

Name _____

HOMWORK FOR GRADE ONE

March 10 - March 14

DOOZER WORDS: mine, five, dime, crime, lime, bite

CHALLENGE WORDS: sound, found, about, out

SENTENCE: Is it a crime to keep a dime that's not mine?

DOLCH: there, have, some, said, if

Monday, March 10 - Leprechaun Traps are due today!

- Read for 15 minutes
- I/We read _____
- Practice math flashcards for 3 minutes
- Complete the DOLCH UNIT 23 READING PACKET

Tuesday, March 11

- Read for 15 minutes.
- I/We read _____
- Practice your math flashcards for 3 minutes
- Complete the "Shamrock Day!" and "You Can Read a Bar Graph" worksheets.

Wednesday, March 12

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Complete the "Saint Patrick's Day" and "Pot of Gold" worksheets.
- In your math Problem Solving math workbook complete pages PS 83-84. Tear out carefully and attach to this homework.

Thursday, March 13 - OPEN HOUSE IS TONIGHT! SEE YOU THERE!

- Read for 15 minutes.
- I/We read _____
- In your math Problem Solving math workbook complete pages PS 85-86. Tear out carefully and attach to this homework.
- Remember to study for tomorrow's Doozer Test! Are you ready?

Friday, March 14

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

Name _____

Directions: Tell the children, "Read each sentence below. Say the new words printed in dark print. Then say its letters. Repeat the word. Then trace the word with your pencil."

The light will come on over **there**. **there**

We **have** a funny little monkey. **have**

Can **some** of you sing? **some**

"Come in," **said** Father. **said**

Can you get here **if** you take the bus? **if**

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."

There

said

Have

there

Some

if

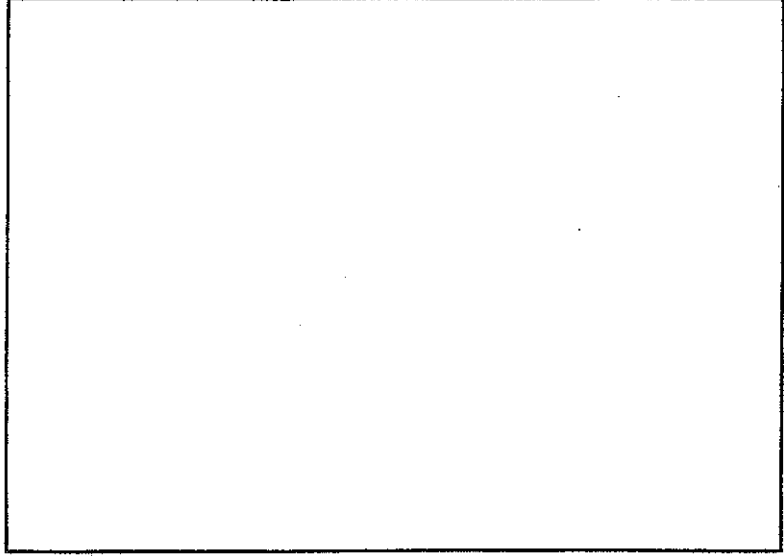
If

have

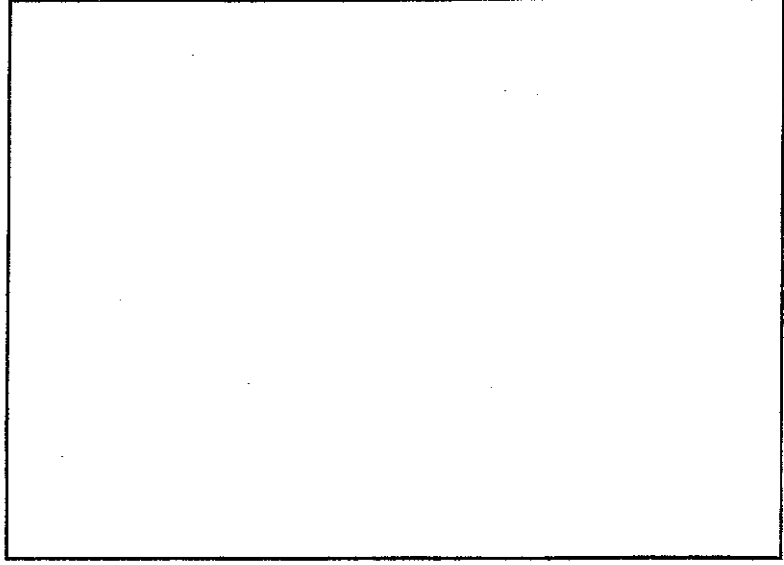
Said

some

There is our big
white cat!



