

# 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 #25

## 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\_\_\_\_\_
- I can tell what the **setting** of the story Yes\_\_\_\_\_ No\_\_\_\_\_
- I can identify the **characters** of the story Yes\_\_\_\_\_ No\_\_\_\_\_
- I can identify the **1 or 2 events** of the story Yes\_\_\_\_\_ No\_\_\_\_\_

**\*Also**, go back through the book and pick a couple pictures and see if your child can **tell what moment that illustration depicts** in the story.

Done \_\_\_\_\_













**\*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.

/p/ /e/ /t/	ppppeeett	pet _____(✓)
/m/ /a/ /d/	mmmmaaad	mad _____(✓)
/s/ /t/ /o/ /p/	ssstttooopp	stop _____(✓)
/t/ /r/ /a/ /p/	tttrrraaapp	trap _____(✓)





**\*Rhyming Words** - read the words below and circle the two in each row that rhyme:

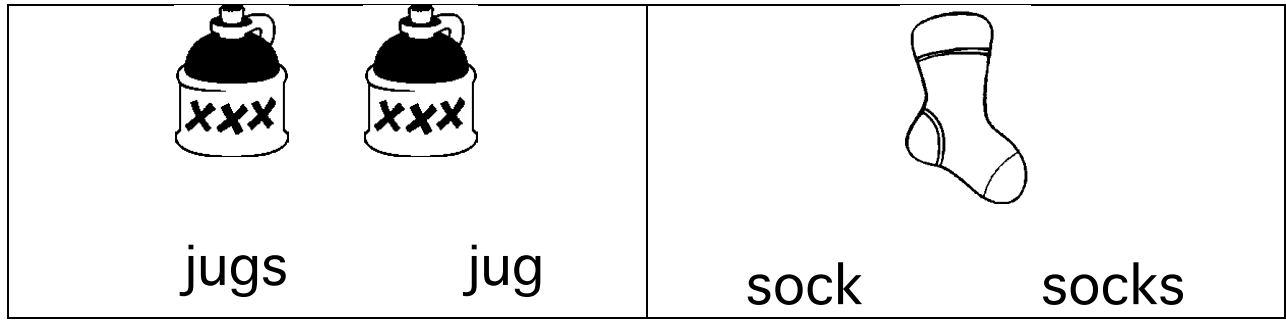
- |    |     |     |     |
|----|-----|-----|-----|
| 1. | tap | map | red |
| 2. | pen | mat | hen |
| 3. | dot | bib | fib |

**\*Change a letter to make a new word-** (first row – beginning letter, second row – ending letter, and third row –middle vowel).

 jet  _____	 rug  _____	 pan  _____
 pin  _____	 bat  _____	 man  _____

**\*Plural Nouns:** have an /s/ or /es/ added to the end of the word to indicate more than one. Have your child circle the correct word to indicate singular or plural. Give your child additional words and see if they can identify the plural words orally.

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

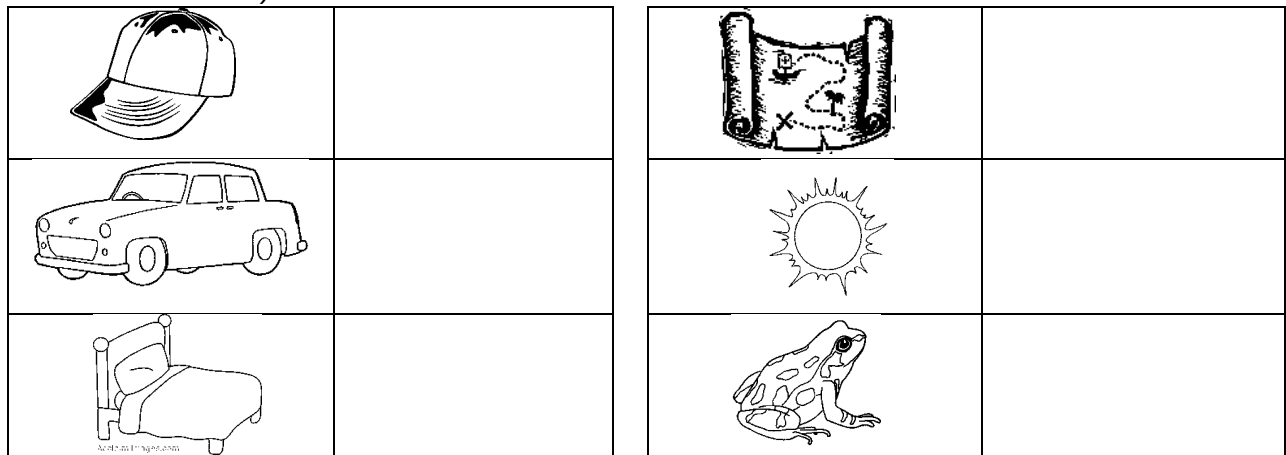
Look in the nest and see if it has eggs in it. \_\_\_\_\_(✓)

