

# Kindergarten Homework Options

## Reading

Please choose an activity to complete with your child.

These activities are closely related to our curriculum goals.

These are activities for home so there is no need to return anything to school.

### Reading Foundational Skills

1. **Concepts of Print.** Open up a book and point to the first word you read on the page. Next show with your finger which direction you read. When you get to the end of that line, show where you read next. Have an adult read the book. Repeat this activity at the beginning of each page. \*Extension: Have the adult read the hard words and you read the easy words.
2. **Point to the Words.** Have an adult read a book slowly. You point to each of the words as he/she reads. This activity work best with a book that has short sentences and large print. If you are having a hard time pointing by yourself, ask the adult to guide your hand as you point to the words. \*Extension: Look for words you recognize and can read.
3. **Spaces between words.** Get a book. Look at the words in the book and point to the spaces between each word. Talk with an adult about how words are separated by spaces. \*Extension: Notice how some words are long and some words are short. Find the longest word in the book. Count the letters in that word. Find the shortest word in the book and count the letters in the word.
4. **Letters, words, and sentences.** Open a book. With your finger, circle one letter on the page. Next, circle one word. Then circle an entire sentence. How do you know where one word ends and another word starts? (There are spaces between the words) Describe the characteristics of a sentence. (There's a capital letter at the beginning and punctuation at the end.) \*Extension: Count how many words are in one sentence. Count how many words are in another sentence. Notice how some sentences are long and some are short.

### Letters and Sounds

1. **Point and Sing.** Sing the ABC song. \*Extension: If you have a printed alphabet at home, point to the letters and sing the sounds of the letters.
2. **What's in a name?** Write your first name the school way by starting with an upper-case letter and continuing with lower-case letters. Count how many letters are in your name. Point and say the letter in your name. Continue pointing and naming the letters in you name until you can do it independently. \*Extension: Do your first and last name or cut up the individual letter in your name. Mix up the letters and try to create new words. Read the words you have created.

3. **Say/Write.** Have an adult say a letter. You write the upper and lower case letter. Then say the sound (s) the letter makes. Make sure you are forming the letters correctly (start at the top)\*Extension: Have an adult say a simple word, such as dog, jet, or chat. You spell the word on a piece of paper.
4. **Letters Around Town.** As you are out running errands, look for letters. Point to the letters and tell an adult what letters you see and the sounds the letters make. If you are not going out and about, look for letters around your home. \*Extension: Look for simple words.
5. **ABC Book.** Check out an ABC book from the library or look for one online. Have an adult read you the book. Talk about the different letters and sounds as you read.  
\*Extension: Create your own ABC book.

## **ABC Flashcard Activities**

**\*Please purchase or create your own flashcards to keep at home.**

1. **ABC Sort.** Sort your flashcards into 3 piles. Straight lines only (A,T,W,X) curves only (O,U,C), and straight lines with curves (B,J, P, Q). Talk about the names of the letters as you sort. \*Extension: Sort the ABC's into upper and lower case letters or consonants and vowels.
2. **Matching Game.** Place the lower-case letters on the floor. Put the upper-case letters in a pile. Draw an upper-case flashcard and match it to the lower-case letter. When you have found a match, say the name and the sound of the letter. \*Extension: Also say a word that begins with that letter.
3. **Memory/Concentration.** Place cards face down on the table. Take turns with an adult flipping over two cards. Try and match the lower-case to the upper-case letter. Remember if you do not have a match you have to try again next time. \*Extension: Also say a word that begins with that letter.
4. **Go Fish.** Have an adult deal each of you some cards. Place the remainder of the cards in a pile. Ask "Do you have any L's?" He/she will either give you an L or say "Go Fish". ("Go Fish" means draw a card from the pile.) Take turns playing. When you get a match, say the letter and the sound. Matches will consist of an upper and lower case letter ("L" and "l"). \*Extension: Also say a word that begins with that letter.
5. **Hide and Seek.** Have an adult hide flashcards around the house. You go find the letters. When you find a letter, say the name of the letter and the sound it makes. \*Extension: Also say a word that begins with that letter.
6. **Alphabetical Order.** Put your flashcards in alphabetical order. Start with the letter "A" and make a long train of flashcards until you get to the letter "Z". \*Singing the ABC song might help with this activity.
7. **Drill Practice.** Have an adult hold up a flashcard. Say the name of the letter and the sound as fast as you can. You may even want to time yourself! \*Extension: Include both sounds the vowels make.
8. **Slap the Letter.** Place the flashcards on the floor. Have an adult say a letter. You slap the letter and say the sound. Try reversing the game. Have an adult say a letter sound.

