

Three –Year Old

Learning Activities

April 29, 2020

Parents,

We hope that you are all staying healthy and well. We know many of you are busy working and taking care of your families during this crazy time so we have listed activities that you can do quickly and easily. We hope that you were able to use the alphabet materials from the first packet and we encourage you to continue to work with those materials. In this packet we have included rhyming activities, shape activities, counting and matching numbers to sets and some activities to increase your child's listening and thinking skills.

We realize that we have included A LOT of activities for you to read through. Please take your time and look at the listening and thinking activities and work on those one at a time. Those activities can be used throughout the summer to help keep your child's listening skills sharp.

The BEST thing you can do to help your child right now and keep them on track is to **READ, READ, READ, READ, READ!!!!!!!!!!!!** Studies have shown that young children who are read to at home have higher levels of focus and concentration!! Reading to your child also increases their vocabulary, sharpens their memory and improves the overall functioning of their brain!

We hope the activities we have included will help keep your child interested and engaged. We know you have A LOT going on right now, but just remember you can make a HUGE difference by working with your child for 5-10 minutes at a time, two or three times a day and by reading to them EVERY DAY!! Please let us know if you have any questions or if there is anything we can help you with. We miss you all!!! 😊😊😊😊

Love, PK3 Teachers

Rhyming Activities

(Cut the pictures apart and use to play rhyming games.)

Activity 1 –

Parents – Start with page one of the Rhyming Pictures. Cut out and separate all of the rhyming sets. (For example – cat & bat, sad & mad, hat & rat) - you take cat, sad and hat. Give the child bat, mad and rat.) You hold up a picture and ask them which picture they have that rhymes with yours – if they are correct then they get to keep both pictures. If they are

successful with three sets, then add page two of the rhyming pictures. We suggest starting with three sets and then adding three more at a time if they are successful.

Activity 2 –

Hold the pictures so they cannot see them and give clues about them. For example, *I'm thinking of something that rhymes with hug, it crawls on the floor, it is a ____?*

If they guess correctly then they get to keep the pictures.

Activity 3 –

Once they are familiar with all of the pictures you can lay them all upside down on a table and play Memory. They will get to turn over 2 at a time and try to match the rhyming pictures.

We suggest starting with 3 sets. (If you have too many out at once they will get frustrated.)

Activity 4 –

Play a game like Red Light/Green Light – Have them stand across the room from you. You say two words like mop and top. Tell them to listen and if the words rhyme they can take two steps. (They can only move if the words rhyme.) You can also play this game with beginning sounds. For example, you say house and hat. If they have the same beginning sounds then they can take two steps. Once they get to you then they get a prize, like a hug, or a popsicle, something easy.

(*We suggest only doing one skill at a time, for example, if you are working on rhyming then play the whole game with rhyming words, don't mix the rhyming and beginning sounds game together.)

**For Students who Know All Letters and Sounds - Let them try to sound out the words!!

**For Students who are not ready to rhyme or do beginning sounds – mix up the pictures and have them tell you what they see. For example, show them the picture of the hot sun. Ask them what they see. Let them tell you about the picture. Work on vocabulary by talking to them and asking them about the sun. Ask them what they like to do when the sun is hot, show them the picture of the boy who is sad, ask them what they think made him feel sad, etc. Getting them to listen and speak is very important!



