



Activity Book





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This activity book belongs to _____

Welcome to Camp Consonant!

We are happy you are supporting your child as they learn letter names and letter sounds with Camp Consonant. Learning letter names and letter sounds is very important for learning to read.

Did you know that learning to read is not an automatic skill? Learning to walk or even to talk are skills that humans learn rather easily. Learning to read is different. It requires a new way of thinking and training our brains.

Being able to quickly name the letters of the alphabet is important, and matching letter sounds to letter symbols is important too. While using Camp Consonant every day, **your child will be building pathways in their brain** to quickly recognize letters and to connect letters with their sounds. You can help by practicing these skills with your child away from the computer as well.

Researchers tell us that children learn best when they have many chances to make sense of new ideas using their eyes, ears, and hands. You might consider the following ideas:

- *Eyes:* Find letters each day, point them out, and practice looking for them.
- *Ears:* Talk often about letters and their sounds. Sing alphabet songs and play around with letter sounds.
- *Hands:* Practice writing letters and writing your child's name. Have your child try to use their hands and their bodies to form the shapes of the letters. Help them create the shapes of letters with items such as stones, toys, or even shaving cream.

Learning is hard work for all of us. We know that if we practice a little bit each day we can learn a lot over time. **Talk with your child about not giving up.** Our brains need practice to learn new skills, just like our bodies need exercise to build new muscles. Make learning an enjoyable experience by using the fun ideas in this activity book. We created these activities especially for your family to have fun while learning about letters, sounds, reading, and writing.

Thank you for taking the time each day to learn with your child. If our team can be of any assistance, do not hesitate to reach out.

To learning,

Your Waterford Upstart Team



Hello, campers! Come on in!
This is where the games begin.

Family Mindset Activities

What Is a Growth Mindset?

Having a “growth mindset” means understanding that learning requires a lot of **practice**. Sometimes we make mistakes, and then we try again. We *practice* to become good at things. For example, we don’t expect to shoot a basketball into a hoop on the first try. Instead, we learn this skill over time.

When children struggle with tasks, they can feel discouraged. They may say things like, “I can’t do it,” or “I don’t like doing this,” or “This is too hard!” They might show anger or sadness. Building a growth mindset means knowing that making mistakes and struggling to understand are a part of learning.

Here are some ways to help your child build a **growth mindset**:

- Use everyday moments to **build self-confidence** in your child. If you notice them doing something well, tell them. Be specific. Praise your child’s effort and hard work.
- Talk with your child about **something they have learned to do**, such as running. Remind them that they had to learn to crawl, then walk, then walk faster, and then run. Talk about how much time it took to learn to run. Learning takes time.
- If your child is frustrated, encourage them to **try again**. Remind them that we seldom learn how to do something on the first try.
- Encourage practice. If your child says they can’t do something, remind them to **use the word “yet.”** For example, your child might say, “I don’t know how to tie my shoe.” Instead, teach them to say, “I don’t know how to tie my shoe YET, but I will learn!”
- Help your child **learn ways to calm down**. Model the things you do to calm down. For example, if you are stuck in traffic you might say “I’m feeling frustrated by this traffic.” Then take a few deep breaths or turn on some soft music to show your child how you calm down.
- Encourage your child to **think about their emotions** and tell you how they feel. Ask, “How are you feeling?” and “Why do you think you feel this way?” This will help build self-awareness and communication skills.
- As often as possible, allow your child to **make choices**. This can be as simple as choosing what shirt to wear or choosing which of two tasks to do first. Give your child plenty of practice with making small decisions. This will build your child’s skills for making bigger decisions as they grow older.
- Look for characters that are **good models for communication and teamwork** in books, movies, or TV shows. Look for people in your community who are good models for these skills. Point out these examples to your child. Talk about positive communication and teamwork as important parts of strong relationships.

Family Mindset Activities

Activities and Practices Ideas

ONCE UPON A TIME

Tell your child a story about something you learned to do with practice. Begin with “once upon a time...” For example, “Once upon a time, when I was your age, I did not know how to ride a bike...” Describe the steps you took along the way to achieve your goal.

MIRROR, MIRROR

To build your child’s understanding of emotions, play this game: Look into a mirror with your child. Make a facial expression (happy, surprised, mad, nervous, confused, excited...) and ask your child to match your expression. Name the emotion, and talk about how that emotion feels.

TEAMWORK TALK

Do something together such as cooking, cleaning up, or building a puzzle. Talk about the importance of teamwork while you work together. After you are finished, talk about the tasks each of you did to help get to the goal.

FIND A WAY

Give your child two or three towels of various sizes. Ask your child, “How can you use these towels to make it across the room without touching the floor?”

Give your child time to figure out that the solution is to lay down a towel and stand on it. Then they can pick up a towel they aren’t standing on, place it in front of them, and step on it. By repeating these steps they can reach the other side of the room. This is a fun way to encourage problem-solving. Beware of slippery floors! A room with carpet works best.

I CAN

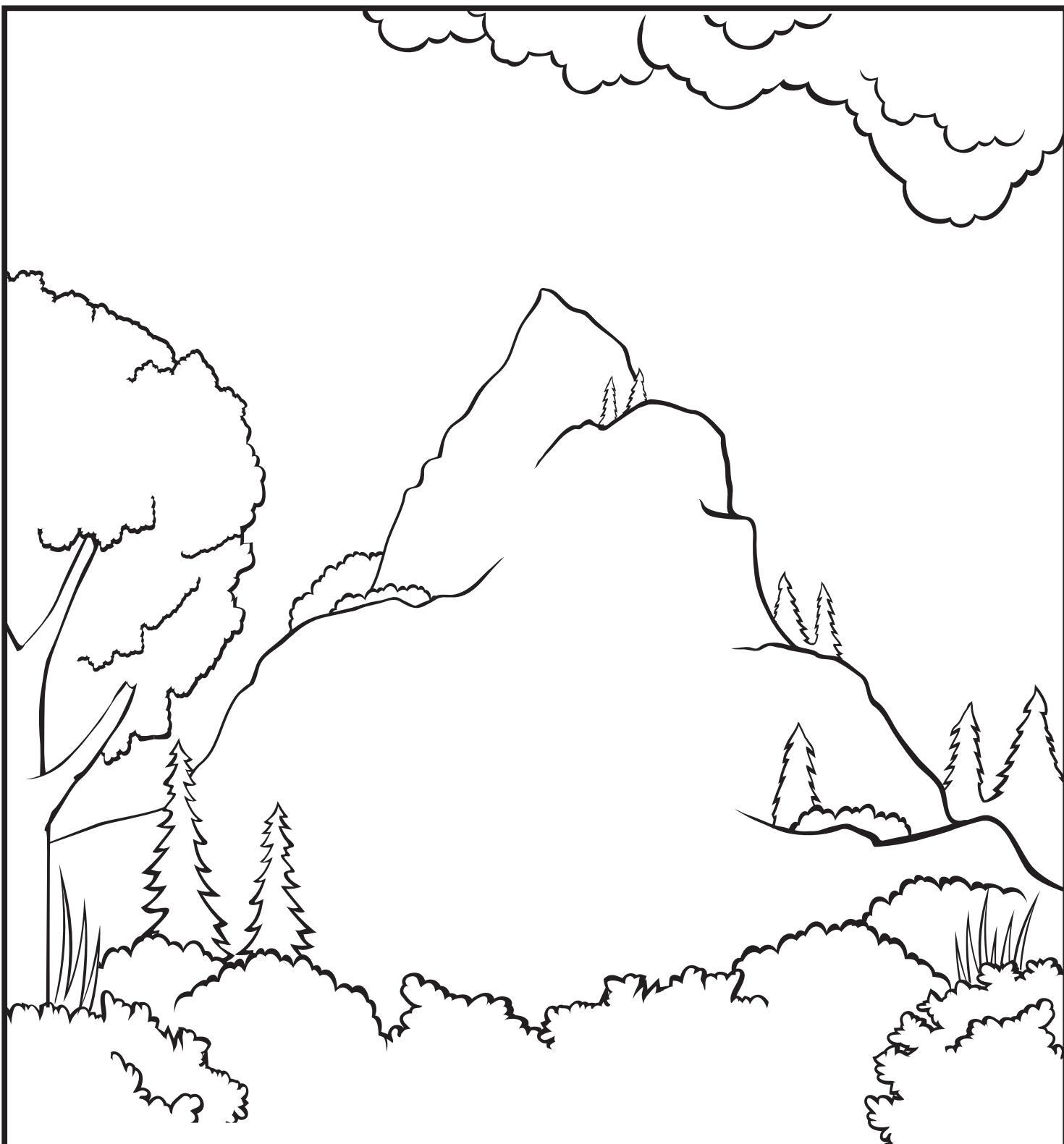
Talk with your child about a goal they are working on such as being able to write their name. On a piece of paper, write the goal using an “I can” statement. For example, “I can write my name.” Each time your child practices and moves closer to their goal, add a sticker or draw a star under the “I can” statement. Remind them of their progress every day, and congratulate them on their hard work!

CHEETAH, HORSE, AND TURTLE

Have fun practicing self-management skills by playing a game of cheetah, horse, and turtle. Explain that a cheetah is very fast, a horse gallops, and a turtle moves slowly. Call out one of the animals and move like that animal. Keep changing animals, making the changes faster and faster. When you are done, talk about how we can all control our movements.

THANKFUL THINKING

Take time each day to practice gratitude with your child. For example, at bedtime tell your child what you are thankful for. Ask your child to share what they are thankful for. Try to think of new things each night. Even on rough days, we can find something to be thankful for. Expressing gratitude helps your child learn to look for the good.



If you're brave and steady too,
Power Words Peak is quite a view!

Family Activities with Letters and Sounds

There are many ways to use the resources in this book. To get started, cut out the **Rhyming Cards**, **Syllable Cards**, and **Letter Picture Cards**. Store each set of cards in a separate plastic baggie.

RHYMING CARDS

Look at each of the **Rhyming Cards** with your child. Name each picture so that your child knows the correct word for each card. Begin with four pairs of rhyming cards. For example, *cat/hat*, *tree/bee*, *drum/gum*, and *cake/snake*.

- **CATCH A MATCH** Mix up the cards and lay them out face up. Have your child pick a card and find its rhyming match. Repeat the words several times to help your child hear the rhyming pattern. For example, *cat, hat, cat, hat, cat, hat*. Continue matching the other cards.
- **MAKE A RHYME** Ask your child to find a matching pair of **Rhyming Cards**. Think of more words that rhyme with the pair. These words can be real or silly words. For example, *cat, hat... mat, sat, zat, yat!*

SYLLABLE CARDS

Look at each of the **Syllable Cards** with your child. Name each picture so that your child knows the correct word for each card. Use the **Syllable Cards** for the following activities:

- **SYLLABLES 1, 2, 3** Lay the cards out with the pictures face up. Help your child sort the cards into three piles (one-syllable words, two-syllable words, and three-syllable words).

- **CLAP AND COUNT** Pick a card and say the word together. Clap the syllables in the word. Clap the syllables again to count the number of syllables in the word. Do this with each card.



LETTER PICTURE CARDS

Use the **Letter Picture Cards** for the following activities:

- **SING AND SORT** Mix up the cards and spread them out face up. Help your child place the cards in alphabetical order while you sing the alphabet song together very slowly. Help your child grab each letter as it is sung, pausing or starting again at the beginning of the song when needed.
- **LETTER SOUNDS LIST** Mix up the cards and spread them out face down. Ask your child to choose a card. Say the letter name, letter sound, and picture name. For example, *M, /m/, map*. Help your child think of more words that begin with the letter, such as *milk, mail, Mom...*

Family Activities with Letters and Sounds

I CAN SPELL MY NAME

Using the **Block Letters** on pages 34–42, trace the letters in your child’s name on a blank sheet of paper. Be sure to use capital and lowercase letters instead of all capital letters. (*Juan* not *JUAN* and *McKenna* not *MCKENNA*.) You may need to tape several pieces of paper together depending on the length of your child’s name.

- Invite your child to color each letter in their name.
- Have your child trace the letters of their name with their finger as say the name of each letter.
- Cut the letters apart to make individual letter cards. Mix them up and have your child place them in the correct order to spell their name.

LETTER FUN

Help your child practice the letter they are currently learning about in Camp Consonant. Using the **Block Letters** on pages 34–42, trace the capital and lowercase versions of the letter on a blank sheet of paper. As you do each of the activities below, talk about the letter name and the letter sound.

