

Family Literacy Activities for Parents and Children Ages 5-7





## GREAT READ-ALoud BOOKS FOR BEGINNING READERS

- Open Very Carefully by Nick Bromley
- A Robot Bedtime Story by Todd Tarpley
- The Duck Says by Troy Wilson
- Mouse Was Mad by Linda Urban
- Ella Sarah Gets Dressed by Margaret Codos-Irvine
- Tiger, Tiger, Is It True by Byron Katie and Hans Wilhelm
- Lemons Are not Red by Laura Vaccaro Seeger
- Hug Machine by Scott Campbell
- Clip-Clop by Nicola Smee
- Put Me in the Zoo by Robert Lopshire
- We Are Best Friends by Robyn Newton and Sarah Powel
- Chickens to the Rescue by John Himmelman
- Bounce by Doreen Cronin and Scott Menchin
- Emily's Balloon by Komako Sakai
- Charlie Loves to Make Noise by Barbara Bottner
- Maybe a Bear Ate It by Robbie H. Harris and Michael Emberley
- How Do Dinosaurs Eat Their Food? By Jane Yolen and Mark Teague
- Move Over, Rover, by Karen Beaumont
- How to Be by Lisa Brown
- Apples and Oranges by Sara Pinto
- Butterfly by Petr Horacek
- Goosie and Gertie by Oliver Dunrea
- Lilly's Big Day by Kevin Henkes
- Taking a Bath with the Dog and Other Things That Make me Happy by Scott Menchin
- Mr. Zinger's Hat by Cary Fagan
- Pete the Cat Rocking in My School Shoes by James Dean
- The Biggest Bed in the World by Lindsay Camp
- Itsy Mitsy Runs Away by Elanna Allen
- It's a Book by Lane Smith
- The Boy Who Cried Ninja by Alex Latimer
- Dog's Noisy Day by Emma Dodd
- I Aint't Gonna Paint No More! by Karen Beaumont
- Edward the Emu & Edwina the Emu by Sheena Knowles
- Ten Terrible Dinosaurs by Paul Stickland
- Rhyming Dust Bunnies by Jan Thomas
- A-Hunting We Will Go! By Steven Kellogg
- We're Going to the Zoo by Tom Paxton
- There Was an old Lady Who Swallowed a Fly by Simms Taback

- The Animal Boogie by Debbie Harter and Fred Penner
- Bling Blang by Woody Guthrie and Vladimir Radunsky
- I'm the Biggest Thing in the Ocean by Kevin Sherry
- Psst! by Adam Rex
- What! Cried Granny: An Almost Bedtime Story by Kate Lum
- No! That's Wrong! by Zhaohua Ji
- Not Norman: A Goldfish Story by Kelly Bennett
- Wow! Said the Owl by Tim Hopgood
- An Octopus Followed Me Home by Dan Yaccarino
- My Dog Is As Smelly As Dirty Socks by Manoch Piven
- There Are No Cats in This Book by Viviane Schwarz
- Here Comes A Big Mean Dust Bunny by Jan Thomas

## YOUR FAVOURITE BOOKS

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## PHONOLOGICAL AWARENESS ACTIVITIES

### ISOLATE THAT SOUND

PURPOSE: identifying if two words begin or end with the same sound

“What is the first sound in bat?” What’s the first sound in mouth?

### I SPY

PURPOSE: identifying if two words begin or end with the same sound

“I spy something in this room that begins with the /w/ sound (window). I spy something in this room that begins with the /p/ sound (pencil).”

### I AM THINKING

PURPOSE: identifying if two words begin or end with the same sound

“I am thinking of something that begins with the /m/ sound (mouth). I am thinking of something that begins with the /t/ sound (teeth). Sometimes you may have to give additional clues. For example, “I am thinking of something that begins with the /t? sound, something you might have to brush in the morning before going to school and at night before going to bed.” (teeth)

### THUMBS UP

PURPOSE: create word families with rhyming words

Say “Put up your thumb if these two words rhyme.” Say ball and call and look for thumbs up. Say ball and soccer and look for thumbs down.

### RHYMING STAND UP!

PURPOSE: create word families with rhyming words

Create rhyming prompts to complete actions. First, ask the child to say a particular word. Then, provide an action prompt for a word that rhymes with that word (without saying the rhyming word). The child performs the action and says the rhyming word. For example, you say, “Say pup”. The child says the word pup. Then you say “ Now stand \_\_\_\_.” The child stands up and says the word up. Another example, “Say band (band). Now raise your \_\_\_\_.

