

WASHINGTON COUNTY

Literacy

RESOURCE GUIDE

For Parents & Caregivers

BIRTH — 8TH GRADE

PREPARED BY THE ARCHWAY PARTNERSHIP AT THE UNIVERSITY OF GEORGIA

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INTRODUCTION

This booklet was created by the Archway Partnership in collaboration with Washington County Family Connection with assistance from the Department of Language and Literacy Education at the University of Georgia to provide literacy resources and information for the parents and caregivers of children from birth – 8th grade. Literacy is defined as the ability to read and write¹. Book recommendations, websites, other resources, and tips are laid out in the pages that follow.

Reading helps children develop language skills and to learn new words. It inspires their imaginations and provides opportunities to understand and experience the world around them, all without leaving the comfort of home. Reading aloud can also strengthen the bond between child and caregiver. It is recommended for children to have regularly scheduled reading time each day and encouraged for parents and caregivers to read with their child(ren) during this time.

The booklet contains resources, agencies, and websites that provide literacy tips and suggestions for parents and caregivers. If you are aware of any additional resources not mentioned in this booklet or would like to list your program/service, please contact us at apartner@uga.edu.

¹ www.merriam-webster.com/dictionary/literacy

Most children enjoy watching television, playing video games, using the computer, or scrolling through apps on a tablet or phone. While these forms of media can provide educational opportunities for children, it is important to balance and/or limit screen time, and to find ways to use technology that makes sense for your family's needs.

The American Academy of Pediatrics discourages screen time for children under the age of two. For older children, they recommend no more than two hours of screen time per day. However, the most effective way to determine how much time should be spent on digital media is for parents to monitor their child's media use, and to understand which forms of media are appropriate and useful for their child. Below are some tips and recommendations for using screen time wisely².

Recommendations

- Try to avoid using the TV as background noise.
- Keep TVs and computers out of the bedroom and instead keep them in a common area of your home.
- Eat at the dinner table, not in front of the TV.
- Set rules for school days. All free time should not be spent in front of the TV. Avoid using television for a reward or punishment.
- Set a good example by limiting your screen time. Children will model your behavior so if you consistently watch television for hours, so will they. In addition, if they see you reading a book, they are more likely to repeat that practice.
- Suggest other activities for entertainment other than the media outlets mentioned above. Other activities may include: reading, board games, playing a sport, attending free events, walking with the family, etc.
- Designate time during the week or month as screen-free time for the whole family.
- Plan what your child views. Look for quality programming with both TV and movies. Also preview cell phone apps before allowing your child to use or download them. It is recommended to use parental controls on your TV, phone, and computers to monitor your child's viewing behaviors.
- Watch TV programs and movies with your child. Discuss what you are seeing with your child. Ask questions like, "What did you feel when ___?" or "How is this similar to ___?" This gives you a chance to share about family values, violence, drug abuse, sex, and even nutritional tips related to junk food and childhood obesity.
- Record programs and watch them later. This gives you the opportunity to fast forward during commercials avoiding the advertisements for selling toys or unhealthy food.
- Eliminate TV watching hours before bedtime.

Activity to Try

- Incorporate technology with literacy by watching programs that combine creative storytelling and using websites and apps that offer stories for children to read and enjoy.

Children are learning language through interactions with people and objects in their environment. They are expressing needs and sharing experiences through gestures, mutual gaze, and basic attempts at words. They are exploring and playing with books, but not necessarily looking at pages in the order they are printed. Bonds are being formed through shared experiences with books and objects



Suggested Books³

- **Baby Faces** by Ben Argueta
- **Barnyard Banter** by Denise Fleming
- **Brown Bear, Brown Bear, What Do You See?** by Bill Martin, Jr.
- **Everywhere Babies** by Susan Meyers
- **Goodnight Moon** by Margaret Wise Brown
- **Guess How Much I Love You** by Sam McBratney
- **Run, Mouse, Run!** by Petr Horacek
- **Scratch and Sniff: Garden** by DK Publishing
- **Sounds on the Farm** by Gail Donovan
- **Tails** by Matthew Van Fleet
- **Up, Up, Up!: A Bea and Haha Book** by Emily Jenkins
- **The Very Hungry Caterpillar** by Eric Carle
- **What's Up, Duck?** by Tad Hills
- **Where Is Baby's Belly Button?** by Karen Katz
- **White on Black** by Tana Hoban
- **Who Said Moo?** by Harriet Ziefert

Activity to Try

- Use sturdy board books, cloth books, and bath books to allow your child to mix reading with playing.