You slap the letter and say the letter name. This game is also fun with a clean fly swatter. \*Extension: Have the adult say a word that begins with the letter and you find the letter and say another word that starts with that letter.

## Phonological Awareness

1. **To Rhyme or Not to Rhyme.** Have an adult say two words. You listen to the two words and decide whether or not they rhyme. (cat/hat, pig/cow, house/mouse, salt/snake)  
\*Extension: Have an adult read a book to you with rhyming text and try to identify the words that rhyme.
2. **Rhyming Words.** Have an adult say a word. Then you say a word that rhymes with his/her word. For example, the adult says, "Hat." You say "Cat." Stretch your thinking by naming two or more words that rhyme (e.g., sat, fat, mat, and rat). Keep playing using different words. Extension: Practice writing the rhyming words.
3. **Blending Syllable.** Have an adult say a word broken into syllables such as /ta/.../ble/. You blend the word tighter and say, "table". Keep playing with other two syllable words (window, brother, paper, and curtain). Now try longer words (piano and kindergarten). Extension: "Sound spell" long words by breaking them up into syllables (e.g., break dinosaur into /din/.../o/.../saur/). "Sound spell" other long words such as Disneyland, strawberries, and salamander.
4. **Segmenting Syllables.** Have an adult say the word, "table." You segment, or break up the word, into syllables by saying, "/ta/.../ble/." Count how many syllables are in the word "table." Remember clapping as you say each syllable helps! Keep playing with other words such as flower, kitten, trampoline, and Mississippi. Extension: Write family members' names on individual pieces of paper. Sort the names into piles according to the number of syllables.
5. **Onset Rime Blending.** Have an adult say a broken word into the onset (consonant sound or sounds that precede the vowel) and rime (vowel and all other consonant sounds that follow the vowel). For example, an adult says, "/c/.../at/." You say, "cat". Try other words such as /d/.../og/ "dog", /j/.../et/ "jet", and /m/.../all/ "mall". Try more complex words such as /p/.../ace/ "place", /st/.../ar/ "star", and /sch/.../ool/ "school". Extension. Have an adult write multiple words with the same rime. You sound out the words (e.g., jet, wet, bet, get, let, met, net, pet, set, vet, and yet). You could also try harder words (e.g., brace, face, grace, Jace, lace, mace, pace, place, race, trace.)
6. **Onset Rime Segmenting.** Have an adult say a word. You break it into the onset (consonant sound or sounds that precede the vowel) and rime (vowel and all other consonant sounds that follow the vowel). For example, an adult says, "cat." You say "/c/.../at/." Try other words (e.g., sun, mop, and race). Extension. Try more complex words (e.g., bright, think, and dream.)
7. **I'm going on a picnic.** Have an adult say a letter such as "B." You say, "I'm going on a picnic and I'm going to take \_\_\_\_." "Whatever you say has to begin with the letter "B." Now have the adult repeat the same phrase, "I'm going on a picnic and I'm going to take

\_\_\_\_.” His/her word also has to begin with the letter “B”. Keep playing until it is no longer fun. Extension: Play the same game with blends such as “Ch.”, “Sh.”

