

FAMILY WORKBOOK

The family workbook is a learning tool aligned with the CIRCLE Pre-K Curriculum 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 seven (7) independent child activities.

Activity #1- Book Reading

Activity #2- Literacy

Activity #3- Literacy

Activity #4- Math





Activity #5- Math

Activity #6- Social and Emotional

Activity #7- Shared Writing

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

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.

WEEK 1

ACTIVITY #1- BOOK READ ALOUD

Teacher's lesson: [Environmental Print](#)

Materials:
pencil



Read the environmental print words. Circle your favorite one.



Activity #2- Literacy

Teacher's lesson: [Willoughby Wallaby Woo](#)

Materials:
none

Sing *Willoughby, Wallaby, Woo* using two family member's names.

Willoughby, wallaby, woo

An elephant sat on you.

Willoughby, Wallaby wom

An elephant sat on mom!

WEEK 1



Time to Make a Rhyme

In this activity, you will help your child identify rhyming words in familiar nursery rhymes and produce additional words that rhyme.

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

MATERIALS

- Nursery rhyme books, posters, and/or songs
- Bucket or pail (if acting out "Jack and Jill"), or other props

LET'S PLAY

Begin by teaching your child a nursery rhyme, such as "Jack and Jill," "Mary Had a Little Lamb," "Baa Baa Black Sheep," "Humpty Dumpty," or "Little Bo Peep". Read or recite the nursery rhyme for your child using a rhythmic voice that emphasizes the rhyming words.

Here is an example using the "Jack and Jill" nursery rhyme:

*Jack and Jill Went up the hill
To fetch a pail of water.
Jack fell down
And broke his crown
And Jill came tumbling after!*

Then say, "Let's act out this nursery rhyme by pretending to be Jack and Jill. Do you want to be Jack or Jill? Let's pretend we are climbing up a hill to get a pail of water. Then we'll fall down the hill. Let's play!" Show your child what to do and encourage her to act it out with you. This will help your child gain a better understanding of the meaning of key words in the nursery rhyme; for example, you can pretend that it's hard work to climb up a steep hill which makes you out of breath, that the pail of water is very heavy to carry, that it hurts when you hit your head or crown, and what tumbling looks like. After you have acted it out, repeat the nursery rhyme, pointing out the rhyming words. You can emphasize the rhyming words by saying them differently or using a different voice than the other words in the rhyme. As you recite the rhyme, pause to encourage your child to "fill in" the rhyming words.

After your child is able to fill in the rhyming word pairs, invite her to come up with other words that rhyme with the word pairs (Jill-hill, down-crown). Remember to point out that words that rhyme don't have to be real words; they can be nonsense words.

You can say something like, "I heard some rhyming words in "Jack and Jill." Jill and hill are rhyming words. They have the same ending sound. Say those words with me...Jill...hill. I can think of another word that rhymes with Jill and hill. It is Bill. Will you tell me another word that rhymes with Jill, hill, and Bill? (Hint: I just said the word in my last sentence.) Yes... will rhymes with Jill, Bill and hill. Let's try another one. In our nursery rhyme, the words down and crown rhyme. Jack fell down and broke his crown. They have the same ending sound. Tell me another word that rhymes with down and crown."

If child struggles, provide two choices, one correct (town, gown, or nonsense word zown) and one incorrect (pail or broke). You can act out your silly new rhyme together, for example: Jack and Jill went up the hill along with Bill who forgot his pill. They have a bucket to fill, I know they will! But Jack fell down and broke his crown. He yelled “ooh”, “ouch”, and “zown!” Then they went into town where Jill bought a gown, and they lived happily ever after!

*Jack and Jill
went up the hill
along with Bill
who forgot his pill.
They have a bucket to fill,
I know they will!
But Jack fell down
and broke his crown.
He yelled “ooh”, “ouch”, and “zown!”
Then they went into town
where Jill bought a gown,
and they lived happily ever after!*

TIPS

- Children usually begin to produce rhymes themselves when they are 4- to 5.5-years-old. Rhyming is a skill that takes lots of practice. Encourage your child to practice rhyming words by playing rhyming games any time throughout the day.
- Once your child knows how to create rhyming words, you can extend this learning by playing a family movement game. Line up members of the family to start on one side of the room. Announce a word (choose a word with only one syllable to keep it simple), and each family member takes a turn saying a word that rhymes. Every time two words rhyme, everyone can take a giant step forward (or children can choose their own special move, like a jump and twirl forward). The goal is to generate rhymes and hear enough words that rhyme to get the other side of the room by the end of the chant or story!
- Read rhyming books, such as:
 - *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.
 - *Green Eggs and Ham* by Dr. Seuss
 - *Chicka Chicka Boom Boom* by Bill Martin, Jr.
 - *Sheep in a Jeep* by Nancy Shaw
 - *Sherm the Germ* by Dr. John Hutton
 - *Clark the Shark* by Bruce Hale
- If you don't have access or aren't familiar with nursery rhymes, use songs, raps, or poems your family enjoys in order to point out rhyming words. Your child will be able recognize rhyming words more easily if it is a chant or song they are familiar with.

WEEK 1

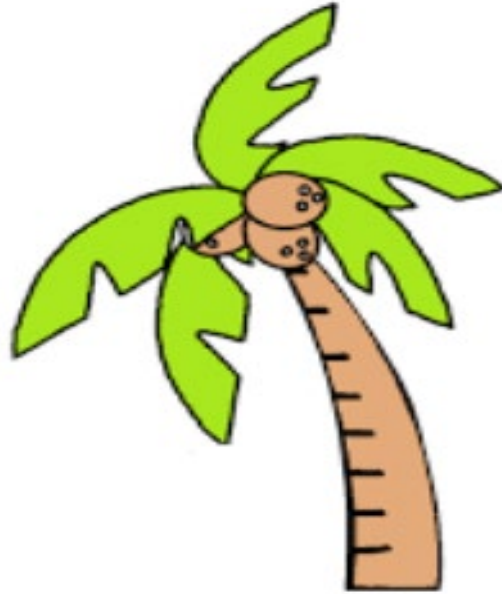
Activity #3- Literacy

Teacher's lesson: [Developing Letter Knowledge Using ABC Books](#)

Materials:
pencil



Say the letters in your name then write the letters on the coconut tree.



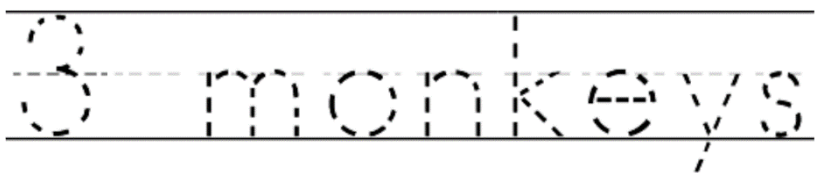
Activity #4- Math

Teacher's lesson: [Five Little Monkeys](#)

Materials:
pencil



Circle the 3 monkeys then trace the number 3 and word monkeys.



WEEK 1



Number Songs

In this early math activity, singing and chanting number songs encourage children to practice counting and subtraction skills.

LEARNING AREA(S): MATH

MATERIALS

- Items to be used as math counters (cubes, blocks, cups, colored chips, etc.)

LET'S PLAY

Together with your child, chant or sing a number song with decreasing quantities (counting backwards from five down to one). You can ask your child to hold up five fingers. As the song progresses, he can put down a finger. Alternatively, any type of math counter can be used to represent the item in the song (for example, use five cubes or five plastic cups at the start of the song and take one away for each line). Some number chants to use are:

*Five little cookies in the bakery shop,
Shining bright with the sugar on top.
Along comes (child's name) with a nickel to pay.
He buys a cookie and takes it away.
(continue with four, three, two, and one)*

OR:

*Five little ducks went out one day,
Over the hill and far away.
Mother duck said, "Quack, quack, quack, quack."
But only four little ducks came back.
(continue with four, three, two, and one)*

TIPS

- After each line you can check to see that your child understands that one is being subtracted by asking, "How many are left?"

