



Student's Name _____

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★ Bible/Character Study:

- Generosity - A willingness to give and share.
- Memorize by Week 17, January 7th:
 - 1Timothy 6:18 "As for the rich...they are to do good, to be rich in good works, to be generous and ready to share."
- Family Activity: Read John 6:1-13. Who shared in this story? The little boy shared his lunch as he gave all he had. Talk about ways that you all have shared. You can read in Matthew 25:40 that whatever we do for others, we do for God.
- Sing Oh Holy Night a few times this week.
 - (Carrie Underwood) <https://www.youtube.com/watch?v=NsvSWLtUxHk>
- Read the following poem by Christina Rossetti.

What Can I Give Him

What can I give Him,

Poor as I am?

If I were a shepherd,

I would bring a lamb,

If I were a Wise Man,

I would do my part,

Yet what can I give Him?

I can give my heart.

- Project Generosity: Think of ways your family can be generous this season. There are many people who need help. Do you have a neighbor or a family member who might need a task done? Maybe you can rake the leaves for someone or clean out the inside of someone's car? Make a card for someone. If you like to bake, make some cookies to share with someone who might be lonely. Maybe you can prepare a card with a small gift card for the mail carrier or the trash collector. Be creative with your own ideas! You may do this project on your own or as a family project. Document what you have done by writing a short paragraph about it and taking and bringing a picture. Bring this to school any week to share. The deadline is Week 17, January 7, 2021.

- **Extension (Optional):** Make or purchase a stocking for Jesus (it could be paper). Every time someone in your family does something special for someone else, write that person's name on a piece of paper and a short sentence about what the family member did. Put the paper slip in the stocking. On Christmas Day, read the slips of paper and see what your gifts to Jesus were.

★ **History:**

- Read aloud Chapter 19, pgs. 137-141. Have your child answer the following questions orally:
 - **The Mycenaeans**
 - What were the people who came from Greece to conquer Crete called? The Mycenaeans
 - What were the Mycenaeans good at? Fighting
 - Where did the Mycenaeans build colonies? Around the Aegean Sea
 - **The Greek Dark Ages**
 - How did the Barbarians live? Prompt child if necessary, for the following answers: They wandered around, couldn't read or write, and spent their time fighting other people.
 - When the Greeks and the barbarians fought, who won? The barbarians
 - Do you remember why we call this time the Dark Ages? Because the barbarians didn't leave us any written history records about the time that they lived in Greece.
- **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. **They may choose to narrate The Mycenaeans or The Greek Dark Ages.** Write his/her version down in the history workbook. The narrations are usually two-to-five sentences. Have them illustrate their narration and add a caption.

★ **Literature:**

- *Temple Cat* by Andrew Clements – Read pages 11-17.
- Complete the *Temple Cat* discussion questions in the orange literature folder. (If you do so orally, please write "orally" and initial at the top of the page.)

★ **Grammar:**

- Complete the Reading Connection - *What's Big?*
- Complete the sequence sheet - *Make a Snowman*

- Complete the nativity creative writing sheet
 - Copy one or both of the first two sentences. Correct and finish the last sentence.
 - Color the nativity scene!
- Write your favorite family Christmas tradition on the blank page with the stockings at the top. (You may need to ask your mom or dad to explain what “tradition” means and provide examples.)

★ Penmanship:

- Copywork: For this week draw the background and copy the last two sentences on page 21 into your *Draw Write Now* folder
- Complete the *Alphabet Review* worksheet
- Complete the *Alphabet Dot Mystery Picture* worksheet

★ Phonics:

- Complete Lessons 56, 57, and 58 and Assessment (Lesson 55).
- Complete worksheets - *Fresh from the Oven*, *Elves at Work*
- Fluency Master: Read Fluency Master 5. Put a mark by each group when you can read it with no problems.
- Read Decodable Reader 19 (*Fiddle Time*).
 - Parents, remember to read the questions aloud to check their comprehension of what they have read. Color the reader, if you wish.

★ Spelling and Dictation:

- Spelling Words: See attached list for Week 15 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:

- No assignment

★ Geography:

- *Maps, Charts, and Graphs*. Complete lesson 11

★ Critical Thinking:

- Primary Analogies: Complete pages 31-33

★ Read Aloud:

- Read aloud from a book of your choice for 20 minutes or more a day. Suggest 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 Christmas tree on the attached sheet for every book or chapter that you read. If you do more, draw more trees on the back of this 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 GENEROSITY

The Christ Child is the greatest gift of generosity ever bestowed on mankind. Luke 2

The widow of Zarephath, during the famine of King Ahab's reign, fed Elijah with the only meal she had left. I Kings 17:8-16

The story of Eliezer on his search for a wife for Isaac and meeting Rebekah at the well. Genesis 24

Joseph demonstrated great generosity when he freely forgave his ten brothers who had tried to kill him years before. Genesis 45

The story of the Good Samaritan Luke 10:25-37 (Be sure to explain the great antagonism that existed between the Jews and the Samaritans.) This will help your students understand that even the most unlikeable child in the class deserves their kindness and generosity.

