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<th>Level</th>
<th>AP</th>
<th>SR</th>
<th>UL</th>
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<td>Learning my name</td>
<td>3</td>
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<td>Going to the grocery store</td>
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<td>1</td>
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<td>Making a picture book</td>
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<td>Looking at pictures in a book</td>
<td>1</td>
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<tr>
<td>Learning how to use books</td>
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<td>18</td>
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<td>Many ways to draw</td>
<td>2</td>
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<td></td>
<td>X</td>
<td>19</td>
</tr>
<tr>
<td>Many ways to write</td>
<td>2</td>
<td></td>
<td></td>
<td>X</td>
<td>20</td>
</tr>
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<td>Going to the library</td>
<td>2</td>
<td></td>
<td></td>
<td>X</td>
<td>21</td>
</tr>
</tbody>
</table>

KEY: Awareness of Books and Print = AP, Sounds and Rhymes = SR, Use of language = UL

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What are these activities?

- These activities are for parents to help their children develop early language and literacy skills.
- These activities address awareness of books and print, sounds and rhymes, and use of language.
- Parents can use the activities during play and daily routines.
How can I choose appropriate activities for children and families?

• This notebook has a wide variety of activities.
• If a child has difficulty in certain areas, you can find the activities that address those areas and give parents the activities.
• There are many activities that address the areas on different difficulty levels.
• The activities chart summarizes this information for you.
What if an activity is too difficult or too easy for a child?

• The back of each activity has suggestions about how to make it easier or more challenging for children.
• Parents need to be aware of this feature when they get one of the activities.
• Explain to parents that it is okay if their children need extra help to be successful at some activities. That’s how all children learn sometime or another.
Supporting Early Literacy in Natural Environments

• Activities for Caregivers and Infants and Toddlers
• By Angela Notari Syverson, Ph.D.
• With Judy Challoner, Kristin Rytter and Rodd Hedlund

A project funded by the U.S. Department of Education, Office of Special Education Programs
For more information contact www.walearning.com

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Activities

• #1 Listening to music
• #2 Doing things with music
• #3 Singing songs
• #4 Playing with sounds
• #5 Learning about rhymes
• #6 Talking about nursery rhymes
• #7 Talking about food
• #8 Talking about things outside
• #9 Listening to different sounds
• #10 Discovering print

• #11 Seeing first words
• #12 Learning my name
• #13 Going to the grocery store
• #14 Making a touch book
• #15 Making a picture book
• #16 Looking at pictures in a book
• #17 Learning how to use books
• #18 Many ways to draw
• #19 Many ways to write
• #20 Going to the library
What are these activities?

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• Parents can use the activities during play and daily routines.
Activity

You can use these activities when:

• You and your child are together.
• Your child is happy.
• Your child is not hungry.
• Your child is not tired.
• The activity goes along with what your child is doing. (Your child is looking at a book. You can do an activity with a book.)
• Siblings and friends can join in!
Activity

Listening to music

Listen to music when your infant or toddler is:

• Playing.
• Falling asleep.
• Riding in the car.

Move to the music with your infant or toddler.
Hints

Listening to music

To help your infant or toddler succeed, you can:

• Have music your child really likes.
• Have music on when your child does his/her favorite things.
• Move with your child to the music.

To make this activity more challenging, you can:

• Play different kinds of music.
• Encourage your child to move to the music.
• Encourage your child to make sounds (La La) or sing.
Activity

Doing things with music

Do things while listening to music with your child:

• Sing
• Clap
• Dance
• Talk about how the music makes your child feel.
Hints

Doing things with music

To help your child succeed, you can:

- Encourage your child to make sounds (La La).
- Help your child clap or pat something like your hand.
- Rock your child to the rhythm of the music.

To make this activity more challenging, you can:

- Encourage your child to sing.
- Let your child use a musical instrument like a toy drum, or make music with sticks and stones, pots, pans, plastic containers and a wooden spoon.
- Ask your child open-ended questions (How does this music make you feel? What does this music make you think of?)

