

## Summary Chart

<b>Titles of activities</b>	<b>Level</b>	<b>AP</b>	<b>SR</b>	<b>UL</b>	<b>Page</b>
<b>Introduction for parents</b>					1
<b>Listening to music</b>	1		X	X	2
<b>Doing things with music</b>	2		X	X	3
<b>Singing Songs</b>	1		X	X	4
<b>Playing with sounds</b>	1		X	X	5
<b>Learning about rhymes</b>	2		X	X	6
<b>Talking about nursery rhymes</b>	3		X	X	7
<b>Talking about food</b>	2			X	8
<b>Talking about things outside</b>	2	X		X	9
<b>Listening to different sounds</b>	3			X	10
<b>Discovering print</b>	2	X		X	11
<b>Seeing first words</b>	3	X			12
<b>Learning my name</b>	3	X			13
<b>Going to the grocery store</b>	2	X		X	14
<b>Making a touch book</b>	1	X		X	15
<b>Making a picture book</b>	1	X		X	16
<b>Looking at pictures in a book</b>	1	X		X	17
<b>Learning how to use books</b>	3	X			18
<b>Many ways to draw</b>	2	X		X	19
<b>Many ways to write</b>	2	X		X	20
<b>Going to the library</b>	2	X			21

KEY: Awareness of Books and Print = AP, Sounds and Rhymes = SR, Use of language = UL

# What are these activities?

- These activities are for parents to help their children develop early language and literacy skills.
- These activities address awareness of books and print, sounds and rhymes, and use of language.
- Parents can use the activities during play and daily routines.

# How can I choose appropriate activities for children and families?

- This notebook has a wide variety of activities.
- If a child has difficulty in certain areas, you can find the activities that address those areas and give parents the activities.
- There are many activities that address the areas on different difficulty levels.
- The activities chart summarizes this information for you.

# What if an activity is too difficult or too easy for a child?

- The back of each activity has suggestions about how to make it easier or more challenging for children.
- Parents need to be aware of this feature when they get one of the activities.
- Explain to parents that it is okay if their children need extra help to be successful at some activities. That's how all children learn sometime or another.

# Supporting Early Literacy in Natural Environments

- Activities for Caregivers and Infants and Toddlers
- By Angela Notari Syverson, Ph.D.
- With Judy Challoner, Kristin Rytter and Rodd Hedlund

A project funded by the U.S. Department of Education, Office of Special Education Programs

For more information contact [www.wlearning.com](http://www.wlearning.com)

# Activities

- #1 Listening to music
- # 2 Doing things with music
- #3 Singing songs
- #4 Playing with sounds
- #5 Learning about rhymes
- #6 Talking about nursery rhymes
- #7 Talking about food
- #8 Talking about things outside
- #9 Listening to different sounds
- #10 Discovering print
- #11 Seeing first words
- #12 Learning my name
- #13 Going to the grocery store
- #14 Making a touch book
- #15 Making a picture book
- #16 Looking at pictures in a book
- #17 Learning how to use books
- #18 Many ways to draw
- #19 Many ways to write
- #20 Going to the library

# What are these activities?

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- These activities address awareness of books and print, sounds and rhymes, and use of language.
- Parents can use the activities during play and daily routines.

# You can use these activities when:

- You and your child are together.
- Your child is happy.
- Your child is not hungry.
- Your child is not tired.
- The activity goes along with what your child is doing. (Your child is looking at a book. You can do an activity with a book.)
- Siblings and friends can join in!





# Listening to music

Listen to music when your infant or toddler is:

- Playing.
- Falling asleep.
- Riding in the car.

Move to the music with your infant or toddler.





# Listening to music



To help your infant or toddler succeed, you can:

- Have music your child really likes.
- Have music on when your child does his/her favorite things.
- Move with your child to the music.

To make this activity more challenging, you can:

- Play different kinds of music.
- Encourage your child to move to the music.
- Encourage your child to make sounds (La La) or sing.



# Doing things with music

Do things while listening to music with your child:

- Sing
- Clap
- Dance
- Talk about how the music makes your child feel.





