THANK YOU

This calendar was completed in partnership with Ingham Intermediate School District, WKAR, Capital Area District Libraries, and Ingham Great Start Collaborative to promote literacy within our community.

Special thanks to the Early Learning Calendar Workgroup for inspiration and permission.

FAMILY LITERACY CALENDAR WORKGROUP

Effie Alofoje-Carr, Parent
Jessica Baker, Parent
Tara Becker-Utess, Ingham Intermediate School District
Wendy Boyce, Ingham Great Start Collaborative
Heidi Gascon, Ingham Intermediate School District
Jennifer Bricarell, Ingham Intermediate School District
Laura Colligan, Ingham Intermediate School District
Kae Dubay, Parent
Marisela Garza, Capital Area District Library
Jolee Hamlin, Capital Area District Library
Michelle Hinchman, Ingham Intermediate School District
Joee Helmini, Capital Area District Library
Heidi Gascon, Ingham Intermediate School District
Melissa Gena, Capital Area District Library
Jone Mccloud, Ingham Intermediate School District
Misty Peloza, Ingham Great Start Collaborative
Erin Alpoge, Ingham Intermediate School District
Jessica Baker, Parent

INGHAM
Family Literacy Calendar for K-1

These materials were developed under a grant by the Michigan Department of Education and the US Department of Education.
ENJOYING YOUR FAVORITE

Once we take a closer look at what captures children's attention and find ways to join them in their interests, we can interact with them in ways that build their literacy skills. Use some of your children's favorite books, songs, and stories to gain enthusiasm for reading.

Choice is motivation for learning!

Rhyme/Song of the month:

Twinkle, Twinkle, Little Star

Twinkle, Twinkle, little star,  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, Twinkle, little star,  
How I wonder what you are!

Activities

What words can you think of that rhyme with “sky”?  
Which words can you think of that begin with “st”-“t”?  
Draw the shape of a diamond in the air!  
Rewrite the poem with a different shape!

With your child, explore PBS Parents to view educational shows focused on Enjoying Your Favorite: http://www.pbs.org/parents/

LOCAL RESOURCE: Ingham County Parks - located just minutes from the heart of Lansing, include more than 1,200 acres of outstanding space devoted to sports and recreation. Enjoy the quiet simplicity of a picnic overlooking Lake Lansing or spend an afternoon looking for wildflowers, hiking nature trails, or canoeing along the scenic banks of the Grand River. Visit http://pk.ingham.org/.
Evidence shows that good nutritional habits are linked to academic growth. Healthy food nourishes the brain and supports retention of information. Learning healthy eating habits as a child is important for a healthy future.

Let’s eat!

Rhyme/Song of the month: Little Miss Muffet
Little Miss Muffet
Sat on a tuffet
Eating her curds and whey.
Along came a spider
And sat down beside her
And frightened Miss Muffet away!

Activities
What sound does the “c” make in the words curds and came? What are other words that begin with the same sound and the letter “c”? Can you find the word that rhymes with Muffet? What is your favorite thing to eat for breakfast? Write a new verse!

LOCAL RESOURCE: The Tri-County area has a variety of great resources to support health and nutrition. You can find a list of activities and events, along with a Community Calendar of healthy living activities at https://www.capitalareahealthalliance.org/healthy_living_resources.php.
G  

When you compare and contrast, you tell how two or more things are alike or different. Ask your child to compare and contrast characters in stories.

With your child, read a book about families. Find words with /e/ sounds. Say the sounds in the word. Ex. /i/-/e/ /N/. Have your child say the word.

G is the letter of the day. Trace a "G" together. Write words that begin with the /g/ sound as in goat.

Draw pictures together and label them. Practice reading the labels.

Introduce new words to your child. Family Holidays Traditions

The numbers of the day are 3 and 17. Practice writing and drawing these numbers. See how many places you can find them today!

Help your child keep a list of things they are thankful for. Put one new thing on the list each day of the month.

SUNDAY  
(phonic awareness)

MONDAY  
(phonic awareness)

TUESDAY  
(phonics)

WEDNESDAY  
(phonics)

THURSDAY  
(vocabulary/word study)

FRIDAY  
(early numeracy)

SATURDAY  
(writing)

Read a story with your child, and spend time finding ways the characters are alike or different.

Have each family member pick a favorite book, poem or nursery rhyme and read it together.

H is the letter of the day. Trace an "H" together. Write words that begin with the /h/ sound as in horse.

Read/write simple directions to an art project. Have your child read them back to you as they complete the project.

Have your child tell a story about a picture or photo of your family.

Ask your child: How many people are in your family? How many boys? How many girls? How many are in your extended family?

Help your child make a family tree and label it.

Words such as like, both, and similarly signal comparison and unlike, but and however signal contrast. Read a book together and see how many of these words you can find.

Have your child break names of family and friends into chunks as they say them out loud.

Find words with the short /e/ sound (as in egg). Write the words together using paint and crayons.

With your child, make a book of art with their art projects. Write a sentence about each project. Re-read often.

Choose a word from the song of the month (This Little Piggy). Have your child share the meaning.

Ask your child: "What is our house/apartment number?" Help add the digits together. "Did the number get bigger or smaller? Add 10 to your number. Subtract 5."

Have your child share what the best food at Thanksgiving dinner is. Have them write a story that convinces someone their food is the best choice.

Ask questions about the characters before, during and after reading your favorite story.

Have your child select a book and read the book to a family member.

