

Name \_\_\_\_\_

**HOMEWORK FOR GRADE ONE**  
**September 30 - October 4**

**DOOZER WORDS:** big, pig, did, tin, win, sit  
**CHALLENGE WORDS:** are, in, is, you  
**SENTENCE:** The big pig did not sit.  
**DOLCH:** jump, laugh, run, had, and

**Monday, September 30**

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

**Tuesday, October 1**

- Read for 15 minutes.
- I/We read \_\_\_\_\_
- Practice your math flashcards for 3 minutes
- Complete the "Inside an Apple" and "Look at the Apple Tree" worksheets.

**Wednesday, October 2**

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Complete the "Autumn Phonics" and "J. Applesseed Word Search" worksheets.
- In your math Problem Solving math workbook complete pages PS 9-10. Tear out carefully and attach to this homework.

**Thursday, October 3**

- Read for 15 minutes.
- I/We read \_\_\_\_\_
- In your math Problem Solving math workbook complete pages PS 11-12. Tear out carefully and attach to this homework.
- Remember to study for tomorrow's Doozer Test! Are you ready?

**Friday, October 4**

- 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."

jump



laugh



run



jump

laugh

run

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."

A boy **had** a book.    **had**

A puppy **and** a girl can run.    **and**

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."

And

laugh

Had

run

Jump

and

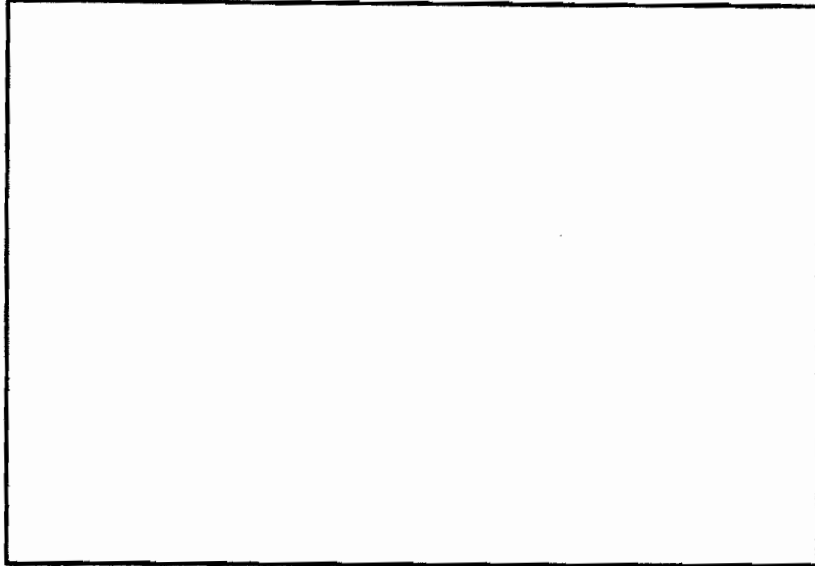
Laugh

had

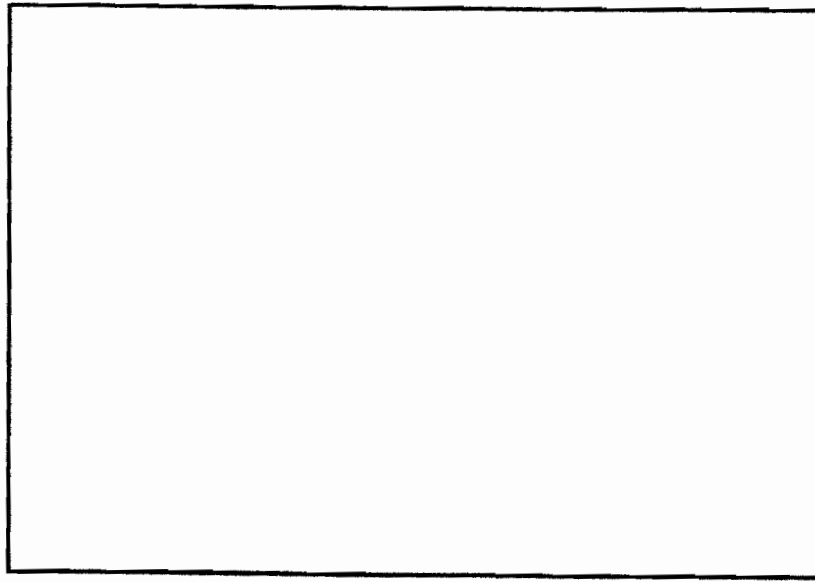
Run

jump

A girl can jump.



