

Supporting Early Literacy in Natural Environments

List of Activities

Level 1

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Developed in collaboration with the Early Childhood Team, Auburn School District, Auburn, Washington and Peggy DeLeon, Highline School District, Des Moines, Washington.

Supporting Early Literacy in Natural Environments

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Supporting Early Literacy in Natural Environments

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Supporting Early Literacy in Natural Environments

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What are these activities?

- These activities are for parents to help their children develop early language and literacy skills.
- These activities teach three primary skills which include phonological awareness, print awareness 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!



Conversations

- # 1 Talking about food
- # 2 Talking about things outside
- # 3 Talking about TV shows
- # 4 Talking about what happened in the past
- # 5 Talking about what will happen next

Looking at Books

- # 6 Learning how to use books
- # 7 Looking at pictures in a book
- # 8 Learning about books' covers
- # 9 Showing your child how to read

Making Books

- # 10 Making a touch book
- # 11 Making a picture book
- # 12 Making a book
- # 13 Talking about a story

Music and Songs

- # 14 Listening to music
- # 15 Doing things with music
- # 16 Singing songs
- # 17 Making up silly songs
- # 18 Listening to different sounds

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 kitchen.



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) and quantities (more, less).
- Ask your child harder questions about food (Is an apple a fruit or a vegetable? What else tastes sweet?).
- Talk about where foods come from and how they are made.

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?
- What does that remind you of?
- How would it look if it was snowing?





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?)
- Help your child to describe things with more than one word (brown, smooth, hard).



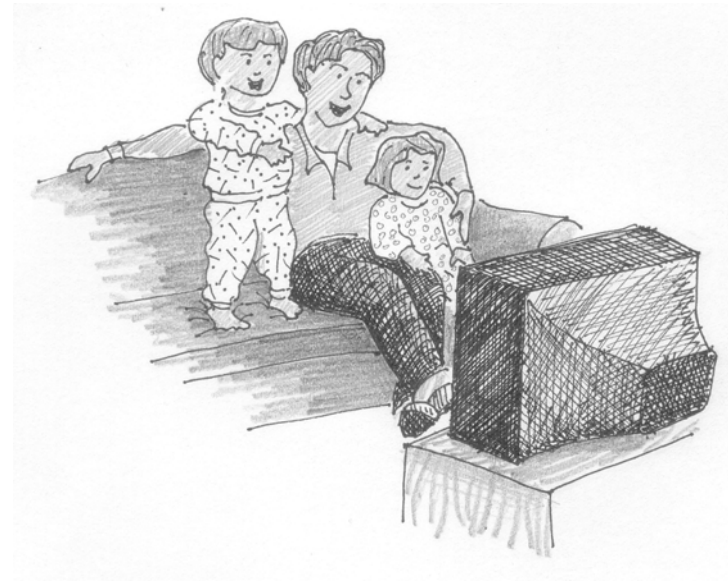
To make this activity more challenging, you can:

- 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).
- Talk about how things would look different in other weather conditions, or times of the day.
- Ask your child to imagine how things would look different if your child were the size of an ant.

Talking about TV shows

After watching a TV show, ask your child some questions. For example:

- What was it about?
- What did you like about the show?
- What didn't you like about the show?
- Who was your favorite person in the show and why?





Talking about TV shows



To help your child succeed, you can:

- Do this activity with a video your child has watched many times.
- Do this activity with a picture book your child has read many times.
- Watch a show or video that also has toys or a picture book that goes with it.
- Watch programs and videos that are slow moving and have lots of repetition (e.g., Barney).



To make this activity more challenging, you can:

- Talk about the beginning, middle and end of the story. Help your child say things in the right order.
- Talk about events and characters that are real and events and characters that are pretend.
- Ask your child questions about opinions, thoughts and feelings (Why do you think she left? How do you think he felt?).
- Have your child draw a picture of what the show was about.
- Encourage your child to act out his/her favorite part with dolls or stuffed animals.

Talking about what happened in the past

Ask your child what he/she did
after:

- Visiting a friend.
- Visiting a family member.
- Going to a park.
- Going to the library.
- Going to a special event (puppet show).
- Eating out.
- Playing at a friend's house.





Talking about what happened in the past



To help your child succeed,
you can:

- Talk about what your child really enjoyed.
- Talk about something that happens regularly.
- Ask your child simple questions (Did Grandma give you a big hug?).
- Show your child pictures or photographs of what happened (birthday cake, presents).
- Begin a sentence and have your child fill in the blank (At the park we saw three ____?).

To make this activity more challenging,
you can:

- Help your child tell things in the right order (What did you do first? Then, what happened?).
- Have your child draw pictures that go with what happened.
- Help your child write simple sentences under each picture.
- Your child can staple the pictures together to make a book.
- Encourage your child to read his/her book to other people.



Talking about what will happen next

Ask your child what will happen next when you are:

- Reading books to your child.
- Going places your child likes.
- Cooking food.
- Getting your child ready for school.
- Getting your child ready for bed.





Talking about what will happen next



To help your child succeed,
you can:

- Tell your child what will happen next.
- Ask your child simple questions about what will happen next (Will Goldie Locks break the chair?).
- Show your child pictures of what will happen next in his/her daily activities (going to school, going to bed) and talk about them.
- Begin a sentence and have your child fill in the blank (Next, we need to add some ____?).

To make this activity more challenging,
you can:

- Ask your child what will happen next when he/she is playing make-believe.
- Ask your child what will happen tomorrow.
- Ask your child what he/she thinks will happen at a special event (a birthday party, visiting Grandma's).



Learning how to use books

Teach your child:

- 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 child succeed, you can:

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



To make this activity more challenging, you can:

- Have your child show you how to turn pages from right to left.
- Point to the parts of the book (front, back, pages) and ask your child what they are.
- Ask your child to point to a picture and a word in the book (e.g., show me a picture. Show me a word).
- Have your child point to familiar words in the book.

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.).
- Talk about how pictures are different from real things.



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.).
- Talk about opinions, thoughts and feelings (How do you think Baby Bear will feel? Why think Spot is hiding?).

Learning about books' covers

Before reading a book, look at the cover and:

- Read the title and talk about what the book may be about.
- Point to the author's name and explain that the person wrote the story.
- Point to the illustrator's name and explain that the person drew the pictures.





