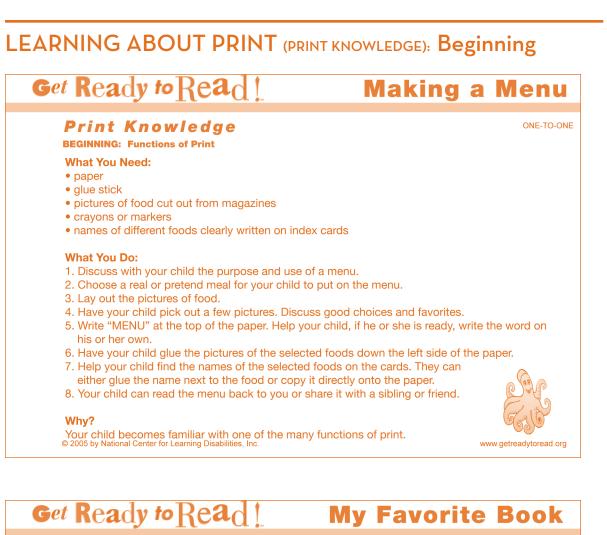
The following pages contain 36 *Get Ready to Read!* skill-building activity cards. These cards are fun, engaging, child-friendly early literacy activities that you can try at home with your 4-year-old. You can use your child's score on the screening tool to help you decide whether to start with "beginning" activities, "making progress" activities, or "ready to read" activities, or you can just use your knowledge of your child's skills.

The activities are organized by skill level and type of skill. Each activity card also states which specific skill the activity addresses. Here is what you will find:

LEARNING ABOUT PRINT (PRINT KNOWLEDGE)	BEGINNING WRITING (EMERGENT WRITING)	ORAL SKILLS: TALKING AND LISTENING (LINGUISTIC AWARENESS)		
"Beginning" Activities				
Making a Menu My Favorite Book My Name Has Letters The Reading Puppet	Draw to the Music Draw Your Day I Can Write Letters! Tell About Your Picture Walk on a Letter	Be an Expert Listener Find the Rhymes How Many Words? Match That Sound		
"М	aking Progress" Activi	ties		
Find a Word Fishing for Letters Name Memory Word Puzzles	Build Your Name Clay Letters Copy a Card Sequence Story Trace Your Name	Be a Word Find the Compound Words Jump for a Rhyme Mystery Sound Rhyme-Out		
"Ready to Read" Activities				
Letter Memory My Word Box Pick a Letter Word Jump	Guess What's Inside Send a Message	First Sound Sort Stretched-out Story What Word is Left?		



## Print Knowledge

#### **BEGINNING:** Functions of Print

#### What You Need:

- construction paper
- pictures cut from magazines and newspapers
- markers
- glue
- stapler

#### What You Do:

- 1. Fold two sheets of construction paper and staple them along the crease to make a book.
- 2. Have your child pick a title for the book, such as "My Favorite Toys," "My Favorite Animals"
- or "My Favorite Foods." Write the title and your child's name on the front of the book. 3. Help your child pick pictures that have to do with the chosen title and glue them into the book.
- 4. Encourage your child to share his or her book with a sibling or friend.
- .. Encourage your onne to onaro no or nor book with a bibling or mond.

### Why?

Your child learns that pictures and print carry messages and have many uses. Your child also learns about how books work.



ONE-TO-ONE



ONE-TO-ONE

## LEARNING ABOUT PRINT (PRINT KNOWLEDGE): Beginning

# Get ${f Ready}$ to ${f Readl}$ My Name Has Letters

### Print Knowledge

**BEGINNING:** Matching Letters

#### What You Need:

- plastic 3-D letter
- paper
- markers
- shallow basket

#### What You Do:

- 1. Using the plastic letters, spell your child's name on the paper.
- 2. Trace the letters with the marker so that your child's name is written on the paper. Color in the letters all the same color.
- 3. Place the plastic letters that are in your child's name in the shallow basket.
- 4. Have the child pick letters from the basket and match them, one by one, to the corresponding letters on the paper. Continue until your child's name is spelled.

#### Why?

Your child learns that his or her name is made up of letters and what those letters look like.



