



Student's Name _____

Mrs. Rachel Lyles

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★ Bible/Character Study:

- Thankfulness- Expressing appreciation to both God and others who enrich my life.
- Memorize by Week 14, November 19th: 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: As we enter into this time of Thanksgiving, let us pause to declare to God our expressions of gratitude for the thousands of things for which we are thankful. God is truly worthy of our highest praise. To God give the Glory!!! As you thank Him: Look Up- and thank Him for all of your spiritual blessings- our salvation, His sovereign control, His love, His commitment, His faithfulness, etc.! Look around- and thank Him for all of our incredible riches- country, family, friends, home, etc.! Look within and thank Him for all the physical blessings- good health, good minds, our five senses, special memories, etc.! Even spend time thanking God for the trials in our lives which draw us closer to Him. Bible reading- Read Philippians 4:4-13, and remember as you are reading these verses that Paul was in prison and still praising God. ☺
- 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 19th.
- Extension(Optional): Read Psalm 100- a psalm that David wrote to give thanks to God. ☺
- Extension (Optional): Record something on your calendar, add to your basket, or add to your paper chain some things for which you are thankful or share something with your family for which you are thankful.

★ History:

- Read aloud Chapter 16, pp. 118-121: '*The Library of Nineveh*'. Have your child answer the following questions:
 - Can you tell me two things that Ashurbanipal did to make Nineveh beautiful? He built a beautiful palace, decorated the gates of the city, planted gardens, and made sculptures.

- Why did Ashurbanipal decide to collect a library? So that people would remember him.
 - Were the library books made out of paper? No, they were made out of clay.
 - Can we still read Ashurbanipal's library today? Yes, some of the clay tablets can still be read today.
 - Note: Ninevah was the capital of the Assyrian empire. The Assyrians were a brutally intimidating culture, and they were a powerful force. But, God held their power in check.
- **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. 23-32 of *Anansi and the Magic Stick* by Eric A. Kimmel.
- On the blank letter template in this week's homework folder, write a letter to Anansi encouraging him to give up his trickster ways. Draw a picture of you and Anansi together. (Parents, feel free if you need to dictate this for your child)
- **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 - "What is for Lunch?"
- Complete the "Is it a Statement or a Question?" worksheet
- Complete the "A Bear Goes Skiing" sequence sheet

★ Penmanship:

- **Copywork:** Draw the animal and copy the first two sentences from page 21 of the *Draw Write Now* workbook into your *Draw Write Now* folder.
- Complete the Saxon Handwriting Master 39 worksheet

★ Phonics:

- Complete Lessons 48, 49, 51 and Assessment 9 (Lesson 50).
- Complete the "The Missing Letters," "What Two Words?" and "Rhyming Ice Cream"

worksheets.

- Read Decodable Reader 16, "A Get Well Wish."

★ Spelling and Dictation:

- **Spelling Words:** See the Week 13 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:** Finish your "Disguise Our Turkey" assignment and bring to class next week.
- **Music Appreciation:** Watch more of *The Nutcracker* ballet (<https://youtu.be/LSerfyejJNk>). This video is, also, on our class webpage. When you come to class next week, be prepared to talk about your favorite part so far.

★ Geography:

- Complete *Maps, Charts, and Graphs* - Lesson 10
- Watch *How to Remember the Seven Continents*: <https://youtu.be/rCYERpZ4Ujc>

★ Critical Thinking:

- Complete "Find the Similar Leaf" worksheet

★ 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

BIBLE STORIES OF PEOPLE WHO MODELED THANKFULNESS

Noah gave thanks to God for preserving him and his family during the flood by building an altar to God. (Gen. 5:1-9:17)

Moses wrote a song of thanksgiving and praise to God for delivering the Israelites from the Egyptians at the Red Sea. (Ex. 15.)

Three feasts or festivals were established for the people of Israel for praise and thanksgiving. The Israelites looked back upon God's past blessings and presented their offering as an expression of thanksgiving. (Ex. 23)

1. Feast of Unleavened Bread
2. Feast of Harvest
3. Feast of Ingathering

Ruth was thankful to Boaz (Ruth 2:8-17)

Israelites to Jonathan (I Sam. 14:45)

Abigail to David (I Sam. 25:40-42)

David to Jonathan (2 Sam. 9:1)

Pagans to Paul Acts 28:1-10)

