

Name _____

HOMEWORK FOR GRADE ONE
November 18- November 22, 2013

DOOZER WORDS: ten, red, jet, went, end, rest
CHALLENGE WORDS: pen, bet, into, an
SENTENCE: Ten kids got into a red jet.
DOLCH: like keep, bring, for, he

Monday, November 18

- Read for 15 minutes
- I/We read _____
- Practice math flashcards for 3 minutes
- Complete the DOLCH UNIT 10 READING PACKET

Tuesday, November 19

- Read for 15 minutes.
- I/We read _____
- Practice your math flashcards for 3 minutes
- Complete the "I Like to Think" Power Words and Real Words Worksheets.

Wednesday, November 20

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Complete the "First Thanksgiving" and "I Love Thanksgiving" Power Words Worksheets.
- In your math Problem Solving math workbook complete pages PS 37 -38. Tear out carefully and attach to this homework.
- Practice your Thanksgiving songs.

Thursday, November 21

- Read for 15 minutes.
- I/We read _____
- In your math Problem Solving math workbook complete pages PS 39 - 40. 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.
- 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."

Does **he** play fast ball? **he**

I **like** the funny monkey. **like**

Can the girl **keep** the puppy? **keep**

Can I **bring** the brown ball to school today? **bring**

The white puppy is **for** the boy. **for**

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."

He

Keep

Like

Bring

For

bring

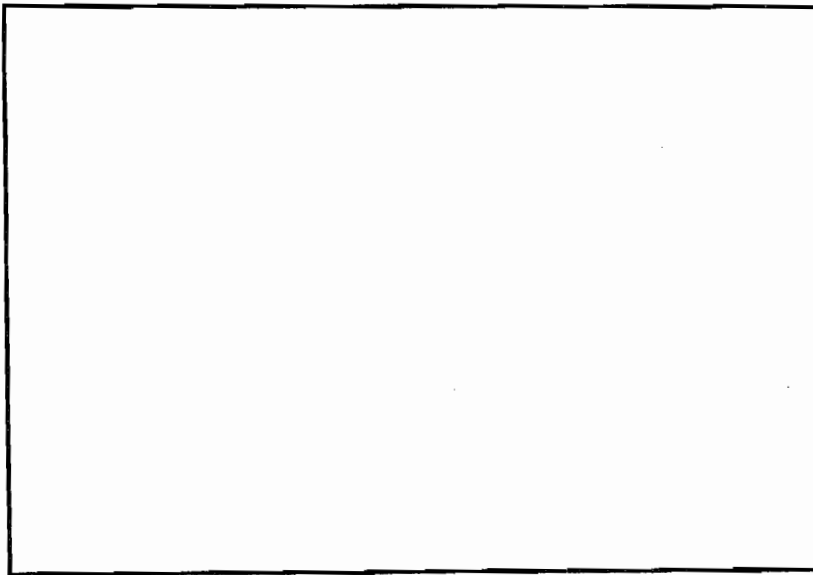
like

he

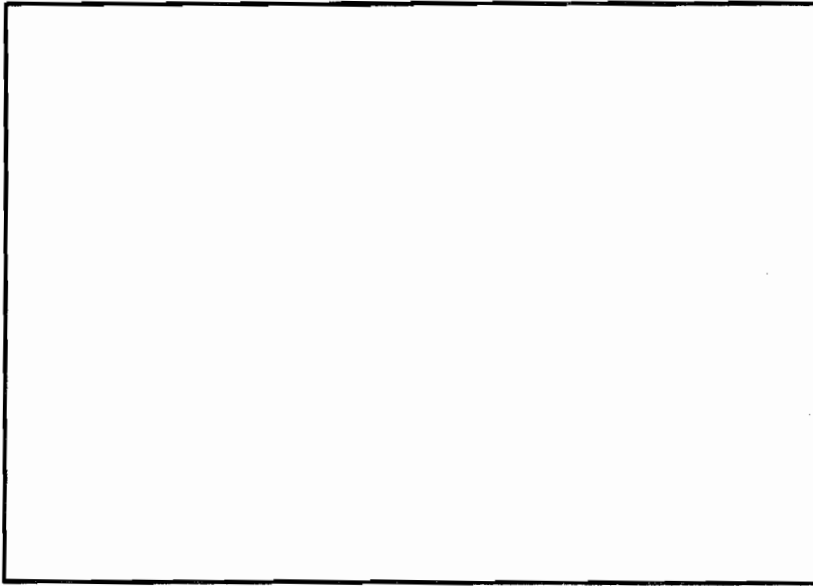
for

keep

The monkey can bring the brown ball to the girl.



