



**SCHOLÉ ACADEMY**  
CLASSICAL ACADEMIC PRESS

# Reading Foundations 1

**Mrs. Angelique**

**Chaverri**

Yearlong Course

2023-2024

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## **Eligible Student:**

**Kindergarten, Pre-K welcome.** This class is designed for beginning readers who have had little to no reading instruction.

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## **Required Materials:\***

- 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/ tongs
- 2-inch 3-ring binder
- Page protectors
- Dry erase markers, fine-tip
- Blank index cards
- 3-subject, wide-ruled, spiral notebook

- Access to a laminator is recommended but not required

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## Course Schedule

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### **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.

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## Course Description

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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.

This class will include both caregiver and child. We will meet once per week for one hour. I will introduce one 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.

## Course Map

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### **SEMESTER 1**

During the first semester we will cover all of the alphabet and begin 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.

### **SEMESTER 2**

During the second semester, we will reinforce all of the skills learned during the first semester and go deeper into multi-letter phonogram and spelling rules. We will continue our neurological development activities as we increase our word knowledge and decoding abilities. During this semester, I will also introduce reflexes and how they impact learning.

## **Student expectations**

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1. Students enrolling in Reading Foundations 1 will be expected to look at the screen and respond when asked questions by raising his or her hand. The caregiver may help the student unmute so that he or she can answer the question.
2. Sitting is not required. Many families find that sitting at a coffee table or kitchen table so that the student can stand, sit or move to the white board (or any vertical writing surface) works best for them.
3. The parent/caregiver is expected to engage during class, take notes and guide their student(s) through the assigned homework for the week.
4. The parent/caregiver will be expected to give an overview of how they implemented the homework during share time at the beginning of the following class.

## **Student Grading and evaluation**

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No grades will be given for this class.

## **Student evaluation : Mastery Portrait**

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Parents/Caregivers may wish to keep examples of student work with their notes from class. This can be used to meet state requirements as well as a guide for implementing the work at home.

## **The Virtual Classroom:**

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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

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**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](mailto: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](http://scholeacademy.com) and be familiar with the ideas, policies, and procedures outlined.*