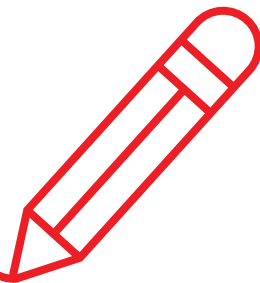




RUTGERS UNIVERSITY
**Center for Effective
School Practices**

AT-HOME ACTIVITIES



The BRIDGE Initiative

Funded by NJ Department of Education, Office of Special Education

LETTER TILE GRAB BAG

Practice letter names and sounds through repetition

Kindergarten, 1st, & 2nd Grade



Topics

- Letter Recognition
- Uppercase & Lowercase Letters
- Phonics
- Writing Letters

Materials

- Letter Tiles

Planning

- No Prep
- 5 - 10 Minutes to Play

Directions

1. Place all of the letter tiles in a bag or container.
2. Have your child reach into the bag and pull out one tile.
3. Ask your child to say the name of the letter and sound it makes.
 - If your child answers correctly, they keep the tile.
 - If not, put the tile back in the bag.
4. Continue pulling tiles from the bag until your child has collected all the tiles!

Because the unknown tiles go back in the bag, your child will see those letters again and get more chances to practice.

LETTER TILE GRAB BAG

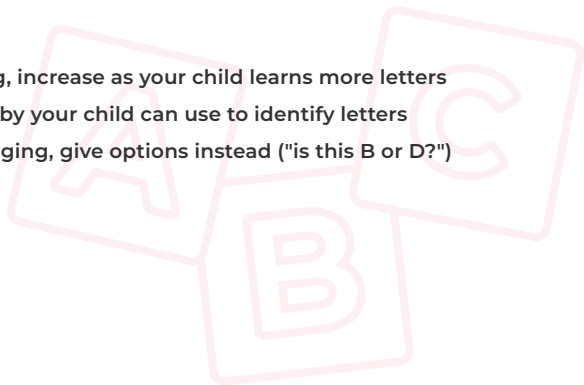
Extensions

Once your child is comfortable naming the letter, you can add new challenges.

- Say or write a word that starts with the letter
- Write the upper and lowercase version of the letter
- Write the letter three times while saying the sound

Adaptations & Scaffolds

- Reduced Tiles - use only a few tiles in the bag, increase as your child learns more letters
- Visual Support - keep an alphabet chart nearby your child can use to identify letters
- Give Choices - if recalling the letter is challenging, give options instead ("is this B or D?")



BUILD-A-WORD

Use stems to build different words

1st, 2nd, & 3rd Grade



Topics

- Word Families
- Spelling
- Phonics
- Letters & Sounds

Materials

- Letter Tiles

Planning

- No Prep
- 5 - 10 Minutes to Play

Directions

1. Choose a word stem and place those letters on the table. Leave one blank space where your child will add a tile.
2. Ask your child to fill the blank with a letter tile to make a word. Read the word together to make sure it's a real word
3. Replace the letter in the blank space and build a new word. See how many real words you can make from the same stem.

Example Stems:



Bake Cake Lake

Make Take



Light Might Night

Right Sight

BUILD-A-WORD

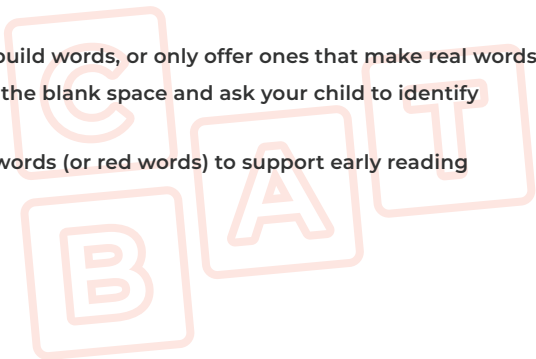
Extensions

To practice other skills, try these small changes:

- After building a real word, have your child write it on paper or a dry-erase board
- After building a word, ask your child to spell it aloud while pointing to each tile
- Practice prefixes or suffixes by using them as stems

Adaptations & Scaffolds

- Reduced Tiles - use a smaller number of tiles to build words, or only offer ones that make real words
- Give Choices - place 2 or 3 possible tiles next to the blank space and ask your child to identify which ones make real words
- Common Words - start with stems for common words (or red words) to support early reading



KABOOM!

