

Name _____

1st Grade Homework

April 18-22

Words of the Week

boring, important, cord, short, corn, sports, for, storm, horn, story, horse, sword

Sentence Dictation

I read an important short story about a horse in a storm.

Monday

- Read for 15 minutes.
- I/ We read _____
- Practice math flashcards for 3 minutes.
- Complete the "Nouns" and "Time to the Hour" worksheets.

Tuesday

- Read for 15 minutes.
- I/ We read _____
- Practice your math flashcards for 3 minutes.
- Complete the "Compound Words II" and "1 More, 10 More and 1 Less, 10 Less" worksheets.

Wednesday

- Read three (3) SRA DECODABLE TAKE HOME books (your choice).
- Practice your math flashcards for 3 minutes.
- Complete the "ABC Order and Grammar Check" and "Balancing Equations" worksheets.

Thursday

- Read for 15 minutes.
- I/ We read _____
- Complete the "Main Idea and Details II" and "Graphing Data" worksheets.
- Remember to study for tomorrow's Spelling Test! Are you ready?

Friday

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

Parent Signature _____

R Controlled Vowels - or

boring

important

cord

short

corn

sports

for

storm

horn

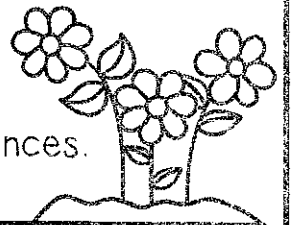
story

horse

sword

Name _____

Nouns



Directions: Use the nouns in the word bank to complete the sentences.
Write the nouns in the correct columns.

bug garden park mailman
teacher bunny mall mom chick

1. The brown hopped away.

2. My mom likes to work in the .

3. I gave my letter to the .

4. The crawled under the flowerpot.

5. My gave us homework.

6. We went shopping at the .

7. My makes the best cookies.

8. The baby hatched out of the egg.

9. On sunny days we like to play at the .

person

1. _____
2. _____
3. _____

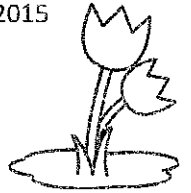
place

1. _____
2. _____
3. _____

thing

1. _____
2. _____
3. _____

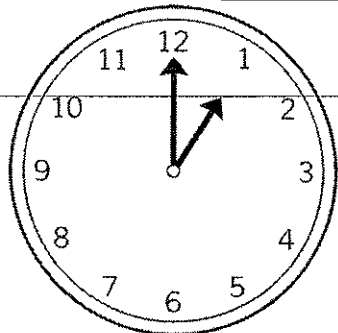
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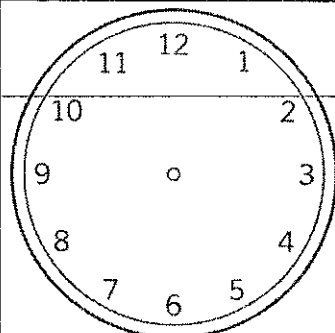
Time to Hour

Directions: Look at the digital times for each clock.

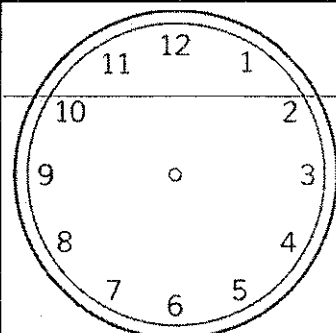
Draw hands to show the correct times. The first one has been done for you.