The book is for the boy to keep.



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

Name _____

for

bring

like

keep

he

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| b | e | e | e | f | g | h | i |
| i | k | k | l | n | o | p | r |

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 _____

he

keep

k _ _ p

ee

like

i _ e

l _ k

bring

br _ n

for

f _ _

Name _____

| |
|---|
| <p>like</p> <p>keep</p> <p>bring</p> <p>for</p> <p>he</p> |
|---|

1. _____ the white ball to school.

2. I had to _____ the cat in the house.

3. I _____ to sit and read a book.

4. Does _____ like to sing and play?

5. The little house is _____ the puppy.

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.

He can not keep
the saw in the house.

I like to play house
with the little girl.

Does he bring the
white puppy to school?

The boy will keep the
book he saw on the chair.

Look at the monkey
bring the ball to the boy.

The cat and the puppy
are on the grass.

Name _____

RF2, RF3, RF4, RL10, LI, L4

Power Words

spotted

nervous

friendly

I Like to Think



I like to think what it was like way back on that day.

When the Native Americans spotted the ships heading over their way.

Were they nervous to see who would be, on the ships that came?

Would they be friendly or would they be mean? Would they tell them their names?

It's hard to imagine the day they met, and everything they thought.

But I try to picture it in my head and I think about it a lot.

1. Circle the rhyming words in the poem.

2. What does it mean to *spot* something? _____

3. Circle the question marks in the poem.

4. What do you think the Native Americans felt like when they saw ships coming towards them? _____

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

Circle the real words and cross out the nonsense words.



bit

mot

pen

vat

sun

yug

zad

gad

hot

get

rug

wot

meb

cig

rip

bad

red

lif

Power Words

survive

feast

pilgrims

journey

The First Thanksgiving

The pilgrims came to America in a ship called the Mayflower.

They were looking for a new home. It was a long, hard journey, but they finally landed on December 21, 1620. Many people did not survive the winter. The pilgrims finally met some

Native Americans that taught them many things and helped them in many ways. The pilgrims and Native Americans became friends and had a big feast. This was the first Thanksgiving.

1. What was the name of the ship that the pilgrims came on?

2. Circle the words that start the same as *Thanksgiving*.

ship thanks three chair thick share

3. Circle all of the proper nouns in the story.

4. Was the journey an easy one for the pilgrims? _____

How do you know? _____

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

Name _____

RL1, RL10, RF2, RF4, L4, L5

Power Words

mood

gobble

holiday

I Love Thanksgiving

Thanksgiving is a holiday that I get to eat great food.

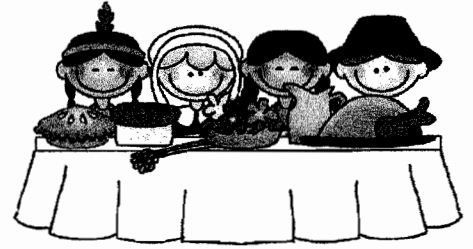
Turkey and potatoes, put me in a real good mood.

I love to eat the apple pie. I'll gobble it all down.

My grandma makes the best green beans. They are the best in town.

What do you eat Thanksgiving Day? What is your favorite thing?

Maybe I'll come to your house next. Just tell me what to bring.