WEEK 1

Activity #5- Math

Teacher's lesson: [What's the Same?](#)

Materials:
pencil



Circle the groups who have the same colored shirts.



Activity #6- Social & Emotional

Teacher's lesson: [Classroom Rules](#)

Materials:
crayons
blank paper



On blank paper, draw a picture of an important classroom rule.

Activity #7- Shared Writing

Teacher's lesson: [Morning Message](#)

Materials:
crayons
blank paper



On blank paper, draw what you learned in your morning message.

WEEK 2

Activity #1- Book Read Aloud

Teacher's lesson: [Introduction to a Picture Walk](#)

Materials:
crayons
blank paper



On blank paper, draw a picture of your favorite part of the read aloud.

Activity #2- Literacy

Teacher's lesson: [Can you Find Your Name for me?](#)

Materials:
pencil



Write your name on each line.

Two sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Activity #3- Literacy

Teacher's lesson: [Developing Letter Knowledge using an ABC Book](#)

Materials:
crayons
blank paper



On blank paper, draw a picture of an object that begins with the letter below.

Aa	Ff	LI
----	----	----

WEEK 2



Letter Lineup

This activity helps children recognize the letters of the alphabet, become familiar with the sounds each letter makes, and identify where in the alphabet the letter falls.

LEARNING AREA(S): READING AND WRITING

MATERIALS

- A strip of paper with the uppercase alphabet written on it, or download and print the alphabet arc (available through the Download Resources link)
- Letter magnets, uppercase plastic letter tiles, or uppercase letters cut out of index cards
- Bag that the child cannot see through

LET'S PLAY

Beginning with uppercase alphabet letters, show the child the strip of paper with the alphabet written on it. Together, sing the alphabet song and point to each letter as it is sung.

Give the child a bag of uppercase alphabet letters and say, "Today, we are going to match the letters in this bag to the letters on the alphabet strip. I want you to close your eyes, reach in the bag, and see what letter you pull out. No peeking!"

Starting with two or three letters, name the letters and have the child place them on the letter strip, either on top of or above the matching letter.

As the child is working to match each letter, ask some questions such as: "What is the first letter in your name? Can you point to that letter? What is another word that begins with the same sound as your name?" or "What is your favorite letter of the alphabet? Can you point to that letter? What is a word that begins with that letter?"

TIPS

- You can start with including only letters in the child's name in the bag since these are the most meaningful letters to a child. Have the child match letters in the bag to a name card with the child's first name written on it in uppercase letters.
 - Once children are familiar with uppercase letters, a lowercase letter strip and lowercase letter magnets/ tiles can be used.
- If the entire alphabet on one strip is overwhelming for the child, it can be broken down into segments; for example, A-H, I-P, Q-Z.

WEEK 2

Activity #4- Math

Teacher's lesson: Sort by Color

Materials:

scissors

glue



Cut out the pictures below then glue and sort them by color.

GREEN

ORANGE

PURPLE



WEEK 2



Super Sort

In this activity your child will play a game to practice sorting objects into groups of things that are similar. The objects may share several similarities; however, you or your child can choose different ways to sort the objects.

LEARNING AREA(S): LANGUAGE AND COMMUNICATION, MATH

MATERIALS:

- Shoes from family members (select shoes that can be sorted by color, size, and type of shoe)

LET'S PLAY

Say to your child, "Let's play a sorting game. We will take a look at these shoes and sort them by color. When things have the same color, we can put them together in a group." Take turns selecting a shoe and placing it in a group of similar shoes. Do this until all of the shoes are sorted by color.

After you and your child have sorted by color, put all the shoes back into a big group. Then, you can decide on another way to sort all of the shoes. They can be sorted by size. Think this part out ahead of time, so you can tell your child something like, "Next, we will sort these items by size. Let's group the items by large shoes and small shoes."

Sometimes children struggle to change from one way of sorting to the other (for example, color to size). That's okay. Gently remind them that the sorting rule has changed by saying "Oh! You just sorted by color. Remember we are sorting by size now. This is a small shoe, and it goes here. Now you try. What size is this shoe?" (Let the child respond.) "Right, so it goes here. Now you pick up a shoe and put it with the shoe pile by size that it belongs to."

TIPS

- Make room on the floor for the groups of shoes that will be sorted.
- You can also sort by type of shoe, such as slippers, flip flops, sneakers, and boots.




WEEK 2

Activity #5- Math

Teacher's lesson: [Let's Sort](#)




Materials:
crayons
pencil



Color all the  yellow,  red, and  orange. Then, count how many and write the number below.



How many?

WEEK 2

Activity #6- Social and Emotional

Teacher's lesson: [Going to School](#)

Materials:
crayons



Color how you feel today.



happy



sad



scared

Activity #7- Shared Writing

Teacher's lesson: [Morning Message](#)

Materials:
pencil
crayons
blank paper



Fill in the blank. Write what you ate for breakfast. Then, on blank paper, draw what you ate.

I ate _____ for breakfast.

WEEK 3

Activity #1- Book Read Aloud

Teacher's lesson: [Acting Out Words with Bear Snores On](#) By Karma Wilson

Materials:
crayons
blank paper



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

Activity #2- Literacy

Teacher's lesson: [Listening for Words](#)

Materials:
pencil



Draw a circle around each word in the sentence. Then, count how many words are in the sentence. Circle the correct number of words.

The bear snores.



WEEK 3



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. 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.

WEEK 3

Activity #3- Literacy

Teacher's lesson: [Words We Know - Alphabet Book](#)

Materials:
pencil



Write the beginning letter for each picture.





Activity #4- Math

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

Materials:
pencil



Count the bears in each box then circle the correct number.

	3	1
	5	2
	4	0

WEEK 3

Activity #5- Math

Teacher's lesson: [What's the Same?](#)

Materials:
pencil



Circle the boxes with the same pictures.

Activity #6- Social and Emotional

Teacher's lesson: [Our Favorites](#)

Materials:
crayons
blank paper



On blank paper, draw your favorite toy.

WEEK 3



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.

WEEK 3

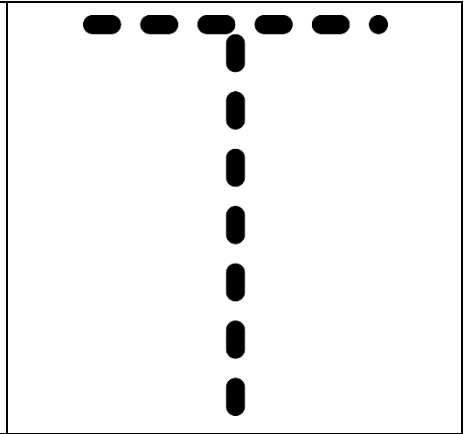
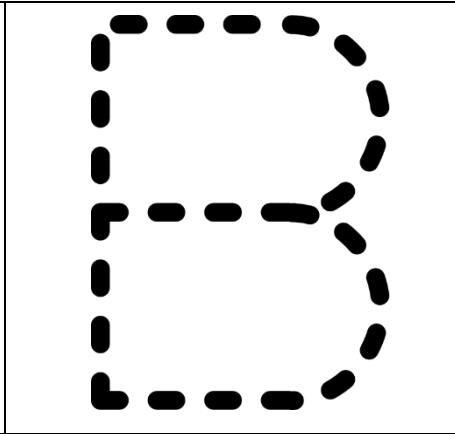
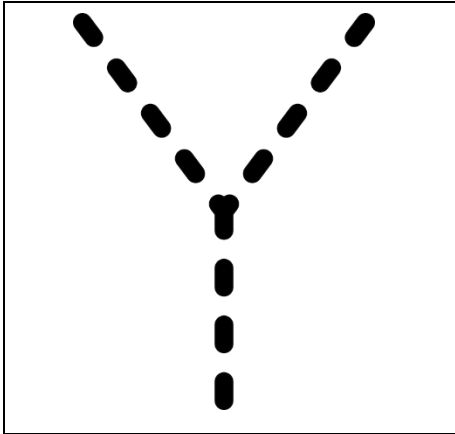
Activity #7- Shared Writing

Teacher's lesson: [Skywriting](#)

Materials:
pencil



Trace each letter.