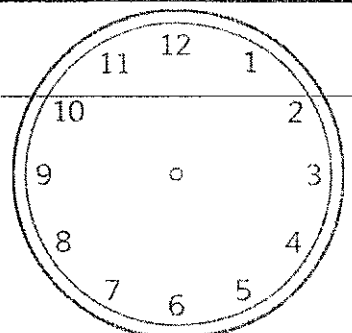
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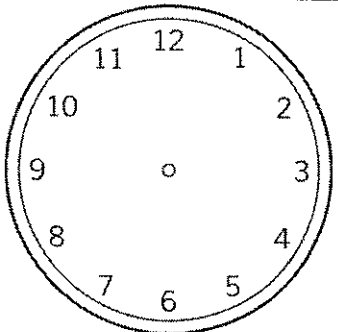
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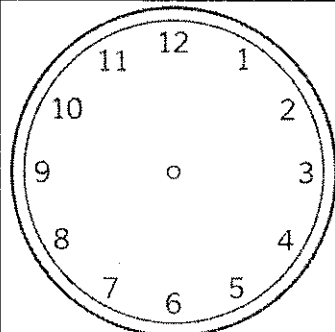
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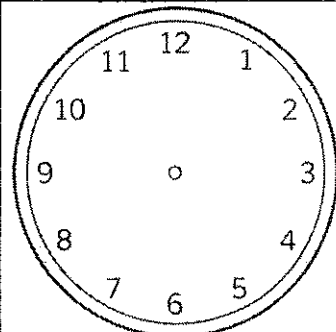
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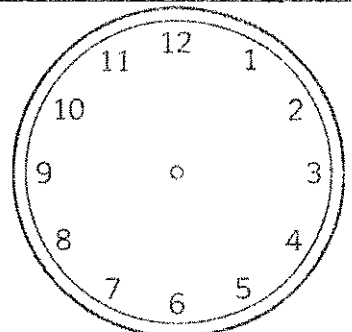
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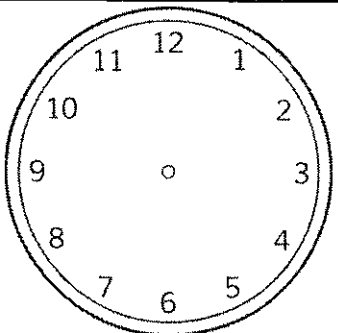
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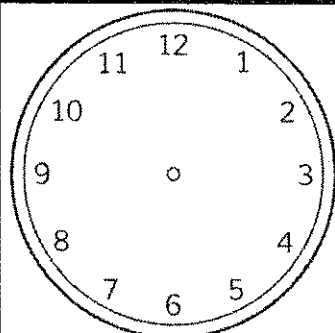
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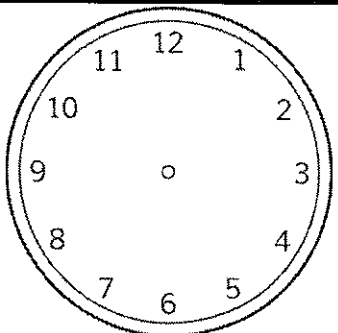
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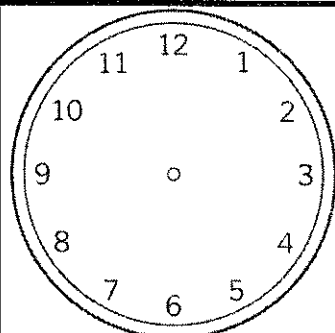
3:00



6:00



9:00

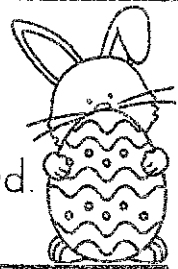


11:00

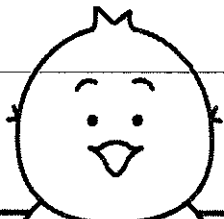


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Compound Words II



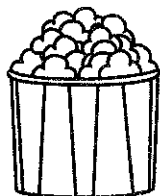
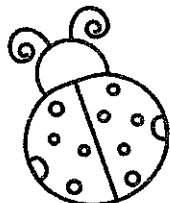
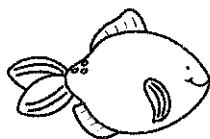
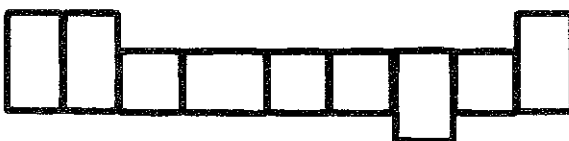
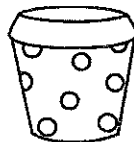
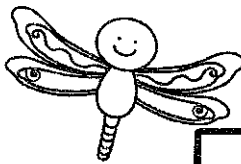
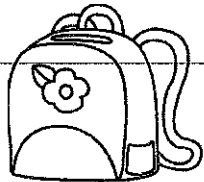
Directions: Use a word from each word bank to make a compound word.
Write the word in the boxes.



