

Name \_\_\_\_\_

## HOMWORK FOR GRADE ONE

February 10 - February 14

**DOOZER WORDS:** dish, she, show, shoe, why, white  
**CHALLENGE WORDS:** fish, wish, had, have  
**SENTENCE:** Why did she show me her shoe so much?  
**DOLCH:** let, eat, about, bus, ride

### Monday, February 10

- Read for 15 minutes
- I/We read \_\_\_\_\_
- Practice math flashcards for 3 minutes
- Complete the DOLCH UNIT 19 READING PACKET

### Tuesday, February 11

- Read for 15 minutes.
- I/We read \_\_\_\_\_
- Practice your math flashcards for 3 minutes
- Complete the "Chinese New Year" and "What's in China?" worksheets.

### Wednesday, February 12

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Complete the "Building Numbers to 100" and "Subtraction Facts" worksheets.
- In your math Problem Solving math workbook complete pages PS 67-68. Tear out carefully and attach to this homework.
- Remember to study for tomorrow's Doozer Test. Are you ready??

### Thursday, February 13 - We will be celebrating Valentine's Day today!

- Read for 15 minutes.
- I/We read \_\_\_\_\_
- In your math Problem Solving math workbook complete pages PS 69-70. Tear out carefully and attach to this homework.
- Turn in this packet of homework. Tomorrow is a holiday!

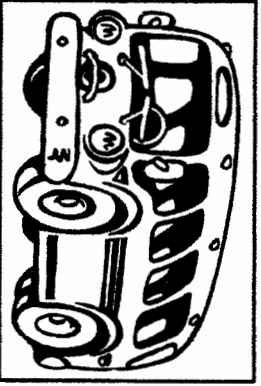
### Friday, February 14 - President's Day Holiday. No school!

- Remember to turn in your yellow Thursday folder on Monday.

• 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."



bus

bus

eat



eat

**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."

What is this book **about**? **about**

You can **ride** in the bus with us. **ride**

Will you **let** her keep the cat? **let**

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."

About

eat

Ride

bus

Bus

let

Eat

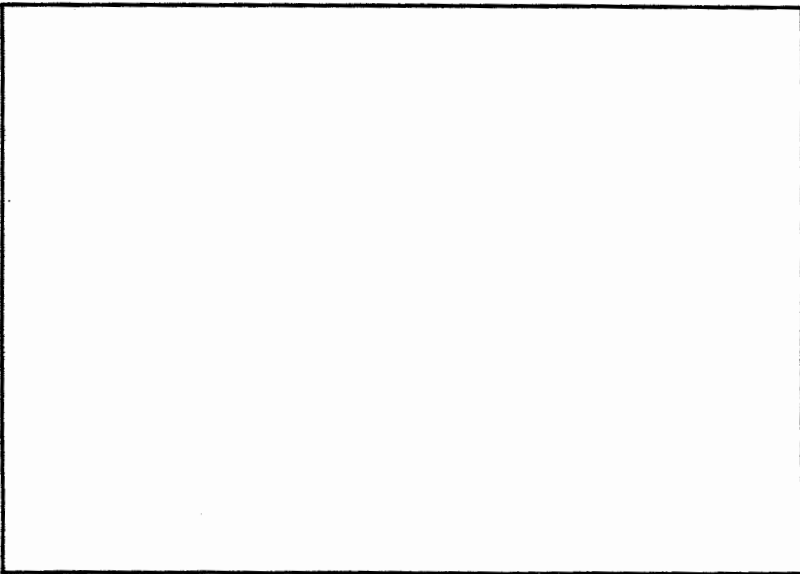
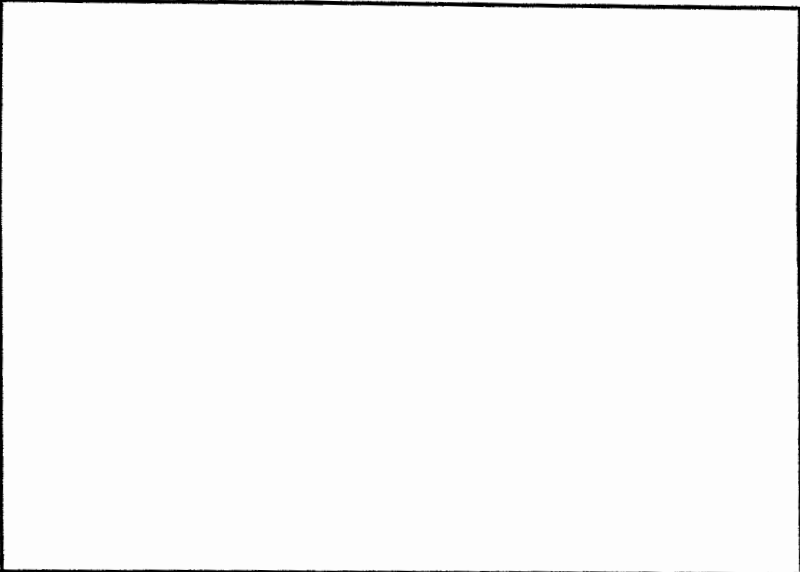
about

Let

ride

We can ride  
the bus.