Learning about books' covers



To help your child succeed, you can:

- Do this activity with your child's favorite book.
- Read the title to your child.
- Tell your child the author wrote the story.
- Tell your child the illustrator drew the pictures.

To make this activity more challenging, you can:

- Point to the parts of the cover and ask your child what they are.
- Encourage your child to make a cover for one of his/her homemade books.
- Have your child teach you the parts of a cover.



Showing your child how to read

- Put your finger under the words you read.
- Show your child how you read from left to right.
- Ask your child to point to the letters he/she knows, like the letters in his/her name.





Showing your child how to read



To help your child succeed, you can:

- Use a book with a simple sentence on each page.
- Use a book with big print.
- Use a book you have read to your child many times.
- Use a book about something your child is really interested in.
- Listen to a book on tape together.

To make this activity more challenging, you can:

- Have your child point to the words and then read them to him/her.
- Have your child sound out a few words he/she is familiar with.
- Talk about how the print, not the pictures, tells the story.
- Talk about what a letter is and what a number is.



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 child likes on each page (rattle, rings, and keys).
- Talk about the things while your child touches them.
- Have your child take the book to school and share with the teacher.





Making a touch book



To help your child succeed, you can:

- Make only two pages.
- Turn the pages for your child.
- Help your child touch the things on the pages.
- Put food (M&M's, Cheerios, crackers) in baggies, put them on the pages and let your child eat the food.

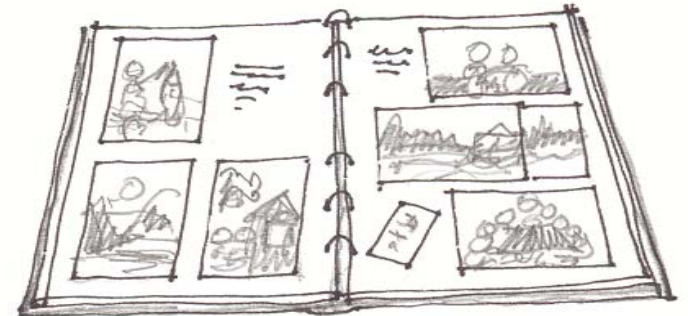
To make this activity more challenging, you can:

- Put new things (cotton, aluminum foil, yarn) on the pages.
- Have your child turn the pages him/herself.
- Encourage your child to say what is on each page.



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.
- Have your child take the book to school and share with the teacher.





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.



Making a book

With your child:

- Paste pictures on pieces of paper.
- Write a sentence under each picture.
- Staple the pieces of paper together.
- Make books about birthdays, trips and favorite things.
- Have your child take the book to school and share with the teacher.





Making a book



To help your child succeed, you can:

- Use pictures of things your child really likes (kitties, puppies).
- Do the pasting and stapling yourself.
- Write what the pictures are (black puppy).
- Talk about what the things in the pictures are.

To make this activity more challenging, you can:

- Have your child pick the pictures him/herself.
- Encourage your child to do the pasting and stapling him/herself.
- Encourage your child to write a sentence under each picture.
- Have your child read what he/she wrote.



Talking about a story

After reading a book or listening to a book on tape with your child, you can:

- Have your child talk about the story.
- Ask what the characters did (What did the wolf do?).
- Have your child draw a picture about the story and write down what your child says.
- Start a sentence and have your child fill in the blank.





Talking about a story



To help your child succeed, you can:

- Do this activity with your child's favorite book.
- Talk about the story yourself.
- Talk about your child's favorite character.
- Have some objects, toys or photographs that relate to the story.



To make this activity more challenging, you can:

- Ask your child for opinions about the story (What did you like about the story?).
- Ask your child questions about something that happened after a certain event (What did she do after she broke Baby Bear's chair?).
- Ask your child to explain things (Why were the mice happy?).
- Ask your child to imagine other events (What would happen if? What else could she have done?).

Listening to music

Listen to music when your child is:

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

Move to the music with your child.





Listening to music



To help your child 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.
- Ask your child simple questions (Does this music make you happy? Is this music fast or slow, loud or soft?)



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?)

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.
- Draw a picture of what the song is about.
- Talk about what the song is about. Ask what your child likes about the song.



Making up silly songs

Do different things while singing a song with your child:

- Make up words to a song (Row, Row My Car).
- Make up silly words to a song (Bow, Bow my Squoat).





Making up silly songs



To help your child succeed, you can:

- Make up a song that describes what you or your child are doing (Drive, Drive My Car. Eat, Eat Your Food).
- Make up songs with animal sounds or sounds of objects (The Cow Goes Moo; The Car Goes Broom).
- Say some real words and silly words and see if your child can pick out the silly words.
- Have your child make a sound (ba) and make up a silly word with your child's sound (batton, bannny).

To make this activity more challenging, you can:

- Have your child make up a song that describes what your child is doing (Cut, Cut My Paper).
- Make a sound (za), have your child make up a silly word (zat, zanana) and use that word in a song.
- Talk about long words (with many sounds and letters) and short words.
- Have your child draw a picture about the silly song.
- Help your child write his/her silly words on his/her picture.



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.).
- Ask your child to tell where sounds come from (down there, close to us).

Names, Letters and Signs

- # 19 Learning my name
- # 20 Discovering print
- # 21 Seeing first words
- # 22 Making signs
- # 23 Many ways to write
- # 24 Writing with magnetic letters

Playing with Sounds and Rhyming Words

- # 25 Playing with sounds
- # 26 Talking about words
- # 27 Talking about nursery rhymes
- # 28 Learning about rhyming

Making Up Stories

- # 29 Making a story up
- # 30 Many ways to draw
- # 31 Keeping drawings
- # 32 Keeping a diary
- # 33 Keeping a diary with words
- # 34 Writing words

Learning About Rhyming

- # 35 Having fun with rhyming
- # 36 Using letters to rhyme
- # 37 Rhyming words

Learning my name

Put your child's name on his/her:

- Bedroom door
- Toys
- Cup
- Drawings

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





Learning my name



To help your child succeed, you can:

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

To make this activity more challenging, you can:

- Ask your child the names and sounds of letters in his/her name.
- Have your child try to write his/her name.
- Write your child's name in uppercase and lowercase letters.



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).
- 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.

To make this activity more challenging, you can:

- See if your child knows what signs, pictures, words and numbers mean.
- Point to letters in words while saying the words slowly.
- Have your child say the names and sounds of the letters in the words.
- Have your child write the words.



