

Name \_\_\_\_\_

## HOMWORK FOR GRADE ONE

March 3 - March 7

DOOZER WORDS: hide, ride, bike, like, time, kite

CHALLENGE WORDS: glide, slide, this, will

SENTENCE: I like to ride and glide on my bike.

DOLCH: of, sleep, help, him, no

### Monday, March 3 - Work on your Leprechaun Trap!

- Read for 15 minutes
- I/We read \_\_\_\_\_
- Practice math flashcards for 3 minutes
- Complete the DOLCH UNIT 22 READING PACKET

### Tuesday, March 4 - Work on your Leprechaun Trap!

- Read for 15 minutes.
- I/We read \_\_\_\_\_
- Practice your math flashcards for 3 minutes
- Complete the "St. Patrick Shamrocks" and "Never Mind, March" worksheets.

### Wednesday, March 5 - Work on your Leprechaun Trap!

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Complete the "Responsibility" and "Good Character" worksheets.
- In your math Problem Solving math workbook complete pages PS 79-80. Tear out carefully and attach to this homework.

### Thursday, March 6 - Work on your Leprechaun Trap!

- Read for 15 minutes.
- I/We read \_\_\_\_\_
- In your math Problem Solving math workbook complete pages PS 81-82. Tear out carefully and attach to this homework.
- Remember to study for tomorrow's Doozer Test! Are you ready?

### Friday, March 7 - Work on your Leprechaun Trap! It's due on Monday!

- Dr. Seuss Breakfast today - 8:10-9:10
- Turn in this packet of homework. Please remember to turn in your yellow Thursday folder too!
- Parent Signature \_\_\_\_\_

# HOMEWORK FOR MARCH

DUE: 3/10  
Monday

Be the first kid on your block to catch a real live leprechaun!

Check Make a **Leprechaun Trap**

1. Gather together all kinds of scrap material to make the perfect leprechaun trap.

such as:

small boxes

bags

spools

straw

anything shiny

yarn

string

paper cups

hair rollers

plastic spoons

"bait"

pieces of wood

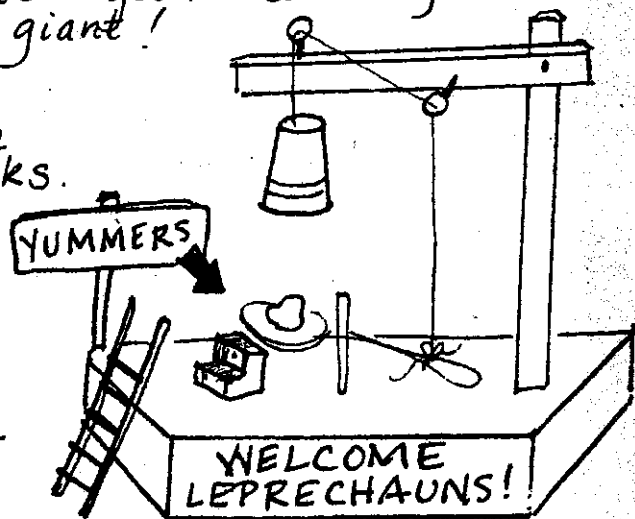
cardboard

2. Design the trap. Sketch out your plan. Decide how to attract a leprechaun and eventually catch him! Be clever, smart and tricky!

3. Build the trap. Use nails, glue or string to make your trap "leprechaun tight!" Don't make it too big - remember you're catching a leprechaun - not a giant!

4. Be ready to explain how your trap works. Use your trap to demonstrate.

5. Bring your trap to school on the due date printed above.



Hint: Leprechauns are tricky fellows - they like shiny things, things that glitter. They are also naughty and often disobey signs.



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."

What kind of puppy is this? **of**

Please go to sleep. **sleep**

You can help your mother around the house. **help**

He had no ball to play with. **no**

Ask him to ride to school with you. **him**

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."

