

Name _____

1st Grade Homework

March 7-11

Words of the Week

cloud, down, count, flower, found, how, house, now, out, owl, round, town

Sentence Dictation

I count two flowers and six clouds by the house in the small town.

Monday

- Read for 15 minutes.
- I/ We read _____
- Practice math flashcards for 3 minutes.
- Complete the "Conjunctions" and "Doubles Plus One More" worksheets.

Tuesday

- Read for 15 minutes.
- I/ We read _____
- Practice your math flashcards for 3 minutes
- Complete the "Mixed Up Sentences" and "Addition and Subtraction True or False" worksheets.

Wednesday

- Read three (3) SRA DECODABLE TAKE HOME books (your choice).
- Complete the "Plural and Possessive Nouns" and "Fact Families" worksheets.
- In your Problem Solving math workbook, complete pages PS 131-134.
Tear out carefully and attach to this homework.

Thursday

- Read for 15 minutes.
- I/ We read _____
- In your Problem Solving math workbook, complete pages PS 135-138.
Tear out carefully and attach to this homework.
- 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 _____

ou & ow

cloud

down

count

flower

found

how

house

now

out

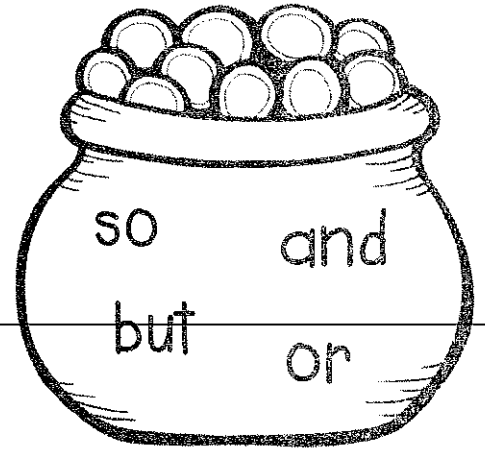
owl

round

town

Name _____

Conjunctions



Directions: Read the set of two sentences. Use one of the conjunctions to join the two sentences. Rewrite the sentence with a conjunction.

1. He wanted to play outside. It rained.

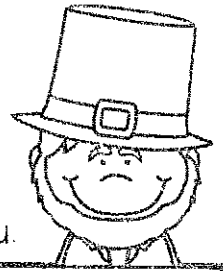
2. She followed the rainbow. She found a pot of gold.

3. Today is St. Patrick's Day. I wore green.

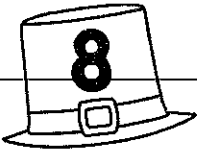
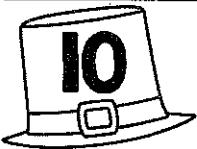

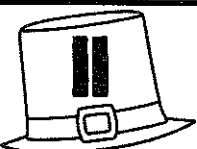






4. I can take a bus to school. I can walk to school.

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Doubles Plus ONE More

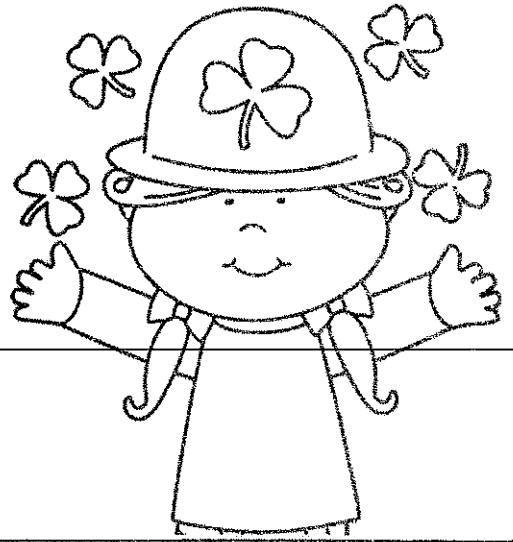


Directions: Double the number and write an equation.
Use the sum and add one more. The first one has been done for you.