WEEK 4

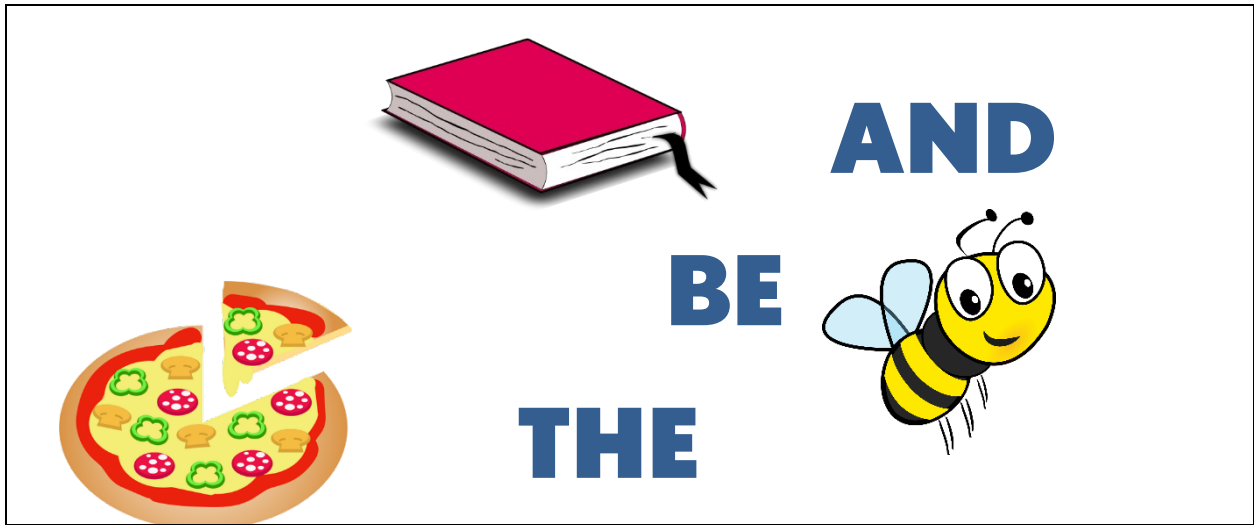
Activity #1- Book Read Aloud

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

Materials:
pencil



Circle the words in the box.



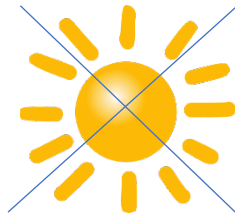
Activity #2- Literacy

Teacher's lesson: [Breaking Apart Compound Words](#)

Materials:
pencil



Name the picture in the box. Then, take away the word with the x and circle the word that is left.



WEEK 4

Activity #3- Literacy

Teacher's lesson: [Making Compound Words](#)

Materials:
crayons
blank paper



Put these 2 pictures together to make a compound word. On blank paper, draw the compound word.

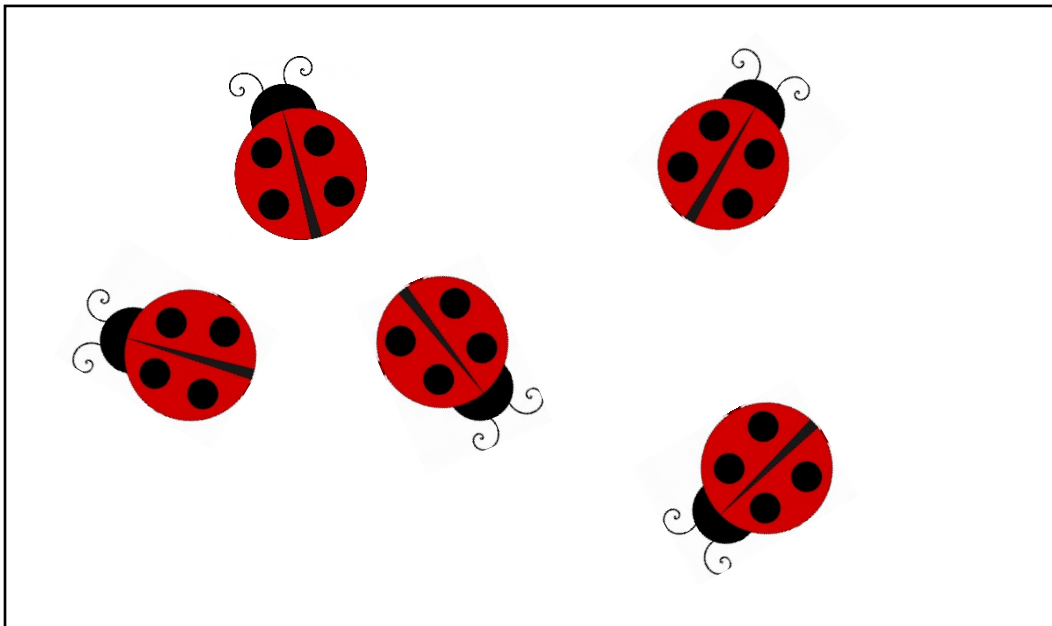


Activity #4- Math

Teacher's lesson: [Let's Count](#)

Materials:
none

Touch and count each ladybug.



WEEK 4



Let's Tap and Count

Your child will play a tapping game to count numbers between one and ten in the correct order.

LEARNING AREA(S): MATH

MATERIALS

- Medium to large plastic or metal bowl or bucket
- Wooden spoon or another large spoon

LET'S PLAY

First, introduce the game by saying "Let's play a tapping game with numbers!" Show your child how to count from one to ten tapping the table once for each number you say (for example, "1" [tap], "2" [tap], "3" [tap]). Next, your child will tap the table once for each number you say as you count together. Your child can repeat after you or count with you.

Finally, your child will tap once for each number as she counts on her own, but this time using a wooden spoon to tap on a bowl or bucket like a drum. You can experiment with different rhythms of tapping, as long as your child is counting in the correct order and tapping only once for each number.

TIPS

- Other variations of the game include:
- Clapping your hands as you say each number instead of tapping the table.
- Giving your child an object to tap on the table (or the floor if sitting on the floor), such as a wooden spoon, a chopstick, or a pencil.
- For a child who likes a lot of movement, have her jump or stomp as you say each number.

WEEK 4

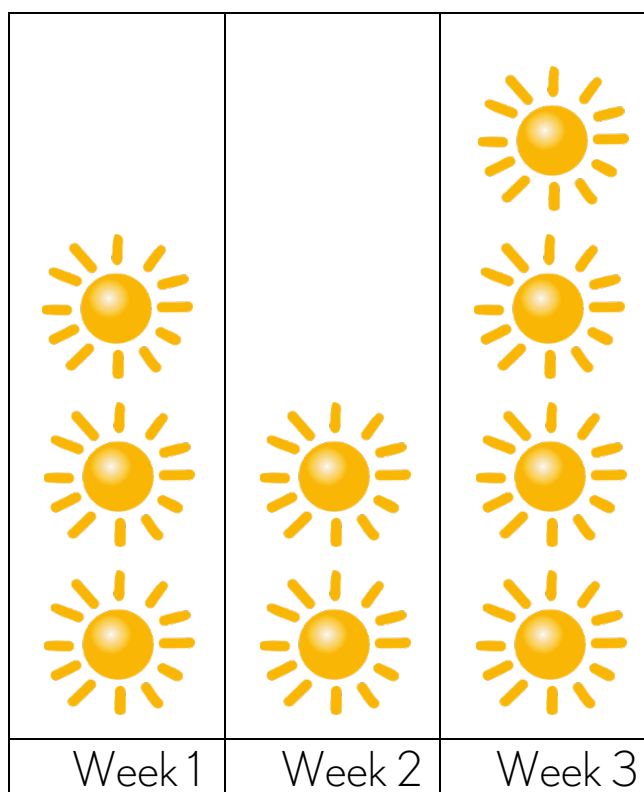
Activity #5- Math

Teacher's lesson: [Recording the Weather](#)

Materials:
pencil



Circle the week with the sunniest days.



