

Games & Activities
From the
2012 Early Literacy Fair
Birth - 5 Years



Mamie Doud Eisenhower Public Library · Children's Library
3 Community Park Road · Broomfield, CO 80020
720-887-2315 · www.broomfieldlibrary.org

This packet contains information on how to replicate some of the games and activities found at the 2012 Early Literacy Fair. Use these ideas to spark your imagination and find new ways to play with your children.

Children are born ready to learn and parents are their first teachers. You provide opportunities for learning through everyday experiences— including talking, reading, singing, writing and playing. Through these interactions, your child will develop a knowledge about reading, writing and learning before he or she even knows how to read or write. This knowledge is called early literacy.

Children develop early literacy skills when you provide teachable moments throughout the day by talking to and singing with your child, reading, writing and playing together. While playing, children develop a curiosity about the world around them, investigate their surroundings and test their knowledge. You can take advantage of this curiosity by interacting with your child through play and expanding on your child's knowledge during play time.

The Children's Library promotes six early literacy skills you can practice with your child through reading, talking, singing, writing and playing. These six skills are **narrative skills, print motivation, print awareness, vocabulary, phonological awareness** and **letter knowledge**. Each station at the Early Literacy Fair focuses on one or more of these skills and is something you can adapt to do at home with your child.



Station 1: Shape Up!

Young children begin learning about letters by learning about shapes. Each letter has a different shape, so kids need to be able to distinguish between individual shapes to be able to identify different letters. Learning about shapes also builds early math skills. Here are some fun activities you can do at home to help your child learn about shapes.



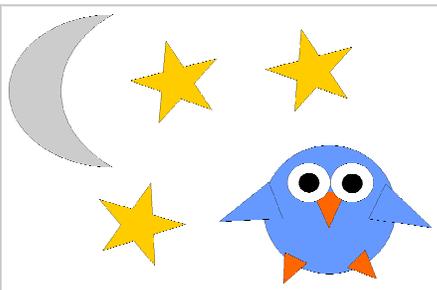
Shape Sorter Activity: Children handle different objects while parents help them identify the shape of the object. Children match the shape to its outline on the shape sorter and put them through the hole.



Literacy Skills: learning where each shape fits (comprehension skills), grasping & putting shapes into holes (fine motor skills), learning the difference between shapes (letter knowledge)

Make a Shape Sorter: Instructions for this activity can be found on the Parents.com website <http://www.parents.com/holiday/christmas/crafts/genius-and-fun-crafts-to-make-with-leftover-boxes/>

Felt Shape Pattern Activity: Caregivers help children make different patterns and designs on the felt board with the felt shapes. Caregivers can help children make the suggested patterns and designs. Caregivers should talk about the different shapes, count the shapes and talk about the different colors while their child plays.



Literacy Skills: developing early math concepts (comprehension skills), pattern recognition & counting (mathematical skills), shape recognition (letter knowledge)

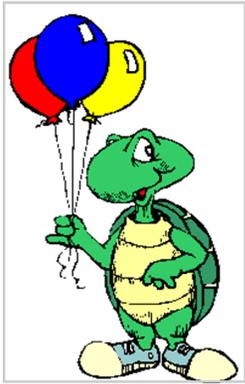
Make Felt Shapes: Cut out different shapes from craft felt. Make your own felt board at home to put the shapes onto using the instructions found on the Cut Out & Keep website <http://www.cutoutandkeep.net/projects/make-your-own-felt-or-flannel-board>



Station 2: Tucker Turtle

Children with a strong foundation in emotional literacy are able to tolerate frustration better, get into fewer fights, engage in less destructive behavior, are healthier, are less lonely, are less impulsive, are more focused and have greater academic achievement.

Emotional vocabulary is the ability to recognize, label, and understand feelings in one's self and others. It is a foundation for children's ability to control their emotions, develop relationships, interact with others, and become effective problem solvers. It is one of the most important areas of development during a child's early years. Teaching your child about his/her emotions can be fun, rewarding and prevent challenging behavior from occurring.



Tucker Turtle Instructions: Caregivers read the Tucker Turtle story to their child. Caregivers help their child better understand the story by asking questions about the story. Caregivers help their child practice the four steps to “think like a turtle”.

