

# KINDERGARTEN GRIFFIN GREATNESS!

## *Aristoi Classical Academy*

Finemotor skills help children with writing, dressing, and everyday tasks. Building strong hands makes learning smoother down the road. Try these activities at home:

- Play with modeling clay or (rolling, squishing, pinching).
- Beading with pipe cleaners (hand-eye coordination).
- Practice scissor skills (start with lines, move to shapes).
- Encourage proper pencil grip ("pinch" with thumb and pointer finger).

*Research shows that strong fine motor skills in kindergarten are linked to stronger academic achievement later on.*

Kindergarten is a big step toward independence. Practicing at home helps your child feel confident:

- Pack/unpack their backpack and lunchbox with zero assistance.
- Zip, snap, and button clothing.
- Follow multi-step directions independently.
- Clean up after play.

*Independence builds confidence and maximizes learning time in class.*

Encouraging a love for reading and language at home sets the stage for success!

- Name recognition (find their name on labels or papers).
- Letter sounds during play ("b is for ball").
- Read every night (just 15 minutes a day = 90+ hours a year).
- Ask open-ended story questions ("What was your favorite part?").

*Children who are read to 20 minutes daily are exposed to almost **2 million words each year.***

Learning doesn't stop at school! Everyday moments are full of opportunities to grow your child's language, curiosity, and problem-solving skills.

- Limit screen time: The American Academy of Pediatrics recommends no more than 1 hour per day of high-quality programming for 4-6 year olds.
- Talk as you go: Point out shapes at the grocery store, road signs while driving, or colors in nature.
- Ask about school: Move beyond "How was your day?" by asking, "What was something you learned that made you proud today?"
- Model curiosity: Let your child hear you wonder out loud and look for answers together.

*Remember: Kids learn best when learning feels like play.*



# Aristoi Classical Academy Open House

## 1st Grade Edition

### Welcome!



We are so excited to partner with you this year to help your scholars grow in their learning! Below you will find some helpful tips you can utilize at home with your scholar as they gain reading and writing skills. We are excited for them to foster their wonder for learning not only at school, but at home as well.

### Math

Learning to memorize math facts (addition and subtraction) is an important skill in 1<sup>st</sup> grade. Ways to help your scholar learn those facts are the old school flash cards. Have a set in the car and a set at home. You could even time them to help build that math fluency - they love when there is a challenge!

### Reading

1<sup>st</sup> grade is a big year for learning to read and learning comprehension skills when reading. Children love reading about things that they have an interest about (animals, sports, etc.) Find books they enjoy and that are at a level they can read familiar words. Have them read to everyone - mom, dad, siblings, pets, stuffed animals. Make reading fun!



### Penmanship

Handwriting is a skill that so many do not get enough teaching/practice on. Being able to form letters correctly and writing that is legible that scholars can be proud of is something we work hard at in 1<sup>st</sup> grade. Is your scholar struggling with their handwriting? Practice some of these fine motor skills below to strengthen their fine motor skills/penmanship:

- Using beads to make bracelets
- Shaving cream letters
- Tweezers to pick up small objects

#### *D'Nealian Manuscript*

Aa Bb Cc Dd Ee Ff Gg Hh Ii  
Jj Kk Ll Mm Nn Oo Pp Qq  
Rr Ss Tt Uu Vv Ww Xx Yy  
Zz 0 1 2 3 4 5 6 7 8 9



# ARISTOI CLASSICAL ACADEMY

Back-to-School Quick Start Guide | Second Grade | 2025 - 2026

## ABSENCES

**Report** absences using the Absence Notification form on the Aristoi web site.

**Excused** absences have one class day to make up work. Make up work is completed at home.

**Unexcused** absences receive no credit.

**\*\*Include your teacher in your carpool change and absent emails\*\***

## Communication

Second Grade Planning Period is from 1:15 - 2:05  
Conferences by appointment/4 hours in advance

[jdecesare@aristoiclassical.org](mailto:jdecesare@aristoiclassical.org)

[lsmith@aristoiclassical.org](mailto:lsmith@aristoiclassical.org)

[kbrendle@aristoiclassical.org](mailto:kbrendle@aristoiclassical.org)

[acain@aristoiclassical.org](mailto:acain@aristoiclassical.org)

## GOOGLE CLASSROOM INSTRUCTIONS

To go to my Google Classroom, follow these steps:

1. You will receive an email from me containing my google classroom link. Click on the link.
2. After it opens, you will click on the + (plus sign) in the top right corner, and then "add classroom".
3. Enter the classroom code which was included in the email you received.
4. Your child's email address and password was also included in the email and you will use it to enter the classroom.

Please note that Google Classroom will be used for informational purposes only; it will not be used to submit homework or communicate with the teacher. If your child has an excused absence, their missed work will be given to them upon their return. Google Classroom will be updated on Monday's for your viewing.

## ARRIVAL + DISMISSAL

**Drop off** 7:20 - 7:40 a.m.

**Class begins** 7:40 a.m.

**Dismissal** 3:10 - 3:30 p.m.

**Sign in/out** in front office  
outside of these hours

## WATER BOTTLES

Water only in the classroom in a spill proof water bottle

## SNACK

**Afternoon snack** should be a dry, utensil-free, single item.

Scholars should be able to open their own snacks.

## CLASSWORK/HOMEWORK

**Incomplete Classwork** If classwork is not completed in a timely manner during class time, it will need to be completed at home and returned the next day. Incomplete work will be graded as late work.

**Homework:** Weekly Math Worksheet, Read 20 minutes each night. Practice spelling words, sight words, memorize poem recitation.

# THIRD GRADE

## Supporting Learning at Home

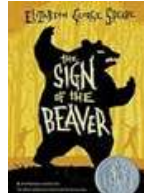
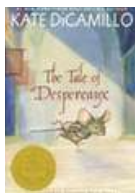


### READING

This year students will:

- ☐ Read a variety of novels, and short stories.
- ☐ Use mentor text to model and practice important reading strategies.
- ☐ Strengthen comprehension skills through discussion and written responses.

#### Novels We Will Read



**TIP:** Here are some questions you can ask your child while they read to help strengthen comprehension.



### ELA/GRAMMAR

- ☐ Students begin learning the parts of speech by using definitions in jingle form.
- ☐ The Question and Answer Flow is a series

oeafcqhu ewsotriodnpslaaynsd in a anssewnetresntche  
use to analyze the role

### IEW/COMPOSITION

- ☐ In this theme-based writing curriculum, students write about adventurous topics such as Roman hoplites, tornadoes, Leif Eriksson, and other interesting subjects while they learn to write with the Structure and Style® writing method.

### MATH

Scholars will discover answers to:

- ☐ How can we use strategies and algorithms to add, subtract, and multiply?
- ☐ How can we use our problem solving strategies to solve every day problems?
- ☐ How can we solve problems by collecting, organizing, displaying and interpreting data?
- ☐ How can we determine when it is appropriate to use measures of time, capacity, length, and weight?

**TIP:** Ask "why" not just "how" to prompt scholars to discover solutions themselves.

### SCIENCE/HISTORY

*Our curriculum for Science and History is rooted in Core Knowledge and a selection of "Mentor Texts."*

**History Studies Include: Science Studies Include:**

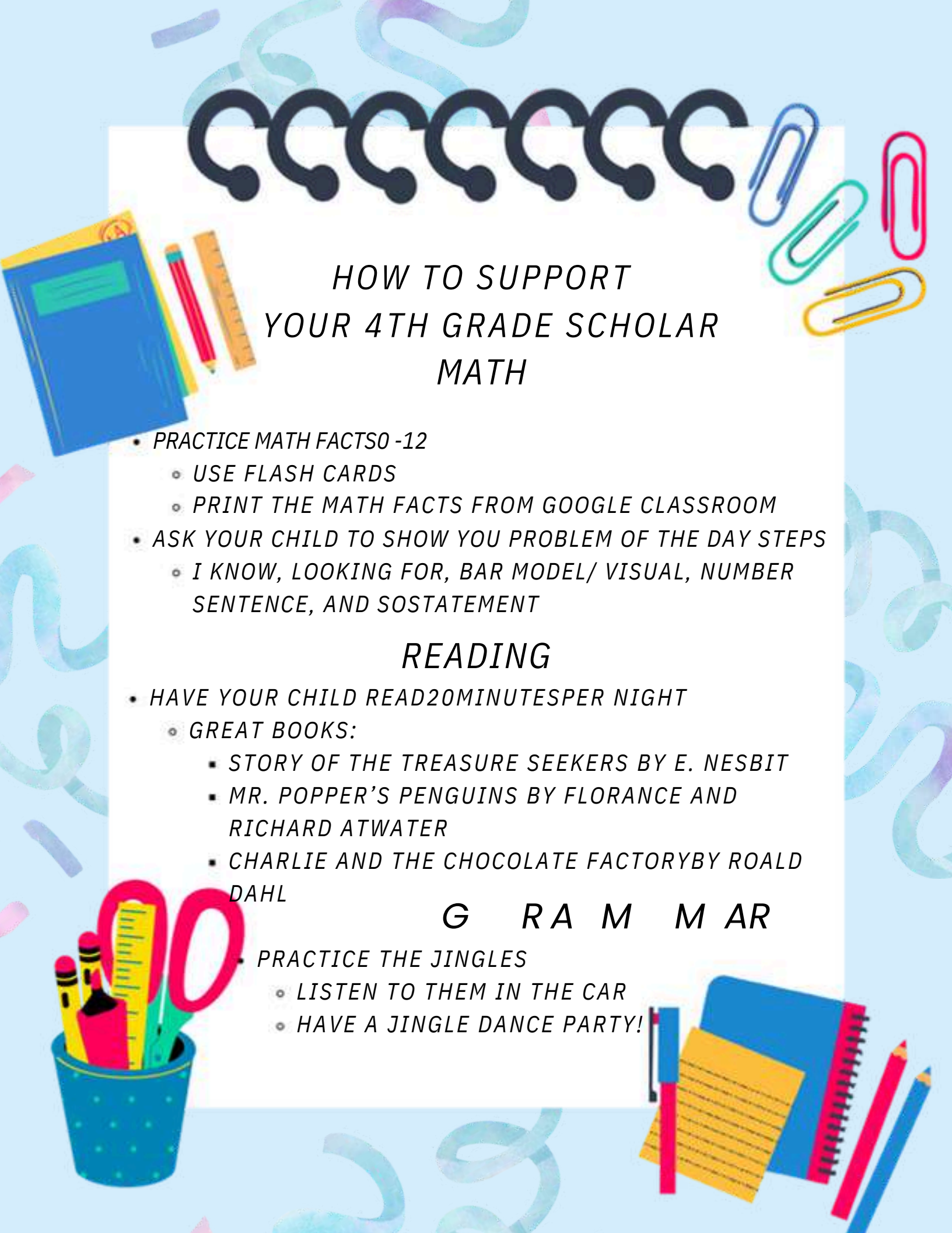
- |                               |                     |
|-------------------------------|---------------------|
| ▪ World Rivers                | ▪ Conservation      |
| ▪ Ancient Rome                | ▪ Matter            |
| ▪ Vikings                     | ▪ Scientific Method |
| ▪ The War of 1812             | ▪ Solar System      |
| ▪ The Civil War               | ▪ Adaptations       |
| ▪ U.S. Westward Expansion     | ▪ Birds             |
| ▪ Immigration and Citizenship | ▪ Energy            |
|                               | ▪ Force and Motion  |