Practice reading and spelling red words

1st, 2nd, & 3rd Grade



Topics

- High Frequency Words
- Spelling
- Reading Fluency

Materials

- Popsicle Sticks
- Cup
- Marker

Planning

- 5 Minutes Prep
- 5 - 10 Minutes to Play

Directions

1. Write about 15–30 practice words (high-frequency or red words) on popsicle sticks.
2. Write KABOOM on about 5 additional sticks.
3. Place all the sticks in a cup or container.
4. Have your child draw one stick from the cup. Ask them to read the word and spell it correctly.
 - If they do, they keep the stick.
 - If not, put the stick back in the cup.
 - If your child draws a KABOOM stick, they must put all of their collected sticks back in the cup and start over.
5. Keep playing until time is up or until your child collects 10 sticks.

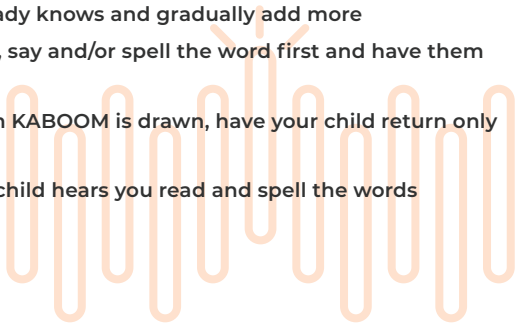
KABOOM!

Extensions

- After reading the word, have your child write the word
- After reading the word, ask your child to say a sentence using the word
- For words that can be acted out (run, jump, look), have your child act out the word before keeping the stick

Adaptations & Scaffolds

- Start Small - begin with 5-10 words your child already knows and gradually add more
- Echo Reading - If your child struggles with a word, say and/or spell the word first and have them repeat it
- Reduced Penalty - Instead of losing all sticks when KABOOM is drawn, have your child return only two or three sticks
- Play Together - Take turns drawing sticks so your child hears you read and spell the words



MULTISENSORY SPELLING

Practice spelling words using sensory writing
Kindergarten, 1st, & 2nd Grade



Topics

- High Frequency Words
- Spelling
- Reading Fluency
- Multisensory Learning

Materials

- Shaving Cream

Planning

- 5 Minutes Prep
- 10 - 15 Minutes to Play
- 5 Minutes Clean-up

Directions

1. Cover a flat surface with a thin layer of shaving cream.
2. Have your child practice writing and spelling words by writing them in the shaving cream with their finger.
3. Continue practicing with new words.

Writing in a textured material can make spelling practice feel like play while helping children remember the letters in each word. You can also do this activity with sand, snow, or paint!

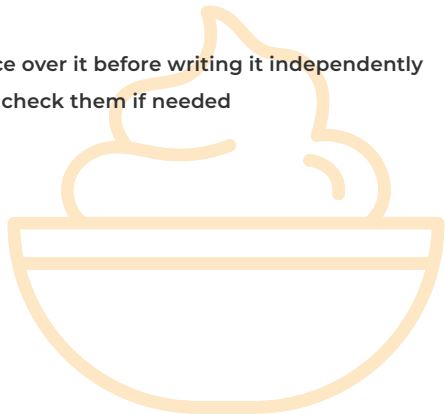
MULTISENSORY SPELLING

Extensions

- Ask your child to say a sentence using the word after writing it
- Have your child write the word three times while saying each letter
- Practice writing upper and lower case letters

Adaptations & Scaffolds

- Model First - Write the word once and have your child trace over it before writing it independently
- Use a Word List - Keep the words visible so your child can check them if needed



MIXED WORD PRACTICE

Roll a die and practice your skills!

