

# 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 #27

## Language Arts Skills

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



### **\*Book Skills:**

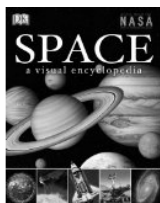
I can identify the **characters** in a book Yes\_\_\_\_\_ No\_\_\_\_\_?

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

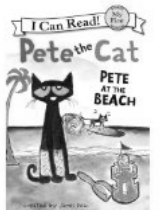
I can identify **1 to 2 events** in a book Yes\_\_\_\_\_ No\_\_\_\_\_?

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

**\*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.



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**\*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 \_\_\_\_\_

**\*WRITE SIGHT WORDS:** Have your child write each of the 25 sight words on a piece of paper. Make sure they spell each word correctly.

Done \_\_\_\_\_

**\*Letter Writing-** Write letters Oo - Tt (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.





**\*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.

/c/ /u/ /b/

cccuuuubb

cub \_\_\_\_\_(✓)

/f / /i/ /x/

ffffiiixx

fix \_\_\_\_\_(✓)

/m/ /a/ /s/ /k/

mmaaassskk

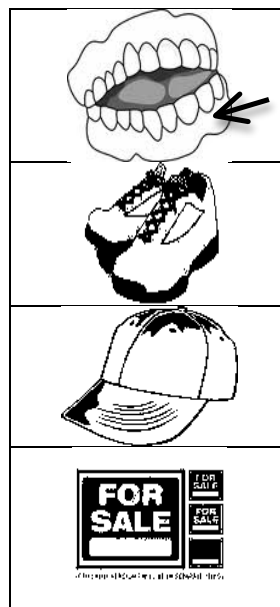
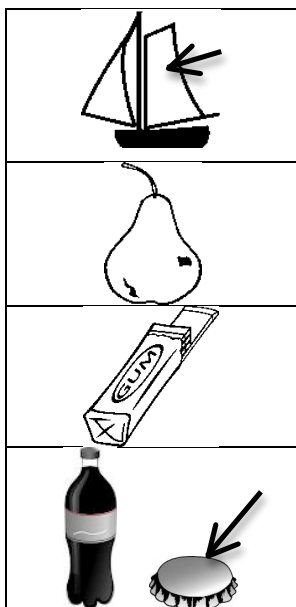
mask \_\_\_\_\_(✓)

/s/ /w/ /i/ /m/

ssswwwiiimm

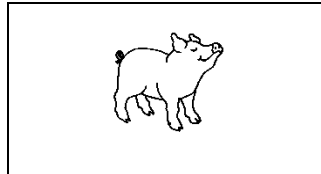
swim \_\_\_\_\_(✓)

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

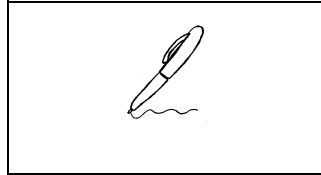


**\*Substitute sounds to make new words:** Read the sentence to your child, have them tell you the answer, and then draw a line to the correct new word.

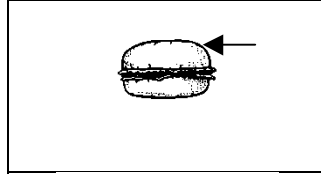
Change the first sound in **pig** to /w/



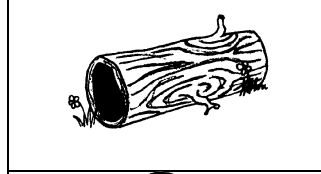
Change the first sound in **pen** to /h/



