

ENJOYING YOUR FAVORITE



Once we take a closer look at what captures children's attention and find ways to join them in their interests, we can interact with them in ways that build their literacy skills. Use some of your children's favorite books, songs, and stories to gain enthusiasm for reading.

Choice is motivation for learning!

Rhyme/Song of the month:

Twinkle, Twinkle, Little Star

Twinkle, Twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, Twinkle, little star,
How I wonder what you are!

Activities

What words can you think of that rhyme with "sky"?
Which words can you think of that begin with "st-"?
Draw the shape of a diamond in the air!
Rewrite the poem with a different shape!

SEPTEMBER

With your child, explore PBS Parents to view educational shows focused on Enjoying Your Favorite: <http://www.pbs.org/parents/>.

	SUNDAY (comprehension)	MONDAY (phonemic awareness)	TUESDAY (phonics)	WEDNESDAY (fluency)	THURSDAY (vocabulary/ word study)	FRIDAY (early numeracy)	SATURDAY (writing)
Week 1	Background knowledge allows children to make connections to people, places and things. Before reading, think about what you might know about the story.	Have your child say a word to you, and then you give the child the sounds in the word. Ex. hot: /h/ /o/ /t/	A is the letter of the day. Trace/ draw an "A" together. Write words that begin with the /a/ sound as in apple.	Have your child read these words 3 times: I, am, the, little, a, to, have, is, my, like.	Introduce new words to your child: Emotions Feelings Strengths	The numbers of the day are 1 and 19. Help your child practice writing and drawing these numbers. See how many places you can find them today!	Help your child write a letter to their favorite author and include a drawing of their favorite book.
Week 2	Talk with your child about what they know about the topic before reading.	With your child, go on a Sound Safari. Let your child pick a target letter sound then go for a walk and find items that begin/ end with the sound. Ex. /t/ table, ant.	Sing the ABCs. Help your child trace the letters in the air with their finger, then have them try it with their foot.	Help your child write words they're trying to learn on cards; then make silly sentences using the words.	Point out feelings using family pictures. With your child, take the opportunity to talk about emotions that family members are feeling.	With your child, measure the length of three objects in your home. Put them in order from shortest to longest.	Help your child read their favorite book and write a new ending.
Week 3	Author's purpose: Authors write for a reason, such as to inform, entertain, describe, and to convince. Help your child determine the author's purpose in a story you read today.	With your child, pick a word with 3-4 sounds. Anytime the word is said during the day, have your child say the sounds in the word.	B is the letter of the day. Trace/ draw a "B" together. Write words that begin with the /b/ sound as in ball.	Have your child say a short /o/ word. See how many short /o/ words your child can think of in 3 minutes. Ex. on, octopus. Do the same with the other vowels.	With your child, create a poster of faces with different emotions. Ask your child to identify one of the emotions on the poster and ask when he or she last felt this way and why.	The shape of the day is a trapezoid. Help your child draw a trapezoid. See how many places you can find trapezoids today!	Help your child read their favorite book; then make a list of all the words that begin with the same letter as your child's first name.
Week 4	Help your child read a funny story. Have your child decide if the author wrote to entertain, inform, convince or describe.	Play Head/ Shoulders/Knees/ Toes. Say a word and have your child touch their head for 1st sound, shoulders for the 2nd, knees for the 3rd, and toes for the 4th.	Point out words that begin with the same letter as your child's name (John, jump). With your child, talk about how the beginning sounds are alike.	Help your child keep track of how many words they can read at first sight.	Help your child choose a word from the song of the month (Twinkle, Twinkle, Little Star). Have your child share the meaning.	Have your child pick his/her favorite number, and look for that number throughout the day. Help them draw a picture of that number of things, or sing a song that many times.	Help your child make a sight word journal: list words your child can read at first sight and add to it each time they read.
Week 5	Help your child read an informational story. Have your child decide if the author wrote to entertain, inform, convince or describe.	Say a word with 3-4 sounds. Have your child do a jumping jack as they say each sound in the word.	C is the letter of the day. Trace/ draw a "C" together. Write words that begin with the /c/ sound as in cat.	Help your child read their favorite book. Use appropriate expression during speaking parts. Encourage your child to copy your expression.	As you take your child out and about, introduce them to a new word based on something you saw, smelled or experienced.	Help your child make a hopscotch drawing with chalk. Count forward and backward (by 1s, 2s, 5s, 10s, etc).	Help your child make an alphabet book. Add pictures of family members and drawings. Label each picture.

LOCAL RESOURCE: Ingham County Parks - located just minutes from the heart of Lansing, include more than 1,200 acres of outstanding space devoted to sports and recreation. Enjoy the quiet simplicity of a picnic overlooking Lake Lansing or spend an afternoon looking for wildflowers, hiking nature trails, or canoeing along the scenic banks of the Grand River. Visit <http://pk.ingham.org/>.

FUELING YOUR BODY



Evidence shows that good nutritional habits are linked to academic growth. Healthy food nourishes the brain and supports retention of information. Learning healthy eating habits as a child is important for a healthy future.

Let's eat!

Rhyme/Song of the month: Little Miss Muffet

Little Miss Muffet
Sat on a tuffet
Eating her curds and whey.
Along came a spider
And sat down beside her
And frightened Miss Muffet away!

Activities

- What sound does the "c" make in the words curds and came?
- What are other words that begin with the same sound and the letter "c"?
- Can you find the word that rhymes with Muffet?
- What is your favorite thing to eat for breakfast?
- Write a new verse!

OCTOBER

With your child, explore PBS Parents to view educational shows focused on Fueling Your Body: Fizzy's Lunch Lab, <http://www.pbs.org/parents/lunchlab/>.

	SUNDAY (comprehension)	MONDAY (phonemic awareness)	TUESDAY (phonics)	WEDNESDAY (fluency)	THURSDAY (vocabulary/ word study)	FRIDAY (early numeracy)	SATURDAY (writing)
Week 1	A cause is something that happens. An effect is the reason it happens. When reading with your child, ask "What happened" and "Why did it happen?"	With your child, say both rhyming and non-rhyming words (pan/man/tan/pat). Ask your child to pick out the word that does not rhyme.	D is the letter of the day. Trace/draw a "D" together. Write words that begin with the /d/ sound as in dog.	Choose a story that will not be very difficult for your child. Read the story and then read it together.	Introduce new words to your child: Healthy Sugar Physical Activity	The numbers of the day are 2 and 18. Help your child practice writing and drawing these numbers. See how many places you can find them today!	Help your child write directions for making a snack. Ask, "What comes first? What happens next?"
Week 2	With your child, look for signal words to identify cause and effect: because, since and so.	Help your child produce rhymes. Ask, "Can you tell me words that rhyme with "cake" or a silly word "laz"?"	Give your child some cooked spaghetti. Help your child use the spaghetti to form letters.	With your child, re-read the story from last week focusing on accuracy. Read it again focusing on fluency and expression.	Help your child tell a story about a picture or photo.	Have your child hop ten times and count each hop by ones. Repeat this and count by twos, then by fives, then by tens.	Ask your child to help write a shopping list.
Week 3	Help your child think of cause and effect when baking. <i>Maria baked a cake because it was her mom's birthday.</i>	"Silly Name Game." Help your child replace the first letter of a food name with a different letter. For example, "Wilk for Milk".	E is the letter of the day. Trace/draw an "E" together. Write words that begin with the /e/ sound as in egg.	Have your child practice a story, then have him/her record it with a cell phone/computer.	With your child, make a game with the words from week one. List the similarities and differences or see who can come up with the most rhyming words.	The shape of the day is a cube. With your child, see how many places you can find cubes today!	With your child, go for a fall nature walk. Find 10 leaves and write about what is similar and different about them.
Week 4	With your child, read an informational story about food and nutrition. Identify cause and effect for eating healthy. An apple a day keeps the doctor away!	During meal time with your child, state that you're going to eat something that starts with /b/ "beans". Repeat the task with another food.	Help your child brainstorm foods that have the short /a/ sound (as in apple). Write the words together. Read the list together.	With your child, recite nursery rhymes and poems to build familiar phrases in speech.	Help your child choose a word from the song of the month (Little Miss Muffet) and share the meaning.	Help your child count and keep track of how many vegetables and pieces of fruit you eat today. Ask did you eat more fruit or more vegetables? How many more?	Help your child write a thank you note to a veteran.
Week 5	Help your child understand words that signal cause-effect relationships. Since I ate too much candy, I had a stomach-ache.	While at the store, help your child pick 3 items, 2 with the same beginning/end sound. The child places items in the basket with the same sounds.	F is the letter of the day. Trace/draw an "F" together. Write words that begin with the /f/ sound as in fish.	In a repetitive story, ask your child to repeat the familiar phrase with you.	As you take your child out and about, introduce them to a new word.	Ask your child to help an adult or older sibling make a meal today. Help your child find numbers in the recipe or directions, and measure amounts of ingredients.	Help your child write their name and brainstorm foods that begin with each letter. Write the words.

