



Student's Name \_\_\_\_\_

Mrs. Rachel Lyles

901-270-4013

[rachel.vcsnashville@gmail.com](mailto:rachel.vcsnashville@gmail.com)

I am sending home a fun activity called "Disguise Our Turkey" that will be *due in two weeks* (Nov. 19). We will display them at the school on the 19th so each grade can admire each other's work. I can't wait to see how creative our 1st graders can get!

★ Bible/Character Study:

- Thankfulness- Expressing appreciation to both God and others who enrich my life.
- Memorize by Week 14, November 19<sup>th</sup>:
  - I Thessalonians 5:18 "Give thanks in all circumstances, for this is the will of God in Christ Jesus for you."
- Sing this Bible verse! Seeds family worship:  
<https://www.youtube.com/watch?v=HTRauxCaWco>
- **Family Discussion:** This is a wonderful time of year to explore the thankfulness to God of the first settlers in America as they gathered in a bountiful harvest after a very difficult winter. Read the attached story about the first Thanksgiving. Help your child to understand the truth of the founding fathers. The pilgrims were brimming over with thankfulness to their God. In Him they had trusted, and He had honored their obedience beyond their dreams. So Governor Bradford declared a day of public Thanksgiving. They had so much for which to thank God, for providing for all their needs, for their friendship with the Indians, for God's guidance in bringing them to this place, and for God's sustaining them. During this time of thanksgiving, and always, keep an "*attitude of gratitude*". Read the attached sheet for a history of Thanksgiving
- **Bible Extension:** Read in Luke 17: 12- 19 to see if the lepers were thankful. What would you have done? Would you have been like the one or like the nine?
- **Sing:** *All Creatures of our God and King* a few times this week.
  - Maranatha Worship: <https://www.youtube.com/watch?v=ReuzmyzKsUw>
- **Extension (Optional)** Memorize either verse one or two of the poem, "Thanksgiving, Then and Now", by November 19<sup>th</sup>.
- **Extension (Optional):** Record something on your calendar for which you are thankful or share something with your family for which you are thankful. You might be using a basket to collect a list of things for which you are thankful. Another idea is to make a paper chain with one thing on each loop for which you are thankful.

## ★ History:

- Read aloud Chapter 15, *The Phoenicians* pg. 110-114. Have your child answer the following questions orally:
  - Where did the Phoenicians live? In Canaan
  - What was a Phoenician talent? Sailing boats
  - What is the name of the little Phoenician colony that grew into a big city? Carthage
  - What queen helped to start Carthage? Dido
  - Why did Dido want to start the city of Carthage near the water? So that ships would visit her city and trade with her
- **Note:** *The Phoenicians were closely connected with the people of God in the Old Testament. Several kings of Israel had a close and courteous relationship with the Phoenicians. They were great sailors and builders. They helped Solomon build the temple. However, they were not without their negative influences. They worshiped the false gods, Asherah and Baal.*
- **History Copywork:** Read aloud the sentence to discover a “big idea” of the chapter. *OPTIONAL:* Copy the history sentences on the history sheet correctly and neatly.
- **History Narration:** After you have read the history assignment to your child, have your child tell you about something that you've just read. Write their version down in the history workbook. The narrations are usually two-to-five sentences. Have them illustrate their narration and add a caption.

## ★ Literature:

- Read aloud pp. 13-22 of *Anansi and the Magic Stick* by Eric A. Kimmel.
- Complete the attached *Study Questions* sheet and finish the character map from last week (if you haven't already finished it).
- Complete the “moral of the story” handout
- Choose **ONE** of the following projects:
  - **Create a Magic Stick:** Students will need a stick from nature (you could also use a small dowel or a chopstick), ribbons, plastic jewels, sequins, or other glittery things to decorate, and glue. Create your own magic stick using some of the materials above. How would you use your magic stick? Would you use it to do some of your chores? Which ones? What else would you use the stick to do? Write a couple of sentences to be prepared to share your answers in class next week. Also, bring your stick to share with the class. Be creative!

- **Create a New Recipe:** If you ended up with tons of enormous vegetables, how would you use them? Brainstorm a list of favorite vegetable dishes and create a recipe for using giant tomatoes, broccoli, lettuce, corn, carrots, etc. Use a 4x6 index card for your recipe card. Illustrate your recipe on the reverse side. Be creative!
- **Book Report - Due Dec. 3rd:** Read the book *Petunia* by Roger Duvoisin any time during the month of November. Complete the attached book report. (If you cannot find the book at the library, I have added the video to our class webpage. Of course, you are free to both read the book and watch the video!)

★ **Grammar:**

- Complete Reading Connection - "Pups and Cubs"
- Complete the "Name Tags"
- Complete the "Build a Sandcastle" sequence sheet

★ **Penmanship:**

- **Copywork:** Draw the background and copy the last two sentences from pages 18 & 19 of the *Draw Write Now* workbook into your *Draw Write Now* folder.
- Complete Sight Word "Print Writing Practice" worksheet

★ **Phonics:**

- Complete Lessons 44, 46, 47 and Assessment 8 (Lesson 45).
- Complete the "Make a Match" worksheet.
- Read Decodable Readers 14 (Here Comes the Pig!) and 15 (Fox, Not Ox!)

★ **Spelling and Dictation:**

- **Spelling Words:** See the Week 12 list for spelling words.
- Choose three of the activities from the Spelling Menu to practice your spelling words. Be sure to circle and have a parent initial the ones you chose. Also, be sure to staple your work to the back of the menu to turn in.
- Take a practice written test, then copy any misspelled words two or more times.
- **Dictation:** Dictate two sentences using at least two spelling words in each sentence

★ **Fine Arts:**

- **Art Appreciation:** No assignment this week
- **Music Appreciation:** Watch some of *The Nutcracker* ballet (<https://youtu.be/LSerfyejJNk>). This video is, also, on our class webpage.

★ Geography:

- Complete *Maps, Charts, and Graphs* - Lesson 9
- Watch to *How to Remember the Seven Continents*: <https://youtu.be/rCYERpZ4Ujc>

★ Critical Thinking:

- Complete the “Ordering Objects” and “Pool of Shapes” worksheets

★ Read Aloud:

- Read Aloud from a book of your choice for 20 minutes or more a day. Suggested goal: minimum of 10 books or chapters per week.
  - Parents, listen to your student read aloud so you can monitor their expression and flow as they read aloud. Also, read aloud to your child to model correct flow and expression.
- **Extending the Lesson (Optional)**: Color a turkey on the attached sheet for every book or chapter that you read. If you read more, draw a turkey on the back of the sheet and color it.

