

# FAMILY WORKBOOK

The family workbook is a learning tool for the Sample CLI Curriculum Lessons for you and your child to use at home. The workbook includes activities your child can do *independently* following an online lesson with their teacher. Their teacher will explain the independent activity and direct your child to find it in the workbook. Keep in mind that your child may still need your help to locate and complete the activity. Once your child has completed their independent activity, **take a picture of their work and send the picture to the teacher.** This will allow their teacher to assess what the next steps are for your child's learning.

Each activity will list the learning domain, teacher's lesson, instructions for your child, and materials. Some activities can be completed in the workbook and some activities will be completed on blank paper.

The workbook includes four (4) weeks of activities. Each week has six (6) independent child activities.

Activity #1- Book Reading

Activity #2- Literacy

Activity #3- Literacy





Activity #4- Math

Activity #5- Math

Activity #6- Shared Writing

Each week also includes at least two (2) family activities you can do together with

Here are some common symbols your child will see and what they mean:

	Draw or color
	Write
	Use blank paper
	Family Activity

The workbook also includes some *optional* activities from the *CIRCLE Activity Collection: Family*. These are activities you and your child can do together to extend their learning! These activities align with work that your child is doing and lessons they are learning. Additional information with materials, directions, and helpful tips are also included. More family activities can be found at the end of this workbook.

# WEEK 1

## Activity #1- Book Read Aloud

Teacher's lesson: [Teaching Vocabulary Before a Read Aloud](#)

Materials:

crayons

blank paper



On blank paper, draw a picture of 2 new words you learned from the book.

## Activity #2- Literacy

Teacher's lesson: [Segmenting Syllables - Themed Words](#)

Materials:

crayons



Color the boxes for the number of syllables in each word.



hat

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sunglasses

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starfish

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# WEEK 1



## Syllable Clapping

In this activity, you will help your child to identify syllables in spoken words by clapping for each syllable. Being able to hear and identify syllables will help your child learn to read and spell.

LEARNING AREA(S): LANGUAGE AND COMMUNICATION, MATH

### MATERIALS

- None

### LET'S PLAY

Think of a simple word your child would know (for example: *table, fork, baby*).

Introduce the game to your child by saying something like: "Let's play a word game. I am thinking of the word 'baby.' We are going to clap the number of parts in the word 'baby.'"

Show them how to clap one time as you say each part or syllable: /ba/ (clap) /by/ (clap). When clapping out syllables, hold your hands wide apart when you are saying the syllables. Making a "big clap" helps children to hear and see the number of syllables. Try to have your child clap and say the syllable at the same time.

Now try it with words that have different numbers of syllables. Examples:

One syllable words: *fork, knife, spoon, car, straw, door*

Two syllable words: *table, window, cracker, napkin, pizza*

Three syllable words: *banana, strawberry, lemonade*

To introduce variety in this activity, change clapping to tapping on the table, drumming on a drum or a large upside-down bowl, or doing one jumping jack for each syllable.

### TIPS

- Have your child put their hand under their chin and say the word slowly so they can feel when their chin goes down. Be sure to explain that each time their chin goes down, they're saying another part of the same word.
- When clapping out syllables, hold your hands wide apart when you are saying the syllables. Making a "big clap" helps them to hear and see the number of syllables.
- Try clapping for each syllable in the names of family members, things you see around the room, or silly words that make you and your child laugh!

# WEEK 1

## Activity #3- Literacy

Teacher's lesson: [Segmenting Syllables - Names](#)

Materials:  
crayons



Color the boxes for the number of syllables in your name.

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## Activity #4- Math

Teacher's lesson: [Show Me the Number](#)

Materials:  
pencil



Circle the number in each box.

3 c S j a	z 5 c p H
f b c E 1	m R 8 g c

# WEEK 1



## Letter or Number?

The child will distinguish between letters and numbers, helping to reinforce recognition of both.

LEARNING AREA(S): READING AND WRITING, MATH

### MATERIALS

- Magnetic numbers and uppercase letters, or foam letters and numbers
- Cookie sheet or table

### LET'S PLAY

Place about 10 numbers and letters (mixed together) on the table or cookie sheet in front of your child. Have him sort them into two categories: numbers and letters. To begin, you can hold one up and identify it for your child, or ask them if it is a letter or a number, and which letter or number it is.

If you are using a cookie sheet, your child can sort the numbers to the top of the sheet and the letters to the bottom (if the numbers and letters are magnetic, they will easily slide up and down).