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**Activity**

**Playing with sounds**

- Take turns making sounds or saying words with your infant or toddler.
- Make the same sound your infant or toddler is making (ba-ba).
- Make a sound that is like your infant or toddler’s sound (ga-ga).
- Make sounds of familiar animals (dog, cat).
- Make sounds of familiar objects (car, water, wind).
Hints

Playing with sounds

To help your infant or toddler succeed, you can:

• Do this activity while doing something your child enjoys (bathing, being tickled, eating or playing with toys).
• Wait and see if your child makes a sound, then imitate that sound.
• Play with toy animals or look at picture books about animals and make animal sounds.
• Make sounds while playing bouncing and turn-taking games (Horsie, Peekaboo).

To make this activity more challenging, you can:

• Make a sound and see if your child repeats it.
• Encourage your toddler to repeat two or three sounds after you (ga-da; ga-da-ba)
• Say a sound (b), then change it to a new sound (p). Does your toddler pay attention to the difference?
Activity

Singing songs

While singing songs to your child or listening to songs on the radio, you can:

• Help your child make body movements that go with the words (Row, Row Your Boat).
• Encourage your child to sing along.
• Make up your own song about something you are doing, or that your child is interested in.
Hints

Singing songs

To help your child succeed, you can:

• Sing your child’s favorite songs.
• Sing a song while doing something your child enjoys (bath or swinging).
• Give your child a toy or object that relates to the song (toy animals when singing Old MacDonald Had a Farm).
• Encourage your child to say a few words (Row, Row).
• Make up songs with animal sounds or sounds of objects and have your child say the sounds with you.

To make this activity more challenging, you can:

• Encourage your child to sing the song without your help.
• Encourage your child to make up his/her own words to the song.
• Talk about what the song is about. Ask what your child likes about the song.
Activity

Learning about rhyming

To have your baby or toddler hear rhyming words, you can:

• Sing or listen to songs with rhyming words (Twinkle Twinkle Little Star).
• Read books with rhyming words (Goodnight Moon).
• Say nursery rhymes (Hickory, Dickory, Dock).
• Use silly rhymes during routines (Go to bed, cover up your head, blow your nose, wiggle your toes).
Hints

Learning about rhyming

To help your baby or toddler succeed, you can:

• Say the rhymes while playing finger games (Pat A Cake), looking at a rhyming book or at bedtime.
• Have your toddler say the rhyming words with you.
• Say the rhyming words louder (star, far, are) or clap to the words.

To make this activity more challenging, you can:

• Start a song or nursery rhyme. Leave out the rhyming words and see if your toddler remembers them (Humpty, Dumpty sat on a ___?).
• Encourage your toddler to say the words and verses without your help.
Activity

Talking about nursery rhymes

• Have your toddler color pictures of nursery rhymes.
• Put the pictures in places your toddler often goes.
• Talk about the nursery rhymes.
Hints

Talking about nursery rhymes

To help your toddler succeed, you can:

• Say one or two nursery rhymes many times before doing this activity.
• Say parts of the nursery rhyme and have your toddler fill in.
• Have a big picture for your toddler to color.
• Help your child color.

To make this activity more challenging, you can:

• Encourage your toddler to say the nursery rhymes him/herself.
• Ask your toddler simple questions about the nursery rhymes.
Talking about food

Ask your child questions about food:

• What color is it?
• How does that taste?
• How does it smell?
• What do you like the best?
Hints

Talking about food

To help your child succeed, you can:

• Talk about how food tastes, smells and feels.
• Ask your child simple questions about his/her food (Does your cookie taste sweet?).
• Do this activity when you and your child are cooking in the kitchen.

To make this activity more challenging, you can:

• Encourage your child to describe food with more than one word (orange, juicy and sour).
• Have your child practice counting raisins and nuts and comparing sizes (big, little).
• Ask your child harder questions about food (Is an apple a fruit or a vegetable? What else tastes sweet?).

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Activity

Talking about things outside

Talking to children about what they see or hear teaches them new words.

Ask your child questions about things he/she sees outside:

• What color is it?
• What do you see?
• How does it feel?
• What shape is this?
Talking about things outside

To help your child succeed, you can:

• Talk about something your child can touch and feel.
• Ask your child questions about things he/she is really interested in (rocks, mud, butterflies).
• Ask your child simple questions (Is this rock smooth?)