### STRENGTHENING FINE MOTOR SKILLS

In third grade, students begin writing much more than they did in earlier grades. They write stories, notes, and longer assignments such as IEW papers. This is wonderful practice for their thinking and communication, but it can also feel tiring at first. Sometimes students even mention that their hands "hurt" from writing. That is very normal, and it shows us that their muscles are still getting stronger. As they grow, they will need even more writing stamina, so it's helpful to start preparing now.

Here are a few fun and easy ways to strengthen fine motor skills at home:

- Playdough, clay, or putty – rolling, squeezing, and shaping strengthens finger muscles.
- Puzzles and building – LEGOs, blocks, and snap cubes help strengthen small hand muscles.
- Coloring and drawing – staying inside the lines builds control and endurance.
- Stringing beads or lacing cards – strengthens pinch and finger coordination.



## HOW TO SUPPORT YOUR 4TH GRADE SCHOLAR MATH

- PRACTICE MATH FACTS 0-12
  - USE FLASH CARDS
  - PRINT THE MATH FACTS FROM GOOGLE CLASSROOM
- ASK YOUR CHILD TO SHOW YOU PROBLEM OF THE DAY STEPS
  - I KNOW, LOOKING FOR, BAR MODEL/ VISUAL, NUMBER SENTENCE, AND STATEMENT

## READING

- HAVE YOUR CHILD READ 20 MINUTES PER NIGHT
  - GREAT BOOKS:
    - STORY OF THE TREASURE SEEKERS BY E. NESBIT
    - MR. POPPER'S PENGUINS BY FLORANCE AND RICHARD ATWATER
    - CHARLIE AND THE CHOCOLATE FACTORY BY ROALD DAHL

## G R A M M A R

- PRACTICE THE JINGLES
    - LISTEN TO THEM IN THE CAR
    - HAVE A JINGLE DANCE PARTY!
- 



ARISTOI  
CLASSICAL ACADEMY

# SPECIALS PACKET

## GENERAL GRADING GUIDLINES

95-Good (students actively engaged, and participating)

85-Fair (students engage, but maybe refuse to do one thing, or have low effort in participating)

75-Low (students that have been sent to Recovery, or students that rarely participate)

0-Students that refuse to participate in any activities, or those that have ISS/OSS for the day

Students with ISS/OSS for that specific day need to have a 0 in their daily grade FOR THAT DAY ONLY, but a "U" in the citizenship column for the semester. That grade will be entered for report cards, but not for progress reports.

# ART

## Classroom Expectations

1. Respect People and Materials
  - Treat classmates and teacher kindly.
  - Use art supplies carefully and responsibly.
  - Ask permission before using or touching someone else's work.
2. Follow Directions
  - Listen during instruction time.
  - Follow steps for projects and clean-up routines.
  - Ask for help if you don't understand.
3. Use Time Wisely
  - Stay on task and try your best.
  - Use art time for creating, not distracting others.
  - Finish work within the time given.
4. Be Safe
  - Walk in the art room.
  - Use scissors, paint, and other tools the right way.
  - Keep hands, feet, and objects to yourself.
5. Be Creative and Kind
  - Try new things and don't be afraid to make mistakes.
  - Encourage others and don't make fun of their art.
  - Share and take turns with supplies.
6. Clean Up Carefully
  - Put materials back in the right place.
  - Help clean your area and tools (brushes, tables, etc.).
  - Wait to be dismissed when cleanup is complete.

## **Student Goals**

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*Kindergarten* - Creative expression, art elements, cultural awareness. Create artworks using line, shape, color, form, texture, space, and value. (7 elements of art).

*First Grade* - Arranging design elements in simple compositions; art components intuitively for creative effects.

*Second Grade* - Introduce all 8 elements of design and begin understanding principles of art (Rhythm, Proportion, Pattern-Repetition, Movement, Balance, Emphasis, Unity, and Contrast).

*Third Grade* - Use sensory knowledge and life experiences as inspiration; explore elements and principles of design.

*Fourth Grade* - Communicate ideas about self, family, school, and community using elements/principles of design.

- Fourth Grade has a major project in the Spring: Living History Museum Portrait. With this project, students will use the techniques and skills that they have learned to recreate a portrait of their chosen American Historical figure. This project will be displayed in the Commons on the day of their presentation as well.

***2nd-4th grade will participate in the Houston Livestock Rodeo Art Competition.***

The Houston Livestock Show and Rodeo (HLSR) School Art Competition is a long-standing tradition in Texas that encourages students to explore Western art themes while showcasing their talent.

Teachers that have an eye for art will be chosen to judge all rodeo art pieces 2-4. First, second, and third-place ribbon winners, and then the 5 finalists that will go on to the Houston Livestock Show and Rodeo. Here are the criteria for the competition:

1. Originality: Is the concept or idea original? Is it the student's own work and/or does the work show interesting composition with multiple sources? Does it appeal to a wide-ranging audience and is it marketable?
2. Creativity: Does the piece of art show the student's imagination? Is the subject matter unique? Is the interpretation innovative?
3. Skill: Skill is assessed based on the age of the artist.
4. Excellence in drawing: What extent of accuracy has the student achieved? How difficult is the chosen media? How well does the student draw, use color, hues, shading, and texture?

If your students' artwork is chosen as a finalist, their artwork will be sent off to the HLSR and will be professionally judged in hopes to place Best of Show, Gold Medalist, Special Merit or Honorable Mention.

### **Portfolios**

An art portfolio is a curated collection of your best artwork that showcases your skills, creativity, and personal style. It serves as visual proof of your abilities and artistic development. Students will create a portfolio the first week of school. They will be able to decorate the outside of their portfolios; this will allow them to showcase their talent and express the things that they like and show their personality. Students will take their portfolios home at the end of the year. All artwork will be placed in order from the beginning of the year until the end so that parents can see how they have grown. Draw draw, Holiday, 3D projects will not be placed in their portfolio, and will be sent home the same day.

### **Art Club**

Art Club applications can be filled out and submitted to Mrs. Orsini as soon as possible for both Fall and Spring; 3rd-4th (Fall) and 1st-2nd (Spring). Payment of \$120 is due to Aristoi, in cash or a check payable to Aristoi Classical Academy. Classes will be held on Mondays in the Art room (M7), the back portables. Students will walk to the art class directly after school and the

teacher will walk students to the back carline at 4:00 pm. Just like our school carline, guardians must have the student's carline number to be released to the vehicle.

- Students are expected to respectfully contribute to their learning and to adhere to all of the classroom policies and procedures as a usual Aristoi Classical Academy classroom.
- Classes will not be held on early release days or if it is a school holiday. If the teacher has to reschedule due to being out, Art Club will be rescheduled for a day later in the week; an email will be sent out prior to dismissal. If for any reason your scholar is not going to
  - participate in the class, please reach out to the Art Teacher or Mrs. Orsini to let us know so we may open a spot to another student.

# MUSIC

*"Music is the divinewaytotellbeautiful, poeticthings to the heart."  
-PabloCasals*

Each grade will learn about each instrument family: voice, percussion, brass, strings, woodwind.  
Each grade will learn about each era of music history: Medieval, Renaissance, Baroque, Classical, Romantic, and Modern.

## **Kindergarten Music:**

In kindergarten music class, your child will begin to explore the world of music through a variety of engaging activities. The main goals include helping students:

- Describe and analyze different musical sounds, building listening and thinking skills.
- Perform a wide range of age-appropriate songs and rhythms, both informally in the classroom and in more formal settings like performances.
- Discover how music connects to different cultures and historical traditions, fostering appreciation for diversity.
- Listen carefully to music and musical performances, and learn how to respond to and evaluate what they hear.

***Kindergarten Concert Save-the-Date: May 5, 2026!***

## **1st Grade Music:**

In first grade music class, your child will continue to build foundational music skills while exploring creativity and cultural connections. The main goals include helping students:

- Describe and analyze musical sounds while beginning to read, write, and reproduce basic music notation.
- Perform a wide variety of age-appropriate songs and rhythms in both informal classroom activities and formal settings like concerts.
- Create and experiment with their own musical ideas, encouraging imagination and self-expression.
- Explore how music reflects different cultures and historical periods, promoting global awareness and appreciation.
- Develop listening skills by responding to and evaluating music and musical performances.

***1st Grade Concert Save-the-Date: November 21, 2025 at 9AM!***

## **~~2nd Grade Music:~~**

In second grademusicclass, your child will continue to grow as a young musician by building on their foundational skills and exploring music more deeply. The main goals include helping students:

- Describe and analyze musical sounds using appropriate vocabulary and listening skills.
- Read, write, and reproduce music notation to strengthen their understanding of how music is written and performed.
- Perform a variety of developmentally appropriate songs and musical pieces in both informal classroom settings and formal presentations.
- Create and explore new musical ideas through improvisation and composition, encouraging creativity and confidence.
- Learn about music's role in history and different cultures, developing a greater appreciation for the world around them.
- Listen to, respond to, and evaluate music and performances, building critical thinking and reflective skills.

