

## Literacy

**Letter Recognition** - Child can look at each letter of the alphabet (both upper- and lowercase) and say its name.

- Have your child point out and name various letters they find on objects around them. For example: Child looks at a box, can, or bag and identifies letters they know. Start by finding letters that are in their name. Parent/guardian says: "Sara this is letter S (points to the S in the child's name). Can you find another letter S?"
- Look for signs around you (traffic signs, store fronts, banners, street signs, etc.) and have your child tell you what letters they see. For example: While walking, have your child look for and point out letters they can find. Parents/guardians can help their child recognize whether it is an uppercase or a lowercase letter.

**Letter Writing** - Child can write both upper and lowercase letters.

- Have your child practice writing letters. For example, your child can write letters in the dirt or sand using their finger or a stick. Encourage your child to write uppercase and lowercase letters.
- Have your child practice writing his/her name with different writing tools (pen, pencil, markers, crayons, chalk, etc.). If your child does not know how to write his/her name write an example for them to follow. Encourage your child to use uppercase and lowercase letters appropriately in his/her name.
- Have your child write as many letters as they can. For example, while singing the Alphabet Song have your child write the letters they know. If they need help, write the letters with them. Use both uppercase and lowercase letters.

## Phonemic Awareness/Phonics

*Phonemic Awareness - Child can hear and use sounds in spoken words*

Activities:

- During daily conversation the parent/guardian says a word and the child says the beginning sound. Ideas for words can be animals, family names, foods, colors, places, etc. For example:  
Parent/guardian: "What is the first sound you hear in the word "monkey?"  
Child: Responds /m/ \*NOTE: when you see /m/, say the sound of the letter ("mmmm").
- Have your child name 3 things that start with the same sound as his/her name. For example, Ben says "blanket, ball, and banana."
- Parent/guardian says "let's pretend I have a box that only things that begin with /r/ can go inside. What three things could go in my box that begin with the sound /r/?" \*NOTE: when you see /r/, say the sound of the letter ("rrrr").

*Phonics – child can associate names of letters with sounds of the alphabet*

Activities:

- Point to a letter. Have your child say the sound the letter makes. For example, parent/guardian writes the letter S or points to the letter S on a sign and the child says, /s/. \*NOTE: when you see /s/, say the sound of the letter ("ssss").
- Say a letter sound and have your child write the letter. For example, parent/guardian says /n/, and the child writes the letters "N" and "n." \*NOTE: when you see /n/, say the sound of the letter ("nnnn").

**Pre-literacy** - Child can express thoughts about a picture or story in complete sentences. Child can use a book correctly following words from left to right and top to bottom. Child can tell the difference between a letter and a word.

- Look at a picture (in a book, on your phone, on television, etc.) or look outside and ask your child to tell you about what they see. Encourage complete sentences as the child is discussing the picture or what they see.

Parents/guardians: "Tell me as many things as you can about what you see."

\*If the child responds with a single word (ex: "bird") try asking questions such as "tell me more about \_\_\_\_\_."

- Find a book or any printed material. Have your child show you the front and back of the book, how to turn a page, and how to follow the words from left to right and top to bottom. Ask your child to point to a letter, point to a word, and point to the spaces between the words.