Homework #10
Language Arts Skills

***Write your first and last name correctly in the lines below** (first letter capital - rest lowercase)

***Book Skills:** As you and your child read books this week help your child identify: who the **characters** in the story are, where the **setting(s)** of the story is, and have them tell you **1 or 2 events** that happened in the story.

***Letter name and sound recognition**. Put a **check mark in the left corner** if your child can **name the letter** correctly. **Underline it** if they can tell you the **sound it makes**.

o	D	S	a	d	H	u
G	l	J	x	F	r	B
V	i	e	M	q	W	d
b	U	N	k	j	Y	E
z	P	h	C	t	s	m

Q	f	X	L	o	A	v
y	n	c	R	g	q	Z
K	b	T	w	I	d	P

***Acting out meanings of similar verbs:**

Have your child act out the following verbs – **jump** and **hop**

***Collaborative conversations:** while talking with your child, practice good conversation rules – taking turns, volume of speech, staying on subject, and continuing conversations through multiple exchanges.

***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.

/g/ /a/ /s/	ggggaaaass	gas
/l/ /i/ /d/	lllliiiidd	lid
/d/ /i/ /g/	ddddiiiigg	dig
/l/ /o/ /g/	llllooooggg	log

***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 lowercase letters for each individual sound in the boxes behind each word.

cap			
tug			
mop			

pin			
hen			
red			

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.

you	to	and	it	of	A
on	a	is	you	in	the
and	of	in	to	you	I
is	A	of	on	I	it
the	you	in	it	to	of

***Syllables:** circle the correct number for the amount of syllables in each word
(it might help to clap them out or put their finger on their chin as they say the word slowly)

1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

***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. (They need to count to 100)

***I can count by 10's to** _____ before I make a mistake. (They need to count to 100)

***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

***Circle the numbers your child recognizes.**

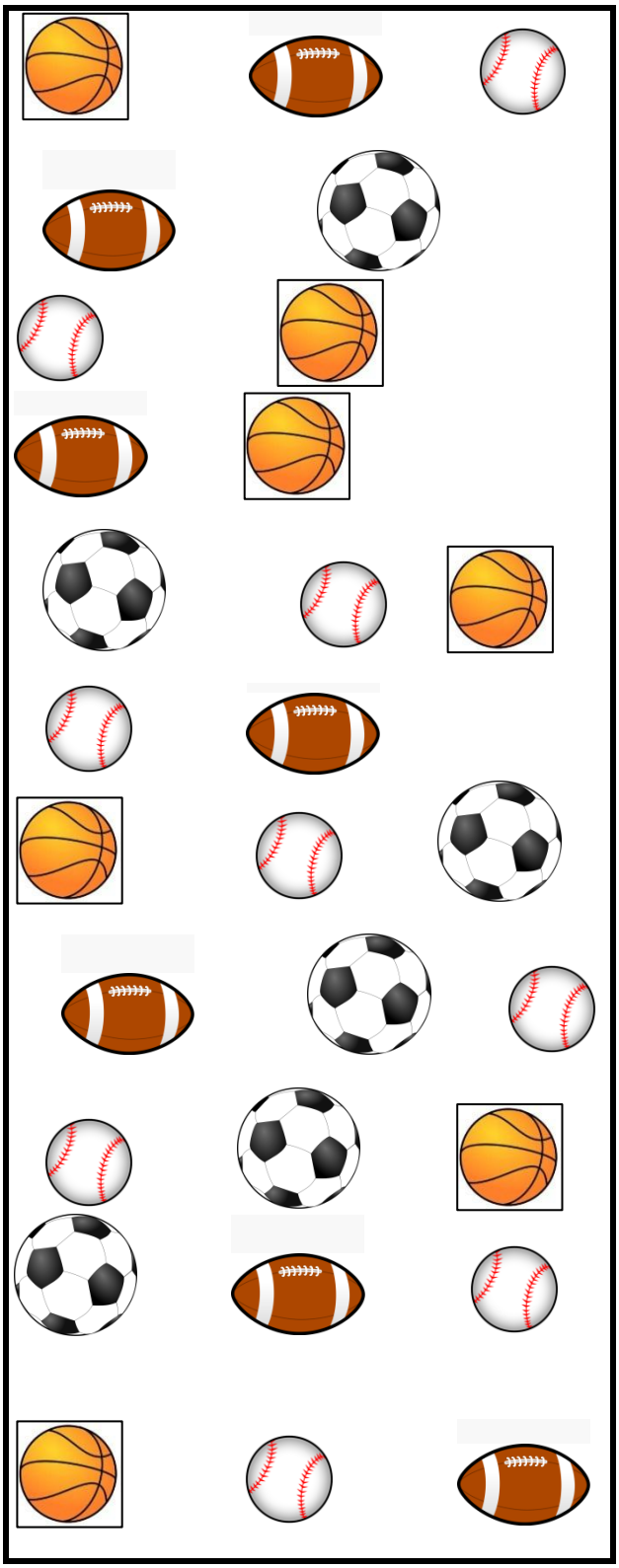
19	17	12	15	11	9	14	16	20	18	13
2	10	20	7	12	15	8	13	4	11	14
18	8	16	5	13	6	12	17	15	19	3

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.

Color: one day (February 3) red, one week (February 7-13) purple, outline: around all of the days in the whole month (February) pink

February						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						



***Graphing/Data collection**- Have your child count the objects in the box and mark X's on the graph to show how many of each object there are.

There are: _____ _____ _____

_____

Which one has the most _____ Which one has the least/fewest _____

Which two have the same amount _____ and _____