

Hand in Hand From A to Z!

First Steps in Reading and Writing

COMMISSION SCOLAIRE MARIE-VICTORIN

Québec

FIRST STEPS IN READING AND WRITING



The original French version of the Hand in Hand From A to Z! project, entitled *De A à Z on s'aide!*, received the "Prix d'excellence 2000" for outstanding achievement from the Fédération des commissions scolaires du Québec

MARCH 2004

FIRST STEPS IN READING AND WRITING

Coordination

Hélène Tremblay, M.Sc., project management
François Blain, M.Sc., project management
Services de l'éducation des adultes, Commission scolaire Marie-Victorin

Design

Jacinthe Leblanc, Ph.D., resource teacher, Commission scolaire Marie-Victorin
Marie-Claude Paquette, speech therapist, Commission scolaire Marie-Victorin
Josée Pelletier, resource teacher
Mélanie Lamoureux-Hébert, resource teacher
François Blain, M.Sc., project management

Research

Josée Pelletier, resource teacher
Mélanie Lamoureux-Hébert, resource teacher
Natacha Laroque, resource teacher

Graphic design

OSE design

Contributors

Françoise La Roche, secretary
Carmen Allison, PGP-Ressources
Traitex Inc., formatting
Direction de la formation générale des adultes

The project was subsidized by the Ministère de l'Éducation, under the Joint Federal-Provincial Literacy Training Initiatives (JFPLTI) program, and by the Direction de la santé publique de la Montérégie.

English version

Direction de la production en langue anglaise, Services à la communauté anglophone,
Ministère de l'Éducation

Adaptation by Gillian Di Vito and Tina Jory

Production

Service des publications, Direction des communications, Ministère de l'Éducation

The contents of this document may be used or reproduced provided that the source is cited.

© Gouvernement du Québec
Ministère de l'Éducation 2004—03-00981

ISBN 2-550-41973-1
Legal deposit—Bibliothèque nationale du Québec, 2004

Hand in Hand From A to Z!

ACKNOWLEDGMENTS

We would like to thank the people who believed and participated in the project, including members of various boards and departments, for their steadfast commitment over the course of five years. We would especially like to thank Pierre Giguère and Guy Fortier, directors of the Service de l'éducation des adultes at the Commission scolaire Marie-Victorin, and Lino Mastriani, at the Direction de la formation générale des adultes, for their support. We are also grateful to Andrée Racine, at the Direction de la formation générale des adultes, for her help with the distribution of the Hand in Hand From A to Z! emergent literacy materials.

To obtain a set of documents and posters, please contact the Commission scolaire Marie-Victorin, Service de l'imprimerie:

- to obtain information: Richard Viens (450) 670-0730, extension 403
- to place an order by fax: Richard Viens (450) 670-0250
- to place an order by e-mail: richard_viens@csmv.qc.ca

The documents and posters are free, but there is a charge for postage. Additional copies of *From Cradle to Classroom* may also be ordered, but photocopying costs and postage are not covered.

FOREWORD

In 1995, the Commission scolaire Marie-Victorin, in partnership with various organizations, set up a joint action-research project on the prevention of illiteracy in a working-class area of Longueuil. Subsidized by the Ministère de l'Éducation, under the Joint Federal-Provincial Literacy Training Initiatives (JFPLTI) program, and by the Direction de la santé publique de la Montérégie, the project is intended for families with children up to 4 years of age. Its goal is to support working-class families in their efforts to foster the overall development of their children and their emergent literacy skills. The project involves five areas of research: *emergent reading and writing, early family intervention, the ecological approach, primary prevention,* and *partnership*.

Since the beginning of the project, the team of partners has developed and experimented with various tools and approaches to help families and their children through preventive and long-term action in the area of emergent literacy. The Hand in Hand From A to Z! emergent literacy materials, which include eight documents and five posters, represent the culmination of all the work that went into this project.

Documents	Target Population
– *Hand in Hand: Emergent Literacy From A to Z*	Staff of organizations offering services to children from birth to 4 years of age and their families
– *Checklist for Parents*	Newborns and their families
– *From Cradle to Classroom*	Children from birth to 4 years of age and their families
– *Sharing Pictures and Words*	Children from 12 to 24 months of age and their families
– *Play Workshops*	Children from 2 to 3 years of age and their families
– *First Steps in Reading and Writing*	Children 3 years of age and their families
– *Emergent Literacy Training*	Staff of organizations offering services to children from birth to 4 years of age and their families
– *Communication Plan for Emergent Literacy*	Staff of organizations offering services to children from birth to 4 years of age and their families

First Steps in Reading and Writing comprises three tools designed to help determine the level of awareness of written language among 3-year-old children. It offers parents activities adapted to the specific needs of their children and that help them develop their children's emergent literacy skills. It includes **an introduction to the program, an activity scenario and an activity guide designed to foster the development of early reading and writing skills**.

TABLE OF CONTENTS

Part 1

Introduction to the Program

1 The Program 1-A

2 Theory 2-A

3 Description of the Program 6-A

4 General Objectives 7-A

4.1 Secondary objective 7-A

5 Tools 8-A

5.1 Activity scenario 8-A

5.2 Activity guide 9-A

5.3 Suggested reading 9-A

5.4 Materials 10-A

5.5 Procedure 10-A

5.6 Follow-Up 11-A

Appendix: List of books for 2-to-4-year-olds 12-A

Part 2

Activity Scenario

General Information 1-B

Specific Information 2-B

Procedure and Observations 3-B

TABLE OF CONTENTS

- Introduction 3-B
- What the Child Knows 4-B
- Books 8-B
- Reading Stories 10-B
- Writing 11-B
- Parents' Views 13-B
- Sheet for Drawing 16-B

Part 3

Activity Guide

Helping Your Child Develop 1-C

1 Giving His or Her Name 2-C

2 Speaking in Short Sentences 3-C

3 Parts of the Body 4-C

Songs and Nursery Rhymes 6-C

4 Colours 8-C

5 Using Definite and Indefinite Articles 10-C

6 Saying What Objects Are Used For 11-C

7 Asking Simple Questions 12-C

8 Big/Small and Long/Short 13-C

TABLE OF CONTENTS

9 and 10	Holding a Book Right-Side Up and Turning the Pages One By One	15-C
11 and 30	Pretending to Read	16-C
12 and 13	Top and Bottom/Up and Down	17-C
14 and 15	In Front of and Behind	18-C
16 and 28	I Like Books	19-C
17 and 29	Participating in Reading by Guessing Sounds, Words or Sentences (Part 1)	20-C
	Songs and Nursery Rhymes	21-C
17 and 29	Participating in Reading by Guessing Sounds, Words or Sentences (Part 2)	27-C
18	Answering Questions About a Story	29-C
19	Recognizing Symbols and Logos	30-C
20	Pretending to Write	31-C
21 and 22	Drawing Curved and Straight Lines	32-C
	Easy Recipe for Play Dough	33-C
23	Letters of the Alphabet	34-C
24	Listen Carefully to What I Say	38-C
25	Following Instructions	39-C
26 and 27	Suggesting a Book, Asking for a Story	40-C
31	Making Up a Story	41-C
31a	First . . . Next . . . Last	42-C
Appendix I	Follow-Up With Parents	
Appendix II	Weekly Sheet	

FIRST STEPS IN READING AND WRITING

Part 1

INTRODUCTION TO THE PROGRAM



1 THE PROGRAM

First Steps in Reading and Writing fosters the development of emergent reading and writing skills and the general development of 3-year-old children, while providing parents, who are their children's first teachers, with the necessary tools and support. This program consists of emergent literacy activities related to the level of awareness of written language among 3-year-old children. These activities are designed to provide families, organizations in working-class communities and institutions with the tools necessary to foster emergent literacy in 3-year-old children.

Literacy begins to develop early on in the life of a child. Through simple, everyday gestures, written materials and reading activities, children are introduced to the world of writing and acquire learning that sets them on the road to academic success. The results of a longitudinal survey conducted by Statistics Canada,[1] which revealed that children who are read to every day when they are 2 and 3 years old have less difficulty solving mathematical equations and have above-average vocabularies, emphasize the importance of helping children in disadvantaged communities to develop reading and writing skills.

1. Garth Lipps and J. Yiptong-Avila, *From Home to School: How Canadian Children Cope,* National Longitudinal Survey of Children and Youth (Ottawa: Statistics Canada, 1999), no. 89Fo117XIE.