***2nd Grade Concert Save-the-Date: December 11, 2025!***

## **~~3rd Grade Music:~~**

Inthirdgrade music class, your child will build on their musical foundation by learning to think more critically and creatively about music. The main goals include helping students:

- Describe and analyze musical sounds with growing attention to detail and expression.
- Read, write, and reproduce music notation using a consistent music notation system, supporting musical fluency.
- Create and explore new musical ideas within specific guidelines, encouraging both structure and creativity.
- Study how music connects to different historical periods and cultures, building cultural awareness and appreciation.
- Listen to, reflect on, and evaluate music and musical performances, developing thoughtful listening and critical thinking skills.

***3rd Grade Concert Save-the-Date: March 31, 2026!***

## **~~4th grade Music:~~**

Infourthgrade music class, your child will expand their musical skills and deepen their understanding of music through performance, creativity, and cultural exploration. The main goals include helping students:

- Describe and analyze musical sounds with increasing sophistication and awareness.
- Read, write, and reproduce music notation using a formal system, strengthening their music literacy.
- Perform a varied repertoire of developmentally appropriate music in both informal classroom settings and formal performances, building confidence and stage presence.

- Create and explore new musical ideas within specific guidelines, encouraging creativity balanced with structure.
- Explore how music relates to history and cultures from around the world, fostering global awareness and respect.
- Listen attentively to music and musical performances, respond thoughtfully, and evaluate what they hear to develop critical listening skills.
- Learn the recorder! This will come in Q4. More info to follow.

***4th Grade Concert Save-the-Date: February 26, 2025!***

# COMPUTER

## **Kindergarten:**

Students will start learning how to use a computer by practicing basic skills. They will also learn simple rules to stay safe while using technology.

- Learn basic mouse and keyboard skills (clicking, dragging, typing letters)
- Use educational programs that support reading and math
- Practice logging in with their own credentials
- Follow simple digital safety rules

## **1st Grade:**

Students will keep learning basic computer skills by typing short words and sentences and using fun educational programs. They will also start learning how to use computers safely and responsibly.

- Strengthen mouse and keyboard skills
- Type short words and sentences; introduction to typing club
- Navigate simple programs and websites for learning
- Practice safe online behavior and respect for devices

## **2nd Grade:**

Students will focus mainly on building typing skills and learning how to log in independently. They will also be introduced to safe online research and continue practicing digital citizenship while creating projects.

- Practice proper typing technique with home row keys
- Learn how to log in and navigate their accounts
- Create projects using Curious Creations on typing.com
- Introduction to safe and simple online research
- Show respect and responsibility when using technology

## **3rd Grade:**

Students will use computers to look up information, make projects, and share their work through stories and presentations. They will also keep learning how to be safe and kind online.

- Improve typing speed and accuracy
- Create digital stories with StoryJumper and presentations with Google Slides
- Practice safe and effective online research using child-friendly tools
- Practice good digital citizenship skills

## **4th Grade:**

Students will improve their computer skills by working together on projects that connect to what they are learning in class. They will create presentations and continue learning how to stay safe and responsible online.

- Improve typing speed and accuracy while writing longer paragraphs
- Work together on shared projects using Google Docs and Slides tied to classroom topics

- Make presentations with pictures, videos, and simple effects that relate to what they are studying
- Learn how to stay safe online, protect privacy, and check if websites are trustworthy

# PE

## **Expectations:**

1. Be ready to learn- enter calmly listen for direction
2. Be respectful- listen to teacher or others speaking
3. Be responsible- follow directions first time, try yourbest even when its hard, stay in your space
4. Be safe- use equipment properly, stop, look, and listen when the teacher says freeze, walk when entering/  
leaving commons.

## Entering

- walk find your number and sit wait for instructions
- teacher gives instructions no talking/ interrupting
- Raise your hand if you have questions

## Silent Stretching

- No talking, whispering etc.
- Stay at your spot
- Warm up

## Laps

- ● ● Laps line up at the door
- ● ● Walk, jog, run - no stopping
- Hands to yourself

## Water

- Do not mess w/ equipment outside
- Do not run on playground
- Line up in straight line wait for instructions

- When entering commons WALK
- May get water from water fountain
- After water break have a seat wait for instructions

## Consequences

- First offense- verbal warning
- Third offense- recovery
- If the behavior continues I may contact home
- If something happens that is serious or unsafe behavior the office referral

### **Kindergarten Goals:**

- Develop basic locomotor skills (running, hopping, skipping, galloping).
- Improve hand-eye coordination through simple activities.
- Learn to follow directions and play safely with others.

### **1st Grade Goals:**

- Refine locomotor and non-locomotor skills (jumping, balancing, twisting).
- Begin learning object control skills (throwing, catching, kicking).
- Practice cooperation and sharing equipment.

### **2nd Grade Goals:**

- Apply movement skills in small group games.
- Increase accuracy in throwing, catching, and striking.
- Develop awareness of space, boundaries, and teammates.

### **3rd Grade Goals:**

- Combine movement patterns into sequences (e.g., dribbling and passing).
- Develop strategy in small-sided games.
- Enhance teamwork, communication, and sportsmanship.

### **4th Grade Goals:**

- Demonstrate competence in a variety of motor skills and patterns.
- Apply offensive and defensive strategies in games.
- Build fitness knowledge: endurance, strength, flexibility.

### **Kindergarten Game Examples:**

- Red Light, Green Light – locomotor skill practice.
- Beanbag Toss – hand-eye coordination.
- Parachute Play - cooperation and spatial awareness

### **1st Grade Game Examples:**

- Clean Up the Yard – throwing and tossing.
- Animal Walk Relays – locomotor development.
- Partner Catch – underhand throwing and catching.

### **2nd Grade Game Examples:**

- Four Corners Tag – spatial awareness.
- Bucket Ball – accuracy in tossing.
- Sharks and Minnows – chasing and fleeing skills.

### **3rd Grade Game Examples:**

- Dribble Knockout – ball control.
- Pin knockover – hand eye coordination and ball control
- Fitness Circuit Stations – endurance and strength.

### **4th Grade Game Examples:**

- Kickball – striking and fielding
- Gaga Dodgeball – accuracy and coordination
- Pirate Ships – strategy and quick reaction

# supporting kids with...

## BEHAVIOR STRUGGLES



### highlights

Support positive behavior at home by **establishing expectations**, providing **reinforcement** and **clear consequences**, and teaching **emotional regulation**.

### note to grownups

Managing a child's behavior can be a challenge, and it's normal to feel overwhelmed at times. However, with consistency, positive reinforcement, and the right strategies, *it is possible to see positive change.*



### resources

#### **Books:**

The Whole-Brain Child by Daniel J. Siegel and Tina Payne Bryson

Good Inside by Becky Kennedy

**Local Support:** Contact your child's school counselor or local mental health services for further assistance. Community resources like parenting classes or support groups may also be helpful.

### ABC's

**Antecedents:** Identify what triggers certain behaviors. For example, is your child more likely to act out when they are hungry or tired? Understanding triggers can help you prevent unwanted behaviors or anticipate the reaction so that you can respond effectively.

**Behavior:** Observe and clearly define the behavior. Describe what your child is doing without making judgments (e.g., "He is yelling" instead of "He is being disrespectful").

**Consequences:** Consider what happens after the behavior and how it affects the likelihood of the behavior repeating. Positive consequences (like praise) can reinforce good behavior, while negative consequences (like losing a privilege) can help decrease unwanted behavior.



**Flip over to find out what you can do at home.**

### **establish expectations:**

*Consistency* - Knowing that the same rules apply every day helps children feel secure and understand boundaries. Ex. "In our house, we always speak kindly to each other."

*Positive Framing:* State what children should do instead of what they shouldn't. Ex. Swap "Don't run inside" for "Please walk when you're inside the house."

### **clear and appropriate consequences:**

Consequences for misbehavior need to be immediate and relevant. Ex. If a child draws on the wall, have them help clean it up right away.

Allow children to experience the natural consequences of their actions. Ex. If they misuse a toy, they lose access to it for a day.

### **encourage responsibility:**

Give children tasks that are appropriate for their age and abilities. Ex. Have younger children help set the table for dinner and older children help with washing dishes.

You can also allow them to make choices to foster independence and a sense of empowerment.

### **reinforce positive behavior:**

*Praise and Encouragement* - Recognize good behavior immediately and specifically. Ex. "That was very kind how you shared your toys with your sister!"

*Reward Systems* - Implement a system to motivate and celebrate positive behavior. Ex. Use a chart where your child earns a sticker when they show the desired behavior and then a small reward after getting a number of them.

### **quality time together:**

*Positive Attention* - Do activities with your child that they enjoy, to strengthen your bond and provide positive attention. Ex. Set aside time each day to read a book together or build blocks.

*Family Activities* - Plan family activities or outings.

### **teach coping skills:**

*Identify Emotions* - Help children name their feelings. Ex. "It looks like you're feeling angry."

*Coping Strategies* - Teach strategies like deep breathing or counting to ten. Create a calm corner with stuffies and coloring materials where your child can go to cool down.

# supporting kids with... **CONFLICT**



## highlights

Learning to identify the **size of the problem** is the first step in building conflict resolution skills.

Teaching children to **ignore, walk away, talk it out, compromise, and apologize** can help them resolve conflicts peacefully.

## what is conflict?

**Conflict** is simply a disagreement between two or more people about...anything! It's a very **natural part** of life, and learning to **solve conflicts peacefully** is an **important skill** for children to **develop**.

## escalator

Talk to your child about how conflict can be like an escalator—going up or down depending on how we respond. When a conflict escalates, the situation is becoming more intense, and the problem is growing bigger. When the conflict de-escalates, it gets smaller. Help your child recognize the behaviors that *escalate* a conflict and that *de-escalate* a conflict.



## problem size



Teach your child to **assess the size of the problem** to help them plan a response that is appropriate.

For example, is it a small problem that you can **ignore**, a medium problem where you might need to **talk it out**, or is it a big problem that might need **adult intervention**?

Explain that small problems can sometimes feel big in the moment, and we might need to **take a break and cool down** before we try to solve a conflict with someone.

## 5 Conflict Resolution Strategies To Teach Your Child:

### ignore

Teach your child that for **small problems**, just **ignoring** is sometimes the best option. We can ignore with our eyes, mouth, and bodies.

