



Weekly Assignment Sheet: Week Five Due September 27, 2018

A Note from Mrs. Leake...

Today we began our phonemic awareness scope and sequence that will last for the remainder of the year. Each week, we will introduce a concept in a whole group setting and complete an interactive activity together. Then students will spend time rotating through learning stations. Typically, the stations will be comprised of a phonemic awareness activity or word building activity. Some stations are individual tasks, and some are partner games.

While the different concepts (rhyming, syllables, and isolating/blending phonemes) will be introduced rather quickly, mastery is certainly not expected after just one week. We will cycle back through these concepts during the year, often incorporating a station with the new concept while reviewing another concept in a different station. We've been introducing station routines these first few weeks and so far, each student seems to really enjoy them, so I am excited about approaching a portion of our literacy curriculum in this way!

Bible Memory Verse and Character Curriculum

Hopefully your family has found some engaging and meaningful ways to discuss and practice obedience over the last few weeks. We are continuing to focus on the beginning of Ephesians 6 and I am emphasizing that not only do children have a command to obey their parents, but we parents have a command to teach our children how to obey. This makes it a joint effort - parent and child partnering together to glorify God through our obedience. We are also discussing how to pray and ask for God's help when we just don't feel like obeying. Perhaps this week at home, you can share some examples with your child about how you have prayed for help when you were tempted to disobey His Word. (I like to include both doing things I shouldn't, and *not* doing things I should, so that children understand there are two ways to disobey).

We finished up our passage by adding verse 3:

- Ephesians 6:1-3 - "Children, obey your parents in the Lord, for this is right. Honor your father and mother (this is the first commandment with a promise), that it may go well with you and you may live long in the land."

Sometime this week, have your child draw a picture of themselves obeying a parent. They can write or dictate what they're doing to obey in the picture, then share it with a sibling or another parent.

**The "day 1, 2, 3, 4" indicators are simply suggestions for how you might choose to split up assignments for each category throughout the week.

As always, feel free to do what works best for your child and family.** 😊

Phonics & Sight Words

- Day 1 - Build sight words *see* and *the* using magnetic letters, letters written on index cards and cut apart, or by using the free app *Magnetic Alphabet Lite*. Next, write the words on a dry erase board, with chalk, or in another fun way. Always read the words after building & writing.
- Day 2 - Complete the sight word *see* worksheet.
- Day 3 - Complete the sight word *the* worksheet.
- Day 4 - Practice reading *see* and *the* in context with the take-home books *I See & The Zoo*.

Letterbook: G

- Day 1 - Complete pages 1-4
- Day 2 - Complete pages 5-6, 8
- Day 3 - Complete pages 10-12
- Day 4 - Complete pages 15-16

Penmanship Practice: Z, C, O, Q

- Day 1 - Practice sky writing each letter, then write in a fun way (chalk, dry erase, marker, etc.)
- Day 2 - Practice each letter by completing the attached penmanship worksheet.

Phonemic Awareness: Identifying Rhyming Words

- Day 3 - Cut out the attached rhyming cards (in color), then line up the cards with red borders and give your child the rest to sort under the corresponding rhyming word.
- Day 4 - Cut out the black and white cards, and play "Memory Match" with rhyming words.

Poetry Folder

- Day 1 - Read *The Dinosaur Dinner*. Have your child practice pointing to each word as it is read.
- Day 2 - Reread *The Dinosaur Dinner*. Highlight the sight words *a* and *the* in the poem. Identify the rhyming words and circle them.
- Day 3 - Reread *Paint Puddle* from week three. Highlight or circle the sight words *a* and *the* in the poem. Identify the rhyming words and circle them.
- Day 4 - Reread 2-3 poems from the folder, practicing pointing to each word as it is read. Focus on reading fluently (making the voice sounds smooth).

Read Aloud:

- Read together for at least 15 minutes per day. If you read a rhyming book (Dr. Seuss would be great this week!) stop and identify the rhyming words on at least 2 different pages.

Prepare for class next week

Sharing: When it's your child's turn to share, they can share something they created, something from nature that God created, or an experience they've had (or will have soon). Next week, our sharing student is:

Eli

Curriculum:

- Letter book A (please write your child's name on the front cover)
- Poetry folder

Homework Packet: Place a check in each box to indicate completion of tasks and then sign below to acknowledge that you have reviewed your child's work, and all assignments are complete as outlined. Please return this assignment sheet and attached worksheets (unless otherwise indicated) to class. Your child will receive a sticker in their folder, and I will return this packet for your records next week.

Child's Name: _____

Parent Signature: _____