With your child, play word games that connect sounds with syllables in words (if the letters "p-e-n" spell pen, how do you spell hen?)

Say a sentence to your child and ask him/her to repeat it to you. Challenge your child to increase the number of words he/she can repeat.

Help your child draw a picture of family members.

Have your child compare attributes of family members. Who is tallest? Shortest? Who has the darkest hair? Lightest? Who is the youngest? Oldest?

Help your child tell someone in your family a funny story.

READERS ARE LEADERS

Children raised in homes that promote literacy grow up to be better readers and do better in school. It stimulates their imagination and expands their understanding of the world, develops language and listening skills. Taking the time to participate in literacy activities with your child on a regular basis sends an important message: reading is worthwhile.

Rhyme/Song of the month: This Little Piggy
This little piggy went to market,  
This little piggy stayed home,  
This little piggy had roast beef,  
And this little piggy cried "wee, wee, wee"  
All the way home.

Activities

What other words have the short /i/ sound like piggy?  
What other words begin with "w-"?

Draw a picture of each of the pigs!

With your child, explore PBS Parents to view educational shows focused on Connecting with Family: Martha Speaks, http://www.pbs.org/parents/martha/.

LOCAL RESOURCE: Project Appleseed is a free tool for parents to work with their students around motivation and engagement. You can find this resource at http://www.projectappleseed.org/motivate-the-unmotivated-child. On this website you can find many helpful tools, like the 150 days of Engagement activities http://www.projectappleseed.org/activities/.
LEARNING ABOUT EMOTIONS & RELATIONSHIPS

At this young age, your child may have a hard time saying exactly what they are feeling. During the early elementary years, when children are in a formal school setting, they’re interacting with more peers and adults. This increased exposure to others begins to broaden their understanding of the world. Children at this age are developing the ability to identify their feelings and what causes them. They are also learning how to manage their emotions and behave appropriately.

Have you hugged your child today?

Rhyme/Song of the month: Hickory Dickory Dock

Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down.
Hickory, dickory, dock.

Activities

How many words in the rhyme begin with “d”?

What other words begin with “d”?

Use a different time and re-write the rhyme.

Draw a picture of a clock showing 1:00.

With your child, explore PBS Parents to view educational shows focused on Learning about Emotions & Relationships: Daniel Tiger’s Neighborhood, http://www.pbs.org/parents/daniel/

LOCAL RESOURCE: Social and emotional learning starts at home. Parents and families are critical partners in helping their children develop social and emotional know-how. Casel is a free resource for parents to learn more about social emotional learning (SEL) and provides tools to use at home: https://casel.org/in-the-home/
**JANUARY**

**Activities:**
Can you find two words that end with “-all”?
Can you find another word with a short /a/ sound like sat?
What could Humpty Dumpty sit on instead of a wall?
Make up a new verse with him sitting on something else.

---

### SUNDAY (comprehension)
- Explain to your child that when they tell the sequence, or order of events in a story, they tell what happens first, next and last.

### MONDAY (phonics)
- “Silly Name Game.” Have your child replace the first letter of each family member’s name with a different letter. For example, “Tob” for Bob.

### TUESDAY (fluency)
- **K** is the letter of the day. Trace/ draw a “K” together. Write words that begin with the /k/ sound as in kangaroo.

### WEDNESDAY (vocabulary/word study)
- Say a short word (ex. ant, apple). See how many short words your child can think of in 3 minutes. Do the same with the other vowels.

### THURSDAY (early numeracy)
- **Run** and **Jump**. Rock
- Introduce new words to your child.
- The numbers of the day are 5 and 15. Have your child practice writing and drawing these numbers. See how many places you can find them today.

### FRIDAY (writing)
- The shape of the day is a circle. Have your child draw a circle. See how many places you can find circles today!

### SATURDAY (writing)
- With your child, write the names of your family members. Use one color for consonants and another color for vowels.

---

**LOCAL RESOURCE:** Ingham County has so much to offer, no one calendar could hold it all! Use “Fun Things To Do in Lansing” to look up different activities and locations within Ingham County that your family could explore at www.lansingfamilyfun.com.

---

**EXPLORING THE WORLD AROUND YOU**

Play is the work of children. It brings enjoyment, releases energy and gives children a way to express themselves. Play also encourages creativity, imagination, self-confidence and problem-solving. Children’s play supports specific literacy skills such as oral language and playing with letters and sounds (phonological awareness and phonics).

Let their imagination soar!

**Rhyme/Song of the month: Humpty Dumpty**
Humpty Dumpty sat on a wall, 
Humphry Dumpty had a great fall. 
All the king’s horses and all the king’s men 
Couldn’t put Humpty together again.

**Activities:**
- Can you find two words that end with “-all”?
- Can you find another word with a short /a/ sound like sat?
- What could Humpty Dumpty sit on instead of a wall?
- Make up a new verse with him sitting on something else.

---

Music really is for everyone! Your child will love to hear your voice no matter how well you sing. Build literacy skills through music with songs and rhymes. These help young children recognize individual sounds, patterns and familiar words while developing oral language. Turn up the volume!

Rhyme/Song of the month: Little Boy Blue
Little Boy Blue, come blow your horn.
The sheep’s in the meadow,
The cow’s in the corn.
But where is the boy who looks after the sheep?
He’s under a haystack, fast asleep.
Will you wake him? No, not I!
For if I do, he’s sure to cry.

