



Student's Name _____

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★ Bible/Character Study:

- Respect: Showing regard for the worth of someone or something.
- Memorize the Ten Commandments by October 1st (Week 7). The Ten Commandments are found in Exodus 20:3-17. Parents, you may want to use the key words to help your child learn the commandments. They can say the commandments to me with or without the key words. (Very few believers can name the Ten Commandments. These go along with respecting God and law and authority.) *Students do not have to memorize Exodus 20:3-17, but instead just memorize the commandments (as written below.) They should know that the commandments are found in Exodus 20.* Memorize Commandments 1 and 2 by September 10th
 1. gods You shall have no other gods before me.
 2. idol You shall not make for yourself an idol.
 3. name You shall not misuse the name of the Lord your God.
 4. Sabbath Remember the Sabbath day by keeping it holy.
 5. honor Honor your father and your mother.
 6. murder You shall not murder.
 7. adultery You shall not commit adultery.
 8. steal You shall not steal.
 9. false testimony You shall not give false testimony against your neighbor.
 10. covet You shall not covet your neighbor's house.
- Family Activity: Watch this video and try to sing along! We'll be practicing this song in class, too. <https://www.youtube.com/watch?v=o2q32Q9dtOM> Students may sing the Ten Commandments (not the whole song) instead of reciting them if they prefer.
- Project: Due October 1st (Week 7). Make clay tablets. See the attached sheet for the directions for making the clay tablets. If you would like to do a different art form to make the tablets, you may do so. There have been some great tablets made out of cardboard! Be creative!

- **Family Discussion:** In class, we will be discussing Moses, how he received the Ten Commandments and how he showed respect to God. At home, read a story about Joseph and his family so your child can understand how the Israelite people came to be in Egypt. You may choose to read about him in the Bible in Genesis chapter 37 through chapter 50 or in a Bible story book. As you read, discuss ways that Joseph honored God.
- Sing *10,000 Reasons* by Matt Redman a few times this week.
<https://www.youtube.com/watch?v=XtwlT8JjddM>

★ History:

- Parents, many times I will give you ideas to connect our history study to the Bible. This week it would be very beneficial to look at a few of the plagues in relation to early Egypt. This would show just how *Yahweh* (the covenant name of God – I AM) was proving His superiority over the major Egyptian gods. Because the Egyptians believed that Pharaoh controlled the Nile, the plague of God changing the Nile into blood would be devastating (Exodus 7:17-25). The plague of darkness was a slap in the face to the Egyptian’s chief deity, Ra, the sun god (Exodus 10:21-29) Emphasize that there is ONLY ONE TRUE God.
- Read aloud to your child Section 2, Chapter 2 (pg.18-20) titled “Gods of Ancient Egypt”. (We read Section 1 in class.) Have your child answer these questions orally:
 - Can you name any of the Egyptian gods? **Ra, Osiris, Isis, Horus**
 - Do you remember the name of Osiris’ evil brother? **Set**
 - How did Set get Osiris to lie down in the coffin? **He promised to give the coffin to whomever could fit into it.**
 - Did Osiris stay dead? **No**
- Complete the coloring page, “*Osiris and Set.*”
- **History Copywork:** Look carefully at this week’s history sentence. It begins with a capital letter and ends with a period. Copy the sentence on the lines provided below the model. Do your best!
- **History Narration:** After you have read the history assignment to your child, have your child tell you about something that you’ve just read. Choose one of the sections. Write their version on the history narration page in their history notebook. The narrations are usually two to five sentences. Have them illustrate their narration. **Suggestions for an illustration:** Have them draw a simple map of Egypt. Make sure you include the Nile!

★ Literature:

- *The Real Story of Creation* by Paul L. Maier. Read aloud chapters 5 & 6.

- Discuss the comprehension questions on the attached study guide.
- Use the sheets titled Day 2 and Day 3 and have your child color what happened on those days of creation.
- Something to think about: Have you ever planted a seed and waited for it to grow? It took a long time for that seed to sprout, didn't it? But when God commanded the earth to have plants, trees, and grass – it just happened! He didn't have to wait for them to grow, like you and I do. That's because God is so great. The things He does are greater than anything we can imagine!