A puppy can run.



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

Name \_\_\_\_\_

**had**

h \_\_\_\_\_

\_\_\_\_\_ a \_\_\_\_\_

**jump**

\_\_\_\_\_ u \_\_\_\_\_ p \_\_\_\_\_

j \_\_\_\_\_ m \_\_\_\_\_

**laugh**

l \_\_\_\_\_ u \_\_\_\_\_ g \_\_\_\_\_

\_\_\_\_\_ a \_\_\_\_\_ gh \_\_\_\_\_

**run**

r \_\_\_\_\_

\_\_\_\_\_ n \_\_\_\_\_

**and**

\_\_\_\_\_ d \_\_\_\_\_

\_\_\_\_\_ n \_\_\_\_\_

Name \_\_\_\_\_

\_\_\_\_\_

jump \_\_\_\_\_

\_\_\_\_\_

and \_\_\_\_\_

\_\_\_\_\_

had \_\_\_\_\_

\_\_\_\_\_

a	a	d	d	g	h	h	j
l	m	n	n	p	r	u	u

**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 \_\_\_\_\_

laugh  
run  
jump  
and  
had

1. A cat can not \_\_\_\_\_.

2. A boy \_\_\_\_\_ a book.

3. A boy \_\_\_\_\_ girl can read a book.

4. Can a puppy \_\_\_\_\_?

5. Can a cat \_\_\_\_\_?

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.

A cat and a puppy  
can jump and run.

A girl had a puppy  
and a cat.

Can a cat and a puppy  
sing and laugh?

A boy can read,  
and a girl can read.

A puppy and a cat  
can not read.

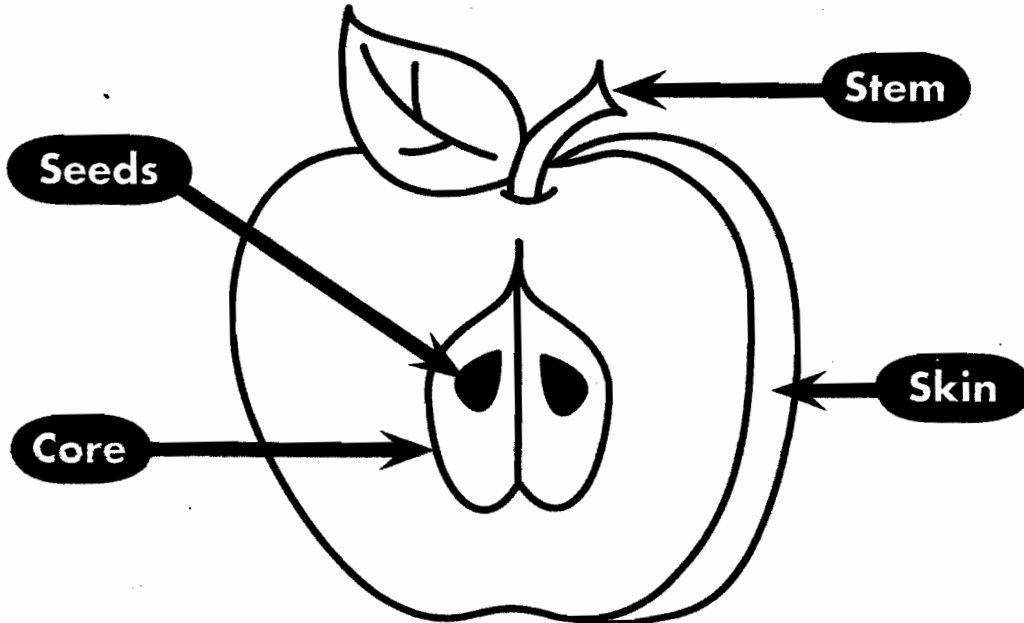
A puppy and a boy  
can run.

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

# Inside an Apple

Look at the diagram of an apple. Then follow the directions.