Of no

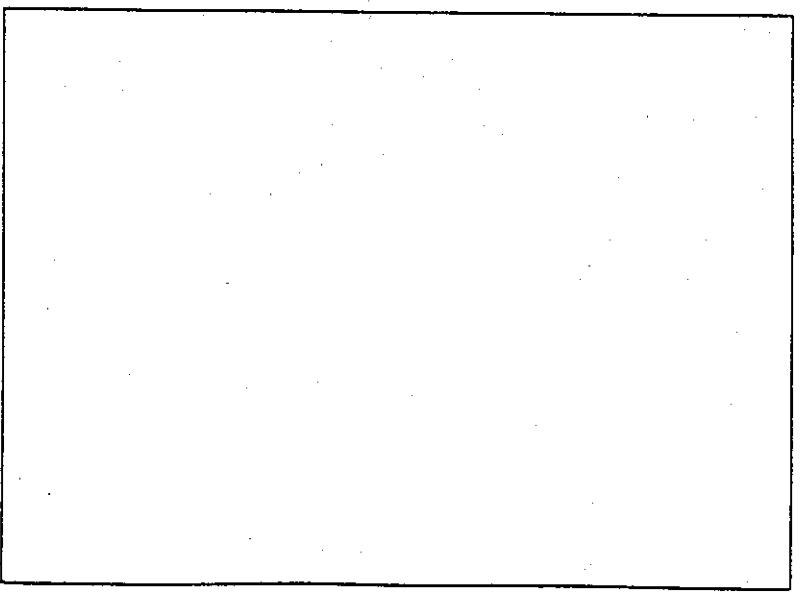
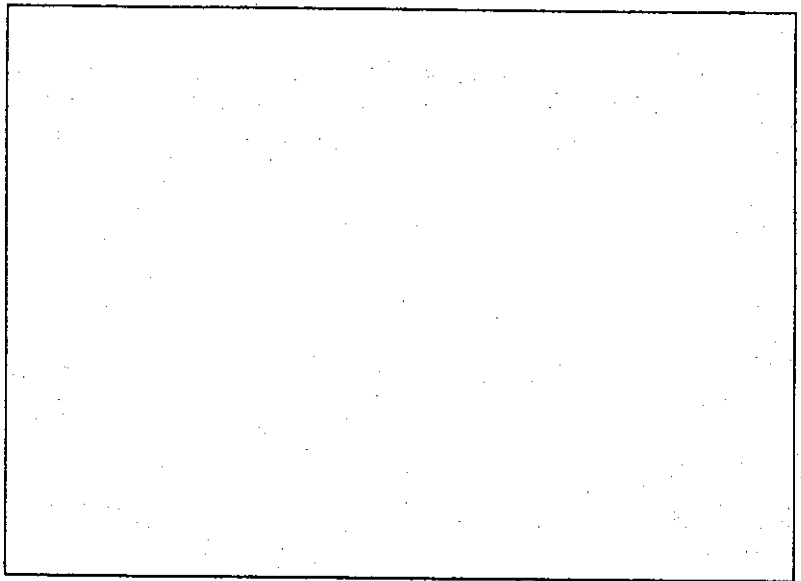
Sleep help

Help him

Him of

No sleep

A little cat can sleep in a big chair.      You can help Father cut grass.



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

Name \_\_\_\_\_

sleep \_\_\_\_\_  
\_\_\_\_\_

no \_\_\_\_\_  
\_\_\_\_\_

help \_\_\_\_\_  
\_\_\_\_\_

him \_\_\_\_\_  
\_\_\_\_\_

of \_\_\_\_\_  
\_\_\_\_\_

e	e	e	f	h	h	i	l	l
e	e	e	f	h	h	i	l	l
m	n	n	o	p	p	o	s	

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 give each word on the line beside the printed word."

Name \_\_\_\_\_

of

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

sleep

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
sl\_\_\_\_p

help

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
h\_\_\_\_p

him

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
m

no

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

h\_\_\_\_

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

Name \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
1. \_\_\_\_\_, a cat can not sing.

2. I will tell \_\_\_\_\_ about my book.

3. My father can \_\_\_\_\_ in that chair.

4. You can \_\_\_\_\_ your mother after school.

5. What kind \_\_\_\_\_ book do you like?

help
sleep
him
no
of

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.

My cat can sleep  
in the chair.

No, you can not help  
him look.

You can sing, and it will  
help him go to sleep.

Please let go  
of my ball!

