

West Shore School District

Kindergarten Packet

Included at the beginning of this packet is letter cards for putting ABC's in order, making words, playing games, etc.

Week 1: Work on one letter a day from the **Letter Activities** completing the sound page and handwriting page for that letter. Practice the **Work on Syllables** page two times this week. Practice counting the sounds of the pictures on the first two pages of the **Counting the Sounds** pages. Choose two **Sight Word** activities to practice the high frequency words. You can choose from the writing choice board to complete two **Journal Writing** pages this week.

Week 2: Work on one letter a day from the **Letter Activities** completing the sound page and handwriting page for that letter. Practice the **Work on Syllables** page two times this week. Practice counting the sounds of the pictures on the first two pages of the **Counting the Sounds** pages. Choose two **Sight Word** activities to practice the high frequency words. You can choose from the writing choice board to complete two **Journal Writing** pages this week.

Week 3: Work on one letter a day from the **Letter Activities** completing the sound page and handwriting page for that letter. Complete the first three pages of the **Word Family Words** pages. Choose two **Sight Word** activities to practice the high frequency words. You can choose from the writing choice board to complete two **Journal Writing** pages this week.

Week 4: Work on one letter a day from the **Letter Activities** completing the sound page and handwriting page for that letter. Complete the last two pages of the **Word Family Words** pages. Choose two **Sight Word** activities to practice the high frequency words. You can choose from the writing choice board to complete two **Journal Writing** pages this week.

Week 5: Work on one letter a day from the **Letter Activities** completing the sound page and handwriting page for that letter. Read three pages of words from the **Blending Words** pages. Choose two **Sight Word** activities to practice the high frequency words. You can choose from the writing choice board to complete two **Journal Writing** pages this week.

Week 6: Work on one letter a day from the **Letter Activities** completing the sound page and handwriting page for that letter. Read three pages of words from the **Blending Words** pages. Choose two **Sight Word** activities to practice the high frequency words. You can choose from the writing choice board to complete two **Journal Writing** pages this week.

Additional Resources: FCRR Activities

These require more parent support. However, they are excellent activities to work on with your child. The skills that follow are daily practices they did in the classroom.

Letter Activities

***Activities were from Ferrell in First which can be found on Teachers Pay Teachers. The author has kindly allowed us to post her resources during this challenging time.**

Letter Identification Activities:

1. Rainbow Hop:

- a. Write the letters of the alphabet on pieces of different colored paper or on white paper using different colored crayons or markers.
- b. Lay the pieces of paper on your floor around your house...wherever you have space! *Children will be hopping to the pieces of paper, so you may want to tape them down or have children hop next to them so they don't move or rip.
- c. Have your child roll a dice. The number they roll is the amount of hops they take. Each hop is to get to the next letter written on the papers. (Think hopscotch)
- d. When the child has hopped the amount rolled on the dice, they should stop and tell you on what letter they landed. They can also tell you the sound the letter makes.
- e. **Different Ways to Play:**
 - i. Instead of rolling a dice, you could tell your child the sound and they have to hop to the correct letter that makes that sound.
 - ii. Instead of rolling a dice, you could tell your child the letter and they have to hop to the correct letter and tell you the sound the letter makes.
 - iii. Draw the letters outside on your driveway with chalk if you don't have paper or just want some fresh air!

2. Alphabet Ball:

- a. Throw a ball back and forth with your child.
- b. The person who throws has to say a letter before throwing the ball.
- c. The person who catches the ball has to say a word that begins with that letter or the sound of the letter.

3. Letter Sound Race:

- a. If you have magnetic letters, set them up on your refrigerator or another magnetic surface. Have your child stand a couple feet away from the magnetic surface. Tell them a letter name or sound and they must run to grab the letter for you as fast as they can. If you have multiple children who could use the practice, have them race against each other.
- b. If you do not have magnetic letters, you could write the letters down on paper and hang it up on your refrigerator or some other place in your house. Tell your child a letter name or sound and they must run as fast as they can to point out the letter to you.

4. Crafty Letters:

- a. Have your child practice writing their letters in sand, paint, or even shaving cream. You should tell them the letter name or sound to write. Be sure they repeat the name and sound as they write the letter.

- b. Children could write a letter on paper and decorate it with different materials you have around the house. Macaroni, pipe cleaners, cotton balls, q-tips, tongue depressors, Cheerios, candy, etc. all are easy to use for craft projects.





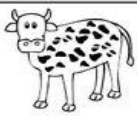



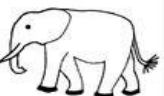

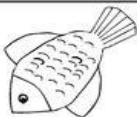


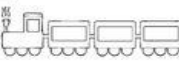





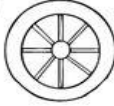
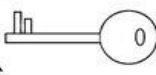





5. Erase the Letter or Sound:

- a. Write a bunch of letters (out of order) on a piece of paper or dry erase board.
- b. Two Ways to Play:**
 - i. Students choose a letter to erase and must say the letter name, sound, or both before they erase the letter.
 - ii. Parents tell their child the letter name or sound to erase. The child should repeat what the parent said before erasing to ensure accuracy.

6. KABOOM:

- a. Write each letter on a piece of paper, tongue depressor, index card, or some other type of card. Write the word KABOOM on 3-4 cards to include in the pile.
- b. To Play:**
 - i. Players take turns pulling out one stick at a time or drawing one card at a time. They must read the card correctly in order to keep the card in front of them. If read incorrectly, they put it back with the others.
 - ii. If a player pulls a KABOOM card, they must take all the sticks or cards in front of them and place them back with the others.
 - iii. The player with the most cards or sticks at the end of the game, wins!
*You can decide how long you want to play, or you can play until all sticks are gone.

Alphabet Fun!

A 	A	a	N 	N	n
B 	B	b	O 	O	o
C 	C	c	P 	P	p
D 	D	d	Q 	Q	q
E 	E	e	R 	R	r
F 	F	f	S 	S	s
G 	G	g	T 	T	t
H 	H	h	U 	U	u
I 	I	i	V 	V	v
J 	J	j	W 	W	w
K 	K	k	X 	X	x
L 	L	l	Y 	Y	y
M 	M	m	Z 	Z	z

A

D

B

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C

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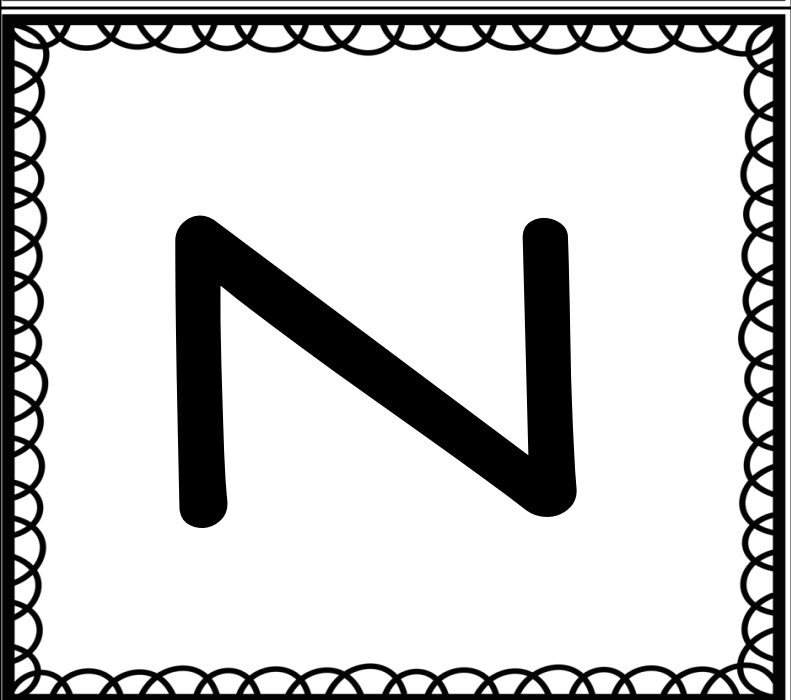
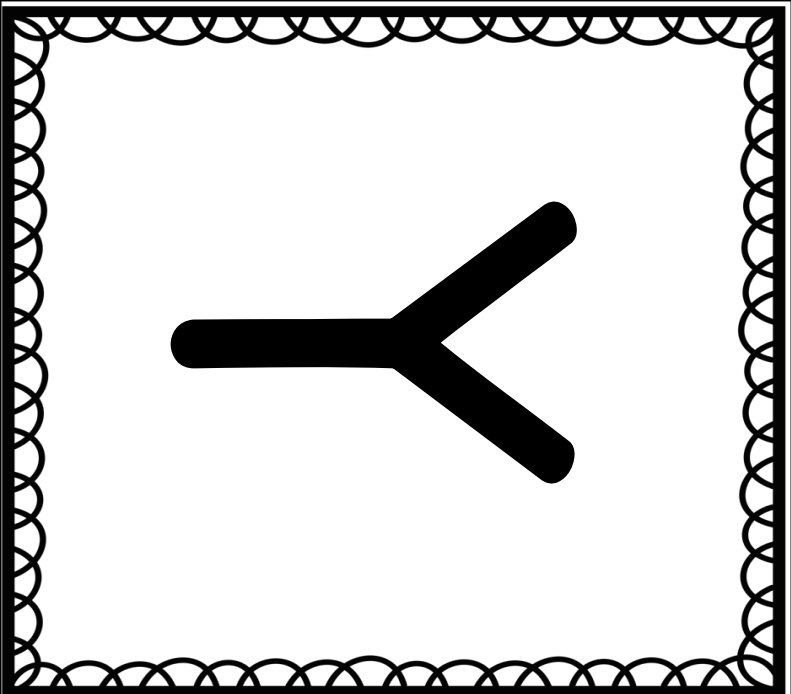
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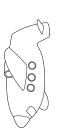
Learn the Lines!

Directions: Highlight the sky line with a blue crayon, plane line with a yellow crayon, grass line with a green crayon and worm line with a brown crayon!



Write your name!

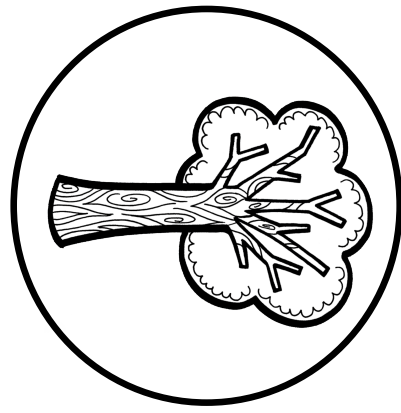
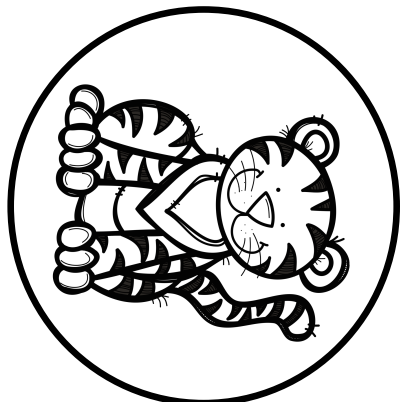
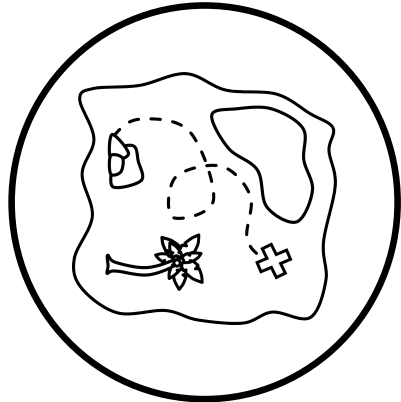
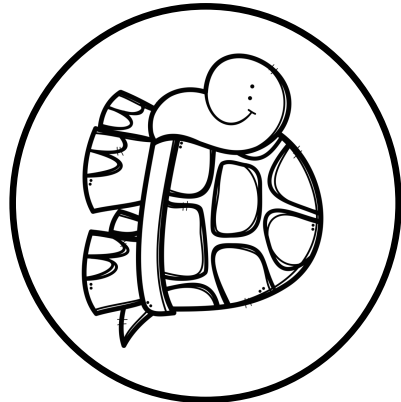
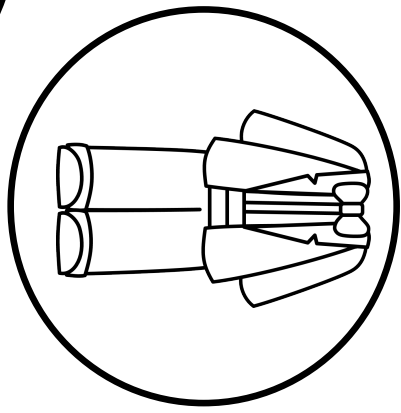
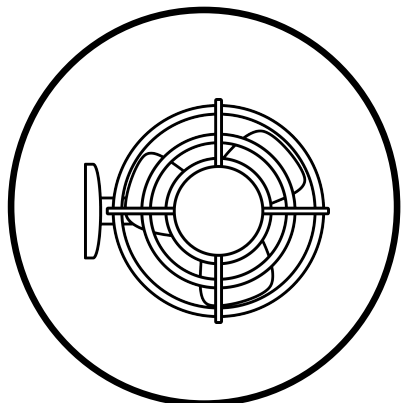
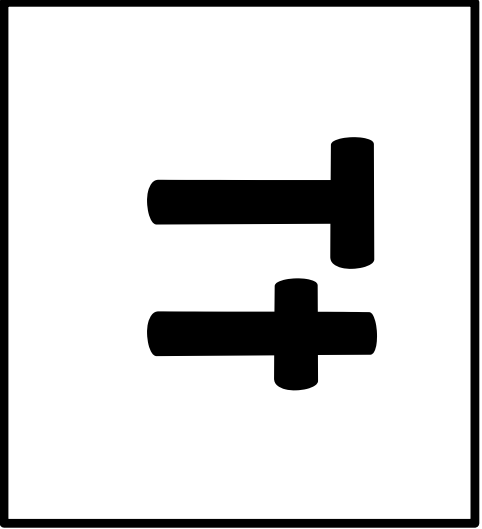
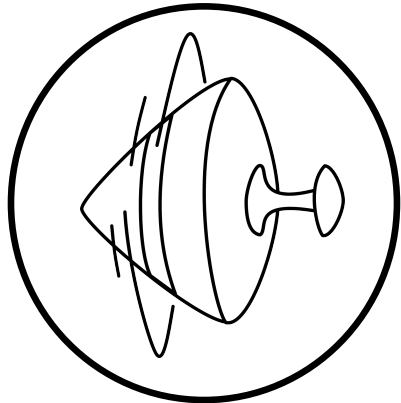
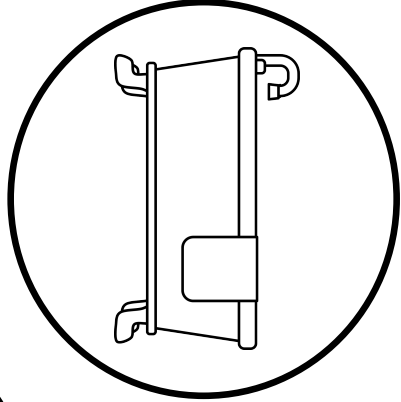
Practice writing your name on the correct lines!



Name: _____

All About Tt!

Directions: Color in the circles that have pictures starting with t!



Name:-----

Practice writing your Tt!

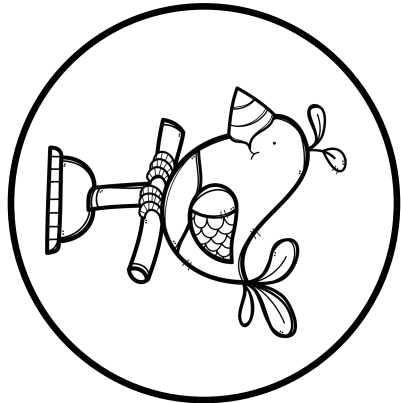
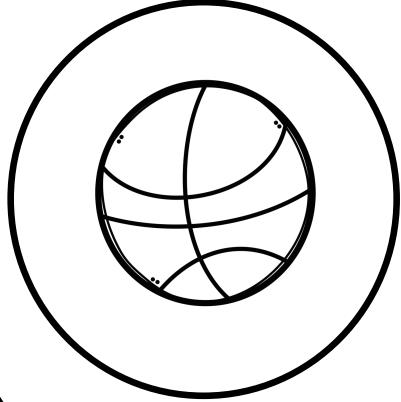
Directions: t is a sky line letter! Practice writing your t! Circle your best one!



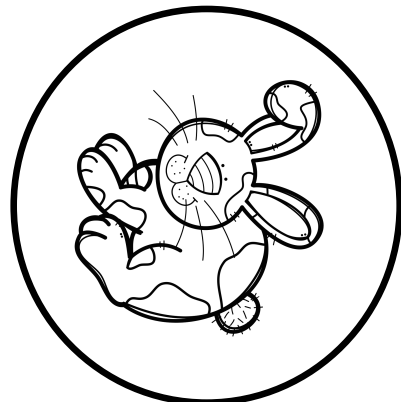
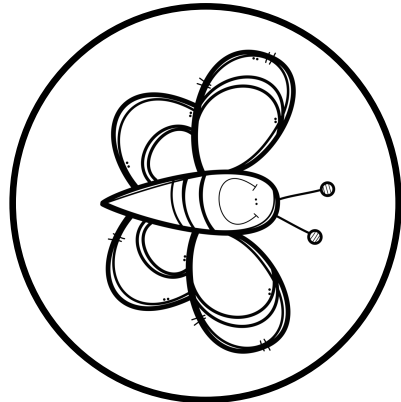
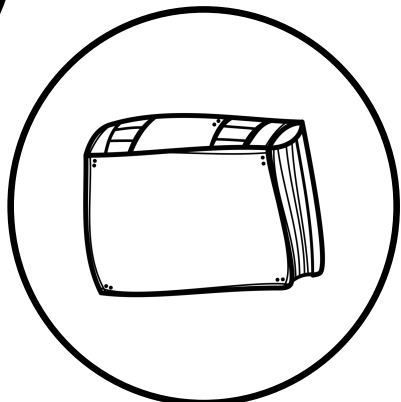
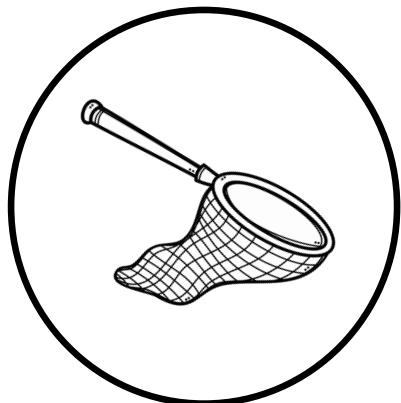
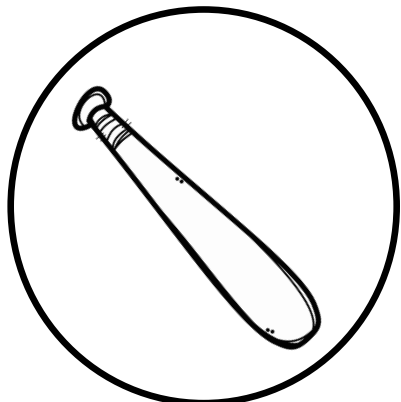
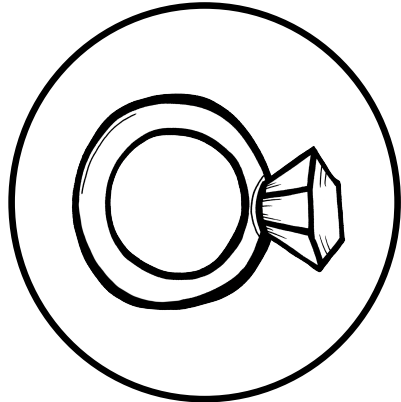
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All About Bb!

Directions: Color in the circles that have pictures starting with b!



Bb



Name:-----

Practice writing your Bb!

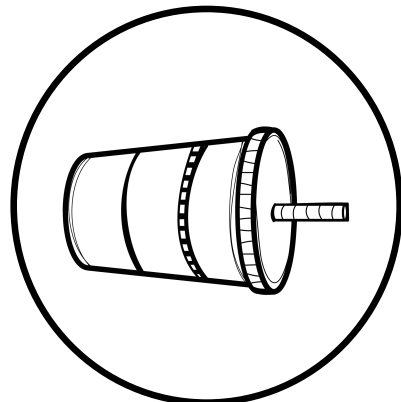
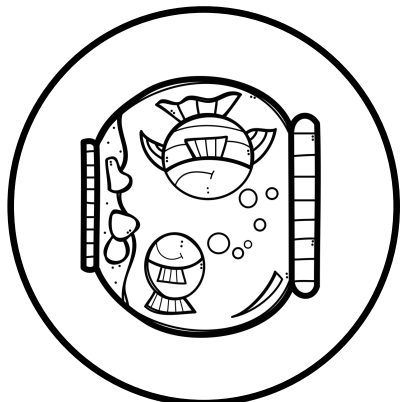
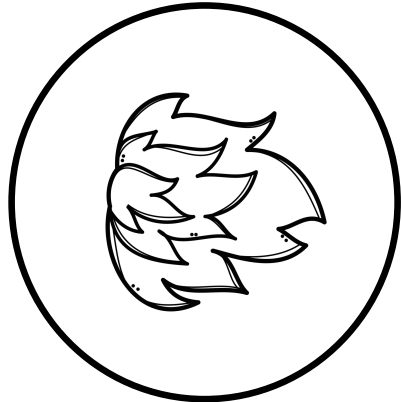
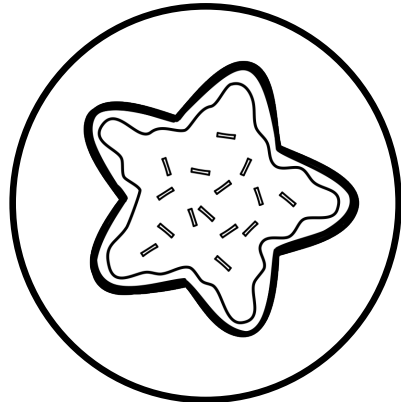
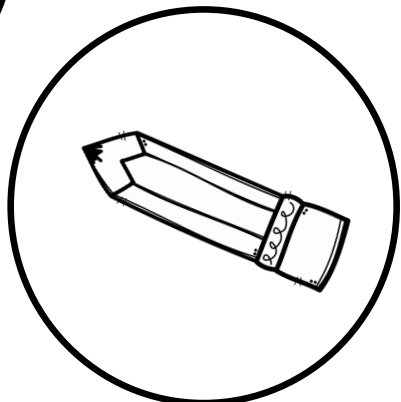
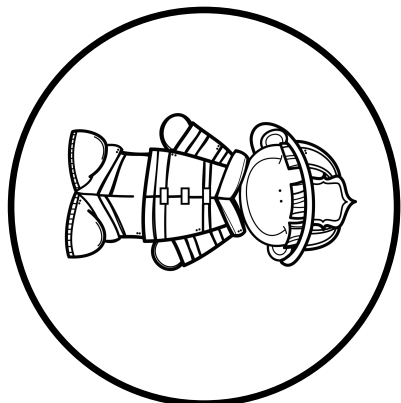
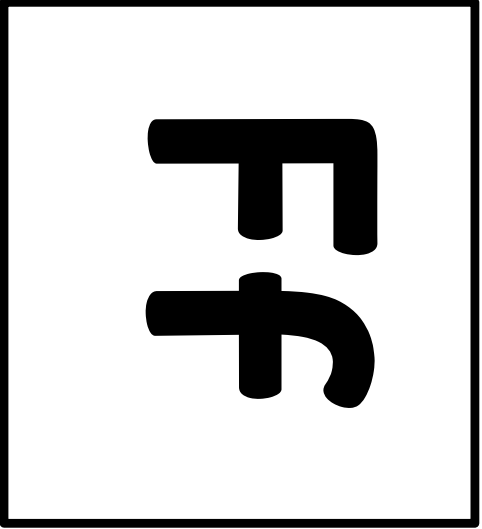
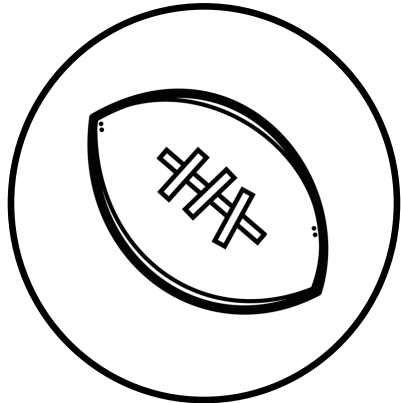
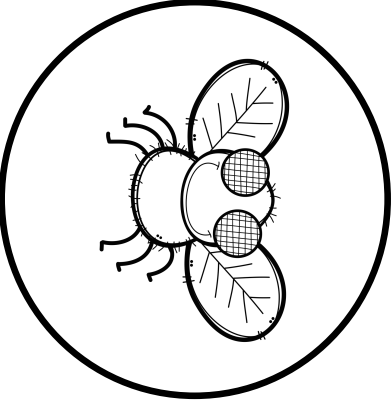
Directions: b is a sky line letter! Practice writing your b! Circle your best one!



Name: _____

All About Ff!

Directions: Color in the circles that have pictures starting with f!



Name:-----

Practice writing your Ff!

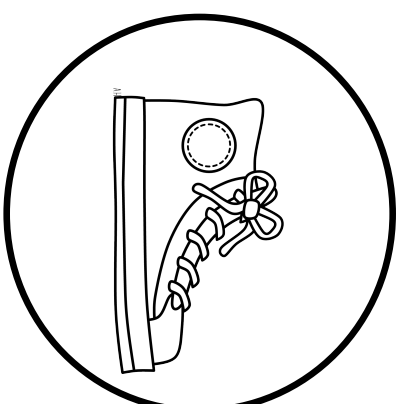
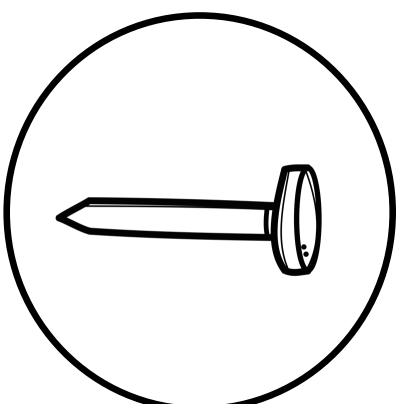
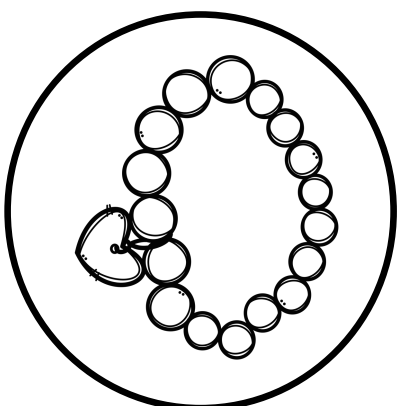
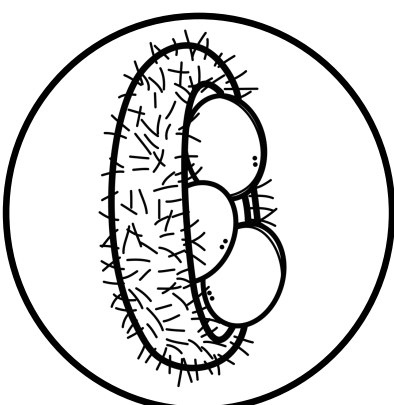
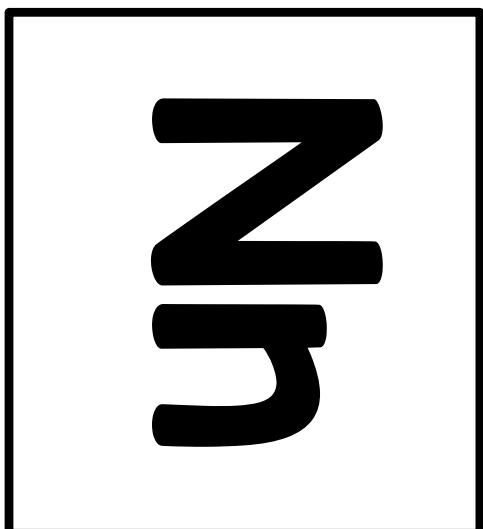
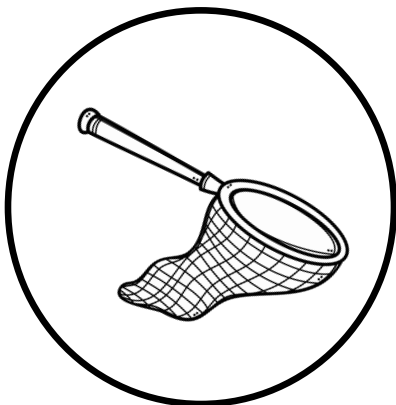
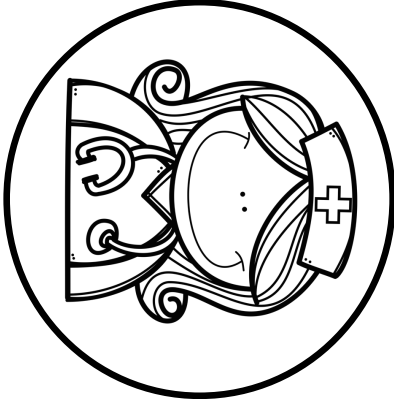
Directions: f is a sky line letter! Practice writing your f! Circle your best one!



Name: _____

All About Nn!

Directions: Color in the circles that have pictures starting with n!



Name:-----

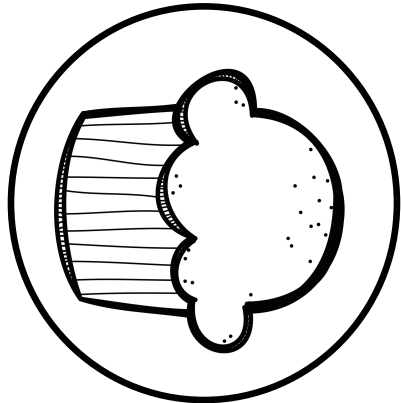
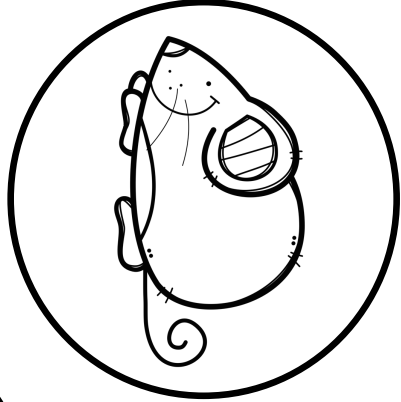
Practice writing your Nn!

Directions: n is a plane line letter! Practice writing your n! Circle your best one!