Apple Half Diagram



1. Color the **stem** brown.
2. Color the **skin** red.
3. **Circle** the **seeds**.
4. Put a ✓ in the **core**.



**Circle** your favorite apple food.



applesauce



apple pie



apples

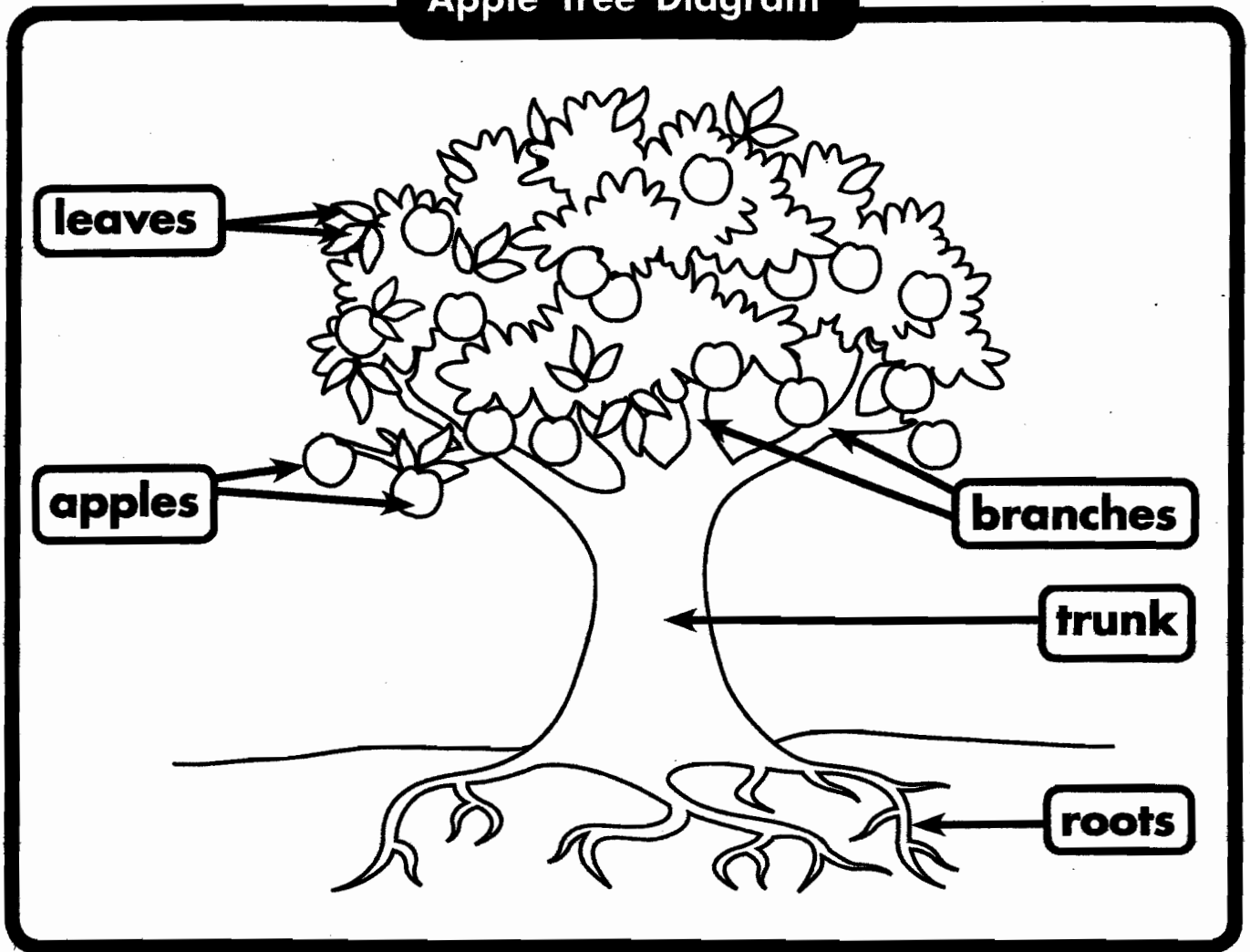


Name: \_\_\_\_\_

# Look at the Apple Tree

Look at the diagram of the apple tree.  
Then, follow the directions.

