



Student's Name _____

Mrs. Rachel Lyles

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★ Bible/Character Study:

- Contentment- To be satisfied in my present circumstances knowing that God is providing for my every need.
- Memorize by Week 20, January 28th:
 - Hebrews 13:5 Keep your life free from love of money, and be content with what you have, for he has said, "I will never leave you nor forsake you."
- Sing *Amazing Grace* a few times this week:
<https://www.youtube.com/watch?v=Jbe7OruLk8I>
- **Family Discussion:** Read together the parable found in Matthew 20: 1-16. A parable is a brief story told to illustrate a spiritual truth. This parable is not only an example about contentment but also about salvation. It is teaching us about God's grace and how we should focus on God's gracious benefits to us and be thankful for what we have. Were the workers in this parable content with the wages they had earned? Were the last workers hired content with the wages? What about the first workers hired? What had the last workers agreed to do? What had the first workers agreed to do? Were the workers content with the wages when they were hired? Some of the workers were probably saying "that's not fair." Life is not always fair. It would be fair for us to be condemned for our sins but God gives us His grace, His mercy. People of all ages and in all walks of life can freely receive His grace at any time that they will accept His Son Jesus as their own personal Savior as we accept Him as our Savior.
- **Family Activity:** Continue to have each person tell something good about their day at dinner or a convenient time. Train your child to think about the good things in their life and to be content with their many blessings.
- Extension (Optional): Weekly, write a sentence telling about a blessing your family has received or something that you are thankful for or happy about- and put the sentence strip in a glass jar. Then at Christmas, or New Year's Day, open the jar and read about all the ways that you have been blessed this year.
- Something to Think About: Psalm 118: 24: "This is the day that the Lord has made; let us rejoice and be glad in it." Let us also remember that this is the year that the Lord has made; let us rejoice and be glad in it. If we rejoice in it, then we will not have reason to complain. We can be content! God has given us this year to live and serve Him! Be glad! We have a new school semester to do our best for Him!

★ History:

- Read aloud Chapter 25. Have your child answer these questions orally:

- Philip and His Son:
 - Who attacked the Greek cities? Philip
 - What country did he rule? Macedonia
 - What was the name of Philip's son? Alexander the Great
 - How did Alexander solve the problem of the Gordian Knot? He cut it in half
- Alexander's Invasion:
 - What three Wonders of the Ancient World have we learned about? The Hanging Gardens of Babylon, the Great Pyramids, the Pharos.
 - What was the Pharos? A giant lighthouse
 - What is the name of the city Alexander built in Egypt? Alexandria
 - Why did Alexander stop before he conquered all of India? His soldiers refused to go any further.
- 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 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:

- Read pages 12-21 of *King Midas and the Golden Touch* by Charlotte Craft
- Complete the comprehension worksheet in the yellow literature folder. If you do so orally, please write "orally" at the top of the page and initial it.
- Complete the "Setting of a Story" worksheet in the yellow literature folder.
- Read the book *The Big Snow* by Berta and Elmer Hader any time during the month of January. Complete the attached book report. Due January 28th. (You can find this book at your local library or watch the read-aloud video on our 1st Grade webpage.)

★ Grammar:

- Complete the Reading Connection - *This and That*
- Complete the sequence sheet - *What Happens Next?*
- Complete the worksheets *The Verb Hunt* and *Complete the Sentence*. (Parents, your student may need help reading the material on these worksheets.)

★ Penmanship:

- Copywork: Draw the animal and copy the first two sentences from page 22 of your *Draw Write Now* workbook into your *Draw Write Now* red folder.

★ Phonics:

- Complete Lessons 67, 68, and 69.
- Complete worksheets - *Color the -ness/-less Suffix Words; -ai Words; Finish the -ai/-ay Words*
- Fluency Master - Fluency Master 6
 - Fluency masters provide additional practice to your child who may need more exposure to high frequency words in order to learn them.
- Read Decodable Readers 23 (*Something Grand*) and 24 (*A Day at the Fair*)

★ Spelling and Dictation:

- Spelling Words: See attached list for Week 18 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:

- Our new artist for the semester is **Claude Monet**.
 - Watch the following video to learn more about Monet's life!
<https://youtu.be/ah5g2M14oUM> (This video is also posted to our class webpage.)
- Our new composer for the semester is **Frederic Chopin**.
 - On the *Classics for Kids* website, read about Chopin and listen to his composition, *Polonaise in A Major: No. 1 "Military."*
https://www.classicsforkids.com/composers/composer_profile.php?id=18
(This link is, also, on our class webpage.)

★ Geography:

- Complete the Five Oceans worksheet.
- Review the continent map.
- Next week, the kids will have the opportunity to fill in a blank map and see what they remember! Use the attached blank map to practice. You can, also, review the videos on the continents and the oceans that are on our class webpage.

★ Critical Thinking:

- Complete *Primary Analogies* p. 38
- Complete the *Snow Day Line-Up* and *Snow Friends Line-Up* 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 snowflake on the attached sheet for every book or chapter that you read. If you do more, draw more snowflakes on the back of this sheet and color it.
- **Extending the Lesson (Optional):** Corresponding literature suggestions for *The Story of the World*:
 - *D'Aulaire's Book of Greek Myths*, by Edgar Parin d'Aulaire
 - *Time Traveler: Children Through Time (DK Eyewitness Reader)*, by Angela Bull

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

Parent's Signature

Amazing Grace (My Chains are Gone) by John Newton, adapted by Chris Tomlin

Amazing grace
How sweet the sound
That saved a wretch like me
I once was lost, but now I'm found
Was blind, but now I see
'Twas grace that taught my heart to fear
And grace my fears relieved
How precious did that grace appear
The hour I first believed

My chains are gone
I've been set free
My God, my Savior has ransomed me
And like a flood His mercy rains
Unending love, Amazing grace

The Lord has promised good to me
His word my hope secures
He will my shield and portion be
As long as life endures

My chains are gone
I've been set free
My God, my Savior has ransomed me
And like a flood His mercy rains
Unending love, Amazing grace

My chains are gone
I've been set free
My God, my Savior has ransomed me
And like a flood His mercy rains
Unending love, Amazing grace

The Earth shall soon dissolve like snow
The sun forbear to shine
But God, Who called me here below
Will be forever mine
Will be forever mine
You are forever mine

King Midas and the Golden Touch

By Charlotte Craft

Pages 12-21

Vocabulary

Discuss the meaning of each word with your child

spectacles

inconvenience

Find a word with the following vowel sound in your reading and record below.