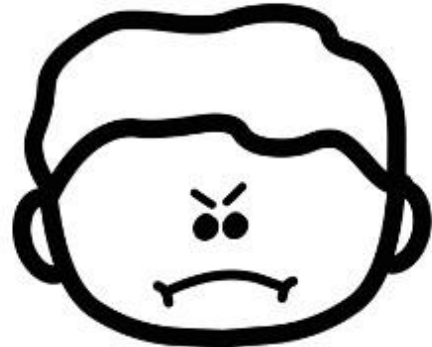
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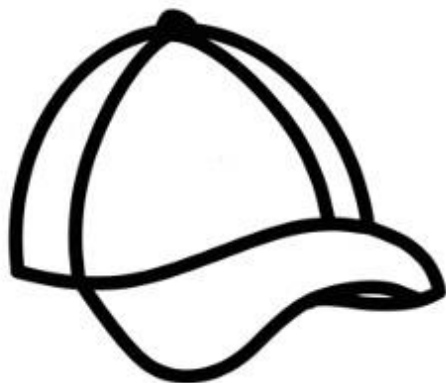
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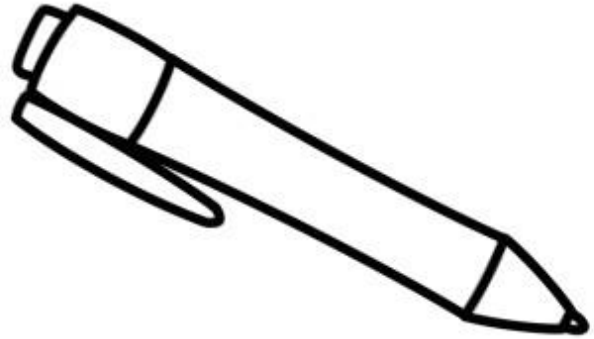
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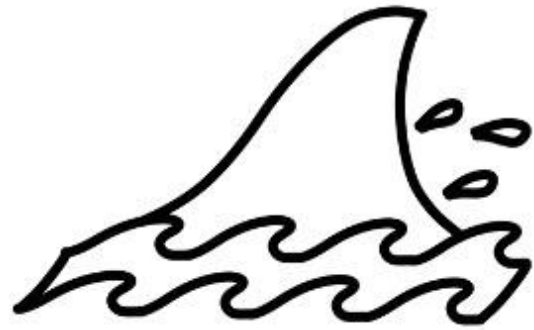
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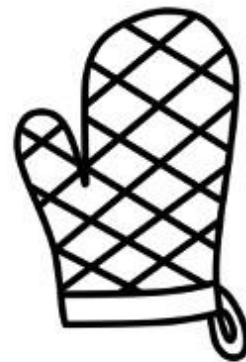
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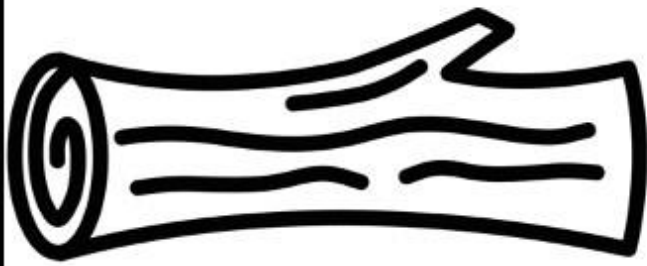
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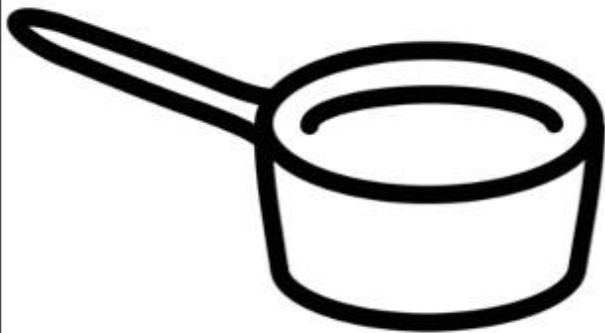
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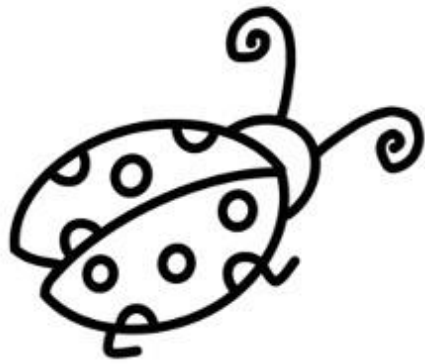
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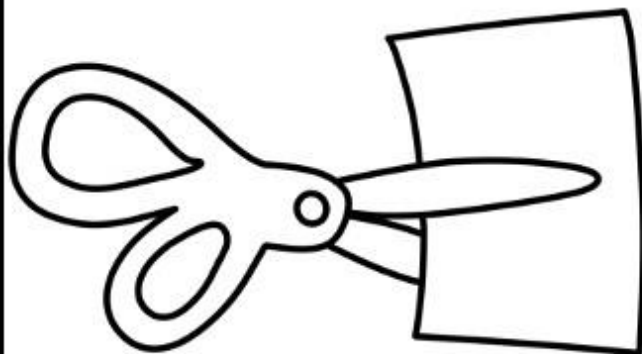
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LISTENING AND THINKING ACTIVITIES:

These skills will help your students to listen and think about letters and sounds, words and what words mean. Listening and identifying letters and sounds, and being able to take sounds away and put sounds together, as well as listening for directions and meanings will help them to be successful readers. All of these are SPOKEN activities. You will speak and they will listen.

Activity 1

*Repeat the pattern.

PARENTS – Clap a pattern, ask your child to repeat it. For example, you may clap three times. (Clap, clap, clap). See if the student can do the exact same pattern. If they can then you can make it more difficult (Clap, clap, clap, pause, clap) see if they can repeat the pattern. You can do this by clapping, stomping, beating the table, etc. You can make up as many patterns as you can think of – we suggest no more than 5 or 6 steps. The goal is for them to be able to listen and repeat the pattern they hear. If they are not successful, back up and try only 2 steps (clap, clap), once they get that then you can add more steps. You can do this activity 3 or 4 times a day until they can successfully listen and repeat the patterns. Remember to keep it fun!!

Activity 2

*Follow Directions

PARENTS – Ask your child to listen and do what you ask. Start with one step directions, then move to two, three and four.

Example: (1 step) Go to the couch.

(2 step) Go to the couch, pick up a pillow.

(3 step) Go to the couch, pick up a pillow, put the pillow on the floor.

(4 step) Go to the couch, pick up pillow, put the pillow on the floor, go to the window.

Example:

(1 step) Go to your bedroom.

(2 step) Go to your bedroom, get a pair of socks.

(3 step) Go to your bedroom, get a pair of socks, bring them back here.

(4 step) Go to your bedroom, get a pair of socks, bring them back here, put them on.

If they can do 2 steps then work on 3 steps, then 4, etc. You may start off telling them the steps two times, then work on only telling them the steps one time. The goal is for them to be able to listen and follow multiple step directions.

Activity 3

*Are the words the same? You will say two words, students will show thumbs up if they are the same sound. There are three levels of difficulty. Start with level one. If students are successful (4/5 correct) then move to level two. If they are successful with level two (4/5)

then move to level three. You do not have to do these continuously all at the same time. Do level one then let them play, after a while let them try level two. If students CANNOT do this activity then just keep trying level one, talk about the words, take a week or two and just focus on READING books to them, after reading ask them to tell you about the story and any new words they heard.

**Remember we want these to be fun activities so if they become frustrated then stop. 😊

Ask are these words the same?

Level One –	Level Two	Level Three
love – hug	toast – coast	hot – hop
pot – putt	castle – castle	right - night
run – fun	ban – bat	lease - lease
ring – ring	sap – sip	tree - tree
hit – hiss	snail – pail	pen - pin

Activity 4

*Are the **letter sounds** the same?

Parents you will SAY THE LETTER **SOUNDS** (letter C like in cat, letter G like in gate, letters OA like in boat, letter A like in apple, letters EE like in sheep, letter E like in elephant). You will do two letters at a time. For example, you say: *Do these letters sound the same – C.....T.....(say the **sound**, not the letter).* You wait and let them think and respond. They will only do thumbs up if they sound the same. Practice level one for a few days, then move to level two, then after a few days move to level three. If they CANNOT do this activity go back and do Activity 1 some more; add new words. If they CAN do it easily then move on to activity five.

Level One-	Level Two	Level Three
C – T	G – G	D – T
M – M	M – N	ER – ER
B – P	B – L	F – V
OA – OA	SH – CH	A – A
J – K	Z – Z	EE – E

Activity 5

*Guess the word:

Parents you will say the first sound and then the end of the word. For example, for book – you say the b sound then say ook. See if they can figure out the word book.

You will always say the just the beginning sound, followed by the rest of the word.