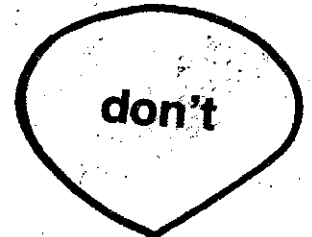
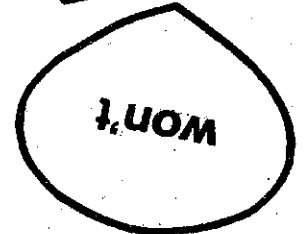
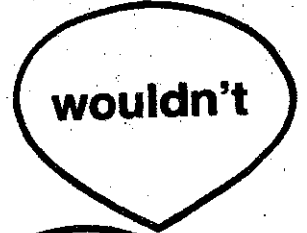
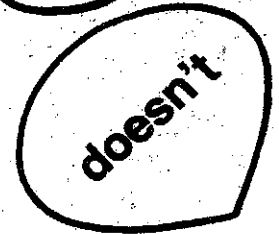
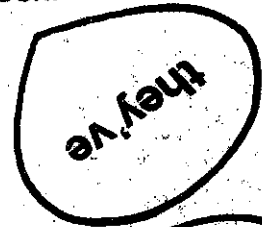
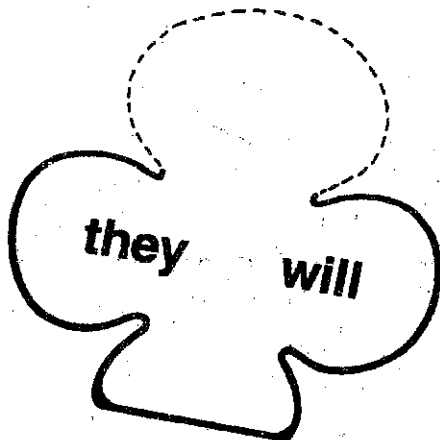
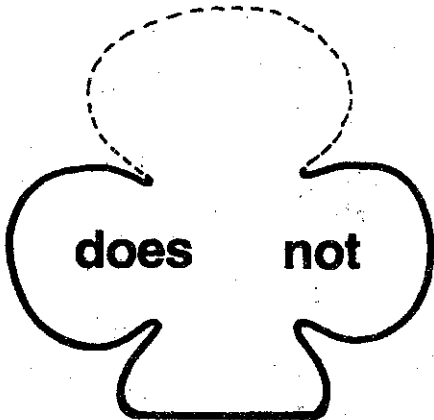
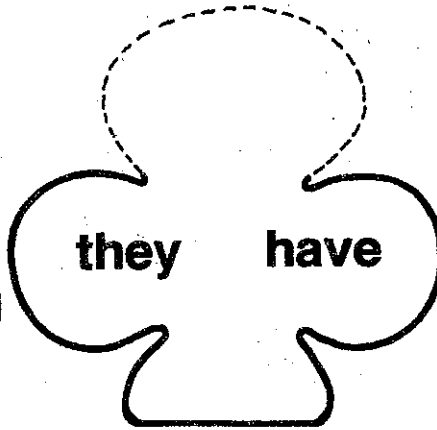
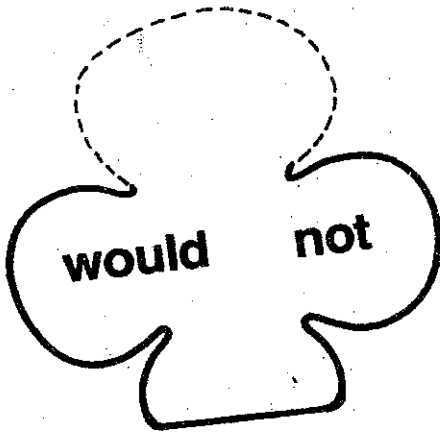
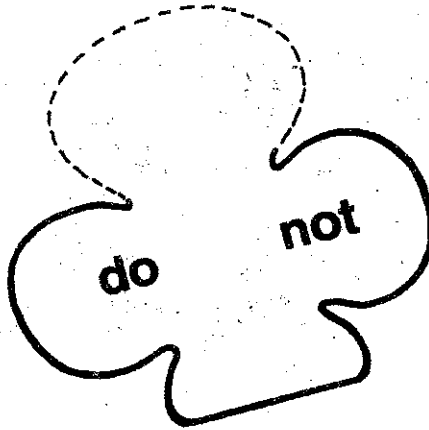
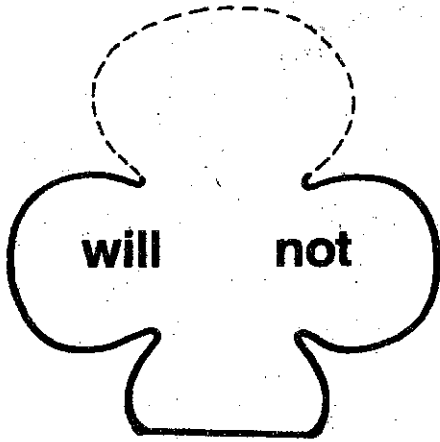
Did you ask him  
to write to you?