# Doing things with music



To help your child succeed, you can:

- Encourage your child to make sounds (La La).
- Help your child clap or pat something like your hand.
- Rock your child to the rhythm of the music.

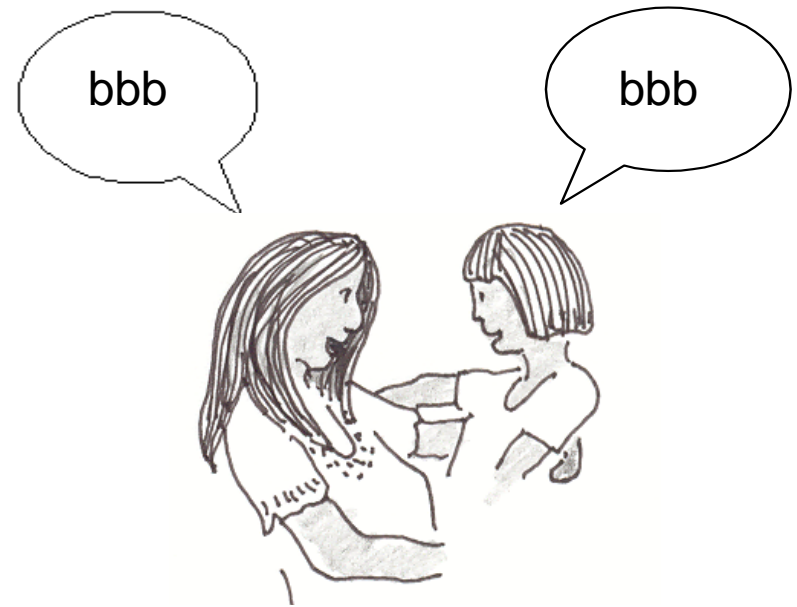


To make this activity more challenging, you can:

- Encourage your child to sing.
- Let your child use a musical instrument like a toy drum, or make music with sticks and stones, pots, pans, plastic containers and a wooden spoon.
- Ask your child open-ended questions (How does this music make you feel? What does this music make you think of?)

# Playing with sounds

- Take turns making sounds or saying words with your infant or toddler.
- Make the same sound your infant or toddler is making (ba-ba).
- Make a sound that is like your infant or toddler's sound (ga-ga).
- Make sounds of familiar animals (dog, cat).
- Make sounds of familiar objects (car, water, wind).





# Playing with sounds

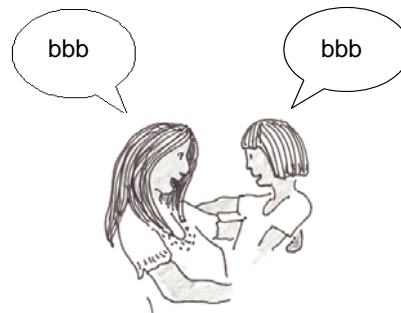


To help your infant or toddler succeed, you can:

- Do this activity while doing something your child enjoys (bathing, being tickled, eating or playing with toys).
- Wait and see if your child makes a sound, then imitate that sound.
- Play with toy animals or look at picture books about animals and make animal sounds.
- Make sounds while playing bouncing and turn-taking games (Horsie, Peekaboo).

To make this activity more challenging, you can:

- Make a sound and see if your child repeats it.
- Encourage your toddler to repeat two or three sounds after you (ga-da; ga-da-ba)
- Say a sound (b), then change it to a new sound (p). Does your toddler pay attention to the difference?



# Singing songs

While singing songs to your child or listening to songs on the radio, you can:

- Help your child make body movements that go with the words (Row, Row Your Boat).
- Encourage your child to sing along.
- Make up your own song about something you are doing, or that your child is interested in.





# Singing songs



To help your child succeed, you can:

- Sing your child's favorite songs.
- Sing a song while doing something your child enjoys (bath or swinging).
- Give your child a toy or object that relates to the song (toy animals when singing Old MacDonald Had a Farm).
- Encourage your child to say a few words (Row, Row).
- Make up songs with animal sounds or sounds of objects and have your child say the sounds with you.

To make this activity more challenging, you can:

- Encourage your child to sing the song without your help.
- Encourage your child to make up his/her own words to the song.
- Talk about what the song is about. Ask what your child likes about the song.