Apple Tree Diagram

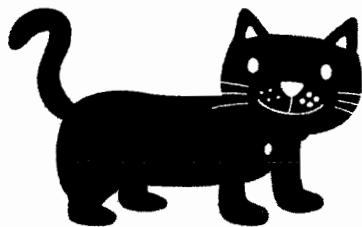


1. Put an **X** on the trunk.
2. Color the apples red.
3. Color the leaves green.
4. Color the branches brown.
5. Put a **✓** on the roots

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

## Autumn Phonics

Circle the word that names each picture. Then write the word on the line.

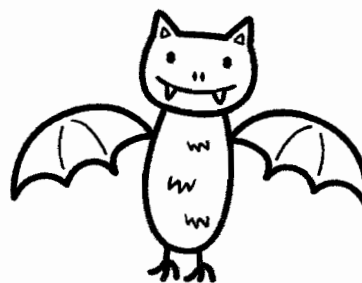


cat  
cup  
mat

\_\_\_\_\_

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\_\_\_\_\_

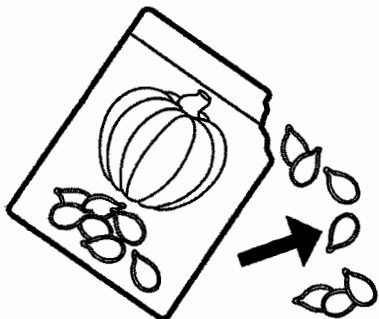


fat  
bug  
bat

\_\_\_\_\_

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\_\_\_\_\_



seam  
seed  
feed

\_\_\_\_\_

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\_\_\_\_\_



leaf  
lip  
lead

\_\_\_\_\_

-----

\_\_\_\_\_

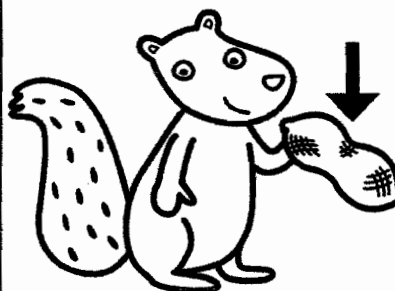


cake  
corn  
torn

\_\_\_\_\_

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\_\_\_\_\_



nut  
nap  
mat

\_\_\_\_\_

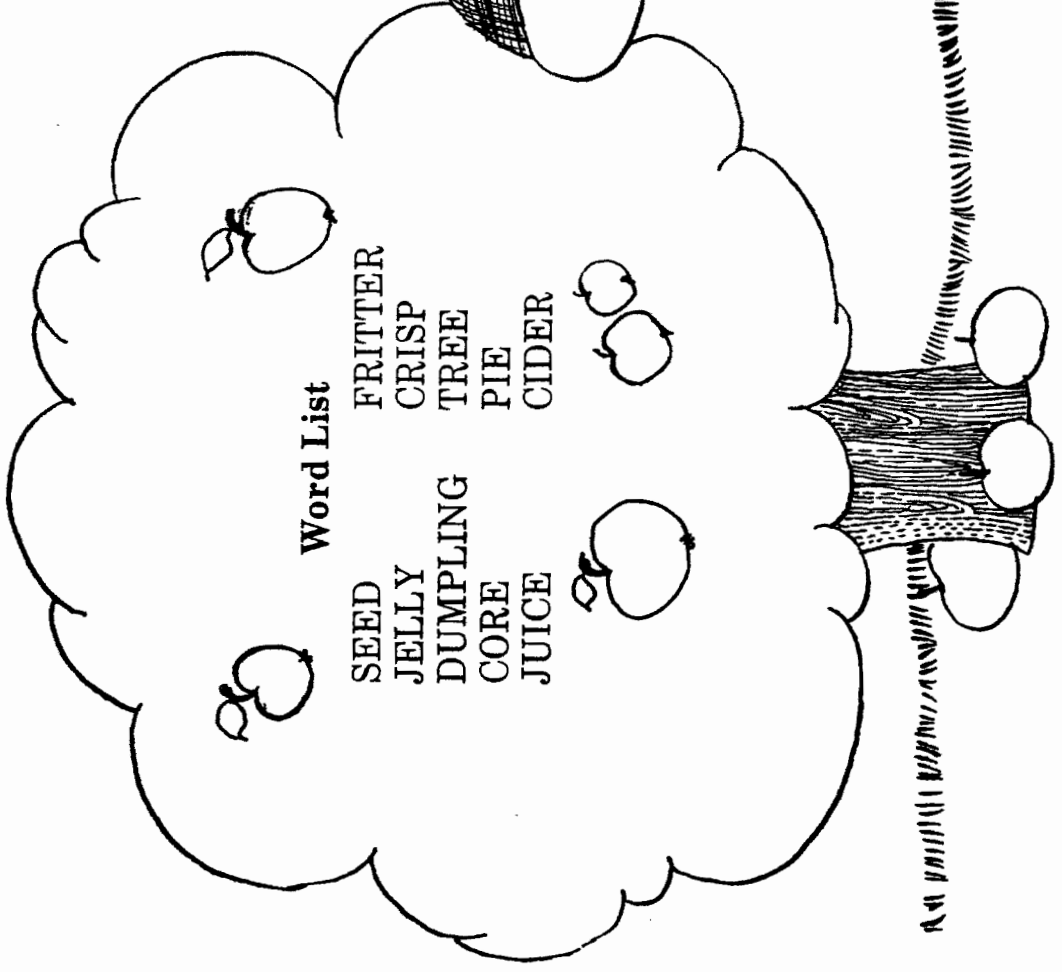
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\_\_\_\_\_

