Room 100 Homework Packet

Due **Thursday**, October 11th

Mr. Cella, unfortunately, must be absent on Friday so please turn it in a day early

Important:

* Wednesday October 10th

Field trip to the Bengston Pumpkin patch

Many families must still turn in slips/money

* Literacy night Wednesday October 10th!
  + 4-6 pm. Please come and join us!
* There **is** school Friday
* There **is** school next week
* Thank you to all who visited the preschool website-smythprek.weebly.com
* D’Asia Traylor is the Student of the week!
  + Mom and Dad, bring in some of D’Asia’s favorite food/toys/pictures for her to talk about

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

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

My Journal

Background: Daily opportunities to independently write, have discussions about their writing, and watch an adult model writing will help progress a child’s literacy much more than tracing worksheets (I’m a broken record, I know) Starting a specific writing routine will help your child advance his or her writing skills tremendously.

Directions: Using a small notebook from the store, or simply pieces of paper from home that you can staple/bind together, have your child start keeping a journal. Explain that a journal is something that allows them to talk about things that happened to them that day.

1. Ask them about something they did that day.

2. Instruct them to draw a picture about that particular event

3. Explain that they will always include words with their drawings

4. Explain how their words should describe the picture they’ve drawn

5a. Younger students: Remind them that the process of drawing a picture looks and feels different than the process of writing a letter/word/sentence

5b. Older students: Remind them that when we write, we first think about what we want to write and focus on the sounds we hear. **We take our time** and do not rush. **We do not say “I don’t know how.”**

6. Adults-as children write, continuously remind them to be making the sounds they hear and then write the corresponding letter. Allow them to write what they will. Avoid stopping them every time they write the wrong letter---**Correcting them every time they’re wrong will discourage them from writing all together.**

7. After they’ve completed a journal entry an adult should have the child look over their shoulder as the adult writes exactly what the child asks them to write. Then together, adult and child should reread what the entry says.

Do this at the same time every day so it becomes a routine in the same way eating, brushing teeth, reading a story, and taking a bath are routines.

After intersession I’ll be asking for families to bring in their journals for me to see.

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

Hide and go Count

Background: This is a very difficult subtraction and addition problem solving activity. If your child is having difficulty with it, please read the end of the page to try ways to alter it to their needs. Help them think through the problems, but if it is too difficult for them do not force it.

Materials: Medium sized container, 5-10 of the same object (favorite toys, small snack)

Directions: Place 5 (or more if your child picks the activity up quickly) objects on a sheet of paper. Tell your child you are going to hide a few of the objects in your container when they close their eyes. When they open their eyes and give you an answer, right or wrong, have a discussion. **It’s the discussion that encourages children to become good problem solvers.**

-How do you know that many are hiding?

-Why do you think that?

-How many are left on the paper?

-What if I put one more in the container? Then how many would there be?

To make the activity simpler for younger students

-Have them use their fingers to help counting

-Make 5 boxes on the sheet of paper to visually show how many were taken away

-Let them be the hider. This way they can see how many they are taking away and can question you!

Then ask them questions to encourage discussion

I put a video demonstration of this activity on the class website! Please watch it if you want a better idea of what to do.

Smythprek.weebly.com

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

Parent activity sheet

Developing independent interest in reading

Background: Studies have shown that greater literacy skills as an adult is highly linked simply to how much exposure you have to reading books as a child. Children should not only be read to every day, but also given an opportunity to explore books on their own.

Directions: Read the parent activity sheet attached and ensure you allow those opportunities for your child.

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

Make your own word wall

Background: I’m giving this homework assignment to just the students who already know their letters and letter sounds. At this point your child has the foundations for reading and can be pushed (appropriately) to become stronger readers and writers. One of the best ways to do this is not through worksheets, tracing, and memorizing, but through empowering them to take charge of their own learning.

Directions: Section off a small wall area where ever your child writes and reads the most. That could be their bedroom or anywhere else in the house. On the index cards provided write each letter (upper and lower) on one card and place them on the wall. Explain to your child that they’ll be creating a word wall just like the one at school. Ask them what words they know and what words they’d like to be on the word wall. Place any word they choose on the word wall. Give them an opportunity to write it independently, then write it very neatly in bold letters yourself. Place the adult final version on the wall and discuss it with your child. Every day, every time they write, remind them of their word wall. Remind them that they can use the words they’ve put on the word wall to help them read and write. This constant exposure will help make sight words a part of their written and visual vocabulary.

Aside from the nouns your child will likely suggest, ensure these sight words make the list:

can

do

go

I

is

like

me

my

no

play

the

this

to

we

with

yes

you