*I have reviewed my student's work, and all assignments are complete as outlined on this assignment sheet.*

---

*Parent's Signature*



## **DISGUISE OUR TURKEY**

This little turkey wandered in, looking for a place to stay.

It's trying to avoid being dinner on this Thanksgiving Day!

It needs a disguise, something to help it blend in -

maybe you can make it a ballerina, doctor, or Pilgrim!

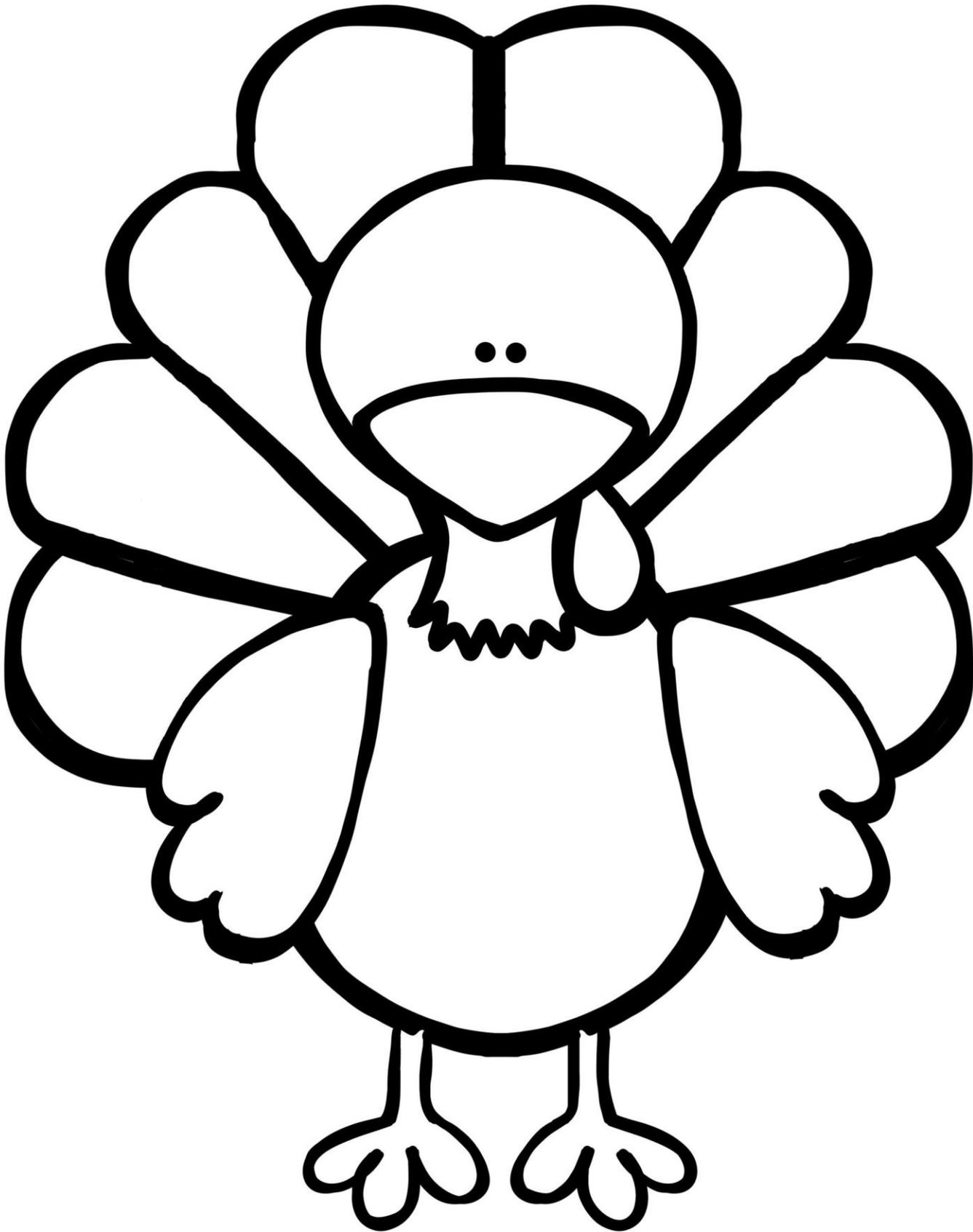
A little paint or colored crayons; you can use anything.

Use some markers, beads, or glitter and give it some bling!

Please return to us no later than next Thursday

So it can come hide with its friends in our school hallway!

What will your disguise be? Snowman or popcorn? Elephant or  
rock star? Let your imagination shine!



# Thanksgiving



We often think about the Pilgrims at Thanksgiving. But they did not have a regular time for Thanksgiving as we do. The Pilgrims' first winter had been very difficult. But at the end of their first year in the New World, they had had a good harvest and, indeed, much to be thankful for. So in the fall of 1621, probably in October, they celebrated their first American harvest. Massasoit and about ninety other Wampanoag Indians joined them in this three-day celebration. Edward Winslow, one of the Pilgrims at the feast, wrote about it to a friend in England:

"Our harvest being gotten in, our Governor sente four men out fowling, that so we might, after a special manner, rejoyce together after we had gathered the fruit of our labours. These four, in one day, killed as much fowl as, with a little help besides, served the company almost a week. At which time, amongst other recreations, we exercised our armes, many of the Indians coming amongst us.

"And amongst the rest, their greatest King, Massasoit, with some ninety men, whom, for three days, we entertained and feasted.

"And they went out and killed five deer, which they brought to the Plantation, and bestowed on our Governor and upon the Captaine and others.

"And although it be not al-

ways so plentiful as it was at this time with us, yet, by the goodness of God, we are so farr from wante that we often wish you partakers of our plentie."

From what we know, most of the Indians and Pilgrims sat on the ground, for there were not enough tables. The food was not eaten at a single time, but the feast was spread over three days. The traditional meat was young, lean goose. That was probably served with the five deer. Likely a pudding was also served—composed of cereals and fruit. Lacking suitable flour to make a crust for pumpkin pie, they probably ate pumpkin as a side dish. Cakes made from corn completed the meal.

During the summer of 1623, there had been no rain and the crops were withering. After a day of prayer, there were rains and the Governor declared a day of thanksgiving.

George Washington, during his first year as President of the United States, proclaimed Thursday, November 26, 1789, as a national holiday. This day was set aside for worship and giving thanks.

