

Name \_\_\_\_\_

# 1<sup>st</sup> Grade Homework

March 28 – April 1

## Words of the Week

twelve, catch, twenty, fetch, twice, hatch, twin, match, twig, patch, twist, watch

## Sentence Dictation

My twin and I will watch twenty chicks hatch.

### Monday

- Read for 15 minutes.
- I/ We read \_\_\_\_\_
- Practice math flashcards for 3 minutes.
- Complete the "ABC Order" and "Counting Gold Coins" worksheets.

### Tuesday

- Read for 15 minutes.
- I/ We read \_\_\_\_\_
- Practice your math flashcards for 3 minutes.
- Complete the "Find the Long and Short Vowel Words" and "Let's Count!" worksheets.

### Wednesday

- Read three (3) SRA DECODABLE TAKE HOME books (your choice).
- Practice your math flashcards for 3 minutes.
- Complete the "R-Controlled Vowels" and "What's the Time?" worksheets.

### Thursday

- Read for 15 minutes.
- I/ We read \_\_\_\_\_
- Complete the "Find the Hidden L-Blends" and "Lucky Shapes!" 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 \_\_\_\_\_

Blends with t - tw, tch

twelve

catch

twenty

fetch

twice

hatch

twin

match

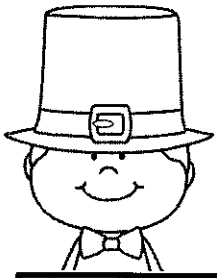
twig

patch

twist

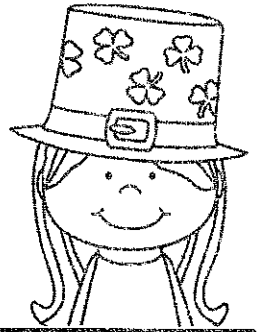
watch

Name \_\_\_\_\_



# ABC Order

Directions: Read the words in each box.  
Write them in ABC order.



green rainbow clover  
Irish St. Patrick

1.

2.

3.

4.

5.

March gold coins  
leprechaun pot

1.

2.

3.

4.

5.

music Ireland lamb  
lion windy

1.

2.

3.

4.

5.

hat jig shamrock  
jump luck

1.

2.

3.

