

# Grow Up Reading™ at the West Bloomfield Township Public Library

Young children learn best through hands-on, active experiences. The Youth Services Rooms at the Main Library and Westacres Branch have features and activities that can help your soon-to-be-kindergartner develop important cognitive, motor, creative and social skills. Interactive displays throughout the rooms promote vocabulary and other literacy skills, math concepts, writing skills, curiosity, discovery—and just plain fun! When you come to the Library, take time to play and learn.

Counting the Days 'til Kindergarten is part of the Library's comprehensive Grow Up Reading™ initiative. The Library offers services, materials and programs to help children, beginning at birth, grow into good readers.

Watch for the Library's "100 Picture Books to Read in Kindergarten" poster, which will come home from your child's school sometime during Fall 2019. The poster lists some of the very best books to read to kindergartners.

Ask at the Library for information about all of the Grow Up Reading™ services or go to our special website: [www.growupreading.org](http://www.growupreading.org).



**Subscribe to a Library service that texts ideas and tips for parents** who want to help their children grow up reading and learning. *Parenting Tips* is sent bi-weekly. Learn about research-based learning approaches that are best for different stages of development. Find suggestions for easy ways to incorporate singing, reading, counting, playing and writing activities into everyday routines. Connect to Library resources that help children Grow Up Reading™. To subscribe to Parenting Tips, text **wbparents** to **797979**.

# Counting the Days 'til Kindergarten 2019–2020 Parent Handbook

12 months of learning activities for the year *before* your child begins kindergarten



Brought to you by the West Bloomfield Township Public Library  
as part of its Grow Up Reading™ initiative



**MAIN LIBRARY**  
4600 Walnut Lake Road  
(248) 682-2120  
FAX (248) 232-2291 • TTD (248) 232-2292

**WESTACRES BRANCH**  
7321 Commerce Road  
(248) 363-4022

**HOURS OF SERVICE:**  
Monday-Thursday 9 AM – 9 PM  
Friday & Saturday 9 AM – 6 PM  
Sunday (Main) Noon – 8 PM  
(School Year) Noon – 5 PM  
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(Year round)

**CALL A LIBRARIAN:**  
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**EMAIL A QUESTION:**  
[wbyouth@wblib.org](mailto:wbyouth@wblib.org) (Main Library Youth Services)  
[wbrref@wblib.org](mailto:wbrref@wblib.org) (Main Library Adult Services)  
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Fall 2019





# Counting the Days 'til Kindergarten Parent Handbook

The West Bloomfield Township Public Library partners with parents to help raise children who love to read and read to learn.

Learning to read begins before children start school. From the time they are infants, children develop language and other early literacy skills that will help them learn to read. Children who start kindergarten with pre-reading skills and an awareness of basic number and math concepts are better prepared for today’s more challenging kindergarten curriculum.

Parents are a child’s first teachers. Help prepare your child to be successful in kindergarten, first grade and beyond with ideas from the interactive Counting the Days 'til Kindergarten calendar and this Parent Handbook.

- Use the suggestions and activities to develop:
- Important literacy and pre-reading skills
  - Counting skills and math concepts
  - Social and emotional competencies

## The Parent Handbook includes:

- Ways to use six simple and powerful practices every day, no matter how busy you are, to help your child get ready for kindergarten. The six practices are talking, singing, reading, writing, playing and counting.



- The Counting the Days 'til Kindergarten book list with suggested titles for each of the six practices
- The Kindergarten Readiness Checklist
- The It’s Only Just Begun Guidelines for school success

Use the Counting the Days 'til Kindergarten calendar and complete four activities each month. These will help develop the pre-reading and math skills your child will need in kindergarten. Use the Parent Handbook for additional ideas and activities to enjoy with your child.

In August 2020, when you and your child have completed the activities in the calendar and are done counting the days until kindergarten, come to the Library and pick up a complimentary book to celebrate!

The book is available to residents of West Bloomfield Township, Keego Harbor, Orchard Lake and Sylvan Lake with a Library card in good standing.