Activity #6- Social and Emotional

Teacher's lesson: [Happy to Be Me](#)

Materials:
crayons
blank paper



On blank paper, draw a picture of yourself to match your poem.

WEEK 4



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 his or her 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.

WEEK 4

Activity #7- Shared Writing

Teacher's lesson: [Modeled Daily News](#)

Materials:

crayons

blank paper



On blank paper, draw a picture of some news you want to share.

WEEK 5

Activity #1- Book Read Aloud

Teacher's lesson: [Picture Letter Word Game](#)



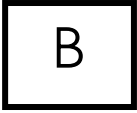
Materials:

pencil

crayons



Draw the picture, write the word, and write the letter.

Picture 	Word 	Letter 

WEEK 5

Activity #2- Literacy

Teacher's lesson: [Hearing Words in Sentences](#)

Materials:
crayons



Color a square for each word in the sentence.

I see a dog.

--	--	--	--	--	--	--	--

The red ball.

--	--	--	--	--	--	--	--

I love playing.

--	--	--	--	--	--	--	--

WEEK 5

Activity #3- Literacy

Teacher's lesson: Matching Letters

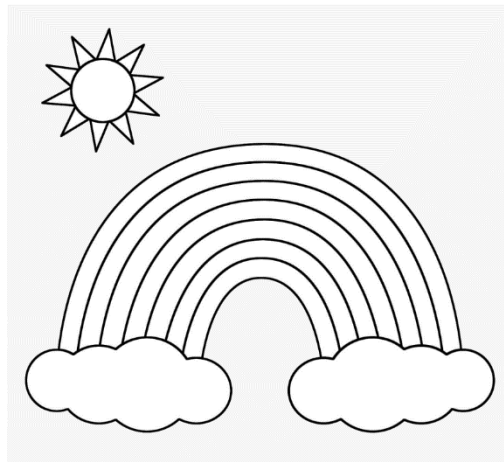
Materials:

pencil
scissor
glue



Trace the upper- and lower-case letters. Then cut out the lowercase letters to match the correct uppercase letters.

R	A	I	N	B	O	W



o	w	r	i	a	b	n
----------	----------	----------	----------	----------	----------	----------

WEEK 5



Letter Lineup

This activity helps children recognize the letters of the alphabet, become familiar with the sounds each letter makes, and identify where in the alphabet the letter falls.

LEARNING AREA(S): READING AND WRITING

MATERIALS

- A strip of paper with the uppercase alphabet written on it, or download and print the alphabet arc (available through the Download Resources link)
- Letter magnets, uppercase plastic letter tiles, or uppercase letters cut out of index cards
- Bag that the child cannot see through

LET'S PLAY

Beginning with uppercase alphabet letters, show the child the strip of paper with the alphabet written on it. Together, sing the alphabet song and point to each letter as it is sung.

Give the child a bag of uppercase alphabet letters and say, "Today, we are going to match the letters in this bag to the letters on the alphabet strip. I want you to close your eyes, reach in the bag, and see what letter you pull out. No peeking!"

Starting with two or three letters, name the letters and have the child place them on the letter strip, either on top of or above the matching letter.

As the child is working to match each letter, ask some questions such as: "What is the first letter in your name? Can you point to that letter? What is another word that begins with the same sound as your name?" or "What is your favorite letter of the alphabet? Can you point to that letter? What is a word that begins with that letter?"

TIPS

- You can start with including only letters in the child's name in the bag since these are the most meaningful letters to a child. Have the child match letters in the bag to a name card with the child's first name written on it in uppercase letters.
- Once children are familiar with uppercase letters, a lowercase letter strip and lowercase letter magnets/ tiles can be used.
- If the entire alphabet on one strip is overwhelming for the child, it can be broken down into segments; for example, A-H, I-P, Q-Z.

WEEK 5

Activity #4- Math

Teacher's lesson: [Teaching Positional Words through Read Alouds](#)

Materials:
crayons



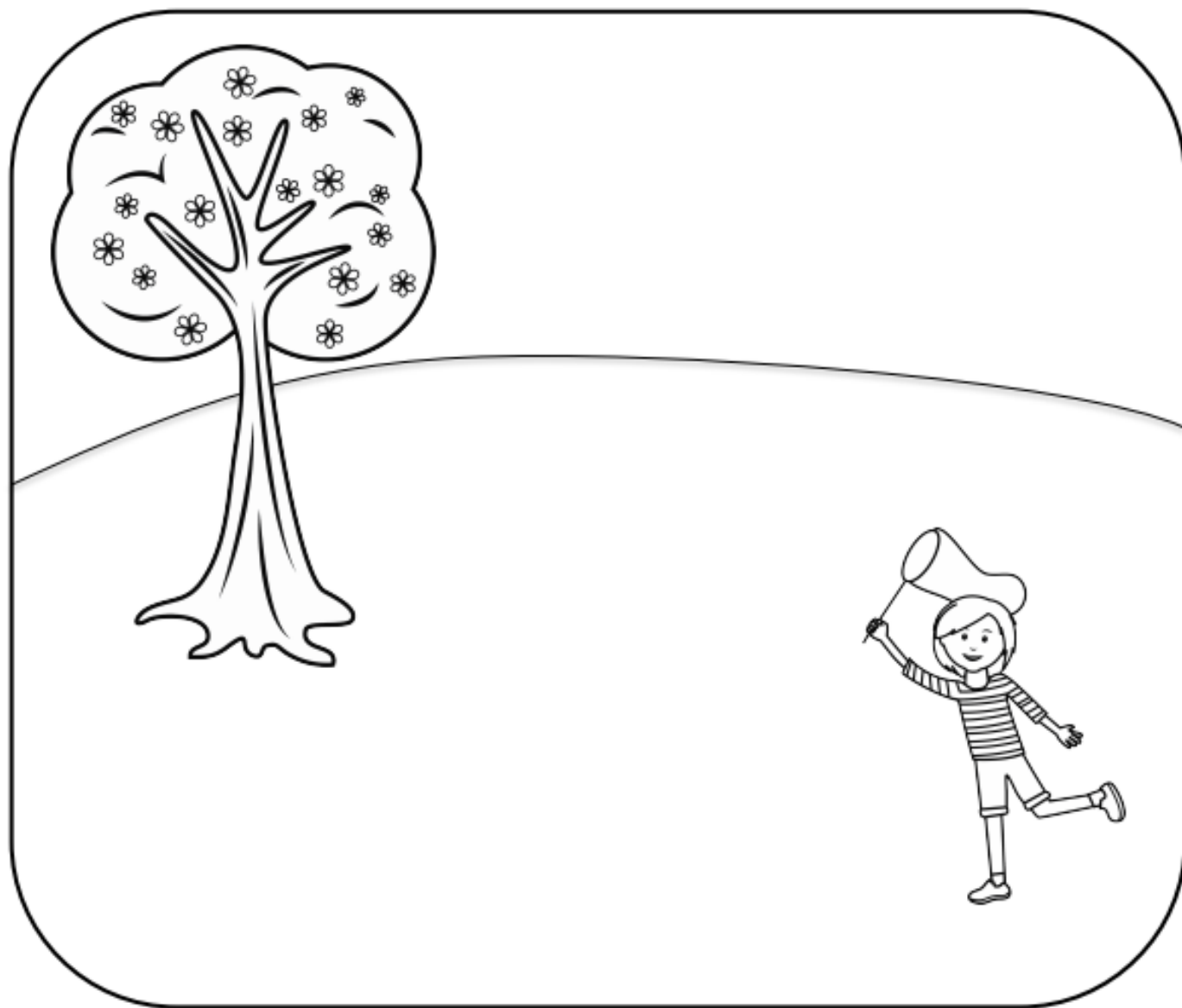
Draw a flower
child.



under the tree and a butterfly



next to the



WEEK 5

Activity #5- Math

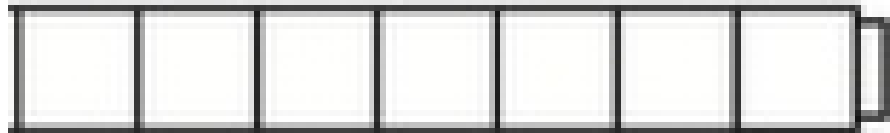
Teacher's lesson: [How Many Do You Have?](#)

Materials:
pencil

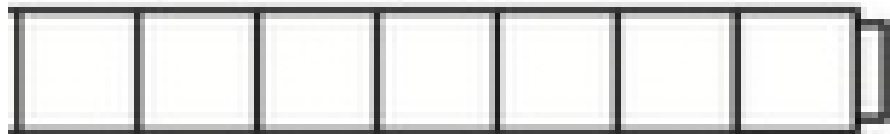


Color the correct number of cubes that match the number next to it.