Abraham Lincoln, in 1863, named the last Thursday in November as the day of national thanksgiving. This was followed annually by every President until Franklin Roosevelt, who named the third Thursday in November. In 1941, Congress passed a resolution designating the fourth Thursday of November as Thanksgiving Day, a national holiday.



## Passage from the Light and The Glory on the first Thanksgiving of 1621

"The Pilgrims were brimming over with gratitude—not only to Squanto and the Wampanoags who had been so friendly but to their God. In Him they had trusted, and He had honored their obedience beyond their dreams. So, Governor Bradford declared a day of public Thanksgiving, to be held in October. Massasoit was invited, and unexpectedly arrived a day early—with ninety Indians!! Counting their numbers, the Pilgrims had to pray hard to keep from giving in to despair. To feed such a crowd would cut deeply into the food supply that was supposed to get them through the winter.

But if they had learned one thing through their travails, it was to trust God implicitly. As it turned out, the Indians were not arriving empty-handed. Massasoit had commanded his braves to hunt for the occasion, and they arrived with no less than five dressed deer, and more than a dozen fat wild turkeys! And they helped with the preparations, teaching the Pilgrim women how to make hoecakes and a tasty pudding out of cornmeal and maple syrup. Finally, they showed them an Indian delicacy: how to roast corn kernels in an earthen pot until they popped, fluffy and white—popcorn.

The Pilgrims in turn provided many vegetables from their household gardens: carrots, onions, turnips, parsnips, cucumbers, radishes, beets, and cabbages. Also, using some of their precious flour, they took summer fruits which the Indians had dried and introduced them to the like of blueberry, apple, and cherry pie. A joyous occasion for all!!

Between meals, the Pilgrims and Indians happily competed in shooting contests with gun and bow. The Indians were especially delighted that John Alden and some of the younger men of the plantation were eager to join them in foot races and wrestling. There were even military drills staged by Captain Standish. Things went so well (and Massasoit showed no inclination to leave) that Thanksgiving Day was extended for three days.

Surely, one moment stood out in the Pilgrims' memory—William Brewster's prayer, as they began the festival. **They had so much for which to thank God:** for providing all their needs, even when their faith had not been up to believing that He would do so; for the lives of the departed and for taking them home to be with Him; for their friendship with the Indians—so extraordinary when settlers to the south of them had experienced the opposite; for all His remarkable providence's in bringing them to this place and sustaining them."

# Anansi

## Study Questions

Pages 13-22

1. What color is Zebra in this story? \_\_\_\_\_

2. What does Warthog have planted in his garden?  
\_\_\_\_\_

3. Who planted Anansi's garden? \_\_\_\_\_

4. Circle the word that describes Anansi.

energetic

lazy

generous

5. What happened to Anansi's garden?  
\_\_\_\_\_

6. What did the water create? \_\_\_\_\_

7. Put the following words in ABC order.

watering

bigger

trickle

garden

# Anansi

## Literature Project

### Create a Magic Stick

Create your own magic stick using some of the materials below. How would you use your magic stick? Would you use it to do some of your chores? Which ones? What else would you use the stick to do? Write a couple of sentences and be prepared to share your writing in class next week. Also, don't forget to bring your stick with you! Be creative and have fun!

Student will need a stick from nature (you could also use a small dowel or a chopstick), ribbons, plastic jewels, sequins, or other glittery things to decorate, and glue.

### Create a New Recipe

If you ended up with tons of enormous vegetables, how would you use them? Brainstorm a list of favorite vegetable dishes and create a recipe for using giant tomatoes, broccoli, lettuce, corn, carrots, etc. Use a 4x6 index card for your recipe card. Illustrate your recipe on the reverse side. Be sure to give detailed directions and have fun! Bring it to class next week to share.



name: \_\_\_\_\_

African Folktales usually teach a lesson. This is called the MORAL.

title: \_\_\_\_\_

the moral of the story:

i never learn...  
but did you?



anansi

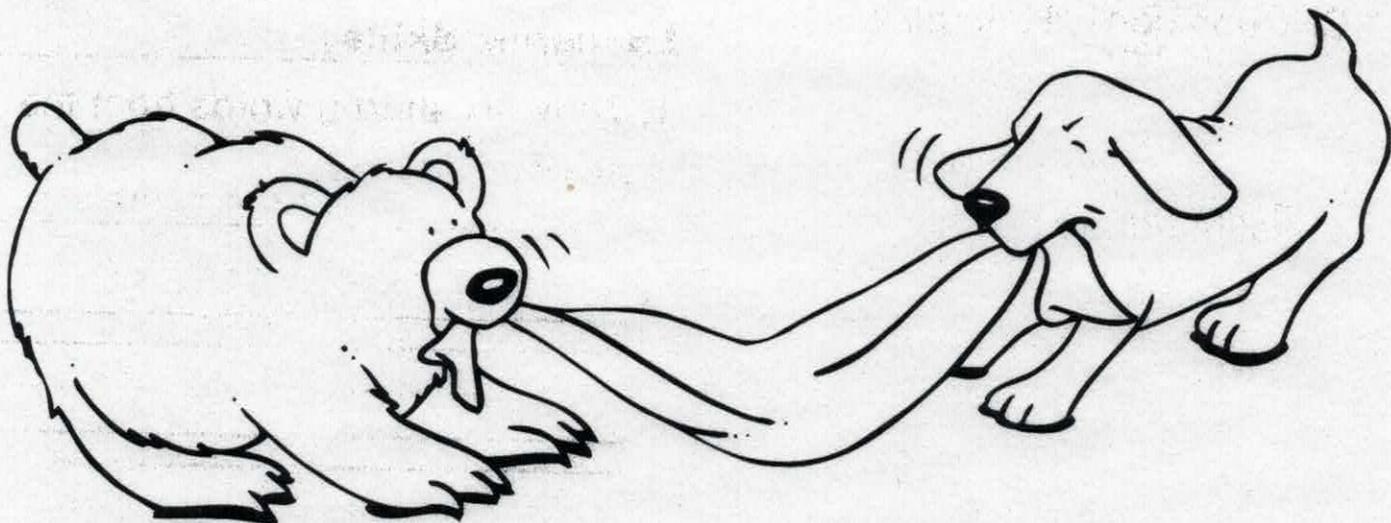
A large dashed-line box containing ten horizontal lines for writing the moral of the story.

Pups and cubs are little and cute.  
In fact, pups and cubs are adorable.  
Pups are good pets, but cubs are not.