### TIPS

- If your child is having trouble, it would be helpful to first identify each letter and number and start with a small number of each (for example, three numbers and three letters) and work up to more.
- Note that some letters may resemble numbers and vice versa (for example "l" and "1", "E" and "3"). You might want to start with those in each category that are most distinct (the least confusing) and then point out the similarities and differences between those that may confuse your child.
- If your child has mastered sorting numbers and uppercase letters and is ready for a challenge, add lowercase letters to the mix! Encourage them to sort uppercase letters, lowercase letters, and numbers.
- You can also use different containers for sorting letters and numbers, for example two buckets, or a bowl and a plate, or a toy dump truck and a box with a lid. After separating all of the numbers and letters, your child can dump one pile into the other pile to mix them all up and play the game one more time!

# WEEK 1

## Activity #5- Math

Teacher's lesson: [Teaching About Shapes Through Read Alouds](#)

Materials:

crayons

blank paper



On blank paper, draw 3 shapes you saw in the book.

## Activity #6- Shared Writing

Teacher's lesson: [People Write in Different Ways](#)

Materials:

crayons

pencil

blank paper



On blank paper, draw or write about your family using pictures, symbols, or words.

# WEEK 2

## Activity #1- Book Read Aloud

Teacher's lesson: [Story Elements: Events](#)

Materials:  
crayons



Draw a picture of what happened at the beginning, middle, and end of the story.

BEGINNING

MIDDLE

END

# WEEK 2



## Be a Storyteller

In this activity, your child will use pictures from a book to retell a story.

**LEARNING AREA(S):** LANGUAGE AND COMMUNICATION, READING AND WRITING

### MATERIALS

- A children's picture book (one with characters and a clear plot: beginning, middle, end)
- Chair for the storyteller (optional)

### LET'S PLAY

Begin by sitting with your child and saying, "Let's pretend to be storytellers. When we retell a story, we want to say all the important things that happened in the book. We can talk about the people or animals in our story. They are called characters. We can also talk about the setting of our story, or where the story takes place."

Read the book aloud. Next, have your child sit in the storyteller chair or on your lap and retell the events in the story.

Help your child remember as much as possible about the characters, setting, and major events by asking questions such as, "Who are the characters in our story? Where did this take place? Do you remember what happened first"?

Your child can also look at and show you the pictures in the book to help them retell the story. If your child isn't sure where to begin, look at the first page of the book together and ask what happened at the beginning of the story. Let them use the book as much as they need to help them retell the story.

### TIPS

If you have a pet in your home or a baby sibling, you can invite your child to retell the story to the pet or to the baby. Even though they won't understand the words, they may be drawn to your child's voice and your child may enjoy this practice. Children can also tell stories to dolls or stuffed animals.

- If your child likes to draw, they could extend this activity by drawing their favorite scene from the book. You can model writing by writing your child's description of their picture.
- Look for props in your home (e.g., puppets, dolls, or objects from the story) that your child can use to help retell the story



# WEEK 2

## Activity #2- Literacy

Teacher's lesson: [Listen for the Rhyming Words](#)

Materials:  
pencil



Circle the pictures if they rhyme. Put an X on the pictures if they do not rhyme.



king



ring



fly



clock



moon



spoon

# WEEK 2

## Activity #3- Literacy

Teacher's lesson: [Teddy Bear, Teddy Bear](#)

Materials:

crayons

blank paper



Go on a scavenger hunt around your house and find the objects below. On blank paper, draw a picture of what yours looks like.



sock



favorite toy



toothbrush



fork

## Activity #4- Math

Teacher's lesson: [Patterns \(with snap cubes\)](#)

Materials:

crayons



Color 2 different AB patterns using different colored crayons.

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# WEEK 2



## Pattern Play

Your child will learn about patterns by following and creating simple patterns with toys and other objects.

LEARNING AREA(S): MATH

### MATERIALS

Objects that can be used to create patterns. Examples include:

- Set of two different colored building blocks (many of both colors)
- Three types of toy vehicles (car, truck, plane)
- Ice cube trays and two or three kinds of cereal or snack items
- Kitchen utensils (spoons, forks, butter knives)
- Objects found in nature (flower, rock, pinecone)

### LET'S PLAY

Explain to your child that a “pattern” is when something happens over and over or repeats itself, and that you will be making patterns using toys and other things found around the house. Start by creating a pattern for your child to follow. For example, create a pattern using toy cars in two different colors: red toy car, yellow car, red car, yellow car. Show him how to say the names of the items and their colors, and discuss how they make a pattern (e.g., red, yellow, red, yellow). Then help him figure out what color comes next.

Alternatively, a pattern can be created using different types of toy vehicles. Each vehicle can be driven or flown into pretend “parking spots” to create a pattern, such as car, truck, plane, car, truck, plane. Start with simple patterns before introducing more complex patterns. After demonstrating a couple of patterns and helping your child to continue the pattern by adding on to it, invite your child to make his own pattern for YOU to identify and follow. As he creates a pattern, it is helpful to ask him questions such as: “**What comes next?**” or “**How do you know that yellow comes after red?**” This helps him practice explaining what he knows.

