

Name \_\_\_\_\_

## HOMWORK FOR GRADE ONE

October 7 - October 11

DOOZER WORDS: hit, dig, pin, fill, this, kid  
CHALLENGE WORDS: the, of, and, to  
SENTENCE: The kid had to dig with a pin,  
DOLCH: with, the, funny, is, fast

### Monday, October 7

- Read for 15 minutes
- I/We read \_\_\_\_\_
- Practice math flashcards for 3 minutes
- Complete the DOLCH UNIT 4 READING PACKET

### Tuesday, October 8

- Read for 15 minutes.
- I/We read \_\_\_\_\_
- Practice your math flashcards for 3 minutes
- Complete the "October Mystery Picture" and "Watch for Crows!" worksheets.

### Wednesday, October 9

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Complete the "Flowchart" and two "Pumpkin" worksheets.
- In your math Problem Solving math workbook complete pages PS 13-14. Tear out carefully and attach to this homework.

### Thursday, October 10

- Read for 15 minutes.
- I/We read \_\_\_\_\_
- In your math Problem Solving math workbook complete pages PS 15-16. Tear out carefully and attach to this homework.
- Remember to study for tomorrow's Doozer Test! Are you ready?

### Friday, October 11

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

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."

With

the

The

funny

Is

with

Funny

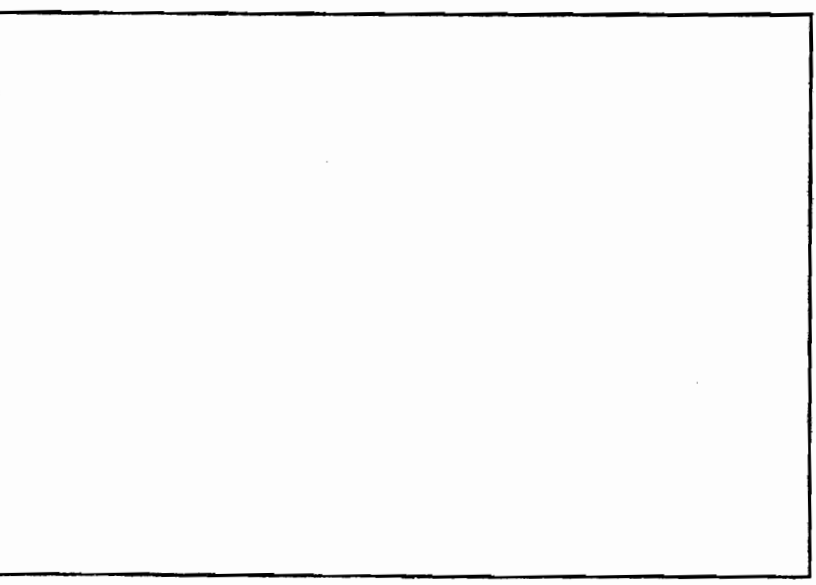
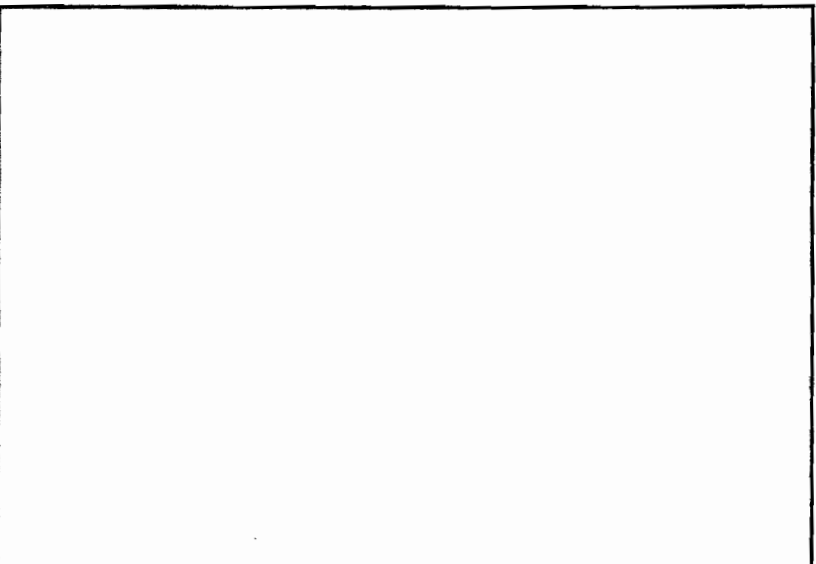
fast

Fast

is

The boy with the puppy can sing.

