

Name _____

HOMWORK FOR GRADE ONE
December 2 - December 6, 2013

DOOZER WORDS: clam, flag, flip, clap, club
CHALLENGE WORDS: play, plan, her, him
SENTENCE: Her flag was for the club.
DOLCH: see, she, come, me, my

Monday, December 2

- Read for 15 minutes
- I/We read _____
- Practice math flashcards for 3 minutes
- Complete the DOLCH UNIT 11 READING PACKET

Tuesday, December 3

- Read for 15 minutes.
- I/We read _____
- Practice your math flashcards for 3 minutes
- Complete the "Building a Snowman" Power Words Worksheet.

Wednesday, December 4

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Complete the "Draw a Snowman" worksheet and describe it.
- In your math Problem Solving math workbook complete pages PS 41 -42. Tear out carefully and attach to this homework.
- Practice songs for the holiday program.

Thursday, December 5

- Read for 15 minutes.
- I/We read _____
- In your math Problem Solving math workbook complete pages PS 43 -44. Tear out carefully and attach to this homework.
- Remember to study for tomorrow's Doozer Test! Are you ready?

Friday, December 6 Polar Express Day! Wear your pajamas!

- Turn in this packet of homework. Please remember to turn in your yellow Thursday folder.
- Parent Signature _____

Name _____

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."

He can look at it with **me**. **me**

Can I keep **my** book at school today? **my**

Will **she** like the funny little monkey? **she**

Can she **come** and see the play? **come**

Look! **See** the puppy run and jump in the rain! **See**

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."

Me

she

My

come

She

see

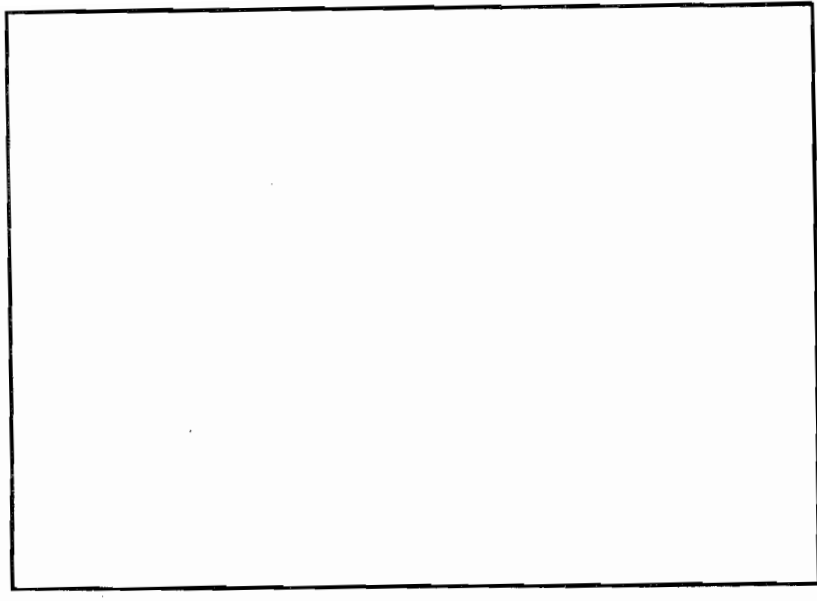
Come

my

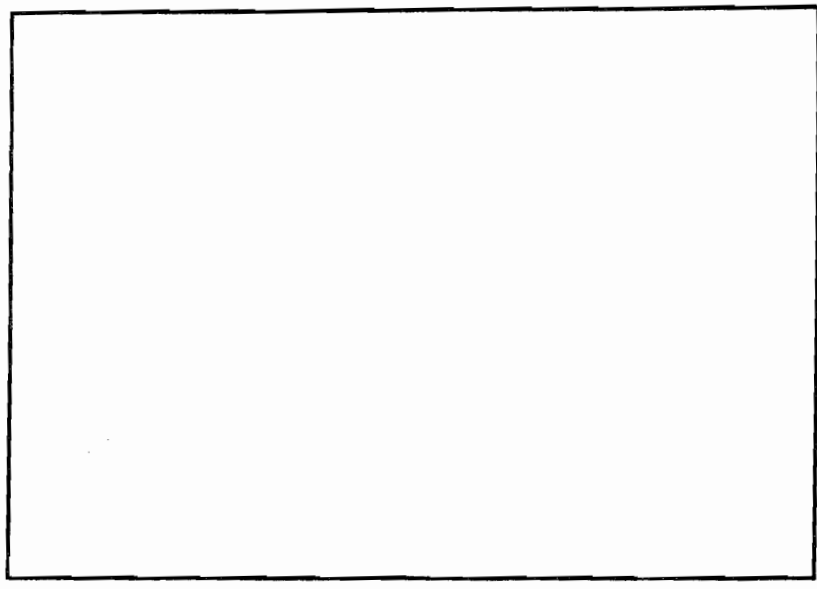
See

me

See me and
my puppy run
in the grass.



