



## At-Home Activities

### KINDERGARTEN LITERACY READINESS: EARLY EMERGENT READER STAGE

Parents or Guardians, here are some beneficial and fun activities you can do at home to help your child become more successful in reading. Short sessions seem to work best, and these simple activities can be worthwhile and enjoyable for both your child and you. Being successful in reading can help your child do well all through the school years.

ACTIVITY	SKILL ACCESSED
Read aloud to your child. As you are reading, model reading by pointing with your finger. Follow the words with your finger from left to right as you read them. Talk about what you are doing as you move your finger along. After reading, talk about the story: "What did you like about the story? Who were the characters?"	Hold a book upright and know that printed text is read from left to right.
Play peppy music and model the movements you call out, such as: "Move your hands up, jump to the right, squat down," etc. Learning about these concepts by moving helps your child understand words that indicate direction.	Track printed words from left to right and top to bottom on a page.
Set up a pretend grocery store. Help your child make labels for things (for example, apple, milk, jam). Count out the letters with your child and help him or her tell which word is the shortest and which is the longest?	Compare the lengths of different words based on how many letters they contain.
Help your child create a sign with his or her name on it. Decorate the letters with items such as beads, glitter, buttons, etc. Go over his or her name, pointing out the letters and whole word (for example, "Your name is Sally. Here is the word Sally. See? It begins with a capital letter S. I can see the letter a too. Can you find the letter l? How many l's do you see?").	Distinguish letters from words.
Sing songs like "The Alphabet Song" to help your child learn the alphabet, and songs like "One, Two, Buckle My Shoe" to help your child learn numbers. Say a letter or number and ask your child to tell you which one it is (for example, "Is A a letter or a number? How about 3?").	Distinguish letters from numbers.
Sit with your child and say simple two- or three-word sentences (for example, "I sat. We had fun.") As you say a sentence, clap your hands each time you say a word. Ask your child to clap with you.	Clap the number of words in a given sentence.



PARKLAND SCHOOL DISTRICT  
*Educating for Success, Inspiring Excellence.*

ACTIVITY	SKILL ACCESSED
<p>Play an alphabet matching game. Create alphabet cards with an uppercase (capital) letter on one card and its matching lowercase letter on another card. Start out with just a few matches. Place the cards face down and take turns turning over two cards with your child. If the two letters are a match, for example, A and a, the player keeps the match and has another turn. If the letters do not match, place the cards back down and the other player has a turn.</p>	<p>Distinguish between the shapes of upper- and lowercase letters.</p>
<p>Enjoy an alphabet book with your child (the local library probably has a good selection of alphabet books). As you read through the book, encourage your child to point out the various letters.</p>	<p>Identify the letters of the alphabet.</p>
<p>Give your child some play dough. Sit with him or her and write out one of the letters of the alphabet. Show your child how to roll out the play dough to form the letter. Say the letter name as you help your child form the letter.</p>	<p>Name most letters of the alphabet.</p>
<p>Share several nursery rhymes or rhyming stories with your child (for example, “Humpty Dumpty,” “Jack and Jill,” or Dr. Seuss books). As you share the books, talk about which words sound the same (for example, wall and fall both have the sound –all; Humpty and Dumpty both have the sound –umpty). Ask your child to find words which rhyme and to come up with other rhymes. For example, “I hear the same sound in Jill and hill. Can you think of another word with the sound -ill?”</p>	<p>Recognize and produce rhyming sounds in words.</p>
<p>Begin the letters that have the most highly recognizable sounds (for example, sounds which your mouth can “feel,” such as /m/, /s/, /f/, /t/). After choosing a target letter, choose one item from your home which begins with that sound (for example, a mitten for /m/) and place it in a shoe box. Help your child search through the house for other items which begin with that same sound, for example, a magazine, a monkey, etc). Talk about the beginning sound as the item is placed into the shoe box. Continue with other letter sounds.</p>	<p>Say the correct sound for the first letter of familiar words.</p>
<p>Cut out pictures of common objects from a magazine (for example, apple, book, cup, dog, etc.). Using note cards, write down the alphabet, one letter to a note card. Place the note cards on a flat surface and encourage your child to put the picture of the item under its correct beginning sound: for example, the apple under A, book under B, cup under C, dog under D, etc.</p>	<p>Link an initial sound to the corresponding printed letter.</p>

ACTIVITY	SKILL ACCESSED
<p>Say familiar nursery rhymes with your child (for example, "Humpty Dumpty" or "Jack and Jill"). Tell your child that you are going to say the nursery rhyme "Jack and Jill" with a "Silly Same Starting Sound." Say, "Back band Bill bent bup ba bill, bo betch ba bail bof bater. Back bell bown band broke bis brown band Bill bame bumbling bafter." Say it again with a different beginning sound. Ask your child to join in and then see if he or she can say the rhyme with a different beginning sound.</p>	<p>Produce groups of words that begin with the same initial sound (alliteration).</p>
<p>Use a familiar picture book. Find a picture of something that has more than one syllable, such as monkey. Say the word. Repeat the word, this time clapping for each syllable: mon-key. Ask your child to clap the word out too. Then ask your child to pick out another picture, say its name, and clap out its syllables. Variations can include hopping or tapping instead of clapping.</p>	<p>With modeling and support, identify, blend, and segment syllables in spoken words.</p>
<p>Help your child create his or her own name card, using materials from around the house (beads, feathers, buttons, etc.). Write your child's name on his or her artwork. Make name cards for things your child finds important, such as the door to his or her room, his or her own books, or his or her chair at the table. Ask your child to go on a name hunt, trying to find where you have placed these name cards.</p>	<p>Recognize own name in print.</p>
<p>Using play dough or another type of modeling clay, help your child create the letters in his or her name. Encourage him or her to trace over the letters. Lightly write your child's name in pencil on an index card. Using white glue, trace over the letters and let the glue dry completely. Give the card to your child and allow time for him or her to trace over the bumpy letters to get a feel for how the letter is formed.</p>	<p>Write one's own name.</p>
<p>While running errands with your child, point out various words on signs, for example, on gas stations, on Stop signs, on chain stores). On another trip, play "I Spy," and encourage your child to find the signs (for example, "I spy a big, purple letter G. Can you find it?")</p>	<p>Read and tell the meaning of familiar signs and symbols in or from the environment.</p>
<p>Using index cards, draw a simple picture and its name (for example, draw an apple with the word apple beneath; draw a tree with the word tree beneath). Carefully cut the cards apart, separating the word from the picture. Lay all of the cards on a flat surface, face up, and encourage your child to match each picture with its word.</p>	<p>Associate words with pictorial representations.</p>

ACTIVITY	SKILL ACCESSED
<p>Find various objects in your home which can be sorted into categories, for example, various coins. Use an empty egg carton to help your child place the same kinds of objects together in a section. Have your child sort other items by size or color or shape.</p>	<p>Determine categorical relationships.</p>
<p>Get a small box. Use a token such as a button or a small toy, and ask your child to place it on top of the box. Next, ask your child to place the button in other areas relating to the box (for example, under, next to, behind). Once your child has a good understanding of the position words, switch roles and ask him or her to give you directions on where to place the item.</p>	<p>Understand position words.</p>