### talk it out

Encourage your child to discuss problems calmly and respectfully with assertive communication. "I" messages:

I feel \_\_\_\_\_ when you \_\_\_\_\_ . Could you please \_\_\_\_\_ ?

This is a great way to communicate feelings without blaming others.

### compromise

When having trouble deciding what to do or how to do something, teach your child to **find a solution that includes a little of what each person wants**.

This might mean sharing, taking turns, or finding some sort of middle ground.

### walk away

We can walk away from situations when we need to cool down, or just to play somewhere else.

### apologizing

Teach your child to give sincere apologies when they've made a mistake:

I'm sorry for \_\_\_\_\_ .  
Next time I will \_\_\_\_\_ .  
Do you accept my apology?

Discuss the possibility that the other person may not be ready to accept their apology and why it's still important to try to make things right.

### extras

#### Books to Read With Your Child:

- I'm Sorry  
by Michael Ian Black
- A Bug and A Wish  
by Karen Scheuer
- Horrible Bear by Ame Dyckman



# supporting kids with... **MENTAL HEALTH**



## highlights

Foster **positive mental health** in your child by promoting **healthy routines**, such as ensuring **adequate sleep, exercise, nutrition**, and **limiting screen time**.

## signs of struggling

While all children experience ups and downs, signs that your child may be struggling with their mental health include:

- Excessive anger or outbursts
- Withdrawing from activities they used to enjoy
- Frequent crying or persistent sadness
- Excessive worry
- Frequent physical complaints (e.g., headaches, stomachaches)
- Changes in eating and sleeping habits
- Talking about or showing signs of self-harm
- Irritability
- Problems with focus and attention

## mental health is...

*Emotional, psychological, and social well-being - how we think, feel, and act.*

**Positive mental health** helps children feel secure and loved, have confidence in their abilities, enjoy activities and interactions with others, and cope with everyday stress.

## did you know?

**Poor mental health** can create a cycle of worsening symptoms.

For example, a child experiencing anxiety might have trouble concentrating in class, leading to poorer performance, which can increase their anxiety.

Early identification and intervention can help break this cycle.



## how to help

### **Promote Healthy Routines:**

- Ensure adequate sleep, a healthy diet, and regular physical exercise.
- Maintain a predictable daily schedule for meals, homework, playtime, and bedtime to help children feel secure and develop healthy habits.

### **Quality Time:**

- Spend one-on-one time with your child, such as reading a book, playing a game, or talking.
- Create an environment where your child feels safe expressing themselves by asking open-ended questions and validating their feelings. For example, "What did you notice in your body before you got angry?" or "I understand why you feel that way – it's okay to be sad sometimes."

**Limit Screen Time:** Research shows that excessive digital technology use can lead to higher levels of depression, anxiety, and aggression. Set boundaries around screen usage and encourage your child to engage in activities that promote physical, social, and intellectual development, such as playing outside, reading, or participating in sports.

**Teach Coping Skills:** Teach your child simple breathing and relaxation techniques to help them regulate their emotions. For example, "Let's take a deep breath in through our nose and hold it while tightening our muscles. Then slowly breathe out through your mouth while relaxing your body." Encourage your child to notice changes in their brain and body when using these coping strategies.

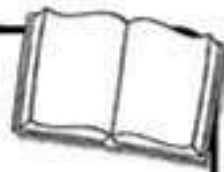
**Seek Professional Support:** If you suspect your child's mental health is suffering, reach out to their school counselor, pediatrician, or other professionals. Early intervention can make a significant difference in your child's well-being.

## resources

**Mental Health America** – [mhanational.org](http://mhanational.org)

**Child Mind Institute** – [childmind.org](http://childmind.org)

**National Institute of Mental Health** – [www.nimh.nih.gov](http://www.nimh.nih.gov)



# supporting kids

# FRIENDSHIP



## highlights

Support friendships by teaching and practicing **social skills** and **conflict resolution skills**, encouraging **empathy and perspective taking**, and helping your child understand – and maintain **friendship boundaries**.

## developmentally

### Developmental Norms for Friendship in Elementary School Children

**Ages 5–6:** Children form basic, same-gender friendships and engage in parallel and simple cooperative play. They are learning empathy and turn-taking but often need adult help to resolve conflicts.

**Ages 7–8:** Friendships become more stable and based on shared interests. Children engage in more complex play, show increased empathy, and begin to resolve conflicts independently, though they may still need adult support for more complex issues.

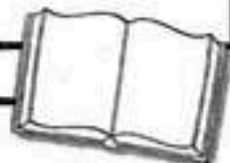
**Ages 9–10:** Friendships deepen with a focus on trust and loyalty. Children develop better empathy, communication, and conflict resolution skills, handling most conflicts independently.

## fostering connection

Set up **playdates** with classmates or neighborhood friends that include **fun, cooperative activities**.



Joining a **club or team** can also be a great way to support your child in **making new friends** and further developing **social skills**. You might also spend time at the local park or library.



## extras

### Books to Read With Your Child:

- Be a Friend by Salina Yoon
- The Kindest Red by Ibthaj Muhammad
- Each Kindness by Jacqueline Woodson
- Let's Play by Amanda McCardie

## 5 Tips to Support Your Child's Friendships:

### model and practice

Explicitly **teach and practice** the basics of social interaction, such as **sharing, cooperation, taking turns, and conversational skills**. Help your child learn to join in a group and initiate friendship by practicing phrases like **"Can I play, too?"** or **"Will you be my partner?"**

### conflict resolution

When conflicts happen, help your child solve them by asking, **"What happened? How did you feel? What do you think would make it better?"** This helps them **identify the problem, express their feelings, and find solutions**. Role-playing different scenarios can also build their **confidence** in handling conflicts.

### friendship boundaries

Help your child understand healthy boundaries around **touch** (playful vs rude), **joking** (funny vs mean), **telling others what to do** (working together vs being bossy), **exclusion** (best friends vs leaving others out), and **communication** (positive chit chat vs gossip). This will help them be respectful of others' boundaries and will help them identify when someone isn't respecting theirs.

### provide suggestions

**Encourage** your child to think about what they want in a friend, like someone who **shares their interests** or **plays the way they like to play**. Talk with them about **potential friends** and how to start a friendship. For example, you could say, "It sounds like you and Bryson both really love dinosaurs. Maybe you could ask him if he'd like to play with your toy dinosaur?"

### empathy and perspective taking

Ask questions like, **"How do you think your friend felt when you invited them to play?"** or **"How do you think it would feel if someone said that to you?"**

These conversations can help your child **understand** and **appreciate** others' feelings, which is key to building and keeping friendships.

## Roll and Show Math Game

1. Get a pair of dice!
2. Have your scholar roll the dice to get 2 numbers.
3. For addition "Roll and Show", your scholar will add the 2 numbers. For subtraction "Roll and Show", your scholar will subtract the smaller number rolled from the larger number rolled.
4. Roll away and have fun adding or subtracting!


\* Math Facts look like this and can be found in your scholars binder. They should be practiced daily! Week: \_\_\_\_\_

A STORY OF UNITS – TEKS EDITION

Lesson 3 Sprint

2•1

\* Keep them in the page protector and use a dry erase marker! :)

Number Correct: 

Name \_\_\_\_\_

Date \_\_\_\_\_

\* Write the missing number. Pay attention to the + and - signs.

1. $3 + 1 = \underline{\quad}$	16. $6 + 2 = \underline{\quad}$
2. $13 + 1 = \underline{\quad}$	17. $56 + 2 = \underline{\quad}$
3. $23 + 1 = \underline{\quad}$	18. $7 + 2 = \underline{\quad}$
4. $1 + 2 = \underline{\quad}$	19. $67 + 2 = \underline{\quad}$
5. $11 + 2 = \underline{\quad}$	20. $87 + 2 = \underline{\quad}$
6. $21 + 2 = \underline{\quad}$	21. $7 - 2 = \underline{\quad}$
7. $31 + 2 = \underline{\quad}$	22. $47 - 2 = \underline{\quad}$
8. $61 + 2 = \underline{\quad}$	23. $67 - 2 = \underline{\quad}$
9. $4 - 1 = \underline{\quad}$	24. $26 + 3 = \underline{\quad}$
10. $14 - 1 = \underline{\quad}$	25. $56 + \underline{\quad} = 59$
11. $24 - 1 = \underline{\quad}$	26. $\underline{\quad} + 3 = 76$
12. $54 - 1 = \underline{\quad}$	27. $57 - \underline{\quad} = 54$
13. $5 - 3 = \underline{\quad}$	28. $77 - \underline{\quad} = 74$
14. $15 - 3 = \underline{\quad}$	29. $\underline{\quad} - 4 = 73$
15. $25 - 3 = \underline{\quad}$	30. $\underline{\quad} - 4 = 93$



Lesson 3: Add and subtract like units.

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# Quarter 1 Shurley English Jingles

## Jingle 2: The Sentence Jingle

A sentence, sentence, sentence  
Is complete, complete, complete  
When five simple rules  
It meets, meets, meets.  
It has a subject, subject, subject  
And a verb, verb, verb  
And it makes sense, sense, sense  
With every word, word, word.  
Add a capital letter  
And a punctuation mark.  
And now our sentence has all its parts!  
But REMEMBER –  
Subject and verb and complete sense  
With a capital letter and an end mark, too.  
Our sentence is complete,  
And now we're through!

## Jingle 3: The Noun Jingle

This is a noun jingle,  
My friend,  
A noun jingle, my friend.  
You can shake it  
To the left,  
And shake it to the right,  
Find yourself a noun,  
And then recite:

A noun names a person,  
A noun names a thing,  
A noun names a person,  
Place, or thing.  
And sometimes an idea.  
**Person, place, thing, ideal**  
**Person, place, thing, ideal**

So, shake it to the left,  
And shake it to the right,  
Find yourself a noun,  
And feel just right!

## Jingle 4: The Verb Jingle

A verb, a verb,  
What is a verb?  
Haven't you heard?  
There are two kinds of verbs:  
The **action verb**  
And the **linking verb**.

The action verb shows  
A state of action,  
Like **stand** and **sit**  
And **smile**.  
The action verb  
Is always in motion  
Because it tells  
What the subject does  
We **stand!**  
We **sit!**  
We **smile!**

The linking verb shows  
A state of being.  
Like **am**, **is**, **are**, **was**,  
And **were**,  
**Looks**, **becomes**, **grows**,  
And **feels**.  
The linking verb shows  
No action  
Because it tells what the subject is  
He **is** a clown.  
He **looks** funny.

