

**Week March 30- April 3**

**Rhyme of the week: Hickory Dickory Dock**

**Vocabulary Cards: mouse, clock, up, down**

**Monday- Letter Cluster: E, e, J, j, O, o, Q, q**

Have child point to the letters and say their name and sound (pg.2)

Have child build letters with items available at home such as popsicle sticks, playdoh, cotton balls.

**Recite Nursery Rhyme Hickory Dickory Dock**

Use picture cards to recite (pg.3)

**Video:** [Learning Station: Hickory Dickory Dock](#)

**Tuesday- Review Name/Sound: Letter hunt**

Have child identify letters E, e, J, j in their environment (newspapers, cereal boxes, shoe boxes, etc.)

Cut and paste these letters on separate sheet of paper.

**Rhyming** Recite nursery rhyme and identify words that rhyme in Hickory Dickory Dock.

Use with the picture cards on page 3 to pair with pictures that rhyme on page 4

Ask child to name other words that rhyme with picture cards. (made up words are acceptable ex: pouse, mouse)

**Video :** [Jack Hartmann: I love to rhyme](#)



**Wednesday- Review Name/Sound Letter hunt**

Have child identify letters O, o, Q, q in their environment (newspapers, cereal boxes, shoe boxes, etc.)

Cut and paste these letters on separate sheet of paper.

**Syllables**

Name picture cards. Say the word and clap their hands together to separate the syllables in the word (pg.4).

Practice the same activity using different movements (Stomp, tap, etc.)

**Video:** [Jack Hartmann: Syllable Song for Kids](#)

**Thursday-Review Name/Sound: Letter/Sound Match (E, e, J, j, O, o, Q, q)**

Review letter cards on page 2 then match picture card with corresponding sound (pg.6)

**Read, Write and Recite**

Read Hickory Dickory Dock on page 3. Complete nursery rhyme by filling in the blanks. Recite once complete (pg.7).

