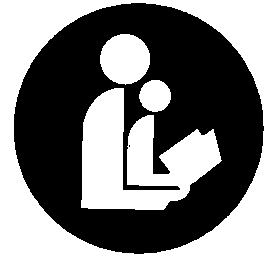


# Picture It, Dads!



## Home Activities For *On The Move*



Home Activities  
On The Move

*Activity #1: Action Rhyme*



You and your child can make up your own versions of this popular children's song.

**The Wheels On The Bus**

*(Perform actions and sounds suggested by the words.)*

The wheels on the bus go round and round, *(Draw circles in the air)*

Round and round, round and round

The wheels on the bus go round and round

All through the town.

The driver on the bus says "Move on back!" *(Make backwards motion with hand and thumb over shoulder)* "Move on back!" "Move on back!"

The driver on the bus says "Move on back!"

All through the town.

The people on the bus go up and down, up and down, up and down. *(Stand up, then sit down)*

The people on the bus go up and down all through the town.

**Tips and Suggestions**

Here are some more verses to try:

The horn on the bus goes beep, beep, beep.

The wipers on the bus go swish, swish, swish.

The doors on the bus go open and shut.

The breaks on the bus go squeak, squeak, squeak.

You can also use your child's friend's name as in "Mark on the bus says, "Let Me Off!" etc. or make up other verses of your own.

## Activity #2 Observing Motions and Sounds

Every sound we hear is made by something that is moving. Help your child discover what moved to make a sound and how it moved.

Here are some activities to try:

### 1. Make a 'Tin Can Telephone'

#### What You Need:

- Two metal cans, clean and dry (Be sure that there are no sharp edges)
- Ten to Twelve feet of a piece of small diameter string such as kite string or nylon string

#### What You Do

- a. Make a 'Tin Can Telephone' by punching a small hole in the bottom of each can. Each hole should be just large enough so that the string will go through.
- b. From the outside, insert one end of the string into the hole in one can. Tie a couple of knots in the end of the string so that it will not slip back through when pulled tight. Do the same with the other end of the string using the other can.
- c. With one person holding each can, stretch the string so that it is tight. One person talking into one can sends vibrations through the tightened string to the other can. The person with their ear to the other can will be able to hear what was said.

**2. Make rubber band instruments.** Stretch several elastic bands of different lengths and widths around a strong cardboard box leaving the top off (a shoe box works well). Pluck the elastic bands and help your child notice that the sounds are different. Explain that it is the movement (vibration) of the elastic band that makes the sound.

**3. Make water glass chimes.** Fill glasses that are the same size with different amounts of water. Strike the edge of each glass lightly with different materials (wood, plastic, metal, etc.) Notice the different sounds.



### Activity #3: Go On a Sound Hike

Boom! Br-r-ring! Cluck! Moo!—everywhere you turn, you're bound to find exciting sounds. Whether you take a sound hike at the mall, a near-by park, or on a family trip, ask your child to notice the sounds they hear and start your own sound list.



#### What You Need

- Paper, pencil and clipboard for writing down sounds you hear
- (Optional) Tape recorder, to record sounds heard on a sound hike.

#### Why This Is Helpful

This activity helps children develop reading and spelling strategies by focusing on sound words. As children focus on sound words, they begin with their ability to listen to and mimic the sounds. From this beginning step, they move on to use spelling strategies to create the letters and letter combinations that represent those sounds.

#### Here's What To Do

To help focus your child's attention on sounds before your walk, ask a few open ended questions such as, "What kinds of sounds do you think we will hear on our walk?" "Where should we go to hear lots of sounds?" As you walk, encourage your child to tell you about the sounds they hear. Help them use descriptive words such as loud, soft, banging, roaring, ringing, etc. Start a list of the sounds your child hears.

After the walk, talk about the sounds your child heard. Invite your child to try to re-create the sounds using only their voices. Provide helpful clues such as, "Yes, that sounds like the bird we heard. Can you make that sound using a softer voice?" Or, "Yes, that does sound like water running in the sink!" You might want to record the sounds on a tape recorder to play back and try to identify at another time.



#### Activity #4: Playing With Sounds

The following activities are enjoyable ways for your child to learn about the sounds in language and how they work:



#### The Sound Shopping Trip

Listening for the first sounds in words is an important step in learning to connect language and reading.

- What you'll need:**
- Magazines or catalogues with pictures of objects children know.

