

Homework #11

Language Arts Skills

***Write your FIRST and LAST name** (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

***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.

Chchchooopppp chop _____(✓)

Shshshiiiiippp ship_____ (✓)

Ffllflflaaapppp flap_____ (✓)

Chchchuuuck chuck_____ (✓)

***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.

the	want	what	you	for	she
and	is	on	he	was	I
of	more	and	was	saw	like
that	want	who	when	I	where
was	what	he	was	she	they

***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)

***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

Math: We are working on putting numbers together as well as taking them apart. The students need to draw a line to "chop" the number in two parts. Count each side of the line and write how many objects are on each side. This is for #1-#3. Then for #4-#6, the students need to use two circle to show ways to put numbers together. Then write how many is in each circle. Last circle the correct answer.

1

7



_____ and _____

2

5



_____ and _____

3

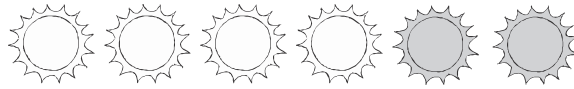
10



_____ and _____



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