We will eat  
at school.



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

Name \_\_\_\_\_

let \_\_\_\_\_

bus \_\_\_\_\_

eat \_\_\_\_\_

ride \_\_\_\_\_

about \_\_\_\_\_

a	a	b	b	d	e	e	e	i
l	o	r	s	t	t	t	u	u

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 \_\_\_\_\_

**about**

\_\_\_\_\_

ab \_\_\_\_\_ t

\_\_\_\_\_

\_\_\_\_\_ out

**ride**

\_\_\_\_\_

r \_\_\_\_\_ e

\_\_\_\_\_

\_\_\_\_\_ id \_\_\_\_\_

**bus**

\_\_\_\_\_

\_\_\_\_\_ s

\_\_\_\_\_

b \_\_\_\_\_

**eat**

\_\_\_\_\_

\_\_\_\_\_ t

\_\_\_\_\_

e \_\_\_\_\_

**let**

\_\_\_\_\_

\_\_\_\_\_ t

\_\_\_\_\_

l \_\_\_\_\_

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

Name \_\_\_\_\_

1. The little brown \_\_\_\_\_ can go fast.

2. Does the girl like to \_\_\_\_\_ over here?

3. I will \_\_\_\_\_ the bus to school after I eat.

4. What do you know \_\_\_\_\_ the little boy?

5. Today mother will \_\_\_\_\_ me get a monkey.

<b>about</b>
<b>bus</b>
<b>let</b>
<b>eat</b>
<b>ride</b>

**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.

Can we ride the bus  
to school from here?

Today her puppy will  
eat at my house.

What can you find out  
about this brown cat?

Father will take the bus  
to see us play ball.

Will your mother let  
you ride the bus?

Take the girl for a  
bus ride after the rain.

# Chinese New Year

T	I	G	E	R	D	T
K	L	N	K	E	R	O
H	O	L	I	D	A	Y
A	V	U	T	B	G	W
P	X	C	E	B	O	R
P	N	K	F	U	N	N
Y	P	A	R	A	D	E



RED	DRAGON
HAPPY	LUCK
HOLIDAY	PARADE
KITE	TIGER

Extra Word: A New Year's parade is \_\_\_\_\_

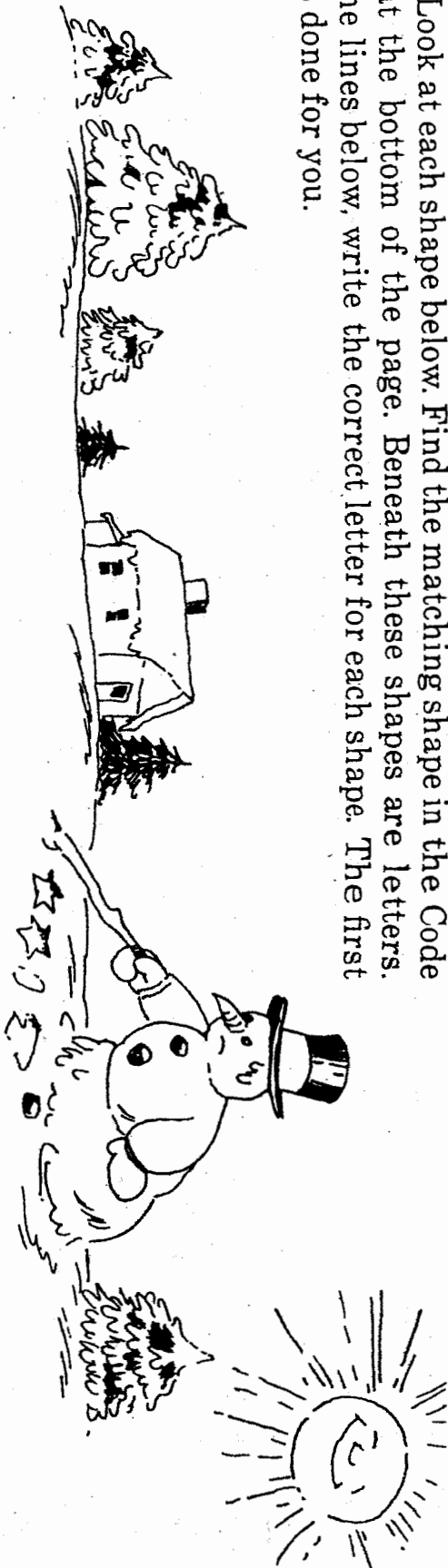


# SAMMY SNOWMAN'S MESSAGE

## Worksheet

Sammy Snowman wrote a message in the snow. Find out what it says. Look at each shape below. Find the matching shape in the Code Box at the bottom of the page. Beneath these shapes are letters. On the lines below, write the correct letter for each shape. The first one is done for you.

