

Educator's Guide **to Family Time Online**

Online Literacy Sessions with Families of Infants and Toddlers



Literacy Coalition
of New Brunswick^{Ltd.}



“We know that parents have a profound and lasting effect on how children become literate and that parents can maintain and strengthen their own literacies in the process of fostering their children’s literacy development. It follows that family literacy programs have enormous potential to maximize early literacy and parents’ learning by building upon family strengths and literacy practices.”

Literacy Coalition of New Brunswick: Family Time Online, 2021

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Healthy Families, Healthy Babies; Family and Early Childhood Agencies; Family Resource Centres; Talk with Me; New Brunswick Public Libraries; the Early Childhood Centre; University of New Brunswick; and the Department of Education and Early Childhood Development Department of Post-Secondary Education Training and Labour.

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“It took a life of its own in that room with a mom and the child. A few times I heard my voice trying to jump in and be part of the group, [but] it’s okay to just be quiet on this end, and let it unfold a little bit . . . learning when to be quiet in the session and when to interact and engage.” **Educator**

“I love that there was a guide with organized lessons. I really appreciated that it was kind of done for me, and the bag of toys was another highlight. It covered a broad age range [and] there was quite a bit of flexibility in the lessons. . . There’s someone in literacy that’s doing the legwork for me.” **Educator**

Section 1

Introduction

This educators' guide explores promising literacy practices through online participation to engage joyful literacy experiences between infants, toddlers, and their caring adults in homes and early childhood sites and during online workshops. As a flexible resource, this guide is intended to support educators to design literacy encounters to facilitate program goals and the literacy practices of families. Educators will develop their own strategies and styles as they follow the interests of children and their families.

The aim of this document is to:

- support educators' capacity to deliver virtual programming
- support home literacy practices
- support family capacity for participating in virtual learning and support programs
- highlight digital literacy resources for children and families
- increase awareness of existing supports and programs for their children, families, and educators

Chromebook training sessions were provided for families and educators by literacy facilitator, Don Rodgers. The sessions helped participants to learn digital skills, understand how to use information from digital sources, and to use appropriate tools to access and assess digital resources to support literacy engagement for children and adults. Please see Appendix G for more information about the training resources.

"Don was great. My family loved him . . . they consulted with him a couple times. He was really helpful. They really enjoyed their session with him. . . . That was excellent." **Educator**

"He's really good at explaining things . . . parents are really comfortable with him." **Educator**

Advantages of Family Time Online

- Reduced cost to families (no travel or childcare)
- Program materials provided to families to support literacy engagements beyond the sessions
- Improved levels of comfort, in relation to COVID, as families are in their own homes
- Frequent virtual support may encourage sustained participation
- Expanded literacy engagement
- Families can use resources readily available in their homes
- Engaged families' literacies practices both in- and outdoors
- Possibilities of a blended program of both in-person and virtual learning
- Continuous accessibility in the face of weather disruptions and/or illness



“It started in COVID, this online process and learning how much we could reach families. . . . Sometimes families just couldn’t access them because of childcare. . . . This brought us to a new level. . . . I think this also sort of showed me the possibilities with online. But I think it did make a difference having similar toys.”

Educator

“I’ve learned to pause and allow the child to continue the play at their speed and to extend it a little bit and wait to see what was going to happen, wait to see what the mom was going to do. The computer kind of allowed that to happen naturally. And now it’s also affected how I do my home visits as well, in a very positive way.”

Educator

“This program has really boosted his confidence. . . . He’s in the comfort of his own home. But even when I’m there, it’s not the same thing, but over Zoom and having the toys. He became very comfortable with us. That’s huge.” **Educator**

“During the online session mom had the primary role. When we go in for home visits, she would allow me to take the primary role playing with her child.” **Educator**

“The parents seemed to enjoy the session because they were the only adult physically present in the room with their children.” **Educator**

Photo: Karolina Grabowskao from Pixabay

Section 2

Family Literacy Guiding Principles

“Families use literacy for a wide range of purposes (social, technical, and aesthetic), for a wide range of audiences, and in a wide variety of situations.”

Denny Taylor, 2019

- Families are unique with diverse literacy practices.
- Families are co-teachers and co-learners.
- Literacy learning and text related activities occur within the context of family activities: gardening, preparing and sharing meals, grocery shopping, bath time, cooking, screen time, singing, talking, dancing, and playing.
- Literacy learning is supported by siblings.
- Literacy learning with babies and toddlers occurs naturally in everyday routines: bath time, getting dressed, meal time, diaper changing, and bedtime.
- Pleasure matters.
- Materials matter: access to books, songs, poetry, mark-making tools, found objects, toys, natural items, and play props.
- Book gifting to families supports reading and interaction between adults and children.

Adults' Roles in Supporting Children's Literacies

- Noticing and attending to children's interests, curiosities, and passions.
- Conversing with children while preparing a meal, noticing environmental print/signs, documenting personal life, participating in family and cultural traditions, playing games, sharing books, singing songs, chanting poems, and playing outdoors to support language learning.
- Tapping into children's interests and passions, including their popular culture, to foster joyful literacy learnings.

- Recognizing that adults' childhood memories often inspire their intentional engagement with their children's literacies.
- Responding to children in spontaneous, flexible, and playful ways attending to children's changing needs, moods, and interests.

See Literacy Coalition of New Brunswick -Family Literacy

<https://nbliteracy.ca/family-literacy/>

“The coronavirus pandemic contributed to isolation and the shutdown of many educational programs that support children and families. There is a call by educational researchers that many educational programs, online and face to face, be redesigned with a community orientation, people-centred goals anchored in empathy and caring, where we could work with learners to foster empowering, equitable, effective, and truly inspiring learning experiences.”

George Veletsianos, 2020

Family literacy programs benefit parents as well as children

“A family-based approach to literacy provides intervention to benefit children, while supporting parents in pursuing their own skill development, and everyone benefits.”

Family Literacy Programs: Kent State University

Adult literacy programs currently reach too few adults who need their programs, and family literacy programs are a way of reaching these adults (Hayden et. Al, 2006). Connected with a family literacy program, parents and caregivers can be encouraged to consider the full range of adult and family literacy programming available to them, including opportunities for skill development and support leading to employment.

Parents enhance their employment status or job satisfaction through participation in family literacy programs.

Several large-scale studies, including the National Even Start Evaluation, have shown that parents have enhanced their employment status or job satisfaction through participation

in family literacy programs (Padak, N. et al., Family Literacy Programs: Who Benefits? 2003).

Family Literacy Programs: Kent State University

<https://literacy.kent.edu/Oasis/Pubs/WhoBenefits2003.pdf>

For example, the Mount Waddington Family Literacy Society (MWFLS) Enhancing Displaced Workers' Literacy and Essential Skills project aims to "fill knowledge gaps in Literacy & Essential Skills (LES) support and training, and to provide appropriate and effective programs for future use. The focus is on workers who are hard to reach or reluctant to access skills training or employment services. Learning needs might include digital literacy, language skills, job search and employment related skills, social skills and financial skills". Centre for Family literacy Alberta Website, 2021.

<https://famlit.ca>

Promising practices for integrating employability skills development into family literacy learning programs

The Centre for Families Learning (NCFL) Toyota Family Learning program evaluation report identified several promising practices for integrating employability skills development into family literacy learning programs:

- Emphasize technology in family literacy and learning programs, including the use of office equipment, computers, and other devices.
- Meet parents and caregivers where they are, particularly around timing and flexibility of programming.
- Suggest activities that develop parents' and caregivers' research skills, independent learning, and application of learning experiences.
- Make explicit links between learning activities, skill development, and employability so that parents and caregivers can identify how skills built in family literacy are transferable to workplace settings.
- Help parents and caregivers build networks of employers, community organizations, schools, colleges, and parents or adult learners to enhance and expand professional connections and interactions.

Toso, B.W. & Krupar, A. (2016). *Building Employability Skills in Family Literacy Programs: Lessons from the Toyota Family Learning Program.*

A photograph of a woman holding a baby. The baby is wearing a bright yellow sweater and green pants. The woman is wearing a light-colored top and a beaded bracelet. The background is slightly blurred, showing some household items. A large teal text box with a dashed border is overlaid on the left side of the image.

Working NB Program Awareness Feedback

“I can tell she’s gained confidence because she’s a very introverted person [but] she wants to meet with an employment counsellor.”

Educator

“If I have young moms who feel like they want to go back to school, or they want to get into the workforce and don’t know where to begin? It’s [PETL] just a really great resource to send them in their direction, and the fact that they’ll go out into the community to meet with them, I had no idea.” **Educator**

“I love to learn and if I can take anything that’s new learning for myself, I will. I’m open to anything that’s gonna help me.” **Parent**

Integrating employability supports into family literacy learning programs

Parents and other adults who participate in family literacy programs benefit from increased awareness of the availability and value of existing programs, including programs that provide guidance, funding, and support in the following:

- Career guidance
- Training supports
- Experiential learning opportunities
- Workplace essential skills
- Employment supports such as job search, job fairs, etc.
- Training and employment support services for persons with disabilities
- Increasing educational credentials
- Academic upgrading
- Literacy & GED prep

Working NB services for Individuals

Are you interested in getting back into the workforce or finding a better job?

Would you like to improve your reading, writing, math, or computer and digital literacy skills?

Have you dreamed of getting your GED diploma?

To book an appointment with an employment counsellor, contact your local Working NB office at <https://www.workingnb.ca/>. They are there to help!

For information on family literacy resources and programs for families of young children in New Brunswick go to the Literacy Coalition of New Brunswick website
NB Literacy Family Literacy
<https://nbliteracy.ca/family-literacy>

Let's Learn! A parent's guide to giving your child a great start
<https://nbliteracy.ca/wp-content/uploads/2018/05/McCain-Booklet-En-2018.pdf>

Kina'masultinej! Let's Learn! A parent's guide to giving your child a great start

<https://nbliteracy.ca/wp-content/uploads/2020/02/Kinamasultinej-Lets-Learn.pdf>

Apprenons Ensemble! Offrons un meilleur départ à nos tout-petits

<https://nbliteracy.ca/wp-content/uploads/2017/03/McCain-Booklet-FR-web.pdf>



Section 3

Digital Literacies

Early childhood researchers Rosie Flewitt and Alison Clark (2020) define digital literacies as:

- developing the skills and knowledge to communicate effectively and find information when using digital technologies
- understanding, producing, and sharing texts in diverse formats
- being creative, collaborative, and critical
- showing cultural and social understanding of how texts are used
- being aware of e-safety

“However it is important to recognize that as digital technologies continue to evolve, what it means to be digitally literate has and will also continue to change. Like all literacies, digital literacies are situated — differing by context and situation.”

George Veletsianos, 2020, p. 62



View these videos that document young children's digital home literacies:

Professor Rosie Flewitt speaks about young children's digital literacy learning at home.

<https://nbliteracy.ca/family-literacy/>

Baby using iPad2 like a pro, plays Garage Band.

https://www.youtube.com/watch?v=2IyOy_XeKhU

A Magazine Is an iPad That Does Not Work

<https://www.youtube.com/watch?v=aXV-yaFmQNk>

Baby Using iPad Amazing

https://www.youtube.com/watch?v=X_yFAiBgAnY

Section 4

From the Research

Infant and Toddler Use of Technology

- The touch affordances of the creation of cellphones and tablets have made digital literacies very accessible to infants and toddlers.
- Infants and toddlers are learning to use diverse platforms to play, create, find information, and communicate with extended family members and friends.
- Infants, toddlers, and families use digital devices for a range of purposes: watch TV; YouTube clips; read; listen to music; play games; use apps; access, post, and view photos; find information; and communicate with extended family members.
- Infants and toddlers learn digital literacies through the sharing of devices at home where family members model and teach digital skills and strategies to each other (Wohlwend, 2017).
- Interaction with others is a necessary part of infants' and toddlers' use of digital devices. These interactions often mean there are loving arms wrapped around the child while engaging with digital texts or a cuddly lap supporting infants and toddlers as they engage and interact with loved ones on the screen.
- Infants and toddlers have a range of preferences when using technologies in their home environments.

Some Concepts about Print and Screen

Just as shared reading develops literacy concepts about books, digital reading supports literacy concepts specific to computers and interaction with screens.