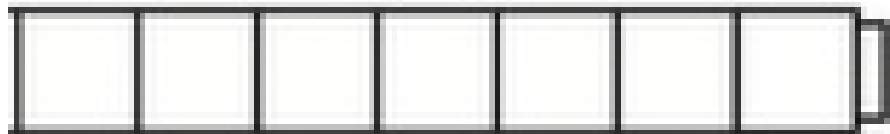
6



2



4



WEEK 5



Number Cups

Learning to identify numbers and to count with one-to-one correspondence (that is, to say one number in correct order for each item) are important preschool skills that prepare children for other math skills. In this game, your child will use cereal or other small items to practice counting and matching to written numbers.

LEARNING AREA(S): MATH, PHYSICAL DEVELOPMENT

MATERIALS

- 11 cups (plastic, Styrofoam, or paper cups) with numbers 0-10 written on the side of the cup (one number on each cup).
- Marker or pen (that make visible numbers on the cups)
- Box or bowl of Cheerios™ or other small food or item of your choice (e.g., buttons, chips, pennies, paper clips, etc.). You will need at least 55 pieces to have enough for all the cups.

LET'S PLAY

Introduce the game to your child:

“Let’s play a game. We have 11 cups with numbers on them and lots of Cheerios™ (or other small food or item of your choice). I am going to say a number and we are going to count that many Cheerios™ to put in the cup.”

Then say a number from 0-10 and see if your child can find the cup with that number and count out that many Cheerios™ to put into that cup. Help your child count correctly if needed. Continue this game until you have done all the numbers.

Allow your child to eat or play with the items as you play the game!

TIPS

- Make sure your child knows not to put non-food items into his/her mouth.
- For younger preschoolers, you might want to start with the #0 cup and proceed in order. For older preschoolers, you may be able to start with any number and continue in random order.
- For children who master this game, you can introduce the concepts of adding and subtracting: Ask the child “How many Cheerios™ do you think will be left if you eat one from this cup?” or “How many Cheerios™ will there be if we put one more Cheerio into this cup?” Have your child predict, then have him/her put one more in. Count to see if the answer was correct. Try it with the various numbered cups.

WEEK 5

Activity #6- Social & Emotional

Teacher's lesson: [Asking for What You Need and Want](#)

Materials:
crayons
blank paper



On blank paper, draw a picture of how you have helped a friend.

Activity #7- Shared Writing

Teacher's lesson: [Shared Daily News](#)

Materials:
pencil
crayons
blank paper



Write what the daily weather is outside. Then on blank paper, draw a picture of the weather.

The weather is _____.

WEEK 6

Activity #1- Book Read Aloud

Teacher's lesson: [I Can Read Chart](#)

Materials:

scissors

glue



Cut out the words below and paste them at the end of each sentence.

Then read each sentence.

I can read _____.

I can read _____.

I can read _____.



WEEK 6

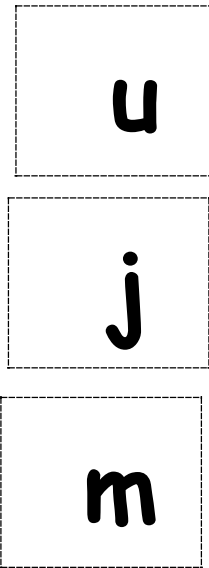
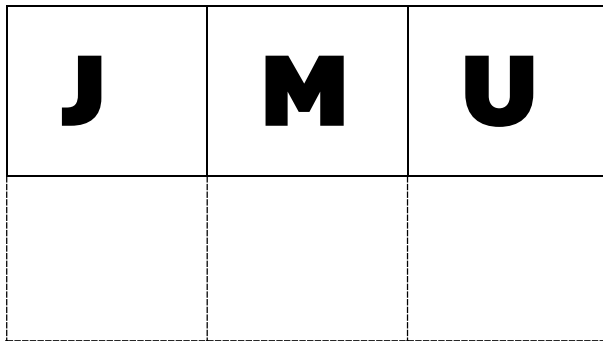
Activity #2- Literacy

Teacher's lesson: [Are You My Parent?](#)

Materials:
scissors
glue



Cut out the lowercase letters and match them with their uppercase letters.



Activity #3- Literacy

Teacher's lesson: [Word Toss](#)

Materials:
pencil



Circle each word in the sentence as you read it.

He is kind.

I have a cat.

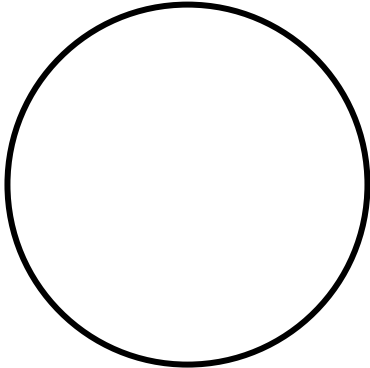
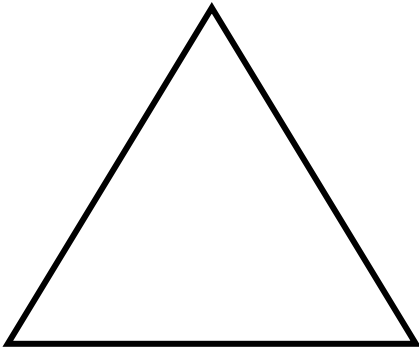
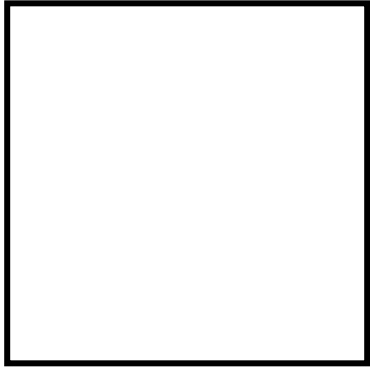
WEEK 6

Activity #4- Math

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

Materials:
none

Look around your house and draw a picture of something that looks like the shapes below.

WEEK 6


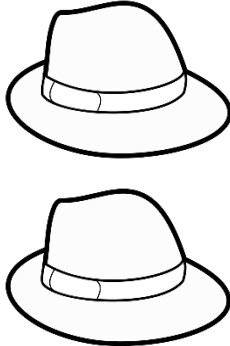

Activity #5- Math

Teacher's lesson: [Shape Graphing](#)

Materials:
crayons
pencil



Color the shoes red, hats blue and socks yellow. Then, circle the column with the least.

		
shoes	hats	socks

Activity #6- Social and Emotional

Teacher's lesson: [My Family](#)

Materials:
crayons
pencil



Finish adding details to your drawing of your family. Share your picture with 2 people and tell them about your picture.

WEEK 6



Dance Party

Listening to a favorite song, you and your child will take turns copying each other's dance moves.

LEARNING AREA(S): SOCIAL AND EMOTIONAL, PHYSICAL DEVELOPMENT

MATERIALS

- Phone, computer, or device to play music

LET'S PLAY

Tell your child that today you are going to have a dance party! Pick a favorite song together. Hit play and jump around, twirl, shake your hips, and have fun dancing to the music.