LOCAL RESOURCE: The Tri-County area has a variety of great resources to support health and nutrition. You can find a list of activities and events; along with a Community Calendar of healthy living activities at https://www.capitalareahealthalliance.org/healthy_living_resources.php.

CONNECTING WITH FAMILY



Children raised in homes that promote literacy grow up to be better readers and do better in school. It stimulates their imagination and expands their understanding of the world, develops language and listening skills. Taking the time to participate in literacy activities with your child on a regular basis sends an important message: reading is worthwhile.

Readers are leaders!

Rhyme/Song of the month: This Little Piggy

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 cried "wee, wee, wee"
All the way home.

Activities

- What other words have the short /i/ sound like piggy?
- What other words begin with "w-"?
- Draw a picture of each of the pigs!

NOVEMBER

With your child, explore PBS Parents to view educational shows focused on Connecting with Family: Martha Speaks, <http://www.pbs.org/parents/martha/>.

	SUNDAY (comprehension)	MONDAY (phonemic awareness)	TUESDAY (phonics)	WEDNESDAY (fluency)	THURSDAY (vocabulary/ word study)	FRIDAY (early numeracy)	SATURDAY (writing)
Week 1	When you compare and contrast, you tell how two or more things are alike or different. Ask your child to compare and contrast characters in stories.	With your child, read a book about families. Find words with 3 sounds. Say the sounds in the word, Ex. /c/ /a/ /t/. Have your child say the word.	G is the letter of the day. Trace/ draw a "G" together. Write words that begin with the /g/ sound as in goat.	Draw pictures together and label them. Practice reading the labels.	Introduce new words to your child: Family Holidays Traditions	The numbers of the day are 3 and 17. Practice writing and drawing these numbers. See how many places you can find them today!	Help your child keep a list of things they are thankful for. Put one new thing on the list each day of the month.
Week 2	Teach your child that alike means how things are the same. Different means how they are not the same. Read Three Little Pigs, have your child tell how they are alike and different.	"Silly Name Game." Have your child replace the first letter of each family member's name with a different letter. For example, "Tob" for Bob.	Play a guessing game to give your child practice matching letters and sounds. "I'm thinking of something that starts with the sound /t/."	Read/write simple directions to an art project. Have your child read them back to you as they complete the project.	Have your child tell a story about a picture or photo of your family.	Ask your child: How many people are in your family? How many boys? How many girls? How many are in your extended family?	Help your child make a family tree and label it.
Week 3	Read a story with your child, and spend time finding ways the characters are alike and how they are different.	Have each family member pick a favorite book, poem or nursery rhyme and read it together.	H is the letter of the day. Trace/ draw an "H" together. Write words that begin with the /h/ sound as in horse.	Encourage your child to sing their favorite songs and repeat favorite lines of songs.	Have your child describe "What is a family? What makes some families different from others? What would the world be like if all families were the same?"	The shape of the day is a cone. Have your child draw a cone. See how many places you can find cones today!	With your child, talk about a time when you went somewhere special as a family. Help them write a story about it.
Week 4	Words such as <i>like</i> , <i>both</i> , and <i>similarly</i> signal comparison and <i>unlike</i> , <i>but</i> and <i>however</i> signal contrast. Read a book together and see how many of these words you can find.	Have your child break names of family and friends into chunks as they say them out loud.	Find words with the short /e/ sound (as in egg). Write the words together using paint and crayons.	With your child, make a book of art with their art projects. Write a sentence about each project. Re-read often.	Choose a word from the song of the month (This Little Piggy). Have your child share the meaning.	Ask your child: "What is our house/apartment number?" Help add the digits together. "Did the number get bigger or smaller? Add 10 to your number. Subtract 5."	Have your child share what the best food at Thanksgiving dinner is. Have them write a story that convinces someone their food is the best choice.
Week 5	Ask questions about the characters before, during and after reading your favorite story.	Have your child select a book and read the book to a family member.	With your child, play word games that connect sounds with syllables in words (if the letters "p-e-n" spell pen, how do you spell hen?)	Say a sentence to your child and ask him/her to repeat it to you. Challenge your child to increase the number of words he/she can repeat.	Help your child draw a picture of family members.	Have your child compare attributes of family members. Who is tallest? Shortest? Who has the darkest hair? Lightest? Who is the youngest? Oldest?	Have your child tell someone in your family a funny story.

LOCAL RESOURCE: Project Appleseed is a free tool for parents to work with their students around motivation and engagement. You can find this resource at <http://www.projectappleseed.org/motivate-the-unmotivated-child>. On this website you can find many helpful tools, like the 150 days of Engagement activities <http://www.projectappleseed.org/activities>.

LEARNING ABOUT EMOTIONS & RELATIONSHIPS



At this young age, your child may have a hard time saying exactly what they are feeling. During the early elementary years, when children are in a formal school setting, they're interacting with more peers and adults. This increased exposure to others begins to broaden their understanding of the world. Children at this age are developing the ability to identify their feelings and what causes them. They are also learning how to manage their emotions and behave appropriately.

Have you hugged your child today?

Rhyme/Song of the month: Hickory Dickory Dock

Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory, dickory, dock.

Activities

- How many words in the rhyme begin with "d"?
- What other words begin with "d"?
- Use a different time and re-write the rhyme.
- Draw a picture of a clock showing 1:00.

DECEMBER

With your child, explore PBS Parents to view educational shows focused on Learning about Emotions & Relationships: Daniel Tiger's Neighborhood, <http://www.pbs.org/parents/daniel/>.

	SUNDAY (comprehension)	MONDAY (phonemic awareness)	TUESDAY (phonics)	WEDNESDAY (fluency)	THURSDAY (vocabulary/ word study)	FRIDAY (early numeracy)	SATURDAY (writing)
Week 1	The main idea tells what the story is mostly about. Supporting details describe or explain the main idea. Read a story with your child and tell about the main idea and details.	Give your child 2 sounds. Ask them to "Please pick up the items that begin/end with the sounds."	I is the letter of the day. Trace/draw an "I" together. Write words that begin with the /i/ sound as in igloo.	Have your child read to stuffed animals, pets, siblings, neighbors, grandparents or anyone willing to listen.	Introduce new words to your child: Confused Excited Frustrated	The numbers of the day are 4 and 16. Have your child practice writing and drawing these numbers. See how many places you can find them today!	With your child, look in the mirror and make faces. Are you happy, sad, angry, silly? Together write a story about something that makes you happy.
Week 2	With your child, read a story about friendship. Together find the main idea and supporting details.	Go on a Listening Walk outside. Talk about the different sounds heard. Have your child draw what they heard.	Make letter sounds and ask your child to draw the matching letters in cornmeal or sand.	Read a book about feelings. Together go to the library and ask your librarian about book ideas. Read to a friend.	Have your child tell a story about a time when they were really surprised or excited.	When your child gets upset, ask them to count backwards from a certain number to calm down.	Help your child make a wish list of toys and games they enjoy.
Week 3	Read a story; and if your child doesn't understand something, help them discover what doesn't make sense and why they don't understand.	With your family, sit in a circle and whisper a secret to your child. The secret is shared around the circle until the last person "tells" the secret.	J is the letter of the day. Trace/draw a "J" together. Write words that begin with the /j/ sound as in jar.	Have your child read a book about friendship, out loud. Then re-read to increase fluency.	Make a game with the words from week one. Have your child list the similarities and differences or see who can come up with the most rhyming words or synonyms.	The shape of the day is a cylinder. Have your child draw a cylinder. See how many places you can find cylinders today!	Help your child wrap a present, then write the directions for how to wrap it. What comes first? What happens next? Etc.
Week 4	While reading a story, have your child think of the words and create pictures in their mind. This helps them connect to the story.	With your child, read a book about friendship. Find words with 3 sounds. Say the sounds in the word, Ex. /c/ /a/ /t/. Have your child say the word.	Together brainstorm toys and games that have the short /i/ sound (as in igloo). Write the words and read the list together.	Have your child choose a poem about friendship that is about 100-200 words. Time your child as they read and have them try to beat their fastest time.	Choose a word from the song of the month (Hickory, Dickory, Dock). Have your child share the meaning.	Count objects with your child. Each of you alternate counting by touching every other object.	Help your child create their own lyrics to the 12 Days of Christmas.
Week 5	Together with your child, read a story and use the main events including the characters, setting and plot to retell the story.	Help your child make a holiday card. As they write the words, say the sounds in the words, ask your child to say the word /h/ /i/, "hi".	Ask your child to look through ads and point out things he/she recognizes. Ask if they know any letters/words on the page.	Have your child listen to audio books. This allows them to hear another model of fluent reading.	As you take your child out and about, introduce them to a new word from something you see, smell or experience.	With a larger group, act out addition and subtraction problems. 5 people are here now, but 2 have to leave.	Help your child write a New Year's Resolution.