8. **Isolating Beginning Sounds.** Have an adult say a one syllable word (bear). You say the sound you hear at the beginning of the word (/b/). Keep playing using different words. Extension: Play the same game using the digraphs ch, th, sh, and wh. For example, an adult says, “cheese.” You say, “/ch/.”
9. **Isolating Ending Sounds.** Have an adult say a one syllable word (mop.) You say the sound you hear at the end of the word (/p/). Keep playing using different words. Extension: Play the same game using the digraphs ch, th, and sh. For example, an adult says, “math.” You say, “/th/.”
10. **Isolating Middle Sounds.** Have an adult say a one syllable word (can). You say the medial vowel (/ă/). Keep playing using different words. Extension: Play the same game using long vowel sounds. For example an adult says, “cake.” You say “/ā/.”
11. **I Spy.** Play I Spy with an adult. Have an adult say the beginning sound of the object he/she spies. “I spy an object that beginning with a /b/.” You try and guess what he/she spied. You may need more clues. “The next sound in the word is /oo/ and the last sound is /k/” (book). Continue playing I Spy until no longer fun. Extension: This time you spy and the adult guesses.
12. **Adding phonemes (sounds) to the beginning of words.** Say “at”. What word would you have if you added /b / to the beginning of “at”? (bat) Say “all”. What word would you get if you added /m/ to the beginning of “all”? (mall) Have an adult think of other words and continue playing until no longer fun. Extension: Have an adult write the word “all” on a piece of paper. You add a letter to the beginning of the word to make new words such as ball, hall, wall, fall, tall, and call.
13. **Substituting phonemes (sounds) at the beginning of words.** Say the word “rope”. What word would you have if you changed the /r/ to /m/? (mope) Say the word “light”. What word would you have if you changed the /l/ to /n/? (night) Have an adult think of other words and continue playing until no longer fun. Extension: Have an adult write the word “light” on a piece of paper. You change the letter “l” to make new words such as night, bright, fight, and might.
14. **Deleting phonemes (sounds) at the beginning of words.** Say “park”. Now say “park” without the /p/. (ark) Say “four”. Now say “four” without the /f/. (or) Have an adult think of other words and continue playing until no longer fun. Extension: Have an adult write the word “can”. Take off the “c” and read the word. (an) Continue with other words.
15. **Adding phonemes (sounds) to the end of words.** Say “fine”. What word would you have if you added /d / to the end of “fine”? (find) Say “dog”. What word would you get if you added /z/ to the end of “dog”? (dogs) Have an adult think of other words and continue playing until no longer fun. Extension: Have an adult write cat, jet, run, mop, etc. on a piece of paper. You add the letter “s” to the end of the words and read them. (cats, jets, runs, mops)
16. **Substituting phonemes (sounds) at the end of words.** Say the word “pig”. What word would you have if you changed the /g/ to /t/? (pit) Say the word “rope”. What word would you have if you changed the /p/ to /d/? (road) Have an adult think of other words and

- continue playing until no longer fun. Extension: Have an adult write the word “can” on a piece of paper. You change the letter “n” to make new words such as cat, cap, and cab.
17. **Substituting phonemes (sounds) in the middle of words.** Say “dog”. What word would you have if you changed the /ð/ to /i/? (dig) Say the word “hut”. What word would you have if you changed the /ŭ/ to /ð/? (hot) Have an adult think of other words and continue playing until no longer fun. Extension: Have an adult write the word “hut” on a piece of paper. You change the letter “u” to make new words such as hat, hit, and hot.
  18. **Blending Words.** Have an adult isolate the sounds in simple words such as cat, wet, dig, pan, etc. You blend the sounds together and say the word. Example: An adult says, “The sounds in the word are /c/... /a/... /t/”. You blend the sounds together and say, “Cat!” Extension: After you have played the game orally, have an adult write the words on a piece of paper, you blend the sounds of the letters together and read the words.
  19. **Segmenting Words.** Have an adult say a one syllable word. (pig) You segment the word into individual phonemes. (/p/.../i/... /g/) Continue playing with other words such as hat, sun, jet, and mop. Extension: After playing the game orally, have an adult say the same words and you spell the words on paper.
  20. **Guess the Word Song.** Have an adult sing this verse to the tune of “The Wheels on the Bus.” “The sounds in the word go /d/ /o/ /g/, /d/ /o/ /g/, /d/ /o/ /g/. The sounds in the word go /d/ /o/ /g/. Can you guess the word?” (dog) Continue playing using other words until no longer fun. Extension: You sing the song and have an adult guess the word.

