

Name \_\_\_\_\_

## HOMEWORK FOR GRADE ONE

May 5 - May 9

SPELLING WORDS: red, yellow, black, pink, green  
CHALLENGE WORDS: white, blue, brown, you, that  
SENTENCE: U.S.A. is red, white, and blue.  
DOLCH: good, these, better, seven, got

### Monday, May 5

- Read for 15 minutes
- I/We read \_\_\_\_\_
- Practice math flashcards for 3 minutes
- Complete the DOLCH UNIT 30 READING PACKET

### Tuesday, May 6

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

### Wednesday, May 7

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Complete the Where is My Lunch? Power Words worksheets.
- In your math Problem Solving math workbook complete pages PS 111 - 113. Tear out carefully and attach to this homework.

### Thursday, May 8

- Read for 15 minutes.
- I/We read \_\_\_\_\_
- In your math Problem Solving math workbook complete pages PS 114 - 118. Tear out carefully and attach to this homework.
- Remember to study for tomorrow's Doozer Test! Are you ready?

### Friday, May 9

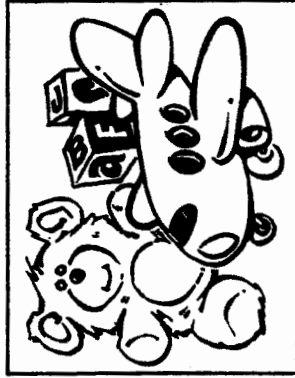
- Turn in this packet of homework. Please remember to turn in your yellow Thursday folder too!

- Parent Signature \_\_\_\_\_

Name \_\_\_\_\_

Directions: Tell the children, "Read the word that goes with each picture. Then say its letters. Repeat the word. Now trace the word with your pencil."

toys



milk



drink



toys

milk

drink

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."

Can he find **his** toys?

Do you know **why** an elephant can not ride on a bus?

**why**

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."

