

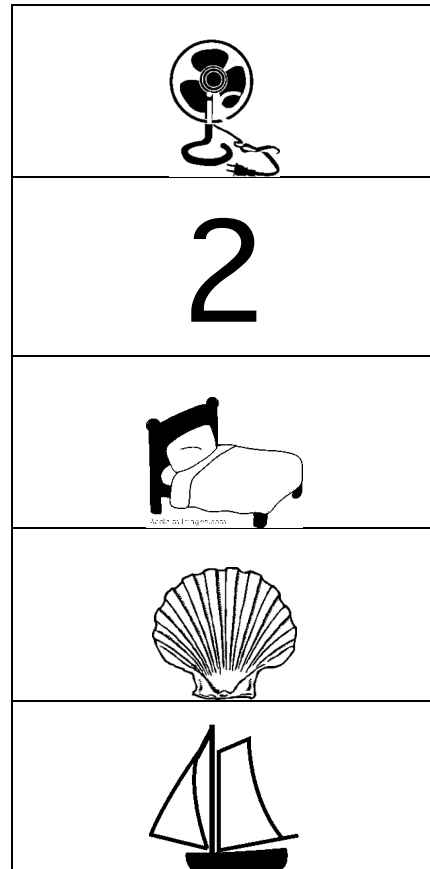
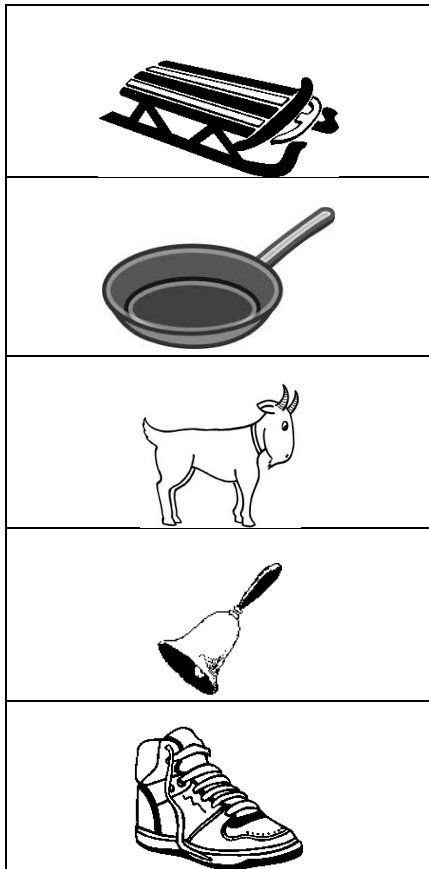
Homework #21

Language Arts Skills


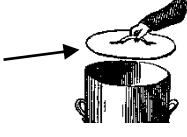




*Write your **FIRST** and **LAST** name (first letter capital - rest lowercase)



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



***Middle (Vowel) Sounds-** Write the vowel 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.

/b/ /o/ /x/

bbbboooxx

box

/j/ /o/ /g/

jjjjoooogg

jog

/b/ /e/ /s/ /t/

bbbbeeeessstt

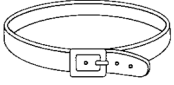







best

/d/ /u/ /s/ /t/

dddduuuusssstt

dust

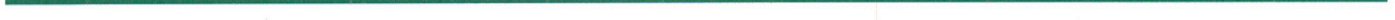
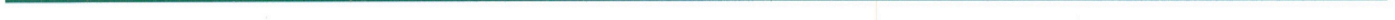
***Spelling CCVC and CVCC words:** write the lowercase letters to spell the word for each picture (it may help to segment first and as they say each sound have them write the letter).

***Punctuation-** Identify each ending punctuation - put a check mark next to the ones you know.

?	.	!
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***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 Onset and Rime-** breaking words apart into beginning sound and word families.

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, have your child say each onset and rime sounds (word family) Complete: _____Yes _____No

3. Have your child write the **lowercase** letters for each onset and rime.

mat	m	at
hen		
pin		

ram		
jet		
fig		

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***Reading Sentences:** have your child read the sentences to you (help where needed).

Those are the yams? _____(✓) Can you zip my jacket up? _____(✓)

Yell for the Jazz to win! _____(✓) You can play with the jazz band. _____(✓)

***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.

Done _____

/c/ /at/

/h/ /at/

/m / /at/

/m / /op/

/t/ /op/

/h/ /op/

/d/ /og/

/l/ /og/

/h/ /og/

***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 part of 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.)

they	I	at	with	his	on
as	for	to	and	he	is
a	that	it	I	with	the
you	and	the	as	of	in
at	to	are	his	a	he
that	as	is	of	they	are
was	you	his	are	with	for

***I can count to _____** before I make a mistake. If your child cannot count to 90 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)

***Write the numbers 0 - 20 in order** (if there are any reversals have your child correct them)

*** 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

* Classifying/ Sorting: Putting objects into groups that go together. (Please color softly so we can the pictures.

Color: **tools- blue** and **vehicles- red**