### TIPS

- Patterns follow a repeatable progression:
  - ABAB (example: red, yellow, red, yellow)
  - ABCABC (example: car, truck, plane, car, truck, plane)
  - AABB (example: crayon, crayon, marker, marker; crayon, crayon, marker, marker)
  - AAB (example: goldfish, goldfish, pretzel; goldfish, goldfish, pretzel)
- Patterns can also be made using sounds or movements, such as clapping, stomping, jumping, skipping.
  - It is helpful to notice naturally occurring patterns at home, such as stripes on a shirt (red, blue, red, blue) or silverware on the kitchen table, like knife, fork, spoon. Notice patterns everywhere!!

# WEEK 2



## Activity #5- Math

Teacher's lesson: [How Many Do You Have?](#)

Materials:  
pencil



Count the stars and write the number.

## Activity #6- Shared Writing

Teacher's lesson: [Creating a Web](#)

Materials:  
crayons  
blank paper



On blank paper, draw a picture of your favorite animal.

# WEEK 3

## Activity #1- Book Read Aloud

Teacher's lesson: [Developing Print Awareness Using Big Books](#)

Materials:  
crayons



Color each box that has a word.

the	B	F
me	R	to

## Activity #2- Literacy

Teacher's lesson: [I Spy an Animal](#)

Materials:  
crayons  
blank paper



On blank paper, draw and color the mystery animal. "I spy an animal that is orange with black stripes and lives in the wild."

## Activity #3- Literacy

Teacher's lesson: [Digging for Sounds](#)

Materials:  
pencil  
crayons  
blank paper



On blank paper, write each letter and say the letter sound. Then draw a picture that begins with each letter sound.

Tt

Mm

# WEEK 3



## I Spy Letters

Children will play "I Spy" with letters in words displayed in their surroundings. This activity will reinforce letter knowledge and letter sounds in a fun way.

**LEARNING AREA(S):** READING AND WRITING

### **MATERIALS**

- Sunglasses (optional)

### **LET'S PLAY**

While in the house, in the car, out doing errands, or in the community (somewhere with printed material displayed), introduce the activity: **"We are going to play I Spy Letters. To spy something means to see something. As we play this game, we will look all around and find letters. I will go first to show you. I spy the letter 'S.' Do you see the letter 'S' anywhere?"** Have your child look around until he locates the letter. If he needs help, you can give clues about where to look for it.

Then say to the child, **"Now it's your turn to pick a letter that you see."** If your child is hesitant, give him the words to say to start (**"Say, 'I spy the letter . . .'"**)

### **TIPS**

- When your child is old enough to sequence alphabet letters in order, you can start this game with A first, and after finding an A, look for a B, and so on to try to complete the whole alphabet!
- A variation on this activity is to have your child find something in his surroundings that begins with a certain letter, for example, a cat. Then he would say, "I spy something that begins with the letter C, or the sound, /ck/." Then you or others can guess the object.

# WEEK 3

## Activity #4- Math

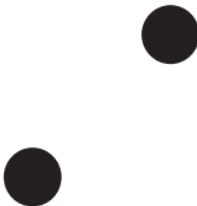
Teacher's lesson: [Number Recognition](#)


Materials:  
pencil

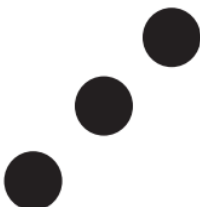


Count the dots in each box then write the number in the box. You can use the number line to help you find what the number looks like.



	
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# WEEK 3



## Count and Match

The child will recognize written numbers 1 to 9 and use one-to-one correspondence to count out the correct number of items

**LEARNING AREA(S):** MATH, PHYSICAL DEVELOPMENT

### **MATERIALS**

- Nine sheets of blank paper
- Markers
- Sets of one to nine small objects to count (for example, counters, bottle caps, buttons, little bears, matchbox cars, blocks)

### **LET'S PLAY**

Before beginning the activity, use the markers to draw large dots (about the size of a quarter) on nine sheets of paper. For example, draw one dot on one piece of paper and write "1" at the top, draw two dots on another and write "2" at the top, then draw three dots on another and write "3" at the top, and so on up to nine.

Next, explain to your child that you will be counting and placing the objects onto the dots. For example, say, "today, we are going to play a counting game with these papers and our toys. We have a different number of dots on each paper." Point out to your child that each paper has some dots and a written numeral that matches that number of dots.

Pick one paper and begin by saying, "now let's see if we can put one car on each dot and see how many there are." Model this activity for your child. For example, if you've chosen the four-dot card, point to the 4 at the top of the paper and say, "this is the number 4." Then place four matchbox cars on the four dots, saying "one" as you drive and park the first car on a dot, then "two" as you park the second car on a dot, and so on. Work together with your child to continue with the other cards. If your child can guess the number of dots based on "reading" the written number, that's great! If not, you can help him count the dots, and then point out the written number.

