

ACTIVIDAD DE LECTURA DE PADRES



Programa interactivo de alfabetización de padres e hijos

IMPRIMA el nombre del niño: _____

Fecha: _____ Maestra: _____

IMPRIMIR Nombre del padre / tutor: _____

Firma del Padre / Tutor: _____

Firma del personal: _____

Objetivo: los niños identificarán al menos 10 letras (las que están en su nombre +) y producirán los sonidos asociado con esas mismas letras y 10 más. ELOF IT-SE: Meta P-LIT 3. El niño identifica letras de el alfabeto y produce sonidos correctos asociados con letras.

Objetivo 1: El personal proporcionará a los niños y padres actividades apropiadas para el desarrollo para aprender las letras en su nombre y otras letras de interés para ellos.

Leer libros junto con su hijo se ve así:

- Notando letras y sonidos en palabras
- Yendo a cazar letras en un libro para encontrar letras que están en su nombre
- Sentarse juntos para que ambos puedan sostener y ver el libro.
- Animar a su hijo a usar palabras que describan lo que ven
- Señalando las fotos y hablando de lo que notan y se preguntan
- Detenerse a hablar sobre lo que sucede en la historia y hacer predicciones sobre lo que podría suceder a continuación.

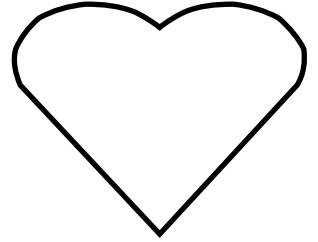
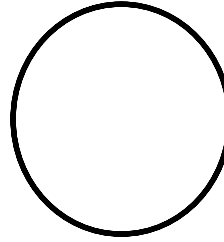
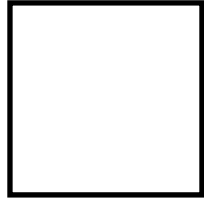
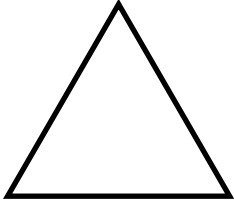
Hacer preguntas como: ¿Qué crees que pasará después? ¿Por qué crees que él / ella hizo eso? ¿Cómo crees que se siente? ¿Qué harías? ¿Disfrutaste la historia y por qué?

Elija una sugerencia de arriba para concentrarse en cada mes con su hijo. Luego, para ayudarlo a guiarlo y apoyarlo a alcanzar su objetivo, escríbalo a continuación como una declaración de I can. Ejemplo: puedo ayudar a Billy a señalar detalles en imágenes y usar palabras descriptivas para hablar sobre lo que ve.

Puedo _____



For every 15 minutes you read with your child, write the date in a shape and , if you chose, have your child color the shape. When all of the shapes are dated. return this reading log for a free book to keep and enjoy at home.



IN-KIND PARENT ACTIVITY



Interactive Parent-Child Literacy Program

PRINT Child's Name: _____

Date: _____ Teacher: _____

Staff Signature: _____

PRINT Parent/Guardian Name: _____

Parent/Guardian Signature: _____

DOMAIN 2: Literacy

Domain Element: BOOK KNOWLEDGE & APPRECIATION

Long before they can read, young children are developing book knowledge and print concepts. Book knowledge is the understanding of how books and print "work" together. Print awareness includes the understanding that print is speech written down. When parents and family members share books and talk about print, children learn that print is meaningful and that reading together can be fun!

Please write the DATE inside of one square each time you complete a FULL 10 minutes of reading time WITH your child. Try the activities as you read and check off activities as you try them. When all of the squares are completed, sign and date this Parent In-kind Activity Sheet and return it to your classroom teacher. Your child may select a FREE book each time a completed sheet is turned in to the teacher.

10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.
10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.

- While reading the book with your child, comment on new words as they come up. Ask your child if they know what it means? Discuss the meaning with your child before moving on.

10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.
10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.

- Ask your child "Fill in the blanks" (completion) questions while reading the book, such as "Brown Bear, _____, what do you _____?" or "The baby chick is yellow and _____?"

10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.
10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.

- Read the book to your child first. Next, ask your child to "read" the book to you. Observe how many details s/he remembers, are events in the correct order? What else does s/he do?

10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.
10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.

IN-KIND PARENT ACTIVITY



Families Reading Every Day

Interactive Parent-Child Literacy Program

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Date: _____ Teacher: _____

Staff Signature: _____

PRINT Parent/Guardian Name: _____

Parent/Guardian Signature: _____

DOMAIN 2: Literacy

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10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.

- Before reading the book to your child, take time to look at and talk about the pictures. Don't just read the story; talk about it. Let your child point out letters, shapes, colors & animals.

10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.
10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.

- Take turns naming pictures in the book after you have read it. Ask your child to listen closely to the first sounds of their names. Help your child "stretch out" the sounds, for example, Aaaaaa-ple, apple, A sounds like Aaaaaa.

10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.
10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.

- Read a book that has rhyming words. When you are finished, play rhyming games with your child by saying a word and having him/her think of one that "sounds the same".

10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.
10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.	10 MIN.

