## Language Arts Skills

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

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*Recognize common types of text: using the covers of these books, have your child identify which one is fiction (a pretend or fake story) and which is non-fiction (real information). Write their answer by each. See if your child can tell you the difference between fiction and non-fiction.

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*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.
/k/ /i/ /t/
/m/ /i/ /t//t/
kkkkiiiitt
kit $\qquad$ $(\sqrt{ })$
*Blending Long Vowel Words- check your vowel rule, next say the sounds together without pausing, last put the word together.
ice $\qquad$ $(\sqrt{ })$ dice $\qquad$ $(\sqrt{ })$
mice

tire _____( $(\sqrt{ })$ fire $\qquad$ mine _____( $(\mathcal{J})$ mile ______( $(\mathbb{})$ tile ______( $(\checkmark)$ chime ______( $(\mathcal{})$ slime ______( $(\sqrt{ })$ ______( $(\sqrt{ })$
*Rhyming: produce a word that rhymes with the picture below.
mug

$\qquad$
cone

pail

bun

ten
*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).

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

| $?$ | ! | $?$ |  | ! |  |
| :--- | :--- | :--- | :--- | :--- | :--- |

*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. Have your child write the lowercase letters for each onset and rime. Example: T OP. The OP is the word family.


| hop |  |
| :---: | :--- |
| tug |  |
| bag |  |

*Reading Sentences: have your child read the sentences to you (help where
Page 4 needed).

The hot dog is from my mom. ____( $\boldsymbol{\Omega}$ ) A duck was in the mud. ____( $\boldsymbol{\Omega}$ ) Can you get a bun for me? ___( $(\mathbb{})$ They had a trip to the pond. __( $(\mathbb{})$
*Vowels (short and long sounds): have your child tell you both of the sounds that each vowel makes - first the short sound (curved line on top), then the long sound (long line on top - vowels name).

*Short and Long Vowel Words: Circle the pictures that have a short vowel sound put a check mark in the corner of the pictures that have a long vowel sound.

*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.)

| be | this | at | with | his | on |
| :---: | :---: | :---: | :---: | :---: | :---: |
| as | for | to | and | he | is |
| a | that | it | l | with | the |
| this | and | the | as | of | in |
| at | to | are | his | a | be |
| that | as | is | of | they | are |
| was | you | his | are | with | for $_{\text {page }}$ |

*Write the numbers 1 - 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 |

*More, Less, and Same (comparing sets of objects)

4.


Which row has the most $\qquad$ . Which row has the least

Which two rows have the same amount $\qquad$ and $\qquad$ .


Cut out the rectangles and cut along the puzzle lines. Mix up the gumball machines and the ten frames. Next, count to match the gumball machine to the matching ten frames and put them back together.