The girl and the cat can run fast.



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

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. Notice that the word read can be pronounced two ways: /rād/ and /rēd/."

A puppy **with** a book can not read. **with**

A boy can read **the** book. **the**

The girl read a **funny** book. **funny**

The puppy **is** funny. **is**

The boy can run **fast**. **fast**

Name \_\_\_\_\_

**funny**

f \_ \_ n y

u n n

**with**

\_ \_ t h

w i

**the**

t \_ \_

\_ \_ h

**is**

**fast**

f \_ \_ t

\_ \_ a s

Name \_\_\_\_\_

with \_\_\_\_\_

is \_\_\_\_\_

funny \_\_\_\_\_

the \_\_\_\_\_

fast \_\_\_\_\_

a	e	f	f	h	h	i	i	n
n	s	s	t	t	t	u	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 \_\_\_\_\_

\_\_\_\_\_

1. \_\_\_\_\_ the puppy funny?

\_\_\_\_\_

2. \_\_\_\_\_ cat can not laugh.

3. The boy can run \_\_\_\_\_.

4. The book is \_\_\_\_\_.

5. The girl read the book \_\_\_\_\_ the boy.

**the**  
**with**  
**funny**  
**is**  
**fast**

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 pencil to write each word in the blank." "Find the word in dark print that correctly completes each sentence. Then write that word in the blank. Use a pencil to write each word in the blank."

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 puppy can  
run fast with the girl.

The girl had  
a funny laugh.

The book is not  
with the boy.

The girl can read  
the book fast.

A cat is funny, and  
a puppy is funny.

The funny puppy  
can run fast.

**Directions:** Tell the children, "Learn to read the sentences, then take them home to read to your parents."

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

# October Mystery Picture

Look at the key.

Use the key to color the picture.