No, the puppy can not  
sleep with you.



# ST. PATRICK SHAMROCKS

Cut out the shamrock parts. Match them to their right shamrock.



Pretend you have found a lucky shamrock. What would you wish for? How would you change your life? Write your story on the back.

## Never Mind, March

Never mind, March, we know  
When you blow  
You're not really mad  
Or angry or bad;  
You're only blowing the winter away  
To get the world ready for April and  
May.

Unknown

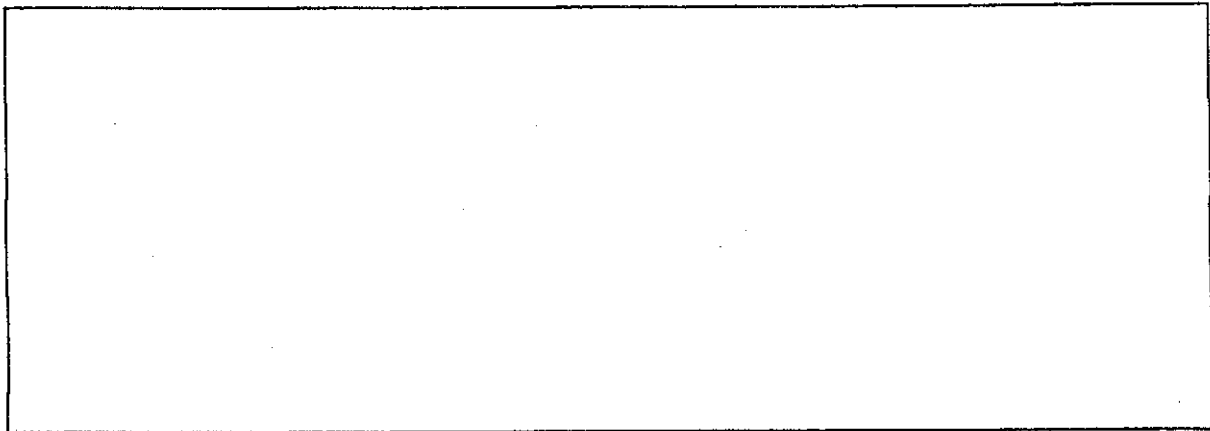
### Word Work

RED—circle the contractions in red.

BLUE—circle 2-beat (syllables) words ending in y that make the long e sound in blue.

GREEN—circle the three sets of rhyming words in green.

ILLUSTRATE the poem on the bottom of this page.



Name \_\_\_\_\_

RL1, RL2, RL3, RF2, RF4, L4

**Power Words**

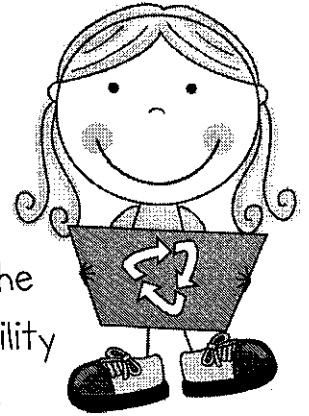
involve

responsibility

immediately

**Responsibility**

Jill was learning about how to have good character at school. She was always kind to others, so she felt like she already had pretty good character. Then Jill's teacher told her that showing you have good character does not just involve being nice to others. She told her that keeping the Earth clean was a way to show responsibility and to improve your character. Jill couldn't wait to hear how she could help. She learned all about recycling and began sorting through things immediately. In no time, she had a huge tub of items to be recycled. Helping the Earth made Jill feel great!



