



Veritas Classical School
Kindergarten Assignment Sheet 10
Assigned 10/23, Due 10/30

Bible/Character:

- October- **Courtesy**- Showing respectfulness to others in words and actions.
- Verse to Memorize by October 30th: **Matthew 5:7-9** “**Blessed are the merciful, for they shall receive mercy. Blessed are the pure in heart, for they shall see God. Blessed are the peacemakers, for they shall be called sons of God.**”
- Find these verses in the Bible and read them aloud.
- Something to think about: Verse 7: The person who is merciful is kind and forgiving. This person is not hateful toward others, but looks for the good qualities in people. Showing mercy to others includes forgiving others and having compassion for others. Verse 8: We can be pure in heart if we fill our minds with good thoughts. If we listen to the evil things of the world, our hearts and minds will become defiled and dirty. We need to be careful of the things we watch, read, and hear. From the pure of heart comes the desire to please God. Verse 9: Do you encourage people to get along and to be friends? If so, you are a peacemaker. Where peace is concerned, you can be part of the problem, or part of the solution. Be a peacemaker. You might like to read Matthew 5:10, which is the last beatitude. This verse tells us that we must stand up for what is right even if it means making someone angry or upset with us. Sometimes this is a hard thing to do, but it is pleasing to God.
- Family Discussion and optional extension: Read in your Bible how we are to show proper respect to all in 1 Peter 2:17. Continue to practice your good manners at home. You may also consider practicing telephone manners with your child. Maybe you could enlist the help of an adult friend. Have them call and let your child answer the phone. Practice different scenarios so that your child will know what to say in different situations. If you have a land line and a cell phone, you could practice with your own phones, or let Dad call from work.
- Family Activity (optional)**: If you have time, read the pumpkin parable together as a family or use the script included in this week’s assignment. The story can be found at this link: <http://www.being-confidentofthis.com/christianity/the-pumpkin-gospel/> We are like pumpkins and God is the Gardener. God creates us and cares for us. He “chooses” us from all of the other pumpkins, but inside we all have the yucky goo – sin. (Read Rom. 3:23 and Rom. 6:23) Just like the Gardener cleaned out his pumpkin’s goo, God wants to clean out all our sin, too. So, He sent his Son Jesus to die for our sins, to take the punishment we deserved. (Read Rom. 5:8, John 3:16, and 1 John 1:9) Just like the Gardener gave the pumpkin a new face, God makes us a new creation! (Read 2 Cor. 5:17) Just like the Gardener put His light into the pumpkin to make it shine, so God gives us His light to shine through us! (Read 2 Cor. 4:6 and Mt. 5:16) Then, carve a pumpkin together! :)
- Penmanship: Introduction to Lowercase Letter Formation**
 - u – Start at the starting point, pull down, curve up right, pull straight down
 - l – Start at the starting point, pull straight down
 - e – Start at the starting point, straight line out, stop, circle left, turn up

Dictation Lines:

Line 1: Say a sound (/c/,/o/,/g/,/a/,/d/,/s/,/l/,/i/). Your child echoes the sound, names the letter that makes the sound and write the lowercase letter that makes the sound on the line.

Line 2: Say the blend. Have your child echo the blend and write the lowercase letters that make the sound on the line. Blend - **sa**

Line 3: Say the word. Have your child echo the word and write it on the line. Word - **God**

Line 4: Say the word. Have your child echo the word and write it on the line. Word - **lid**

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

Please see separate page Blending with Ii for blending skills activities to do with your child.

In order to minimize confusion of similar phonemic awareness skills, please do **not** do the * tasks one after the other. It is best to begin your work period with one of the * tasks and end the work period with another * task. These tasks should be repeated several times throughout the week.

Identify /i/, /l/, /s/, /d/, /c/, /a/, /o/ and /g/ in the initial position

Place letter cards c, o, g, a, d, s, l and i in front of your child. Using the word list below have your child hold up the card which represents the sound he hears at the beginning of each of these words: inch, cartoon, lid, grow, sun, olive, after, off, dinosaur, on, dessert, step, igloo, candle, Indian, gorilla, October, ax, little, ant.

Identify Middle Sound (very important to practice this skill!)

