

Learning with  
your Child

A Booklet for Parents and Caregivers

## Acknowledgement:



Funding for the creation of this booklet was provided by the Townshippers' Foundation (2008) and produced by **Literacy in Action** and the **Yamaska Literacy Council**, community-based literacy organizations in the Eastern Townships of Quebec.



Thank you to Townshippers' Association for support in updating and redistributing the booklet in 2020.



Thank you to Literacy Quebec for support in printing this booklet.

To learn more about literacy services in your area, contact:

### **Literacy in Action**

5 Connolly St.  
Sherbrooke, QC J1M 1L8  
Tel: 819-346-7009  
Email: [info@lia-estrie.org](mailto:info@lia-estrie.org)  
Website: [www.lia-estrie.org](http://www.lia-estrie.org)



### **Yamaska Literacy Council**

505, rue du Sud, suite 203  
Cowansville, QC J2K 2X9  
Tel: 450-263-7503  
Toll-free: 1-866-337-7503  
Email: [info@yamaskaliteracy.ca](mailto:info@yamaskaliteracy.ca)  
Website: [www.yamaskaliteracy.ca](http://www.yamaskaliteracy.ca)



## Table of Contents

Acknowledgements .....	2
Welcome .....	4
Raising Readers .....	5
How we learn .....	9
Reading Stages .....	11
What Children learn .....	18
Choosing Books .....	20
Reading and Writing .....	22
Learning through Play .....	26
Transition to School .....	32

## ***Welcome!***

Did you know... YOU are you  
your child's first and most  
important teacher?

This booklet:

- Provides information about creating a positive learning environment
- Offers practical tips and suggestions of reading and writing activities you can do with your child



We know you want the best for your child. So do we!

From your friends at

***Literacy in Action &  
Yamaska Literacy Council***

# Raising Readers

## Parent's role

- ☞ Help your child develop and grow
- ☞ Contribute to your child's self-esteem
- ☞ Create a stimulating environment
- ☞ Build a loving and supportive relationship



## Remember

- ☞ No two children are alike
- ☞ No two parents are alike
- ☞ Your child will learn and grow at their own pace

## YOU are your child's most important teacher

- ☞ Read to your child every day (at least 15 minutes)
- ☞ Let your child see you reading
- ☞ Share your good literacy habits with your child

**Be gentle and patient,  
both with yourself and your child.**

## Community role

Literacy and learning are not just school issues. If the classroom is the only place a child reads, writes and is exposed to books and stories, then that child is at risk of growing up a reluctant reader or a non-reader. To develop good reading habits that will last a lifetime, a child must be surrounded by books, stories and reading, not only in the classroom, but in the home and in the community.

*adapted from **Creating a Love of Reading** by John Daniel O'Leary*

## Side by Side with Your Child



Children love stories. They come to understand that language, both spoken and written, has meaning. They learn they can turn the pages of a book, ask questions, share stories and have fun. Reading together is an interactive activity that children love.

## You may hear the term ‘emergent literacy’

The term “emergent literacy” refers to the early pre-school years when your child learns, experiences and practices the skills needed to be a strong reader and writer.

You’ll know your child is developing these skills when he:

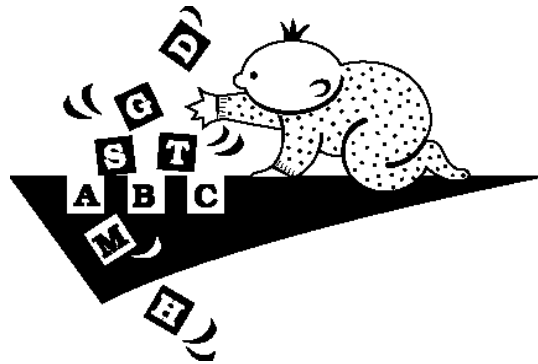
- 📖 scribbles
- 📖 pretends to read and write
- 📖 speaks in the language used in books (storytelling style)
- 📖 tells a story about a picture

Your child is developing an appreciation for reading and writing that can last a lifetime!



## Young children learn best when

- ☞ they actively explore their environment
- ☞ they are encouraged to make choices, plans and decisions
- ☞ learning experiences are provided
- ☞ there are opportunities to explore and play with other children or alone
- ☞ they are in environments that provide safe risks
- ☞ learning experiences respect each individual child
- ☞ all experiences are developmentally appropriate, based on the child's abilities, interests and background experiences
- ☞ play is encouraged!