Cubs and pups like to run.  
You can run with pups, but not with cubs.  
A pup's mother would be glad if you ran with her pup.  
But a cub's mother would get mad if you ran with her cub.

Cubs and pups both like to tug.  
Pups are fun to play tug with, but a cub's tug can be too much!

So pick a pup for a pet, not a cub.



**Reading Skills**

1. Which sentence tells the main idea of the story?
  - A. Cubs like to run.
  - B. Pups are good pets, but cubs are not.
  - C. Pups and cubs are cute.
  
2. Why are pups good pets?
  - A. Pups tug too much.
  - B. Pups are fun to play with.
  - C. Mother gets mad.
  
3. Why are cubs not good pets?
  - A. Cubs tug too much.
  - B. Cubs are too little.
  - C. Cubs don't like to play.

**Thinking Skills**

1. What pet would you like to have?

---



---



---



---



---



---



---



---



---

**Vocabulary Skills**

1. What does adorable mean?
  - A. very cute
  - B. very big
  - C. very mean

**Language Skills**

1. Write six short u words from the story.

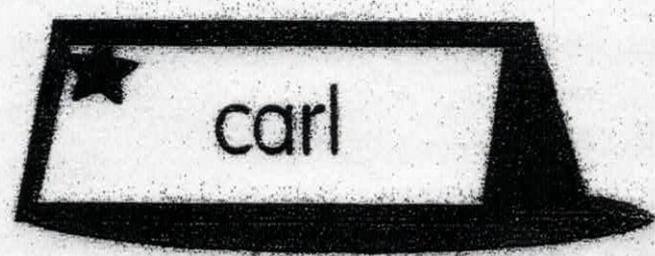
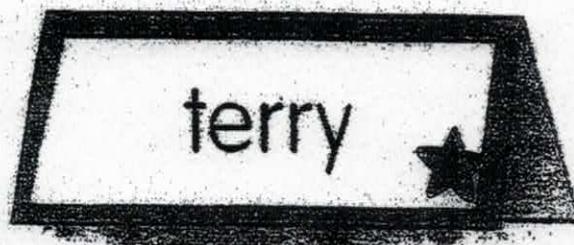
<hr/>	<hr/>
<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>
<hr/>	<hr/>
<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>
<hr/>	<hr/>
<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>
<hr/>	<hr/>

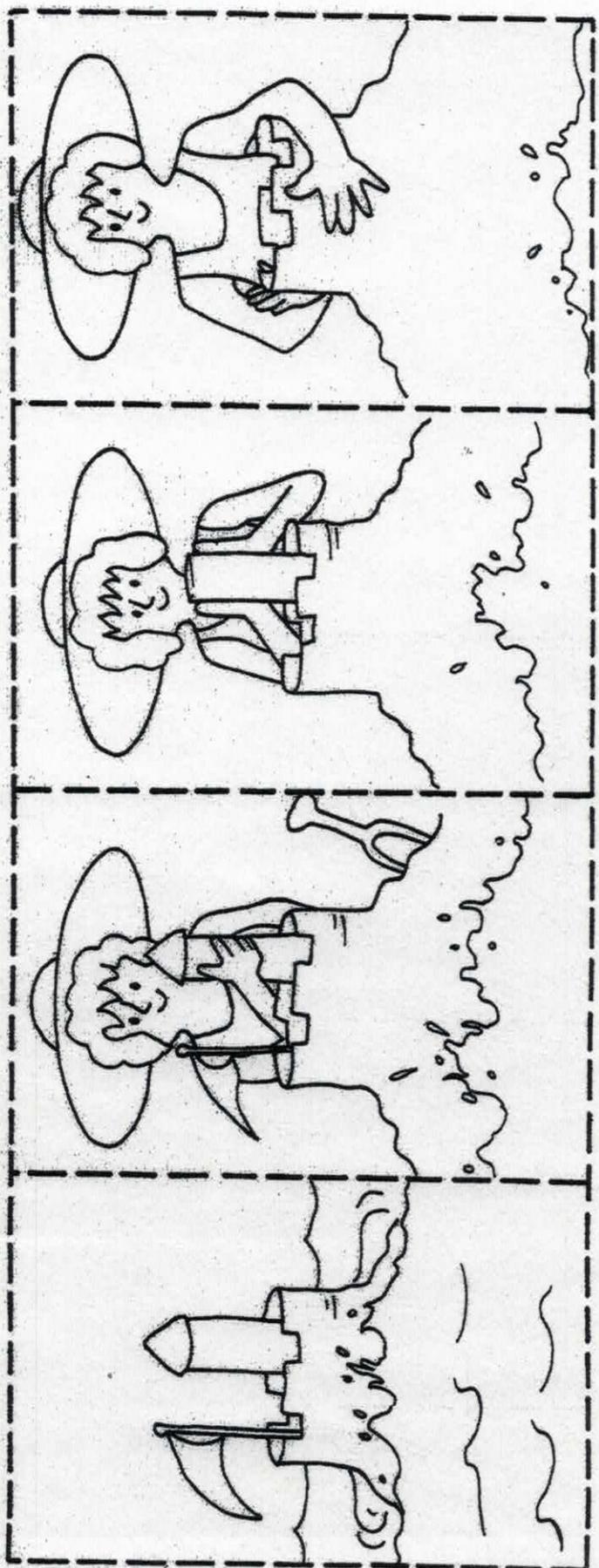
# Name Tags



The names of people begin with capital letters.

Fix the name tags.



# Print Writing Practice

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

friend

Blank handwriting practice lines for the word "friend".

their

Blank handwriting practice lines for the word "their".

there

Blank handwriting practice lines for the word "there".

come

Blank handwriting practice lines for the word "come".

Blank handwriting practice lines for the word "come".

