

Anne Arundel County Public Schools  
*presents*

# The Building Blocks of Early Literacy





## ***Your child was born to learn!***

*From birth, your child is learning to listen and understand his world. As he grows, he will begin to talk about his experiences. Getting a child ready to read is important - a gift that lasts a lifetime. Studies show that the most important thing we can do to help our children succeed in school is to prepare them to read BEFORE they start school. As your child's first and best teacher, you can help your child learn to comprehend and value books and stories.*

*Activities to support your journey to literacy with your child are noted on the following pages.*



# Your Infant:

- Your baby loves hearing your voice. Talk often, play peek-a-book and recite nursery rhymes. Let your baby know that you also hear his/her babbles, coos and gurgles.
- Read to your baby every day. Choose simple, sturdy board books with colorful pictures. Children love “touch and feel” books or books that have pictures of items they see every day. Whenever possible encourage your child to touch the pictures and repeat words or sounds.
  - Remember to position your baby in your lap when reading so that your face and the book can both be seen. When your child watches you handle books, he/she begins to learn that a book is for reading
- Sing songs and do finger plays with your baby. Stop to see if he/she anticipates a certain part of the song.
- Consider books that rhyme or that can be imitated.



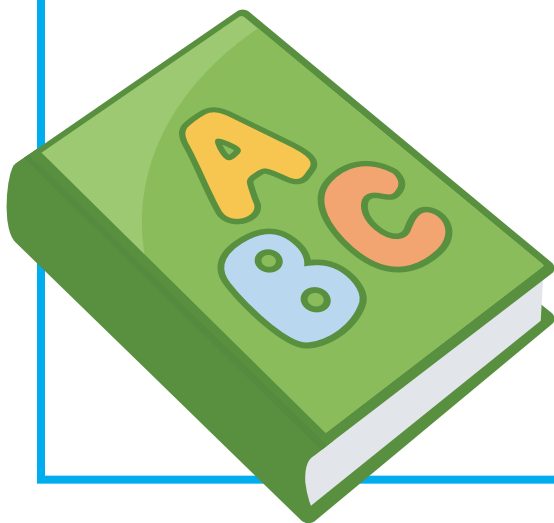
# Your Toddler:

- Share books whenever possible with your toddler. Make up voices and act out parts of the story together.
  - Consider inviting your child to use their imagination to make up a story for books that have no words.
- Experience the community with your child. Go to the store, visit the post office and later recall what happened. This supports the building of language and concepts.
- Tell familiar stories to your child. Let him/her tell stories to you and include “then what” statements as it builds the concept of putting events in order.
- Go to the library. Together, pick out books of interest and begin asking what and where questions.
- Begin to point out words in your child’s surroundings.
- Give your toddler a crayon and large piece of paper. As your child creates pictures/scribbles, ask them to share what they are drawing. Record your child’s name and proudly post for all to see!



# Your Preschooler:

- As you read to your child every day, encourage your child to retell parts of the story
- Let your child use puppets to practice retelling a familiar story. Making the puppets (paper bag, sock, etc.) reinforces character development and is a lot of fun!
  - The storyteller's voice helps your child hear the sounds of words and how they are put together to make meaning
- Encourage picture drawing as it relates to the story. Write down what is said to introduce the written word in story-telling.
- Support your child in learning the alphabet. Have fun in singing the alphabet song and playing letter of the week alphabet games.
  - Magnet letters for the refrigerator go a long way!
- Consider building your own library or book collection for your child.
- Point out words and letters everywhere you go! Help your child learn to pay attention to sounds in words.



