Early Childhood Care and Education Group

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Family Reading Activities

Hundreds of fun activities and games for families

Early Childhood Care & Education

Family Reading Activities

Written by Members of the

Early Childhood Care and Education Group

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Early Childhood Care & Education

Family Reading Activities

Introduction

This Family Reading Activities Book is for you because you make a tremendous difference in your child's life. You are your child's first and most important teacher!

We want to support you. We know you are busy. Inside are some important and fun acitivities to help you do the job!

This is a community effort by members of the Early Childhood Care and Education Group.

Abundant Life Preschool
Embassy Educational Center
Emmanuel Lutheran Childcare
Footsteps to the Future
Friends Childcare and Preschool
Jessie Kinlow Early Learning Center
Kitsap Child Care and Preschool
Kitsap Community Resources Head Start/ECEAP
- Almira
- Elizabeth Avenue Part Day
- Elizabeth Avenue Full Day
- National Avenue
- Naval Avenue
- Rosemary Moen Full Day
- West Hills
- West Park Full Day

OESD #114 Head Start/ECEAP
- View Ridge

One World Montessori
Sheridan Preschool
Sunny Patch Child Care
Sycamore Tree Preschool
Sylvan Way Preschool
West Hills Preschool
YMCA

Family Reading Activities

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Literacy Skills for Children
Adapted from the Washington State Early Learning and Development Benchmarks

Favorite Nursery Rhymes & Fingerplays

Glossary
Definition of Words

Alliteration
Alliteration is using words that start with the same beginning sound (for example, dog, door, and duck). When children learn to associate a specific sound with a specific letter(s), it helps them learn to read.

Alphabetic Knowledge
Alphabetic Knowledge is knowing the names, shapes of letters, and that sounds are represented by letters. Naming letters and letter sounds quickly and correctly will help your child decode words.

Blending
Blending is putting parts of words together. This can be syllables or sounds. For example, the words 'star' and 'fish' make 'starfish', the parts 'ap' and 'ple' make 'apple' or the sounds 'd', 'o' and 'g' make 'dog'. This skill will help your child to read by letting them sound out words and put them together. For example, after saying the individual sounds 'n' 'a' 'p', they can put them together to say 'nap'.

Cuddle Time
Cuddle time is a phrase that parents use to describe time spent sitting and reading with their child. It is when you both are relaxed and comfortable and taking time to enjoy a book. You may be reading the words in a story, talking about the pictures, or your child may be 'reading' to you. By having a special connection with books, your child will enjoy reading.

Environmental Print
This is print that is a part of everyday life, such as signs, billboards, labels, and business logos. These are words/pictures that people know without having to decode. For example, even a very young child knows the logo for McDonald's!

Fluency
Fluency is rate (the amount of time) and accuracy. A child must be able to read quickly enough to understand what he has read. For example, if a child is able to name letters quickly and correctly, we could say they are fluent in letter naming. Naming letters quickly is important for reading. Naming numbers quickly is important for math.

Literacy
Literacy includes all the activities involved in speaking, listening, reading, and writing.

Phonemes
Phonemes are the individual sounds in a word-for example, the sounds 'p', 'i', and 'g' in the word pig, or the sounds 'sh' 'i' 'p' in the word ship.

Phonological Awareness

Phonological awareness is being able to hear and play with sounds. This includes the skills Alliteration, Rhyming, Segmenting, and Blending. When a child is able to hear and make rhymes (for example, silly-nilly, cat-hat); to say words with sounds or chunks left out (asking them to say cowboy without the cow, they respond with boy); and able to put two word chunks together to make a word (cup and cake make cupcake), they are demonstrating phonological awareness.

Print Awareness

Print Awareness is knowing about print and how it works - it uses symbols called letters, that these letters have names and specific sounds and letters are written from left to right.
An example of print awareness is a child's ability to point to the words on the page of a book when asked where the story comes from. A way you can help this skill is by pointing to the words when you read, or by telling your child why you are reading something-I am reading the soup can because I want to know what type of soup it is.

Rhyming

Words that rhyme have the same ending sound (for example, cat-hat or twice-nice). Children should be able to tell you when when they hear a rhyme and create their own words that rhyme. Rhyming is an important foundation skill.

Segmenting

Segmenting is when you break a word into parts by its syllables or sounds. For example, cup-cake would be segmenting a word by syllables, or p-i-g is segmenting a word by the sounds.

Syllable

A syllable is a part of a word that contains a vowel or a vowel sound (for example, e-vent has two syllables, news-pa-per has three syllables, and pret-ty has two syllables.

Vocabulary

Vocabulary is another name for words. We use words to describe something, name things, ask for what we want, and describe ideas. You can help develop your child's vocabulary by reading books with them and by talking with your child. By knowing a lot of words, or having a large vocabulary, your child will be better able to understand what they are reading or what has been read to them.

Washington State Early Learning and Development Benchmarks

The Washington State Early Learning and Development Benchmarks were developed by an international Early Childhood Researcher and groups of Teachers, Parents, State Officials, and Early Childhood Organizations. The Washington State Early Learning and Development Benchmarks outline what children should know and be able to do before they enter Kindergarten in various areas of development. Each developmental area has goals and what those goals might look like for a child from Birth to 18 months, 18 to 36 months, 36 to 60 months, and 60 months to Kindergarten. The benchmarks provide examples of family activities that will help your child develop skills. We rewrote the Reading Benchmarks using family friendly language. These have been included in this Resource Binder for you!

Things to Do
While Reading or Looking at Books

For All Ages

• Have a good time! This is the most important thing to remember. If you are having a good time with books, your child will see books as a fun activity.

• Follow your child's lead. If they are squirmy or not having a good time, you need to either stop reading or change the way you are reading.

• Have your child read to you-they can 'read' the pictures and tell you about the story, especially with books they have heard over and over again.

• Ask questions about the pictures and what you see happening or what could happen next.

• If they want to, let your child turn the pages. This is especially good with babies and toddlers because they can spend more time on pages they are interested in and less time on others.

• Have reasonable expectations for your child's age and abilities. An infant will not be able read a story with you for as long as a four year old can!

• Ask questions when reading! There are different types of questions you can ask, depending on your child's age, skill level, and familiarity with the book.

- What Questions: Perfect for older babies and toddlers, or when reading new books. For example, point to something in the picture and say "what's this?" or "what color?"

- Open-Ended questions: These are great for when you have read a story many times with your child. These questions make your child think more and do not have a right or wrong answer. If your child does not know how to answer these questions, you can help them by starting to answer the questions yourself. Some examples are:

"What else do you see?"
"Tell me about…"
"How did that happen?"
"What do you think?"

Remember to have fun and read for twenty minutes a day!

Things to Do
While Reading or Looking at Books

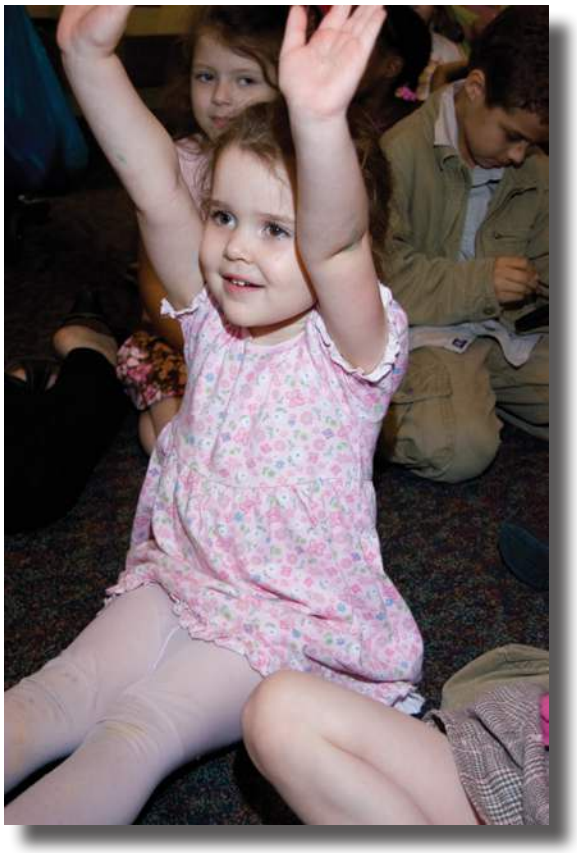
Infant (Birth to 18 months)

• Be close! Have your baby sit on your lap or hold them in your arms.

• Begin sharing books with your baby as soon as you can safely hold the baby and the book at the same time.

• Choose books with simple pictures and only a few words per page.

• Books that your child can play with (ones that make noises, have dials or different textures, or flaps to lift) may be more interesting than books that do not have different things on them.



• Chunky, easy to turn pages, like with boardbooks are easier for infants and last longer.

• Your baby will probably chew on books, hold them upside down or sideways, and turn many pages at once.

• Talk to your child about the pictures in books and ask simple questions (for example: "show me the dog", "where is the boy?").

• Start asking more complex questions and answer them yourself (for example: "I wonder where they are going? Oh, they went to the store!")

• Favorite types of books for infants include: books with simple pictures; bright colors; books showing faces; cloth books they can chew on or crumple; books that have things to play with (music, flaps, different textures).

Things to Do
While Reading or Looking at Books

Toddler (18 to 36 months)

• Let your toddler set the pace for reading. Reading for 20 minutes at one time will often be too much for a child this age!

• Look for times during the day when they are most receptive to reading. Trying to read to a toddler who wants to play outside or with newly discovered toys would frustrate both of you. Your toddler will be most interested when they're not hungry, wet, or tired.

• Make reading interactive. Include your toddler by asking questions and encouraging them to say familiar phrases in the book: (for example, "but it wasn't spilt milk" when reading *It Looked Like Spilt Milk*).

• The questions you ask of a toddler are similar to those you would ask an infant, just expecting a little more. Toddlers can be expected to use a few words and may label things in the pictures.

• When asking questions, be sure to give your child enough time to think of an answer and respond. You can ask a question (What is he doing?) then slowly count to five in your head. That should be about enough time for your child to respond. If they do not, you can answer the question (He's riding a bike! It's red.).

• Read favorite stories again and again.

• Actively involve your toddler in telling the story. Ask questions that invite more than a yes or no answer - "What is this thing called?" "Oh, I wonder what she is doing?"

• If a book has too many words, make up your own! Talk about the pictures too.

• It's okay to not read a book to a toddler from cover to cover.

• Like with infants, toddlers like books they can interact with, either by making noises, touching, turning dials or lifting flaps, and turning the pages.

• Boardbooks are good for this age also because they are more sturdy and will last longer.

• Older toddlers are ready to begin looking at paperback picture books.

• Toddlers are beginning to hold books the right side up and turn pages one or two at a time.

• Help encourage recognition of print by using your finger to 'read along' and pointing to the words as you read.

• Favorite types of books for toddlers include: small books to fit small hands; books with simple rhymes; books with familiar items - shoes, toys, pet, books with familiar routines - bedtime, bath time, meals; lift the flap books; books with very few words or with repeating words; books little ones can learn by heart; goodnight books for bedtime.

Things to Do
While Reading or Looking at Books
Preschooler (36 months to Kindergarten)

• Preschoolers are able to sit for a longer period of time when looking at books, and love to have the same book read over and over and over again!

• They are able to talk more about what they see and can begin to guess what will happen next.

• You can help your child prepare for learning to read by continuing to read aloud from favorite books and by introducing new books.

• Encourage your preschooler to notice print in the world around them - the letters on traffic signs or on cereal boxes.

• Give your child daily opportunities to experiment with early writing. They will learn valuable information about print and how it works - it uses symbols called letters, these letters have names and specific sounds, and letters are written from left to right.

• You don't have to worry about teaching letters in a formal way - just give your preschooler plenty of fun activities and praise early attempts at reading and writing.

• When reading with your preschooler, let your child be involved in choosing books and let them practice telling you the story in their own words.

• Talk about the pictures, characters and events in the story as you are reading. If you don't read the words on a page and just talk about what could be happening, that's okay! You are simply 'reading the pictures', another important skill for children to learn.

• Encourage your child to use his imagination or to make predictions about what will happen in a story.

• Casually point out some of the letters in the book. For example, "There is a 'j.' Your name starts with a 'j,' too!"

• At times, run your finger below the text as you read aloud. This will help your child to know that the words are important to the story.

• Choose some books with repetition and rhyme and read aloud with pauses to allow your child time to fill in the words. Books like *Chicka Chicka Boom Boom* or *Brown Bear, Brown Bear, What Do You Hear?* are some favorites.

• Other favorite types of stories include: books that tell stories; books that make them laugh; books with simple text they can memorize; books that have playful or rhyming language; alphabet books; counting books; vocabulary books; and books about the real world - trucks, dinosaurs, insects or anything else they are interested in!

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Vocabulary

What is the importance?

Vocabulary is another word for knowing lots of names for things. How many words your child knows and can use determines their future learning. Because your child loves you, and wants to be with you, it is you that makes the greatest difference in your child's life. When you talk and read with your child, you are building their vocabulary and that will give your child the foundation to learn new information.

Tell your child the names for lots of different objects, activities, foods, descriptions, and anything else you think of. Read lots of different kinds of books: true stories, make-believe stories, nursery rhymes, and animal books. Your child will hear and learn about the world while spending time with you.

Here is a list of fun and easy activities for you to do with your child. Choose a few your child would enjoy. This will help increase your child's knowledge of the world.

At Home

- Tell stories with your child. Get their suggestions for describing words. What does it look like? How big is it? Where does it live?
- While reading or telling stories, explain new words to your child by giving the category for the word and what it does. "A lion is a large animal that roars and has a mane, which is lots of hair, around its face.

