

HOMWORK FOR GRADE ONE

April 28 - May 2

DOOZER WORDS: come, do, want, have, her, they
CHALLENGE WORDS: done, none, some, be
SENTENCE: Do you want to have her come?
DOLCH: an, grow, elephant, children, squirrel

Monday, April 28

- Read for 15 minutes
- I/We read _____
- Practice math flashcards for 3 minutes
- Complete the DOLCH UNIT 29 READING PACKET

Tuesday, April 29

- Read for 15 minutes.
- I/We read _____
- Practice your math flashcards for 3 minutes
- Complete the pages Ocean waves, draw a giraffe and tell a story.

Wednesday, April 30

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Complete the page Chalk.
- In your math Problem Solving math workbook complete pages PS 107-108. Tear out carefully and attach to this homework.

Thursday, May 1

- Read for 15 minutes.
- I/We read _____
- In your math Problem Solving math workbook complete pages PS 109-110. Tear out carefully and attach to this homework.
- Remember to study for tomorrow's Doozer Test! Are you ready?

Friday, May 2

- 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 with your pencil."

elephant



children



squirrel



elephant

children

squirrel

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."

Is **an** elephant big or little? **an**

Children **grow** up fast. **grow**

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."

Elephant

grow

Squirrel

an

Grow

squirrel

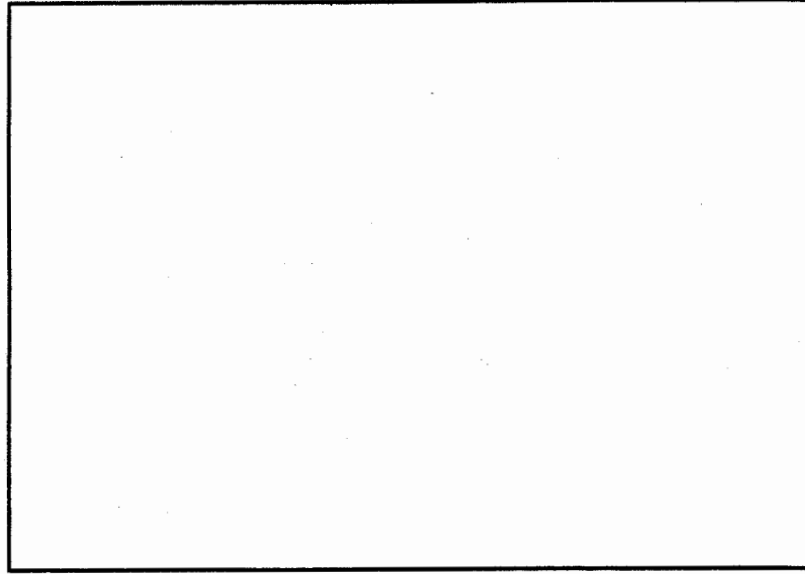
Children

elephant

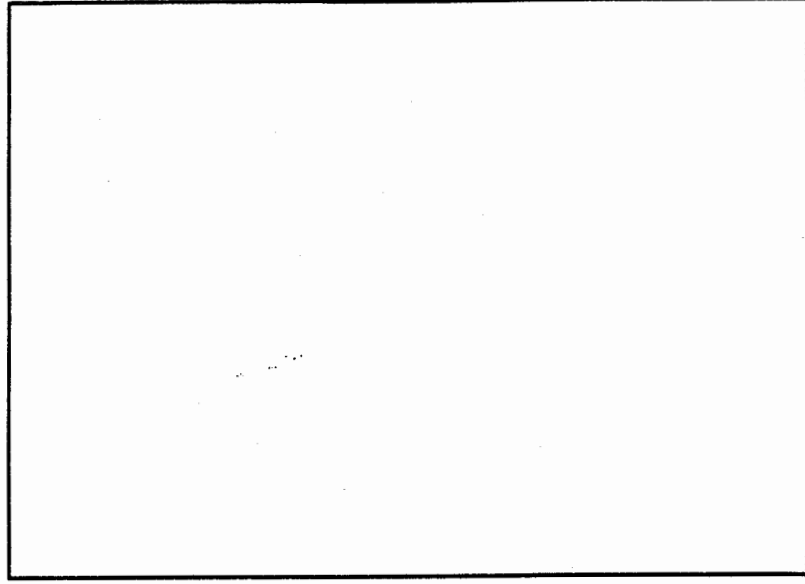
An

children

The children saw
an elephant
in the grass.



The little squirrel
had some of
my cake.



