


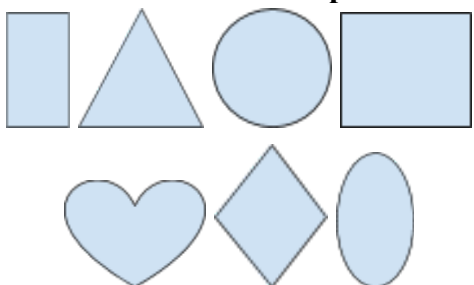



# Preschool Choice Board: Week of May 18

Pick 1-2 boxes to do each day. Put a happy face in the box or color the box when completed.

Remember to read everyday to your child.

<p style="text-align: center;"><b>Literacy Skill</b> <b>Beginning Sound Sorting</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>Attached Handouts</li> </ul> <p>Cut apart the letters and pictures in and see how many sound piles you can make.</p>  <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>* Write a letter on two pieces of paper (B &amp; C), place a letter in two containers. Search around the house for objects that <i>begin with that letter sound</i> (B-ball, C-chalk). Continue with different letters and containers!</li> <li>*Clap &amp; Count <i>Syllables</i> of words together while going on a walk! walk / ing = 2 syllables</li> <li>*Sing nursery rhymes to encourage <i>rhyming</i>. (Explain to your child that the <i>endings</i> sound the same for words to rhyme). Handouts attached.</li> <li>*Make up a silly word to go with rhyming words and ask your child to "take the trash out." (they will tell you which word DOES NOT rhyme)</li> </ul>	<p style="text-align: center;"><b>Fine Motor Skill</b> <b>Q-tip Painting</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>Small piece of paper</li> <li>Dark colored marker</li> <li>Paint</li> <li>Q-tips</li> </ul>  <p>Directions:</p> <p>Draw shapes, numbers or letters on paper. Have your child use a Q-tip or their finger to make dots of paint along the lines.</p> <p>This activity requires your child to have precision and helps to build fine motor control.</p> <p style="text-align: center;"><b>Homemade Paint Recipe</b></p> <p style="text-align: center;">1/2 cup flour 1/2 cup salt 1/2 cup water</p> <p>Mix well, divide into baggies and add food coloring, squish bag to mix.</p>	<p style="text-align: center;"><b>Art Experience</b> <b>Hidden Name Art</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>Watercolors</li> <li>Paint Brush</li> <li>Water Cup</li> <li>White Cardstock/Construction Paper</li> <li>White Crayon</li> </ul> <p>Directions:</p> <ol style="list-style-type: none"> <li>Write your child's name with the white crayon on the white construction paper/card stock.</li> <li>Next, have them dip the brush into the water cup then the paint, and have them brush all over the paper.</li> <li>The letters in their name will appear as the paint touches the paper and crayon marks.</li> </ol> 
<p style="text-align: center;"><b>Outdoor Experience</b> <b>Bubble Fun</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>Bubble Wands</li> <li><b>Bubble Solution Recipe</b> (store bought or make your own) <ul style="list-style-type: none"> <li>4 cups warm water</li> <li>1/2 cup sugar</li> <li>1/2 cup blue Dawn dish soap</li> </ul> </li> </ul> <p>Step #1 Whisk the sugar and water Step #2 Whisk in the dish soap</p> <p>Count the bubbles or see if you can catch them on your hand or a wand. Enjoy being outside while having fun with bubbles.</p> <p><b>Extension Activities:</b> Bubbles, Bubbles, Bubbles attached handout and resource links.</p>	<p style="text-align: center;"><b>Math Skill</b> <b>Name That Shape</b></p>  <p>Can you name these shapes? How many sides do they have? Search your house to find shapes. How many of each did you find? Which shape did you find the most? Which shape did you find the least?</p>	<p style="text-align: center;"><b>Gross Motor Skill</b> <b>Chalk Shape Jumping Game</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>Sidewalk Chalk</li> </ul> <p>Directions:</p> <p>Draw shapes on the driveway or sidewalk and instruct children to jump from one end of the grid to the other using the same shape.</p> <p>Repeat with different shapes or offer different instructions.</p> 

**Text And Learn for Kindergarten (www.texttolearn.com) Text TALK to 77453**  
to receive FREE easy suggestions for how parents of young children can  
"make any time learning time" with daily interactions

## Additional Online Family Resource Links:

**Healthy at Home: A Toolkit for Supporting Families Impacted by COVID-19:** [healthyathome.readyrosie.com/en/](http://healthyathome.readyrosie.com/en/)

**HighScope at Home:** [highscope.org/active-learning-at-home/](http://highscope.org/active-learning-at-home/)

**PBS Meet the Helpers:** [www.wtvp.org/coronavirus-meet-the-helpers/](http://www.wtvp.org/coronavirus-meet-the-helpers/)

<p><b>READING</b></p>	<p><b>Scholastic Learn at Home: Prek-K:</b>  <a href="http://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html">classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html</a></p> <p><b>Storyline Online:</b> <a href="http://www.storylineonline.net">www.storylineonline.net</a></p> <p><b>Unite for Literacy:</b> <a href="http://www.uniteforliteracy.com">www.uniteforliteracy.com</a></p> <p><b>KidLit TV:</b> <a href="http://kidlit.tv/?s=read+out+loud">kidlit.tv/?s=read+out+loud</a></p>
<p><b>LITERACY &amp; MATH</b></p>	<p><b>Starfall:</b> <a href="https://www.starfall.com/h/index-kindergarten.php">https://www.starfall.com/h/index-kindergarten.php</a></p> <p><b>ABCya:</b> <a href="http://www.abcya.com/grades/prek">www.abcya.com/grades/prek</a></p>
<p><b>SCIENCE</b></p>	<p><b>Kids National Geographics:</b> <a href="http://kids.nationalgeographic.com">kids.nationalgeographic.com</a></p> <p><b>Mystery Science:</b> <a href="http://mysteryscience.com/school-closure-planning">mysteryscience.com/school-closure-planning</a></p>
<p><b>SOCIAL STUDIES</b></p>	<p><b>Virtual Field Trips:</b>  <a href="https://docs.google.com/document/d/1SvIdgTx9djKO6SjyvPDsoGlkgE3iExmi3qh2KRRku_w/mobilebasic?urp=gmail_link">docs.google.com/document/d/1SvIdgTx9djKO6SjyvPDsoGlkgE3iExmi3qh2KRRku_w/mobilebasic?urp=gmail_link</a></p>
<p><b>HEALTH &amp; NUTRITION</b></p>	<p><b>Nomster Chef:</b> <a href="http://www.nomsterchef.com/nomster-recipe-library">www.nomsterchef.com/nomster-recipe-library</a>            Children cooking with their grown-ups encourages culinary skills, literacy, math, and science skills.</p> <p><b>Exercise with Regie Rainbow:</b>  <a href="http://www.youtube.com/watch?v=3d5TFt7JoIY&amp;feature=youtu.be">www.youtube.com/watch?v=3d5TFt7JoIY&amp;feature=youtu.be</a></p>
<p><b>MUSIC</b></p>	<p><b>Music Classes with Mrs. Mellinger on YouTube.com:</b>  <a href="https://youtu.be/sVdaSBZxpGE">https://youtu.be/sVdaSBZxpGE</a></p>



Your child is special and truly one of a kind. Keep this in mind as you watch your child's growth from day to day. As your child grows, some changes may come quickly and others more slowly. During these early years, you may have concerns or would like additional resources about your child's growth, development, health or behavior. If you do have concerns or questions, make sure to talk with someone, such as a doctor, your teacher or you may contact me at any time at 734-439-5159 or through email at [mellingerl@milanareaschools.org](mailto:mellingerl@milanareaschools.org).

