

Name _____

HOMEWORK FOR GRADE ONE

May 12 - May 16

SPELLING WORDS: for, from, here, love, my, of
CHALLENGE WORDS: dove, shove, are, and
SENTENCE: I love my dove from here to there.
DOLCH: carry, who, first, start, blue

Monday, May 12

- Read for 15 minutes
- I/We read _____
- Practice math flashcards for 3 minutes
- Complete the DOLCH UNIT 31 READING PACKET

Tuesday, May 13

- Read for 15 minutes.
- I/We read _____
- Practice your math flashcards for 3 minutes
- Complete the Ladybugs Power Words worksheets.

Wednesday, May 14

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Complete the Changing Power Words worksheets.
- In your math Problem Solving math workbook complete pages PS 119-122. Tear out carefully and attach to this homework.

Thursday, May 15

- Read for 15 minutes.
- I/We read _____
- In your math Problem Solving math workbook complete pages PS 123-128. Tear out carefully and attach to this homework.
- Remember to study for tomorrow's Doozer Test! Are you ready?

Friday, May 16

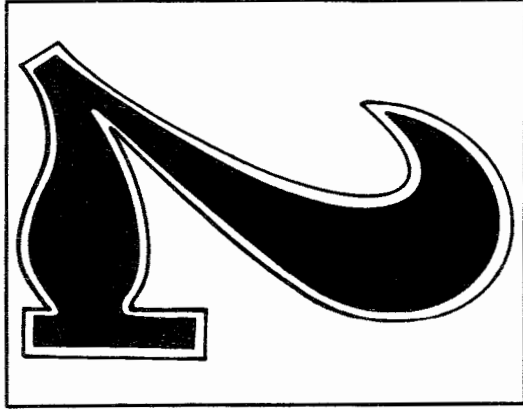
- Turn in this packet of homework. Please remember to turn in your yellow Thursday folder too!
- *** THIS IS OUR LAST HOMEWORK PACKET!! ***

• 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."

seven



seven

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."

The girl **got** toys for her birthday. got

Is it **better** to be hot or cold? better

This fish is so **good**, I will eat it all. good

I will put **these** toys on the chair. these

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."

Got

good

Better

seven

Seven

got

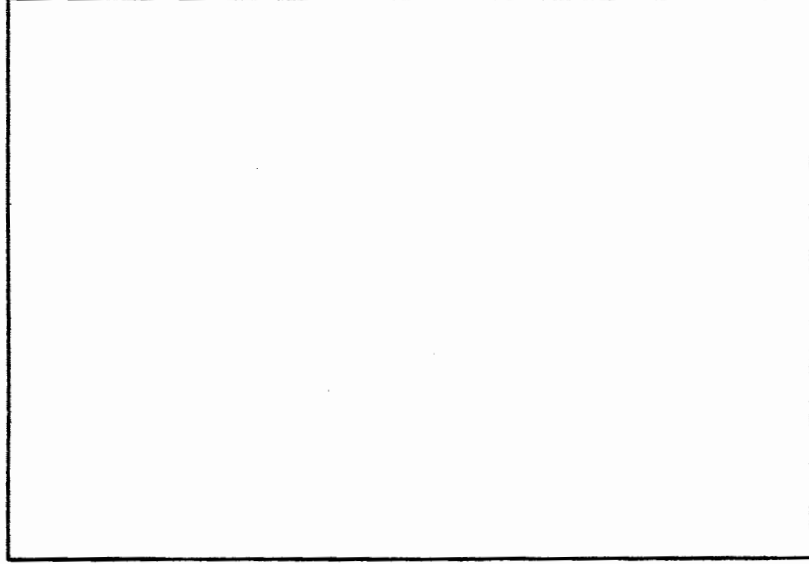
Good

these

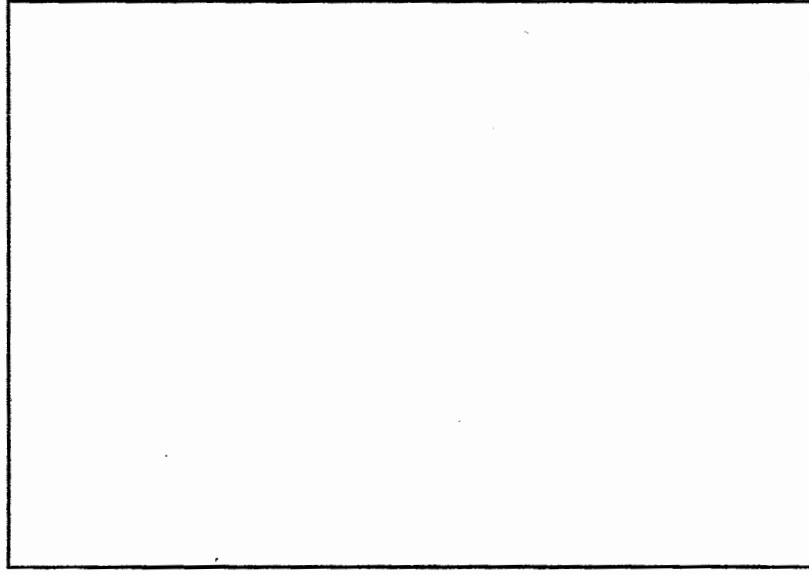
These

better

My seven fish are
funny together.



