AT-HOME LEARNING ACTIVITIES FOR FAMILIES

Simple, everyday ways to learn, grow, and play together.

Supporting Children from Birth to Five

LEARNING HAPPENS EVERYWHERE!

Try these fun and easy activities to support your child's learning and development.

TALK & LISTEN

Build language and communication.

- Talk about your day
- Read books together
- Sing songs and nursery rhymes

READ & EXPLORE

Spark curiosity and imagination.

- Read books together
- Ask questions
- Explore new things together

PLAY & LEARN

Learn through play every day.

- Build, sort, and stack
- Pretend and imagine
- Play together

CONNECT & CARE

Build strong relationships.

- Spend quality time together
- Share hugs and kind words
- Celebrate each other

EXPLORE EVERYDAY MOMENTS

Turn daily routines into learning.

- Count while setting the table
- Talk on the go
- Notice shapes, colors, and more

Every Family Has a Voice.
Every Family Has Strengths.
Every Family Belongs at the Table.

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Welcome!

This resource guide is designed to give families information, ideas, and resources they can use to support their child's learning and development at home, in the community, and in everyday moments.

Inside, you will find helpful information from the Louisiana Department of Education about developmental milestones, kindergarten readiness, early learning, and resources for families. You will also find simple activities and ideas that can be used with your child at home.

Learning does not have to happen at a desk or follow a schedule. Learning happens everywhere while talking together, reading a book, playing, cooking, exploring, asking questions, and spending time together.

Five Ways to Make Everyday Moments Learning Moments

Throughout this guide, you will find resources connected to five simple ways families can support children's learning:

Talk and Listen
Build language and communication through conversations, questions, stories, and listening.

Read and Explore
Discover books, stories, words, and new ideas together.

Play and Learn
Help your child build skills through play, exploration, and everyday learning experiences.

Connect and Care
Build strong relationships and connect with people and resources that support your family.

Explore Everyday Moments
Turn ordinary moments at home, in the car, at the store, or in the community into opportunities to learn.

Your Family. Your Voice. Your Child's Learning.

You know your child best. Use the information and resources in this guide in the ways that work best for your family. Take what is helpful, try something new, and most importantly, enjoy learning together.

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Understanding Your Child's Development

Developmental Screening and What to Do When You have a Concern

Every child develops at their own pace. Developmental milestones are skills that most children can do by a certain age. Watching how your child plays, learns, moves, communicates, and participates in everyday activities can help you understand their development.

What is Developmental Screening?

Developmental screening is a brief, research-based process that looks at how a child is developing and whether they are meeting expected milestones. Tools such as the Ages & Stages Questionnaires®, Third Edition (ASQ-3®) look at areas such as communication, motor, learning, and interpersonal skills. Screening is not a diagnosis, but it can help identify strengths and areas where a child may benefit from additional observation, evaluation, or support.

What Should I Do If I Have a Concern?

Talk about your concerns. Share your concerns with your child's teacher, child care provider, or health care provider to learn more about your child's development and determine what steps may be appropriate.

Complete a developmental screening. A developmental screener, such as the ASQ-3®, can help identify areas where your child may need additional support. Screening is not a diagnosis.

Review the results and other information. Review the results and determine next steps. Screening results should be considered along with your concerns, your child's developmental history, observations, and other information about your child's development. The next steps may include:

- **Low or no risk:** Continue to support and monitor your child's development and complete developmental screenings at recommended intervals.
- **Mild to moderate risk:** Continue to monitor your child's development, provide additional activities and support when needed, and follow up with another screening as recommended. Developmental screening is an ongoing process and should not be a one-time event.
- **High or at risk:** Discuss the results with your child's teacher, child care provider, or health care provider and make a referral for further evaluation. Support should continue while the evaluation process is underway.

Birth - 35 Months	**EarlySteps.** For children ages birth through 35 months, contact your regional System Point of Entry (SPOE) office to make a referral. EarlySteps can help determine whether your child may be eligible for early intervention services **Scan the QR code to learn more about EarlySteps and find your regional SPOE office.*

What Should I Do If I Have a Concern?	
Ages 3-5	**Local School System**. Contact your local school system and ask for Child Find or Pupil Appraisal. Your child's teacher, child care provider, or health care provider can also help you make a referral for an evaluation.

Ways Families Can Support Development:

Talk, read, sing, and play with your child every day.

Notice what your child can do and celebrate new skills.

Share developmental questions or concerns with your child's health care provider and early childhood professional.

Use developmental screening as one part of understanding your child's growth and development.

Kindergarten Readiness

READY TO LEARN, GROW, AND THRIVE

Kindergarten readiness involves helping children build the skills, confidence, and independence they need for a successful transition into Kindergarten.

What should children know for Kindergarten?

These examples highlight skills that families can build through everyday talking, reading, playing, and routines.

Language & Early Literacy

- Recognize letters and connect them to sounds
- Engage in conversations and follow directions
- Identify rhymes, syllables, and beginning sounds
- Understand how books and print work
- Retell stories and discuss important details
- Use drawing and writing to share ideas
- Listen to and answer questions about a story being read

Early Numeracy

- Count to 20
- Count 10 objects accurately
- Recognize and name numerals 0-10
- Compare groups and quantities
- Solve simple addition and subtraction problems
- Sort objects by color, shape, size
- Identify basic shapes and positions

Interpersonal Skills

- Adjust to new settings and routines
- Ask trusted adults for help
- Develop friendships
- Share, take turns, and cooperate with peers
- Use words to resolve conflicts
- Identify and express feelings safely
- Respond to others with care
- Follow classroom expectations and transitions

Approaches to Learning

- Explore new materials and experiences
- Ask questions about new ideas
- Complete multi-step tasks independently
- Focus during adult-guided activities
- Persist when tasks become challenging
- Make plans and follow through
- Try multiple strategies to solve a problem
- Participate in music, art, and pretend play

Physical and Well-Being

- Move safely during active play
- Use pencils, crayons, scissors, and paintbrushes
- Draw shapes and form letters
- Practice personal care routines independently
- Follow basic health and safety rules
- Participate in active play

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Daily Practices for Early Literacy

Why should you do daily practices with your child?
By talking, reading, writing, singing, and playing with their child, families can support vocabulary, comprehension, communication, sound awareness, and creativity. These everyday interactions make learning language and literacy **fun, natural, and meaningful**.

	Ideas on how to do daily practices
	Talk • During meals or car rides, ask open-ended questions like, *"What was your favorite part of today?"* • Introduce new words while doing everyday activities: *"This towel is damp. Damp means a little wet."*
	Write • Provide crayons and paper for drawing and scribbling. Ask your child to tell you about their picture. • Let your child help make a grocery list by drawing pictures, making marks, or writing letters they know.
	Play • Encourage pretend play, such as playing restaurant, grocery store, doctor, or school. • Use toys or stuffed animals to make up stories together: *"Where is the bear going today? What happens next?"*

	Sing ● Sing familiar songs and nursery rhymes such as “Twinkle, Twinkle, Little Star” or “The Itsy Bitsy Spider.” ● Clap or tap along with rhyming words and syllables in songs.
	Read ● Read a favorite book together and ask, *“What do you think will happen next?”* ● Let your child help “read” by pointing to pictures, turning pages, or retelling the story in their own words.

DAILY PRACTICES

Early Literacy Foundations

TALK

Conversations & introducing new vocabulary.

READ

Sharing books daily to foster comprehension.

WRITE

Encourage drawing, scribbling, and tracing.

SING

Rhymes & songs for sound awareness.

PLAY

Storytelling & imaginative role-playing.

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Read Aloud Tips & Tricks

Tips for all ages

- Choose an interesting, age appropriate book or let your child choose the book if they are able.
- Alter your tone of voice and make sound effects when appropriate (ex. Whispering for secrets, slowing down during suspenseful parts, adding silly voices for different characters).
- Make it interactive. Examples of this include: pause while reading to ask simple questions, point out and define interesting words, have your child participate in repetitive phrases, allow your child to turn the page.

Infant

- Position your child safely on your lap so they can comfortably see the pages while you can clearly see their face and eyes.
- Infants have brief attention spans, so don't worry about reading every single word. In order to keep your child engaged, you may simply point to a drawing and label what you see (Ex. Look at the orange kitten).
- Allow your child to explore the book. Touch-and-Feel Books and Board Books are great for this!
- When your child babbles, coos, kicks, or looks at you while reading, reply to their interaction.

Toddler

- Show your child how to hold a book appropriately and demonstrate how to turn the pages. Allow your child to practice.
- Read with your child by asking questions while reading, expand on their responses, and have them attempt to say new words (Ex. "What is that?...It's a big red fire truck...Can you say fire truck?").
- Follow your child's lead. If they want to look at a page for an extended period of time, that's ok!
- Connect books to real life when possible! (Ex. "Look! There's a lion...we saw a lion at the zoo!").
- Lift-the-flap books are great for keeping toddlers occupied!
- Predictable & rhyming books allow your child to "read" the final word of a sentence.

Preschool

- Have your child identify the front and back covers of the book, and turn the pages of the book to look at the pictures
- Run your finger under the words as you read them. This helps your child to see the connection between spoken words and written text
- Don't skip unfamiliar words! Explain them in the moment to help build your child's vocabulary
- Explore character feelings while reading. Ask questions like "How do you think (insert character) feels right now?".
- Ask open-ended questions and recall questions such as "What happened at the beginning of the story?", "Why do you think ____ happened?" to deepen your child's comprehension.

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Reading Together

What are 7 Playful Tips for Storytime?
The 7 Playful Tips for Storytime gives families seven simple and playful ways to make storytime more engaging and meaningful. The tips encourage parents and caregivers to interact with children while reading, helping build language, comprehension, imagination, and a lifelong love of reading.

What is the purpose of Ready, Set, Count?	
To show parents that math learning can happen naturally at home through play, conversation, and daily routines, helping children develop foundational numeracy skills from birth through Pre-K. **Quick ideas on how to do each activity:**	
	Make it Fun • Use silly voices for different characters. • Make funny faces and show excitement. • Let your child choose the book.
	Bring it to Life • Act out what the characters are doing. • Add fun sounds like animal noises or knocking. • Use toys or stuffed animals as story characters.

	Picture Detective • Ask, “What do you see in this picture?” • Have your child find and point to objects or colors. • Guess what might happen next using the pictures.
	Make it Make Sense • Explain unfamiliar words in simple ways. • Connect the story to something your child has experienced. • Ask, “Have you ever done something like that?”
	Let Them Join In • Pause and let your child finish familiar phrases. • Ask simple questions about the story. • Encourage them to repeat fun words or sounds.
	Read It Again! • Let your child request favorite books again and again. • Pause so they can “read” parts they remember. • Talk about something new you notice each time.
	Tell It Their Way • Ask your child to retell the story using the pictures. • Let them act out their favorite part. • Make up a silly or different ending together.

Reading Together

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7 Playful Tips For Storytime

Make It Fun

Use silly voices, big smiles, and lots of excitement.

Bring It To Life

Add gestures, sound effects, and expression.

Picture Detective

Look at pictures, point to details, say what you see.

Make It Make Sense

Explain new words, connect the story to life.

Let Them Join In

Stop for questions and favorite repeated lines.

Read It Again!

Favorite stories and repetition build strong readers.

Tell It Their Way

Retell, act it out, or make up a new ending.

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Daily Practices for Numeracy

Why should you do daily practices with your child?
Young children build early math skills through simple activities they do every day. Families can support early numeracy by encouraging children to **count, notice shapes, sort objects, make patterns, and explore size and measurement** during play and daily routines. These experiences help children develop important skills such as problem-solving, comparing, recognizing relationships, and understanding numbers. **Math is everywhere**, and everyday moments at home can become fun opportunities for learning!

	Ideas on how to do daily practices
	Count • Count everyday objects together, such as toys, snacks, steps, or socks. • Ask your child “How many?” and encourage them to touch each object as they count.
	Notice Shapes • Look for shapes around your home or while you are: “Can you find the circle?” • Talk about shapes while playing: “This block is a square. It has four sides.”
	Sort • Sort toys, laundry, blocks, or household items by color, shape, size, or type. • Ask your child to explain their groups: “How did you decide which ones go together?”

