

*Partnering with Parents (PwP):  
The School to Home Connection through Literacy & MELD*

Book: **Pete the Cat I Love My White Shoes**

## Reinforcing Learning at Home

### PwP Top 5 Tips:

1. Read *20 minutes* every day!
2. Practice *Aided Language Stimulation* for teaching core words on the *communication board*.
3. Look for the weekly *special letter* in books, magazines, signs, menus, etc. Make it a game.
4. Limit screen time to *less than 1 hour* per day; exception is video chatting with family. For screen time guidelines and recommendations: <https://kidshealth.org/en/parents/screen-time-preschool.html>
5. Sign up for Vroom Tips for Parents: <https://www.vroom.org/> to boost brain power!

### More YouTube Videos for Family Fun:

<http://www.petethecatbooks.com/songs/> Link to all the Pete the Cat songs and videos from the author! Love this site... I love Pete the Cat!

<https://www.youtube.com/watch?v=9LMqIYtPxVs> Check out this video read aloud of Pete in his white shoes, but he is walking under the ocean!

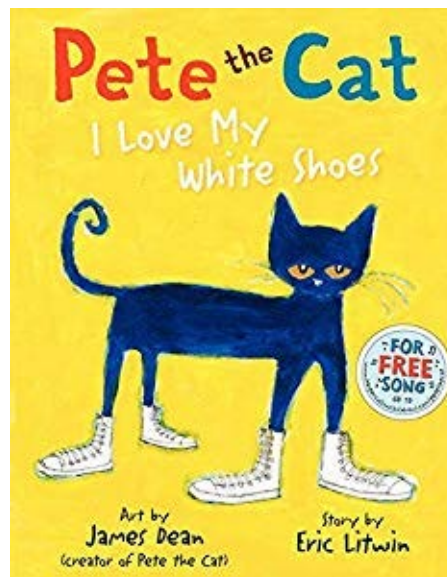
<https://www.youtube.com/watch?v=1wwWcoGLpWM> A mix mash of Pete books featuring Pete's face bounce on the words on the screen during the video and music. 16 minutes

### **Pete the Cat I Love My White Shoes** **Read Aloud on YouTube**

Access this week's read aloud video using the web link:

<https://www.youtube.com/watch?v=W52yILTpDXU>

Or by scanning the QR code here or on the key tag.



Compliments of FDLRS Parent Services [www.fdlrs.org](http://www.fdlrs.org)

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This week, we are learning....

Core words:



PwP Tip:

As you read the story, point to the core word on the communication board as say each word. This takes practice and learning where the words are located on the communication board. Try your best even if it feels awkward or your child seems to not be interested.

The goal is to provide MANY repetitions and opportunities of saying and pointing (ALS) to core words for your child to learn the meaning between spoken words, symbols, and printed words over the entire school year. It takes MANY repetitions throughout the day at school AND home. HINT: Be sure to watch the ALS for Families video by Chris Bugaj.



Special Letter: **Ss**

PwP Tips:

As you look at the pictures or after you read the story, try this with your child:

1. Play "I Spy" and look for the special letter. Write the letters on paper and point to the special letter, say "this is **Ss**".
2. Play with magnetic letters on your fridge. Say "this is **Ss**" each time you touch the "**Ss**" as you add or take away letters.

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## Partnering with Parents (PwP):

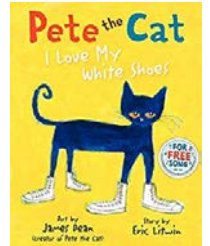
### The School to Home Connection through Literacy & MELD

## Book: Pete the Cat I Love My White Shoes

### Story Details

Story details are an important part of learning language. By doing these activities, you are teaching your child to:

1. Answer who and what questions
2. Understand the meaning of first, next, and last
3. Sequence the story details
4. Describe characters or other story details
5. Focus attention on a task for several minutes



Your child's attention may only allow for 1-2 minutes at a time as you work on story details. This is very typical, as children get used to the routine at school and home with reading, their attention span will increase. Just go with what your child tolerates, keep the interactions FUN and interesting with changes in your voice with different characters. They love that!



**Who** is in the story? \*This includes all the characters.

PwP Tips: Remember to point to the core word "who" on the communication board as you talk to your child.

*First*, look through the pages of the book with your child and say, "who is in the story?" each time you find a character. Wait for a response, then point to the character and say, "\_\_\_\_\_ is in the story!"

*Then*, after you read the story, ask your child, "Who is in the story?" Encourage your child to look through the pages and tell/show you the characters. If no response, then go through the book and identify the characters verbally as you point to each. Say, "\_\_\_\_\_ is in the story."

the pages and tell/show you the characters. If no response, then go through the book and identify the characters verbally as you point to each. Say, "\_\_\_\_\_ is in the story."

**what**



**What** happened? \**First, Next, Last* events

PwP Tips: Remember to point to the core word "what" on the communication board as you talk to your child.

After reading the story, ask "what happened in the story?" Point out the sequence of events and point to *first - next - last* as you tell about each event. Encourage (NOT require) your child to tell you or point to *first - next - last* and/or the picture detailed events.

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## Fun Activities for Home

<h3>Art</h3> <p>Draw a picture of Pete and be sure to color him blue. Add white shoes, with crayons or cut out white shoes from paper and glue on his feet. Use the core words too!</p>	<h3>Fine Motor</h3> <p>Check out the official website and plan to have a Pete the Cat party for the family! Find activities and say those core words! <a href="http://www.petethecatbooks.com/activities/">http://www.petethecatbooks.com/activities/</a></p>
<h3>Play Activity</h3> <p>Pretend to be Pete and wear white shoes. What can you say that Pete says? Sing some songs using the link in Fine Motor. Use core word as you talk! Practice counting steps for fun.</p>	<h3>Cooking Activity</h3> <p>Make snacks for your Pete the Cat family party. Look for ideas online. My favorite is all blue snacks: blue jello, blue icing on cupcakes, and blue jelly beans! Pete says I can <b>sing</b>, I can <b>walk</b>, that is <b>my</b> white shoe!</p>

How do I use the communication board during home activities?



1. Have the communication board in front of you as you begin an activity.
2. As you talk, point to the core word on the communication board when you say the core word. Example: Core word is **go**. (point to **go** as you say the word **go**).
3. Each time you say a core word of the week, point to it on the communication board. Your child needs hundreds of opportunities of hearing and seeing the word symbol within the context of learning in order to learn and use that word.

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