

# Homework #29

Page 1

## Language Arts Skills

**(The Last 3 Homework packets are going to be review from what we learned this year.)**

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

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**\*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:**

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 \_\_\_\_\_?

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

**\*Collaborative conversations:** while talking with your child, practice good conversation rules – taking turns, volume of speech, staying on subject, and continuing conversations through multiple exchanges.


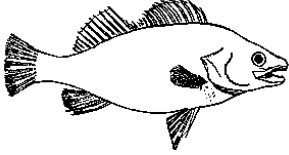
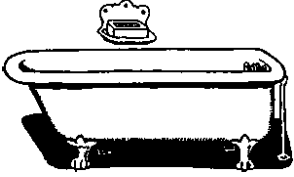

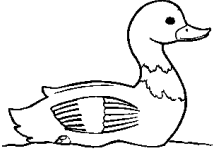
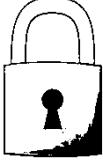
**\*Acting out meanings of similar verbs:**

Have your child act out the following verbs – **walk/ strut, spin/twirl, jump/hop, stomp/march, jog/run, yell/scream.**

**\*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 name and sound recognition.** Put a **check mark in the left corner** if your child can **name the letter** correctly **underline it** if they can tell you the **sound it makes**.



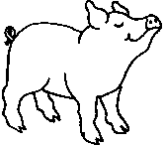
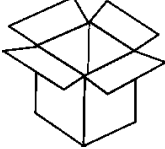


**\*Beginning Sounds-** Write the beginning sound for each picture (lowercase letters).

**\*Opposites-** write the opposites on the lines

happy _____	awake _____	clean _____
night _____	front _____	on _____
in _____	under _____	down _____
open _____	wet _____	boy _____

**\*Middle (Vowel) Sounds-** Write the vowel sound for each picture (lowercase letters).

**\*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.

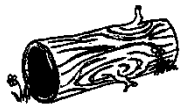
/h / /i / /p /	hhhhiiiiipp	hip
/t / /a/ /n/	ttttaaaann	tan
/b/ /e/ /s/ /t/	bbbeeesstt	best
/d/ /r/ /o/ /p/	dddrroopp	drop

**\*Reading Words-** Place a check mark next to each word your child can read

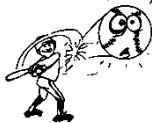
log	rat	hen	bug	pit	hop
cab	sun	wig	ant	bed	map
nest	flag	golf	milk	drum	crab
duck	drill	bend	frog	sand	plug
pants	cabin	block	mitten	stamp	rocket

**\*Substitute middle 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 **middle** sound in **log** to /e/



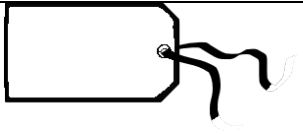
Change the **middle** sound in **hit** to /a/



Change the **middle** sound in **pen** to /i/



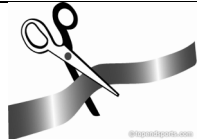
Change the **middle** sound in **tag** to /u/



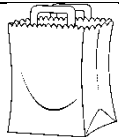
Change the **middle** sound in **wag** to /i/



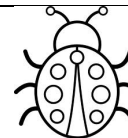
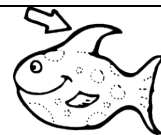
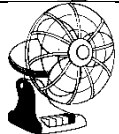
Change the **middle** sound in **cut** to /a/






Change the **middle** sound in **bag** to /u/


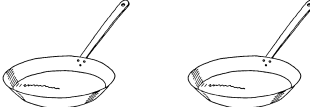



Change the **middle** sound in **fan** to /i/











**\*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>lock      locks</p>	 <p>ducks      duck</p>	 <p>resses      dress</p>
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 <p>hats      hat</p>	 <p>pan      pans</p>	 <p>wig      wigs</p>
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**\*Multi-meaning words :** draw a line between the two pictures that sound the same but have different meanings.

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

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

?	.	!	.	!	?
---	---	---	---	---	---

My dog is in the wagon that is tan and red.

My dad and mom are the best!

Did you drop that big rock on my hand?

