



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Reading Foundations 3

Mrs. Angelique
Chaverri
Yearlong Course

2023-2024

ELIGIBLE STUDENT:

3rd graders, 4th graders welcome. This class is designed for growing readers in 3rd and 4th grades or 2nd graders who have had Reading Foundations 2.

REQUIRED TEXTS:*

- Wall-mounted white (or chalk) board, craft paper that can be taped to the wall or a standing easel with a white board, chalk board or paper.
- Indoor pull-up bar
- Crayons
- Markers
- Watercolor paint
- Card stock or thin cardboard
- Printer paper
- Glue
- Child-appropriate scissors
- Tweezers
- 2-inch 3-ring binder
- Page protectors
- Dry erase markers, fine-tip
- Blank index cards or cardstock for printer
- 3-subject, wide-ruled, spiral notebook

- Access to a laminator is recommended but not required

COURSE SCHEDULE

ORIENTATION SESSION:

The date and time of the student/parent orientation will depend on the particular section in which you are enrolled, but all orientation sessions will be scheduled during the week prior to the start of the class.

CLASS SESSION DATES: The dates of your class depend on the particular section in which you are enrolled. Consult the Scholé Academy [academic calendar](#) for details concerning scheduled, school-wide breaks.

OFFICE HOURS: Your teachers are available outside of scheduled class times! During “Office Hours” students may raise questions, seek assistance, or review class material. This can happen via email or a meeting in the Zoom classroom. Your teacher will do their best to respond within 24-48 hours; please keep in mind that they likely will not respond immediately to messages after 5 p.m. EST.

COURSE DESCRIPTION

Reading is a fundamental skill that is foundational to all areas of learning. Neurologically appropriate, developmental activities to help our students be ready to read and write are also extremely important but often left out of the “learning to read” plans. Caregivers are often uncertain if the reading program they are using is enough or the right fit. Please join me for a weekly, Mommy-and-me style class where I will teach your student the fundamentals of reading while teaching you the developmental activities that you can use at home to help them move smoothly from learning to read into reading for learning and enjoyment. After each class, you will be empowered to lead your student in beginning reading exercises at home during the week.

Appropriate for – 3rd grade, 4th grade welcome

This class will include both caregiver and child. We will meet twice per week for 1 hour. I will introduce two to three new phonogram sounds during class, give developmentally appropriate instruction in letter formation, grasp, posture, sound discrimination and more. I will include developmental activities in class that the caregiver will be able to reproduce at home. I will also include a list of activities for the caregiver to utilize over the course of the week as they work to build their child’s reading and motor skills. Caregivers will document their implementation of the activities and upload these, along with their reflections to the class Canvas page. We will discuss these in class.

Approximately the first half of class will be devoted to instructing the students while the caregiver sits close by. Once the students are dismissed, they may play a quiet game, look at books, color, eat a snack, etc. while I go into greater depth concerning the developmental activities and plans for the week.

For the first few weeks of school, both classes during the week will be devoted to learning the phonograms of the alphabet as well as developmental activities. Once the alphabet phonograms are in place, we will begin multi-letter phonograms and spelling words. The spelling words will be introduced during the first class of the week and tested during the second. This will mean your child will need to practice the words during the week. After the spelling test, I will introduce the phonograms for the following week's spelling list.

COURSE MAP

SEMESTER 1

During the first semester we may cover many of the seventy-three phonograms, progressing from single-letter to multi-letter phonograms. I will introduce the phonograms, the rules governing them, spelling rules and skills such as correct letter formation, rhyming, blending, posture, visual skills, syllabification, punctuation rules, auditory discrimination, vowels, consonants and early spelling rules. Spelling lists will be introduced once the alphabet phonograms have been completed.

SEMESTER 2

During the second semester, we will reinforce all of the skills learned during the first semester and go deeper into any remaining phonograms, spelling rules and rules governing affixes, suffixes and other more complex spelling rules. We will continue our neurological development activities as we increase our word knowledge and decoding abilities. Fluency exercises will be introduced as well as comprehension strategies. Second semester "mom-time" will include a study of reflexes and their relation to learning.

STUDENT EXPECTATIONS

1. Students are expected to engage in class by repeating phonograms during the flashcard drill time and answer questions about phonogram sounds, words, markings and spelling rules. Students will be expected to write words and short sentences on a small white board or piece of paper and show the class their work.
2. Students are expected to engage in the assigned homework, including studying their spelling words for the test on Friday and give a report, during share time, concerning what they completed at home.
3. Parents are expected to follow along with class, participate in share time and take notes as class progresses.
4. Parents/caregivers must participate in the end of class “Mom Time” where I will give more in-depth instruction and answer any questions.
5. Parents/caregivers must guide their student(s) in the assigned homework though the week and help them prepare for the test on Friday.

STUDENT GRADING AND EVALUATION

Grades for this class will be based on the student’s completion of homework and spelling tests.

STUDENT EVALUATION : MASTERY PORTRAIT

The parent/caregiver may wish to keep examples of student work along with the notes taken in class. This can serve to satisfy state requirements as well as act as a guide while completing the homework throughout the week at home.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

A spelling test will be given during the second part of class on Friday, directly after share time and phonogram flashcard practice. The students will be required to upload a copy or photograph of their test to canvas along with a record of the homework they completed that week. The student’s grade will be based on each completed activity and all activities/tests will be weighted equally.

THE VIRTUAL CLASSROOM:

We will be using the free online “virtual classroom” software provided by Zoom. The live, interactive nature of our courses is foundational and we require cameras to be on during all class sessions. The virtual classroom will provide students with interactive audio and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom. Courses will be managed through our learning management system, Canvas.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](#) section of the Student Parent Handbook.

ABOUT THE INSTRUCTOR



Angelique Chaverri holds an MEd in special education from Missouri State University and a BA in psychology from Southwest Baptist University. Angelique has spent her adult life working to understand the underpinnings of learning. After initial interests in physical therapy and neuropsychology, she found her way into special education. Four years after entering the public school system, Angelique went into private practice. She worked for a year in a learning clinic under a neuropsychologist before starting her own business in 2005. Angelique then began cross-training in various therapy modalities usually used by medically based therapists in hospitals and rehab clinics.

For the past 17 years, Angelique has specialized in using standardized assessments to identify the underlying causes of learning difficulties and has designed individualized programs to improve learning while guiding parents and teachers in how to modify the learning environment and instruction to the student's individual needs. Angelique has provided training for schools, parents, and hospitals. She firmly believes in teaching students to use their strengths to enjoy, not fear, the learning process.

Angelique has more than 20 years of experience working with students with all types of learning disabilities, including those who have issues with reading, math, spelling, writing, dyslexia, auditory processing deficits, attention problems, sensory processing deficits, visual processing deficits, and more. Because difficulty in these areas often leads to increased anxiety in the student and can impact family life, tackling these issues in a way that is manageable and hopeful is one of Angelique's highest priorities.

This year, Angelique will celebrate 18 years of marriage to her wonderful husband. She is a homeschooling mom to two fantastic boys. When avoiding housework, Angelique prefers to be outside hiking, biking, kayaking, camping, tending her medicinal herb and veggie gardens, hobby farming, and learning about regenerative agriculture and classical physical education. achaverri.scholeacademy@gmail.com

Please note: While this syllabus addresses details specific to this course, it is not extensive. Parents should also read the Student-Parent Handbook located on scholeacademy.com and be familiar with the ideas, policies, and procedures outlined.