LEAPING INTO LITERATURE

WEEK 3 • DAY 2
GREETING

ACTIVITY

Let’s tell each other a story this morning. Ask your child, “What story would you like to tell?” Make up a simple story with your child as you get ready for the day. It can be short (e.g., the first time you lost a tooth).

LEARNING SKILLS

Working memory, communication, key ideas and details

MATERIALS

N/A

MORNING MEETING

ACTIVITY

Reflect and plan by talking about what you did yesterday and what is going to happen today. Remember to make time for fun things you and your child would like to do. Put the main themes on your chart.

LEARNING SKILLS

Planning and organization, reflection

MATERIALS

Daily chart, paper, pencils or markers

TRANSITION

ACTIVITY

Ask your child to select a book and read it together. Point out words your child can read, ask questions about the characters or talk about how the ending might change if the characters acted differently.

LEARNING SKILLS

Word recognition, craft and structure, key ideas and details, fluency

MATERIALS

Favorite book
**PRE-EXPLORATION**

**ACTIVITY**
Talk about what secret messages are and why people might need to use them.

**LEARNING SKILLS**
Craft and structure of language, print knowledge

**MATERIALS**
N/A

**PURPOSEFUL EXPLORATION**

**ACTIVITY**
Write a message (or word) with a white crayon on white paper. It is hard to read. Then ask your child to use watercolor paint over the paper and watch the words appear. Now your child can write a secret message and have you unveil the words. Next, ask your child to do several of these and then work with you to unveil the words. This is also fun to do with the whole family.

**LEARNING SKILLS**
Writing skills, print knowledge, vocabulary, fine motor skills

**MATERIALS**
Watercolor paint, brush, water, white paper, white crayon

**POST-EXPLORATION**

**ACTIVITY**
As you clean up the activity, discuss how the magic worked in revealing the words and letters. Ask, “Why couldn’t you easily read the words at first?”

**LEARNING SKILLS**
Reflection, interpretation

**MATERIALS**
N/A
**MEALTIME**

**ACTIVITY**
Plan a finger-food lunch. What three things can we have for lunch that we can eat with our fingers? Can we make a few letters with the foods on our plate before we eat them?

**LEARNING SKILLS**
Print knowledge, making decisions

**MATERIALS**
Finger foods (e.g., carrots, crackers, cheese)

**TRANSITION**

**ACTIVITY**
Ask your child to count the number of letters in his or her name, your name, your family name, etc. When you have done three names, ask your child to add the letters. How many letters are there altogether? You may need to help add the numbers by writing them down.

**LEARNING SKILLS**
Counting, simple addition

**MATERIALS**
Paper, pencil

**LEARNING LAB**

**ACTIVITY**
BONUS! Enjoy an activity as Goddard presents Root for Earth. In honor of Earth Day, ask your child to think about things we can recycle or use differently. How can we reuse a box, a cardboard tube, a plastic bottle? Have your child cut pictures out of magazines and draw or write on a large piece of paper to create a recycle-reuse poster. Display the poster in your home.

*Share a photo of you and your child doing this activity with us at PR@goddardsystems.com. Please include your child’s name and age and which Goddard School location your child attends. We may use your photo in our media outreach (including broadcast, print and electronic news media).*

**LEARNING SKILLS**
Conservation, planning, creativity, innovation

**MATERIALS**
Old magazines, crayons, markers, large paper, scissors, glue
**OUTSIDE TIME**

**ACTIVITY**
Play a game of go to a place. Use directional terms (e.g., on, under, over, left, right, in front, behind, beside, between, near, far). Take turns giving directions and moving in the direction given (e.g., go to the left of the tree). See how many directional terms you can use. Add to the fun by hopping or skipping to each new place. You can also write the words on cards, put them face down in a pile, pick a card and then make the move. This will help with sight-word recognition.

**LEARNING SKILLS**
Following directions, vocabulary, gross motor skill development

**MATERIALS**
Index cards, pencil or pen

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**REST TIME**

**ACTIVITY**
Time to relax. Establish a routine before naps that supports your child in calming his or her body and settling the mind.

**LEARNING SKILLS**
N/A

**MATERIALS**
N/A

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**TRANSITION**

**ACTIVITY**
Play a simple “I spy” game using spelling hints. For example, say “I spy a word that begins with ‘b.’” If the person can't guess, add the final letter, e.g., “I” for ball. Do this with three items.

**LEARNING SKILLS**
Vocabulary, spelling

**MATERIALS**
N/A
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