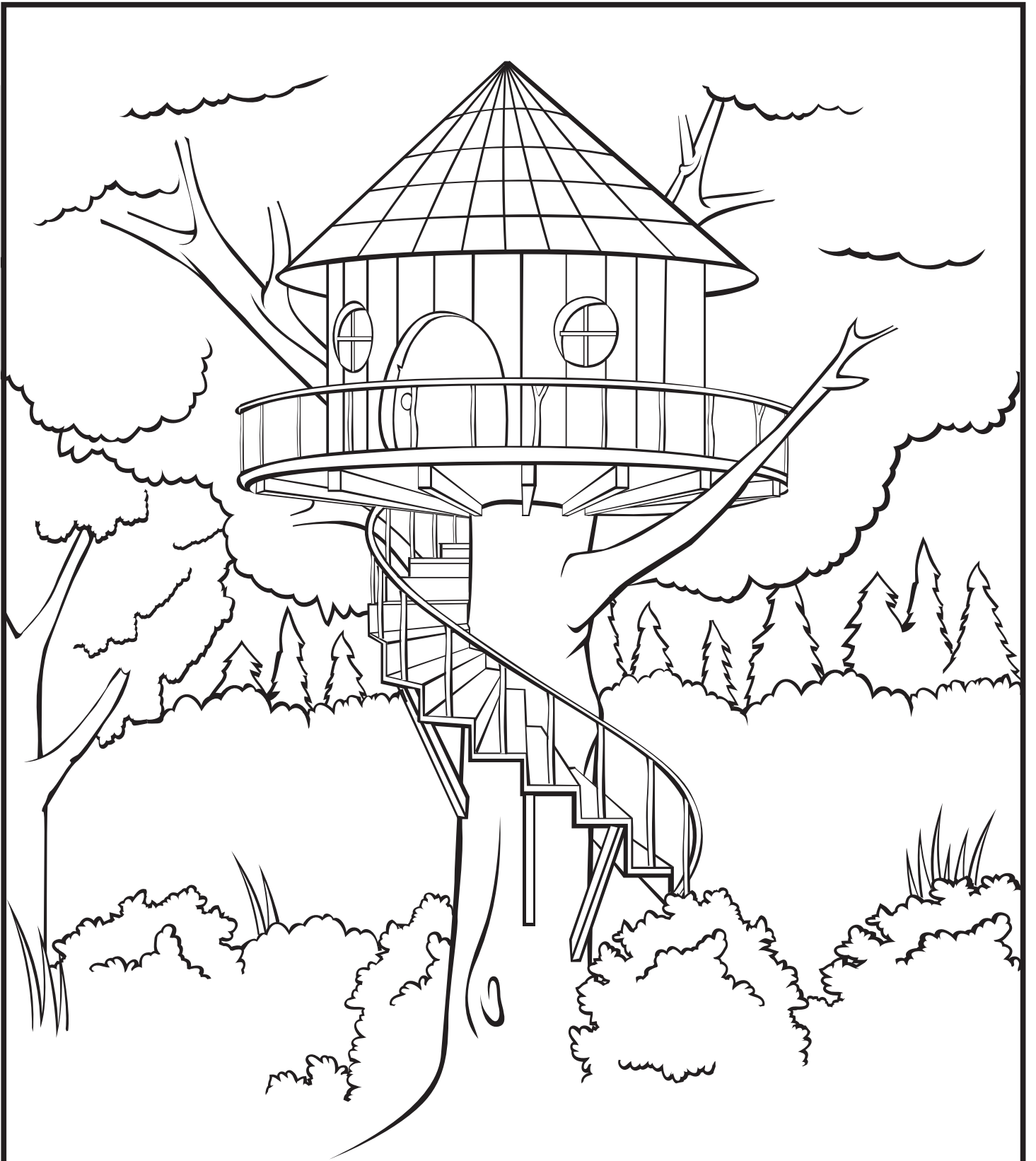
- Help your child trace the letters with their finger.

- Decorate the letters, carefully filling in the letter shape. You might use stickers, leaves, or markers to fill the letter shape with colorful patterns.
- Fill the letter shapes with small items such as rocks, leaves, or beans.
- Make a list of words that begin with the letter.

FAST LETTER FUN

To help your child recognize the letters of the alphabet quickly, use the **Capital Letter Alphabet** (page 44) or the **Lowercase Letter Alphabet** (page 45). As you do each of these activities, keep it fun and fast-paced. Give your child support as needed.

- Say a letter *name*. Ask your child to point to the letter as quickly as they can.
- Say a letter *sound*. Ask your child to point to the letter as quickly as they can.
- Point to a letter. Ask your child to say the letter *name* as quickly as they can.
- Point to a letter. Ask your child to say the letter *sound* as quickly as they can.



High above the forest wide,
Stands the treehouse. Come inside!



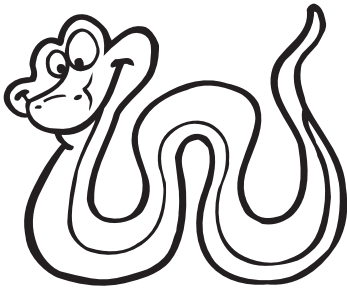
RHYMING CARDS



RHYMING CARDS



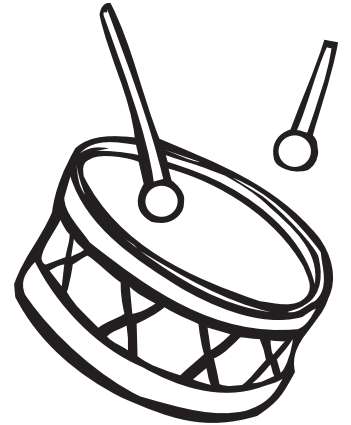
RHYMING CARDS



RHYMING CARDS



RHYMING CARDS



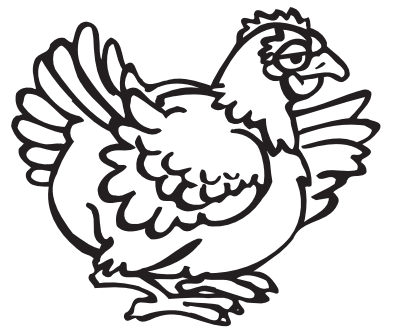
RHYMING CARDS



RHYMING CARDS



RHYMING CARDS



RHYMING CARDS

cake

hat

cat

RHYMING CARDS

RHYMING CARDS

RHYMING CARDS

drum

gum

snake

RHYMING CARDS

RHYMING CARDS

RHYMING CARDS

hen

sled

bed

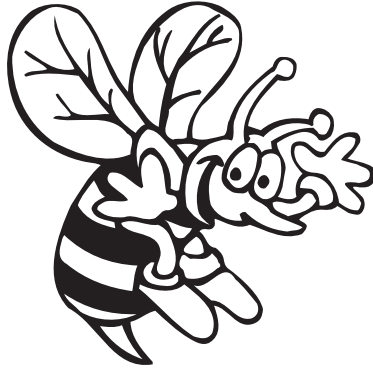
RHYMING CARDS

RHYMING CARDS

RHYMING CARDS

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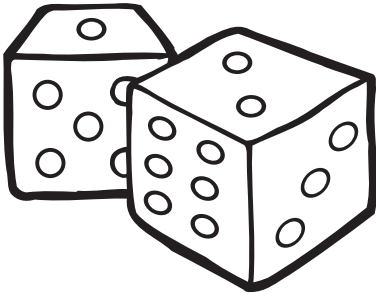
RHYMING CARDS



RHYMING CARDS



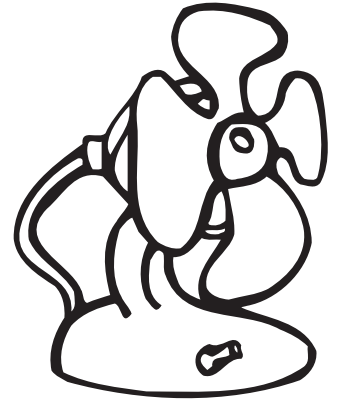
RHYMING CARDS



RHYMING CARDS



RHYMING CARDS



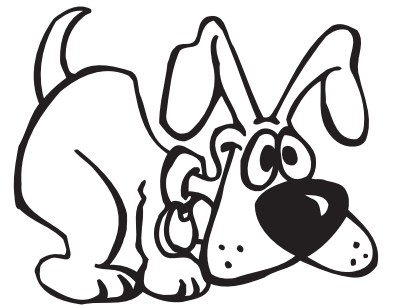
RHYMING CARDS



RHYMING CARDS



RHYMING CARDS



RHYMING CARDS

tree

bee

ten

RHYMING CARDS

RHYMING CARDS

RHYMING CARDS

fan

mice

dice

RHYMING CARDS

RHYMING CARDS

RHYMING CARDS

dog

frog

can

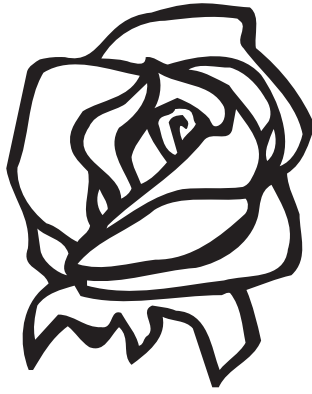
RHYMING CARDS

RHYMING CARDS

RHYMING CARDS



RHYMING CARDS



RHYMING CARDS

Use the blank cards
to make more
rhyming pairs.

RHYMING CARDS

RHYMING CARDS

RHYMING CARDS

RHYMING CARDS

RHYMING CARDS

RHYMING CARDS

RHYMING CARDS

rose

nose

RHYMING CARDS

RHYMING CARDS

RHYMING CARDS

RHYMING CARDS

RHYMING CARDS

RHYMING CARDS

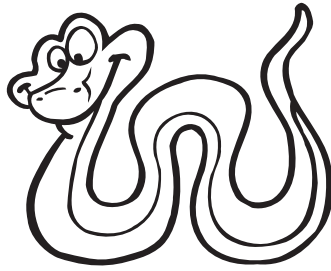
RHYMING CARDS

RHYMING CARDS

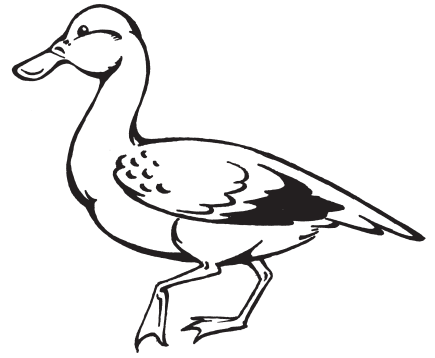
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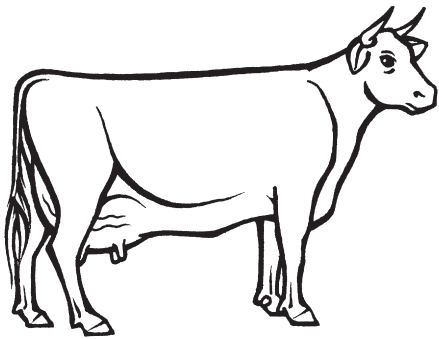
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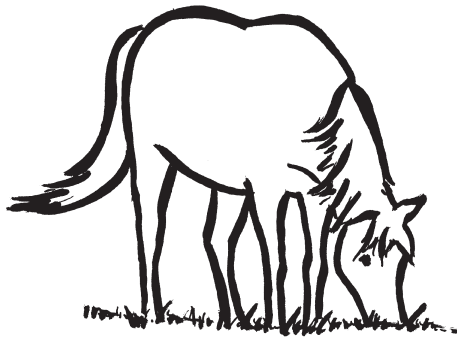
SYLLABLE CARDS



SYLLABLE CARDS



SYLLABLE CARDS



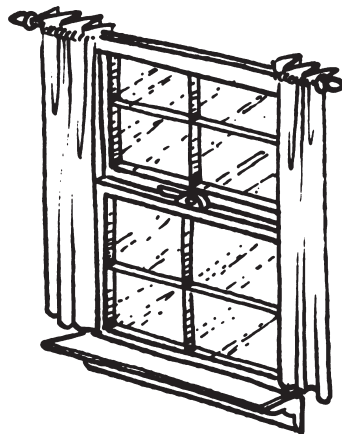
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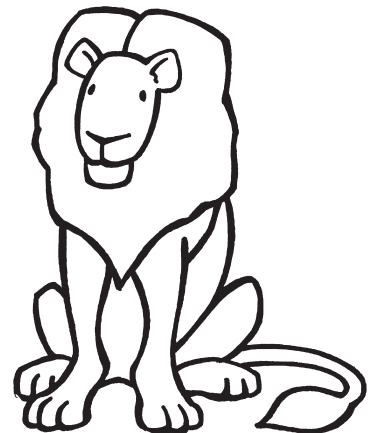
SYLLABLE CARDS



