

# ▶ EARLY CHILDHOOD LEARNING ACTIVITIES

Here are some of the concepts and words children will be learning during the early years in school. You can help at home or in school—and have fun at the same time. Pick one of the topics, spend a little time on it as often as possible, and then do the same with the others.

Remember that children in this age group have a short attention span so do not expect them to be able to concentrate for too long. Learning is hard work. You must be patient. Try to make these activities an enjoyable time, a sharing time.

TOPICS	KEY CONCEPTS	GAMES TO PLAY
<b>COLORS</b>	red blue yellow green orange black white purple brown	'Simon Says' or 'I Spy'
<b>FAMILY</b>	parents' names address telephone number child's birthday	Let your child draw his or her family. Help child write a story about your family.
<b>HOME</b>	names of different rooms in the house names of different furniture	Draw your house and label the rooms. Use a catalog to furnish the drawing. Label the furniture.
<b>PARTS OF THE BODY AND HOW THEY HELP US</b>	eyes teeth tongue chin cheek ears mouth nose elbow fingers feet lips wrist ankle	Play 'Simon Says.' Get a large sheet of paper and draw an outline of your child. Let your child label different parts of the body.
<b>CLOTHING</b>	names of different articles of clothing	Use a catalog to cut out a wardrobe
<b>SEASONS</b>	summer fall winter spring	Use a calendar to discuss seasons. Relate seasons to child's birthday. Talk about what kind of clothing you wear for each season.
<b>WEATHER</b>	cloudy snowy sunny rainy windy	Let your child be a weather reporter. Relate weather to seasons, clothing, and geography! Plan an imaginary trip to a place with a different climate.
<b>DOING THINGS</b>	Tie shoelaces dress himself/herself zip zippers button buttons use scissors (blunt ones) use paste to paste pictures	

TOPICS	KEY CONCEPTS	GAMES TO PLAY
<b>OPPOSITES</b>	up and down in and out on and off near and far over and under narrow and wide high and low top and bottom front and back first and last same and different right and left here and there	Have an 'Opposite Day' or an 'Opposite Time,' in which everything said is opposite. Be clear about the beginning and ending of this exercise.
<b>SPATIAL RELATIONSHIPS</b>	middle      next to in front of    between behind      below over          above alongside    beneath	Play hide-and-go-seek with an object. Give hints according to location.
<b>MOTION</b>	slow and fast slower and faster	Have toy car races. Then talk about how they win or lose.
<b>TIME</b>	beginning and end morning    afternoon night night and day late    early    on time	Make a clock out of a paper plate. Talk about activities that occur at different times of the day.
<b>TEMPERATURE</b>	hot and cold warm and cool	
<b>AMOUNTS</b>	some and none few and many whole and part each all and some empty and full none pair teaspoon tablespoon cup	
<b>COUNTING</b>	from 1 to 10	

# ► INTRODUCTION to LITERACY

## **PERFORMANCE: STANDARDS**

What should your child be able to understand? Literacy, for purposes of this guide, is about language—spoken, read, written. Schools and school systems set standards for your child’s achievement as he or she progresses through elementary school. Our children can and do want to achieve. Surveys of students indicate that children want higher standards, and research shows that students learn more when expectations are higher. Readings standards, for example, now indicate that a child should read 25 quality books every year, including fiction, nonfiction, poetry and other types of reading. The level of difficulty requires increases with each grade level.

Some students will meet the standards earlier, others later. Identifying the exact time the student should demonstrate a particular skill is less important than making sure he or she learns it. What matters most is that your child has a high but attainable goal, the confidence and encouragement to try, and the teaching and other support he or she needs to succeed.

## **LANGUAGE ARTS**

The reading performance standard at the elementary school level has four parts including reading and understanding a broad range of literature.

The writing performance standard requires that students at the elementary school level produce reports, responses to literature, narrative accounts and narrative procedures.