² www.thefamilyconservancy.org/component/k2/item/767-screen-time

³ www.thefamilyconservancy.org/component/k2/item/38



Suggested Books

- **Bee-him Bop!** by Linda Sue Park
- **Chicka Chicka Boom Boom** by Bill Martin Jr. and John Archambault
- **Clifford, the Big Red Dog** by Norman Bridwell
- **Curious George** by Hans Augusto Rey
- **Full, Full, Full, of Love** by Trish Cooke
- **Gracias/ Thanks** by Pat Mora
- **If You Give a Mouse a Cookie** by Laura Joffe Numeroff
- **Jazz Baby** by Lisa Wheeler
- **Love You Forever** by Robert N. Munsch
- **The Napping House** by Audrey Wood
- **One Hot Summer Day** by Nina Crews
- **Please Baby, Please** by Spike Lee and Tonya Lewis Lee
- **The Velveteen Rabbit** by Margery Williams
- **We're Going on a Bear Hunt** by Michael Rosen
- **Where the Wild Things Are** by Maurice Sendak

Additional Resources

- Cooperative Children's Book Center: ccbc.education.wisc.edu/books/bibBio.asp
- Theodore Seuss Geisel Award: www.ala.org/alsc/awardsgrants/bookmedia/geiselaward
- Washington County Public Library: <http://www.ocrl.org/wc-home/>

Suggested Authors

Bryon Barton, Donald Crews, Doreen Cronin, Eric Carle, Eric Hill, Mo Willems, Rachel Isadora, Rosemary Wells

Activities to Try

- Allow your child to explore the book and tell stories from the pictures – enjoy, laugh, share stories, and just have fun!
- Use enriched language as you talk about pictures and stories. For example, after reading *Full, Full, Full of Love* by Trish Cooke, you could say, "My goodness, Jay Jay sure was patient. He had to wait a long time for everyone to arrive."
- Choose books with rhythm, rhyme, and repetition like, *Jazz Baby* by Lisa Wheeler, *Oh, No!* by Candace Fleming and *I Ain't Gonna Paint No More* by Karen Beaumont. These and similar books will help to improve children's awareness of sounds.
- Recreate books through play. For example, use homemade puppets to tell the story live.

Beginning kindergarten is a big step forward for children and their care givers. During this time, children will become more intentional about how they look at words in books and how they pay attention to sounds and letters. Here are some books and activities that can help to make the transition easier.

Suggested Books

- **Benny and Penny** series (Toon books) by Geoffrey Hayes
- **Duck, Rabbit** by Amy Krause Rosenthal
- **Full, Full, Full, of Love** by Trish Cooke
- **Jazz Baby** by Lisa Wheeler
- **Llama Llama Red Pajama** by Anna Dewdney
- **Nino Wrestles the World** by Yuyi Morales
- **Pete the Cat** by Eric Litwin
- **Please Baby, Please** by Spike Lee and Tonya Lewis Lee
- **Red-eyed Tree Frog** by Joy Cowley

Activities to Try

- Read aloud with your child to make reading a familiar and comforting activity. Reading aloud is common in the classroom and during library time at school.
- Visit your local library and check out books about going to school.
- Play and enjoy rhyming both from books and verbally. Books like, *Pio Peep! Traditional Spanish Nursery Rhymes* by Alma Flor Ada, *Let's Clap, Jump, Sing, and Shout* by Patricia C. McKissack, and DVDs and books by Raffi.
- Begin a bedtime routine with your child a few weeks before school and use this time to read books together.