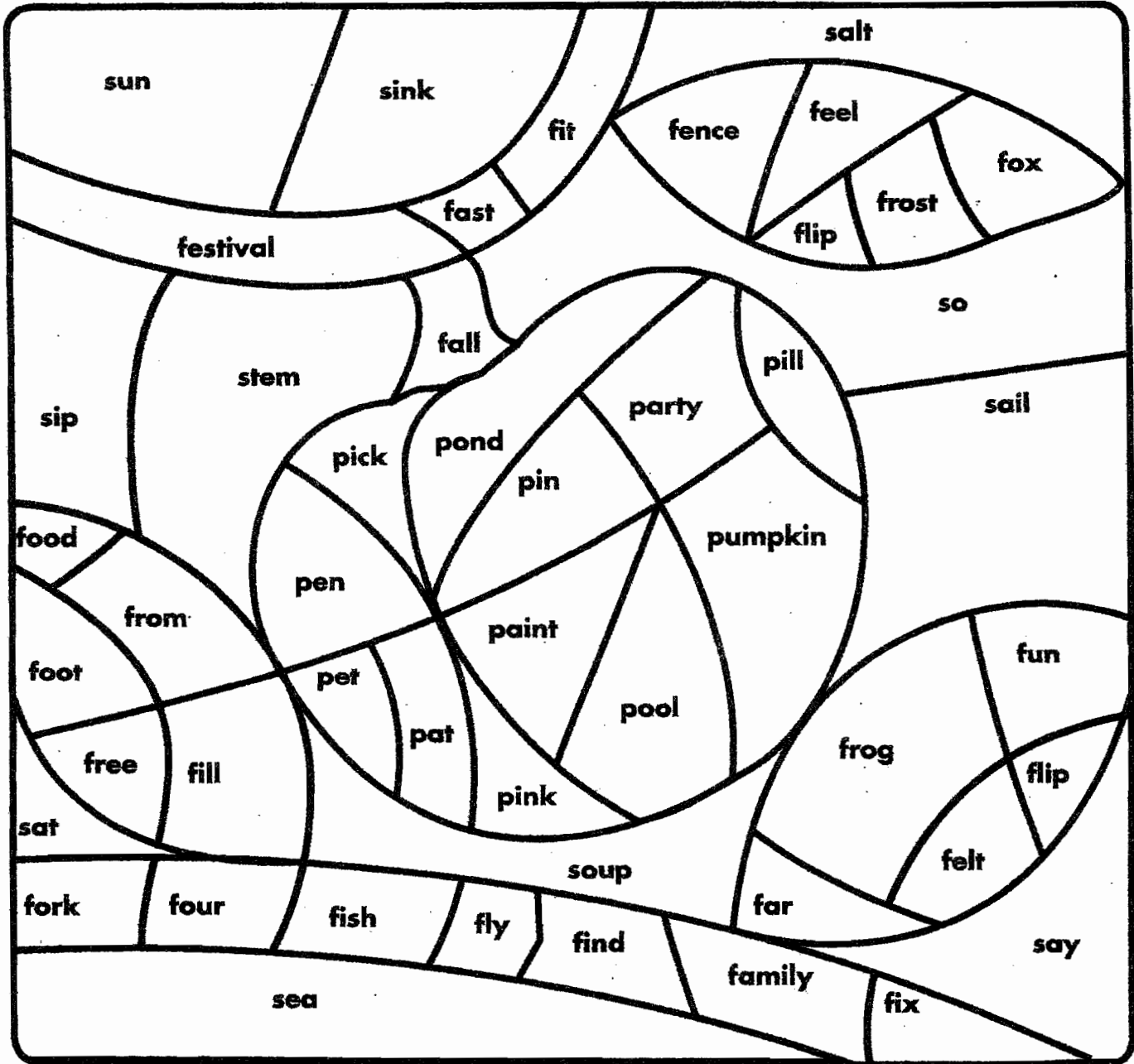
Reading a Key

## Key

Find the spaces with **p** words, like **pumpkin**. Color them **orange**.

Find the spaces with **f** words, like **fall**. Color them **green**.

Find the spaces with **s** words, like **stem**. Color them **brown**.









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# Watch for Crows!

Make tally marks to show how many.

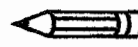
 Write the totals.

Pictures	Tally Marks	Totals
		
		
		
		
		
		



How many  
more seeds  
than pumpkins  
are there?



 Write.