## HOPPING GAME

PURPOSE: segmenting sentences into words

MATERIALS: small mats on which the child may stand or squares marked with masking tape on the floor, or chalk squares drawn on the sidewalk

WHAT TO DO:

- Place mats or draw squares next to each other on the floor close enough for the child to easily hop or step from one to another. There should be at least as many squares as there are words in the sentences you use.
- Ask the child to stand on a mat or square.
- Say a short sentence and ask the child to repeat it.
- Say the sentence again. This time, when the child repeats the sentence he/she hops to a different mat or square for each word he/she says – one mat or word per square.

Sample Sentences

- She jumps
- The dog ran.
- He climbs a tree.
- The sky is blue.
- I like tacos.

## WORDS AROUND A CIRCLE

PURPOSE: segmenting sentences into words

MATERIALS: none

WHAT TO DO:

- Have family members sit in a circle and tell them that you will play a memory game. Their task is to remember a sentence.
- Ask them to listen carefully as you say a short sentence such as “I like bananas.”
- Ask everyone to repeat the sentence several times to you, to themselves, to people in the circle.
- Model the process. Start with the first word in the sentence – “I” - and then ask, “What’s the next word?”
- Continue around the circle saying one word at a time.
- Practice with the same sentence, and then try different sentences. Use short sentences at first, followed by longer sentences.
- Let family members contribute their own ideas for sentences.

## Sample Sentences

- We must clean our kitchen
- I like to paint.
- We had cereal for breakfast.

## GUESS MY WORD

**PURPOSE:** blending words to produce compound words, segmenting compound words

**MATERIALS:** picture cards of compound word

<http://thisreadingmama.com/wp-content/uploads/2013/05/CompoundWordPack.pdf>

**WHAT TO DO:**

- Orally present two parts of a word, and ask the child to put the parts together to create a new word.
- Provide examples to ensure the child understands the task. For example: **basket** and **ball** make basketball

## DON'T SAY IT

**PURPOSE:** deleting words in compound words

**MATERIALS:** picture cards of compound words

<http://thisreadingmama.com/wp-content/uploads/2013/05/CompoundWordPack.pdf>

**WHAT TO DO:**

- Say the compound word and ask the child to repeat it. If you have a picture card, show it to the child.
- Begin by deleting the first word in each compound. For example, tell the child, "Say firefighter without saying fire." The child should respond with the word "fighter". Provide support as necessary.
- After the child has had many opportunities to delete the first part of the compound word, change the game and ask the child to delete the second part of the compound. "Say firefighter without fighter." The child should respond with the word "fire"

## FIVE LITTLE MONKEYS

**PURPOSE:** deleting a target word from a song or chant

**MATERIALS:** Five Little Monkeys chant (or any other song or chant)

WHAT TO DO:

- Make sure that the child knows the chant well.
- Say the chant without the word “monkeys”. Instead, put your hand over your mouth each time the word should be spoken. Invite the child to join you.
- After the child has had many opportunities to delete the word “monkey”, you can choose a different word to omit. Words that are used repeatedly such as bed, doctor, and Momma are good choices.
- Have the child suggest a word to delete.
- Suggest to the child to teach an adult family member how to delete a word from the chant.

A Few Ideas for This Activity

Song	Words to play with
The Bear Went Over the Mountain	Bear, mountain, see, other, side
The Wheels on the Bus	Wheels, bus, round, town, door, open, shut, horn, beep
Mr. Sun	Mister, golden, sun, me, shine

## CLAP, CLAP, CLAP YOUR HANDS

PURPOSE: blending syllables into words

MATERIALS: none

WHAT TO DO:

- Teach the song Clap, Clap, Clap Your Hands  
<https://www.youtube.com/watch?v=8gRQBzhlpL0>
- Say that you are going to add a new verse. You will sing “say, say, say these parts” and the child’s job is to put the parts together to create a new word.
- For example if you say use the word “table” segmented into two syllables, leaving a one second pause between the two syllables in the word, the child should be able to say the word.
- Sing or chant the new verse. Family members can sing along with the first four lines.
- Then provide a segmented word.
- The child responds with the blended word.
- Provide four segmented words. Repeat the song with four new words.
- You may wish to provide a written copy of the lyrics to the parent and include a list of words (but make sure to encourage families to add words of their choice to the list).

## DRACULA

PURPOSE: adding syllables to words (blending)

MATERIALS: Poem “Dracula” by Douglas Florian (2008)

Dracula

Hello, my name is Dracula.

My clothing is all blackula.

I drive a Cadillacula.

I am a maniacula.

I drink blood for a snackula.

Your neck I will attackula

With teeth sharp as a tackula.

At dawn I hit the sackula.

Tomorrow I'll be backula.