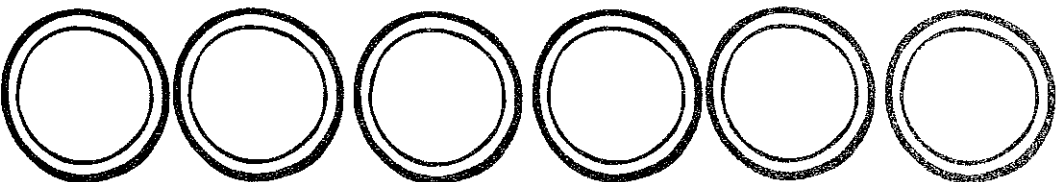
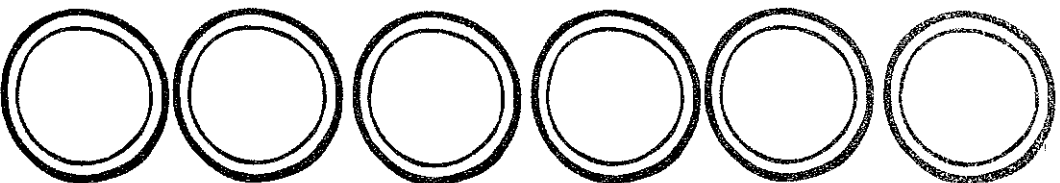
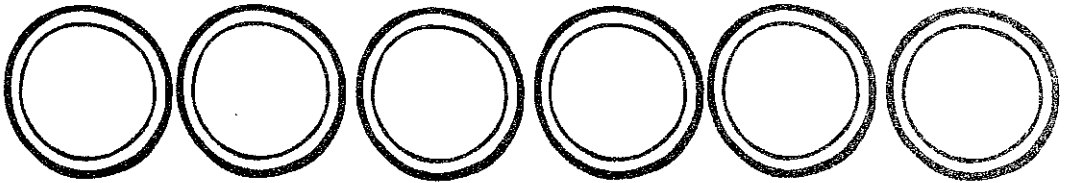
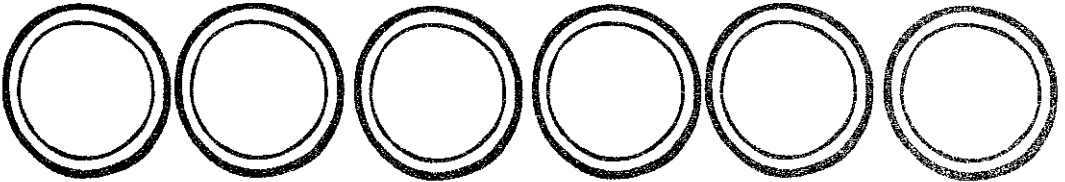
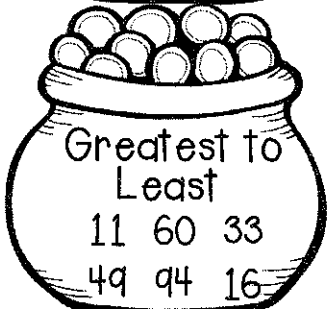
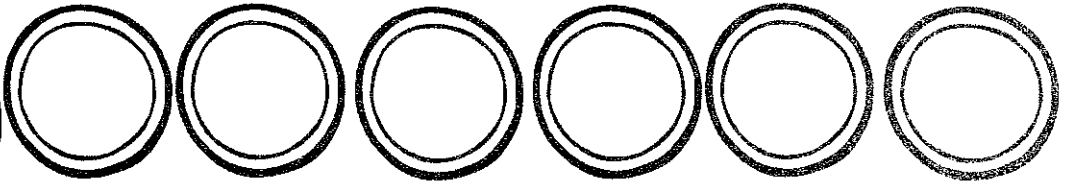
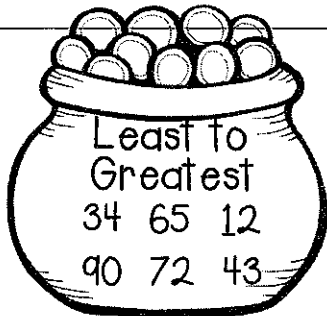
4.

5.

Name \_\_\_\_\_

# Counting Gold Coins

Directions: Look at the number on the coins in each row. Put them in order from least to greatest and greatest to least.



