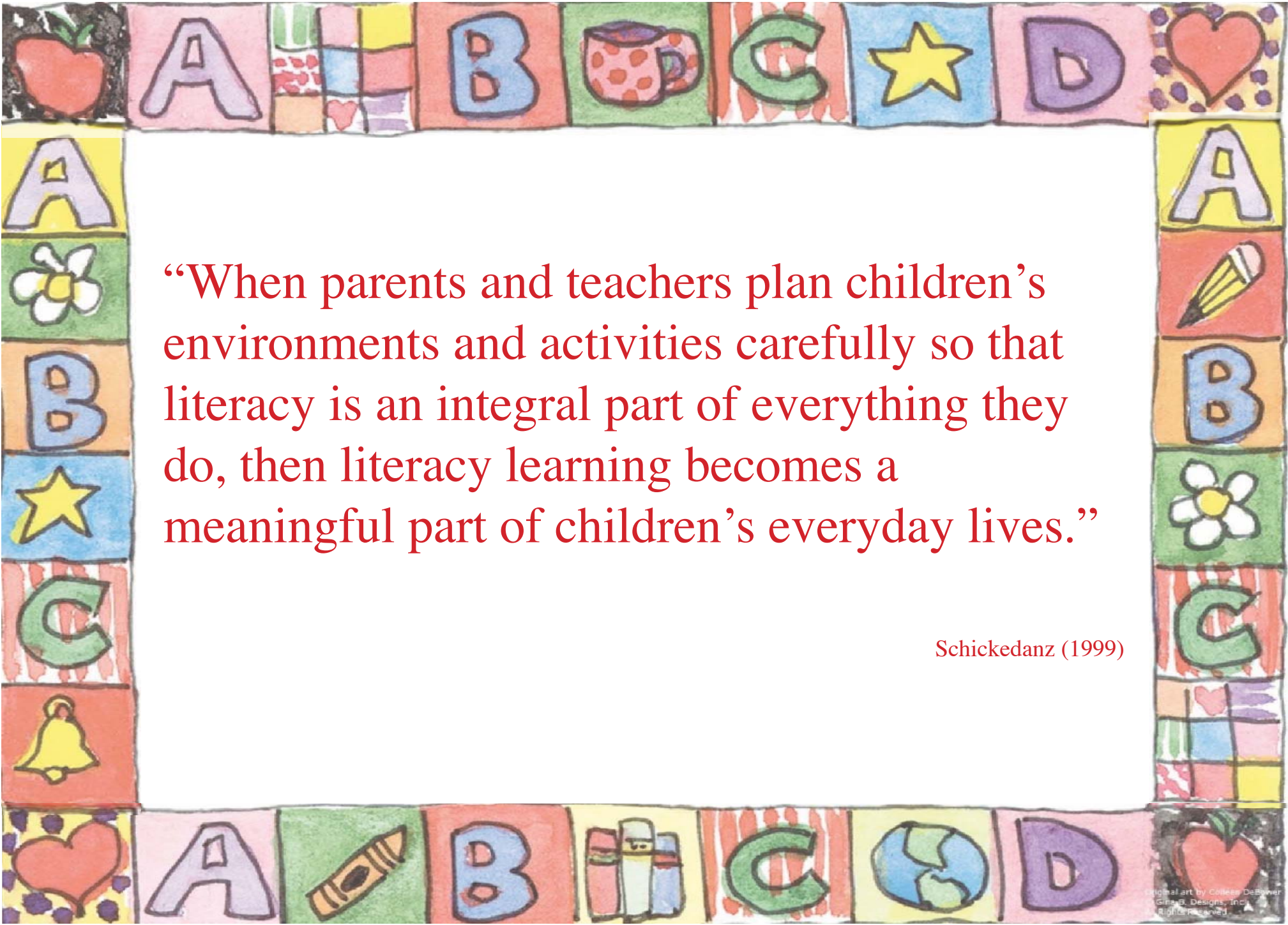
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Introduction

This language and literacy handbook was developed to provide families, early childhood educators, and family childcare providers with research-based early learning experiences focused on the predictors of early reading success.

Research has shown when children routinely engage in daily playful emergent literacy experiences that are related to the predictors of early reading success, they are likely to flourish in language and literacy development. The purposeful learning activities contained in this document are designed to support the emergent literacy predictors of reading success that are an essential foundation in learning to read and write. The four key predictors are: oral language, alphabetic knowledge, phonological awareness and concepts of print.