\* **Writing Sentences: one that is narrative (like a sentence in a story) and one that is opinion ( child states something that is there opinion)** 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 an Ending Punctuation ( . ? ! ) at the end of each sentence. **Capitalize the first word in each sentence and the pronoun I .**

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

Done \_\_\_\_\_

His pet is a black kitten with white spots.

The man was mad that his truck got hit.

Did the big gray rat get in the trap?

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

1. my dad and i dig for bugs

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2. do you Like to play with the blue truck

---

3. the kids like to jump on the Bed

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4. wow, look at that big green dragon

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**\*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 ).

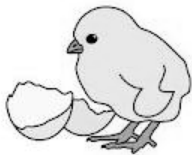
It might be helpful to say the sentence with each ending so they can hear how it sounds.



The clowns are swing\_\_\_\_\_.



The golf\_\_\_\_\_ hits a ball.



The chick hatch\_\_\_\_\_from the egg.



The boy run\_\_\_\_\_ for a touchdown.

**\*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

\*I can tie my shoes by myself \_\_\_\_\_? (If your child cannot tie their shoes please practice)

\*I can easily recite my address (house number, city, and state –

It is \_\_\_\_\_

**\*1 to 1 correspondence** - collect thirty objects and have your child count them.

I can count 30 objects without double counting or skipping any Yes\_\_\_ No\_\_\_

\*Find some coins. **Sort each coin** into groups of: pennies, nickels, dimes, and quarters. Count how many of each coin you have. Write the number for each.

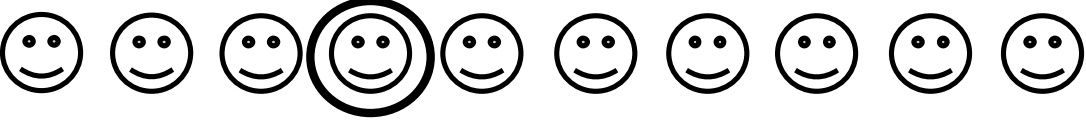
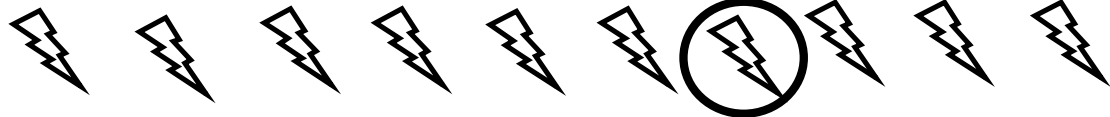