Skills to Work On⁴

- *It is not necessary for your child to be able to perform all of these skills, but mastering a few will help prepare him or her for a successful kindergarten experience.
- Knows full name, address, and telephone number
- Prints a few letters, especially those in own name
- Recognizes own printed name
- Draws and colors beyond a simple scribble
- Participates in make-believe playtime
- Listens to stories and books
- Speaks in full sentences
- Understands concept words such as “more”, “less”, and “some”
- Names shapes such as circle, square, and triangle
- Uses prepositional words such as “up”, “down”, and “above”
- Matches and names three or more colors
- Counts sets of one to four objects and tells how many
- Identifies penny, nickel, and dime

Suggested Authors

Bill Martin Jr., Bryon Barton, David Shannon, Denise Fleming, Donald Crews, Doreen Cronin, Eric Carle, Eric Hill, Laura Vaccaro Seeger, Lita Judge, Mo Willems, Rachel Isadora, Rosemary Wells, Steve Jenkins.

⁴ www.thefamilyconservancy.org/component/k2/item/144#5



In first grade, books will have simple storylines and sentences will sound like every day conversation. As children move to second and third grade the ideas, sentence structure, and vocabulary in books will become more complex. It is important for children to look closely at words so that what they say matches what they see (one to one matching). By the third grade children are making deeper connections to both concrete and abstract ideas in what they read. They will move from picture books with patterned language to simple chapter books and eventually to a variety of genres and formats.

Suggested Books

- **Amazing Grace** by Mary Hoffman
- **Baseball Saved Us** by Ken Mochizuki
- **Jumanji** by Chris Van Allsburg
- **The Lorax** by Dr. Seuss
- **Marisol McDonald Doesn't Match** by Monica Brown
- **Math Curse** by Jon Scieszka
- **My Very Own Room** by Amada Irma Perez
- **The Name Jar** by Yangsook Choi
- **The Polar Express** by Chris Van Allsburg
- **Romana Quimby** by Beverly Cleary
- **Stellaluna** by Janell Cannon
- **Strega Nona** by Tomie De Paola
- **Wilfred Gordon McDonald Partridge** by Mem Fox

Series Books That Are Popular Among Young Readers

- **Amelia Bedelia** by Peggy Parish
- **Arthur** by Marc Tolon Brown
- **Baby Mouse** by Jennifer Holm
- **Diamond Daniel** by Nikki Grimes
- **Flat Stanley** by Jeff Brown
- **Hank the Cowdog** by John Erikson
- **Ivey and Bean** by Annie Barrows
- **Ling and Ting** by Grace Lin
- **Magic Tree House** by Mary Pope Osborne
- **Sports books** by Matt Christopher
- **Who Was Biographies** (children refer to them as “the Bobblehead biographies”)

Additional Resources

- **Lee and Low:** www.leeandlow.com
- **CCBC:** ccbc.education.wisc.edu/books/bibBio.asp
- **ReadBrightly.com:** www.readbrightly.com/
- **ALA Award winners:** thebrownbookshelf.com
www.ala.org/alsc/awardsgrants/bookmedia/thebrownbookshelf.com
- **Caldecott:** www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal
- **Coretta Scott King:** www.ala.org/rt/emiert/cskbookawards

Suggested Authors

Cynthia Rylant, David Wisner, Grace Lin, Jacqueline Woodson, Jon Klaussen, Jon Scieszka, Joyce Sidman, Juan Phillipe Herrera, Kate DiCamillo, Nikki Grimes, Pat Mora, Tomie De Paola, Vera B. Williams.



Fourth graders have moved from learning-to-read to reading-to-learn. They read and think at a higher level and make will make personal connections to their reading material. By fifth grade, these learners can develop their own ideas based on what they read. They summarize and identify main ideas in texts, and learn the meaning of new words by examining the familiar words around what is unfamiliar. Sixth graders use higher-order thinking skills to read more creative and complex books and to learn on their own outside of the classroom⁵. They read a variety of texts including drama, poetry, and nonfiction. As their language and reading skills become more developed they will test their reading and writing abilities across various content areas and digital platforms⁶.

