



# December 2012



Sun.	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
<b>Week 1</b>	Please practice graphing using the Favorite Activity Graph (see the second attachment on the email).	<p>1) Play the odd man out rhyming words game (ex: Listen to my words: cat, bat, bug. Which one does not rhyme?):</p> <p>Other examples:</p> <ul style="list-style-type: none"> <li>a) sun, bun, rat</li> <li>b) Hat, hug, bug</li> <li>c) fan, ham, man</li> <li>d) Boy, run, toy</li> </ul> <p>2) Have your student draw a picture of a cookie and ask where they would cut the cookie to make it equal? Answer- they should draw or cut the cookie in the middle. That would make a half.</p>	<p>1) Put the following numbers in order. A. 5,7,8,6 B. 13,15,17,16,14 C. 20,17,19,18</p> <p>2) Practice counting out and drawing objects for the following numbers.</p> <ul style="list-style-type: none"> <li>a) 15</li> <li>b) 9</li> <li>c) 20</li> <li>d) 13</li> <li>e) 18</li> </ul>	Practice identifying word wall words that are due this Friday by writing words in a salt tray or making or shaping words using play dough	Using the words first, next, then and last have your student retell how to brush their teeth	
<b>Week 2</b>	Generate & draw a list of 2 items for each of the following digraphs: Ch, th, sh, st, sp, sn, sm, sw, wh, ph, sc, sk, ing Ex: Ch- Chocolate Cherries Sh- Shell sharp	Have your student write and draw 2 activities for each of the 4 seasons. Ex: Fall a) Carve a jack-o-lantern with pumpkin b) jump and stomp on fall leaves	1) Ask your student to draw and solve the following problems: A) What is 1 more than 4? B) What is 1 more than 7? C) What is 1 more than 9? D) What is 2 more than 3? E) What is 2	Practice identifying word wall words that are due this Friday by reviewing words from power point sent via e-mail or flashcards.	Read a book together and have your child re-tell the story. What happened in the beginning of the story? The middle? The end? Tell about connections your student	

			more than 5? F) What is 2 more than 6?		made with the story. Book to self, book to book or book to world connections.	
<b>Week 3</b>	<p>Generate &amp; draw a list of 2 items for each of the following L blends: Fl, sl, cl, pl, bl, gl</p> <p>Ex: fl Flower flag</p>	<p>Play the same/different word game. Say two words that are the same or different and ask child to identify whether the words are same or different.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>a) man, mat</li> <li>b) bin, ban</li> <li>c) car, cat</li> <li>d) fin, fan</li> </ul> <p>2) Have your student put the following number in order.</p> <ul style="list-style-type: none"> <li>a) 4, 2, 1, 0, 3</li> <li>b) 8, 6, 9, 7</li> <li>c) 11, 13, 10, 12</li> </ul>	<p>1) Practice identifying how many syllables for the following words by clapping out each word.</p> <ul style="list-style-type: none"> <li>A. dog- answer 1</li> <li>B. tree- answer 1</li> <li>C. snowflake - answer-2</li> <li>D. cookie- answer-2</li> <li>E. holiday- answer 3</li> </ul> <p>2) Discuss and have your student draw a favorite holiday your family celebrates</p>	<p>Practice identifying word wall words that are due this Friday by writing words in a salt tray or making or shaping words using play dough</p>	<p>1) Say the following words to your child:</p> <ul style="list-style-type: none"> <li>1. Mouse</li> <li>2. Dog</li> <li>3. cake</li> <li>4. Pot</li> <li>5. mop</li> </ul> <p>Ask student to give you a word that rhymes with each of the word.</p> <p>2) Write a sentence using the words</p>	
<b>Week 4</b>	<p>Generate &amp; draw a list of 2 items for each of the following R blends: Gr, br, dr, tr, cr, pr</p> <p>Ex: gr Grandma grapes</p>	<p>Say the following words to your child:</p> <ul style="list-style-type: none"> <li>a) bump</li> <li>b) log</li> <li>c) bat</li> <li>d) mess</li> <li>e) Man</li> <li>f) pear</li> </ul> <p>Ask your child what sound he/she hears at the end of the word.</p> <p>2) Practice writing the alphabet letters Aa-Z z legibly on a sheet of paper</p>	<p>1) Ask your student to draw and solve the following problems:</p> <ul style="list-style-type: none"> <li>A) What is 1 fewer/less than 4?</li> <li>B) What is 1 fewer/less than 7?</li> <li>C) What is 1 fewer/less than 9?</li> <li>D) What is 2 fewer/less than 3?</li> <li>E) What is 2</li> </ul>	<p>Practice identifying word wall words that are due this Friday by rainbow writing words</p>	<p>Have your student Make a Wish List of what they want for Christmas. (at least 3 items) Have them stretch out the words (sound out the words) write the beginning, middle and ending sound they hear.</p>	

			fewer/less than 5? F) What is 2 fewer/less than 6?			
<b>Week 5</b>	1)Count by 5's to 100  2)Practice writing numbers 1- 100 neatly and legibly	1)Have your student identify the beginning and ending sounds for the following words: a)book b)wallet c)teacher d)map e)box	1)Have your student practice blending (or pushing the following sounds together to form word) a)parents please say the following sounds separately and have your student push sounds together /b/ /u/ /g/ answer bug b) /c/ /a/ /p/ answer cap c) /l/ /a/ /k/ lake d) /f/ /o/ /g/ fog e) /r/ /a/ /t/ rat	Practice identifying word wall words that are due this Friday by playing "my pile and your pile game" Ex: parents will need to program word wall words in advance and take turns reading/identifying cards. If player 1 is able to read word then card will go in their pile if not then player 2 will read word and if they are able to identify or read word then word will go in player 2 pile.	Have your student retell how to make a turkey cheese sandwich using the words first, next, then, and last.	

**Helpful tip:** When writing sentences, have your child practice stretching out or sounding out words that are not sight words. Let them use inventive spelling (write what they hear, even if it's only a few sounds). Try to stretch out the beginning and ending sounds of the word.