

Name _____

HOMEWORK FOR GRADE ONE
February 17 - February 21

DOOZER WORDS: may, bake, name, day, gave, way
CHALLENGE WORDS: stay, pray, your, which
SENTENCE: He gave me your name on the last day.
DOLCH: please, much, tell, that, stop

Monday, February 17- No School-President's Day Holiday

- Read for 15 minutes
- I/We read _____
- Practice math flashcards for 3 minutes
- Complete the DOLCH UNIT 20 READING PACKET

Tuesday, February 18-No School-Teacher Meeting Day (Buy Back Day)

- Read for 15 minutes.
- I/We read _____
- Practice your math flashcards for 3 minutes
- Complete the "Animals In Love" and "What Goes Together?" worksheets.

Wednesday, February 19

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Complete the "Special Valentine" and "Rhyming Words" and "Capital Letters" worksheets.
- In your math Problem Solving math workbook complete pages PS 71-72. Tear out carefully and attach to this homework.
- Remember to study for tomorrow's Doozer Test. Are you ready??

Thursday, February 20

- Read for 15 minutes.
- I/We read _____
- In your math Problem Solving math workbook complete pages PS 73-74. Tear out carefully and attach to this homework.
- Remember to study for tomorrow's Doozer Test! Are you ready?

Friday, February 21

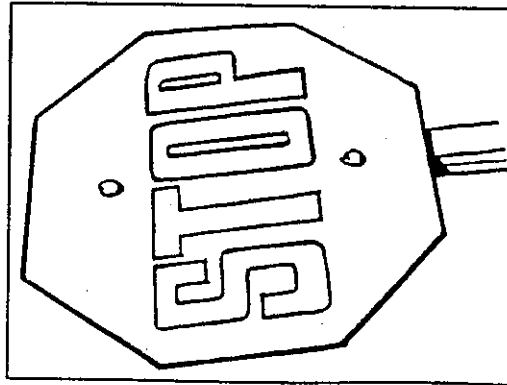
- Turn in this packet of homework. Please remember to turn in your yellow Thursday folder too!

- 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. Now trace the word with your pencil."

stop



stop

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."

Get the brown book, please.

please

How much did you eat?

much

Can you tell us what you saw?

tell

What is that?

that

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."

