

Shared Reading: Tools to Bring Literacy to Life

Activities

- **Make predictions.** As you read a story, ask your child what he or she thinks is going to happen next. After the story is over, ask your child if he or she can think of a different way the book could have ended.
- **Record your own book on tape.** Have your child help you record a favorite story by saying lines from the book or ringing a bell when it is time to turn the page. Your child will love listening to these recordings especially when you are not available to read to her or him.
- **Go on a reading campout.** Build a tent in your living room or backyard. Ask your child to bring his or her favorite books and stuffed animals. Grab some flashlights and read together.
- **Find a recipe online or in a cookbook.** Read the recipe out loud together and follow the instructions to cook something delicious.
- **Go on a reading scavenger hunt.** Choose a letter of the alphabet and talk about the sounds it makes. Go on a walk around your house or neighborhood and find as many things as you can that start with that letter.
- **Make your own book.** Using photographs and your child's drawings, make a picture book together. Write the words to the story and then read your book together.
- **Put on a puppet show.** Choose one of your child's favorite books and read it together. Then make puppets out of socks or brown lunch bags. Act out the story for family or friends.
- **Pause as you are reading a book** to talk about how the characters may be feeling or what they could be thinking.
- **When you open a new board game,** read the instructions with your child.

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- Try finding all of the letters of the alphabet on signs and license plates as you drive together.
- Choose a topic that interests your child, such as a favorite animal or activity. Find a variety of books on this topic at your local library and read them together.
- Try turning on the closed-captioning function on your television while your child is watching a favorite show or movie. This helps your child associate words with plots and dialogue.
- Make your home an interactive book by creating written or typed labels naming the common objects in your house such as door and table. Read the labels to your child as you go throughout your day.
- Provide paper and writing utensils for your child's use. Even children who do not yet know how to write letters can pretend to write stories, messages, or recipes as they play. This type of play increases literacy awareness.
- Learn how to make your own bookshelves out of rain gutters by visiting Jim Trelease's website at www.trelease-on-reading.com/rah-ch7-pg3.html#raingutters



Remember: As a parent, you have the greatest influence on your young child's development. This is especially true when it comes to raising an individual who loves to read. Consider that in one year a child spends 7,800 hours outside of school and only 900 hours in school. Make the most of the time your child spends at home by setting aside time each day to read aloud together.



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Activities

The Day _____ Was Born (for boys)

Read *Chrysanthemum*, by Kevin Henkes, with your child. As described in the story, make a scrapbook with pictures of your child and the following captions.

The day _____ was born was the happiest day in
_____’s life. “He’s perfect,” said his mother.

“Absolutely,” said _____.

And he was. He was absolutely perfect.

“His name must be everything he is,” said his mother.

“His name must be absolutely perfect,” said his father.

And it was.

His _____ named him _____.

And _____ grew. And he grew. And he grew.

And when he was old enough to appreciate it, _____ loved his name.



Shared Reading: Tools to Bring Literacy to Life

Activities

The Day _____ Was Born (for girls)

Read *Chrysanthemum*, by Kevin Henkes, with your child. As described in the story, make a scrapbook with pictures of your child and the following captions.

The day _____ was born was the happiest day in _____'s life. "She's perfect," said her mother.

"Absolutely," said _____.

And she was. She was absolutely perfect.

"Her name must be everything she is," said her mother.

"Her name must be absolutely perfect," said her father.

And it was.

Her _____ named her _____.

And _____ grew. And she grew. And she grew.

And when she was old enough to appreciate it, _____ loved her name.

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Activities

Over in the Meadow

Over in the meadow,
In the sand in the sun
Lived an old mother toadie
And her little toadie one.
“Wink!” said the mother;
“I wink!” said the one.
So they winked and they blinked
In the sand in the sun.



Over in the meadow,
In a snug beehive
Lived a mother honey bee
And her little bees five.
“Buzz!” said the mother;
“We buzz!” said the five.
So they buzzed and they hummed
In the snug beehive.



Over in the meadow,
Where the stream runs blue
Lived an old mother fish
And her little fishes two.
“Swim!” said the mother;
“We swim!” said the two.
So they swam and they leap
Where the stream runs blue.



Over in the meadow
In a nest built of sticks
Lived a black mother crow
And her little crows six.
“Caw!” said the mother;
“We caw!” said the six.
So they cawed and they called
In their nest built of sticks.



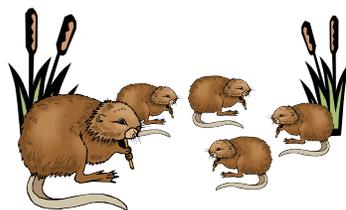
Over in the meadow,
In a hole in a tree
Lived a mother bluebird
And her little birdies three.
“Sing!” said the mother;
“We sing!” said the three.
So they sang and were glad
In a hole in the tree.



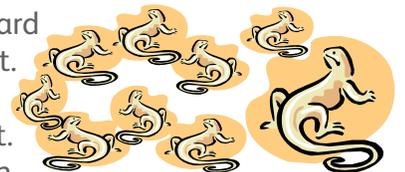
Over in the meadow,
Where the grass is so even
Lived a gay mother cricket
And her little crickets seven.
“Chirp!” said the mother;
“We chirp!” said the seven.
So they chirped cheery notes
In the grass soft and even.



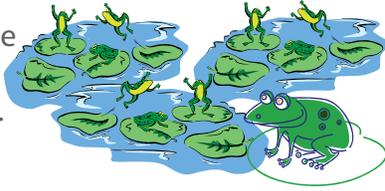
Over in the meadow,
In the reeds on the shore
Lived an old mother muskrat
And her little ratties four.
“Dive!” said the mother;
“We dive!” said the four.
So they dived and they burrowed
In the reeds on the shore.



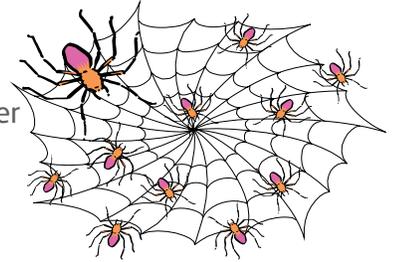
Over in the meadow,
By the old mossy gate
Lived a brown mother lizard
And her little lizards eight.
“Bask!” said the mother;
“We bask!” said the eight.
So they basked in the sun
On the old mossy gate.



Over in the meadow,
Where the quiet pools shine
Lived a green mother frog
And her little froggies nine.
“Croak!” said the mother;
“We croak!” said the nine.
So they croaked and they splashed
Where the quiet pools shine.



Over in the meadow,
In a sly little den
Lived a gray mother spider
And her little spiders ten.
“Spin!” said the mother;
“We spin!” said the ten.
So they spun lacy webs
In their sly little den.



Over in the Meadow Activities

Shared Reading

- Explain that the meadow is a habitat—a place where animals find everything they need to live, such as food, air, water, and shelter.
- Make a list of animals in the poem. Ask the children what they remember about the animals. What were the animals doing with their mother? How many were there?
- As you read, ask the children to predict each successive number in the counting pattern.

Math

- Have the children draw pictures of the animals from smallest to largest, largest to smallest, or by number of animals.
- Have the children group the animals by characteristics they have in common: animals that live in water; animals that fly; the animals' colors; animals that are reptiles, mammals, or insects; etc.
- Have the children color in a graph chart to show how many of each kind of animals there are.