

HOMWORK FOR GRADE ONE

April 14 - April 18

DOOZER WORDS: we, meal, three, heat, neat, eat
CHALLENGE WORDS: sheep, sleep, read, were
SENTENCE: We saw three sheep that do not eat or sleep.
DOLCH: fish, by, man, could, so

Monday, April 14 - Passover Begins

- Read for 15 minutes
- I/We read _____
- Practice math flashcards for 3 minutes
- Complete the DOLCH UNIT 27 READING PACKET

Tuesday, April 15 - Income Tax Day.

- Read for 15 minutes.
- I/We read _____
- Practice your math flashcards for 3 minutes
- Complete the pages Baking a Cake, Spelling, even numbers.

Wednesday, April 16 - First Grades go to play at Cal Tech.

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Complete the pages word endings, baseball, reality or fantasy.
- In your math Problem Solving math workbook complete pages PS 99-100. Tear out carefully and attach to this homework.

Thursday, April 17 - Report Cards go home.

- Read for 15 minutes.
- I/We read _____
- In your math Problem Solving math workbook complete pages PS 101-102. Tear out carefully and attach to this homework.
- Remember to study for tomorrow's Doozer Test! Are you ready?

Friday, March 21 - Today is a Collaboration Day. Early arrival, 8:10 and early dismissal, 12:45pm and Spirit Rally. It is also Good Friday.

- Turn in this packet of homework. Please remember to turn in your yellow Thursday folder too!

Parent Signature _____

Name _____

Directions: Tell the children, "Read the word that goes with each picture. Then say its letters. Repeat the word. Now trace the word. Now trace the word with your pencil."

fish



fish

man



man

Directions: Tell the children, "Read each sentence below. Say the new word printed in dark print. Then say its letters. Repeat the word. Now trace the word with your pencil."

I wish I **could** play with that cat.

could

She will come **by** today for some cake.

by

Put it there **so** he will find it.

so

Name _____

Directions: Tell the children, "Draw a line from each word that begins with a capital letter to the same word that begins with a small letter."

Fish

By

Man

So

Could

so

fish

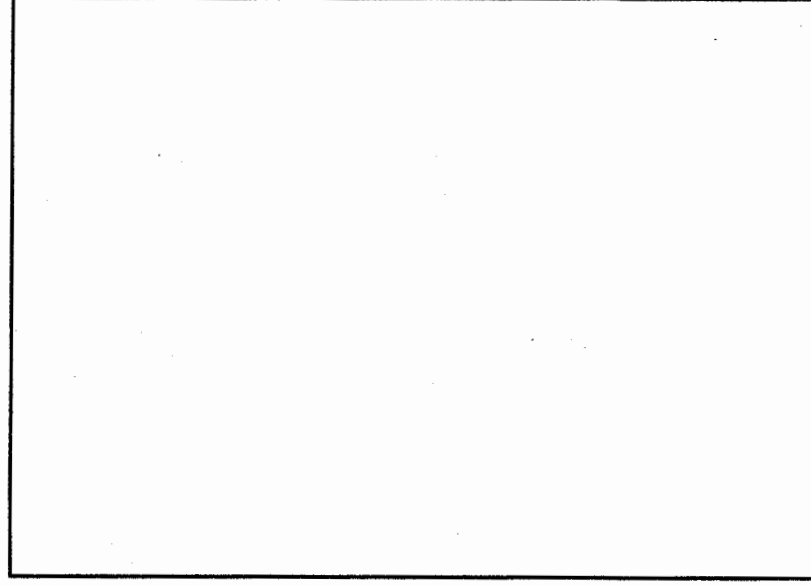
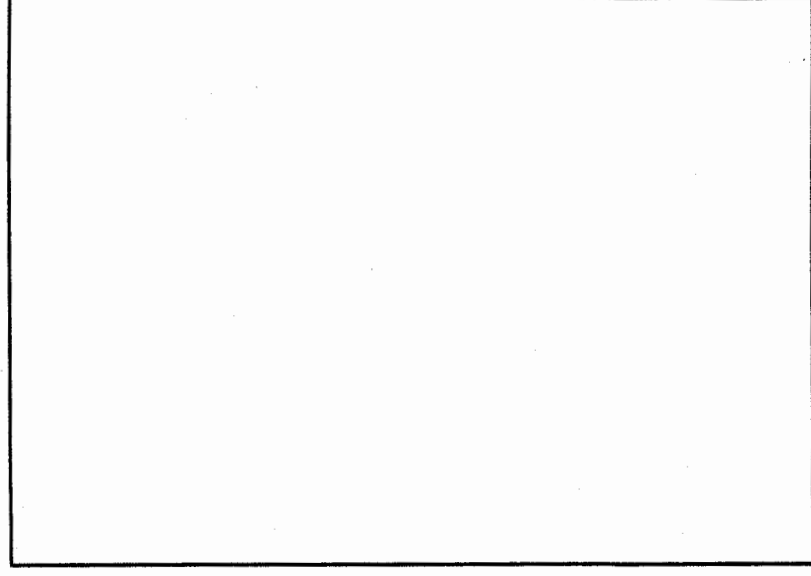
could

man

by

The man will eat fish.

