

IPALS Family Literacy Resource

Virtual Sessions



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ABCs and Learning

Key ideas

- Knowing the letters in the alphabet is an important step in learning to read.
- Young children learn at different rates.
- Young children often reverse their letters – this is not something to worry about.
- Singing the alphabet song does not mean that the child knows all of their letters.
- Children usually learn the names, formation and then the sounds of the letters.

* Provide one-pager or audio clip with translation for families.

Beginning

Welcome: “Welcome Everyone” (song)

Reconnect: What did you try? ... since we last “met” show or share

Adult only: Have children match upper- and lower-case letters (provide in package). Simple letters like C, O, V, W, Z, S, K, etc. for younger children would be a good start.

Discuss the key ideas with adults:

- Children learn to identify and use lower-case letters in school; this is a good place to start with them. They should use an upper-case letter for their first name.
- Now is a good time to encourage the “tripod” grip for holding writing tools – small crayons, golf pencils (or cut-off pencils) are good for this, as it makes it tricky to hold them in their fist that way.
- Letters are all around us – try to encourage letter hunts when out in community.

Middle

Activities:

1. Alphabet concentration – use 8-10 pairs of upper and lower-case cards (from the package) and take turns trying to find a match (like the card game).
2. Alphabet guessing game – take turns “writing” letters on each other’s back.
3. Alphabet treasure hunt 2 ways:
 - Find letters from the child’s name (or other familiar words) in print that is found around the house (food packaging, newspaper, storybooks).
 - Hide the cards provided in the package around the house and have the child find them (may write the letters they found on a piece of paper if able).

Materials at home:

- scrap paper and writing utensils
- magazines, newspapers, food packaging

Family connections:

How did you learn to recognize the characters used in your first language?

Do the characters you use in your first language have unique sounds? Upper-and lower-case?

Helpful links:

- [TumbleBooks](#) (See if the family's local library has access – most do)
- [International Children's Digital Library](#) (for books in the parents' native language)
- [Hands On as We Grow – 50 Simple & Fun Alphabet Activities for preschoolers](#)

End**Debrief:**

Brainstorm: How else could we use the alphabet cards?

- put them in order
- match upper and lower case
- put them next to objects in the house ('f' on the fridge, 't' on the table)

Closing activity:

- Canadian Alphabet call and repeat (p.55 in PALS binder)
- *Chicka Chicka Boom Boom* by Bill Martin & John Archambault
- *Alphabetter* by Dan Bar-el & Graham Ross

Before next time:

Letter activities on the go:

- draw letters in the sand at the park or beach
- build letters from stones in the park
- "walk" the letters and guess what your partner is making (like the back drawing)
- TPR ABC game (handout included in package)
- make a name card to share in the next session

Goodbye song: Clap Your Hands and Say Goodbye

ABCs & Learning

A common question from parents is, “Does my child need to know their ABCs before they start kindergarten?”

The easy answer is, “No.” Children will be taught their alphabet characters during the school year.

Every child is different. Some have been to daycare, preschool, or other programs. Some children have been at home with their families and kindergarten is the first time that they are away from them. Some children will be four years old when they start school and others could be 6 years old. This is a big developmental age difference.

When we think about activities to introduce or develop skills involving the alphabet, it is a good idea to remember the following:

1. Make sure that children see lower case letters – this is what we use most of the time when reading and writing in English. They will use an uppercase letter for the start of their first and last name.
2. Knowing the ABC song doesn’t mean that children know the alphabet! LMNOP can sound like one letter in this song. Try singing the letters clearly and slowly. You could also point to them as you sing the song. Try the Canadian Alphabet chant included in your package as a different way to sing the ABCs.
3. Some letters look different in print. Look at this example: a or α - g or g
4. In English, we read from left to right. We make most of our letters from top to bottom and left to right when we print them. Don’t worry if your child prints letters backwards or in a different direction. Help your child to start at the top and draw down and from left to right.
5. Think of all the letters around us every day! Try to point out letters when you can. Teach children to recognize the letters of their name.
6. Use play to teach! Draw letters in the sand, or on their back. If you use playdough, makes letters by rolling the dough into long “snakes” and bending them into letter shapes. A lot of learning takes place when you are playing together!