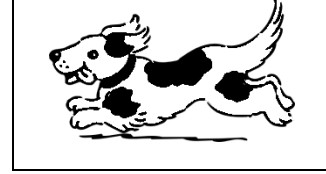
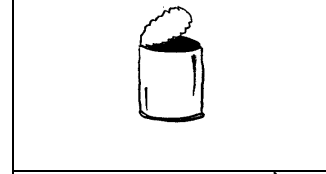
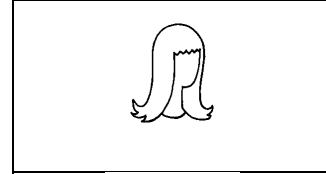
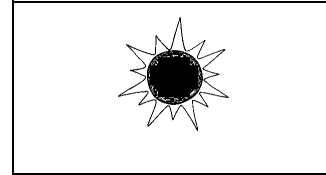
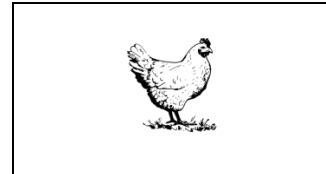
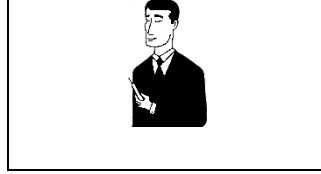
Change the first sound in **bun** to /s/



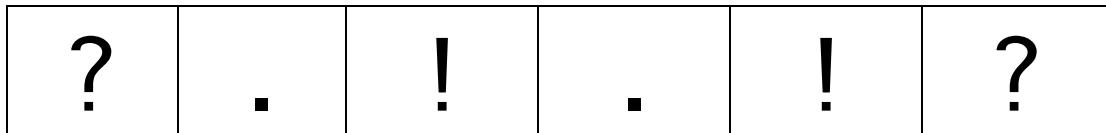
Change the first sound in **log** to /d/



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



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



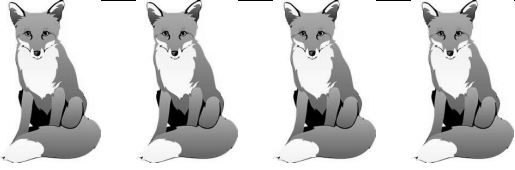


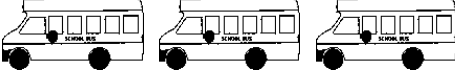
**\*Punctuation-** Identify ending punctuation in each sentence. Check mark by ones you know

Where is the box that you had in the desk? \_\_\_\_\_(✓)

The duck likes to play in the mud with the pigs. \_\_\_\_ (✓)

There is a big monster in that film! \_\_\_\_\_(✓)

**\*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.

 <p>fox                      foxes</p>	 <p>flag                      flags</p>
 <p>crab                      crabs</p>	 <p>buses                      bus</p>

**\*Produce complete sentences in speech:** When you are having a conversation with your child make sure they are responding in complete sentences when it is appropriate. You could practice complete sentences by giving your child a word or two and have them make a complete sentence using the word(s).

**\*Question Words:** After you and your child have read a story together – ask them questions about the story using the question words - **who, what, where, when, why, and how.**

I can identify all of the above information? Yes \_\_\_\_\_ No \_\_\_\_\_

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

A hen sits on the nest with the eggs. \_\_\_\_\_(✓)

Does the slug like to be in the mud? \_\_\_\_\_(✓)

**\*Capitalization and Punctuation-** re-write each sentence correcting all the mistakes.

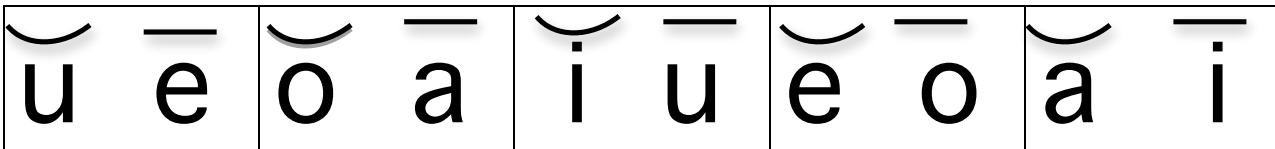
1. wow, that is one big black spider









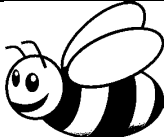
2. i see the clock on the desk



**\*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).



**\*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.

 p <u>a</u> il	 l <u>i</u> on	 s <u>o</u> ck	10 t <u>e</u> n
 h <u>a</u> nd	 p <u>i</u> g	 c <u>o</u> at	 b <u>e</u> e

**\*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.



The man cut\_\_\_\_\_ the wood.



The kids are rid\_\_\_\_\_ the bus.



She is a paint\_\_\_\_\_.



The goalie stopp\_\_\_\_\_ the puck.

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