To make this activity more challenging, you can:

• Help your child to describe things with more than one word (brown, smooth, hard).
• Describe something nearby and see if your child can find it. Have your child describe something for you and try to find it.
• Play with your child at putting things into categories (beetles are insects, an acorn is a nut, a rose is a flower).

Hints

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Activity

Listening to different sounds

Have your child listen for:

• Birds and insects
• Cars and airplanes
• Animals
• Leaves rustling in the wind
• Water

Talk about how these things sound.
Listening to different sounds

To help your child succeed, you can:
• Have your child listen for things your child can see.
• Have your child listen for things your child likes.
• Have your child listen for loud things (cars, trucks, dogs barking).
• Do this activity in a familiar place (backyard).
• Choose a quiet place with just a few sounds.

To make this activity more challenging, you can:
• Have your child listen for quiet things (cats meowing, people walking).
• Have your child listen to things that your child cannot see. Ask your child to guess what is making the sound.
• Have your child describe what he/she hears with a simple sentence. (The dog is barking. That’s a big truck.).
Activity

Making a touch book

- Cut cardboard into same sized pieces.
- Put three holes in the pieces on the left side.
- Tie the pieces together with yarn, so you will have a book.
- Put one thing your baby likes on each page (rattle, rings, and keys).
- Talk about the things while your baby touches them.
- Share the book with your home visitor and other parents.
Hints

Making a touch book

To help your baby succeed, you can:

• Make only two pages.
• Turn the pages for your baby.
• Help your baby touch the things on the pages.
• Tell your baby the name of each thing on the page.

To make this activity more challenging, you can:

• Put new things (cotton, aluminum foil, yarn) on the pages.
• Have your baby turn the pages him/herself.
• Encourage your baby to vocalize when looking at one page.

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Activity

Making a picture book

• Cut cardboard into same sized pieces.
• Put three holes in the pieces on the left side.
• Tie the pieces together with yarn so you will have a book.
• Put a picture of someone or something your child likes on each page (family, pets and Teddy Bear).
• Talk about what your child sees.
• Share with the home visitor and other parents.
Hints

Making a picture book

To help your child succeed, you can:
• Make the pictures bigger.
• Turn the pages for your child.
• Let your child touch the pictures.
• Name who is in each picture.
• Show your child the book when he/she is in a quiet mood.

To make this activity more challenging, you can:
• Have more persons in the pictures.
• Have your child name who is in each picture.
• Talk about what your child does with each picture.
• Have the people’s names written under their pictures.
Activity

Looking at pictures in a book

• Talk about what your child is looking at.

• Ask questions about what your child is looking at (What is Spot doing?).

• Wait for your child to say something (Spot hiding.).

• Add a little bit more to what your child says (Spot is hiding under the bed.).
Hints

Looking at pictures in a book

To help your child succeed, you can:

• Use a book with large pictures of things your child likes (baby animals).
• Ask your child simple questions (Is the froggy green?).
• Wait longer for your child to say something (Yeah, froggy green.).
• Make a simple sentence out of what your child said (Yes, the froggy is green.).

To make this activity more challenging, you can:

• Ask your child to make connections to your child’s own experiences (Have you seen a doggie like this before?).
• Ask your child harder open-ended questions (Why is Goldilocks breaking Baby Bear’s things? What is a kennel?).
• Add more to what your child said (She is too big for his things, because she probably is older than him.).
Activity

Learning how to use books

Teach your toddler:
• What the front of books are.
• What the back of books are.
• How to turn pages from right to left.
• What pages are.
• What words and letters are.
Hints

Learning how to use books

To help your toddler succeed, you can:

- Let your toddler feel the book’s cover, pages and pictures and talk about them.
- Use sturdy cardboard books with thick pages so your toddler can turn the pages.
- Have your toddler point to pictures in the book.

To make this activity more challenging, you can:

- Have your toddler show you how to turn pages from right to left.
- Point to the parts of the book (front, back, pages) and ask your toddler what they are.
- Talk about the front page that tells about the title, author and illustrator.