# Learning about rhyming

To have your baby or toddler hear rhyming words, you can:

- Sing or listen to songs with rhyming words (Twinkle Twinkle Little Star).
- Read books with rhyming words (Goodnight Moon).
- Say nursery rhymes (Hickory, Dickory, Dock).
- Use silly rhymes during routines (Go to bed, cover up your head, blow your nose, wiggle your toes).





# Learning about rhyming



To help your baby or toddler succeed, you can:

- Say the rhymes while playing finger games (Pat A Cake), looking at a rhyming book or at bedtime.
- Have your toddler say the rhyming words with you.
- Say the rhyming words louder (star, far, are) or clap to the words.

To make this activity more challenging, you can:

- Start a song or nursery rhyme. Leave out the rhyming words and see if your toddler remembers them (Humpty, Dumpty sat on a \_\_\_\_?).
- Encourage your toddler to say the words and verses without your help.



# Talking about nursery rhymes

- Have your toddler color pictures of nursery rhymes.
- Put the pictures in places your toddler often goes.
- Talk about the nursery rhymes.





# Talking about nursery rhymes



To help your toddler succeed, you can:

- Say one or two nursery rhymes many times before doing this activity.
- Say parts of the nursery rhyme and have your toddler fill in.
- Have a big picture for your toddler to color.
- Help your child color.

To make this activity more challenging, you can:

- Encourage your toddler to say the nursery rhymes him/herself.
- Ask your toddler simple questions about the nursery rhymes.



# Talking about food

Ask your child  
questions about  
food:

- What color is it?
- How does that taste?
- How does it smell?
- What do you like the best?





# Talking about food



To help your child succeed, you can:

- Talk about how food tastes, smells and feels.
- Ask your child simple questions about his/her food (Does your cookie taste sweet?).
- Do this activity when you and your child are cooking in the kitch



To make this activity more challenging, you can:

- Encourage your child to describe food with more than one word (orange, juicy and sour).
- Have your child practice counting raisins and nuts and comparing sizes (big, little).
- Ask your child harder questions about food (Is an apple a fruit or a vegetable? What else tastes sweet?).

# Talking about things outside

Talking to children about what they see or hear teaches them new words.

Ask your child questions about things he/she sees outside:

- What color is it?
- What do you see?
- How does it feel?
- What shape is this?





# Talking about things outside



To help your child succeed, you can:

- Talk about something your child can touch and feel.
- Ask your child questions about things he/she is really interested in (rocks, mud, butterflies).
- Ask your child simple questions (Is this rock smooth?)



To make this activity more challenging, you can:

- Help your child to describe things with more than one word (brown, smooth, hard).
- Describe something nearby and see if your child can find it. Have your child describe something for you and try to find it.
- Play with your child at putting things into categories (beetles are insects, an acorn is a nut, a rose is a flower).



# Listening to different sounds

Have your child listen for:

- Birds and insects
- Cars and airplanes
- Animals
- Leaves rustling in the wind
- Water

Talk about how these things sound.





# Listening to different sounds



To help your child succeed, you can:

- Have your child listen for things your child can see.
- Have your child listen for things your child likes.
- Have your child listen for loud things (cars, trucks, dogs barking).
- Do this activity in a familiar place (backyard).
- Choose a quiet place with just a few sounds.

To make this activity more challenging, you can:

- Have your child listen for quiet things (cats meowing, people walking).
- Have your child listen to things that your child cannot see. Ask your child to guess what is making the sound.
- Have your child describe what he/she hears with a simple sentence. (The dog is barking. That's a big truck.)



# Making a touch book

- Cut cardboard into same sized pieces.
- Put three holes in the pieces on the left side.
- Tie the pieces together with yarn, so you will have a book.
- Put one thing your baby likes on each page (rattle, rings, and keys).
- Talk about the things while your baby touches them.
- Share the book with your home visitor and other parents.





# Making a touch book



To help your baby succeed, you can:

- Make only two pages.
- Turn the pages for your baby.
- Help your baby touch the things on the pages.
- Tell your baby the name of each thing on the page.