ONF-TO-ONF

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# Get Ready to Read! The Reading Puppet

## Print Knowledge

**BEGINNING: Book Rules** 

#### What You Need:

- puppet or stuffed animal
- picture book

#### What You Do:

- 1. Place the book upside-down where you and your child can see it.
- 2. Bring out the puppet and introduce it to your child. Explain that the puppet is going to read the book, but will need some help. Encourage your child to interact with the puppet.
- 3. Begin the activity by having the puppet look for the title, author and illustrator of the book. Since the book is upside-down, the puppet should ask for help from your child. For example, "I want to read this book, but first I need to tell you the title. I can't find it! The book is upside down. There's the title. What does 'title' mean?"
- 4. Continue the activity with the puppet asking for your child's help reading the book. For example: "What should I do first if I want to read the book?"
  - "Where should I start reading?"
  - "Help me turn the page."
  - "Can you help me find the picture of \_\_\_\_\_?"

### Why?

Your child learns about how books work.

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ONE-TO-ONE

## LEARNING ABOUT PRINT (PRINT KNOWLEDGE): Making Progress

## Get Ready to Read!

## Find a Word

### Print Knowledge

### MAKING PROGRESS: Differentiating Print from Pictures

#### What You Need :

- pictures of familiar items cut from magazines and advertisements (Some pictures should include print, and some should be simply a picture without any print).
- scissors
- glue
- index cards

#### What You Do:

- 1. In advance or together with your child, glue each picture onto an index card.
- Give your child two cards, one that has a word or words on it and one that has just a picture.
   Say, "Letters can go together to make words. Look for letters and words on your cards. Show me the card that has a word on it."
- Help your child choose a picture with a word on it. You can challenge your child to tell you what word he or she sees in the picture.
- 5. Repeat with a few cards. Reinforce the purpose of the print in each picture. For example, say, "This cereal box has a word on it that tells us the cereal's name."

#### Why?

Your child will learn to tell the difference between print and pictures and learn one of the purposes of print.



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# Get Ready to ${ m Read!}$ Fishing for Letters

### **Print Knowledge**

#### **MAKING PROGRESS:** Naming Letters

#### What You Need:

- construction paper
  - paperstringstick or wooden dowel
- magnetscissors
- marker
- large paper clips

#### What You Do:

- 1. Cut out 26 fish shapes from the construction paper.
- 2. Have your child decorate one side of each fish.
- 3. On the other side of each fish, write a letter of the alphabet.
- 4. Slide a paper clip onto each fish's tail.
- 5. To make the "fishing rod," tie the string to the end of the dowel or stick. Tie the magnet to the other end of the string.
- 6. Scatter the fish on the floor with the letter side down.
- 7. Have your child try to "catch" a fish with the fishing rod and say the name of the letter on that fish.
- 8. For a more advanced version of the game, your child can also say the letter's sound or a word that starts with that sound.

#### Why?

Your child learns about letter shapes, names and sounds.

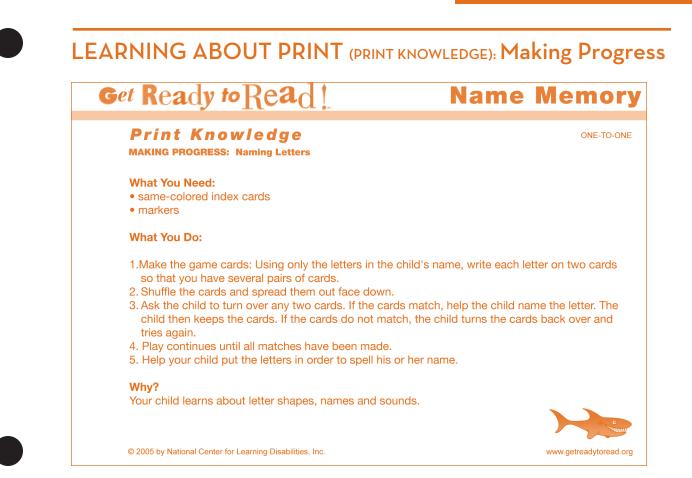


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Get Ready to Read! Activities





# Get Ready to Read!

## Print Knowledge

#### **MAKING PROGRESS:** Environmental Print

#### What You Need:

- several empty cartons of foods familiar to your child (e.g., cereals, milk, pasta)
- plastic sandwich bags

#### What You Do:

- 1. Cut the carton front into 4-5 puzzle-shaped pieces.
- 2. Place each puzzle into a bag. If possible, have an intact, identical carton front for your child to see as a model.
- 3. Put the puzzle together with your child. Ask him to point out the food words on the puzzle and say them out loud.