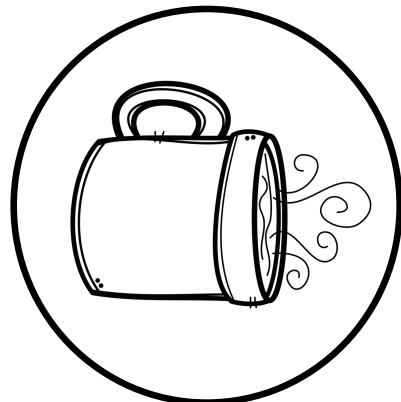
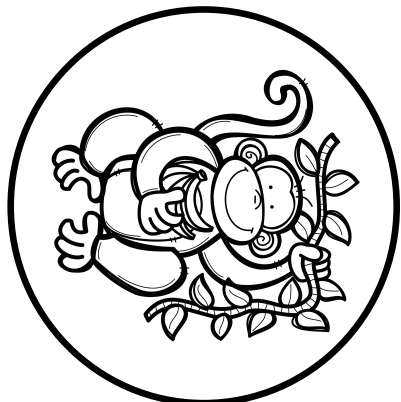
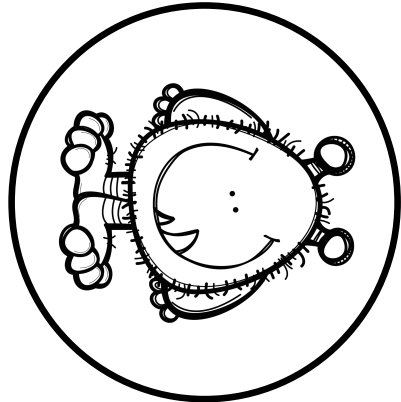
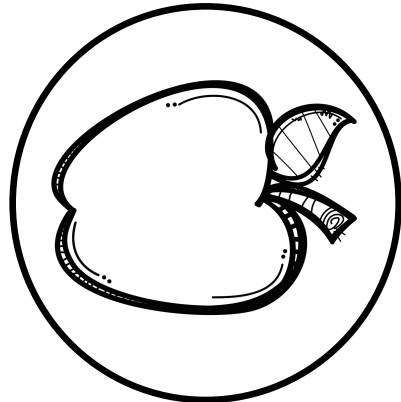
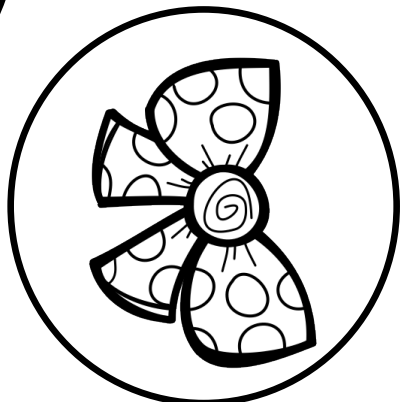
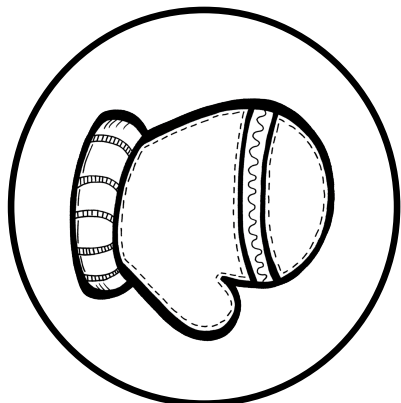


Name: _____

All About Mm!
Directions: Color in the circles that have pictures starting with m!



Mm



Name:-----

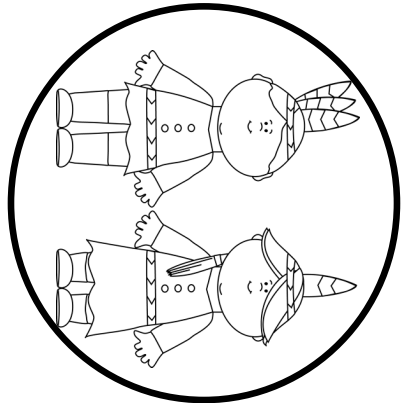
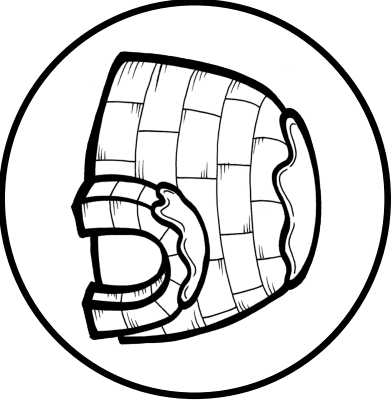
Practice writing your Mm!

Directions: n is a plane line letter! Practice writing your m! Circle your best one!

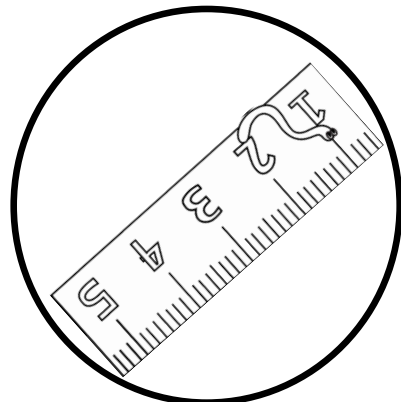
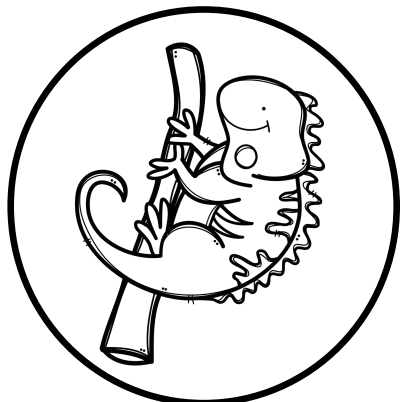
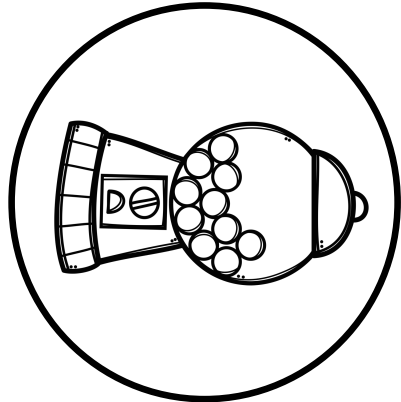
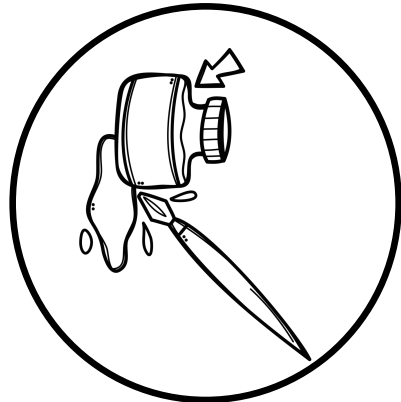
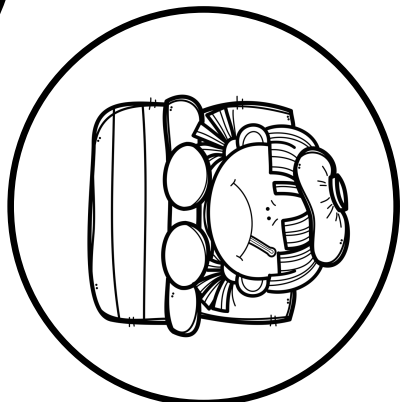
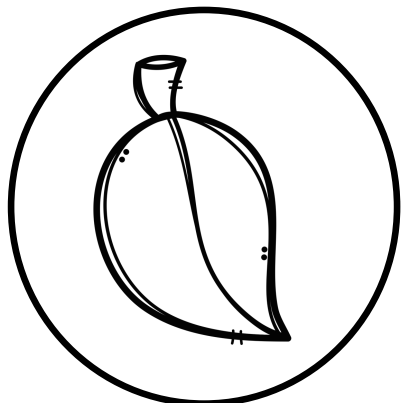


Name: _____

All About Ii!
Directions: Color in the circles that have pictures starting with ii!



Ii



Name:-----

Practice writing your Ii!

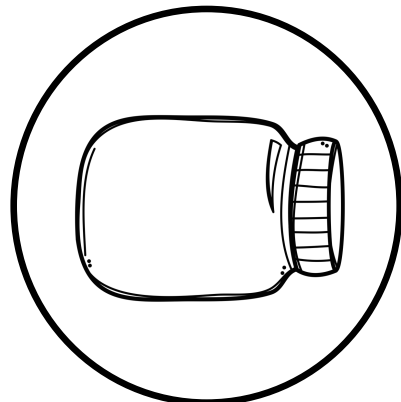
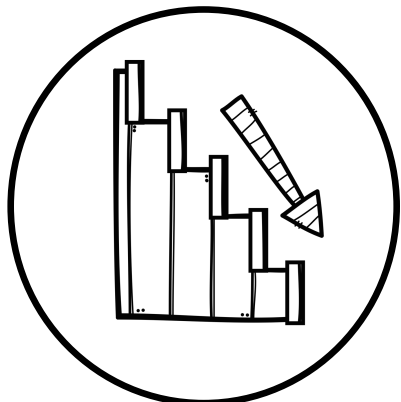
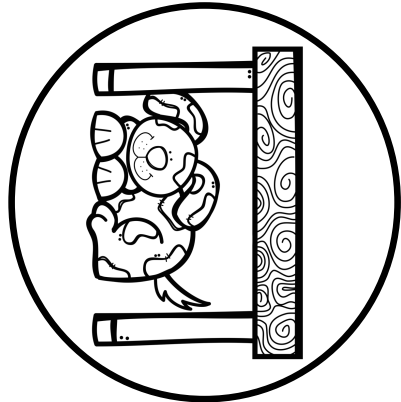
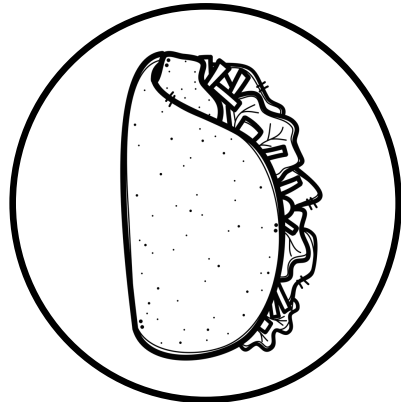
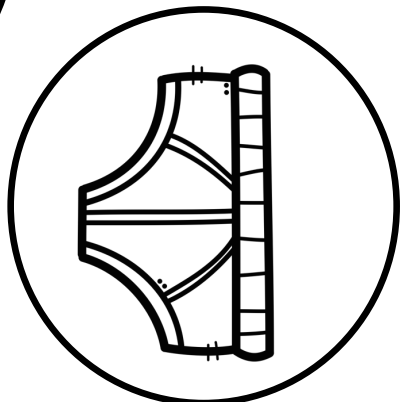
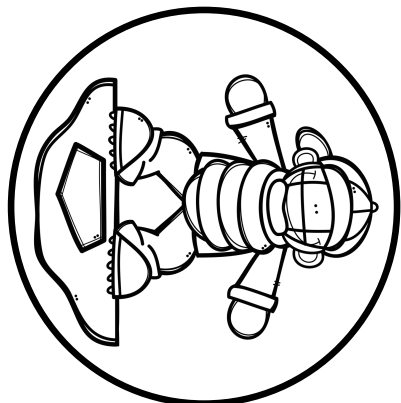
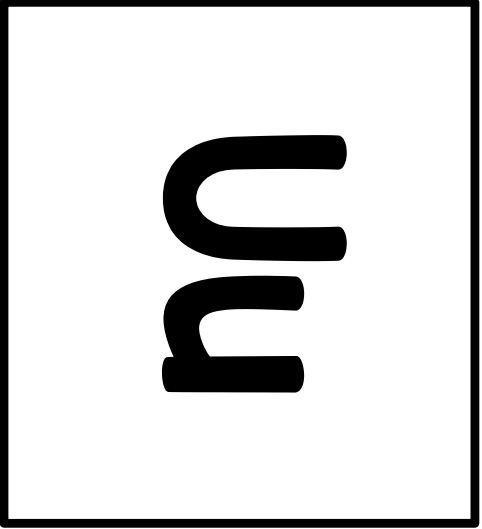
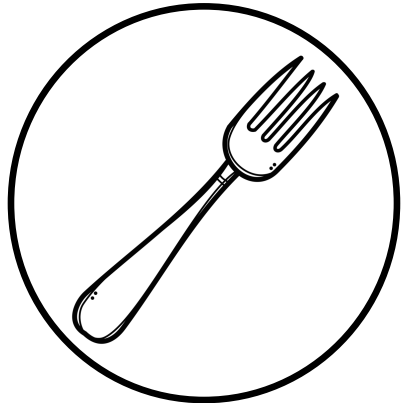
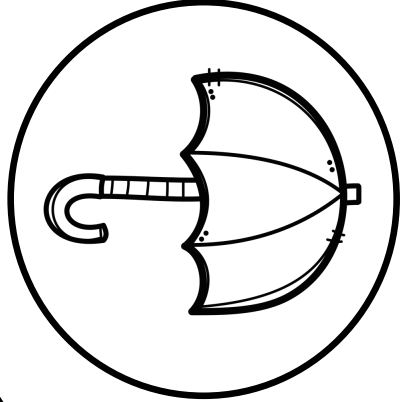
Directions: i is a plane line letter! Practice writing your i! Circle your best one!



Name: _____

All About Uu!

Directions: Color in the circles that have pictures starting with u!



Name:-----

Practice writing your Uu!

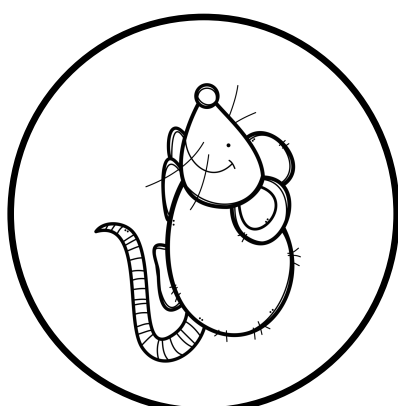
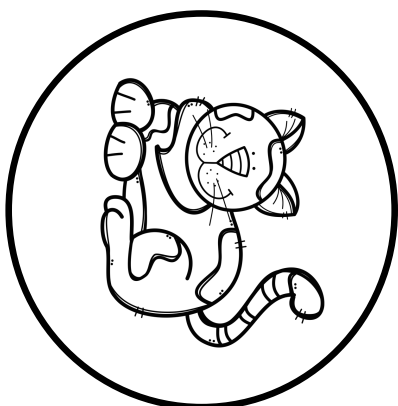
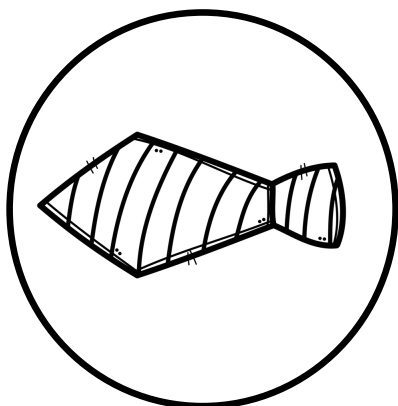
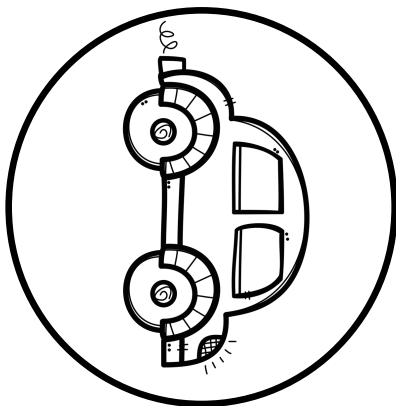
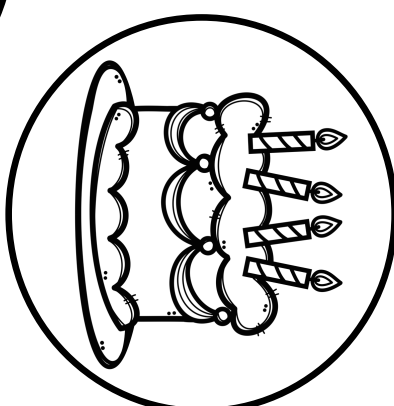
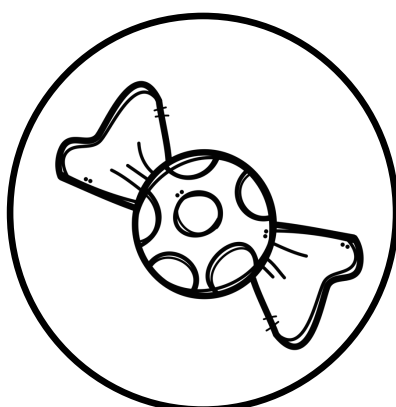
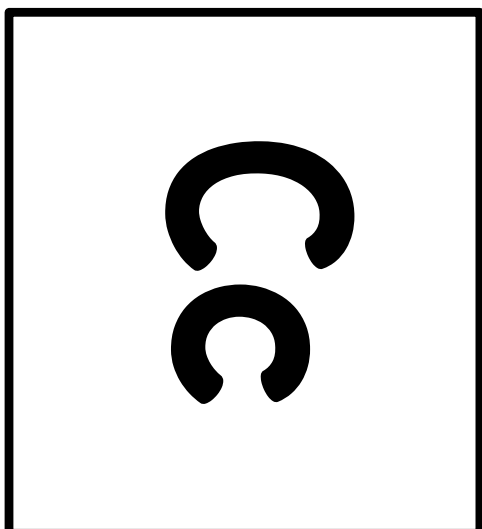
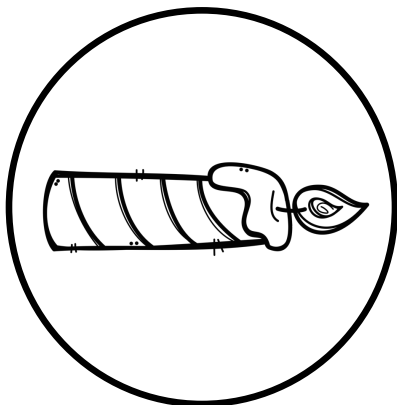
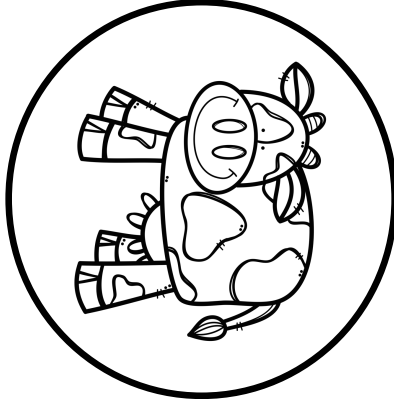
Directions: u is a plane line letter! Practice writing your u! Circle your best one!



Name: _____

All About Cc!

Directions: Color in the circles that have pictures starting with c!



Name:-----

Practice writing your Cc!

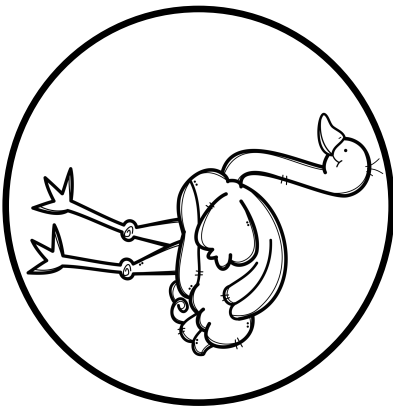
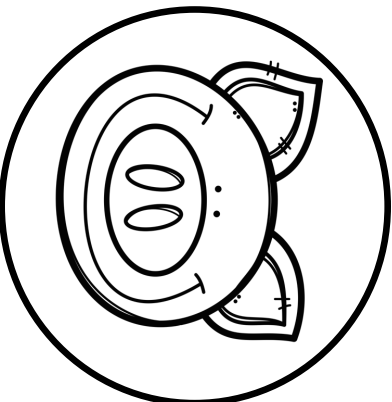
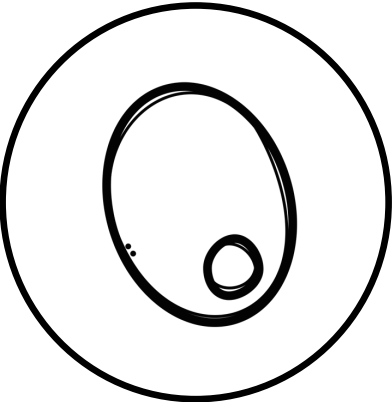
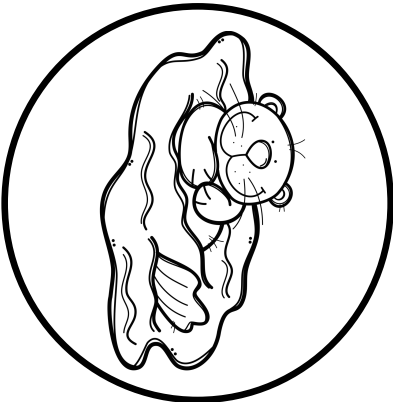
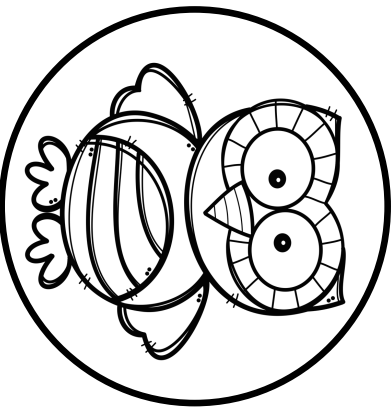
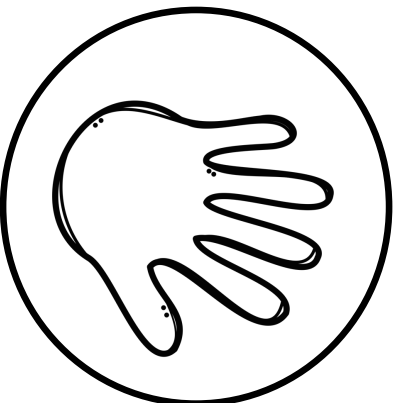
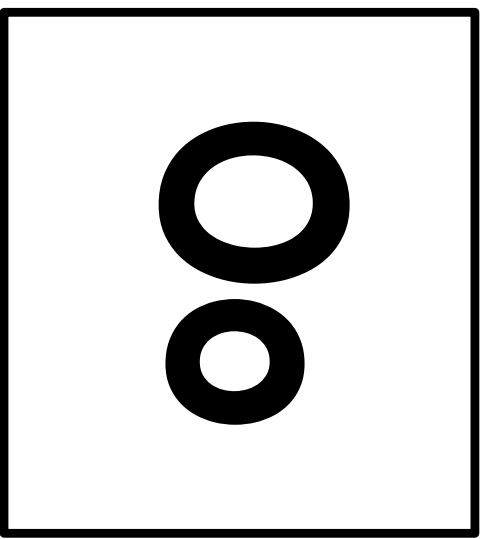
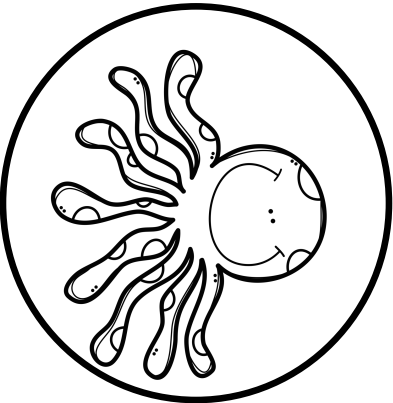
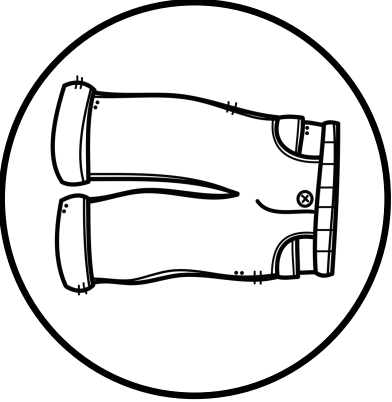
Directions: c is a plane line letter! Practice writing your c! Circle your best one!



Name: _____

All About Oo!

Directions: Color in the circles that have pictures starting with o!



Name:-----

Practice writing your Oo!

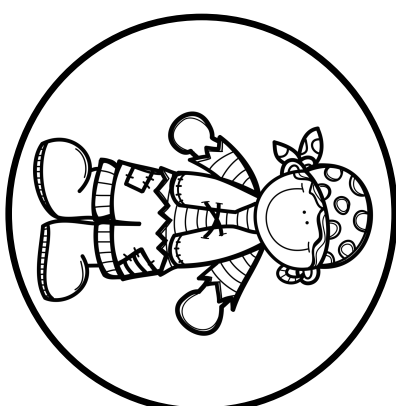
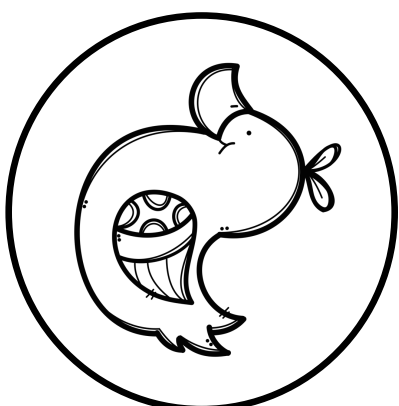
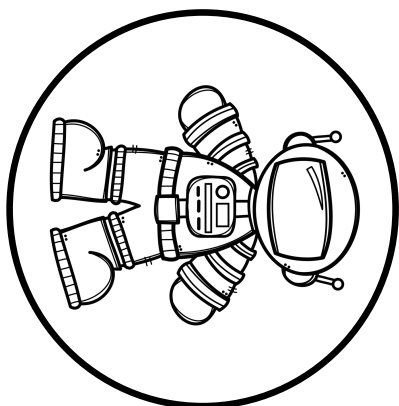
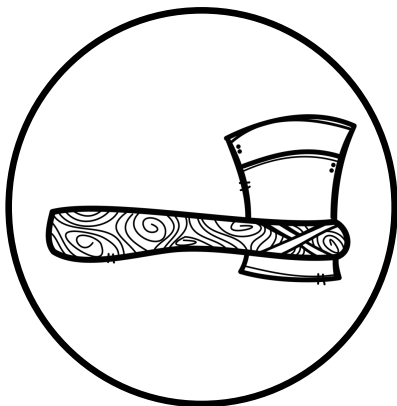
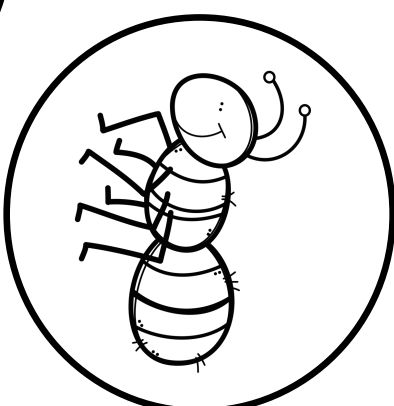
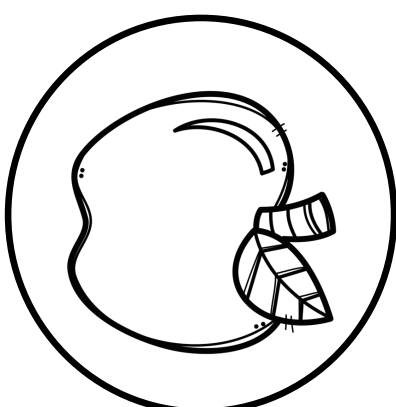
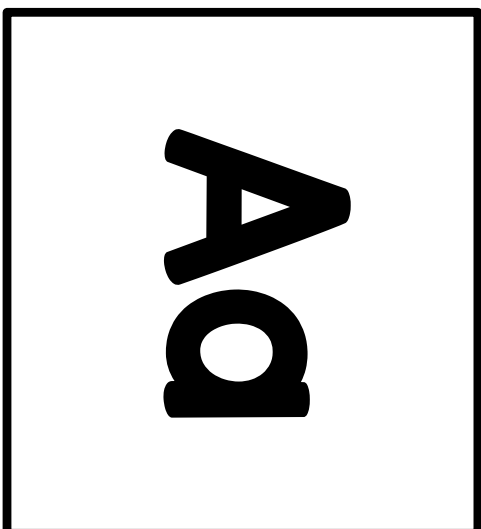
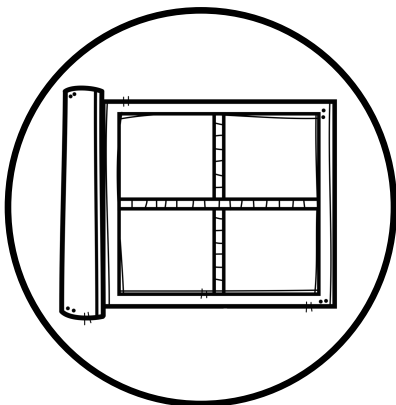
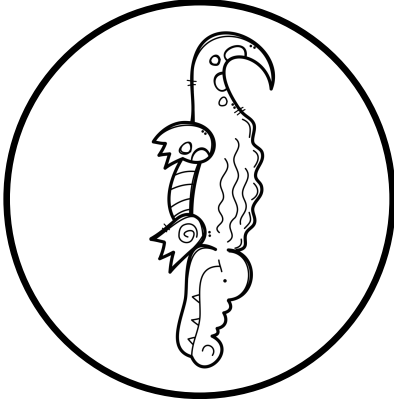
Directions: o is a plane line round letter! Practice writing your o! Circle your best one!



Name: _____

All About Ai!

Directions: Color in the circles that have pictures starting with ai!



Name:-----

Practice writing your Aa!