1st, 2nd, & 3rd Grade



Topics

- High Frequency Words
- Spelling
- Vocabulary
- Oral Language
- Phonics

Materials

- 1 - 6 Numbered Die

Planning

- No Prep
- 5 - 10 Minutes to Play

Directions

1. Pick 5 - 8 words to practice (or red words) and place them where your child can see (index cards, list, or popsicle sticks).
2. Have your child pick a word from the list and roll the die.
3. Ask your child to complete the action based on the number rolled:



1: Spell the word



4: Say a word that rhymes with the word



2: Read the word out loud



5: Act the word out (no talking)



3: Use the word in a sentence



6: Give a synonym of the word (or explain it in your own words)

- 4: Continue picking words and rolling the dice until each word has been practiced three times

MIXED WORD PRACTICE

Extensions

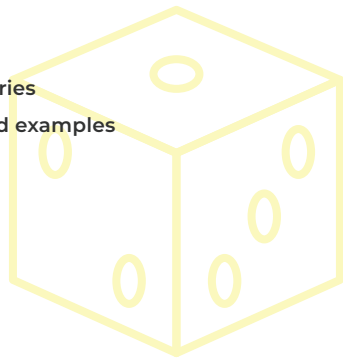
Replace the directions for one or more rolled numbers with other tasks to practice other skills:

- Clap and count the number of syllables
- Name all the vowels in the word
- Write the word or sentence
- Give a rhyming word

Adaptations & Scaffolds

- Model First - show how to complete each action before your child tries
- Play Together - take turns so your child hears correct responses and examples

Use tokens or a simple score to motivate extended practice and/or until they reach a goal.



ROLL AND WRITE

Roll a die and build words from a pattern

1st, 2nd, & 3rd Grade



Topics

- Phonics
- Word Families
- Spelling
- Letters & Sounds

Materials

- 1 - 6 Numbered Die
- Roll & Write Template
- Pencil/Dry Erase Marker

Planning

- No Prep
- 15 - 20 Minutes to Play

Directions

1. Setup: At the top of each column in the roll-and-write template, write a word stem or pattern (for example: _ay, _at, _th, _sh, _ook)
2. Have your child roll the die.
3. Based on the number on the die, ask your child to write a word in that column that matches the pattern.
4. Check that they have written a real word. Then, read and spell the word together.
5. Continue rolling and writing until each column is filled!

This activity helps children connect sounds and spelling patterns while building multiple words from the same pattern.

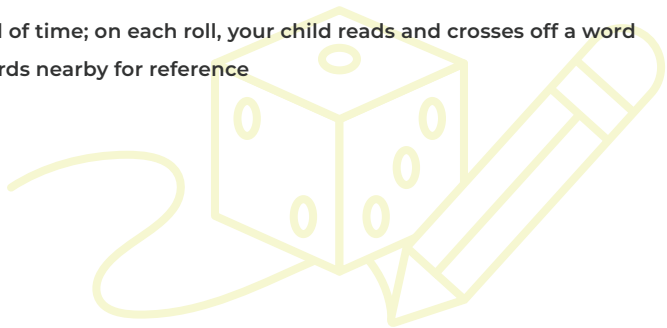
ROLL AND WRITE

Extensions

- Change the patterns to match what your child is learning
- Try a vowel version: label columns a, e, i, o, u and write a CVC word each roll
- After filling a column, go back and read all the words in that column together
- Circle or highlight the part of the word that matches the pattern (_ay, _th)

Adaptations & Scaffolds

- Roll and Read - fill in the chart ahead of time; on each roll, your child reads and crosses off a word
- Use a Word Bank - keep example words nearby for reference



ANIMAL WORDS ROLL

Practice naming, spelling, and word skills with animals
Kindergarten, 1st, 2nd, & 3rd Grade



