

# HOME PRACTICE PAGES



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## **There is a Home Practice Page for each game.**

The activity page matches the learning concept shared by the book and game. Each page is identified by the game title that it supports. You will find that information in the line below "Home Practice Page". The page may be a follow-up activity to the game or be used to enhance the game concept.

Each page has 2 areas:

The top area is an activity related to the game concept. It is an activity for the family to do together.

The lower area is called "Checking our progress". It provides an opportunity to evaluate the development of the game's theme concept. The strengths and knowledge already mastered are usually noted. Then it gives opportunity to reflect on what needs further practice and to set learning goals.

Although the pages are copyright protected, you have permission to copy and use them with the games you purchased.

- Reproduce the pages as they best serve your program.
- Consider putting the *Home Practice Pages* on legal sized paper with your program letterhead.
- Add pertinent notes, and information that will be helpful in supporting learning.
- If there is a family language or literacy concern, do the page together.

The practice pages might also serve as your documentation of the family's involvement.

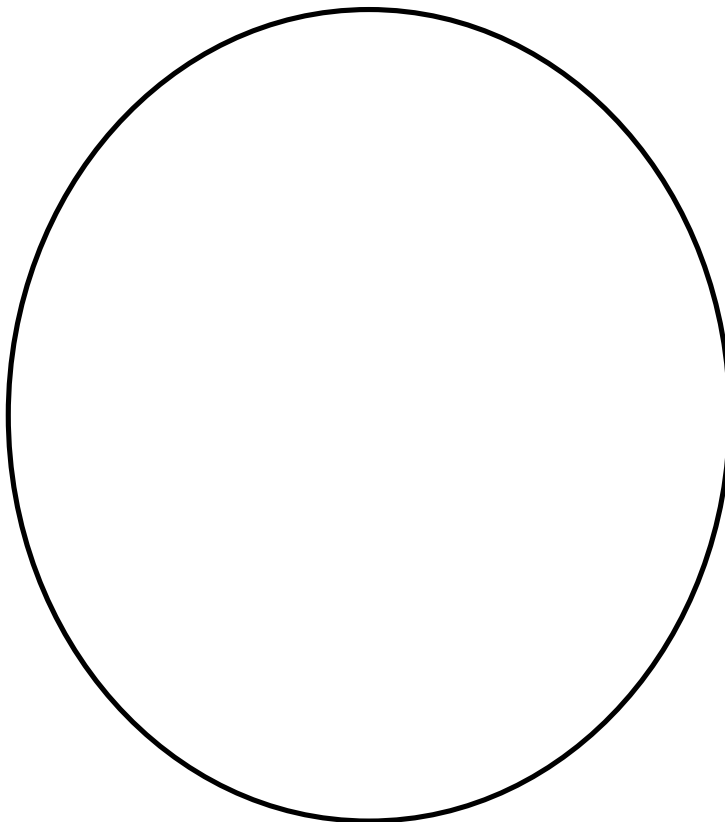
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# Home Practice Page

Follow-up to Learning Props®, *Body Parts*

This HOME PRACTICE PAGE supports the learning of body parts.

Use the shape below to draw a face. Encourage your child to talk about the features they add to make the face. Provide materials like crayons, markers, chalk, pencils, and yarn for the child to use. The appearance of the finished drawing is not important. Celebrate the language used to describe the work in progress.



## Checking our progress

Recognize the progress being made in learning words for body parts. List 6 terms already known.

- |    |    |
|----|----|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |

List body parts that you will work to learn.

