Room 100 Homework Packet

Due **Friday**, September 28th

Important dates

Please mark on your calendar:

Wednesday October 3rd

Parent workshop 4-6 p.m-Main building

Food will be provided

(Parents and caregivers who attend will have priority to attend our field trip)

Wednesday October 10th

Field trip to the Bengston Pumpkin patch

$13 for students $9 for chaperone

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

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

It’s Okay to be Wrong

As Aaliyah would say “If at first you don’t succeed…dust yourself and try again.”

Background: A critical part of a someone’s path to success is being able to confront adversity and failure with poise and determination. These are skills we learn when we’re toddlers and young children!

Directions: In all parts of the day with your child encourage your child to approach difficult situations and problems with a positive attitude. As we say in class: “We don’t say ‘I don’t know how.’ We say ‘I’ll try’.”

Example experiences:

Writing:

Your child should have an opportunity to write and draw EVERYDAY at home. Writing experiences for young children should avoid being rigid (like with worksheets). If a child is forced to write with no mistakes, they may be less likely to gain the skills to cope with difficult assignments as an adolescent or adult.

Bring in samples of the drawing and writing your child has done at home. Show how you’ve allowed them to write independently, and then how you’ve modeled writing exactly what they’ve said.

Physical activity:

Young children can surprise you with their physical abilities. It can be scary, sometimes, when we see kids doing dangerous looking physical games. If we confine our children, though, it can stifle their growth. Allow your child to experiment with their bodies. Let them test their limits physically. They may fall sometimes, but they’ll begin to learn their own personal limits. I’m not suggesting you simply let them do dangerous things. But be by their side as they play high on the playground. Spot them so they do not hurt themselves. But try not to tell them they can’t…when they probably can ☺

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

It’s Okay to be Inquisitive

Let Your Kids Get Dirty!

Background: Go to the following website at home or in room 118 at school. Read this article about the benefits of kids playing in dirt.

Directions: Put some old clothes on your child and allow them to go outside and play in the dirt. Get some old clothes on yourself and go out there with them! They will have a lot to say. They will have a lot of questions. Let them inquire about what they’re doing. Try to appreciate the questions they ask. Encourage them to think through their questions and try to come up with an answer themselves.

Let your child draw a picture of what they discovered in the dirt.

I want an adult to write down the questions your child asked during their play. Also, write down how your child responded throughout their play.

simplemom.net/let-your-kids-get-dirty/

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

Parent activity sheet

Background: Letter worksheets can be restricting to children. Natural and interesting activities to learn about letters are more likely to help children more quickly and accurately learn about letters, sounds, writing, and reading.

Directions: Read the parent activity page and try some of the different suggestions. Follow your child’s interest. Ask them if they recognize any letters or words. Ask them if they know any sounds of letters that they see on different pages.

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

I can read!

Background: Some of the older students in the class are getting closer and closer to reading independently. Many students are able to “read” a familiar book or picture with simple text because they’ve been exposed to the flow of the text almost every day. They can successfully tell you what a book says with a combination of memory and first letter clues.

Directions: I am encouraging parents and caregivers to push their children to a further level to extend their child’s ability to read independently. We want to children to eventually read these words out of the context of memory.

1. When reading a familiar book or reading familiar words with pictures associated with them, that your child can read by himself or herself, ask your child questions so they can be an active reader. “How did you know that word said ‘hat’? What are the sounds you hear in that word?” After your child has had an opportunity to explain I want the adult to then praise and model how they sound out that same word.
2. Focus on practicing sight words. Simple sight words make up a large percentage of the text we read. When we can immediately recognize particular words out of context, it becomes easier to read. Help your child practice these words in a meaningful way. For example, asking them to vocalize a sentence using one of the words. Then helping them write down that word in that same sentence. In the same way your child is now able to recognize his or her name immediately out of context, we want them to recognize the words:

this, is, play, me, my, like, to, go, I, we, the, am, will, no, yes…to just name a few