

Two Chapters from "Bonding While Learning"

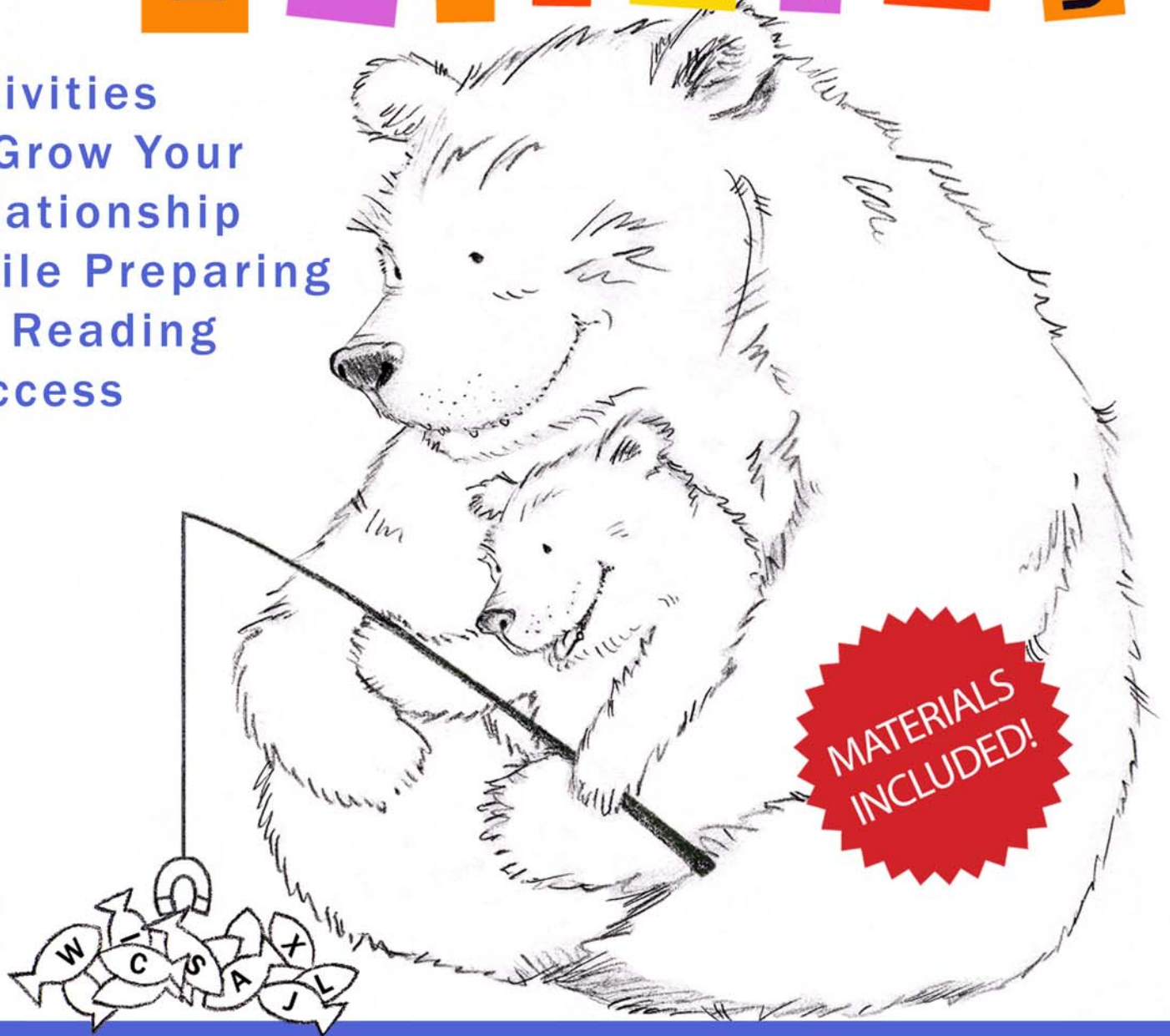
Ages
3 to 6
Years

B **o** **n** **d** **i** **n** **g**

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Activities
to Grow Your
Relationship
While Preparing
for Reading
Success



Gary Lee Kosman & Grace May Chiu

An America Learns Publication

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Two Chapters from "Bonding While Learning"

Bonding While Learning Reviews

"Finally, anyone looking for educational activities to do with their kids has to look no further than this book!"