Get Moving with the Alphabet

1. Place your alphabet cards face down on the floor.
2. Take turns turning over a card. Say the letter's name and do the action for that letter.
3. See what actions you can do if you spell your name or other short words!

Aa	Clap your hands 5 times	Nn	Clap your hands 10 times
Bb	Jump on two feet 5 times	Oo	Jump on two feet 10 times
Cc	Do 5 frog jumps	Pp	Touch your toes with both hands 5 times
Dd	Do 5 jumping jacks	Qq	Slither like a snake for a count of 10
Ee	Do 10 hops like a bunny	Rr	Bear walk for a count of 10
Ff	Hold tree pose for a count of 5	Ss	Do 10 knee lifts
Gg	Crab crawl for a count of 10	Tt	Flutter like a butterfly for a count of 10
Hh	Walk on your heels for a count of 10	Uu	Do 10 big arm circles
Ii	Do 5 big arm circles	Vv	Jump on your left foot 5 times
Jj	Walk on tip toes for a count of 10	Ww	Jump on your right foot 5 times
Kk	Touch your right hand to your left foot 5 times	Xx	Do 5 pushups
Ll	Touch your left hand to your right foot 5 times	Yy	Do 5 hops like a bunny
Mm	Do 10 jumping jacks	Zz	Do the twist for a count of 10

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ਕੈਸ਼ਨ 7
ਅਸੀਂ ਰੋਟੀ ਤੇ ਪਰੌਠੇ ਬਣਾਏ!
ਮੁਢਲਾ ਹਿਸਾਬ

SESSION SEVEN
made roti and paronthas!
Early math

Handfuls recording sheet

Jack
Jack and Jill
To fetch a pail of water
Jack fell down and broke his crown
And Jill came tumbling after



Jack and Jill
Jack and Jill
To fetch
Jack fell
And Jill

Recording sheet for



Print in our community

Key ideas

- Children can make important connections to environmental print, or community text, in their neighbourhood (e.g. signs, storefronts, ads, etc.)
- Children can use product labels from home to make their own “I Can Read” books and connect to print in their immediate environment.
- Young children can learn about letters, their names and sounds from familiar everyday objects.
- The adult becomes a mediator of print when they interact with the child.

*Provide audio clip or one-pager with translation for families.

Beginning

Welcome: Introduce the topic

“Identify the Meaning of Signs: Using Environmental Print”

“Environmental Print”

Reconnect: What did you try? ... since we last “met” show or share

Adult only: Have child/ren draw a picture and colour it with three or more different colours. They could also do leaf rubbings or coin rubbings.

Discuss the key ideas with adults.

Middle

Activities:

1. Make a STOP sign. Model (I do /you do).
2. Make an “I Can Read “ book.
3. Make a door hanger with your name on it.

Additional activities:

1. Look at food labels in your kitchen and read them together. Add a new one the child would like to learn.
2. Play a name letter matching game:
 - Write child’s name on an envelope. Write child’s name on a strip of paper/card and cut out the letters. Have the child match the letters saying the letter names in order.
 - Ask the letters out of order when your child is comfortable with the letters in order.
3. Read signs together when you are in the community. Take pictures of signs you found to share with us.

Materials at home:

- IPALS activity kit
- containers, pots, pans
- leaves, coins, grocery flyers

Materials to put in IPALS package:

- STOP sign template (or show how to draw)
- “I Can Read “ booklet (or make at home)
- door hanger, envelope, name strip

Family connections:

See how many grocery items your child can name from a flyer.

Do you visit any ethnic stores to get any specialty food? If yes, what do you get from there? Talk to your child about the names of those items in your home language and in English.

End

Debrief: Use the reactions features (thumbs up, etc. and/or chat features) for families to give feedback and ask questions (if available).

Closing activity: Read the take home book related to the session.

Before next time: Discuss two ideas or activities to try together. Remind families of the next session’s date and time.