WHAT TO DO:

- Read the poem aloud and encourage the child to enjoy the word play.
- Guide the child to hear – **ula** added to the end of many of the words.
- Comment that the nonsense word blacula is really the word –black with –ula added to the end.
- Say your name with addition of –ula.
- Have the child say his/her name with –ula at the end.
- Have the child say other words with the addition of –ula. Say a familiar word (perhaps naming objects in the environment and ask how Dracula would say it.
- Encourage parents to share poetry with their children.

## COPYCAT

PURPOSE: segmenting words into syllables

MATERIALS: Chant

Copycat

Copycat, copycat

Say what I say

Copycat, copycat

Please, won't you play?

WHAT TO DO:

- Teach the chant
- Have the child join you into reciting the chant; then say a multisyllabic word segmented into syllables.
- For example, say rain-bow clearly separating the word's syllables.
- Ask the child to copy you by repeating the word exactly, the way you said it.
- Then ask him/her if they can name the word. Provide support as necessary.
- Repeat the chant several times using different words.
- Word ideas: porcupine, pajama, dinosaur, elephant, hamburger, hippopotamus, yesterday, umbrella

## **SORT THE CARDS**

PURPOSE: segmenting words into syllables, counting the number of syllables in words

MATERIALS: picture cards

<http://www.prekinders.com/wp-content/uploads/2011/07/syllable-cards.pdf>

WHAT TO DO:

- Show a picture card to the child.
- Ask the child to say the name of the object pictured.
- Together, count the number of syllable in the object's name
- Encourage the child to clap the syllables as she/he says the name
- Continue to show cards and count syllables.
- Sort the words into three piles with the heading of 1,2, 3 (syllables)

## RHYMES IN A BAG

PURPOSE: matching rhyming words

MATERIALS: two bags, pairs of rhyming objects

WHAT TO DO:

- Place one object per rhyming pair in each bag (for example, put a rock in one bag and sock in the other bag).
- Ask the child to withdraw objects from one bag one by one, identify them and place them on the floor or table in front of him or her.
- Tell the child that each object in the second bag rhymes with one of the objects on the floor. Withdraw one of the items from the second bag and demonstrate.
- Comment on the rhyming elements of the word pair.
- Continue withdrawing items one at a time from the second bag until all items have been paired up.

Bag 1	Bag 2
Pail	Nail
Book	Hook
Cat	Hat
Bell	Shell
Jar	Car
Beads	Seeds
Dog	Frog
Moon	Spoon
Box	Fox
House	Mouse
Coat	Boat
Sandal	Candle
Clock	Rock
Keys	Peas
Fan	Man
Ball	doll

## DOWN BY THE BAY

PURPOSE: identifying and producing rhyming words

MATERIALS: Down by the Bay Song (Raffi, 1996)

<https://www.youtube.com/watch?v=orY1aO9WV8M>

WHAT TO DO:

- Teach the song
- Point out the rhyming elements of the song and highlight rhyming pairs of words
- Ask the child to identify the rhyming words in some of the lines, such as “Did you ever see a moose kissing a goose..?”
- Model adding a new verse to the song; for example, suggest, “Did you ever see an ant climbing on a plant?”
- Ask the child and family members to create new verses. Provide prompts such as “ what might a cat do down by the bay?”

TRY OTHER SONGS:

- The Corner Grocery Store (Raffi, 1996)  
[https://www.youtube.com/watch?v=E43wIhI1\\_G4](https://www.youtube.com/watch?v=E43wIhI1_G4)
- A- Hunting We Will Go  
<https://www.youtube.com/watch?v=JDwZhclffd0>

## HICKORY DICKORY DOCK

PURPOSE: producing rhyming words

MATERIALS: Hickory Dickory Dock nursery rhyme (<https://www.youtube.com/watch?v=HGgsklW-mtg>)

WHAT TO DO:

- Share the nursery rhyme and help the child learn the first verse.
- Tell the child that you are going to change the poem – rather than “Hickory, Dickory Dock”, you are going to say “ Hickory, Dickory Dare”
- Ask the child how you should complete the verse. Provide support and suggestions.
- Begin chanting the rhyme and encourage the child to finish it.

TRY OTHER VERSIONS:

Additional Verses	Rhymes
Hickory Dickory Dig	... became real big... ran to the pig... danced a jig
Hickory Dickory Done	... ran in the sun .... had lots of fun ... ate a bun
Hickory Dickory Dip	... ran up my hip... took a sip... was afraid to slip...
Hickory Dickory Down	... ran to the town... became a clown... made a frown...