Could a fish ride in a bus?



Directions: Tell the children, "Read each sentence. Draw a picture that shows what the sentence is about."

Name _____

fish

i s _____

f _____ h _____

could

COU _____

c _____ ld _____

by

so

man

a _____

m _____

Directions: Tell the children, "Say each word printed in dark type. Fill in the missing letters."

Name _____

man

by

so

could

fish

a	b	c	d	f	i	h	l	m
	n	o	o	s	s	u	y	

Directions: Tell the children, "Copy each of the words on the line next to the word."

Optional Activity: Tell the children, "Cut out the letters at the bottom of the page. Use the letters to make the words. Then glue each word on the line beside the printed word."

Name _____

so
man
by
could
fish

1. Is this man going to _____ in the rain?

2. The monkey ran _____ our house.

3. The _____ said he was hot.

4. I wish I _____ write a book about a monkey.

5. Can you draw the house _____ that it will look old?

Directions: Tell the children, "Read the words in dark print. Then read the incomplete sentences. Find the word in dark print that correctly completes each sentence. Then write that word in the blank."

Name _____

PARENTS: Listen to your child read the sentences on this page and put a check mark beside each sentence that is read without error. Then display the paper in a prominent place. If your child has difficulty with any sentence, read the sentence to the child, pointing to each word as you read. Ask the child to read the sentence in the same way. Repeat this procedure several times.

Could a fish play ball
with its father in the rain?

The man found the cat
 going after the fish
 in the can.

My mother is so pretty
that we will have the
man draw her.

Ask my father if we
 could all fish with him
 by the old house.

We went by the school
so that we could look for
the little puppy.

Could the man
 and I fish today?

Directions: Tell the children, "Learn to read the sentences, then take them home to read to your parents."

Name _____

RI, RL2, RF2, RF4, L4

Power Words

stir

taste

icing

Baking a Cake

{To the tune of "Head, Shoulders, Knees, and Toes"}



Stir, mix, and let it bake, let it bake. Stir, mix, and let it bake, let it bake.

I know how to make a cake. Stir, mix and let it bake, let it bake.

Take it out and let it cool, let it cool. Take it out and let it cool, let it cool

Do not touch it, that's the rule. Take it out and let it cool, let it cool.

Then put icing all around, all around. Then put icing all around, all around.

Do not drop it on the ground. Then put icing all around, all around.

Cut a piece and take a bite, take a bite. Cut a piece and take a bite, take a bite.

The taste of it is out of sight. Cut a piece and take a bite, take a bite.

1. Circle the rhyming words in the song.

2. What is the author making in the song? _____

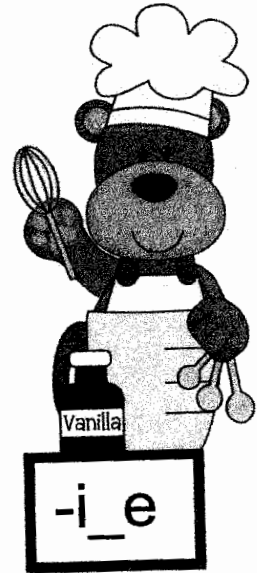
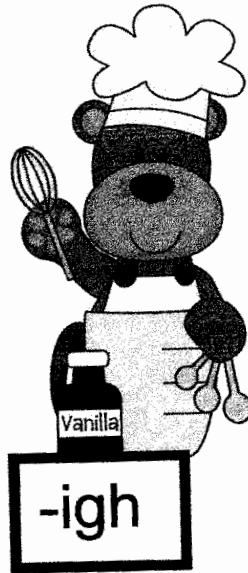
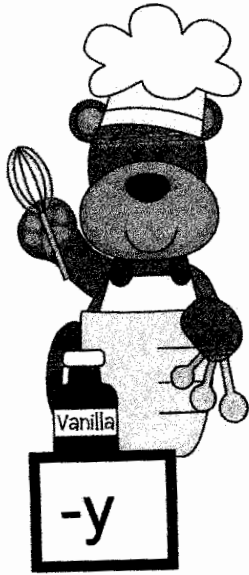
3. Circle the words that rhyme with *bite*.

night kite sight sit hit bright

4. What do you do after taking the cake out of the oven?

Read this song at home three more times and have someone initial each time you read it. _____ _____ _____

Write the long i words under the word with the same spelling.