2 THEORY

The relationship that young children have with written language plays an important role in the acquisition of reading and writing skills at school. A number of studies have demonstrated that children possess knowledge of written communication long before they begin school. Young children who participate in reading and writing activities at home or in daycare are better readers at school. They have acquired knowledge informally through their relationships with others and through the written materials around them. A family environment providing a variety of written materials, experiences and interactions involving reading and writing fosters reading comprehension among school-age children.[2]

Emergent literacy refers to the acquisition of reading and writing abilities (knowledge, skills and attitudes) that children develop, without formal instruction, before they begin to read in the conventional way.[3] A number of researchers see emergent literacy as an ongoing process that begins early in life, through experiences related to oral language, written language, books and stories, and that is an integral part of the child's overall development.

According to this theory:

- Literacy begins to develop early on in the life of a child, before he or she begins the formal learning process at school.

2. Reading comprehension can be measured as the ability to find and process information.
3. Jocelyne Giasson, *La lecture, de la théorie à la pratique* (Boucherville: Gaétan Morin, 1995), p. 114.

- From an early age, children adopt informal behaviours related to reading and writing at home and in the community.

- Children acquire reading and writing skills simultaneously. The four basic literacy skills, i.e. listening, speaking, reading and writing, are interrelated and develop simultaneously.

- Reading and writing skills develop simultaneously and reinforce one another. Emergent literacy therefore implies the concurrent and interrelated development of oral language, reading and writing.

- The functional aspect of communication is one of the bases for learning reading and writing skills. Children are introduced to reading and writing in situations involving communication and through activities involving books, reading, and environmental print.

- Children learn written language by interacting socially with their families and peers in everyday situations involving reading and writing.

- Children progress through the different stages of literacy in their own way and at their own pace.

The time for emergent literacy is from birth to the age of 6. During this period, children acquire learning through games and everyday activities involving written language. The following are a few examples of skills and knowledge that children acquire during this period:

- They know that the written word has meaning and try to decipher that meaning (e.g. logos, words, sentences).

- They know the difference between oral language and written language.

- They know that you read from left to right and from top to bottom.

- They are familiar with letters, words, sentences, titles, pages, books.

- They can "read" an illustration and understand what it means.

- They know how to use a book (e.g. they know how to open it, can differentiate between the beginning and the end, know that there is a certain continuity from page to page).

- They know the different purposes of written language (e.g. to entertain, to inform, to remember, to identify objects).

- They can recognize certain words.

Young children are considered active participants capable of formulating hypotheses about writing, modifying their hypotheses on the basis of their experience with written language and their relationships with adults, and solving problems. They develop concepts of classification (e.g. long, short, small, big, high, low), which are necessary to understand the semantics and syntax of a written message. Their vocabulary increases with each passing day (e.g. names of objects, body parts, colours) and provides the foundation for learning reading and writing skills. Children conceptualize written language on the basis of their experience, the responses they elicit and the models they are given. Parents, as their children's first teachers, are their most important models.

Different activities to promote literacy can be carried out with young children in working-class communities. Families and the community can take concrete steps to foster emergent literacy in young children. Exposure to adults who read and write regularly, interaction with adults involving reading and writing, access to a variety of stimulating reading materials at home, and modelling by parents and other family members and friends help children discover written language, its purpose, its advantages and the enjoyment it affords. Facilitators can support parents and provide them with the tools necessary to guide their children's literacy development. *First Steps in Reading and Writing* offers organizations and parents the means to foster emergent literacy in young children and to reinforce family reading and writing practices.

3 DESCRIPTION OF THE PROGRAM

First Steps in Reading and Writing recommends that organizations establish a developmental profile of the 3-year-old in terms of emergent literacy. The program uses an activity scenario to determine children's level of awareness of written language. This profile makes it possible to carry out emergent literacy activities with the children and their families.

In addition to the profile, the program suggests games adapted to the children's needs, allowing parents and other significant adults to make children aware of the written language in their environment.

4 GENERAL OBJECTIVES

- To determine the children's level of awareness of written language
- To provide parents and facilitators with activities that foster the development of emergent literacy

4.1 Secondary objective

- To refer parents to the appropriate services when their children need more individualized attention

Note: Prepare a list of the different services available to parents and children in their community.

5 TOOLS

This document describes the three tools necessary for the implementation of the *First Steps in Reading and Writing* program:

- An activity scenario
- An activity guide containing a weekly sheet and a follow-up chart
- The materials necessary to carry out the scenario

5.1 Activity scenario

The activity scenario is a series of games aimed at fostering interaction between child and observer, making it possible to gather information about the children's level of awareness of written language and about more general knowledge they have acquired, such as colours and parts of the body. This simple information provides short-term results and offers parents and children positive and stimulating feedback. The scenario makes it possible to observe 3-year-olds' level of awareness of written language, their conceptualization of reading and writing, their behaviour toward books and their interest in stories.

The activity scenario includes an observation checklist, which is used to record observations made and information gathered during the activity scenario. In addition, it makes it possible to determine which aspects of the child's development require more attention. The relative importance of each aspect in the child's development is indicated by the number of hearts. The more important the aspect, the more hearts it is assigned. The facilitator will then suggest an

activity related to an important aspect (with several hearts) for the parents and child to do at home. If the child has difficulty with a number of aspects weighted at three hearts, the facilitator will select an aspect that can be acquired in the short term (e.g. family name, given name, top, bottom) and a more abstract aspect (e.g. showing interest in sounds, repetitions, books).

5.2 Activity guide

The activity guide is designed to foster emergent literacy in children and focuses on the different aspects listed in the observation checklist. The activities were developed so that parents could participate in the emergent literacy of their children. They are classified according to the aspect to be developed so that they can be tailored to the children's needs. The activities are simple, easy to do and accessible to everyone, since the materials required are available in the home. Those using the activity guide are encouraged to fill out the weekly sheet and the follow-up chart. At home, parents should fill out the weekly sheet every day with their child. The sheet should be placed in plain view (e.g. on the refrigerator door).

5.3 Suggested reading (see list of books in appendix, p. 12-A)

- *Thomas' Snowsuit*
- *Tom and Pippo Go for a Walk*
- *The Three Little Pigs*
- *Spot's First Words*

5.4 Materials

For the *First Steps in Reading and Writing* scenario you will need: a puppet, objects of various sizes and colours, children's books, sheets of paper, a pencil, five crayons, a few logos (e.g. restaurant, stop sign, soft drink, cereal brand) and a few capital letters.

5.5 Procedure

The scenario takes approximately 45 minutes from start to finish (welcoming parent and child, making preparations, carrying out activities).

The scenario should be treated as a game, so that the children cooperate and are interested. To motivate the children you can:

- show them the puppet; tickle them and tease them with the puppet
- have the puppet play with them (e.g. do a puzzle together, play cars)
- encourage the parents to participate in the activity and enjoy themselves
- emphasize that the puppet needs the children to help it learn new things

If the children are still not interested after 5 or 10 minutes, pick out an activity from the scenario that might interest them (e.g. colouring). If that doesn't work, explain that you understand that they don't want to participate, that it's too bad, and that you would like to try again another time, if that's all right.

The scenario is carried out in the presence of the parents so that they understand the activities, are aware of the aspects targeted by the activity scenario and are able to observe their child. The participation of parents, based

on modelling, allows them to observe their child's knowledge and skills with respect to written language. The parents are made aware of their child's strengths and limitations and participate more enthusiastically in subsequent activities.

5.6 Follow-Up

In order to increase the effectiveness of the program, it is recommended that the activity leader follow up with the parents every week for six weeks. The follow-up sheet and the weekly sheet were designed with this in mind. At the end of the follow-up period, the activity scenario can be repeated in order to observe what the child has learned. This session is important for the parents as it enables them to observe their child's progress as a result of the efforts of each participant.

APPENDIX

List of books for 2-to-4-year-olds

1. Aker, Suzanne. *What Comes in 2's, 3's, & 4's?* Aladdin Paperbacks.
2. Burton, Katherine. *One Gray Mouse*. Kids Can Press.
3. Carle, Eric. *Have You Seen My Cat?* Simon & Schuster.
4. _____. *The Very Hungry Caterpillar*. Putman Publishing Group.
5. Chase, Edith Newlin. *The New Baby Calf*. Scholastic Paperbacks.
6. Devries, John. *In My Backyard*. North Winds Press.
7. Ehlert, Lois. *Eating the Alphabet: Fruits & Vegetables From A to Z*. Harcourt Brace & Company.
8. Felix, Monique. *The Colors*. Creative Editions.
9. Fleming, Denise. *Lunch*. Henry Holt & Company.
10. Fox, Mem. *Zoo-Looking*. Mondo Publishing.
11. Galdone, Paul. *The Three Little Pigs*. Houghton Mifflin Co.
12. Gay, Marie-Louise. *Stella, Fairy of the Forest*. Groundwood Books.
13. Gibbons, Gail. *The Seasons of Arnold's Apple Tree*. Harcourt.
14. Hill, Eric. *Spot's First Words*. Putnam Publishing Group.
15. Hughes, Shirley. *Keeping Busy*. Candlewick Press.
16. Hutchins, Pat. *Rosie's Walk*. Weston Woods Studios.