Waiting In A Sitting Location

(bus stop, doctor's office, etc.)

- Play "I Spy" game
- Play the telephone game. You describe an action or an object and whisper it to one person, they whisper it to the next and the last person says it out loud.
- While talking, give your child labels for things you see inside or outside.
- On a piece of paper draw something and then change it based on a describing word, Draw a dog, make it look fierce, make it hairy, make it slobbery, etc. You can take turn suggesting changes to the drawing.

More Tips

While Traveling
(walking, taking the bus, in an airplane)

- Talk about everything you see
- Ask your child about what they see and then provide a little more information
- Here's another opportunity for an "I Spy" game

Waiting In Line

- Play an I Spy game: change it to include describing words. "I Spy with my little eye something that is gorgeous." or "I spy with my little eye something that is gigantic."
- Ask your child to describe what they see and you try to guess what it is. Then you can add a little bit more to their comment and give them even more words to use.

In The Car

- Listen to books on tape and talk about the story
- If there are 2 adults, one could possibly read a story
- Make up a story about something you see as you are driving. "Once upon a time, there was a gigantic blue truck that ..." Encourage your child to add to the story
- Singing songs and telling finger plays is a fun way to add vocabulary

While Outside

- Go for walk and talk about what you see. Take a clipboard to draw pictures and label the drawings.
- Take nature walks in the neighborhood or at local parks. Spend time talking in detail with your children about things you can see, hear, or touch such as leaves, rain, and caterpillars.
- Use a magnifying glass/binoculars (or pretend binoculars from paper towel rolls). Ask questions (What do you see? What does it look like?).
- Play an I Spy game. "I spy something with my little eye that is a vehicle." or I spy with my little eye something that is an animal."
- Label common and uncommon objects and give a description (the tiny bike, the twirly swing, etc)
- Pick plants and talk about it; even if it is dandelions. "Look this dandelion has lots of petals." or "I found a 4 leaf clover".

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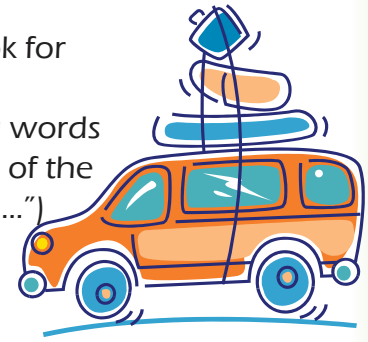
Rhyming

What is the importance?

Rhyming is an important first step towards becoming a strong reader and writer. Studies have shown that if a child cannot rhyme, they only have a 20% chance of learning to read. Rhyming helps children develop their listening skills by encouraging them to play with the sounds of language and listening closely to hear if the sounds in words are the same or different. Rhymes do not have to be a pair of two 'real words', but can be real words, made up words, or a combination of the two. Often, rhyming a made up word to a real word can lead to very silly behavior! Many of the activities listed can be done in many different places and do not require any special toys or things other than you, your child, and your imagination!

In The Car



- Play "I Spy" using rhyming words ("I spy with my little eye something that rhymes with deet" and the child should look for things that could rhyme, in this case seat!)
- Sing nursery rhymes or chants. Your child can then tell you words that rhyme in the song or chant, or you could only say part of the rhyme ("Twinkle, twinkle little star, how I wonder what you...") and your child can fill in the missing word or part.
- Say three words and have them tell you what two words rhyme (Cat, wall, bat...which ones rhyme?)
- You can make a game of rhyming colors of cars, street names, signs, business logos, or other things you see ("I see a car the color 'bed'. What color car do I see?")
- Rhyming bags with items (If there are two adults, one could assist the child in guessing the items and rhyming them or finding the two that rhyme)
- Have rhyming flash cards available, children can either match them, say the names of two and whether they rhyme or not, or make up a rhyme to the picture shown

More Tips

Waiting In A Sitting Location
(bus stop, doctor's office, etc.)

- Play "I say ___, you say___" where you say the first word, and your child says a word that rhymes
- Play "I Spy" using rhyming words ("I spy with my little eye something that rhymes with bear" and the child should look for things that could rhyme, in this case chair!)
- Look in magazines for pictures that rhyme
- Read children's books that have rhyming words

At Home

- When reading a story, you can play the "Thumbs Up" game- when your child hears a rhyme, they put their thumbs up
- Rhyme with people, household items, pets
- Sing nursery rhymes or chants. Your child can then tell you words that rhyme in the song or chant, or you could only say part of the rhyme ("Twinkle, twinkle little star, how I wonder what you...") and your child can fill in the missing word or part.
- Read rhyming books
- Have rhyming flash cards available, children can either match them, say the names of two and whether they rhyme or not, or make up a rhyme to the picture shown
- Find an object and create silly rhymes

While Traveling
(walking, taking the bus, in an airplane)

- Play Jump Rope rhymes and games
- When cars pass, rhyme their colors
- Sing songs with rhymes
- Use a 'portable desk' (pizza box) and have rhyming pairs in it
- Also see activities 'In the Car'

Waiting In Line

- Look at different things nearby and come up with rhymes for them
- Sing nursery rhymes or chants. Your child can then tell you words that rhyme in the song or chant, or you could only say part of the rhyme ("Twinkle, twinkle little star, how I wonder what you...") and your child can fill in the missing word or part.
- Use an object nearby and see how many words you can come up with that rhyme with it
- Rhyme the colors and clothing that people are wearing ("He has on 'goo beans' He's wearing blue jeans!")

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Letter Naming

What is the importance?

This skill of knowing the names of letters is one of the foundational skills for reading. It is one of the skills that predicts future reading success. Knowing the sounds of letters is a bigger predictor of reading success, but children will be more successful learning the sounds of letters if they already know the letter names. By learning the letter names and shapes of the letters first, your child can then learn the letter sound. When children know letter names quickly, they will be more successful learning the letter sounds.

a a a a a a a a a a

Your child will learn that letters always face the same way. They will also learn that letters can look a little different but it is still the same letter. They already know that chairs all look a little different but they are still chairs.

You can provide many opportunities to practice learning letter names in fun and exciting ways. Look at the activities below and chose a few to try with your child. Often children are most excited about learning the names of the letters in their name first!

While At Home

- Ask your children to take a page from a magazine, newspaper, junk mail or catalog and draw a circle around a letter. "Find all of the letter "t's". Then you could count how many they find.
- You circle or highlight one letter and they see how many matching letters they can find.
- Shape letters out of playdough and name them.
- Sing the ABC song or other alphabet songs.
- There is a story titled "Max's Words" about a little boy who finds letters and words and cuts them out. (This book is in some of the backpacks.)

While in the Car

- Sing ABC songs.
- Find letters on license plates.
- Bring ABC books for your child to look at. They can tell you the letter name and then describe the pictures on the page which will also help build vocabulary.
- Call out letters for your child to locate on signs and other vehicles.
- Carry a box with paper and markers or crayons for writing and naming letters
- On paper, make letters into different animals

More Tips

Waiting In A Sitting Location
(bus stop, doctor's office, etc.)

- Trace letters on your child's back and have him or her name the letter.
- Have your child trace letters on your back and you name the letter.
- Identify letters on posters.
- You write a letter on a piece of paper and ask your child to tell you the name of the letter and find it somewhere near you.
- Create a letter using your fingers and let your child tell you the letter name.

While Outside

- Play letter games: have your child name as many letters as he or she can see.
- Go on a letter hunt: put letters in plastic eggs or containers and the children find them and say the name of the letter.
- "Write" letters on objects outside with a paintbrush dipped in water and your child says the name of the letter.

While Traveling
(walking, taking the bus, in an airplane)

- Many of the other activities can be played while walking or on the bus.
- Play an alphabet game to find letters of the alphabet in order. To make it easier for your child, you can keep track of the letter you are looking for. Encourage your child to find letters in many places.
- You could play "I Spy".

Waiting In Line

- Look for and name letters in signs around you. You could say "point to all of the signs that have the letter "b" in them.
- Name letters on items in your grocery cart. Say "tell me all of the letters on this box of cereal".
- Find and name letters on name badges
- Name letters on a variety of magazines.
- Name letters on signs around you, street signs, store and restaurant signs.
- You name a letter on something close to you and have your child find the letter and then trace it with their finger.

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Learning Letter Sounds

What is the importance?

Knowing the sounds of letters is a very important foundation skill for reading. In preschool we teach the letter sounds after letter names are learned. By doing it in this order, children can attach the sound to the letter names they already know. When children know the letter sounds and can say them quickly, they will be on the way to reading! When saying the sounds of letters, try to say just the sound and not say "uh" with the sound. Example: For cat say, "c-a-t", not "cuh-a-tuh."

Just like learning letter names, learning letter sounds can be fun and exciting for your child. Look at the activities below and try some out with your child. Your child may want to learn all of the sounds in their name!

In The Car

- I hear a (horn) what letter sound does it begin with?
- Say the names of body parts and your child can tell the beginning sound
- Say "find something that begins with "c"
- Say the colors of cars near you, your child can tell you the beginning sound of the color names.

Waiting In A Sitting Location

(bus stop, doctor's office, etc.)

- Point to pictures in magazines that begin with a certain sound
- Take turns finding different letter sounds in the magazine
- Bring writing material and take turns writing letters and saying the sounds
- Name an object then your child can say the beginning sound, take turns naming the object
- Say a sound and have your child tell you the letter name, take turns with your child saying the sound and you say the letter name.

More Tips

At Home

- Sing songs with letter sounds
- Read stories and point out the beginning sound of some words
- Go on a letter sound hunt "Show me things that start with ssssss"
- Say the sounds of the letters in their names
- Use magnet letters and say the letter sounds
- Make your child's name or simple words with magnet letters and say the sounds as you choose the letters
- Write letters on the walls of the bath tub with your finger and take turns saying the letter sounds
- Make letters with playdough or cookie dough and say the sounds
- Add names to photos of family and friends; say the names and find ones that start with the same sound

While Traveling
(walking, taking the bus, in an airplane)

- Find objects that start with a certain letter sound
- Say the sounds of the letters on license plates
- Say the sounds for letters you see on street signs or other "environmental print"
- Say the sounds that different makes of cars start with such as /d/ for dodge

Waiting In Line

- Play a game to have your child locate something after you say the first sound of the object
- "I Spy" game can be done with sounds. "I Spy something that starts with the sound /c/"
- Encourage your child to tell you the sounds of grocery items as you put them on the checkout stand
- Take turns "writing" letters on each others back, and saying the letter sound
- Look at your grocery list and say a sound, your child then finds the letter that goes with it

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What is Alliteration?

Alliteration refers to words that all begin with the same sound. Saying "tongue twisters" such as "Peter Piper picked a peck of pickled peppers" is a fun way to practice words that all start with the same sound.

What is the importance?

This is an important early reading skill because words are made from sounds. Alliteration activities call attention to the sound at the beginning of words. In preschool when children begin to read and write, they focus on the beginning sound. The chants that go along with the Open Court sounds are examples of alliteration that children enjoy; "This is the way the sausages sizzle, sausages sizzle, sausages sizzle, this is the way the sausages sizzle, /s/, /s/, /s/, /s/, /s/, /s/.

In The Car

- Play "20 questions" about finding words that start with a certain sound. Then create a silly sentence.
- Sing the letter sound songs (can be found in the Fingerplay Section)

Waiting In A Sitting Location

(bus stop, doctor's office, etc.)

- Look through magazines or around you and find items that start with the same sound.
- Write down the words you find and then make a sentence, your child might enjoy drawing a picture of your silly sentence.

More Tips

At Home

• Sing the song Head, Shoulders, Knees and Toes but use different beginning sounds for each time you sing it. Sing "Bed, boulders, bee and boes,

Bed, boulders, bees and boes,
Byes and bears, and bouth and boes,
Bed, boulders, bee and boes"

You can sing it again with a different sound each time.

• Read an alphabet book and use your child's name for some of the words on the page that start with the same sound as your child's name

• Ask your child if they can think of any other word that starts with the same sound, then make a silly sentence with the words.

• Make your own alliteration book by drawing pictures or cutting pictures out of magazines. An example is: Kerri's car, Kerri's cat, Kerri's cup, etc.

While Traveling
(walking, taking the bus, in an airplane)

• Sing a song such as Willoughby Wallaby Woo and use your child's name and the names of other family members. (Words can be found in the song section)

• Make up a sentence to go with your child's name. An example is: "Luke likes lollipops". Your child can help discover words to use; you can help by suggesting words they might want to use that start with that sound.

Waiting In Line

• This could be another variation of "I Spy". "I Spy something that starts with the sound /s/. When you have found several words, then make a sentence using those words. If the sentence is silly, your child will probably enjoy it even more!

• Look around for things that start with a certain sound and then put them together to make a silly sentence.

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Literacy Games to Play Anywhere

Literacy games to play anywhere with little or no materials.

I Spy

Take turns saying the rhyme "I spy something with my little eye that rhymes with _____." This game has a lot of variations and can be used with colors, numbers, shapes, or the beginning sounds in words!

Guess the Sound

Have your child close their eyes while you make a sound (clap your hands, stomp your feet). Have your child guess the sound and try to copy it. To make this game more challenging, make 2 or 3 sounds for them to guess. You can also make a pattern of sounds (clap, stomp, clap, stomp).

Alphabet search

Tell your child a letter and have them point to it. You could say "Find the letter c." For extra support for those children who need it, you could point to the letter and tell them to find more letters that look the same. For those that are learning the sounds of letters, you can say "Go find or point to something that starts with _____", and give the letter sound" e.g., find something that starts with 'd'.

