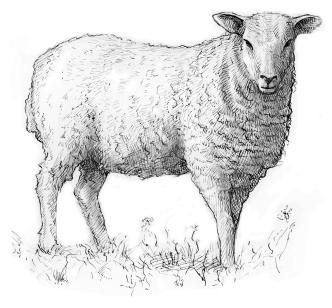
## A is for Apple

## Assignment 1

1. *Reading Practice*. Students should complete Lesson 1 in the *A is for Apple* textbook. *A is for Apple* is a very systematic, phonics-based program for reading. Students should never *guess* at words—unless it is a sight word. Please encourage your children to look at the letters from left to right and give each its individual sound. As beginning readers progress, they will be able to read much more quickly, but for now they must read *accurately* 



and *systematically*. They should aspire for perfection in sounding out the words, and not be focused on impressing their listeners with their speed.

- 2. *Handwriting exercises*: Complete pages 1–4. The pupils were taught the following in class today: 1) how to hold the pencil correctly 2) how to make the rounded letters *counterclockwise* 3) how to make their letters *evenly spaced* and *parallel*. Since I am very specific on how the letters are formed, please click on the handwriting hyperlink on the assignment page to receive more guidance. The hyperlink will take you to videos that will be posted week by week as needed. Click on the box in the lower right hand corner of the video to see it full screen. It is my hope that at the end of the school year that you will be amazed at your child's beautiful handwriting!
- 3. *Sight Words.* Although the *A is for Apple* curriculum is phonics-based, it is necessary for beginning readers to memorize words that either do not follow the regular rules of phonics or follow rules that have not yet been introduced, in order for them to read even the simplest of sentences. However, it is of *dire* importance for parents not to allow their child to read carelessly or guess at as yet unfamiliar words without first sounding them out, as this way of reading will set them into a derelict pattern that will plague them into adulthood. Parents should write down all of the sight words for the lesson either on a blackboard, whiteboard, piece of paper or flash cards. It would be good to review them frequently, even everyday. We will be going over the sight words in class as well.

- 4. *Phonics*. In class, we began our phonics lessons with the short *a*, the sound that a sheep makes in the field, and the short *e*. We are seeking perfection, but *those children who have difficulty should not be made to feel frustrated*. If your child is not able to do the lesson perfectly, know that I will reinforce the lesson next week.
- 5. *Poetry Memorization*. Students should memorize the first stanza of "A Chill," which we have already talked about in class. In class we went over the first stanza of Christina Rossetti's "A Chill," which appears in the appendix of the A is for Apple textbook. If necessary, you may want to review the stanza with your child. In memorizing the poem, students should do the following:
  - Hear the first two lines of the stanza ten times.
  - Recite it five times with teacher.
  - Hear the second two lines of the stanza ten times.
  - Recite it five times with teacher.
  - Hear the whole stanza five times.
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- 6. *Riddle for the week*. Each week, students will have a riddle to solve in class and at home. Here is our first at-home riddle for the year:

(Parents may put the following letter and blanks on a piece of paper for their child to see before reading the riddle. After each round of guesses, they may put a letter in a blank.)

## \_\_e \_\_\_

- Nighttime comes around the fire. Now the campers find their beds; Jimmy looks like he's quite tired— "Sleepy time," his mother says.
- Jimmy walks to me quite slowly, Lantern lit, with flickering light. Safe within me, lying lowly, Under stars that deck the night.
- 9. Who am I?
- 10. Answer: a tent.

A Chill By Christina Rossetti

- What can lambkins do All the keen night through? Nestle by their woolly mother, The careful ewe.
- What can nestlings do
   In the nightly dew?
   Sleep beneath their mother's wing
   Till day breaks anew.
- If in field or tree There might only be Such a warm soft sleeping-place Found for me!

11.