# Talking

Conversations with parents are one of the best ways for children to learn language. Talking, telling stories and stretching conversations are ways children learn new information, new vocabulary and other early literacy skills. Make sure your child has plenty of opportunities to talk with you.



## Encourage talking with these activities.

- Improve your child’s language skills by asking open-ended questions: “What do you think we should do tonight?” “What did you like best about going to the store?”

- Take a walk and talk about what you see. This introduces your child to new words and concepts. “Look at that sign. Did you know that a stop sign is an octagon? That means it has eight sides. Let’s count them.”

Improve your child’s vocabulary by using new words all the time. “I see three red vehicles. Do you know what a vehicle is? It is another word for a car or truck. How many vehicles do you see?”

- Increase vocabulary and observation skills by asking your child to describe things he sees. For example, if you’re playing in the sand, ask him to tell you the color and describe the texture.

- Create opportunities to talk together. Play a game like “True or False.” Take turns telling a story and guessing whether it is true or false.

- Help your child hear the sounds that make up words by playing “I Spy” with letter sounds. Say, “I spy something that starts with the /b/ sound.” Have your child find something that begins with that sound.

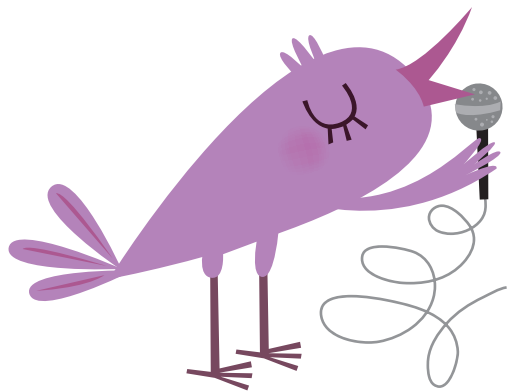
- Make up tongue twisters using the first letter in your child’s name and play other games using alliteration. Funny sentences, like “Tommy tickled two tigers,” help children recognize similar sounds, an important skill for reading.

- Have a “remember when” conversation with your child to develop narrative skills. “Remember when you hurt your finger?” Ask questions to expand the story, “What did you do?” “Remember when we went to visit Grandma? How did we travel there?”

- Play the compare game to introduce new words and concepts. Compare a zebra to a horse. How are they the same? How are they different? What is the difference between a zoo and a farm?



**Talking at the Library** Build language skills with puppets. Use the puppet stage at both the Main Library and Westacres Branch to create make-believe stories. Dramatic play helps children learn new vocabulary and understand abstract concepts.



# Singing

Singing is a natural way for children to learn. Singing develops listening skills and helps children pay attention to rhythm and rhyme. Most songs have a different note for each syllable, which helps children break down words so they can hear individual sounds. Singing also slows down language so children hear all the different sounds in words and are able to notice how they are alike and different. Singing helps children learn new words, adds to their general knowledge and is just plain fun!

## Encourage singing with these activities.

- Develop listening and memory skills by singing sequencing songs such as “The Farmer in the Dell,” “Bingo” and “There Was an Old Lady Who Swallowed a Fly.” Use a box or homemade percussion instrument, like dried beans in an empty can of baking powder, to thump out the beat and march around the house as you sing!

- Help develop gross and fine motor coordination while singing “Head, Shoulders, Knees and Toes.” First sing the song slowly, and then steadily increase the speed each time you sing.

- Reinforce letter sounds by singing this song to the tune of “The Farmer in the Dell.” “Here’s a sound we can sing, here’s a sound we can sing, /d/ /d/ /d/ /d/ /d/ /d/, here’s a sound we can sing!” Use other letters.

- Play a game of “echo me” by clapping, stomping or making other percussion noises and have your child repeat the pattern. Vary the patterns with different tempos and sounds.

- Clap out rhythms of songs your child knows and see if your child can recognize the song. Now sing the song together while clapping out the rhythm at the same time.
- Have a dance party with favorite tunes. This helps develop motor skills and a sense of the rhythm of language.

