

Name \_\_\_\_\_

**HOMWORK FOR GRADE ONE**  
November 11- November 15, 2013

DOOZER WORDS: get, net, pet, wet, hen, leg  
CHALLENGE WORDS: sled, bed, then, them  
SENTENCE: The wet pet was on the end of the bed.  
DOLCH: today, house, look, little, saw

Monday, November 11 No School today. It is Veteran's Day!

- Read for 15 minutes
- I/We read \_\_\_\_\_
- Practice math flashcards for 3 minutes
- Complete the DOLCH UNIT 9 READING PACKET

Tuesday, November 12

- Read for 15 minutes.
- I/We read \_\_\_\_\_
- Practice your math flashcards for 3 minutes
- Complete the Native American ~ Power Words and Compound Words Worksheets.

Wednesday, November 13

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Complete the "Peanut Butter on Rye" good things to eat worksheet.
- In your math Problem Solving math workbook complete pages PS 33 - 34. Tear out carefully and attach to this homework.
- Practice your Thanksgiving songs.

Thursday, November 14

- Read for 15 minutes.
- I/We read \_\_\_\_\_
- In your math Problem Solving math workbook complete pages PS 35 -36. Tear out carefully and attach to this homework.
- Remember to study for tomorrow's Doozer Test! Are you ready?

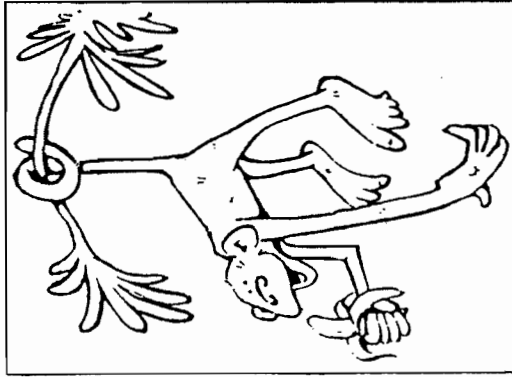
Friday, November 15

- 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 the picture. Then say its letters. Repeat the word. Now trace the word with your pencil."

monkey



monkey

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."

Is it funny? **it**

The boy **does** run fast. **does**

The cat is **white**. **white**

The boy and the cat **are** funny. **are**

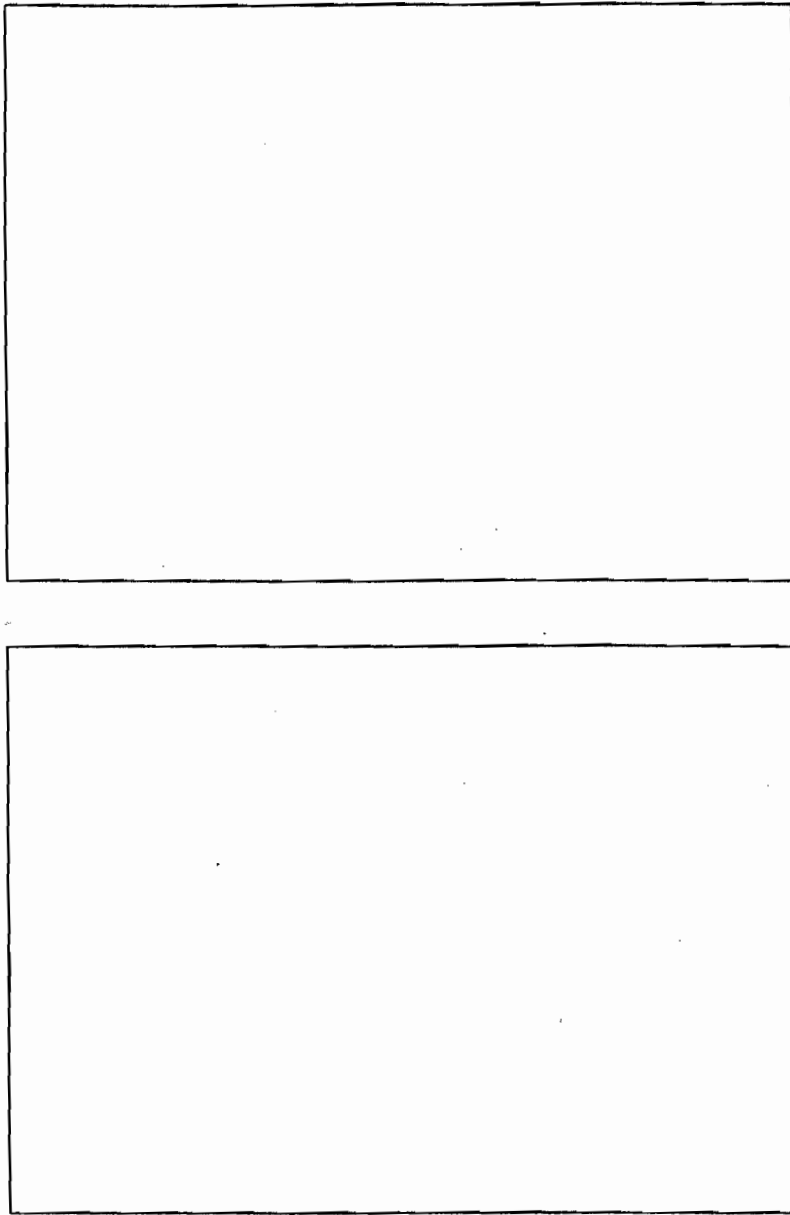
Name \_\_\_\_\_

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."