1. Circle all of the rhyming words in the poem.

2. Circle the foods that were named in the poem.

potatoes

carrots

turkey

apple pie

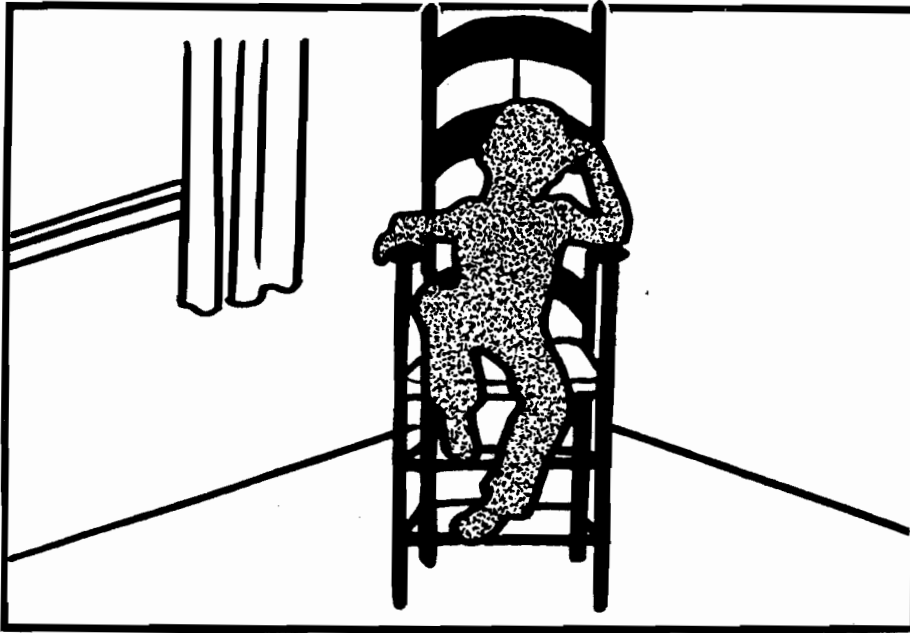
green beans

3. What do you do on Thanksgiving? _____

4. What kind of food was the author's grandma good at making?

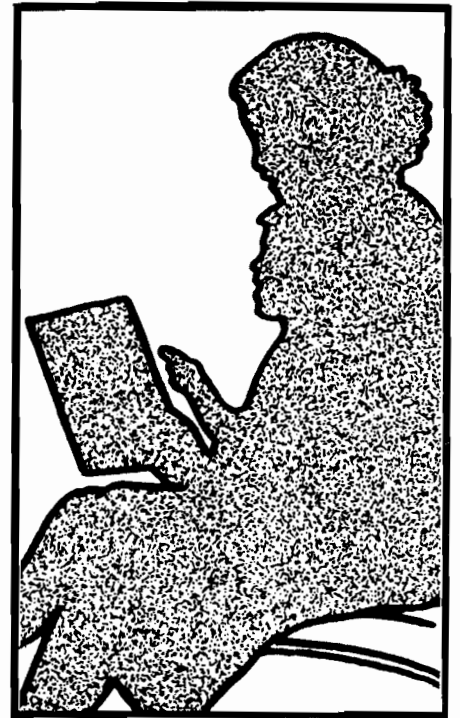
Read this poem at home three more times and have someone initial each time you read it. _____

Grade 1 Week 10



No criticism, please!

SIX will now have his first pre-reading workbooks. For him, this is the beginning of "real reading." He will bring home his completed books with great pride. Try to avoid criticism of errors, neatness, or the like. Praise is the magic formula to bring out the best in SIX.



"Real work" stress

SIX is now becoming involved in "real work" — numbers and reading in his workbooks. At the same time he is in a Dr. Jekyll/Mr. Hyde stage where he is alternately sweet/sour, quiet/noisy, calm/explosive. He will be critical of his achievements at school. At home he will react wildly before he finally settles down, seeking forgiveness. If parents make a demand, SIX might reply, "NO, I won't!" or, "How are you going to make me?" If giving him face-saving delays does not work, then use another form of discipline that SIX responds to: isolation, play in his room, or sitting in the "thinking chair" in a quiet spot away from older siblings. Remember, "real work" at school is new to SIX and can be unsettling.

Playing

SIX is in almost constant motion, whether standing or sitting. Family trips to the playground or swimming pool, as well as bike riding, ball throwing, and catching will help get SIX ready for the playground activities that are so important to his social and emotional well-being.

Learning to read

SIX really wants to learn to read. He likes to be read to and will listen to almost anything. The best way to prepare the young child for reading is to hold him on your lap and read aloud to him, allowing him to trace under the line with his finger. The printed page, the physical comfort and the security of being close to you, the reassuring voice, the fascination of the story — all combine in the child's mind to identify books as a pleasant experience.

"Education is a kind of continuing dialogue; and a dialogue assumes, in the nature of the case, different points of view."

—Robert Hutchins—