### **TIPS**

- With a younger child, you might choose to start with the one-dot card. If your child is already somewhat familiar with numbers and counting, you can pick a card at random, or ask your child which number he wants to start with.
- For younger children or those with shorter attention spans, it may be enough to work with cards 1 to 4 rather than 1 to 9, or just those your child has not yet mastered.
- Remember to praise and encourage your child to keep him interested and engaged!
- If your child is not showing interest in counting games like this one, try using a snack food such as crackers, fruit snacks, or small pretzels as the counters. Have your child play the game and count the snacks before eating them!



## WEEK 3

### Activity #5- Math

Teacher's lesson: [Simon Says Shapes](#)

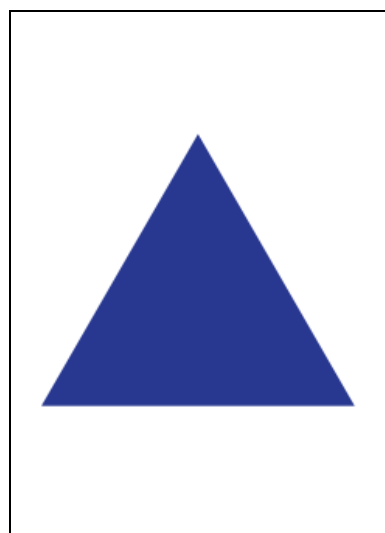
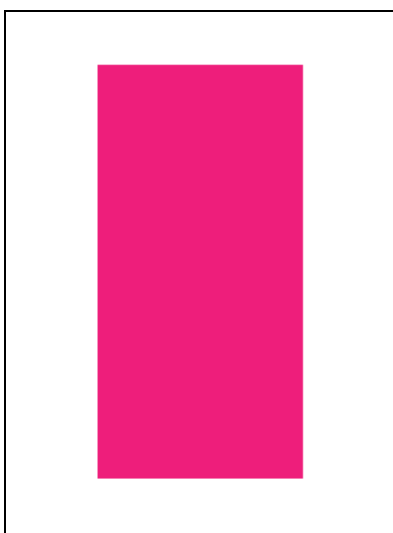
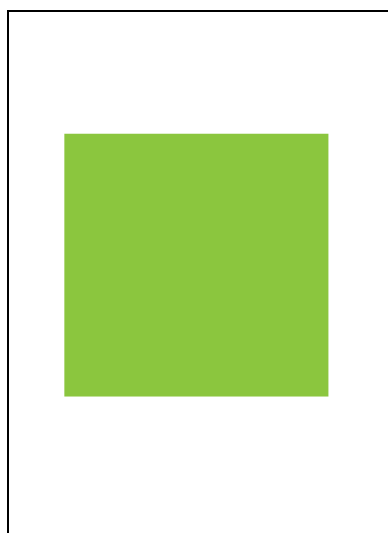
Materials:

crayons

blank paper



Say each shape then draw the shape on blank paper.



### Activity #6- Shared Writing

Teacher's lesson: : [Response to End of Theme](#)

Materials:

crayons

blank paper



On blank paper, draw your favorite thing you learned about in class.

# WEEK 4

## Activity #1- Book Read Aloud

Teacher's lesson: [Read Aloud: A Baby Rabbit Story](#)

Materials:

crayons

blank paper



Look around your home for something tiny. On blank paper, draw a picture of the tiny thing you found.

## Activity #2- Literacy

Teacher's lesson: [Sentence Snap](#)

Materials:

pencil



Draw a circle around each word in the sentence.

Rabbits have fluffy fur.

## Activity #3- Literacy

Teacher's lesson: [Words, Words, Words](#)

Materials:

crayons

blank paper



On blank paper, draw a picture of something that has the same beginning sound as your name.

# WEEK 4



## Same Sound Object Matching

In this activity, children will use listening skills to determine whether two objects have the same beginning sound.

**LEARNING AREA(S):** READING AND WRITING

### **MATERIALS**

- basket or bin
- 10 household objects (5 pairs of objects with the same beginning sound), such as:

cup/key	sunglasses/socks	fork/funnel	rock/ring	jar/jacket
hat/hanger	pen/pot	tie/tablecloth	box/book	magazine/mirror

### **LET'S PLAY**

Sit with your child on the floor and take the items out of the basket. Together, name each one so that your child is aware what each is called. Say, **"We are going to play a game to find pairs of objects that start with the same sound. Listen carefully to see which of these objects has the same beginning sound."**

Spread the objects out and select two objects that start with the same sound, for example, a cup and a car. Emphasize the /k/ sound of each word. Ask your child to repeat the words. Say, **"Do these start with the same sound?"**

Next, select two items that do not start with the same sound, for example, a boat and a flower. Emphasize the beginning sound of each word. Ask your child to repeat the words. Say, **"Do these start with the same sound?"**

Continue to encourage your child to match the objects that have the same beginning sound.

