

★ Looking at Words and Letters

- ☐ 1. Ask your child how many lines are in the poem. Invite him or her to number the lines.
- ☐ 2. Ask, *Which is the longest line? How many words does it have?*
- ☐ 3. Ask your child to find uppercase B. Say, *Which word is Baker? Circle it. Which word is "Bake"? Underline it.*
- ☐ 4. Have your child point to the first and last word in the poem, and then count all the words.

★ Playing With Sounds

- ☐ 1. Say, *I'll say two words. You tell me if they rhyme:*

man, can

can, cake

cake, bake

- ☐ 2. Say, *Listen while I stretch out the sounds in these words. You tell me the words:*

p . . . aaa . . . t (pat)

m . . . aaa . . . nnn (man)

b . . . aay . . . k (bake)

- ☐ 3. Say, *I'll say two words. You tell me if they start the same way:*

man, mark

cake, bake

pat, put

★ Beginning to Read

- ☐ 1. Write the following words on index cards or small slips of paper. Ask your child to sort them into two groups: long "a" words and short "a" words.
pat, man, fast, and (short "a") cake, bake, baker's (long "a")
- ☐ 2. Ask your child to circle the words in the poem that start with the sound "b." Repeat with "p."
- ☐ 3. Write the word *man* on a sheet of paper. Ask your child to name other words that rhyme with *man* (*Ann, ban, can, Dan, fan, pan, ran, tan*). Together, write these new words.
- ☐ 4. Together, choose two or three words from the poem. Add them to your word wall and practice these words daily. Or, add them to your child's word bank (a collection of words on cards, one word per card).