### **COMPONENTS OF LITERACY**

**Speaking    Listening    Reading    Writing**

#### **ORAL LANGUAGE**

practical uses  
family based  
story telling  
giving/understanding  
instructions

#### **RICH LANGUAGE**

poetry  
folk tales  
riddles & jokes  
songs  
vocabulary  
all kinds of books & magazines

#### **LITERACY SKILLS**

decoding  
sequencing  
retelling  
sight words  
spelling  
computers

#### **THINKING**

comprehension  
memory  
analysis  
opinions  
note taking

## ► LITERACY SKILL BUILDING

### Key Decoding Skills

**BEGINNING SOUNDS** You can help your reader make the connection between different letters and the sounds at the beginning of words.

Practice making the “B” sound, then slowly say a list of words. Have your child raise her hand when she hears a “B” word. Later, point out written “B” words: **b**all, **b**ug, **b**ike or **b**ed.

Do the same thing with other beginning letters and sounds.

Have your child point to sight words or words on a page that start with the letter, and together “read” the whole word.

All the “B” words can be written down and used in a Bingo or Concentration game.

Provide fun practice and as much help as needed to remember and distinguish sounds and letters.

**WORD FAMILIES** Practice saying “Bat.” Say “Bat” several times. Review the beginning sounds of several words, making the connection between the first letter and the first sound: **c**at, **m**at, **s**at, **f**at...

Say “Bat” and concentrate on the “-at” sound. Say it several times. Say “Cat”, “Mat” etc.

“Cat” begins with **C**. “Mat” begins with **M**. “Sat” begins with **S**. **They are in the same family.** See how many new words you can make!

“- at”	“- et”	“- ot”	“- ook”
<b>c</b> at	<b>m</b> et	<b>p</b> ot	<b>b</b> ook
<b>m</b> at	<b>p</b> et	<b>l</b> ot	<b>t</b> ook
<b>s</b> at	<b>s</b> et	<b>n</b> ot	<b>c</b> ook
<b>f</b> at	<b>l</b> et	<b>d</b> ot	<b>l</b> ook

Here are some other words to use in the same way: cake, top, pen, ring, rug.

Write down the basic part of each word family, such as “- at”, “- et”, etc. on separate squares. Then give your child individual letters to put at the beginning. Make up Word Family games.

**BLENDS** Word Families also help you practice **beginning blends** like “br”, “tr”, “st”, “sp”, “sh”, “pl”, etc.

“– ot”  
sp ot

“– ook”  
sh ook

“– ay”  
pl ay

**WORD ENDINGS** Calling attention to and practicing common words helps with new word recognition.

play **ing**

eat **ing**

sleep **ing**

hard **er**

fath **er**

wish **es**

dish **es**

**COMPREHENSION** **Check for understanding** even when your child can sound out the words without difficulty.

**Recalling details:** “Tell me something you remember from the story.”

**Making inferences:** “What part of the story let you know Kim was scared?”

**Relating to personal experience:** “Were you ever afraid? Tell me about it.”

**LONG AND  
SHORT VOWELS**

**Long Vowel**

APRON



EAGLE



ICE



OVERALLS



UNICORN



**Short Vowel**

APPLE



EGG



IGLOO



OCTOPUS



UMBRELLA





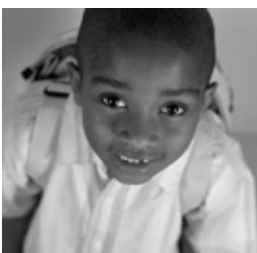
## Using the Silent “e”

### Short Vowel Sounds Become Long Vowel Sounds

An “e” at the end of a one-syllable word changes the vowel sound from a short sound to a long sound: it makes the vowel say its name.

For practice, have your child read the word in the short vowel column and then the corresponding word in the long vowel column. Ask what the difference is.

The goal is for your child to recognize that by adding “e” to the end of these words, he or she is changing the sound of the vowel.



### SHORT VOWEL SOUNDS    LONG VOWEL SOUNDS

<b>a</b>	at	ate	
	cap	cape	
	mad	made	
	pal	pale	
	tap	tape	
<b>e</b>	pet	Pete	
	<b>i</b>	dim	dime
		win	wine
		bit	bite
<b>o</b>	kit	kite	
	spit	spite	
	hop	hope	
<b>u</b>	dot	dote	
	rob	robe	
	tub	tube	
	cut	cute	

- Take an index card, cut off a strip about an inch high.
- Write an “e” on the left side.
- Hold it next to the words in the above Short Vowel list.