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:

- Ask your child how he/she knows they are words.
- Ask your child where else he/she sees words.
- 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?).



Making signs

Help your child make signs and labels for daily routines and activities. Use pictures and/or words. For example:

- EXIT on the door for going places.
- BUCKLE on the dashboard for buckle your child's seat belt.
- BRUSH TEETH on the bathroom mirror.
- A picture of a sock for your child's sock drawer.
- A picture of an ice-cream cone on the freezer door.





Making signs



To help your child succeed, you can:

- Make signs for your child's favorite things (dolly, book, video).
- Make signs out of material (sandpaper, felt, rubber mats) so your child can feel the letters.
- Talk about the signs before doing something such as eating and going places.

To make this activity more challenging, you can:

- Have your child think about more signs he/she can make.
- Have your child write the words for the signs.
- Have your child look for other signs.
- Talk about why signs are important.



Many ways to write

Your child can write words with:

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





Many ways to write



To help your child succeed, you can:

- Play with the letters while doing something your child enjoys (bath, singing, sitting on your lap).
- Begin with only a few letters (letters in your child's name).
- Say the letter names when your child touches them.
- Write your child's name.

To make this activity more challenging, you can:

- Have your child say the name and sound of the letters.
- Talk about how your child can make words with the letters.
- Have your child write his/her name.
- Take a product with a big label and ask your child to copy its name.



Writing with magnetic letters

Put magnetic letters on the refrigerator
and have your child:

- Play with the letters.
- Write names of family members.
- Write messages to people (I love you).
- Write what he/she did that day (I went to the library).
- Write what he/she will do tomorrow (I will play at the park).





Writing with magnetic letters



To help your child succeed, you can:

- Talk about letter shapes, colors, names and sounds.
- Write your child's name.
- Write a simple sentence to a family member (I love you).
- Write a simple sentence to describe what you and your child are doing (Mom and Jess make cookies).

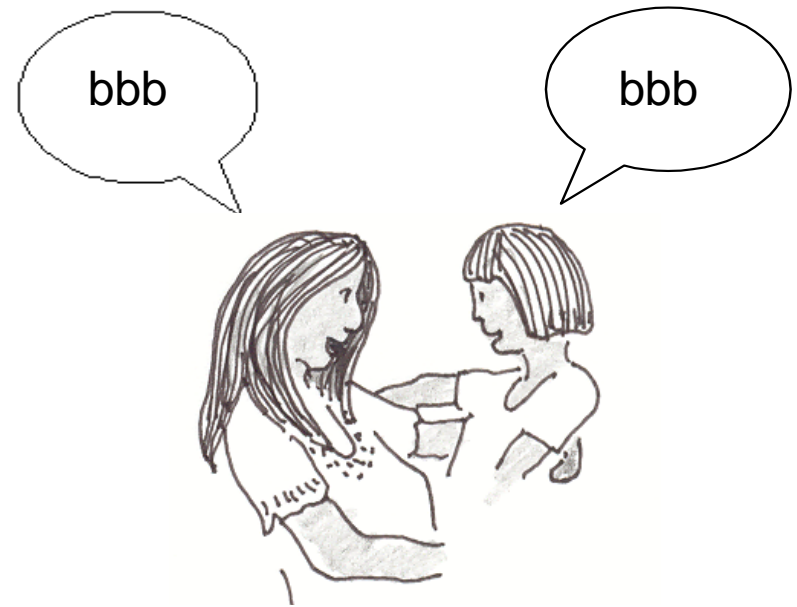
To make this activity more challenging, you can:

- Let your child do most of the writing.
- Have your child read what he/she wrote back to you.
- Have your child copy what he/she wrote on a paper, or saw on a sign or product label.



Playing with sounds

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





Playing with sounds

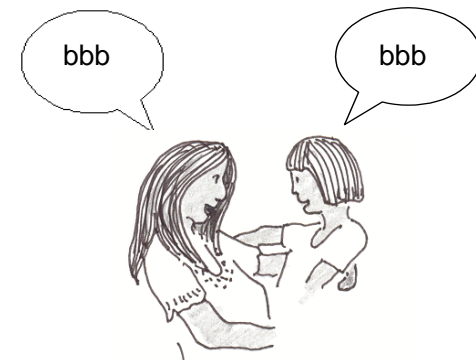


To help your child succeed, you can:

- Do this activity while doing something your child enjoys (bath, eating or playing with toys).
- Have your child make sounds by making your child happy (tickling).
- Play with toy animals or look at picture books about animals and make animal sounds.
- Play at imitating sounds of objects (e.g., sirens, wind, airplane).
- Sit back from your child a bit. Wait and see if your child makes a sound.

To make this activity more challenging, you can:

- Encourage your child to repeat two or three sounds after you (ga-da-bo; tic-tac-toe; b-d-t).
- Say two sounds (b-p) and ask your child if the sounds are the same or different.
- Separate words into sounds and have your child repeat the sounds (ba-na-na; c-a-t).

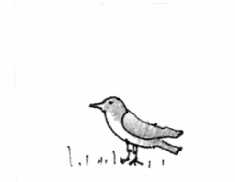


Talking about words

Talk with your child about words your child is interested in.

Talk about:

- What words mean (enormous means very big; a robin is a bird).
- The sounds in words (soap has a “s” sound).
- Long words with lots of sounds and short words (alligator, sun).
- How words make up sentences.





Talking about words



To help your child succeed, you can:

- Talk about the sounds in your child's name.
- Say a short sentence and help your child clap or tap a sound with an object or musical instrument (drum, spoons, blocks) for each word in the sentence.
- Use familiar words, songs and books with short repetitive sentences (Let me in, Let me in; Brown bear, brown bear, what do you see?).



To make this activity more challenging, you can:

- Ask your child to choose a word out of a sentence (The mouse ran up the clock).
- Ask your child to tell you which word is longer (cat or alligator).
- Help your child count words in sentences or syllables and sounds in words.
- Play games where your child can do something fun for each word in a sentence or each syllable or sound in a word. Your child can: clap, tap a musical instrument, move a bead on a string, throw a sand bag in a box.

Talking about nursery rhymes

- Have your child color pictures of nursery rhymes.
- Write a sentence your child remembers about them under the pictures.
- Put the pictures in places your child often goes.
- Talk about the nursery rhymes.





