



Veritas Classical School
Kindergarten Assignment Sheet # 16

Please bring Letterbook Hh to class on 1/10 & 1/11.

Thank you all for making the Christmas party so enjoyable for the children.

I hope this season finds you filled with joy, peace, and hope. May the peace of God fill your heart and may you rejoice in the Lord always.

I will be doing conferences at **Veritas/Tapestry on Wednesday, January 11. Veritas/Cumming** conferences will be on **January 10 and January 17.**

Kindergarten students are not issued a formal report card. Instead, I will conference with you to discuss your child's progress. I believe this type of communication is best for the kindergarten student. If you are not able to meet in person, we can have a telephone conference. The conference will be brief, about 15 minutes. As you prepare for the conference, think about your child's strengths and weaknesses. I want to make the most of our time together so please begin to write down any comments, questions or concerns you have, and we will discuss them. I will send an email for you to sign up for a date/time.

We have truly enjoyed focusing our thoughts these past few weeks around the theme of "The Joy of Christmas". It has been such a privilege to retell the Christmas story beginning with creation and concluding with the resurrection. I continued my tradition of reading One Wintry Night by Ruth Bell Graham to the children. This book chronicles the Christmas story in its entirety by telling it in context of the bible from beginning to end. What a blessing it was to share this amazing book with your children.

Assignment Sheet # 16 will not introduce any new concepts but will be a review of previously learned skills and concepts. As you know by now, I believe in presenting the foundations for learning concepts and skills in a sequential manor. Any new learning takes review, repetition, and practice. All worksheets included with Assignment Sheet # 16 were chosen or created to review key concepts and skills. Read the directions to your child and let him/her work through each assignment independently. If your child has difficulty with any assignment, ask leading questions to see if your child can discover the answer(s) by him/herself. Of course, do **not** let your child become frustrated. Offer any assistance needed. If you find that an assignment is too difficult for your child to do independently, please do it **with** your child. Valuable learning takes place when you model the correct responses. Please use each assignment as an assessment of your child's abilities. Take notice of how your child approaches each assignment. Is it with reluctance or eagerness? Is your child confident or unsure? Please circle the letter on each

assignment that represents how your child completed the work. Circle **I** for independent, **S** for needs some help, and **T** for did it together. Use the information gleaned to assist you in individualizing your lesson plans for your child. Do you see a pattern to your child's learning? What are your child's strengths and weaknesses? Continue to assist your child to further develop their areas of interest and strength but also be diligent to build up weak areas of development. Again, much of early learning is developmental in nature but consistency in practice and review will build a strong foundation.

Foundations for Fluency - Word/Phrases Fluency Chart

The goal of reading is comprehension. Fluency allows a student to focus on the meaning of a word rather than on sounding out each letter and blending them together to read a word. Fluency comes with practice, practice and more practice. Continual repetition of words, phrases and sentences develops automaticity as well as phrasing and expression. I will develop fluency charts including word charts and phrase charts. Wherever your child is on the developmental reading continuum, he/she will benefit greatly from this individual practice. The chart can be read **independently**, by **echo reading** (parent reads a row, and then child echos, reading the same row) by **choral reading** (parent and child read in unison) or by **reading to your child**. **Your child should practice the chart(s) once a day.** Your child needs to read to you. You are acting as a "listener" so you can discuss any mistakes with your child so that your child can improve. For example, if your child read the word *leg* as log, the misreading of the vowel caused the mistake. Ask a leading question such as, "What sound does that vowel make? Look for patterns of strength and weakness as this provides valuable information to guide you in your daily lessons with your child. You should expect greater speed and accuracy with continual practice.

Word Fluency Chart

Phrase Fluency Chart

Dictation/Journal Writing - I hope your child has a spiral bound journal at home that he/she is using consistently for dictation (parent writes the words) and inventive spelling (child writes the letters for the sounds he/she hears in the words/ phrases/ sentence(s). Please be diligent in having your child dictate/write in their journal **several** times a week. The Christmas Season provides a wealth of journal writing topics to explore. Take advantage of this opportunity to develop your child's writing, reading and spelling ability.