Word Bank 1

1

- cup
- gold
- flower
- lady
- pop
- back
- flash
- dragon



Word Bank 2

2


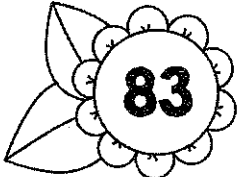
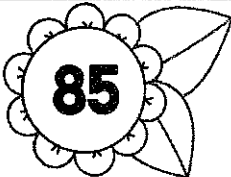
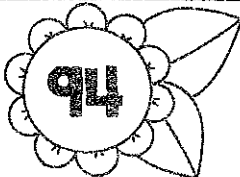
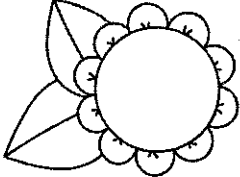
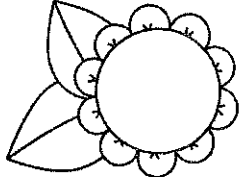
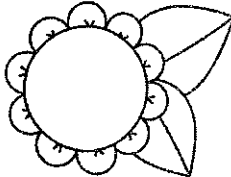
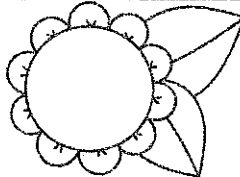
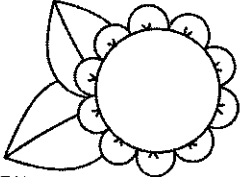
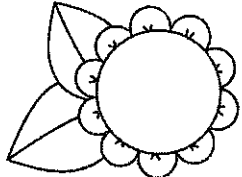
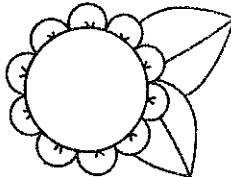
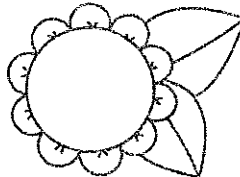
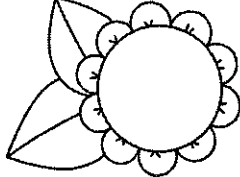
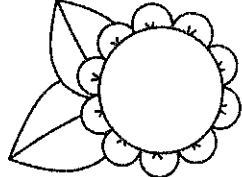
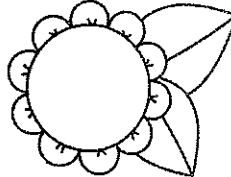
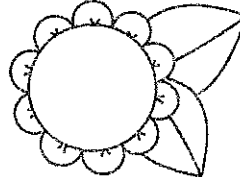
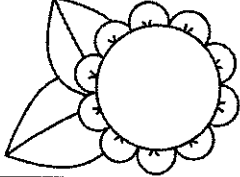
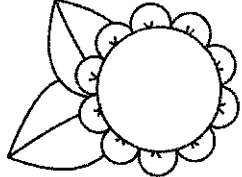
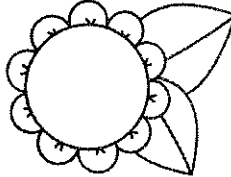
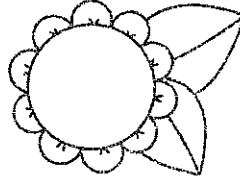
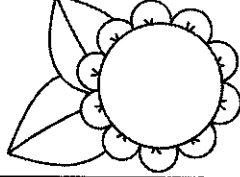
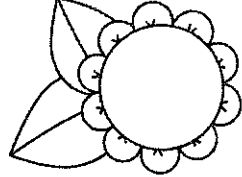
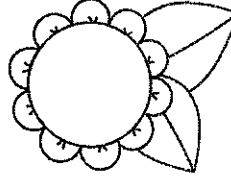
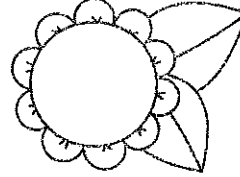
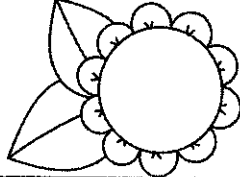
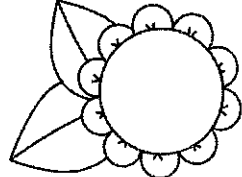
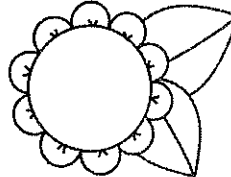
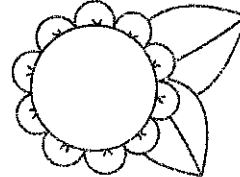
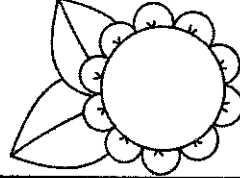
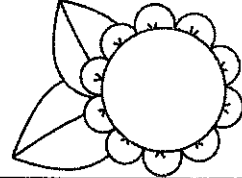
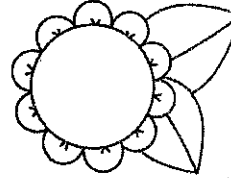
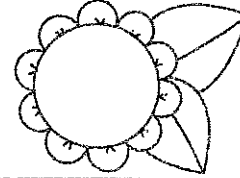
- fly
- pack
- bug
- corn
- light
- fish
- pot
- cake