Activities
Can you find words in this rhyme that begin with “bl-”? How many other bl-words can you think of?
What words end in “-eep”? How many can you think of?
Where’s the boy who looks after the sheep?
Read this rhyme again, but use your favorite color.


---

**FEBRUARY**

<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>(comprehension)</td>
<td>(phonics)</td>
<td>(fluency)</td>
<td>(vocabulary/word study)</td>
<td>(early numeracy)</td>
<td>(writing)</td>
<td>(writing)</td>
</tr>
<tr>
<td>With your child, look at details in a story and see if it could really happen or not. &quot;I could come to school on a school bus, but I could not come on a green dragon.&quot;</td>
<td>Read the rhyme of the month (Little Boy Blue). When you see a period, make your voice go down. When you see a question mark, make your voice go up.</td>
<td>Give your child a sound to listen for as music is playing. For example, drum, chimes, wind instrument.</td>
<td>Help your child tell a story about a time when you were enjoying music.</td>
<td>Make a game with the words from this week’s New Song. Have your child list the similarities and differences or see who can come up with the most rhyming words or synonyms.</td>
<td>Help your child count up or back by 1s, 10s and 1s? Make up a triangle. What do you do first? Have your child write the words to their favorite song. Underline all the words that rhyme.</td>
<td>Have your child write a list of things you will do today. Cross them off the list throughout the day.</td>
</tr>
<tr>
<td>With your child, explore PBS Parents to view educational shows focused on Singing &amp; Dancing. The Electric Company, <a href="http://www.pbs.org/parents/electriccompany/home/">http://www.pbs.org/parents/electriccompany/home/</a>.</td>
<td>Read this rhyme again, but use your favorite color.</td>
<td>Read the rhyme of the month (Little Boy Blue). When you see a period, make your voice go down. When you see a question mark, make your voice go up.</td>
<td>Help your child tell a story about a time when you were enjoying music.</td>
<td>Help your child make a card and give it to someone special.</td>
<td>Have your child write a list of things you will do today. Cross them off the list throughout the day.</td>
<td>Help your child write a list of things you will do today. Cross them off the list throughout the day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **LOCAL RESOURCE:** The City of East Lansing sponsors live musical performances for families as part of the FREE Children’s Concert Series. Look for the current Children’s Concert Series schedule at www.cityofeastlansing.com/137/Childrens-Concert-Series.
**MARCH**

<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>(comprehension)</td>
<td>(phonemic awareness)</td>
<td>(phonetics)</td>
<td>(fluency)</td>
<td>(vocabulary/word study)</td>
<td>(early numeracy)</td>
<td>(writing)</td>
</tr>
</tbody>
</table>

Help your child draw conclusions: My dad was baking cookies. He grabbed the pan with his bare hands. Then he screamed. What happened?

**Help your child a word before reading. When they hear the word they can clap, yawn or make a silly face.**

**SUNDAY**

<table>
<thead>
<tr>
<th>Help your child to draw conclusions: My dad was baking cookies. He grabbed the pan with his bare hands. Then he screamed. What happened?</th>
</tr>
</thead>
</table>

**MONDAY**

<table>
<thead>
<tr>
<th>Give your child a word before reading. When they hear the word they can clap, yawn or make a silly face.</th>
</tr>
</thead>
</table>

**TUESDAY**

<table>
<thead>
<tr>
<th>O is the letter of the day. Trace/ draw an “O” together. Write words that begin with the /oa/ sound as in ostrich.</th>
</tr>
</thead>
</table>

**WEDNESDAY**

<table>
<thead>
<tr>
<th>Read aloud to your child to provide a model of fluent reading. Looking for titles that kids love? Visit <a href="https://www.wb.org/home/day.com">https://www.wb.org/home/day.com</a>.</th>
</tr>
</thead>
</table>

**THURSDAY**

<table>
<thead>
<tr>
<th>Introduce new words to your child. Book: Character Setting. Story:</th>
</tr>
</thead>
</table>

**FRIDAY**

<table>
<thead>
<tr>
<th>Help your child set a goal for how many books they think they can read this month. tally how many books they read each week and add them up at the end of the month!</th>
</tr>
</thead>
</table>

**SATURDAY**

<table>
<thead>
<tr>
<th>Read “The Very Hungry Caterpillar” to your child. Help them write a new version of the story with foods they would eat.</th>
</tr>
</thead>
</table>

**Activities**

How many words can you think of that have the long /e/ sound like sheep? What words begin with “th-”? What sound do the letters “th-” make in those words? What else could Little Bo Peep lose? Can you rewrite this rhyme with that object?

---

**LOCAL RESOURCE:** The Early Childhood Literacy Coalition (ECLC) celebrates literacy with two weeks of free activities and an early literacy celebration every March. Find the full schedule on Capital Area District Libraries’ website at http://www.cadl.org. Look up the ECLC Facebook page at https://www.facebook.com/EarlyChildhoodLiteracyCoalition/.
STEAM is education focused on Science, Technology, Engineering, Art, and Math.
Science is everywhere—from animals, plants, and the natural world, to health and nutrition, to tools and machines, and more! Children are naturally curious about their world and sciences encourage their love of exploration. Young children use trial and error, an important part of the scientific process. Adults can encourage curiosity by asking questions and allowing children to investigate many different possibilities.

How do you think that works?
Why do you think giraffes have long necks?
What tool would help us do this job?
What will happen to this ice cube when we put it in hot water?