# Accomplishment Guidelines

## Age 3

### ***The Child:***

- Likes reading with an adult on a regular basis
- Listens to stories
- Recognizes a book by its cover
- Pretends to read books
- Looks at pictures and knows that they stand for real objects
- Says the name of objects in books
- Comments on characters in books
- Asks an adult to read to him/her or support writing attempts
- Begins to pay attention to print letters (commonly found in names)
- Begins to tell a story/scribble as a way of writing

# Age 5

## ***The Child:***

- Understands and follows oral/spoken directions
- Uses new words and longer sentences when speaking
- Recognizes the beginning sounds of words and sounds that rhyme
- Listens carefully when books are read aloud
- Shows interest in reading/books
- Can follow the events in some stories
- Can retell simple stories
- Can connect what happens in books with life experiences
- Asks questions/makes comments during reading time
- Knows the difference between print and pictures
- Recognizes print in his home, community, etc.; understanding that writing has different purposes
- Participates in rhyming games
- Knows each letter of the alphabet in his/her name
- Uses descriptive language to explain or to ask questions
- Can name at least 10 letters in the alphabet and makes some letter-sound matches (sound as if they are reading when they pretend to read)
- Shows familiarity with beginning sounds
- Understands that prints is read left-to-right and top-to-bottom
- Begins to match spoken words with written ones
- Makes attempts to read and write
- Writes or scribbles messages to communicate (what they have heard and/or to tell a story)



# Early Literacy Booklists

## Babies

### **Considerations include:**

- |   |                          |
|---|--------------------------|
| board/cloth books   | books with predictable   |
| touch and feel books                                      | patterns and/or repeated |
| interactive books   | language                 |
| books with interesting<br>language, rhymes, and<br>sounds |                          |

**Baby Says** by John Steptoe

**Baby Talk** by Margaret Miller

*Beautiful photographs of babies with a simple word or two!*

**Barnyard Dance** by Sandra Boynton

*Sing and dance along with happy barnyard animals*

**Here Are My Hands** by Bill Martin

*Rhyming text and cheerful illustrations encourage the reader to participate in learning about the body*

**Opie and ill** by Rosemary Wells

*Collection of nursery rhymes*

**Peek-a-Moo** by Marie Torres Cimarusti

*Lift and flap book peekaboo animal fun*

**That's Not my Bunny** by Fiona Watt

*Touch and feel book that is highly inviting with bright illustrations and textured pages*

**Wheels on the Bus** by Raffi

*Classic sing and act along story of a bus going through the town*

# Toddler

## **Considerations include:**

interactive books

books with interesting  
language, rhymes, and  
sounds

books with predictable  
patterns and/or repeated  
language

### **Brown Bear, Brown Bear** by Eric Carle

*Prediction book that introduces colors/animals*

### **Bunny Cakes** by Rosemary Wells

*Ruby and Max each make a cake for Grandma's birthday*

### **Good Night Gorilla** by Peggy Rathmann

*An unobservant zookeeper is followed home by all the animals he thinks he left at the zoo*

### **Goodnight Moon** by Margaret Wise Brown

*A goodnight expression for each item in the great, green room*

### **Guess How Much I Love You** by Sam McBratney

*The love between a bunny and his son far outreach anything you can imagine*

### **The Snowy Day** by Ezra Jack Keats

*The adventures of a little boy in the city on a snowy day*

# Pre-School

**Click, Clack, Moo** by Doreen Cronin

*When Farmer Brown's cow finds a typewriter in the barn, the animals start making demands*

**Peanut Butter and Jellyfishes: A Very Silly Alphabet Book**

by Brian P. Cleary

*Fun alphabet introduction with short verse rhyming words*

**The Big Honey Hunt** by Stan and Jan Berenstain

*Papa Bear shows Brother Bear how a "smart" bear hunts*

**There Was an Old Lady Who Swallowed a Fly** by Simms Taback

*Colorful version of the famous American folk poem*

**Three Little Tamales** by Marshall Cavendish

**Tikki Tikki Tembo** by Arlene Mosel

*Chinese folktale*

# Thank you to:

[www.readyatfive.org](http://www.readyatfive.org) for their valuable resources.

Anne Arundel County Public Schools

2644 Riva Road, Annapolis, MD 21401

[www.aacps.org](http://www.aacps.org)

Kevin M. Maxwell, Ph.D., *Superintendent of Schools*



ANNE ARUNDEL  
COUNTY PUBLIC SCHOOLS