

**Text to Talk: Connecting Schools and Families**

The **focus** of Text to Talk is vocabulary development: helping children to learn more words and more about their world! It is not about spelling or reading words. Instead it is about increasing the size of your students’ vocabularies and knowledge.

By **texting families** about new words, you can help kids **practice** using the words from school at home. Parents also enjoy hearing about what the kids are learning about at school! Text to Talk can help **improve communication** between teachers and families.

There are **four simple steps** to Text to Talk

1. Teachers text parents about words being learned that week

 2. Teachers and children talk about the words at school

 3. Parents and children talk about the words at home

 4. Children learn the words!

**Instructions:**

Each week you will use Remind, the texting program, to text the families **four** words and their definitions that come from a book you are reading that week (or that you read the previous week) from the Creative Curriculum.

Here is the **Schedule of Texts**.

Text #1: Sunday or Monday

* List four words and the definition for each

Text #2: Tuesday or Wednesday

* Suggested activity for the words

Text #3: Thursday or Friday

* Another suggested activity for the words and a request that they send back to you a text that “We did it!” or a picture of their child doing something with the word.

On the following pages are the books that are included as part of Creative Curriculum and the texts for each book.

**Study: Beginning of the Year**

***A Pocket for Corduroy***

words: laundry, pocket, inside, search

* Text 1: This weeks’ words are laundry, pocket, inside, and search. Ask your child what each word means, and if they don't know, explain the meaning to them or show them an example. Here are easy definitions to use.

1. Laundry are clothes that need to be washed.

2. A pocket is a small piece of material on your clothing that holds things.

3.Inside is the inner part of something.

4.Search is to look around very carefully in order to find something.

As you’re going through the week, try to talk about each word three times.

* Text 2: Ask your child what they could hide inside their pocket. Pretend to search for the item.
* Text 3. Play a searching game, asking your child to search for different objects in your home. Or, play a game where you hide objects inside or outside a box or cup. Ask your child to tell you whether the object is inside or outside.

This week we read “A Pocket for Corduroy” by Don Freeman. If you would like to hear the story together, here is a link to the storybook being read. <https://www.youtube.com/watch?v=XgvFZy4sloo>

Please reply to this text and let me know you helped your child learn these words. You can text, “Yes” or “we did it” in reply to this message. Or, you can send me a picture of your child doing an activity with the words. Thank you for your work helping your child learn new words!

***Anansi and his Children***

words: spider, stone, curious, construct

* Text 1: This weeks’ words are spider, stone, curious, construct. Ask your child what each word means, and if they don't know, explain the meaning to them or show them an example. Here are easy definitions to use.

A spider is a small animal with eight legs.

A stone is a small rock.

Curious means that you want to learn or know about something.

Construct means to build.

As you’re going through the week, try to talk about each word three times.

* Text 2. Ask your child to show you what being “curious” means.
* Text 3. Ask your child to construct something out of blocks, legos, sticks, or stones.

This week we read “Anansi and his Children.” Ask your child what the story was about. If you would like to hear a story about Anansi, here is a link to a youtube video. <https://www.youtube.com/watch?v=eG2Sho0ieJo&list=PLygKUp9xvsrIiTdLby0hwn_BVuJMF4P61>

Please reply to this text and let me know you helped your child learn these words. You can text, “Yes” or “we did it” in reply to this message. Or, you can send me a picture of your child doing an activity with the words. Thank you for your work helping your child learn new words!

***Charlie Anderson*** (Book Discussion Card #17)

words: woods, disappear, rattle, worried

* Text 1. This weeks’ words are woods, disappear, rattle, worried.

The woods is a place with many trees or a forest.

Disappear means that we can’t see you anymore.

Rattle is to make a series of hard, short knocking sounds.

Worried means thinking a lot about something a little scary.

As you’re going through the week, try to talk about each word three times.

* Text #2: Ask your child what they think they would see if they went into the woods. Think about plants and animals they might see during a walk in the woods.
* Text #3: Tell your child about a time you felt worried about something and what you did to feel better.

Please reply to this text and let me know you helped your child learn these words. You can text, “Yes” or “we did it” in reply to this message. Or, you can send me a picture of your child doing an activity with the words. Thank you for your work helping your child learn new words!

***Crazy Pizza Day***

words: chef, spatula, sprinkle, spread

* Text 1. This weeks’ words are chef, spatula, sprinkle, spread. Ask your child what each word means, and if they don't know, explain the meaning to them or show them an example. Here are easy definitions to use.