Children listen and understand oral language before they can read and understand printed words. Listening to nursery rhymes and songs is an early literacy experience that helps children understand how language works. The Library’s new *Nursery Rhymes, Songs and Fingerplays* resource includes favorite rhymes and tips for using them to develop language skills.



# Reading

No matter what your child’s age, shared reading is the single most important thing you can do to help prepare your child to learn to read. Shared reading introduces words your child may not hear in everyday conversation, and knowing more words will help your child become a better reader. Children who enjoy being read to are more likely to want to read themselves. A child’s interest in reading is an important predictor of later reading achievement.

## Encourage reading with these activities.

- Before you begin a new book, look at the front cover and ask your child to predict what the story is about. Look through the book page by page and have your child tell you the story based only on the illustrations. Then read the book and discuss how the author’s story was alike or different from your child’s.

- As you read, stop and ask your child “W” questions to develop language and comprehension skills: What do you think will happen next? Why? Where is the story taking place? When? Who in the story would you like as a friend? Why do you say that?

- Show great expression when you read to your child. Use animated voices for characters. You can even try reading with an accent!

- As you read together, encourage your child to use clues to figure out the meaning of new words. If you’ve been reading about dinosaurs and the word in question is “extinct,” ask your child to look closely at the book’s illustrations for clues. Give hints: “It means that something is no longer alive.” Then explain how some animals are extinct. If you are still not sure, look it up together.

- Get your child excited about reading by introducing her to different genres of books such as fantasy, mystery, nonfiction and historical fiction. Broaden your child’s reading experience by reading longer stories and chapter books over a number of sessions. This also helps your child develop a longer attention span, something that’s important as he or she enters school. Our librarians can help you select books that your child will enjoy.

- Let your child see you reading for fun. Being a reading role model will encourage your child’s love of reading.

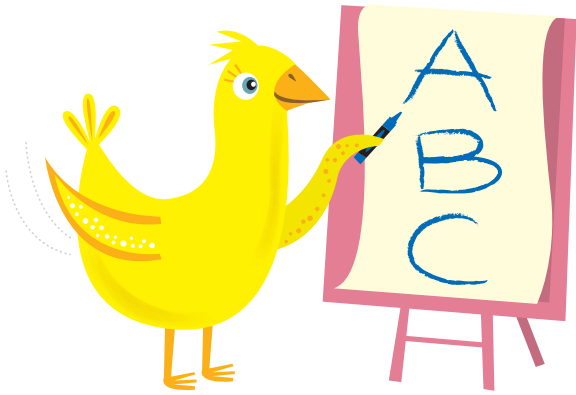


Our early literacy calendars help busy parents easily incorporate early literacy practices into everyday routines. Developed by one of the Library’s Early Childhood Specialists, each monthly calendar suggests one activity per day. Alternate between activities based on talking, singing, reading, writing, playing and counting. These interactive experiences don’t require a lot of time but can have a lasting impact as you help prepare your child to become a lifelong learner. **Pick up a copy of the monthly calendars when you visit the Main Library or Westacres Branch and help your child Grow Up Reading.™**

**Singing at the Library** Enjoy music and musical instruments while singing and dancing during our Saturday Morning Live program. Use the puppets at the Main Library and Westacres branch to sing songs together.

**Reading at the Library** Try a new type of reading experience on your next visit to the Library. Check out an audiobook and listen to it on the drive home. Sit on a terrace and read outside. Check out a nonfiction book and read about something unfamiliar.





# Writing

Reading and writing go together. Both are ways to represent spoken words and communicate information. Children become aware that printed letters stand for spoken words as they see print used in daily life. As your child scribbles and draws, he develops important eye-hand coordination and strengthens muscles that he will need to write letters and words.

## Encourage writing with these activities.

- Make a sensory alphabet to practice letter recognition and fine motor skills. Write one letter of the alphabet per index card. Using glue and a popsicle stick, have your child trace each letter with glue. Ask him to say the letter and its sound as you go. Sprinkle sand over the glue and set aside to dry. Your child can practice tracing each letter with his finger, feeling their shapes and making important connections.
- Make a name puzzle. Write your child's name in bold letters on a sheet of paper. Cut the letters apart and scramble the letters. Ask your child to arrange them in the correct order to spell her name. Try this activity with other words such as mom, dad, dog, cat or names of family members or friends. It will help your child understand letters can be combined to create and spell words.
- Help your child become an author and illustrator by creating a book. Fold several pieces of paper and staple the fold. As your child tells you a story, write it down. Your child can illustrate each page and then read you the story!