LOCAL RESOURCE: Social and emotional learning starts at home. Parents and families are critical partners in helping their children develop social and emotional know-how. Casel is a free resource for parents to learn more about social emotional learning (SEL) and provides tools to use in the home: <https://casel.org/in-the-home/>.

EXPLORING THE WORLD AROUND YOU



Play is the work of children. It brings enjoyment, releases energy and gives children a way to express themselves. Play also encourages creativity, imagination, self-confidence and problem-solving. Children's play supports specific literacy skills such as oral language and playing with letters and sounds (phonological awareness and phonics).

Let their imagination soar!

Rhyme/Song of the month: Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty together again.

Activities:

Can you find two words that end with "-all"?
Can you find another word with a short /a/ sound like sat?
What could Humpty Dumpty sit on instead of a wall?
Make up a new verse with him sitting on something else.

JANUARY

With your child, explore PBS Parents to view educational shows focused on Exploring The World Around You: *Dinosaur Train*, <http://www.pbs.org/parents/dinosaurtrain/>; and *Odd Squad*, <http://www.pbs.org/parents/oddsquad/home/>.

	SUNDAY (comprehension)	MONDAY (phonemic awareness)	TUESDAY (phonics)	WEDNESDAY (fluency)	THURSDAY (vocabulary/ word study)	FRIDAY (early numeracy)	SATURDAY (writing)
Week 1	Explain to your child that when they tell the sequence, or order of events in a story, they tell what happens first, next and last.	"Silly Name Game." Have your child replace the first letter of each family member's name with a different letter. For example, "Tob" for Bob.	K is the letter of the day. Trace/draw a " K " together. Write words that begin with the /k/ sound as in kangaroo.	Say a short word (ex. ant, apple). See how many short words your child can think of in 3 minutes. Do the same with the other vowels.	Introduce new words to your child: Run Jump Sand Rock	The numbers of the day are 5 and 15. Have your child practice writing and drawing these numbers. See how many places you can find them today!	With your child, use a flashlight to explore a dark room. Ask your child to describe what they saw and how they felt.
Week 2	Help your child understand sequence by giving them everyday examples, such as a morning routine: First, I wake up. Next, I get dressed. Then, I eat breakfast.	Play "I Spy." "I spy with my little eye something that begins/ends with the /m/ sound." Child replies "milk". Repeat.	Write words with the /th/ sound in white crayon on white paper. Have your child use watercolor paint to reveal and read the words.	Go ahead and read your child's favorite book for the 100th time!	Help your child tell a story of a time when you were playing and having fun.	Play with blocks! Which blocks stack? Which roll? Which slide? Have your child sort the blocks by shape and count the number in each group.	Have your child draw a picture of their favorite toy. Talk about what makes it so special then write about it.
Week 3	Sequence is the order of events in a story. Words such as <i>first</i> , <i>next</i> , <i>then</i> , and <i>last</i> show sequence. Use them when talking about what happens in a story, as you read to your child.	"Jump for Sounds." Say a word and have your child jump for each sound in the word while saying the sound (ex. bat /b/ /a/ /t/ 3 jumps).	L is the letter of the day. Trace/draw an " L " together. Put words that begin with the /l/ sound in a hat and play charades!	See how many snow angels your child can make while reciting the rhyme of the month. No snow? Use carpet!	Make a game with the words from week one. Help your child list the similarities and differences or see who can come up with the most rhyming words or synonyms.	The shape of the day is a circle. Have your child draw a circle. See how many places you can find circles today!	With your child, write the names of your family members. Use one color for consonants and another color for vowels.
Week 4	Read a story to your child and ask questions about sequence. <i>What happened first? How do you know? What happened last?</i>	Play "I Spy." Say, "I spy something with these sounds, /d/, /o/, /g/." Child says "dog". Take turns with your child.	Have your child find objects around your house that have the short /o/ sound (ex. octopus).	Have your child read aloud with you. Speak at the same pace you would in a conversation.	Choose a word from the song of the month (Humpty Dumpty). Have your child share the meaning.	Play with blocks or legos. How many ways can they make ten with two colors of legos? For example, 2 red and 8 blue.	Help your child use a paper lunch bag or sock to make a puppet and tell a story.
Week 5	Teach your child to listen for clue words. <i>First the sky became dark. Then lightning lit up the sky. Next, raindrops started to fall.</i> So they can retell a story.	Have your child act out nursery rhymes with props from around the house or with ones created by your child.	Give your child a word and change the middle vowel to make a new word. Have your child guess the word (ex. "word is sat, change the /a/ to /i/ what is the word?" Child says "sit".)	Write a short play and have your child remember the lines and act it out.	As you take your children out and about, introduce them to a new word from something you see, smell or experience.	Ask your child which of your toys is the heaviest? How do you know? Which of your toys is the longest? How long is it? Line your toys up by size.	Bundle up and go on a winter walk. Ask your child "What do you see outside?" Write about it.

LOCAL RESOURCE: Ingham County has so much to offer, no one calendar could hold it all! Use "Fun Things To Do in Lansing" to look up different activities and locations within Ingham County that your family could explore at www.lansingfamilyfun.com.

SINGING & DANCING, WHAT FUN



Music really is for everyone! Your child will love to hear your voice no matter how well you sing. Build literacy skills through music with songs and rhymes. These help young children recognize individual sounds, patterns and familiar words while developing oral language. Turn up the volume!

Rhyme/Song of the month: Little Boy Blue

Little Boy Blue, come blow your horn.
The sheep's in the meadow,
The cow's in the corn.
But where is the boy who looks after the sheep?
He's under a haystack, fast asleep.
Will you wake him? No, not I!
For if I do, he's sure to cry.

Activities

Can you find words in this rhyme that begin with "bl-"? How many other bl-words can you think of? What words end in "-eep"? How many can you think of? Where's the boy who looks after the sheep? Read this rhyme again, but use your favorite color.

FEBRUARY

With your child, explore PBS Parents to view educational shows focused on Singing & Dancing: The Electric Company, <http://www.pbs.org/parents/electriccompany/home/>.