Ten Lepers cleansed and the Samaritan Luke 17:12-19

Anansi

Study Questions

Pages 23-32

1. Where did Anansi find himself when he woke up?

2. Why did Anansi and the other animals cry for help?

3. What did Hyena do when he found the stick?

4. Circle the word that describes Hyena.

responsible

careless

mad

5. What did the river leave behind? _____

6. What did the animals build? _____

7. Find three verbs that tell what the animals did on the lakshore.

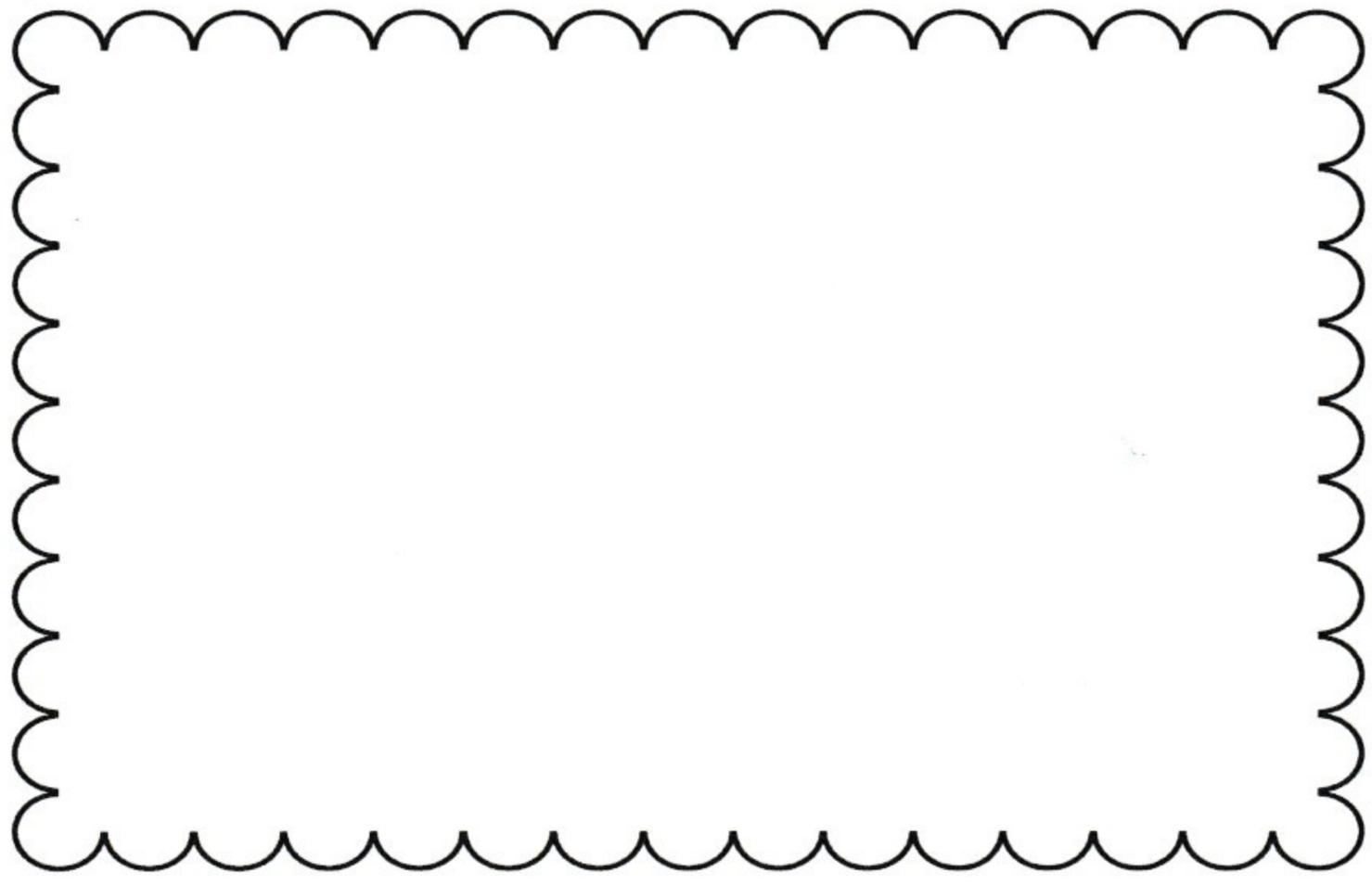
8. Where is Anansi at the end of the story? _____

9. What does Anansi do best? _____

10. Would you want Anansi for a best friend? Why?

Dear

From,



"What Is for Lunch?"

"Would you like a hot dog on a bun?"

"No, thank you."

"Would you like a bunch of nuts?"

"No, thank you."

"Would you like a muffin with butter on it?"

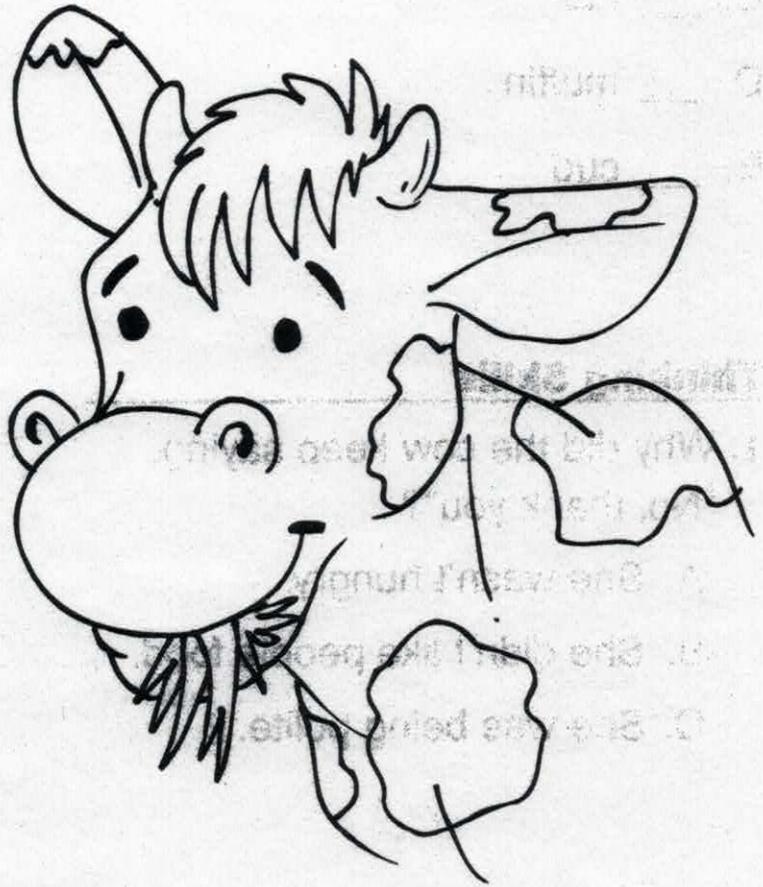
"No, thank you."