	Make Patterns • Make simple patterns with toys, blocks, snacks, or movements: red-blue-red or clap-stomp-clap-stomp. • Start a pattern and ask your child, “What comes next?”
	Measure and Compare • Compare everyday objects using words such as bigger/smaller, taller/shorter, heavier/lighter, and more/less. • Use simple objects to measure: “How many blocks long is your book?” or “Which cup holds more?”

DAILY PRACTICES

Early Numeracy Foundations

COUNT

Count during everyday routines.

NOTICE SHAPES

Explore shapes in everyday surroundings.

SORT

Group objects by their color, shape, size or type.

MAKE PATTERNS

Notice, copy, and create simple patterns.

MEASURE & COMPARE

Explore size, amount, and measurement

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Ready, Set, Count!

What is Ready, Set, Count?

The **"Ready, Set, Count!"** resource is a parent-friendly guide designed to help families build early numeracy skills through **simple, playful everyday activities**. It highlights seven easy ways parents can support young children's mathematical thinking — including counting, shapes, sorting, patterns, cooking, games, and songs/reading.

What is the purpose of Ready, Set, Count?

To show parents that math learning can happen naturally at home through play, conversation, and daily routines, helping children develop foundational numeracy skills from birth through Pre-K.

Quick ideas on how to do each activity:

Count it out

- Count everyday things like toys, snacks, steps, and fingers.
- Touch each object as you count out loud.
- Ask, "How many?"

Go On a Shape Hunt

- Find shapes in toys, books, signs, and around the house.
- Name and talk about the shapes you see.
- Ask, "What shape is this?"

	Sort and Compare • Sort toys or objects by color, size, or shape. • Talk about more, less, big, and small. • Ask, “How are they alike or different?”
	Spot a Pattern • Make simple patterns with toys, blocks, sounds, or movements. • Ask, “What comes next?” • Let your child create a pattern for you.
	Cook Up Some Math • Count, scoop, pour, and measure together. • Compare amounts: more, less, full, and empty. • Talk about numbers while preparing food.
	Play With Math • Play simple board games, card games, puzzles, or dice games. • Count, match, compare, and take turns. • Encourage your child to solve simple problems.
	Sing and Read About Numbers • Sing counting songs and rhymes together. • Read books about numbers, counting, and shapes. • Count objects and pictures as you read

Ready, Set, Count!

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Developing Numeracy Skills At Home

Count It Out

Count toys, snacks, steps, and objects frequently.

Go On A Shape Hunt

Find and name shapes at home, outside, and on the go.

Sort and Compare

Group objects by color, shape, size. Discuss how they are alike or different.

Spot a Pattern

Find/create patterns using objects, colors, sounds, or movements.

Cook Up Some Math

Count, scoop, pour, and compare amounts while preparing food together.

Play With Math

Use board games, cards, puzzles, or play to practice counting and problem-solving.

Sing and Read About Numbers

Enjoy counting songs, rhymes, and books together.

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Learning Together at Home

Grab and Go Activities for Young Children

Everyday moments are opportunities for learning with young children. This packet includes simple, playful activities families can use at home to build children's language, early literacy, and early math skills. The activities use familiar items, fit easily into daily routines, and are designed for infants, toddlers, and preschoolers.

How to Use This Packet

1. **Choose an activity**
   Select the activity for your child's age or developmental level.
2. **Gather what you need**
   Most activities use everyday household items or no materials at all.
3. **Follow the simple steps**
   Talk, play, sing, read, count, and explore together.
4. **Try the Lagniappe**
   Use the optional extension when your child is ready for more.

Remember:

Keep it playful, follow your child's lead, and repeat favorite activities often.

A few minutes of playing and learning together can make a big difference!

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Language Family Engagement Activity

Grab & Go: If You're Happy & You Know It

Infant

Materials: None required

Steps:

1. Sing the song "If You're Happy and You Know it" to your child.
2. During each verse, change the tone of your voice (ex. Slightly louder for happy, sad sounding for sad, etc).

Lagniappe:

- Incorporate additional voices with different tones of voice (ex. excited, mad, scared, etc.)

Toddler

Materials: none required

Steps:

1. Sing the song "If You're Happy and You Know it" to your child.
2. During each verse, change the tone of your voice, and your facial expression to match the feeling in the verse (ex. Slightly louder for happy with a smile,, sad sounding for sad with a frown, etc).

Lagniappe:

- Incorporate new feelings, facial expressions, and voices (ex. excited, mad, scared, etc.)

Louisiana's Early Learning & Development Standards (ELDS)					
Language Development (LD): Receptive Communication					
Standard	**LD 1: Children attend to, understand, and respond to verbal and nonverbal communication and language from others**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators LD 1.1	**LD 1.1.0** Recognize more than one tone of voice in adults and respond with body movement and sounds.	**LD 1.1.1** Respond to facial expressions, tone of voice, and some words that communicate basic feelings	**LD 1.1.2** Respond to facial expressions, tone of voice, and words that communicate a variety of feelings.	**No Indicators for 36-48 months**.	**No indicators for 48-60 months**

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Language Family Engagement Activity

Grab & Go

Infant (Sing Familiar Songs)

Materials: none required

Steps:

1. Sing simple songs such as lullabies or nursery rhymes while facing your child.
2. Use gestures and vary your tone of voice
3. Repeat favorite songs regularly
4. Look for smiling, kicking legs, calming down, focusing attention, and your child making vocalizations during pauses

Lagniappe:

- Pause while singing to allow your child to look, coo, simile, or move in response to your singing
- Do this from a short distance away or move to different positions around your child. See if they turn or look toward you.

Toddler (Simple Direction Game)

Materials: None required

Steps:

1. Give simple one-step directions such as “bring me the ball”, “put the block in the basket”, or “touch your nose.”

Lagniappe:

- Gradually increase to two-step directions for older toddlers
- Call your child’s name during play then ask a simple question or make a comment. See if your child looks up, turns toward you, or responds verbally.

Preschool (Treasure Hunt)

Materials: any materials that are in view

Steps:

1. Locate a common object that is within view of you and your child.
2. Provide clues with multiple pieces of information such as “find something that is blue, soft, and round.”

3. Repeat the information if necessary to ensure your child follows all parts of the clue.
4. Repeat this game finding different "treasures" around the room or house.

Lagniappe:

- Follow simple recipes together, giving your child multiple directions to follow in sequence such as "spread the peanut butter on one slice of bread and the jelly on the other slice of bread."

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Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators LD 1.2	**LD 1.2.0** Demonstrate interest in voices, and focus on speech, sounds, and other communication directed at them.	**LD 1.2.1** Respond to speech and other communication directed at them.	**LD 1.2.2** Respond to speech and other communication directed at them.	**LD 1.2.3** Respond to speech and other communication directed at them.	**LD 1.2.4** Respond to complex statements, questions, and other communication that include multiple phases and ideas.

Language Family Engagement Activity

Grab & Go

Infant (Where's _____ Game)

Materials: Familiar items such as bottle, favorite toy or book, favorite character stuffed animal, etc.

Steps:

1. Sit with your child facing you or holding your child and gain their attention
2. Hide the familiar item out of the view of your child
3. Ask your child "Where's ____?"
4. After your child responds by cooing or showing excitement, bring the item out and say "here it is!" in a very excited tone of voice. Allow your child to interact with the item
5. Repeat throughout the day during meal time, play time, etc.

Lagniappe:

- You can also play the Where's ____ game peek a boo style with familiar adults

Toddler (I SPY)

Materials: Any household materials, things outdoors, in stores, etc.

Steps:

1. Tell your child you will play a game. During the game they will have to find the item that you describe
2. Say "I spy ____" and name an object located in your view.
3. Assist your child in finding the object if necessary.

Lagniappe:

- Instead of naming the object, describe it using descriptive words such as big, little, tall, short, fuzzy, smooth, and the color of the object. Assist your child in finding the object if necessary. Name the object and celebrate your child finding it. (Ex. Great job! You found the fuzzy ball!)

Preschool (Simon Says with Actions and Objects)

Materials: Several common household items, toys, etc.

Steps:

1. Explain the rules of Simon Says..

2. Give directions using both an object and an action such as “find the ball and roll it” or “fill a cup with water”
3. After several rounds, ask your child questions such as “what object are you holding?” , “what action did you do?” , or “can you think of another action you can do with the ball?”

Lagniappe:

- Switch roles and have your child take a turn to be “Simon”
- Use words that express abstract concepts such as synonyms and opposites while playing. An example is “Simon says do the opposite of go.”

Louisiana’s Early Learning & Development Standards (ELDS)					
Language Development (LD): Receptive Communication					
Standard	**LD 1: Children attend to, understand and respond to verbal and non-verbal communication and language from others.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators LD 1.3	**LD 1.3.0** Respond or show excitement upon hearing familiar words.	**LD 1.3.1** Respond appropriately to familiar words, signs, and/or songs.	**LD 1.3.2** Demonstrate understanding of descriptive words through conversations and actions.	**LD 1.3.3** Demonstrate understanding of a variety of words through conversations and actions, including those relating to objects and actions. Determine the meaning of unknown words by asking questions or using contextual clues, with modeling and support.	**LD 1.3.4** Demonstrate understanding of a variety of words through conversations and actions, including words that express abstract concepts such as synonyms and opposites. Determine the meaning of unknown words by asking questions, using contextual clues, pictures, and/or prior knowledge.

Language Family Engagement Activity

Grab & Go: Simon Says

Infant

Materials: none required

Steps:

1. Give simple directions with gestures that follow your child's abilities (ex. If your child is able to crawl, you might say "come here")
2. Use different tones of voice and gestures for different requests

Lagniappe:

- Try giving a simple request without the use of gestures

Toddler

Materials: none required

Steps:

1. Explain the rules of "Simon Says" to your child. (Ex. When I say "Simon Says" you do whatever Simon says to do, when I don't say "Simon Says", you don't do anything)
2. Start the game by giving familiar one step directions (Ex. Simon Says touch your head)

Note: You can change use your name instead of "Simon Says" such as "Mommy Says" or "Gram says"

Lagniappe:

- Once your child is able to respond consistently with gestures, give directions without gestures.

Preschool

Materials: none required

Steps:

1. Explain the rules of "Simon Says" to your child. (Ex. When I say "Simon Says" you do whatever Simon says to do, when I don't say "Simon Says", you don't do anything)
2. Start the game by giving familiar one step directions (Ex. Simon Says touch your head)
3. After a few rounds, begin giving two step directions (Ex. Simon says touch your head then touch your toes)

Note: You can change use your name instead of “Simon Says” such as “Mommy Says” or “Gram says”

Lagniappe:

- Once your child is able to respond consistently to two step directions, add in additional directions (Ex. touch your head, then touch your toes, then jump)

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Language Development (LD): Receptive Communication					
Standard	**LD 1: Children attend to, understand, and respond to verbal and nonverbal communication and language from others**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators LD 1.4	**LD 1.4.0** Respond to simple requests accompanied by gestures or tone of voice.	**LD 1.4.1** Follow simple directions, especially if accompanied by gestures.	**LD 1.4.2** Follow one or two-step directions with few gestures.	**LD 1.4.3** Follow directions of two or more steps with familiar objects, experiences, and/or routines, using visual cues if needed (e.g. wash and dry hands using a visual of the hand-washing sequence).	**LD 1.4.4** Follow detailed directions that involve multiple steps (e.g. “Get the sponge, dampen it with water, and clean your table top.”

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Language Family Engagement Activity

Grab & Go

Infant (Sound Conversation)

Materials: None required

Steps:

6. During playtime, respond to your child's coos and babbles as if you are having a conversation.
7. Take turns making sounds and waiting for a response.
8. Use varied tones, pitch, and expressions while you are interacting with your child

Lagniappe:

- Sing a simple song such as "Wheels on the bus" and pause at predictable points. Encourage the infant to vocalize during the pause. Smile and respond enthusiastically to any noise they make.

Toddler (Family Photo Conversation)

Materials: family photos or photos with familiar people in them

Steps:

3. When looking at photos, have your child point to and name familiar people and/or objects in the photo.
4. When your child responds, praise them and provide additional details (ex. That's right! It's a red ball."