Talking about nursery rhymes

To help your child succeed, you can:

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

To make this activity more challenging, you can:

- Have your child color two pictures about the same nursery rhyme and talk about how they go together.
- Encourage your child to say the nursery rhymes him/herself.
- Ask your child simple questions about the nursery rhymes.



Learning about rhyming

To have your child hear rhyming words, you can:

- Sing or listen to songs with rhyming words (Twinkle Twinkle Little Star).
- Read books with rhyming words (Dr. Seuss books).
- 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 child succeed, you can:

- Say the rhymes while doing something your child enjoys (skipping, jumping or eating).
- Have your child say the rhyming words with you.
- Say the rhyming words louder (star, far, are) or clap to the words.
- Start a song or nursery rhyme. Leave out the rhyming words and see if your child remembers them (Humpty, Dumpty sat on a ____?).

To make this activity more challenging, you can:

- Encourage your child to say the words and verses without your help.
- Ask your child whether two words sound the same or different.
- Talk about how rhyming words sound the same in the middle and the end (*wall* has *all*, and *fall* has *all*, too).



Making a story up

- Have your child make a story up about his/her toys, make-believe friends, or a favorite book or TV show.
- Ask your child questions about his/her story (Then, what happened?).
- Ask your child questions about his/her characters (What did he look like? How did she feel?).





Making a story up



To help your child succeed, you can:

- Give your child some toys and dress-up clothes to play with.
- Talk about what your child is doing while he/she is playing.
- After your child plays, ask your child simple questions about what happened (Did Teddy sleep?).

To make this activity more challenging, you can:

- Help your child tell a story that has at least three parts: a beginning, a middle and an end.
- Have your child draw pictures that go with his/her story.
- Help your child write simple sentences under each picture.
- Your child can staple the pictures together to make a book.
- Encourage your child to read his/her book to other people.



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.
- Help your child write the names of things in the picture.
- Ask your child to tell you a story about the picture.
- Ask your child to write a message about the picture. Scribbles and invented spelling are ok.



Keeping drawings

- Put your child's drawings in a box or folder or notebook with your child's photo and name on it.
- Ask questions about the drawings and write down what your child says.
- Write your child's name and date on the drawings.
- Looking at them later together is fun.
- Have your child choose a drawing to take to school and share with the teacher.





Keeping drawings



To help your child succeed, you can:

- Give your child different things to make pictures with (finger paints, stamps, stickers).
- Cut out pictures from catalogs and magazines and have your child paste them.
- Use photographs.
- Set the same time everyday for your child to draw.
- Draw with your child.
- Make the notebook's cover colorful and exciting for your child.

To make this activity more challenging, you can:

- Encourage your child to write words on his/her drawings.
- Let your child design the cover of the box or notebook.
- Have your child tell you about his/her drawings when looking back at them.



Keeping a diary

Give your child a pad of paper or notebook.

- Have your child draw pictures of what he/she did on that day.
- Help your child write down what he/she did under his/her picture.
- Help your child date it.
- Look back at the pictures and talk about them.





Keeping a diary



To help your child succeed, you can:

- Give your child different things to make pictures with (finger paints, stamps, stickers).
- Have your child cut out and paste pictures from catalogs and magazines.
- Use photographs of what your child did that day.
- Set the same time everyday for your child to draw.
- Draw with your child.

To make this activity more challenging, you can:

- Ask your child to tell you about his/her drawings (What's your drawing about?).
- Help your child write words on his/her drawings.
- Help your child write the day of the week on his/her drawings.



Keeping a diary with words

- Let your child have a notebook of his/her own.
- Have your child draw a picture of what he/she did that day.
- Let your child write words that go with the picture (lunch, outside).
- Help your child write a sentence about the picture (I ate lunch outside today.).
- The letters don't need to be perfect and invented spelling is OK.
- Date it.
- Look back at the pictures and read what your child wrote.





Keeping a diary with words



To help your child succeed, you can:

- Give your child different things to make pictures with (finger paints, stamps, stickers, cut-out pictures).
- Take photographs.
- Set the same time everyday for your child to draw.
- Draw with your child.
- Help your child write words on his/her drawings.
- Let your child pretend to write by scribbling lines across the page.

To make this activity more challenging, you can:

- Have your child read his/her sentence back to you.
- Ask your child open-ended questions about his/her drawing (What did you do in the sandbox?).
- Help your child date his/her drawing.



Writing words

You and your child can write simple words when:

- Putting your child's name on a drawing.
- Putting your child's name in a book cover.
- Making and signing a card (Happy Birthday, Love, Mona).
- Making a grocery list.
- Writing messages to people.
- Taking food orders while playing restaurant or making a menu.





Writing words



To help your child succeed, you can:

- Write simple words that describe what you and your child are doing (cook, taste, stir).
- Add simple pictures to the words. The pictures will help your child recognize the words.
- Take a product with a big label and have your child copy words from the label.

To make his activity more challenging, you can:

- Let your child write words without your help.
- Have your child draw a picture and write some words that describe his/her picture (red, house and cat).
- Have your child sound out each letter.
- Have your child write simple phrases (Happy Birthday, I love you).
- The letters don't need to be perfect and invented spelling is OK.



Having fun with rhyming

- Say some words that sound alike (bat, cat, hat and rat).
- Say a short word (bike) and help your child think of words that sound like your word. (kite, mike)
- Let your child make up silly words that sound like your word (tike, zike).
- Take turns.





Having fun with rhyming



To help your child succeed, you can:

- Say softly a word that rhymes with your word.
- Show an object or draw a picture of a word that rhymes with your word.
- Give your child three words to pick from (Cat. Which word sounds like cat? Sam, rat, duck).



To make this activity more challenging, you can:

- Make up silly words that rhyme (kitty, jitty, nitty).
- Use long words (teacher, elephant, dessert).
- Have your child use rhyming words in a sentence (The cat uses a bat on the rat; Beacher reads books).
- Make up songs together with your child's silly words.

Using letters to rhyme

- You can use wood, foam or magnetic letters or letters on blocks. You can also cut out letters from magazines, food packaging or make letters with play dough.
- Write a short word with the letters (Cat, Bee).
- Say the word.
- Change the first letter and say that word (Bat, See).
- Have your child do the same thing (Mat, Key).
- Talk about how the words sound alike.





