



LEON COUNTY SCHOOLS

Early Childhood Education

Our passion. *Their future.*

VPK AT-HOME INSTRUCTION

EMERGENT LITERACY

MONTH 2



	WEEK 1	WEEK 2	WEEK 3	WEEK 4
MON	Gather old clothing such as shirts, skirts, and hats. Encourage dramatic play-acting out stories, songs and scenes from books.	Allow your child to "read" a book to you, a sibling, or a stuffed animal.	Have your child pick a book. Read the title to them. Have your child predict the story based on the title.	Have your child pick a book. Ask your child to look at the cover picture and make predictions about the characters or the plot.
TUE	Read a story to your child. Model asking questions or making predictions related to story events (e.g., "I wonder what Goldilocks was thinking when she ran away from the bear's house?").	Read a story and talk with your child about how stories relate to their own lives.	Listen and respond positively to your child's comments, questions, and interest in written materials (e.g., asking follow-up questions, finding materials for the child related to the topic, reading a book related to the topic, encouraging the child to re-read the book.).	Model the enjoyment of reading a book to your child.
WED	Encourage a discussion during shared book reading, respond to questions or relate the book to an experience your child has had.	Read your child's favorite books again and again.	Sing simple songs with your child. These can include lullabies, such as those with repeating initial sounds.	Play with your child by clapping, tapping, jumping or stomping one time for each syllable in a word, or one time for each word in a sentence or nursery rhyme.
THU	Provide a variety of pictures that children may use when experimenting with creating compound words.	Collect some small household items (pencil, block, cookie, toothpaste, cup, etc.) or pictures and place them in a box or small bag. Remove one item, says its name and ask your child how many syllables or "claps" it has. Say the object name again, clapping as you say each syllable. Then it is your child's turn.	Play a word game with your child, saying two-syllable words more slowly with emphasis on each syllable and with deliberate and obvious pauses between syllables. Ask children to clap or stomp to indicate the syllables (e.g., "but" "ter" "fly").	Say familiar words with clear separation between the onset and the rime (e.g., say, "Let's read the b—ook." or "Go get the c—up.").
FRI	Play games with words using pictures. You should look at a picture and say the onset and your child should reply by saying the rime (e.g., picture of a dog; adults say sound of "d" and children reply with the sound of "og").	At dinner, have each family member ask for food using the onset and the other family members guess which rime goes with the onset to complete the name of the food (e.g., child says, "Please pass the "b" (sound)," while another family member replies "eans" as they pass the beans).	Have your child Pick up all the toys in the room that begin with the /b/ sound, like baby, blocks and books.	Read an alphabet book with your child.



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MATHEMATICS

MONTH 2

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
MON	Bake cookies with or provide a snack to your child. Have your child count the number of cookies or the number of items in the snack will they eat.	During bath time, let your child use different size plastic containers to measure water. Talk about more or less.	Have your child count the number of shoes they have. Ask them to match their shoes in pairs. Ask them how many pairs of shoes they have.	Have your child look around the house for things that are shaped like a triangle.
TUE	Ask your child, "how many colors are in your room?" Then, ask them to name the colors.	Have your child write their first and last name. Have them count the number of letters in their first name. Then, have your child count the number of letters in their last name. Ask them if their first name or last name has more letters.	Take your child outside. Have your child count the number of trees they see.	Give your child a bag with 20 items in it (rocks, beads, buttons). Show them a number and have them count out the correct number of items from the bag.
WED	Have your child count the number of toys they were playing with when it is time to clean up.	Cook a meal with your child. Set a timer to see how long it takes to cook their favorite meal.	With your child, write the time they got up today and the time they will go to bed. Have a discussion about time.	Give your child a paper and a pencil. Help your child make a circle. Have them write the numbers they see on a clock.
THU	Have your child practice making straight lines using a ruler. Count the number of lines they made.	Give your child lids from different sized jars. Ask them to put the lids in order from smallest to largest.	Use your hands and mouth to create sound patterns (clap, snap finger, click tongue). Ask your child to repeat them.	Have your child make a pattern using shapes (ex: square, circle, triangle, repeat).
FRI	Play a game with your child by displaying a set of three or four objects on the table. Tell your child to look, then cover objects with your hand or cloth and quickly ask, "How many are under the cloth?"	Go on a nature walk with your child and collect small objects that can be used to create and compare two sets (e.g., acorns, pinecones, small sticks and rocks). Once home, ask your child to sort the items. Ask your child "which set has more?"	Demonstrate a simple pattern (e.g., clap/wave; clap/wave; ...) and ask your child to keep the pattern.	When setting the table for a meal, encourage your child to think of different ways to fold napkins or paper towels to make different shapes and sizes by saying, "What shapes can you make? What does this shape look like? What would happen if you kept folding the corners down?"