These children like
to laugh.



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

Name _____

these

seven

good

got

better

b	d	e	e	e	e	e	g	g	h	n	o
	o	o	r	s	s	t	t	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 _____

better

be _ _ er

_ _ tter

got

_ _ t

g _ _

good

g _ _ d

_ _ oo _ _

seven

s _ _ v _ _ n

_ _ e _ _ en

these

the _ _ _

_ _ _ ese

Name _____

better
good
these
got
seven

1. Milk is _____ to drink with cake.

2. _____ fish are good and hot.

3. "I had _____ get that fly," said Father.

4. _____ children have got to do better in school.

5. We _____ our wish to keep all of the toys.

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.

These seven children
are good and kind
to the old cat.

I had better be going
so that I can get to
school before seven.

I can draw a squirrel,
but these children
can draw one better.

These seven children ate
seven fish that were
good and hot.

The milk is good, but
the hot fish is better.

The old man got better
after his sleep.

Name _____

RL1, RL2, RL10, RF1, RF2, RF4, LI, L4

Power Words

decide

frowned

joy

Ladybug

Silly little lady bug, walking right along.

I wonder where she's going. Where does she belong?

I decide to ask her, so I bend down low

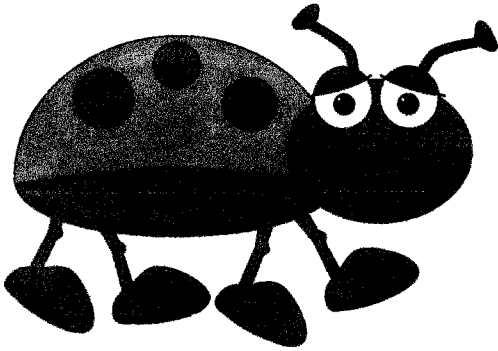
She comes right over and crawls up on my toe.

"Hey little lady, I have a question for you.

Where are you going and what are you to do?"

That ladybug frowned and lost all joy

When she looked up at me and said, "I am a boy!"



1. Circle the rhyming words in the poem.

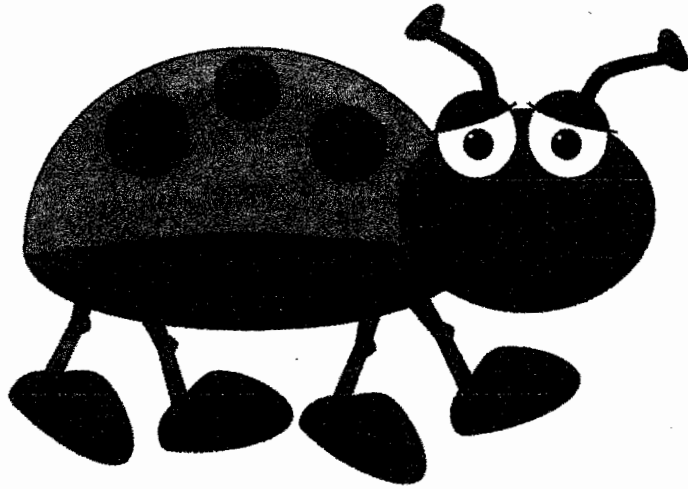
2. What did the author ask the ladybug? _____

3. Circle all the capital letters in the poem.

4. Why was the ladybug mad at the end of the poem.

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

Circle the verb in each sentence.



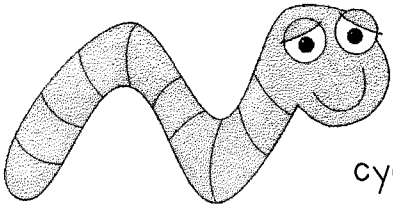
1. The ladybug flew away.
2. She asked a question.
3. Did you jump over the stick?
4. I am going to pick a flower.
5. She is smiling at the ladybug.
6. I laughed when I saw it.
7. My friend sent me a letter.
8. The ladybug landed on my arm.
9. We ate lunch in the kitchen.
10. I cut out a paper flower.

Power Words

cycle

chrysalis

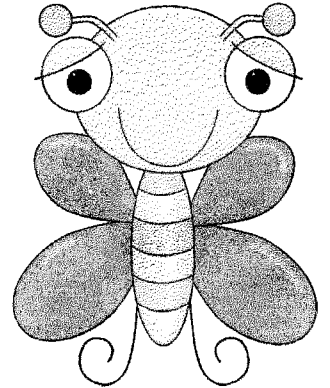
transform

Changing

There are four stages to a butterfly's life cycle. First, a butterfly starts out as an egg.

Next, the egg hatches and becomes a caterpillar. The caterpillar eats and eats and becomes very fat. It has to shed its skin as it keeps growing. Then, the caterpillar becomes a chrysalis. The caterpillar will transform into a

butterfly and break out of the chrysalis. Once the butterfly's wings dry, it can fly away. The butterfly will lay an egg and the life cycle will start all over.