Lagniappe:

- Look at the photos and ask your child questions such as "What is Daddy doing?" or "Where is Grandma at?". When your child responds, repeat and expand what they said (Ex. That's right! Daddy is cooking burgers on the grill.")

Preschool (Mystery Bag)

Materials: a bag with familiar objects inside

Steps:

1. Give your child the bag and have them pull an object out of it.
2. Once the item is out of the bag, ask the child what it is.
3. If their response is not a complete sentence, repeat it in a complete sentence (ex. Child says ball. You say "Yes, that is a ball."

Lagniappe:

- Add descriptive details to your expansion, for example “Yes! That is a big red ball.”

Louisiana’s Early Learning & Development Standards (ELDS)					
Language Development (LD): Expressive Communication					
Standard	**LD 2: Communicate with others to express self.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators LD 2.1	**LD 2.1.0** Experiment with making sounds. (e.g., engage in babbling).	**LD 2.1.1** Communicate through word-like sounds, some words, and some simple phrases.	**LD 2.1.2** Communicate through simple phrases and/or short sentences, but may omit some words or use some words incorrectly (e.g., “Mommy goed to store”).	**LD 2.1.3** Communicate using simple sentences.	**LD 2.1.4** Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.

EARLY CHILDHOOD
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Language Family Engagement Activity

Grab & Go

Infant (Toy Choice)

Materials: Two different toys

Steps:

1. Sit with your child and hold up two toy options.
2. Ask your child which toy they want while naming the toy
3. Encourage your child to participate by reaching toward the item, turning towards an item, pointing, vocalizations, smiling or showing excitement
9. Offer the chosen toy to your child.
10. Continue to pay attention as they engage the item for signs of dislike, such as turning away, frowning, pushing the item away, or fussing.
11. Once your child finishes engaging with one item, repeat with two different toys.

Lagniappe:

- If your child is able to crawl or walk, show your child the two toys, place them down, and allow your child to crawl or walk to the desired toy.

Toddler (Help Me Find It!)

Materials: familiar toys such as ball, stuffed animals, cup, book, etc.

Steps:

1. Place several familiar objects on a low table or floor.
2. Show your child one item at a time and name it clearly.
5. Hide or slightly move items out of reach and encourage your child to request what they want by asking questions such as “what do you want?”, “do you want the ball or the book?”
6. Respond to all forms of communication (ex. Words, gestures, facial expressions) by providing them with the desired item.

Lagniappe:

- Encourage description after they choose by saying things such as “tell me about it.” or “what is it”. Expand their language by saying “Oh! You want the purple car.”

Preschool (Pretend Restaurant)

Materials: Play food or real food, notepad, writing utensil

Steps:

1. Decide on roles necessary for the pretend play.
2. While playing, use conversational language, describing actions and choices, and negotiating roles
3. Examples of communication may include: "what would you like to order?", "I would like a sandwich and juice.", "Can I be the server next?", "Let's take turns being the cook.", "How is your hamburger made?"

Lagniappe:

- Take turns playing different characters in this scenario.

Louisiana's Early Learning & Development Standards (ELDS)					
Language Development (LD): Expressive Communication					
Standard	**LD 2: Communicate with others to express self.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators LD 2.2	**LD 2.2.0** Communicate needs and wants, interest, or dislike through vocalizations, gestures, and facial expressions.	**LD 2.2.1** Express needs and wants and refer to familiar people and objects using verbal and non-verbal communication.	**LD 2.2.2** Communicate requests and describe familiar people and objects using verbal and non-verbal communication.	**LD 2.2.3** Communicate ideas, describe activities, and negotiate social interactions using verbal communication.	**LD 2.2.4** Communicate about abstract ideas, tell a story, describe past experiences, and discuss objects that are not physically present using verbal communication. Adjust communication strategies if the message is not understood.

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Language Family Engagement Activity

Grab & Go: Picture Detective

Toddler

Materials: picture books

Steps:

1. Sit with your child and look at the pictures in a book.
2. Point to the people, animals, or objects in the picture and make simple statements such as “The dog is sleeping” or “The baby is eating.”
3. Ask simple questions about what is visible such as “Who is this?”, “Where is the dog?”, or “Can you point to the ball?”
4. Encourage your child to respond by pointing, nodding, naming objects, or using short phrases.
7. When your child responds, praise them enthusiastically and expand on their response such as “the dog is in the grass” or “yes! That’s Mickey Mouse.”

Lagniappe:

- Encourage your child to ask questions about a story or activities when they are happening.

Preschool

Materials: Detailed picture books, story illustrations, magazine photos, or scene cards

Steps:

1. Show your child a detailed picture and allow them to observe the picture.
2. Ask open-ended questions that require more than one word answers. For example, “why do you think the boy is wearing a raincoat?”, “where do you think the dog is going?”, or “how will they get across the river?”
3. Once your child responds, encourage them to explain their thinking by asking questions such as “how do you know? or “what makes you think ___?”

Lagniappe:

- Encourage your child to ask their own questions about the picture.

Louisiana's Early Learning & Development Standards (ELDS)					
Language Development (LD): Expressive Communication					
Standard	**LD 2: Communicate with others to express self.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators LD 2.3	No indicators for Infants (birth-11 months)	**LD 2.3.1** Respond to simple statements and questions about pictures, people, and things that are present.	**LD 2.3.2** Answer and ask simple questions about things and activities at the time they are happening	**LD 2.3.3** Answer and ask questions about a variety of familiar topics, activities, and/or concepts.	**LD 2.3.4** Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems with explanation or follow-up questions.

Language Family Engagement Activity

Grab & Go

Toddler (Mystery Object Bag)

Materials: A bag filled with familiar and a few unfamiliar objects.

Steps:

1. Have your child pull out an object.
2. Ask questions about the object such as “What is it?”, “What color is it?”, and “Is it big or small?”
3. Include a few unfamiliar items and encourage curiosity.

Lagniappe:

- Encourage your child to ask questions about unfamiliar objects.

Preschool (Mystery Object Investigation)

Materials: a bag with everyday objects and a few unfamiliar items

Steps:

1. Prompt your child to describe object functions, use descriptive vocabulary, and determine the meaning of unfamiliar words by asking questions such as “What do you think this is used for?”, “How could we find out?”, or “What questions could we ask?”

Lagniappe:

- Expand their language by modeling different words with similar or opposite meanings. For example, “Yes, it’s big...we could also say it’s huge or large” or “This is small. What’s the opposite of small?”
- Encourage the use of acquired vocabulary in conversation by introducing a new word, reusing it naturally, and encouraging your child to do the same.
- Instead of naming an unfamiliar object immediately, guide your child to figure it out by using questions such as “Where have you seen this before?”, “What does it look like?”, and “What do you think it might be used for?”

Louisiana's Early Learning & Development Standards (ELDS)					
Language Development (LD): Expressive Communication					
Standard	**LD 2: Communicate with others to express self.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators LD 2.4	No indicators for Infants (birth-11 months)	No indicators for young toddlers (9-18 months)	**LD 2.4.2** Use correct words for familiar people, objects, and animals. Describe observable characteristics of objects, such as color and size, with simple words. Expand their vocabulary by asking others to name unfamiliar objects	**LD 2.4.3** Express feelings, talk about position and direction, and describe actions using a variety of words. Describe the use of familiar objects, including objects that belong in the same category based on how they are used. Determine the meanings of unknown words by asking questions or using contextual clues, with modeling and support.	**LD 2.4.4** Use several words that explain the same idea (i.e. synonyms) and opposites. Use acquired vocabulary in conversations. Determine the meaning of unknown words using prior knowledge and context clues in conversation.

Language Family Engagement Activity

Grab & Go

Toddler (Passing the Ball)

Materials: A ball large enough to roll back and forth

Steps:

1. Sit across from each other and pass the ball.
2. Model language such as “I got it!”, “My turn!”, “Now you have it.”, or “Give it to me.”
3. Encourage your child to repeat similar phrases such as “my turn!” or “your turn” while rolling the ball back and forth.

Lagniappe:

- For older toddlers, ask questions while playing the game such as “What kind of ball is this?” or “What did you do? To encourage the use of past tense and simple adjectives. Provide extensions of your child’s response or model an appropriate response if they do not respond.

Preschool (Picture Description Game)

Materials: photos or pictures in magazines or books

Steps:

1. Ask your child to describe what they see.
2. Provide prompting questions if necessary such as “What do you think they are doing?”
3. You may want to restate and expand on your child’s response. For example, if your child says “That’s a dog” you may reply “you’re right! That’s a big brown dog drinking from the water bowl.”

Lagniappe:

- As your preschooler gets older, provide examples of the use of prepositions, regular and irregular plural nouns (ex. mouse/mice), pronouns, possessives, and regular and irregular past tense verbs (ex. use/used, make/made). Listen for your child to begin to use these correctly most of the time.

Louisiana's Early Learning & Development Standards (ELDS)					
Language Development (LD): Expressive Communication					
Standard	**LD 2: Communicate with others to express self.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators LD 2.5	There are no indicators for Infants (Birth-11 months).	**LD 2.5.1** Use some pronouns.	**LD 2.5.2** Speak in a way that is understood by most familiar people. Use the plural form of some nouns, not always correctly. Use the past tense of some verbs. Use simple adjectives in statements.	**LD 2.5.3** Speak in a way that is understood by unfamiliar listeners but may make some pronunciation errors. Use common prepositions, correct subject-verb agreement, pronouns, and possessives.	**LD 2.5.4** Speak in a way that is understood by unfamiliar listeners, with few pronunciation errors. Correctly use a variety of different types of words, including prepositions, regular and irregular plural nouns, pronouns, possessives and regular and irregular past tense verbs, most of the time.

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Language Family Engagement Activity

Grab & Go

Infant (Peekaboo Pause Game)

Materials: Hands, cloth, or blanket

Steps:

1. Play Peekaboo, but pause expectantly before revealing your face.
2. Wait for your infant to signal continuation by pulling hands/cloth away, smiling, laughing or vocalizing to "request" more", moving closer to restart the game

Lagniappe:

- Say things like "I heard you!" or "You want more?" in response to your child's interaction initiation

Toddler (Snack request time)

Materials: Snack items in sight, but not immediately given

Steps:

1. Hold snacks and wait for communication before giving them. Your child may initiate interaction by pointing at food, saying "cookie", "milk," or "eat", using gestures like reaching or nodding, vocalizing to request an item

Lagniappe:

- Sit with your child during snack time to encourage interaction
- Model both questions ("What do you want?", "Do you want crackers or an apple?", "Can you show me what you want?" and non-verbal cues (pointing, nodding/shaking head, reaching)
- Have unfamiliar snack items to encourage question asking.

Preschool (Art Collaboration Station)

Materials: large paper, crayons, paint, markers

Steps:

1. Two or more children create one shared artwork (NOTE: this can be done with an adult and child if no other children are able to participate)
2. While creating the shared artwork, your child is able to initiate sharing materials by asking questions such as "can I use that color?" or pointing to, showing, or offering materials. You can model these as well with your child.

Lagniappe:

- Keep all of the art materials in view but out of reach, requiring your child to ask for them in order to use them.

Louisiana's Early Learning & Development Standards (ELDS)					
Language Development (LD): Social and Conversational Rules					
Standard	**LD 3: Children use social and conversational rules.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators LD 3.1	**LD 3.1.0** Initiate interactions with another person using movement and/or behavior.	**LD 3.1.1** Initiate interactions with others using gestures and/or vocalizations.	**LD 3.1.2** Ask questions or use verbal or non-verbal cues to initiate communication with others.	**LD 3.1.3** Sometimes initiate communication with peers by asking questions or using verbal or nonverbal cues.	**LD 3.1.4** Initiate communication with peers by asking questions or using verbal cues.

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Language Family Engagement Activity

Grab & Go

Infant

Materials: rattle or soft sound toy

Steps:

1. Shake rattle or toy and say “shake-shake”
2. Pause and wait for your child to respond by reaching, vocalizing, or kicking to “take a turn”
3. When your child responds, shake it again

Lagniappe:

- Move to different areas around your child, when you shake the rattle or toy, make sure your child orients toward the object before shaking again.

