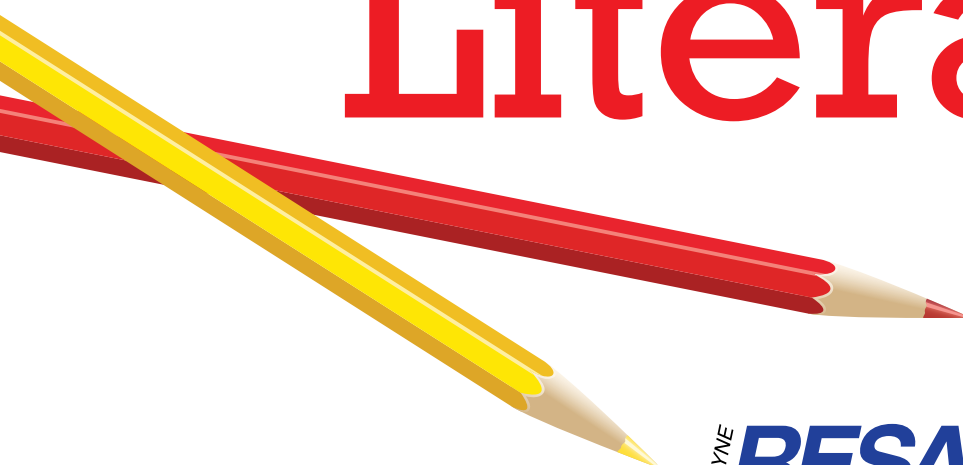




Living Literacy

FOR PRE-SCHOOLERS



National Head Start Program



Robert A. Ficano
County Executive

Wayne County Health & Family Services Head Start and three of its delegates, Starfish Family Services Head Start, The Guidance Center Head Start, and Wayne Westland Head Start, collaborated with Wayne RESA and the HighScope Educational Research Foundation to produce *Living Literacy*.

Living Literacy is a parent education resource and tool to inspire parents to interact with their young children and support early literacy in playful ways using:

- a supportive home environment
- home-early education and care connections
- interactive parent-child strategies
- community resources
- internet resources

Wayne County Head Start extends its appreciation to Wayne RESA for making this early literacy education resource available to parents of preschool-age children.



Introduction

THE ROLE OF PARENTS



Parents are the first and most important teacher of their children. Parents have an opportunity to share with Head Start staff information about their children that is used to individualize the early childhood

curriculum. In turn, parents learn about child development and the most appropriate ways to support early learning. During the preschool years, children need many experiences and interactions with others to build a foundation on which literacy skills can be built. Parents have a role in building this foundation and extending their children's classroom education within their home and community.

WHAT IS LITERACY?

The Michigan Curriculum Framework identifies the following elements of literacy:

- Communicating skillfully and effectively through printed, visual, auditory, and technological media in the home, school, community, and workplace.
- Thinking critically and creatively.
- Identifying and solving problems.
- Using language to understand and appreciate the similarities and differences within communities.
- Understanding and appreciating the artistic elements of oral, visual, and written text.

- Connecting knowledge from many areas to understand the world.
- Developing insights about the human experience.
- Developing as a lifelong learner.

The Michigan Department of Education references this research on the definition of emerging literacy¹:

...More recently, the National Early Literacy Panel used a large group of studies to identify several early literacy skills to predict future literacy achievement. The authors found the ability to quickly name letters and numbers, alphabet knowledge, phonological awareness, and name writing to predict children's reading skills in decoding, spelling, and comprehension (Lonigan, Schatschneider, & Westberg, 2008)

HIGH/SCOPE

Children are considered "active learners" who learn best from activities that they plan, carry out, and think or reflect upon. The High/Scope approach to early childhood education is the curriculum for Head Start classrooms. The High/Scope approach is recognized by the Head Start Bureau and known worldwide.

Preschool programs using the High/Scope approach have produced evidence that their children go on to achieve better grades in school, graduate from high school, and secure better paying jobs.

