

## Did you know...



Play is the most age-appropriate way for young children to learn. In order for children to know letter sounds and rhyming words when they are older, it is important to play with words throughout the day.

Singing and playing with words will help your child begin to hear the smaller sounds in words. These **phonological awareness** skills are needed later on, as children learn to read.

Introduce your child to rhyming words through books, nursery rhymes, and making up nonsense words. Just have fun with words and your child's skills will keep growing.

## Here's how...

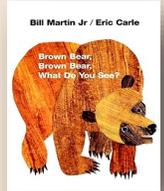


- ❖ Sing or play songs about animals while you move like them— hop like a bunny, strut like a chicken, gallop like a horse. Encourage your child to make that animal's sound as they move around.
- ❖ Use rhyming words when you give directions to your child. Example: "There's milk in your cup. Now drink it up!"
- ❖ Catch your child's attention by repeating a word they like to say. Change the first letter to make a new silly word: *Doggie becomes roggie, hoggie, soggie and so on.*
- ❖ Sing songs with your child. Traditional nursery rhymes are a great source for rhyming words and new vocabulary.

## Read



### ***Brown Bear, Brown Bear, What Do You See?*** by Bill Martin, Jr., illustrations by Eric Carle



This classic book helps little ones learn colors and animals, and the pattern of the text encourages young children to "read" along. It will surely become a favorite in your family!

Other books by Bill Martin, Jr.:

*Polar Bear, Polar Bear, What Do You Hear?*

*Panda Bear, Panda Bear, What Do You See?*

*Baby Bear, Baby Bear, What Do You See?*

And many more!

## Choosing Books



### **Types of books that help your child play with words...**

*Rhyming books*

*Dr. Seuss books*

*Mother Goose Nursery Rhyme books*

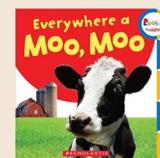
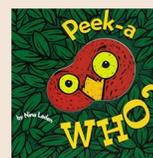
*Books that illustrate a familiar song*

*Books with a rhythm or beat*

*Books with animal noises*

*Books that have repeating words or sounds*

*Books with sounds, such as "buzz," "zoom," or "pop!"*



## Talk



Make binoculars out of two tissue paper tubes. Glue or tape them together side by side, then let your toddler put stickers on them to decorate or use non-toxic crayons or washable markers. Punch holes in the tubes by the “eye” end and tie yarn to make a strap. As you are out for a walk or in the car, play this game: You say, “Brown Bear, Brown Bear, what do you see?” Your toddler can look through the binoculars and answer, “I see a \_\_\_\_\_ (little squirrel) looking at me!”

## Ready to Write



Stacking small blocks or boxes helps with hand-eye coordination, a skill that is needed in order to learn to write later on. By the time your toddler is two, they should be able to build a tower of four or more blocks. See more **Developmental Milestones** to help keep your baby or toddler on track for success! *(Materials available in other languages as well)*  
[www.cdc.gov/ncbddd/actearly/milestones/index.html](http://www.cdc.gov/ncbddd/actearly/milestones/index.html)

## Play



### Action Rhyme for Toddlers

Red bird, red bird, high in a tree.

How many red things can you see?

*(Help your child point to red things in the room.)*

Blue bird, blue bird, high in a tree.

How many blue things can you see?

*(Help your child point to blue things in the room.)*

*Continue with other colors...*



## Sing



### The Bear Went Over the Mountain

The bear went over the mountain,

The bear went over the mountain,

The bear went over the mountain,

To see what he could see.

The other side of the mountain,

The other side of the mountain,

The other side of the mountain,

Was all that he could see.

The other side of the mountain,

Was all that he could see!

To hear the tune of this song, visit:

[www.kididdles.com/lyrics/b005.html](http://www.kididdles.com/lyrics/b005.html)



## At your library...



Don't have a library card? You can still visit your library for storytimes or to read with your child. Ask your librarian about how to apply for your own card today!