

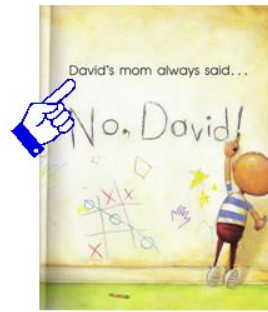
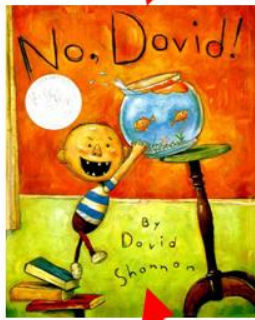
BOOK HANDLING SKILLS Teaching Strategies
(The child knows how books "work" and how to care for them)

1. Use a puppet to ask your child how to hold a book, where the title is, where to begin, how to turn pages, etc.



How do I hold this book the right way?

2. Always point out the title and author of the book



Run your finger along words as you read so your child begins to learn left to right.

3. Happy Book Storytime
(See separate handout)



"I feel happy when _____."

4. Provide book-handling opportunities often. Make a cozy and inviting library corner or book nook in your house that is easily accessible to your child.



5. Place appropriate children's books in different parts of your house such as books about building near your child's toy blocks.



6. If your child writes in books, give him paper to make his own books.

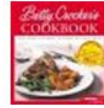


Give your child old magazines to practice page turning.



PRINT AWARENESS Teaching Strategies
(The child knows that print carries meaning)

1. Point out printed to your child during your daily activities. (signs, letters, telephone books, storybooks, cook books, magazines, food cartons, etc.)



2. Run your finger under the words as you read storybooks aloud.



3. Ask your child to dictate descriptions of his or her artwork. Read each word out loud as you write it down.



4. Place your child's name on different items such as his or her lunchbox.

Betty

Johnny

Marie

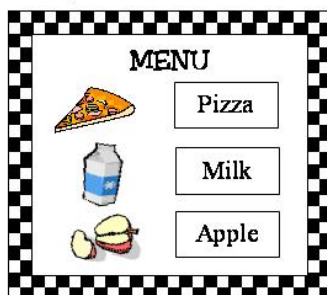
5. Place name cards in a basket and ask children to find their own names.



6. Make puzzles out of food containers that are familiar to your child. After your child puts together the puzzle, ask him or her to say the word or words.

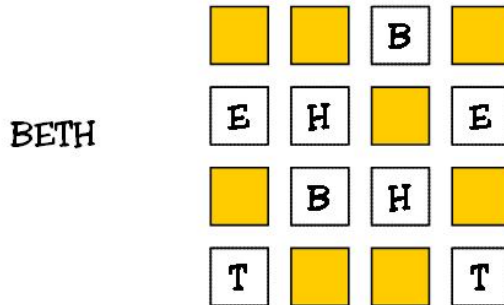


7. Help your child make menus with pictures of food (cut out ahead of time) on one side and the words (written on index cards) on the other.



LETTER KNOWLEDGE Teaching Strategies
(The child demonstrates knowledge of the alphabet)

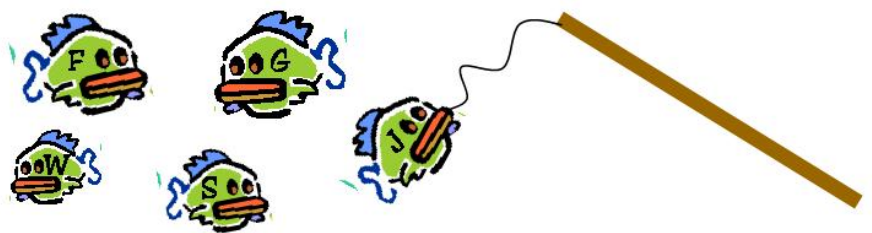
1. Teach the letters of the alphabet in **meaningful** ways. Start with your child's name.
2. Make a pair of each letter in your child's name. Play "Concentration."



3. Make a "name worm" for your child. First draw a worm with a face on colored heavy card stock. Write the child's name leaving enough space between each letter to cut out. Cut the letters apart. Place them in a "Can of Worms" and have your pick out the pieces. Also make a name card for your child to be used by the as a reference to put his or her worm puzzles together.



4. Make a fishing game with 26 fish - one for each letter of the alphabet. Put a paper clip on each fish. Make a fishing pole with string and a magnet. Start by only using the letters in your child's first name. Help your child name the letters as the fish are "caught." When your child knows all the letters in his or her name, you can add the letters in *your* name.



5. Sing the Alphabet Song!



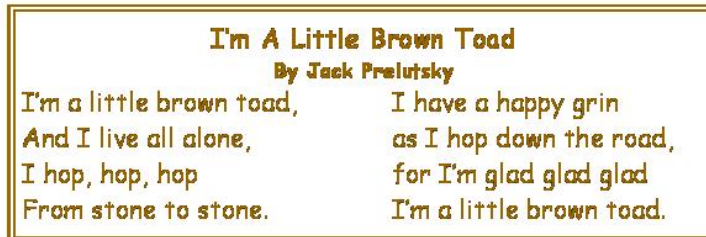
PHONOLOGICAL AWARENESS Teaching Strategies

(The child hears and understands the different sounds of spoken language)

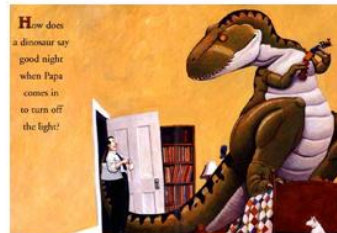
1. Play a listening game. Say several words that begin with the same sounds. Ask your child to listen to see if the words begin with the same sound heard at the beginning of their names. (Ex. "If your name begins like telephone and turkey, clap your hands.")



