

# It's Magic!

Guide for Facilitating Magic Carpet Ride Program



Nada Jerkovic



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Nada Jerkovic, CanLearn Society

### Why This Guide?

Magic Carpet Ride Program is 10 years old and still going strong with many community organizations implementing the program model and adopting its best practices!

The program's objectives and underpinning principles have remained virtually unchanged from the early years. However, it has managed to incorporate changes to align itself with ever-growing research on child development, adult learning and family life. One of the first changes to the program has been employing emergent curriculum approach and experiential learning strategies to introduce families to family literacy concepts and activities. Based on the insights and premises that long-term relationships, interactions, appropriate environment and learning are just important for adults as for young children, the original 16-week program length was changed to the 30 week format. To reflect the fact that families today live in a digital world, much effort over the past year has gone into integration of technology in the program content.

Our hope is that this guide will give you lots of practical ideas to use with families in your program. It will enhance what you are already doing well, and let you know the research behind it all.

### Acknowledgements

There are many people to be acknowledged and thanked for this guide:

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- Our dedicated volunteers
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- Many family literacy practitioners across Alberta, storytellers and librarians from whom we have learned and who have inspired us to continue to learn
- Last but not the least, our funders, Parent-Child Literacy Strategy, Government of Alberta and FCSS Calgary

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## Part 1: Welcome to Magic Carpet Ride Program

*At Magic Carpet Ride Program we recognize that:*

**Family Literacy** refers to how families use reading, writing and communicating to work, learn and play together - both at home and in their community. It's about families taking time to develop relationships. Everyday activities that parents share with their children are not only learning opportunities for the child, but the parents as well. When families take time to talk, read, sing, play, cook, share stories and celebrate traditions together, they are practicing family literacy.

**Children's literacy** Young children's development does not occur in isolation; rather it takes place in a rich context of direct and indirect influences. It includes at least five domains—health and physical development, language and thinking skills, emotional maturity, approaches to learning, communication skills and general knowledge and social competence (ECMap Project, 2010).

**Parents** have an important role in setting the stage for children's optimal development and learning success.

*At Magic Carpet Ride Program we recognize that family literacy is about*

- **Nurturing**
- **Encouraging**
- **Modelling**

## Theoretical Underpinning

### Ecological Systems Theory of Child Development

This theory, developed by developmental psychologist **Urie Bronfenbrenner** (1917-2005), looks at a child's development within the context of the system of relationships that form his or her environment. For Bronfenbrenner, family is the filter through which the larger society influences child development. There are many developmental theories that emphasize the importance of the child's family. What distinguishes Bronfenbrenner's ecological approach from other developmental theories is his attempt to explain how all of the various environmental influences on children's development are related to one another. Moreover, Bronfenbrenner also provides an explanation for how all these interrelated influences mesh with the child's own biological make-up. For this reason, this theory is also known as the *bio ecological approach*.

The theory has defined a series of layers or concentric circles to explain the role played by environmental factors in child development.

The first layer is called **microsystem**. It is the small, immediate environment the child lives in. It includes family, a day care-centre or a school. The more encouraging and nurturing these relationships and places are, the better the child will be able to grow.

The next layer is the **mesosystem**. It describes how the different parts of a child's microsystem work together for the sake of the child. For example, if a child's caregivers take an active role in a child's school, such as going to parent-teacher conferences and watching their child's soccer games, this will help ensure the child's overall growth.

The third layer is called **exosystem**. It defines the larger social system in which the child does not function directly. Parent workplace schedules or community-based family resources are examples.

The next layer is the **macrosystem**. It is comprised of cultural values, customs, the economy and it has a cascading influence on child development through the interactions of all other layers.

The final layer is called **chronosystem**. It refers to the impact of environmental events over time on sensitive periods in development. Divorces, parental illness, physiological changes that occur with aging of a child are examples.



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### *Question for Staff Reflection*

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Draw a set of concentric circles and describe the ecological system of your life at about age 5. What were the microsystems, mesosystems, exosystems, macrosystem and chronosystem that affected your life?

## ORIM Framework

ORIM framework has grown out of work at the University of Sheffield (Hannon et al., 1991; Hannon, 1995; Hannon and Nutbrown, 1997). The work of many family literacy programs in Alberta and Canada is based on this socio-cultural theory of learning.

“ORIM is an acronym which refers to four probable requirements for literacy development – opportunities for literacy learning, recognition by others of one’s learning achievements, appropriate interaction with users of written language, and a model of literacy use.” (Hannon, P. in “Reflecting on Literacy in Education”, London RoutledgeFalmer, 200)

**Opportunities:** Parents provide lots of opportunities for their children to learn. This means that it can help if they are aware of the chances for learning in everyday things they do.

**Recognition:** Children learn all the time. However, children learn better when parents recognize what they are doing. It makes them feel good and valued, so they want to learn more.

**Interaction:** Children enjoy joining in with parents’ activities and also enjoy if parents join with theirs. So by interacting and doing things together, children learn more.

**Modelling:** Children learn a lot by copying parents. Parents are role models for their children. If they see parents reading, they will enjoy reading too.

## Implementing ORIM to Facilitate Children’s Learning

Parents and Caregivers Provide:

	Oral Language	Environmental Print	Early writing	Books / other print materials
Opportunities				
Recognition				
Interaction				
Modeling				

Adapted from: Hannon, P., & Nutbrown, C. (1997) Teachers’ use of a conceptual framework for early literacy education involving parents. Teacher Development, 1. (5), 405-420

## Opportunities

- Anything that parents do with their children during the day is a learning opportunity. In our programs, we encourage parents to talk, read, play and sing with their children. They can provide resources for their children's drawing or scribbling activities, engage them in socio-dramatic play, expose them to songs and nursery rhymes, help them interpret environmental print, and enable them to participate in every day family routines.
- We encourage parents who speak languages other than English at home to continue using their first language in their interaction with their children. A strong foundation in heritage language will help children become successful literacy learners in English.
- We caution parents against:
  - Too many opportunities (example: overscheduling young children)
  - Too soon opportunities (example: teaching children alphabet letters/sounds too early)
  - Too often opportunities (example: too much screen time)

## Recognition

- We help parents and caregivers build awareness of why recognition is important for children's learning.
- Adults (parents, caregivers, teachers) provide recognition for their children's literacy efforts by letting children participate in literacy tasks (example: by letting them turn the pages of the book; letting them help you prepare a meal, displaying their artwork on the fridge) and by praising and encouraging children's efforts
- Adults sometimes confuse praise and encouragement and use the two terms interchangeably. There are very significant differences between the two terms. Encouragement is given when a child is doing something to support him/her to continue it and show appreciation of their efforts. It is specific and focuses on how a child is undertaking a specific task. On the other hand, praise is given after the child has completed a task to show them that their achievement is worthy of your approval. Parents need to make sure to encourage children a lot and they need to be cautious with praise. Too much vague praise can become meaningless and create anxiety in children about whether their efforts will be met with adult approval.

## Interaction

- The more children are spoken to, the more they will understand oral language. The more children are read to, the more they understand all the language around them, the more developed their vocabulary become and the easier is for them to learn to read.
- The average household offers ample opportunities to give a child everything necessary for normal development of language

- To help adults build their awareness about the importance of meaningful interactions, encourage program participants to reflect on the message that parents often hear in the media, “Read with your child 15 minutes a day”. The message is somewhat misleading because it is not the length of reading that matters but the quality of the interaction between the adult and the child.

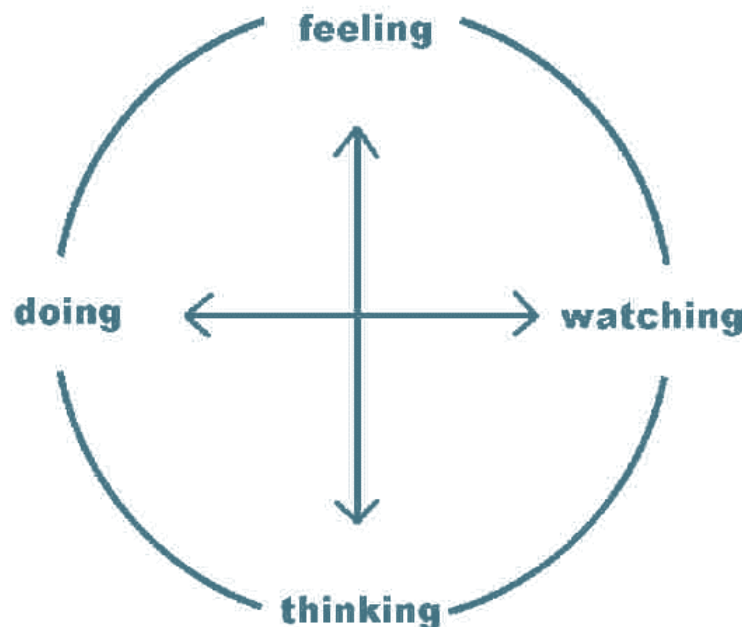
### Modeling

- Parents are role models for their children. If they see parents having fun, for example, reading, they will have fun reading too.
- Encourage parents / caregivers to reflect on how early literacy can be modeled through the activities such as using the phone, shopping, doing laundry, walking in the neighbourhood, watching TV

The ORIM framework was originally presented to explain how children’s early literacy development is aided by parents. We have adopted this model to include adult participants in our family literacy programs (see Parent Literacy Skills section).

### Kolb’s Experiential Learning Theory

“Learning is the process whereby knowledge is created through the transformation of experience”. Experiential theory presents a cyclical model of learning, consisting of four stages. One may begin at any stage, but must follow each other in the sequence:



## Program Goals

- To help increase parents' knowledge about child development
- To enhance parents' ability to support their children's early literacy development
- To help children build their early literacy skills
- To inform parents about community resources
- To help parents build informal support network with other parents in the program
- To encourage parents to become life-long learners

## How it Works

- Families meet once a week for a two-hour session
- The Program runs throughout the school year, from mid-September to beginning of June
- The Program is facilitated by the CanLearn Society staff and community volunteers (often former program participants)

## Curriculum

We have adopted an “**emergent curriculum**” approach to learning. Emergent curriculum describes the kind of curriculum that develops when exploring what is “socially relevant, intellectually engaging and Personally meaningful to learners” . Emergent curriculum is not a rigid set of standards that dictated practice. Rather, it is a framework, a philosophy, or an approach to working with families with young children. We look to each family to help guide us in their learning. We believe that needs and ideas of our families are an important source of program activities. We want to create a caring community of learners, within the context of relationships in the program. This approach is most consistent with our understanding of family literacy.

Where do ideas for emergent curriculum come from?

- *Children's play, questions and comments.*
- *Children's developmental tasks to be mastered; for example children need a lot of opportunities to develop their fine motor skills but also activities that help them explore friendships and other social-emotional issues*
- *Parents' life experiences, interests, comments and questions*
- *Culture of families; for example Chinese families in the program introduce program participants to Chinese New Year's traditions*

## Working with Parents in the Magic Carpet Ride Program

### Rationale

Parenting factors that are linked to parents' ability to support children's optimal development and learning are:

- knowledge of child development
- parenting skills
- parent literacy skills
- parent network of positive social support

#### *Did You Know?*

*Between 18 and 20 months, children learn ten or more new words a day.*

### Knowledge of Child Development

Child development is defined as the noticeable milestones children accomplish as they learn and grow. The main domains of development are physical, cognitive, social and emotional. All these are equally important. Children develop differently depending on their unique temperament and the environment they are in.

It is a good idea to share with parents developmental guidelines that illustrate some fundamental milestones that most young children reach by a certain age range.

However, we must be careful not to overwhelm parents with the information. It is easy to become worried if your child does not reach some milestones by a certain age. We need to keep reminding parents to remember that children develop at different rates.

Walking is a good example. On the average, children take their first steps when they are about 11 months old, but some children do not walk until they are 17 months old, while some kids walk as early as 9 months old.

As a rule of a thumb, we should not be concerned if a child is late in reaching a developmental milestone until he or she is 6 months past the average.

Knowledge of child development is an important part parents' capacity to support their children's learning and development. When parents are aware of their children's abilities and what they can be expected to do at various ages, they do not risk asking their child to do something he or she isn't able to do or set expectations that are too high.

## Parenting Skills

Parents in our programs are very interested in learning how to support their children's emergent literacy development. However, they will often ask questions about topics such as dealing with their child's (mis)behavior, bedtime, meals, etc.

All parents sometimes need help and advice when they are having a tough time with their kids. All parents occasionally doubt their effectiveness and wonder if they did the right thing.

Through conversations with program facilitators and other parents in the group, parents increase self-confidence in their parenting abilities and learn how to respond to day-to-day challenges.

## What Are Babies Like?

Each baby is unique with her own temperament and his own activity level. New to six-month old babies will be ready for or interested in the same kind of exploring.

Babies who come to the program need opportunities to move at their current capabilities and to explore objects. Babies benefit a lot from adults in the program who respond to them warmly and interact with them, giving them language and face-to face interaction.

## Nurturing Language Development of Babies

- Speak directly with babies from the beginning, throughout every day
- As they speak, they pause and look to babies for response
- Parents reinforce baby's first cooing and babbling sounds; sometimes they respond to them with words as if the baby were really speaking other times they repeat back what they heard
- Parents talk about what they are doing (provide descriptive commentary)
- Parents sing and recite rhymes to babies
- Parents read books with babies

### What Are Toddlers Like?

Toddlers move during all their waking hours. They rarely sit still for long. They enjoy dumping, dropping, banging, poking fingers in things, and trying to pull things apart. They want to do most everything “myself” which results in a lot of messy situations.

Toddlers spend only about 16 % of their time in social activities (White, 1995), alternating between seeking physical contact and attention from adults and resisting them.

What toddlers need most is not to be viewed as destructive, stubborn, selfish and just plain “mean”.

Using methods of teaching that work for older preschoolers will not work with toddlers, who are likely to wander out of circle time and resist adult-directed activities. A “time” out is not a good discipline strategy for toddlers.

Expecting toddlers to think about their behaviour is not recognizing their limitations in cognitive development and self-control.

