

Name _____

HOMWORK FOR GRADE ONE
December 9 - December 13, 2013

DOOZER WORDS: clan, flan, flop, clip, flap, clop
CHALLENGE WORDS: slap, glad, to, of
SENTENCE: We are glad to flap and flop.
DOLCH: find, where, put, put, you, under

Monday, December 9

- Read for 15 minutes
- I/We read _____
- Practice math flashcards for 3 minutes
- Complete the DOLCH UNIT 12 READING PACKET

Tuesday, December 10

- Read for 15 minutes.
- I/We read _____
- Practice your math flashcards for 3 minutes
- Complete the "Change the final letter and Make New Words" worksheet

Wednesday, December 11

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Write a story about your favorite holiday traditions.
- In your math Problem Solving math workbook complete pages PS 45 - 46. Tear out carefully and attach to this homework.
- Practice songs for the holiday program.

Thursday, December 12

- Read for 15 minutes.
- I/We read _____
- In your math Problem Solving math workbook complete pages PS 47 - 48. Tear out carefully and attach to this homework.
- Remember to study for tomorrow's Doozer Test! Are you ready?

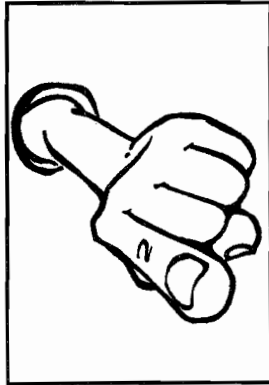
Friday, December 13

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

Name _____

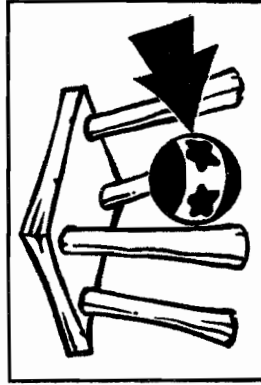
Directions: Tell the children, "Read the word that goes with each picture. Then say its letters. Repeat the word. Now trace the word. Now trace the word with your pencil."

you



you

under



under

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 will **find** the puppy in the house.

find

Where can you play with me?

Where

You can **put** the book on the chair.

put

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."