SYLLABLE CARDS



SYLLABLE CARDS



SYLLABLE CARDS

duck

snake

bee

SYLLABLE CARDS

SYLLABLE CARDS

SYLLABLE CARDS

queen

horse

cow

SYLLABLE CARDS

SYLLABLE CARDS

SYLLABLE CARDS

li-on

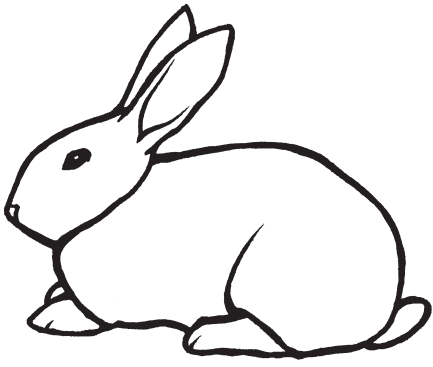
win-dow

feath-er

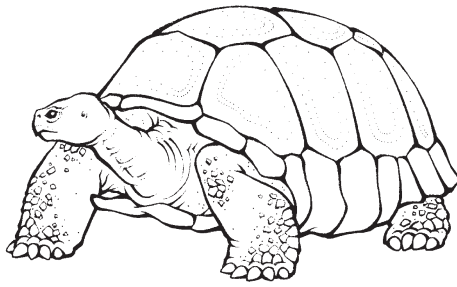
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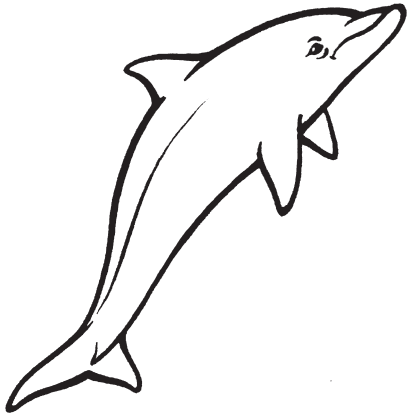
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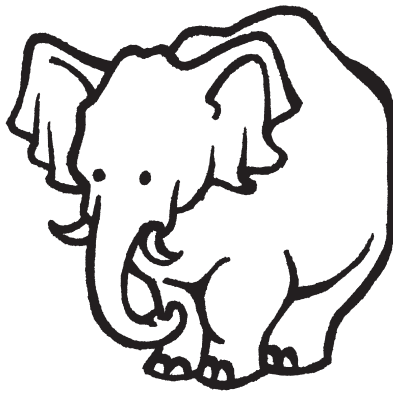
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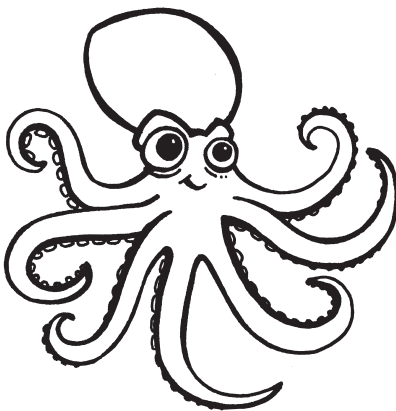
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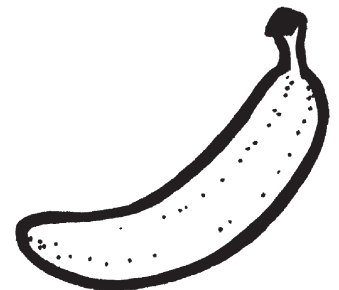
SYLLABLE CARDS



SYLLABLE CARDS



SYLLABLE CARDS



SYLLABLE CARDS

ze-bra

SYLLABLE CARDS

tur-tle

SYLLABLE CARDS

rab-bit

SYLLABLE CARDS

kang-a-roo

SYLLABLE CARDS

el-e-phant

SYLLABLE CARDS

dol-phin

SYLLABLE CARDS

ba-na-na

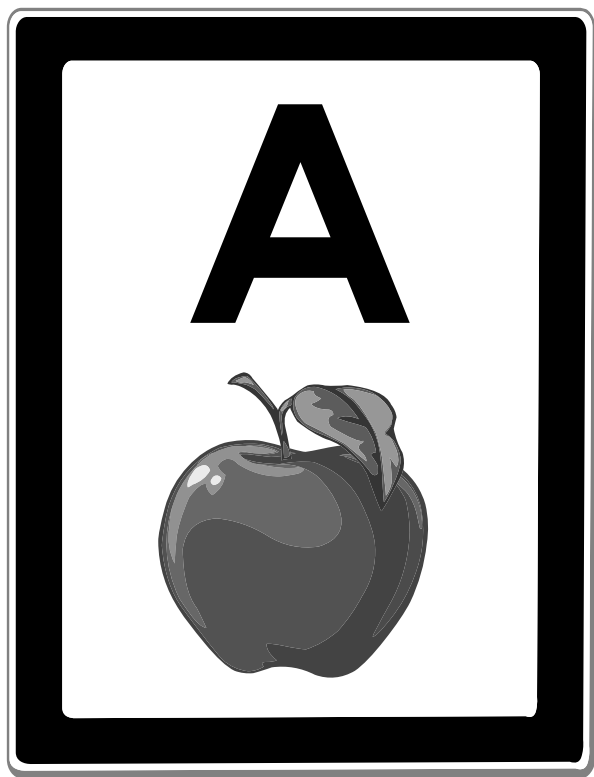
SYLLABLE CARDS

um-brel-la

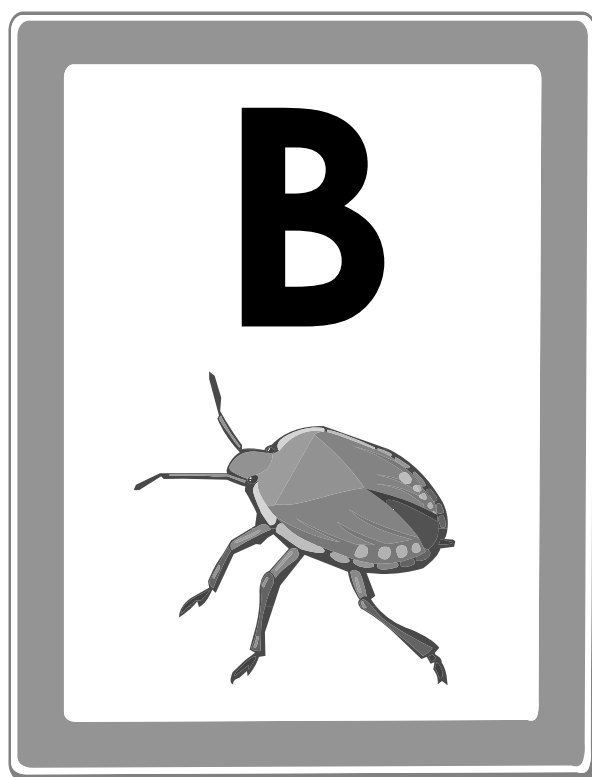
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oc-to-pus

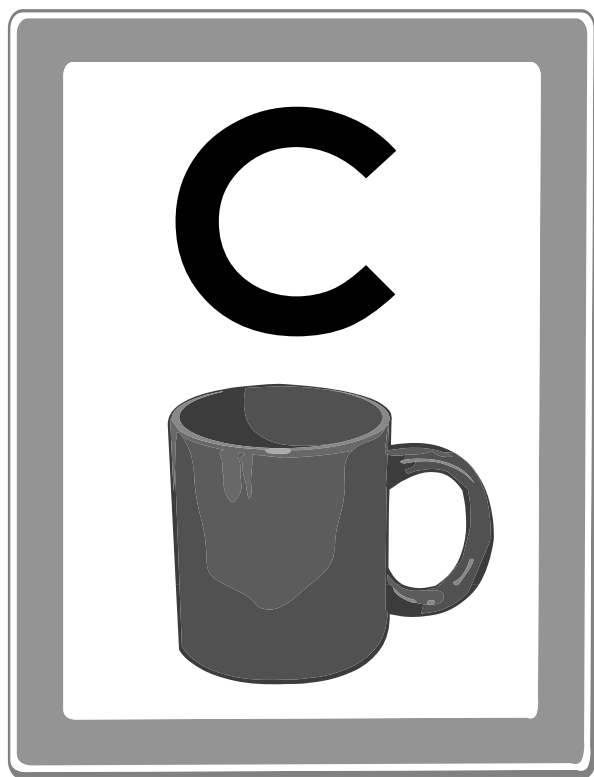
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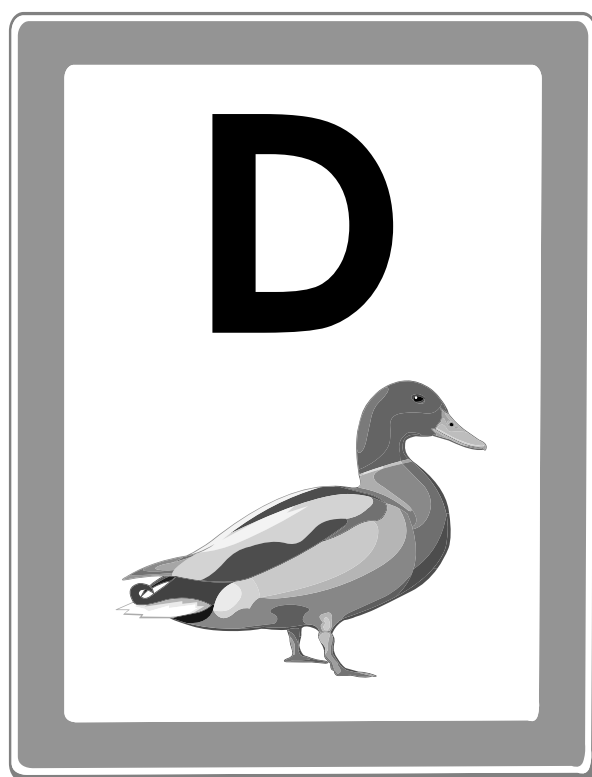
LETTER PICTURE CARDS



LETTER PICTURE CARDS



LETTER PICTURE CARDS

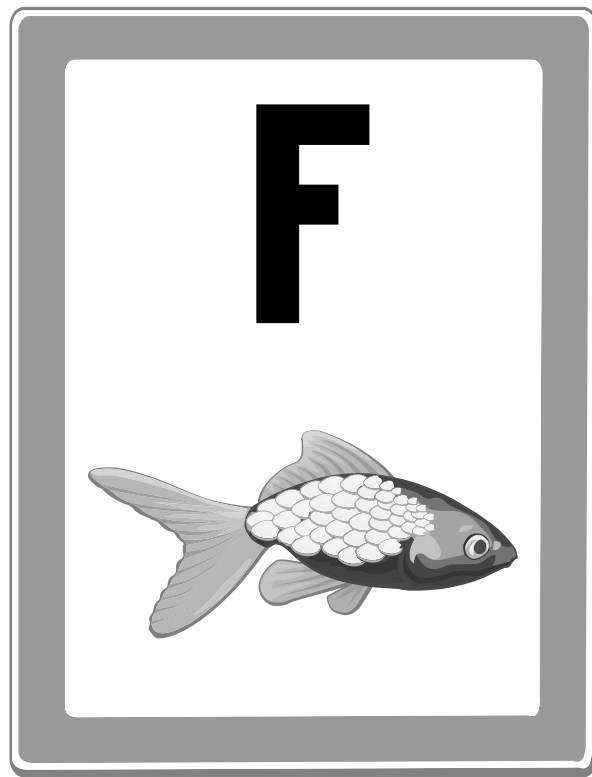


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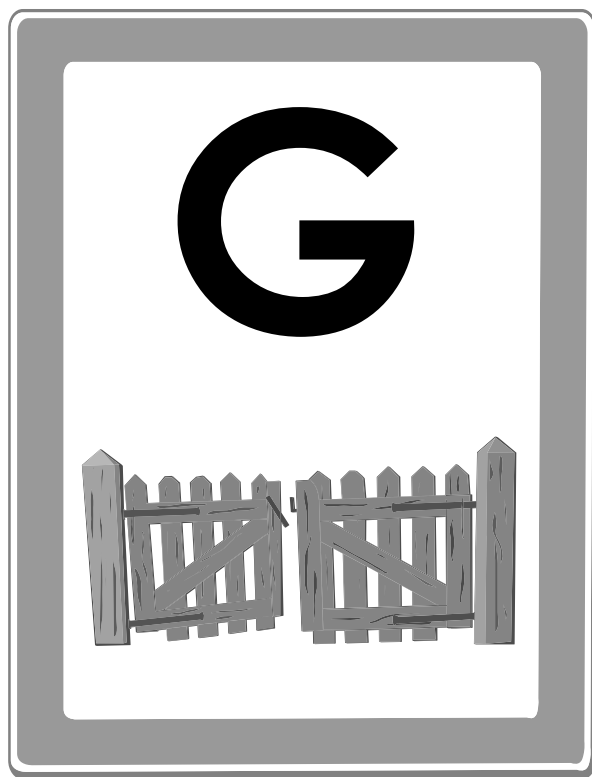




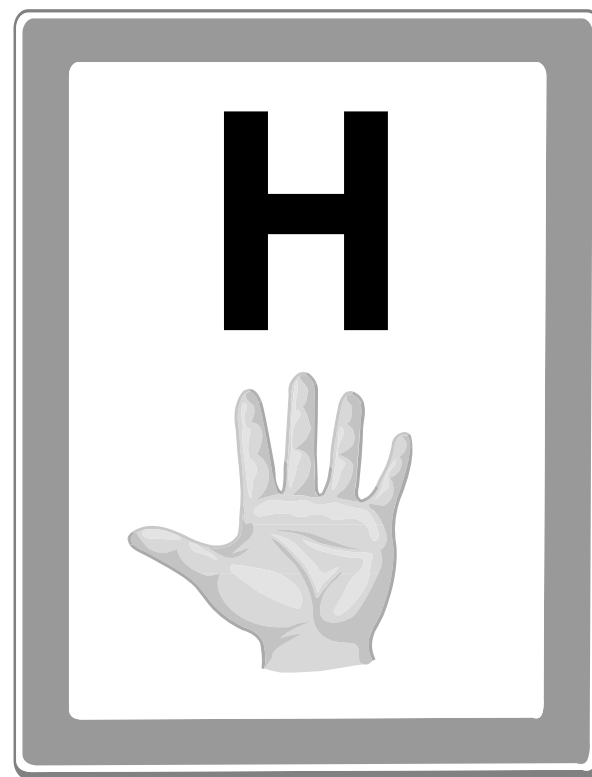
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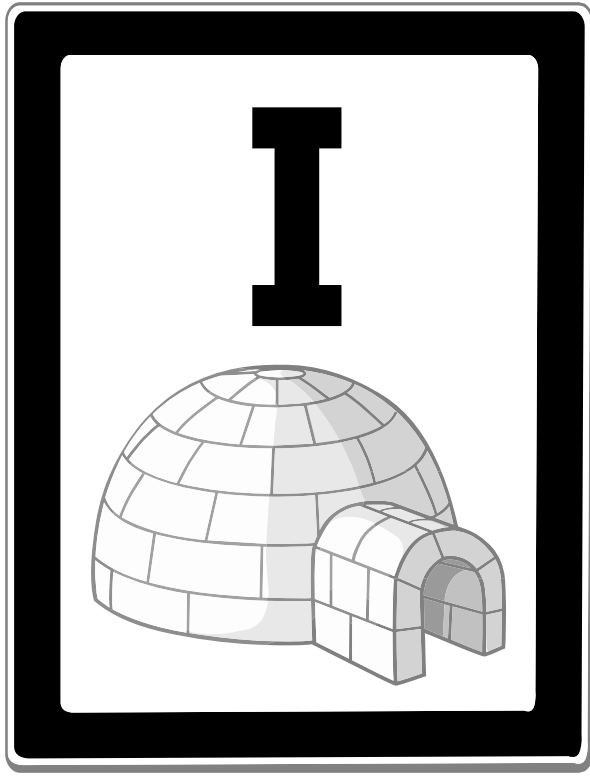


