

Homework #26

Language Arts Skills

*Write your *FIRST & LAST* name correctly in the line below: (first letter capital the rest lowercase)

***RAZKIDS:** Have your child read at least 3 books a week and take the comprehension quiz for each book. (This does count toward 20 minutes of reading.) **Done** _____

***Book Skills:** As you and your child read books this week help your child identify: who the **characters** in the story are, where the **setting(s)** of the story is, and have them tell you **1 or 2 events** that happened in the story. 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.

***Letter Writing-** Write letters **Aa – Gg** on the lines below (capital on one space then lowercase on the next) Remember to start the letter at the correct place on the line 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.

/e/ // /f/

eeeelllff

elf

/d/ /i/ /g/

dddddiiigg

dig

/h/ /e/ // /p/

hhheeeellpp















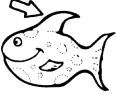


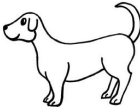
help

// /a/ /n/ /d/


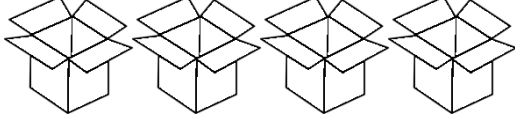
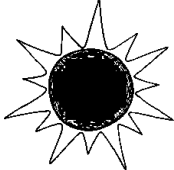
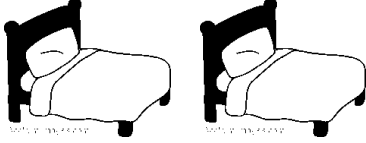
lllaaannndd

land

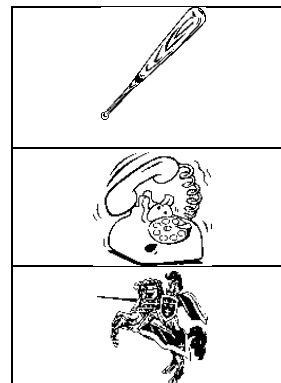
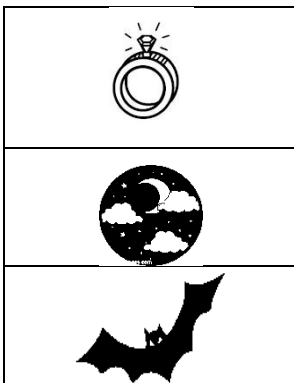
***Change a letter to make a new word-** (first row – beginning letter, second row – ending letter, and third row –middle vowel).

 jet  _____	 rug  _____	 pan  _____
 pin  _____	 bat  _____	 man  _____
 hut  _____	 fin  _____	 dig  _____

***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>frog frogs</p>	 <p>boxes box</p>
 <p>sun suns</p>	 <p>beds bed</p>

***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

When will we see the man with the green frog?

The truck will go and pick up the big bed.

Look out, here come the ants to get the picnic!

***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.

mat	m	at
den		
win		
hop		
bug		

jam		
pet		
kit		
log		
sun		

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

Done _____

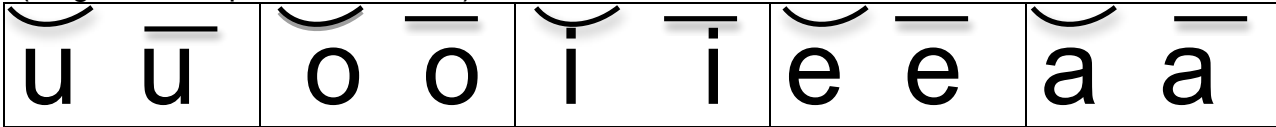
The elf will help get the gifts into the sled.

I can dig in the mud with my little sister.

