

## **Readiness Skills**

Here are some readiness skills to focus on with your child over the summer, as well as, worksheets that you can utilize with your child. Don't be worried if your child has not mastered all these skills. Your child will continue to learn and practice throughout preschool. You and your child are probably already practicing these skills without even realizing it. Remember to relax, have fun and not make it stressful for you or your child.

**Top skills to focus on before kindergarten and will continue to learn in preschool:**

- |  |  |
|--|--|
| <input type="checkbox"/> Say their name and address              | <input type="checkbox"/> Identify & draw basic shapes (circle, square, star)   |
| <input type="checkbox"/> Recognize and write first and last name | <input type="checkbox"/> Match objects (socks, shoes, mittens)   |
| <input type="checkbox"/> Cut with scissors                       | <input type="checkbox"/> Personal responsibility skills (dress self, put on own jacket, use restroom and wash hands) |
| <input type="checkbox"/> Know some letters and sounds            | <input type="checkbox"/> Follow directions and express feelings  |
| <input type="checkbox"/> Recognize, count & write numbers 1 – 10 |  |
- 

## **Reading**

One of the greatest gifts parents can give their child is a love of reading.

- Read with your child every day. Every minute counts, even if you only have time for five minutes.
- As you read with your child, move your finger under words so your child learns that words go from left to right.
- Read in various environments. At your home, in the park, under a tree, on a bench, etc.
- Read in funny voices or with silly hats on or with a party of stuffed animals.
- Ask questions while reading. “What do you think will happen next?” “What would you do?”

## **Writing Skills**

- Practice writing letters, especially the letters in your child's name.
- Write letters in fun multisensory medium, such as sand, sugar, paint, pudding, etc.
- Have a selection of writing instruments (crayons, markers, colored pencils) on hand for your child to choose from to write and draw.

## **Letter Recognition**

- Look for letters in your environment, such as food packages, signs, license plates, etc.
- Spell simple words with refrigerator magnets.
- Play hide and seek around your house or yard with refrigerator magnets.
- Play alphabet games, such as go fish with letters or matching memory games.
- Cut out letters in the newspaper or old magazines.

## **Beginning Sounds/Phonemes**

- Look for items in your environment that begin with the same sound and identify the letter that makes each sound.
- Sing the alphabet song.
- Play rhyming word games while in the car or out for a walk. “I see a dog. Can you think of a word that rhymes with dog?”
- Overemphasize the first sound in words.
- Use gestures to reinforce sounds, such as “munching mouth” made with your hand and make the /m/ sound or a “slithering snake” made with your arm and make the /s/ sound.
- Sing tongue twisters, such as “Miss Mouse makes marvelous meatballs!” or “Sally sells seashells by the seashore”.

## **Number Recognition and Counting**

Help develop your child's math skills by looking for opportunities to count and talk about numbers.

- Count with your child throughout the day. For example, “1 sock, 2 sock” when getting dressed, “How many pieces are in your snack?” “How many swings are on the swing set?” “How many people are standing in line?”
- Look for numbers in your environment, such as signs, mailboxes, houses, food boxes, license plates, etc.
- Ask your child to bring you a specific number of objects, such as three blocks, two books, etc.
- Introduce the concept of time and look at clocks. “We are going to eat at 6 o'clock.” “Bedtime is at 8 o'clock.”

## **Shapes, Colors and Matching**

Knowing shapes and colors will help your child understand that objects can be placed into categories.

- Play I Spy, looking for shapes and colors around your home or neighborhood.
- When coloring with crayons/colored pencils/markers, repeat the color while coloring.
- Sort Legos, blocks or other objects by color or shape.
- Practice drawing different shapes and locating items that match that shape around your home or neighborhood.
- Ask your child to point out similarities and differences in objects. “See these two flowers. What’s different?”
- Have your child help with household chores that require matching or sorting, such as matching socks in the laundry, organizing shoes, or collecting utensils for meals. As your child matches objects, ask questions like, “How do they match?”
- Touch and count three objects together. At the grocery store, count, “1, 2, 3. We need 3 apples.”

## **Fine Motor Skills**

Children need fine motor skills to color, paint, write, cut, glue, and draw – activities they will do every day.

- Practice holding child-safe scissors and cutting pictures/letters/numbers out of magazines, newspapers, junk mail.
- Use glue sticks to create collages of favorite items, letters, numbers, etc.
- Use play dough to create letters, numbers, shapes. Also helps strengthen hands for writing and cutting.

## **Large Motor Skills**

Children need large motor skills for playing games, sports, and other physical activities.

- Play catch in the backyard or park.
- Jump rope. Practice running, skipping, and hopping.
- Kick a soccer ball back and forth. Bounce a basketball.

## **Speaking and Listening Skills**

Good communication skills will help lead to success in school and the future.

- Play directional games, such as “Simon Says” or “Red Light Green Light”.
- Give your child fun two or three step directions, such as “Pick up your book, walk around the chair & sit down”.
- Role-play various circumstances your child might encounter at school or on the playground. Talk about different solutions or actions that can be taken.
- Ask your child to tell you what he/she did that day. Ask questions that require more than yes or no answers.
- Visit new places and talk about what you are seeing and doing. Make every outing an opportunity for learning new vocabulary.

## **Social Skills**

- Provide opportunities for your child to play with other children.
- Encourage your child to use words to let others know what he/she wants or how he/she is feeling.
- Play games. Games help children learn how to take turns – and how to win and lose.

## **Personal Responsibility Skills to Practice**

Developing personal responsibility is an important step. It might be quicker for you to zip up your child’s jacket or open a package for them, but taking a few extra minutes to teach self-help skills will build self-confidence in your child.

- Get their jacket on and off without help.
- Use the restroom and wash their hands.
- Operate zippers, snaps and buttons.
- Cover their mouth with their elbow when sneezing or coughing.
- Practice opening food packages that your child may pack in their lunches or for snacks.
- Properly use eating utensils.
- Drink from a cup and open a juice box.

# Now I Know My ABCs

## 9 Ways to Teach Preschoolers Their Letters & Raise Print Awareness

**1 Name Poems.** Simple Name Poems are a catchy way to teach kids how to spell their names. Here's an example: "J-O-C-E-L-Y-N/That's how you spell Jocelyn!" Create a name poem for each child. Read several in class and have the child repeat the poem with you. Then visit with each child individually during small-group activities to teach them their name poems.

**3 Print Scavenger Hunt.** Point out that letters appear on many things besides books. Then give children about five minutes to look around the classroom and identify things that have print on them, such as cubby labels, wall displays, memos, envelopes, and school supplies labels.

**5 Name Necklaces.** Create an uppercase Name Necklace for each child in the class, print each child's first name in *uppercase* letters on *both* sides of stiff stock (e.g., half of a 3" x 5" index card), and add string to make a necklace. Distribute the

Name Necklaces and have the children put them on. Ask them what they see on the cards and make sure they all understand the necklaces are printed with their names. Have them check out the letters in each other's names. Explain that if they want to see their own names, they can hold out their Name Necklaces and look at the printing on the back of the card.

**7 Sing It Soft, Sing It Loud.** This game is just like Sing as I Point, but it's a little livelier. Ask the children to sing the letter name in their soft, gentle voices when you point to any letter with your pinkie, and use their loud, booming voices when you point to letters with your thumb.

**9 Alphabet Bounce.** During times when your students have energy to spare, sing the alphabet as a class to the tune of "Jimmy Crack Corn" and have the kids jump to the beat. Sing it a few times, going a little faster each time. This will help children learn to hear individual letters as they sing them—and it's a fun way to burn off excess energy.



**2 Exploring Print.** Bring in different types of books—illustrated children's storybooks, nonfiction books for kids, and print-intensive books such as *Harry Potter*—and show children the print inside them.