 \_\_\_\_\_ +  \_\_\_\_\_ = \_\_\_\_\_

 \_\_\_\_\_ +  \_\_\_\_\_ = \_\_\_\_\_

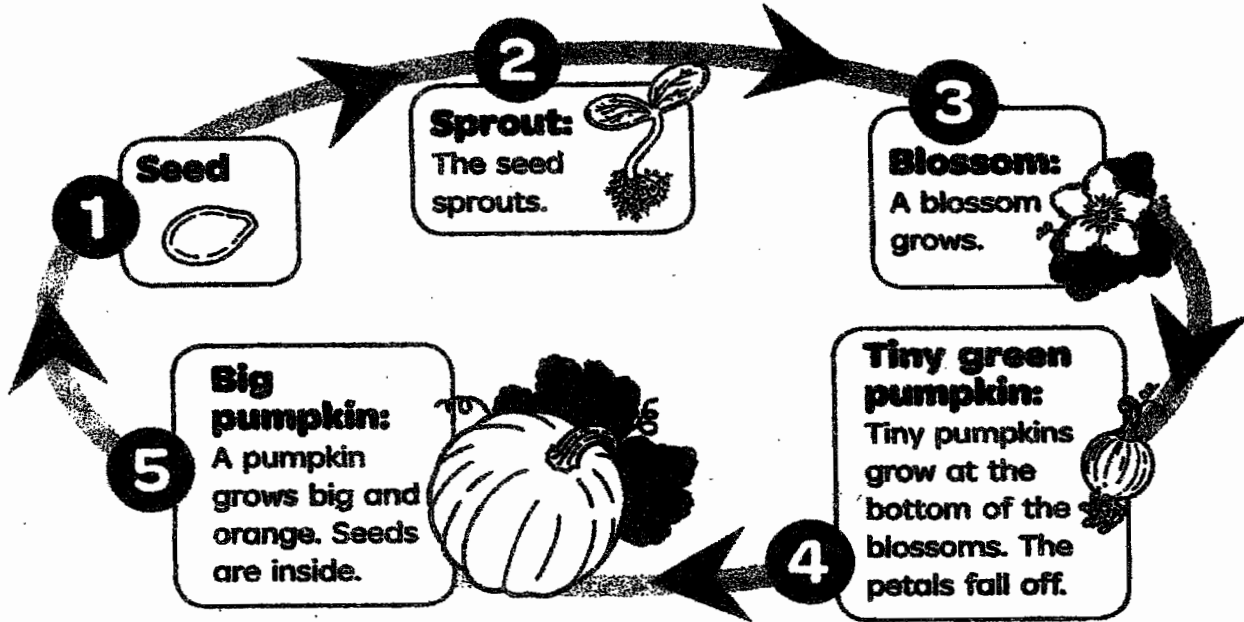
 \_\_\_\_\_ +  \_\_\_\_\_ = \_\_\_\_\_

 \_\_\_\_\_ +  \_\_\_\_\_ = \_\_\_\_\_

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

## You Can Read a Flowchart

Look at the life cycle of a pumpkin. Then answer the questions.



1. What comes right after the seed?

- sprout       blossom       big pumpkin

2. What comes right after the sprout?

- seed       blossom       big pumpkin

3. Where does the tiny green pumpkin grow?

- on the seed       at the bottom of the blossom  
 on the big pumpkin

4. What color is the pumpkin before it is orange?

- yellow       white       green

Bonus

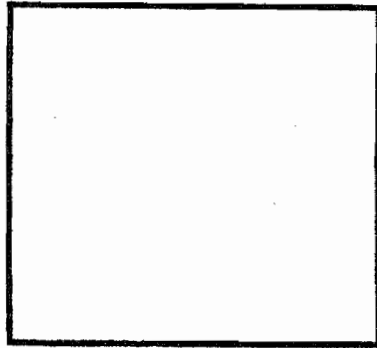
Color the blossom yellow. Color the tiny pumpkin green.  
Color the big pumpkin orange.

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

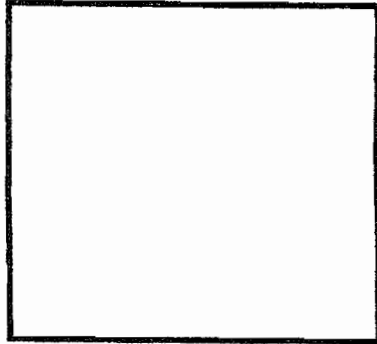
# A Pumpkin Grows

Color and cut out the squares at the bottom. Then paste them in order in the boxes on the top.