- Stacy DeBross
CEO, Mom Central, Inc.

"This book is beneficial to every child who is lucky enough to have a parent, a grandparent, or an older sibling to take the time to use it.... I know of no other outside-the-classroom literacy resource for young children and their families that's so thorough and yet so easy to understand and use immediately."

- Dorothy Aronoff
Preschool & elementary teacher of more than 30 years

"As a former kindergarten teacher, preschool teacher, and NAEYC-accredited preschool program director, but most importantly as the parent of a preschooler, I wholeheartedly recommend this book to anyone who wants to work one-on-one with a child to help develop early literacy skills. Many parents turn to flash cards and workbooks, but young children learn much more readily and easily through developmentally appropriate games and fun activities. Finally, here is a resource that explains this to parents in clear, easy-to-understand language, using concrete examples and materials with which you can simply cut out of the book and play. If you are truly interested in preparing a child for reading success, I also recommend THE READ-ALoud HANDBOOK by Jim Trelease, which educates the reader on how to make the most of the read-aloud experience. These two books complement each other well and could be great blessings to any preschooler or kindergartener whose parents/grandparents would take the time to read and use them."

- Posted by a reader on Amazon.com in Nov. 2007

"I believe that your book's philosophy is inspiring and great for schools as well as for individual families. Thank you for making such an outstanding book for our teachers and families."

- Carol Bovil
Director, Mann Family Early Childhood Center; Los Angeles, CA

"Wow this book is really great! I loved the fact that in the beginning it gave important information about the book and the authors. It is also great that it explains how to praise your child for their accomplishments. The activities and the materials provided were easy to understand and work with and provided time for me to sit down individually with my child and work on them. He was very excited to work on the different projects and we often did more than one at a time at his request."

- iParenting Media Awards Reviewer

"This book has been a welcome addition to our household. I had been worried that my youngest of three sons (age 4) was not getting enough individual attention in our homeschooling.... *Bonding While Learning* provided the perfect opportunity to spend quality time cuddling with him on the couch while feeling confident that I was "officially" educating him...."

"It is exciting to see an educational resource that values the time parents spend with children, promoting "bonding" as an important component in academic progress. I also appreciate the fact that *Bonding While Learning* is not stuck on an age-appropriate timeline. Realizing that children do not learn in a cookie-cutter style, the authors encourage parents to use the activities in any order that works for them and their unique child...."

- Deborah Burt
The Old Schoolhouse Magazine, LLC (June 2007)

"I have given two books to friends becoming grandmothers and they loved the book. We all think it's a fabulous tool to interact with your children and or grandchildren. I will be purchasing more in the future."

- Leslie Loudon
Henderson, NV

Get your copy at www.americalearns.net/families.htm or by calling 310-689.0542.

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ABOUT THIS BOOK

What *Bonding While Learning* is About

We created this book to help you spend meaningful, quality time with your child that not only builds your relationship but also supports your child's early literacy growth. While you'll always be able to purchase books of worksheets and electronic games for your child to practice specific skills, there won't always be time to develop those skills while forming closer bonds with one another. When you can create those bonds with smiles and hugs while preparing your child for reading success, what can be better?

Using the Book

Bonding While Learning is full of fun, engaging activities that you can use over several years. Many of the activities will provide you with answers to specific questions, while you can use others whenever you read or even take a walk with your child.

Since every child is unique and is ready to grasp new skills and knowledge at different stages, there's no need for you to go through the activities in the order they're listed. Use the activities to answer a specific question you have or when your child is ready for them. The top of each activity tells you when it's appropriate to use it.

So if your child is just beginning to recognize the letters of the alphabet, check out the activities in the section called "Recognizing the Letters of the Alphabet." If you're wondering how to help your child learn to write his or her name, check out the activity called Learning to Write and Recognize Your Name. If your child isn't ready to begin learning his or her letters, your child is never too young to be read to, so check out the sections called "Reading With Your Child" and "Understanding What You're Reading Together." Discover new parts of the book as your child continues to grow and learn with you.

The Materials You Need Are Already Here.

We want you and your child to spend as much time as possible doing these activities (rather than preparing for them), so we've included a wealth of the materials you'll need. Check out the materials section beginning on page 93.