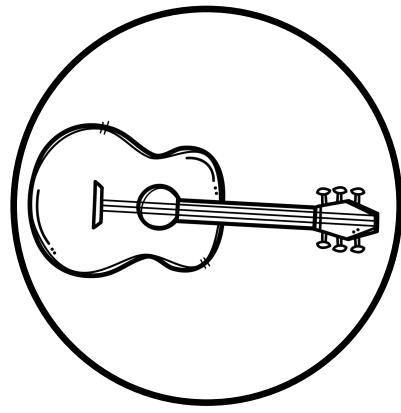
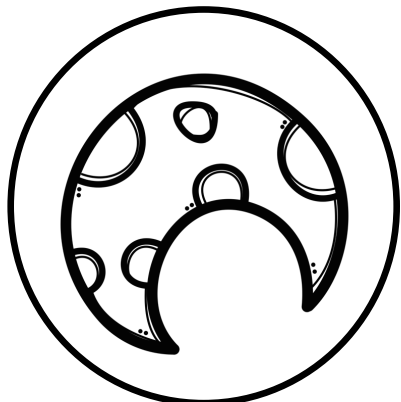
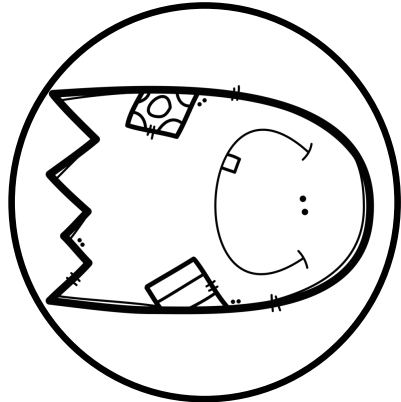
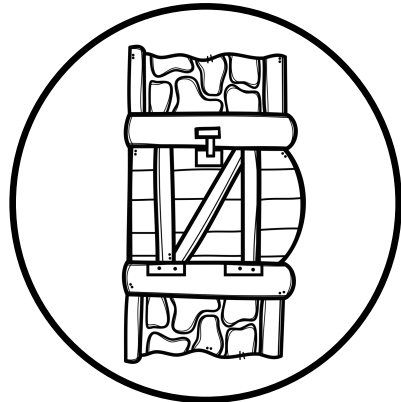
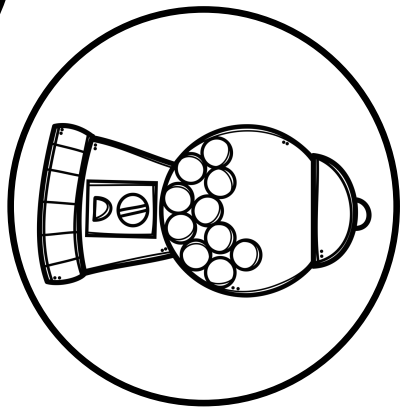
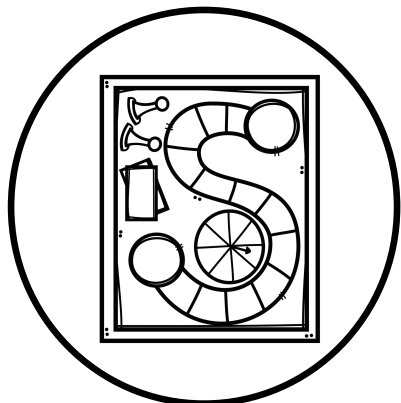
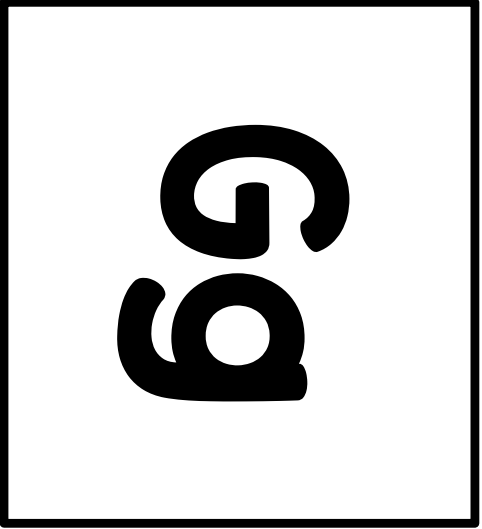
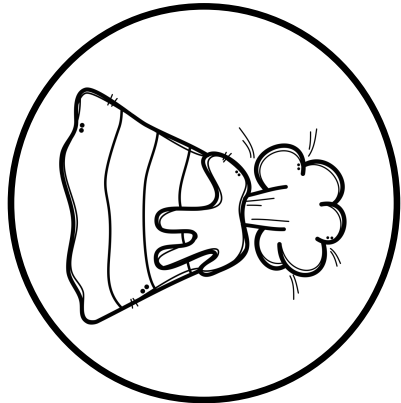
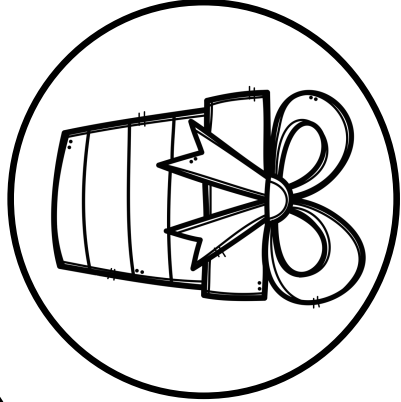
Directions: a is a plane line round letter! Practice writing your a! Circle your best one!



Name: _____

All About Gg!

Directions: Color in the circles that have pictures starting with g!



Name:-----

Practice writing your Gg!

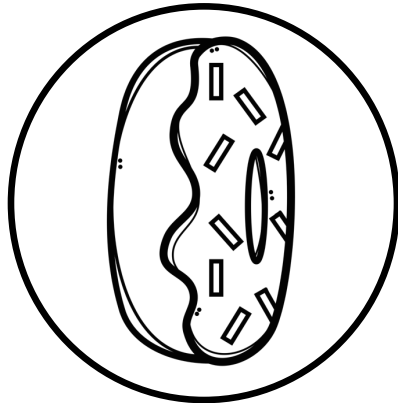
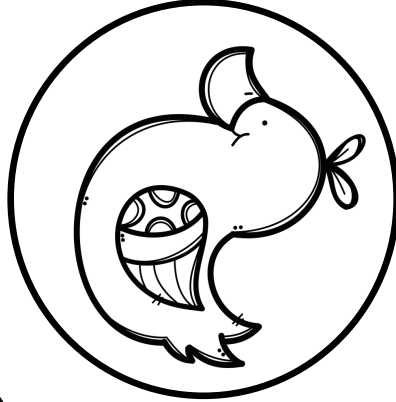
Directions: g is a plane line round letter! Practice writing your g! Circle your best one!



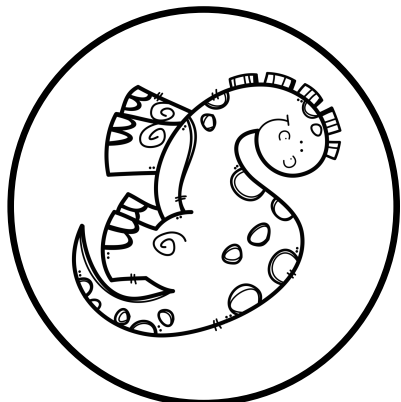
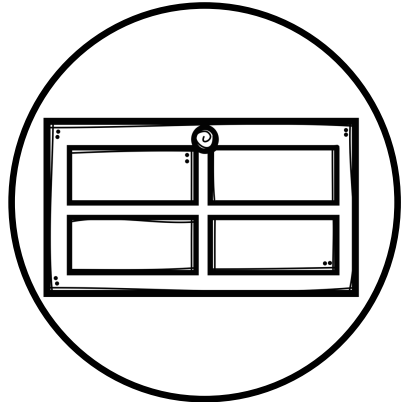
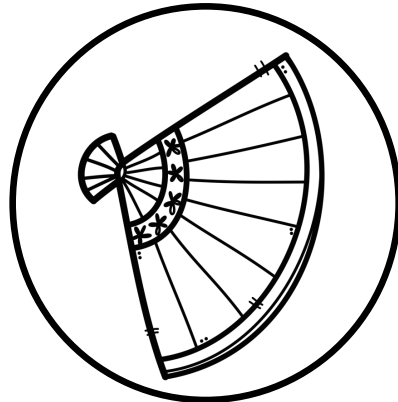
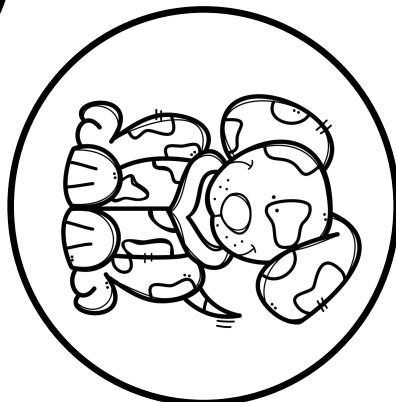
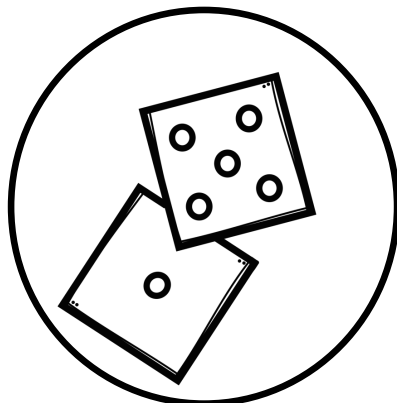
Name: _____

All About Dd!

Directions: Color in the circles that have pictures starting with d!



Dd



Name:-----

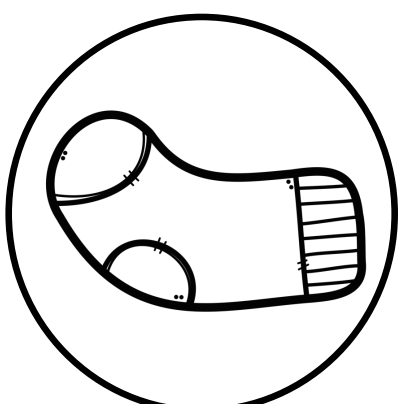
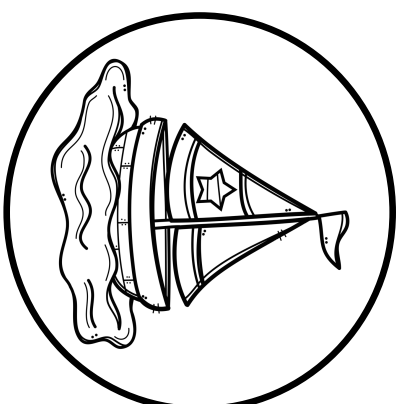
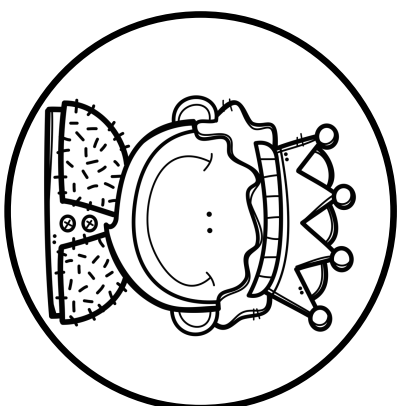
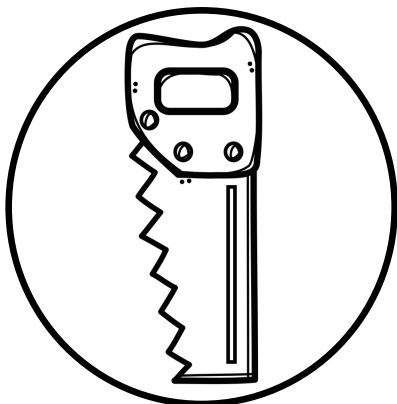
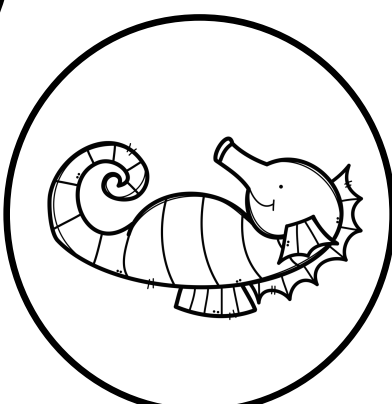
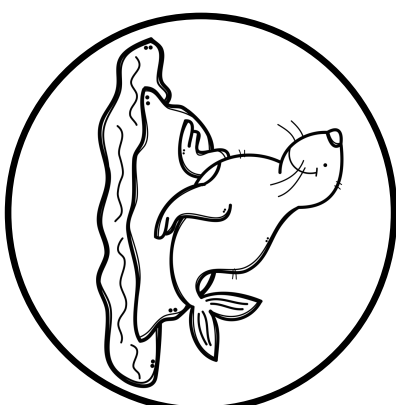
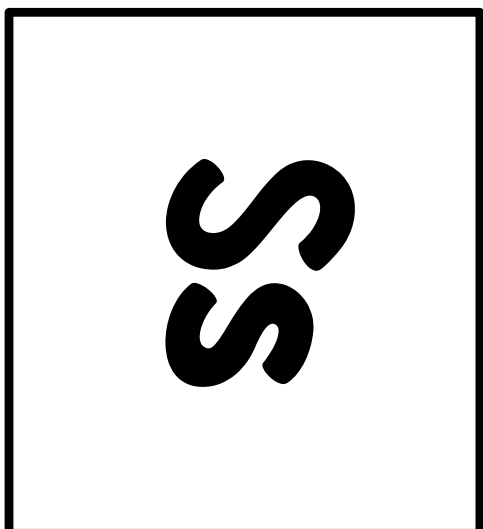
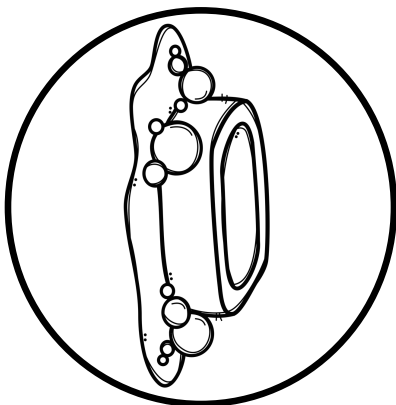
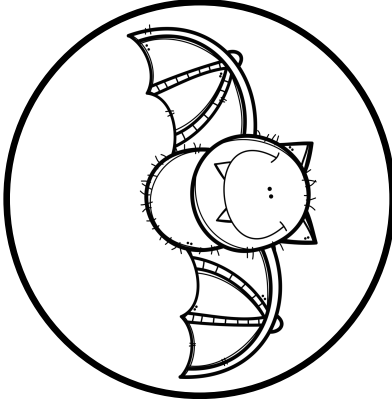
Practice writing your Dd!

Directions: d is a plane line round letter! Practice writing your d! Circle your best one!



Name: _____

All About Ss!
Directions: Color in the circles that have pictures starting with s!



Name:-----

Practice writing your Ss!

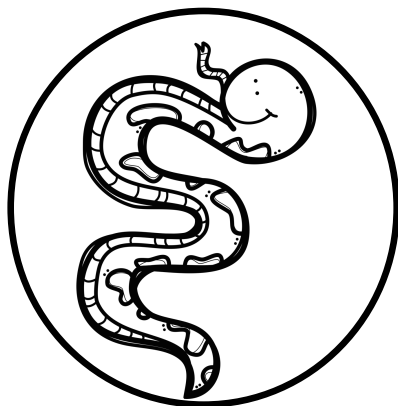
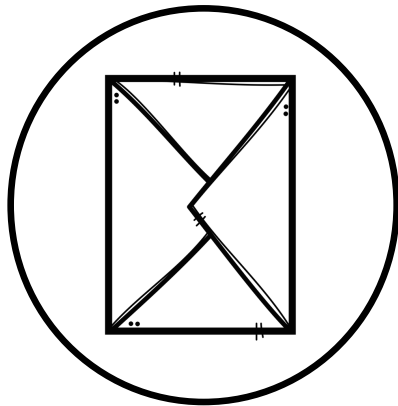
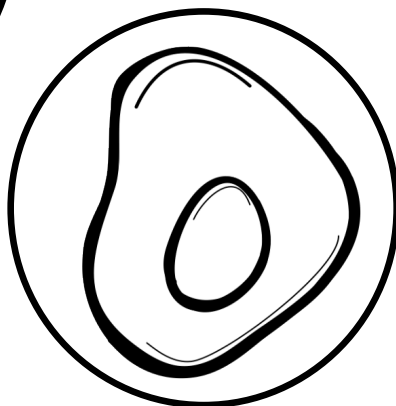
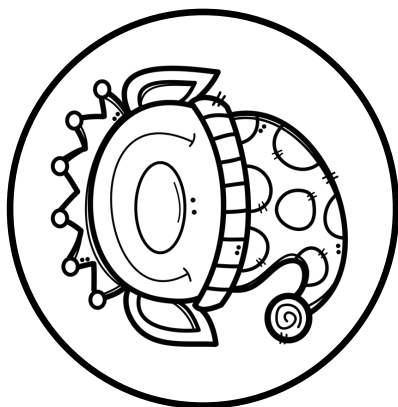
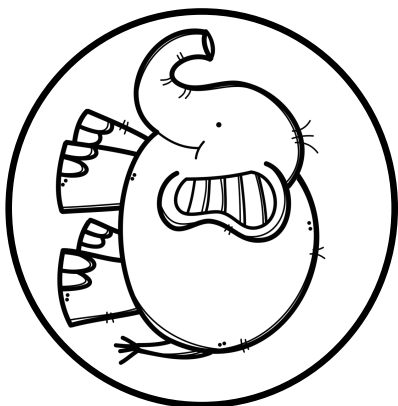
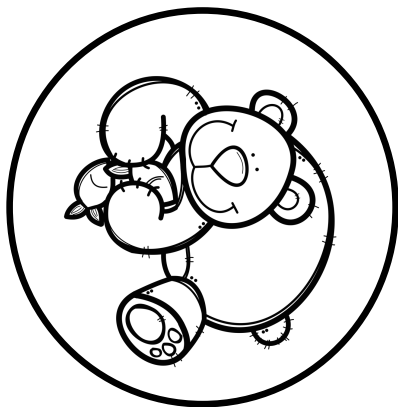
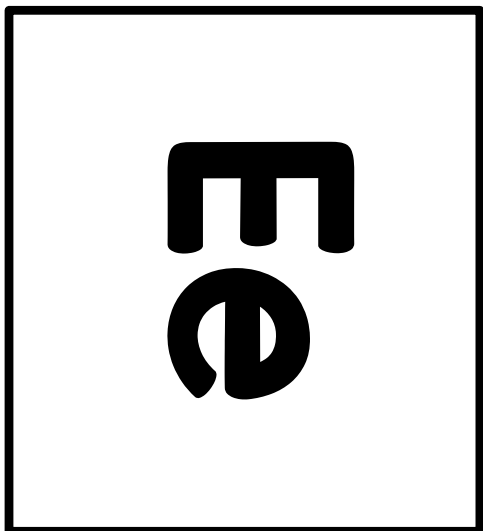
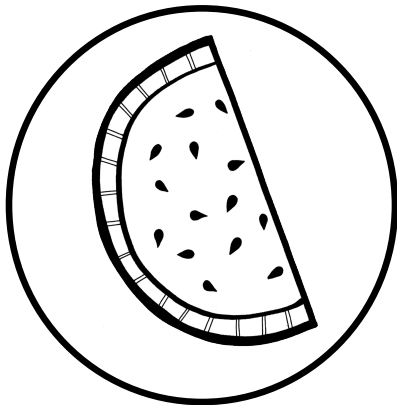
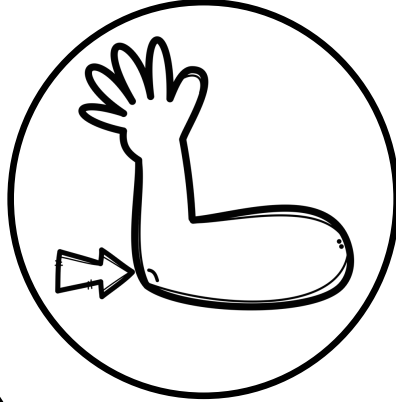
Directions: s is a plane line round letter! Practice writing your s! Circle your best one!



Name: _____

All About Ee!

Directions: Color in the circles that have pictures starting with e!



Name:-----

Practice writing your Ee!

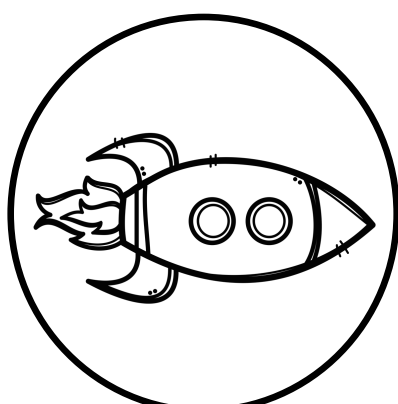
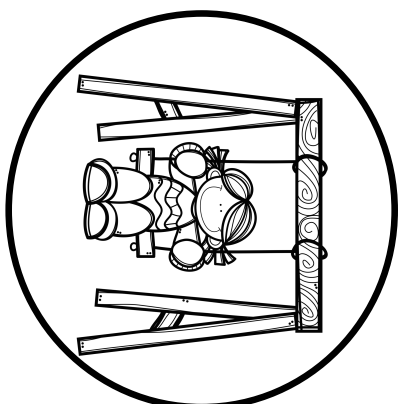
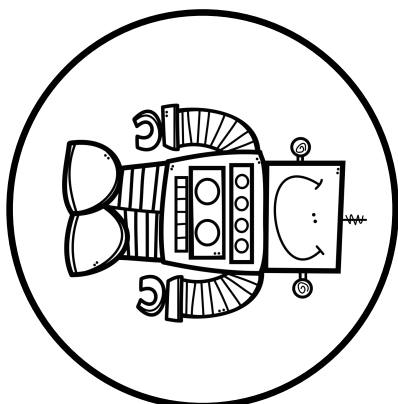
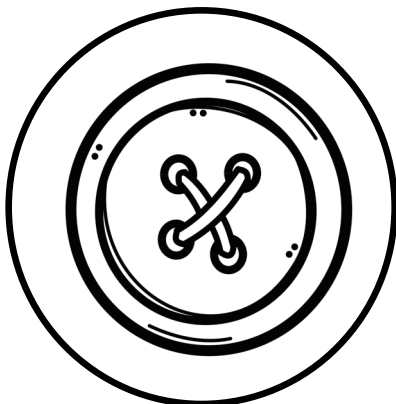
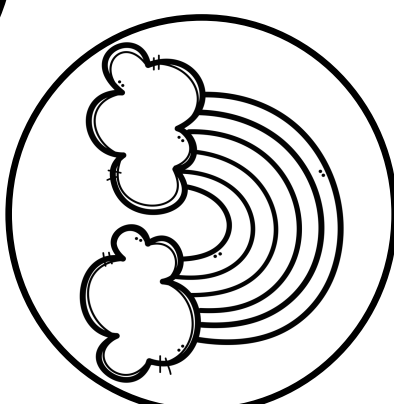
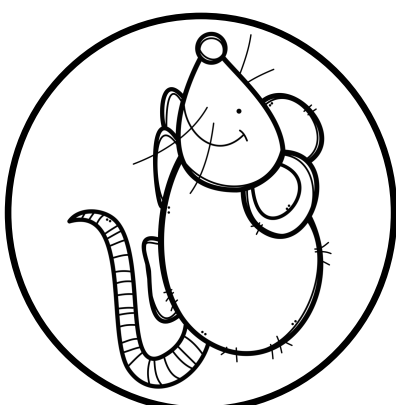
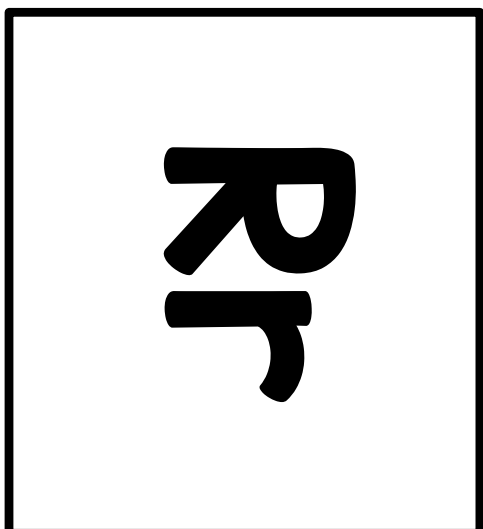
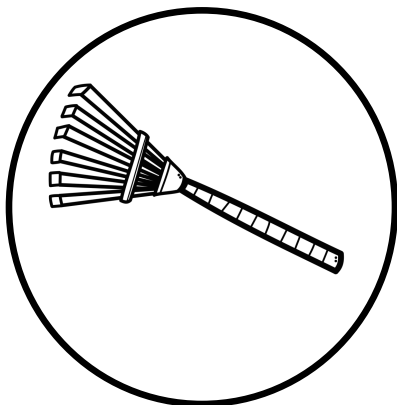
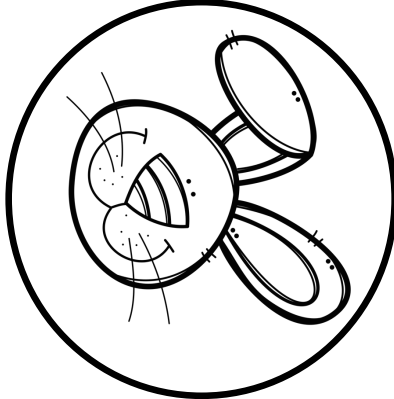
Directions: e is a plane line round letter! Practice writing your e! Circle your best one!



Name: _____

All About Rr!

Directions: Color in the circles that have pictures starting with r!



Name:-----

Practice writing your Rr!

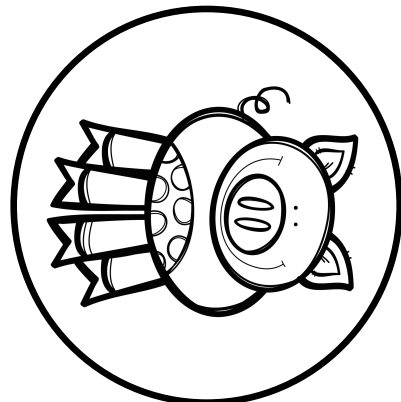
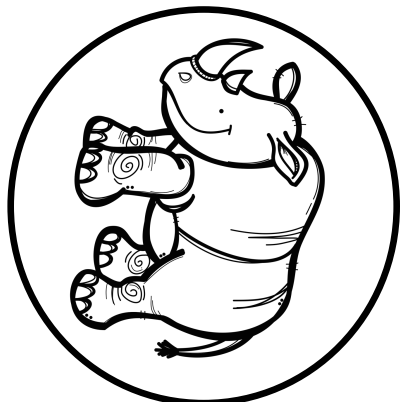
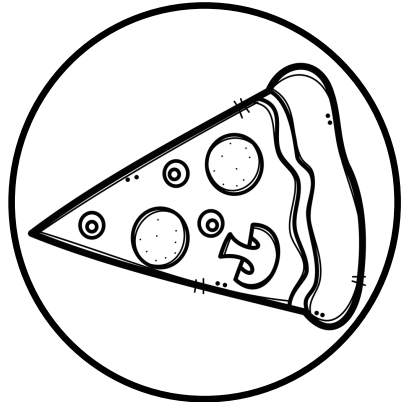
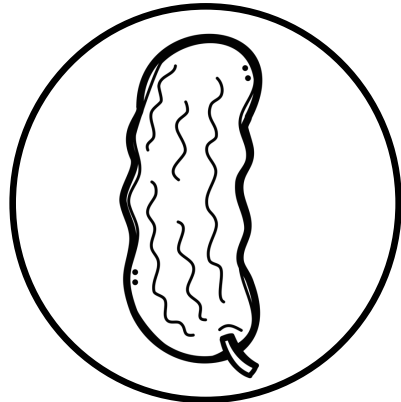
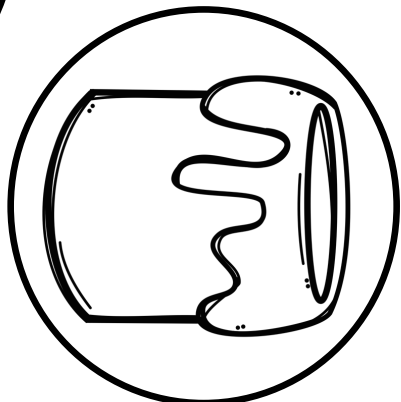
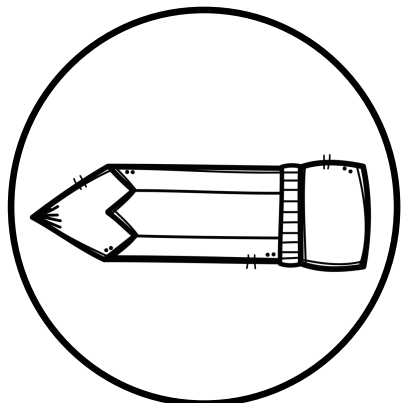
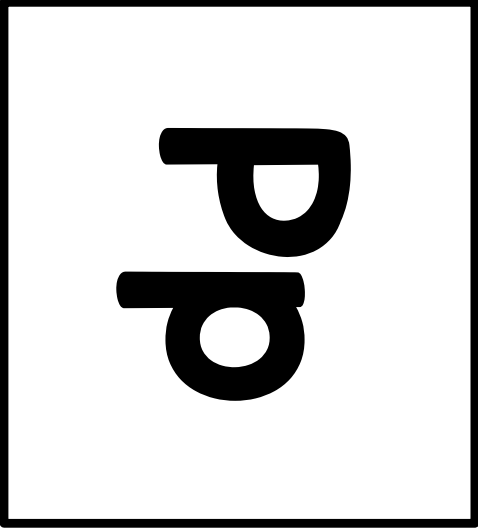
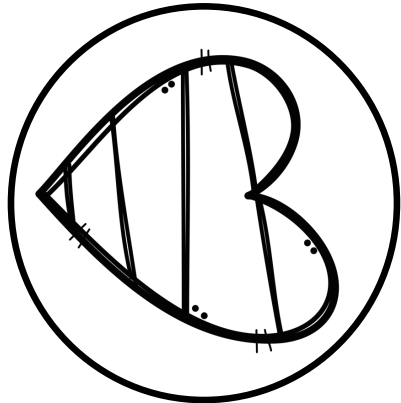
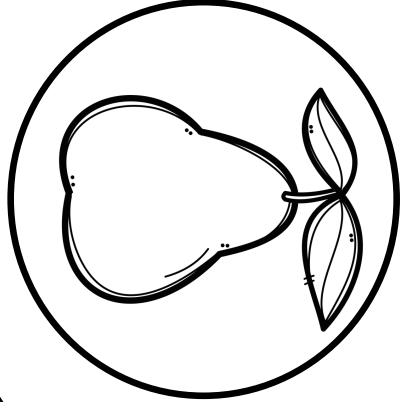
Directions: r is a plane line letter! Practice writing your r! Circle your best one!



Name: _____

All About Pp!

Directions: Color in the circles that have pictures starting with p!