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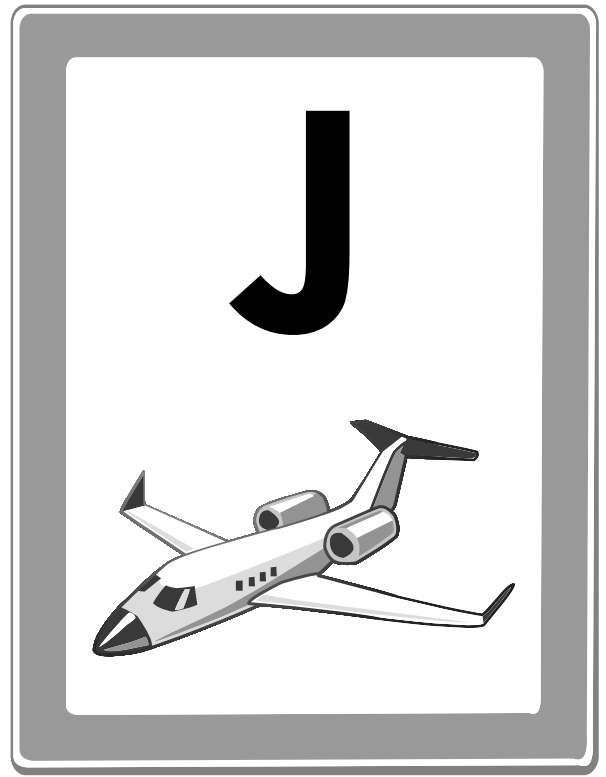


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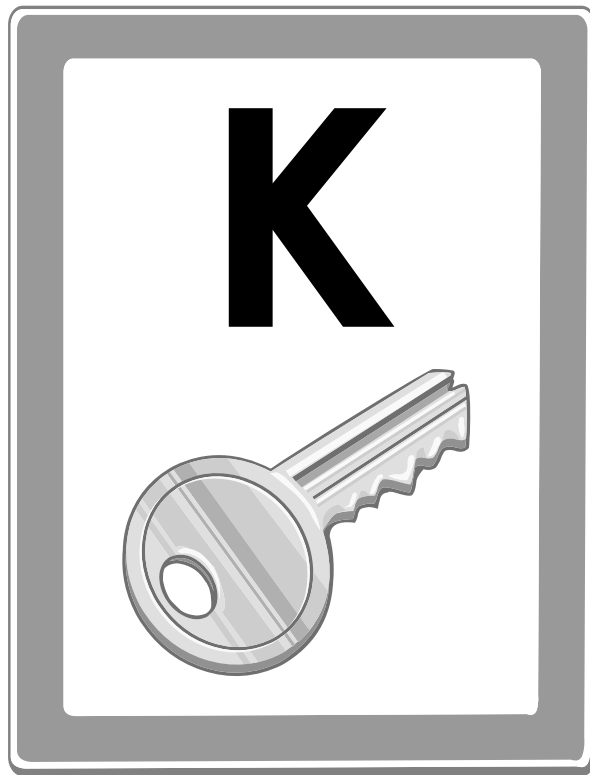




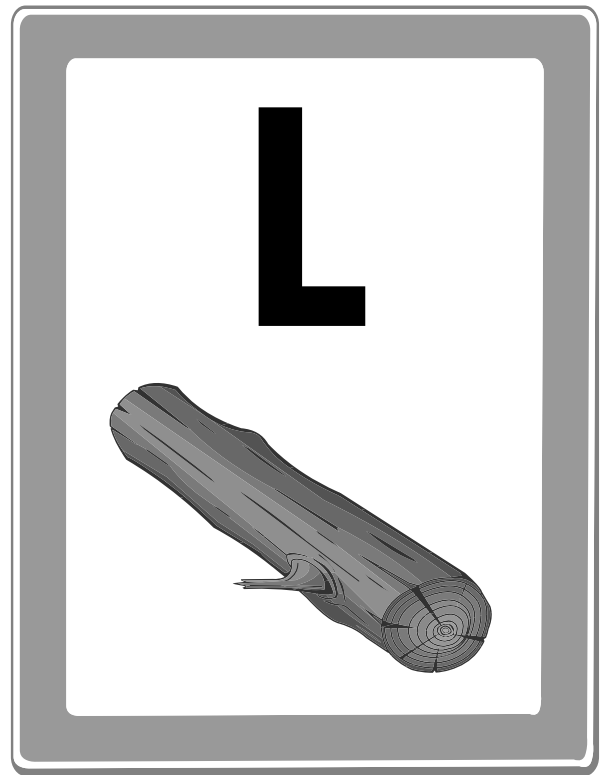
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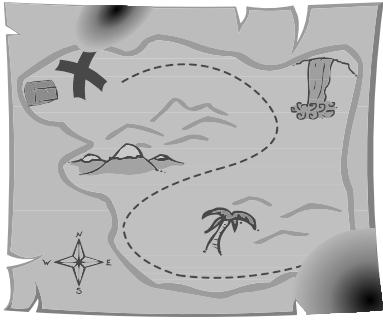
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LETTER PICTURE CARDS



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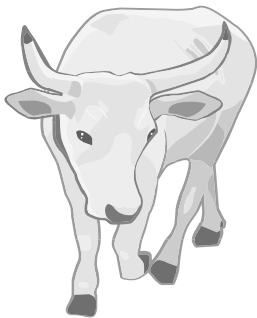
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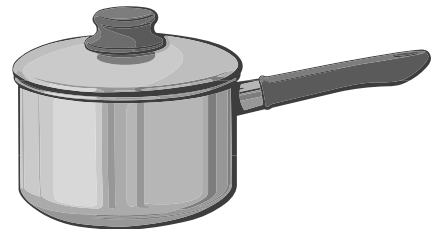
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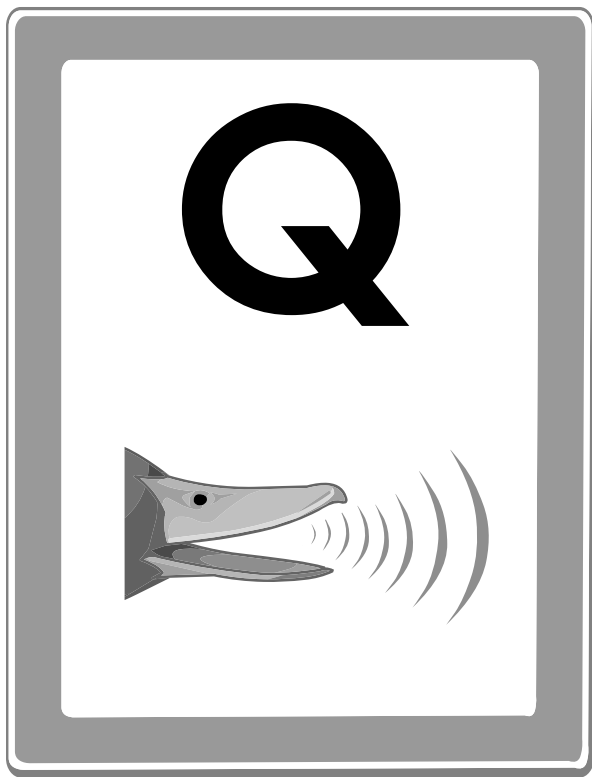
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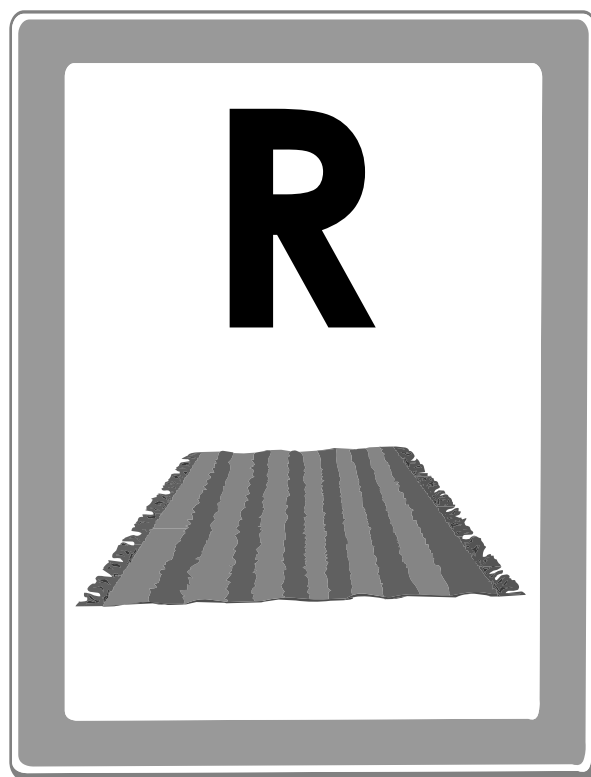


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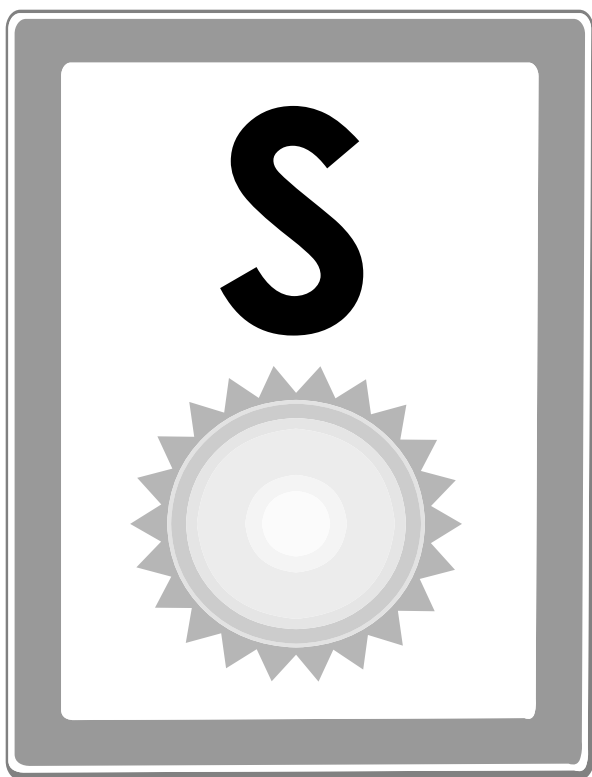




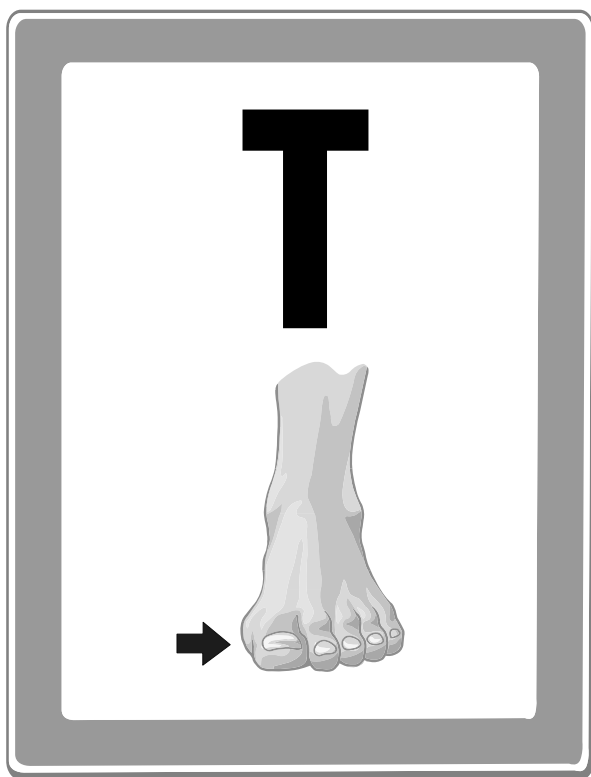
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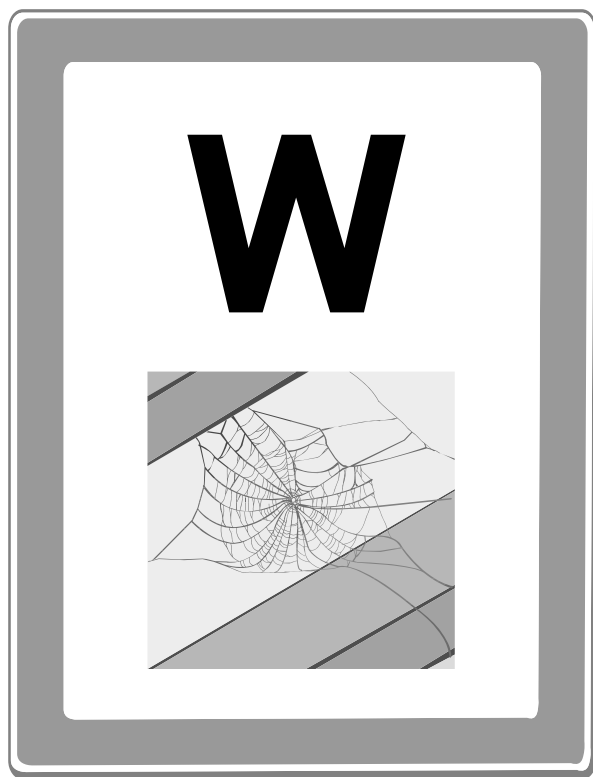