Special Out-And-About Extension Activities™

Today's parents are often on the run with their children, taking them to the grocery store, to the doctor, to dinner with family and friends. Just because you're on the run doesn't mean you don't have time to grow closer with your child while supporting his or her learning. That's why many *Bonding While Learning* activities come with Out-And-About Extension Activities™ that you can use in the car, in line at the store, at a restaurant, and even in the pediatrician's waiting room.

Special At-Home Extension Activities

You can use *Bonding While Learning* activities almost anywhere, but some activities are especially good for home. Keep your eyes peeled for those activities with special At-Home Extension Activities for more ideas on spending quality bonding and learning time together.

THE BONDING WHILE LEARNING TEAM

Grace May Chiu, Co-Author & Cover Illustrator

Grace has worked with thousands of children and youth across the country as a National Blue Ribbon teacher, technology educator and literacy professional developer. She is not only a literacy expert in theory, but in practice as well, serving as America Learns' Reading Strategies Expert. She has also worked with young people in Los Angeles, Baltimore, and Boston. Grace is currently a Ph.D. candidate in Urban Education at the University of California.

Gary Lee Kosman, Co-Author

Gary is the founder and CEO of America Learns (www.americlearns.net). He has been involved in multiple facets of the education sector, from serving on the external evaluation team for the City of Los Angeles' LA's BEST after-school program to co-authoring *A Compact for Reading* (1999). He has also worked with The City of St. Louis' Head Start program, the Children's Math Worlds project, and the Los Angeles Times' Reading by 9 initiative. Gary spends much of his free time volunteering as a children's sports coach.

Kim Carmel, Inside Section Illustrator

Kim writes and does graphic design for several organizations, including the University of California, Spa magazine and others. In 2005, she co-created *Famous Pairs: A Deliciously Absurd Collection of Portraits*. When away from the computer, Kim enjoys running, photography and catching up on a good book.

Two Chapters from "Bonding While Learning"

The One Activity That's Just for You: Knowing When & How to Celebrate Your Child's Effort & Accomplishments

Why this page matters:

Children and adults need to practice what they're learning in order to master it. So if your child doesn't immediately grasp certain material in this book, know that that's okay and perfectly normal. The ideas on this page will help you celebrate your child's path towards mastering his or her new skills and knowledge.

The basics:

When celebrating your child's efforts or accomplishments, explicitly state what he or she did that led you to celebrate.

Example #1: Rather than saying, "Good Job," you can make specific statements such as:

"Nice job sounding out letter A!"

"I see you looking at the pictures to help you think about what will happen next. That's a great way to help you read! It shows me you're understanding what's going on with [character names]."

"You're asking such great questions about the story. Good for you!"

"You used to get so frustrated when you made a mistake that you stopped playing. Now, you don't let a little mistake upset or distract you. Instead, you stick with the activity and keep going! You should be proud of yourself; I am."

Example #2: Share how your child's efforts make you feel and ask your child how he or she feels.

"I love it when you _____."

"I'm proud that you worked so hard at _____."

"When you _____, I feel _____. How does it make you feel?"

Stay away from "take back praise."

For example, telling your child, "Nice job summarizing that story. **Why can't you do that every time?**" seems like praise, but comes across as a complaint about your child's regular practices. Children who hear praise like this may feel criticized, hurt or shamed.

Stay away from misleading praise.

If your child is having real problems with reading, it's misleading to say, "You're doing an excellent job" when both of you know that he or she isn't yet doing a wonderful job. You can still encourage your child by saying, "Here is one way I see you learning the letters of the alphabet: you know almost all of the letters and their sounds. You're doing a great job taking steps towards knowing all of the letters!"



The Talking Bag, page 13

Understanding What You're Reading Together

The Talking Bag

WHEN TO USE THIS ACTIVITY:

Use this activity to help your child demonstrate his or her understanding of a story in a fun, interactive way. During the activity, you'll give your child an opportunity to retell a story using the "Talking Bag" -- a bag that contains five or six items representing events, characters, settings or other aspects of one particular story you've read together.

MATERIALS

- Pillowcase or paper bag (your "Talking Bag")
- A book that you have read with your child
- Five to six small items that have something to do with the book (photocopies of the story's location and characters work well too)

STEP 1:

Select a book you recently read with your child.