Short a _____

Short e _____

Short i _____

Short o _____

Short u _____

Find four compound words from your reading and list them below.

1. What happened when King Midas awoke the next day?
2. Why was Aurelia sobbing when she went to the garden?
3. Why did King Midas grumble at breakfast?

Number the sentences in the order they happened in the story.:

- _____ The roses turned to gold and drooped down.
_____ Midas lifted a spoonful of porridge to his mouth.
_____ King Midas slips his spectacles onto his nose.
_____ Aurelia asked her father, "What's wrong?"



I can identify the setting in a story.

Title: _____

Author: _____

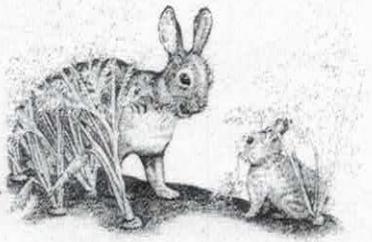
This story takes place _____

I know this because the author uses the words... _____

Other clues that show me when and where the story

takes place are: _____

Draw a picture of the setting in the space below:



(Title)

(Author)

(Illustrator)

Characters

Setting

Write two sentences about the book.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are two sets of these lines provided for writing two sentences.

What was your favorite part?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are two sets of these lines provided for writing an answer.

Rate this book on a scale of 1 to 5 snowflakes. (Would you recommend this book to a friend?)



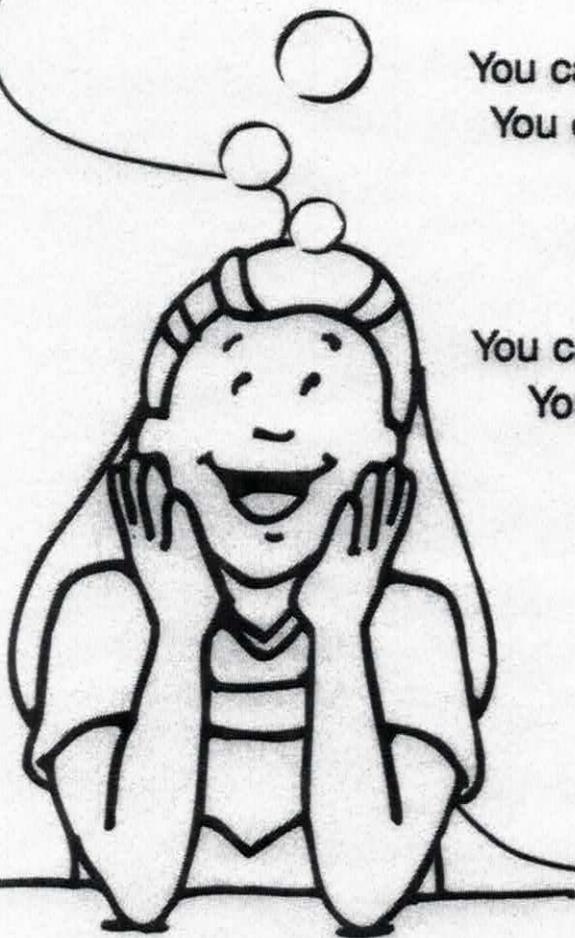
This and that, in and out.
There are so many things to think about.

You can think about numbers.
You can think about math.
You can think where to go.
You can think of which path.

You can think about us.
You can think about them.
You can think about her.
You can think about him.

You can think about thimbles.
You can think about thread.
You can think out loud.
You can think in your head.

Just think of the things
you can think about.
Think!



Reading Skills

1. Circle another title for this poem.

- A. Things to Think About
- B. Choosing the Right Path
- C. Thimbles and Thread

2. Name four things the poem says you can think about.

Thinking Skills

1. What else can you think about?

Think!

Language Skills

1. Draw a line between the rhyming words.

math	about
out	head
thread	path

2. Write the words in groups.

this	math
that	think
there	things

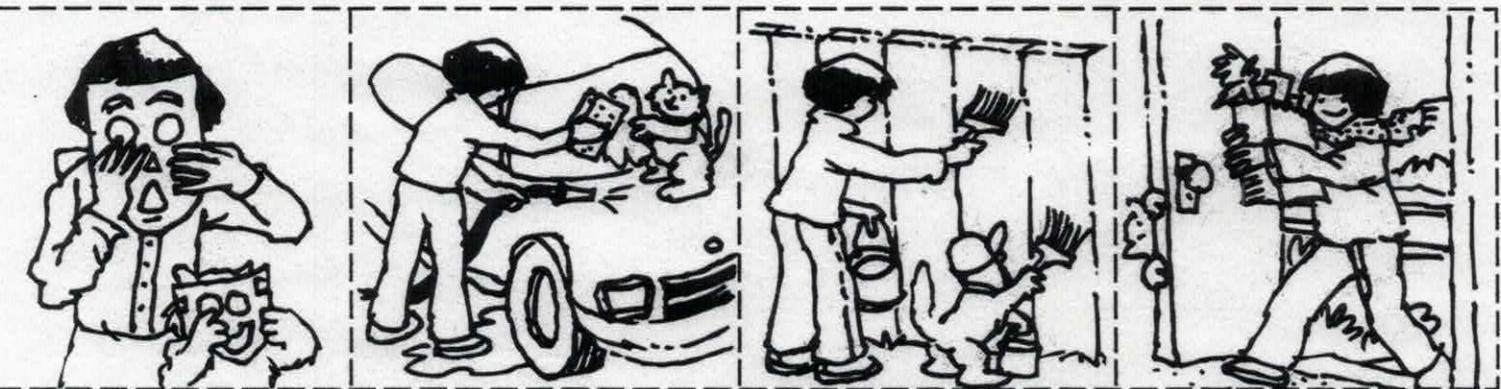
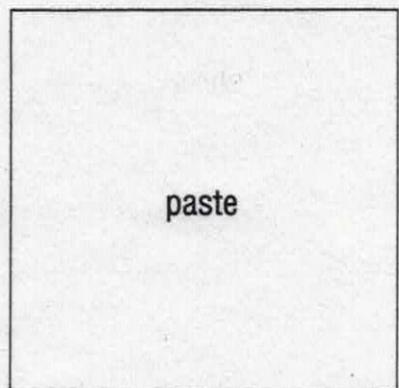
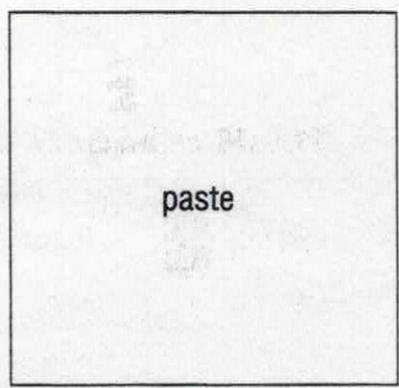
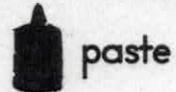
<u>th</u> sound in <u>thin</u>	<u>th</u> sound in <u>then</u>
--------------------------------	--------------------------------