	SUNDAY (comprehension)	MONDAY (phonemic awareness)	TUESDAY (phonics)	WEDNESDAY (fluency)	THURSDAY (vocabulary/ word study)	FRIDAY (early numeracy)	SATURDAY (writing)
Week 1	With your child, look at details in a story and see if it could really happen or not. <i>"I could come to school on a school bus, but I could not come on a green dragon."</i>	Sing or play a clean up song and encourage your child to join in!	M is the letter of the day. Trace/draw an "M" together. Write words that begin with the /m/ sound as in mouse.	Read the rhyme of the month (Little Boy Blue). When you see a period, make your voice go down. When you see a question mark, make your voice go up.	Introduce new words to your child: Song Instrument Sing Dance	The numbers of the day are 6 and 14. Have your child practice writing and drawing these numbers. See how many places you can find them today!	With your child, write a list of things you will do today. Cross them off the list throughout the day.
Week 2	Realistic stories could really happen; fantasies could not happen in real life. Look at details in a story together to decide if it's realistic or fantasy.	Give your child a sound to listen for as music is playing. For example, drum, chimes, wind instrument.	Sing the rhyme "She sells sea shells down by the sea shore." Have your child clap or jump each time they hear a word with /sh/ at the beginning.	Say a short /i/ word (ex. igloo, iguana). See how many short /i/ words your child can think of in 3 minutes. Do the same with the other vowels.	Help your child tell a story about a time when you were enjoying music.	Sing songs with numbers with your child (5 little monkeys). Ask how do the numbers change as the song goes on? Use your fingers to show the numbers.	Help your child make a card and give it to someone special.
Week 3	As you are reading a story with your child ask questions to decide if a story is a fantasy or fiction. <i>Could that happen in real life? How do you know?</i>	Use common objects as musical instruments (ex. paper towel roll, saucepan and spoon). Ask your child to vary the sounds they make (grrr, whoosh, whaa, mmm).	N is the letter of the day. Trace/draw a "N" together. Write words that begin with the /n/ sound as in nest.	While your child is reading, encourage them to group words instead of reading word by word. When they get to a period, stop before reading the next sentence.	Make a game with the words from week one. Help your child list the similarities and differences or see who can come up with the most rhyming words or synonyms.	The shape of the day is a triangle. Have your child draw a triangle. See how many places you can find triangles today!	Help your child teach someone else how to make a triangle. What do you do first? Next? Last?
Week 4	Ask your child to draw conclusions, or figure out more about characters and events in a story by using what you already know along with evidence from a story.	Play a song and ask your child to listen for a target letter sound or word. When they hear it, have your child clap.	With your child, brainstorm words that have the short /u/ sound as in umbrella. Write the words together and read the list.	Model giving a brief pause when you see a comma in a sentence. Have your child repeat.	Choose a word from the rhyme of the month. Have your child share the meaning.	Ask if your child can count up or back by 1s? 10s? 5s? Make up a song together as you count!	Have your child write the words to their favorite song. Underline all the words that rhyme.
Week 5	Practice drawing conclusions. Ask your child to <i>imagine that a friend goes to the beach all day and comes back with a red face. What happened?</i>	Have your child add hand motions or body movements to a familiar song.	Together with your child, make as many words as you can out of the letters VALENTINE .	Have your child read the words to their favorite songs. Make a song book!	As you take your child out and about, introduce them to a new word from something you see, smell or experience.	Listen to a song that counts up or down. Can your child sing the song backwards?	Help your child make a list of the months of the year. Circle all the words that end with -er .

LOCAL RESOURCE: The City of East Lansing sponsors live musical performances for families as part of the FREE Children's Concert Series. Look for the current Children's Concert Series schedule at www.cityofeastlansing.com/137/Childrens-Concert-Series.

READING ALOUD

Literacy learning begins at birth! Reading out loud to children is one of the most important activities for building understanding and skills needed for reading success. Children at this age level are listening to longer stories, but don't forget to keep them fun and interactive. Books with lots of different kinds of words and pictures will build vocabulary and understanding of new concepts. Snuggle up with a good book!

Rhyme/Song of the month: Little Bo Peep

Little Bo Peep has lost her sheep,
And doesn't know where to find them.
Leave them alone, And they'll come home,
Wagging their tails behind them.

Activities

How many words can you think of that have the long /e/ sound like sheep?
What words begin with "th-"? What sound do the letters "th-" make in those words?
What else could Little Bo Peep lose? Can you rewrite this rhyme with that object?



MARCH

With your child, explore PBS Parents to view educational shows focused on Reading Aloud: The Cat in the Hat, <http://www.pbs.org/parents/catinthehat/>.

	SUNDAY (comprehension)	MONDAY (phonemic awareness)	TUESDAY (phonics)	WEDNESDAY (fluency)	THURSDAY (vocabulary/ word study)	FRIDAY (early numeracy)	SATURDAY (writing)
Week 1	Help your child draw conclusions: <i>My dad was baking cookies. He grabbed the pan with his bare hands. Then he screamed. What happened?</i>	Give your child a word before reading. When they hear the word they can clap, yawn or make a silly face.	O is the letter of the day. Trace/ draw an "O" together. Write words that begin with the /o/ sound as in ostrich.	Read aloud to your child to provide a model of fluent reading. Looking for titles that kids love? Visit whatdowedoallday.com .	Introduce new words to your child: Book Character Setting Story	Help your child set a goal for how many books they think they can read this month. Tally how many books they read each week and add them up at the end of the month!	Read "The Very Hungry Caterpillar" to your child. Help them write a new version of the story with foods they would eat.
Week 2	Explain to your child that people and animals in a story are called characters. Authors usually name and describe the important characters in their stories.	Family story time. Have each member pick a favorite book, poem or nursery rhyme and read it together.	Have your child sound out the word as you change the beginning sound. Ex. the word is spring, take away the /s/, what is the word? Child says ring.	While you read a story with your child today, point out punctuation marks that aid in expression such as question marks, exclamation marks and quotation marks.	Help your child make up and tell a story of someone enjoying a book.	The numbers of the day are 7 and 13. Have your child practice writing and drawing these numbers. See how many places you can find them today!	Help your child write about their favorite thing to do in the spring.
Week 3	When you read a story with your child, get to know each character by focusing on what each one says, does, and feels.	After reading a story to your child, pick words that have 3 sounds. Tell your child the sounds /d/ /o/ /g/ and have them say the word "dog".	P is the letter of the day. Trace/ draw a "P" together. Write words that begin with the /p/ sound as in pig.	Explain to your child how to use punctuation marks to show how your voice changes as you read for each mark.	Make a game with the words from week one. Have your child list the similarities and differences or see who can come up with the most rhyming words or synonyms.	The shape of the day is a square. Have your child draw a square. See how many places you can find squares today!	Help your child teach someone else how to make a square. What do you do first? Next? Last?
Week 4	When you read a story with your child, ask questions about the characters. <i>Who is in the story? What can you remember about the characters?</i>	After reading a story, pick words that have 3-4 sounds. Tell your child the word and have them say the sounds. Ex. dog, child says /d//o//g/.	Have your child find objects around the house that begin with the /ch/ sound.	Read aloud several books on the same topic of interest. Have your child read one after hearing you read.	Choose a word from the song of the month (Little Bo Peep). Have your child share the meaning.	As you read a book, ask your child how many of an item are on a page. See if they can tell just by looking rather than counting.	Have your child read their favorite book. Ask, "Why do you like this book?" Have them tell someone and then write about it.
Week 5	See if your child can describe characters in a story by identifying how they look and act.	Select different sentences from a story and ask your child to count the number of words as you read the sentence.	Write letters/words with your finger on your child's back and have them guess what you wrote. Have your child do the same to you.	Re-read a favorite story omitting an important word, then pause for your child to fill in the missing word.	As you take your child out and about, introduce them to a new word from something you see, smell or experience.	Help your child compare the numbers in a book. Which page has the most of something? The least?	With your child make a list of all of the books you've read this month. Have them put a star next to their favorites.

LOCAL RESOURCE: The Early Childhood Literacy Coalition celebrates literacy with two weeks of free activities and an early literacy celebration every March. Find the full schedule on Capital Area District Libraries' website at www.cadl.org. Look up the ECLC facebook page at www.facebook.com/EarlyChildhoodLiteracyCoalition.

EXPERIMENTING, CREATING & PROBLEM SOLVING



STEAM is education focused on Science, Technology, Engineering, Art, and Math.