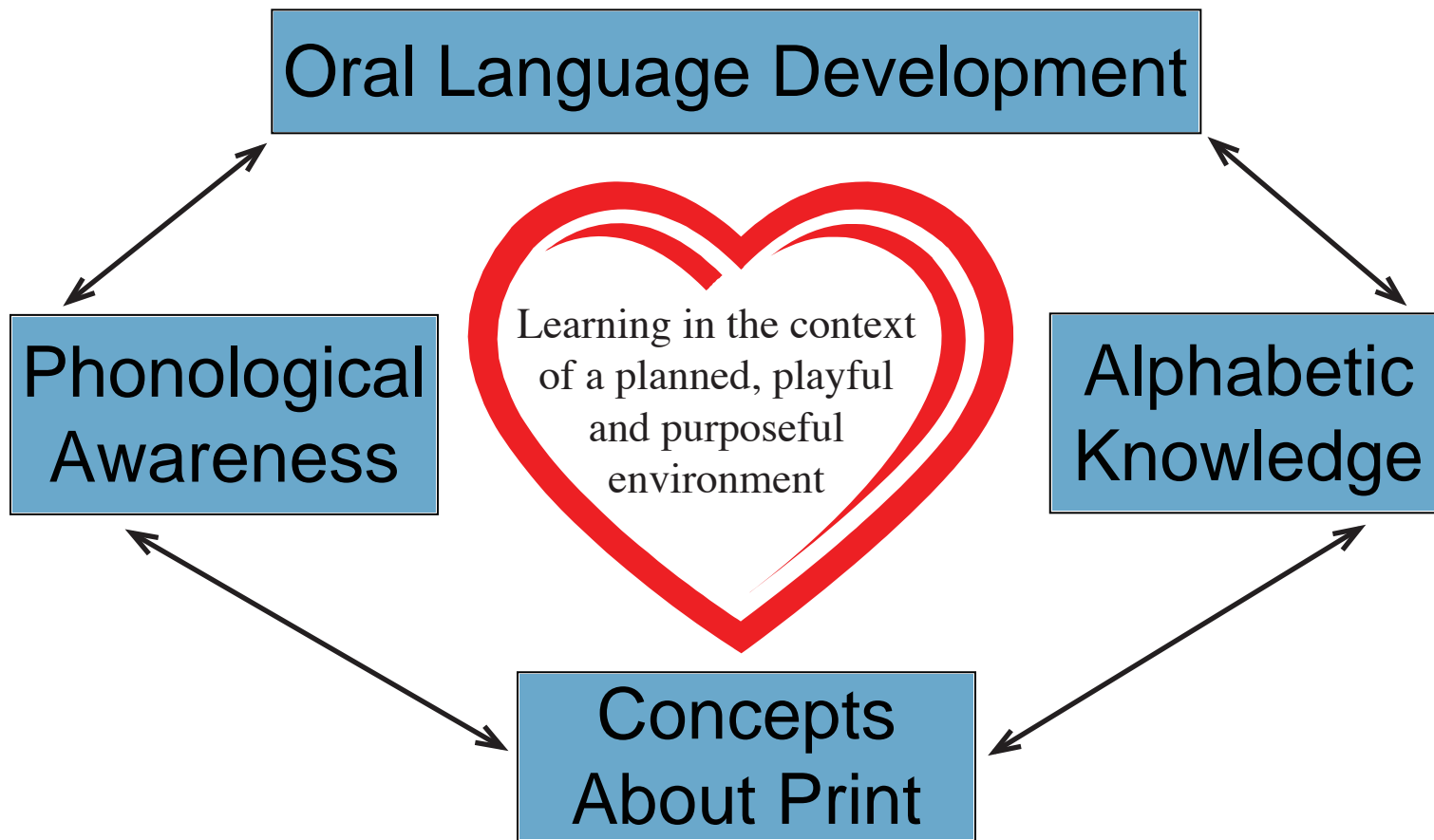
Emergent literacy skills are the basic building blocks for learning to read and write. These skills form the foundation for learning to listen, speak, read and write in elementary school and are linked to later outcomes in reading, writing and spelling.




“When parents and teachers plan children’s environments and activities carefully so that literacy is an integral part of everything they do, then literacy learning becomes a meaningful part of children’s everyday lives.”

Schickedanz (1999)

Predictors of Reading Success





Findings from the National Early Literacy Panel report at the National Association for the Education of Young Children Annual Conference in December 2005 determined that, oral language development, alphabetic knowledge, phonological awareness and concepts about print are the most powerful predictors of success in conventional literacy.

The Predictors of Reading Success

Oral Language Development includes deep vocabulary knowledge. Oral language development is the ability to understand words in a sentence, paragraph or story. Oral language development is facilitated by the use of books, adult child interactions, and read-alouds in small groups.

Alphabetic Knowledge is the strongest indicator of reading success in kindergarten - 2nd grade. Alphabetic knowledge includes letter recognition and the idea that there are sounds associated with each letter. The ability to recognize and distinguish the individual letters of the alphabet is critical to learning the sounds of each letter.

Phonological Awareness is the ability to detect and manipulate sounds in spoken language. The developmental progression in phonological awareness moves from larger chunks to smaller chunks of spoken language. The ability to blend, segment and delete sounds in spoken words is a key indicator of reading success.

Concepts About Print include a child's ability to understand characteristics of books, such as knowing that text in English is read from left to right and top to bottom, grasping the difference between pictures, letters, words and numbers as well as realizing that print carries meaning.

Lonigan (2006)

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How to Use The Handbook Recommended Guidance for Parents

This document contains research-based hands-on activities for your child and intentional practices that can be used at home and in the classroom to support children's early literacy learning.


Interacting with your child while doing these activities, for example, in the car, on a walk, in a library, and in the grocery store can become a part of your daily experiences. The activities are fun and offer opportunities for family members to spend meaningful time together. The more opportunities children are given to practice language during play time, the more language and literacy skills they will develop.

Children learn through repetition. Follow your child's lead and repeat the literacy experiences he or she enjoys. Your child will desire to engage in many of these enjoyable activities again and again. The more you show your enjoyment of the interaction, the more encouraged your child will be to learn.

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Recommended Guidance for Parents (continued)



The recommended activities are structured in a developmental progression that can be done in order; however the activities may be selected at random. If the activity seems too difficult for your child, begin with the recommended progression within each predictor. Choose activities that are less challenging and easier for your child to succeed. The goal is to interact with your child and not whether he or she is doing the activity right or wrong.

All children can engage in the activities in this handbook. Some adaptations and modifications may be needed in order to meet the diverse learning levels of children. It is important to remember that your child is unique and will gain new skills at his or her own pace.

Engaging your child in the experiences contained in this handbook will expose him or her to fundamental literacy skills required to succeed in school.