_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----

Name _____

2

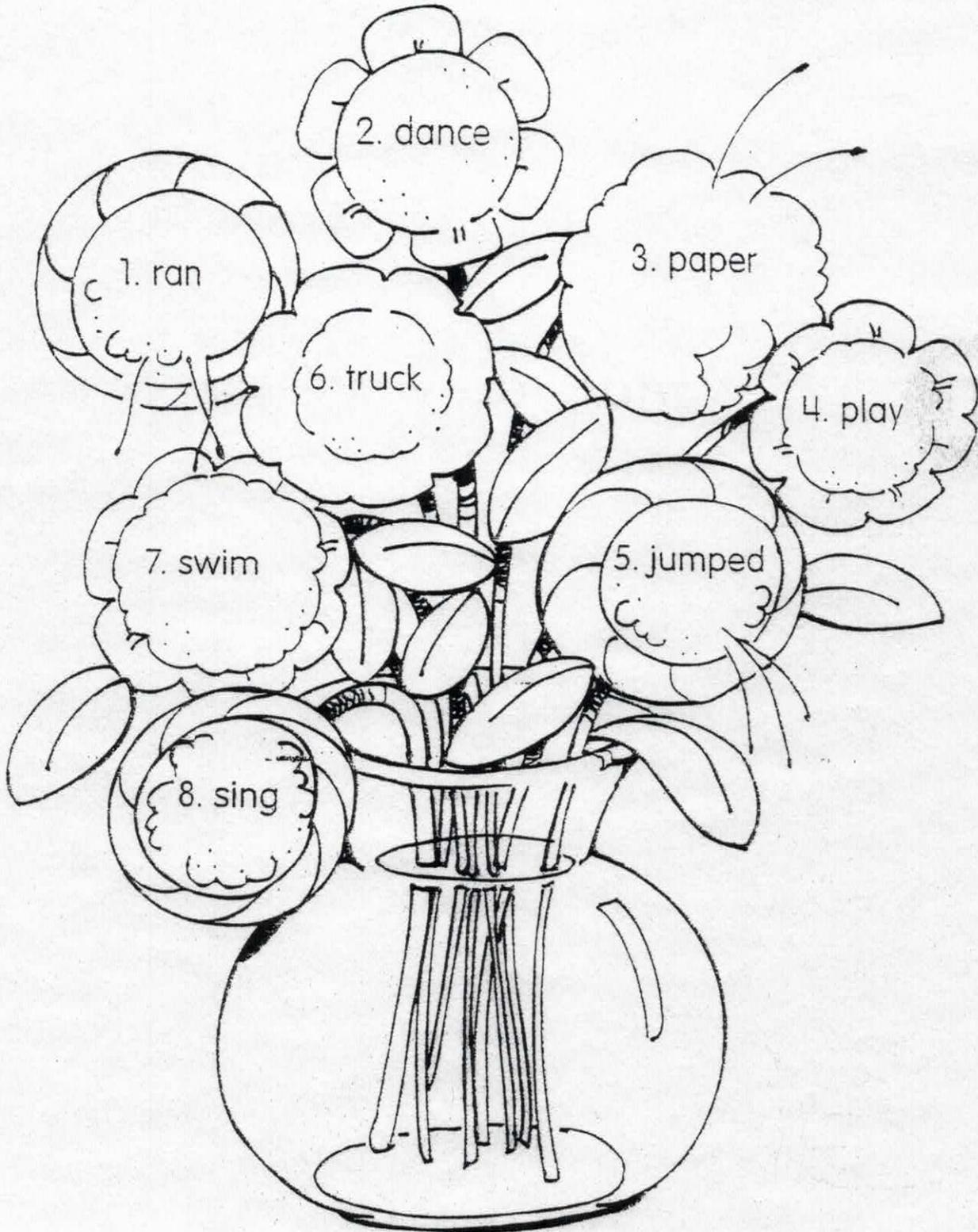
What Happens Next?



The Verb Hunt

Rule
12

Color the words that tell what is happening or what already happened.



Name - - - - -

Underline the word that completes each sentence.

Then print that word in the blank.

1. She _____ me.
see sees

2. We _____ the deer.
feed feeds

3. He _____ .
read reads

4. She _____ the seal.
feel feels

5. We see three _____ .
tree trees

Week 18

Lessons 67-69

Let's do a quick review. How many letters are there in the English alphabet? **26** What two types of letters make up the English alphabet? **vowels and consonants** many of those 26 letters are vowels? **5** And, what are those vowels? **a, e, i, o, u (and sometimes y)**

Let's play a quick game. Everybody push back from their desk just a bit. Let's recite the abc's. We'll stand up on the vowels and sit down on the consonants. We'll start slow and then pick up pace as we go. (Be sure to put a hand in the chair and stand up for y since it is both a vowel and a consonant.)