1. What type of story is this? FICTION or NONFICTION

2. What are the four stages of a butterfly's life cycle?

3. Circle the two words in the compound word *butterfly*.

but

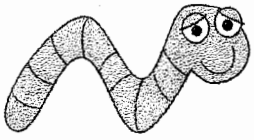
butter

ter

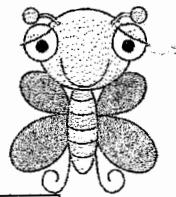
fly

4. What do the butterfly's wings have to do before it can fly away?

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



Draw and label the four stages of a butterfly life cycle.



The first stage is the

_____.

The second stage is the

_____.

The third stage is the

_____.

The fourth stage is the

_____.

Grade 1 Week 31

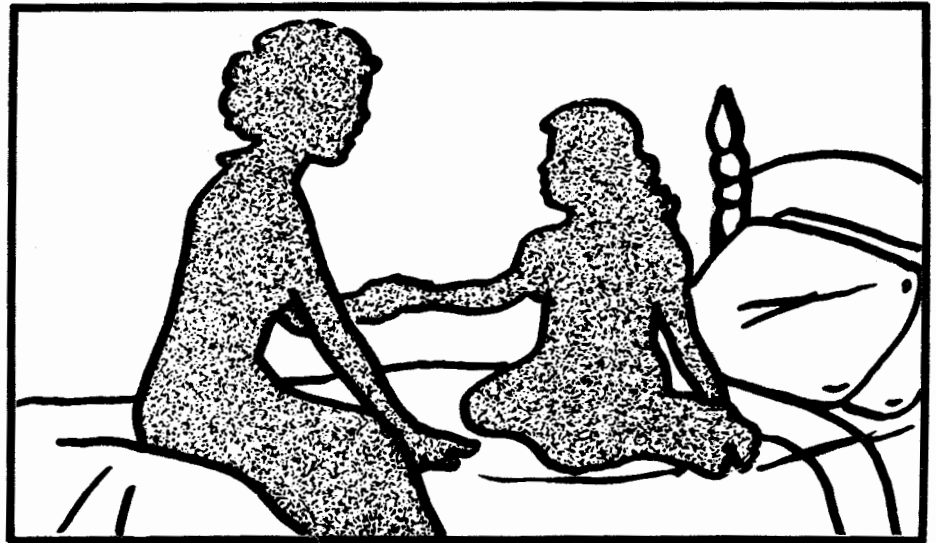
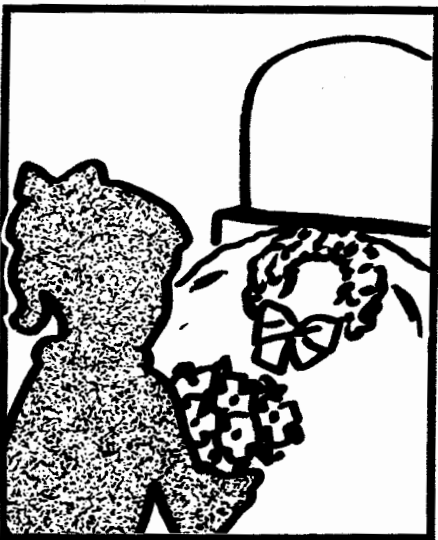
Death

Six-year-olds think about death a lot. They are most fearful that Mother will die, and they have bad dreams about this.

SIX is beginning to be aware of deaths that occur in her immediate surroundings: neighbors, relatives, people at school. She is now realizing that besides dying of old age, people can be killed in auto accidents or wars.

There is also more pre-occupation than is outwardly observable about graves, funerals, and being buried in the ground. Six-year-olds discuss these matters with each other and don't like the thought of their relatives or themselves being buried.

Pictures of dead children can cause bad dreams. Seeing a dead animal is an experience a six-year-old doesn't forget easily.



When SIX tells "tall tales" or lies

"Mom! SIX told a lie!"

Before you deliver a lecture, think.

Was it a "tall tale" or a "real lie?" Most six-year-olds are compulsive tall-tale-tellers, much more so than adults would like to believe. A clue to the tale being "tall" is that it is highly illogical, events do not naturally arise from the original "opening scene," and the tale in general is absurd.

When is it a lie?

When it appears that it could be a defensive act — a cover-up or protective story.

Fibbing is a habit that you don't want SIX to develop. But more important is the reason behind the fib. If it is defensive, then there is a problem SIX is concerned about. She doesn't know how to solve it. She has "fibbed" — but the problem is still there bothering her.

Punishing and shaming a child may make you feel like you have set her on the "straight and narrow," but it doesn't do anything for her. She still has the problem.

Tell SIX you think she is worried about something. Say, "Maybe I can help." Talk about it quietly at bedtime after the lights are out. She'll sleep better. You'll have greater insight into her needs. Best of all, SIX will be developing the habit of finding and looking at the truth squarely.

"Parents who wish to train up their children in the way they should go, must go in the way in which they would have their children go."

—Bacon—