## Phonics and Word Recognition

1. **What’s Different?** Have an adult write down two simple words. The words should have two letters that are the same and one letter that is different. You read the two words and then tell which letters are different. Example: Read the words cat and can. Then say, “Cat has a t and can has an n.” Try the same activity with these words: pit and pet, bat and sat, dog and log, hit and hut. Extension: Try the activity with these words: time and dime, game and gate, dive and dove, cute and cube.
2. **I Spy a Word.** Have an adult read you a book. Look for the word listed on the Homework Sheet. You may even want to read the word as you come to it in the book. Extension: Practice writing the word 5 times.
3. **Find The Word.** Create flashcards of your sight words. Have an adult say a sight word. You point to the word, say the word, and then spell it.
4. **Hangman.** Pick different sight words and play hang man. Take turns.
5. **Reading Words.** Pick a word or two from your sight words and look for these words while an adult reads a book to you. As the adult reads, have him/her pause at the sight words and you read it.
6. **Writing Words.** Pick a couple of sight words and practice writing them 5 times. Make sure you are saying the words as you spell them. It may be fun to write the words in your favorite colored crayon or chalk. Extension: Continue with more sight words.
7. **Write a Sentence.** Write a sentence using a few sight words. Make sure you spell your sight words correctly. Other words in the sentence may be spelled using “sound

spelling”. Extension: Read the sentences to family members. You can have them guess what your sight word is.

8. **Sight Word Cheer.** Example: “The, the, t-h-e spells the, the, the, t-h-e spells the. To make this more fun pretend you’re a cheerleader or quarterback. Use pom-poms or hike a football after spelling a word.
9. **Jumping Jacks.** Have an adult point to a sight word. You read the word. Then spell the word as you do jumping jacks.
10. **Tic-tac-toe.** Play tic-tac-toe, but instead of using x’s and o’s. Pick two sight words. Have an adult use one word to play and you use another.
11. **Sorting.** Categorize your sight words into groups according to their similarities. For example, sort all the words beginning with an “i”. Read the words. (it, in, is, and if). Sort all the words ending with an “e”. Read the words. (be, he, me, we, see, and she).
12. **Pile it up.** Read through your sight words. Make two piles as you go. One pile of words you can read independently and one pile of words you still need help with. Pick a few of the words you still need help with and practice reading them.
13. **Drill Practice.** Have an adult hold up a sight word. Say the sight word as fast as you can. You may even want to time yourself!
14. **Stretch Your Thinking.** Have an adult hold up a sight word. You say the sight word and use it in a sentence. (“see” I can see the couch.)
15. **Slap the Word.** Place the sight words face up on the floor. Have an adult say a word. You slap the card that has the word on it. Try reversing the game. You say a word and see if the adult slaps the correct flashcard. This game is also fun with a clean fly swatter.
16. **Turn it over.** Put your sight words face down on the floor. Turn the sight words over one at a time and read them. To add to the fun, put the sight words on a cookie sheet and turn the sight words over with a spatula.
17. **Tag.** Find a few friends or family members to play tag with you. Have everyone hold a sight word in their hand. When you tag a person, he/she should show you the sight word. You read the sight word. When you are tagged you read the sight word you are holding.
18. **Fridge Magnets.** Place a few sight words on the fridge. As you pass the fridge throughout the day, read the sight words on the fridge.

## Key Ideas and Details

1. **Asking and Answering Questions about Details.** Have an adult read you a storybook. As you are listening, stop and ask questions about details in the book. The adult should answer your questions or help you draw conclusions of your own. Also, have the adult stop and ask you question about details in the book to make sure you understand key details of the story. Extension: Make sure to ask and answer all different types of questions (e.g., who, what, where, when, how, and why).
2. **Asking and Answering Questions about Details.** Have an adult read you an informational book. As you are listening, stop and ask questions about details in the book. The adult should answer your questions or help you draw conclusions of your own.

Also, have the adult stop and ask you question about details in the book to make sure you understand key details of the story. Extension: Make sure to ask and answer all different types of questions (e.g., who, what, where, when, how, and why).