## How to help your child learn

**Talk** about what you are doing

**Look** your child in the eyes

**Listen** as your child talks

**Read** to your child each day

Then **talk** about the story

**Praise** your child

**Share** one new word, song, craft or activity every day

*from **Open Doors to Family Literacy**, YWCA Prince Albert*



## Create a print-rich environment!

- ✓ Have different reading materials in the home
- ✓ Create a special time and place to read
- ✓ Make reading fun
- ✓ Take 15 minutes every day to read to your child
- ✓ Be a reading role model
- ✓ Visit your library and borrow books
- ✓ Suggest books as gifts
- ✓ Buy new and used books
- ✓ Make your own books



## Develop oral language

- ✓ Have conversations and discussions about stories
- ✓ Help to build vocabulary
- ✓ Practice rhymes and songs
- ✓ Repeat and use new words often
- ✓ Sound out words slowly
- ✓ Break down spoken words into individual sounds
- ✓ Make up words using sounds and letters

## Build alphabet knowledge

- ✓ Identify the letters of the alphabet
- ✓ Practice writing the alphabet
- ✓ Learn alphabet songs
- ✓ Spell familiar words on paper

## Practice writing-related activities

- ✓ Show your child how to write
- ✓ Draw pictures
- ✓ Use pencils, crayons or sticks in the sand

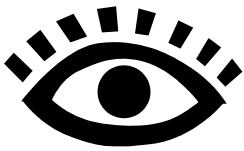




# How We Learn

We all learn and understand differently, using a variety of learning styles. Some of us have a preferred or dominant learning style. Knowing your child's learning style will help you plan learning activities that meet their needs and challenge them. There is no "right" or "wrong" learning style.

## Learning Styles:



**Visual** learners learn through seeing. They tend to remember visual details (colours, images), rely on body language and facial expression to fully understand. They may think in pictures, learn best from visual displays and benefit most from written instructions.

**Auditory** learners learn through listening. They tend to learn best through conversations, discussions, talking things through and listening to what others have to say. They will listen to the tone of voice, pitch and speed for meaning. Verbal explanations rather than written information work well and they may not benefit from quiet study alone.



**Tactile/Kinesthetic** learners learn by moving, doing & touching. They tend to learn best through a hands-on approach while actively exploring the physical world around them. They may find it hard to sit still for long periods. Also, they may become distracted by their need for activity and exploration.

## Multiple Intelligences

Howard Gardner claims that all human beings have different kinds of “intelligences”. These intelligences can be nurtured and strengthened, or ignored and weakened.



*Howard Gardner*

### Examples of how to nourish these intelligences:

- Naturalistic: Treasure hunts in the forest; gathering and sort leaves and bugs
- Logical: Doing puzzles, finding patterns, treasure hunts with logic clues
- Verbal: Nursery rhymes, books, telling and retelling stories
- Interpersonal: Group games, physical and board games, letting children organize and make up the game
- Body: Gross motor games, coordination games, dancing, running
- Musical: Providing lots of music, listening and moving to music
- Visual: Creating art, posters, using colours
- Intrapersonal: Creating by themselves without direction

## Babies to One Year Old

Your baby loves to be held and talked to in a gentle voice. Listen to and watch how your baby responds. The expressions on their face will let you know how they feel. Babies learn through senses: sight, sound, touch, taste and smell. Repeat activities because this is how they learn.

You can introduce your baby to reading and books right away. Since your baby loves the sound of your voice, it is a good time to tell stories and sing songs to them. It is not important that you sing well. Any time is a good time to talk or sing with your baby: bath time, changing their diapers, feeding them, or when they wake in the middle of the night. Singing to your baby is calming for both of you.

- ★ Respond to your baby promptly, consistently, and warmly
- ★ Provide consistent, nurturing responses
- ★ Provide safe opportunities to explore freely in indoor and outdoor environments
- ★ Provide predictable patterns of interactions

### I love:

- ♥ books with pictures and bright colors
- ♥ chewing everything
- ♥ listening to you sing and talk

### I feel special when:

- 😊 you sing your own songs and tell me nursery rhymes over and over again
- 😊 you play finger, toe and body word games with me
- 😊 you give me vinyl, cloth and board books to look at and chew
- 😊 you tell me what we are doing and what you see around us

*adapted from **For the Love of Reading**, SLN*

## Toddlers – Age One and Two

Toddlers learn a lot in a very short period of time. They love stories about themselves, especially stories about what they are doing. They like stories about washing the dishes, putting on their shoes, going shopping. They love words like “BAM” and “ROAR” and “WE ALL FALL DOWN”.

Children love “lift the flap” books. They may need your guidance to care for books.

- ★ Recognize the evolving need for a toddler’s independence
- ★ Provide opportunities and time for toddlers to do things by themselves
- ★ Encourage and praise a toddler’s efforts
- ★ Provide similar activities and materials to avoid conflicts
- ★ Listen to and look at toddlers to gain an understanding of what they are trying to communicate
- ★ Provide a safe environment (indoor and outdoor) to explore freely
- ★ Provide real choices, and allow them to do as much as they can by themselves

### I love:

- ♥ to learn new sounds and new words
- ♥ to play singing and clapping games
- ♥ to hear stories and songs that you make up
- ♥ to look at picture books at home and on the go

### I feel special when:

- 😊 you name things and people around me
- 😊 you show me how to gently turn the pages
- 😊 you read to me and let me turn the pages
- 😊 you ask simple questions as you read
- 😊 you have books in the car, in the diaper bag and by the bed

*adapted from **For the Love of Reading**, SLN*

## Three Years Old

Your child has accomplished a lot and is developing many new skills and abilities. They will love to explore the world. Their attention span is growing, so they can spend more time listening to you read to him. Provide crayons, pencils, paper, scissors, glue sticks and other materials for children to use.