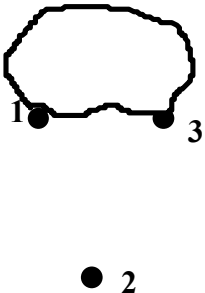
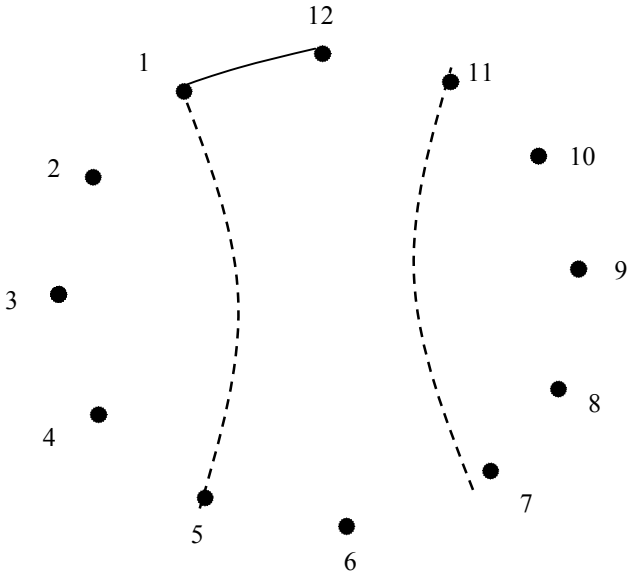
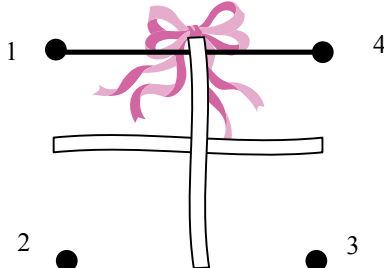
- |    |    |
|----|----|
| 1. | 2. |
| 3. | 4. |

# Home Practice Page

Follow-up to Learning Props®, *Count On Me!*

This HOME PRACTICE PAGE invites you to play with numbers.

Connect the numbers below to make the shapes.

<p>This is an ice cream cone. What flavor of ice cream do you like?</p> 	 <p>Connect the dots to make a baseball. Name other types of balls.</p>
 <p>This could be a birthday gift. Who might it be for? What do you think it is?</p>	



## Checking our progress

What is your child's interest in numbers? Answer yes or no to these questions.

- Yes No Child counts along as someone is counting.
- Yes No Child touches or moves objects being counted.  
(this shows understanding that each number represents an object)
- Yes No Child says their age.
- Yes No Child uses fingers to show their age.
- Yes No Child gives a numeral name when asked "how many" questions.  
(does not have to be correct response)
- Yes No Child can recognize which of two piles has more or less.

Practice, practice, practice is what counting takes. It is important that you encourage your child to use counting skills at home. Counting out loud is an effective way to teach number order. Families that model number use are setting a powerful example for learning.

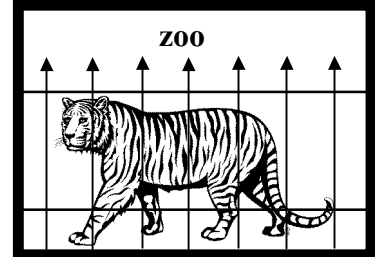
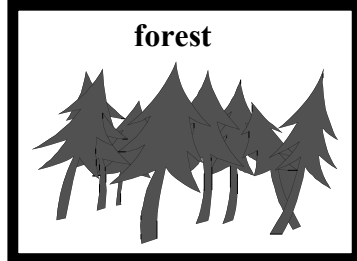
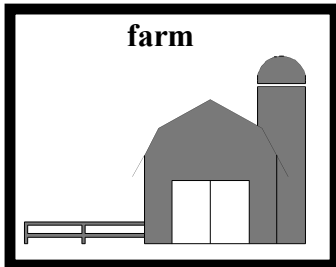
# Home Practice Page

Follow-up to Learning Props®, *Critters*

This HOME PRACTICE PAGE is an opportunity to expand awareness of animals.




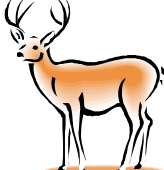








Animals live in different homes. The 3 pictures below are some places animals live.

Have you been to any of these places? Look at the pictures and talk about these places.



Cut apart the labeled animals pictured below. Sort them by where they might live.

Several of the animals may have more than one home. Let your child defend their choice of home to you.

 cow	 skunk	 elephant	 deer
 zebra	 pig	 owl	 giraffe
 bear	 goat	 monkey	 horse

Play the game a second time. Turn all the cards face down. Players select a card and act like the animal pictured. If the card is guessed correctly, place it in the correct home above. If not guessed, return the card face down. Play continues until all cards have been guessed and matched to their homes.



## Checking our progress

Which animal cards did the student know?

What animals need more practice to be recognized? Where could you go to see these animals?

# Home Practice Page

Follow-up to Learning Props®, *Dress Up*

This HOME PRACTICE PAGE challenges the ability to use clothing terms. Stimulate creativity and language dressing this paper doll.

## DIRECTIONS

Decorate “your person” by using such things as crayons, markers, paper, yarn, wrapping paper, and fabric scraps.

