Room 100 Homework Packet

Due **Friday**, November 30th

 

 

Caregiver signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Language

Background: Fostering language skills in your child will enable them to become better readers and writers. The better flow they have with their story telling, they better flow they will have as they begin to *write* their own stories.

Directions: In class for the next 3 weeks we’ll be talking about tools around the house and office as well as measurement. With cooking, construction, tailoring, or any other tools in your home as aides, give your child an opportunity to tell you about a time they’ve interacted with those tools.

For example, the time they helped use measuring cups to make brownies

Or the time they helped fix something with a screwdriver

Or the time they went to the doctor’s office and got a shot or had their ears checked

All these experiences provide or a rich opportunity for your child to practice preschool objective

9d: **telling about another time or place**

Please facilitate your child’s story telling by asking many follow-up “how” and “why” questions.

How do you use this tool?

When have you used it before?

Why did you need it?

What did you use it for?

How else could you use this?

Similar to the journals you should have been working on with your child, let your child draw and writ about the experiences they’re discussing with you. Make sure you dictate what they say.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Language/Literacy continued

(labels)

As you search for and discuss different tools you use around your house, begin to label them. First let your child write down how they think it should be spelled. Have them make the sounds they hear and help them only by reminding them to make the sounds and then write what they hear. After they’ve written their version of a word, have an adult write down the word on one of these word strips. Cut them out and attach them to each tool. Encourage your child to read the words and explain how they figured out what each word said.

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Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent activity sheet

Retelling Information from Stories

Background: As discussed earlier, language and literacy are intertwined. Stronger speakers are stronger writers…are stronger readers. Reading comprehension in stories is an important part of this learning process.

Directions: Listen to your child as they describe what happened in a story you’ve read. What do they understand? What do they remember? Can they answer simple questions?

If your child has difficulty with remembering or discussing story details, make sure **you’re modeling** how you discuss a story EVERY DAY. Children will develop many skills by seeing them modeled by an adult on a daily basis.