

**NEVADA STATE BOARD OF EDUCATION  
CONSENT AGENDA ITEM**

December 9, 2021

SUBJECT: Private School Re-Licensing

RECOMMENDATION:

Approve the renewal of license for:

- American Heritage Academy, Clark County
- St. Francis de Sales Catholic School, Clark County
- Lamb of God Lutheran School, Clark County
- Seton Academy West, Clark County
- Our Lady of Las Vegas Catholic School, Clark County
- Redeemer Lutheran Church, Clark County
- Bishop Gorman High School, Clark County
- Spring Creek Christian Academy, Elko County
- Mojave Springs, Clark County

BACKGROUND:

Private education institutions are covered by Chapter 394 in both the Nevada Revised Statutes and the Nevada Administrative Code. The Private Schools Education Program Professional verifies that the statutory and regulatory requirements are met. The Nevada State Board of Education approves the issuing of each private school license.

SUBMITTED BY:

Maria Sauter, Education Programs Supervisor  
Office of Student and School Supports

Dr. Seng-Dao Keo, Director  
Office of Student and School Supports

Dr. Jonathan Moore, Deputy Superintendent  
Student Achievement Division

## Private School Analysis

**School Name:** American Heritage Academy, Clark County

**Background:** American Heritage Academy began as a small home school group that has grown into a robust private school that accepts students from pre-kindergarten to high school. The approach at American Heritage Academy leads to academic excellence as students take personal responsibility for their education. The school fosters: exceptional character and personality development; a safe, disciplined environment; a love for learning; smaller class sizes; greater teacher/student interaction; an interest in higher education; and a life pursuit of learning.

**Recommendation:** It is recommended that the State Board approve the re-licensing of American Heritage Academy for two years, August 31, 2021- August 31, 2023. American Heritage Academy has complied with all statutory and regulatory requirements.

**Address:** 2100 Olympic Avenue, Henderson, Nevada 89178

**Ownership:** Laurel Beckstead

**Insurance:** Mutual Holding Company Insurance liability for death, personal injury or property damage is at least \$1,000,000 per occurrence.

**Enrollment:** 752, Kindergarten–Grade 12

**Educational Staff:** 46

**Complaint Status:** No complaints on file.

## Private School Analysis

**School Name:** St. Francis de Sales Catholic School, Clark County

**Background:** St. Francis de Sales School community is committed to the fundamental obligation to teach and to live the Gospel message and foster Catholic identity, while promoting academic excellence. As compassionate, ethical, and competent individuals, the students will be prepared for a lifetime of service to God and a quest for knowledge.

St. Francis de Sales School endeavors to put into practice our philosophy by endorsing and pledging to:

- Instill the precepts of the Church and Scripture, a love of God, and a desire to live out the Gospel message in every-day life.
- Help students build esteem and respect for themselves and others.
- Initiate academic and nonacademic programs and opportunities, which build self-discipline, moral reasoning, ethical decision-making, cooperation, responsibility and leadership qualities.
- Present appropriate and challenging activities to enhance the joy of learning and employ a variety of teaching techniques in order to provide for individual abilities, differences, and learning styles.
- Expand aesthetic awareness and appreciation of the world.
- Develop self-confidence, good sportsmanship, and healthy habits through varied programs and physical activities.

**Recommendation:** It is recommended that the State Board approve the re-licensing of St. Francis de sales Catholic School for an exemption license for two years, October 31, 2021-October 31, 2023. St. Francis de Sales Catholic School has complied with all statutory and regulatory requirements.

**Address:** 1111 N. Michael Way, Las Vegas, Nevada 89108

**Ownership:** Carol Wilson

**Insurance:** Mutual Insurance Company liability for death, personal injury or property damage is at least \$1,000,000 per occurrence.

**Enrollment:** 232, Kindergarten-Grade 8

**Educational Staff:** 10

**Complaint Status:** No complaints on file.

## Private School Analysis

**School Name:** Lamb of God Lutheran School, Clark County

**Background:** The mission of Lamb of God Lutheran School is to learn, live, love, and proclaim Jesus in an academically challenging and Christian environment. The school believes that God has given each child unique gifts that glorify Him and serve to expand His Kingdom, and they believe that God works with and through Lamb of God and the parents to enable each child to identify those gifts and to find ways to use them to bring glory to Him.

**Recommendation:** It is recommended that the State Board approve the re-licensing of Lamb of God Lutheran School for two years, September 30, 2021 – September 30, 2023. Lamb of God Lutheran School has complied with all statutory and regulatory requirements.

**Address:** 6232 N. Jones Boulevard, Las Vegas, Nevada 89130

**Ownership:** Derick Blessing

**Insurance:** Insurance for liability for death, personal injury or property damage is at least \$1,000,000 per occurrence.