Explain that learning the alphabet is an important part of learning to read, and that once children know how to read, they can discover all types of stories and learn about anything they want.

**4 Alphabet Books.** Read a colorful, engaging alphabet book with your class to introduce and reinforce each letter in order. (One of our favorites is Paula Kluth's *A is for All Aboard*, a train-themed alphabet book with beautiful uncluttered artwork. It's designed especially for kids with autism, though it's fun and appropriate for all young children.)

**6 Sing as I Point.** The goal of this game is to get children to think about the alphabet as a set of separate letters. Ask your students to sing the Alphabet Song as you point to the letters, and explain that they should not sing any letter until you actually point to it. Lift your finger away between letters, moving it slowly from letter to letter, prompting the children to leave real space between the letter names as they sing them. Vary the pace unpredictably when you repeat this game. (You can use this game to teach both uppercase and lowercase letters.)

**8 Uppercase Letter Draw.** Divide children into small groups and give each group a sturdy strip of paper or cardboard with the alphabet printed clearly on it. Each group should also get a stack of shuffled cards, each with a different uppercase letter on it. Group members can take turns drawing cards and placing them over the corresponding letter on the alphabet strip. When a group finishes placing all of the cards, the members should sing the "Alphabet Song," pointing to each letter, until you come to check their work.

Find complete activities and many more ideas in the book behind this tip sheet: *ABC Foundations in Young Children* by Marilyn Adams, Brookes Publishing Co.



## Tips for Interacting With Your Child

Young children are constantly learning — everything is new to them. Here are some adult-child interaction strategies that will help foster children's active learning and development.

- **Join children in their play.** Get on the floor with children, join them at a table or in the sandbox, play games with them — become engaged in what they are doing!
- **Imitate what the children are doing; that is, play with the same materials in the same way as the children.** For example, an adult gives Emma a portion of play dough that has marbles hidden inside. Emma squeezes the dough with both hands. The adult also squeezes the dough with both hands.
- **Make observations and comments about what you see the children doing.** While watching Emma squeeze the play dough with the marbles hidden inside, the adult comments, “It looks like you have lots of marbles in your dough.” Emma responds, “Yeah, and I am going to pick them out and line 'em up.”
- **Ask open-ended questions, but ask them sparingly.** Open-ended questions encourage children to talk more, because these types of questions cannot be answered by a simple yes or no. For example, an adult lays out puzzle pieces and asks Nathan, “What do you think this puzzle picture might be?” Nathan responds, “I think it's a bear because...look...it's furry.” Rather than asking more questions about why Nathan thinks it looks furry, the adult waits until he completes the puzzle and comments, “It looks like you were right; it is a big, grizzly bear.” Questions can help get a conversation going, but it is more important not to overwhelm a child with too many questions.
- **Follow children's pace and interests.** Belinda was measuring the number of giant steps to the garage at her grandma's house. She then turned around at the garage door and decided to make “tiptoe” steps to the sidewalk. Her grandma followed Belinda by making tiptoe steps to the sidewalk.



# MORNINGS

**Description:** Morning routines start with the awaking of the family members and getting ready to start the day. This can include getting out of bed, and going to the breakfast table, etc.

## POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

I see {Child's Name} is ready to get up and go to school today!

Great job {Child's Name} you got out of bed!

{Child's Name}, you are awake and ready to start your day!

{Child's Name}, you came to the breakfast table all by yourself!

## CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

{Child's Name}, would you like me to turn on your light or keep it off while you get out of bed this morning?

{Child's Name}, do you want me to rub your legs or your back this morning?

Great {Child's Name}, there are so many things to do today, we can have breakfast or get dressed first, which one?

## PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

Oh boy {Child's Name}, you still look tired, I feel tired too.

{Child's Name}, you look refreshed and ready to go today.

{Child's Name}, you look very peaceful as you wake up.

Good morning {Child's Name}, you look excited to get up.





# DRESSING

**Description:** Dressing can occur at several times throughout the day and includes dressing and taking clothes off. In addition to dressing in the morning and evenings, putting on shoes, coats and other garments are all part of dressing.

## POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Nice job *{Child's Name}*, you got your shirt on all by yourself!

*{Child's Name}*, that's a great shirt you picked out.

*{Child's Name}*, you did it! You got your shoes on the right feet.

Cool *{Child's Name}*, you're wearing your Spiderman pajamas!

## CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

*{Child's Name}*, would you like to wear your Sponge Bob or your Spiderman pajamas?

OK *{Child's Name}*, do you want to put on your shirt first or your pants?

*{Child's Name}*, which shirt do you want to wear today, red or blue?

## PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

*{Child's Name}*, I know you're mad that you have to wear a jacket today, but it is raining out and, we don't want your clothes to get wet.

*{Child's Name}* look frustrated that your zipper is stuck.

*{Child's Name}* are so excited to be wearing your new sneakers.







# MEALS

**Description:** Meal times include the transition between the previous activity and the planned meal when the family sits down and eats breakfast, lunch or dinner together and can include snack times for younger children.

## POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Brilliant *{Child's Name}*, you washed your hands for breakfast!

*{Child's Name}*, you are eating all your dinner!

*{Child's Name}*, you are sitting in your chair eating your breakfast!

This is the way *{Child's Name}* washes his hands for snack.

## CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

*{Child's Name}*, should we eat the orange fruit snack or the green fruit snack first?

It is time for breakfast *{Child's Name}*, would you like to have cereal or waffles?

*{Child's Name}*, do you want to have yellow corn or the brown potatoes with your dinner?

*{Child's Name}*, would you like to sit next to your dad or your sister?

## PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

I am so proud of you *{Child's Name}*, for eating all your dinner.

You have Jello all over your face *{Child's Name}*, how silly!

I know your favorite show is not over yet *{Child's Name}*, so it must be disappointing to have to turn it off to eat.





# BATH TIME

**Description:** Bath time can include transitioning to the bathroom, dressing and undressing, brushing teeth, washing body parts, playing in the tub, getting out of the tub and drying off.

## POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Wow, {Child's Name}, you came into the bathroom all by yourself!

Awesome {Child's Name} that's your tummy! You're helping to wash your tummy!

OK {Child's Name} you are all done washing, now it's time to play!

Thank you {Child's Name} for letting me help you get out of the tub.

## CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

{Child's Name}, do you want to wash your hair first or your body?

{Child's Name}, do you want to bring your boats or your Sponge Bob toys to the tub?

{Child's Name}, what color towel do you want to dry off with, the red one or the blue one?

## PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

Oh my {Child's Name}, you poured water on your head! You are so silly.

{Child's Name}, I know you are disappointed we couldn't find your (favorite bath toy), I'm disappointed too.

{Child's Name}, you put all your toys away, that was very thoughtful of you.

{Child's Name}, you had a nice warm bath, you must feel so relaxed and ready for bed.







# BEDTIME

**Description:** This encompasses the routine of getting ready for and going to bed. This includes preparation such as getting on pajamas, and brushing teeth. It also includes calming down and getting to a state where one can fall asleep.

## POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Wow *{Child's Name}*! You put your pajamas on so quickly!

Hey *{Child's Name}*, you put the toothpaste on all by yourself—way to go!

Very cool *{Child's Name}*, you are sitting down to look at a book right before bedtime!

Amazing *{Child's Name}*! You are sitting so calmly watching TV!

Awesome *{Child's Name}*, you got right into your bed!

## CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

*{Child's Name}*, do you want to brush your teeth before your favorite show starts or after it is over?

Look *{Child's Name}*, I have these two books, which one would you like to look at before bedtime?

Hey *{Child's Name}*, would you like to play your favorite matching game or read about trucks when we get to your bed?

## PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

*{Child's Name}*, you look very tired. You must be ready to get into your bed?

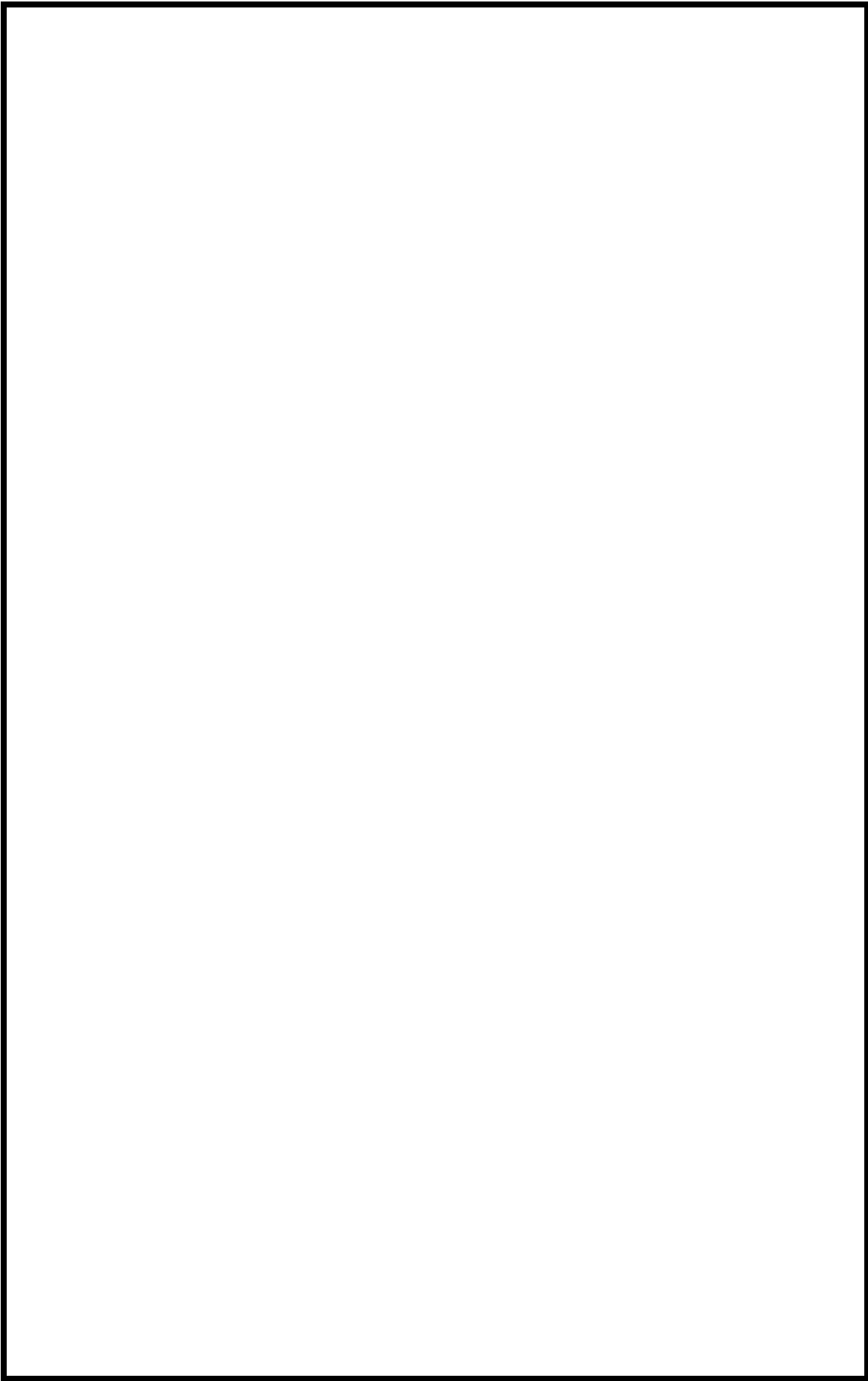
*{Child's Name}* when you snuggle under your covers you look so comfortable!

Guess what *{Child's Name}*. I am enjoying playing this matching game with you. You look like you are enjoying this too!

Wow *{Child's Name}*, you look very curious to see what happens next in this bedtime story.



# My Family



# Dolch Sight Words Pre-Kindergarten

For early readers, memorizing sight words is a valuable tool for literacy. On the back are the 40 sight words that will help your preschooler start learning to read. Most of these words are “service words” that must be quickly recognized in order to read fluently. Many of the Dolch sight words cannot be “sounded out” and they need to be learned by “sight”. Because recognizing these words is so important during reading, using a variety of activities to teach, practice and memorize the words is critical in teaching children to read.

Try using these activities to help your child learn and practice sight words:

- Make sight word flashcards on 3 x 5 index cards and place them on a ring. Short and frequent practice with naming the words works better than longer sessions. Try reviewing the cards during commercial breaks, car rides or grocery shopping.
- Write the sight words on sticky notes and place them on a wall. Turn down the lights and give your child a flashlight. Have your child shine the light on the words and read each word.
- Paper Plate Toss: Write sight words on paper plates. Use them like frisbees to throw after reading the word. Add in some additional fun by adding a target.
- 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), have them say the word before they move on to get to the other side of the stream.
- Word Hunt: Look for 3-4 target words in books or in the newspaper. If using the newspaper your child can highlight or circle the words that she finds.
- Backseat Driver: Write 5-6 words on a piece of paper or large index cards and use painters tape to tape list to the back of the head rest in your vehicle that your child sits behind. As you drive, your child can read the words and spy the words on buildings and billboards. Have them tell you the word they find and where they see it. For example: I see the word “you” on that billboard.
- SNAP: You put the sight words you want them to practice on flash cards and put the flash cards into a jar or basket. Also, you write the word SNAP on a few flash cards and put them in to the jar. The kids can play in partners or in a groups of 3 or 4 with siblings. They take turns pulling a card out of the jar. If they can say the word on the card automatically with no struggle, they get to keep the card. If they struggle, they have to put it back. If they pull out one of the cards that says SNAP, they have to put all of the card they’ve drawn back. The first person to 5 cards (or 10) wins!
- Coin Toss: Put words on the floor. Children take turns tossing a coin onto a word and saying the word. If they get the word correctly, they keep the coin. If you like, first to 10 coins wins. Or see if they can collect all of the coins.
- Chalk Writing: Go outside and practice writing the sight words with chalk on the sidewalk or driveway.
- Word Jump: Write the sight words on the driveway or sidewalk with Chalk. Call out a word. Have your child jump their way to the sight word.
- Words You Can Eat: Write words in hummus or peanut butter w/carrots or celery or spell out the words with raisins, nuts, sunflower seeds, peas, etc.

Write words in fun ways helps learn the spelling. You can make words using:

- |                   |                    |                            |
|-------------------|--------------------|----------------------------|
| ● Playdough       | ● Magnetic letters | ● Sticks (in sand or dirt) |
| ● Stencils        | ● Legos            | ● Glitter Glue             |
| ● Wiki sticks     | ● Popsicle Sticks  | ● Puffy Paint              |
| ● Alphabet stamps | ● Salt on a Tray   |                            |
| ● Scrabble tiles  | ● Sidewalk Chalk   |                            |

# Dolch Sight Words Pre-Kindergarten

a	I	run
and	in	said
away	is	see
big	it	the
blue	jump	three
can	little	to
come	look	two
down	make	up
find	me	we
for	my	where
funny	not	yellow
go	one	you
help	play	
here	red	

Name \_\_\_\_\_

# Practice Sheet

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

Name \_\_\_\_\_

# Practice Sheet

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

Aa Bb Cc Dd Ee Ff

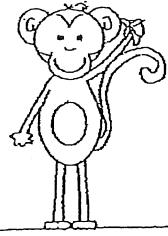
Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz



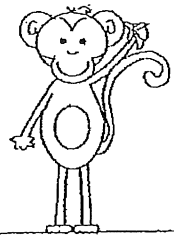
I can write my name!