**Rule  
14**

A contraction is a short way  
to write two words.

can not	<b>can't</b>
is not	<b>isn't</b>
I have	<b>I've</b>
I am	<b>I'm</b>
it is	<b>it's</b>
that is	<b>that's</b>
we are	<b>we're</b>
she is	<b>she's</b>
they will	<b>they'll</b>
they are	<b>they're</b>

**Contractions**

# Make a Match

14

Match each contraction with the two words that were used to make it.

don't

can not

can't

let us

I'll

do not

wasn't

did not

it's

are not

didn't

I will

let's

was not

aren't

there is

there's

it is

## Week 12 Lessons 44-47

How many letters are there in the English alphabet? **26** These 26 letters are divided into two types. What are the two types? **vowels and consonants** How many vowels are there? **5** What are they? **a, e, i, o, and u (sometimes y)** What is the initial letter of the alphabet? **a** What is the final letter of the alphabet? **z** What are the medial letters? **all the other letters :)**

### Lesson 44 – Contractions

Write ‘we’ll’ on the board. Point to the apostrophe. What do we call this mark? **an apostrophe** When have we used an apostrophe before? **apostrophe s** Yes, and what does apostrophe s mean? **belonging to someone; ownership** This word is different. This is the word, ‘we’ll.’ Let me use it in a sentence for you... “We’ll be getting out of school at 2pm today.” “We’ll be going to recess after lunch.” “We’ll get to the worksheet when we’re done with the lesson.” We’ll is a contraction. A contraction is one word that is made by putting together two words and shortening them. Given the sentences, what two words do you think make up the contraction we’ll? **various answers** We’ll is short for we will. One of the words is shortened to make a contraction. We shorten the words by removing letters and adding the apostrophe. We shortened the word ‘will’ to make the contraction we’ll. What letters are missing? **w and i** Again, the apostrophe represents the letters that are missing. The English language has about 70 contractions. Two contractions don’t follow the normal ways we shorten words. The words are won’t and don’t. Write *won’t and don’t* on the board. Won’t is short for ‘will not,’ and don’t is short for ‘do not.’ Both of these words will be sight words. You have a list of these contractions in your reference booklet.

Now, look at your worksheet. Write your name neatly on the space provided at the top of your page. For #1-10 I will say a sound, and you will write the letter or letters that make that sound on the line.

- |                        |                      |
|------------------------|----------------------|
| 1. /ī/ - <b>ī, i-e</b> | 6. /s/ - <b>s</b>    |
| 2. /th/ - <b>th</b>    | 7. /ī/ - <b>ī</b>    |
| 3. /ě/ - <b>ě</b>      | 8. /b/ - <b>b</b>    |
| 4. /f/ - <b>f</b>      | 9. /z/ - <b>z, s</b> |
| 5. /ō/ - <b>ō</b>      | 10. /ǎ/ - <b>ǎ</b>   |

Now we’re practice spelling. Put your finger next to #11. Spell the word ‘these.’ Repeat with #12.  
12. line

For #13 through #15, we’re going to spell some contractions. I’m going to give you the two words that make the contraction and the contraction. I want you to spell the word on the line provided.

13. he is, he’s – **he’s**    14. can not, can’t – **can’t**    15. it is, it’s - **it’s**

#16-#20 Read the contraction to yourself. Identify the words that make the contraction. Draw a line from the picture to the matching word.

16. can’t (can not)    17. hasn’t (has not)    18. didn’t (did not)    19. I’ll (I will)    20. we’ll (we will)  
21. fine    22. here    23. rule    24. hope    25. same

## Lesson 46 – The Letter X

Echo these words and listen for the sound in the final position. **box ax fix**

What sound do you hear in the final position? /ks/ Let's take a look at these words and see what letter is making the /ks/ sound. Write *box, ax, and fix on the board*. What letter do you see making the /ks/ sound? **x** Yes! All of these words end in with the /ks/ sound and with the letter x. So, x must be the letter making the /ks/ sound. *Finish coding the words. Demonstrate how to write the upper and lowercase x on the board.*

Look at your worksheet. Write your name neatly at the top of the page. Write two uppercase and two lowercase x's in your best handwriting.

For #1-10 I'll give you a sound. You write the letter that makes that sound on the line. Be sure and code the vowels, so you know if it was the long or short sound.

- |                                    |   |
|------------------------------------|---|
| 1. /ē/ - <b>ē, ee</b>    <b>ee</b> | 6. /ī/ - <b>ī, i-e</b>                    |
| 2. /ā/ - <b>ā, a-e</b>             | 7. /ng/ - <b>ng</b>                       |
| 3. /d/ - <b>d</b>    <b>d, ed</b>  | 8. /m/ - <b>m</b>                         |
| 4. /ō/ - <b>ō, o-e</b>             | 9. /t/ - <b>t</b>    <b>ed</b>            |
| 5. /w/ - <b>w</b>                  | 10. /k/ - <b>k, c</b>    <b>ck, k, ke</b> |

#11-12 Let's practice our spelling. Put your finger next to #11. Write the word 'don't' on the line next to #11. Put your finger next to #12. Write the word 'won't' on the line next to #12.

For #13 I am going to give you three words. Listen for the sound in the final position. Write the letter that makes that sound on the line by #13.

13. fox, six, ax – **x**

Now we're going to practice spelling with our new sound. I'll give you the word, and you write the letters that make up that word on the lines provided.

14. six    15. box    16. tax

#17-#26 Code the words. Once you've coded them, read them quietly to yourself. Draw a line from the word to the matching picture to the right.

17. fox    18. wax    19. flex    20. mixed    21. tux  
22. nine    23. creek    24. mitten    25. dropped    26. rocking

## Lesson 47 – The Letter Y

Echo these words and listen for the sound in the initial position. **yes yet yam**

What sound do you hear in the initial position? /y/ Write *yes, yet, and yam on the board*. What letter do you see making the /y/ sound in yes, yet, and yam? **y** Yes, all of these words begin with the /y/ sound and have the letter y in the initial position, so y must be the letter making the /y/ sound. Is y a vowel or a consonant? **consonant** Yes, when y is making the /y/ sound it is a consonant. *Demonstrate how to write the letter y correctly on the board.*

## 1<sup>st</sup> Grade Phonics Teacher Instructions

Turn the page to worksheet 47. Write your name neatly at the top. Copy the y's two times each in your best handwriting.

#1-10 I'll give you a sound. You write the letter that makes that sound on the line. Be sure and code the vowels, so you know if it was the long or short sound.

- |  |                                    |
|--|------------------------------------|
| 1. /ks/ - <b>x</b>                       | 6. /ē/ - <b>ē, ee</b>    <b>ee</b> |
| 2. /ū/ - <b>ū, u-e</b>                   | 7. /w/ - <b>w</b>                  |
| 3. /k/ - <b>k, c</b>    <b>ck, k, ke</b> | 8. /d/ - <b>d</b>    <b>ed</b>     |
| 4. /ō/ - <b>ō, o-e</b>                   | 9. /ng/ - <b>ng</b>                |
| 5. /ā/ - <b>ā, a-e</b>                   | 10. /ī/ - <b>ī, i-e</b>            |

#11-12 Let's practice our spelling. Put your finger next to #11. Write the word 'six' on the line next to #11. *Repeat with #12.*

12. one

For #13, we're going to write down the new spelling we learned today. Then, for #14-#16 we're going to practice spelling with our new sound.