The flag is at the top of the gray stand. \_\_\_\_\_(✓)

**\*Multi-meaning words :** draw a line between the two pictures that sound the same but have different meanings.



**\*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).



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

.	?	!	.	!	?
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**\*Punctuation-** Identify ending punctuation in each sentence. Check mark by ones you know

Where is the bag that was on the stump? \_\_\_\_\_(✓)

The fox is in the den on the top of that hill. \_\_\_\_\_(✓)

Look, my dad spills the bubbles on the dog! \_\_\_\_\_(✓)

**\*Sentence writing:** have your child come up with their own sentence and write it, using sound spelling, on the lines below. Put 1 or 2 fingers between each word to leave a space. Put an Ending Punctuation ( . ? ! ) at the end of your sentence.



**\*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.

lamp	l	amp
list		
pond		

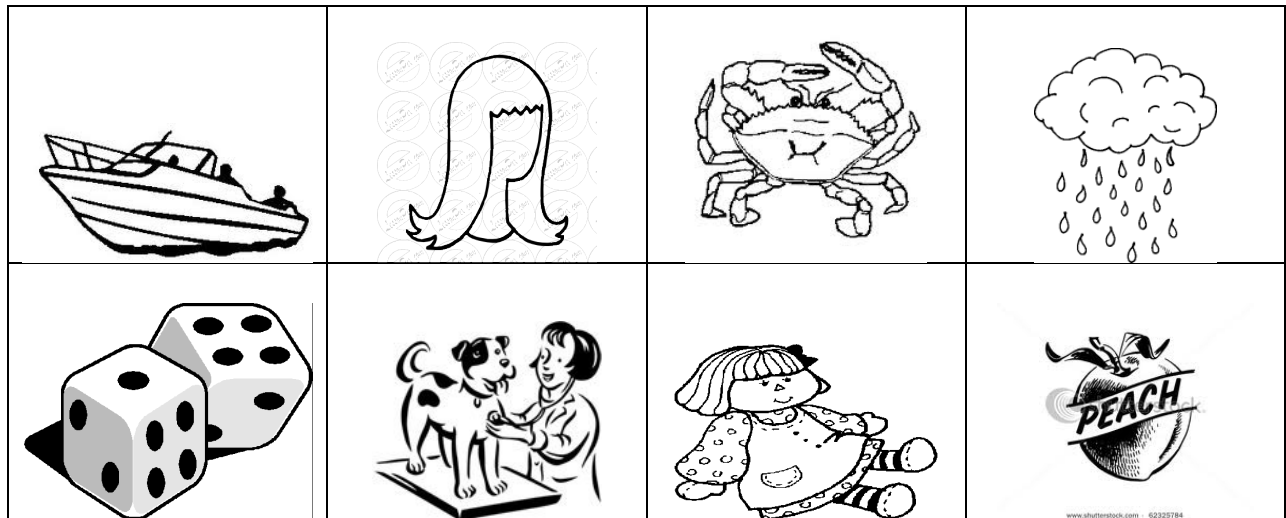
nest		
dust		
tent		

**\*Vowels (short and long sounds):** have your child tell you both of the sounds that each vowel makes – first the short sound (curved line on top), then the long sound (long line on top - vowels name).

ū ū	ō ō	ī ī	ē ē	ā ā
	o			

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**\*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.













**\*Letter Writing-** Write letters **Aa – Gg** (upper and lower case) on the lines below. Remember to start the letter at the correct place on the line, put spaces between the letters, and write neatly.



**\*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.)





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

**\*Patterns review** - Have your child continue the pattern by writing the correct items in the boxes.


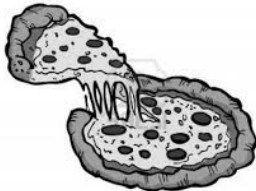
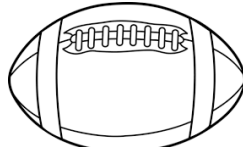

												
												

**\*Classifying Objects:** Circle the objects that are alike. Draw an "X" on the object that is different.

1

			
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2

			
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