Give your child letter card a, i, and o. Identify the sound on each letter card. Have your child listen for sounds in the middle of the words listed below. When you say a word, stress the middle sound and have your child repeat it with you. Your child should hold up the letter card whose sound is heard in the middle of the word: (Remember to do only a few each work period.)

lick lack-lock

sick-sack-sock

big-bag-bog

tick-tack-tock

pit-pat-pot

kit-cat-cot

hit-hat-hot

sip-sap-sop

Rick-rack-rock

***Syllable:** (a unit of sound formed by a vowel sound and 1 or more consonant(s))

Name an object in any room of your house. Clap and count the syllable(s) in the word.

Syllable Punch worksheet: Follow the directions on the worksheet.

***Unblending:** (Use the "**Penny Push**" card from A. S. #9)

Say a word below. Have your child echo the word and count how many **sounds** in the word by using the Penny Push card from A.S. #9. If necessary, see AS #9 to review how to use the Penny Push card.

Suggested words: is (2), a (1), sad (3), bike (3), lid (3), see (2), lost (4), knee (2), tent (4), bell (3)

Rhyme

Toss a beanbag or ball back and forth as you generate as many rhyming words as possible for these words: tie, ring, ball, book, pail

Can you Rhyme? – Introduce this activity by reading the rhyme phrase emphasizing the rhyming words. Have your child complete each rhyme aloud.

A **cat** wearing a ___ (hat), A **mouse** that lives in a ___ (house), A **kitten** wearing ___ (mittens),

A **pig** that dances a ___ (jig), A **bug** crawled under the ___ (rug), A **goat** sailing a ___ (boat), A

duck driving a ___ (truck), A **bear** with long brown ___ (hair).

That's Not a Rhyme: See directions on worksheet

Letter Recognition

- ❑ **Alphabetical Order:** Using magnetic letters and the letter board or the **alphabet squares and alphabet squares game-board** (assignment sheet # 7); match the letter squares to the letter game-board. After your child has placed the letter squares in alphabetical order, have your child point to each letter as he/she says its name.
Variation: Say a sound, have your child echo the sound and find the letter on the game-board that makes that sound.
- ❑ Place lowercase and capital Cc, Oo, Gg, Aa, Dd, Ss, Ll and Ii in random order. Have your child arrange the capitals with the corresponding lowercase letter. Have them name the letters as they are paired.
- ❑ Randomly point to a letter (capital and lowercase) and ask your child to identify the sound of the letter. Continue until all sounds have been identified. *Your child should be able to identify the sound of each letter studied to date (c, o, g, a, d, s, l, and i) correctly and with ease. If not, please practice daily.* Use the Letter book chants as a tool ; Cc - cat - /c/, Oo - octopus - /o/, Gg - goat - /g/, Aa - apple - /a/, Dd - dog - /d/, Ss - sun - /s/, Ll - lion - /l/, Ii - igloo - /i/. Use the cover of the letter book as a “flashcard” to provide a visual clue for the chant or use the Letter-Keyword Alphabet Chant paper from A S # 3.

Blending Games

- ❑ Help your child blend sounds to make words. Use these words: **dig, is, lid, and ill**. Using the letters you have cut up and stored in a Ziploc bag or magnetic letters, dictate a word and have your child find the letters to build the word. Next, you write a word from the list above (without saying it) on the **Make Words Activity** sheet provided. Have your child find the cut up letters or magnetic letters and put them onto the blank squares. After the letters are placed to form the word, blend the sounds together to see what word you made. Blend and read together.
- ❑ **Word Blending Slide:** Use the slide from week #7. Blend the following words; **dill, slid, dad** and **God**.
- ❑ **Word Lists:** To give your child additional independent practice in blending and reading words, write the words listed above on **3 x 5** cards. You might want your child to decorate a shoebox to be his special word box. As he reads a word correctly, it can be pushed through the slit in the lid. The following word list is composed of **new** words that contain /i/ learned in Letter book Ii. Add these words to the list provided in Assignment sheet # 9: **dill, gill, ill, is, lid, sill, slid, dig**

Sight Words/ High Frequency Words

- ❑ Sight word for this week is **from**. Review previous words: **the, a, to, of**. Follow the process to introduce sight/ high frequency words. (A.S. # 7)
- ❑ **from worksheet**
- ❑ **Read, Write and Build:** See worksheet

Dolch Word List (Optional but strongly recommended)

- ❑ Dolch Words from the Dolch Word List *Pre-primer* list
- ❑ **Writing First and Last Name:** Please have your child practice writing his/her name daily alternating days for writing their first name and last name. Place your child’s name card above the writing paper and have your child copy his/her first and last name. Ask your child to name the letters in his/her first/last name. Also, your child should practice writing the capital and lowercase letters learned to date (from previous Letter books; Cc, Oo, Gg, Aa, Dd, Ss, Ll and Ii) in the air, on the table and on

paper. If your child is not able to print Cc, Oo, Gg, Aa, Dd, Ss, Ll and Ii correctly and with ease, please practice daily.