Name _____

I More, 10 More and I Less, 10 Less

Directions: Read the number word in the middle row.













Fill in the numbers on the flowers. The first one has been done for you.

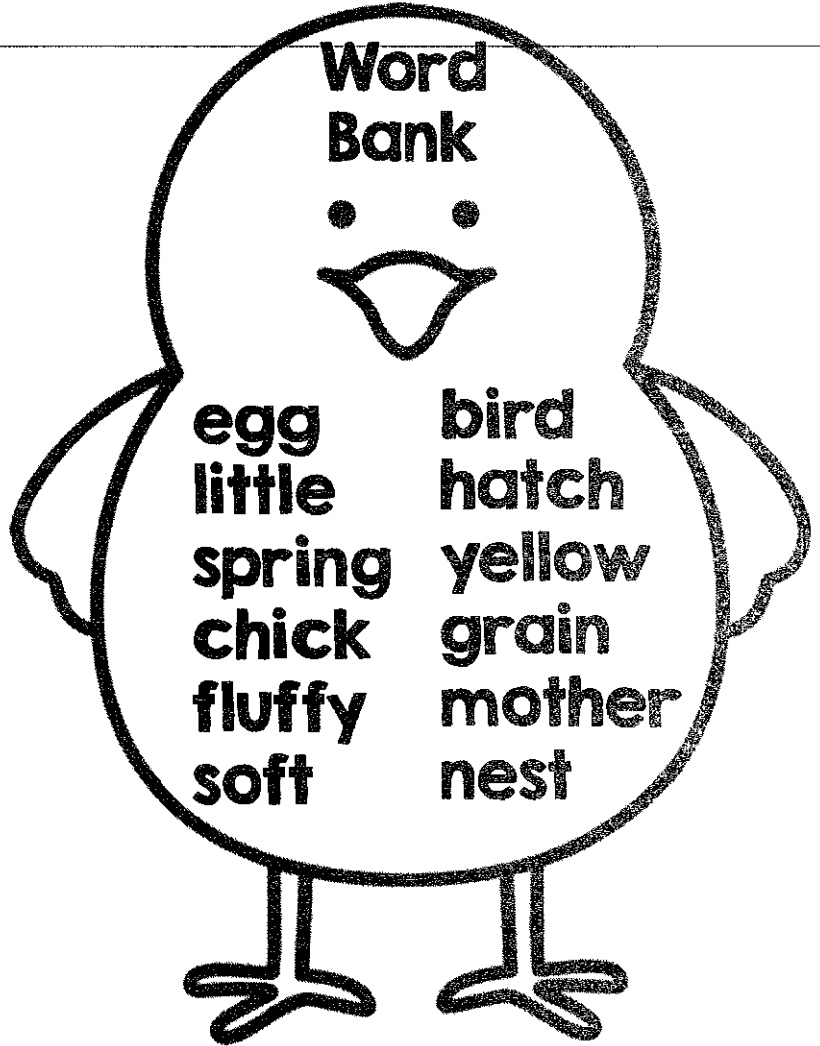
10 Less	1 Less	Number	1 More	10 More
		eighty-four		
		sixty-seven		
		thirty-eight		
		forty-three		
		fifty-one		
		twenty-five		
		seventy-seven		
		nineteen		

Name _____




ABC Order and Grammar Check

Directions: Write the words from the word bank in ABC order.
Use the color code to color the chicks next to each word.