"Would you like a cup of slush?"

"No, thank you."

"Then, what would you like for lunch?"

"Just some cud," said the cow.



Reading Skills

1. In the story, who is being asked, "What would you like for lunch?"
 - A. a boy
 - B. a cow
 - C. a mother
2. Put what the cow was offered for lunch in order.
 - A. ___ slush
 - B. ___ nuts
 - C. ___ bun
 - D. ___ muffin
 - E. ___ cud

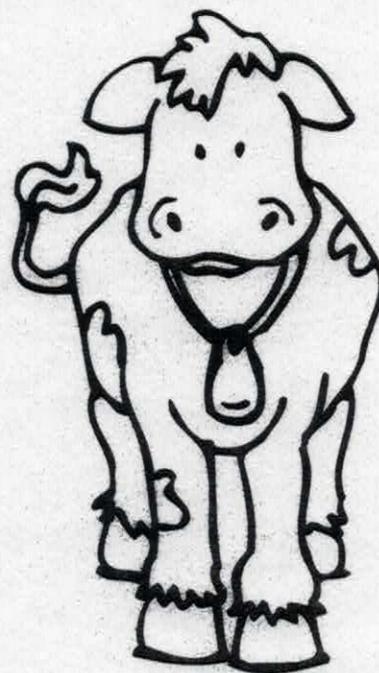
2. Number the foods in the order that you would like to eat them. Start with your first choice.
___ hot dog
___ nuts
___ muffin
___ slush

Vocabulary Skills

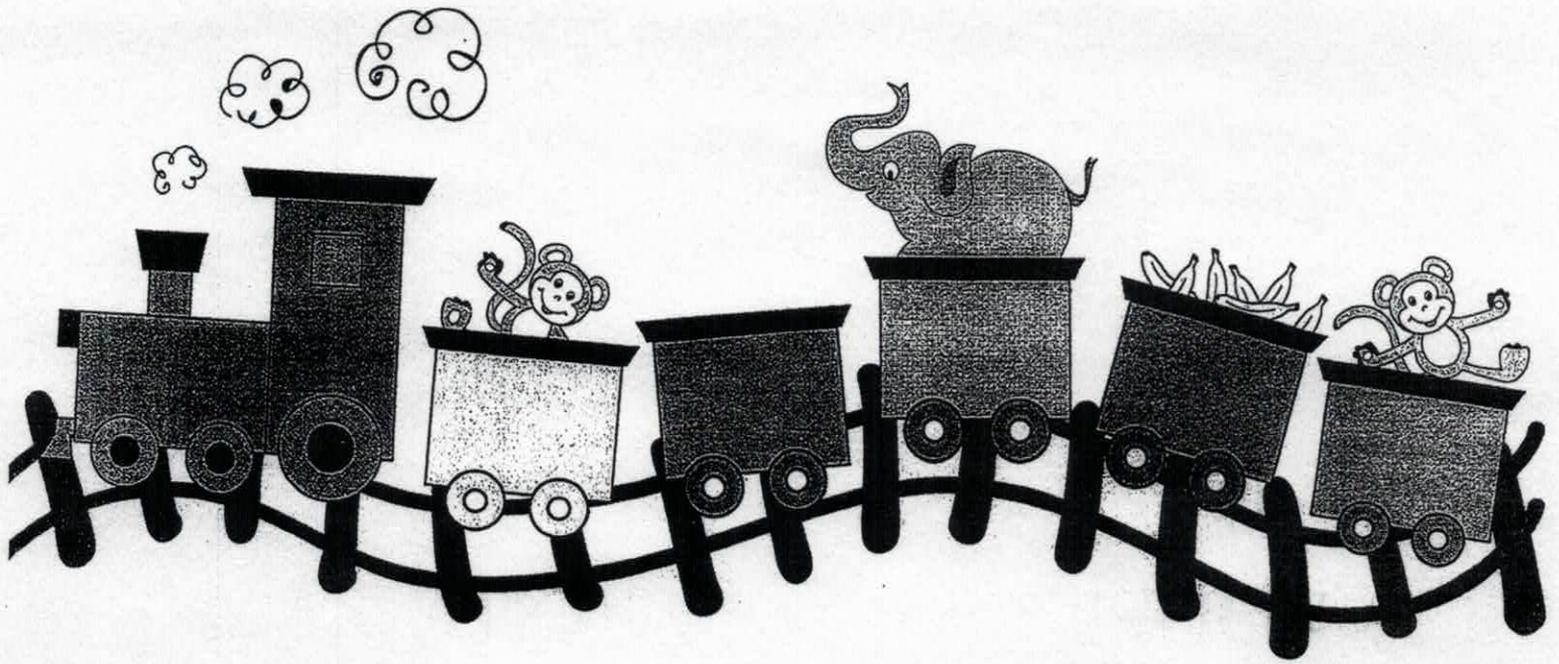
1. What does cud mean?
 - A. a dessert
 - B. something cows chew
 - C. something to drink

Thinking Skills

1. Why did the cow keep saying, "No, thank you"?
 - A. She wasn't hungry.
 - B. She didn't like people food.
 - C. She was being polite.