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

2. What did Jill do to show responsibility? \_\_\_\_\_  
\_\_\_\_\_

3. Circle the words that start with the same sound as *character*.

car

chair

chip

caring

corn

4. How did it make Jill feel to help clean up the Earth? \_\_\_\_\_

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

Name \_\_\_\_\_

RL10, RI1, RF2, RF4, L4

**Power Words**

trustworthy

caring

respectful

**I Have Good Character**

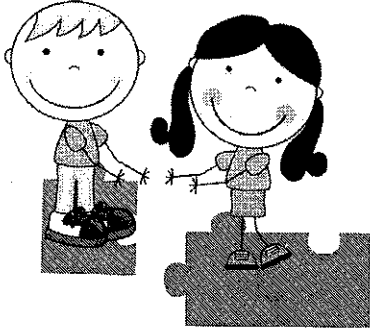
(Sing to the tune of "I'm a Little Teapot")

I have good character, can't you see?

I'm trustworthy, respectful, and friendly.

I like to help others every day,

Caring for them in many ways.



1. Circle the rhyming words in the song.

2. Circle the words with the same number of syllables as *trustworthy*.

respectful

friendly

caring

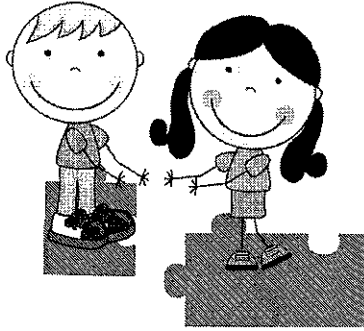
character

3. What does it mean to be trustworthy? \_\_\_\_\_

4. What does it mean to be respectful? \_\_\_\_\_

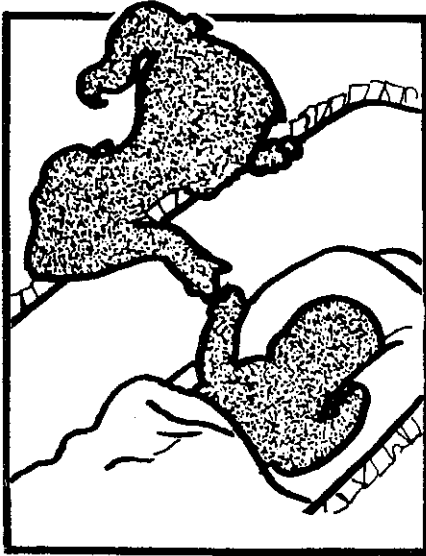
Read this song at home three more times and have someone initial each time you read it. \_\_\_\_\_

Read each sentence and circle it if it shows good character.



1. Paige drops her crayons on the floor and everyone laughs at her.
2. Natalie notices a girl sitting by herself during recess, so she goes over and asks her to play.
3. Mike does not know how to tie his shoe, so Joe offers to help.
4. A new student comes into the class and Maggie introduces herself and lets her borrow her pencil for the day.
5. Jason waits for his teacher to turn the corner and then starts running down the hall.
6. Jack sees someone fall down at recess, so he runs over to see if they need help.
7. Max does not know a word while he is reading, so Tyler calls him "dumb."
8. Jessie sees a girl being bullied by an older student, so she goes and gets a teacher for help.

## Grade 1 Week 22



### And babies

Is there going to be a new baby in your family? SIX will be delighted! When should you tell her? And what should you tell her?

Don't tell her too soon. A month or two is quite long enough for her to wait. The pregnancy period is not of much interest to SIX. She acts as if she were blind: she is scarcely aware of an enlarging abdomen, even if it is her own mother's.

What do you tell her? SIX is only vaguely interested in how a baby starts. She now seems to grasp the idea of the baby starting from a seed. She is quite satisfied with that much information at this time. What she is interested in is that there will be another baby in the family. She likes babies. She has been known to ask for another when she already has a sibling two or three months old.

### Talking about sex

If you have not decided how you are going to approach sex education with SIX, it is time to think about it. The relative unconcern that five-year-olds show toward sex vanishes at six years of age.

