

Experience

More Reading and Writing

with
Friends and Feelings



Please enjoy this sample

Eight Foundational Areas of Language and Literacy

The activities in More Reading/Writing feature eight foundational areas of language and literacy. Under the title of each activity, we list the featured skill and learning goal. At the back of this book, we have charted the developmental benchmarks common for 4-6 year olds for each of the eight foundational areas of language and literacy. Use these benchmarks to know how you can better support your child's learning.

Listening Comprehension

The ability to:

- Comprehend spoken language
- Follow verbal directions

Communication

The ability to:

- Communicate ideas
- Speak in sentences

Vocabulary

The ability to:

- Build vocabulary

Phonological Awareness

The ability to:

- Hear small units of sound
- Identify rhyme and alliteration

Concepts of Print

The ability to:

- Demonstrates print knowledge

Letter/Word Recognition

The ability to:

- Identify letters and words
- Make letter-sound connections

Reading Comprehension

The ability to:

- Respond to text
- Retell, ask and answer questions

Emergent Writing

The ability to:

- Write name, words and sentences
- Express ideas through writing

Each month features a new More Reading/Writing activity book that extends the skills in your Mother Goose Time curriculum!



Order both books for one great price!

Include More Math and More Reading & Writing with your Mother Goose Time curriculum for just \$3⁹⁹ per child!

Each book is \$3⁹⁹ + S&H when purchased separately.

Making Sentences

Emergent Writing: writes name, words, and sentences 14.1

Touch each word and read it aloud. Then copy the sentence on the line provided. Cut out the word cards at the bottom to copy or create your own sight word sentences. Find photos to create more rebus cards.

My  is brown.

My cat is brown.

My  is blue.

My  is green.

my

green

dog



brown

blue

is



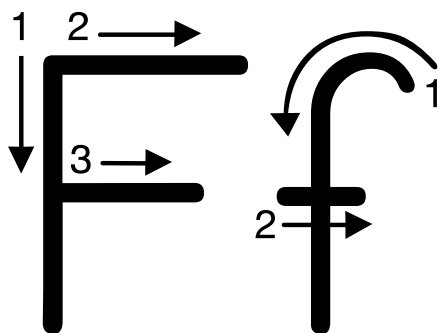
cat



fish

Letter F

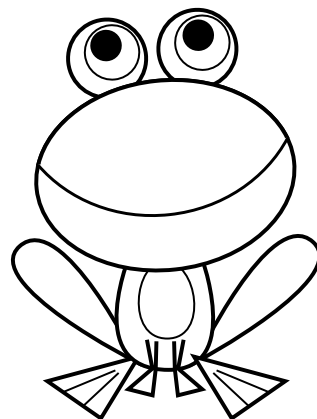
Letter recognition: identifies letters and words 12.1



Trace the letter
with your finger.

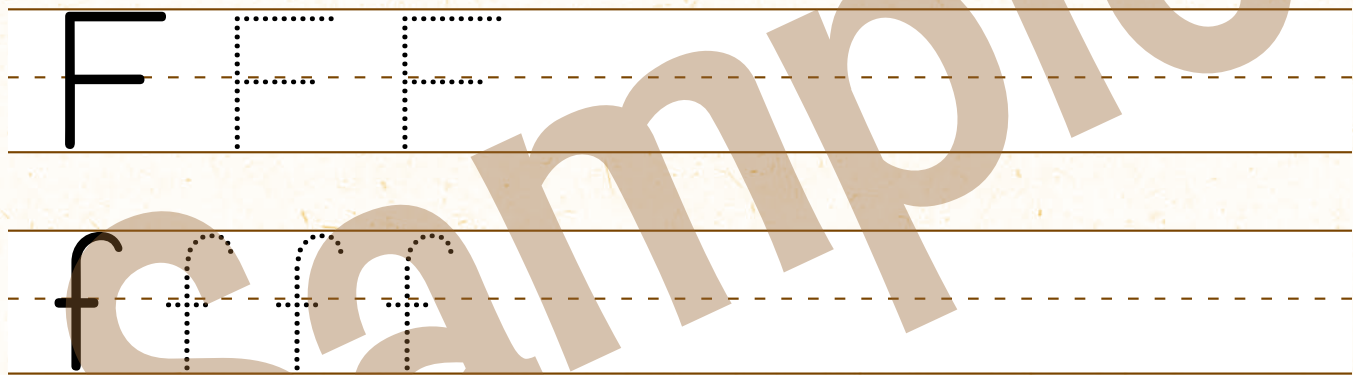
fish
frog
four

Read the words.

