

Name \_\_\_\_\_

## HOMWORK FOR GRADE ONE

October 21 - October 25

DOOZER WORDS: lot, got, pot, job, drop, off  
CHALLENGE WORDS: spot, forgot, you, they  
SENTENCE: We forgot to drop off your pot.  
DOLCH: at, will, sit, to on

Monday, October 21. Parent/Teacher Conferences - it is a half day.

- Read for 15 minutes
- I/We read \_\_\_\_\_
- Practice math flashcards for 3 minutes
- Complete the DOLCH UNIT 6 READING PACKET

Tuesday, October 22 Parent/Teacher Conferences - it is a half day.

- Read for 15 minutes.
- I/We read \_\_\_\_\_
- Practice your math flashcards for 3 minutes
- Complete the "Spot and 6th Missing Pumpkin" and "Pictograph" worksheets.

Wednesday, October 23 Parent/Teacher Conferences - it is a half day.

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Complete the "Bats" and "Batty for Bats" worksheets.
- In your math Problem Solving math workbook complete pages PS 21-22. Tear out carefully and attach to this homework.

Thursday, October 24 Parent/Teacher Conferences - it is a half day. Your Bear is Due.

- Read for 15 minutes.
- I/We read \_\_\_\_\_
- In your math Problem Solving math workbook complete pages PS 23-24. Tear out carefully and attach to this homework.
- Remember to study for tomorrow's Doozer Test! Are you ready?

Friday, October 25 Collaboration Day and Spirit Rally - it is an early release day.

- Turn in this packet of homework. Please remember to turn in your yellow Thursday folder too!
- It is also Teddy Bear Picnic Day! Lunchtime is 11:15-11:45, on the lawn behind the first grade classrooms.
- Parent Signature \_\_\_\_\_

Name \_\_\_\_\_

Directions: Tell the child/ren, "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 boy **at** school can read. **at**

The puppy **will** jump and run. **will**

Will the girl **sit** in the chair? **sit**

Can a girl read **to** a cat? **to**

Is the puppy **on** the grass? **on**

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."

At

Will

To

Sit

On

will

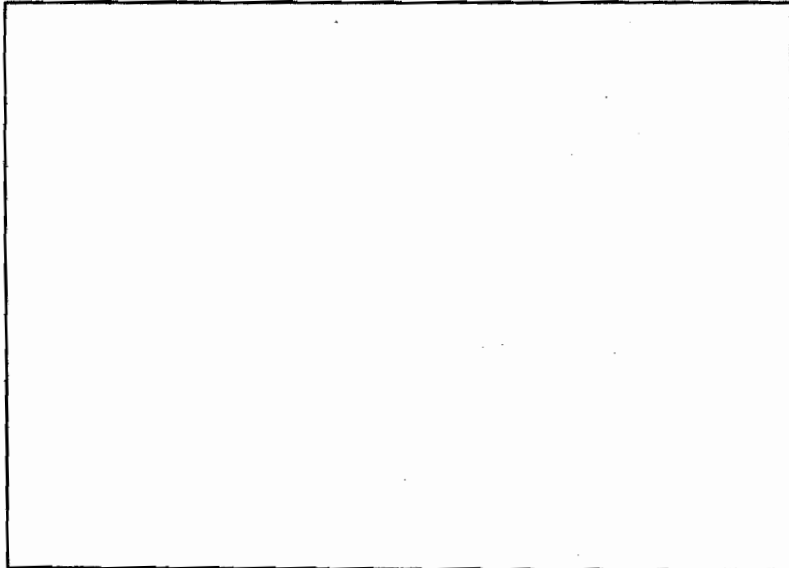
on

at

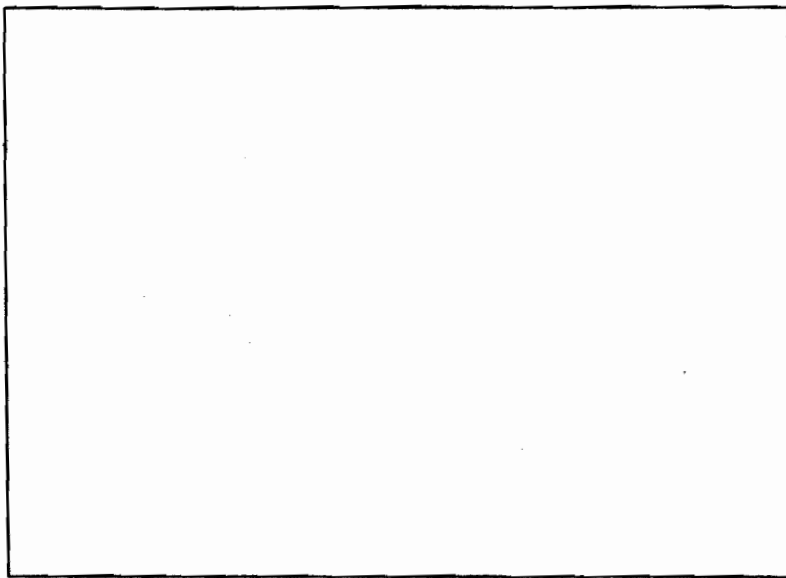
to

sit

The puppy can sit on the chair.



