

# Homework #11

## 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. **Also, read some non-fiction book in you reading.**

Complete: YES \_\_\_\_\_ NO \_\_\_\_\_

**\*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 - **spin** and **twirl**

**\*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.

/t/ /a/ /g/

ttttaaagg

tag

/f/ /a/ /t/

ffffaaatt

fat

/f/ /o/ /g/

ffffooogg

fog

/l/ /i/ /f/ /t/

llliiiifffft

lift

**\*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.

ram			
him			
pot			

net			
bib			
cup			

**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.

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

**\*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)

**\*1 to 1 correspondence** - collect twenty objects and have your child count them. (It is very helpful for your child to move the objects as they count).

I can count 20 objects without double counting or skipping any Yes\_\_\_\_ No\_\_\_\_

**\*Review the days of the week in order.** I know all the days of the week \_\_\_\_ Yes \_\_\_\_ No

Name \_\_\_\_\_

1

7



\_\_\_\_\_ and \_\_\_\_\_  
 -----  
 \_\_\_\_\_

2

5



\_\_\_\_\_ and \_\_\_\_\_  
 -----  
 \_\_\_\_\_

3

10



\_\_\_\_\_ and \_\_\_\_\_  
 -----  
 \_\_\_\_\_

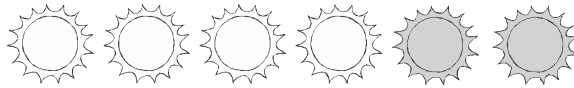
1-2 Use orange and yellow to show a way to make seven and five.  
Write the numbers.

3 Circle the objects to show a way to take apart ten. Write the numbers.



Name \_\_\_\_\_

%

*(continued)***6**

\_\_\_\_\_

-----

\_\_\_\_\_ and \_\_\_\_\_

5 and 2

4 and 4

4 and 2

**9**

\_\_\_\_\_

-----

\_\_\_\_\_ and \_\_\_\_\_

3 and 6

2 and 1

2 and 5

**5**

\_\_\_\_\_

-----



\_\_\_\_\_ and \_\_\_\_\_

3 and 1

4 and 6

2 and 3

 Look at the objects. Circle the answer that shows a way to make six.

 -  Look at the objects. Circle the answer that shows a way to take apart nine and five.

**STOP**