3. **It's all in the Details.** Have an adult read you a storybook. During the story, stop periodically to talk about the story. When the story is finished, retell the story including key details. Extension: Make connections to the story. Does this story remind you of another story? Does this story remind you of an experience you have had?
4. **Main topic and details.** Have an adult read you an informational book. During the book, stop periodically to talk about the details. When the story is finished, identify the main topic of the book and retell key details? Extension: Think about the details from the informational book. What information did you already know before reading the book? What was new information you learned from the book?
5. **Making Connections.** Have an adult read you an informational book. While you are listening, think about how two individuals, events, ideas, or pieces of information are connected in the text. Example: If you read the book Snakes, you may make the connection that both rattlesnakes and cobras are venomous. Extension: Can you make a connection to another book you have read on this same topic? Can you make a personal connection to this book? Can you make a connection to something happening in our world?
6. **Give Me Three...or Five.** Have an adult read you a storybook. Give Me Three 1-Name the characters in the story. 2- Describe the setting. 3- Give key details about the story. Extension: Give Me Five. After you have names the characters, setting, and details, 4- Figure out the problem in the story.5-Describe the resolution, or solution to the problem.

## Craft and Structure

1. **Questions about Unknown Words.** While an adult is reading you a storybook, ask him/her to stop reading when you come to a word you haven't heard before or you don't understand what it means. Talk about the unknown word. Ask and answer questions about the unknown word. Extension: Discuss ways to learn the meaning of unknown words such as looking them up in a dictionary or reading on to see if the book explains the meaning.
2. **Questions about Unknown Words.** While an adult is reading you an informational book, ask him/her to stop reading when you come to a word you haven't heard before or you don't understand what it means. Talk about the unknown word. Ask and answer questions about the unknown word. Extension: Discuss ways to learn the meaning of unknown words such as reading on to see if the book explains the meaning. Also, many informational books have glossaries to explain unknown words.
3. **Sorting Books.** Gather some books in your house. Sort books into categories such as storybooks, fairytales, nursery rhymes, comic books, informational books, poems, etc. If you do not have different types of books at your house, you can just talk about different categories of books. For example, No David is a storybook, Humpty Dumpty is a nursery rhyme, All About Snakes is an informational book. Extension: Pick one book from one

category. Pick another book from a different category. Read the books and talk about how they are alike and different.

4. **Identifying Parts of a Book.** Look at an informational book. Have an adult ask you to identify the front cover, back cover, and title page of the book. Extension: Look at other parts of an informational book such as headings, table of contents, and glossary.
5. **Author.** Find a storybook to read. Have an adult read you the name of the author. You define the role of an author in a story. (He/she writes the words in the book that tell the story). Have an adult read you the story. Do you think the author did a good job telling the story? Extension: Read another book from the same author. Compare the two books. How are the books alike and different?
6. **Author.** Find an informational book to read. Have an adult read you the name of the author. You define the role of an author in a story. (He/she writes the words in the book that give you information about the main topic). Have an adult read you the story. Do you think the author did a good job explaining the main topic? Why or why not? Extension: Think about the similarities and differences in authors of literature (storybooks) and authors of informational books. How are they alike? How are they different?
7. **Illustrator.** Find a storybook to read. Have an adult read you the name of the illustrator. You define the role of an illustrator in a story. (He/she creates the pictures in a book that tell the story). Take a picture walk, looking and talking about the illustrations you see. Have an adult read you the story. Extension: Look at another book created by the same illustrator. Compare the two books. How are the books alike and different?
8. **Illustrator.** Find an informational book to read. Have an adult read you the name of the illustrator. You define the role of an illustrator in an informational book. (He/she creates the pictures in the book to help you better understand the main topic). Take a picture walk, looking and talking about the illustrations you see. Have an adult read you the story. Note: In many informational books, photographs take the place of illustrations. Extension: Think about the similarities and differences in illustrators of literature (storybooks) and illustrators of informational books. How are they alike? How are they different?