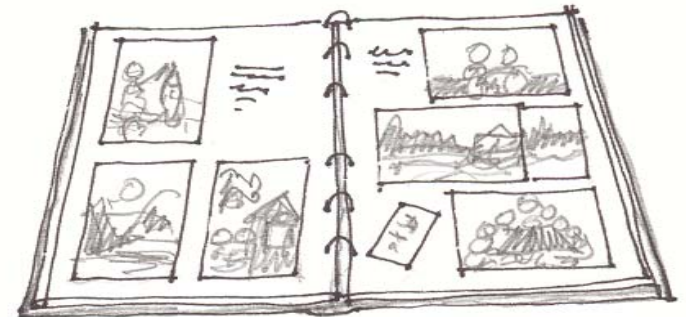
To make this activity more challenging, you can:

- Put new things (cotton, aluminum foil, yarn) on the pages.
- Have your baby turn the pages him/herself.
- Encourage your baby to vocalize when looking at  
ge.



# Making a picture book

- Cut cardboard into same sized pieces.
- Put three holes in the pieces on the left side.
- Tie the pieces together with yarn, so you will have a book.
- Put a picture of someone or something your child likes on each page (family, pets and Teddy Bear).
- Talk about what your child sees.
- Share with the home visitor and other parents.





# Making a picture book

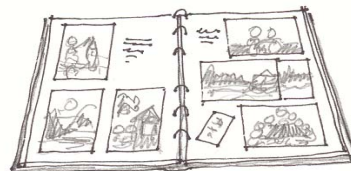


To help your child succeed, you can:

- Make the pictures bigger.
- Turn the pages for your child.
- Let your child touch the pictures.
- Name who is in each picture.
- Show your child the book when he/she is in a quiet mood.

To make this activity more challenging, you can:

- Have more persons in the pictures.
- Have your child name who is in each picture.
- Talk about what your child does with each picture.
- Have the people's names written under their pictures.



# Looking at pictures in a book

- Talk about what your child is looking at.
- Ask questions about what your child is looking at (What is Spot doing?).
- Wait for your child to say something (Spot hiding.).
- Add a little bit more to what your child says (Spot is hiding under the bed.).





# Looking at pictures in a book



To help your child succeed, you can:

- Use a book with large pictures of things your child likes (baby animals).
- Ask your child simple questions (Is the froggy green?).
- Wait longer for your child to say something (Yeah, froggy green.).
- Make a simple sentence out of what your child said (Yes, the froggy is green.).



To make this activity more challenging, you can:

- Ask your child to make connections to your child's own experiences (Have you seen a doggie like this before?).
- Ask your child harder open-ended questions (Why is Goldilocks breaking Baby Bear's things? What is a kennel?).
- Add more to what your child said (She is too big for his things, because she probably is older than him.).



# Learning how to use books

Teach your toddler:

- What the front of books are.
- What the back of books are.
- How to turn pages from right to left.
- What pages are.
- What words and letters are.





# Learning how to use books



To help your toddler succeed, you can:

- Let your toddler feel the book's cover, pages and pictures and talk about them.
- Use sturdy cardboard books with thick pages so your toddler can turn the pages.
- Have your toddler point to pictures in the book.

To make this activity more challenging, you can:

- Have your toddler show you how to turn pages from right to left.
- Point to the parts of the book (front, back, pages) and ask your toddler what they are.
- Talk about the front page that tells about the title, author and illustrator.



# Discovering print

Point out that there are pictures and words on:

- Food packaging
- Clothing
- Buildings
- Road signs
- Automobiles
- Billboards

Help your child learn these pictures and words.





# Discovering print



To help your child succeed, you can:

- Talk about pictures and words in family photo albums, junk mail, magazines and newspapers.
- Point to pictures and words on things that your child touches often (clothes, toys, crayons, cereal boxes).

To make this activity more challenging, you can:

- See if your child knows what signs, pictures, words and numbers mean.
- Point to big letters in signs of familiar restaurants, grocery stores, and road signs.
- Cut out pictures and signs from cereal boxes and other products and use to make puzzles or play matching card games with your child.



