

Grade K Literacy Activities for At Home



[Reading League Buddies](#)

[Sounder and Friends](#)

<https://mclass.amplify.com/homeconnect/>



Phonological Awareness

What is Phonological Awareness?

Phonological awareness refers to the bigger “chunks” or “parts” of language. When we ask students to rhyme, blend small words to make a compound word, break words apart into syllables or onset-rime, we are working at the phonological awareness level. Phonemic awareness is a part of phonological awareness. Phonemic awareness is the ability to recognize and manipulate each sound in a word. Phonological/phonemic awareness focuses on sounds and does not include written letters or words. In kindergarten, phonological awareness focuses on rhyming words (words that sound the same at the end), alliteration (repeated beginning sounds), segmenting sentences (telling how many words in a sentence), syllables (chunking parts of words), and manipulating phonemes (adding, deleting, or substituting sounds in words). All these skills are practiced orally, without any written letters.

Practice Activities

- Nursery Rhymes: Sing a nursery rhyme each week with the child. Talk about words that rhyme, describing them as words that sound the same at the end. As the child becomes more familiar with the rhyme, have them complete phrases by saying the rhyming word. [Nursery Rhymes](#)
- Odd Word Out with Rhyming: Let the child know that they will be listening for the “odd word out” in groups of words that rhyme (e.g. man, can, book). Remember, rhyming words sound the same at the end.
- Rhyming Riddles: Create simple riddles or poems and go over them with the child. Next, let the child fill in the rhyming word after you start the riddles or poem (e.g. “The black cat is very ____ (fat)” or “Humpty Dumpty sat on a wall. Humpty Dumpty had a big ____ (fall)”.) Remember, rhyming words sound the same at the end.
- Odd Word Out with Alliteration: Let the child know that they will be listening for the “odd word out” in groups of words that have the same beginning sound (e.g. man, tree, monkey). Remember, words with the same beginning sound are examples of alliteration.
- Particular Puppet: Find or make a puppet out of a paper bag or a sock. Talk about how the puppet is picky and only likes foods that start with a particular letter (e.g., He will only eat foods that start with the letter S., He will play with toys that begin with the letter T.). Have the child look around the house, store, or outside for items that Particular Puppet would like. Ask the child to tell you or point out what things Particular Puppet would like.
- How many words do you hear?: Say a short sentence. Repeat the sentence with the child. Jump/clap/tap for each word while saying the sentence again. Say how many words are in the sentence. Repeat several times.
- Syllable Hopscotch: Use chalk or tape to create boxes on the floor and say a word. Give the child a word. Have the child skip, step, or hop into a box for each syllable they hear in the word. Some words are harder to segment than others. Check the [number of syllables](#). [Printable Cards](#) (optional)

- Sound Play Practice: adding, taking away, or substituting individual sounds to form new words. (Adding—“Say pot. Now add a /s/ to the beginning of pot. We made the word spot by adding /s/ to pot!” Deleting—“Say cat. Now say cat without saying /c/. Yes, we made at by taking the /c/ away from cat.”). Watch [Sound Play Practice](#).
- mClass Home Connect: More phonological awareness activities can be found on [mClass Home Connect](#).

Practice Activities (Printables)

- Nursery Rhymes: Recite nursery rhymes. Pause to talk about rhyming words and how they sound the same at the end. [Nursery Rhyme Sheet](#)
- Rhyming Cards: Use printable rhyming cards for many activities. [Rhyming Cards and Activities](#)
- Syllable Cards: Use printable picture cards to sort according to the number of syllables in words. [Syllable Cards](#)
- Sound Board Games: Create your own beginning sound board game. Change the objects or pictures on the game board to focus on specific letter sounds. [Game Template](#)
- Rime House: Match picture cards according to rime, the string of letters following the first sound in a word. [Rime House](#)
- Play to Read: Use a subset of the NC Office of Early Learning Play to Read with a Caregiver resource to focus on phonological awareness. Print 4 slides per page for cards on the go! [Play to Read: Phonological Awareness](#)

Online Activities

- [Alphabats Rhyming](#): This interactive game gives children practice matching words that rhyme.
- [Alphabats Syllables](#): This interactive game gives children practice identifying the number of syllables in word.
- [Alphabats Alliteration](#): This interactive game gives children practice recognizing words that begin with the same sound.
- [Syllables](#): This video demonstrates how to clap syllables for a word.
- [Make a Rhyme, Make a Move](#): This video gives gives children practice with rhyming words.

