

TIP Focus

Alphabetic Knowledge / *Exploring with Letters*

Book

Big Chickens
By: Leslie Helakoski

Example or Sample Activity

- From time to time it is fun to point out letters. You don't need an alphabet book to talk about letters.
- There are three chickens and each of the chickens here is holding one of the letters for the word "big". Here is a B and an I and a G.

TIPS to share with Parents

- Did you know that when your child plays with shapes or blocks and you talk about the shapes you are preparing them to learn to recognize letters!

How we read is as important as *what* we read AND *how often* we read.

Example came from:

Librarian in the Sacramento Public Library
Project VIEW² Team

Related Indicators:

Age Range	Educator/Adult	Children
B-18	Points towards a book while reading or when a book is within reach of children	Points to words in a book
18-36	Prompts children to recite or sing the letters of the alphabet. Asks children to point to print on the page of a picture book or other illustrated page, poster, etc.	Begins to understand that print represents words (e.g., pretends to read text).
36-60	Points out shapes with specific letters	Associates the names of letters with their shapes

TIP Focus

Alphabetic Knowledge / Exploring with Letters

Book

ABC Look at Me
By: Roberta Intrater

Example or Sample Activity

- Noticing that the same letter can look different, like upper and lower case, is a beginning step for letter knowledge, one of the early literacy skills that children.
- Notice that when you read the book, you pointed to the letter? As we read alphabet books, we tend to point out the letter on the page as we say its name. This does not come so naturally while reading other kinds of books. As you talk about the letter you can point out that the same letter can look different. For example, here’s the letter R. It can look like R or r.
- Other alphabet books can be used also, of course. Look for those, e.g., Dr. Seuss ABC, that have both upper and lower case letters “Big b, little b, etc., throughout.”

TIPS to share with Parents (and this one is excellent for librarians also):

- Talking in a high-pitched tone and stretching out your vowels is common when we encounter babies. “Whoose a prettyy baybee?” Experts call this musical way of talking “parentese” and report there’s a true value to it. Parentese helps parents and caregivers connect to their babies and helps babies develop language skills.
- Try it out, don’t worry this is an easy thing for librarian to model in B-18 storytimes and it is related to early language development.

Example came from:

Saroj Ghoting: Adapted by Project VIEWS2 Team

Related Indicators:

Age Range	Educator/Adult	Children
B-18	Uses “parentese” (high-pitched undulating sounds) when speaking to young children	Shows increasing awareness of sounds of spoken words by focusing on the speaker.
18-36	Prompts children to receipt or sing the letters of the alphabet.	Recited a song with letters of alphabet, with assistance (e.g. an alphabet song or recitation)
36-60	Prompts children to match letters and sounds.	Correctly identifies 10 or more letters of the alphabet.

TIP Focus

Comprehension/Understanding Words, Stories, Directions, Ideas, etc.

Book

Lunch

By: Denise Fleming

Example or Sample Activity

- Mouse eats lots of different foods. Ask kids what food item is coming on the next page
 - e.g. “shiny read....” kids fill in “apples”
- Ask, “Do you eat apples? What sounds so you make when you eat an apple? Can you chomp your apple quickly with me?”
 - Model & give kids time to answer, make chomping sounds and pretend to eat quickly.

TIPS to share with Parents

- Stop reading to point to pictures & ask kids where they have seen that food before. Ask what sounds characters make eating. Ask what sounds a character would make if they were eating fast, or slow, or with friends.

Example came from:

Greta Berquist

Related Indicators:

Age Range	Educator/Adult	Children
B-18	Asks children simple questions that can be answered with gestures towards a particular person (e.g., "Where is mommy?") or object; (e.g., "Where is your blanket?")	Points to a familiar person/s when requested Points to objects when named (e.g., "Where is your blanket?")
18-36	Prompts children to identify people, objects or actions by name (e.g., who is this? what is this a picture of? What is this person doing?)	Identifies some people, objects, and actions by name
36-60	Asks questions that may elicit short verbal answers <i>or</i> gestures that demonstrate that children are following the story/activity/ conversation Uses strategies to assist children in having a conversation by extending/expanding thoughts or ideas expressed by others in regards to a story, book or song	Extends/expands the thought or idea expressed by another Engages in conversation that develops a thought or idea (e.g., tells about a past event)