## Sight Words

These are good words to use for spelling and word games since children must know them on sight, but don't use them for testing.

<b>LEVEL 1</b> <i>grades 1 &amp; 2</i>	<b>LEVEL 2</b> <i>grades 2 &amp; 3</i>	<b>LEVEL 3</b> <i>grades 3 &amp; 4</i>	<b>LEVEL 4</b> <i>grades 4 &amp; 5</i>	<b>LEVEL 5</b> <i>grades 5 &amp; up</i>
a, A	come	again	among	although
are	cost	against	any	altogether
do	done	answer	beauty	aunt
from	don't	because	both	beautiful
goes	four	been	bought	busy
her	friend	could	build	buy
I	full	couldn't	built	door
is	off	does	during	enough
of	one	doesn't	know	eye
out	none	only	knowledge	father
pull	shoe	orange	laugh	floor
push	ski	lose	length	island
put	some	parent	many	ninth
said	someone	pretty	minute	ocean
the	Saturday	says	move	pint
they	talk	should	once	rough
to	there	shouldn't	ought	sugar
very	walk	sure	owe	taxi
was	want	two	people	though
were	what	whole	poor	through
why	where	would	promise	together
you	who	wouldn't	radio	tough
your	won't		tongue	Tuesday
			toward	usual
			woman	usually
			women	Wednesday

# ▶ **READING for MEANING**

## **Sample Reading Session**

**I Review work from previous session(s).** (About 5 minutes.)

**II Choose the book.**

Select about three books based on your child's interests and ability. Let your child make the choice from among these. If possible, ask your child's teacher for recommendations.

**III Read the book.** (This may take several sessions.)

*Begin with discussion* of the cover picture and title to give some clues about the story and to spark interest. Name the author and illustrator.

*Read aloud.*

1. Pre-teach difficult words in the passage. (Optional)
2. Have your child read aloud. If he/she has difficulty with a word, tell it to him/her.
3. Write down three or four of these words on the "Word Computer" for later review.
4. Alternate reading a few passages with your child.

*Read silently.*

1. Select a short passage to be read silently by your child.
2. Remind him/her to ask for help with unfamiliar words.
3. When finished reading, ask a question or ask for an opinion on something in the passage. Your child's answer will show whether or not he/she has understood what was read.

**IV Review the skills, using one of the activities.** (About 10 minutes.)

- A. Have your child read the "Word Computer." Help him/her use the words in sentences to show they are understood.
- B. Play Concentration (each word on two small cards). Give student the game to take home.
- C. Play Word Bingo. Write problem words on Bingo board, some on one, some on the other, and on "call" cards.

**V Read aloud** to the student "for fun."

**VI Let student select a book** to borrow, if possible in your program.

**VII Make a record of activities** on the Daily Journal sheet.  
Use the last column to plan your next session.

**Note:**

**Not everything  
should be done in  
one session!**



## Building Self-Correction Skills

### EXPLANATION

#### Child reads through errors and never self corrects

1. Your child may have self-corrected the meaning but doesn't feel it is necessary to go back and correct out loud.
2. Your child doesn't realize an error has been made.

### ACTION TO TAKE

1. Ask your child to tell you about the story or even just that part.
2. Ask your child to go back and check the page on which the error was made.

### WHAT TO SAY

"You misread something on this page. Can you find it?"  
"I like the way you did that, but can you find what part of the story was hard for you?"

### CHECKING/ CONFIRMING

Be sure to check to see if your child has a sense of the part of the story that was read incorrectly.

### EXPLANATION

#### Child pauses

Your child has noticed that something is not right, has lost the sense of the passage, or has met a challenge he or she cannot solve.

### ACTION TO TAKE

Draw the attention to the fact that your child has become aware of something. Model a new strategy or guide your child to use a strategy he or she already knows.