13. Write the letter you hear in the initial position in yak, yellow, and yam – **y**

Spell the following words. #15 and #16 are sight words that contain our new letter y.

14. yes    15. you    16. your

#17-#26 Code the words. Once you've coded them, read them quietly to yourself. Draw a line from the word to the matching picture to the right.

17. yet    18. yell    19. yank    20. yuck    21. yip  
22. stunt    23. fifth    24. we    25. spoke    26. admit

**Week 12**  
**Lesson 45**

**Lesson 45 – Assessment 8**

*Treat this like a test. Do not correct their papers while they're working on it. Grade their completed papers. We want to be able to see where they need more practice. Grade the paper according to the points on the answer key.*

**Front:**

Section 1 #1-5: "Let's spell some words for our assessment. The first word is 'weep.' Write the letter that makes each sound in 'seen' on the lines by #1. Continue with #2 through #5.

- |          |          |
|----------|----------|
| 2. twist | 4. brisk |
| 3. gust  | 5. peek  |

Section 2 #6-9: "Look at the letter by #6. Draw a line from the letter to its keyword picture." *Repeat with #7, #8, and #9.*

Section 3 #10-14: "Put your finger on #10, and code the word 'web'." *Repeat with #11-14.*

Section 4 #15-17: "Look at the blend by #15. Draw a line from the blend to its picture." *Repeat with #16 and #17.*

**Back:**

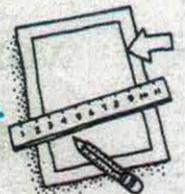
Section 5 #18-21: "Look at the sentence by #18 and answer the question by #19. Code any words you don't know to help you figure them out."

Section 6 #21-25: Point to the word by #21 (come). Have your student read the sight word aloud to you. Write down their response on the line by #21, or check off the word if identified correctly. Repeat with #22 -#25.

Section 7 #26-27: Point to the letter by #26 (w). "Tell me the name of the letter and the sound it makes." Write down your student's response on the line. Repeat with #27.

Go over anything that they missed when the test is done.

Name \_\_\_\_\_

**Contractions**1. i, i-e2. th3. e4. f5. o6. s7. i8. b9. z, s10. a11. these12. line13. he's14. can't15. it's16. can't  
can not17. hasn't  
has not18. didn't  
did not19. I'll  
I will20. we'll  
we will21. finē22. hērē23. rūlē24. hōpē25. sāmēread and identify words  
that make the contraction

1. "Don't put the hose in the street," said Dad.

2. Who said to not put the hose in the street? Dad

3. We won't come home until two.

4. What time will we come home?

won't

two

three

5. sw



6. tw



7. dr



8. cr



High Frequency Word Box

don't

he'll

won't

ride

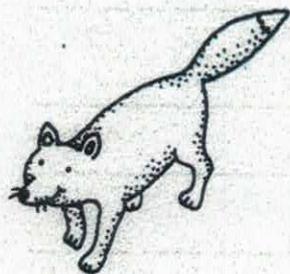
I'll

use

\* Dear Parent/Guardian: \*

Today your child learned that a **contraction** is one word that is formed by putting two separate words together and shortening them. Your child also learned the sight words "don't" and "won't." Please have him/her read and answer the questions; and read blends #5-#8 and match them to the pictures (swing, twin, drum, crutches). Finally, have him/her read the high-frequency words. Please return the paper to school.

Name \_\_\_\_\_



Copy the letters 2 times correctly.

X x

1. ē, ee, lee

2. ā, a-e

3. dld, ed

4. ō, o-e

5. w

6. ī, i-e

7. ng

8. m

9. + lled

10. k, c, lck, k, ke

\*11. don't

\*12. won't

13. x

14. six

15. box

16. tax

17. fōx

18. wǎx

19. flēx

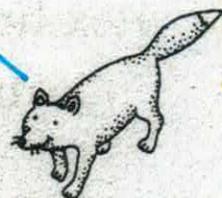
20. mīxed

21. tūx

22. nīnē

23. crēēk

24. mīttēn

25. drōpped26. rōcking

Copy each letter correctly 4 or more times.

X

X

Rex brought an ox to class. He made it at home. Rex hopes to win a prize with his ox.

1. Rex brought an ox to \_\_\_\_\_.
  - home
  - class
  - box
  
2. Rex hopes he will win a \_\_\_\_\_.
  - box
  - prize
  - ox

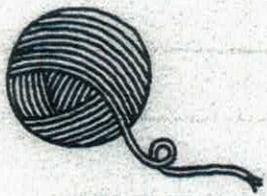
High Frequency Word Box

bought	thought
brought	six
fought	was

**\*Dear Parent/Guardian:\***

Today your child learned the following for the consonant **x**: name, sound, written form, and keyword (fox). Your child also learned the sight words "bought," "brought," "fought," and "thought." Please have him/her practice writing x's on the lines provided; and read the paragraph and answer the questions. Finally, have him/her read the high-frequency words. Please return the paper to school.

Name \_\_\_\_\_



Y y

Copy the letters 2 times correctly.

1. x

2. ū, u-e

3. k, c // ck, k, ke

4. ō, o-e

5. ā, a-e

6. ē, ee // ee

7. w

8. d // ed

9. ng

10. ī, i-e

11. six

12. one

13. y

14. yes

\*15. you

\*16. your

17. yĕt

18. yĕll

19. yānk

20. yŭck

21. yĭp

22. stŭnt

23. fĭfth

24. wĕ

25. spōke

26. ād|mit



Copy each letter correctly 4 times or more.

Y

Y

Dale is a stunt man. Stunt men must do lots of things. Dale must get in a lake and swim with a long snake. He must drop from a plane and land in the lake.

1. Dale is a stunt man.

2. Dale must \_\_\_\_\_.

- swim with a long snake
- swim to a plane
- drop on a long snake

High Frequency Word Box

yes

we'll

some

these

he's

time

\*Dear Parent/Guardian:\*

Today your child learned the following for consonant **y**: name, sound, written form, and keyword (yarn). Please have him/her practice writing y's on the lines provided; and read the paragraph and answer the questions. Finally, have him/her read the high-frequency words. Please return the paper to school.

