

Reading Log (20 minutes a day)

Name

Monday's date

Day	Book Read	Minutes Read	Parent Initials
Monday			
Tuesday			
Wednesday			
Thursday			

Homework #15

Language Arts Skills

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



***Book Skills-Confirm Understanding:** As you read together, encourage your child to confirm their understanding of what is being read by requesting clarification and asking questions about the content of the book.

Complete: YES _____ NO _____

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

black _____(✓)

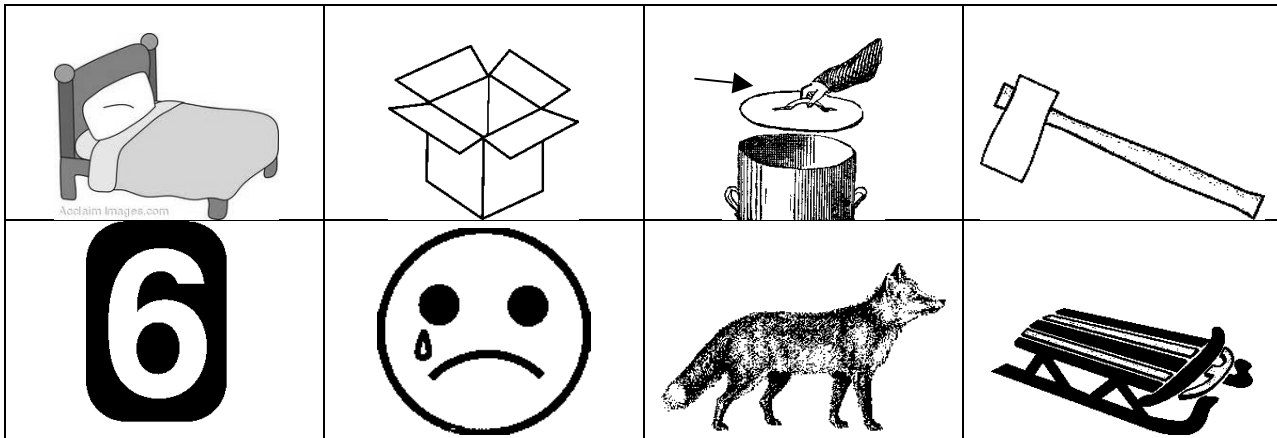
full _____(✓)

old _____(✓)

win _____(✓)

***Ending sounds:** Color pictures ending with **Xx – purple** and **Dd – green**

Please color softly so we can still see the pictures. (Your child can color the whole box.)



***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.

/v/ /a/ /n/

vvvvaaann

van _____(✓)

/w/ /e/ /b/

wwwweeeebb

web _____(✓)

/v/ /e/ /t/

vvvveeeett

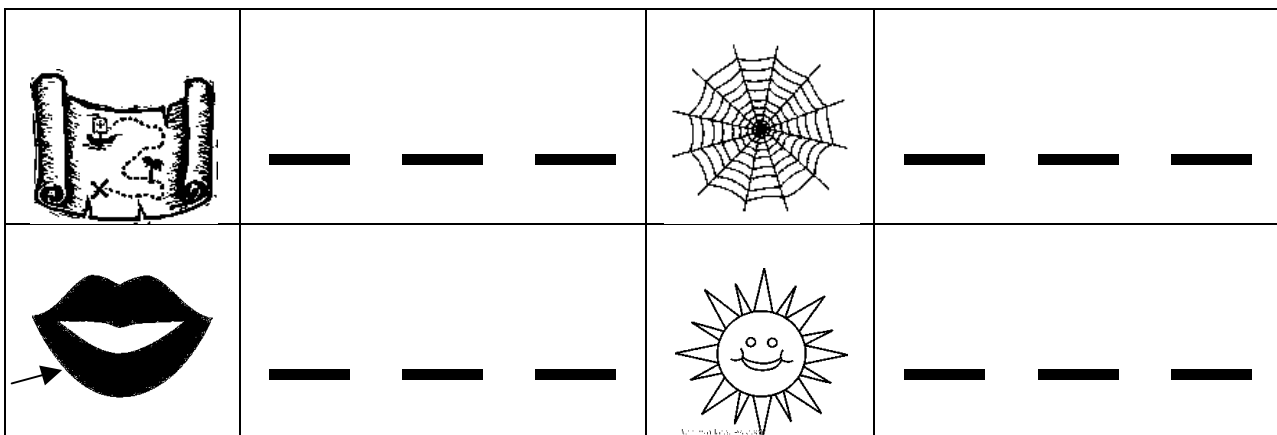
vet _____(✓)

/w/ /i/ /g/

wwwwiiiigg

wig _____(✓)

***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.

tag			
top			
rot			

can			
had			
mat			

***Reading Sentences:** have your child read the sentences to you (help where needed).

The gas. _____(✓)

The red lid. _____(✓)

Can I dig? _____(✓)

The dog is fun. _____(✓)

*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.)