Rhyme/Song of the month: Five little monkeys
Five little monkeys jumping on the bed, one fell down and bumped his head. Mama called the doctor and the doctor said, "No more monkeys jumping on the bed!" (Repeat with 4, 3, etc.)

Activities
Can you think of more words that rhyme with bed?
How could you sing this song in reverse?
Will the numbers get bigger or smaller as you sing it?


<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>(comprehension)</td>
<td>(phonemic awareness)</td>
<td>(phonics)</td>
<td>(fluency)</td>
<td>(early literacy)</td>
<td>(early numeracy)</td>
<td>(writing)</td>
</tr>
<tr>
<td>Read an informational book with your child. Point out the headings, bold words, pictures and captions.</td>
<td>Give your child 2 sounds. Have a bag for each sound and have your child place items that begin/end with the sound in the correct bag.</td>
<td>Q is the letter of the day. Trace/Q draw a Q together. Write words that begin with the Q sound as in quiet.</td>
<td>No punctuation at the end of a line! The sentence continues on the next line and your eyes move quickly without pausing. See if you can find this in a book.</td>
<td>Introduce new words to your child. Introduce new words that rhyme with bed.</td>
<td>The numbers of the day are 8 and 12. Have your child practice writing and drawing these numbers.</td>
<td>Help your child write a story with facts about their favorite animal.</td>
</tr>
<tr>
<td>Read a book with a table of contents and index. Show your child how it can help them find what they are looking for.</td>
<td>Read a book with your child, and ask what your child expects in new stories.</td>
<td>Read a book with your child, and ask what your child knows about the topic before they read.</td>
<td>Help your child develop a purpose for reading informational text.</td>
<td>Help your child develop a purpose for reading non-fiction text.</td>
<td>Help your child make up a game or change a familiar game.</td>
<td>Help your child make a card for someone special.</td>
</tr>
<tr>
<td>Talk about prior knowledge before reading an informational text. Set a purpose for reading and make connections during and after reading to your child.</td>
<td>Use common objects as musical instruments. Ask your child what they know, what they want to know and what they learned after.</td>
<td>Choose pictures from a magazine or catalog. Write the name of the picture and have your child say the last sound.</td>
<td>Choose a word from the song of the month (Five Little Monkeys). Have your child share the meaning.</td>
<td>Choose a word from a magazine. Have your child look for word and draw a rectangle.</td>
<td>Have your child draw a picture of themselves and label it (head, mouth, etc.).</td>
<td></td>
</tr>
<tr>
<td>Using background knowledge can help your child know what to expect in new stories. Ask what they already know about the topic before they read.</td>
<td>Collect items and place in a covered basket. Peak in the basket and say the sounds of an item. Your child names the item. Ex. /w/ or /k/ child says sock.</td>
<td>Make letter sounds and ask your child to draw the matching letters in sugar or salt on a plate or tray.</td>
<td>Read words in quotation marks, to your child, in the same way a character would say them.</td>
<td>Make a game with the words from this week. Have your child list the similarities and differences or see who can come up with the most rhyming words or antonyms.</td>
<td>Blow bubbles with your child. How many bubbles did you blow? How many did your child blow? Help your child add or subtract those numbers.</td>
<td></td>
</tr>
<tr>
<td>Before reading an informational story, ask what your child already knows, what they want to know and what they learned after.</td>
<td>Collect items &amp; place in a covered basket. Peak in the basket and say the sounds of an item. Your child names the item. Ex. /w/ or /k/ child says sock.</td>
<td>Make letter sounds and ask your child to draw the matching letters in sugar or salt on a plate or tray.</td>
<td>Read words in quotation marks, to your child, in the same way a character would say them.</td>
<td>Make a game with the words from this week. Have your child list the similarities and differences or see who can come up with the most rhyming words or antonyms.</td>
<td>Blow bubbles with your child. How many bubbles did you blow? How many did your child blow? Help your child add or subtract those numbers.</td>
<td></td>
</tr>
<tr>
<td>Give your child 2 sounds. Have a bag for each sound and have your child place items that begin/end with the sound in the correct bag.</td>
<td>Give your child 2 sounds. Have a bag for each sound and have your child place items that begin/end with the sound in the correct bag.</td>
<td>Q is the letter of the day. Trace/Q draw a Q together. Write words that begin with the Q sound as in quiet.</td>
<td>No punctuation at the end of a line! The sentence continues on the next line and your eyes move quickly without pausing. See if you can find this in a book.</td>
<td>Introduce new words to your child. Introduce new words that rhyme with bed.</td>
<td>The numbers of the day are 8 and 12. Have your child practice writing and drawing these numbers.</td>
<td>Help your child write a story with facts about their favorite animal.</td>
</tr>
</tbody>
</table>

LOCAL RESOURCE: The MSU Science Festival is an amazing multi-day series of events that highlights the fields of Science, Technology, Engineering, Arts, and Mathematics (STEAM). For this year’s complete schedule visit https://www.sciencefestival.msu.edu
**PAINTING THE WORLD**

Art is a bridge to literacy. It gives children the opportunity to build literacy skills through fine motor activities, boosts self-confidence and allows children to display their knowledge. Art improves children’s higher thinking skills and encourages them to use their imagination.

Create a space where it is okay to make a mess.

**Rhyme/Song of the month: Hey Diddle Diddle**
Hey diddle diddle,
The cat and the fiddle,
The cow jumped over the moon.
The little dog laughed
to see such fun,
And the dish ran away with the spoon.