**Enrollment:** 161, Kindergarten–Grade 5

**Educational Staff:** 97

**Complaint Status:** No complaints on file.

## Private School Analysis

**School Name:** Seton Academy West, Clark County

**Background:** Seton Academy was Established in 1963, Seton Academy is a family-owned private preschool and childcare center located in Las Vegas, Nevada, where fun and creativity combine with a structured curriculum to create an ideal atmosphere for nurturing early child development. Seton Academy becomes a place where ideas and concepts build upon each other, and each day brings the opportunity to learn something new. Their programs include language development, memorization, social skills, activities, fine and gross motor skills, and more. They also provide instruction on pre-reading, math, writing, music, and effective communication.

**Recommendation:** It is recommended that the State Board approve the re-licensing of Seton Academy West for a license for two years, September 30, 2021 – September 30, 2023. Seton Academy West has complied with all statutory and regulatory requirements.

**Address:** 3801 N. Campbell Road, Las Vegas, Nevada 89129

**Ownership:** Feleicia Walker

**Insurance:** Insurance for death, personal injury or property damage is at least \$1,000,000 per occurrence.

**Enrollment:** 11, Kindergarten

**Educational Staff:** 1

**Complaint Status:** No complaints on file.

## Private School Analysis

**School Name:** Our Lady of Las Vegas Catholic School, Clark County

**Background:** Our Lady of Las Vegas Catholic School is committed to the fundamental obligation to teach and to live the Gospel message and foster Catholic identity, while promoting academic excellence. As compassionate, ethical, and competent individuals, the students will be prepared for a lifetime of service to God and a quest for knowledge. Drawing from the long history of Catholic tradition and reputation for excellence, the educators of Our Lady of Las Vegas Catholic School, are committed to creating an atmosphere of encouragement, trust, and mutual respect through dedicated teaching and meaningful learning. While the parents are the primary educators, the school shares with parents, the responsibility of developing a faith in God that is viable and meaningful for each child. The school strives on a daily basis to promote academic excellence in all areas of the school curriculum by developing active Catholics who are responsible citizens with global awareness, effective communicators, life-long learners, and culturally aware individuals.

**Recommendation:** It is recommended that the State Board approve the re-licensing of Our Lady of Las Vegas Catholic School for an exempt license for two years, October 31, 2021 – October 31, 2023. Our Lady of Las Vegas Catholic School has complied with all statutory and regulatory requirements.

**Address:** 3046 Alta Drive, Las Vegas, Nevada 89107

**Ownership:** Marisa Bello

**Insurance:** Insurance Company for death, personal injury or property damage is at least \$1,000,000 per occurrence.

**Enrollment:** 431, Kindergarten-Grade 8

**Educational Staff:** 24

**Complaint Status:** No complaints on file.

## Private School Analysis

**School Name:** Redeemer Lutheran Elementary School, Clark County

**Background:** Redeemer Lutheran's curriculum embraces the whole child by providing creative centers to develop their natural curiosities in a Christian atmosphere. Their professionally trained staff have backgrounds in early childhood education. Their teachers hold Child Development Associate Credentials and creatively plan learning environments that are designed to meet the needs of each child. They believe that children learn through their play. Their learning experiences are conducted in center-based learning activities. Their creative centers are used to develop children's natural curiosities by exploring areas of music, drama, problem-solving, and art. Their cognitive centers are rich with activities that develop skills in pre-reading, pre-writing, social studies, and pre-math. They provide large motor and small motor activities to strengthen the children's physical abilities as well as their mental abilities. All this is done in a Christian atmosphere where the love of our Lord Jesus Christ is shown to every child each day.

**Recommendation:** It is recommended that the State Board approve the re-licensing of Redeemer Lutheran Elementary School for an exempt license for two years, October 31, 2021 – October 31, 2023. Redeemer Lutheran Elementary School has complied with all statutory and regulatory requirements.

**Address:** 1730 N. Pecos Road, Las Vegas, Nevada 89115

**Ownership:** Kim Warren

**Insurance:** Insurance Company for death, personal injury or property damage is at least \$1,000,000 per occurrence.

**Enrollment:** 4, Kindergarten–Grade 2

**Educational Staff:** 1

**Complaint Status:** No complaints on file.

## Private School Analysis

**School Name:** Bishop Gorman High School, Clark County

**Background:** Over sixty years ago, the vision and dream of five outstanding individuals, Romy Hammes, Dorothy Hammes, Kathlyn Hammes Mowbray, Bishop Robert J. Dwyer of Reno-Las Vegas, and Father John F. Brown, Provincial Superior of the Clerics of St. Viator, became a reality. On September 7, 1954, Bishop Gorman High School opened its doors as the only Catholic high school in Southern Nevada. Bishop Dwyer chose to honor his predecessor, The Most Reverend Thomas K. Gorman, the first Bishop of the Reno-Las Vegas Diocese, in naming the school. From its inception, Bishop Gorman High School was administered by the Clerics of St. Viator, a religious community dedicated to the education of and service to those less fortunate. The goals of Bishop Gorman High School are to:

1. Provide a Catholic and religious learning experience.
2. Assure excellence and high standards in all academics.
3. Offer a distinguished and wide variety of co-curricular activities.
4. Foster a safe, supportive and disciplined learning environment.
5. Involve students, parents, alumni and the community in school life.
6. Attract, retain and develop outstanding faculty and staff.
7. Provide strong administrative and fiscal leadership.

**Recommendation:** It is recommended that the State Board approve the re-licensing of Bishop Gorman High School for an exempt license for two years, October 31, 2021 – October 31, 2023. Bishop Gorman High School has complied with all statutory and regulatory requirements.

**Address:** 5959 S. Hualapai Way, Las Vegas, Nevada 89148

**Ownership:** John A. Kilduff and Kevin P. Kiefer

**Insurance:** Insurance Company for death, personal injury or property damage is at least \$1,000,000 per occurrence.

**Enrollment:** 1,535, Grades 9-12

**Educational Staff:** 78

**Complaint Status:** No complaints on file.



## Private School Analysis

**School Name:** Spring Creek Christian Academy, Elko County

**Background:** Spring Creek Christian Academy (SCCA) is a non-denominational Christian school. Their goal is to provide academic excellence, as well as knowledge and training in Biblical principles in a Christian atmosphere. Spring Creek Christian Academy is a self-running independent school. They are not attached to any church and our staff and students belong to many Christian churches throughout the community. SCCA is supported by local businesses, individuals, and various churches, as well as student paid tuition.

Spring Creek Christian Academy believes in traditional education, which is based on absolutes and truth. Without these, education is in a vacuum, producing chaos and confusion. Therefore, an atmosphere of structure and discipline in an environment in which students can see and experience the love of God, is provided, and learning can occur.

**Recommendation:** It is recommended that the State Board approve the re-licensing of Spring Creek Christian Academy for an exempt license for two years, September 30, 2021 – September 30, 2023. Spring Creek Christian Academy has complied with all statutory and regulatory requirements.

**Address:** 685 Spring Creek Parkway, Spring Creek, Nevada 89815

**Ownership:** Jo Sherwood

**Insurance:** Insurance Company for death, personal injury or property damage is at least \$1,000,000 per occurrence.

**Enrollment:** 93, Kindergarten-Grade 12

**Educational Staff:** 10

**Complaint Status:** No complaints on file.

**NEVADA STATE BOARD OF EDUCATION  
CONSENT AGENDA ITEM**

October 30, 2021

SUBJECT: Private School Change of Address

RECOMMENDATION:

Approve the change of address for Alteres B'nos Ita described below. The school has met all necessary requirements for this change.

Prior address of the school:

Alteres B'nos Ita  
8551 Vegas Drive  
Las Vegas, Nevada 89128

Requested new address of school:

Alteres B'nos Ita  
Address: 1401 Hillshire Drive, Las Vegas, Nevada 89134  
Grades Served: Grades 9-12  
License will renew October 31, 2022

Complaint Status: No complaints on file.

BACKGROUND:

Private education institutions are covered by Chapter 394 in both the Nevada Revised Statutes and the Nevada Administrative Code. The Private Schools Education Program Professional verifies that the statutory and regulatory requirements are met. The Nevada State Board of Education approves the issuing of a private school license.

SUBMITTED BY:

Maria Sauter, Education Programs Supervisor  
Office of Student and School Supports

Dr. Seng-Dao Keo, Director  
Office of Student and School Supports

Dr. Jonathan Moore, Deputy Superintendent  
Student Achievement Division

## Private School Analysis

**School Name:** Mojave Springs School, Clark County

**Background:** Mojave Springs School was formed in early 2017 in the Las Vegas Valley by a group of women who passionately believe in the deep-rooted philosophy of Waldorf Education as well as providing educational diversity to our city. Mojave Springs School is dedicated to fostering creative and independent thinkers by providing knowledge, nourishing emotional intelligence, and cultivating artistic expression to act with right intention in the world.

**Recommendation:** It is recommended that the State Board approve the re-licensing of Mojave Springs School for an exemption license for two years, September 30, 2021, through September 30, 2023. Mojave Springs School has complied with all statutory and regulatory requirements.