Name:-----

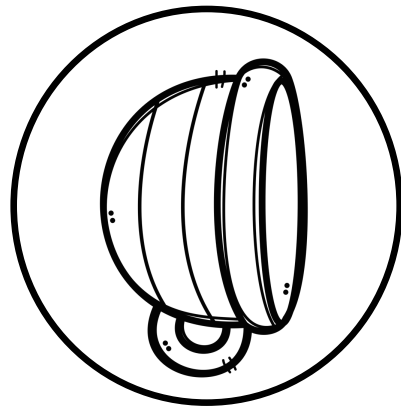
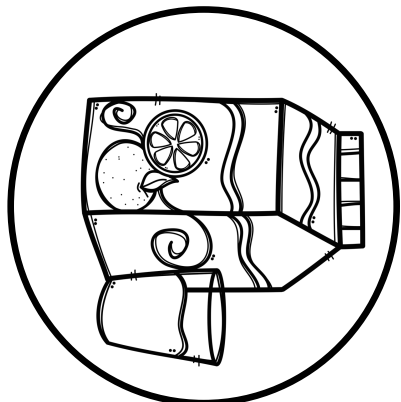
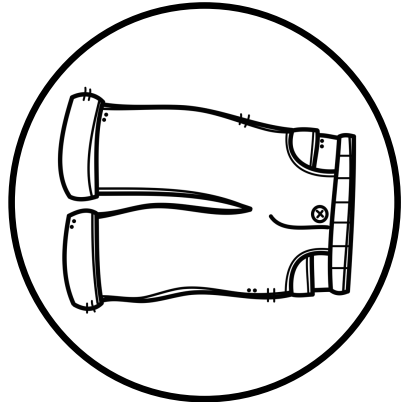
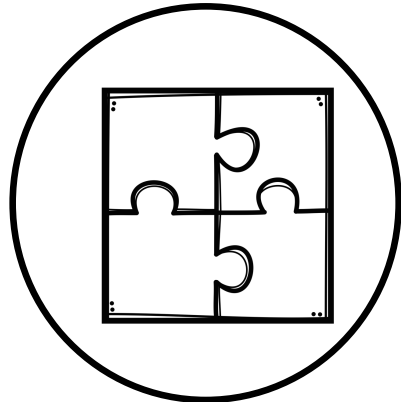
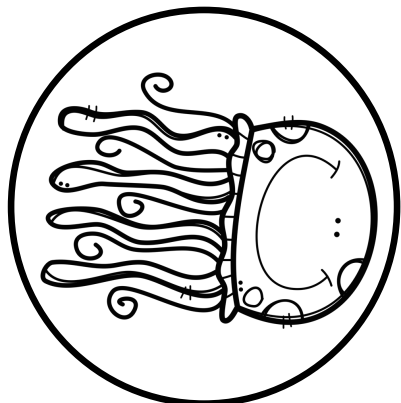
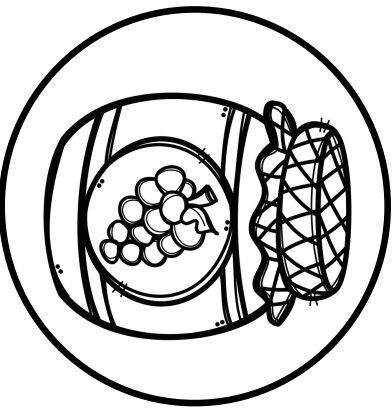
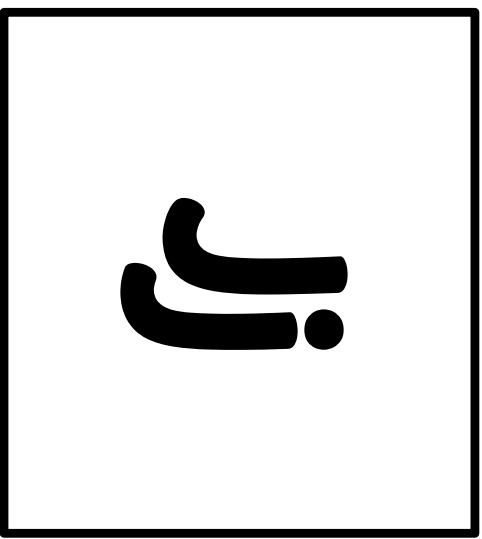
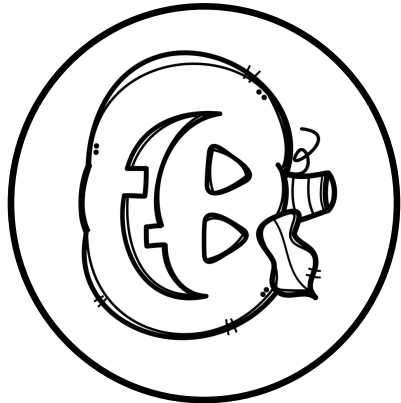
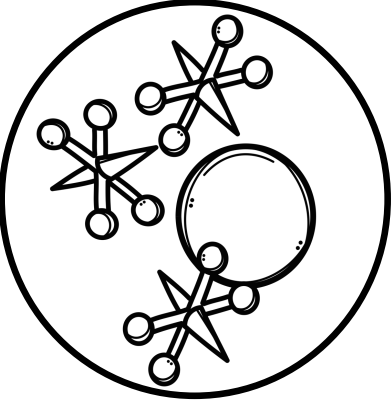
Practice writing your Pp!

Directions: p is a plane line letter! Practice writing your p! Circle your best one!



Name: _____

All About Jj!
Directions: Color in the circles that have pictures starting with j!



Name:-----

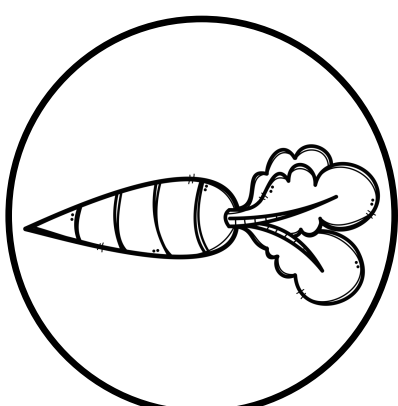
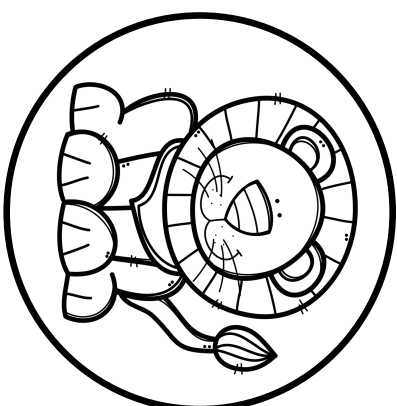
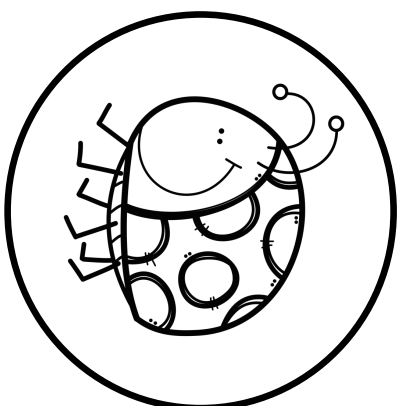
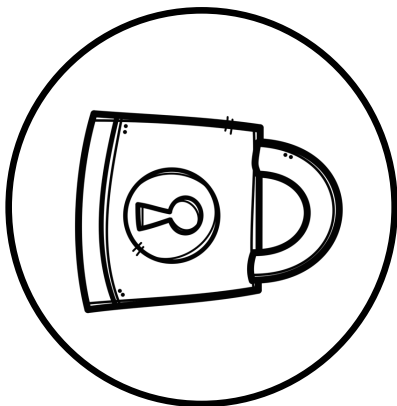
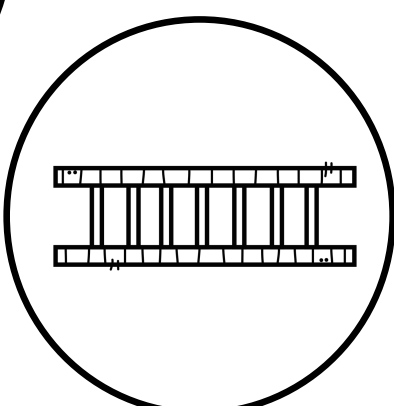
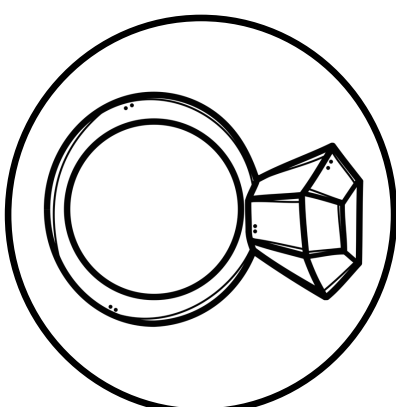
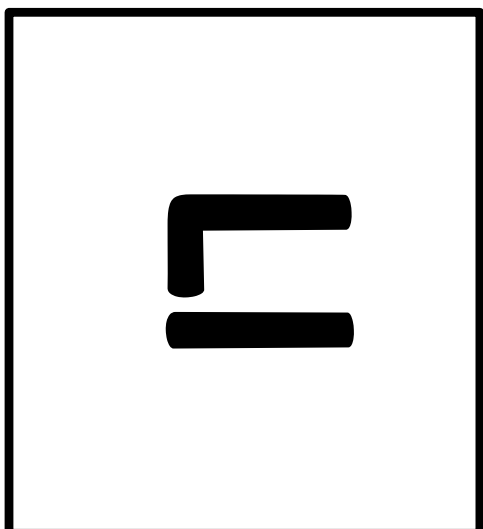
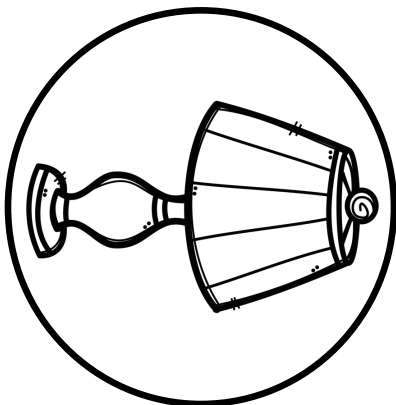
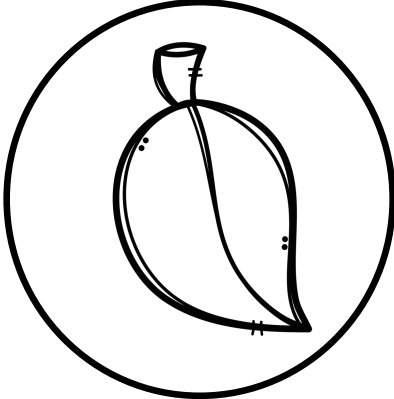
Practice writing your Jj!

Directions: j is a plane line letter! Practice writing your j! Circle your best one!



Name: _____

All About Ll!
Directions: Color in the circles that have pictures starting with Ll!



Name:-----

Practice writing your Ll!

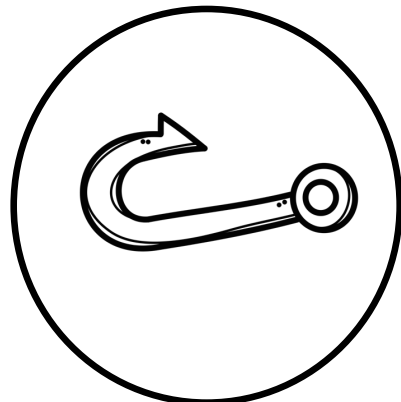
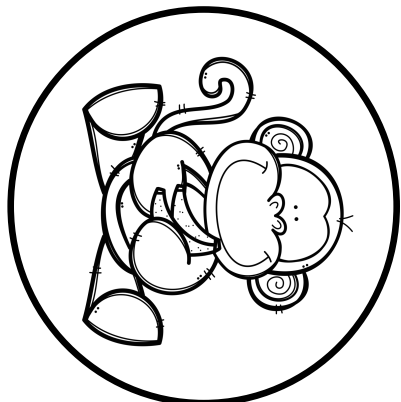
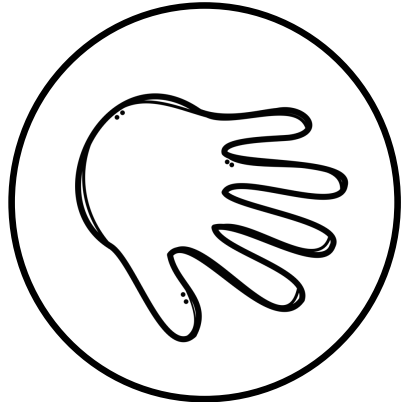
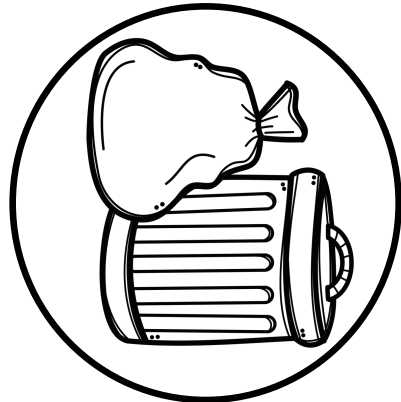
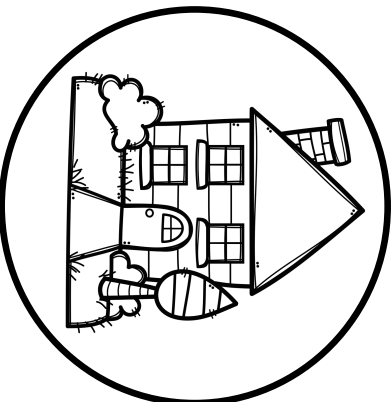
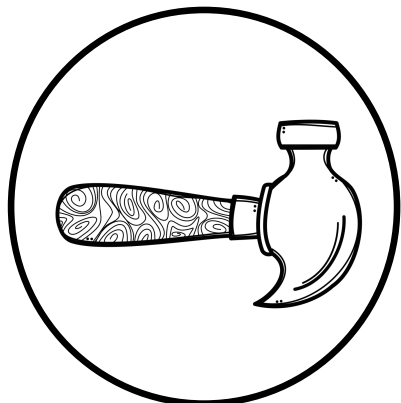
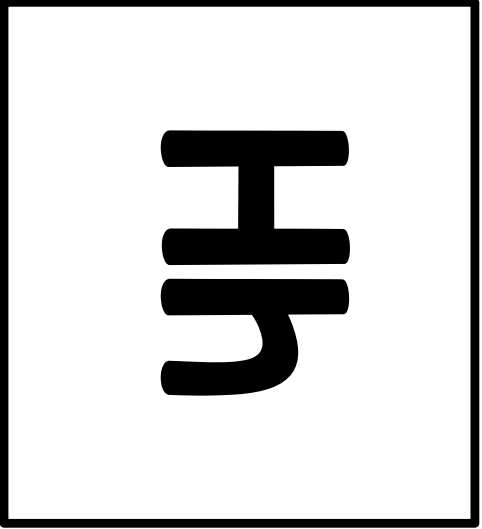
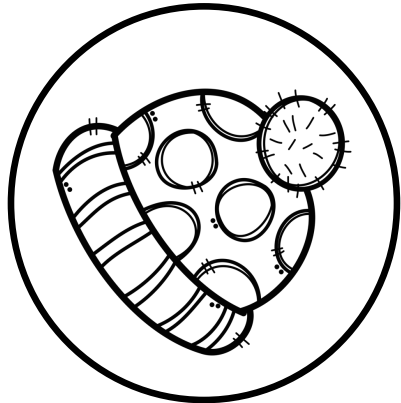
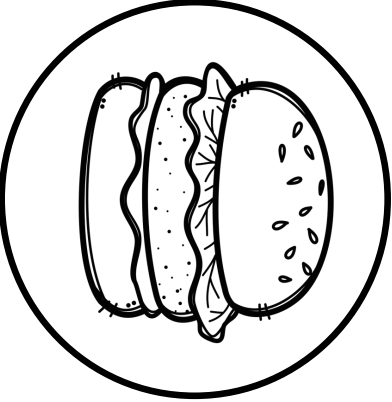
Directions: l is a sky line letter! Practice writing your ll! Circle your best one!



Name: _____

All About Hh!

Directions: Color in the circles that have pictures starting with h!



Name:-----

Practice writing your Hh!

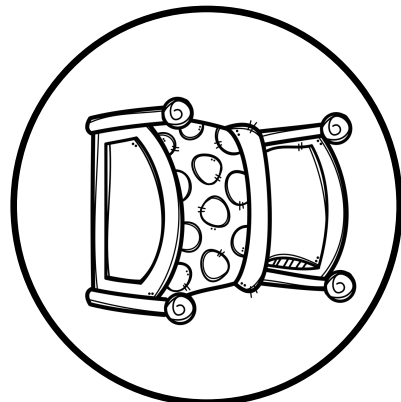
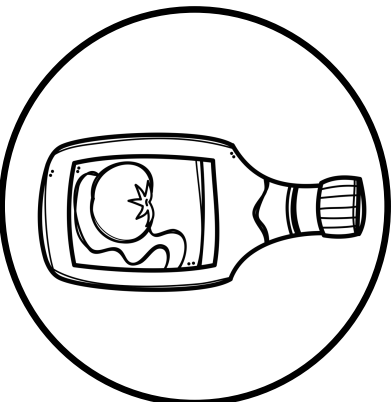
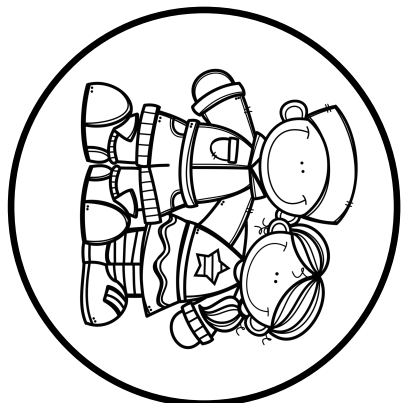
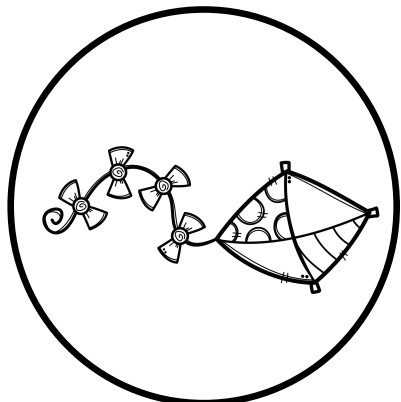
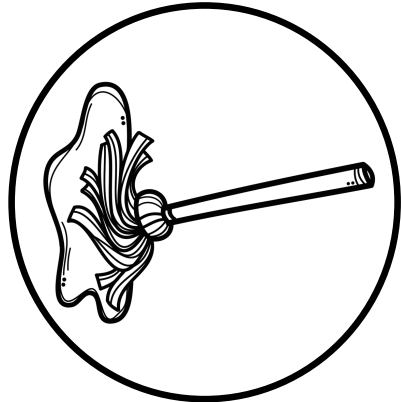
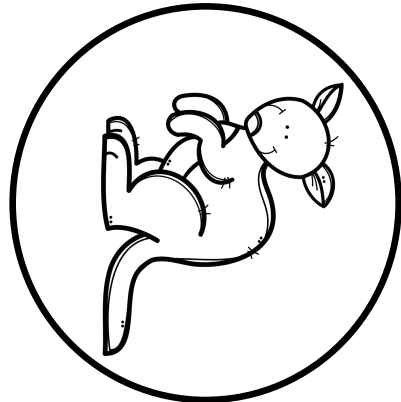
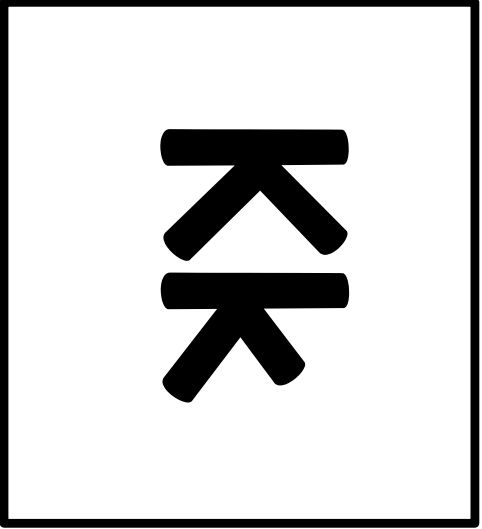
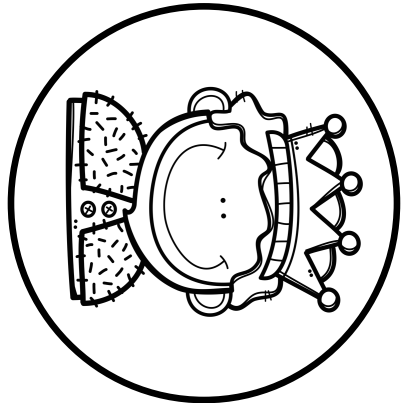
Directions: h is a sky line letter! Practice writing your h! Circle your best one!



Name: _____

All About Kk!

Directions: Color in the circles that have pictures starting with k!



Name:-----

Practice writing your Kk!

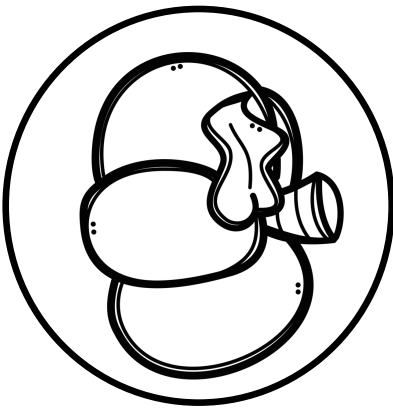
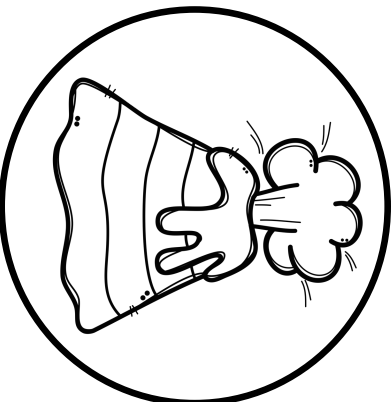
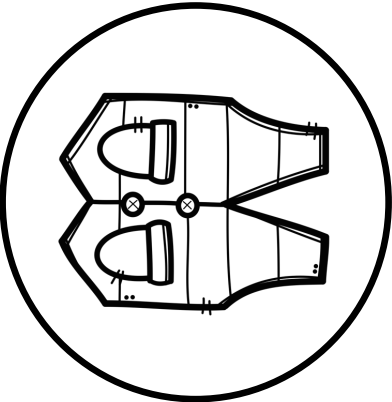
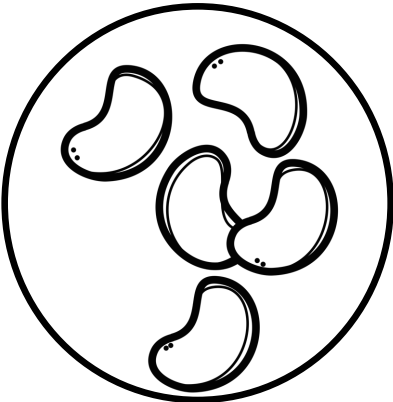
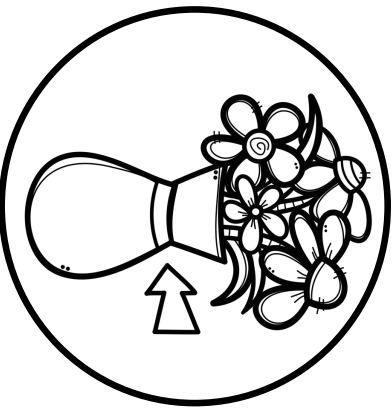
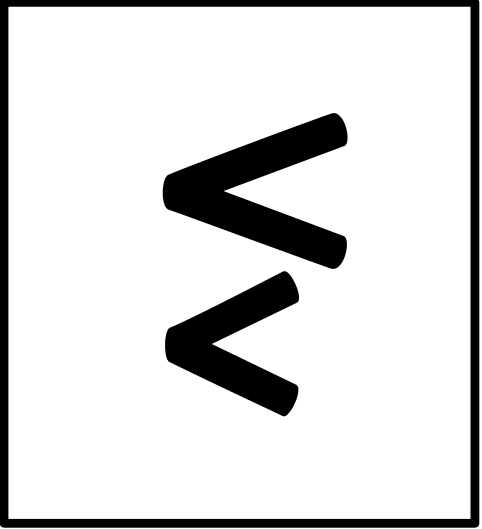
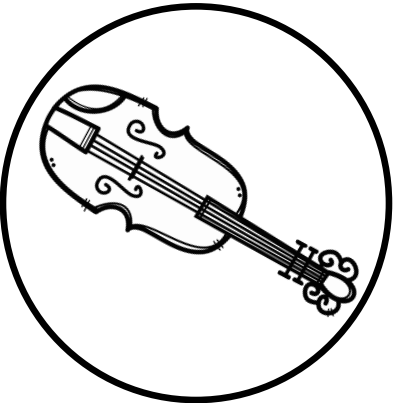
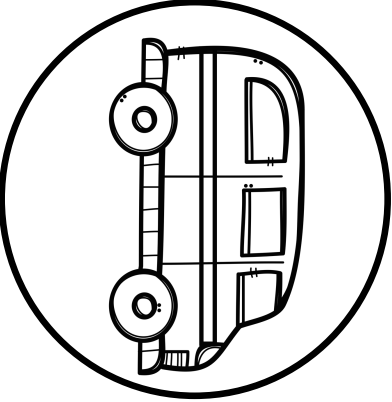
Directions: k is a sky line letter! Practice writing your k! Circle your best one!



Name: _____

All About Vv!

Directions: Color in the circles that have pictures starting with v!



Name:-----

Practice writing your Vv!

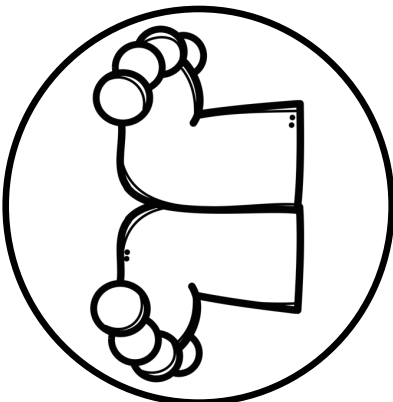
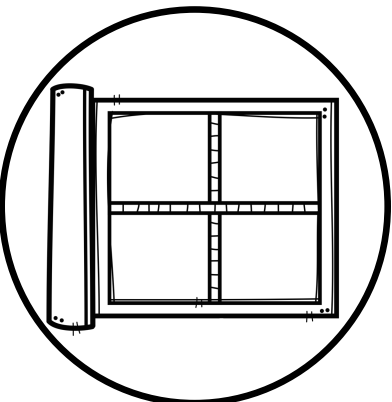
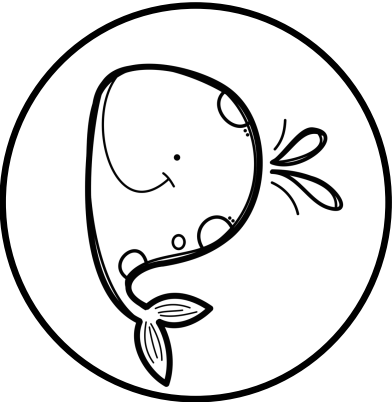
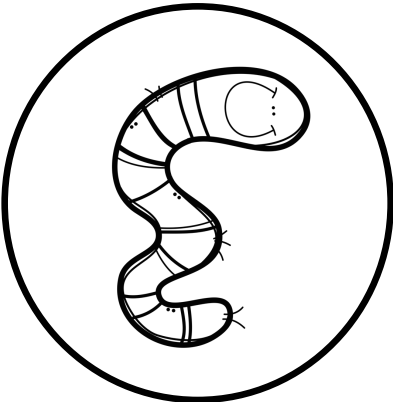
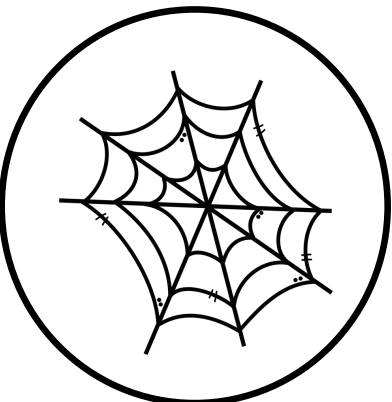
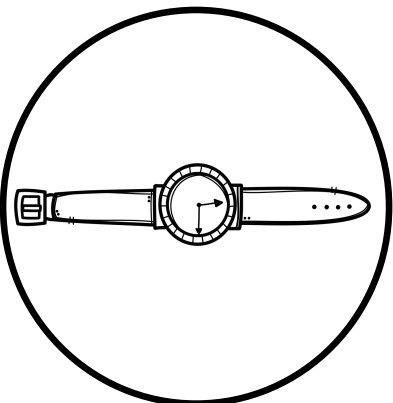
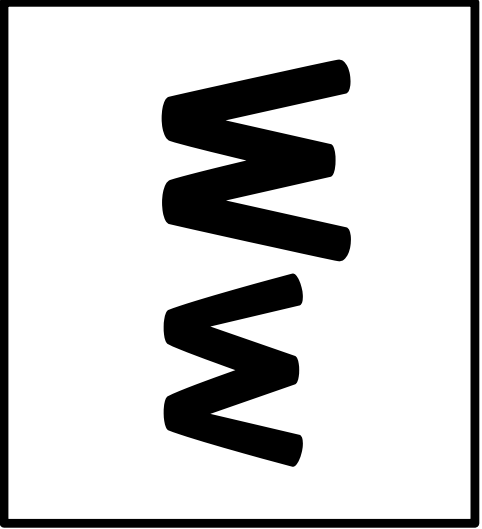
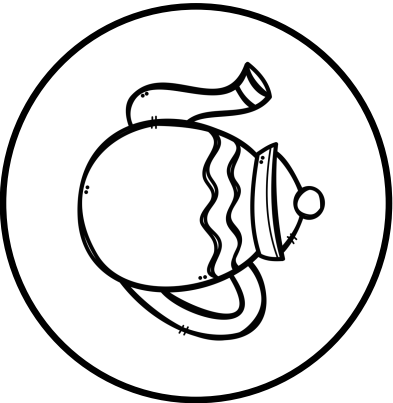
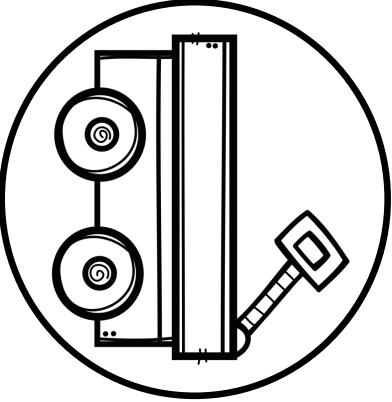
Directions: v is a plane line slide letter! Practice writing your v! Circle your best one!



Name: _____

All About Ww!

Directions: Color in the circles that have pictures starting with w!



Name:-----

Practice writing your Ww!