Toddler (Toy Surprise Box)

Materials: Box with familiar toys

Steps:

1. Open the box slowly and show an item with a big expression such as “Wow! A car!”
2. Pause for a response such as reaching, pointing, or saying object name, looking to caregiver for reaction, or using gestures such as clapping or showing excitement

Lagniappe:

- Encourage your child to exhibit joint attention, which entails your child looking at an object, looking at you, then looking at the object again.
- Continue the conversation when your child responds by responding back to them

Preschool (Dinner Table Talk)

Materials: no extra materials needed, takes place at meal time with your child

How to do it:

- During meals, choose a simple topic.
- Take turns talking, asking questions to encourage the conversation to continue
- Focus on using calm conversation voices and practice asking questions with rising intonation

Lagniappe:

- Let your child choose the topic and begin the conversation.

Louisiana's Early Learning & Development Standards (ELDS)					
Language Development (LD): Social and Conversational Language					
Standard	**LD 3: Children use social and conversational rules.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators LD 3.2	**LD 3.2.0** Briefly pay attention to the same object the caregiver is looking at. Engage in turn-taking during social and vocal play with adults and other children.	**LD 3.2.1** Establish joint attention by looking at an object, at their caregiver, and back at the object. Respond to communication from another person using multiple means (non-verbal and verbal).	**LD 3.2.2** Participate in short conversations, with some turn-taking exchanges.	**LD 3.2.3** Participate in conversations that include multiple turn-taking exchanges, particularly related to topics of interest. Use appropriate volume and intonation when communicating, with modeling and support.	**LD 3.2.4** Initiate and participate in conversations that involve multiple turn-taking exchanges, with each exchange relating to and building upon the previous. Use appropriate volume and intonation to match the situation when communicating

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Language Family Engagement Activity

Grab & Go

Toddler (Talk Back Time Conversation Game)

Materials: none required

Steps:

1. Talk in short phrases such as “I see your teddy.”
2. Pause after each sentence
3. Wait for your child to “jabber” or talk back
4. Respond back to your child such as “I like your brown teddy.”
5. Take turns in conversation rhythm
6. Copy tone or sounds

Lagniappe:

- Ask your child questions during your conversation and pause for them to respond.

Preschool (Show Me & Tell Me Basket)

Materials: Basket of toys or household items

Steps:

1. Have your child pick an item from the basket and talk about it.
2. Family members ask questions.
3. Model how to participate in a group conversation by looking at the person talking and waiting until they are done to begin speaking,

Lagniappe:

- For older preschoolers, take turns picking an item out of the basket and talking about it. This allows your child the opportunity to ask questions, make comments, and practice skills for communicating in a group setting.

Louisiana’s Early Learning & Development Standards (ELDS)	
Language Development (LD): Social and Conversational Rules	
Standard	LD 3: Children use social and conversational rules.

Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators LD 3.3	No indicators for Infants (Birth-11 months)	**LD 3.3.1** "Jabber" and vocalizes sounds in a way that is similar to the rhythm and flow of conversations around them.	**LD 3.3.2** Listen attentively during brief group conversations and respond to questions or requests made to the group.	**LD 3.3.3** Make comments and ask questions related to the topic of discussion during small or large group conversations, with prompting and support. Follow simple rules from group discussions, with reminders.	**LD 3.3.4** Participate in a group discussion, making comments and asking questions related to the topic. Follow commonly accepted norms of communication in group settings with increasing independence.

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Language Family Engagement Activity

Grab & Go

Toddler (Clean-Up Time Talk)

Materials: Toys to put away

Steps:

1. Give simple directions or model in your home language
2. Pause and wait for your child to use a simple sentence following the rules of your home language
3. Praise your child and continue modeling simple sentences.

Lagniappe:

- Try to make sentences a little longer when possible.

Preschool (Pretend Kitchen Play)

Materials: Play food or real kitchen items

Steps:

1. Cook together and narrate actions
2. Ask questions to your child such as “what are you making?” and “what goes in the pot?”
3. When your child responds, expand their response following the appropriate grammar of your home language (ex. Your child says “I drink water” while pointing to a water cup. You can say “I want some water to drink, too!”)

Lagniappe:

- As your child becomes an older preschooler, be sure to communicate with them in full sentences as they should be responding in full sentences which are grammatically correct to their home language as well.

Louisiana's Early Learning & Development Standards (ELDS)					
Language Development (LD): Social and Conversational Rules					
Standard	**LD 3: Children use social and conversational rules.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators LD 3.4	No indicators for Infants (Birth-11 months)	No indicators for Young Toddlers (9-18 months)	**LD 3.4.2** Communicate in short sentences that follow the word order of their home language.	**LD 3.4.3** Communicate in sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). Make grammatical errors that follow their home language rules.	**LD 3.4.4** Speak in full sentences that are grammatically correct within their home language most of the time.

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Literacy Family Engagement Activity

Grab & Go: Nursery Rhymes

Toddler

Materials: none

Steps:

1. Frequently sing nursery rhymes (e.g. Humpty Dumpty, Hey Diddle Diddle, Itsy Bitsy Spider, etc.) to your child throughout each day.
2. Encourage your child to sing along.

Lagniappe:

- You may also play nursery rhymes using an electronic device for your child. Remember to actively sing and listen along with your child to encourage your child to participate when using an electronic device.
- Create your own rhyming phrase or song that includes your child's name and sing it frequently to grasp your child's attention.

Preschool

Materials: none

Steps:

1. Frequently sing nursery rhymes (e.g. Humpty Dumpty, Hey Diddle Diddle, Itsy Bitsy Spider, etc.) to your child throughout each day.
2. Encourage your child to sing along.
3. Pause before singing a rhyming word and allow your child to fill in the missing word.
4. After singing, ask the child to identify any rhyming words they heard in the song.
5. Ask your child to list additional rhyming words using the words from the song.

Lagniappe:

- This activity can be done with any song or music. Even while listening to songs on the radio, you can encourage the child to identify rhyming words.
- When you hear or notice rhyming words in the world around you (in books, on signs, in songs), point them out to your child and ask them to generate additional rhyming words.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Phonological Awareness					
Standard	**EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 1.1		**EL 1.1.1** Demonstrate interest in familiar rhymes and songs.	**EL 1.1.2** Sing songs and say or repeat familiar rhymes.	**EL 1.1.3** Repeat rhyming words in familiar songs, finger plays, and rhymes, filling in rhyming words when given the opportunity.	**EL 1.1.4** Identify and produce rhyming words.

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Literacy Family Engagement Activity

Grab & Go: Same Sound Songs or Stories

Toddler

Materials: none

Steps:

1. Frequently sing nursery rhymes (e.g. I'm Bringing Home a Baby Bumblebee, Miss Mary Mack, Ring Around the Rosie, etc.) that have multiple words that begin with the same sound to your child throughout each day.
2. Encourage your child to sing along.

Lagniappe:

- You may also read books that have words with repeating initial sounds in them.
- Create your own alliteration phrase or song that includes your child's name and sing it frequently to grasp your child's attention.

Preschool

Materials: none

Steps:

1. Frequently sing nursery rhymes (e.g. I'm Bringing Home a Baby Bumblebee, Miss Mary Mack, Ring Around the Rosie, etc.) that have multiple words that begin with the same sound to your child throughout each day.
2. Encourage your child to sing along.
3. Pause after reading multiple words that begin with the same sound. Repeat the words. Identify the repeating sound. Practice "bouncing" the sound for your child ("baby bumblebee, both words begin with the /b/, /b/, /b/ sound")
4. After singing, ask the child to identify any other words they heard in the song that also begin with the same sound.
5. Ask your child to list any additional words that also begin with that same sound.

Lagniappe:

- Use this same activity when reading books that have words with repeated beginning sounds.
- Allow your child to isolate and identify the first sound in words once they are able to.
- When you hear or notice alliteration in the world around you (in books, on signs, in songs), point them out to your child and ask them to generate additional words.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Phonological Awareness					
Standard	**EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 1.2			**EL 1.2.2** Sing songs with multiple words that start with the same initial sound.	**EL 1.2.3** Shows awareness that some words start with the same initial sound.	**EL 1.2.4** Identify the initial sound in a spoken word with guidance and support.

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Language Family Engagement Activity

Grab & Go: Clap the Word

Preschool

Materials: none

Steps:

1. Ask your child to listen to you say a sentence. Tell them to listen carefully for a specific word within the sentence and have them clap when they hear it. Try this several times with the same word in different sentences.
2. Once your child is able to do this, ask them to clap each word they hear in a sentence. You may need to model and clap along with them at first. The child should now clap for every word they hear in the sentence.
3. Practice this many times until the child is able to clap the words in a sentence independently.

Lagniappe:

- You can create your own sentences or use lyrics from a familiar song or sentences from a favorite story for this activity.
- You can extend this activity by assisting your child with counting the number of words in the sentence. After some practice and assistance with counting, your child should be able to clap and count the words independently.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Phonological Awareness					
Standard	EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.				
Age	Infants (Birth – 11 months)	Young Toddlers (9 - 18 months)	Older Toddlers (16 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 – 60 months)
Indicators EL 1.3				EL 1.3.3 Segment spoken sentences into individual words with guidance and support.	EL 1.3.4 Segment spoken sentences into individual words.

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Language Family Engagement Activity

Grab & Go: Syllable Song

Preschool

Materials: none

Steps:

1. Sing the following song to your child, “Clap clap clap your name. Clap clap clap your name. Clap your name along with me” to the tune of Skip to My Lou.
2. Demonstrate how to clap out the syllables in your child’s name. Ask your child to repeat.
3. Have your child try again with other familiar names (e.g. family members, friends, favorite characters).
4. Extend the activity by changing the words from clap to tap, stomp, or jump.

Lagniappe:

- This activity can be done with any words. Pause while reading a book and ask your child to clap the syllables in a word from that page. Use words in your child's favorite song to practice.

Louisiana’s Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Phonological Awareness					
Standard	**EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 1.4				**EL 1.4.3** Identify syllables in spoken words with guidance and support.	**EL 1.4.4** Identify syllables in spoken words.

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Literacy Family Engagement Activity

Grab & Go: Can You Find It? Can You Say It?

Preschool

Materials: grocery store sales advertisement

Steps:

1. Look at the items on the advertisement with your child. Point to various images and ask your child to identify the object you point to to ensure that your child is familiar with the items pictured.
2. Tell your child that you will be breaking the words up into parts and it's their job to put the parts together to find the matching picture. Say, "Can you find the app-le? Can you point to the tom-a-to? Do you see the cu-cum-ber?" Encourage your child to name the item as they point to it.

Lagniappe:

- You can use any word or picture flashcards for this activity. A magazine or newspaper are other options.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Phonological Awareness					
Standard	**EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 1.5				**EL 1.5.3** Blend a sequence of spoken syllables to produce words with guidance and support.	**EL 1.5.4** Blend a sequence of spoken syllables to produce words.

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Literacy Family Engagement Activity

Grab & Go: Alphabet Book Blend

Preschool

Materials: alphabet book

Steps:

1. Read an alphabet book with your child. Allow your child to read the words or pages they are familiar with.
2. While looking at the illustrations on a page, tell your child that you will be breaking up a word from the page into two parts and you need their help to put the word back together. When reading the page for letter Bb, pause and say "I see a /b/ all on this page. What word is /b/ all? Can you point to the /b/ all?" When reading the page for letter Cc, say "I see a /c/ ake on this page. What word is /c/ ake? Can you point to the /c/ ake?"
3. Repeat this for a few words on each page.

Lagniappe:

- This activity can be done at any time using any words.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Phonological Awareness					
Standard	**EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 1.6					**EL 1.6.4** Blend onsets and rimes of single syllable words with guidance and support.

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Literacy Family Engagement Activity

Grab & Go: Name and Describe Environmental Print

Toddler

Materials: none

Steps:

1. When driving, shopping, and completing other daily tasks with your child, point to and name various symbols and logos in the environment around you (e.g. stop sign, traffic light, restaurant signs, names of stores). Describe what you see as you name the various symbols and logos. ("This sign is red and it says stop. It is called a stop sign. It tells us we need to stop." "This red sign with a yellow M on it stands for McDonalds. McDonald's is a restaurant we like to eat at."