2. Teach your child any fun poems you know. Recite them together when your driving in the car or going for a walk.

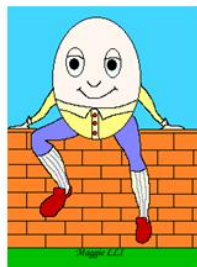


3. When reading books that rhyme, encourage children to fill in the missing word at the end of the sentence.



Ex. How do dinosaurs say goodnight when papa comes in to turn out the _____?

4. Teach nursery rhymes and repeat them often.



5. Play games with pictures of rhyming word pairs.



VOCABULARY DEVELOPMENT Teaching Strategies
(The child understands and increasingly uses complex vocabulary.)

1. Explain new words to your child to foster vocabulary development.



2. Repeat and reinforce new words. (Ex. Read a *Curious George* book and explain what "curious" means. Later in a different context, ask your child if he or she is curious about what the family will have for dinner.) Tell your child that you are curious about different things.

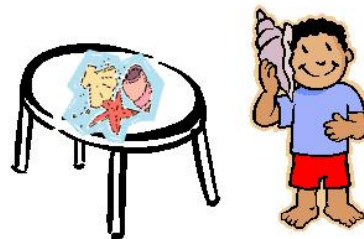


3. Talk frequently with your child. Listen to what he or she has to say and encourage higher-level thinking.

How did Baby Bear feel when he found Goldilocks in his bed? What would you do if you found her in your bed?



4. Collect interesting things such as natural items for your child to explore. Provide experiences that encourage curiosity.



5. Sing songs, say rhymes, and do funderplays throughout the day. These are fun ways to introduce new words.



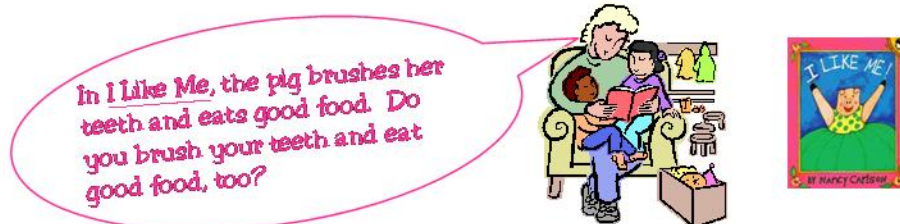
Jack be nimble, Jack be quick.
Jack jump over the candlestick.
Jill be nimble, jump it, too.
If Jack can do it, so can you!
Father Gander by Doug Larche



COMPREHENSION Teaching Strategies

(The child shows an interest in books and comprehends stories read aloud.)

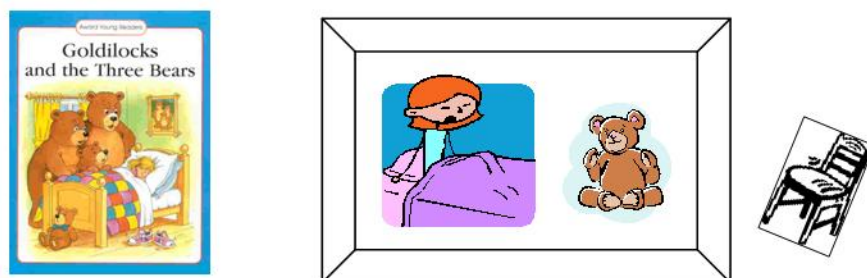
1. Help your children relate stories to their own life experiences.



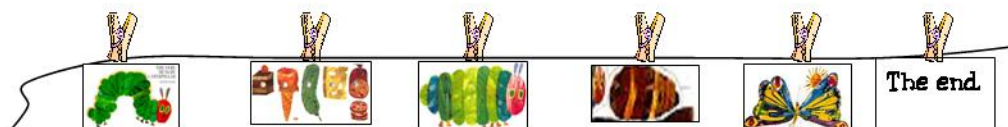
2. Give your child opportunities to retell and act out stories. Use puppets and props.



3. Provide sequencing practice with feltboards and other manipulatives.



4. Clothesline storytelling - make simple drawings or photocopy pages that show four or five main events in a story. Include a picture and words for the title. Make another page that says, "The end." First retell the story, asking your child to help put the pictures in the correct order. After you finish, place the materials where your child can use them on his or her own.



5. Ask your child questions about details in stories.



At the end of the story, why did the mice leave some of the paper white because of the cat?

Many of these suggestions are found in *Literacy: The Creative Curriculum Approach* by Cate Heroman and Candy Jones or *Get Ready to Read!* developed by Grover J. Whitehurst.