## **Integration of Knowledge and Ideas**

1. **Stories and Illustrations.** Have an adult read you a storybook. Look at the illustrations stopping on each page to talk about what moment in the story the illustration is depicting. (This activity works better using a picture book with longer text.) Extension: Write your own story. Make sure your illustrations help tell your story.
2. **Illustrations and text.** Have an adult read you an informational book. Look at the illustrations or photographs. Describe the relationship between the illustrations and the text in which it appears. What person, place, thing, or idea in the text does the illustration depict? Extension: Write your own informational book. Make sure your illustrations help support your main topic.
3. **Supporting Text.** Have an adult read you an informational book. Listen to the reasons the author gives to support his/her points in the text. Example: In the story “Tornados”



the author says that tornados are powerful. He supports this point by stating, "Tornados pick up things and throw them in the air and tornados blow buildings down." Extension: Write down facts you learned from the book.

4. **Compare and Share.** Have an adult read you two different storybooks. Compare and contrasts the adventures and experiences of the characters in the two books. How are they alike? How are they different? Extension: With help from an adult, draw a Venn diagram and write the likes and differences of the two characters in the diagram.
5. **Compare and Share.** Have an adult read you two different informational books on the same topic. Identify the similarities and differences between the two books? How are they alike? How are they different? If you do not have two informational books on the same topic, look up two different websites on the same topic and do the same activity. Extension: With help from an adult, draw a Venn diagram and write the likes and differences of the two books.

## **Range of Reading and Level of Text Complexity**

1. **Actively Engage.** Have an adult read you a storybook. As you listen to the story, be actively engaged. Focus, ask questions, and make comments about the story. Extension: Talk to an adult about the importance of actively engaging in the story. Discuss the importance of being actively engaged in reading activities at school.
2. **Actively Engage.** Have an adult read you an informational book. As you listen, be actively engaged. Focus, ask questions, and make comments about the story. Extension: Talk to an adult about the importance of actively engaging in informational text. Discuss the importance of being actively engaged in informational text at school.

## **Writing**

1. **Generate Writing Ideas.** As you go about your day pay attention to interesting things you see, different places you go, events that happen, etc. Think and talk about the different things, places, events you could write about. Extension: Pick one of your ideas and write about it!
2. **Modeled Writing.** Have an adult show you a sample of his/her writing such as a journal entry, a work related report, a letter, or a "Things to do list." Have the adult read you the writing sample. Extension: Have an adult share with you the different reasons he/she writes throughout the day.
3. **Typing on the computer.** Practice typing on the computer. Type a letter to someone, write a short story, or practice typing your name. If you don't have a computer, write on paper, or type a text on a phone. Extension: Try using different fonts, sizes, and colors on the computer.
4. **Letter Writing.** Write a letter to someone special. You may even want to mail the letter!
5. **Make a Card.** Make a thank you card, birthday card, or a special card for someone you care about.

# Text Types and Purpose

## Opinion Writing

1. **Favorite Foods.** Cut out pictures from the grocery ads or draw pictures of some of your favorite foods. Label your pictures using sound spelling. (Say the word slowly and write down the sounds you hear). Extension: Talk about the letters that work together to make sounds like /ch/ in chicken, /or/ in corn, and /oo/ in cookies.
2. **Favorite Toys.** Pick five of your favorite toys. Draw pictures of the toys and use sound spelling to label your pictures. Extension: Pick another 5 objects and do the same activity.
3. **Book Review.** Ask an adult to read you a story. Write your opinion about the book. State the topic or name of the book and give an opinion about the book. Example: I like the book *The Stinky Cheese Man*. I think it is funny. Another Example: I read a book about bats. It was creepy. Extension: Give a reason for your opinion. Example: I like the book *The Stinky Cheese Man*. I think it's funny because no one wants to eat him. Another Example: I read a book about bats. I thought it was creepy because some bats drink blood.
4. **Topic from school.** Write your opinion about the topic listed on the homework sheet. Include the topic you are writing about and state your opinion. Extension: Give a reason for your opinion.

