

HOMWORK FOR GRADE ONE

April 21 - 25

DOOZER WORDS: all, are, I, you, said, the
CHALLENGE WORDS: night, fright, might, sight
SENTENCE: I said you might feel fright at night.
DOLCH: myself, fly, be, when, old,

Monday, April 21

- Read for 15 minutes
- I/We read _____
- Practice math flashcards for 3 minutes
- Complete the DOLCH UNIT 28 READING PACKET

Tuesday, April 22 - Earth Day.

- Read for 15 minutes.
- I/We read _____
- Practice your math flashcards for 3 minutes
- Complete the pages Earth, verbs.

Wednesday, April 23

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Complete the pages Zigg, Opposites.
- In your math Problem Solving math workbook complete pages PS 103-104. Tear out carefully and attach to this homework.

Thursday, April 24

- Read for 15 minutes.
- I/We read _____
- In your math Problem Solving math workbook complete pages PS 105-106. Tear out carefully and attach to this homework.
- Remember to study for tomorrow's Doozer Test! Are you ready?

Friday, March 21 - Arbor Day and Lunch on the Lawn.

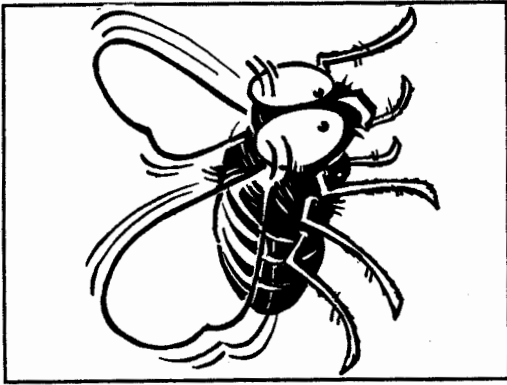
- Turn in this packet of homework. Please remember to turn in your yellow Thursday folder too!

Parent Signature _____

Name _____

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

fly



fly

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

I eat cake **when** I have a birthday.

when

I ride the bus by **myself**.

myself

The **old** man will sleep in the chair.

old

Could you **be** in the play with me?

be

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."

Be

when

Fly

myself

Myself

old

When

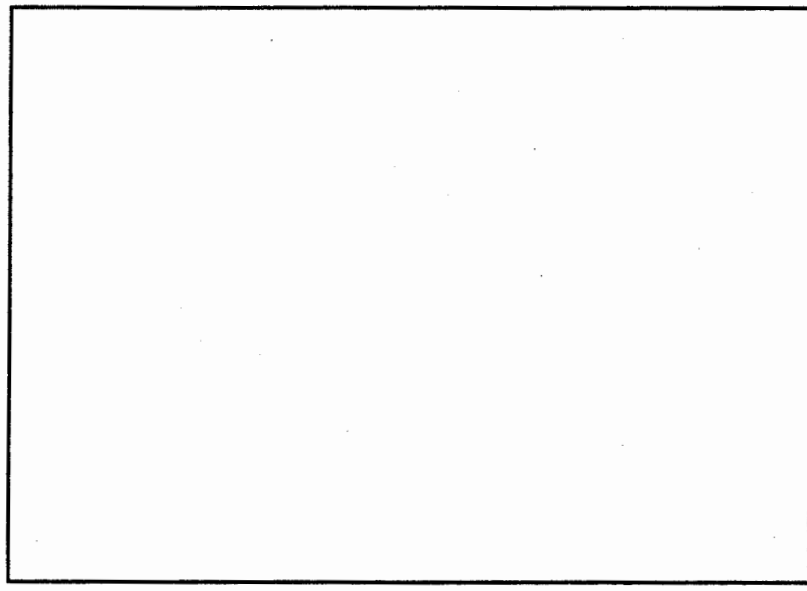
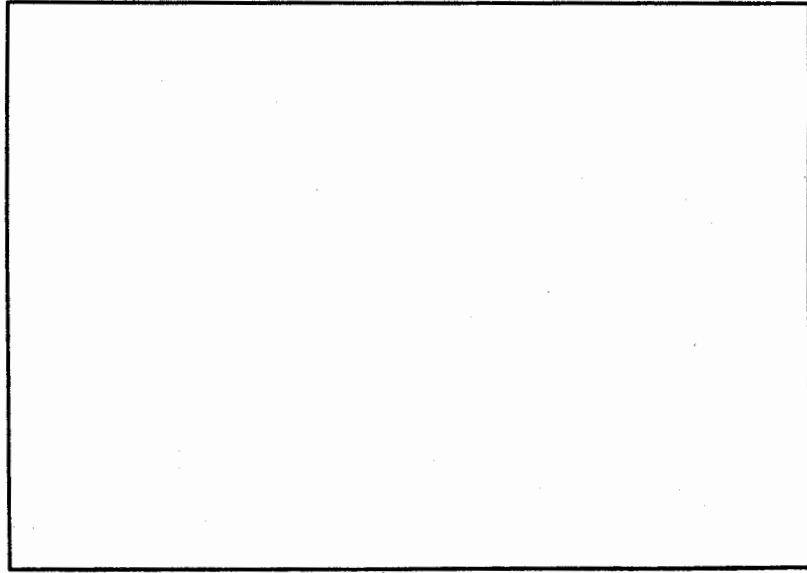
fly

Old

be

The old man will
take the bus.