Lesson 67 – Suffixes -less, -ness, -ly

Echo these words and listen to how they end. **hatless endless**

What do you hear at the end of these words? **less** Write *hatless and endless on the board*. What's the same at the end of these words? **less** If I cover up 'less,' will I still have a root word? **yes** What do we call something that is added to the end of a root word? **suffix** What does a suffix do to a root word? **changes its meaning** This is suffix -less. Can anyone guess what this suffix means? **various answers** The meaning of suffix -less is 'without.' So 'hatless' means what? **without a hat** How do we code suffixes? **box them** What should we do after we box suffixes? **make sure a root word is left** Who can tell me the root words that are left? **hat, end** What word can I make from the word 'color' that means 'without color?' **colorless**

Now, echo these words and tell me what you hear at the end of each word. **softness redness**

What do you hear at the end of these words? **ness** Write *softness and redness on the board*. What's the same at the end of these words? **ness** If I cover up 'ness,' will I still have a root word? **yes** This is suffix -ness. What do you think this suffix means? **various answers** Suffix -ness describes a particular quality of something. If we talk about a blanket's softness, it means the blanket is soft. If we discuss a rock's harness, it means the rock is hard. *Code the suffixes together.*

Echo these words and tell me what you hear at the end. **sweetly safely**

What do you hear at the end of these words? **/lē/** Write *sweetly and safely on the board*. What's the same at the end of these words? **ly** If I cover up 'ly,' will I still have a root word? **yes** This is suffix -ly. It can tell us how something is done. If I gave you a job and said, 'Be quick!' how would you do the job? **quickly** Suffix -ly can tell us often something was done. For example, we pray every day, so we could say we pray daily. Suffix -ly can also tell us that something or someone is acting a certain way. If I asked you to act like a friend to someone, how would you act? **friendly** Suffixes can be either vowel suffixes or consonant suffixes. You can tell by looking at the first letter. What kind of suffixes are these? **consonant suffixes** Remember that when we add a suffix, the accent almost always stays on the root word.

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. /l/ - l ll | 6. /s/ - s ss |
| 2. /ē/ - ē, ee ee, y | 7. /v/ - v ve |
| 3. /er/ - er | 8. /j/ - j |

1st Grade Phonics Teacher Instructions

4. /ɪ/ - **i**, **i-e** || **y**
5. /dəl/ - **dle**

9. /k/ - **k**, **c** || **ck**, **k**, **ke**, **c**
10. /ks/ - **x**

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

For #13 through #15, we're going to practice spelling words with our new suffixes.
13. gladly 14. homeless 15. redness

#16-#25 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. For #26, write the two words that make up the contraction.
16. badly 17. safely 18. useless 19. endless 20. illness
21. fishy 22. grin 23. odd 24. kettle 25. handshake

Lesson 68 – Digraph ai

Echo these words and listen for the sound that's the same in each word. **aim braid train**
What sound do you hear in each word? /ā/ Is /ā/ voiced or unvoiced? **voiced** Write *aim, braid, and train on the board*. There are two letters making the /ā/ sound in these words. Can you guess what they are? **a and i** What do we call two letters that come together to make one sound? **digraph** How do we code digraphs? **underline them** Which letter in this digraph makes the /ā/ sound? **a** How should I code it? **long; macron** How should I code the I? **cross it out** Why? **because it is silent** Is digraph ai a vowel digraph, or a consonant digraph? **vowel digraph** How do you know? **makes vowel sound** Is there any other coding needed? **no** The 'ai' spelling for the /ā/ sound is not used very often, so we won't add it to our spelling response.

Introduce sight word 'were.'

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. /ŋg/ - **ng**

6. /f/ - **f** || **ff**

2. /ks/ - **x**

7. /ā/ - **ā**, **a-e**

3. /bəl/ - **ble**

8. /ō/ - **ō**, **o-e**

4. /t/ - **t** || **t**, **ed**

9. /ū/ - **ū**, **u-e**

5. /m/ - **m**

10. /p/ - **p**

#11-15 Let's practice our spelling. First we'll practice sight words. Put your finger next to #11. Write the word 'into' on the line next to #11. *Repeat with #12.*

12. something

#13-#15 Let's practice spelling with our new spelling of /ā/.

13. rain 14. paint 15. aim

#16-#25 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.

1st Grade Phonics Teacher Instructions

16. snail 17. aided 18. draining 19. mailed 20. hairbrush
21. sweet 22. name 23. rudeness 24. sister 25. sadly

Lesson 69 – Digraph ay

Echo these words and listen for the sound in the final position. **gray play stay**
What sound do you hear in the final position? /ā/ Is /ā/ voiced or unvoiced? **voiced** Write *gray, play, and stay on the board*. There are two letters making the /ā/ sound in these words. Can you guess what they are? **ay** What do we call two letters that come together to make one sound? **digraph** How do we code digraphs? **underline them** Which letter in this digraph makes the /ā/ sound? **a** How should I code it? **long; macron** How should I code the y? **cross it out** Why? **because it is silent** Is digraph ay a vowel or a consonant digraph? **vowel digraph** How do you know? **makes a vowel sound** Remember, English words don't end with an I, so all of the ai's at the end of words were changed to ay's. If you hear /ā/ at the end of the word and you're not sure how to spell it, the best choice is ay. Since digraph ay is commonly found in the final position we will add this to our spelling of the /ā/ sound. How have we been spelling the /ā/ sound? **ā, a-e** Write it on the board as they say it. Now we'll add final digraph ay. Add this on the board. (**ā, a-e || ay**)

Introduce sight words 'early,' 'earth,' 'heard,' and 'learn.'

Look at worksheet 69. 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. /d/ - d d, ed | 6. /z/ - z, s |
| 2. /g/ - g | 7. /ō/ - ō |
| 3. /p/ - p | 8. /w/ - w |
| 4. /n/ - n | 9. /ī/ - ī |
| 5. /ng/ - ng | 10. /b/ - b |

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

12. spoke

#13-#16 Let's practice spelling our new spelling for /ā/, and then practice spelling words with our new spelling.

