**The Dreaded ‘H’ Word**

A Breakdown of Homework in Kindergarten

**Why Homework at This Age?**

The debate is raging about whether or not homework is beneficial at the early grades or if it detracts from the life of a child. There is evidence on both sides of the equation—some studies showing benefits of responsibility and reinforcing concepts learned during school hours, others showing the need for free time to just be a kid. In our class, we will strive not to have large amounts of homework. However, there will be a daily required small piece of memory work and a couple of daily reading pieces, with spelling lists to study starting halfway through the year. Any additional work is only likely to come if your child was unable to complete their work during the time they were given or if they were absent. I will do my best to keep it to a minimum. The pieces that do get sent home, including nightly reading and memory work, are expected to be completed by the next morning.

**Memory Work**

Almost every day, your child will have a small piece of memory work. Read it aloud several times with your child, discussing the meaning of any difficult words. You may wish to make it into a game, with you saying some of the words and them filling in the blanks, dropping extra words each time through it. As your child becomes a stronger reader and writer, you can write the words on small scraps of paper and have them puzzle it together or write the whole passage out and then begin erasing words for them to fill in.

Many students struggle during the first year of doing memory work. While I have no wish to make every night be consumed with effort over this task, I do find memory work to be important, both spiritually and academically. An effort is made to keep passages small, practice them in class, and make them meaningful to our current study in God’s Word. The only times that you should see long passages are when we are working on learning something to sing or recite in church, in which case we will have practiced it several times already.

**God’s Word**

Each week in class, we will be going through two or three stories in God’s Word. This year’s focus is the Old Testament. Each weekend—in lieu of memory work—please take a little time to review at least one of the stories from the week, checking to see what your child remembers and if they can connect it to a larger theme of sin, love, and forgiveness. Connecting worksheets and projects will be done in class and only sent home for completion if not done during the time given.

**Fluency Reading** (I Read to You)

There will be daily ‘fluency’ readings sent home. Your child should read these to you. We will start the year with wordless stories for them to describe to you and move into repetitious, memorize-able stories, then work on phonics-based and sight word stories. If they get stuck on words, patiently let them sound the words out. There are a limited number of sight words that cannot be sounded out, but that we will have worked on in class. You will often see the same story coming home for several days in a row. Please have your child read it every night that it is sent. Repeated readings help young students gain confidence, speed, and smoothness in their reading. Fluency readers are chosen for your child based on their level.

**Reading for Comprehension** (You Read to Me)

There will also be a daily book sent home to work on reading comprehension. These will generally be books that you should read to your child, though if they are capable of reading it, they should attempt whatever is possible. In the morning your child will take an Accelerated Reader (AR) quiz on their book. The quizzes are usually five multiple choice questions and will be read to your child. AR/ comprehension books are chosen by your child from a large variety of authors and topics in the class library. There are tons of great characters and funny stories to encourage a love of reading. Books are marked by reading level so that your child can find stories appropriate for their comprehension level. Every weekend they will bring home two comprehension books—one fiction and one non-fiction. As you read books to your child, take time to point out main parts of the story and explore the pictures. Ask them questions as you go through the story to help them think about what they are hearing.

**Total Nightly Reading Time**

Fluency reading and reading for comprehension should total about 20 minutes each night, which is an amount recommended by experts to help gain strong reading skills. If you find reading time using up much more of your night, speak with me about the level of the fluency readers sent home or encourage your child to choose easier comprehension books.

**Spelling**

Spelling homework and tests will begin about halfway through the year and will be a combination of words that children can spell phonetically and common sight words. I will send the weekly lists home in your child’s folder. Have your child practice their spelling words each day for the week; there will be a test each Friday. The way in which they study them is up to you; they may be spelled orally, written out, or practiced online via games at Spelling City’s website or app. Instructions for joining the class at Spelling City will be given out when we begin our spelling units.