Abigail, when she brought food to David and his men. I Samuel 25

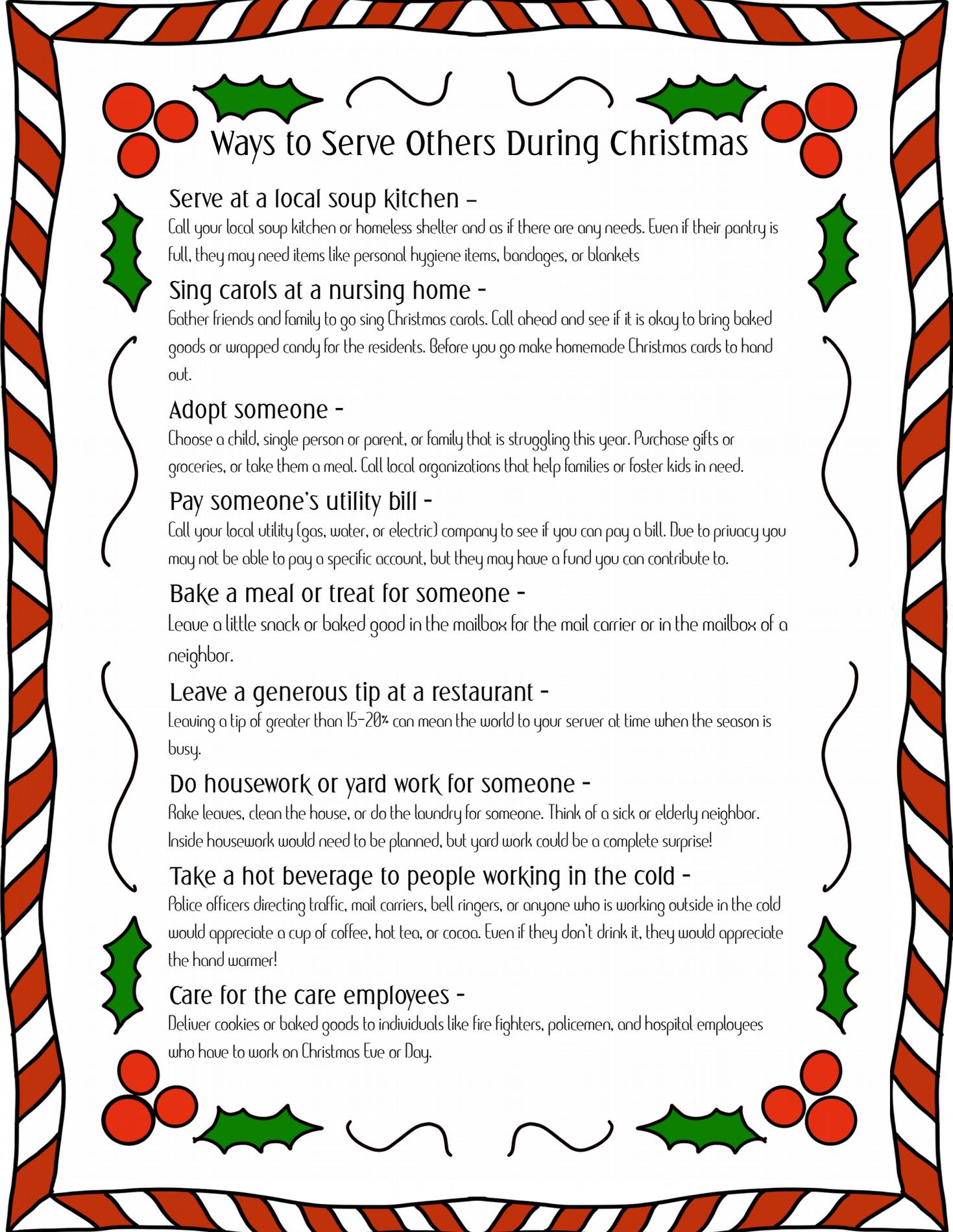
Abraham showed generosity by offering Lot his choice of land. Genesis 13

Aquila, when he took Paul into his home. Acts 18:1-18

Barnabas modeled generosity when he sold his land and gave the money to apostles. Acts 4

Dorcus was always helping others. Acts 9:32-43

Naaman, when he offered gifts to Elisha, and gave gifts to Gehazi. II Kings 5



Ways to Serve Others During Christmas

Serve at a local soup kitchen -

Call your local soup kitchen or homeless shelter and see if there are any needs. Even if their pantry is full, they may need items like personal hygiene items, bandages, or blankets

Sing carols at a nursing home -

Gather friends and family to go sing Christmas carols. Call ahead and see if it is okay to bring baked goods or wrapped candy for the residents. Before you go make homemade Christmas cards to hand out.

Adopt someone -

Choose a child, single person or parent, or family that is struggling this year. Purchase gifts or groceries, or take them a meal. Call local organizations that help families or foster kids in need.

Pay someone's utility bill -

Call your local utility (gas, water, or electric) company to see if you can pay a bill. Due to privacy you may not be able to pay a specific account, but they may have a fund you can contribute to.

Bake a meal or treat for someone -

Leave a little snack or baked good in the mailbox for the mail carrier or in the mailbox of a neighbor.

Leave a generous tip at a restaurant -

Leaving a tip of greater than 15-20% can mean the world to your server at time when the season is busy.

Do housework or yard work for someone -

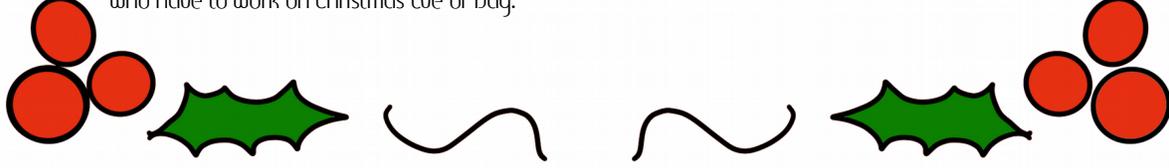
Rake leaves, clean the house, or do the laundry for someone. Think of a sick or elderly neighbor. Inside housework would need to be planned, but yard work could be a complete surprise!

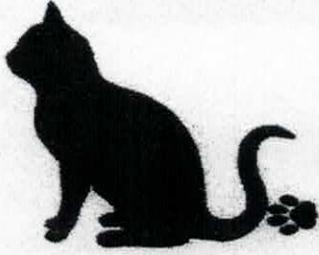
Take a hot beverage to people working in the cold -

Police officers directing traffic, mail carriers, bell ringers, or anyone who is working outside in the cold would appreciate a cup of coffee, hot tea, or cocoa. Even if they don't drink it, they would appreciate the hand warmer!

Care for the care employees -

Deliver cookies or baked goods to individuals like fire fighters, policemen, and hospital employees who have to work on Christmas Eve or Day.