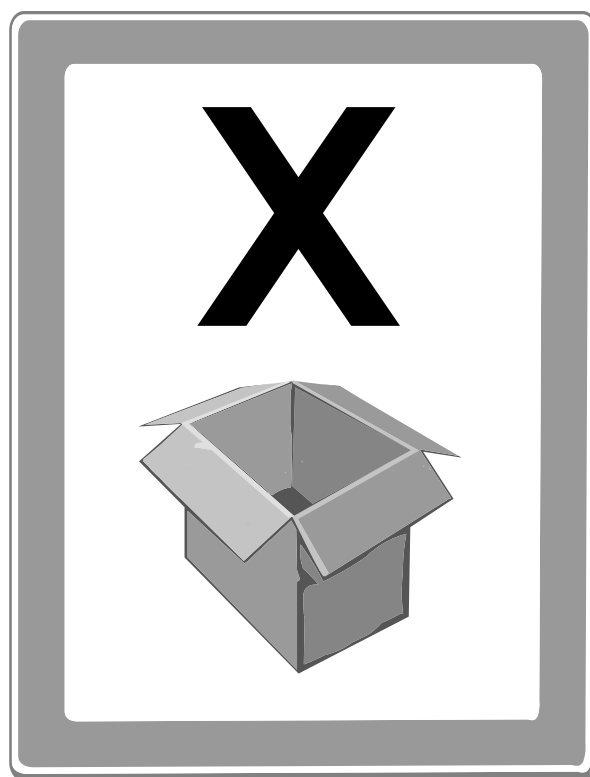
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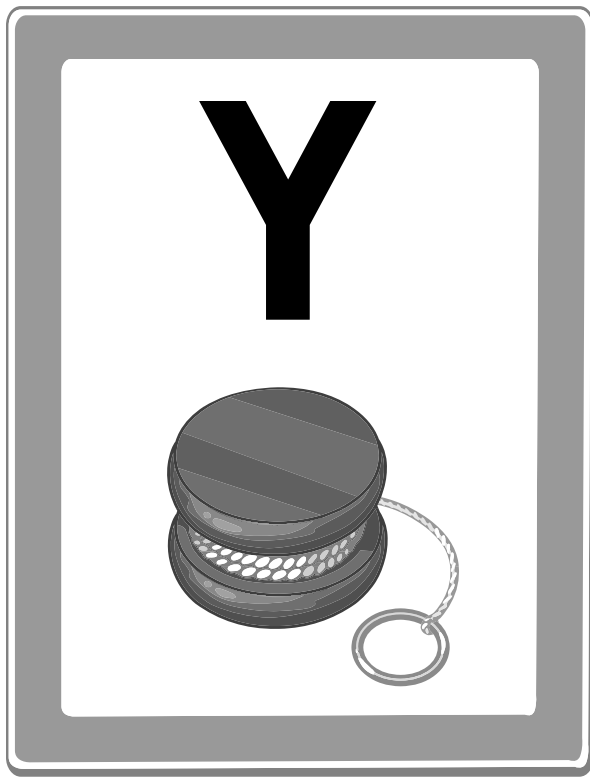


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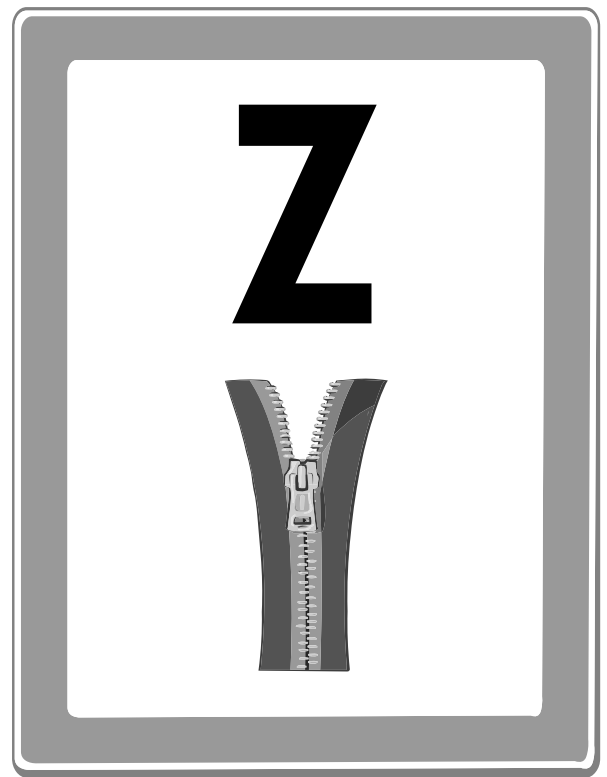


LETTER PICTURE CARDS





LETTER PICTURE CARDS



LETTER PICTURE CARDS

Key for Letter Picture Cards

A: apple

B: bug

C: cup

D: duck

E: echo

F: fish

G: gate

H: hand

I: igloo

J: jet

K: key

L: log

M: map

N: net

O: ox

P: pot

Q: quack

R: rug

S: sun

T: toe

U: umbrella

V: vase

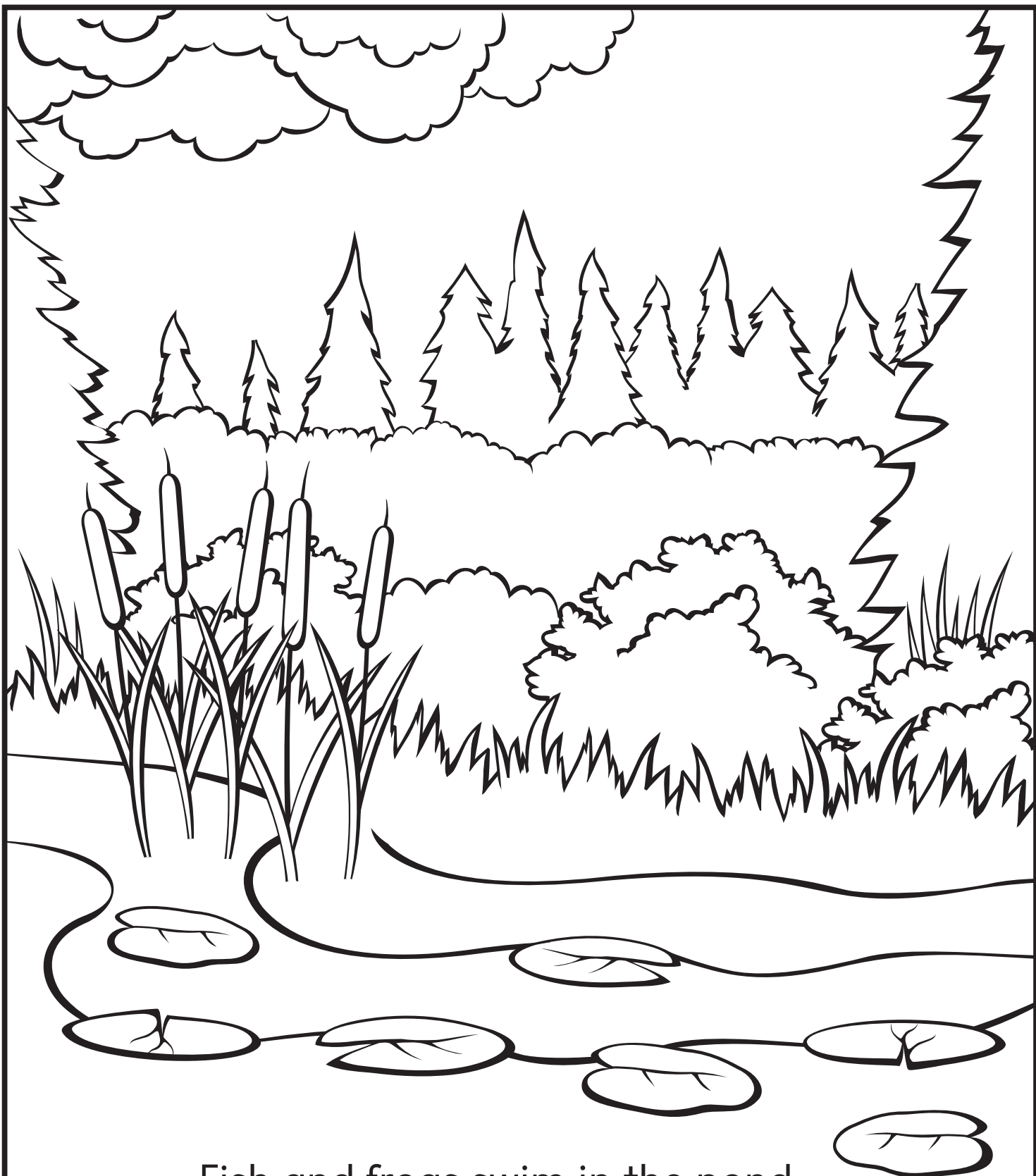
W: web

X: box

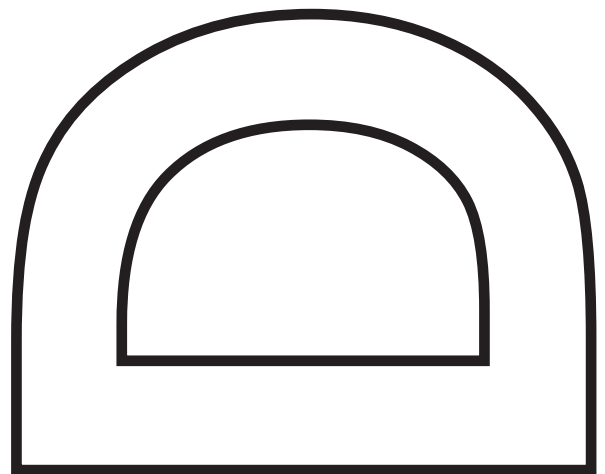
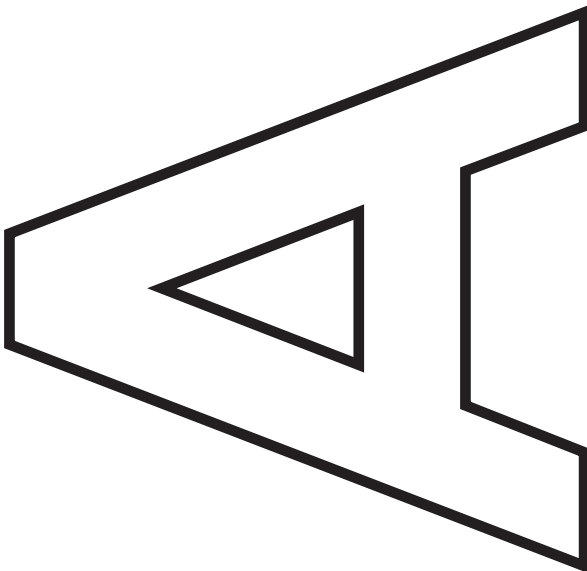
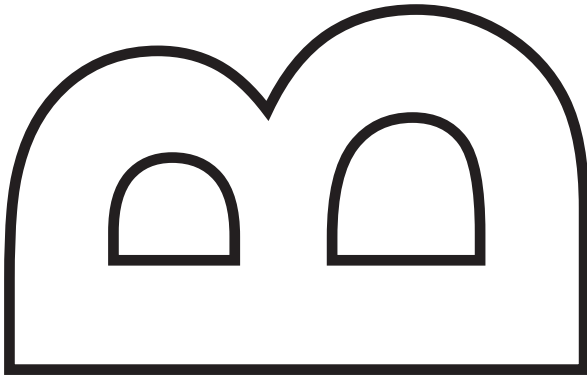
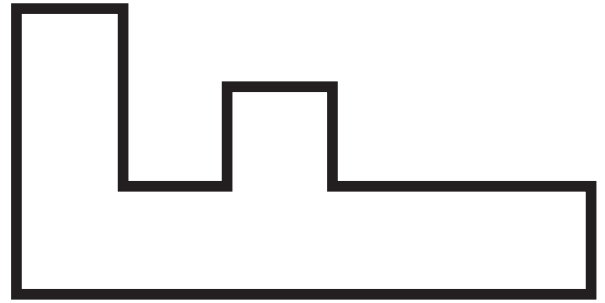
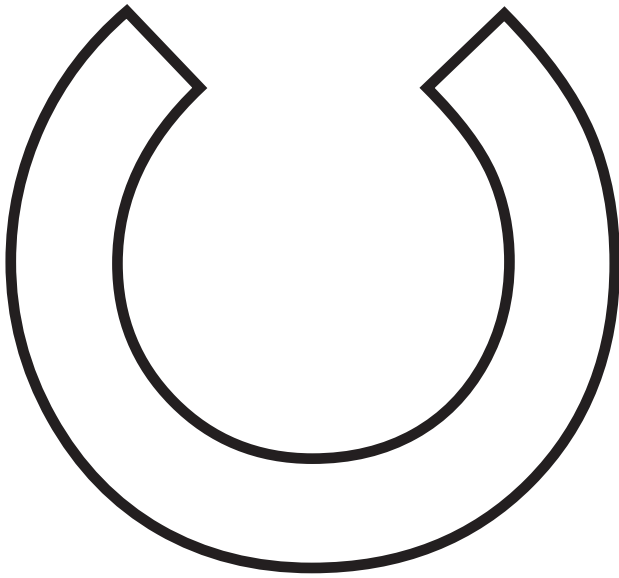
Y: yo-yo