- Promote letter knowledge and eye-hand coordination. Print your child's first name at the top of a piece of paper. Attach it to a wall at your child's eye level. Each morning have your child "sign in" for the day. He can practice writing his name just below the printed name or trace over the printed letters.
- Draw different kinds of lines on sheets of paper: straight, zigzag and curved. Have your child practice following each line as he cuts them with scissors. This develops eye-hand coordination and muscle strength—both are needed for writing.
- Label items, such as toy bins, around your home. Have your child draw pictures to represent what belongs in each bin; label each picture and tape it to the bin. Your child will know where toys belong and can make the connection between objects and written words. As you write grocery and other lists, give your child paper and have her create a list, too. Your child can draw pictures of items and you can help write the word next to each picture. This makes important connections between printed letters and spoken words.

# Playing

One of the best ways for children to learn language and literacy skills is through play. Play helps children think symbolically and understand that written words stand for real objects and experiences.

Puppets and other toys help children develop oral language skills, practice putting their thoughts into words, and express a range of feelings and emotions. Dramatic play also helps develop narrative skills. As children make up stories, they understand that there is a beginning, middle and end.

## Encourage playing with these activities.

- Practice narrative skills with this game. Seal the edges of a square box with tape and put on interesting stickers or tape images from a magazine on all sides. The first player tosses the cube and begins a story about the image on the top. The second player rolls and adds to the story by talking about the next image.
- Use items you already have to create dramatic play space. Kids love large boxes. Use them to make the mail carrier's car, a mailbox, a table for your restaurant or a school bus. Grab some envelopes for your post office, use stickers as stamps and practice writing letters. Design your own menu or use take-out menus from a restaurant. Cut out pictures of food from magazines and tape them onto paper plates to serve as food. Be creative and have fun!
- Hunt for hidden treasure. Have your child gather "treasures" from around your house and decide on a hiding spot. Using markers, crayons and stickers, draw a treasure map showing where to find the hidden treasure. Ask a family member or friend to use the map and find the treasure.



- Write words that your child recognizes (nouns like cat and dog) on pieces of paper, one word per sheet. Ask your child to choose a piece of paper, tell you the word and then act it out.
- Read interactive stories together such as *We're Going on a Bear Hunt* or *We're Going on a Lion Hunt*. Use two toilet paper rolls stapled together as binoculars and be overly dramatic as you recite the story and hunt around the house.

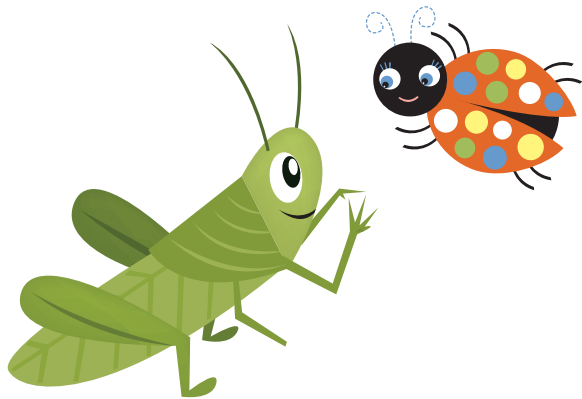


*Learning is Child's Play* includes tips for selecting developmentally appropriate toys for children from birth to five years old. The focus is on toys that help children develop cognitive, language, emotional and social skills. Pick up your copy at the Library.



**Writing at the Library** Try a writing activity in the portal entrance to the Main Library Youth Services Room. Use the magnetic letter boards to spell a message. Playing with mazes and puzzles helps strengthen the finger and hand muscles, which are used for writing.