 8	$8 + 8 = 16$	$16 + 1 = 17$
 10	_____ + _____ = _____	_____ + _____ = _____
 6	_____ + _____ = _____	_____ + _____ = _____
 11	_____ + _____ = _____	_____ + _____ = _____
 7	_____ + _____ = _____	_____ + _____ = _____
 12	_____ + _____ = _____	_____ + _____ = _____
 9	_____ + _____ = _____	_____ + _____ = _____
 15	_____ + _____ = _____	_____ + _____ = _____
 20	_____ + _____ = _____	_____ + _____ = _____
 30	_____ + _____ = _____	_____ + _____ = _____

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Mixed up Sentences



Directions: Read the words for each sentence.
Arrange them to make a complete sentence.

1. green. I color like the

2. have I shamrock. green a

3. at the Look rainbow. pretty

4. pot I gold. see a of

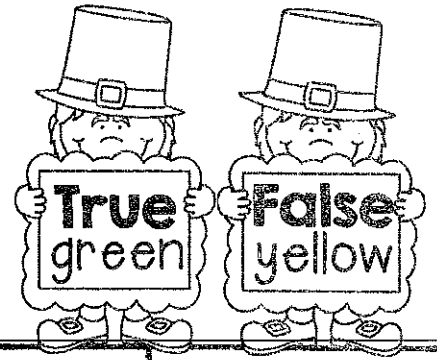
5. wearing I green am today.

6. share We coins. the can

7. fun dance a to It jig. is

Name _____

Addition and Subtraction True or False

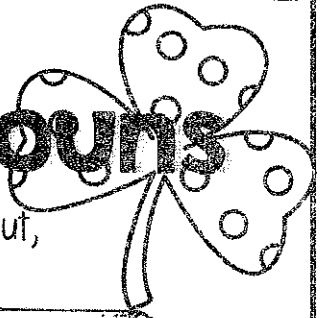


Directions: Use the color code to color the hats.

$6+3=9$	$12-9=4$	$5+3=8$	$10-3=7$	$2+4=7$
$9+6=16$	$8+7=15$	$6+4=10$	$7+4=12$	$9+4=5$
$3+1=4$	$8+7=14$	$12-6=6$	$6+7=14$	$19-4=13$
$8+8=16$	$13-4=9$	$9+9=17$	$15-10=5$	$7+7=13$
$16-8=8$	$10+10=20$	$16-7=9$	$4+8=11$	$4+4=7$
$12-9=3$	$8+4=12$	$13-8=5$	$9+7=16$	$13-5=8$

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Plural and Possessive Nouns



Directions: Read the word/phrase on each pencil. Cut, paste and sort them in the correct column.

Plural

Possessive

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glasses

Kate's
balloon

dogs

Brad's
jacket

cups

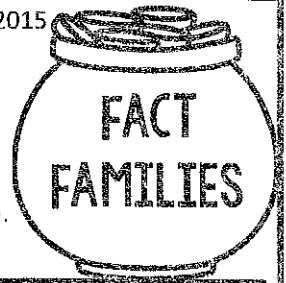
Don's
apple

hands

Tim's
cake

Jane's
cake

Name _____



Fact Families

Directions: Complete the fact families for each set of numbers.

