

Homework #19

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.

Done _____

***Preposition Words:** **to, on, in, off, from** (use these words often to help with understanding)




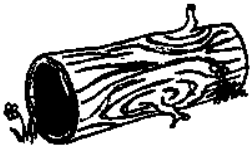
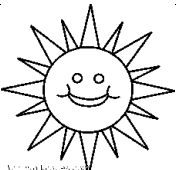

Get a stuffed animal **from** your room and put it **in** the tub.

Give your animal a pretend bath, dry it **off** with a towel when you are done.

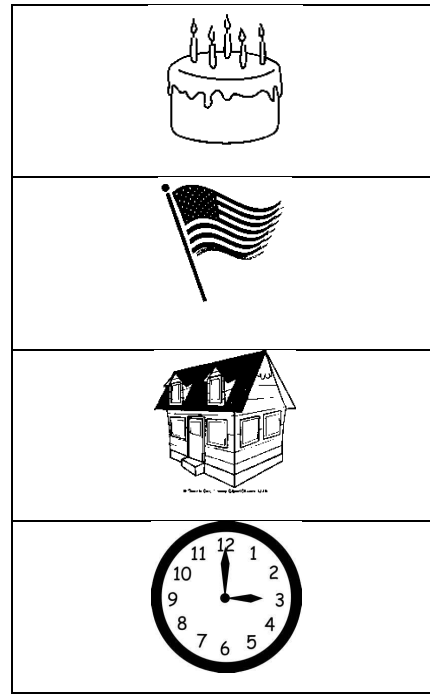
Go **to** the closet and get a coat or jacket, put it **on** and practice zipping it up.

Done _____

***Middle (Vowel) Sounds-** Write the vowel sound for each picture (lowercase letters).

| | | | |
|---|--|--|--|
|  | |  | |
|  | |  | |
|  | |  | |

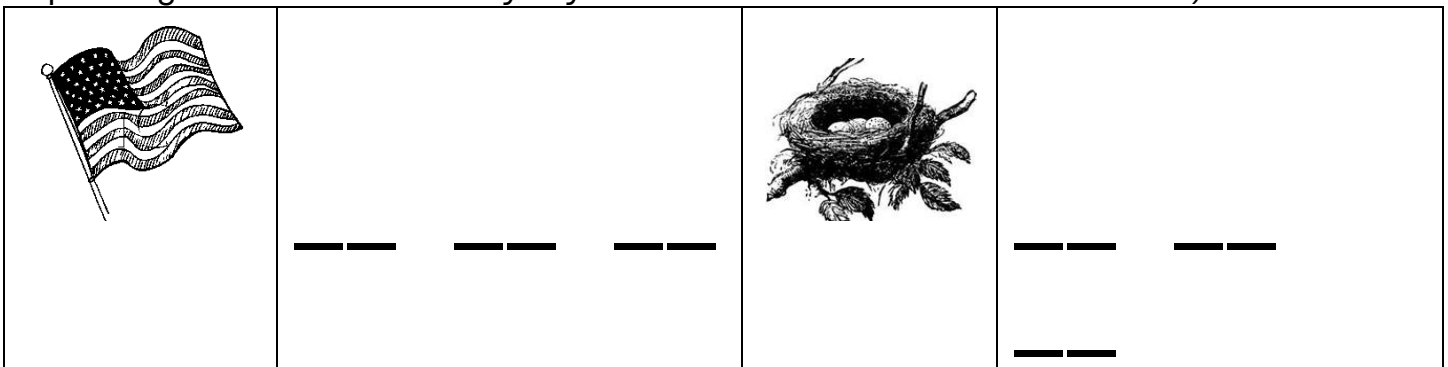
***Rhyming:** draw a line between the two pictures that rhyme

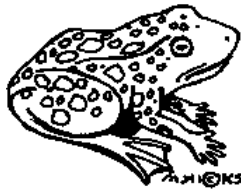
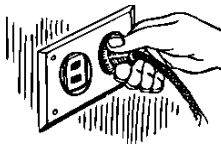


***Blending Words:** First say each sound, next say the sounds together without pausing, last put the word together. Put a **check mark** next to the words your child successfully blends.

| | | |
|-----------------|---------------|------|
| /h/ /o/ /t/ | hhhhooooott | hot |
| /b/ /u/ /n/ | bbbbuuuunn | bun |
| /t/ /r/ /i/ /p/ | ttttrrrriiipp | trip |
| /d/ /u/ /ck/ | dddduuuuck | duck |

***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).




| | | | |
|---|--------------|--|--------------|
|  | <p>_____</p> |  | <p>_____</p> |
|---|--------------|--|--------------|

***Punctuation-** Identify each ending punctuation - put a check mark next to the ones you know. Practice writing them when you write a sentence. What are some question words?

| | | |
|----------|----------|----------|
| <p>?</p> | <p>.</p> | <p>!</p> |
|----------|----------|----------|

***Words are separated by spaces when writing:** 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: _____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 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).

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The van is for you to go in. _____(✓)

I see a web. _____(✓)

I want to go up in a jet. _____(✓)

What do you have in your hand? _____(✓)

***Blending Onset and Rime:** tell your child the first sound and the ending chunk, pausing in between, and see if they can verbally tell you the word.

/p/ /at/ _____(✓)

/m/ /at/ _____(✓)

/s/ /at/ _____(✓)

/c/ /ap/ _____(✓)

/l/ /ap/ _____(✓)

/m/ /ap/ _____(✓)

/d/ /ad/ _____(✓)

/s/ /ad/ _____(✓)

/b/ /ad/ _____(✓)

***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.)

| | | | | |
|--------|--------|-----|------|-------|
| like | what | can | see | said |
| how | we | him | into | but |
| most | me | not | no | an |
| or | one | did | do | she |
| so | them | up | by | when |
| were | why | who | will | your |
| people | little | my | look | where |

Math-

Count forward from each number until you say stop.

| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|
| 19 | 17 | 12 | 18 | 11 | 9 | 8 | 1 | 20 | 6 | 13 |
| 2 | 10 | 3 | 7 | 16 | 5 | 11 | 15 | 4 | 12 | 14 |
| 53 | 72 | 64 | 33 | 40 | 79 | 31 | 55 | 29 | 44 | 59 |