Homework #30
Language Arts Skills

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

<u>*RAZKIDS:</u> 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 _____**

<u>*Book Skills:</u>
I can identify **who** the **characters** in a book are -
Yes_____   No_____?
I can identify **where** the **setting(s)** of a book are -
Yes_____   No_____?
I can tell **what** is happening in **1 or 2 events** in a book
Yes_____   No_____?
I can identify **(who, what, where, when, why, and how)** in a book
Yes_____   No_____?
I can tell what **moment an illustration depicts** in a book
Yes_____   No_____?

<u>*Preposition Word Game</u>- take your favorite stuffed animal and put it - **<u>on</u>** your head, **<u>under</u>** your chin, **<u>between</u>** your feet, **<u>behind</u>** your back, **<u>in</u>** your lap, **<u>by</u>** your cheek, then take it **<u>to</u>** your room and put it **<u>with</u>** your other stuffed animals. Add any other preposition words you can think of as you play.

I can identify the prepositions listed: Yes_____   No _____

<u>*Beginning/middle/endng of a story:</u> 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 _____

*Letters: Circle the letters your child knows.

A   a   B   b   C   c   D   d   E

e   F   f   G   g   H   h   I   i

J   j   K   k   L   l   M   m

N   n   O   o   P   p   Q   q   R

r   S   s   T   t   U   u   V   v

W   w   X   x   Y   y   Z   z

*Classifying/ Sorting: Putting objects into groups that go together.

Color **letters –**   **blue** and **numbers –**   **green**

12	B	f	6
27	4	y	H
u	23	G	19

*Blending Words: First say each sound, next say the sounds together <u>without</u> <u>pausing</u>, last put the word together. Put a check mark next to the words your child successfully blends.

/s / /ʊ / /b /	ssssuuuubb	sub
/b / /a/ /g/	bbbbaaaagg	bag
/c/ /l/ /a/ /p/	cccclllaaaapp	clap
/s/ /m/ /e/ /ll/	ssssmmmmeeell	smell

*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.

dog	d	o	g
mad			
bed			
hug			
wig			

cup			
pin			
top			
rat			
hen			

*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
4. hop   rug   bug
5. block   band   clock

<u>*Multi-meaning words</u> : draw a line between the two pictures that sound the same but have different meanings.
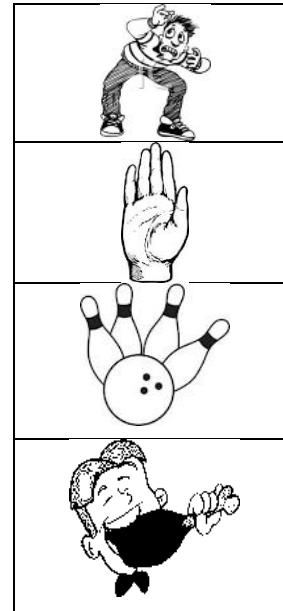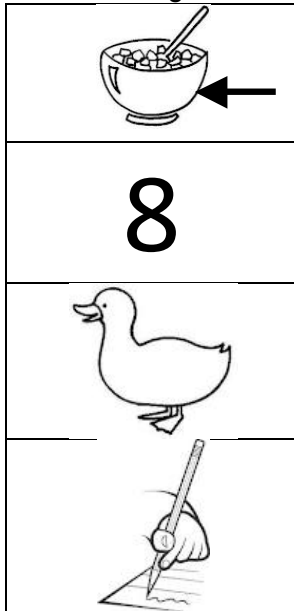
<u>*Produce complete sentences in speech:</u> When you are having a conversation with your child make sure they are responding in complete sentences when it is appropriate. You could practice complete sentences by giving your child a word or two and have them make a complete sentence using the word(s).

<u>*Question Words:</u> 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 _____

<u>*Punctuation</u>- Identify each ending punctuation - put a check mark next to the ones you know.

