

| Week # 5 | Day 1 | Day 2 | Day 3 | Day 4 |
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| BIBLE | | | | |
| <p>Character Trait: Respectful</p> <p>Bible Story: David towards Saul (1 Samuel 24 & 26)</p> <p>Bible Memory Verse: 1 Peter 2:17a Show proper respect to everyone.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Prayer <input type="checkbox"/> Introduce and read the Bible story. <input type="checkbox"/> Discuss the Bible character and the character trait evidenced. Apply to real life instances. <input type="checkbox"/> Bible Memory <input type="checkbox"/> Sing the Character Trait Song. | <ul style="list-style-type: none"> <input type="checkbox"/> Prayer <input type="checkbox"/> Bible Memory <input type="checkbox"/> Reread and review the Bible character and the character trait evidenced. <input type="checkbox"/> Sing the Character Trait Song. | <ul style="list-style-type: none"> <input type="checkbox"/> Prayer <input type="checkbox"/> Bible Memory <input type="checkbox"/> Read other related verses from Scripture. Relate to real life experiences. _____ _____ <input type="checkbox"/> Sing the Character Trait Song. | <ul style="list-style-type: none"> <input type="checkbox"/> Prayer <input type="checkbox"/> Bible Memory <input type="checkbox"/> Review the Bible character and the character trait. <input type="checkbox"/> Sing the Character Trait Song. |
| READING (Phonemic Awareness, Phonics Work, Kidwriting, and Emergent Reading) | | | | |
| <p>Focus Letter/Sound: Tt</p> <p>Sight Word Booklet: Bedtime</p> <p>Sight Word Focus: my</p> <p>Word Family Rhyme Focus: -at</p> <p>New CVC Words: mat, pat, sat, tap, at</p> <p>New Letter Exercise: Tt- choose 1... tip toe, touch your toes, twirl around, tap your toes</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Review Focus Letter: Sing the Letter Song. <input type="checkbox"/> Listen and Trace Sheet <input type="checkbox"/> ABC Exercises <input type="checkbox"/> Sound Activity <i>(Picture Sound Sort OR Picture Stamps OR Sound Worksheet)</i> <input type="checkbox"/> Sight Word Booklet <i>(Intro w/ picture walk, read aloud, echo read, read alone, questions)</i> | <ul style="list-style-type: none"> <input type="checkbox"/> Review the focus letter: Read ABC Book or poem. <input type="checkbox"/> Decoding Practice <i>(Boggle Jr. OR Word Whammer OR Read words from the CVC Word List)</i> <input type="checkbox"/> Sight Word Booklet <i>(Reread, stretch out some of the words /c/ /a/ /t/ and guess, 1 to 1 word and movement, cut apart sentence)</i> <input type="checkbox"/> Kidwriting | <ul style="list-style-type: none"> <input type="checkbox"/> Review the focus letter. <i>(Practice saying tongue twisters OR Create an Oral Story OR Beginning Sound Hunt OR Oddity Task)</i> <input type="checkbox"/> Sight Word Booklet <i>(Reread, form sight words with cut letters, then write)</i> <input type="checkbox"/> Decodable Books <i>(BOB, Playful Pets, or Animal Antics)</i> <input type="checkbox"/> Word Family / Rhyme Activity <i>(Word Family Mini Booklet OR Oddity Tasks Or Hop for a Rhyme OR Riddle with Rhyme OR Brainstorm Rhymes OR Rhyming Picture Sort OR Rhyming Bingo OR Rhyming Memory OR Rhyme Object Match Box OR 'Erase a Rhyme')</i> | <ul style="list-style-type: none"> <input type="checkbox"/> Book Basket <i>(Reread 2-3 booklets - sight words, letter poems, or decodable books)</i> <input type="checkbox"/> Phonemic Awareness Activity: Show several pictures of items in the same rhyming/word family. Stretch out one of the words so that you are saying the onset and rime of the word. <i>(For example /c/ at.)</i> Ask your child to point to the picture and say which word he/she thinks you are saying. <input type="checkbox"/> Kidwriting <input type="checkbox"/> Review Activity <i>(Build a Word! OR Dig for Letters! OR Bingo OR Word Swatter OR Matching OR Uh Oh!)</i> |
| READ ALOUD and CRAFT / ACTIVITY (Character Trait or Theme related) | | | | |
| <p>Science/Social Studies Theme: Night and Family</p> | <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> Make a nighttime picture using white crayon on black paper. | <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> Being respectful with words - saying please and thank you, addressing adults with Mr. or Ms., saying yes without arguing or complaining when gives an instruction (exp. getting ready for bed). Is Froggy respectful to his parents? Why or why not? | <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> Being respectful in behavior - offering your seat to someone older than you, listening quietly when an adult is talking, looking at the person who is talking | <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> Make a gift or a note of thanks to your parents or grandparents. |

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| Week # 5, continued... | Day 1 | Day 2 | Day 3 | Day 4 |
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| MATH | | | | |
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| <p>Pattern for the Month: AB</p> <p>Skill Focus: Spatial Relationships</p> | <p><input type="checkbox"/> Calendar Binder</p> | <p><input type="checkbox"/> Calendar Binder</p> <p><input type="checkbox"/> Hands on Skill Focus: Take photos of your child in various places (exp. behind the chair, on the bike, next to the TV, etc.). Make a book or poster with the photos and have your child help label spatial words!</p> | <p><input type="checkbox"/> Calendar Binder</p> | <p><input type="checkbox"/> Calendar Binder</p> <p><input type="checkbox"/> Hands on Skill Focus: Using blocks, ask your child to build a model of their bedroom. They can use cut paper or dollhouse furniture for items in their room. Have them use spatial words to describe where items are located.</p> |
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