



APRIL 2017



| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
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| <p>Cleveland Public Library Youth Services Department Early Literacy Calendar</p> | | | <p>Don't forget April there is.....</p> <ul style="list-style-type: none"> National Inventors Month National Library Week (April 9th– 15th) National Poetry Month | | | <p>1 Talk April Fool's Day! Ask your parent how April Fools' began.</p> |
| <p>2 Read National Peanut Butter & Jelly Day! Make sure you read <i>Peanut Butter and Jellyfishes</i> by Brian Cleary.</p> | <p>3 Sing National Find A Rainbow Day! Celebrate the day by singing the song <i>Sing A Rainbow</i>.</p> | <p>4 Write Write the word <i>April</i> four times today.</p> | <p>5 Play Pretend to be a bunny rabbit and hop, hop, hop around the house.</p> | <p>6 Talk Tell your parent what you would like for dinner tonight.</p> | <p>7 Read Take a look at <i>Spring is Here</i> by Will Hillenbrand.</p> | <p>8 Sing National Zoo Lovers Day! Celebrate by singing <i>The Zoo Song</i> by Little Treehouse.</p> |
| <p>9 Write National Name Yourself Day! Give yourself a new name and write it nine times today.</p> | <p>10 Play Play a game of <i>I Spy</i> using the colors Green and Yellow.</p> | <p>11 Talk National Library Workers Day! Ask a library worker what do they like most about their job.</p> | <p>12 Read National Grilled Cheese Day! Get a recipe book from the library on different kinds of grilled cheese.</p> | <p>13 Sing Try singing along to <i>Sing a Song of Flowers</i> by The Kiboomers.</p> | <p>14 Write Write the word <i>Flower</i> five times today.</p> | <p>15 Play Get some craft supplies and make colorful spring flowers.</p> |
| <p>16 Talk Easter Sunday! Ask your parent about the Easter Holiday.</p> | <p>17 Read Go ahead and read <i>Spring</i> by Stephanie Hedlund.</p> | <p>18 Sing Listen to the <i>Teddy Bear Song</i> by Teddy and Timmy Poems for Kids.</p> | <p>19 Write Write your name frontwards and backwards four times today.</p> | <p>20 Play Pretend you're at the library and perform your very own story time with your favorite books.</p> | <p>21 Talk Tell your parent about how your day went.</p> | <p>22 Read Head to the library and check out <i>A Picture Book on Benjamin Franklin</i> by David A. Adler</p> |
| <p>23 Sing Sing you're favorite song while making music with items you can find around the house.</p> | <p>24 Write Make a list of things that make you happy and tell your parent why they make you happy.</p> | <p>25 Play Go outside and play a fun game of <i>Hide-Go-Seek</i>.</p> | <p>26 Talk Help your parent with writing the grocery list.</p> | <p>27 Read Relax in a comfy spot with <i>Hurray for Spring!</i> By Patricia Hubbell.</p> | <p>28 Sing Check out <i>Humpty Dumpty</i> by The Mother Goose Club.</p> | <p>29 Write Write the phrase <i>Spring Time is Here</i> seven times today.</p> |
| <p>30 Play Pretend to be one of the Wright Brothers and make your very own airplane.</p> | |  | |  | |  |



Talking

- Children learn about language by listening to parents and caregivers talk and by joining in conversation.
- Talking, telling stories and stretching conversations help children learn new words, learn to express themselves and learn how to have a conversation.
- Infants and young children need to hear the language (or languages) they will eventually speak in order to learn it — so if you speak two languages at home, it **is** beneficial to speak both languages to your child.
- Talking to your child in the language you are most fluent in is the best way to help your child develop early literacy skills.
- Very young children can **understand** spoken words long before they can **speak** any of them — so talk to them and you will be amazed at how your child responds..
- Talking to your child about many different events, ideas and stories helps them develop the general knowledge they need to understand the content of what they will read in books when they are older.

Writing

- Writing and reading go together! Both are ways to represent spoken words and to communicate information.
- Scribbling and drawing are forms of writing — they may not be words, but the lines and pictures your child draws mean something to them.
- Scribbling and drawing help children develop eye-hand coordination and the fine motor control they need to hold a pencil.
- As children write, they become aware that the printed letters and words have meaning. They begin to understand the purpose of reading through the process of writing.
- Writing doesn't always have to be **writing** — it can be tracing in sand, playing with clay or play dough, or crinkling up newspaper to help strengthen finger muscles!

Reading

- Reading together remains the **single most effective way** to help children become proficient readers.
- Children, who enjoy being read to, are more likely to want to learn to read themselves.
- Reading together develops vocabulary, comprehension, and general knowledge needed to understand other books and stories when they are older. Reading introduces children to "rare" words that they may not hear in everyday conversation.

Playing

- Play is one of the primary ways young children learn about how the world works and learn language.
- Play helps children practice putting their thoughts into words.
- Play helps children think symbolically — that this item stands for this thing ("This box is a rocket ship!"), which helps them understand that words can stand for real objects or experiences.
- Play is how children practice becoming adults and process what they see and hear every day.

Singing

- Singing helps children learn new words.
- Singing slows down language so children can hear the different sounds in words and learn about syllables.
- Singing together is a fun bonding experience with your child — whether you're a good singer or not!
- Singing develops listening and memory skills and makes repetition easier for young children — it's easier to remember a short song than a short story.

**There are five early literacy practices that every child needs to get ready to read, listen, and write: Talking, Singing, Reading, Writing, and Playing.
(Some information taken from the Every Child Ready to Read @ Your Library 2nd Edition Toolkit, Sections 1–5)*