# Quarter 1 Shurley English Jingles

## Jingle 5: The Adverb Jingle

An adverb modifies a verb, adjective, or another adverb

An adverb asks, "HOW? WHEN? WHERE?"

To find an adverb **Go**, (snap) **Ask**, (snap),  
**Get** (snap)

But where do I go? To a verb, adjective, or another adverb.

What do I **ask**? HOW? WHEN? WHERE?

What do I **get**? And adverb, man, Cool!

## Jingle 6: The Adjective Jingle

An adjective modifies a noun or a pronoun

An adjective asks, "WHAT KIND?"

An adjective asks, "WHICH ONE?"

An adjective asks, "HOW MANY?"

To identify an adjective: **Go!** (stomp, stomp)

**Ask!** (clap, clap) **Get!** (snap)

Where do I **go**? (stomp, stomp) To a noun or a pronoun

What do I **ask**? (clap clap) WHAT KIND?

WHICH ONE? Or HOW MANY?

What do I **get**? (snap snap) An adjective!

## Jingle 7: The Article Adjective Jingle

We are the article adjectives,

Teeny, tiny adjectives.

**A, AN, THE - A, AN, THE**

We are called article adjectives and noun markers.

We are memorized and used every day.

So, if you spot us, you can mark us

With a capital "A".

We are the article adjectives,

Teeny, tiny adjectives.

**A, AN, THE - A, AN, THE**

# 10 WAYS

## TO USE MATH *at home*



### 1. RECIPES

Use math skills like measurement, counting, and sequencing while you cook in the kitchen. Encourage your child to use measuring tools to cook along with you!

### 2. SHOPPING

A trip to the store is the perfect place to estimate, compare, add, and count money. Add the costs of items together, estimate your total, and compare to find the best deal!

### 3. SHARING

Sharing items is a great introduction to division. Your child can split items into equal groups, or cut one item into equal pieces. Discuss how you know the items are split equally.

### 4. CRAFTING

Many crafts involve mathematical activities. You can measure, partition, and use symmetry while you are creating a craft together.

### 5. SCHEDULE

Create a schedule with your child. Use the clock to tell time while you follow the daily schedule.

### 6. TIME

Use increments of time for activities. How long does it take you to tie your shoe? How many times can you jump rope in 1 minute?

### 7. MEASURE

Use rulers, scales, and thermometers to measure items around your home. Go a step further by organizing the items from smallest to largest.

### 8. MONEY

Money is an important skill! Count coins or balance your accounts with your child's help.

### 9. PLAY BALL

Watch a sporting event and notice all the ways math is used from the timer to the scoreboard!

### 10. SYMMETRICAL ART

Create art using symmetrical shapes. Draw, cut, or trace shapes. Then, add color!

# 10 WAYS



## TO HELP WITH MATH *at home*

### 1. TRY NEW WAYS

There are so many ways to solve math problems. Ask your child to show you one way to solve a problem. Then, you can show your child another way.

### 2. REAL LIFE MATH

Highlight ways you use math in everyday life! Think about how you use math for bills, grocery shopping, home improvement projects, and more!

### 3. SEEK AND FIND

Look for math all around you. Think about the timing of stoplights, look for patterns in bricks, or find symmetry in natural objects. Math is all around us!

### 4. WORK TOGETHER

Solve math problems together! Quiz each other, use flash cards, and do mental math activities as a team or family.

### 5. KEEP IT POSITIVE

Don't look at math as something to dislike! Look at it as a puzzle to be solved!

### 6. NUMBER SENSE

Think about numbers! Compare them by discussing which is greater or less. Practice adding 1, 10, 100, or 1,000 at a time.

### 7. WONDER ABOUT NUMBERS

Look for number puzzles. Ask questions about the biggest number ever. Find out how people of the past used numbers in different ways.

### 8. WRITE

Write about math. Create a schedule, make a word problem, or write about using math in real life.

### 9. MATH FOR FUN

Math doesn't have to be hard work! Make a symmetrical design or complete a sudoku puzzle. Math can be fun!

### 10. PLAY A GAME

Play a game that involves numbers and math! You'll sharpen your math skills and have fun at the same time!

# Math Games at Home



- **Make 10** (or other target number): Players use cards to add, subtract, multiply, or divide to make the target number.
- **Memory:** Turn pairs of cards facedown and the flip to make matches.
- **Sorting:** Players sort cards by suit, color, number
- **Ordering:** Players put cards in numerical order (consecutive or non-consecutive)
- **War**
  - **Regular War:** Players flip a card, highest card wins
  - **Addition War:** Players flip two cards and add, highest total wins
  - **Multiplication War:** Players flip two cards and multiply, highest total wins
- **Patterns:** Players can create patterns using suits, numbers, or colors.
- **Flashcards:** Players practice number recognition and saying one more or one less.
- **One to One Correspondence:** Players flip over a card and then use small counters (beads, beans, pennies, etc) to build that number.
- **Math Rummy:** Players form sets that add up to a certain number
- **Flip and Add:** Players take turns flipping cards and add it to a running total. The first player to go over 100 wins!
- **Flip and Subtract:** Players take turns flipping cards and subtracting from 100. The first player to reach 0 wins!



- **Addition practice:** Players roll two dice and add them together
- **Greater Than or Less Than:** Players roll two dice and find the bigger number or the smaller number
- **Greatest Number (Place Value):** players roll 3-4 dice and create the largest (or smallest) possible number. Example: Player A rolls a 4, 7, and 3. The greatest number that can be made is 743. Player B rolls a 5, 2, 9. The greatest number that can be made is 952. Player B gets a point.
- **Race to 100:** Players roll a die and keep a running total. First one to 100 wins!
- **Take Away Towers:** Each player builds a tower of 20-25 blocks/legos/snap cubes. Players take turns rolling a die and removing that number of bricks from their tower. The first player to remove all their bricks wins.
- **Multiplication:** Players roll 2 dice and multiply them together
- **Lucky 7:** Players roll 2 dice and add the numbers. If the sum is 7, they receive a point. First player to 10 points wins! *Extension:* Change up the "lucky" number.



## Dominoes

- **Dominoes** (matching numbers): Play Dominoes with the regular rules.
- **Addition Practice:** Players pick a domino and add the dots, then write a number sentence.
- **Sorting:** Players sort the dominoes by total number of dots.
- **Multiplication Practice:** Players choose a domino and multiply the dots together.
- **Double Digit Dominoes:** Players turn two dominoes sideways to create a 2 digit number, then add or subtract the numbers. *Example:* A domino with a 3 and a 6 becomes 36. Add it to a domino with a 1 and a 6 (16).
- **Even or Odd:** Players count the number of dots on a domino and then determine if the number is even or odd.
- **Domino War:** Each player chooses a domino and adds the dots. The player with the highest sum wins both dominoes.
- **Magic Squares:** Choose a "magic" number, then use four dominoes to build a square with each row and column of 3 totals the magic number.

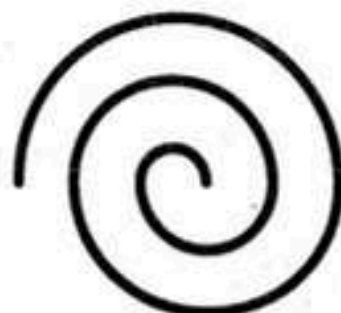
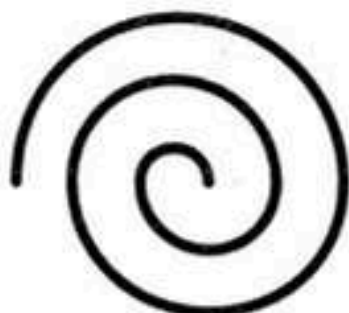
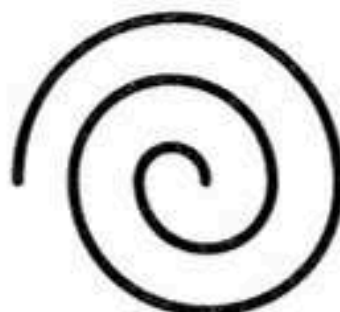
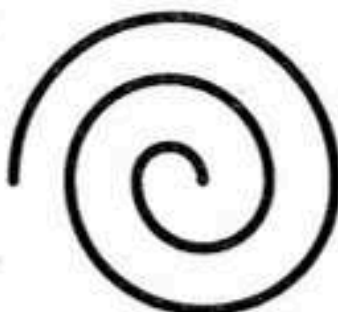
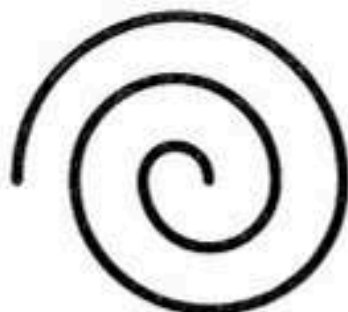
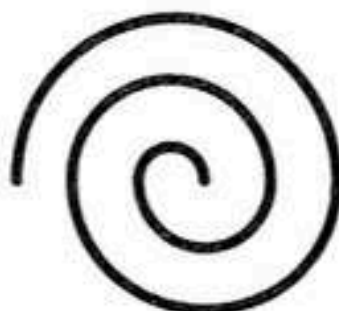
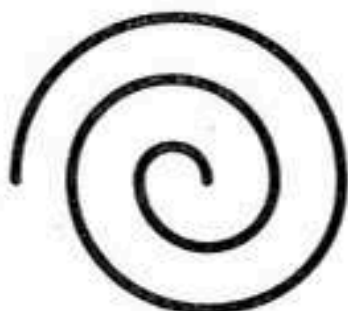
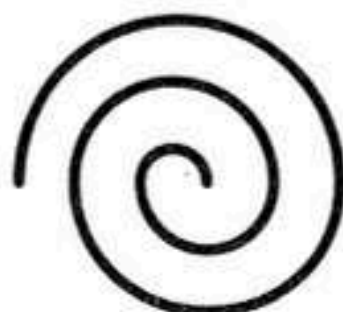
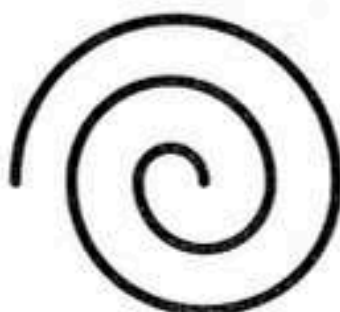
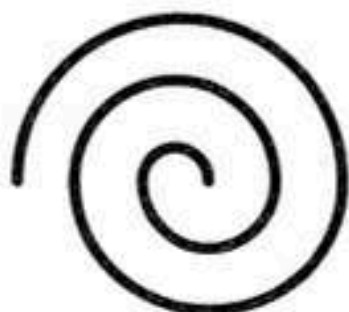
# Have fun!



