

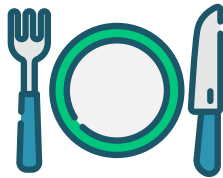


# Letter Tt

Practice letter *Tt*. Help your child practice one-to-one correspondence.

## One-to-One Correspondence

To help your child practice one-to-one correspondence, have your child set the table, making sure that each person has a plate, fork, glass, and napkin. Emphasize that each person gets one of each item.



When reading to your child, pointing to the individual words. This helps your child see the one-to-one correspondence between each word spoken and each word on the page. Have your child point as you read.

## Drop a Sound

Say a simple word. Ask your child to drop the first sound and say the new word. Provide help as needed. For example:

**PARENT:** *Box*. Can you guess a new word? Say *box*, but don't say /b/.

**CHILD:** *Ox*.

PARENT	CHILD
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box	ox
pin	in
wax	ax
cart	art
mad	ad
fan	an
farm	arm
why	eye

## Letter Name, Shape, and Sound

### WATERFORD SONGS

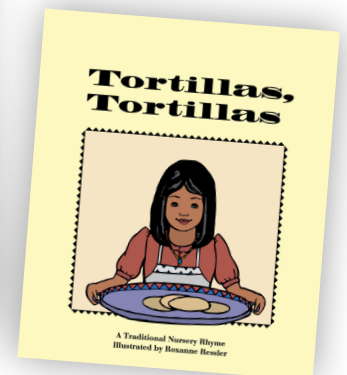
Find these songs on the [Waterford.org](https://www.waterford.org) YouTube channel.

- Practice recognizing capital *T* and lowercase *t* with the **Alphabet Songs** playlist.
- Practice the /t/\* sound with the **Letter Sound Songs** playlist.
- Sing along with “Head, Shoulders, Knees, and Toes” in the **Sing around the World** playlist.

You can find these Waterford.org books and practice pages—and many more—in the **Resources & Activities** tab at [mentor.waterford.org](https://mentor.waterford.org).

### WATERFORD BOOKS

- Read *Together* with your child. Have your child listen for the words beginning with *T* and match them to the corresponding objects in the story.
- Read *Tortillas, Tortillas* together. Ask questions as you read and respond to your child's curiosity.



\* /t/ is the first sound in *together* and *tortilla*.

## LETTER TRACE FUN

Print the **Letter Trace T** and **Letter Trace t** practice pages. You can also draw a large capital *T* and lowercase *t* on a blank piece of paper. With your child, draw things that begin with /t/ inside the letter. Have your child trace the letter with their finger. Keep your letter pages to review often with your child.

## Comprehension

### VOCABULARY

If your child already knows the meanings of these words, reviewing them will help with comprehension of *Tortillas*, *Tortillas* and can help your child begin to recognize these words when they see them in print.

**brother:** a boy with the same mother or father as you

**father:** your dad

**me:** you

**mother:** your mom

**tortilla:** round, flatbread

### SUM UP

Find *Tortillas*, *Tortillas* on the **Resources & Activities** tab at [mentor.waterford.org](http://mentor.waterford.org). After reading the book, ask your child, “Who did the girl give the tortillas to? What are some favorite foods in our house?” Find the vocabulary words in the story.