TIP Focus		
Comprehension/Understanding Words, Stories, Directions, Ideas, etc.		
Book		
<p>Pumpkin Eye By: Denise Fleming</p>		
Example or Sample Activity		
<ul style="list-style-type: none"> While reading the book, use a made up word to describe the Jack-o-Lantern or another character in the pictures is feeling. Example: "This jack-o-lantern is feeling boobly! Is that a real word?" Then, ask kids to describe it using real words, and ask if they've ever felt that way. 		
TIPS to share with Parents		
<ul style="list-style-type: none"> Being able to tell the difference between real and imaginary words, and having complex conversations about topics drawn from the book will help preschoolers improve reading comprehension skills! Don't be afraid to be silly or weird, or depart from the words written! 		
Example came from:		
Sara Lachman		
Related Indicators:		
Age Range	Educator/Adult	Children
B-18	<p>Asks children simple questions that can be answered with gestures towards a particular person (e.g., "Where is mommy?") or object; (e.g., "Where is your blanket?")</p> <p>Directs children's attention using visual gaze and/or gestures</p>	<p>Points to objects when named (e.g., "Where is your blanket?")</p> <p>Pays attention to what the speaker is looking at or pointing to</p>
18-36	Prompts children to identify people, objects or actions by name (e.g., who is this? what is this a picture of? What is this person doing?)	Identifies some people, objects, and actions by name
36-60	<p>Contrasts real and made-up words to prompt children to talk about differences between what words that are real and made-up</p> <p>Uses strategies to assist children in having a conversation by extending/expanding thoughts or ideas expressed by others in regards to a story, book or song</p>	<p>Distinguishes between real and made-up words</p> <p>Engages in conversation that develops a thought or idea (e.g., tells about a past event)</p>

TIP Focus		
Language Use / <i>How to Use Words</i>		
Book		
In the Small, Small Pond By: Denise Fleming		
Example or Sample Activity		
<ul style="list-style-type: none"> • After reading the book (and talking about the animals appearing in the book as you go), ask the children if they can remember the animals in the story. Do a finger play and/or action rhyme about one of those animals. <ul style="list-style-type: none"> ◦ Repeat it a couple of times so children and parents can learn it. 		
TIPS to share with Parents		
<ul style="list-style-type: none"> • As you read the story to your child, note that the frog appears on every page. Make a game of finding that frog! Is the frog hiding? Where? What is it doing? Give your child a chance to respond. 		
Example came from:		
Jennifer King		
Related Indicators:		
Age Range	Educator/Adult	Children
B-18	Provides or recites oral stories (e.g. nursery rhymes) to children in order to prompt children to express simple thoughts or ideas	Enjoys listening to oral stories Uses single words to express thoughts and ideas (e.g. when child sees the sun, he/she says "sun")
18-36	Provides opportunity for finger play (e.g., songs and games that use fingers) Prompts children to point to objects within the pages of a book or within given context	Enjoys finger plays (e.g., songs and games that use hands) Attempts to locate objects when they are discussed by others
36-60	Asks questions about specific details and events in a story and provides positive feedback when children recall details	Responds to questions with appropriate answers

VIEWS2 Valuable Initiatives in Early Learning that Work Successfully

TIP Focus		
Language Use / <i>How to Use Words</i>		
Book		
Beetle Bop By: Denise Fleming		
Example or Sample Activity		
<ul style="list-style-type: none"> • Understanding through listening <ul style="list-style-type: none"> ◦ How many striped beetles do you see? Spotted beetles? Brown beetles? Green beetles? 		
TIPS to share with Parents		
<ul style="list-style-type: none"> • Lots of listening opportunities can be found through asking questions and allowing them time to respond. • Positive feedback is built into this activity as you count together the different kinds of beetles and identify the largest and smallest beetles. 		
Example came from:		
Evie Harman		
Related Indicators:		
Age Range	Educator/Adult	Children
B-18	Provides or recites oral stories (e.g. nursery rhymes) to children in order to prompt children to express simple thoughts or ideas	Enjoys listening to oral stories Uses single words to express thoughts and ideas (e.g. when child sees the sun, he/she says "sun")
18-36	Prompts children to reflect on the sequence of events in an orally narrated story	Recounts an event, with assistance Begins to follow the sequence of events in an orally narrated story
36-60	Encourages children to identify animals and invites personification (e.g. making animal sounds, moving like an animal)	Mimics animal sounds

TIP Focus

Phonological Awareness / *Playing with Sounds*

Book

Llama, Llama Time to Share

By: Anna Dewdney

Example or Sample Activity

- You can point out some word pairs that rhyme, such as boat and moat. Ask children what other words rhyme with boat (they don't have to make sense). Helping children hear words that rhyme is one way to help them hear the smaller sounds in words that will then later help them **sound out words**. You can also modify this and have them clap the words as they are trying to sound them out. You can model this for them and then invite the variety of tempos and speeds of sounds.
- Llama, Llama Time to Share* by Anna Dewdney (or any of the others in the series) is one that would lend itself easily.