Literacy Skills: learning how to express emotions (social emotional development), acting out story (comprehension skills), practicing words for feelings (vocabulary)

Print the Tucker Turtle Story: Download the scripted story “Tucker Turtle Takes Time to Tuck and Think” found on the Center on the Social and Emotional Foundations for Early Learning Website

<http://csefel.vanderbilt.edu/resources/strategies.html#scriptedstories>

Book Nook Instructions: Caregivers read the book with their child. Ask the suggested questions while reading aloud. Do the suggested activities for each book.



Literacy Skills: listening & reading comprehension (comprehension skills), learning how to express emotions (social emotional development), building vocabulary for feelings (vocabulary)

Book Nook Activities: Download the Book Nook activities from the Center on the Social and Emotional Foundations for Early Learning Website <http://csefel.vanderbilt.edu/resources/strategies.html#booknook>. Read the suggested books to your child and do the activities together. Visit

<http://www.ci.broomfield.co.us/library/> or call 720-887-2315 to find a copy of the books at the library.



Station 3: Freeze Dance!

Listening to music helps kids develop the early literacy skill phonological awareness (the ability to hear the smaller sounds in words) because each syllable usually has a different note in a song. Listening to music and performing the actions in songs also helps children build listening comprehension skills, critical thinking skills and gross motor skills.



Freeze Dance Activity: Caregivers and children wave scarves or ribbons while dancing. Caregivers help children stop dancing when the music stops.

Literacy Skills: listening to directions in songs (comprehension skills), dancing & learning to control body (gross motor skills), hearing word sounds through music (phonological awareness)

Freeze Dancing with Scarves: Play your child's favorite music on the radio or from a music CD. Stop or pause the music periodically. Every time the music stops, your child freezes.

Music CDs from Early Literacy Fair

1. *Dancing Feet* by Carole Peterson
2. *So Big* by Hap Palmer
3. *Two Little Sounds: Fun With Phonics and Numbers* by Hap Palmer
4. *Birthday Party Singalong* by Music For Little People
5. *Three Little Kittens* by Various Artists
6. *Playhouse Disney: Music Play Date* by Choo Choo Soul
7. *Rockin' Red From the Learning Groove* by Eric Litwin & Michael Levine
8. *Kids in Motion* by Greg & Steve
9. *Moving Rhymes for Modern Times* by Jim Gill
10. *Jim Gill Presents Music for Folks of All Stripes* by Jim Gill
11. *The Best of the Laurie Berkner Band* by Laurie Berkner
12. *Music from the Complete Book of Rhymes, Songs, Poems, Fingerplays and Chants* by Max Berry
13. *Songs for Wiggleworms* by Old Town School of Folk Music
14. *The Peter Yarrow Songbook: Songs for Little Folks* by Peter Yarrow & Bethany Yarrow

Visit <http://www.ci.broomfield.co.us/library/> or call 720-887-2315 to find a copy of the CD in the library.



Station 4: Puppet Fun

Telling stories helps children develop narrative skills and increases reading comprehension because they learn that a story has a beginning, middle and end. When kids make up their own stories, they are using their imagination, which develops critical thinking skills they will need in school. Use puppets to retell some of your child's favorite stories or make up your own together.



Puppet Fun Activity: Caregivers and children use the puppets to tell stories, sing songs and recite rhymes. Caregivers can help their children make up their own stories, or they can read a story from one of the books and help their kids retell it with the puppets.

Literacy Skills: listening to stories & acting them out (comprehension skills), manipulating & playing with puppets (fine motor skills), telling stories & practicing words (narrative skills & vocabulary)

Make a Puppet Theater: Cut a window at your child's height in a large box, like a wardrobe box. Have your child help decorate the box with stickers, paint, crayons, etc. Cut a door in the back of the box. Now you have your own puppet theater. Use stuffed animals or make homemade puppets to put on puppet shows together and retell stories.

