

Keeping Busy During Corona.....

Fine Motor Activities

- Playing with playdough and clay
- Use kid scissors to cut playdough
- Take empty egg carton, pom poms and tongs. Have kids use tongs to sort by color. Can use beads, dry beans, etc. The smaller the object, the more difficult it is.
- Draw lines on paper (straight, waved, zig zag, etc) and let kids cut along the lines.
- Cut straws and string a necklace.
- Thread beads on string – the smaller the beads, the more difficult the task.
- Beads onto pipe cleaners.
- Take cardboard and punch holes. Kids weave laces or string in and out of the holes.

Receptive and Expressive Language Activities

- Following auditory directions – start with one direction. (Bring me a sock.) (Can pump this up by saying (bring me something soft...)) When kids can follow one step direction, move to two steps, then three, etc. Before you send them to do it, have them repeat the direction back to make sure that they heard you correctly. It can become a fun scavenger hunt around the house. (Find a shoe, a spoon and a crayon. Find something soft, something cold and something blue.)
- I'm thinking of something.... Kids describe something and you guess what it is. (I'm thinking of something that flies. It has a propeller.)
- Categories- Let's name things that are

Phonological and Phonemic Awareness Activities

(All of these activities are auditory activities. There is no print associated with these activities.)

“Studies found that phonemic awareness was more predictive of reading development than students’ IQ or the socioeconomic level of the home” (O’Connor, 2014, p. 28).”

Below are examples of activities that you can do with your child to help strengthen their phonological and phonemic awareness skills.

Concept of Spoken Word

- Say a sentence. Have child identify how many words are in the sentence. (start with only three words and then can increase the amount of words once child is successful.) (Ex: The cat ran. The pets really stink. The puppy is softer than the kitten.)

Rhyme Recognition

- Say two words. Ask child to identify whether or not the words rhyme. (Ex: bed/red, girl/goat, boat/float)

Rhyme Production

- Say, “Tell me a word that rhymes with.....” Child can say a nonsense word as long as it rhymes. (Ex: jam _____, home _____, table _____)

Syllable Blending

- Say, “I’m going to say a word in two parts. I want you to put the two parts together.” Say the first syllable, pause for 2 seconds and then say the second syllable. (It is easier to start with compound words and then move to a 2 syllable word that is not a compound word.) (Ex: sail boat, cow boy, rain bow, pur ple, mag net, pen cil)

Syllable Segmentation

- Say, “I’m going to say a word and I want you to break it into syllables.” (Again, it’s easier to start with compound words.) (Ex: cupcake, bathtub, sunset, candle, publish, picnic)

Syllable Deletion

- Say, “We are going to play a game where I leave out part of a word. For example, sunshine without sun is shine.” (Ex: airline without air is... border without der is... marker without mar is...)

Phoneme Isolation of Initial Sounds

- Say, “What is the first sound you hear in the word.....” Child MUST give sound, not name of letter.
(Ex: What is the first sound you hear in bug, fish, goat, shop, camp, etc.)

Phoneme Isolation of Final Sounds

- Say, “What is the last sound you hear in the word.....” Child MUST give sound, not name of letter.
- (Ex: What is the least sound you hear in log, chin, date, ship, bath, etc.)

Phoneme Blending

- Say, “I’m going to say a word in a funny way. You put all of the sounds together and tell me the word.” (Pause for 2 seconds in between each sound.)
(Ex: /b/ /i/ /g/, /s/ /u/ /n/, /ch/ /o/ /p/, /f/ /l/ /a/ /g/)

Phoneme segmentation

- Say, “I am going to say a word and you tell me each sound in the word. If I say ten, you would say /t/ /e/ /n/.”
(Ex: get, chat, blob, etc.)

Phoneme Deletion of Initial Sounds

- “Say sat without /s/. Say miss without /m/.”
(Ex: ripe, gate, name, shut, chin)

Phoneme Deletion of Final Sounds

- “Say sat without the /t/. Say miss without the /s/.”
(Ex: wet, fin, shop, bath, etc.)

Phoneme Substitution

- “Say map. Change /m/ to /c/.”
(Ex: rip- change /r/ to /s/, boat- change /b/ to /c/, name – change /n/ to /g/.)

Letter/Sound Skill Building

- Use scrabble tiles for kids to sort letters.
- Write upper and lowercase letters on cards and have them match the correct letters.
- Put letter beads in playdough. When they pull out the bead they have to say the letter name and the sound.
- Use magazines to cut pictures that start with a certain sound. (find things that start with /b/)
- Write letters on cards, about 4 of each letter. Then write the word pop or boom or bang on 8 cards. Put all the cards in a bag that you cannot see through. Take turns pulling cards. When you pull the card you say the letter name, can also say letter sound, can also give a word that starts with that sound. If you pull a pop/boom/bang, you lose all of your cards. The person left with the most cards at the end is the winner.

Writing

- Write letters or emails to family members (especially elderly that are isolated during this time.)
- Journal – we are living through something that has never happened before in our lifetime. Let the kids keep a journal of what they do each day, how they are feeling, etc.
- Can write about books they are reading.
- Give story starters. (There was a knock at the door. I opened it and there was.....)

RED Words/Trick Words/Learned Words

RED words are words that do not follow a rule/pattern either ever, or that students have learned so far. For example, the word "said" will always be a red word. There is no rule/pattern that can be learned to explain why we pronounce it that way. The word "like" is a red word for a student until they are taught about magic e because then it can be sounded out based on a rule/pattern the child has learned.

We write RED words in red to remind children to STOP- don't sound out this word! RED words must be memorized for reading and spelling. When practicing a RED word, the child should say each letter name and then the whole word. For example, s, a, i, d, said. They must vocalize the spelling and whole word while they write!

Below are some fun ways to practice RED words with your child at home.

1. Use chalk outside on a driveway or sidewalk.
2. Use a cookie sheet with whip cream or pudding and child traces with finger.
3. Make letters with play dough or wikki sticks.
4. Spell words on dry erase board or easel. (Can use paint, markers, etc.)
5. Kick a ball around the yard. Each time the child kicks they say a letter to spell the word. For the last kick they say the whole word.
6. Write words on cards that your kids need to practice reading (can be a list the teacher has sent that they are working on at school.) Write pop boom or bang on some cards. Take turns pulling card and reading word. If you pull a pop/boom/bang you lose your cards. The person left with the most cards at the end is the winner.