**Video:** [Dr. Jean: ABC Kick Box](#)

**Friday- Review Name/Sound: Letter formation (E, e, J, j, O, o, Q, q)**

Have child practice writing letter clusters on a blank sheet of paper

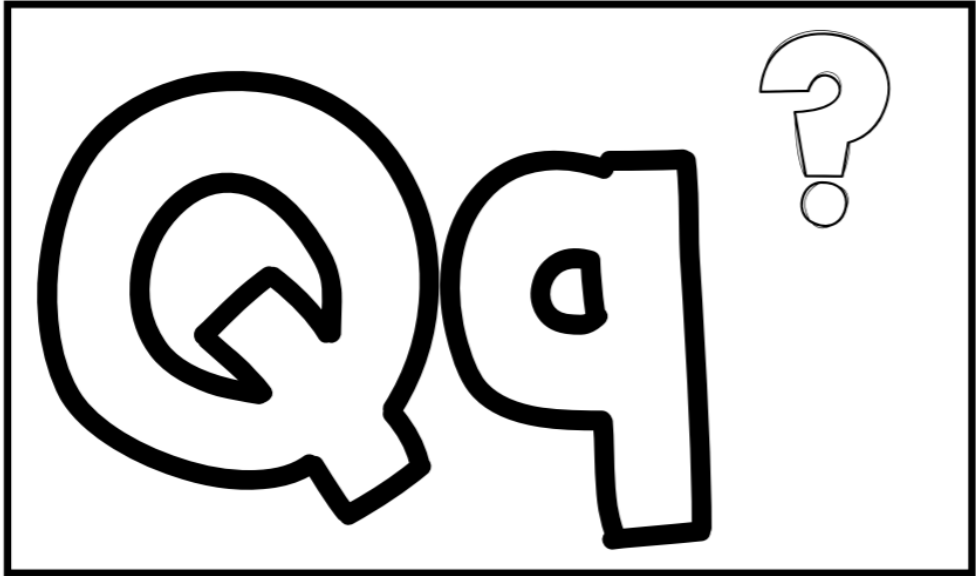
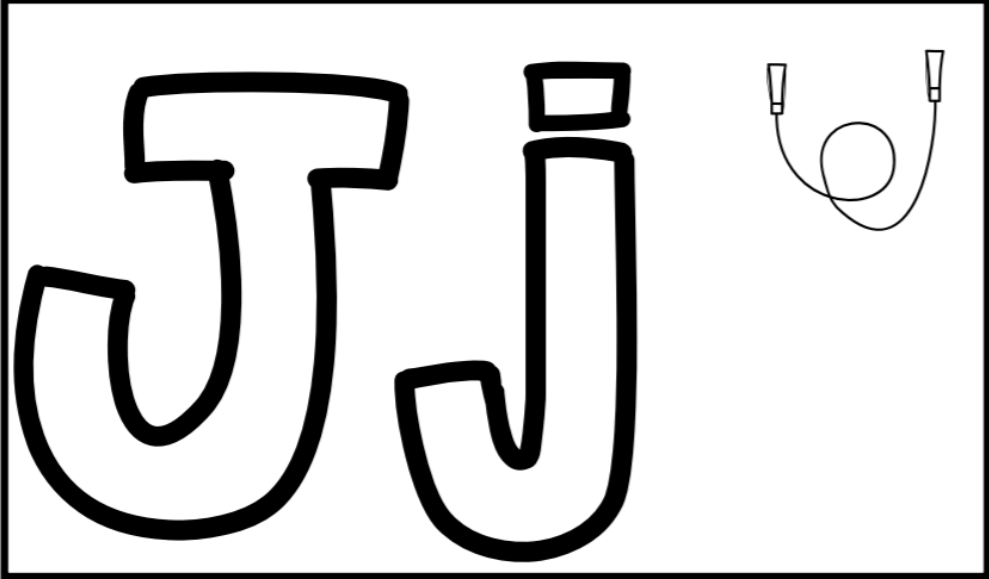
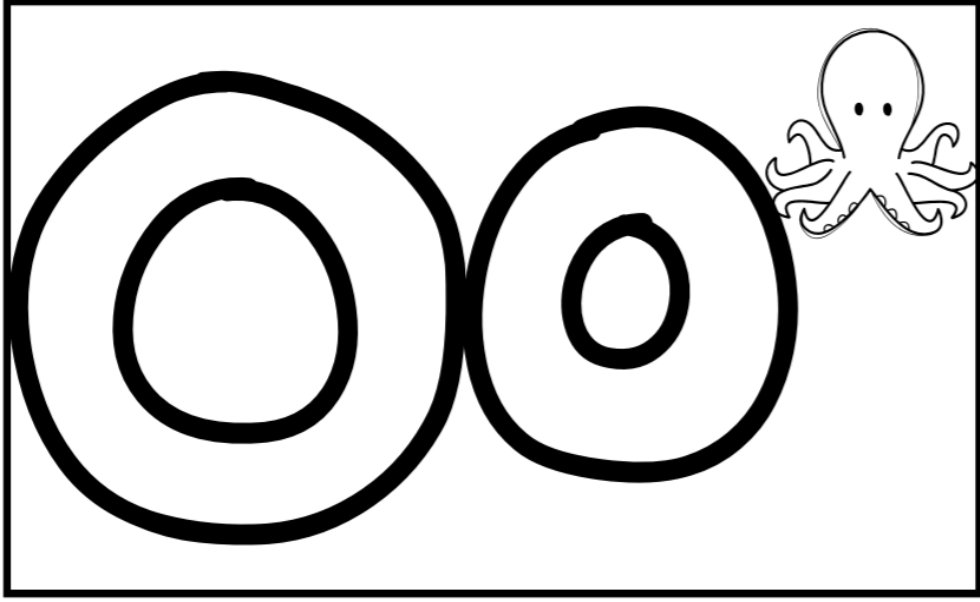
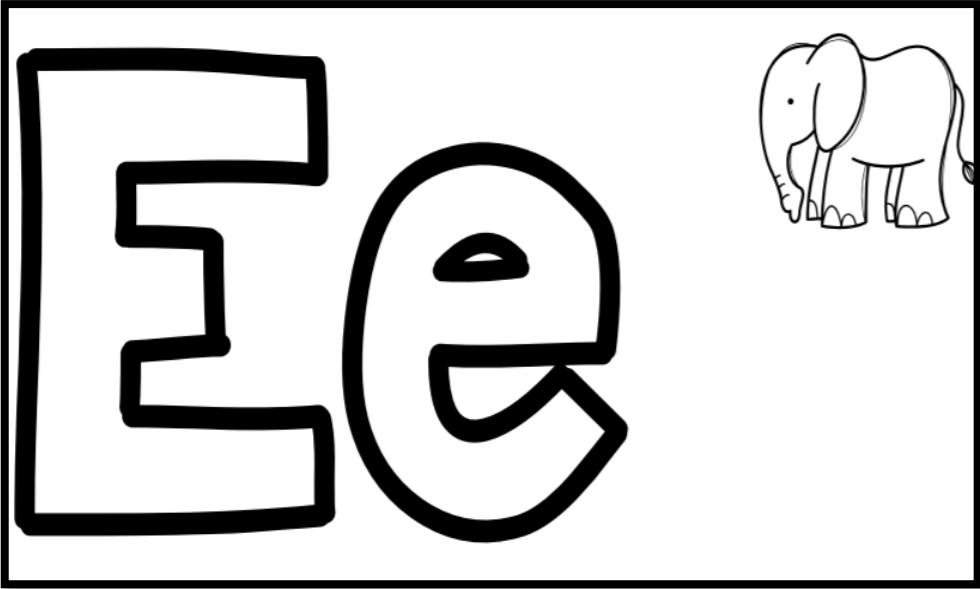
**Written Expression-sight words/pattern sentences**

