# Reci̋ ${ }^{\text {\% }}$ es for Success <br> Practical Activities to Help Your Child Succeed 

## \section*{READING} <br> Word-family balloons

 Exploring word families, our family plays this game.being at a party when infed balloon per player, markers, pencil and paper Ingredients: one inflated 10 consonants (letters other than $a, e, i, o, u$, and $y$ ) and Have each player write 10 consonamples: an, et, ip, op, um) all over his balloon. Stand
five common word endings (example five commond pick one player to go first.
He bats his balloon to any player. That person makes a word by combining any consonant and any ending he's touching. Exa a real word? Yes -he scores and his right pinky is on an, so he says ch batting his balloon to someone a point. Then, he starts anoth.
else. Earn 10 points to win.

## FRACTIONS <br> Egg-carton toss

Don't throw a
with fractions,

makes the perfect tool for working

$$
\begin{aligned}
& \text { Cut an egg carton to make a piece wit off), scissors, buttons }
\end{aligned}
$$

put that piece on the floor, stand piece with 3 "dimples" (sections). Let your child Wions its $\frac{2}{3}$. Hattion of the carton contains buttons? tions, it's $\frac{2}{3}$. Have her empty the carton and toss agattons land in 2 of the 3 sec-

oninator (bottom number) will always be 3 are 3 spots, the
To play with a different den
dozen carton ( 6 spots $=$ a denominat could use a halfor a whole carton (twelfths). Or cor of 6 , for sixths) 4-section piece for fourths or arton into a piece for halves.


Acting out story events in order boosts your child's sequencing skills, an impor-
tant part of reading
tant part of reading comprehension.
Ingredients: picture book, three index cards, pencil
Read a book together. On each index card, have you youngster write a short summary of each part of the story: the beginning, the middle, and the
end. Shuffle each family member The person with the "beginning" card acts out that part of the story. The secdle, and thember acts out the middle, and the third person acts out the end. (If larger family, two people act out goes twice. In a amily, two people act out a part together.)

## WRITING

Suggest that your child write letters about her school to different people. She'll practice writing for an audience by deciding what to tell them. In a letter to her little brother, she might describe a typical school day. If she writes to the governor, she could explain why her school deserves an award.

Ask your youngster to help you test your home's smoke detectors. Together, mark a calendar or set a phone reminder to check the batteries monthly (maybe the day you pay your electric bill). Have him note when you replace them, and be sure it's at
least once a year

## HISTORY <br> Life in the "old days"

Foster interest in the past by having your child imagine life in a different era.
Ingredients: paper, pencil
What was life like long ago? Let your youngster pick a location and time period, then look up facts and write a story placing herself there. Say she chooses California during the 1800s. She might imagine panning for gold during the Gold Rush. Her story could include details like what
kind of transportation she used, what in. How does that life compare of her life now-and which era would she

rather live in?

Congratulations!
We finished $\qquad$ activities together on this poster.
Signed (parent or adult family member)

Signed (child)
Signed (child

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## FEBRUARY 2020

Play this addition memory game with your youngster. Have him cut paper into 12 squares. Let him write addition problems $(2+7,21+4)$ on half of them and the answers (9, 25) on the rest. Place the squares facedown in even rows and columns. Take turns flipping over two squares at a time, and keep any matches. Collect the most matches to win.

## readma

Let your child create a bookmark that will help her connect with stories she reads. On a strip of cardboard, have her write sentence starters, such as "The setting reminds me of..." or

"I was surprised when...
She can complete the sentences after she finishes reading.

