

## Welcome to The Heritage Kindergarten Family



### We Believe...

- Kindergarten should instill a love for lifelong learning in every child
- Our classrooms are places for children to learn, grow, feel safe, make mistakes, try again and be celebrated!
- Students learn in multiple ways. Every child benefits from differentiation
- Children need intentional time for the arts, brain breaks, purposeful play, and recess. Your child will have multiple recesses a day as well as experience 'Specials Classes' art, music, PE, library and technology extension opportunities.
- STEM education is a way of the future and how our kids learn. We believe in project based learning, field trips and time exploring the ways of the world in our Innovation Center.
- We teach your child about how to grow socially and emotionally in the world. Each day, your child will experience 'Community Circles' to ensure your child's feels connected and loved. Our school psychologist comes weekly to teach students about feelings, emotions and how to become a friend!
- We help build leadership skills. Students in Kindergarten are Safe, take Ownership for their learning, have a positive Attitude and are Respectful at Heritage (S.O.A.R.).
- Our classroom is a community! Parents are a child's first and best teacher. Together, we will ensure your child's success.
- We believe every child is a writer, mathematician, scientist, artist, thinker and dreamer who will one day change our world.

### -The Heritage Kindergarten Team

Meg Benedik, Kira Vander Ploeg, and Jodie Davis

## Is My Child Ready for Kindergarten?



Kindergarten teachers are often asked "how can my child be ready for Kindergarten?" We believe that no matter where a child is developmentally at, we are equipped to teach love and serve your family. Through a partnership, we will meet each child's needs!

### Preparation for Kindergarten



-**Help your child to listen and follow 2-step directions.**  
Use language like:

"First..... Then.....". For example: "First put on your shoes, then walk to the door."

-**Help your child write their name.**

Students need a capital letter for the first letter and the rest of their name written in lower case.

-**Does your child know colors and basic shapes?**

Triangle, square, rectangle, circle, oval and hexagon. Draw these shapes with a pencil, sidewalk chalk, or point them out!

-**Can your child hold a pencil?**

Please see the end of the packet for an example of proper pencil grip.

-**Help your child identify the letters of the alphabet and their sounds.**

Begin to help them write the letters of the alphabet, and learn letter sounds. Check out resources connected to this page to help your child.

-**Can your child hold a book?**

Do they know how to turn the pages? Show your child how to point under each word as you read.

-**Can your child use the bathroom by themselves?**

Are they starting to zip up their jackets and pants? Do they know how belts and buttons work? Basic bathroom self-care is important to have as your child enters Kindergarten.

# Steps to Help Enter Kindergarten



## 1. Read

Read to your child daily. As you read, ask questions.

- What do you see on the cover of the book?
- Who are the characters?
- Where is the setting?
- What does an author do?
- What does an illustrator do?
- Is this book fiction or nonfiction? How do we know?

## 2. Model Wonder

As you go through daily life, be curious as a parent. Model wonder out loud. This will help pave the way for your child to be curious as a scientist and mathematician. Some example statements are:

- I wonder...
- I notice...
- I see...

## 3. Write

Write your child's name as much as possible. Show them how to write their name with a capital at the beginning and the rest of their letters lowercase. Tell your child what their last name is too! Write in chalk, marker or on the playground in sand when kids are ready, they will write their name on their own!

## 4. Count

Count with your child from 1-20 out loud as much as possible. Then start writing the numbers. Make math fun by looking for numbers in your daily life. A great way to prepare your child for Kindergarten is to help them know their numbers 1-20.

## Steps to Help Enter Kindergarten



### 5. Play

Play is the basic understanding of how to make relationships with others. Play can be shown with siblings, on playgrounds, with neighbors and with you. The best way to support play at school is to help your child in knowing how to introduce themselves. Teach them how to say things like: "Hi, my name is.....what's your name? What are you playing? Can I play?"

### 6. Draw

Draw stick people! As your child starts to write stories they will **FIRST** need to draw their stories in pictures. We have included "How to Draw a Person" at the end of this packet! Be creative with your drawing and add a setting in the picture. Draw the sun, ground to walk on, trees and grass!

### 7. Cut

Holding scissors can be hard for kindergarten students! Get a blank piece of paper and a marker. Draw a straight line, zig-zag line and curved line. Have your child practice cutting these lines before they enter school.

### 8. Give Directions

A big part of being in kindergarten is being able to listen and follow directions. The best way you can prepare for this is to help your child follow two-step directions. As shared above, use the language "First.....Then....." We use this language daily at school!

### 9. Explore

Get outside! Visit your local libraries and community places. There are some great places to explore right next to Heritage Elementary. Here are some of our favorite places to visit within walking/biking distance from our school: Kobel Library, Cherry Park, Westlands Park, and Marjorie park. As you explore, you are building experiences for your child to talk about, write about and share as they meet new friends in school.

### 10. Sing and tell stories

Sing songs that rhyme. Sing songs as you cuddle up and hold your child close. Signing (even if you can't keep a tune) is a way to show your child about language. It helps your child learn to read. Another pre-reading skill comes from talking and telling stories. Tell stories in your native language. Tell stories from your childhood. Tell stories to celebrate your identity! We can't wait for your child to tell stories in school!