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Activity

Discovering print

Point out that there are pictures and words on:

- Food packaging
- Clothing
- Buildings
- Road signs
- Automobiles
- Billboards

Help your child learn these pictures and words.
Hints

Discovering print

To help your child succeed, you can:
- Talk about pictures and words in family photo albums, junk mail, magazines and newspapers.
- Point to pictures and words on things that your child touches often (clothes, toys, crayons, cereal boxes).

To make this activity more challenging, you can:
- See if your child knows what signs, pictures, words and numbers mean.
- Point to big letters in signs of familiar restaurants, grocery stores, and road signs.
- Cut out pictures and signs from cereal boxes and other products and use to make puzzles or play matching card games with your child.

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Activity

Seeing first words

• Your child will recognize words on food packaging, buildings, and other things.
• See if your child can see any other words.
• Ask your child questions about these words (What do we do with Cheerios?).
Hints

Seeing first words

To help your child succeed, you can:

• Point to words your child often sees (McDonald’s or Cheerios) and ask your child what the words are.
• Say words you see and point to them.
• Ask your child simple questions about words he/she sees (Do we eat Cheerios?).

To make this activity more challenging, you can:

• See if your child knows the difference between a picture, a word and a number.
• Ask your child questions to make him/her really think (What else could we do with Cheerios?).
Learning my name

Put your toddler’s name on his/her:

• Bedroom door
• Toys
• Cup
• Drawings

Teach your toddler the names and sounds of the letters in his/her name.
Hints

Learning my name

To help your toddler succeed, you can:
• Put your toddler’s name on his/her favorite things (blanket, dolly).
• Write your toddler’s name in scented crayons, and let him/her smell it.
• Write your toddler’s name in his/her favorite color.
• Write your toddler’s name next to a photograph or portrait.

To make this activity more challenging, you can:
• Say the names of the letters in his/her name.
• Help your toddler to say the letters in his/her name.
• Say the sound of the first letter in his/her name and help your toddler imitate it.

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**Activity**

**Going to the grocery store**

When you go to the grocery store with your toddler, you can:

- Point to the signs and read them to your toddler.
- Show your toddler the things on your grocery list one at a time and have your child help you find them.
- Read the labels with large print.
- Read the numbers on prices.
Hints

Going to the grocery store

To help your toddler succeed, you can:

• Point to and read signs for the food your toddler likes to eat.

• Read the labels of the things your toddler is interested in.

To make this activity more challenging, you can:

• Make a grocery list with your toddler before you go to the store. Talk to your toddler about what you are doing.

• At the store, show your toddler how you use the grocery list to find the items.

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Activity

Many ways to draw

You and your child can scribble or draw figures, shapes and letters with:

• Crayons, pens, and pencils.
• Finger paint.
• Chalk on a chalkboard.
• Your fingers in the sand, on steamy car windows or foam in the bathtub.

You and your child can also:

• Use stickers or cut out pictures from magazines and catalogs.
• Glue string, yarn, leaves, pebbles or dried noodles on paper.

Display your child’s work on a wall, the fridge or a bulletin board.
Hints

Many ways to draw

To help your child succeed, you can:
• Let your child choose what to draw with.
• Start drawing first.
• Have your child draw a person or one of his or her favorite things.
• Help your child decide what to draw.
• Talk about what you and your child are drawing.

To make this activity more challenging, you can:
• Ask your child questions about your child’s drawing.
• Write what your child says about the picture.
• Ask your child to write his/her name on the picture. Scribbles and a few letter-like shapes are ok.
Many ways to “write”

Your toddler can scribble, draw and “write” words with:

• Crayons, pens, and pencils.
• Finger paint, chalk and shaving cream.
• Letters cut out of magazines or food packaging, letter stickers.
• Letter on blocks.
• Wooden, foam or magnetic letters, or letters made with play dough.
Hints

Many ways to write

To help your toddler succeed, you can:
• Make marks (hand and footprints) with paint or in the sand, and talk about what they are.
• Make scribbles and circles in baby’s applesauce on his/her highchair tray.
• Make the first letter of your baby’s name in applesauce or pudding.
• Name the shapes and letters you make as your child watches.