Use pattern sentences to identify and highlight sight words – **I, see, the**

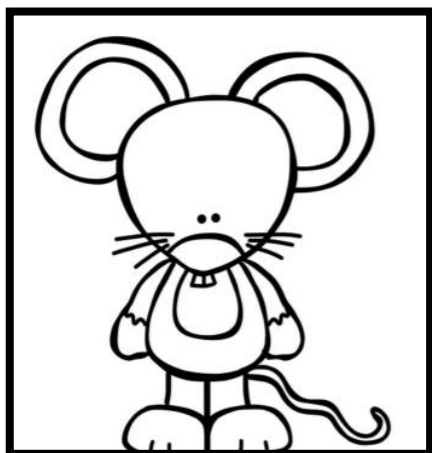
Ask child to use pattern sentence to write and illustrate their own sentence. **I see the \_\_\_\_\_.**

**Video:** [Jack Hartmann: Letter formation](#)

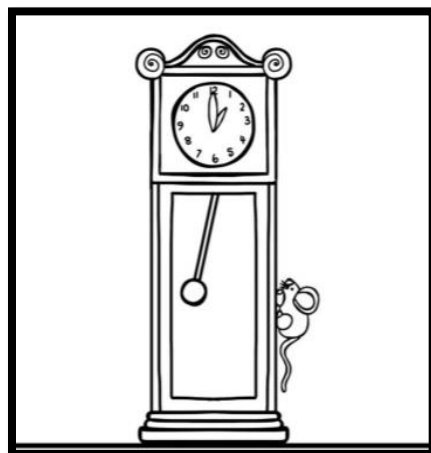
Letter cards will be used throughout the week for different activities



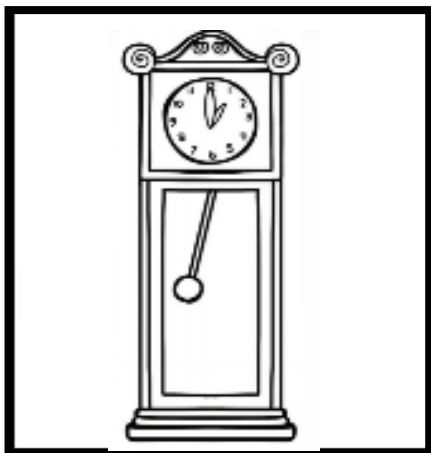
Picture cards for Nursery Rhyme will be used throughout the week for different activities.



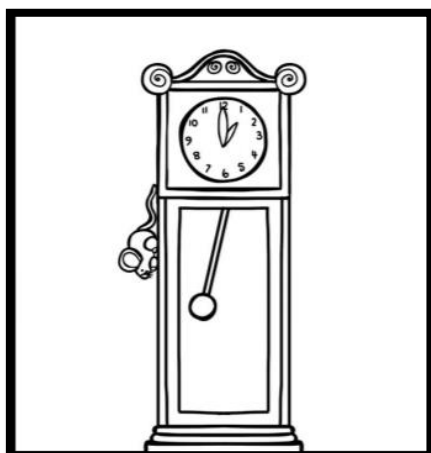
mouse



up



clock



down

# Hickory Dickory Dock

Hickory Dickory Dock.  
The mouse ran up the clock.  
The clock struck one.  
The mouse ran down.  
Hickory Dickory Dock.