- ★ Support their growing independence by providing opportunities to make choices
- ★ Give them opportunities to solve their own problems
- ★ Provide opportunities to develop social skills, such as cooperation, helping, negotiating, and solving interpersonal problems.
- ★ Recognize and provide alternative calming activities

### I love:

- ♥ to learn and do finger plays and action rhymes
- ♥ to sing songs
- ♥ to play pretend games
- ♥ to hear about animals doing things my family and I might do
- ♥ to be silly

### I feel special when:

- 😊 we take trips to the library
- 😊 we explore our world together
- 😊 we talk about and make pictures
- 😊 we act out stories
- 😊 I see my art work hanging on the fridge
- 😊 we make things together (popcorn, story books, photo albums, holiday decorations, treasure boxes, etc.)

*adapted from **For the Love of Reading**, SLN*

## Four Years Old

The four-year-old child's world is expanding. They are pushing the boundaries of everything and will ask endless questions. Some four-year-olds have a lot of fears. They like hearing about scary or silly situations that end safely. Take time to comfort your child when they are scared.

Read simple, predictable, repetitive stories so they can repeat them and “read” the story to you.

Let your child know that other people have the same experiences they do. Help them see the difference between imagination and reality.

- ★ Set realistic limits collaboratively
- ★ Encourage your child to negotiate their own solutions to problems with children and adults
- ★ Practice decoding words and sounds

### I love:

- ♥ to tell stories and “read” books
- ♥ to explore new environments
- ♥ to hear favourite stories
- ♥ books about new and familiar things
- ♥ to play games and board games
- ♥ to hear about silly things
- ♥ to see my name

### I feel special when:

- 😊 I pick the story for you to read
- 😊 you let me “read” to you
- 😊 you answer my endless questions, even if they seem silly to you
- 😊 you play games and do crafts with me
- 😊 you help me learn my colours and numbers

*adapted from **For the Love of Reading**, SLN*

## Five Years Old

A five-year-old is ready to explore a variety of books. Your child can decide what they would like to read. Keep up your daily reading with your child. The five-year-old is getting ready for school.

- ★ Let your child read the words they know
- ★ Read with your finger below each word as you read
- ★ Use your child's words to make a story
- ★ Encourage your child to choose and borrow books from the library

### I love:

- ♥ to make my own choices about what we read
- ♥ to tell stories about my world
- ♥ to use my imagination
- ♥ to help you

### I feel special when:















- 😊 you tell me stories using pictures or puppets
- 😊 you collect books for me
- 😊 you point words out for me
- 😊 you write the story I tell you and read it back to me
- 😊 I get my own library card
- 😊 you take time to explain things to me and answer my questions

*adapted from **For the Love of Reading**, SLN*



## Reading

**Reading together as a family accomplishes many of your goals as a parent all at once...**

-  Brings your family together
-  Shows children that reading is fun for everyone
-  Is a relaxing activity that helps children get ready to sleep
-  Helps children satisfy their curiosity about the world
-  Encourages a sense of belonging
-  Helps to develop children's listening skills
-  Encourages children to use imagination
-  Helps to develop children's speaking skills
-  Encourages a love of learning
-  Helps children understand other points of view
-  Encourages children to problem-solve
-  Helps children identify with others
-  Helps children learn to express their emotions
-  Encourages family conversation and discussion



## How to Help Children Learn to Read

- ★ Talk and listen to children
- ★ Learn songs and rhymes together
- ★ Read to children **every day for 15 minutes**
- ★ Praise, encourage, and support children's interest in language and efforts to read
- ★ Read in front of children
- ★ Tell stories, share riddles and jokes
- ★ Play word games together
- ★ Make your home a place for reading
- ★ Use the library (sign out books, go to story time)

## The ABCs

One part of learning to read is getting to know the letters of the alphabet.

### Help your child learn the names of the letters:

- ✓ say the whole alphabet
- ✓ teach the alphabet song

### Point to letters on things you see every day:

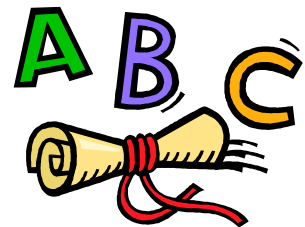
- ✓ signs
- ✓ cereal boxes

### Tell your child the sounds of some letters:

- ✓ letters in their name (Molly starts with "M")
- ✓ words that start with the same sounds (sun, sand)

### Once a child knows the ABCs, learning to spell their own name is a fun way to work with letters:

- ✓ use letter magnets
- ✓ spell with alphabet cereal or pasta



# What Children Learn When You Read to Them

## Children learn about books

- ✓ Books have a beginning, a middle and an end
- ✓ Story books are read one page at a time from the front cover to the back cover
- ✓ People read across the page from left to right and from the top of the page to the bottom of the page
- ✓ Books have stories, pictures and information inside
- ✓ The words tell the story and the pictures help the reader imagine it
- ✓ Books have covers and pages; books are written by authors; pictures are drawn by illustrators and the author gives the book a name called a title
- ✓ There are different kinds of books