Lagniappe:

- This can be done anywhere at any time while out and about with your child. You can also name symbols and logos while reading books or watching a television show. Commercials often show familiar symbols and logos. Coupons and advertisements that come in the mail are also great ways to practice with environmental print.

Preschool

Materials: none

Steps:

1. When driving, shopping, and completing other daily tasks with your child, frequently point to and name various symbols and logos in the environment around you. Describe what you see as you name the various symbols and logos.
2. Once you have had this type of dialogue with your child, you can point to signs, symbols, and logos when you are out and about and ask your child to name and describe them. Assist your child with explaining and describing as needed.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Print Concepts					
Standard	**EL2: Children demonstrate knowledge of books and how print conveys meaning.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 2.1			**EL 2.1.2** Recognize some familiar symbols and logos in the environment.	**EL 2.1.3** Recognize and name familiar symbols and logos in the environment (environmental print).	**EL 2.1.4** Recognize and name pictures, symbols, and logos in the environment (environmental print).

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Literacy Family Engagement Activity

Grab & Go: Words Have Meaning

Toddler

Materials: books

Steps:

1. Take time to sit with your child and read books at least once every day. Point to the words as you read. Point to illustrations and name and describe what you see. Encourage your child to participate in the reading experience by asking questions and pausing for them to respond. Ask things like what do you think this word says? What do you see on this page? Even before your child is old enough to answer these questions it is important to model for them.

Lagniappe:

- Another way to reinforce that words and symbols have meaning is to point to, name, and describe signs or print of any kind in the world around you.
- Read alphabet books from an early age and introduce the idea of the alphabet. Name the letters as you read each page. Toddlers may not yet be able to name letters but modeling for them helps to introduce this concept from an early age.

Preschool

Materials: books

Steps:

1. Continue to make time to sit with your child and read books at least once every day. Point to the words as you read. Point to illustrations and name and describe what you see. Encourage your child to participate in the reading experience by asking questions and pausing for them to respond. Ask things like what do you think this word says? What do you see on this page? Your child should become increasingly more interested and able to answer these types of questions.

Lagniappe:

- Label things that belong to your child with their name, point to the label and say “this is your name, this belongs to you so I wrote your name on it.” You can extend by pointing to and naming each letter in your child’s name.
- Point to signs and environmental print around you and ask your child what they think the sign says or means.

- When reading alphabet books, ask your child to point to and identify the letters as you read each page. Ask your child to find that letter in another place on the same page.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Print Concepts					
Standard	**EL2: Children demonstrate knowledge of books and how print conveys meaning.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 2.2			**EL 2.2.2** Recognize that print, symbols, and pictures have meaning.	**EL 2.2.3** Distinguish print from pictures and show awareness that print communicates meaning.	**EL 2.2.4** Demonstrate an understanding that print has meaning and corresponds with spoken language. Demonstrates awareness that written words are made up of a group of individual letters.

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Language Family Engagement Activity

Grab & Go: Read with Me

Infant

Materials: board books, crinkle books

Steps:

1. Take time to sit with your child and read books to them each day. Allow your child time to touch and explore infant safe books.

Toddler

Materials: board books

Steps:

1. Take time to sit with your child and read books to them each day. Encourage your child to grab and hold books upright. Assist your child with turning pages.
2. Tell your child the name of each book before you begin reading. Point to and describe what you see across each page of the book.

Lagniappe:

- Allow your child to choose the books that you read to them so they can begin to recognize favorite books.
- Provide books in your child's play spaces so they can also explore books independently.

Preschool

Materials: books

Steps:

1. Take time to sit with your child and read books to them each day. Encourage your child to grab and hold books using the correct orientation. Assist your child with turning pages one at a time, from front to back. Point to and track your finger along beneath the words of a book as you are reading.
2. Identify the front cover, back cover, and spine of the book each time you read with your child. Encourage them to name and identify them as well.
3. Read the names of the author and illustrator when introducing a book. Explain that the author's job is to write the words of the book and the illustrator creates the pictures in a book.
4. Encourage your child to try reading along or reading themselves, especially with favorite books that they have heard many times.

Lagniappe:

- Your child will likely not be reading words at this age however you can encourage them to read the pictures and track with their finger as they tell the story aloud to you.
- Before you begin reading, ask your child, "Where do we start reading?" Encourage your child to point and track along while you read.
- Have your child point to the various parts of a book when you ask where they are.
- Ask your child what the author does when you tell them an author's name. Do the same for the illustrator.
- Provide lots of time for your child to play with and interact with books.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Print Concepts					
Standard	**EL2: Children demonstrate knowledge of books and how print conveys meaning.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 2.3	**LD 2.3.0** Explore books by touch (e.g., patting and/or chewing on board books).	**EL 2.3.1** Hold books, look at pictures, and help turn some pages.	**EL 2.3.2** Hold a book as if reading and turn some pages, but not always in the right order. Recognize specific books by their cover and look for specific pages in familiar books.	**EL 2.3.3** Hold a book right side up and turn most pages one by one from front to back. Demonstrate awareness that print progresses from left to right and top to bottom on a page with guidance and support.	**EL 2.3.4** Hold a book right side up while turning pages one by one from front to back. Identify parts of a book such as the front, back, and title. Demonstrate awareness of some conventions of print (e.g., capital letters, where to start reading on a page). Describe the role of the author and illustrator of a text.

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Language Family Engagement Activity

Grab & Go: Exploring Different Books

Infant

Materials: board books, crinkle books, sensory books

Steps:

1. Take time to sit with your child and read books to them each day. Allow time for your child to touch and explore infant safe books.

Lagniappe:

- Provide a variety of books in your child's play space so they can also explore books independently.

Toddler

Materials: board books, sensory books, hardcover books

Steps:

1. Take time to sit with your child and read books to them each day. Ask your child if they would like you to read a book with them. Encourage your child to select the book they would like to read.
2. Pause and allow your child to fill in familiar phrases or words that they know as you read.

Lagniappe:

- Provide a variety of books in your child's play space so they have frequent exposure to and interactions with different types of books.
- Bring your child to the public library so they can explore new books they haven't seen before. Expose them to new books based on their interests.

Preschool

Materials: fiction books, nonfiction books, poetry

Steps:

1. Take time to sit with your child and read books to them each day.
2. Encourage your child to choose their favorite book and read it to you.
3. Point out the differences between different types of books during reading experiences. For example, a fiction book tells a story with characters and illustrations. Nonfiction books provide facts and information and often have real photographs rather than illustrations.

Lagniappe:

- Your child will likely not be reading words at this age however you can encourage them to read the pictures or pretend to read using language that they remember from hearing the story read aloud to them.
- Provide lots of opportunities for your child to play with and interact with various books. Listen to them read to you even if it is pretend reading.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Print Concepts					
Standard	**EL2: Children demonstrate knowledge of books and how print conveys meaning.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 2.4	**EL 2.4.0** Demonstrate interest in books by reaching for books and exploring books through touch.	**EL 2.4.1** Request to have books read to them.	**EL 2.4.2** Self-select familiar books and engage in shared reading.	**EL 2.4.3** Share self-selected familiar books and engage in pretend reading with others.	**EL 2.4.4** Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.

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Language Family Engagement Activity

Grab & Go: Letter Fun

Toddler

Materials: puzzles (letters, shapes, animals, etc.)

Steps:

1. Work with your child to complete simple puzzles. While working on the puzzles, name the various objects ("This is a shape. It's called a circle. This is an animal. A dog is an animal. This is a letter. All of the pieces on this puzzle are letters.") This language will help your child to differentiate between letters and other objects.

Lagniappe:

- Point to and identify letters while reading books. Identify letters in play if your child has blocks, magnets, or any other letter type toys. This will help your child recognize letters as a special category of print.

Preschool

Materials: alphabet puzzle, magnetic letters, alphabet blocks

Steps:

1. When your child is playing with any alphabet toy, identify the various letters by name.
2. Encourage your child to repeat after you.
3. Ask your child to tell you the name of any letters that they know.
4. Focus on the first letter of your child's name. Once they are familiar with this letter, you can introduce the rest of the letters in their name.
5. Do this any time your child is playing with an alphabet toy or reading an alphabet book.

Lagniappe:

- Label your child's possessions with their name and explain that the word you wrote is their name. Start with the first letter in their name. Introduce the letter, tell them the name of the letter. Once your child can recognize the letter, you can introduce the rest of the letters in their name.
- Make up a song or jingle to teach your child the letters in their name. Show them what each letter looks like so they can connect the letter name to what it looks like in print.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Alphabet Awareness					
Standard	**EL 3: Children recognize and identify letters and make letter-sound connections.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 3.1			**EL 3.1.2** Recognize letters of the alphabet as a special category of print, different from pictures and shapes.	**EL 3.1.3** Recognize and name some letters of the alphabet, especially those in their own name, as well as letters that occur frequently in the environment.	**EL 3.1.4** Recognize and name many of the letters in the alphabet, specifically letters in their own name, as well as letters that occur frequently in the environment.

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Language Family Engagement Activity

Grab & Go

Infant

Materials: rattle or soft sound toy

Steps:

12. Shake rattle or toy and say “shake-shake”
13. Pause and wait for your child to respond by reaching, vocalizing, or kicking to “take a turn”
14. When your child responds, shake it again

Lagniappe:

- Move to different areas around your child, when you shake the rattle or toy, make sure your child orients toward the object before shaking again.

Toddler (Toy Surprise Box)

Materials: Box with familiar toys

Steps:

8. Open the box slowly and show an item with a big expression such as “Wow! A car!”
9. Pause for a response such as reaching, pointing, or saying object name, looking to caregiver for reaction, or using gestures such as clapping or showing excitement

Lagniappe:

- Encourage your child to exhibit joint attention, which entails your child looking at an object, looking at you, then looking at the object again.
- Continue the conversation when your child responds by responding back to them

Preschool (Dinner Table Talk)

Materials: no extra materials needed, takes place at meal time with your child

How to do it:

- During meals, choose a simple topic.
- Take turns talking, asking questions to encourage the conversation to continue
- Focus on using calm conversation voices and practice asking questions with rising intonation

Lagniappe:

- Let your child choose the topic and begin the conversation.

Louisiana's Early Learning & Development Standards (ELDS)					
Language Development (LD): Social and Conversational Language					
Standard	**LD 3: Children use social and conversational rules.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators LD 3.2	**LD 3.2.0** Briefly pay attention to the same object the caregiver is looking at. Engage in turn-taking during social and vocal play with adults and other children.	**LD 3.2.1** Establish joint attention by looking at an object, at their caregiver, and back at the object. Respond to communication from another person using multiple means (non-verbal and verbal).	**LD 3.2.2** Participate in short conversations, with some turn-taking exchanges.	**LD 3.2.3** Participate in conversations that include multiple turn-taking exchanges, particularly related to topics of interest. Use appropriate volume and intonation when communicating, with modeling and support.	**LD 3.2.4** Initiate and participate in conversations that involve multiple turn-taking exchanges, with each exchange relating to and building upon the previous. Use appropriate volume and intonation to match the situation when communicating

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Language Family Engagement Activity

Grab & Go

Toddler (Talk Back Time Conversation Game)

Materials: none required

Steps:

1. Talk in short phrases such as “I see your teddy.”
2. Pause after each sentence
3. Wait for your child to “jabber” or talk back
4. Respond back to your child such as “I like your brown teddy.”
5. Take turns in conversation rhythm
6. Copy tone or sounds

Lagniappe:

- Ask your child questions during your conversation and pause for them to respond.

Preschool (Show Me & Tell Me Basket)

Materials: Basket of toys or household items

Steps:

1. Have your child pick an item from the basket and talk about it.
2. Family members ask questions.
3. Model how to participate in a group conversation by looking at the person talking and waiting until they are done to begin speaking,

Lagniappe:

- For older preschoolers, take turns picking an item out of the basket and talking about it. This allows your child the opportunity to ask questions, make comments, and practice skills for communicating in a group setting.