# Kindergarten Daily Schedule

(Monday, Tuesday, Thursday & Friday)

7:45-8:05 Soft Start

8:05-8:45 Purposeful Play & WINN

8:45-9:30 Writing Workshop/Heggerty

9:30-9:45 Movement & Snack

9:45- 10:00 Read Aloud

10:00-10:45 Foundations/Reading Workshop

10:45-10:50 Wash

10:50-11:35 Lunch/Recess

11:35-11:50 Class Meeting

11:50-12:55 Math Workshop

12:55-1:10 Wellness/Snack

1:10-1:55 Specials

2:00-2:35 Science/Social Studies

2:35-2:45 End of Day

# Kindergarten Daily Schedule

(Wed)

7:45-8:05 Soft Start

8:05-8:15 Morning Meeting

8:15-9:30 Heggerty/Writing Workshop

9:30-9:45 Movement/Snack

9:45-10:00 Read Aloud

10:00-10:45 Foundations & Reading Workshop

10:45-10:50 Wash

10:50-11:35 Lunch/Recess

11:35-12:20 Math

12:20-12:50 Specials

12:50-1:05 Wellness/Snack

1:05-1:35 Social Studies, Science, STEAM

1:35-1:45 End of Day

Updated: 1/26/23

**HERITAGE ELEMENTARY  
School Supply List for SY 2023-2024**

**Kindergarten \*DO NOT PUT YOUR CHILDS NAME ON SUPPLIES\***

- 1 large box of facial tissue
- 1 box (8 ct) wide classic color markers
- 2 boxes (24 ct) crayons
- 1 dozen #2 pencils, sharpened
- 4 glue sticks
- 2 pocket (no brads) folders – 1 yellow and 1 red, **\*NO DESIGNS OR GRAPHICS** (plastic)
- 1 pkg (4 ct) color Dry Erase Markers, assorted colors, chisel tip
- 1 watercolor set
- 1 headphone for computer (label and place in plastic bag)
- 1 container of playdoh
- 1 pair of children's scissors
- 1 plastic pencil box
- 1 bottle white glue
- 1 box of Gallon size freezer bags
- 1 box of Quart size freezer bags

**Grade 1 \*DO NOT PUT YOUR CHILDS NAME ON SUPPLIES\***

- 24 sharpened pencils
- 2 glue sticks
- 1 pkg (4 ct) Dry Erase Markers (chisel tip)
- 1 box of 24 crayons
- 1 box (10ct) of wide markers – bright or tropical colors
- 1 box (10ct) of wide markers – classic colors
- 1 box (10ct) of fine line markers
- 1 large box of facial tissues
- 4 pocket folders, 1 of each: YELLOW, GREEN, BLUE, PURPLE
- 2 composition notebooks – wide-ruled – (1) GREEN and (1) BLUE
- 1 over the ear headphones (no earbuds)

**Grade 2 \*DO NOT PUT YOUR CHILDS NAME ON SUPPLIES\***

- 1 dozen #2 pencils, sharpened (**BOYS ONLY**)
- 1 box (12 ct) yellow mechanical pencils (**twist not push**)
- 4 small glue sticks
- 1 glue bottle, (**GIRLS ONLY**)
- 4 laminated, (1-green, 1-blue, 1-red, 1-yellow), 3-hole punched pocket folders / **NO DESIGNS OR PRONGS**
- 3 composition notebooks, 1-GREEN, 1-BLUE, 1-BLACK/WHITE
- 1 pkg of (4 ct) Dry Erase Markers (chisel tip)
- 1 box (10ct) of **wide** markers – **classic colors**
- 1 box (10ct) of **wide** markers – **bright colors**
- 1 box (10ct) of **fine-line** markers
- 1 pkg (12ct) of colored pencils, sharpened
- 1 large box of facial tissues
- 1 pair of children's scissors
- 1 over the ear headphones (no earbuds)

Updated: 1/26/23

**Grade 3 \*DO NOT PUT YOUR CHILDS NAME ON SUPPLIES\***

- 3 composition wide-ruled notebooks (any color)
- 1 5-Subject spiral wide-ruled notebook (any color / **BOYS ONLY**)
- 1 pkg wide-ruled lined paper
- 1 pocket folder – (any color)
- 1 pkg (8 ct) Classic broad tip markers
- 2 pkg (8 ct) colored pencils
- 2 fine tip Dry Erase markers, black
- 2 glue sticks
- 2 large erasers
- 1 pair of scissors
- 2 yellow highlighters
- 36 pencils – sharpened
- 2 ballpoint pens – (blue)
- 2 boxes of facial tissues
- 1 box of sandwich bags and (1) box of gallon bags, 24 ct. (**GIRLS ONLY**)
- 1 pair of earbuds or headphones

**Grade 4 \*DO NOT PUT YOUR CHILDS NAME ON SUPPLIES\***

- 2 composition notebooks (solid color to share / NO NAME LABELS)
- 1 pocket folder – Solid Color – no designs (to share) / NO NAME LABELS
- 1 dozen #2 pencils – NO mechanicals, personal pencil boxes, or personal pencils
- 1 box (24 ct) of crayons
- 2 pkg (12 ct) colored pencils
- 1 pkg (6 or 8ct) Dry Erase Markers, fine tip
- 2 boxes of facial tissues
- 1 pkg wide-ruled lined paper (**GIRLS ONLY**)
- 1 bottle of glue (**GIRLS ONLY**)
- 1 gallon size baggies (**GIRLS ONLY**)
- 1 glue stick (**BOYS ONLY**)
- 1 pkg (2 ct) large erasers (**BOYS ONLY**)
- 1 box of sandwich size baggies (**BOYS ONLY**)