Color Search

This can be played just like the Alphabet Search, except you use colors. "Go find something that is blue."

I Say

Play the rhyming rap. "I say car, you say _____." Then change the first word to another one. "I say _____, you say _____." The words you say and the words your child says does not have to be real words, the goal is to make a rhyme.

Clap out words

Play the word game of clapping out the number of parts in words. This is especially fun to do with names of friends and family. Say a name and then your child claps the parts, an example is to say Tommy, then your child claps 2 times and says how many claps they did. To change it your child can decide what they want to do instead of clapping (stomping, jumping, tapping, etc.)

Bingo

Sing your child's name to the tune of BINGO. "I know a girl whose name is Sally, and Sally is her name-o. S-A-L-L-Y, S-A-L-L-Y, S-A-L-L-Y, Sally is her name-o"! Ask your child which names they want to sing. After singing then count the number of letters in the name.

More Tips

Body Alphabet
Make different letter shapes using your body. It could be done standing up or laying on the floor. Some letters may be easier to do with a partner!

Body Sounds
Tell your child a letter sound and they find a body part that begins with that sound. For example: f for feet, face, fingers, forehead, freckles, etc.

Alphabet Writing
"Write" letters of the alphabet on your child's back with your finger. After they tell you the name of the letter, then they can "write" a letter on your back and you say the name of the letter. This one can also be done with shapes such as circle, square, etc.

ABC Song
Sing the ABC song and skip some letters. Let your child tell you which letters are missing.

Letters
Show your child some letters somewhere in the environment (e.g., in a book, on a sign, newspaper, junk mail, etc.) and then they stand up if it is a capital letter and squat down for lower case letters.

Simon Says
Play Simon Says in a variety of ways to include literacy activities. It could be "Simon Says stand up if bear and chair rhyme." Or "Simon Says touch your nose if the word driveway has 2 parts". Or "Simon Says say the sound for the letter "m".

Sounds
Find something on your left that starts with the ____ sound. You can change the location and the letter sound.

The Ship Is Loaded With
The ship is loaded with _____ (you name an item, ie. cats) then your child says other things that rhyme with the item (e,g., bats, rats, mats, etc.). Keep changing the item the ship is loaded with. You can also play this game with beginning sounds.

Words
Ask your child to find some words they can read while you are waiting in line or walking.

Lotto
Create a Lotto or Bingo card to be used on in the grocery store or on a road trip. Fill the spots with things you may see. This would be great for learning new vocabulary!

Nursery Rhymes
Say Nursery rhymes or Finger plays with your child. It is an excellent way to practice rhyming.

Sign Language
Practice the alphabet using sign language for each letter.

Washington State
Early Learning & Development

BENCHMARKS

Birth to 18 Months

Domain 5
Language, Communication, and Literacy

Goal 66: Children demonstrate phonological awareness.

"Phonological awareness is the ability to hear, recognize, and play with sounds in our language." (Neuman, Susan; Nurturing Knowledge, Building a Foundation for School Success). In preschool we work on this by: playing rhyming games, finger plays, clapping out our names and other words, and counting the number of words in a sentence and sounds in a word. These skills all come before a child can learn to break words into individual sounds for reading.

At This Age Your Child May:

- React differently to different sounds (e.g., cries at loud noises, coos/smiles at hearing caregiver's voice)
- Try to repeat sounds/words
- Help to say the last word in familiar nursery rhymes

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Play with sounds with children (tap/clap/stomp at different speeds)
- Play with words and sounds (coo back to your baby; babble; when they make a sound, you copy it)
- Sing songs with your child
- Tell your child nursery rhymes
- Read books and do fingerplays with your child
- Clap/stomp/tap/dance to the beat of songs you sing

Birth to 18 Months

Goal 67: Children demonstrate awareness of the alphabetic principle.

Alphabetic principle means that letters are used to represent individual sounds in spoken language (Louisa Moats, Ed. D.) Children know that what we say can be written down. It is also knowing that letters make sounds and when we put sounds together we make words. In preschool we teach letter names first. Then we teach the letter sounds and a fun action to go with it. For the letter 'd' we match the letter sound with pretending to be dinosaurs dancing.

At This Age Your Child May:

- Look at a person talking
- Babble when holding a book
- Point to words in a book

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- When writing your child's name, sound out and name each letter
- Sing alphabet songs with your child
- Point to the words when reading with your child
- Read alphabet books with your child

Goal 68: Children demonstrate awareness of print concepts.

Awareness of print concepts means that stories, thoughts and ideas are represented by words on the page not just the pictures. In preschool we practice these skills by pointing to words with our "reading finger". When we read to children we read from left to right and from the top to the bottom. We show how to hold books and name the parts of books (e.g., the front cover, back cover, spine, and title page). Print all over the room is read to children (e.g., labels on items or posters).

At This Age Your Child May:

- Use senses to explore books (e.g., chewing on books)
- Look at pictures in books
- Begin to hold books by themselves
- Turn pages in books but may turn more than one at a time
- Look at different types of books (e.g., photo books, pop up books, books with musical buttons)
- Start to hold books right side up

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Read with your baby every day
- When reading, hold the book the right way and help older infants to hold the book and turn pages
- Read one on one with your child and help them to interact with the book (again holding the book, turning pages, pointing to or talking about things in the pictures, lifting flaps, or pushing buttons on the pages)
- Read books made of different types of materials (cloth books, boardbooks, plastic 'tub books', or ones with parts your child can move or play with)
- Read different types of stories with your child (photo albums, magazines, books that can be sung)
- Encourage your child when they use books the correct way (e.g., looking at books rather then stepping on them)

Goal 69: Children demonstrate comprehension of printed material.

Comprehension of printed material means understanding what is said. We want children to understand directions and stories they hear. It is also "reading" or knowing printed words. In preschool we practice these skills by helping children to read their names in the room. We also write names on objects in the classroom. Another way we develop comprehension is by talking about what is happening in the story and asking questions. We talk about what could happen next in the story. We also make up new endings to stories.

At This Age Your Child May:

- Point or make sounds when looking at books
- Recognize familiar people and things in photos
- Look at simple picture books

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Read books from different cultures (e.g., books about folk tales from other countries)
- Read simple stories and talk about what happened first, next, and last
- Point to pictures as you read a story and have children do the same
- Make books about the child and include pictures (e.g., of them, the family, their favorite things)
- Label different things in the house (e.g., bookshelf, table, or chair) if possible, use more than one language!

Goal 70: Children demonstrate awareness that written materials can be used for a variety of purposes.

Children learn that writing is used for many reasons. Written text is used to tell stories, to write someone's name, and to express an important message. We show that writing is on many items in their classroom, at home and in the community. In preschool we show many ways that writing is useful. We use environmental print (e.g., bathroom signs, McDonalds, etc.) to create the idea that "they are readers too."

At This Age Your Child May:

- Enjoy books about daily routines (e.g., eating, toileting)
- Purposefully use pop-up or interactive books (e.g., lifts flaps, pushes music button)

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Talk about and show how to use different resources to find answers (e.g., cookbooks for recipes, phone books for numbers)
- When reading a magazine, show your child things that they might be interested in
- Let your child see you reading different things

Goal 71: Children demonstrate appreciation and enjoyment of reading.

For children to appreciate and enjoy books they need to hear different stories. By reading a lot of books, children will begin to have favorites. In preschool we: talk about favorite books; re-read books to develop a greater understanding of the story; make sure that reading is a fun time; and provide many opportunities for children to "read" and handle books.

At This Age Your Child May:

- Explore books
- Enjoy holding and carrying books
- Bring books to adults to read
- Show preference for certain books
- Look at books for short periods of time
- Enjoy being read to

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Use lap or cuddle time to read with your child every day
- Let your child see you read at different times
- Leave books about interesting things out for your child to see
- Keep books about different cultures in your child's book collection
- Write a book about your child's daily life. (e.g., provide pictures of the child and family members)
- Use simple sentences: *"I like cereal for breakfast."; "I go to ——."; "I take a nap, or I am sleeping."*

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Early Learning & Development

BENCHMARKS

18 to 36 Months

Domain 5
Language, Communication, and Literacy

Goal 66: Children demonstrate phonological awareness.

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At This Age Your Child May:

- Say parts of familiar rhymes
- Play rhyming games and songs with other children
- Copy fast and slow sounds (e.g., the adult claps, talks, stomps fast or slow and the child copies it)

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Make up rhymes and songs with your child's name, the names of other people, or familiar objects
- Talk with your child (describe what you are doing, point out words that rhyme or start with the same sound)
- Read books that have a lot of rhyming (Jamberry, Mother Goose), lines that repeat (Brown Bear, Brown Bear; In the Napping House), or a lot of words that start with the same sound (Dr. Seuss ABC)

Goal 67: Children demonstrate awareness of the alphabetic principle.

Alphabetic principle means that letters are used to represent individual sounds in spoken language (Louisa Moats, Ed. D.) Children know that what we say can be written down. It is also knowing that letters make sounds and when we put sounds together we make words. In preschool we teach letter names first. Then we teach the letter sounds and a fun action to go with it. For the letter 'd' we match the letter sound with pretending to be dinosaurs dancing.

At This Age Your Child May:

- Pretend to write
- Sing the ABC song with help
- Pretend to read print

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Encourage your child when they try to name letters
- Help your child find letters and words in their environment (street signs, cereal boxes)
- Sing alphabet songs with your child and help them to join in sing along

Goal 68: Children demonstrate awareness of print concepts.

Awareness of print concepts means that stories, thoughts and ideas are represented by words on the page not just the pictures. In preschool we practice these skills by pointing to words with our "reading finger". When we read to children we read from left to right and from the top to the bottom. We show how to hold books and name the parts of books (e.g., the front cover, back cover, spine, and title page). Print all over the room is read to children (e.g., labels on items or posters).

At This Age Your Child May:

- Know the right side of the book
- Turn pages of a book, usually one page at a time

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Read the cover with the title, author, and illustrator's names, mentioning that the author writes the words and the illustrator draws the pictures
- When reading, you can use your finger to follow along to show that we read from left to right and top to bottom
- When drawing or painting, help your child make lines that go across the page from left to right and down the page from top to bottom

Goal 69: Children demonstrate comprehension of printed material.

Comprehension of printed material means understanding what is said. We want children to understand directions and stories they hear. It is also "reading" or knowing printed words. In preschool we practice these skills by helping children to read their names in the room. We also write names on objects in the classroom. Another way we develop comprehension is by talking about what is happening in the story and asking questions. We talk about what could happen next in the story. We also make up new endings to stories.

At This Age Your Child May:

- Tell the action in a picture (e.g., 'running', 'jumping', or 'hiding')
- Remember parts of a familiar story
- Know what comes next in a familiar story

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Make name blocks by putting a picture of a child on one side of a block and their name on the other side
- Cut out or draw pictures and paste on a card, then write the word underneath for use in games (e.g., match two that are the same, sort by category (animals, clothes, foods), or match cards that start with the same sound
- Let children help label different objects in the home (e.g., chairs, table, bookshelf), and draw a picture along with writing the word
- Read books from the child's own and other cultures (e.g., folk tales or fairy tales from other counties)

Goal 70: Children demonstrate awareness that written materials can be used for a variety of purposes.

Children learn that writing is used for many reasons. Written text is used to tell stories, to write someone's name, and to express an important message. We show that writing is on many items in their classroom, at home and in the community. In preschool we show many ways that writing is useful. We use environmental print (e.g., bathroom signs, McDonalds, etc) to create the idea that "they are readers too."

At This Age Your Child May:

- Enjoy books about different things (e.g., books about animals, jobs, or places)
- Recognize emotional expressions in a book (e.g., points to a happy face when asked)
- Recognize print in familiar settings (e.g., stop sign, stores, restaurants)

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Read and share many different forms of writing (e.g., invitations, take-out menus, newspaper ads)
- When walking, read the words on different signs
- Use different types of writing to play (e.g., if pretending to be in a restaurant, use menus and notepads to take orders)

Goal 71: Children demonstrate appreciation and enjoyment of reading.

For children to appreciate and enjoy books they need to hear lots of stories. After reading and listening to many stories, children will choose their favorites. In preschool we make sure that reading is fun! We talk about our favorite books; we read books over and over again to develop a greater understanding of the story. We also talk about what we read.

At This Age Your Child May:

- Ask to be read to
- Ask to have the same book read over and over again
- Pretend to read different things (e.g., magazines, books, or food packages)
- Remember phrases from favorite books
- Talk about books
- Use books in play (e.g., pretend to be a teacher reading at circle time, pretend to read directions when playing cooking)
- Choose books as a favorite object

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Read to your child throughout the day
- Read books about different cultures
- Take your child to the library, bookstore, or places that have books
- When reading stories, help your child to understand (e.g., talk about what you would do if you were in the story; how what happened in the story is like what happens in your life (we had a birthday party too))
- Show enjoyment when reading

Washington State
Early Learning & Development

BENCHMARKS

36 to 60 Months

Domain 5
Language, Communication, and Literacy

Goal 66: Children demonstrate phonological awareness.

"Phonological awareness is the ability to hear, recognize, and play with sounds in our language." (Neuman, Susan; Nurturing Knowledge, Building a Foundation for School Success). In preschool we work on this by: playing rhyming games, finger plays, clapping out our names and other words, and counting the number of words in a sentence and the sounds in a word. These skills all come before a child can learn to break words into individual sounds for reading.