## PUPPET PLAY

PURPOSE: substituting onsets in words

MATERIALS: puppets of any kind

WHAT TO DO

- Give a puppet an alliterative two-word name. For example, call a frog puppet Freddy Frog.
- Point out that both words in the name begin with the same sound.
- The puppet says everyone's name with the same beginning sound. Instead of Kim, Freddy Frog will say Fim.
- Talk about sound change.
- Have the puppet say the names of all family members

## DO YOU KNOW THE MUFFIN MAN?

PURPOSE: identifying initial phonemes in words; matching initial phonemes in words

MATERIALS: Do You Know the Muffin Man song (<https://www.youtube.com/watch?v=QTmN8TCq9pc>)

WHAT TO DO:

- Teach the song.
- Help the child notice that the words "muffin" and "man" begin with the same sound /m/.
- Talk about alliterations and suggest others for the song; examples (cuddly cat, dirty dog, funny farmer, giggly girl, purple pig, silly sailor, tiny turtle, white whale).
- Encourage the child to create his/her own alliterations for the song.

## WILLOUGHBY WALLABY

PURPOSE: substituting initial phonemes in words

MATERIALS: Willoughby Wallaby song (<https://www.youtube.com/watch?v=wcvxSDYnZ6s>)

WHAT TO DO:

- Teach the song.
- Sing the song again but insert the child's name and substitute the initial sound with /w/ sound.

- Ask the child what he/she notices about the way the name is said.
- Ask the child to predict how other names would be said.
- Use your name as well as the names of other significant people in the child's family
- After a lot of practice return to the song (on a different day) and use different initial sound

## THE FARMER IN THE DELL

PURPOSE: substituting initial phonemes in words

MATERIALS: The Farmer in the Dell song

(<https://www.youtube.com/watch?v=2XOQL6GFBz0&list=RD2XOQL6GFBz0#t=0>)

WHAT TO DO

- Teach the traditional song
- Once you sing the traditional version, change the lyrics so that instead of singing Hi-ho the derry-o, you will sing Mi-mo the merry-o/
- Ask the child what he/she notices about the new lyrics. Guide him/her to observe the substitution and repetition of the /m/ sound.
- Ask the child to suggest other sounds to substitute in the phrase.
- Sing together and enjoy the sound manipulation

## HEAD & SHOULDERS, KNEES & TOES

PURPOSE: substituting initial phonemes in words

MATERIALS: Head and Shoulders, Knees and Toes Song

(<https://www.youtube.com/watch?v=Bp-rWsBpIUU>)

WHAT TO DO:

- Teach the song.
- After singing the song in its original form several times, start the name of each body part with a different sound such as "lead, louder, leeds and loes)
- Sing with the child using the motions and invite him/her to join in.
- Talk about the sound changes. Ask what might you call your thigh if it was in the song? What about your ankle? Cheek? Fingers?
- Assist the child as he/she substitutes the initial sound in these words and provide feedback.

## CAN YOU HELP ME WITH THESE SOUNDS?

PURPOSE: blending phonemes in segmented words

MATERIALS: "Can You Help Me? Song (tune "Are You Sleeping?)

Can you help me, can you help me,

With these sounds, with these sounds?

Tell me what the word is, tell me what the word is

/k/ /a/ /t/

WHAT TO DO?

- Sing the song. Conclude the song with a segmented three or four phoneme word.
- Have the child blend the phonemes and say the word. Offer guidance as needed.
- Provide more segmented words for the child to blend.
- Repeat the song several times using new segmented words each time.
- Suggested words: book, dog, hat, look, moon, night, play, rug, sit, desk, hand, jump, school, skip, wrist

## IF YOU THINK YOU KNOW THIS WORD

PURPOSE: blending phonemes in segmented words

MATERIALS: If You Think You Know This Word song

If you think you know this word say it now,

If you think you know this word say it now,

If you think you know the word

Then tell me what you've heard

If you think you know the word, say it now

YOU: /d/ /u/ /k/

CHILD: duck

WHAT TO DO:

- Sing the song; the child listens to the individual sounds in words and blends the sounds together to form the word.
- Provide support and feedback.
- As appropriate, invite the child to provide his/her own segmented word; this is a more difficult task as the child moves from blending words that you have segmented to segmenting words on his/her own.
- Suggested words: day, eat, go, hi, ice, one, me, up, big, but, cup, cut, duck, fly, good, home, hot, juice, leaf.

## SEGMENTING SAM

PURPOSE: segmenting words in to phonemes

MATERIALS: any puppet

WHAT TO DO:

- Introduce the child to the Segmenting Sam puppet; Sam can take any word and segment it into separate phonemes, which means he can say all the individual sounds in words.
- Demonstrate how Sam says the word “fish”.
- Ask the child to say a word to Sam; have Sam repeat the word and then segment it into phonemes.
- Continue playing; let all family members play the role of Sam
- Suggested words: day, eat, go, hi, ice, me, off, show, up, big, bug, cut, duck not, juice, leaf, dress, grape, hand, last, lunch, life, sand, sink,swim

**YOUR FAVOURITE ACTIVITIES:**