### WHAT TO SAY

"My, aren't you looking and checking!", "Why did you stop? What did you notice?" or "You noticed something, didn't you?"

### CHECKING/ CONFIRMING

Support/encourage independence by drawing attention to & praising your child's awareness that something was wrong. Children need to learn to recognize & trust these signals.

### EXPLANATION

#### Child stops and cannot continue

### ACTION TO TAKE

Your child cannot use any clues to solve a reading challenge.

Occasionally you may need to give your child a choice of words. Have your child decide which one would fit best. Check with your child to be sure this word makes sense. The more you provide children with the one correct word, the further they will be from reading independently.

### WHAT TO SAY

"How could you check? Would \_\_\_\_\_ make sense?" "Could \_\_\_\_\_ fit there?"  
"Do you think it looks like \_\_\_\_\_?"

### CHECKING/ CONFIRMING

This action will help develop a child's thinking, draw attention to his or her abilities and build independence.

## Strengthening Reading Abilities

### Word and Sentence Meaning

**POINTING OUT ERROR** “You said ‘ \_\_\_\_\_ ’...Does that sound right?”

**ACTION TO TAKE** *Parent:* Reread the sentence. Stop at the problem word.

**WHAT TO SAY NEXT** “Let’s read that again.”

**REINFORCING** “Were you right? How did you figure it out?”

### Word Recognition

**POINTING OUT ERROR** “Does that look right?”

**ACTION TO TAKE** *Parent:* Reread the sentence and just say the first sound of the word. Cover the word. Ask, “What letter do you think comes at the beginning?” Uncover the word and check.

**WHAT TO SAY NEXT** “Does that look right?”  
“What would you expect to see if that word were \_\_\_\_\_?”  
“What letter does it start with? What sound does it make?”  
“Read the sentence again, say the sound of the first letter of the word, and see if you can think of what the word might be.”

**REINFORCING** “Were you right? How did you figure it out?”

### What to Do When your Child Doesn’t Know a Word in a Text

**Give plenty of time** for your child to use his/her own strategies to figure out the word.

**Try using a picture** from the story to help.

**Remind the student** what the story is about.

**Ask, “Does what you just read make sense?”** Try telling it back to me.”

**Look for a part of the word** inside the word that the student knows.

**Leave the word out, skip it, read on** to the end of the sentence. Then come back to it.

**Tell the word,** if it interferes with the meaning or the flow of the reading.



**If there are five words on a page a child doesn’t know, try an easier book.**

## **Suggested Questions to Ask**

### **After Reading a Story appropriate for K-3 grades**

Here are some suggested questions that you can ask your child. Not all will fit each story; not all should be asked. Try to choose one or two that are most appropriate for your child and for the particular story.

Asking questions of this type will encourage your child to start thinking about what he/she has read and will help him or her to understand some of the concepts in the story. However, do not turn discussions into quizzes.

It is a good idea to tell the title of the book, the author and the illustrator. These terms may have to be explained.

1. Can you tell me something you remember from the story?
2. Did you like the story? Why? Why not?
3. Which part did you like (not like)? Why?
4. What was the story about?
5. Who was the most important character? Would you like to have a friend like that? Why? Why not?
6. Are there any parts you would like to hear again?
7. Can you pick out an exciting (or scary or funny or sad) part? Why was it \_\_\_\_\_?
8. Do you think any of your friends would like this story? What would you tell them about it?
9. Where does the story take place? (city/country, indoors/outdoors)
10. When does the story take place? (day/night, summer/winter, now/long ago)

**Always have the attitude that your child chose the answer, and is working the way he or she is working, for a reason. It might be a “wrong” reason, but it does exist.**



## **Where are Answers to Questions Found?**

**RIGHT THERE** The answer is in the text. The words used in the question and the words used for the answer can usually be found in the same sentence.

**THINK & SEARCH** The answer is in the text, but the words used in the question and those used for the answer would not be in the same sentence. You need to think a lot before you can answer the question.

**ON MY OWN** The text got you thinking, but the answer is inside your head. So think and use what you already know to answer the question.