I will play and she
can sing with me.



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

Name _____

me

she

come

my

see

c	e	e	e	e	h	m	m	o	s	s	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 _____

me

my

she

h

e

come

me

CO

see

e

S

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

Name _____

see
she
come
me
my

1. _____ and play ball with the boy.

2. _____ will keep the book for me.

3. Come see _____ today.

4. Can he _____ the funny little monkey jump?

5. It is for _____ little white puppy.

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.

She can come with me to play with my brown ball.

He will like the play she saw today.

Can she see me laugh?

Come to my house with me.

Does she like to play with my little puppy?

Bring my cat to me. I like to play with it.

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

Name _____

Power Words

glanced

bundled

stacked

Building a Snowman



Jackson and Katie wanted to make a snowman. They glanced out the window and saw all of the snow that had fallen the night before. They bundled up and headed outside. Jackson rolled up three balls of snow and stacked them on top of each other. Katie used rocks to make the eyes and mouth and a carrot for the snowman's nose. Next, they found sticks to give the snowman arms. The two children stood back and looked at their snowman. They loved it!

1. What type of story is this? REALISTIC FICTION or FANTASY

2. Circle the two words that make the compound word, *snowman*.

snow

ball

woman

man

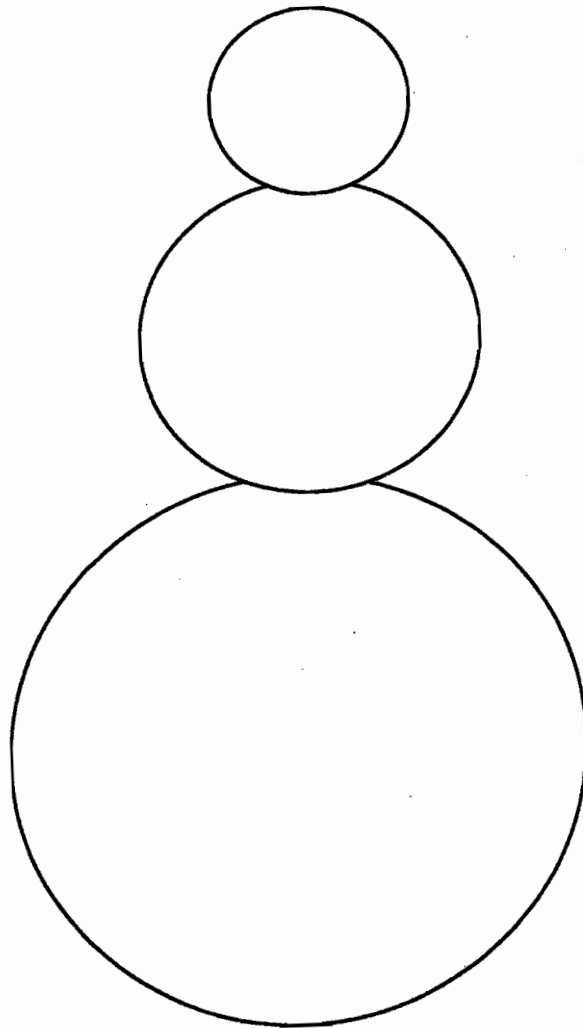
flake

3. When it says that the children **bundled up**, what do you think they put on?

4. After Jackson and Katie got outside, what was the first thing they did to make their snowman? _____

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

Draw a snowman, then write a paragraph to describe it.



Power Words

materials

variety

decoration

How to Build a Gingerbread House



How do you build a gingerbread house? First, gather all of your materials. You will need a piece of cardboard, graham crackers, icing, and a variety of candy. Next, use the icing as glue to build the house out of graham crackers on the cardboard. Then, use the icing to glue the candy onto your house. You can decorate it however you wish. Finally, set your house out as a decoration and enjoy your hard work.

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

2. What are the materials you would need to build a gingerbread house?

3. Circle the words that have the same middle sound as *house*.

brown

mouth

hose

mouse

has

4. Have you ever built a gingerbread house? _____

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

write or draw the steps for making a gingerbread house.



First,

Next,

Then,

Finally,

Grade 1 Week 11

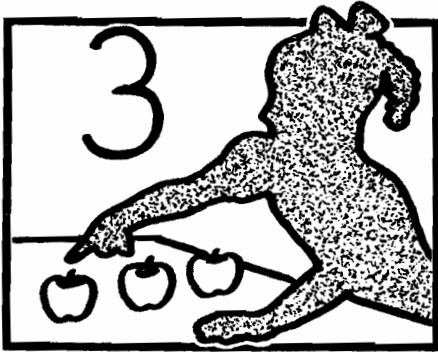


Table manners

At mealtimes SIX is spilly, wiggly, and a napkin-dropper. Why? She seems driven to be active just because she is six. She must touch, handle, and explore everything. As a result, she drops her utensils, turns over her milk, feels her mashed potatoes with her fingers. Forcing her to sit still, if that is even possible, often results in non-stop talking (another form of movement) with her mouth full. Sending her away from the table is no solution, either. She would really rather eat alone, happily dawdling. Taking away her food causes a belligerent reaction. She will outgrow these behaviors in time and adopt the model you set with your table manners. By the way, how are your table manners?