**Grade 5 \*DO NOT PUT YOUR CHILDS NAME ON SUPPLIES\***

- 1 composition notebooks
- 2 dozen #2 pencils, sharpened
- 1 pkg (3 ct) glue sticks
- 2 pkg (4 ct) Dry Erase Markers, chisel tip
- 2 pkg (5 ct) of highlighters (different colors)
- 1 pkg (12ct) colored pencils
- 1 pkg (2 ct) large erasers
- 1 box of facial tissues
- 1 pkg (4 ct) ballpoint pens – (blue) (**GIRLS ONLY**)
- 1 pkg (4 ct) ballpoint pens – (red) (**BOYS ONLY**)
- 1 pkg (8 ct) Classic broad tip markers



Dear Parents/Guardians of our Incoming Heritage Elementary Kindergarteners and Pre-Kindergarteners,

Welcome to Heritage Elementary! I am Nurse Ann.

My primary goal as your school nurse is to support the health and wellness of your student/s during the school day.

I would like to partner together for the best care of your student/s. Here are some important health information requirements and reminders for your review.

**Immunizations:**

**Colorado law requires all students attending Colorado schools to be vaccinated against certain diseases unless they have a certificate of medical or nonmedical exemption on file. (SB20-163).**

Be sure to provide your student's updated immunization record to the school.

The list of school required immunizations can be found on the Colorado Department of Public Health and Environments website:

[https://cdphe.colorado.gov/schoolrequiredvaccines.](https://cdphe.colorado.gov/schoolrequiredvaccines)

**Toileting/Change of Clothes:**

It is the expectation for all incoming Kindergarten/Pre-K students to be fully toilet trained. We know accidents happen, so if your student may need a change of clothes, please keep a bag in their backpack with a clean set of clothes (shirt, pants, shorts, socks, and/or shoes) and other supplies they prefer (i.e. wipes).

Another helpful hint: most toilets at the elementary school have an automatic flush, so it helps introducing them to these toilets prior to the start of school.

**Health Conditions:**

Many of our students have health conditions such as diabetes, asthma, allergies, epilepsy/seizure disorders, and other chronic illnesses.

Please contact me if your student has any health conditions that could impact them during the school day, so that we can plan for a successful start to your student's educational journey!

I am excited to get to know your student/s and, again, welcome to Heritage Elementary!

Please feel free to contact me at any time with questions or concerns.

Ann Duffy, BSN, RN  
Heritage Elementary School Nurse  
Health Clinic Phone: 720-554-3506  
Email: [aduffy@cherrycreekschools.org](mailto:aduffy@cherrycreekschools.org)  
Health Clinic Fax: 720-554-3588

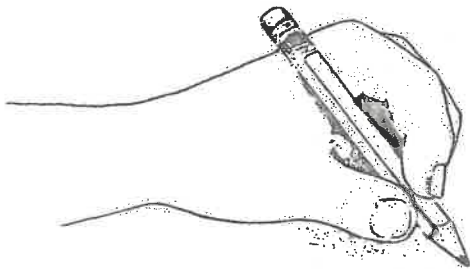
# Picking Up My Pencil

Dear Families,

We are working on holding our pencils correctly at school. The standard ways for children to hold their pencils are illustrated below. Some children like to pinch with the thumb and pointer. That's the tripod (three-pinch with thumb and pointer finger, pencil rests on the middle finger). Others like the quadropod (four-pinch with thumb and pointer/middle fingers together, pencil rests on ring finger). If you write using a grip that is different than tripod or quadropod, alter your grip for practice with your child. Children love to imitate adults and will copy you. The "Flip the Pencil Trick" is a fun way to practice positioning the pencil correctly.

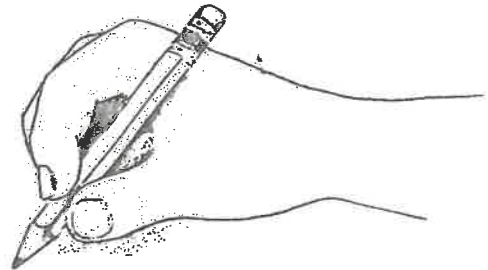
## Tripod Grip

Eraser points to **left** shoulder.



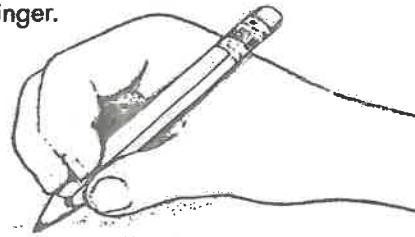
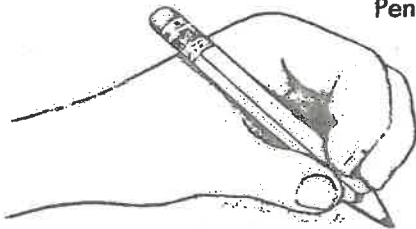
Standard grip: Hold pencil with  
**thumb + index finger.**  
Pencil rests on middle finger.

Eraser points to **right** shoulder.



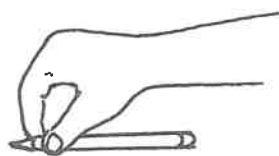
## Quadropod Grip

Alternate grip: Hold pencil with  
**thumb + index and middle fingers.**  
Pencil rests on ring finger.