Book Concepts

Front of book

Back of book

The title

The author and the illustrator

Book jacket

Dedication

End pages

Author notes

Reading Concepts

That print and images carry the meaning.
Words: one-to-one matching
Directionality concepts
Where to begin reading story

Direction in which to read (left to right)
Where to go next at end of the line

Concepts of Letter and Word

First word on page
Last word on page
One word/two words
First letter in word

Last letter in word
One letter/two letters
Name three letters on page

Punctuation Marks

Capital letter
Small letter
Period
Question mark

Comma
Quotation marks
Exclamation mark
Ellipsis

Features of texts

Bold font
Speech bubbles
Thought bubbles
Captions
Subtitles
Table of contents

Dedications
Index
Diagrams
Maps, graphs, charts
Glossary

Concepts about screens — Adapted from Marie Clay by Karen Wohlwend (2017).

Research on early childhood literacies with technologies (Marsh, 2004; Merchant, 2005; Wohlwend & Kargin, 2013) has recently expanded book-handling concepts about print to accommodate mouse-handling and a new set of computer literacy concepts and relationships specific to interacting with screens.



Some concepts about screens

Desktop Computers:

Multimodal Action	Onscreen Reading Practice
Mouse-handling <ul style="list-style-type: none">• Double-clicking• Clicking• Hovering	<ul style="list-style-type: none">• Open an application or select options• Open or confirm options• View a drop-down menu
Keyboarding <ul style="list-style-type: none">• Tapping (key, spacebar, arrow keys)• Toggling (between keys on numeric pad, arrow keys)	<ul style="list-style-type: none">• Type a letter or space• Start a new line• Move cursor• Move cursor or avatar in various in-game moves

Some concepts beyond print

Tablet Features:

Multimodal Action	Onscreen Reading Practice
Touchscreen <ul style="list-style-type: none">• Tapping• Swiping• Pinching• Stretching• Dragging	<ul style="list-style-type: none">• Select and open or turn a page• Select, highlight, copy and paste text• Play or animate• Scroll through pages• Turn a page• Select and highlight text• Resize an object, image, screen to make it smaller• Resize an object, image, screen to make it larger• Add, delete, move, or reposition objects• Draw using a paint program

Multimodal Action	Onscreen Reading Practice
Buttons <ul style="list-style-type: none">• Pressing	<ul style="list-style-type: none">• Power on/off• Return to home menu of apps• Capture screen shot• Enable voice-over or other read-aloud options• Adjust volume
Voice Recording & Recognition <ul style="list-style-type: none">• Speaking	<ul style="list-style-type: none">• Locate info or initiate a browser search• Open a digital text or app• Record narration and dialogue (i.e. for video)• Interact with or through online avatar

Exploring Play and Creativity in Pre-Schoolers’ Use of Apps Report for Early Years Practitioners

https://www.researchgate.net/publication/282701607_Exploring_Play_and_Creativity_in_Pre-Schoolers%27_Use_of_Apps_Report_for_Early_Years_Practitioners



Photo: Polina Tankilevitch from Pixabay

Section 5

Tips and Strategies for Planning and Conducting an Online Family Time Session

Remember:

- Co-learning occurs between family members and educators as they learn together online.
- Conversations and meaning-making occur in multiple ways: while sharing books, songs, poems, and digital texts; while playing where children and adults co-construct play worlds and stories; and when mark-making together with sand, water, paint, markers, and playdough.
- Begin each session with the familiar:
 - ▷ invite families to share their child's favourite songs, poems, chants, digital texts, books, and activities.
 - ▷ ask adults about their favourite childhood songs, poems, chants, activities, and games. These favourites could be shared during the session.
 - ▷ a favourite puppet or character could playfully begin each session.
- Personalize sessions to you and your families.
- Be explicit about the differences between current literacy learning and adults' experiences of literacy learning in school, i.e. spelling approximations, respecting the child's marks (see Matt Glover videos), and valuing reading strategies prior to being able to read print (chiming in, retelling, and talking about the pictures).
- Conversations can be playful and exploratory through questions, pauses, paraphrasing, intonation of voice, turning questions back to infants and toddlers, and involving them and their families with "Tell me more," "I wonder," and "What ifs..."

- Being open, spontaneous, and flexible about family choice of location, responding to moods, interests, and questions of toddler, infants, and their families.
- Preparations prior to the sessions encourage mutual engagement.
- Plan a schedule or menu of events to share with the family.
- Mail or drop off literacy kits prior to the session, inviting and supporting active online engagement.
- Prepare props for easy accessibility. Sticky notes might support your plan and the language you want to use. You might include extra items that you know the child will be interested in.
- Have your observation tools, mark-making materials, and books accessible.
- Prepare flip charts of poems or songs.
- Check your background or create an inviting background poster with the child's name on it. A tip from educators is to post quick notes on the edge of your computer screen so that your communication is oriented to the camera/families.
- Open all links you will use during the session.

During the Session

- Prior to the beginning of the session, ensure technology is functional for the family.
- Welcome families and collaborate to determine:
 - ▷ the goals of the session
 - ▷ toys and materials to be used
 - ▷ selected read-alouds
 - ▷ words to songs and poems — could be on a flip chart or emailed
 - ▷ play and mark-making activities.
- Invite friends, siblings, and neighbours who might join the screens as participants in the session.

- Look for the child(ren)'s engagement by reading their body, facial, and oral communication. Are they moving, chiming in, laughing, smiling, following the movement of props?
- Plan time for families to ask questions, provide feedback (what did and did not work?), and make suggestions for the next session.
- Consider the inclusion of multilingual texts that reflect cultures and home languages, Indigenous authored/illustrated picture books, and language apps (see the Recommended Online Resources).

After the Session

- Provide a list of digital resources for families to revisit.
- Invite adults to observe how children might carry components of the session into their play and conversations over the week.

“The fire of literacy is created by the emotional sparks between a child, a book, and the person reading. It isn’t achieved by the book alone, nor by the child alone, nor by the adult who’s reading aloud — it’s the relationship winding between all three, bringing them together in easy harmony.”

Mem Fox

Family Digital Resources

Virtual Family Time: Tips for Families (2020) https://www.childwelfare.gov/pubPDFs/factsheets_families_familytime.pdf

Mem Fox provides wonderful resources for families on her website <https://memfox.com/>

Section 6

Family Time Online: Five Sessions

1. The Wonky Donkey
2. Mo and the Pigeon
3. Lunch and Tea
4. Joy in Water Play
5. Treasure Baskets



Family Time Online: Session 1

The Wonky Donkey

“Play games with the things that you and the child can see on the page, such as letting kids finish rhymes, and finding the letters that start the child’s name and yours, remembering that it’s never work, it’s always a fabulous game.”

Mem Fox, 2013

From the Research: Reading with Infants and Toddlers

- Physical closeness while reading encourages interactions where children can point to pictures, turn pages back and forth, and communicate about the images and stories.
- A comfortable cuddle while reading can strengthen relationships, build trust, and deepen joyful literacy engagements.
- Encourage but never force reading. Communicate that reading is enjoyable.
- It is perfectly all right to not complete a picture book with infants and toddlers who will let you know when and what they are interested in.
- Sometimes we simply talk about the illustration instead of reading the written text.
- Ask questions about the illustrations, characters, and wonder about what might happen next.
- Make connections to the infants’ and toddlers’ experiences.
- Follow infants and toddlers as they respond or bring books to be shared or abandoned for another interest. Adults engage infants and toddlers by following their gaze as they interact with the illustrations or their delight in the language of the book as the child flips pages back and forth and at times lingers on their favourite pages.
- Celebrate when infants and toddlers join in through bodily expressions and/or chanting favourite phrases or lines.
- Appreciate the child’s desire to move or act out the story.
- Provide access to books: on the go, in the car, in the stroller, belly time, tub time, and bedtime.

- Respect babies' and toddlers' sensory investigations of books.
- Sharing books is a reciprocal and non-linear process that is pleasurable and flexible as adults respond to the moods, interests, and needs of infants or toddlers.

While reading with loving adults, infants and toddlers learn:

- to attend to language, learning new words and language structures
- that books tell us information about the world
- to name and discuss illustrations
- how books connect to their experiences
- to be in relationship with each other and the text
- about physically sharing the book (passing it back and forth, turning the pages, revisiting pages)
- to engage in conversations about the book (turn taking, prompting comments, reading back to/with the adult)
- book language is different from oral language
- about the physical features of a book: how to orient them, how to turn the pages, repairing a book
- reading is a pleasurable and predictable activity
- reading time is a time when they are held and loved
- which books they enjoy reading again and again
- that pointing, talking, and laughing provide positive feedback for adults to continue

Digital Resources — Reading with Infants and Toddlers

Sharing Books with Babies — It's Never too Early!

<https://www.youtube.com/watch?v=ow92zSRLbjQ>

Supporting Young Readers Before (and After) They Can Read Words

<https://www.youtube.com/watch?v=besrfRsb8rk>

Storyline Online

<https://storylineonline.net/>

A Story is Waiting - Come and Listen -
YouTube

<https://www.youtube.com/channel/UCBW5bBw7-AqAdjVZzhJm2sg>

12 Ways to Support Language Development
for Infants and Toddlers | NAEYC

<https://www.naeyc.org/our-work/families/support-language-development-infants-and-toddlers>



Read to Me! Nova Scotia.

Session Goals (a time for conversation with families)

- To share the joy of reading, singing, and poetry with infants and toddlers, it is important to make this shared experience so pleasurable and inviting that infants and toddlers will want to join in with you again and again. In this way, infants and toddlers will learn different ways to join in, to expand on new ideas, and to revisit what they enjoy again and again, making learning together a delightful event.
- To revisit a book for pleasure, adding actions, chiming in, and sound effects. Notice how your child expresses delight or joins in with the reading.
- To compose a version of “The Wonky Donkey” with families using the phrase: I was walking down the road one day when I saw a...
- To return to family-favourite books, songs, and poems that can be shared numerous times.
- Additional goals you wish to set.

“I knew there was YouTube, but I didn’t know there were books that go with the YouTube videos.... I was still using the learning apps, too.... They were a great help.” **Parent**

Family Materials

Mailed or dropped-off kits might include:

- Copies of the following books:
 - ▷ Wonky Donkey Song
<https://www.youtube.com/watch?v=SDeQT9zCvi4>
 - ▷ The Dinky Donkey by Craig Smith
(acoustic performance)
<https://youtu.be/66MZwwiH4zQ>
 - ▷ Dinky Donkey
<https://www.youtube.com/watch?v=hdWBOJCISRY>
 - ▷ Barnyard Dance by Sandra Boynton
<https://www.youtube.com/watch?v=tJorGZsjwGA>
 - ▷ Old MacDonald Had a Farm
https://www.youtube.com/watch?v=VX2bE7y_33g
- A collection of small barnyard toys
- Staples, staplers, and handmade books
- Mark-marking materials such as crayons, markers, and pencils
- Props such as a stuffed donkey, sunglasses, hats, musical instruments
- Copy of the lyrics or a book of the Wonky Donkey song

Educator's Materials

- Copies of the following books:
 - ▷ Wonky Donkey Song
<https://www.youtube.com/watch?v=SDeQT9zCvi4>
 - ▷ The Dinky Donkey by Craig Smith
(acoustic performance)
<https://youtu.be/66MZwwiH4zQ>
 - ▷ Dinky Donkey
<https://www.youtube.com/watch?v=hdWBOJCISRY>

- ▷ Barnyard Dance by Sandra Boynton
<https://www.youtube.com/watch?v=tJorGZsjwGA>
- ▷ Old MacDonald Had a Farm
https://www.youtube.com/watch?v=VX2bE7y_33g
- A collection of small barnyard toys
- Chromebook with digital resources queued (families will have their Chromebooks)
- Stapler, staples, and handmade books
- Mark-marking materials such as crayons, markers, pencils
- Props such as: a stuffed donkey, sunglasses, hats, musical instruments



The Wonky Donkey

by Craig Smith

*I was walking down the road and I saw a donkey hee haw
He only had three legs
He was a wonky donkey
Wonky donkey
Wonky donkey yeah*

*I was walking down the road and I saw a donkey hee haw
He only had three legs and one eye
He was a winky wonky donkey
Winky wonky donkey
Winky wonky donkey*

*I was walking down the road and I saw a donkey hee haw
He only had three legs, one eye and he liked to listen to country music
yeehaw
He was a honky-tonky winky wonky donkey
Honky-tonky winky wonky donkey*

*I was walking down the road and I saw a donkey hee haw
He only had three legs, one eye and he liked to listen to country music
and he was quite tall and slim
He was a lanky honky-tonky winky wonky donkey
Lanky honky-tonky winky wonky donkey*

