Reading to your child

Children learn a lot if they are read to regularly.

This means that parents need to show their child:

- how to hold a book
- how to open a book
- where the front is
- that a story starts at the front and ends at the back
- that in German/English the writing goes from left to right
- that letters form words and sentences are made from words
- that the writing concerns the story
- that the pictures concern the story

Reference: Dublin Adult Learning Centre
Reading to your child

It is very important that you read to your child and look at books together with him/her.
In this way your child:

• learns to listen and concentrate for longer periods of time

• increases his/her vocabulary and understands new words first heard in stories

• gains confidence in using the new words when speaking.

New stories stimulate imagination and the powers of imagination.

Reference: Dublin Adult Learning Centre
Making story reading a pleasure…

- Try to look at a book with your child every day. Take the time to sit down with your child and look at a book.

- Any time or place is the right time and place to share a book with your child when he/she shows an interest.

- Try to provide a variety of books.

- Allow your child to choose a book that appeals to him/her. Talk about the title.

- Encourage your child to ask questions. It is a good sign if your child asks about the story or the pictures. It shows that he/she is interested.

- Vary your voice/tone while reading to suit the atmosphere of the story.

- Use props, for example, finger puppets, cars, teddies to activate the story.

- It is important to repeat favourite stories.

• Look at the pictures with your child

• Read the story out loud.

• Cut out the owls and cards.

• Ask your child:
  - What are the owls’ names?
  - Explain the words: big – medium – small
  and ask: “Which size fits which owl?”

**Stick Puppets:**

• Paste the owls onto the sticks.

• Read the story again and this time your child can act out
  the part of the owl babies (or all of the owls.)

• Ask your child:
  “Are you sometimes afraid?”
  “Are you afraid when I leave home and you are alone?”
  “What do you do then?”

• Talk about this with your child. Together make a list of
  things your child can do when he/she is frightened.

• Ask your child to draw a picture of something that he/she is
  very frightened of and write your child’s description below
  the drawing.
Picture and word cards for “I Want my Mummy!”

Sebu
Leah
Flo

large
medium
small
1. **Questions about the owls:**

- How many owl babies are there?
- What colour are the owl babies?
- Why are the owl babies so excited to see their mother?
- What do the owl babies do after their mother returns home?
- What are the owl babies’ names?
- Which baby do you think is the youngest? Why?
- Where do the owls live?
- What makes the owl house so comfortable?
- How many owls are there all together?

2. **Things to listen to and to do:**

- Which word rhymes with “Flea”?
- Which word rhymes with “Mummy”?
- Which word rhymes with “Trees”?
- How many different ways can you say: “I want my mummy”? (for example quickly, slowly, in a high voice, in a low voice…)
- Look around the room:
  “What can you see that is the same colour as the owl babies?”
- Clap every time you hear a word that begins with ‘m’.
- Clap every time you hear the sentence “all the owl babies think a lot”.
- What is the title of the book?
Questions about “I Want my Mummy!” (continued)

3. Questions regarding your child’s personal opinion

- Can owls think?
- Are owl babies brave?
- How do the owl babies feel at the beginning of the story?
- How do they feel halfway through the story?
- How do they feel at the end of the story?
- Which is your favourite picture? Why?
- Which is your favourite owl baby? Why?
- What do you like about the story? Why?
- Is there anything you don’t like? Why?

4. Place for more questions

- .................................................

- .................................................

- .................................................

- .................................................

- .................................................

- .................................................

- .................................................

- .................................................
- Make a tree out of play dough and make a hole in it for the owls.

- Make bird masks with your child.

- Think of songs, stories and rhymes with owls in them (for example the poem: ‘The Owl and the Pussycat’)

- Go for a walk together through the woods and imitate the owl sounds.

- Visit the zoo and visit the owls in the zoo.

- Go to the library to look at bird books together.
• Read the story.
Pause at the sentence:
…and he was sent to bed without any supper.

• Ask your child’s opinion:
  - “Was Max good or not? Why not?”
  - “How does Max feel now?”
  - “What will he do now?”

• Continue reading the story.