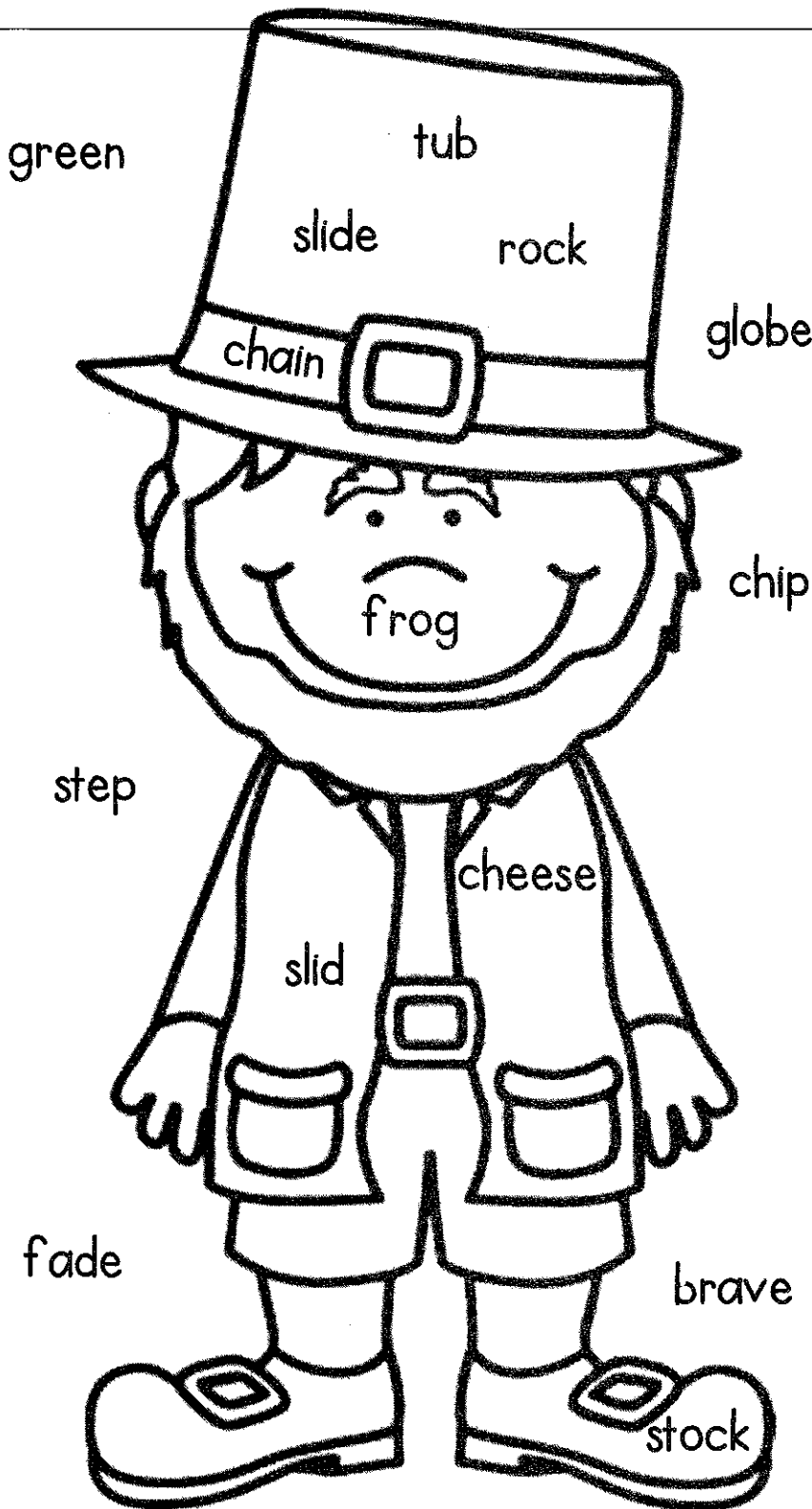
Name \_\_\_\_\_

# Find the Long and Short Vowel Words

Directions: Find the hidden long and short vowel words in the picture.

Highlight and record how each word in the correct column.

Bonus: Write each set in ABC order on the back of this paper.



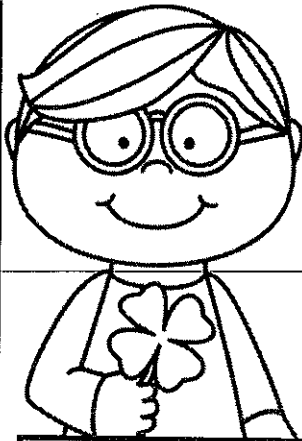
## Long Vowels

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## Short Vowels

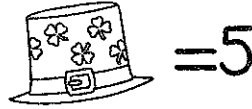
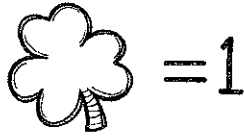
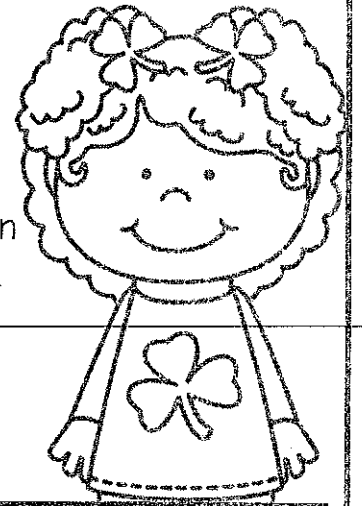
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Name \_\_\_\_\_



# Let's Count!

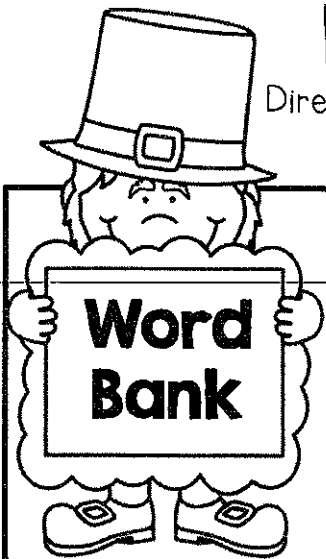
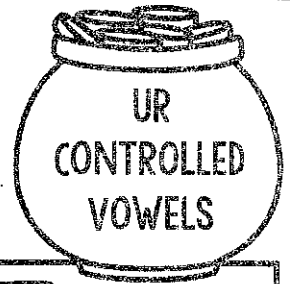
Directions: Use the key to help you count the items in each group. Write the correct number in each box.