Respectfully,  
 Lisa Mellinger, Early Childhood Director  
 Paddock's Early Childhood Center



# Noticing Words

*You're putting  
your finger right  
on the word hat.*

Emphasize and point to words that are repeated in books and then encourage your child to say and point to them.

By playing an active role during reading time, your child will begin to notice how repeated words sound and look.





## Why this is important

Four-year-olds are typically beginning to show interest in the words as well as the pictures in books. Your child may be learning to recognize a few words by their shape and by the places they are found. Children who live in a home where reading and writing are important activities usually start school with a greater interest in reading. Being a skilled reader is essential to success in school and life. Reading skills also give children lifelong access to entertainment, information, wisdom, humor, and the comfort of books.

## What you do

- Choose a book at reading time that contains a simple story and often-repeated words. Read the book with your child.
- Ask questions about the story, pausing and waiting to give him time to respond to your questions: *Where is the cat on this page? What is he holding?*
- Find a familiar word that is repeated often, such as *cat, boy, fish, foot*, etc.
- Draw your child's attention to the word each time it appears by emphasizing the word with your voice. Point to the word as you say it.
- Encourage your child to point to the word when he sees it on another page.
- Vary the game by reading the wrong word such as *hat* instead of *cat*. Congratulate him when he corrects you.

## Another idea

Repeatedly draw your child's attention to a particular road sign, say the word to him, and ask him to say it, too. When you see it again, say, *There's a red sign. I think we've seen it before. Do you know what it says? Can you tell me?* Think of other common words that appear throughout his day and use them in this game.

### Let's read together!

*The Earth and I*  
by Frank Asch

## Bubbles and Preschoolers

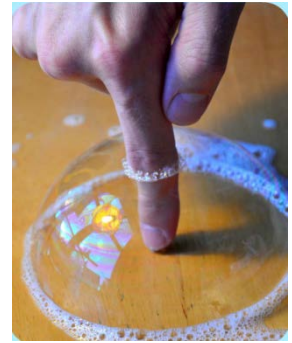
Blowing, watching, and playing with bubbles is a fun learning activity for preschoolers. It helps this age group gain cognitive development, understand basic science principles, and experience science in a playful, experimental way.

### Activities for Library and Home

- Observation and movement: Engage preschoolers in blowing bubbles from a variety of different wands and watching others blow bubbles. Allow them to chase the bubbles and try to pop them! Encourage them to get their hands wet and try to catch the bubbles gently.
- Observation and dialogue: Engage preschoolers by asking how far they think the bubbles can float before they pop, and which direction they'll go. You can also ask them what's similar and different about several bubbles.
- Observation, movement, and following a sequence: Give specific directions like, "Pop the tiniest bubble," or "Catch 3 bubbles." Add several directions the kids have to follow in sequence: "Pop 2 bubbles, then clap your hands and sit down."
- Craft: Offer a craft activity for preschoolers to create their own bubble wands with chenille stems, paper cones, and straws and string.
- Craft: Have kids draw pictures of bubbles—plain or colorful bubbles, bubbles with animals or people in them, bubbles in front of their home—whatever their imagination holds.
- Exploration and imagination: Preschoolers can look for other objects in the library and their homes to use as bubble wands and makers; think cookie cutters, funnels, eye droppers, slotted spoons, straws, etc. They can also use their own built in bubble wand—their hands!
- Counting: Ask the kids to count how many bubbles they can blow each time, or count the number of bubbles in the air. It's fun!
- Science experiment: Bubble Shapes. Have the kids make different shapes of wands (triangles, circles, flowers, etc.); first, talk about the shapes with the kids. Then, ask them to predict what shape the bubbles will be that will come from them. And then blow bubbles through them—what do they observe? The science lesson that you can explain: Bubbles will always come out round, no matter the shape of the wand. This is because of surface tension; the wall of the bubble will automatically make the shape with the least surface area it can. The air inside the bubble pushes out evenly on all sides, which makes the bubble a sphere.
- Science experiment: What Makes Bubbles Pop? Ask preschoolers what makes a bubble pop. Chances are the answer will be something sharp. Test this hypothesis by popping bubbles with a pencil point or your fingernail; yes, it pops. But then try to pop another bubble with



something smooth, like soft fabric or a plastic water bottle; the bubble still pops. Ask the kids what they think now. Experiment by trying to pop a bubble with a dry object, like your finger (it'll pop), vs. the same object wet (it shouldn't pop). What do the kids think? Explain the scientific method of making a hypothesis, experimenting, observing, and making a conclusion.



### Extension Activities for Parents at Home

- Invite preschoolers to help you measure, pour, and mix the ingredients for the bubble mixture. This helps with math skills like measuring, along with cooking!
- Outside, fill a large container (like a baby pool) with a little bubble mixture. Using a hula hoop or other large circle, create huge bubbles that your preschooler can stand inside of!

### Learning

- The craft activities above help preschoolers gain fine motor control needed for writing.
- The science experiments demonstrate, in a fun way, the scientific method of hypothesis, testing, observation, analysis, and conclusion.
- When preschoolers blow into the bubble wand and watch bubbles coming out, they're learning first hand, by observation, about cause and effect; this is a crucial STEM concept and basic principle for understanding the world around them.
- Blowing bubbles naturally engages preschoolers in experimentation and play with purpose, allowing the fun and excitement to guide their curiosity and learning.
- Bubble blowing can be a fun group activity that encourages positive social behaviors, including communicating, teaching and learning from others, taking turns, sharing materials, and enjoying time with peers.

#### **Vocabulary Builder:**

Introduce words like hypothesis, experiment, exploration, testing, observation, comparison, and conclusion; these are great vocabulary and STEM words that help preschoolers understand the scientific method.

Ask the preschoolers to describe the bubbles in terms of shape, color, texture, light, and properties, and encourage them to use their imaginations!

Ask kids what other things make bubbles—shampoo, bar soap, laundry detergent, etc.