## Children learn about sentences

- ✓ A sentence stands for a spoken message
- ✓ A sentence has a beginning and an end
- ✓ A sentence can be identified by the way it begins with a capital letter and ends with a period or other punctuation

## Children learn about words

- ✓ The black shapes on the page stand for the words being read
- ✓ A word has a space before and after it
- ✓ Words are made up of letters
- ✓ Words can be short or long

## Children learn about letters

- ✓ Letters are used to make words
- ✓ Letters are arranged in different orders
- ✓ Letters may be different sizes and shapes
- ✓ Capitals and small letters have different uses

## Children may notice punctuation

- ✓ Certain shapes at the end of sentences, for example, an exclamation mark or a question mark, tell you about the feeling or intent of the message
- ✓ Other shapes, like quotation marks, enclose and let you know when people are talking

## Suggestions for Reading Aloud

### Before reading

- ★ Introduce the title, author, and illustrator
- ★ Ask children to predict what the story might be about based on the title and the pictures
- ★ To begin to read, say something like, "Let's read the story to find out if that is what happens."



### During Reading

- ★ Have fun!
- ★ Use a different voice for each character
- ★ Read with expression
- ★ As you read, occasionally stop and ask, "What do you think is going to happen next?"
- ★ Run your finger under the words as you read
- ★ Encourage young children to "read" the pictures
- ★ Let children read the parts they know
- ★ Take turns reading
- ★ Read the words together
- ★ Listen to children's comments and answer their questions

### After Reading

- ★ Ask for children's opinions of the story
- ★ Ask if they had favourite parts or characters
- ★ Ask if they would recommend the story to a friend
- ★ Encourage children to extend the story experience:
  - ✓ retell the story using puppets
  - ✓ tell or write a new story about the characters
  - ✓ create a different ending
  - ✓ tell the story from a different character's point of view
  - ✓ act out the story

# Choosing Books for Beginning Readers

## Choose books...

- ☞ with short, easy words, large print and not too many words. These books are less intimidating to beginning readers.
- ☞ with illustrations. The pictures help children to understand the meaning of the words.
- ☞ with lots of rhyming and repetition. They are easy to remember and help children learn to read.
- ☞ with predictable plots. These make reading easier by helping children to anticipate what will happen next.
- ☞ that children can relate to their everyday experiences. Children will find it easier to read about things they know.
- ☞ with characters who look like your child, or with a story that is familiar to your child

## Infants (0-12 months)

★ board books with photos of other babies, familiar objects like balls and bottles, brightly coloured board and cloth books to touch and taste, books with textures, books that are sized for small hands

## Young toddlers (12-24 months)

★ sturdy board books they can handle and carry with photos of children doing familiar things like playing, sleeping or eating, good night books for bedtime, books about saying goodbye and hello and books with only a few words on each page



## Older toddlers (24-36 months)

★ board books and books with paper pages, rhymes and repetitious text that they can memorize, books about children, families, making friends, food, animals and word books

## Pre-schoolers (2-5 years)

★ books that tell stories, with simple texts they can memorize or read, books about kids that look and live like them, going to school, making friends and going to the doctor, alphabet books, pattern books

## Encourage the Self-Esteem of Young Readers

### Focus on reading for meaning

Let children know that reading is about making meaning. When we stop making sense of what we are reading, we need to do something: either go back to where we lost the meaning and/or read ahead for understanding.



### Overlook skipped words or wrong words if it does not interfere with the meaning:

- ✓ Don't correct a child who occasionally says "home" for "house" or "kids" for "children"
- ✓ Do correct if the child says "pig" for "dig" or "cheese" for "choose". You might ask, "Does this make sense?"
- ✓ A gentle way to correct could include reading the sentence back to the child the way he read it. That may be enough for the child to correct himself. You might say, "Is this what you mean?"

### Don't expect perfection from young readers

Reading is about taking risks and making guesses. It is about making mistakes and gaining experience. Expecting too much too soon may discourage young readers from taking chances and from learning to trust their own thinking.

### Speak positively about what the child has done right

Be specific about what you noticed or liked:

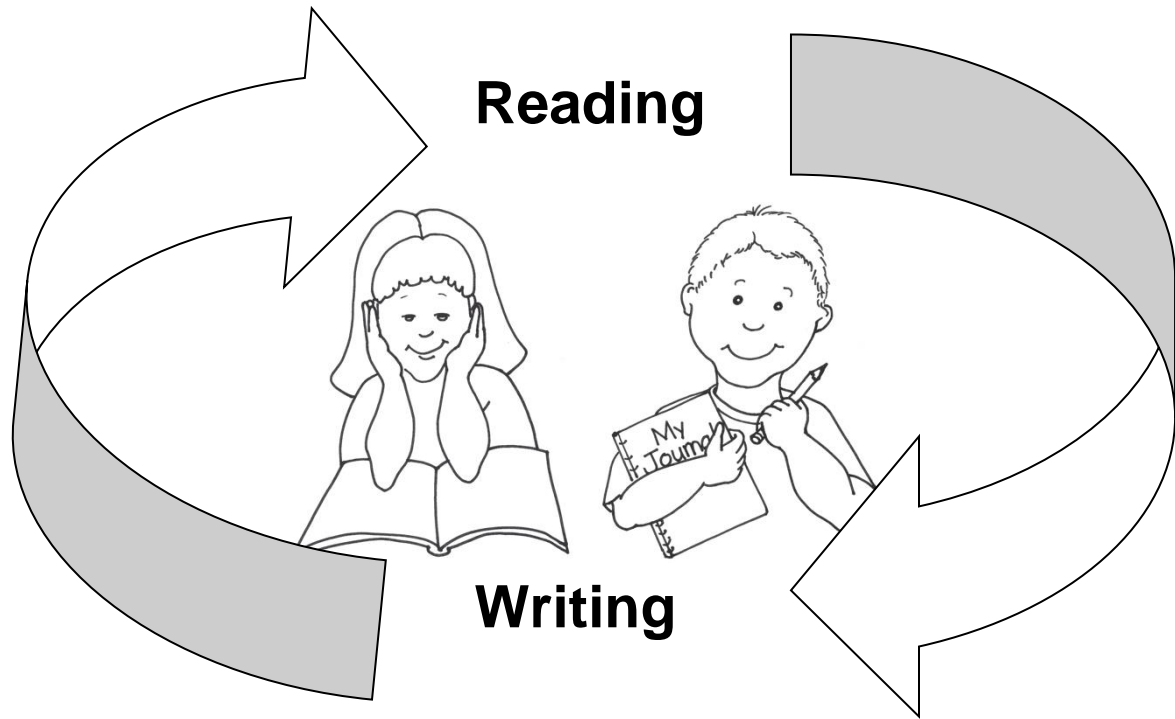
- ✓ "I liked the way you used your voice to make that scene in the old house spooky."
- ✓ "I noticed you used the rest of the sentence to figure out that hard word. That's a smart thing to try."
- ✓ "I enjoyed the speed of your reading—not too fast, not too slow."

### Make reading fun

- ✓ Take turns reading
- ✓ Use different voices
- ✓ Encourage children to select the books they want to read and topics that interest them

*Ideas based on **Families and Reading**, pages 26-27. N.S. Dept. of Education, Literacy Section*

## The Reading-Writing Connection



**Writing encourages us to read**  
**Reading encourages us to write**

### Reading and writing...

- ★ use the same language
- ★ involve the creation of meaning
- ★ are both forms of communication that bring people together
- ★ help us reflect on our thinking