#### Why?

Your child learns about print in our everyday world and learns to differentiate print from pictures.



Word Puzzles

ONE-TO-ONE

## LEARNING ABOUT PRINT (PRINT KNOWLEDGE): Ready to Read

Get Ready to Rea	Letter Memory
<b>Print Knowledge</b> <b>READY TO READ: Naming Letters</b> <b>What You Need:</b> • same-colored index cards • markers	ONE-TO-ONE
on two cards so that you have 6 2. Shuffle the cards and place them 3. Ask your child to turn over two c	face down. ards. If the cards match, the child names the letter and keeps the cards. Id turns the cards back over and tries again.
<b>Why?</b> Your child becomes familiar with th	e names and shapes of the letters of the alphabet.

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## Get Ready to Read!

### Print Knowledge

#### **READY TO READ:** Reading Simple Words

What You Need:

- small box
- index cards
- marker

#### What You Do:

- 1. Write your child's name on the box.
- 2. Have your child decorate his or her box.
- 3. Ask your child to tell you 3 or 4 of his or her favorite words or words that are important to him or her.
- 4. Write these words on index cards. Your child can keep the special words in his or her own box. Repeat steps 3 and 4 every few days.
- 5. Your child can include pictures on the cards that illustrate some of the words.
- 6. Every few days, ask your child to "read" you his or her cards and tell you about the words.

#### Why?

Your child will begin to recognize words that are important to him or her.



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**My Word Box** 

## LEARNING ABOUT PRINT (PRINT KNOWLEDGE): Ready to Read

Bet Ready to Read!	Pick a Letter
<b>Print Knowledge</b> READY TO READ: Naming Letters What You Need: • brown paper bag • plastic letters	ONE-TO-ONE
<ul> <li>What You Do:</li> <li>1. Place 10 letters in the bag.</li> <li>2. Model the activity by closing your eyes and pickin you think you've picked. Open your eyes and com</li> <li>3. Have your child close his or her eyes and pick out</li> <li>4. Ask your child, "What letter do you think it is?" If t give clues.</li> </ul>	firm your answer with your child. a letter.
Variations : • Hide the letters in a bin of sand or rice. • Have your child match the letter that he or she find	ls to words you have printed on a piece of paper.
Why? Your child learns about letter shapes and letter name	es.

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# Get Ready to Read!

### Print Knowledge

#### **READY TO READ:** Reading Simple Words

#### What You Need:

- large index cards (or paper)
- marker
- list of simple words (see list below)

#### What You Do:

- 1. Choose eight words that your child is learning.
- 2. Write each word in large print in lowercase letters on an index card.
- 3. Spread the words out on the floor.
- 4. Say a word, and ask your child to jump to that word and read it.
- 5. Take turns saying words and jumping to them.

#### Why?

Your child will begin to recognize simple words.