Goodbye song: “Clap Your Hands and Say Goodbye”

Take-home book possibilities:

- *City Signs* by Zoran Milich
- *I Read Signs* by Tana Hoban
- *Signs Around Us* by Jan Wells
- *Road Signs* by Margery Cuyler





Sharing Stories

Key ideas

- It is important to share stories with children from your childhood.
- Re-reading familiar text is appropriate for children.
- Encourage memorization of favourite stories. This is important pre-reading behaviour.
- Reading pictures is fun!
- Quality children’s literature has important life lessons for children and adults.

*Provide audio clip or one-pager with translation for families.

Beginning

Welcome: Introduce the topic

Chalk by Bill Thomson

How to read a wordless book: *Pancakes for Breakfast* by Tomie dePaola:

Reconnect: What did you try? ... since we last “met” show or share

Adult only: Have child/ren draw a picture with chalk on dark paper.

Discuss the key ideas with parents:

- Which books did you read as a child?
- Who told you bedtime stories?
- What kinds of stories did you listen to as a child?
- Can you remember a particular favourite?
- Why do you think you can remember it now?
- What makes it special for you?

Middle

Activities:

1. Talk about the sequence of events or morning / bedtime routines.
2. Read and reread the “I Can Read” book that you made in the Print in our Community session.
3. Tell a familiar story, then ask your child to repeat the story.
4. Enhance oral language by talking about unfamiliar words in English and your home language.
5. Make up a story with your family as the characters.
6. Talk about events using family photographs.
7. Look for letters in flyers.

Materials at home:

- IPALS activity kit
- containers, pots, pans
- family photos
- books from the library, flyers

Materials to put in package:

- chalk

Family connections:

Which stories from your childhood have you shared with your child?

Do you visit any ethnic stores to get any specialty food? If yes, what do you get from there? Talk to your child about the names of those items in your home language and in English.

Helpful links:

- [“Will you read to me?”](#) LEAP – Talk in English and Punjabi

End

Debrief: Use the reactions features (thumbs up, etc. and/or chat features) for families to give feedback and ask questions (if available).

- Which books did you read as a child?
- Which bedtime stories (oral) do you tell your child?

Closing activity: Read the take home book related to the session.

Before next time; Discuss two ideas or activities to try together. Remind families of the next session’s date and time.

Goodbye song: [“Walking in the forest”](#)

Take-home book possibilities:

Wordless Books:

- *Chalk* by Bill Thomson
- *Float* by Daniel Miyares
- *Goodnight Gorilla* by Peggy Rathmann





Linking Literacy and Play (Social Emotional)

Key ideas

- Play is the way young children learn.
- Learning happens through relationships.
- There is strong research indicating literacy development is enhanced through play.
- Play provides children with opportunities to mimic adult literacy behaviour (e.g. real writing such as making shopping lists)
- Through play with language, young children gain:
 - expanded attention spans.
 - expanded capacities for memory.
 - prediction skills –the ability to anticipate outcomes.
 - sequencing skills –the ability to put things in order.
 - an increased sense of security and belonging.

*Provide audio clip or one-pager with translation for families.

Beginning

Welcome: Introduce the topic

“Hello Song for Kids”

Reconnect: What did you try? ... since we last “met” show or share

Adult only: Have children build or draw the “school” of their imagination. Discuss the key ideas with adults.

Middle

Activities:

1. Playdough

Materials needed: 2 cups flour, 2 cups hot water, ½ cup fine salt, 2 tablespoons oil, food colouring (optional)

1. Mix flour and salt together.
2. Add hot water, then the oil and food colouring while stirring.
3. Mix until a dough ball is formed.
4. Have fun creating things.
5. Store the playdough in a container in the fridge.

2. Scavenger hunt

Materials needed: 2 scavenger hunt lists, pencils

1. Grab a scavenger hunt list and a pencil for each player or for every team.
2. Decide whether the hunt goes until someone finds all the items or for a set time.
3. Say ready, set, go to find the items!
4. Bring the items to a set location. Talk about each item as you put them away. (optional)

3. Building with household items:

Materials needed: Option 1: chairs, coffee tables, blankets, pillows

Option 2: pots, pans, cutting boards, plastic cups, wooden spoons

1. Collect all the items you want to use for building.
2. Decide on the goal. Examples: longest obstacle course, tallest tower...
3. Work together towards your goal.
4. Ask children questions to guide their thinking. Examples: What should we start with? What will happen if...? How can we improve on it? Are you happy with the outcome? Do you want to change anything?

