

3rd Week of April 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:**

- I can identify the **characters** in a book Yes _____ No _____?
- I can identify the **setting(s)** of a book Yes _____ No _____?
- I can identify **1 to 2 events** in a book Yes _____ No _____?
- I can tell what **moment an illustration depicts** in a book Yes _____ No _____?
- 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 **spine** of a book Yes _____ No _____?
- I can identify the **title page** of a book Yes _____ No _____?

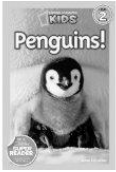
***Beginning/middle/endng of a story:** As you read stories with your child this week have them go back, when you are finished reading the story, and see if they can tell you what happened at the beginning, in the middle, and at the end of the book.

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 _____

***Recognize common types of text:** using the covers of these books, have your child identify which one is **fiction** (a pretend or fake story) and which is **non-fiction** (real information). Write their answer by each. See if your child can tell you the difference between fiction and non-fiction.



***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 _____

***Produce rhyming words-** write down a word that rhymes with each word given.

1. hog _____

2. pen _____

3. lock _____

4. run _____

***Substitute sounds to make new words:** read the sentence to your child, have them tell you the answer, and then write the correct new word.

Change the first sound in **wig** to /d/

Change the first sound in **bun** to /s/

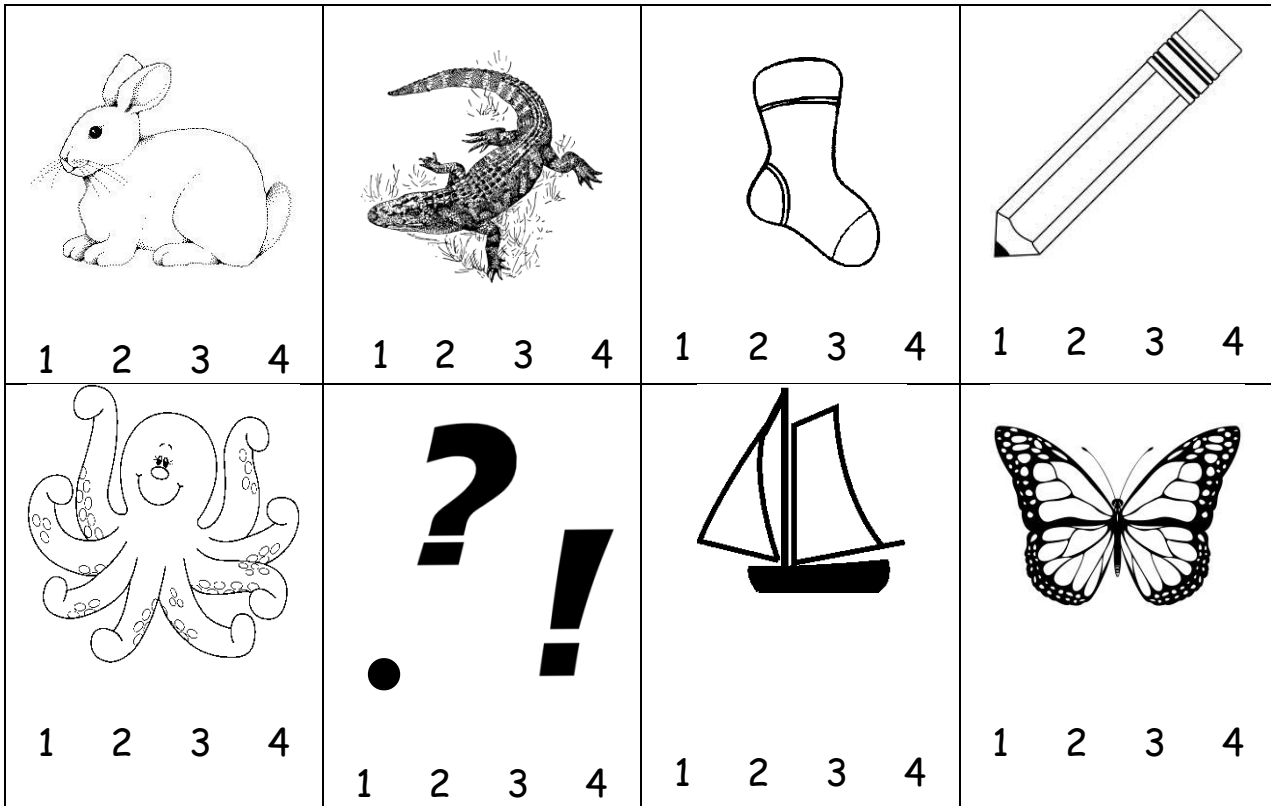
Change the last sound in **dot** to /ll/

