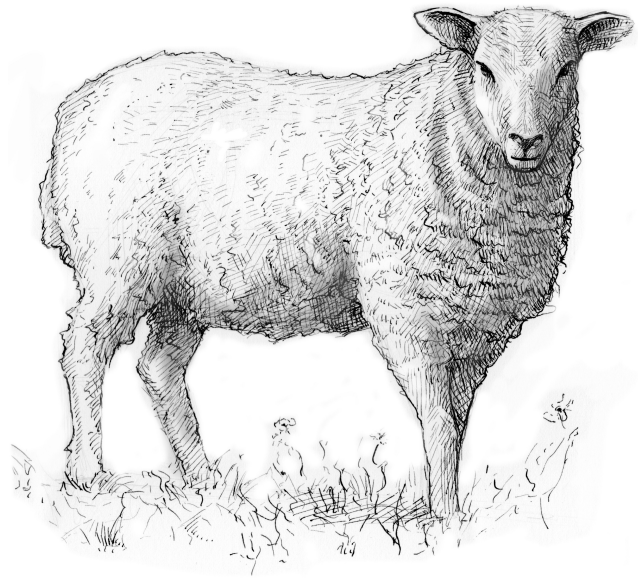


A is for Apple

Assignment 1

1. *Reading Practice.* The assignment for this week in phonics and reading is for Students to complete Lesson 1 in the *A is for Apple* textbook. Please encourage your children to look at the letters from left to right and give each its individual sound and not to guess at words. 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. You might want to read the introduction to the textbook for more information.
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. 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* is the sound that *Ted* makes when he forgets to feed the *hens*—*Eh*, he says, . . . I don’t remember.



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.
- Recite the whole stanza five times with teacher.

6. *Riddle for the week.* Each week, students will have one or two riddles 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.)

___ a ___

My wings can take me very high
Way up to an old church steeple.
And when I do this trick at night
I scare a lot of people.

And though I have two wonderful wings
I’ve not one bird-like feather.
No feathers at all, imagine that—
But I fly in all kinds of weather!

Answer: *bat*