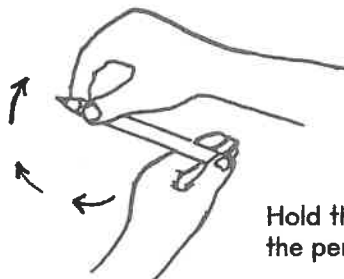


## Flip the Pencil Trick

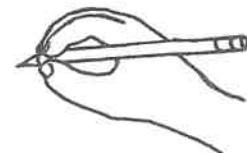
This is a fun way to practice placing the fingers correctly. Children like to learn it and it puts the pencil in the correct position. (Illustrated for right-handed children.)



Place pencil on table pointing away from you. Pinch the pencil on the point where the paint meets the wood.

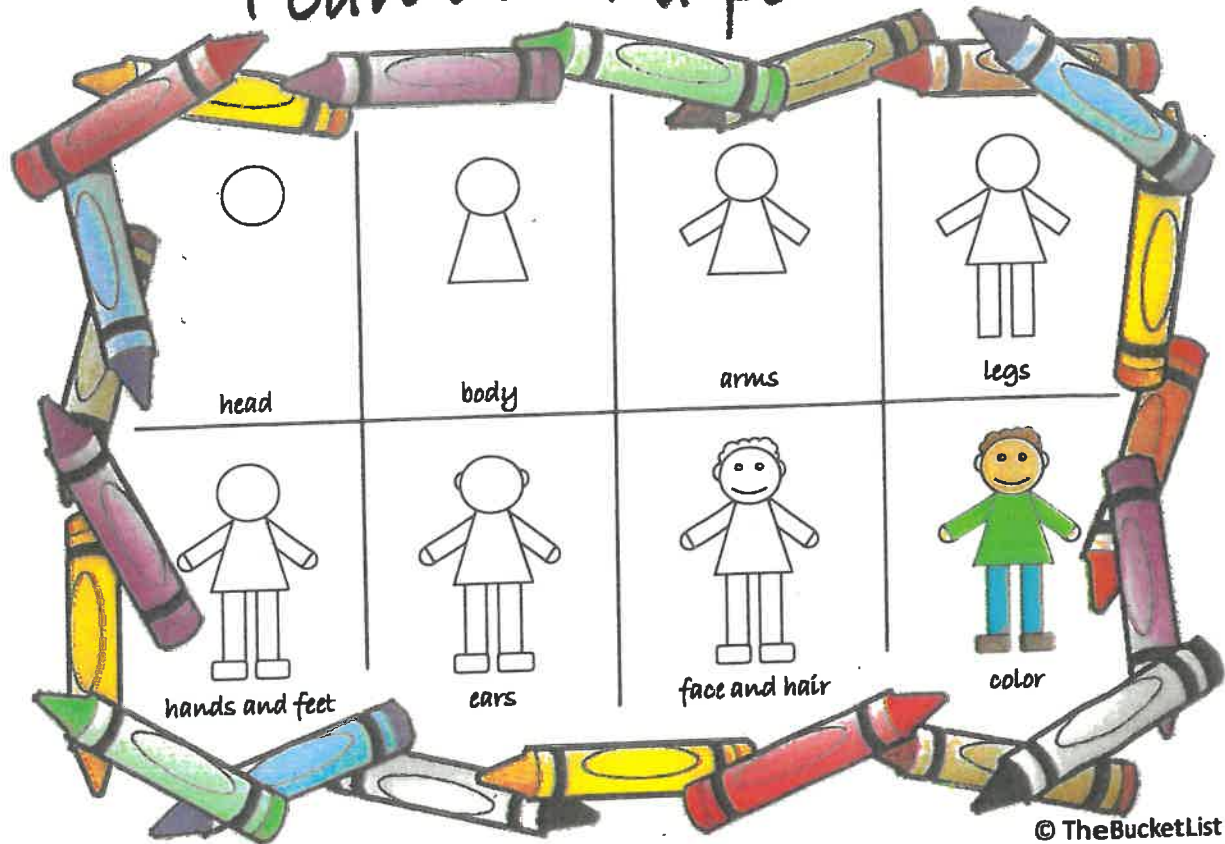


Hold the eraser and twirl the pencil around.



Voila!  
Correct grip.