**Address:** 6440 W. Desert Inn Road, Las Vegas, Nevada 89146

**Ownership:** James Striby

**Insurance:** Mutual Insurance Company liability for death, personal injury or property damage is at least \$1,000,000 per occurrence.

**Enrollment:** 30, Grades 1-2

**Educational Staff:** 2

**Complaint Status:** No complaints on file.

**Attachments:** Grade 1 English Language Arts Scope and Sequence and Sample English Language Arts Lesson Plan

## GRADE 1 ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE

<i>CONCEPT</i>	<i>SKILLS / LEARNING OUTCOMES</i>
<p>Alphabet</p> <ul style="list-style-type: none"> <li>• Block 1 – 8 to 10 consonant letters</li> <li>• Block 2 – remaining consonant letters</li> <li>• Block 3 – vowel letters</li> </ul>	<ol style="list-style-type: none"> <li>1. Identifying uppercase and lowercase letters</li> <li>2. Recognizing letters from images</li> <li>3. Recognizing letters from anchor words (concrete nouns and object words)</li> <li>4. Discovering the singing nature of vowels</li> <li>5. Exploring the feeling nature of vowels</li> <li>6. Reciting the alphabet</li> </ol>
<p>Handwriting</p> <ul style="list-style-type: none"> <li>• Form drawing (1 week) – form as a basis for writing</li> <li>• Uppercase and lower case letters</li> <li>• Name writing</li> </ul>	<ol style="list-style-type: none"> <li>1. Drawing forms in space using the whole body for spatial awareness</li> <li>2. Drawing a variety of straight and curved line patterns</li> <li>3. Identify where curved and straight lines are found</li> <li>4. Writing uppercase and lowercase letters</li> <li>5. Writing one’s name</li> </ol>
<p>Phonemic awareness</p> <ul style="list-style-type: none"> <li>• CVC words</li> <li>• Beginning digraphs</li> <li>• Blends</li> <li>• Inflectional Endings: -s and -ed</li> </ul>	<p>A. Segmentation – breaking words down into individual phonemes</p> <ol style="list-style-type: none"> <li>1. Identifying the sounds associated with the letters</li> <li>2. Using phonemes to identify sounds in simple words</li> </ol> <p>B. Deletion – manipulating sounds in words by deleting sounds</p>
<p>Encoding and Decoding</p> <ul style="list-style-type: none"> <li>• Phonemes (letter to sound)</li> </ul>	<p>Encoding – segmenting a word into its sounds and spelling it correctly</p> <ol style="list-style-type: none"> <li>1. CVC words</li> <li>2. Digraphs: SH, CH, TH, WH, NG, OO</li> <li>3. Simple blends</li> </ol> <p>Decoding – sounding out a word to read it correctly</p> <ol style="list-style-type: none"> <li>1. CVC words</li> <li>2. Digraphs: SH, CH, TH, WH, NG, OO</li> <li>3. Simple blends</li> </ol>

<p>Symbol imagery</p> <ul style="list-style-type: none"> <li>• Single letter visualization</li> <li>• Double letter visualization</li> </ul>	<p>Visualizing letters</p> <ol style="list-style-type: none"> <li>1. Air or desk writing single letters of the alphabet (Emergent phase)</li> <li>2. Air or desk writing two letters of the alphabet (begin with uppercase and lowercase [B and b] then move on to two different consonants [df and lp] (Phonemic Awareness phase - Beginning)</li> <li>3. Visualizing up to 3 letters</li> </ol>
<p>Sight words (reading and spelling)</p>	<ol style="list-style-type: none"> <li>1. Recognizing commonly-used words</li> <li>2. Spelling commonly-used words</li> <li>3. Spelling words through chanting, encoding, visualizing, and meaning</li> </ol>
<p>Concept imagery</p> <ul style="list-style-type: none"> <li>• Comprehension (Oral language)</li> </ul>	<ol style="list-style-type: none"> <li>1. Creating mental pictures of scenes from stories listened to Retelling story details in sequential order</li> <li>2. Recalling stories using Lindamood-Bell Structure Words</li> <li>3. Answering factual recalling questions (HOTS questions)</li> <li>4. Free rendering through visual arts: drawing, modelling, making creations with various materials, etc. (only after students have demonstrated solid comprehension skills)</li> </ol>
<p>Speech</p>	<ol style="list-style-type: none"> <li>1. Reciting verses/poems</li> <li>2. Repeating words and/or sentences after the teacher</li> </ol>
<p>Dictation</p>	<p>Writing short sentences given by the teacher</p>
<p>Mechanics</p>	<p>Capitalizing names and the first word in a sentence, using periods to punctuate sentences</p>
<p>Reading</p>	<p>Reading short familiar and unfamiliar passages</p>

## GRADE 1 ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE

The ability to imagine or to think in pictures is one of the signs that a child is ready for the first grade. Stories bring about this ability in children. Through fairy tales, an archetypal picture of the human being and the experiences and challenges met in his life journey is presented to the child. Nature stories connect the child to the bigger world and shows how nature works. And like fairy tales, folk or traditional tales based on archetypal images nurture the child’s sense of wholeness and morality. The child identifies with the image of an individual who strives to find his way in the world through the help of nature. The dreamlike quality of these stories mirrors the child’s consciousness which is still unconnected to the stream of time.