### **TIPS**

- If your child does not seem to recognize the beginning sounds of words or is unable to isolate those sounds, you will need to emphasize them as you name each object (e.g., "c-c-cup," "mmm-magazine," "fff-fork").

# WEEK 4

## Activity #4- Math

Teacher's lesson: [Which Is Longer?](#)

Materials:

crayons

blank paper



On blank paper, draw a picture of a long carrot, a longer carrot, and a longest carrot.

# WEEK 4



## Line Up Snakes!

In this activity, your child will use pieces of yarn as “snakes” to practice the math skills of comparing lengths of objects and arranging them in order.

LEARNING AREA(S): MATH

### MATERIALS

- Pieces of yarn cut into different lengths
- Table, tray, or other flat surface

### LET'S PLAY

Before beginning, cut some yarn into different-length pieces. You can start with about four different lengths and then add more once your child gets the hang of this game.

Put the yarn pieces on the table or tray, say, **“Look, these are my yarn snakes! Some of them are short and some are longer.”** You can pretend to make the snakes hiss or wiggle. You can also pretend they are worms or caterpillars instead of snakes, if your child prefers. Next, talk about putting the “snakes” in order of length: **“Let’s see if we can make our snakes line up next to each other in order of their lengths. Let’s start by picking two snakes to compare.”**

Your child can then pick two pieces of yarn. Show your child how to make the “tails” of both snakes be right next to each other so they have the same starting point. Then smooth out each “snake” to its full length and see which one is longer. Once your child compares and lines up the first two snakes, have him pick another one. Help him compare the length of the new “snake” to the others and figure out where it belongs in the line-up, in order from shortest to longest snake.

One by one, add each new snake to the line-up according to its length. When all of the snakes are lined up by length, celebrate your child’s accomplishment! The snakes can have a dance party where they all wiggle together and get out of order again. If your child wants to play again, he can re-order the pile of snakes.

### TIPS

- Your child can arrange the “snakes” vertically on the table or tray (with “tails” close to them and “heads” farther from them) or horizontally (“tails” to the left and “heads” to the right). Just make sure that all the snakes are lined up next to each other, not laid end to end in one long line.
- Help your child learn measurement vocabulary words by using words such as compare, short, shorter, shortest, long, longer, and longest during this activity.
- If you don’t have yarn, you can also play this game by cutting plastic straws to different lengths.
- To make this game easier, make the yarn pieces very clearly different lengths. To make the game more challenging, make the yarn pieces closer in length to each other, and add more pieces.

## WEEK 4

### Activity #5- Math

Teacher's lesson: [Number Line Dance](#)

Materials:

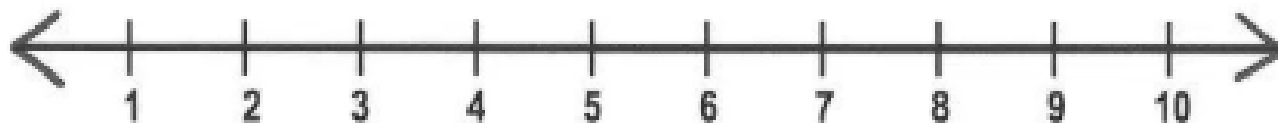
none

Say the number then use the number line to count to that number.

8

6

3



### Activity #6- Shared Writing

Teacher's lesson: : [Remember When](#)

Materials:

crayons

blank paper



On blank paper, draw a picture of your favorite memory.

## All by Myself

You will read a picture book with your child about doing things independently, and then make an “all by myself” train out of paper.

**LEARNING AREA(S):** READING AND WRITING, SOCIAL AND EMOTIONAL

### MATERIALS

- Children’s book with the theme of doing things independently (suggestions: *All by Myself* by Aliko or *All By Myself* by Mercer Mayer)
- Colored construction paper OR printable train template (available through the Download Resources link)
- Scissors
- Tape that is safe for walls
- Markers or crayons

### LET’S PLAY

Prepare for this activity ahead of time by cutting out a train engine from construction paper or printed templates, as well as five to eight rectangular train cars.

Read aloud to the child the book that you have selected. Talk with your child about the story as you are reading: What is the child in the book doing? What things can your child do by herself? What things do they still need help with?

After you finish reading the book together with your child, explain that you are going to make an “All by Myself” train to show all the things your child has learned to do. Next, help your child start thinking of all the things they have learned to do by themselves (you might use the book for ideas). Write each one on a paper train car. Then connect the cars to make a long train and attach it to the wall in your child’s bedroom or another chosen location.

Over time, you and your child can add more train cars as they learn to do more things on their own!