STEP 2:

Create or find items for your Talking Bag.

You don't have to be fancy here. You can even trace illustrations from the book, cut them out and place those in the bag. You can also use plastic figurines or cut outs from old magazines or newspapers.

STEP 3:

Use the Talking Bag with your child.

Here are a number of ways you can use the Talking Bag. Take advantage of opportunities to pull out objects from the Talking Bag and interact with your child during these activities.

Ask your child to use it to retell a story.

Encourage your child to take out certain items from the Talking Bag as she retells the story. For example, if the story is "Goldilocks and the Three Bears" (for a copy of this story, see page 7), your child might pull out a doll from the Talking Bag when Goldilocks talks. You may pull out the Bear and talk with "Goldilocks."

Ask your child to use it to retell her favorite scene in a story.

Encourage your child to browse through the book and to identify her favorite scene. Have your child retell that scene while using objects from the bag. She can do so in third person (playing a narrator's role) or by playing all of the characters.

(continued on following page)

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Ask your child to use the Talking Bag to retell the story or a scene from the story, but add a different ending. Ask your child if she liked how the story ended. Encourage her to come up with alternative endings to the story and tell them using Talking Bag items.

Ask your child to tell an entirely new story.

Using the same items in the Talking Bag, encourage your child to tell an entirely different story. Have fun!

If you've adopted a child whose primary language is not English and is just learning English: If your child is unable to retell any part of the story, encourage her to use the Talking Bag items to reenact the story by manipulating the objects without or with limited talking.

Read it Again!

WHEN TO USE THIS ACTIVITY:

Re-reading familiar texts is a great way for children to gain confidence and fluency in their reading. Below are three re-reading activities you can use to extend your child's learning when she re-reads stories to you.

MATERIALS

- Any familiar text (book, poem, song) you have previously read with your child.

ACTIVITY 1:

Play "Find that Word" to help build your child's sight word vocabulary.

After your child has finished reading a familiar text, select a page and ask her to locate one particular word from a sentence.

Say: "Can you find the word 'run' in this sentence? What letter does 'run' start with? How do you know this word is 'run'? Now, let's read that entire sentence [that contains 'run'] again."

ACTIVITY 2:

Check your child's comprehension by asking her to retell the story in her own words.

Say: "I enjoyed re-reading this story! Let's close the book now. Tell me what happened in the story, starting from the beginning."

If your child cannot recall anything from the text, it's possible that the text is too challenging for her right now. Try re-reading the story again soon, but next time, stop after every few pages and discuss what's going on; ask, "What do you think about what just happened?" When you reach the end of the story this time, ask your child if she can re-tell the story to you. If your child still struggles, allow her to look at the illustrations to help out. Later, help her select a more appropriate text.

ACTIVITY 3:

Build your child's appreciation for literature by discussing your favorite parts of the text.

Ask: "That was a great poem! What's your favorite line? What's your favorite illustration? What does it make you think of? Here's my favorite part..."

Play-Act a Story

WHEN TO USE THIS ACTIVITY:

This activity gives your child an opportunity to retell or reenact a story that you read together. This not only helps children build upon their understanding and interpretation of texts, but is also a creative way to appreciate literature.

MATERIALS

- A story or text that you'll read together
- Optional: props and costumes inspired by what you read
- Optional: puppets representing the characters in what you read

STEP 1:

After reading a story, encourage your child to retell it by "play-acting" or re-enacting the story.

For example, if you read Kevin Henkes' book, *Chrysanthemum* with your child, you would say: "Let's act out our favorite parts of *Chrysanthemum*!"

STEP 2:

As you prepare your retelling, decide with your child which part of the book to re-enact by reviewing both the words and the illustrations of the book.

Say: "Let's look through the book. What's your favorite part of the book? Why is that your favorite part? Which part should we act out? How should we act it out?"

STEP 3:

As you "play-act" your story, remind your child to act out the characters by remembering what they said and how they were portrayed in the illustrations. Try to include dialogue from the story.

Again, if you were working with the book *Chrysanthemum*, you could provide this example for your child: "I'm Victoria from the story. I'll have to remember to hold up my nose and say in a whiny voice, 'She's only named after a flower.'"