Name: \_\_\_\_\_

# SPELLING SPIRALS

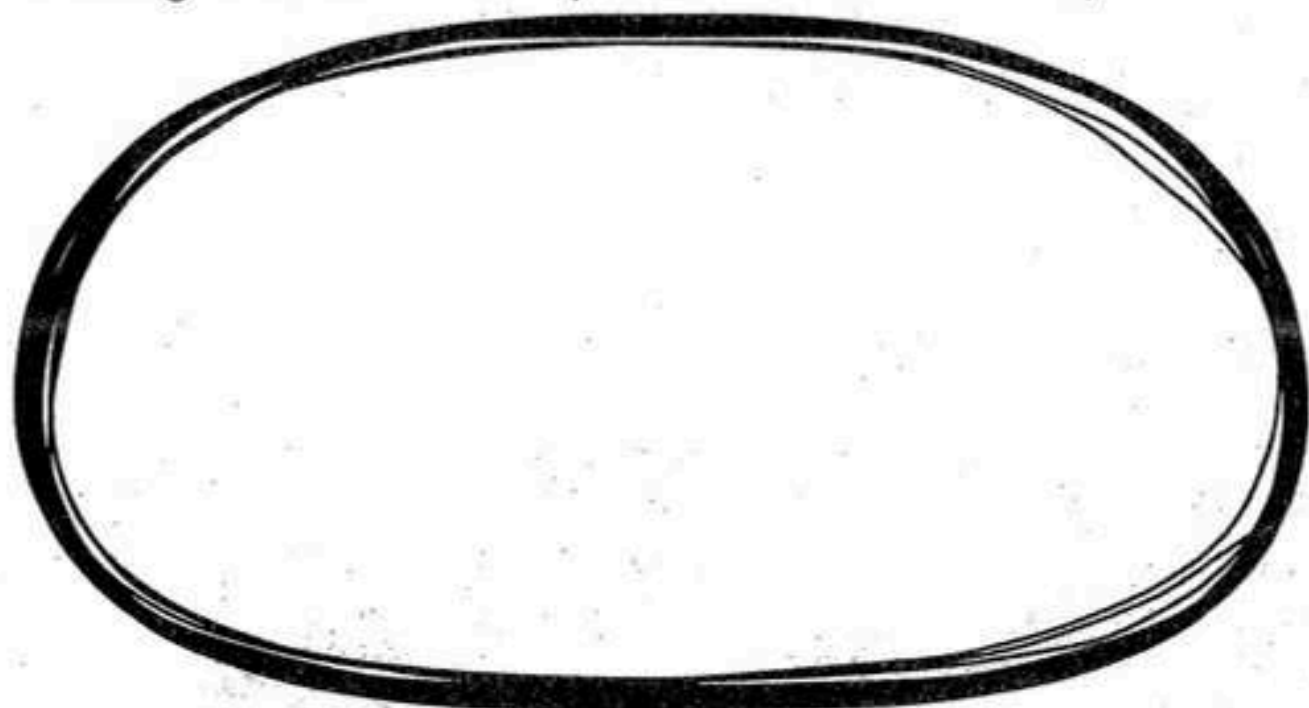
Directions: Write each of your spelling words in a spiral. Rewrite the word in the spiral as many times as you can!



Name: \_\_\_\_\_

# I CAN VISUALIZE

I can make mental pictures in my head when I am reading a text. Write your visualizations as you read.



# Spelling Choice Board

Select one of the following activities to practice your spelling words!

## CREATIVE WORDS

Write each of the words in fun and colorful writing (bubble, block, squiggly, cursive, etc).

centers  
**Spelling**  
words

## SILLY SENTENCES

Write a silly sentence for each of your spelling words. Try to put more than one word in each sentence!

I had to watch my step when I walked into my messy room. There were piles of rocks on my socks!

## NOW I KNOW MY ABCS

Write the words in alphabetical (ABC) order.

apple  
banana  
broccoli  
orange  
potato  
zucchini

## EXPERT ILLUSTRATOR

Illustrate your words by drawing a picture that represents the meaning of each word.



strong

## HANDWRITING

Write words **four** times each. Use a different color each time.

great great  
great great

## CUT & PASTE

Cut out letters from magazines and/or newspapers to create each word.



## TRIANGLE WORDS

Write each word one letter at a time to form a triangle.



## CRISS-CROSS

Write each word three times each and make them connect with a common letter.

S  
SMART  
A  
R  
SMART

## PATRIOTIC WORDS

Write each word using **red** for vowels (a,e,i,o,u) and **blue** for consonants.

markers  
crayons  
pencils  
erasers  
notebook paper

## Take PRIDE in your work!

### P. Preview text

Author's purpose?  
Text Type? F or NF?  
Circle and look over the title,  
illustrations, captions, charts,  
and maps.

### R. Read passage & questions

P->P->Q

P->Q->P

Q->P->P

### I. Identify the gist.

Write a few words about main idea

### D. Do the questions

Read each question carefully.  
Box or underline key words  
X out incorrect answers.  
? for each possible.  
Circle the best answer.

### E. Underline Evidence

Underline the answers in the  
Passage. Write the question #  
(Q#) next to it.

Bubble answers in completely.

## Reading is Thinking!

To read, you must think about what is  
being read. To think about what you are  
reading, consider the following reading  
strategies and sentence starters:

### \*Connections

I remember that earlier in the book ...  
This part reminded me of ...  
This makes me think of ...

### \*Questioning

One question I have is ...  
Something I am wondering is ...  
I would ask why ... (he/she)

### \*Inference

I figured out that ...  
I concluded that ...  
I predict that ...

### \*Determining Importance

Is this "interesting" or "important"?  
Does it connect to the main idea?

### \*Fix-Up (If I am confused, STOP and figure out why)

I felt confused when ...  
One word that I will look up is ...  
I got stuck when ...  
I do not understand why ...  
I first thought, then I realized that ...

### \*Visualize

I could picture ...  
The image I see is ...

### \*Synthesize

I used to think ...  
But now I think ...



## K Re-state the question

Turn the question into a statement to introduce your paragraph.  
*Example: How can students improve their study skills?*  
*Students can improve their study skills by...*

## A Answer all parts of the question

Keep in mind that there may be more than one part to the question.

## C Cite the text to support your answer

Support your answer evidence from the text. If you use a direct quotation, use  
quotation marks. Make sure to introduce your evidence with a phrase like:  
"For example," "According to the text," "The author states that..." etc.

## E Explain your citation

Elaborate on why your textual evidence helps you prove your point. Use phrases  
like: "this example shows how...", "this quotation proves that...", etc.



## Children's Classics Book List

### Children's Classics Book List

\*multiple  
locations

Author	Title	Call#
Alcott, Louisa May	Little Women (books) /GIC	JF*
Alexander, Lloyd	The Book of Three (Prydain Chronicles Series)	JF*
Austin, Jane	Pride and Prejudice/GIC	JF
Babbitt, Natalie	Tuck Everlasting	JF*
Banks, Lynne Reid	Indian in the Cupboard (books)	JF*
Barrie, James M.	Peter Pan /GIC	JF*
Baum, L. Frank	The Wizard of Oz (series) /GIC	JF*
Blume, Judy	Tales of a Fourth Grade Nothing (books)	JF*
Bronte, Charlotte	Jane Eyre/GIC	JF
Burnett, Frances H.	A Little Princess	JF*
Burnett, Frances H.	The Secret Garden /GIC	JF*
Burnford, Sheila	The Incredible Journey	JF*
Carroll, Lewis	Alice in Wonderland (books) /GIC	JF*
Cleary, Beverly	Ramona (books)	JF*
Collier, James Lincoln	My Brother Sam is Dead	JF*
Dahl, Roald	Charlie and the Chocolate Factory	JF*
Dahl, Roald	Charlie and the Great Glass Elevator	JF
DeFoe, Daniel	Robinson Crusoe /GIC	JF*
Dickens, Charles	Oliver Twist/GIC	JF*
Dickens, Charles	A Tale of Two Cities/GIC	JF*
Dixon, Franklin W.	Hardy Boys (books)	JMyst
Doyle, Arthur Conan	The Adventures of Sherlock Holmes/GIC	JMyst
Eager, Edward	Half Magic (books)	JF
Fleischman, Sid	The Whipping Boy	JF
Forbes, Esther	Johnny Tremain	JF*
Gannett, Ruth Styles	My Father's Dragon	JF
George, Jean C.	My Side of the Mountain	JF*
Gipson, Fred	Old Yeller	JF*

# Children's Classics Book List

GIC = Great Illustrated Classic available		*multiple locations
Author	Title	Call#
Grahame, Kenneth	The Wind in the Willows	JF*
Gray, Elizabeth J.	Adam of the Road	JF*
Grimm, Jakob, etal.	Grimm's Fairy Tales	J398.2*
Howe, James	Bunnicula (series)	JMyst*
Hugo, Victor	The Hunchback of Notre Dame /GIC	JF
Hunt, Irene	Across Five Aprils	JF*
Irving, Washington	The Legend of Sleepy Hollow /GIC	JF*
Jacques, Brian	Redwall (series)	YA*
Juster, Norton	The Phantom Tollbooth	JF
Keene, Carolyn	Nancy Drew (books)	JMyst
Kipling, Rudyard	Just So Stories	JF*
Konigsburg, E. L.	From the Mixed up Files of Mrs. Basil E. Frankweiler	JF*
Leaf, Munro	The Story of Ferdinand	E*
Levine, Gail Carson	Ella Enchanted	JF*
Lewis, C.S.	Chronicles of Narnia (series)	JF*
Lowry, Lois	Number the Stars	JF
MacDonald, Betty	Mrs. Piggle Wiggle (books)	JF
McCloskey, Robert	Homer Price	JF
Milne, A. A.	Winnie the Pooh Collection (series)	JF*
Montgomery, L.M.	Anne of Green Gables (series) /GIC	JF*
Nesbit, E.	Five Children and It (books)	JF*
Norton, Mary	The Borrowers (books)	JF*
O'Brien, Robert C.	Mrs. Frisby and the Rats of NIMH	JF
O'Dell, Scott	Island of the Blue Dolphins	JF*
Paterson, Katherine	Bridge to Terabithia	JF*
Paulsen, Gary	Hatchet (Brian's Saga books)	YA*
Potter, Beatrix	Peter Rabbit (books)	E*
Pyle, Howard	The Merry Adventures of Robin Hood /GIC	JF*
Raskin, Ellen	The Westing Game	JF*
Rawls, Wilson	Where the Red Fern Grows	JF*
Rowling, J. K.	Harry Potter (series)	JF*
Sewell, Anna	Black Beauty /GIC	JF*