**Activities**
- Can you find the two words that have the /oo/ sound in the middle?
- How many other words can you think of that have that sound?
- What is your favorite musical instrument?
- Change the rhyme to include your favorite instrument.

**With your child, explore PBS Parents to view educational shows focused on Painting: Pinkalicious & Peterrific,** [http://www.pbs.org/parents/pinkalicious/home/](http://www.pbs.org/parents/pinkalicious/home/)

---

**MAY**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUNDAY</strong> (comprehension)</td>
<td><strong>MONDAY</strong> (phonemic awareness)</td>
<td><strong>TUESDAY</strong> (phonics)</td>
<td><strong>WEDNESDAY</strong> (fluency)</td>
</tr>
<tr>
<td>Explain to your child a plot is what happens in a story, or the most important events. Ask your child what happened in the story in the beginning, middle, and end.</td>
<td>Pick a sound (such as /A/) and have your child create a collage by cutting out pictures that begin/end with the sound.</td>
<td>$ is the letter of the day. Trace/ draw an “$” together. Write words that begin with the /A/ sound as in sun.</td>
<td>Take turns reading a sentence, paragraph or page with your child.</td>
</tr>
<tr>
<td>Ask your child questions about the events in a story. It will help them remember what they read.</td>
<td>Help your child make a sock puppet and give it a silly name: “Silly Sam, Tiskely Taishen, etc.” The “puppet” can ask your child questions.</td>
<td>Use magnetic letters to make three letter words on the refrigerator (cat). Have your child read and use it in a sentence.</td>
<td>Introduce new words to your child.</td>
</tr>
<tr>
<td>Stories have a problem and a solution. Help your child discover the problem and how it was solved.</td>
<td>Have your child “read” their sock puppet different objects or pictures that have the same beginning, middle or ending sound.</td>
<td>T is the letter of the day. Trace/ draw a “T” together. Write words that begin with the /T/ sound as in toy.</td>
<td>Have your child read a favorite book to a friend, neighbor, sibling or relative.</td>
</tr>
<tr>
<td>Help your child learn about setting. The setting is where and when a story takes place.</td>
<td>Use common objects to make musical instruments. Ask your child to vary the sounds they make (gm, whoosh, wha, mm).</td>
<td>Make a list of words that begin with the /m/ or /b/ sound. Read the list together. Highlight the letters that make the /m/ or /b/ sound.</td>
<td>Have your child tell a story about a time when you were doing an art project.</td>
</tr>
<tr>
<td>Settings (time and place) can be real or make believe. In some stories, the setting is important to the characters or plot. With your child, look for details that tell about the setting.</td>
<td>Use a picture to ask your child to identify items that begin/end with a first sound. (Ex: /l/ /m/ /b/)</td>
<td>Together brainstorm words that rhyme with hope. Write them together. Are they all spelled the same?</td>
<td>Have your child create a picture using 8 different colors. Then count the colors and say their names.</td>
</tr>
<tr>
<td>To see such fun, And the dish ran away with the spoon.</td>
<td>After your child has practiced, use a cell phone and video them reading. Have them follow along to their own reading.</td>
<td>As you take your child out and about, introduce them to something you see, smell or experience.</td>
<td>Have your child draw a picture of the shapes you’ve learned this week. Say each shape a name out loud.</td>
</tr>
<tr>
<td><strong>THURSDAY</strong> (vocabulary/word study)</td>
<td><strong>FRIDAY</strong> (early numeracy)</td>
<td><strong>SATURDAY</strong> (writing)</td>
<td></td>
</tr>
<tr>
<td>The numbers of the day are 9 and 11. Practice writing and drawing these numbers. See how many places you can find them today!</td>
<td>Teacher Appreciation Week: Help your child make a thank you card for their teacher.</td>
<td>Have your child write a list of all of the things that make them happy.</td>
<td></td>
</tr>
</tbody>
</table>

**LOCAL RESOURCE:** This is a great time to get outside and go check out the East Lansing Art Festival! The East Lansing Art Festival Children’s Arts Activity Area offers children and their families authentic hands-on, make-and-take arts activities, how-to workshops, and presents live performances. Go to this [website](http://www.elartfest.com/#intro) to find the most recent information.
EXPLORING YOUR COMMUNITY!

Young children are meant to explore their community. Children benefit both from engaging in self-initiated, spontaneous play and from structured experiences. These experiences provide an opportunity to develop oral language skills and vocabulary.

Let's go on an adventure!

**Rhyme/Song of the month:** Baa, Baa Black Sheep

Baa, baa, black sheep,
Have you any wool?
Yes, sir, yes, sir,
Three bags full;
One for the master,
And one for the dame,
And one for the little boy
Who lives down the lane.

**Activities**

What word rhymes with wool?
Can you name a color other than black that begins with “bl-”?

*Change the rhyme to include a different animal.*
Impression 5 Science Center is an interactive, local resource that supports science and mathematical thinking in children of all ages.

For a complete list of summer programs and exhibits.

Explore the properties of water, make a life-sized bubble and enjoy many other creative challenges. Visit https://impression5.org/ for a complete list of summer programs and exhibits.

Rhyme/Song of the month: The Itsy Bitsy Spider
The itsy bitsy spider
Climbed up the water spout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain.
And the itsy bitsy spider climbed up the spout again.

Activities
What words rhyme with spout? What words have the /ou/ sound?
What other words can you think of that start with “sp-”? What is your favorite kind of bug? Change the poem with your favorite bug!