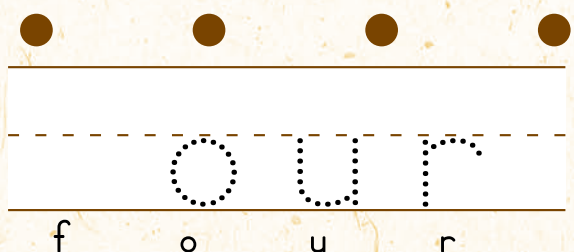
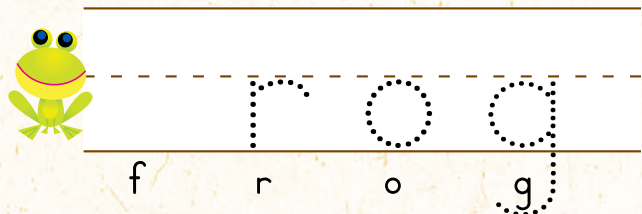
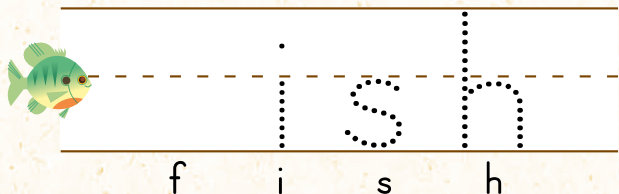


Color the frog.

Write the letter Ff.



Copy these words.



Write your own f word.

Blank handwriting lines for writing a word starting with 'f'.

My F Book

Concepts of Print: demonstrates print knowledge 11.1

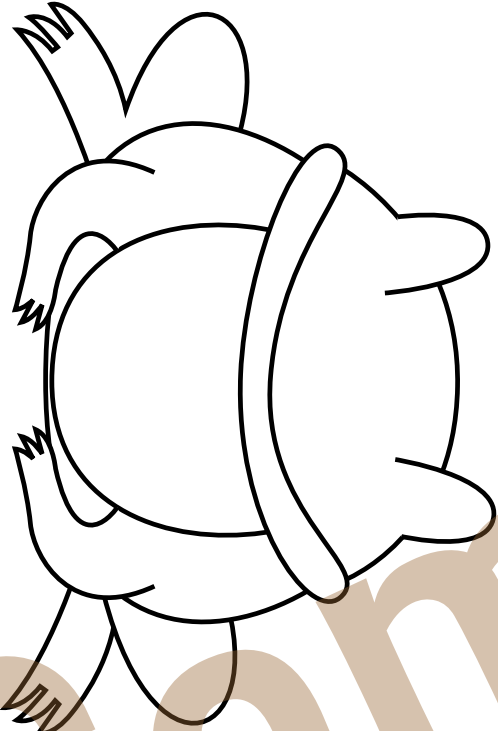
Cut out, color, staple and read!