Utilizing the Emergent Phase and Phonemic Awareness Phase, the first two phases of learning to read and spell, will address the learning needs of children in the first grade. The former will be an initial introduction to reading, spelling and writing. While the latter, to accommodate to students who may already know how to read, either self-taught or received early instruction.

<i>Story Theme / Narratives</i>	<ul style="list-style-type: none"> <li>◆ Fairy tales</li> <li>◆ Nature stories</li> <li>◆ Folk tales</li> </ul>	
<i>Skills</i>	<b>Emergent Phase</b>	<b>Phonemic Awareness Phase</b>
	<ol style="list-style-type: none"> <li>1. The Alphabet               <ul style="list-style-type: none"> <li>○ “The ABC Song”</li> <li>○ first 8-10 letters of the alphabet (uppercase and lowercase)</li> </ul> </li> <li>2. Handwriting               <ul style="list-style-type: none"> <li>○ Form drawing (straight and curved lines)</li> <li>○ uppercase and lowercase printing</li> </ul> </li> <li>3. Phonological and Phonemic Awareness               <ul style="list-style-type: none"> <li>○ Sentences into words</li> <li>○ Words into syllables</li> <li>○ Beginning phonemic awareness                   <ul style="list-style-type: none"> <li>➤ phoneme matching</li> </ul> </li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. The Alphabet               <ul style="list-style-type: none"> <li>○ remaining letters of the alphabet (uppercase and lowercase)</li> </ul> </li> <li>2. Handwriting               <ul style="list-style-type: none"> <li>○ Uppercase and lowercase printing</li> </ul> </li> <li>3. Phonological and Phonemic Awareness               <ul style="list-style-type: none"> <li>○ All aspects of phonemic awareness:                   <ul style="list-style-type: none"> <li>➤ phoneme matching</li> <li>➤ onset/rime</li> <li>➤ blending</li> <li>➤ sequencing</li> <li>➤ segmenting</li> <li>➤ manipulating</li> </ul> </li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>➤ onset &amp; rime</li> <li>➤ blending phonemes</li> </ul> <ol style="list-style-type: none"> <li>4. Encoding and Decoding <ul style="list-style-type: none"> <li>○ encoding first phoneme in a word</li> <li>○ decoding (NA)</li> </ul> </li> <li>5. Symbol Imagery <ul style="list-style-type: none"> <li>○ visualizing straight and curved lines</li> <li>○ visualizing 1 to 2 letters</li> </ul> </li> <li>6. Sight Words <ul style="list-style-type: none"> <li>○ Set 1: The most common sight words (see attachment)</li> </ul> </li> <li>7. Concept Imagery <ul style="list-style-type: none"> <li>○ visualization skills</li> </ul> </li> <li>8. Comprehension <ul style="list-style-type: none"> <li>○ sequential retelling</li> </ul> </li> <li>9. Spelling – NA</li> <li>10. Speech <ul style="list-style-type: none"> <li>○ poems, songs, and tongue twisters</li> </ul> </li> <li>11. Grammar <ul style="list-style-type: none"> <li>○ Parts of speech – NA</li> <li>○ Mechanics – NA</li> <li>○ Answering questions in complete sentences</li> </ul> </li> <li>12. Vocabulary <ul style="list-style-type: none"> <li>○ teaching/using words from memory reading, stories, poems, and songs</li> </ul> </li> <li>13. Kid Writing <ul style="list-style-type: none"> <li>○ one to two (1-2) word</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>4. Encoding and Decoding <ul style="list-style-type: none"> <li>○ encoding and decoding by phonemes</li> <li>○ encoding all sounds in a word</li> <li>○ decoding: begin only after alphabet is introduced and teach phonics rules</li> <li>○ decoding by phoneme: CVC words</li> </ul> </li> <li>5. Symbol Imagery <ul style="list-style-type: none"> <li>○ visualizing words with 3-5 letters</li> </ul> </li> <li>6. Sight Words <ul style="list-style-type: none"> <li>○ Set 2: Phonetically Regular and Irregular Sight Words (see attachment)</li> </ul> </li> <li>7. Concept Imagery <ul style="list-style-type: none"> <li>○ visualization skills</li> </ul> </li> <li>8. Comprehension <ul style="list-style-type: none"> <li>○ sequential retelling</li> <li>○ factual recalling questions</li> <li>○ free renderings</li> <li>○ HOTS (higher order thinking skills) questions – after Spring Break only</li> </ul> </li> <li>9. Spelling – NA</li> <li>10. Speech</li> <li>11. Grammar <ul style="list-style-type: none"> <li>○ Parts of speech – NA</li> <li>○ Mechanics – Capitalization (first word in a sentence and people’s names) and use of period at the end of a sentence</li> <li>○ Answering questions in complete sentences</li> </ul> </li> </ol>
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	<p>titles</p> <p>14. Composition – NA</p> <p>15. Reading</p> <ul style="list-style-type: none"> <li>○ memory reading and echo reading through choral recitation/reading</li> </ul>	<p>12. Vocabulary</p> <ul style="list-style-type: none"> <li>○ teaching/using words from memory reading, stories, poems, and songs</li> </ul> <p>13. Kid Writing</p> <ul style="list-style-type: none"> <li>○ beginning: two to five (2-5) word titles</li> <li>○ intermediate: two or more short sentences</li> <li>○ advanced: one-half to one (1/2 – 1) page</li> </ul> <p>14. Composition – NA</p> <p>15. Reading</p> <ul style="list-style-type: none"> <li>○ memory reading and echo reading through choral recitation/reading</li> <li>○ through guided reading start decodable-text (once students can decode)</li> <li>○ encourage independent reading of familiar texts</li> </ul>
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<i>Assessment</i>	Skill	Informal	Formal
	Alphabet	Not recommended	Writing the alphabet (uppercase, lowercase, and/or both)
	Handwriting	<ul style="list-style-type: none"> <li>◇ Observe students' work – handwriting practice, dictation, kid writing, etc.</li> <li>◇ Observe students' pencil grip and letter formation as they write (correct anything that is done incorrectly)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Ask students to copy something from the board using their neatest handwriting (something for the main lesson book or a stand-alone test)</li> <li>◇ Take note of the following:               <ol style="list-style-type: none"> <li>1) mixing uppercase and lowercase letters</li> <li>2) incorrect letter sizes</li> <li>3) letters that go off the line</li> <li>4) letters with</li> </ol> </li> </ul>