Science is everywhere—from animals, plants and the natural world, to health and nutrition, to tools and machines, and more! Children are naturally curious about their world and sciences encourage their love of exploration. Young children use trial and error, an important part of the scientific process. Adults can encourage curiosity by asking questions and allowing children to investigate many different possibilities.

How do you think that works?

Why do you think giraffes have long necks?

What tool would help us do this job?

What will happen to this ice cube when we put it in hot water?

Rhyme/Song of the month: Five little monkeys

Five little monkeys jumping on the bed,
One fell down and bumped his head,
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"
(Repeat with 4, 3, etc.)

Activities

Can you think of more words that rhyme with bed?

How could you sing this song in reverse?

Will the numbers get bigger or smaller as you sing it?

With your child, explore PBS Parents to view educational shows focused on Experimenting, Creating & Problem Solving: SciGirls, <http://www.pbs.org/parents/scigirls/>; and Curious Crew, <https://www.pbs.org/show/curious-crew/>.

APRIL

	SUNDAY (comprehension)	MONDAY (phonemic awareness)	TUESDAY (phonics)	WEDNESDAY (fluency)	THURSDAY (vocabulary/ word study)	FRIDAY (early numeracy)	SATURDAY (writing)
Week 1	Read an informational book with your child. Point out the headings, bold words, pictures and captions.	Give your child 2 sounds. Have a bag for each sound and have your child place items that begin/end with the sound in the correct bag.	Q is the letter of the day. Trace/draw a "Q" together. Write words that begin with the /q/ sound as in quilt.	No punctuation at the end of a line? The sentence continues on the next line and your eyes move quickly without pausing. See if you can find this in a book.	Introduce new words to your child: Pattern Data Cause Effect	The numbers of the day are 8 and 12. Have your child practice writing and drawing these numbers. See how many places you can find them today!	Help your child write a story with facts about their favorite animal.
Week 2	Read a book with a table of contents and index. Show your child how it can help them find what they are looking for.	Go on a listening walk. Let your child pick a letter sound like /t/. Then find items that begin/end with /t/.	Have your child sound out the word as you change the beginning sound. Ex. change <i>mat</i> to <i>fat</i> to <i>sat</i> to <i>bat</i> to <i>cat</i> .	Model reading accurately and at a good pace. Have your voice go up and down as if you are talking while you are reading to your child.	Help your child tell a story about when they were enjoying a STEAM activity.	With your child, collect a bag of items from outside and sort them by something they have in common.	Help your child make up a game or change a familiar game. Write the new directions.
Week 3	Talk about prior knowledge before reading an informational text. Set a purpose for reading and make connections during and after reading to your child.	Sit with the windows open, listen for sounds in the environment. Have your child describe what they hear.	R is the letter of the day. Trace/draw an "R" together. Write words that begin with the /r/ sound as in rake.	With your child, take turns reading aloud at bedtime. Kids enjoy this special time.	Make a game with the words from week one. Have your child list the similarities and differences or see who can come up with the most rhyming words or synonyms.	The shape of the day is a rectangle. Have your child draw a rectangle. See how many places you can find rectangles today!	Help your child make a card for someone special.
Week 4	Using background knowledge can help your child know what to expect in new stories. Ask what they already know about the topic before they read.	Collect items & place in a covered basket. Peek in the basket and say the sounds of an item. Your child names the item. Ex. /s/ /o/ /c/ /k/, child says sock.	Make letter sounds and ask your child to draw the matching letters in sugar or salt on a plate or tray.	Read words in quotation marks, to your child, in the same way the character would say them.	Choose a word from the song of the month (Five Little Monkeys). Have your child share the meaning.	Blow bubbles with your child. How many bubbles did you blow? How many did your child blow? Help your child add or subtract those numbers.	Have your child draw a picture of themselves and label it (head, mouth, etc).
Week 5	Before reading an informational story, ask what your child already knows, what they want to know and what they learned after.	Use common objects as musical instruments. Ask your child to vary the sounds they make (grrr, whoosh, whaa, mmm).	Choose pictures from a magazine or catalog. Write the name of the picture and have your child say the last sound.	Listen to your child read and point out any words they skipped over or read incorrectly.	As you take your child out and about, introduce them to a new word from something you see, smell or experience.	Fill a tub of water and have your child test if a toy will sink or float. Sort the toys and make a tally of how many sunk and how many floated.	Have your child pick one thing they did this week and write a story about it.

LOCAL RESOURCE: The MSU Science Festival is an amazing multi-day series of events that highlights the fields of Science, Technology, Engineering, Arts, and Mathematics (STEAM). For this year's complete schedule visit <https://www.sciencefestival.msu.edu>.

PAINTING THE WORLD



Art is a bridge to literacy. It gives children the opportunity to build literacy skills through fine motor activities, boosts self-confidence and allows children to display their knowledge. Art improves children's higher thinking skills and encourages them to use their imagination. Create a space where it is okay to make a mess.

Rhyme/Song of the month: Hey Diddle Diddle

Hey diddle diddle,
The cat and the fiddle,
The cow jumped over the moon.
The little dog laughed
To see such fun,
And the dish ran away with the spoon.

Activities

- Can you find the two words that have the /oo/ sound in the middle?
- How many other words can you think of that have that sound?
- What is your favorite musical instrument?
- Change the rhyme to include your favorite instrument.

MAY

With your child, explore PBS Parents to view educational shows focused on Painting: Pinkalicious & Peterrific, <http://www.pbs.org/parents/pinkalicious/home/>.

	SUNDAY (comprehension)	MONDAY (phonemic awareness)	TUESDAY (phonics)	WEDNESDAY (fluency)	THURSDAY (vocabulary/ word study)	FRIDAY (early numeracy)	SATURDAY (writing)
Week 1	Explain to your child a plot is what happens in a story, or the most important events. Ask your child what happened in the beginning, middle and end.	Pick a sound (such as /s/) and have your child create a collage by cutting out pictures that begin/end with the sound.	S is the letter of the day. Trace/draw an "S" together. Write words that begin with the /s/ sound as in sun.	Take turns reading a sentence, paragraph or page with your child.	Introduce new words to your child: Artist Color Line Shape	The numbers of the day are 9 and 11. Practice writing and drawing these numbers. See how many places you can find them today!	Teacher Appreciation Week: Help your child make a thank you card for their teacher.
Week 2	Ask your child questions about the events in a story. It will help them remember what they read.	Help your child make a sock puppet and give it a silly name: "Silly Sam, Tickely Tashawn, etc." The "puppet" can ask your child questions.	Use magnetic letters to make three letter words on the refrigerator (cat). Have your child read and use it in a sentence.	Have your child read a favorite book to a friend, neighbor, sibling or relative.	Help your child tell a story about a time when you were doing an art project.	Have your child draw a picture using 8 different colors. Then count the colors and say their names.	Have your child write a list of all of the things that make them happy.
Week 3	Stories have a problem and a solution. Help your child discover the problem and how it was solved.	Have your child "feed" their sock puppet different objects or pictures that have the same beginning, middle or ending sound.	T is the letter of the day. Trace/draw a "T" together. Write words that begin with the /t/ sound as in toy.	Have your child group words into phrases that make sense as they read. Read with feeling!	Make a game with the words from week one. Help your child list the similarities and differences or see who can come up with the most rhyming words or synonyms.	The shape of the day is a rhombus. Have your child draw a rhombus. See how many places you can find a rhombus today!	Choose a letter and have your child hunt for five items beginning with that letter sound. Help your child write those words in a list.
Week 4	Help your child learn about setting. The setting is where and when a story takes place.	Use common objects to make musical instruments. Ask your child to vary the sounds they make (grrr, whoosh, whaa, mmm).	Make a list of words that begin with the /sh/ sound. Read the list together. Highlight the letters that make the /sh/ sound.	Record how many words your child can read at first sight. Practice and try to beat the score.	Choose a word from the rhyme of the month (Hey Diddle, Diddle). Have your child share the meaning.	Have your child gather 10 leaves from outside. Discuss how they are similar and how they are different. Glue them to a sheet of paper to make a work of art!	With your child, use magnetic letters to spell words or names of family members on the refrigerator.
Week 5	Settings (time and place) can be real or make believe. In some stories, the setting is important to the characters or plot. With your child, look for details that tell about the setting.	Use a picture to ask your child to identify items that begin/end with a first sound. (Ex. /t/, /m/, /b/.)	Together brainstorm words that rhyme with hope . Write them together. Are they all spelled the same?	After your child has practiced, use a cell phone and video them reading. Have them follow along to their own reading.	As you take your child out and about, introduce them to a new word from something you see, smell or experience.	Ask your child to draw a picture using the shapes you've learned this year. Say each shape's name out loud.	Summer will be here soon! Have your child write about their favorite things to do in the summer.

