**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 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** (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. Mr. Raddatz will take phy ed with our group as I take some of his students for Spanish; Mrs. Bunn will have occasional art or music periods as I work on Spanish with her kids.

**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: 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 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 10, 2018– Kindergarten**

**Monday**

Memory Work:

I read to you:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You read to me:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Study Spelling? Y / N Uncompleted class work? Y / N\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tuesday**

Memory Work:

I read to you:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You read to me:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Study Spelling? Y / N Uncompleted class work? Y / N\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Wednesday**

Memory Work:

I read to you:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You read to me:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Study Spelling? Y / N Uncompleted class work? Y / N\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Thursday**

Memory Work:

I read to you:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You read to me:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Study Spelling? Y / N Uncompleted class work? Y / N\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Friday**:

Review a Story:

I read to you:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You read to me:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You read to me:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Uncompleted class work? Y / N\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**First Grade Homework**

**What is New?**

The homework sheets will be very different this year; please see the last page of this packet for a sample. It will be a weekly sheet showing 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 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. Mr. Raddatz will take phy ed with our group as I take some of his students for Spanish; Mrs. Bunn will have occasional art or music periods as I work on Spanish with her kids.

**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. 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.

Further non-homework opportunities to earn incentives are also available this year. Please see the orientation notes packet for this information.

**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 10, 2018– 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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**Featured Classroom Centers for the Week of August 10, 2018**

|  |  |  |  |
| --- | --- | --- | --- |
| **Math** |  |  |  |
| **Literacy** |  |  |  |
| **Science** |  |  |  |
| **Art** |  |  |  |
| **Other** |  |  |  |

**Marked centers are ones that your student spent time exploring this week.**