

Name _____

HOMework FOR GRADE ONE
November 30 - December 4, 2015

WORDS OF THE WEEK: bench, branch, chest, chin, chip, chop, crunch, inch, lunch, much, munch, such

SENTENCE DICTATION: We had a lunch with crunch by the branch of the small apple tree.

Monday, November 30

- Read for 15 minutes.
- I/ We read _____
- Practice math flashcards for 3 minutes.
- Complete the "Unscramble" and "Word Search" worksheets.

Tuesday, December 1

- Read for 15 minutes.
- I/ We read _____
- Practice your math flashcards for 3 minutes
- Complete the "Power Words" Building a Snowman.

Wednesday, December 2

- Read three (3) SRA DECODABLE TAKE HOME books. (Your choice)
- Draw a snowman and describe it.
- In your Problem Solving math workbook, complete pages PS 43 - 44. Tear out carefully and attach to this homework.
- Practice your holiday songs

Thursday, December 3

- Read for 15 minutes.
- I/ We read _____
- In your Problem Solving math workbook, complete pages PS 45 - 46. Tear out all math workbook pages and attach to this homework.
- Remember to study for tomorrow's Spelling Test! Are you ready?

Friday, December 4 Polar Express Day

- Turn in this packet of homework. Please remember to turn in your yellow Thursday folder too! Don't forget to wear your pajamas!!
- Parent Signature _____

bench

crunch

branch

inch

chest

lunch

chin

much

chip

munch

chop

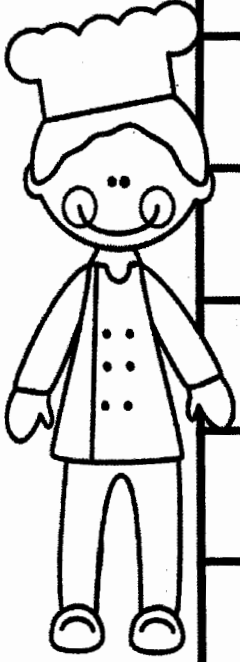
such

Name _____

Directions: Look at the letters of the scrambled word in the first column.

Unscramble the letters to write one of your words.

Unscramble



	scrambled word	unscrambled word
1.	u h n c e r	
2.	h o p c	
3.	h n l c u	
4.	c t s h e	
5.	c s u h	
6.	a c b h n r	
7.	h i p c	
8.	h e m u	
9.	n e h i	
10.	n e m h u	
11.	e b h n c	
12.	h i c n	

Name _____

Word Search

Directions: Search for the Words of the Week in the box below. Use a yellow crayon to color in the letters. Circle each word that you find.

c	h	e	s	o	s	u	c	h	l	t
i	c	h	i	p	c	b	r	a	n	i
m	c	i	n	b	r	l	u	n	c	h
u	h	n	c	h	i	n	n	e	s	t
n	o	h	h	e	m	b	c	p	m	t
h	p	p	b	e	n	c	h	e	u	h
i	c	h	e	s	t	s	i	b	n	o
m	h	e	s	l	u	n	c	e	c	p
b	r	a	n	c	h	m	u	c	h	x