Name \_\_\_\_\_

Worksheet

There are ten apple words hidden in the puzzle. One has been circled for you. Circle the other nine words. The words may be written from left to right or from top to bottom. Some words may share the same letters. Use the Word List for extra help.



Word List

- SEED
- JELLY
- DUMPLING
- CORE
- JUICE
- FRITTER
- CRISP
- TREE
- PIE
- CIDER

Name \_\_\_\_\_

Skill: Homework



# October



Monday	Tuesday	Wednesday	Thursday	Friday
Do 10 jumping jacks. <input type="checkbox"/>	Learn the addition and subtraction facts for 2. <input type="checkbox"/>	Visit a library. Check out a book. <input type="checkbox"/>	Use crayons and scissors to make a mask out of a paper plate. <input type="checkbox"/>	Write your telephone number 10 times. <input type="checkbox"/>
Brush your teeth in the morning and at night. <input type="checkbox"/>	Read or listen to a story. <input type="checkbox"/>	Draw a picture. Tell a story about it. <input type="checkbox"/>	Make your name using toothpicks. <input type="checkbox"/>	String 25 macaroni together to make a necklace. <input type="checkbox"/>
Name the five vowels. Write them. <input type="checkbox"/>	Write your address six times. <input type="checkbox"/>	Say the numbers from 0 to 20. Write them in the air. <input type="checkbox"/>	Learn the addition and subtraction facts for 3. <input type="checkbox"/>	Learn a poem. Tell it to someone. <input type="checkbox"/>
Have someone read to you. <input type="checkbox"/>	Draw a shape. Make it into a monster. <input type="checkbox"/>	Write your birth date seven times. <input type="checkbox"/>	Sing a song you learned in school. <input type="checkbox"/>	Write the names of the people in your family. <input type="checkbox"/>
Sort the seeds in a pumpkin into groups of 10. Count the groups. <input type="checkbox"/>	Learn the addition and subtraction facts for 4. <input type="checkbox"/>	Get a box of food. Find five vowels on it. <input type="checkbox"/>	Write a story. Read it to someone. <input type="checkbox"/>	Make a picture book using your favorite color. <input type="checkbox"/>

Choose at least three activities each week for your child to do as homework.  
Check the square when an activity has been completed.  
Please sign and return this sheet to the teacher at the end of the month.

