



At Home Activity Packet

Creative Curriculum

Study Question: What is your favorite outdoor activity and why?

Book	Song	Activity #1	Activity #2	Developmental Domains
In the Tall Tall Grass	Song: Down by the Bay	Rhyming	Syllable Jump	Social and Emotional Development Language and Literacy Approaches to learning Cognition
Read Aloud Book Link https://www.youtube.com/watch?v=bEOtKF0WoUo	Video Link https://www.youtube.com/watch?v=-CSxGHve60E&list=RD-CSxGHve60E&start_radio=1	Learning Game 194	Learning Game 158	



Game 194

Rhyming

Recite a series of rhyming words, and ask your child to say *Stop!* when he hears a word that does not rhyme.

Your child will practice focusing on the sounds that occur at the ends of words.

Lunch...tunch...bunch.



Why this is important

Your child will practice hearing rhyme patterns and eliminating words that do not fit. Recognizing rhymes is another step in understanding how words are put together. Games that help your child focus on the individual sounds of language also help him to develop skills that will be useful in learning to read and spell.

What you do

- Invite your child to play a rhyming game with you. Begin by repeating words he has heard in a nursery rhyme or favorite book such as *Fox in Socks: Fox, socks, box. All those words rhyme. Now I'm going to say more words. But one won't rhyme with the others. When you hear that word tell me to stop. Are you ready? Fox, socks, blocks, clocks, apple.*
- Repeat the words if he does not tell you to stop at *apple*.
- Use nonsense words occasionally to make the game more fun.
- Place the non-rhyming word at different points in the sequence so that your child will not expect it.

Ready to move on?

Invite your child to be the leader and list rhyming words and one that does not rhyme.

Let's read together!

A Was Once An Apple Pie
by Edward Lear

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Game 158



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

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