Websites for Making Your Own Puppet Theater

Wooden Puppet Playhouse

<http://familyfun.go.com/crafts/puppet-playhouse-671882/>

Wardrobe Box Puppet Stage

<http://www.creativeplayplus.com/2010/10/29/puppet-stages-thinking-outside-of-the-box/>

Portable Puppet Theater

<http://totallytots.blogspot.com/2011/05/simply-made-portable-puppet-theater.html>

Homemade Puppet Theater Craft

http://www.parentsconnect.com/parenting-your-kids/activities/crafts/Boot_Box_Theatre.html

Repurposed Puppet Theater

<http://www.skiptomylou.org/2011/07/20/homemade-puppet-theater/>

Websites for Making Your Own Puppets

Sock Puppets

<http://familyfun.go.com/crafts/crafts-by-type/animal-bug-crafts/animal-themed-crafts/animal-crafts/talking-heads-710796/2/>

Paper Bag Puppets

<http://www.marthastewart.com/264932/paper-bag-animal-puppets?czone=crafts/kidscrafts-cnt/favorite-kidscrafts¢er=276975&gallery=275402&slide=264932>

Finger Puppets

<http://familyfun.go.com/crafts/crafts-by-type/animal-bug-crafts/animal-themed-crafts/animal-crafts/talking-heads-710796/3/>

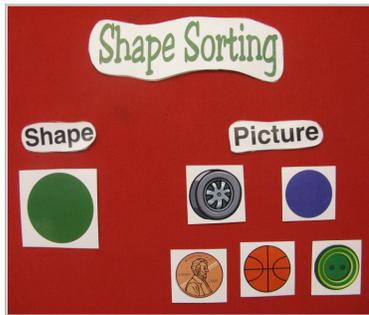


Station 5: Guess What?

Reading concept books and doing activities that help children explore different learning concepts (shapes, colors, letters, animals, etc.), teaches children new words and how to compare and contrast different things. When kids are exposed to new words through reading, talking, singing, writing and playing, they are better prepared for learning how to read and success in school later on.



Shape Sorting Activity: Caregivers help their child put a shape on the felt board. Caregivers help their child sort through the pictures and add ones that match the shape. Caregivers label and talk about each of the shapes and the pictures.



Literacy Skills: distinguishing different shapes (math skills), matching shapes (comprehension skills), learning words & shape (vocabulary & letter knowledge)

Make a Shape Sorting Game: Print off clip art pictures of various real life objects or pictures you find on the internet. Cut out the pictures and cover them with contact paper. Cut out large shapes from construction paper and cover them with contact paper. Help your child sort the pictures by shape (all the circle objects go with the circle). If you want to do this activity on a felt board, attach scratchy Velcro to the back of the shapes and shape pictures. You can also help your child sort the shapes on the floor or at a table.

What's Inside? Activity: Caregivers help their child guess what is inside the box. Children shake and open the boxes before pulling out the objects inside. Caregivers talk about and label the objects and invite their children to name the things in the box.

Literacy Skills: sorting objects (comprehension skills), opening boxes & pulling out objects (fine motor skills), learning words & concepts (vocabulary & background knowledge)

Make What's Inside? Boxes: Save diaper wipe boxes that have a soft opening for the wipe. Put different objects inside the box that follow a theme. For example, put magnetic letters inside or small toys that have something in common, such as animals, cars, etc. Have your child reach inside and guess what the object is before pulling it out. Talk about what the different objects are and how they can be used. For more ideas on how to reuse diaper wipe boxes visit <http://www.examiner.com/article/ten-ways-to-reuse-baby-wipes-containers>



Image from <http://ateacheratheart.blogspot.com/2010/12/baby-wipe-boxes.html>



Station 6: Bear Mask Craft

Making reading fun and interactive will help your child develop a love of reading and motivate him or her to want to learn to read later on in school. Making crafts that go along with books is a good way to make the story come alive and helps your child remember and retell the story. The bear mask from the Early Literacy Fair can be used to make up your own stories or retell stories about polar bears from books your child already loves.



Bear Mask Craft Instructions: Caregivers help children decorate the bear mask with cotton balls and pom-poms. Use glue dots to attach the craft stick to the back of the mask. The bear can be a mask or a puppet. Caregivers and children can use the mask or puppet to act out stories from books or they can make up their own stories to tell.

Literacy Skills: talking about materials & art (comprehension skills), coloring & gluing (fine motor skills), pre-writing skills & using imagination (print awareness, print motivation & critical thinking skills)

Make a Bear Mask: Download and print the bear mask template from the website Craft Jr. <http://www.craftjr.com/tag/animal-masks/>. Help your child decorate the mask with craft supplies you already have on hand. Use the mask to tell stories, pretend to be bears or read books about bears.

