

HOMWORK FOR GRADE ONE

March 24 -March 28

DOOZER WORDS: soap, both, toe, toad, road, load

CHALLENGE WORDS: hoe, so, their, it

SENTENCE: Their toad had a toe on the road.

DOLCH: am, may, would, found, its

Monday, March 24

- Read for 15 minutes
- I/We read _____
- Practice math flashcards for 3 minutes
- Complete the DOLCH UNIT 25 READING PACKET

Tuesday, March 25

- Read for 15 minutes.
- I/We read _____
- Practice your math flashcards for 3 minutes
- Complete the pages Helping Out and a graphic organizer.

Wednesday, March 26

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Complete the pages Capitals and Cookies and syllables.
- In your math Problem Solving math workbook complete pages PS 91-92. Tear out carefully and attach to this homework.

Thursday, March 27

- Read for 15 minutes.
- I/We read _____
- In your math Problem Solving math workbook complete pages PS 93-94. Tear out carefully and attach to this homework.
- Remember to study for tomorrow's Doozer Test! Are you ready?

Friday, March 28 - Last day before Spring Break. School resumes, Monday, April 7.

- 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 word printed in dark print. Then say its letters. Repeat the word. Now trace the word with your pencil."

I **am** not a funny monkey. **am**

The puppy is going to play with **its** ball. **its**

He **would** like to get up before it is light. **would**

You **may** have the puppy if you like. **may**

I **found** a little cat on the bus. **found**

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."

Am

Its

Would

May

Found

would

found

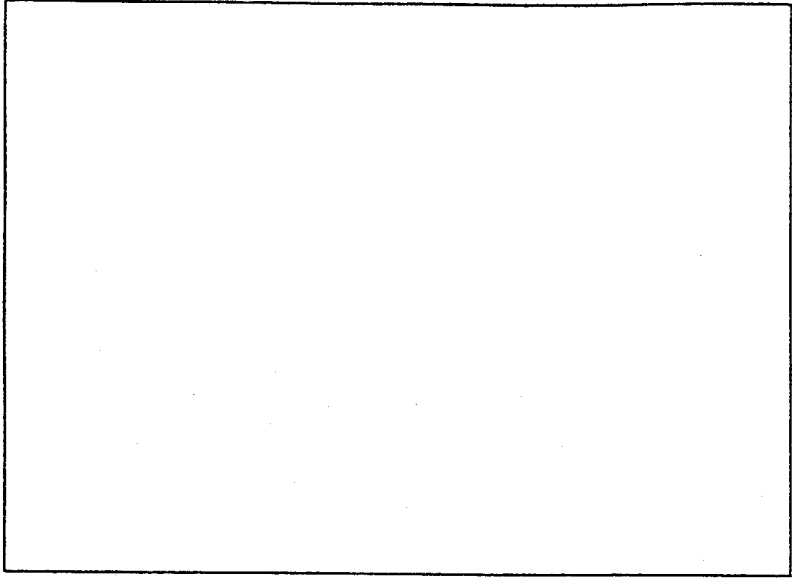
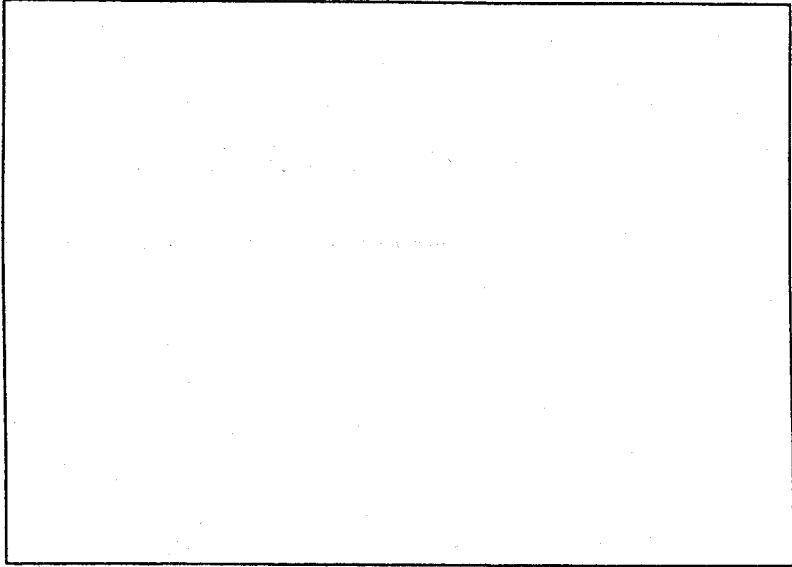
am

its

may

I am with
my father.

The girl found
a big brown cat.



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

Name _____

am _____

would _____

may _____

found _____

its _____

a	a	d	d	f	i	l	m	m
n	o	o	s	u	u	t	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 _____

am

its

would

w____ld

may

m

found

f____nd

fou_____

y

Name _____

found
may
would
its
am

1. I _____ not your mother.

2. _____ I take you out to eat?