When the song is over, tell your child that you're going to make it into a game. You will take turns copying each other's dance moves. Show your child how to play the game by going first. Start the music and pick a dance movement to do. Tell your child to try to copy your move. Once he does, tell him that it's his turn to show off one of his dance moves. Let him pick a dance move that you have to copy. Take turns back and forth seeing who can come up with the coolest dance moves.

TIPS

- This activity is great for a rainy day when everyone is stuck inside.
- If children are struggling to come up with dance moves, help them by showing them some they can do. It's okay if they pick the same dance move several times. Just have fun with it!
- Kids might enjoy dressing up in silly costumes for this activity, too!
- Invite siblings, grandparents, aunts and uncles, etc. to join in, too! This is a great activity for multiple people.
- The book *Kitchen Dance* by Maurie J. Manning is a great book to read about a family dancing together.
- The book *Kitchen Disco* by Clare Foges and Al Murphy is another great book to read, especially if you need help coming up with some dance moves.

WEEK 6

Activity #7- Shared Writing

Teacher's lesson: [What Can We Write About?](#)

Materials:

pencil

crayons

blank paper



On blank paper, draw a picture for one of the ideas we came up with.

Then, write a word to describe your picture.

WEEK 6



Let's Write a Story!

In this activity, your child will create an imaginary story and help you write sentences and draw pictures about it.

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

MATERIALS

- paper
- pen or pencil
- crayons or markers

LET'S PLAY

Start by explaining the activity to your child: "Today we are going to think of a pretend story together. We can use our imagination to make up a story about anything we want. It can be silly, funny, scary, or whatever you would like!"

Ask your child what she wants the story to be about. If she struggles to come up with an idea, help her by giving her some suggestions about things she enjoys. For example, "I know you love playing soccer and talking about princesses. Would you like to make up a story about one of those things?" Allow your child freedom and creativity as she is imagining her own story. The story doesn't have to make sense for it to be good writing practice.

Some children may prefer to draw a picture first and make up a story about their picture. You can let your child choose whether to start by drawing or by creating a story. As your child tells her story, write down a few sentences on a piece of paper to capture the story. Encourage her to help with the writing as much as she is able. For example, your child might say, "And the princess had dark, curly hair!" You can ask her about the beginning sounds of the key words by saying, "What sound does the word princess start with? /P/, /P/, /P/... princess. Yes, princess begins with /p/. Do you know which letter says /p/?" If your child knows how to write some letters, ask her to write the letters she knows in some of the words.

Once several sentences have been written, they can be reread and reviewed with your child. When the story is finished, encourage your child to draw some pictures with you to go along with your story if she has not already done so.

TIPS

- As you are writing the story, you can point out important rules for reading and writing, like capitalizing the first word in a sentence, putting a period at the end of a sentence, and starting on the left side of the page for reading and writing. Tell your child that she is the author of her story. The author is the person who writes the words in the story. She may also be the illustrator—the person who draws the pictures.
- You and your child can make a cover for her story. Include the title and picture.
- When the story is finished, talk with your child about whom she wants to share it with. Make a plan to read the story to that person the next time you see them!

WEEK 7

Activity #1- Book Read Aloud

Teacher's lesson: [Remembering Text Details](#)

Materials:

pencil

crayons

blank paper



Draw and write a detail from the story.

WEEK 7



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 her 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 her use the book as much as she needs to help her 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, she could extend this activity by drawing her favorite scene from the book. You can model writing by writing your child's description of her 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 7

Activity #2- Literacy

Teacher's lesson: [Building Names](#)

Materials:

pencil

plastic letters



Pick out the letters of your name. Write your name in the space below.

WEEK 7



Name Hopscotch

In this activity, your child will become more familiar with the letters and spelling of his name and practice gross motor skills by jumping on each letter of his name and then on his whole name.

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

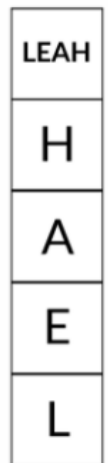
MATERIALS

- Chalk and sidewalk or driveway blacktop (if outdoors)
- Construction paper and marker (if indoors)

LET'S PLAY

Draw a set of squares or rectangles (like a simplified hopscotch grid as shown in the example below) to spell out the letters of your child's name on the sidewalk (or on paper taped to the floor, if indoors). The last box should have the child's whole name in it. Say the letters aloud as you write each one. Demonstrate how to play this game: starting at the bottom, jump to the first letter, then the second, etc., all the way to the box with your child's name in it, saying each letter as you land on it, and then finally, her name. ("L-E-A-H. Leah!")

Once you model how to jump and what to say, encourage your child to practice jumping and saying the letter names.



TIPS

- You can vary this activity by encouraging your child to try different ways of moving from letter to letter, such as hopping on one foot, walking quickly, walking slowly, spinning, taking baby steps, etc. Have your child continue to say each letter as she lands on it.
- You can also let your child choose a different word she would like to spell. Wipe away the chalk letters with a wet sponge or make a new grid to spell out that word.

WEEK 7

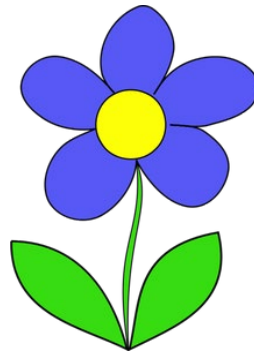
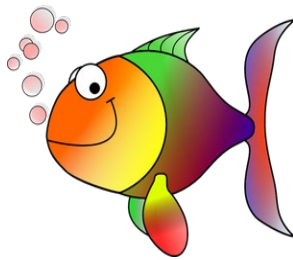
Activity #3- Literacy

Teacher's lesson: [Introduction to Syllables](#)

Materials:

none

Say the word and clap the syllables.



WEEK 7

Activity #4- Math

Teacher's lesson: [Shape Building](#)

Materials:
scissors



Cut out the shapes and use them to make a picture of a house and other items.



WEEK 7

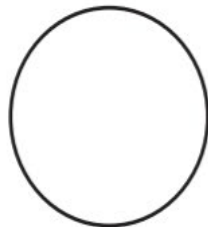
Activity #5- Math

Teacher's lesson: [Same Size](#)

Materials:

cut out
shapes

Use your cut-out shapes and sort them below into the correct column.



WEEK 7

Activity #6- Social and Emotional

Teacher's lesson: [Sharing Space](#)

Materials:

pencil

crayons

blank paper



On blank paper, draw and tell about the space you like to share with others.

Activity #7- Shared Writing

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

Materials:

pencil



Use the space below to share how you write.

WEEK 8

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

--	--	--



sunglasses

--	--	--



starfish

--	--	--

WEEK 8



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 her 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 her hand under her chin and say the word slowly so she can feel when her chin goes down. Be sure to explain that each time her chin goes down, she’s 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 8

Activity #3- Literacy

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

Materials:
crayons



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

--	--	--	--	--

Activity #4- Math

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

Materials:
pencil



Circle the number in each box.

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

WEEK 8



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 him 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 him 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 8

Activity #5- Math

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

Materials:

pencil

blank paper



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

Activity #6- Social and Emotional

Teacher's lesson: [Different Hands](#)

Materials:

crayons

pencil



Color your hand and draw what makes your hand look different.



Activity #7- 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 9

Activity #1- Book Read Aloud

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

Materials:
pencil



Circle the extra food.