17. _____. *What Game Shall We Play?* Greenwillow Books.

18. Johnson, Odette, and Bruce Johnson. *Apples, Alligators and Also Alphabets*. Oxford University Press.

19. Martin, Bill, Jr. *Brown Bear, Brown Bear, What Do You See?* Henry Holt & Company.

20. Mayer, Mercer. Little Critter Series. Western Publishing Company Inc.

21. Munsch, Robert. *Purple, Green and Yellow*. Annick Press Ltd.

22. _____. *Thomas' Snowsuit*. Firefly Books.

23. Oxenbury, Helen. *Tom and Pippo Go for a Walk*. Little Simon.

24. Poulin, Stephane. *Can You Catch Josephine?* Tundra Books.

25. Reid, Barbara. *Sing a Song of Mother Goose*. Scholastic Trade.

26. Riley, Linnea. *Mouse Mess*. Scholastic Inc.

27. Rosen, Michael. *Little Rabbit Foo Foo*. Aladdin Paperbacks.

28. Scharer, Niko. *Emily's House*. Groundwood/Douglas & McIntyre.

29. Tibo, Gilles. *Busy Critters*. Dominique & Friends.

30. _____. *Simon Makes Music*. Tundra Books.

31. _____. *Simon's Disguise*. Tundra Books.

32. Ward, Cindy. *Cookie's Week*. G. P. Putnam's Sons.

33. Wood, Audrey, and Don Wood. *The Napping House*. Harcourt.

FIRST STEPS IN READING AND WRITING

Part 2
ACTIVITY SCENARIO

Child's name: _____

Date of birth: _____

Girl: ☐ Boy: ☐

Address: _____

Telephone number: ☎ _____

****



TO BE PHOTOCOPIED

GENERAL INFORMATION

Note: The scenario is carried out in the presence of parents and child.

Duration: 45 minutes

Instructions:

- Prepare the materials in advance and take them out as needed during the scenario.
- Treat the scenario as a game.
- Make sure the child is interested and cooperates.
- Encourage the child to continue by giving praise.

Materials:

- A puppet, stuffed animal or doll named Lulu
- Four boxes measuring 16 x 24 cm and:
  - five long objects (e.g. ruler, pencil, straw, stick, string)[•]
  - five short objects (e.g. ruler, pencil, straw, stick, string)[•]
  - five big objects (blocks)[•]
  - five small objects (blocks)[•]
- Objects familiar to the child in five different colours (e.g. crayons, toy cars, shapes)
- Two or three storybooks with illustrations of objects familiar to the child (e.g. truck, bear, cat, table, chair)
- Two sheets of white paper, a pencil and five crayons of different colours
- A few logos
- Two or three storybooks in which the same sounds, words or sentences are repeated throughout the story (e.g. *The Three Little Pigs*)

[•] The long, short, big and small objects should be the same colour so that the children don't classify them by colour.

SPECIFIC INFORMATION

- The activity scenario includes an observation checklist, which is used to record observations made and to determine, in cooperation with the parents, aspects of the child's development that could be stimulated in order to promote emergent literacy.

- The facilitator notes his or her observations on the checklist as they come up.

- The activity guide provided with the *First Steps in Reading and Writing* program includes weekly sheets to be filled out by the parents at home. Suggested activities are included for aspects 1 to 31 of the checklist.

- Activities corresponding to the aspects that require attention are presented in detail. They can be done as part of the daily routine. They should not be seen as homework or a chore.

- The facilitator explains to parents the importance of doing these activities with their child on a regular basis. Emphasis is placed on:
  - ✓ treating the activities as games
  - ✓ encouraging the child
  - ✓ making sure that the child is interested and that he or she has fun throughout the activities
  - ✓ encouraging reading and writing awareness in order to promote the child's development

PROCEDURE AND OBSERVATIONS

Note: In the observation checklist that follows, the number of hearts indicates the relative importance of each aspect.

♥♥♥ = extremely important ♥♥ = very important ♥ = important

INTRODUCTION

1. Introduce yourself and greet the child and parents. First say hello to the child and ask his or her name.

   Ask: "What is your name?" (full name).

		yes	no	I don't know
♥♥♥	Gave his or her full name.	❑	❑	❑

2. "This is my friend Lulu (or another name). She comes from another planet and doesn't know much about our world. Would you like to teach her some new words? Do you know what else she would like? She would like to know what a book is and what it is used for. If you want, we can show her together."

   Use Lulu to talk about the child's toys and what he or she likes to eat. Ask the child to tell Lulu about a story, a television show or an animal he or she likes. Encourage him or her to use short sentences.

		yes	no	I don't know
♥♥♥	Used short sentences of three or four words.	❑	❑	❑

WHAT THE CHILD KNOWS

3. "Let's teach Lulu some new words. We'll start with something easy: the parts of the body."

Ask the child to name 10 parts of the body as you point to them and note which ones he or she knows. Or draw a person and have the child name the body parts as you draw them.

		yes	no	I don't know
♥♥♥	Named 10 parts of the body.	❑	❑	❑

4. "Now let's teach Lulu her colours."

Show the child five objects of different colours and have him or her name the colours.

1. red
2. yellow
3. blue
4. green
5. orange

(Variation) Make a drawing with the child and ask him or her to name the colours of five different crayons.

Lulu: "Thank you. Let me see if I understand. This is red." (Pick up a crayon that is not red so that the child can correct Lulu and understand that people can make mistakes.)

		yes	no	I don't know
♥♥	Named three to five colours.	❑	❑	❑

5. "Now Lulu knows her colours and the parts of the body. Let's show her some more words."

Show the child 10 familiar objects in a picture book or storybook (e.g. table, chair, bed, ball, hat). Name the first two objects, saying: "This is a table; this is a chair." Then say: "It's your turn; tell me what this is" (point to an object). If the child does not use the indefinite article, say: "OK. It's a bed. What's next?" Continue in this way for the other words in order to determine whether the child uses the article.

Does the child point to and name the objects? If not, choose a page from the book and name the objects with him or her. Then, have him or her name the objects on the next page.

		yes	no	I don't know
♥	Used the indefinite article.	❑	❑	❑

6. As the child is naming familiar objects, ask him or her to define them.

Examples: "What is a bed for?"
"What is a glass for?"
"What is a house for?"

Accept any answers that make sense.

		yes	no	I don't know
♥	Explained the purpose of objects such as a bed, a glass, a house.	❑	❑	❑

7. "You know a lot of things, but so does Lulu. Ask her some questions."

Have Lulu and the child take turns asking questions.

Examples: "Do you have a cat?"
"Do you like to play?"
"Do you go to school?"

After each question, give the child a chance to answer and to formulate another question.

"Would you like to know more about Lulu?"

Allow the child time to ask questions. If he or she does not ask any, give an example: "I would like to know something. Lulu, do you like carrots?"

		yes	no	I don't know
♥♥	Asked simple questions.	❑	❑	❑

8. "Let's play a game with Lulu. Show her where to put the objects I'm going to give you. I have four boxes and a lot of objects."

a) Place four boxes in front of the child.

b) Place a different object in each box.

Box no. 1: a long object
Box no. 2: a short object
Box no. 3: a small block
Box no. 4: a big block

c) Place the following in front of the child:

- the remaining long objects
- the remaining short objects
- the remaining small blocks
- the remaining big blocks

d) Ask the child to place the objects in the correct box.

		yes	no	I don't know
♥♥♥	Placed similar objects together (long, short, big, small).	❑	❑	❑

Before proceeding to Aspect 9, give the child the book used during the activity. Do something else for a minute and observe what the child does with the book.

BOOKS

The aim of this section is to verify whether the child is aware of the purpose of words, books, pages and reading.

9. Observe what the child does with a book. If he or she is passive, say: "Let's show Lulu how to use a book." Does the child hold the book right-side up?

		yes	no	I don't know
♥♥♥	Looked at a book right-side up.	❑	❑	❑

10. Does the child turn the pages one by one?

		yes	no	I don't know
♥♥♥	Turned the pages one by one.	❑	❑	❑

11. Ask the child what you could do with the book. "I know you can't read yet, but can you pretend to read Lulu a story?"