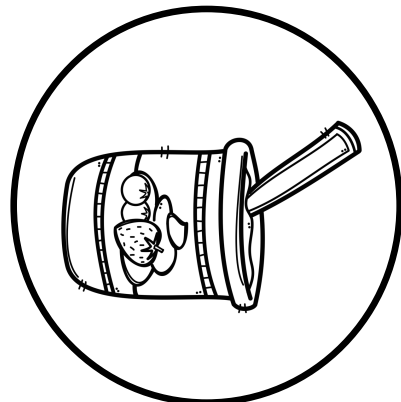
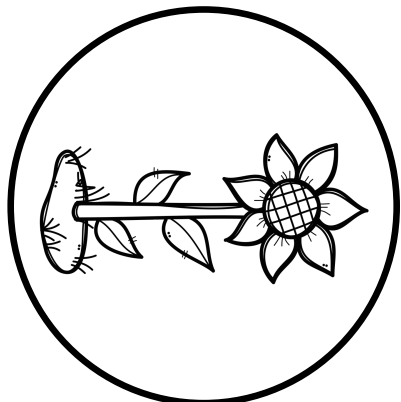
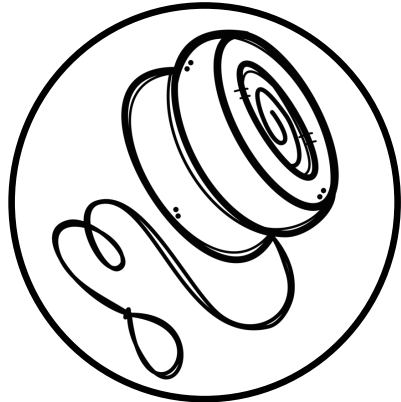
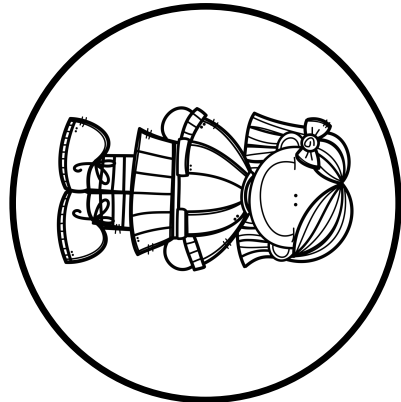
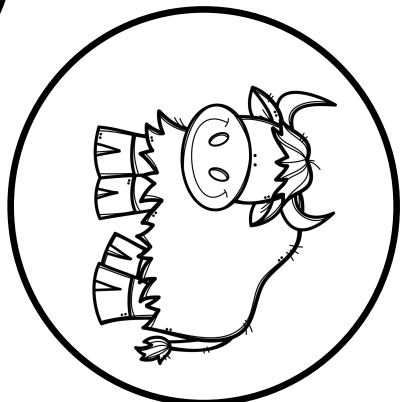
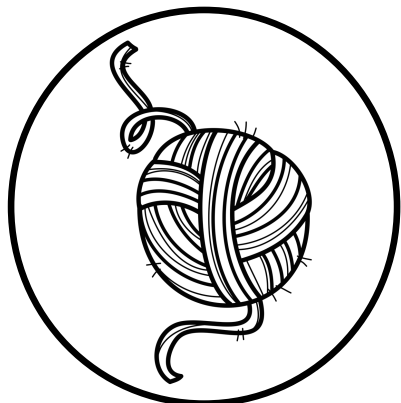
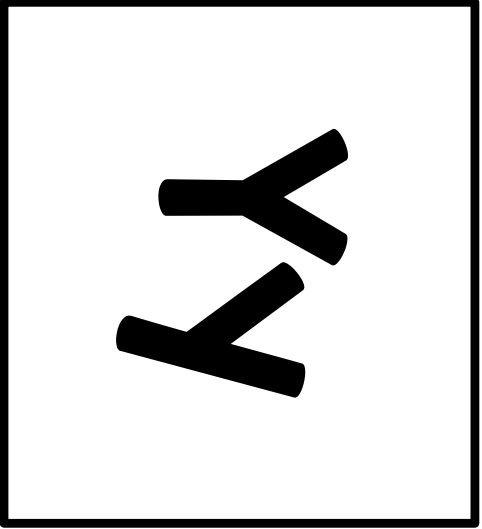
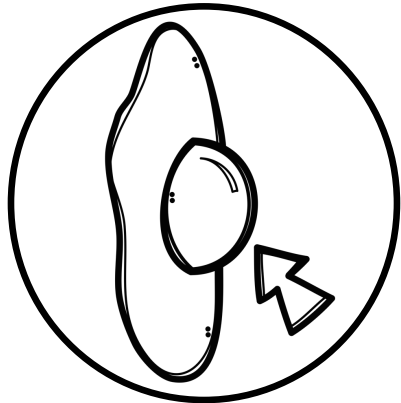
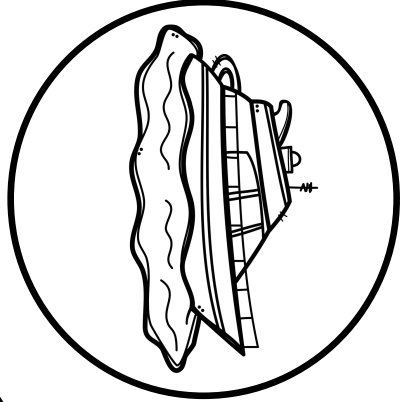
Directions: w is a plane line slide letter! Practice writing your w! Circle your best one!



Name: _____

All About Yy!

Directions: Color in the circles that have pictures starting with y!



Name:-----

Practice writing your Yy!

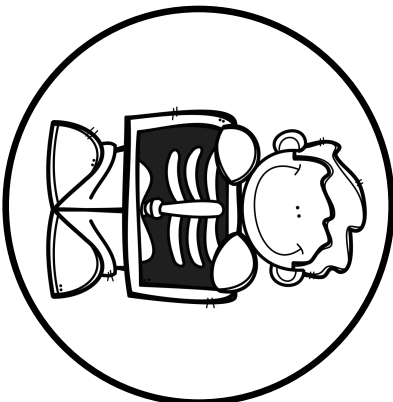
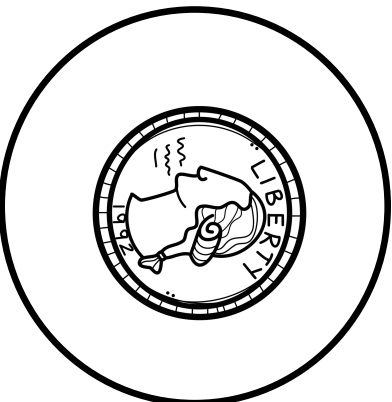
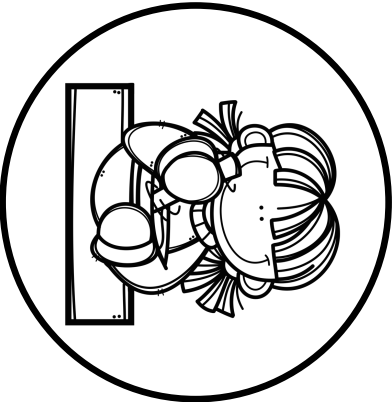
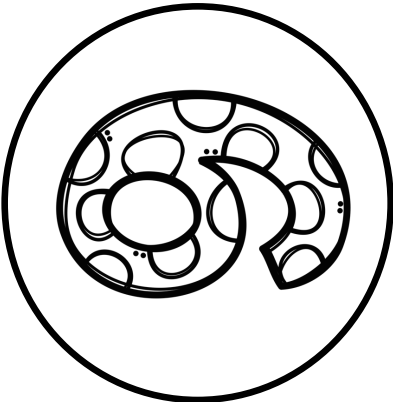
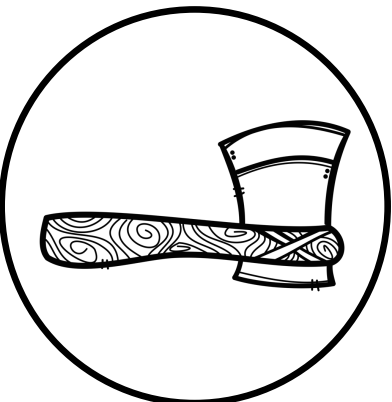
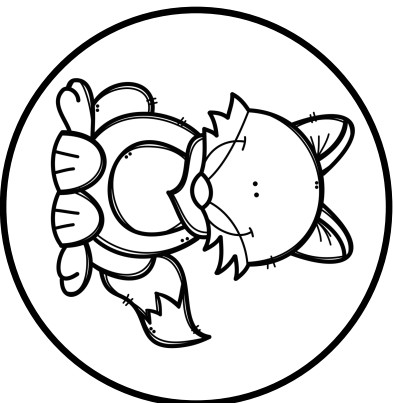
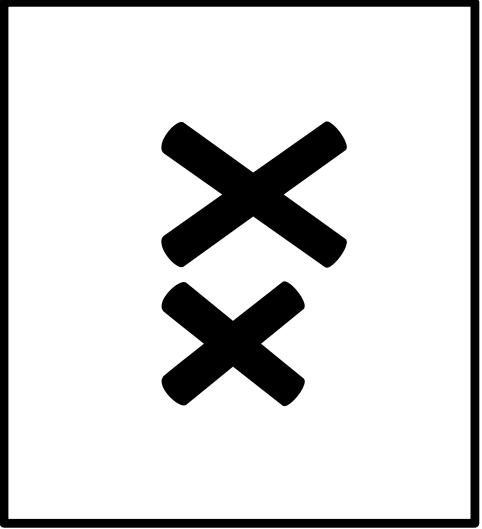
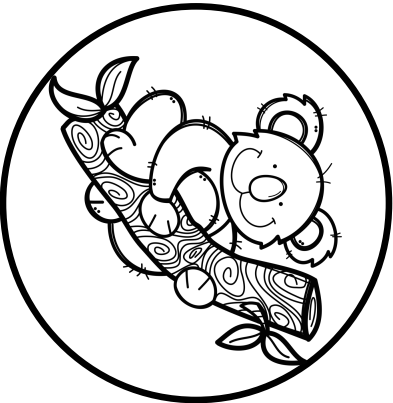
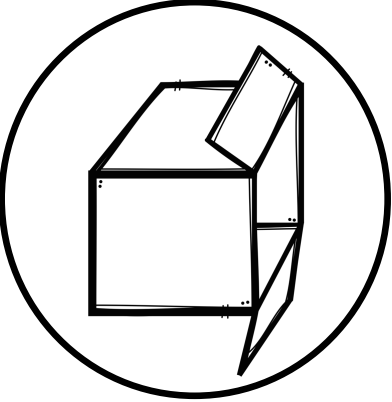
Directions: y is a plane line slide letter! Practice writing your y! Circle your best one!



Name: _____

All About Xx!

Directions: Color in the circles that have pictures starting or ending with xi



Name:-----

Practice writing your Xx!

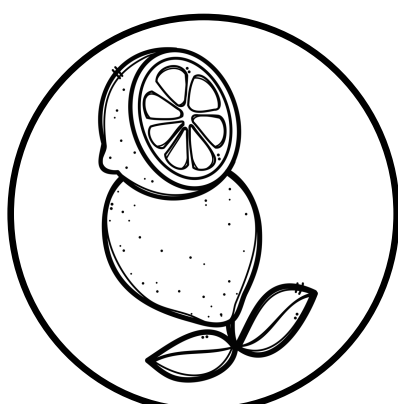
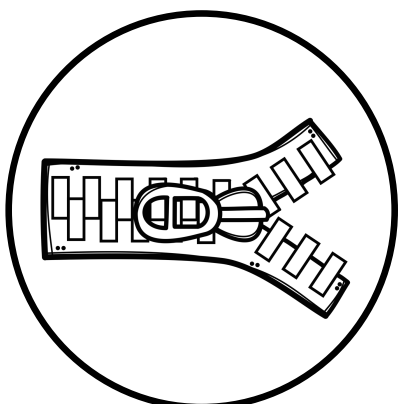
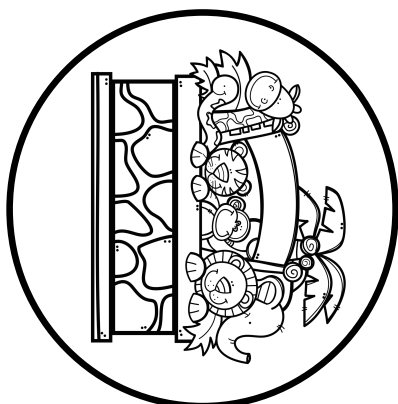
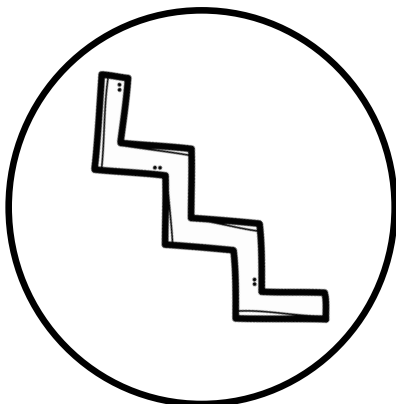
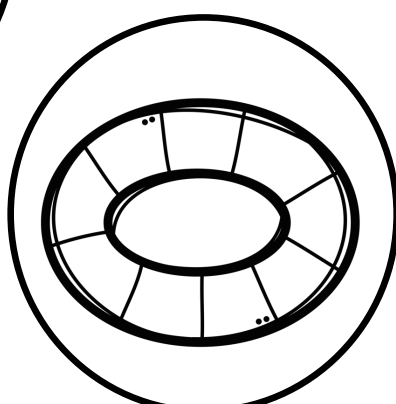
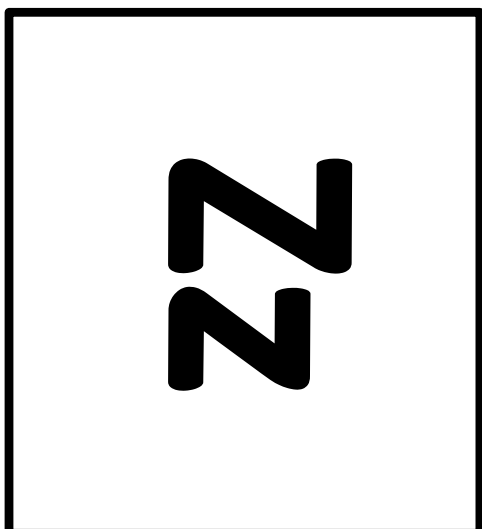
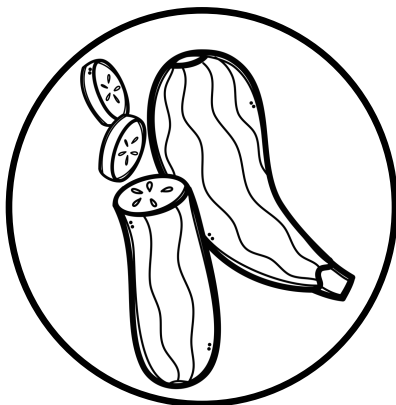
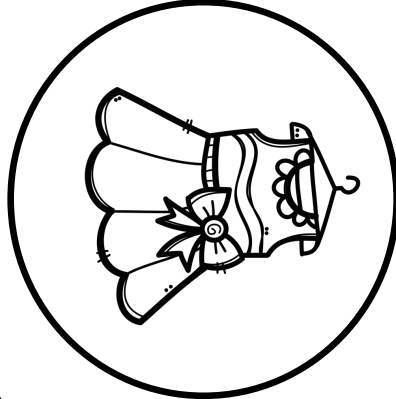
Directions: x is a plane line slide letter! Practice writing your x! Circle your best one!



Name: _____

All About Zz!

Directions: Color in the circles that have pictures starting with z!



Name:-----

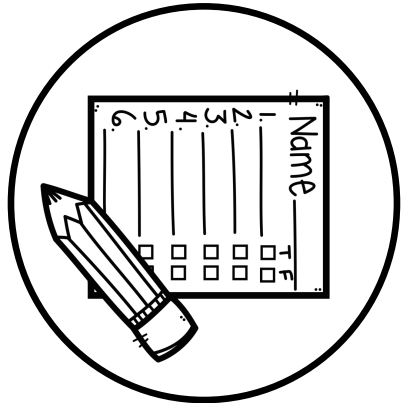
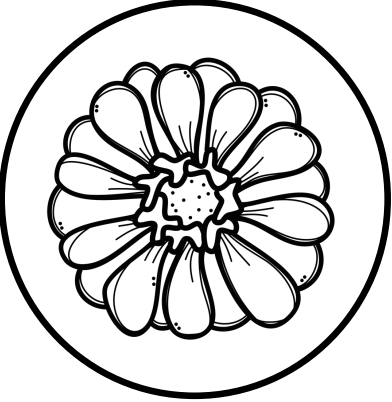
Practice writing your Zz!

Directions: z is a plane line slide letter! Practice writing your z! Circle your best one!

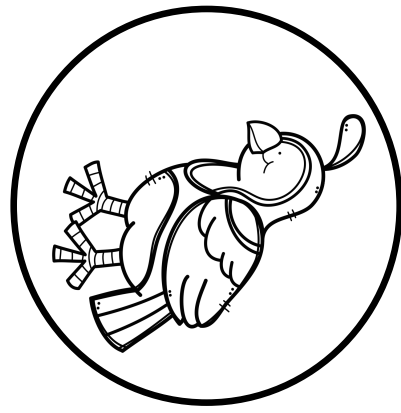
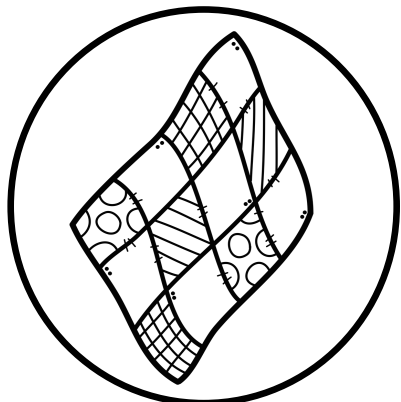
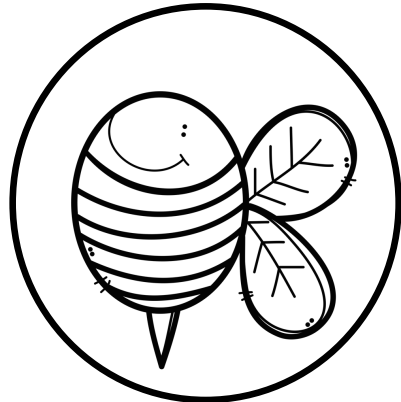
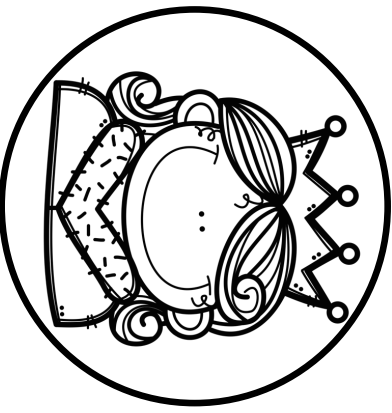
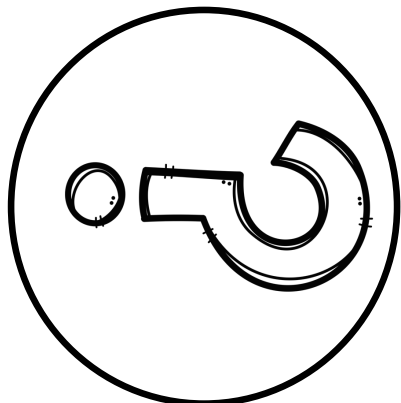


Name: _____

All About Qq!
Directions: Color in the circles that have pictures starting with q!



Qq



Name:-----

Practice writing your Qq!

Directions: q is a plane line round letter! Practice writing your q! Circle your best one!



Work on Syllables

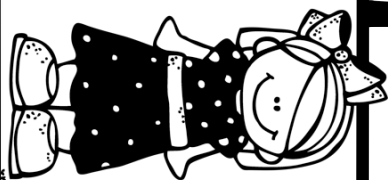
Look at the picture, clap the syllables, circle the correct number.

*This resource can be found at <https://www.thedailyalphabet.com>

Name _____

Workin' On Syllables

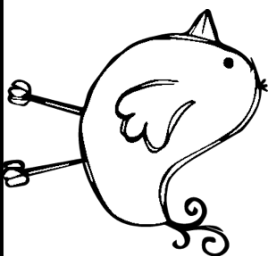
Directions: Look at the picture, clap the syllables, circle the correct number.



1

2

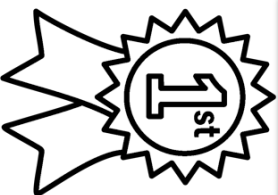
3



1

2

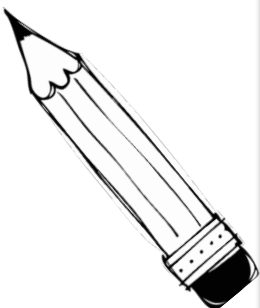
3



1

2

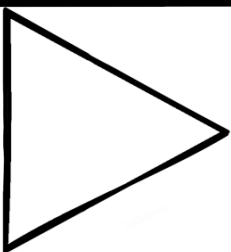
3



1

2

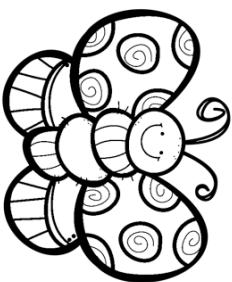
3



1

2

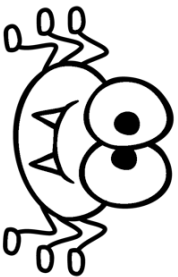
3



1

2

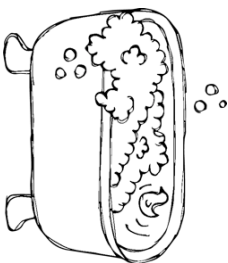
3



1

2

3



1

2

3

Counting The Sounds

Say the name of the picture. As you say the name, tap out the sounds. Circle the number of sounds that you tapped.

*****Due to copyright restrictions, we are not able to post this resource.**

Word Family Words

Cut out the letters at the bottom of the page. Fold on the dotted lines and stack the letters on top of each other. Staple on the dotted line. Flip through the letters and follow the directions below to create word family words.

***Please note: If you do not have these materials, you can write the letters on the line without cutting or creating a mini flip book of letters.

*****Due to copyright restrictions, we are not able to post this resource.**

Blending Words

Sources come directly from the following website:
<https://thisreadingmama.com/teaching-kids-how-to-read/>

mat

www.thisreadingmama.com

sat

www.thisreadingmama.com

pat

www.thisreadingmama.com

tap

www.thisreadingmama.com

sap

www.thisreadingmama.com

tat

www.thisreadingmama.com

mass

www.thisreadingmama.com

sass

www.thisreadingmama.com

pass

www.thisreadingmama.com

map

www.thisreadingmama.com

tin

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Tim

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r o b

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h o t

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p o t

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d o t

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B o b

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fed

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jug

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hug

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tux

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yum

www.thisreadingmama.com

gum

www.thisreadingmama.com

tub

www.thisreadingmama.com

sub

www.thisreadingmama.com

bug

www.thisreadingmama.com

nut

www.thisreadingmama.com

jut

www.thisreadingmama.com

High Frequency or Sight Words

We included several ways you can work on these words. Choose an activity and use the West Shore School District Kindergarten words to practice.

Kindergarten Words

a	for	not	to
all	from	of	was
and	had	on	we
are	have	one	were
as	he	or	what
at	his	said	when
be	I	that	with
but	in	the	word
by	is	they	you
can	it	this	your

Sight Word Practice Ideas for Home

It's very important for your child to practice sight words at home. Sight words are one of the essential skills your child will need for reading success. Practicing sight words with your child at home will make a big difference and it should also be a fun experience! I have searched through various resources and compiled a list of fun ways to help your child practice reading their sight words at home.

Paper Plate Toss:

Write sight words on paper plates. Use them like frisbees to throw after reading the word. Add in some fun by adding a target.

Flashlight Words:

Turn off the lights. Tape words to the wall or ceiling. Use the flashlight to shine on the word, then have your child read it.

Go Fish:

Use a set up word cards to play "Go Fish". You can easily make your own word cards out of index cards. Remember you need to have 2 cards for each word to play the game.

Stepping Stones:

Place the word cards on the floor, making a fun stream going across the room. Have your child walk over the stream. As they step onto the stepping stone (word card), have them say the word before they move on to get to the other side of the stream.

Tic-Tac-Toe:

Make a tic-tac-toe board and write the words in the tic-tac-toe spaces. Take turns selecting a space to read. If read

correctly, an X or O is placed on the space until someone wins.

WORD-O:

This is played just like BINGO. Fill in a card with the words that your child is working on learning. Call out the words and mark the spaces. The first one with a card covered calls out the word "WORD-O!"

Word Hunt:

Look for sight words in books or in the newspaper. If using the newspaper your child can highlight or circle the words she/he finds.

Word Jump:

Write the sight words onto the driveway with sidewalk chalk. Call out a word and have your child jump their way to the sight word.

Stair Chase:

Place 1 sight word card on each stair. Have them read the cards as they walk up the steps, picking up and keeping the words they read correctly.

Coin Toss:

Put word sight cards on the floor. Have your child toss a coin onto a word and say that word. If they get the word correctly, they keep the coin.

Concentration:

Create two sets of word cards. Place the word cards face down. Have your child turn over two cards, trying to make a match, continue until all of the words are matched.

Who Am I?:

Lay out the word cards and give your child clues to guess the word. For example, if the word is "like", you could say- I

have 4 letters, I end with the letter d, I rhyme with bike, etc...
Have your child locate the word.

Beat the Clock:

See how many sight word cards your child can read in one minute. Keep track and see if he/she can beat their personal best.

Cup Crash:

Write sight words on plastic disposable cups (one word on each cup). As your child reads the words on the cups they build a cup tower. After reading all the cups give them a small ball to throw at the cup tower and make it crash. You can skip the crash part but it might be their favorite part =)

Sight Word Hunt:

To make a sight word hunt, you'll just need some sticky notes or paper, pencil or pen, and tape. Simply write sight words on paper or sticky notes. Hang the words up around your house. Your kids find the words, read the words and write the words!

Journal Writing

Please choose one choice from the choice board and write on one of the journal pages.
Complete one journal page every other day.

Journal pages come directly from the following website:

<https://thisreadingmama.com/teaching-kids-how-to-read/>

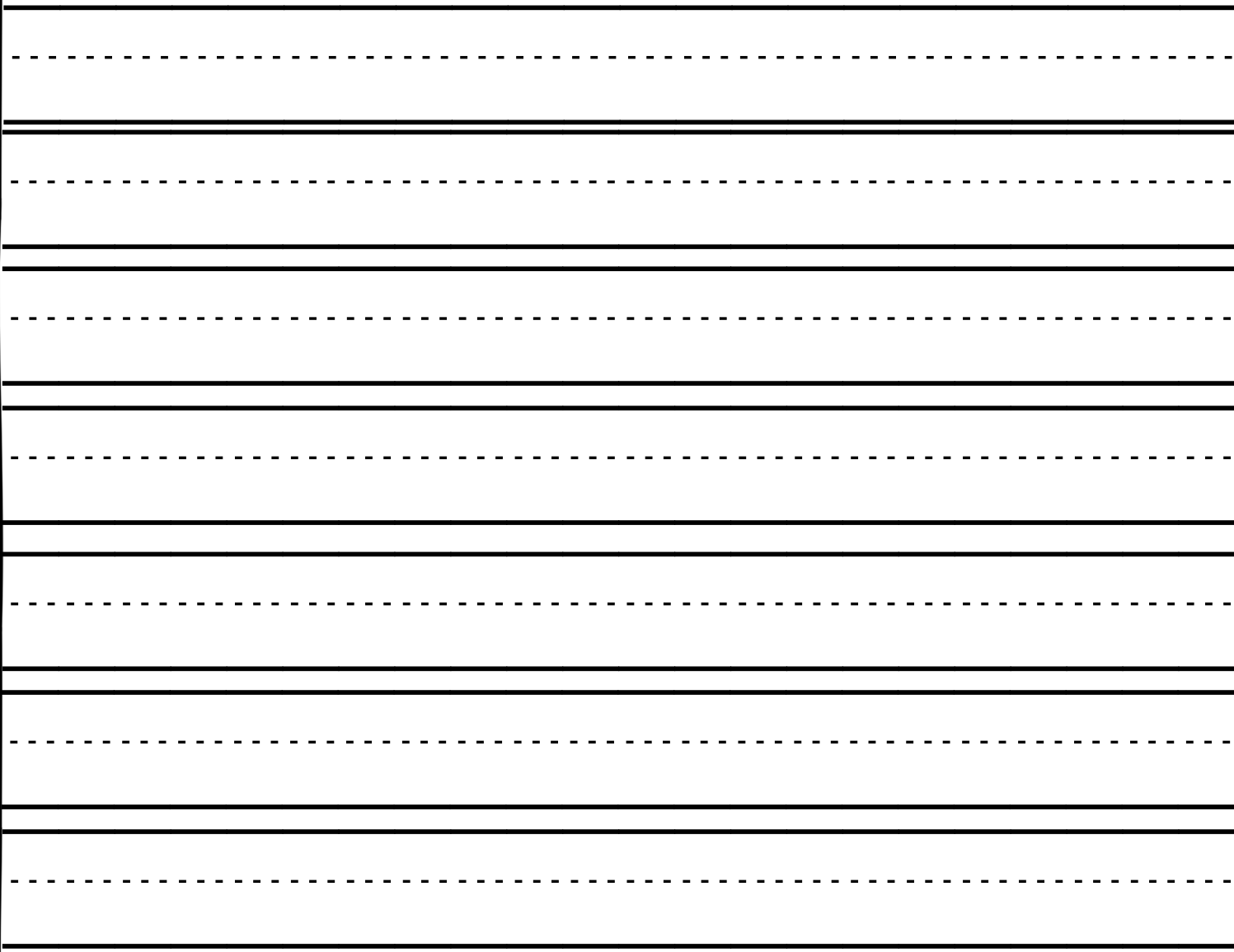
All journal entries should be at least two sentences long. They should draw a picture to go with their writing (they can write first or draw first).

Write about your favorite book-include the title and why you like it.	Do you like the rain? Why or Why not? What do you like to do when it is raining outside?	Write about your favorite memory with your family.
Write about what you like about school.	Write about your favorite season? Describe the season and tell why you like it.	Write about your favorite toy-include the name and what you like about it
Write about your favorite food and make sure to describe the flavors.	Write about a time you helped someone- Who did you help? How did you help them? How did it make you feel?	Write about your favorite memory at school.