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

Name _____

elephant _____ children _____

squirrel _____ an _____

grow _____

a	a	c	d	e	e	e	e	g	h	h	i	i	l	l
l	n	n	n	o	p	q	r	r	r	s	t	u	w	w

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 _____

elephant

l phant

elepha

grow

ow

gr

an

an

children

ildren

chi ren

squirrel

squi el

s irrel

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

Name _____

1. _____ elephant can not fly.

2. What will you be when you _____ up?

3. An _____ will not go to school.

4. Could the _____ ride the bus to school today?

5. My mother will not let me play with a _____.

an
children
grow
elephant
squirrel

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.

The grass by the school
will grow after the rain.

The little elephant
 will grow to be a big,
big elephant.

All of the children saw
the fast squirrel run
around in the grass.

“Come with us to help
your mother,” Father
 said to the children.

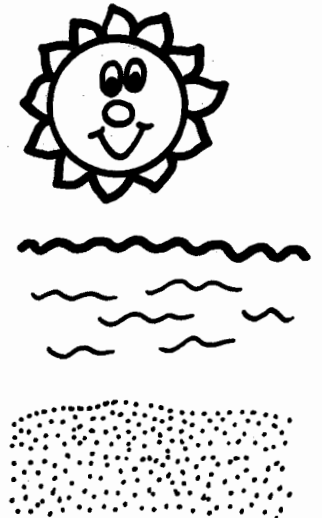
The boy found
some cake for the
little squirrel to eat.

Can an elephant help
a squirrel read a book?

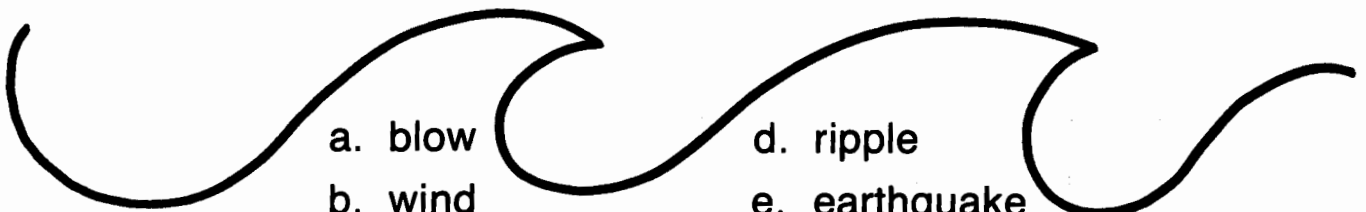
Directions: Tell the children, “Learn to read the sentences, then take them home to read to your parents.”

Ocean Waves

Do you know how waves are made? They can be made in different ways. You can make little waves yourself. Blow into a bowl of water. See the ripples? Waves in the ocean are made the same way. They are just bigger, and the blowing of the wind makes them. Even on a still day there are waves. The waves started far away. The wind made ripples which grew bigger and bigger until they became waves. Waves are also made when the tides go in and out. The biggest waves are made by an earthquake or volcano at the bottom of the ocean. These are called tidal waves.



Fill in the letter of the correct answer.



- a. blow
- b. wind
- c. still
- d. ripple
- e. earthquake
- f. tide

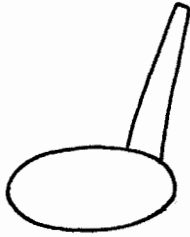
1. Little waves are called this. _____
2. This is what makes the waves. _____
3. To make waves in a bowl, do this. _____
4. You can have waves on this kind of day also. _____
5. These go in and out to make waves. _____
6. This can make a tidal wave. _____

How to Draw a Giraffe

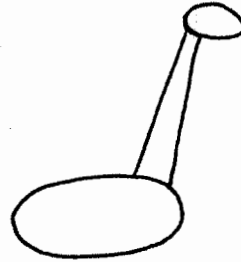
Name _____

Follow these steps to draw a giraffe.
Draw your giraffe in the box on the next page.