13. Write the letters that we can use to spell the /ā/ sound – **ā, a-e || ay**

14. hay 15. saying 16. days

#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. may 18. clay 19. played 20. tray 21. spraying
22. raffle 23. sleepless 24. zoom 25. cable 26. trained

Name _____

-ly, -less, -ness

1. llll
2. ē, ee ll ee, y
3. er
4. ī, i-e ll y
5. dle
6. s ll ss
7. v ll ve
8. j
9. k, c ll ck, k, ke, c
10. x
11. nest
12. flagpole
13. gladly
14. homeless
15. redness
16. bādly
17. sāfely
18. ūseless
19. ěndless
20. illness
21. fishy
22. grīn
23. ōdd
24. kĕttle
25. hāndshāke



Dave's shyness was something he did not like. It was tricky to meet people. He would gladly let his brother tell others his name. His shyness seemed to be endless until he met Pam. She was so friendly that she made him feel less shy.

1. Who was shy? Dave
2. Who would tell people Dave's name?
 - Pam
 - Dave
 - Dave's brother
3. Who made Dave feel less shy?
 - Pam
 - Dave
 - Dave's brother

High Frequency Word Box

answer mother

love any

many another

Dear Parent/Guardian:

Today your child learned the following for suffixes **-less**, **-ness**, and **-ly**: names, sounds, meanings, and written forms. Your child also learned the sight word "answer." 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. _____ ng _____
2. _____ x _____
3. _____ ble _____
4. _____ +ll t, ed _____
5. _____ m _____
6. _____ f || ff _____
7. _____ ā, a-e _____
8. _____ ō, o-e _____
9. _____ ū, u-e _____
10. _____ p _____
- *11. _____ into _____
- *12. _____ Something _____

13. _____ rain _____
14. _____ paint _____
15. _____ aim _____

16. snāīl 
17. āīdēd 
18. drāīnīng
19. māīlēd
20. hāīrbrūsh
21. swēēt
22. nāīmē Name Anna
23. rūdēness
24. sīstēr
25. sādly

Lesly went to get a hairbrush to brush her hair. She thought it looked as if she needed a haircut. She went upstairs to try to cut her hair. After trying to cut her bangs, she felt she should wait and have a hairdresser cut her hair.

1. What did Lesly go and get? a hairbrush
2. What did Lesly think she needed?
 - a hairline
 - a braid
 - a haircut
3. Where did she go to cut her hair?
 - upstairs
 - bedroom
 - bathroom

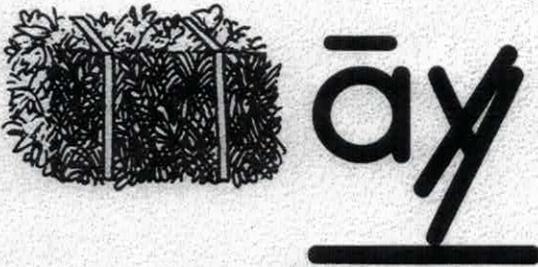
High Frequency Word Box

were	brother
air	only
fail	answer

* Dear Parent/Guardian: *

Today your child learned the following for digraph **ai**: name, sound, written form, and keyword (rain). Your child also learned the sight word "were." 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. all d, ed2. g3. p4. n5. ng6. z, s7. ö8. w9. i10. b11. ten12. spoke13. ā, a-e llay14. hay15. saying16. days17. māy18. clāy19. plāyed20. trāy21. sprāying22. rāfle23. slēepless24. zōom25. cāble26. trāined

There was a stray dog on the highway. I did not want it to stay there. I gave a yell for it to come and play. It left the highway and we played the rest of the day. I was so glad the stray had come my way.

1. What was on the highway? a stray dog
2. What did I do to get the stray off the highway?
 - limped
 - played
 - yelled
3. What is a stray dog?
 - a lost dog
 - food
 - a lost cat

High Frequency Word Box

early

learn

earth

day

heard

may

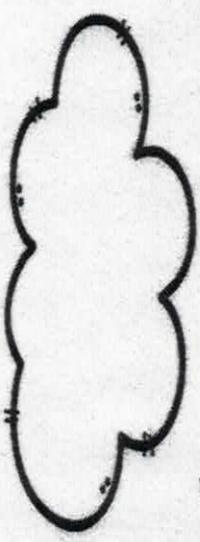
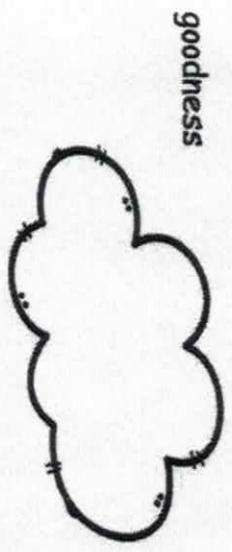
Dear Parent/Guardian:

Today your child learned the following for digraph **ay**: name, sound, written form, and keyword (hay). Your child also learned the sight words "early," "earth," "heard," and "learn." 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: _____