A decorative border surrounds the text. The top border features a red apple, the letter 'A', a colorful quilt, the letter 'B', a pink polka-dot mug, the letter 'C', a yellow star, the letter 'D', and a red heart. The left border features the letter 'A', a white flower, the letter 'B', a yellow star, the letter 'C', and a yellow bell. The right border features the letter 'A', a pencil, the letter 'B', a white flower, the letter 'C', a colorful quilt, and a red heart. The bottom border features a red heart, the letter 'A', a pencil, the letter 'B', a stack of books, the letter 'C', a globe, the letter 'D', and a red apple.

Recommended Guidance for Early Childhood Educators

This document contains research-based hands-on activities and intentional teaching practices aligned with the California Department of Education Preschool Learning Foundations. The recommended activities can supplement existing curriculum and be integrated in the classroom to support children's early literacy learning.

Research shows that introducing the predictors of reading success in brief, interactive, and multi-sensory activities will build children's emergent literacy skills. The activities are fun and offer opportunities to engage children in playful, planned and purposeful learning. The more opportunities children are given to practice language and literacy skills throughout the day, the more vocabulary, alphabet knowledge, sound and print awareness they will develop.

Children learn through repetition and will desire to engage in many of the enjoyable activities again and again. Follow their lead and repeat the literacy experiences they enjoy. The more you show enjoyment during the interaction, the more encouraged the children will be to learn.



Recommended Guidance for Early Childhood Educators (continued)

The recommended activities are structured in developmental progression and can be done sequentially; however the activities may be selected at random. If the activity seems too difficult for children, begin with the recommended progression within each predictor. Choosing activities that are less challenging first makes it easier for children to succeed. The goal is to interact with the children and scaffold their learning. When children are given opportunities to build on their existing knowledge it becomes easier to master new skills as they link them to familiar concepts.

All children can engage in the activities in this handbook. Some adaptations and modifications may be needed in order to meet the diverse learning levels of children. Engaging children in the experiences contained in this handbook will expose them to fundamental literacy skills, prepare them for kindergarten and success in school.

Getting Started

Below is a list of items that you will need to engage in the fun hands-on activities for each predictor of reading success. The items are common, and you probably already have many of them in your classroom or home. The materials are inexpensive and may be found at a dollar store. You are encouraged to visit the public library to access a wide selection of books.

Oral Language Development	Alphabetic Knowledge	Phonological Awareness	Concepts of Print
Books	Masking tape	Music	Pencils
Family photos	Sidewalk chalk	Paper	Paper
Markers	Sock	Markers	Scissors
	Alphabet poster	Ball	Crayons
	Playdough	Books with rhymes	Message board
	Paint brush	Songs with rhymes	Tape
	Magnetic abc letters		Camera
	Shaving cream		Clipboard
	Salt		Menus
	Pipe cleaners		Instructions
	Silly glasses		Books
	Alphabet cards		Magazines
	Popsicle sticks		Cereal box
	Alphabet books		Glue



Just Playing

When I am building in the block room, please don't say I'm "just playing". For you see, I'm learning as I play, about balance and shapes. Who knows? I may be an architect someday.

When I am getting all dressed up, setting the table, caring for the babies, don't say I'm "just playing". For you see, I'm learning as I play: I may be a mother or a father someday.

When you see me up to my elbows in paint or standing at an easel, or molding and shaping clay, please don't let me hear you say, "he is just playing". For you see, I'm learning as I play. I'm expressing myself and being creative. I may be an artist or an inventor someday.

When you see me sitting in a chair "reading" to an imaginary audience, please don't laugh and think I'm "just playing". For you see, I'm learning as I play. I might be a teacher someday.

When you see me combing the bushes for bugs, or packing my pocket with choice things I find, don't pass it off as "just playing". For you see, I'm learning as I play. I might be a scientist someday.

When you see me engrossed in a puzzle or some "plaything" at my school, please don't feel the time is wasted in "play". For you see, I'm learning as I play. I'm learning to solve problems and concentrate. I may be in business someday.

When you see me cooking or tasting food, please don't think that's because I enjoy it, it is "just play". I'm learning to follow directions and see differences. I may be a cook someday.

When you see me learning to skip, hop, and move my body, please don't say I'm "just playing". For you see, I'm learning as I play. I'm learning how by body works. I may be a doctor, nurse or athlete someday.

When you ask me what I've done at school today, and I say "I just played". Please don't misunderstand me. For you see, I'm learning as I play. I'm learning to enjoy and be successful in my work. I'm preparing for tomorrow. Today, I am a child and my work is PLAY.



Oral Language Development

The Research says....

- Oral language is the foundation for early literacy (Dickinson & Tabors, 2001).
- Oral language is the foundation for higher levels of vocabulary learning and simple vocabulary is not sufficient. Complex aspects of oral language are more strongly related to later reading success (Lonigan, 2007).
- Rich language experience during preschool years plays an important role in ensuring that children are able to read with comprehension when they reach middle school (Snow & Dickinson, 1991).
- Children's language and literacy skills in kindergarten are strongly related to later academic success (Snow et al. 1991; Cunningham & Stanovich, 1997; Whitehurst & Lonigan, 1998).
- Children acquire vocabulary that informs them about the world; they use language to construct relationships and categories; to figure things out, and to solve problems. They also use language to express ideas and participate in social context (Landry, 2003).



Supporting oral language development through the use of Open-ended Questions

- Open-ended questions can stimulate more language, promote problem solving, develop logical reasoning, encourage creative thinking and affirm children's ideas.
- Open-ended questions promote multiple types of responses. There is no right or wrong answer.
- Open-ended questions extend conversations and encourage children to respond thoughtfully.
- Open-ended questions can be used during storybook reading or while having a conversation.