¹ Programming and Resource Guide for *The Runaway Garden* (one state, one book program): http://www.michigan.gov/documents/mde/lm_2010_mr_programmingguide_329233_7.pdf

Section 1: Establishing a Supportive Home Environment

Young children learn through active, playful and self-initiated activities. Your home can provide activities for language and literacy learning. Here are a few hints to assist you in planning and doing the activities with your child:

- **Set up some rules with your child and be consistent** about using them. Set limits and be prepared to have them tested!
- Use **eye contact and reasoning** to relate positively with your child.
- Offer **explanations to questions** and explain the meaning of new words when you are with your child.
- Give your child a few **simple household chores** to learn about following directions.
- Encourage **outdoor activities** so that your child has a chance to use some energy and stay healthy!
- As you interact with your child, remember to **share control with them, focus on their strengths and support their ideas**. Respect their choices and encourage their independence, initiative and creativity.
- **Encourage your child when their behaviors are positive** and let them know they are loved!
- In a box or basket, **keep a handy supply of pencils**, crayons, markers, chalk, paper, notepad, envelopes, canceled postage stamps, ink pad and stampers, stickers, order forms, junk mail, store coupons, magnetic letters, tape, etc.



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IN THE KITCHEN



- Help your child become aware of differences in foods. Ask your child to talk about changes in foods as you cook them.
- Look for shapes and colors around the kitchen in and on the cabinets, refrigerator and stove. Play the game, “I see something you don’t see and the color (or the shape) IS ____.” Your child can name the items or foods that are in the kitchen and that fit the description until they get to the item you have in mind.
- Set the table with your child. Talk about how to handle the dishes and silverware. Count the silverware, place-mats, napkins, etc.
- Involve your child in meal preparation. Let your child measure and pour.
- Sort and name foods after a trip to the grocery store. Help your child combine all the foods that are the same (vegetables, boxes, canned goods).
- Name kitchen appliances and their uses. Ask your child about what different appliances are for (toaster, mixer) while offering safety tips.
- Let your child help clean up the kitchen.



IN THE LIVING ROOM

- Talk about sounds. Ask your child to tell you about all the things that make loud or soft sounds (TV, radio).
- Talk about items in the room, family stories (grandparents, when child was a baby), things your child makes.
- Exercise your child’s big muscles. Encourage your child to help with household jobs (watering plants, sweeping, dusting). Or, imitate and act out characters from a story.
- Read to your child every day. Make a “booklet” with your child by helping them cut out pictures and words from magazines. Paste them on paper and you have a book about animals, babies, or houses. Have your child read the homemade book.
- Talk about what it means to be a family member. Discuss how family members help each other. Invite some older family members to tell stories.
- Let your child know they are an important part of the family. Find a place to display your child’s “work” (on a wall, door or refrigerator).





IN THE BEDROOM

- Read to your child daily. Tell a story or read a book at bedtime and ask your child to recall all they remember.
- Let your child know that books are special. Use different print materials often (borrowing from the library, making homemade books, and looking at junk mail, greeting cards, newspapers, or magazines).
- Talk about clothing. Help your child describe clothing and talk about the front, back, top and bottom of clothing.
- Have special places for storage. Help your child put toys away by shape, color or use.



- Encourage your child to think, imagine and be creative. Ask questions that have many answers, rather than questions that are right/wrong or have yes/no answers (where do you think birds sleep?).

- Sort and match clothes. Ask your child to put all like things together (underwear in a pile, socks in another pile) and match pairs of shoes or socks.



IN THE BATHROOM



- Use mirrors to name body parts. Talk with your child about all the things they can do with their eyes (blink, stare, wink).

- Look for ways to use different senses in the bathroom. Feel and talk about different textures (soft cotton, slippery sink, hard soap, smooth wall).

