

## 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"

Print out tips to help your child with reading. [http://  
http://lincs.ed.gov/publications/html/parent\\_guides/birth\\_to\\_pre.html](http://http://lincs.ed.gov/publications/html/parent_guides/birth_to_pre.html)

### Reading is Fundamental

Lots of things for parents and children to do  
[http:// http://www.rif.org/us/literacy-resources/activities.htm](http://http://www.rif.org/us/literacy-resources/activities.htm)

### 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](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

<http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED382312>

### 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/Content  
Display.cfm&ContentID=99459](http://www.ala.org/Template.cfm?Section=literacy&template=/ContentManagement/ContentDisplay.cfm&ContentID=99459)

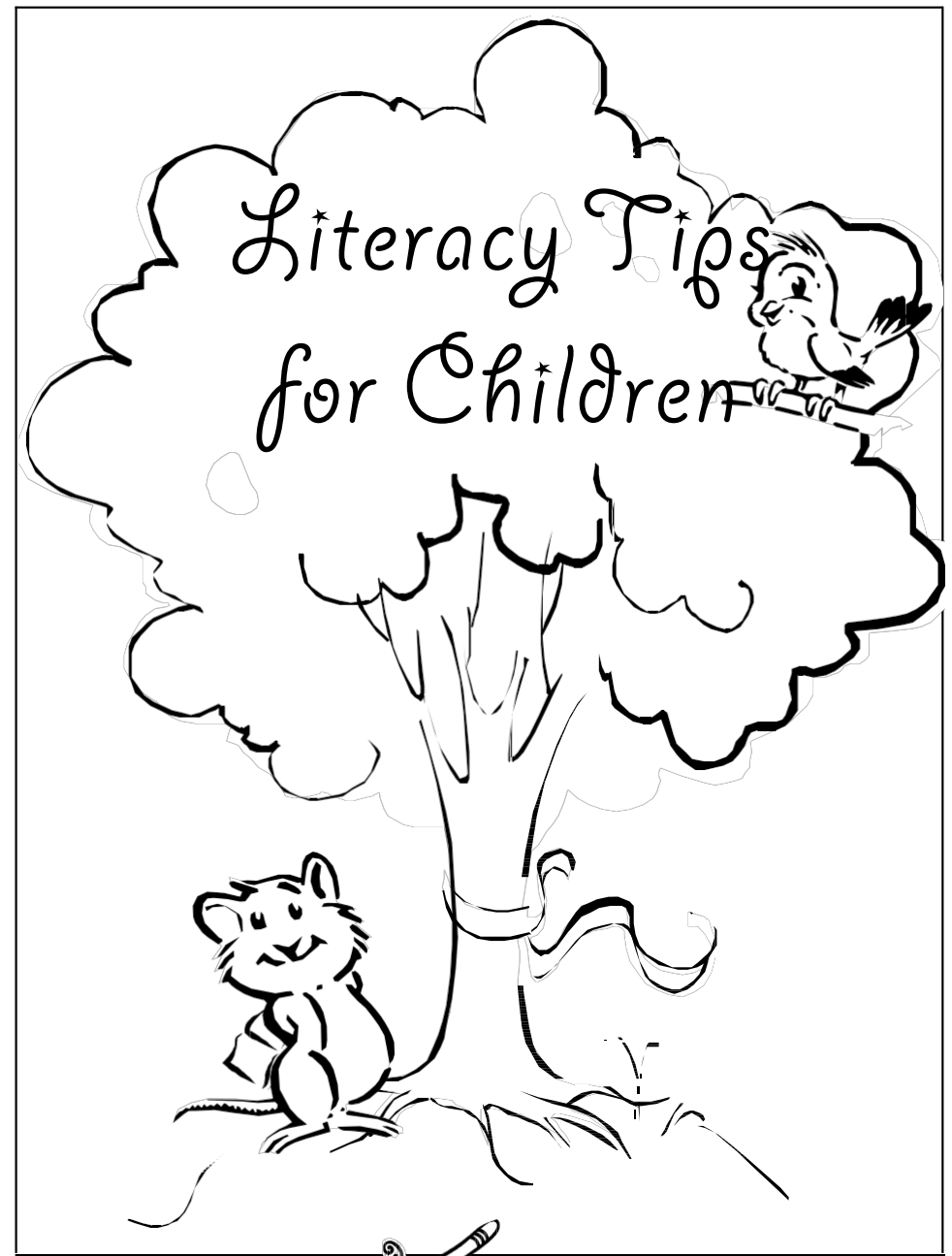


# Read and write with your little one.

Ohio Literacy Resource Center

Enhancing Adult Literacy

<http://literacy.kent.edu>



# Read and write with your little one.

Compliments of the:

Ohio Literacy Resource Center



## 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

- Atwater, Richard, and Atwater, Florence. *Mr. Popper’s Penguins*. Little Brown., 1988.
- Cleary, Beverly. *Ramona Quimby, Age 8*. Camelot, 1992.
- DePaola, Tomie. *Strega Nona*. Prentice Hall, 1975.
- Hall, Donald. *The Ox-Cart Man*. Live Oaks Media, 1979.
- Jackson, Ellen. *Cinder Edna*. Mulberry Books, 1998.
- Khalsa, Dayal. *How Pizza Came to Queens*. Crown, 1983.
- Lobel, Arnold. *Days with Frog and Toad*. Harper Trophy, 1984.
- Milne, A.A. *Now We Are Six*. E.P. Dutton, 1988.
- Parish, Peggy. *Amelia Bedelia*. HarperCollins, 1986.
- Rey, H.A. *Curious George*. Houghton Mifflin, 1974.
- Silverstein, Shel. *The Giving Tree*. HarperCollins, 1986.
- Steptoe, John. *Mufaro’s Beautiful Daughters*. Lothrop, Lee & Shepard, 1987.
- Waber, Bernard. *Ira Sleeps Over*. Houghton Mifflin, 1979.
- Waters, Kate. *Sarah Morton’s Day: A Day in the Life of a Pilgrim Girl*. Scholastic, 1989.
- White, E.B. *Charlotte’s Web*. HarperCollins, 1952.
- Wilder, Laura Ingalls. *Little House in the Big Woods*. HarperCollins, 1953.



## 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 things that happen in your child's life: going to bed, being a messy eater, missing mom

## GOOD BOOKS FOR CHILDREN

Ahlberg, Janet & Ahlberg, Allan. *Peek-a-Boo*. Viking, 1981.

Asch, Frank. *Mooncake*. Simon & Schuster, 1986.

Aylesworth, Jim. *The Goodnight Kiss*. Atheneum, 1993.

Brown, Marc. *Hand Rhymes*. Dutton, 1985.

Brown, Margaret Wise. *Goodnight Moon*. HarperCollins, 1947.

Burningham, John. *The Blanket*. Crowell, 1976.

Chorao, Kay. *Baby's Lap Book*. Dutton, 1977. Crews,

Donald. *Freight Train*. Greenwillow, 1978. Daly, Niki.

*Not So Fast, Songololo*. Atheneum, 1986.

DePaola, Tomie. *Tomie DePaola's Mother Goose*. Putnam, 1985.

Hill, Eric. *Where's Spot?* Putnam, 1980.

Hoban, Tana. *1, 2, 3*. Greenwillow, 1985.

Isadora, Rachel. *I See*. Greenwillow, 1985.

Johnson, Angela. *Mama Bird, Baby Bird*. Orchard, 1994.

Kunhardt, Dorothy. *Pat the Bunny*. Golden, 1962 (1940).

Ople, Iona. *My Very First Mother Goose*. Candlewick Press, 1996.

Ormerod, Helen. *Friends*. Simon & Schuster, 1981.

Watanabe, Shiféo. *How Do I Put It On?* Philomel, 1979.

Wells, Rosemary. *Max's Bedtime*. Dial, 1985.



## 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

- Bemelmans, Ludwig. *Madeline*. Viking, 1977.
- Brett, Jan. *The Mitten*. Putnam, 1989.
- Brown, Marcia. *Stone Soup*. Aladdin, 1987.
- Cannon, Janell. *Stellaluna*. Harcourt Brace, 1993.
- DeRegniers, Beatrice. (Ed.). *Sing a Song of Popcorn: Every Child's Books of Poems*. Scholastic, 1988.
- Dr. Seuss. *The Cat in the Hat*. Random House, 1957.
- Eastman, P.D. *Go Dog, Go!* Random House, 1961.
- Freeman, Don. *Corduroy*. Viking, 1985.
- Hoberman, Mary Ann. *A House is a House for Me*. Viking, 1982.
- Jordon, Martin, and Jordon, Tannis. *Amazon Alphabet*. Kingfisher, 1996.
- McCloskey, Robert. *Blueberries for Sal*. Viking, 1941.
- McCloskey, Robert. *Make Way for Ducklings*. Viking, 1941.
- McDonald, Megan. *My House Has Stars*. Orchard, 1996.
- Numeroff, Laura. *If You Give a Moose a Muffin*. HarperCollins, 1991.
- Pinkney, Andrea. *Bill Pickett—Rodeo-Riding Cowboy*. Gulliver, 1996.
- Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Aladdin, 1992.
- Williams, Vera B. *Cherries and Cherry Pits*. Greenwillow, 1986.
- Wood, Audrey. *The Napping House*. Harcourt Brace, 1991.
- Young, Ed. *Lon Po Po: A Red-Riding Hood Story from China*. Philomel, 1989.
- Zion, Gene. *Harry the Dirty Dog*. HarperCollins, 1956.