**Math**

Last year in preK, your child began working through the Kindergarten Saxon math program last year, as it starts off slowly enough for pre-K children. This year, we will review many of the topics they encountered and begin moving into harder concepts. We will not be going into the first grade program, but will be introducing the concepts that are studied to make the transition to the harder first grade program smoother. There will be classroom games and learning centers and a math lesson every day. It should be rare to have any math homework sent with your child.

**Language Arts/ Writing**

For our main language arts curriculum, we are using the Superkids Reading Club. I feel that our students will be able to tackle most of the work easily. Therefore, you should not see workbooks coming home from language arts unless there is an extension that the children are working through or if they have not kept up in their writing journals.

**Spanish**

Our class will work through some basic Spanish words during our morning calendar and language arts times.

**Afternoon Rotations**

Art, phy ed, science, and social studies tend to be on a rotating schedule throughout the afternoons. This year’s science and social studies units focus on insects, wood and paper, mapping communities, and weather. There may be sheets or observations to complete; however, such materials should rarely be given as homework.

**Rewards**

Although anything sent home is required homework, it is my hope that it is not seen as a large burden. To encourage students, I offer rewards to those who make the effort to do well. Each week’s homework sheet will have 10 opportunities to earn a sticker: four days of memory work, five days of reading comprehension, plus a non-fiction book on the weekend. I will keep a chart of stickers for each student; when they reach ten stickers (even if not all in one week), they may pick a prize from our classroom treasure box. Stickers are earned in memory work by being able to say the passage well to me in the morning. Half stickers will be given for memory work to those who have a majority of the passage learned. Stickers are earned in reading comprehension by getting 80% or better on the AR quiz given.

Additionally, students will work to meet an AR point goal each quarter: usually around 10 points for first and second quarter, 11 for third, and 12 for fourth quarter. With most picture books and easy readers being worth a half point each and time every school morning to complete the comprehension quizzes (usually just five questions), goals are well within reach. Larger prizes may be given to those who complete each quarter’s AR goal.

**Borrowed Materials**

Books should be returned to school the next day. If other materials are expected back, they will be in the left side of your child’s take-home folder. Books are borrowed from the school’s library and there will be a replacement charge if they are lost or badly damaged. Encourage your child to take good care of them.

**Homework for the Week of August 12, 2019– Kindergarten**

**Monday**/*lunes*

Memory Work/ *Memoria*:

I read to you/ *Leo a ti*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You read to me/ *Lees a mi*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Study Spelling? *¿Ortografia?* Y / N Uncompleted class work? *¿Otra tarea?* Y / N

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**Tuesday**/*martes*

Memory Work/ *Memoria*:

I read to you/ *Leo a ti*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You read to me/ *Lees a mi*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Study Spelling? *¿Ortografia?* Y / N Uncompleted class work? *¿Otra tarea?* Y / N

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**Wednesday** /*miercoles*

Memory Work /*Memoria*:

I read to you/ *Leo a ti*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You read to me/ *Lees a mi*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Study Spelling? *¿Ortografia?* Y / N Uncompleted class work? *¿Otra tarea?* Y / N

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**Thursday** /*jueves*

Memory Work /*Memoria*:

I read to you/ *Leo a ti*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You read to me/ *Lees a mi*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Study Spelling? *¿Ortografia?* Y / N Uncompleted class work? *¿Otra tarea?* Y / N

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**Friday** /*viernes*

Review God’s Word/ *Discutir La Palabra de Dios*:

I read to you/ *Leo a ti*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You read to me/ *Lees a mi*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Uncompleted class work? *¿Otra tarea?* Y / N\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**First Grade Homework**

**What is New?**

The homework sheets will show only the homework needing to be done at home, not the classwork that was done during school hours. As before, you should expect daily reading, memory work, and spelling practice. Everything else is given school time to complete and will only come home if time was not used wisely or your child found a portion of the work extra difficult.

Daily reading—both for fluency and for comprehension—should progress during first semester to the point of being done almost entirely by your child. They should read aloud to you or another grown-up so that their pronunciation and comprehension may be checked as they go. Please feel free to continue to help them with difficult words, but encourage independence whenever possible.