The puppy can sit on the grass.



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

Name \_\_\_\_\_

\_\_\_\_\_

will \_\_\_\_\_

at \_\_\_\_\_

\_\_\_\_\_

on \_\_\_\_\_

sit \_\_\_\_\_

\_\_\_\_\_

to \_\_\_\_\_

-----

a	i	i	l	n	o	s	t	t	w
---	---	---	---	---	---	---	---	---	---

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 line beside the printed word."

Name \_\_\_\_\_

at

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

will

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

W I

to

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

sit

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

S I

on

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

Name \_\_\_\_\_

sit
to
will
at
on

1. \_\_\_\_\_ the puppy jump on the chair?  
\_\_\_\_\_
2. The book is \_\_\_\_\_ school.  
\_\_\_\_\_
3. The boy can \_\_\_\_\_ and read the book.  
\_\_\_\_\_
4. The girl will sing \_\_\_\_\_ the boy.  
\_\_\_\_\_
5. Can the cat sit \_\_\_\_\_ the grass?  
\_\_\_\_\_

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.

The girl will sit on the grass to read a funny book.

The boy and girl had to run to school fast.

The boy can sit on a chair with a puppy and sing.

The fast cat will run to the girl in the rain.

At school, the girl will not jump on the chair.

The boy will laugh at the funny puppy.

Name \_\_\_\_\_

RL1, RL2, RL3, RL5, RF2, RF4, L4

**Power Words**

instead

mystery

sudden

**Spot and the Missing Pumpkin**



Layla brought a pumpkin home and set it on the kitchen table.

A little while later, she walked back into the kitchen and her pumpkin was gone. She looked under the table. It wasn't there. She looked all over the kitchen and she still could not find it. It was a mystery! All of the sudden Spot, her dog, came walking into the kitchen holding the pumpkin by the stem. Layla took the pumpkin away from Spot and gave him a ball to play with instead.

- 
1. What type of story is this? FICTION or NONFICTION
  2. Who were the characters in the story?

---

3. Circle all the words that rhyme with *Spot*.

splat

hot

dot

not

sat

4. What was the problem in the story?

---

How was the problem solved?

---

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



Unscramble the words to make a sentence.



1. stole Spot pumpkin. the

---

2. pumpkin was The missing.

---

3. I know don't it went. where

---

4. you Have it? seen

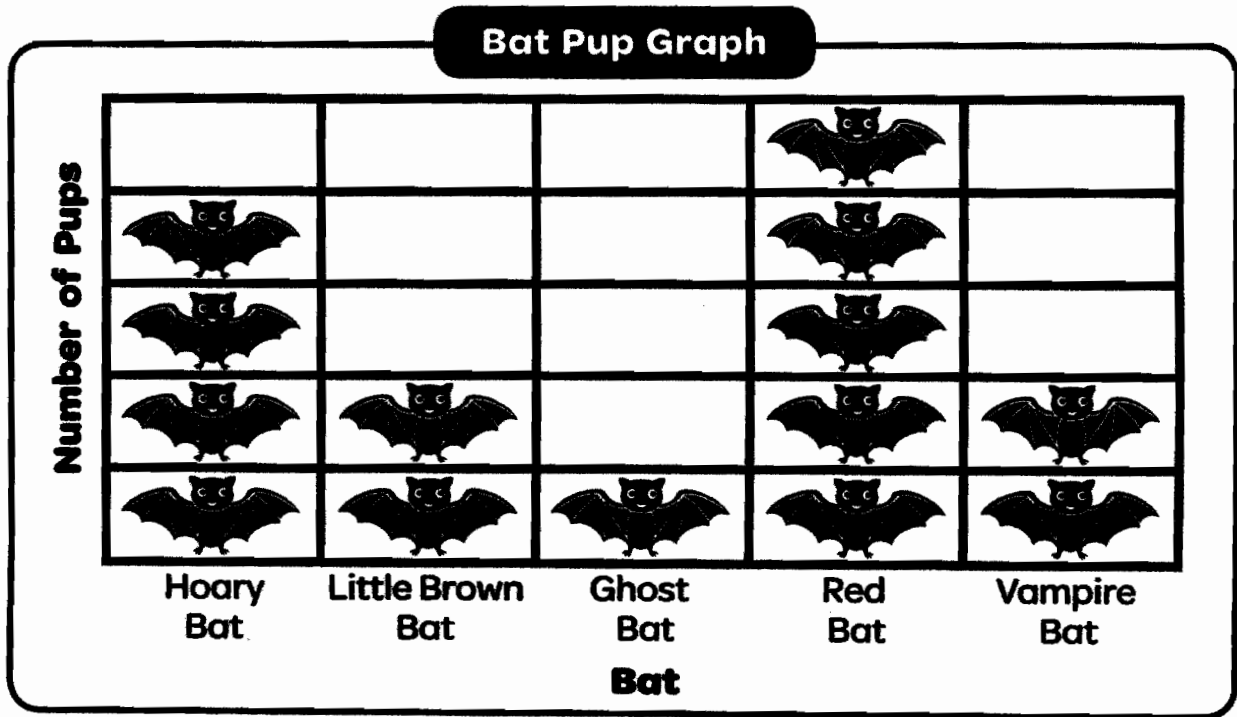
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5. put I right here! it