Topics

- Phonics
- Vocabulary
- Spelling
- Writing

Materials

- Animal Picture Cards
- 1 - 6 Numbered Die
- Paper and Pencil

Planning

- No Prep
- 10 - 20 Minutes to Play

Directions

1. Ask your child to draw an animal card from the deck and roll the die.
2. Ask your child to complete the action based on the number rolled:



1: Name the animal



4: Write the name of the animal



2: Spell the animal aloud



5: Make the sound the animal makes



3: Say a word that rhymes with the animal name



6: Write the animal name in ALL CAPITAL LETTERS

3. Continue until you've drawn all the cards.

ANIMAL WORDS ROLL

Extensions

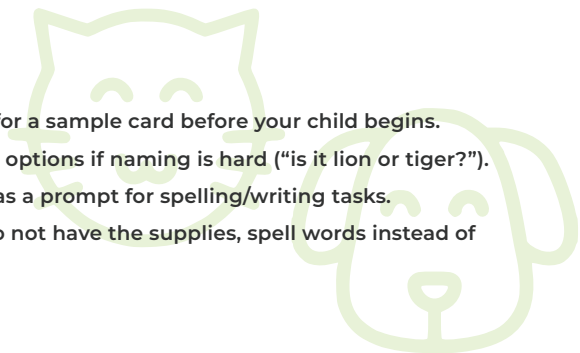
You can replace the actions for one or more numbers to practice specific skills your child is working on, like:

- Clap and count the syllables in the animal name
- Describe the animal with an adjective, or spell it
- Use the animal name in a sentence, or write the sentence

Or, roll the die more than once for each card!

Adaptations & Scaffolds

- Model First - demonstrate each action once for a sample card before your child begins.
- Give Choices - for naming or rhyming, offer 2 options if naming is hard ("is it lion or tiger?").
- Give the First Letter - provide the first letter as a prompt for spelling/writing tasks.
- Verbal Option - if writing is difficult or you do not have the supplies, spell words instead of writing them



ANIMAL STORY BUILDER

Use animal cards to build sentences and stories
Kindergarten, 1st, 2nd, & 3rd Grade



Topics

- Sentence Writing
- Vocabulary
- Storytelling
- Oral Language

Materials

- Animal Picture Cards
- Question Word Die
- Paper and Pencil

Planning

- No Prep

Directions

1. Have your child draw three animal cards; these will be the beginning, middle, and end cards
2. Ask your child to create a story with a beginning, middle, and end using the animals - silly stories are the best!
3. After telling the story, have your child write 1-3 sentences to match the story.
4. To add extra details, roll the question word die and ask your child a question about their story.

ANIMAL STORY BUILDER

Extensions

- Make the story include a problem and a solution
- Swap one drawn card for a new card and talk about how the story would change
- Include spelling/vocabulary words in the story or sentences
- For extra fun, act out the story while telling it

Adaptations & Scaffolds

- Sentence Starters - give sentence starters and allow your child to use them
- Build Together - adult and child alternate sentences to put a story together
- Scribe - the child dictates while adult writes, and the adult asks questions along the way



READ, ROLL, & RESPOND

Test your reading comprehension with a roll of the dice
3rd, 4th, & 5th Grade



Topics

- Reading Comprehension
- Writing
- Oral Language

Materials

- Short Reading Passage
- Question Word Die
- Paper and Pencil

Planning

- No Prep
- 10 - 15 Minutes to Play

Directions

1. Have your child read a short passage.
2. Have your child roll the question-word die.
3. Ask your child to ask a question using that word about the passage, have them answer the question in a complete sentence.
4. Have your child point to the part of the text that helped them answer the question word.
5. Continue rolling and answering with new questions.

This activity helps children practice asking and answering questions and finding support in a text.