★ Grammar:

- In class, we continued learning about different types of punctuation. We talked about the question mark and the exclamation point. Have your child create one asking sentence and one exclamatory sentence. They can be serious or silly! Write their sentences on a sheet of notebook paper and have them bring them to class to share.
- **Sequencing:** Complete the sequencing worksheets
 - A Cat Grows (You may color your picture.)
 - Letter Sequence (Make sure to use the proper uppercase or lowercase letter!)

★ Penmanship:

- **Copywork:** Last week, we began using *Draw Write Now* as part of our copywork. This week, have your student draw the background to the animal he/she drew last week from page 10. Then, have your student write as much as he/she can of the last two sentences about the animal right under the first two sentences he/she wrote last week.
- Complete the alphabet trace sheets for letters D, E, and F.

★ Phonics:

- **1st Grade Saxon Phonics:** Complete Lessons 11, 12, and 13.
- Read Decodable Reader 1, *Pop It, Toss It*. Ask questions that are at the end of the story. (Students may color the booklet, if they'd like, but it is not required.)
- Complete the Phonics worksheets - Short "a," Short "i," Short "o"

★ Spelling and Dictation:

- **Spelling Words:** See attached list for grade spelling words.
 - **Challenge Words:** September, Egypt, pyramids

- Choose 3 activities to complete on the Spelling Menu
- Take a practice written test, then copy any misspelled words two or more times.
- **Dictation:** Dictate two sentences using at least two spelling words.
- **Extending the Lesson (Optional):** Code the words on the spelling list, have them practice writing their spelling words in pudding or shaving cream, practice spelling words with letter tiles.

★ **Fine Arts:**

- Art Appreciation: Edgar Degas - ask your child about what we learned in class!
- Music Appreciation: Piotr Tchaikovsky (listen to his music at home)

★ **Geography:**

- *Maps, Charts, and Graphs* – Complete Lesson 2.

★ **Critical Thinking:**

- Primary Analogies: Complete pg. 1-3

★ **Read Aloud:**

- **Reading Connection** – Read the story (The Lost Cat) and answer the questions relating to the story.
- **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 star on the attached sheet for every book or chapter that you read. If you do more, draw a star on the back of this sheet and color it.

Corresponding literature suggestions for *The Story of the World*:

- *Bill and Pete Go Down the Nile*, by Tomie dePaola
- *Egyptian Myths*, by Jacqueline Morley

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

Parent's Signature

*Notes: Science and Math need to be included in your weekly work. Don't forget to Read Aloud every day!

	HISTORY	LITERATURE	GRAMMAR	PENMANSHIP	CRITICAL THINKING	PHONICS	SPELLING	BIBLE
DAY 1	<p>Read SOTW Chapter 2 pg. 18-20 'Gods of Ancient Egypt'</p> <p>Orally answer questions on assignment sheet</p> <p>Color picture in history workbook while listening to the reading</p> <p>Give narration (parents can write this)</p>	<p>Read <i>The Real Story of Creation</i> chapters 5 & 6</p> <p>Answer discussion questions on handout (orally)</p>	<p>Have your child create a silly asking sentence (question mark) - parents may write this for the child</p>	<p>Complete the 'D' and 'E' alphabet trace worksheets</p>		<p>Lessons 11 & 12</p>	<p>Review spelling words</p> <p>Complete one activity on the Spelling Menu</p>	<p>Memorize/ review Commandment 1</p> <p>Watch video (Family Activity)</p> <p>Listen to song (<i>10,000 Reasons</i>)</p>
DAY 2	<p>Reread narration. Have the student illustrate the narration and give a title to the picture.</p>	<p>Draw and color Day 2 of creation</p>	<p>Have your child create a silly exclamatory sentence (exclamation mark) - parents may write this for the child</p>	<p>Complete the 'F' alphabet trace worksheet</p>	<p>Complete Primary Analogies p. 1</p>	<p>Lesson 13 - both the activity sheet and worksheet</p>	<p>Complete one activity on the Spelling Menu</p>	<p>Memorize/ review Commandment 2</p> <p>Read about Joseph (Family Discussion)</p>