- Let your child play with different things while taking a bath. Help your child collect things to play with in the tub (plastic containers, sponges, corks). Notice which things sink and float.



IN YOUR COMMUNITY



■ If your child has a disability, find out as much as you can about the condition. This will help you know how to assist your child and get support when needed.

■ Get involved in “family to family” support groups within the community to meet other families who share the same experiences and/or concerns and to help provide your family with emotional support. (See Section 4.)

Ideas taken from *Fun and Learning for Parents and Children: An Activities Handbook*. U.S. Government Printing Office. Miami-Dade County Public Schools (2001).

**“Children are
made readers
on the laps of
their parents.”**

—Emilie Buchwald



Section 2: Building Good Home- Early Education/Care Connections



We recognize that parents are the “experts” on their children. Parents are the resource early childhood staff need to provide effective services for both children and families. Parent involvement in a child’s educational program has been proven to support the child’s success in school and learning.

All programs have ways in which parents can offer their input and involve themselves in the full program of child and adult services. Ways of being involved include:

- Welcoming Head Start teaching and family services staff into the home for a “home visit”
- Attending parent-teacher conferences
- Attending Individual Education Plan (IEP) meetings for disability services
- Sharing information about your child’s life and home experience with staff
- Keeping staff informed about changes in your child and family’s life and home experiences through phone calls, notes, and on-site visits with staff

- Attending Parent Committee meetings and other parent activities
- Attending family activities at the Head Start site
- Volunteering in Head Start classrooms, offices, or parent resource rooms.

Parents are very important in helping Head Start staff and community service providers offer disability services:

- Attend all of your child’s Individual Education Plan (IEP) meetings so you will know the services your child will be receiving.
- Periodically, talk with your child’s teachers to ensure the Individual Education Plan (IEP) is meeting the needs of your child. Express concerns or ask questions to help increase your understanding. If your child had a difficult evening or morning before school, let her know and provide suggestions to help your child have a good day.

Parent input, through sharing of information and ideas, helps staff:

- set mutual goals for the child and other family members;
- understand and share with parents the on-going growth and development of the child;
- and identify the materials and information with which to bring the family culture into the classroom.

Section 3: Supportive Strategies for Parent/Child Interaction and Reading Activities

Using the High/Scope approach for “active learning”, teachers help children develop their language and literacy skills. Parents can use similar educational practices with their children.

Encourage your child to . . .

Talk about meaningful experiences

- Establish a climate in which your child feels free to talk
- Listen carefully to what your child says
- Accept your child’s hesitations and non-verbal utterances
- Provide opportunities for cooperative projects and play
- Be aware of your child’s personal preferences

Describe objects, events, and relationships

- Provide your child with materials and experiences that are interesting to him
- Listen as your child describes things in his own way

Write in her/his own way

- Ask your child to write stories
- Encourage your child to write notes to others

Have fun with language

- Tell stories, recite poems and rhymes
- Make up stories, chants, and rhymes

Read in her/his own way

- Make a “literacy box” with things your child can use to write
- Look for things to read in your home and outside
- Provide a variety of books for your child
- Encourage your child to “read” to you or others

Dictate stories

- Write down your child’s personal thoughts, ideas, stories.
- Save your child’s dictations and encourage him to act out ideas or experiences



“There are many little ways to enlarge your child’s world. Love of books is the best of all.”

—Jacqueline Kennedy

What is Preschool Reading?