Penmanship: Practice the formation of Ii. Capital I begins with a straight line drawn from the top red line to the bottom green line. Make a hat on the I. Make a straight line across the top of the red line. Now put shoes on the I. Make a straight line along the green line. Be sure to start both horizontal lines on the left side of the I. That's capital I. Lowercase i begins with a straight line drawn from the yellow to the green line. Make a small dot just above the yellow line. The dot should be in the middle of the red and yellow lines. That's lowercase i.

Beginning to Read, Write and Listen Letter books: Today your child brought home Letter book Ii. Below is a list of major skills and concepts that are **introduced** in Letter book Ii.

1. Concept of shapes: square and rectangle
2. Auditory discrimination of /o/, /a/, and /i/ in the initial position of a word
3. Concept of position: in and on
4. Awareness of descriptive words
5. Reading a sentence
6. Association of pictures with written sentences
7. Introduction of punctuation: the period

Directions for Letter book Ii: If specific directions are not listed, refer to the For Parents section on the back inside cover of the letter book. Please complete all letter book pages. Please remember to check your child's work *in progress* so that he/she can receive immediate feedback. Let your child know what he/she did correctly and what he/she needs to work on. Remember you are the teacher at home and your child is looking to you for guidance and direction.

☐ Do pages **1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 15** and **16** at home.

Continue to introduce **proofreading** skills. The practice of proofreading begins to develop the habit of looking carefully at written work. It should be positive in that it allows a second chance for success. Ask your child "Do you see anything (letter formation, coloring, cutting...) that can be made better?" Identify what can be made better and make a second attempt.

- **Directions for page 1:** Ii is for inchworm. It is called an inchworm because it crawls along inch by inch looping its body. The inchworm brings its hind feet to its forefeet, arching its back, and then stretches its forefeet out again. Demonstrate how an inchworm moves by using the pop out inchworm. Lay the inchworm horizontally on a flat surface. Fold the head and tail up toward the center, on the blue folding lines. Fold the body down on the three green lines. Move the inchworm. Glue the head and the tail of the inchworm to the arcs on the leaf.
- **Directions for page 7:** Color the lowercase letter squares on the inchworm to match the capital letters. Cut out the inchworm and use it to decide what color to make each crawling creature. Match up the dot on the inchworm to the dot on the creature and color it the color of the letter closest to the end of the creature's body.
- **Directions for page 8:** Look at the word **is** at bottom of the page. Write **is** in the three boxes. Cut along the dotted lines and cup apart each word **is** and glue it in the boxes in each sentence above. Read each sentence and circle the picture which illustrates the sentence.
- **Directions for page 11:** Explain to your child that he/she will make a lid for the large box and glue all pictures beginning with /i/, **in** the box, and those beginning with /o/, **on** the lid of the box. Cut along the pink dotted lines. Fold the top edge of the lid forward along the gray folding

line. Finally, glue the top edge of the lid along the gray area at the top of the box. Glue the pictures that begin with /o/, **on** the lid and those that begin with /i/, **in** the box.

- **Directions for page 16:** Cut off the bottom section of the page along the dotted lines. Turn the paper over to see 2 lines to guide in folding. First fold along the vertical blue line. Continue to roll the paper over in the same direction, folding each time. Open the paper and fold along the pink horizontal line. Repeat the process above. Open the paper and cut out the igloo along the dotted lines. Point out that the folds look like ice blocks of an igloo. Glue the igloo down flat on the blue area on pg. 16. Print the pattern I i to the end of the line.

The **Skill Sharpeners** and **Explode The Code** workbooks complements what we are learning in class. Please do not assume your child is ready to do any of these activities independently. The activities may or may not be appropriate for your child to do independently. Because these activities are new to your child, I recommend you do them with your child at first. If your child understands the concept (after doing a few with your child) and indicates a desire to work independently, let him/her complete the page independently. If your child demonstrates little or no understanding of the concept and is frustrated by the activity, please stop! With these activities you want to remember to keep the work time short (do 2 pages a day), make it fun, praise the effort and quit the work session before your child (or you) gets tired or frustrated. Please feel free to write any comments on the paper(s) that would give me a sense of how your child approached the activity (example: too difficult, completed with help or completed independently).