Additional activities:

1. Try out the obstacle course by going under, over, in between or by hiding behind it.
2. Talk about the steps you followed to make your creation.
3. Take pictures while working on your creation to share.

Materials at home:

- IPALS activity kit
- “Laundry basket ball” page from *HOP: Healthy Opportunities for Preschoolers*
- chairs, coffee tables, blankets, pillows
- pots, pans, cutting boards, plastic cups, wooden spoons

Materials to put into the package:

- 2 each Scavenger Hunt lists
- pencils
- ball

Family connections:

What were your experiences with play when you were 4-5 years old?

Who did you play with? What did you play with?

Did you play more inside or outside in nature?

What do you like to play with your children?

Helpful links:

- [Early Literacy: Playing](#)

End

Debrief: Use the reactions features (thumbs up, etc. and/or chat features) for families to give feedback and ask questions (if available).

Closing activity: Read the take home book related to the session.

Before next time: Play every day with your children.

Notice what your child likes to play most with you. Examples: Chase, balls, roughhousing, crafts, building...

Next session: Remind parents of the date and time of the next session.

Goodbye song: "Walking in the forest"

Take-home book possibilities:

- *The Rabbit Listened* by Cori Doerrfeld
- *A Ball for Daisy* by Chris Raschka
- *Sometimes I Like to Curl Up in a Ball* by Vicki Churchill
- *Sing-along Songs with CD* by Roger Priddy
- *If You're Happy and You Know It* by various authors
- *Rosie's Walk* by Pat Hutchins
- *I Went Walking* by Sue Williams
- *Dear Zoo* by Rod Campbell
- *Not a Box* by Antoinette Portis



Early Writing

Key ideas

- Young children write messages or share ideas with others through drawings and imitative writing.
- There are recognized developmental stages in learning to write (drawing, scribbling, letter strings, random letters, beginning and end sounds).
- Writing needs to have a purpose and audience in order to be meaningful for young children (e.g. letters, shopping lists, their name).
- All attempts by children to draw, paint and write should be celebrated.

*Provide audio clip or one-pager with translation for families.

Beginning

Welcome: Introduce the topic

“Drawing Song”

Reconnect: What did you try? ... since we last “met” show or share

Adult only: Have children draw a picture of the place from the above song. Discuss the key ideas with the adults.

Middle

Activities:

1. Cotton swab painting (Pointillism):

Materials needed: newspaper to cover the work surface, paint, cotton swabs, paper, pencil

1. Cover your workstation with newspaper.
2. Get materials ready: paint, cotton swabs, paper and pencil.
3. Show children how to draw a picture with dots.
4. Write some letters. Let the children follow the lines with dots.

2. Sensory Tray for mark making

Material needed: tray, coloured papers, tape, flour or fine salt

1. Use a tray.
2. Make a rainbow mat from coloured paper strips.
3. Attach the mat to the bottom of the tray.
4. Add enough flour/fine salt to cover the tray.
5. Draw something into the flour/salt with your fingers. Take turns with your child drawing into the flour/fine salt.
6. Write some letters. Write your child's name.

3. Magic with chalk

Materials needed: chalk board, chalk, water, brush

1. Draw a picture with the chalk onto the chalk board.
2. Let children wet their fingers and erase the picture by following the lines. See the picture magically disappear.
3. Write some letters. Let children make them magically disappear.
4. Write down your child's name.

Additional activities:

- Play with playdough to strengthen hands and finger muscles.
- Cut with scissors.
- Move spoonfuls of small objects (e.g. beans) from one bowl to another.
- Take pictures of your play activities to share with us.

Materials at home:

- IPALS activity kit
- ABC and number writing page
- "Paint the house" page from [HOP: Healthy Opportunities for Preschoolers](#)

Materials to be included in package:

- Tray, coloured paper, tape, flour or fine salt
- Paint, cotton swabs, paper, pencil, chalk board, chalk, brush, scissors

Family connections:

Do you remember how you made marks when you were 4-5 years old? Did you draw into dirt with sticks?

