



# April 2013



Sun.	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
<b>Week 1</b>	<p>Review vowels (a, e, i, o, u, and sometimes y) and the sounds they make. Say the following words to your child and have him/her identify the vowel in the word.</p> <ol style="list-style-type: none"> <li>1. sock (o)</li> <li>2. pin (i)</li> <li>3. gas (a)</li> <li>4. hut (u)</li> <li>5. hen (e)</li> <li>6. lock (o)</li> <li>7. cup (i)</li> <li>8. mitt (i)</li> </ol>	<p>Review medial sounds. Say the following words and have your child identify the medial (middle sound) in the word.</p> <ol style="list-style-type: none"> <li>1. zip</li> <li>2. gum</li> <li>3. wet</li> <li>4. bat</li> <li>5. bit</li> <li>6. hot</li> <li>7. ham</li> </ol>	<p>1) Practice deletion by asking, "What is book without /b/ sound?" Answer: -ook. a) map answer: -ap b) run answer: -un c) mall answer: -all d) jump answer: -ump.</p>	<p>1) Continue to practice identifying, spelling and using the word wall words in a sentence (see word wall sign off sheets in daily folder for words that still require mastery). 2) Practice segmenting words and writing down beginning, middle, and ending sounds. What sounds do you hear in the word "lid?" /l/ /i/ /d/ 1) fan 2) men 3) rod</p>	<p>1) Tell an addition story. Example: 6 kids are in the park. 2 more come to play. How many kids are there altogether? a) <math>5+3=</math> b) <math>6+2=</math> c) <math>4+6=</math> d) <math>3+4=</math> e) <math>2+8=</math></p>	
<b>Week 2</b>	<p>1) Review digraphs. Have your student come up with 2-3 words for the following digraphs: sw-, st-, dr-. Examples for sw-digraph: sweet, swim, swan. 2) Read the following sentence and have your student fill in the correct word from word bank: they, too, want, have, was a. I ___ going to the library. b. Are you going to the store ___? c. I ___ the pink</p>	<p>Play the "Your Pile, My Pile game" with sight words. Write sight words on index cards (check daily folder for a list of words). Each player takes turns pulling cards from the stack and identifying the word. The player may keep card if they are able to identify the word. At the</p>	<p>Make a list of words that rhyme with 1) grow 2) card 3) lock 4) bear 2) Practice identifying, spelling and using the word wall words from the sign off sheets in a sentence.</p>	<p>1) Review same or different concept using these words a) dog, dig answer: different b) bat, bat answer: same c) sun, hot answer: different 2) Name 2 3D objects that slide, roll, and stack. Ex: a soup can, an ice cream container.</p>	<p>Tell a subtraction story: 1.) <math>10-2=</math> ___ 2.) <math>6-6=</math> ___ 3.) <math>3-0=</math> ___ 4.) <math>8-7=</math> ___ 5) <math>4-3=</math> ___ 6) <math>5-1=</math> ___ Example: There were 10 ducks swimming in the pond and 2 swam away. How many ducks are left in the pond?</p>	

<p><b>Week 2</b></p>	<p>1) Review digraphs. Have your student come up with 2-3 words for the following digraphs: sw-, st-, dr-. Examples for sw-digraph: sweet, swim, swan. 2) Read the following sentence and have your student fill in the correct word from word bank: they, too, want, have, was a. I ___ going to the library. b. Are you going to the store ___? c. I ___ the pink shirt. d. ___ are my family. e. Do you ___ a brother?</p>	<p>Play the "Your Pile, My Pile game" with sight words. Write sight words on index cards (check daily folder for a list of words). Each player takes turns pulling cards from the stack and identifying the word. The player may keep card if they are able to identify the word. At the end, the player with the most cards wins.</p>	<p>Make a list of words that rhyme with 1) grow 2) card 3) lock 4) bear 2) Practice identifying, spelling and using the word wall words from the sign off sheets in a sentence.</p>	<p>1) Review same or different concept using these words a) dog, dig answer: different b) bat, bat answer: same c) sun, hot answer: different 2) Name 2 3D objects that slide, roll, and stack. Ex: a soup can, an ice cream container.</p>	<p>Tell a subtraction story: 1.) <math>10-2=</math> ___ 2.) <math>6-6=</math> ___ 3.) <math>3-0=</math> ___ 4.) <math>8-7=</math> ___ 5) <math>4-3=</math> ___ 6) <math>5-1=</math> ___ Example: There were 10 ducks swimming in the pond and 2 swam away. How many ducks are left in the pond?</p>	
<p><b>Week 3</b></p>	<p>Practice segmenting words and writing down beginning, middle, and ending sounds. What sounds do you hear in the word "sun?" s-u-n Wig, answer: w-i-g Tan, answer: t-a-n Win, answer: w-i-n</p>	<p>1) Practice deletion by asking, "What is land without the /l/ sound?" Answer: -and. 1) fox answer: -ox 2) vest answer: -est 3) fish answer: -ish</p>	<p>Come up with and write down 3 words for the -ap, -op, -in, -ake, and -eep word families.  What words end in -at?  Example for -ap family: cap, lap, tap.</p>	<p>Review digraphs. Have your student come up with 2-3 words for the following digraphs: ch-, tr-, sh-, sl- Examples for ch-digraph: chair, chocolate, etc.</p>	<p>1) Review the values of a quarter, a dime, a nickel, and a penny. Review which presidents are on these coins. 2) Practice writing and identifying numbers 0-50.</p>	
<p><b>Week 4</b></p>	<p>1) Using nickels, dimes, and pennies, have your child make a certain amount of money. For example, 10¢ could be:</p>	<p>1) After reading have your student tell you the characters, setting and</p>	<p>1) Tell an addition story. Example: 6 kids are in the park. 2 more come to play.</p>	<p>1) Practice re-telling how to get ready for school in the morning. 2) Review blending. Say 3</p>	<p>1) Using objects or by drawing a picture, tell what is 1 fewer than:</p>	

<p><b>Week 5</b></p>	<p>Play the "Your Pile, My Pile game" with sight words. Write sight words on index cards (check daily folder for a list of words). Each player takes turns pulling cards from the stack and identifying the word. The player may keep card if they are able to identify the word. At the end, the player with the most cards wins.</p>	<p>1) Practice showing 2 less/2 fewer with manipulatives (pasta, beans, rice, etc.). What is 2 less than 12? Answer: 10. 2) Practice writing and identifying numbers to 0-100</p>	<p>Review identification of 3-D shapes: cylinder (looks like a soda can), prism, pyramid (looks like a tent), sphere (looks like a basketball), cube (looks like a box), and cone (looks like an ice cream cone).</p>	<p>1) Practice telling time to the hour and to the half hour. Example: When looking at a clock, tell the time. It is 3 o'clock. It is 3:30. 2) Continue to practice identifying, spelling, and using all learned word wall words in a sentence (see word wall word sign off sheets in daily folder for words that still require mastery).</p>	<p>Read a story with your student and ask your student to retell it. Ask: What was your favorite part? <u>Tell me why it is your favorite part.</u></p>	
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