## **Questions for More Advanced Readers**

### **REALITY (BELIEVABILITY)**

1. Did you like the story? Why?
2. Does the story make sense to you?
3. Is this illusion or reality?
4. What passages make the story seem real or unrealistic?

### **CHARACTER DEVELOPMENT**

1. Which character had the most power?
2. Who was your favorite character in the story? Why?
3. Have you ever met someone like this in real life?

### **MOOD AND TONE**

1. What is the basic mood of the story?
2. What key passages set the mood?
3. Why do you think the author placed the story in the specific time/space?

### **CONFLICT OR MORAL OF STORY**

1. What do you think the messages of the story are?
2. What specific passage in the story helped you understand the author's message?
3. Do you agree or disagree with this message? Why?

### **EXPERIENCE RELATED QUESTION**

1. Have you ever had an experience like this in your life? When? Explain.
2. Can you apply the basic message to your life experience?
3. Would you like to share this story with other children and adults?

## ▶ GETTING STARTED with WRITING

From the earliest grades, written language is considered important. Children use writing for many tasks, including creating instructions, descriptions, stories, and for note taking.

Children's writing is expected to show a clear communication purpose. Begin by asking, "What is it you are trying to do today?" Then ask the child to answer the 5 "W's" to organize the writing: Who, What, When, Where, and Why?

### **Helping Children Think About Writing**

There are important steps that can be followed when helping your child with writing. They include having a "writing conference" with your child, asking good questions about his or her writing and using different ideas to encourage him or her to write more. It is important to focus on the content of the writing first, and at the end work on grammar, spelling and punctuation.

### **The Writing Process**

- |                                  |  |
|----------------------------------|--|
| <b>1ST STEP:<br/>BRAINSTORM</b>  | What is your essay or story about? What do you want to convey to the reader?<br>What are some of the details? Make a list or outline of every thing you want to say.   |
| <b>2ND STEP:<br/>ROUGH DRAFT</b> | Write a rough draft focusing on the content of the essay and how it will be organized. At this point, don't worry too much about grammar and spelling. Begin the conferencing process.                           |
| <b>3RD STEP:<br/>REVISE</b>      | After conferencing, go back to the essay. Does it say everything you need to say?<br>Are there any details that needed to be added? Do you like your word choice?<br>Does it sound the way you want it to sound? |
| <b>4TH STEP:<br/>EDIT</b>        | Have another writing conference. Read over the essay carefully. Are there any spelling or grammar errors to be fixed at this point? Is it organized in an effective way?   |
| <b>5TH STEP:<br/>FINAL DRAFT</b> | This is the point to write up or type the essay neatly. Are there any final changes you need to make?  |

## How to Have a Writing Conference

1. The writer shares with the listener where he or she is in the writing process and where help is needed. For example, "I've written a rough draft and gone over it a couple of times but it's missing something and I can't put my finger on it."
2. The writer reads the piece aloud. The listener does not interrupt.
3. The listener retells what he or she has heard. For example, "So last Friday you went to the dentist to have a cavity filled. And you were really nervous because you're afraid of dentists, but this one was really nice and made you laugh the whole time. It didn't even hurt to have the cavity filled, so now you like going to the dentist."

### Questions to Ask

Use the questions below to elicit more information and to move the writer along in the writing process. Use appropriate questions (not all of them) as to what is needed with the particular essay. Writer and listener discuss questions and comments. Older writers can take notes.

#### OPENING QUESTIONS

How is your writing going?  
What are you writing now?  
Where are you now in your draft?

#### PROCESS QUESTIONS

Read the part you like best.  
What is going to happen next?  
Please tell me more about . . .  
One thing I like about your story is . . .  
What do you mean when you said this?  
What are you trying to do with this part?  
I did not understand what you meant in this part . . .  
What are you trying to tell your reader?  
What do you want to do in the next draft?  
What is your next step?

#### QUESTIONS THAT REVEAL DEVELOPMENT

I noticed that you changed \_\_\_\_\_. How did you do that?  
If you were going to put more here, how would you do that?  
How can you solve this writing problem?  
How did you go about choosing this . . . (word, name, description)?  
What do you think about this piece of writing?  
What was hard for you when writing this piece?  
What will you do with this piece of writing when it is completed?

