

Our Lady of Victory School

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INSTRUCTIONS FOR PARENTS/TUTORS OF KINDERGARTEN STUDENTS

We want to welcome you to Our Lady of Victory Home Study Program and hope you have a very successful year. We have listed a few guidelines regarding the lesson plans:

RELIGION

After doing the daily lesson assignments in Chats with God's Little Ones, please ask several questions to see if the child understands what has been discussed in the lesson. Additionally, when the lesson plan indicates "read and discuss," the child should be engaged in discussion to see how well he is grasping the material. Grade these Religion lessons according to the following criteria. Please use number grades as our transcript program no longer accepts letter grades. If you need more clarification of the grades, please see grading schedule at the bottom of this page.

Excellent Understanding = (97 - 100)

Child provides **thorough**, completely accurate information in response to questions, and gives clear commentary in discussion. Understands all concepts fully. Child answers questions readily and without hesitation.

Very Good Understanding = (89 - 92)

Child provides a **substantial** amount of mostly accurate information in response to questions, and child's commentary during discussion demonstrates a very good grasp of the material. Child answers questions fairly quickly and without much hesitation.

Basic Understanding = (73 - 76)

Child provides a **moderate** amount of information, much of which is accurate. Child's commentary during discussion is occasional and shows a fair grasp of the material. Child answers questions after some hesitation.

Little Understanding = (66 - 69)

Child provides very little information, most of which is not accurate. Child gives very little commentary during discussion and answers questions in an unsure manner.

No Understanding = 65

Child provides no information. Child's commentary is virtually non-existent. Child has a very poor grasp of the material, if at all.

(97 - 100) -Excellent	(81 - 84) - Above Average	(70 - 72) - Below Average
(93 - 96) - Superior	(77 - 80) - Upper Average	(66 - 69) - Barely Passing
(89 - 92) - Very Good	(73 - 76) - Average	(0 - 65) - Failure
(85 - 88) - Good		

General Information: The method of teaching, as used in Religion, may also be used to teach the other subjects - explaining and discussing the lesson with the student in a manner that he will understand. REMEMBER THAT TEACHING SMALL INCREMENTS OF INFORMATION, AND CHECKING FREQUENTLY FOR UNDERSTANDING, IS THE BEST METHOD.

Encourage the student to ask questions -- these questions can be a very good gauge of how well the student is grasping the material.

PHONICS and READING

In the beginning of Kindergarten, most children are not yet reading. However, in a few months, most children should be reading short vowel "sandwich" words (a short vowel sandwiched between two consonants). Spectrum Phonics, Grade K, has been designed to prepare students with the essential skills needed for achievement and success in letter and word recognition. It is assigned in the first semester. Spectrum Phonics, Level 1, continues word recognition, and introduces the long vowel sounds in a fun way, with word pictures. My ABC Book will also help your child learn the alphabet and the sounds of the letters. It is a book in which your child can have fun gluing colorful items from various sources while learning the alphabet.

The Little Angel Reader Series is the backbone of the Phonics program. **Important** - Read the '**Introduction**' in the beginning of the Little Angel Reader Teacher's Manual A, pages iii-xiii before beginning the program. The 'Comprehension Questions' which are included in some of the lessons in the Little Angel Reader Teacher's Manual A have not been assigned, but we would like to emphasize the importance of the students answering these questions. It will be a good practice for the students as it will teach them to remember what they have read and it will prepare them for these types of questions in the upper grades.

If your child is exceptional and already knows how to read, you may begin the Little Angel Reader A when you consider him ready, rather than have him do the more repetitive work in the first quarter. Be sure to make daily notes on the lesson plans as to what the child is doing. The Catholic National Readers, starting in the first grade, will challenge students with interesting and varied reading selections.

A few children, on the other hand, may have trouble reading words which are assigned in the Little Angel Reader A. If your child cannot read the words at that point, you may slow the pace of his reading and phonics instructions accordingly, and do review work on phonics as needed. If your child is not ready for the assigned reading in the second semester, do review work, or choose something which can be easily read by him. Remember to note on the lesson plan what he does each day. Do not worry and do not give him less than 'C' grades at this grade level. Children of this age often develop at different stages from their schoolmates, and the material will be repeated next year, though at a more accelerated pace.

