

Welcome –  
The Path to Literacy Begins at Birth!

Please complete a name tent with:

- Your First Name Really Big
- Your Favorite Childhood Book



**Parents as Teachers**  
**Vision & Mission**

**V** All children will learn, grow, and develop to realize their full potential.

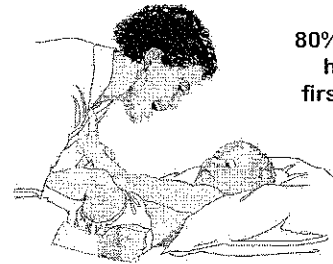
To provide the information, support, and encouragement parents need to help their children develop optimally during the crucial early years of life.

**m**



**Parents as Teachers Goals**

- Increase parents' knowledge of early childhood development and improve parenting practices.
- Provide for early detection of developmental delays and health issues.
- Prevent child abuse and neglect.
- Increase children's readiness and school success.



**80% of brain growth happens in the first 3 years of life!**

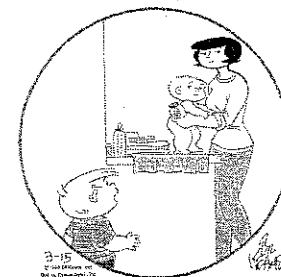


**Why Focus on the Parent?**

Research shows parental involvement in a child's learning is directly linked to the development of the child's academic skills, including **reading and writing.**



THE FAMILY CIRCUS / By Bill Keene



"if babies don't come with directions, how do mommies know how to work 'em?"



## **The Knowledge Path to Literacy**

Literacy Components of Everyday Life:

- Speaking
- Listening
- Reading
- Writing
- Understanding



## **What We Know about Literacy Development**

- Develops from real-life situations
- Children learn best when actively engaged
- Reading aloud to children is important
- Development of Language, Social-emotional and Literacy skills are interrelated.



## **Experiences For Kindergarten Readiness Need to Include:**

- Vocabulary
- Print Awareness
- Phonological Awareness
- Book Knowledge



## **Phonological Awareness**

- Awareness of rhymes, words, syllables, phonemes, and onsets/rimes.
- Phonemic Awareness is the ability to hear, identify and manipulate phonemes.
- A Phoneme is the smallest unit of sound that influences the meaning of a word  
*(e.g. the word "school" has 4 phonemes / s k u l /*



## **Interactive Play : SPEAK**

- Cooing and Babbling (Birth - 6 Months)
- Turn-Taking Games (6-12 Months)
- My First Words (12-18 Months)
- Stretch Talk (18-24 Months)
- Reading Buddy Picnic (24-36 Months)
- Let Me Describe... ( Preschool)



## **Interactive Play : LISTEN**

- Talk to me about my day (Birth – 6 months)
- Roll and Listen ( 6-12 months)
- Sing My Name (12-18 months)
- Loud and Soft (18-24 months)
- Walk and Listen ( 24-36 months)
- Time Together – Mealtimes ( Preschool)



### Interactive Play: READ

- A Book For Me (Birth - 6 Months)
- Sing to Me ( 6 -12 Months)
- Read Me a Story, Again (12-18 Months)
- Matching Cards (18-24 Months)
- Time to Read (24 -36 Months)
- Book Basics (Preschool)



### Book Basics

- Holds a book right side up
- Turns to the front of the book to begin "reading"
- Turns pages at the correct times while the story is being read
- Points to words instead of pictures when "reading"
- Picks out a favorite book from a shelf of books



### Early Writing Skills

- Plays with writing tools and materials
- Uses scribbles, shapes, pictures, and letter to write
- Tells other about intended meaning of drawings and writings
- Uses a variety of resources to facilitate writing



### Interactive Play: WRITE

- Batting Practice (Birth - 6 Months)
- Bang, Shake, Rattle (6 -12 Months)
- Pincer Play (12-18 Months)
- Scribble, Scribble...Making My Mark (18-24 Months)
- Eyes and Hands Together (24-36 Months)
- Learning Letters (Preschool)



### Interactive Play: UNDERSTAND

- Read My Cues ( Birth - 6 Months)
- Round Shapes (6 -12 Months)
- I've Got Rhythm ( 12 -18 Months)
- Read Me, Ask Me: "Dialogic Reading" (18-24 Months)
- Words All Around Book (24-36 Months)
- Shopping for Words (Preschool)



### Dialogic Reading

- |                       |                    |
|-----------------------|--------------------|
| Prompt the child      | Completion prompts |
| Evaluate the response | Recall prompts     |
| Expand on response    | Open ended prompts |
| Repeat the prompt     | Wh -prompts        |
|                       | Distancing prompts |



## Types of Books

- 1 Predictable
- 2 Wordless
- 3 Poetry and Rhyme
- 4 Rebus
- 5 Concept



## Parents & Providers Together

- Curriculum use for classrooms and home visitors
- Parent Group Meetings
- Referrals / Transitional Services
- Professional Development Opportunities
- Be intentional – Reading Must be Taught



## Common Questions????

(Taken from The Read Aloud Handbook  
by Jim Trelease)

- Why do they want the same book read over and over and over?
- Won't Video Do My Child as Much Good as a Picture Book?
- What is the Purpose of Fairy Tales?



## Contact Information:

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P.A.T. State Leader: Gail Johnson  
219-874-0007 x309  
State Website: [dunebrook.org](http://dunebrook.org)

Parents as Teachers National Center:  
1-886-728-4968  
National Website: [parentsasteachers.org](http://parentsasteachers.org)



## Website Resources:

- [Getreadytoread.org](http://Getreadytoread.org)
- [Readingrockets.org](http://Readingrockets.org)
- [Parentsasteachers.org](http://Parentsasteachers.org)
- [trelease-on-reading.com](http://trelease-on-reading.com)
- [Nifl.gov](http://Nifl.gov) (National Institute for Literacy)
- [Phonologicalawareness.org](http://Phonologicalawareness.org)