Temple Cat
By Andrew Clements
Pages 11-17

1. What did the cat try to catch in the reflecting pool?

2. How was the fish caught?

3. How was it served to the cat?

4. Where did the cat liked to sleep?

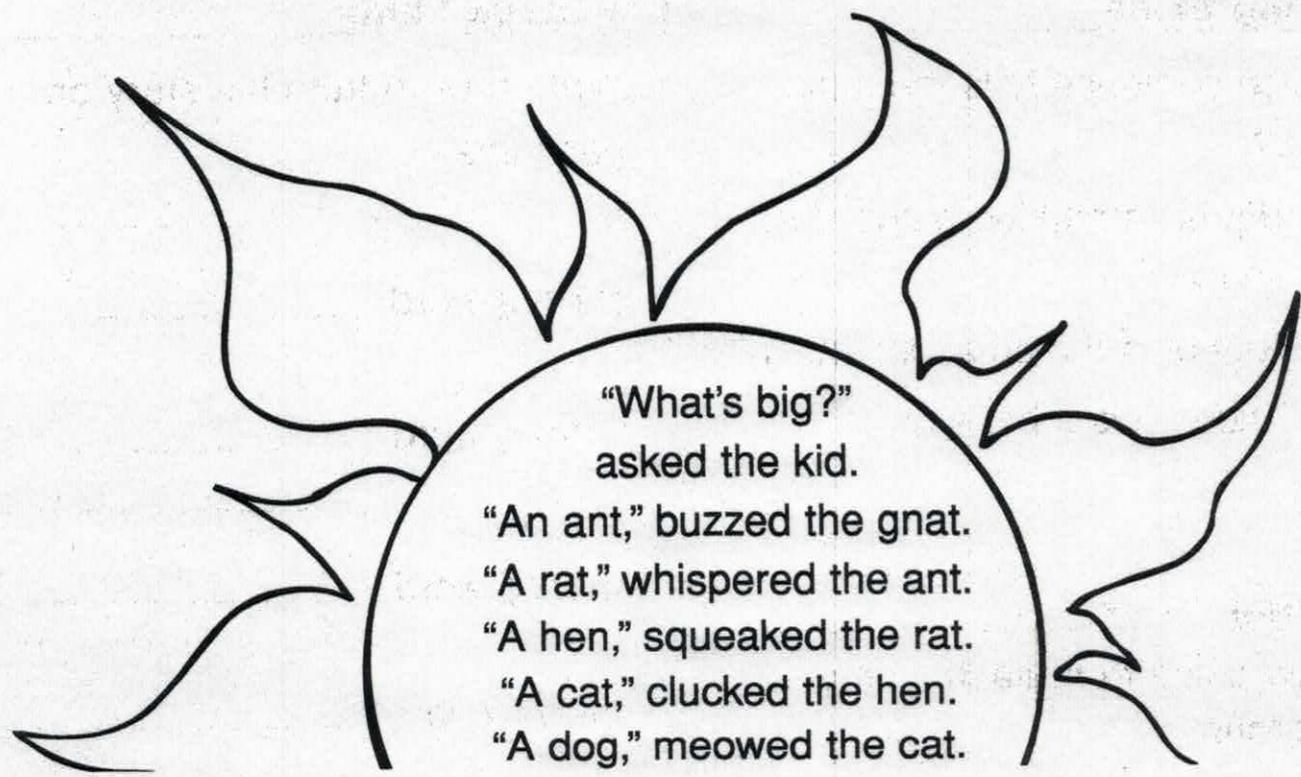
5. Where did the servant want him to sleep?

6. What is the verb that describes how he moved around at night?

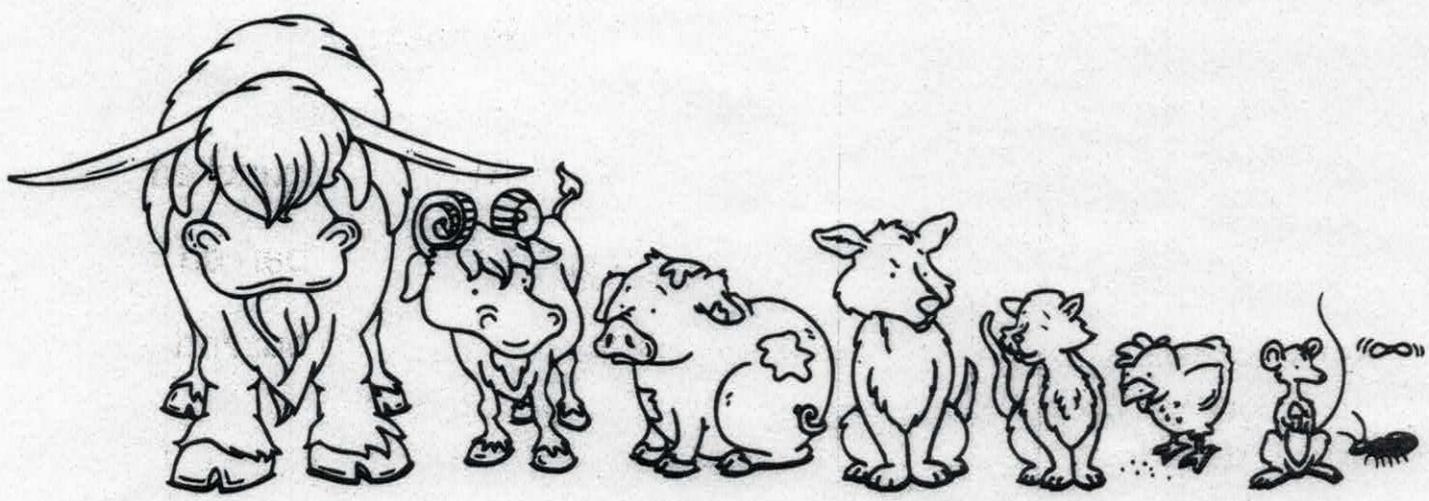
7. What would scare him silly?

8. What two things did the servant use to spoil all his fun?

9. Could this cat do all the things a cat likes to do? YES NO



"What's big?"
asked the kid.
"An ant," buzzed the gnat.
"A rat," whispered the ant.
"A hen," squeaked the rat.
"A cat," clucked the hen.
"A dog," meowed the cat.
"A pig," barked the dog.
"A ram," oinked the pig.
"A yak," bleated the ram.
"The sun," bellowed the yak.
"Yes, the sun," said the kid.
"The sun is big."



Reading Skills

1. Which sentence tells the main idea?
- A. Big is something bigger than you are.
- B. A gnat is the smallest animal.
- C. The sun is a big star.

Thinking Skills

1. Draw a line from each animal to its group.

Bigger Than a Dog

ant

yak

pig

rat

Smaller Than a Dog

hen

ram

Language Skills

1. Write a word from the story on each line.

short a wordshort e wordshort o wordshort i wordshort u word**Vocabulary Skills**

1. Circle the words that mean the same as said.

whispered

quacked

jumped

barked

ran

buzzed



Name _____

1

Picture Stories

Make a Snowman



1

2

3

paste

1

paste

2

paste

3

4

5

6

paste

4

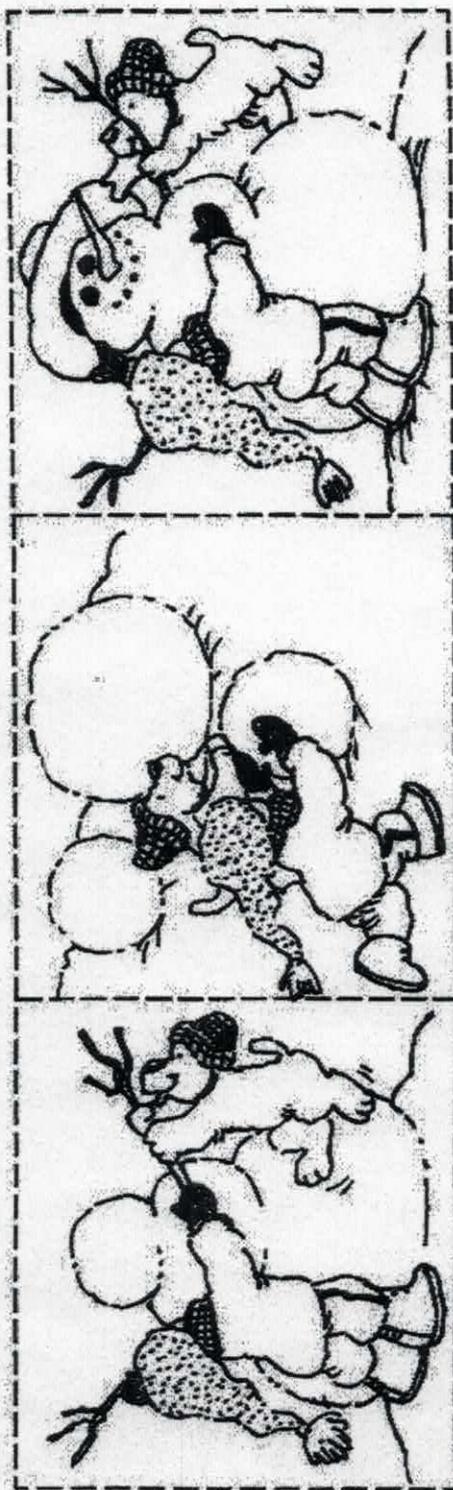
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5