At This Age Your Child May:

- Say familiar nursery rhymes, make up songs and rhymes
- Begin to hear and say the initial sound (beginning sound) in words
- Name words or find pictures that start with the same sound as a given word
- Tell if two spoken words are the same or different (tree-three are different, dog-dog are the same)

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- When singing songs, point out the words that rhyme
- Make up your own rhymes, songs, and chants
- Sing songs and leave out parts (BINGO, leaving out the B and then other letters)

36 to 60 Months

Goal 67: Children demonstrate awareness of the alphabetic principle.

Alphabetic principle means that letters are used to represent individual sounds in spoken language (Louisa Moats, Ed. D.) Children know that what we say can be written down. It is also knowing that letters make sounds and when we put sounds together we make words. In preschool we teach letter names first. Then we teach the letter sounds and a fun action to go with it. For the letter 'd' we match the letter sound with pretending to be dinosaurs dancing.

At This Age Your Child May:

- Say all letters of the alphabet
- Know 10 or more letters of the alphabet

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Play letter games with your child (finding objects that begin with the same letter)
- Read alphabet books with your child
- Make or purchase alphabet puzzles and help your child put them together and name the letters

Goal 68: Children demonstrate awareness of print concepts.

Awareness of print concepts means that stories, thoughts and ideas are represented by words on the page not just the pictures. In preschool we practice these skills by pointing to words with our "reading finger". When we read to children we read from left to right and from the top to the bottom. We show how to hold books and name the parts of books (e.g., the front cover, back cover, spine, and title page). Print all over the room is read to children (e.g., labels on items or posters).

At This Age Your Child May:

- Know first and last page of a book
- Name some letters in words
- Know that letters make words
- Begin to tell if words look the same or different (e.g., Danny and Daddy look the same; but Bobby and Carol look different)
- Begin to know that we read from left to right (e.g., when pretending to read, they first 'read' the left page, then the right; they turn pages from front to back)
- Recognize some signs (e.g., "McDonalds")

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Read the cover with the title, author, and illustrator's names, mentioning that the author writes the words and the illustrator draws the pictures
- When reading, you can use your finger to follow along to show that we read from left to right and top to bottom
- When drawing or painting, help your child make lines that go across the page from left to right and down the page from top to bottom

36 to 60 Months

Goal 69: Children demonstrate comprehension of printed material.

Comprehension of printed material means understanding what is said. We want children to understand directions and stories they hear. It is also "reading" or knowing printed words. In preschool we practice these skills by helping children to read their names in the room. We also write names on objects in the classroom. Another way we develop comprehension is by talking about what is happening in the story and asking questions. We talk about what could happen next in the story. We also make up new endings to stories.

At This Age Your Child May:

- Use pictures to guess what a book is about
- Recognize own written name
- Help read a story by telling repeated phrases or lines
- Name important characters in a story
- Begin to tell what happens at the beginning, middle and end of a story
- Make up a new ending for a story
- Pretend to read a familiar book

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Ask children to guess what the story is about based on the cover
- After reading a story, help your child to act it out or put on a puppet show
- Encourage children to 'read' familiar stories to you
- Read a story to your child and then have them draw a picture about their favorite part of the story
- Help your child to tell about what happened in a familiar story
- Draw pictures to go with favorite songs

Goal 70: Children demonstrate awareness that written materials can be used for a variety of purposes.

Children learn that writing is used for many reasons. Written text is used to tell stories, to write someone's name, and to express an important message. We show that writing is on many items in their classroom, at home and in the community. In preschool we show many ways that writing is useful. We use environmental print (e.g., bathroom signs, McDonalds, etc) to create the idea that "they are readers too."

At This Age Your Child May:

- Pretend to read different materials (e.g., books, newspapers, cereal boxes, magazines)
- Pretend to read while playing (e.g., pretending to read a recipe)
- Use signs for information (e.g., elevator button, restroom)

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Do a project with a child that involves following directions (e.g., following a simple cooking recipe)
- Show your child how you read directions to put something together or use a recipe when cooking
- Have your child help you read and follow directions when putting toys or things together

Goal 71: Children demonstrate appreciation and enjoyment of reading.

For children to appreciate and enjoy books they need to hear lots of stories. After reading and listening to many stories, children will choose their favorites. In preschool we make sure that reading is fun! We talk about our favorite books; we read books over and over again to develop a greater understanding of the story. We also talk about what we read.

At This Age Your Child May:

- Say the title of a favorite book
- Tell the parts of a book that they liked or didn't like
- Enjoy a variety of books (e.g., fairy tales, poems, magazines, non-fiction/true stories)

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Show that we use books to get information (e.g., look at a phone book before dialing a phone)
- Ask a child what they think about different books, stories, and characters
- Use books to enhance other activities
- Set aside a special time for you and your child to read and look at books
- Let your child pick out and read quality books about different cultures and areas that interest them
- Help encourage a child's understanding of the book by letting them act it out, retell parts, and use props/objects that relate to the story

Washington State
Early Learning & Development

BENCHMARKS
60 Months to Kindergarten

Domain 5
Language, Communication, and Literacy

Goal 66: Children demonstrate phonological awareness.

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At This Age Your Child May:

- Match a picture to an initial sound (e.g., points to dog when asked to find one that starts with the sound of "d")
- Say the word after an adult says each letter sound for a word (e.g., the adult gives the sounds 'b' 'a' 'l' and the child says "ball")
- When an adult says a word and then leaves off part of the word, the child tells what is missing (e.g., the adult says 'cowboy', then 'cow', and the child says that 'boy' is the missing part)
- Clap the parts of words (e.g., claps 2 times for puppy)
- Make up nonsense rhymes (e.g., book, mook)

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Speak clearly to your child, not smushing sounds together or slurring them
- Help your child to pronounce words correctly by modeling and saying the word slowly, then explaining what the word means
- Play games with your child where they have to 'guess the word' when you say parts of it (you say r… an, they say ran; or you say m…ice, they say mice)

60 Months to Kindergarten

Goal 67: Children demonstrate awareness of the alphabetic principle.

Alphabetic principle means that letters are used to represent individual sounds in spoken language (Louisa Moats, Ed. D.) Children know that what we say can be written down. It is also knowing that letters make sounds and when we put sounds together we make words. In preschool we teach letter names first. Then we teach the letter sounds and a fun action to go with it. For the letter 'd' we match the letter sound with pretending to be dinosaurs dancing.

At This Age Your Child May:

- Know that letters have names and sounds
- Know the sounds of many letters
- Find most letters when asked to "find a ___"

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Play simple word games (e.g., you say, "I spy something that rhymes with 'bapple'", the child responds with 'apple' or play the same game but say the sound an object starts with; "I spy something that starts with 'b'" and they say "ball")
- Point out letters and have your child identify them
- Help your child read frequently-used words (I, see, me, to, and) by pointing to the word, saying it, and having your child repeat it

Goal 68: Children demonstrate awareness of print concepts.

Awareness of print concepts means that stories, thoughts and ideas are represented by words on the page not just the pictures. In preschool we practice these skills by pointing to words with our "reading finger". When we read to children we read from left to right and from the top to the bottom. We show how to hold books and name the parts of books (e.g., the front cover, back cover, spine, and title page). Print all over the room is read to children (e.g., labels on items or posters).

At This Age Your Child May:

- Follow words across a page from left to right to read
- Know the difference between letters and numbers
- Say the letters of their first name
- Point to the title of a book when asked
- Read familiar words (e.g., McDonalds, names of cereal)
- Read their first name, and some of their peer's names

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Help children to use parts of books (cover, table of contents) to find information (if using a cookbook, show them how you find what recipe you want with the table of contents, or if looking at a new picture book, guess what it might be about by using the cover)
- When your child makes a book, help them to make a cover and identify the parts of their book
- Praise your child when they use books parts appropriately to find information (e.g., looking at the cover for the title or author's name)

Goal 69: Children demonstrate comprehension of printed material.

Comprehension of printed material means understanding what is said. We want children to understand directions and stories they hear. It is also "reading" or knowing printed words. In preschool we practice these skills by helping children to read their names in the room. We also write names on objects in the classroom. Another way we develop comprehension is by talking about what is happening in the story and asking questions. We talk about what could happen next in the story. We also make up new endings to stories.

At This Age Your Child May:

- Know that the words are what tell the story or give information
- Compare stories with real life (e.g., says "I have a brother too!")
- Use pictures to help tell the story
- Participate in talking about the book
- Retell a story with details (e.g., what happened first, who was in the story, what the problem was)

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Help children guess what will happen next in stories
- Explain cause and effect through stories (e.g., Humpty-Dumpty broke into pieces because…, Why did the three little kittens begin to cry?)
- Talk about stories, sharing what you have learned or parts that you liked or didn't like
- Use print to help answer questions (e.g., to find out what you should wear today, look up a weather forecast; or to find a phone number, look in a phone book)

Goal 70: Children demonstrate awareness that written materials can be used for a variety of purposes.

Children learn that writing is used for many reasons. Written text is used to tell stories, to write someone's name, and to express an important message. We show that writing is on many items in their classroom, at home and in the community. In preschool we show many ways that writing is useful. We use environmental print (e.g., bathroom signs, McDonalds, etc) to create the idea that "they are readers too."

At This Age Your Child May:

- Use pictures and labels in the environment to get information
- Use simple printed material to gain information (e.g., uses a cookbook to find a recipe or knows a map will help you when lost)

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Have children write letters and make cards for friends and family
- Talk about how weather pictures mean different things (e.g., sun means it will be sunny, the clouds mean it might rain)
- Help your child learn about different cultures and parts of the world by reading stories and talking about them
- Use a recipe to cook with a child and show how to follow written directions
- Encourage all of your family and friends to read with children!

Goal 71: Children demonstrate appreciation and enjoyment of reading.

For children to appreciate and enjoy books they need to hear lots of stories. After reading and listening to many stories, children will choose their favorites. In preschool we make sure that reading is fun! We talk about our favorite books; we read books over and over again to develop a greater understanding of the story. We also talk about what we read.

At This Age Your Child May:

- Enjoy books about "real-life"
- Talk about books with friends
- Look for books about things they like
- Want to learn to read and attempt to read favorite books out loud
- Listen to an entire picture book
- Have favorite books by the same author or illustrator

Activities You Can Do At Home:

Each of these activities may be changed to meet your child's strengths and challenges. You can also change them to reflect your family culture.

- Take a child to the library and let them choose stories to check out
- Let children use books on tape
- Encourage children to read books about things they are interested in
- Show children that they can get the same information from books as they can from television shows

Favorite Nursery Rhymes & Fingerplays

Alphabet Sound Card Songs

Give me an A.
Give me an A.
Give me an A, A, A!

/b/ Ball

This is the way Bobby's ball bounces, Bobby's ball bounces, Bobby's ball bounces.
This is the way Bobby's ball bounces.
/b/, /b/, /b/, /b/, /b/, /b/
Move hand up and down as if bouncing a ball.

/c/ Camera - *This is the same sound as the K.*
At this age we don't talk about both C sounds.

This is the way the camera clicks, the camera clicks, the camera clicks.
This is the way the camera clicks.
/c/, /c/, /c/, /c/, /c/, /c/
Hold hand up to face and move one index finger like snapping a picture.

/d/ Dinosaur

This is the way the dinosaur dances, dinosaur dances, dinosaur dances.
This is the way the dinosaur dances.
/d/, /d/, /d/, /d/, /d/, /d/
Stomp feet as if dancing.

Give me an E.
Give me an E.
Give me an E, E, E!

/f/ Fan

This is the way the fan goes round, fan goes round, fan goes round.
This is the way the fan goes round.
/f/, /f/, /f/, /f/, /f/, /f/
Move hand in a circular motion like a fan.

Favorite Nursery Rhymes & Fingerplays

Alphabet Sound Card Songs

/g/ Gopher

This is the way the gopher eats, the gopher eats, the gopher eats.
This is the gopher eats.
/g/, /g/, /g/, /g/, /g/, /g/

Put hand to mouth as though eating.

/h/ Hound

This is the way the hound dog breathes, the hound dog breathes,the hound dog breathes.
This is the way the hound dog breathes.
/h/, /h/, /h/, /h/, /h/, /h/

Run in place and make the sound as though out of breath.

Give me an I.
Give me an I.
Give me an I, I, I!

/j/ Jump

This is the way the little girl jumps, the little girl jumps, the little girl jumps.
This is the way the little girl jumps.
/j/, /j/, /j/, /j/, /j/, /j/

Move arms and jump as though jumping rope.

/k/ Camera

This is the way the camera clicks, the camera clicks, the camera clicks.
This is the way the camera clicks.
/k/, /k/, /k/, /k/, /k/, /k/

Hold hand up to face and move one index finger like snapping a picture.

/l/ Lion

This is the way the lion drinks, the lion drinks, the lion drinks.
This is the way the lion drinks.
/l/, /l/, /l/, /l/, /l/, /l/

Move hands like they are tongues licking and lapping up water.

Favorite Nursery Rhymes & Fingerplays

Alphabet Sound Card Songs

/m/ Monkey

This is the way the monkey munches, the monkey munches, the monkey munches.
This is the way the monkey munches.
/m/, /m/, /m/, /m/, /m/, /m/
Rub stomach as if to say /mmmm/.

/n/ Nose

This is the way the long nose sniffs, the long nose sniffs, the long nose sniffs.
This is the way the long nose sniffs.
/n/, /n/, /n/, /n/, /n/, /n/
Touch nose with pointer finger.

Give me an O.
Give me an O.
Give me an O, O, O!