*I was walking down the road and I saw a donkey hee haw
He only had three legs, one eye and he liked to listen to country music
and he was quite tall and slim and he smelt really, really bad
He was a stinky-dinky lanky honky-tonky winky wonky donkey
Stinky-dinky lanky honky-tonky winky wonky donkey*

*I was walking down the road and I saw a donkey hee haw
He only had three legs, one eye and he liked to listen to country music
and he was quite tall and slim and he smelt really bad and that
morning he got up early and he hadn't had any coffee
He was a cranky stinky-dinky lanky honky-tonky winky wonky donkey
Cranky stinky-dinky lanky honky-tonky winky wonky donkey*

*I was walking down the road and I saw a donkey hee haw
He only had three legs, one eye and he liked to listen to country music*

and he was quite tall and slim and he smelt really bad and he got
up in the morning and he hadn't had any coffee and he was always
getting up to mischief

He was a hanky-panky cranky stinky-dinky lanky honky-tonky winky
wonky donkey

Hanky-panky cranky stinky-dinky lanky honky-tonky winky wonky
donkey

I was walking down the road and I saw a donkey hee haw

He only had three legs, one eye and he liked to listen to country music
and he was quite tall and slim and he smelt really bad and he got
up in the morning and he hadn't had any coffee and he was always
getting up to mischief but he was quite good-looking

He was a spunky hanky-panky cranky stinky-dinky lanky honky-tonky
winky wonky donkey

Spunky hanky-panky cranky stinky-dinky lanky honky-tonky winky
wonky donkey

I was walking down the road and I saw a donkey hee haw

The Wonky Donkey written by Craig Smith

Illustrated by Katz Cowley

© 2010 Scholastic New Zealand





About the Author and Musician

Craig started as an entertainer who sang and played the guitar in pubs throughout New Zealand. One evening while he was playing his original song “The Wonky Donkey,” listeners suggested that children would love this song.

Additional Poems and songs

Donkey Song - Nursery Rhymes for Children

<https://www.youtube.com/watch?v=sTBG6MjtNIs>

Suggested Literacy Events


- With families, select one of the videos to watch and enjoy:
 - ▷ Wonky Donkey Song
<https://www.youtube.com/watch?v=SDeQT9zCvi4>
 - ▷ The Dinky Donkey by Craig Smith
(acoustic performance)
<https://youtu.be/66MZwwiH4zQ>
 - ▷ Dinky Donkey
<https://www.youtube.com/watch?v=hdWBOJCISRY>
 - ▷ Barnyard Dance by Sandra Boynton
<https://www.youtube.com/watch?v=tJorGZsjwGA>
 - ▷ Old MacDonald Had a Farm
https://www.youtube.com/watch?v=VX2bE7y_33g

- Listen to the video, playfully modelling chiming in “Hee-Haw” and other key phrases. Replay the video to encourage a comfort level with the song.
- Next, introduce the picture-book version of the song. Ask families if they have ideas about how they can participate in the read-aloud. If needed, invite families into the read-aloud by asking them to be a character from the book, chime in for the repeated phrases, use props, and/or add sound effects. Read the book again, adding sound effects to each page or a discussion of the illustrations.
- If possible, connect with another family, a neighbour, or a grandparent to share their performance of this song.
- Using blank paper, show families how to make homemade books for toddlers. For example, fold two to four pieces of white paper (8½” x 11”) in half and secure the pages with three staples on the folded edge, or leave your paper full-size and staple down the sides to create a book the full-size of the paper.
- Brainstorm ideas for the titles using the words from the book, I was walking down the street one day ... What would you see walking down the street that you would like to write about?
- Discuss with families their role(s) in composing with toddlers (see Next Steps).
- Visit and revisit suggested poems and songs.

Next Steps

- Ask what families would like to do in the next session. Ask families for feedback: What would you like to do next session? Do you have any questions? Do you have anything to share? What was your favourite part of today? What would you like to watch for, repeat, or try again next session? What time of the day is best for our next session?
- Suggest sharing The Wonky Donkey with friends and/or family members.
- Ask about favourite family songs or read-alouds.
- Suggest possible materials that the family can collect around their home for the next session.

At the end of Family Time Online confirm with families the date, time, and materials to bring to the next Family Time Online and that all family and friends are welcome to join.



"I tell my friends about the stuff I learned."

Parent

"I actually played Wonky Donkey at my friend's house last night for his little girl." **Parent**

Family Time Online: Session 2

Mo and the Pigeon

“Read multiple books by the same author or illustrator over several days so children can learn that there are different author and illustrator styles. Learning the styles of authors and illustrators supports children’s reading, drawing and mark-making as they will often borrow ideas when they create.”

Brown, Cartwright & Rose, 2016, p. 21

From the Research — Mark-Making with Infants and Toddlers

Access to mark-making materials such as papers, pens, pencils, crayons, markers, and paints allow children to make their marks — the earliest form of drawing and writing. Children’s marks look like lines, squiggles, and circles. These marks and configurations are children’s earliest attempts to make meaning and communicate on the page or screen, and they may contain important ideas. Sometimes children’s marks are experimental as they discover what pencils, crayons, markers, chalk, or their fingers can do and how they interact with different surfaces. Mark-making is playful! Playful processes are important in literacy learning both on the page and on digital devices as children take risks to try, respond to immediate feedback from the materials, and learn confidence in their capacity to initiate ideas.

Infants and toddlers can make their mark on a screen through apps and/or sharing their mark-making when communicating digitally with families and friends. Even though infants and toddlers are engaged with digital devices, they still need access to markers, crayons, and different kinds and sizes of paper to make their marks — one technology does not replace another. As literate beings we learn to use a range of technologies across our lives.



Mark-making is as important as ever. Children's drawings include cultural, narrative, and playful marks about:

- favourite characters from popular media or cuddly stuffies
- representing the worlds depicted in TV shows, songs, poems, movies, games, picture books, or sports
- play and life experiences
- interactions with adults about their drawings



Talking with Children about Their Mark-Making

Children's mark-making has purpose and meaning that deserve to be noticed by an appreciating adult. Adults honour children's marks when they observe, ask questions, reread their images with the child, remember their images, display images, share their images with others, and when they laugh, sigh, or gasp in response to the discoveries infants and toddlers make about a range of mark-making materials (paper, cardboard, crayons, markers, tape, etc.) or the stories they compose on the page.

An adult who appreciates and responds to infants' and toddlers' early mark-making efforts supports their child's creative urge to communicate ideas, honours their curiosity about how mark-making tools work, and celebrates their efforts to represent meaning. The details of their mark-making allow adults to enter the child's drawn world.

When adults model mark-making by writing a grocery list, composing an email or a note to family member, or creating a to-do list, they show children that print carries meaning.

Conversation Prompts

- Tell me about your drawing.
- I wonder what is happening in your story?
- Can you tell me about what is happening here?

- Invite your child to tell you about their mark-making: You've painted this very carefully — how did you start? I see you've made many, many dots. I wonder what is happening here? Can you tell me? Wow! Look at all these colours! I wonder what is going to happen next in your story?
- Observe and/or narrate your child's techniques: I notice your curly lines.
- Pose a challenge: How will you show those whiskers?
- Express curiosity: I wonder how you made that texture? Colour? Shape? How did you make that stand up? How did you join those pieces?

Session Goals (a time for conversation with families)

- To share the joy of reading Mo Willems's books with infants and toddlers.
 - ▷ Mo Willems's website
<http://www.mowillems.com>
 - ▷ Drawing Pigeon with Mo
https://www.youtube.com/watch?v=VO5Lds_xLow
- To revisit books by one author-illustrator for pleasure, chiming in, and talking about the illustrations.
- To engage in mark-making and/or book-making together.
- To explore Mo Willems's strategies for drawing.
- Additional goals you wish to set.

I would send mom the lesson plan the day before. [It] was a highlight that she was interested. . . . Sometimes she would try out a few things or watch a few videos before we even did the lesson. . . . It gave her pride [and] she took ownership of it. . . . It puts a little bit more ownership on them to be ready and be prepared. Whereas in the home we just roll in with a bag of toys, and we take over. . . . It helps them see what they have in their own home." **Educator**

Digital Resources– Mark-Making with Infants and Toddlers

Drawing with Amie: Amie's Drawings

<http://blog.bolandbol.com/2009/01/10/learning-drawing-from-her-peers/>

Collection of Amie's Artwork

<https://www.flickr.com/photos/bolandbol/sets/72157608593865975/>

Author to author – parent resources

<https://www.authortoauthor.org/parent-resources-2/>

Part 1: Supporting Word Making for Young Writers

<https://www.youtube.com/watch?v=xtp58ffDyP8>

Part 2: Supporting Word Making For Young Children.

<https://www.youtube.com/watch?v=jOKocuBHrO8>

The Importance of Making Books

https://www.youtube.com/watch?v=A1HL_1ZTrzQ&t=2s

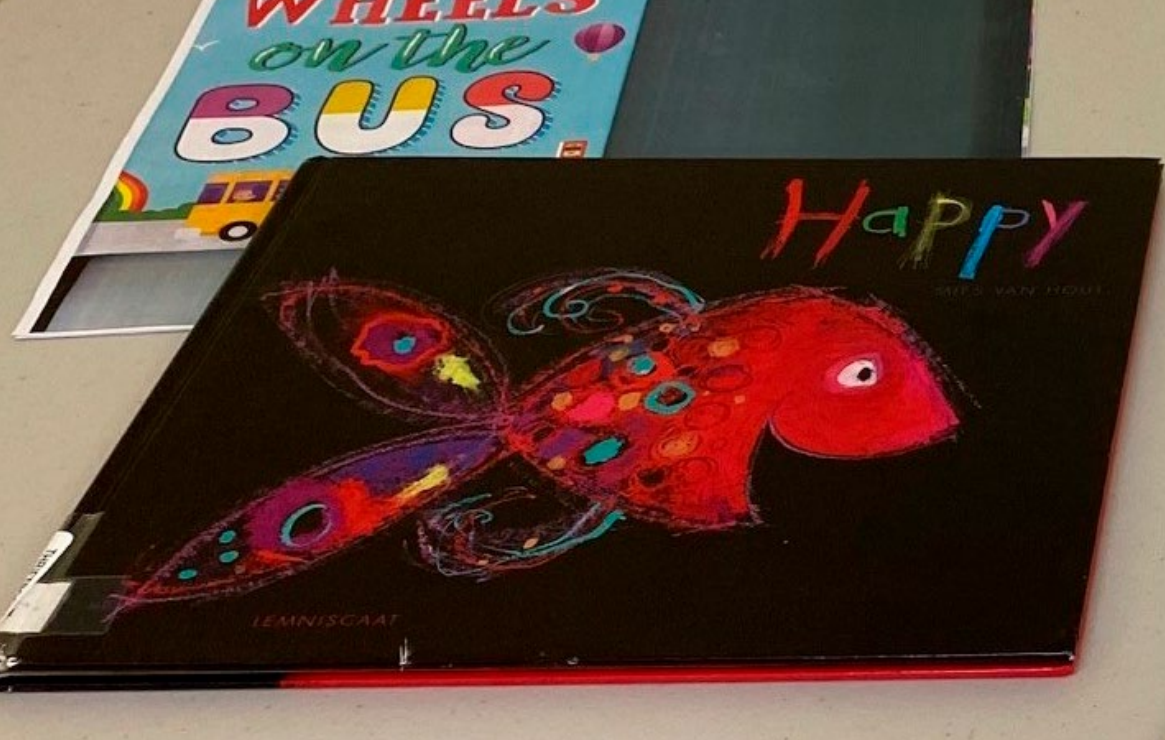




Family Materials

Mailed or dropped-off kits might include:

- Copies of the following books:
 - ▷ The Pigeon Needs a Bath by Mo Willems
<https://www.youtube.com/watch?v=GDrqQx4upBs>
 - ▷ The Pigeon Loves Things that Go by Mo Willems
<https://www.youtube.com/watch?v=56mW7dAqqys>
 - ▷ Don't Let the Pigeon Drive the Bus by Mo Willems
<https://www.youtube.com/watch?v=n-dHeNfXtgc>
 - ▷ "Five Little Ducks"
<https://youtu.be/pZw9veQ76fo>
 - ▷ "The Wheels on the Bus" by Raffi
<https://youtu.be/O-35EymzObY>
<https://youtu.be/8d8Vo72Kbrk> (with actions)
 - ▷ "The Train Song"
<https://www.youtube.com/watch?v=RiVfCDDpoxc>
- Staples, staplers, and homemade booklets
- Mark-marking materials such as crayons, markers, pencils, paint and paint brushes, black construction paper, and chalk pastels
- Props such as things that go (small cars, trains, airplanes), puppets, and musical instruments
- Copy of the picture book Happy by M. Van Hout



Educator's Materials

- Copies of the following books:
 - ▷ The Pigeon Needs a Bath by Mo Willems
<https://www.youtube.com/watch?v=GDrqQx4upBs>
 - ▷ The Pigeon Loves Things that Go by Mo Willems
<https://www.youtube.com/watch?v=56mW7dAqqys>
 - ▷ Don't Let the Pigeon Drive the Bus by Mo Willems
<https://www.youtube.com/watch?v=n-dHeNfXtgc>
 - ▷ "Five Little Ducks"
<https://youtu.be/pZw9veQ76fo>
 - ▷ "The Wheels on the Bus" by Raffi
<https://youtu.be/O-35EymzObY>
<https://youtu.be/8d8Vo72Kbrk> (with actions)
- Staples, staplers, and homemade booklets
- Mark-marking materials such as crayons, markers, pencils, paint and paint brushes, black construction paper, and chalk pastels
- Props such as things that go (small cars, trains, airplanes,) puppets, and musical instruments
- Copy of the picture book Happy by M. Van Hout
- Consider creating a family-made pigeon book to share

The Happy book was new to me. I have used it in the project and in my regular practice. It is now one of my favourites, as every child has responded differently. One child stroked each fish, another used his hand to try to cover any with open mouths, and another read the words.