Name \_\_\_\_\_



T

I

I

★

★

I

■

I

◆

■

●

I

♣

♥

♣

▲

◐

▲

+

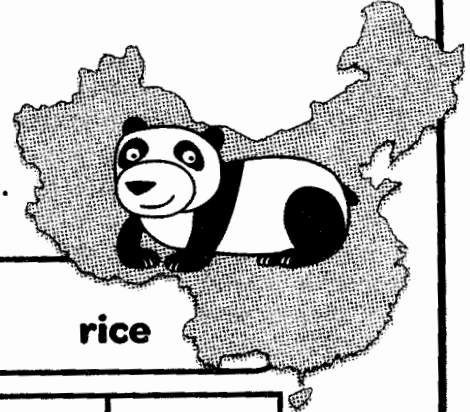
Code Box

▲	■	♥	■	★	●	♣	◆	I	■	◐	+
A	E	G	H	L	N	O	S	T	U	W	Y

Name: \_\_\_\_\_

# What's in China?

You can find all of these things in China.  
Find each word in the word search and **circle** it.



## Word Bank

panda    tea    wall    camel    rice

P	C	A	M	E	L
D	U	R	I	C	E
M	A	T	A	B	W
F	C	E	P	H	A
P	L	A	L	E	L
P	A	N	D	A	L

**Bonus**

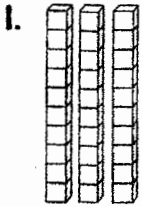
Find four words that are hiding in the word PANDA.  
Write them.

\_\_\_\_\_

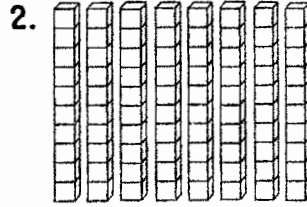
Name \_\_\_\_\_

### Building Numbers to 100

Write how many tens. Count by tens. Write the number.

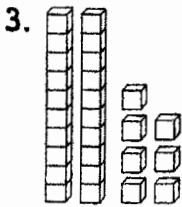


\_\_\_\_\_ tens = \_\_\_\_\_

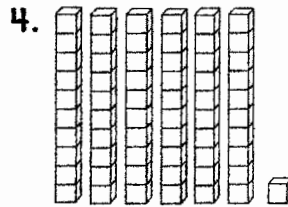


\_\_\_\_\_ tens = \_\_\_\_\_

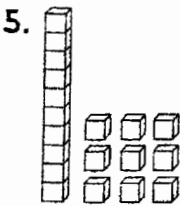
Write how many tens and ones. Write the number.



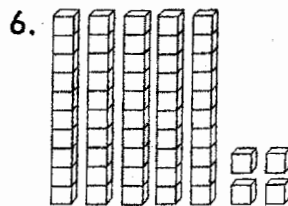
\_\_\_\_\_ tens \_\_\_\_\_ ones = \_\_\_\_\_



\_\_\_\_\_ tens \_\_\_\_\_ one = \_\_\_\_\_

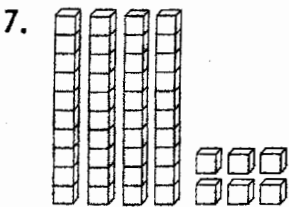


\_\_\_\_\_ tens \_\_\_\_\_ ones = \_\_\_\_\_



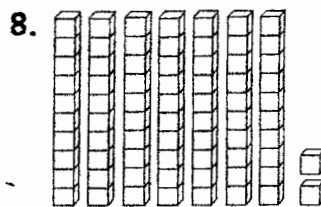
\_\_\_\_\_ tens \_\_\_\_\_ ones = \_\_\_\_\_

Write how many tens and ones. Write the number in different ways.



\_\_\_\_\_ tens \_\_\_\_\_ ones = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_



\_\_\_\_\_ tens \_\_\_\_\_ ones = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_

Answers: 1. 3, 30; 2. 8, 80; 3. 2, 7, 27; 4. 6, 1, 61; 5. 1, 9, 19; 6. 5, 4, 54; 7. 4, 6, 46; 8. 7, 2, 72; 70, 2

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Name \_\_\_\_\_

**Subtraction Facts**  
Complete.

1.

