

3rd Week of February

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.

/s/ /i/ /x/

ssssiiix

six

/r/ /o/ /d/

rrrrrooodd

rod

/l/ /a/ /m/ /p/

lllaammpp

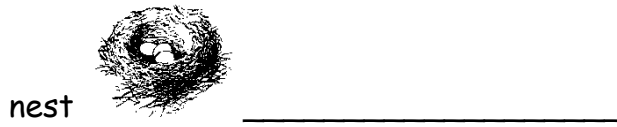
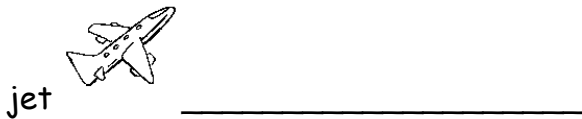
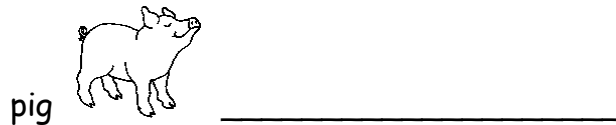
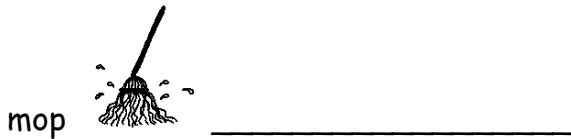
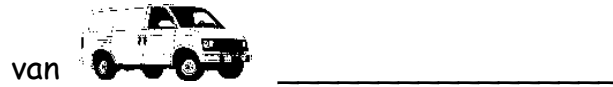
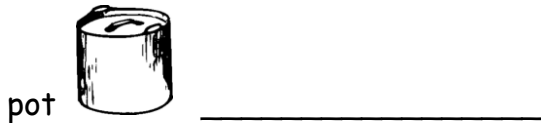
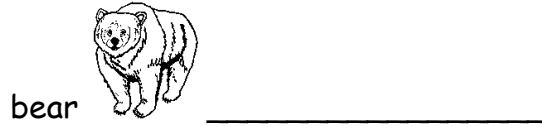
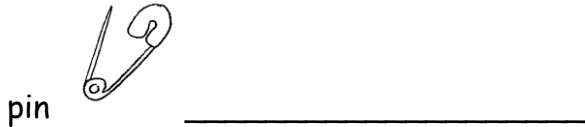
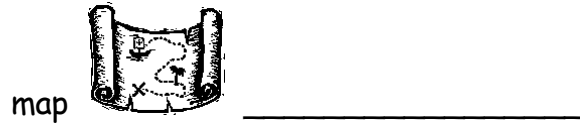
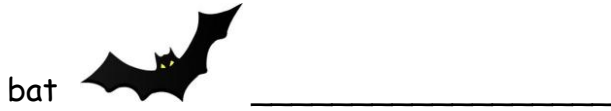
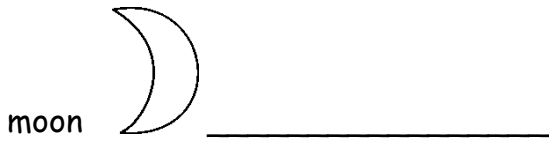
lamp

/t/ /w/ /i/ /g/

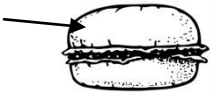

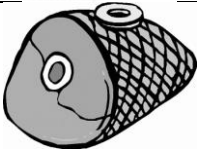


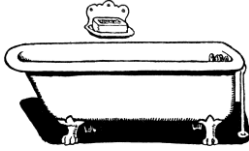
tttwwiigg

twig

***Rhyming:** produce a word that rhymes with the picture below.



***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.

cap		
lip		
bus		

peg		
rod		
him		

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

Done _____











We have one mop.

A net will help us get that bug.

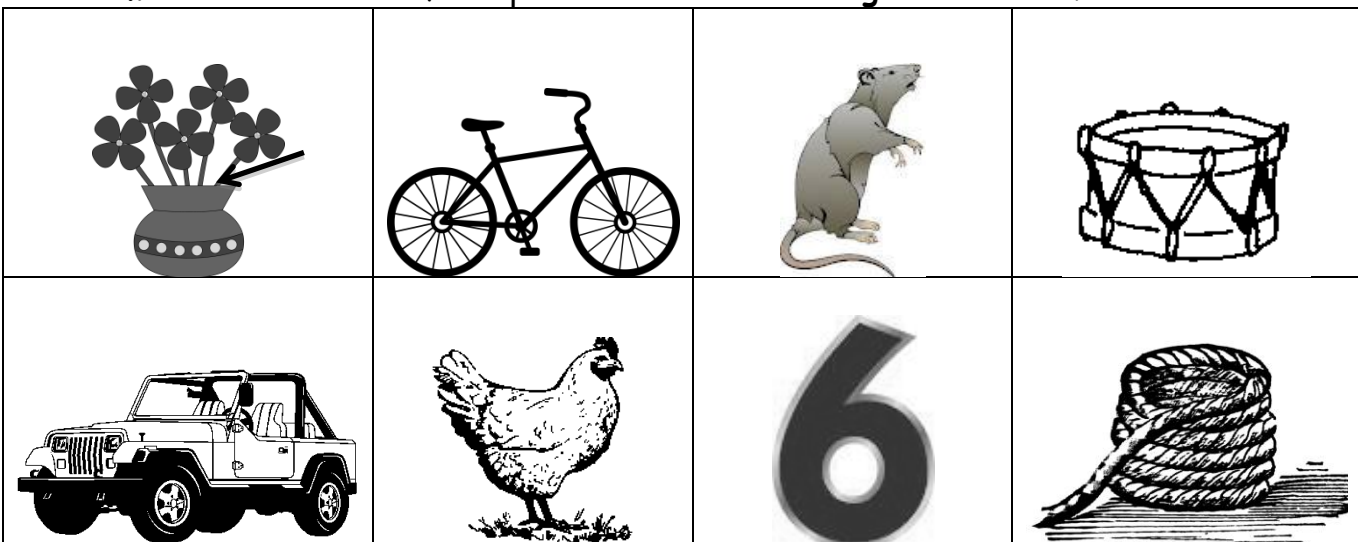
Toss me his red and blue hat.

This doll is a gift for my little sister.

***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).

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

***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

***I can count to _____** before I make a mistake. If your child cannot count to 60 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.

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

_____, 5, _____ _____, 10, _____

_____, 15, _____ _____, 20, _____

***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 (March 16) green

one week (March 20 - 26) blue

outline: around all of the days in the whole month (March) purple

March

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		