# Bubbles, Bubbles, Bubbles

## **Bubble Solutions**

Homemade Bubbles

<https://artfulparent.com/how-to-make-homemade-bubbles/>

How to Make Giant Bubbles? dArtofScience

<https://www.youtube.com/watch?v=p6p6mo-5-hk>

Mile High Bubbles by Mick Telkamp

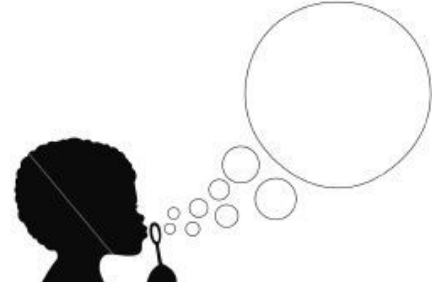
<https://www.diynetwork.com/how-to/make-and-decorate/crafts/the-two-best-homemade-soap-bubble-recipes>

2 cups warm water

1/3 cup dish soap

1/4 cup corn syrup

The bubbles we got from adding corn syrup to the recipe weren't as reflective or colorful as some of the other efforts, but these soar sky high (often rising out of sight without ever bursting). If you are looking for lift, this simple recipe fits the bill perfectly and won't require a trip to the store.



## **Science Video**

Fun With Bubbles! Physics for Kids

[https://www.youtube.com/watch?v=XxU\\_QenIO54](https://www.youtube.com/watch?v=XxU_QenIO54)

## **Song Video**

Pop The Bubbles Kids Songs by Super Simple Songs

<https://www.youtube.com/watch?v=5CI29h-AXDM>

## **Books About Bubbles**

The Bubble Factory by Tomie dePaola. Grandma Annii's Storytime

<https://www.youtube.com/watch?v=x1JSbey2P10>

Alfi Blows Bubbles by Tony J Moon

<https://www.youtube.com/watch?v=l3pUCdmXFlo>

Bubbles, Bubbles and More Bubbles! By Jane O'Connor

<https://www.youtube.com/watch?v=MW7EPwzKc7U>

## **Helpful Parent Education Article from Scholastic - Parents**

<https://www.scholastic.com/parents/kids-activities-and-printables/activities-for-kids/bubbles-activities-3-5-year-olds.html>

# HAVE FUN!

## Little Boy Blue

Little Boy Blue,  
Come blow your horn.  
The sheep's in the meadow,  
The cow's in the corn.

Where is that boy?  
Who looks after the sheep?  
Under the haystack.  
Fast asleep.

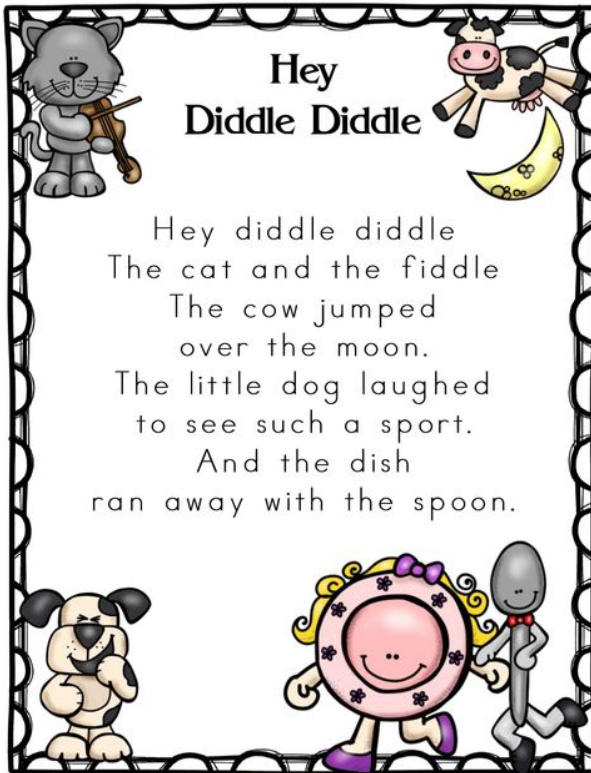
Will you wake him?  
Oh no, not I,  
For if I do  
He will surely cry.



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## Hey Diddle Diddle

Hey diddle diddle  
The cat and the fiddle  
The cow jumped  
over the moon.  
The little dog laughed  
to see such a sport.  
And the dish  
ran away with the spoon.



Nursery Rhyme Charts from [www.hubbardscupboard.org](http://www.hubbardscupboard.org) © 2017 Page 7144

## Hickory Dickory Dock

Hickory,  
dickory, dock,  
The mouse ran  
up the clock.  
The clock  
struck one,  
The mouse  
ran down,  
Hickory,  
dickory, dock.

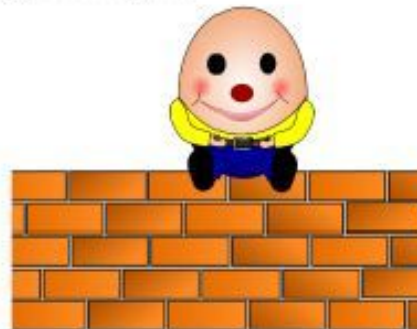


[www.AssistiveChildcareNetwork.com/](http://www.AssistiveChildcareNetwork.com/)

## Humpty Dumpty

Humpty Dumpty sat on a wall.  
Humpty Dumpty had a great fall.

All the King's horses  
And all the King's men  
Couldn't put Humpty  
Together again.



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# RHYMING RIDDLES

You sleep in me and I rhyme with sled.

I am an animal that can hop and rhyme with log.

You need me to eat and I rhyme with moon.

You wear me on your head and I rhyme with cat.

I say "oink" and rhyme with wig.

I light up the sky and rhyme with fun.

I say "quack" and I rhyme with truck.

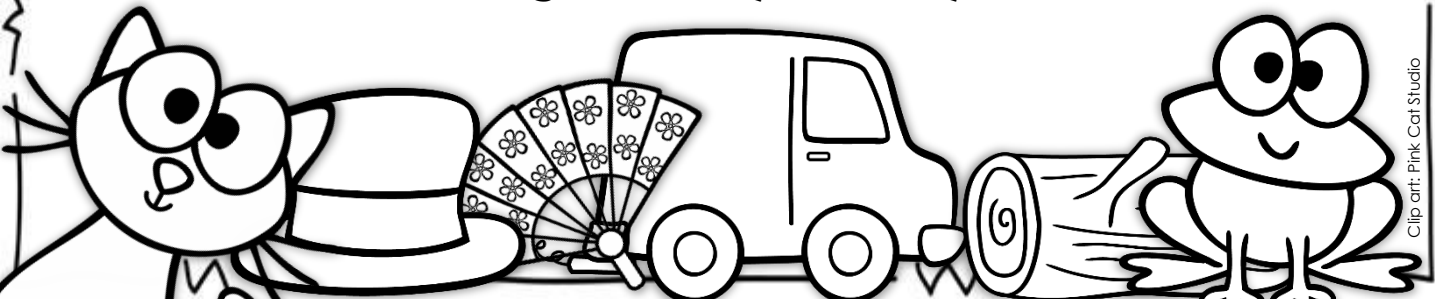
I am red, white, and blue and rhyme with bag.