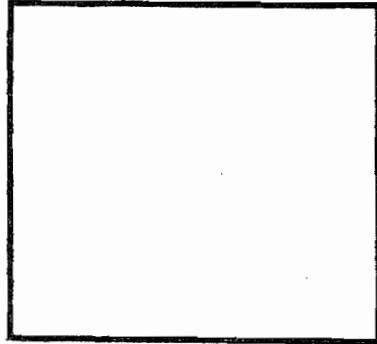
①



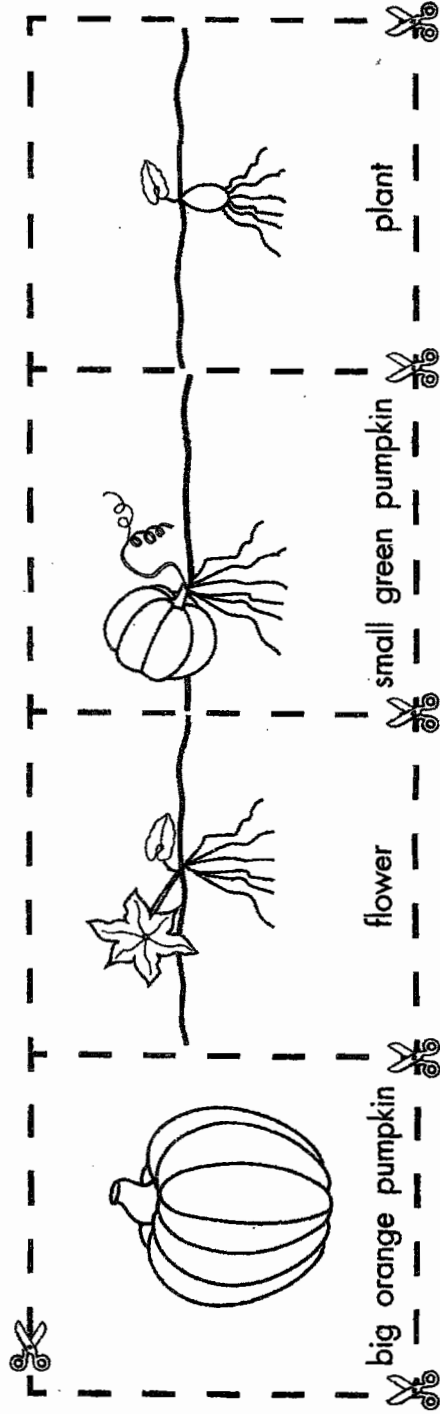
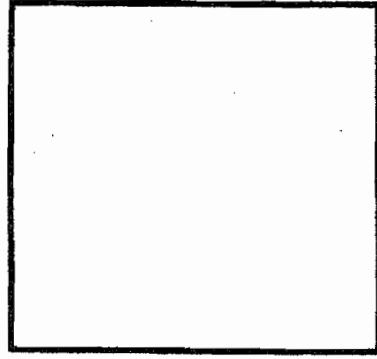
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③



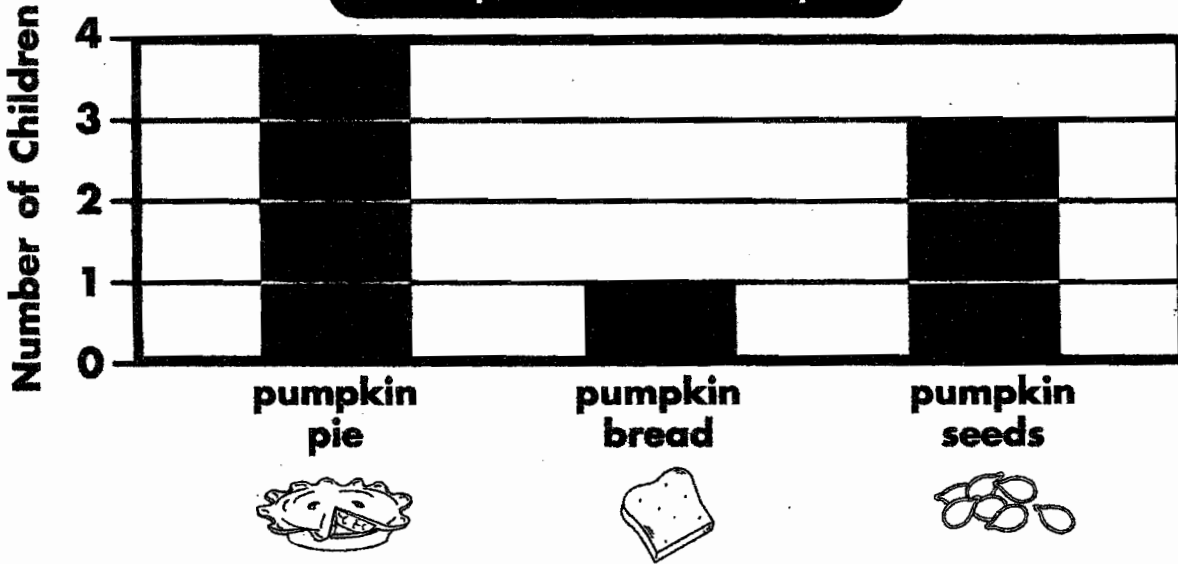
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# Picking Pumpkin Foods

The children in one class chose their favorite pumpkin foods. Look at the graph. Then fill in the bubbles for the correct answers below.