- What to do:**
- Have your child choose a magazine or catalogue. Invite your child to go on a make-believe shopping trip. Tell your child you will make believe you are shopping for things in the magazine.

Have your child close his or her eyes. Point to an object on the page. Then have your child open his or her eyes. Ask "What are you going to buy?" If your child says, "A hat," Then say "**H**at starts with the sound **h**."

- Repeat the steps, with each of you taking a turn shopping for something and then naming the first sound of the word that describes it.

#### Now You Hear It, Now You Don't

Help prepare your child for hearing and saying the parts of words.

- What you'll need:**
- A list of words with two parts, like **baseball**, **raincoat**, **sunshine**, and **motorcycle**.

- What to do:**
- Sit beside your child. Tell the child that you will say a word and then you will leave off part of the word. Ask

your child to tell you what part you left off.

For example, tell the child, "Let's say **sunshine** without **sun**; what part is left? That's right, **shine**." Repeat this activity with another word: "Let's say **motorcycle** without **motor**; what part is left? That's right, **cycle**." "Now you try it. Say '**manhole**' without **man**."

- As your child learns this game, try leaving off the last part of words (**manhole** without **hole** is **man**; **motorcycle** without **cycle** is **motor**).

### **Guess the Rhyme**

Children love to guess at words that rhyme.

**What you'll need:**

- A book of nursery rhymes. Books with repeated phrases or short rhyming poems.

**What to do:**

- Read the entire nursery rhyme to your child. Now reread the nursery rhyme leaving out the last word of every other line of the rhyme. Let your child fill in the last word that goes in the rhyme. For example:

Humpty Dumpty sat on the wall.  
Humpty Dumpty had a great \_\_\_\_\_

- Do this with other nursery rhymes.

### **Alphabet Picture Book**

Knowing the alphabet is a key to successful reading in later years. There are many ways to learn the alphabet and have fun in the process.

**What you'll need:**

- Magazines, large index cards, a card box, scissors, glue, a marker.

**What to do:**

- Ask your child to help you cut out magazine pictures of objects with names that start with the various letters of the alphabet (for example, an apple = A). Glue each picture onto a large index card and write on the card the uppercase (capital) letter of the word that describes the picture. Keep the index cards of letters in a card box for your child to look through.
- When your child has learned the uppercase letters, write each uppercase and lowercase letter of the alphabet on an index card.
- Then ask your child to look through magazines to find pictures of objects with names that begin with one of the letters of the alphabet. Let your child cut out the pictures and glue one picture onto each index card. Under each picture, write the word for that object in large letters. Keep the index cards of words in a box for your child to look through.

**I'm Thinking of a Sound**

Playing with the sounds of words will help your child listen to sounds and words, and understand the importance of language.

**What you'll need:**

- Names of objects.

**What to do:**

- Say to your child, "I'm thinking of the sound **sssss** as in sat. Can you tell me another word that begins with **sssss**?" Your child names one word. "Can you tell me another word that begins with **sssss**?"
- Repeat this game using different sounds.



## Easing Into Reading: Non-fiction Picture Books

Non-fiction books for young children cover a wide range of topics. Some help children deal with a common problem—a new baby in the house, the first day of school, the death of a pet, etc. Others provide basic information about science, sports and other topics. A good non-fiction book takes a child on an exciting journey of discovery.

### Questions to consider:

Is the writing clear and straightforward? Is the topic one that will interest your child?

Do the pictures expand and support the text?

Who is the author? Does he or she have special knowledge about the subject of the book?



Is the language interesting and vivid? Non-fiction books should never be boring and dull.

Are just a few facts given on each page? Non-fiction books sometimes overwhelm a young child with more information than he or she can handle.

### ASK FOR SUGGESTIONS

Ask a librarian or bookstore owner to recommend a book for your child. Be prepared to name some of your child's special interests.

Read the book yourself before buying it or taking it home. Trust your judgment. If the book doesn't seem right for you and your child, leave it on the shelf and choose another one.

### More Books to Try

**Sounds** by David Bennett

**Richard Scarry's Just Right Word Book** by Richard Scarry

**Mr. Brown Can Moo, Can You?** By Dr. Seuss

**Animal Babies in Rain Forests** by Jennifer Schofield

**Touch and Feel Baby Animals** by DK Publishing

**Animal Action ABC** by Karen Pandell

**Actual Size** written and illustrated by Steve Jenkins