Did you enjoy drawing? Did you learn some special designs from your mother or grandmother?

Do your children see you drawing or writing?

Helpful links: [“Learning to Write: Early Writing Activities”](#)

End

Debrief: Use the reactions features (thumbs up, etc. and/or chat features) for families to give feedback and ask questions if available.

Closing activity: Read the take home book related to the session.

Before next time:

- Enjoy mark making with your child.
- Try using water, chalk, pen, pencil, finger, sticks or brush.
- Play with playdough or lace buttons or beads.

Goodbye song: Your choice

Take-home book possibilities:

- *Chalk* by Bill Thomson
- *The Very Hungry Caterpillar* by Eric Carle
- *Hen’s Pen* by Phil Roxbee-Cox
- *Harold and the Purple Crayon* by Crockett Johnson
- *Pete the Cat: I Love My White Shoes* by Eric Litwin and James Dean



Early Math

Key ideas

- Early math concepts include sorting, classifying, patterning, graphing and counting.
- Children need to manipulate objects to develop mathematical concepts.
- Children need many opportunities to count real objects to develop 1:1 correspondence.
- Counting by rote (saying the names of numbers) does not necessarily mean that children understand number concepts.
- Young children can develop positive attitudes toward mathematics.

*Provide audio clip or one-pager with translation for families.

Beginning

Welcome: “Hello everybody, how are you?” (song)

Reconnect: What did you try? ... since we last “met” show or share

Adult only:

Have children do a sorting activity (provide in package). Use coloured buttons and tongs and put them into piles or containers from home (egg cartons work well).

Discuss the key ideas with adults:

- How do you feel about math? Do you feel you’re good at math? Bad at math? How does this influence your child’s thoughts about math?
- Kindergarten curriculum focuses on the numerals 0-10. Children need to understand how to identify, break apart and use these numbers to understand bigger concepts of math.
- Playing games with dice is an excellent way to develop number sense.
- Number sense is a key to success in math.

Middle

Activities:

1. **Loose parts counting** – Divide a large piece of paper into a 2 x 4 table by drawing one horizontal line across and middle and three vertical lines. Write any number (0 – 10) in each box. Have the child do this if they are ready. Don’t worry if the numbers are backwards for now! Put the corresponding number of objects in each box (3 Q-tips, 2 stones, 7 beans etc.)* This is a fun activity to do at the beach, or with sidewalk chalk!

2. **Card game “snap”** – Remove the face cards (J, Q, K, A, Jokers) from the deck of cards (provide in package). Shuffle the cards and deal out the remaining cards in the deck. Each player keeps their stack of cards face down in front of them. Together, count to three aloud. On ‘three’, each player turns over their top card. The person with the highest number collects the cards from the other players. If two or more cards match, the players count out three cards, and turn over the fourth to see who has the highest card.
3. **Pattern-making many ways** – Make a colour pattern with crayons by making marks on a paper. Use small items (pasta shapes, stones, sticks, buttons, etc.) to make a pattern in a line. Stone-stone-button-stone-stone...what comes next? Make a size pattern: large stone, small stone, large stone. Have your child make a pattern that you guess as well as having them guess what’s next in a pattern that you make.

Materials at home:

- small objects – many of the same kind – stones, buttons, pasta shapes, paper clips, coins, etc.
- paper and writing utensils
- playing cards and dice

Family connections:

Cooking together is an excellent way of incorporating numeracy – measuring (1 cup, 2 teaspoons), estimating (about a cup, a little bit) and counting (2 carrots, three star anise, 10 cloves).

Were you encouraged to help with food preparation when you were young?

Did you follow recipes with measurements, or did you estimate amounts?

Helpful links:

[22 Active Math Games and Activities for Kids Who Love to Move](#)

End

Debrief: How can we bring math into our everyday conversations?

- Sharing food in equal portions is working with fractions!
- Going for a walk? Point out numbers on houses.
- Play guessing games – how many steps will it take to get to the corner?
- Count stairs as you walk up and down them.
- If you have beaded jewelry, try to find the pattern (bracelets and necklaces are good for this).