### TIPS

- Your child could make some additional train cars with things they would like to do independently in the future. As they are able to do them, they can be added to the train!
- At times when your child becomes frustrated by things they can’t yet do, you can point to the train and remind them of all the things they can do.
- If your child enjoys this activity and/or is especially interested in trains, look for books about trains at your local public library!

## Silly Sentence Clap

Child will use listening skills to identify when words in a sentence have the same beginning sound.

LEARNING AREA(S): READING AND WRITING

### MATERIALS

- None

### LET'S PLAY

Sit with your child at the table or on the couch and say, "I am going to say a silly sentence that has lots of words that begin with the same beginning sound. When I say a word that has the same beginning sound, you clap your hands." If your child is hesitant, demonstrate the activity before asking him to have a turn.

Slowly say a silly sentence that has several words with the same beginning sound, and explain the rules to your child. For example, "Cars can climb through clouds... Clap as you say each word that begins with a /c/ sound. Do not clap when you say the word through since it does not start with a /c/ sound." Next, repeat the silly sentence and ask your child to clap when he hears the words that begin with /c/ sound.

Use the silly sentences below to practice more beginning sounds, or you can create your own. Say each sentence once, then repeat it slowly to help your child listen for words that begin with the same sound:

Colby cooked cupcakes.  
Kids kiss little kittens.  
Babies bounce balls, balloons, and bananas.  
The dirty dog decided to deliver donuts.  
The furry fox fell into the fountain.  
Happy hens hop to the house.

Little Lucy licked lemon lollipops.  
My mommy makes meatloaf with mud.  
Pick up the penny and put it in the purple pot.  
Rabbits race with rhinos to the river.  
Tiny trucks try to tumble.

### TIPS

- It may be helpful at first to overemphasize the beginning sound so that your child clearly hears it.
- If your child has a name that begins with a consonant, use that letter first when creating silly sentences (e.g., "Jayla jumps on jelly beans.")



## Guess the Word!

Your child will try to guess simple words that you say in parts. This blending of sounds is a pre-reading skill.

**LEARNING AREA(S):** READING AND WRITING, PHYSICAL DEVELOPMENT

### MATERIALS

- Five to ten pictures of common animals/objects that are one-syllable words (bug, bus, car, dog, cat, cup, fish, etc.)

### LET'S PLAY

Begin by reviewing the names of all the picture cards so that your child is familiar with the names of the items. Tell your child that you are going to play a mystery word game. Explain that your child will be the detective and will have to figure out the word based on its parts. Next, lay out all the picture cards so that your child can see them. Say to your child, "I am going to say a word in two parts.../b/ and /ug/. /B/ and /ug/ blended together says 'bug!' Let's find the bug picture. Now, it's your turn to guess the mystery word. The parts of the next word are /b/ and /us/. /B/.../us/. What do you think that word is?" If the child guesses correctly, he can keep the card. Continue playing this game until your child has guessed all the words.

### TIPS

- If needed, repeat the word slowly, with exaggeration, and ask your child to watch your mouth and listen carefully. For example, say, "/b/.../ug/, /b/.../ug/, /b/.../ug/."
- If your child is overwhelmed by too many pictures to choose from, you can put out three pictures at a time. After they guess the word, put out three other pictures and play again.
- Once your child is good at this game, you can play it without any picture cards. Just think of a word and say the sounds for your child to blend together and guess the word.  
If your child is able, they can take a turn to look at the picture cards and break apart a word for you to guess. This is a fairly advanced skill, however, so don't worry if your child is not quite ready for this task.

## Jump A Sentence

This activity uses gross motor skills to engage children in separating a sentence into its individual words. This teaches them that words, in a particular order, convey meaning—an important pre-reading skill.

**LEARNING AREA(S):** READING AND WRITING, PHYSICAL DEVELOPMENT

### MATERIALS

- Chalk (if outside) or masking tape and paper (if indoors)

### LET'S PLAY

For an outdoor game, chalk can be used to draw a simple hopscotch pattern with numbers on the sidewalk. If indoors, write the numbers on sheets of paper and secure them to the floor with masking tape. Make the pattern to the right (1,2,3,4).

Then ask your child to take a turn by saying, **"Can you jump one space for each word I say?"** If he is unsure, repeat the sentence and put up one finger for each word that is spoken. Here are some sample sentences, but you can make up your own!

"Birds fly."

"You like trucks."

"We drink juice."

"Dad comes home soon."

"Our dog is black."



### TIPS

- Start with shorter sentences and gradually work up to longer sentences with bigger words. You can add more numbers to the hopscotch when making longer sentences.
- If using paper indoors, be sure that it is taped down so it will not slip.

## Shape Hunt

In this game, your child will use pictures and real objects to practice identifying different shapes. Learning about shapes and how to describe them will help your child with later math and science concepts. This type of visual discrimination task also helps with identification of letters and numbers.