Examples include:

What might happen if . . . ?
Tell me about your . . .
Where could we do that?
What do you think will happen next?
What does this make you think of?
How does this make you feel?
What might you try instead?
How did you think of that?
How are you going to do that?
How did you do that?
What did you do first?
How do you know?

Oral Language Development

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Talk with your child.		Have conversations at mealtimes.	Set aside a special time to read to your child every day.	Encourage your child with lots of positive talk.		Sing to your child.
	Sing silly songs with your child.		Talk about what is going on at the moment.		Point out new sounds in the environment.	Point to the object in a picture as you say the word.
Describe objects your child sees.		Talk about the five senses.		Set aside time to play with your child.		
	Talk to your child about what she is doing. "I see you..."		Turn off the TV and talk about the day.			Take your child to play with other children.
Expand on what your child says.		Is there a cozy place in your home where you enjoy reading to your child?	Tell your child about fun things you did when you were in school.		Enjoy reading a book together.	Read a book together and guess what will happen on the next page.

Make a comment

Ask questions

Pause

Wait 5 seconds for a response

Oral Language Development

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Teach your child a new word every day.	Repeat the word you taught yesterday.	Teach the meaning of a new word.			Tell your child the name of places you will visit before you go.	Use the words "please and thank you" - your child will also.
	Use family photos for show and tell.		Talk with your child about past events.		Read a story, pause and have conversations about the story.	Tell your child about the plans for today.
Help your child respond to questions people ask.		Identify colors by sorting laundry.		Talk to your child about good things he remembers.		Play Simon Says.
	Talk about what happen yesterday.		Ask your child questions that have many answers.		Help your child identify and name shapes.	
Use pillow talk, have a conversation with your child before he goes to sleep.		Let your child choose a book for you to read together.		Take turns telling stories to each other.		Take your child to visit the library and have her choose books to take home.

Make a comment

Ask questions

Pause

Wait 5 seconds for a response

Oral Language Development

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Answer your child's questions and tell her a little bit more.		Set aside a special time to read to your child.		Explain why sharing with others is important.		Give your child simple directions such as "jump up, open the door, etc."
Teach your child words to express her emotions.			Use a new word in conversations with your child.		Use descriptive words: "same, under, over, near, in."	
		Share family photos and talk about who are in the pictures.		Read a story, stop in the middle and let your child make up the ending.		Visit the park and talk about the colors you and your child see.
	Play a game with your child today.		Ask your child questions about things that interest her.		Have your child tell you a story and write down the words he says.	
Have your child draw a picture and tell you about it.		Introduce and explain complex words in your daily conversations.		Have a pretend phone conversation with your child.		Read a story about going to kindergarten to your child.

Make a comment

Ask questions

Pause

Wait 5 seconds for a response

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Oral Language Development Resource List

Splash!

Flora McDonnell
Publisher: Candlewick Press
ISBN: 076360481X

All Kinds of Children

Norma Simon
Publisher: Albert Whitman & Co.
ISBN: 0807502812

Mice Squeak, We Speak

Tomie dePaola
Publisher: G.P. Putnam's Sons
ISBN: 0399232028

Mouse Paint

Ellen Stoll Walsh
Publisher: Harcourt, Inc.
ISBN: 0152560256

The Night Before Kindergarten

Natasha Wing
Publisher: Grosset & Dunlap
ISBN: 0448425009

There was an old lady who swallowed a fly

M. Twain
Publisher: Child's Play International Ltd.
ISBN: 0859530183

Polar Bear, Polar Bear, What Do You Hear?

Bill Martin Jr.
Publisher: Henry Holt & Company
ISBN: 0805023461 - Big Book Edition

The Napping House

Audrey Wood
Publisher: Harcourt Brace & Company
ISBN: 0152567089

When You Go To Kindergarten

James Howe
Publisher: Harper Trophy
ISBN: 0688143873

Miss Bindergarten Gets Ready for Kindergarten

Joseph Slate
Publisher: Puffin
ISBN: 0590635670



Alphabetic Knowledge

The research says...

- The best prediction of beginning reading achievement is a child's knowledge of the names of the letters (Adams, 2000).
- A child who can recognize most letters with confidence will have an easier time learning about letter sounds and word spellings than a child who has to work at remembering what is what (Adams, 2003).
- The best way to share...alphabet knowledge with those who have not been privy to this information is to teach it directly in as naturalistic, fun and game-like manner as possible (Delpit, 2000).
- There is a lot more to alphabet knowledge than singing the alphabet song - though it is an excellent place to begin (Invernizzi, 2003).
- The alphabet is learned the same way that other concepts about print, vocabulary and sound are learned - through hands-on exploration among all of its facets: letter names, letter sounds, letter formation, what letters look like, and the equivalence between upper and lower case forms (Invernizzi, 2003).
- Seeing the sequence of letters used to write words, such as the child's name or the words in a favorite book title, further increases children's sensitivity to the sounds that various words contain (Ehri, 1975).

Alphabetic Knowledge

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Display your child's name in many places for her to see.	Post a picture of your child next to her name.		Post the alphabet in your child's room at his eye level. Always point to the letters when you name them.		Make an alphabet placemat.	Sing the ABC song and point to each letter on the placemat.
Use playdough to form letters.		Spell out your child's name with letters on the refrigerator.		Show your child the first letter of her name.		Write letters on a table in shaving cream.
	Point out letters on a keyboard.		Chant your child's name in a cheer. Give me an L, give me an I, give me a Z! What does it spell? Liz!		Write letters in salt on a tray.	
Read an alphabet book to your child and talk about the letters in the story.		Count the letters in your child's name.			Play "I Spy a Letter" game.	
	Look for letters on license plates, say them aloud.		Write letters in sand at the playground. Name the letters you write.			Point out letters on the telephone.