- It monkey
- Does it
- Are white
- Monkey does
- White are

The monkey is  
in the chair.

The monkey is  
in the rain.



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

Name \_\_\_\_\_

\_\_\_\_\_

monkey \_\_\_\_\_

are \_\_\_\_\_

\_\_\_\_\_

it \_\_\_\_\_

does \_\_\_\_\_

\_\_\_\_\_

white \_\_\_\_\_

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|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| a | d | e | e | e | h | i | i | k | m |
| n | o | o | r | s | t | 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 \_\_\_\_\_

it

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

does

d \_ \_ s

oe

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

are

e

a

monkey

m \_ \_ n \_ \_ ey

o \_ \_ key

white

hit

w \_ \_ i \_ \_ e

Name \_\_\_\_\_

|   |
|---|
| <p>monkey</p> <p>white</p> <p>does</p> <p>are</p> <p>it</p> |
|---|

1. \_\_\_\_\_ the little puppy run fast?  
 \_\_\_\_\_  
 \_\_\_\_\_
2. The house the girl and I saw is \_\_\_\_\_.  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Will \_\_\_\_\_ rain today?  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Look at the \_\_\_\_\_. It is funny.  
 \_\_\_\_\_  
 \_\_\_\_\_
5. The book and ball \_\_\_\_\_ brown.  
 \_\_\_\_\_  
 \_\_\_\_\_

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.

Does the monkey jump  
and run on the grass?

The white cat will not sit  
on the chair.

Will it rain  
at school today?

The monkey and the  
puppy are funny.

Does the white puppy  
play with the ball?

Are the boy and girl  
fast with the ball?

**Power Words**

Native Americans

tribes

languages

**Native Americans**

Native Americans were the first people to live in North America. There were many different tribes of Native Americans that lived in our country. All of the tribes were different. They wore different clothes, had different hairstyles, and lived in many different types of houses. The different tribes also spoke different languages. There are still about 3 million Native Americans living in North America today.



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

2. About how many Native Americans live in North America today?

3. **Hairstyles** is a compound word {two words put together to make a new word}. Circle the other compound words.

butterfly

firetruck

schoolhouse

beautiful

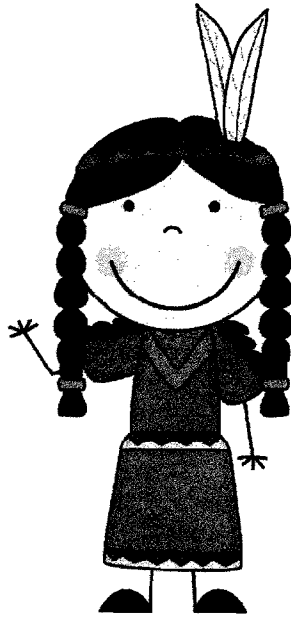
America

4. What are some things that are different about each Native American tribe?

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



Draw a line to match the words to make a compound word.



birth

ball

base

day

finger

coat

grand

nail

rain

road

rail

mother



PEANUT BUTTER  
&  
PICKLE ON RYE

WRITE SOME GOOD THINGS TO EAT THAT BEGIN WITH  
EACH LETTER OF THE ALPHABET, LISTED BELOW.

a

b

c

f

h

j

k

l

m

o

p

q

s

t

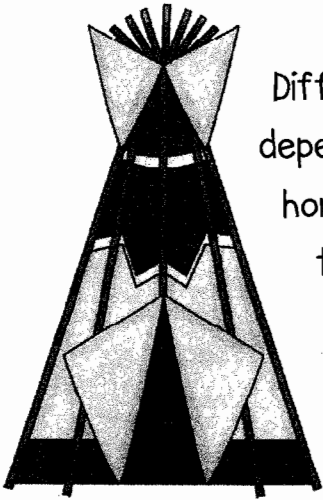
v

w

Power Words

climate                      plains                      hide

Teepees



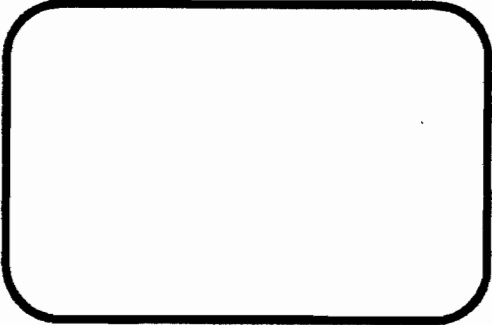
Different tribes of Native Americans had different types of homes depending on the climate where they lived. Teepees were a type of home built by the Native Americans that lived in the plains. These types of homes looked like tents but they were built with wood and covered with buffalo hide. The Native Americans used teepees because they were easy to take down and move. When the tribes would travel to a new place, they could easily take their home with them.

