

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!



Silly Sally by Audrey Wood

Over the next week or two weeks, watch the 2 minute 20 second video of the Silly Sally 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=vm5-zNgwetI>

Day
1

After watching the story, have your child draw a silly picture (e.g. A picture of a silly scene or of your child doing something silly). Ask your child to tell you about what he/she drew and what is happening in the picture.

Day
2

Today, you and your child are going to retell the story. Watch the story again to help with this. When the story is finished, start the video from the beginning and use the pictures in the story (pausing the video on each page) to retell it.
If your child needs support, ask questions to further the story retell.

*Examples of questions to ask:

"Where is she going? Is she going to the zoo or to town?"

"What animal did she meet first?" → point to the animal in the picture

"What animal did she meet next?" → point to the animal in the picture

"What happened next in the story? Did she meet a dog or a sheep?"

"Who tickled the animals to wake them up?"

Day
3

Today, you and your child will explore rhyming words. Rhyming words have the same sounds in the middle and at the end of words (ex. C-**at** → b-**at**, the rhyme comes from the "-at" sounds at the end of the words).

While watching the story, stop the video and point out the rhyming words on each page.

Example: "Did you hear that? The words 'town' and 'down' rhyme! They have the same sounds in the middle and at the end, listen: t-OWN, d-OWN." (Emphasize the middle and final sounds on the rhyming words.)

Day 4

After watching the story: Using the word list from below, write each set of 3 words on a piece of paper. Read the words to your child and ask them to tell you which one does not rhyme/belong.

1. Pig, jig, cup *Answer: cup does not belong (pig and jig rhyme)*
2. Dog, hat, leapfrog *Answer: hat does not belong (dog and leapfrog rhyme)*
3. Loon, tune, head *Answer: head does not belong (loon and tune rhyme)*
4. Arm, sheep, asleep *Answer: arm does not belong (sheep and asleep rhyme)*

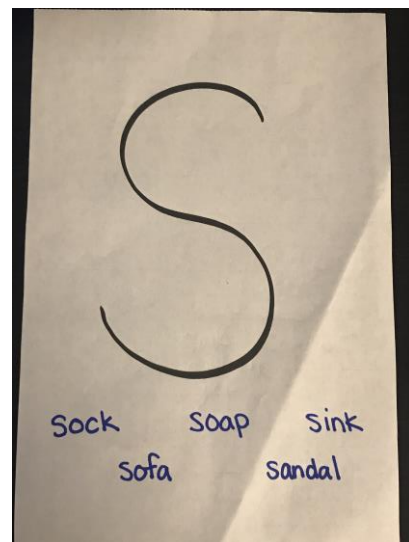
Target letter: S

Introduce the letter 'S' by drawing it on a piece of paper and telling your child that it makes the 'sss' sound.

While watching the story, point out that Silly Sally's name starts with the letter 's'.

After watching the story, take the paper with the letter 'S' on it and go for a scavenger hunt around your house searching for 5 items that start with that letter. Write the items that you find on the letter 'S' paper.

Examples of 's' words: soup, sink, sandwich, sandal, sock, sofa, soap, slippers, scarf, scissors, straw, stove.



Day 5

Today's target: Regular Past Tense

Tell your child that the regular past tense is used when an action has already happened. An '-ed' ending is added to the end of the action word to show that it is done/finished.

While watching the story, stop the video after the pig, dog and Neddy Buttercup have been introduced and point out the regular past tense action word (ex. pig – danced, dog – played, Neddy Buttercup – tickled).

After watching the story, have your child act out different action words. When your child has finished acting out the action, tell your child what they just did. Example: I liked the way you danc-**ed** (emphasize the past tense ending).

Regular Past Tense Word List:

Dance → dance **-ed**

Play → play **-ed**

Tickle → tickl **-ed**

Jump → jump **-ed**

Laugh → laugh **-ed**

Clap → clap **-ed**

Smile → smil **-ed**