Toys

Why

Milk

His

Drink

drink

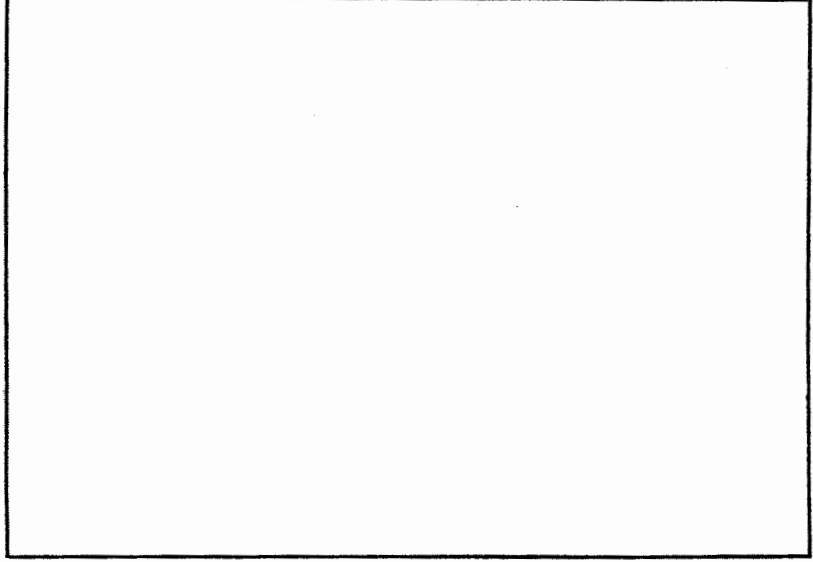
his

toys

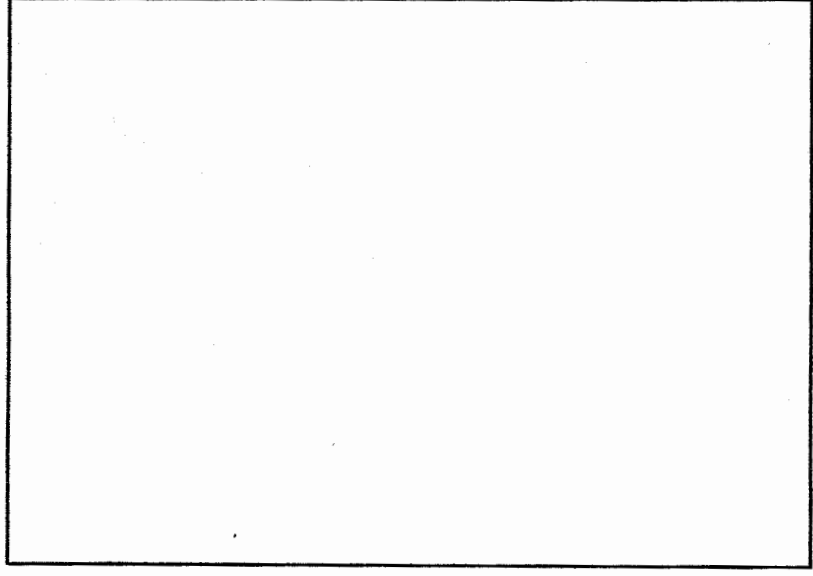
why

milk

The man will  
drink his milk.



The boy will fish  
with his father.



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

Name \_\_\_\_\_

\_\_\_\_\_

toys \_\_\_\_\_ why \_\_\_\_\_

drink \_\_\_\_\_ his \_\_\_\_\_

\_\_\_\_\_

milk \_\_\_\_\_

\_\_\_\_\_

d	h	h	i	i	i	k	k	l	m	n
o		r	s	s	t	w	y	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 \_\_\_\_\_

toys

t \_ y \_

o \_ s

milk

\_ lk

mi \_

drink

dri \_ \_

\_ \_ ink

his

\_ i \_

h \_ \_

why

\_ y \_

w \_ \_

Name \_\_\_\_\_

<p>milk drink his toys why</p>
--

1. Do you know \_\_\_\_\_ you are at school?  
\_\_\_\_\_

2. A cat will drink \_\_\_\_\_.  
\_\_\_\_\_

3. \_\_\_\_\_ your milk so that you will grow.  
\_\_\_\_\_

4. Could the \_\_\_\_\_ be for the little children?  
\_\_\_\_\_

5. Please thank \_\_\_\_\_ father for the book about fish.  
\_\_\_\_\_

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.

Why does the boy drink  
his milk so fast?

The children will draw  
 an elephant that can  
eat a bus.

Can you tell me why you  
like to play with toys?

Can you tell me why an  
elephant can grow so big  
and why a fly can not?

Why are his toys out on  
the grass in the rain?

Drink your milk so you  
 can play with your toys.

Name \_\_\_\_\_

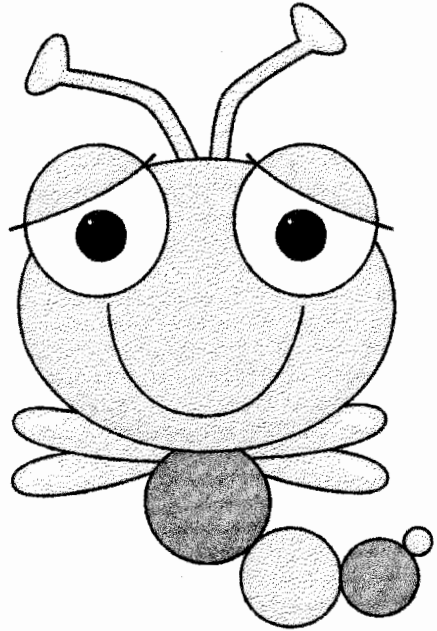
RL1, RL2, RL10, RF2, RF4, L1, L4

Power Words

creepy                      soaring                      swarming

Bugs

Creepy, crawly, slimy bugs  
Walking on the ground  
Soaring, buzzing, swarming bugs  
Flying all around.  
All these bugs are bugging me  
Please make them go away.  
I do not want them here with me  
Not now or any day!



-----

- 1. Circle the rhyming words in the poem.
- 2. Write some words from the poem to describe the bugs.