Louisiana's Early Learning & Development Standards (ELDS)					
Language Development (LD): Social and Conversational Rules					
Standard	**LD 3: Children use social and conversational rules.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators LD 3.3	No indicators for Infants (Birth-11 months)	**LD 3.3.1** "Jabber" and vocalizes sounds in a way that is similar to the rhythm and flow of conversations around them.	**LD 3.3.2** Listen attentively during brief group conversations and respond to questions or requests made to the group.	**LD 3.3.3** Make comments and ask questions related to the topic of discussion during small or large group conversations, with prompting and support. Follow simple rules from group discussions, with reminders.	**LD 3.3.4** Participate in a group discussion, making comments and asking questions related to the topic. Follow commonly accepted norms of communication in group settings with increasing independence.

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Language Family Engagement Activity

Grab & Go

Toddler (Clean-Up Time Talk)

Materials: Toys to put away

Steps:

1. Give simple directions or model in your home language
2. Pause and wait for your child to use a simple sentence following the rules of your home language
10. Praise your child and continue modeling simple sentences.

Lagniappe:

- Try to make sentences a little longer when possible.

Preschool (Pretend Kitchen Play)

Materials: Play food or real kitchen items

Steps:

1. Cook together and narrate actions
2. Ask questions to your child such as “what are you making?” and “what goes in the pot?”
3. When your child responds, expand their response following the appropriate grammar of your home language (ex. Your child says “I drink water” while pointing to a water cup. You can say “I want some water to drink, too!”)

Lagniappe:

- As your child becomes an older preschooler, be sure to communicate with them in full sentences as they should be responding in full sentences which are grammatically correct to their home language as well.

Louisiana's Early Learning & Development Standards (ELDS)					
Language Development (LD): Social and Conversational Rules					
Standard	**LD 3: Children use social and conversational rules.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators LD 3.4	No indicators for Infants (Birth-11 months)	No indicators for Young Toddlers (9-18 months)	**LD 3.4.2** Communicate in short sentences that follow the word order of their home language.	**LD 3.4.3** Communicate in sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). Make grammatical errors that follow their home language rules.	**LD 3.4.4** Speak in full sentences that are grammatically correct within their home language most of the time.

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Literacy Family Engagement Activity

Grab & Go: The Story of Today

Preschool

Materials: none

Steps:

1. Each night during bedtime routine, tell your child the story of today. Retell all the events of the day with your child from the time they woke until bedtime. Include as many details as you would like.
2. After doing this with your child several times, encourage them to tell you the story of their day. Encourage them to include at least 2-3 major details from the day.

Lagniappe:

- You can also encourage your child to use their imagination to create make-believe stories. Ask a few guiding questions such as what kind of animal will your story be about, where will the animal be, what will the animal do. Then encourage them to put those details together to create a story.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Comprehension					
Standard	**EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 4.1				**EL 4.1.3** Tell make-believe or real-life stories, sometimes in random sequence.	**EL 4.1.4** Tell make-believe or real-life stories using a sequence of at least 2–3 connected events.

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Literacy Family Engagement Activity

Grab & Go: Beginning, Middle, End

Toddler

Materials: classic fairy tales or nursery rhyme story books

Steps:

1. Read these types of stories to your child frequently (e.g. The Three Little Pigs, Three Billy Goats Gruff, Little Red Riding Hood, Humpty Dumpty).
2. When you get to text that frequently repeats, such as “He huffed and puffed and he blew the house down” pause and allow your child to fill in the missing words.

Lagniappe:

- If you do not own copies of these types of stories, you can check copies out from the public library or you can tell them to your child orally without a book.

Preschool

Materials: crayons, paper, a book that your child is familiar with

Steps:

1. Read the book with your child.
2. After reading, ask your child what happened first, next, and at the end of the story.
3. Have your child draw a picture on each sheet of paper to correspond with the beginning, middle, and end of the story.
4. Encourage your child to put the pictures in order and retell the story. While your child is retelling the story, ask questions such as “Who were the characters in the story?” Where did the story take place?”

Lagniappe:

- You can also practice retelling stories using puppets, stuffed animal toys, or printed pictures that are from the story.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Comprehension					
Standard	**EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 4.2			**EL 4.2.2** Recite some words of a familiar book when read, especially from books with repeating text.	**EL 4.2.3** Retell familiar stories using pictures or props as prompts.	**EL 4.2.4** Describe some key details from familiar stories, such as characters, setting, and/or major events.

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Literacy Family Engagement Activity

Grab & Go: Story Questions

Toddler

Materials: books

Steps:

1. While reading books with your child, pause to ask questions such as “What is that? Where is ___? Can you find the ___?”

Lagniappe:

- Listen to any questions your child may ask while you are reading. Make sure to acknowledge and answer all attempts at questions and communication from your child during real aloud experiences.

Preschool

Materials: various books (fiction and nonfiction)

Steps:

1. While reading books with your child, pause every few pages and ask who, what, when, where, why and how questions related to the story. “What is happening on this page? What do you think will happen next?
2. Listen for any questions your child might have while reading. Answer the questions and engage in a multi-exchange conversation with follow up questions when possible.

Lagniappe:

- Ask your child to make a prediction about what a story will be about based on the image on the front cover when reading new books.

Louisiana’s Early Learning & Development Standards (ELDS)

Early Literacy (EL): Comprehension					
Standard	**EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 4.3			**EL 4.3.2** Ask or answer simple questions about a familiar story or book, including informational text.	**EL 4.3.3** Ask or answer questions about key details in a familiar story, informational book, or other text.	**EL 4.3.4** Ask or answer questions about key details in a familiar story, informational book, or other text. Make predictions about events that might happen next, with guidance and support.

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Literacy Family Engagement Activity

Grab & Go: Making Connections

Toddler

Materials: books

Steps:

1. While reading books with your child, pause to make connections to the child's life. For example, if reading a book about cats, note that the child also has a pet cat or ask the child if they have ever seen a cat before and where. The more frequently you make these types of connections during reading experiences, the more likely your child will begin to make connections independently.

Preschool

Materials: various books (fiction and nonfiction)

Steps:

1. While reading books with your child, ask questions that encourage them to make connections to their own experiences. Ask questions such as - "Has this happened to you before? Does this remind you of something else? Where have you seen something like this before?"

Lagniappe:

- Listen as your child wonders aloud and comments throughout a book. Acknowledge all attempts at communication and extend book conversations with multiple exchanges about the same topic.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Comprehension					
Standard	**EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 4.4			**EL 4.4.2** Recognize when a story or book describes something that is similar to their own experiences.	**EL 4.4.3** Answer questions about how events and information from stories relate to their own experiences.	**EL 4.4.4** Recall their own experiences that relate to events and information from stories or informational texts.

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Literacy Family Engagement Activity

Grab & Go: What Do You Think?

Preschool

Materials: various books (fiction and nonfiction)

Steps:

1. While reading books with your child, ask questions that encourage them to share how they feel or what they think about the events of the story. Ask questions such as - "What does this make you think of? What did you think about this story? Did you like or dislike it? Why or why not? Do you think this character made a smart decision? What could the character have done differently?"

Lagniappe:

- Listen as your child wonders aloud and comments throughout a book. Acknowledge all attempts at communication and extend book conversations with multiple exchanges about the same topic.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Comprehension					
Standard	**EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 4.5				**EL 4.5.3** Share their own thoughts and reactions to a story or text.	**EL 4.5.4** Analyze and reason about stories and other text with guidance and support during shared reading experiences.

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Literacy Family Engagement Activity

Grab & Go: Library Visit

Preschool

Materials: library card for local public library

Steps:

1. Take your child to visit the local public library. Explore the children's area with your child. Choose a variety of books from the shelves to enjoy with your child. Comment on the type of book and describe it to your child. If the book is fiction, explain that this type of book is a make-believe story. If the book is nonfiction, explain that this type of book includes facts and information rather than tells a story. Explain that poetry books often have short sentences with rhyming words.
2. Encourage your child to choose different types of books to read and enjoy.
3. When your child selects a book, ask them what type of book they chose then ask them to explain their answer.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Comprehension					
Standard	**EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 4.6				**EL 4.6.3** Explore a variety of literacy genres, including stories/make believe, informational text, and poetry.	**EL 4.6.4** Recognize differences between stories/make believe, information text, and poetry.

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Literacy Family Engagement Activity

Grab & Go: Write It Down

Toddler

Materials: paper, crayons

Steps:

1. Provide paper and crayons for your child. Encourage them to use the materials intentionally.
2. When your child pretends to play grocery store, ask them to write a list of the grocery items they need from the store.
3. When your child pretends to play birthday party, encourage them to make a card for the birthday person.

Lagniappe:

- Although your child cannot actually write words and may only be beginning to draw pictures, acknowledge and praise scribbles and all attempts at writing.

Preschool

Materials: paper, crayons, markers

Steps:

1. Provide paper and writing utensils in your child's play space. Encourage them to use the materials intentionally.
2. When your child pretends to play with their kitchen set, encourage them to write down a recipe for their favorite dish.
3. When your child plays with blocks or legos, encourage them to draw a map of what they have created.
4. Encourage your child to write a letter to a friend or family member.
5. Remind your child to write their name on any work they create. Assist if needed.

Lagniappe:

- Praise and support your child as they are learning to draw and write. This skill takes practice and time to develop. The more frequent the attempts, the better they will become.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Emergent Writing					
Standard	**EL 5: Children write and draw to express their ideas, using some letters and print conventions.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 5.1			**EL 5.1.2** Draw or scribble with a purpose during play or other activities.	**EL 5.1.3** Show emerging awareness that writing can be used for a variety of purposes.	**EL 5.1.4** Use writing for a variety of purposes to convey meaning.

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Literacy Family Engagement Activity

Grab & Go: Pre-Writing

Toddler

Materials: fingerpaint, sidewalk chalk, markers, crayons, paper

Steps:

1. Sit with your child as they investigate each different material. Allow time for your child to explore how to use each.
2. Model ways to use the materials appropriately. Narrate what you are doing as you model for your child.
3. As your toddler gets older, you can model using letters to write words, such as your child's name.
4. Notice and praise your child as they naturally begin to create more controlled scribbles and lines.

Preschool

Materials: paper, crayons, markers

Steps:

1. Provide paper and writing utensils in your child's play space. Encourage them to use the materials intentionally.
2. Model how to draw various shapes (e.g. circle, square, rectangle). Encourage your child to draw shapes using both straight and curved lines.
3. Model how to write various letters. Encourage your child to attempt to write a few letters that they are familiar with.
4. Remind your child to attempt to write their name on any work they create.

Lagniappe:

- Praise and support your child as they are learning to write. This skill takes practice and time to develop.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Emergent Writing					
Standard	**EL 5: Children write and draw to express their ideas, using some letters and print conventions.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 5.2		**EL 5.2.1** Make marks or scribbles using a variety of media (e.g., finger paint, chalk).	**EL 5.2.2** Make intentional, more controlled scribbles and shapes (e.g., straight or curved lines).	**EL 5.2.3** Write letter-like forms and a few letters, although often not oriented or written correctly. String some letter-like forms and/or letters together as if they are a word.	**EL 5.2.4** Write some letters of meaningful words such as their name, using letters and letter-like forms.

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Literacy Family Engagement Activity

Grab & Go: Label Your Work

Toddler

Materials: markers, crayons, paper

Steps:

1. Allow time for your child to draw freely.
2. Once your child has completed their picture, ask them to describe what they drew.

Preschool

Materials: paper, crayons, markers

Steps:

1. When your child draws or writes, ask questions about what your child has drawn or written.
2. Ask your child to label anything they draw or create. For example, if the child draws a house, ask them to write the word house. Remind them that it's okay if their letters don't look just right because they are still learning how to write. Assist by helping your child to tell you any sounds they hear within a word. Have them try to write the corresponding letter if they are able to.
3. You may write words for your child and ask your child to copy. Again, remember this will not yet look exact.
4. Remind your child to attempt to write their name on any work they create.

Lagniappe:

- If your child asks you to write or label their work for them, model and explain as you write what they say. Read it back to them.