bench

chip

lunch

branch

chop

much

chest

crunch

munch

chin

inch

such

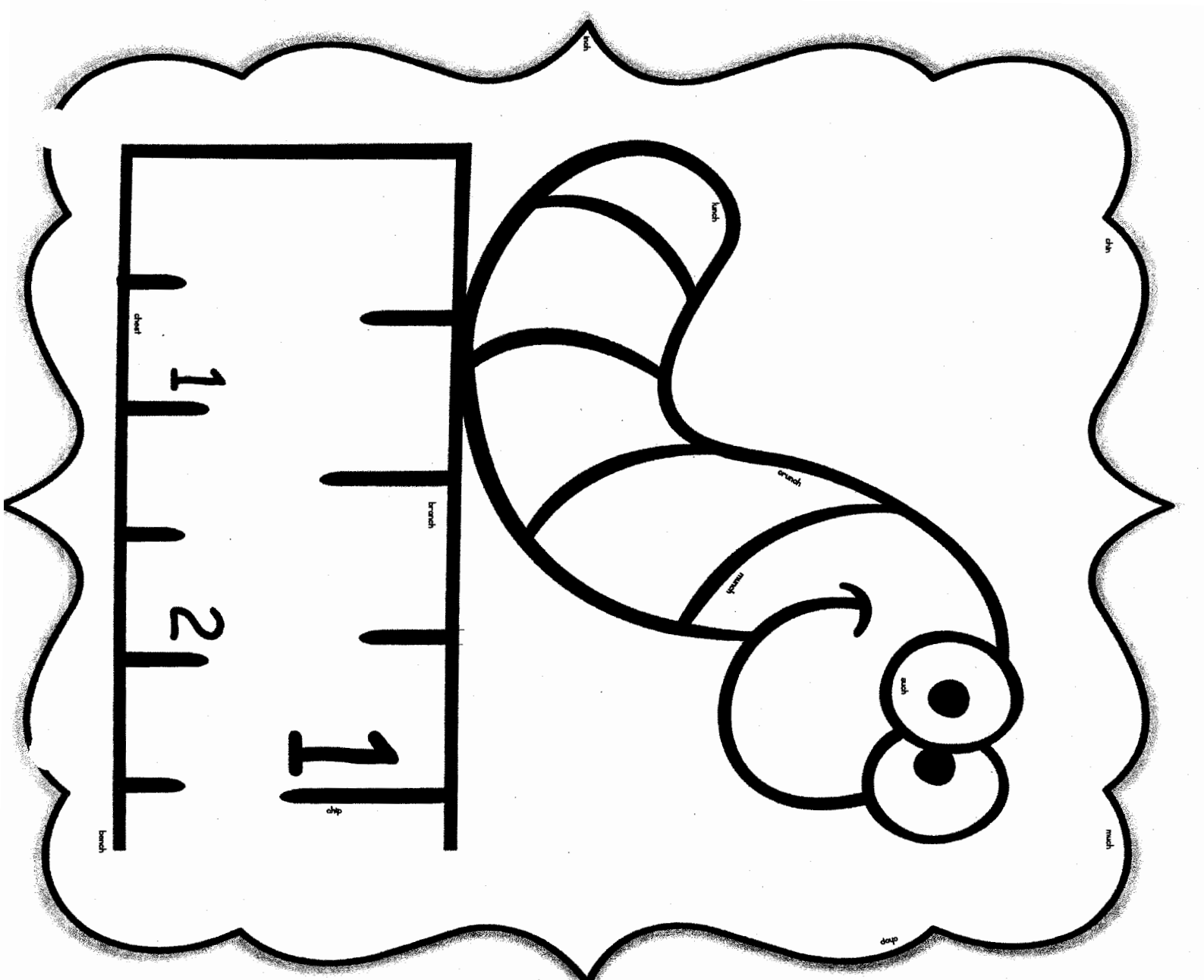


Tiny Sight Words Search

Directions: Use a magnifying glass to find the tiny words. Record your work below. Color the sheet when you finish.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Name: _____



Name _____

Power Words

glanced

bundled

stacked

Building a Snowman



Jackson and Katie wanted to make a snowman. They glanced out the window and saw all of the snow that had fallen the night before. They bundled up and headed outside. Jackson rolled up three balls of snow and stacked them on top of each other. Katie used rocks to make the eyes and mouth and a carrot for the snowman's nose. Next, they found sticks to give the snowman arms. The two children stood back and looked at their snowman. They loved it!

1. What type of story is this? REALISTIC FICTION or FANTASY

2. Circle the two words that make the compound word, *snowman*.

snow

ball

woman

man

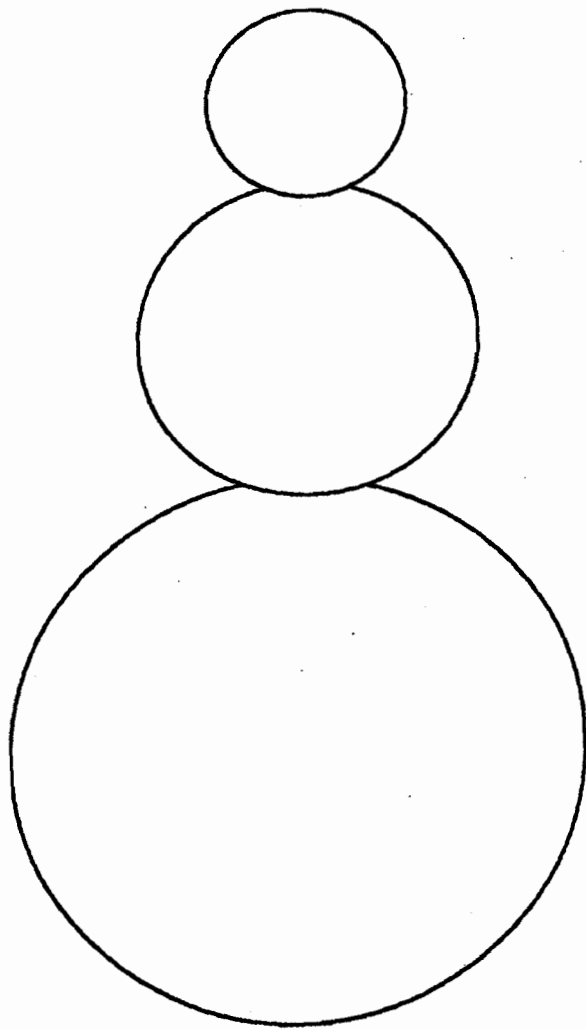
flake

3. When it says that the children **bundled up**, what do you think they put on?

4. After Jackson and Katie got outside, what was the first thing they did to make their snowman? _____

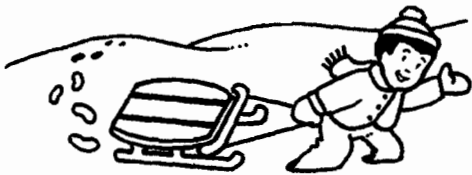
Read this story at home three more times and have someone initial each time you read it. _____

Draw a snowman, then write a paragraph to describe it.