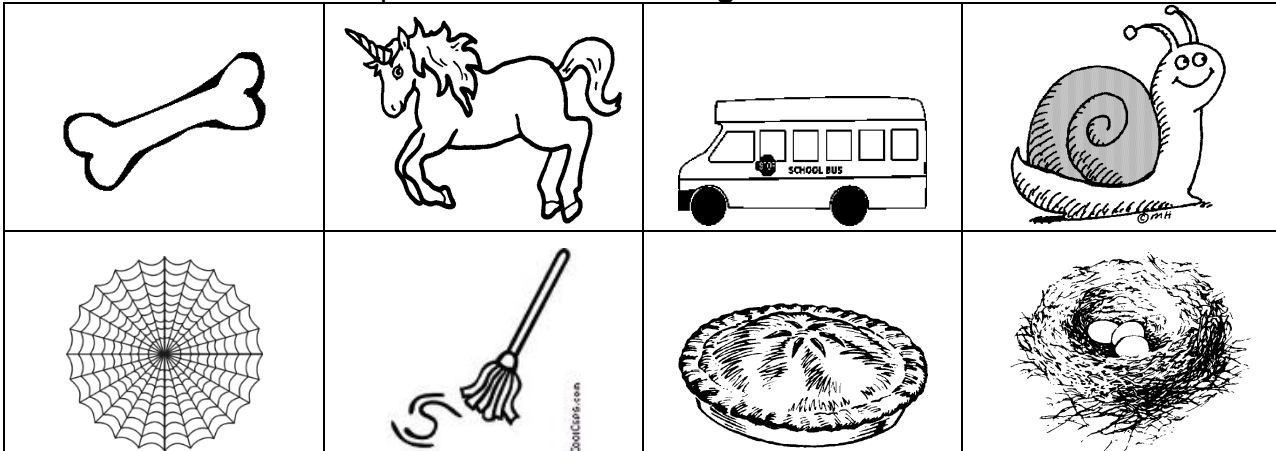
Can you help me lift the big brown box?

Let's land the jet on the grass by the pond.

***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:** 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**.



***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.)

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

***IXL:** Have your child complete each of the following tasks in IXL.

F.3. Skip count by tens **Done** _____

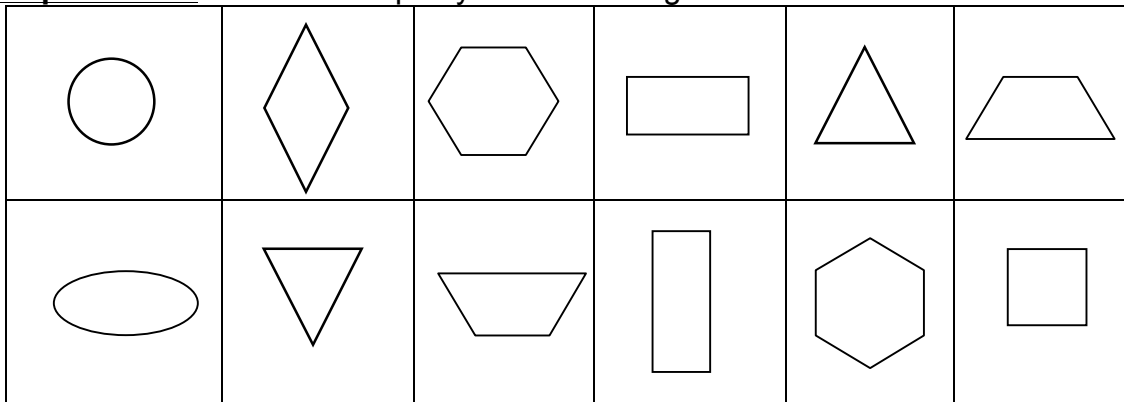
F.4. Skip count by twos, fives, tens **Done** _____

***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 – 22 in order (if there are any reversals have your child correct them)**

***Shape review: circle the shapes your child recognizes.**



***I can count to _____** before I make a mistake. If your child cannot count to **70** 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.

***Review More, Less, and Same** (comparing sets of objects)

1. 

2. 

3. 

4. 

Which row has the most _____. Which row has the least _____.

Which two rows have the same amount _____ and _____.

***Review phone number** _____.

***Review birthday** _____.

***Review address** (house number, city, and state) –