# Seeing first words

- Your child will recognize words on food packaging, buildings, and other things.
- See if your child can see any other words.
- Ask your child questions about these words (What do we do with Cheerios?).





# Seeing first words



To help your child succeed, you can:

- Point to words your child often sees (McDonald's or Cheerios) and ask your child what the words are.
- Say words you see and point to them.
- Ask your child simple questions about words he/she sees (Do we eat Cheerios?).

To make this activity more challenging, you can:

- See if your child knows the difference between a picture, a word and a number.
- Ask your child questions to make him/her really think (What else could we do with Cheerios?).



# Learning my name

Put your toddler's name on his/her:

- Bedroom door
- Toys
- Cup
- Drawings

Teach your toddler the names and sounds of the letters in his/her name.





# Learning my name



To help your toddler succeed, you can:

- Put your toddler's name on his/her favorite things (blanket, dolly).
- Write your toddler's name in scented crayons, and let him/her smell it.
- Write your toddler's name in his/her favorite color.
- Write your toddler's name next to a photograph or portrait.

To make this activity more challenging, you can:

- Say the names of the letters in his/her name.
- Help your toddler to say the letters in his/her name.
- Say the sound of the first letter in his/her name and help your toddler imitate it.





# Going to the grocery store

When you go to the grocery store with your toddler, you can:

- Point to the signs and read them to your toddler.
- Show your toddler the things on your grocery list one at a time and have your child help you find them.
- Read the labels with large print.
- Read the numbers on prices.





# Going to the grocery store



To help your toddler succeed, you can:

- Point to and read signs for the food your toddler likes to eat.
- Read the labels of the things your toddler is interested in.



To make this activity more challenging, you can:

- Make a grocery list with your toddler before you go to the store. Talk to your toddler about what you are doing.
- At the store, show your toddler how you use the grocery list to find the items.

# Many ways to draw

You and your child can scribble or draw figures, shapes and letters with:

- Crayons, pens, and pencils.
- Finger paint.
- Chalk on a chalkboard.
- Your fingers in the sand, on steamy car windows or foam in the bathtub.

You and your child can also:

- Use stickers or cut out pictures from magazines and catalogs.
- Glue string, yarn, leaves, pebbles or dried noodles on paper.

Display your child's work on a wall, the fridge or a bulletin board.





# Many ways to draw



To help your child succeed, you can:

- Let your child choose what to draw with.
- Start drawing first.
- Have your child draw a person or one of his or her favorite things.
- Help your child decide what to draw.
- Talk about what you and your child are drawing.

To make this activity more challenging, you can:

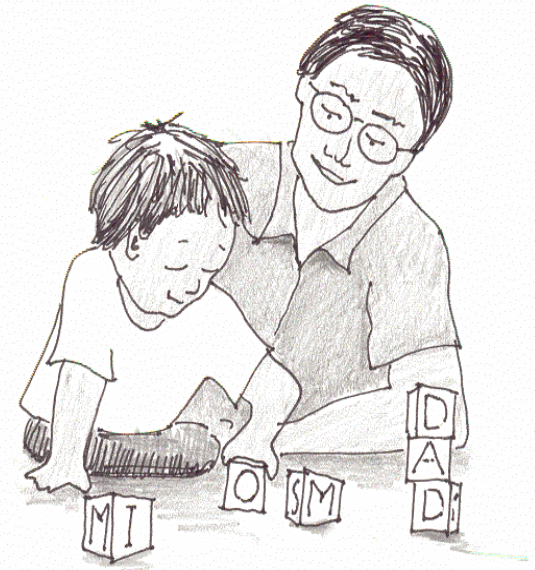
- Ask your child questions about your child's drawing.
- Write what your child says about the picture.
- Ask your child to write his/her name on the picture. Scribbles and a few letter-like shapes are ok.



# Many ways to “write”

Your toddler can scribble, draw and “write” words with:

- Crayons, pens, and pencils.
- Finger paint, chalk and shaving cream.
- Letters cut out of magazines or food packaging, letter stickers.
- Letter on blocks.
- Wooden, foam or magnetic letters, or letters made with play dough.