\_\_\_\_\_

\_\_\_\_\_

- 3. Circle the words that rhyme with *bug*.

hug              bud              shrug              jug              bad              tug

4. Does the author like bugs? \_\_\_\_\_

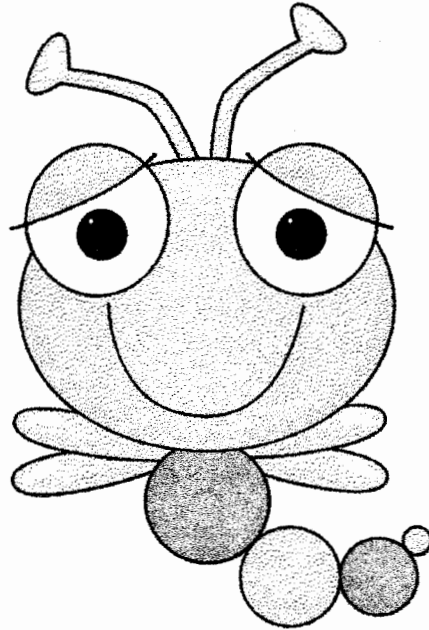
How do you know? \_\_\_\_\_

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



Add an adjective of your choice in each sentence.

{Remember: An adjective is a word that describes a noun.}



1. The \_\_\_\_\_ bugs were in the yard.
2. Did you see that \_\_\_\_\_ spider?
3. The \_\_\_\_\_ butterfly landed on me.
4. I love to look at the \_\_\_\_\_ ladybugs.
5. My \_\_\_\_\_ brother has an ant farm.
6. The \_\_\_\_\_ caterpillar ate the leaf.
7. Will you show me the \_\_\_\_\_ bug?
8. That \_\_\_\_\_ flower has a bee on it.
9. I saw \_\_\_\_\_ ants crawling outside.
10. He caught a \_\_\_\_\_ dragonfly.

Name \_\_\_\_\_

RL1, RL2, RL10, RF2, RF3, RF4, LI, L4

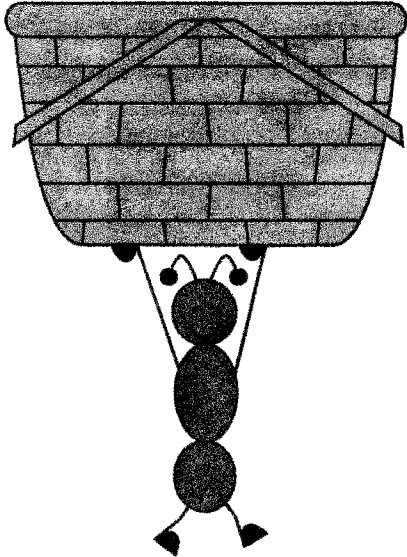
Power Words

shocked

remained

wonder

Where's My Lunch?



I packed my lunch to have a picnic, one day in the park.  
I spread out my blanket, put out my food, and went for a walk.  
I came back a short while later, and I was shocked to see  
All that remained was the blanket. There was no food for me!  
I looked all around to try to find, where my food was now.  
I think the ants carried it off, but I really wonder how.

-----

1. Circle all of the words with a long vowel sound.
2. What happened during the picnic?

\_\_\_\_\_

\_\_\_\_\_

3. Circle the words with the same ending sound as *ant*.

paint      sand      long      hint      front      last

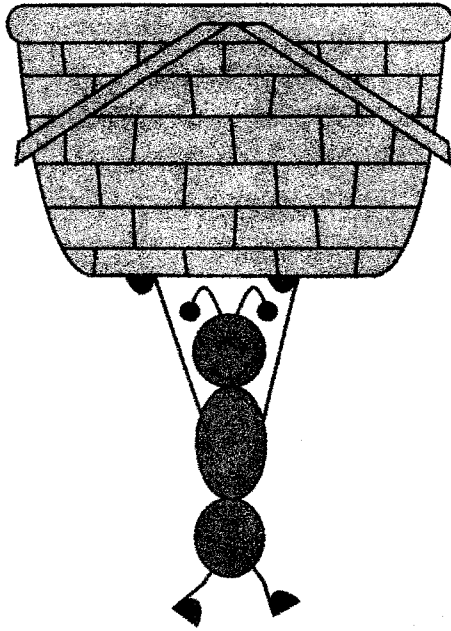
4. What would you take on a picnic?