# correct / 100

Name \_\_\_\_\_

Section I (4 pts. each; 20 total)

1. w e e p
2. t w i s t
3. g u s t
4. b r i s k
5. p e e k

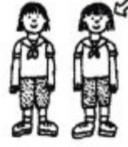
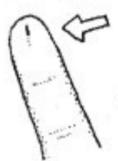
Section III (2 pts. each; 10 total)

10. wëb
11. swēp
12. stŭmp
13. äctīng
14. drŭm

Section II (4 pts. each; 16 total)

6. w 
7. ū 
8. ũ 
9. ī 

Section IV (4 pts. each; 12 total)

15. tw  swing
16. sw  twin
17. spl  splinter

## Section V (5 pts. each; 20 total)

18. Seth is going on a trip.

19. Who is going on a trip? Seth

20. Seth will trap bugs with Scott.

21. What will Seth do?

- trap Scott       trap bugs       let bugs go

## Section VI (4 pts. each; 16 total)

22. come \_\_\_\_\_

23. some \_\_\_\_\_

24. their \_\_\_\_\_

25. there \_\_\_\_\_

## Section VII (3 pts. each; 6 total)

26. W W, /w/

27. U U, /ü/, /ū/

## First Grade Spelling List – Week 12

The words in this list are words that contain, contractions (lesson 44), the letter x (lesson 46), the letter y (lesson 47), and sight words (indicated by asterisks).

1. I'd
2. I'm
3. can't
4. box
5. fix
6. mix
7. six
8. yell
9. yes
10. yet
11. don't
12. bought

# 1<sup>s</sup> / 2<sup>nd</sup> Spelling Menu #3

**Directions:** Choose 3 different activities to complete for spelling practice weekly. You may not repeat any activity in the same week. Circle the activities you used on the menu below and have your parent initial that it was completed. Make sure all of your activities are attached to this paper and turned in.

<p><u>Vowel Consonant Count</u> Make a chart and write each spelling word. Then tell how many consonants and vowels each word has.</p>	<p><u>Bubble Letter Writing</u> Write each spelling word using bubble letters. When finished color in and decorate each word.</p>	<p><u>Questions</u> Write questions with your spelling words, or write questions with the answer being your spelling words.</p>	<p><u>Using Rhymes</u> Write your words and then write a rhyming word next to each word.</p>
<p><u>Make Your Own</u> Create an activity! Practice your spelling words your own way. Be sure to explain what you did so that I can understand your work.</p>	<p><u>Part of Speech</u> Write the word, and then tell me what part of speech the word fits into.  Ex. castle - noun yelled - verb</p>	<p><u>Least to Greatest</u> Write your spelling words from the shortest to the longest word.</p>	<p><u>Forward-Backward</u> Write each word forward and then backward  Ex. spelling - gnilleps backward - drawkcab</p>
<p><u>Word Search Words</u> Make a word search on graph paper using all of your spelling words. Don't forget to write a list of the words to be searched for.</p>	<p><u>New Words</u> Form new words by changing one or two of the letters in your spelling word.  Ex. Careful - Carefully Green - Greed</p>	<p><u>Dictionary</u> Look up your spelling words in a dictionary. Write the guide words found at the top of each page.  Ex. milk - message and monkey</p>	<p><u>Write a Letter</u> Write a letter to someone. Use your spelling words. Underline each spelling word. Be sure to include a date, a greeting, body, closing, and a signature.</p>
<p><u>Three Times Each</u> Write each word three times. 1<sup>st</sup> time - printed 2<sup>nd</sup> time - cursive or squiggly 3<sup>rd</sup> time - in a color of your choice.</p>	<p><u>Flashy Words</u> Make a set of flashcards for studying your words. Put them in an envelope or sandwich bag</p>	<p><u>Hidden Words</u> Draw and color a picture. Hide the spelling words inside the picture. Show your picture to someone and see if they can find the hidden words!</p>	<p><u>Super Story</u> Write a story using your spelling words. Be sure to use the words correctly in the sentence, and underline them.</p>
<p><u>Old Word, New Words</u> Write each spelling word and then write three new words next to it using at least 3 letters from the spelling word.</p>	<p><u>Shape Words</u> Write each word out into a shape like a square, pyramid, or circle.</p>	<p><u>Scrabble</u> Connect your spelling words to create a scrabble board. Ex. cat u bus</p>	<p><u>Explain the Meaning</u> Read each word and explain the meaning of the word to your parent. 2 pts if you get it correct, and 5 pts extra if you can use it in a sentence. Attach the scorecard.</p>
<p><u>Code Your Words</u> Using your phonics skills, code each of your spelling words.</p>	<p><u>Spelling Collage</u> Cut all of your spelling words out of magazines or newspapers and make a collage.</p>	<p><u>Spelling Category</u> Sort your words by a category. You can create the category. Ex. Words that begin with vowels, words that are plurals, ect.</p>	<p><u>Staircase Spelling</u> Step spelling for each word. Ex. S Sp Spo Spot</p>

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

Practice Spelling Test

Correct Spelling

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

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

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

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

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

6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

9. \_\_\_\_\_  
\_\_\_\_\_

10. \_\_\_\_\_  
\_\_\_\_\_

11. \_\_\_\_\_  
\_\_\_\_\_

12. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dictation

\_\_\_\_\_

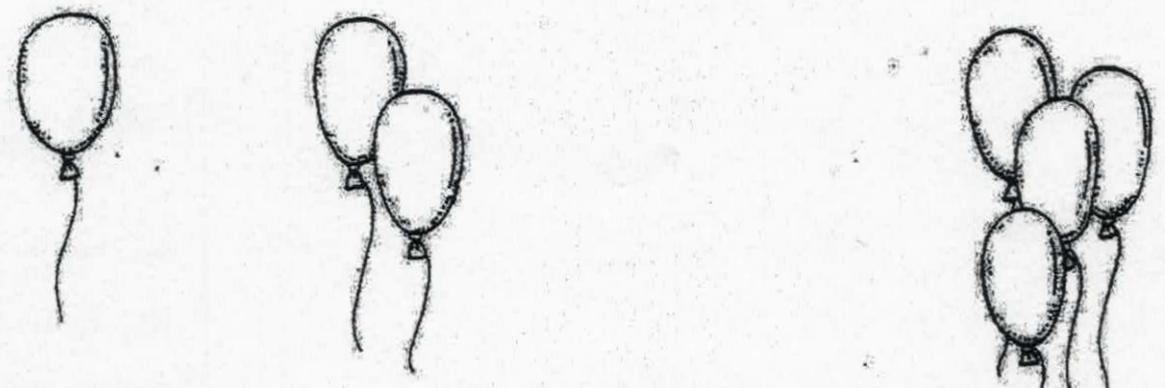
\_\_\_\_\_

\_\_\_\_\_

# Ordering Objects

For each row, draw step 3.

