

4th Week of January Homework

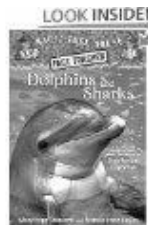
Language Arts Skills

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



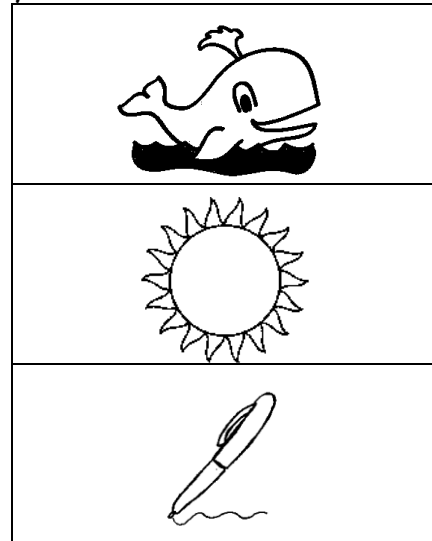
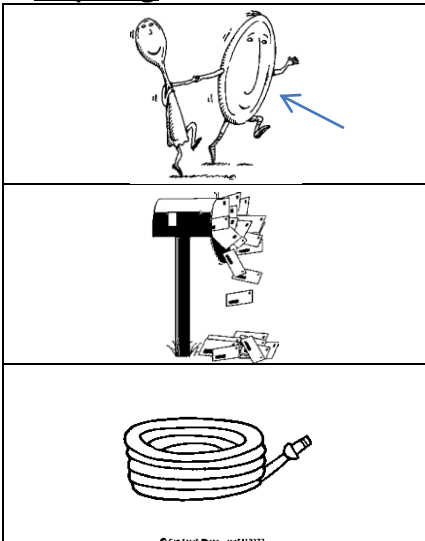
***Recognize common types of text:** using the covers of these books, have your child identify which one is **fiction** (a pretend or fake story) and which is **non-fiction** (real information). Write their answer by each.

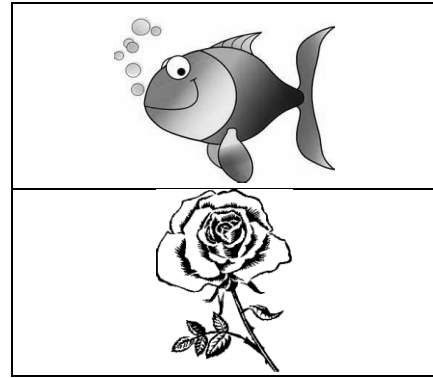
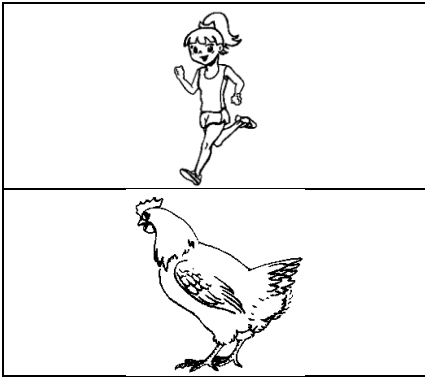




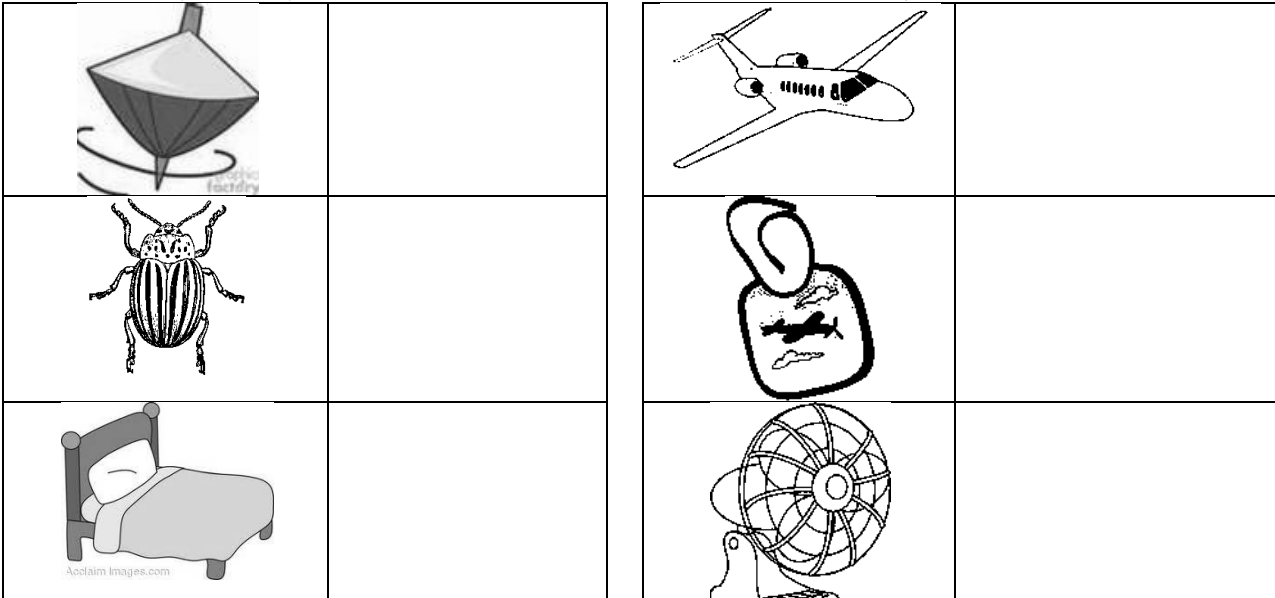
***RAZKIDS:** Have your child read at least 3 books Done _____

***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.

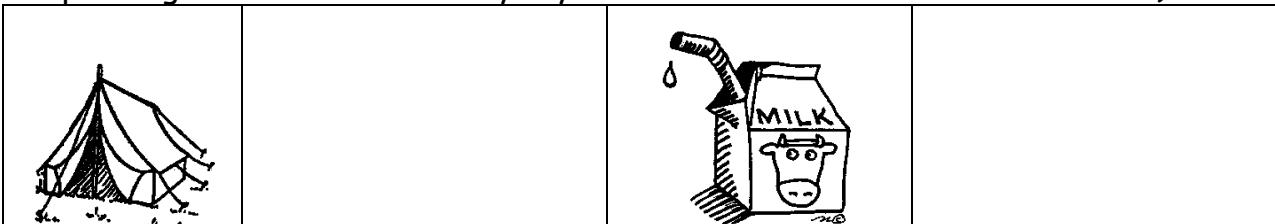
/m/ /o/ /p/ mmmoooopp mop



/r/ /u/ /n/ rrrruuuunn run

/p/ /l/ /a/ /n/ pppllllaaaann plan

/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.

ham			
man			
pat			

won			
cab			
hop			

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

Was the kid in the truck?

Do not quit, you can do it!

She can play kick the can.

Quick, here is a rag for the mess!

***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 _____

/c /

/ab/

/g//ab/

/n /

/ab/

/d / /ip/

/l/ /ip/

/s/ /ip/

/n/ /od/

/p/ /od/

/r/ /od/

***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 50 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)