You may also see a ‘Learning Center’ sheet coming home. Once your child has completed their classwork, they may have extra time to play and explore. Rather than having a broad range of toys out all the time, we will be cycling specific toys through that encourage learning in some form. Your child will be asked to track what they played with so that they get a variety of experiences, rather than just sticking with the same toys over and over.

**Memory Work**

Almost every day, your child will have a piece of memory work. Read it aloud several times with your child, discussing the meaning of any difficult words. You may wish to make it into a game, with you saying some of the words and them filling in the blanks, dropping extra words each time through it. As your child becomes a stronger reader and writer, you can write the words on small scraps of paper and have them puzzle it together or write the whole passage out and then begin erasing words for them to fill in.

**God’s Word**

Each week in class, we will be going through two or three stories in God’s Word. This year’s focus is the New Testament. Each weekend—in lieu of memory work—please take a little time to review at least one of the stories from the week, checking to see what your child remembers and if they can connect it to a larger theme of sin, love, and forgiveness. Connecting worksheets and projects will be done in class and only sent home for completion if not done during the time given.

**Fluency Reading**

There will be daily ‘fluency’ readings sent home. Your child should read these to you. If they get stuck on words, patiently let them sound the words out. There are a limited number of sight words that cannot be sounded out, but that we will have worked on in class. You will often see the same story coming home for several days in a row. Please have your child read it every night that it is sent. Repeated readings help young students gain confidence, speed, and smoothness in their reading. Fluency readers are chosen for your child based on their level.

**Reading for Comprehension**

There will be at least one daily book sent home to work on reading comprehension. At the beginning of the year, you may continue to read to your child. As the first quarter of the school year progresses, move into reading with your child. You may wish to take turns on every other page, let them sound out what they know and help with the hard parts, or have them read every other day. By the second half of the school year, your child should be reading almost entirely by themselves. Continue to have them read aloud so that you can check for comprehension and pronunciation. If your child moves slowly through books, encourage only one book to be brought home. Those who fly through both fluency and comprehension reading time may bring home extra books to fill a total of 20 minutes each night. In the morning your child will take an Accelerated Reader (AR) quiz on their book(s). The quizzes are usually five multiple choice questions and will be read to your child. AR/ comprehension books are chosen by your child from a large variety of authors and topics in the class library. There are tons of great characters and funny stories to encourage a love of reading. Books are marked by reading level so that your child can find stories appropriate for their comprehension level. Every weekend they will bring home at least two comprehension books—one fiction and one non-fiction.

**Total Nightly Reading Time**

Fluency reading and reading for comprehension should total about 20 minutes each night, which is an amount recommended by experts to help gain strong reading skills. If you find reading time using up much more of your night, speak with me about the level of the fluency readers sent home or encourage your child to choose easier comprehension books.

**Spelling**

Spelling homework will be year-round now. I will send the weekly lists home in your child’s folder. Have your child practice their spelling words each day for the week; there will be a test each Friday. The way in which they study them is up to you; they may be spelled orally, written out, or practiced online via games at Spelling City’s website or app. Visit spellingcity.com to sign up, then search for our class.

**Math**

We will be using the Saxon Math curriculum for first grade. This program incorporates both in-class work with manipulative and worksheets. Over the year, we will be doing a lot of work with addition, subtraction, story problems, number patterns, money, time, and more.

**Language Arts/ Writing**

We are continuing on with the Superkids first grade curriculum. The student’s favorite characters are back with longer stories and more to learn. First grade focuses a lot on digraphs (/ch/, /sh/, ect), prefixes, suffixes, sight words, and long vowels. We will be writing a lot of complete sentences and adding variety and detail to our written work.

**Spanish**

Our class began working on Spanish counting and calendar-based words last year. This year we will have a more official study of basic Spanish words, with a new subject area each month.

