

Vocabulary	
<p>Roots: spec, spic = to see or look</p> <p>Words: spectacle, suspect</p>	<p><input type="checkbox"/> Complete “Same & Different” worksheet.</p> <p><input type="checkbox"/> Complete a “Learn that Word!” worksheet for each of your vocabulary words.</p> <p>* Vocabulary worksheets are optional for K – 1st grade. Parents can choose to complete these for K - 1st graders, discuss vocabulary with students, or have students act out the vocabulary words.</p>
Literature and Writing/Composition	
<p>*The first worksheet listed is suggested for K - 1st graders and the second worksheet is suggested for 2nd - 3rd graders.</p> <p>*Please note that parents of K-1st graders are permitted to discuss worksheets with students and to write answers for them.</p>	<p><input type="checkbox"/> Read <i>A Children’s Color Book of Jamestown</i> at least once this week. (Students or parents can read these.)</p> <p><input type="checkbox"/> Complete “Build A Story” OR “Come and Visit” worksheet.</p> <p><input type="checkbox"/> Complete “Word Map” handout on a new or unfamiliar word from your literature book.</p>
Read Aloud	
<p>See list of Read Alouds in the front of this course pack.</p>	<p><input type="checkbox"/> Parents should write the name of the Read Aloud book read to your child here. _____.</p>
English/Grammar	
	<p><input type="checkbox"/> Complete assignments on syllabus.</p>
Phonics	
<p>Word family this week: ang</p> <p>“Instant” words: also, an</p> <p>Review: stand</p> <p>K – 1st: Review the short A sound and learn the N sound as in an. Complete any worksheets sent home by your teacher.</p>	<p><input type="checkbox"/> Complete Phonics worksheets. (Complete “Word Ladder” first. Make sure you practice writing your “instant” words on Primary paper or index cards to save for flash cards. Read them out loud.)</p> <p><input type="checkbox"/> K – 1st: Practice writing your letter or letters and your word family in one or all of the following ways: watered down Jell-O or pudding on paper, with big chalk, or build the letters with playdough or Legos.</p> <p>(Spelling test in class this week on basic word family words and instant words. *Remember to review previous word families and word family words.)</p>
Core Knowledge	
<p>Idioms: golden parachute</p>	<p><input type="checkbox"/> Parents and students should discuss the meaning of the idiom. You can find the meaning on dictionary.com.</p> <p><input type="checkbox"/> Encourage students to draw 2 pictures on the back of this paper. One should be the literal meaning of the idiom and the other should be the true meaning of the idiom. (Parents may choose to draw pictures to illustrate the idioms.)</p>

Questions to ask while reading each book:

(You can spread these questions out over the 2 weeks the books are read. If students read the books alone, parents should ask the students the questions after the student reads the book.) *Parents also note that you should take opportunity to teach science, math and other concepts as they come up in some of the books.

1. When does this story take place? What else was happening in the world during this time?
2. Where does this story mainly take place? Continent? Country? State? City? Try to find this place on a world map. Stick a pin or sticker on the map at this place.
3. Who or what is this story mainly about? Do you like this character or thing? Why or why not?
4. How did the characters in this story live differently than you live every day? Name 2-3 ways. (This can be houses, food, clothing, jobs, medicine, school, play, etc.)
5. What colors does the illustrator (artist) use in the pictures in this book? Do the colors help tell the story? How? Do the colors make you feel a certain way?
6. How does this story make you feel when you read it? Happy? Sad? Scared? Surprised?
7. Can you tell what the illustrator or artist who made the pictures in the book used to make the pictures? Pencil, charcoal, watercolors, oil paint, ink, pastels, colored pencils? (If you have these at home, try making a picture like one in the book.)
8. Close your eyes and think about what you have read about in the story. What do you see? Use describing words (colors, numbers, action words, etc.) to tell what you see.
9. Who is telling the story?
10. Could the story in this book be true? Do you think it is true?
11. What is the main problem in this book? How is this problem solved?
12. What lesson do you think the author wants to teach in this story?
13. How did the author make the story exciting? What words or events did the author use to do this?

Same and Different

For each vocabulary word this week, find a synonym (a word that has the same meaning) and antonym (a word that has the opposite meaning). Decide whether the word is a noun (person, place or thing), adjective (a word that describes a noun by telling which one, what kind, or how much), verb (action word), or adverb (a word that describes a verb telling when, where, or how the action was done). Also, use each vocabulary word in a sentence. Underline each word in the sentence. (You will need to use your thesaurus.) *If there are three words, just choose two. (Parents may write answers.)

Word #1 _____ Root #1 _____

What type of word is this? Circle one: Noun Adjective Verb Adverb

Synonym _____ Antonym _____

Sentence: _____

.....