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Emergent Writing					
Standard	**EL 5: Children write and draw to express their ideas, using some letters and print conventions.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 5.3			**EL 5.3.2** Draw a picture and describe what it represents.	**EL 5.3.3** Dictate ideas for someone to write down. Use scribbles, shapes, letter-like forms, letters, and numerals to write and/or represent words or ideas. Discuss or answer questions about their writing and drawings.	**EL 5.3.4** Attempt to write some words using invented spelling. Demonstrate awareness of some print conventions (e.g.,moving from left to right when writing; leaving space between some groups of letters).

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Literacy Family Engagement Activity

Grab & Go: Let's Write!

Preschool

Materials: paper, crayons, markers

Steps:

1. When your child has meaningful information that they ask you to write, take time to sit and explain as you write what they say. Read the information back to your child.
2. Encourage your child to write down any important information or messages they may have.

Lagniappe:

- When your child is trying to write something that can be found in the world around them, encourage them to use and copy environmental print (e.g., food labels, words on toys, signs).

Louisiana's Early Learning & Development Standards (ELDS)					
Early Literacy (EL): Emergent Writing					
Standard	**EL 5: Children write and draw to express their ideas, using some letters and print conventions.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators EL 5.4					**EL 5.4.4** Dictate elaborative or meaningful information or stories for someone to write down. Use writing and/or digital tools to communicate information. Use classroom resources (e.g., labels; anchor charts) to support writing.

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Math Family Engagement Activity

Grab & Go: Let's Count

Infant

Materials: toys

Steps:

1. Encourage your child's attempts at reaching for more toys during play.
2. Offer your child a toy for each hand during play.

Toddler

Materials: none

Steps:

1. Point to each of your child's fingers and count them as you point.
2. Repeat this process with your child's toes.
3. Encourage your child to count independently while you point to each of their fingers.
4. Allow your child to count independently as you point to their toes.

Lagniappe:

- Orally demonstrate how to correctly count from 1-10 when opportunities arise in everyday life– when serving a snack to your child, when passing out toys, when counting objects in a picture book, etc.
- Offer support when your child is unsure of which number comes next.
- If your child counts incorrectly, model the correct counting sequence for them.
- Encourage your child to count to 10 orally, even if there are no corresponding objects in front of them.

Preschool

Materials: none

Steps:

1. Ask your child to count to 10. You may demonstrate if your child needs support.
2. Once your child is able to count to 10 correctly, have your child count to 20.
3. Give your child a sequence of numbers (e.g., 4, 5, _) and ask your child to determine which number comes next. Continue this process several times, using numbers up to 10.

Lagniappe:

- Demonstrate counting aloud in everyday life when opportunities arise.

- If your child makes a mistake while counting, you can ask them to stop, provide the correct counting sequence, and then have them practice counting correctly.
- When orally counting, you can pause and allow your child to fill in the next number.

Louisiana's Early Learning & Development Standards (ELDS)					
Mathematics (CM): Knowledge of Numbers					
Standard	**CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators CM 1.1	**CM 1.1.0** Demonstrate interest in quantity during play (e.g., reach for more toys; hold two objects, one in each hand).	**CM 1.1.1** Demonstrate interest in simple counting activities.	**CM 1.1.2** Rote count to 10 with increasing accuracy.	**CM 1.1.3** Rote count to 10 with accuracy.	**CM 1.1.4** Rote count to 20 with accuracy. Tell what number (1-10) comes next in order by counting.

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Math Family Engagement Activity

Grab & Go: Counting Fun

Toddler

Materials: objects to count (e.g., toy cars, large pom pom balls, cereal/puff snacks)

Steps:

1. Make a small set of objects (1-3 objects).
2. Ask your child to count the objects in the set.

Lagniappe:

- Encourage your child to touch and count each object in the set to ensure accuracy.
- If support is needed, hand the objects to your child one at a time, while your child counts each object.

Preschool

Materials: objects to count (e.g., toy cars, pom pom balls, cereal, snacks)

Steps:

1. Make a small set of objects (up to 5).
2. Ask your child to arrange the objects in a line and count them.

Lagniappe:

- Continue with sets of up to 10 objects once your child has mastered counting sets of 5 objects.
- Encourage your child to touch and count each object in the set to ensure accuracy.

Louisiana's Early Learning & Development Standards (ELDS)					
Mathematics (CM): Knowledge of Numbers					
Standard	**CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators CM 1.2	No indicators from Birth to 18 months		**CM 1.2.2** Count a small set of objects (2-3) with one-to-one correspondence.	**CM 1.2.3** Count up to five objects arranged in a line with one-to-one correspondence.	**CM 1.2.4** Accurately count up to ten objects in a structured arrangement with one-to-one correspondence.

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Math Family Engagement Activity

Grab & Go: How Many?

Infant

Materials: none

Steps:

1. Use the word "more" and the sign for "more" regularly when speaking to your child.
2. Demonstrate the sign for “more” and encourage your child to use the sign when asking for more of something.

Lagniappe:

- Incorporate the word "more" and the sign for "more" in everyday life. Ask your child if they want more to eat or drink, more toys to play with, or more books to read to reinforce the concept of more.

Toddler

Materials: none

Steps:

1. When your child is eating and asks for more, give one more item and show the number “one” on your fingers. Say, “You asked for more. I gave you one more apple slice.”
2. If your child would like more, you can count out two slices and say, “I am giving you two more slices.” Show the number “two” using your fingers.
3. When your child is finished eating, you can say, “You ate them all. There are none left on your plate.”

Lagniappe:

- Incorporate the signs and words for “more”, “all”, and “none” during everyday conversations to reinforce these concepts.
- Show one finger when using the word “one” and two fingers to show the meaning of “two”.

Preschool

Materials: items to count (e.g., snacks, toys, crayons)

Steps:

1. Place a few items in front of your child, then ask them how many items are in the set.
2. Encourage your child to count the objects, then tell you how many items there are.

Lagniappe:

- This activity can be done at any time of the day and with any item for counting. Whenever your child has something, you can ask how many to encourage counting and understanding of cardinality.
- Demonstrate counting and telling how many items you have when appropriate.
- If you are at the grocery store, tell your child you need "three" tomatoes. Allow them to count out "three" tomatoes, then ask how many tomatoes are in the cart.

Louisiana's Early Learning & Development Standards (ELDS)					
Mathematics (CM): Knowledge of Numbers					
Standard	**CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators CM 1.3	**CM 1.3.0** Indicate they want "more" using gestures, sounds, or looks.	**CM 1.3.1** Indicate understanding of the concepts of "more," "all," and "none" using gestures, words, or actions.	**CM 1.3.2** Indicate understanding of the concepts of "one" and "two" using gestures, words, or actions (e.g., child complies when adult says "Take just one cookie.").	**CM 1.3.3** Begin to understand that the last number counted represents how many objects are in a group (cardinality).	**CM 1.3.4** Tell how many objects are in a group by giving the last number counted (cardinality).

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Math Family Engagement Activity

Grab & Go: Roll and Name Dice Game

Preschool

Materials: large dice

Steps:

1. Allow your child to practice rolling the dice several times. Talk about the number of dots on each face of the dice.
2. After your child rolls the dice, ask your child to name the number of dots on the dice (without counting). If your child is unable to name the number without counting, allow your child to count the dots, then say the number.
3. Continue playing until your child is able to name the number without counting the dots.

Lagniappe:

- Start by focusing on numbers 1-3. Work up to 1-6.
- Practice turn-taking with your child while playing the game and going back and forth between players.

Louisiana's Early Learning & Development Standards (ELDS)					
Mathematics (CM): Knowledge of Numbers					
Standard	**CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators CM 1.4	No indicators from Birth to 36 months			**CM 1.4.3** Recognize and name the number of items in a small set (up to three) without counting (subitizing).	**CM 1.4.4** Recognize and name the number of items in a small set (up to five) without counting (subitizing).

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Math Family Engagement Activity

Grab & Go: Patterns All Around

Infant

Materials: none

Steps:

1. Implement consistent daily routines for different parts of the day. This helps your child make connections to repeating sequences. For example, establish a similar morning routine each day: wake up, have a bottle or breakfast, brush teeth, and get dressed. For the evening, create a routine that includes taking a bath, putting on pajamas, reading a book, singing a song, and bedtime.

Lagniappe:

- Following predictable daily routines will allow your child to become aware of repeating sequences in everyday routines and help your child to anticipate what is coming next.

Toddler

Materials: nursery rhymes, children's songs, books

Steps:

1. Read books or sing songs with repeating words and patterns. Some examples include *Old McDonald Had a Farm*, *The Wheels on the Bus,* or *Brown Bear, Brown Bear What Do You See*, by Bill Martin Jr.
2. Pause and allow your child to fill in missing words while singing or reading.
3. Encourage your child to mirror the motions you are demonstrating when singing or reading.

Lagniappe:

- Continue to follow predictable daily routines with toddlers to help them anticipate what comes next. For example, lunchtime each day should follow the same sequence of events: wash hands, place the child in the highchair, put on a bib, and identify the food on the plate before the child begins eating.

Preschool

Materials: small, colorful blocks

Steps:

1. Arrange the blocks in a simple repeating pattern (e.g., red block, blue block, red block, blue block).

2. As you are arranging the blocks, talk through the steps. “I am placing a red block, then a blue block next to it, then a red block next to the blue block, then another blue block. I am making a pattern.” (point to the blocks and name the colors) “red, blue, red, blue,”
3. Have your child point and name the colors of the blocks.
4. Ask your child to make an exact copy of the pattern you created.
5. Encourage your child to talk through the pattern they created using the same language you modeled. Assist your child as needed.

Lagniappe:

- Once your child can copy the pattern, encourage them to create their own pattern and explain it.
- Make a different repeating pattern and ask your child if they can extend the pattern by adding the next few pieces to it.
- This activity can involve using different tangible objects, or it can be performed using actions like clapping, tapping, jumping, or stomping.
- Encourage your child to recognize patterns in everyday life. When you notice a pattern, point it out and explain it to your child (e.g., the pattern on a checkerboard game, or a pattern on floor tiles).

Louisiana’s Early Learning & Development Standards (ELDS)					
Mathematics (CM): Patterns and Operations					
Standard	**CM 2: Children demonstrate knowledge of patterns and operations.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators CM 2.1	**CM 2.1.0** Demonstrate awareness of repeating sequences in everyday routines.	**CM 2.1.1** Notice and anticipate simple repeating sequences (e.g., go to table for lunch after washing hands).	**CM 2.1.2** Recognize and participate in patterns within stories and in songs.	**CM 2.1.3** Recognize and copy simple repeating patterns in different forms (e.g., red-blue, circle-square).	**CM 2.1.4** Identify, duplicate, extend, and create simple repeating patterns in different forms (e.g., red-red-blue, circle-square-triangle).

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Math Family Engagement Activity

Grab & Go: Combine and Separate

Preschool

Materials: set of blocks (between 5-10 blocks, two different colors)

Steps:

1. Start by asking your child to identify how many blocks are in the set.
2. Encourage your child to notice the difference between the objects (the color).
3. Ask your child to sort the blocks into two different sets.
4. Ask your child to describe each set. (e.g., This set has three red blocks and this set has two yellow blocks.)
5. Ask your child how many blocks there are when you combine the sets.

Lagniappe:

- Extend the activity by asking questions such as "What if I take one red block away? How many blocks will I have? How many blocks will be *left* in this set?"
- Use the words "add" and "take away" during the activity.
- Model taking a block away and adding a block back to the set during this activity.
- This activity can be done with fingers, pom poms, snacks, and several other objects.

Louisiana's Early Learning & Development Standards (ELDS)					
Mathematics (CM): Patterns and Operations					
Standard	**CM 2: Children demonstrate knowledge of patterns and operations.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators CM 2.2	No indicators from Birth to 36 months			**CM 2.2.3** Combine and separate small groups of objects and describe the parts. (e.g., I have four cubes. Three are red, and one is blue.)	**CM 2.3.4** Solve simple addition and subtraction problems by using concrete objects or fingers during play and daily activities (e.g., If we have 3 apples and eat 1, how many apples do we have left?)