# Many ways to write



To help your toddler succeed, you can:

- Make marks (hand and footprints) with paint or in the sand, and talk about what they are.
- Make scribbles and circles in baby's applesauce on his/her highchair tray.
- Make the first letter of your baby's name in applesauce or pudding.
- Name the shapes and letters you make as your child watches.

To make this activity more challenging, you can:

- Use shaving cream on a mirror to scribble, draw and "write" with your toddler.
- Write your toddler's name on a steamy window; say the letters and help him/her to say them too.
- Use a big paint brush and water to "write" on a fence or sidewalk; a stick to make marks in the sand; draw with sidewalk chalk together.



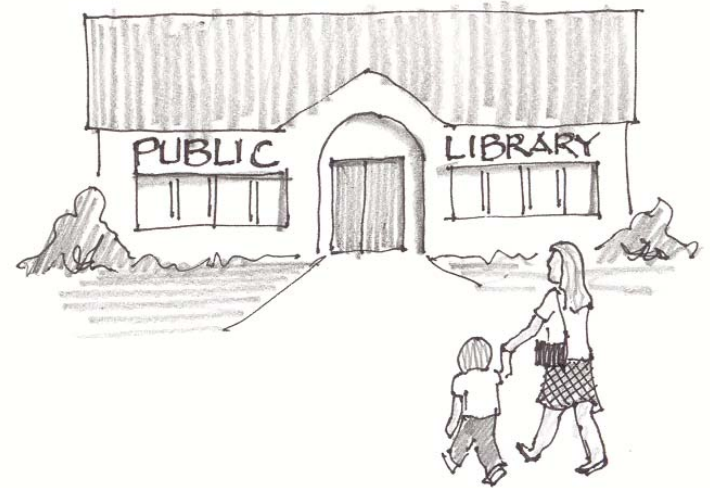
# Going to the library

It's never too early to go to the library with your infant or toddler. At the library, you and your child can:

- Find books, magazines, music and videos.
- Check out books, and books on tape.
- Listen to stories.
- Watch puppet shows.
- Find information on computers.
- Find out what happens in your community

If you need help, ask the librarian. They are very friendly!

If you do not have a library in your area, ask your child's educator about book mobile routes.





# Going to the library

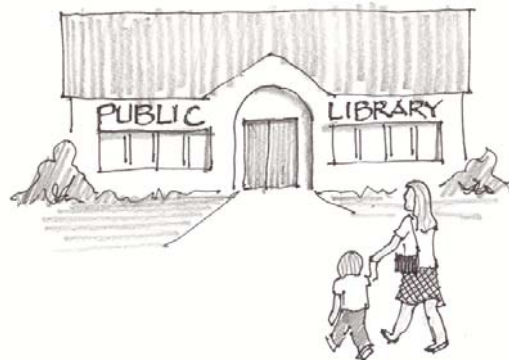


To help your child succeed, you can:

- Talk about what your child can do at the library before going there.
- Do one thing your child really enjoys at the library.
- Go to the library when your child is in a quiet mood.

To make this activity more challenging, you can:

- Have your child choose a book or a topic him/herself.
- Have your child help you find things at the library.
- Encourage your child to check out books to read at home.







# Listening to music

## What did your child do?

My child:

- Listened to the music.
- Moved to the music.
- Made sounds to the music.

Anything else? \_\_\_\_\_

\_\_\_\_\_

## What did you do?

- I played my child's favorite music.
- I helped my child move to the music.
- I sang to the music.

Anything else? \_\_\_\_\_

\_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

\_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_



# Doing things with music

## What did your child do?

My child:

- Made sounds to the music.
- Clapped, made body or finger movements.
- Played musical instrument.
- Sang/signed a few words.
- Sang/signed a song.
- Talked about the music.

What did your child say? \_\_\_\_\_  
\_\_\_\_\_

Anything else? \_\_\_\_\_  
\_\_\_\_\_

## What did you do?

- I sang with my child.
- I clapped, made body or finger movements.
- I talked about the music.
- I asked my child questions about the music.