			descenders that do not descend below the base line (e.g. y, g, q, p, etc.)
	Phonemic Awareness	Observe kid writing and phonemic awareness exercises	Use segmentation: Have the students put down a line for each sound they hear in a word (and write the letter that matches the sound if they know it)
	Decoding / Encoding	<ul style="list-style-type: none"> <li>◇ Observe kid writing and spelling dictations</li> <li>◇ Observe reading groups</li> </ul>	<ul style="list-style-type: none"> <li>◇ Encoding: Make up a list of less-common words with the phonics rule(s) practiced (CVC words like vet, ham, sip, etc.); include some nonsense words</li> <li>◇ Decoding: Short vowels in CVC words, consonant blends, digraphs plus any other elements taught</li> </ul>
	Symbol Imagery	<ul style="list-style-type: none"> <li>◇ Observe symbol imagery exercises such as syllable cards and mystery word</li> <li>◇ Observe how the students copy from the board (one letter at a time, one word, or groups of words)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Create own assessment by making cards that have 1-5 random lowercase letters on them such as <i>lqz</i> (prepare various cards with different letter combinations like 3 cards with 2 letters, 3 cards with 3 letters, etc.)</li> <li>◇ Show card for 1 second per letter, take the card away and have the students write down the letters they saw</li> </ul>
	Sight Words	Observe students' oral reading and kid writing	Give spelling test of all the sight words practiced to date (or just that week)
	Concept Imagery	◇ Observe students' free renderings of the stories told in	

		<p>class</p> <ul style="list-style-type: none"> <li>◇ Make special note of students who struggle to choose a picture or other artistic rendering that does not match the story</li> </ul>	
	Comprehension	Observe answers to oral comprehension questions (factual recall questions and simple HOTS questions)	Write own comprehension questions and give the class a very simple quiz (can be done once the students are kid writing in the Phonemic awareness Phase – intermediate or advanced)
	Spelling	Observe students' kid writing	Do 1-3 simple dictation sentences using sight words and phonics rules
	Speech	<ul style="list-style-type: none"> <li>◇ Observe articulation and grammar (if a student struggles to pronounce a sound like /r/, /s/, /l/, /th/, etc., refer the student to speech therapy)</li> <li>◇ Make note of common grammatical problems (e.g. "Me an him (sic) went out.")</li> </ul>	NA
	Grammar	Observe use of mechanics in kid writing drafts (capitalization and punctuation)	NA
	Vocabulary	Observe students' use of oral language	NA
	Kid Writing	NA (No formal assessment of kid writing; use kid writing to assess for	NA