Change the last sound in **sat** to /ck/

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







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

***Syllables:** circle the correct number for the amount of syllables in each word (it might help to clap them out or put their finger on their chin as they say the word slowly)

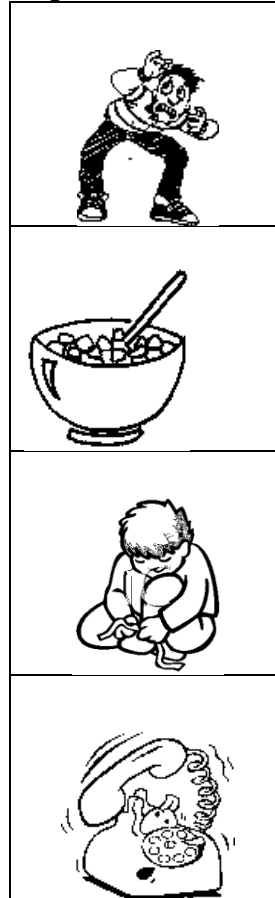
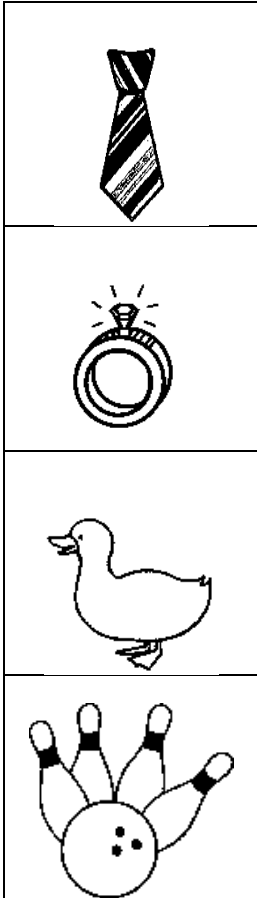


***Inflections and affixes:** after reading each sentence, add the missing ending to each of the words to help the sentence make sense (endings - *s/es*, *ed*, *ing*, *er*).

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

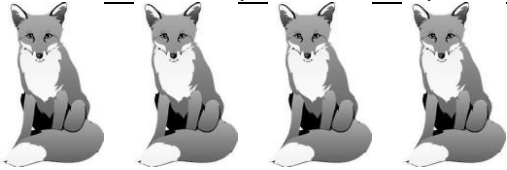

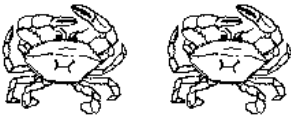

 <p>He mow_____the grass yesterday.</p>	 <p>They are go_____trick or treating.</p>
 <p>She teach_____our class.</p>	 <p>They work_____on an experiment.</p>
 <p>He sleep_____in his bed.</p>	 <p>The man is a paint_____.</p>

***Multi-meaning words** : draw a line between the two pictures that sound the same but have different meanings..



*** Write a 2 to 3 sentence Opinion piece (thing of a topic, state what they think (their opinion) about the topic, and list a reason(s) why):** Have your child use their sound spelling to write this. Also make sure to include - spaces between words, capitalization in the correct places, and an ending punctuation for each sentence written. Write neatly please.

***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>fox foxes</p>	 <p>flag flags</p>
 <p>crab crabs</p>	 <p>buses bus</p>

***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.

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

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

Done _____

Can you fix the rocket that I like to play with?

I have a white mask that looks like a kitten.

She can swim back to the end of the dock.

*** Writing Sentences:** one **Opinion (child states something that is there opinion)** and one **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.**








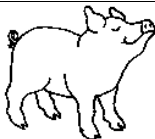


*** Write a narrative story (a fiction story they make up on their own that has a beginning, middle, and ending):** Have your child use their sound spelling to write this. Also make sure to include - spaces between words, capitalization in the correct places, and an ending punctuation for each sentence written. Write neatly please.