For more objective grading, such as that of a workbook, the E-Z Grader can be used to compute the number of correct versus incorrect answers. However, there is the quality to be assessed, as well. In reading, for example, most children who are just learning to read will hesitate and make mistakes on the first reading of a selection. But the word attack skills themselves can be assessed quite readily. For instance, if the child consistently reads *fox* as "fix," he obviously lacks proper skills in vowel sounds. In addition to remediation (rectifying the problem), the parent needs to grade the child down appropriately (again, without being excessively harsh early on) for missing the word.

ARITHMETIC

The Kindergarten Math Program is a combination of the Spectrum Kindergarten Math Workbook and Lepanto Math Kindergarten Workbook. The Lesson Plans will help you make the day-to-day transition between the two workbooks. Grading arithmetic work is generally quite objective and the E-Z Grader may be readily used. (Example: If there are 25 possible correct answers or problems, and your child missed 5, it would be written as - 5/25; simply write on the lesson plans the number of incorrect answers over the number of total possible.) Parent, please check your child's work after completion and have him correct any errors. If the grade is 100% after the first attempt, simply record the grade. If corrections have to be made, please note this on the assignment.

When the Kindergarten tutor checks your child's submitted work, there may be some modifications based on the neatness of the work or the accuracy of the placement of the numbers, etc. It is also very important to keep up with the calendar each day so that elements of the day-to-day lessons will be more understandable to your child.

HANDWRITING/PRINTING

The student will begin printing from the first week of school, and will later be introduced to writing in script (cursive), beginning in the fourth quarter (Week 30). Your child will start off with the Writing Capital and Small Letters (WCSL) workbook to assure that he learns the correct formation of his letters. The Spectrum Phonics Workbooks – instructions in the Phonics and Reading section – will introduce the formation of the letter on guided lines to assure the continuing progress in letter formation. Later, when the Little Angel Reader A Workbook is introduced, the child will be given the alphabet and words in print the review. Some children may already know how to print their names, but for others, this may be the first time. For teaching your child how to properly form his letters for printing, follow the *Manuscript Writing Formation Guide* enclosed with these lesson plans. This matches fairly closely with the guidance given for letter formation in all three workbooks: Spectrum Phonics, WCSL and LAR A WB.

Again, cursive handwriting will begin during the second semester (fourth quarter). Some educators contend that this is too early, based on older research that suggests that children's fine motor skills are not significantly developed during the pre-school years. More recent research, however, provides strong evidence that most children's fine motor skills may be extremely well developed as they approach their sixth year. Here is the technical side of it (which you may skip if you have no interest in it):

It has been known for some time that adult nerve cells (neurons) have an insulation around the axon of each neuron, called the "myelin sheath." Myelin is a fatty substance which acts to speed up the electronic impulse sent along the nerve cell. Children are not born with this myelin sheath; it builds gradually over approximately the first twelve years of life. Ongoing studies of the brain and the central nervous system have provided us with evidence that by the age of about six, or even five, the neurons necessary for manipulation and/or manual fine motor skills may have largely completed this "myelinization" process. It should be pointed out that this myelinization process is accomplished in "spurts," and that the largest spurts, by far, are complete by the time the child is five years old or so. There is certainly still much more development to go, and again, the process will continue in most children up to around the age of twelve.

Even if your five year-old does not seem sufficiently able in the fine skills area, it is our experience that there is not that great a manipulative or motor skills gap between printing and cursive writing. You may find that it is too early for your individual child to write in cursive; however, it is worth the try. In week 30, follow the lesson plans. It will probably be difficult at first, and you must be careful not to frustrate the child. Soon, however, you will most likely see real improvement. And in those cases where it is too early for a child, don't be overly concerned. There will be plenty of time for cursive writing in subsequent years. But do try again every few months or so.

It is the development of the brain and central nervous system earlier on which exhibits itself in "specialization," resulting, among other things, in handedness. We receive occasional questions concerning "handedness." Mrs. Margaret Mary Myers, a long-time home-schooling mother and an author of some OLVS home-schooling materials, writes:

Always be sure the child sits properly, holds his pencil or pen correctly, and slants his paper. A left-handed child should slant his paper the opposite of a right-handed child. The left-handed child should hold his pencil parallel with the paper, as does a right-handed child. He should not be allowed to "hook" his wrist, with his hand above the writing. The writing of a left-handed child should come out slanted the same direction as that of a right-handed child.

IT IS VERY IMPORTANT that a left-handed child be allowed to write with his left hand. Being forced to write with his "wrong" hand can adversely affect many areas of his learning.