Using letters to rhyme



To help your child succeed, you can:

- Take the word's first letter away, say the word's end (-at, -ee) and explain that your child can make a new word by putting a different letter in the beginning (bat, see).
- Put rhyming words under the first word, and talk about what is the same and different between the words.

To make this activity more challenging, you can:

- Use words with two first letters that can be changed (chat, sway, clown).
- Ask your child why the words sound alike.
- Have your child make up silly words and talk about what they may mean.



Rhyming words

- Say a word you want to rhyme with (dog, cat, berries).
- Let your child make up words to rhyme with real words (log, hat, derries).
- Show your child that he/she can put different sounds at the beginning of his/her name to make words that rhyme with it (Timmy, Vimmy).





Rhyming words



To help your child succeed, you can:

- Say softly some words (bread, red, Fred) that rhyme with your word (bed) and encourage your child to say them after you.
- Give your child hints of what words rhyme with your word (What is your favorite color?).
- Say the end of your word (ed) and ask your child what word sounds like that.

To make this activity more challenging, you can:

- Give your child longer words (teacher, apple, butterfly).
- Encourage your child to say as many words as he/she can.
- Have your child tell you why the words sound alike.



Measuring Things

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Maps

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Sounds and Word Games

- # 40 What sounds begin words
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What sounds begin words?

- Have your child say a thing he/she likes (book).
- Ask your child what sound the word starts with. He/she may need help.
- Think of other words that start with the same sound (bear, bike, berries, banana, blanket).
- Have your child say a sentence with these words (Big bear bites berries).
- Look at alphabet books. Name the pictures, letters, letter sounds.





What sounds begin words?



To help your child succeed, you can:

- Use words with sounds that are easy for your child to hear and say (b, p, t, s).
- Repeat or exaggerate the sound your word begins with (b-b-b), and encourage your child to say it after you.
- Read books or sing songs that have sentences with words that begin with the same sound.
- Have pictures or objects (small plastic toys) of things that begin with the same sound, and say that sound louder when naming the pictures.



To make this activity more challenging, you can:

- Have your child say whether two words start with the same sound or not (bear, berry) (bear, leaf).
- Have your child say a word that starts with the same sound.
- Put pictures or objects (small plastic toys) that begin with the same sound in a bag. Begin with 3 sounds. Have your child pull a picture or object from the bag and sort the picture or object based on the beginning sound.

Guess the word syllable games

- Say words in their syllable parts (mom-my, kit-ty, sand-box, he-li-cop-ter).
- Have your child guess the word (Say it fast).
- Take turns playing this game.
- Make it fun. Clap, or jump to the syllables! Count the parts. Make up songs.





Guess the word syllable games



To help your child succeed, you can:

- Say familiar words (your child's name).
- Say the word fast, and encourage your child to repeat it after you.
- Say the word slowly and clap to each syllable.
- Have your child say the word and clap to each syllable with you.

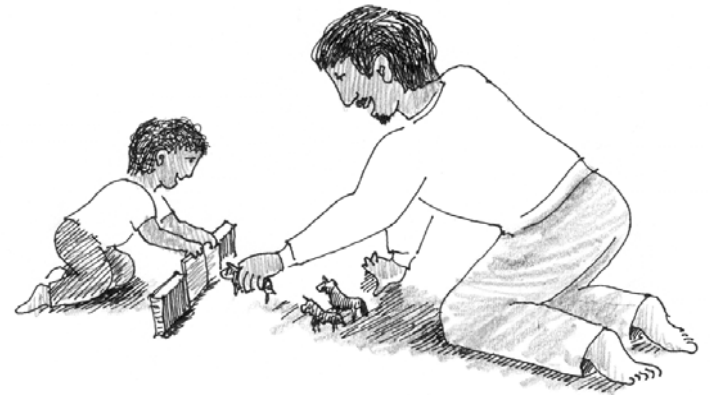


To make this activity more challenging, you can:

- Use longer words (to-gether, teacher).
- Say words broken into sound parts (d-og; c-a-t).
- Count the number of syllables or sounds in the word.
- Say a word and ask your child to break it down into syllables or sounds (Say it slow!).
- Talk about long words with lots of parts (cro-co-dile) and short words (me, cat).
- Have your child guess which words are long and which words are short.

Guessing the password

- Pretend the toy animals have a password (door) to get into a special place.
- Say words broken down into separate sounds (o-pen, ti-ger, k-ey).
- Have your child guess the password.
- If your child can't guess the password, give him/her hints (What do you open to go outside?).





Guessing the password

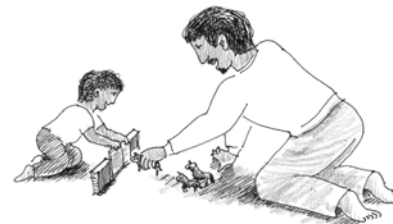


To help your child succeed, you can:

- Do this activity when your child wants to get into something (toy box, car, crayon box).
- Use familiar words like your child's name.
- Break down words in large chunks (cow-boy, letter-box).
- Point to an object or draw a picture of the password.
- Give your child hints of what the password is (it is something we use to unlock a door).

To make this activity more challenging, you can:

- Break down words into small chunks (d-o-g, s-a-m).
- Talk about individual letter names and sounds.
- Explain how words are made up of individual sounds.
- Have your child make up the password.
- Help your child write the password.



Measuring things

Help your child measure things and write down the measurements. For example:

- Your child's height, hands and feet.
- Your child's favorite toys.
- Your child's favorite book.
- Your child's cup and dish.

You can measure with a tape measure, stacking blocks, or using your hands or feet.





Measuring things



To help your child succeed, you can:

- Measure one or two things at a time.
- Let your child choose what to measure.
- Use a tape measure with big numbers.
- Write down the measurements yourself.

