Reading Log (20 minutes a day)

Name _____ Monday's date _____

Day	Book Read	Minutes Read	Parent Initials
Monday			
Tuesday			
Wednesday			
Thursday			

Homework #16
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.

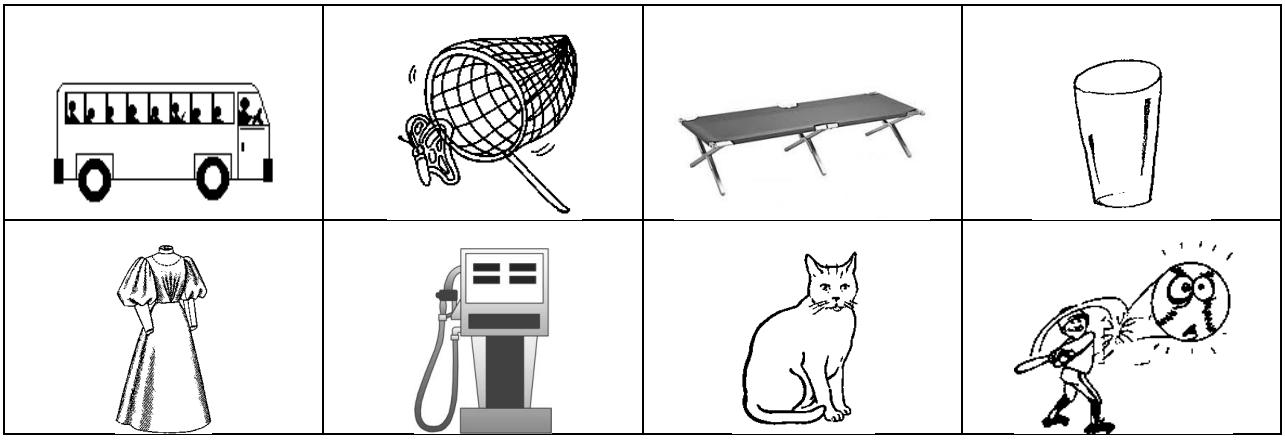
Complete: YES_____ NO_____

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

rich _____(✓) true _____(✓)

easy _____(✓) fast _____(✓)

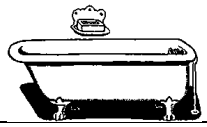
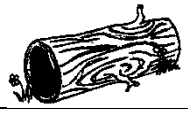
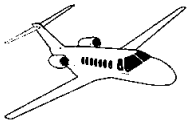
***Ending sounds**: Color pictures ending with **Ss– orange** and **Tt – yellow**
Please color softly so we can still see the pictures. (your child can color the whole box in)



***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.

/k/ /i/ /d/	kkkkiiiidd	kid _____(✓)
/qu/ /i/ /t/	qqqquuuuiiiitt	quit _____(✓)
/k/ /i/ /ck/	kkkkiiiick	kick _____(✓)
/qu/ /i/ /ck/	qqqquuuuiiiick	quick _____(✓)

***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.

map			

pen			

web			
box			

lid			
rug			

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

I see a red van. _____(✓) The egg is cut. _____(✓)

Is the bug on the log? _____(✓)The bed is big. _____(✓)

*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 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.)

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

*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)

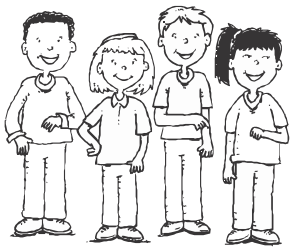
*1 to 1 correspondence - collect FIFTY objects and have your child count them. (It is very helpful for your child to move the objects as they count).
I can count 50 objects without double counting or skipping any Yes___ No___

*I can count by 5's to _____ before I make a mistake.

*I can count by 10's to _____ before I make a mistake.

Name _____

1



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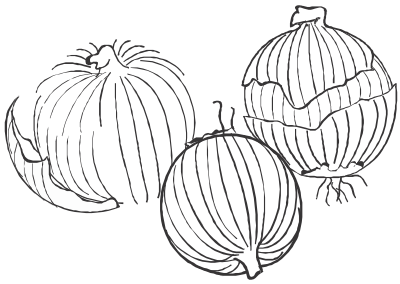
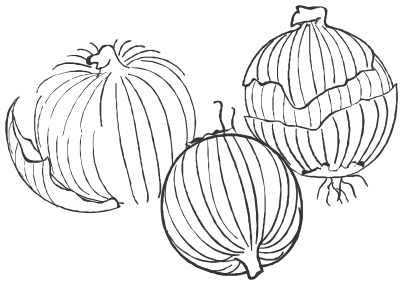
_____

2



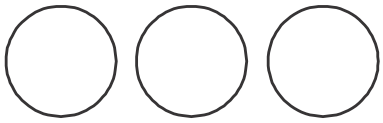


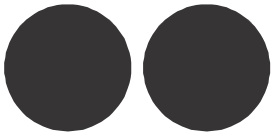
_____

_ _ _ _ _

_____

3





_____ _____ _____

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_____ _____ _____ in all.

1 Use counters to model joining groups. Count the people in each group. Join the two groups. Write the number that tells how many there are in all.

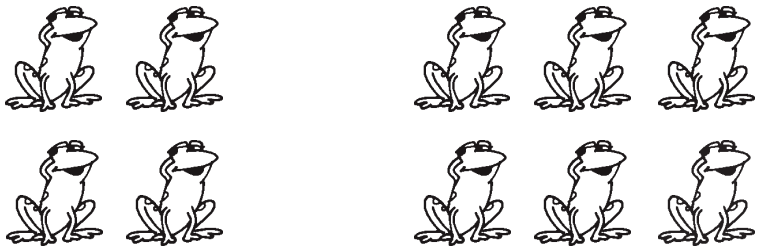
2 Use counters to model joining groups. Count the onions in each group. Join the two groups. Write the number that tells how many there are in all.

3 Write the missing numbers to tell how many there are in all.

Name _____

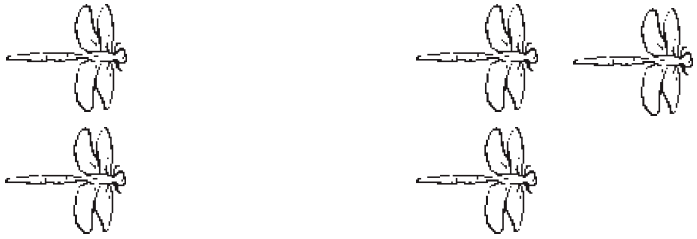
(continued)

4



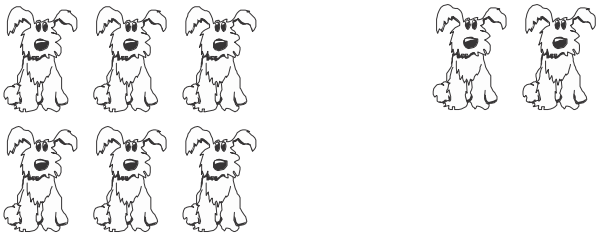
_____ + _____ = _____

5



_____ + _____ = _____

6



_____ + _____ = _____

STOP

4–6 Write the missing numbers to tell how many there are in all.