Some of us will
ride on a bus.



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

Name _____

there

have

some

if

said

a	a	d	e	e	e	e	f	h	h	i
	i	m	o	r	s	s	t	t	v	

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 _____

there

th _ r _

ere

have

_ _ ve

ha _ _

some

_ _ me

so

if

_ _
_ _
_ _
_ _

said

_ _ id

sa _ _

Name _____

<p>said if some have there</p>
--

1. Do you _____ a brown cat?

2. _____ of you can read this book.

3. _____ he has a ball, we can play with it.

4. "Get out of there!" _____ the girl to the little monkey.

5. " _____ is our bus!" said the little girl to Mother.

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.

"Some of you will
come to see me in the
play," said the boy.

There is a funny book
about a white cat
over there.

Ask him if there is
a bus stop out here.

The girl and boy have
to go to help put on
a play.

"I have a little brown
puppy for you if you
like," said the girl.

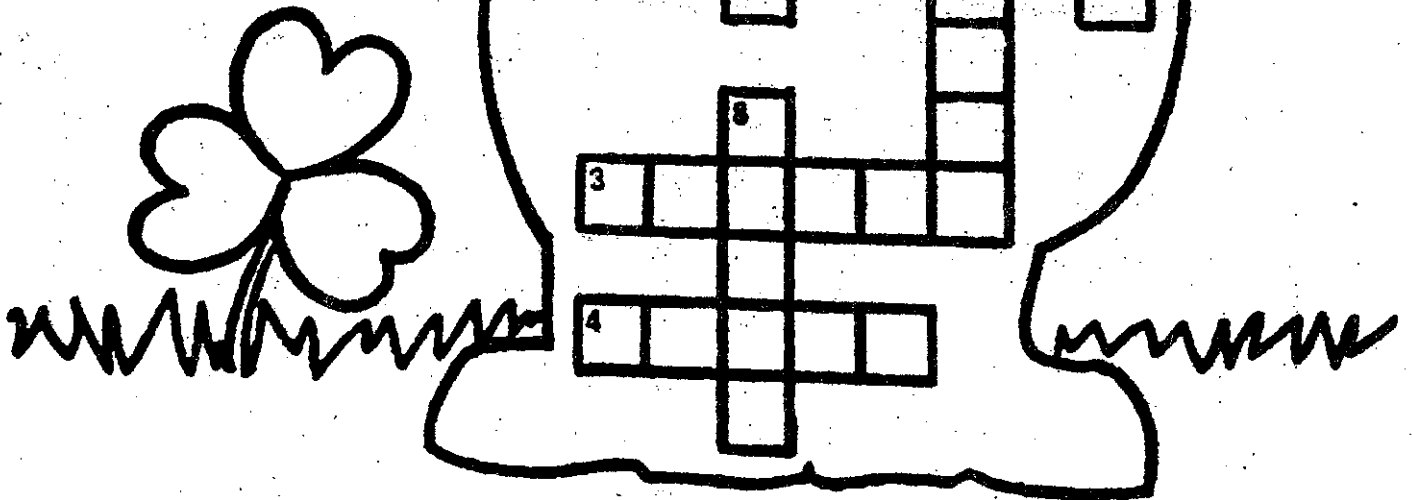
Did you know that there
is a big cat in the grass
around the school?

Name _____

Shamrock Day!

Word Bank

Green
grand
pinched
believe
charms
leaves
lucky
March



Across

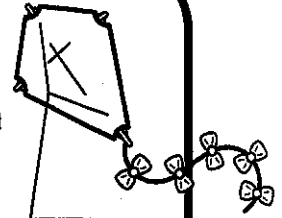
1. The Irish have a _____ time on St. Patrick's Day.
2. Some people _____ there are leprachauns.
3. Some people wear shamrocks as _____ on bracelets.
4. They think shamrocks are _____ charms.