Closing activity:

Play the “Show me” game (show me six...kids hold up fingers...now show me six in a different way...kids rearrange fingers).

Read *Count the Monkeys* by Mack Barnett, *One Big Pair of Underwear* by Laura Gehl & Tom Lichtenheld or *Chicka Chicka 1 2 3* by Bill Martin Jr.

Before next time: Make a number book (handout from PALS binder, or make their own)

Goodbye song: “Wave, wave, wave goodbye”

Take-home book possibilities:

- *Chicka Chicka 123* by Bill Thomson
- *One Big Pair of Underwear* by Laura Gehl and Tom Lichtenheld
- *Ten on the Sled* by Kim Norman



Early Math

Most children can count. Some can count to 10. Some can count to 100. In kindergarten, children learn the numbers 0 – 10. They will learn to read and write these numbers. They will learn to use these numbers in different ways.

When you practice numbers with your child, try these tips:

1. We use numbers and math every day. Counting, sorting, making patterns, estimating and measuring all use math.
 - a. **Counting:** Touch and count things in a row. Ask, “How many ____ are there?” Count the people in your family on your fingers and count how many plates you’ll need for supper.
 - b. **Sorting:** Find objects to sort by size, colour, shape, or other qualities. Use a big box of crayons to sort by colour. Sort a handful of stones at the park into small and big. When you shop, sort your groceries by things in cans, boxes or bags.
 - c. **Making patterns:** Find and make patterns in jewelry, small objects or nature. At the park, use sticks and stones to make a pattern by laying them out in a row (stick – stick – stone – stick – stick – what comes next?). Make a bracelet with coloured beads.
 - d. **Estimating:** Older children can start “guessing” at things like amount, time and size. On a walk, ask how many steps it might take to get to the next lamppost or street corner. Cut a small bunch of grapes and ask how many grapes your child thinks there are.
 - e. **Measuring:** Children do not think in centimetres or kilograms. They can understand bigger, smaller, heavier, etc. Use your child’s hand to “measure” the counter top, or how tall their sister is.
2. In English, we read from left to right. We write our numbers from top to bottom and left to right, too. Don’t worry if your child writes numbers backwards or in a different direction. Help your child to start at the top and draw down and from left to right.
3. Think of the numbers around us every day! Point out numbers when you can. Look at license plates, house numbers, price tags and digital clocks.
4. Use songs and rhymes to teach! Many songs use counting forwards and backwards. Use your fingers and thumbs as you sing. “Five Green and Speckled Frogs” is a good example.
5. Play games! Games using cards and dice are a great way to practice counting.
6. How you feel about math is important. Young children don’t think math is hard. They don’t think they are not good at math. Talk about math in a good way. Try to make it fun.



Riddles, Raps & Rhymes

Key ideas

- Young children enjoy and respond to rhythm, rhyme and beat.
- Everyone can participate in singing.
- Children’s phonemic awareness (hearing sounds in words) is a predictor for future reading achievement.
- Music offers great opportunity for creativity, by creating new lyrics.
- Nursery rhymes and songs enhance oral language.

*Provide audio clip or one-pager with translation for families.

Beginning

Welcome: Introduce the topic

Super Simple Songs on YouTube

“If You’re Happy and You Know It”

Reconnect: What did you try? since we last “met” show or share

Adult only:

Have children draw a picture of their favorite stuffed animal.

Discuss key ideas with adults.

Middle

Activities:

1. Feelings activity (oral language) – Draw a happy face. Complete the sentences:

- I feel happy when ...
- I feel sad when ...
- I feel mad when...

2. Making instruments with everyday household objects

Make a shaker with beans and an empty plastic container.

- Make an instrument with an empty tissue box and rubber bands. What sounds can you make?
- Can you make music with pots, pans and a wooden spoon? What else can you make with supplies from around the house?
- You can draw/ write some letters on your instrument to decorate it.

Additional activities:

1. Look around the house, collect materials that you can use to make instruments.
2. Talk about the steps you followed to make your instrument.
3. Take pictures of how you made your creative instrument at home to share with us.