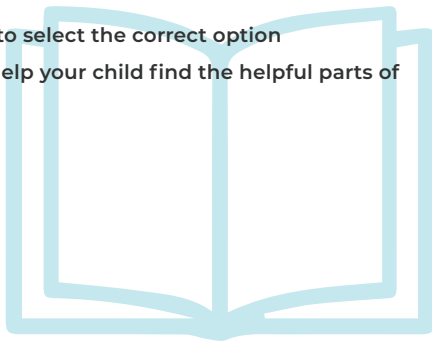
READ, ROLL, & RESPOND

Extensions

- Practice listening comprehension by instead reading a passage out loud to your child
- Have your child write their answers to your questions in complete sentences
- Try this activity with appropriately leveled passages!

Adaptations & Scaffolds

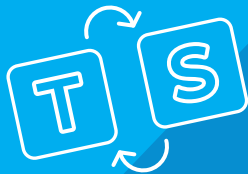
- Give Choices - offer answer choices and ask your child to select the correct option
- Finding Answers - use sticky notes or a highlighter to help your child find the helpful parts of the text



SPELLING STREAK!

Change one letter at a time to build new words

2nd, 3rd, 4th, & 5th Grade



Topics

- Spelling
- Phonics
- Vocabulary

Materials

- Letter Tiles

Planning

- No Prep
- 5 - 10 Minutes to Play

Directions

1. Build a starting word using letter tiles.
2. Ask your child to change one letter to make a new word.
3. Swap out a letter again to build another word - no repeats!
4. Continue building new words one swap at a time. See how many words you can build in a row and beat your streak!

Good starting words:

C A T → C A N → P A N

S O N → T O N → T I N

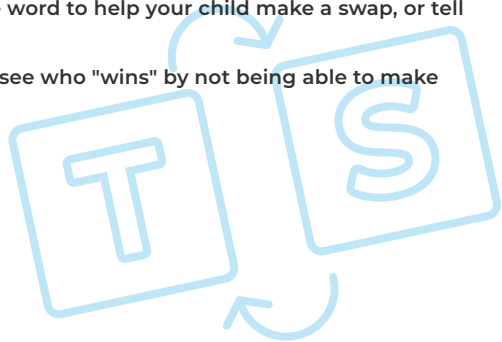
SPELLING STREAK!

Extensions

- Write down each word after building it, or write a sentence using that word
- See if you can reach a goal word from the starting word
- For an added challenge, start with longer starting words!

Adaptations & Scaffolds

- Give Choices - place 2 - 3 possible letters next to the word to help your child make a swap, or tell them which letter to swap
- Play Together - take turns changing one letter, and see who "wins" by not being able to make another word!



SIGHT WORD FLASH CARDS

Practice sight words with a word flipbook
Kindergarten, 1st, & 2nd Grade



Topics

- High Frequency Words
- Sight Words
- Reading Fluency
- Spelling

Materials

- Spiral Bound Index Card Notebook
- Marker or Pencil

Planning

- 15 Minutes One-Time Set up
- 5 - 10 Minutes to Play

Directions

1. One-time set-up: write one sight word on each index card in the spiral-bound notebook.
2. To practice, flip through the cards one at a time and ask your child to read each word out loud.
3. After reading the word, ask your child to either spell it aloud or write it.
4. Continue practicing the words regularly. As your child learns new sight words, add them to the notebook.

SIGHT WORD FLASH CARDS

Extensions

After reading a word, try one of the following for extra practice:

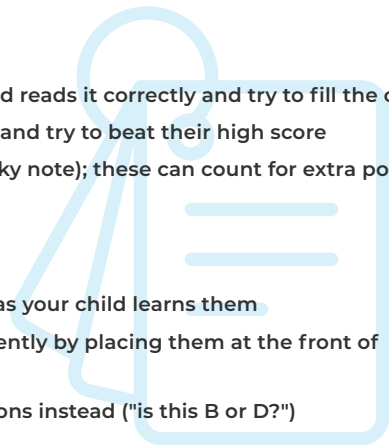
- Find the sight word somewhere around the house (books, labels, mail, signs)
- Say or write a simple sentence using the sight word

To encourage repeated practice, you can also:

- Add a small sticker to the back of a card each time your child reads it correctly and try to fill the card
- Keep track of how many words your child can read in a row and try to beat their high score
- Mark a few challenging words as “bonus words” (with a sticky note); these can count for extra points or a small reward

Adaptations & Scaffolds

- Start Small - begin with a small set of words and add more as your child learns them
- Extra Practice - review more challenging words more frequently by placing them at the front of the notebook
- Give Choices - if recalling the letter is challenging, give options instead ("is this B or D?")