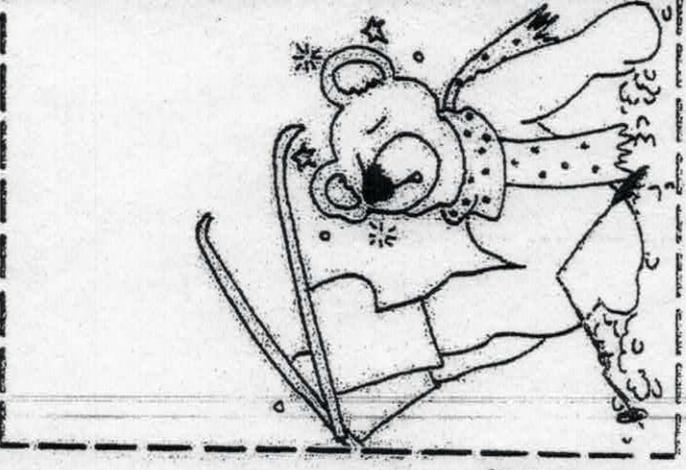
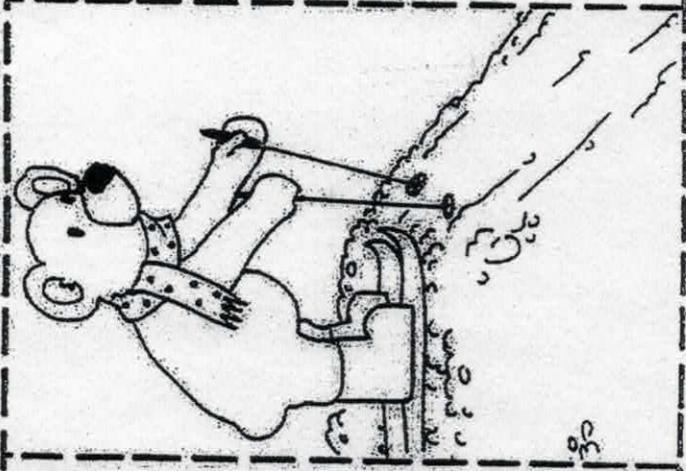
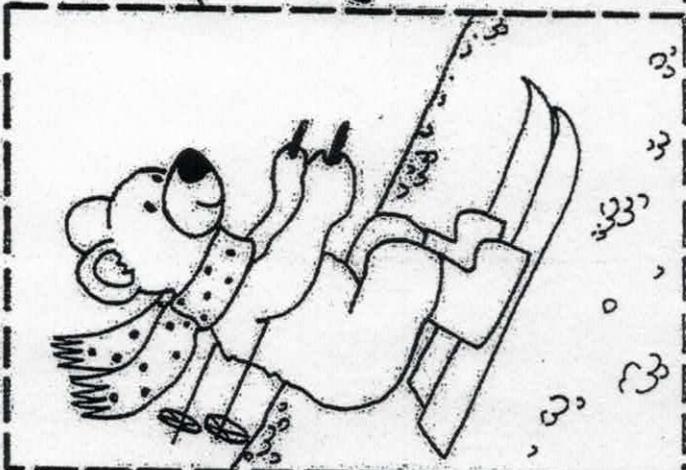
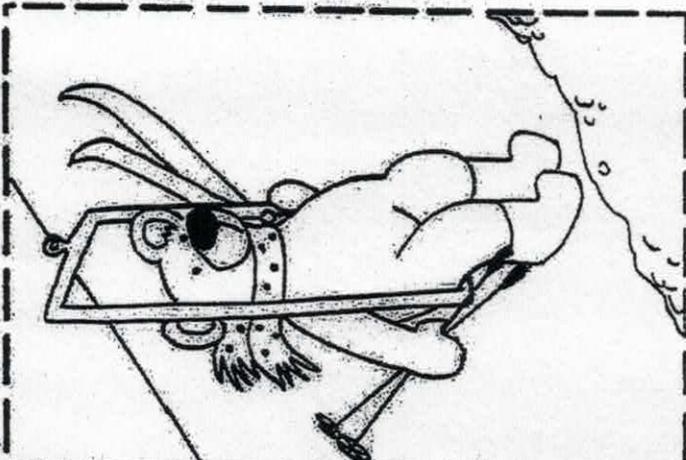


IS IT A STATEMENT OR A QUESTION?



Read the sentences and say whether this is a question or a statement.
Put a X next to " S " if it's a statement and a X next to " Q " if it's a question.
Make sure that for the questions, you use a question mark.

1. Have you taken a ride on the train S Q
2. John takes the train to go to his granny's house S Q
3. How many coaches do you see S Q
4. Do you like riding the train S Q
5. Lola walks to the station S Q
6. Which animals are riding the train S Q
7. The monkeys are having fun on the train S Q



Name _____

sure

don't

won't

Have your child trace each word and then write it on the line below.

Week 13 Lessons 48-51

We're going to practice our alphabet again today. Last time we played this game, I said a letter and then pointed to one of you. You would say the next letter. Then you would choose your own letter, and point to me or someone else. We would continue this until we all have had a chance. Today, we're going to play it differently. I'll start with one letter, point to one of you, and then you will have to say the next two letters. For example, if I say 'a.' You would need to say? **b and c** Great! Let's play!

Lesson 48 – Digraph sh

Echo these words and listen for the sound in the initial position. **Shell ship shock**
What sound do you hear in the initial position? **/sh/** Write *shell, ship, and shock on the board*. What two letters do you see that might make the /sh/ sound? **S and h** All these words begin with the /sh/ sound, and 'sh' are the first two letters in all of these words. 'Sh' must be making the /sh/ sound. How many sounds do you hear? **One** How many letters are making that one sound? **Two** What do we call two letters that come together to make one sound? **Digraph** How do we code this consonant digraph? **Underline it** Finish coding the words together.

This new digraph is also part of a new blend. Listen to these words as I write them on the board, and see if you can find it. Write *'shred' and 'shrink' on the board*. Can anyone tell me the new blend? **Shr** When you see this blend, just code the digraph.