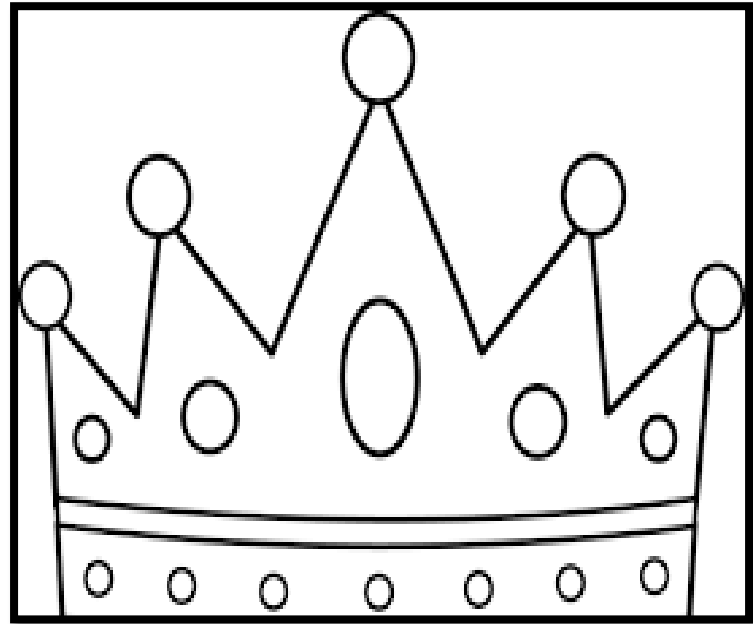


Name and match the vocabulary words (pg.3) that rhyme with each picture below.

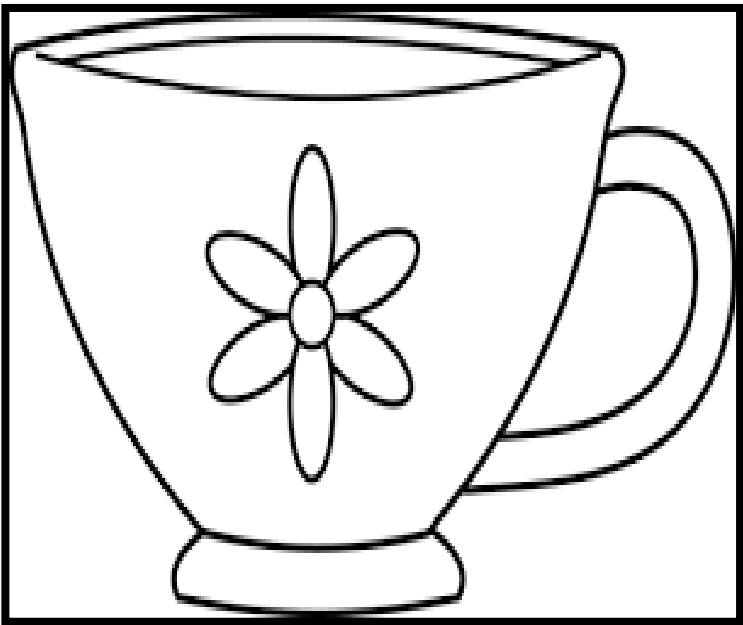
1.



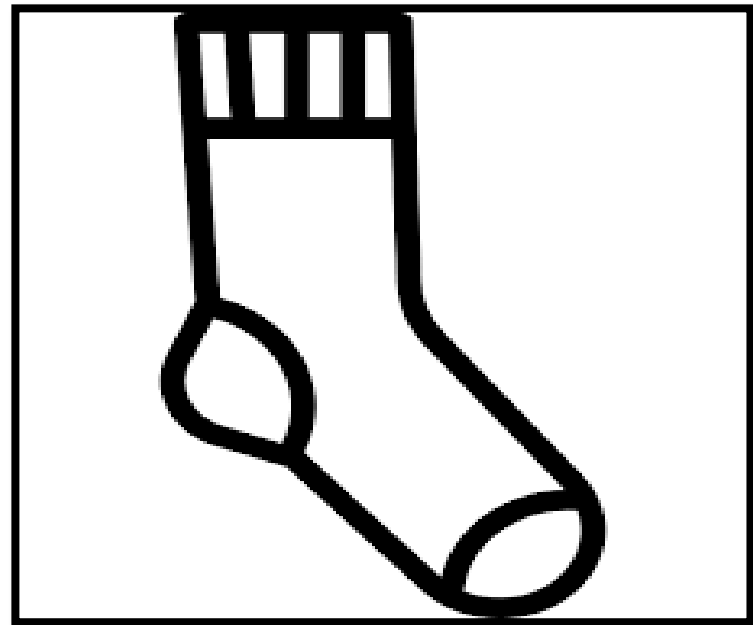
2.



3.