Subtract 1	
9	
7	
6	

2.

Subtract 2	
9	
8	
7	

3.

Subtract 3	
10	
7	
6	

Subtract. Circle the facts if they are related.

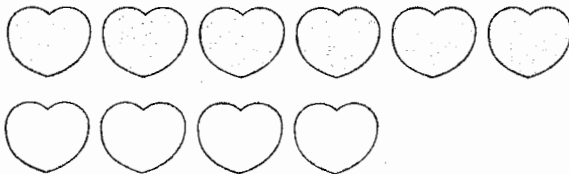
4.  $9 - 6 = \square$

5.  $10 - 2 = \square$

$9 - 2 = \square$

$10 - 8 = \square$

Add or subtract. Write the numbers in the fact family.



6.

6
+ 4
—

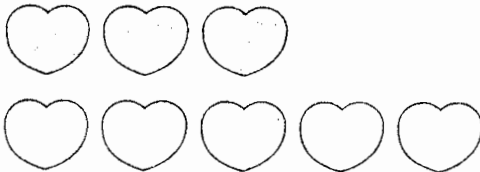
4
+ 6
—

10
- 4
—

10
- 6
—

Numbers in the Fact Family:

--	--	--



7.

3
+ 5
—

5
+ 3
—

8
- 3
—

8
- 5
—

Numbers in the Fact Family:

--	--	--

Answers: 1, 8, 6, 5; 2, 7, 6, 5; 3, 7, 4, 3; 4, 3, 7, 5, 8, 2, circle these facts; 6, 10, 10, 6, 4; 10, 6, 4; 7, 8, 8, 5, 3; 8, 5, 3

## Grade 1 Week 19

### Me first!

SIX wants to be first in everything. Therefore, younger siblings who require care and attention often threaten SIX's feeling of "firstness."

SIX may appear at times to be consumed by "Me first!" For example, her whole day may be spoiled if a younger sibling gets to the breakfast table before she does. And she can also be most jealous of the very sibling of whom she is most proud.

She is also jealous of any attention or present given a younger sibling by a guest, but is reassured of her position with some simple attention — an "I love you" smile or an arm around the shoulder. The lecture approach ("You mustn't be jealous, that's not nice!") only aggravates the situation. At this stage when her intense awareness exceeds her ability to manage self and events, she is terribly vulnerable. If her needs are met now, she can more easily discard her egocentric demands later.

Take heart. At least SIX gets along fairly well with older siblings — as long as they don't treat her "like a little kid!"

### More about TV

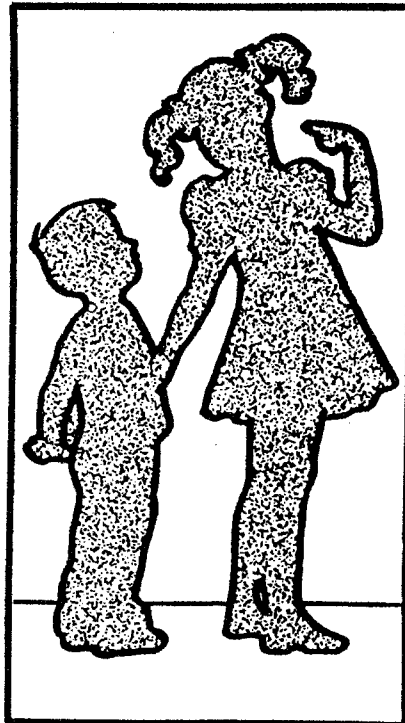
Whereas television may help increase children's vocabularies and supply them with facts, it seems to have a dampening effect on creativity.

Why? The passive nature of television viewing is the important factor, especially if television becomes a substitute for socializing with other children or adults. Get the child involved in the real world, interacting with real people and real places — and most important, in doing.

Some alarming statistics:

- The average American child devotes more time to TV before entering first grade than she spends in school during the first six grades.
- By the time a student is 18, she will have spent nearly two years in front of a television.

Families can engage in a variety of real activities in their home. There's lots to share, work, and also play.



### Warning: strangers

Now is a good time to remind SIX again about not talking to strangers or accepting rides or candy from them. Six-year-olds have to be reminded often because of their vacillating, impetuous nature. Besides, even if she rides the school-bus, her range in neighborhood play has probably increased from next door to this block or perhaps even further. The greater the range, the greater the likelihood she will encounter strangers.

*"Children have more need of models than of critics."*  
—Joseph Joubert—