Name, describe, or write a story about “your person.” (Use the back or other paper for more space.)

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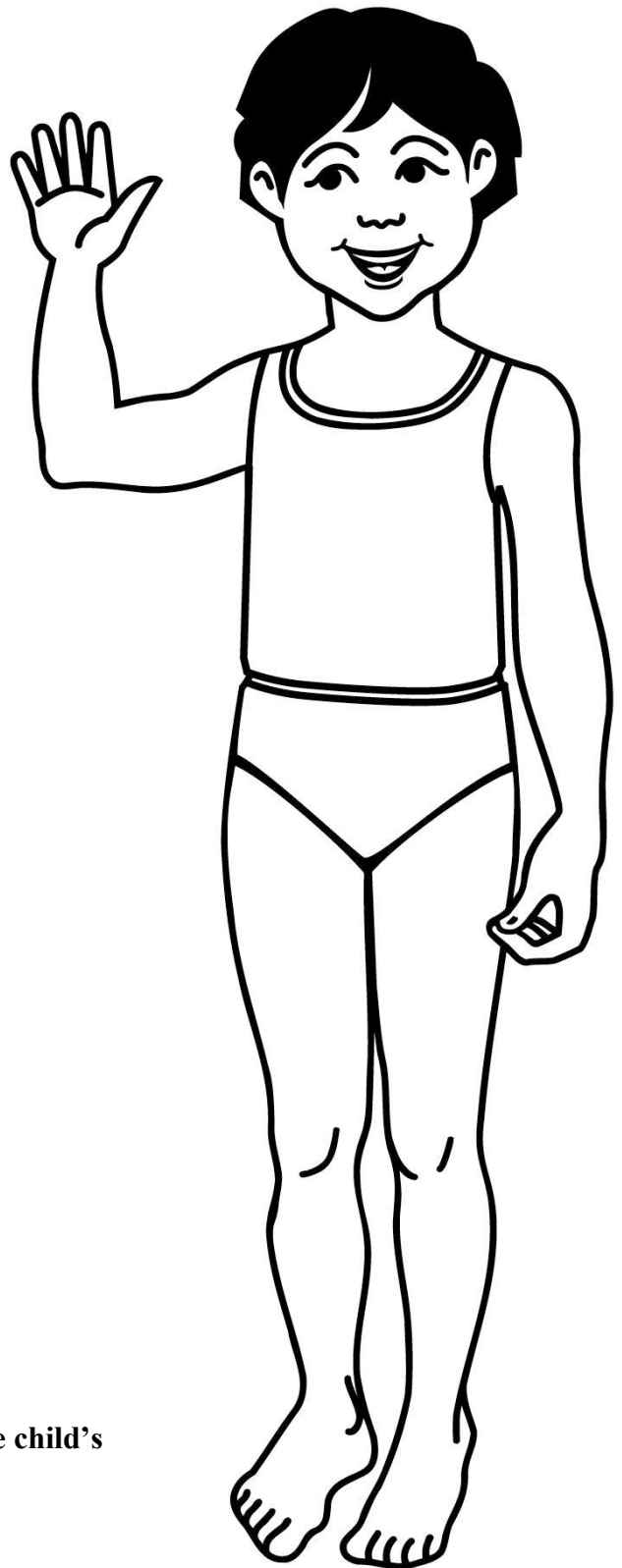
## Checking our progress

Which clothing items did your child name as they decorated and talked about the paper doll?

What clothing terms need to be learned?

Look at books, magazines, and mailed advertisements. Name clothing items you find.

Getting dressed or undressed is another time to survey the child’s knowledge of clothing names.



# Home Practice Page

Follow-up to *Letters Aa-Zz*

This HOME PRACTICE PAGE invites you to play with letters. Use the spaces next to each letter to create Aa-Zz lists. Developing letter learners may need help to think of words and to fill in the small spaces. Think of animals that begin with each letter, food items, first names, last names ... HAVE FUN!

A a	N n
B b	O o
C c	P p
D d	Q q
E e	R r
F f	S s
G g	T t
H h	U u
I i	V v
J j	W w
K k	X x
L l	Y y
M m	Z z



## Checking our progress

What is your child's interest in letters? Answer yes or no to these questions:

- Yes No Child says or sings the alphabet.
- Yes No Child sees letters as unique shapes different than numerals, or pictures.
- Yes No Child points out specific letters they see.
- Yes No Child shows an interest in creating letters. (This could be with writing supplies, tracing them in the air, shaping with dough ...)
- Yes No Child shows an interest in the sounds letters make.
- Yes No Child plays with rhyming words. *wish*, *dish*, *fish*; *cat*, *mat*, *bat* (Note: rhyme sounds are ending sounds. Often the beginning sound is easy to hear. The middle and ending sounds that letters make are very important in moving toward reading.)
- Yes No Child points out written letters and words in a variety of places. (Example - books, signs, mail, menus, street signs, lists ...)