.....

Word #2 _____ Root #1 _____

What type of word is this? Circle one: Noun Adjective Verb Adverb

Synonym _____ Antonym _____

Sentence: _____

.....

.....

Learn that Word!

Vocabulary Word: _____ Part of Speech: _____

Definition: _____

Root: _____ Root Word Definition: _____

Create a rhyme, a clue, or a hand gesture to help you remember the meaning of your vocabulary word. Write it here. (Parents may write answers.)

Draw a picture about your vocabulary word.

Learn that Word!

Vocabulary Word: _____ Part of Speech: _____

Definition: _____

Root: _____ Root Word Definition: _____

Create a rhyme, a clue, or a hand gesture to help you remember the meaning of your vocabulary word. Write it here. (Parents may write answers.)

Draw a picture about your vocabulary word.

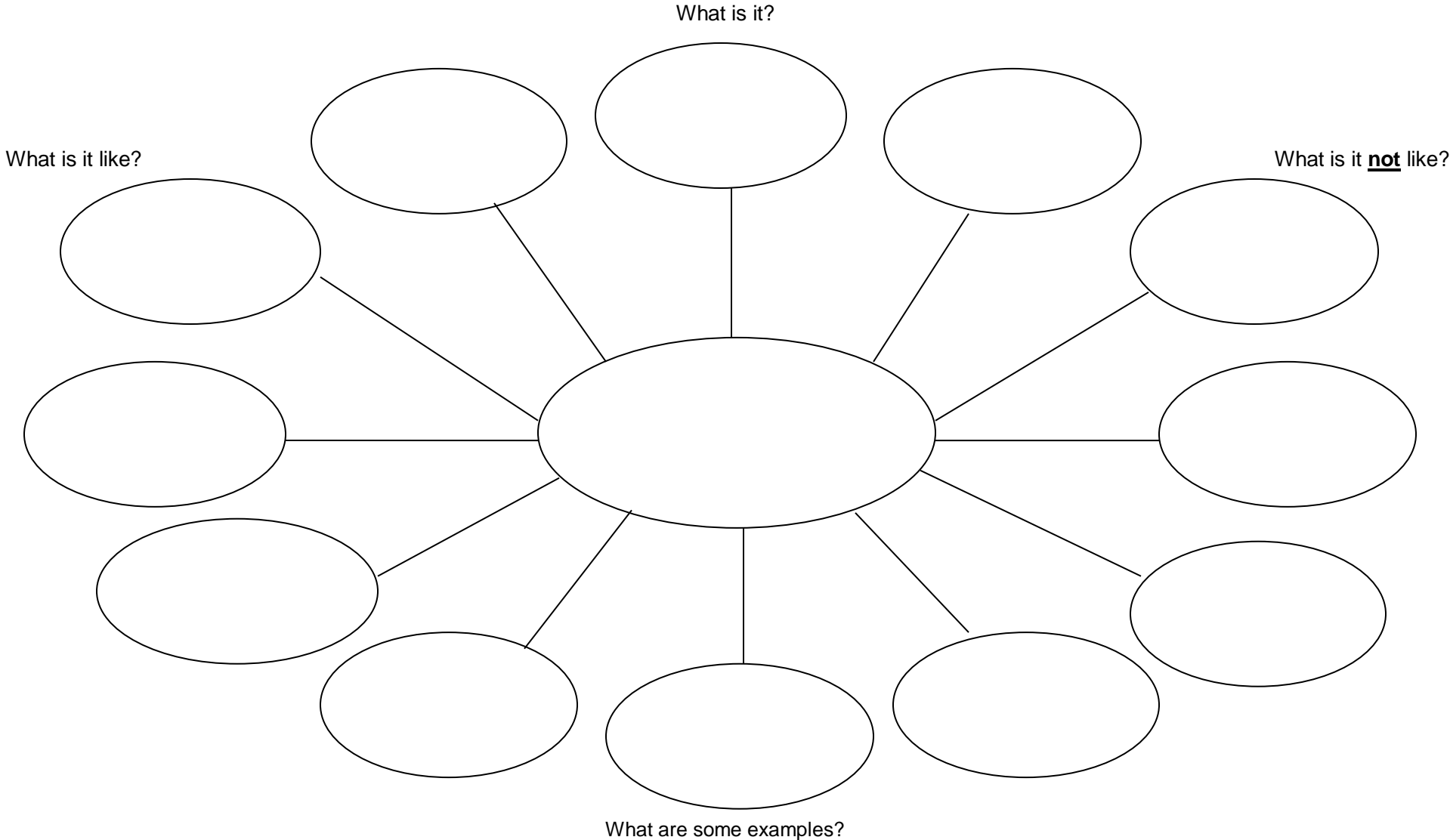
Come and Visit!