Name: _____



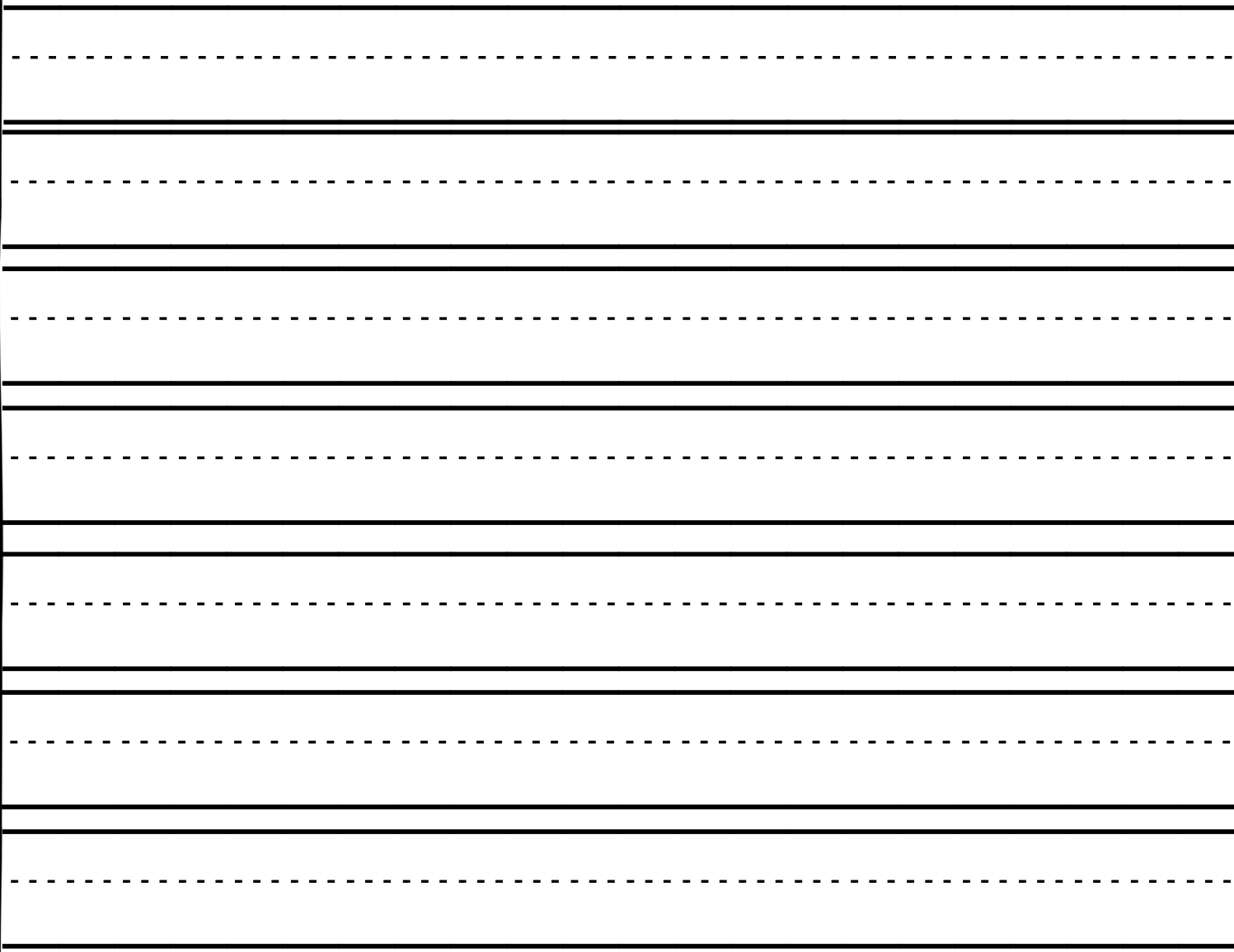
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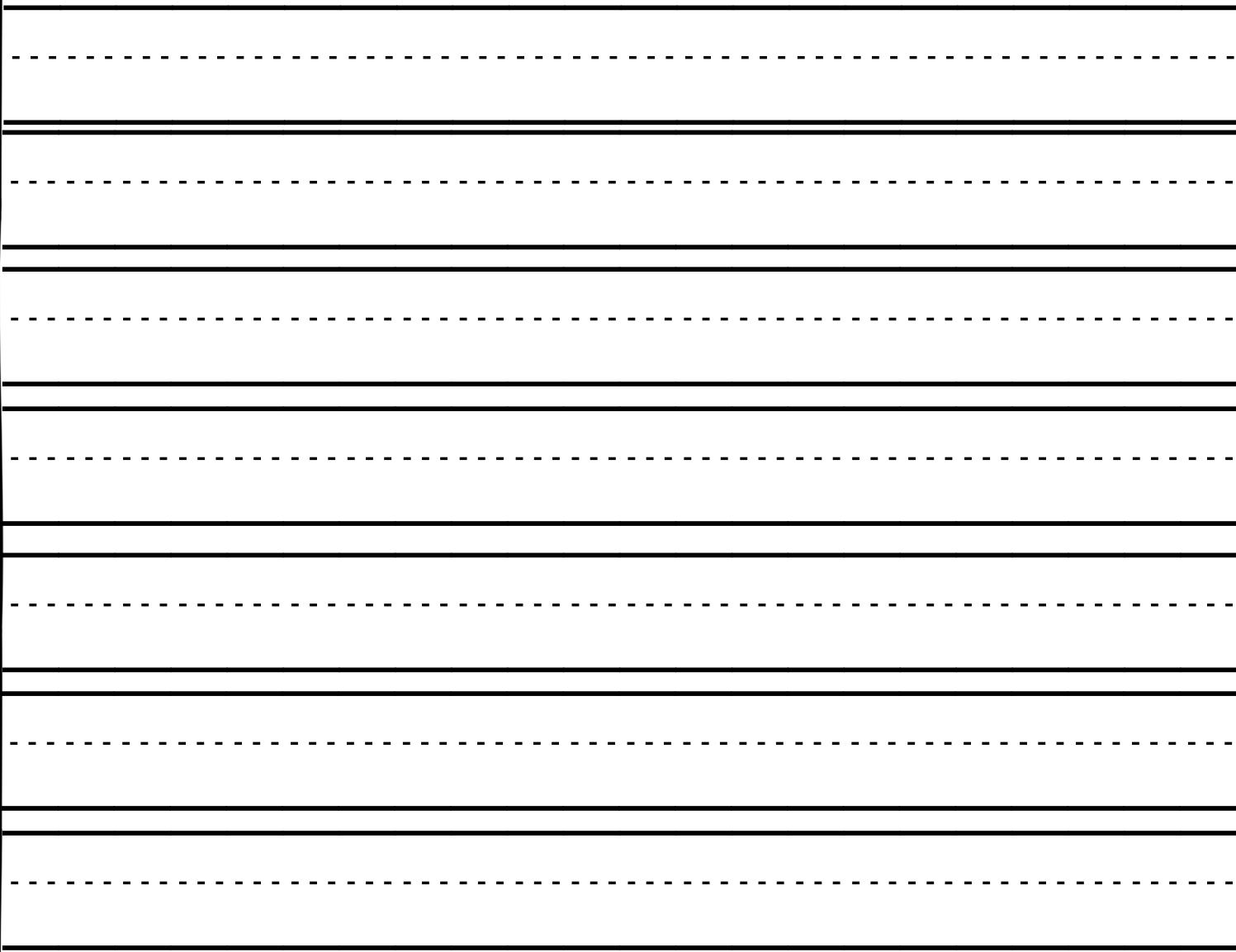
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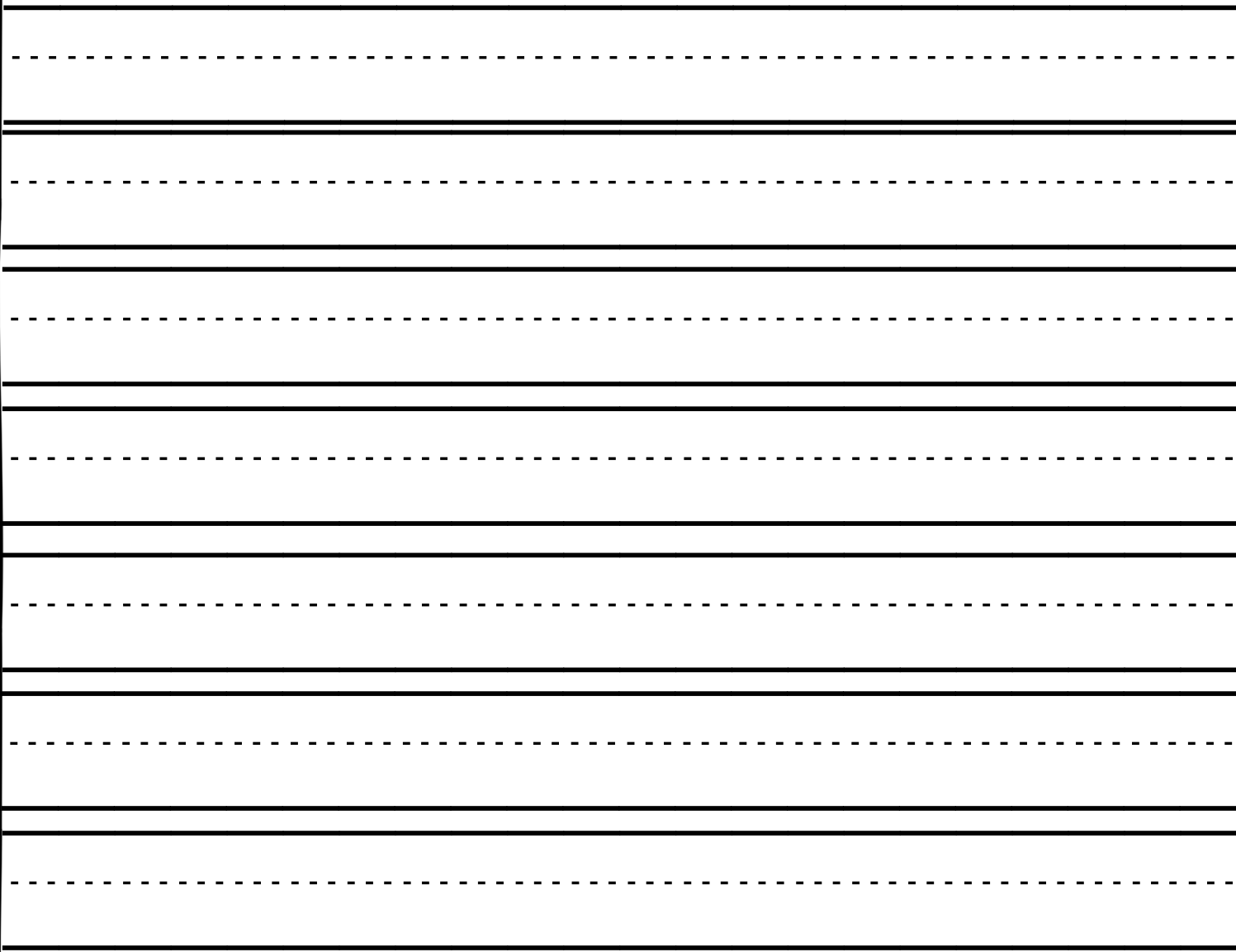
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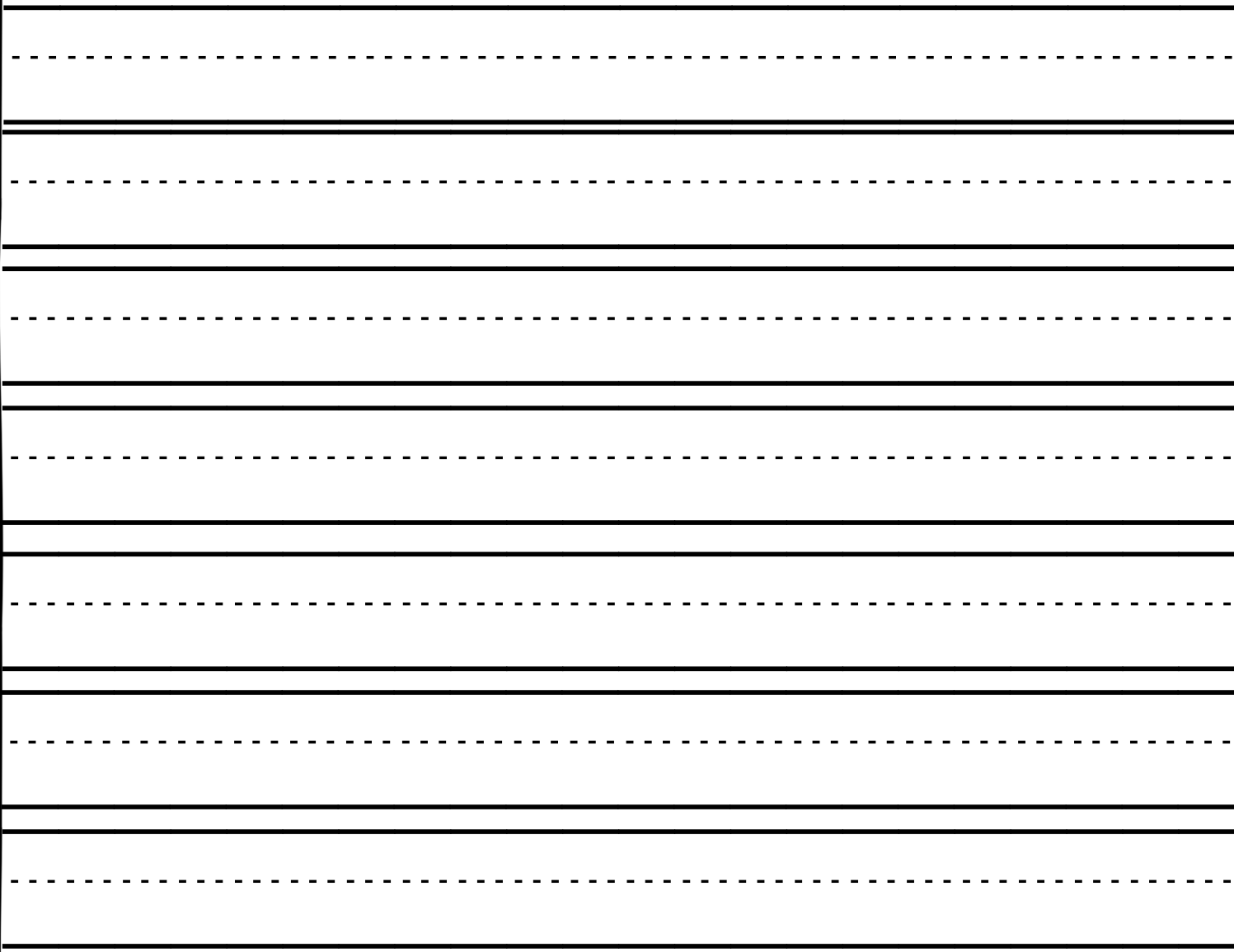
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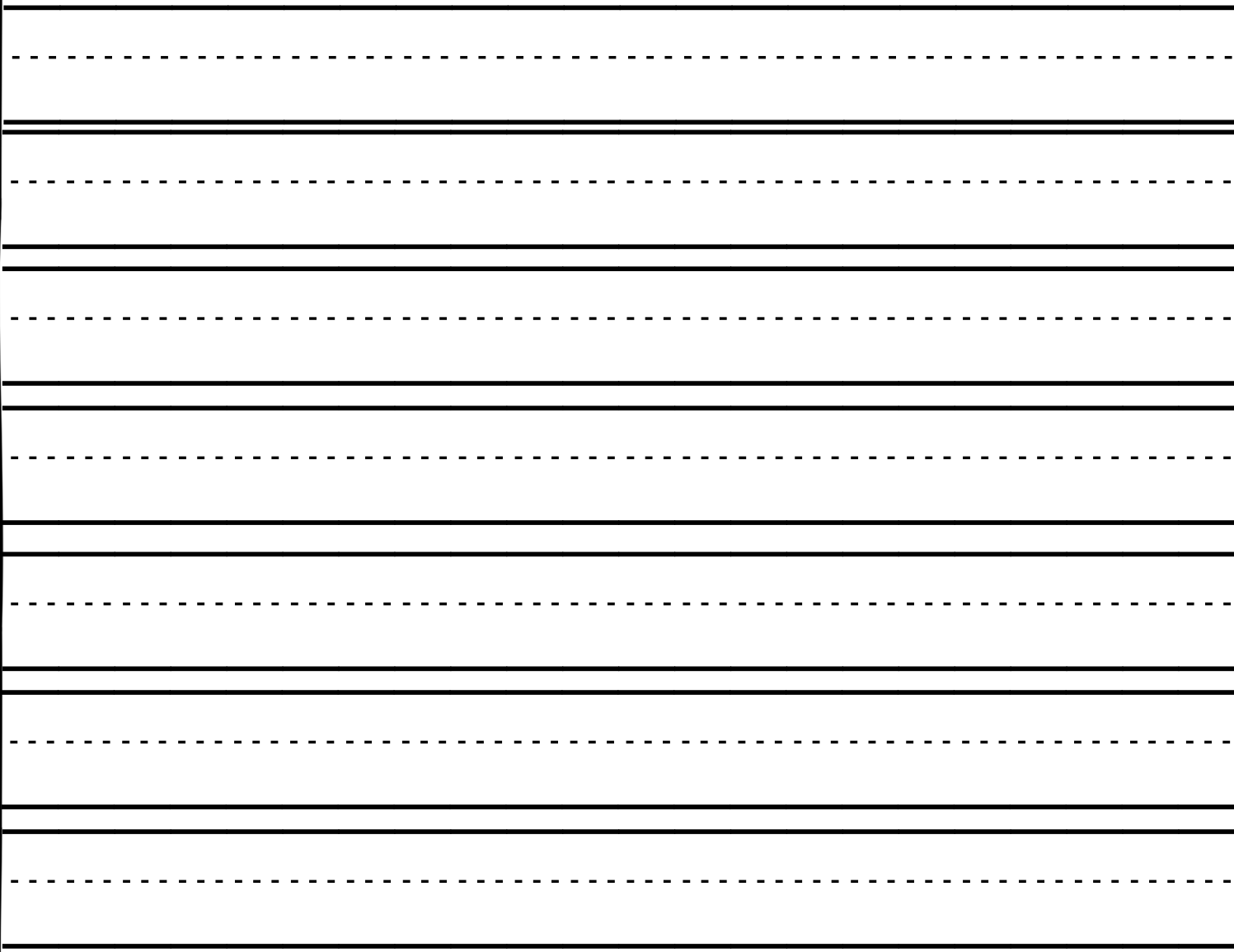
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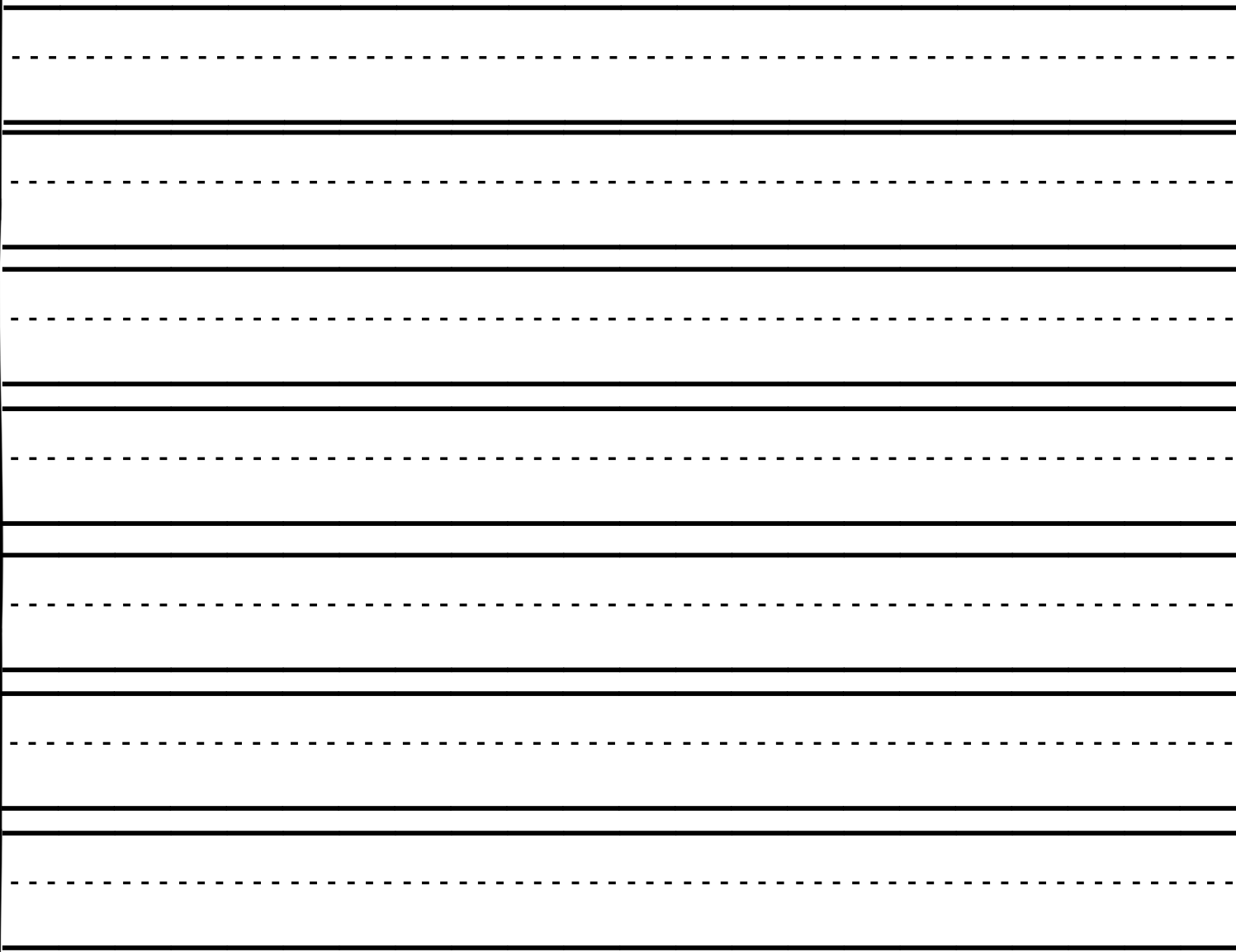
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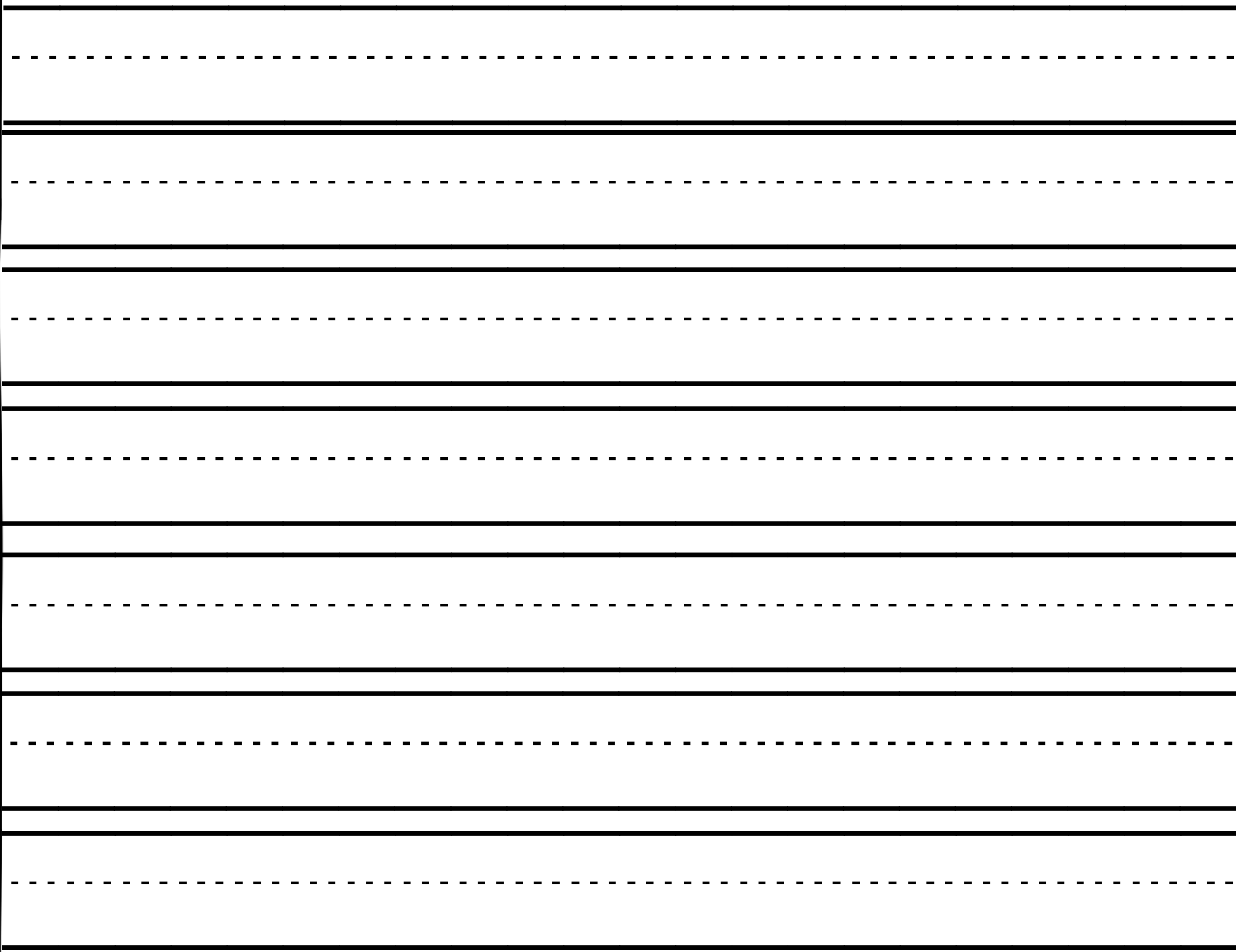
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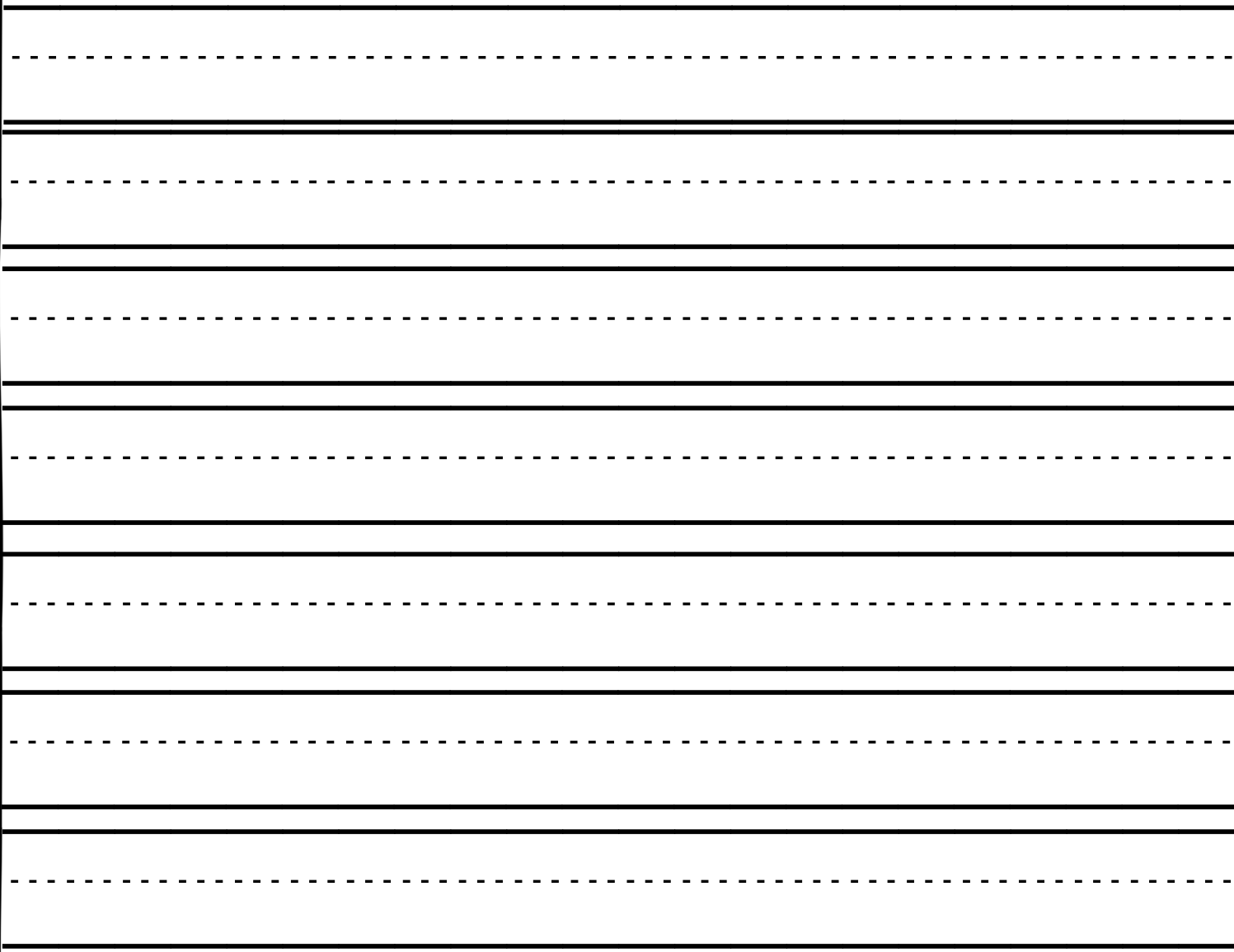
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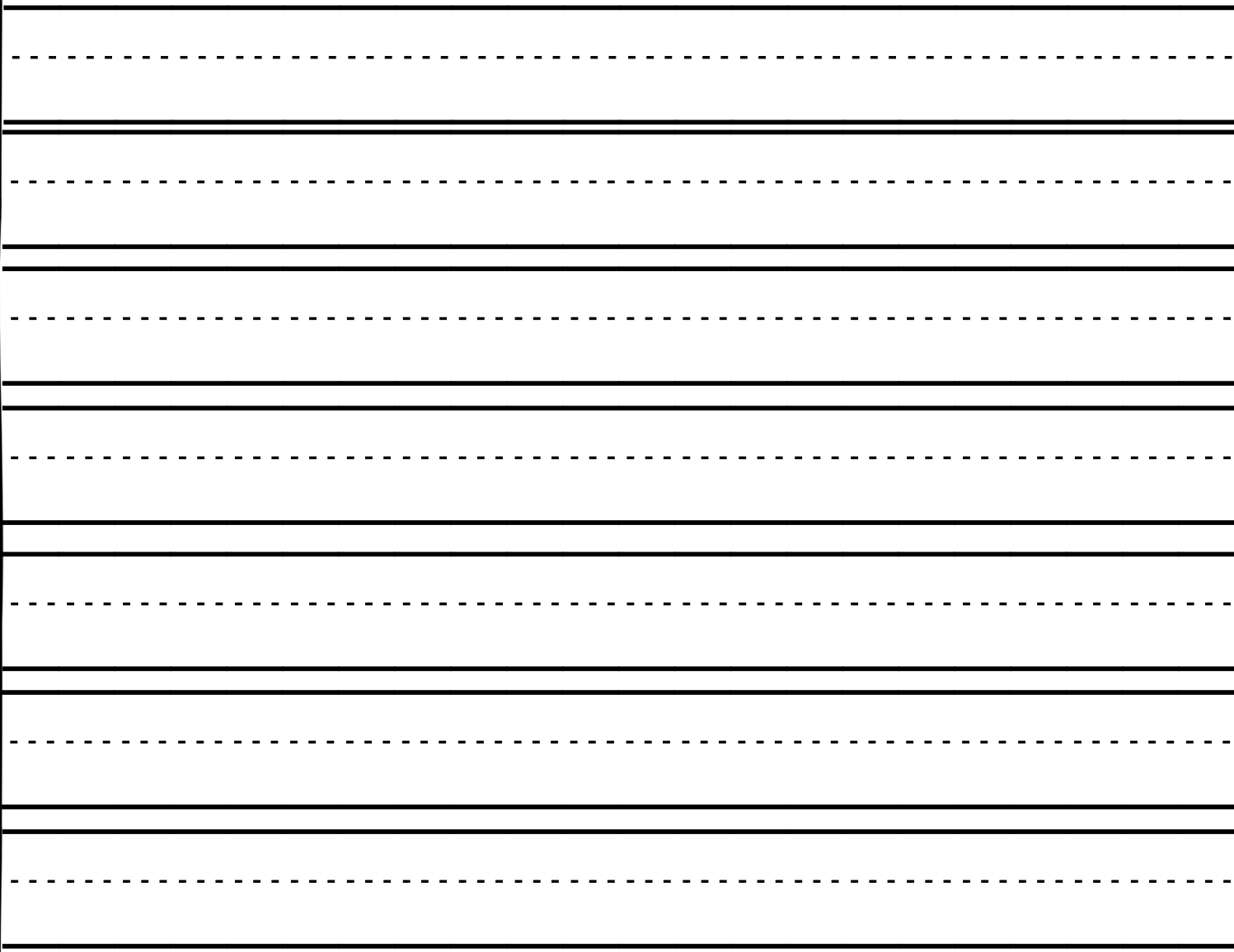
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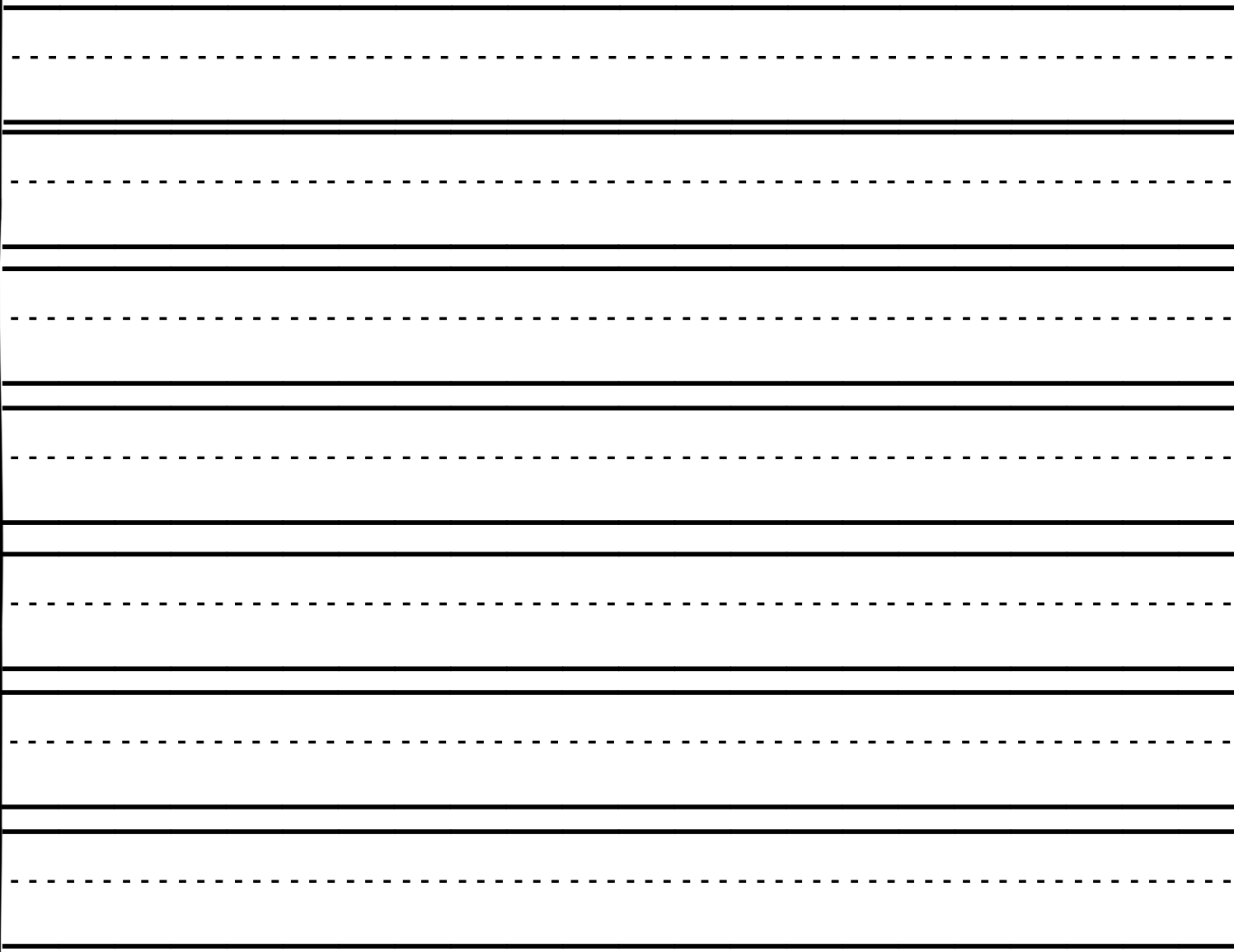
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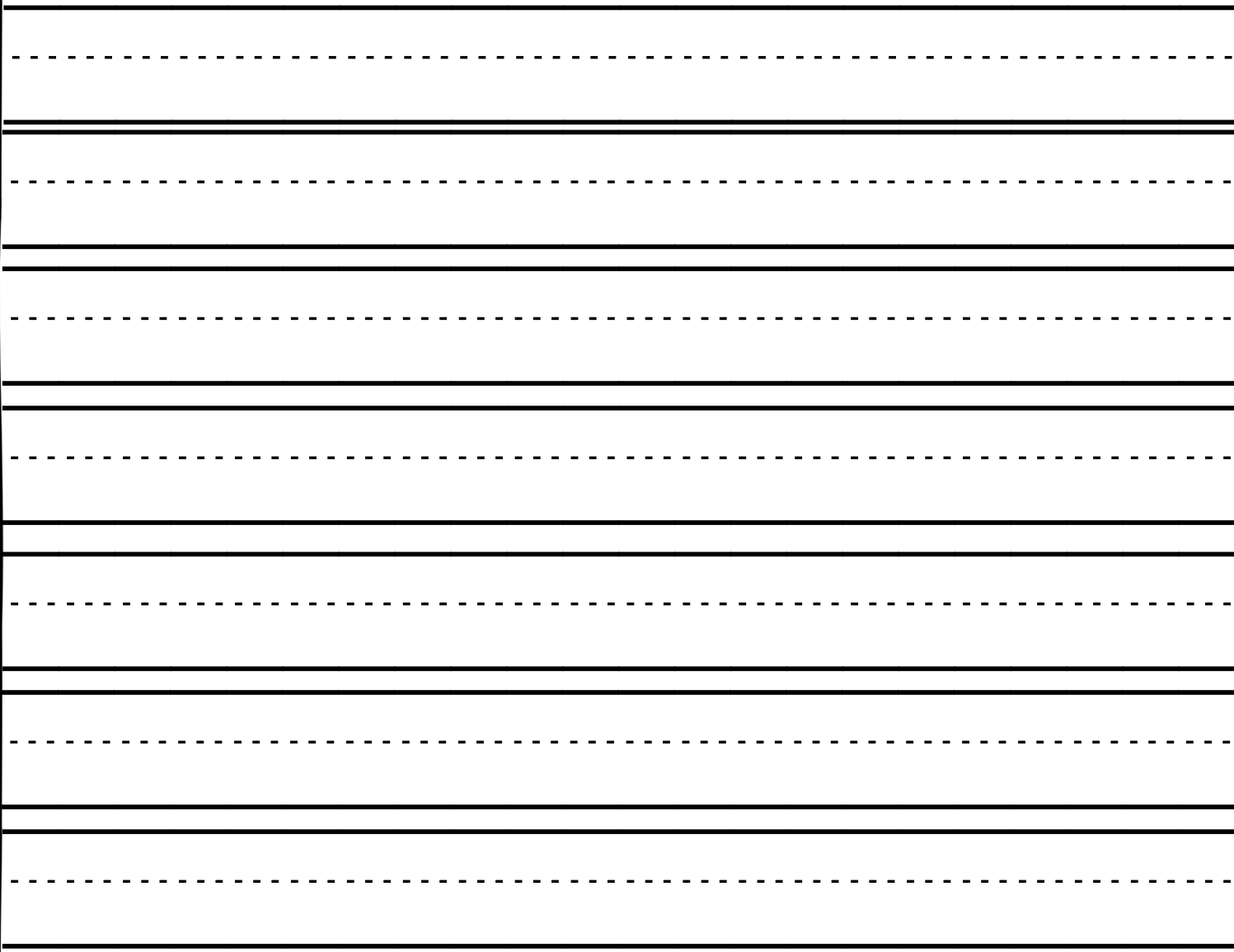
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FCRR Pages