⁵ www.scholastic.com/parents/

⁶ www.thefamilyconservancy.org/component/k2/item/40

⁷ commoncore.scholastic.com/teachers/books/non-fiction



Suggested Fiction Books

- ***Africa is My Home*** by Monica Edinger
- ***As Brave As You*** by Jason Reynolds
- ***Because of Winn Dixie*** by Kate DiCamillo
- ***The Best Christmas Pageant Ever*** by Barbara Robinson
- ***The Crossover*** by Kwame Alexander
- ***Geeks, Girls, and Secret Identities*** by Mike Jung
- ***The Giver*** by Lois Lowry
- ***Harlem: A Poem*** by Walter Dean Myers
- ***I Lived on Butterfly Hill*** by Marjorie Agosin
- ***My Father's Dragon*** by Ruth Stiles Gannett
- ***Number the Stars*** by Lois Lowry
- ***One Crazy Summer*** by Rita Williams-Garcia
- ***Out of My Mind*** by Sharon Draper
- ***The Phantom Tollbooth*** by Norton Juster
- ***Relish: My Life in the Kitchen*** by Lucy Knisley
- ***Roll of Thunder, Hear My Cry*** by Mildred D. Taylor
- ***Rules*** by Cynthia Lord
- ***Shiloh*** by Rhyllis Reynolds Naylor
- ***Tales of a Fourth Grade Nothing*** by Judy Blume
- ***The Thing about Luck*** by Cynthia Kadohata
- ***The Watsons Go to Birmingham - 1963*** by Christopher Paul Curtis
- ***Wonder*** by R.J. Palacio



Suggested Non-Fiction Books⁷

- ***Brown Girl Dreaming*** by Jacqueline Woodson
- ***Elizabeth Leads the Way*** by Tanya Lee Stone
- ***The Great Fire*** by Jim Murphy
- ***I Am Harriet Tubman*** by Grace Norwich
- ***Internet Inventors*** by Nel Yomtov
- ***March: Book One*** by John Lewis
- ***Moonshot: The Flight of Apollo 11*** by Brian Floca
- ***The Oregon Trail*** by Mel Freidman
- ***Pink and Say*** by Patricia Polacco
- ***The Port Chicago 50*** by Steve Sheinkin

Activities to Try

- Encourage your child to read one book every 1-2 weeks and challenge them to switch up the genres.
- Create and go on a scavenger hunt through your public library, independent bookstore or other book-ish hang-out.

By now a child's literacy and language skills are well-developed. Homework assignments often involve reading a text and then writing a summary or story about it. This is a great time to encourage children to read new and challenging books and to express themselves creatively.



Suggested Authors

Alan Gratz, Eliot Schrefer, Gary D. Schmidt, Jason Reynolds, Jeff Kinney, Jennifer Niven, Kwame Alexander, Raina Telgemeir, Rick Riordan, Shannon Hale



Suggested Books

- ***Orphan Island*** by Laurel Snyder
- ***Fish in the Tree*** by Lynda Hunt
- ***Wonder*** by R.J. Palacio
- ***Ghost*** by Jason Reynolds
- ***The Crossover*** by Kwame Alexander
- ***One Crazy Summer*** by Rita Williams-Garcia
- ***One and Only Ivan*** by Katherine Applegate
- ***Rain Reign*** by Ann Martin
- ***El Deafo*** by Cece Bell
- ***Refugee*** by Alan Gratz
- ***Rescued*** by Eliot Schrefer

Suggested Non-Fiction Books

- ***Alexander Hamilton, Revolutionary*** by Martha Brockenbrough
- ***Bomb: The Race to Build and Steal The World's Most Dangerous Weapon*** by Steve Shenkin
- ***The Family Romanov: Murder, Rebellion and the Fall of Imperial Russia*** by Candice Flemming
- ***Charles and Emma: The Darwin's Leap of Faith*** by Deborah Heiligman
- ***The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism*** by Naoki Higashida
- ***Undeclared: Jim Thorpe and the Carlisle Indian School Football Team*** by Steve Shenkin
- ***Girl Code: Gaming, Going Viral, and Getting it Done*** by Andrea Gonzels and Sophie Houser
- ***Come On In: The United States in World War I*** by Linda Barrett Osborne
- ***Chew on This: Everything You Don't Want to Know about Fast Food*** by Eric Schlosser and Charles Wilson
- ***Almost Astronauts: 13 Women who Dared to Dream*** by Tanya Lee Stone

Activities to Try

- Read the same book together and keep a conversation journal where you write to one another as readers about what you are discovering or enjoying in this book.
- You can use websites or apps (ex: GoodReads) to keep track of what you and your child read together, make lists of books you want to read next, or rate and comment books you have explored together.
- Work together to write a letter to the author in response to the book you are both reading and send it as an email. You could also find their Twitter and use other ways to reach out and interact.
- Locate a literary event (ex: author reading, lecture, book festival) and attend it together.

