

Reading Log (20 minutes a day)

Name

Monday's date

Day	Book Read	Minutes Read	Parent Initials
Monday			
Tuesday			
Wednesday			
Thursday			

Homework #13

Language Arts Skills

***Write your FIRST and LAST name** (first letter capital - rest lowercase)



***Book Skills:** As you and your child read books this week help your child identify: who the **characters** in the story are, where the **setting(s)** of the story is, and have them tell you **1 or 2 events** that happened in the story. **Also, read some non-fiction book in your reading.**
Complete: YES_____ NO_____

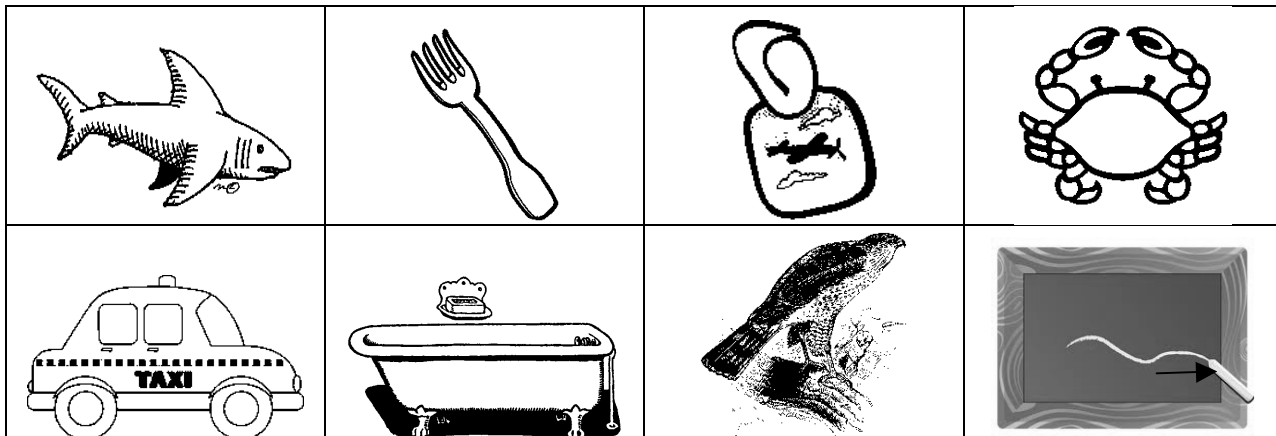
***Opposites:** say the word to your child and have them tell you the opposite. Check mark when complete.

in _____(✓) girl _____(✓)

***Ending sounds:** for letters Gg and Ll (your child can color the whole box in)
Color pictures ending with

Kk – purple and Bb – green.

Please color softly so we can still



***Blending Words:** First say each sound, next say the sounds together without pausing, last put the word together. Put a check mark next to the words your child successfully blends.


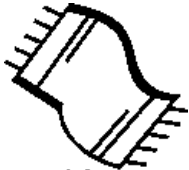


/a/ /n/ /t/ aaaannntt ant _____(✓)

/h/ /u/ /g/ hhhhuuuugg hug _____(✓)

/c/ /r/ /a/ /b/ cccrrrrraaaabb crab _____(✓)

/f/ /r/ /o/ /g/ fffrrrrroooogg frog _____(✓)

***Spelling CVC words:** write the lowercase letters to spell the word for each picture (it may help to segment first and as they say each sound have them write the letter).

	_____		_____
	_____		_____

***Segmenting Words-** breaking words apart into individual sounds.

1. Say the whole word for your child and have them say each sound to you as they put up a finger for that sound (you could also have them move objects for each sound they hear).

Complete: _____Yes _____No

2. Once they have read the word, cover the word, tell them the word, and have them tell you the first sound in the word. Then tell them the word again and have them tell you all the sounds they hear in the word.

Complete: _____Yes _____No

3. After they have held up fingers or moved objects for each sound, have your child write the lowercase letters for each individual sound in the boxes behind each word.

rat

leg

jig			
tu			
b			

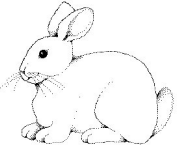


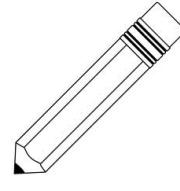
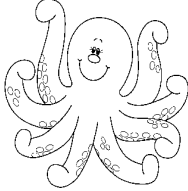



ho			
p			
bu			
s			

***Reading sight word and CVC (blendable) word sentences:** have your child read the sentence to you (help where needed). Page 3

I like eggs. _____(✓) We fed the dog. _____(✓)

Go see the green hill. _____(✓) I have a black hat.
 _____(✓)

***Syllables:** circle the correct number for the amount of syllables in each word
 (it might help to clap them out or put their finger on their chin as they say the word slowly)

			
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
			
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

***I can tie my shoes** by myself _____? ***I can put on and zip/button** my own coat _____?

(If your child cannot tie their shoes or put on and zip/button their own coat by themselves please practice with them).

***Review the days of the week in order.** I know all the days of the week ____ Yes ____ No

*Review the months of the year in order. I know all the months of the year _____ Yes _____
No

*Sight Words. Put a check mark in the left corner if your child can read the sight word automatically. Also, on a separate sheet of paper have your child practice spelling the sight words. (These are ½ of the 25 sight words that Quest requires for your child to know by the end of the year. So, work with them so they can recognize them easily.)

that	for	was	it	of	he
on	a	is	you	in	the
he	of	to	it	was	is
was	A	that	you	I	on
the	that	you	and	for	to