TOPIC: Nursery Rhymes

FOCUS OF ACTIVITIES: Learning About Rhyming Words

INSTRUCTIONS:

Reading nursery rhymes is an enjoyable way to help young children to hear and identify patterns in rhymes. These reading and writing activities will assist your child in identifying word patterns, rhyming words, learning to retell a story and practising writing skills.

ACTIVITIES:

1. Write out a nursery rhyme which would be appropriate for your child to read, being sure that it is printed, with larger letter size, and well spaced.

   - or -

   Listen to your child read the nursery rhyme which follows:

   **Jack and Jill**

   Jack and Jill
   Went up the hill
   To fetch a pail of water.

   Jack fell down
   And broke his crown
   And Jill came tumbling after.
2. Talk about what the poem means discussing the meaning of any challenging words (such as *fetch*, or *tumbling* in this example).

3. Have the child underline rhyming words in the poem. Have them list other words which rhyme with these words.

4. Have the child draw a story map to show what happened in the poem. (A story map is a series of pictures which show the sequence of events in the story.) Ask the child to use as many squares as needed to tell the story.

For Example:

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Jack and Jill going up the hill with an empty pail. Put a well at the top of the hill.  

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Jack falling down the hill with Jill coming down after him.
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5. Have the child read or recite other favourite rhymes that are familiar to your family. These can be in your first language.

6. Draw pictures in boxes to retell a rhyme.

7. Have your child print a sentence or short story explaining what they have drawn.
8. The following poem is called The Eensy Weensy Spider. Ask your child to fill in the blanks with words that make sense.

The Eensy, Weensy Spider

The eensy, weensy _______
went up the water spout.
__________ came the rain
and washed _______ spider out.
Out came the ________
and dried up all the ________
And the eensy, weensy spider
__________ up the spout again.

9. Have your child write and illustrate their own nursery rhyme. Change some of the words to a familiar rhyme as this will make this task easier for your child. For example:

Hamid and Azetta
Went to the mall
To fetch a brand new ball.

Azetta slipped
And hurt her hip
And Hamid came to her rescue.
TOPIC: Using Knowledge of the Alphabet

FOCUS OF ACTIVITIES: Children must be able to identify the letters of the alphabet and place them in the proper order. The following activities will focus on identifying letters of the alphabet, practicing letters of the alphabet and organizing words in alphabetical order.

INSTRUCTIONS:

Complete the activities as indicated.

ACTIVITIES:

1. Read an alphabet book together. (*Select one from your own library or go to the public library.*) Look for difficult words and discuss what these words mean. Look to the pictures for support.

2. Create an alphabet book. Have your child staple 14 pieces of paper, numbering the pages to form the book. The child prints the upper and lower case forms of the letters on each page. Look for pictures in old magazines, newspapers, or draw pictures to represent each letter.

3. Help your child make their own telephone directory. Have the child write friends and family members’ names on individual cards including telephone numbers. Sort the cards in alphabetical order. Fasten the cards in alphabetical order. Fasten the cards together with a shower ring or a heavy staple.

4. Using a newspaper, flyer, or magazine, have the child look for letters of the alphabet in a variety of print styles (fonts) and sizes. Glue these onto a sheet of paper (a different sheet for each letter). The child will compare the way the letters are printed.

For example:

a a a a a a l i i g g g g g g g g g g g g g g g g
HOME STUDY ACTIVITIES

Language Arts - Grade 1

TOPIC: Recognizing Familiar Words in a Text

FOCUS OF ACTIVITIES: Good writing requires practice. The more familiar children become with words and their use, the better their writing skills become. These activities will help children identify and practice writing words they know.

INSTRUCTIONS:
Complete the activities as indicated.

ACTIVITIES:

1. Using a highlighter or a crayon, have your child go through an advertisement, a paragraph, or the headlines of the newspaper highlighting words they know. Read the sentence with your child so they see the context in which the words have been used.

2. Read a favourite book together for enjoyment. When you have finished, go through it again, asking your child to point to words they know.

3. Have your child write a story about something they know well such as a favourite sport, hobby, pet, family, ... Before your child starts writing, help them brainstorm a list of words they may need to know how to spell. Write the words your child suggests. This becomes a list of words your child can use as a resource while writing their story. Illustrate the story.

4. Your child can read the story they wrote to family members or friends.