

# Reading Log (20 minutes a day)

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Name

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Monday's date

Day	Book Read	Minutes Read	Parent Initials
Monday			
Tuesday			
Wednesday			
Thursday			

# Homework #19

## 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.

Done \_\_\_\_\_

**\*Preposition Words:** **to, on, in, off, from** (use these words often to help with understanding)

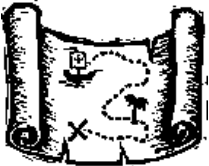


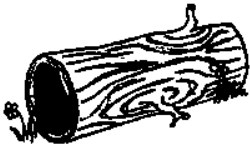
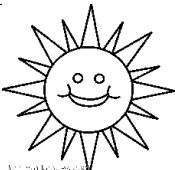

Get a stuffed animal **from** your room and put it **in** the tub.

Give your animal a pretend bath, dry it **off** with a towel when you are done.

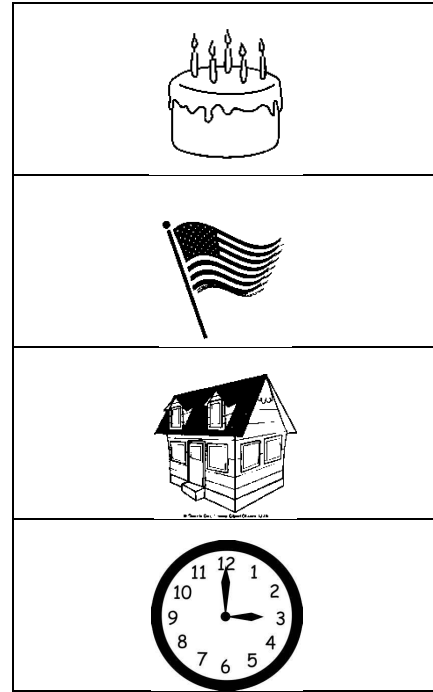
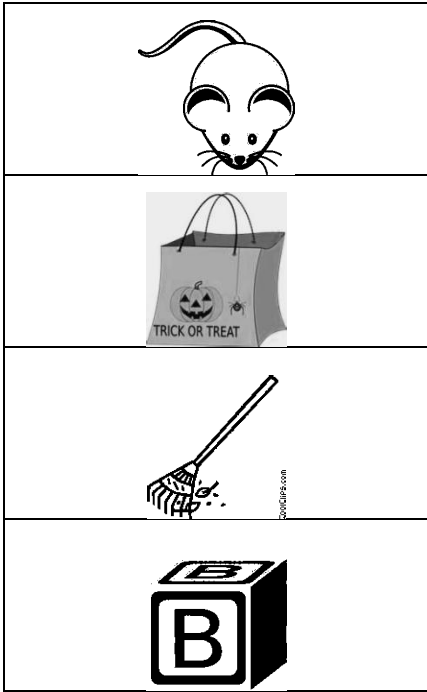
Go **to** the closet and get a coat or jacket, put it **on** and practice zipping it up.

Done \_\_\_\_\_

**\*Middle (Vowel) Sounds-** Write the vowel sound for each picture (lowercase letters).

**\*Rhyming:** draw a line between the two pictures that rhyme



**\*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.

/h/ /o/ /t/

hhhhooott

hot

/b/ /u/ /n/

bbb buunn

bun

/t/ /r/ /i/ /p/

ttttrrrriipp

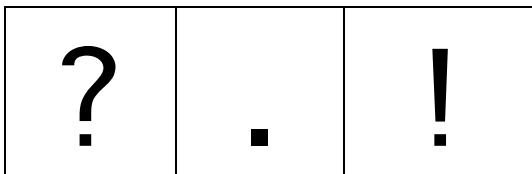
trip

/d/ /u/ /ck/

ddd duuuck

duck

**\*Punctuation-** Identify each ending punctuation - put a check mark next to the ones you know.



**\*Words are separated by spaces when writing:** Come up with your own sentence and write it, on the lines below. Put 1 or 2 fingers between each word to leave a space.



**\*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 for each individual sound in the boxes behind each word.

van			
tip			
cat			

wet			
fun			
pin			

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

The van is for you to go in. \_\_\_\_\_(✓)

I see a web. \_\_\_\_\_(✓)

I want to go up in a jet. \_\_\_\_\_(✓)

What do you have in your hand? \_\_\_\_\_(✓)

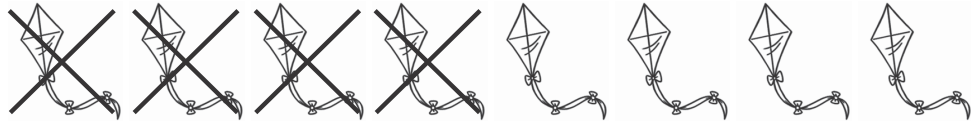
**\*Sight Words.** Put a check mark in the left corner if your child can read the sight word automatically. Also, on a separate sheet of paper have your child practice spelling the sight words. (These are the 25 sight words that Quest requires for your child to know by the end of the year. So, work with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

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

Name \_\_\_\_\_

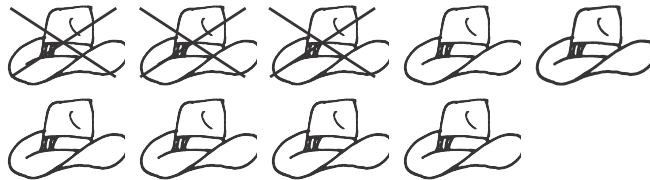
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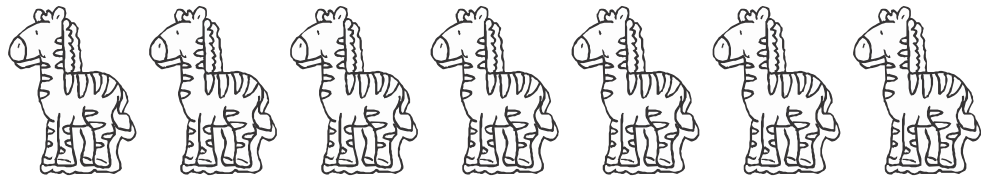
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5



$$\begin{array}{r} \underline{\quad\quad\quad} \\ - \underline{\quad\quad\quad} \\ \hline \end{array} = \begin{array}{r} \underline{\quad\quad\quad} \\ - \underline{\quad\quad\quad} \\ \hline \end{array}$$

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4 5 Solve the subtraction story. Write the numbers.

6 Make a subtraction story. Write the numbers and symbols.