**Play with letters. Letters and their sounds are the foundation for reading and writing. Learning letters takes practice, practice, practice - it is a complex task!**

Make 4 copies of this page. Cut out letters along dotted lines. Players will pick up the letters they land on while playing the A-Z game.

- 1 At the end of the game challenge players to spell words with the letters they have collected.
- 2 Challenge the players to put their letters in a-z order.

  a  

  b  

  c  

  d  

  e  

  f  

  g  

  h  

  i  

  j  

  k  

  l  

  m  

  n  

  o  

  p  

  q  

  r  

  s  

  t  

  u  

  v  

  w  

  x  

  y  

  z  

  A  

  B  

  C  

  D  

  E  

  F  

  G  

  H  

  I  

  J  

  K  

  L  

  M  

  N  

  O  

  P  

  Q  

  R  

  S  

  T  

  U  

  V  

  W  

  X  

  Y  

  Z

# Home Practice Page

Follow-up to Learning Props®, *Patterns*

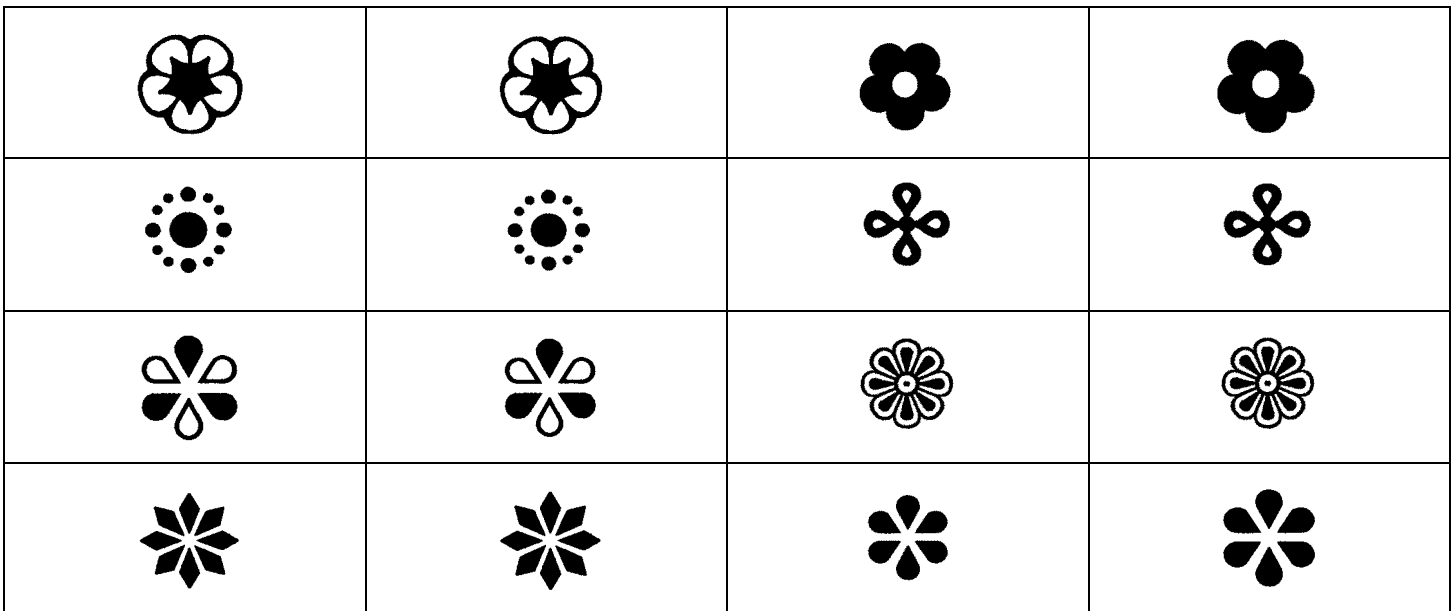
This HOME PRACTICE activity will explore ideas about flowers, smells, and patterns. How are the flowers the same or different?