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6

Make a Snowman



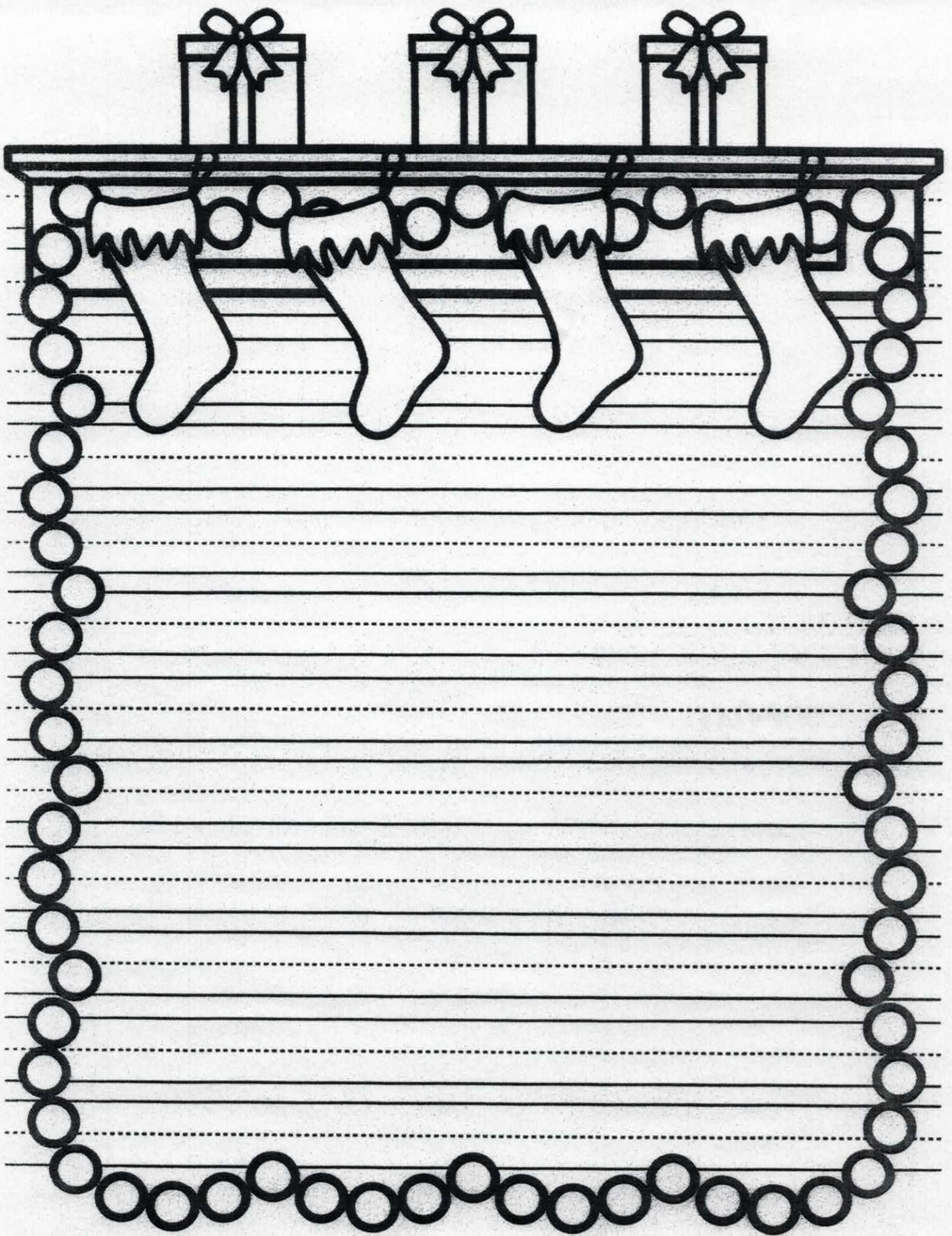


Color the above picture of the nativity. Copy the first two sentences below. Correct sentence number 3, finish the sentence, and write it correctly. Remember how to begin and end a sentence. Remember what a sentence has to have to be a good sentence. Color your picture.

The Wise Men gave Jesus gifts.

They gave Jesus frankincense, gold, and myrrh.

if I could give Jesus a gift, it would be _____



Alphabet Review:

Print the letter that comes after

d ○

a ○

y ○

m ○

h ○

r ○

b ○

v ○

c ○

u ○

w ○

r ○

s ○

j ○

t ○

x ○

q ○

e ○

g ○

p ○

i ○

f ○

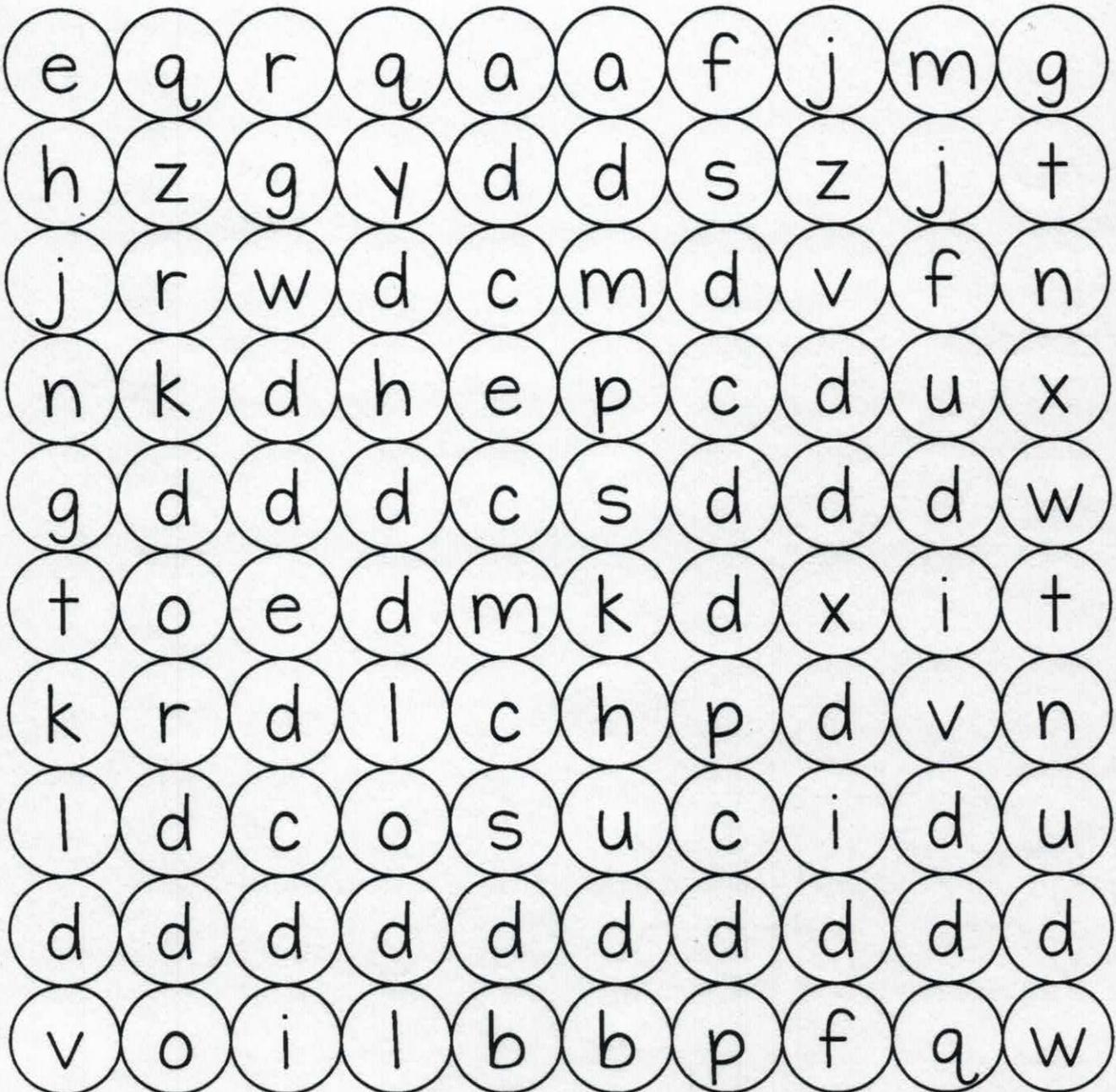
k ○



Name _____

Alphabet Dot Marker Mystery Picture #8

a = yellow b = orange c = red d = green



Week 15 Lessons 56-58

Let's play an abc game. Everybody stand up. I'll start by saying the first letter in the alphabet. When I point to you, say the next letter and sit down. Once everyone is seated, we'll start standing up. We'll repeat this patten until we've gone all the way through the alphabet.

Lesson 56 – Final, Stable Syllable -ble

Echo these words and listen for the sound in the final position. **table thimble bubble**
What sound do you hear in the final position? /bəl/ This sound is different from those we have been learning because it contains two sounds: /b/ and /l/. Write *table, thimble, and bubble on the board.*
What do you see that might make the /bəl/ sound? **b-l-e** Right! B-l-e makes the /bəl/ sound. B-l-e is called a final, stable syllable. Why do you think we call it final? **in the final position** What do you think we call it stable? **various answers** We call it stable because it doesn't change. We can count on it always having the /bəl/ sound in the final position. What do you think we call it a syllable? **has its own vowel sound** The strange thing about its being a syllable is that we don't see the vowel that makes the sound. What vowel sound do you hear in the /bəl/ sound? **short u** Do you see a u? **no** The vowel e we do see doesn't make a sound. It's silent, so how should we code the e? **cross it out** We code a final, stable syllable by placing a bracket in front of it. When a word has a final, stable syllable, the accent usually falls on the syllable before the bracket. The bracket is like the dividing line we use when we code two syllable words. It helps us separate the syllables. *Finish coding the words.*

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. /f/ - f ff | 6. /oo/ - ōō |
| 2. /th/ - th | 7. /ī/ - ī, i-e |
| 3. /x/ - x | 8. /ē/ - ē, ee ee |
| 4. /oo/ - ōō | 9. /t/ - t t, ed |
| 5. /ng/ - ng | 10. /k/ - k, c ck, k, ke, c |

#11 and #12 Let's practice spelling. Put your finger next to #11. Spell the word 'need.' *Repeat with #12.*

12. good

Listen to these three words. Write the sound that you hear in the final position. Listen carefully.

13. rubble, trouble, fumble - **ble**

For #14 through #16, we're going to practice spelling with our new sound.

14. bubble 15. dribble 16. table

#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. nibble 18. fable 19. pebble 20. scribble 21. stumble

22. felt 23. mood 24. no 25. van 26. admit

Lesson 57 – Final, Stable Syllables -fle, -ple, -dle

Quick review from the last lesson. What do we call b-l-e? **final, stable syllable** Correct! Echo these words and listen for the sound in the final position. **baffle ruffle stifle**

What sound do you hear in the final position? /fəl/ Write the words *baffle, ruffle, and stifle* on the board in a column. What do you see that might make the /fəl/ sound? **f-l-e**

Echo these words and listen for the sound in the final position. **dimple apple simple**

What sound do you hear in the final position? /pəl/ Write the words *dimple, apple, and simple* on the board in a column. What do you see that might make the /pəl/ sound? **p-l-e**

Echo these words and listen for the sound in the final position. **bundle cradle fiddle**

What sound do you hear in the final position? /dəl/ Write the words *bundle, cradle, and fiddle* on the board in a column. What do you see that might make the /dəl/ sound? **d-l-e**

What do you think f-l-e, p-l-e, and d-l-e are called? **final, stable syllables** Right. These are all final, stable syllables. Why are they called final? **in the final position** Why are they stable? **they always make the same sound** Why do we call them syllables? **have their own vowel sound** How do we code final, stable syllables? **bracket them; cross out silent e; accent before the bracket**

Before we move on to the worksheet, let's talk about something else. Write *scrambled and stables* on the board. What do you see on the end of the final, stable syllables? **suffixes -ed and -s** Absolutely! Some words will contain both final, stable syllables and suffixes. When you see words like this, box the suffixes first. *Box the suffixes on the board.* This makes this first word (scrambled) look a little funny, because the 'e' of the final, stable syllable is in the suffix box. We'll learn later on why this happens, but this is still easy to read without knowing the rule. After the suffix, go ahead and bracket the final, stable syllable. *Write feelings on the board.* Some words have more than one suffix. You must box both suffixes individually.