LOCAL RESOURCE: Impression 5 Science Center is an interactive, local resource that supports science and mathematical thinking in children of all ages. Explore the properties of water, make a life-sized bubble and enjoy many other creative challenges. Visit https://impression5.org/ for a complete list of summer programs and exhibits.

JULY

SUNDAY (comprehension)

Ask your child to look at pictures and read the captions. Help your child make a list of the different times of day and what you do during each time.

MONDAY (phonemic awareness)

Say this rhyme with your child - "Riddle riddle riddle, riddle riddle riddle. Can you jump the number of syllables in your name for me?" Have child jump. Repeat with other names.

TUESDAY (phonics)

Say the letter-sounds. Have your child write the letter or letters that match the sound.

WEDNESDAY (fluency)

Time your child reading a short story. Graph it multiple times.

THURSDAY (vocabulary/word study)

Choose a word from the rhyme of the month. Have your child write the word form of the new word.

FRIDAY (early numeracy)

Have your child count to 10 (or higher) and write the word form of each number.

SATURDAY (writing)

Ask your child to fill in the blanks. In summertime I see...

Ask your child questions by re-reading and using evidence from the story.

Say a word and have your child write the letter or letters that match the sound.

Encourage your child to re-read a favorite book.

The shape of the day is a hexagon. Help your child draw a hexagon. See how many places you can find hexagons today!

Collect rocks and find new words that rhyme with spout. What words have the /ou/ sound?

Help your child make a game with the words from week one. List the similarities and differences or see who can come up with the most rhyming words or onomatopoeia.

Rhyme/Song of the month: The Itsy Bitsy Spider

Sequence

And the itsy bitsy spider climbed up the spout again.

The shape of the day is a hexagon. Help your child draw a hexagon. See how many places you can find hexagons today!

The itsy bitsy spider
Climbed up the water spout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain.
And the itsy bitsy spider climbed up the spout again.

Activities

What words rhyme with spout? What words have the /ou/ sound?
What other words can you think of that start with “sp-”? What is your favorite kind of bug? Change the poem with your favorite bug!


LOCAL RESOURCE: Impression 5 Science Center is an interactive, local resource that supports science and mathematical thinking in children of all ages. Explore the properties of water, make a life-sized bubble and enjoy many other creative challenges. Visit https://impression5.org/ for a complete list of summer programs and exhibits.

JULY

SUNDAY (comprehension)

Ask your child to look at pictures and read the captions. Help your child make a list of the different times of day and what you do during each time.

MONDAY (phonemic awareness)

Say this rhyme with your child - "Riddle riddle riddle, riddle riddle riddle. Can you jump the number of syllables in your name for me?" Have child jump. Repeat with other names.

TUESDAY (phonics)

Say the letter-sounds. Have your child write the letter or letters that match the sound.

WEDNESDAY (fluency)

Time your child reading a short story. Graph it multiple times.

THURSDAY (vocabulary/word study)

Choose a word from the rhyme of the month. Have your child write the word form of the new word.

FRIDAY (early numeracy)

Have your child count to 10 (or higher) and write the word form of each number.

SATURDAY (writing)

Ask your child to fill in the blanks. In summertime I see...

Ask your child questions by re-reading and using evidence from the story.

Say a word and have your child write the letter or letters that match the sound.

Encourage your child to re-read a favorite book.

The shape of the day is a hexagon. Help your child draw a hexagon. See how many places you can find hexagons today!

Collect rocks and find new words that rhyme with spout. What words have the /ou/ sound?

Help your child make a game with the words from week one. List the similarities and differences or see who can come up with the most rhyming words or onomatopoeia.

Rhyme/Song of the month: The Itsy Bitsy Spider

Sequence

And the itsy bitsy spider climbed up the spout again.

The shape of the day is a hexagon. Help your child draw a hexagon. See how many places you can find hexagons today!

The itsy bitsy spider
Climbed up the water spout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain.
And the itsy bitsy spider climbed up the spout again.

Activities

What words rhyme with spout? What words have the /ou/ sound?
What other words can you think of that start with “sp-”? What is your favorite kind of bug? Change the poem with your favorite bug!


LOCAL RESOURCE: Impression 5 Science Center is an interactive, local resource that supports science and mathematical thinking in children of all ages. Explore the properties of water, make a life-sized bubble and enjoy many other creative challenges. Visit https://impression5.org/ for a complete list of summer programs and exhibits.
PLAYING OUTSIDE IS FUN

Remember playing outside as a child—the sense of freedom and wonder? Your outdoor area is a literacy-rich environment where children can experiment with language, letters and words. Talk about all of the new things you see and hear outside—birds, squirrels, clouds, sticks and stones.

Not all classrooms have four walls!

Rhyme/Song of the month: Mary Had a Little Lamb
Mary had a little lamb,
Its fleece was white as snow.
And everywhere that Mary went,
The lamb was sure to go.
It followed her to school one day,
Which against the rules.
It made the children laugh and play
To see a lamb at school.

Activities
Can you tell which letters make the /a/ sound in snow and go?
How are they different?
What word in the rhyme starts with “sn-”? What other words start with that?
Can you make up a new rhyme with your favorite animal and your name?

With your child, explore PBS Parents to view educational shows focused on Outside Play: The Ruff Ruffman Show, http://www.pbs.org/parents/ruff/home/

### LOCAL RESOURCE: Play is an important part of a young child’s healthy development and learning. There are many locations in Ingham County that provide activities for families to play and explore alongside their children; many of which are free. Visit http://www.caad.org/events to see the most current events list. You can also visit http://www.wkar.org/community for a list of current events.