READING FOR PLEASURE

The main thing to keep in mind is that what motivates readers is the pleasure in the reading experience itself. So, here are some things you can do to motivate your child to read:

MODEL THE LOVE OF READING FOR YOUR CHILD *and celebrate reading pleasure with them.*

Be a role model. Read often and talk to your kids about what you are reading.

Read to them or with them often.

CREATE A PRINT-RICH ENVIRONMENT *and take them to places with such environments (ex: libraries and bookstores).*

ENCOURAGE THEM and help them choose books that meet their personal interests and needs.

Help them become familiar *with the wonderful variety of reading material they can choose from.*

PROMOTE "light reading" as well (comics, magazines, popular print, digital texts, etc.)

Engage them in discussions and social interactions ABOUT AND AROUND BOOKS.

GIVE THEM INCENTIVES THAT REFLECT THE VALUE OF READING (ex: a bookstore gift card or a visit to the book festival to recognize their development as readers).

Avoid giving a negative message about reading (ex: by forcing your child to read).

Encourage your child to attend reading-related events and activities at the school, the library, or elsewhere. **ATTEND WITH THEM WHEN YOU CAN.**

Set high but reasonable expectations for your child. Keep in mind that people become readers by doing lots of reading of extended text.

Work with your child's teachers *to help them overcome possible reading difficulties.*

FOSTER READING FOR LEARNING, by encouraging them to read more about subjects that interest them.

BOOST *your child's self-confidence* and **HELP** them **VIEW** themselves as readers.

Make sure your child has sufficient time and a **quiet, comfortable space** where they can read for pleasure.

While many children do become excited and engaged in reading, some are at first reluctant and disinterested. Although a child may not show a natural interest in reading, it does not mean that he or she cannot become a skilled and eager reader.⁸



What Is a Reluctant Reader?

A reluctant reader is anyone who does not show interest in reading. There is a wide range within the category of reluctant readers. A reluctant reader may be a child who needs to be encouraged into reading texts. He or she may also be the child who strongly refuses to read. Reluctant readers sometimes hide their dislike towards reading using other behaviors. A teacher may notice that a certain student always becomes the class clown when it is time to begin independent reading. Similarly, parents may notice that their child seems to “misbehave” when asked to sit and read a book aloud.

Aliteracy & Reluctant Readers

Aliteracy means having the ability to read but choosing not to do so. This creates challenges for teachers who work with reluctant readers. For example, two such challenges are reluctant readers’ low self-confidence in reading and a diminished motivation for reading.⁹

It is probably not a surprise to learn that self-confidence in literacy (ex: reading a book, designing a Web page, writing a poem) makes a big difference in how capable one feels in handling a given task. There is a large amount of research to suggest that motivation to complete certain literacy tasks is heightened or lowered by the views we have about our own abilities. We all experience different degrees of self-confidence, no matter what our age or reading “level.” Yet, most of us will engage with texts that we find difficult if we feel the benefits are worth our effort and that we can overcome temporary setbacks in understanding. Many reluctant readers find their own reasons for becoming literate and so it is important to offer them a variety of reading materials.

⁸ www.k12reader.com/strategies-to-help-engage-reluctant-readers-in-reading

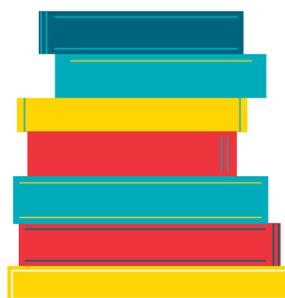
⁹ Alvermann, D. E. (2002). Effective literacy instruction for adolescents. *Journal of Literacy Research*, 34, 189-208.