Down

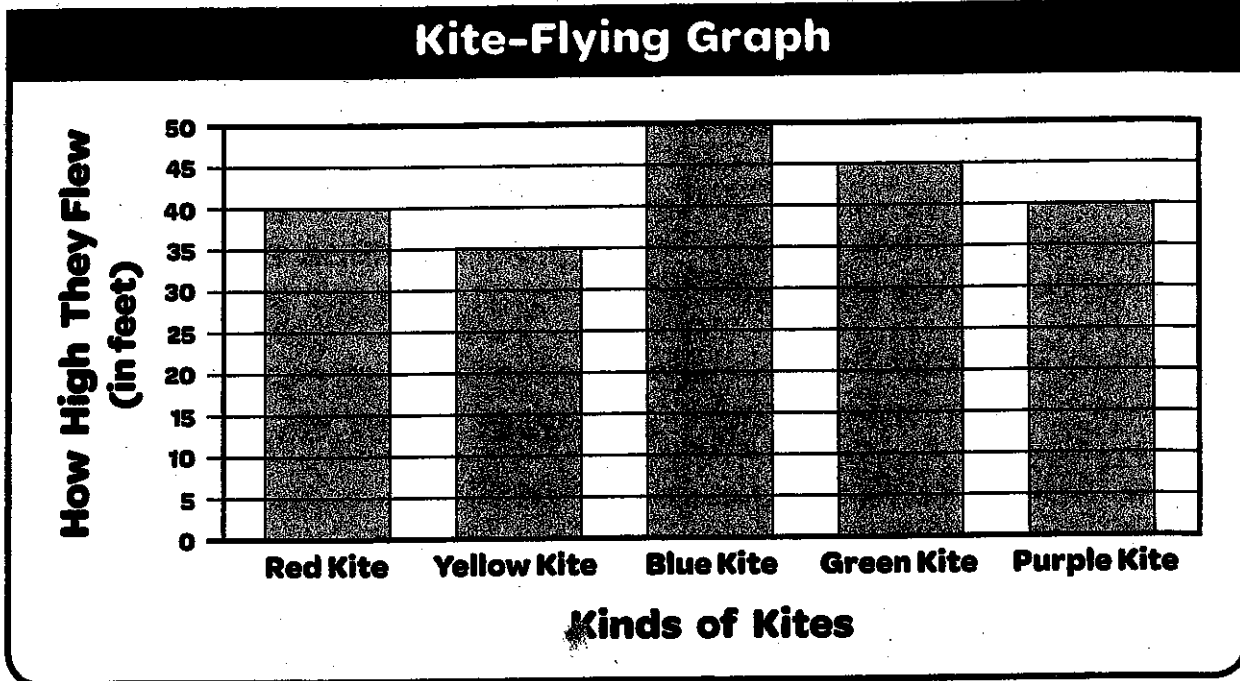
5. If you don't wear green you may be _____.
6. Clovers that have iour _____ are supposed to be lucky.
7. _____ is the color to wear on St. Patrick's Day.
8. _____ 17th is St. Patrick's Day.

Name: _____

You Can Read a Bar Graph



Five kites were flying in the park one day. Look at the graph to find out how high they went. Then answer the questions.



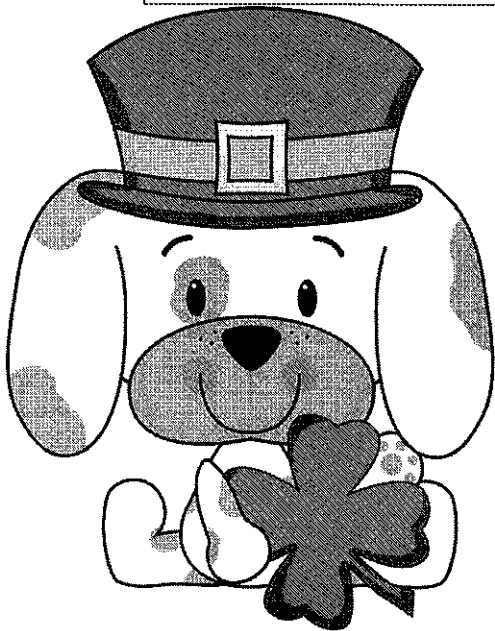
1. How high was the red kite? _____
2. How high was the green kite? _____
3. Which kite flew the highest? _____
4. Which kite flew the lowest? _____
5. How many feet higher did the green kite fly than the purple kite? _____



Which two kites flew to the same height?

Power Words
celebrated decorate clovers suppose

Saint Patrick's Day



Saint Patrick's Day is a holiday that is celebrated on March 17th every year. Many places have parades and parties for Saint Patrick's Day. People wear green on this day and decorate with clovers. It is supposed to be good luck to find a four leaf clover. Have you ever found a four leaf clover?