**Afternoon Rotations**

Phy ed, science, social studies, and some music classes tend to be on a rotating schedule throughout the afternoons. This year’s science and social studies units focus on organisms, environmental care, national history, and balancing and weighing. There may be sheets or observations to complete; however, such materials should rarely be given as homework.

**Rewards**

Although anything sent home is required homework, it is my hope that it is not seen as a large burden. To encourage students, I offer rewards to those who make the effort to do well. Each week’s homework sheet will have 10 opportunities to earn a sticker: four days of memory work, five days of reading comprehension, plus a non-fiction book on the weekend. I will keep a chart of stickers for each student; when they reach ten stickers (even if not all in one week), they may pick a prize from our classroom treasure box. Stickers are earned in memory work by being able to say the passage well to me in the morning. Half stickers will be given for memory work to those who have a majority of the passage learned. Stickers are earned in reading comprehension by getting 80% or better on the AR quiz given.

Additionally, students may work to meet an AR point goal each quarter. Your child’s goal will be set automatically based on the outcome of a Star Reading test given at the beginning of each quarter. Prizes are given to those who complete each quarter’s AR goal.

**Borrowed Materials**

Books should be returned to school the next day. If other materials are expected back, they will be in the left side of your child’s take-home folder. Books are borrowed from the school’s library and there will be a replacement charge if they are lost or badly damaged. Encourage your child to take good care of them.

**Homework for the Week of August 12, 2019– First Grade**

**Monday**/*lunes*

Memory Work/ *Memoria*:

Fluency Reading/ *Leo*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading Comprehension/ *Leo con ayuda*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Study Spelling? *¿Ortografia?* Y / N Uncompleted class work? *¿Otra tarea?* Y / N

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**Tuesday**/*martes*

Memory Work/ *Memoria*:

Fluency Reading/ *Leo*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading Comprehension/ *Leo con ayuda*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Study Spelling? *¿Ortografia?* Y / N Uncompleted class work? *¿Otra tarea?* Y / N

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**Wednesday** /*miercoles*

Memory Work /*Memoria*:

Fluency Reading/ *Leo*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading Comprehension/ *Leo con ayuda*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Study Spelling? *¿Ortografia?* Y / N Uncompleted class work? *¿Otra tarea?* Y / N

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**Thursday** /*jueves*

Memory Work /*Memoria*:

Fluency Reading/ *Leo*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading Comprehension/ *Leo con ayuda*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Study Spelling? *¿Ortografia?* Y / N Uncompleted class work? *¿Otra tarea?* Y / N

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**Friday** /*viernes*

Review God’s Word/ *Discutir La Palabra de Dios*:

Fluency Reading/ *Leo*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading Comprehension/ *Leo con ayuda*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Uncompleted class work? *¿Otra tarea?* Y / N\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**La temida palabra "t"**

**Un desglose de la tarea en el jardín de infantes**

**¿Por qué la tarea a esta edad?**

Se está debatiendo si la tarea es beneficiosa o no en los primeros grados o si le resta valor a la vida de un niño. Hay evidencia en ambos lados de la ecuación: algunos estudios muestran los beneficios de la responsabilidad y refuerzan los conceptos aprendidos durante el horario escolar, otros muestran la necesidad de tiempo libre para ser un niño. En nuestra clase, nos esforzaremos por no tener grandes cantidades de tarea. Sin embargo, habrá un pequeño trabajo diario requerido de memoria y un par de lecturas diarias, con listas de ortografía para estudiar a partir de la mitad del año. Es probable que haya trabajo adicional si su hijo no pudo completar su trabajo durante el tiempo que se le dio o si estuvo ausente. Haré todo lo posible para mantenerlo al mínimo. Se espera que las piezas que se envían a casa, incluida la lectura nocturna y el trabajo de memoria, se completen a la mañana siguiente.

