# Homework \#18 <br> Language Arts Skills 

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

$\rho$

## *Book Skills Review:

I can identify the front cover of a book Yes $\qquad$ No__? I can identify the back cover of a book Yes $\qquad$ No $\qquad$ I can identify the title page of a book Yes $\qquad$ No $\qquad$ I can track the print as we read in a book Yes $\qquad$ No $\qquad$ I can tell what the author's job is Yes $\qquad$ No $\qquad$ I can tell what the illustrator's job is Yes $\qquad$ No $\qquad$ $?$
*RAZKIDS: Have your child read at least 3 books a week and take the comprehension quiz for each book. Done $\qquad$

## *Rhyming:

Draw a line between the two pictures that rhyme

|  |
| :---: |
|  |
|  |



*Ending Sounds- Write the ending 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.
/y/ /a/ /m/ /s/
yyyyaaaammmmss yams
/z/ /i/ /p/
/y/ /e/ /II/
zzzziiiipp
zip
yyyyeeeell
yell
/j/ /a/ /zz/
jjjjaaaazzz
*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).
(2)
*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: $\qquad$ Yes $\qquad$ 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: $\qquad$ Yes $\qquad$ 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).

## 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 | 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 |
| that | it | with | his | they | at |
| be | this | from | have | the | of |
| and | a | 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 $\qquad$
I. 2 Add two numbers - sums up to 5 Done $\qquad$
I. 3 Addition sentences - sums up to 5 Done $\qquad$
I. 4 Ways to make a number - sums up to 5 Done $\qquad$