SIX's interest in sex now covers many new and varied fields: marriage, the origin of babies, pregnancy, birth, the opposite sex and a new baby in the family. The "how" is still beyond her grasp. A few children who may be told about the "how" by older children usually go to a parent to have them confirm or deny the facts. Then the matter is usually dropped and SIX shows little interest until the age of eight or older.

SIX shows her level of interest by giggling over "bathroom words" or the exposure of a "belly button." An older child, eight or older, may "play doctor" with SIX. This happens frequently. Take it calmly but in the future prevent the circumstances that allowed it to happen.

You should also know that generally children who have their sex questions answered indulge less in experimentation. Those who continue to wonder about the differences in the sexes are more likely to experiment to find out.

Also, don't worry about giving the child "ideas" by offering information that is too advanced. The child will simply be bored by it, not excited. She will stop listening or will change the subject.

Additional reading: Public Affairs Pamphlet No. 549: *Sex Education: The Parent's Role*. Cost: 50¢. Order from: Public Affairs Committee, Inc., 381 Park Avenue South, New York, New York 10016.

### Riddles

What did one stick say to the other? (I'm broke!)

What did one salad say to the other salad? (I'm all mixed up!)

Riddles! SIX will love them if you keep them simple. When you first try one, SIX will be perplexed. When you tell her the answer she will generate a huge amount of mental activity trying to understand. She will laugh out loud when she finally catches on. And she'll feel great when she passes it on to one of her peers. But primarily, riddles are for thinking!

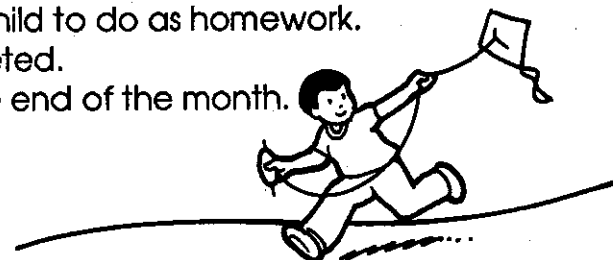
*"What good are straight teeth and trumpet lessons to a person who cannot see the grandeur the world is charged with?"*

—Katherine Paterson—



Monday	Tuesday	Wednesday	Thursday	Friday
Clap your hands above your head 10 times. <input type="checkbox"/>	Write the numbers from 38 to 88. <input type="checkbox"/>	Read these words: <b>hot, big, tall, sad, wet.</b> Tell their opposites. <input type="checkbox"/>	Get a paper bag. Draw a funny face on it to make a puppet. <input type="checkbox"/>	Write five words that have a <b>u</b> . <input type="checkbox"/>
Put drops of food coloring in a glass of water. What happens? <input type="checkbox"/>	Read or listen to a story. <input type="checkbox"/>	Name five things that have four wheels. <input type="checkbox"/>	Solve these: 3+4=    2+5= 1+3=    6+1= 3+2=    0+7= 4+2= <input type="checkbox"/>	Write an ending for this sentence: <b>I like to _____.</b> <input type="checkbox"/>
Tell someone five words that rhyme with <b>rug</b> . <input type="checkbox"/>	Write a recipe for making a sandwich. <input type="checkbox"/>	Count to 100 by 5's. <input type="checkbox"/>	Sing a song you learned in school. <input type="checkbox"/>	Find a picture book. Tell the story using your own words. <input type="checkbox"/>
Have someone read to you. <input type="checkbox"/>	Draw a picture of a tree in spring. <input type="checkbox"/>	Write a sentence telling about your best friend. <input type="checkbox"/>	Count to 100 by 10's. <input type="checkbox"/>	Draw your favorite meal on a paper plate. <input type="checkbox"/>
Write your full name. Count how many letters are in it. <input type="checkbox"/>	Solve these: 7-5=    7-3= 7-4=    7-6= 7-2=    7-7= 7-0= <input type="checkbox"/>	Name five words that begin with <b>st</b> . <input type="checkbox"/>	Visit a library. Check out a book. <input type="checkbox"/>	Name three things made of plastic. <input type="checkbox"/>

Choose at least three activities each week for your child to do as homework.  
Check the square when an activity has been completed.  
Please sign and return this sheet to the teacher at the end of the month.



Parent's signature \_\_\_\_\_