- Talking about and “reading” drawings, pictures, symbols, logos, etc.
- Selecting and handling books with care
- Holding books right side up, turning the pages, and looking at pictures
- Reading picture books or telling a story related to the pictures in a book
- Distinguishing between pictures and words
- Telling or “reading” parts of a story book from memory
- Identifying or reading printed letters, words or phrases
- Following a line of words from left to right
- “Reading” her/his own writing

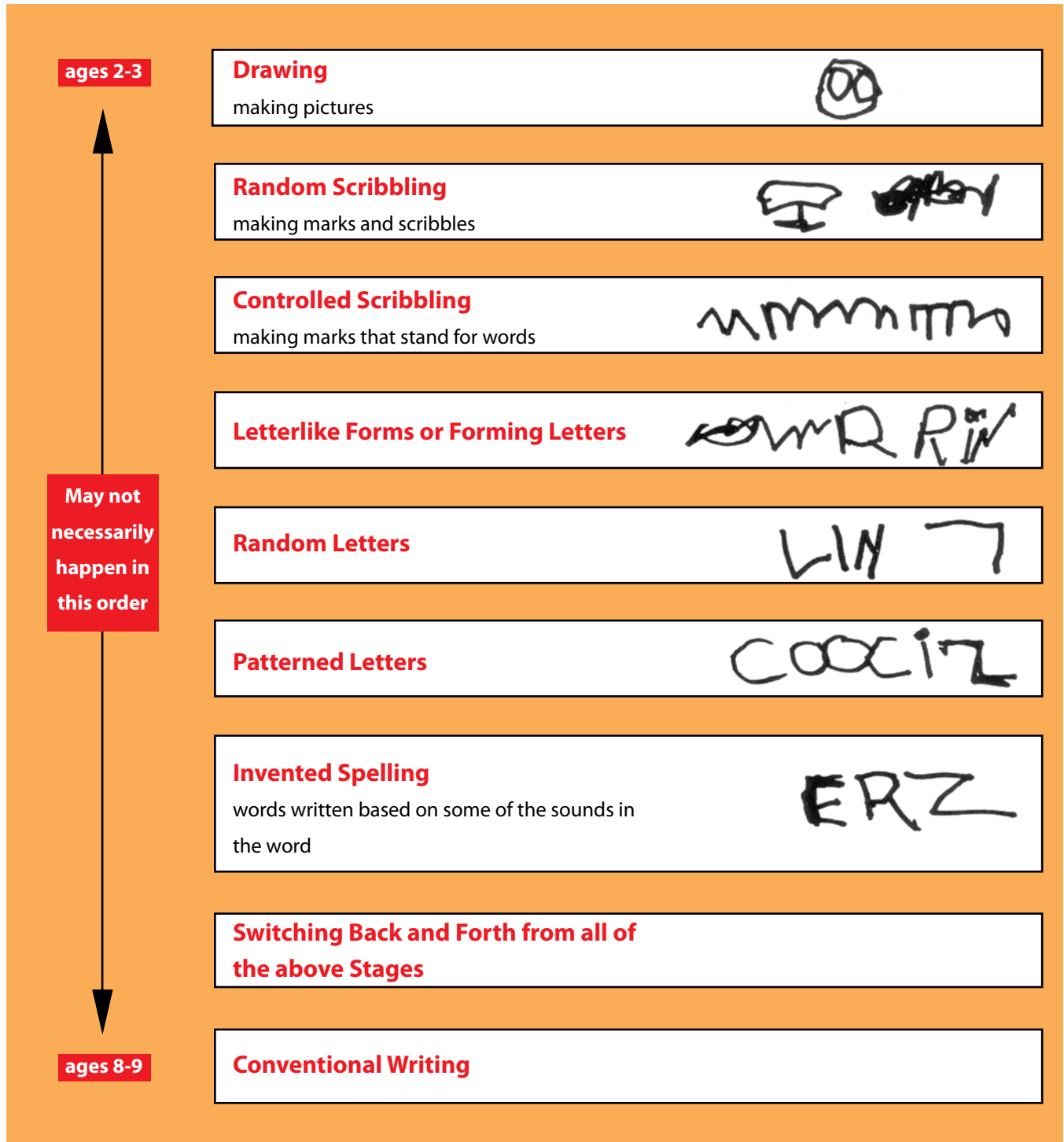
Adapted from *Language and Literacy Participant Guide*
© February 2002 High/Scope Foundation

“No skill is more crucial to the future of a child, or to a democratic and prosperous society, than literacy.”

