

# 1<sup>st</sup> Week of February Homework

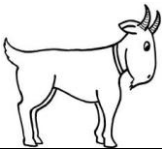
## Language Arts Skills

**\*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 Done \_\_\_\_\_

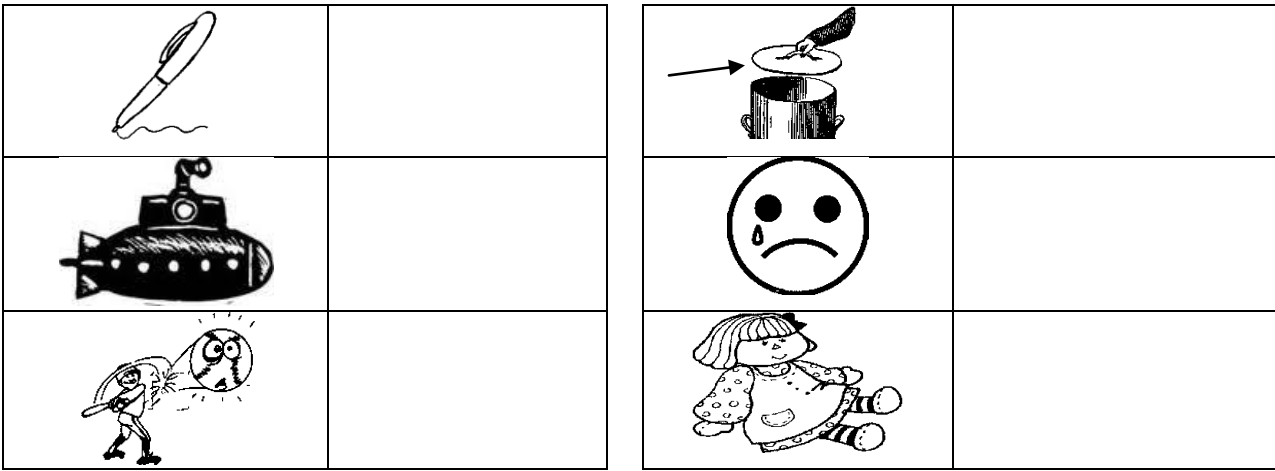
**\*Rhyming:** draw a line between the two pictures that rhyme



2



**\*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.

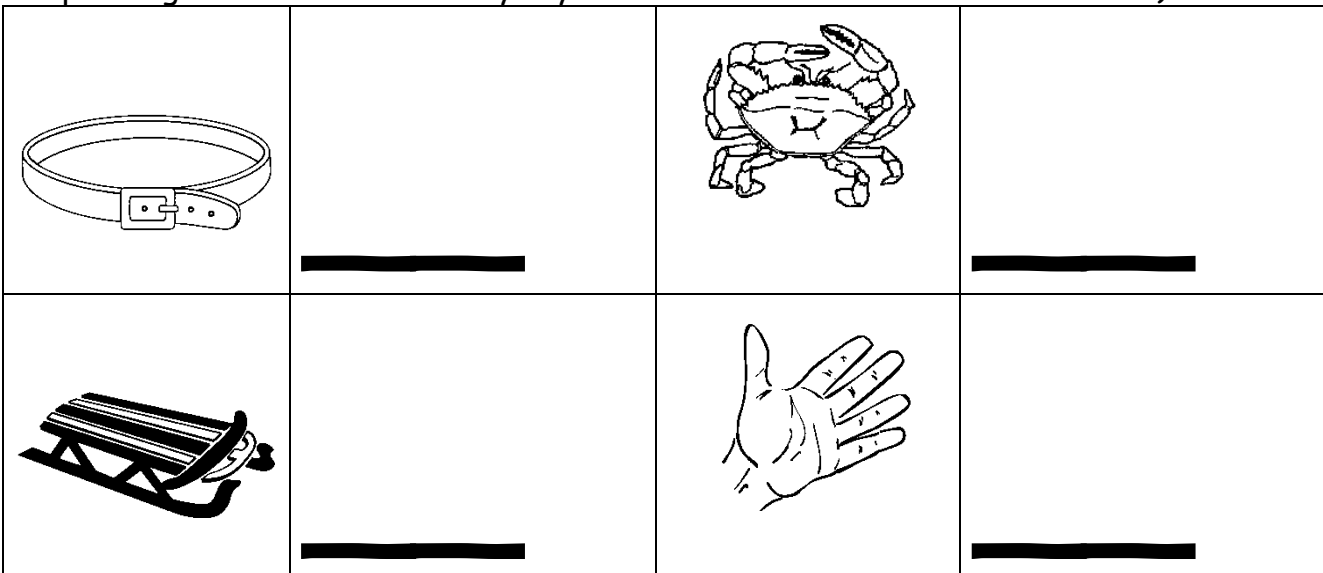
/b/ /o/ /x/      bbbboooxx      box

/j/ /o/ /g/      jjjjooooogg      jog

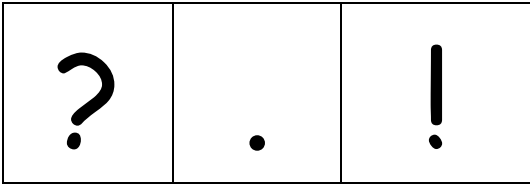
/b/ /e/ /s/ /t/      bbbbeeeesssstt      best

/d/ /u/ /s/ /t/      dddduuuussstt      dust







**\*Spelling CVC words:** write the lowercase letters to spell the word for each picture (it may help to segment first and as they say each sound have them write the letter).