Tell

that

Please

much

Stop

tell

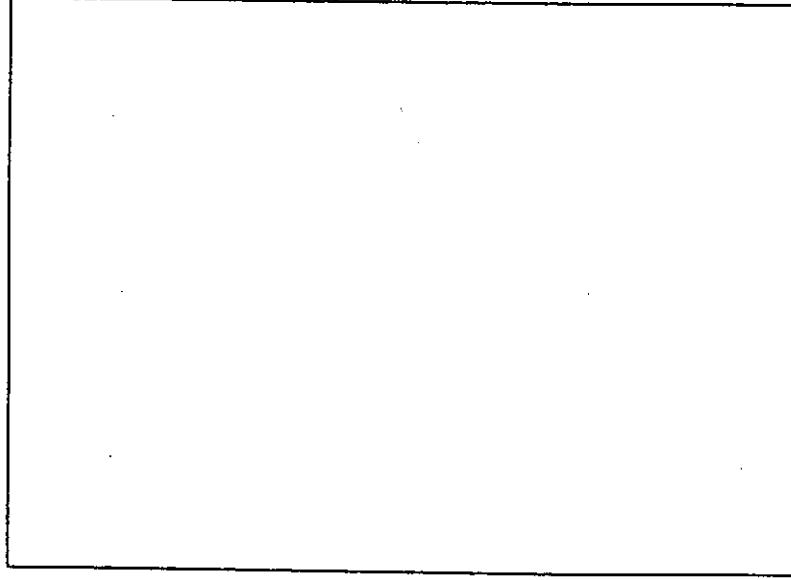
Much

please

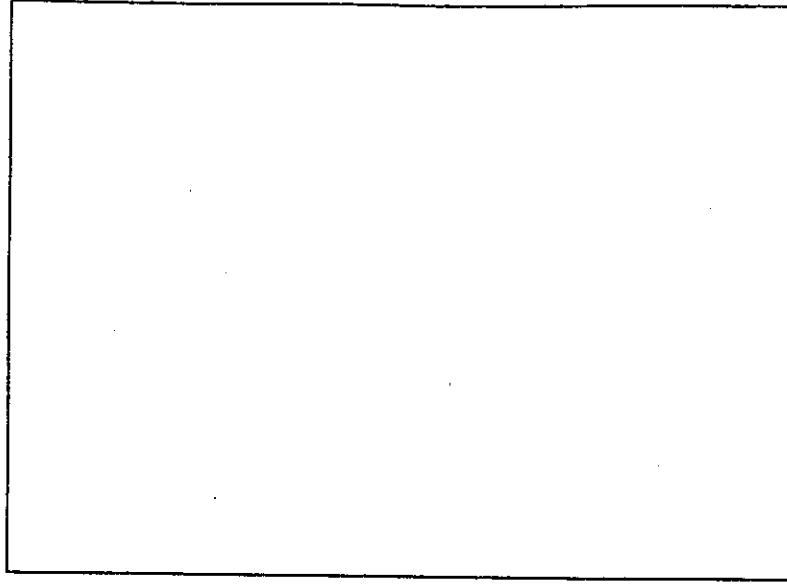
That

stop

Tell your mother
how much you
like her.



Tell the little girl
to stop that puppy!



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

Name _____

tell _____ that _____

much _____ please _____

stop _____

a	a	c	e	e	e	h	h	l	l	l
m	o	p	p	s	s	t	t	t	t	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 _____

tell

ll _____

please

pl _____
se _____

stop

to _____

te

ease

s _____
p _____

much

ch _____

that

th _____

mu

at _____

Name _____

please
tell
that
stop
much

1. The bus will not _____ here today.

2. How _____ is that brown ball, please?

3. _____ tell the boy where the puppy is.

4. Please put _____ big cat out to run in the grass.

5. Can you _____ me where your mother is?

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.

Please tell your father to bring the brown book to school.

How much will that little white cat eat?

Does that bus stop here?

Please thank the little girl. She read that book to me.

Tell the boy to cut the grass over here, please.

That bus will stop to let us get out at the school.



Animals in Love

Name _____

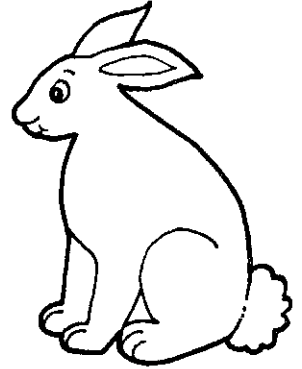
Valentine's Day

Use the Word Bank to find which animal sent each valentine. Then color the letters of animals' names in the grid (→) with a red crayon. There is one animal in each row.

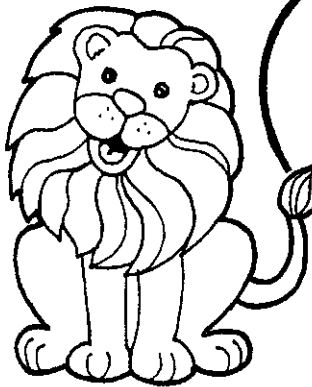
Word Bank

lion rabbit turtle
 monkey squirrel whale

1. I'm just stepping out of my shell to say: "I love you a little more each day!"



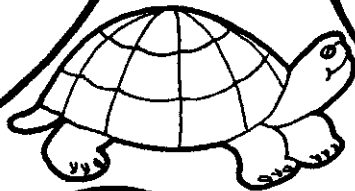
2. If you'll be mine, I'll swim a mile. And if you won't, I'll blubber awhile.