#### *Did You Know?*

*Approximately 70% of toddlers have at least one temper tantrum a day.*

### What creates Discipline Problems for Toddlers?

- Too high expectations for self-control
- Too little space or too much open space
- Too few materials
- Too much waiting time
- Inflexible routines, schedules and people
- Too much change
- Too many temptations (objects and places that are forbidden)
- Too much noise
- Excessive requirements for sharing
- Long or frequent periods of sitting still
- Too many times when children are just expected to look or listen instead of getting directly involved

From Prime Time: A handbook for Excellence in Infant and Toddler Programs by Jim Greenman and Anne Stonehouse, St. Paul, MN, Redleaf Press, 1996, p. 139

### What Are Preschoolers Like?

Children ages 3-5 are referred to as preschoolers. The question “what preschoolers are like” is very difficult to answer because a three year olds play, communicate and understand the world very differently than do four-year-olds, who are very different from most five-year-olds.

Preschoolers gradually become more independent and they rely less on adult assistance. Other children become increasingly important to them. They start searching for friends and learning lessons about sharing and friendship.

Preschoolers play. They play alone, with others, inside, outside and always. They imagine and pretend as their play becomes increasingly complex.

### Parent Literacy Skills

Magic Carpet Ride program facilitators facilitate adult literacy learning either by providing one-on-one assistance to parents or by referring them to appropriate adult literacy programs.

Adult literacy program content is not imposed on parents; it emerges as a response to adult interests and needs.

The following table illustrates how ORIM framework is implemented to facilitate adult literacy learning.



	Reading	Writing	Oral Language	Parenting
Opportunities (potential needs/interests) that may emerge	<p>Documents such as lease, print on forms, maps</p> <p>Bills, bank statements</p> <p>Paycheque stubs</p> <p>Adds (store, classified ads, flyers)</p> <p>Print on medicine bottles, food containers</p> <p>Print on calendars or appointment books</p> <p>Schedules / Guides</p> <p>Reading school newsletters / information</p>	<p>Letters</p> <p>Cheques, money orders</p> <p>Filling out forms such as job applications, forms for insurance, etc.</p> <p>Writing on calendar or appointment book</p> <p>Writing notes to school teacher</p>	<p>Phone calls</p> <p>Asking questions</p> <p>Talking to children</p> <p>Talking to teachers</p> <p>Encouraging children</p> <p>Maintaining family heritage language</p>	<p>Various aspects of child development</p> <p>Children's behaviour</p> <p>Positive Discipline</p> <p>Nutrition</p> <p>Making sense of educational assessment reports and school report cards</p> <p>Making the most of Parent/Teacher Conferences</p> <p>Reading with children</p> <p>Communicating with teachers</p> <p>Reading parenting information in brochures or parenting magazines</p>
Recognition	Acknowledging participants' funds of knowledge, culture and parenting skills			
Interaction	Adult education is not imposed upon participants; it emerges from the needs expressed through meaningful interaction between program facilitator and program participants			
Modeling	Not everything that is learned needs to be taught through direct instruction. Adult learning principles tell us that adults learn best through facilitated activities which involve a lot of modeling.			

## Parent Network of Positive Social Support

### Social Support

Many families have few friends, do not know their neighbours and have no relatives or extended family living nearby. Consequently, in a difficult time, they have few resources to turn to. Illness, financial difficulties, a temperamentally difficult child or even just fatigue can have serious impact on both parents and children.

Building a strong sense of community is one of the most valuable outcomes of Magic Carpet Ride program. It has been difficult to measure, but it is highly obvious in any program one sees.

While participating in the program, parents build friendships and start providing support for one another, from providing child care and transportation to exchanging clothes their children have outgrown.

### What Would We Like Parents to Do?

#### Be warm and responsive

- A warm parent expresses affection and shows enthusiasm for the child's activities, and responds sensitively and empathetically to the child's feelings. (Maccoby, 1980). Warm attention from adults is necessary for young children to form the first important relationships from which so much healthy development follows.
- Responsive parents are those who pick up on the child's signals appropriately and then react in sensitive ways to the child's needs.
- Children of parents who do more of this learn language more rapidly, show more rapid cognitive development, and are more likely to be securely attached, more compliant with adult requests, and more socially competent (Juffer, Bakermans-Kranenburg, & van IJzendoorn, 2005)

#### Encourage physical development...

- Feed children meals with good nutritional value and talk to their children about importance of healthy eating
- Talk to their children about good hygiene.
- Practice large motor skills (balancing, galloping, skipping, building muscles in the arms, legs, and trunk).
- Build small motor skills through practice (cutting, holding writing instruments, drawing, painting, stringing beads, using).
- Take their child for regular medical and dental checkups.

### Encourage social development...

- Help them develop self-esteem by accepting and respecting their efforts.
- Give them jobs and responsibilities during ordinary household activities
- Give them love and encouragement
- Introduce them to children of other cultures and different abilities.
- Help children develop a positive attitude by being trustworthy models.
- Have predictable routines so that children will feel secure.
- Have opportunities to play with other children
- Give them the words to use to solve their problems with other children.

### Encourage emotional development...

- Help children learn to control their own behavior through setting a positive example
- Help them learn to wait for a turn and to share with others.
- Reassure children that it is okay to have feelings and to express them in acceptable ways.
- Give them the ability to channel their energy in constructive ways.
- Give them the words to use to solve their problems with other children.

### Encourage language and literacy development...

- Encourage listening
- Talk
- Build vocabulary
- Sing songs and recite nursery rhymes
- Encourage their children to follow simple instructions
- Listening to music, moving or clapping to the beat
- Encourage speaking
  - Encourage children to ask for what they want not point to it
  - Have conversations about their day and about stories they hear
  - Sing and say rhymes together
  - Explain new vocabulary encountered in books or conversation
  - Share storytelling time with their children
  - Talk about illustrations in books

- Encourage reading
  - Encourage children to notice print in their environment
  - Read stories every day
  - Make reading enjoyable
  - Use shared reading practices such as having children join in reading of a predictable story
  - Have print materials visible throughout the house (books, magazines, recipes, coupons)
  - Use library
  - Read themselves to model positive attitude toward reading
  
- Encourage writing
  - Encourage play with toys that develop fine motor skills (puzzles, play dough)
  - Provide opportunities for young children to draw and write with crayons, pencils, markers, etc.)
  - Help children learn colours, shapes, names of letters
  - Display children's art work to show appreciation for his/her efforts
  
- Incorporate Literacy in everyday activities
  - Dressing and undressing: name body parts, colours, concepts such as soft/scratchy or big / little
  - Meal times: name foods, talk about how food grows, the colours of food, concepts such as hot / cold or sweet / sour
  - Bath time: tell stories, sing songs, say rhymes, have tub letters, shapes, numbers or vinyl books
  - Bed time: bedtime stories
  - Playtime: play together
  - Car time: talk about what the child is seeing, talk about where you are going, sing songs, say rhymes, play word games

## Strategies for Sharing Information about Child Development with Parents

- **Demonstrate developmentally-appropriate activities.**

To demonstrate developmental opportunities during play, encourage the child choose an activity he or she is interested in and encourage the parent to join the play. Through an informal conversation, explain to the parent the benefits of play. Physical development seems a natural outcome of play, but children also learn intellectually, socially and emotionally through play that engages all five senses.

- **Present the children with developmentally-appropriate games, books and toys**

Having the right materials around will help get parents get in tune with their child's current developmental level.

- **Encourage families to play together**

Observing interactions between parents and children will enable parents to gain new perspective on their own child's developmental progress. Seeing how other parents deal with developmental issues increases awareness and sensitivity in addressing children's changing needs.

- **Invite child development professionals to give presentation to parents**

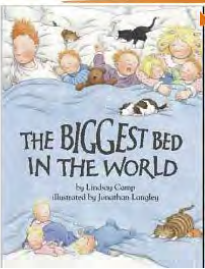
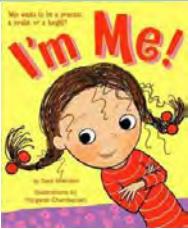
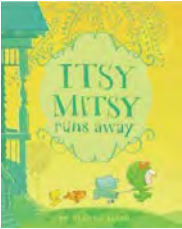
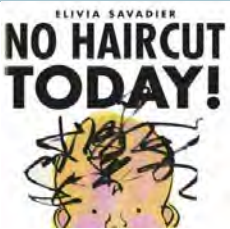

You could also give parents handouts, developmental milestones check lists, lend the parent a book or suggest reputable parenting sites for parents to explore on their own. Take care not to patronize, but rather capitalize on any opportunity to help when the parents are receptive and open to advice. Make sure that any print materials that you share with parents are in plain language and at appropriate literacy level for your group.



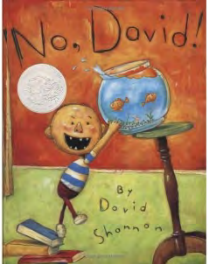
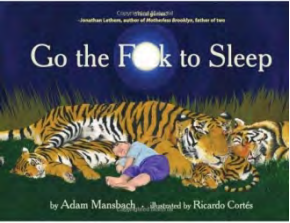
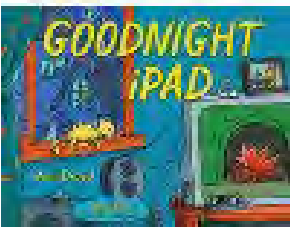
- **Suggest helpful Web Resources to parents to explore child development**


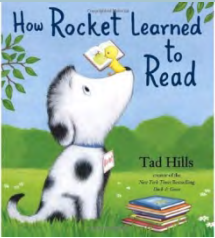
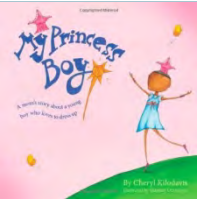
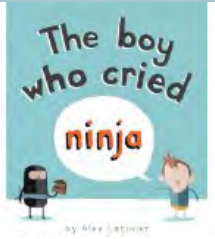
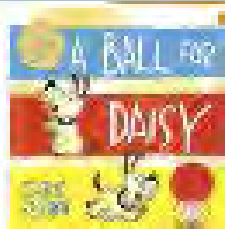
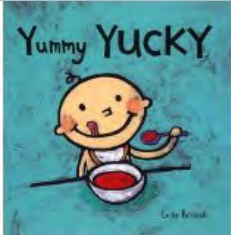
Example: <http://www.babyzone.com/>


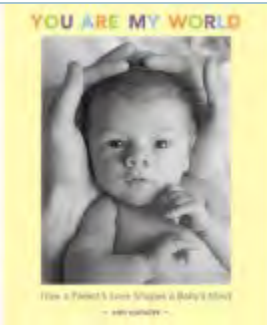
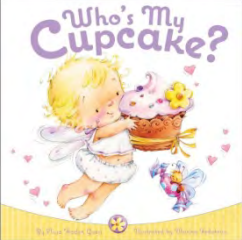
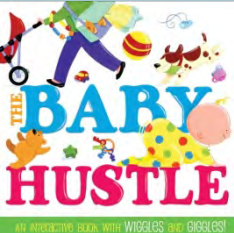
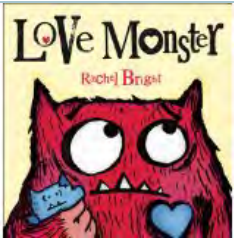
- **Use children's books to explore parenting issues and concerns and to make parents aware of topics, ideas and concepts that are important to children**

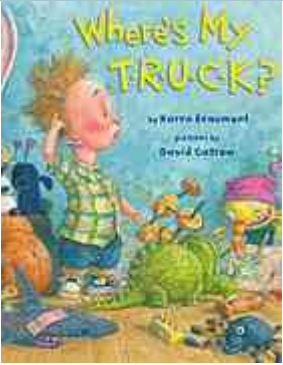
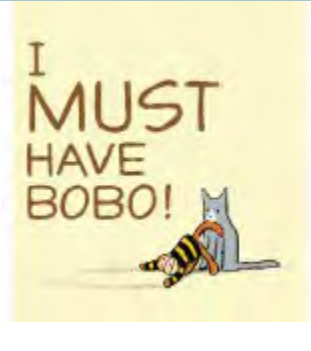
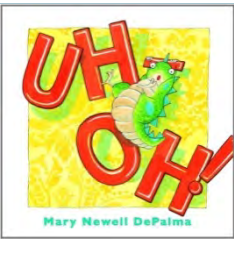
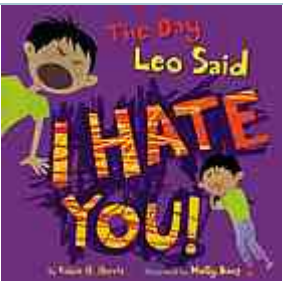
## Children's books to explore parenting issues and concerns

	The Biggest Bed in the World	<b>Author:</b> Lindsay Camp	<b>Topic:</b> family relationships
	I'm Me!	<b>Author:</b> Sarah Sheridan	<b>Topic:</b> extended family; adult/child interactions
	Itsy Mitsy Runs Away	<b>Author:</b> Elanna Allen	<b>Topic:</b> bedtime anxieties; remembering the stories from our own childhood
	No Haircut Today	<b>Author:</b> Elivia Savadier	<b>Topic:</b> mother/child relationship
	Little Pea	<b>Author:</b> Amy Krouse Rosenthal	<b>Topic:</b> picky eaters

	Llama Llama Misses Mama	<b>Author:</b> Anna Dewdney	<b>Topic:</b> separation; what to expect in preschool
	Llama Llama Red Pajama	Llama Llama Red Pajama	<b>Topic:</b> bedtime anxieties
	No David!	<b>Author:</b> David Shannon	<b>Topic:</b> Boundary testing and child development
	Go the F*k to Sleep!	<b>Author:</b> Adam Manbach	<b>Topic:</b> Parenting challenges  This is a picture book for <b>adults!</b>
	Goodnight iPad!	<b>Author:</b> Ann Droyd	<b>Topic:</b> Technology in the lives of young children

	It's a Book	<b>Author:</b> Lane Smith	<b>Topic:</b> Technology in the lives of young children
	How Rocket Learned to Read	<b>Author:</b> Tad Hills	<b>Topic:</b> Frustration; learning new things
	My Princess Boy	<b>Author:</b> Cheryl Kilodavis	<b>Topic:</b> Unconditional love
	The Boy Who Cried Ninja	<b>Author:</b> Alex Latimer	<b>Topic:</b> Lying
	A Ball for Daisy	<b>Author:</b> Chris Raschka	<b>Topic:</b> Getting over a broken or lost toy
	Yummy Yucky	<b>Author:</b> Leslie Patricelli	<b>Topic:</b> Picky eaters

	No No Yes Yes	<b>Author:</b> Leslie Patricelli	<b>Topic:</b> Surviving your toddler
	You Are My World	<b>Author:</b> Amy Hatkoff	<b>Topic:</b> The power of love
	Who's My Cupcake?	<b>Author:</b> Elissa Haden Guest and Marina Fedotova	<b>Topic:</b> The power of love
	Baby Hustle	<b>Author:</b> Jane Shoenberg	<b>Topic:</b> Getting out of the door with young child
	Love Monster	<b>Author:</b> Rachel Bright	<b>Topic:</b> Attachment

	<p>Where is My T-r-u-c-k?</p>	<p><b>Author:</b> Karen Beaumont</p>	<p><b>Topic:</b> Lost toy</p>
	<p>I Must Have Bobo!</p>	<p><b>Author:</b> Eileen Rosenthal</p>	<p><b>Topic:</b> Sharing</p>
	<p>Uh Oh!</p>	<p><b>Author:</b> Mary Newell DePalma</p>	<p><b>Topic:</b> Child development</p>
	<p>The Day Leo Said I Hate You</p>	<p><b>Author:</b> Robie Harris</p>	<p><b>Topic:</b> Child development</p>

	<p>Oliver Has Something to Say</p>	<p><b>Author:</b> Pamela Edwards</p>	<p><b>Topic:</b> Language development</p>
	<p>Knuffle Bunny</p>	<p><b>Author:</b> Mo Willems</p>	<p><b>Topic:</b> Child development</p>
	<p>Todd's TV</p>	<p><b>Author:</b> James Proimos</p>	<p><b>Topic:</b> Cautionary tale</p>

## Emergent Literacy in Magic Carpet Ride Program

Emergent literacy is the literacy knowledge and abilities that children demonstrate before they become conventional readers and writers.