Introduce the new sight words: could, should, and would. Show how they can be used in the contractions couldn't, should've, and I'd.

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

Now we're practice spelling. Put your finger next to #11. Spell the word 'yet.' Repeat with #12.
12. isn't

For #13 through #15, we'll identify our new sound, and then use it to spell some new words. Echo these words: **shut ship shoot** What sound do you hear in the initial position? **/sh/** Write down the letters that make the /sh/ sound on the line by #13.

14. she 15. wish 16. rush

#17-#26 Code each word. Draw a line from the picture to the matching word. When you're finished read the words silently to yourself.

17. shine 18. fresh 19. shut 20. dish 21. flash
22. stripe 23. frosted 24. packing 25. going 26. napkin

Lesson 49 – Digraph oo

Echo these words and listen for the sound in the medial position. **hook wood foot**

What sound do you hear in the medial position? /**ōō**/ Is this a voiced or unvoiced sound? **voiced** Write *hook, wood, and foot on the board*. What two letters do you see making the /**ōō**/ sound? **two o's** Yes! How many sounds do you hear? **one** How many letters are making that one sound? **two** What do we call two letters that come together to make one sound? **digraph** Is this a vowel or consonant digraph? **vowel digraph** How do we code digraphs? **underline them** Do these words need any other coding? **no**

Echo these words and listen for the sound in the medial position. **scoot room boot**

What sound do you hear in the medial position? /**ōō**/ How many sounds do you hear? **one** What two letters do you see that might make this sound? **two o's** Digraph oo makes a second sound. Since digraph oo can make two sounds, when you see a word that contains this digraph you should try one sound and see if it makes a word. If it doesn't sound right, try the other sound.

Look at your worksheet. Write your name neatly at the top of the page. 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. /x/ - x | 6. /ē/ - ē, ee ee |
| 2. /ū/ - ū, u-e | 7. /w/ - w |
| 3. /k/ - k, c ck, k, ke | 8. /d/ - d ed |
| 4. /ō/ - ō, o-e | 9. /ng/ - ng |
| 5. /ā/ - ā, a-e | 10. /ī/ - i, ie |

#11-12 Let's practice our spelling. Put your finger next to #11. Write the word 'fish' on the line next to #11. Put your finger next to #12. Write the word 'time' on the line next to #12.

For #13 and #14 I am going to give you three words. Listen for the sound in the medial position. Write the letter or letters that make that sound on the line provided.

13. tooth, boot, soon – **oo**
14. hook, book, foot - **oo**

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.

15. look 16. good 17. too (as in, "I want to go, too!")

#18-#27 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.

18. soon 19. book 20. tooth 21. cool 22. room
23. shape 24. kite 25. handed 26. printing 27. meet

Lesson 51 – The Letter J

Echo these words and listen for the sound in the initial position. **jet jump joke**

What sound do you hear in the initial position? /**j**/ Write *jet, jump, and joke on the board*. What letter do you see that might make the /**j**/ sound? **j** All these words begin with the /**j**/ sound, and all of them have

1st Grade Phonics Teacher Instructions

the letter j in the beginning. J must be the letter making the /j/ sound. Is this letter a vowel or consonant? **consonant** Let's finish coding these words together. *Demonstrate how to draw the letter j correctly on the board.*

Turn the page to worksheet 51. Write your name neatly at the top. Copy the j'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. /ī/ - ī, i-e | 6. /t/ - t ed |
| 2. /d/ - d ed | 7. /y/ - y |
| 3. /ē/ - ē, ee ee | 8. /oo/ - oo |
| 4. /k/ - k, c ck, k, ke | 9. /ū/ - ū, u-e |
| 5. /w/ - w | 10. /ā/ - ā, a-e |

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

12. think

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 jam, jest, and jump – **j**

Spell the following words.

14. job 15. jumping 16. just

#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. jammed 18. jet 19. joke 20. jogging 21. junk
22. looked 23. she 24. index 25. brushing 26. glass

Week 13
Lesson 50

Lesson 50 – Assessment 9

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 'make.' Write the letter that makes each sound in 'make' on the lines by #1. Continue with #2 through #5.

- | | |
|---------|----------|
| 2. came | 4. use |
| 3. nine | 5. smoke |

Section 2 #6-10: "Look at the letters by #6. Draw a line from the letters to their keyword picture." *Repeat with #7, #8, #9 and #10.*

Section 3 #11-15: "Put your finger on #10, and code the word 'rake'." *Repeat with #12-15.*

Section 4 #16-17: "Look at #16 and write the missing letters in the blanks in ABC order." *Repeat with #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." *Repeat with #20 and #21.*

Section 6 #22-25: Point to the sight word by #22 (been). Have your student read the sight word aloud to you. Write down their response on the line by #22, or check off the word if identified correctly. *Repeat with #23 -#25.*

Section 7 #26-27: Point to the letters by #26 (i-e). "Tell me the name of the letters and the sound they makes." Write down your student's response on the line. *Repeat with #27-30.*

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

Name _____



1. ē, ee, llee
2. ī, i-e
3. ā, a-e
4. ng
5. d lled
6. m
7. ō, o-e
8. + lled
9. w
10. k, c || ck, k, ke
11. yet
12. isn't
13. sh

14. she
15. wish
16. rush

17. shine
18. frsh
19. shut
20. dish
21. flsh



22. stripe
23. frosted
24. packing
25. going
26. napkin



I should do the things Mom said to do. I should wipe the dust off the shelf and the desk. I need to sweep the rug. I would go to the store if I could but I can't.