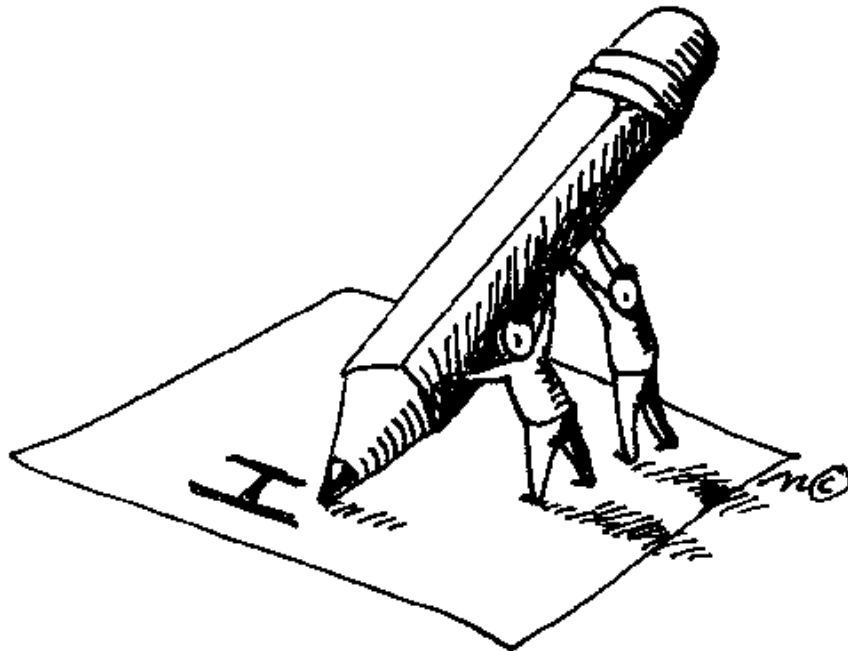


## What is Writing?

- ✎ talking on paper
- ✎ a form of communication
- ✎ symbols

## Helping Children Understand that Print Has Meaning

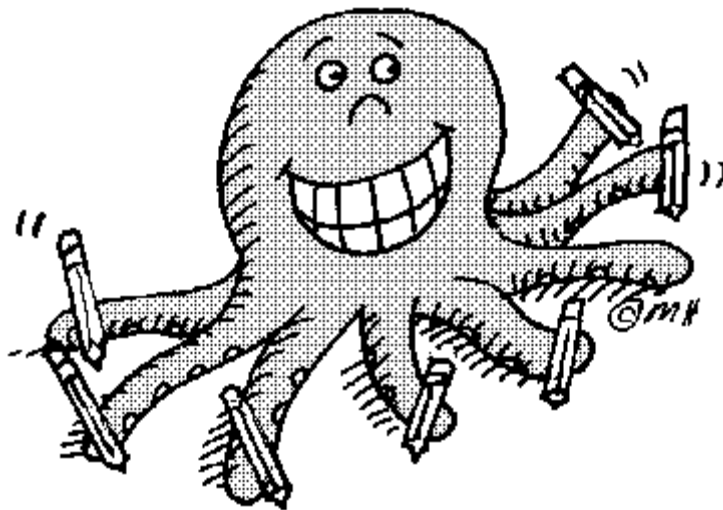
- ✓ Provide children with materials, such as clay, blocks, water, sand and paints to play with and create to create their own meaningful symbols
- ✓ Help children experience the world for themselves. Take children to the grocery store, park or museum - talk to them about what they see, hear, and smell
- ✓ Write the child's name on their art work and belongings. It will help the child learn that these marks stand for their name, a symbol that represents them
- ✓ Point out and explain the meaning and purpose of signs, logos and labels in the home and neighbourhood



## How Children Learn to Write

### Children learn to write by...

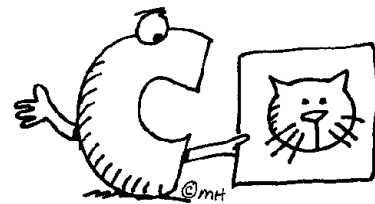
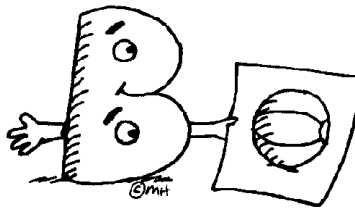
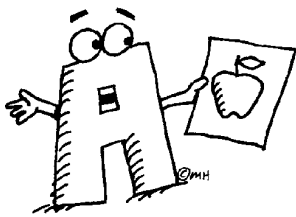
- ✎ talking, listening, reading and writing. Children learn how language is used through experience
- ✎ developing muscle control and coordination. Let your child experiment with different SAFE tools (flour sifter, spatula, spoons, toy tools, blocks, etc.)
- ✎ having the tools and materials for writing (crayons, pencils, paper, etc.)
- ✎ having people read to them
- ✎ discovering that writing is a fun and useful way to express their thoughts and feelings
- ✎ watching other people write
- ✎ having parents, friends and teachers help and encourage them
- ✎ having real opportunities to practice that meet their needs and interests



# Encourage Your Child to Write

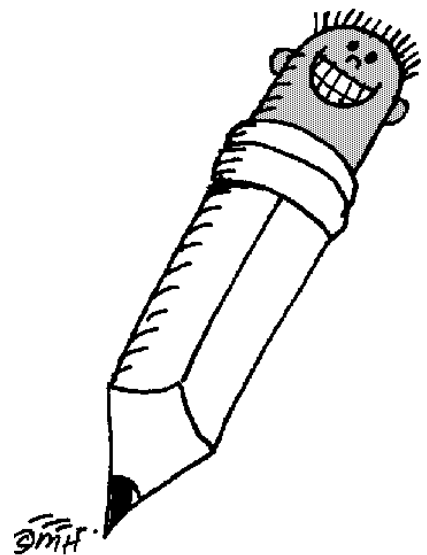
## For young children

- ✎ Show that you value children's drawings by posting them on the fridge
- ✎ Write your child's name on their drawings
- ✎ Provide your child with alphabet blocks, alphabet food (noodles, cereal), alphabet magnets that they can manipulate
- ✎ Practice drawing shapes and pictures in sand or sugar
- ✎ Provide your child with writing tools: paint, crayons, paper, washable markers
- ✎ Encourage children to make and send greeting cards to friends and relatives



## For older children

- ✎ Post a grocery list on the fridge (family members can add items)
- ✎ Encourage children to write thank you notes
- ✎ Encourage children to make lists (things to take on a trip, to do lists)
- ✎ Encourage children to put ideas into suggestion boxes
- ✎ Teach your child how to record dates on a calendar
- ✎ Teach your child how to take phone messages



# Learning through Play

**Play can help support your child's development in many ways:**

- ★ Brain development
- ★ Social and emotional development
- ★ Language and literacy development

**Remember to focus on your child's:**

- ★ Learning styles
- ★ Multiple intelligences
- ★ Interests and curiosities



**There are lots of fun ways to learn through play!**

## Finger Plays and Action Rhymes

Finger plays are rhymes that have finger actions to go with them

- 😊 Pat-a-cake
- 😊 Itsy-bitsy spider
- 😊 This little piggy (toe play)