***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).

u	e	o	a	i	u	e	o	a	i
---	---	---	---	---	---	---	---	---	---

***Short and Long Vowel Words:** Color the pictures that have a short vowel sound -green and color the pictures that have a long vowel sound - blue.

 p <u>a</u> il	 l <u>i</u> on	 s <u>o</u> ck	 t <u>e</u> n
 h <u>a</u> nd	 p <u>i</u> g	 c <u>o</u> at	 b <u>e</u> e

***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

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

_____ 6 _____, _____ 15 _____

_____ 10 _____, _____ 28 _____

***Counting on from any given number:** give your child several random numbers between 1 and 100. Can they start at the numbers given and count on for a few more numbers?

Yes _____ No _____

***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 for 1's, 5's and 10's)

***I can count by 5's to** _____ before I make a mistake.

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

***I 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

***My child can say all of the days of the week starting with Sunday** Yes _____ No _____























***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 in groups because _____ .

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

□	△	□	△								
---	---	---	---	--	--	--	--	--	--	--	--

3	7	15	3	7	15						
---	---	----	---	---	----	--	--	--	--	--	--

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

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

1. 

2. 

3. 

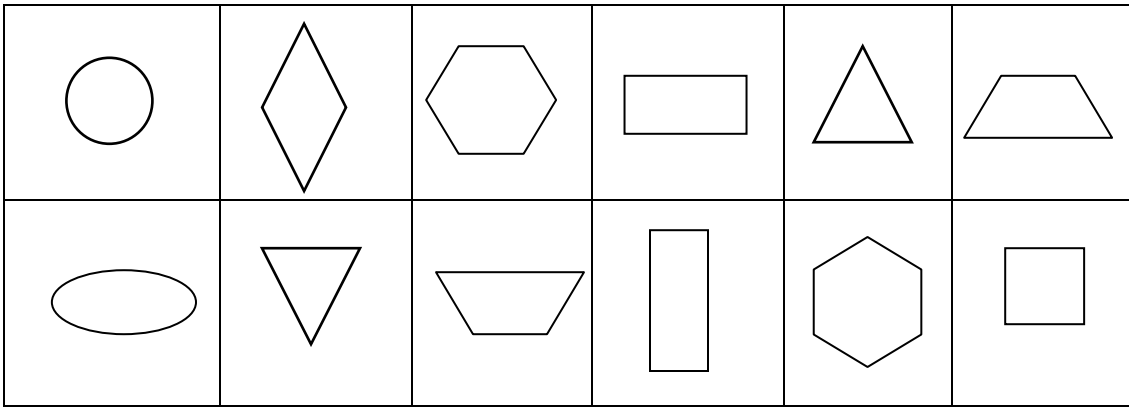
4. 

Which row has the most _____.

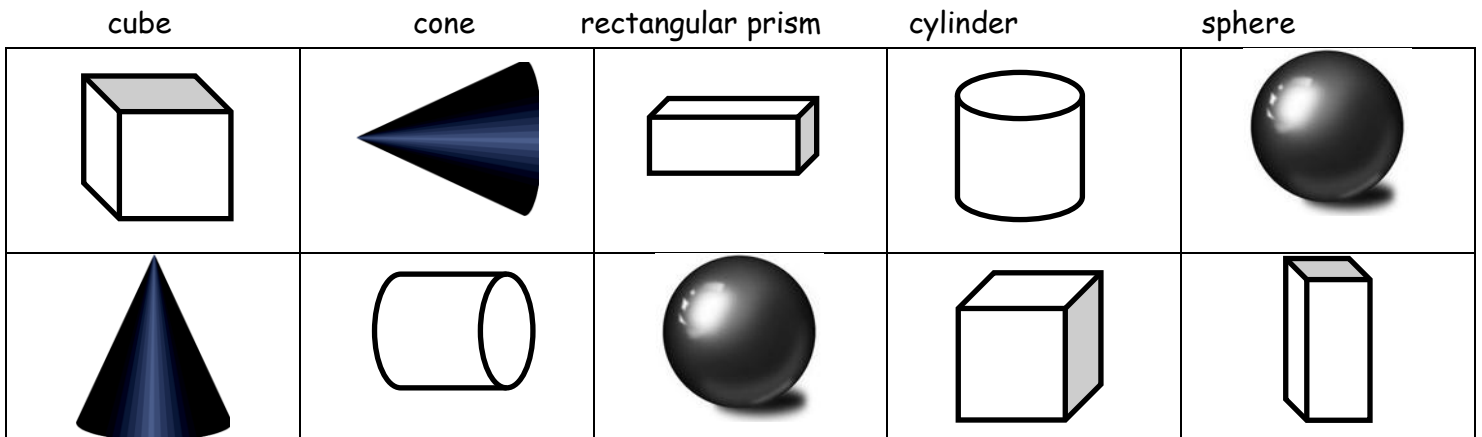
Which row has the least _____.

