

## Literacy Activities in the Home

There does seem to be a relation between young children’s experiences with literacy at home and their engagement in independent reading” (Baker, Scher, & Mackler, 1997). Therefore, discussing and modeling learning opportunities in the home with parents can provide the foundational support children need for language and literacy development. Everyday experiences and interactions in the early years begin to define expectations about becoming literate.

Recall the *Learning to Read and Write Overview* explained on page III–10 (adapted from Neuman, Copple, & Bredekamp, 2000).

- A. The Power and Pleasure of Literacy
- B. The Literate Environment
- C. Language Development
- D. Building Knowledge and Comprehension
- E. Phonological Awareness
- F. Letters and Words
- G. Types of Text
- H. Knowledge of Print

The list of activities in Figure III–7 on the following page incorporates the eight categories of the *Learning to Read and Write Overview*. The activities are designed for parents to use with their child at home. The corresponding letters of the categories are listed in parentheses after each activity. The activities emphasize literacy skills demonstrated in simple daily routines. While these activities provide opportunities for practicing literacy skills both children and parents need. The real joy, however, is in the closeness developed between parent and child whether activities are done in the parent’s native language or in the English language they are learning.

**Figure III–7: Interactive Literacy Activities for Parents and Children****Home Literacy Activities**

1. Read your child’s favorite story to him/her in a comfortable, quiet place. Ask your child to predict what will happen next. (A, B, C, D, F, H)
2. Start the day by reading the newspaper. Point out interesting pictures to your child and read the captions together. (A, B, C, G, H)
3. Read a story with your child, such as *Is Your Mama a Llama?* Pick a word from the book and make a rhyme with each consonant in the alphabet—“bat, cat, dat...” (A, E, F, G)
4. Boost your child’s word power by taking a “naming walk” indoors or outdoors, naming each item you come to—dog, chair, car, tree, etc. (A, B, C, F, H)
5. Art day: Think of ways to expand vocabulary with description words—color names (as found on crayons) and words like “oozing” and “dripping.” (A, B, C, F, G,H)
6. Make a photo album by pasting photos or magazine pictures on construction paper. Write captions or record your child’s story about the pictures. (A, B, C, D, F, G, H)
7. Dance the ABCs! Sing through the alphabet and move about, clapping and making up dance steps. (A, E, F)
8. Visit the library together. Let your child pick out a book to read, and let her turn the pages for you. (A, B, C, D, G, H)
9. Ask your child to help you “cook” today by reading a recipe together or carefully cutting out coupons in the newspaper. (A, B, D, G, H)
10. With your child, look for things in your home that begin with the first letter of your child’s name: “J is for Jack—what else starts with J? Jelly, jar, juice...” (A, B, E, F, G)
11. Teach your child a song or nursery rhyme you remember from your childhood. Sing it, chant it, and clap it! (A, C, E)
12. Ask your child about her day using open-ended questions: “What did you have for breakfast? What was your favorite part of the day?” (B, C, H)
13. Try a new book. Take a “picture walk” through the book, looking at and talking about the pictures with your child. (A, D, F, G, H)
14. Play with magnetic letters or big letters cut out from a magazine. Show your child how you can add or take away letters to make new words. (A, B, E, F)
15. Make up words that rhyme with your child’s name—it’s okay if they’re silly! Make up rhymes for other family members’ names. (A, C, E)

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