To make this activity more challenging, you can:
• Use shaving cream on a mirror to scribble, draw and “write” with your toddler.
• Write your toddler’s name on a steamy window; say the letters and help him/her to say them too.
• Use a big paint brush and water to “write” on a fence or sidewalk; a stick to make marks in the sand; draw with sidewalk chalk together.

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Going to the library

It’s never too early to go to the library with your infant or toddler. At the library, you and your child can:

- Find books, magazines, music and videos.
- Check out books, and books on tape.
- Listen to stories.
- Watch puppet shows.
- Find information on computers.
- Find out what happens in your community.

If you need help, ask the librarian. They are very friendly!

If you do not have a library in your area, ask your child’s educator about book mobile routes.
Hints

Going to the library

To help your child succeed, you can:

• Talk about what your child can do at the library before going there.
• Do one thing your child really enjoys at the library.
• Go to the library when your child is in a quiet mood.

To make this activity more challenging, you can:

• Have your child choose a book or a topic him/herself.
• Have your child help you find things at the library.
• Encourage your child to check out books to read at home.
# Listening to music

<table>
<thead>
<tr>
<th>My child:</th>
<th>What did you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Listened to the music.</td>
<td>- I played my child’s favorite music.</td>
</tr>
<tr>
<td>- Moved to the music.</td>
<td>- I helped my child move to the music.</td>
</tr>
<tr>
<td>- Made sounds to the music.</td>
<td>- I sang to the music.</td>
</tr>
</tbody>
</table>

Anything else? __________________________________________  Anything else? ____________________________
________________________________________________________________________________________

Your ideas for making this activity better for your child: ____________________________________
________________________________________________________________________________________

Your child’s name ____________________________  Your name ____________________________

Date you and your child did this activity ______________________________

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# Doing things with music

## What did your child do?

My child:

- Made sounds to the music.
- Clapped, made body or finger movements.
- Played musical instrument.
- Sang/signed a few words.
- Sang/signed a song.
- Talked about the music.

What did your child say? ____________________

_______________________________________

## What did you do?

What did you do?

- I sang with my child.
- I clapped, made body or finger movements.
- I talked about the music.
- I asked my child questions about the music.


Anything else? __________________________

Anything else? _________________________

______________________________________

______________________________________

Your ideas for making this activity better for your child ________________________________

______________________________________

______________________________________

Your child’s name __________________________

Your name ________________________________

Date you and your child did this activity __________________________
Playing with sounds

<table>
<thead>
<tr>
<th>What did your child do?</th>
<th>What did you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child:</td>
<td></td>
</tr>
<tr>
<td>✓ Made sounds of animals and objects.</td>
<td>✓ I made the same sound my child made.</td>
</tr>
<tr>
<td>✓ Repeated simple sounds (ba-ba).</td>
<td>✓ I added a new sound to the sound my child made.</td>
</tr>
<tr>
<td>✓ Repeated short words (kitty).</td>
<td>✓ I asked my child to repeat sounds I made.</td>
</tr>
</tbody>
</table>

Anything else? ____________________________  Anything else? ____________________________
________________________________________  _______________________________________

Your ideas for making this activity better for your child _______________________________________

Your child’s name ___________________________  Your name ___________________________

Date you and your child did this activity ___________________________
Singing songs

What did your child do?
My child:
- Made body and finger movements along with the song.
- Made animal sounds or sounds of objects.
- Sang/signed a few words.
- Sang a song.

What did you do?
- I sang my child’s favorite song.
- I made animal sounds and sounds of objects.
- I sang some words and let my child fill in.
- I made up my own words to the song.

