

LITERACY

AB

BOOKS

BABIES & TODDLERS

Good Night Moon by Margaret Wise Brown*

Five Little Monkeys by Eileen Christelow*

Brown Bear, Brown Bear, What Do You See?
by Bill Martin Jr.

Baby Cakes Baby Cakes by Karma Wilson

Pots and Pans by Patricia Hubbell

The Baby Goes Beep by Rebecca O'Connell

The Three Bears by Byron Barton

PRESCHOOLERS

Chicka Chicka Boom Boom by Bill Martin Jr.

Night in the Country by Cynthia Rylant

Lola Loves Stories by Anna McQuinn

LMNO Peas by Keith Baker

Alphabet City by Stephen T. Johnson

How Rocket Learned to Read by Tad Hills

City Lullaby by Marilyn Singer

Beatrice Doesn't Want To by Laura Numeroff

* Available in Spanish

All books available through the Rhode Island Library system

Children learn that words can be spoken, listened to, read and written.

As children develop, they become excited about using pictures and letters to communicate.

In this domain your child will develop skills in these specific areas:

Phonological Awareness: Children begin to notice the sounds of spoken language.

Alphabet Knowledge: Children recognize and identify letters and the sounds they make.

Print Knowledge: Children understand that spoken words are represented by the written word and that print carries meaning.

Comprehension and Interest: Children show interest in and have an understanding of literacy experiences, such as pictures and events in a book.

Literacy Development for Dual Language Learners: Young children in homes where English is not the primary language, first learn to participate in reading activities in their home language. When they have the opportunity to hear and speak English, young children learn to read and respond to books in English.

Emergent Writing: Children learn writing skills and understand that writing is a way to communicate.



Beginning to Write

Young children learn about writing as they watch others write.

ACTIVITIES

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Additional Domains:



BABIES

Babies develop skills needed for writing by reaching for and holding on to small items.

Encourage your baby to reach for and hold on to small items like rattles, blocks, or “O” shaped cereal. This will help develop the muscles needed later for writing, like holding a crayon or pencil. Once your child can pick up and hold small items, provide a jumbo crayon or marker and encourage scribbling on paper.



TODDLERS

Toddlers are curious and will watch as you write. You may notice that they begin to pretend to write when they play. Encourage your child to scribble and tell you about the picture or “words.” Give your toddler different writing tools to try, like crayons, chalk, pencils, pens and markers. Remember that toddlers are learning the rules about where it is ok to write. Besides paper, some great places to write include a sidewalk, a chalkboard, empty boxes, and paper bags.



PRESCHOOLERS

Preschoolers will begin to try to write some letters and numbers. Encourage them to write the letters of their name. At this age, they may not be able to write the letters perfectly. That’s ok!

Your child may enjoy making cards or pictures to send to family and friends. Encourage your child to draw special pictures and write some letters. Or ask what the picture is and then write the words for your child.

TIPS

- Safety first! All of the activities mentioned to the left should be conducted under close adult supervision. Remember that all small items can be choking hazards, or can be inserted where they are not supposed to go!
- When your child begins to pretend play like pretending to be at a restaurant, in a doctor’s office, or at school, you can show your child that writing is important. You can make a pretend menu together, write out a receipt, use a pad to write a pretend prescription, or write on a chalkboard and pretend to be a teacher. This helps your child to understand that writing has meaning.

REFLECTIONS

- Ask your child to tell you a favorite story and write it down on the back of this card. Be sure to give it a title. You may also want to put the date so that you can look back later and talk about it with your child. Re-read the story to show how you have captured your child’s thoughts in writing.

Tuning into Sounds

Young children begin to notice and repeat sounds they are exposed to in their homes and communities.

ACTIVITIES



BABIES

Babies will show interest in sounds of spoken language by paying close attention to the speaker. Make sure to have lots of conversations about what you are doing with your baby. Even if babies can't talk yet, they are listening closely to what others are saying! Babies will try to make their own sounds. When your baby makes a sound, repeat it back. Tell your baby stories, recite rhymes, and sing songs. As your baby grows, sounds may indicate whole words. When your baby says "Ba" to mean bottle, you can say the whole word.



TODDLERS

Toddlers will start to put two words together and begin to make the sounds of animals, objects and people they see every day in books or the neighborhood. When on a walk or riding in the bus or car, ask your child to tell you what sounds different things make, like fire trucks, dogs, birds, or airplanes. Encourage your child to use two word sentences like "More milk". Continue to sing simple songs with your child and repeat rhymes like "Pat-A-Cake." Play games with your child, like filling in the repeating phrase of a familiar song or rhyme.



PRESCHOOLERS

As preschoolers become comfortable with language, they enjoy playing with sounds. They will enjoy saying silly words and playing rhyming games. Ask your child to think of words that rhyme, like pat, sat and hat. Your child may even make up some words like gat, dat, and lat. Play word games with your child, like naming words that begin with the same sound as the first letter of your child's first name.