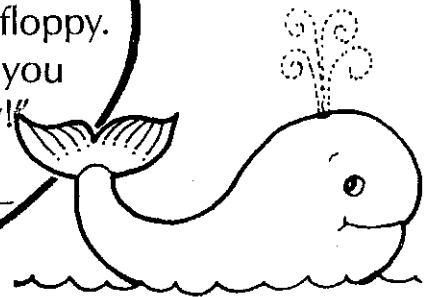
3. I'm asking you for a date. If you'll say, "Yes," that will be grrrreat!



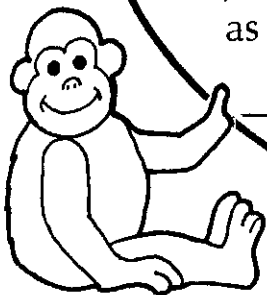
4. Roses are red. Violets are blue. I'm going "ape" over you!



5. When I'm around you, my heart goes flip-floppy. You are so sweet, you make me "hoppyp!"



6. May our love be always true. Are you as "nuts" for me as I am for you?



Row 1	g	t	s	u	r	w	t	l	r	e	f
Row 2	e	w	u	h	i	a	r	l	g	e	n
Row 3	b	r	t	l	v	i	m	o	x	n	e
Row 4	m	l	o	n	p	k	d	e	m	y	r
Row 5	r	f	a	b	g	b	o	i	l	t	s
Row 6	s	n	q	u	i	s	r	r	e	w	l



What Goes Together?

kid
kitten
caterpillar
cub
puppy
chick
tadpole
duckling
joey
child
lamb
calf
gosling
foal

Word Box

frog	chicken	goat	cat	bear
adult	kangaroo	goose	sheep	horse
cow	dog	duck	butterfly	

Name _____

RL1, RL10, RF2, RF4, L4

Power Words

curious

feature

important

Special Valentine

I made a special valentine and wrapped it with a bow.

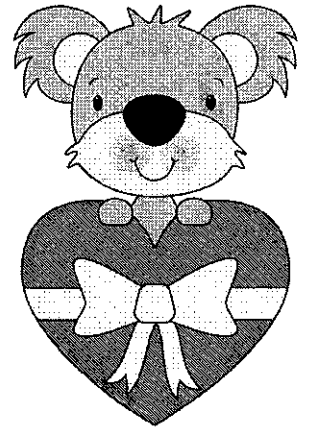
I couldn't wait to give it to this person that I know.

I'm curious if she'll like it. I worked so hard on it.

I'm going to give it to her, in just a little bit.

I drew a picture to put inside, which is a special feature.

This very important Valentine, is going to my teacher.



1. Circle the rhyming words.

2. Who is the Valentine for? _____

3. The word *know* has a silent letter at the beginning. Circle the other words that have a silent letter.

knee

not

cake

listen

like

hat

4. Do you think the teacher will like the Valentine? Why do you think that? _____

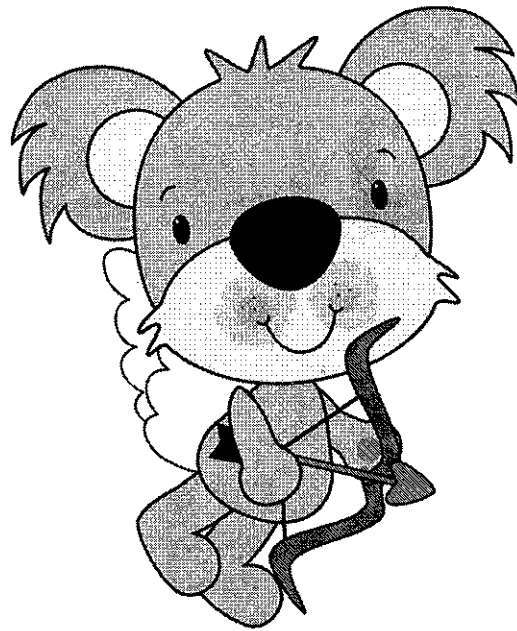
Read this story at home three more times and have someone initial each time you read it. _____

Write the words under the rhyming words.



cake	shake	side	hide	ride	take
pride	glide	break	snake	tried	wake

Circle all the words that should begin with a capital letter.