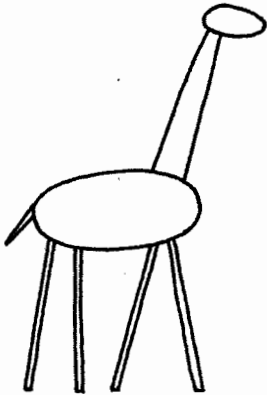
Step 1



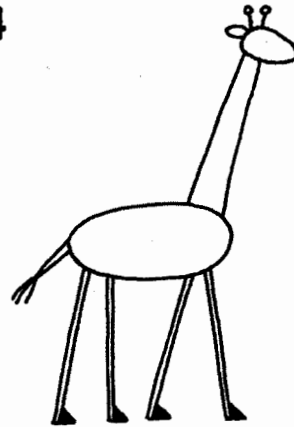
Step 2



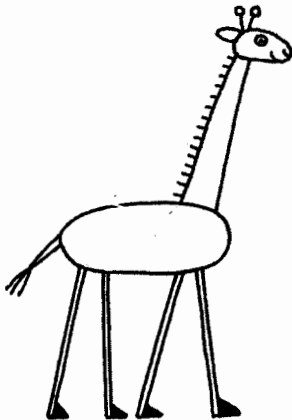
Step 3



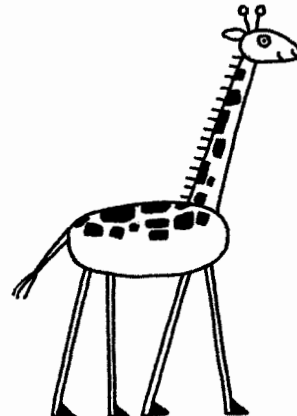
Step 4



Step 5



Step 6





Draw & Write About a Giraffe



by _____

Draw your giraffe in the box below.

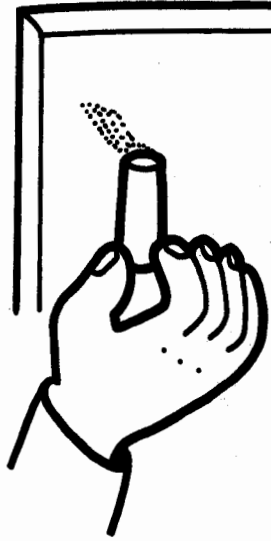
Once there was a giraffe named _____.

He wondered why he had such a long neck.

So he asked a very wise _____.

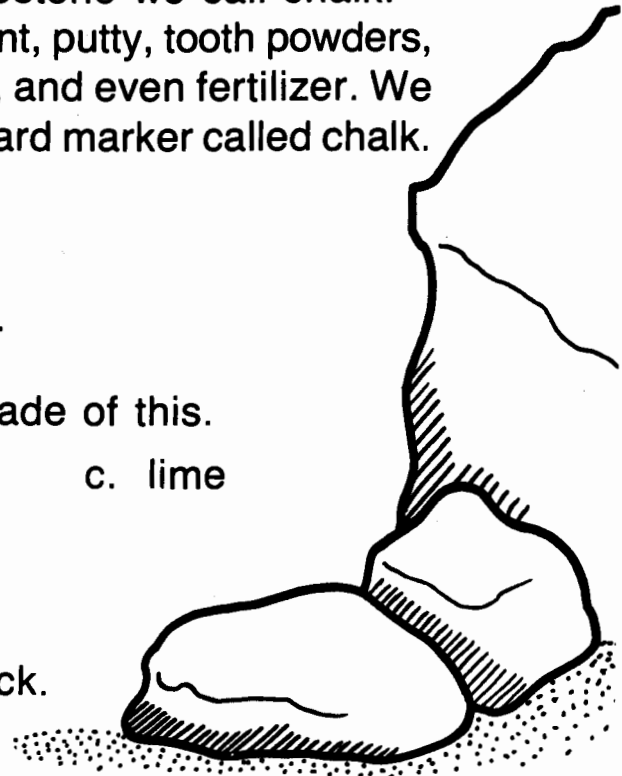
The wise _____ said that giraffes have long necks because

Chalk



The next time you write on the blackboard, think about seashells! A long time ago, millions of one kind of little animal, lived in the sea. They made their shells out of lime from the water. As they died, their shells fell to the bottom of the water. In some places, the thick layer of little shells became white rock. This white rock is a kind of limestone we call chalk.

Chalk is used to make paint, putty, tooth powders, polishing powders, cement, and even fertilizer. We know it best as that blackboard marker called chalk.



Circle the best answer for each question.

- The shells of the little animals are made of this.
 - crayons
 - rock
 - lime
- Which happened first?
 - People used chalk to write with.
 - A layer of shells became white rock.
- Circle all the things made from chalk.
 - putty
 - paint
 - tables
- What would be the best title?
 - Limestone
 - Writing with Seashells
 - Little Animals
- Layers of chalk on dry land would mean:
 - Blackboard erasers were cleaned there.
 - Little white animals are alive.
 - The sea was there once.