/p/ Popcorn

This is the way the popcorn pops, the popcorn pops, the popcorn pops.
This is the way the popcorn pops.
/p/, /p/, /p/, /p/, /p/, /p/
Put both fists in the air and open and close hands quickly as though popping.

/kw/ Quaking Ducks

This is the way the little duck quacks, the little duck quacks, the little duck quacks.
This is the way the little duck quacks.
/kw/, /kw/, /kw/, /kw/, /kw/, /kw/
Put hands under armpits and move arms up and down like a duck flapping its wings.

/r/ Robot

This is the way the robot works, the robot works, the robot works.
This is the way the robot works.
/r/, /r/, /r/, /r/, /r/, /r/
Move arms at sides in stiff, robot-like movements.

Favorite Nursery Rhymes & Fingerplays

Alphabet Sound Card Songs

/y/ Yak

This is the way the big Yaks yak, the big Yaks yak, the big Yaks yak.
This is the way the big Yaks yak.
/y/, /y/, /y/, /y/, /y/, /y/

Move fingers open and shut as though mimicking someone talking.

/z/ Zipper

This is the way the zipper zips, the zipper zips, the zipper zips.
This is the way the zipper zips.
/z/, /z/, /z/, /z/, /z/, /z/

Move hand up and down as though zipping a zipper.

Favorite Nursery Rhymes & Fingerplays

Songs

View Ridge ECEAP

Open, Shut Them

Open, shut them, Open, shut them; Give your hands a clap
Open, shut them, Open, shut them, Lay them in your lap
Creep them, crawl them, creep them, crawl them right up to your chin
Open up your little mouth, but do not let them in.

Open, shut them, Open, shut them, Give a little clap
Shut them open, shut them open, Lay them on your lap
Roll them, roll them, roll them, roll them
Roll them just like this *(hand over hand up to the sky)*
Wave them, wave them, wave them, wave them
Blow a little kiss *(blow a kiss)*

I Wiggle My Fingers

(A movement rhyme)
I wiggle my fingers,
I wiggle my toes,
I wiggle my shoulders
I wiggle my nose.
Now no more wiggles
Are left in me,
So I can sit as still as can be.

Hello

Hello, how are you?
Hello, how are you?
Hello, how are you?
How are you this morning?
I am fine and I hope you are too.
I am fine and I hope you are too.
I am fine and I hope you are too.
I hope you are too this morning.
Turn to your neighbor and shake their hand
Turn to your neighbor and shake their hand
Turn to your neighbor and shake their hand
Shake their hand this morning.

If You're Happy and You Know It
(Tune: "If You're Happy and You Know It)

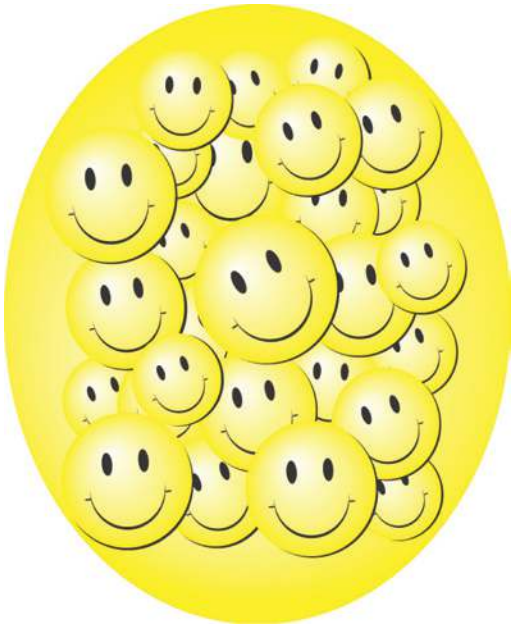
If you're happy and you know it, clap your hands *(clap, clap)*
If you're happy and you know it, clap your hands. *(clap, clap)*
If you're happy and you know it, your face will surely show it
If you're happy and you know it, clap your hands. *(clap, clap)*

If you're happy and you know it, stomp your feet. *(stomp, stomp)*
If you're happy and you know it, stomp your feet *(stomp, stomp)*
If you're happy and you know it then your face will surely show it
If you're happy and you know it, stomp your feet *(stomp, stomp)*

If you're happy and you know it, nod your head! *(nod, nod)*
If you're happy and you know it, nod your head! *(nod, nod)*
If you're happy and you know it then your face will surely show it
If you're happy and you know it, nod your head! *(nod, nod)*

If you're happy and you know it, shout "Hooray! *(Hooray!)*
If you're happy and you know it, shout "Hooray!" *(Hooray!)*
If you're happy and you know It then your face will surely show it
If you're happy and you know it, shout "Hooray!" *(Hooray!)*

If you're happy and you know it, do all four *(clap, stomp, nod, Hooray)*
If you're happy and you know it, do all four *(clap, stomp, nod, Hooray)*
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, do all four. *(clap, stomp, nod, Hooray)*



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!

5 Little Monkeys *(chant)*

Five little monkeys jumping on the bed.
One falls down and bumps his head.
Mother called the doctor.
The doctor says:
"No more monkeys jumping on the bed."

Four little monkeys jumping on the bed.
One falls down and bumps his head.
Mother called the doctor.
The doctor says:
"No more monkeys jumping on the bed."

Three little monkeys jumping on the bed.
One falls down and bumps his head.
Mother called the doctor.
The doctor says:
"No more monkeys jumping on the bed."

Two little monkeys jumping on the bed.
One falls down and bumps his head.
Mother called the doctor.
The doctor says:
"No more monkeys jumping on the bed."

One little monkey jumping on the bed.
He falls down and bumps his head.
Mother called the doctor.
The doctor says:
"No more monkeys jumping on the bed."

This song/finger play is repetitive and fun to do with children. It is not in order by size, but you can cut out the pictures and use them in any order you wish. Have fun!!!

Baby fish, baby fish swimming through the water
Baby fish, baby fish gulp, gulp, gulp,
Oh no! It's been eaten by a…

Swift marlin, swift marlin swimming through the water
Swift marlin, swift marlin gulp, gulp, gulp,
Oh no! It's been eaten by a…

Manatee, manatee swimming through the water
Manatee, manatee gulp, gulp, gulp,
Oh no! It's been eaten by a…

Pinching crab, pinching crab swimming through the water
Pinching crab, pinching crab gulp, gulp, gulp,
Oh no! It's been eaten by a…

Sting ray, sting ray swimming through the water
Sting ray, sting ray gulp, gulp, gulp,
Oh no! It's been eaten by a…

Slippery eel, slippery eel swimming through the water
Slippery eel, slippery eel gulp, gulp, gulp,
Oh no! It's been eaten by a…

Bright star fish, bright star fish swimming through the water
Bright star fish, bright star fish gulp, gulp, gulp,
Oh no! It's been eaten by a…

Octopus, octopus swimming through the water
Octopus, octopus gulp, gulp, gulp,
Oh no! It's been eaten by a…

Graceful dolphin, graceful dolphin swimming through the water
Graceful dolphin, graceful dolphin gulp, gulp, gulp,
Oh no! It's been eaten by a…

Beluga whale, beluga whale swimming through the water
Beluga whale, beluga whale gulp, gulp, gulp,
Oh no! It's been eaten by a…

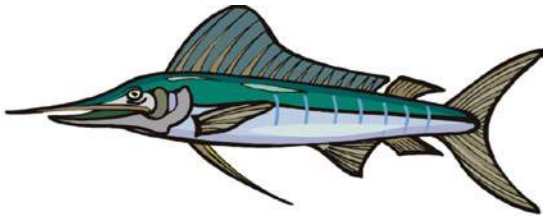
Scuba diver, scuba diver swimming through the water
Scuba diver, scuba diver gulp, gulp, gulp,
Oh no! It's been eaten by a…

Bobbing sea horse, bobbing sea horse swimming through the water
Bobbing sea horse, bobbing sea horse gulp, gulp, gulp,
Oh no! It's been eaten by a…

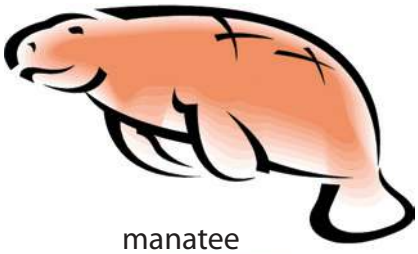
Humpback whale, humpback whale swimming through the water
Humpback whale, humpback whale gulp, gulp, gulp,
Oh no! It's been eaten by a…

Great white shark, great white shark swimming through the water
Great white shark, great white shark gulp, gulp, gulp.

baby fish



marlin

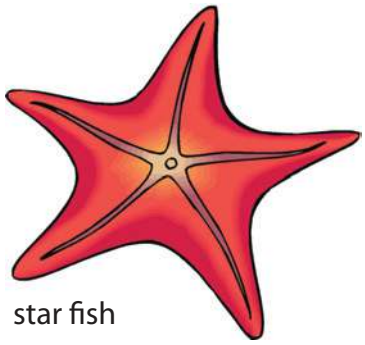


manatee

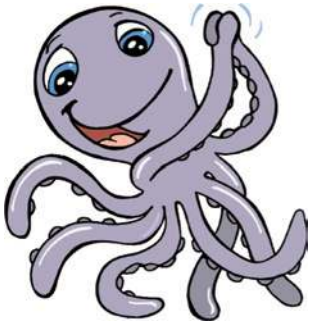
pinching crab

sting ray

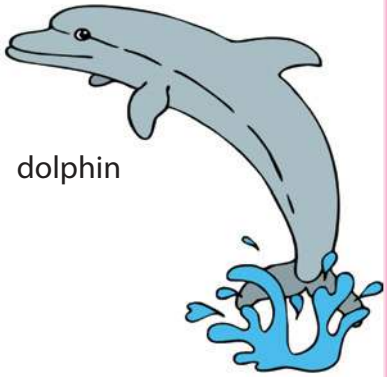
eel



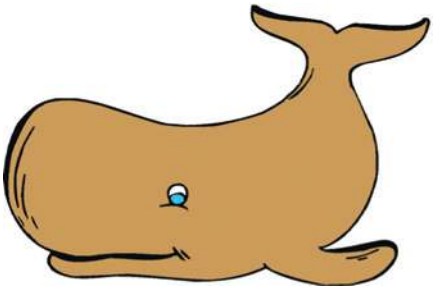
star fish



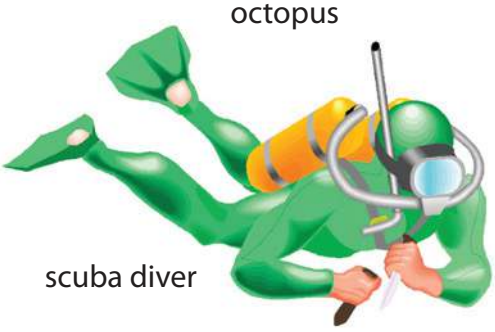
octopus



dolphin

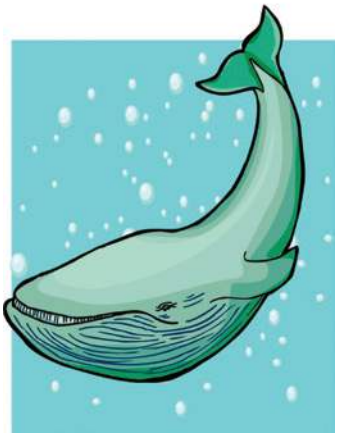


beluga whale

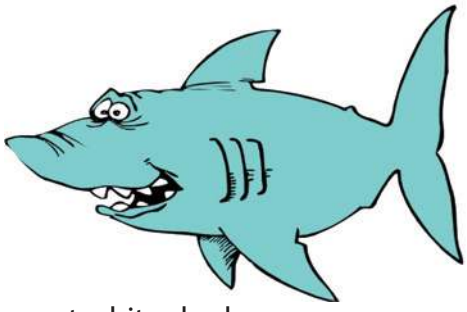


scuba diver

sea horse



humpback whale



great white shark

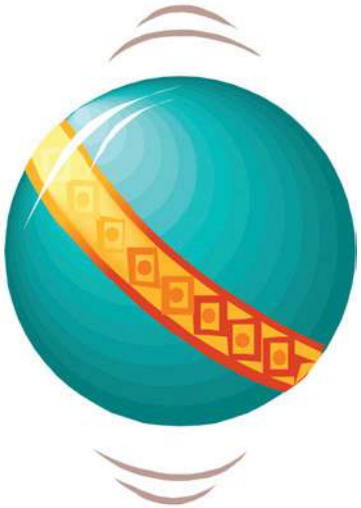
View Ridge ECEAP

The Very Nicest Place

The fish lives in the brook, *(put palms together tightly; wiggle forward)*
The bird lives in the tree, *(bend forearms at the elbows and extend upward; cup hands and spread open)*
But home's the very nicest place
For a little child like me. *(point to self)*

Great Big Ball

A great big ball, *(pretend to hold a big ball)*
A middle-size ball, *(pretend to hold a middle sized ball)*
A little ball I see. *(pretend to hold a little ball)*
Let's count them all together—
One, *(pretend to hold a little ball)*
Two, *(pretend to hold a middle sized ball)*
Three! *(pretend to hold a big ball)*



Box Song

I wish I had a little red box to put by *(child's name)* in
I'd take him out and go *(kiss, kiss, kiss)*
And put him back again.

Ask child what color and type of box they want, e.g., red, spiderman, princess, etc.

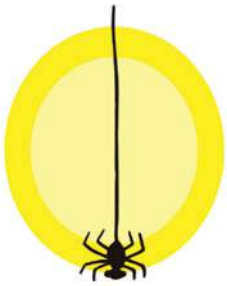
The Itsy, Bitsy Spider

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 the rain.