Practice

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten such sets of lines provided for practice.

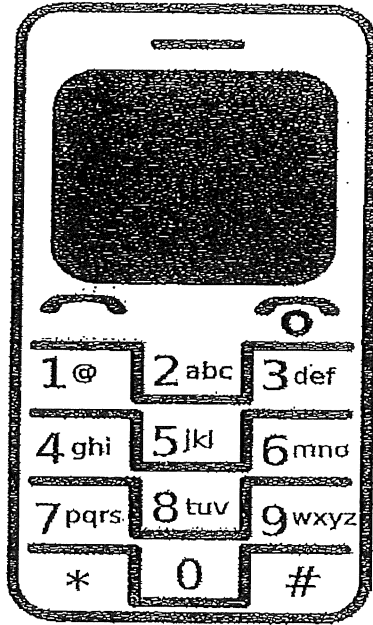
I can write my name!



Practice

Handwriting practice area consisting of 10 rows. Each row is defined by three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The rows are intended for practicing writing the child's name.

I know my phone number!



Practice dialing your phone number

Practice writing your phone number

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

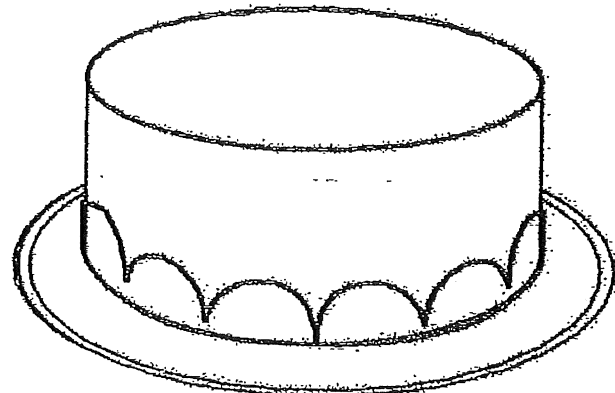
\_\_\_\_\_

My Birthday is on:

\_\_\_\_\_

I am \_\_\_\_\_ years old.

How old will you be on your next birthday?  
Draw the correct number of candles on the cake.



Name: \_\_\_\_\_

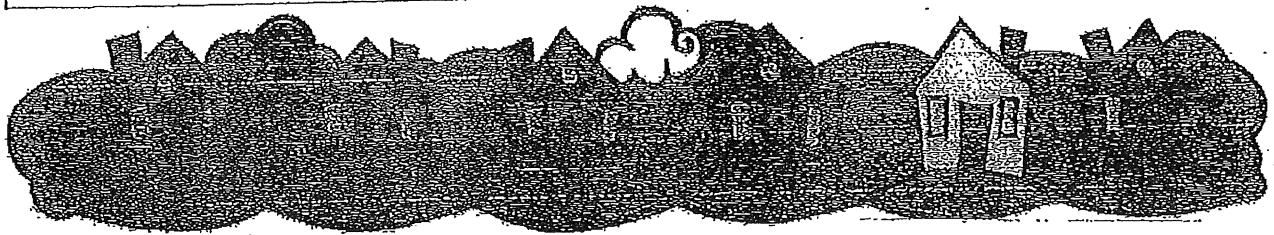
# Writing Your Address

Write your address on the lines below.

Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Draw a picture of where you live.

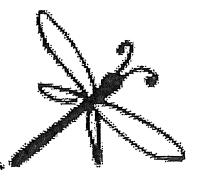
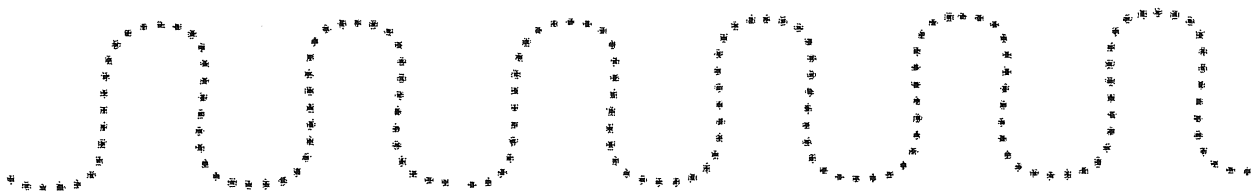
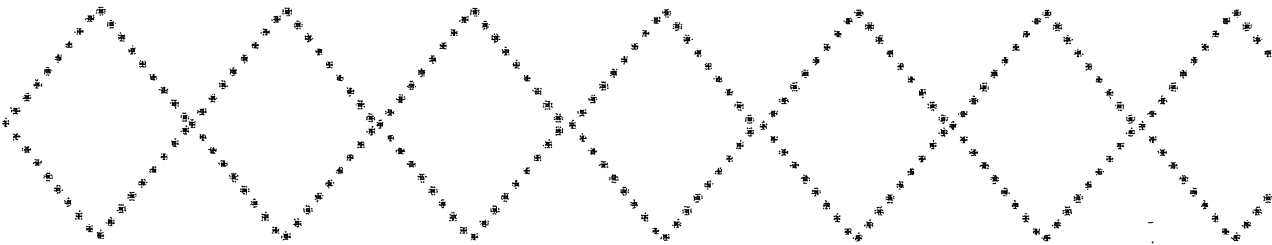
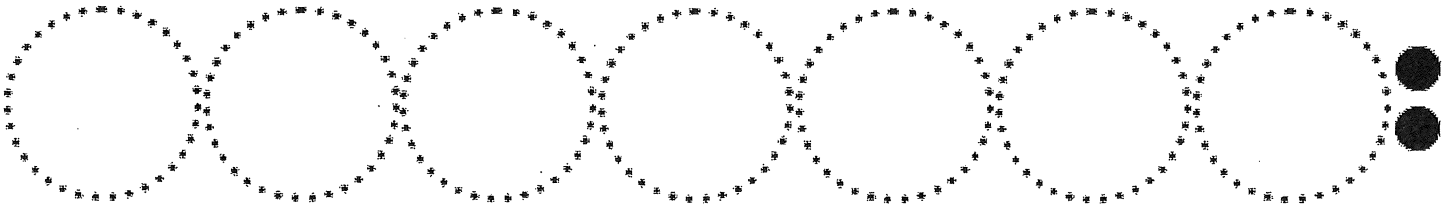
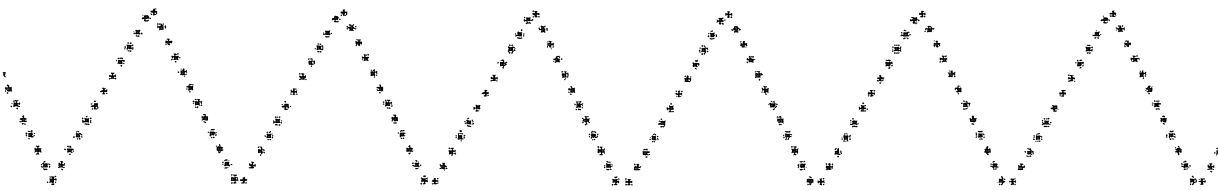
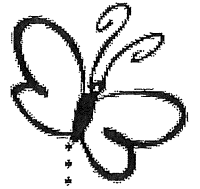
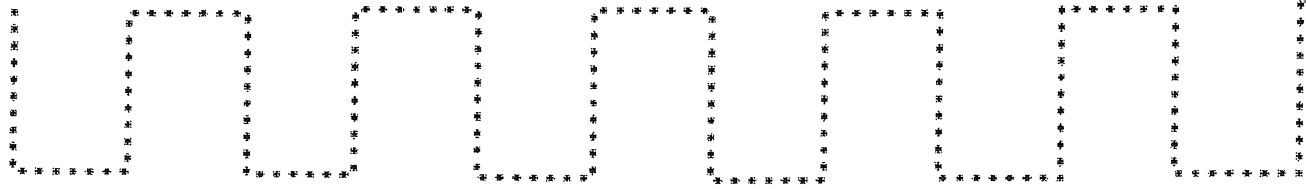
A large, empty rectangular box for drawing.