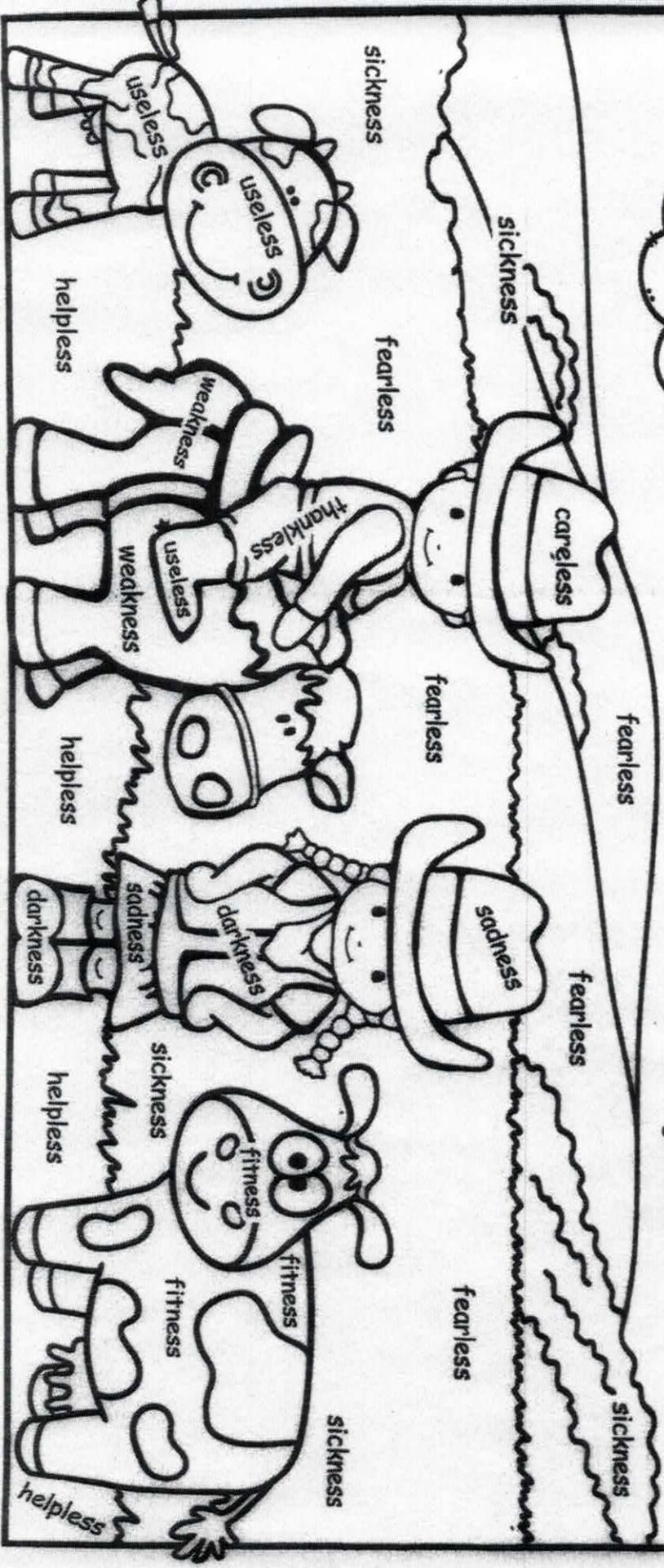
Color the picture using the color code.
Finish coloring the picture with colors of your choice.

- kindness = yellow
- goodness = blue
- fearless = green
- sadness = pink
- helpless = green
- fitness = brown
- careless = purple
- useless = tan
- darkness = purple
- sickness = green
- thankless = purple
- weakness = brown



goodness

goodness



When it's in the middle of a word, **ai** usually makes a *long a* sound.

snail

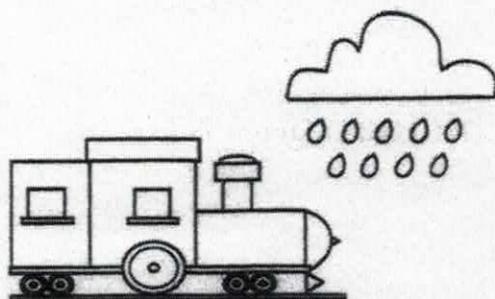


Say the words in the box out loud. Then complete the sentences using the words in the box.

Mail Train Main Rain Nails Pail

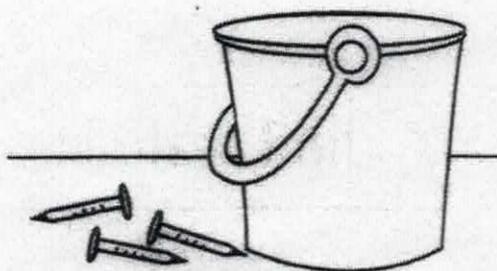
I rode a

in the



The

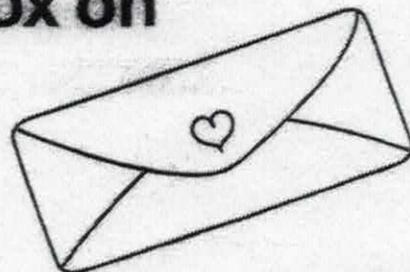
is full of



There's a

box on

Street.



Name _____ Date _____

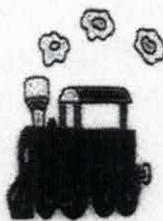
Write **ai** or **ay** to finish the words below.



ch _____ r



m _____ l



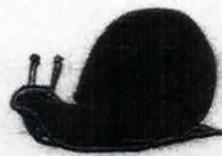
tr _____ n



p _____ nt



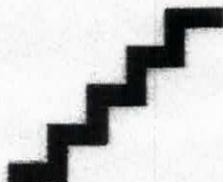
p _____



sn _____ l



br _____ n



st _____ rs



pl _____

***TIP:** AI is usually used in the middle of a word between consonants while AY is usually used at the end of a word.

Name _____

1. cut win thank been pick

2. set us where

3. put must where thank

4. win cut been must us

5. pick put set thank

6. must pick where cut been

7. set us win cut put

First Grade Spelling List – Week 18

The words in this list are words that contain, suffix -less, -ness, -ly (lesson 67), digraph ai (lesson 68), digraph ay (lesson 69), and sight words (indicated by asterisks).