Materials at home:

- IPALS activity kit
- plastic containers
- beans, rice, pebbles
- paper towel tube, paper plates, empty tissue box
- rubber bands
- pots, pans, wooden spoons

Family connections:

What songs/rhymes do you remember from your childhood? Share with your child in English or your home language.

Who sang songs to you? Which songs do you sing with your child/ren?

Helpful links:

[“Head, Shoulders, Knees & Toes”](#)

[“Alphabet Song”](#)

End

Debrief: Use the reactions features (thumbs up, etc. and/or chat features) for families to give feedback and ask questions (if available).

Closing activity: Read the take home book related to the session.

Goodbye song: [“Bingo”](#)

Take-home book possibilities:

- *If You’re Happy and You Know It* by various
- *Head, Shoulders, Knees and Toes* by various
- *Itsy, Bitsy Spider* by Iza Trapani

Tiny Techies

Key ideas

- Technology is a useful tool to support literacy learning.
- Young children tend to be comfortable with technology – sometimes more so than their parents.
- The best programs to use with young children are those that promote language development and interaction.
- It is helpful to develop family strategies to monitor / limit the amount of screen time for young children.

*Provide audio clip or one-page with translation for families.

Beginning

Welcome: “Welcome Welcome Everyone”

[Super Simple Songs on YouTube](#)

[“If You’re Happy and you know it”](#)

Reconnect: What did you try? ... since we just met show and share

Adult only:

Have children draw a picture of their favourite character. Discuss the key ideas with adults:

- Most of us have mobile devices. How do we monitor our own use to model for our children (phones at the dinner table, when we are waiting for something, etc.).
- There are many learning apps available to us. What are the differences between paid apps and free apps? (Often it is advertising / popups.)
- Children will be introduced to technology in school – even in kindergarten. Children will learn basic coding, use reading programs on iPads, etc.
- Remember “apps in laps” – explore technology together!

Middle

Activities:

1. Listen and read together – visit [Just Books read Aloud](#) or if your local library has a subscription to [TumbleBooks](#), you can access it through their site.
2. Check out a science website – visit [National Geographic Kids](#) for great information, videos, activities and games.
3. Use the KWL method to learn about a new animal or plant:
 - K – What do you know about ____?
 - W – What do you wonder about ____?
 - L – What did you learn about ____?
4. Do a photo scavenger hunt – inside or outside. Make your own or use a template.

Materials at home:

- Mobile device / internet connection

Family connections:

Do you use technology to communicate with your family who don't live close to you? Video calls can be a great way to expose your children to your first language.

Helpful links:

- [Free coding apps](#) ([Kodable](#) & [codeSpark Academy](#) are both excellent)
- [TumbleBooks](#) through your local public library

End

Debrief:

Which apps, if any, do you like to use with your children?

Why is it important to allow children some access to technology?

Before next time:

Practice editing some photos from your scavenger hunt on your phone or tablet.

Adjust the brightness, crop the size, or try some filters.

Goodbye song: “Now it’s time to say goodbye”

Tiny Techies

Your child was born in a world that has technology. They will not know a life without computers or smart phones.

Learning to use technology is important. Your children will use computers in school, in work and in life.

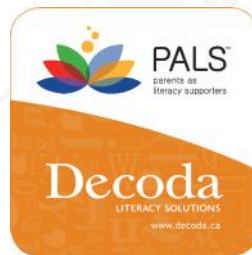
Many parents worry about how much technology their children are using every day. Doctors say that children under two years of age should not watch TV or other screens. We should try to keep “screen time” low for young children. Make sure that children play outside or move around as much as possible.

Remember these tips:

1. Use apps together! Connect with your child while they are using technology. Talk about what they are seeing and doing.
2. Find apps where children can do something and are not just watching. Apps like this are better for learning.
3. Make sure what your child is watching is safe for their age.
4. Be a good example for your child. Think about how you use technology. Do you look at your phone when you're waiting or bored? Do you have the TV on when you eat? Make “no screen” times and places. For example: no tablets from 2-4 pm or no phones at the dinner table.
5. There are many good ways to use technology. You can use apps to learn a new language. Use a video call app to talk to family and friends who live far away. Look up information together. Read e-books or listen to audiobooks together.

IPALS Family Literacy Resource

Virtual Sessions



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