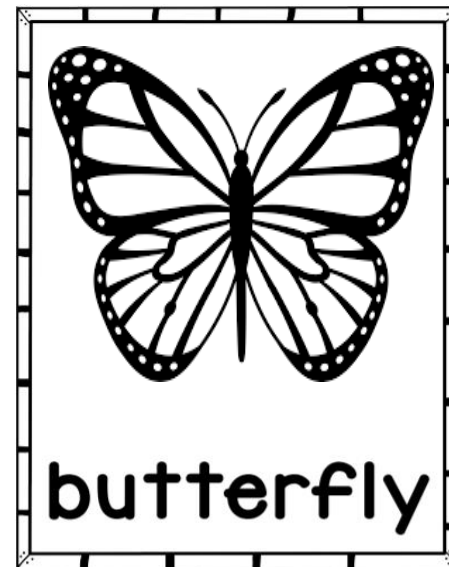
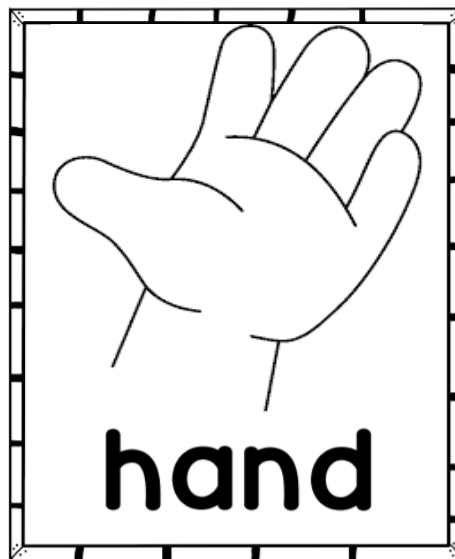
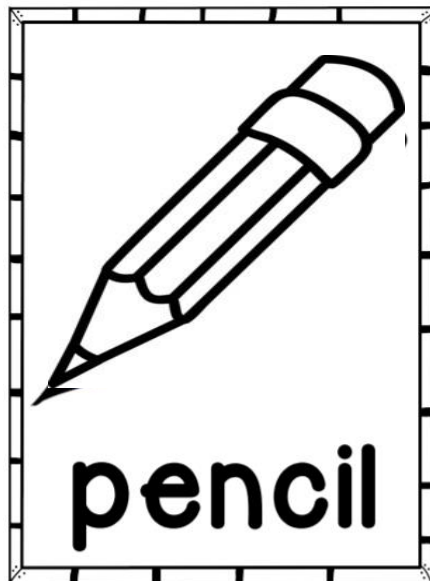
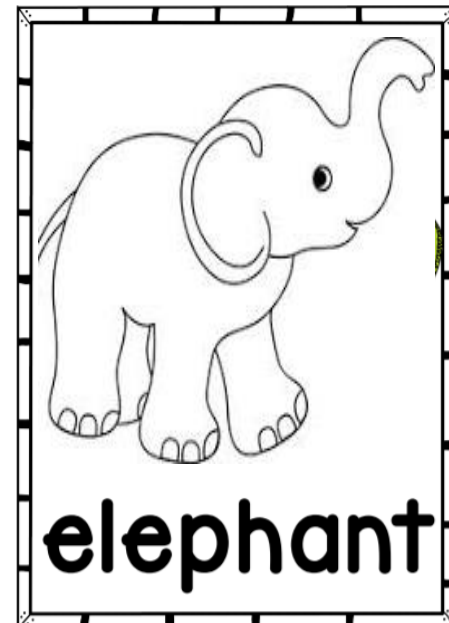
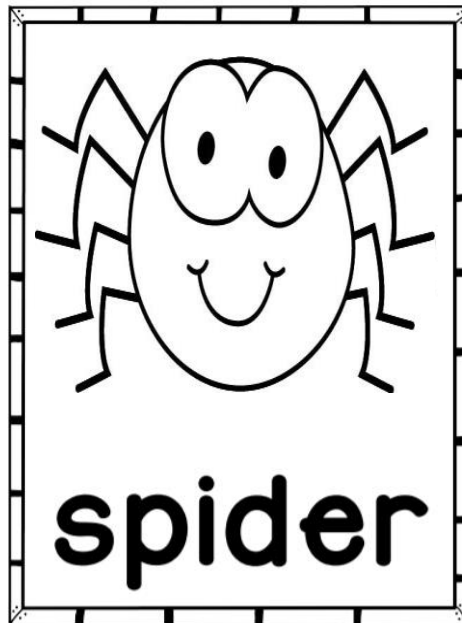
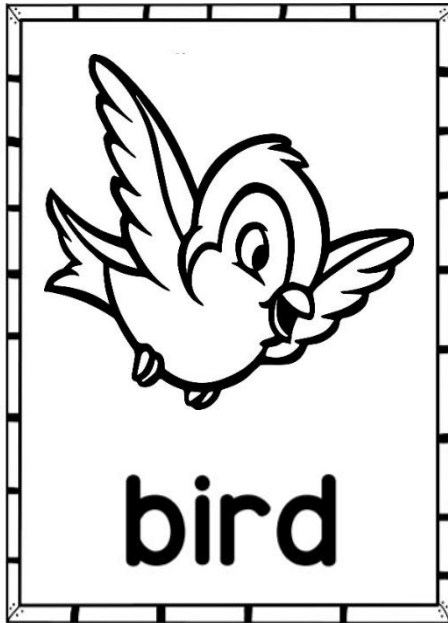


4.