#### Sample simple words: And, the, in, is, on, you, cat, it, my, we, me, with

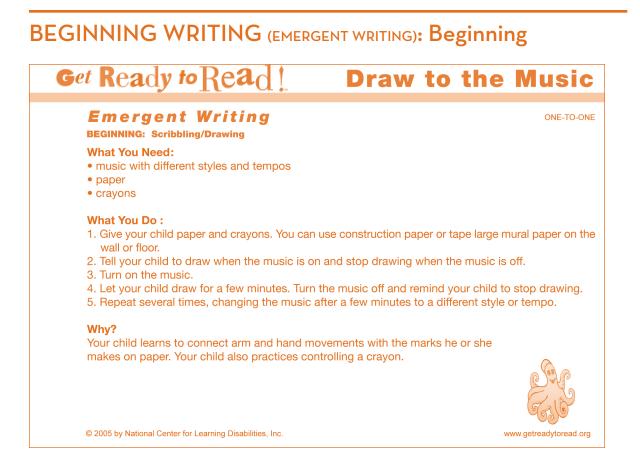
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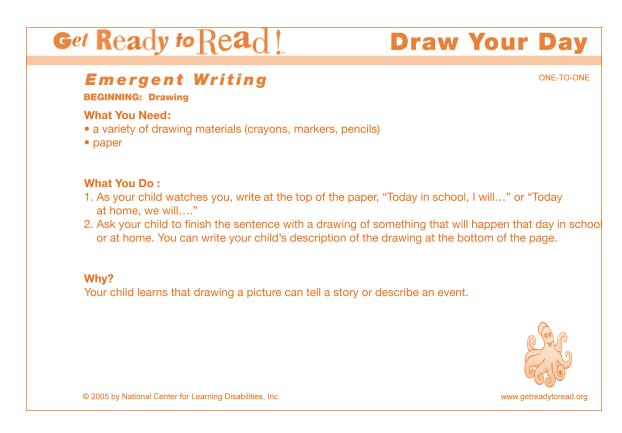


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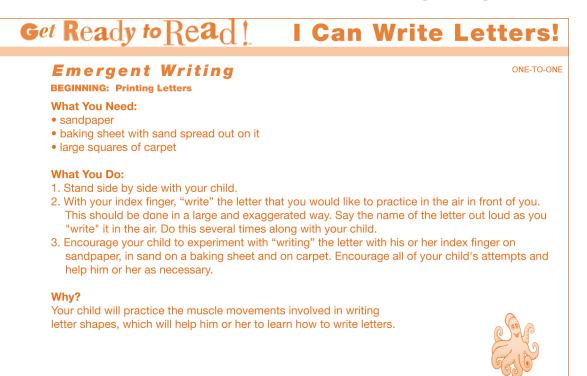
ONE-TO-ONE

**Word Jump** 





## BEGINNING WRITING (EMERGENT WRITING): Beginning



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# Get Ready to Read! Tell About Your Picture

## **Emergent Writing**

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### **BEGINNING:** Drawing

#### What You Need:

- drawing paper
- crayons
- black marker

#### What You Do:

- 1. Give your child drawing paper and crayons. Tell your child to draw a picture of an activity that he or she has done recently. For example, the drawing can be about something your child did in school, at home or with a friend.
- 2. Ask your child to describe to you what he or she has drawn. Write, in clear print with the black marker, what your child says on the picture. Be sure to read the description out loud to your child after it is written.

#### Why?

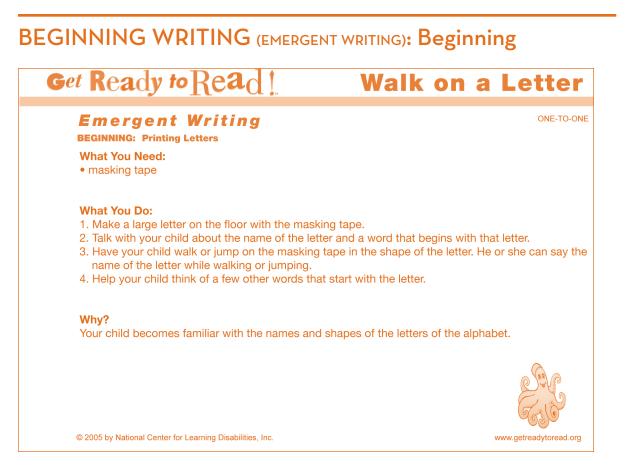
Your child learns that pictures and words can be used to describe experiences.