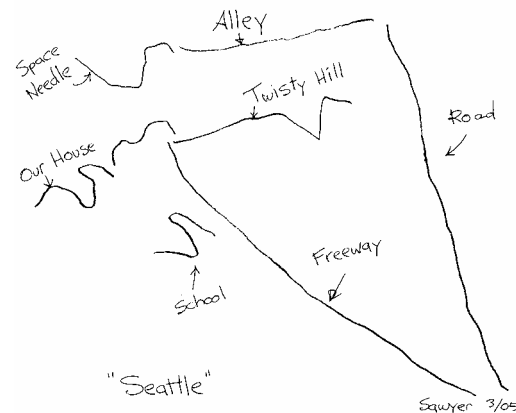
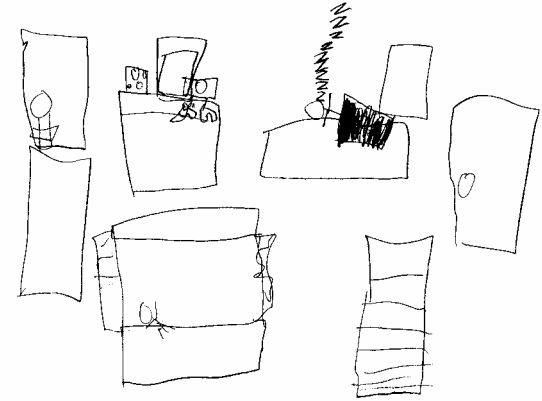
To make this activity more challenging, you can:

- Have your child try to read the tape measure him/herself.
- Have your child try to write down the measurements him/herself.
- Use words such as bigger and smaller (Your feet are bigger than your hands).
- Talk about how a number is different from a letter.



Making maps

- Help your child make a map of his/her favorite room in the house.
- Label the things on the map like table and chairs.
- Talk about what your child and you do with these things.
- Help your child make maps of other favorite places.



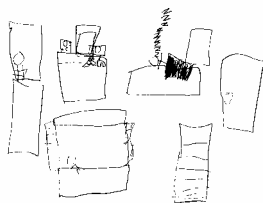


Making maps



To help your child succeed, you can:

- Use butcher paper and big markers.
- Use small toys, photographs, or draw the furniture on Post-it notes and have your child put them on the map.
- Walk around the room with your child and draw things as you go by.



To make this activity more challenging, you can:

- Encourage your child to make the map him/herself.
- Encourage your child to label things him/herself.
- Help your child make a map of how to get to familiar places (e.g., from home to school).
- Have your child explain his/her map to you.
- Go for a short walk or drive. Take photographs of familiar landmarks you go by. Help your child make a map by sequencing the landmarks.

Going to the grocery store

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

- Point to the signs and read them to your child.
- Show your child 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 child succeed, you can:

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

To make this activity more challenging, you can:

- Make a grocery list with your child before you go to the store. Have your child draw one or two things your child wants and help your child write the words under the pictures.
- At the store, help your child read his/her grocery list and find the items.



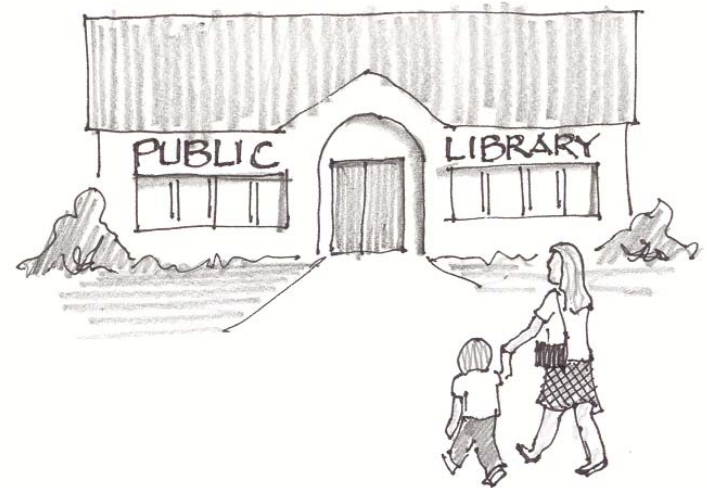
Going to the library

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 teacher about book mobile routes.





Going to the library

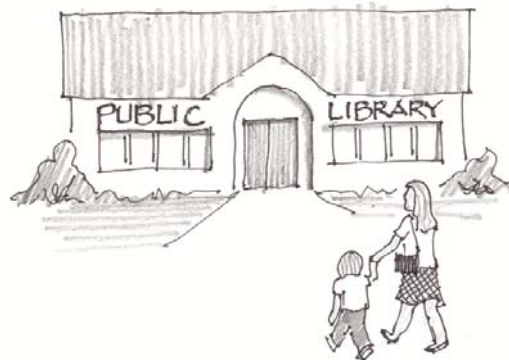


To help your child succeed, you can:

- 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.



Going to the museum

Have you gone to a museum? You and your child can:

- Talk about what your child sees.
- Read to your child the labels and descriptions.
- Watch movies and talk about them.
- Take brochures home and talk about them.





Going to the museum



To help your child succeed, you can:

- Talk about what your child may see at the museum before going there.
- See things you think your child will like.
- Describe what your child sees.



To make this activity more challenging, you can:

- Have your child describe what he/she sees.
- Let your child try to read the labels.
- Encourage your child to connect what is in the museum to your child's everyday life (Remember, your favorite book is about dinosaurs. Where else did we see an old train?).
- Have your child tell somebody about what he/she saw at the museum.

Going to the zoo

At the zoo, you and your child can do these things.

- Say the names of the different animals.
- Talk about what the animals look like.
- Talk about what the animals are doing.
- Look for familiar letters and words on the labels.
- Take photos and make a scrapbook with your child.
- Write down what your child says about the photos.





Going to the zoo



To help your child succeed, you can:

- Talk about what animals your child may see at the zoo before going there.
- Ask your child simple questions about the animals (Do the monkeys have long tails?).
- Ask your child to name the animals in your photos.



To make this activity more challenging, you can:

- Have your child name the animals him/herself.
- Ask open-ended questions about the animals (What is the elephant eating?).
- Encourage your child to talk about animals in everyday life (Where else did we see a snake?).
- Help your child write a short story about going to the zoo.



Talking about food

What did your child do?

My child:

- Used gestures to communicate.
- Used simple words.
- Used simple sentences.
- Talked about the food using at least three different kinds of 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.

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.
- Said at least three different kinds of sentences about a same thing.

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.
 - What do you see?
 - What is _____?
 - Where else have you seen one of these?
 - How would this look different if _____?

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 TV shows

What did your child do?

My child:

- Watched video/TV program.
- Made simple comments about the characters and/or story.
- Said at least three different things about the characters and/or story in the right order.
- Said whether a character or event was real or pretend.

Anything else? _____

What did you do?

- I used toys and books that go with the video/TV program.
- I made comments about the video/TV program.
- I asked my child questions about the characters and/or story.
- I talked about real and pretend characters and events.