Directions: Think about the most important place that you read about in your book this week. Draw pictures or write words or do both to describe each. Try using different colors of pencils or markers.

What You Can Do Here:	What You Will See Here:
What You Will Hear:	What You Will Taste or Smell:

Word Map

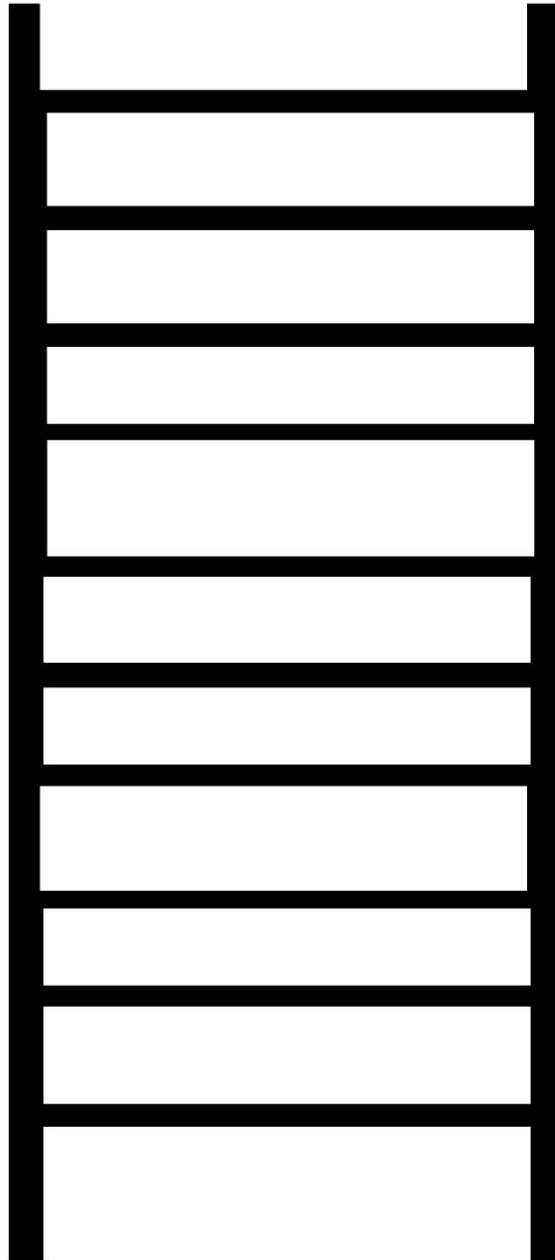
Instructions: Pick a new or unfamiliar word from your literature book and write it in the middle. Look up the meaning of the word in a dictionary. Answer the other questions about the word. (Parents can help with answers and with writing.) These words will be discussed in class.



Instructions: Use word family for the week. Choose a word to start with and have your student change one or more letters going up the ladder to make new words within the family.

Word Ladder

start here



Name _____

Date _____



Word Family: _____

Directions: Write 5 words from your word family.

1. _____

2. _____

3. _____

4. _____

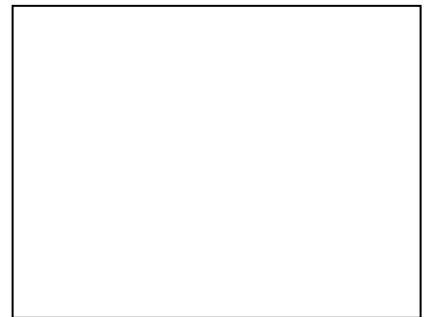
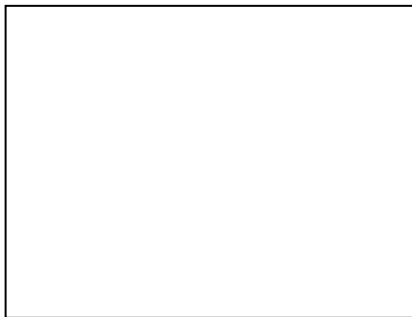
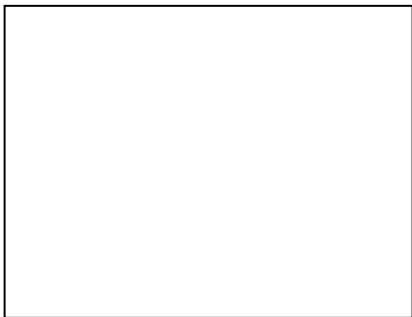
5. _____

Directions: Choose 2 words from your word family. Write a sentence for each word.

1. _____

2. _____

Directions: Choose 3 words from your word family. Write the word and draw a picture to illustrate the word.



1. _____

2. _____

3. _____