

Reading Log (20 minutes a day)

Name

Monday's date

Day	Book Read	Minutes Read	Parent Initials
Monday			
Tuesday			
Wednesday			
Thursday			

Homework #26

Language Arts Skills

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



***Recognize common types of text:** using the covers of these books, have your child identify which one is **fiction** (a pretend or fake story) and which is **non-fiction** (real information). Write their answer by each. See if your child can tell you the difference between fiction and non-fiction.





***Book Skills:**

I can identify the **characters** in a book Yes _____ No _____?

I can identify the **setting(s)** of a book Yes _____ No _____?

I can identify **1 to 2 events** in a book Yes _____ No _____?

I can tell what **moment an illustration depicts** in a book Yes _____ No _____?

***Beginning/middle/endng of a story:** As you read stories with your child this week have them go back, when you are finished reading the story, and see if they can tell you what happened at the beginning, in the middle, and at the end of the book.

I can tell what happens at the beginning? Yes _____ No _____

I can tell what happens in the middle? Yes _____ No _____

I can tell what happens at the end? Yes _____ No _____

***Letter Writing-** Write letters Hh – Nn (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.)

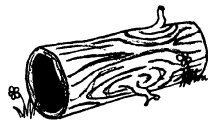
a	and	I	in	is	on
the	to	for	he	it	of
that	was	you	are	as	at
his	they	with	be	from	have
this	one	three	two	zero	nine
six	ten	four	seven	five	eight
like	what	can	see	said	

***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/ /i/ /t/	ppppiiiiitt	pit _____(✓)
/h / /a/ /m/	hhhhaaaamm	ham _____(✓)
/d/ /e/ /s/ /k/	dddeeeskk	desk _____(✓)
/p/ /l/ /u/ /m/	ppplluuumm	plum _____(✓)

***Substitute sounds to make new words:** read the sentence to your child, have them tell you the answer, and then draw a line to the correct new word.

Change the first sound in **log** to /d/



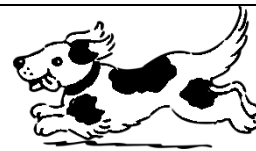
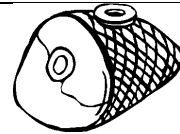
Change the first sound in **man** to /c/



Change the first sound in **jet** to /p/



Change the first sound in **ram** to /h/



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

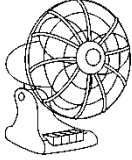
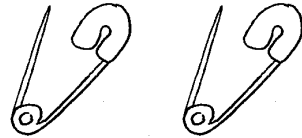


When will we see the man with the frog? _____(✓)
 The truck will go and pick up the big bed. _____(✓)
 Look out, here come the ants to get the picnic! _____(✓)

***Capitalization and Punctuation-** re-write each sentence correcting all the mistakes including capitalization and punctuation.

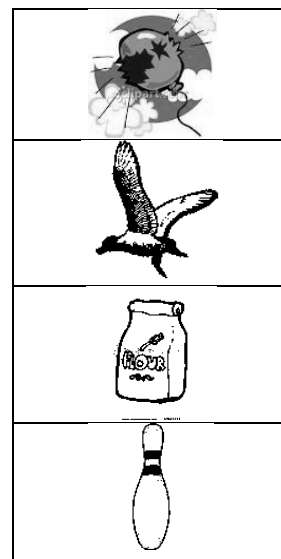
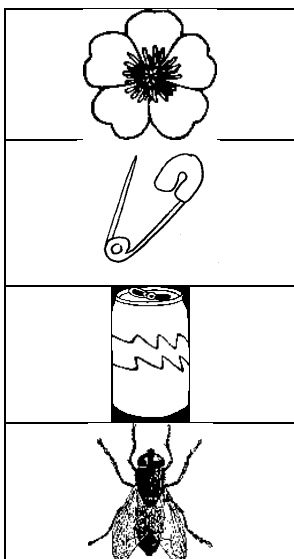
1. can we go to the pond



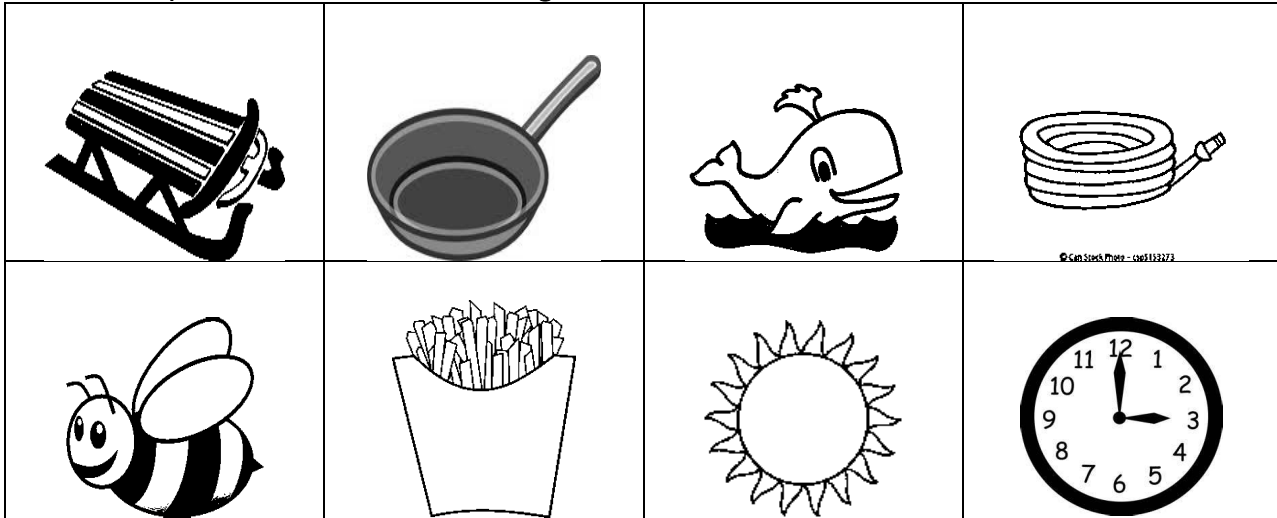
***Plural Nouns:** have an /s/ added to the end of the word to indicate more than one. Have your child circle the correct word to indicate singular or plural.

 <p>fan fans</p>	 <p>pins pin</p>
 <p>tops top</p>	 <p>bugs bug</p>

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



***Short and Long Vowel Words:** Color the pictures that have a short vowel sound –green and color the pictures that have a long vowel sound - blue.



***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).



***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.

mat	m	at
den		
win		
hop		

jam		
pet		
kit		
log		

***Inflections and affixes:** after reading each sentence, add the missing ending to each of the words to help the sentence make sense (endings – s, ed, ing, er).

It might be helpful to say the sentence with each ending so they can hear how it sounds.

 <p>He hit_____ a home run.</p>	 <p>They are go_____ to the zoo.</p>
 <p>The runn_____ is in first place.</p>	 <p>The girl hugg_____ her grandma.</p>

***Circle the numbers your child recognizes.**

19	17	12	24	11	9	21	1	20	18	13
2	10	20	7	16	25	8	22	4	21	14
18	8	26	5	23	6	22	17	15	19	3

***Write the numbers 1 – 20 in order** (if there are any reversals have your child correct them)

***I can count to** _____ before I make a mistake. If your child cannot count to 100 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.