Example came from:

Lorena Sears, F D Campbell Memorial Library (PA)

Adapted by Project VIEWWS2 Team

TIPS to share with Parents (and this one is excellent for librarians also):

- Parent handouts can suggest some rhyming games and ways for parents to help their children hear the smaller sounds in words.
- Here is an example that goes with the book highlighted above.
 - <http://tinyurl.com/m3mubpy>

Related Indicators:

Age Range	Educator/Adult	Children
B-18	Reads to children from books with developmentally appropriate content and pauses, providing children time to insert the sounds of familiar words	Vocalizes familiar words when read to
18-36	Invites children to act out a variety of tempos or speeds of sounds (e.g., clapping hands rapidly and clapping hands slowly; speaking rapidly and speaking slowly)	Imitates tempo and speed of sound
36-60	Reinforces recognition of beginning word sounds (e.g., "Book begins with the "b" sound.")	Identifies initial sound of words, with assistance

VIEWS2 Valuable Initiatives in Early Learning that Work Successfully

TIP Focus

Print Concepts / *Connecting with Books & Stories*

Book

In The Tall, Tall Grass

By: Denise Fleming

Example or Sample Activity

- Before you start, look at the cover. Ask the child who or what the book is going to be about.
- Pause after reading a page and ask questions about what was not in the story. For example, after “crunch, munch, caterpillars lunch” ask what the caterpillars are eating. Elaborate on the child’s response. Talk about color, size and shape.
- After finishing the book, ask children who or what they saw in the small, small pond.

TIPS to share with Parents

- Talking about pictures in the cover of a book helps a child make predictions. This develops a child’s reading comprehension.
- Picture book tell a lot of their stories through the images. In books that have fewer words, take time to talk about what the pictures are telling you. For example, on the page “crack, snap, wings flap” ask whose wings are flapping? You can talk more about flapping and encourage the child to flap their arms. “What other animals flap?”
- Ask children to recall words or pictures they saw in the story builds reading comprehension.

Example came from:

Sarah Zabel

Related Indicators:

Age Range	Educator/Adult	Children
B-18	Prompts children to point to pictures, characters, or objects in books	Points to familiar pictures, characters, and objects in books
18-36	Prompts children to recall specific characters from age appropriate stories Inserts pauses, providing children time to respond, & asks questions during story that allow children to make predictions.	Anticipates what comes next in known stories, with assistance (e.g., predicts the next animal in an animal concept book)
36-60	Same as 18-36	Same as 18-36

VIEWS2 Valuable Initiatives in Early Learning that Work Successfully

TIP Focus		
Print Concepts / <i>Connecting with Books & Stories</i>		
Book		
Time to Sleep By: Denise Fleming		
Example or Sample Activity		
<ul style="list-style-type: none"> The phrase “But first I must tell <u>(animal)</u>” repeats before each animal is introduced. Instead of reading the animal name, turn the page and let the children name the animal. The second one, snail is hard to see – I use that one as an example and say the name and encourage the children to find the snail. 		
Example came from:		
Mary Neuman		
TIPS to share with Parents		
<ul style="list-style-type: none"> Ask your child open-ended questions: “Why is the woodchuck’s skin so tight? They may not know, but this gives an opening to talk about animals hibernating and getting ready for winter. Encourage your child to point to the animal. Help your child describe the animal: furry, has bristles, dark brown, etc. This will help your child build vocabulary. 		
Related Indicators:		
Age Range	Educator/Adult	Children
B-18	Prompts children to point to pictures, characters, or objects in books	Points to familiar pictures, characters, and objects in books
18-36	Inserts pauses, providing children time to respond, and asks questions during story that allow children to make predictions	Recalls specific characters or actions from familiar stories Anticipates what comes next in known stories, with assistance (e.g., predicts the next animal in an animal concept book)
36-60	Same as 18-36	Same as 18-36

TIP Focus		
Vocabulary / Understanding & Using Words		
Book		
Barnyard Banter By: Denise Fleming		
Example or Sample Activity		
<ul style="list-style-type: none"> • Repeat the new words & ask children to repeat. <ul style="list-style-type: none"> ◦ e.g. Pasture, wallow, rafters • Describe these places & ask children to help describe. <ul style="list-style-type: none"> ◦ e.g. What color is a pasture? 		
TIPS to share with Parents		
<ul style="list-style-type: none"> • Caregivers call attention to new words – these are big words for toddlers but you have to <u>know</u> words to be able to later <u>read</u> words. Help your child build their vocabulary. 		
Example came from:		
Blythe Summers		
Related Indicators:		
Age Range	Educator/Adult	Children
B-18	Invites children to label familiar objects in books or in the environment	Uses eight to ten understandable words (e.g., 'daddy', 'bottle', 'up')
18-36	<p>Introduces unfamiliar objects and prompts children to request labels from caregiver</p> <p>Uses simple three-to-four word (with mostly 1-2 syllable words) sentences at least twice followed by a pause so children can imitate</p> <p>Invites children to use adjectives to describe objects or things described in stories</p>	<p>Asks others to label unfamiliar objects</p> <p>Imitates simple two-word phrase/sentence</p> <p>Uses adjectives in phrases (e.g., 'big' bag, 'green' bear)</p>
36-60	Models using multiple words to explain ideas (e.g., "Another way of saying that is ...", defining a new concept/idea)	Uses multiple words to explain ideas (e.g., when talking about primary caregiver says 'mother/father')