**Pumpkin Foods Graph**



1. How many children chose



1

3

4

2. How many children chose



1

3

4

3. Which kind of food did more children choose?

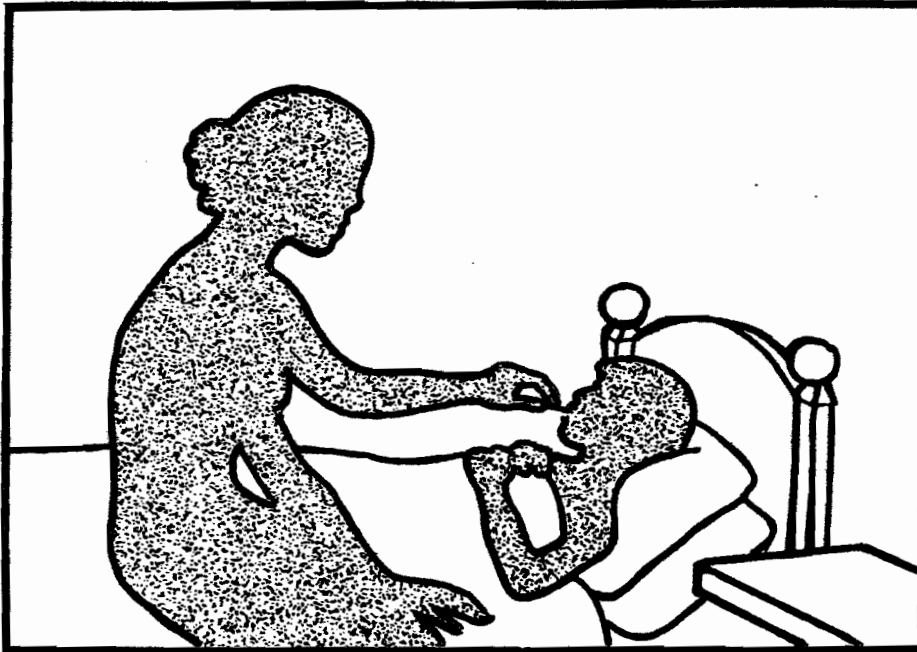
pumpkin pie

pumpkin seeds



How many children chose pumpkin bread and pumpkin seeds altogether? \_\_\_\_\_

## Grade 1 Week 4



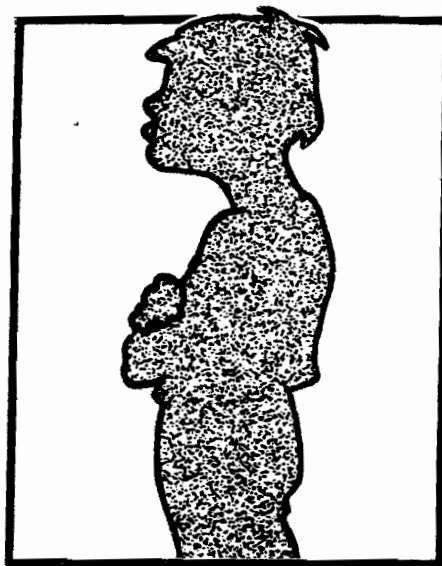
### **“No! I won’t!”**

Even without the stress of adjustment to school, SIX can be a frustrating age at home. The initial response to any demand is usually “No!” or complete disregard of the request. Nagging only increases the stubbornness. The pleasant touch works best. Allowing SIX a little time or several false starts will save face by allowing her to come around on her own.

### **Finishing tasks**

SIX really likes to work in school. She likes to “begin” work, that is, but she doesn’t really like to “finish.” This behavior is typical. (Parents may notice it when SIX half-way does chores at home.)

Encouragement and praise will help. Encourage SIX by saying, “You’re almost through, only two more to go.” When she sees the end in sight, her enthusiasm returns, and she’ll hurry to finish.



*“Be careful of sharp words. You may have to eat them.”  
—Franklin P. Jones—*

### **Why all the illnesses?**

After a few weeks of school, absences become common. SIX gets tired from all the adjustments and is more susceptible to illness. Colds may come back off and on all year. Be on the lookout for inflammation or infection of the middle ear. SIX must be able to hear to learn, to listen and follow directions.

### **Why does she “steal?”**

Taking things at school that belong to others is much more common at six than parents may wish to believe. However, SIX will confess (and really be sorry) if indirectly approached (“Where did you find this?”) rather than directly accused (“You stole this eraser!”). SIX wants to be good and is aware of “goodness” in herself. Active listening by parents at bedtime will give SIX the chance for “absolution” and a good feeling about herself again.

### **Book list**

For a free list of recommended books for first graders, send your name and address to “First Grade Book List,” Growing Up, P.O. Box 620, Lafayette, Indiana 47902.