A big fly is
on the cake.



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

Name _____

when _____

myself _____

be _____

old _____

fly _____

b	d	e	e	f	f	h	l
l	l	m	n	o	s	w	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 _____

when

- - - - -
en

wh

- - - - -

fly

- - - - -
y

- - - - -
l

old

- - - - -
l

- - - - -
d

be

- - - - -

- - - - -

myself

- - - - -
self

my

- - - - -
lf

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

Name _____

be
old
myself
fly
when

1. I can make a cake by _____.

2. I wish I could _____.

3. I will _____ a big old fish in the play.

4. _____ I get home from school, I will help my mother.

5. The _____ cat and the puppy like to sit together.

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. Use a capital letter at the beginning of a sentence."

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.

I like to be by myself
when I read.

Does the old man like
to fly out here to see
your father?

When I get old, I am
going to be a mother to
a little girl.

Could I please
help myself to some
birthday cake?

Can a monkey fly to your
house in a can and eat
fish and birthday cake?

When will you be
at the bus stop?

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

Name _____

RI, RI2, RL5, RF2, RF4, L2, L4

Power Words

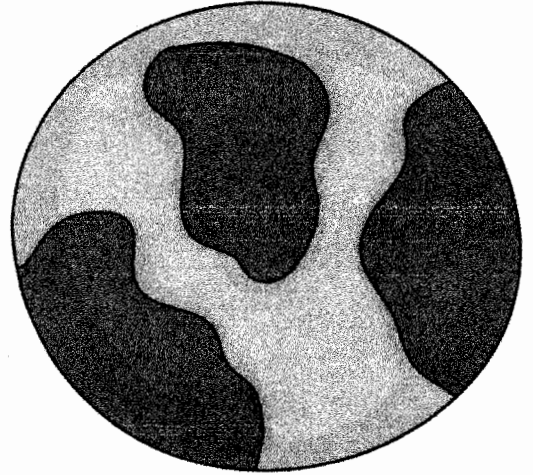
temperature

survive

litter

Earth

We live on the planet Earth. It is the third planet from the sun. Earth is the only planet that we can live on because the temperature and air is perfect for us to survive. Our planet has more water than land. There are five oceans as well as many lakes and rivers. We have to do our best to keep all our water clean. We never want to litter in our water.



1. What type of story is this? FICTION or NONFICTION

2. Why is Earth the perfect place for us? _____

3. Circle the words with the same middle sound as *keep*.

cake

sleep

meet

neat

set

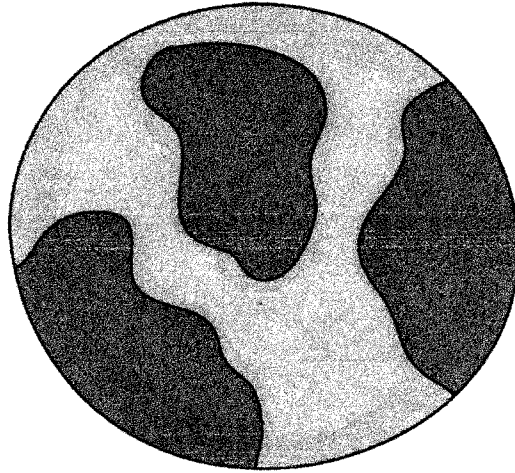
creek

4. What should we never do to our water?

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

Circle the verb in each sentence.

{Remember that a verb is an action word.}



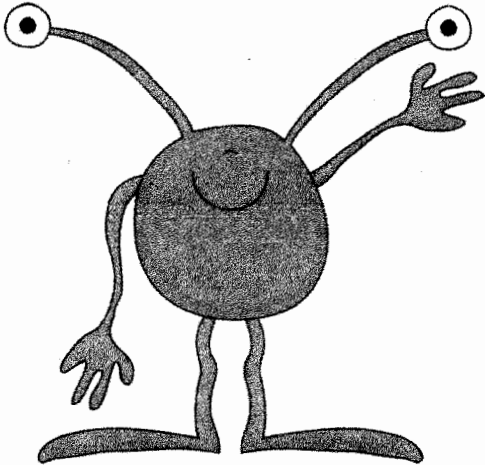
1. The waves are crashing onto the land.
2. The Earth is spinning in a circle.
3. Do you see the moon?
4. The sun is shining in my eyes.
5. Never throw trash into the water!
6. We live on the planet Earth.
7. We need plants and trees.
8. It would be fun to jump on the moon.
9. Would you like to fly into space?
10. He will ride on the spaceship.