I have provided black construction-paper books with chalk as a mark-making experience after the story. Each child has used the materials differently, and I can't wait to see how each will respond. **J. Westall**



About the Author and Illustrator

Mo Willems was once a writer and animator for the TV show Sesame Street. Since then, he has written and illustrated over fifty books, and many of his children's books have been made into animated films or musicals. He loves to draw, first inventing his own characters at the ages of three and four.

<http://www.mowillems.com>

Poems and Songs

The Wheels on the Bus

by Raffi

*The wheels on the bus go round and round
Round and round, round and round
The wheels on the bus go round and round
All around the town
The wipers on the bus go swish, swish, swish
Swish, swish, swish, swish, swish, swish
The wipers on the bus go swish, swish, swish
All around the town
The driver on the bus goes move on back
Move on back, move on back
The drive on the bus goes move on back
All around the town
The people on the bus go up and down
Up and down, up and down
The people on the bus go up and down
All around the town
The horn on the bus goes beep, beep, beep
Beep, beep, beep, beep, beep, beep
The horn on the bus goes beep, beep, beep
All around the town
The babies on the bus go wah, wah, wah
Wah, wah, wah, wah, wah, wah
The babies on the bus go wah, wah, wah
All around the town
The parents on the bus go shh, shh, shh
Shh, shh, shh, shh, shh, shh
The parents on the bus go shh, shh, shh
All around the town
The wheels on the bus go round and round
Round and round, round and round
The wheels on the bus go round and round
All around the town
The wheels on the bus go round and round
Round and round, round and round
The wheels on the bus go round and round
All around the town*

*"The Wheels on the Bus," from the album Rise and Shine
Words and music by Raffi. © 1982 Homeland Publishing*

Bathtime

by Raffi

*The water is fine, fine, fine
The soap is mine, mine, mine
Scrub and shine, shine, shine
It's my bathtime*

*The water is nice and warm
It makes me feel at home
Like a baby whale
It's my bathtime*

*Ba-ba-ba, bubbly bubbles
Wo-wo-wo, silky bubbles
In my tub, tub, tub
I'm gonna scrub, scrub, scrub
Every part of me
It's my bathtime*

*Wash my toes, toes, toes
Scrub my ears and my nose
Wash my body, oh
It's my bathtime*

*Ba-ba-ba, bubbly bubbles
Wo-wo-wo, silky bubbles
Hey, the water is fine, fine, fine
The soap is mine, mine, mine
Scrub and shine, shine, shine
It's my bathtime*

*The water is nice and warm
It makes me feel at home
Like a baby whale
It's my bathtime*

*"Bath Time," from the album Everything Grows
Words and music by Raffi © 1987 Homeland Publishing*

RAFFI – Bathtime

[https://www.youtube.com/
watch?v=YaB83moua_Q&feature=youtu.be](https://www.youtube.com/watch?v=YaB83moua_Q&feature=youtu.be)

The Bath Song

Super Simple Songs

*Can you wash your hair?
I can wash my hair.
Can you wash your feet?
I can wash my feet.
Can you wash your face?
I can wash my face.
Can you wash your knees?*

*I can wash my knees.
I can wash my hair.
I can wash my feet.
I can wash my face.
I can wash my knees.
This is the way we take a bath.*

*Can you wash your shoulders?
I can wash my shoulders.
Can you wash your toes?
I can wash my toes.
Can you wash your hands?
I can wash my hands.
Can you wash your nose?*

*I can wash my nose.
I can wash my shoulders.
I can wash my toes.
I can wash my hands.
I can wash my nose.
This is the way we take a bath.*



Suggested Literacy Events

- With families, select one of the videos to watch and enjoy:
 - ▷ The Pigeon Needs a Bath by Mo Willems
<https://www.youtube.com/watch?v=GDrqQx4upBs>
 - ▷ The Pigeon Loves Things that Go by Mo Willem
<https://www.youtube.com/watch?v=56mW7dAqqys>
 - ▷ Don't Let the Pigeon Drive the Bus by Mo Willem
<https://www.youtube.com/watch?v=n-dHeNfXtgc>
 - ▷ "Five Little Ducks"
<https://youtu.be/pZw9veQ76fo>
 - ▷ "The Wheels on the Bus" by Raffi
<https://youtu.be/O-35EymzObY>
<https://youtu.be/8d8Vo72Kbrk> (with actions)
 - ▷ "Bathtime" by Raffi
https://youtu.be/YaB83moua_Q
- Listen to the video, model chiming in with key words and/or phrases. Replay the video to encourage comfort level with the song or poem.
- Next, introduce the picture-book version. Ask families if they have ideas about how they can participate in the read-aloud. If needed, invite families into the read-aloud by asking them to be a character from the book, chime in for the repeated phrases, use props, and/or add sound effects. Read the book again, adding sound effects to each page and sharing both the words and images.
- If possible, connect with another family, a neighbour, or a grandparent to share their performance of this song.
- Using blank paper, show families how to make homemade books for toddlers. For example, fold two to four pieces of white paper (8½" x 11") in half and secure the pages with three staples on the folded edge, or leave your paper full-size and staple down the sides to create a book the full-size of the paper.
- Brainstorm with families ideas for the titles using the words from the books such as: *Don't let my Dad drive the*

bus or [Child's name] loves things that go or The pigeon needs a... Be playful with words and silly ideas making this book personalize to your family.

- Discuss with families their role(s) in composing with young children (see digital resources about mark-making).
- Visit and revisit suggested poems and songs.

Next Steps

- Ask families what they would like to do in the next session, if they have any questions or anything to share, and what was their favourite part of today.
- Share Mo Willems with friends and/or family members.
- Compose another family picture book in the style of Mo Willems.
- Visit the picture book *Happy* by M. Van Hout (<https://www.youtube.com/watch?v=EKi9QpNzBDs>) and create a picture book that shares your family's meaning of happiness.
- Suggest possible materials that the family can collect around their home for the next session.

At the end of Family Time Online confirm with families the date, time, and materials to bring to the next Family Time Online and that all family and friends are welcome to join.

Family Time Online: Session 3 Lunch and Tea

Sharing, preparing, and cooking food are satisfying and engaging to toddlers. There are many opportunities for conversing, thinking mathematically (measuring ingredients), literacy (reading the recipe) and investigating science (observing how ingredients change).



Session Goals (a time for conversation with families)

- To share the joy of reading, singing, poetry, and mark-making with infants and toddlers connected to the theme of food.
- To revisit picture books for pleasure, adding actions and sound effects and chiming in.
- To make marks related to favourite foods or kitchen activities.
- To connect books, poems, and songs with family favourite foods and kitchen experiences.
- Additional goals you wish to set.

Family Materials

Mailed or dropped-off kits might include:

- Copies of the following books:
 - ▷ *Lunch* by Denise Fleming
<https://www.youtube.com/watch?v=59IQfja-hII>
 - ▷ *Chimpanzees for Tea* by Jo Empson
<https://www.youtube.com/watch?v=e2vnLQ531zY>
 - ▷ “There was an Old Lady Who Swallowed a Fly”
https://www.youtube.com/watch?v=Jo_4hkfR7WE
- Staples, staplers, and homemade booklets
- Mark-marking materials such as crayons, markers, pencils, and paint and paint brushes
- Props such as kitchen items and musical instruments

Educator’s Materials

- Copies of the following books:
 - ▷ *Lunch* by Denise Fleming
<https://www.youtube.com/watch?v=59IQfja-hII>
 - ▷ *Chimpanzees for Tea* by Jo Empson
<https://www.youtube.com/watch?v=e2vnLQ531zY>

- ▷ “There was an Old Lady Who Swallowed a Fly”
https://www.youtube.com/watch?v=Jo_4hkfR7WE

- Staples, staplers, and homemade booklets
- Mark-marking materials such as crayons, markers, pencils, and paint and paint brushes
- Props such as kitchen items and musical instruments
- Consider sharing your favourite food and childhood memories of playing in the kitchen with family members and/or a favourite family recipe

Poems and Songs

There Was an Old Lady Who Swallowed a Fly

*There was an old lady who swallowed a fly
I don't know why she swallowed a fly — Perhaps she'll die!*

*There was an old lady who swallowed a spider
That wriggled and tiggled and jiggled inside her!
She swallowed the spider to catch the fly;
I don't know why she swallowed a fly — Perhaps she'll die!*

*There was an old lady who swallowed a bird;
How absurd to swallow a bird!
She swallowed the bird to catch the spider
That wriggled and tiggled and jiggled inside her!
She swallowed the spider to catch the fly;
I don't know why she swallowed a fly — Perhaps she'll die!*

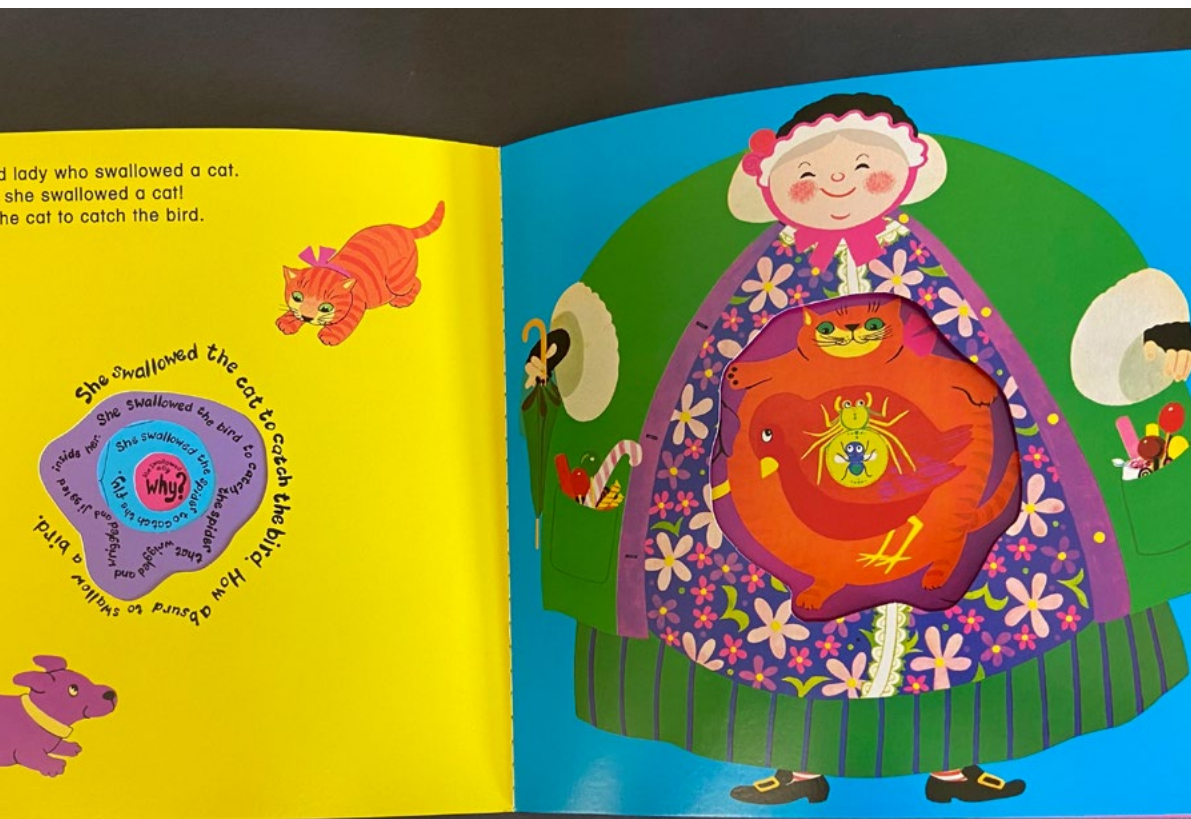
*There was an old lady who swallowed a cat;
Fancy that! She swallowed a cat!
She swallowed the cat to catch the bird,
She swallowed the bird to catch the spider
That wriggled and tiggled and jiggled inside her!
She swallowed the spider to catch the fly;
I don't know why she swallowed a fly — Perhaps she'll die!*

There was an old lady who swallowed a dog;
 What a hog, to swallow a dog!
 She swallowed the dog to catch the cat,
 She swallowed the cat to catch the bird,
 She swallowed the bird to catch the spider
 That wriggled and tiggled and jiggled inside her!
 She swallowed the spider to catch the fly;
 I don't know why she swallowed a fly — Perhaps she'll die!

