

## LANGUAGE AND LITERACY – GETTING READY FOR READING AND WRITING

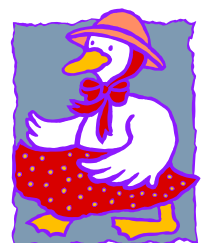
### Ways to encourage reading

- Read every day! Look for times of the day when your child is most receptive to reading – probably after a snack, before bed and/or during snuggle time.
- Take your child to the library, bookstore or places that have books.
- Read a story to your child. Ask them to draw a picture of their favorite part and tell you about it. Help your child act out the story or put on a puppet show.
- Show your child how you read and follow directions when you put toys or other things together. Also show them how you use a recipe when cooking.
- Label your house: Print the names of objects in your home on pieces of paper with your child. Have them tape them up on the correct object. For instance, you might label wall, window, floor, couch, bed, table, stove, etc.



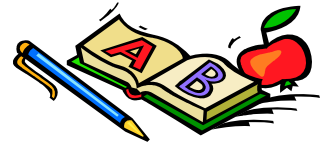
### Things to do while looking at books

- Involve your child in choosing books and let them practice telling the story in their own words.
- Talk about what they see and guess what will happen next.
- Read aloud your child's favorite books again and again...and introduce new books too.
- Encourage your child to notice print in the world around them – letters on traffic signs, on cereal boxes, restaurant menus, invitations, etc.
- You can read a book with your child by only using the pictures. Skip the words. Simply make up the story by looking at the pictures and talking with your child about what could be happening. You can make it fun, silly or sad.
- Casually point out letters in the books you're reading. For example, "Here's an 'm'. Your name starts with an 'm', too."
- At times, run your finger under the words as you read. This will help your child know that the words are an important part of the story.
- Ask questions as you read. Ask children to name things in the pictures or label new things for them.
- Encourage children to repeat familiar phrases or patterns in the book (for example, Brown Bear, Brown Bear, what do you see?).
- Read the cover with the title, author, and illustrator's name, mentioning that the author writes the words and the illustrator draws the pictures.
- When reading stories, help your child to better understand the story by talking about what you would do if you were in the story, how what happens in the story is like your life, etc. Ask your child to tell what happened at the beginning, middle and end of a story.
- Create a new ending; think of ways to help the person in the story start a new adventure.



## Language games to play anywhere

Play games with your child where they have to guess the word when you say parts of it. (You say r...an, they say ran; you say m...ice, and they say mice.)



Play simple word games like "I Spy". You say, "I spy something that rhymes with 'bapple'", the child responds with "apple". Or play the same game but say the sound an object starts with: "I spy something that starts with 'b' and the child responds with 'ball'".

When singing songs or reading books that include rhymes, point out the words that rhyme to your child. After you've sung the song or read the book a few times, leave out the rhyming word at the end of a line and see if your child can fill it in. If the child is not able to fill in the word, say the word and continue reading.

Play letter games with your child. For example, in your house or when you're in the car, look for objects that begin with the same letter sound.

## Writing



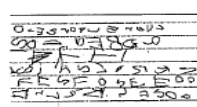
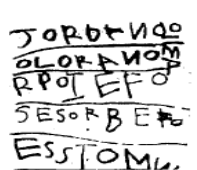


Give your child daily opportunities to experiment with early writing. With practice, they will learn about print and how it works. Explain that writing uses symbols called letters and that these letters have names and sounds. English letters are written left to right. Praise their attempts at early writing.



## How writing develops over time

Writing starts with scribbling, and then moves to drawing. It is also supported by make believe play. As children have experiences with "play writing", it moves from simple marks, eventually to words. Be aware of this and ask them to tell you about what they have written. Celebrate your child's efforts at each stage as their "writing". Display their writings on the refrigerator or walls of your home.

Writing begins with scribbles or marks that become more controlled over time. Next, children begin to make letter-like forms. This is usually followed by strings of letters. Usually children will then begin writing the first sound, then adding a last sound they hear. Over time, they add more of the sounds in the middle of the word until they include many or all of the sounds in the right order. In the early years of school, they move toward spelling more correctly.

Scribbles or marks	Controlled linear scribbles	Mock letters or letter-like forms	Letter strings	Early invented spelling	Late invented spelling
<ul style="list-style-type: none"> <li>Scribble writes deliberately</li> <li>Makes marks that appear to adults to be in random order</li> </ul>	<ul style="list-style-type: none"> <li>Scribbles lines, circles, or zigzags in rows</li> <li>Often repeats action and forms</li> </ul>	<ul style="list-style-type: none"> <li>Writes segments of letter forms, e.g., lines, curves</li> <li>May use too many segments to create a letter, e.g., five horizontal lines on the letter E</li> <li>May not orient letter segments correctly</li> </ul>	<ul style="list-style-type: none"> <li>Writes strings of letters</li> <li>Writes some letters correctly</li> <li>Writes letters in unconventional order</li> <li>Begins to separate groups of letters with spaces</li> <li>May copy environmental print</li> </ul>	<ul style="list-style-type: none"> <li>Uses first letter of word to represent whole word</li> <li>Writes initial and/or final sounds of a word to represent the whole word</li> </ul> <p><i>*Note: In Spanish, early invented spelling may consist primarily of vowels.</i></p>	<ul style="list-style-type: none"> <li>Begins to include beginning, middle, and ending sounds in words</li> <li>Represents most of the sounds heard in words in the correct order</li> </ul>
 <p>Maya said, "Here Mommy. Read this."</p>	 <p>Carolyn said, "That's my phone number. You can call me."</p>	 <p>Erica said, "I'm writing my ABCs just like my sister."</p>	 <p>Jordan said, "Here's a ticket! You're under arrest!"</p>	 <p>Meir wrote, "Uncle Clay, I love you."</p>	 <p>Jenna said, "I need to buy some blackberries and grapes at the store."</p>