- The child looks at the words.
- He or she follows the words with his or her finger.
- He or she changes his or her intonation and language (imitates how we read).
  For example: Once upon a time, there was a little pig . . .

		yes	no	I don't know
♥♥	Adopted reading behaviours.	❑	❑	❑

12. "Show Lulu what's at the top of the page."

		yes	no	I don't know
♥♥♥	Showed the top of a page.	❑	❑	❑

13. "Show Lulu what's at the bottom of the page."

		yes	no	I don't know
♥♥♥	Showed the bottom of a page.	❑	❑	❑

14. "Put Lulu in front of you."

		yes	no	I don't know
♥	Put Lulu in front of himself or herself.	❑	❑	❑

15. "Put Lulu behind you."

		yes	no	I don't know
♥	Put Lulu behind himself or herself.	❑	❑	❑

READING STORIES

Choose a book in which sounds, words or sentences are repeated throughout the story. Here are a few examples:

- *Thomas' Snowsuit*
- *Tom and Pippo Go for a Walk*
- *Three Little Pigs*
- *Spot's First Words*

Read the book with the child, using Lulu if necessary. Have two more books handy.

16. Show the child books and observe his or her behaviour.

		yes	no	I don't know
♥♥♥	Showed an interest in the books.	❑	❑	❑

17. Using Lulu, have the child guess the sounds, words or sentences that come next.

		yes	no	I don't know
♥♥♥	Participated in the activity by guessing sounds, words or sentences.	❑	❑	❑

18. Ask the child simple questions (e.g. "What is the dog's name?"). Don't ask more than three questions.

		yes	no	I don't know
♥♥	Answered simple questions about the story.	❑	❑	❑

WRITING

19. "Lulu wants to go to a restaurant. Do you know which one she wants to go to?"

Ask the child to show you a restaurant logo. "She wants to go to the store. Do you know which store she wants to go to?" Show the child a logo for a grocery or other type of store in the child's area.•

		yes	no	I don't know
♥♥	Recognized logos.	❑	❑	❑

20. Give the child a sheet of 8 1/2 X 11 inch white paper (see page 16-B). Ask the child to do a drawing while you ask the parents some questions. Then ask the child to write something on the sheet like a grown-up would; if the child says "I don't know how" or "I can't," tell him or her to pretend.

		yes	no	I don't know
♥♥♥	Pretended to write like a grown-up and recognized that writing is not the same as drawing.	❑	❑	❑

21. Draw two curved lines in front of the child and ask him or her to do the same. Draw two straight lines and ask him or her to do the same. Staple the sheet to the observation checklist.

		yes	no	I don't know
♥♥	Drew curved and straight lines.	❑	❑	❑

• Adapt the questions to the logos available.

22. Observe how the child holds the pencil.

		yes	no	I don't know
♥♥♥	Held the pencil properly.	❑	❑	❑

23. Show the child three or four capital letters, one at a time (e.g. his or her initial, *A*) and ask him or her if he or she knows these signs.

		yes	no	I don't know
♥	Recognized his or her initial.	❑	❑	❑

At the end of the activity scenario, staple all the sheets that were used.

PARENTS' VIEWS

The following questions are for the parents. Ask them:

24. "Does your child pay attention to what you say?"

		yes	no	I don't know
♥♥♥	Pays attention to everything his or her parents say.	❑	❑	❑

25. "Does your child listen to what you say?"

		yes	no	I don't know
♥♥♥	Listens to what his or her parents say.	❑	❑	❑

"Do you ever read stories to your child?" If so, ask the following four questions; if not, proceed to the *Comments* section on page 15-B.

26. "Are you the one who suggests reading a story?"

		yes	no	I don't know
♥♥♥	The parent suggests reading a story.	❑	❑	❑

27. "Is your child the one who asks for a story?"

		yes	no	I don't know
♥♥♥	The child asks for a story.	❑	❑	❑

28. "Is your child interested when you read him or her a story?"

		yes	no	I don't know
♥♥♥	Is interested when the parent reads him or her a story.	❑	❑	❑

29. "Does your child pay attention when you read him or her a story?"

		yes	no	I don't know
♥♥♥	Pays attention when the parent reads him or her a story.	❑	❑	❑

30. "Does your child ask questions about the content of the story, about the meaning of the printed words?"

		yes	no	I don't know
♥♥	Asks questions about the content of a story, about the meaning of the words.	❑	❑	❑

31. "Does your child try to make up words or stories?"

		yes	no	I don't know
♥	Tries to make up words or stories.	❑	❑	❑

COMMENTS:
(parents', child's, facilitator's)

Name of person responsible for the First Steps in Reading and Writing activity scenario.

SHEET FOR DRAWING

FIRST STEPS IN READING AND WRITING

Part 3

ACTIVITY GUIDE



HELPING YOUR CHILD DEVELOP

You and your child should do things together.

Why?

- Because your child learns by watching you.
- Because your child learns by doing things with you.
- Because your child learns by doing things on his or her own.
- Because your child learns better with encouragement.

How?

- ✓ Listen to your child when he or she talks to you.
- ✓ Name things with your child.
- ✓ Tell your child what you see; explain the "why" and "how" of things.
- ✓ Sing songs and nursery rhymes with your child.
- ✓ Point out sounds, noises and objects around you.
- ✓ Read different things with your child.
- ✓ Encourage your child in his or her efforts and give praise when he or she tries or succeeds at something.

When?

The activities in the following pages can easily be done as part of your daily routine, or at mealtime, bath time or bedtime. You can also do them while you are cleaning the house, doing groceries or preparing meals, or when you are going somewhere on foot, by bus or in the car.



The following pages contain activities you can do with your child when you have 5 or 10 minutes to spare.

Ideas

1 Giving His or Her Name

Goal: To introduce himself or herself and to introduce characters

1. While putting clothes away, ask your child who each piece of clothing belongs to.

2. Look at a photo album. Ask your child to name the people in the pictures. Then, point to a person. Ask your child to name him or her. You can have fun looking for pictures with your child in them.

3. Ask questions of people you and your child don't know very well. For example, ask the owner of the convenience store what his or her dog's name is. Then say to your child: "You see, Mom asked Mr. Benson what his dog's name was. Next time, we can call the dog by his name."

4. Paste your child's name to his or her bedroom door.

5. Have your child read the name on his or her birthday cards.



Ideas

2 Speaking in Short Sentences

Goals: To become comfortable with words
To enrich his or her vocabulary, since oral language develops before a child learns to read

1. Tell your child what you did today. Ask your child to tell you what he or she did.

2. Let your child talk on the telephone with a friend or relative.

3. Make up a story with your child using stuffed animals, small figures, dolls and costumes. This will help your child express his or her emotions and experience a magical moment with you.

4. Cut out pictures in catalogues, newspapers, birthday cards, magazines and so on. Ask your child to tell you what he or she sees in the pictures.

5. Tell your child what you are doing. For example: "I'm peeling carrots and potatoes for supper. Then I'm going to wash them, cut them up and put them in the pot." By listening to you, your child will learn how to use short sentences.



Ideas

3 Parts of the Body

Goal: To learn the parts of the body and to enrich his or her vocabulary

Here is a list of parts of the body. Your 3-year-old can recognize or name them. He or she may know others.

Age group	**Point to**
1-year-olds:	mouth, eyes, nose, feet
2-year-olds:	hair, tongue, teeth, hands, ears, head, legs, arms
3-year-olds:	fingers, thumbs, toes, neck, stomach, chest, back, knees, chin, nails

Age group	**Name**
2-year-olds:	mouth, eyes, nose, feet, hair, tongue, teeth, hands, ears, head, legs, arms
3-year-olds:	fingers, thumbs, toes, neck, stomach, chest, back, knees, chin, nails

☺ Show your child a few parts at a time. If your child recognizes them, you can add more. It is easier for the child to learn new parts of the body if you work on two at a time. He or she can compare them and note the differences.

3 Parts of the Body *(Continued)*

1. Stand in front of a mirror. Touch a part of your child's body and ask him or her to name it.

2. Run your child's bath. Place a doll in the tub. Ask your child to wash the doll's ears, legs, neck, and so on. When his or her turn comes, your child may want to wash all by himself or herself after having washed the doll. Why not?

3. Find a picture or a poster of a person. Ask your child if the person has eyes, a nose, a mouth and so on. Continue through all the parts of the body. For example, ask your child to place a token on the part of the body you have just named.