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ONE-TO-ONE

Get Ready to Read! Activities



## BEGINNING WRITING (EMERGENT WRITING): Making Progress

Get Ready to $\operatorname{Read}$ !	Build Your Name
<b>Emergent Writing</b> MAKING PROGRESS: Printing Name	ONE-TO-ONE
What You Need : • uppercase and lowercase plastic letters • bag or cloth sack • paper • pencil or crayons	
<ul><li>letter in your child's name, followed by lowercas</li><li>2. Place the plastic letters that are in your child's n that are not part of your child's name.</li><li>3. Tell your child to pick a letter out of the bag.</li></ul>	name into the bag. Also include one or two letters hat you picked? Look at your name. Is this letter in he written letter, and continue until your child has
Why? Your child will become familiar with the letters in h © 2005 by National Center for Learning Disabilities, Inc.	is or her name.

## Get Ready to $\operatorname{Read}$ !

## **Emergent Writing**

**MAKING PROGRESS:** Letters

#### What You Need :

- modeling clay or play-dough
- paper and pencil

#### What You Do :

- 1. Print a few letters of the alphabet on the paper, making them at least 6 inches tall.
- 2. Roll lumps of clay or dough into long, thin strips.
- 3. Help your child form the strips into letters. At first, your child can make the letter directly on the written model. He or she can progress to forming the strips below the written letter, using it as a guide.

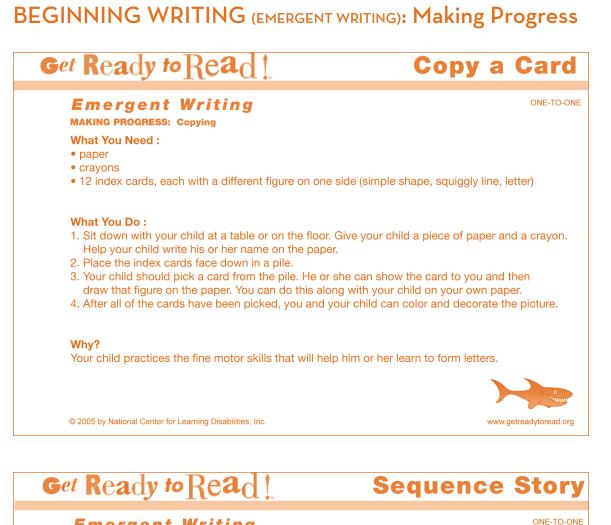
#### Why?

Your child will become familiar with the shape of the letters and practice forming them independently.



**Clay Letters** 

ONE-TO-ONE



#### **Emergent Writing**

#### MAKING PROGRESS: Drawing

#### What You Need:

- crayons
- drawing paper • stapler

black marker

#### What You Do:

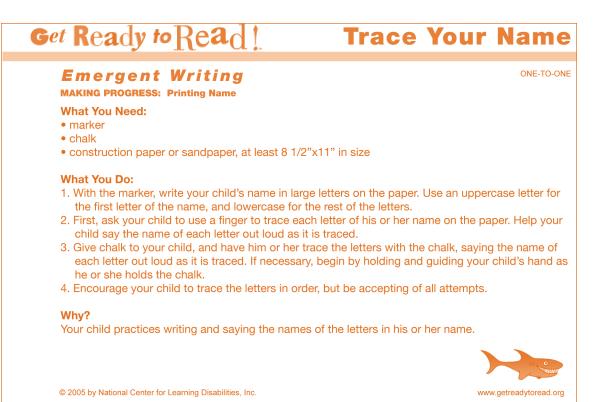
- 1. Tell your child about something you've done recently, like shopping or making dinner. On three sheets of paper, draw three simple pictures showing the beginning, middle and end of the experience. Use the pictures to tell the story again.
- 2. Help your child think of a recent experience. Talk together about the beginning, the middle and the end.
- 3. Help your child draw three pictures, describing the beginning, middle and end of the experience. Number the pictures in the correct order.
- 4. Ask your child to tell you about his or her pictures in sequence. Write the description for each picture on that picture.
- 5. Help your child put the pictures in order. Staple the pages together to make a "book" that your child can use to retell the experience.

#### Why?

Your child will learn to use words and pictures to communicate an experience and understand the importance of sequence in a story.



