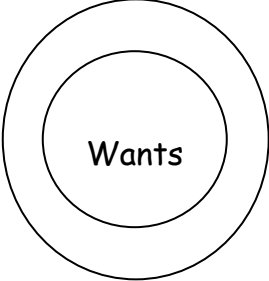
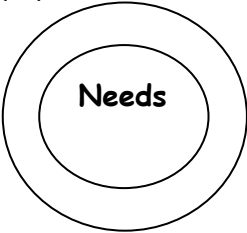





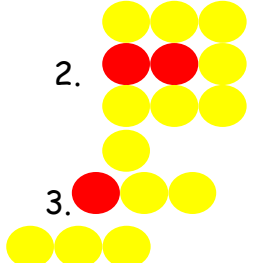
November 2012



Sun.	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
Week 1	<p>1) Have your child create a circle map on a plain sheet of white paper.</p>  <p>Have your student draw 8 pictures of things he/she WANTS in the circle map (examples: a Nintendo Wii, a ball, a toy, a computer).</p> <p>2) Using the puppets from Henny Penny & Chicken Little. Have your student practice retelling either one of the stories.</p>	<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> <ol style="list-style-type: none"> 1. Man, pan, dog 2. Hat, hug, bat 3. Jeep, creep, man 4. Boy, run, toy <p>2) Practice identifying sight words that are due this Friday.</p>	<p>Practice writing your name 5 times with one capital letter and the rest lowercase. (first and last name)</p> <p>Practice writing the alphabet letters A-Z (capital & lowercase letters) legibly on a sheet of paper.</p>	<p>1) Practice telling what number comes after another up to 25. Example: 12... what comes next? 13.</p> <p>2) Tell the basic needs that living things need: They need air, water, shelter, and food.</p> <p>3) Practice identifying sight words that are due this Friday and initial the set of words in the box.</p>	<p>1) Look for the sight words <u>and</u>, <u>can</u>, <u>see</u> in a book and tally how many times you see each of the words.</p> <p>2) Practice writing number 1-50 neatly and legibly.</p>	
Week 2	<p>Look around the room and have your child identify objects in</p>	<p>Have your child create a circle map on a plain</p>	<p>1) Have your child practice finding and</p>	<p>Have your child create the following</p>	<p>1) Read a book together and have your child</p>	

	<p>the room using the following positional words: on, below, under, above, near, far, inside, outside, left, and right.</p> <p>Examples: What is above the table? What is under the table?</p> <p>You could also give your child a prop and have him/her move that object to the position you say. Example: Put this toy under the bed. Hold this toy above your head.</p>	<p>sheet of white paper.</p>  <p>Have your student draw pictures of things he/she NEEDS in the circle map (examples: bananas, apples, water, a house, air).</p>	<p>framing letters, words, spaces, and sentences in a book.</p> <p>2) Practice identifying sight words that are due this Friday.</p>	<p>sound/motion patterns :</p> <ol style="list-style-type: none"> 1. ABAB 2. AAB 3. ABC 4. AABB 5. ABBA <p>Example: ABAB could be clap-snap-clap-snap.</p> <p>2) Practice identifying sight words that are due this Friday and initial the set of words in the box.</p>	<p>re-tell the story. What happened in the beginning of the story? The middle? The end? What was your favorite part? Why?</p> <p>2) Write and draw corresponding objects for each number. #7, #10, #15, #20, #27 (Ex: #7 😊😊😊😊😊😊😊)</p>	
<p>Week 3</p>	<p>1)Have your child circle the beginning and ending letters of 15 words in a newspaper or magazine.</p> <p>2) Draw and write 5 words that end with the letter /t/.</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</p>	<p>1) Write 2 sentences using the word "jump." Write 2 sentences using the word</p>	<p>1) Practice saying and writing the months of the year.</p> <p>2) Practice identifying sight words that are due this Friday and initial the set of words in the box.</p>	<p>Say the following words to your child:</p> <ol style="list-style-type: none"> 1. Mouse 2. Dog 3. Hat 4. Pan 5. Jump <p>Ask your child</p>	

		<p>or different. Example:</p> <ol style="list-style-type: none"> 1. man, mat 2. bin, ban 3. car, cat 4. fin, fan 	<p>"have.</p> <p>2) Practice identifying sight words that are due this Friday.</p>		<p>what sound he/she hears at the beginning of the word.</p>	
Week 4	<p>1) Count by 10s to 100.</p> <p>Challenge: count by 5s to 100.</p> <p>2) Practice identifying sight words that are due this Friday.</p>	<p>Say the following words to your child:</p> <ol style="list-style-type: none"> 1. Jump 2. Dog 3. Hat 4. Dress 5. Man 6. Hear <p>Ask your child what sound he/she hears at the end of the word.</p>	<p>Count how many WORDS are in the following sentences:</p> <p>I like to go to school.</p> <p>I love to go to school.</p> <p>2) Track and read the sentence.</p>	<p>Practice identifying sight words that are due this Friday and initial the set of words in the box.</p>	<p>Write about what foods you had for Thanksgiving. Draw a picture to illustrate.</p>	
Week 5	<p>1) On a piece of paper, write down and illustrate three things that you are thankful for this Thanksgiving.</p> <p>2) Practice identifying sight</p>	<p>1) Draw a picture of a plant and label its parts (stem, leaf, flower).</p> <p>2) Practice identifying sight words that are</p>	<p>Draw as many combinations of 6 as you can using a red crayon and a yellow crayon.</p> <p>Example:</p> <p>1. </p>	<p>Practice identifying sight words that are due this Friday and initial the set of words in the box.</p>	<p>Please practice graphing using the Favorite Zoo Animal Graph (see the second attachment on the email).</p>	

	words that are due this Friday.	due this Friday.				
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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.