Web resources for parents

You will find more information and ideas at these web addresses, which were all active in July 2013. You can print from these web sites if you want your own copies.

**Partnership for Reading’s “A Child Becomes A Reader”**

**Reading is Fundamental**
Lots of things for parents and children to do

**Scholastic**
Print out the Read and Rise booklet
http://www.scholastic.com

**United States Department of Education**
Learn about No Child Left Behind and how to help your child
http://www.ed.gov/parents/landing.jhtml?src=pn

**Family Literacy Special Collection**
Websites for parents/caregivers and kids
http://literacy.kent.edu/Midwest/FamilyLit/parent_links.html

**Early Childhood Education**
Publications for Parents
http://www.ed.gov/about/pubs/intro/index.html

**International Reading Association**
Parent brochures (also available in Spanish)
http://www.reading.org/informationfor/parents.aspx

**Moving America to the Head of the Class: 50 Simple Things You Can Do**

**American Library Association**
Print out the “Born to Read: How to Raise a Reader” booklet
http://www.ala.org/Template.cfm?Section=literacy&template=/ContentManagement/ContentDisplay.cfm&ContentID=99459

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Read and write with your little one.

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Ohio Literacy Resource Center
Enhancing Adult Literacy

http://literacy.kent.edu

Compliments of the:
Ohio Literacy Resource Center
0-3 Years Old

Literacy Tips for Children

WHAT TO LOOK FOR
From birth to eight months, a baby will
   React to your voice
   Laugh and babble
   Make noises to show interest and to get your attention
   Learn to understand names of common people and things

From 8 months to 18 months (1 1/2 years), a baby
   May be able to say 2 or 3 words
   Will babble in long strings that sound like sentences
   Can understand many words
   Will make noises to get help or to get your attention
   Will look at picture books with you

Toddlers (18 months—3 years)
   May be able to say 200 different words
   Will put words together in simple sentences
   Will know the names of many common things in the house
   Will enjoy listening to stories for short periods of time
   Will begin to play pretend games

HOW FAMILIES CAN HELP
   Learning begins with good health. Good food and enough sleep are important.
   Spend time with your child. Play with him or her. Include your child in family activities.
   Talk to your child all of the time. Sing. Whisper. Make different sounds. Play singing and clapping games.
   Let your child play with toys that have different shapes and that feel different, like teddy bears and pillows.
   Let your child see you reading and writing.
   Teach your child ideas like “up-down” or “in-out”. When you swing your child in play, say “Up we go! Down we go!”
   Look at picture books with your child. Young children like books with big, bold pictures. Point to things in the books. When your child starts to talk, ask him or her to find things in the book (“Where’s the truck?”).

WHAT KINDS OF BOOKS TO LOOK FOR
   Books showing how to make things
   Mystery and adventure stories
   Books about collecting things
   Information books

GOOD BOOKS FOR CHILDREN


Curious George. Houghton Mifflin, 1974. Silverstein,


WHAT TO LOOK FOR
Your child will begin to read. He or she will know some words by sight and figure out other words by sounding them out and checking to see if the guesses make sense.

Your child will begin to read evenly, with expression.

Your child will know about the parts of books. He or she will also know about different types of books, such as made up stories or true stories.

Your child will be able to tell you about what he or she has read.

Your child will read for fun and to learn. He or she will have favorite kinds of books or favorite authors.

Your child will write notes, sentences, letters, and paragraphs. More words will be spelled right. Your child’s writing will get longer. You will be able to read what your child has written.

HOW FAMILIES CAN HELP
Ask open-ended questions, such as, “What do you think? Why?” to help your child become a good problem-solver.

Make reading and writing something that happens everyday in your home. Let your child see you reading and writing. Encourage your child to read and write during free time.

Visit the public library every week. Help your child get his or her own library card. Help your child check out books, books on tape, puzzles, etc.

Read to your child every day, even after your child learns to read.

Listen to your child read. Help him or her with tricky words by saying, “Skip it and read to the end of the sentence. Now try again—what makes sense that looks like the word you see?” Tell your child he or she is a good reader.

Play word games, such as thinking of different words to describe the same thing, 20 Questions, or I Spy.

Support your child’s writing. Have writing materials, such as paper, markers, or notebooks. Read what your child writes. Tell your child he or she is a good writer.

Limit TV to no more than 2 hours per day.

WHAT KINDS OF BOOKS TO LOOK FOR
Cloth or vinyl books that are easy to clean
Books with familiar objects
Books with bright, simple pictures and patterns
Board books with thick pages
Books with songs or simple stories
Stories about thing’s that happen in your child’s life: going to bed, being a messy eater, missing mom

GOOD BOOKS FOR CHILDREN
WHAT TO LOOK FOR
Your child will show interest in books and ask adults to read to him or her. Your child may have favorite books and authors. Your child may ask for favorite books to be read again and again. Your child will guess about what will happen in a story. You can help by asking, “What do you think is going to happen?” Your child may ask questions about stories, make comments about stories, and connect stories to his or her life. Your child may like to retell or act out stories or parts of stories. Your child will pretend to read. Your child will learn that we read the print, not the pictures. He or she will begin to look at the print when someone reads a book your child knows. Your child will scribble or pretend to write. Over time, he or she will begin to use letters. By kindergarten, your child will begin to use sounds to write letters. For example, the word “ball” might be written “B” or “BL.” Your child will begin to learn the ABCs. By the end of kindergarten, she or he will know all the letters, know some words by sight, and know how to rhyme.

HOW FAMILIES CAN HELP
Point out print in everyday life—the back of the cereal box, toys, fast food restaurants, traffic signals. This helps children learn that print is all around them. Sing songs, say little poems or Mother Goose rhymes, and play rhyming word games with your child. Rhyming will become important as children learn to read. Tell stories to your child. Read aloud to your child. Point to the words on the page. Move your finger from left to right as you read. Ask older children to read to younger children. Ask your child to read to you (or to pretend-read to you). Make this reading fun. Don’t worry if your child does not read all the words right. Make sure your child knows that you think he or she is a good reader. Go to the library together. Check out books together. The librarian can help you find good books for your child. Have books, magazines, and newspapers around the house. Let your child see that you like to read. Ask your child to write. Ask your child to read the writing to you. Praise him or her for being such a good writer. Don’t worry about spelling.

WHAT KINDS OF BOOKS TO LOOK FOR
Stories that rhyme
Stories that repeat sentences and words
Adventures or silly stories
Books about giants, monsters, dinosaurs, machines, and animals acting like people
Books with poems

GOOD BOOKS FOR CHILDREN
Williams, Vera B. Cherries and Cherry Pits. Greenwillow, 1986.