PEER READ-ALoud STRATEGY

Use prompts to build your child's language during reading
Kindergarten, 1st, 2nd, & 3rd Grade



Topics

- Reading Comprehension
- Vocabulary
- Oral Language
- Listening Skills

Materials

- Any Book

Planning

- 5 Minutes Prep
- 5 Minutes Extra Time
During Reading

Directions

1. **Prompt:** while reading a book, occasionally pause and ask your child a question about the story or picture.
2. **Evaluate:** listen to your child's answer and give simple feedback.
3. **Expand:** add more detail to your child's response by modeling a longer or more complete idea.
4. **Repeat:** ask your child to respond again using the new information.
5. **Continue reading** and pause again to use the strategy throughout the story. To prepare, you can take a few minutes before reading together to come up with questions!

PEER READ-ALLOUD STRATEGY

Extensions

Try using different types of questions:

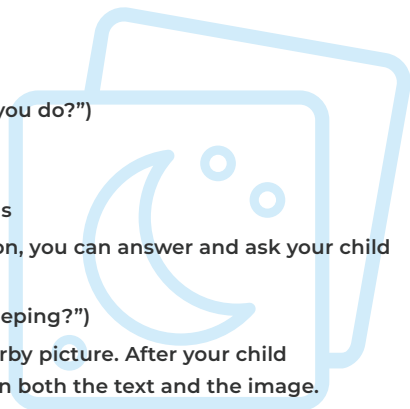
- Who, what, where, when, why, or how questions
- Questions about feelings (“How does the character feel?”)
- Prediction questions (“What do you think will happen next?”)

Use the PEER + PA strategy to go further:

- Praise: give specific feedback (“Great thinking! You noticed...”)
- Apply: connect to real life (“Have you ever...?” or “What would you do?”)

Adaptations & Scaffolds

- Keep It Simple - accept short answers, pointing, or single words
- Model Responses - if your child is unable to answer the question, you can answer and ask your child to repeat your answer, verify that it's correct, or add to it
- Give Choices - offer two possible answers (“Is he running or sleeping?”)
- Use Pictures - ask questions that can be answered using a nearby picture. After your child responds, work together to identify where to find the answer in both the text and the image.



ANIMAL SOUND MATCH

Use animal cards and letter tiles to practice sounds in words
Kindergarten, 1st, & 2nd Grade



Topics

- Phonics
- Beginning Sounds
- Spelling
- Vocabulary

Materials

- Letter Tiles
- Animal Picture Cards

Planning

- No Prep
- 5 - 10 Minutes to Play

Directions

1. Have your child draw an animal card and name the animal.
2. Ask your child to say the first sound they hear in the animal's name.
3. Have your child find the letter tile that matches that sound.
4. Place the matching tile next to the animal card.
5. Continue drawing cards and matching beginning sounds.

ANIMAL SOUND MATCH

Extensions

Try different ways to practice with the same animal card:

- Find the ending sound in the animal's name
- Find a vowel in the animal's name
- Use letter tiles to spell the full animal name

For more practice, try playing the game in reverse!

- Draw a letter tile and find an animal card that starts or ends with that letter
- Add a challenge: find two animals that start with the same sound

Adaptations & Scaffolds

- Naming - if your child cannot name the animal, tell them the name and have them repeat it before finding a tile
- Stretch the Word - say the animal name slowly and emphasize the first sound (e.g., "lllllion") to help your child hear it
- Limit the Tiles - place only 2 - 4 letter tiles on the table so your child can choose more easily
- Give Choices - ask, "Does lion start with /l/ or /b/?" and have your child choose