—*Los Angeles Times*, “A Child Literacy Initiative for the Greater Los Angeles Area”

What is Preschool Writing?

A Continuum of How Writing Develops from Age 2 to 9 Years



Adapted from *Language and Literacy Participant Guide* © February 2002 High/Scope Foundation

Interactive Reading is Important

- Reading a storybook aloud to your child and having a conversation, as you are reading it.
- Encouraging the give and take of “turn-taking” while reading and talking.
- Involve the child. Listen as he talks about his ideas.
- Invite your child to make comments about a book and predict what it may be about from the look of its front cover.
- Ask your child to retell part of a storybook or remember what just happened in the story.
- Encourage your child to predict what might happen next in the story.
- Ask your child if he has experienced something like what is in the story and what was the experience like.
- Ask an open-ended question that does not require “yes” or “no” answers, but allows for many right answers.
- Ask your child to talk about the feelings or thoughts of a book’s characters.

Adapted from *Take the Express Train to School Success: Read Together*
by Dr. Andrea DeBruin-Parecki, Director High/Scope Early Childhood Reading Institute



Tips on Choosing Good Books and Reading Materials



- Content reflects your child's interests.
- Photographs of real life people and items.
- Art work and illustrations are appealing.
- Characters in the book are true to real life.
- A book about family activities or traditions.
- A book that shows people positively and without stereotypes.
- The book uses rhyming or repetitive language.
- The story is easy to follow and moves along quickly.
- The story is predictable to support comprehension and retelling.

Section 4: Community Resources

ADULT LITERACY SERVICES

Community Literacy Council

550 N. Holbrook
Plymouth, MI 48170
(734) 416-4906
<http://community.plymouthlibrary.org/pccliteracy>

Downriver Literacy Council

14101 Leroy
Southgate, MI 48195
(734) 246-4633
www.southgateadulthood.org/literacy.htm

ProLiteracy Detroit

2111 Woodward Avenue #410
Detroit, MI 48201-3473
(313) 965-8112
www.proliteracydetroit.org

Siena Literacy Center

16888 Trinity
Detroit, MI 48219
(313) 532-8404
<http://www.sienaliteracy.org>

DISABILITY SERVICES

The ARC of Western Wayne County

2257 S. Wayne Rd.
Westland, MI 48186
(734) 729-9100
cheryl@thearcww.org
www.thearcww.org

Children's Special Health Care Services

Wayne County Health Department
33030 Van Born Rd.
Wayne, MI 48184
(734) 727-7085
www.waynecounty.com/documents/CSHCS-Brochure.pdf

www.michigan.gov/mdch/0,1607,7-132-2942_4911_35698-15087--,00.html

Detroit Institute for Children Care for Children with Disabilities

5447 Woodward Ave.
Detroit, MI 48202
Detroit (313) 832-1100
Walled Lake (248) 926-0909
St. Clair Shores (586) 445-8200
www.detroitchildren.org

Early On® Wayne RESA

33500 Van Born Rd.
Wayne, MI 48184
1(877) EarlyOn
www.resa.net/earlychildhood/earlyon

United Cerebral Palsy

23077 Greenfield Rd.
Southfield, MI 48075
(248) 557-5070
www.ucpdetroit.org

FAMILY LITERACY PROGRAMS

Even Start/GED Starfish Family Services

30000 Hiveley
Inkster, MI 48141
(734) 727-3106
www.starfishonline.org

Even Start Wayne-Metro CAA

2622 Florian
Hamtramck, MI 48212
(313) 874-1353
www.waynemetrometro.org/programs_yf_evenStart.html

The Guidance Center's Family Resource Center

15601 Northline Rd.
Southgate, MI 48195
(734) 785-7705 x7053
www.guidance-center.org/early-childhood

Wayne RESA

Great Parents Great Start

33500 Van Born Rd.
Wayne, MI 48184
1(877) 327-5966
<http://migreatparents.org/community.cfm?county=wayne>

Section 5: Internet Resources

■ **Project Great Start** coordinates public and private efforts to achieve measurable results for young children. You'll find activities, services, resources and more for Wayne County families.

