

3rd 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** _____

***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.



***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 _____?

***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 _____

***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 _____

***Letter Writing-** Write letters **Hh – Nn** on the lines below (capital on one space then lowercase on the next) Remember to start the letter at the correct place on the line and write neatly.

***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/ /i/ /t/

ppppiiiiitt

pit

/h / /a/ /m/

hhhhaaaamm

ham

/d/ /e/ /s/ /k/

dddeeeskk

desk

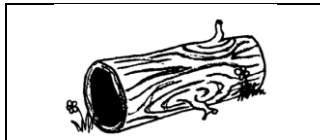
/p/ /l/ /u/ /m/

ppplluuumm

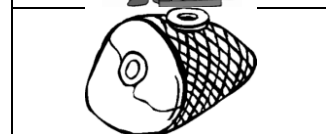
plum

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

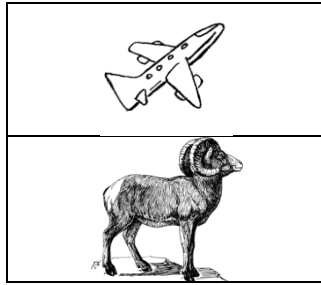
Change the first sound in **log** to /d/



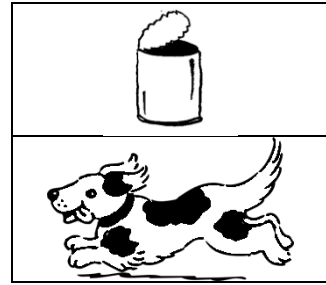
Change the first sound in **man** to /c/



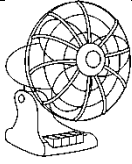
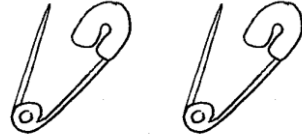


Change the first sound in **jet** to /p/



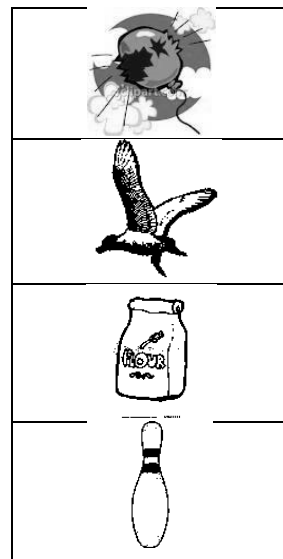
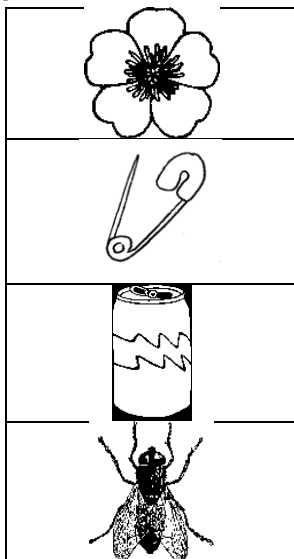
Change the first sound in **ram** to /h/



***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.

 fan fans	 pins pin
 tops top	 bugs bug

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



***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

When will we see the man with the green frog?

The truck will go and pick up the big bed.

Look out, here come the ants to get the picnic!

***Write Sentences-** Have your child write 3 sentences- Each one ending with one of the above punctuation marks.

1. _____

2. _____

3. _____

***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 _____

***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
den		
win		
hop		
bug		

jam		
pet		
kit		
log		
sun		

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

Done ____

Where are the six bags for the junk?

Get me my rod, and we will go to the pond.

That lamp is from my mom and dad.

Pick up the little brown twig that fell off.

***Capitalization and Punctuation-** re-write each sentence correcting all the mistakes.

1. can we go to the pond



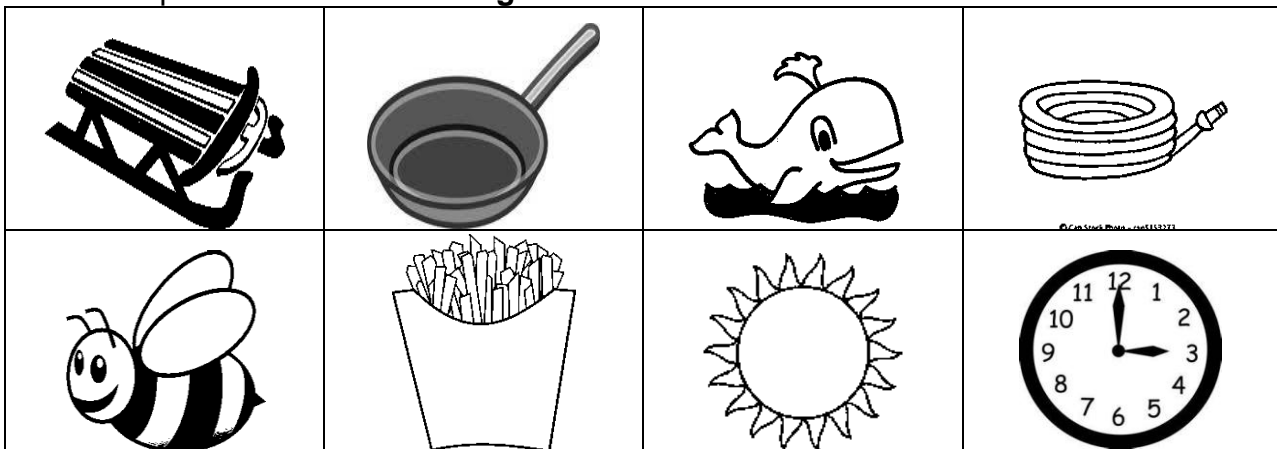
2. my mom and i play with the dogs



***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:** Color the pictures that have a **short vowel sound** –green and color the pictures that have a **long vowel sound** - blue.



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

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

<p>He hit _____ a home run.</p>	<p>They are go _____ to the zoo.</p>
---------------------------------	--------------------------------------



The runner _____ is in first place.



The girl hugged _____ her grandma.

***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