There was an old lady who swallowed a cow;
 I don't know how she swallowed a cow!
 She swallowed the cow to catch the dog,
 She swallowed the dog to catch the cat,
 She swallowed the cat to catch the bird,
 She swallowed the bird to catch the spider
 That wriggled and tiggled and jiggled inside her!
 She swallowed the spider to catch the fly;
 I don't know why she swallowed a fly — Perhaps she'll die!

There was an old lady who swallowed a horse;
 . . . She's dead, of course!

There was an Old Lady who Swallowed a Fly
https://www.youtube.com/watch?v=Jo_4hkfR7WE



Apples and Bananas

by Raffi

*I like to eat, eat, eat apples and bananas
I like to eat, eat, eat apples and bananas
I like to ate, ate, ate aypuls and banaynays
I like to ate, ate, ate aypuls and banaynays
I like to eet, eet, eet eeples and baneenees
I like to eet, eet, eet eeples and baneenees
I like to ite, ite, ite iples and baninis
I like to ite, ite, ite iples and baninis
I like to ote, ote, ote oples and banonos
I like to ote, ote, ote oples and banonos
I like to ute, ute, ute uples and banunus
I like to ute, ute, ute uples and banunus*

"Apples and Bananas," from the album *One Light, One Sun*
Words and music by Raffi.
© 1985 Homeland Publishing

Apples and Bananas by RAFFI

<https://www.youtube.com/watch?v=AyiEF53jvoY&feature=youtu.be>

Do You Know the Muffin Man?

<https://www.youtube.com/watch?v=4-iPFeT9cOI>

"I'm a Little Teapot"

<https://www.youtube.com/watch?v=b14OeT1gNFo>

"Peanut Butter" by Sharon, Lois, and Bram

<https://youtu.be/dgUxeBSchws>



About the Author and Illustrator



Jo Empson finds inspiration for her picture books in nature. She loves picture books and playing with colours to create visual narratives. One of her favourite author-illustrators is Eric Carle. Jo is happiest when she is reading, writing, and illustrating picture books, which she does every night!

<https://www.joempson.com/>



As a child, **Denise Fleming** spent hours in her father's workshop playing, building, carving, and gluing. Perhaps it was this experience that inspired her to develop her unique paper-making techniques combined with catchy verses and playful storylines for picture books. Denise has written and illustrated numerous picture books. Stop by her website to learn more:

<http://www.denisefleming.com/#gsc.tab=o>

Suggested Literacy Events

- With families, select one of the videos to watch and enjoy:
 - ▷ *Lunch* by Denise Fleming
<https://www.youtube.com/watch?v=59IQfja-hII>
 - ▷ *Chimpanzees for Tea* by Jo Empson
<https://www.youtube.com/watch?v=e2vnLQ531zY>
 - ▷ “There was an Old Lady Who Swallowed a Fly”
https://www.youtube.com/watch?v=Jo_4hkfR7WE
- Listen to the video, model chiming in with key words and/or phrases. Replay the video for pleasure.
- Next, introduce the picture-book version. Ask families if they have ideas about how they can participate in the read-aloud. If needed, invite families into the read-aloud by asking them to be a character from the book, chime in for the repeated phrases, use props, and/or add sound effects. Read the book again, adding sound effects to each page, sharing both the words and images.
- If possible, connect with another family, a neighbour, or a grandparent to share their performance of this song or make a family favourite muffin recipe.
- Using blank paper invites children to make their marks about their favourite food or a special food they would like on grocery day.
- Brainstorm with families ideas for the titles using the words from the books, such as: *For dinner mouse ate ...* or *My favourite things to eat are ...* Be playful with words and silly ideas and personalize this book to your family.
- Toddlers can participate in many literacy events in the kitchen: playing with pots and pans; magnetic letters on the fridge; mark-making on the grocery list; reading food labels and logos; participating in cooking; noticing and talking about numbers, letters, and symbols on the stove, fridge, microwave, and coffee maker; recipes/recipe books; cooking instructions on food packages; learning the language of the kitchen; and many other conversations that occur in the kitchen.

- Play a memory game with four or five tasty items on a tray. Cover it up. Take one away. Uncover. Can you guess what is missing?
- Visit and revisit poems and songs.
- Provide family with additional links to explore:
 - ▷ *Awâsis and the World-Famous Bannock* by Dallas Hunt
Pronunciation Guide
<https://www.youtube.com/watch?v=vN5mbDaspHs>
 - ▷ *Dragons Love Tacos* by Adam Rubin
<https://www.youtube.com/watch?v=GMTCZZp3RbQ>
 - ▷ 25 Kid-Friendly Food Blogs
<https://www.culinarynutrition.com/top-25-kid-friendly-food-blogs/>

Next Steps

- Ask families what they would like to do in the next session, if they have any questions or anything to share, and what was their favourite part of today.
- Share a favourite book or song from this session with friends and/or family members.
- Create a poem with actions about a favourite food such as chocolate chip cookies or jello in the bowl.
- Co-create a grocery list and head to the grocery store as a family.
- Suggest possible materials that the family can collect around their home for the next session.

At the end of Family Time Online confirm with families the date, time, and materials to bring to the next Family Time Online and that all family and friends are welcome to join.

Family Time Online: Session 4

Joy in Water Play

“When the weather is rainy and uncomfortable for us as adults, it doesn’t mean that our toddlers feel that way. Rain puddles have an almost magnetic pull for toddlers. They love to jump in them, roll through them on their trikes and feel the splashes on their legs, float things in them and much more. Puddles can provide endless fun and exploration. Put on your raincoat and head outside with your child on the next rainy day, and when the sun comes out, keep track of how long it takes for a puddle to evaporate! There is always something new to learn when we play in nature.”

Meredith Burton, NAEYC



From the Research

Infants and toddlers can participate in literacy experiences inside or outside with water. Water play is an open-ended activity — there is no right or wrong way to play with water. Water play can occur in the bathtub, the kitchen sink, in puddles on a rainy day, in a shallow pool, on a beach, or at a water feature in a local park. There are many opportunities for pleasurable and joyful learning while playing with water.

Children learn:

- Cause and effect: what happens if I jump in a puddle? What happens if I splash something? Will it sink? Will it float?
- Problem-solving: How can I keep the water in this container? How can I fill this container up to the top? How can I move water from one puddle to the next?
- Language skills: descriptive words (pour, spray, splash, dribble, drip, overflow), mathematical words (how many cups does it take to fill that container, let's count, full, empty, half full), scientific words (float, sink, evaporate), asking and answering questions as they come up in play
- Pretend play — children create stories as they pretend play
- Movement and coordination of their body, hands and eyes; navigating their body through space; large muscle strength as they challenge themselves to carry heavy containers of water or move the tub water with their whole body
- Through the senses
- Calming — puddle jumping is a wonderful way to release energy
- About the properties of water: what water can do (flow, move, drip, evaporate, take the shape of the container, clear)
- From books about water

Digital Resource to Support the Research

Play in a Puddle on a Rainy Day

<https://www.naeyc.org/our-work/families/play-in-puddle>

Session Goals (a time for conversation with families)

- To share the joy, discoveries, and pleasures of playing with water.
- To explore the properties of water.
- To explore natural water spaces.
- To experiment, problem solve, and explore cause and effect with water.
- To engage children in pretend play by participating in their play storylines.
- To share the language of water: splash, drip, pour, drop, empty, full, half empty, move, wave, mist, drizzle, spray.
- To make marks with water and other mark-making tools.
- Additional goals you wish to set.

Family Materials

- Mailed or dropped off kits might include:
- Props such as scarves, water, various sizes of containers (dish pan, sink, baby bath, buckets, puddles), strainers, funnels, sponges, tubing, eavestroughs, small toys, turkey basters, nets, paint brushes, different size plastic bottles, musical instruments, five little duck puppets
- Water
- Staples, staplers, and homemade booklets
- Mark-marking materials such as crayons, markers, pencils, and paint and paint brushes
- Consider sharing your favourite childhood memories of playing in puddles, going for a walk in the rain, or splashing in a lake, pool, or river

Digital Resources to Support the Session

Play in a Puddle on a Rainy Day

<https://www.naeyc.org/our-work/families/play-in-puddle>

Puddle by Richard Jackson

<https://www.youtube.com/watch?v=oem9vABBMxo>

“Mud Puddle Jump”

<https://www.youtube.com/watch?v=XK5obKpwI9s>

Puddles by Jonathan London

<https://www.youtube.com/watch?v=mlQNWaCAXbg>

Hey, Water! by Antoinette Portis

<https://www.youtube.com/watch?v=RzjF841CybA>

“The Puddle Song”

<https://www.youtube.com/watch?v=zAuM6pHEcuw>

“Rain is Falling Down”

<https://www.youtube.com/watch?v=IAea9WRxFY0>

Finger play “Spring Rain Song” and read aloud of Worm Weather

<https://www.youtube.com/watch?v=eS3DCI9g1uA>

“Itsy Bitsy Spider”

<https://www.youtube.com/watch?v=TRcDPd3VYOM>

“Rain on the Grass”

<https://www.youtube.com/watch?v=-pFcL4xn3us>

“Rain Rain Go Away”

<https://www.youtube.com/watch?v=LFrKYjrID8s>



Educator's Materials

- Props such as scarves, water, various sizes of containers (dish pan, sink, baby bath, buckets, puddles), strainers, funnels, sponges, tubing, eavestroughs, small toys, turkey basters, nets, paint brushes, different size plastic bottles, musical instruments, five little duck puppets
- Water
- Staples, staplers, and homemade booklets
- Mark-marking materials such as crayons, markers, pencils, and paint and paint brushes
- Consider sharing your favourite childhood memories of playing in puddles, going for a walk in the rain, or splashing in a lake, pool, or river



Photo: AkshayaPatra Foundation from Pixabay

About the Authors and Illustrators



Antoinette Portis was a creative director and then a VP at Disney before she took a flying leap to pursue her sixth-grade dream of writing and illustrating picture books. Antoinette lives in Southern California and reads and draws with kids in local school classrooms. She has been known to grow monster-sized zucchinis. Dreams she did not achieve: ballerina (who knew you had to be able to touch your toes?), astronomer (math — not a strong suit!), and organic farmer (there's still dirt and there's still time)
<https://www.antoINETTEportis.com/>



Sheree Fitch is a Fredericton poet, picture-book author and novelist, who ran a bookstore in River John, Nova Scotia. If you go there you will find the house of Mable Murple, a character from one of her poems. She has been playing with language since she began writing poems in grade two. She lives on a hobby farm with a horse, a dog, and a donkey.
<https://shereefitch.com/>

Suggested literacy events

- Picture books to read:
 - ▷ Hey, Water! by A. Portis
<https://www.youtube.com/watch?v=RzjF841CybA>
 - ▷ Summer Feet by Sheree Fitch
<https://www.youtube.com/watch?v=usTwK-SgCKY>
 - ▷ Five Little Ducks by Raffi
<https://www.youtube.com/watch?v=SGBbkhfQCvU>
- Inside or outside with families, select one or two videos to watch, sing, and perform.
- Listen to the video and model chiming in, singing, finger plays, and body movements. Replay for pleasure, and sing it faster and louder as the words and actions become more familiar.
- Ask families if they have ideas about how to facilitate water play. Depending on their location and the weather it could be in a puddle or a container with a variety of props (strainers, funnels, sponges, tubing, eavestroughs, small toys, turkey basters, nets, paint brushes, different size plastic bottles). Let the water play begin!
- Using the paint brush and water, invite children to make their marks on the sidewalk and/or the side of a building.
- Brainstorm with families ideas about songs and poems that can be sung while infants and toddlers play with water. If possible, connect with another family, a neighbour, or a grandparent to share their performance of this song.
- Visit and revisit suggested poems, songs, and picture books.