You can fly me in the sky and I rhyme with white.

You have ten of these and they rhyme with rose.

I fall from the sky when it's cold and rhyme with glow.

I soar fast through the sky and rhyme with wet.

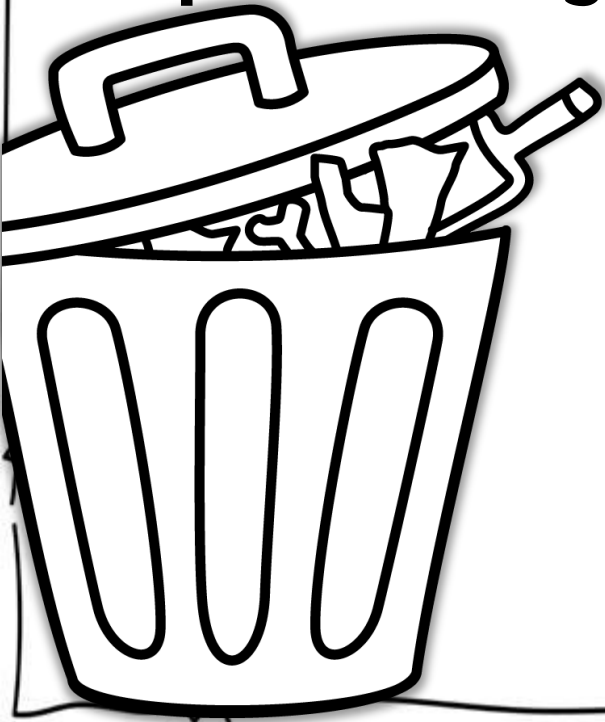


# RHYMING

## TAKE OUT THE TRASH

fan, pan, cat  
fox, dig, box  
red, bed, pot  
sit, pig, bit  
top, tug, rug  
bag, kit, fit  
ham, fix, six  
wig, fan, big  
ten, men, van  
pit, kit, wag

win, jet, net  
pen, yak, ten  
hot, rot, log  
did, bag, rid  
dad, sad, mom  
pot, pat, mat  
hug, bug, tag  
hot, fan, can  
mom, rat, Tom  
hit, fit, did



mat, yak, cat, pat  
cup, jet, net, pet  
jug, can, tug, mug  
bed, red, led, kit  
tan, can, hat, pan  
bin, pat, pin, tin  
rim, dim, Tim, jog

# Molding Shapes

*This is my sun!*



Encourage your child to mold and explore dough while you describe the shapes she makes.

Your child will begin to connect the shapes she feels with her hands with the shape words she hears you say.



## Why this is important

Molding dough gives your child the experience of learning how three-dimensional shapes are formed. The experiences children gain directly through using their hands and fingers leave a special and lasting understanding of the physical world. Easy art exploration can give your child confidence for later creative expressions.

## What you do

- Give your child opportunities to press and mold soft materials, such as playdough. Help your child dampen a clay or dirt area outside in order to make mud. Explain in advance that this is a messy activity! Let her explore freely without direction.
- Describe what she is doing as she plays. *You've made something flat and round. What a long coil! You pushed your thumb all the way through the middle.*
- Try making playdough using the following recipe:

2 cups flour	1 cup water
1 cup salt	2 tablespoons cooking oil
2 tablespoons cream of tartar	1 tablespoon food coloring

Mix all ingredients together in a saucepan. Cook over low–medium heat, stirring constantly until it forms a ball. Put the ball on a board and knead for 2–3 minutes. Store the dough in an airtight container between play sessions.

## Another idea

Renew your child's interest in the game and extend your child's creativity by offering tools to press and shape the dough: popsicle sticks, sea shells, rocks, or pipe cleaners. **Make sure that these items do not go into your child's mouth. Put away things small enough to swallow when you cannot supervise their use, especially if you use this game with children under age 3.**

### Let's read together!

*Sun Bread*  
by Elisa Kleven

# Restore the Circle



Cut a large paper circle into two pieces and let your child fit the two pieces together to form the circle again.

Your child will see that things can be divided and restored.

*You're making it into a circle.*



## Why this is important

Being able to visualize the whole from its parts is necessary for many tasks your child will want to do. She will learn to recognize that actions such as dividing a circle can be reversed. Letters and numbers are typically made from parts such as lines and circles, so this game helps her get ready to recognize number and letter symbols.

## What you do

- Cut out a few large paper circles. Invite your child to play a new game with you.
- Show her one of the circles and talk about what makes it a circle: *This is a circle. Look at its round shape.*
- Hold the circle and let her trace her finger around the edge. Place the circle on the table and, with her hand on top of your hand, trace the entire edge of the circle.
- Think of words such as *plate*, *pie*, and *circle* to describe the shape.
- Use scissors to cut the paper in half. Show her each curved piece.
- Ask her to put the circle back together.
- Trace the finished circle again and tell her, *You made it a circle again!*
- Try cutting the circle into several pieces to make the game a little harder. Make sure you keep the game short and stop when she loses interest.

## Ready to move on?

Other shapes, such as triangles and squares, are harder to restore. Move on to these shapes when your child is immediately successful with the circle. Adjust the difficulty of the game by changing the number of pieces you create when cutting the shape.

### Let's read together!

*I Spy Shapes In Art*  
by Lucy Micklethwait

# Syllable Jump

*Ma-ri-a.*

*Maria.*



Show your child how to take steps or jump to match the syllables of her own name.

She will increase her awareness of the parts that make up words.



## Why this is important

The actions of your child's own body can help her pay attention to the sounds of words and parts of words. When a young child learns something through her body as well as her mind she understands it better. Hearing and responding to the smaller sound units in words (syllables) is part of the foundation for reading and spelling.

## What you do

- Write your child's name on a piece of construction paper, allowing plenty of cutting space between each syllable. (If all of your child's names are one syllable, use the name of a favorite person, pet or stuffed animal.)
- Help your child cut the syllables apart. Touch the syllables as you say them. *Kim-ber-ly. Grand-pa.*
- On the floor, ground, or sidewalk, invite your child to help you make a row of connected boxes—like a small hopscotch drawing, going from right to left. The boxes can be made outside with sidewalk chalk or inside with masking tape. There should be one box for each syllable in the child's name.
- Help your child put the cut-apart syllables in the boxes going from left to right.
- Explain that you are going to jump into one box for each syllable of her name. As you slowly repeat her name, hop into a box for each syllable. A bunny hop (jumping with both feet) works well in this game.
- Invite your child to try. Hold her hand for balance if she needs it.

## Another idea

If your child is ready and interested, let her jump on the syllables of some other words, such as her last name, the name of her preschool, or her favorite food.