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Math Family Engagement Activity

Grab & Go: Toy Sorting

Toddler

Materials: any group of toys (e.g., cars, blocks, stuffed animals, etc.)

Steps:

1. Grab a toy and ask your child to find another toy like that one (e.g., Can you find another car?).
2. Ask your child to find all of the similar toys (e.g., Find all of the cars).

Lagniappe:

- If the child is able to group objects together based on one observable feature, try having them group items together by color, size, or shape.

Preschool

Materials: any group of toys (e.g., cars, blocks, stuffed animals, etc.)

Steps:

1. Ask your child to separate the toys by color.
2. Once the toys have been separated by color, put the items back into a group and have your child sort the items by size.
3. Repeat this process for sorting by shape.

Lagniappe:

- If your child is able to sort based on one physical characteristic, ask them if they can think of a way to re-sort the objects using a different characteristic. If needed, help your child to complete this task and explain why the toys were re-sorted. If your child is able to re-sort independently, ask them to explain their reasoning.

Louisiana's Early Learning & Development Standards (ELDS)					
Mathematics (CM): Measurement					
Standard	**CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators CM 3.1	No indicators from Birth to 11 months	**CM 3.1.1** Match two objects based on one observable feature.	**CM 3.1.2** Group objects by one physical characteristic (attribute) (e.g., color, size, shape).	**CM 3.1.3** Sort objects into two or more groups based on one physical characteristic (attribute).	**CM 3.1.4** Sort objects by one characteristic (attribute), then re-sort using a different characteristic and explain the reasoning with guidance and support.

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Math Family Engagement Activity

Grab & Go: Comparing Groceries

Toddler

Materials: Several different grocery items (e.g., cereal box, bag of rice, canned goods, bag of chips, etc.).

Steps:

15. While putting away groceries, hand two different objects to your child.
16. Ask your child which object is heavy and which object is light?
17. Repeat with different items and different measurable attributes, such as length (long/short) and height (tall/short).

Lagniappe:

- Ask your child to find an item using a measurable attribute. For example, “Can you find a heavy item?” or “Can you find a tall box?”

Preschool

Materials: Several different grocery items (e.g., cereal box, bag of rice, canned goods, bag of chips, etc.).

Steps:

11. While putting away groceries, ask your child to find the heaviest item.
12. One by one, ask your child if an item is heavier than the other item.
13. Help your child go through the groceries and determine which item is heavy, heavier, and heaviest.

Lagniappe:

- Repeat with different items and different measurable attributes such as length (long, longer, longest) and height tall, taller, tallest).

Louisiana's Early Learning & Development Standards (ELDS)					
Mathematics (CM): Measurement					
Standard	**CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators CM 3.2	No indicators from Birth to 11 months	**CM 3.2.1** Explore objects of different sizes and weights	**CM 3.2.2** Make simple comparisons between two objects using measurable attributes (e.g., length, height, weight).	**CM 3.2.3** Describe objects using measurable attributes (e.g., tall/short, big/little, heavy/light).	**CM 3.2.4** Describe measurable attributes of objects and materials using comparative words (e.g., long, longer, longest).

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Math Family Engagement Activity

Grab & Go: Ordering Groceries

Preschool

Materials: 5 different-sized grocery items (cans, cereal box, water bottle, etc.), flat surface such as a counter or table

Steps:

1. Place the items in front of your child.
2. Ask your child to identify the tallest item and place it on one part of the surface.
3. Ask your child to identify the shortest item and place it on another part of the surface.
4. Compare the remaining items to the tallest item and the shortest item (e.g., "Is this item taller than this item?").
5. Have your child place the remaining items between the tallest and shortest item in order of length.

Lagniappe:

- Follow the same process to compare and order another set of items using different measurable terms, such as weight.

Louisiana's Early Learning & Development Standards (ELDS)					
Mathematics (CM): Measurement					
Standard	**CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators CM 3.3	No indicators from Birth to 48 months				**CM 3.3.4** Compare and order a small set of objects using measurable terms (e.g., length, weight).

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Math Family Engagement Activity

Grab & Go: Measurement Tools

Preschool

Materials: any measurement tools in the home (e.g., scale, ruler, measuring tape)

Steps:

1. Introduce the measurement tool to your child.
2. Explain the use of the tool.
3. Encourage your child to explore how to use the measurement tool with a variety of household items (e.g., weighing different objects in the home or using the ruler to measure several objects).

Lagniappe:

- Ask your child to explain what each tool is used for and what things might be measured with each tool.

Louisiana's Early Learning & Development Standards (ELDS)					
Mathematics (CM): Measurement					
Standard	**CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators CM 3.4	No indicators from Birth to 48 months				**CM 3.4.4** Describe the purpose of simple measurement tools.

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Math Family Engagement Activity

Grab & Go: Measuring

Preschool

Materials: pennies or paperclips and several items of different lengths (e.g., shoes, blocks, books, cereal box, etc.)

Steps:

1. Demonstrate how to measure an object with pennies, placing each one end to end from one end of an object to another.
2. Encourage your child to measure an object using the pennies.
3. Have your child count how many pennies it took to measure the object.
4. Compare the number of pennies used to measure the different objects.

Lagniappe:

- Have your child select another non-standard unit of measurement and provide guidance and support to measure objects. You can also have your child measure a large item such as a bed or sofa.

Louisiana's Early Learning & Development Standards (ELDS)					
Mathematics (CM): Measurement					
Standard	**CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators CM 3.5	No indicators from Birth to 48 months				**CM 3.5.4** Measure using multiples of the same non-standard unit (e.g., paper clips, snap cubes) with guidance and support.

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Math Family Engagement Activity

Grab & Go: Shape Matching

Infant

Materials: foam blocks

Steps:

1. Provide your child an assortment of foam blocks.
2. Talk to your child as they explore the shapes (e.g., “You have the triangle!” “I have the green circle!”).

Lagniappe:
Engage your child in “building” with the different foam blocks, stacking the blocks on top of each other.

Toddler

Materials: Blocks (at least two of each that are the same shape and size)

Steps:

1. While playing with blocks, hold up a square and ask your child to find a square block.
2. Repeat with a circle and a triangle.

Lagniappe:
Assemble all the blocks and ask your child to identify the matching ones.

Preschool

Materials: a variety of blocks (different shapes and sizes of each shape)

Steps:

1. While playing with blocks, hold up a square and ask your child to find another square.
2. Repeat with a circle and a triangle.

Lagniappe:

- Put all of the blocks together and ask your child to find all of the squares, all of the circles, and all of the triangles.

Louisiana's Early Learning & Development Standards (ELDS)					
Mathematics (CM): Shapes and Spatial Relationships					
Standard	**CM 4: Children identify shapes and their properties, and describe the positions of objects in space.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators CM 4.1	**CM 4.1.0** Explore various shapes through play.	**CM 4.1.1** Explore the way shapes and objects fit together through play.	**CM 4.1.2** Match basic shapes (e.g., circle, square, typical triangle) of the same size and orientation.	**CM 4.1.3** Match a wider variety of shapes with different sizes and orientations.	No indicators from 48-60 months

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Math Family Engagement Activity

Grab & Go: Going on a Shape Hunt!

Preschool

Materials: none needed, use materials in the environment

Steps:

1. During normal daily activities (such as reading a book, walking through a store, or cooking) point out basic shapes (circle, square, rectangle, triangle) of different sizes and orientations to your child.
2. Ask your child to identify the shape, if they are able. If your child is not yet able to identify the shape, have your child repeat the shape name.

Lagniappe:

- If your child can identify a circle, square, rectangle, and triangle, see if they can also identify other shapes, such as a pentagon, hexagon, parallelogram, or rhombus.

Louisiana's Early Learning & Development Standards (ELDS)					
Mathematics (CM): Knowledge of Numbers					
Standard	**CM 4: Children identify shapes and their properties, and describe the positions of objects in space.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators CM 4.2	No indicators from Birth to 36 months			**CM 4.2.3** Recognize basic shapes (e.g., circle, square, typical triangle).	**CM 4.2.4** Identify basic shapes (e.g., circle, square, triangle, rectangle) regardless of size and orientation.

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Math Family Engagement Activity

Grab & Go: 2-D and 3-D shapes

Preschool

Materials: toys that are basic two- and three-dimensional shapes

Steps:

1. While playing with a toy, such as a ball, have your child describe the shape of the toy (e.g., "This is a ball because it rolls").
2. For two-dimensional shapes, have your child identify the shape and then describe how it is made (e.g., "This is a triangle because it has three sides.").

Lagniappe:

- Have your child identify three-dimensional shapes, such as a cube, sphere, and triangular prism toys or household items.

Louisiana's Early Learning & Development Standards (ELDS)					
Mathematics (CM): Shapes and Spatial Relationships					
Standard	**CM 4: Children identify shapes and their properties, and describe the positions of objects in space.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators CM 4.3	No indicators from Birth to 48 months				**CM 4.3.4** Describe basic two- and three-dimensional shapes (e.g., a square has four sides, the ball rolls).

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Math Family Engagement Activity

Grab & Go: Stick Figures

Preschool

Materials: different-length sticks

Steps:

1. While playing outside, have your child gather a variety of sticks of different lengths and sizes.
2. Encourage your child to create a shape with the sticks (e.g., "Do you think you can make a square?").
3. Once your child has built one shape, help them build another, such as a triangle or rectangle.

Lagniappe:

- Encourage your child to put multiple shapes together to "build" something and describe their creation.

Louisiana's Early Learning & Development Standards (ELDS)					
Mathematics (CM): Shapes and Spatial Relationships					
Standard	**CM 4: Children identify shapes and their properties, and describe the positions of objects in space.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators CM 4.4	No indicators from Birth to 36 months			**CM 4.4.3** Build objects by combining basic shapes (e.g., pictures, tangrams, block structures).	**CM 4.4.4** Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square).

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Math Family Engagement Activity

Grab & Go: Stuffed Animal Hide and Seek

Infant

Materials: stuffed animals

Steps:

1. Place a few stuffed animals on the floor in different areas of the room.
2. Encourage your child to crawl through the stuffed animals.

Lagniappe:
Have your child help clean up the stuffed animals into two boxes: a large box for large stuffed animals, and a smaller box for small stuffed animals.

Toddler

Materials: a small stuffed animal or figurine

Steps:

1. Hide the stuffed animal in a room in the house.
2. Give your child simple directions related to position to find the stuffed animal (e.g., “Look on the table” or “look in the drawer”).
3. Continue giving directions until your child locates the stuffed animal.

Lagniappe:
Try using words such as beside, between, and next to in order to help your child locate the object.

Preschool

Materials: a small stuffed animal or figurine

Steps:

1. Hide the stuffed animal in a room in the house.
2. Give your child directions using positional words such as above, below, in front of, near, and behind to help them find the stuffed animal (e.g., “Look behind the couch, “now look above the fireplace”).
3. Continue giving directions until your child locates the stuffed animal.

Lagniappe:

- Have your child hide the stuffed animal and give you directions on how to find it using positional words such as above, below, in front of, near, behind, beside, between, or next to.

Louisiana's Early Learning & Development Standards (ELDS)					
Mathematics (CM): Shapes and Spatial Relationships					
Standard	**CM 4: Children identify shapes and their properties, and describe the positions of objects in space.**				
Age	**Infants** (Birth – 11 months)	**Young Toddlers** (9 - 18 months)	**Older Toddlers** (16 - 36 months)	**Three-Year-Olds** (36 - 48 months)	**Four-Year-Olds** (48 – 60 months)
Indicators CM 4.5	**CM 4.5.0** Explore and respond to the movement of objects, people, or self (e.g., navigate obstacles while crawling to destination).	**CM 4.5.1** Explore and respond to how things move through space or fit together (e.g., putting smaller objects into a small box and larger objects into a large box).	**CM 4.5.2** Move their body and objects to follow simple directions related to position (e.g., in, on, under, over, up, down).	**CM 4.5.3** Move their body and objects to follow simple directions related to proximity (e.g., beside, between, next to).	**CM 4.5.4** Identify and respond accurately to positional words indicating location, direction, and distance (e.g., above, below, in front of, near, behind).