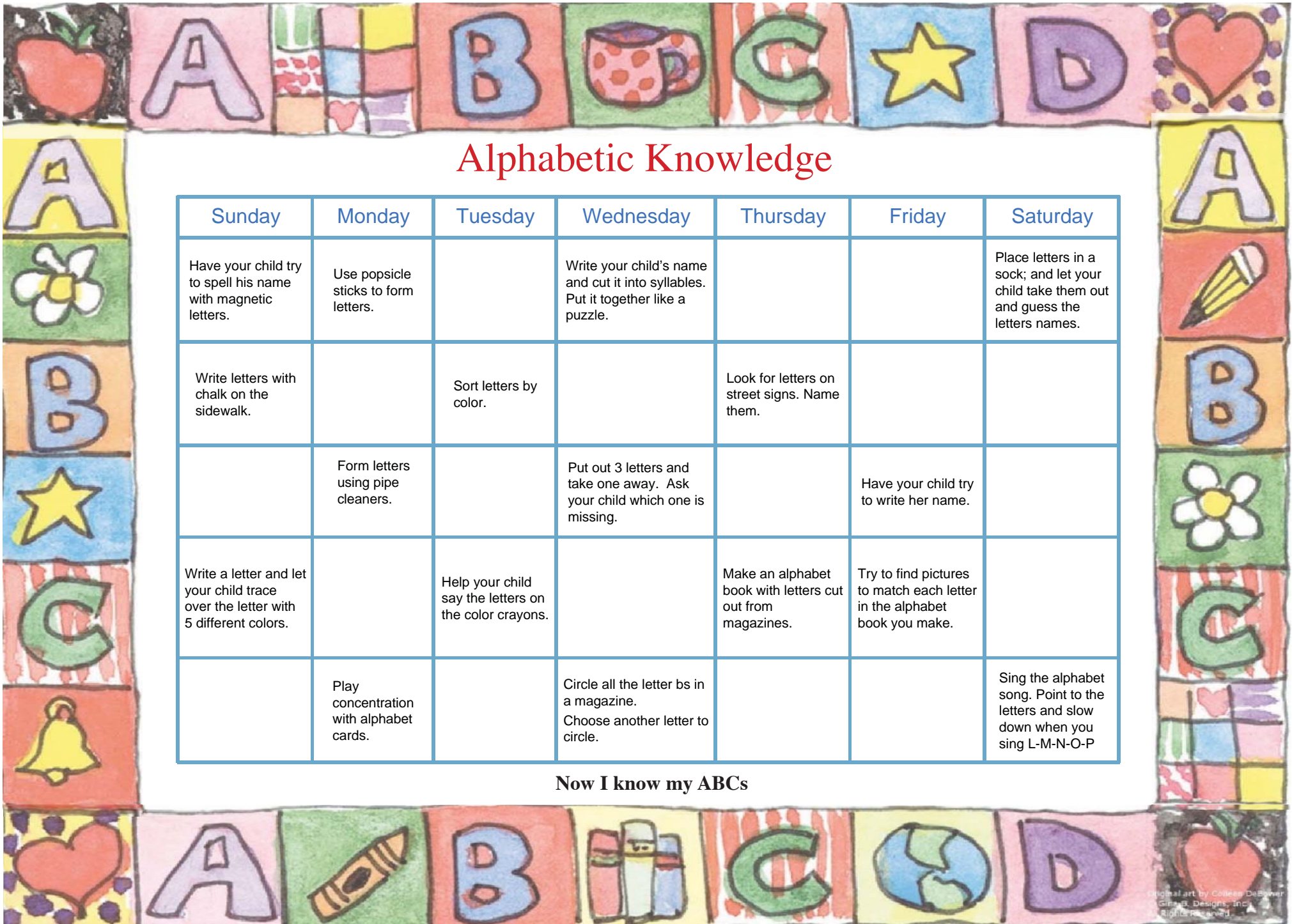
Now I know my ABCs

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Alphabetic Knowledge

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Share alphabet books with your child.		Hide letters in sand and let your child dig them up and name them.		Write letters with colored markers.		Hunt for letters on a cereal box.
	Put on silly glasses and look for letters.		Take a walk and look for different places where you can find letters.		Paint letters on the sidewalk with water.	
Write your child's name on paper, and play name Hokey Pokey.		Write random letters on paper and play letter Hokey Pokey.		Sing the alphabet song with your child. Point to the letters and slow down when you sing L-M-N-O-P		Write letters with crayons.
	Match upper case with lower case letters.		Make letters on the floor with masking tape. Let your child hop on the letters and name them.	Walk on the letters.	Spin around on a letter.	Crawl to a letter.
Read alphabet books to your child.		Write letters with pencils.			Hide letters in a room and play seek and find a letter.	

Now I know my ABCs



Alphabetic Knowledge

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Have your child try to spell his name with magnetic letters.	Use popsicle sticks to form letters.		Write your child's name and cut it into syllables. Put it together like a puzzle.			Place letters in a sock; and let your child take them out and guess the letters names.
Write letters with chalk on the sidewalk.		Sort letters by color.		Look for letters on street signs. Name them.		
	Form letters using pipe cleaners.		Put out 3 letters and take one away. Ask your child which one is missing.		Have your child try to write her name.	
Write a letter and let your child trace over the letter with 5 different colors.		Help your child say the letters on the color crayons.		Make an alphabet book with letters cut out from magazines.	Try to find pictures to match each letter in the alphabet book you make.	
	Play concentration with alphabet cards.		Circle all the letter bs in a magazine. Choose another letter to circle.			Sing the alphabet song. Point to the letters and slow down when you sing L-M-N-O-P

Now I know my ABCs

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Phonological Awareness

The research says....