Oral Language

What is Oral Language?



Oral Language is sometimes called spoken language. It includes speaking and listening and is the way people communicate with each other. In kindergarten, students are speaking and listening. They are able to follow oral directions, carry on a conversation, and ask and answer questions.

Practice Activities

- Tune In, Talk More, Take Turns: Tune In means be in the moment by paying attention to what the child is focused on and talking about it. What children focus on is always changing, so stay tuned in and change your words to match. Once you Tune In, Talk More with the child. Remember, every word you say fills their vocabulary bank and builds their brain. When you Tune In and Talk More, you automatically Take Turns. No matter a child’s age, you can Take Turns and have a conversation. Learn more about the [3Ts](#). Watch the [3Ts](#).
- How was your day?: Very few children give more than a simple, one word answer when asked this question. Try asking more specific questions with additional follow- up questions to increase the amount of turns taken in a

conversation. *Who did you play with today? Tell me what you did with them. Did the teacher read a book? What/who was the book about? Who sat next to you at lunch? What did you talk about?*

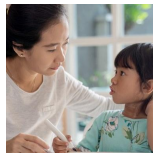
- **Would You Rather:** Play "Would You Rather...", by giving two options and having the child choose what they think would be better. After the child says which situation they would prefer, have them explain why. Examples for [Would You Rather](#).
- **Why?:** Answer genuinely when a child asks, "Why?". First ask if the child has an answer to their question by asking, "What do you think?". Then suggest looking up the answer in a book, on a computer, or on a smart phone. Discuss how the child's answer is similar and/or different from the answer found, increasing the number of turns taken in conversation.
- **Open Ended Questions:** Ask the child questions that require more than a yes or no answer. If you start with a question that requires a yes or no answer, follow up with opened ended questions (e.g., Did you have a good time at soccer practice? What did the coach teach you? What did you practice most?).

Practice Activities (Printables)

- **Conversation Cards:** Use conversation cards any time or place to increase a child's use and understanding of oral language. Suggestions include at the dinner table, while waiting in a store or restaurant, and during bedtime routines. Use follow up questions to increase the number of turns taken in a conversation. [Conversation Cards](#)
- **Play to Read with a Caregiver:** Use the NC Office of Early Learning's Play to Read with a Caregiver resource to increase the number of turns taken in a conversation. Print 4 slides per page for cards on the go! [Play to Read with a Caregiver](#)

Phonics

What is Phonics?



Phonics refers to the ability to learn the individual sounds in spoken language and map those sounds to specific written letters in the English language. Students who have strong phonics skills are able to connect individual sounds with letters and use those sounds to read words. ([Definition from University of Oregon](#)) In kindergarten, children learn the relationship between letters and the sounds they represent, and then blend the sounds to read simple words.

Practice Activities

- **Keep It Simple:** Review the alphabet and letter sounds if the child is starting to read and does not yet know all letter names and sounds. Next, look at short CVC (consonant-vowel-consonant) words (e.g., top, cat, fog) and have the child break them apart into their individual sounds. Then blend these sounds back together (/t/ /o/ /p;/ top).
- **Little Practice, Great Improvement:** Talk or play games about letter sounds for a few minutes each day. While driving, give your child a 2 letter word or 3 letter word to spell (e.g., it, in, rip, top, cap). Keep the activities fun and light so the child can enjoy a quick challenge and get a boost of confidence from practicing one skill a day.
- **Mystery Learning Bag:** Collect items that start with the same sound. Pull each item from the bag and have the child name the item. Once all items have been removed, ask the child to identify the sound and letter in each item's name. Try to tell a silly story using the items in the mystery bag. [Step-by-Step Directions](#)

- The Whole Alphabet in My Mouth: Sing songs about letter names and sounds together at home, in the car, or while shopping. Watch [The Whole Alphabet in My Mouth](#).
- mClass Home Connect: More phonological awareness activities can be found on [mClass Home Connect](#).