**Playing at the Library** The Activity Centers at the Main Library and Westacres Branch have educational toys that are developmentally appropriate and encourage creative play. Use toys and games to learn about cause and effect, make predictions, analyze results and practice other cognitive skills. Playing also helps develop social skills.



# Counting

Count and play with numbers, shapes and objects. As you sort, classify and look for patterns, you will help your child reason logically, solve problems and make connections between mathematics and everyday life. Counting money, organizing fruit from smallest to largest and matching numbers to quantities will help your child see the connection between numbers, number symbols and the real world.

## Encourage counting with these activities.

- Take a scavenger hunt and search for shapes. Recognizing two- and three-dimensional shapes is an important math skill. Across the top of a sheet of paper, draw shapes like a circle, square, sphere and cube. Hunt for objects with these shapes and record them in the corresponding column: a tile is a square, a ball is a sphere, etc.

- Make a “Backyard Counting Book” by stapling 11 sheets of paper together. Decorate the cover, number the other pages from 1 - 10 and go exploring. Find things in nature that represent the numbers, like a leaf with two colors or a flower with eight petals. Press these between the pages of a book for several days and then glue or tape them into the counting book. Have your child practice writing the numbers.

- Repeat and then eat. Make patterns with edible objects, like colorful cereal or candies, trail mix or goldfish crackers. Start with an alternating pattern, like red-green-red-green and have your child complete the pattern. Continue with more difficult patterns. Patterning teaches children to look for similarities and differences, an important math and reading skill.

- Sort, group and count. Use the same edible objects to sort, group and count. Sort the peanuts, raisins and chocolate chips from a handful of trail mix. Ask your child to count the number in each group. Take it a step further by organizing the peanuts into groups of ten and show your child how to count by tens.

- Practice addition and subtraction by spray painting one side of 30 dried lima beans, leaving one side colored and one side white. Use five beans to discover all the possible combinations that equal five: one white and four blue; two white and three blue; three white and two blue and so on.

- Measuring is an important math skill. Practice as you and your child cook together. Count the numbers on a measuring cup. Show how two half cups equal one cup.

- Make a clock or use a clock to explore the concept of time. Make a chart of daily activities and write down when these activities take place, to the nearest hour.



**Counting at the Library** Develop math concepts like matching, ordering, patterning and counting by using games and activities in the portal entrance to the Main Library Youth Services Room.

# Book List

## Talking

- *Knock Knock* — Sauer
- *Stop, Go, Yes, No!* — Twohy
- *A Hippy-Hoppy Toad* — Archer
- *A Sick Day for Amos McGee* — Stead
- *Vivid: Poems & Notes About Color* — Paschkis
- *The Wonderful Things You Will Be* — Martin
- *Go, Dog, Go!* — Eastman
- *Dig, Dump, Roll* — Sutton
- *I'll Teach My Dog 100 Words* — Frith
- *So Many Sounds* — McCanna
- *Night Train, Night Train* — Burleigh
- *A Fall Ball For All* — Swenson
- *Summer Supper* — Pfeffer
- *Gorillas Go Bananas* — Wensink
- *Truck Full of Ducks* — Burach
- *Rhyme Crime* — Burgerman
- *Food Truck Fest!* — Penfold
- *Hello Hello* — Wenzel
- *Wordy Birdy* — Sauer
- *The Word Collector* — Reynolds

## Singing

- *If You're Groovy and You Know It, Hug a Friend!* — Litwin
- *Play This Book* — Young
- *Old MacDonald Had A Truck* — Goetz
- *Today Is Monday* — Carle
- *Rock 'N' Roll Soul* — Verde
- *Pete the Cat: I Love My White Shoes* — Litwin
- *Zoogie Boogie Fever* — Rim
- *Kaya's Heart Song* — Sanders
- *Miguel and the Grand Harmony* — de la Peña
- *The Rooster Who Would Not Be Quiet!* — Deedy
- *There's A Hole In The Log On The Bottom Of The Lake* — Long
- *The Nuts: Sing and Dance in Your Polka Dot Pants* — Litwin
- *Pete the Cat: Five Little Ducks* — Litwin
- *All of Us* — Berger
- *Chicka Chicka Boom Boom* — Martin
- *There Was An Old Lady Who Swallowed A Fly* — Taback
- *Sylvia Long's Big Book for Small Children* — Long
- *We Are The Dinosaurs* — Berkner
- *The Pout-Pout Fish* — Diesen
- *Polar Bear, Polar Bear, What Do You Hear?* — Martin