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# You Can Read a Pictograph

Baby bats are called pups. Different kinds of bats have different numbers of pups. Look at the graph. Then answer the questions.



1. How many pups does the hoary bat have? \_\_\_\_\_
2. How many pups does the ghost bat have? \_\_\_\_\_
3. How many pups does the little brown bat have? \_\_\_\_\_
4. Which bat has the most pups? \_\_\_\_\_

**Bonus**

Which two bats have an equal number of pups?

red bat and ghost bat     ghost bat and hoary bat

little brown bat and vampire bat

Name \_\_\_\_\_

RL4, RL5, RII, RL10, RF2, LI, L4

**Power Words**

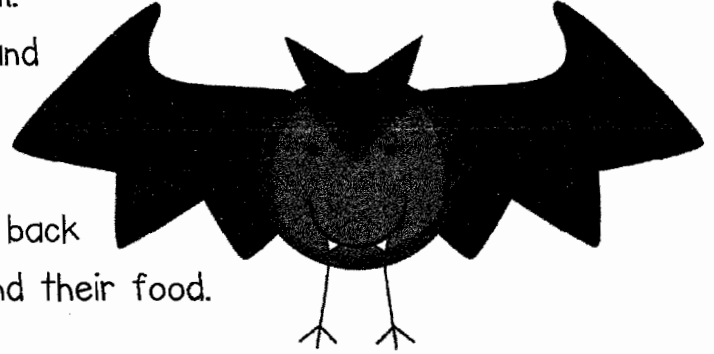
nocturnal

echolocation

bounces

**Bats**

Bats fly at night because they are nocturnal. This means that they sleep during the day and are awake at night. Bats use echolocation to find their food. They make a special sound that bounces off of things and comes back to the bat. This tells the bats where to find their food.



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

2. What does nocturnal mean? \_\_\_\_\_  
\_\_\_\_\_

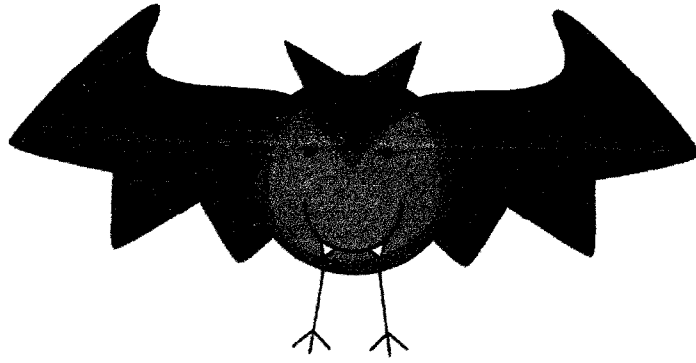
3. Circle the words that have more than two syllables.

nocturnal      echolocation      bats      food      night

4. What is echolocation? \_\_\_\_\_  
\_\_\_\_\_

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

Circle all of the nouns.



bat

fly

bug

tree

walk

eat

wings

sleep

run

teeth

moon










sky

Name: \_\_\_\_\_

# Batty for Bats

Look at the chart. Then, **circle** the correct answers below.