Anything else? __________________________
Anything else? __________________________

Your ideas for making this activity better for your child __________________________

______________________________

Your child’s name __________________________
Your name __________________________

Date you and your child did this activity __________________________
# Learning about rhyming

<table>
<thead>
<tr>
<th>What did your child do?</th>
<th>What did you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child:</td>
<td></td>
</tr>
<tr>
<td>☐ Listened to nursery rhyme, song or rhyming</td>
<td>☐ I said a nursery rhyme, song, or read a rhyming</td>
</tr>
<tr>
<td>book.</td>
<td>book that my child was interested in.</td>
</tr>
<tr>
<td>☐ Said rhyme with help.</td>
<td>☐ I said rhyming words louder.</td>
</tr>
<tr>
<td>☐ Filled in some words.</td>
<td>☐ I let my child fill in rhyming words.</td>
</tr>
<tr>
<td>☐ Said nursery rhyme or song without help.</td>
<td>☐ I encouraged my child to say the rhyme or song.</td>
</tr>
</tbody>
</table>

Anything else? ____________________________________________
Anything else? ____________________________________________

Your ideas for making this activity better for your child ____________________________________________

Your child’s name ____________________________ Your name ____________________________

Date you and your child did this activity _______________________________
# Talking about nursery rhymes

<table>
<thead>
<tr>
<th>What did your child do?</th>
<th>What did you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child:</td>
<td></td>
</tr>
<tr>
<td>☐ Listened to the rhyme.</td>
<td>☐ I said a rhyme with my child.</td>
</tr>
<tr>
<td>☐ Filled in last word in the rhyme.</td>
<td>☐ I said parts of a rhyme and asked my child to fill in the rhyming words.</td>
</tr>
<tr>
<td>☐ Said most of a rhyme without help.</td>
<td>☐ I asked questions about the rhyme.</td>
</tr>
<tr>
<td></td>
<td>☐ What is it about?</td>
</tr>
<tr>
<td></td>
<td>☐ What happened?</td>
</tr>
</tbody>
</table>

Anything else? ____________________________
Anything else? ____________________________

Your ideas for making this activity better for your child

Your child’s name ____________________________
Your name ____________________________

Date you and your child did this activity ____________________________
Talking about food

<table>
<thead>
<tr>
<th>What did your child do?</th>
<th>What did you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child:</td>
<td></td>
</tr>
<tr>
<td>- Used gestures to communicate.</td>
<td>- I made comments about food my child was interested in.</td>
</tr>
<tr>
<td>- Used simple words.</td>
<td>- I asked questions about food my child was interested in.</td>
</tr>
<tr>
<td>- Used simple sentences.</td>
<td>- I repeated what my child said and added a little more.</td>
</tr>
</tbody>
</table>

Anything else? __________________________  Anything else? __________________________
________________________________________________________________________________________

Your ideas for making this activity better for your child __________________________________________
________________________________________________________________________________________

Your child’s name __________________________  Your name __________________________

Date you and your child did this activity __________________________
# Talking about things outside

<table>
<thead>
<tr>
<th>What did your child do?</th>
<th>What did you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child:</td>
<td></td>
</tr>
<tr>
<td>- Used gestures to communicate.</td>
<td>- I made comments about what my child was interested in.</td>
</tr>
<tr>
<td>- Used simple words.</td>
<td>- I asked questions about what my child was interested in.</td>
</tr>
<tr>
<td>- Used simple sentences.</td>
<td>- I repeated what my child said and added a little more.</td>
</tr>
</tbody>
</table>

Anything else? ____________________________  Anything else? ____________________________
________________________________________  _______________________________________

Your ideas for making this activity better for your child _______________________________________________________
________________________________________________________________________________________________________

Your child’s name ____________________________  Your name ____________________________

Date you and your child did this activity ________________________________
# Listening to different sounds

<table>
<thead>
<tr>
<th>What did your child do?</th>
<th>What did you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child:</td>
<td></td>
</tr>
<tr>
<td>☐️ Listened carefully.</td>
<td>☐️ I made comments about sounds</td>
</tr>
<tr>
<td>☐️ Guessed what made the sound.</td>
<td>☐️ I asked my child to guess what made the sound.</td>
</tr>
<tr>
<td>☐️ Made comments about the sound using simple sentences.</td>
<td>☐️ I asked questions about the sound.</td>
</tr>
</tbody>
</table>

Anything else? ____________________________
Anything else? ____________________________

Your ideas for making this activity better for your child ____________________________________________

__________________________________________________________

Your child’s name ____________________________
Your name ____________________________

Date you and your child did this activity _______________________________

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# Making a touch book

**What did your child do?**

My child:

- [ ] Touched the things on the pages.
- [ ] Turned the pages.
- [ ] Said something about what was on the pages.