Practice Activities (Printables)

- Letter-Sound Practice: Ask the child to choose a letter, say the letter name and its sound, and cover the matching letter on the [Letter Arc](#). Watch [Letter-Sound Practice](#).
- Clip a Letter: Practice matching uppercase letters to lowercase letters and then match the letter with the initial sound in a word. [Clip a Letter](#)

Online Activities

- [Sandbox Search](#): This game has children practice letter naming and recognizing beginning sounds in words.
- [Word Machine](#): This game has children read short words. Press the star button to change the first letter and click the purple lever to change the last letter for more reading practice.
- [Have Fun Teaching ABC Song](#): This video is one way to practice letter names and sounds.
- [Puppy Paints Lesson](#): This Classroom Connection lesson focuses on print concepts and the letter P.

Vocabulary

What is Vocabulary?



Vocabulary refers to knowledge of the meanings of individual words being read. Vocabulary knowledge is important to a student's ability to read and comprehend what is read. ([Definition from University of Oregon](#))

Practice Activities

- Balance Fiction and Nonfiction: Read different types of texts (e.g., books, magazines, brochures, recipes) to introduce the child to a variety of vocabulary. Talk about the meanings of unfamiliar words and point out visuals when possible.
- New Words at the Grocery Store: Talk with the child as you shop. Name foods as you pass them in the aisle and use new words to describe the food (e.g., "These bananas are so yellow and ripe. We can have these for lunch. Let's put those ripe bananas down gently so they don't get bruised.").
- Spatial Language: Help the child by using spatial words to describe daily activities (e.g., "I see some round grapes that fell under the table. Let's put them in this bowl."). Spatial language includes shapes (triangle, square), sizes (tall, wide), features of shapes (corner, edge) and orientation (above, below, near, between).
- Word Storm: Name a category (e.g., beach) and see how many words the child can think of related to the give category (e.g., sand, sun, umbrella, crab, towel, shovel, water). Continue with one of the words as the new category (e.g., towel) and brainstorm related words (e.g., beach towel, hand towel, paper towel).
- Add Details: Encourage the child to include details when talking and/or writing by asking for more information (e.g., I see a brown truck that delivers packages. vs. I see a truck). One way to encourage the child to include more details is by asking the child what they see, hear, smell, taste, and feel.

Practice Activities (Printables)

- Action Word Sort: Match action words to pictures. [Word Sort](#)
- Four Square Vocabulary Map: Work with the child to describe the meaning of a word. [Vocabulary Map](#)

- Play to Read: Use a subset of the NC Office of Early Learning Play to Read with a Caregiver resource to focus on vocabulary. Print 4 slides per page for cards on the go! [Play to Read: Vocabulary](#)

Online Activities

- [Words Are Here, There, and Everywhere](#): This activity allows you to choose a “way to play” the Sesame Street Reading Adventure in English or Spanish. Discover Words includes words that are most likely less familiar to children with an illustration. Explore More uses the less familiar words in sentences. Story Time shares a more detailed story using the less familiar words. While playing, click on the words in bold print for a child friendly definition.

Fluency

What is Fluency?



Fluency is the ability to read accurately with reasonable speed and expression while understanding what is read. In kindergarten, children are observing and listening to adults read aloud and model fluent reading. Kindergarten children are developing early reading behaviors and are also beginning to read simple books or texts with appropriate speed, accuracy, and expression (like they are talking). Fluent reading begins with print awareness and letter naming.

Practice Activities

- Introduce a Book: Each time you read a book to the child, point to and name parts of the book: front cover, back cover, and title.
- Author and Illustrator: Read the names of authors and illustrators, describing each of their jobs. An author writes the words and the illustrator creates pictures for us to see.
- Left to Right: Move your finger under each word as you read. Invite the child to move their finger with yours. When you turn a page, ask the child where you should start reading.
- Words are Made of Letters: Point to a nearby word and talk about how many letters make up the word in a meaningful way. (e.g., The word cat starts with C, just like your name. The word cat has 1, 2, 3 letters. Callie has six letters!)
- Model Reading Fluency: Use the following tips for Reading With Expression:
 - ❖ Read expressively: talk the way the story's characters would talk; make sound effects and funny faces; and vary the pitch of your voice throughout the story to make it more interesting.
 - ❖ Expressively reread when you notice words like “shouted”, “cried” or “laughed”.
 - ❖ Expressively reread when you notice punctuation such as ! and ?.
 - ❖ Enjoy the time reading together! Do not rush.
 - ❖ Watch [Reading Fluency](#).