		phonemic awareness and sight word spelling)	
	Composition	NA	NA
	Reading	Observe students' fluency, phrasing, and errors	NA
<i>Reference/s</i>	<ul style="list-style-type: none"> <li>❖ The Roadmap To Literacy</li> <li>❖ Words Their Way Primary Spelling Inventory</li> <li>❖ CORE Phonics Survey: Reading and Decoding</li> <li>❖ A Handbook For Waldorf Class Teachers (Kevin Avison)</li> <li>❖ Castlemaine Steiner School Curriculum</li> <li>❖ Te Ra Waldorf School Curriculum</li> <li>❖ Rudolf Steiner's Curriculum for Steiner-Waldorf School (E.A. Karl Stockmeyer)</li> </ul>		

# LANGUAGE ARTS SAMPLE LESSON PLAN

April 18 – May 13, 2022

## Block Objectives:

- Sound out, spell and read words with blends and digraphs
- Use letter-sound associations, word parts, and context to identify new words
- Identify an increasing number of words by sight
- Retell familiar stories in sequential order
- Answer factual recalling questions (HOTS questions)
- Capitalize proper nouns and the first word in the sentence
- Use proper punctuation in sentences
- Read short familiar and unfamiliar passages
- Write a simple paragraph

## WEEK 1

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Morning Circle</b>				
Songs, Poems, Speech Exercises, Bean Bag Exercises, Body Geography, Movements				
*Unlocking of difficult words	*Unlocking of difficult words	*Unlocking of difficult words	*Unlocking of difficult words	*Unlocking of difficult words
Story: <b>The Wolf and The Seven Little Kids</b>	Story: <b>Faithful John</b>	Story: <b>The Twelve Brothers</b>	Story: <b>The Valiant Little Tailor</b>	Story: <b>The Three Spinners</b>
Previous Story Recalling/Retelling	Previous Story Recalling/Retelling	Previous Story Recalling/Retelling	Previous Story Recalling/Retelling	Previous Story Recalling/Retelling
Vocabulary Development	Vocabulary Development	Vocabulary Development	Vocabulary Development	Vocabulary Development
Sight Words Reading	Sight Words Reading	Sight Words Reading	Sight Words Reading	Sight Words Reading
Main Lesson Notebook (Writing and Drawing)	Main Lesson Notebook (Writing and Drawing)	Main Lesson Notebook (Writing and Drawing)	Main Lesson Notebook (Writing and Drawing)	Main Lesson Notebook (Writing and Drawing)
Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson

<u>Subject Content:</u> Consonant Blends <b>fr</b> (ex. Frog, from, free) <b>fl</b> (ex. Flee, flag, flew)	<u>Subject Content:</u> Consonant Blends <b>gr</b> (ex. Grab, gray, green) <b>gl</b> (ex. glee, glad, glue)	<u>Subject Content:</u> Consonant Blends <b>pl</b> (ex. Plan, plus, play) <b>pr</b> (ex. Print, prank, press)	<u>Subject Content:</u> Consonant Blends <b>sl</b> (ex. Slam, sled, slim) <b>sm</b> (ex. Smell, smog, small)	<u>Subject Content:</u> Consonant Blends <b>sp</b> (ex. Spot, spill, spa) <b>st</b> (ex. star, stay, stem)
Reading	Spelling	Reading	Spelling	Reading
Comprehension Building		Comprehension Building		Comprehension Building

## WEEK 2

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Morning Circle</b> Songs, Poems, Speech Exercises, Bean Bag Exercises, Body Geography, Movements				
*Unlocking of difficult words Story: <b>The Elves</b>	*Unlocking of difficult words Story: <b>The Seven Ravens</b>	*Unlocking of difficult words Story: <b>The Robber Bridegroom</b>	*Unlocking of difficult words Story: <b>The Juniper Tree</b>	*Unlocking of difficult words Story: <b>Fundevogel</b>
Previous Story Recalling/Retelling	Previous Story Recalling/Retelling	Previous Story Recalling/Retelling	Previous Story Recalling/Retelling	Previous Story Recalling/Retelling
Vocabulary Development	Vocabulary Development	Vocabulary Development	Vocabulary Development	Vocabulary Development
Sight Words Reading	Sight Words Reading	Sight Words Reading	Sight Words Reading	Sight Words Reading
Main Lesson Notebook (Writing and Drawing)	Main Lesson Notebook (Writing and Drawing)	Main Lesson Notebook (Writing and Drawing)	Main Lesson Notebook (Writing and Drawing)	Main Lesson Notebook (Writing and Drawing)
<u>Main Lesson Subject Content:</u> Consonant Digraphs <b>ch</b> (ex. Choice, cheese, chain)	<u>Main Lesson Subject Content:</u> Consonant Digraphs <b>gh</b> (ex. Ghost, ghee, ghoul)	<u>Main Lesson Subject Content:</u> Consonant Digraphs <b>mb</b> (ex. Womb, comb, limb)	<u>Main Lesson Subject Content:</u> Consonant Digraphs <b>ph</b> (ex. Graph, phone, photo)	<u>Main Lesson Subject Content:</u> Consonant Digraphs <b>wh</b> (ex. Which, whale, whole)