Look at your worksheet. Write your name neatly at the top of the page. For #1-9 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. /bəl/ - ble | 6. /k/ - k, c ck, k, ke |
| 2. /ā/ - ā, a-e | 7. /v/ - v ve |
| 3. /s/ - s ss | 8. /ō/ - ō, o-e |
| 4. /w/ - w | 9. /ū/ - ū, u-e |
| 5. /l/ - l ll | |

#10-11 Let's practice our spelling. Put your finger next to #10. Write the word 'nine' on the line next to #11. *Repeat with #11.*

11. stable

For #12 through #14 I'll give you a set of three words. You write down the final, stable syllable that you hear in the final position.

12. people, ripple, dimple – **ple**
13. fiddle, riddle, middle – **dle**
14. ruffle, trifle, sniffle – **fle**

1st Grade Phonics Teacher Instructions

Now we will practice spelling with each of these final, stable syllables.

15. apple 16. candle 17. sniffle

#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. staple 19. ruffle 20. needles 21. puddle 22. simple
23. job 24. best 25. mitten 26. so 27. thrive

Lesson 58 – Final, Stable Syllables -tle, -gle

Echo these words and listen for the sound in the final position. **beetle little rattle**

What sound do you hear in the final position? /təl/ Write *beetle, little, and rattle* on the board. What do you see that might make the /təl/ sound? **t-l-e**

Now echo these words. **jingle struggle jiggle**

What sound do you hear in the final position? /gəl/ Write *jingle, struggle, and jiggle* on the board. What do you see that might make the /gəl/ sound? **g-l-e** What are /təl/ and /gəl/ called? **final, stable syllables**

How do we code final, stable syllables? **bracket them; cross out the silent e**

Now, let's look at some final, stable syllable words that are a little different. Write *castle, hustle, bustle, and bristle* on the board. In these words the t in the final, stable syllable t-l-e is silent. How should we code a silent letter? **cross it out** This way of saying t-l-e is irregular. But, yes, we will cross out both the t and the e, because they are silent.

Write the word 'eye' on the board. Who can read this word? **various answers** This is the sight word, 'eye.' This is not the I you use when you're putting yourself as the subject. This is the word you would use if you were to say, "My eye color is blue."

Look at worksheet 58. Write your name neatly at the top of your 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. /v/ - v ve | 6. /ĩ/ - ĩ |
| 2. /f/ - f ff | 7. /x/ - x |
| 3. /d/ - d ed | 8. /z/ - z, s |
| 4. /m/ - m | 9. /ă/ - ă |
| 5. /ũ/ - ũ | 10. /t/ - t ed |

#11-#12 Put your finger next to #11. Write the word 'them' on the line by #11. Repeat with #12.

12. smell

For #13 and #14 I will give you a list of words. I want you write the final, stable syllable that you hear in the final position on the line. Then, we will practice spelling with the final, stable syllables.

- | | |
|---|------------|
| 13. title, little, brittle – tle | 15. little |
| 14. giggle, wiggle, bugle – gle | 16. bottle |
| | 17. bugle |

1st Grade Phonics Teacher Instructions

#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. rattle 19. title 20. juggle 21. single 22. struggle
23. yelling 24. dish 25. cube 26. until 27. crumble

Week 15
Lesson 55

Lesson 55 – Assessment 10

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 ‘zoom.’ Write the letter or letters that makes each sound in ‘zoom’ on the lines by #1. Continue with #2 through #5.

- | | |
|----------|--------|
| 2. good | 4. yet |
| 3. shake | 5. mix |

Section 2 #6-8: “Look at the letters by #6. Draw a line from the letters to their keyword picture.”
Repeat with #7 through 9.

Section 3 #10-14: “Put your finger on #10, and code the word ‘spoon’.” *Repeat with #11-14.*

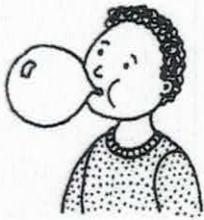
Section 4 #15-18: “Look at the sentence by #15. Read the sentence, and then answer the question by #16. Code any words you don’t know to help you figure them out.” *Repeat with #17 and #18.*

Back:

Section 5 #19-21: Have your student read the sight word aloud to you. Write down their response on the line by #19, or check off the word if identified correctly. Repeat with #20-21.

Section 6 #22-25: Point to the letter by #22. Tell me the name of this letter and the sound it makes. Write down your student’s response on the line. Repeat with #23 through #25. Go over anything that they missed when the test is done.

Name _____



[blɛ]

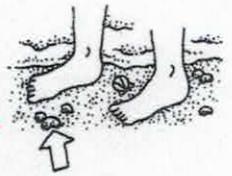
1. f || ff
2. th
3. x
4. oo
5. ng
6. oo
7. i, i-e
8. e, ee || ee
9. + || ed
10. k, c || ck, k, ke, c
11. need
12. good
13. ble

14. bubble
15. dribble
16. table

17. nib[blɛ]

18. fā[blɛ]

19. pĕb[blɛ]



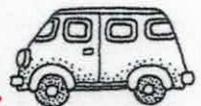
20. scrib[blɛ]

21. stūm[blɛ]

22. fĕlt

23. mōod

24. nō'



25. vān

26. ād|mit'

Max and Ming like to make bubbles. The bubbles rise up and pop as they hit the table. Some don't hit the table and don't pop. Max likes to hit those bubbles and make them pop.

1. What do Max and Ming like to do?

make bubbles

2. What do the bubbles hit as they rise?

- Ming
- Max
- the table

3. Who hits the bubbles to make them pop?

- table
- Max
- Ming

High Frequency Word Box

they would
 says won't
 school have

* Dear Parent/Guardian: *

Today your child learned the following for final, stable syllable **-ble**: name, sound, written form, and keyword (bubble). Your child also learned the sight word "they" and that **final, stable syllables** are syllables in the final position that always make the same sound and are coded with a **bracket** (büb'[blé). Beginning with this lesson, your child is no longer expected to code twin consonants, but can continue to do so if it helps him/her read. 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 _____



[fleece]



[staple]



[candle]

1. ble15. apple2. ā, a-e16. candle3. s || ss17. sniffle4. w5. l || ll

18. stāple

6. k, c || ck, k, ke, c

19. rūfle

7. v || ve20. needles8. ō, o-e21. puddle9. ū, u-e22. simple10. nine23. jöb11. stable24. běst12. ple25. mitten13. dle26. sō14. fle27. thrive

Apples are in a lot of things. They are in apple cakes that people like to sample. There are apple candles that people like to smell. But the best apple is the one fresh off of a tree.