A chef is a cook in charge of a restaurant kitchen.

A spatula is a cooking tool used for spreading or mixing. Spatulas have wide, flat blades that can bend easily. [You can show your child one if you have it at home]

To sprinkle is to drop or scatter in small bits.

To spread is to open or stretch out.

As you’re going through the week, try to talk about each word three times.

* Text #2: Ask your child what he or she would sprinkle or spread on a pizza if they were a chef. If you have a spatula, use that to pretend with.
* Text #3: While cooking dinner, pretend to be chefs together. Ask your child to sprinkle seasoning on food. Or, ask him or her to spread sauce on with a spatula.

***Hooray, a Piñata***

words: piñata, donkey, greet, gallop

* Text 1. This weeks’ words are piñata, donkey, greet, gallop. Ask your child what each word means, and if they don't know, explain the meaning to them or show them an example. Here are easy definitions to use.

A piñata is a colorful decorated container, often in the shape of a star, animal, or popular character, that is filled with candies, gifts, or other treats.

A donkey is an animal that looks like a small horse with long ears.

To greet is to say something friendly or polite to someone when you see them.

To gallop is to ride a horse very fast.

As you’re going through the week, try to talk about each word three times.

* Text #2: Ask your child to greet a friend or neighbor in a friendly way. Or, show your child how you greet someone in a friendly way.
* Text #3: Ask your child to show you how a horse might gallop.

This week we read “Hooray a Piñata.” Ask your child what the story was about. If you would like to hear the story together, here is a link to the storybook being read. <https://www.youtube.com/watch?v=oegZqkDne2o>

Please reply to this text and let me know you helped your child learn these words. You can text, “Yes” or “we did it” in reply to this message. Or, you can send me a picture of your child doing an activity with the words. Thank you for your work helping your child learn new words!

***Jalapeno Bagels***

words: bakery, ingredients, flaky, connect

* Text 1. This weeks’ words are bakery, ingredients, flaky, connect. Ask your child what each word means, and if they don't know, explain the meaning to them or show them an example. Here are easy definitions to use.

A bakery is a store that makes and sells bread, cake, cookies, and pastries.

Ingredients are the things you mix together to make foods.

Flaky means that pieces fall off that are small, flat, and thin.

Connect means to put something together.

As you’re going through the week, try to talk about each word three times.

* Text #2: Ask your child what ingredients are in his or her favorite food. Talk about the ingredients you use in your favorite recipe.
* Text #3: Play a game with your child where you try connect paperclips, legos, or hands together. Count how many you connected together.

This week we read “Jalapeno Bagels.” Ask your child what the story was about. If you would like to hear the story together, here is a link to the storybook being read. <https://www.youtube.com/watch?v=4W-Wkk1G4G4>

Please reply to this text and let me know you helped your child learn these words. You can text, “Yes” or “we did it” in reply to this message. Or, you can send me a picture of your child doing an activity with the words. Thank you for your work helping your child learn new words!

***Kevin and His Dad***

words: tidy, cobweb, faucet, squeeze

* Text 1. This weeks’ words are tidy, cobweb, faucet, squeeze. Ask your child what each word means, and if they don't know, explain the meaning to them or show them an example. Here are easy definitions to use.

Tidy means neat, clean, or organized.

Cobweb is a spiderweb.

Faucet is the knob that turns water on or off in the sink or bathtub.

To squeeze is to press firmly together.

As you’re going through the week, try to talk about each word three times.

* Text #2: Ask your child if his or her room is tidy. See if s/he can make it even tidier.
* Text #3: Ask your child to show you how he or she would squeeze something such as an orange or a rag.

Please reply to this text and let me know you helped your child learn these words. You can text, “Yes” or “we did it” in reply to this message. Or, you can send me a picture of your child doing an activity with the words. Thank you for your work helping your child learn new words!

***Love is a Family***

words: lonely, forgotten, rescue, bunch

* Text 1. This week’s words are lonely, forgotten, rescue, bunch. Ask your child what each word means, and if they don't know, explain the meaning to them or show them an example. Here are easy definitions to use.

Lonely means sad because you are by yourself.

Forgotten means you cannot remember.

To rescue is to save something.

Bunch means a group of many things.

As you’re going through the week, try to talk about each word three times.