Words to try:

t – iger	st – op	fl – oor	c - ouch
sh – ip	b – ed	ch – imney	str - ing
cl-own	l – ight	c – ow	h – and
j – am	d – oor	sm – all	w – eather

Activity 6

*Take away the word:

Parents say a compound word like flashlight. Tell the child to say the word again but don't say flash. (they should say light). Say houseboat – tell them to say it again but don't say boat. (they should say house). You always say the complete word then ask them to say it but take away a word and tell you what it is. You say butterfly, ask them to say it but don't say fly. (they should say butter).

Words to try:

butterfly	basketball	skateboard	bookstore
birdhouse	football	jellyfish	bedroom
railroad	mailbox	bluefish	rainbow
doghouse	campfire	toothbrush	pancake
playground	bookcase	backpack	starfish
sunflower	fireman	armchair	snowman

This might take some practice!! Don't expect them to get it right away. Do two or three a day and keep practicing. This can be done at any time, during meals, riding in the car, etc. Remember we want these things to be fun so they don't even know they are doing work. All of these activities are building skills that they will need to be successful readers!!!

Activity 7

*Word Riddles

Using the compound words from above, tell the child to listen to the riddle and tell you the word:

Question:

I am a house for a bird

I am a light that flashes

I am a flower that likes the sun

I am a box for the mail

I am a case for books

I am a pack for your back

I am a board that you skate

I am a brush for your tooth

Answer:

birdhouse

flashlight

sunflower

mailbox

bookcase

backpack

skateboard

toothbrush

You can add different riddles and see how many they can figure out.

Activity 8

*I Spy

You can use this game to practice colors, shapes, numbers, and listening for beginning and ending sounds. You can make this game easy or difficult depending on how you give the hints

***For example - Colors**

I spy with my little eye something that is red –

I spy with my little eye something that is the color of a banana -

I spy with my little eye something the same color as a firetruck –

***Shapes**

I spy something round

I spy something shaped like a square

I spy something with three sides

***Numbers**

I spy the number 3

I spy the number after 5

I spy the number that $2 + 1$ makes

***Beginning Sounds** (Remember to sometimes say the **sound** – not just the letter.)

I spy something that has the beginning sound T

I spy something that begins with B

***Ending Sounds**

I spy something that ends with the sound P

I spy something that ends with an S

****REMEMBER** - For these activities – If something is too hard or frustrating – then back up to an easier activity. The goal is to get them listening and thinking in a fun way!!!

Shape Activities

Activity 1 - Sorting

You can use the shapes to sort by shape or size. (Cut out each shape). Have the students put all of the circles together, all the triangles together, etc. You can also have them put all of the large shapes together, medium shapes together and small shapes together. To make it harder, tell them to put the shapes with no sides together, the shapes with three sides together and the shapes with four sides together. You can also let them sort the shapes independently and then tell you how they sorted them. They may think of a completely different way to sort them.

Activity 2 - Ordering By Size

Have the students put the shapes in order from the smallest to the largest or largest to smallest.