VIEWS2 Valuable Initiatives in Early Learning that Work Successfully

TIP Focus

Vocabulary / Understanding & Using Words

Book

The Cow Who Clucked
By: Denise Fleming

Example or Sample Activity

- The cow has lost her “moo” and is searching all over the barnyard. Read each page and ask children which animal she is asking. Identify animals and sounds.
- Ask children if they have ever lost anything? Did they ask a dog if he had found it? Where did they look for it? Did they find it like the cow or was it lost forever? How did they feel about it?

TIPS to share with Parents

- Point to pictures and encourage kids to identify animals and sounds.
 - e.g. bow wow, arf vs woo vs. warf
 - Share other animal sounds not in the story.
- Extend the story by encouraging kids to remember times they lost a favorite toy, blanket, etc.
- Talk about other farm books you’ve shared.

Example came from:

Julie Miller

Related Indicators:

Age Range	Educator/Adult	Children
B-18	Uses gestures in combination with words when communicating	Combines words and gestures (e.g., waves when saying good-bye)
18-36	Provides experiences that prompt children to ask questions	Uses simple questions in speech, but may not use correct grammar
36-60	Ask children to talk about how they feel about what is happening in the story	Uses words to express emotions (e.g., happy, sad, tired, scared)

TIP Focus		
Writing Concepts / Writing		
Book		
<p>Shout! By: Denise Fleming</p>		
Example or Sample Activity		
<ul style="list-style-type: none"> • Point to words in book – ask children to shout it out – Pointing to the word Shout and #’s letter and items – see if children know word <u>shout</u>. • Provide crayons or pencils and papers for children to write or scribble or draw a picture and provide an envelope to put their picture or letter in. • If you are able ask child to tell you about what they are writing. 		
TIPS to share with Parents		
<ul style="list-style-type: none"> • Ask your child to point to words in the book. Also point to letters and pictures. • Let your child scribble or draw and ask them to tell you about what they are writing or drawing. • Point to written words in the community. 		
Example came from:		
Gailene Hooper		
Related Indicators:		
Age Range	Educator/Adult	Children
B-18	<p>Asks children to point out words and pictures in a book in order to prompt children to think about the differences between words and pictures</p> <p>Demonstrates making marks on a page in front of children</p>	<p>Points to words in a book</p> <p>Imitates other person’s words, drawings, or scribbles by making own marks or scribbles</p>
18-36	<p>Uses gestures to point along with words when reading them</p> <p>Asks children about attempts to produce written age appropriate material (e.g., scribbles)</p>	<p>Demonstrates an understanding that we hear and see words by pointing randomly to text while it is being read out loud</p> <p>Scribbles and makes marks on paper purposefully</p>
36-60	<p>Provides activities that encourage pretend writing</p> <p>Incorporates drawing into story time activities Begins to draw representational figures</p>	<p>Uses pretend writing activities during play to show print conventions in home language</p> <p>Incorporates drawing into story time activities Begins to draw representational figures</p>

VIEWS2 Valuable Initiatives in Early Learning that Work Successfully

TIP Focus		
Writing Concepts / Writing		
Book		
Alphabet Under Construction By: Denise Fleming		
Example or Sample Activity		
<ul style="list-style-type: none"> • Identify letters on page • Identify picture that illustrates picture. • Brainstorm other words that start with the same letter. • Talk about some of the specialized vocabulary 		
TIPS to share with Parents		
<ul style="list-style-type: none"> • Parents can play this game at home “What letter does ___ start with?” & “What other words start with that letter” • Or in community, “We are parked in aisle G, what do we know that starts with the letter G” and find items in the store that start with G or signs, etc. 		
Example came from:		
Corrine Weatherly		
Related Indicators:		
Age Range	Educator/Adult	Children
B-18	Asks children to point out words and pictures in a book in order to prompt children to think about the differences between words and pictures	Points to words in a book
18-36	<p>Uses gestures to point along with words when reading them</p> <p>Asks children about attempts to produce written age appropriate material (e.g., scribbles)</p>	<p>Demonstrates an understanding that we hear and see words by pointing randomly to text while it is being read out loud</p> <p>Scribbles and makes marks on paper purposefully</p>
36-60	Incorporates drawing into story time activities Begins to draw representational figures	Incorporates drawing into story time activities Begins to draw representational figures