* Text #2: Ask your child to collect a bunch of objects such as spoons, toys or flowers. Or, ask your child how a lonely or forgotten pet might feel if they were rescued.
* Text #3: This week we read “Love is a Family.” Ask your child what the story was about.

If you would like to hear the story together, here is a link to the storybook being read. <https://www.youtube.com/watch?v=JXhYNlEeWq0>

Please reply to this text and let me know you helped your child learn these words. You can text, “Yes” or “we did it” in reply to this message. Or, you can send me a picture of your child doing an activity with the words. Thank you for your work helping your child learn new words!

***Papi, How Many Stars are in the Sky?***

words: stars, sky, clear, lullaby

* Text 1. This week’s words are stars, sky, clear, lullaby. Ask your child what each word means, and if they don't know, explain the meaning to them or show them an example. Here are easy definitions to use.

Stars are the bright lights that we in the nighttime sky.

The sky is up above.

Clear means that there are no clouds and you can see right through it.

A lullaby is a sweet song you sing to a baby or child to put them to sleep.

As you’re going through the week, try to talk about each word three times.

* Text #2: Sing Rock-a-by-baby or another a favorite lullaby with your child one night.
* Text #3: Ask your child where in the sky the stars are. See if you can see any stars on a clear night.
* This week we read, “Papi, How Many Stars are in the Sky?” Here’s a link to a recording of Twinkle, Twinkle Little Star. <https://www.youtube.com/watch?v=Ph5GbRM4Rgk>

Please reply to this text and let me know you helped your child learn these words. You can text, “Yes” or “we did it” in reply to this message. Or, you can send me a picture of your child doing an activity with the words. Thank you for your work helping your child learn new words!

***Peeny Butter Fudge***

Text 1:

Our new words are patience, fudge, recipe, rhythm. Help your child learn the words. Click https://sites.temple.edu/texttotalk/peeny/ for definitions.

Text 2:

Ask your child what instrument Abiyoyo plays (a ukulele). Ask your child to pretend to be a magician with a wand.

words patience, fudge, recipe, rhythm.

* Text 1. This week’s words are patience, fudge, recipe, rhythm. Ask your child what each word means, and if they don't know, explain the meaning to them or show them an example. Here are easy definitions to use.

Patience is the ability to be calm and wait without getting upset or angry.

Fudge is a type of soft candy.

A recipe is a list of ingredients and instructions for making a food dish.

Rhythm is a pattern of sounds.

As you’re going through the week, try to talk about each word three times.

* Text #2: Ask your child what a recipe is. Tell him or her what your favorite recipe is. If you have time, make the recipe together.
* Text #3: Ask your child to show you how to be patient while waiting in a store or for something. Play a game with your child where he or she makes up a clapping rhythm and you try to copy it.
* Please reply to this text and let me know you helped your child learn these words. You can text, “Yes” or “we did it” in reply to this message. Or, you can send me a picture of your child doing an activity with the words. Thank you for your work helping your child learn new words!

***Quinito, Day and Night***

words: climb, slide, long, short

* Text 1. This week’s words are climb, slide, long, short. Ask your child what each word means, and if they don't know, explain the meaning to them or show them an example. Here are easy definitions to use.

To climb is to move upward and go towards the top.

To slide is to move or slip down.

Long means and short are opposites in length.

As you’re going through the week, try to talk about each word three times.

* Text #2: Ask your child what kind of animals climb trees. What animals might slide into water or on ice and snow?
* Text #3: Play a game where your child needs to find two long things and two short things in your home.

Please reply to this text and let me know you helped your child learn these words. You can text, “Yes” or “we did it” in reply to this message. Or, you can send me a picture of your child doing an activity with the words. Thank you for your work helping your child learn new words!

***The Adventures of Gary and Harry (Book Discussion Card #9)***

words: softly, adventure, explore, gasp



* Text 1. This weeks’ words are softly, adventure, explore, gasp. Ask your child what each word means, and if they don't know, explain the meaning to them or show them an example. Here are easy definitions to use.

Softly means quietly.

An adventure is an exciting journey.

To explore is to search for something.

Gasp is a short intake of breath.

As you’re going through the week, try to talk about each word three times.

* Text #2: Show your child what “gasp” means. See if he or she can gasp.
* Text #3: Play a game where your child is going on an adventure to explore your home or neighborhood. Ask him or her to “gasp” if they see something surprising.