4. Play "Simon Says." For example: "Simon says: touch your ears." Your child should touch his or her ears. If you don't say "Simon says," he or she should not do what you say. Congratulate your child for his or her attention.

5. Draw the outline of your child on a large sheet of paper (or several sheets taped together). Help him or her draw and name the parts of the body on the outline. Ask him or her to name each part.

6. Sing songs and nursery rhymes with your child that deal with parts of the body. Sing them often. The next page contains the words of a few songs and nursery rhymes. Doing actions with the songs and nursery rhymes will help the child understand the meaning of the words he or she hears.



Ideas

Head and Shoulders[1]

Head and shoulders,
Knees and toes,
Knees and toes,
Knees and toes,
Head and shoulders,
Knees and toes,
Eyes, ears, mouth and nose.

Two Little Eyes[2]

Two little eyes to look around
Two little ears to hear each sound,
One little nose to smell what's sweet,
One little mouth that likes to eat.

Two Little Feet Go Tap, Tap, Tap[3]

Two little feet go tap, tap, tap,
Two little hands go clap, clap, clap.
Two little fists go thump, thump, thump,
Two little legs go jump, jump, jump.
One little child turns slowly around,
One little child sits quietly down.

After the Bath[3]

(Suit actions to words.)

After my bath, I try, try, try,
To wipe myself 'till I'm dry, dry, dry.
Hands to wipe, and fingers and toes,
And two wet legs and a shiny nose.
Just think, how much less time I'd take,
If I were a dog, and could shake, shake, shake.

1. Bonnie Mack Flemming et al., *Creative Teaching in Early Childhood Education: A Sourcebook for Canadian Educators and Librarians* (Toronto: Harcourt Brace Jovanovich, 1988).
2. Priscilla Lamont, *Ring-a-Round-a-Rosy: Nursery Rhymes, Action Rhymes and Lullabies* (Boston, Toronto, London: Little, Brown and Company, 1990).
3. Jane Cobb, *I'm a Little Teapot!:Presenting Preschool Storytime* (Vancouver: Black Sheep Press, 1996).

All of Me[4]

See my eyes
See my nose
See my chin
See my toes
See my waist
See my knee
Now you have
Seen all of me

Here We Go Round the Mulberry Bush[5]

Here we go round the mulberry bush
The mulberry bush, the mulberry bush
Here we go round the mulberry bush,
On a cold and frosty morning

This is the way we wash our hands
Wash our hands, wash our hands
This is the way we wash our hands,
On a cold and frosty morning

This is the way we scrub our feet
Scrub our feet, scrub our feet
Etc.

This is the way we brush our hair
This is the way we clean our teeth

4. Liz Cromwell et al., *Finger Frolics: Finger Plays for Young Children* (Mt. Rainier, Maryland: Gryphon House, 1976).
5. Charlotte Voake, *Over the Moon: A Book of Nursery Rhymes* (London: Walker Books, 1985).

4 Colours

Goals: To become good at recognizing colours
To be able to group objects by colour

Learning colours requires considerable mental flexibility, like learning to read. In addition, it will enrich your child's vocabulary.

Here is a list of colours your child can point to or name, depending on his or her age (3 to 5 years):

- red
- blue
- green
- yellow

Your child can group objects of the same colour. For example:

- a red block
- a red apple
- a red crayon

Note: Your child must hear the names of colours often in order to learn them. For example, say: "Oh! A red car!" or "Let's put your blue pants on this morning." Help your child remember colours. For example: "yellow, like the sun; red, like an apple; green, like the grass."

4 Colours *(Continued)*

1. Name the colours of the clothes your child is wearing. Ask him or her to find objects in the house that are the same colour as his or her clothes.

2. Ask your child to choose a colour. Choose one yourself. When you are doing groceries, look for labels that are the colour you or your child chose.

3. Draw a rainbow, a bunch of balloons or something else. Name the colours you choose. Ask your child to make a drawing using the same colours you did.

4. Help your child group the objects in his or her room. Ask him or her to group the toys by colour. Do the same with his or her clothes.



Ideas

5 Using Definite and Indefinite Articles

Goal: To enrich his or her vocabulary and to use definite and indefinite articles (the, a, an)

1. Place different objects in front of you, including a book. Ask your child to pick up the objects you name. For example: "Show me the ball"; "Show me the book"; "It's your turn to ask me to pick something up."

2. Ask your child to name the foods in a grocery store flyer.

3. Have your child find words by playing "A boat has just arrived in port and it's loaded with . . . " Start the game by giving examples: "It's loaded with candy" or "It's loaded with trucks." Then say: "It's your turn." You can pretend you are a boat, walking through the house and loading up.

4. Play "I'm going on a trip and I'm bringing . . ." or "I'm going to the grocery store and I'm going to buy . . ." Each player must name something different.

For activities 1 and 4, if your child says a word without using the article, repeat the word with the article, for example: "chair" = "the chair"; "book" = "a book."



Ideas

6 Saying What Objects Are Used For

Goals: To learn verbs
To enrich his or her vocabulary

1. Ask your child to guess what different objects around the house are used for. For example: "I need a _____ to drink milk"; "I sleep on a _____ in my room"; "Forks are for _____ ."

2. Place a variety of objects on the table such as a carton of milk, a glass, paper, a pencil, a piggy bank, change and so on. Help your child determine the purpose of the objects. Place them in pairs, e.g. paper and pencil. Ask your child to give you the object that is used to write or the object that can be written on.



Ideas

7 Asking Simple Questions

Goals: To develop oral language in different situations
To establish a relationship with another person

1. Place an object familiar to your child in a bag. Ask your child questions to help him or her guess what the object is. For example: "Is it soft?" or "Is it big?"

2. Play hide-and-seek. Take turns hiding an object and asking questions as to its whereabouts. For example:
   - "Is it in the kitchen?"
   - "Is it behind the sofa?"

   Your child may have difficulty giving hints. You can help. Ask questions such as: "Is the object in the bathroom?" or "Is it big?"

3. Using the illustrations from a book familiar to your child, ask simple questions such as: "What is the horse doing?" or "Which animal is bigger?" The questions don't have to be related to the story. Encourage your child to ask questions.

4. Play a role-playing game. For example, your child is a waiter in a restaurant and asks you: "What would you like to eat?" or "Would you like something to drink?"



Ideas

8 Big/Small and Long/Short

Goals: To develop knowledge of concepts related to size (big/small, long/short)
To learn to group objects by category

1. Take two brown paper bags. Place different objects (big/small or long/short) in front of your child. Look at the objects with him or her. Place the small (or long) objects in one bag and the big (or short) objects in the other. Then ask your child to try to group the objects together.

2. Ask your child about the size of the furniture in the house. For example: "Is the chair bigger or smaller than the table?"

3. Ask your child to choose a stuffed animal. Compare the animal with other toys or objects. Then, ask your child if the animal is bigger or smaller than . . .

4. Tell your child the story of Goldilocks and the Three Bears. Try to borrow the book from the library so that you can show your child the difference between "big" and "small."

5. When you are doing groceries, ask your child to take a big juice container, a small cucumber and so on. Show him or her two different kinds of fruit (e.g. an apple and a melon) and ask which one is bigger or smaller.

6. Act out the concepts of "big" and "small." For example, a big ball or a very small ball. Walk like a big elephant or a small mouse.

8 Big/Small and Long/Short *(Continued)*

7. Draw straws. Take four straws and cut them to different lengths. Hide them in your hand and ask your child to pick one. Hold them so that they seem to be the same length. Choose one yourself. The one who draws the shortest straw wins.



Ideas

9 and 10 Holding a Book Right-Side Up and Turning the Pages One By One

Goal: To become familiar with books

1. Look at a magazine, a newspaper, a flyer or a book with your child.

2. Clean out the bookcase, placing the books in order and making sure they are right-side up. Ask your child if the pictures are right-side up or upside down.

3. Look for fruit, vegetables or other kinds of food in a grocery store flyer.

4. Read your child a story. Take turns turning the pages. On each page, try to guess from the pictures what is happening, what the characters are doing and so on, before reading the text.



Ideas

11 and 30 Pretending to Read

Goals: To adopt reading behaviours
To understand that written language has meaning

1. After having read the same story to your child a number of times, ask him or her to pretend to read it to you.

2. Read your child a story, following the words line-by-line with your finger.

3. Read a story, changing your tone of voice for the different characters. Encourage your child to imitate one of the characters.

