

## KINDERGARTEN/WEEK 20

DUE: February 5

Instructor: Mrs. Leigh

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### **BIBLE**

#### **IN CLASS:**

#### **DAYS 1 & 2**

**Bible/Character:** Fatherhood/Responsibility

Papa Piccolo sees kittens without a family and decides to father them. Talk about the qualities of fatherhood. Ask your child how a father cares for his family. You may discuss: teaching them about things of the Lord, loving, disciplining, working hard to support the family, taking time to play and interact, teaching life skills, and bringing a sense of security which comes from doing all the previously mentioned types of care.

In the Bible, one of the ways God relates to the people He has made is as a loving Father. The Bible references of God as Father as well as other references to fathers are numerous. Jesus teaches that prayer can be addressed to “our Father,” in Matthew 6:9.

**Memory Verse:** **Isaiah 63:16 – You, O Lord, are our Father; Our Redeemer from Everlasting is Your name.**

Please help your child to hide God’s word in their heart by reviewing the bible verse daily.

#### **AT HOME:**

- ✓ Review the FIAR resources on fatherhood/responsibility and work on memorization of the memory verse (see above info.)



### **LITERATURE:**

#### **FIAR (Five in a Row)**

#### **Papa Piccolo**

#### **In Class**

Day 1 and 2- **Social Studies** - Geography and Human Relationships-the homeless and adoption and Fatherhood

#### **At Home**

Days 3-5

**Art** – Complete Art: Colors and Color matching, Advanced Color Theory-Complementary Colors- worksheet page 147- please turn in.

**Language** – Drama & Exercise and Matching Descriptions - Have your child pick any one animal and think of at least four descriptive words that the animal would like in a lullaby, and you write down your child’s lullaby phrase for them to share in class next week: I’ll sing of \_\_\_\_\_ and \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

**Science** - Discuss with your child Types and Breeds of Cats.

**i**

## PHONICS & HANDWRITING-

**Teach:** Beginning *I Do Read, Book 1* / special sounds *th, bl, cl, fl, gl* / *Handbook for Reading* pages 69-74. Review these **every day**, along with new daily assignments written below: letter names, letter sounds, all special sounds learned, alphabet & vowel songs, reading.

**In Class:****Day 1:**

- ✓ Introduce **th** in **thick**, and **th** in **this**. Make flashcards from list attached below, and write these on board for child to circle the special sounds & mark the vowels:
  - thud path thump with that then
- ✓ *Letters and Sounds K*, pages 117-118
- ✓ *Writing with Phonics K5*, pages 123-124
- ✓ *I Do Read, Book 1*, pages 3-7.

**Day 2:**

- ✓ Have child write from dictation
  - **Name** \_\_\_\_\_
  - **Words:** 1. hill 2. home 3. huff 4. hen
  - **Sentence:** I went on a hike.
  - **When dictating, tell your child there is a silent e at the end of home & hike, and that hill & huff have double consonants at the end (or “the ending sound is written two times”).**
- ✓ *I Do Read, Book 1*, pages 8-15. Ask comprehension questions. Reread.
- ✓ *Letters and Sounds K*, page 119-120.
- ✓ *Writing with Phonics K5*, pages 125-126.
- ✓ Introduce **bl** in **block** and **cl** in **clock**. Make flashcards for review. Have child circle special sounds and mark vowels for these:
  - black blue blaze bless clean clap club click

**At Home:****Day 3:**

- Introduce **fl** in **flake** and **gl** in **glue**. Make flashcards of several words to review daily! Write the following on board for child to circle special sounds and mark vowels:
  - flag flame flip glad globe glass
- *Writing with Phonics K5*, page 127-128.
- *Letters and Sounds K*, pages 121, 123-124 (Use these blends for page 121, Sec.1 - zi, ne, da)

**Day 4:**

- ✓ Read up & down all ladder blends in *My Blend and Word Book*. Have child alternate between long and short vowels.
- ✓ *Writing with Phonics K5*, pages 129, 131-132.
- ✓ *Letters and Sound K*, pages 125-127. ( Use these blends for page 125, Sec. 1: wi, za)
- ✓ **Rhyme** – Dictate 2 words to your child. If the 2 words rhyme, your child should say yes. If the 2 words do not rhyme, your child should say no. If the 2 words rhyme, ask your child to say a word that rhymes with the word pair: **see – say, please – sneeze, house – horse, jar – star, new – blue, boy – boat, chop – shop, sing – sang, race – face, feel- squeal**

