

# Childhood Connections

## Early Literacy Skills:

### **Spot a Sound (Listening to sounds)**

Say, “Who can spot a sound with your ears?” This teaches kids to listen carefully and then eventually to be able to listen closely to sounds in words.

Variation: Place different objects in a sack or bag and shake them. The child tries to identify the objects by the sound it makes.

### **Rhyming:**

#### **In My Box**

Place rhyming picture cards in a bag, pull one out and say, “In my bag, I have a (name the card).”

The child then takes the card and repeats the phrase with a rhyming word.

Example - First person: “In my bag, I have a cap.” Second person: “In my bag, I have a lap.”

\*Read rhyming books

\*Try to rhyme things that you say to your child.

### **Letter Sounds (Phonemes)**

Start with bigger chunks of words before moving to individual sounds. Compound words (doghouse, cardboard), then word parts like syllables (Tiger: Ti-ger, Hippopotamus: hip-pot-a-mus). Once syllables are mastered, then work with individual sounds (phonemes).

For example, cat: /c/ /a/ /t/, pass /p/ /a/ /s/, frog /f/ /r/ /o/ /g/.

### **Head, Shoulders, Knees, and Toes**

Say a word and then segment the word into sounds while touching your head with the first sound, shoulders with the second sound, knees with the third sound, and toes with the fourth sound. Once all sounds have been segmented, you can blend them back together by jumping and saying the whole word.

***Find more literacy ideas at [www.readingrockets.org](http://www.readingrockets.org)***

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## Early Math Skills:

### **One to One Correspondence:**

#### **Counting Numbers in everyday context**

\*Try counting buttons, forks, plates, stairs, etc.

\*Gather small toys, line them up, and count! Then put them in a circle and do it again!

-This helps your child understand that no matter the shape, the number is still the same.

### **Shapes and Sizes:**

#### **Shapes on the Go**

Pass the time at the store or waiting in line finding shapes around you. Say, "I spy a rectangle," and point to it. Then ask the child to find another rectangle. Try again with another shape.

#### **Comparing**

Compare sizes of familiar things, feet, hands, and other household objects. Notice and use vocabulary to explain when objects are longer/shorter, big/small, wider/narrower

#### **Matching and Sorting**

Use buttons, barrettes, cars, Legos®, etc. to sort by **color, shape, or size**. Sort by just one attribute to begin.

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Little Learners

info@kslitlelearners.com

(913-) 254-1818

Little Leaders of KCK  
Learning, Caring, Growing

info@littleleaderskck.com

(913) 299-1821