www.greatstartforkids.org

<http://migrateparents.org/community.cfm?county=wayne>

■ **The High/Scope Educational Research Foundation** is an independent non-profit research, development, training, and public advocacy organization with headquarters in Ypsilanti, Michigan. High/Scope's mission is to improve the life chances of children and youth by promoting high-quality educational program.

www.highscope.org

■ **Hands & Voices** is a parent driven, non-profit organization dedicated to providing unbiased support to families with children who are deaf or hard of hearing.

www.michigan.gov/ehdi

■ **"A Child Becomes A Reader"** is a series of booklets on early literacy development. Each booklet is age-specific and can be viewed at

http://lincs.ed.gov/publications/pdf/reading_pre.pdf

■ **Literacy Begins at Home** includes "ready to read" checklists for children through grade 3.

http://lincs.ed.gov/publications/pdf/Literacy_Home.pdf

Shining Stars: Toddlers getting ready to read

<http://lincs.ed.gov/publications/pdf/ShiningStarsToddlers.pdf>

Shining Stars: Preschoolers getting ready to read

<http://lincs.ed.gov/publications/pdf/ShiningStarsPreschool.pdf>

■ **The National Association for the Education of Young Children** (NAEYC) is a leading, professional early childhood education organization.

www.naeyc.org

■ **The Center for Educational Networking** provides information to families, educators, and community service providers who have a vested interest in the education of individuals with disabilities.

www.cenmi.org

■ **HubWorld** offers information on Discovery Channel programming for preschoolers, as well as related games, videos and more.

www.hubbub.com

■ **"Dr. Toy"** offers information on quality toys and safe recreation activities for children and families.

www.drtoy.com

■ **Nick, JR. Online** where preschoolers and their grown-ups play and learn with interactive activities.

www.nickjr.com

■ **American Library Association** has compiled a great list of child-friendly websites.

www.ala.org

then enter "Great Websites for Kids" into their search box.

Section 5: Internet Resources—continued

■ **Wayne RESA's** early childhood page for parents includes links to many helpful resources for parents looking to build early literacy skills. Look for links to:

Wonder Years archives

Start Early, Finish Strong archives

Family FUNdamentals PreKindergarten activities

R.E.A.D.Y. Early Learning Program

Helping Your Child Read

...and more!

www.resa.net/earlychildhood/forparents/

■ **Reading is Fundamental** website includes literacy activities, booklists, literacy games, printable parent handouts, and a host of other resources.

<http://www.rif.org>

■ **Reading Rockets** offers a host of literacy resources including the latest research, teaching strategies, and a variety of resources for the classroom and parents.

<http://www.readingrockets.org>

■ **PBS Kids** has resources for parents with information on education and literacy, child development, and health.

www.pbs.org/parents

Visit www.pbs.org/parents/readinglanguage for more specific information on literacy development by age.



Section 6: Tech Tot

Today's tots are learning to use technology tools their parents – and grandparents – could only imagine when they were young. Find the best tools, apps, software and more and let the learning – and FUN – begin!

TOP APPS FOR KIDS

At one time a parent's backpack was filled with books, markers, and toys to keep a preschooler entertained. Today, however, many parents have a new tool to engage their young children – the smartphone.

Children love these gadgets for the same reasons their parents do – they're easy to use, the screen is colorful, and there are dozens of programs (apps) appealing to even the youngest users. With many of the apps available for free and geared toward learning, parents have a new pocket-size tool for engaging their children. Here are some to try:

FREE APPS FOR THE IPHONE

- **Peekaboo Barn:** The game starts out with of "Old Macdonald Had a Farm" and a view of a big red barn in a green field. Helps kids learn the names and sounds of farm animals. Lite version free; full version \$1.99.
- **Simon:** Like the original game where the four sections light up and you try to copy the pattern.
- **Doodle Buddy:** Fingerprint with your favorite colors and add in playful stamps.
- **Shape Builder:** Drag and drop puzzle pieces into place.
- **iWriteWords Lite:** Trace letters with your finger to learn handwriting.