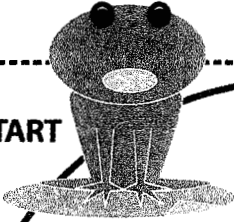


my	sight	fight	wide	kite	by
right	hide	sky	bite	fly	might

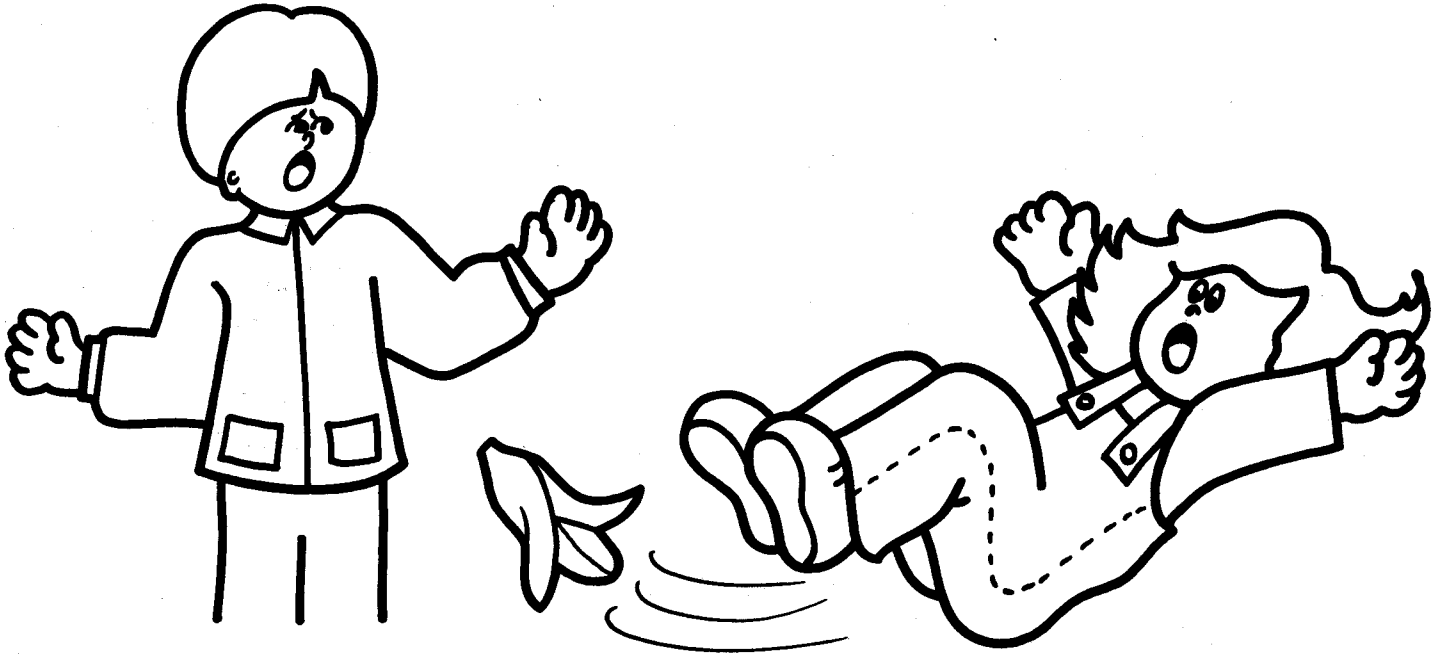
Mr.Frog and A Big Pond: Even Numbers

Help Mr.Frog jump across this big pond to get to a lotus flower by drawing a line to connect each lotus leaf with even numbers to show him the path.

START



FINISH



Write the base word plus an ending of **s, es, ed, or ing**.

- talk 1. Who is _____.
- slip 2. Linda _____ and fell.
- chop 3. Dad is _____ some wood.
- lunch 4. Hot _____ are sold every day.
- have 5. We are _____ a good time.
- box 6. We packed all of the _____.
- pave 7. The workmen _____ the new road.
- swim 8. Len has been _____ for an hour.
- save 9. They are _____ newspapers.
- rabbit 10. Ann has four white _____.