# Trace and Count Numbers

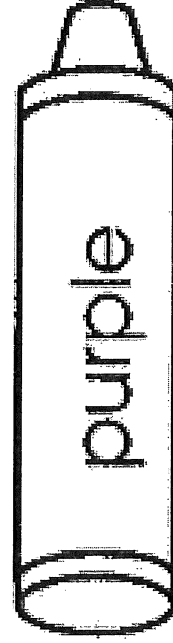
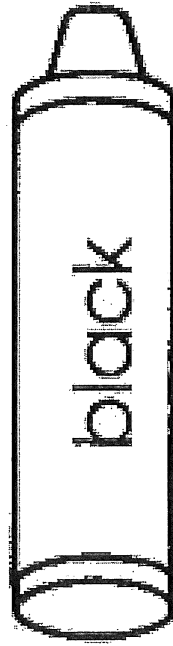
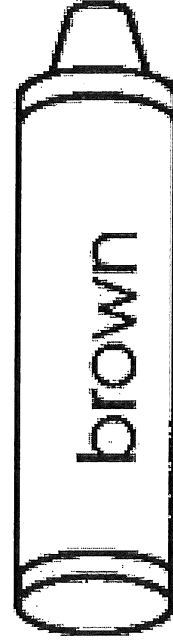
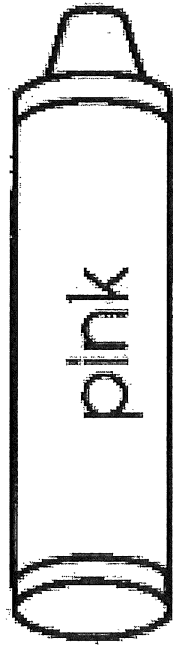
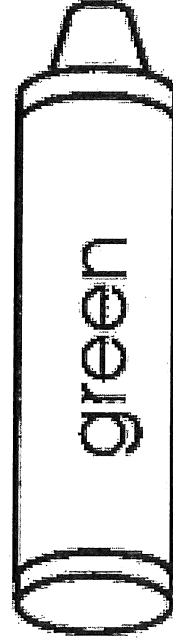
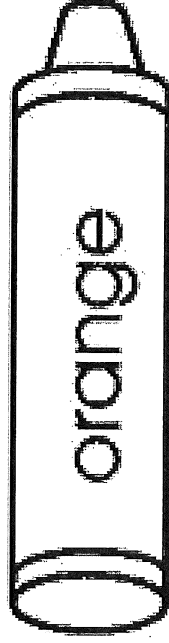
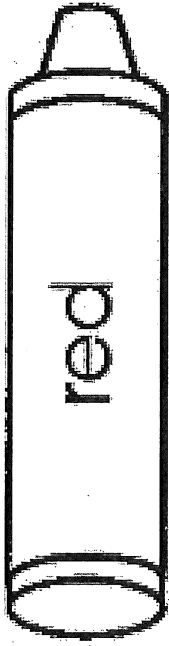
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