So the itsy bitsy spider
Climbed up the spout again!



Favorite Nursery Rhymes & Fingerplays

Songs

YMCA

5 Little Monkeys *(chant)*

Five little monkeys jumping on the bed.
One falls down and bumps his head.
Mother called the doctor.
The doctor says:
"No more monkeys jumping on the bed."

Four little monkeys jumping on the bed.
One falls down and bumps his head.
Mother called the doctor.
The doctor says:
"No more monkeys jumping on the bed."

Three little monkeys jumping on the bed.
One falls down and bumps his head.
Mother called the doctor.
The doctor says:
"No more monkeys jumping on the bed."

Two little monkeys jumping on the bed.
One falls down and bumps his head.
Mother called the doctor.
The doctor says:
"No more monkeys jumping on the bed."

One little monkey jumping on the bed.
He falls down and bumps his head.
Mother called the doctor.
The doctor says:
"No more monkeys jumping on the bed."

Ten Little Speckled Frogs

Ten little speckled frogs sat on a speckled log
Eating some most delicious food YUM,YUM, *(rub tummy)*
One jumped into the pool where it was nice and cool.
Now there are nine green speckled frogs GLUG, GLUG!
(10 kids can squat down and pretend to be frogs, or use other manipulatives)
Nine little speckled frogs…..eight…..seven….etc

YMCA

Wind Your Bobbin Up

Wind your bobbin up, wind your bobbin up, (*rolling hands)*
Pull, pull, clap, clap, clap. *(pulling hands in and clapping)*
Wind your bobbin up, wind your bobbin up
Pull, pull, clap, clap, clap.
Point to the ceiling, point to the floor
Point to the window, point to the floor
Wind your bobbin up, wind your bobbin up
Pull, pull, clap, clap, clap. *(pulling hands in clapping)*

Down By The Bay

Down by the bay where the watermelons grow,
Back to my house I dare not go,
For if I did my mother would say,
"Did you ever see a fly, wearing a tie, down by the bay?"
Continue with the other verses…
Did you ever see a horse, skipping of course……
Did you ever see a dog, kissing a frog……
Did you ever see a cat, wearing a hat…..
You can make up your own rhymes with your children

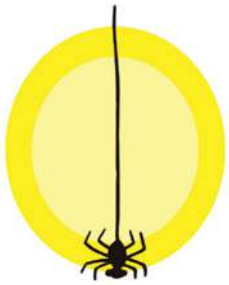
The Itsy, Bitsy Spider

The itsy, bitsy spider
Climbed up the water spout

Down came the rain
And washed the spider out.

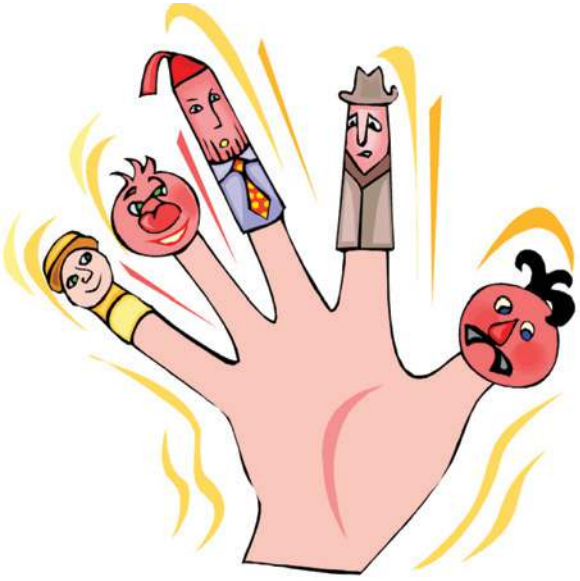
Out came the sun
And dried up the rain.

So the itsy bitsy spider
Climbed up the spout again!



One Little, Two little, Three Little Fingers

One little, two little, three little fingers,
Four little, five little, six little fingers,
Seven little, eight little, nine little fingers
Ten little fingers sitting on my hands.



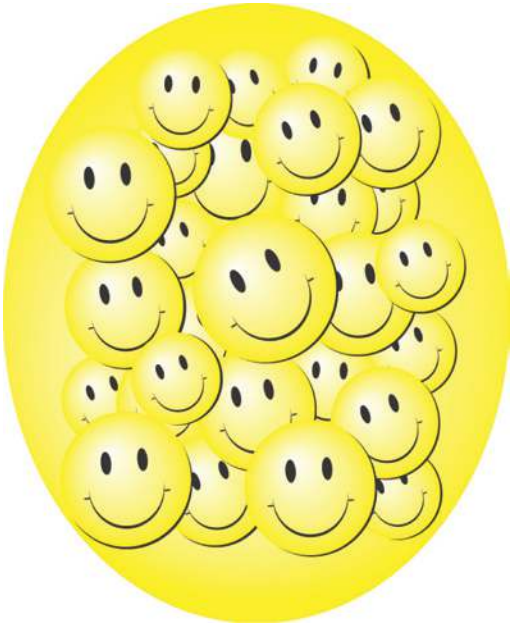
Clap, Clap, Clap Your Hands

Clap, clap, clap your hands as slowly as you can,
Clap, clap, clap your hands as quickly as you can. *(Clapping to the beat)*

Roll, roll, roll, your hands as slowly as you can.
Roll, roll, roll, your hands as quickly as you can.

Stomp, stomp, stomp your feet as slowly as you can.
Stomp, stomp, stomp your feet as quickly as you can.

Etc. You can ask the kids how else they want to move.



If You're Happy and You Know It

If you're happy and you know it clap your hands *(clap, clap)*
If you're happy and you know it clap your hands *(clap, clap)*
If you're happy and you know it then your face will surely show it
If you're happy and you know it clap your hands *(clap, clap)*

Changes you can make:
If you're sad and you know it…
If you're sleepy and you know it…

Or
If you're happy and you know it, stomp your feet…..
jump about…..
hop around….

ABC

A, B,C,D,E,F,G, *(clap)*
H, I, J, K,L,M,N, *(clap)*
O, P,Q, *(clap)*
R, S,T, *(clap)*
U,V,W, *(clap)*
X,Y,Z *(clap)*
Now I know my ABC's next time won't you sing with me.

Also sign the alphabet

YMCA

One, Two, Three, Four, Five

One, two, three, four, five *(counting on fingers)*
Once I caught a fish alive *(two hands together "swimming")*
Six, seven, eight, nine, ten *(counting on fingers)*
Then I let him go again *(open hands)*.

Why did you let him go? *(shrug shoulders in question)*
Because he bit my finger so *(pretend to bite fingers)*
Which finger did he bite? *(shrug shoulders in question)*
This little finger on my right *(bite right pinky)*.

Favorite Nursery Rhymes & Fingerplays

Songs

Friends Preschool & Childcare

A Family Finger play

This is a family *(hold up one hand, fingers spread)*
Let's count them and see,
How many there are and who they can be *(count 1, 2, 3, 4, 5)*

This is the mother *(touch pointer finger)*
Who loves everyone
And this is the father *(touch middle finger)*
Who is lots of fun

This is my sister *(touch ring finger)*
She helps and she plays
And this is the baby *(touch little finger)*
He's growing each day

But who is this one? *(touch thumb)*
He's out there alone,
Why it's Jackie, the dog,
And he's chewing a bone. *(wiggle thumb)*

Take Me Out to the Insects

(Tune of Take Me Out to the Ball Game)
Take me out to the insects
Take me out to the bugs
Show me some spiders and ladybugs
Caterpillars and aphids
Oh root root root for the beetles
Ants, grasshoppers and flies
For its one, two, three times we shout
For all bugs of any size

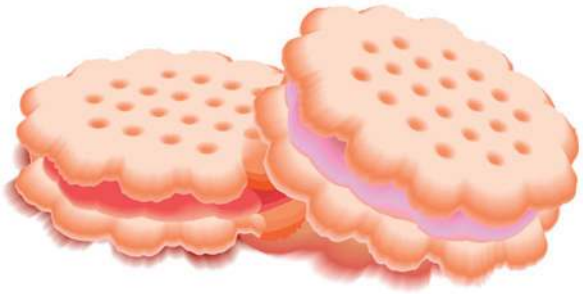
Short Action Song: Wise Old Owl

There's a wise old owl
With a pointed nose
Two pointed ears
And claws for his toes
He sits in a tree
And he looks at you
Flaps his wings
And he sings 'Hooo, Hooo.'

Friends Preschool & Childcare

Squirrel's Action Song

Five little squirrels sitting in a tree.
The first one said, "What do I see?"
The second one said, "Some nuts on the ground."
The third one said, "Those nuts I found."
The fourth one said, "I'll race you there."
The fifth one said, "All right, that's fair."
So they shook their tails and ran with glee
To the nuts that lay at the foot of the tree



Cookies

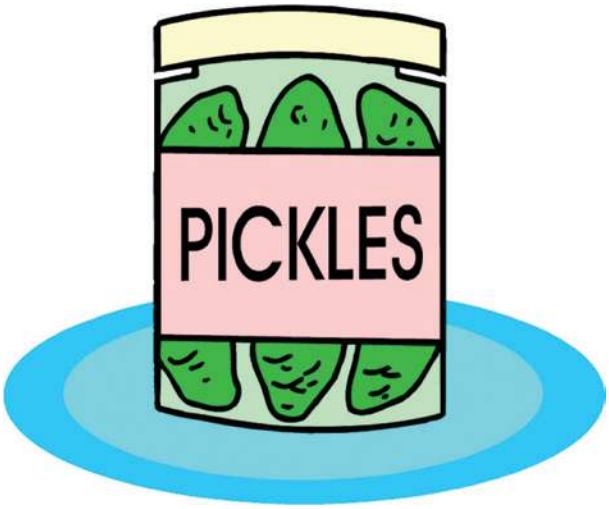
Five Cookies *(or match the number of children you have)*
Five little cookies in the bakery shop
Shinning bright with the sugar on top
Along comes *(childs name)* with a nickel to pay
He/she buys a cookie and takes it away.
(continue with four, three, two, and one.)

Purple Pickle

If I had a purple penny or a purple nickel
I'd go to the purple store
And buy a purple pickle
Purple pickle, purple peas, purple macaroni
Purple pudding, purple pies, and purple pepperoni

Squirrels

Wisky, frisky, hippity, hop
Up he climbs to the tree top
Whirly, twirly, round and round
Down he scampers to the ground
Where's his supper?
In a shell
Snappy, cracky, out it fell



Down by the Old Mill Stream

Down by the old, not the new but the old
Mill Stream, not the river but the stream
Where I first, not the second but the first
Met you, not me but you
Your eyes were green, not blue but green
My village queen, not king but queen
Down by the old, not the new but the old
Mill Stream, not the river but the stream

Fire Safety Song

Never play with matches
Or you might get burned
Never play with matches
Here's a lesson to be learned
Though matches seem like magic
Cause they light up so bright
Matches are not to play with
You'll see that I am right
Repeat

Late One Night

Late one night
When we were all in bed
Miss O'Leary left the lantern
In the shed
Cow kicked it over
Gave its eye a wink and said,
It'll be a hot time
In the old town tonight
Fire, Fire, Fire, Fire
Water, Water, Water, Water

Favorite Nursery Rhymes & Fingerplays

Songs

West Hills Preschool

We're So Glad You're Here

(Tune: Farmer in the Dell)
We're so glad you're here,
We're so glad you're here,
We're so glad our friends are here,
We're so glad you're here,

Open, Shut Them

Open, shut them, Open, shut them;
Give a little clap, clap, clap
Open, shut them, Open, shut them,
Lay them in your lap, lap, lap
Creep them, creep them, creep them,
Right up to your chin, chin, chin
Open wide your little mouth,
But do not let them in.

Five Little Monkeys

Five little monkeys swinging in a tree
Teasing Mr. Alligator, you can't catch me.
Along comes Mr. Alligator quiet as can be...
And snatches that monkey right out of that tree!!

(Continue counting down)

No little monkeys sitting in the tree.

We're Off to School Today

(Tune: Farmer in the Dell)
We're off to school today
We're off to school today
'We'll smile and grin when we come in
We're off to school today

Mat Man

Mat man has one head, one head
Mat man has one head, so that he can think
Mat man has two eyes, two eyes
Mat man has two eyes so that he can see
Mat man has one nose, one nose
Mat man has one nose so that he can smell
Mat man has one mouth, one mouth
Mat man has one mouth so that he can chew
Mat man has two ears, two ears
Mat man has two ears so that he can hear, listen
Mat man has one body to hold what is inside, heart, tummy, lungs
Mat man has two arms, two arms
Mat man has two arms so that he can reach
Mat man has two hands, two hands
Mat man has two hands so that he can clap
Mat man has two legs so that he can stand
Mat man has two feet so that he can walk

Peanut Butter

Peanut butter, I like peanut butter.
Peanut butter, that what we like best.
Do you like it on your hair?
Yes, I like it on my hair.
On my hair, yes on my hair
Oh, oh, oh, oh
Repeat for shirt, pants, socks, shoes, underwear
Oh, oh, oh, oh
Peanut butter that's what we like best.
If you're Happy and You Know it
If you're Happy and You Know it
If you're happy and you know it clap your hands
If you're happy and you know it clap your hands
If you're happy and you know it then your face will surely show it
If you're happy and you know it clap your hands
Give yourself a hug
Kiss your brain
Wiggle all over
Shout Hooray!

Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes
Head, shoulders, knees and toes
Eyes, and ears, and mouth and nose
Head, shoulders, knees and toes

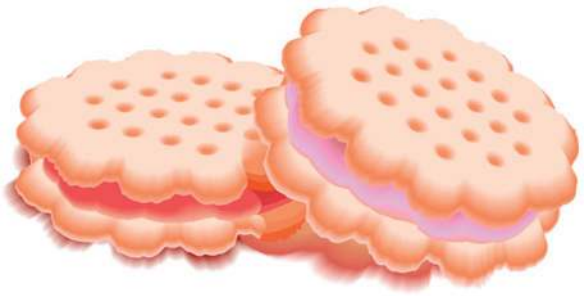
West Hills Preschool

We're On The Way

We're on the way, we're on the way, on the way to Grandpa's farm
We're on the way, we're on the way, on the way to Grandpa's farm
Down on Grandpa's farm there is a big brown cow
Down on Grandpa's farm there is a big brown cow
The cow, she makes a sound like this, "Moo Moo"
The cow, she makes a sound like this, "Moo Moo"
Oh, we're on the way, we're on the way, on the way to Grandpa's farm
Down on Grandpa's farm there is a little pink pig
Down on Grandpa's farm there is a little pink pig
The pig she makes a sound like this, "oink, oink"
The pig she makes a sound like this, "oink, oink"
Oh, we're on the way, we're on the way, on the way to Grandpa's farm
Down Grandpa's farm there is a big brown horse
Down Grandpa's farm there is a big brown horse
The horse he makes a sound like this "neigh, neigh"
The horse he makes a sound like this "neigh, neigh"
Oh, we're on the way, we're on the way, on the way to Grandpa's farm

I Like Cookies

I like cookies, I like cookies, Yes I do, Yes, I do.
I like *(choose a type of cookie using pictures)* cookies
I like _____ cookies.
Yes I do, Yes I do.



Favorite Nursery Rhymes & Fingerplays

Songs

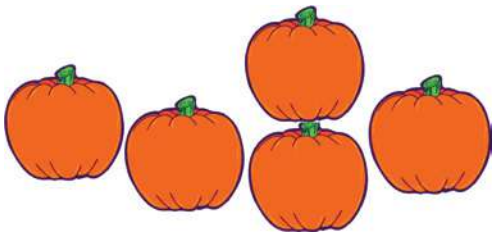
Memorial Lutheran

Squirrel, squirrel

Squirrel, squirrel, shake your bushy tail.
Squirrel, squirrel, shake your bushy tail.
Wrinkle up your little nose;
Put it in between your toes;
Squirrel, squirrel, shake your bushy tail.

Five Little Pumpkins

Five little pumpkins, sitting on a gate,
First one says, "It's getting late."
Second one says, "I see owls in the air".
Third one says, "We don't even care".
Fourth one says, "Let's have some fun!"
Fifth one says, "Let's run, RUN, RUN!



One, Two

One, two buckle my shoe;
Three, four, shut the door;
Five, six, pick up sticks;
Seven, eight, lay them straight;
Nine, ten, Let's do it again!

If You're Happy And You Know It

If you're happy and you know it, clap your hands.
If you're happy and you know it, clap your hands.

If you're happy and you know it,
You really ought to show it!
If you're happy and you know it, clap your hands!

(Do other actions as desired)

Memorial Lutheran

Slippery Fish

Slippery fish, slippery fish, sliding in the water
Slippery fish, slippery fish, GULP, GULP, GL
O-h-h N-o-o-o!
He's been eaten by an octopus!

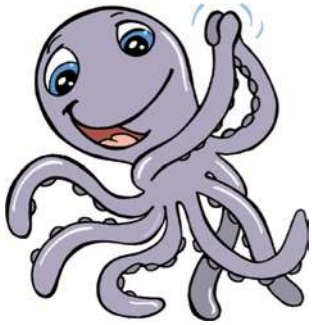
pinching crab

eel

Octopus, octopus, squiggling in the water,
Octopus, octopus, GULP, GULP, GULP!
O-h-h N-o-o-o!
She's been eaten by a tuna fish!

Tuna fish, tuna fish, flashing in the water,
Tuna fish, tuna fish, GULP, GULP, GULP!
O-h-h N-o-o-o!
He's been eaten by a green sea turtle!

Green sea turtle, green sea turtle, swimming in the water,
Green sea turtle, green sea turtle, GULP, GULP, GULP!
O-h-h N-o-o-o!
She's been eaten by a great blue shark!



octopus

Great blue shark, great blue shark, lurking in the water
Great blue shark, great blue shark, GULP, GULP, GULP!
O-h-h N-o-o-o!
He's been eaten by a humongous whale!

Humongous whale, humongous whale, spouting in the water,
Humongous whale, humongous whale, BURP, BURP, BURP!
Excuse me!

Peanut Butter and Jelly

Refrain: Peanut, peanut butter and jelly!
Peanut, peanut butter and jelly!

First you take the peanuts and you crush it, crush it. *(repeat and then refrain)*
Next you take the grape and squash it, squash it. *(repeat and then refrain)*
Then you take the bread, and you spread it, spread it.
Now you take the sandwich and you eat it, eat it
Then you take your fingers, and you lick them, lick them.

(The final refrain is sung softly.)

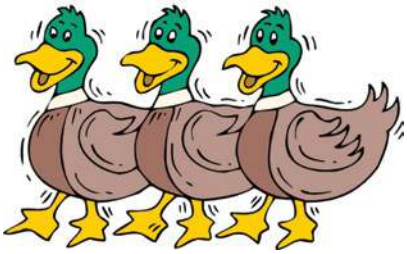
Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes
Head, shoulders, knees and toes
Eyes, and ears, and mouth and nose
Head, shoulders, knees and toes

The Turtle

There was a little turtle
And he lived in a box.
He swam in a puddle;
He climbed on the rocks.
He snapped at a mosquito,
He snapped at a flea,
He snapped at a minnow,
And he snapped at me!

Five Little Ducks



Five little ducks went out to play,
Over the hills and far away.
And the one little duck with the feather on her back
She led the others with a "Quack, quack, quack!"
"Quack, quack, quack!"
She led the others with a "Quack, quack, quack!"
"Quack, quack, quack!"

Down to the river they did go,
Wibble-wobble, wibble-wobble to and fro
And the one little duck with the feather on her back,
She led the others with a quack, quack, quack
"Quack, quack, quack!"
She led the others with a "Quack, quack, quack!"

Twinkle Twinkle

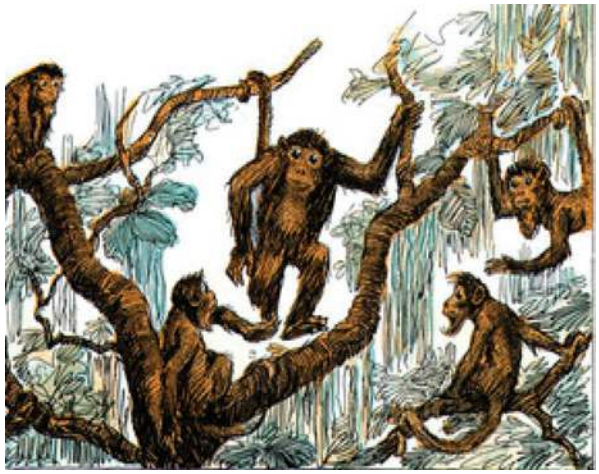
Twinkle, twinkle little star
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky
Twinkle, twinkle little star
How I wonder what you are

Favorite Nursery Rhymes & Fingerplays

Songs

Sycamore Tree Preschool

Five Little Monkeys



5 little monkeys sitting in a tree
teasing Mr. Alligator can't catch me.
Along comes Mr. Alligator quiet as can be...
snapped that monkey right out of that tree!!

4 little monkeys.....
3 little monkeys.... *etc. on until...*

No little monkeys sitting in the tree,
Away swims Mr. Alligator fat as can be!!

Here's a Cup

Here's a cup *(pretend to hold a teacup)*
and here's a cup *(pretend to hold another teacup in other hand)*
and here's a pitcher I see *(look as if you see a pitcher)*
take your cup *(hold your teacup up)*
and fill it up *(pretend to fill it with the pitcher)*
and have a drink with me!! *(sip from your cup)*

Tall As a Tree

Tall as a tree *(stretch arms up high)*
Wide as a house *(stretch arms out wide)*

Two Little Blackbirds

Two little black birds *(hold pointer fingers side by side on your lap)*
sitting on a hill *(raise your pointer fingers)*
one named Jack *(hold out one pointer)*
and one named Jill *(hold out the other pointer)*
Fly away Jack *(pointer finger fly's behind your back)*
Fly away Jill *(pointer finger fly's behind your back)*
Come back Jack! *(pointer finger fly's back out to the front)*
and come back Jill! *(pointer finger fly's back out to the front)*

Beehive

Here is a beehive.
Where are all the bees?
Hidden away where nobody sees!
I see something! They are alive!
One! Two! Three! Four! Five!

Sycamore Tree Preschool

There Was a Little Turtle

There was a little turtle, *(make a small circle w/hand)*
He lived in a box, *(make box w/hand)*
He swam in a puddle *(wiggle hands)*
He climbed on the rocks. *(stack hands on the other)*
He snapped at a mosquito, *(clap hands)*
He snapped at a flea, *(clap hands)*
He snapped at a minnow, *(clap hands)*
He snapped at me. *(clap hands)*
He caught the mosquito, *(clap hands)*
He caught the flea, *(clap hands)*
He caught the minnow, *(clap hands)*
But he didn't catch me! *(shake index finger)*

My Hands

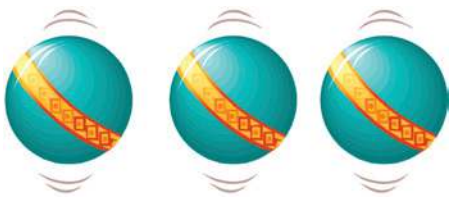
My hands upon my head I'll place
Upon my shoulders, on my face,
At my waist, and by my side,
And then behind me they will hide.
Then I'll raise them way up high,
And let my fingers fly, fly, fly.
Then clap, clap, clap, and one, two, three.
Just see how quiet they can be.

Teddy Bear

Teddy Bear, Teddy Bear, turn around.
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, show your shoe.
Teddy Bear, Teddy Bear, I love you!
Teddy Bear, Teddy Bear, go upstairs.
Teddy Bear, Teddy Bear, say your prayers.
Teddy Bear, Teddy Bear, turn off the light.
Teddy Bear, Teddy Bear, say "good night!"
(actions follow words)

Three Balls

Here's a ball, *(make a circle with index finger and thumb)*
And here's a ball *(make a bigger ball with two index fingers and thumbs)*
And here's a great big ball *(make a circle with arms)*
Now let's count the balls we've made…
One, two, three. *(repeat motions)*



Sycamore Tree Preschool

This is my Family

This is my mother *(point to thumb)*
This is my father *(point to pointer finger)*
This is my brother tall *(point to middle finger)*
This is my sister *(point to ring finger)*
This is my baby *(point to pinkie finger)*
And Oh, how I love them all *(wrap other hand around them and give a hug)*

Touch your Nose

Touch your nose, touch your chin,
that's the way this game begins.
Touch your eyes, touch your knees,
now pretend you're going to sneeze.
Touch your hair, touch your ear,
touch your 2 red lips right here.
Touch your elbows where they bend,
that's the way this touch game ends.

There Was a Little Turtle

There was a little turtle, *(make a small circle w/hand)*
He lived in a box, *(make box w/hand)*
He swam in a puddle *(wiggle hands)*
He climbed on the rocks. *(stack hands on the other)*
He snapped at a mosquito, *(clap hands)*
He snapped at a flea, *(clap hands)*
He snapped at a minnow, *(clap hands)*
He snapped at me. *(clap hands)*
He caught the mosquito, *(clap hands)*
He caught the flea, *(clap hands)*
He caught the minnow, *(clap hands)*
But he didn't catch me! *(shake index finger)*

Favorite Nursery Rhymes & Fingerplays

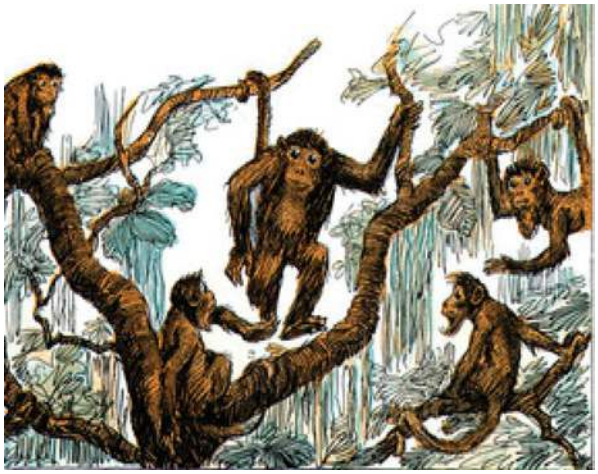
Songs

Poulsbo Part-Day Head Start

Good Morning

Buenos Dias
Buenos dias. Buenos dia.
Como estas? Como estas?
Muy bien gracias. Muy bien gracias.
Y usted? Y usted?

You can also change to:
Buenos tardes…
Buenos noches…



Good Morning

Good Morning, Good morning
How are you? How are you?
Very well, thank you. Very well thank you.
Good bye, Good bye.

Good afternoon…
Good evening…

Chocolate

Uno, dos, tres, CHO! *(clap*
Uno, dos, tres, CO! *(clap)*
Uno, dos, tres, LA*!* *(clap)*
Uno, dos, tres, TE*!* *(clap)*
Chocolate, chocolate
Bate, bate chocolate.