## General Suggestions for Writing

**Create a safe environment for writing.** Balance feedback between what is good about the writing and what needs improvement. Always highlight whatever is positive in your child's writing.

**Encourage a variety of writing activities.** Keeping a daily journal can be motivating and can provide needed practice. Consider other fun assignments such as writing to a pen pal, composing songs, or recording a family activity.

**Use free writing.** Set a time each day and have children write about anything that interests them. Stress that no one else has to read what they write, nor will the writing be evaluated.

**Provide time for provision and proofreading.** Emphasize that writing is a process. Explain to older children that it might be easier to proofread what they have written a day or after writing it rather than immediately.

**Use cooperative writing projects.** Provide opportunities for several children to work in groups as they work on writing assignments. Designate a different role for each person, such as brainstormer, researcher, proofreader, and illustrator.



# THE READ and DO GAME

**Directions: Cut the sentences into strips. Fold them.  
Take turns picking one and doing what is written.**

Name five articles of clothing.

What color are your parent's eyes?

Recite the days of the week starting with Wednesday.

Tell your parent to clap his or her hands three times.

What is today's date?

Name three odd numbers.

What is a synonym for "curious"?

Name five types of transportation.

Name five vegetables.

Put your pencil on the floor and then pick it up.

Put your right hand on your left ear.

Describe what your parent is wearing.

How many people in this room are wearing eye glasses?

Ask your parent the name of his or her favorite TV program.

Who is the President of the United States of America?

What is the opposite of "under"?

Name five things you could drink from if you didn't have a glass.



# THE BOOKWORM



My Name \_\_\_\_\_

**TITLE**

**AUTHOR**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_

# THE BOOK REVIEWER

1. Tell about your book by filling in the “newspaper” (below).
2. Write a sentence answering each question.
3. Draw pictures for fun!

**Title**

**Author**

## WHO?

Tell about the main character.

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---

---

picture

## WHAT?

Tell what happens in your book.

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## WHERE?

Draw a picture of where the story takes place.

## WHEN?

Tell when the story takes place.

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## WHY?

Did you like the book? Why or why not?

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# WORD BINGO

Word Bingo can be used for several purposes: to reinforce new sight words, practice short vowel words and aid pre-readers in letter recognition and initial consonant sounds.

## MATERIALS

One piece of paper with two Bingo boards on it; 18 small squares of paper; list of words to use in game. (Photocopy the game board below.) Write a word/letter in each space. Use blank squares to cover the spaces.

## DIRECTIONS

1. Write the words you want to work with in the spaces on one Bingo board, one word/letter to a space. Have your child write the same words on the other bingo board. Since two people play, put the words in different places on the two boards.
2. Tutor should call out a word/letter from list.
3. Each player should take blank square of paper and cover the word on the board.
4. Person who covers all the words in a row, diagonally or the whole board, wins!

		<b>FREE</b>		

# CONCENTRATION

Concentration is a popular game involving memory and concentration skills.

## DIRECTIONS

1. Cut paper into squares.
2. Select a list of five to ten sight words from the reading which the student needs to work on.
3. Each word should be written on two of the squares. The tutor should write on one square and the student should copy it onto a second square.
4. When all the words are written, the cards should be mixed up and placed facedown on the table.
5. The adult goes first and turns over two cards; the student reads the words.
6. If there is no match, the cards are turned over again, and it is the student's turn. The student turns up two cards and reads each word aloud.
7. If a match is made, the person who made the match collects those cards and goes again.
8. This process continues until all the words have been picked up. The person with the most pairs wins.
9. Subtly allow children to win most games and also encourage them to keep the cards and play the game with someone at home.

### Note for Pre-readers:

Instead of using words, letters or pictures can be written on the squares of paper.

### Vocabulary Concentration:

Instead of using sets of matching words, you can write the word on one card and the definition on the other.

**CAT**

**A Small  
Furry Pet**

**CAKE**

**A Sweet  
Treat**

# BICYCLE RACE

Bicycle Race is a board game which helps increase comprehension. The student is making inferences, recalling information and evaluating while thinking of answers to the questions. These are all important aspects of comprehension.