### Optional activities:

#### Phonemic Awareness: (understanding the sounds from which words are made)

- ✓ **Identify letters in the initial and ending position.** Place alphabet lettercards in front of your child. Use the word list and have your child hold up the card which represents the sound he hears at the beginning or ending of each word.
- ✓ **Identify middle vowel sound in a word** - Give your child lettercards a, e, i, o, and u. Dictate the following words and have your child respond by raising the correct lettercard for the middle sound heard in the word. (Stress the vowel so that your child clearly hears the middle sound.) bell, hill, plum, drop, grab, sled, smell, drum, frog, skip, strap, melt
- ✓ **“Find the Letters” Activity** – (a new game!) Use your cut up alphabet letters. Have your child put them in order and name each one. Tell your child a word to spell from the list below.
- ✓ **Dictate the word and have your child echo the word.**
- ✓ **Have your child find the letters to spell the word.**
- ✓ **Have your child pick up the letters and build the word.**
  - Spell **puff** change it to > **huff**, Spell **bill** change it to > **fill**, Spell **sand** change it to **land**, Spell **gum** change it to > **hum**, Spell **cost** change it to > **lost**, Spell **flag**
  - change it to > **tag**, Spell **best** change it to > **nest**, Spell **smell** change it to > **tell**

### Additional related activities:

1. **Spell-O:** Make a word chart of some of the words from the word list. Using index cards, make lettercards for each consonant and vowel learned to date. Shuffle the cards and place them on the table. Mom and child draw 4 to 5 cards, look at the letters, and try to spell one of the words written on the chart. Remind your child that a word must have a vowel. The first one who can arrange the letters to spell one of the words on the chart and can read it correctly earns a point and the game begins again. If no one can spell a word, each player in turn draws a card until someone can make and read a word.



### MATH- see Math tutor's lesson plans



### Critical Thinking

#### At home enrichment

- ✓ **Write and Draw-** lessons 18-21

**Read Aloud:** Please read a rhyme, pattern/repetition, or concept book to your child each day. Also include good quality children's literature from these categories; concept books (alphabet, opposites, numbers, colors, seasons...) picture books, easy readers, poetry, chapter books and books that build and develop character. Encourage your child to relate the story to any personal experiences, to recall their favorite parts and to sequence the events in the story in order. Remember to read at least 10 minutes each day.

**\* Please review past skills and concepts from previous assignment sheets. Repetition and review are essential for beginning readers.**



**\*Due February 5<sup>th</sup>**

**Memory Verse:**

**Isaiah 63:16 – You, O Lord, *are* our Father; Our Redeemer from Everlasting is Your name.**

**RED FOLDER:**

- ✓ *Letters and Sounds K*, pages 121, 123-127
- ✓ *Writing with Phonics*, pages 127-132
- ✓ *Fair page 147 and Lullaby Phrase for sharing*
- ✓ *Mathematical Reasoning* pages 25-26, 145-148

**GREEN FOLDER:**

- ✓ *Letters and Sounds K*, pages 129-132
- ✓ *Writing with Phonics*, pages 133-136
- I Do Read, Book2*

**PURPLE FOLDER:**

- ✓ *Labeled baggie of nickels (\$1.00) for Wednesday*
- ✓ *Labeled baggie of quarters (\$!.00) for Thursday*
- ✓ *Mathematical Reasoning* pages 153-158

**Child's Name:** \_\_\_\_\_

**I have reviewed my student's work, and all assignments are complete as outlined on this assignment sheet.**

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*Parent Signature*

## Special Sounds

**TH in Thick** – bath fifth froth hath math moth path theme thin thud thump with

**TH in This** - than that then thine thus thy

**BL in Block** - black Blake bland blast blaze bleak bleat bled bleed blend bless blimp bliss  
bloat blob blond blot bluff blunt blush

**CL in Clock** - clad claim clam clamp clan clap clash class clay clean cleat cleave clef  
cleft Clem click cliff clip cloak clod clop close clot cloth clothe clove club  
cluck clump

**FL in Flake** – flab flag flail flame flap flash flat flax flare flea fleck fled flee  
fleet flesh flex flick flint flip flit float flock flog flop fluff fluke flush  
flute fly

**GL in Glue** - glad glade gland glass glaze gleam glean glee Glen glib glide glint gloat  
globe gloss glum