1. Who said to wipe the dust off the shelf?

Mom

2. I need to _____.

- sweep the store
 sweep the rug
 sweep Mom

High Frequency Word Box

could

she

would

wish

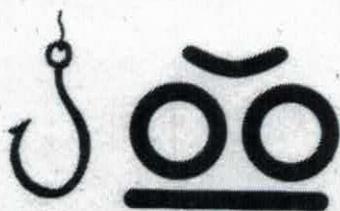
should

she's

Dear Parent/Guardian:

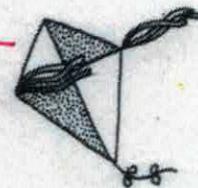
Today your child learned the following for digraph **sh**: name, sound, written form, and keyword (shark). Your child also learned the sight words "could," "should," and "would." Please have him/her read the paragraph and answer the questions. Finally, have him/her read the high-frequency words. Please return the paper to school.

Name _____



1. x
2. ū, u-e
3. k, c llck, k, ke
4. ō, o-e
5. ā, a-e
6. ē, ee ll ee
7. w
8. d lled
9. ng
10. ī, i-e
11. fish
12. time
13. oo
14. oo

15. look
16. good
17. too

18. soon19. book20. tooth21. cool22. room23. shāpe24. kite25. hānded26. prīnting27. mēet

I left Cam's book at school. It's on Lil's desk at the back of the room. It has a red kite on it with black lines.

1. Where is Cam's book?

at school / on Lil's desk

2. What is red on the book?

- the lines
- Lil's desk
- the kite

High Frequency Word Box

school

too

good

look

soon

she'll

* Dear Parent/Guardian: *

Today your child learned the following for digraph **oo**: name, short and long sounds, written form, and keywords (hook, tooth). Your child also learned the sight word "school." Please have him/her read the paragraph and answer the questions. Finally, have him/her read the high-frequency words. Please return the paper to school.

Name _____



Jj

Write 2 or more js on the lines provided

1. ī, i-e
2. dilled
3. ē, eelee
4. kc, llck, k, ke
5. w
6. tlled
7. y
8. oo
9. ū, u-e
10. a, a-e
11. took
12. think
13. j

14. job
15. jumping
16. just

17. jammed

18. jet

19. joke

20. jogging

21. junk

22. looked

23. she

24. index

25. brushing

26. glass



Write each letter 4 or more times correctly

J

j

Deb was jogging in the woods. She met a kitten and stopped to pet it. The kitten's leg had a cut. Deb took the kitten home. Deb kept the kitten until it was well. Deb was the kitten's friend.

1. What was Deb doing in the woods? jogging
2. What was cut?
 - Deb
 - friend
 - the kitten's leg
3. Where did Deb take the kitten?
 - home
 - to a friend's shack
 - to the woods

High Frequency Word Box

says

done

jump

one

just

sure

* Dear Parents/Guardian: *

Today your child learned the following for the consonant **j**: name, sound, written form, and keyword (jar). Your child also learned the sight word "says." Please have him/her practice writing **j**'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 _____

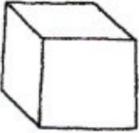
Section I (3 pts. each; 15 total)

1. m a k e
2. c a m e
3. n i n e
4. u s e
5. s m o k e

Section III (2 pts. each; 10 total)

11. rake
12. globe
13. mule
14. smile
15. wet

Section II (3 pts. each; 15 total)

6. i-e 
7. o-e 
8. e-e 
9. a-e 
10. u-e  concrete

Section IV (4 pts. each; 8 total)

16. a b c d e
17. h i j k l

Section V (6 pts. each; 24 total)

18. Kim lost three teeth in class.
19. Where are Kim's three lost teeth?
 in the pond at home in class
20. Sam will pack Dad's trunk.
21. Who will pack the trunk?
 Sam Dad a friend

Section VI (3 pts. each; 12 total)

22. been _____
23. does _____
24. goes _____
25. put _____

Section VII (3 pts. each; 15 total)

26. i-e i consonant e, /i/
27. o-e o consonant e, /o/
28. e-e e consonant e, /e/
29. a-e a consonant e, /a/
30. u-e u consonant e, /u/

The Missing Letters

Rule
14

Write the contraction.

1. she is =

2. that is =

3. have not =

4. we will =

5. you will =

6. is not =

7. I have =

8. they are =



What Two Words?

Rule
14

Write the words for each contraction.