STRATEGIES TO ENGAGE A RELUCTANT READER:

1 Identify the Root Cause of the Reluctance

Before selecting which strategy you will use to support a reluctant reader you need to know why he or she is disengaged from reading. Observe the child when he is beginning a reading task. Does he avoid it altogether or does he begin but become frustrated and stop? Also, watch for what he does while he is reading. Does he use strategies to help understand text or does he seem to not know how to work through it? What areas does he have the most difficulty with while reading—decoding, vocabulary, understanding? Does he just seem uninterested in the content or is he having difficulty reading it?

Once you have identified what the cause of the reader’s reluctance is you can select the appropriate strategy. If the child seems to have difficulty understanding texts or appears to be below grade level in her reading skills, this is a good time to refer her for additional support services. Parents should contact their child’s teacher to talk about placing a referral. If the cause seems to be based on interest rather than skills, the parent or teacher should select a strategy to help engage and excite the child in reading.



2 Individualize Reading Instruction and Experiences

When a processing problem is not causing reluctance towards reading, parents and teachers are often at a loss for why a child will not read. Often times, readers have difficulty connecting to the texts they are reading. They see the experience of reading as simply tracking words on the page. When they become engaged with a text they begin to see the power of reading.

Parents and teachers should individualize their reading instruction by focusing on the specific skills that each child needs support in. In the classroom, there are often at least a few students who show weaknesses in the same areas. Teachers can conduct small group reading lessons targeting particular areas where the children in the group need help. At home, parents can work with their child on the specific skills that she is working to develop.

Beyond this, a child’s reading experiences should be individualized. There is not one text that fits all students. Therefore, parents and teachers should seek out stories that appeal to their children’s personal interests. Children need to “see” themselves in what they read. If they cannot relate to the situations and characters in a text they will have more difficulty staying engaged with the text and thus will struggle with comprehension. When adults help children pick reading materials that reflect their interests they will become more and more interested in reading.¹⁰

3 High Interest Reading Material

Sometimes young people become disengaged from reading because they lose interest in the content of the texts they are reading. Often the books and textbooks read in school fail to capture the interest of today’s children because they are used to fast paced movies, video games and Internet sites. Parents and teachers can use high interest reading materials to help spark an interest in reading in these children. High interest texts are usually fairly non-traditional. They often focus on “edgy” topics or include a great deal of action. In addition, they may not look like a traditional book. There are a number of excellent graphic novels and higher-level picture books that are designed to engage reluctant readers. While it may seem that these texts “dumb down” reading, they do not. They may be slightly below a reader’s independent reading level, but they provide valuable experiences with reading. These texts serve as a stepping stone towards more traditional and higher-level texts. The goal in using high interest reading materials is to jump start a reluctant reader’s interest in reading.

¹⁰ www.k12reader.com/strategies-to-help-engage-reluctant-readers-in-reading

¹¹ www.k12reader.com/strategies-to-help-engage-reluctant-readers-in-reading

4 Role Modeling

The power of modeling successful and enjoyable reading experiences for reluctant readers cannot be denied. Many times a child or teenager will stop reading because it stops being “cool”. Group acceptance is an important part of a young person’s life. They do not see their friends and idols reading so they do not read. When the people a reluctant reader looks up to model reading and reinforce its importance then he or she is more likely to begin reading.

5 Strategies for Supporting Boys

Because boys seem to be more likely than girls to become reluctant readers, researchers have worked to determine what causes them to turn their backs on reading. They have found that many boys stop reading because they do not see practical uses for reading. They look for immediate ways to use what they learn. When they read texts with universal themes or highly fictionalized stories they fail to see the purpose in reading. There is nothing “useful” in these texts. Therefore, it has been suggested that those working with reluctant male readers offer them practical texts to engage their interest. These include manuals, non-fiction picture books, Internet sites and technology-based interactive texts. Such materials make reading useful to boys again. Then they are much more likely to continue reading in the future.¹¹

Pre-K Resources

bcw-bibs.com

Babies Can't Wait (BCW) is Georgia's statewide inter-agency service delivery system for infants and toddlers with developmental delays or disabilities and their families.

earlyliteracylearning.org/pgparents.php

This resource provides products for parents to use with their infants, toddlers, or preschoolers to make learning literacy fun and exciting.

getreadytoread.org

Get Ready to Read promotes early literacy in preschool children through child literacy assessment tools, activities, and caregiver support.

pfcfmc.org/KindergartenTransition

This provides additional resources for parents to help children prepare for kindergarten.

reachoutandread.org/resource-center

This provides reading tips and other resources for the parents of young children.

talkingisteaching.org/resources

Great resources are offered organized by age and topic for tips on what you can do to help your baby learn during the first 36 months.

words2reading.com/ready4kga

An evidence-based text messaging program for parents of newborns and children ages 1 to 5.

education.com/games/preschool

This site provides children to play preschool appropriate games that encourage literacy development.