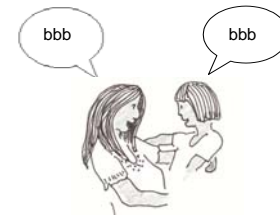
Anything else? \_\_\_\_\_  
\_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_  
\_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_



# Playing with sounds

## What did your child do?

My child:

- Made sounds of animals and objects.
- Repeated simple sounds (ba-ba).
- Repeated short words (kitty).

## What did you do?

- I made the same sound my child made.
- I added a new sound to the sound my child made.
- I asked my child to repeat sounds I made.

Anything else? \_\_\_\_\_

\_\_\_\_\_

Anything else? \_\_\_\_\_

\_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

\_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_



# Singing songs

## What did your child do?

My child:

- Made body and finger movements along with the song.
- Made animal sounds or sounds of objects.
- Sang/signed a few words.
- Sang a song.

Anything else? \_\_\_\_\_

\_\_\_\_\_

## What did you do?

- I sang my child's favorite song.
- I made animal sounds and sounds of objects.
- I sang some words and let my child fill in.
- I made up my own words to the song.

Anything else? \_\_\_\_\_

\_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

\_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_



# Learning about rhyming

## What did your child do?

My child:

- Listened to nursery rhyme, song or rhyming book.
- Said rhyme with help.
- Filled in some words.
- Said nursery rhyme or song without help.

## What did you do?

- I said a nursery rhyme, song, or read a rhyming book that my child was interested in.
- I said rhyming words louder.
- I let my child fill in rhyming words.
- I encouraged my child to say the rhyme or song.

Anything else? \_\_\_\_\_

Anything else? \_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_



# Talking about nursery rhymes

## What did your child do?

My child:

- Listened to the rhyme.
- Filled in last word in the rhyme.
- Said most of a rhyme without help.

Anything else? \_\_\_\_\_

\_\_\_\_\_

## What did you do?

- I said a rhyme with my child.
- I said parts of a rhyme and asked my child to fill in the rhyming words.
- I asked questions about the rhyme.
  - What is it about?
  - What happened?

Anything else? \_\_\_\_\_

\_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

\_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_



# Talking about food

## What did your child do?

My child:

- Used gestures to communicate.
- Used simple words.
- Used simple sentences.

Anything else? \_\_\_\_\_

\_\_\_\_\_

## What did you do?

- I made comments about food my child was interested in.
- I asked questions about food my child was interested in.
- I repeated what my child said and added a little more.

Anything else? \_\_\_\_\_

\_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

\_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_



# Talking about things outside

## What did your child do?

My child:

- Used gestures to communicate.
- Used simple words.
- Used simple sentences.

Anything else? \_\_\_\_\_

\_\_\_\_\_

## What did you do?

- I made comments about what my child was interested in.
- I asked questions about what my child was interested in.
- I repeated what my child said and added a little more.

Anything else? \_\_\_\_\_

\_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

\_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_





# Listening to different sounds

## What did your child do?

My child:

- Listened carefully.
- Guessed what made the sound.
- Made comments about the sound using simple sentences.

## What did you do?

- I made comments about sounds
- I asked my child to guess what made the sound.
- I asked questions about the sound.

Anything else? \_\_\_\_\_

Anything else? \_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_



# Making a touch book

## What did your child do?

My child:

- Touched the things on the pages.
- Turned the pages.
- Said something about what was on the pages.

What did your child say?

\_\_\_\_\_

Anything else? \_\_\_\_\_

\_\_\_\_\_

## What did you do?

- I showed my child how to turn the pages.
- I talked about the things on the pages.

Anything else? \_\_\_\_\_

\_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

\_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_



# Making a picture book

## What did your child do?

My child:

- Pointed to the pictures.
- Turned the pages.
- Made simple comments about the pictures.

What did your child say?

\_\_\_\_\_

Anything else? \_\_\_\_\_

\_\_\_\_\_

## What did you do?

- I showed my child how to turn the pages.
- I talked about what my child was doing or was interested in.
- I made comments about the pictures.
- I asked questions about the pictures.

Anything else? \_\_\_\_\_

\_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

\_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_



# Looking at pictures in a book

## What did your child do?

My child:

- Listened to me talking about the pictures.
- Touched/pointed to pictures.
- Made comments about the pictures.

What did your child say?