Craft Websites

I ♥ **Crafty Things: Polar Bear Masks & Books**

<http://iheartcraftythings.blogspot.com/2012/01/polar-bear-masks.html>

Making Learning Fun

<http://www.makinglearningfun.com/activ.html>

First Palette

<http://www.firstpalette.com/>

Family Fun

<http://familyfun.go.com/>

DLTK's Crafts for Kids

<http://www.dltk-kids.com/>



Station 7: Road Rules

Environmental print is the print seen in the world around us (road signs, license plates, business signs, food labels, etc.). Pointing out this type of print helps children recognize letters, numbers and shapes. Building print awareness is an important pre-reading skill because children need to recognize the difference between words and illustrations to be able to learn how to read. Pointing out and reading environmental print to your child also supplies him or her with important background knowledge about our world and culture.



Driving Cars Activity: Caregivers help children drive along the “road” marked with masking tape. Caregivers help children identify traffic signs and explain what they mean.

Literacy Skills: role playing driving a car (social skills), walking along a pretend road (gross motor skills), recognizing different types of print (print awareness)

Make Your Own Cars & Gas Pump: Use a cardboard box to make a play car for your child. Instructions for the car pictured begin at the Parent.com link <http://www.parents.com/holiday/christmas/crafts/genius-and-fun-crafts-to-make-with-leftover-boxes/?page=4>. To make a pretend road with signs, download pictures of road signs from clip art or the internet and post them around your house. Explain what the signs mean and how your child can “obey” the traffic sign.



Street Sign Memory Game Instructions: Caregivers help children turn the cards upside down. Children turn two cards over at a time to find matches. Younger children can match the cards without playing the memory game. Caregivers talk about what each sign says and means.

Literacy Skills: object permanence & background knowledge (comprehension skills), learning to match the same pictures (mathematical skills), print recognition & recognizing letters (print awareness & letter knowledge)

Make a Street Sign Memory Game: Download and print the street sign memory game cards from the Making Learning Fun website <http://makinglearningfun.com/themepages/StreetSignMemoryFun.html>. Cut out the cards, paste them to index cards and cover them with contact paper to make them more sturdy.



Books from the Early Literacy Fair

Spend time reading aloud to your child every day. Reading is one of the best ways to develop vocabulary because kids hear more new words that are not normally used in daily conversation. Language in books is descriptive and contains a rhythm and rhyme. Reading helps kids develop background knowledge about the world and they build comprehension skills. Reading aloud helps kids love books and reading.



When kids start school they need to want to learn to read. So make the experience positive and fun for everyone. Always stop reading when your child loses interest. Don't force your child to sit to listen to stories. Pick a time that works best for you and your child and read throughout the day.

- *My Car* by Byron Barton (E Barton)
- *Toot Toot Beep Beep* by Emma Garcia (E Garcia)
- *Signs in Our World* by DK (J 302.2 Sig)
- *Sputter, Sputter, Sput!* by Babs Bell (E Bell)
- *Alphabeep: A Zipping, Zooming ABC* by Debora Pearson (E Pearson ABC Collection)
- *I Read Symbols* by Tana Hoban (E 625.7 Hob)
- *Richard Scarry's Cars and Trucks: From A to Z* (BB)
- *Wake Up Engines* by Denise Mowling Mortensen (E Mortensen)
- *Red Light, Green Light* by Anastasia Suen (E Suen)
- *Road Work Ahead* by Anastasia Suen (E Suen)
- *Miles to Go* by Jamie Harper (E Harper)
- *Beep Beep* by Petr Horacek (BB)
- *The Lucy Cousins Book of Nursery Rhymes* (E 398.8 Cou)
- *Aesop's Fables* retold and illustrated by Brad Sneed (E 398.209495 Aesop)
- *Mary Engelbreit's Nursery Tales* (E 398.2 Engl)
- *Yummy: Eight Favorite Fairy Tales* by Lucy Cousins (E 398.2 Cousi)
- *Polar Bear, Polar Bear What Do You Hear?* by Bill Martin, Jr. (E Martin)
- *Polar Slumber* by Dennis Rockhill (E Rockhill)
- *Polar Bear Night* by Lauren Thompson (E Thompson)
- *Snow Bear* by Jean Craighead George (E George)
- *A Splendid Friend Indeed* by Suzanne Bloom (E Bloom)
- *The Three Snow Bears* by Jan Brett (E 398.2 Bre & E 398.2097 Na Am Brett)
- *Polar Bears* by Maeve T. Sisk (E 599.786 Sis)
- *A Polar Bear's World* by Caroline Arnold (E 599.786 Arn)
- *Little Polar Bear* illustrated by L. Rigo (BB)
- *Hush Little Polar Bear* by Jeff Mack (E Mack)
- *Black on White* by Tana Hoban (BB)
- *Round Balls, Round Balls* by Begin Smart (BB)
- *Baby Snakes Shapes* by Neecy Twinem (BB)
- *Art for Baby* by Candlewick Press (BB)
- *Mouse Shapes* by Ellen Stoll Walsh (E Walsh)
- *Shape Capers* by Cathryn Falwell (E Falwell)
- *All Sorts of Shapes* by Hanna Reidy (E Reidy)
- *Color Farm* by Lois Ehlert (E Ehlert)
- *Square Cat* by Elizabeth Schoonmaker (E Schoonmaker)
- *My Toys Have Shapes* by Bobbie Kalman (ER 516 Kal)
- *Comparing Shapes* by Charlotte Guillain (E 516 Gui)
- *My First Look at Shapes* by DK (E 516 Yor)