1. What are in a lot of things? apples
2. What do people like to sample?
 - apple cakes
 - apple candle
 - apple bloom
3. What is the best apple?
 - apple cake
 - a fresh apple
 - apple candle

High Frequency Word Box

people

give

done

live

brought

fought

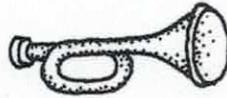
Dear Parent/Guardian:

Today your child learned the following for final, stable syllables **-fle**, **-ple**, and **-dle**: names, sounds, written forms, and keywords (ruffle, staple, candle). Your child also learned the sight word "people." 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 _____



[t]l[ø]



[g]l[ø]

1. v ll ve _____

2. f ll ff _____

3. d ll ed _____

4. m _____

5. ü _____

6. i _____

7. x _____

8. z, s _____

9. ä _____

10. t ll ed _____

11. them _____

12. smell _____

13. tle _____

14. gle _____

15. little _____

16. bottle _____

17. bugle _____

18. rättle _____

19. tittle _____

20. jüggel _____

21. sänge _____

22. strüggel _____

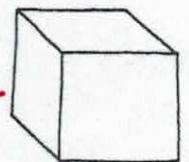
23. yélling _____

24. dísh _____

25. cūbe _____

26. üntil _____

27. crümmel _____



A little beetle fell in a mud puddle. He tossed and struggled to free himself. He grabbed a twig and flipped himself from the mud. He was safe at last.

1. What fell in the puddle?

a little beetle

2. What did the beetle grab?

- puddle
- mud
- twig

3. What did he flip himself from?

- the mud
- the beetle
- the twig

High Frequency Word Box

eye they
 little thought
 don't could

*** Dear Parent/Guardian: ***
 Today your child learned the following for final, stable syllables **-tle** and **-gle**: names, sounds, written forms, and keywords (bottle, bugle). Your child also learned the sight word "eye." 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.

correct
100

Name _____

Section I (4 pts. each; 20 total)

1. z o o m
2. g o o d
3. s h a k e
4. y e t
5. m i x

Section II (4 pts. each; 16 total)

6. oo —————  
7. x ————— 
8. sh ————— 
9. y ————— 

Section III (2 pts. each; 10 total)

10. s p o o n
11. f o o t
12. y e t
13. s h e l f
14. w a x

Section IV (5 pts. each; 20 total)

15. Mom left a note with Kate.
16. Who left a note?
Mom
17. Kate has some grapes in the bag.
18. What is in the bag?
 - Kate
 - Mom
 - grapes

Section V (6 pts. each; 18 total)

19. want _____

20. was _____

21. where _____

Section VI (4 pts. each; 16 total)

22. oo digraph oo, /oõ/, /oō/

23. x x, /ks/

24. sh digraph sh, /sh/

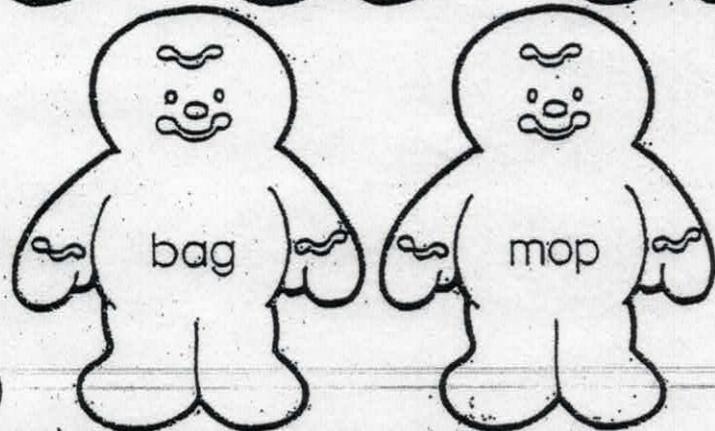
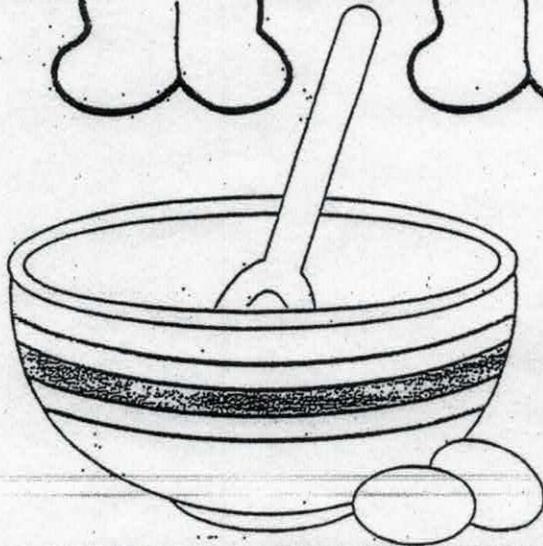
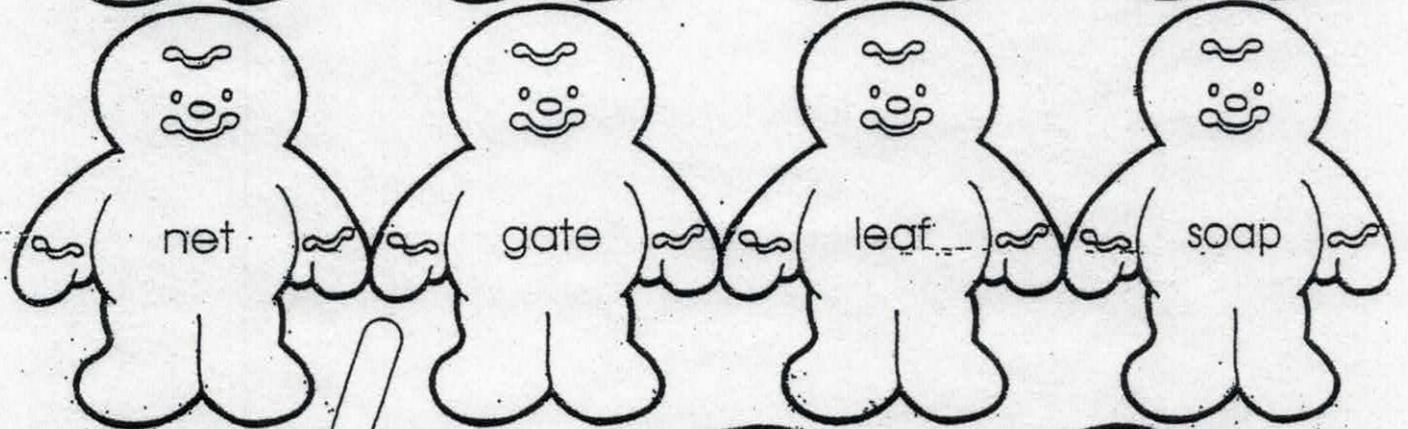
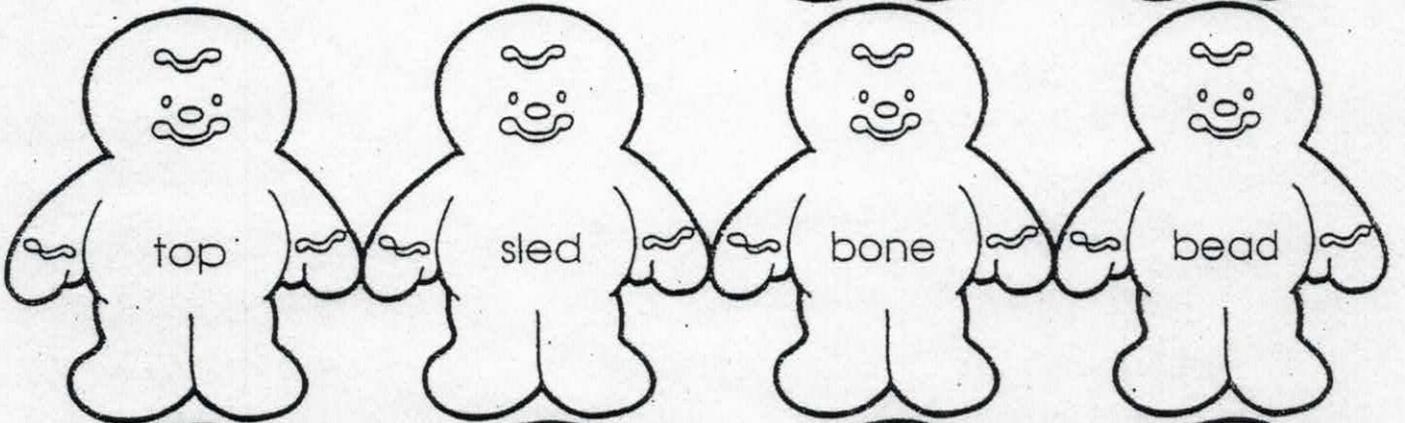
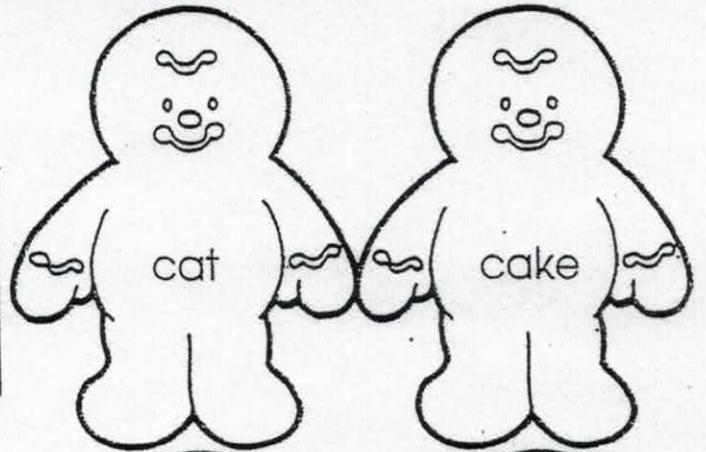
25. y y, /y/

