

# Reading Log (20 minutes a day)

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Name

Monday's date

| Day       | Book Read | Minutes Read | Parent Initials |
|-----------|-----------|--------------|-----------------|
| Monday    |           |              |                 |
| Tuesday   |           |              |                 |
| Wednesday |           |              |                 |
| Thursday  |           |              |                 |

# Homework #23

## Language Arts Skills

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



### \*Book Skills Review:

I can identify the front cover of a book Yes\_\_\_\_\_ No\_\_\_\_\_?

I can identify the back cover of a book Yes\_\_\_\_\_ No\_\_\_\_\_?

I can identify the title page of a book Yes\_\_\_\_\_ No\_\_\_\_\_?

I can track the print as we read in a book Yes\_\_\_\_\_ No\_\_\_\_\_?

I can tell what the author's job is Yes\_\_\_\_\_ No\_\_\_\_\_?

I can tell what the illustrator's job is Yes\_\_\_\_\_ No\_\_\_\_\_?

**\*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.

/s/ /i/ /x/

ssssiiiix

six \_\_\_\_\_(✓)

/r/ /o/ /d/

rrrrooodd

rod \_\_\_\_\_(✓)

/l/ /a/ /m/ /p/

lllaammpp

lamp \_\_\_\_\_(✓)

/t/ /w/ /i/ /g/

tttwwiigg

twig \_\_\_\_\_(✓)

**\*Rhyming:** Write a word that rhymes with the picture below.

moon  \_\_\_\_\_

fox  \_\_\_\_\_

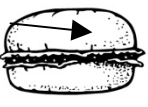

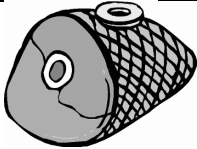


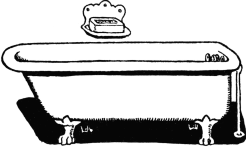
bat  \_\_\_\_\_

map  \_\_\_\_\_

pin  \_\_\_\_\_

nest  \_\_\_\_\_

**\*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 Onset and Rime-** breaking words apart into beginning sound and word families.

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, have your child say each onset and rime sounds (word family) Complete: \_\_\_\_\_Yes \_\_\_\_\_No

3. Have your child write the lowercase letters for each onset and rime.

|     |   |    |
|-----|---|----|
| cap | c | ap |
| lip |   |    |
| bus |   |    |

|     |  |  |
|-----|--|--|
| peg |  |  |
| rod |  |  |
| him |  |  |

**\*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.



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

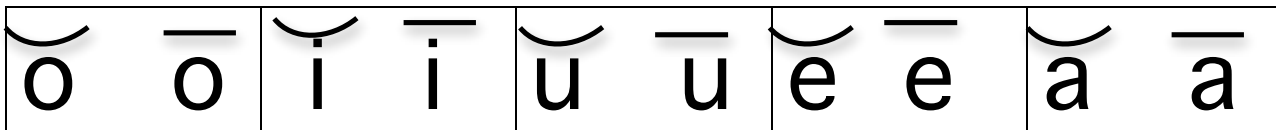
We have one mop. \_\_\_\_\_(✓)

A net will help us get that bug. \_\_\_\_\_(✓)

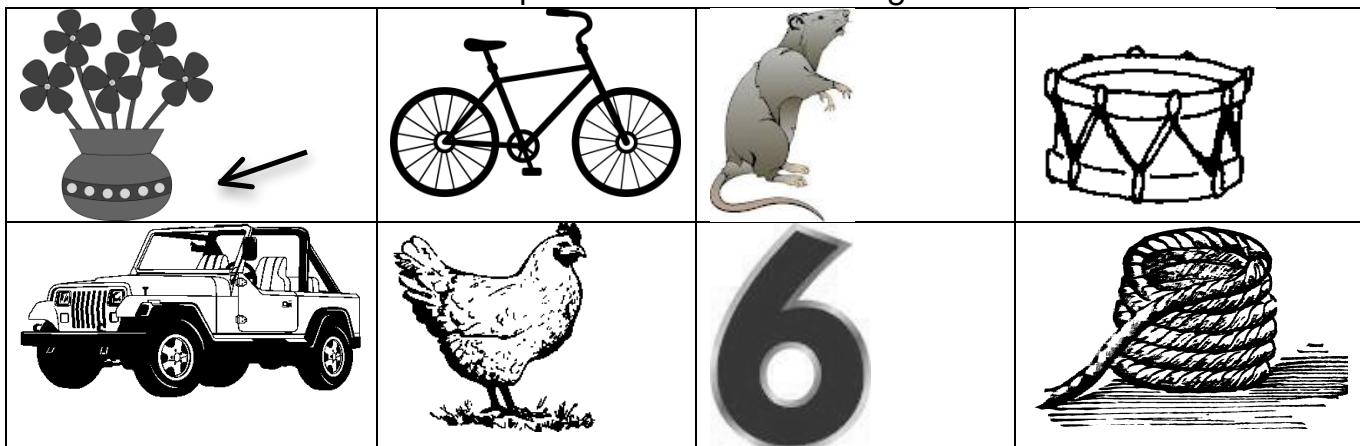
Toss me his red and blue hat. \_\_\_\_\_(✓)

This doll is a gift for my little sister. \_\_\_\_\_(✓)

**\*Vowels (short and long sounds):** Have your child tell you both of the sounds that each vowel makes – first the short sound such as, /a/ as in apple (curved line on top), then the long sound such as, /a/ as in acorn (long line on top - vowels name).