Which two rows have the same amount _____ and _____.

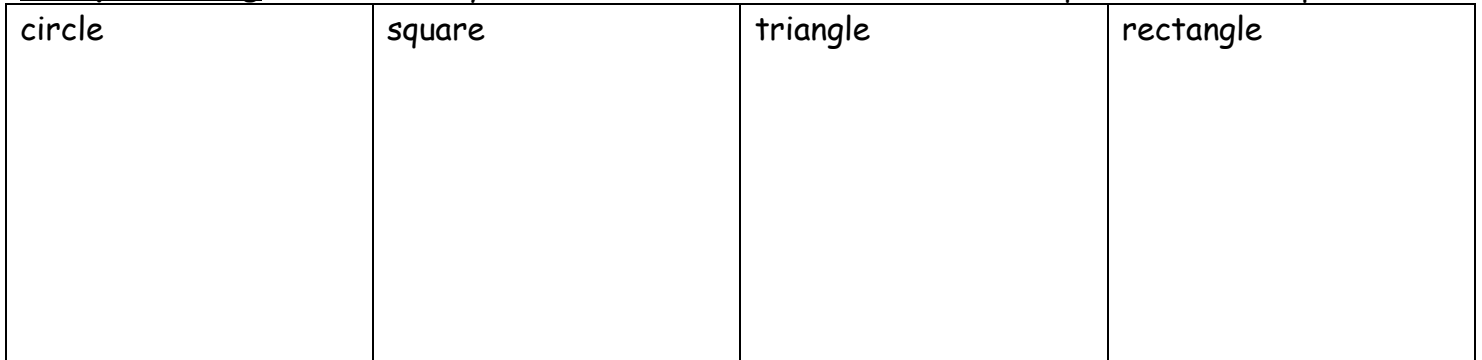
***Shape review:** circle the shapes your child recognizes.



*Geometric Shapes: Circle the shapes your child recognizes.



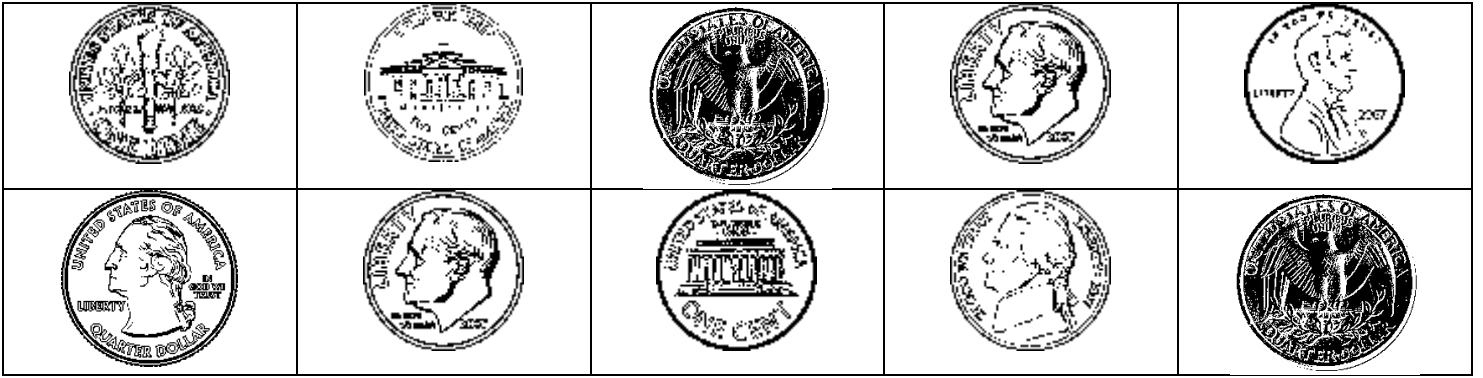
*Shape drawing review- have your child draw one or more of each shape in the boxes provided.



Getting Ready For First 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.