Children are literacy learners from birth. Their early language, their scribbles, their explorations of books, their interest in environmental print, their interactions with technology, are all important signs of their literacy learning.

When planning parent child literacy activities, we rely on ORIM framework in terms of providing children with opportunities, recognition, interaction and modeling of literacy learning.

We have modified the early literacy strands to include:

- Oral Language
- Phonological Awareness
- Print Awareness
- Early Writing
- Motivation for Learning

**Oral Language** is a foundation for literacy. As children learn to read, they use their language skills to make sense of printed words.

Children with language difficulties are more likely to have reading difficulties. Children need opportunities to develop their vocabulary (words to name things, actions and emotions), their receptive language (what they can understand; comprehension) and their expressive language (what they can say; narrative skills).

The amount of talk directed to a child is related to the child's language development – the more language they hear, the more they learn.

Therefore, the best way to help children new words is to talk with them.

However, quality is even more important than quantity. The child who hears mainly commands to do things or not to do things is not likely to join in the talk and extend it.

Parents in Magic Carpet Ride programs are encouraged to take advantage of everyday opportunities for interaction with their children to encourage language growth.

## Talking Comes First

*Consider the conversation an adult can have with a child around a common household object:*

*Whisk*

*Banana*

- What kind of food is bananas?
- What colour is this banana?
- Do you think this banana is ripe? How can you tell?
- What is the peel for? What do you with it?
- Where do bananas grow?

How do you buy bananas in the store?

- What does a banana feel like in your mouth? What other foods have a similar texture?
- What do bananas taste like?
- How do you like to eat bananas?
- When bananas are green, what does that mean? How can you tell when a banana is ripe? What does it mean when a banana gets brown spot?
- Where do bananas come from? What countries do they grow in?
- Which fruit do you like better than bananas? Which fruits you don't like as well as bananas?

Vocabulary: fruit, ripe, peel, texture, bunch, soft, mushy, smooth, muffin, banana bread, smoothies, colours

Language Skills: describing, comparing, extending

Much of the talking with young children can take place during shared reading experiences. It is now believed that the talk that takes place during shared reading is as important as the reading itself.

## Language development at a Glance

2 months	Makes sounds in response to stimulus
3 months	Makes cooing sounds
7 months	Makes sounds such as giving a “raspberry”
10 months	Single syllable babbling (“ma”, “pa”, “ba”, “da”)
11 months	Multiple syllable babbling (“mama”, “dada”, “baba”)
14 months	Uses “mama” and “dada” to call
22 months	Uses 4-6 words
23 months	Can be understood by parents about half the time
26 months	Can form two word sentences
29 months	Has a 50 word vocabulary
34 months	Can carry on a conversation
27 months	Can be understood by strangers about three quarters of the time
47 months	Can be understood by strangers most of the time

**Phonological Awareness** is an important predictor of successful school literacy. It refers to awareness of many aspects of spoken language, including

- Words within sentences
- Syllables within words
- Phonemes within syllables and words

Phonological awareness develops in stages:

Stage 1: children become aware that our language is composed of words.

Stage 2: children become aware that words are made of word parts (syllables).

Stage 3: children become aware that syllables are made up of individual sounds (phonemes). This is the most difficult stage for children. It is often referred to as **phonemic awareness**.

**Phonemic awareness** includes:

- Rhyme recognition: hearing and recognizing rhymes
- Alliteration awareness; recognizing words that begin alike
- Phoneme matching: generating words that begin with the same sound (or have same sound at the beginning, middle or end)
- Phoneme blending: putting sounds together to form a word
- Phoneme segmentation; isolating sounds at the beginning of a word or in an entire word
- Phoneme manipulation: substituting, adding or deleting sounds to create new words

Children, who are exposed to a lot of oral language, read-aloud books, songs, nursery rhymes, poems, and other forms of language play, acquire many aspects of phonological awareness at a very young age and many of them have high levels of phonological awareness when they start kindergarten.

However, some do not. The area of phonological awareness that these children appear to lack is phonemic awareness.

Research findings indicate that children who have phonemic awareness are more likely to succeed in reading than those who do not. Children who are lacking phonemic awareness in first grade are more likely to have reading difficulties in fourth grade (Juel, 1988).

There are many activities in Magic Carpet Ride Program intended to provide families with opportunities to hear the rhyme, alliteration and other aspects of language play, including:

- Providing language rich environment – one that includes read-alouds, songs, nursery rhymes, poems and other forms of language play.
- Immerse children in books filled with rhyme and language play
- Teaching parents to provide more explicit attention to rhyme, alliteration and other aspects of spoken language during shared reading experiences with their children
- Music
- Rhymes
- Finger plays
- Chants

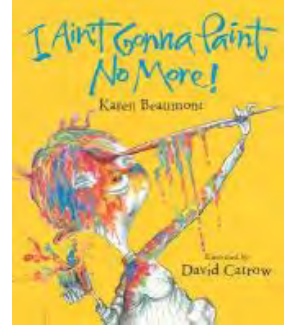
### Did You Know?


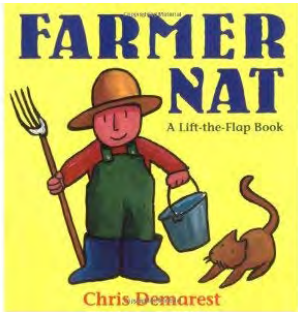
Phonemic awareness involves speech sounds rather than letters that represent them. A child can be phonemically aware yet unable to identify a single letter of the alphabet!

## Great Books That Invite Children to Experience the Fun of Language

	<p><b>A Was Once an Apple Pie</b></p>	<p><b>Author:</b> Edward Lear</p>	<p><b>Phonological Awareness Focus:</b> Each letter of the alphabet is represented by a nonsense verse, created by substituting various initial sounds in the words used to create the rhyme.</p>
	<p><b>Cuddly Duddley</b></p>	<p><b>Author:</b> Jez Alborough</p>	<p><b>Phonological Awareness Focus:</b> Lots of interesting words and rhymes in this huddling, saddling and cuddling story</p>
	<p><b>Bear on Bike</b></p>	<p><b>Author:</b> Stella Blackstone</p>	<p><b>Phonological Awareness Focus:</b> This book lends itself well to choral reading. Children can take on the role of the child who asks the bear where he is going. Parents can take on the role of the bear by answering.</p>

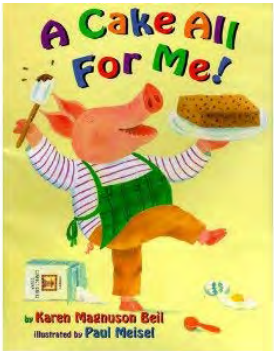
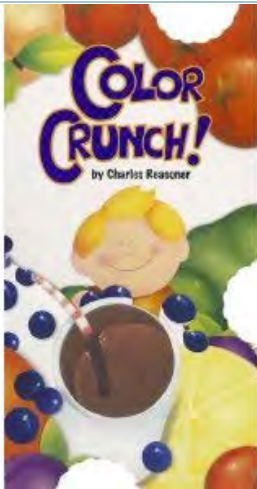
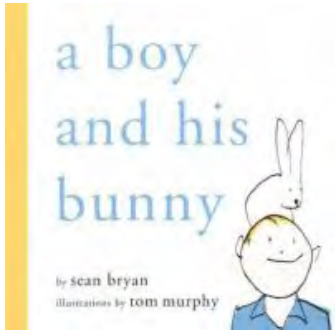
	<p><b>What the Ladybug Heard</b></p>	<p><b>Author:</b> Julia Donaldson and Lydia Monks</p>	<p><b>Phonological Awareness Focus:</b> This rhyming tale story is full of slapstick action, animal noises, and repeated phrases that invite participation.</p>
	<p><b>Barnyard Song</b></p>	<p><b>Author:</b> Rhonda Gowler Greene</p>	<p><b>Phonological Awareness Focus</b> This funny, rhyming story (with the hint of "Old MacDonald") provides kids with lots of language play opportunities. 4. Bearobics by Vic Parker</p>
	<p><b>The Beastly Feast</b></p>	<p><b>Author:</b> Bruce Goldstone</p>	<p><b>Phonological Awareness Focus:</b> Animals from everywhere come to a feast, each bringing a specific food to share. Each animal brings the food that rhymes with its name. After the feast, they all clap and settle for a nap.</p>

	<b>Dog's Noisy Day</b>	<b>Author:</b> Emma Dodds	<b>Phonological Awareness Focus:</b> When Dog explores the farm, he encounters many different animals throughout the day. Encouraging children to make the animal noises along with the reader will increase their phonological awareness
	<b>Chugga-Chugga-Choo</b>	<b>Author:</b> Kevin Lewis	<b>Phonological Awareness Focus:</b> This book is perfect for showing how sounds can be stretched. Have children pretend to be the train by making the WHOOOO sounds as shown on the various pages.
	<b>I Aint't Gonna Paint No More!</b>	<b>Author:</b> Karen Beaumont	<b>Phonological Awareness Focus:</b> In the rhythm of a familiar folk song, a child cannot resist adding one more dab of paint in surprising places.

	<p><b>Edward the Emu &amp; Edwina the Emu</b></p>	<p><b>Author:</b> Sheena Knowles</p>	<p><b>Phonological Awareness Focus:</b> Edward the emu was sick of the zoo; there was nowhere to go, there was nothing to do; and compared to the seals that lived right next door; well being an emu was frankly a bore! Upbeat, rhyming texts are sure to make readers laugh out loud.</p>
	<p><b>Farmer Nat</b></p>	<p><b>Author:</b> Chris Demarest</p>	<p><b>Phonological Awareness Focus:</b> This rhyming story helps readers discover different animals that live on a farm and the sound each makes. This is an excellent book to use for helping children make predictions and showing the strategy of encouraging children to make predictions to parents.</p>

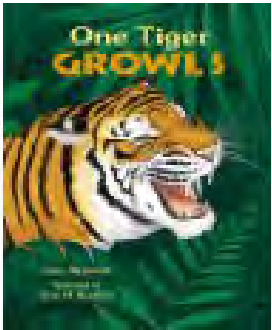
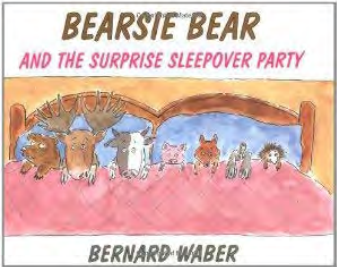
	<p><b>I Swapped My Dog</b></p>	<p><b>Author:</b> Harriet Ziefert</p>	<p><b>Phonological Awareness Focus:</b> In this rhyming story, a farmer makes several trades only to end up with what he started – his dog! The book also teaches children about circular plots.</p>
	<p><b>My Crayons Talk</b></p>	<p><b>Author:</b> Patricia Hubbard</p>	<p><b>Phonological Awareness Focus:</b> If crayons could talk, what would they say? Brown sings, “Play, mud-pie day,” Pink laughs, “Clown! Pants fall down!” Lots of fun language play in this story.</p>
	<p><b>One Duck Stuck</b></p>	<p><b>Author:</b> Phyllis Root</p>	<p><b>Phonological Awareness Focus:</b> A duck gets stuck in the sleepy, slimy march and cannot get out. More and more animals work together to pull her out. The text is repetitive and rhyming, perfect for reading together in a group.</p>

	<p><b>Quack and Count</b></p>	<p><b>Author:</b> Keith Baker</p>	<p><b>Phonological Awareness Focus:</b> There are many ways to count to seven, as the seven ducklings in this story discover.</p>
	<p><b>Bear in a Square</b></p>	<p><b>Author:</b> Stella Blackstone</p>	<p><b>Phonological Awareness Focus:</b> With simple rhyming text, children are encouraged to locate specific shapes that are used to create illustrations in this story. A good way to extend the story is to take families on a shape hunt around the community asking them to find objects in their everyday lives that have various shapes.</p>
	<p><b>Yum Yum! What Fun!</b></p>	<p><b>Author:</b> Mara Bergman</p>	<p><b>Phonological Awareness Focus:</b> Another story with great rhythm and rhyme! A series of animals sneaks into the house, looking for something to eat.</p>

	<b>A Cake All for Me!</b>	<b>Author:</b> Karen Magnuson Beil	<b>Phonological Awareness Focus:</b> Rhythmic text as well as themes and rhythms of other nursery rhymes are used to create a fun story to hear or read. There is a recipe for a cake in the back of the book to extend the story.
	<b>Color Crunch</b>	<b>Author:</b> Charles Reasoner	<b>Phonological Awareness Focus:</b> Rhyming verses are used to teach children colours and the foods associated with them. You can make a fruit salad with families to extend this story.
	<b>A Boy and His Bunny</b>	<b>Author:</b> Sean Bryan	<b>Phonological Awareness Focus:</b> A boy wakes up with a rabbit on his head, names the bunny Fred, and soon discovers that he can be fed, ride a bobsled, and even look cool with a rabbit on his head.