My F Book



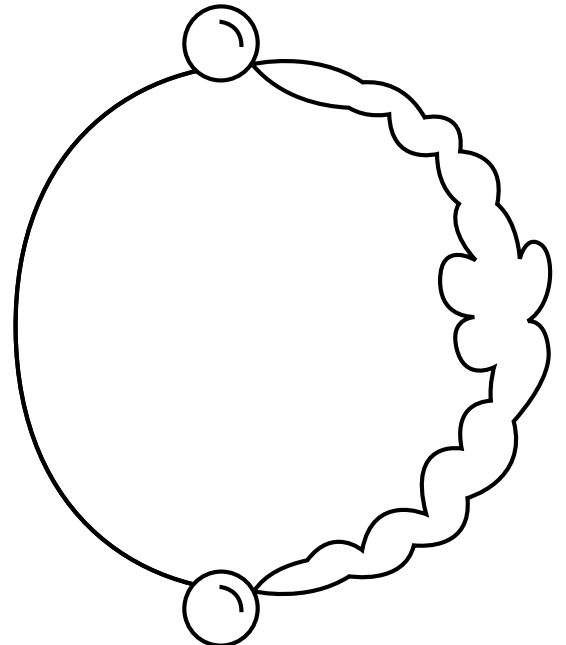
Faces

Name _____



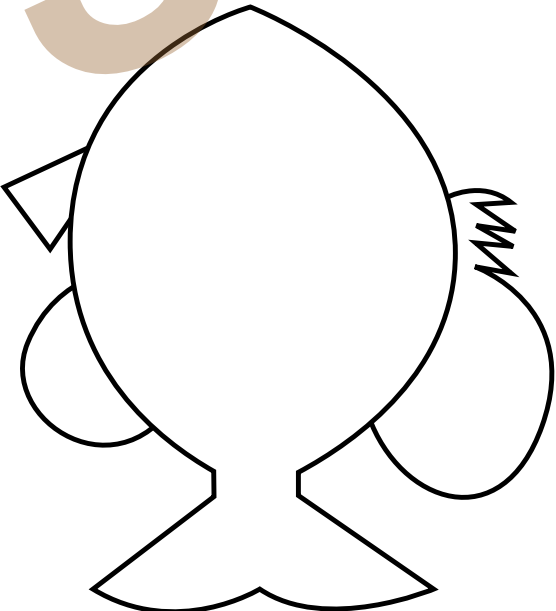
This is a frog face

②



This is my face

①



This is a fish face

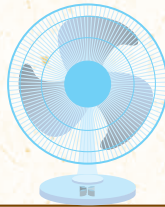
③

F Letter Sound

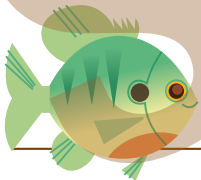
Letter/Word Recognition: makes letter-sound connections 12.2

What begins the sound F?

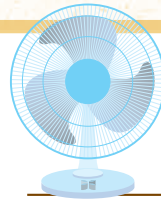
Write the letter F under each word that begins with the F sound.



Say the name of the picture. Write P or F to begin each word.
Then write the word



_ish



_an



_ig



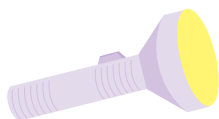
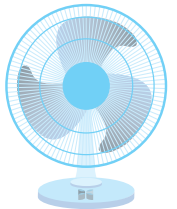
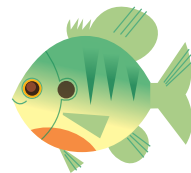
_an

Beginning Sounds

Phonological Awareness: Hears small units of sound. 10.1

- Your friend Fran loves words that begin with the /F/ sound.
- Cut out the picture and glue the /F/ words in the speech bubble.
- Write other words you know that begin with /F/.