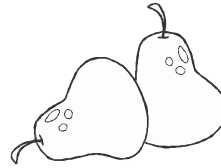
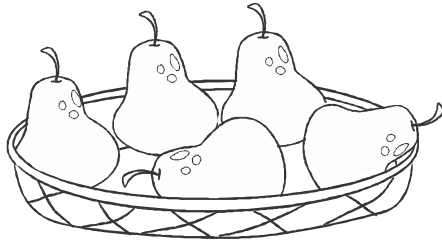
and	for	of	the	that	in
that	for	and	it	of	he
on	a	is	you	in	the
to	was	is	he	of	for
he	I	on	was	A	that

***I can count to _____** before I make a mistake. If your child CANNOT count to 60 please practice until it becomes easy (if your child is already counting to 100 easily you don't need to count every time, just write in 100, but don't forget to review every once in a while)

***1 to 1 correspondence** - collect forty objects and have your child count them. (It is very helpful for your child to move the objects as they count).

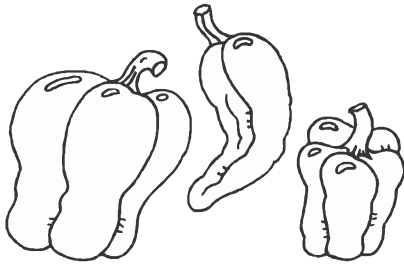
I can count 40 objects without double counting or skipping any Yes____ No____

1



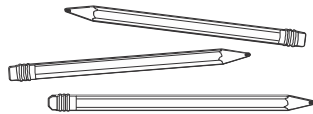
- 5
- 7
- 9

2



- 6
- 7
- 8

3



- 2
- 3
- 6

1 Use counters to model joining groups. Count the pears in each group. Join the two groups. How many in all? Circle the number.

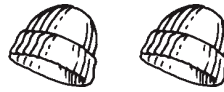
2 Use counters to model joining groups. Count the peppers in each group. Join the two groups. How many in all? Circle the number.

3 Use counters to model joining groups. Count the pencils in each group. Join the two groups. How many in all? Circle the number.



(continued)

4

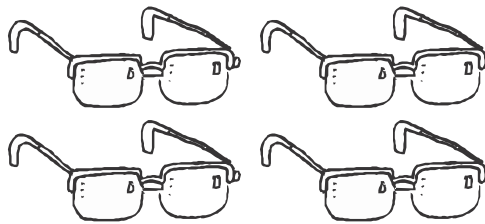
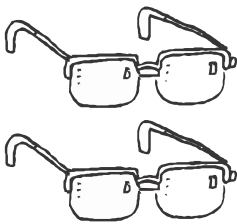


2

2

_____ in all.

5

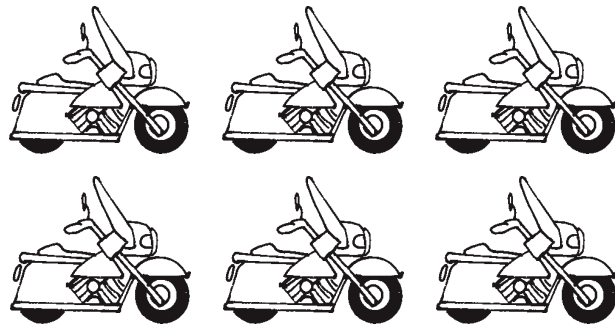
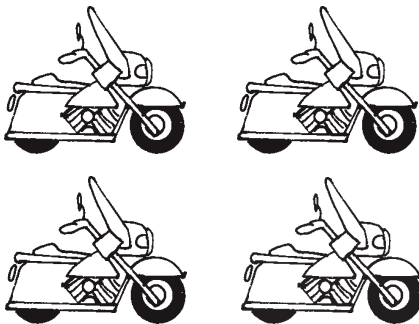


2

4

_____ in all.

6



4

6

_____ in all.

4 + 6 Use counters to model joining groups. Count the objects in each group.
Write the number that tells how many there are in all.