			Word play at its best!
	<b>Ten Terrible Dinosaurs</b>	<b>Author:</b> Paul Stickland	<b>Phonological Awareness Focus:</b> This is a story about ten dinosaurs who romp and roar across the pages. One by one they leave the scene until only one remains. You can extend the story with 10 dinosaur manipulatives and encourage families to read it again. As dinosaurs leave, parent can take away one manipulative and have the child count those that remain.
	<b>Ten Little Bears: A Counting Rhyme</b>	<b>Author:</b> Kathleen Hague	<b>Phonological Awareness Focus:</b> Another counting book about ten bears who have many adventures. You can extend the story the same way as Ten Terrible Dinosaurs.

	<p><b>Rhyming Dust Bunnies</b></p>	<p><b>Author:</b> Jan Thomas</p>	<p><b>Phonological Awareness Focus:</b> Four clusters of dust like the rhyme...</p>
	<p><b>The Big Wide-Mouthed Frog</b></p>	<p><b>Author:</b> Ana Martin Larranga</p>	<p><b>Phonological Awareness Focus:</b> This story has repetitive text that invites children to join in reading.</p>
	<p><b>Cock-a Doodle-Do</b></p>	<p><b>Author:</b> Steve Lavis</p>	<p><b>Phonological Awareness Focus</b> Here is a counting book that tells of a noisy farm. The large print on each page will encourage children to join in making the sounds.</p>
	<p><b>Cock-a-Doodle-Moo</b></p>	<p><b>Author:</b> Bernard Moist</p>	<p><b>Phonological Awareness Focus:</b> Another story about noisy farm featuring the play on words and sounds.</p>

	<p><b>One Tiger Growls</b></p>	<p><b>Author:</b> Ginger Wadsworth</p>	<p><b>Phonological Awareness Focus:</b> This is a counting book of animal sounds. It is a very good book to show children how to stretch the sounds when the text indicates that this needs to be done.</p>
	<p><b>Bearsie Bear and the Surprise Sleepover</b></p>	<p><b>Author:</b> Bernard Waber</p>	<p><b>Phonological Awareness Focus:</b> The characters of this story are Moosie Moose, Fox, Goosie Goose. After reading the story share a collection of small stuffed animals and encourage children and parents to name them. Place the animals in a Play&amp;Learn Centre along with a book and a blanked. Encourage the families to re-read the story and continue to play with sounds in animals' names.</p>

## Singing for Phonological Awareness

Singing is a part of children's everyday lives. It helps children develop the rhythm and patterns of language and recognize the sounds of rhyming words. The right hemisphere of the brain operates the memory function. The left hemisphere operates speaking and reading. Singing connects the two hemispheres. The steady beat of singing develops pathways in the brain that appear to be essential for learning, especially as related to reading (Snyder, 1997). Using songs to build children's phonemic awareness is a logical emergent literacy tool.

### Favourite Traditional Songs


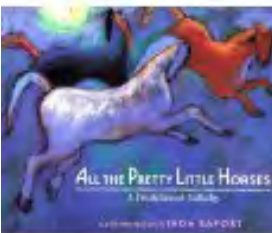



- The Wheels on the Bus
- Twinkle, Twinkle Little Star
- The Alphabet Song
- Row, Row, Row Your Boat
- I'm a Little Teapot
- Are You Sleeping?
- The Muffin Man
- Old MacDonald Had a Farm
- Mary Had a Little Lamb
- If You're Happy
- London Bridge
- I'm a Little Teapot
- This Old Man
- Head and Shoulders
- Bingo
- Fiddle-Dee-Dee
- Eensy Weensy Spider
- Ants Go Marching
- Hokey Pokey
- Ring Around The Rosie
- The More We Get Together






### Finding New Favourite Songs

<http://www.kididdles.com/>

<http://www.kidsongs.com/>

## Singable Stories

	<p><b>A-Hunting We Will Go!</b></p>	<p><b>Author:</b> Steven Kellogg</p>
	<p><b>All the Pretty Little Horses</b></p>	<p><b>Author:</b> Linda Saport, Illustrator</p>
	<p><b>Down by the Station</b></p>	<p><b>Author:</b> Annie Kubler</p>
	<p><b>Engine, engine, Number Nine</b></p>	<p><b>Author:</b> Wallace Wadsworth and Eleanor Corwin</p>
	<p><b>The Farmer in the Dell</b></p>	<p><b>Author:</b> by Pam Adams</p>

	<p><b>Going to the Zoo</b></p>	<p><b>Author:</b> Tom Paxton</p>
	<p><b>Hush, Little Alien</b></p>	<p><b>Author:</b> Daniel Kirk</p>
	<p><b>I've Been Working on the Railroad</b></p>	<p><b>Author:</b> Nadine Bernard Westcott, Illustrator</p>
	<p><b>There Was an old Lady Who Swallowed a Fly</b></p>	<p><b>Author:</b> Simms Taback</p>
	<p><b>The Animal Boogie</b></p>	<p><b>Author:</b> Debbie Harter and Fred Penner</p>

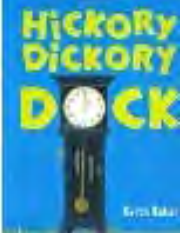

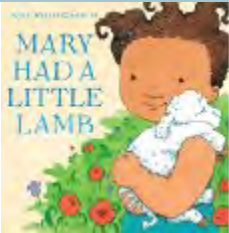
	<p><b>We All Sing With the Same Voice</b></p>	<p><b>Author:</b> J Miller</p>
	<p><b>The Wheels on the Bus</b></p>	<p><b>Author:</b> Raffi and Sylvie Wickstrom</p>
	<p><b>My Dolly</b></p>	
	<p><b>Bling Blang</b></p>	<p><b>Author:</b> Woody Guthrie and Vladimir Radunsky</p>

## Nursery Rhymes

Traditional nursery rhymes are excellent tools for building phonemic awareness skills. Many kindergarten teachers say that a lot of children come to kindergarten without being able to recite even one nursery rhyme! Use nursery rhymes in your program every week. Once children memorize one or two rhymes, you will hear them reciting them to themselves, to their parents and their peers

- Baa, Ball Black Sheep
- Hey Diddle Diddle
- Hickory Dickory Dock
- Humpty Dumpty
- Jack Be Nimble
- Jack and Jill
- Little Jack Horner
- Little Miss Muffet
- Twinkle, Twinkle Little Star

Many nursery rhymes are available as picture books:

	<b>Hickory Dickory Dock</b>	<b>Autor:</b> Keith Barker
	<b>One, Two, Buckle My Shoe</b>	<b>Author:</b> Jane Cabrera
	<b>Mary Had a Little Lamb</b>	<b>Author:</b> Kate Willis-Crowley

## Extending Nursery Rhymes

- Make Nursery Rhyme Prop box. Put a laminated copy of the rhyme in the box and some props that coordinate with the rhyme. For example for the rhyme Little Miss Muffet, you would include a plastic spider, a bowl and a spoon.
- Make a flannel board version of the nursery rhyme
- Encourage families to create their own versions of the nursery rhymes
- There are many art activities you can do around nursery rhymes. The following websites may be helpful

[http://www.hubbardscupboard.org/nursery\\_rhyme\\_activities.html#HumptyDumptyStations](http://www.hubbardscupboard.org/nursery_rhyme_activities.html#HumptyDumptyStations)

<http://www3.amherst.edu/~rjyanco94/literature/mothergoose/rhymes/menu.html>

<http://www.ga.k12.pa.us/academics/LS/PreK/MotherGoose/>

<http://www.thevirtualvine.com/nurseryrhymes.html>

### Fingerplays / Chants/ Rhymes

Fingerplays, chants and rhymes are found in almost every language and culture. There are rhymes, fingerplays and chants for just about anything children find interesting, important or silly.

If phonological awareness is more “caught” than “taught” as many researchers say, they provide a perfect way for children to hear and feel the rhythm and sounds of language. They are short and easily remembered after being repeated several times. Consequently, they enable children to experience success in learning and help them build their self-esteem.

In addition to building oral language skills, fingerplays support development of small muscles and eye-hand coordination as they allow children to coordinate hand movements with words.

Children love rhymes that use their names.

### Who Took a Cookie from a Cookie Jar?

Who took a cookie from the cookie jar?

\_\_\_\_\_ took a cookie from the cookie jar!

Who me?

Yes you!

Couldn't be.

Then who?

Who took a cookie from the cookie jar?


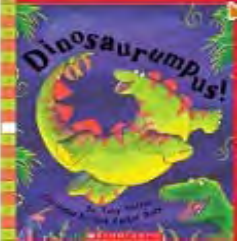

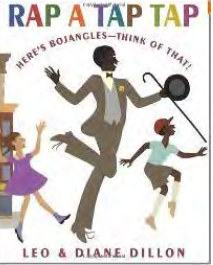
Who me?

Yes, you.

Couldn't be.

Then who?

You can find chants in picture books such as:

	<p><b>The Lady with the Alligator Purse</b></p>	<p><b>Author:</b> Nadine Bernard Westcott</p>
	<p><b>Dinosaurampus!</b></p>	<p><b>Author:</b> Tony Mitton and Guy Parker-Rees</p>
	<p><b>Miss Mary Mack</b></p>	<p><b>Author:</b> Mary Ann Hoberman and Nadine Bernard Westcott</p>
	<p><b>Rap a Tap Tap: Here's Bojangles, Think of That</b></p>	<p><b>Author:</b> Leo Dillon</p>

## Other Helpful Resources



### **Crafts from Your Favourite Children's Songs**

**Author:** Kathy Ross

Websites to check out:

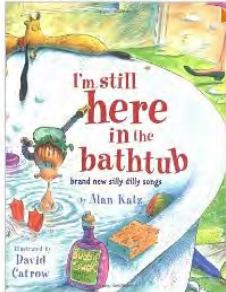
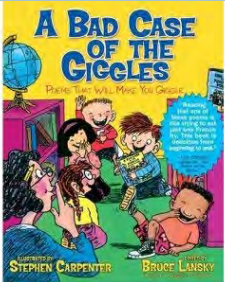

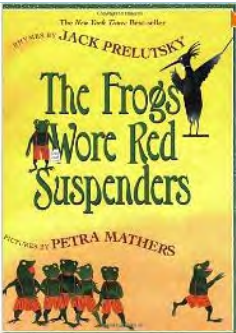
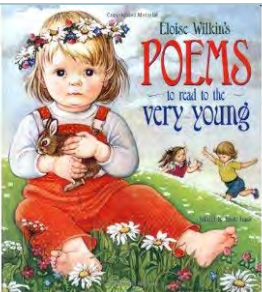
<http://littlefingersplay.blogspot.ca/>

<http://www.storiesbykevin.com/>

<http://www.blacksheeppress.com/index.php?go=authors.main>

<http://www.macaronisoup.com/>

<http://www.drjean.org/>

	<b>I'm Still Here in the Bathtub</b>	<b>Author: Alan Katz</b>
	<b>A Bad Case of Giggles</b>	<b>Author: Bruce Lansky</b>
	<b>Mother Goose's Playhouse</b>	<b>Author: Judy Sierra</b>
	<b>The Frog Wore Red Suspenders</b>	<b>Author: Jack Prelusky</b>
	<b>Poems to Read to the Very Young</b>	<b>Author: Josette Frank</b>

## Print Awareness

**Print Awareness** is noticing print everywhere; knowing how to handle a book; knowing that we follow the words on a page. Developing an interest is the first stage in the process of developing print awareness. Once children develop interest in print, various aspects of print begin to develop:

- Children discover that print carries meaning and that print is something that a person reads
- Children begin to look at signs and logos in the environment and think what the print may say
- Children discover that people use writing to communicate with each other
- Children learn to hold a book right side up, turn pages one at a time
- Children learn that books are read from left page to right page, top to bottom, left to right on a line
- Children learn to identify major book elements such as cover, title, author
- Children start learning letters

## Learning How Books Work

### Front Cover and Back Cover

Hold a book in front of your families. Show children the front and back covers. Demonstrate how to turn the book side up with the front cover on the top. Talk about how the covers are thick to protect the pages inside.

Point out the title and author name on the front, then lead children and parents through a discussion of how the cover illustration can provide an idea of what the book is.

Turn the book over to the back cover, where endorsements are sometimes listed. Read them aloud to the children.

Typically endorsements give positive comments about the story or author. There may be another illustration that gives an idea of what the story is about.

### Title page

Title page in a book restates the title, author, and illustrator. It often has the same artwork as the cover.

Some books have just one title page, while others have several. Books need to be printed with an even number of pages. The first title page is a requirement of the book, but additional ones are typically included to even out the page count.

Children will like “reading” the title gain with you from the title page. Point to the words in a left-to right sweeping motion and encourage children to “read” it to you.

### Dedication Page

Often the dedication page is completely overlooked. By spending a few moments reading the dedication and talking about it can help children develop a deeper understanding of story purpose.

## **Top and Bottom**

To young children, letter and word symbols are often perceived no differently than shapes. Young children don't see words as anything more than a bunch of symbols. Take time to explain and model by pointing to the top and bottom of the covers and pages of the book. Point out how illustrations are the best cue to figuring out where the top is.

## **Words and Spaces**

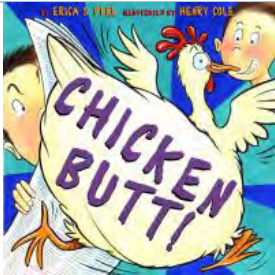
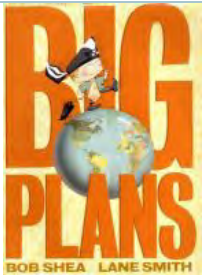
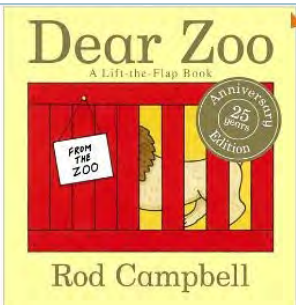
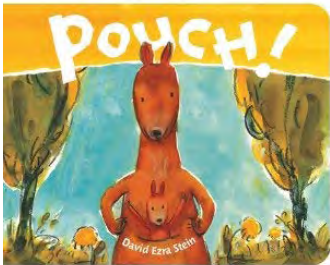
Another seemingly simple concept, yet one that can be difficult for young children, is developing ability to differentiate between words and spaces. Begin by explaining how a group of letters makes a word.