## Informative Writing

1. **List.** Create a grocery list, a “things to do” list, or a list of things you want for your birthday/special holiday. Extension: Use your grocery list to go grocery shopping. Do the things listed on your “To Do List.” Write a letter to someone telling him/her what you want for your birthday/special holiday.
2. **Label.** Pick a room in your house. Go sit in the room and draw pictures of things you see. Label your pictures.
3. **Book Review.** Have an adult read you an informational book. Write about the book by naming what you are writing about and supplying some information about the topic. Example: Sharks are fish. They have big teeth. Extension: Instead of writing one or two sentences, write three, four, five, or six.
4. **Topic from School.** Write about the topic listed on the homework sheet. Include the topic you are writing about and supply some information about the topic. Example: If the topic were bats you could write, “Bats are nocturnal. They are awake at night.” Extension: Instead of writing one or two sentences, write three, four, five, or six.

## Narrative Writing

1. **Draw and Label.** Draw a picture of something you did recently or something you are going to do in the near future. Use sound spelling to label the objects in your picture. Extension: Write a sentence about your drawing.

2. **School Events.** Draw a picture and write about something that happened at school today. Provide your reaction to what happened. Extension: Instead of writing one or two sentences about your event, write multiple sentences.
3. **Event Writing.** Write about something you have done recently. Provide a reaction to what happened. Extension: Instead of writing one or two sentences about your event, write multiple sentences.
4. **Fictional Event.** Write about a fictional event (an event that never really happened). Provide a reaction to what happened. Example: One day the wind blew my family to Disneyland. We had lots of fun. Extension: Instead of writing one or two sentences about your event, write multiple sentences. Example: One day the wind blew my family to Disneyland. We rode all the rides. Then the wind blew us home. We had lots of fun.

## Production and Distribution of Writing

1. **Questions and Suggestions.** Write one or two sentences about something you did. Read your writing to an adult. Have an adult ask you a question about your writing or give you suggestions regarding details you can add to strengthen your writing. For example, if you wrote, "I went to the mall." An adult might ask, "What did you do at the mall?" You could add the details, "I bought new shoes." Extension: Have an adult read you something he/she wrote. You give suggestions or ask questions to strengthen his/her writing.
2. **Digital Tools.** With guidance and support from an adult, explore a variety of digital tools to produce and publish writing. Use one of the following ideas (1) Take a picture with a digital camera and write about the picture. (2) Write one or two sentences on the computer. Use clip art as illustrations. (3) Send a text message to a family member. Extension: Come up with your own digital literacy activity!
3. **Typing Names.** Practice typing your name or family members' names on the computer. Experiment with different fonts, sizes, and colors. (For this activity you will want correct spelling). Extension: Print off the names and hang your paper on the fridge.
4. **Sharing Research.** Tell an adult about the author/illustrator. Is this person an author, illustrator, or both? Tell an adult the things you've learned about this author/illustrator. Give your opinions about this author/illustrator. Extension: Look up for information about the author.

## **Speaking and Listening**

### Comprehension and Collaboration

1. **He Said, She Said.** Have a conversation. Decide on a topic and talk about it. Take turns speaking, and listening about the topic. Extension: Have a conversation with more than one person. Make sure everyone takes turns listening and speaking about the topic.
2. **Confirm Understanding.** Watch a T.V. show with an adult. As you are watching, have the adult ask you questions about the show. Confirm your understanding of the content

by answering the questions. If you do not understand certain details of the show, ask questions. (This activity can be done while watching and listening to a T.V show, DVD, internet clip, or adult telling a story.) Extension: Tell someone about the T.V. show you watched.

3. **Ask and Answer Questions.** As you go throughout your day, ask and answer questions in order to seek help, get information, or clarify something that is not understood. Extension: Talk about the importance of asking and answering questions when you need help, information, or something clarified.