Name _____

Fresh From The Oven

Read the word on each cookie.
Color by the code.

Color Code	
long a — red	short e — green
short a — yellow	long o — purple
long e — blue	short o — orange



Bonus Box: Two of these words rhyme. Write the two words on the back of this sheet.

Elves At Work



Cut out the pictures.

One of these things will help the elves.
Glue it to the X.

Glue the rest of the pictures below the matching vowel sound.



ā	ē	ī

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Name _____

1. drink

bring

going

sing

2. thank

thing

been

goes

3. green

keep

thing

thank

sing

4. been

going

drink

goes

green

5. thank

been

keep

going

sing

6. thank

thing

bring

green

been

7. drink

green

thing

sing

First Grade Spelling List – Week 15

The words in this list are words that contain, final, stable syllable -ble (lesson 56), final, stable syllable -fle, -ple, -dle (lesson 57), final, stable syllable -tle and -gle (lesson 58), and sight words (indicated by asterisks).

1. able
2. Bible
3. table
4. sniffle
5. apple
6. maple
7. riddle
8. little
9. snuggle
10. *they
11. *people

1st / 2nd Spelling Menu #1

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>ABC Order</u> Write out your spelling words once as given and then once in alphabetical order.</p>	<p><u>Forward-Backward</u> Write each word forward and then backward Ex. spelling - gnilleps</p>	<p><u>Vowel Spelling</u> Rewrite your spelling words, writing vowels in red.</p>	<p><u>Least to Greatest</u> Write your spelling words from the shortest word to the longest word</p>
<p><u>3 Time Each</u> Write each word 3 times: 1st time in red crayon 2nd time in blue crayon 3rd time in green crayon</p>	<p><u>Consonant Spelling</u> Rewrite your spelling words, writing all consonants in blue</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>Squiggly Spelling Words</u> You are going to write your spelling words 2 times. First write them in regular letters. Then write them in squiggly letters</p>
<p><u>Fancy Letters</u> Ask an adult for permission to use the computer. Choose a fancy font and type each spelling word 2 times each.</p>	<p><u>Concentration Words</u> Make 2 matching sets of spelling flashcards. Play a game of Concentration with a parent. Put cards in an envelope or sandwich bag to turn in.</p>	<p><u>UPPER and lower Case</u> Write your spelling words 2 times each. First, write each word in UPPERCASE letters. Second, write each word in lowercase letters.</p>	<p><u>Staircase Spelling</u> Step spelling for each word. W We Wei Weir Weird</p>
<p><u>Rich Words</u> Write out your spelling words and then find the value of each word. (Vowels = \$1 each) (Consonants = \$2 each)</p>	<p><u>Riddle Me This</u> Write a riddle for each word. Don't forget to add the answer to your riddles. Ex. I cry when I'm hungry. I wear diapers. I am cute. What am I? Answer: baby</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 Sentences</u> Write sentences using 6 spelling words. Be sure to underline or highlight the spelling words.</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>Word Poetry</u> Write a poem using all of your 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>Dot to Dot Spelling</u> Write your spelling words in dots. Then connect the dots by tracing over them with a pencil.</p>
<p><u>Spell Me A Story</u> Write an original story using all of your spelling words. Underline or highlight spelling words.</p>	<p><u>Word Letter</u> Use your words and write a letter to a fictional character of your choice. Underline or highlight spelling words.</p>	<p><u>Buzzing Bees</u> Draw and color an outdoor picture. Draw a bee for each of your spelling words. Write the words inside each of the "spelling" bees.</p>	<p><u>Word Funnies</u> Write a comic strip using all of your spelling words.</p>

Be a TREEmendous Reader!! Name _____ Week _____

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