# I can draw a person!



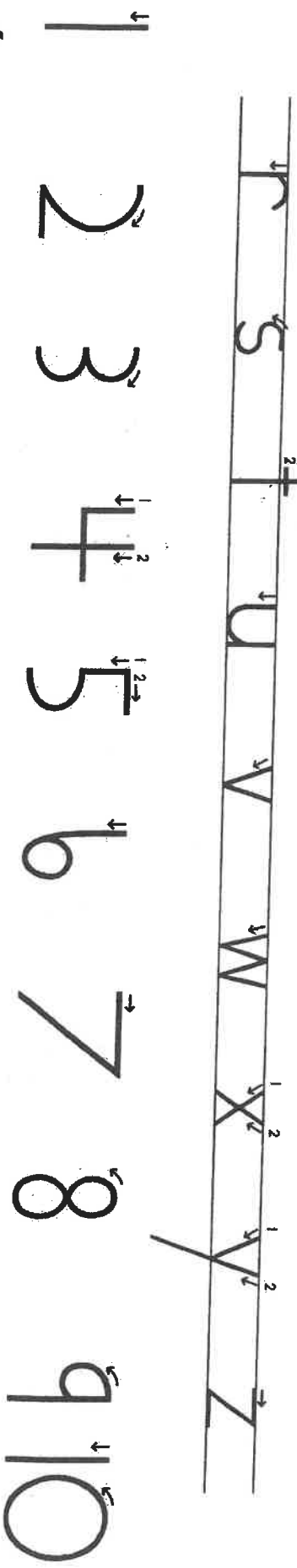
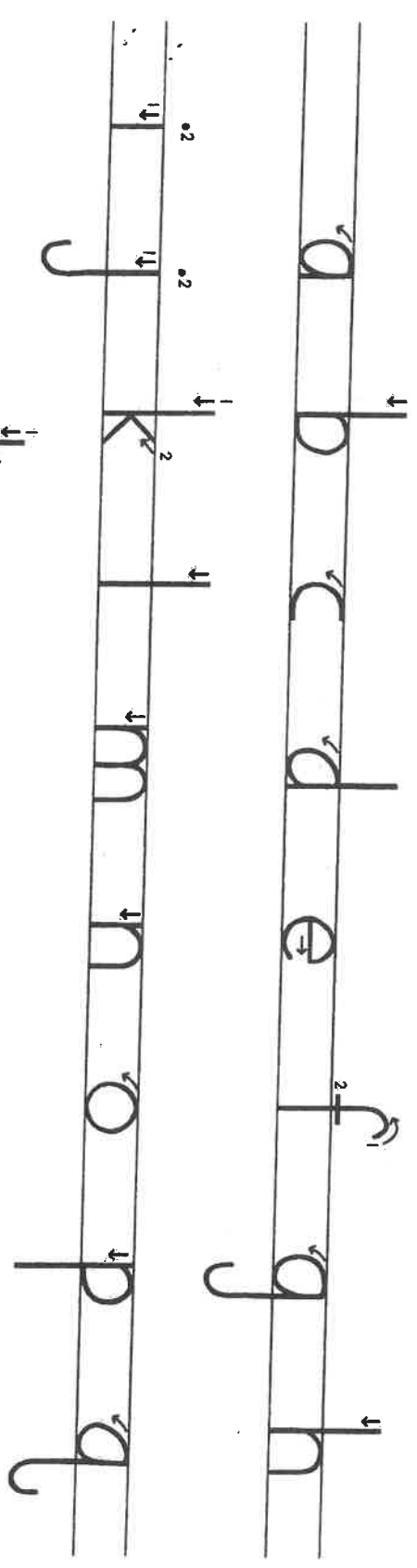
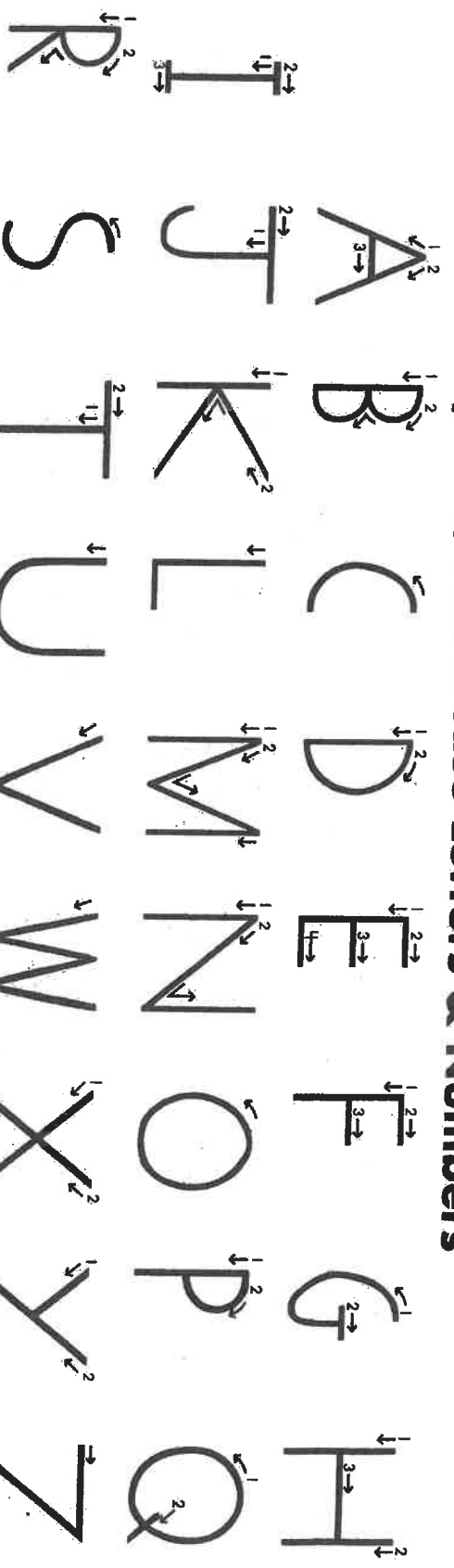
**Right Hand Pencil Grip**



**Left Hand Pencil Grip**

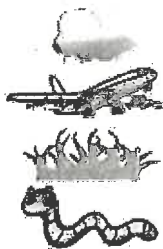
When your child writes, both elbows should be on the table and feet should be on the floor, if possible. You can use an old box under the table if the table is too high. Also, have your child hold the paper with the non-writing hand.