Local & State Resources

decal.ga.gov/Prek/SummerTransitionProgram.aspx

The Summer Transition Program, offered by Bright from the Start, is for rising kindergarteners who have not attended Georgia's Pre-K or Head Start program. It focuses on language, literacy, and math. Other resources and services are offered as well.

ed.gov/parents/academic/help/reader/index.html

This site is geared for parents to assist their children with reading from infancy to six-years-old with activities, literature, and additional resources for the family.

gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parent-Engagement-Program-For-Parents-Links.aspx

Provides parents with videos, brochures, and other resources to support their child.

getgeorgiareading.org

This effort is working to create the conditions necessary for every child in Georgia to become a proficient reader by the end of third grade. They offer toolkits to help with success. Contact: Arianne Weldon, Get Georgia Reading, arianne@gafcp.org

getgeorgiareading.org/georgia-summer

This resource from Get Georgia Reading details various summer programs for children to enroll in that can provide learning opportunities and prevent summer slide.

www.washington.k12.ga.us

This website is for the Washington County Board of Education.

www.washington.gafcp.org

This is the website for the Washington County Family Connection.

gosa.georgia.gov

The Governor's Office of Student Achievement website offers education information for stakeholders across the state of Georgia.

words2reading.com

A website with selected resources for families, caregivers, and teachers to help develop and sharpen early childhood language and literacy skills.

Reluctant Reader Resources

fractuslearning.com/2012/11/09/resources-for-reluctant-readers

This links to resources that combine technology with approaches to combat reluctant reading.

readingrockets.org/article/top-10-resources-reading-motivation

This links to ten different resources filled with tips and activities for engaging reluctant readers.

scholastic.com/parents/resources/collection/challenges-disabilities/support-your-reluctant-reader

This includes creative approaches and book suggestions for reluctant readers.

Online Learning Activities & Games

cookie.com

This website has learning games for kids to help build skills in reading, math, language, science, social studies, and more.

earlylit.net/handouts-and-activities

This resource provides literacy information and activities.

gridclub.com

An interactive site with many informative and educational games for ages 7-11.

readyfreddy.org/for-parents/materials

This provides fun learning activities for children and parents to do together.

storylineonline.net

This features actors and actresses reading some of their favorite children's books. Each story comes with a free activity guide.

storyplace.org

This is a digital library with free online books, online activities, and reading lists for preschool and elementary students.

zerotothree.org/early-learning/early-literacy

This resource provides videos, activities, and suggestions to help with literacy learning in children ages 0-3.

www.icivics.org

This website provides teachers effective, innovative, freely accessible resources that enhance their practice and inspire their classrooms. Helps engage students in meaningful and civic learning.

Other Resources

bookloons.com

Provides features, reviews and excerpts of books in a variety of teen-friendly genres.

ferstfoundation.org

The Ferst Foundation is an organization with a mission to "provide books for local communities to prepare preschool children for reading and learning success."

littoolkit.aap.org/Pages/home.aspx

This offers the "Books Build Connections Toolkit" which contains information about helping the early literacy and learning for children.

parentingwithdignity.com

This offers vast resources and links for both parents and kids with a primary mission to teach effective parenting skills.

scholastic.com/parents/resources/collection/parenting-tips-and-advice-raising-toddlers-and-kids

Scholastic offers age specific reading resources and activities for children ages 0-13 years.

thefamilyconservancy.org/parenting-resources-information

This website offers book suggestions, education information, and other tips for child success.

wread.org

This online resource works to connect technology with literacy. It provides tips, free downloadable books, and links to other literacy-related websites.