Pennies \_\_\_\_\_

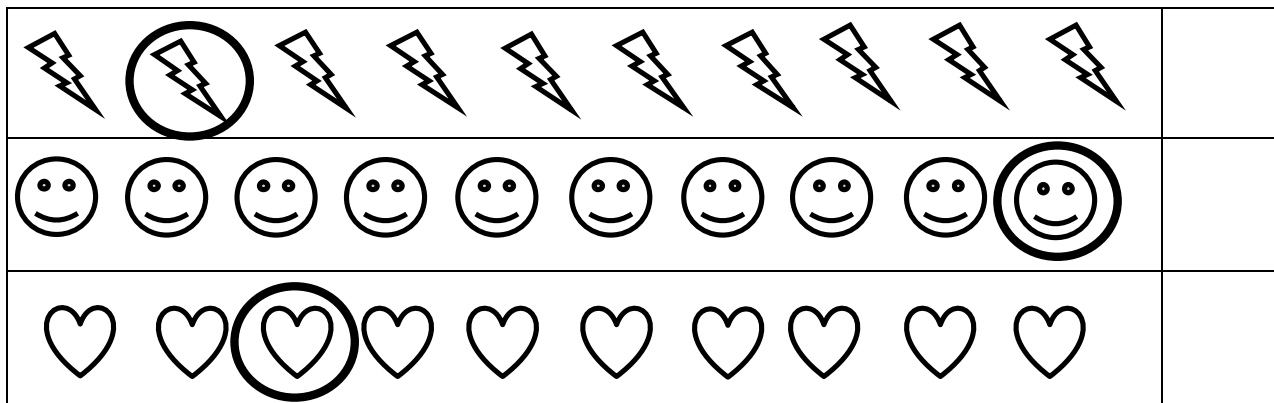
Nickles \_\_\_\_\_

Dimes \_\_\_\_\_

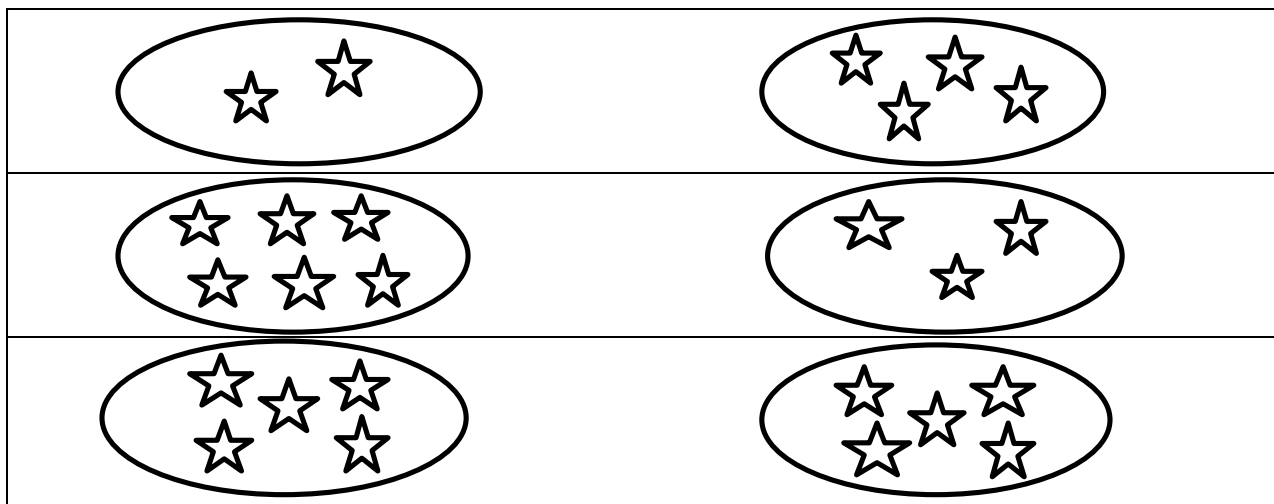
Quarters \_\_\_\_\_

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



**\*Greater than / less than / equal to - with objects:** using the first set on each line, have your child identify if the set is greater than, less than, or equal to the other set. Then you (the adult) can draw the sign ( $<$ ,  $>$ ,  $=$ ) in between.



**\*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. color: one day (December 25) red, one week (December 11 – 17) yellow, outline: around all of the days in the whole month (December) green

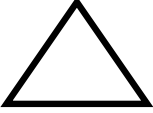
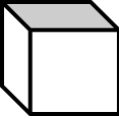
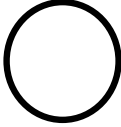
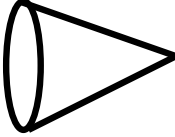
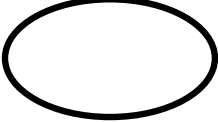
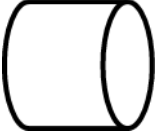
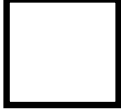

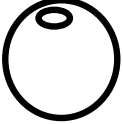

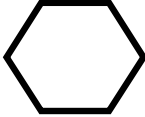

December						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



**\*Comparing 2D (flat) and 3D Shapes:**











Color **2D (flat) shapes** – orange and **3D shapes** – yellow

Please color softly so we can still see the information.


			
			
			

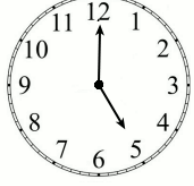
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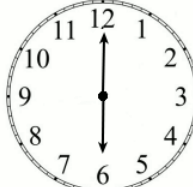
**\*Coins:** circle the coins your child recognizes / put a check mark if they know the value of them.

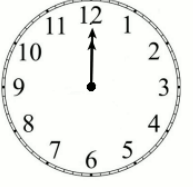
				
				

**\*Time:** write the time that is shown on the clock.

	___:00
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	___:00
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	___:00
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	___:00
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