## BEGINNING WRITING (EMERGENT WRITING): Making Progress



ONE-TO-ONE

# BEGINNING WRITING (EMERGENT WRITING): Ready to Read

## Get Ready to Read! Guess What's Inside

### **Emergent Writing**

#### **READY TO READ:** Printing Name/Invented Spelling

- What You Need :
- large box
- markers
- lightly colored plain wrapping paper
- item familiar to your child that will fit inside the box and can be named with one word

#### What You Do :

- 1. Place the item in the box.
- 2. Wrap the box with the wrapping paper.
- 3. Tell your child that there is something in the box. You and your child could discuss some ideas about what might be inside. Place the wrapped box on a table with some markers next to it.
- 4. Ask your child to write his or her name on the wrapping paper, and try to write a guess as to what is inside. All attempts at writing a word should be encouraged!
- 5. To help, ask your child to say the word out loud that he or she wants to write. Help him or her listen for the sounds in that word and write the letters that make those sounds.
- 6. Later, open the box and show what is inside. The box can be reused another day with new paper on it.

#### Why?

Your child will learn that writing has a purpose and engage in beginning attempts at writing.



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## Get Ready to $\operatorname{Read}$ !

## Send a Message

### **Emergent Writing**

#### **READY TO READ:** Message Composition

#### What You Need:

- · shoebox decorated as a mailbox with slot cut in the top
- paper and pencil or crayons

#### What You Do:

- 1. Model writing a short message to your child in order to introduce the activity. The message can include both text and pictures that represent text.
- 2. Explain to your child that he or she can write a message to you and put it in the mailbox. Your child can use scribbles, letters, and/or pictures for the message.
- 3. Be sure to write a message back to your child. You can leave it near your child's bed, on the kitchen table, or in his or her own "mailbox."

#### Why?

Your child will practice using written language and drawings to communicate a message.



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## **ORAL SKILLS** (LINGUISTIC AWARENESS): **Beginning**

## Get $\mathbf{Ready}$ to $\mathbf{Read}$ ! Be an Expert Listener

#### Linguistic Awareness

**BEGINNING:** Active Listening

#### What You Need :

- cassette tape with common sounds recorded on it
- cassette tape player

#### What You Do:

- 1. Introduce the activity by talking to your child about the different sounds that are heard in the house and around the neighborhood. Help your child think of a few sounds and discuss them.
- 2. Encourage your child to close his or her eyes and listen carefully to the sounds that are heard. Talk about the sounds with your child.
- 3. Try this activity with sounds recorded on a cassette tape or on a "listening walk" outside.

#### Why?

Your child learns to listen carefully for sounds. This helps him or her to be a more active listener to the sounds in language.



ONE-TO-ONE

**Find the Rhymes** 

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# Get Ready to $\operatorname{Read}$ !

### Linguistic Awareness

**BEGINNING: Rhyming Words** 

What You Need:

pictures of rhyming word pairs

#### What You Do:

- 1. Begin with any two pairs of pictures displaying rhyming words.
- 2. Spread the pictures out on the table or floor.
- 3. Explain to your child that words that rhyme end with the same sounds. Give a few examples, such as fat/rat or sing/ring.
- 4. Let your child choose one of the pictures. Find the picture that rhymes with the chosen picture and ask your child to determine if the words rhyme. Say the words together to emphasize the rhyming parts of the words. Do the same with the other rhyming pair.
- 5. Spread out more pictures and have your child find the rhyming pairs.

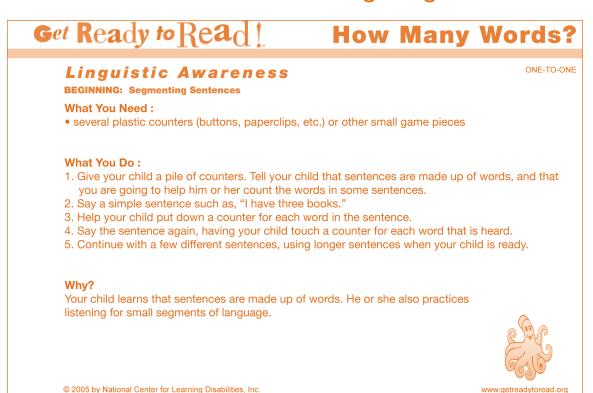
#### Why?

Your child begins to recognize that some words rhyme because they share common sounds.



