

**Descriptions and Choices of Activities for Each Week**

**READING**

**Review the Focus Letter**

- **Day 1: “Sing the letter song.”**  
There is a song to go along with each letter. This was learned in the 3’s Bible and Rhyme Curriculum. On the website are flashcards you can print and/or larger song sheets that you can use. OR you may just wish to review the letter using flashcards you already own and skip the song portion =)
- **Day 2: “Read ABC book or poem.”**  
The Sound Box books by Jane Belk Moncure are suggested, but feel free to read any books or poems that correspond to the letter you are focusing on.
- **Day 3 choice: “Practice saying tongue twisters.”**  
For example, for the letter Ss, you might see how fast you and your child can say “Sally sells seashells at the seashore.” Make it fun!
- **Day 3 choice: “Create an Oral Story”**  
For example, for the letter Bb, you might say, “I’m going on a trip and I’m taking a bat, a ball, a book, etc. How many words can you and your child come up with that start with that sound?”
- **Day 3 choice: “Beginning Sound Hunt”**  
Look for objects that begin with a particular sound. How many can you find?
- **Day 3 choice: “Oddity Task”**  
Show your child three pictures (two which start with the same sound and one that is different). Ask, “Which picture does not begin with the same sound?”

**Listen and Trace Sheet**

Say a word and if it begins with the sound the letter on the sheet makes, have your child trace it. If it does not start with the same sound, instruct your child to do something else such as put their pencil down, place their hands on their head, etc.

**Sound Activity** (Choose 1 of these activities for Day 1)

- **Picture Sound Sort** – sort pictures into 2-4 groups according to beginning sounds
- **Picture Stamps** – Match letters to beginning sounds of pictures on stamps or match the beginning sounds of pictures to other pictures
- **Sound Worksheet** - Color or circle only pictures that start with the focus sound.

**Decoding Practice** (Choose 1 of these activities for Day 2.)

- **“Boggle Jr.”**  
Play this purchased game with your child.
- **“Word Whammer”**  
Play this purchased game with your child.
- **“Read words from the CVC Word List”**  
Using the “New CVC Words” listed on the weekly plan sheet, write one word at a time on a dry erase board, chalk board, or magna doodle. If you feel your child is ready, see if they can write some of the words as well. No pressure, just see what they can do!

**Kidwriting**

On unlined paper, let your child draw a picture and then use their ‘kidwriting’ to write a sentence (or more as the year progresses) about their drawing. Kidwriting involves your child writing what they hear and giving them the opportunity to try to apply the phonics skills that they are learning. After they draw and write about their picture, date their page and then, in pencil, write how the words would look in a book (book writing). Compare the two and encourage your child for what they did hear and write! (*Kidwriting is a book and term used by Eileen Feldgus and Isabell Cardonick. Please visit <http://kidwriting.homestead.com/> for more information!*)

## **Sight Word Booklet**

### ***Day 1***

- 1) Introduce the booklet by showing your child the title page and talking about the picture, letters, and title.
- 2) Take a picture walk, one page at a time. Talk about each picture with the child. Use the same language pattern found in the story. See if your child points out any letters or words and make connections to the pictures. Introduce any new vocabulary.
- 3) Read the book to your child, pointing as they watch and listen.
- 4) Reread, having your child echo the sentences after you. OR Reread, pausing for your child to fill in a word based on the picture clues and letters.
- 5) Now, hand the book to your child and let him/her read and point! Monitor their reading as they do. Provide prompts as needed. For example, if your child pauses on a word, suggest that they try to sound out the first letter and then following letters and to look at the picture for clues.
- 6) After reading, ask your child what they did when they came to a word they did not know.
- 7) Ask your child to tell you what the booklet was about or ask them questions about what happened.

### ***Day 2***

- 1) Reread the story, pointing to each of the words.
- 2) Choose a few words from the booklet to stretch out orally (/c/ /a/ /t/). Have your child guess what word you are saying.
- 3) Say a sentence from the booklet and have your child clap or move in some way for each word in the sentence.
- 4) Use the top portion of the Cut Apart page. Read the sentence with your child. While he/she is watching, cut it apart into the separate words. Mix the words up and have your child glue it in the correct order under the corresponding text in the booklet.
- 5) Reread the story.

### ***Day 3***

- 1) Reread the story, pointing to each of the words.
- 2) Read the story again. This time, hunt for the sight words used in the story. Make the word(s) with one of the following: letter tiles, letter cards (from the bottom portion of the Cut Apart page), foam letters, letter stamps, magnetic letters, etc. Then, have your child write the word using markers, a Magnadoodle, fingerpaint placed in a Ziplock freezer bag, dry erase boards, etc.
- 3) Reread the story one more time and then place it in the Book Basket.