# Trace the Pattern

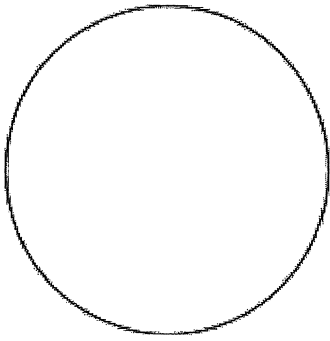




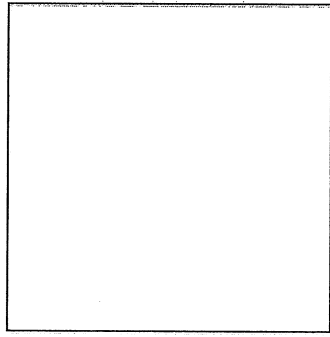
I know these colors



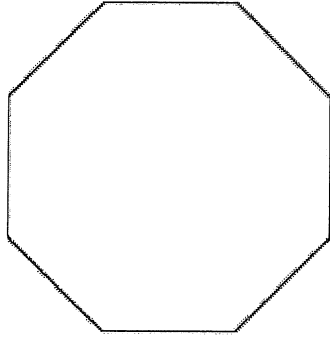
# I know these shapes



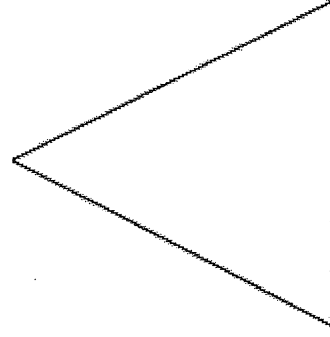
Circle



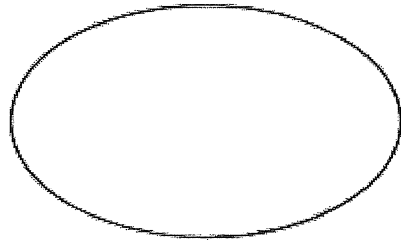
Square



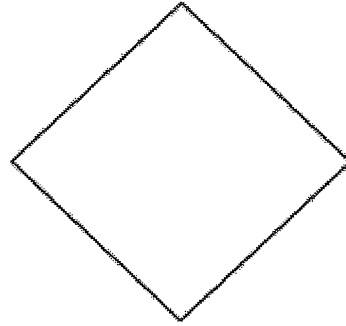
Octagon



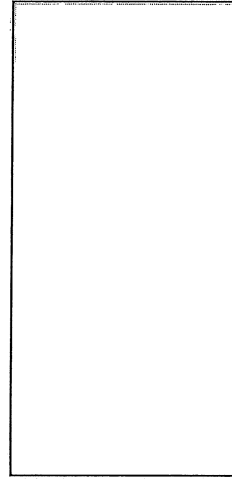
Triangle



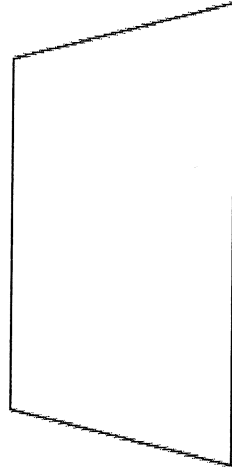
Oval



Rhombus



Rectangle



Trapezoid

**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!*

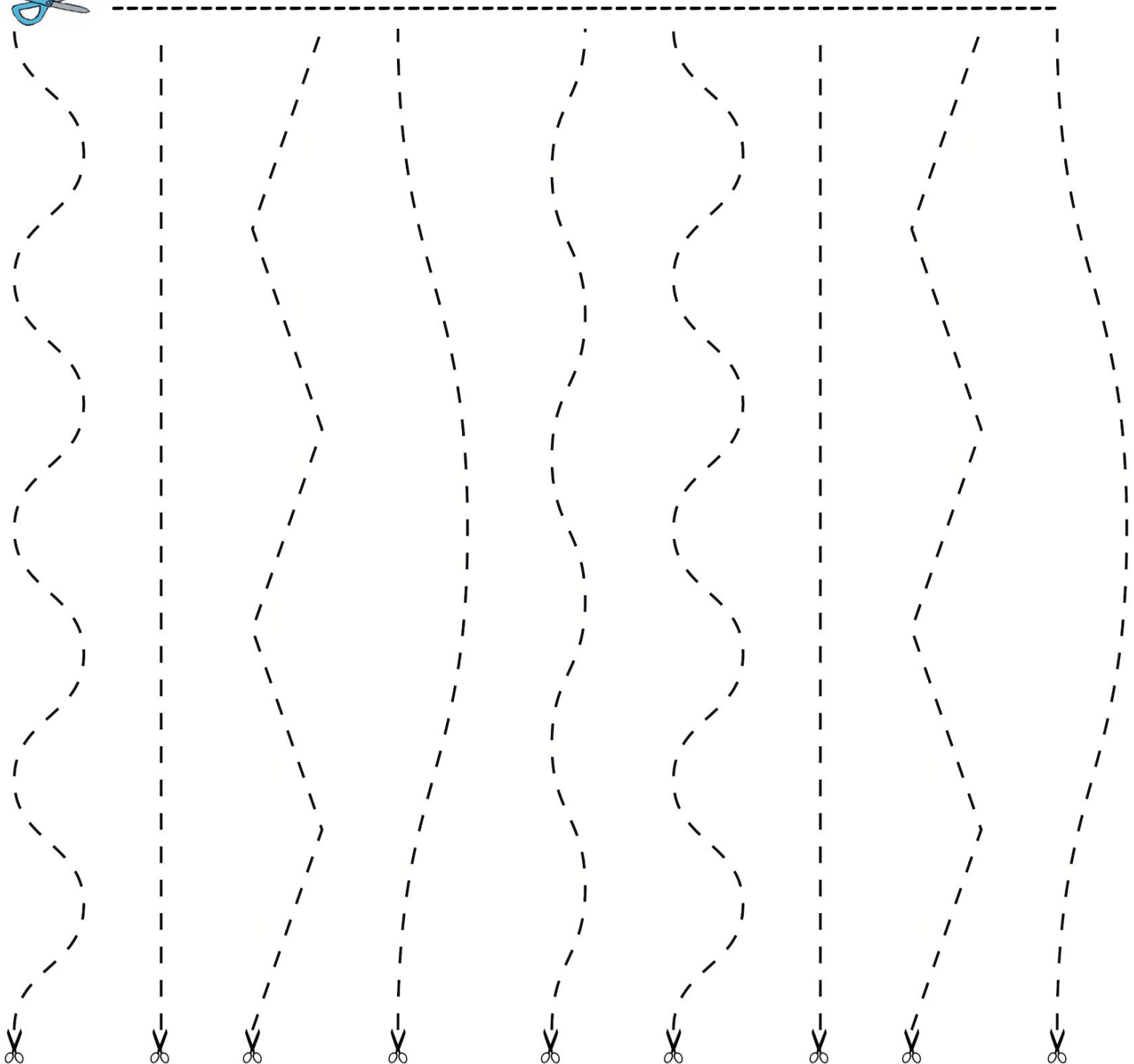
**Remember to always supervise when children are using scissors.**

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

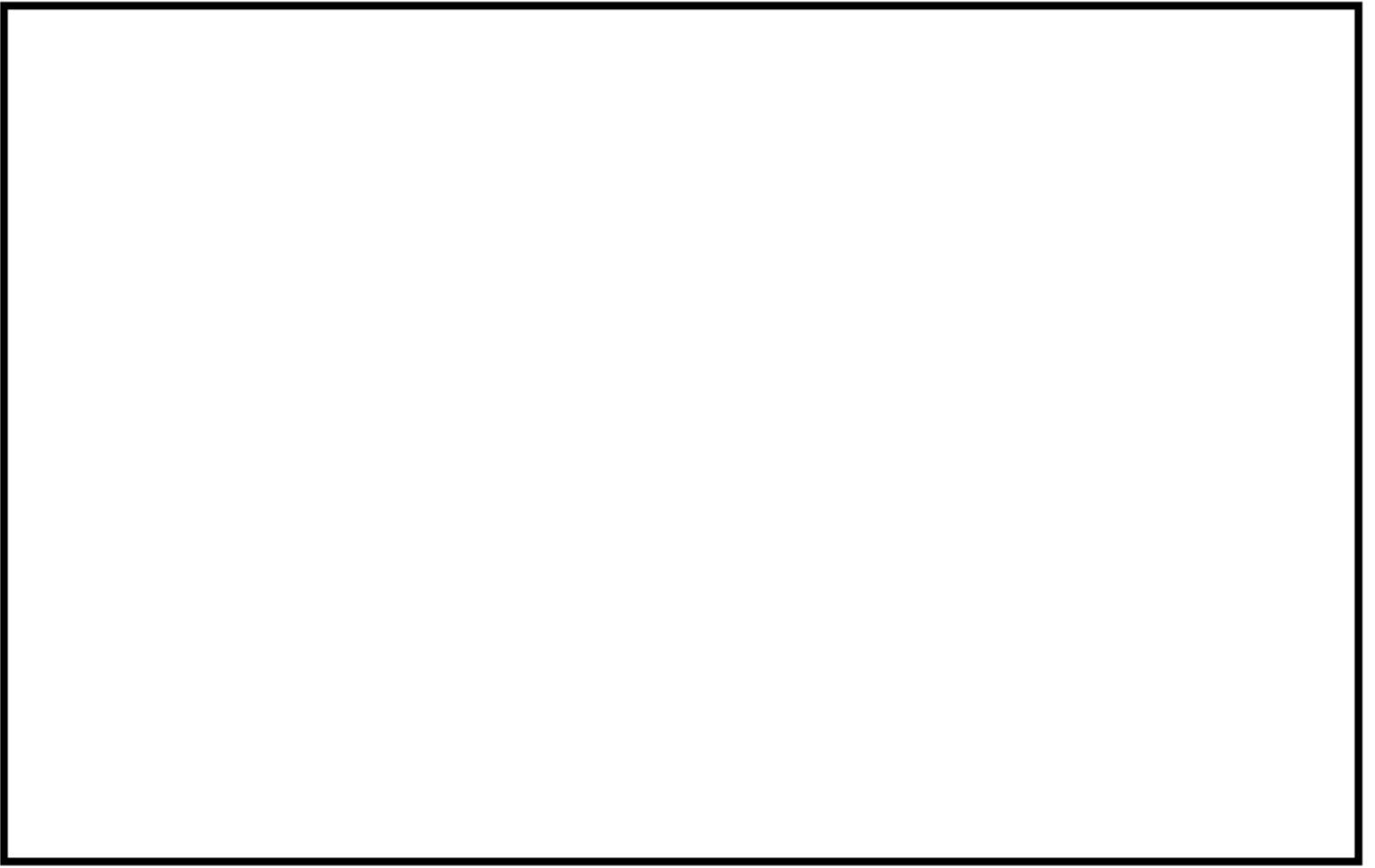
- play dough
- simple strips from junk mail or newspapers
- strips or pictures in magazines or catalogs
- flowers, leaves or grass
- yarn, ribbon or streamers
- food packages and boxes