### Let's read together!

*Chicka Chicka Boom Boom*  
by Bill Martin Jr and John Archambault



# Show Me How It Feels

*Can you show me how it feels to be happy?*

Talk about feelings and invite your child to show them with his face and body.

The actions of this game will help your child understand, demonstrate, and talk about his own feelings.



*Angry?*



*Surprised?*



## Why this is important

By calling your child's attention to emotional expressions and by teaching him the names of emotions, you help your child identify his feelings and those of other people. As he learns new ways of expressing his feelings, he will begin to understand that certain ways of showing feelings can help him manage them. He can recognize and express his feelings in a comfortable, accepting atmosphere.

## What you do

- Practice expressing feelings with your child while you talk about the names of the feelings.
- Begin with a familiar feeling, for example, *Show me how it feels to be happy.*
- Respond to his actions: *That certainly is a happy dance. It shows me you really feel fine.*
- Show how you look when you feel happy. Talk about times when both of you were happy and reenact the way you showed your happiness.
- Keep the game simple. Talk about each basic feeling as you express it together with facial expressions, other movements, and speech.

## Ready to move on?

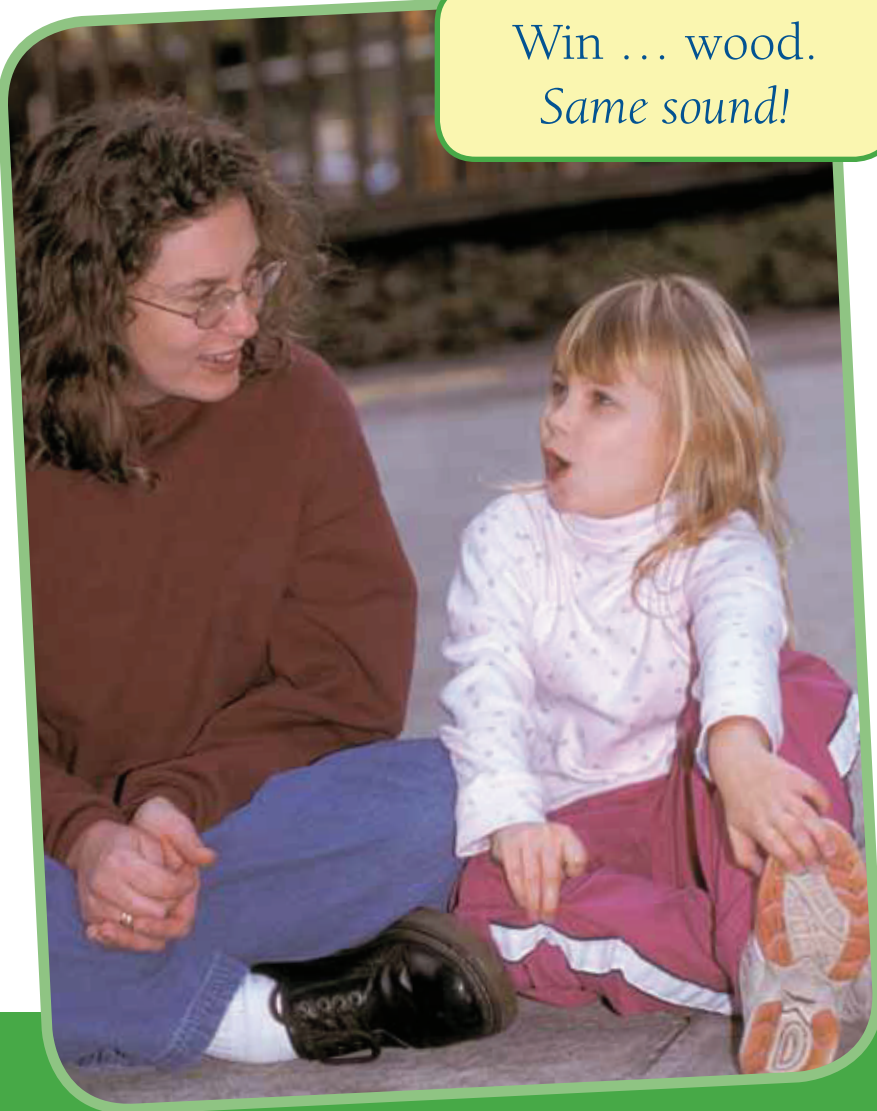
Play the game another day with various emotions, such as anger, sorrow, excitement, fear, disappointment, annoyance, and so on. Talk about a time when your child felt a particular emotion and about how he and other people show that feeling.

### Let's read together!

*Yesterday I Had the Blues*  
by Jeron Ashford Frame

# Same Sounds

Win ... wood.  
*Same sound!*



Say some pairs of words and let your child tell you if their beginning sounds are the same (as in *mouse* and *mat*) or different (as in *tall* and *pan*).

Through repeated playing, your child may begin to pay more attention to the important sounds that come at the beginnings of words.



## Why this is important

By playing this game your child will practice focusing on the beginning sounds in words and she may begin using the words *same* and *different* in describing sounds and words. Hearing the beginning sounds of words is an important step in understanding that a word is made up of a series of sounds. The skill of hearing the individual sounds in words will be used later by your child in spelling and reading.

## What you do

- Invite your child to join you in a word game. Say, *Listen to these words. Do they sound the same at the beginning? Or do they sound different? Mouse, mat.*
- Repeat the words if your child seems unsure. Exaggerate the beginning sound: *Listen again. Mmmouse, mmmat.*
- Comment positively on your child's successes. *Yes, they are the same beginning sound!*
- Practice with one sound (such as *m*) until you feel your child fully understands the game.
- Add more words to the groupings as you play.

## Another idea

Play this game throughout the day such as while riding in the car, taking a walk through the neighborhood, or while waiting in line at the grocery store.

### Let's read together!

*Polar Bear Night*  
by Lauren Thompson

**SCISSOR SKILLS:** There's a lot that goes into cutting. The grasping of scissors, opening and closing loops, holding and manipulating paper, keeping scissors on the line, maintaining endurance to keep on snipping...it can be a difficult task for children with hand weakness or difficulty with any of these scissor tasks. Children need to cut things, a lot of things, all different things, again and again. *Have fun with your cutting adventure!*