These require more parent support. However, they are excellent activities to work on with your child. The skills that follow are daily practices they did in the classroom.

Syllables Onset Rime Rhyming

Manipulating Sounds: Beginning, Middle, End

***Resources**

Part of the Florida Center for Reading Research's mission is to disseminate information about research-based practices related to literacy instruction and assessment for children in Pre-K through 12th grade. To this end, FCRR has provided a selection of resources and materials of particular interest to education practitioners.

This includes a number of classroom activities developed by teachers at FCRR for use in pre-kindergarten through fifth grade classrooms and pedagogical information for empowering teachers with the skills and knowledge for effective instruction in the classroom. These materials have been developed through the Center's commitment to applied research projects with the purpose of providing information that can be used to improve reading instruction to all students. Additional resources such as a glossary of terms and the FCRR report on corrective reading may provide further insight into the usefulness of the materials provided.

Please feel free to explore the links to the left to browse our current offerings and to see how our work at FCRR can benefit you in the classroom.

**Objective**

The student will match initial and final sounds to letters.


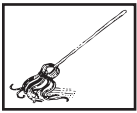
**Materials**

- ▶ Consonant card student sheet (Activity Master P.046.SS)
- ▶ Picture cards (Activity Master P.046.AM1)
- ▶ Scissors
- ▶ Glue

**Activity**

Students match and glue pictures with corresponding letters on student sheets.

1. Provide the student with a student sheet and picture card Activity Master.
2. The student cuts the picture cards apart, reviews the consonant sounds, and matches each picture with the correct beginning and ending letter.
3. Glues the picture in the empty box on the consonant card strip.
4. Teacher evaluation

j		t
m		p
h		m
b		b
s		n

**Extensions and Adaptations**

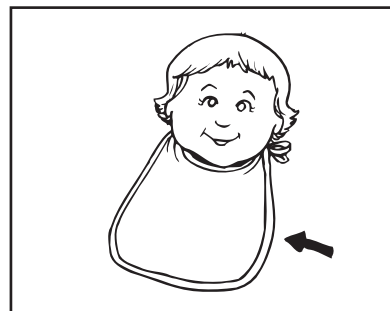
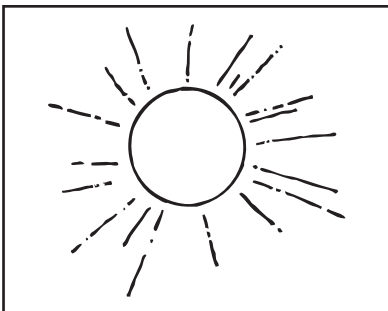
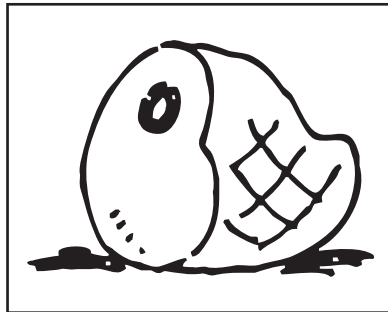
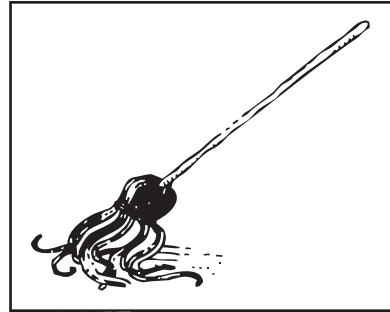
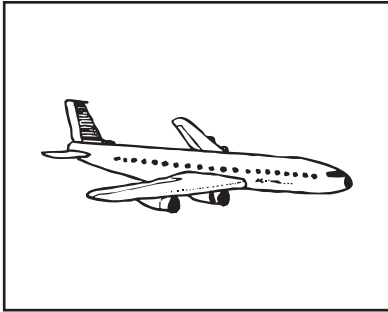
- ▶ Write letters in the blank space (Activity Master P.046.SS).
- ▶ Cut the word strips apart and staple to make a sound book.

Name _____

Picture Letter-Sound Match

P.046.SS

j		t
m		p
h		m
b		b
s		n





Write the Room



Objective

The students will match initial sounds to letters.



Materials

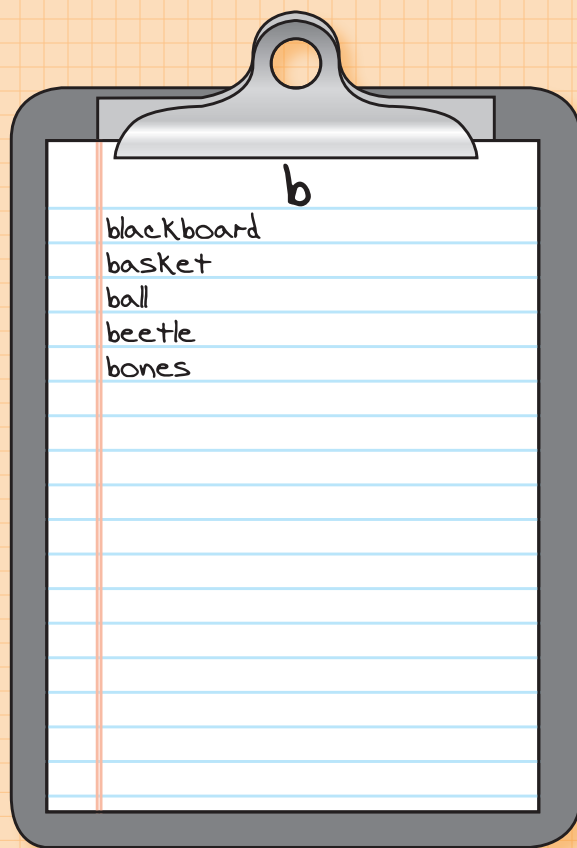
- ▶ Clipboard
- ▶ Pencil
- ▶ Paper
- ▶ Labels on classroom objects



Activity

Students illustrate and list words in the classroom environment that begin with a target letter.

1. Provide the student with a clipboard, paper, and pencil.
2. The student walks around the room and finds labeled items that begin with a target letter.
3. Lists and illustrates words in the classroom that begin with the target letter.
4. Teacher evaluation



Extensions and Adaptations

- ▶ Find items that end with target letters.
- ▶ Find items that relate to a specific theme (e.g., stars, solar system, sun).



Picture the Word



Objective

The student will blend onsets and rimes to make new words.



Materials

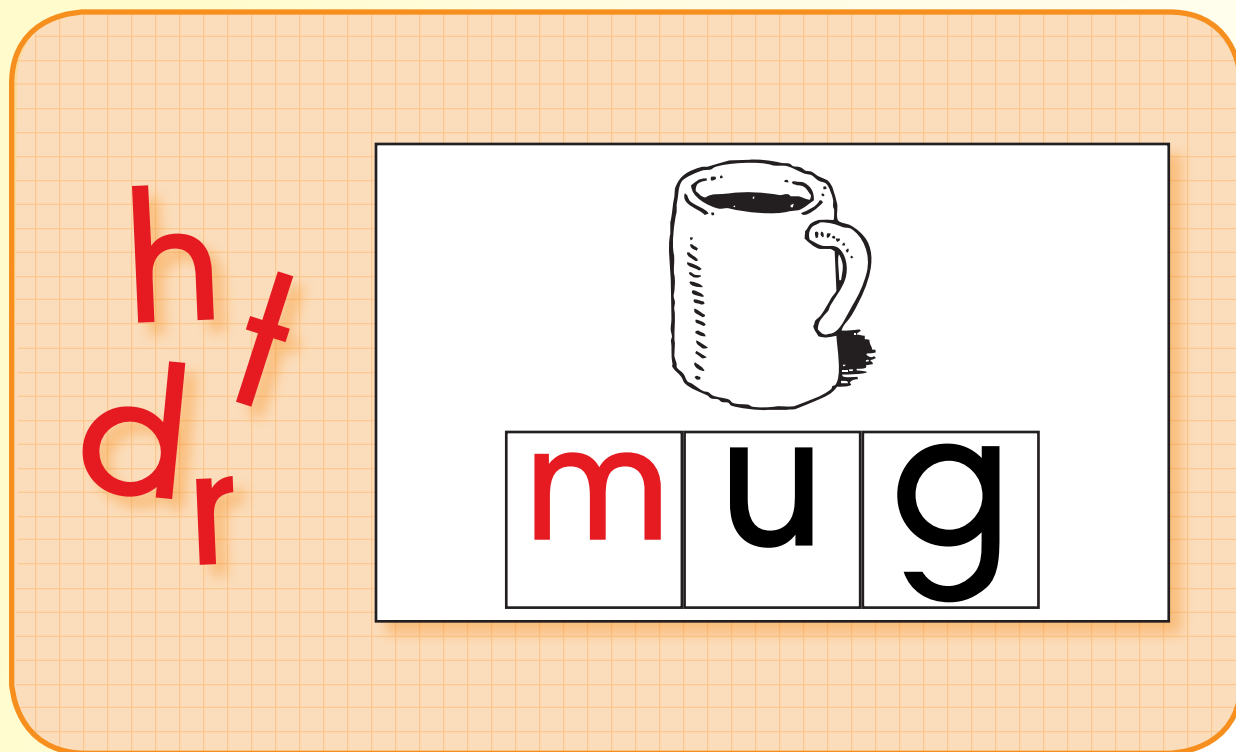
- ▶ Elkonin Box picture cards (Activity Master P.059.AM1a - P.059.AM1c)
- ▶ Small plastic letters
- ▶ Paper
- ▶ Pencils



Activity

Students select onsets to complete words.

1. Stack the picture cards on a flat surface. Place the plastic letters beside the cards.
2. Working in pairs, student one takes a card from the stack, names the picture, and states the initial sound of the picture (e.g., "/m/").
3. Student two places the matching plastic letter in the onset position on the card making a word (e.g., mug, bug, hug, rug).
4. Write the word on a list.
5. Reverse roles and continue the activity.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Make other Elkonian Box picture cards.



	u	g
--	---	---



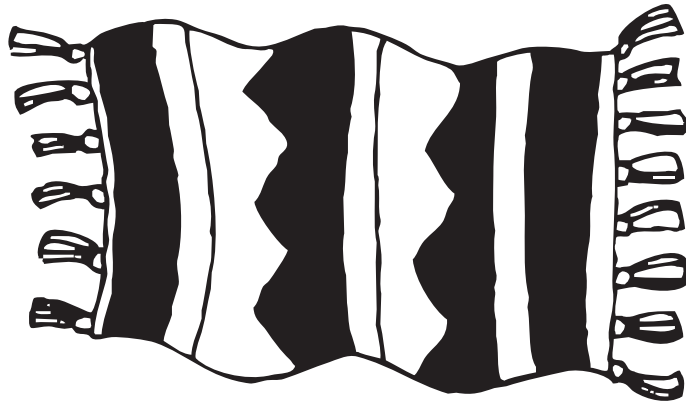
	u	g
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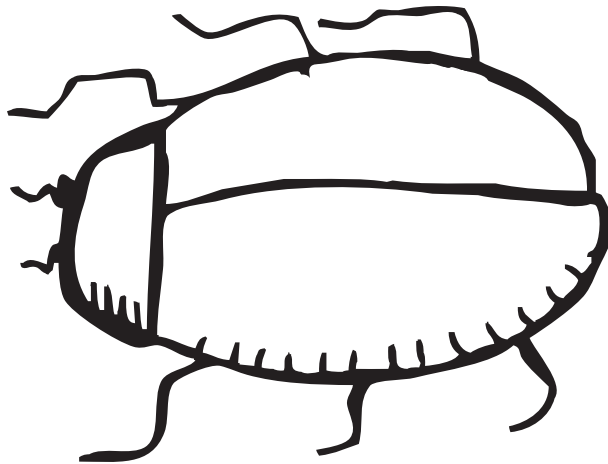
Phonics

Picture the Word

P.059.AM1b



	u	g
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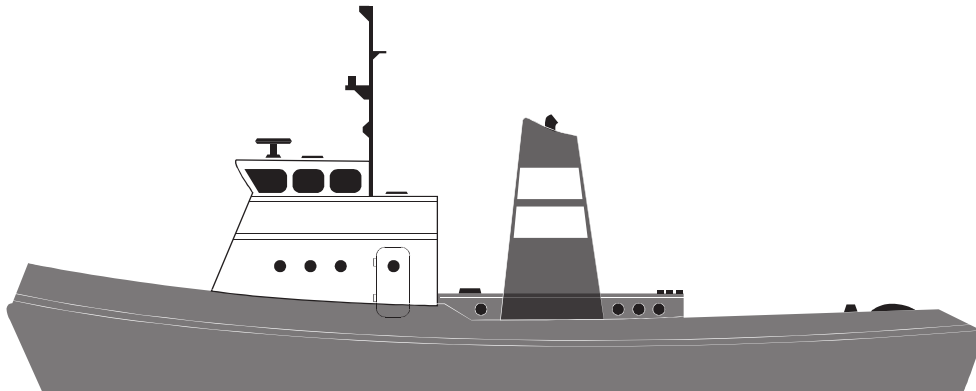


	u	g
--	---	---





	u	g
--	---	---



	u	g
--	---	---





Word Maker Game



Objective

The student will blend onsets and rimes to make words.



Materials

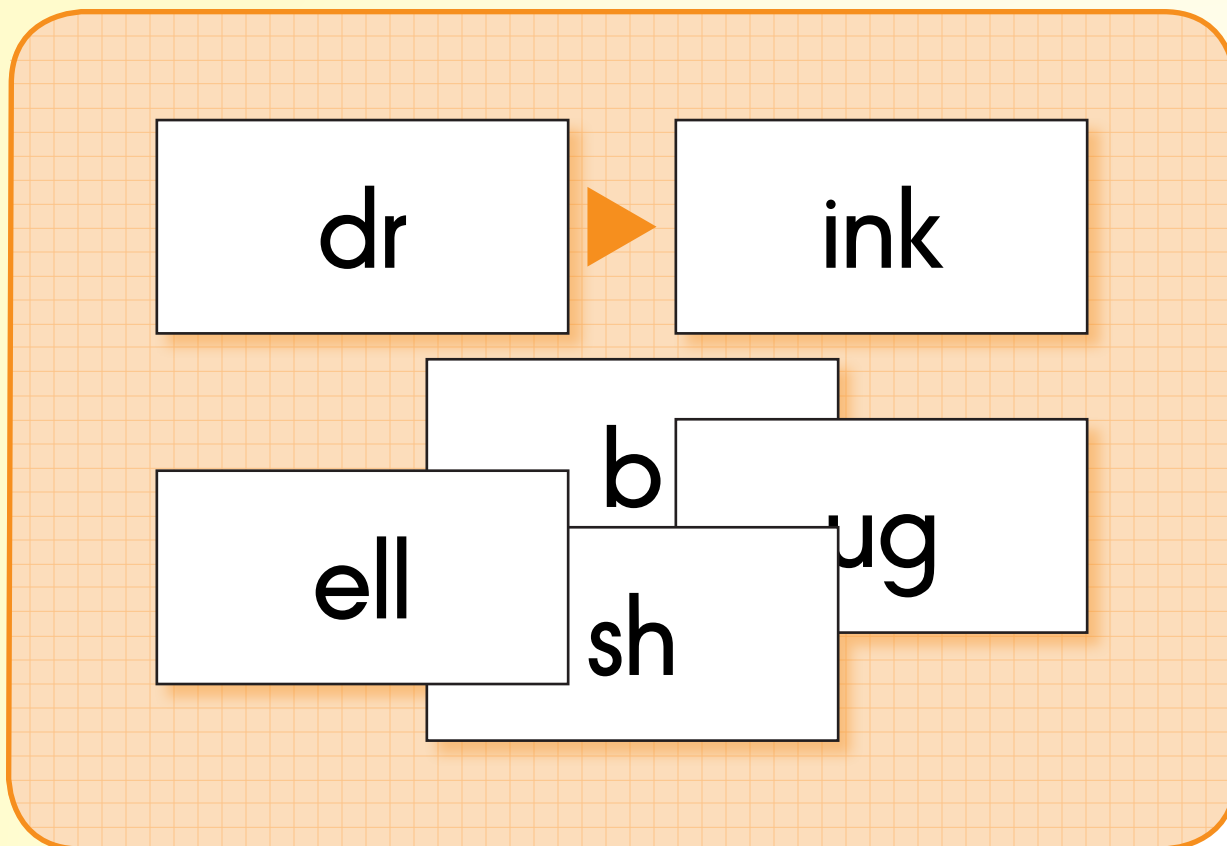
- ▶ Onset and rime cards (Activity Master P.060.AM1a - P.060.AM1b)
- ▶ Paper
- ▶ Pencils



Activity

Students make words playing a card game with onsets and rimes.

1. Mix and place onset and rime cards face down in a stack on a flat surface.
2. Students select three cards from the stack and attempt to make words using the cards in various combinations.
3. If words are made, write the words. If words are not made, select a card from the stack.
4. Repeat activity until all cards are selected and all possible words are made.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Make more onset and rime cards to play the game.

b	p
r	dr
l	w
s	fl
sh	d



Phonics

Word Maker Game

P.060.AM1b

ug

ob

ink

ell

ain

aw

eck

ig

ew

ake



Phonological Awareness



Onset and Rime

PA.021

Quick Pick

Objective

The student will segment and blend onsets and rimes in words.

Materials

- ▶ Onset and rime picture cards (Activity Master PA.021.AM1a - PA.021.AM1c)

Activity

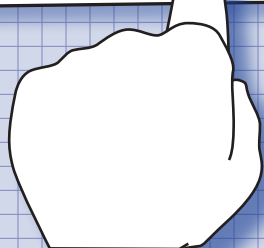
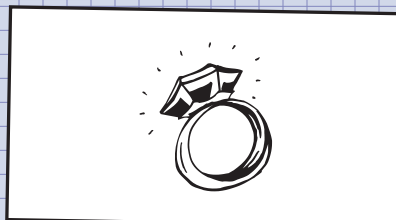
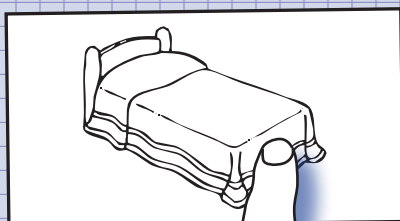
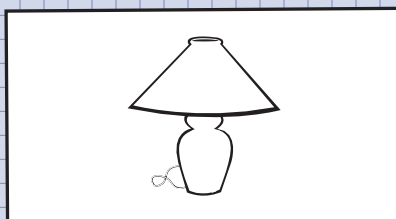
Students use onset clues to guess the picture card.

1. Place the cards face down in a stack on a flat surface.
2. Taking turns, one student selects and places three cards face up on the table.
3. Says the onset for one of the picture cards (e.g., "This word begins with /b/.").
4. The first student to find the picture for that onset and say the rime (e.g., "/ed/") gets that card. All students say the full name of the target picture (e.g., "bed"). The two remaining cards are placed at the bottom of the stack.
5. Continue until all cards are used.
6. Peer evaluation

"This word begins with /b/."

"/ed/"

"Bed!"



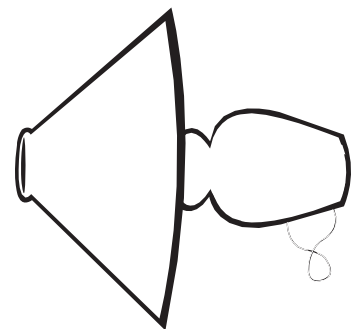
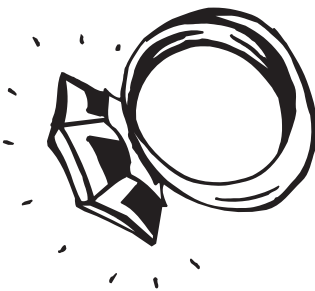
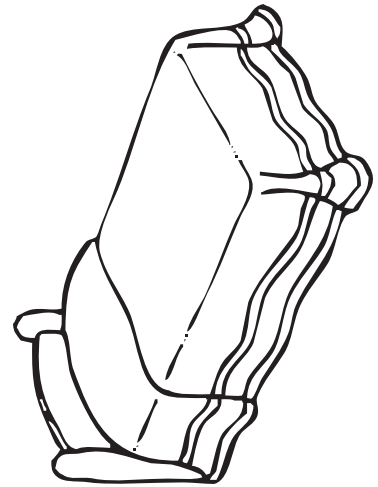
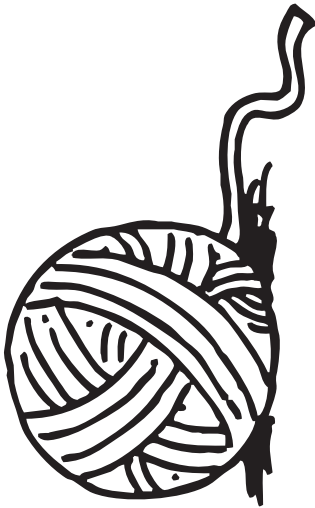
Extensions and Adaptations

- ▶ Play by naming a matching rhyming word.