Name \_\_\_\_\_

# R-Controlled Vowels

Directions: Use the word bank to fill in the missing words.  
Bonus: put the words in ABC order.



- slurp
- purple
- curl
- hurt
- burn
- burger
- fur
- turtle
- nurse
- purse

1. I like the color .

2. Did you  your finger?

3. My cat has soft .

4. Amy likes to  her hair.

5. Do not  your soup.

6. The  gave me a shot

7. My mom has a red .

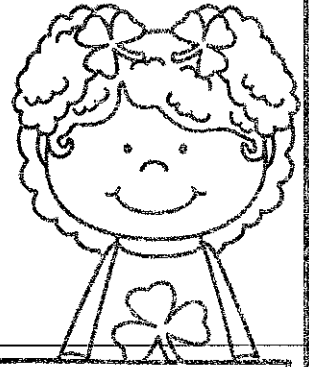
8. The  is slow.

9. I  my big toe.

10. I had a  for lunch.

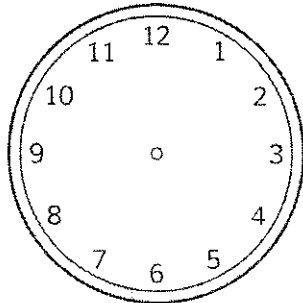
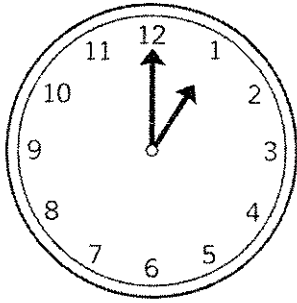
Name \_\_\_\_\_

# What's the Time?

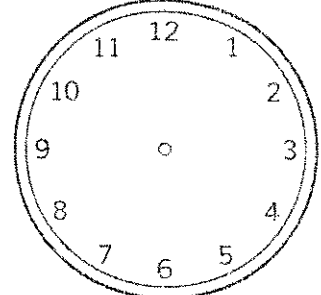
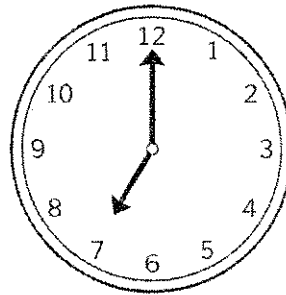


Directions: Read the time on each clock. Add 30 minutes and draw the hands on the blank clock to show the new time.

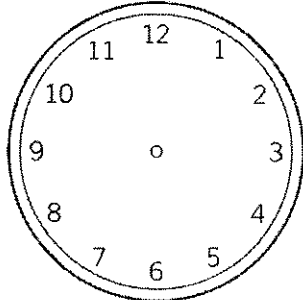
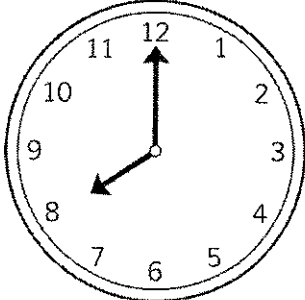
$1:00 + 30 \text{ minutes} =$



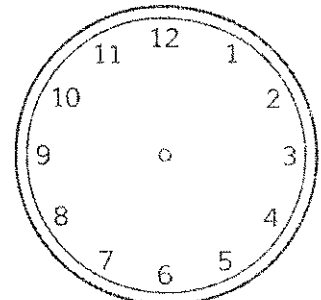
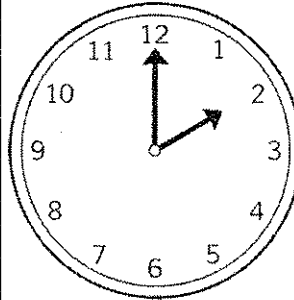
$7:00 + 30 \text{ minutes} =$