Practice Activities (Printables)

- Print Awareness/Concepts: Observe the child while reading. Access a list of print concepts to observe here. [Print Concepts Observation Checklist](#)

- Parent Tip Sheet: Support proper book handling, print awareness and understanding of story elements while reading with the child. [A Parent's Guide to Print Concepts](#)
- Letter Name Practice: Ask the child to choose a letter, say the letter name, and place it on the matching letter on the [Letter Arc](#).
- Hungry Letter Mouse: Play a letter naming game with materials you have. A sheet of paper can be used in place of a dry erase board. [Hungry Letter Mouse](#)

Online Activities

- [Models of Fluent Reading](#): This resource provides opportunities to see illustrations and listen to books read fluently.
- Naming Letters While Moving: This [capital letter video](#) and this [lowercase video](#) make learning fun by activating the child's brain through song and movement.
- [Read with Expression](#): This video provides a fun way to demonstrate fluent reading.
- [The Alphabet](#): This interactive lesson includes videos and online activities to support a child's knowledge of letter names and sounds.

Comprehension



What is Comprehension? Reading comprehension refers to the ability to understand what one reads. It is the ultimate goal of reading instruction. ([Definition from University of Oregon](#)) In kindergarten, students are able to understand what they read or what is read to them. They are able to remember what is read, answer questions, and think deeply about the story or text.

Practice Activities

- Predict When Reading: Have the child predict what will happen next when reading a book together. Sample questions include: *What do you think is going to happen next? Oh no! What is she going to do now? What would you do if you were him? How are they going to solve this problem?*
- Read Expressions: Use illustrations to help a child build their vocabulary and start to understand emotions. When a character is sad, happy, angry or surprised, pause to look at illustrations and talk about the characters' facial expressions. Ask, "How do you think she's feeling right now?". Authors who are particularly skilled at portraying emotions in both words and pictures include Kevin Henkes, Patricia Polacco, Arnold Lobel and Mo Willems.
- Draw a Picture: Have the child draw a picture of the story. Ask the child to tell you about their drawing. Learn how to add more meaningful discussion to this activity here. Engage in the [3Ts](#).
- Act it Out: Invite the child to act out parts of a story by pretending to be one of the characters. Join in and pretend with them!
- Five Finger Retell: Retell a story with the child, having each finger represent a story element. Your thumb is the characters, pointer finger is the setting (where the story took place), middle finger is the beginning, ring finger is the middle events, and pinkie is the solution end.

- **Make Connections:** Connect personal experiences with recently read stories or informational texts (e.g., Your shoes got dirty. Now they look brown like Pete the Cat’s shoes in Pete the Cat: I Love My White Shoes.).
- **PEER Method:** Don't feel obligated to use the PEER procedure on every page, with every book. Keep it fun! Use PEER when it fits and when the child is engaged with the story. See PEER information in [English](#) and [Spanish](#).
 - ❖ **P:** Prompt the child with a question about the story. Prompting the child focuses attention, engages the child in the story, and helps the child understand the book. Point to something in the picture, for example, a balloon. "What is that?"
 - ❖ **E:** Evaluate the child's response. "That's right! That's a balloon."
 - ❖ **E:** Expand on what the child said. "That's a big, red balloon! We saw one of those in the grocery store yesterday."
 - ❖ **R:** Repeat or revisit the prompt you started with, encouraging the child to use the new information you've provided. "Can you say big, red balloon?" Each time the book is reread, the expanded vocabulary words are verbalized again.

Practice Activities (Printables)

- **Questions to Ask:** During Story Time Ask questions before, during and after reading together. [Story Time Questions](#)
- **Story Sequencing:** Draw and/or write to retell a story together. [Story Sequence Organizer](#)

Online Activities

[Sequencing Train](#): This game includes reading the train cars with the child, discussing the order of events, and placing the train cars in the correct order.