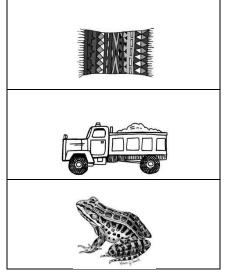
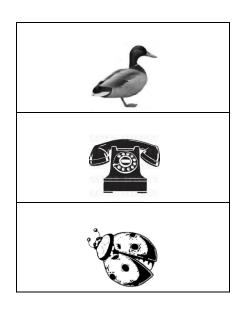
## Homework #18 Language Arts Skills

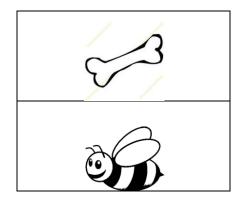
lowercase)			
lower case)			
<del>***</del>			
<u> </u>		*	
<b>p</b>			
*Book Skills Review:			
I can identify the <b>front cover</b> of a book Yes			
I can identify the <b>back cover</b> of a book Yes			
I can identify the <b>title page</b> of a book Yes	No	;	
I can track the print as we read in a book Yes			
I can tell what the <b>author's job</b> is Yes	No	;	
I can tell what the illustrator's job is Yes			
*RAZKIDS: Have your child read at least 3 books a wee	ek and take t	he comprehension	on quiz fo
each book. <b>Done</b>			

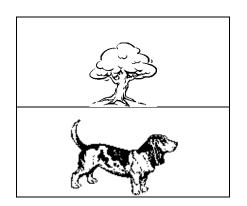
## \*Rhyming:

<u>Draw a line between the two</u> pictures that rhyme



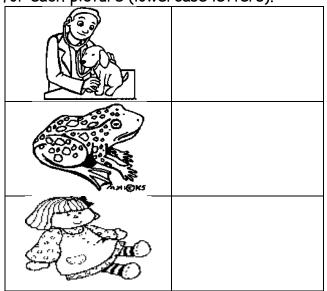






\*Ending Sounds - Write the ending sound for each picture (lowercase letters).

<b>*Ending Sounds</b> - Wr	ite the ending sound
Ani	



\*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.

/y//a//m//s/ yyyyaaaammmmss yams

/z//i//p/ zzzziiiipp zip

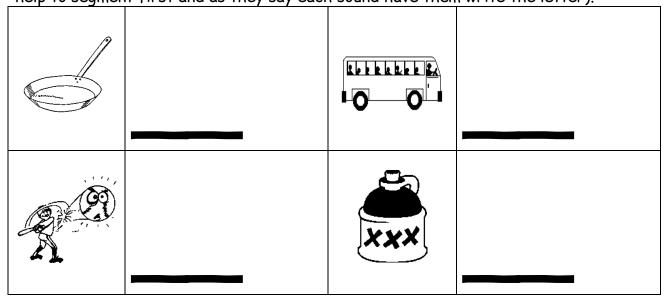
/y//e//II/ yyyyeeeeII yell

/j/ /a/ /zz/

## jjjjaaaazz

jazz

\*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).



\*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.

2	
Č.	
2	

\*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	e they have	e read the	word, cov	er the	word, to	ell them	the	word,	and 1	have then	n tell	you
the fir	st sound in	the word	. Then te	ll them	the wor	d again	and I	have t	hem	tell you a	ll the	sounds
they he	ear in the 1	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		



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

Can the man go to bed?

The pig and the hen like to play.

This hut is a big mess.

Do you see the plug for the lamp?

\* \*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.)

the	of	and	а	I	to
in	A	you	is	that	†
he	for	was	on	are	as

with	his	are	at	be	this
from	have	in	Α	you	is
that	it	with	his	they	at
be	this	from	have	the	of
and	а	to	I	he	for
was	on	they	as	the	are

\*IXL: Have your child complete each of the following tasks in IXL.

- I.1 Addition with pictures sums up to 5 Done \_\_\_\_\_
- I.2 Add two numbers sums up to 5 Done \_\_\_\_
- I.3 Addition sentences sums up to 5 Done \_\_\_\_
- I.4 Ways to make a number sums up to 5 Done \_\_\_\_