3. _____ you like to play at our house?

4. We _____ my little book under the chair.

5. I think I know where your cat put _____ ball.

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.

Would all of you like
to write in my book?

I am going to stop
going to school in May.

The girl found my cat
over there.

If you found a monkey,
would you take it to
see your mother?

Father may have found
the bus stop after all.

The puppy found its ball
in the grass.

Power Words

batter

ingredients

delicious

Helping Out

I love to help my mom make cookies. She lets me climb up onto a chair so I can see. First, I help her pour in the flour, salt, and sugar. Then, we crack open eggs and stir in milk and oil. It is so much fun. My mom lets me stir all the ingredients together. She says I am so helpful. Next, we put scoops of batter on a baking sheet and put them in the hot oven. After waiting for a couple of minutes, we take the cookies out of the oven. Finally, we have delicious cookies to eat. Yum!

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

2. Why does his mother say he is helpful?

3. Underline the words *First*, *Then*, *Next*, and *Finally*.

4. What is something you help with at home?

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



Fill in the graphic organizer to
tell about the story.



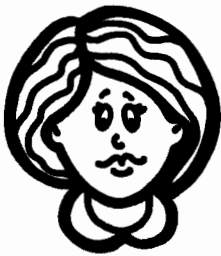
First,

Then,

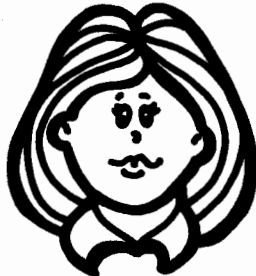
Next,

Finally,

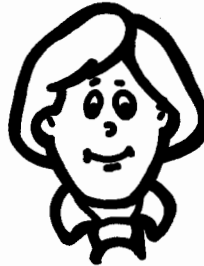
Capitals for People's Names and Their Titles



Principal
Mrs. Moore



Secretary
Ms. Jones



Teacher
Mr. Brown



Nurse
Miss Smith



Doctor
Dr. Duncan

Write in the answers, using the names from above.

1. The secretary, _____, buzzed our room.
2. Our teacher, _____, answered.
3. The school nurse, _____, wanted Amy.
4. My new doctor is _____.
5. The principal, _____, was sick.

Now use real names.

1. Our school secretary is _____.
2. The principal is _____.
3. Our nurse, _____, is nice.
4. My teacher's name is _____.
5. My doctor is _____.



***Bonus:** On the back, write one sentence each about your teacher, your principal, and the nurse. Use their titles also.

Power Words

stomach

ache

chocolate

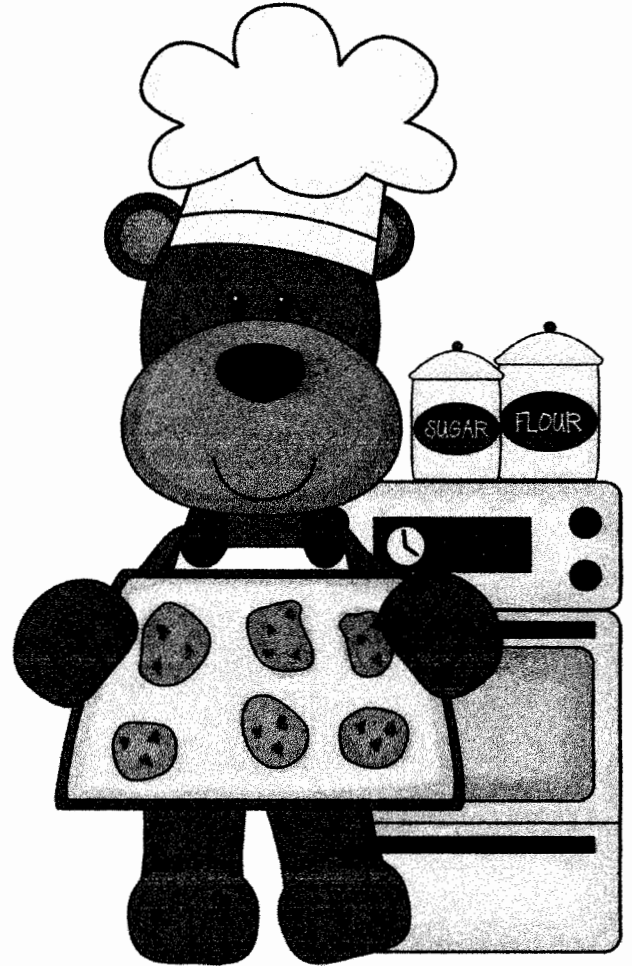
Cookies

Cookies are my favorite food. They
taste so very sweet.

I'd love to eat them everyday. Their
taste just can't be beat.

But, cookies are not good for me, they
make my stomach ache.