\_\_\_\_\_

- Asked the meaning of a new word.

## What did you do?

- I talked about the pictures
- I asked my child questions about the pictures.

What kind of questions?

- What is \_\_\_\_\_?
- What's happening?
- Why?

Other questions

\_\_\_\_\_

Anything else? \_\_\_\_\_

\_\_\_\_\_

Anything else? \_\_\_\_\_

\_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

\_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_



# Learning how to use books

## What did your child do?

My child:

- Turned some pages.
- Turned all pages from front to back.
- Talked about the pictures.
- Said some letter names.

## What did you do?

- I showed my child how to turn the pages.
- I talked about the front and back of the book.
- I explained the difference between pictures and printed words.

Anything else? \_\_\_\_\_

Anything else? \_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_



# Discovering print

## What did your child do?

My child:

- Show interest in pictures and signs.
- Recognized pictures.
- Recognized familiar signs.
- Recognized some letters.

Anything else? \_\_\_\_\_

\_\_\_\_\_

## What did you do?

- I pointed to pictures, and signs.
- I talked about pictures, signs, words, letters, and numbers my child was interested in.
- I talked about the difference between a picture and a word.

Anything else? \_\_\_\_\_

\_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

\_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_



# Seeing first words

## What did your child do?

My child:

- Showed interest in pictures and words.
- Recognized familiar words.
- Recognized familiar letters.
- Talked about the pictures and words.

What did your child say?

\_\_\_\_\_

## What did you do?

- I talked about the words and their meaning.
- I talked about the difference between pictures and words.
- I talked about the difference between letters and numbers.

Anything else? \_\_\_\_\_

\_\_\_\_\_

Anything else? \_\_\_\_\_

\_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

\_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_

# Learning my name



## What did your child do?

My child:

- Recognized his/her name.
- Asked about the letters in his/her name.
- Said some letter names.
- Pretended to write his/her name.

## What did you do?

- I used a photograph of my child.
- I told my child some names and sounds of the letters in his/her name.
- I modeled writing my child's name.

Anything else? \_\_\_\_\_

Anything else? \_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_



# Going to the grocery store



## What did your child do?

My child:

- Looked at signs and food labels.
- Recognized familiar signs and labels.
- Talked about things in the store.
- Talked about pictures, words and letters.

Anything else? \_\_\_\_\_

\_\_\_\_\_

## What did you do?

- I pointed to and read signs and food labels.
- I talked about things my child was interested in.
- I made a grocery list with my child and showed my child how to use it to find items in the store.

Anything else? \_\_\_\_\_

\_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

\_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_

# Many ways to draw



## What did your child do?

My child:

- Used fingers to paint, or make marks in food, sand or foam.
- Scribbled with a pencil or crayon.
- Made a collage.
- Drew or painted a picture.
- Talked about his/her picture.

Anything else? \_\_\_\_\_

\_\_\_\_\_

## What did you do?

- I drew or painted a picture with my child.
- I helped my child make a collage.
- I asked questions about my child's picture.
- I wrote down what my child said about his/her picture.

Anything else? \_\_\_\_\_

\_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

\_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_



# Many ways to write

## What did your child do?

My child:

- Played with letters and crayons.
- Scribbled.
- Drew a picture.
- Pretended to write.

## What did you do?

- I showed my child how to use crayons and paint.
- I gave my child letters to play with.
- I modeled writing my child's name.

Anything else? \_\_\_\_\_

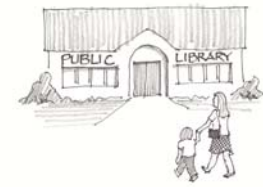
Anything else? \_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_



# Going to the library

## What did your child do?

My child:

- Looked at picture books and/or magazines.
- Listened to a story.

## What did you do?

- I helped my child choose a book.
- I talked about things to do at the library.

Anything else? \_\_\_\_\_

\_\_\_\_\_

Anything else? \_\_\_\_\_

\_\_\_\_\_

Your ideas for making this activity better for your child \_\_\_\_\_

\_\_\_\_\_

Your child's name \_\_\_\_\_

Your name \_\_\_\_\_

Date you and your child did this activity \_\_\_\_\_