- Phonological awareness skills play a key role in the acquisition of reading and spelling (Lonigan, 2006).
- Studies identify phonological awareness as one of the key foundational components of later reading success. The studies recommend that the development of phonological awareness be addressed in Pre-kindergarten and kindergarten (Yopp & Yopp, 2000).
- Phonological awareness skills in the home language will transfer to English (Lonigan, 2007).
- Activities with songs and rhymes are among the best techniques for exposing children to the sounds of English (Lonigan, 2007).
- The most common cause of early reading difficulties is a weakness in children's phonological awareness skills (Lonigan, 2005).
- Phonological awareness instruction for young children should be playful and engaging, interactive and social and should stimulate curiosity and experimentation with language (Yopp, 2000).

Phonological Awareness

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Read a rhyming story. Emphasize the rhyming words.			Clap out three words. Ask, "how many words did you hear?"		Sing some silly songs. Afterward, call attention to the words that rhyme.	
	Play "Simon Says". Use body part rhymes; for example: say rose point to your nose.	Say "tree" point to your knee. Say "fly" point to your eye. Say "farm" point to your arm.		Teach your child to say "Peter Piper picked a peck of pickled peppers."		
Call attention to spoken words with the same beginning sounds: cake/can, book/bike, pig/pot.			Talk about more words that start with the same beginning sound, such as dog/door.		Bounce a ball as you say each word in a three word sentence. "Ask, how many words did you hear?"	
	Bounce a ball as you say each word in a four word sentence. "Ask, how many words did you hear?"		Clap and say each syllable of your child's name. Example: Na-ta-lie 3 syllables.			Clap the syllables of familiar names of family and friends.

Do you hear what I hear ?

Phonological Awareness

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Play a silly name game. Substitute another letter for the first letter in your child's name, Joe - Moe.		Say, king, sing, wing, swing, spring. Ask your child to repeat after you as you say the words again.		Make up a food rhyme at meal time. When I drink juice, I feel like a moose.	
	Use new words within an old rhyme. Hickory dickory dare. The pig flew through the air.			Sing a rhyming song with your child. Sing it again!		
Share a rhyme that you remember from your childhood. Tell your child who taught it to you.			Make up a rhyme at clean up time. I see something that needs to be put away that rhymes with willow. Could it be the pillow? Clock-block.		Play some fun music, and dance with your child.	
	Sing a rhyming song with your child. Talk about the words that rhyme. "Sue - glue."			Fill in the missing word with a rhyme. Rain, rain go away come again another _____.		Repeat an activity your child enjoyed doing on this page.

Do you hear what I hear ?

Phonological Awareness

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Clap the syllables in compound words: mailbox, bathtub, toothbrush.			Ask your child what is her favorite rhyme, recite it together.		Hop the syllables in the compound words: oatmeal, popcorn, watermelon.	
	Recite a familiar rhyme for your child. Stop and let your child fill in the rhyming word.		Emphasize the beginning sound in words that start the same: cow, candy, cake.			Help your child think of words that start with the same beginning sound, such as, dog, desk, dinosaur.
Help your child think of some silly rhyming words-for example: noodle-boodle.		Stomp the syllables in compound words: classroom, homework, playtime.		Teach your child the rhyme: "One Two... Buckle my Shoe."		Help your child count the number of words in the sentence, "One Two Buckle My Shoe."
	Help your child count the number of words in "Three Four Shut The Door."		Clap out the words ladybug and cow with your child. Talk about which word is longer.		Ask your child to listen to a short sentence. Repeat it and leave out a word. Ask your child which word you left out.	

Do you hear what I hear ?

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Phonological Awareness Resources

[The Cat in the Hat](#)

Dr. Suess
Publisher: Random House, Inc.
ISBN: 039480001X

[Mouse Mess](#)

Linnea Riley
Publisher: Blue Sky/Scholastic
ISBN: 0590100483

[The House that Jack Built](#)

Jeanette Winter
Publisher: Puffin Books
ISBN: 0142301264

[Four Famished Foxes and Fosdyke](#)

Pamela Duncan Edwards
Publisher: Harper Collins
ISBN: 0064434801

[May There Always Be Sunshine](#)

Jim Gill
Publisher: Jim Gill Books
ISBN: 0967903866

[Each Peach Pear Plum](#)

Janet and Allan Ahlberg
Publisher: Penguin Young Readers Group
ISBN: 014050639X

[The Fox Went Out on a Chilly Night](#)

An Old Song
Publisher: Random House Children's Books
ISBN: 0440408296

[Down by the Bay](#)

Raffi Songs to Read
Publisher: Crown/Random House
ISBN: 0517566443

[Fox in Socks](#)

Dr. Suess
Publisher: Random House, Inc.
ISBN: 0394800389


[How Do Dinosaurs Say Good Night?](#)

Jane Yolen & Mark Teague
Publisher: Blue Sky/Scholastic
ISBN: 0590316818



Concepts About Print

The research says....