?	.	!	.	!	?
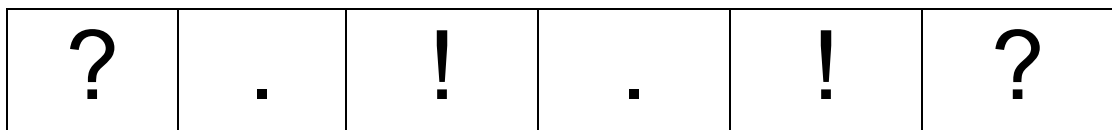
<u>*Punctuation</u>- Identify ending punctuation in each sentence. Check mark by ones you know

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?

* Writing Sentences: one that is **narrative (like a sentence in a story)** and one that is **Informative (child states information they know to be real)** 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.**

_____

_____

_____

_____

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

Done _____

Is a bog a mud pit in the forest?

I like to have ham with my salad.

His desk is in the back of the class.

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.
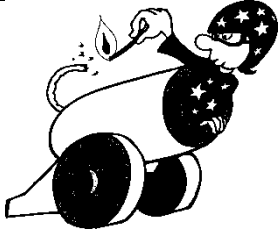
He is shoot____ out of the cannon.	The boy sit___ at his desk.
She is a soccer play____.	Both kids hopp____ to the finish.

*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 _____?

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

Math Review:

*My child can say all of the months of the year starting with January YES_____ NO_____ . If your child has difficulty saying the months of the year, practice with him/her.

*Review sorting and classifying (placing similar objects together in a group). Choose something in your house that you can sort. I sorted_____. I sorted them together into groups because they were the same _____.

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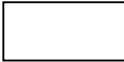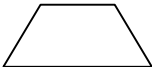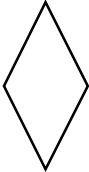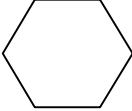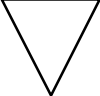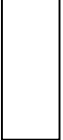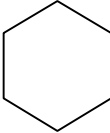
*Before and after: write the numbers that come before and after the numbers below

____ 8 ____, ____ 12 ____

____ 19 ____, ____ 26 ____

*Shape review: circle the shapes your child recognizes.

triangle	rectangle	trapezoid	rhombus	circle	hexagon
square	triangle (inverted)	rectangle (vertical)	hexagon	oval	trapezoid

*Geometric Shapes:
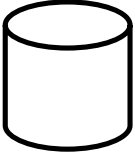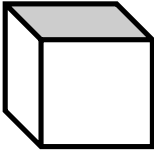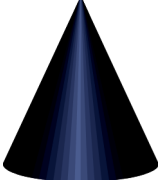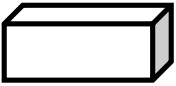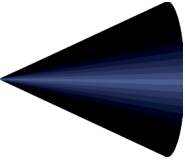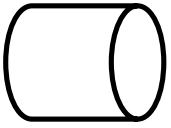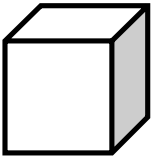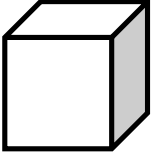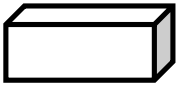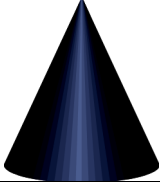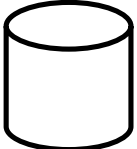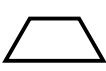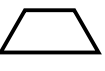
cylinder	cube	cone	sphere	rectangular prism

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

a	a	t	a	a	t						

15	22	22	15	22	22						

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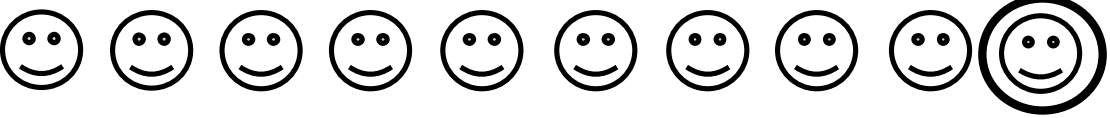
*I can count by 10's to _____ before I make a mistake.

*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).

Getting Ready for 1st Grade:

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

___:00

___:00

___:00