**\*Short and Long Vowel Words:** Circle the pictures that have a short vowel sound – put a check mark in the corner of the pictures that have a long vowel sound.



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

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ? | ! | ? | . | ! | . |
|---|---|---|---|---|---|

**\*Sight Words.** Put a check mark in the left corner if your child can read the sight word

auto  
matic  
ally.  
Also,  
on a  
separ  
ate  
sheet  
of  
paper

|      |      |     |      |      |     |
|------|------|-----|------|------|-----|
| as   | for  | to  | and  | he   | is  |
| this | and  | the | as   | of   | in  |
| that | as   | is  | of   | they | are |
| be   | this | at  | with | his  | on  |
| a    | that | it  | I    | with | the |
| at   | to   | are | his  | a    | be  |
| was  | you  | his | are  | with | for |

have your child practice spelling the sight words. (These are 23 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)

\*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)

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

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

\*Before and after: write the numbers that come before and after the numbers below

\_\_\_\_\_ 5 \_\_\_\_\_

\_\_\_\_\_ 10 \_\_\_\_\_

\_\_\_\_\_ 15 \_\_\_\_\_

\_\_\_\_\_ 20 \_\_\_\_\_

**\*Identifying day, week, and month on a calendar:**

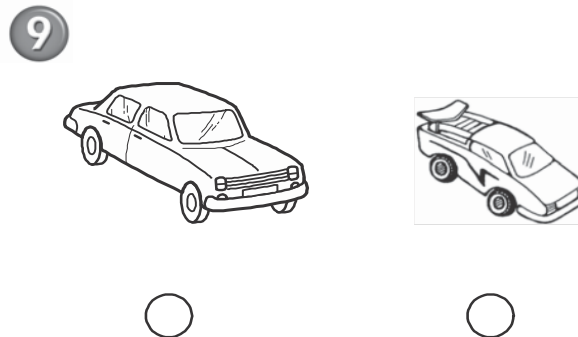
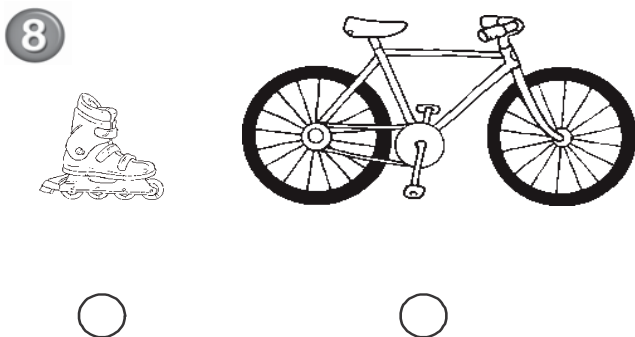
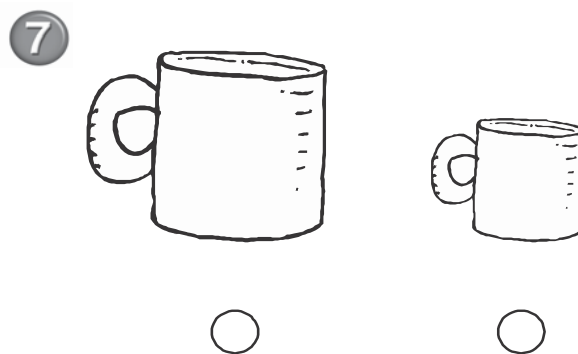
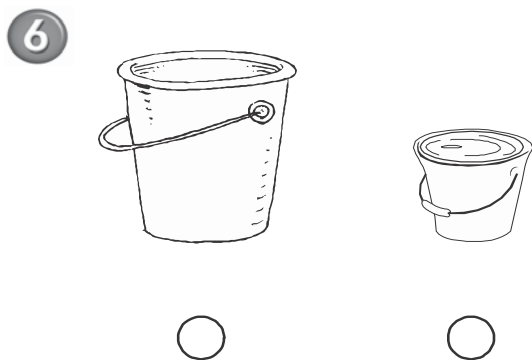
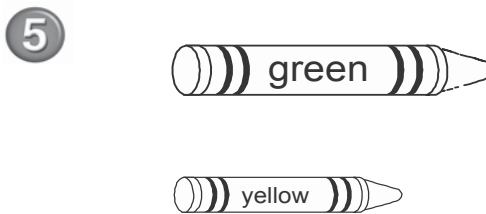
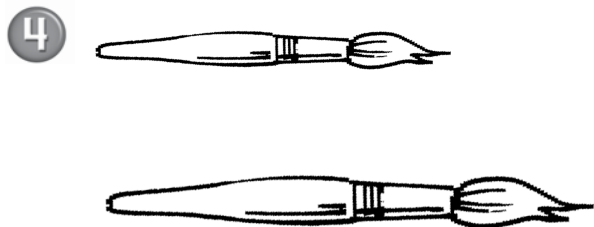
Have your child review the days of the week in order by pointing to and saying each name.

**color:** one day, March 16 Green

**color:** one week, March 20 - 26 Blue

**outline:** around all of the days in the whole month (March) purple

| March  |        |         |           |          |        |          |
|--------|--------|---------|-----------|----------|--------|----------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|        |        | 1       | 2         | 3        | 4      | 5        |
| 6      | 7      | 8       | 9         | 10       | 11     | 12       |
| 13     | 14     | 15      | 16        | 17       | 18     | 19       |
| 20     | 21     | 22      | 23        | 24       | 25     | 26       |
| 27     | 28     | 29      | 30        | 31       |        |          |



4–5 Compare the objects. Circle the object that is longer.

6–7 Mark the object that holds more.

8–9 Mark the object that is heavier.