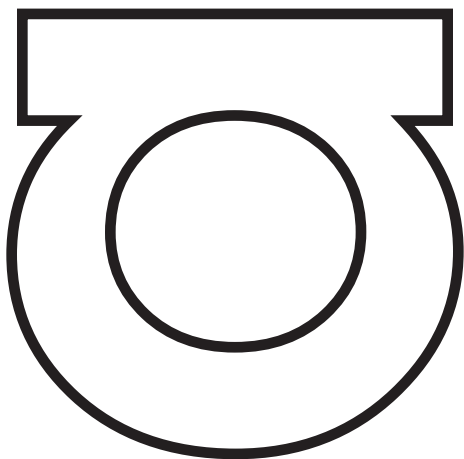
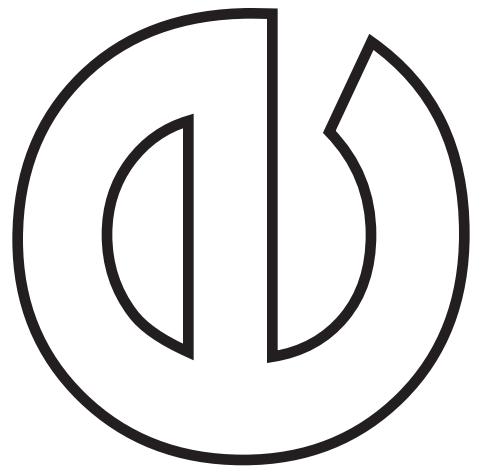
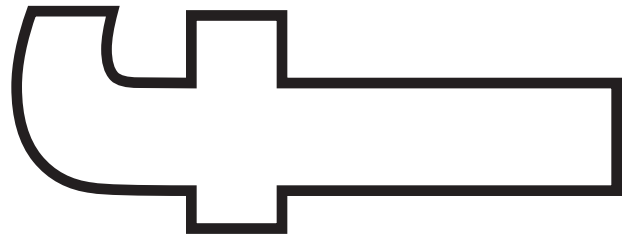
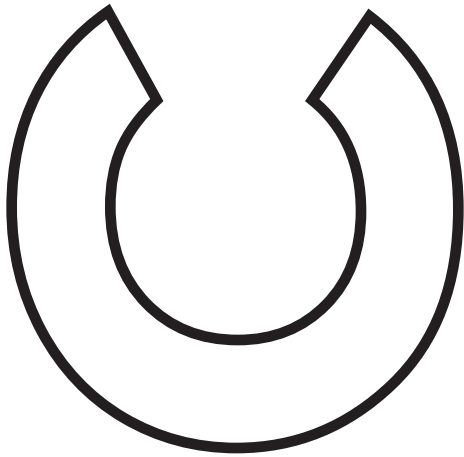
Z: zipper

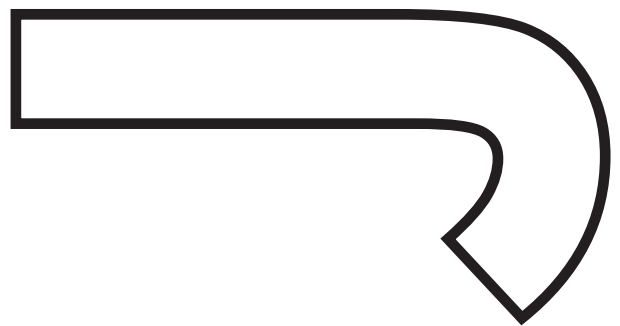
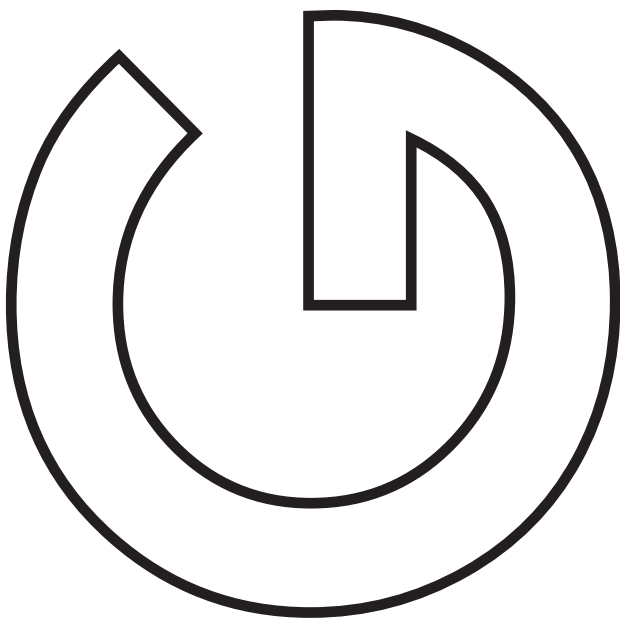
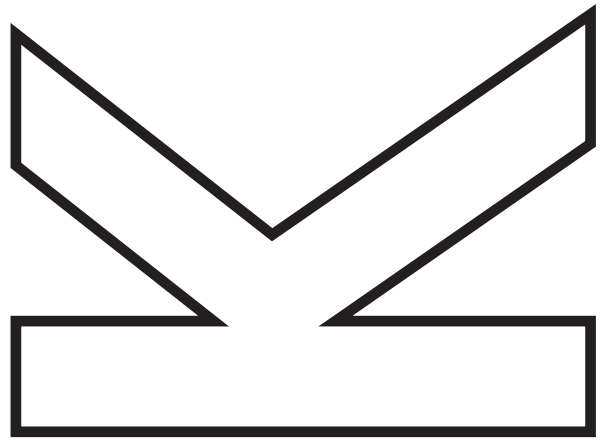
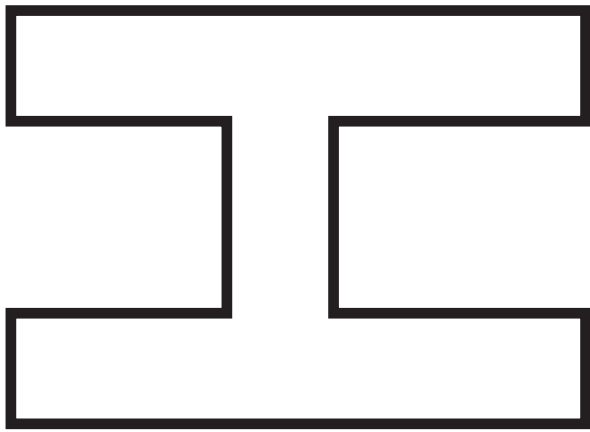


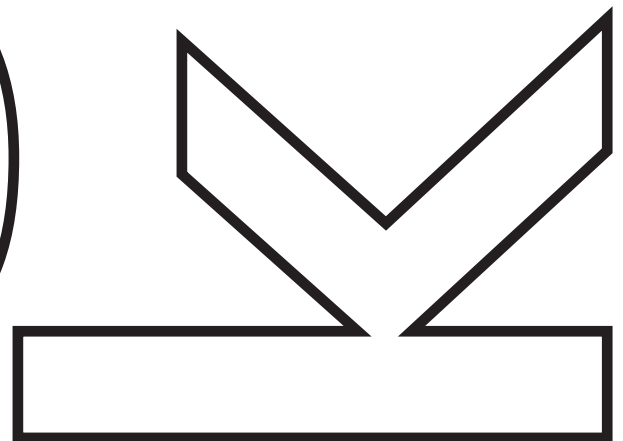
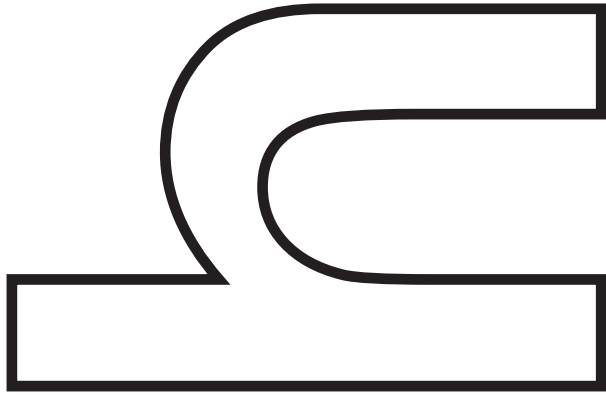


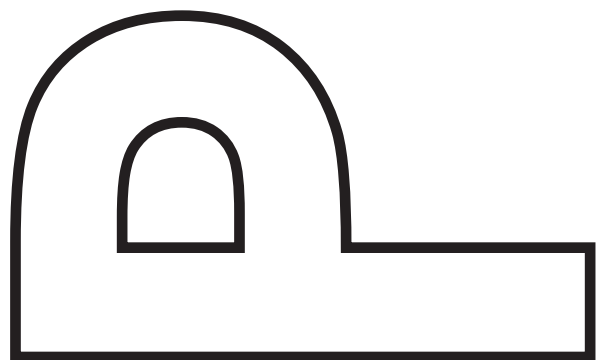
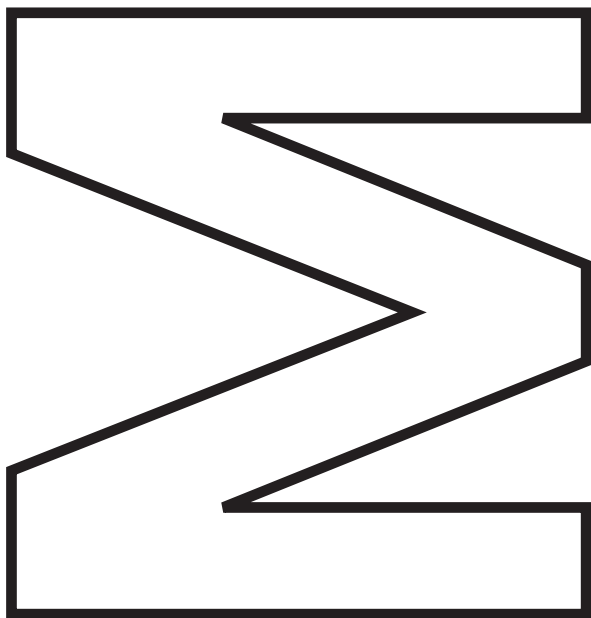
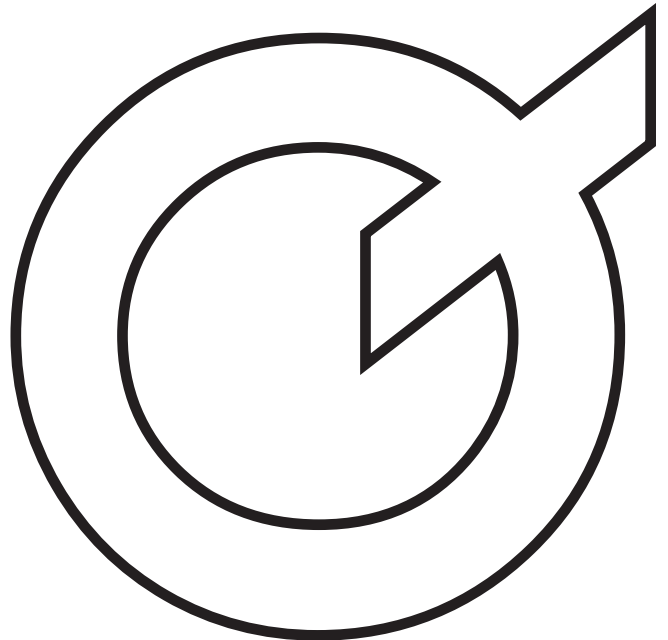
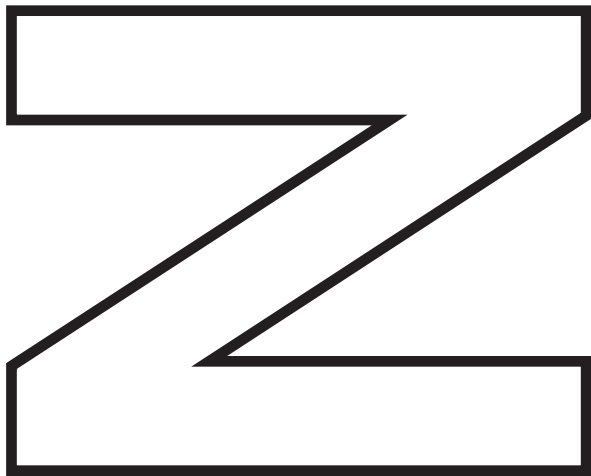
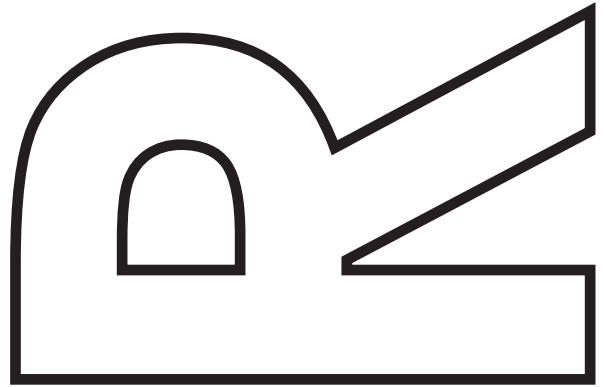
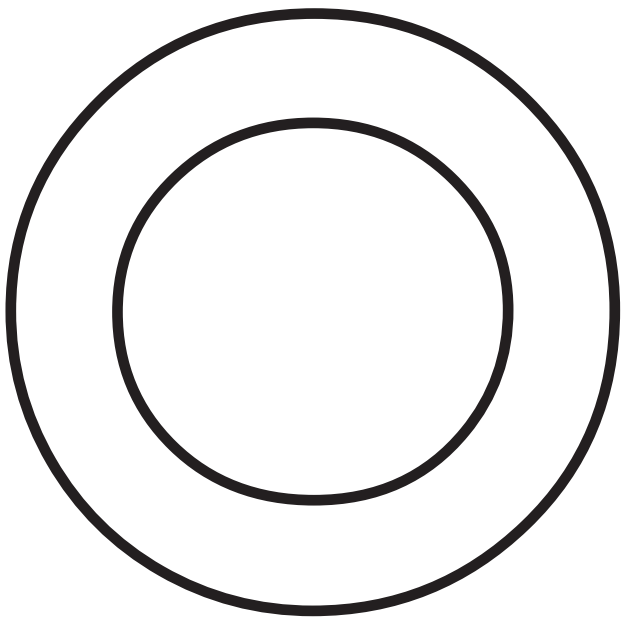
Fish and frogs swim in the pond.
Birds chirp in the trees beyond.