Five Green and Speckled Frogs

Five green and speckled frogs
Sat on a speckled log
Eating some most delicious bugs
YYYUUUUUUUMMMMMM, YYYUUUUUUUMMMMMM, *(rub tummy)*
One jumped into the pool
Where it was nice and cool.
Then there were four green and speckled frogs
GGGGGLLLLLLUUUUUUBBB, GGGGGLLLLLLUUUUUUBBB!
(Repeat descending order)

Poulsbo Part-Day Head Start

The Itsy Bitsy Spider

The itsy bitsy spider
Went 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
Went up the spout again!

La aranna pequenita

La aranna peuenita subio, subio, subio.
Vino la lluvia y se la llevo
Salio el sol y todo se seco
Y la arena pequenita subio, subio, y subio

Brush Your Teeth

When you wake up in the morning at a quarter to one
and you want to have a little fun,
You brush your teeth ch ch ch ch, ch ch ch ch…

When you wake up in the morning at a quarter to two
and you want to have find something to do,
You brush your teeth ch ch ch ch, ch ch ch ch…

When you wake up in the morning at a quarter to three
and you want to hum tweedle dee dee,
You brush your teeth ch ch ch ch, ch ch ch ch…

When you wake up in the morning at a quarter to four.
and you think you hear a knock at the door,
You brush your teeth ch ch ch ch, ch ch ch ch…

When you wake up in the morning at a quarter to five
and you just can't wait to come alive,
You brush your teeth ch ch ch ch, ch ch ch ch…

Favorite Nursery Rhymes & Fingerplays

Songs

West Park Full-Day Head Start

Red Apples

Five Red Apples
Five red apples high in a tree,
One looked down and winked at me,
I shook that tree as hard as I could,
One fell down… mmmm it was good!

(Continue until all apples have fallen from the tree)

The Tractor on the Farm

Tune: The Wheels on the Bus

The tractor on the farm goes round and round,
Round and round, round and round
The tractor on the farm goes round and round,
All around the farm.

Oh, the cow on the farm goes moo, moo, moo
Moo, moo, moo moo, moo, moo
Oh, the cow on the farm goes moo, moo, moo
All round the farm.

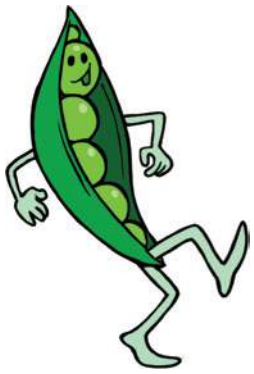
(Continue with other farm animal and farm objects)

Five Green and Speckled Frogs

Five green and speckled frogs
Sat on a speckled log
Eating some most delicious bugs
Yum, yum
One jumped into the pool
Where it was nice and cool.
Ribbit, ribbit, ribbit

(Continue rhyme until all frogs jump into the pool)
Have your children act out the rhyme

West Park Full-Day Head Start



Mary's Here Today

Tune: The Farmer in the Dell
Mary's here today, Mary's here today.
Let's all clap our hands and say.
Hip, hip, hurray!
(Continue singing about other children as they join the group)

Five Little Peas

Five little peas in a pea pod pressed, *(5 children squat down in a row)*
One grew, two grew, and so did all the rest. *(One at a time, children stretch their arms)*
They grew and grew and did not stop,
Until at last, the pod did pop,
One, two, three, four, five! *(Children pop out of the pod, one at a time.)*

I Wiggle My Fingers

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose.
Now no more wiggles
Are left in me,
So I can sit as still as can be.

If You're Wearing Something Blue

Tune: If You're Happy and you Know It
If you're wearing something blue, clap your hands.
If you're wearing something blue, clap your hands.
If you're wearing something blue, then stomp your feet, too.
If you're wearing something blue clap your hands.

Blueberry Pancakes

Blueberry pancakes, yum, yum, yum.
And drop on blueberries, one by one
Turn the pancakes, now there done.
Blueberry pancakes, let's have some!

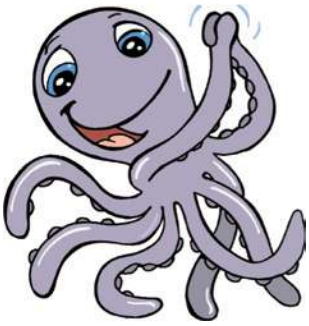
Favorite Nursery Rhymes & Fingerplays

Songs

Naval Avenue Preschool

Slippery Fish

Slippery fish, slippery fish, sliding through the water
Slippery fish, slippery fish, GULP, GULP, GULP!
O-h-h N-o-o-o!
He's been eaten by an . . . !

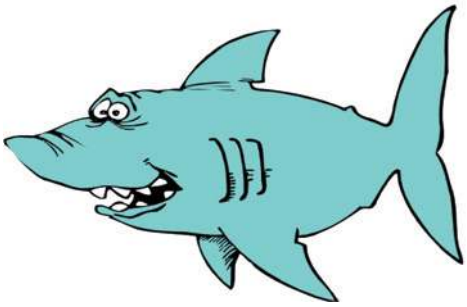


octopus

Octopus, octopus, squiggling in the water,
Octopus, octopus, GULP, GULP, GULP!
O-h-h N-o-o-o!
She's been eaten by a . . . !

Tuna fish, tuna fish, flashing in the water,
Tuna fish, tuna fish GULP, GULP, GULP!
O-h-h N-o-o-o!
He's been eaten by a . . . !

Great white shark, great white shark, lurking in the water
Great white shark, great white shark, GULP, GULP, GULP!
O-h-h N-o-o-o!
He's been eaten by a . . . !



great white shark

Humongous whale, humongous whale spouting in the water,
Humongous whale, humongous whale, GULP, GULP, GULP!

BURP!
Pardon me

Naval Avenue Preschool

Bubble Gum

Bubble Gum, Bubble Gum *Make fists and roll around each other*
Chewy, chewy, chewy, chewy, chewy *Make fists and pull apart and push together with the beat*
Bubble Gum *Make fists and roll around each other*
I love it, I love it *Raise both arms in the air, 2 times*
Chewy, chewy, chewy, chewy, chewy *Make fists and pull apart and push together with the beat*
Bubble Gum *Make fists and roll around each other*

All right guys, let's go a little bit faster
(Repeat first verse, simply faster) Repeat same motions

Okay, super fast!
(Repeat first verse, very quickly!) Repeat same motions

Ten Little Fingers

I have ten little fingers *Wiggle fingers*
They all belong to me
I can do things with them
Would you like to see?
I can squeeze them tight *Squeeze fists tightly*
I can open them wide *Open wide*
I can fold them *Fold hands together*
I can make them hide *Hide behind back*
I can hold them high *Hold hands up above head*
I can hold them low *Bring hands low to the ground*
I can fold them on my lap just so. *Fold hands onto lap*

Mister

Mister Chimpanzee,
Swinging from a tree
You look so free to me
'Cause you're a chimpanzee
Mister Chimpanzee,
Swinging from a tree
I'd love to be a chimpanzee!
Act like a chimpanzee-swing from a tree, eat bananas, scratch armpits, etc!

Mister Parakeet,
Flying down the street
I think you're pretty neat
'Cause you're a parakeet
Mister Parakeet,
Flying down the street
I'd love to be a parakeet!

And all the animals, I ever see
Look like they could be pretty fun to be!
Act like a bird, whistle, fly, etc.

Mister Elephant,
Living in a tent
You don't pay any rent
'Cause you're an elephant
Mister Elephant,
Living in a tent
I'd love to be an elephant!
Use a deep voice with this verse, trumpet like an elephant, stomp feet

Mister Alien,
Where has your spaceship been?
To Jupiter and back again,
That's 'cause you're an alien
Mister Alien,
Where has your spaceship been?
I'd love to be an alien!
Pretend to blast off into outer space

Oh, I'd love to be an alien,
Or a parakeet, or elephant
Oh, I'd love to be a chimpanzee,
But what I love to be the is is me!
Point to self at 'me'

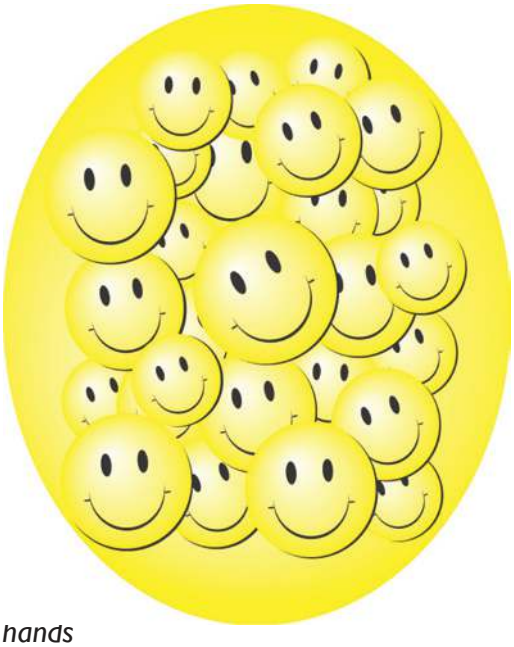
Naval Avenue Preschool

Drive My Car

Oh I'm a gonna drive my car, yeah, I'm a gonna drive my car	*Pretend to drive car*
And the wheel turns fast	*Exaggerate a wheel turning*
And I'm a gonna drive my car, yeah, I'm a gonna drive my car	*Pretend to drive car*
And the wheel turns fast	*Exaggerate a wheel turning*
And the world goes past	*Turn head to the side*
And I'm a gonna drive my car, yeah, I'm a gonna drive my car	*Pretend to drive car*
And the wheel turns fast	*Exaggerate a wheel turning*
And the world goes past	*Turn head to the side*
And the lights go flash	*Close fists and open two times*
And I'm a gonna drive my car, yeah, I'm a gonna drive my car	*Pretend to drive car*
And the wheel turns fast	*Exaggerate a wheel turning*
And the world goes past	*Turn head to the side*
And the lights go flash	*Close fists and open two times*
And I step on the gas-vroom vroom! I step on the gas	*Stomp foot as if on a gas pedal*
And I'm a gonna drive my car, yeah, I'm a gonna drive my car	*Pretend to drive car*
And the wheel turns fast	*Exaggerate a wheel turning*
And the world goes past	*Turn head to the side*
And the lights go flash	*Close fists and open two times*
And I step on the gas-vroom vroom! I step on the gas	*Stomp foot as if on a gas pedal*
And the engine blasts-boom boom! And the engine blasts	*Hit open palm with other fist two times*
And I'm a gonna drive my car, yeah, I'm a gonna drive my car	*Pretend to drive car*
And the wheel turns fast	*Exaggerate a wheel turning*
And the world goes past	*Turn head to the side*
And the lights go flash	*Close fists and open two times*
And I step on the gas-vroom vroom! I step on the gas	*Stomp foot as if on a gas pedal*
And the engine blasts-boom boom! And the engine blasts	*Hit open palm with other fist two times*
Look out, don't crash! (Sound of breaks)	*Cover face with hands*
I'm a gonna park my car…	*Hold steering wheel again*

Dolphin Smile

I have something in my pocket *Tap chest as if a pocket is there*
It belongs across my face *Point to face*
I keep it very close to me *Hold hands to chest*
In a most convenient place
I'm sure you couldn't guess it *Shake finger*
If you guessed a lone long while,
I'll take it out *Pretend to pull something out of pocket*
And put it on *Hold hands to face*
It's a great big dolphin smile! *Give a great big smile!*



H-A-P-P-Y

Is everybody happy?
Yes ma'am
H-A-P-P-Y, happy!

If you're happy and you know it clap your hands *Clap hands*
If you're happy and you know it clap your hands *Clap Hands*
If you're happy and you know it, then your face will surely show it *Move finger around face*
If you're happy and you know it clap your hands *Clap hands*

If you're happy and you know it hug yourself *Hug self*
If you're happy and you know it hug yourself *Hug self*
If you're happy and you know it, then your face will surely show it *Move finger around face*
If you're happy and you know it hug yourself *Hug self*

If you're happy and you know it, kiss your brain *Kiss hand and pat head*
If you're happy and you know it, kiss your brain *Kiss hand and pat head*
If you're happy and you know it, then your face will surely show it *Move finger around fact*
If you're happy and you know it, kiss your brain *Kiss hand and pat head*

If you're happy and you know it, wiggle all over *Wiggle body*
If you're happy and you know it, wiggle all over *Wiggle body*
If you're happy and you know it, then your face will surely show it *Move finger around face*
If you're happy and you know it, wiggle all over *Wiggle body*

If you're happy and you know it, shout hurray! *Make fist and raise arm in the air*
If you're happy and you know it, shout hurray! *Make fist and raise arm in the air*
If you're happy and you know it, then your face will surely show it *Move finger around face*
If you're happy and you know it, shout hurray! *Make fist and raise arm in the air*

If you're happy and you know it, do them all *DO ALL ACTIONS*
If you're happy and you know it, do them all
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, do them all

Bremerton School District

A Community Working Together

Bremerton Preschool Partnerships

The Early Childhood Care and Education Group was formed in 2001 with two goals:

To increase the number of children entering Kindergarten with early reading skills
To decrease learning disabilities associated with reading difficulties.

We have increased the number of partners to 14 separate agencies/ providers and 40 classrooms. The Bremerton School Board was recognized with the **2007 National Magna Award** for its efforts in supporting early literacy.

If you would like more information please contact:
Donna Gearns
Special Programs
360-473-1061

www.bremertonschools.org

Literacy in the Preschool Classroom