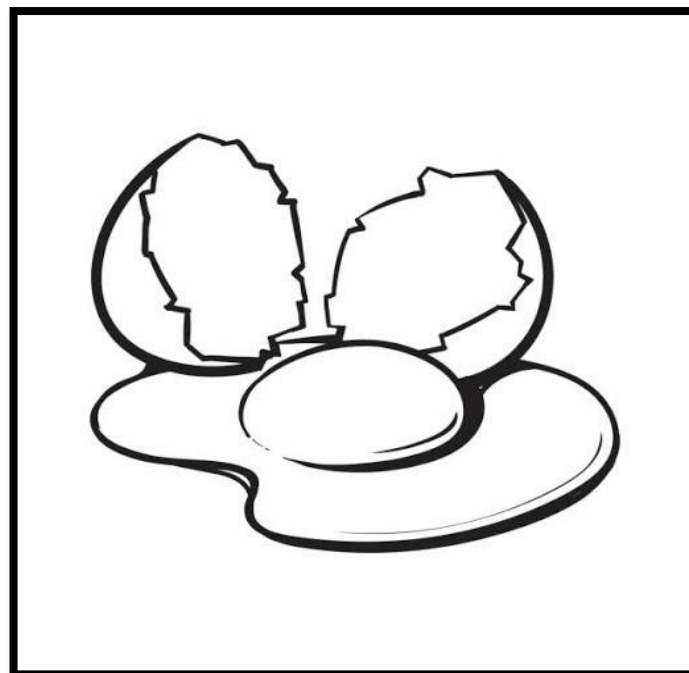
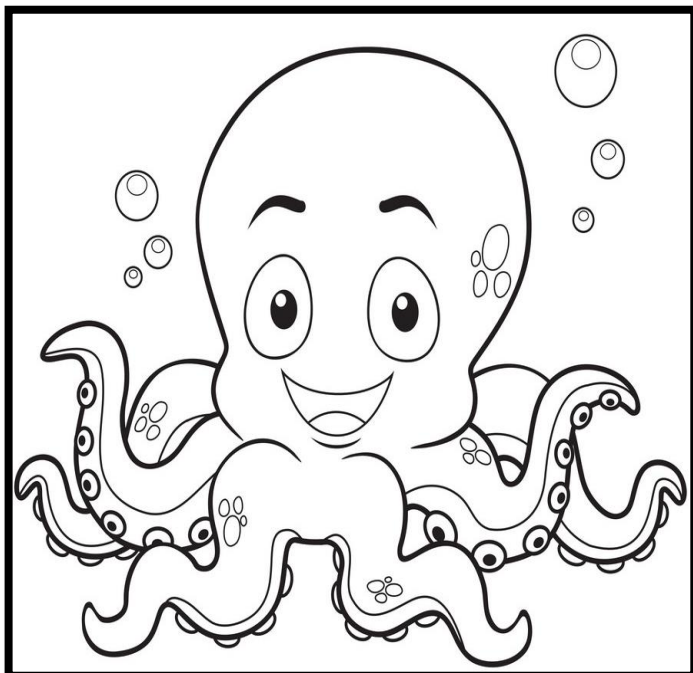
1. House, mouse 2. Crown, down 3. Cup, up 4. Sock, clock

Say the word and clap their hands together to separate the syllables in the word.



bird-1, spider-2 claps, pencil-2 claps, hand-1 clap, butterfly-3

Name letter cards (pg.2) and match picture card with corresponding sound.



octopus, egg, queen, jacket



# Hickory Dickory Dock

Hickory Dickory Dock.

The \_\_\_\_\_ ran up the clock.

The \_\_\_\_\_ struck \_\_\_\_\_.

The mouse \_\_\_\_\_.

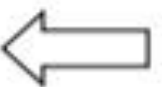
Hickory Dickory Dock.

## Word Bank

clock



down



ran



mouse



one.



Use pattern sentence to write and illustrate their own sentence in the box below.

I

see

the



mouse

.

I

see

the



clock

.

A large empty rectangular box for writing and drawing a sentence.



**Enrichment Activities:**

**These activities are optional and do not have to be printed.**

**Monday- Letter Ee –**

**Beginning Sound**

Refer to picture card on page 2. Identify words with the same beginning sound: /e/ like elephant (envelope, elbow, elephant, egg)

**Tuesday- Letter Jj –**

**Beginning Sound**

Refer to picture card on page 2. Identify words with the same beginning sound: /j/ like jump rope (jacket, juice, jump rope, jam)

**Wednesday- Letter Oo –**

**Beginning Sound**

Refer to picture card on page 2. Identify words with the same beginning sound: /o/ like octopus (octopus, on-light switch, olive, ostrich)

**Thursday- Letter Qq –**

**Beginning Sound**

Refer to picture card on page 2. Identify words with the same beginning sound: /o/ like octopus (queen, quiet, quilt, question mark, quail)

**Friday-**

**Read, and write the words**

Read the word and practice writing on a separate sheet of paper. Encourage child to draw picture to go with each word.