Action rhymes are rhymes that have whole body actions to go with them

- 😊 Hokey Pokey
- 😊 I'm a Little Teapot
- 😊 Head and Shoulders

**Finger plays and action rhymes encourage a child's development**

- ✓ help sensory motor integration (brain development) in infants
- ✓ build vocabulary, comprehension, listening and speaking skills
- ✓ teach sequencing through orderly rhymes and matching movements
- ✓ build strength and coordination of large and small muscles
- ✓ teach and reinforcing basic concepts, such as counting, colours, shapes and sizes
- ✓ provide an outlet for emotions and restlessness
- ✓ encourage imaginative play
- ✓ build self-esteem



*from Creative Finger Plays and Action Rhymes, Jeff Defty, 1992*

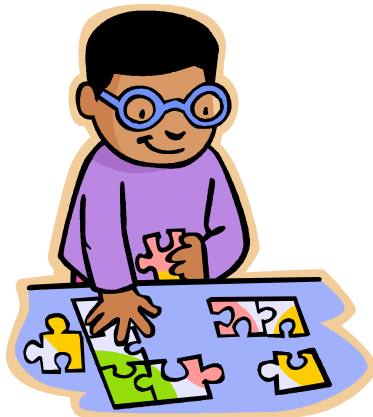
## Songs and Rhymes

- ♪ Babies love songs and rhymes, especially hearing the sound of your voice. Songs and rhymes are a great way help your child's talking and listening skills
- ♪ Your voice is your baby's favourite music, so sing to them, even if you don't think you sound great
- ♪ You don't have to sing "baby" songs or nursery rhymes – it can be any music. If you like the song, your baby will enjoy it too
- ♪ Look at your baby as you sing to see how they react to different parts
- ♪ When your baby is tired or upset, try singing a favourite song, slowly and quietly, to comfort them
- ♪ Make it fun! Change the sound of your voice, make up some actions, or add your child's name or the names of family and friends
- ♪ When your baby or toddler joins in, show that you've noticed by giving lots of encouragement



adapted from *Talk to your Baby- Quick Tips*

[www.talktoyourbaby.org.uk](http://www.talktoyourbaby.org.uk)



## Puzzles

Jigsaw puzzles teach children to

- ★ plan ahead
- ★ be organized
- ★ solve a problem
- ★ finish what you start
- ★ notice details
- ★ sort
- ★ strategize

## Growing Plants or Gardening

Growing plants gives children a way to see the end result of something they start.

- ☀ Keep a growth chart of the plant; measure growth each week
- ☀ Read about plants; read plant stories
- ☀ Draw pictures of plants



## Cooking

Children love to help in the kitchen. Find a recipe that you can make with your child.

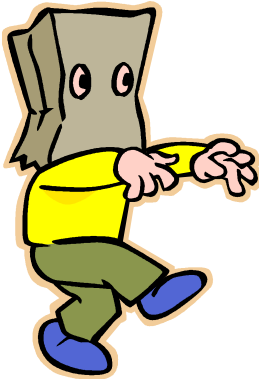
- ✂ Gather ingredients
- ✂ Read the recipe to your child
- ✂ Help your child measure ingredients
- ✂ Enjoy the end result!



## Drama

Children need to express feelings and be creative. Drama gives children a chance to pretend to be someone else, to see the world from a new point of view.

- 😊 Dress up in costumes and act out scenes
- 😊 Each family member can play a different role
- 😊 Play charades
- 😊 Make puppets, have a puppet show



## Art

For younger children, scribbling is fun. They enjoy moving a crayon across the paper. They like using their hands to create.

- ★ Draw in the sand with a stick
- ★ Finger paint
- ★ Create with “play-doh” or modeling clay
- ★ Start a photo album or scrapbooks of memories



## Music

Have fun with music. Sing, play instruments, make instruments.

- Dance
- Clap to the beat
- Sing along
- Make up words
- Talk about the lyrics



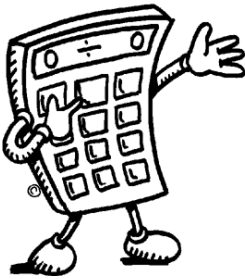


## Math



Every day your child sees math in action. Children need to know that math is part of daily life.

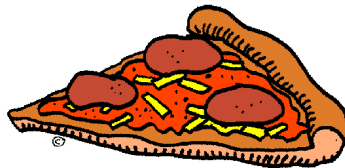
1. Help your child get to know numbers. When you see a number point it out and discuss how it is used... on the clock, on the calendar, addresses, TV channels, phone numbers
2. Count during sports: how many times you toss the ball back and forth, how many times you jump rope, the scores of games
3. Count around the house: buttons, stairs, blocks, cookies on a plate
4. Weigh and measure your child; record it on a chart
5. Money: teach your child the names and values of different coins; sort coins



As your child gets older:

1. Teach your child how to use a calendar or agenda
2. Cook with your child; measure ingredients
3. Make a schedule
4. Slice pie or pizza to introduce and talk about fractions

*adapted from **Your Home Is a Learning Place**, Pamela Weinberg*






# Creating Books and Family Stories





Children love to make their own books. You can help children record their stories in homemade books to share with family and friends.

Stories may be about a memorable occasion, a visit, a holiday, a pet, a family member...