Sample



Skills Overview

DATE

	Developing	Meeting	Exceeding
7 Listening Comprehension			
7.1 Comprehends spoken language	<p>○ ○ ○ ○ ○</p> <p>Listens to a story or request and then responds appropriately.</p>	<p>○ ○ ○ ○ ○</p> <p>Expands on stories and information shared orally.</p>	<p>○ ○ ○ ○ ○</p> <p>Asks and answers general questions about information or stories shared orally.</p>
7.2 Follows verbal directions	<p>○ ○ ○ ○ ○</p> <p>Follows unrelated two-step directions given verbally.</p>	<p>○ ○ ○ ○ ○</p> <p>With prompting, follows multi-step directions given verbally.</p>	<p>○ ○ ○ ○ ○</p> <p>Follows multi-step directions given verbally.</p>
8 Communication			
8.1 Communicates ideas	<p>○ ○ ○ ○ ○</p> <p>Asks simple questions and stays on topic for two to three exchanges.</p>	<p>○ ○ ○ ○ ○</p> <p>Tells stories and engages in conversations through multiple exchanges.</p>	<p>○ ○ ○ ○ ○</p> <p>Explains thoughts about familiar people, places and events.</p>
8.2 Speaks in sentences	<p>○ ○ ○ ○ ○</p> <p>Speaks in sentences but does not always follow grammatical rules.</p>	<p>○ ○ ○ ○ ○</p> <p>Speaks in simple complete sentences. Uses question words in speech.</p>	<p>○ ○ ○ ○ ○</p> <p>Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.</p>
9 Vocabulary			
9.1 Builds vocabulary	<p>○ ○ ○ ○ ○</p> <p>Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>	<p>○ ○ ○ ○ ○</p> <p>Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>	<p>○ ○ ○ ○ ○</p> <p>Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p>
10 Phonological Awareness			
10.1 Hears small units of sound	<p>○ ○ ○ ○ ○</p> <p>Identifies words that have a similar beginning sound.</p>	<p>○ ○ ○ ○ ○</p> <p>Identifies the beginning and ending sounds of words.</p>	<p>○ ○ ○ ○ ○</p> <p>Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>
10.2 Identifies rhyme and alliteration	<p>○ ○ ○ ○ ○</p> <p>Identifies when two words rhyme or don't rhyme.</p>	<p>○ ○ ○ ○ ○</p> <p>Suggests a series of rhyming words when given a word.</p>	<p>○ ○ ○ ○ ○</p> <p>Explains which sound of given word is the rime and which sound is the onset.</p>
11 Concepts of Print			
11.1 Demonstrates print knowledge	<p>○ ○ ○ ○ ○</p> <p>Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>	<p>○ ○ ○ ○ ○</p> <p>Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p>	<p>○ ○ ○ ○ ○</p> <p>Recognizes common types of text (poem, storybook, fact book). Names author and illustrator. Identifies punctuation.</p>
12 Letter/Word Recognition			
12.2 Makes letter-sound connections	<p>○ ○ ○ ○ ○</p> <p>Recognizes some common words in print; such as their his/her name, mom, dad or stop.</p>	<p>○ ○ ○ ○ ○</p> <p>Names all upper and lower case letters when presented in random order. When shown a two to three letter word, can find it in print.</p>	<p>○ ○ ○ ○ ○</p> <p>Reads high frequency sight words.</p>
12.1 Identifies letters and words	<p>○ ○ ○ ○ ○</p> <p>Identifies six to seven letters and their sounds.</p>	<p>○ ○ ○ ○ ○</p> <p>Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words.</p>	<p>○ ○ ○ ○ ○</p> <p>Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.</p>
13 Reading Comprehension			
13.1 Responds to text	<p>○ ○ ○ ○ ○</p> <p>Anticipates what come next in familiar stories. Expresses likes or dislikes within the story.</p>	<p>○ ○ ○ ○ ○</p> <p>Relates to the characters or events of the story and shares a similar experience or object from own life.</p>	<p>○ ○ ○ ○ ○</p> <p>With support, compares similarities between two texts.</p>
13.2 Retells, asks and answers questions	<p>○ ○ ○ ○ ○</p> <p>Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>	<p>○ ○ ○ ○ ○</p> <p>Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.</p>	<p>○ ○ ○ ○ ○</p> <p>With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>
14 Emergent Writing			
14.1 Writes name, words and sentences	<p>○ ○ ○ ○ ○</p> <p>Attempts to print or copy familiar symbols and letters, especially those that are in own name.</p>	<p>○ ○ ○ ○ ○</p> <p>Prints first name. Copies print. Uses inventive spelling.</p>	<p>○ ○ ○ ○ ○</p> <p>Prints first and last name. Prints upper and lower case letters appropriately.</p>
14.2 Expresses ideas	<p>○ ○ ○ ○ ○</p> <p>Draws lines, circles or shapes and explains who or what they represent.</p>	<p>○ ○ ○ ○ ○</p> <p>Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>	<p>○ ○ ○ ○ ○</p> <p>Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p>