So I will go and get some things, to
make a chocolate cake.



1. Circle all the rhyming words.
2. What does eating cookies do to the author?

3. Circle the word that is a *synonym* for *ache*.

take

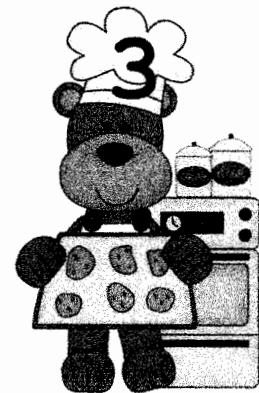
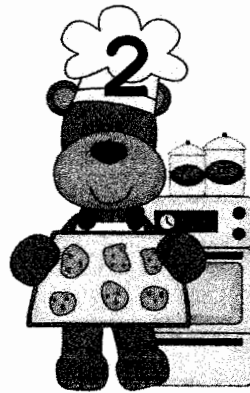
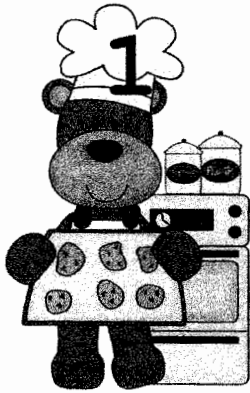
hurt

smile

4. Do you think chocolate cake will make the author's stomach feel better? Why? _____

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

Cut out the words and glue them under the correct number of syllables.



chocolate	food	cookies	sweet	ache	favorite
stomach	cake	everyday	very	baking	delicious

Grade 1 Week 25

Writing skills

Are you concerned with SIX's printing? When she hands you a slightly-rumpled, much-erased paper with letters crooked and spaced unevenly, you may think she should be doing better by this time of year.

Before you give a lecture on neatness, you should know that sloppy printing is not unusual at this time. SIX will tell you that she does not like to copy from the board. She may say, "I hate writing, especially from the board. It makes my hand hurt. It takes too long." Teachers confirm that most children do not like writing.

There is a good physical reason for this. At this age, children's vision is still not entirely developed. SIX is just becoming able to see the words on the board at a distance, then see them on paper without losing her place.

As the ability to focus back and forth from distance to close work gets better, SIX will be able to give more attention to the formation and placement of letters. Now, however, she is under stress just "keeping her place." Toward the end of school, if there has not been a significant improvement, then begin to search for underlying reasons.

Pilot to co-pilot

Have you noticed that SIX's understanding of space and distance is expanding? She probably has made comments on the way to the library, for example, that show she knows where she is. She may say, "We're almost there. I know because there's the water tower."

She is interested now not only in specific places but in the relationship between home and other special places like the shopping center, the park, the church, and the school.

Even with this growing awareness, SIX sometimes has a vague fear of becoming lost if she does not stay on a specific route from one place to another.

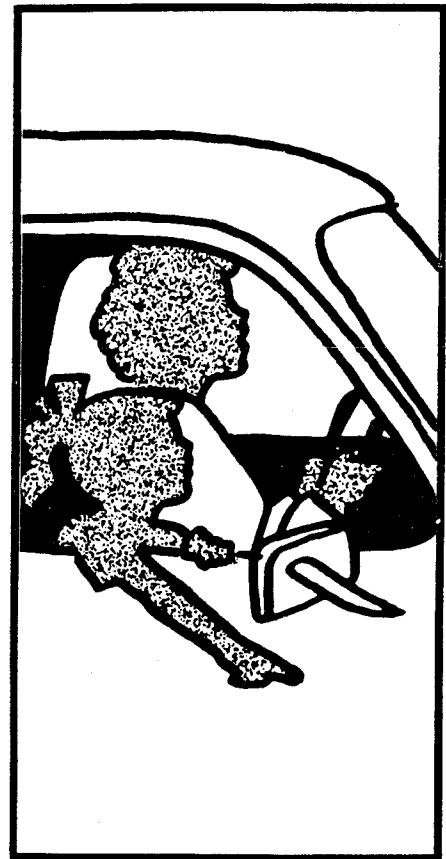
You can help her over this fear by reinforcing the usual routes and then changing them slightly. Play these games:

- Let SIX be "navigator." You are pilot. Pilot to navigator: "Tell me where to turn at the next intersection. We are going to pick up the cleaning."

- "We are going to the store a new way today. Watch closely. We will be going by the Dairy Queen. First one to see it has Magic Seeing Eyes!"

- SIX is navigator today. "Six, tell me where to turn to take us home if we leave the library by this street instead of the usual one."

Such games not only help the development of space orientation but they also turn a sometimes discontented, tired, and whining child into an alert observer. Try it! And remember, whenever you're in a car, to buckle your own seat belt and your child's seat belt, too.



"The great end of education is to discipline, rather than to furnish the mind, to train it to the use of its own powers, rather than fill it with the accumulations of others."

—Tyron Edwards—