You

put

Find

where

Where

find

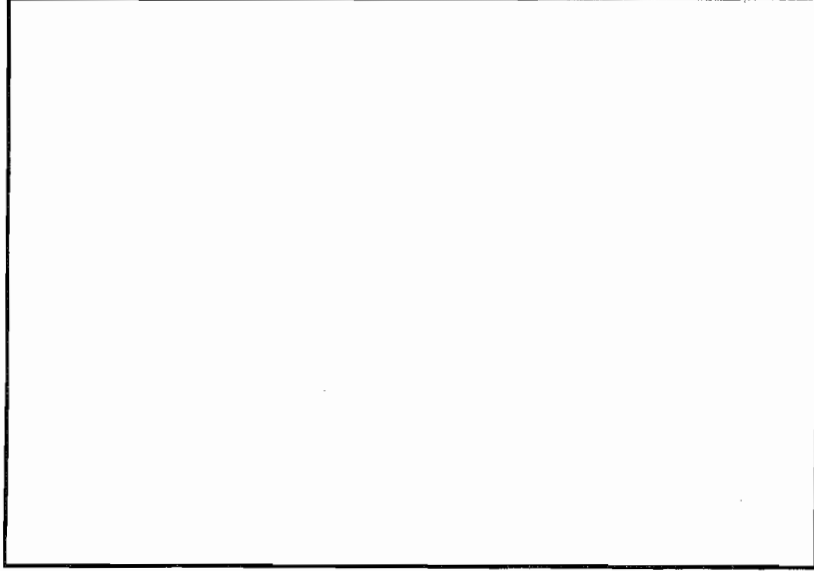
Under

you

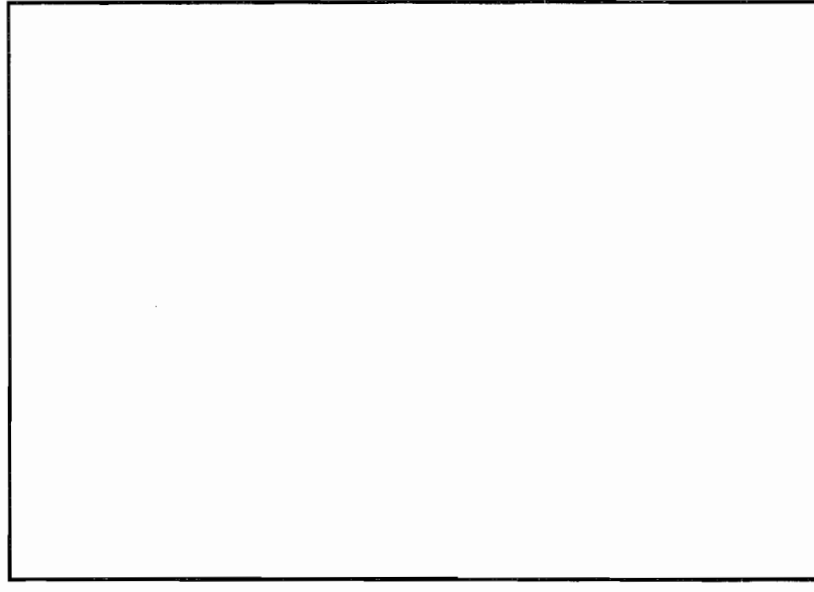
Put

under

You are in a chair
with a puppy.



You can find a cat
in the grass.



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

Name _____

where _____

you _____

find _____

d	d	e	e	e	f	h	i	n	n	o
p	r	r	t	u	u	u	w	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 _____

you

u

o

find

f d

in

where

wh r

ere

under

n er

und

put

u

t

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

Name _____

<p>put</p> <p>you</p> <p>find</p> <p>where</p> <p>under</p>
--

1. See the cat? It is _____ the chair.

2. _____ is my brown book?

3. I had to _____ the cat for the little girl.

4. Can _____ bring the funny monkey to me?

5. _____ the puppy in the little white house.

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.

You will find the funny puppy under the chair.

Can you see where the little ball is?

Where can you put a little brown monkey?

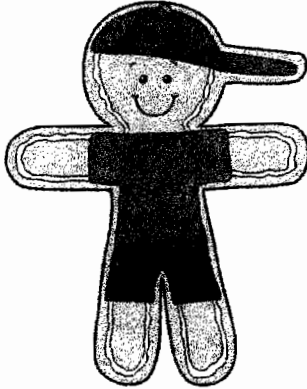
Can you find the little ball under the book?

Put the book where you can find it.

Can you put the brown monkey where it can see me?

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

Change the last letter to make a new word. Write
the new word on the line.