# Capitals, Lowercase Letters & Numbers





Aa Bb Cc Dd



Ee Ff Gg Hh Ii



Jj Kk Ll Mm



Nn Oo Pp Qq



Rr Ss Tt Uu Vv



Ww Xx Yy Zz

### Capital Letters

A	F	K	P	W	Z	B
H	O	J	U	C	Y	L
Q	M	D	N	S	X	I
E	G	R	V	T		

### Lowercase Letters

a	f	k	p	w	z	b
h	o	j	u	c	y	l
q	m	d	n	s	x	i
e	r	v	t	g		

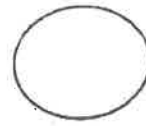
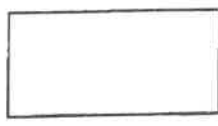
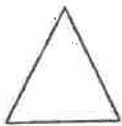
### Numbers

0 10 3 8 6 9 5 7 2 4 1

### Colors

red	blue	yellow	green	orange	
purple	brown	black	white	pink	gray

### Shapes



**Rhyme:** (For example: what rhymes with the first picture in each row?)





# Websites and Apps we LOVE

## Websites

Starfall

Story Online

Abcya

National Geographic Kids

PBS Kids

Highlights Kids

Math Game Time

## Apps

Reading Raven 1 & 2

Skyfish Phonics

Eggy Phonics 1, 2, & 3

Little Finder ABC

Bugs and Buttons 1 & 2

Counting Caterpillar

Teach Me: Kindergarten

We are so excited that your child will be joining us in the fall! Starting kindergarten is a big milestone for both you and your child. Being prepared for kindergarten will help your child feel successful in school. Here are some suggestions as to how you can give your child a head start for kindergarten by practicing these skills over the summer months. Please do not worry if your child has not mastered these skills before the start of kindergarten. We will continue developing concepts through the year.



## Self-Help Skills

- ✓ Separate from parents without being upset
- ✓ Manage bathroom needs
- ✓ Wash hands
- ✓ Recognize own backpack and coat
- ✓ Button shirts, pants, coats, and zip up zippers

## Social Skills

- ✓ Begin to share with others
- ✓ Start to follow rules
- ✓ Be able to recognize authority
- ✓ Pay attention and follow 2 step directions
- ✓ Understand actions have both causes and effects
- ✓ Begin to control oneself
- ✓ Work cooperatively to play a game
- ✓ Clean up after using things
- ✓ Speak intelligibly
- ✓ Speak in complete sentences of five to six words

**I CAN DO IT!**



## Motor Skills

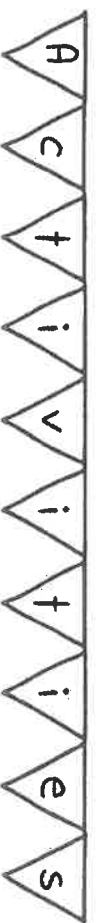
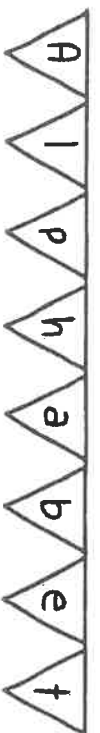
- ✓ Trace basic shapes
- ✓ Cut with scissors
- ✓ Bounce and catch a ball
- ✓ Hold a pencil correctly
- ✓ Draw and color simple pictures



## Academic Skills

- ✓ Listen to stories without interrupting
- ✓ Pretend reading
- ✓ Look at pictures and then tell stories
- ✓ Sing the alphabet
- ✓ Recognize and write his/her name
- ✓ Identify the beginning sound of some words
- ✓ Identify some alphabet letters
- ✓ Recognize some common sight words like "stop"
- ✓ Recognize basic shapes
- ✓ Sort similar objects by color, size, and shape
- ✓ Recognize groups of 1, 2, 3, 4, and 5 objects
- ✓ Count to ten
- ✓ Identify some numbers 0-10



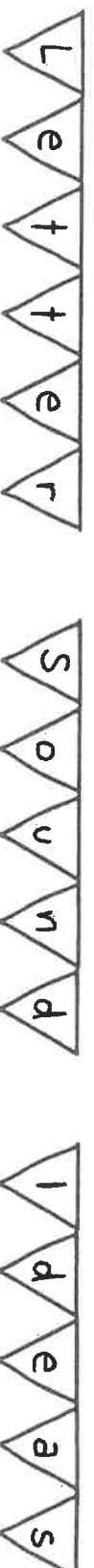


These are fun games and activities that you can play with your child to help reinforce the letters of the alphabet!

1. Mix up all the alphabet cards. Ask your child to sort the letters into two groups: uppercase and lowercase. Then have your child put each set into alphabetical order. Finish by having them sing the alphabet song while pointing to each letter. (To help your child, have a model of the alphabet for them to copy, then slowly take it away).
2. Mix up all the alphabet cards. Have your child match the uppercase letter with the matching lowercase letter. Depending on your child's letter knowledge, you may want to start with fewer letter pairs and then gradually add more letter pairs as you see your child is ready for them.
3. Turn all uppercase letters facedown (like a memory game). Have your child turn one over. Ask your child to identify the letter by name. If correct, give the letter card to your child. If incorrect, tell your child the letter name and have them trace the letter with their finger, then return to the table facedown. Pick another letter and repeat. (Start with fewer letters and then gradually add more letters as you see that your child is ready for them). You can try this same activity with the lowercase letters.
4. Lay a few letters face up on the floor where there would be space to run, hop, skip, gallop, etc. Tell your child a letter name and give them a motion to go and get the letter and bring it back to you.
5. Arrange three letters, such as r, s, \_\_, u in order, leaving a space for the missing letter. Ask your child to fill in the missing letter and then name that letter. Repeat the activity using different sequences of letters. Try the activity using either the uppercase letters or the lowercase letters, do not intermix the two sets, this is confusing.

6. Stack the uppercase letters into one pile facedown. Have your child draw the top card and tell you the name of the letter. Then ask your child to tell you either the letter that comes before it or right after it. Try this with both sets of letter cards.