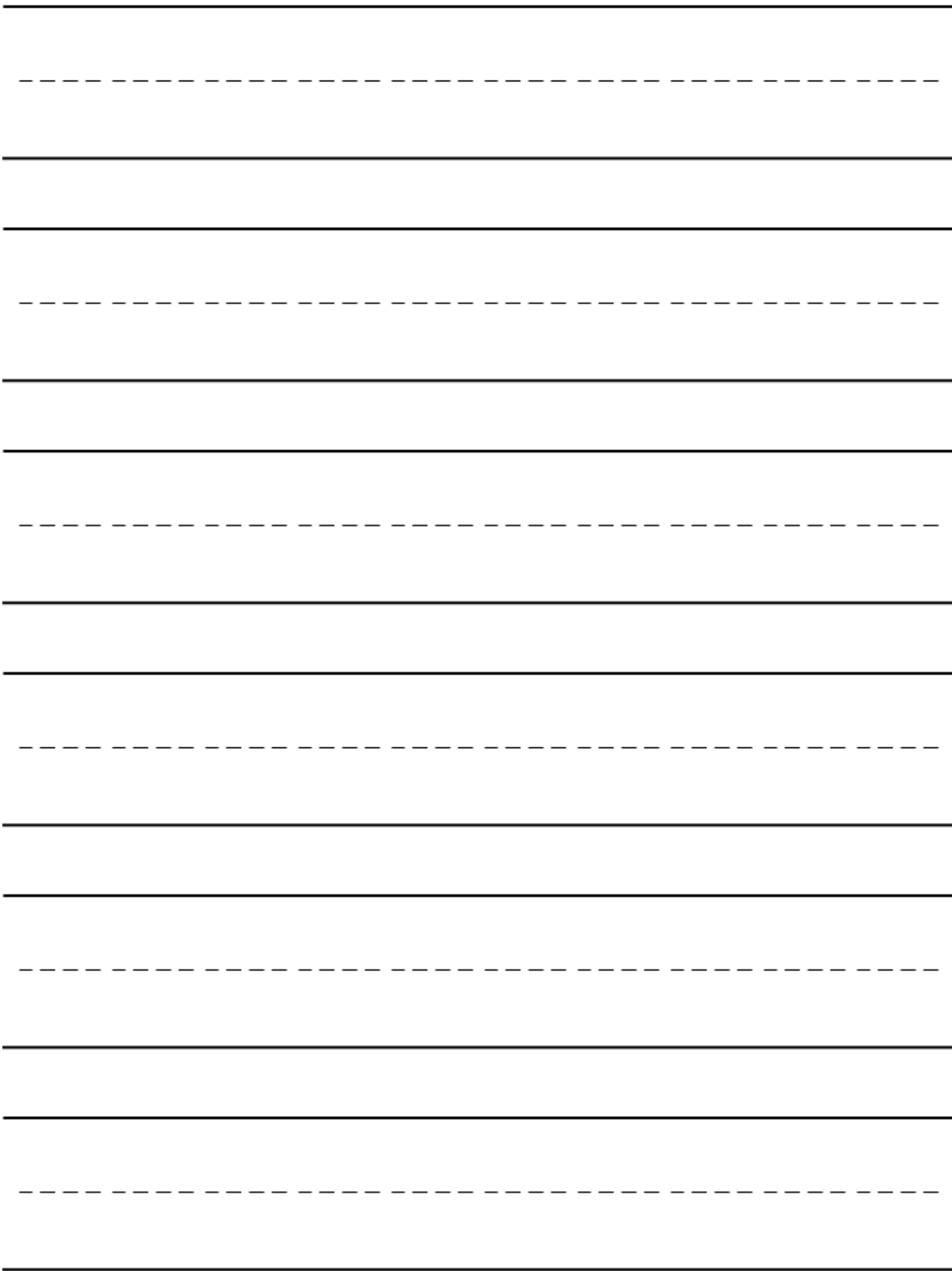
**Challenge Activity:** Have your child measure with a ruler and then cut to that length.