- ❑ **Explode the Code: complete lesson 1: short a**

Developmental Readiness Activities

- ❑ **Before and After Directionality:** The first step to teach directionality is to develop the concept of before and after. The concept of before and after is basic to all sequencing tasks. The ability to perceive left to right orientation is necessary for reading readiness.
Materials - 6 different colored forms from the shape paper included in your child's folder. Color each shape a different color. Cut out each shape.
Procedure - Lay out 6 different colored shapes in a row about 1 foot apart. Mom tells child to move to the color that comes **before** or **after** red (or any of the 6 colors) in the row. Both mom and child move to the color. Proceed in this manner until your child demonstrates understanding of **before** and **after** by moving from one color to another as directed. Please put the shapes in a Ziploc bag for future use.
- ❑ **Left and Right Directionality:** Left and right orientation is a very important element in readiness for reading. Have your child raise his left hand in the air, showing the L formation made between the thumb and forefinger. Play Simon Says using right and left directions.

Visual Motor: Eye Hand Coordination

- ❑ Follow the step by step line drawing guide to draw the inchworm. You may complete the picture by adding a background/scenery. Color the picture using crayons and markers.

Active Listening

- ❑ **Do You Remember?**

This is a game of attentive listening and following sequential instructions. Instruct your child to complete a series of actions (e.g., stand up, lift one leg, clap 1 time, hop, say October). The first few times you play the game, keep the instructions simple and short. As you play the game throughout

the week, depending on the ability of your child, lengthen the number and complexity of the commands.

Variations: (Suggestions)

- ❑ Use prepositions and relational words in your verbal instructions: e.g., Go **to** the table, pick **up** the book and smile. Crawl **under** the table, hop 3 times and smile. Put the book **behind** your back, **on** your head, **in front of** you.

❑ **Activities to Promote the Understanding of Time** (*optional*)

Even though time is considered a math concept, it is worthy of your consideration.

Although most children are not ready yet to “tell time”, they are ready for an awareness of the concept of time.

Begin by asking your child:

- What day is it today? What day will tomorrow be? What day was yesterday? Say the days of the week in order with me. What year is it now? What month is it now? What will next month be? What was last month? Say the months of the year with me. What season is it now?
- Use time words and concepts as you go about your day. Mention that you’ll drop him/her off at school at 9:00 in the morning and pick him/her up at 2:00 in the afternoon. We will eat dinner at 6:00. Bed time is 8:00.
- Compare units of time to common activities. If you tell your child that you’ll be ready to go to the playground in 30 minute, say that it is the same amount of time as it takes to watch a video. Or 15 minutes is about the same time we spend reading a book before bed time.
- Have at least one analog clock in the house for awareness to numbers and the hour and minute hand. Also, have a digital clock available too.
- Play time games. Clap your hands when you think a minute is up. Then compare your guess by looking on the analog clock.
- Display a calendar. Help your child count how many days until or since a special event. Cross off the day and count how many days have passed this month and how many are still to come. Point out the names of the days of the week and the months of the year.

❑ **Poetry Folder** : Week 10 poem- **Insects**

Please help your child follow the poem by pointing above the word as you read while your child points below. If your child is able to read independently, have him/her put their finger underneath the word as he/she reads aloud. *Please return the poetry folder to class next week.*

- ❑ **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 15 minutes each day.

- ❑ **Sharing:** Your child needs to bring an item that God made in nature, something he created, a photograph of someone or something that is important to him or an item that begins with the letter of the week. Help your child to think of 3 things to say about the item.

Assignment Sheet #10 Due 10/30/19

To the best of our ability my child completed this week's assignment. Additionally, the following assignments are completed and in the homework folder to return to class.

- Letter Book Ii
 - ule** Handwriting sheet
 - dictation practice
 - syllable punch worksheet
 - That's Not a Rhyme worksheet
 - "from" Sight Word worksheet
 - Read, Write, and Build
 - I can draw an inchworm
 - Explode the Code- Lesson 1-short a (tear out of work book)
 - Share item
-
- Bring **Letter Book Tt** to class next week

Parent's Signature - _____

Please write any comments, questions or concerns below.