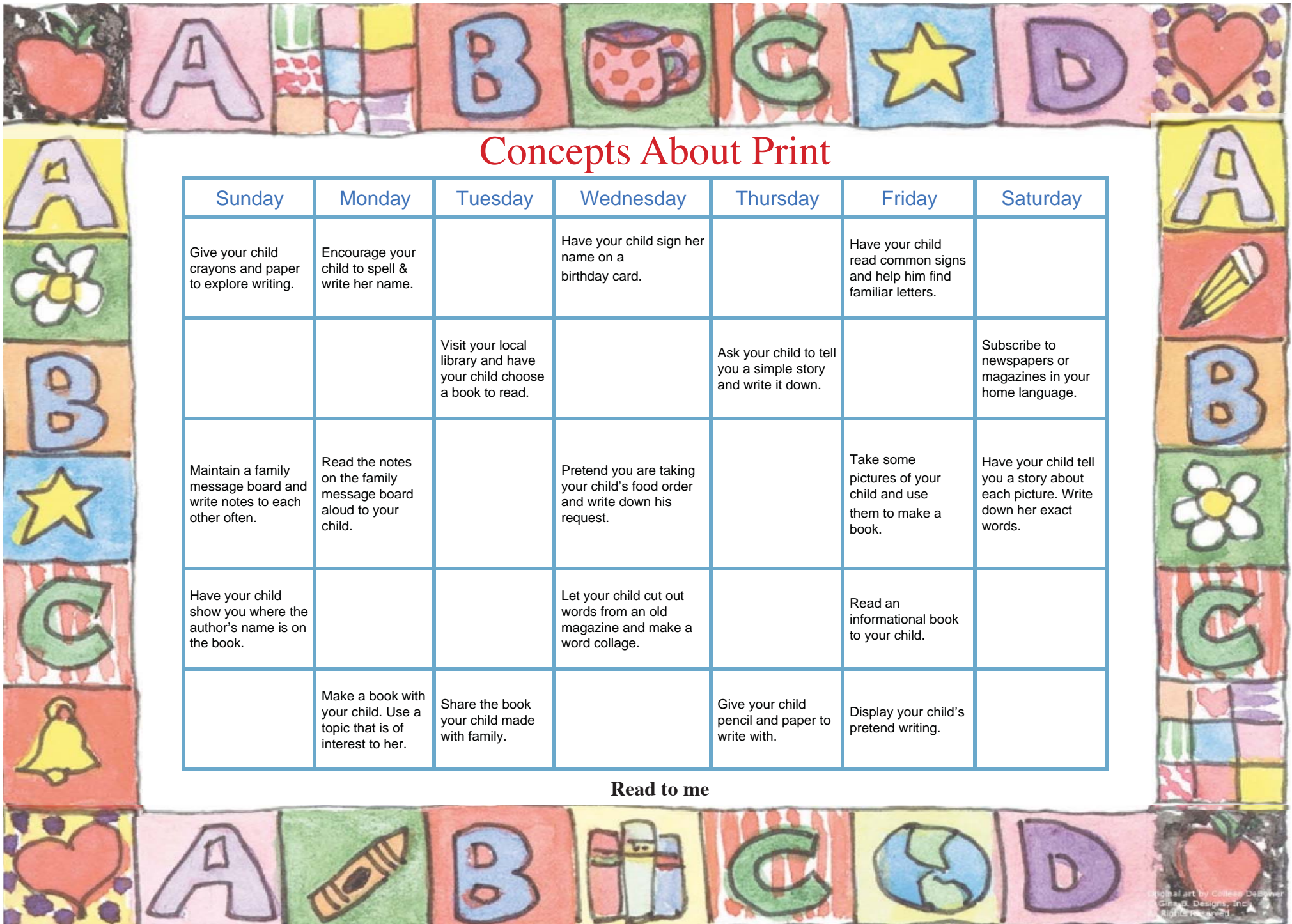
- People use written language to get things done (Schickedanz, 1999).
 - As children interact with books, they become aware of how books and print are organized, and this knowledge is important for them as they begin learning to read and write (Barone, Mallette & Xu, 2005).
 - Experiences with print can help children learn the value of words for conveying important information, describing people's adventures and feelings and relating their own lives to events in written text (Espinosa & Burns, 2003).
 - Reading and writing support each other. The more your child does of each, the better she will be at both (U.S. Department of Education, 2002).
 - Exposure to and explanations of the different functions of print can help make these symbolic forms meaningful to children (Espinosa and Burns, 2003).
 - Children can cut up familiar signs, labels and logos in magazines, newspapers, catalogs, etc. and paste them in their own books of paper (Barone, 2005).
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Concepts About Print

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Print the letters of your child's name. Point and say each letter as you write it down.			Talk to your child about how you use print for everyday purposes. I use writing for...!	Write your child's name and help her learn to recognize each letter.		Show your child the beginning and end of a book before reading the story.
Read the street signs in your neighborhood.		Read the traffic signs when out and about.		Read the words on logos from business signs.		Show your child the cover of the book prior to reading the story.
Show your child the title of the book before you begin to read the story.		Show & tell your child the name of the author prior to reading the story.	Show your child the name of the illustrator before you read the story. "___ drew the pictures."		Show your child that the letters in a story make up words.	Point to words in a story while reading aloud.
	Give your child the opportunity to draw a picture of the story after you read.		Post your child's name at eye level in her room.		Let your child watch you write each item on the grocery list.	Point to letters and words while grocery shopping.
Have fun and write some labels to post in your child's room.		Write down the words your child says and read them aloud.		Read billboards to your child.		Write your child a love note, and read the words to her.

