

Reading Log (20 minutes a day)

Name

Monday's date

Day	Book Read	Minutes Read	Parent Initials
Monday			
Tuesday			
Wednesday			
Thursday			

Homework #29

Language Arts Skills

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



***Book Skills:**

I can identify **who** the **characters** in a book - Yes_____ No_____?

I can identify **where** the **setting(s)** of a book - Yes_____ No_____?

I can tell **1 or 2 events** in a book - Yes_____ No_____?

I can identify (**who/what/where/when/why/how**) in a book - Yes____ No____?

I can tell the **moment an illustration depicts** in a book - Yes____ No____?

***Preposition Word Game-** take your favorite stuffed animal and put it - **on** your head, **under** your chin, **between** your feet, **behind** your back, **in** your lap, **by** your cheek, then take it **to** your room and put it **with** your other stuffed animals.

I can identify the prepositions listed: Yes_____ No _____

***Beginning/middle/ending 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 _____

***Classifying/ Sorting:** Color: **letters - blue** and **numbers - green**

12	B	f	6
27	4	y	H

***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.

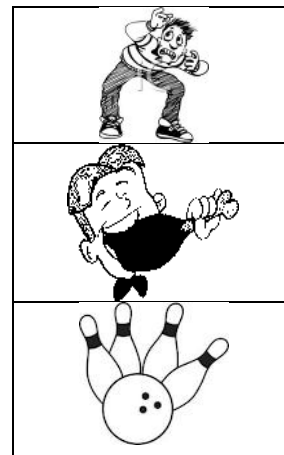
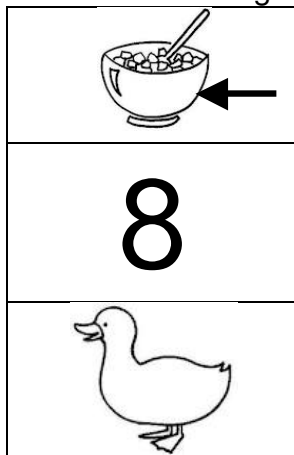
/c/ /l/ /a/ /p/ ccccllll aaaapp clap ____ (✓)

/s/ /m/ /e/ /ll/ ssssmmm meeell smell ____ (✓)

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

- | | | | |
|----|-----|-----|-----|
| 1. | bed | top | red |
| 2. | ham | mat | sat |
| 3. | pig | jig | pen |

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



***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

The orange bag was on top of the brown box. _____(✓)

I can clap my hands for the fun band! _____(✓)

Can you smell the junk that we left in the sack? _____(✓)

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

Is a bog a mud pit in the forest? _____(✓)

I like to have ham with my salad. _____(✓)

We pick a plum that is purple for my dad. _____(✓)

***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.



He is shoot____ out of the
cannon.



The boy sit____ at his desk.



She is a soccer player_____.



Both kids hopp_____ to the finish.

*** Writing Sentences:** Have your child come up with their own sentences and write them, using sound spelling, on the lines below. Put 1 or 2 fingers between each word to leave a space. Put punctuation (. ? !) at the end of each sentence. **Capitalize only - first word in each sentence, the pronoun I, and names.**



***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.)

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

*I can tie my shoes by myself _____?

*I can put on and zip/button my own coat_____?

*My child can say all of the months of the year starting with January YES_____ NO_____

*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.

Complete: _____Yes _____No

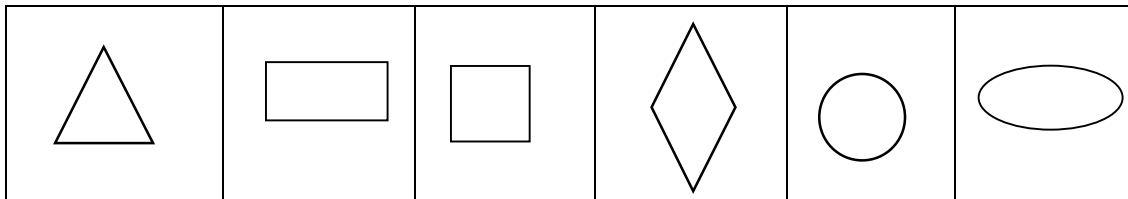
*1 to 1 correspondence - collect thirty objects and have your child count them. (It is very helpful for your child to move the objects as they count).

I can count 30 objects without double counting or skipping any Yes____ No____

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

____8____, ____12____, ____19____,
____26____

*Shape review: circle the shapes your child recognizes.



*Geometric Shapes:

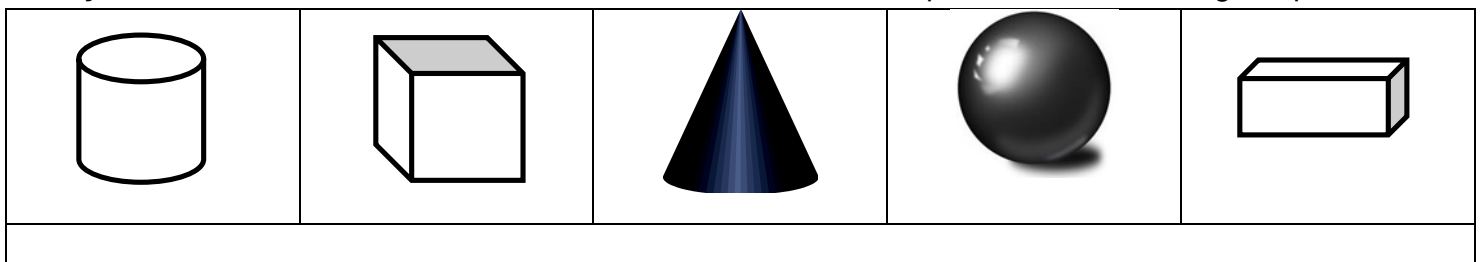
cylinder

cube

cone

sphere

rectangular prism



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

a	a	t	a	a	t						
---	---	---	---	---	---	--	--	--	--	--	--

13	20	20	13	20	20						
----	----	----	----	----	----	--	--	--	--	--	--

***I can count to _____** before I make a mistake. If your child cannot count to 100 please practice until it becomes easy. This is needed by the end of the year.

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

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

***Circle the numbers your child recognizes**

29	27	12	24	11	9	21	1	20	18	13
2	10	20	7	16	25	8	22	4	30	14
28	8	26	5	23	6	22	17	15	19	3

***Ordinal Numbers:** write the position of the object that is circled (1st, 2nd, 3rd, etc).

