

Dear Families,

Did you know that speech and language skills are the building blocks for early literacy?

Kindergarten educators develop these skills throughout the day, but you play an important role as well. We have created some fun activities for you to do at home that will provide continued support of your child's speech, language and literacy skills.

Enjoy!



We're Going On a Bear Hunt by Michael Rosen

Over the next week to two weeks, watch the 3 minute video of the We're Going On a Bear Hunt book reading on YouTube with your child several times. Reading the same book repeatedly (even if it drives you crazy!) has many benefits including building vocabulary and deeper comprehension of the story's meaning. Each time you listen to the book with your child, complete one of the following activities.

Youtube link for story: <https://www.youtube.com/watch?v=0gyI6ykDwds>

Day 1

As you watch the story, notice how the story has a repeating chant/chorus/lines: 'We can't go over it, we can't go under it, oh no we'll have to go through it!'

Encourage your child to join in, repeating these lines and adding motions such as putting an arm above your head for over, crouching down for under to make it an active story.

After the story:

All stories have a beginning, middle and end. Can your child remember or tell you what happened at the beginning? Other questions to ask:

- Where was the first place/setting the bear hunt happened in?
- Where did the people/bear hunters go to next? Then where did the people/bear hunters go?
- Did they only go 2 places looking for a bear? Anywhere else?
- Did they find a bear? Where was the bear?
- What happened after they found a bear?
- Where did the people/bear hunters go after they found the bear? Remind your child, of all the places the story travelled through - for example the snow storm, forest, river, mud, grass.
- Where did the story end?
- This story has a sequence, or order of events, can your child remember the order?

Make a connection to this story. Ask your child, 'What type of hunt would you like to go on?' After waiting for their answer you may need to suggest, a bear hunt or another type of hunt, like a snack hunt, or a missing toy hunt?

Engaging your child in conversation about the video is a great way to build oral language skills! What was their favourite part of the story? What would your child do if they met a bear?

Day 2

Read through the entire activity before starting. Stop the video every time the 'bear hunters' come to a new place e.g. mud. Ask your child, "if that was us going on a bear hunt, what should we bring to make it through the mud?" Suggest some items if your child doesn't respond, "I would bring rubber boots!" then act out putting on your boots.

After today's viewing, why not plan a bear hunt at home?

Use a favourite toy, put it somewhere visible and walk around your home looking for it together. Talk with your child as you walk around, e.g. "oh no! It's the living room, we can't go under it, we can't go over it, I guess we'll go in it! No toy here! Let's try the kitchen!"

After your trip, ask your child to tell you where you went on your toy hunt, e.g. First we were in the living room then the kitchen etc. As you move through each room, talk about what you see e.g. the toy isn't on the floor, the toy isn't on the chair.

Looking for and remembering where things are is a lifelong skill. By talking as you walk around the house, you are building your child's mental map/images of home and the words of items and rooms.

Day 3

After watching the story, say the animal's name, while clapping the word into parts called syllables with your child. Syllables break words into pieces or parts around the vowel sounds (A, E, I, O, U). This is an important skill for sounding out words for reading and writing.

Use the below list or make your own list with your child.

<i>Animal</i>	<i>How to say and clap</i>	<i>Number of Claps/Syllables</i>
Lion	Li – on	2 claps
Kangaroo	Kan – ga – roo	3 claps
Gorilla	Go – ri – lla	3 claps
Monkey	Mon – key	2 claps
Fish	Fish	1 clap
Tiger	Ti – ger	2 claps
Bear	Bear	1 clap
Walrus	Wal – rus	2 claps
Octopus	Oc – to – pus	3 claps
Alligator	Al – li – ga – tor	4 claps
Rhinoceros	Rhi – no – cer – os	4 claps
Elephant	E – le – phant	3 claps
Giraffe	Gir – affe	2 claps

Day 4

Today's activity targets words that start with the f/l/g letter sounds. Say to your child "listen to what I'm saying and see if you can figure out the pattern:

"A lion can eat lollipops, licorice, lemons, and lights, what else can they eat?" Any word that starts with 'l' e.g. leg, log, lobster from your child are acceptable answers.

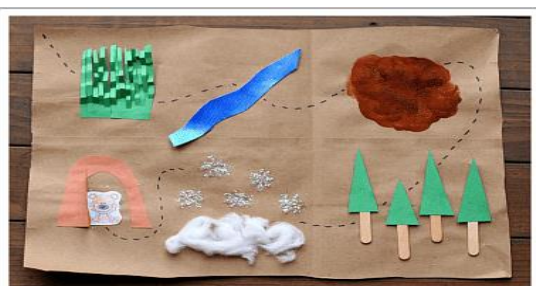
"A gorilla can eat grapes, gold, a goat. Can you think of anything that a gorilla could eat?"
Acceptable answers: gum, ghost, guitar

"A fish can eat flies, feet, phone. Can you think of anything else they can eat?" Accept any answer that starts with the f sound.

If your child guesses something that the animal would really eat, tell them to listen to the sounds at the beginning of the word and then emphasize it e.g. ffffffish eats ffffffeet.

Day 5

If you and your child enjoy crafts, today feel free to make a map to retell the bear hunt story (like the one seen here) or a map of your own house hunt story. You can make toilet paper binoculars to look around the house/out of windows and talk about what you and your child see.



We're Going on a Bear Hunt
MAP & BINOCULARS



*Materials needed:

1. Toilet/paper towel roll
2. Tape/glue/string
3. Paper
4. Markers/crayons/paint/markers