## **Word Family / Rhyme Time Activities** (choose 1 activity for Day 3)

- **“Word Family Mini Booklet”**  
Introduce the word family by reading the title page (bottom right corner). Read the other words with your child. Have your child color and cut out the pages along the dotted lines. Place the house title page on the front and staple. You may or may not decide to use the page which has them thinking of another word family word to draw and write. Then, see if your child can read all the words to you!
- **“Oddity Tasks”**  
Show three pictures (two that rhyme and one that does not). For example, with the pictures of a cat, pig, and hat, ask, "Which picture rhymes with bat?" "Which picture does not rhyme?"
- **“Hop for a Rhyme”**  
Have your child stand, facing you. Orally say a set of words (some that rhyme and others that do not). When your child hears a word that rhymes, have him/her hop forward one time. If the word doesn't rhyme, have your child stand still.
- **“Riddle with Rhyme”**  
Give oral clues or riddles to solve using rhyming words. “I am thinking of something that \_\_\_\_\_ that rhymes with \_\_\_\_\_. What is it?”
- **“Brainstorm Rhymes”**  
Brainstorm words that rhyme with a given word.
- **“Rhyming Picture Sort”**  
Sort pictures into 2-4 groups according to ending rhyming sounds.
- **“Rhyming Bingo”**  
Play this purchased game with your child.
- **“Rhyming Memory”**  
Play this purchased game with your child in which they match pictures that rhyme.
- **“Rhyme Object Match Box”**  
Find pairs of items around your home that rhyme and place them in a box .
- **“Erase a Rhyme”**  
Draw a picture with chalk or dry erase marker. Then give rhyming clues for your child to erase a certain part of the picture. Use free printable pages at <http://www.jmeacham.com/erase.htm> to get you started!

### **Book Basket**

Place Sight Word booklets, any printable decodable booklets, letter poem booklets, etc. in a basket or other special place for your child to reread and practice any time of day! Specifically, let your child choose 2-3 books to reread to you on Day 4.

### **Review Activity** (*Choose 1 activity for Day 4.*)

- **“Build a Word!”**  
Using only letters learned so far, manipulate and combine letters to form and read 2 letter and 3 letter CVC words. (You could use letter cards, tiles, lowercase magnetic letters, lowercase foam puzzle piece letters, etc.)
- **“Dig for Letters!”**  
Place only letters learned so far into a tub of rice, sand, beans, etc. Pre-make cards with CVC words to form with those letters. The child digs through the tub to find the letters in order on the card and places it on top of the letter. Read the word once completed.  
*Variations:* Follow the same procedure, but have sight words on the cards instead.  
Find a letter, say its name, sound, and brainstorm something that begins with that sound.
- **“Bingo”**  
Use with sight words, alphabet letters, CVC words, colors, shapes, numerals. (*Most of these could be purchased, made by you, or found online and printed for free.*)
- **“Word Swatter”**  
Place index cards on the floor with various sight words or CVC words. Say a sight word and have your child use a fun shaped flyswatter to find and ‘swat’ the word!  
*Variations: Sound Swatter* - Use pictures on the cards. Say a sound and have your child swat the picture that begins with that same sound.  
*Letter Swatter* – Place letters on the cards, name a letter and have your child swat that same letter.  
*Rhyme Swatter* – Place various pictures on cards. Have your child swat a picture that rhymes with a word you state.
- **“Matching”** –Have your child match rhyming pictures, beginning sound pictures, sight words, etc.
- **“Uh Oh!”** - Have a deck of cards containing the sight words you’ve introduced and a simple sentence underneath. Also add a decorated card with the words ‘Uh Oh!!’ on it. Show the top card and have your child read it. If they need help, read the sentence below it and ask them what would make sense and have those letters. If your child answers correctly, they get to keep that card (*for the duration of the game*). However, if they happen to get the ‘Uh Oh!’ card, they have to return all of their cards!  
*Variations:* Use letters and pictures with the letters/ beginning sounds you’ve introduced.  
Use CVC words.

## **MATH**

### **Calendar Binder**

Number of Days in School (Stickers/Numerals/100 Chart)  
Write in calendar date  
Sing ‘12 Months’, ‘Seven Days’, ‘This is the Day’  
Yesterday/Today/Tomorrow  
Weather Graph  
ABC Song and ABC Picture Sound Chart