STEP 4:

Always applaud the efforts of your child after he re-enacts the story. Your enthusiasm and creativity may inspire him to appreciate the story even more. Don't be surprised if he wants to go back and revisit the same book later!

Turn and Talk

WHEN TO USE THIS ACTIVITY:

This is a great activity to use with your beginning reader to practice reading comprehension. While most emerging readers aren't able to read a popular children's book on their own (most popular picture books are written at a third grade reading level), they are more than capable of listening to the story and grasping its meaning.

MATERIALS

- Engaging picture books (most popular children's books are picture books)

STEP 1:

As you read the book aloud, stop every few pages to "turn and talk" (respond) about what is going on in the story.

Pause at important places throughout the story to discuss the following open-ended questions with your child:

- "What do you think about what just happened?"
- "What do you think will happen next?"
- "What does this part of the story remind you of?"
- "How is the character feeling now?"

STEP 2:

If and when appropriate, you may want to briefly pause before the climax of a story to ask your child for predictions of what will happen next.

Remind your child that the goal of predicting is not to guess exactly what will happen, but to enjoy the story as it unfolds and changes. It's completely fine to not make accurate predictions.

STEP 3:

After you've finished reading the entire picture book, ask your child to share or draw about her favorite part or character in the book.

This activity allows your child to identify key themes and events from the story. After your child has captured her favorite part of the story on paper, encourage her to share it with other friends and family.

Using Tangible, Visual Items to Help with Reading Comprehension

WHEN TO USE THIS ACTIVITY:

You can use this activity whenever you read with your child about new objects or places.

MATERIALS

- A book with illustrations
- Actual items written about in the book

ACTIVITY:

Even the best book illustrations do not always help children fully grasp what a book is discussing. When you read about new objects with your child, get some of those objects so that your child can touch and smell them and get a better understanding of what he's reading about.

Likewise, when you read about new places, you can bring out a map and pictures of the place to connect a geographic location to its literary context. This simple activity will lead your child to be much more engaged in what you're reading about.

If you'd like to play a game around any new objects you'll be reading about, think about doing the following:

LEARN-AT-HOME EXTENSION ACTIVITIES

- Tell your child that you're going to read about something new today called a _____. Show him a picture of the object in the book and then tell him that you've hid that object someplace in the room and that you'd like him to find it. Once your child finds the object, cheer and ask him what he thinks about it and what he thinks it's for or what it does.
- When you read about that new object in the story, put the object in one of your hands and make a fist with both hands (hiding the object). Tell your child that you have that object in one of your hands, and that he should guess which one it's in.



Create Your Own Menu, page 38

Learning About Books & Other Forms of Text

Taking Care of Books

WHEN TO USE THIS ACTIVITY:

Use the prompts below to help your child learn how to care for books. Share and revisit these ideas with your child when you read together.

Note: Don't review all five steps in one sitting; instead, focus on one or two at a time so that your child has time to practice and come to understand the lessons of each one.

MATERIALS

- The bookmark templates on page 173
- A book you're reading together
- Optional (for Step 3): A coloring or activity book that one can write in or cut things from

STEP 1:

Have clean hands before reading a book.

You can say, "One way to take care of a book is to make sure our hands are clean before reading. If our hands are dirty, we leave fingerprints and smudges on the pages. If our hands are clean, we keep the pages clean."

STEP 2:

Remember to turn pages carefully, from the top.

Turning pages with one's thumb and index finger from the top right hand corner of the page does not always come naturally, but your child can learn with your help. Ask your child to watch you turn the pages of a book and ask her what she notices. You might say, "One way we can take care of books is to turn pages carefully, from the top right hand corner. I will turn the pages and I want you to watch me. What did you see me doing? Can you show me how you turn the pages of a book?"

STEP 3:

Never write, scribble, glue, or cut the pages of your book.

Many young children are familiar with writing and drawing in coloring books, so it's important to help your child distinguish between coloring/activity books and reading books. Explain to your child, "Certain books are meant to be read over and over again. [Take out a book you're reading.] What would happen if I cut a page out of this book and you wanted to read it? How would you feel? [Wait for your child's response and, if you think it's necessary, discuss how people need to think of others who will read the same book in the future.] Since we read these books over and over again, and because others will read them, it's important that the books stay clean and are kept in the same condition in which we find them. The only thing that

(continued on following page)

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belongs on these book pages are our clean fingers, not crayons, scissors or glue. We **can** use crayons, scissors and glue in our coloring books. [Show your child a coloring book.]”