**LEARNING AREA(S):** LANGUAGE AND COMMUNICATION, MATH

### MATERIALS

- Shapes (for example, from a shape puzzle, shape sorter, or set of blocks) or objects with different identifiable shapes; for example, a Lego (rectangle), a plastic cookie (circle), a Dorito chip (triangle), a square pillow, etc.
- Cards with matching shapes (at least including circle, square, triangle, rectangle. May also include diamond [rhombus], heart, star, etc.)
- Small bag or box

### LET'S PLAY

Gather your items of different shapes. Introduce the game to your child, for example, **"Let's play a shapes game and see what kinds of shapes can we find in our house?"** Hold up one item and ask your child, **"What is this?"** (Dorito or chip) and **"What shape does it have?"** (triangle) If your child doesn't know, show how to look at the sides (and other features) to identify the shape of the object. For example, say, **"This Dorito chip is a triangle shape. See, there are one..., two..., three sides. Triangles always have three sides."** Do this for each item to see what your child already knows.

Next, put the shape matching cards in a bag or box. Have the child pull out a card and identify the shape. Then encourage your child to find the objects that are the same shape as the shape on the card. Continue playing as long as your child is interested.

After your child masters this game, go on a "shape hunt" to look for additional items in your house that are a specific shape (e.g., **"Let's walk around and see what else in our house is shaped like a circle!"**)

### TIPS

- Some children enjoy games with questions, while others are worried about saying a wrong answer. Remember to stay warm and positive with your child, even when correcting his/her answers.
- When beginning this activity, some children may have an easier time identifying 2-dimensional shapes (like a picture of a square or a triangle puzzle piece) than finding the same shapes in the real world (recognizing that a Dorito chip is a triangle). By tracing the outline of the shape with your finger, describing it, and saying its name, you can help children focus on the important features of the shape.
- Once your child can identify 2-dimensional shapes in pictures and in real objects, you can add challenge to this activity by using 3-dimensional solid shapes (cubes, spheres, cones, cylinders). See which of these shapes you can find together in your house and/or outside!

## Shape Similarities

In this activity, children identify shapes and use their features to sort them into “like” categories. Sorting is a foundational math skill for preschoolers.

**LEARNING AREA(S):** LANGUAGE AND COMMUNICATION, MATH

### MATERIALS

- You will need multiple basic shapes in the same color and in different colors (e.g., three red, three blue, and three green triangles, circles, rectangles, and squares). You can use shape blocks (multiple sets) or cut shapes out of colored paper or cardstock.

### LET'S PLAY

Place all of the shapes into a large pile on the floor or table. Begin by identifying each shape and color.

Ask your child to put all of the circles in a pile by saying, **“Let’s find all the circles. Remember, circles have no sides and no corners.”** The child can then look through the pile to find all the circles, including those of different colors. Once he has correctly done this, return the circles to the original pile. Encourage your child to shuffle all of the shapes together with you so that they are no longer sorted; make this a fun and silly part of the game, for example **“Mix, mix, mix! Let’s mix them all up in one big messy pile!”**

After your child has sorted the pile by various shapes, say something like: **“Let’s find all of the *red* squares.”** The child can then look through the pile to find all the red squares.

Ask the child, **“I see there are some squares that were left out of this pile; why is that?”** Encourage the child to explain that although some of the others are squares, they are not red. By doing this, the child is looking at the shapes’ attributes and sorting them accordingly.

### TIPS

- As your child becomes familiar with the square, rectangle, triangle, and circle shapes, additional shapes can be added such as the star, semicircle, trapezoid, crescent, and diamond.
- To extend the activity, present your child with household objects that can be sorted by their shape attributes. For example, a square dish towel, a rectangular sponge, a circular bottle cap, or a triangular tortilla chip.

## Happy to Be Me

While discussing how people are similar and how people are different from each other, your child can begin to see that he is unique. Your child will communicate what makes him special by making a handprint drawing.

**LEARNING AREA(S):** LANGUAGE AND COMMUNICATION, SOCIAL AND EMOTIONAL

### MATERIALS

- Construction paper or cardstock
- Markers

### LET'S PLAY

Have your child place his hand on the construction paper. Trace your child's hand carefully.

Next, ask your child to name five special things about himself. For example, your child might say, "**I have blue eyes**" or "**I can play soccer.**" You might need to provide one or two examples to help your child understand. Try to include some positive aspects of your child's skills or personality, rather than just his physical features.

As he lists each thing, write them inside each finger of the handprint. If desired, your child can color them in or add small pictures.

As you work on this activity, talk to your child about how he is unique and has similarities with, and differences from, other people.