FREE APPS FOR THE ANDROID PHONE

- **FingerPaint:** Simple, easy and fun touch painting application.
- **Five Pumpkins** is a company that focuses on teaching young children basic pre-reading and pre-math skills. Each app is flashcard style, includes both audio and visual elements, and can be easily edited to include custom voices. Large buttons make it easy for even the youngest users to navigate. Their apps include:
 - **Colors:** teaches basic colors and flips to show related color object
 - **Numbers:** teaches basic numbers from 0-10
 - **Shapes:** teaches common shapes
 - **Sight Words:** teaches basic English sight words

There are some important things to consider when allowing young children to use cell phones. Most importantly, make sure you use these apps with your children – not only to keep the device safe, but to ensure a meaningful learning experience. Also, remember the smartphone is a screen device like the TV or computer, so limit the time you spend playing with it. Finally, if your child uses the smartphone for teething, they're probably not quite ready for this high-tech toy.

Section 6: Tech Tot—continued

SCREEN TIME AND PRESCHOOLERS

Too Much? Too Little? Just Right!

Digital media is fun and can be a valuable learning resource. However, watching TV and DVDs, visiting web-sites, and playing video games can add up to a lot of screen time for preschoolers. Experts agree that balance between screen time and other activities is key, and that the younger the child, the less screen time is appropriate.

Following are some tips for parents to help limit preschooler's screen time and to ensure that screen time is quality time:

- Set a time limit for each child in the family. Decide what is reasonable, and make a list of all the other activities to do once that limit is reached.
- Use a simple chart to track screen time.
- Watch and play along with your child.
- Know what your preschooler is seeing on any screen - preview programs and movies and check out computer games and web sites before letting your child use them.
- Establish regular media-free times, especially at mealtimes. That means no TV, no hand-held games for older children, and no cell phones for grown-ups.
- Set a good example by limiting your own screen time. Record your favorite shows to watch after children go to bed, avoid spending extended periods of time on the Internet, and limit smartphone use.

ONLINE STORIES FOR PRESCHOOLERS

Tired of the books you've read over and over? Or would you just like something different to do? Here are some sites where your child can listen to stories online.

■ **Storyline Online** <http://StorylineOnline.net>

This site includes a variety of stories read by members of the Screen Actors Guild. Each story includes ideas for activities related to the story.

■ **Online Storytime by Barnes and Noble**

www.barnesandnoble.com/storytime

A new story is added every month to a collection of books read by authors and celebrities. Books include *Green Eggs and Ham*, *Where the Wild Things Are*, *Alexander and the Terrible, Horrible, No Good, Very Bad Day* and more. Click at the bottom right of the page to see More Storytime Videos.

■ **Ziggity Zoom**

<http://www.ziggityzoom.com/stories.php>

Online interactive stories which are perfect to read to your child or for your preschool or school age child to read with you or alone.

■ **Mrs. P**

www.MrsP.com

Eccentric but loveable Mrs. P reads classic children's stories. (Best for older preschoolers and school-aged children.)


■ **Common Sense Media**

www.common sense media.org/media-babies-and-toddlers-tips

Next time you browse (while the children are sleeping), you might want to watch this helpful three-minute video for more ideas.

For more tips on child-friendly ways to tap the learning power of today's technology, contact Carol A. Mayer, Wayne RESA Instructional Technology Consultant at (734) 334-1423 or mayerc@resa.net.