Name _____

Skill: Homework



December



Monday	Tuesday	Wednesday	Thursday	Friday
Write five words that have an e . <input type="checkbox"/>	Learn the addition and subtraction facts for 7. <input type="checkbox"/>	Name things that begin with h, j, k, l, and m . <input type="checkbox"/>	Visit a library. Check out a book. <input type="checkbox"/>	Tell someone what you did in school today. <input type="checkbox"/>
Hop on your right foot five times. Hop on your left foot five times. <input type="checkbox"/>	Count from 1 to 50. <input type="checkbox"/>	Look at a calendar. Read the names of the days. <input type="checkbox"/>	Draw a holiday picture. <input type="checkbox"/>	Write the number word for 1 to 10. <input type="checkbox"/>
Draw a picture showing today's weather. <input type="checkbox"/>	Read or listen to a story. <input type="checkbox"/>	Name five things made out of wood. <input type="checkbox"/>	Write a story about your favorite toy. <input type="checkbox"/>	Learn the addition and subtraction facts for 8. <input type="checkbox"/>
Tell someone five words that rhyme with jet . <input type="checkbox"/>	Write a word beginning with each letter in December . <input type="checkbox"/>	Write the numbers from 1 to 50. <input type="checkbox"/>	Pantomime the words to your favorite song. <input type="checkbox"/>	Have someone read you a story. <input type="checkbox"/>
Learn to read three new words from a can of food. <input type="checkbox"/>	Trace your hands on paper. Print right and left . <input type="checkbox"/>	Write today's date. Read it to someone. <input type="checkbox"/>	Say the addition and subtraction facts for 8. <input type="checkbox"/>	Visit a supermarket. Help choose foods for a salad. <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.



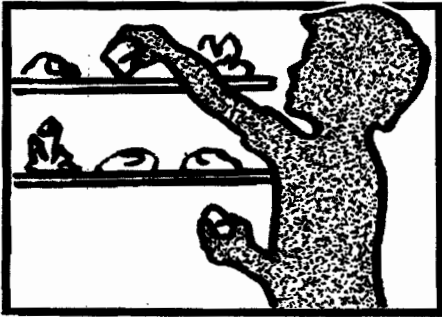
Parent's signature _____

Grade 1 Week 12

Birthday parties

A birthday party is a big social event for SIX, whether it be his own or someone else's. At school, the classroom structure helps him stay calm. In the home, though, the excitement of a party is often too much. SIX may withdraw from the scene completely and observe from a corner. Or he may become wildly excited and babble ("I'm going to eat the couch!") or run around completely out of control.

An ideal size for a birthday party for SIX is six friends. One familiar party game and ice cream and birthday cake are really all that's needed. SIX is rather rigid this way and thinks it fitting and proper to do the traditional things.

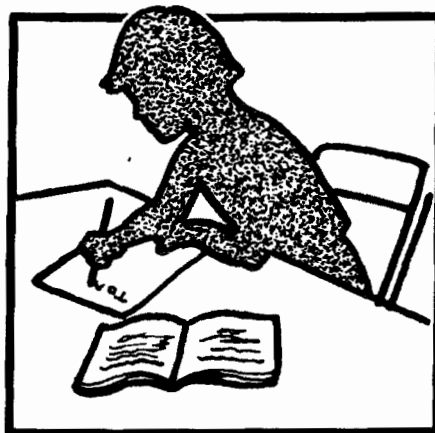


Getting and saving

SIX is eager for more and more possessions. He is also a great "saver", although what he treasures may seem like messy clutter. You can capitalize on his desire to "get and save", which will help develop his mental powers! Don't push it, but make possible the beginning of "collections" of whatever takes his fancy: rocks, bugs, buttons, matchbox cars. A collection of similar objects helps SIX see small differences in like objects. Later, this skill will help him see the difference between similar letters — "b" and "d" or "p" and "q". Sorting socks or knives, forks, and spoons is learning—and fun too!

Developing coordination

Six-year-olds are usually clumsy. Their coordination is poor. Yet being able to run, kick, hit, and catch is very important for acceptance at school. SIX needs active games with simple rules (like kickball) to develop attention, coordination, and body control.



Learning to write

Learning to write is important—but hard. Writing requires sitting still. It means copying from a board. SIX gets tired. His hand hurts. To learn to write, he must have practice. A chalkboard placed flat on the floor or on the kitchen table can offset his negative feelings about writing. (You can make a chalkboard by putting two coats of chalkboard paint on a 4x6 piece of masonite.) Writing on the board teaches relaxation of hand and fingers, as well as mastery of the formation of letters, words, and numbers.

*"A child miseducated is a child lost."
—John F. Kennedy—*