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TIPS

- Nursery rhymes are a great way to introduce your child to sounds. As a baby, your child will enjoy the rhythmic pattern, and find it soothing. Your toddler will appreciate the rhyming sounds and knowing what words come next. Your preschooler will enjoy making a game of filling in the blank of a favorite rhyme.
- Rhyming books can be found easily at your local library. The verses for traditional rhymes can be found on the internet or by asking people you know. Rhymes and songs are a great way to pass the time in the car. Be sure to sing along with your child!
- Don't forget to take time to listen with your child to everyday sounds in your environment, like birds chirping, dogs barking, or a motor running. All of these help your child to pay attention different kinds of sounds.

REFLECTIONS

- Write the first letter of your child's name on the back of this card. Make the sound that letter makes or ask your child to make the sound. Walk around your home or neighborhood with your child and try to find things that start with that sound. What did you find?

Alphabet Games

Young children learn to recognize and identify letters and connect to the sounds the letters make.

ACTIVITIES



BABIES

Your baby will begin to point to pictures in books as you read together.

Read alphabet books with one letter and one picture on a page, so your child starts to hear the names of letters, for example “A is for apple.”



TODDLERS

Toddlers begin to recognize letters they see often in their environment. For example, the “S” on a Stop sign or the “E” on an Exit sign.

Remember to point out letters and their sounds as you see them. You can also make a game of finding the first letter of your toddler’s name on signs.



PRESCHOOLERS

Preschoolers begin to learn the names and sounds of lots of letters, especially those in their names. When your preschooler points out a letter don’t forget to ask about what sound it makes.

You can also ask your preschooler to find words in a book or magazine, or in the environment, that begin with a specific letter. For example, “Can you find a word that starts with a B? What other words start with the Buh sound?”

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TIPS

- While being able to identify letters is an important skill, it’s also important for children to know the sounds that letters make. You can make learning letters and sounds fun by creating games and activities that allow your child to play with letters and letter sounds.
- You can make a game for your child to play, with index cards, or by cutting up a cereal box and use the reverse side. Have your child pair the matching letters. Next you can mix up the letters and you can say, “Find the A”. Once your child can find a letter consistently then make the sound of the letter and ask your child to find it.
- For your preschooler, try putting three different letter cards on the table in front of your child. Use your finger to trace one of the three letters on your child’s back. Can your child guess what letter it is?

REFLECTIONS

- What letters does your child know? Use the back of this card to record what letters and sounds your child knows.

Nurturing a Love of Reading

From infancy, children begin to develop a love of reading. Sitting and listening to a story with a special person in your child's life creates a special bond between the listener and the reader. At the same time, a love of reading develops which will last a lifetime.



BABIES

Babies will hold books and look at them like they are reading. You can encourage your child to use senses such as touch and hearing by using books that make sounds or have interesting things to feel. One suggested book is *Pat the Bunny* by Dorothy Kunhardt. As you read, your baby may want to help turn the pages. Using board books makes it easier. Read books that have songs or finger plays and encourage your baby to make movements and sounds while reading together (ex. *The Itsy Bitsy Spider*). For very young babies, you can help them move to the verse.



TODDLERS

Toddlers may know their favorite books by the cover and even find favorite pages. Your child may ask you to read that favorite book over and over, sometimes many times in a row. They enjoy knowing what will happen in the story. This is how toddlers learn. Your toddler will begin to enjoy longer, more detailed stories. Your child may learn to say the words in a book, especially those that are repeated often. Encourage this by pausing when you get to that part, to see if your child can fill in the blanks or say it with you.



PRESCHOOLERS

Preschoolers learn to hold books in the right direction and turn pages from front to back. You can point out the name of the author of the book and the illustrator, to show your child that someone wrote the story and someone made the pictures. Offer to read different kinds of books to your child, like: make believe, stories about real people and things, and books about nature, science and everyday experiences. For example, a visit to the grocery store, fire trucks or how a crayon is made.

ACTIVITIES

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Additional Domains:



TIPS

Here are some tips to help your child develop a love of reading that will last a lifetime!

- Make sure you have at least one special place for storing your child's books that is within your child's reach.
- Encourage your child choose a favorite book.
- Sit in a cozy spot together and enjoy physical closeness while reading.
- As you read, change voices for the different characters in the story.
- After reading a few pages, ask questions like "What do you think will happen next?"
- After you finish the book, talk about the story. Ask questions and encourage your child to ask questions too.
- Have your child try to retell the story to someone else in your family.
- Tell stories and read to your child in the language that is spoken at home.
- Re-read favorite books!
- Reading can be done anywhere—you may have books in the car, kitchen or even outside.
- Share with your child the different ways you use reading—for fun, routines like cooking from a recipe or looking up information, like a bus schedule.
- Ask your local librarian to help you find books your child will love.
- There are many places to get books. Borrow some from the library, visit yard sales, and try second hand shops. You can often get wonderful, gently used books, for an inexpensive price. Ask friends or family to give your child books for special occasions. Be sure to ask them to write a personal message to your child inside the cover. This makes it special.

REFLECTIONS

Do you have books at home for your child to read? Have you been to your local library and spoken with your children's librarian? If so, what did you learn?