**What did your child say?**

______________________

**Anything else?**

____________________________________

**What did you do?**

- [ ] I showed my child how to turn the pages.
- [ ] I talked about the things on the pages.

**Anything else?**

____________________________________

**Your ideas for making this activity better for your child**

_________________________________________________________________________________________

**Your child’s name**

________________________

**Your name**

________________________

**Date you and your child did this activity**

________________________
## Making a picture book

### What did your child do?

- Pointed to the pictures.
- Turned the pages.
- Made simple comments about the pictures.

What did your child say?

________________________

### What did you do?

- I showed my child how to turn the pages.
- I talked about what my child was doing or was interested in.
- I made comments about the pictures.
- I asked questions about the pictures.

Anything else? ________________________

Anything else? ________________________

Your ideas for making this activity better for your child ______________________________

________________________

Your child’s name ____________________________

Your name ________________________________

Date you and your child did this activity ___________________
### Looking at pictures in a book

<table>
<thead>
<tr>
<th>What did your child do?</th>
<th>What did you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Listened to me talking about the pictures.</td>
<td>I talked about the pictures</td>
</tr>
<tr>
<td>Touched/pointed to pictures.</td>
<td>I asked my child questions about the pictures.</td>
</tr>
<tr>
<td>Made comments about the pictures.</td>
<td>What kind of questions?</td>
</tr>
<tr>
<td></td>
<td>What is ______?</td>
</tr>
<tr>
<td></td>
<td>What’s happening?</td>
</tr>
<tr>
<td></td>
<td>Why?</td>
</tr>
<tr>
<td>Asked the meaning of a new word.</td>
<td>Other questions</td>
</tr>
<tr>
<td></td>
<td>__________________________</td>
</tr>
</tbody>
</table>

What did your child say? ________________________

Anything else? __________________________

Anything else? __________________________

Your ideas for making this activity better for your child __________________________

__________________________

Your child’s name __________________________

Your name __________________________

Date you and your child did this activity __________________________
## Learning how to use books

<table>
<thead>
<tr>
<th>What did your child do?</th>
<th>What did you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child:</td>
<td></td>
</tr>
<tr>
<td>- Turned some pages.</td>
<td>- I showed my child how to turn the pages.</td>
</tr>
<tr>
<td>- Turned all pages from front to back.</td>
<td>- I talked about the front and back of the book.</td>
</tr>
<tr>
<td>- Talked about the pictures.</td>
<td>- I explained the difference between pictures and printed words.</td>
</tr>
<tr>
<td>- Said some letter names.</td>
<td></td>
</tr>
</tbody>
</table>

Anything else? __________________________
Anything else? __________________________

Your ideas for making this activity better for your child __________________________________________

_______________________________

Your child’s name __________________________
Your name __________________________

Date you and your child did this activity _______________________________
Discovering print

<table>
<thead>
<tr>
<th>What did your child do?</th>
<th>What did you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show interest in pictures and signs.</td>
<td>I pointed to pictures, and signs.</td>
</tr>
<tr>
<td>Recognized pictures.</td>
<td>I talked about pictures, signs, words, letters, and numbers my child was interested in.</td>
</tr>
<tr>
<td>Recognized familiar signs.</td>
<td>I talked about the difference between a picture and a word.</td>
</tr>
<tr>
<td>Recognized some letters.</td>
<td></td>
</tr>
</tbody>
</table>

Anything else? _____________________________

Anything else? _____________________________

Your ideas for making this activity better for your child _____________________________

Your child’s name ____________________________

Your name _________________________________

Date you and your child did this activity _______________________________
# Seeing first words

**What did your child do?**

My child:
- ☐ Showed interest in pictures and words.
- ☐ Recognized familiar words.
- ☐ Recognized familiar letters.
- ☐ Talked about the pictures and words.