WEEK 9

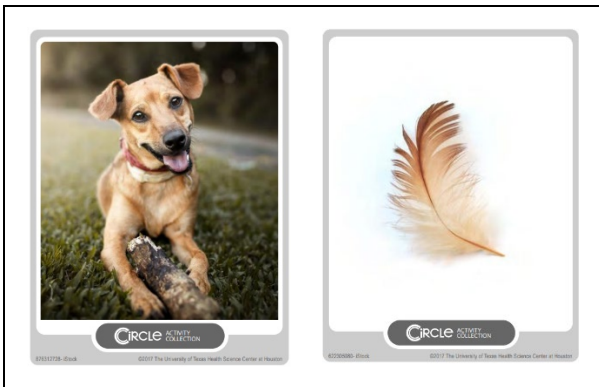
Activity #2- Literacy

Teacher's lesson: [In the Bag](#)

Materials:
crayons
pencil



Circle the two words that have the same sound. Put an "X" through the words that do not have the same sound.



WEEK 9



Same Sound Picture Matching

In this activity, the child will use listening skills to identify words with the same beginning sounds and then say another word with the same sound.

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

MATERIALS

- 12 picture flashcards (available through the Download Resources link)

LET'S PLAY

Before beginning, explain the activity to your child by saying, "We are going to find pictures of things that have the same beginning sound." Show your child each picture and see if he can name it. Tell him the name of any pictures he cannot name (or may have called by a different name that won't fit for the game).

Then, set up the game for your child by separating words with the same beginning sound into two piles (e.g., if you had "mitten" and "monkey," make sure these cards are in two different piles). Lay out the cards from one pile in front of your child so that he can see all the pictures. Put the other cards in a pile facing down.

Have your child pick one card from the top of the pile facing down and say the name of the picture. Next, help your child identify the first sound in that pictured object. For example, after your child has looked at the picture of a cat and said "cat," you can say, "Yes, it's a cat! What sound do you hear at the beginning of the word 'cat?'" Emphasize the /k/ sound to your child as you say the word and have him repeat, "/k/."

Next, ask your child to look at the pictures laid out in front of him and find another picture that begins with the /k/ sound (such as a picture of a cow). When your child finds the correct picture, he can take the two cards and put them aside together as a pair.

Continue by having your child pick up the next card in the stack, name the picture, and find the picture that starts with the same sound. Continue until all the pairs have been matched.

TIPS

- Listening for the first sound in a word may be new for your child, so he may need lots of practice, which is the goal of this activity. Be patient and help your child by emphasizing the first sound, like "c-c-cow." If he still can't identify the sound, say the beginning sound for him and have him repeat it.
- Be sure to praise your child for his effort even if he does not get all the answers correct.
- If your child is ready for more challenge after finding the picture with the same sound, see if he can think of another word that starts with the same sound (you won't have a picture for this word, it's just a thinking task).
- Another way to play with these cards and work on matching same sounds is to lay out a group of three cards in front of your child. Two pictures should have the same beginning sounds and the third should be different (for example, bird, cup, and ball). Your child needs to look at the three cards and figure out which two pictures start with the same sound. After he does this, put that group of cards aside and lay out the next group of three cards. Continue until you have gone through the stack or as long as your child is interested.

WEEK 9

Activity #3- Literacy

Teacher's lesson: [Tongue Twisters - Introduction](#)

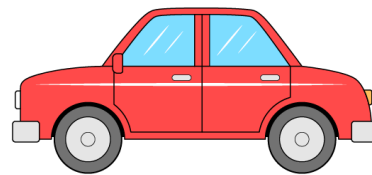
Materials:

pencil

crayons



Circle the pictures that have the same beginning sound.



WEEK 9

Activity #4- Math

Teacher's lesson: [One, Two, Buckle My Shoe](#)

Materials:
pencil



Circle the numbers as you count to 10.

1	2	3	4	5
6	7	8	9	10

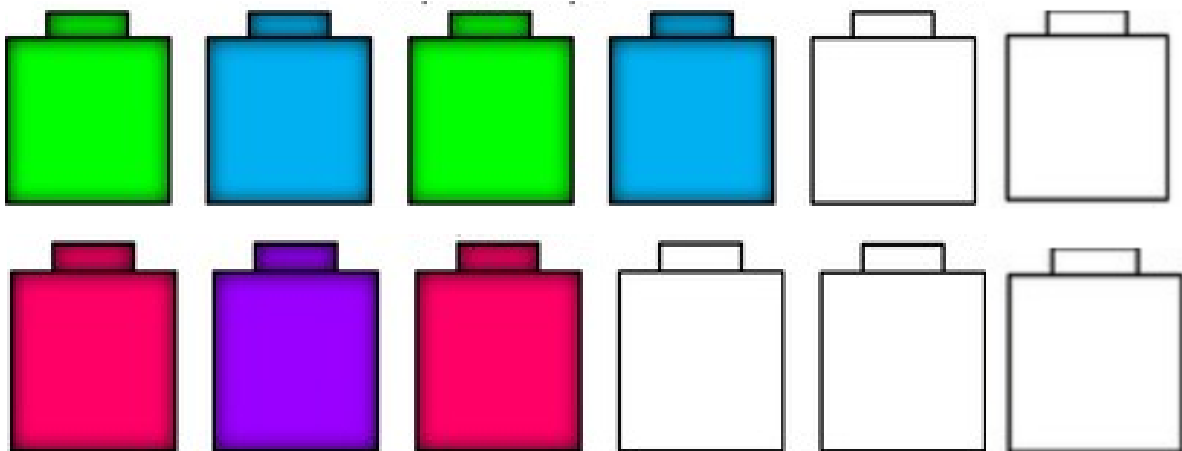
Activity #5- Math

Teacher's lesson: [Patterns](#)

Materials:
crayons



Color in the cubes that come next in the pattern.



WEEK 9



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 9

Activity #6- Social & Emotional

Teacher's lesson: [Career Day](#)

Materials:
crayons
blank paper



Draw a picture of a community worker and the place they work.

Activity #7- Shared Writing

Teacher's lesson: [Shared Daily News](#)

Materials:
pencil
crayons
blank paper



On blank paper, draw news you have from today.

WEEK 10

Activity #1- Book Read Aloud

Teacher's lesson: [Intentional Read Aloud](#)

Materials:
crayons
blank paper



Draw a picture of your favorite new vocabulary word that you learned in today's lesson.

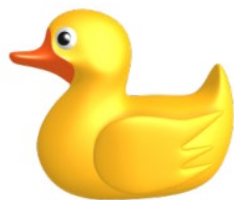
Activity #2- Literacy

Teacher's lesson: [Pairs of Pictures](#)

Materials:
crayons



Color the words that rhyme **green** and the words that do not rhyme **red**.



WEEK 10



Thumbs Up Rhyming

In this activity, you will help your child identify whether two words rhyme. Understanding rhyming is part of phonological awareness, an important pre-reading skill.

LEARNING AREA(S): READING AND WRITING

MATERIALS

- None

LET'S PLAY

Introduce the activity to your child by saying: "Let's play a game using rhyming words. Rhyming words are words that sound the same at the end. We are going to listen very carefully to the ending of each word. For example, cat / bat." As you say each word, emphasize the ending sound. "Do you hear how these two words rhyme? The ending of the words cat and bat sound the same."

Give your child additional examples:

rug / bug
shoe / blue
mop / top

Continue by saying: "There are also words that do NOT rhyme. For example, shirt / milk. These words do not rhyme because the ending of the words do not sound the same."

Give additional examples:

moon / lion
stick / door
apple / chair

Now tell him that it is his turn to tell you whether two words rhyme or do not rhyme. After you say each set of words, have him show you a thumbs up for rhyming words or a thumbs down for non-rhyming words.

TIPS

- This is a skill that typically develops in children between the ages of 3 to 4.5 years. If your child does not catch on to this game after some practice, wait a few weeks and try again. In the meantime, point out words that rhyme when you notice them (e.g., "There's a bug on our rug....Hey, 'bug' and 'rug' are words that rhyme! Can you hear how they sound the same at the end?") This will help your child begin to pay attention to this concept.
- Sometimes it helps for children to close their eyes and repeat the set of words to determine whether the words rhyme.
- Remember that not all rhyming words are spelled the same (blue / shoe) and the words do not have to be "real" words (bug / nug). You might want to start with only real words, however, so your child does not get confused by the idea of nonsense words. Once they understand, it is lots of fun to make up nonsense words that rhyme!
- If your child has difficulty staying focused or does not show interest in this game, you might try it with a puppet. Have the puppet say the words and the child can tell the puppet whether they rhyme or not.