had _____

can _____

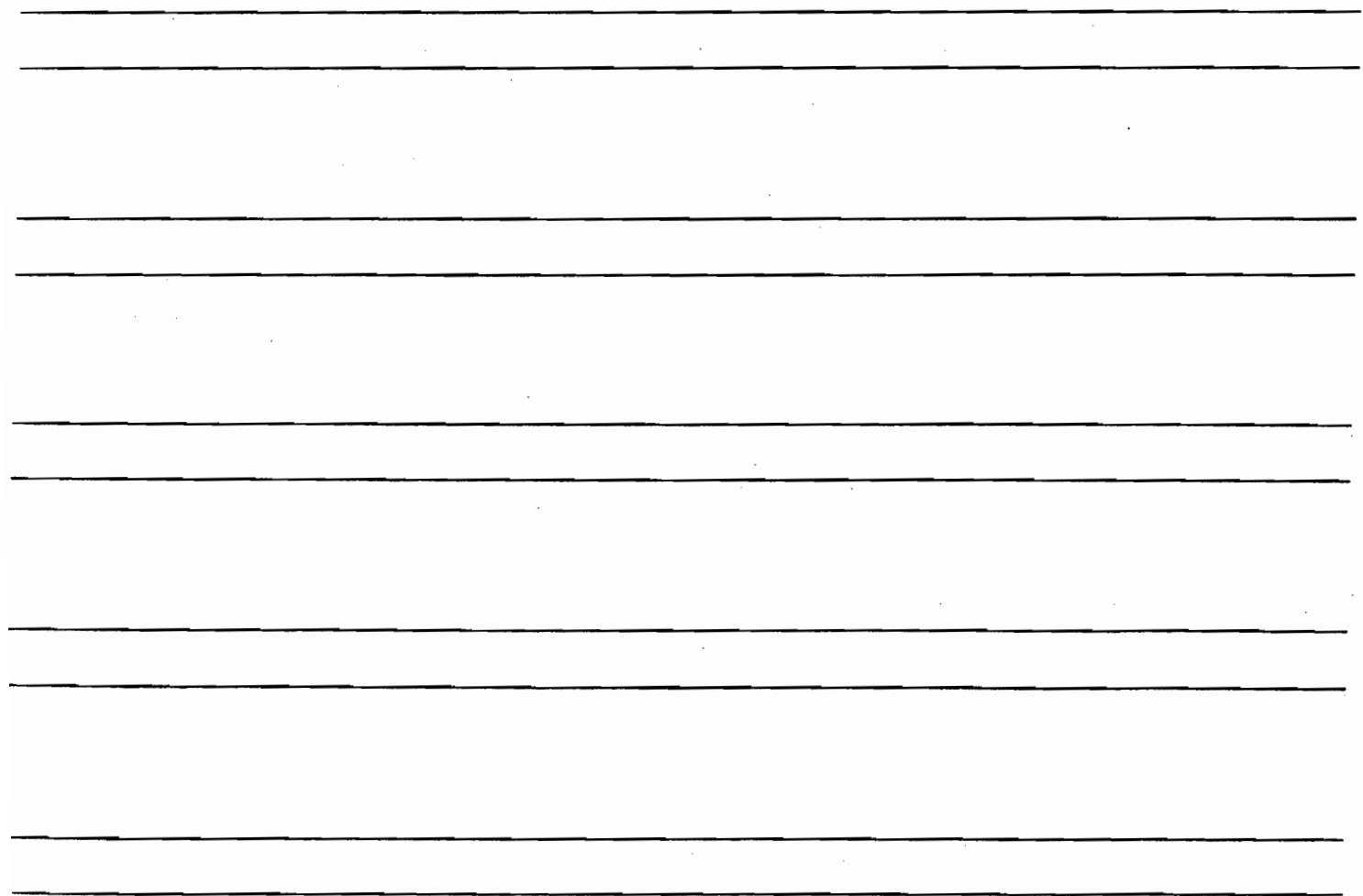
bet _____

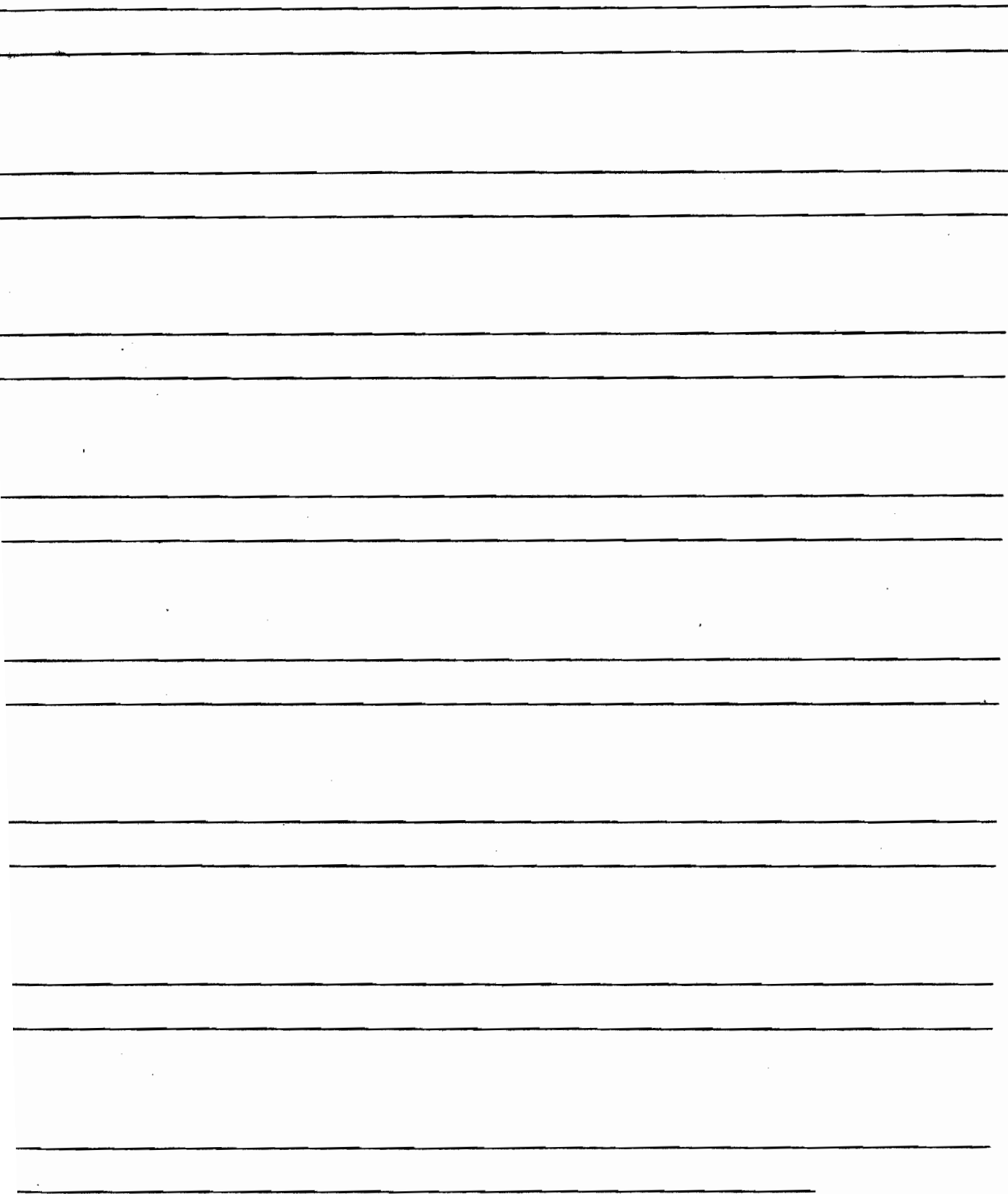
hid _____