7. Split the uppercase and lowercase card decks in half, making sure that you have the uppercase and lowercase letter pairs together (for example Aa, Ff, Tt). Place the cards facedown, like a memory game. Have your child turn over two cards to see if they match. If correct, they get to keep the cards and go again. If incorrect, they will need to turn the two cards back over in the same places and then it is your turn. Continue to play in this fashion until all of the cards are taken.



1. Have your child place the alphabet cards in alphabetical order (either uppercase or lowercase set only). As they point to the letters have them say the sound that letter makes (for example H says /h/).

2. Lay a few letters face up on the floor where there would be space to run, hop, skip, gallop, etc. Tell your child a letter name and give them a motion to go and get the letter and bring it back to you. Once back with you they will need to say the letter sound.

3. Place a few letters (6-8) in a brown paper bag and have your child pull a letter out of the bag and tell you it's name and sound that it makes. To extend this, have your child tell you a word that begins with that letter (for example, B, could be bear, bee, or bottle).

4. Place a few items on the table and have your child match the correct letter card that the object begins with. To extend this, have your child find objects around the house to match the letter cards on their own.

A

F

K

B

G

L

C

H

M

D

I

N

E

J

O

P

Q

R

S

T

U

V

W

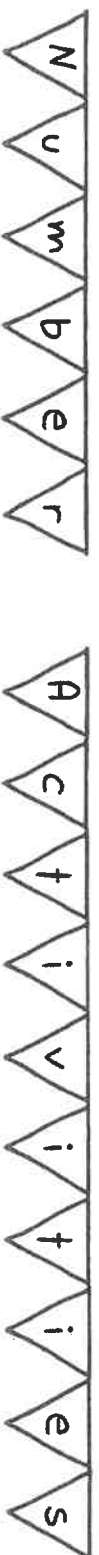
X

Y

Z

⌞	⌠	⌡
⌟	⌢	⌣
⌤	⌥	⌦
⌧	⌨	〈
〉	⌫	⌬
⌭	⌮	⌯

N	u	p
	v	q
	w	r
	x	s
	y	t



These are fun games and activities that you can play with your child to help reinforce the counting and numeral recognition.

1. Mix up the numeral cards 1-10. Then have your child put the numbers in sequential order. Finish by having them count while pointing to each number. (To help your child, have a model of the numbers for them to copy, then slowly take it away).
2. Have your child place the numeral cards in sequential order. You remove any 5 cards and mix them up. Ask for your child to place the cards back in the number sequence. You then point to one number in the sequence and have your child tell you the name of it or you can say the name of a number and they can point to it. Start with a limited amount of numeral cards at first (1-5, as your child advances go to 1-10, 1-15, 1-20, etc).
3. Turn all numeral cards facedown (like a memory game). Have your child turn one over. Ask your child to identify the number by name. If correct, give the number card to your child. If incorrect, tell your child the number and have them trace the number with their finger, then return to the table facedown. Pick another number and repeat. (Start with fewer numbers and then gradually add more numbers as you see that your child is ready for them).
4. Lay a few numbers face up on the floor where there would be space to run, hop, skip, gallop, etc. Tell your child a number and give them a motion to go and get the number and bring it back to you.
5. Arrange three numbers, such as 6, 7, \_\_, 9 in order, leaving a space for the missing number. Ask your child to fill in the missing number. Repeat the activity using different sequences of numbers. Again, use a limited amount of number cards to start and grow as your child is ready for more.



6. Stack the numeral cards into one pile facedown. Have your child draw the top card and tell you the name of the number. Then ask your child to tell you either the number that comes before it or right after it.
7. Place a few numbers (6-8) in a brown paper bag and have your child pull a number out of the bag and tell you it's name and show you the correct amount using objects such as fingers, pennies, Cheerios, buttons, beads, etc.
8. Place a few items on the table and have your child match the correct number card that equals the amount of objects (for example, 10 forks to match the numeral card 10). To extend this, have your child find objects around the house to match the letter cards on their own (for example, 6 chairs around the table, 3 remotes on the table)
9. Have your child place the numeral cars in sequential order and then practice writing the numerals on paper, on a whiteboard, using their finger in sand or salt, or on the sidewalk with chalk.
10. Hand your child a numeral card and tell them to do a motion that many times. Suggest that they hop 15 times, Clap 20 times or spin in a circle 3 times.
11. Have your child place the numeral cards out in front of them randomly. You tell them a number and they need to hand you the correct card that you are asking for.
12. Show your child 2 numeral cards and ask them which number is more or less. If this is challenging for them have a model of the numerals in a line for them to refer too or have them count out objects for each number and compare the groupings size to determine more or less.
13. Count anything and everything when you are setting the table, shopping for fruit, walking in the neighborhood, colors of cars on the road, grabbing handfuls of rocks, anything!