Then instead of reading the words on a page, say, “word, space, word, space...” through the entire text.

Part of “Play and Learn” time is always “Book Exploration Time”, during which families look through books together. They look at words and pictures. Children may pretend to read by making up words that go along with the illustration.

Parents are encouraged to show their children a gentle method of turning pages as well as to talk about front cover, title page, author illustrator and other concepts related to book knowledge. It is a good idea to have a “Favourite Books Basket” available in the program.

## Perfect Books to Build Print Awareness

	<b>A Book</b>	<b>Author:</b> Gerstein, Mordicai
	<b>Chicken Butt</b>	<b>Author:</b> Erica S Perl
	<b>Big Plans</b>	<b>Author:</b> Bob Shea and Lane Smith
	<b>Dear Zoo</b>	<b>Author:</b> Rod Campbell
	<b>Pouch!</b>	<b>Author:</b> David Ezra Stein and David Ezra Stein

	<p><b>Amazing Adventures of Bathman</b></p>	<p><b>Author:</b> Andrew Pelletier</p>
	<p><b>Orange, Pear, Apple, Bear</b></p>	<p><b>Author:</b> Emily Gravett</p>
	<p><b>Help! A Story of Friendship</b></p>	<p><b>Author:</b> Holly Keller</p>
	<p><b>No David!</b></p>	<p><b>Author:</b> David Shannon</p>
	<p><b>Yo! Yes!</b></p>	<p><b>Author:</b> Chris Raschka</p>

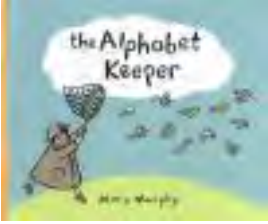
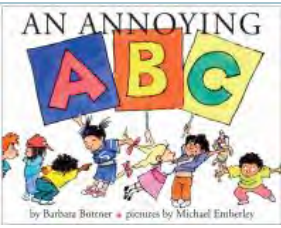
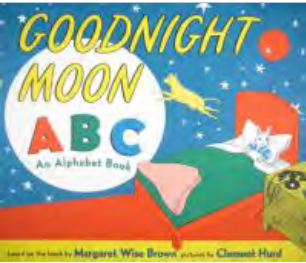

	<p><b>I Don't Want a Cool Cat!</b></p>	<p><b>Author:</b> Emma Dodd</p>
	<p><b>I Don't Want a Posh Dog!</b></p>	<p><b>Author:</b> Emma Dodd</p>

### Question: Shouldn't They Be Sitting Down and Learning their Letters and Sounds?



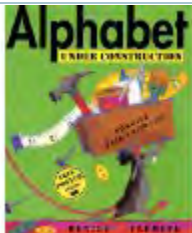
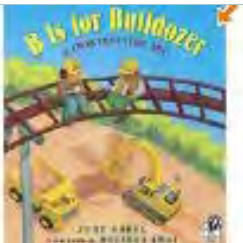


*“No” is the short answer! Young children should not be pressured to repeat, write or memorize letters. Instead of doing alphabet worksheets, the program immerses children in books. We sing alphabet songs. We have magnetic letters and a magnet board available for children to play with.*

*We make sure that children have many opportunities to see their names in print – on their nametags, their artwork and their scribbles.*

## Perfect Books for Building Letter Knowledge

	<b>The Alphabet Keeper</b>	<b>Author: Mary Murphy</b>
	<b>ABC Kids</b>	<b>Author: Simon Basher</b>
	<b>An Annoying ABC</b>	<b>Author: Barbara Bottner</b>
	<b>Good Night Moon ABC</b>	<b>Author: Margaret Wise Brown</b>
	<b>ABC I Like Me</b>	<b>Author: Nancy L. Carlson</b>

	<p><b>Eating the Alphabet</b></p>	<p><b>Author:</b> Lois Ehlert</p>
	<p><b>African Animal Alphabet</b></p>	<p><b>Author:</b> Beverly Joubert</p>
	<p><b>Chicka Chicka Boom Boom</b></p>	<p><b>Author:</b> Bill Martin</p>
	<p><b>Old Black Fly</b></p>	<p><b>Author:</b> Jim Aylesworth and Stephen Gammell</p>
	<p><b>Apple Pie ABC</b></p>	<p><b>Author:</b> Alison Murray</p>

	<b>Q Is for Duck: An Alphabet Guessing Game</b>	<b>Author:</b> Mary Elting
	<b>Have You Seen Smack Jellyfish?</b>	<b>Author:</b> Sarah Asper-Smith
	<b>Alphabet Under Construction</b>	<b>Author:</b> Denise Fleming
	<b>B Is for Bulldozer: A Construction Alphabet</b>	<b>Author:</b> June Sobel and Melissa Iwai
	<b>K Is for Kissing a Cool Kangaroo</b>	<b>Author:</b> Giles Andreae and Guy Parker-Rees
	<b>Achoo! Bang! Crash! The Noisy Alphabet</b>	<b>Author:</b> Ross MacDonald

## Early Writing

Young children's first writing is scribbling. Parents are often not aware that scribbling is the early stage of writing preceded by motor development. Before children start scribbling with pencils, markers, chalk, and paintbrushes, they need to develop the large muscles of their arms and legs and then the small muscles of their fingers.

Motor development is to writing what babbling is to speaking and early scribbles are similar to the first words young children learn to say. As children continue to develop, their scribbles begin to evolve into shapes: circles, ovals, squares, crosses and, eventually, letters.

When given enough opportunities, recognition, interaction, and modeling, children will create their own knowledge about writing. All children go through several emergent stages in learning to print letters and words. They need lots of opportunities to be involved in all kinds of writing and time to experiment on their own.

The key message communicated to parents in Magic Carpet Ride programs is that learning to write is largely an act of discovery. When parents are unfamiliar with the current knowledge about the emergent literacy development in young children, they are likely to impose skill-oriented expectations and tasks on their children such as copying letters or tracing print. Such activities are stressful to young children; they negatively impact their motivation for learning and do not afford children the opportunity to use their self-constructed knowledge in meaningful ways.

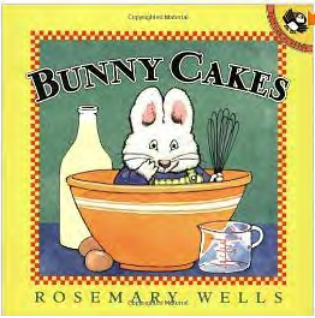
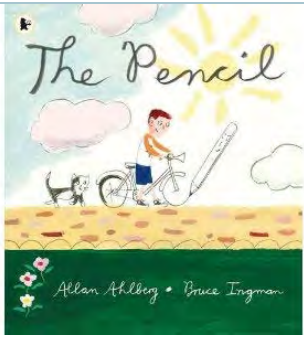

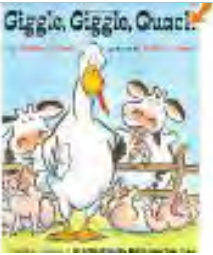
## Program Activities That Support Early Writing Development

### Activities to Develop Fine Motor Skills

- Manipulating play dough: rolling it into small balls, long rolls etc.
- Tearing paper into fine strips - use them for collage or crumple them into balls; tearing strips of paper from old phone books works well; the paper is thin and generally tears in a straight line.
- Threading beads or macaroni onto string
- Lacing activities
- Cutting activities
- Manipulating clothes pegs to pick up small objects
- Finger plays
- Sewing activities
- Play activities – for example children can wash baby doll clothes; they will have to wring them out, squeeze hard to get the water out, then use clothespins to hang them on the clothes line to dry
- Tongs are fun to grab pompoms and sort into different color bowls
- Toddlers like to peel stickers off of a cookie sheet and stick them onto paper

- Using eye droppers to fill a cup with water
- Art activities

## Books in Which Characters Are Involved in Writing

	<p><b>Bunny Cakes</b></p>	<p><b>Author:</b> Rosemary Wells</p>
	<p><b>The Pencil</b></p>	<p><b>Author:</b> Allan Ahlberg</p>
	<p><b>Write On, Carlos!</b></p>	<p><b>Author:</b> Stuart J. Murphy</p>
	<p><b>Giggle, Giggle Quack</b></p>	<p><b>Author:</b> Doreen Cronin and Betsy Lewin</p>

	<p><b>Click Clack Moo Cows That Type</b></p>	<p><b>Author:</b> Doreen Cronin and Betsy Lewin</p>
	<p><b>The Signmaker's Assistant</b></p>	<p><b>Author:</b> Ted Arnold</p>
	<p><b>The Dot</b></p>	<p><b>Author:</b> Peter H. Reynolds</p>
	<p><b>Ish</b></p>	<p><b>Author:</b> Peter H. Reynolds</p>
	<p><b>Jeremy Draws a Monster</b></p>	<p><b>Author:</b> Peter McCarty</p>

## Involving Families in Authentic Writing Activities

Parents and children participate together in activities such as:

- Picture (drawing) captions
- Cards (birthday, holiday)
- Lists of ingredients
- Sign-in sheets
- Thank-you notes

## Part 2: Story Time

Having a story time as a part of the program fosters enjoyment of books. In story time, we are modeling a love of reading, a love of listening to a good story, language learning, new concepts, phonological and print awareness. Children who enjoy books and reading will be curious to learn to read. Their literacy learning journey will move along the continuum to include the following skills:

- Using many words in conversations (expressive vocabulary)
- Understanding many words (receptive vocabulary)
- Strong awareness of sounds (phonological awareness)
- Strong conversation skills (language pragmatics)
- Knowing of how print works (print awareness)
- Active listening skills

Story time provides valuable insights about child development and emergent literacy for parents:

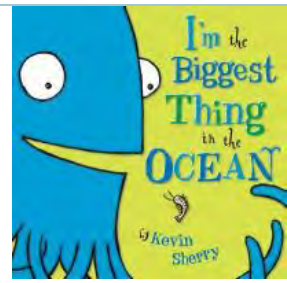
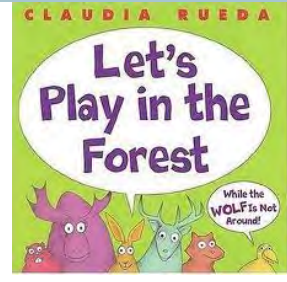
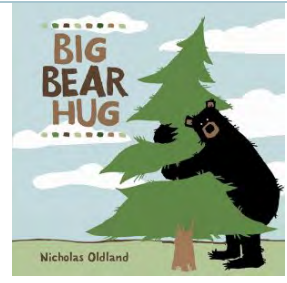
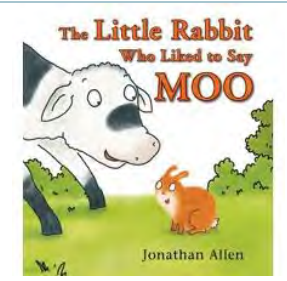
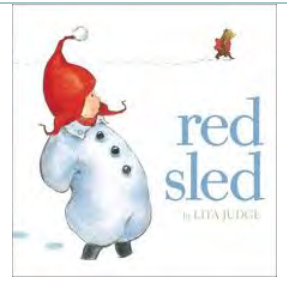
- Parents learn that children's motivation to participate in story time depends on whether their child is interested in a book. This includes both the topic of the children's book but also how the book is shared. For example, toddlers like to point to and touch books as they are reading and their attention may skip quickly from the book to a different activity. Some toddlers are able to enjoy a brief story time while others are not. Children need realistic expectation. If they are set too high they can lead to frustration, anger and discouragement. It is important discuss this with parents.
- Parents learn that children's motivation to participate in story time also depends on their individual temperament. There are children who do not find books to be especially interesting; they prefer toys or active play. They may actively resist books and story time. Most often, they just need time, patience and support until they accept story time and start exploring books. Just as babies walk when they are developmentally ready, young children work on building their future reading skills at their own pace.
- Last but not the least; parents learn the way how the story is shared with the children greatly influences their motivation to participate. Research shows that when the interaction around a book is negative (sit still; listen), then the young child likes reading and books less. He associates the negative interaction with the book and reading. When the experience of sharing a book is pleasurable, the child will be more attentive and responsive. It is important for parents to know that if their child is enjoying and activity, to continue it but, if the child starts to show boredom, frustration, tiredness, or lack of interest, it is time to stop.