**Sequence**

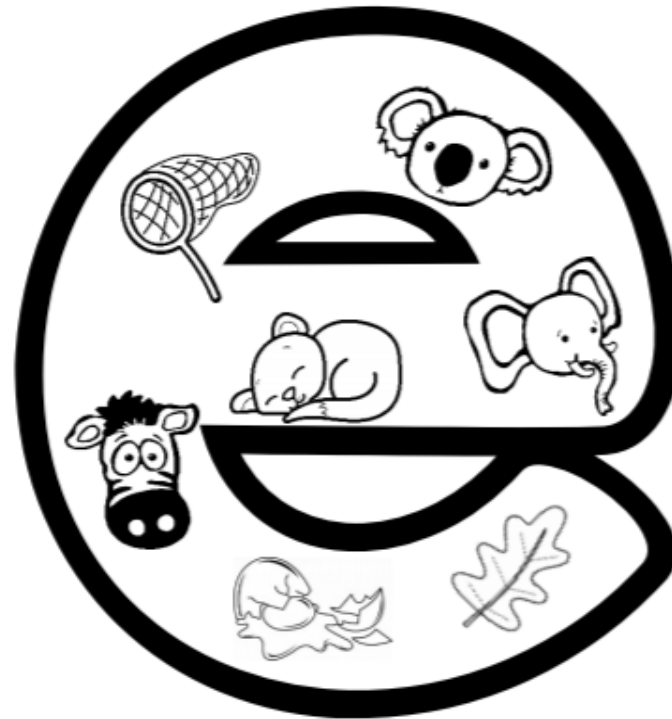
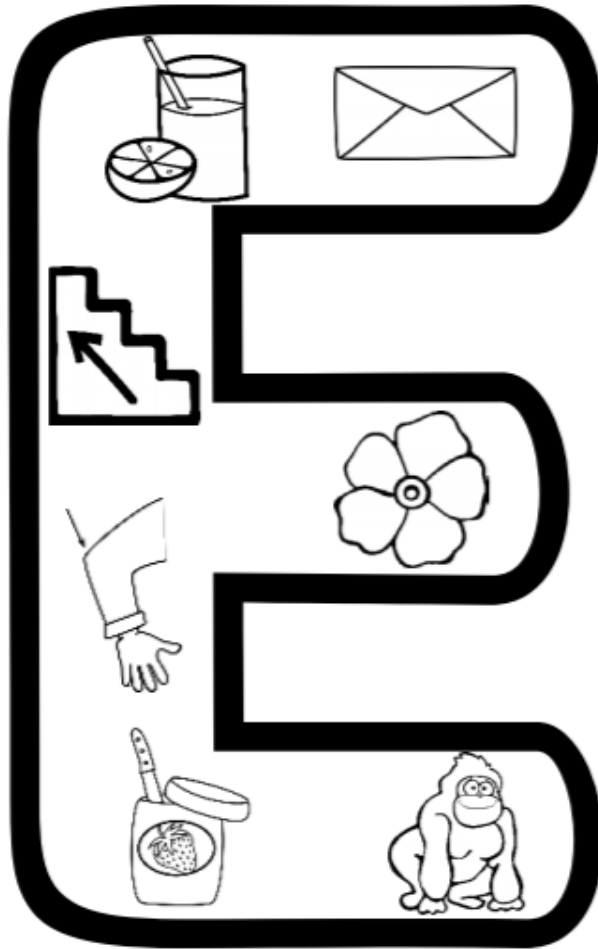
Read and write sight word: See

Page does not need to be printed. Child can name/draw the items with the same beginning sound on a separate sheet of paper.

Letter formation can be done on a blank paper as well. Challenge child and ask them to try to label their drawings.

Name: \_\_\_\_\_

Color the pictures that begin with the E sound.