# Children's Classics Book List

\*multiple  
locations

GIC = Great Illustrated Classic available

Author	Title	Call#
Shelley, Mary	Frankenstein /GIC	JF*
Sobol, Donald J.	Encyclopedia Brown (books)	JMyst
Sperry, Armstrong	Call it Courage	JF*
Spyri, Johanna	Heidi	JF*
Stevenson, Robert L.	Kidnapped /GIC	JF*
Stevenson, Robert L.	Treasure Island	JF*
Taylor, Mildred	Roll of Thunder, Hear My Cry	JF*
Taylor, Theodore	The Cay	YA*
Travers, P. L.	Mary Poppins (books)	JF*
Twain, Mark	The Adventures of Huckleberry Finn /GIC	JF*
Twain, Mark	The Adventures of Tom Sawyer /GIC	JF*
Verne, Jules	Around the World in Eighty Days /GIC	JF*
Warner, Gertrude C.	Box Car Children (series)	JMyst*
White, E. B.	Charlotte's Web	JF*
Wilder, Laura Ingalls	Little House on the Prairie (books)	JF*
Williams, Margery	The Velveteen Rabbit	E*
Wyss, Johann R.	The Swiss Family Robinson	JF*


# Phonics Everyday Strategies!


## Parent Guide

### What is Phonics?


Phonics is the ability to connect letters (graphemes) to sounds (phonemes) to read and spell words. For example, knowing that the letters "sh" make the /sh/ sound helps children read words like ship and shoes.


#### 1. Focus on Letter-Sound Connections

 **Practice the Sounds**  
First: Say the sound of a letter rather than its name (e.g., "B says /b/" instead of "Bee").


 **Use Songs & Rhymes:**  
Alphabet songs, rhyming books, and fingerplays help reinforce sounds in a fun way.


#### 2. Teach Blending and Segmenting

 **Sound It Out:**  
Say a word slowly, stretching out each sound (e.g., "c-a-t"), then blend them together.


 **Clap or Tap Sounds:**  
Say a word and clap for each sound (e.g., "d-o-g" = 3 claps).


#### 3. Play Phonics Games

 **I-Spy with Sounds:**  
"I spy something that starts with /t/." (Table)


 **Word Families:**  
Focus on groups of words with the same ending (cat, hat, mat).


#### 4. Use Multi-Sensory Learning

 **Write in Sand or Shaving Cream:** Let your child trace letters while saying the sound.

 **Magnetic Letters or Flashcards:** Build and rearrange words on the fridge or table.

#### 5. Help with Tricky Sounds and Patterns


 **Digraphs & Blends:**  
Teach common letter combinations like ch, sh, th, bl, st.


 **Silent Letters & Long Vowels:** Show how vowels can change with silent e (tap tape) or in vowel teams (boat, team).

# Phonics Everyday Strategies!


## Parent Guide


### 6. Make Reading Interactive

 **Point to Words as You Read:** Show how sounds blend together to form words.


 **Let Your Child Read with You:** Have them sound out simple words while you guide.


### 7. Play "Real or Nonsense?"

 **Create Word Cards:** Write real words (dog, sun) and silly made-up words (fip, zut).

 **Ask Your Child to Sort Them:** This strengthens decoding skills in a playful way.


### 8. Encourage Writing & Spelling


 **Label the House:** Place sticky notes on objects (e.g., "lamp," "chair").

 **Keep a Phonics Journal:** Have your child write words they are learning, adding pictures for meaning.


ABC

### 9. Keep It Fun & Encouraging!

 **Praise Effort, Not Perfection:** Celebrate progress and avoid frustration.

 **Short, Frequent Practice:** 5-10 minutes daily is better than long sessions.

### 10. Read, Read, Read!

 **The more children are exposed to words in books, the better their phonics skills will become!** Choose books with repetitive patterns and predictable sounds.



ABC

### Final Tip!

Keep phonics learning positive and engaging! Your encouragement and consistency will help your child become a confident reader.



# Phonics Progression Chart

## *A Parent Resource*

### Help Your Child Become a Confident Reader!

Phonics is taught in a structured way, moving from simple to more complex skills. Use this guide to understand what your child is learning and how you can support them at home!



Stage	Skills Learned	Examples	How to Practice at Home
1. Letter Sounds & Names	Recognizing and saying letter sounds	b = /b/, s = /s/	Play "I Spy" with sounds, use alphabet puzzles, practice writing letters in sand or shaving cream
2. CVC Words (Short Vowels)	Blending consonant-vowel-consonant words	cat, dog, hop, sun	Stretch out sounds (c-a-t), use magnetic letters to build words, read simple decodable books
3. Digraphs (Two Letters, One Sound)	ch, sh, th, wh, ph	ship, this, chin	Spot digraphs in books, practice saying words with digraphs in silly sentences
4. Blends (Two Sounds Together)	bl, cr, st, sm, gr	frog, clap, stand	Clap out the sounds in words, use flashcards to build blend words

# Phonics

## Progression Chart

### *A Parent Resource*

Stage	Skills Learned	Examples	How to Practice at Home
5. Silent E (Long Vowels)	Magic "e" changes short vowels into long vowels	hope, cake, bike	Cover the "e" and say the short vowel sound, then uncover it to hear the long vowel change
6. Vowel Teams & Diphthongs	Two vowels working together to make one sound	boat, rain, sweet, moon	Sort words by vowel teams, play memory matching games with vowel pairs
7. R-Controlled Vowels	ar, er, ir, or, ur	car, bird, corn, fur	Find words in books, say words with "pirate talk" (Arrr for "ar"!)
8. Multisyllabic Words	Reading longer words by breaking them into syllables	fantastic, kitten, sunset	Clap out syllables, divide words into parts using a finger or pencil
9. Prefixes & Suffixes	Adding word parts to change meaning	unhappy, joyful, replay	Talk about how a prefix or suffix changes a word's meaning, find examples in reading

 **Tip for Families:** Reading daily and practicing phonics in fun, hands-on ways builds strong reading skills. Keep learning playful and engaging! 

## Helping Your Child at Home with Dyslexia

### What is Dyslexia?

Dyslexia is a learning difference that affects reading, spelling, and writing. Children with dyslexia are bright and capable but may need extra support to build confidence and skills.

### How Parents Can Help at Home

#### 1. Reading Strategies

- ★ Read aloud together daily (take turns reading).
- ★ Use audiobooks or text-to-speech apps to support comprehension.
- ★ Encourage re-reading favorite books for fluency and confidence.

#### 2. Writing & Spelling Support

- ★ Let your child use speech-to-text tools.
- ★ Provide graphic organizers for writing ideas.
- ★ Practice spelling with games, apps, or magnetic letters instead of drills.

#### 3. Homework Help

- ★ Break assignments into smaller steps.
- ★ Allow frequent movement breaks.
- ★ Offer extra time and reduce distractions.

#### 4. Building Confidence

- ★ Praise effort, not just results.
- ★ Highlight your child's strengths (creativity, problem-solving, storytelling).
- ★ Share success stories of people with dyslexia (e.g., Albert Einstein, Octavia Spencer, Richard Branson).



### Helpful Tools & Resources

- ★ **Apps:** Learning Ally, Audible, Speechify, Nessy, SnapType.
- ★ **Websites:** International Dyslexia Association (IDA), Understood.org.
- ★ **Local Support:** Ask your school about tutoring or dyslexia programs. Refer to your State of Texas Dyslexia Handbook

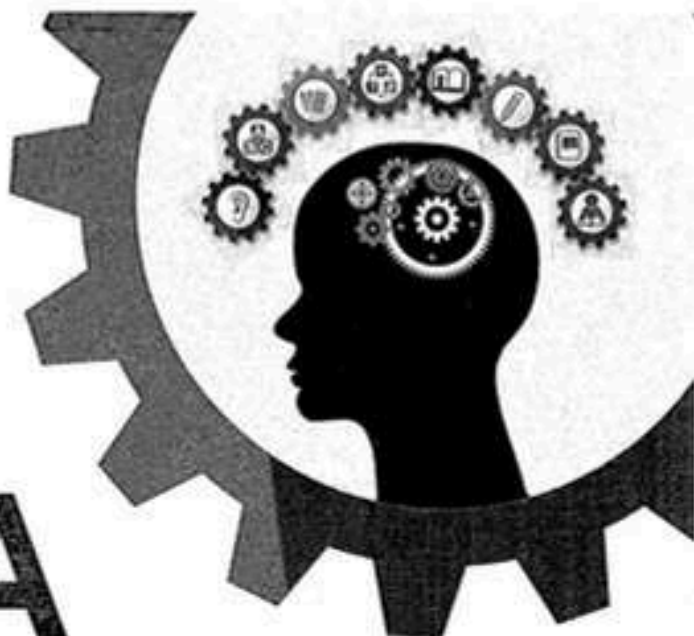


### Remember

Your support makes a huge difference! With the right strategies and encouragement, children with dyslexia can thrive in school and beyond.

# READING BY DESIGN®

# DYSLEXIA



## What Is Dyslexia?

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

(International Dyslexia Association, 2002)



To learn more about dyslexia and other related disorders, scan the QR code.

For more information on Special Education in Texas, visit Texas SPED Support at [spedsupport.tea.texas.gov/](http://spedsupport.tea.texas.gov/).