### TIPS

- A song that goes well with this activity is:  
"In this whole wide world (make a circle with two arms)  
I can clearly see (put fingers around your eyes, and look through them)  
There is only one of you (point to another person)  
And there is only one of me (point to yourself)."
- You can make this a family activity by having each family member make their hand tracing and list of special qualities, then talk about how you are all similar in some ways and different in others.
- Children love to see that their artwork and other creations are valued. Inexpensive picture frames can be found at dollar stores and discount stores, and you can frame and display your child's hand tracing or other creative work.

## Clean Up with Simon Says

In this activity, you will play a Simon Says game to help your child practice self-control and follow verbal instructions with two or three steps.

**LEARNING AREA(S):** LANGUAGE AND COMMUNICATION, SOCIAL AND EMOTIONAL

### MATERIALS

- Items to be put away

### LET'S PLAY

Make clean up time fun! Say to your child, "Let's play a game as we put away your things today. If I say the special words *Simon says*, you must do all the things I ask. If I forget to say *Simon says*, then I will do all the things I said."

"Let's practice." Example: "*Simon says*, first, put one toy car away and then put your shoes in your closet." (Use directions that work for your home.)

"Did I say *Simon says*?" Say the instructions again to help your child remember which thing to do first and which thing to do next.

Practice again without saying *Simon says*. Example: "Please put your t-shirt in the hamper. Next, put your cup in the sink." (Use directions that work for your home.) Ask your child, "Did I say *Simon says*?" If your child is not sure, repeat the instructions. If needed, remind your child that you have to follow the directions when you do not say the special *Simon says* words. If the task falls to you, ask your child to help you remember which steps to do first.

Continue the game by saying different instructions with and without the *Simon says* phrase. Some instructions may have two steps and some may have three steps if your child is ready for that challenge. If your child is having a hard time remembering two steps, try using just one-step instructions at first.

### TIPS

- Before you say a new set of instructions, have your child look at you as you say them.
- Try using words like first, then, next, and last to help your child follow multi-step instructions in a sequence.
- Another way to play this verbal instruction game might be when you are getting ready to do a family activity that requires setting things up or packing for a trip, or before you go to the store.
- It is important that you let your child know that this is a game and the Simon says rules about following directions apply only during the game.

## I'm the Star

Children and parents will practice listening and speaking skills by using a question and answer format to talk about photos and mementos from the child's life. The child gets to be the "star" and the parent "interviews" the child about his life.

**LEARNING AREA(S):** LANGUAGE AND COMMUNICATION, SOCIAL AND EMOTIONAL

### MATERIALS

- Photos of the child as a baby/toddler
- Photos of the child's family, siblings, and/or pets
- Mementos of the child's favorite activities
- Child's favorite items/toys/stuffed animals
- Clipboard or pad of paper and pen for writing

### LET'S PLAY

Together, gather items from the child's life such as photos, mementos, and favorite toys. Place the items in a large Ziplock bag or grocery bag.

Sit with your child at the table or on the floor. Have the child take out one item at a time and describe it. Follow-up with questions that start with who, what, when, where, and why. Write down the answers to these questions on a pad of paper. For example: "Mary has markers in her bag because she likes to color" or "John learned to walk when he was one year old."

After all the items have been described, you and your child can read the written sentences together.

### TIPS

- If time allows, the photos and mementos can be glued into a sketchbook or onto paper to make a "Story of Me" book.
- If the child isn't sure how to begin, you might say, "I see you have your favorite book. What is it about?" Or, "It looks like you have this stuffed cat. What's special about this cat?"

## My Favorite Things

Your child will identify some favorite things to put into a book, which helps to reinforce what makes your child special and unique. Your child can also verbalize what his favorite things are and increase his language and vocabulary skills.

**LEARNING AREA(S):** READING AND WRITING, SOCIAL AND EMOTIONAL

### MATERIALS

- Paper, 8.5 x 11", folded in half into book shape and stapled at spine (two or three pieces)
- Scissors
- Glue
- Markers
- Magazines/photographs

### LET'S PLAY

Begin by talking to your child about some of his favorite things. You can share some of your favorites and encourage your child to do the same. Explain what favorite means by saying, **"Favorite is something that is special or the thing you like the best."**

Next, using magazines, photos, printed clip-art, or pictures, your child (with your help as needed) can cut out pictures of his favorite things. These are then glued into the book. On the cover you can write "[Child's name]'s Favorite Things." Model writing for your child by writing the name of each item on its page in the book.

Finally, you and your child can look through the book together and he can talk about why each thing is his favorite.

### TIPS

- Your child may enjoy seeing his photo on the book's cover or seeing family photos included in the book.
- For older children, you can write a sentence on each page. For example, "My favorite food is...," "My favorite pet is...," "My favorite color is...," "I like...," etc. Encourage your child to help write the labels beside the pictures of his favorite things.
- You can keep this homemade book with your child's other books and read it together on occasion or before bedtime. Children often like to reread the same book over and over.