4. While reading the story, point out that a word, e.g. the name of a character, comes up often. It is important to point out only one word that comes up page after page.

5. Play a trick on your child. After having read the same story a number of times, change something important in the story and note your child's reaction.

6. Sort the mail and ask your child who an envelope is addressed to. For example, the envelope says *Mr. John Daily*. Ask: "Are you Mr. John Daily?" Child: "That's Daddy!"



7. Place messages with the names of family members on the refrigerator door. Show your child the name on each of the messages. Ask him or her to show you his or her message.

Ideas

12 and 13 Top and Bottom/Up and Down

Goal: To understand the concepts of "top" and "bottom," "up" and "down"

1. Go up or down the stairs at home or in a store. Ask your child if you are upstairs or downstairs.

2. Do a simple jigsaw puzzle. Each time you place a piece, ask your child if it goes on top or at the bottom.

3. When you come home from doing the groceries, ask your child to help you put the food away in the top or bottom cupboard.

4. Look at a book with your child and ask questions such as: "Is the sun at the top or the bottom of the page?" You can do this activity if your child seems to understand what "at the top" and "at the bottom" mean.

5. When walking down the street, ask your child to look up and tell you what he or she sees. For example, clouds, roofs, chimneys. Ask him or her to look down and tell you what he or she sees. You can help by playing along. You can also point out objects in store windows, asking your child whether they are on top or at the bottom.



Ideas

14 and 15 In Front of and Behind

Goal: To understand the concepts of "in front of" and "behind"

1. Play a game, asking your child to go where you say. For example: "Stand in front of the refrigerator" or "Stand behind the chair." Then, you can ask him or her to place a stuffed animal in front of him or her, behind the sofa and so on.

2. Place different toys (e.g. doll, car, block) one behind the other. Ask your child to tell you or show you which toy is in front of or behind the doll.

3. Vary the words to Little Boy Blue: "He's in front of the haystack" or "He's behind the haystack." Other possibilities include: "on top of," "beside."[6]

Little Boy Blue

Little Boy Blue
Come blow your horn,
The sheep's in the meadow,
The cow's in the corn.

Where is the boy
Who looks after the sheep?
He's under the haystack
Fast asleep.



Ideas

6. Speech Therapy Activities, Nursery Rhymes for Language, [cited April 18, 2002], available from: http://www.speechtx.com/nursery_rhymes.htm.

16 and 28 I Like Books

Goal: To show an interest in books

1. Allow your child to look at books. He or she may discover different things and learn to turn the pages. Take advantage of the opportunity to read a story he or she has picked out.

2. Bring your child to the library and look for a book about dogs, cats and so on. The subject may vary depending on the books available or on your child's interests. Take advantage of the opportunity to read a story that interests him or her.

3. Show your child the purpose of a book, a magazine, a flyer and so on. Explain why you read: "I read to relax, to find out what's on special, etc."

4. Use a puppet, a stuffed animal or something else to read a story to your child. It's fun!

5. After having read a story to your child a number of times, ask him or her to tell it to you.

6. Set up a small reading corner in your child's room or in another quiet place, with a box of books or a small bookcase. Create the appropriate atmosphere and read your child a story in the reading corner.

7. Talk to your child about the usefulness of knowing how to read and write. Have your child name people he or she knows who can read and write. Help your child figure out why these people read and write. They read to get information, for enjoyment, to learn how to use an appliance, to find an explanation and so on. They write to leave someone a message, to make a grocery list, to answer questions and so on. Your child will learn a lot if he or she sees you read and write.



Ideas

17 and 29 Participating in Reading by Guessing Sounds, Words or Sentences (Part 1)

Goals: To develop auditory attention
To become used to distinguishing different sounds and to listen carefully
To pay attention, to distinguish sounds, to develop auditory memory

1. Help your child find objects at home whose names end with the same sound. For example: *ball, doll; bear, chair; duck, truck, puck*.

2. Do the same with words that begin with the same sound. For example: bat, bath; mud, Mummy; candy, candle.

3. Sing rhyming songs or nursery rhymes with your child. The following pages contain the words to a few songs and nursery rhymes.

4. It's easy to make music! All you have to do is collect empty tin cans, baby food jars and so on. It is important that the cans or jars be the same size. Fill them with different things: rice, buttons, macaroni and so on. Then, shake the can or jar and ask your child to guess what is in it.

5. Find an object that makes noise, e.g. an alarm clock, aluminum pie plates or a bell. Blindfold your child and ask him or her to walk toward the sound.

6. Make your child aware of the sounds around him or her. For example: "Oh! I hear the bus going by" or "Listen, do you hear something? What is it?" (The sound could be an airplane, footsteps, the wind, the toilet, etc.)



Ideas

Jelly in the Bowl[7]

Jelly in the bowl
Jelly in the bowl
Wibble wobble
Wibble wobble
Jelly in the bowl.

Cookies in the tin
Shake them up

Candles on the cake
Blow them out

Little Jack Horner

(Anonymous)
Little Jack Horner
Sat in a corner,
Eating his Christmas pie.
He put in his thumb
And pulled out a plum
And said, "What a good boy am I."

I'm a Little Teapot

(Anonymous)
I'm a little teapot, short and stout,
Here is my handle, here is my spout.
Right hand on the hip, left hand bent at elbow,
Pointing away from body
When I get all steamed up hear me shout,
Tip me over and pour me out!

I'm a special teapot, yes it's true
Here let me show you what I can do.
Change hands
I can change my handle and my spout
Tip me over and pour me out!

7. Jane Cobb, *I'm a Little Teapot!: Presenting Preschool Storytime* (Vancouver: Black Sheep Press, 1996).

Willoughby Wallaby Woo

(Anonymous)

Willoughby Wallaby Woo
An elephant sat on you
Willoughby Wallaby We
An elephant sat on me.

Replace with the child's name:
e.g. Willoughby Wallaby Rina
An elephant sat on Tina

A Chubby Little Snowman

(Anonymous)

A chubby little snowman
Had a carrot nose
Along came a bunny
And what do you suppose?
That hungry little bunny
Looking for some lunch
Ate that little snowman's nose
Nibble, nibble, crunch.

If You're Happy and You Know It

(Anonymous)

If you're happy and you know it, clap your hands (clap, clap)
If you're happy and you know it, clap your hands (clap, clap)
If you're happy and you know it and you really want to show it
If you're happy and you know it, clap your hands (clap, clap).

If you're happy and you know it, tap your toe…

If you're happy and you know it, nod your head…

If you're happy and you know it, snap your fingers…

If you're happy and you know it, say "whoopie!"…

1 2 3 4 5

(Anonymous)

Once I caught a fish alive
6 7 8 9 10
Then I let it go again
Why did you let it go?
Because it bit my finger so
Which finger did it bite?
This little finger on my right.

This Little Piggy Went to Market

(Anonymous)

This little piggy went to market
This little piggy stayed home
This little piggy had roast beef
This little piggy had none.
And this little piggy went wee, wee, wee
And ran all the way home.

Higgledy, Piggledy My Red Hen

(Anonymous)

Higgledy, piggledy my red hen
She laid eggs for gentlemen
Sometimes nine and sometimes ten
Higgledy, piggledy, my red hen.

Six Little Ducks

(Anonymous)

Six little ducks that I once knew, fat ones, skinny ones, tall ones too
(Arms far apart for fat, close together for skinny, reaching up for tall)
But the one little duck with the feather on his back
He led the others with his
quack, quack, quack (x 3)
He led the others with his quack, quack, quack.

Down to the river they would go, a wibble wobble, wibble wobble to and fro
But the one little duck with the feather on his back
(Indicate feather by wiggling fingers at back.)
He led the others with his
quack, quack, quack (x 3)
He led the others with his quack, quack, quack.

Up from the river they would come, a ho-ho-ho and a hum-hum-hum
(Yawn and stretch actions)
But the one little duck with the feather on his back
He led the others with his
quack, quack, quack (x 3)
He led the others with his quack, quack, quack.

Five Little Ducks

(Anonymous)

Five little ducks went swimming
On the pond
Round and round
And far away
Mother Duck said
Quack! Quack! Quack!
But only four little ducks
Came back.
(Three, two, one, no little ducks)

Mother Duck went
Swimming on the pond
Round and round
And far away
Daddy Duck said
Quack! Quack! Quack!
And all the little ducks
Came swimming back.

Rain, Rain, Go Away[8]

Rain, rain, go away
Come again another day
All the children want to play.
(Alternatively, add the names of the children,
e.g. Little Mary wants to play.)