• Cut out the word cards. (Working Sheet 10)

• Talk to your child about how Max feels in each card.
  - “How does Max feel now?“
  - “What is he doing?“

• Talk to your child about where he/she would like to fly to.

• Ask your child if he/she is afraid of the ‘wild things’ Why?

• Ask your child to draw his/her own ‘wild things’.

• Ask your child:
  - “How does Max feel at the end of the story? Why?”
<table>
<thead>
<tr>
<th>Max is sad.</th>
<th>Max is crying.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max is wild.</td>
<td>Max is running around.</td>
</tr>
<tr>
<td>Max is tired.</td>
<td>Max is sleeping.</td>
</tr>
<tr>
<td>Max is angry.</td>
<td>Max is screaming.</td>
</tr>
<tr>
<td>Max is happy.</td>
<td>Max is laughing.</td>
</tr>
<tr>
<td>Max is frightened.</td>
<td>Max is trembling.</td>
</tr>
</tbody>
</table>
Make “When… then…” sentences

1. **When** my child screams, then I send him/her to his/her room.
   - I scold him/her.
   - he/she is not allowed to watch TV.
   - he/she gets a smack.
   - I take away his/her favourite toy.
   - he/she is not allowed to eat.
   - I forbid him/her to eat sweets.

2. **When** my child hits his siblings, then:
   - I send him/her to his/her room.
   - I scold him/her.
   - he/she is not allowed to watch TV.
   - he/she gets a smack.
   - I take away his/her favourite toy.
   - he/she is not allowed to eat.
   - I forbid him/her to eat sweets.

3. **When** my child hits me, then:
   - I send him/her to his/her room.
   - I scold him/her.
   - he/she is not allowed to watch TV.
   - he/she gets a smack.
   - I take away his/her favourite toy.
   - he/she is not allowed to eat.
   - I forbid him/her to eat sweets.

When my child:
- screats, 
- hits his siblings, 
- hits me, 
- is cheeky, 
- doesn’t tidy his/her things away, 
- doesn’t behave at the table, 
- doesn’t eat his/her food, 
- doesn’t do his/her homework, 
- doesn’t listen to me, 
- runs away on the street, 
- takes things away from others, 
- breaks something,
Keeping a reading diary

Place for your child to draw a book.

Book title: ________________________________

Author: ________________________________

I liked: ☺

_____________________________________

because ________________________________________

I didn’t like: ☹

_____________________________________

because ________________________________________

One sentence about the book:

_____________________________________

_____________________________________

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• Resource Book ISBN 978-3-12-555112-1
Animal puzzle

What animal am I?

- My name begins with a 'c'.
- I have two humps on my back.
- I can live there for two weeks without water.
- The desert is my home.
- I like to live in puddles or small ponds.

What animal am I?

- My favourite food is insects.
- My name begins with a 'c'.
- I crawl along the ground or deeply.
- I can be poisonous and deadly.
- My skin is green or brown.

What animal am I?

- My home begins with a 'c'.
- My coat has black and white stripes.
- My name begins with a 'g'.
- I look as if I am wearing a black suit.
- My skin is covered in orangey-brown coloured spots.

What animal am I?

- My name begins with a 'g'.
- I can dive very quickly and I can hop very rapidly.
- My skin is green or brown.
- I can live there for two weeks without water.

What animal am I?

- My name begins with a 'c'.
- I can run very fast.
- My name begins with a 'z'.
- My skin has black and white stripes.
- I am a bird that cannot fly.

What animal am I?

- My home begins with a 'c'.
- My coat has black and white stripes.
- I can live in Africa.
- My home is Africa.
- I am a bird that cannot fly.

What animal am I?

- My home begins with a 'c'.
- My skin is covered in orangey-brown coloured spots.
- I can dive very quickly and I can hop very rapidly.
- My skin is green or brown.

What animal am I?

- My name begins with a 'c'.
- My coat has black and white stripes.
- I can live in Africa.
- My home is Africa.
- I am a bird that cannot fly.

What animal am I?

- My name begins with a 'c'.
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- I can live in Africa.
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What animal am I?