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 what happened in the past

What did your child do?

My child:

- Answered questions about something he/she did in the past.
- Made simple comments about something he/she did in the past.
- Said at least three different things about something he/she did in the past.

Anything else? _____

What did you do?

- I talked to my child about something my child did in the past.
- I asked my child questions about something he/she did in the past.

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 what will happen next

What did your child do?

My child:

- Used simple words to talk about what would happen next.
- Used simple sentences to talk about what would happen next.
- Said at least three different things about what would happen next.

Anything else? _____

What did you do?

- I talked to my child about what would happen next.
- I asked my child questions about what would happen next.

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.
- Read some simple words.

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 _____



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?

- Told a story about the pictures.
- 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?
- What do you think?

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 about books' covers

What did your child do?

My child:

- Enjoyed touching the book.
- Turned pages.
- Took the book and put the cover in the right direction.
- Recognized familiar titles.
- Recognized familiar authors and illustrators.

What did you do?

- I showed my child how to put the cover in the right direction.
- I talked about the title.
- I talked about the author and illustrator.

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 _____



Showing your child how to read

What did your child do?

My child:

- Listened as I read the story.
- Made comments about the pictures.
- Showed that he/she knows the difference between a picture and word.
- Watched my finger moving from left to right.
- Showed interest in letters and words.
- Read some letter names and words.
- Asked what a word means.

What did you do?

- I talked about the pictures.
- I talked about the difference between a picture and a word.
- I put my finger under letters that my child was interested in.
- I moved my finger from left to right as I read words my child was interested in.

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?

- Told a simple story about the pictures.

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.

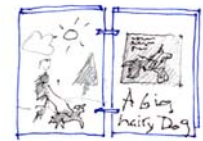
Anything else? _____

Your ideas for making this activity better for your child _____

Your child's name _____

Your name _____

Date you and your child did this activity _____



Making a book

What did your child do?

My child:

- Talked about the pictures.
- Asked me to write something about the pictures.
- Wrote some simple letters and words.
- Pretended to write a sentence under the pictures.
- Said some letter names and sounds.
- Read simple words.

Anything else? _____

What did you do?

- I made comments about the pictures.
- I asked my child to say something about the pictures and wrote down what my child said.
- I helped my child write something about the pictures.
- I helped my child read what he/she wrote.

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 a story

What did your child do?

My child:

- Listened to the story.
- Asked questions about the story.
- Made some comments about the story.
- Answered questions about the story.
- Told a story with a beginning, a middle, and an end.

What did you do?

- I talked about the story.
- I asked my child questions about the story.
 - What happened?
 - Why?
 - What happened next?
 - What did you like?
 - Is this real?
 - What if?

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 _____



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 _____



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 _____



Making up silly songs

What did your child do?

My child:

- Made sounds.
- Made up animal sounds and sounds of objects.
- Made up words to the song.
- Made up silly words.

What did you do?

- I made up a song about what my child was doing.
- I made up silly words.
- I talked about long and short 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 _____



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.
- Said at least three different sentences about the sound.

Anything else? _____

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? _____

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.
- Said some letter names.
- Said some letter sounds.
- Wrote his/her name.
 - some letters
 - all letters

What did you do?

- I used a photograph of my child.
- I taught my child the names and sounds of the letters in his/her name.
- I helped my child write his/her 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 _____



Discovering print

What did your child do?

My child:

- Show interest in pictures and signs.
- Recognized pictures.
- Recognized familiar signs.
- Recognized some words.
- 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.
- Read a new word.
- 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? _____

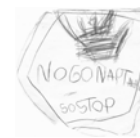
Anything else? _____

Your ideas for making this activity better for your child _____

Your child's name _____

Your name _____

Date you and your child did this activity _____



Making signs

What did your child do?

My child:

- Recognized pictures and signs.
- Helped make a sign.
 - scribbled
 - drew a picture
 - copied shapes
 - copied letters and words
- Made a sign without help with
 - pictures
 - scribbles
 - letters and words

What did you do?

- I made a sign together with my child.
- I talked about how signs tell us about things.

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 _____



Many ways to write

What did your child do?

My child:

- Played with letters and crayons.
- Scribbled.
- Drew a picture.
- Pretended to write.
- Copied some letters and words.
- Wrote some letters and words without help.

What did you do?

- I showed my child how to use crayons and paint.
- I gave my child letters to play with.
- I helped my child write his/her name.
- I helped my child write words he/she was interested in.

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 _____

Writing with magnetic letters



What did your child do?

My child:

- Played with the letters.
- Said names and sounds of letters.
- Copied simple words.
- Wrote simple words.
- Asked me to help write a simple message.

What did you do?

- I talked about what my child was doing with the letters.
- I talked about letter shapes, colors, names, and sounds.
- I wrote simple words for my child to copy.
- I helped my child write simple messages.

Anything else? _____

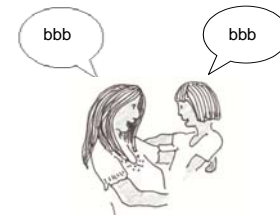
Anything else? _____

Your ideas for making this activity better for your child _____

Your child's name _____

Your name _____

Date you and your child did this activity _____



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).
- Repeated two or three sounds in the correct order (p-t-g).
- Said if two sounds were the same or different.

Anything else? _____

What did you do?

- I made the same sound my child made.
- I asked my child to repeat sounds I made.
- I asked my child to say whether two sounds are the same or different.

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 words

What did your child do?

My child:

- Repeated short words.
- Repeated long words.
- Repeated phrases.
- Choose a word from a sentence.
- Choose the longer word.
- Asked for the meaning of a new word.

What did you do?

- I explained the meaning of new words.
- I talked about the sounds in my child's name.
- I explained how words make up sentences.
- I talked about long and short 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 _____



Talking about nursery rhymes

What did your child do?

My child:

- Listened to the rhyme.
- Said a rhyme with help.
- Filled in last word in the rhyme.
- Said 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 _____



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.
- Said whether two words rhyme or not.

Anything else? _____

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 talked about how rhyming words sound the same in the middle and end.
- I asked my child to say whether two words rhyme or not.

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 story up

What did your child do?

My child:

- Manipulated objects and toys.
- Played with objects and toys pretending they were something else (e.g., used a block for a car).
- Pretended to be another person or animal.
- Made up a story with toys or dress-up clothes.
- Answered questions about the story.