**Trabajo de memoria**

Casi todos los días, su hijo tendrá un pequeño recuerdo. Léalo en voz alta varias veces con su hijo, discutiendo el significado de las palabras difíciles. Es posible que desee convertirlo en un juego, diciendo algunas de las palabras y rellenando los espacios en blanco, dejando caer palabras adicionales cada vez que lo lee. A medida que su hijo se convierta en un lector y escritor más fuerte, puede escribir las palabras en pequeños trozos de papel y hacer que lo unan o escribir todo el pasaje y luego comenzar a borrar las palabras para que las completen.

Muchos estudiantes luchan durante el primer año de trabajo de memoria. Si bien no deseo que todas las noches se consuman con esfuerzo en esta tarea, sí encuentro que el trabajo de memoria es importante, tanto espiritual como académicamente. Se hace un esfuerzo para mantener los pasajes pequeños, practicarlos en clase y hacerlos significativos para nuestro estudio actual en la Palabra de Dios. Las únicas veces que debería ver pasajes largos es cuando estamos trabajando en aprender algo para cantar o recitar en la iglesia, en cuyo caso ya lo habremos practicado varias veces.

**Palabra de Dios**

Cada semana en clase, revisaremos dos o tres historias en la Palabra de Dios. El enfoque de este año es el Antiguo Testamento. Cada fin de semana, en lugar del trabajo de memoria, tómese un poco de tiempo para revisar al menos una de las historias de la semana, verifique qué recuerda su hijo y si pueden relacionarlo con un tema más amplio de pecado, amor y perdón. . Las hojas de trabajo y los proyectos de conexión se realizarán en clase y solo se enviarán a casa para su finalización si no se realizan durante el tiempo dado.

**Lectura fluida (leo a ti)**

Habrá lecturas diarias de "fluidez" enviadas a casa. Su hijo debería leerle esto. Comenzaremos el año con historias sin palabras para que te describan y pasen a historias repetitivas y memorizables, luego trabajaremos en historias basadas en fonética y visuales. Si se atascan en las palabras, pacientemente déjelas pronunciar las palabras. Hay un número limitado de palabras a la vista que no se pueden pronunciar, pero que habremos trabajado en clase. A menudo verás la misma historia llegando a casa durante varios días seguidos. Haga que su hijo lo lea todas las noches que se envía. Las lecturas repetidas ayudan a los jóvenes estudiantes a ganar confianza, velocidad y suavidad en su lectura. Los lectores de fluidez se eligen para su hijo según su nivel.

**Lectura para comprensión (lees a mi)**

También habrá un libro diario enviado a casa para trabajar en la comprensión de lectura. En general, serán libros que debería leerle a su hijo, aunque si son capaces de leerlo, deberían intentar lo que sea posible. Por la mañana, su hijo tomará una prueba de Lector Acelerado (AR) en su libro. Los cuestionarios son generalmente cinco preguntas de opción múltiple y serán leídas a su hijo. Su hijo elige los libros de AR / comprensión de una gran variedad de autores y temas en la biblioteca de la clase. Hay toneladas de grandes personajes e historias divertidas para alentar el amor por la lectura. Los libros están marcados por nivel de lectura para que su hijo pueda encontrar historias apropiadas para su nivel de comprensión. Cada fin de semana traerán a casa dos libros de comprensión: uno de ficción y otro de no ficción. Mientras le lee libros a su hijo, tómese el tiempo para señalar las partes principales de la historia y explorar las imágenes. Hágales preguntas a medida que avance en la historia para ayudarlos a pensar en lo que están escuchando.

**Tiempo total de lectura nocturna**

La lectura fluida y la lectura para la comprensión deben sumar aproximadamente 20 minutos cada noche, que es una cantidad recomendada por los expertos para ayudar a adquirir fuertes habilidades de lectura. Si encuentra que el tiempo de lectura está usando mucho más de su noche, hable conmigo sobre el nivel de fluidez que los lectores enviaron a casa o aliente a su hijo a elegir libros de comprensión más fáciles.