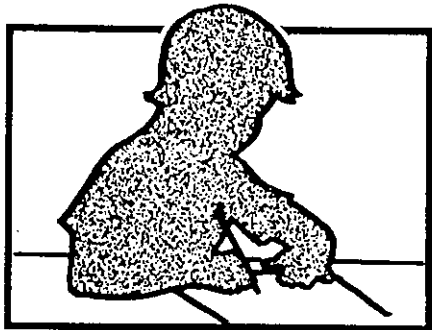


1. valentine's day is in february.
2. i bought cards for mrs. smith.
3. we are going to eat cupcakes today.
4. she bought cards from walmart.
5. do you like christmas or valentine's day better?
6. hannah made hearts for her friends.
7. parkview elementary school had a party.
8. i love valentine's day!
9. can i have some candy?
10. is andrew buying flowers for his mom?

Grade 1 Week 20

Summary 16-19

Growing Up



Check now for good vision, hearing

Physically, winter can be a rough time. Watch closely for ear infections that often recur or appear at the end of a cold. Symptoms:

- Crankiness
- Inattention to requests
- Louder television
- Pulling on ears

A hearing loss, however temporary, can put a student behind developmentally.

Also make sure your child can see well. While she's reading watch for head tilting or holding the book too close or too far away. Make sure she can both see the blackboard and hear the teacher. Otherwise, she will miss some important learning experiences.

SIX should begin to lose any extra weight she's been carrying. It is extremely important that a child be healthy, trim, and able to hold her own on the school playground. Being welcomed in team play can strongly affect a child's social and emotional development and acceptance among peers.

"ME FIRST!" seems to be SIX's constant demand. This is very typical, and if you humor her now as much as possible, she will soon outgrow the need to always be first.

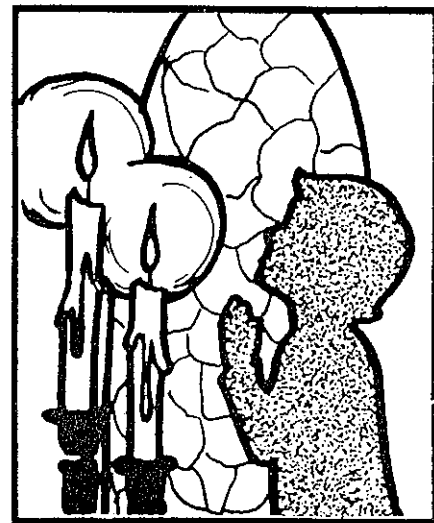
You may also notice that SIX swings from being very mature to being very babyish. Especially when she gets fatigued, she wants to go back to the comfort of being a baby and not having to do hard things or take any responsibility. Quiet time, adequate rest, and a little extra loving will calm and reassure SIX.

Her dreams are very vivid now, too, and they're sometimes funny, sometimes scary. Listen to the details of the scary ones: if they repeat, be on the lookout for sources of stress in your child's life.

Excessive television-watching can dampen a child's creativity. Rather than having the set on from supper until bedtime, try scheduling a "homework" session for SIX. She'll enjoy the extra attention and you can check on her progress, strengths, and weaknesses.

Remind SIX once again to be wary of strangers. Because six-year-olds are so impetuous and changeable and are extending their boundaries ever further from home, it is important to repeat safety messages often.

SIX is gaining more money sense now and enhancing math readiness by saving and counting money. She's also learning what it means to save something today in order to get something else with it later. She's also getting practice in decision-making.



SIX is also very receptive now to religious teachings, stories, and ceremonies. Use this opportunity to share your family and religious heritage by reading, talking, acting out, and participating.

"I love these little people; and it is not a slight thing when they, who are so fresh from God, love us."

—Charles Dickens—