**What did you do?**

- ☐ I talked about the words and their meaning.
- ☐ I talked about the difference between pictures and words.
- ☐ I talked about the difference between letters and numbers.

**What did your child say?**

______________________

**Anything else?**

______________________

______________________

Your ideas for making this activity better for your child

_________________________________________________________________________________________

**Your child’s name**

______________________

**Your name**

______________________

**Date you and your child did this activity**

______________________
## Learning my name

### What did your child do?

My child:
- [ ] Recognized his/her name.
- [ ] Asked about the letters in his/her name.
- [ ] Said some letter names.
- [ ] Pretended to write his/her name.

### What did you do?

- [ ] I used a photograph of my child.
- [ ] I told my child some names and sounds of the letters in his/her name.
- [ ] I modeled writing my child’s name.

### Anything else?

Anything else? __________________________

______________________________

Your ideas for making this activity better for your child ________________________________

________________________________________________________________________________________

Your child’s name ____________________________

Your name ____________________________

Date you and your child did this activity _______________________________
Activities for Caregivers and Children

Going to the grocery store

<table>
<thead>
<tr>
<th>What did your child do?</th>
<th>What did you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child:</td>
<td></td>
</tr>
<tr>
<td>☐ Looked at signs and food labels.</td>
<td>☐ I pointed to and read signs and food labels.</td>
</tr>
<tr>
<td>☐ Recognized familiar signs and labels.</td>
<td>☐ I talked about things my child was interested in.</td>
</tr>
<tr>
<td>☐ Talked about things in the store.</td>
<td>☐ I made a grocery list with my child and showed my child how to use it to find items in the store.</td>
</tr>
<tr>
<td>☐ Talked about pictures, words and letters.</td>
<td></td>
</tr>
</tbody>
</table>

Anything else? __________________________ Any other ideas you have? ____________________________

Your ideas for making this activity better for your child ________________________________

________________________________________

Your child’s name __________________________ Your name ____________________________

Date you and your child did this activity ________________________________
# Many ways to draw

## What did your child do?

<table>
<thead>
<tr>
<th>My child:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used fingers to paint, or make marks in food, sand or foam.</td>
</tr>
<tr>
<td>Scribbled with a pencil or crayon.</td>
</tr>
<tr>
<td>Made a collage.</td>
</tr>
<tr>
<td>Drew or painted a picture.</td>
</tr>
<tr>
<td>Talked about his/her picture.</td>
</tr>
</tbody>
</table>

## What did you do?

| I drew or painted a picture with my child. |
| I helped my child make a collage. |
| I asked questions about my child’s picture. |
| I wrote down what my child said about his/her picture. |

**Anything else?**

<table>
<thead>
<tr>
<th>Anything else?</th>
<th>Anything else?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Your ideas for making this activity better for your child**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Your child’s name** ____________________________  **Your name** ____________________________

**Date you and your child did this activity** ____________________________
## Many ways to write

**What did your child do?**

My child:
- ☐ Played with letters and crayons.
- ☐ Scribbled.
- ☐ Drew a picture.
- ☐ Pretended to write.

**What did you do?**

- ☐ I showed my child how to use crayons and paint.
- ☐ I gave my child letters to play with.
- ☐ I modeled writing my child’s name.

**Anything else?**

Anything else? __________________________

Anything else? __________________________

**Your ideas for making this activity better for your child**

Your ideas for making this activity better for your child ________________________________

**Your child’s name**

Your child’s name __________________________

**Your name**

Your name __________________________

**Date you and your child did this activity**

Date you and your child did this activity _______________________________
# Going to the library

<table>
<thead>
<tr>
<th>What did your child do?</th>
<th>What did you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looked at picture books and/or magazines.</td>
<td>I helped my child choose a book.</td>
</tr>
<tr>
<td>Listened to a story.</td>
<td>I talked about things to do at the library.</td>
</tr>
</tbody>
</table>

Anything else? __________________________  Anything else? _________________________

______________________________________  _____________________________________

Your ideas for making this activity better for your child __________________________________________

_________________________________________________________________________________________

Your child’s name ____________________________  Your name ____________________________

Date you and your child did this activity _______________________________