Learning about numbers

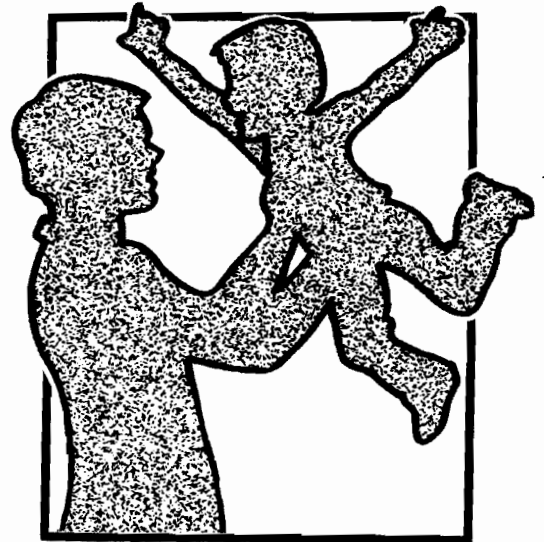
At school, SIX is involved with numbers of things and with the numerals that represent them. She may even be combining groups of objects and writing the numeral for "how-many-ness." Six-year-olds like games that develop their number prowess: dominos, lotto variations, cards. SIX loves the table games that let her spin the arrow, shout the number, then move her marker, counting the steps loudly. Such games help develop the automatic "knowing" that is so helpful in understanding more abstract concepts.

SIX would love a game before supper or bed. No older siblings, please, unless they can treat SIX as a peer without teasing or jeering!

For fathers

Fathers play an important role in the life of SIX — especially for boys who are beginning to build the father-son relationship of affection and admiration and their own identity of "boyness." Since the response by both boys and girls to Dad is so great at this time, it would be well that he take over some of the bedtime talks several times a week. Dressing in the morning is usually done quicker and with new independence when Dad is around, or in and out, chatting occasionally, as the child gets dressed.

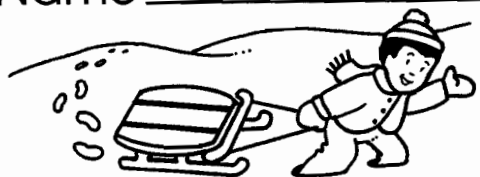
With such help from Dad, Mom and SIX would adjust better to each other. Why? SIX is making the transition to a larger world outside his home. Right now he can't get along with Mom — but he can't get along without her, either! A six-year-old, boy or girl, needs Dad!



*"A child should always say what's true
And speak when he is spoken to,
And behave mannerly at table
At least as far as he is able."
—Robert Louis Stevenson —*

Name _____

Skill: Homework



December



Monday	Tuesday	Wednesday	Thursday	Friday
Write five words that have an e . <input type="checkbox"/>	Learn the addition and subtraction facts for 7. <input type="checkbox"/>	Name things that begin with h, j, k, l, and m . <input type="checkbox"/>	Visit a library. Check out a book. <input type="checkbox"/>	Tell someone what you did in school today. <input type="checkbox"/>
Hop on your right foot five times. Hop on your left foot five times. <input type="checkbox"/>	Count from 1 to 50. <input type="checkbox"/>	Look at a calendar. Read the names of the days. <input type="checkbox"/>	Draw a holiday picture. <input type="checkbox"/>	Write the number words for 1 to 10. <input type="checkbox"/>
Draw a picture showing today's weather. <input type="checkbox"/>	Read or listen to a story. <input type="checkbox"/>	Name five things made out of wood. <input type="checkbox"/>	Write a story about your favorite toy. <input type="checkbox"/>	Learn the addition and subtraction facts for 8. <input type="checkbox"/>
Tell someone five words that rhyme with jet . <input type="checkbox"/>	Write a word beginning with each letter in December . <input type="checkbox"/>	Write the numbers from 1 to 50. <input type="checkbox"/>	Pantomime the words to your favorite song. <input type="checkbox"/>	Have someone read you a story. <input type="checkbox"/>
Learn to read three new words from a can of food. <input type="checkbox"/>	Trace your hands on paper. Print right and left . <input type="checkbox"/>	Write today's date. Read it to someone. <input type="checkbox"/>	Say the addition and subtraction facts for 8. <input type="checkbox"/>	Visit a supermarket. Help choose foods for a salad. <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 _____