

## Rhyming

**Objective:** TS Gold 15a; ELDS LL6

**Materials:** ELA Resource C

**Directions:** Tell your child that you are going to play a rhyming game. Remind your child that rhyming words sound alike. Give some examples hit/bit, sat/rat, shake/rake, etc. Have your child pick a rhyming card from the cards provided in ELA Resource 3. In example, the child chooses a card with a hat. Ask your child, "Can you find something on the rhyming mat that rhymes with hat?" Help your child by naming the items on the rhyming mat. "Does hat and pig sound alike? What about hat and bat? What about pig and wig?" Praise your child for any progress.

**Bat-** hat, mat, rat

**Ten-** men, pen, hen

**Pig-** wig, dig, zig

**Bug-** mug, jug, rug

**Extend the Lesson:** Encourage your child to find things in their environment and then generate a word that rhymes. If rhyming is a difficult skill for your child talk about the rhyming items, read books with rhyming words and sing songs with rhyming words. Point out things that rhyme in your everyday environment. Make a video of you and your child discussing rhyming words for his or her teacher.

**Additional Resources:**

*Songs*

- *I Love to Rhyme* by Jack Hartmann on YouTube
- *Rocco the Rhyming Rhino* by Jack Hartmann

*Books*

- *Chick's Sick* on YouTube

### Pet Beginning Sounds

**Objective:** TS Gold 15b-Alliteration; ELDS # LL6

**Materials:** ELA Resource A and ELA Resource B

**Directions:** Your child will use the Pet Beginning Sound mats and letter cards to complete this activity. Your child will say the object, isolate the beginning sound, find the matching letter and place it in the box under the picture.

**Extend the Lesson:** Seesaw activity from the child's teacher.

**Additional Resources:**

- See It, Say It, Sign It Letter Sounds - Jack Hartman YouTube

## Syllable Counting

**Objective:** TS Gold 15c; ELDS # LL6

**Materials:** ELA Resource D and Crayola dry erase marker

**Directions:** The child will say the word to identify what's in the picture. The child will say the word again clapping for each syllable in the word as she or he says it aloud. The child will then write the amount of times they have clapped into the box next to the picture. For example: ant: 1, volcano: 3, mushroom: 2, monkey: 2, kite: 1, pear: 1, tomato: 3, pumpkin: 2, octopus: 3, umbrella: 4, robot: 2, zoo: 1.

**Extend the Lesson:** Your child can come up with additional words/favorite words and guess how many syllables are included in the word then clap out the syllables to determine if his or her prediction was accurate. Your child can gather some of their favorite toys/items from the house and clap out the syllables in the words. Make a video of your child clapping out and or identifying syllables for his/her teacher.

### **Additional Resources:**

- Learn Syllables- Clap, Stomp, and Chomp by Jack Hartman

## Letter and Letter Sounds

**Objective:** TS Gold 16a, 16b; ELDS LL5

**Materials:** Uppercase and Lowercase letter cards, ELA Resource A

**Directions:** Have your child explore the alphabet cards beginning with the letters in his or her name. Talk to your child about the characteristics of each letter and the sounds of the letter in various words. Ask your child to trace the letters with their fingers. Once they have had time to "play" with the letters, shuffle the cards and have the student find the letters in his/her name and put them in order.

**Variations:**

- have your child sort into 2 piles-upper and lowercase
- have your child create letters using playdoh
- make a letter sound and see if the student can find the corresponding letter.

**Expand the Activity:** Have your child name the letters as they find/create them. If your child does not know letter sounds, you can make the sound as the letter is identified. For reinforcement, talk about the letters and their sounds as they occur in everyday life (ex. signs, boxes, menus etc.)

**Additional Resources:**

Books

- Chicka Chicka Boom Boom on YouTube
- LMNO Peas on YouTube

## Read a Story

**Objectives:** TS Gold 17a 17b 18a; ELDS LL1(4.1) LL3(4.1)

**Materials:** Book from home

**Directions:** Ask your child to find a book to read. Talk about the front cover of the book and the back cover of the book and discuss the pictures on the book. Mention the name of the author and the illustrator. You can also have your child predict or tell you what they think the book will be about based on the pictures. Read the book with your child and be sure to point to each word with your finger as you read. Identify things in the pictures as you read, and encourage the student to turn the pages. After you read the story, encourage your child to retell the story and answer simple questions about the characters in the stories and what happened to them. Praise your child for their work!

**Extend the Lesson:** Later in the day refer back to the story and see if your child can recall what you read. You can also have them draw a picture about the story or act out a part of the story. At bedtime, look at the book again and allow your child to reread the book to you using the pictures. Video your child rereading the book for his/her teacher.

**Additional Resources:**

- *Green Eggs and Ham* read aloud by William Patterson on YouTube
- *Polar Bear, Polar Bear* on YouTube
- *The Very Hungry Caterpillar* on YouTube
- *Brown Bear, Brown Bear, What Do You See* on YouTube



## Story Sequencing

**Objective:** TS Gold 18c; ELDS # LL4

**Materials:** ELA Resource E

**Directions:** Read or tell the story of *The Three Little Pigs*. Have your child use the picture cards to sequence the story.

**Extend the Lesson:** Seesaw activity

**Additional Resources:**

- *The Three Little Pigs* on YouTube

## Story Retelling

**Objective:** TS Gold 18c; ELDS LL4

**Materials:** ELA Resource F

**Directions:** Read or tell the story of The Three Little Pigs to your child. Have your child use the photo props to retell the story.

**Extend the Lesson:** Seesaw activity. Have your child create props for another story and retell using the created props.

### **Additional Resources:**

- The Three Little Pigs on YouTube

**Writes to Convey Ideas and Information**

**Objective:** ELDS #LL7(4.2) Use a combination of drawings, dictations, and/or writing in response to a text read aloud or to tell about a life experience or event.

TS 19b Demonstrates Writing Skills

**Materials:** Paper, colors or markers

**Directions:** Talk to your child about a story you read or an activity you did at home. Say, "Let's draw a picture to tell about what we did/read." Encourage your child to draw a picture about their experience. Have them talk about what they are drawing and have them write their name on the picture. They can also label their picture with letters if they can write letters. Draw a picture along with your child and label what you have drawn. Praise your child for their work! Hang the picture up in your home.

**Extend the Lesson:** Allow your child to spell his/her name as he/she writes it. Encourage your child to identify the letters in his/her name. Allow your child to take some fun photos and print out the photos. Then, tape/glue the photo to a sheet of paper and you and your child can write a story about the photo. Take a picture of your child's drawing/writing for his/her teacher.

**Additional Resources:**

- Barney Spell My Name Song - YouTube