## Books can be created by:

-  stapling papers together
-  punching holes in the pages and tying them together with string or wool
-  using a scrapbook or notebook

## Remember to include:

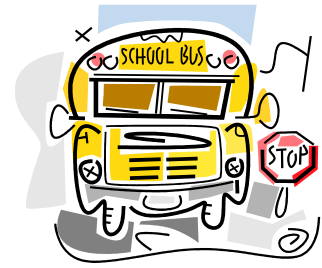
-  a title
-  an author and/or illustrator
-  page numbers
-  dedications

**Books make wonderful gifts!**



# Transitions to School

## Starting Kindergarten









Families often express apprehension about the transition to school:

***"What does my child need to know to be ready for kindergarten?"***

***"Will my child be safe – who supervises at recess?"***

***"What can I do to best support my child?"***






As a parent you can:

-  Ask at registration what the process is for orienting new kindergarten families
-  Familiarize your child with the layout of the school - spend time on the playground
-  Listen and talk to your child about kindergarten and what he or they can expect
-  Read books together about starting school
-  Re-establish bedtime routines in August to make the transition smooth
-  Ask about volunteer opportunities at your child's school

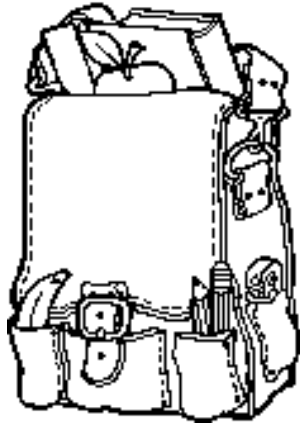
[http://earlychildhood.educ.ubc.ca/Publications/Researchintopractice\\_Vol\\_II.html](http://earlychildhood.educ.ubc.ca/Publications/Researchintopractice_Vol_II.html)

## Separation Anxiety







It is natural for some children to be anxious or worried when their parents leave them, especially in a new situation. Here are suggestions to help your child:

-  Involve your child in choosing their clothing or snack for school
-  Explain to your child that you will not be able to stay with them, but that you look forward to hearing about what they have done at school
-  Don't get impatient if your child doesn't want you to leave. If you stay calm, your child will sense this
-  Tell your child when you will be back to pick them up. If someone else is picking them up one day, make sure the teachers and your child know about it. Pick your child up on time
-  Remember to say goodbye before you leave

Eventually your child will get used to his new environment and routine. Each child is different. Discuss your concerns with the teacher.



# Reduce the morning “Rush Hour” With these simple ideas

-  **Help your children establish good work habits.** Have a place for your children to put their coat, shoes, school bag, hat etc. Make it a habit when they come home, to put their things away where they belong. It will eliminate the frantic search in the mornings when time is precious. Schedule a regular homework time and stick to it.
-  **Remember that a successful morning begins at night.** Before your children go to bed have them check to see if they have everything they need for school - clothes out, homework, school bag packed and lunch made in the fridge or money in bag.
-  **Establish a regular bedtime.** Set a reasonable bedtime so children can wake up rested and ready to start the new day.
-  **The night before, set the table for breakfast.** When in a hurry, easy to fix healthy foods are a good choice. Muffins, toast, yogurt and fruit are a few choices. It is proven that children learn better on a full stomach.
-  **Set your alarm clock 15 minutes earlier.** The extra 15 minutes can make a real difference in the morning!
-  **Before everyone leaves, take a minute to say, “I love you” to each child.**

**What a great way to start everyone’s day!**

# How To Really Love A Child

Be there. say Yes as often as possible. Let them bang on pots and pans. if they are crabby, put them in Water. If they're Unlovable, love yourself. realize how important it is to be a child. Go to a Movie theatre in Your pajamas. Read books Out loud with joy. invent pleasures together. Remember how really small they Are. Giggle a lot. Surprise them. say no when necessary. Teach feelings. heal your own inner child. Learn about parenting. Hug trees together. make loving safe. Bake a cake and Eat it with no Hands. go find Elephants and kiss them. Plan to Build a rocket ship. imagine yourself magic. Make lots of forts with Blankets. Let your angel Fly. reveal your own dreams. Search out the positive. Keep the gleam in your eye. mail letters To God. Encourage silly. plant liquorice in your garden. open up. Stop yelling. Express your love. A lot. speak kindly. Paint their tennis shoes. handle with care.

Children Are Miraculous



This booklet is being distributed in your area by:

To learn more about literacy services in your area, contact:



**Literacy in Action**

5 Connolly St.  
Sherbrooke, QC J1M 1L8  
Tel: 819-346-7009  
Email: [info@lia-estrie.org](mailto:info@lia-estrie.org)  
Website: [www.lia-estrie.org/](http://www.lia-estrie.org/)

**Yamaska Literacy Council**

505, rue du Sud, suite 203  
Cowansville, QC J2K 2X9  
Tel: 450-263-7503  
Toll-free: 1-866-337-7503  
Email: [info@yamaskaliteracy.ca](mailto:info@yamaskaliteracy.ca)  
Web site: [www.yamaskaliteracy.ca](http://www.yamaskaliteracy.ca)