## Reading by Design

*Reading by Design: An Individualized Literacy Intervention* is a systematic, multisensory approach aligned with research-based practices for developing literacy. *Reading by Design* may be used with students in kindergarten through grade 12 in a small, homogeneous group setting (teacher training required).

### Included in the lessons:



Phonological  
Awareness



Alphabet



Review Decks



New Learning



Reading Practice



Handwriting Practice



Spelling Practice



Extended Reading  
Practice



Components of  
Language

# Key Terms

**Multisensory Instruction**—teaching approach that engages visual, auditory, kinesthetic, and tactile senses

**Alphabetic Principle**—awareness that a letter or letters represent a sound in a word

**Phonological Awareness**—knowledge of and ability to work with sounds in spoken language

**Decoding**—ability to understand and apply letter and sound knowledge to read words accurately



There are 199 lessons in the 5-volume set.  
Each one follows a predictable lesson routine.



Each volume includes assessments so that your child's teacher can regularly check their progress and understanding of the lessons.

## READING BY DESIGN Progress Report

Your child's teacher will send home a progress report each grading period.

## Region 4 Education Service Center

Region 4 Education Service Center (Region 4) is one of 20 regional education service centers in Texas. Region 4 serves an eight-county area comprised of 48 public school districts and 41 open-enrollment charter schools, representing more than 1.2 million students, 165,000 educators, and 1,500 campuses.

As District Advancement Champions, our purpose is to assist educators with providing students a quality educational experience. Region 4 provides countless professional development opportunities and educational products to empower educators to embrace each student and their diverse needs.



Email: [dyslexia@esc4.net](mailto:dyslexia@esc4.net)

# Dyslexia and Related Disorders: Information for Parents

## Characteristics of Dyslexia and Related Disorders:

### What is Dyslexia?

Dyslexia is a brain-based learning disability that makes learning to read, write, or spell difficult.

Primary characteristics include difficulties with:

- ◆ Learning the sounds letters make
- ◆ Reading words in isolation or reading unknown words
- ◆ Reading smoothly with enough speed and accuracy to comprehend
- ◆ Spelling

### What is Dysgraphia?

Dysgraphia is a related disorder of dyslexia and is a written language disability that involves both motor and language skills such as the finding, retrieving, and producing of letters.

Primary characteristics include difficulties with:

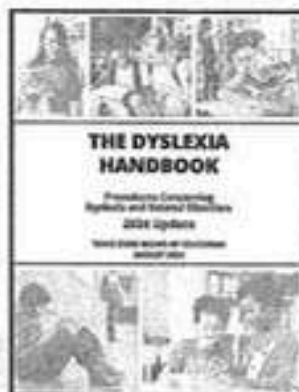
- ◆ Forming letters correctly
- ◆ Excessive erasures and cross-outs
- ◆ Poor spacing between letters and words
- ◆ Letter and number reversals beyond grade 2
- ◆ Awkward, inconsistent pencil grip
- ◆ Heavy pressure and hand fatigue
- ◆ Copy words correctly
- ◆ Completing writing assignments

The Texas State Board of Education (SBOE) requires, through their rule at 19 Texas Administrative Code (TAC) §74.28(f), that each school district and open-enrollment charter school provide certain information about dyslexia and related disorders to parents of students enrolled in the district or school.

19 TAC §74.28, along with the SBOE's Dyslexia Handbook referenced in subsection (c) of that rule and which is also available at [tea.texas.gov/dyslexia](http://tea.texas.gov/dyslexia), describes common characteristics of dyslexia and related disorders, the evaluation and identification process when dyslexia or a related disorder is suspected, and the instructional requirements for an identified student. If you have any problems accessing the electronic version of the Dyslexia Handbook, or if you wish to receive a hard copy, contact your child's school.



### View the Dyslexia Handbook



To find out more information about the qualifications and contact information for the professionals who provide dyslexia instruction to identified students in your district or open-enrollment charter school:

Contact Information:

# Dyslexia and Related Disorders: Information for Parents



## Evaluation and identification of dyslexia and related disorders and the steps in the special education process:

Dyslexia and dysgraphia are considered specific learning disabilities (SLDs) under the Individuals with Disabilities Education Act (IDEA), which is the federal law that describes the requirements of special education. Special education is available because of IDEA, and the law provides students with disabilities and their parents special legal rights to receive individualized learning opportunities. It's important to understand the steps of the special education process. Please review the [Overview of Special Education for Parents](#) form developed by TEA for more information. When dyslexia or a related disorder is suspected that may require the provision of special education and related services, both IDEA and the Dyslexia Handbook outline the requirements for individual evaluations and the identification process.

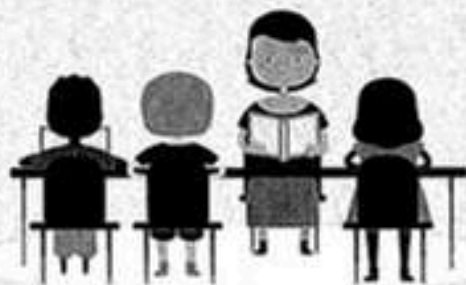


This form and other valuable resources that explain IDEA eligible disabilities, parent rights, the special education process and more can be found on the [SPEDTex](#) website.

## Effective instructional strategies for teaching students with dyslexia and related disorders:

Evidence-based dyslexia programs specifically studied to be used for students with dyslexia are considered specially designed instruction (SDI). SDI is the instruction required for the provision of special education and related services under the IDEA and is determined by an admission, review, and dismissal (ARD) committee. Evidence-based dyslexia programs are required to be delivered as the publisher intended unless a student's data indicates that changes are necessary. These programs must address certain components of instruction and delivery.

More information can be found on pages 39-41 of The Dyslexia Handbook.



## Components of Instruction

### PHONOLOGICAL AWARENESS

Recognize and  
manipulate sounds in  
words

### SYLLABICATION

Breaking words into  
parts

### SOUND-SYMBOL ASSOCIATION

Sounds letters  
make

### ORTHOGRAPHY

Knowing how to spell  
words

### MORPHOLOGY

Prefixes, roots,  
suffixes

### READING COMPREHENSION

Understanding what  
you read

### SYNTAX

Knowledge of how  
words are arranged in  
meaningful sentences

### READING FLUENCY

Reading connected  
text with ease

# Dyslexia and Related Disorders: Information for Parents



## Components of Delivery

**Simultaneous, multisensory, visual, auditory, kinesthetic, tactile (VAKT)**

Delivery of instruction includes all learning pathways to the brain

**Systematic and cumulative**

Instruction involves the introduction of skills from easiest to most difficult

**Explicit instruction**

Lessons are teacher led, and students are provided step-by-step instruction with immediate corrective feedback

**Diagnostic teaching to automaticity**

Skills can be performed quickly and efficiently

**Synthetic instruction**

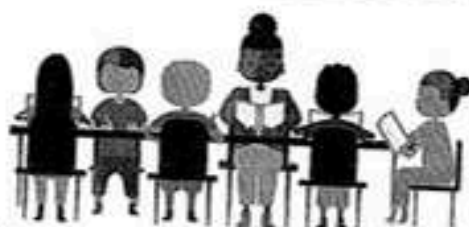
Blending individual sounds to read a word

**Analytic instruction**

Reading a word and breaking it down into its individual sounds

## Instructional Accommodations and Modifications:

Instructional accommodations and modifications are educational strategies that help students with disabilities learn independently by tailoring them to fit the students' specific needs. For students who qualify for special education and related services, accommodations and/or modifications are included in the student's individualized education program or (IEP). An IEP is the written document that is completed by the ARD committee for a student receiving special education services in Texas.



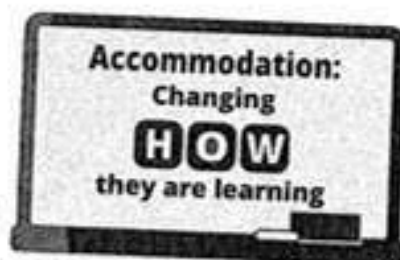
### Accommodations:

Accommodations are intended to reduce or even eliminate the effects of student's disability on academic tasks but do not change learning expectations.

The objectives of the course or activity remain the same. Accommodations change how the student learns or demonstrates knowledge.

Accommodations are not one size fits all; rather, the impact of dyslexia or a related disorder on each individual student determines the necessary accommodations.

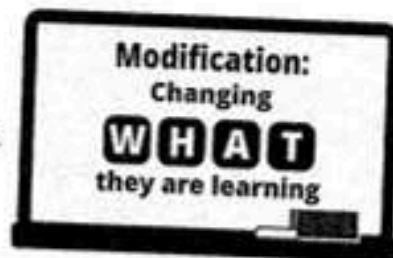
For additional information on accommodations for dyslexia and dysgraphia see pages 51 and 66 in The Dyslexia Handbook.



### Modifications:

Modifications change what the student is expected to master. Modifications typically reduce the requirements

for Texas Essential Knowledge and Skills (TEKS) which are the state standards for what students should know and be able to do. With modifications, students access grade level curriculum through prerequisite skills. The decision to modify is a significant one; however, some students will require modifications. Decisions to modify should be data driven and individualized for the student.





## Syllable Division | Rules



Compound Words Cat/fish



VC/CV Rab/bit



V/CV Ti/ger



VC/V Cam/el



/CLE Tur/tle



V/V Li/on



Digraphs Rock/et



Blends Ze/bra

Separate prefixes and suffixes



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# the six kinds of SYLLABLES



## CLOSED SYLLABLE

A closed syllable ends with a consonant.  
The vowel before the final consonant has a **SHORT** sound.



## OPEN SYLLABLE

An open syllable ends with a vowel.  
The vowel has a **LONG** sound (says its own name).  
An open syllable can be just one letter, if that letter is a vowel.



## SILENT 'E' SYLLABLE

The final 'e' is silent.  
The silent 'e' at the end of the word makes the vowel before it have a long sound.



## R-CONTROLLED SYLLABLE

An r-controlled syllable has at least one vowel followed by 'r'.  
The 'r' gives the vowel a unique sound.



## CONSONANT-LE SYLLABLE

A consonant-le syllable comes at the end of a word.  
A consonant-le syllable has no vowel sound.



## VOWEL TEAM SYLLABLE

A vowel team syllable usually has two vowels together that make one sound.  
The vowel team syllable has a special sound.

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