<b>ck</b> (ex. Clock, black, flock)	<b>kn</b> (ex. Knit, knob, kneel)	<b>ng</b> (ex. King, song, fang)	<b>sh</b> (ex. Shake, shirt, show) <b>th</b> (ex. Throw, tree, think)	<b>wr</b> (ex. Wreck, write, wrist)
Reading	Spelling	Reading	Spelling	Reading
Comprehension Building		Comprehension Building		Comprehension Building

**WEEK 3**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Morning Circle</b> Songs, Poems, Speech Exercises, Bean Bag Exercises, Body Geography, Movements				
*Unlocking of difficult words  Story: <b>The Little Briar Rose</b>	*Unlocking of difficult words  Story: <b>The Old Man and His Grandson</b>	*Unlocking of difficult words  Story: <b>Brother Lustig</b>	*Unlocking of difficult words  Story: <b>Hans in Luck</b>	*Unlocking of difficult words  Story: <b>The Gold Children</b>
Previous Story Recalling/Retelling	Previous Story Recalling/Retelling	Previous Story Recalling/Retelling	Previous Story Recalling/Retelling	Previous Story Recalling/Retelling
Vocabulary Development	Vocabulary Development	Vocabulary Development	Vocabulary Development	Vocabulary Development
Sight Words Reading	Sight Words Reading	Sight Words Reading	Sight Words Reading	Sight Words Reading
Main Lesson Notebook (Writing and Drawing)	Main Lesson Notebook (Writing and Drawing)	Main Lesson Notebook (Writing and Drawing)	Main Lesson Notebook (Writing and Drawing)	Main Lesson Notebook (Writing and Drawing)
<u>Main Lesson Subject Content:</u>  <b>Sentence</b>	<u>Main Lesson Subject Content:</u>  <b>Sentence Structure</b>	<u>Main Lesson Subject Content:</u>  <b>Declarative Sentence</b>	<u>Main Lesson Subject Content:</u>  <b>Interrogative Sentence</b>	<u>Main Lesson Subject Content:</u>  <b>Imperative Sentence</b>
Reading	Spelling	Reading	Spelling	Reading
Comprehension Building		Comprehension Building		Comprehension Building

**WEEK 4**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Morning Circle</b>				
Songs, Poems, Speech Exercises, Bean Bag Exercises, Body Geography, Movements				
*Unlocking of difficult words  Story: <b>The Water of Life</b>	*Unlocking of difficult words  Story: <b>The Gold Children</b>	*Unlocking of difficult words  Story: <b>The Peasant's Wise Daughter</b>	*Unlocking of difficult words  Story: <b>Bearskin</b>	*Unlocking of difficult words  Story: <b>The Cunning Little Tailor</b>
Previous Story Recalling/Retelling	Previous Story Recalling/Retelling	Previous Story Recalling/Retelling	Previous Story Recalling/Retelling	Previous Story Recalling/Retelling
Vocabulary Development	Vocabulary Development	Vocabulary Development	Vocabulary Development	Vocabulary Development
Sight Words Reading	Sight Words Reading	Sight Words Reading	Sight Words Reading	Sight Words Reading
Main Lesson Notebook (Writing and Drawing)	Main Lesson Notebook (Writing and Drawing)	Main Lesson Notebook (Writing and Drawing)	Main Lesson Notebook (Writing and Drawing)	Main Lesson Notebook (Writing and Drawing)
<u>Main Lesson Subject Content:</u>  <b>Exclamative Sentence</b>	<u>Main Lesson Subject Content:</u>  <b>Proper Use of Punctuation</b>	<u>Main Lesson Subject Content:</u>  <b>Identifying Sentences</b>	<u>Main Lesson Subject Content:</u>  <b>Writing and Composition</b>	<u>Main Lesson Subject Content:</u>  <b>Writing and Composition</b>
Reading	Spelling	Reading	Spelling	Reading
Comprehension Building		Comprehension Building		Comprehension Building