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



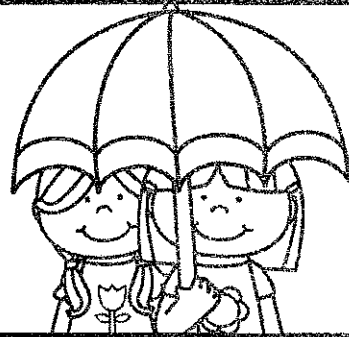
Color the  according to the color code.

 yellow	= nouns
 orange	= verbs
 green	= adjectives

Name _____

Balancing Equations

Directions: Use the numbers at the top of the rainbow to write to equations that are equal.



8 3 7 2

A rainbow is positioned above two clouds. Each cloud contains a simple addition equation with empty boxes for the numbers: $\square + \square = \square + \square$.

5 3 4 2

A rainbow is positioned above two clouds. Each cloud contains a simple addition equation with empty boxes for the numbers: $\square + \square = \square + \square$.

6 9 1 4

A rainbow is positioned above two clouds. Each cloud contains a simple addition equation with empty boxes for the numbers: $\square + \square = \square + \square$.

8 0 1 9

A rainbow is positioned above two clouds. Each cloud contains a simple addition equation with empty boxes for the numbers: $\square + \square = \square + \square$.

7 4 7 10

A rainbow is positioned above two clouds. Each cloud contains a simple addition equation with empty boxes for the numbers: $\square + \square = \square + \square$.

3 6 8 11

A rainbow is positioned above two clouds. Each cloud contains a simple addition equation with empty boxes for the numbers: $\square + \square = \square + \square$.

Name _____

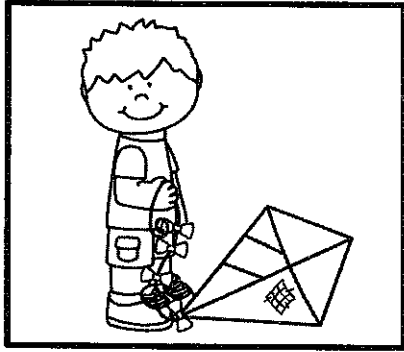
Main Idea and Details II

Directions: Read the main idea.

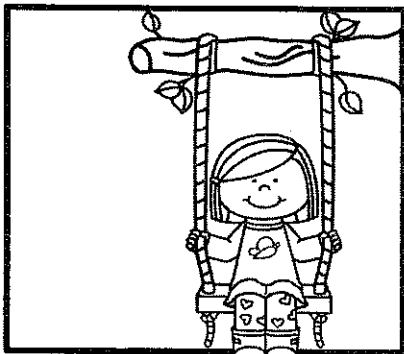
Look at the pictures and write details to support the main idea.

Main Idea:

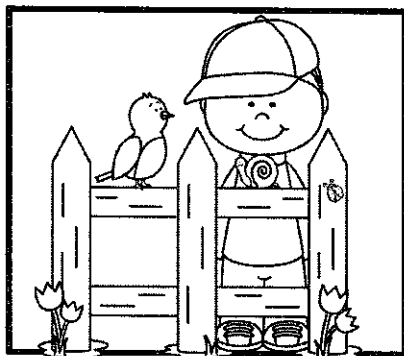
There are many fun things you can do in the spring.



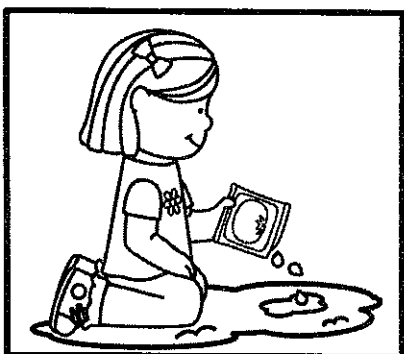
Four sets of primary writing lines (top solid, middle dashed, bottom solid) for writing details.



Four sets of primary writing lines (top solid, middle dashed, bottom solid) for writing details.



Four sets of primary writing lines (top solid, middle dashed, bottom solid) for writing details.