### AUGUST

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUNDAY</strong> (comprehension)</td>
<td>With your child, talk about facts and details that support major ideas in a story.</td>
</tr>
<tr>
<td><strong>MONDAY</strong> (phonemic awareness)</td>
<td>Explain to your child that when readers visualize a story, they create a picture of it in their minds. Try to see what is happening, small the smell, hear the sounds.</td>
</tr>
<tr>
<td><strong>TUESDAY</strong> (phonics)</td>
<td>Go to the park with your child and Play “I Spy” using sounds. (Ex. “I spy something with these sounds, /a/, /e/, /i/.” Have your child do the same.)</td>
</tr>
<tr>
<td><strong>WEDNESDAY</strong> (fluency)</td>
<td>Help your child brainstorm words that rhyme with bike. Write the words together. Are they all spelled the same?</td>
</tr>
<tr>
<td><strong>THURSDAY</strong> (vocabulary/word study)</td>
<td>Have your child practice writing the names of their family members, classmates and friends.</td>
</tr>
<tr>
<td><strong>FRIDAY</strong> (early numeracy)</td>
<td>Introduce new words to your child: Insects Squirrels Clouds Sticks Stones</td>
</tr>
<tr>
<td><strong>SATURDAY</strong> (writing)</td>
<td>Help your child practice letter writing with water and paint brushes on the sidewalk.</td>
</tr>
</tbody>
</table>

**EX. fish, 3 jumps while saying the sound.**

**FRIDAY** (early numeracy)

- The numbers of the day are 40 and 50. Help your child practice writing and drawing these numbers. See how many places you can find them! 

**SATURDAY** (writing)

- Help your child practice letter writing with water and paint brushes on the sidewalk.

**SUNDAY** (comprehension)

- With your child, select a book and share the book with a neighbor while reading outside.

**MONDAY** (phonemic awareness)

- Go to the park with your child and Play “I Spy” using sounds. (Ex. “I spy something with these sounds, /a/, /e/, /i/.” Have your child do the same.)

**TUESDAY** (phonics)

- As your child is settling into quiet time, recite the nursery rhyme in a whisper voice and invite your child to join in.

**WEDNESDAY** (fluency)

- Explain to your child that when readers visualize a story, they create a picture of it in their minds. Try to see what is happening, small the smell, hear the sounds.

**THURSDAY** (vocabulary/word study)

- Have your child practice writing the names of their family members, classmates and friends.

**FRIDAY** (early numeracy)

- Introduction new words to your child: Insects Squirrels Clouds Sticks Stones

**SATURDAY** (writing)

- Help your child practice letter writing with water and paint brushes on the sidewalk.

**SUNDAY** (comprehension)

- Have your child select a book and share the book with a neighbor while reading outside.

**MONDAY** (phonemic awareness)

- Explain to your child that when readers visualize a story, they create a picture of it in their minds. Try to see what is happening, small the smell, hear the sounds.

**TUESDAY** (phonics)

- Go to the park with your child and Play “I Spy” using sounds. (Ex. “I spy something with these sounds, /a/, /e/, /i/.” Have your child do the same.)

**WEDNESDAY** (fluency)

- Help your child brainstorm words that rhyme with bike. Write the words together. Are they all spelled the same?

**THURSDAY** (vocabulary/word study)

- Have your child practice writing the names of their family members, classmates and friends.

**FRIDAY** (early numeracy)

- Introduce new words to your child: Insects Squirrels Clouds Sticks Stones

**SATURDAY** (writing)

- Help your child practice letter writing with water and paint brushes on the sidewalk.

**SUNDAY** (comprehension)

- Explain to your child that when readers visualize a story, they create a picture of it in their minds. Try to see what is happening, small the smell, hear the sounds.

**MONDAY** (phonemic awareness)

- Go to the park with your child and Play “I Spy” using sounds. (Ex. “I spy something with these sounds, /a/, /e/, /i/.” Have your child do the same.)

**TUESDAY** (phonics)

- As your child is settling into quiet time, recite the nursery rhyme in a whisper voice and invite your child to join in.

**WEDNESDAY** (fluency)

- Explain to your child that when readers visualize a story, they create a picture of it in their minds. Try to see what is happening, small the smell, hear the sounds.

**THURSDAY** (vocabulary/word study)

- Have your child practice writing the names of their family members, classmates and friends.

**FRIDAY** (early numeracy)

- Introduce new words to your child: Insects Squirrels Clouds Sticks Stones

**SATURDAY** (writing)

- Help your child practice letter writing with water and paint brushes on the sidewalk.
A DEVELOPING READER’S JOURNEY TO THIRD GRADE

A reader’s typical milestones

6 months
- Imitates speech e.g., “na-na, ga-ga.”
- Enjoys books with simple pictures.

1 yrs.
- Understands several simple phrases.
- Has 1 or more words.

2 yrs.
- Talks, talks, talks!
- Read books with faces, animals, objects.

3 yrs.
- Has 250-350 words.
- Holds books & looks at pictures.

4 yrs.
- Comfortably uses long sentences.
- Begins to rhyme and play with words.

5 yrs.
- Has 3000-5000 words.
- Starts to match letters with sounds.

6 yrs.
- Starts to read words automatically.
- Expands knowledge by listening to and reading books.

7 yrs.
- Has 800-1000 words.
- Starts to match letters with sounds.