## Reading

- *Nothing Happens In This Book* — Sadler
- *Alphabet Boats* — Vamos
- *Papa Bear's Page Fright* — Bradford
- *Animobiles Animals on the Mooove* — Frost
- *A Dog Named Doug* — Wilson
- *Boing! A Very Noisy ABC* — McCanna
- *Let's Go ABC! Things That Go, from A to Z* — Greene
- *If the S in Moose Comes Loose* — Hermann
- *The New LiBEARian* — Donald
- *The Book With No Pictures* — Novak
- *The Detective Dog* — Donaldson
- *ABC Ready For School* — Delaney
- *How Do Dinosaurs Learn to Read* — Yolen
- *There's A Bear On My Chair* — Collins
- *Toad on the Road Mama and Me* — Shaskan
- *Where The Wild Things Are* — Sendak
- *Bear Can't Sleep* — Wilson
- *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear* — Wood
- *The Little Red Cat Who Ran Away and Learned His ABC's (the Hard Way)* — McDonnell
- *Everybody's Favorite Book* — Allegra

## Writing

- *Drawn Together* — Lê
- *Green* — Seeger
- *Blue* — Seeger
- *The Dot* — Reynolds
- *Eraser* — Kang
- *LMNO Pea-quel* — Baker
- *LMNO Peas* — Baker
- *Mapping Sam* — Hesselberth
- *Harold and the Purple Crayon* — Johnson
- *The Most Magnificent Thing* — Spires
- *The Invisible Boy* — Ludwig
- *Lines* — Lee
- *The Book of Mistakes* — Luyken
- *King Alice* — Cordell
- *Hey, Wall* — Verde
- *What If...* — Berger
- *The Case of the Missing Chalk Drawing* — Byrne
- *The Noisy Paint Box* — Rosenstock
- *The Legend of Rock Paper Scissors* — Daywalt
- *Mix It Up!* — Tullet

## Playing

- *Max Found Two Sticks* — Pinkney
- *May I Come In?* — Arnold
- *Got to Get to Bear's!* — Lies
- *The Snow Rabbit* — Deutsch
- *Best Friends in the Universe* — Watson
- *Zola's Elephant* — de Sève
- *Little Owl Lost* — Houghton
- *Attack of the 50-Foot Fluffy* — Boldt
- *Kite Day* — Hillenbrand
- *Just Add Glitter* — DiTerlizzi
- *Go Fish!* — Sauer
- *Super Mammy Cleans Up!* — DiPucchio
- *Take a Hike, Miles and Spike!* — Foster
- *Be Kind* — Miller
- *Hiking Day* — Rockwell
- *Watch Out For Muddy Puddles!* — Faulks
- *Pie Is for Sharing* — Ledyard
- *Spunky Little Monkey* — Martin
- *The Sandcastle That Lola Built* — Maynor
- *Busy-Eyed Day* — Pace

## Counting

- *One Snowy Day* — Murray
- *Big Box Little Box* — Hart
- *7 Ate 9* — Lazar
- *Crash! Boom! A Math Tale* — Harris
- *100 Bugs! A Counting Book* — Narita
- *The Very Hungry Caterpillar* — Carle
- *Pete the Cat and His Four Groovy Buttons* — Litwin
- *Bigger Than You* — Kyung
- *Ten Apples Up On Top!* — Dr. Seuss
- *Counting Dinos* — Pinder
- *Ten Magic Butterflies* — McKellar
- *Five Busy Beavers* — Grasso
- *Groovy Joe Dance Party Countdown* — Litwin
- *10 Little Ninjas* — Paul
- *Ducks Away!* — Fox
- *One Leaf, Two Leaves, Count with Me!* — Micklos
- *Stack the Cats* — Ghahremani
- *Grandma's Tiny House* — Brown-Wood
- *Who's the Biggest?* — Chedru
- *A Hundred Billion Trillion Stars* — Fishman



# Kindergarten Readiness Checklist

Use the checklist as you help prepare your child to start kindergarten. These are goals to reach during the year before your child starts school. Remember that children grow and develop at different rates. Your child may have already accomplished some of these goals. Work to develop remaining goals and competencies over the course of the year with the ideas and activities in the Counting the Days 'til Kindergarten calendar and Parent Handbook.