*** Bonus:** On the back, add as many of the above endings as you can to make real words for want and spot.

Name _____

Power Words

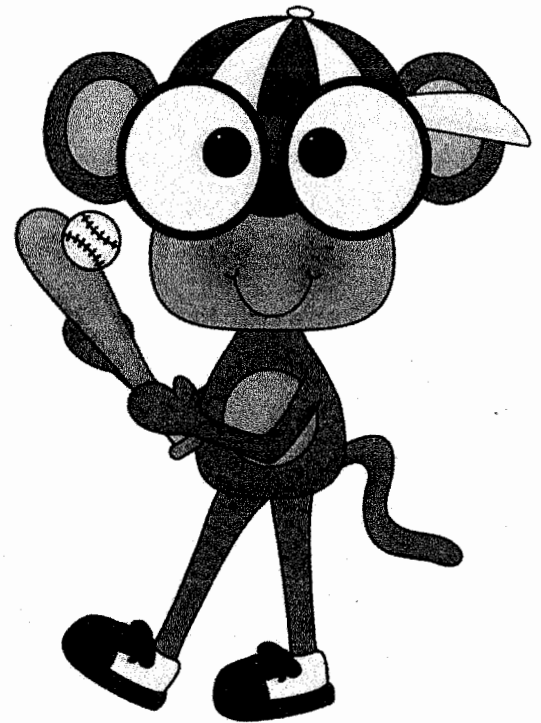
thrilled

borrowed

pitcher

Baseball

Patrick loved to watch baseball, but he had never played before. One day his friends came over and asked if he would like to play with them. Patrick was thrilled to get the chance to play. He borrowed a mitt from his older brother and headed out to the yard. Patrick was the first to bat. The pitcher threw the ball. Smack! Patrick hit the ball over the fence! Playing baseball was so much more fun than watching baseball.



-
1. What kind of story is this? REALISTIC FICTION or FANTASY
 2. What happen when the pitcher threw the ball to Patrick?

3. Circle the two words that make up the compound word *baseball*.

base

basket

ball

all

4. What did Patrick decide at the end of the story?

Read this story at home three more times and have someone initial each time you read it. _____

Circle if the sentence is reality or fantasy.



1. Baseball is a sport. REALITY or FANTASY
2. You need a bat to play baseball. REALITY or FANTASY
3. The monkey hit a home run. REALITY or FANTASY
4. The baseball game was long. REALITY or FANTASY
5. I hit the ball over the moon. REALITY or FANTASY
6. The dog threw me a ball. REALITY or FANTASY
7. A baseball is white. REALITY or FANTASY
8. I wore a baseball cap. REALITY or FANTASY
9. My gorilla stole my mitt. REALITY or FANTASY

Grade 1 Week 27

Reading progress

Does SIX still read with a finger under each word or a marker under each line? Depending on the reason, this may not be a cause for alarm.

If she wiggles, repeats, and reads in spurts, relax! She is simply under pressure to show you the miracle that has happened: she can read! We forget that this newly-acquired skill is the result of bringing together a highly complex operation using many different parts of the brain. Like learning to catch a ball or jump rope, it requires practice to become smooth and automatic.

If, on the other hand, she cocks her head on one side or the other, rubs her eyes more than at other times, or has moist or watery eyes after reading, it may be that she needs her finger to mark her place for another reason: her eyes are not working efficiently.

Eyes do a lot of "growing-up" between six and seven years of age. The changes normally should make SIX's reading become smoother and permit her to read without using her finger to hold her place. If changes do not occur as they should, the stress SIX feels, plus the comments she gets, could greatly alter SIX's positive feelings about school.

Observe carefully. Another visual exam may be in order.

Agile thinking

Here is a thinking exercise to help SIX develop an agile mind. It's called "What if?"

Ask SIX to recall a story and predict the outcome if the circumstances were different. For example, read *Jack in the Beanstalk* and then ask "What if..."

...Someone cut down the beanstalk while Jack was still in the giant's castle?

...Jack sold the cow just as mother told him to and brought her the money?

You and SIX will have a few laughs and you will be surprised at how agile her thinking already is.



"You cannot teach a child to take care of herself unless you will let her try to take care of herself. She will make mistakes; and out of these mistakes will come her wisdom."

—Henry Ward Beecher—

"I've told you three times!"

"I've told you three times to pick up your things!"

Does that sound familiar? With a certain tone of voice and on the third time you probably get action, even though it is accompanied by a bit of frowning and a dirty look. She's normal!

Many children, especially six year olds, need to be reminded of a thing two or three times before it sinks in enough to spark a response.

You think she can't hear you? She heard. But it takes a repetition or two for the request (or sound) to register and penetrate the active, multi-faceted, disorganized processing going on continually in SIX's brain.

Try this. Go to SIX. Gently touch her so that she looks as well as listens to you. Make your requests quietly and politely.

Why? Since she's SIX, her response may vary with her mood. A sharp demand may arouse the tyrant in SIX. Whatever the age, most people respond quicker to a request than a demand.