## Bat Chart

Name of Bat	What It Eats	Where It Roosts
<b>little brown bat</b> 	<b>bugs</b> 	<b>caves</b> 
<b>flying fox</b> 	<b>fruit</b> 	<b>trees</b> 
<b>fisherman bat</b> 	<b>fish</b> 	<b>caves</b> 

1. What does the little brown bat eat?

**fish**

**bugs**

**fruit**

2. What does the fisherman bat eat?

**bugs**

**fruit**

**fish**

3. Which bat lives in trees?

**little brown bat**

**flying fox**

**fisherman bat**



Put a ✓ in the chart by the names of the two bats that live in caves.

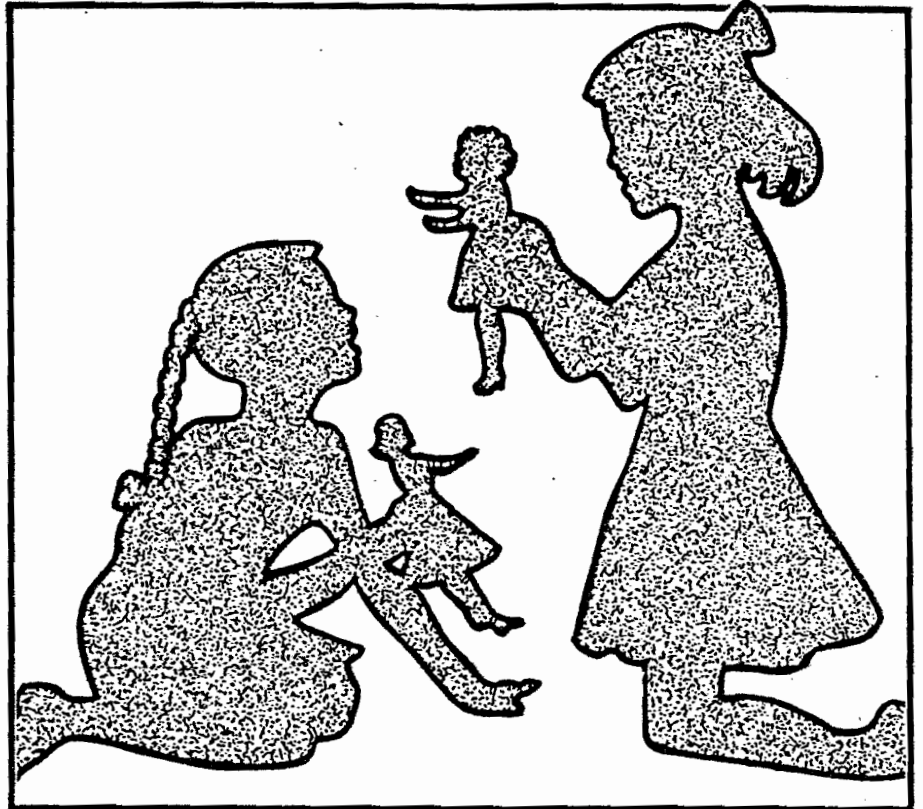
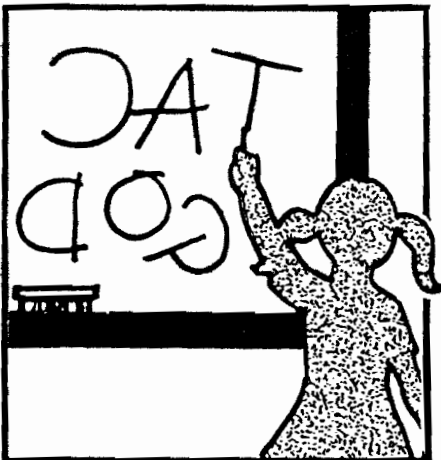
## Grade 1 Week 6

### Play times

SIX may play well alone, but wants — and needs — someone to play with. Who? The best playmate is someone her own age or older. Six-year-olds tend to tease and boss younger children, especially siblings. One-half hour inside play is maximum before bedlam sets in; outdoor play is better sustained. Twosomes at play are the rule, but small groups will become desirable before the end of the year.

### Letter reversals

Don't be alarmed if SIX's early attempts at copying letters and words show reversals or letters out of order in a word. If SIX has selected a hand that she uses consistently for writing or eating, and if she has selected a foot she uses consistently for kicking a ball or stone, she will become consistently correct in letter placement in time.



### Praise the child!

SIX feels everything she does deserves praise — and there is no time when praise is more welcome and more helpful. SIX can never get enough of it — and it won't spoil her. If she gets enough praise now, she won't need it so much later on.

### Fueling the body

A six-year-old seems like a perpetual motion machine. She needs a snack to "re-fuel" after school before going out to play. A quiet time of TV before supper should also help restore emotional calm.



*"Children need love, especially when they don't deserve it."  
—Anonymous—*