1. timeless
2. softness
3. weekly
4. air
5. hair
6. rain
7. wait
8. day
9. play
10. spray
11. *early
12. *learn

1^s / 2ⁿ d 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 - grilleps 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>

Name: _____

Practice Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

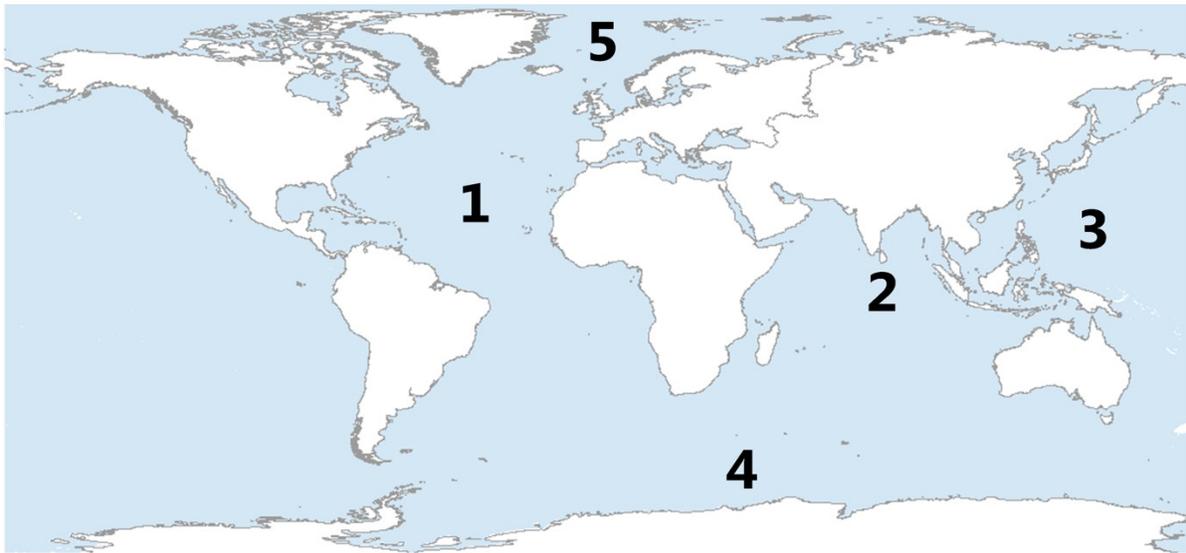
Correct Spelling

Dictation

Name _____

Date _____

Directions: Use the word bank to name the five oceans.



