

# 3<sup>rd</sup> Week of January Homework

## Language Arts Skills

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



**\*Book Skills:** As you and your child read books this week help your child identify: who the **characters** in the story are, where the **setting(s)** of the story is, and have them tell you **1 or 2 events** that happened in the story.

Done \_\_\_\_\_

**\*Preposition Words:** **to, on, in, off, from** (use these words often to help with understanding)

Get a stuffed animal **from** your room and put it **in** the tub.

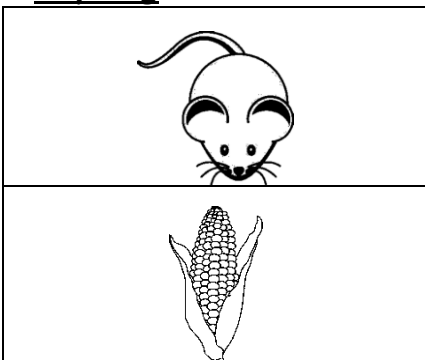
Give your animal a pretend bath, dry it **off** with a towel when you are done.

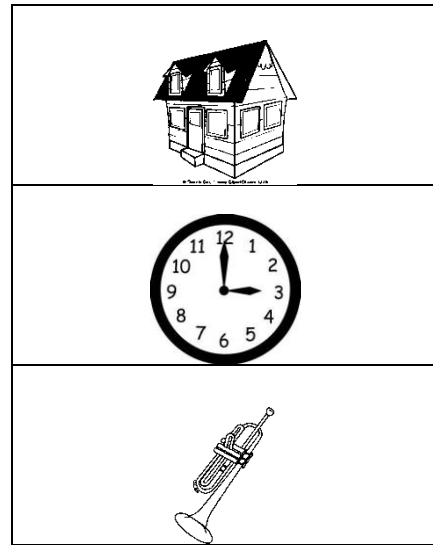
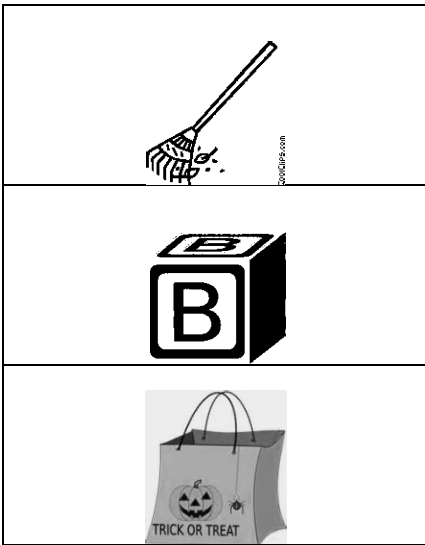
Go **to** the closet and get a coat or jacket, put it **on** and practice zipping it up.

Done \_\_\_\_\_

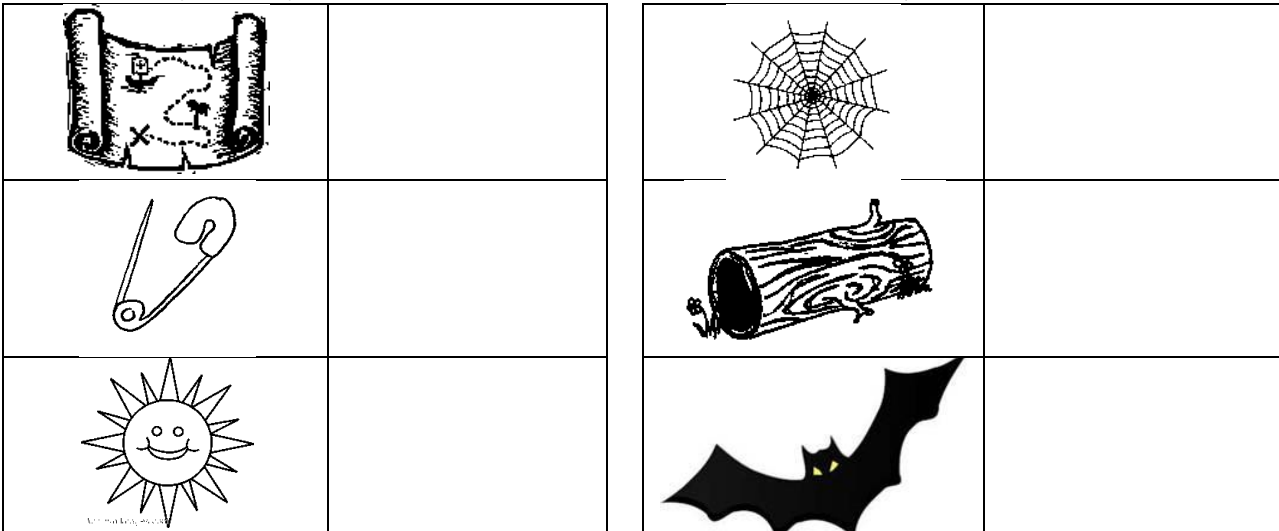
**\*RAZKIDS:** Have your child read at least 3 books Done \_\_\_\_\_