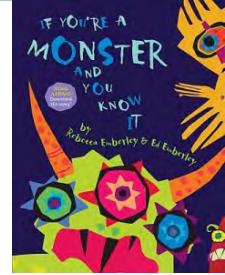
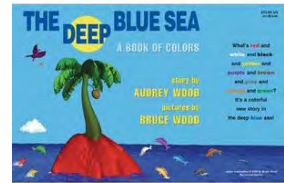

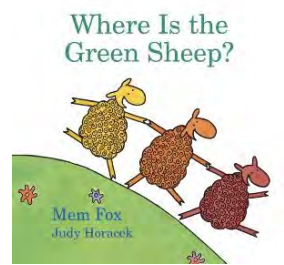
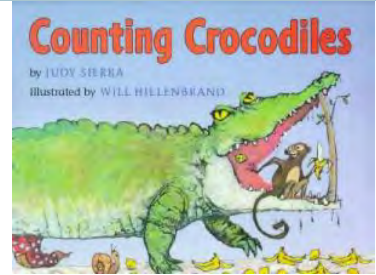
## Suggestions for Increasing Children's Interest in Story Time

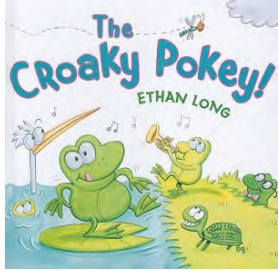
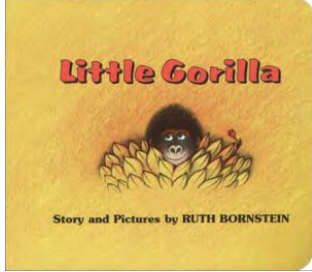
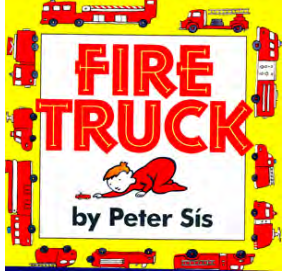
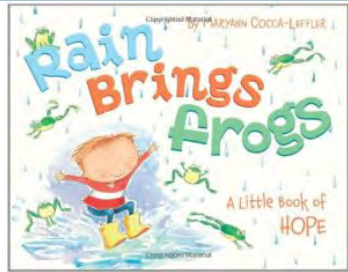
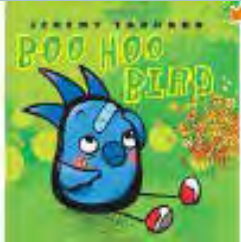
(To be used and shared with parents)

- Use books about topics children are interested in; while children often have special interests, some topics such as family, animals, humour and themselves have more universal interest
- Use books about topics of which children have background knowledge
- Encourage children's participation in book selection
- Using developmentally appropriate books; this will include considering the amount of print, story length, complexity, illustrations
- Expect wiggles, giggles and other possible disruptions; if you are trying to have perfectly still and quiet children during story time, you are destined to fail
- Read with enthusiasm; pausing at exciting points, using different voices to represent the characters, varying volume of your voice
- Ask questions about the story that invite active participation
- Invite children to make comment and ask questions about the story
- Relate the story to the child's personal experiences
- Recognize when children are ready to end the story time if they are bored or restless
- Read favourite stories again and again
- Use songs, rhymes, finger plays, movement activities, flannel board stories, puppets, stuffed toys, dress-up clothes , a mystery box and other activities suggested throughout this guide to capture children's attention

## Perfect Books to Read Aloud

	<p><b>I'm the Biggest Thing in the Ocean</b></p>	<p><b>Author:</b> Kevin Sherry</p>
	<p><b>Let's Play in the Forest</b></p>	<p><b>Author:</b> Claudia Rueda</p>
	<p><b>A Big Bear Hug</b></p>	<p><b>Author:</b> Nicholas Oldland</p>
	<p><b>The Little Rabbit Who Liked to Say Moo</b></p>	<p><b>Author:</b> Jonathan Allen</p>
	<p><b>Red Sled</b></p>	<p><b>Author:</b> Lita Judge</p>



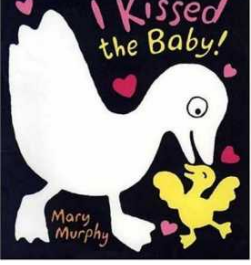

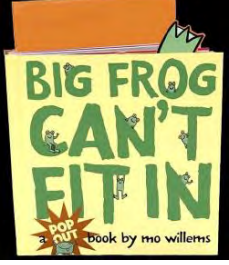
	<p><b>If You're a Monster and You Know It</b></p>	<p><b>Author:</b> Rebecca Emberley and Ed Emberley</p>
	<p><b>The Deep Blue Sea: A Book of Colours</b></p>	<p><b>Author:</b> Audrey Wood</p>
	<p><b>Snip Snap! What is That?</b></p>	<p><b>Author:</b> Mara Bergman</p>
	<p><b>Where is the Green Sheep?</b></p>	<p><b>Author:</b> Mem Fox</p>
	<p><b>Counting Crocodiles</b></p>	<p><b>Author:</b> Judy Sierra</p>

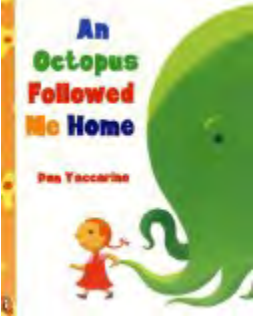
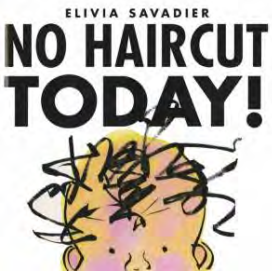

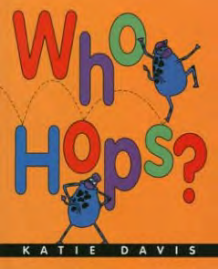
	<p><b>The Croaky Pokey!</b></p>	<p><b>Author:</b> Ethan Long</p>
	<p><b>Little Gorilla</b></p>	<p><b>Author:</b> Ruth Bornstein</p>
	<p><b>Fire Truck</b></p>	<p><b>Author:</b> Peter Sis</p>
	<p><b>Rain Brings Frogs</b></p>	<p><b>Author:</b> Maryann Coca-Leffler</p>
	<p><b>Boo Hoo Bird</b></p>	<p><b>Author:</b> Jeremy Tankard</p>

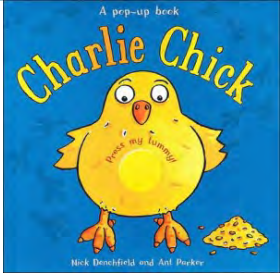
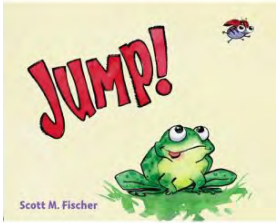

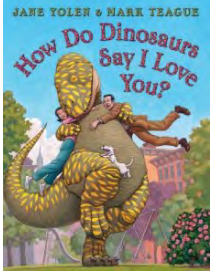
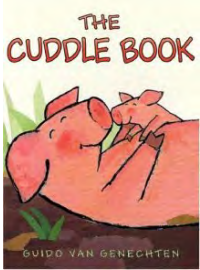
		<p><b>When I Grow Up</b></p>	<p><b>Author:</b> Leonid Gore</p>
		<p><b>Duck On a Bike</b></p>	<p><b>Author:</b> David Shannon</p>
		<p><b>Psst!</b></p>	<p><b>Author:</b> Adam Rex</p>
		<p><b>What! Cried Granny: An Almost Bedtime Story</b></p>	<p><b>Author:</b> Kate Lum</p>
		<p><b>No! That's Wrong!</b></p>	<p><b>Author:</b> Zhao Hua Ji</p>

	<b>Barry the Fish with Fingers</b>	<b>Author: Sue Hendra</b>
	<b>Robots Everywhere</b>	<b>Author: Denny Hebson</b>
	<b>I'm Not Cute!</b>	<b>Author: Jonathan Allen</b>
	<b>Grumpy Bird</b>	<b>Author: Jeremy Tankard</b>
	<b>What Pet to Get?</b>	<b>Author: Emma Dodd</b>




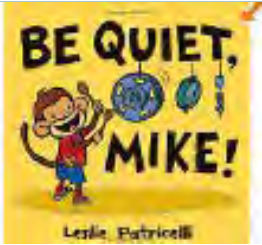

	<b>What's Under the Bed?</b>	<b>Author: Joe Fenton</b>
	<b>Everywhere the Cow Says "Moo!"</b>	<b>Author: Ellen Weinstein</b>
	<b>Clarabella's Teeth</b>	<b>Author: An Vrombaut</b>
	<b>Not Norman: A Goldfish Story</b>	<b>Author: Kelly Bennett</b>
	<b>Wow! Said the Owl</b>	<b>Author: Tim Hopgood</b>


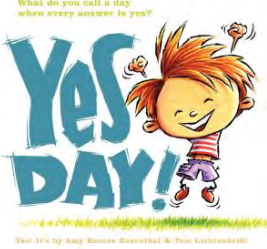
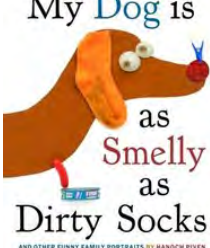


	<p><b>Little Oink</b></p>	<p><b>Author:</b> Amy Krouse Rosenthal</p>
	<p><b>Big Smelly Bear</b></p>	<p><b>Author:</b> Britta Teckentrup</p>
	<p><b>I Kissed the Baby!</b></p>	<p><b>Author:</b> Mary Murphy</p>
	<p><b>Never Mail an Elephant</b></p>	<p><b>Author:</b> Mike Thaler</p>
	<p><b>Big Frog Can't Fit In</b></p>	<p><b>Author:</b> Mo Willems</p>

	<p><b>An Octopus Followed Me Home</b></p>	<p><b>Author:</b> Dan Yaccarino</p>
	<p><b>Smiley Shark</b></p>	<p><b>Author:</b> Ruth Galloway</p>
	<p><b>No Haircut Today!</b></p>	<p><b>Author:</b> Olivia Savadier</p>
	<p><b>Runaway Beard</b></p>	<p><b>Author:</b> David Schiller</p>
	<p><b>Who Hops?</b></p>	<p><b>Author:</b> Katie Davis</p>

	<b>Charlie Chick</b>	<b>Author:</b> Nich Denchfield
	<b>Jump</b>	<b>Author:</b> Scott M. Fisher
	<b>My Heart Is Like a Zoo</b>	<b>Author:</b> Michael Hall
	<b>How Do Dinosaurs Say I Love You?</b>	<b>Author:</b> Jane Yolen and Mark Teague
	<b>The Cuddle Book</b>	<b>Author:</b> Guido van Genechten

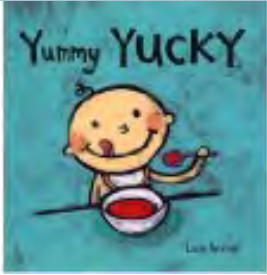
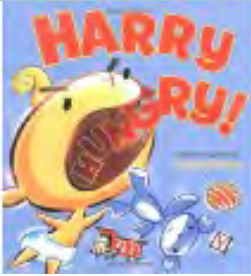
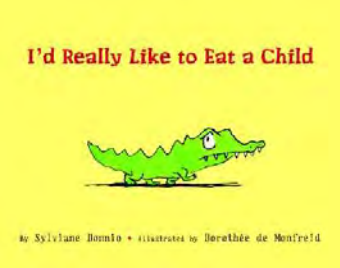
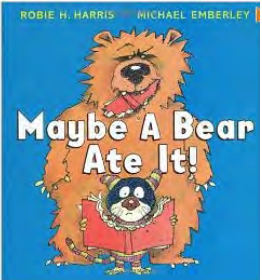
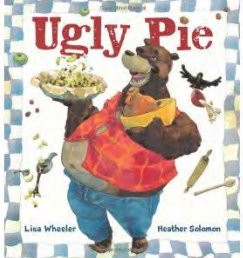
	<p><b>Lots of Dots</b></p>	<p><b>Author:</b> Craig Razier</p>
	<p><b>Can You Make a Scary Face?</b></p>	<p><b>Author:</b> Jan Thomas</p>
	<p><b>Piggies in the Pumpkin Patch</b></p>	<p><b>Author:</b> Mary Peterson</p>
	<p><b>Where Is Tippy Toes?</b></p>	<p><b>Author:</b> Betsy Lewin</p>
	<p><b>There Was an Old Monster!</b></p>	<p><b>Author:</b> Rebecca Emberley and Ed Emberley</p>

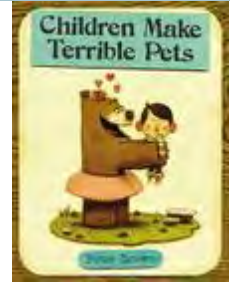

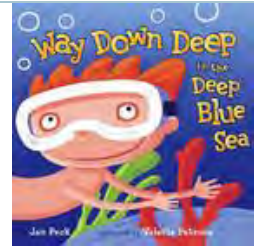
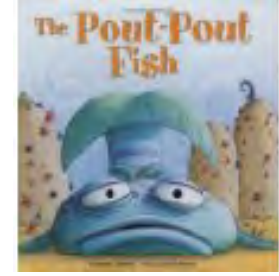

	<b>Magic Box</b>	<b>Author:</b> Katie Cleminson
	<b>Meeow And the Big Box</b>	<b>Author:</b> Sebastien Braun
	<b>Banana!</b>	<b>Author:</b> Ed Vere
	<b>Be Quiet Mike!</b>	<b>Author:</b> Leslie Patricelli
	<b>Kiki's Blanket</b>	<b>Author:</b> Janie Bynum

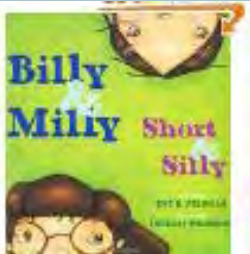
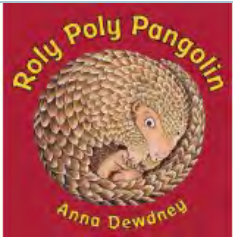


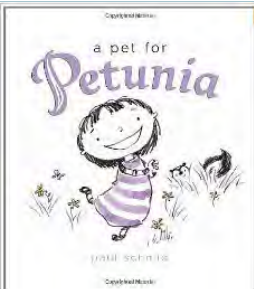
	<p><b>Sitting in My Box</b></p>	<p><b>Author:</b> Dee Lillegard and Agee Jon</p>
	<p><b>Yes Day!</b></p>	<p><b>Author:</b> Amy Krouse Rosenthal</p>
	<p><b>My Dog Is As Smelly As Dirty Socks</b></p>	<p><b>Author:</b> Manoch Piven</p>
	<p><b>Cornelius P. Mud, Are You Ready for Bed?</b></p>	<p><b>Author:</b> Barney Saltzburg</p>
	<p><b>There Are No Cats in This Book</b></p>	<p><b>Author:</b> Viviane Schwarz</p>


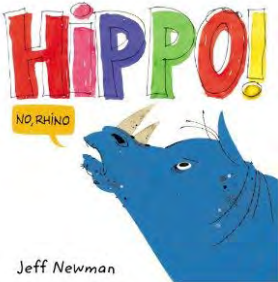


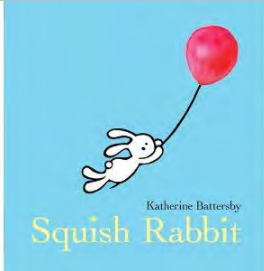
	<p><b>Let's Count Goats!</b></p>	<p><b>Author:</b> Mem Fox</p>
	<p><b>Penguin</b></p>	<p><b>Author:</b> Polly Dunbar</p>
	<p><b>Knock! Knock!</b></p>	<p><b>Author:</b> Mary Chris Bradley</p>
	<p><b>Little Mouse's Big Secret</b></p>	<p><b>Author:</b> Eric Battut</p>
	<p><b>Mostly Monsterly</b></p>	<p><b>Author:</b> Tami Sauer</p>

	<p><b>Purple Little Bird</b></p>	<p><b>Author:</b> Greg Foley</p>
	<p><b>In Front of My House</b></p>	<p><b>Author:</b></p>
	<p><b>Here Comes A Big Mean Dust Bunny</b></p>	<p><b>Author:</b> Jan Thomas</p>
	<p><b>Mother Mother I Feel Sick Call for the Doctor Quick Quick Quick</b></p>	<p><b>Author:</b> Remy Charlip</p>
	<p><b>The Super Hungry Dinosaur</b></p>	<p><b>Author:</b> Martin Wandell</p>