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**ORAL SKILLS** (LINGUISTIC AWARENESS): **Beginning** 

## **Match That Sound**

### Linguistic Awareness

**BEGINNING:** Active Listening

Get Ready to Read!

#### What You Need:

- 8-10 empty black film canisters with tops
- noisemakers: e.g., salt, beads, water, rice, metal keys, chalk, pebbles

#### What You Do:

- 1. Fill two canisters with the same item, e.g., a key. Do this for a total of eight canisters (four pairs).
- 2. Model the activity for your child: Shake one canister and describe what it sounds like. Shake another canister and describe it.
- 3. Repeat until you find two canisters that make the same sound. Describe the sound to your child.
- 4. Ask your child to try the activity. Encourage him or her to describe what is heard as the canisters are shaken.

#### Why?

Your child will learn to listen carefully for sounds. This will help your child to be a more active listener to the sounds in language.



ONE-TO-ONE

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## **ORAL SKILLS** (LINGUISTIC AWARENESS): Making Progress

Get Ready to Read!	Be a Word
Linguistic Awareness MAKING PROGRESS: Segmenting Sentences	ONE-TO-ONE
What You Need : • the first line of a nursery rhyme, poem or song that your child l • a ball or beanbag	knows very well
<ul> <li>What You Do :</li> <li>1. Sit or stand facing your child.</li> <li>2. Take turns, each saying a word of the line of the rhyme or poe word, pass the ball or beanbag back and forth until you have</li> </ul>	
<ul> <li>Variation :</li> <li>For a challenge, write the line from the rhyme or poem on a str and hold up or point to the word that is being said.</li> </ul>	rip of paper. Cut the strip into words
<b>Why?</b> Your child learns that sentences can be divided into words.	
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## Get $\mathbf{Ready}$ to $\mathbf{Read}$ find the Compound Words

### Linguistic Awareness

#### **MAKING PROGRESS:** Segmenting Compound Words

#### What You Need:

- list of compound words
- pictures of items that illustrate compound words and their parts (for example, a picture of a cup and a picture of a cake for "cupcake")

#### What You Do:

- 1. Tell your child that some words are made up of two shorter words put together and that you are going to use some of those words to play a word game.
- 2. Say a compound word and ask your child to repeat it. For instance, say, "Say cupcake," and let him or her repeat the word.
- 3. Help your child to select the pictures that show the parts of the word, such as "cup" and "cake."
- 4. Continue with several other words on the list below.

#### Why?

Your child learns to listen for the smaller segments of language that are contained in words.

#### Word List :

Cowboy, baseball, jellyfish, grasshopper, cupcake, doorbell, raincoat, bedroom, football, starfish, haircut, sailboat



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ONE-TO-ONE

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## Get Ready to Read! **Jump for a Rhyme** Linguistic Awareness ONE-TO-ONE MAKING PROGRESS: Rhyming What You Need: rhyming dictionary such as The Scholastic Rhyming Dictionary (Scholastic, Inc., 1994) or online at www.rhymezone.com list of pairs of rhyming words · list of pairs of non-rhyming words What You Do: 1. Model the activity for your child. Say a pair of words that rhyme. For example, say, "Cat-bat. The end of those words sounds the same...The words rhyme. I'm going to jump for a rhyme!" 2. Say a pair of words that do not rhyme. Tell your child, "Those words don't rhyme, so I'll just sit down." 3. Play the game with your child, beginning with several pairs that rhyme, and then add in some pairs that don't rhyme. Variation: • To adjust level of activity, begin with one-syllable words and progress to two- and three-syllable words. Whv? Your child will become aware of rhymes and learn to identify them. © 2005 by National Center for Learning Disabilities. Inc www.getreadytoread.org

## Linguistic Awareness MAKING PROGRESS: Segmenting Words

Get Ready to Read

#### What You Need:

- index cards
- glue or tape
- pictures of items familiar to your child; a few items should begin with the same sound

#### What You Do:

- 1. Make picture cards: Glue a picture on each index card. Spread the cards out on a table or on the floor.
- 2. Choose a beginning sound, but don't tell your child what it is. Collect the cards with pictures that begin with only that sound and give them to your child to hold.
- 3. Tell your child that his or her job is to figure out what the mystery beginning sound is.
- 4. Point to each picture on the cards that your child is holding and guide him or her in naming the pictures, emphasizing the first sounds. Help your child figure out the "mystery" first sound.