STEP 4:

Save your place with a bookmark, not by folding a page or laying a book face down.

Introduce this practice of caring for books by making bookmarks with your child (see page 173 for bookmark templates you can cut out and color). Then discuss the purpose of bookmarks with your child: “How do readers use bookmarks? How are bookmarks helpful?” Explain that using a bookmark is one way to take care of books: “If we want to keep our place in a book, a bookmark does the job for us. I could keep my place by folding a page or laying the book face down, but our book would get pretty worn out. Using a bookmark helps keep our book in good shape.”

STEP 5:

Put your book in a safe place at home, away from babies and pets.

Talk about the safe places where you store books at home. You might say, “Babies and pets sometimes like to chew books or rip their pages, so remember to put your books where [pet’s name] and [baby’s name] can’t reach them. What are some safe places to put your books? Where are some unsafe places to put your books?”

LEARN-AT-HOME EXTENSION ACTIVITY

Ask your child to explain how to turn pages to a sibling, another adult, a pet (many young kids love reading to and teaching dogs), or to her favorite doll or stuffed animal.

LEARN-AT-HOME EXTENSION ACTIVITY

Make one or more bookmarks with your child using construction paper, markers, crayons and stickers. Perhaps your child will use the bookmark you make in her books, and you’ll use the bookmark she makes in your books. Page 173 has bookmark templates that you can cut out and use.

Making a "Caring for My Books" Book

WHEN TO USE THIS ACTIVITY:

Your child is going to learn to care for books by making his own book called, *Caring for My Books*.

MATERIALS

- The *Caring for My Books* book on page 175
- Scissors
- Stapler
- Crayons or markers

STEP 1:

Cut out the pages for the mini book and staple the pages together.

STEP 2:

Read the book with your child. Each page contains advice on how to care for books. Ask your child questions about book care, such as:

- What do we do before we pick up a book to read it?
- Do we turn the pages of our books quickly or slowly?
- Can you show me how we turn the pages?
- What do we do after we finish reading a book?

STEP 3:

Illustrate your book together with crayons or markers. With the illustrations, your child will be able to revisit and think about the book's meaning, even if he cannot yet read its text.

Learning How Books Work

WHEN TO USE THIS ACTIVITY:

Use this activity to determine whether your child knows his or her concepts of print (one's knowledge of the various parts of a book and how they work) such as:

- The purpose of a book title;
- The direction in which we read (left to right & top to bottom);
- What illustrations tell us and how we use them.

MATERIALS

- Two or three picture books with one to two lines of text on each page (not ABC books or picture dictionaries)

STEP 1:

Sit side-by-side with your child and ask, "What have we read lately? What did you like about what we read?"

STEP 2:

Show your child the books you selected. Ask something like, "I'd love for you to read some pictures to me. Which book do you want to start with?"

STEP 3:

Once your child selects a book, place the closed book in her hands. Ask: "Before we read this, can you show me the front of the book?" Then ask, "How about the back of the book?"

Next, track the book's title with your index finger, reading the title aloud to your child. Still keeping the book closed, discuss: "What do you think this story will be about?" Then, "How does the title help us know that?" Then, "How do the pictures on the cover help us know what the book will be about?"

The key here is to find out if your child understands the function of a book title and cover illustrations and to teach her about what these things do if she doesn't already know.

(continued on following page)

If you've adopted a child whose primary language is not English and is just learning English:

It is important to keep in mind that your child's home language may be written in very different ways than the English language. For example, some languages are read from right to left, or from top to bottom where symbolic characters are read vertically. As you introduce the directionality of English print to your child, point out these differences, but avoid statements that place a value on those differences. For example, you can say, "In English, we read from left to right," but do not say, "We read from left to right; reading from right to left is the WRONG way to read." Statements like that can lead your child to feel that you are placing a negative value on her home language.

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STEP 4:

Next, ask your child to look ONLY through the illustrations of the book before reading the actual lines of text (this is also known as a "picture walk"). Say: "We're not going to read the words just yet. Tell me the story using the pictures."