ay
ly



May

Monday	Tuesday	Wednesday	Thursday	Friday
Practice writing the number words from one to ten. <input type="checkbox"/>	Solve these: 5+4= 3+2= 6+3= 1+0= 2+7= 3+3= 8+1= <input type="checkbox"/>	Tell someone three words that rhyme with tie . <input type="checkbox"/>	Visit a library. Check out a book. <input type="checkbox"/>	Count all the doorknobs in your home. <input type="checkbox"/>
Bend to your right side, then to your left side, 10 times. <input type="checkbox"/>	Draw a circle. Color $\frac{1}{2}$ of it. <input type="checkbox"/>	Make two bookmarks. Give one to a friend. <input type="checkbox"/>	Draw a picture filled with flowers. <input type="checkbox"/>	Write two sentences about rainbows. <input type="checkbox"/>
Paste five different seeds on paper. Label them. <input type="checkbox"/>	Read or listen to a story. <input type="checkbox"/>	Write and cut out the days of the week. Put them in order. <input type="checkbox"/>	Write a story about your best friend. Read it to someone. <input type="checkbox"/>	Draw a circle. Color $\frac{1}{4}$ of it. <input type="checkbox"/>
Name five words that begin with ch . <input type="checkbox"/>	Write an ending for this sentence: A duck can _____ . <input type="checkbox"/>	Solve these: 9-6= 7-3= 8-2= 9-5= 5-4= 7-2= 6-5= <input type="checkbox"/>	Draw three instruments that have strings. <input type="checkbox"/>	Have someone read to you. <input type="checkbox"/>
Read a book about the seasons. <input type="checkbox"/>	Trace your hand. Color it to look like an animal. <input type="checkbox"/>	Spread flour on paper. In it write ball, and, the, went, saw . <input type="checkbox"/>	Draw clocks to show these times: 7:30, 9:30, 12:00, 2:30, 6:00. <input type="checkbox"/>	Get a good rest. Go to bed early. <input type="checkbox"/>

Choose at least three activities each week for your child to do as homework. Check the square when an activity has been completed. Please sign and return this sheet to the teacher at the end of the month.

Parent's signature _____



Grade 1 Week 29

Plain speaking

When SIX is speaking — rapidly or slowly — you may still notice a few errors in articulation. It's as if her tongue gets lost in her mouth.

Some children are still putting the finishing touches on the complex area of speech development. S sounds and v-f-th sounds may now and then be mispronounced, especially when a child is under stress.

The best treatment: Don't let SIX know you noticed. And don't let older siblings comment or imitate. Contact her home-room teacher about a check from the speech and hearing teacher, however, if the problem continues next year.

In the meantime, speak clearly, in short sentences, and not too rapidly. Make sure you have eye contact with SIX before you state your message. A good model provides a good learning experience.

Hyperactive or six?

You may wonder, "Is my child hyperactive?"

He seems to move though the house like a tornado, leaving a cluttered path of destruction. He can't sit still during meals. He wriggles and flings his arms and legs about. He is easily frustrated and his moods appear to change from one extreme to another.

If your child exhibits most of these behaviors on a very frequent basis, it is possible that he may be truly "hyperactive" and therefore in need of professional help. On the other hand, if he exhibits these behaviors only occasionally, it is likely that his behavior is just what is characteristic of some very healthy six-year-olds.

In other words, it is not just the behaviors that need to be observed, but also the frequency with which those behaviors occur. Most children outgrow the tornado-like behavior that is a part of being SIX. But if the problem appears to be more acute, then a professional evaluation should be sought.

Give SIX the respect she deserves

Although SIX is more emotionally stable now, the joy she feels will change quickly to resentment and anger if you forget to respect her as a little person.

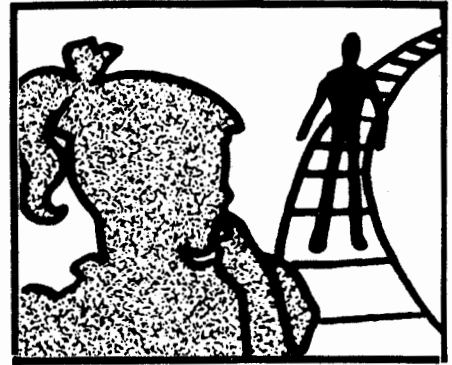
She resents authority arbitrarily imposed. "Be-

cause I said so!" won't do.

She also resents punishment or being reprimanded before company — and rightly so.

"The secret of education lies in respecting the pupil."

—R.W. Emerson—



Sex abuse

Statistics regarding increased sexual molestation and abuse of children are alarming. Six years old is a dangerous age. Your child needs protection — but you cannot always be there.

Molesters and abusers are not always strangers. Neighbors, old family friends, even relatives have been known to sexually abuse a child. This means you can't describe a certain kind of person to avoid, nor can you warn about specific places to stay away from.

Simply tell SIX that her body belongs to her and that she should allow no one to touch her in special places. Go on to say that if the person persists, SIX should run to where a group of adults are, and by all means, tell Mother.

You don't want to create a fearful, neurotic SIX, but she should realize that she does not have to submit to such treatment.