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

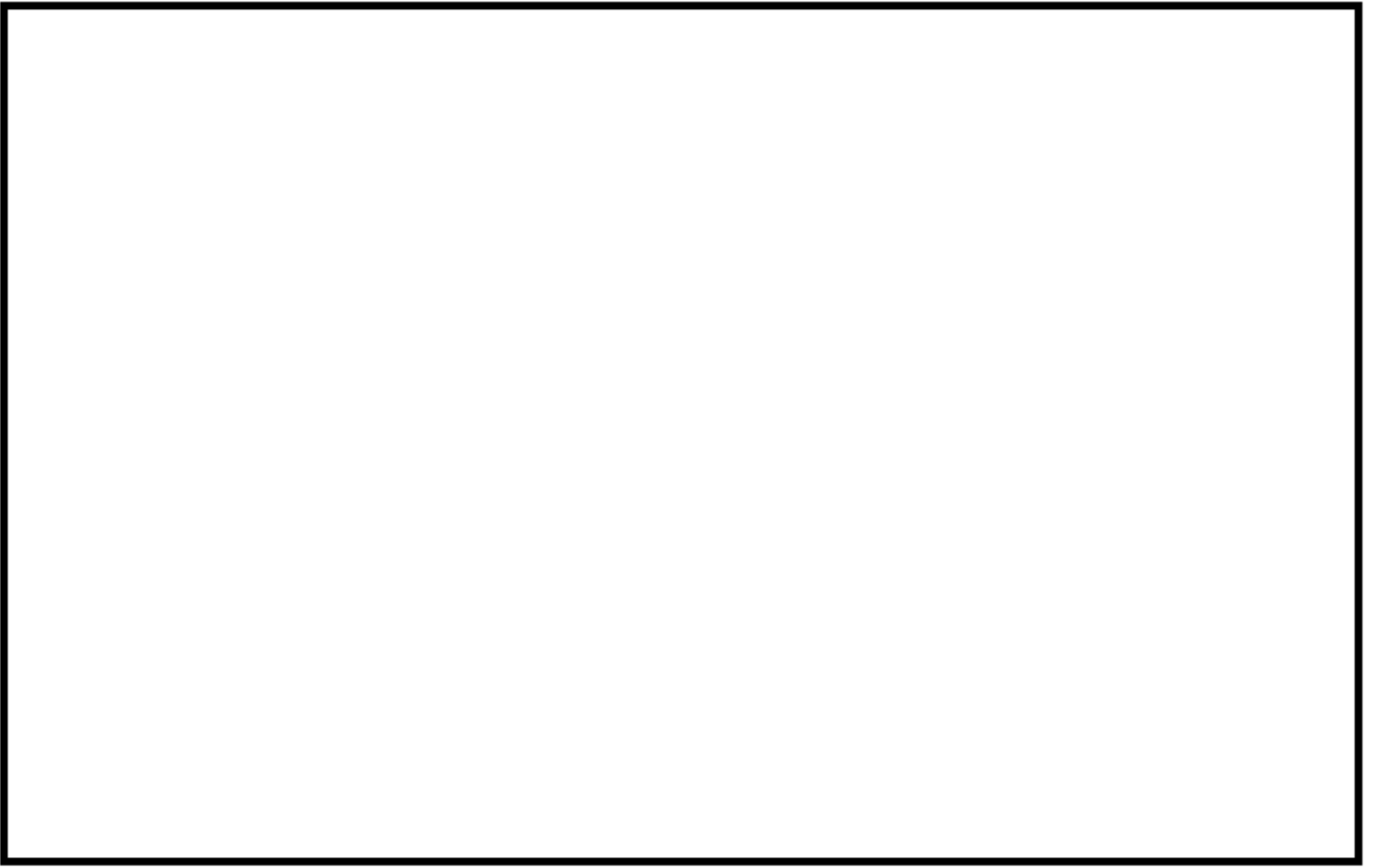


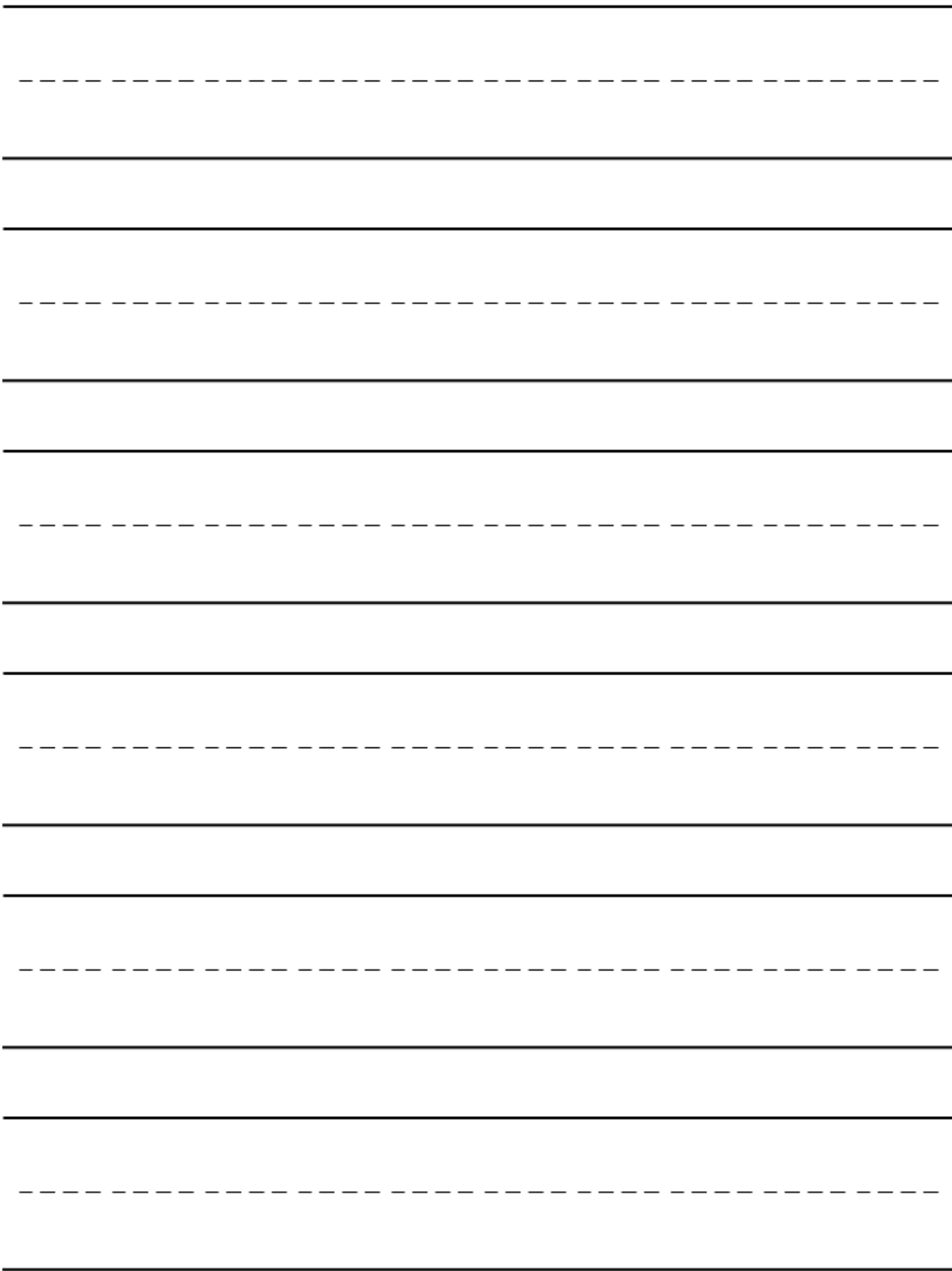
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# Alphabet Sound Cards:

Color the pictures, cut out the cards and put in a sandwich baggie or container to use all summer

Practice the name and the sound for each letter.

Can you put the letters in the correct order?

Letter Scavenger Hunt: Can you find the matching letter around your house and community?

Sound Scavenger Hunt: Can you find objects around your house that sound the same as each letter?

**A a**



apple /ă/

**B b**



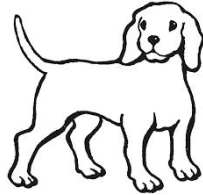
bat /b/

**C c**



cat /k/

**D d**



dog /d/

**E e**



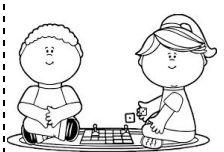
ed /ĕ/

**F f**



fun /f/

**G g**



game /g/

**H h**



hat /h/

**I i**



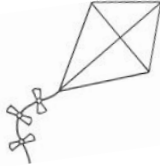
itch /ĭ/

**J j**



jug /j/

**K k**



kite /k/

**L l**



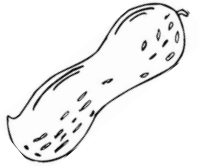
lamp /l/

**M m**



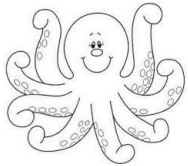
man /m/

**N n**



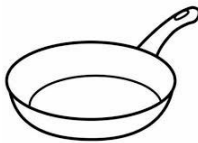
nut /n/

**O o**



octopus /ŏ/

**P p**



pan /p/

**Q q**



queen /kw/

**R r**



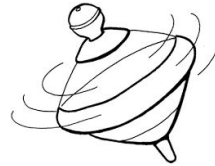
rat /r/

**S s**



snake /s/

**T t**



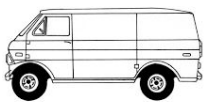
top /t/

**U u**



up /ŭ/

**V v**



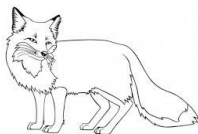
van /v/

**W w**



wind /w/

**X x**



fox /ks/

**Y y**



yellow /y/

**Z z**



zebra /z/

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**Rhyming and Matching Game:** Color and cut out cards. Play the matching game all summer long.

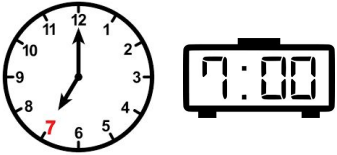
**Pick a Card:** Pick a card each day of summer and see what items in your day rhyme with that card?

**House Scavenger Hunt:** Can you find items around the house that rhyme with each card?

**Community Scavenger Hunt:** Can you find objects around your community that rhyme with each card?

**Extension:** Make up your own rhyming cards to use all summer long.

**clock**



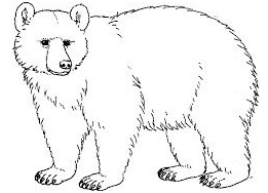
**sock**



**pear**



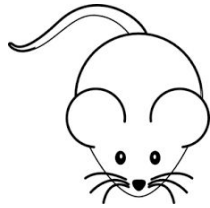
**bear**



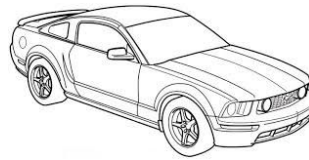
**house**



**mouse**



**car**



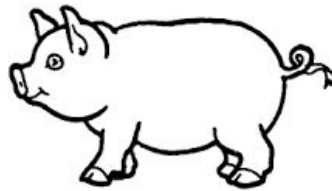
**star**



**wig**



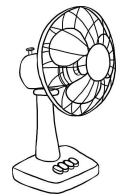
**pig**



**can**



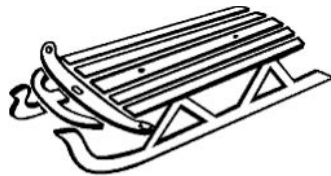
**fan**



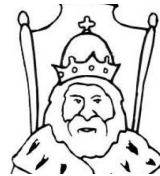
**bed**



**sled**



**king**



**ring**



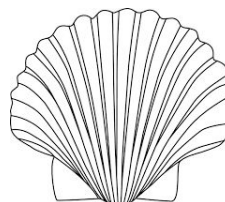
**cat**



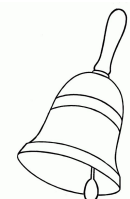
**bat**



**shell**



**bell**



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