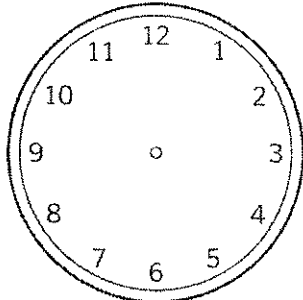
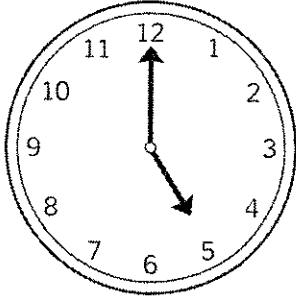
$8:00 + 30 \text{ minutes} =$



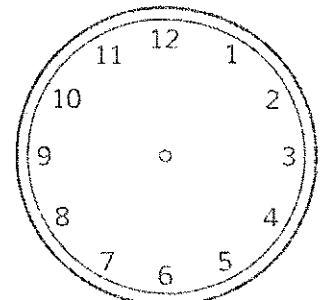
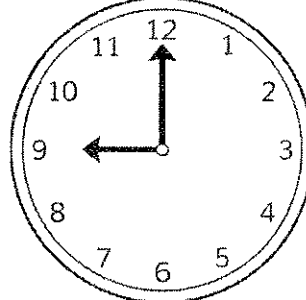
$2:00 + 30 \text{ minutes} =$



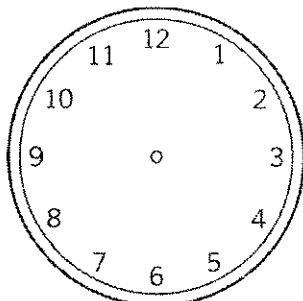
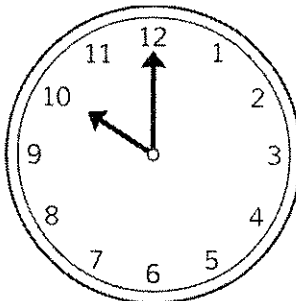
$5:00 + 30 \text{ minutes} =$



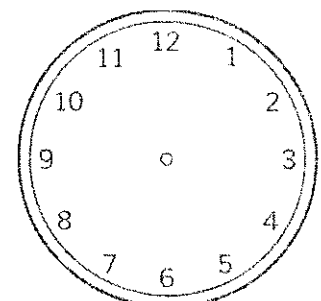
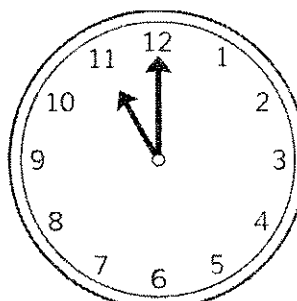
$9:00 + 30 \text{ minutes} =$



$10:00 + 30 \text{ minutes} =$



$11:00 + 30 \text{ minutes} =$





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# Find the Hidden L-Blends

Directions: Find the hidden blends in the picture. Write them in the correct column.

Bonus: Use a word from each column to write a sentence on the back of this paper.