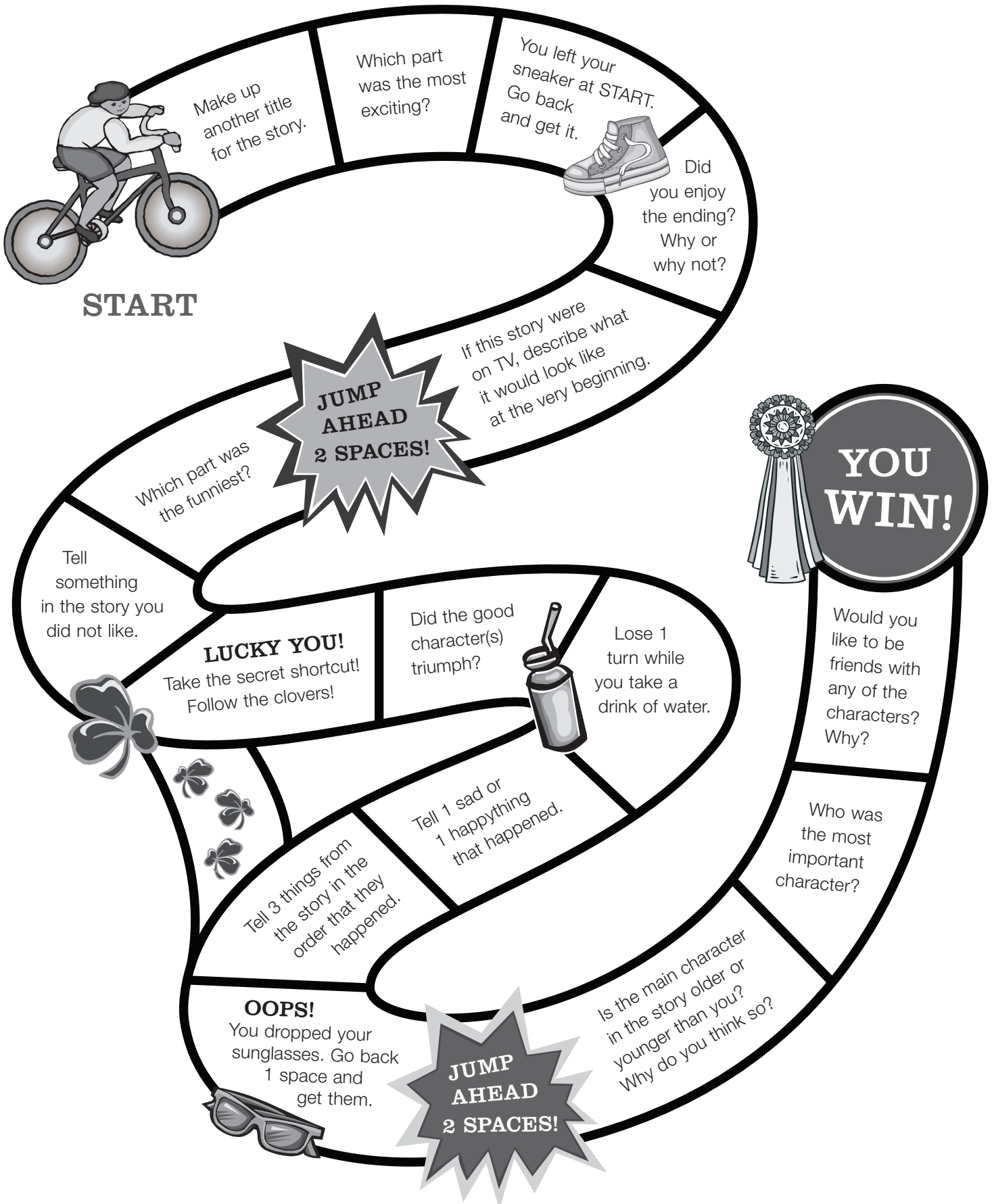
The game should be played after completing a story or a book.