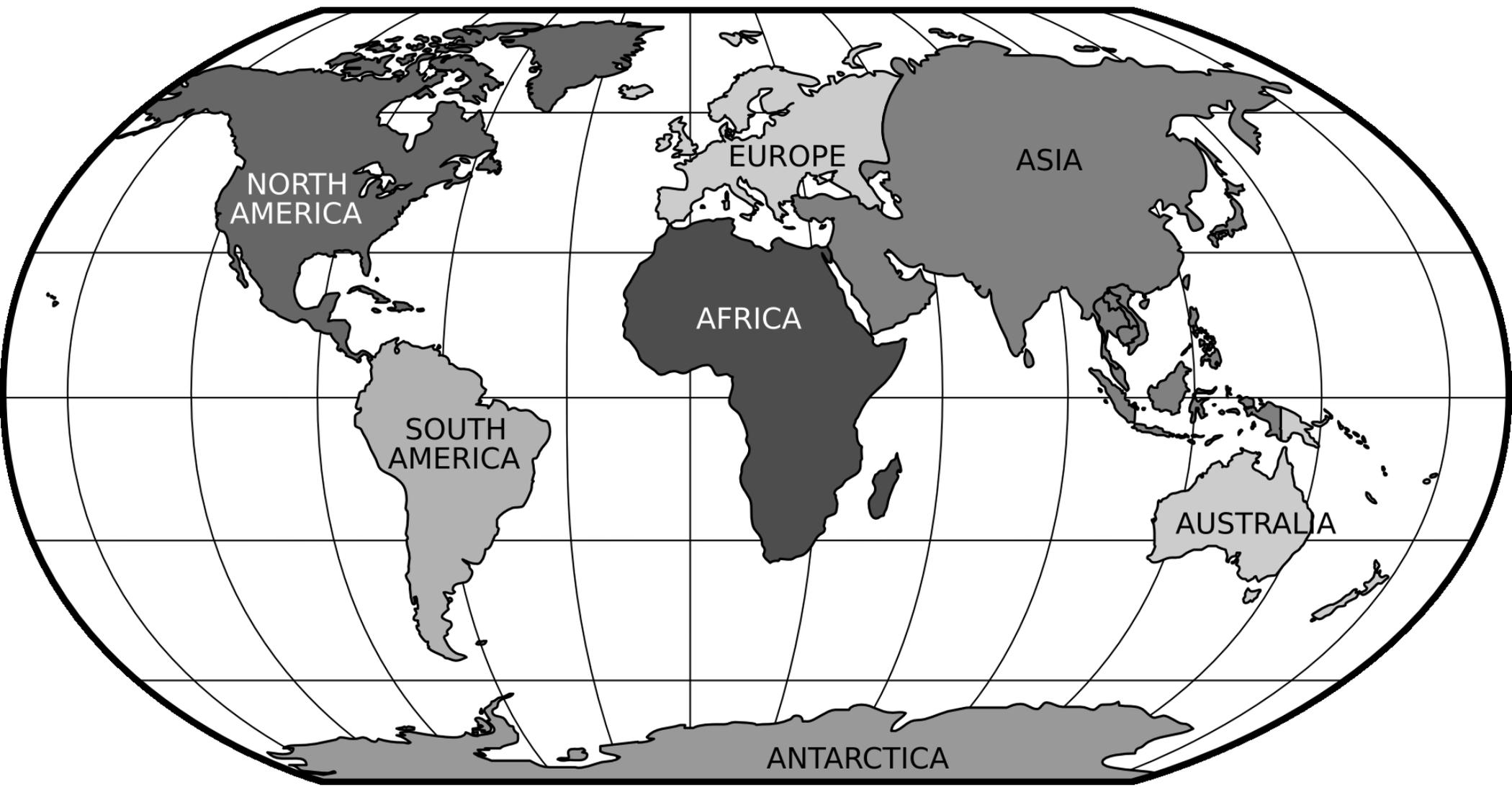
1. _____

2. _____

3. _____

4. _____

5. _____



NORTH
AMERICA

SOUTH
AMERICA

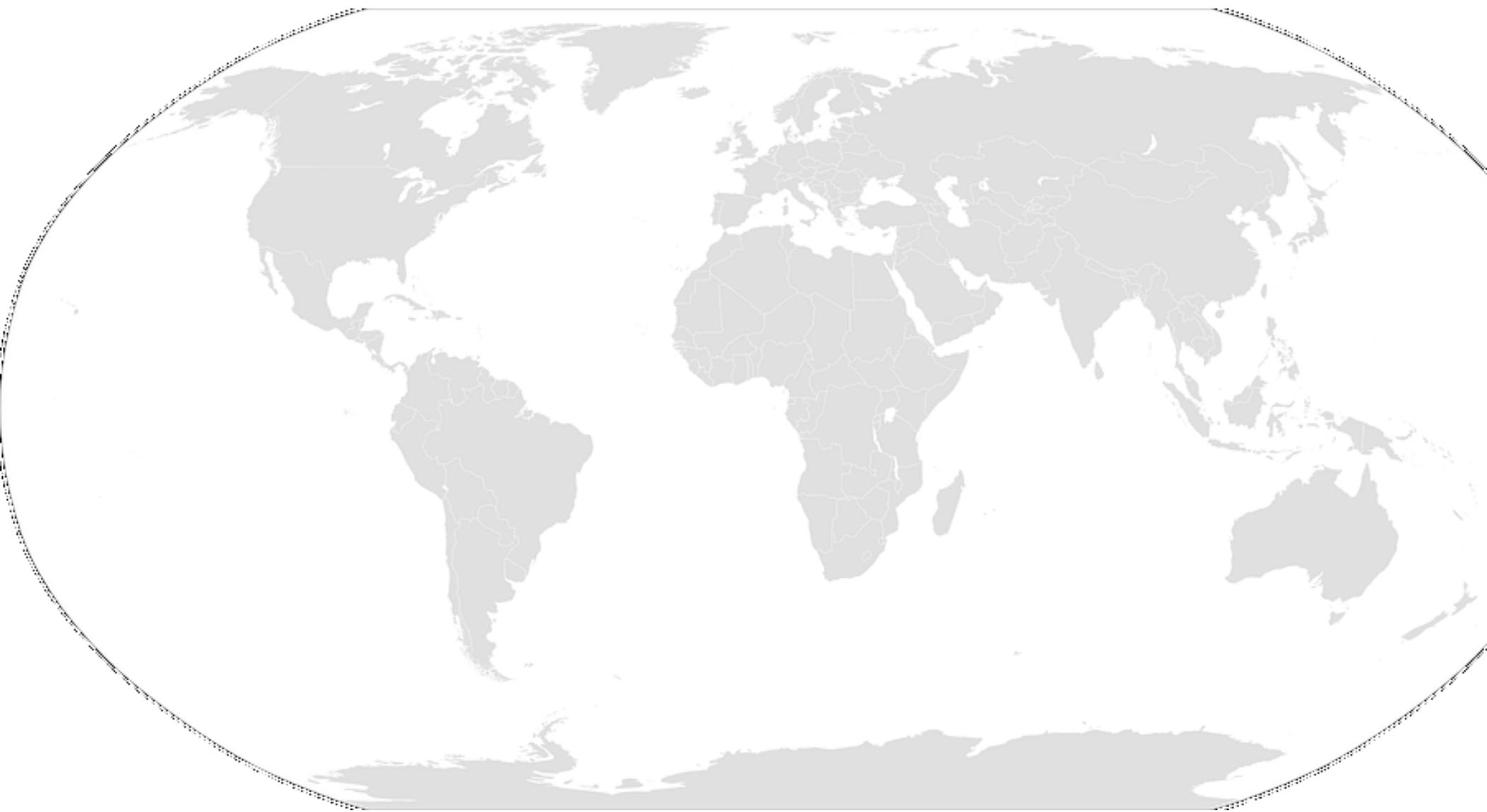
EUROPE

AFRICA

ASIA

AUSTRALIA

ANTARCTICA



Name.....

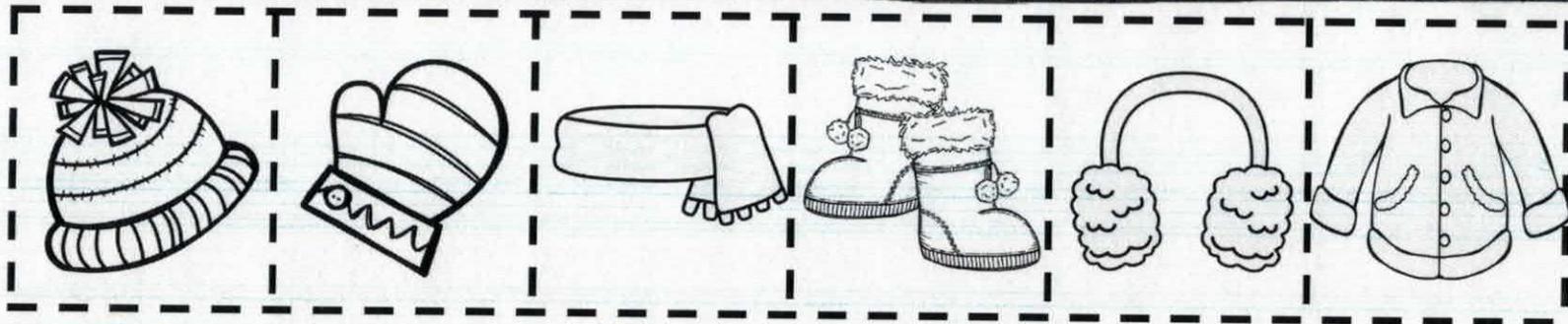
Snow Day Line-Up

--	--	--	--	--	--

Cut out the pictures below. Then follow the directions to line up the items.

- ① The hat is last in line.
- ② The scarf is third in line.
- ③ The jacket is next to the hat.
- ④ The mitten is first in line.
- ⑤ The boots are between the jacket and the scarf.
- ⑥ The earmuffs are beside the mitten.

Laura Martin ©2014



Name.....

Snow Friends Line-Up

--	--	--	--	--	--

Cut out the pictures below. Then follow the directions to line up the animals.

- ① The cat is second in line.
- ② The moose is fifth in line.
- ③ The bird is sixth in line.
- ④ The penguin is before the cat.
- ⑤ The mouse is after the cat.
- ⑥ The polar bear is next to the mouse.

Laura Martin © 2014



Be a UNIQUE READER!!! Name _____ Week _____

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