**bl blend**

**gl blend**

**cl blend**

1. \_\_\_\_\_

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

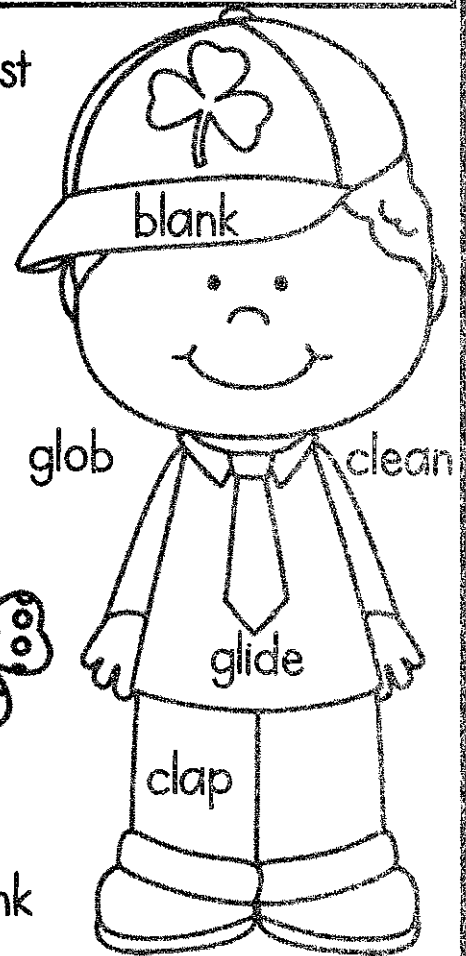
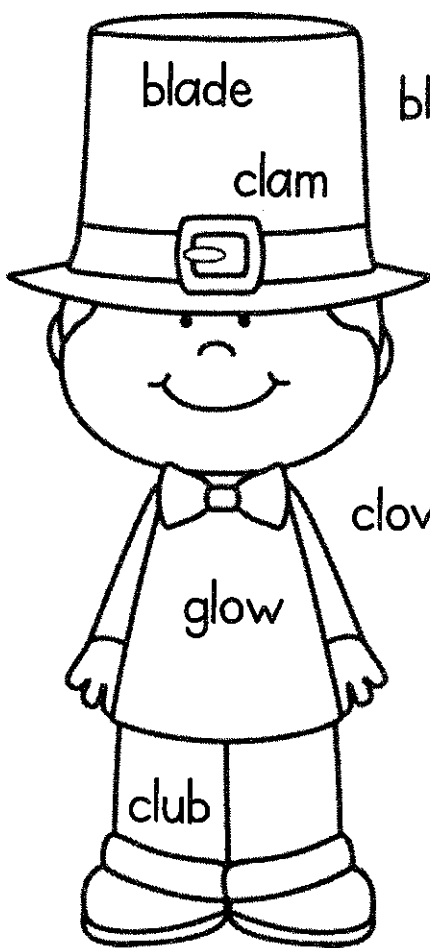
4. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

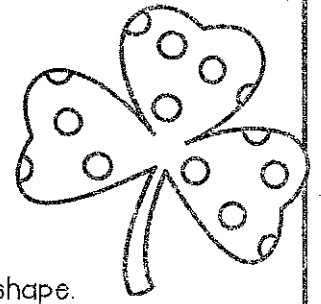
5. \_\_\_\_\_

5. \_\_\_\_\_

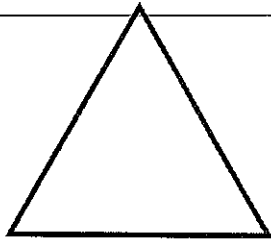


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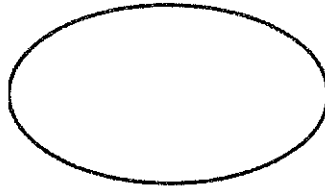
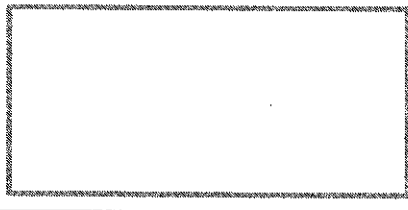
# Lucky Shapes!



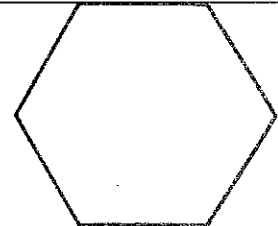
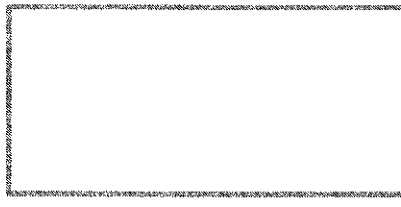
Directions: Read the clues at the bottom of the page. Cut and paste to match the shape.



triangle



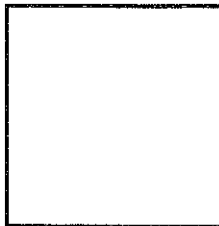
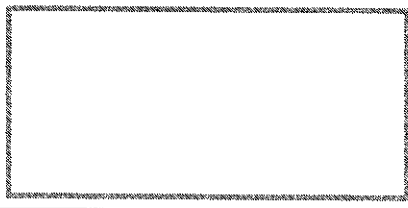
oval