log _____

run _____

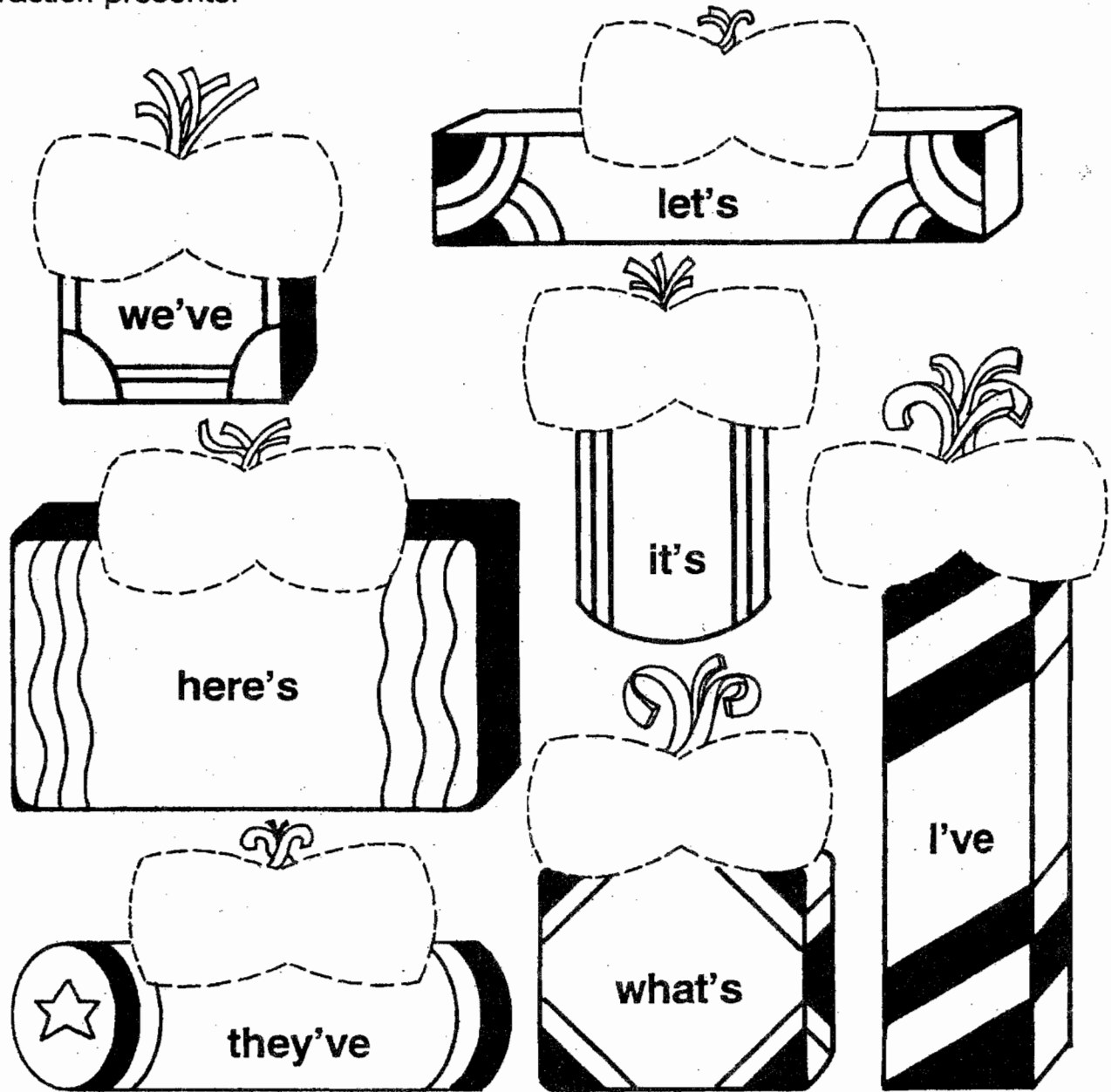
lid _____



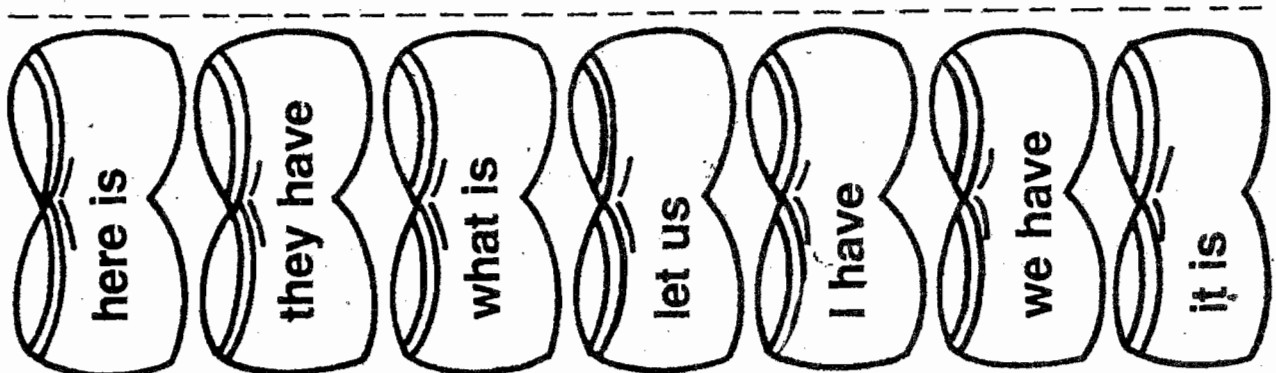


Package Wrap-up

Help wrap these contraction presents. Cut out the bows. Paste the bows on the matching contraction presents.