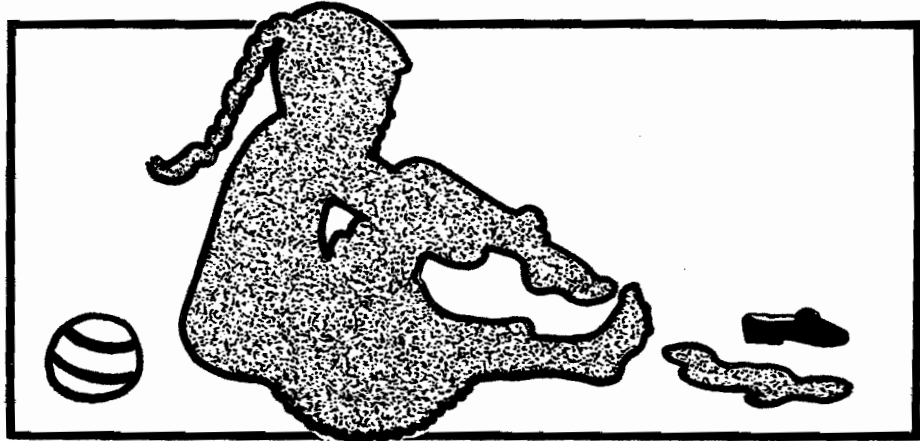


\_\_\_\_\_  
Parent's signature

## Grade 1 Week 3

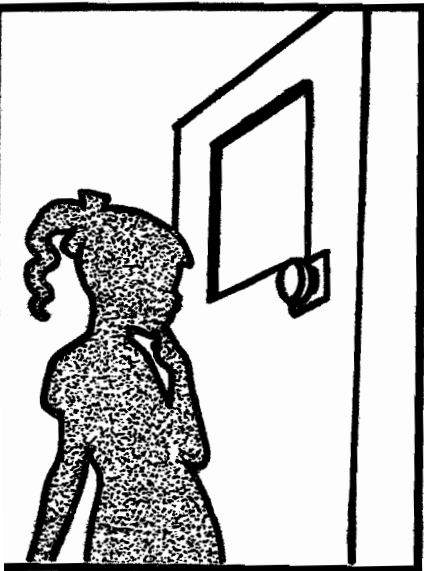
### Unexplained fears

Don't be surprised if SIX refuses to go to school after a week or two. It doesn't necessarily mean she dislikes school. Some experience unpleasant to her, such as being asked to count before the class or to pass out the milk, may be the cause. Send her on to school. Plan a special treat for afterward.



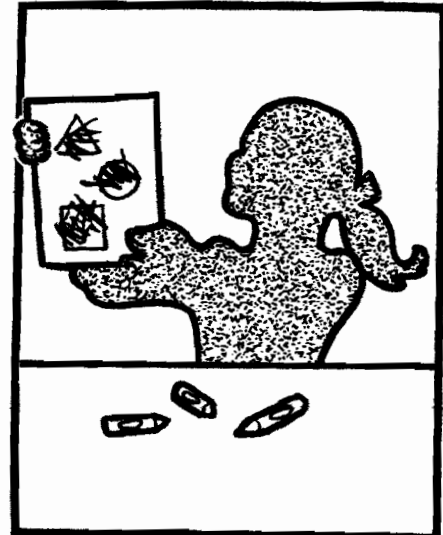
### Morning dawdling

SIX usually needs 11 hours of sleep to avoid fatigue and strain. When she wakes, she usually goes to the bathroom and then begins to play. This playing causes problems. SIX must dress, have breakfast and be ready for the bus or car-pool if all is to go well. It helps if her clothes are already laid out — singly, not touching, so she can see every piece she will use. She will gradually begin to shift her playing habit to a dressing habit and will be able to get herself dressed before breakfast.



### Fast and sloppy

SIX may bring home papers she has colored, cut, or pasted that are alarmingly messy. In speedy and joyous abandon, she wants to do everything, and so finishes little. SIX is also easily distracted and often shifts her eyes to watch another's activity, while her own hands continue to move.



### Why doesn't she talk?

SIX doesn't talk much about her school experiences at home. If she does, she often tells of "bad" things other children have done or boasts beyond reality of her own accomplishments. The daring classmate who misbehaves most is more likely to be reported on in great detail. This "tattling" will stop when SIX is more comfortable at home at school.

*"To me, raising kids is just about the most exciting, maddening, rewarding, exhausting, puzzling, and satisfying occupation there is. There's no foolproof system, because all kids are different. But there's no area in the world where loving common sense and a touch of humor pay such big dividends."*

—Art Linkletter—