What did you do?

- I showed my child how to use and play with objects and toys.
- I helped my child make-up a story.
- I asked my child questions about the story.
 - Who? Where? Why
 - What happened next?

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 _____

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 _____

Keeping drawings



What did your child do?

My child:

- Used fingers to paint.
- Scribbled with a pencil or crayon.
- Made a picture with stamps, stickers, photographs and/or pictures from magazines.
- Drew or painted a picture.
- Talked about his/her picture.

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? _____

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 _____

Keeping a diary



What did your child do?

My child:

- Made a picture or collage.
- Talked about the picture.
- Drew a picture of something that happened during the day.
- Wrote his/her name on the picture.
- Scribbled or wrote a short message about the picture.

Anything else? _____

What did you do?

- I helped my child make a picture or collage.
- I made comments and asked questions about my child's picture.
- I wrote down what my child said about the picture.
- I helped my child write his/her name and the date.

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 _____

Keeping a diary with words



What did your child do?

My child:

- Talked about the picture.
- Scribbled a message.
- Wrote his/her name.
- Wrote some letters.
- Wrote some words.

Anything else? _____

What did you do?

- I helped my child think about what happened during the day.
- I showed my child how to write letters and words.

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 _____

Writing words



What did your child do?

My child:

- Scribbled.
- Drew a picture.
- Copied some letters and words.
- Wrote some letters and words.
- Pretended to write a message.

What did you do?

- I wrote a note and talked about what I wrote with my child.
- I wrote simple words and phrases for my child to copy.
- I helped my child write simple words by sounding out each letter.

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 _____



Having fun with rhyming

What did your child do?

My child:

- Listened to the rhyming words.
- Repeated short words.
- Choose two words that rhyme.
- Changed the sounds of a word.
- Said a word that rhymed with a target word.

Anything else? _____

What did you do?

- I said words that rhyme and talked about how the middle and end sounds are the same.
- I asked my child whether two words rhyme or not.
- I made up sentences and songs with words that rhyme.

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 _____



Using letters to rhyme

What did your child do?

My child:

- Said the names of some letter. Which letters?

- Said the sounds of some letters. Which sounds?

- Played with the letters.

- Read simple words. Which words?
_____.
- Said whether two words do or do not rhyme.
- Said a rhyming word for a target word.

Anything else? _____

What did you do?

- I talked about letter shapes and colors.
- I talked about letter names and letter sounds.
- I wrote and read simple words.
- I wrote new rhyming words by changing the first letter.
- I talked about how rhyming words sound the same in the middle and end.

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 _____



Rhyming words

What did your child do?

My child:

- Listened to the rhyming words.
- Repeated the rhyming words.
- Said whether two words do or do not rhyme.
- Said a rhyming word for a target word..

What did you do?

- I said a rhyming song.
- I encouraged my child to say some rhyming words after me.
- I asked my child to say whether two words do or do not rhyme.
- I helped my child find a rhyming word.
- I talked about how rhyming words sound the same in the middle and end.

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 _____

Measuring things



What did your child do?

My child:

- Used words like big and little, short and long to describe objects.
- Recognized numbers.
- Copied numbers.
- Pointed correctly to a number and letter.

Anything else? _____

What did you do?

- I explained how numbers tell us how many or how big things are.
- I helped my child read and write numbers.

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 Maps

What did your child do?

My child:

- Identified objects and places to include on the map.
- Drew some objects and places on the map.
- Talked about how to get from one place to another.

Anything else? _____

What did you do?

- I talked about objects and places in a room or on a walk or drive.
- I asked my child to tell which objects and places need to go on the map.

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 _____



What sounds begin words?

What did your child do?

My child:

- Listened to sentences with words that begin with the same sound.
- Repeated sounds.
- Repeated phrases with words that begin with the same sound.
- Said whether two words begin with a same sound.
- Said what sound a word started with.

Anything else? _____

What did you do?

- I read books and/or sang songs with sentences with words that begin with the same sound.
- I repeated or exaggerated the first sound of words.
- I made sure my child listened carefully to the first sound in words.
- I played matching first sound games with cards and objects.

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 _____



Guess the word syllable games

What did your child do?

My child:

- Repeated some sounds.
- Said the word correctly (fast).
- Clapped to each syllable.

What did you do?

- I first said the word broken up, then said the word correctly.
- I clapped to and counted each syllable with my child.
- I said a word and asked my child to break it down into syllables (Say it slow).

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 _____



Guessing the password

What did your child do?

My child:

- Made a guess.
- Repeated part of the word.
- Said correctly:
 - Words broken down in large chunks (cow-boy).
 - Words broken down into syllables (ti-ger).
 - Words broken down into smaller chunks (o-pen; d-o-g).

Anything else? _____

What did you do?

- I used my child's name.
- I talked about how words are made up of smaller sounds.
- I gave hints of what the password was.
- I said the same word first correctly and then broken down into smaller chunks.

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.
- Used the grocery list pictures and words to find the items.

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 used it to find items in the store.

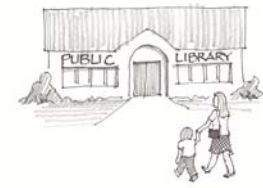
Anything else? _____

Your ideas for making this activity better for your child _____

Your child's name _____

Your name _____

Date you and your child did this activity _____



Going to the library

What did your child do?

My child:

- Looked at picturebooks and/or magazines.
- Used the computer.
- Listened to a story.

What did you do?

- I help[ed] my child choose a book.
- I helped my child use the computer.
- 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 _____



Going to the museum

What did your child do?

My child:

- Used gestures and signs to talk about what he/she saw.
- Used simple words to talk about what he/she saw.
- Used sentences to talk about what he/she saw.
- Showed interest in the labels.
- Read words and letters on the labels.

Anything else? _____

What did you do?

- I talked about things my child was interested in.
- I talked about things in the museum that related to my child's everyday life.
- I helped my child read the labels.

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 zoo

What did your child do?

My child:

- Used gestures and signs to talk about the animals.
- Said the names of the different animals.
- Made comments about the animals.
- Showed interest in the labels.
- Read words and letters on the labels.

Anything else? _____

What did you do?

- I talked about animals my child was interested in.
- I asked my child questions about the animals.
- I helped my child read the labels.

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 _____