WEEK 10

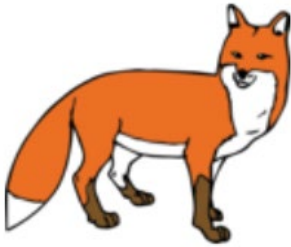
Activity #3- Literacy

Teacher's lesson: [Rhyming Word Detective](#)

Materials:
pencil



Cross an X through the word that does not rhyme in each row.



WEEK 10

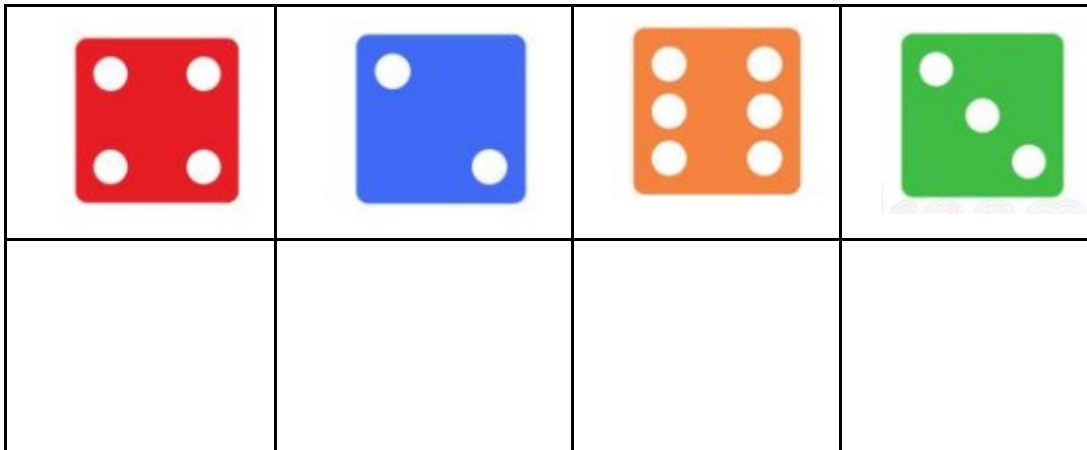
Activity #4- Math

Teacher's lesson: [Looking at Numbers](#)

Materials:
pencil



Write how many dots are on each dice.



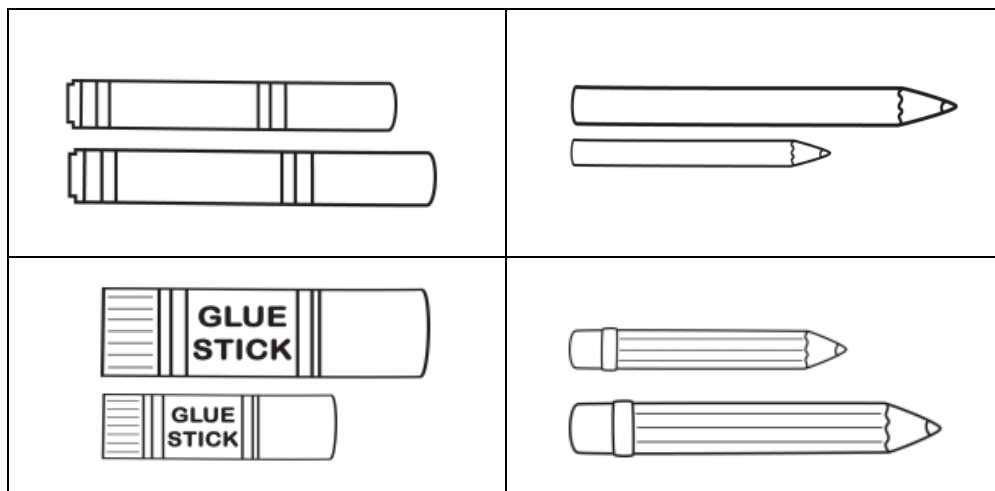
Activity #5- Math

Teacher's lesson: [Teaching about Measurement through Read Alouds](#)

Materials:
crayons



Color the object that is longest.



WEEK 10



Which is Taller?

After building towers made of blocks or Lego© building blocks, children will contrast heights to determine which buildings are taller.

LEARNING AREA(S): MATH, PHYSICAL DEVELOPMENT

MATERIALS

- Wooden construction blocks or Lego© building blocks

LET'S PLAY

Explain to your child that he will build two towers out of blocks and then determine which is taller and which is shorter. Allow time to build, and then set the two structures side-by-side. Next, say, "Now we can contrast our two buildings. To contrast means to look at the two towers to see how they are different." By holding an arm or ruler over the two towers, the difference in height of the towers can be observed. You can say, "See how this tower touches my arm, and this other one does not?"

Together, you can also count the number of wooden blocks or Legos© that were used. For example, "We counted 7 blocks in my tower and 11 blocks in your tower. 11 blocks are taller than 7 blocks."

Next, you can add and remove blocks from each tower and contrast them again. Talk about how you arrived at the new results, for example: "You added three more blocks to this tower and now it's taller than the other one!" or "You removed one Lego© from this tower and now both towers are the same height."

TIPS

- Other measurement vocabulary can be incorporated into the discussion, such as height, shorter, taller, longer, wider, measure, and compare.
- You can expand this activity by having your child build a third tower and contrast it to the other two. It might be shorter than one tower and taller than the other. Together you can continue to add and remove pieces from the towers and contrast them as you make changes.

WEEK 10

Activity #6- Social and Emotional

Teacher's lesson: [First Responders](#)

Materials:

scissors

glue



Cut out the vehicles then match the vehicle to the job.



fire engine



plane



police car



pilot



police officer



fire fighter

WEEK 10

Activity #7- Shared Writing

Teacher's lesson: [Heart Map](#)

Materials:

pencil

crayons

blank paper



Fill in the blank and write something you love. Then draw a picture to match.

I love _____.

WEEK 10



Let's Write a Story!

In this activity, your child will create an imaginary story and help you write sentences and draw pictures about it.

LEARNING AREA(S): Language and Communication, Reading and Writing

MATERIALS

- paper
- pen or pencil
- crayons or markers

LET'S PLAY

Start by explaining the activity to your child: "Today we are going to think of a pretend story together. We can use our imagination to make up a story about anything we want. It can be silly, funny, scary, or whatever you would like!"

Ask your child what she wants the story to be about. If she struggles to come up with an idea, help her by giving her some suggestions about things she enjoys. For example, "I know you love playing soccer and talking about princesses. Would you like to make up a story about one of those things?" Allow your child freedom and creativity as she is imagining her own story. The story doesn't have to make sense for it to be good writing practice.

Some children may prefer to draw a picture first and make up a story about their picture. You can let your child choose whether to start by drawing or by creating a story. As your child tells her story, write down a few sentences on a piece of paper to capture the story. Encourage her to help with the writing as much as she is able. For example, your child might say, "And the princess had dark, curly hair!" You can ask her about the beginning sounds of the key words by saying, "What sound does the word princess start with? /P/, /P/, /P/... princess. Yes, princess begins with /p/. Do you know which letter says /p/?" If your child knows how to write some letters, ask her to write the letters she knows in some of the words.

Once several sentences have been written, they can be reread and reviewed with your child. When the story is finished, encourage your child to draw some pictures with you to go along with your story if she has not already done so.

TIPS

- As you are writing the story, you can point out important rules for reading and writing, like capitalizing the first word in a sentence, putting a period at the end of a sentence, and starting on the left side of the page for reading and writing. Tell your child that she is the author of her story. The author is the person who writes the words in the story. She may also be the illustrator—the person who draws the pictures.
- You and your child can make a cover for her story. Include the title and picture.
- When the story is finished, talk with your child about whom she wants to share it with. Make a plan to read the story to that person the next time you see them!