1. didn't _____ and _____

2. don't _____ and _____

3. it's _____ and _____

4. I'll _____ and _____

5. couldn't _____ and _____

6. can't _____ and _____

7. he's _____ and _____

8. I'm _____ and _____

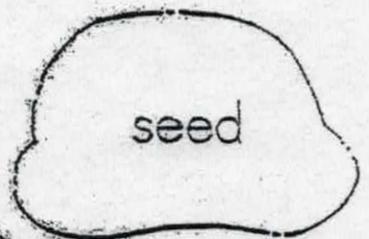
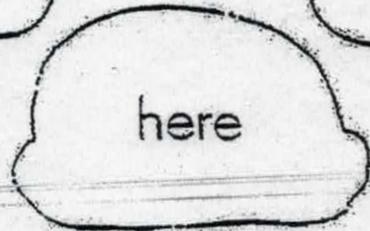
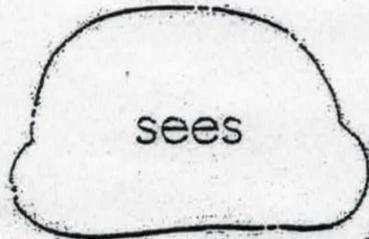
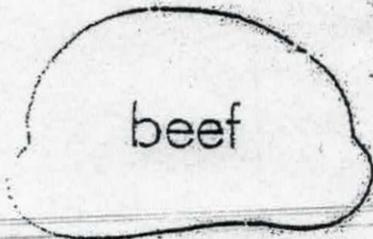
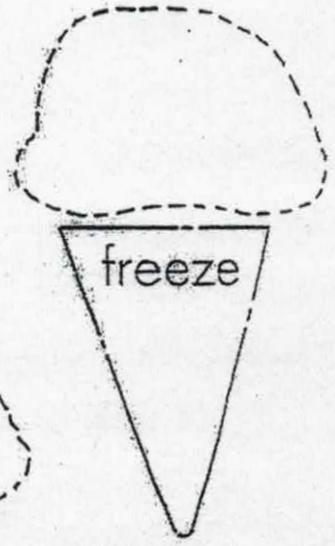
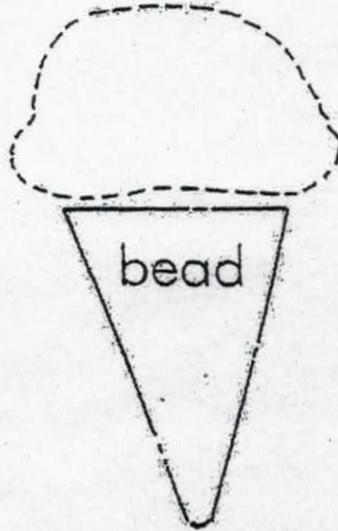
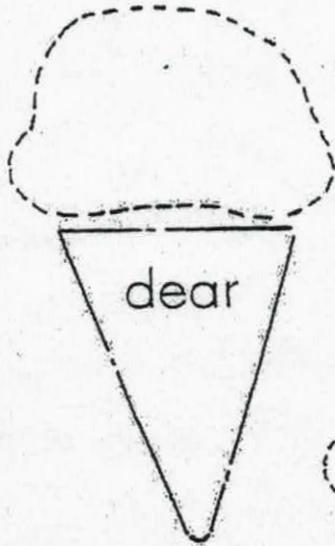
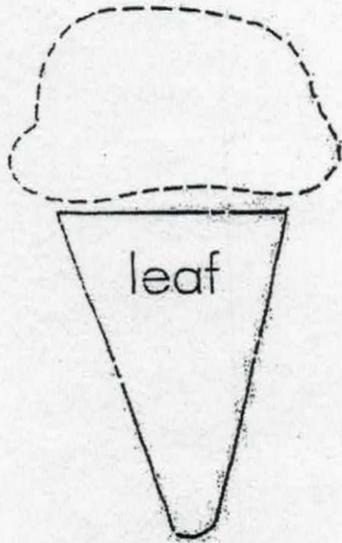
Name _____



Cut out the scoops of ice cream.



Glue each scoop on the cone that rhymes with it.



First Grade Spelling List – Week 13

The words in this list are words that contain, digraph sh (lesson 48), digraph oo (lesson 49), the letter j (lesson 51), and sight words (indicated by asterisks).

1. shake
2. she
3. ship
4. book
5. good
6. food
7. soon
8. jam
9. joke
10. just
11. *would
12. *says

1st / 2nd 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. 1st time - printed 2nd time - cursive or squiggly 3rd 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>

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!

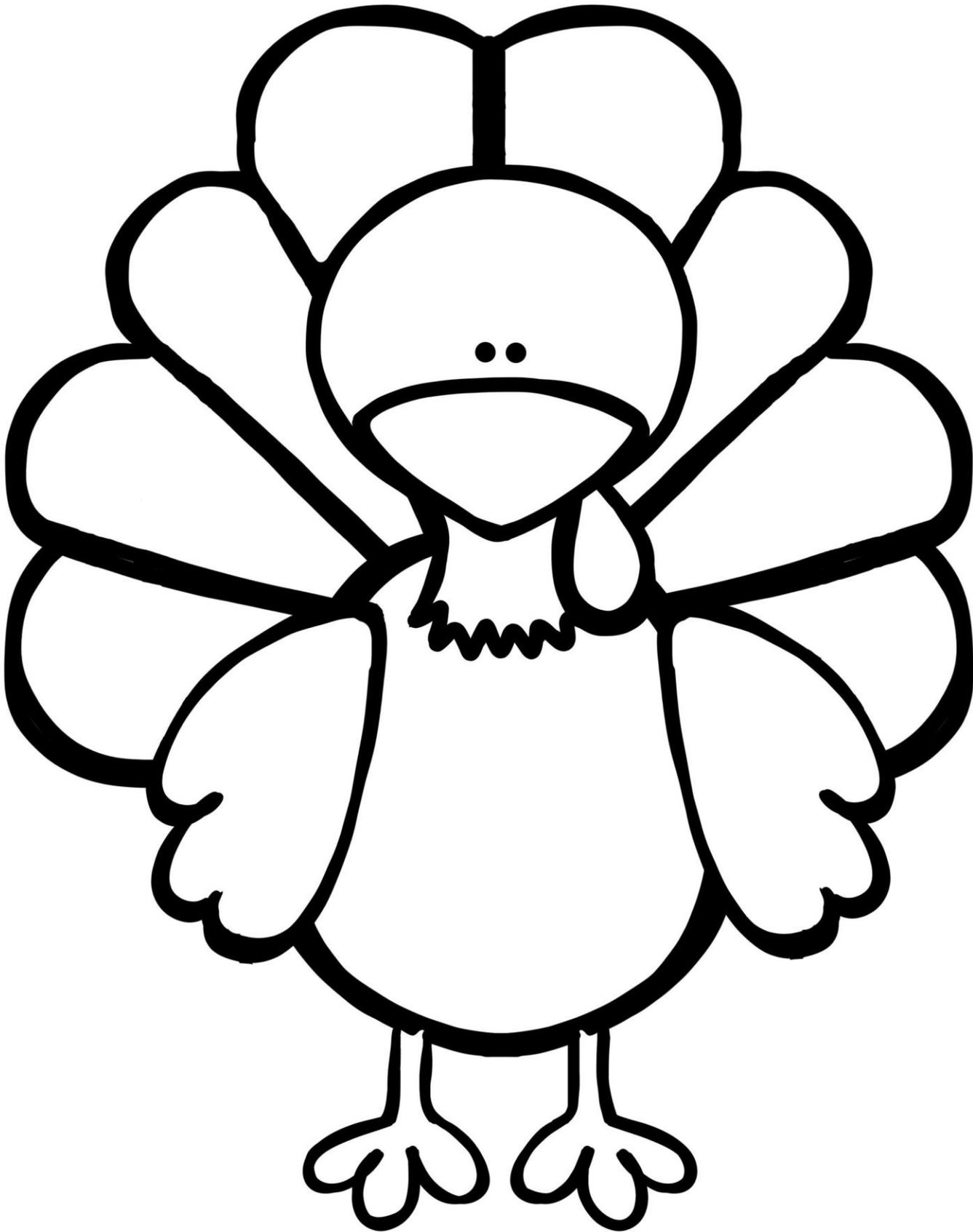
A little paint or colored crayons; you can use anything.