## Social and emotional

### My child:

- Helps with family chores
- Has opportunities to play with other children and is learning to cooperate and take turns
- Can follow three-step directions and finish a task
- Is willing to explore and try new experiences
- Is able to sit and listen to a story and then have a conversation about the story

## Health and wellness

### My child:

- Gets plenty of rest and exercise
- Eats a balanced diet and is willing to try new foods
- Plays with puzzles, colors, paints, uses scissors and does other activities that help develop muscles in fingers and hands

## Independence

### My child:

- Puts his coat on, takes it off and hangs it up
- Goes to the bathroom independently and washes her hands
- Uses a tissue to blow his nose
- Fastens and unfastens simple buttons, snaps and zippers
- Eats neatly, opens simple food containers, including juice boxes, and cleans up when done
- Writes her first and last name in upper and lower case letters
- Knows his phone number and address

## Language and Learning

### My child:

- Notices the world around her, asks questions and wants to know “why?”
- Enjoys going places, like the grocery store or the zoo, and uses new vocabulary that is introduced through conversation
- Has opportunities every day to notice and talk about similarities and differences
- Is encouraged to sort, classify and notice patterns throughout the day
- Goes to the Library and picks out books that interest her
- Is read to almost every day
- Knows that the printed words in the book carry the message and that we read from left to right, and top to bottom on a page
- Listens to music, makes music with everyday objects and dances with you
- Draws, paints, cuts, glues and finds other ways to be creative

## Letters, Numbers, Shapes and Colors

### My child:

- Knows most of the basic shapes and colors
- Can recognize most of the letters and knows many of the letter sounds
- Knows the difference between a letter, a word and a number
- Can count to 10 and is learning to count higher

# It's Only Just Begun Guidelines

Starting kindergarten is just the beginning! Your child’s teacher wants to be your partner in the academic and social success of your student. Here are ways to help your child have a good school experience.

- Keep your child’s teacher informed of anything that might affect your child’s behavior or academic performance. Ask for the teacher’s school email address.
- Volunteer at school when your schedule allows. This helps you learn about the classroom, and your child will know that you’re interested in school.
- Talk to your child about school and what she likes and dislikes. Encourage her interests by going to the Library and checking out books on those topics. Have conversations about how she can solve problems she may encounter at school.
- Make a spot for homework. Even kindergarteners will have some homework. Talk to your child about school assignments. This gives you a chance to see, which skills and concepts are being taught.
- Be sure your child has time to play outside of school. Playing, both alone and with others, fosters creativity, imagination and can help your child work out worries and problems.
- Continue to read to your child as much as possible. Reading builds vocabulary, general knowledge, and develops listening and literacy skills. Have conversations with your child about a book’s characters and setting. Help your child make predictions. Point out new words and punctuation.
- Find opportunities to write with your child. Make grocery lists, write or email notes to grandma, write reminders for school.
- Help your child develop independence and self-control. Children need to practice expressing their feelings and needs at home so that they express themselves appropriately at school.
- Limit television and video games. Spend the time talking, singing, reading, writing, playing and counting!
- Continue to give your child first-hand experiences. Take her to museums, parks, the Library or the beach. Your child will understand concepts and skills more quickly if she has experience with the real thing.



**Youth Services Rooms** at the Main Library and Westacres Branch offer many opportunities for children to become better readers and learners throughout their elementary school years.

“Learning to read and write opens doors to progress and prosperity across a lifetime.”  
—National Institute for Literacy, 2009