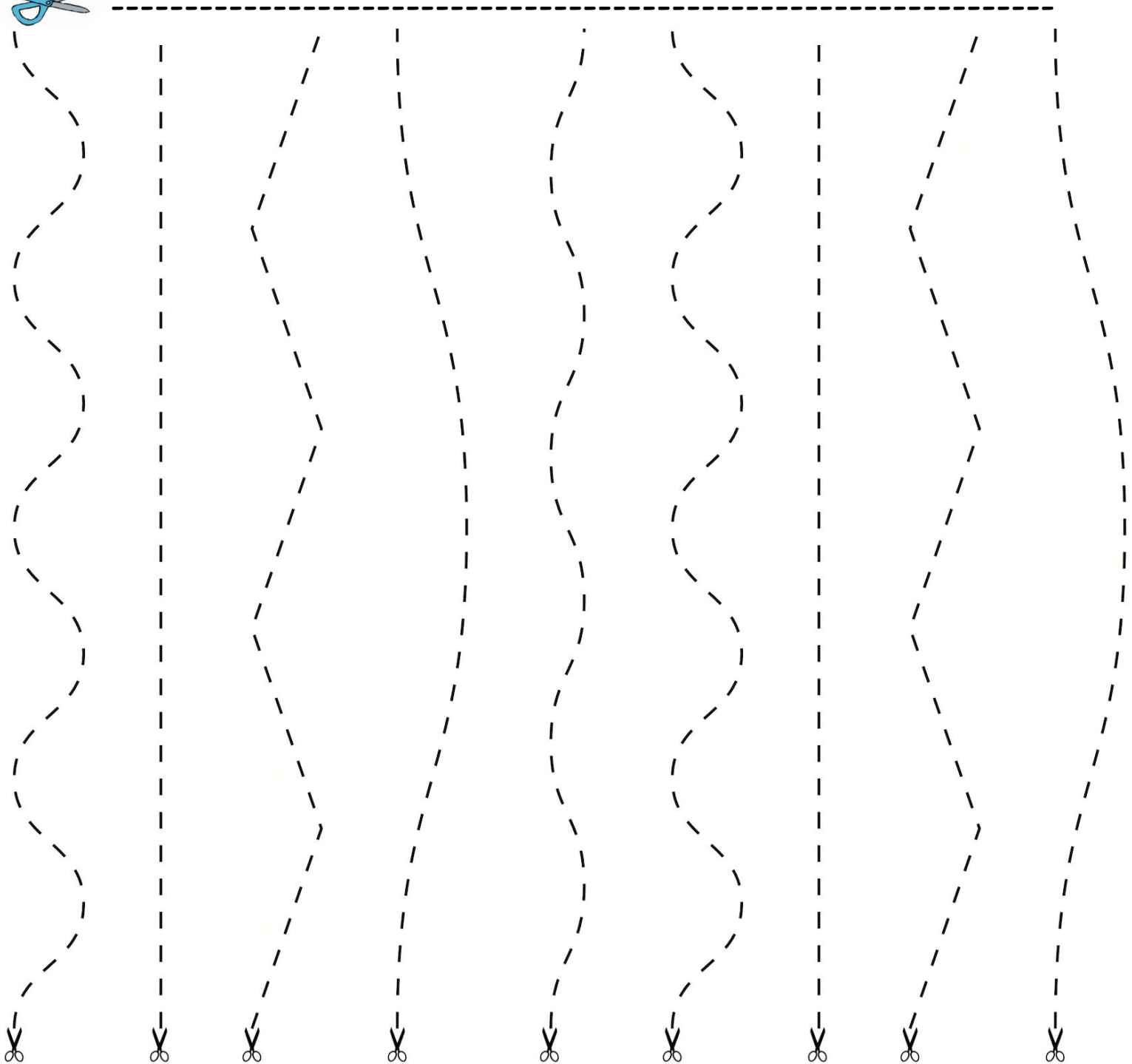
**Remember to always supervise when children are using scissors.**

**Extension Activities** with no lines or instructions to help your child master scissors and cutting:

- play dough
- simple strips from junk mail or newspapers
- strips or pictures in magazines or catalogs
- flowers, leaves or grass
- yarn, ribbon or streamers
- food packages and boxes

**Challenge Activity:** Have your child measure with a ruler and then cut to that length.



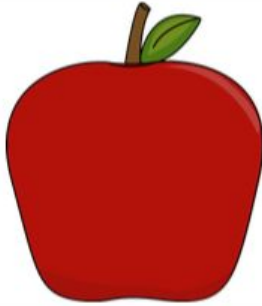


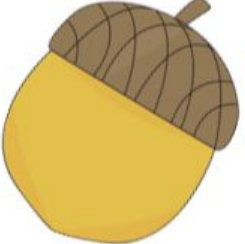



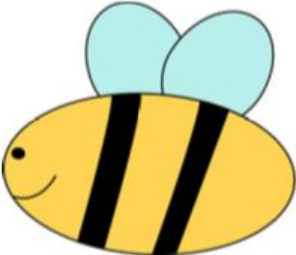


Have your child carefully cut along the mixed lines below for practice.



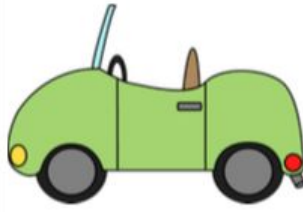
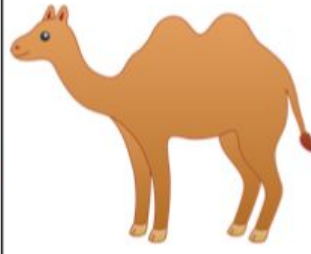
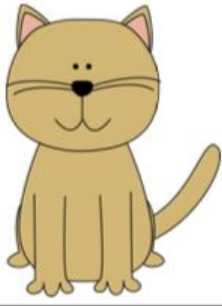



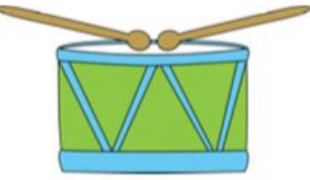
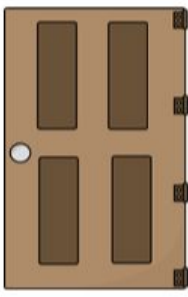




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**Alphabet  
Sorting  
Game  
Sheet #1**