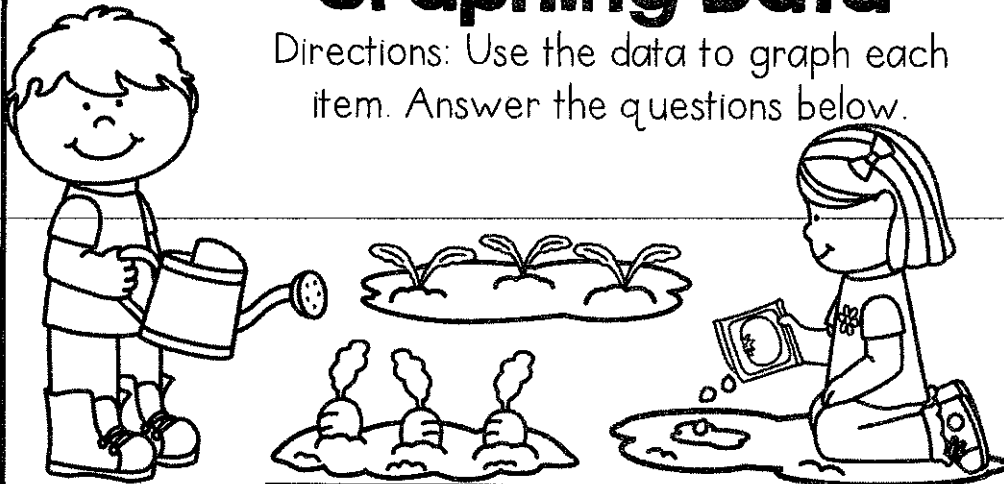


Four sets of primary writing lines (top solid, middle dashed, bottom solid) for writing details.

Name _____

Graphing Data

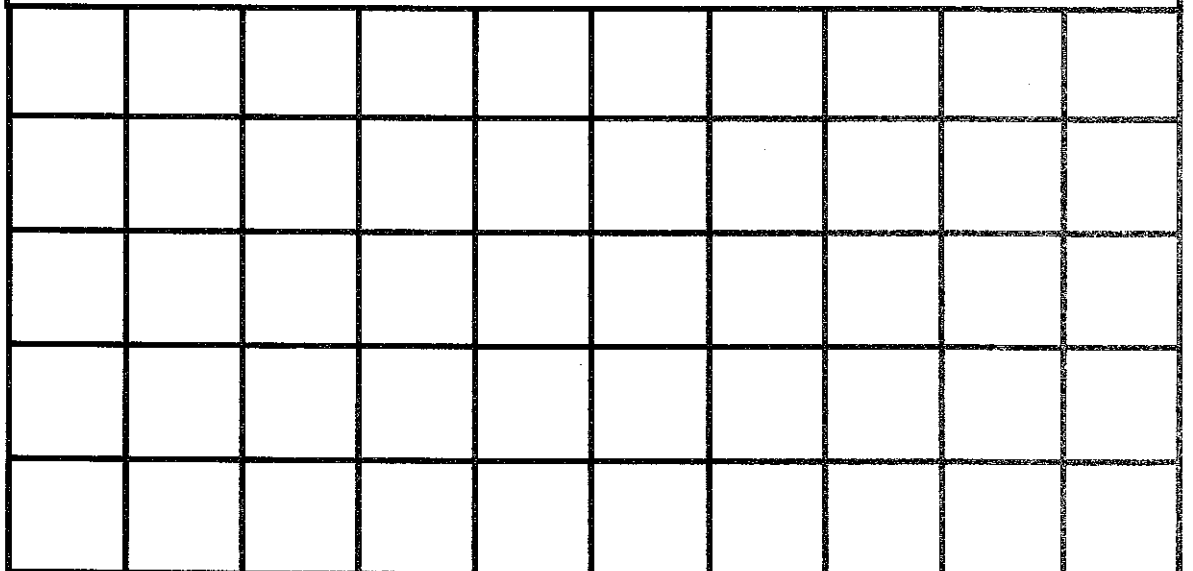
Directions: Use the data to graph each item. Answer the questions below.