Book List Continued on Next Page

Visit <http://www.ci.broomfield.co.us/library/> or call 720-887-2315 to find a copy of the book at the library.



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- *Counting* by Emily Bolam (BB)
- *Pepi Sings a New Song* by Laura Ljungkvist (E Ljungkvist)
- *Cleo's Counting Book* by Caroline Mockford (E Mockford Counting Collection)
- *Pantone Colors* (BB)
- *Colors, Numbers, Letters* by Leo Lionni (BB)
- *Comparing Colors* by Nancy Harris (E 535.6 Har)
- *Richard Scarry's best word book ever = El mejor libro de palabras de Richard Scarry* (J 468.1 Sca)
- *Elephants Cannot Dance* by Mo Willems (ER Willems)
- *Let's Dance, Little Pookie* by Sandra Boynton (BB)
- *Kitchen Dance* by Maurie Manning (E Manning)
- *How Can You Dance?* by Rick Walton (E Walton)
- *Giraffes Can't Dance* by Giles Andreae (E Andreae)
- *Baby Dance* by Ann Taylor (BB)
- *Barnyard Dance* by Sandra Boynton (BB)
- *Dancing Feet!* by Lindsey Craig (E Craig)
- *How Do You Wokka-Wokka?* by Elizabeth Bluemle (E Bluemle)
- *Down By the Cool of the Pool* by Tony Mitton (E Mitton)
- *Baby Cakes* by Karma Wilson (BB)
- *Glad Monster Sad Monster* by Ed Emberley (E Emberley)
- *My Many Colored Days* by Dr. Seuss (E Seuss)
- *Guess How Much I Love You* by Sam McBratney (E McBratney)
- *Hands Are Not for Hitting* by Martine Agassi (BB)
- *"I Have a Little Problem," Said the Bear* by Heinz Janisch (E Janisch)
- *No Matter What* by Debi Gliori (E Gliori)
- *Llama Llama Misses Mama* by Anna Dewdney (E Dewdney)
- *Mouse Was Mad* by Linda Urban (E Urban)
- *No Biting!* by Karen Katz (E Katz)
- *On Monday When It Rained* by Cheryl Kachenmeister (E Kachenmeister)
- *Quiet LOUD* by Leslie Patricelli (BB)
- *Sometimes I'm Bombaloo* by Rachel Vail (E Vail)
- *Taking a Bath with the Dog and Other Things that Make Me Happy* by Scott Menchin (E Menchin)
- *The Kissing Hand* by Audrey Penn (E Penn)
- *Too Loud Lily* by Sophia Laguna (E Laguna)
- *When I Am* by Gladys Rosa-Mendoza (BB)
- *Guess Who?* by Guido Van Genechten (BB)
- *Simms Taback's City Animals* (E Taback)
- *Simms Taback's Farm Animals* (E Taback)
- *Whose Coat is This?* by Laura Purdie Salas (E 391 Salas)
- *Who's in the Forest* by Phillis Gershator (BB)
- *Shout! Shout It Out!* by Denise Fleming (E Fleming)
- *The Everything Book* by Denise Fleming
- *Look Look!* by Peter Linenthal (BB)

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