Next Steps

- Ask what families would like to do in the next session, if they have any questions or anything to share, and to name their favourite part of today.
- Share a favourite book or song from this session with friends and/or family members.
- Create a silly poem with actions about playing in water.

- Draw a picture sharing how they loved to play with water.
- Suggest possible materials that the family can collect around their home for the next session.

At the end of Family Time Online confirm with families the date, time, and materials to bring to the next Family Time Online and that all family and friends are welcome to join.



Family Time Online: Session 5

Treasure Baskets

“An infant’s first toys include the bodies of their caring adults as they reach out to touch hands, faces, hair, and earrings. A second toy is the exploration of their own body as they discover their feet and toys and how their body can move in space. As soon as infants can sit up, their playful exploration of the world expands. This is a key time to offer infants a variety of interesting and varied items to explore through their senses of touch, smell, taste, hearing, and sight and through body movement.”



“Treasure baskets are a wonderful way to engage an infant’s and toddler’s growing curiosity about the world. A well-stocked treasure basket can engage an infant’s and toddler’s concentration as they independently play with the everyday household items that are collected for the basket. No purchased toys are necessary!”

From the Research

- Treasure Basket play is a way to support an infant's and toddler's independent exploratory play, allowing them to learn through their senses.
- Observing your infant or toddler closely allows you to attend to the various actions and discoveries they make: looking, touching, grasping, banging, waving, tasting, dropping, picking up, passing items from one hand to another, exploring the sounds the item makes or experimenting with what the item might do. What items does your infant or toddler select or discard? How do they respond to the items? Do they respond with excitement, curiosity?
- As your infant or toddler explores the Treasure Basket items they are learning about weight, textures, size, shapes, sounds, and smell. They are concentrating through their curiosity and attention.
- Treasure Basket play is a time for infants and toddlers to explore in their own way, in the confident presence of an attentive grown-up who quietly observes their independent play.
- Treasure Basket play can provide infants and toddlers with an opportunity to interact with other infants and toddlers. They can explore independently side by side, but they may also share objects, touch each other, look at each other, smile, and make noises. It's a great time for infants and toddlers while families visit.
- Once infants and toddlers begin to be mobile they love to move objects around. They are often interested in emptying the pots and pans from drawers. Placing a tin or kitchen pot beside the infant or toddler can support their desire to move objects from the basket to another container and empty the container again.

Session Goals (a time for conversation with families)

- To share the joy, discoveries, and pleasures of playful sensory exploration with objects in the treasure basket.
- To ensure that a significant amount of time and space is available for sustained uninterrupted independent exploration.

- To stay close by quietly, attentively observing.
- To excite the senses of an infant through touch, smell, taste, sound, and sight.
- Additional goals you wish to set.

Family Materials

Mailed or dropped-off kits might include:

- A collection of a variety of materials for infants or toddlers to explore.
- A basket to hold objects (basket with a flat bottom, no handles, strong enough for the infant or toddler to lean on, made of natural materials, less than 14 inches in diameter and 4 to 5 inches high).

For further information see pages –30–31 in *Our Youngest Children Learning and Caring with Infants and Toddlers, Support Document to the New Brunswick Curriculum Framework for Early Learning and Child Care — English*.

“We use his bath toys in his tub. We even bring the tub book in, and we still use that. When I’m in the kitchen cooking, he’ll go grab his basket of the stuff you gave him, and he’s doing it while I’m doing something in the kitchen. . . . One day we brought out his paints, and he was just making homemade books. We even used that to make birthday cards.” **Parent**

Sharing Treasure Baskets with Infants and Toddlers

Educator’s Role

- Collect items to fill up a low-sided basket.
- Place infant or toddler and basket on the floor in a comfortable location where you can observe and attend from a comfortable position.
- Stay quiet and attentive — try not to intervene. Infants and toddlers, like any person, enjoy opportunities to concentrate without constant suggestions, advice, or praise. As a caring adult, your proximity and attentiveness

provide the infant or toddler with emotional confidence to explore and learn.

- Protect the infant's and toddler's right and safety to play undisturbed by older siblings.

Suggested Items for the Treasure Basket

Fill the baskets with everyday items selected to provide maximum interest through:

- Touch: texture, shape, weight
- Smell: variety of scents
- Taste: more limited in scope, but possible like the surface of an orange.
- Sound: ringing, tinkling, banging, scrunching
- Sight: colour, form, length, shininess

Natural objects

Pine cones of differing sizes

Larger pebbles

Shells

Dried gourds

Big feathers

Pumice stone

Avocado stones

Lemons

Apples or oranges

Piece of loofah

Natural sponge



Objects of natural materials

Ball of wool	Shaving brush
Little baskets	Small shoe brush
Wooden nail brush	House-painting brush
Toothbrush	Cosmetic brush

Wooden objects

Small boxes	Clothespins
Large cubes	Wooden blocks
Wooden spoons	Large wooden beads

Metal objects

Measuring cups	Small tin lid
Pots and pans	Links of chain
Spoons	Strainer
Whisk	Tea infuser
Keys	Garlic squeezer
Cake pan	Bulldog clip
Bells	Metal bowl

Objects in leather, textile, rubber, fur

Fabrics of different kinds	Eyeglasses case
Tennis ball	Small leather change purse
Rubber ball	Bath plug with a chain
Dish scrubbers	Small stuffed teddy bear or doll
Rubber tubing	

Paper, Cardboard

Boxes	Tubes from kitchen rolls or wrapping paper
Wax paper	Jewellery boxes
Tinfoil	Large bubble wrap
Parchment paper	

Digital Resources to Support the Research

How to Make a Treasure Basket for Your Baby

<https://www.youtube.com/watch?v=rrBtbZLBhAs>

Baby Play Idea for Under Two Treasure Baskets

<https://www.youtube.com/watch?v=i4U894770IM>

Making play inclusive - Treasure Baskets

<https://www.youtube.com/watch?v=moO6PBn-WgI>

Let's Delve for Treasure

https://youtu.be/aoQpDgUdP_Q

Next Steps

- Ask what families would like to do in the next session, if they have any questions or anything to share, and to name their favourite part of today.
- In conversation with families suggest possible themes for additional baskets, such as metal objects from the kitchen, wooden objects, natural objects.
- Suggest possible materials that the family can collect around their home for the next session.

At the end of Family Time Online confirm with families the date, time, and materials to bring to the next Family Time Online and that all family and friends are welcome to join.



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Appendix A

Additional Resources

Board Books for Infants and Toddlers

Boynton, S. (2021). *Woodland Dance*. Workman Publishing Company.

Campbell, N. & Flett, J. (Illustrator). (2018). *A Day with Yayah*. Crocodile Books.

<https://www.youtube.com/watch?v=RFVJWB-feow>

Cotter, B. (2021). *Don't Push the Button*. Sourcebooks Jabberwocky

<https://www.youtube.com/watch?v=ITomXAdftkQ>

Dane Bauer, M. (2003). *Toes, Ears, & Nose! A Lift-the-Flap Book*. Little Salmon.

<https://www.youtube.com/watch?v=GYTGdTczZNE>

Darling, L. (2017). *Gotta Go, Buffalo: A Silly Book of Fun Goodbyes*. Gibbs Smith.

<https://www.youtube.com/watch?v=tIKUalfkBEM>

Dennis Lee & Ling, Q. (Illustrator). (2018). *Good Night, Good Night*. Harper Collins.

<https://www.youtube.com/watch?v=r6TdWSlXBVs>

Earl E. & Flett, J. (Illustrator). (2004). *The Moccasins*. Theytus.

<https://www.youtube.com/watch?v=9YaF4lOzeuY>

Flett, J. (2021). *We All Play / kimetawanaw*. Greystone Kids.

Franceshelli, C. & Peski Studio (Illustrator). (2013). *Alphablock and Countablock* board books. Abrams Appleseed.

Fryer Brow, T. & Ford, A.G. (Illustrator) (2020). *Brown Baby Lullaby*. Farrar, Straus and Giroux.

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- Motomitsu, M. (2021). *Animals (Multilingual Board Books)*. Blue Dot Kids Press.
- Newman, L. & Thomson, C. (Illustrator). (2008). *Daddy, Papa and Me*. Tricycle Press.
- Newman, L. & Thomson, C. (Illustrator). (2009). *Mommy, Mama and Me*. Random House Children's Books.
<https://www.youtube.com/watch?v=Lt2VphobB-A>
- Robertson, J. (2017). *The Water Walker*. Second Story Press.
<https://www.youtube.com/watch?v=HkhVLxroNfw>
- Sainte-Marie, B. & Hodson, B. (Illustrator). (2020). *Hey Little Rockabye: A Lullaby for Pet Adoption*. Greystone Kids.
- Shertle, A. & McElmurry, J. (2008). *Little Blue Truck*. Houghton Mifflin Harcourt.
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<https://www.youtube.com/watch?v=CbhCp3gFbMI>
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<https://www.youtube.com/watch?v=z6Q1skehwQw>

Cooking with Young Children

Appetite to Play: Healthy Eating and Physical Literacy in the Early Years Healthy eating resources, tips, and other information

<https://appetitetoplay.com/>

Teach Nutrition

Resources for healthy eating in early years

<https://dairyfarmersofcanada.ca/en/teachnutrition/maritimes>

Kid Food Nation

Resources for healthy eating, activities, and games

<https://kidfoodnation.ytv.com/>

Kids Up Front

<https://kidsupfront.com/videos-cooking/>

Food Network

Cooking with Kids

<https://www.foodnetwork.com/recipes/packages/recipes-for-kids/cooking-with-kids>



Outdoor Learning

Family Literacy in the Outdoors

<https://acrobat.adobe.com/link/track?uri=urn%3Aaaid%3Ascde%3AUS%3A868ec15e-06f8-47e5-9af1-061c6a0baddc#pageNum=1>

Book List and Resources: Family Literacy in the Outdoors

Travelling Trunk Kit

<https://acrobat.adobe.com/link/track?uri=urn%3Aaaid%3Asc%3AUS%3A81c1c0e0-1e15-4ed1-b2d5-6c483e644d60&viewer%21megaVerb=group-discover>

Ontario Children's Outdoor Charter: Discovering the Wonders of Nature

<http://www.childrensoutdoorcharter.ca/en/have-fun-outdoors>

Ready...Set...Wonder! | Back to Nature Network

<https://www.back2nature.ca/ready-set-wonder/>

NB Plays: Preschool — A Resource for Quality Early Learning Programming

https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/promo/learning_at_home/NBPLAYS-Preschool.pdf

Eco Source: Growing a Green Community

<https://ecosource.ca/about-us/publications/>

Forest and Nature School in Canada

<https://childnature.ca/wp-content/uploads/2017/10/FSC-Guide-1.pdf>

Outdoor Play Canada

<https://www.outdoorplaycanada.ca/>

Outdoor Play Canada — Loose Parts Play Toolkit

https://www.outdoorplaycanada.ca/portfolio_page/loose-parts-play-toolkit/

Forest Schooled | Projects and Programs

<https://www.forestschool.com/projects-and-programs>

Tinkergarten Activities — Outdoor activities designed for kids ages 0 to 2 years old

<https://tinkergarten.com/activities/ages/o-to-2-years-old>

Educator/Family Book Resources

New Brunswick Public Library online resources for children

<https://www2.gnb.ca/content/gnb/en/departments/nbpl/children.html>

Provincial Libraries

<https://www2.gnb.ca/content/gnb/en/departments/nbpl.html>

Online Library-Ebooks and Audiobooks

<https://www2.gnb.ca/content/gnb/en/departments/nbpl/online-library.html#ebooks>

Jane Cabrera Children's Books

<https://www.janecabrera.co.uk/>

Storyline Online

<https://storylineonline.net/>

PBS Kids Read Aloud

<https://www.pbs.org/parents/read-along>

Canadian Children's Book Centre

<https://bookcentre.ca/resources/how-to-choose-a-book/choosing-books-for-babies-and-toddlers>