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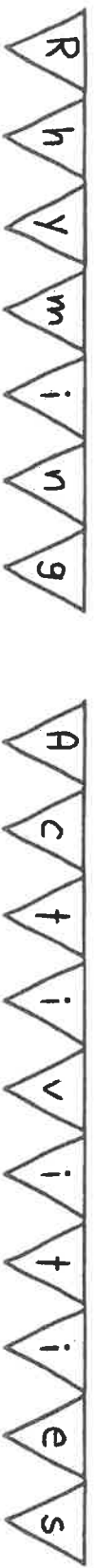
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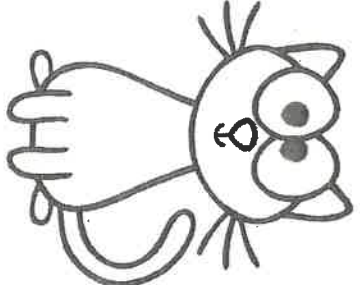
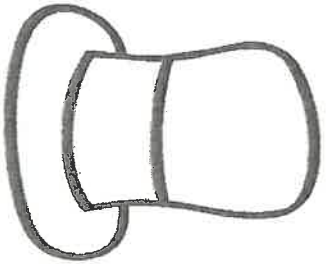
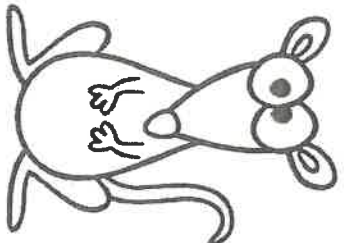
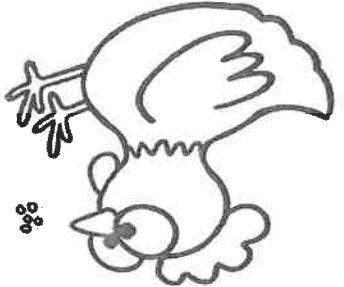
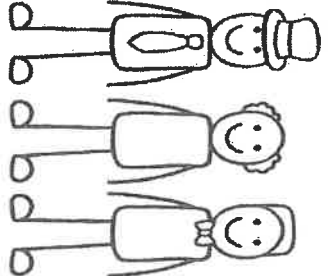

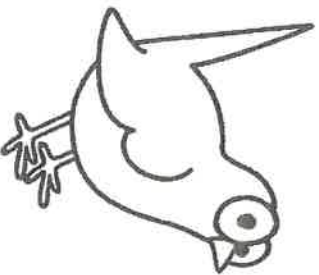

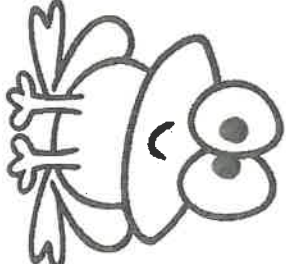
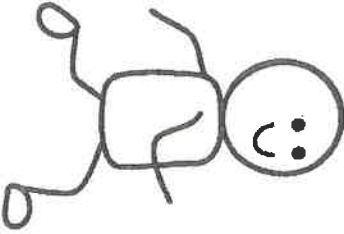


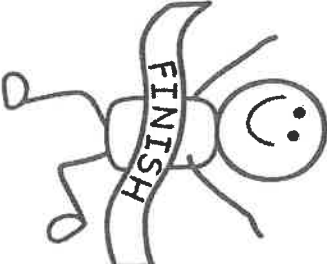
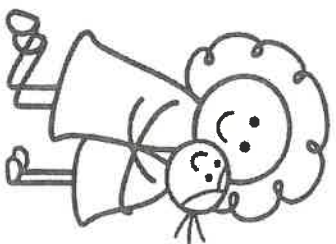
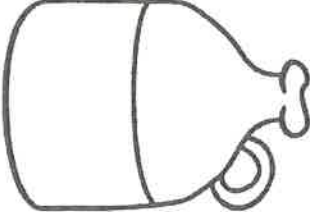

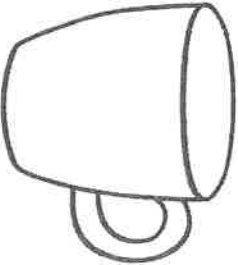
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These are fun games and activities that you can play with your child to help reinforce rhyming pairs.

1. Show your child 3 picture cards, 2 that rhyme and 1 that doesn't (for example— cat, win, hat). Have your child point to the 2 picture cards that do rhyme. Repeat each picture pair, emphasizing the rime part of the word (for example: c-at and h-at).
2. Mix up the rhyming picture cards and ask your child to match the rhyming pictures into rhyming pairs. Repeat each picture pair, emphasizing the rime part of the word (for example: c-at and h-at).
3. Give your child and yourself 5 cards and place the rest in between you two facedown. Play "Go Fish" with one another trying to make matches of words that rhyme. You could say, "I have a frog, do you have anything that matches with frog?" If you do, pass the card to the player that was asking for the rhyming pair, if you do not have a match, have the player "Go Fish" from the deck in between the two of you.
4. Turn all rhyming cards facedown (like a memory game). Have your child turn one over. Ask your child to identify the pictures by name. If a rhyming pair is made you or your child get to keep the two cards. If a rhyming pair is not made then return the two cards to the table facedown. Repeat this process until all pairs are made.
5. Have your child place all cards in front of them facing up. You say a rhyming word (real or non-sense such as cat, bat, gat, zat, etc). Ask for your child to hand you a card that rhymes with the word that you just said. If incorrect, place emphasis on the onset once again.
6. Pick any picture card and ask your child to tell you a word that rhymes with it. They may respond with a real or a non-sense word, both work!

 <p>bat</p>	 <p>cat</p>	 <p>hat</p>	 <p>rat</p>	 <p>hen</p>	 <p>men</p>
 <p>pen</p>	 <p>wren</p>	 <p>dog</p>	 <p>frog</p>	 <p>jog</p>	 <p>log</p>
 <p>pin</p>	 <p>win</p>	 <p>hug</p>	 <p>jug</p>	 <p>rug</p>	 <p>mug</p>