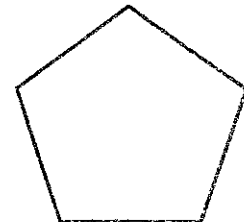
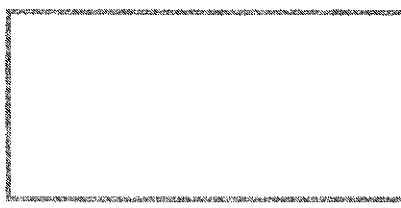
hexagon



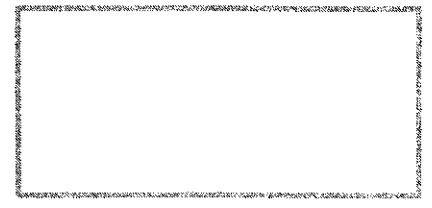
rectangle



square



pentagon



I have 4 equal sides and 4 corners.

Who am I?

I have 6 sides and 6 corners.

Who am I?

I have 3 sides and 3 corners.

Who am I?

I have 2 long sides, 2 short sides and 4 corners.

Who am I?

I have 5 sides and 5 corners.

Who am I?

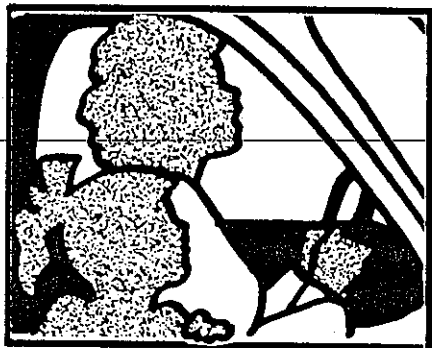
I do not have any corners.

Who am I?

# Grade 1 Week 28

## Summary 25-27

# Growing Up



### Abstract concepts of space, time, distance become clearer

SIX's understanding of space and distance is getting better. He can tell you where you are according to familiar landmarks. He gets afraid sometimes, though, of getting lost, so play "navigator" games with him to increase his sense of direction.

- Have him tell you where to turn on a familiar route.
- Have him watch for landmarks on new routes.

His thinking is more agile now, too. He can talk about abstract concepts. A good game to play to increase this skill is "What if?" Ask a question, any question, starting with "What if...?" The question can be absurd, "What if you could only eat purple food?" And the answer could be absurd, too, "Then I'd eat grapes and purple cows!"

Asking "What if" also prepares a child for real-life situations: "What if a stranger offered you a ride?" "What if you woke up at night and smelled smoke?"

Along with being better at distances and abstract concepts, SIX also seems sometimes to be incredibly rude and disobedient. Babysitters and other care givers will tell you that SIX is rude, fresh, nasty, insulting, argumentative, and impudent.

This happens because SIX thinks only his parents have the right to tell him what to do. When anyone else tries to make him do something or correct him for something, he feels they're infringing on his parent's domain.

The best way to handle these incidents is to talk with the babysitter or caregiver about ways to frame requests so that SIX will comply gladly.

You may also think SIX is hard of hearing, after you've told him three times to do something. Actually, the problem is that while his hearing is probably fine, his concentration is on something else and your words or sounds simply do not penetrate.

Try this: go to him and touch him gently. Make him look at you as well as listen to you while you tell him what it is you have to say. You'll get better results — in less time.

Reading and writing are skills that SIX is polishing in this last half of his first school year. His printing will still be crooked and the letters will be grouped awkwardly. This is because his eyes have not yet finished adjusting to having to focus first on a distant blackboard and then on a close paper on his desk. He sometimes has trouble keeping his place. Practice will help.

Many first graders still use a finger or marker to keep their place in reading. It may be because he's excited that he's reading to you. But if you notice him rubbing his eyes or cocking his head, it may be because he has vision problems. Observe him, then take action if needed.

SIX loves to swap things with his friends. Erasers, pencils, matchbox cars, lunches. You may have to intervene when he tries to swap his baby sister or his new winter jacket.

He also loves collecting things, and having things. But most of all, he loves *giving* things. It's a nice habit to have.

*"With children we must mix gentleness with firmness. They must not always have their own way, but they must not always be thwarted. If we never have headaches through rebuking them, we shall have plenty of heartaches when they grow up."*

—Charles H. Spurgeon—