The Eric Carle Museum of Picture Book Art

<https://www.carlemuseum.org/>

Storybooks Canada

<https://www.storybookscanada.ca/>

Tell me a Story/Raconte-moi une histoire — e-stories in English and French

<https://jeunes.banq.qc.ca/pj/ecouter/raconte/>

Sites to Purchase Multilingual Books

Very Hungry Caterpillar (English/Arabic)

https://www.amazon.ca/Very-Hungry-Caterpillar-Eric-Carle/dp/1852691247/ref=pd_lpo_1?pd_rd_i=1852691247&psc=1

Am I small? འཇུག་མེད་ཅི་ཞེས་: English-Dzongkha (Bilingual Edition/Dual Language)

<https://www.amazon.ca/small-Nga-Chhung-Childrens-English-Dzongkha/dp/1530232694>

The Apple Tree: Bilingual English and Mandarin Chinese Books for Kids (Dual-Language Edition)

https://www.amazon.ca/Apple-Tree-Bilingual-Mandarin-Language/dp/1540791882/ref=tmm_pap_swatch_o?_encoding=UTF8&qid=1506955991&sr=1-1

You Are Special

<http://www.youarespecial.com/>

Ideas and Activities for Families

CBC Parents | Crafts, Activities, Recipes And More

<https://www.cbc.ca/parents/>

Canada Crew | Knowledge Kids

<https://www.knowledgekids.ca/videos/canada-crew>

Homeschooling Preschool-Aged Child — HSLDA Canada

<https://hsllda.ca/support/preschool/>

Preschool | TVOKids.com

<https://www.tvokids.com/preschool>

Tinkerlab

<https://tinkerlab.com/science-projects/>

Cuddlebug Kids

<https://www.cuddlebugbooks.org/>

The Curiosity Approach

<https://www.facebook.com/thecuriosityapproach/>

Learning Parties: Ready at Five

<https://www.readyatfive.org/programs/learning-parties.html>

No Time for Flashcards

<https://www.notimeforflashcards.com/category/activities-for-1-3-year-olds>

Pre-K Pages

<https://www.pre-kpages.com/>

GoNoodle

<https://www.gonoodle.com/>

Learning more about Infants and Toddlers

Life with a Baby

<https://www.lifewithababy.com/blog?pg=1>

Zero to Three

<https://www.zerotothree.org/>

The Plant Based Gabriel

<https://plantbasedgabriel.com/>

Healthy Children Parent Pages

<https://healthychildren.org/>

Childhood 101

<https://childhood101.com/category/play-and-learn/baby-play-ideas/>

Talk with Me Anglophone East

<https://www.facebook.com/TalkWithMeAnglophoneEast>

Talk with Me Fredericton and Oromocto

<https://www.facebook.com/groups/125821814129253/>

Our Youngest Children Learning and Care with Infants and Toddlers NB Professional Support Document

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/ELCC/ECHDPE/communication-and-literacies.pdf>

Occupational Therapy for Infant and Toddlers

<https://occupationaltherapyot.com/occupational-therapy-infant-toddler-babies/>

For Families NAEYC

<https://www.naeyc.org/our-work/for-families>



For Adult Learners

Second Harvest

<https://www.secondharvest.ca/>

Canadian Mental Health Association New Brunswick

<https://cmhanb.ca/>

Melanie – A New Brunswick Early Childhood Resource Tool

<https://nbliteracy.ca/melanie-nb/>

Songs and Finger Rhymes

Fingerplays with Dr. Jean

<https://www.youtube.com/watch?v=doMCokEA7pk>

Actions Rhymes — Little Story Bug

<https://www.youtube.com/watch?v=UQEaQYnCS1k>

Pat a Cake, Pat a Cake

<https://www.youtube.com/watch?v=jdG5OKzCR9w>

Alice the Camel

<https://www.youtube.com/watch?v=A8hjmsBKM5w>

Six Little Ducks

<https://www.youtube.com/watch?v=l6j8YWSRGHU>

Head and Shoulders, Knees and Toes

<https://www.youtube.com/watch?v=ZanHgPprl-o>

Skidamarink

<https://www.youtube.com/watch?v=2KYkzrqTUDk>

The Farmer in the Dell

<https://www.youtube.com/watch?v=3O7A4ddwhcM>

The Wheels on the Bus

https://www.youtube.com/watch?v=e_o4ZrNroTo

Looby-Loo

https://www.youtube.com/watch?v=jbBbRjs_niM

Hickory, Dickory, Dock

<https://www.youtube.com/watch?v=ygcN65SILFg>

Baby Bumblebee

<https://www.youtube.com/watch?v=OuByYknLFps>

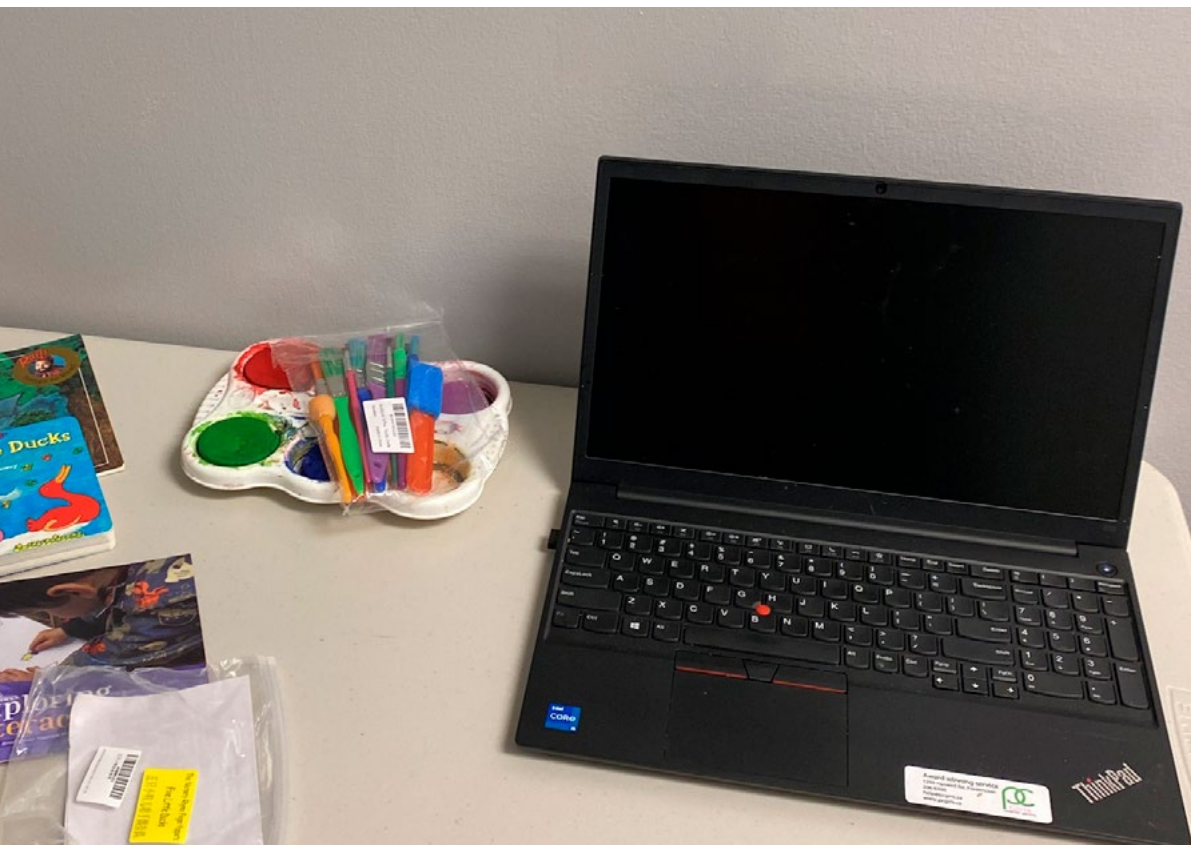
This Old Man

<https://www.youtube.com/watch?v=J3cIWWNrBZU>

[&list=PLA52C5E2C9DoDB3EA&index=14](https://www.youtube.com/watch?v=J3cIWWNrBZU&list=PLA52C5E2C9DoDB3EA&index=14)

Nursery Rhymes Vol 4: Collection of Twenty Rhymes

<https://www.youtube.com/watch?v=9GsrnhJoWNs>



Appendix B

Mobile Apps

“I did not realize that using some of the apps on Google can change the files in between the computers and multiple people can change if allowed. . . . We love to listen to YouTube songs. [The child and the] younger brother listen to audiobooks on it at times when they can’t sleep and my daughter has my other [school] laptop.” **Parent**

“There’s little programmes you can get on the computer that are good for little kids.” **Parent**

Factors to consider about apps:

- active involvement, meaning the child is actively involved in the task, mentally and physically
- engagement, meaning the child stays on task and is undistracted
- meaningfulness, which occurs when a child can connect the content to existing knowledge and create new understanding
- social interaction, which involves interacting with real life people (Daley, 2017)

Choosing apps

The following questions can help you select apps for infants and toddlers:

- Is the app designed for infants and toddlers?
- Is it visually stimulating?
- Are the aims of the app clear?
- Does the app allow adults to set levels of challenge?

- Is the app easy for children to navigate?
- Does the app have music or music choices?
- Is the use of written text limited?
- Does the app offer guides for children on how to use it? For example, arrows or a voiceover to tell children what to do? If the app is an e-book, does it highlight words as they are read by a narrator?
- Are pop-up advertisements and in-app purchases absent or limited in number?
- Can children add their own features into the app? For example, insert drawings or photos?
- Does the app promote play and experimentation rather than focus on a narrow set of skills?
- Does the app challenge children to solve problems and think about possible alternatives?
- Does the app prompt children to ask questions and reflect on their actions?

Sites where mobile apps are available:

<https://www.iheartradio.ca/exclusives/iheartradio-family>

<https://pbskids.org>

<https://www.youtubekids.com>

<https://www.cbeebies.com>

Appendix C

Session Resource List

Family Time Online: Session 1 — Wonky Donkey

- A copy of the book(s) *Wonky Donkey* and/or *The Dinky Donkey* by Craig Smith or *Barnyard Dance* by Sandra Boynton or *Old MacDonald Had a Farm*
- A collection of small barnyard toys
- Chromebook with digital resources cued
- Stapler, staples, and handmade booklets
- Mark-marking materials such as crayons, markers, and pencils
- Props such as a stuffed donkey, sunglasses, hats, and musical instruments

Family Time Online: Session 2 — Mo and the Pigeon

- A copy of the books *The Pigeon Needs a Bath*, *Pigeon Loves Things That Go*, and *Don't let the Pigeon Drive the Bus* by Mo Willems; *The Wheels on the Bus* by Raffi and Sylvie Wickstrom; and *The Five Little Ducks* by Raffi
- Staples, staplers, and homemade booklets
- Mark-marking materials such as crayons, markers, pencils, paint and paint brushes, black construction paper, and chalk pastels
- Props such as things that go (small cars, trains, airplanes), puppets, and musical instruments
- A copy of the picture book *Happy* by M. Van Hout

Family Time Online: Session 3 — Lunch and Tea

- A copy of the books *Lunch* by Denise Fleming and *Chimpanzees for Tea* by Jo Empson and *There was an Old Lady Who Swallowed a Fly* by Pam Adams
- Staples, staplers, and homemade booklets
- Props such as any kitchen items and musical instruments