LOCAL RESOURCE: This is a great time to get outside and go check out the East Lansing Art Festival! The East Lansing Art Festival Children's Arts Activity Area offers children and their families authentic hands-on, make-and-take arts activities, how-to workshops, and presents live performances. Go to this website to find the most recent information: <http://www.elartfest.com/#intro>.

EXPLORING YOUR COMMUNITY!

Young children are meant to explore their community. Children benefit both from engaging in self-initiated, spontaneous play and from structured experiences. These experiences provide an opportunity to develop oral language skills and vocabulary. Let's go on an adventure!

Rhyme/Song of the month: Baa, Baa Black Sheep

Baa, baa, black sheep,
Have you any wool?
Yes, sir, yes, sir,
Three bags full;
One for the master,
And one for the dame,
And one for the little boy
Who lives down the lane.

Activities

- What word rhymes with wool?
- Can you name a color other than black that begins with "bl-"?
- Change the rhyme to include a different animal.



JUNE

With your child, explore PBS Parents to view educational shows focused on Exploring Your Community: SUPER WHY, <http://www.pbs.org/parents/superwhy/>; and WordGirl, <http://www.pbs.org/parents/wordgirl/parentsandteachers.html>.

	SUNDAY (comprehension)	MONDAY (phonemic awareness)	TUESDAY (phonics)	WEDNESDAY (fluency)	THURSDAY (vocabulary/ word study)	FRIDAY (early numeracy)	SATURDAY (writing)
Week 1	Explain to your child that when you summarize, you briefly tell what happens, or what the story is mostly about. Together, practice summarizing a favorite story.	After reading a story, pick words that have 3-4 sounds. Tell your child the word and have them say the sounds. Ex. you choose dog, child says /d//o//g/.	U is the letter of the day. Trace/ draw a "U" together. Write words that begin with the /u/ sound as in uncle.	Have your child practice reading the same 100-200 word story repeatedly. Time and see how many words are read accurately per minute.	Introduce new words to your child: Number Title Author Sentence	The numbers of the day are 0 and 10. Practice writing and drawing these numbers. See how many places you can find them today!	Put a blindfold over your child's eyes and give them an interesting food to eat (oranges, Pop Rocks). Help them write about what they tasted, felt, smelled.
Week 2	Retelling a story helps readers remember what they read. Have your child identify key events and tell them in order.	Have each member of the family pick a favorite book, poem or nursery rhyme and read it together.	With your child, find three new words in a book. Have them write the words and draw a picture describing what each word means.	Re-read a favorite story omitting an important word pausing for your child to fill in the missing word.	Tell a story about a time when you were playing with words.	Introduce the minute and hour hand on a clock to your child. Together, practice telling time to the hour and half hour.	Help your child make a book about street signs. Have them draw a sign on each page and then write what the sign tells you to do.
Week 3	Tell your child that words such as <i>first</i> , <i>next</i> , and <i>last</i> are clue words about the order of events in a story. Have them try it out with a story they recently read.	Stretch out sounds in words and then have your child say the word at regular speed. Start with 2 sound words then to longer words Ex. iiiittttt, child says "it".	V is the letter of the day. Trace/ draw a "V" together. Write words that begin with the /v/ sound as in vest.	Have your child practice varying their volume and tone to make reading more interesting.	Make a game with the words from week one. Have your child list the similarities and differences or see who can come up with the most rhyming words or synonyms.	The shape of the day is an oval. Have your child draw an oval. See how many places you can find ovals today!	Help your child write about different people and places that are a part of your community.
Week 4	Have your child practice retelling a story in a few sentences.	Use "robot talk" to say the nursery rhyme. Your child hears separated sounds and then puts them together. Ex. you say, /s//i//r/ child says sir.	Have your child sound out the word as you change the beginning sound. (Ex. <i>spring</i> to <i>ring</i> to <i>sing</i> to <i>thing</i> .)	Read each character's words as you think the character would say them.	Choose a word from the rhyme of the month (Baa, Baa, Black Sheep). Have your child share the meaning.	Help your child trace and cut out 2 circles. Cut one circle into 2 equal halves. Cut the other circle into 4 equal fourths. Discuss the difference between halves and fourths.	Have your child read a non-fiction (true) story. List all the new words you learned.
Week 5	Tell your child that good readers keep track of what they read to better remember a story.	Have your child break family and friend's names into chunks as they say them out loud. (Ex. Jon-a-thon)	Brainstorm words that rhyme with make . Write them together. Are they all spelled the same?	Help your child read a poem 3-4 times until they can read it comfortably and with expression.	As you take your child out and about, introduce them to a new word based on something you saw, smelled or experienced.	Together, compare objects in real life using less than or greater than. (Ex. compare the number of rooms upstairs and downstairs.)	Help your child write a thank you card to a community helper and deliver it to them.

LOCAL RESOURCE: Make sure to check out the Be A Tourist In Your Own Town event in Lansing this month! This day allows event participants to visit over 80 local attractions and one-day only special tours that include: Impression 5 Science Center, Potter Park Zoo, the State Capitol Building, the Michigan History Center and so much more! Visit <http://www.lansing.org/events/be-a-tourist/> for more information.

UNDERSTANDING & WORKING WITH NUMBERS



Talking about mathematics builds language skills. Children develop literacy skills as they think about what words mean and decide which words appropriately describe certain objects and situations. Mathematics is an ideal context in which to discuss exactly what words mean. One of the best predictors of later success in school mathematics is how well children understand and tell stories.

Math and literacy: a powerful pair!

Rhyme/Song of the month: The Itsy Bitsy Spider

The itsy bitsy spider
Climbed up the water spout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain.
And the itsy bitsy spider climbed up the spout again.

Activities

- What words rhyme with spout? What words have the /ou/ sound?
- What other words can you think of that start with "sp-?"
- What is your favorite kind of bug? Change the poem with your favorite bug!

JULY

With your child, explore PBS Parents to view educational shows focused on Understanding & Working With Numbers: *Cyberchase*, <http://www.pbs.org/parents/cyberchase/>; *Peg + Cat*, <http://www.pbs.org/parents/peg/>; and *Odd Squad*, <http://www.pbs.org/parents/oddsquad/home/>.