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

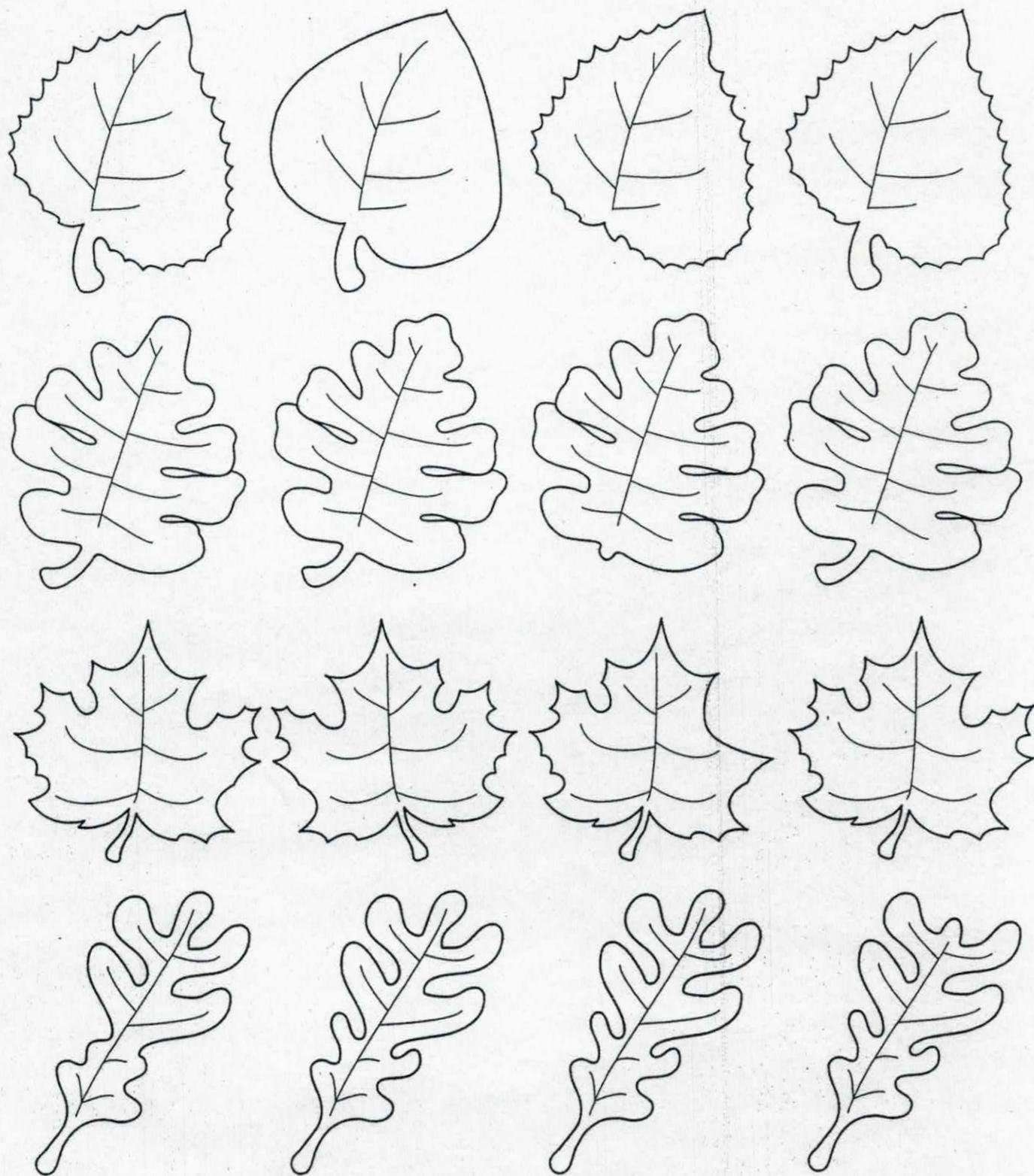
Please return to us no later than next Thursday

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!



Circle the two leaves in each row that look the same.
Color all the leaves fall colors.



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.