**MATERIALS** Bicycle Race board  
6 cards numbered 1, 1, 2, 2, 3, 4  
1 marker for each player. (Two to four players; the tutor is always one of the players.)

## DIRECTIONS

1. Place the cards in a pile facedown.
2. The first player selects a card and, starting at "Start," moves his or her marker the number of spaces indicated. The player then answers the question or follows the directions that are in the box. (The tutor may have to discuss the question if the student has difficulty answering it. If the tutor feels that a question does not pertain to the book or story, the player may move his or her marker forward one box and answer that question.)
3. The second player selects a card and the game continues in this way, with the players alternating turns.
4. The first player to reach the end is the winner.

# BICYCLE RACE



# NEIGHBORHOOD TREASURE HUNT

Use this game to help your child find different things in your neighborhood. Don't try to complete the hunt in one walk. It should take several. This is one way to build your child's awareness of things around and to increase his/her vocabulary. Have fun! (By the way: you do the writing.)

**FIND**   2 buildings made of brick   2 made of stone

**SHOW ME**  a tree  its trunk  its roots  its bark  
 a branch  a twig  a leaf

**FIND** 3 windows of different shapes. What shapes are they?  
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**DO YOU SEE**  a flagpole?  a bench?  a gate?  a fence?

**COUNT THE STEPS** in front of a building. There are \_\_\_\_\_ steps.

**FIND SOMETHING** red \_\_\_\_\_ blue \_\_\_\_\_  
green \_\_\_\_\_ white \_\_\_\_\_  
yellow \_\_\_\_\_ orange \_\_\_\_\_

**WHAT OTHER COLORS DO YOU SEE?** \_\_\_\_\_

**FIND** 5 different kinds of stores 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_

**FIND THE SIGN** that tells the name or number of your street. What does it say?  
\_\_\_\_\_

**SHOW ME** 3 different ways to travel  
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**CAN YOU** think of any others? \_\_\_\_\_

**DO YOU SEE**  a traffic sign?  hydrant?  lamp post?  curb?  
 traffic light?  sewer?  utility pole?  a bush?

**SHOW ME SOMETHING** high \_\_\_\_\_ low \_\_\_\_\_ up \_\_\_\_\_  
down \_\_\_\_\_ far away \_\_\_\_\_ near \_\_\_\_\_  
in something \_\_\_\_\_ under something \_\_\_\_\_  
over something \_\_\_\_\_ big \_\_\_\_\_ small \_\_\_\_\_  
hard \_\_\_\_\_ soft \_\_\_\_\_ heavy \_\_\_\_\_ light \_\_\_\_\_

# HOME TREASURE HUNT

Use this game to help your child find different things at home.  
Don't try to complete the hunt the first time. It should take several.  
This is one way to build your child's awareness of things around and to increase his/her vocabulary. Have fun! (By the way: you do the writing.)

**FIND**   2 windows   2 doors

**SHOW ME**  a table  its top  its legs

**FIND**    3 rooms Are there numbers or words in these rooms? What are they?  
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**DO YOU SEE**  a clock?  a sink?  a stairway?

**COUNT THE DOORS** There are \_\_\_\_\_ doors.

**FIND SOMETHING** red \_\_\_\_\_ blue \_\_\_\_\_  
green \_\_\_\_\_ white \_\_\_\_\_  
yellow \_\_\_\_\_ orange \_\_\_\_\_

**WHAT OTHER COLORS DO YOU SEE?** \_\_\_\_\_

**WHAT SHAPES DO YOU SEE?** \_\_\_\_\_

**FIND** 5 different kinds of food 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_

**HOW MANY** rooms are there? \_\_\_\_\_

**SHOW ME SOMETHING** high \_\_\_\_\_ low \_\_\_\_\_  
in something \_\_\_\_\_ under something \_\_\_\_\_  
big \_\_\_\_\_ small \_\_\_\_\_ hard \_\_\_\_\_  
soft \_\_\_\_\_ heavy \_\_\_\_\_ light \_\_\_\_\_

**SHOW ME**  the kitchen  a bedroom  the front door



# WORD COMPUTER