**Cut apart  
the letters  
and  
pictures  
and see  
how many  
sound  
piles you  
can make.**

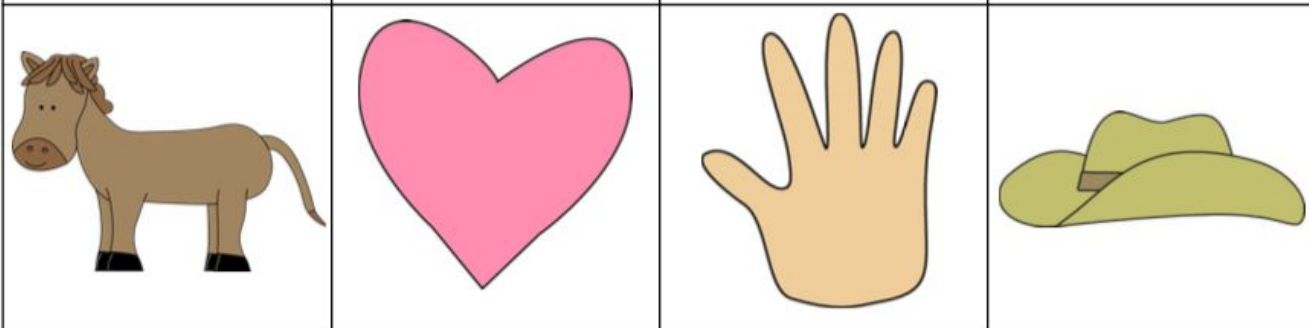
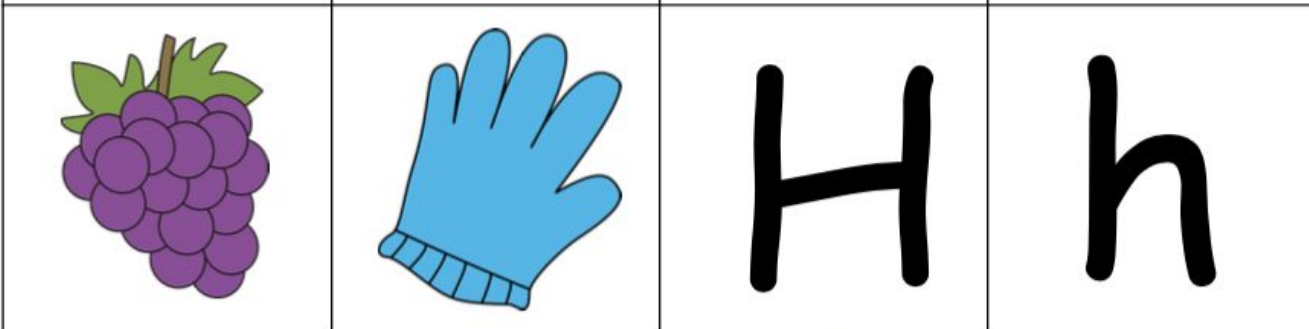
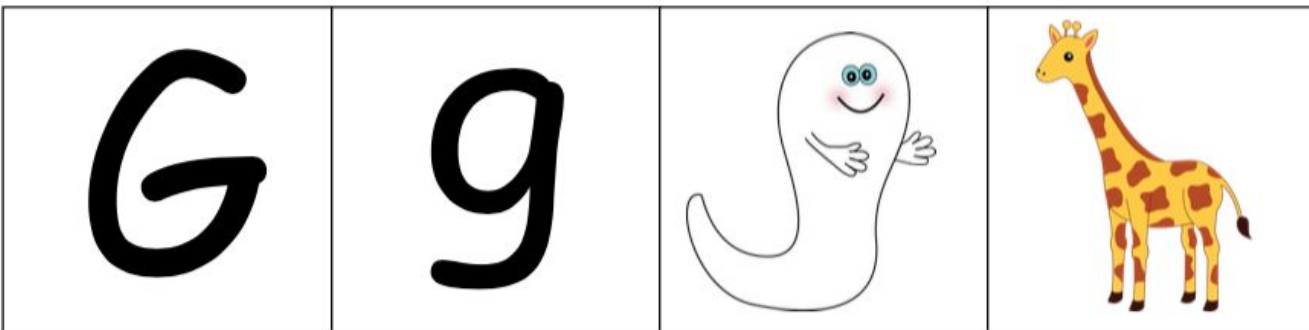
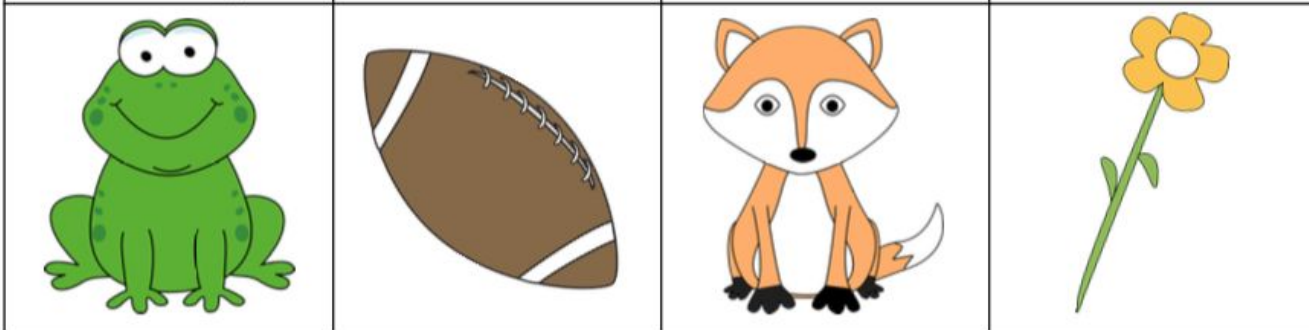
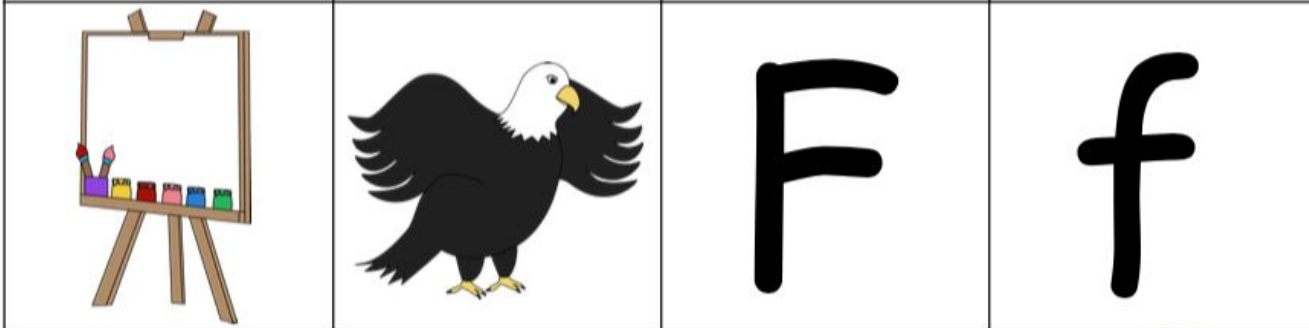
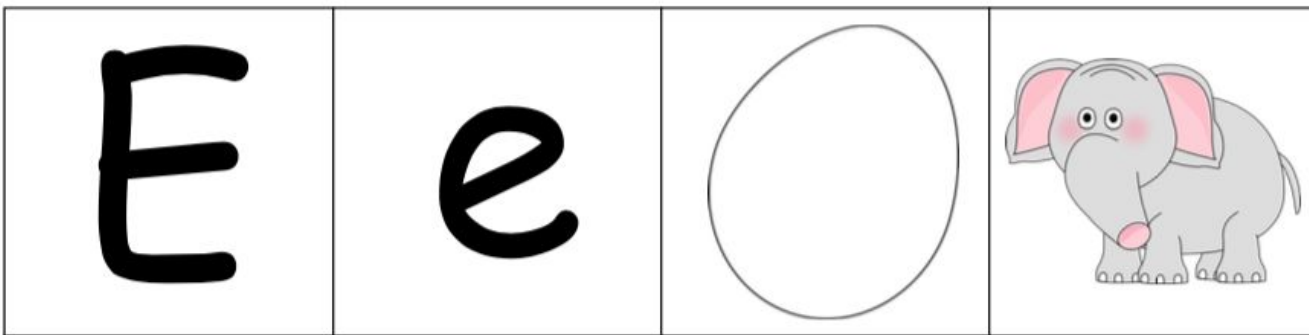
			