8. *Sharon, Lois & Bram's Mother Goose* (Vancouver: Douglas & McIntyre, 1985).

Ladybird, Ladybird

(Anonymous)

Ladybird, ladybird
Fly away home
Your house is on fire
Your children are gone
All except one
Her name is Anne
And she is hiding under the frying pan.

My Snowsuit

(Anonymous)

My zipper suit is bunny brown
(Point to chest.)
The top zips up
(Draw fingers up from tummy to chin.)
The legs zip down
(Draw fingers down leg to ankle.)
I wear it every day.
My Daddy brought it out from town
Zip it up and zip it down
(Draw fingers up from tummy to chin, then down leg to ankle.)
And hurry out to play!

17 and 29 Participating in Reading by Guessing Sounds, Words or Sentences (Part 2)

Goals: To develop auditory attention
To become used to distinguishing different sounds and to listen carefully
To pay attention, to distinguish sounds, to develop auditory memory

1. Take out books from the library in which a word or sentence is repeated. The library staff can help. When you read the story to your child, pay particular attention to the word or sentence in question.

2. Stimulate your child's auditory memory. Bang an object (e.g. a bell, a pot) and ask your child to guess what it is. You can ask him or her to imitate the sound. Do the activity with one, two or even three sounds. Ask your child to imitate them. They don't have to be in order.

3. Listen to Disney stories on tape. Using the book that comes with the tape, help your child determine when to turn the page. There is a signal on the tape indicating that it is time. If you follow the text with your finger, your child will be able to determine when to turn the page.

4. Make a memory game with pictures from flyers or labels from food containers. You should have two identical pictures for each product. Begin with two pairs of pictures, then gradually increase the number of pictures. Paste the pictures on 3 x 3 inch cards of the same colour. Show your child the pictures and name the product (if he or she is familiar with the product, ask him or her to name it). Then turn the cards face down and take turns trying to find a pair. This is an excellent game for concentration, observation and memory.

17 and 29 Participating in Reading by Guessing Sounds, Words or Sentences (Part 2) *(Continued)*

5. To help your child develop memory and attention in performing a task, suggest that he or she do the same jigsaw puzzle until it becomes easy.

6. Make a recipe, naming all the ingredients. Ask your child to help you find the ingredients. Then, ask him or her which ingredients are needed to make the recipe. For example: "Do we need milk?"



Ideas

18 Answering Questions About a Story

Goal: To understand the meaning of a story

1. Use dolls, stuffed animals, small figures and so on, and have fun assigning roles to each one. Then, help your child tell a story. Ask questions and let him or her answer them.

2. When you read a story, pause at the end of each page and ask your child a question.

3. Read a little book cover-to-cover and, when you are done, ask your child to find the page corresponding to a certain part of the story: For example: "Can you find the page where the wolf blows the first little pig's house in?"



Ideas

19 Recognizing Symbols and Logos

Goal: To become aware of the meaning of written codes, of what symbols represent

1. Name the places you go. "We're going to do groceries at Maxi." Show your child the sign. Inside the store, look for the store logo.

2. Cut out symbols from labels or flyers for food items, household products and store names:
    - toothpaste brand, cereal brand, etc.
    - logos for IGA, Metro, Provigo, etc.

    Ask your child to guess which foods or products correspond to the symbols. Before doing the activity, make sure he or she is familiar with the food items and household products.

3. Help your child associate symbols with items in a flyer, magazine and so on.

4. Help your child group symbols by category. For example:
    - foods
    - gas stations
    - restaurants



When you are walking or in the car, show your child road and other signs (e.g. house or apartment building number, street name, stop sign).

Ideas

20 Pretending to Write

Goal: To understand the usefulness of writing

1. Make a grocery list with your child. This will show him or her that there are different reasons for writing. Ask your child to copy you. Provide a pencil and paper; he or she will pretend to make a list.

2. Write a note to Grandma (or someone else). Ask your child to write something too. If your child says, "I can't," say, "Just write like a 3-year-old."



Ideas

21 and 22 Drawing Curved and Straight Lines

Goal: To improve fine motor skills and to make it easier to learn how to write

1. Draw a line down the centre of a sheet of paper. Ask your child to cut the sheet in half along the line.

2. Use play dough with your child. Ask him or her to make patties, balls, rolls, and so on. You can keep caps from juice bottles, cleaning products or milk cartons to make wheels for cars, eyes for people and so on. (See next page for a recipe for play dough.)

3. Draw curved and straight lines on a sheet of paper. Ask your child to do the same.

4. Draw a ball, a balloon or an apple. Ask your child to do the same. Ask him or her to draw a car driving in circles, and another one on a long, circular road.

5. Look for activity books at your local pharmacy, dollar store or bookstore. The maze puzzles, matching exercises and other activities in these books provide lots of practice drawing curved and straight lines.



Ideas

Easy Recipe for Play Dough

2 cups of flour

½ cup of salt

2 cups of hot water

4 teaspoons of oil

4 teaspoons of cream of tartar

6 drops of food colouring (you pick the colour)

23 Letters of the Alphabet

Goals: To become familiar with the letters of the alphabet
To develop observation skills by paying attention to the shapes of the letters

1. Use magnetic letters (available in dollar stores) and have fun writing your child's first name, naming the letters you use. The refrigerator is an ideal background for the letters. Help your child place the letters in alphabetical order, while singing the alphabet song. It's easier to learn that way.

2. Cut out the letters in the first name of your child or other members of the family from a magazine, catalogue, newspaper or flyer. Help your child paste them onto a piece of cardboard, a sheet of paper or his or her bedroom door.

3. Take out a children's dictionary from the public or school library and read the words that begin with the letter A, the letter B and so on. Your child can recognize objects in the illustrations and find the corresponding words.

4. After Activity 3, suggest that your child make his or her own dictionary (see samples for the letters A, M and P on the following pages). Ask your child to cut out and paste the picture of an object whose name begins with a given letter, then write the name under the picture.



Ideas

A

M

P

24 Listen Carefully to What I Say

Goal: To develop auditory attention

1. Play the telephone game. Whisper a word in your child's ear and ask him or her to repeat it in your ear. This game can be played with several participants.

2. Say three words, two of which rhyme, and ask your child which sound is not like the others. For example: *go, so, by; too, boo, law; die, tie, sea*.

Note: Try to hold your child's attention, ask him or her to look at you when you give the instructions.



Ideas

25 Following Instructions

Goal: To concentrate and to learn to follow instructions

1. Ask your child often to do small tasks. For example: "Bring me the newspaper, please" or "Go get your pyjamas."

2. Give each other instructions when you play a game. For example: "Hide the teddy bear behind the sofa" or "Give me the doll with the black hair."

Note: The emphasis is not on getting your child to obey, but rather on improving his or her understanding of oral messages.



Ideas

26 and 27 Suggesting a Book, Asking for a Story

Goal: To show an interest in books and to live in an environment in which there are books

1. Suggest books to your child. Allow him or her to choose a book. Read the story a number of times. Fill out the weekly sheet every time you do a reading activity.



Ideas

31 Making Up a Story

Goal: To develop imagination and oral language

1. Choose a book with interesting pictures, but little text. Ask your child to tell you what he or she sees in the pictures.

2. On three sheets of paper, draw a series of actions or a story in sequence. For example: on page 1, draw a little boy with a sad face; on page 2, a little boy who finds a ball; on page 3, a little boy smiling and playing ball; or on page 1, draw the sun with a sad face because there is a cloud coming; on page 2, draw the sun hidden behind a cloud; on page 3, draw the sun smiling because the cloud is going away. Ask your child to tell the story. See the two examples (rabbit and duck) on the next page.

