

1st Week of March 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 _____

***Book Skills Review:**

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 _____?

I can tell what the **author's job** is Yes _____ No _____?

I can tell what the **illustrator's job** is Yes _____ No _____?

***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.

/p/ /e/ /t/

ppppeeett

pet

/m/ /a/ /d/

mmmmaaadd

mad

/s/ /t/ /o/ /p/

ssstttoopp

stop

/t/ /r/ /a/ /p/





tttrrraaapp

trap

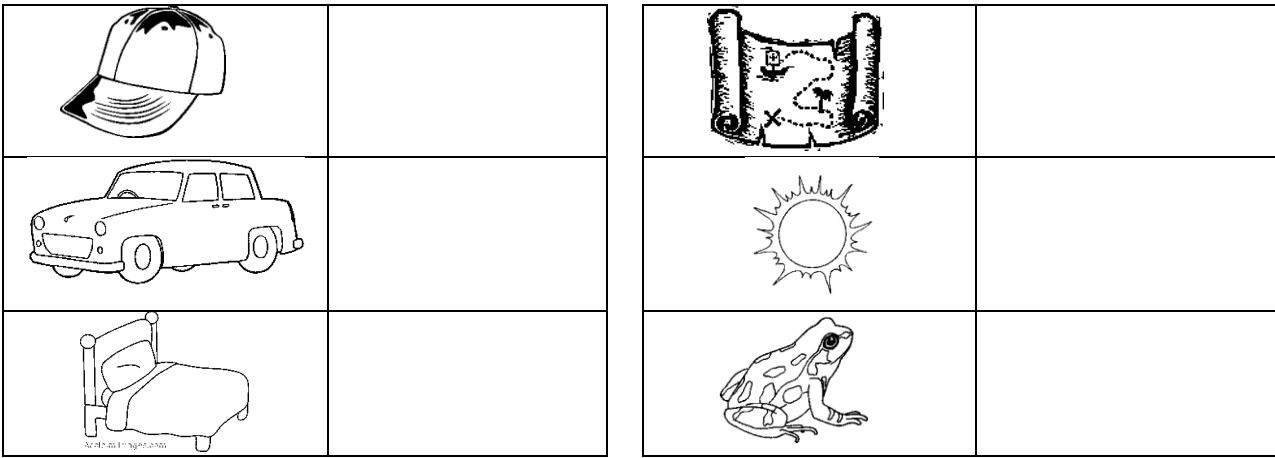
***Rhyming Words** - read the words below and circle the two in each row that rhyme:

- | | | | |
|----|-----|-----|-----|
| 1. | tap | map | red |
| 2. | pen | mat | hen |
| 3. | dot | bib | fib |
| 4. | hop | rug | pop |
| 5. | nut | cut | big |

***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.

 cats cat	 cup cups
 jugs jug	 sock socks

***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.

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

***Punctuation-** Identify ending punctuation in each sentence. Check mark by ones you know

Where is the brown bag that was on the stump?

The fox is in the den on the top of that hill.

Look, my dad spills the bubbles on the dog!

***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.

lamp	l	amp
list		
pond		

nest		
dust		
tent		

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

Done _____

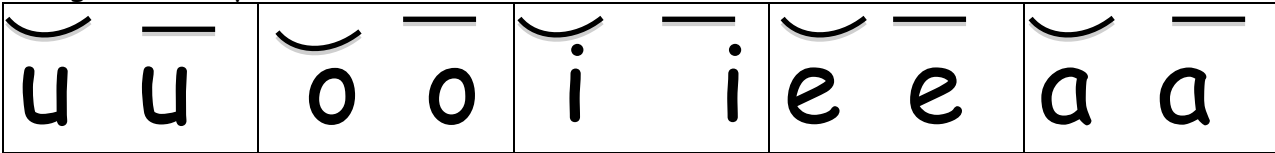
This is a job for you to do with a mop.

The cup has milk in it for you to sip.

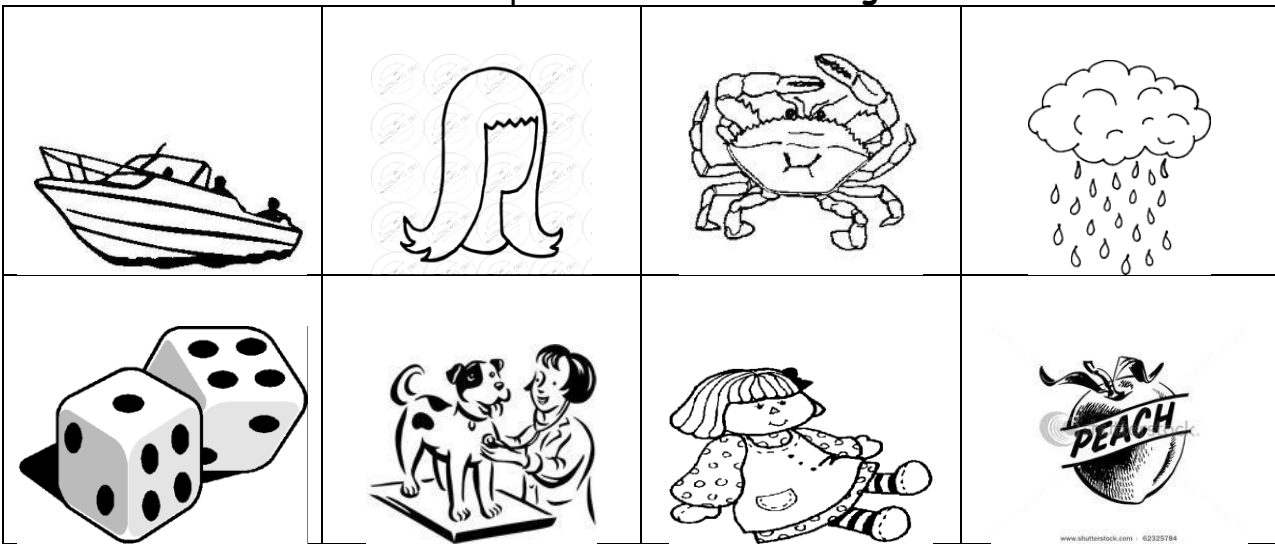
Look in the nest and see if it has eggs in it.

The flag is at the top of the gray stand.

***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

Skip count by fives Done _____

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