			
			

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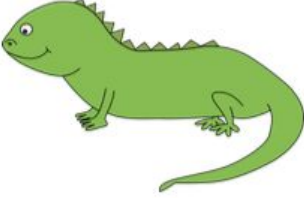
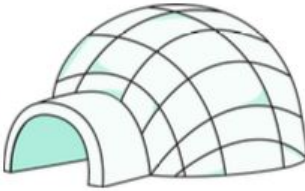



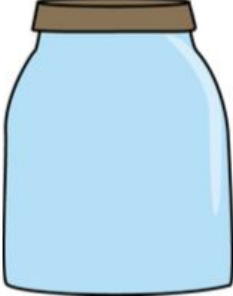


Alphabet  
Sorting  
Game  
Sheet #2

Cut apart  
the  
letters  
and  
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how  
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can  
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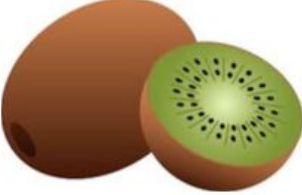

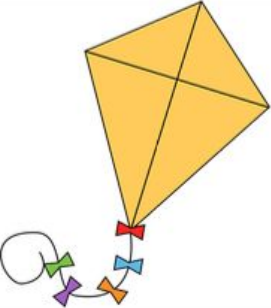



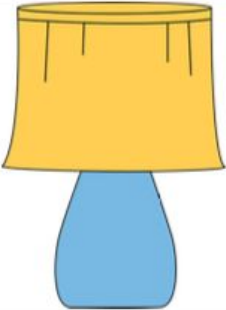



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**Alphabet  
Sorting  
Game  
Sheet #3**

I	i		
		J	j
			




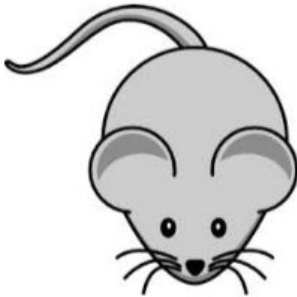





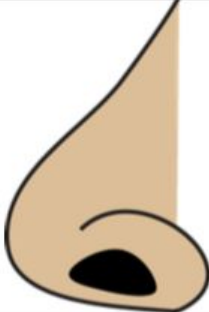


**Cut apart  
the letters  
and  
pictures  
and see  
how many  
sound  
piles you  
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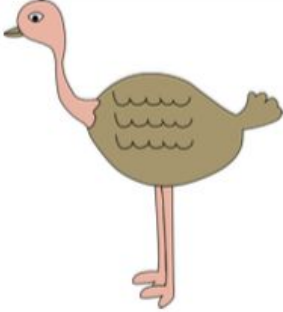





K	k		
		L	l
			

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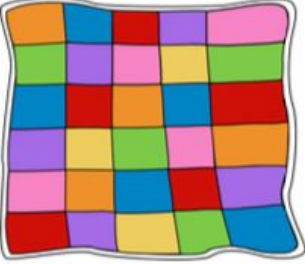




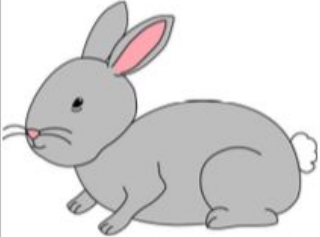

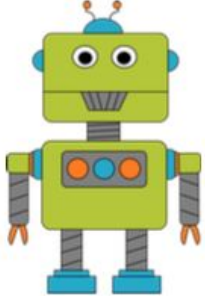






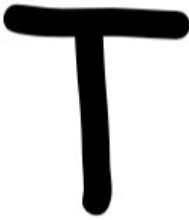


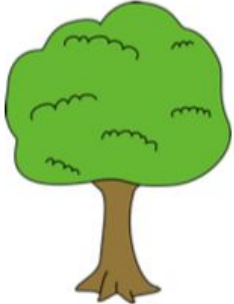


Alphabet  
Sorting  
Game  
Sheet #4

Cut apart  
the letters  
and  
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sound  
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**Alphabet  
Sorting  
Game  
Sheet #5**




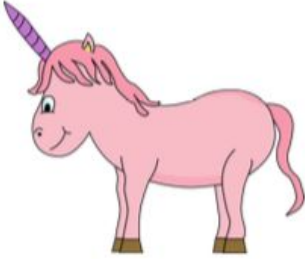

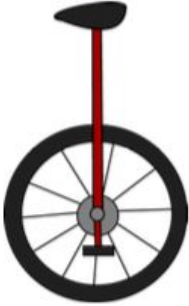





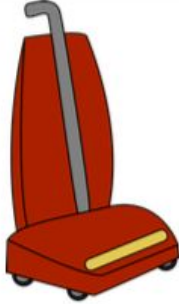




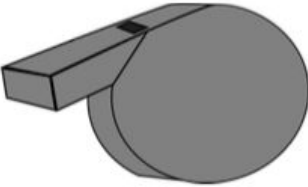




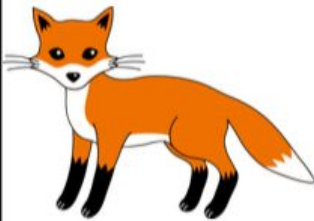
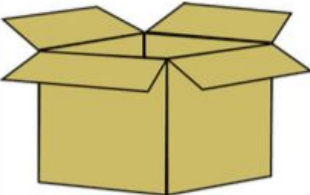

**Cut  
apart the  
letters  
and  
pictures  
and see  
how  
many  
sound  
piles you  
can  
make.**

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**Alphabet  
Sorting  
Game  
Sheet #6**

**Cut  
apart the  
letters  
and  
pictures  
and see  
how  
many  
sound  
piles you  
can  
make.**

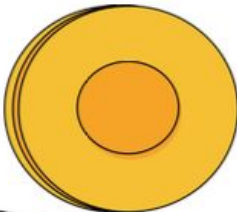
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**Alphabet  
Sorting  
Game  
Sheet #7**

**Cut  
apart the  
letters  
and  
pictures  
and see  
how  
many  
sound  
piles you  
can  
make.**

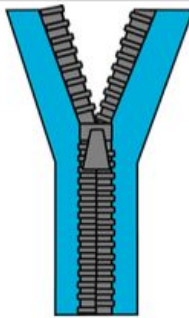
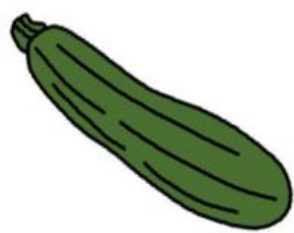
Y

y



Z

z



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