	SUNDAY (comprehension)	MONDAY (phonemic awareness)	TUESDAY (phonics)	WEDNESDAY (fluency)	THURSDAY (vocabulary/ word study)	FRIDAY (early numeracy)	SATURDAY (writing)
Week 1	When reading a story, have your child keep track of who the characters are, what they do, why they do what they do, and how things happen.	Ask your child to shout out numbers that begin/end with sound /t/, "ten, twelve, twenty". Repeat with different sounds.	Have your child brainstorm words that rhyme with sleep . Help your child write the words. Ask your child if the words are spelled the same.	Have your child read a non-fiction book. Re-read parts to increase fluency and comprehension.	Introduce new words to your child: Sort Equal Numbers Addition	The numbers of the day are 20 and 30. Have your child practice writing and drawing these numbers. See how many places you can find them today!	Have your child count to 10 (or higher) and write the word form of each number.
Week 2	Have your child keep track of where and when a story takes place. Re-read to help find out the details.	Help your child, think of 10 words that rhyme or have the same beginning, middle or end sound with the word "glad."	W is the letter of the day. Trace/ draw a " W " together. Write words that begin with the /w/ sound as in water.	Choral Read Aloud Session. Choose a book that's easy for your child to read. Have your child read aloud at the same pace with you.	Have your child tell a story about a picture or photo.	Collect rocks outside. Ask your child "how many groups of 2 can you make? How many groups of 3? Groups of 4? Are there any leftover rocks?"	Ask your child, "How many words can you think of that start with the same letter as your first name? Write them and then count the words."
Week 3	After reading a story, ask your child, "Who is in the story? What happens? Why did it happen?"	Say this rhyme with your child - "Riddle dee dee, riddle dee dee. Can you jump the number of syllables in your name for me?" Have child jump. Repeat with other names.	Say letter-sounds. Have your child write the letter or letters that match the sound.	Encourage your child to re-read a favorite book.	With your child, make a game with the words from week one. List the similarities and differences or see who can come up with the most rhyming words or synonyms.	The shape of the day is a hexagon. Help your child draw a hexagon. See how many places you can find hexagons today!	Help your child make a book about time . Write the different times of day and what you do at those times (example: 7:00 AM- I wake up.)
Week 4	Ask clarifying questions to better understand what your child reads. Ask questions before, during and after reading.	Say this rhyme with your child - "Riddle dee dee, riddle dee dee. Can you jump this number (hold up fingers) for me?" Have child jump. Repeat with different number of fingers.	X is the letter of the day. Trace/ draw an " X " together. Write words that end with the /x/ sound as in fox.	Time your child reading a short story. Graph it multiple times.	Choose a word from the rhyme of the month. Have your child share the meaning.	Help your child draw pictures to show subtraction problems you encounter in your day. (Within 10 for K, within 20 for 1st grade).	Help your child fill in the blank. In summertime I see.... In summertime I feel.... In summertime I taste.... In summertime I smell.... I hear....
Week 5	Ask your child questions by re-reading and using evidence from the story.	Say a word and have your child count the number of sounds in the word.	Play a word game: Have your child sound out the word as you change the ending sounds. Ex. <i>flip</i> to <i>flop</i> to <i>flap</i> to <i>flag</i> .	Encourage your child to read accurately and not skip words. Provide feedback for their errors.	As you take your child out and about, introduce them to a new word based on something you saw, smelled or experienced.	Ask your child addition and subtraction facts. Ask them how they solved it and if they could come up with another strategy. Use objects as needed.	With your child, write a list of fun things to do together and then pick one to do today.

LOCAL RESOURCE: Impression 5 Science Center is an interactive, local resource that supports science and mathematical thinking in children of all ages. Explore the properties of water, make a life-sized bubble and enjoy many other creative challenges. Visit <https://impression5.org/> for a complete list of summer programs and exhibits.

PLAYING OUTSIDE IS FUN



Remember playing outside as a child—the sense of freedom and wonder? Your outdoor area is a literacy-rich environment where children can experiment with language, letters and words. Talk about all of the new things you see and hear outside—birds, squirrels, clouds, sticks and stones.

Not all classrooms have four walls!

Rhyme/Song of the month: Mary Had a Little Lamb

Mary had a little lamb,
Its fleece was white as snow.
And everywhere that Mary went,
The lamb was sure to go.
It followed her to school one day,
Which was against the rules.
It made the children laugh and play
To see a lamb at school.

Activities

Can you tell which letters make the /o/ sound in snow and go?

How are they different?

What word in the rhyme starts with “sn-”? What other words start with that?

Can you make up a new rhyme with your favorite animal and your name?

AUGUST

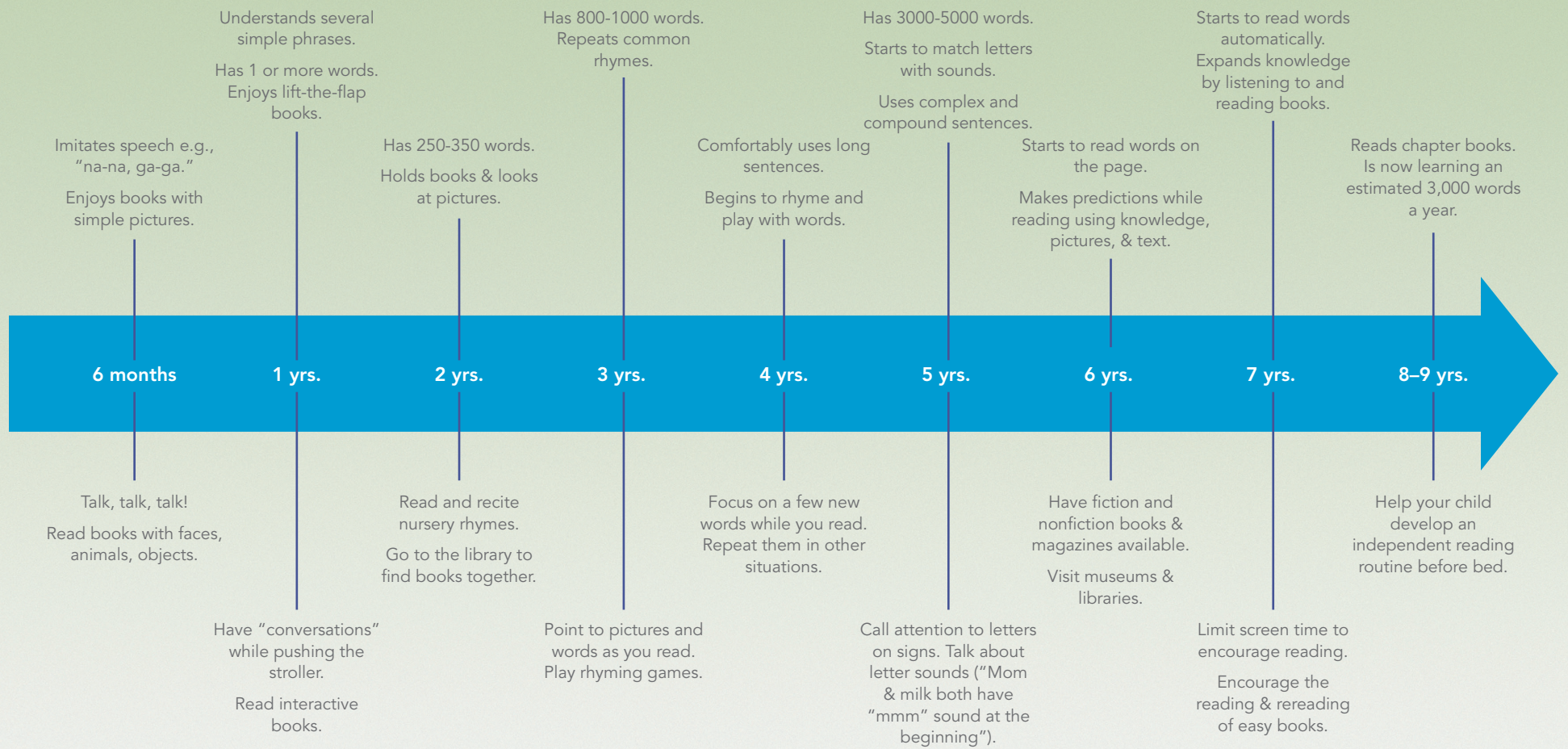
With your child, explore PBS Parents to view educational shows focused on Outside Play: The Ruff Ruffman Show, <http://www.pbs.org/parents/ruff/home/>.