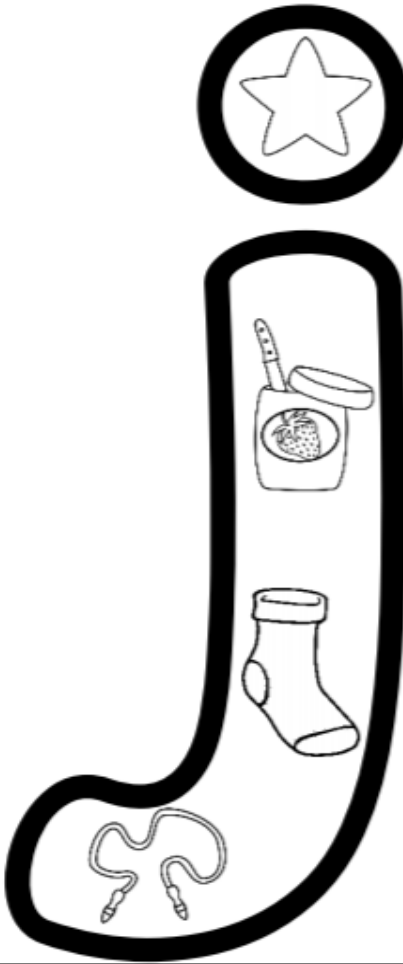
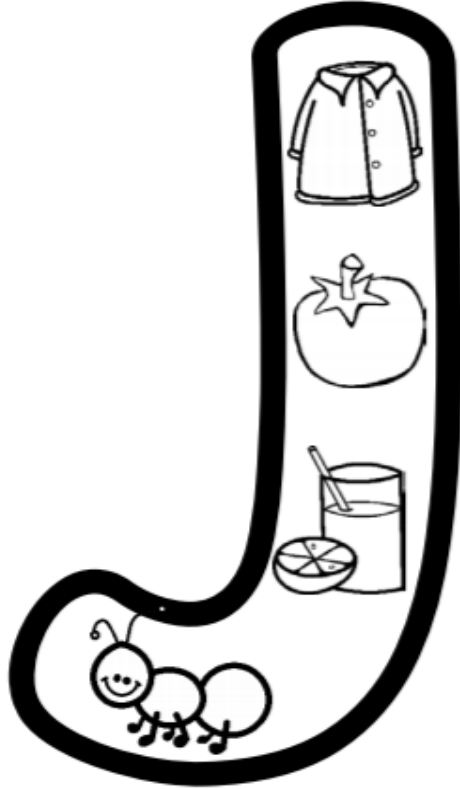


Page does not need to be printed. Child can name/draw the items with the same beginning sound on a separate sheet of paper.

Letter formation can be done on a blank paper as well. Challenge child and ask them to try to label their drawings.

Name: \_\_\_\_\_

Color the pictures that begin with the J sound.



Tracing lines for uppercase J and lowercase j.

Page does not need to be printed. Child can name/draw the items with the same beginning sound on a separate sheet of paper.

Letter formation can be done on a blank paper as well. Challenge child and ask them to try to label their drawings.

Name: \_\_\_\_\_

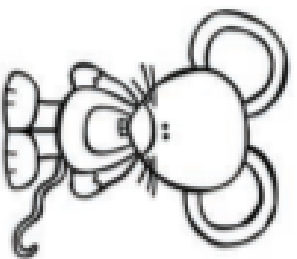
Color the pictures that begin with the O sound.



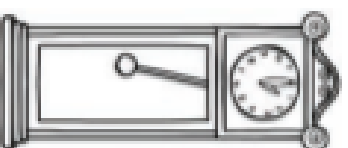


Let's Practice Writing!

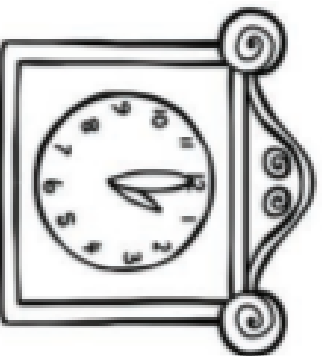
mouse



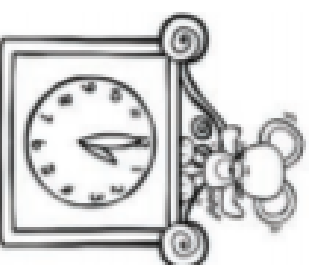
clock



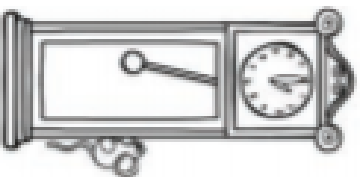
one



struck



up



down



Point and read.

see



see



see



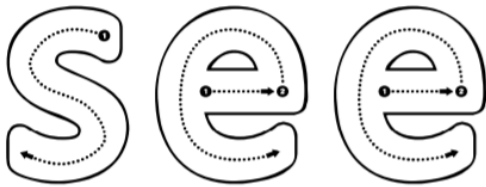
see



see



Finger trace it.



Write the word.

Read the sentences.

I **see** the



.

I **see** the



.

I **see** the



.

I **see** the



.

Find and color.

see

seen

see

seep

seek

see

sea

see

seed

seen

see

see