

# Silly Names

## Primary Objectives

15b. Notices and discriminates alliteration

## Why It's Important

Children's interests are built-in motivators for learning. The most interesting and important words to them are their names. Activities that provide opportunities for your child to see and interact with her name help her begin to understand print concepts and comprehend stories.

## Materials

Paper; markers; book: *Silly Sally* by Audrey Wood; sticky notes

## What You Do

1. Prepare an inviting space where you can share the book with your child. Look at the pictures before reading and ask your child to predict what the story will be about: *What do you think the story is about? What makes you think that? What does it look like the girl is doing?*
2. Sweep your fingers under the text as you read. Call attention to the fact that *silly* and *Sally* begin with the same sound. Prior to reading the text on each page, talk with your child about what she sees: *I wonder why Sally is standing on her hands. Where do you think Sally is going? I wonder how she will get there. Whom do you think she will meet along the way?*
3. After reading, invite your child to listen to the story again. Explain to her that you are going to substitute her name for Silly Sally's.
4. Ask her to help you think of a descriptive word that begins with the same sound as her name (e.g., laughing Larissa). Write the word and your child's name on a sticky note.
5. Reread the story, placing the new note over the name Silly Sally each time it appears in the book.
6. Tell your child that the book will be available to look at later.
7. You can challenge your child by inviting her to retell the story of Silly Sally using props or verbal prompts as needed.