**Ortografía**

La tarea de ortografía y los exámenes comenzarán a mediados del año y serán una combinación de palabras que los niños pueden deletrear fonéticamente y palabras comunes. Enviaré las listas semanales a casa en la carpeta de su hijo. Haga que su hijo practique sus palabras de ortografía todos los días durante la semana; Habrá una prueba cada viernes. La forma en que los estudian depende de usted; pueden escribirse oralmente, escribirse o practicarse en línea a través de juegos en el sitio web o la aplicación de Spelling City. Las instrucciones para unirse a la clase en Spelling City se darán cuando comencemos nuestras unidades de ortografía.

**Mates**

El año pasado en preK, su hijo comenzó a trabajar a través del programa de matemáticas Kindergarten Saxon el año pasado, ya que comienza lo suficientemente lento para los niños de prekínder. Este año, revisaremos muchos de los temas que encontraron y comenzaremos a pasar a conceptos más difíciles. No entraremos en el programa de primer grado, sino que presentaremos los conceptos que se estudian para hacer que la transición al programa de primer grado sea más fácil. Habrá juegos en el aula y centros de aprendizaje y una lección de matemáticas todos los días. Debería ser raro que se envíe una tarea de matemáticas con su hijo.

**Artes del lenguaje / escritura**

Para nuestro plan de estudios principal de artes del lenguaje, estamos utilizando el Superkids Reading Club. Siento que nuestros estudiantes podrán abordar la mayor parte del trabajo fácilmente. Por lo tanto, no debería ver los libros de trabajo que regresan a casa de las artes del lenguaje a menos que haya una extensión por la que los niños estén trabajando o que no hayan seguido sus diarios de escritura.

**Español**

Nuestra clase trabajará con algunas palabras básicas en español durante nuestro calendario matutino y los tiempos de artes del lenguaje.

**Rotaciones de la tarde**

El arte, la filosofía, la ciencia y los estudios sociales tienden a estar en un horario rotativo durante las tardes. Las unidades de ciencias y estudios sociales de este año se centran en insectos, madera y papel, mapeo de comunidades y clima. Puede haber hojas u observaciones para completar; sin embargo, tales materiales rara vez se deben entregar como tarea.

**Recompensas**

Aunque todo lo que se envía a casa es tarea requerida, espero que no se vea como una gran carga. Para alentar a los estudiantes, ofrezco recompensas a aquellos que hacen el esfuerzo de hacerlo bien. La hoja de tareas de cada semana tendrá 10 oportunidades para ganar una calcomanía: cuatro días de trabajo de memoria, cinco días de comprensión de lectura, además de un libro de no ficción el fin de semana. Mantendré una tabla de calcomanías para cada estudiante; cuando alcanzan diez calcomanías (incluso si no todas en una semana), pueden elegir un premio de nuestra caja del tesoro del aula. Las pegatinas se obtienen en el trabajo de memoria al poder decirme bien el pasaje por la mañana. Se darán medias calcomanías para el trabajo de memoria a aquellos que tengan la mayoría del pasaje aprendido. Los adhesivos se obtienen en la comprensión de lectura al obtener un 80% o más en el cuestionario de AR dado.

Además, los estudiantes trabajarán para alcanzar una meta de puntos AR cada trimestre: generalmente alrededor de 10 puntos para el primer y segundo trimestre, 11 para el tercero y 12 para el cuarto trimestre. Dado que la mayoría de los libros ilustrados y los lectores fáciles valen medio punto cada mañana de la escuela para completar los cuestionarios de comprensión (generalmente solo cinco preguntas), los objetivos están al alcance de la mano. Se pueden otorgar premios más grandes a quienes completen el objetivo de RA de cada trimestre.

**Materiales prestados**

Los libros deben devolverse a la escuela al día siguiente. Si se esperan otros materiales, estarán en el lado izquierdo de la carpeta para llevar a casa de su hijo. Los libros se prestan de la biblioteca de la escuela y habrá un cargo de reemplazo si se pierden o se dañan gravemente. Anime a su hijo a cuidarlos bien.