Gather these supplies: (a paper item) a napkin, tissue paper, Kleenex, or paper towel  
(a tying item) pipe cleaner, bread twister, string, or yarn  
tape

1) Lay the paper item flat on the table. 2) Start on the shortest side of the paper item (if paper is square use any side). Fold one end over about one-half inch. Now fold the two layers back the other way. Continue folding back and forth until you get to the other end. The paper should now look like an accordion. 3) At approximately the middle, tie the folds together. 4) Adjust the paper to create a flower. If necessary, tape the ends together. Experiment with different sizes and colors of paper.

Flowers often have a smell (fragrance). Add a few drops of some fragrance to your flower. (You can use a toiletry item, flavoring like vanilla extract, dish soap, or hand lotion)

1) Cut out the flowers in the section below. 2) Turn all the cards face down. 3) Turn two cards over. If the cards match, keep the cards. If the cards do not match, turn both cards face down again. 4) The next player then tries to find a match. 5) Continue taking turns until all the cards are matched. 6) Store the cards in an envelope or with a paper clip to be used later.



## Checking our progress

Turn all the cards face up. See how many pattern sets the child makes without assistance.

Have your child try a second time. Count the number of matches.

Matching patterns and designs is similar to the skill of matching letters and numbers.

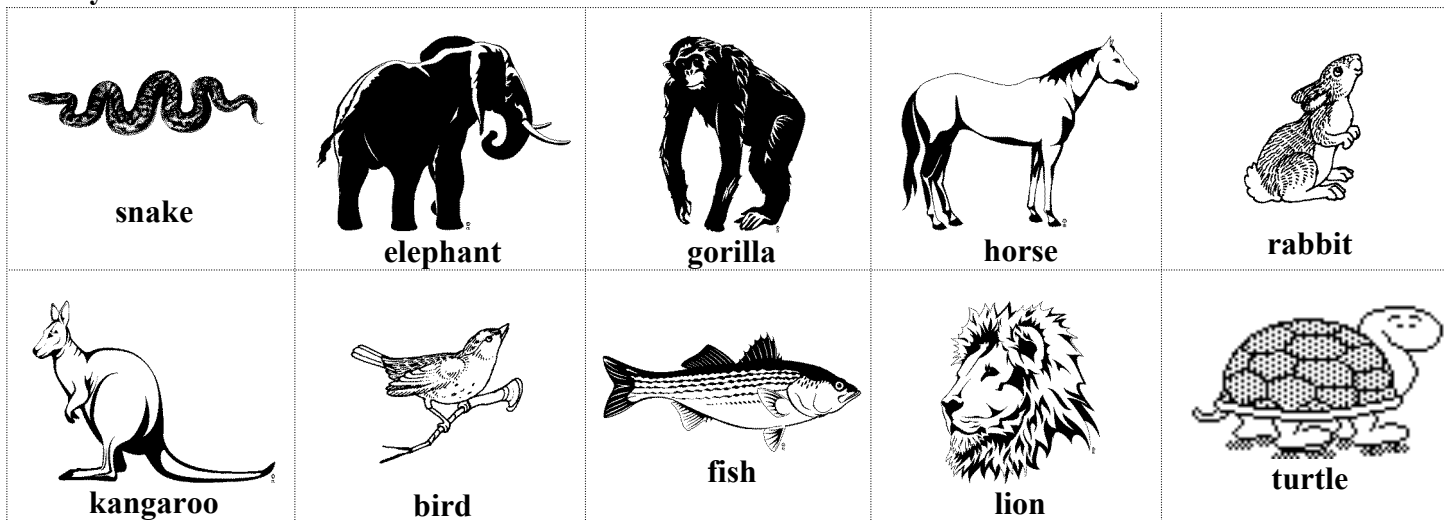
# Home Practice Page

Follow-up to Learning Props®, *Play Action*

This HOME PRACTICE PAGE encourages imagination and movement.

**Learning tip:** Muscle development promotes good health and lays a foundation for future skills. Challenge your child to do skills with both their left and right side. (Kick with right foot, then with left, etc.) Challenge children to do skills that use more than one muscle group at a time. Practice skills that promote both forward and backward movements. Encourage movements that cross from one side of the body to the opposite side.