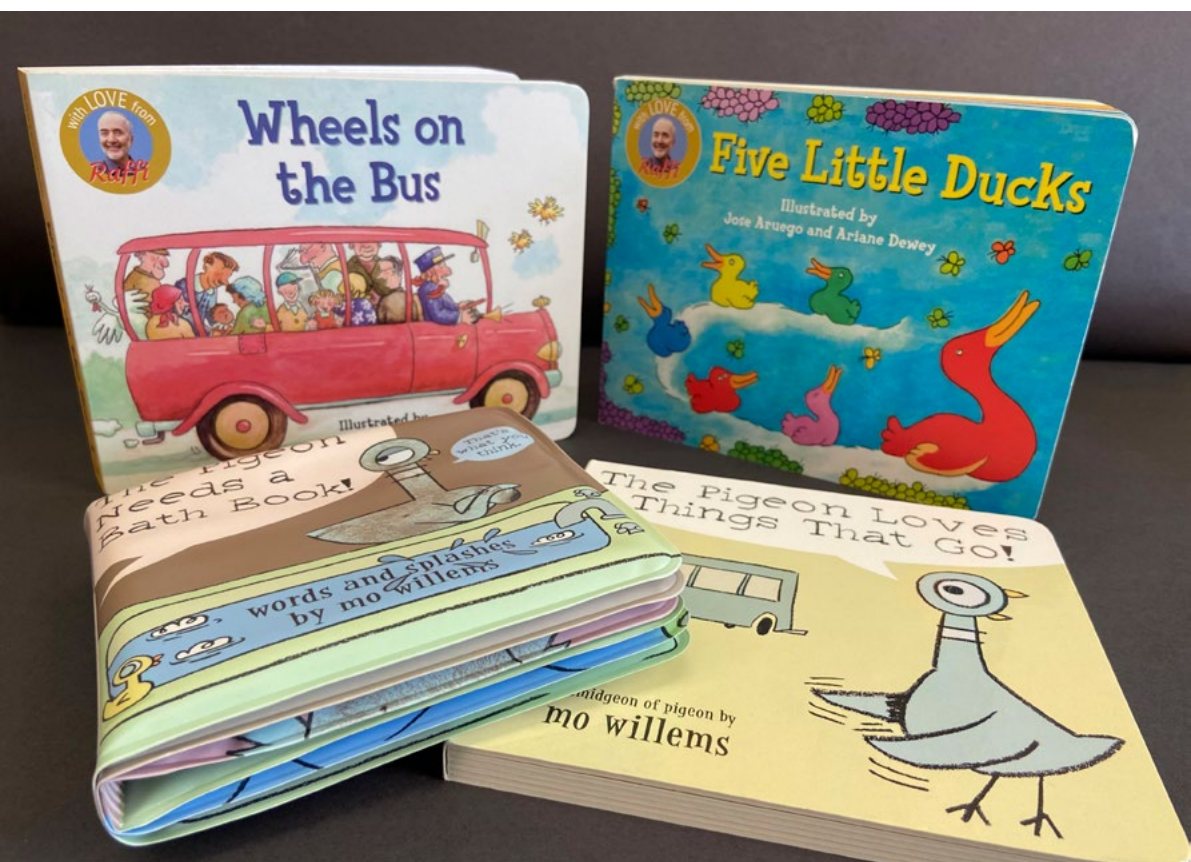
- Mark-marking materials such as crayons, markers, pencils, and paint and paint brushes

Family Time Online: Session 4 — Joy in Water Play

- Props such as scarves, water, various sizes of containers (dish pan, sink, baby bath, buckets, puddles), strainers, funnels, sponges, tubing, eavestroughs, small toys, turkey basters, nets, paint brushes, different size plastic bottles, musical instruments, five little duck puppets
- Water
- Staples, staplers, and homemade booklets
- Mark-marking materials such as crayons, markers, pencils, and paint and paint brushes

Family Time Online: Session 5 — Treasure Baskets

- A collection of a variety of materials for infants and toddlers to explore
- A basket to hold objects (basket with a flat bottom, no handles, strong enough for the infant or toddler to lean on, made of natural materials, less than 14 inches in diameter and 4 to 5 inches high.



Appendix D

Educator's Role

Prepared by Lynda Homer after consultation with the project Steering Committee.

Project Purpose

Capacity-building for participating parents and educators who provide virtual literacy programs for families with children new-born to three years of age in New Brunswick.

We will:

- Document promising practices that are already happening.
- Create and test a guidebook and materials for providing virtual literacy programs for families with children newborn to three years of age.
- Strengthen digital literacy capacity for both parents and educators
- Increase awareness of programs and supports for adults and children in New Brunswick.
- Develop training materials, provide training and opportunities for knowledge and experience exchanges between educators and organizations.

The result will be an online educators' guide of best practices and resources and a strengthened Family and Early Childhood sector that provides online programs for children (birth to three years) and their families.

Overview of Educator's Role

1. Recruit a family to participate in the project based on criteria listed below.
2. Assist family with understanding and signing ethics agreement. Scan and return to the Literacy Coalition of New Brunswick.
3. Complete pre- and post-feedback questionnaire with parents or caretaker (to be provided by the evaluator).

4. Hold a total of six virtual sessions with the family.
5. Keep a record of your reflections (comments) on how it went after each session.
6. Participate in follow-up interviews midway and at the end of this project.

Details

Each educator will recruit one family to participate in the project.

The educator's caseload will be reduced to make space and compensate for the extra time needed for involvement in the project.

- The family sessions will be weekly and run over six weeks. If a session has to be cancelled, a makeup week can be added for a total of six sessions.
- The sessions should have the usual components that meet the specific needs of the child and family, as well time to focus on literacies where you test out an idea from the guide.
- You will be asked to provide reflective comments after each session. How did it go? What went well? What would you do differently next time? Did it trigger any other ideas?
- The duration of the session will typically be 30-45 minutes but will remain flexible depending upon the age of the children, the family's circumstances, and the judgment of the educator.
- The first and last session should be in person when possible. When there is concern about safety due to high COVID cases, all sessions will be virtual.

Selection Criteria

- The child is newborn to three years of age.
- The educator has an established relationship with the family.
- The family is committed to participating in the weekly sessions and is willing to share their feedback (see information sheet for the parent and caregiver's role).

- The family will be a good fit and could benefit from what the project has to offer.
- Internet access is required for participation, but as long as access is available in the area, the project will cover the cost of the internet for families that are not already hooked up.
- Both home-schooled and non-home-schooled families are eligible.
- Families with employment or education needs (desirable but not essential).

For more information contact:

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lcnb@nbliteracy.ca

Appendix E

Information for Families

Prepared by Lynda Homer after consultation with the project Steering Committee.

Participation in the *Family Literacies Online Project*

What is the purpose of the project?

To strengthen the experience of parents and educators who participate in family literacy and learning sessions online.

The project will:

- Document promising practices.
- Strengthen digital literacy for both parents and educators.
- Increase awareness of programs and supports for adults and children in New Brunswick.
- Create and test a guidebook and materials.
- Develop training materials and provide training and opportunities for knowledge exchanges between educators, families, and organizations.

What is the parent or caregiver's role?

1. Complete a pre- and post-feedback questionnaire with assistance from the educator.
2. Participate with your child(ren) in six virtual sessions with your educator.
3. Participate in an interview to share your feedback.

What will families receive in addition to their regular program?

- A free Chromebook.
- Training and support to use the Chromebook and internet as required.

- Family literacy sessions and a kit with resources to support your child's literacy learning.
- Information on how to access other resources that are available for both children and adults to continue their learning journey and pursue their goals in life.
- An opportunity to help strengthen the online-learning experience for families and educators.



Appendix F

Photography Tips

Hints and guidelines for photographing infants and toddler's mark-making, play, and interactions with books and family members.

- A series of photos can illustrate the infant's and toddler's engagement with materials and books, their play, and mark-making, detailing their processes, interactions, initiatives, and interests.
- Getting at the infant's and toddler's level and focusing on their hands or from behind allows for picture taking without interrupting their attention.
- Photos support memory and can be read by all ages. Sharing photos of prior learning encounters can communicate respectful listening, valuing infant's and toddler's initiatives, interests, and discoveries.
- Revisiting and scribing infant's and toddler's reflections can create long-lasting memories.

Questions you might ask yourself when taking pictures:

- What is striking about this learning event? What am I communicating through this photo about the infant's and toddler's and family? How will the photo communicate the perspective of the infant's and toddler's and family?
- What's in the frame? Do I need this much background or is it distracting? Should I get closer to my subject or zoom in? Would the picture capture more details as a portrait (vertical) or landscape (horizontal) photo?
- Am I taking a variety of shots? Have I taken enough images to communicate the story of his learning event? Think about taking photos of your set-up to document specific materials used. Consider using a variety of distances and angles to capture environmental details, the physical relationships of the infant, toddlers, and families to one another, close-up shots of infant's and toddler's faces and working hands, and full shots as well as details of the materials they are engaged with.

Adapted from 2004, Making Learning Visible Project, Harvard.

Video Resources

How to take a picture of your own desktop or the children and families in action on your computer screen:

<https://www.youtube.com/watch?v=siOo-1lOh-Y>

How to take pictures of child-created or educator-made artifacts or displays.

<https://www.youtube.com/watch?v=Fgcx35fMoAI>



Appendix G

Literature Review

We are pleased to share a literature review conducted by Dr. Pam Whitty for the Literacy Coalition. This scan covers areas relevant to our Family Literacies Online project, including:

- Emergence of and current thinking on family literacies
- Home as a literacy learning environment
- Sharing books with babies and toddlers
- Young children's digital literacies
- Young children's learning, resources, and moving online

<https://nbliteracy.ca/family-literacies-online-going-online-with-babies-families/>



Photo: Brina Blum from Unsplash

Appendix H

Introduction to Chromebook and Digital Literacy Support

This project included a focus on building digital literacy capacity for both families and educators. Digital literacy facilitator, Don Rodgers, provided an Introduction to Chromebook and customized digital literacy session for each of the participating families and educator pairs. He also provided tutoring and trouble shooting throughout the duration of the project.

The Introduction to Chromebook content was adapted from the *Essential Employability Skills for the Health Sector Participant Manual: Module 9 — Digital Skills* (Literacy Coalition of New Brunswick, 2022). We covered eight topics about Chromebook usage and some of the most necessary applications (apps) for the Chromebook. We addressed other digital literacy topics depending upon the interests and needs of the participants, and also used a free chrome tutorial activity available from GCF Global.

<https://edu.gcfglobal.org/en/chrome/>

“I provided the Chromebook and digital literacy course to twenty groups of educators and family members in two separate cohorts. An initial questionnaire was circulated to assess participants’ experience and comfort level with computers. Based on the assessment, I used the *Essential Employability Skills for the Health Sector Participant Manual: Module 9 — Digital Skills* as a resource to develop the course content. I then scheduled sessions for each family and educator pair.”

Don Rodgers, Digital Literacy Facilitator

Key successes

- **The sessions were customized for each group**, taking into consideration the experience and computer knowledge of the family and educator. For example, not every family needed to know about how to use the internet or how to send an email; or even where to find the icons to connect

to the applications on the Chromebook. However, one of the topics we spent time on with all groups was using Google Drive and Google Docs.

- **One-on-one time and ongoing support was available throughout the project.** Families and educators got to have their one-on-one time and share questions with me during the session. I believe it gave them confidence knowing I would be available to help them after the session was over, for the duration of the program.
- **We were flexible and ready to respond to needs or new ideas as they arose.** For example, one of the ideas that came up during the course was using an adapter to link the Chromebook to the family television to make the computer screen bigger for the children to see. We were able to supply the adapters for those who needed them.
- **Participants acquired new digital skills and had the opportunity to practice them** during their Family Time Online sessions with the educators. Overall, the groups enjoyed the material and were thankful to have had the opportunity to participate. They were grateful to receive a free Chromebook to keep even beyond the completion of the project.

Recommendations

- **Start all sessions around the same time and avoid the summer period.** This worked well for our first cohort. For the second cohort, there were start up delays and some sessions were spread out over the summer. That made it harder to schedule the training and to send a tip of the week email that would be relevant and timely for everyone.
- **Laptops might be a better choice than Chromebooks for the project.** While Chromebooks have the advantage of being more cost effective, they don't work as well for educators and families to interact together while viewing videos. On the other hand, if cost is an issue, the Chromebooks are a good option as they worked fine in every other way.

Computer Usage Questionnaire

Introduction to Chromebook and Digital Literacy Training for the Family Time Online (Literacies Online) Project

Educator's Name: _____

1. What would you say your main strengths and challenges, if any, are in using your computer?
2. Is there anything specific you are interested in learning?
3. How comfortable are you using electronic devices that are new to you?
4. Have you ever used a Chromebook before?
5. What experience do you have with coaching others on computer or internet usage?
6. Have you used Google Docs for work or personal usage?
7. Do you have any experience with online learning? If yes, please explain.
8. Are you or the family comfortable with setting up the Chromebook or would you like my help?
(Note that if needed, I can visit the family in their home to set up the Chromebook for them.)
9. What can you briefly tell me about your family's experience and comfort level using computers and the internet?
(Based on your observations and discussion with the family).