	<b>Yummy Yucky</b>	<b>Author:</b> Leslie Patricelli
	<b>Harry Hungry</b>	<b>Author:</b> Steven Salerno
	<b>I'd Really Like to Eat a Child</b>	<b>Author:</b> Sylviane Donnio
	<b>Maybe A Bear Ate It</b>	<b>Author:</b> Robie H Harris and Michael Emberley
	<b>Ugly Pie</b>	<b>Author:</b> Lisa Wheeler and Heather M. Solomon

	<b>Children Make Terrible Pets</b>	<b>Author:</b> Peter Brown
	<b>The Three Little Fish and the Big Bad Shark</b>	<b>Author:</b> Ken Geist and Julia Gorton
	<b>Way Down Deep in the Deep Blue Sea</b>	<b>Author:</b> Jan Peck and Valeria Petrone
	<b>The Pout-Pout Fish</b>	<b>Author:</b> Deborah Diesen
	<b>Who Ate All the Cookie Dough?</b>	<b>Author:</b> Karen Beaumont and Eugene Yelchin

	<b>Billy and Milly Short &amp; Silly</b>	<b>Author:</b> Eve Feldman
	<b>Roly Poly Pangolin</b>	<b>Author:</b> Anna Dewdney
	<b>If You're Hoppy</b>	<b>Author:</b> April Sayre
	<b>Chicks Run Wild</b>	<b>Author:</b> Sudipta Bardhan-Quallen
	<b>A Pet for Petunia</b>	<b>Author:</b> Paul Schmid

	<b>Rhino's Great Big Itch!</b>	<b>Author:</b> Natalie Chivers
	<b>Hippo! No Rhino!</b>	<b>Author:</b> Jeff Newman
	<b>The Thingamabob</b>	<b>Author:</b> Il Sung Na
	<b>I Dream of an Elephant</b>	<b>Author:</b> Ami Rubinger
	<b>Squish Rabbit</b>	<b>Author:</b> Katherine Battersby


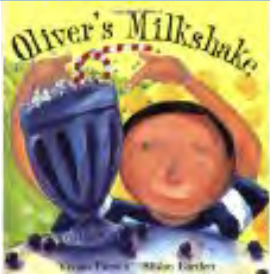

## Story Telling

Story telling is one of the most valuable tools available to families. Stories can be told while eating dinner, driving, cooking a meal, sorting the laundry. We live in the age when technology is claiming much of our time, when many parents do not have extended families living close by and when knowing neighbors is an exception rather than common experience for many families.

Now more than ever, parents need to be encouraged to introduce oral stories in their children's lives. If we don't, we are not only running the risk of losing centuries of oral language tradition built by our ancestors, we may also be impacting our children's memory abilities.

When children hear stories, they make images in their brains that promote memory development which is an important learning skill. When children hear stories from books, the images they build rely on book illustrations. Oral stories stimulate them to make their own images that rely on their imagination and capacity to engage in abstract thinking. Children have a natural desire to tell stories. We see them begin making up stories as they talk to themselves during their play. Each time an adult asks a child to recall and describe what happened, the child becomes a story-teller.

There are a number of picture books that can also be shared using oral storytelling:

	<b>Good Morning Little Fox</b>	<b>Author:</b> Marilyn Janovitz
	<b>Oliver's Milkshake</b>	<b>Author:</b> Vivian French
	<b>Cat and Fish</b>	<b>Author:</b> Joan Grant

	<p><b>Big Pig and Little Pig</b></p>	<p><b>Author:</b> David McPhail</p>
	<p><b>Wait for Me Said Maggie McGee</b></p>	<p><b>Author:</b> Jean Van Leeuwen</p>

## Alternate Ways to Tell a Story

- Include props such as a special hat or bag that is featured in the story.
- Use finger or large puppets to retell classic familiar stories.
- Tell a story using a felt board.
- Have children act out a favorite story by becoming the characters.

## Flannel Board Stories

Felt characters and objects on the flannel board are intended to portray the visual action of the story as it is being told. This captures children's attention and makes the story alive, which is important especially for the children who are reluctant to participate in the story-time. Flannel board stories are easy and fun to make. You may consider having parents make take-home flannel boards out of thick cardboard or pizza box. Then, they can start making pictures of the characters and other objects involved in their child's favourite stories.

## Printable Flannel Board Stories Available on the Web

<http://www.kizclub.com/stories.htm>

<http://www.makinglearningfun.com/themepages/FeltBoardPrintables.htm>

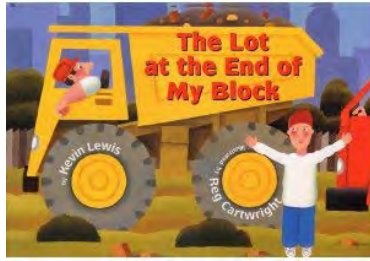
[http://www.dltk-kids.com/type/felt\\_board.htm](http://www.dltk-kids.com/type/felt_board.htm)

<http://www.childcareland.com/feltboard.html>

## Good Choices for Flannel Board Stories

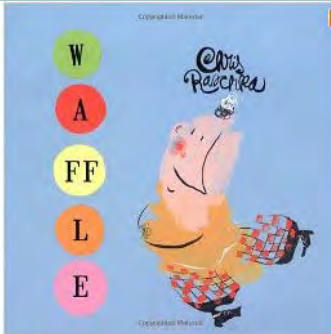
	<p><b>The Napping House</b></p>	<p><b>Author:</b> Audrey Wood</p>
	<p><b>Hi Pizza Man</b></p>	<p><b>Author:</b> Virginia Walter</p>
	<p><b>If You Give a Mouse a Cookie</b> (and other books from the same series)</p>	<p><b>Author:</b> Laura Numeroff)</p>

	<p><b>Quack!</b></p>	<p><b>Author:</b> Phyllis Root</p>
	<p><b>No More Jumping on the Bed</b></p>	<p><b>Author:</b> Ted Arnold</p>
	<p><b>What Shall We Do With the Boo-Hoo Baby</b></p>	<p><b>Author:</b> Cressida Cowell</p>
	<p><b>Hiccup Snickup</b></p>	<p><b>Author:</b> Melinda Long</p>



**The Lot at the End of My Block**

**Author:** Kevin Lewis



**Waffle**

**Author:** Chris Raschka

## Part 3: 55 Ways to Play & Learn in Magic Carpet Ride Program

### 1. Scribbling and Drawing

Have large sheets of paper and a variety of crayons, markers and other mark-making tools. The goal is to motivate children to spend time in your program writing center.

- Using two or more crayons that are tied together with a rubber band
- Using crayons on coloured construction paper
- Using gold, bronze and silver crayons
- Using markers on paper towels on which they will blend and run (place newspaper or cardboard underneath)
- Using Bingo markers on coffee filters, paper towels or paper doilies
- Using scented markers
- Using coloured pencils
- Letter stamps
- Chalk

### 2. Cooking

Prepare simple recipes and have children measure, count, stir, mix. For example, children can be actively involved in making fruit salad; washing and dividing the fruit, reading the recipe, mixing and measuring ingredients. Baking bread or cookies is another example. To bake bread or cookies, one must read a recipe and measure ingredients. Children can be actively involved in kneading a dough. Is it magic or science that makes the dough rise? Cooking with apples provides unlimited possibilities for learning.

### 3. Story Telling;

Have felt board stories available and encourage children and parents to tell the story in their own words

### 4. Tearing Paper;

This is a good activity for developing the hand and finger muscles. Begin with very thin papers like newspaper, scrap tissue or old phone books. Torn-paper pieces can be arranged and glued onto a piece of paper to form a torn-paper picture.

### 5. Cutting with Scissors

Successful cutting with scissors is a developmental milestone. Some children will cut for the sheer sake of cutting, with little regard for the pieces cut. Some will want to take their individually cut pieces home in a bag. Others will enjoy pasting the pieces that they have cut onto paper to make a picture.

## **6. Taping and Sticking**

Young children enjoy sticking tape. Provide tape in a variety of colors, widths and lengths. Place pieces of tape on the table. Children will enjoy sticking them on paper.

## **7. Stringing**

Stringing is a great activity for improving eye-hand coordination. Use a shoelace or sturdy yarn. Knot the far end of the yarn or shoelace to keep the objects from sliding off. Children will enjoy stringing spools, egg-cartoon cups, sections of plastic straws, plastic paper clips, buttons, pasta, cereal. Items that have been strung can be tied into a necklace or bracelet.

## **8. Contact Paper Art**

Very young children will enjoy placing tissue paper pieces, yarn, paper scraps and other flat objects on contact and watching them magically stick. When done, place a sheet of construction paper over the contact paper to frame.

## **9. Sew a Shape**

Trim the raised edges of plastic foam meat or fruit trays. Cut each into a different geometric shape. Thick cardboard could also be used. Use a hole punch to punch an inner outline of the shape. Encourage children to sew the shape. They can use a shoelace or thick yarn. Tie a knot at the end so that it will not pull through.

## **10. Match and Memory**

Make pairs of colours or shapes on index cards. Encourage children to match pairs.

## **11. Sort and Classify**

Provide collections of small objects and encourage children to sort and classify them on the basis of colour, shape, size. Have children brainstorm new ways to sort collections.

## **12. Gone Fishing**

Draw a fish on a series of index cards. Add a colour or shape to each. Staple a paper clip at the mouth of each fish. Find a paper towel roll to use as a fishing rod. Tie a length of string to one end and a smaller magnet at the other. Spread the fish out on the floor on top of a blue plastic tablecloth for water. Encourage children to catch a fish and name the colour or shape.

## **13. Texture Collage**

Provide an array of textured objects such as sandpaper, tissue paper, newspaper, wool, cotton, velvet, burlap netting, and foam rubber. Encourage children to glue or paste them onto a piece of cardboard. Use words such as rough, smooth, sharp, fuzzy, furry.

#### 14. Roller Printing

Children will enjoy making prints with a variety of kitchen gadgets such as spatula, pie slice lifter, funnel, potato masher, pancake flipper, cookie scourer and scrubber with knob handle. They can be dipped in paint and printed on paper. Encourage children to combine and overlap printed shapes creatively to form designs or pictures. White prints on blue or black construction paper make a nice extension of *It Looked Like Spilt Milk* story.

#### 15. Recycled Junk Printing

The same activity can be done with recycled items such as corks, spools, hairbrushes with plastic spikes, bottle tops and jar lids, keys, toy cars, licence plates, berry baskets, etc.

#### 16. Bubble Wrap Pop

Popping and stepping on bubble wrap are good sensory experience. Bubble wrap also makes a good painting surface and provides a textured surface for making a print.

#### 17. Nature Walk

Take families on a nature walk. Look for interesting shapes and designs in nature. Stop to look ant moss , insects, trees, shadows, birds. Listen to birds chirping, leaves rustling, wing blowing, dogs, cats, twigs cracking. Touch tree bark, dry leaves, sand and mud. Smell pine cones, dry leaves and crisp, cold air.

#### 18. Nature Collage

The corresponding activity with the nature walk is to encourage children to make nature collage using leaves, grass, twigs, petals, flowers.

#### 19. Peek Frames

Find an interesting picture in a magazine. Find sheets of construction paper that are the same size or larger that the picture. Cut a 2 centimeters round hole out of your sheet of construction paper. Place this sheet over your picture. Ask children, "What do you see through my little window? Let's think of many different things that the picture might be." The idea with this activity is not to guess the one right answer but to use the visual clues to come up with many possibilities.

#### 20. Look and Match

Find pairs of magazine pictures, fabric scraps, wallpaper samples, tile or linoleum samples. Encourage children to match objects or pictures that are the same.

### **21. Hard or Soft**

Discuss with children how different things feel hard or soft. Encourage them to give examples. Print the words hard and soft on separate sheets of paper. Encourage children to sort the following items: coin, feather, plush stuffed animal, wet sponge, dry sponge, powder puff, sandpaper, rubber squeeze toy, tree bark, yarn ball, steel wool.

### **22. Taste Party**

Families can sample an array of foods and classify them as them as sweet, sour, hot, cold, or salty. Foods for the taste party may include chocolate chips, carrot cubes, apple squares, banana slices, cheese chunks, cinnamon candy, cottage cheese, melon cubes, etc.

### **23. Feely Bag**

Put a margarine tub at the bottom of an old large sock. Put objects (one at the time) made of wood, metal, paper, plastic, cloth, cork, rubber and leather in the tub. Encourage children to work an arm through the sock to find the object in the tub. Encourage them to describe how the object feels (rough, smooth, bumpy), is it big or little, is it round, square, triangular, flat or solid, is it made of wood, paper, rubber, is it long or short; is it heavy or light?

### **24. Magazine Picture Collage**

Magazines offer a wealth of pictures, words and letters just waiting to be torn and cut out and pasted onto paper.

### **25. This is Me**

Have parents trace lie on butcher paper. Trace around the child with a thick pencil, crayon or marker. Encourage children to decorate with crayons, markers or paint. Provide a mirror for them. Children will enjoy having a conversation with their parents and taking their twin home.

### **26. Play Dough**

Accessories to use with play dough include: cookie cutters, rolling pins, apple divider, plastic hammer, dowel rod, funnel, pastry tube, potato masher, and scoop. Remember that these are mere accessories and are not intended to replace manipulative processing and hands. Do not begin with tools, but slowly add them as a variation to working play dough with the hands. Children may enjoy decorating their play dough creations with pipe cleaners, toothpicks, nuts and bolts, keys, buttons, straws, popsicle sticks, seashells, golf tees, small sticks and twigs.

### **27. Alphabet Letter Print**

Provide alphabet sponges, wooden alphabet blocks or alphabet magnetic letters which can be painted and pressed on paper for print. Older children can make their name or familiar words. Alphabet stamps can be used as well.

### **28. Musical Instruments**

Children can make and play their own musical instruments. There are many possibilities: drums, shakers, guitars.

### **29. Paper Bag Puppet**

Children can use paint, crayons, and markers to decorate a lunch-size paper bag. Puppets can be used to re-enact favourite stories.

### **30. Paper Plate Puppet**

An easy puppet can be made by decorating a paper plate and attaching it to a handle, such as a stick or ruler. Or, paper plates can be folded to make a talking puppet. Children can decorate puppets with crayons markers, paper scraps, and yarn. Again, puppet can be used for retelling favourite stories.