If you are unsure of whether a child is left- or right-handed, you might try the following, without the child knowing why you are doing it: have him sit in a chair; then ask him to stand up and walk. Observe which foot he begins with. Ask him to run; observe which foot he begins with. The foot a child begins (steps off) with is usually the same as the hand he should use. However, there are exceptions to this. There are some people who are ambidextrous and people who use one hand proficiently for some things and the other for other things. One true illustration is a sixth-grade boy who was a very good baseball player and a talented artist. He played with his left hand but wrote and drew with his right.

If there are questions as to handedness, it seems that the best general rule is to let the child choose which hand he wishes to use (observe him rather than ask him), but he should not write one day with one hand and the next day with the other. Try to help him establish which hand is the stronger one and gently encourage him to write only with this hand. When there is a problem, let us not forget to pray for guidance.

For cursive writing, please read the *Introduction* and *General Instructions* at the beginning of Catholic Writing Skills (CWS). The actual letters, as they appear on pp. 1 - 2 of CWS, may be somewhat different than what you were taught as a child, especially the small *d*, which is not formed with a loop as is taught in the Palmer method. You may deviate from the letters in the book, if you prefer. We strongly recommend using handwriting paper with solid lines above and below, and dashed lines between the two, as shown on CWS pp. 1 - 2. You can find these at local educational or teacher supply stores, or mail order them from any of several mail order educational supply companies.

Additionally, for printing, chalkboards and chalk are also recommended to help children learn to print.

ART - You will receive five coloring books. Follow instructions on the lesson plans and remember to give a grade for Art. Parents may also have the children do other crafts for Art if so desired.

SEATWORK - Follow the instructions on the lesson plan. Some pictures are given in the books you have purchased from OLVS to support the curriculum; however, sometimes it may be helpful to find other pictures of objects beginning with the letter being studied that day. You may substitute other appropriate pictures if you wish. (For example, for 'Aa', an ax may be drawn to supplement the picture of Adam in the LAR Reader A.) Seatwork will vary, but will generally involve work in one of the various workbooks.

SCIENCE - Follow the instructions on the lesson plan. You will be using the new science series, Science and Living in God's World - K.

EXTRA PRACTICE - The assignments will normally cover what has been taught during that particular day, or in the day or two previous. They are not overly time-consuming or difficult, and can be completed at any time of the day. Follow instructions on the lesson plan. Please remember to put a grade on the lesson plan. There will generally not be extra practice for students in K on Fridays.

GENERAL - Sometimes it may be difficult to give a grade, but do the best you can. Follow the same general criteria/guidelines of grading as provided above in the section on Religion instruction. If it is too difficult to give a daily grade, give a weekly grade on Friday.

If you have any questions, please do not hesitate to contact us. Telephone number is (208) 773-7265. Call between the hours of 9:00 a.m. and 4:00 p.m. Remember, North Idaho is in the Pacific time zone, and the local time OLVS in Post Falls is 3 hours earlier than it is in New York, i.e. when it is 9:00 a.m. in New York, it is only 6:00 a.m. in North Idaho. Email: info@olvs.org.

May Almighty God bless your homeschooling efforts.

Our Lady of Victory School

Child's Name _____

Street Address _____

City/State/Province _____

Zip/Postal Code _____

Parent's Name _____

Sample

Week:

Lesson Plans for Grade:

1

K

Subject	Monday	Tuesday	Wednesday
Religion	Chats with God's Little Ones (CGLO): <i>75%</i> Chapter 1, Lesson 1a and 1b. If child does not know prayers, assign as Extra Practice.	CGLO: Chapter 1, Lesson 1c. Have child neatly color picture of the boy making the Sign of the Cross, p. 5.	CGLO: Chapter 1, Lesson 2a. PB: read pp.12-13 to child and discuss.
	PB: read pp. 7 & 9 to child and discuss. <i>100%</i>	PB: read pp.10-11 to child and discuss.	15 <i>100%</i>
	<i>20 min.</i>	<i>15 min. 99% discussed lesson</i>	
Phonics and Reading	(Spectrum Phonics for Kindergarten) SPhK: p. 6. (Small motor skills and hand-eye coordination.) Sing ABC Song while pointing to letters.	SPhK: p. 7 (Small motor skills and hand-eye coordination.) Sing ABC Song while pointing to letters.	SPhK: p. 8 *See comments Sing ABC Song while pointing to letters.
	15 <i>100%</i>	15 <i>95%</i>	15 <i>95%</i>
Arithmetic	Lep MK: p. 1. Calendar Introductory Letter to Parents. "These are the steps..." to be used every day for date, & every school day for days of School Attendance.	SMK: p. 5. Emphasize how zero means "nothing." Calendar: Parent fills out date and day 2 w/ child.	Lep MK: p. 2. Calendar: Parent fills out date and day 3 w/ child.
		15 <i>100%</i>	10 <i>100%</i>
Handwriting	My ABC Book: Introduce Alphabet. Use the sample alphabet at the beginning of the book. Point to the letters, say them outloud, have child repeat after you.	My ABC Book: Continue to use the sample alphabet at the beginning of the book. Point to the letters, say them outloud, have child repeat after you.	My ABC Book: Continue to use the sample alphabet at the beginning of the book. Point to the letters, say them out loud, have child repeat after you.
	5 <i>95%</i>	5 <i>100%</i>	5 <i>97%</i>
Science/ Art/ Music	Science & Living in God's World-K: (SLGW-K): Read p.1 to child. Discuss, have child color picture. Complete Activity #1, p. 2.	1-2-3 Coloring Book: have child color pictures for the number 1, pp. 2-3.	ABC Coloring Book: choose a page and discuss topic sentence below picture. Have child color the picture.
	15 <i>95%</i>	15 <i>94%</i>	15 <i>98%</i>
Seatwork	Seatwork WB: Have child do p.1 with the correct colors, trying to stay in the lines. Point to and read the word name so that the child can associate colors with words.	Seatwork WB: Have child do p. 2 in same way as Monday. See if child can identify colors as you go. Keep pointing to color names as you identify new colors.	Seatwork WB: Have child complete p. 3 in same way as on Tuesday. If child is still learning his colors, quiz and review before going on to new page.
	15 <i>98%</i>	15 <i>98%</i>	15 <i>98%</i>
Extra Practice			

Our Lady of Victory School

Week:

1

Lesson Plans for Grade:

K

Subject	Thursday	Friday	Comments
Religion	PB: read pp. 14 - 17 to child and discuss.	CGLO: Chapter 1, Lesson 2b. 9590 LL: Chapter 1, First Talk, p. 5. 9590	Explain importance of honoring the Holy Name of Jesus Christ. Develop the habit of having your child bow his head at the mention or sight of Christ's Name.
	15 9590	15	
Phonics and Reading	SPhK: pp. 9. Use items (like socks or silverware) from around the house to emphasize "same."	SPhK: p. 10. Parent use household items to show "different." Place several items in front of the child and show "same" and "different."	* Parent: Before your child attempts any writing exercises you should determine (if not already done) if he is left or right-handed. Use the guide at the beginning of the lesson plans instruction book for tips.
	15 9590	20 10090	
Arithmetic	Lep MK: p. 3. Calendar: Parent fills out date and day 4 w/ child.	SMK: p. 6. * Calendar: Parent fills out date and day 5 w/ child.	* Make sure that your child follows the formation of the numbers in the workbooks.
	10 10090	10 10090	
Handwriting	My ABC Book: Continue to use the sample alphabet at the beginning of the book. Point to the letters, say them outloud, have child repeat after you.	My ABC Book: Continue to use the sample alphabet at the beginning of the book. Point to the letters, say them outloud, have child repeat after you.	Parent: In printing the child's first name at the bottom of the page: Do not have him write in this line unless his small motor skills will allow it. You may use the practice sheets, which are larger, but make sure that you follow the formation of letters in the <u>WC SL WB</u> .
	15 9590	15 9590	
Science/ Art/ Music	CGLO: have child do art project in Appendix II, Illustration 1a.	Songs for God and Country (SGC): Begin learning <i>Home on the Range</i> , p. 48.	Unless otherwise noted in the lesson plan, Science will be taught on Mondays, Art on Wednesdays, and Music on Fridays.
	15 9590	15 10090	
Seatwork	Seatwork WB: Have child complete p. 4 in same way as previous days.	Seatwork WB: Have child complete p. 5 in same way as previous days.	* See the beginning of the lesson plans for a master of a practice writing sheet. Make copies as you go and save the master in a safe place. You may use front and back for practice. When sending assignments to school, you may combine subjects to save paper, but send only requested work for that week.
	20 9590	20 9090	
Extra Practice			