



The Clover Leaf

Feb. 6-13, 2023

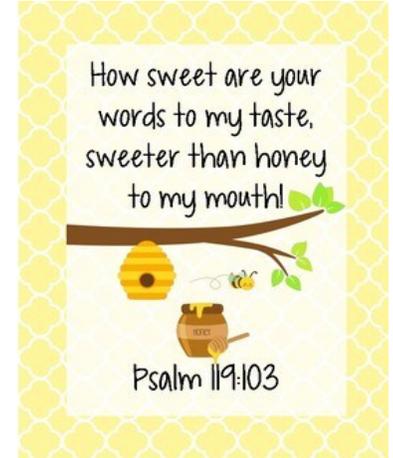
Sweet Words of Life!

Bible Verse:

Kindergarten: Nothing in all creation will be able to separate us from the love of God. ~Romans 8:9

1st and 2nd Grade: For the entire law is fulfilled in keeping this one command: "Love your neighbor as yourself." ~Galatians 5:14

3rd and 4th Grade: God, the Lord, is my strength; he makes my feet like the deer's; he makes me tread on high places. ~Habakkuk 3:19



Tuesday	02/07/2023	Ham, scalloped potatoes, veggies, fruit
Wednesday	02/08/2023	Breakfast sandwich, hash browns, fruit
Thursday	02/09/2023	Potato soup, bread, veggies
Friday	02/10/2023	Bring a sack lunch
Monday	02/13/2023	Pancakes, sausage, eggs, fruit

CHAPEL this week

Mrs. Kramer

Bible Buzz Word:

Love

New Money for Missions project:

The Gideons International

Fri Feb 17—NO SCHOOL—Teacher Workshop

Mon, Feb 20—NO SCHOOL - President's Day

Thurs Feb 23—Spirit Day! (Backwards Day)



Roaring Readers—Woo Hoo!
We've got a couple kids already
"down the slide"!



Keep up the awesome reading!!

From Mrs. Myhre: Pre-K will NOT be exchanging Valentines this year. The class will be doing Bible lessons on Love and Valentine-themed activities and crafts all week, but you do not need to buy/prepare Valentines for the class. Thank you!

A few words about absent work:

Many of you are very good about asking for the schoolwork your child will miss when they are sick. We commend you for wanting your child to stay "caught-up." However, please consider

1. If your child is very ill, they probably won't feel like doing schoolwork at least the first day. They may need to just rest. It may be better to pick up work the next day. Teachers usually allow a couple of extra days to get the make-up work completed.
2. On the flip side, if your child's teacher takes time out of their teaching to quickly gather work for your child, please try to follow through and actually go through it with your child. He/she will miss the instruction on the skills/topic, and as a parent partnering with us at the school, it's up to you to at least attempt to teach it at home. At the very least, would you please communicate with your teacher about how the studying went or why you weren't able to complete the work? That would be a big help. Thank you!

Spelling and HFW Words

Kdg HFW: but, came, find, from, on, this

Kdg Spelling: if, big, dig, pig

1st Grade Spelling: play, may, stay, grain, rain, pain, sail, way, paint, mail, day, spray

1st Grade HFW: first, food, ground, right, sometimes, these, under, your

2nd Grade Spelling: happy, pretty, baby, very, puppy, funny, carry, lucky, only, sunny, penny, city, tiny, many, sorry, noisy

2nd Grade HFW: always, anything, been, draw, friends, mother, soon, under, watch, words

3rd Grade Spelling: age, space, change, jawbone, jacket, giant, pencil, circle, once, large, dance, jeans, bounce, huge, nice, place **Challenge:** excited, gigantic

4th Grade Spelling: glance, judge, damage, package, twice, stage, carriage, since, practice, marriage, baggage, office, message, bridge, chance, notice, ridge, manage, palace, bandage **Challenge:** fringe, average, fleece, fragrance, excellence



Speech Sound Disorders and Literacy

A speech sound disorder (SSD) refers to a difficulty with perceiving and producing sounds. Before children are even ready to read, write, or spell, they develop phonological awareness. They begin to understand how words contain sounds and how these sounds are represented by letters. These critical skills become the foundation they need for reading and writing. In turn, reading and writing (along with listening and speaking) will be the method of learning for the rest of a child's life.

If your child has trouble distinguishing sounds and matching sounds to letters, he/she may struggle to decode or sound out words. They will almost certainly have trouble spelling words too, because they are not hearing sounds correctly. For example, if a child cannot hear the difference between /t/ and /k/, he/she may write "tup" instead of "cup." To have the ability to read and write, problems with speech need to be addressed. The good news is, a lot can be done for your child!

Focus on communication when your child is a BABY. Talk, sing, and encourage imitation of sounds. Start reading to your baby immediately (and never stop!) Use age-appropriate books that encourage him/her to look at the pictures while you read the words. Keep things simple, but avoid "baby talk," which can affect your child's perception of sounds.

Talk your way through the day. Use everyday situations to build your child's literacy. Explain what you're doing as you cook a meal or do some other task. Point out objects around the house or out the car window. Instead of handing your phone to your child while you are grocery shopping, name each food you put in the cart and talk with your child about them. Show them words on the product and, next time, play a game to see if they can recognize some of the labels again.

Early identification is key. One guideline states that parents should understand about 50% of a child's speech at 2 years, 75% by age 3, and by the age of 4, even people who don't know the child should be able to understand most of his/her speech. If your young child is hard to understand, *start seeking help immediately.* Take your child to one of the Child Find screenings held twice a year in the public schools. They can help you get in touch with an SLP. Ask your doctor or dentist to check if your child has a short frenulum (the fold beneath the tongue), which limits tongue movement and thus affects the ability to form sounds correctly. Get your child's hearing tested regularly.

Work at home to build your child's speech skills. Your child's teacher and your SLP will both give you exercises you can do with your child to develop their speech and literacy at home. Make it a priority, since literacy is the foundation of learning.

READ, READ, and READ some more to your child!