Data	
Carrots	
Tomatoes	
Cucumbers	
Lettuce	
Corn	

Title:

Carrots
Tomatoes
Cucumbers
Lettuce
Corn



0 1 2 3 4 5 6 7 8 9 10

1. What would be a good title for this graph? Write a title in the correct spot.

2. Write two things you learned about the graph.

a. _____

b. _____

Grade 1 Week 31

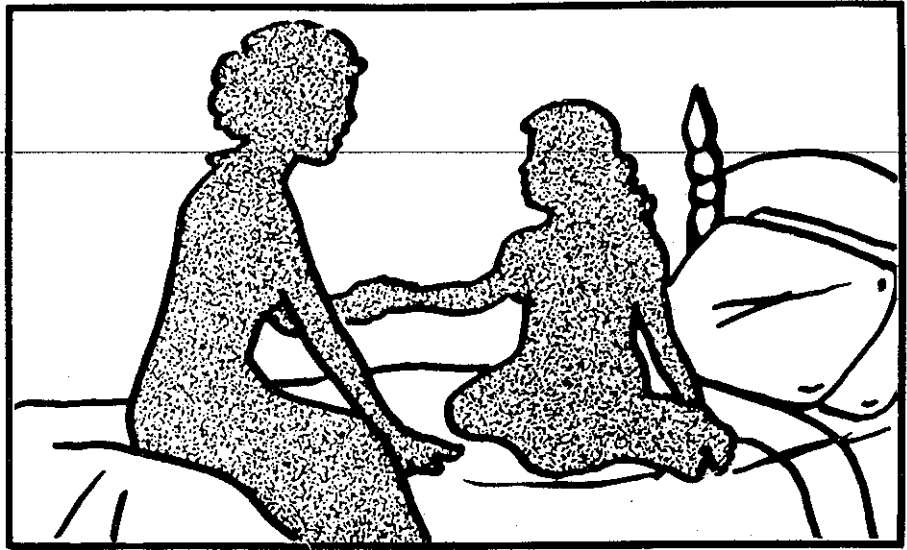
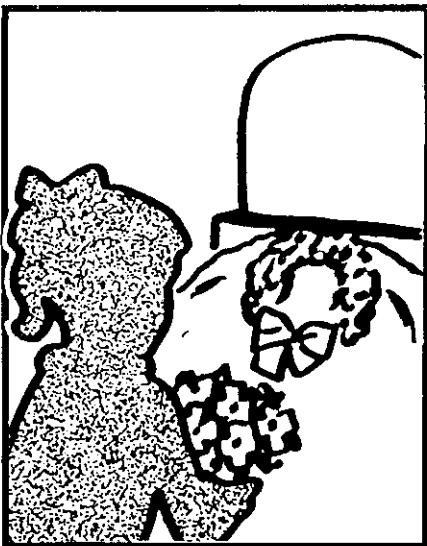
Death

Six-year-olds think about death a lot. They are most fearful that Mother will die, and they have bad dreams about this.

SIX is beginning to be aware of deaths that occur in her immediate surroundings: neighbors, relatives, people at school. She is now realizing that besides dying of old age, people can be killed in auto accidents or wars.

There is also more pre-occupation than is outwardly observable about graves, funerals, and being buried in the ground. Six-year-olds discuss these matters with each other and don't like the thought of their relatives or themselves being buried.

Pictures of dead children can cause bad dreams. Seeing a dead animal is an experience a six-year-old doesn't forget easily.



When SIX tells "tall tales" or lies

"Mom! SIX told a lie!"

Before you deliver a lecture, think.

Was it a "tall tale" or a "real lie?" Most six-year-olds are compulsive tall-tale-tellers, much more so than adults would like to believe. A clue to the tale being "tall" is that it is highly illogical, events do not naturally arise from the original "opening scene," and the tale in general is absurd.

When is it a lie?

When it appears that it could be a defensive act — a cover-up or protective story.

Fibbing is a habit that you don't want SIX to develop. But more important is the reason behind the fib. If it is defensive, then there is a problem SIX is concerned about. She doesn't know how to solve it. She has "fibbed" — but the problem is still there bothering her.

Punishing and shaming a child may make you feel like you have set her on the "straight and narrow," but it doesn't do anything for her. She still has the problem.

Tell SIX you think she is worried about something. Say, "Maybe I can help." Talk about it quietly at bedtime after the lights are out. She'll sleep better. You'll have greater insight into her needs. Best of all, SIX will be developing the habit of finding and looking at the truth squarely.

"Parents who wish to train up their children in the way they should go, must go in the way in which they would have their children go."

—Bacon—