- My name begins with a 'c'.
- My coat has black and white stripes.
- I can live in Africa.
- My home is Africa.
- I am a bird that cannot fly.
Can you stretch your neck as high as a giraffe can?

Can you hop as far as a rabbit can?

Can you run as fast as a zebra can?

Can you waddle like a penguin?

Can you stick your tongue out as far as a frog can?

Can you also wiggle on the floor from left to right like a snake can?

Can you kneel down and pull your head and arms in like a tortoise?
**Tips for speaking correctly**

How can I help my child to speak correctly?
Please be patient.
This is a step-by-step process and for many parents it seems to be very slow. Words can be spoken indistinctly; your child may hesitate and make mistakes.
This is completely normal.

- Try to arrange a special time every day to play with your child, look at books, recite rhymes and sing songs together.

- Speak to your child whilst playing with him/her.

- Encourage your child to notice different sounds, for example an aeroplane, animals, the postman…

- Increase your child’s vocabulary by offering choices: “Would you like an orange or rather have a banana?”

- Speak to your child about things happening at that moment, for example packing the shopping away, having a bath, watching TV.

- Listen to your child attentively and allow time for him/her to finish speaking.

- Help your child to use more words by completing what he/she has said. For example if he/she says “Ball”, then you say: “Throw the ball” or “The ball is gone.”
Daily opportunities to speak together

• Shopping
  What vegetables do we need?
  What fruit do we need?
  Please fetch two apples and a banana.
  What do we put on our bread? (Butter, jam)

• Washing
  What am I washing you with?
  How did you hurt your knee?
  Which toys are made of plastic and can go into the water?
  What do we use to wash your hair?
  Do you remember when you were at the hairdresser…?
  Let’s sing a song together.
  Let’s fill the empty bottle with water.

• Getting dressed
  Put on your red pullover and blue trousers.
  What do you put on first?
  Which trousers are the shortest/longest?
  Can you remember where we bought your shoes?
  What do you wear in summer/winter?

• Looking at books
  There’s the beach – can you remember all the things we saw on the beach?
  There’s the farm – which animals does the farmer look after?
  Here they are celebrating a birthday – can you remember on your birthday…?

• Going for a walk
  Let’s see who can find the biggest/smallest leaf?
  What can we see up in the sky?
My child is being raised bilinguall

There are more bilingual than monolingual children in the world.

A bilingual child uses more than one language every day, for example he/she speaks Turkish at home and German at school. In certain situations the majority of bilingual children feel more confident in one of the languages, for example they use their mother tongue when speaking about home subjects such as religion and culture, but prefer to speak German when speaking about school.

A child is considered to be bilingual when he/she understands more than one language, but he/she does not necessarily need to speak that language.

Many children start speaking their mother tongue at home at a very early age. They start answering in German when they go to kindergarten or preschool even though their parents speak to them in their mother tongue.

A child need not be able to write or read in another language in order to be bilingual.

Reference: Dublin Adult Learning Center
The balloon

Word list

<table>
<thead>
<tr>
<th>the child</th>
<th>upwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>hold tightly</td>
<td>stretch the arms out</td>
</tr>
<tr>
<td>the balloon</td>
<td>cry</td>
</tr>
<tr>
<td>to be happy</td>
<td>where to?</td>
</tr>
<tr>
<td>fly away</td>
<td>comfort</td>
</tr>
<tr>
<td>the sky</td>
<td>place for another word</td>
</tr>
</tbody>
</table>

Questions

- Why is the boy happy?
- Why is the boy crying?
- How can the child be comforted?
Word list

<table>
<thead>
<tr>
<th>the bath tub</th>
<th>play</th>
</tr>
</thead>
<tbody>
<tr>
<td>the tap</td>
<td>the toys</td>
</tr>
<tr>
<td>the water runs in</td>
<td>the duck</td>
</tr>
<tr>
<td>hot</td>
<td>the goggles</td>
</tr>
<tr>
<td>warm</td>
<td>the fish</td>
</tr>
<tr>
<td>cold</td>
<td>the whale</td>
</tr>
</tbody>
</table>

Questions

- Why do we bath?
- What do we need goggles for?
- Do you like playing in the bath?