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





**\*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.

/h/ /o/ /t/

hhhhooott

hot

/b/ /u/ /n/

bbbbuuunn

bun

/t/ /r/ /i/ /p/

ttttrrrriipp

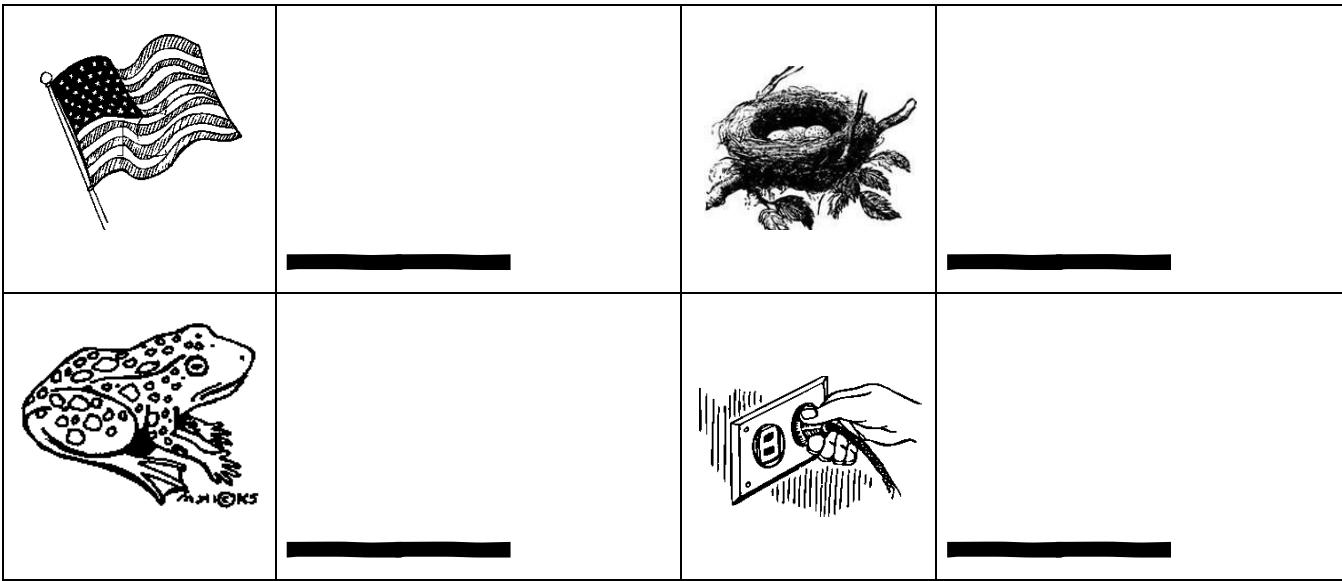
trip

/d/ /u/ /ck/

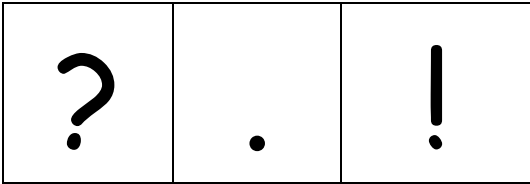
dddduuuuck

duck

**\*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 Words-** breaking words apart into individual sounds.

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, tell them the word, and have them tell you the first sound in the word. Then tell them the word again and have them tell you all the sounds they hear in the word.

Complete: \_\_\_\_\_Yes \_\_\_\_\_No

3. After they have held up fingers or moved objects for each sound, have your child write the for each individual sound in the boxes behind each word.

van			
tip			
cat			

wet			
fun			
pin			

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

The blue van is for you to go in.

I see a little white web.

I want to go up in a jet.

What do you have a green wig for?

**\*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 \_\_\_\_\_

/p/ /at/

/m/ /at/

/s/ /at/

/c/ /ap/

/l/ /ap/

/m/ /ap/

/d/ /ad/

/s/ /ad/

/b/ /ad/

**\*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