STEP 5:

Read the text to your child, putting your finger under each word. Explain that we read from the left to right and from the top of the page to the bottom.

STEP 6:

If your child doesn't demonstrate an understanding of how print works described in Steps 1 through 5, choose ONE of these concepts to introduce and teach to your child. Save the other concepts for later. Introducing too many at a time can overwhelm a child.

As you do this, observe the following: Does she know that a book begins from beginning to end, or does she just randomly flip pages? How well does she understand and follow the story line?

My ABC Book

WHEN TO USE THIS ACTIVITY:

Use this activity to help your child construct his own ABC book so that he can begin writing while he learns his letters. At the end of this project, he will have a book that he can read every page of by himself.

MATERIALS

- Paper (any kind), standard size, cut into 28 half sheets
- Pictures from books or flashcards
- Markers or crayons
- Staples (or anything to bind the book once it's done)

STEP 1:

On each half sheet of paper, write the capital and lowercase form of one letter of the alphabet. You could also write dotted lines of the letters for your child to trace, or allow him to write the letters on his own. Next to the letter write "is for" and leave a blank space for a picture.

STEP 2:

Beginning with the "A" page, ask your child if he knows of something that starts with each letter. If he doesn't, look at books, magazines, or the Alphabet Letter and Picture Sheets on page 99 to give your child ideas.

Once your child names an object, he can finish the page by drawing that object on her own or with you. You or your child can also write the name of that object.

STEP 3:

After your child finishes each page, ask him to read the completed page to you, pointing to each word (or letter or picture) as he says it. The first couple of times you read, you may need to help your child with reading "is for."

Continue with these steps for each letter of the alphabet, encouraging your child to become more independent as you go on. Soon, your child will be reading each page without difficulty.

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Two Chapters from "Bonding While Learning"

STEP 4:

Finally, help your child make a front and back cover for his book with the two remaining sheets of paper. Come up with a title such as "My ABC Book" or "(Child's Name)'s ABC Book."

Stack the sheets together and staple them along the left edge, or use another creative way to bind them together.

Now your child has a book that he wrote and can practice reading with all on his own.

Create Your Own Menu

WHEN TO USE THIS ACTIVITY:

It's important that beginning readers are exposed to all types of print, especially those that are used in everyday life. Informational texts are used by readers who have set a purpose for their reading. With restaurant menus, for example, the reader's purpose is to fill his stomach by finding out which food(s) he wants to eat.

Here's a fun activity you and your child can do together to make reading seem more relevant to your child's life: it introduces restaurant menus as informational texts.

MATERIALS

- Old magazines, especially ones with photographs of food
- Scissors, glue, crayons and markers
- Construction paper or card stock
- Samples of various menus (such as a selection of take-out menus)

STEP 1:

Discuss the purpose of menus at restaurants.

You may say something like, "Have you ever seen a menu? What does a menu look like? Who uses a menu? Where do you use a menu? How do you use a menu?"

Help familiarize your child with menus by showing him the samples you collected.

STEP 2:

Tell your child that you're going to work together to create a menu for a restaurant today.

Flip through some magazines with your child and cut out pictures of any foods he wants to serve at his restaurant. Let your child's imagination run wild; if he wants his restaurant to serve imaginary kinds of food or mixtures of cuisines, that's fine.

STEP 3:

Help your child fold a piece of construction paper in half to create a "menu."

Now your child can paste the pictures in his menu. Depending on where your child is in his development, he may be able to write names, descriptions and prices next to the photos. If your child isn't ready to write, ask him to think of the first sound or letter he hears for each food word. Then write or help your child write those words next to the pictures.

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Two Chapters from "Bonding While Learning"

STEP 4:

Ask your child to think of a name for his restaurant and to write that name on the cover of the menu (you may need to help your child write the name).

If your child is having a tough time coming up with a name, you can share one or more of these examples:

- Nick's Noodles
- Beyonce's Burgers
- Penny's Pizza Parlor
- Farrah's Fancy Foods
- Rosa's Royal Restaurant

STEP 5:

Put your child's menu to work!

Have fun playing restaurant, ordering from your child's menu. Help your child point out any words and prices in his menu by including it in your dialogue as you play along:

- So tell me, how much are your hamburgers?
- Where are the hamburgers listed in this menu?
- What letter does hamburger start with again?