Syllable Count Graph – See attached worksheet

Medial Short Vowel

Many children have difficulty identifying the medial vowel sound in a word, in particular, discriminating the difference between /e/ and /i/. The following game will reinforce the medial vowel sound. **This is a very important activity.** Please do not do this task in one work session. In order to give your child repetition and practice, spread this task out over several work sessions.

Medial Short Vowel: Write a, e, i, and o on index cards. Review the sounds and remind your child that every word must have at least 1 vowel in it. Write the letter patterns on paper or use magnetic letter tiles. Ask your child to add a vowel on the line to make a word that fits your description.

- **d _ g**

1) Make a word that tells what you do with a shovel (dig).

2) Now change the vowel and make the word for an animal that goes bow – wow (dog).

Follow the same procedure for:

- **c _ t** (cat, cot)
- **l _ st** (list – lost)
- **l _ g** (leg, log, lag)
- **l _ t** (let, lit, lot)
- **l _ _ d** (led, lad, lid),
- **sl _ _ d** (sled, slid)
- **l _ _ ft** (left, loft, lift)
- **f _ _ ll** (fell, fill)
- **l _ _ ss** (less, loss, lass)
- **g _ _ t** (got, get)

Penmanship

Please use this as a teaching time to help your child form the letters correctly. If necessary, refer back to previous assignment sheets for step by step directions. Remember, **the starting point is always at the top** (never at the bottom).

High frequency Words

Trace and print all sight/high frequency words.

Skill Sharpeners Spell and Write - Red Hen - Unit 5

The short vowel word activities for this week center around the **_en** word family. These activities follow include: a short vowel story, spelling activities, grammar skills and writing skills. Remember you can assist your child by doing the activity sheets with your child or he/she can do the activities independently.

Explode the Code

Do lesson 2 – short vowel a

Each lesson throughout the workbook is consistent in its sequential presentation. Have your child work through the pages in a manner that is comfortable for him/her; either independently or with assistance.

Phonics Practice Readers – Short vowel o

Hop On, Hop Off

Becoming a reader is a process and looks different for each child. Depending on your child's developmental reading level, have your child read the story by; reading it aloud, echo reading (Mom reads a sentence, child echos it back) or Mom and child read it together in unison. Remember to point above the word as you read it. Make sure you sit

with your child as he/she reads the book aloud so you can offer assistance if necessary. You can give additional support by

- 1) Reminding your child that it often takes more than one try to read a word.
- 2) Encouraging your child to sound out the word and listen to how the word sounds. Does it sound right? In addition, you can further reinforce the reading/spelling connection by encouraging your child to learn spelling patterns by practicing the spelling of some of the words in the story.
- 3) Turn to page 11 in the Phonics Practice Readers Teacher's Guide. Ask your child the questions in the Questions for Discussion section.

Comparing (Optional)

On occasion, I will include a foundational math concept in the assignment sheet. I am including a few comparing activities. These activities include comparing length and quantity. Use the terms **more**, **less** and the **same** for each comparison.

- Ask questions like the following: Are there more buttons on dad's shirt or mom's shirt? Does your backpack weigh more, less or the same as your suitcase? (Put it on the bathroom scale and check). Are there more spoons or more forks in the silverware drawer? Will it take longer to take a bath or shower? (Turn on the timer and check.) Will it take longer to clean up your room or to set the table? Measure the height of your child using a piece of string. Compare the length of the string to 5 items in the house. Is the item **more**, **less** or the **same** as the string?

Read Aloud: Please read a rhyme, pattern/repetition, or concept book to your child each day. Read at least 15 minutes each day.

Book – It Pizza Hut Reading Program - Continue to read, read and read! January calendar is included. Please return December Book - It calendar on 1/10 & 1/11.

Sharing: Your child may bring his/her favorite Christmas gift for sharing on 1/10 & 1/11. It must fit in your child's backpack. Your child is to tell 3 things about the item.

Please bring Assignment sheet #16 and all completed work to class on 1/10 & 1/11.

May you have a blessed Christmas and a restful and refreshing holiday.
See you in 2012!

Parent Signature - _____

Letterbook Word List (Cc – Ee)

The following list is composed of words your child can read and spell with the letters they have learned to date.