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



**\*Words are separated by spaces when writing:** Write the words from the CVC spelling activity, or come up with your own sentence and write it, on the lines below. Put 1 or 2 fingers between each word to leave a space.

**\*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
hen		
pin		

ram		
jet		
fig		

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

Done \_\_\_\_\_

Where are the yams?

Can you zip my jacket up?

Yell for the Jazz to win!

You can play with the jazz band.

**\*Blending Onset and Rime:** tell your child the first sound and the ending chunk, pausing in between, and see if they can verbally tell you the word.

Done \_\_\_\_\_

/c/ /at/

/h/ /at/

/m / /at/

/m / /op/

/t/ /op/

/h/ /op/

/d/ /og/

/l/ /og/

/h/ /og/

**\*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
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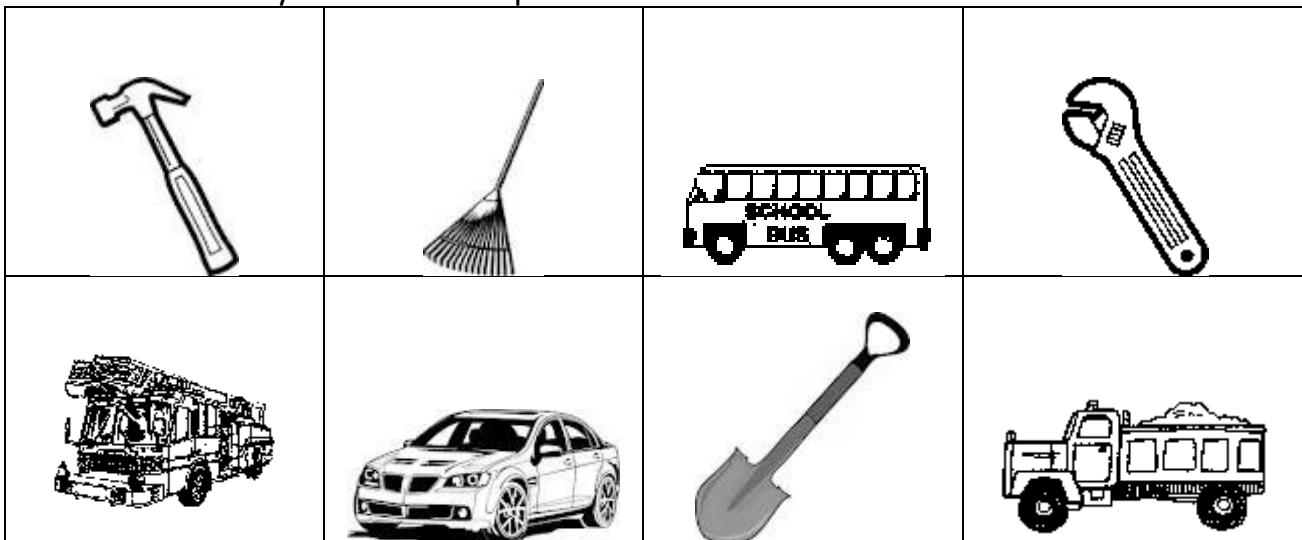
**\*I can count to \_\_\_\_\_** before I make a mistake. If your child cannot count to 90 please practice until it becomes easy (if your child is already counting to 100 easily you don't need to count every time, just write in 100, but don't forget to review every once in a while)

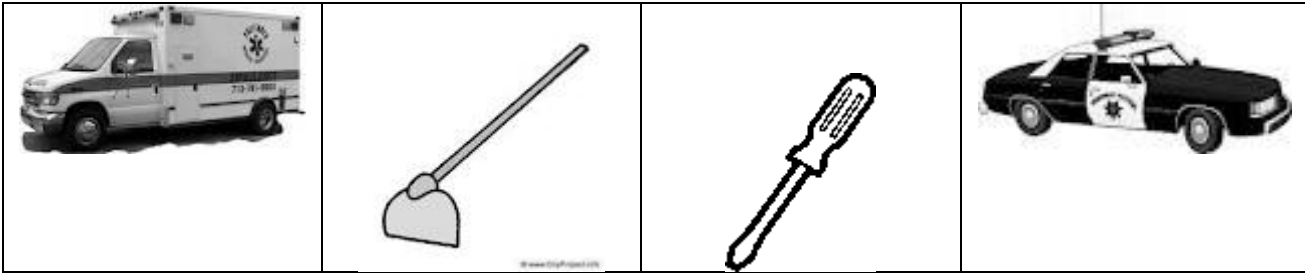
**\*Write the numbers 1 - 30 in order** (if there are any reversals have your child correct them)


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













Color pictures of **tools- blue** and **vehicles- red**

Please color softly so we can see the pictures.





**\*Patterns** - Have your child continue the pattern by writing the correct items in the boxes.

											
3	3	5	3	3	5						
D	D	S	D	D	S						
											

**\*Circle the numbers your child recognizes.**

19	17	12	15	11	9	14	16	20	18	13
2	10	20	7	12	15	8	13	4	11	14
18	8	16	5	13	6	12	17	15	19	3