

## Did you know...



Vocabulary is knowing the names of things, and it is developed as you help your child build words out of letters and letter sounds. Most children enter school knowing between 3,000 and 5,000 words. Developing a strong vocabulary helps your child as they learn to read.

When you think about it, you know that you are reading a word correctly if you have heard it before. The more words children hear, the more ready they will be to make connections between sounding out words and knowing they're pronouncing them correctly.

**The best way to help your child build vocabulary is to talk and read with them.**

## Here's how...

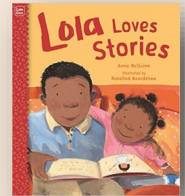


- ✦ Speak in the language that is most comfortable for you. Talk about the stories and the pictures in the books.
- ✦ Choose a quiet spot for you and your child to read aloud 15 – 20 minutes each day. Children's books have more rare words than everyday conversations, and more than even children's television programs.
- ✦ Talk to your child about what is going on around you. Talk about how things work, feelings, and ideas. Listen when your child talks to you.
- ✦ Look for books that teach concepts, such as numbers, colors, shapes, opposites, etc. These are things your child should know before they begin kindergarten.

## Read

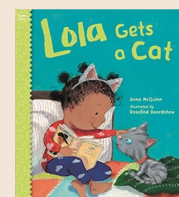
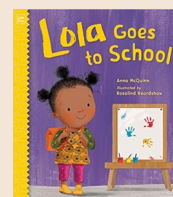
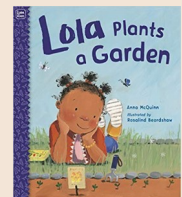
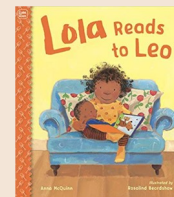


### ***Lola Loves Stories*, by Anna McQuinn**



Lola loves Saturdays because that is the day she and her father go to the library. Each day they read a new story, and Lola's imagination runs wild! Simple text and large, bright pictures make this book just right for sharing. *Also available in Spanish.*

### **More books in Anna McQuinn's "Lola Reads" series:**



## Choosing Books



### **More books like *Lola Loves Stories*:**

*Madeline Finn and the Library Dog*, by Lisa Papp

*Beatrice Doesn't Want To*, by Laura Numeroff

*Maybe a Bear Ate It*, by Robie Harris

*Book Fiesta!* by Pat Mora

*Llama Llama Loves to Read*, by Anna Dewdney

## Talk



Children’s picture books contain more “rare” words than what is heard on television throughout the day. As you read with your child each day, talk about some of the rare words you run across, rather than finding simpler words to replace them. If you’re not sure what the word means, look it up together or ask someone else. This is good modeling for your child for when she finds a word she doesn’t know.

## Write



The most important word to a young child as they learn to read and write is their name. After they can identify the letters and write them, you can help them learn other names that are important to them— family members, friends, pets, teachers. Building vocabulary this way creates a foundation for learning more words.

## Play



### Storytime Action Rhyme

When the sun lights up the sky,  
*(wave arms above head)*

I sit right up and rub my eyes.  
*(rub eyes)*

I dress myself with greatest care,  
*(pretend to step into pants)*

I brush my teeth and comb my hair.  
*(pretend to brush teeth and comb hair)*

Then off to story hour I go,  
*(march in place)*

To hear the stories that I love so.  
*(open hands like a book)*

Visit your local library for storytimes, fun activities, and much more!



## Sing



### I Like to Go to School!

*(To the tune of Farmer in the Dell)*

I like to go to school.  
I like to go to school.  
Heigh-ho-the-derry-oh,  
I like to go to school.  
I like to sing new songs.  
I like to sing new songs.  
Heigh-ho-the-derry-oh,  
I like to sing new songs.

*Additional verses:*

I like to play with friends...

I like to read my books...

I like to build with blocks...

I like to draw with crayons...

Make up your own verses!

To hear the tune go to

<http://bussongs.com/songs/the-farmer-in-the-dell.php>



## At your library...



Idaho Family Reading Week is an annual statewide celebration of reading as a family activity. The theme this year is “Adventure Awaits—Reading Takes You Anywhere!”

Ask your librarian about special events and programs planned for Family Reading Week, November 10—16, 2019.