### **31. More Puppets**

Puppets can also be made with Popsicle sticks, wooden spoons, socks, juice cans, plastic and cardboard containers. The possibilities are infinite.

### **32. Puppet Stage**

There is no need to spend a lot of money on a commercially made puppet stage. Children will enjoy making, painting and decorating their own. Find a very large appliance box, remove the back side and cut a window opening in the front panel for puppets. The puppet stage can be painted and decorated as the children see fit.

### **33. Masks**

There are many ways to make a mask. Grocery bag, cardboard box, paper plate or pie plate can be used.

### **34. Chopstick Challenge**

Lay small objects such as buttons, pom-poms, erasers, small toys on a flat surface. Give each participating child a small container and some chopsticks, salad thongs or tweezers. Encourage children to pick up as many items as they can use chopsticks, salad thongs or tweezers.

### **35. Picnic**

Encourage families to imagine they are going to have a picnic, but first they need to make some pretend food with play dough. Parents can ask the children to suggest the food they would like to have on the picnic and write a list. They can go through the list and talk about each food and how to make food from play dough.

### **36. Concentration Game**

Parents and children can play a game where they must concentrate and use their memory. Show families the tray of objects (for example: clock, pen, key, ball) covered by the cloth and explain that you are going to uncover the tray for just a short period of

time. In that time everyone must look and try to remember the objects on the tray. Remove the cloth for about a minute and then cover the tray up again. Ask the children to tell you what was on the tray, and write their guesses on a flip chart. Uncover the tray to see if they were right.

### **37. Toy Telephone**

Show families how to make a toy telephone by tying a piece of string between two cups. Invite one child to put the cup to their ear and ask his/her parents to do so that the string is pulled tight and talk into the cup. Ask the children to explain how it sounds when the other person talks. Discuss the things people say when they talk on the phone. Discuss how you would use the phone if there was an emergency. What number do we call?

### **38. My Favourite Toy**

Ask children to bring in their favourite toy. Encourage children to show their favourite toys to other children and adults and talk about them. Ask them to swap their toy with other children and play.

### **39. Painting Fun**

Explain to the families that they are going to do a painting using a wide variety of tools instead of paint brushes: cotton balls, feathers, rollers, twigs, sticks, string, sponges; Give families the paint and paper. Encourage parents to demonstrate on their own paper how to make dots and swirls using the various tools. Ask children which item they preferred painting with.

### **40. Crayon Rubbings**

Remove the paper wrapping from the crayons. Place a sheet of paper over the textured object. Have children rub with the side of the crayon (in one direction) to reveal a pattern. Make nature rubbings using tree bark, rocks, flowers, leaves, and so on. Make rubbings of puzzles, magnetic letters, scissors, and other common objects.

### **41. Chalk Explorations**

Encourage children to experiment with chalk, rubbing it on its side, swirling it around, blending two colours together, and so on. Use coloured chalk on all different colours of construction paper. Cut paper into different shapes and decorate with coloured chalk. Have children dip chalk in water and draw on paper. Use hairspray as an inexpensive fixative.

#### **42. Cereal Box Puzzles**

Cut the front panels off the cereal boxes. Cut panels into puzzle shapes; then put them back together. Store in Zip lock bags. Adjust the number of pieces to children's ability. Let families make their own box to puzzles to take home. This is a good environmental print awareness activity.

#### **43. Hammering**

Let children hammer golf tees into the foam with plastic hammers. Encourage them to create shapes, patterns, alphabet letters and designs.

#### **44. Nuts and Bolts**

Provide the assortment of different sized nut-and-bolt sets. Encourage children to match each nut to its corresponding bolt, and then screw the nut in place. This is a great fine motor skills activity.

#### **45. Keys**

Trace an assortment of old keys of various shapes and sizes on paper. Encourage children to match keys to their outlines.

#### **46. Lid Patterning**

Create patterning activities using plastic lids from milk or juice jugs. Trace a plastic jug lid on paper to form two rows of six circles. Colour the circles in the top row of each card to create a pattern. Children can use the cards and duplicate the coloured pattern by placing a matching jug lid in the outline below each coloured circle.

#### **47. Grocery Store**

Provide lots of play food, empty household containers, shopping baskets, shopping bags, cash registers and play money. Families can take turns being shoppers and checkout clerks.

#### **48. Post Office**

Make a mailbox out of a large cardboard box. Provide paper, envelopes and stickers for the stamps and encourage children and parents to write letters.

#### **49. Camping**

Put up a small tent and provide some play cooking utensils, flash lights and stuffed animal. You can also build a campfire area out of rocks and small sticks.

#### **50. Ice Cream Store**

Use empty ice cream buckets, ice cream scoops, play ice cream, play money and cash register. Make sure to make a many of flavours available in the ice-cream store.

### **51. Hospital**

Provide bandages, first aid kit, stethoscope dolls.

### **52. Pet Shop / Vet**

Provide stuffed animals, containers of pet food, pet grooming items, pet toys, cash, register, and play money.

### **53. Restaurant**

Children love to play restaurant with their parents and choose who is going to be the cook, waiter and customers. Have lots of play food, aprons for the waiters and white sheets for the cooks.

### **54. Cardboard Box**

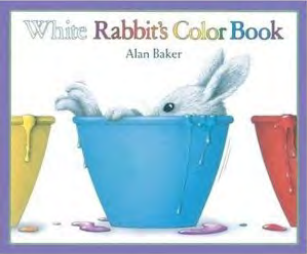
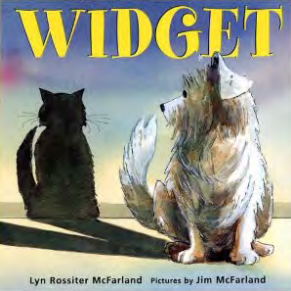
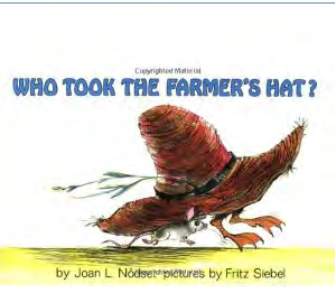
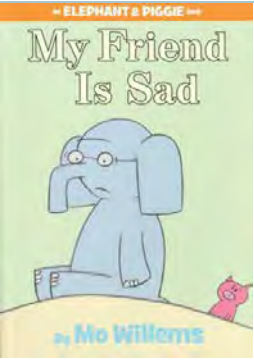
The ideas are endless with a cardboard box: a house, a fort, a store, any building you can see in the community.


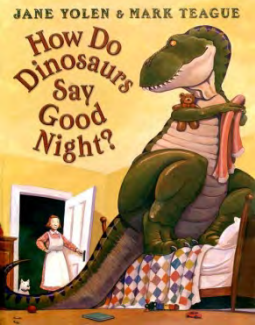

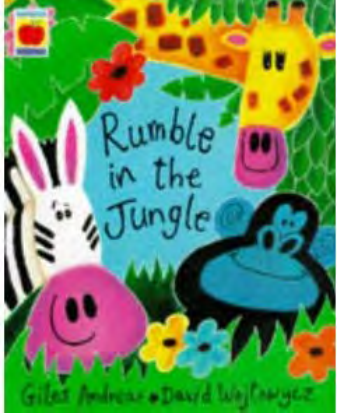
## 20 Books to Play With

	<b>Bark George</b>	<b>Author: Jules Feiffer</b>	<b>Play Props:</b> felt story pieces; bark George puppet (available through Scholastic)
	<b>Cat up a Tree</b>	<b>Author: Ann Hassett</b>	<b>Play Props:</b> phone, tree form, 10 cats
	<b>Caterpillar's Wish</b>	<b>Author: Mary Murhpy</b>	<b>Play Props:</b> caterpillar that changes to butterfly puppet (available through Folkmanis), ladybug puppet, bee puppets, white silk scarf
	<b>David's Drawings</b>	<b>Author: Cathryn Falwell</b>	<b>Play Props:</b> cards with drawings similar to book

	<p><b>Down in the Woods at Sleepytime</b></p>	<p><b>Author:</b> Carole Lexa Shaefer</p>	<p><b>Play Props:</b> owl puppet</p>
	<p><b>How to Catch an Elephant</b></p>	<p><b>Author:</b> Amy Schwartz</p>	<p><b>Play Props:</b> Little telescope, tweezers, small elephant</p>
	<p><b>Mouse Count</b></p>	<p><b>Author:</b> Ellen Stoll Walsh</p>	<p><b>Play Props:</b> 10 little mice, a snake puppet, jar</p>
	<p><b>Ten Terrible Dinosaurs</b></p>	<p><b>Author:</b> Paul Stickland</p>	<p><b>Play Props:</b> Plastic dinosaurs</p>

	<p><b>Roll Over: A Counting Song</b></p>	<p><b>Author:</b> Merle Peek</p>	<p><b>Play Props:</b> blanket, 9 stuffed animals</p>
	<p><b>Sitting on the Farm</b></p>	<p><b>Author:</b> Bob King</p>	<p><b>Play Props:</b> phone, frog, snake, rat, cat, dog, bear</p>
	<p><b>Terrific</b></p>	<p><b>Author:</b> Jon Agee</p>	<p><b>Play Props:</b> a parrot puppet or stuffed parrot</p>
	<p><b>Veggie Soup</b></p>	<p><b>Author:</b> Dorothy Donohue</p>	<p><b>Play Props:</b> plastic vegetables, pot, ladle</p>

	<b>White Rabbit's Color Book</b>	<b>Author:</b> Alan Baker	<b>Play Props:</b> 3 plastic cups (red, yellow, blue), 9 foam bunnies
	<b>Widget</b>	<b>Author:</b> Lyn Rossiter McFarland	<b>Play Props:</b> 1 dog puppet, 6 cat puppets
	<b>Who Took the Farmer's Hat?</b>	<b>Author:</b> Joan Nodset	<b>Play Props:</b> 2 hats (1 old, 1 new), bird puppet, a plastic egg
	<b>My Friend is Sad</b>	<b>Author:</b> Mo Willems	<b>Play Props:</b> Elephant and Piggy stuffed toys (available through Scholastic)

	<p><b>I love My New Toy</b></p>	<p><b>Author:</b> Mo Willems</p>	<p><b>Play Props:</b> Elephant and Piggy stuffed toys (available through Scholastic)</p>
	<p><b>How Do Dinosaurs Say Good Night?</b></p>	<p><b>Author:</b> Jane Yolen &amp; Mark Teague</p>	<p><b>Play Props:</b> stuffed dinosaur</p>
	<p><b>Shark in the Park</b></p>	<p><b>Author:</b></p>	<p><b>Play props:</b> shark puppet</p>
	<p><b>Rumble in the Jungle</b></p>	<p><b>Author:</b></p>	<p><b>Play Props:</b> stuffed jungle animals</p>
<p><a href="http://littlegiraffes.com/teaching-ideas/214/story-props/">http://littlegiraffes.com/teaching-ideas/214/story-props/</a></p>			

## Integrating Technology in Magic Carpet Ride Program

In 2011, we have started integrating technology in Magic Carpet Ride program based on the following insights and understandings:

- Technology is here to stay. It is changing the way we acquire knowledge how we communicate with each other and how we manage our daily lives.
- Today's children have access and using many forms of technology. Many young children demonstrate impressive mastery of simple digital devices and are often seen using he tools as a part of their play.
- The “digital revolution” has raised questions among parents as to whether technology is helpful or harmful for young children. On one hand, they are being cautioned about the possible impact of screen time on children's language, attention and social skills. On the other hand, they hear the information that children who use computers from an early age have several advantages. Computers are used in kindergarten classrooms, so preschoolers who are already familiar with the operation of the keyboard and mouse will be ahead of their learning curve. Many of them will also have had opportunity to learn their letters and numbers, improve their manual dexterity, boost problem solving skills through using various technology devices.
- Technology is more likely to be a valuable tool for supporting optimal learning and development if parents are personally comfortable using it.
- Once their children start school, parents will need to use technology to access school information and communicate with teachers

Depending on their background, parents come to the program with different skills in technology and computer use. We may have:

- A parent who have recently immigrated to Canada and has never used a computer before
- A parent who is able to use a mouse, has limited keyboarding skills and is able to access familiar items on the internet
- A parent who believes that everyone knows how to use computers (even young children), which undermines their confidence and creates learning barriers
- A parent who has knowledge and experience with various forms of technology to manage their daily lives but are looking to learn how to use technology to support their children's early learning and development

The first thing that we do is try to identify parents' skills, gaps and needs and then use this information to plan appropriate program activities.

## Technology Framework

Focus	Activities	How
Increasing comfort level and familiarity with computers	<p>Turning on and off the computer and monitor</p> <p>Selecting items with a mouse</p> <p>Moving cursor</p> <p>Using key board</p>	<p>Parents with stronger computer skills share their knowledge with others</p> <p>Volunteers</p> <p>Program facilitator</p> <p>Referrals to basic computer courses offered in the community</p>
Increasing basic computer proficiencies	<p>Sending an e-mail</p> <p>Creating a document</p> <p>Using a template</p> <p>Searching an Internet</p> <p>Filling out an on-line form</p>	<p>Parents with stronger computer skills share their knowledge with others</p> <p>Volunteers</p> <p>Program facilitator</p> <p>Referrals to basic computer courses offered in the community</p>
Increasing independence in using computers	<p>Using Skype (example: to communicate with extended family)</p> <p>Using social media (example: using Facebook to keep in touch with program participants)</p> <p>Searching for community resources that would be beneficial for their family on-line</p>	<p>Parents with stronger computer skills share their knowledge with others</p> <p>Volunteers</p> <p>Program facilitator</p> <p>Referrals to intermediate computer courses offered in the community</p>

Focus	Activities	How
Building critical thinking skills and awareness that it is the interaction that supports children's learning not technology itself	<p>Technology time is an opportunity to talk with children, use new vocabulary and model language learning.</p> <p>Critically evaluating websites, electronic books and apps intended for young children</p>	<p>Parents</p> <p>Volunteers</p> <p>Program facilitator</p>
Building Children's Computer Literacy	<p>Opportunities for children to explore using mouse , keyboard and touch screen</p> <p>Take photos of children's artwork</p> <p>Videotape children's play</p> <p>Explore digital storytelling with children as narrators</p> <p>Create digital books with photos of families</p>	<p>Parents</p> <p>Volunteers</p> <p>Program facilitator</p>