Read to me

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Concepts About Print

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Give your child crayons and paper to explore writing.	Encourage your child to spell & write her name.		Have your child sign her name on a birthday card.		Have your child read common signs and help him find familiar letters.	
		Visit your local library and have your child choose a book to read.		Ask your child to tell you a simple story and write it down.		Subscribe to newspapers or magazines in your home language.
Maintain a family message board and write notes to each other often.	Read the notes on the family message board aloud to your child.		Pretend you are taking your child's food order and write down his request.		Take some pictures of your child and use them to make a book.	Have your child tell you a story about each picture. Write down her exact words.
Have your child show you where the author's name is on the book.			Let your child cut out words from an old magazine and make a word collage.		Read an informational book to your child.	
	Make a book with your child. Use a topic that is of interest to her.	Share the book your child made with family.		Give your child pencil and paper to write with.	Display your child's pretend writing.	

Read to me

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Concepts About Print

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Hang a clipboard in your child's room and leave her simple notes.			Follow the print with your finger, and show your child the directionality...left to right in English while reading a story.		Stock the play area with printed materials. For example: junk mail magazines menus.	More printed materials include: instruction books brochures telephone book store coupons.
	Write down the words your child says and read her exact words aloud.		Borrow a picture dictionary from the library and look at the words and pictures.	Choose a few words from the dictionary that start with the same letter as your child's name.	Write down the words and say them aloud. Example: Lorraine/lemon Dana/dog.	Look at the pictures of the words you found in the dictionary.
Ask your child what he sees on the cover of the book before reading to him.		Show your child the title page, and explain the information on the page.		Have your child draw a picture and write a caption on her artwork.		Plan a pretend party, and write some pretend invitations with your child.
	Write your child's favorite foods on a list, and post.		Share with your child a book that you enjoyed reading when you were a child.		Let your child see you write a list of her favorite toys.	
Take your child to visit the bookstore, and look at books.		Make a list of the places your child likes to go.		Ask your child to read to you.		Read your child a story at bedtime.

Read to me



Concepts About Print Resources

Summer Sun Risin'

W. Nikola-Lisa

Publisher: Lee & Low Books

ISBN: 1584302526

Sam and the Lucky Money

Karen Chinn

Publisher: Lee & Low Books

ISBN: 1880000539

Rainbow Joe and Me

Maria Diaz Strom

Publisher: Lee & Low Books

ISBN: 1584300507

Elizabeti's Doll

Stephanie Stuve-Bodeen

Publisher: Lee & Low Books

ISBN: 1584300434

When This World Was New

D.H. Figuero

Publisher: Lee & Low Books

ISBN: 1584301732

Amelia's Road

Linda Jacobs Altman

Publisher: Lee & Low Books

ISBN: 188000027X

Arrorro', Mi Nino: Latino Lullabies and Gentle Games

Lulu Delacre

Publisher: Lee & Low Books

ISBN: 1584301597

The Birthday Swap

Loretta Lopez

Publisher: Lee & Low Books

ISBN: 188000089X

The Very Hungry Caterpillar

Eric Carle

Publisher: Scholastic Books Inc.

ISBN: 0590733257

The Doorbell Rang

Pat Hutchins

Publisher: Scholastic

ISBN: 0590719394



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A decorative border surrounds the page. The top and bottom borders feature a sequence of letters and icons: an apple, 'A', a quilt, 'B', a mug, 'C', a star, 'D', and a heart. The left and right borders are vertical columns of icons: 'A', a flower, 'B', a star, 'C', a bell, a heart, 'A', a pencil, 'B', a flower, 'C', a quilt, 'C', a globe, 'D', and an apple. The word 'References' is centered in red text within the top border.

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“If better is possible then good is not good enough.”

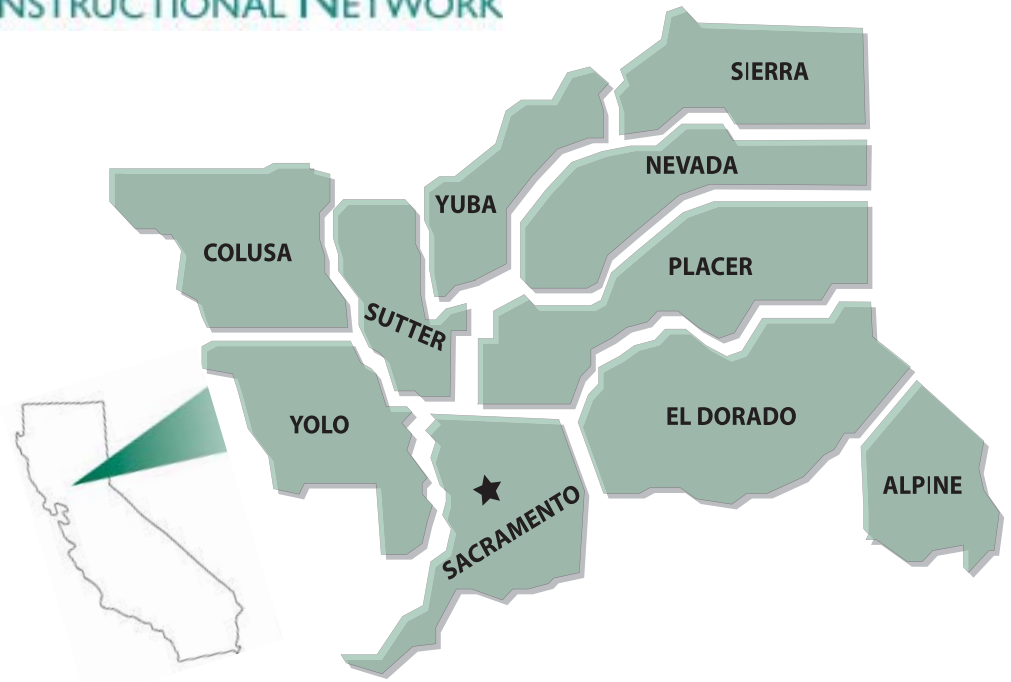


Susan H. Landry (2005)



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