Phonological Awareness

PA.021.AM1a

Quick Pick



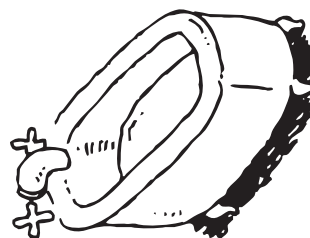
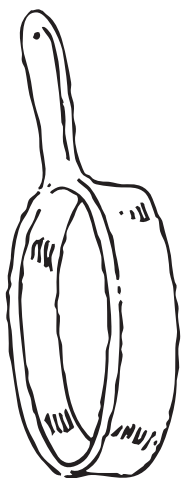
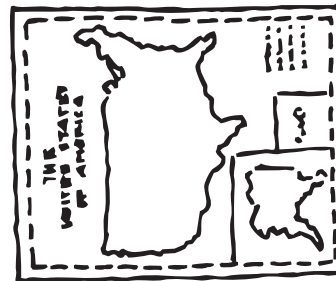
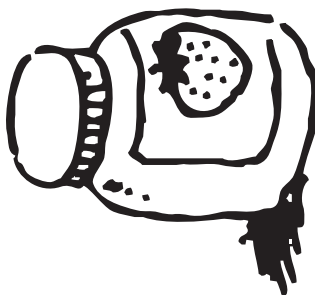
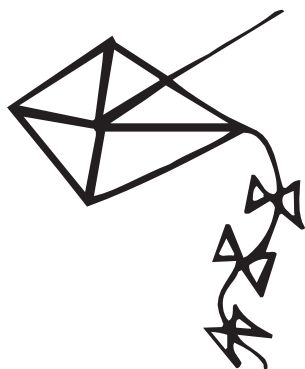
onset and rime picture cards: yarn, skunk, bed, ring, duck, lamp



Phonological Awareness

Quick Pick

PA.021.AM1b



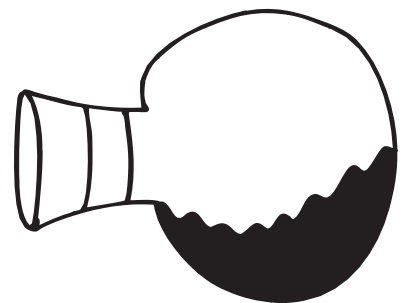
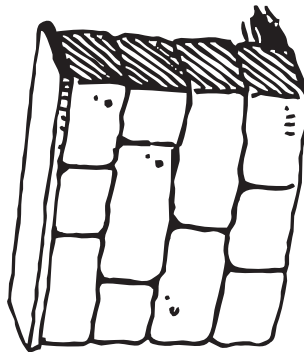
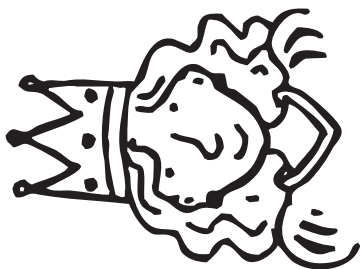
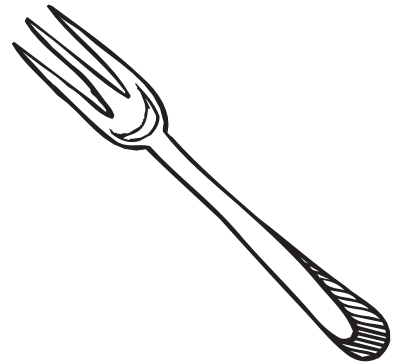
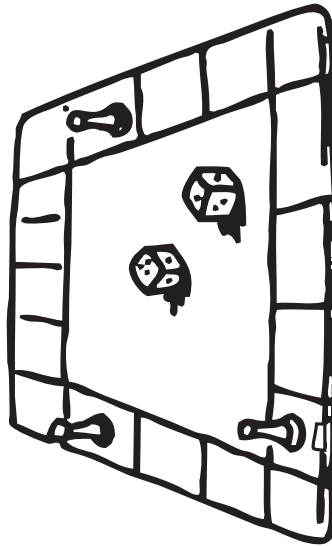
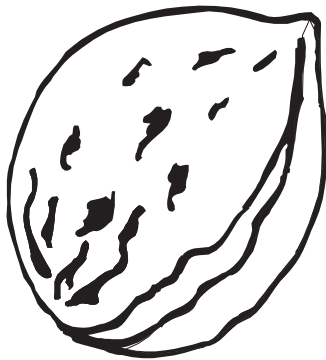
onset and rime picture cards: kite, jam, map, pan, hop, tub



Phonological Awareness

PA.021.AM1c

Quick Pick



onset and rime picture cards: nut, game, fork, queen, wall, vase





Phonological Awareness

PA.018

Syllables

Syllable Hopscotch



Objective

The student will segment syllables in words.



Materials

- ▶ Hopscotch board
Use a hopscotch mat, tape off a hopscotch board, or draw with sidewalk chalk.
- ▶ One-to-five syllable picture cards (Activity Master PA.018.AM1a - PA.018.AM1d)



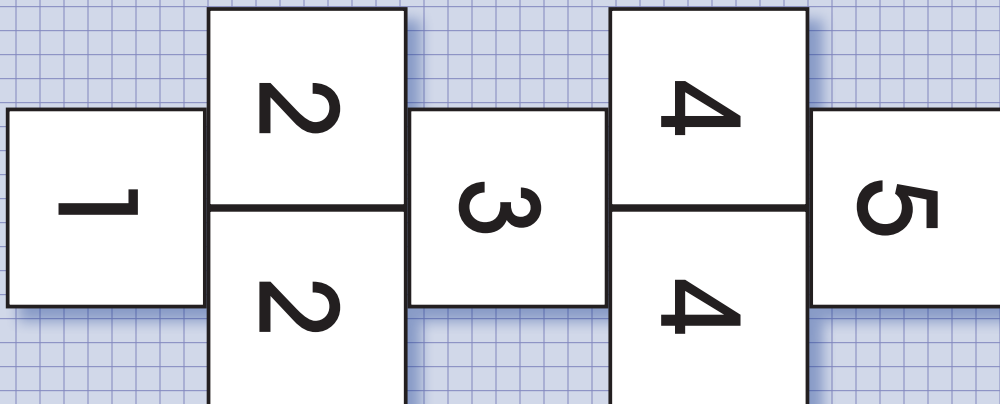
Activity

Students segment the syllables in a word and hop to the corresponding number.

1. Place the cards face down in a stack. Arrange the hopscotch board on the floor.
2. Taking turns, student one selects the top card, names the picture, segments it into syllables, and counts the number of syllables (e.g., “hamburger...ham-bur-ger...three syllables”).
3. Student two repeats the segments and hops to the corresponding number.
4. Reverse roles and continue until all picture cards are used.
5. Peer evaluation



“Hamburger ... Ham-bur-ger ...
Three syllables”



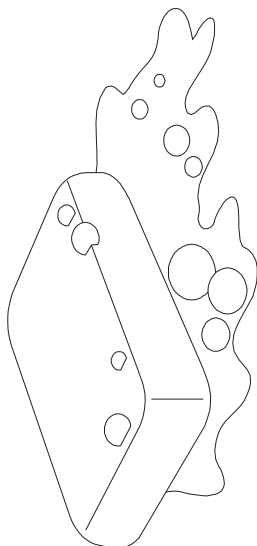
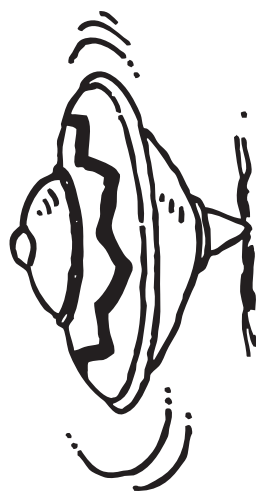
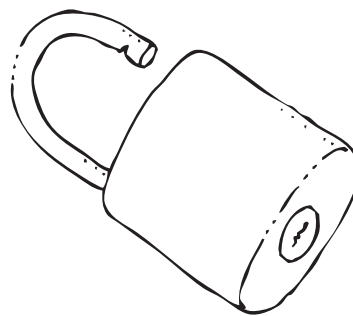
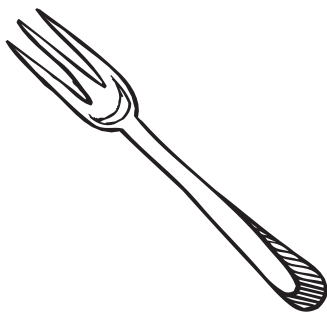
Extensions and Adaptations

- ▶ Use other one-to-five syllable picture cards.

Phonological Awareness

Syllable Hopscotch

PA.018.AM1a



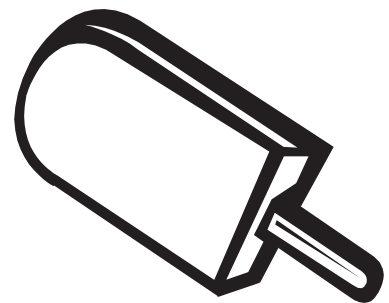
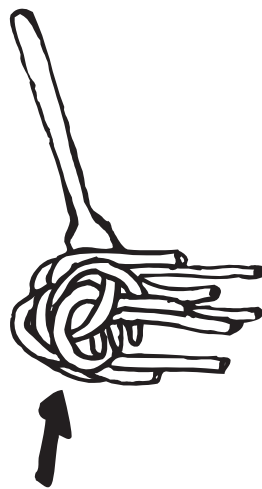
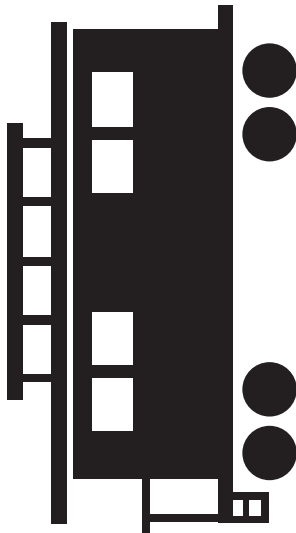
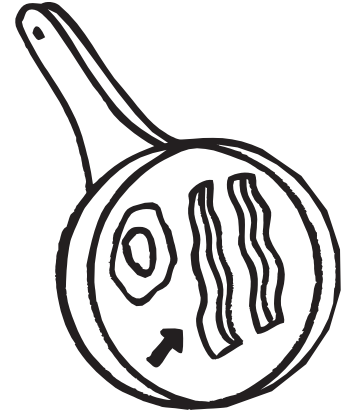
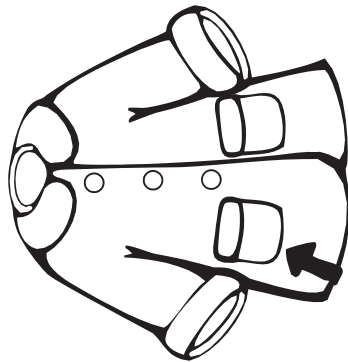
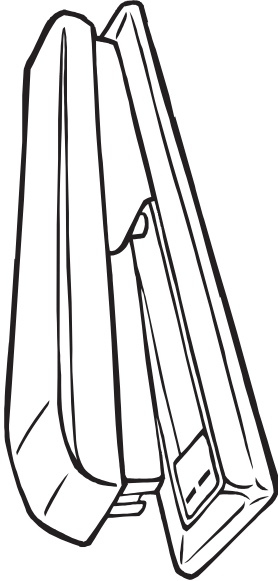
syllable picture cards: king-1, fork-1, lock-1, top-1, soap-1, tire-1



Phonological Awareness

PA.018.AM1b

Syllable Hopscotch



syllable picture cards:

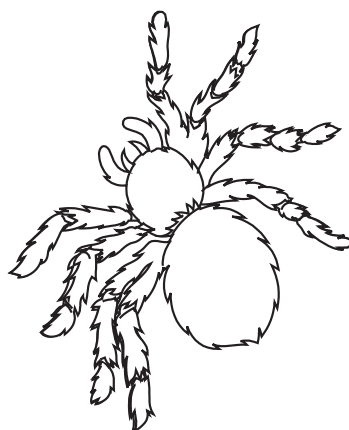
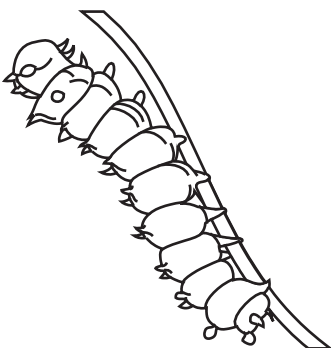
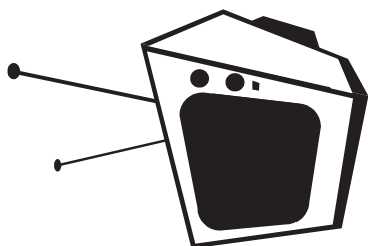
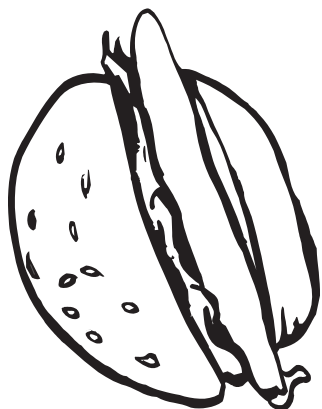
stapler-2, pocket-2, bacon-2, caboose-2, spaghetti-3, popsicle-3



Phonological Awareness

Syllable Hopscotch

PA.018.AM1c



syllable picture cards:

hamburger-3, tornado-3, gorilla-3, television-4, caterpillar-4, tarantula-4





The Last Sound Is...

Objective

The student will isolate final phonemes in words.

Materials

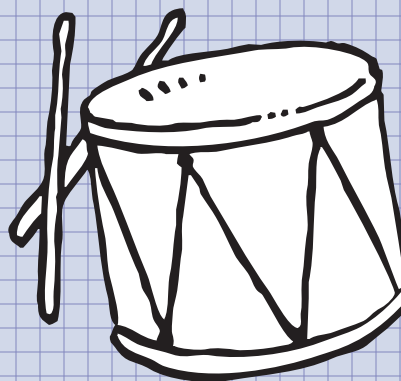
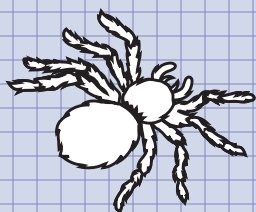
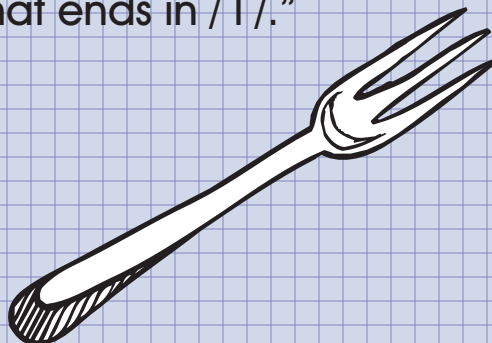
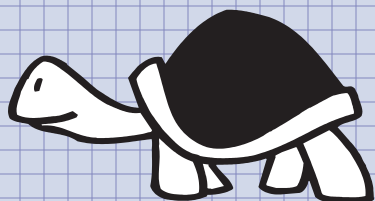
- ▶ Final sound objects

Activity

Students use final sound clues to identify objects.

1. Place final sound objects on a flat surface.
2. Taking turns, student one chooses and silently names an object. Isolates and says the final sound aloud (e.g., “Find the object that ends in /l/.”).
3. Student two looks at the objects and selects the one with the designated final sound. Names the object and says its final sound (i.e., “turtle, /l/”).
4. Reverse roles and continue until all objects are identified.
5. Peer evaluation

“Find the object that ends in /l/.”



Extensions and Adaptations

- ▶ Include several objects with the same final sound.
- ▶ Use initial sound objects.

Phonological Awareness



Phoneme Segmenting

PA.043

Phoneme Hopscotch

Objective

The student will segment phonemes in words.

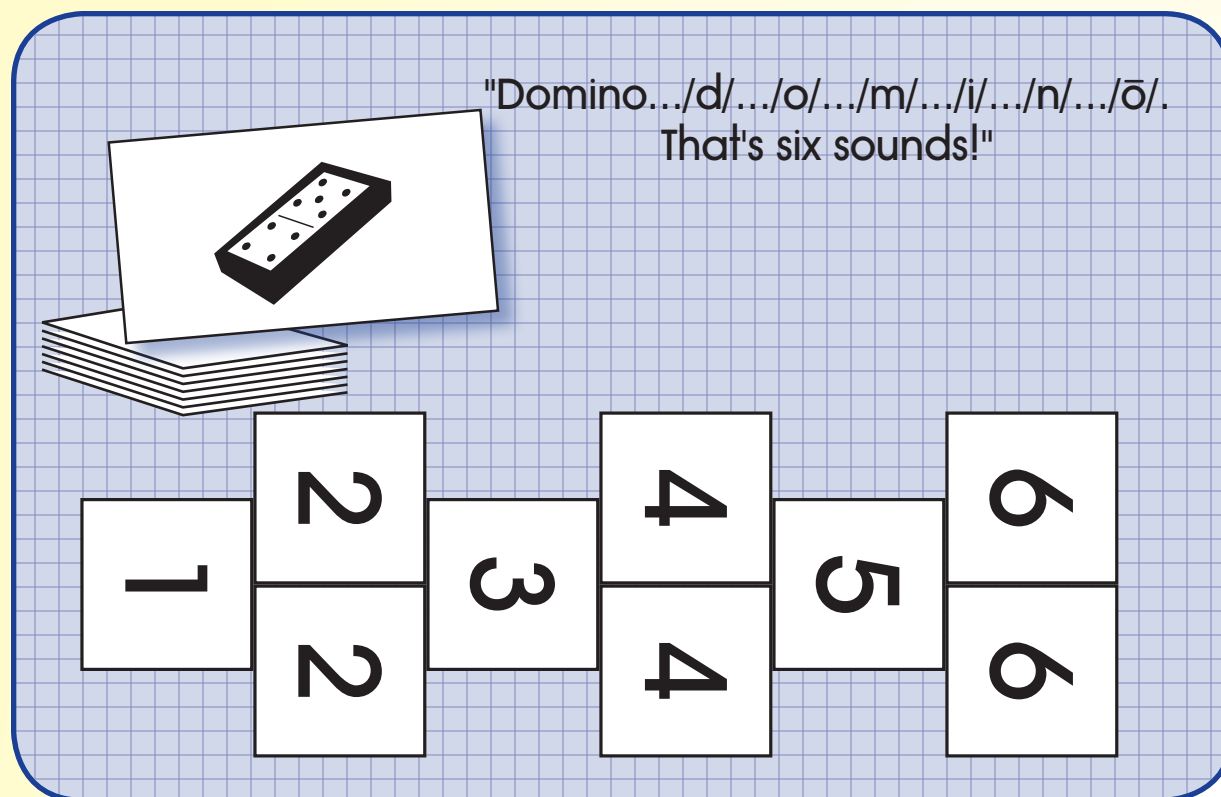
Materials

- ▶ Hopscotch board
- Use a hopscotch mat, tape off a hopscotch board, or draw with sidewalk chalk.*
- ▶ Two-to-six phoneme picture cards (Activity Master PA.043.AM1a - PA.043.AM1b)

Activity

Students segment the number of phonemes in a word and hop to the corresponding number.

1. Place the phoneme picture cards face down in a stack and arrange the hopscotch board on the floor.
2. Taking turns, student one selects the top card, names the picture, segments it into phonemes, and counts the number of phonemes (e.g., “domino, /d/ /o/ /m/ /i/ /n/ /ō/. That’s six sounds.”).
3. Student two repeats the segments and hops to the corresponding number.
4. Reverse roles and continue until all picture cards are used.
5. Peer evaluation



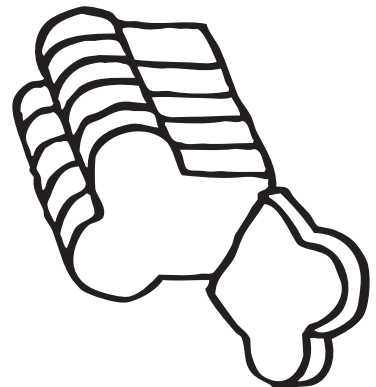
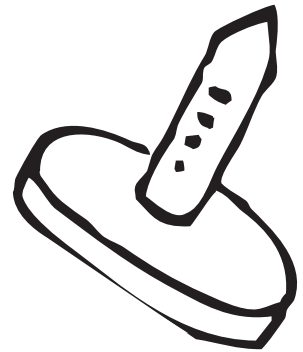
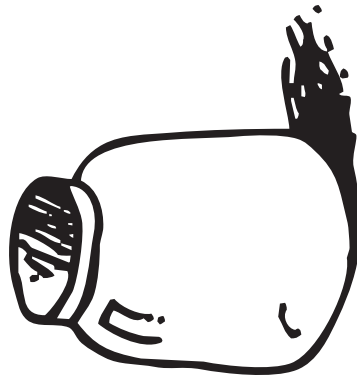
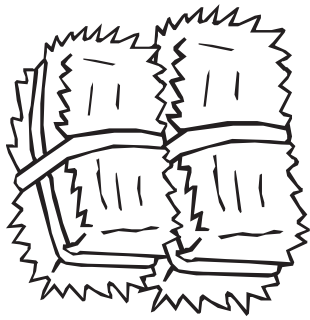
Extensions and Adaptations

- ▶ Play using other phoneme picture cards (Activity Master PA.046.AM1a - PA.046.AM1d).

Phonological Awareness

PA.043.AM1a

Phoneme Hopscotch



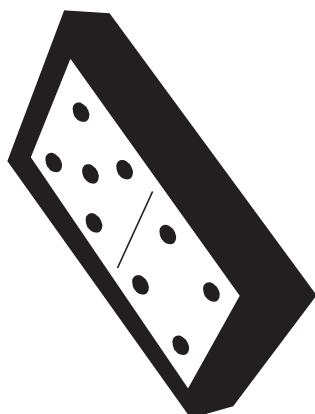
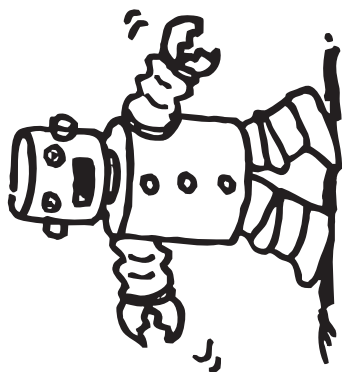
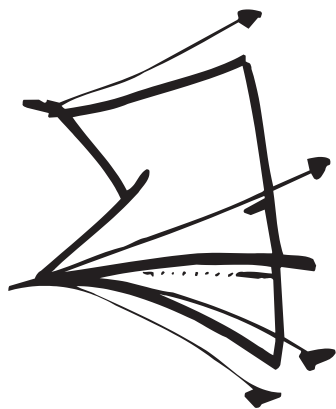
phoneme picture cards: hay-2, jar-2, tack-3, mice-3 snail-4, bread-4



Phonological Awareness

Phoneme Hopscotch

PA.043.AM1b



phoneme picture cards: tent-4, rabbit-5, koala-5, robot-5, domino-6, dragon-6





Phonological Awareness

PA.046

Phoneme Segmenting

Phoneme Feud



Objective

The student will segment phonemes in words.



Materials

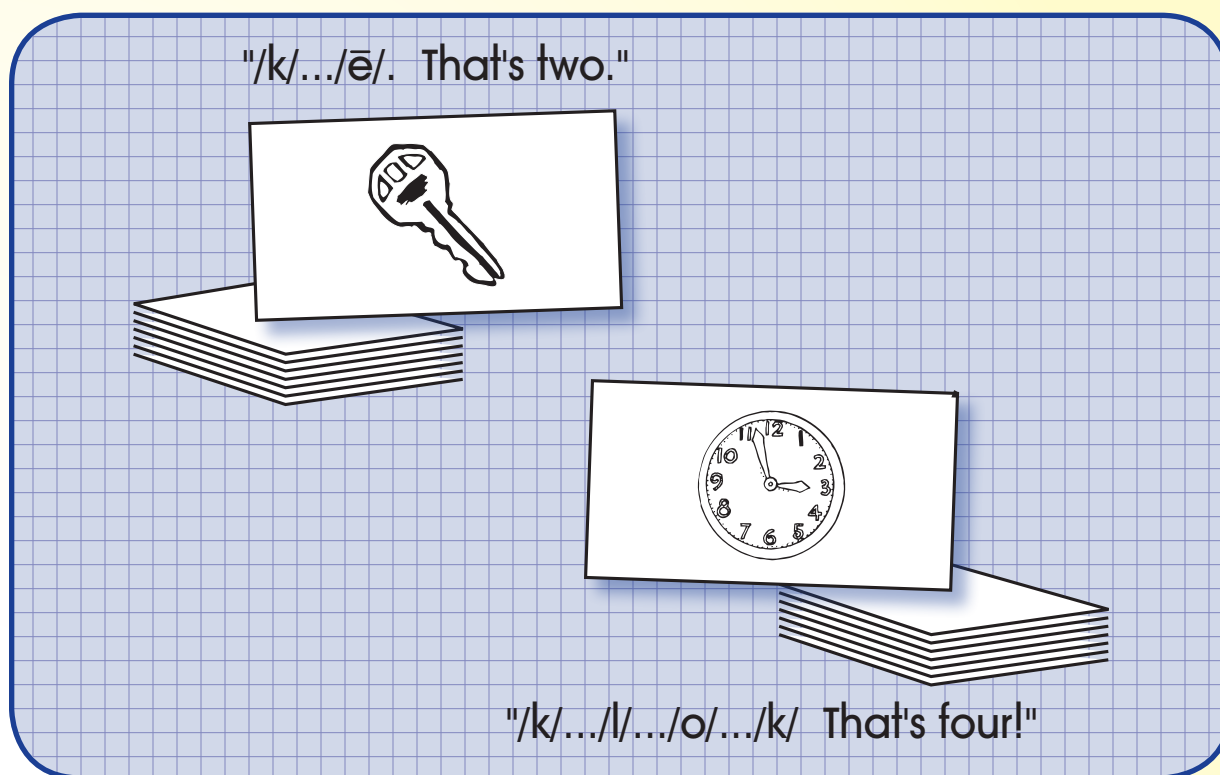
- ▶ Two-to-five phoneme picture cards (Activity Master PA.046.AM1a - PA.046.AM1d)



Activity

Students count the phonemes in words while playing a word game.

1. Mix and place phoneme picture cards face down in two stacks on a flat surface.
2. Taking turns, students turn over a card from the stack, name the picture, segment the sounds, and count the phonemes (e.g., “key, /k/ /ē/, two phonemes”).
3. The student with the picture card containing the highest number of phonemes takes the cards.
4. If the students have the same number then they have a “phoneme feud.” Each student selects one more card, and places it face up. Names the picture, segments the sound, and counts the phonemes. Student who has the card with the highest number of phonemes takes all the cards.
5. Continue until all cards are used.
6. Peer evaluation



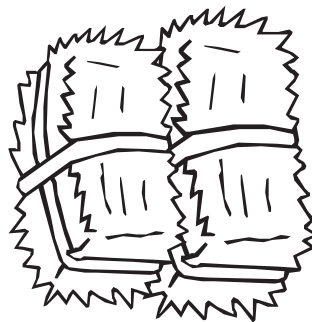
Extensions and Adaptations

- ▶ Sort picture cards by number of phonemes.
- ▶ Play using other picture cards.

Phonological Awareness

Phoneme Feud

PA.046.AM1a



2



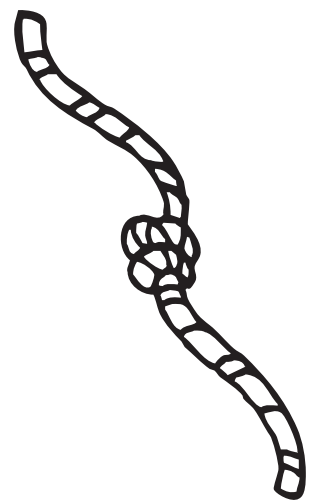
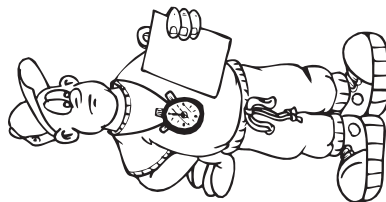
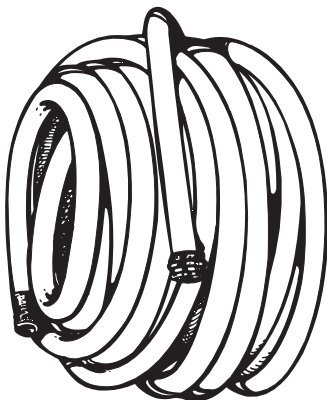
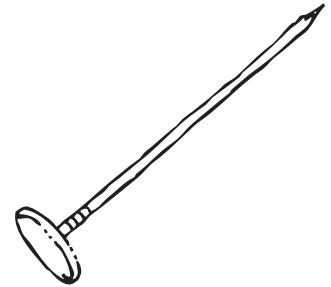
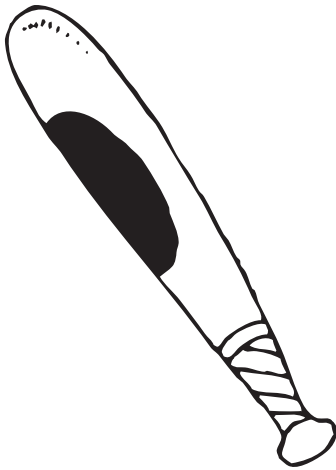
phoneme picture cards: key-2, arm-2, hay-2, two-2, saw-2, pie-2



Phonological Awareness

PA.046.AM1b

Phoneme Feud



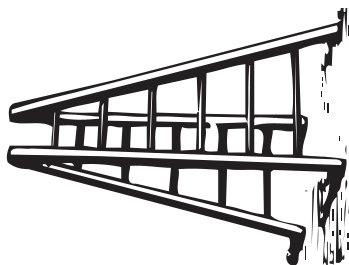
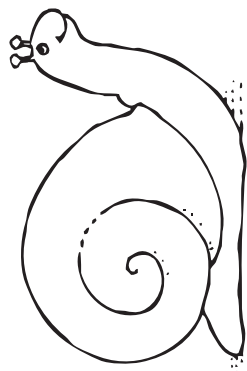
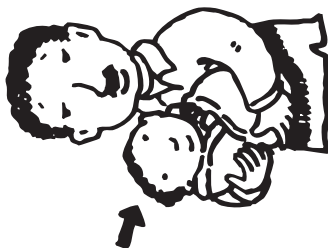
phoneme picture cards: bat-3, fish-3, nail-3, hose-3, coach-3, rope-3



Phonological Awareness

Phoneme Feud

PA.046.AM1c



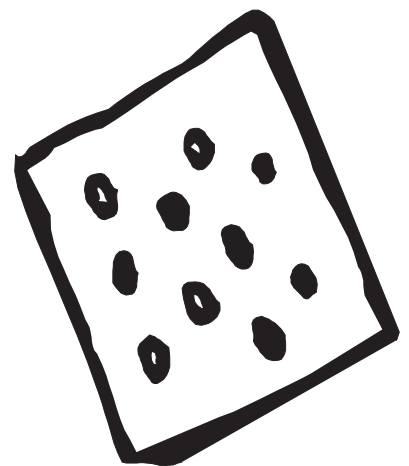
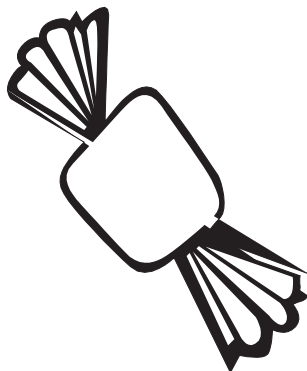
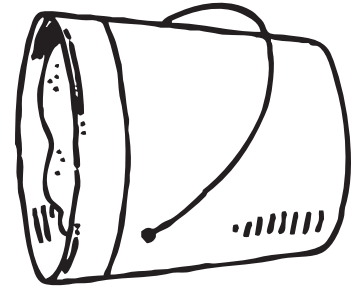
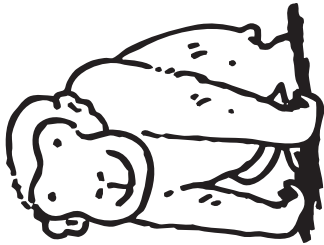
phoneme picture cards: penny-4, baby-4, spoon-4, snail-4, ladder-4, clock-4



Phonological Awareness

PA.046.AMId

Phoneme Feud



phoneme picture cards: gorilla-5, racoon-5, bucket-5, candy-5, plant-5, cracker-5