	SUNDAY (comprehension)	MONDAY (phonemic awareness)	TUESDAY (phonics)	WEDNESDAY (fluency)	THURSDAY (vocabulary/ word study)	FRIDAY (early numeracy)	SATURDAY (writing)
Week 1	With your child, talk about facts and details that support major ideas in a story.	Have your child select a book and share the book with a neighbor while reading outside.	Y is the letter of the day. Trace/ draw a “ Y ” together. Write words that begin with the /y/ sound as in yard.	Have your child practice reading the names of their family members, classmates and friends.	Introduce new words to your child: Insects Squirrels Clouds Sticks Stones	The numbers of the day are 40 and 50. Help your child practice writing and drawing these numbers. See how many places you can find them today!	With your child, go on a bug hunt! What kind of insects can you find? Write a story about what you found.
Week 2	Explain to your child that when readers visualize a story, they create a picture of it in their minds.	Go to the park with your child and Play “I Spy” using sounds. (Ex. “I spy something with these sounds, /d/, /o/, /g/.” Have your child do the same.)	Help your child brainstorm words that rhyme with hike . Write the words together. Are they all spelled the same?	Looking at the ABCs, how many sounds can your child say in one minute? Have your child repeat to try to beat their fastest time.	Have your child tell a story about a picture or photo.	Help your child measure around two trees with a string. Ask your child, “Which tree is larger? Which is smaller?”	Help your child practice letter writing with water and paint brushes on the sidewalk.
Week 3	Help your child to visualize a story by using their senses. Try to see what is happening, smell the smells, hear the sounds.	As your child is settling into quiet time, recite the nursery rhyme in a whisper voice and invite your child to join in.	Z is the letter of the day. Trace/ draw a “ Z ” together. Write words that begin with the /z/ sound as in zebra using sidewalk chalk outside.	With your child, re-read books about outdoor adventures and nature under the trees.	With your child, play an alphabet game. The adult calls out a letter, and the child responds with a word that begins with that letter.	The shape of the day is an octagon. Help your child draw an octagon. See how many places you can find octagons today!	With your child, go outside and close your eyes. Listen to the different sounds. Make a list of everything you hear.
Week 4	Have your child close their eyes and picture the story as you read it out loud to them.	Go on a listening walk. Have your child pick a letter sound and find items that begin/end with the sound. Ex. /k/ kitten, rock.	With your child, play “Memory” or “Go Fish” using alphabet cards.	Help your child write letters on paper cards. Place them around the house next to something that “begins” with that sound. B - book, C - coffee, L - lamp.	With your child, choose a word from the rhyme of the month (Mary Had a Little Lamb). Have your child share the meaning.	With your child, write numbers on the sidewalk or driveway. Call a number, have your child run to that number or two numbers that add up to the original number.	With your child, search for shapes and designs in the clouds. Write a story about it.
Week 5	Have your child re-read a sentence or story when they are inaccurate. Ask questions to check for understanding.	“Jump for Sounds.” Say a word and have your child jump for each sound in the word while saying the sound. Ex. fish, 3 jumps /f/i//sh/.	Have your child practice drawing and writing letters in shaving cream or pudding.	Looking at the ABCs, how many sounds can your child say in one minute? Have your child repeat to try to beat their score.	As you take your child out and about, introduce them to a new word based on something you see, smell or experience.	With your child, go on a scavenger hunt to find groups of a certain number. Repeat with a different number. Determine how many total objects there are.	Help your child make a card and give it to someone special.

LOCAL RESOURCE: Play is an important part of a young child’s healthy development and learning. There are many locations in Ingham County that provide activities for families to play and explore alongside their children; many of which are free. Visit <http://www.cadl.org/events> to see the most current events list. You can also visit <http://www.wkar.org/community> for a list of current events.

A DEVELOPING READER'S JOURNEY TO THIRD GRADE

A reader's typical milestones



Ways adults can support children's language and reading

Develop a habit of talking and reading from birth to build up children's knowledge. Sing songs and play games. Elaborate on what they say to increase their language, then tell your own stories—about what happened on the bus, what you saw on the news, what you heard on the radio—and encourage them to tell theirs. Make reading a routine. Babies enjoy being held and talked to while looking at simple picture books. Toddlers like to look at pictures while lifting flaps and feeling textures and hearing rhymes. Children age 4-9 enjoy longer stories and repeated reading of favorite stories and nonfiction books. Make a point of reading chapter books out loud—listening is tough work for kids at first, but easier with practice; it is valuable for children's language growth to hear great stories that are beyond their reading ability. It is also great fun for caregivers and children alike to read together.

Source: Lesaux, N., "Turning the Page: Refocusing Massachusetts for Reading Success," Strategies for Children, 2010.



SOME HELPFUL TERMS TO KNOW

Child care providers and teachers might use some of the following terms when talking to you about how your child is learning to read. You will find that many of these terms are used in this calendar.

- **alphabetic knowledge**—Knowing the names and shapes of the letters of the alphabet.
- **big books**—Oversized books that allow for the sharing of print and illustrations with children.
- **blending**—Putting together individual sounds to make spoken words.
- **developmental spelling**—The use of letter-sound relationship information to attempt to write words.
- **emergent literacy**—The view that literacy learning begins at birth and is encouraged through participation with adults in meaningful reading and writing activities.
- **environmental print**—Print that is a part of everyday life, such as signs, billboards, labels, and business logos.
- **experimental writing**—Efforts by young children to experiment with writing by creating pretend and real letters and by organizing scribbles and marks on paper.
- **invented spelling**—See developmental spelling.
- **literacy**—Includes all the activities involved in speaking, listening, reading, writing, and appreciating both spoken and written language.
- **phonemes**—The smallest parts of spoken language that combine to form words. For example, the word hit is made up of three phonemes (/h/ /i/ /t/) and differs by one phoneme from the words pit, hip and hot.
- **phonemic awareness**—The ability to notice and work with the individual sounds in spoken language.
- **phonological awareness**—The understanding that spoken language is made up of individual and separate sounds. In addition to phonemes, phonological awareness activities can involve work with rhymes, words, sentences, and syllables.
- **pretend reading**—Children’s attempts to “read” a book before they have learned to read. Usually children pretend to read a familiar book that they have practically memorized.
- **print awareness**—Knowing about print and books and how they are used.
- **segmentation**—Taking spoken words apart sound by sound.
- **spoken language**—The language used in talking and listening; in contrast to written language, which is the language used in writing and reading.
- **syllable**—A word part that contains a vowel or, in spoken language, a vowel sound (e-vent, news-pa-per, pret-ty)
- **vocabulary**—The words we must know in order to communicate effectively. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

WHY READ 20 MINUTES AT HOME EVERY DAY?



Student “A” reads:

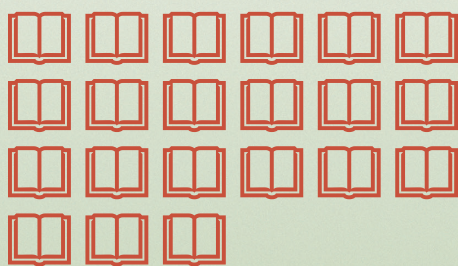


Student “B” reads:



Student “C” reads:

🕒 20 min. per day
 = 3,600 min. per school year
 = 1,800,000 words per year
 Scores in the 90th percentile
 on standardized tests



🕒 5 min. per day
 = 900 min. per school year
 = 282,000 words per year
 Scores in the 50th percentile
 on standardized tests



🕒 1 min. per day
 = 180 min. per school year
 = 8,000 words per year
 Scores in the 10th percentile
 on standardized tests



If a student starts reading 20 minutes per night at home in kindergarten, by the end of the 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3 school days. This gap in reading experience and resulting vocabulary knowledge adds up over time.

Want to be a better reader? Just



Repeat the book Engage and enjoy Ask questions Do more

SPONSORS

This calendar was completed in partnership with Ingham Intermediate School District, WKAR, Capital Area District Libraries, and Ingham Great Start Collaborative to promote literacy within our community.



FAMILY LITERACY CALENDAR WORKGROUP

Effie Alofoje-Carr, Parent

Jessica Baker, Parent

Tara Becker-Utess, Ingham Intermediate School District

Wendy Boyce, Ingham Great Start Collaborative

Jennifer Bricarell, Ingham Intermediate School District

Laura Colligan, Ingham Intermediate School District

Kae Dubay, Parent

Marisela Garza, Capital Area District Library

Heidi Gascon, Ingham Intermediate School District

Jolee Hamlin, Capital Area District Library

Corrie Meryn, Ingham Intermediate School District

Jen McCloud, Ingham Intermediate School District

Michelle Nicholson, Ingham Intermediate School District/Ingham Great Start Collaborative

Robin Pizzo, WKAR

Shelly Proebstle, Ingham Intermediate School District

Stephanie Thelen, Ingham Intermediate School District

Mary Jo Wegenke, Ingham Intermediate School District

THANK YOU

Special thanks to the Early Learning Calendar Workgroup for inspiration and permission to use content from the Ingham Early Learning Calendar.

These materials were developed under a grant by the Michigan Department of Education and the US Department of Education.