\_\_\_\_\_

\_\_\_\_\_

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

Circle the nouns in each sentence.



1. The ants stole my lunch.
2. Have you ever been on a picnic?
3. I packed an apple and a sandwich in the bag.
4. Do you have a basket I can borrow?
5. I saw an anthill on the sidewalk.
6. What kind of sandwich would you like?
7. I will have peanut butter and jelly.
8. I want to sit by the lake.
9. Do you want apple juice or water?
10. My basket is full of food.

## Grade 1 Week 30

### Cheating

"Tattle-tales" are not favorites of parents or teachers. One wonders, "What's wrong with that kid to be so happy about someone else's misfortune?"

However, if you get a report that SIX had to "stay in at recess" because he "cheated," be glad someone told you. You need to look into the matter before it becomes a problem.

The problem is not the actual act of "cheating" — or copying off a neighbor's paper. Little folks in kindergarten and first grade think of copying simply as sharing. And "sharing" is greatly emphasized. If a child doesn't know what to put down, his neighbor shares.

The real problem is: Why did he need to copy? That's the important thing. Is there a gap in his learning somewhere? Or was he talking instead of listening?

What to do? Go to school, see the paper, bring it home, and watch how SIX performs on similar problems you give him. You may need to re-teach him the skills he's lacking. This is a better way to prevent "cheating" than preaching.

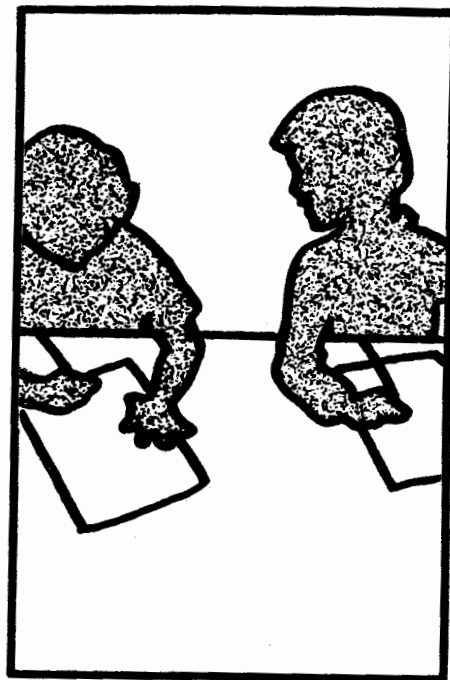
This is not one of the seven deadly sins now. Nip the need to look at a neighbor's paper before it becomes a habit.

### Enjoying school?

Does SIX still have that same good feeling about school that he had in the beginning? He was so confident. Remember, he couldn't wait to go to "real school" and do "real work."

Dislike of school, if it does develop, occurs toward the end of the year if a child, for one reason or another, has not been able to maintain his place in the group. If he dislikes school, it is very important to know why.

Remember, this is going to go on for at least eleven years more, so it's important that he like it. So observe, listen, and act quietly and wisely. SIX needs you.



*"If, when instructing a child, you are vexed with it for want of adroitness, try to write with your left hand. Then remember that a child is all left hand."*

—J.F. Boyse—

### Bicycle time

Most six-year-olds will ask for a bicycle. If at all possible, buy or borrow one for him. It's not that he simply wants another possession. He needs it for development of balance and locomotor skills.

Many children would be satisfied if they could borrow a small bicycle until they have learned to ride and have some successful experience.

### A new attitude

By this time, joy begins to figure more strongly in SIX's emotional life. Parents report a new kind of enthusiasm: he "loves" to do things.

He enjoys books, he enjoys the effort of working on things, and most of all he enjoys surprising his parents.

This is a pleasant new attitude emerging, but at times there is backsliding to earlier typical SIX behavior. However, the positive trend is strong enough so that SIX can resolve to "be good all day" — and do it!