#### Why?

Your child will learn that words are made up of sounds and learn to isolate the first sound in a word.

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**ORAL SKILLS** (LINGUISTIC AWARENESS): Making Progress

## **Mystery Sound**



## ORAL SKILLS (LINGUISTIC AWARENESS): Making Progress

et Ready to Read!	Rhyme-Out
Linguistic Awareness MAKING PROGRESS: Rhyming Words	ONE-TO-ONE
What You Need: • rhyming words	
<ul> <li>What You Do:</li> <li>1. Give your child some examples of words tha rhyming possibilities (hat, tall, sing, bell)</li> <li>2. Take turns saying a word that rhymes with th</li> <li>3. If you can, make a list of the rhyming words</li> </ul>	
<b>Why?</b> Your child will learn to listen for and generate r	nymes.
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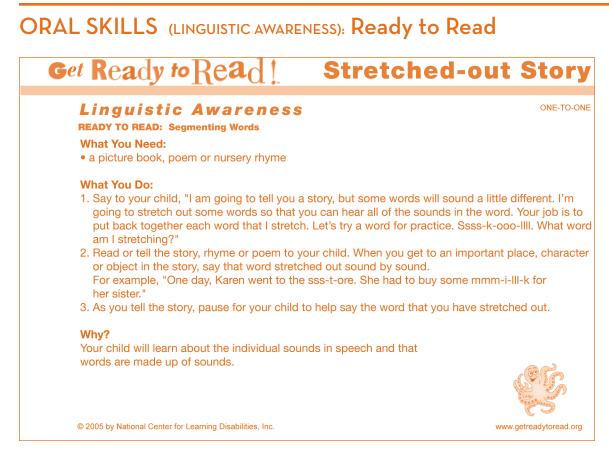
## ORAL SKILLS (LINGUISTIC AWARENESS): Ready to Read

Get Ready to Read! First Sou	und Sort		
Linguistic Awareness	ONE-TO-ONE		
READY TO READ: Segmenting Words			
What You Need :			
• 3 bins or baskets			
• paper bag			
<ul> <li>several objects that begin with each of three different letter sounds</li> </ul>			
What You Do :			
1. Label the outside of each bin or basket with one of the three chosen letter sounds.			
2. Show the bins to your child. Review the names and sounds of the three letters.			
3. Place all of the objects in a paper bag.			
4. Have your child pick one object out of the bag at a time. Help your child name what he or she has chosen and say the first sound of the object's name.			
<ol><li>Tell your child to put the object in the bin or basket that is labeled with the first object's name.</li></ol>	st sound of the		
6. Repeat until all of the objects have been sorted into the appropriate bins.			
<ol><li>Take a few minutes at the end of this activity to go through each bin with you object while emphasizing its first sound.</li></ol>	r child, naming each		
Why?	COP -		
Your child learns to listen for and isolate the first sound of a word. Your child also learns that a letter sound can appear in many different words.			
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D



# Get Ready to Read! What Word is Left?

### **Linguistic Awareness**

## **READY TO READ:** Segmenting Compound Words

### What You Need:

list of compound words (see below)

### What You Do:

- 1. Tell your child that some words are made up of two words put together, and you can take away part of a word and have a new word.
- 2. Say a word and ask your child to say the word back to you. For instance, say, "Say cowboy," and let him or her repeat the word.
- 3. Tell your child, "Now say it again, but don't say 'boy'." Model the correct response: "Cow...boy, without 'boy'. Cowboy without 'boy' is 'cow'."
- 4. Continue with several other words on the list below. Ask your child to try to think of other compound words.

#### Why?

Your child will learn that smaller segments of language are contained in words.

### Word List:

Cowboy, baseball, jellyfish, grasshopper, cupcake, doorbell, raincoat, bedroom, football, starfish, haircut, sailboat



ONE-TO-ONE

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