Please reply to this text and let me know you helped your child learn these words. You can text, “Yes” or “we did it” in reply to this message. Or, you can send me a picture of your child doing an activity with the words. Thank you for your work helping your child learn new words!

***The Gingerbread Man (Book Discussion Card #13)***

words: aroma, dash, clever, ruin

* Text 1. This weeks’ words are aroma, dash, clever, ruin. Ask your child what each word means, and if they don't know, explain the meaning to them or show them an example. Here are easy definitions to use.

An aroma is a smell.

Dash is to run fast.

Clever means smart.

To ruin is to destroy or damage something.

As you’re going through the week, try to talk about each word three times.

* Text #2: Ask your child to tell you what the word aroma means. Ask your child what kind of food they like that has a good aroma. Or, ask your child to show how he or she can dash like the Gingerbread Man.
* Text #3: This week we read “The Gingerbread Man.” Ask your child to tell you the story of The Gingerbread Man. Here is a link to one version of the story. <https://www.youtube.com/watch?v=U89dkGrsYZY>

Please reply to this text and let me know you helped your child learn these words. You can text, “Yes” or “we did it” in reply to this message. Or, you can send me a picture of your child doing an activity with the words. Thank you for your work helping your child learn new words!

***The Kissing Hand***

words: raccoon, palm, cheek, scamper

* Text 1. This weeks’ words are raccoon, palm, cheek, scamper. Ask your child what each word means, and if they don't know, explain the meaning to them or show them an example. Here are easy definitions to use

A raccoon is a small animal with brown and gray fur, a long tail with black rings, and a pointed face with black markings that look like a mask.

Your palm is the inner surface of your hand.

Your cheek is either side of the face between the nose and the ear.

To scamper is to run quickly and playfully.

As you’re going through the week, try to talk about each word three times.

* Text #2: Ask your child to put his or her palm on her cheek. Ask your child to scamper like a little raccoon.
* Text #3. This week we read “The Kissing Hand.” Ask your child what the story was about. If you would like to hear the story together, here is a link to the storybook being read. <https://www.youtube.com/watch?v=dPUW1t9Gu4s>

Please reply to this text and let me know you helped your child learn these words. You can text, “Yes” or “we did it” in reply to this message. Or, you can send me a picture of your child doing an activity with the words. Thank you for your work helping your child learn new words!

***Too Many Tamales***

words: dusk, tamales, kneading, shock

* Text 1. This weeks’ words are dusk, tamales, kneading, shock. Ask your child what each word means, and if they don't know, explain the meaning to them or show them an example. Here are easy definitions to use.

Dusk is the time of day just before night, when the sky is almost dark.

Tamales are a Mexican dish of ground meat wrapped in cornmeal dough.

To knead is to mix by pressing, folding, and pulling.

A shock is a sudden scare or surprise.

As you’re going through the week, try to talk about each word three times.

* Text #2: Ask your child to show how she might knead masa to make tamales. Ask your child to show you a “shocked” face.
* Text #3. This week we read “Too Many Tamales.” Ask your child what the story was about. If you would like to hear the story together, here is a link to the storybook being read.

<https://www.youtube.com/watch?v=0rH07LmKXM0>

Please reply to this text and let me know you helped your child learn these words. You can text, “Yes” or “we did it” in reply to this message. Or, you can send me a picture of your child doing an activity with the words. Thank you for your work helping your child learn new words!

***Wemberly Worried***

words: worried, peeked, nibble, petal

* Text 1. This weeks’ words are worried, peeked, nibble, petal. Ask your child what each word means, and if they don't know, explain the meaning to them or show them an example. Here are easy definitions to use.

To be worried is think a lot about something bad that might happen.

To peek is to look quickly or secretly.

Nibble is to take small bites.

A petal is a small, brightly colored part of a flower’s bloom.

As you’re going through the week, try to talk about each word three times.

* Text #2: Ask your child to pretend and show you how a mouse might peek out from a hole and nibble on cheese. Or, ask your child to find petals on a flower.
* Text #3. This week we read “Wemberly Worried.” Ask your child what the story was about. If you would like to hear the story together, here is a link to the storybook being read. https://www.youtube.com/watch?v=\_RrlPjPl99E

Please reply to this text and let me know you helped your child learn these words. You can text, “Yes” or “we did it” in reply to this message. Or, you can send me a picture of your child doing an activity with the words. Thank you for your work helping your child learn new words!