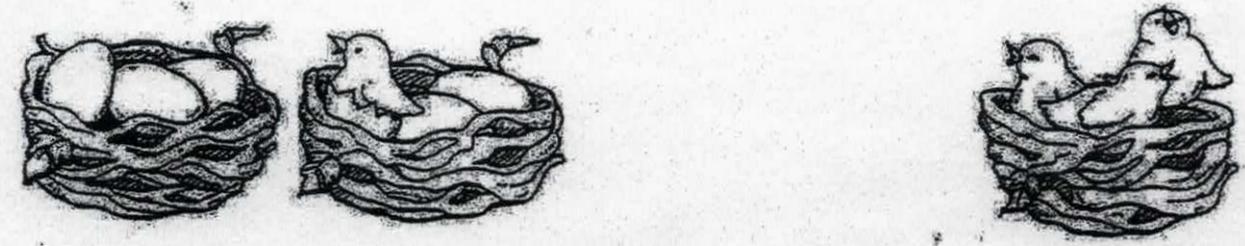
A.



1.                      2.                      3.                      4.

---

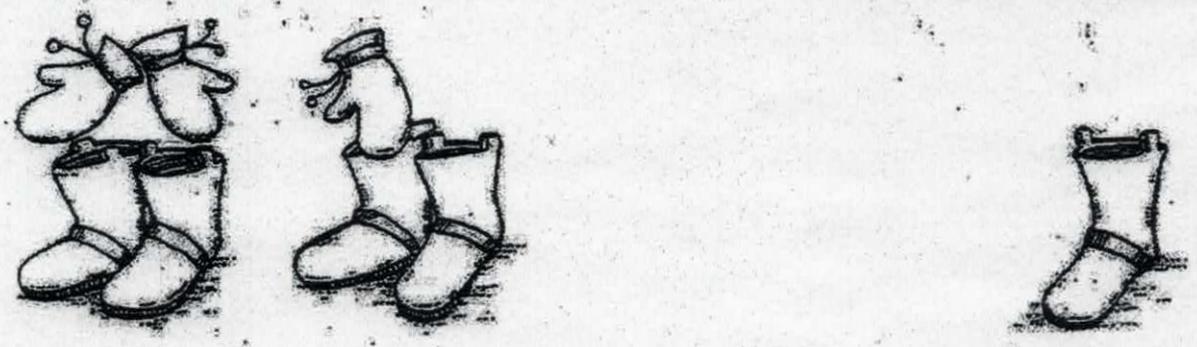
B.



1.                      2.                      3.                      4.

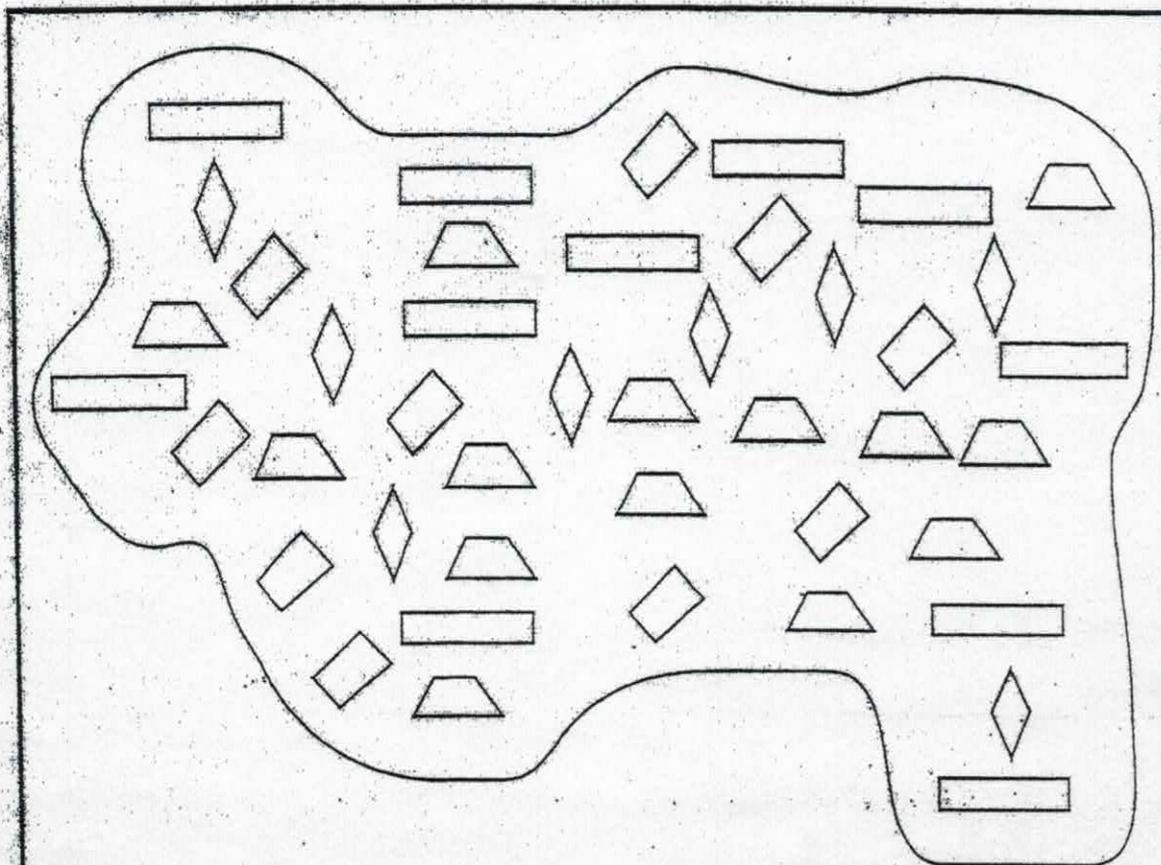
---

C.



1.                      2.                      3.                      4.

# Pool of Shapes



1. Color all the  shapes yellow.
2. Color all the  shapes blue.
3. Color all the  shapes red.
4. Color all the  shapes green.

Don't be a turkey...READ!!!

Name \_\_\_\_\_ Week \_\_\_\_\_

Good readers practice often. Color a turkey for every book or chapter you read this week. If you need more turkeys, draw and color some on the back of this paper.