Power Words

humans

activity

numerous

Zigg

My name is Zigg and I live on the planet Mars. I have come to Earth to see how humans are different from me. I like to eat rocks. What do you like to eat? My favorite activity is flying. Do you have a favorite thing to do? I live with my parents and 300 hundred brothers and sisters. Do you have numerous brothers and sisters like I do? It was nice meeting you. I hope you can come to Mars someday and visit me.

1. What type of story is this? FICTION or NONFICTION

2. What does Zigg like to eat? _____

3. Circle the words with the same middle sound as *Mars*.

jar tar hurt cart shore part dirt

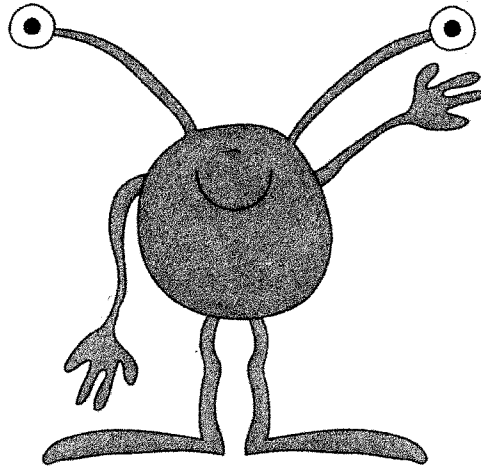
4. What is something that is different about you and Zigg?

What is something that is the same about you and Zigg?

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

Circle the synonym for the underlined word in each sentence.

{Remember that synonyms are words that mean the same thing.}



1. The huge space ship went up in the sky.

big

new

white

2. The picture of the sky was so beautiful.

blue

pretty

small

3. Do you think that alien is disgusting?

gross

cute

slimy

4. I was so sad when my friend moved away.

happy

thrilled.

upset

5. My brother made me very angry.

excited

mad

funny

6. Where is the little rock?

bumpy

hard

small

Antonyms — Opposites



wet	slow	close	play
hot	thin	float	first
go	hard	black	under
new	short	dirty	night



Write the word that means the opposite.

- | | |
|----------------|----------------|
| 1. dry _____ | 9. sink _____ |
| 2. clean _____ | 10. day _____ |
| 3. tall _____ | 11. work _____ |
| 4. cold _____ | 12. last _____ |
| 5. fast _____ | 13. soft _____ |
| 6. thick _____ | 14. old _____ |
| 7. white _____ | 15. stop _____ |
| 8. over _____ | 16. open _____ |

***Bonus:** On the back, write these words and an antonym for each:
back, sick, yes, down.

Grade 1 Week 28

Summary 25-27



Abstract concepts of space, time, distance become clearer

SIX's understanding of space and distance is getting better. He can tell you where you are according to familiar landmarks. He gets afraid sometimes, though, of getting lost, so play "navigator" games with him to increase his sense of direction.

- Have him tell you where to turn on a familiar route.
- Have him watch for landmarks on new routes.

His thinking is more agile now, too. He can talk about abstract concepts. A good game to play to increase this skill is "What if?" Ask a question, any question, starting with "What if...?" The question can be absurd, "What if you could only eat purple food?" And the answer could be absurd, too, "Then I'd eat grapes and purple cows!"

Asking "What if" also prepares a child for real-life situations: "What if a stranger offered you a ride?" "What if you woke up at night and smelled smoke?"

Along with being better at distances and abstract concepts, SIX also seems sometimes to be incredibly rude and disobedient. Babysitters and other care givers will tell you that SIX is rude, fresh, nasty, insulting, argumentative, and impudent.

This happens because SIX thinks only his parents have the right to tell him what to do. When anyone else tries to make him do something or correct him for something, he feels they're infringing on his parent's domain.

The best way to handle these incidents is to talk with the babysitter or caregiver about ways to frame requests so that SIX will comply gladly.

You may also think SIX is hard of hearing, after you've told him three times to do something. Actually, the problem is that while his hearing is probably fine, his concentration is on something else and your words or sounds simply do not penetrate.

Try this: go to him and touch him gently. Make him look at you as well as listen to you while you tell him what it is you have to say. You'll get better results — in less time.

Reading and writing are skills that SIX is polishing in this last half of his first school year. His printing will still be crooked and the letters will be grouped awkwardly. This is because his eyes have not yet finished adjusting to having to focus first on a distant blackboard and then on a close paper on his desk. He sometimes has trouble keeping his place. Practice will help.

Many first graders still use a finger or marker to keep their place in reading. It may be because he's excited that he's reading to you. But if you notice him rubbing his eyes or cocking his head, it may be because he has vision problems. Observe him, then take action if needed.

SIX loves to swap things with his friends. Erasers, pencils, matchbox cars, lunches. You may have to intervene when he tries to swap his baby sister or his new winter jacket.

He also loves collecting things, and having things. But most of all, he loves *giving* things. It's a nice habit to have.

"With children we must mix gentleness with firmness. They must not always have their own way, but they must not always be thwarted. If we never have headaches through rebuking them, we shall have plenty of heartaches when they grow up."

—Charles H. Spurgeon—