1. What kind of story is this?

FICTION or NONFICTION

2. What is it supposed to mean if you find a four leaf clover?

3. *Saint Patrick's Day* is a proper noun and needs to be capitalized. Circle the proper nouns.

Thanksgiving United States friend boy Suzie

4. What holiday was this passage about?

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

Name _____

RL1, RL2, RL10, RF2, RF4, L4

Power Words

exactly

bunch

splendid

Pot of Gold



If I found a pot of gold, I know exactly what I'd do!

I would buy a great big house, maybe even two.

My house would have a swimming pool and a trampoline.

The outside would be painted blue, yellow, red, and green.

I'd buy a bunch of video games that I would play all night.

My friends would be here every day to see this splendid sight.

I will begin my search today. I will look high and low.

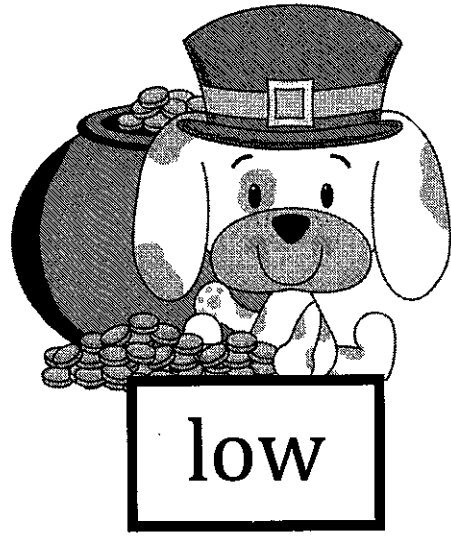
If I want to find that pot of gold, I need to find a rainbow.

1. Circle all the rhyming words.
2. What would the author do if he found a pot of gold?

3. Underline all the color words in the poem.
4. What would you do if you found a pot of gold?

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

Write the words on the gold pieces under the words that rhyme.



low

tow

bold

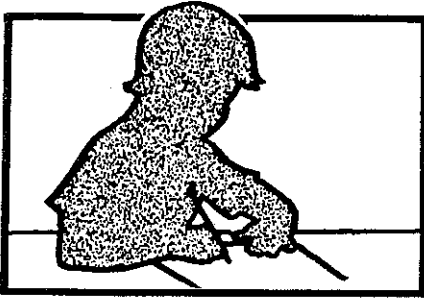
cold

old

sold

row

mow



Keeping vision on the level

Have you observed your six-year-old laying her head on one arm while she writes or draws? That's a danger signal to you that she may have vision problems.

When a child lays her head on her arm, she is using only one eye — the eye on the same side as the hand she's using.

She needs, instead, to use both of her eyes together — called "binocular" vision. If she doesn't, she may develop "lazy eye" (where one eye works harder than the other) or inadequate depth perception (which hinders gathering of visual information and leads to accidents).

If you see your six-year-old "laying down on the job," interrupt her immediately. Ask her to put her elbow on the table, then make a fist with that hand on that arm, and last tuck the fist under her chin. That's the distance her chin should be from the writing surface. Get a higher chair or a lower table if necessary to maintain the proper distance.

Scheduling for work and play

With all of SIX's intense needs taking turns hammering away at her, she really needs some constants to give her structure. Is she getting 11 hours of sleep? Is she rising early enough in the morning to dress, toilet, and breakfast so that leaving home for school is not a frenzied, unsettling hassle? Has she settled into a routine of coming home, putting books and papers in her spot, getting a snack, playing outside a while, doing her particular family chores, watching a television program or playing a table game before dinner? (Take a deep breath, there's more to come.) A little homework, bath, being read to, lights out, and most important, time to talk about what's on her mind?

"It can't all be done," you say. Granted that such a routine is the ideal routine and family structures are very different. But consider which elements of this routine will be most helpful to your six-year-old and try to include those, if possible.

Library time

Earlier in the year SIX was described as acquisitive, gathering collections of this and that, saving it all, much to your inconvenience at times. She wants her own things. Strike while the iron is hot, and let her get her very own library card!

On your next trip to the library make the event "ceremonious" (SIX will love this). You can unobtrusively monitor her selections, but she should take the lead. She will enjoy the ritual of checking out. She won't remember the return date, but even adults forget sometimes!

Remember, Grade 1 is one of the first steps out of the home toward her taking responsibility for her own life. As she pushes outward, it won't hurt to give gentle nudges in good directions.



"It's not easy to be crafty and winsome at the same time, and few accomplish it after the age of six."

—D. Sutten—