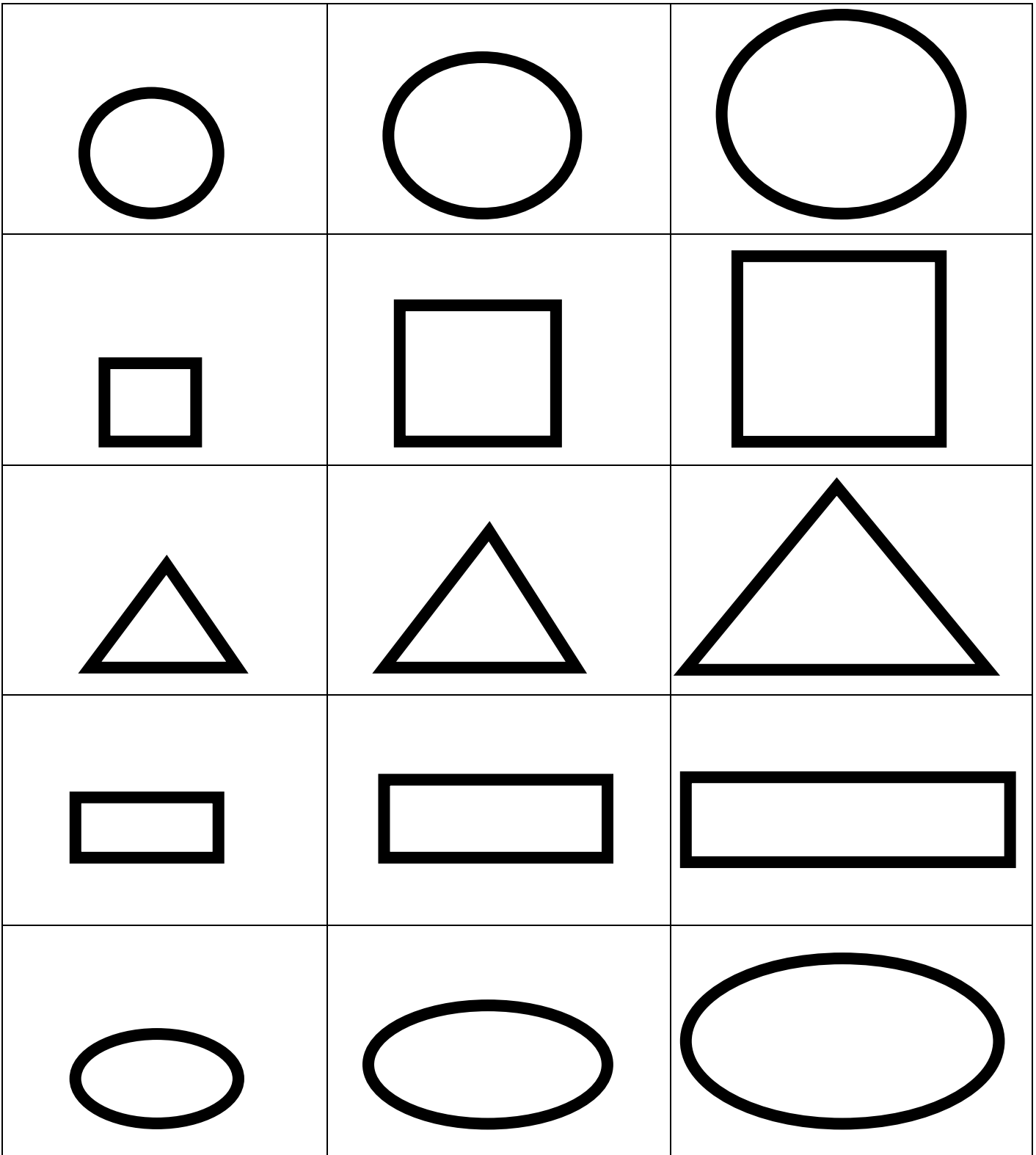
Activity 3 - Guess the Shape

Ask questions about the shapes, for example which shape has three sides, which shape has four equal sides, which shape has four corners, which shape has no sides. You can play a game by giving clues and having them try to guess the shape you are thinking of for example, *I am thinking of a shape that has two long sides*

and two short sides. Allow them to give the clues to you and then you try to guess the shape they are thinking of.

Activity 4 Shape Hunt

Have the student hold a shape and then go on a shape hunt and see how many they can find inside or outside. You can give them different clues and let them hunt - for example, tell them you are thinking of a shape that has four sides and see how many they can find. This activity could be done while eating meals, riding in a car, bath time, etc.



Number Circles Puzzle:

**Cut the circles apart. Each puzzle will have four pieces. Students will need to count the pictures and match them with the correct number to put the circles back together.

We suggest starting out with numbers 1-3. If students are able to complete 1-3, then take a break and let them try 1-5. Allow students to work on the puzzles 1-5 several times. (You can have them work on it once or twice a day, do not make them sit for a long time, they will become frustrated. We want these activities to be fun so they will want to do them over and over again.)

When students can successfully do 1-5 then you can add another puzzle. Give them a few days before adding additional numbers.

We do not want them to get overwhelmed so we would suggest only giving them three or four puzzles at a time. If they have too many pieces then it will be too confusing.

Remember – Make It FUN!!!!