- 
1. What type of story is this?                      FICTION    or    NONFICTION
  2. All Native American tribes lived in teepees.                      TRUE    or    FALSE
  3. Why did some tribes live in teepees? \_\_\_\_\_  
\_\_\_\_\_

4. What were the teepees made of? Draw a picture.

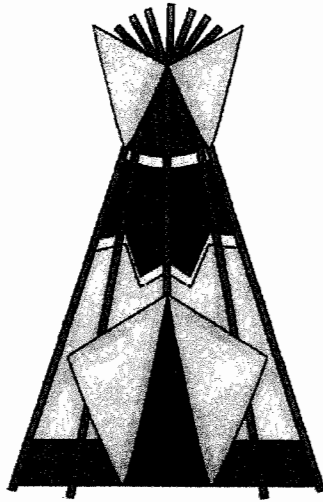
\_\_\_\_\_

\_\_\_\_\_



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

Circle the verbs in each sentence.



1. Some Native Americans lived in teepees.
2. I will build a teepee.
3. The boys ran around the yard.
4. They smiled at us.
5. Can you jump over that?
6. We are walking to my friend's house.
7. I talked to my brother on the phone.
8. I am watching television.
9. Are you playing music?
10. I will show you my toys.

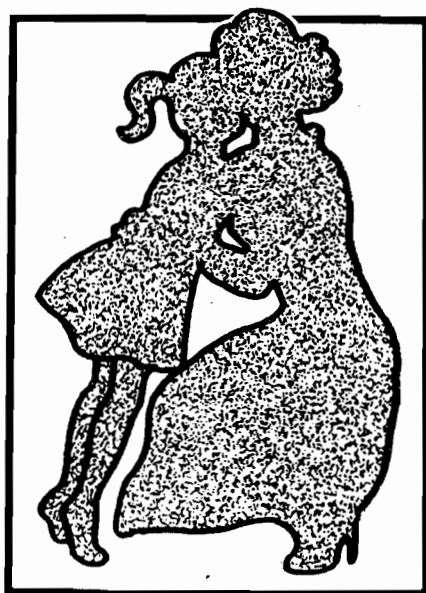
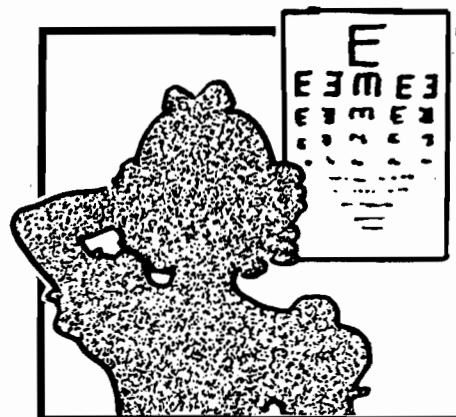
# Grade 1 Week 9

## Summary 6-8

# Growing Up

### Eye exam, teacher's meeting, and praise keep SIX actively learning and happy

What a mixed-up stew of contradictions a six-year-old is! One minute she's saying she loves you; the next minute she's throwing a tantrum! She's speedy, then slow; independent, then clinging. She's in a transition period, when everything she does seems to be followed by an equal, opposite, and sometimes violent reaction. At this time, remember:



- It's about the end of the first grading period at school. SIX wants you to know her teacher; and her teacher will be able to give you valuable guidance in helping SIX adjust. Have an after-hours conference for this purpose.
- An eye exam is important for first graders. Children's eyes are changing as they start school, and they must be able to see (the board, across the playground, the papers on their desks) if they are to succeed.
- Letter reversals ("01" instead of "10" or "saw" instead of "was") are common. If a dominant hand and foot has been chosen, the reversals will gradually lessen.

- Praise the child. It won't spoil her. Encouraging her to try, try, try again is better than criticizing.

- "Refuel" that active little body with an afternoon snack. Play is better in twosomes of the same age; aggression and timidity equal out by the end of the year. Broken arms are a common first-grade hazard.

- SIX is just beginning to understand time. She knows what yesterday, today, and tomorrow mean, but she hasn't the faintest idea what you mean by "just a little while."



*"Every citizen of this country, whether he pounds nails, raises corn, designs rockets or writes poetry, should be taught to know and love his American heritage; to use the language well; to understand the physical universe; and to enjoy the arts. The dollars he gains in the absence of enlightenment like this will be earned in drudgery and spent in ignorance."*

—Calvin Gross—