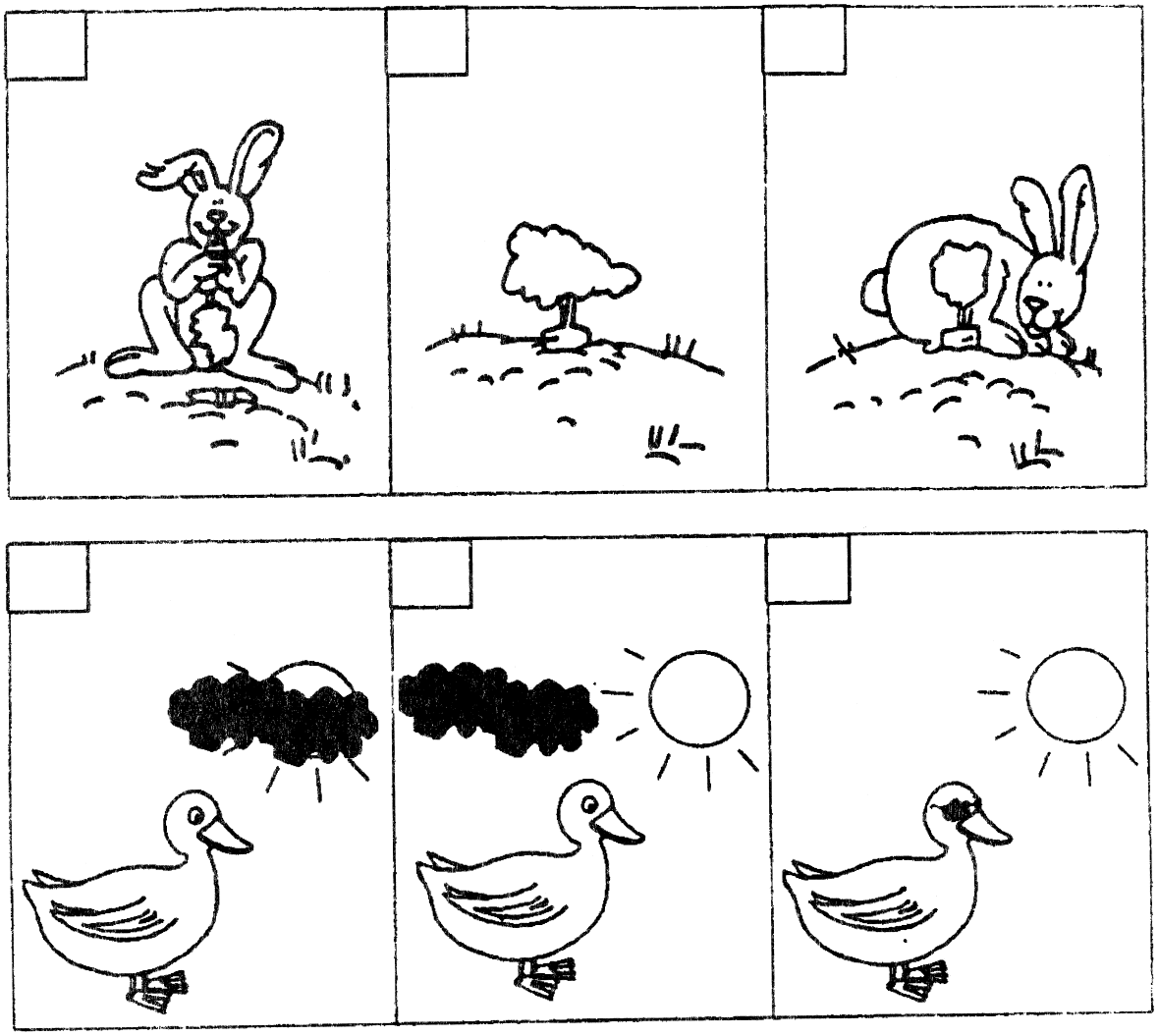
3. Put on a little puppet show. Ask your child to choose a puppet. Choose one for yourself. Decide together where the house will be, what will happen in the story, and so on. For example: "We're at the zoo," "We're at a restaurant," "We're camping."

4. Once you have chosen the story, find accessories to make the story more realistic. For example, if you are at the zoo, use toy animals or make drawings of animals.



Ideas

Look at the pictures and place them in order.
Which comes first? (Write 1 in the box.)
Which comes next? (Write 2 in the box.)



Which comes last? (Write 3 in the box.)

APPENDIX I

FIRST STEPS IN READING AND WRITING

FOLLOW-UP WITH PARENTS

Hand in Hand From A to Z!

First Steps in Reading and Writing
Follow-up sheet Appendix I

Child's name: _____

Date of follow-up: _____

- At the beginning of the meeting, state the project objective, the importance of parent participation and of the frequency and repetition of activities, and the benefits offered by the project.

Questions:

1. Which activities did you do with your child?
   _____
2. How many times a week did you do activities?
   _____
3. Do you have comments about the activities you did?
   _____
4. How did your child react?
   _____
5. Before our next meeting, we suggest:
   _____
6. Do you have any suggestions or questions?
   _____

Comments: _____

TO BE PHOTOCOPIED

First Steps in Reading and Writing
Follow-up sheet Appendix I

Child's name: _____

Date of follow-up: _____

- At the beginning of the meeting, state the project objective, the importance of parent participation and of the frequency and repetition of activities, and the benefits offered by the project.

Questions:

1. Which activities did you do with your child?
   _____
2. How many times a week did you do activities?
   _____
3. Do you have comments about the activities you did?
   _____
4. How did your child react?
   _____
5. Before our next meeting, we suggest:
   _____
6. Do you have any suggestions or questions?
   _____

Comments: _____

TO BE PHOTOCOPIED

APPENDIX II

FIRST STEPS IN READING AND WRITING

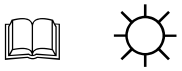
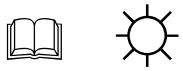
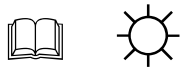
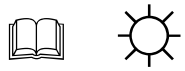
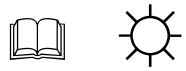
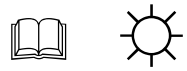
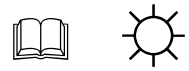
WEEKLY SHEET

APPENDIX II

WEEKLY SHEET

First Steps in Reading and Writing

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
. . .	. . .	. . .	. . .	. . .	. . .	. . .
						



_____

_____

_____

Ideas

- Have fun with your child.
- Repeat the same activities often and use the same books.
- Draw or write the name of the activity in each box.

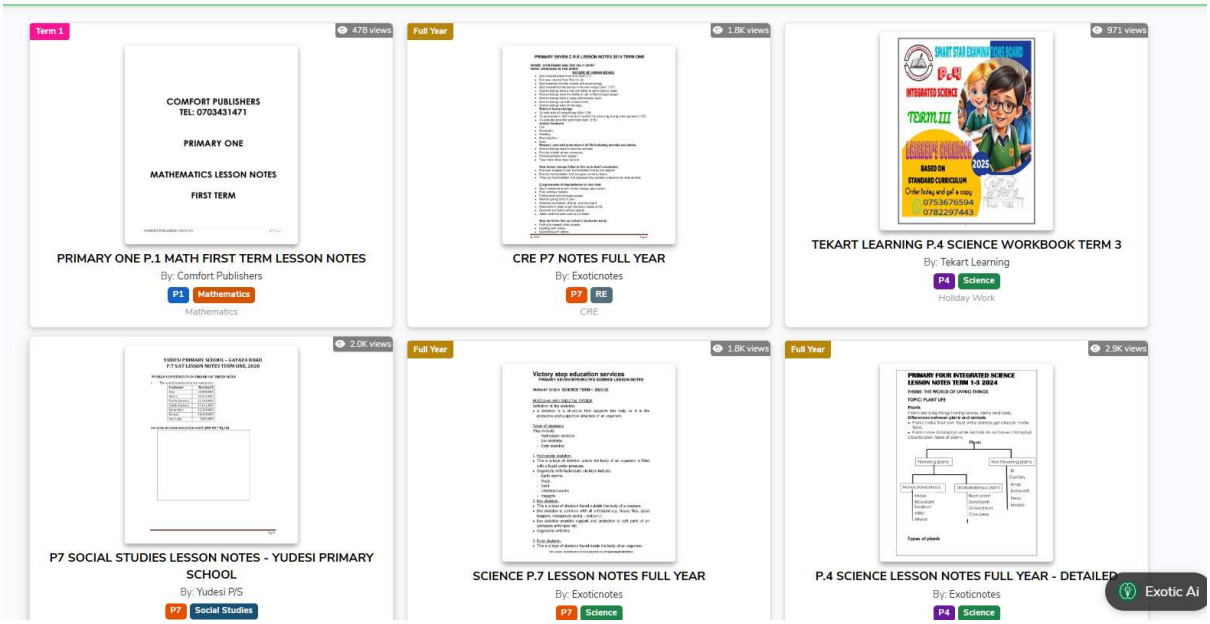
TO BE PHOTOCOPIED

Hand in Hand From A to Z!

Éducation
Québec

41-1003-05-A

This document was downloaded from https://exoticnotes.com



Do you need more LESSON NOTES for Primary (All classes)?

Click
https://exoticnotes.com/notes/primary/

If you need LESSON NOTES for SCIENCE (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/science/

If you need LESSON NOTES for English (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/english/

If you need LESSON NOTES for Mathematics (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/mathematics/