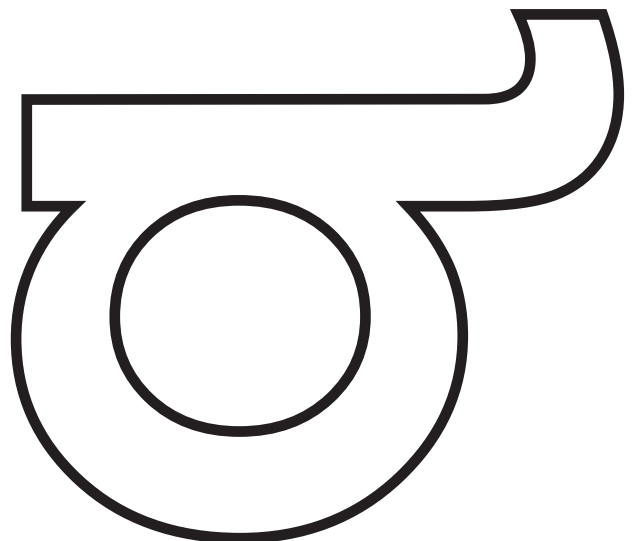
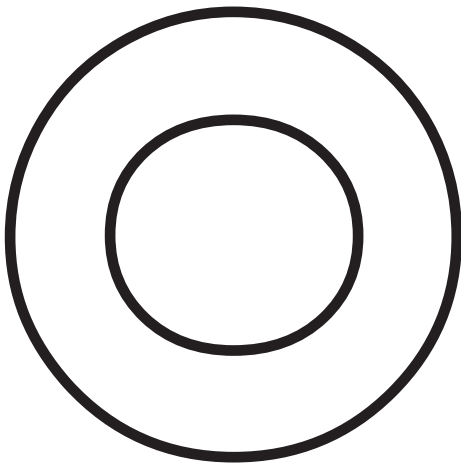
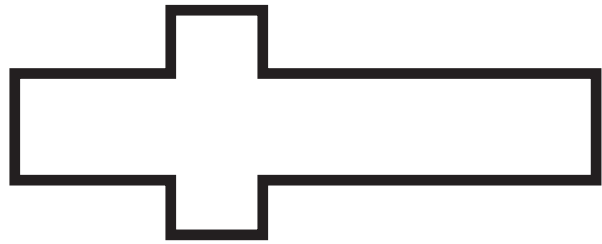












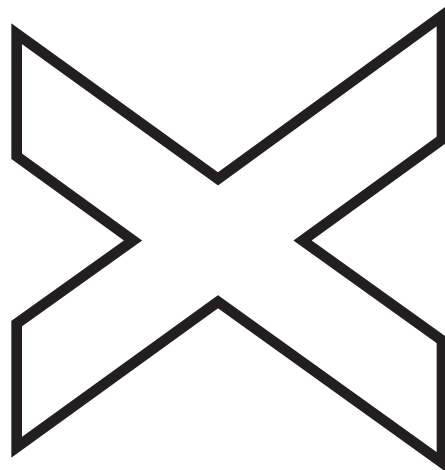
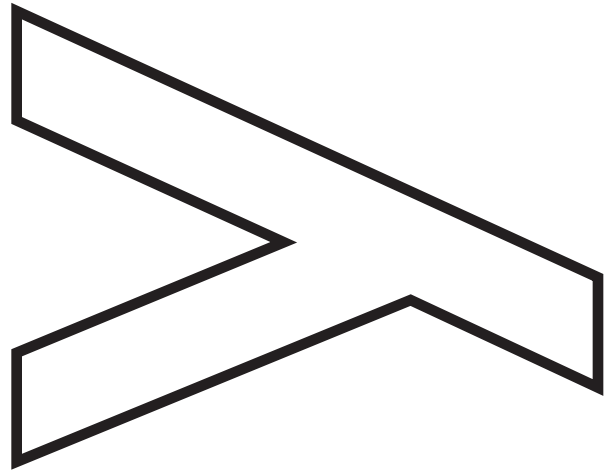
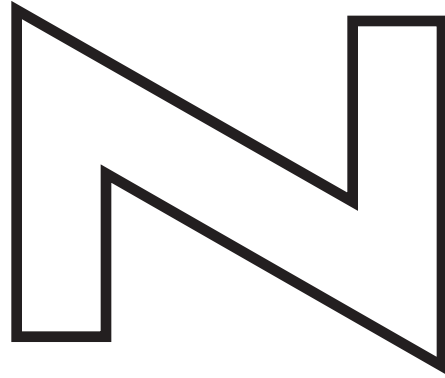
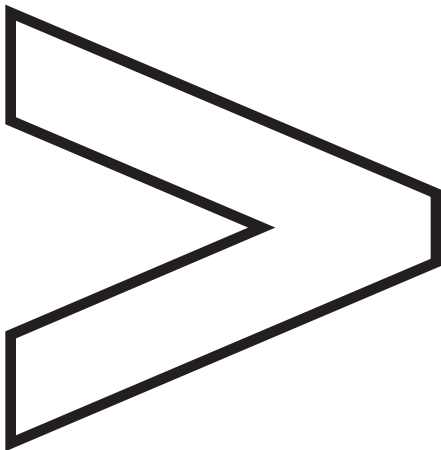
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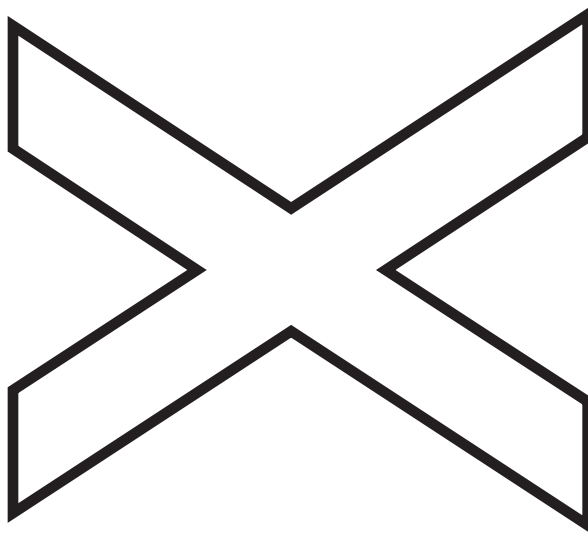
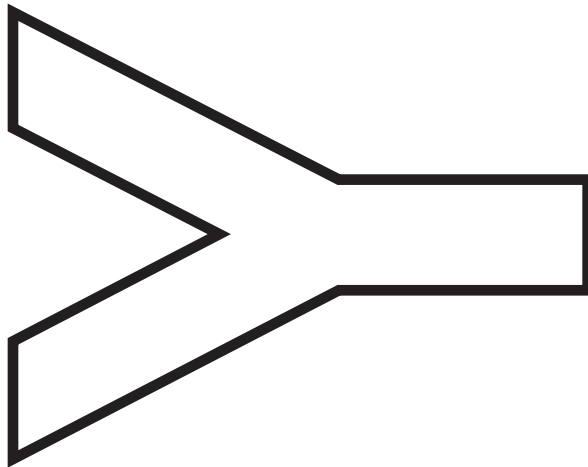
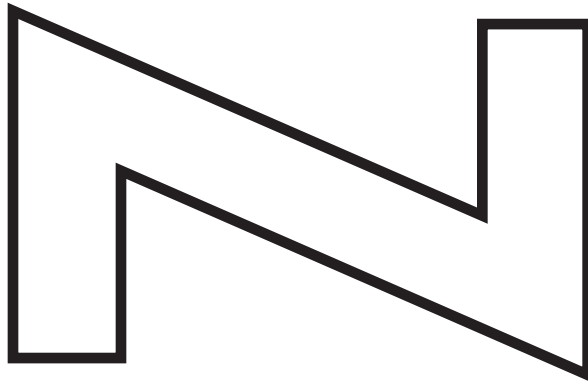
W

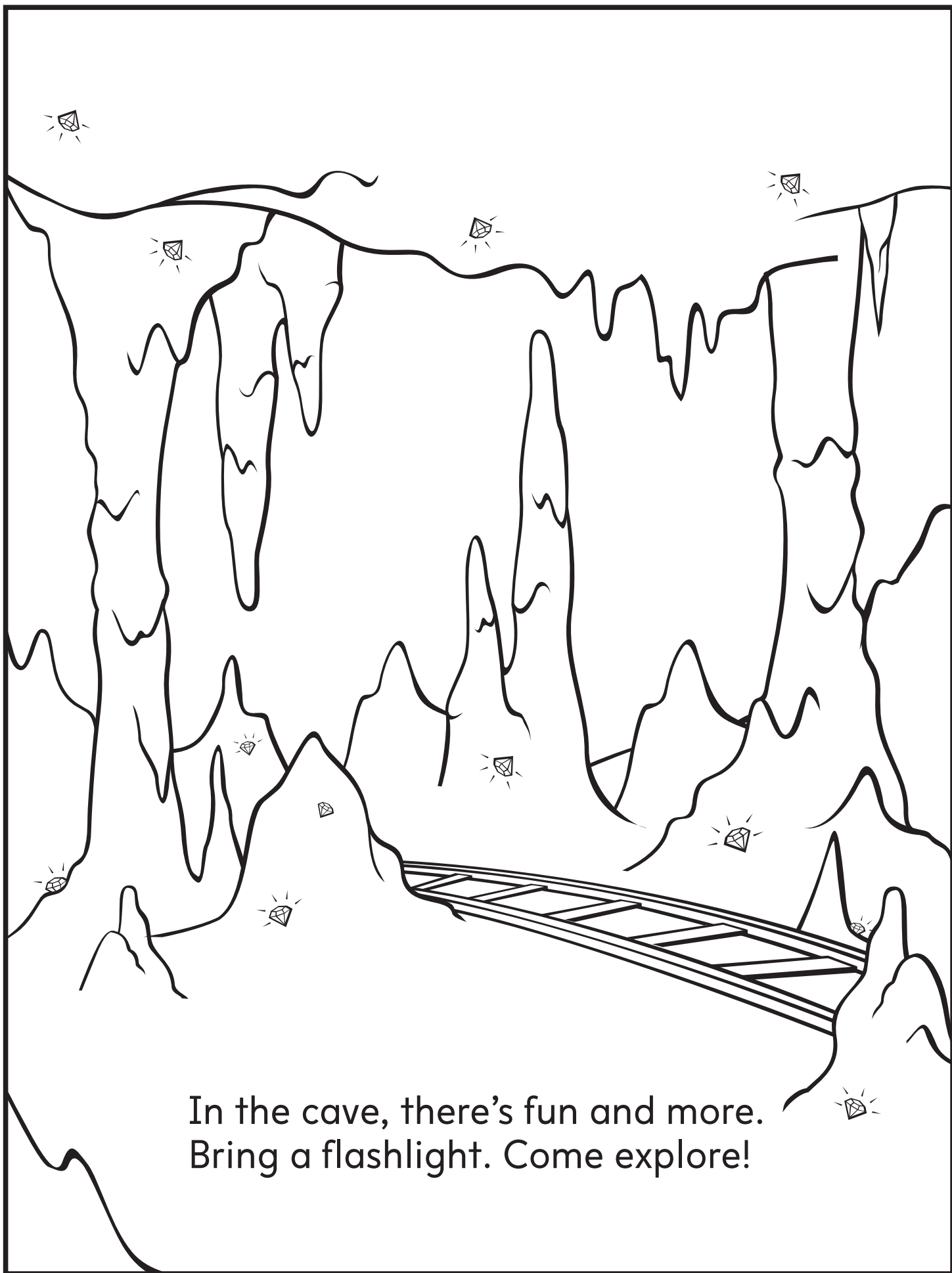
T

V

S







A B C D E F

G H I J K L M

N O P Q R S

T U V W X Y Z

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

Family Reading and Writing Activities

BUILD A WORD BANK

Help your child learn the meanings of new words each day. When you talk about a new word, you can tell your child that you are adding it to their “word bank!”