31 Days of Activities to Nurture a Reader

1	2	3	4	5	6	7
Make a "Feel Book" with your child. Glue different kinds of fabrics or materials to each page. Talk with your child about the different textures.	Ask your child to name two friends and encourage him to tell you what makes them special.	Make up a song using your child's name. Encourage him to come up with a song using your name.	Read a book that your child chooses. Encourage your child to comment on the story and pictures as she wishes. After reading with your child, encourage her to re-enact a part of the story.	Help your child to stay organized by helping to clean her closet using plastic tubs and bins, then label them for continued organization.	Make up the beginning of a story and ask your child to add to it. Encourage his contributions.	Keep a simple weather journal with your child this week. Have your child illustrate sunny or rainy days with simple drawings of a sun or raindrops.
8	9	10	11	12	13	14
Ask your child to tell you a story about her favorite stuffed animal.	Explore maps with your child (i.e. state map, city map- there may be one located in the front of your yellow pages). Locate where you live and other places that you know.	Play Simon Says with your child. Give directions using words like "behind," and "between." (i.e. Simon Says stand beside the couch). Allow your child to also be Simon and you follow her directions.	Read a book that your child chooses. Have her note the numbers of the pages and say them.	Ask your child for ways to change the song, "If You're Happy and You Know It," to include other feelings and actions: "If you're angry and you know it, shake your head."	Let your child tell you a bedtime story tonight. Listen to your child and encourage by asking, "...and then what happened?"	Take your child to the post office. Let her mail a letter. Talk about what you are experiencing.
15	16	17	18	19	20	21
Go for a "bird walk" with your child. Look for different birds and listen for their sounds. Imitate the different sounds that you hear.	Make a book with your child. You may include such materials as hole punches, staplers, glue, markers, magazines, and paper. Encourage him to draw and dictate his story. Help him write his dictations if needed.	Play "I Spy" with your child to find objects nearby that begin with a particular sound. For example, "I see something on the table that starts with the /v/ sound (vase). Allow your child to take the lead by being the spy also.	Read a book that your child chooses. If your child has difficulty listening to stories, it is often helpful to speak slowly, to repeat phrases or sentences, and when necessary, use pictures to illustrate the meaning.	Tell stories to your child about when she was a baby. Show her pictures and encourage her to ask questions.	Make toothpaste with your child by mixing together the following: 4 tsp baking soda 1 tsp of salt 1 tsp of water and a drop of food flavoring extract, such as mint or orange if you have it. Test it out!	Go to the library with your child and help her choose a book to take home.
22	23	24	25	26	27	28
Make puppets with your child. You can use small paper lunch bags and crayons and include items for pasting. Encourage your child to make his puppet talk with yours.	Look through a photo album or pictures with your child. Ask your child to tell you about the things that are happening in the pictures. Listen as your child describes things in his own words.	Use paper and crayons to make special cards. Encourage your child to write a message. Remember to accept your child's efforts and help if asked. Mail/deliver these special cards.	Listen for sounds outside with your child. Ask your child to talk about the sounds and where they might be coming from. Encourage your child to describe all the things they feel or experience (i.e. rough trees, blowing wind, slippery mud, smooth stones).	Make cookies together. Provide time and support for your child to explore and gain skill with the cooking utensils and ingredients.	Make play dough with your child: 1/2 cup salt 2 T cream of tartar 3 drops food coloring 1 cup Hot Water 2 T vegetable oil 2 cups flour Mix ingredients in the order listed. Knead the dough with your child.	Read a book that your child chooses. While reading, run your index finger under the line of print. This helps children begin to notice words and their meaning as well as the conventions of reading (e.g., reading from left to right and top of the page to the bottom).
29	30	31				
Make muffins with your child today. Let her choose the kind of muffins you make.	Have your child make up a story from a picture. Cut out pictures from magazines or cards.	Have your child name animals or vehicles of transportation and then ask her to imitate the sounds they make.				



WAYNE COUNTY HEALTH & FAMILY SERVICES HEAD START

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