



## Preschool Resources

[Mrs. Gredell](#) & [Ms. Panos](#)

[Miss Kinney](#)

### Skills to Practice

1. Writing first name.. Last name if their first name is “mastered.”
2. Letter naming
3. Letter sounds
4. Counting and counting items
5. Number recognition
6. Rhyming
7. Reading
8. Colors/Shapes

### Activity Ideas







- Read daily to your child. Discuss things like the front of the book, back of the book, the direction in which you read books, what an author and illustrator does. Make predictions of what the book might be about by looking at the front cover of the book. Do a picture walk of the book and continue with predictions. Ask questions throughout the book including comprehension questions/conversation starters. Allow students to fill in the rest of a sentence if it is a rhyming book or a book you guys have read several times.
- Make “flash cards” and play matching. (Colors/shapes, letters, numbers)
- Play “Go Fish” with flash cards. (Pass out a few cards to each player. 3-6 to each player. Place the rest of the cards down. Take turns asking each other if they have “the letter B, or a a “red” two” If they do, you take their card and set down your pair. If they don't, they say “go fish” and you draw a card. Take turns until someone runs out of cards. The person with the most pairs wins!)
- Counting whenever possible! (At the dinner table, everyone can take turns saying numbers in order. One person “1” next person “2” and so forth.) (Scavenger hunt- How many \_\_\_ can you find in our house?)
- Where can you find letters in our house? How many “C’s can you find?” Can do a letter or a few a day. (Letter Hunt)
- Science- Test for things that are magnetic/not. Test for things that float/do not.
- Make books out of paper about favorite interest areas or personal experiences. Get creative and use magazine pictures, family photos, drawings, stickers, color, and

words/sentences.

- Make alphabet posters with images of things that start with that letter. Add written words.
- Explain that rhyming words are words that sound alike at the end. Peep sounds like sheep. They both end with the same sound: -eep. So peep and sheep rhyme. Discuss many examples of rhyming words to help your name recognize and identify rhymes. Encourage your child to create new rhymes for a familiar verse. Begin the new rhyme and ask him to supply a rhyming word when you pause. Hickory, dickory, dog. The mouse sat on a \_\_\_\_\_. The mouse did jump and hit a \_\_\_\_\_, Hickory, dickory, dog!
- Daily Phonological Practice (Break words down into syllables, telling what letter sound do they hear at the beginning, middle, and end. See below.

## HOME PRACTICE – Phonological Awareness

Fluency can also be called: Easy Speech, Forward Flowing Speech, Smooth Speech

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday Sunday
<p>Rhyming words have the same sounds at the end. Do these words rhyme?</p> <p>BEE – TREE FLY – FLAG CAR – STAR</p>	<p>How many words can you think of that rhyme with CAT?</p> 	<p>A syllable is part of a word. Syllables are fun to tap and clap out. How many syllables are in these words?</p> <p>BUTTERFLY – GARDEN ROSE – UMBRELLA</p>	<p>A phoneme is a single sound. What is the first sound you hear in these words?</p> <p>SUN – TEACHER CHAIR – FLY BOOK – KITE</p>	<p>Read or listen to a book. Listen for words that RHYME? How many did you hear?</p>	<p>Enjoy the weekend!</p> 
<p>Which word doesn't rhyme?</p> <p>MAP – CHOP – TAP FIT – DIP – PIT TREE – ME – TREAT</p>	<p>How many words can you think of that rhyme with TREE?</p> 	<p>What is the first syllable you hear in these words?</p> <p>HOTDOG TOOTHBRUSH POPCORN BASEBALL</p>	<p>What is the middle sound you hear in these words?</p> <p>MOP – SUN – BEAT CAR – BONE – FACE</p>	<p>Read or listen to a book. Listen for words that RHYME with "ME". How many did you hear?</p>	<p>Enjoy the weekend!</p> 
<p>Blending is putting syllables and sounds together. Blend these SYLLABLES together to make a word.</p> <p>AIR – PLANE RAIN – COAT PAN – CAKE EAR – RING</p>	<p>Blend these SOUNDS together to make words.</p> <p>S – U – N (sun) P – EA – CH (peach) SH – I – P (ship) P – I – GG – Y (piggy)</p>	<p>Segmenting is breaking apart sentences and words? How many WORDS are in these sentences?</p> <p>Soccer is my favorite sport. What do you want to eat? I like bananas.</p>	<p>How many SOUNDS do you hear in each word? Say each sound out loud.</p> <p>KITE APPLE PUPPY FLOWER</p>	<p>Read or listen to a book. Listen for one SYLLABLE words. How many did you hear?</p>	<p>Enjoy the weekend!</p> 
<p>Change the first sound in WISH to /D/ (dish)</p> <p>Change the last sound in ROAD to /P/ (rope)</p>	<p>Change the first sound in HAIR to /SH/ (share)</p> <p>Change the last sound in CODE to /N/ (cone)</p>	<p>Change the middle sound in HIT to /a/ (hat)</p> <p>Change the middle sound in PEEP to /u/ (pup)</p>	<p>Add /CH/ to the end of COW (couch)</p> <p>Add /P/ to the beginning of IN (pin)</p>	<p>Read or listen to a book. Listen for words that have the /T/ sound. Did you hear the sound in the beginning, middle or end of the word?</p>	<p>Enjoy the weekend!</p> 

## Phonological Awareness

A little practice everyday helps your communication skills stay!



Practice 3-4 times weekly to help maintain your skills!

\*\* When you see letters isolated in lines (/b/), this is a signal to say the "sound" that the letter makes and NOT the letter itself.