 9, 2, 7	$\square + \square = \square$ $\square + \square = \square$ $\square - \square = \square$ $\square - \square = \square$	 4, 6, 10	$\square + \square = \square$ $\square + \square = \square$ $\square - \square = \square$ $\square - \square = \square$
 4, 5, 9	$\square + \square = \square$ $\square + \square = \square$ $\square - \square = \square$ $\square - \square = \square$	 2, 8, 10	$\square + \square = \square$ $\square + \square = \square$ $\square - \square = \square$ $\square - \square = \square$
 7, 3, 4	$\square + \square = \square$ $\square + \square = \square$ $\square - \square = \square$ $\square - \square = \square$	 6, 2, 4	$\square + \square = \square$ $\square + \square = \square$ $\square - \square = \square$ $\square - \square = \square$
 3, 5, 8	$\square + \square = \square$ $\square + \square = \square$ $\square - \square = \square$ $\square - \square = \square$	 7, 5, 12	$\square + \square = \square$ $\square + \square = \square$ $\square - \square = \square$ $\square - \square = \square$

Grade 1 Week 25

Writing skills

Are you concerned with SIX's printing? When she hands you a slightly-rumpled, much-erased paper with letters crooked and spaced unevenly, you may think she should be doing better by this time of year.

Before you give a lecture on neatness, you should know that sloppy printing is not unusual at this time. SIX will tell you that she does not like to copy from the board. She may say, "I hate writing, especially from the board. It makes my hand hurt. It takes too long." Teachers confirm that most children do not like writing.

There is a good physical reason for this. At this age, children's vision is still not entirely developed. SIX is just becoming able to see the words on the board at a distance, then see them on paper without losing her place.

As the ability to focus back and forth from distance to close work gets better, SIX will be able to give more attention to the formation and placement of letters. Now, however, she is under stress just "keeping her place." Toward the end of school, if there has not been a significant improvement, then begin to search for underlying reasons.

Pilot to co-pilot

Have you noticed that SIX's understanding of space and distance is expanding? She probably has made comments on the way to the library, for example, that show she knows where she is. She may say, "We're almost there. I know because there's the water tower."

She is interested now not only in specific places but in the relationship between home and other special places like the shopping center, the park, the church, and the school.

Even with this growing awareness, SIX sometimes has a vague fear of becoming lost if she does not stay on a specific route from one place to another.

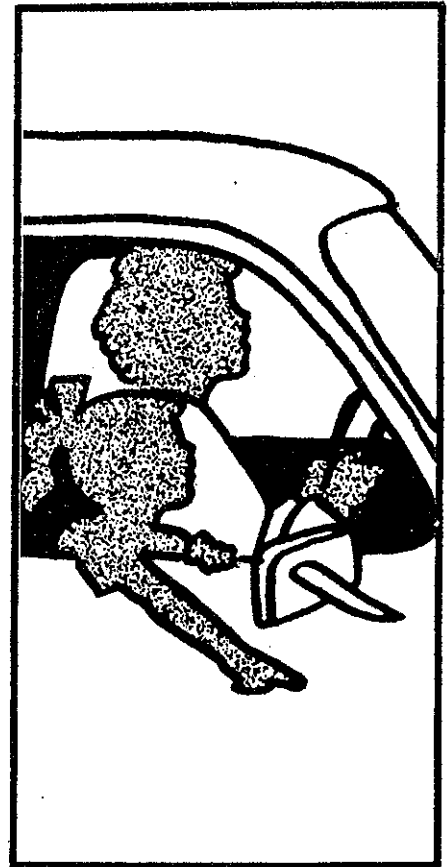
You can help her over this fear by reinforcing the usual routes and then changing them slightly. Play these games:

- Let SIX be "navigator." You are pilot. Pilot to navigator: "Tell me where to turn at the next intersection. We are going to pick up the cleaning."

- "We are going to the store a new way today. Watch closely. We will be going by the Dairy Queen. First one to see it has Magic Seeing Eyes!"

- SIX is navigator today. "Six, tell me where to turn to take us home if we leave the library by this street instead of the usual one."

Such games not only help the development of space orientation but they also turn a sometimes discontented, tired, and whining child into an alert observer. Try it! And remember, whenever you're in a car, to buckle your own seat belt and your child's seat belt, too.



"The great end of education is to discipline, rather than to furnish the mind, to train it to the use of its own powers, rather than fill it with the accumulations of others."

—Tyron Edwards—