Look at the animals pictured below. How would you move if you were that animal? Cut the cards apart and put them in a cup. Let players draw one at a time. Don't show the other players the card. Each player acts out the movement and lets the other players guess who they are. Can you think of other animals to imitate?



## Checking our progress

Check off on this list the movement skills you have seen your child use in the last day.

- |  |  |
|--|--|
| <input type="checkbox"/> crawling              | <input type="checkbox"/> rolling like a log    |
| <input type="checkbox"/> walking up steps      | <input type="checkbox"/> walking backwards     |
| Does your child alternate feet on the steps    | <input type="checkbox"/> kicking               |
| Or plant each foot on every step?              | <input type="checkbox"/> throwing overhand     |
| <input type="checkbox"/> jumping in place      | <input type="checkbox"/> pedaling              |
| <input type="checkbox"/> balancing on one foot | <input type="checkbox"/> hopping on one foot   |
| count how many seconds they can do it          | <input type="checkbox"/> swinging on a bar     |
| <input type="checkbox"/> walking heel to toe   | <input type="checkbox"/> catching bounced ball |
| <input type="checkbox"/> skipping              | <input type="checkbox"/> galloping             |






List a skill you will challenge them to do in the next day \_\_\_\_\_.

# Home Practice Page

Follow-up to Learning Props®, *Shapeland*

This HOME PRACTICE PAGE challenges you to go on a scavenger hunt to learn more about shapes.

**Learning Tip:** There is a space below to draw shapes. This requires both precise motor skills and eye-hand skills. Encourage efforts, but don't be critical of the drawing work.

Shape	Draw pictures or write words for the objects in your home that has these shapes.	Practice drawing shapes here (Give young children additional paper to draw on. These spaces are too small for their skill level.)			
triangle 					
square 					
rectangle 					
oval 					
circle 					



## Checking our progress

Together look at the shapes on this paper. Which shapes can your child name?

**Can name:** (draw shapes or write shape names)

**Working towards learning:** (draw shapes or write shape names)

# Home Practice Page

Follow-up to Learning Props®, *What Color Is It?*

This HOME PRACTICE PAGE will let you explore your colorful world.

Color Word	Color this space	Draw or cut out and glue on pictures that represent the color. You could also use stickers.
black		
brown		
gray		
pink		
red		
yellow		

Color Word	Color this space	Draw or cut out and glue on pictures that represent the color. You could also use stickers.
blue		
green		
orange		
purple		
white		

Use the back or additional pages if more room is needed.



## Checking our progress

These colors have been learned:

What colors need more practice?

# Home Practice Page

Follow-up to Learning Props®, *Where Will You Find Me?*

This HOME PRACTICE PAGE encourages language growth.

Cut out the word cards below. Put the labels around your home so your child can understand the relationship between letters, words, and objects.

light switch	picture	faucet	chair	door
clock	window	table	book	floor
telephone	garbage can	mirror	radio	key
lamp	cupboard	bed	wall	rug

After the cards have been out for a few days pick them up.

Can your child name any of the words? Can they return the labels to the correct location?

Let them draw pictures of the items represented by the words on the card.

Make other labels for things in the home.



## Checking our progress

Randomly pick 10 sentences from your child's conversations. Count the number of words in the sentences.

What is the average number of words per sentence? \_\_\_\_\_

Is your child learning 1 or 2 new words every day? Yes No

What words will you introduce today?

Celebrate your child's growing language! Encourage language growth by asking questions.

Homes provide the most important language experiences to children!

# Home Practice Page

Follow-up to Learning Props®, *Which Way?*

This HOME PRACTICE PAGE challenges the skills of following directions and recognizing opposites.

Use some of the directional and descriptive words below in a command sentence. Pick an object; hide it somewhere. Give some clues and challenge your child to find the hidden object. Placing it out of sight will allow you to see how well directions are followed. You may wish to have the child repeat the direction statements.

Example: You place a favorite book of your child's under the cushion of the couch. You invite your child to play the game. "We have something to share but first you must find the hidden object. You have to listen to and follow my directions. Go into the living room. Look under the cushion on the couch."

Fill out the "Checking our progress" below as you play this game.



open



close



up



down



near



far



back



ahead



on



off



before



after



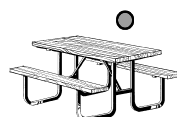
empty



full



under



over



small



big



left



right



out



in



tall



short



## Checking our progress

As you play this game, what direction words does your child know? Which do they need to practice?

Know

Can Practice More