## **Presentation of Knowledge and Ideas**

1. **I Spy.** Look at an object. Describe the object you “spy” in the room to an adult. Have the adult guess what you “spy”. Example: “I spy something rectangular. It’s brown. You can sit on it.” (couch) Keep playing by describing different objects until no longer fun. Extension: Have an adult describe an object and you guess what he/she is spying.
2. **Who is it?** Think of a person you know. Describe the person. Have the adult guess the person you are thinking. Example: “I am thinking of a famous mouse. He lives in Disneyland. He has a dog named Pluto.” (Mickey Mouse) Keep playing by describing different people until no longer fun. Extension: Have an adult describe a person and you guess the person.
3. **Where is it?** Think of a place you have visited. Describe the place and see if an adult can guess the place. Example: “I am thinking of a place where there are slides, swings, and monkey bars. You can have a picnic at this place.” (park) Keep playing by describing different places until no longer fun. Extension: Have an adult describe a place and you guess the place.
4. **School News.** Tell an adult about something we did in school today. Describe what we did and give important details. Extension: Call a family member or friend and tell them about your school day.
5. **Visual Display.** Draw a picture of your favorite activity. Describe the activity to an adult while showing your picture. Extension: Discuss with an adult different visual displays people use when giving information (e.g., drawings, power point presentations, and charts.)
6. **Speak clearly.** As you go throughout your day, speak audibly and express thoughts, feelings, and ideas clearly. Parents: If you are concerned about your child’s speech, please talk with me. Extension: Do a language enriched activity such as singing a song or reading a book together.

## **Language**

### **Conventions of Standard English**

1. **Adding /s/ and /es/.** Have an adult say a singular noun and you change it into a plural by adding /s/ or /es/. Example: Adult says, “One dog, two ...” You answer, “dogs.” Do the

activity with these words (car, cars; house, houses; wish, wishes; pig, pigs; finger, fingers; bench, benches, necklace, necklaces; hammer, hammers; door, doors, church, churches) Extension: Do the same activity with irregular nouns ( mouse, mice; sheep, sheep; man, men; foot, feet; goose, geese; child, children; tooth, teeth).

2. **Asking Questions to Expand Sentences.** Have an adult help you generate a sentence by asking you questions. Who do you want the sentence to be about? (Gabe). What did he/she do? (ate) How did he/she do it? (slowly) Where? (in the kitchen) When? (at dinner time) Why? (because he didn't like his food) Put the sentence together. (Gabe ate slowly in the kitchen at dinnertime because he didn't like his food.) Once you have said the sentence a few times, have an adult ask you who, what, how, when, where, and why questions. For example: Who was our sentence about? What did he/she do? Extension: Switch the sentence around. Does it still make sense? (In the kitchen at dinnertime, Gabe ate slowly because he didn't like his food.)
3. **Using Question Words.** Look at some photographs. Ask who, what, where, when, why, and how questions about the photos. Have an adult answer your questions. Extension: Have an adult ask you who, what, where, when, why, and how questions about the photographs. You answer the questions.
4. **Preposition Fun.** You will need a chair and a stuffed animal for this game. Have an adult give your directions on where to place the stuffed animal in relationship to the chair. For instance, put the bunny on the chair, or put the bunny under the chair. Keep playing using different preposition words such as behind, below, near, on, under, beside, at, above, and across. Play it again, this time you do the talking, and the adult puts the stuffed animal where you specify. Extension: Look up more preposition words online and keep playing.
5. **Punctuation.** As you read a book with an adult, look for the punctuation mark listed on the Homework Sheet. Point out and name the punctuation mark. Extension: While an adult reads, listen to how his/her voice changes when he/she comes to a punctuation mark. Example: Acting excited when seeing an exclamation point.
6. **I Spy Punctuation.** Look through a book. Point to and name punctuation at the end of a sentence. A sentence may end with a period (.), a question mark (?), or an exclamation point (!). Extension: Describe the uses for the different punctuation marks.
7. **Punctuation in Writing.** Write a sentence about whatever you want. Decide on which punctuation should be used at the end of your sentence. Should you use a period, exclamation point, or question mark? Justify your reasoning to an adult. Extension: Write an entire story using punctuation.
8. **Spaces between words.** Write a sentence about whatever you want. As you write, leave spaces between your words. Putting two fingers down between words may help. Extension: Write an entire story using spaces between words.
9. **Capital letters in sentences.** Write a sentence about whatever you want. Make sure to start your sentence using a capital letter. If your sentence includes the word "I," make sure to use a capital "I." Extension: Write an entire story using a capital letter at the beginning of each sentence. Using punctuation at the end of each sentence will help remind you to use a capital letter at the beginning of the next sentence.