

4th 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 _____

***Confirm Understanding:** As you read together, encourage your child to confirm their understanding of what is being read by requesting clarification and asking questions about the content of the book.

***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.

/r/ /a/ /n/ rrrraaaann ran

/h/ /e/ /n/ hhhheeeenn hen

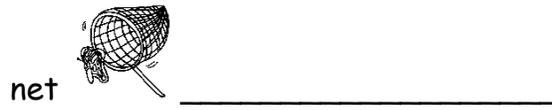
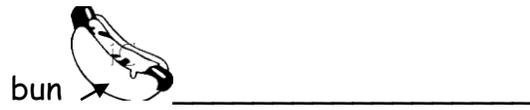
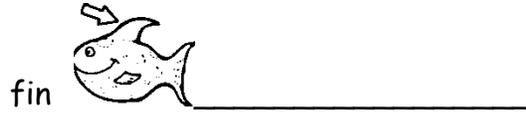
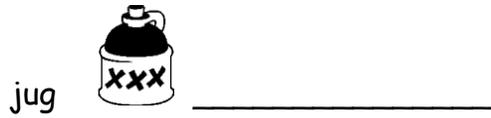
/s/ /l/ /u/ /g/ sssllluugg slug

/t/ /e/ /n/ /t/ ttteennntt tent

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

hen  _____

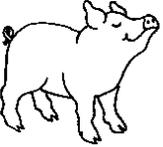
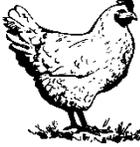
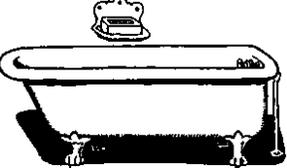
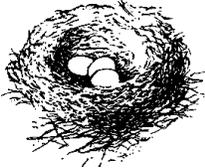
top  _____



***Rhyming:** Write two words that rhyme with the words given.

bug _____ rat _____

***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

What is that in the little red bucket?

The frog can swim in the pond.

Wow, that big black bug has six legs!

***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.

flag	fl	ag
crib		
stop		

step		
plum		
crab		

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

Done _____

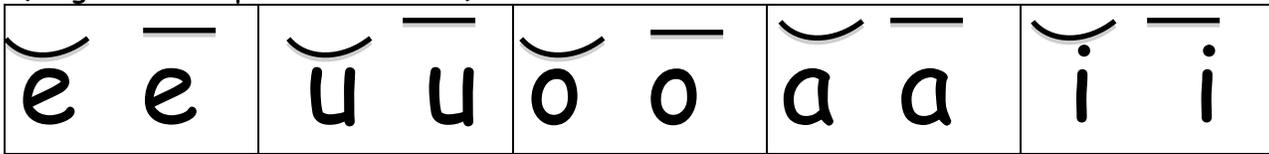
She had a box of pink gum.

Where will you go for a jog?

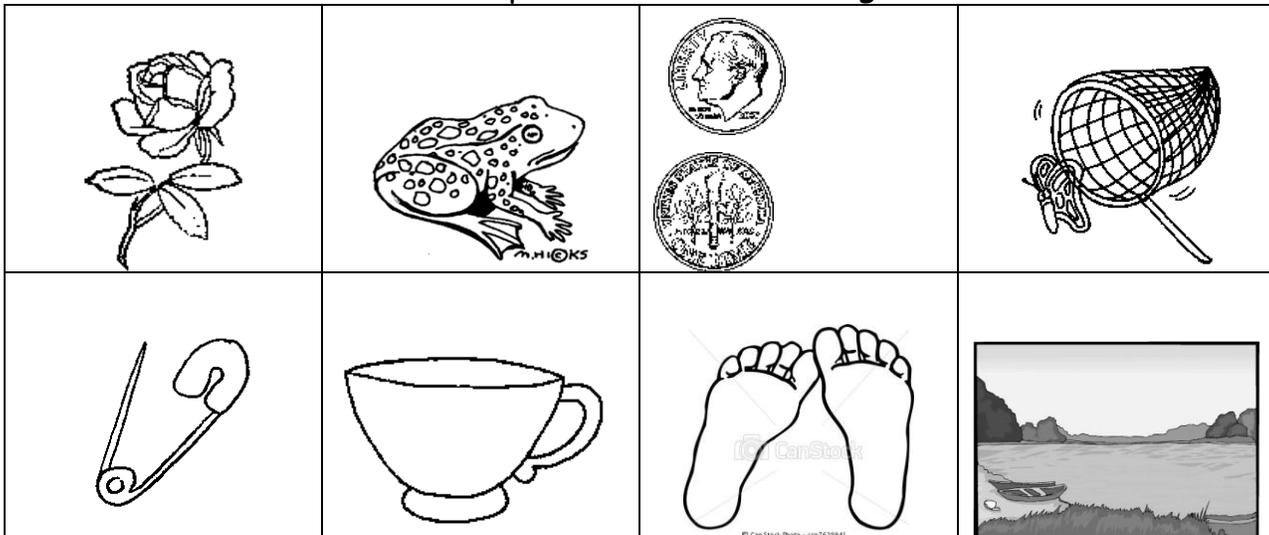
I had a rat as my best pet.

Look at the dust on the rug.

***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

***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

_____, 7, _____ _____, 13, _____

_____, 11, _____ _____, 9, _____

***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.

Complete: _____Yes _____No