- Introduce new words as you go about your daily activities. At the grocery store, explain that vegetables are full of *vitamins* and that chicken is a type of *poultry*. At a traffic light, you might say, “The light turned green, so now we can *proceed*.”
- Your child probably asks a lot of questions. Use these moments to talk about new ideas to help your child understand more about the world. Talk, talk, talk, and watch your child’s vocabulary grow!

CREATE A READING ROUTINE

Choose a time and place to enjoy some favorite books with your child each day.

- Before reading, look at the cover together and think about the story. Ask, “What might happen in this story?” If you have read the book before you could ask, “What is your favorite part of this story?”
- During reading, stop to talk about what is happening in the story or ask

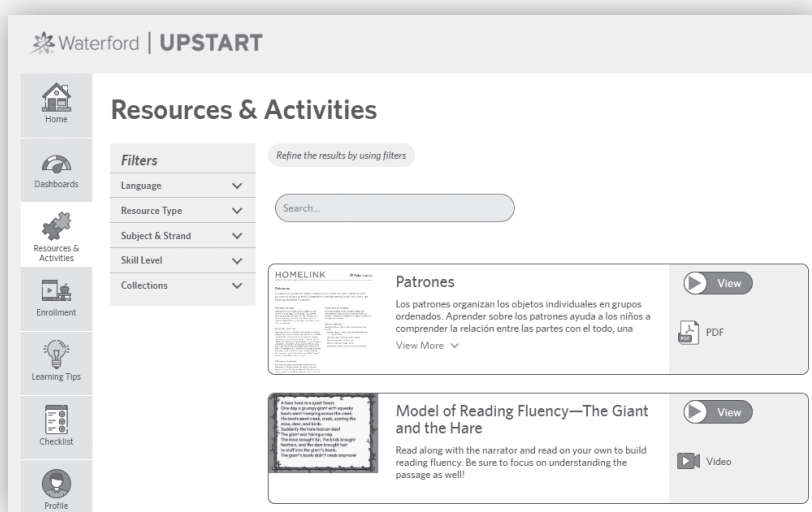
your child to make a prediction. Ask, “What is the problem in this story?” or “What do you think will happen next?”

- After reading, ask your child questions about the story. Use questions that start with the “five w’s” and “one h”—*who, what, when, where, why, and how*.

FIND BOOKS IN WATERFORD UPSTART

1. Visit upstart.waterford.org.
2. Select the **Resources & Activities** tab.
3. In the **Filters** section, select **Resource Type>Books (PreK-2)**.
4. Scroll down to find hundreds of books you can read with your child.

Have fun exploring the books. Your child may even recognize some of the books from Waterford Upstart!



How to find books in Upstart

Family Reading and Writing Activities

WRITE! WRITE! WRITE!

Give your child many opportunities to express ideas through drawing and writing. Remember that it does not have to be perfect. Praise all of your child's attempts to communicate their ideas! The typical stages of writing are

- Expressing ideas through drawings
- Scribbling from left to right or writing symbols that look like letters
- Writing random letters that are familiar (ASFPR = "I love my dog.")
- Writing the first letters of words (ILMD = "I love my dog.")
- Writing letters that reflect more sounds (I LV MI DG = "I love my dog.")
- Eventually, your child will write "I love my dog!"

Each of these stages is a natural step. And each step is a reason to celebrate! Try the following activities to practice writing:

- **NAME WRITING** (pages 48–49) Help your child write their name on the gray line, and then read the sentence together: "My name is ..."
- **RAINBOW WRITING** Give your child some crayons or markers. Invite them to trace a letter multiple times, using a different color each time to create a "rainbow letter."
- **TRACING** (pages 50–51) These are fun pages to practice tracing many different shapes, squiggles, and lines. Remind your child to try to follow the lines carefully, but do not worry if they are not exact. The important part is that your child explores writing.
- **PLAY AND PRETEND** Encourage play that involves reading and writing. For example, pretend you are at a restaurant. Your child can be the server and can write down your order. Pretend you are at school. Your child can be the teacher and can read a book to the class. Pretend you are at the post office. Write notes and letters to sort and deliver.
- **JOURNAL** (pages 52–53) Encourage your child to draw a picture and write a story.

My name is



My name is

My name is

_____.

_____.

_____.

My name is

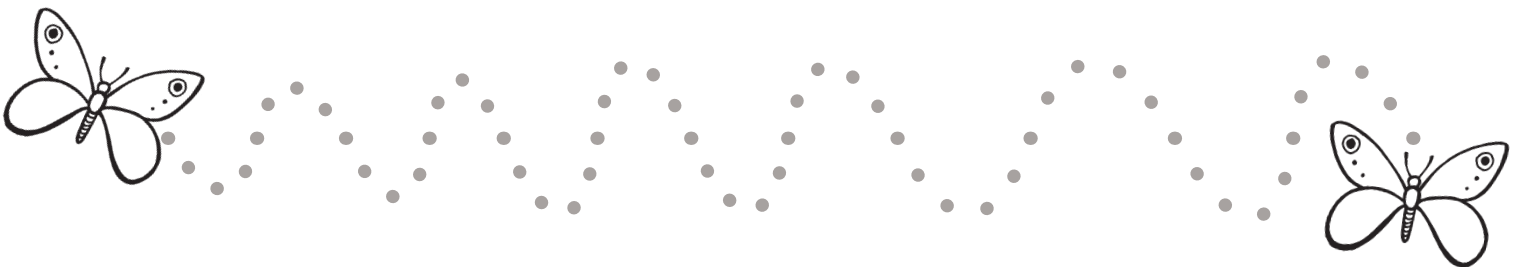


My name is

My name is

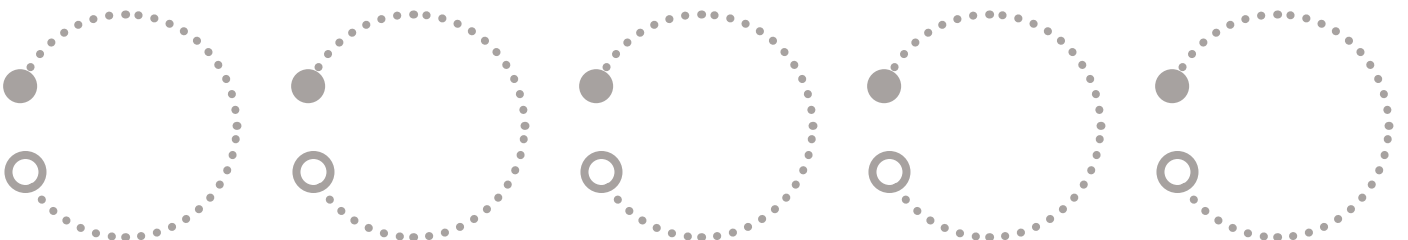
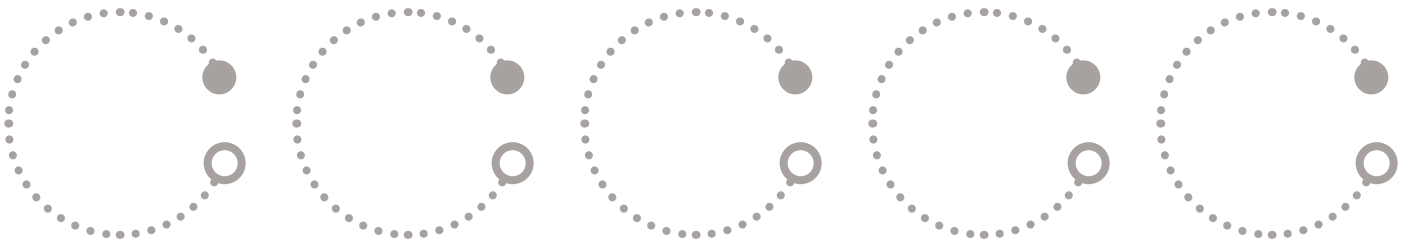
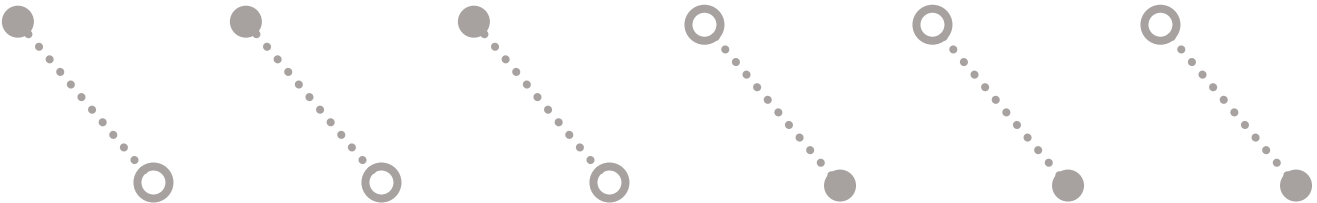
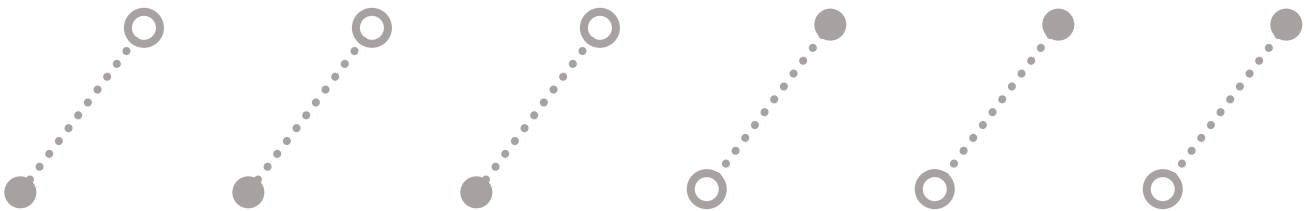
Tracing

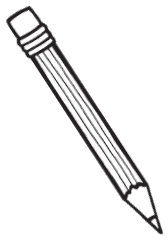
Follow the paths.



Tracing

Trace the lines and shapes. Start at the gray dot and end at the white dot.



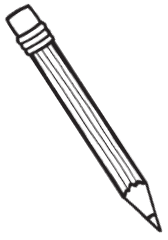


Name _____

Journal

Draw.

Write.



Name _____

Journal

Draw.

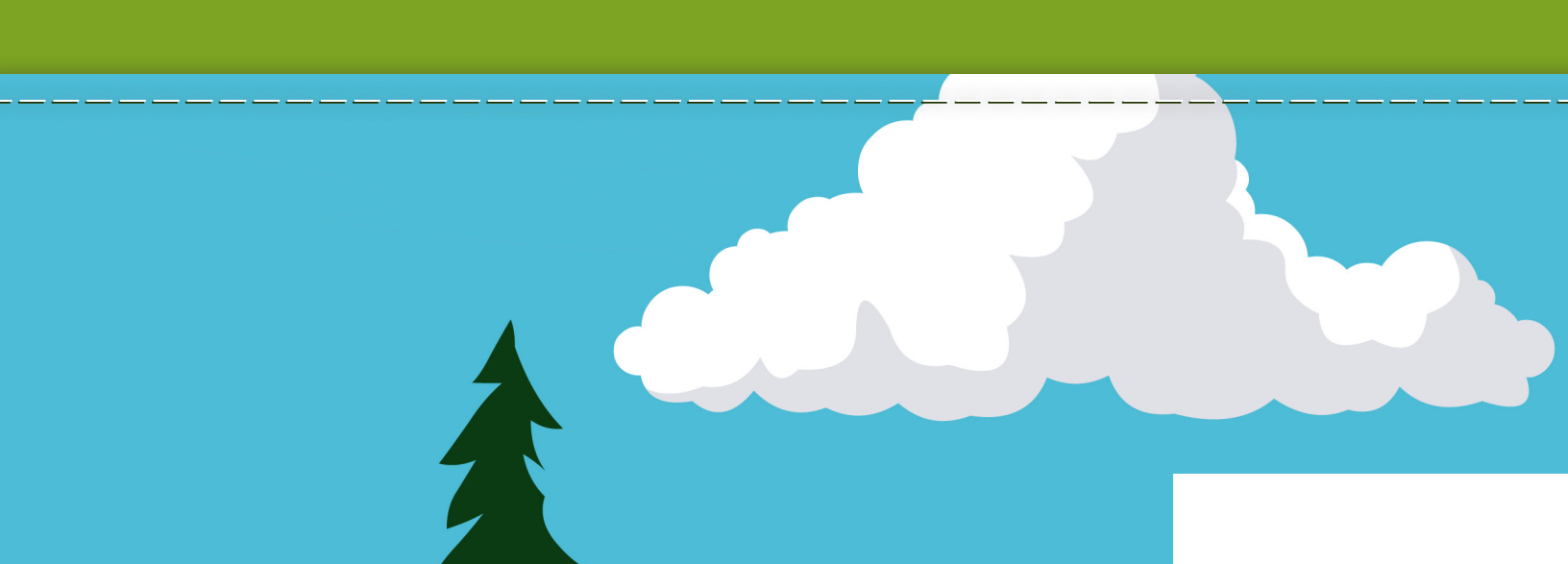
A large, empty rectangular box with a black border, intended for a drawing.

Write.

A large, empty rectangular box with a black border, intended for writing.

Great work, campers. Nicely done.
We hope that you had lots of fun!





Waterford.org



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