**Idaho Commission for Libraries**

**Every Child Ready to Read® 2**

**Play and Sing**

**Wonders All Around Us- Sample Program**

**Introduction:**

Welcome to our Every Child Ready to Read storytime program. We are glad you all could be here today. I hope you all had some good experiences in the last week with two of the five early literacy practices. The five practices—talking, singing, reading, writing, and playing are ways we can interact with children to help them get ready for school. Last week we focused on talking and reading. This week we’ll be focusing on singing and playing. The WAY we do these activities support different aspects of later reading.

Getting ready to read involves many skills. Some children learn these skills earlier and more quickly than other children, just like children learn to walk and talk at different ages. When you use the five practices, you can help your children learn important pre-reading skills that are appropriate for their age and interests. Don’t push your child. Do have fun with these activities every day so your child wants to do them again and again!

**Opening Song**

**Hola Amigos**

Hola amigos como están, como están, como están

Hola amigos como están, bienvenidos.

Ahora vamos aplaudir, aplaudir, aplaudir

Ahora vamos aplaudir, bienvenidos.

Ahora vamos a sentar, a sentar, a sentar

Ahora vamos a sentar, bienvenidos.

(cantar al tono del Puente de Londres)

**Sharing or Show-and-Tell Time**

Have parents share what they followed up on from the last session. What were they already doing with their children? What did they try that was new? What comments do they have about what they noticed while interacting with their children—talking and reading? Children can also contribute or show what they did with their parents/adults since the last session. If you want, you may refer to the handout they received last week where they could record some observations about how they chatted.

**Theme Talk:**

Our theme today is Wonders All around Us. Children are so curious about the world around them and love to explore and experiment. Today we’ll be looking at joyful ways of exploring and using two more of the five practices, which are singing, talking, reading, writing and playing. Today we’ll talk about playing and singing.

**Adult Aside**

There is a strong relationship between play and language. When children do pretend play, they use one object to represent another. For example, a block may represent a truck or a cell phone; a pencil may symbolize a magic wand. One thing is representing another. This is the same kind of thinking children need to read. They need to know that the picture of the apple represents the real apple, that the written text “a p p l e” is not the real apple, it represents the real apple. In this way, children learn and use symbolic thinking.

**Adult Aside**

Singing also helps children with later reading skills because singing slows down language and helps them hear words broken down into smaller sound parts which will later help them sound out words.

**Opening Activity**

Playing with boxes (or other open-ended item of your choice such as playdough, blocks, pipe cleaners and straws, scarves)

Have different kinds of boxes out for people to choose and play with (from small gift boxes to cereal boxes to larger cardboard boxes if you like). Let families play with the boxes and see what happens.

**Adult Aside**

Play is important for children because it is the way they explore and come to know about the world. Play offers us adults a window into the child’s mind, what and how he or she is thinking, which helps us understand our children. Open-ended play, like playing with blocks, offers opportunities for children to solve problems, to make up stories and situations, and to explore how blocks work—when they fall over, for example. Their explorations provide openings to build strong language skills as well.

After some time pass around paper and crayons/markers to add to box play. See what happens. What do they do with the writing materials? How does the play change, if at all?

**Adult Aside:**

Adults have a strong role to play in building language skills through play. It is important not to take over the child’s play and ideas. On the other hand, by asking a question or making an observation about what the child is doing, we may be able to encourage more problem solving or support more imaginative play and language. Sometimes preschool play can be repetitive. They keep replaying the same scenario. By offering another alternative, you are expanding their play and their world.

[Here is one example: let’s say a child is pretending to cook and asks you, the adult, what you would like to eat. You say pizza, and after some back and forth with the child, it is determined that you would like green peppers and mushrooms on your pizza and you would like to drink apple juice with it. The child serves you and takes the dishes away and then asks you again what you’d like to eat and the whole scenario is played over again with few changes. By the third time you might say that you are getting a bit tired of pizza and would like something else—maybe spaghetti and salad and bread. Oh, what ingredients do we need to make spaghetti, spaghetti sauce and salad? Let’s make a list. Oh, we don’t have all those ingredients? Well, we will have to go to the grocery store. So now there is a whole new play scenario to build on. You have extended your child’s play.]

**Action Song**

Ok, vamos a hacer un poco de estiramiento.

*Vamos a estirarnos y ver algunas de las cosas que usted puede hacer con esta canción*:

Don Serafin

Don Serafin del monte

Don Serafin cordero

Yo como un buen niño

Me sentare.

*Haz las acciones y cambia a:*

Aplaudir

Me parare

Yo girare

**Books**

Factual book such as *From Caterpillar to Butterfly*

I think that one of the most amazing things in the world is that a caterpillar becomes a butterfly. (Briefly show some of the photographs in the factual book to depict the metamorphosis.)

Now, you have your finger as a caterpillar. Hold your finger flat out on the floor, the ground, and now move it like a caterpillar would crawl. How would your caterpillar look when it’s eating something? Ok, good! Now if your caterpillar ate a lot and got very full, how might it move? The caterpillar will grow a cocoon or chrysalis around itself. Take your other hand and cover your caterpillar finger. And then a butterfly emerges, it comes out of the chrysalis or cocoon. Join your thumbs together and your hands are the wings. Very good.

**Adult Aside**

It may be hard at first or for younger children to act out a whole story. You can start with some simple motions throughout the telling of the book. Another time, you can encourage children to actually act out the story.

**Adult Aside**

Songs can also be used to help children remember things, like the order of stories, just as we did here.

**Book:**

*Maria had a Little Llama/María tenía un llamita,* by Angela Dominguez

[Sing the song using the book.]

(Go back and point out/explain the word fleece and/or lingered.)

**Adult Aside**

Singing is another important practice that supports pre-reading skills. You can see here that there were a couple of new words for children, words that we don’t use in regular conversation. However, when they have to read these words in school, it will be easier for them to sound out the words and to understand what they mean.

One of the rhymes in the booklet of rhymes and songs you got last week was *Los Pollitos*.

Let’s all say these words together, not sing them. [Everyone says the words together.]

Okay, now let’s sing the song.

Did you notice that it took longer to sing the words than to say the words?

**Adult Aside**

****That’s because singing slows down language. Children can hear words more clearly. And, there is a distinct note for each syllable ba-by. Singing helps children hear words broken down into smaller parts, which will then help them sound out words when they learn to read.

**Stay and Play:** Choose stay and play activities of your choice from list in Build Your Own Program or use our own ideas.

**Take Home**

Today, I am happy to be able to give you two items to take home with you. The first is a CD of songs (Best of Wee Sing or De Colores) and the second is a handout you and your children can do together. (This handout should be folded into thirds ahead of time, accordion style.) Adults, you will be cutting this handout into thirds along the folded lines. The top portion is for you! Next week we’ll talk about some of the things you did that relate to singing and playing. When you open up the paper you’ll see instructions to make a building out of paper. (Show sample.) You and your children can make more buildings with more pieces of paper and play together. Follow their lead and see where it takes you, as you build on what they say.

**Adult Aside:**

I hope you have enjoyed singing and playing with your children today, and seeing how these activities support later reading. Your children love to do things with you and it is by taking advantage of learning opportunities throughout the day that you help your children enter school ready to learn to read.

**Closing Song**

**Adiós amigos**

Adiós amigos, amigos

Ya me voy, ya me voy

Me dio mucho gusto estar con ustedes

Adios, adios

¡Gracias a todos por venir! Nos vemos la próxima vez.