Number the back of this paper from 1-8. Guess what's inside each present. Write down your guesses.

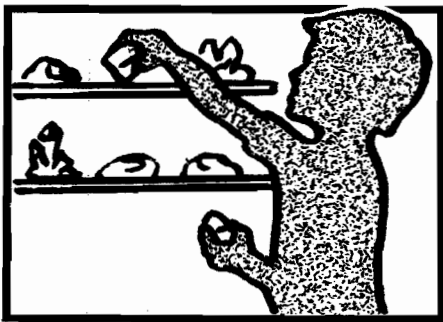


Grade 1 Week 12

Birthday parties

A birthday party is a big social event for SIX, whether it be his own or someone else's. At school, the classroom structure helps him stay calm. In the home, though, the excitement of a party is often too much. SIX may withdraw from the scene completely and observe from a corner. Or he may become wildly excited and babble ("I'm going to eat the couch!") or run around completely out of control.

An ideal size for a birthday party for SIX is six friends. One familiar party game and ice cream and birthday cake are really all that's needed. SIX is rather rigid this way and thinks it fitting and proper to do the traditional things.

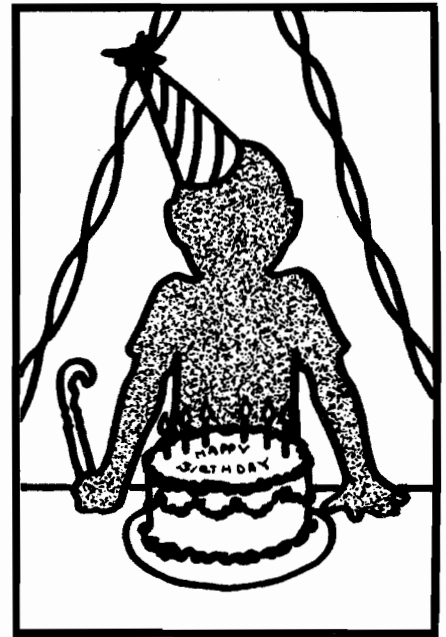
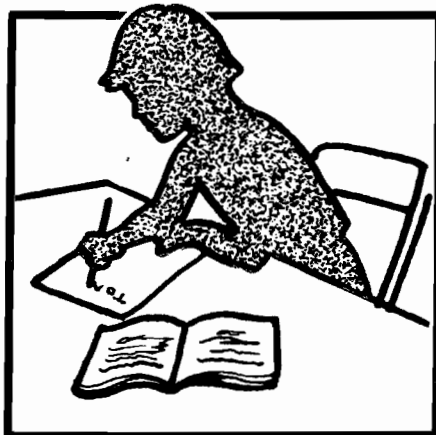


Getting and saving

SIX is eager for more and more possessions. He is also a great "saver", although what he treasures may seem like messy clutter. You can capitalize on his desire to "get and save", which will help develop his mental powers! Don't push it, but make possible the beginning of "collections" of whatever takes his fancy: rocks, bugs, buttons, matchbox cars. A collection of similar objects helps SIX see small differences in like objects. Later, this skill will help him see the difference between similar letters — "b" and "d" or "p" and "q". Sorting socks or knives, forks, and spoons is learning—and fun too!

Developing coordination

Six-year-olds are usually clumsy. Their coordination is poor. Yet being able to run, kick, hit, and catch is very important for acceptance at school. SIX needs active games with simple rules (like kickball) to develop attention, coordination, and body control.



Learning to write

Learning to write is important—but hard. Writing requires sitting still. It means copying from a board. SIX gets tired. His hand hurts. To learn to write, he must have practice. A chalkboard placed flat on the floor or on the kitchen table can offset his negative feelings about writing. (You can make a chalkboard by putting two coats of chalkboard paint on a 4x6 piece of masonite.) Writing on the board teaches relaxation of hand and fingers, as well as mastery of the formation of letters, words, and numbers.

*"A child miseducated is a child lost."
—John F. Kennedy—*