8-9 yrs.
- Starts to read words on the page.
- Makes predictions while reading using knowledge, pictures, & text.

Ways adults can support children’s language and reading

Develop a habit of talking and reading from birth to build up children’s knowledge. Sing songs and play games. Elaborate on what they say to increase their language, then tell your own stories—about what happened on the bus, what you saw on the news, what you heard on the radio—and encourage them to tell theirs. Make reading a routine. Babies enjoy being held and talked to while looking at simple picture books. Toddlers like to look at pictures while lifting flaps and feeling textures and hearing rhymes. Children age 4-9 enjoy longer stories and repeated reading of favorite stories and nonfiction books. Make a point of reading chapter books out loud—listening is tough work for kids at first, but easier with practice; it is valuable for children’s language growth to hear great stories that are beyond their reading ability. It is also great fun for caregivers and children alike to read together.

SOME HELPFUL TERMS TO KNOW

Child care providers and teachers might use some of the following terms when talking to you about how your child is learning to read. You will find that many of these terms are used in this calendar.

- **alphabetic knowledge**—Knowing the names and shapes of the letters of the alphabet.
- **big books**—Oversized books that allow for the sharing of print and illustrations with children.
- **blending**—Putting together individual sounds to make spoken words.
- **developmental spelling**—The use of letter-sound relationship information to attempt to write words.
- **emergent literacy**—The view that literacy learning begins at birth and is encouraged through participation with adults in meaningful reading and writing activities.
- **environmental print**—Print that is a part of everyday life, such as signs, billboards, labels, and business logos.
- **experimental writing**—Efforts by young children to experiment with writing by creating pretend and real letters and by organizing scribbles and marks on paper.
- **invented spelling**—See developmental spelling.
- **literacy**—Includes all the activities involved in speaking, listening, reading, writing, and appreciating both spoken and written language.
- **phonemes**—The smallest parts of spoken language that combine to form words. For example, the word hit is made up of three phonemes (/h/ /i/ /t/) and differs by one phoneme from the words pit, hip and hot.
- **phonemic awareness**—The ability to notice and work with the individual sounds in spoken language.
- **phonological awareness**—The understanding that spoken language is made up of individual and separate sounds. In addition to phonemes, phonological awareness activities can involve work with rhymes, words, sentences, and syllables.
- **pretend reading**—Children’s attempts to “read” a book before they have learned to read. Usually children pretend to read a familiar book that they have practically memorized.
- **print awareness**—Knowing about print and books and how they are used.
- **segmentation**—Taking spoken words apart sound by sound.
- **spoken language**—The language used in talking and listening; in contrast to written language, which is the language used in writing and reading.
- **syllable**—A word part that contains a vowel or, in spoken language, a vowel sound (e-vent, news-pa-per, pret-ty)
- **vocabulary**—The words we must know in order to communicate effectively. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

WHY READ 20 MINUTES AT HOME EVERY DAY?

<table>
<thead>
<tr>
<th>Student “A” reads:</th>
<th>Student “B” reads:</th>
<th>Student “C” reads:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 min. per day</td>
<td>5 min. per day</td>
<td>1 min. per day</td>
</tr>
<tr>
<td>= 3,600 min. per school year</td>
<td>= 900 min. per school year</td>
<td>= 180 min. per school year</td>
</tr>
<tr>
<td>= 1,800,000 words per year</td>
<td>= 282,000 words per year</td>
<td>= 8,000 words per year</td>
</tr>
<tr>
<td>Scores in the 90th percentile on standardized tests</td>
<td>Scores in the 50th percentile on standardized tests</td>
<td>Scores in the 10th percentile on standardized tests</td>
</tr>
</tbody>
</table>

If a student starts reading 20 minutes per night at home in kindergarten, by the end of the 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3 school days. This gap in reading experience and resulting vocabulary knowledge adds up over time.

Want to be a better reader? Just **READ**

Repeat the book  Engage and enjoy  Ask questions  Do more

*READ* is from the Rollins Center for Language and Literacy, 2017 (www.readrightfromthestart.org). Used with permission.

Contact your building principal for more information and support for your child.
Family Literacy Calendar for K-1

SPONSORS

This calendar was completed in partnership with Ingham Intermediate School District, WKAR, Capital Area District Libraries, and Ingham Great Start Collaborative to promote literacy within our community.

FAMILY LITERACY CALENDAR WORKGROUP

Effie Alofoje-Carr, Parent
Jessica Baker, Parent
Tara Becker-Utess, Ingham Intermediate School District
Wendy Boyce, Ingham Great Start Collaborative
Jennifer Bricarell, Ingham Intermediate School District
Laura Colligan, Ingham Intermediate School District
Kae Dubay, Parent
Marisela Garza, Capital Area District Library
Heidi Gascon, Ingham Intermediate School District
Jolee Hamlin, Capital Area District Library
Corrie Meryn, Ingham Intermediate School District
Jen McCloud, Ingham Intermediate School District
Michelle Nicholson, Ingham Intermediate School District/Ingham Great Start Collaborative
Robin Pizzo, WKAR
Shelly Proebstle, Ingham Intermediate School District
Stephanie Thelen, Ingham Intermediate School District
Mary Jo Wegenke, Ingham Intermediate School District

THANK YOU

Special thanks to the Early Learning Calendar Workgroup for inspiration and permission to use content from the Ingham Early Learning Calendar.

These materials were developed under a grant by the Michigan Department of Education and the US Department of Education.