DAY 3	Complete the copywork page in the history binder	Have your child read (as best as they can) the Reading Connection (The Lost Cat) worksheet and answer the comprehension questions	Complete the sequencing worksheet - A Cat Grows	In the <i>Draw Write Now</i> red folder, have your student draw the background of the animal from p. 10 of the <i>Draw Write Now</i> workbook	Complete Primary Analogies p. 2	Lesson 14 Complete Short 'a' and Short 'i' worksheets	Complete one activity on the Spelling Menu	Memorize/review Commandments 1 & 2 Watch video (Family Activity) Listen to song (<i>10,000 Reasons</i>)
DAY 4	Complete <i>Maps, Charts, and Graphs</i> Lesson 2	Draw and color Day 3 or creation	Complete the sequencing worksheet - Letter Sequence	As much as your student is able, have him/her copy the last two sentences from p. 10 of <i>Draw Write Now</i> workbook under his/her illustration of the animal in the red folder	Complete Primary Analogies p. 3	Read Decodable Reader 1 Complete Short 'o' worksheet	Practice Test and Dictation Practice	Memorize/R review Commandments 1 & 2 Start thinking about the Clay Tablet project - what sort of material will you use? Plan for gathering materials.

RESPECT

SHOWING REGARD FOR THE WORTH OF SOMEONE OR SOMETHING

Respect is definitely the first rung on the ladder of character training. I remember a teacher once said that if she could have just one word for her class rules or expectations for the year, it would be RESPECT. That is truly the fulcrum that all of our character training balances on. It should be the "fourth R" taught in our schools today in order to develop "ethically literate" persons who could to function effectively and impact society.

The value of respect is so neglected by our society. Think of the business world and the total lack of respect for employees, employers, peers, etc. There is such a lack of respect shown to the employee who has given 25 years of loyal service to a company. When it's time to cut people because the profit margin isn't high enough, they're gone. In education, we see the lack of respect given to the teacher by parents and students alike. Parents used to always support the teacher and back them strongly. How many times have we been questioned not only by the parents, but also by the students?? Too many times! Think about the lack of respect shown to the elderly, respect for authority, public property, the environment, and on and on.

We have a wonderful opportunity this year to set our school apart from the tendency of society. We can let our light shine so brightly throughout our community if we train our students to be respectful to everyone and everything. In Thessalonians it says, "Make it your ambition to lead a quiet life, to mind your own business and to work with your hands, just as we told you, so that your daily life may win the respect of outsiders and so that you will not be dependent on anybody." This verse emanates a sense of calmness, slowing down this rapid pace at which we move. Are our students looking for opportunities to show respect to others by letting their neighbor go first, holding the door open for an adult or classmate, saying thank you, cleaning up after themselves or others around the school, quietly entering the auditorium for chapel? Or are we continuing the rat race, making it almost impossible to think and anticipate our actions?

Our respect code encompasses four areas of respect, Respect for God, Respect for others, Respect for self, and Respect for authority. Let's examine how this applies to our lives and our student's lives.

Respect for God requires us to revere and honor Him. This is not only an attitude, but also an action. God's Word says, "Therefore the Lord God of Israel says: I said indeed that your house and the house of your father would walk before Me forever; but now the Lord says: Far be it from Me; for those who honor Me I will honor, and those who despise Me shall be lightly esteemed." What must it be like to be honored by God? Let's teach our students what it looks like to respect God, so they can experience His honor of them.

Ten Commandments

Exodus 20

† Thou shalt have no other
Gods before me

† Thou shalt not make
unto thee any graven
image

† Thou shalt not take the
name of the Lord thy
God in vain

† Remember the sabbath
day, to keep it holy

† Honor thy father
and thy mother

† Thou shalt not kill

† Thou shalt not
commit adultery

† Thou shalt not steal

† Thou shalt not bear
false witness against
thy neighbor

† Thou shalt not covet

BIBLE STORIES OF PEOPLE WHO WERE GOOD EXAMPLES OF RESPECT (REVERENCE)

Aaron - modeled reverence by his role as high priest (Exodus 28)

David - when he brought the Ark back to Jerusalem, and when he desired to build a temple for God (II Samuel 7:1-29; I Chronicles 17)

Deborah - after Deborah and Barak defeated Sisera's army she praised God for the victory (Judges 5)

Ezra - when he read the Book of the Law to the people, instructed them, and prayed a prayer of commitment (Nehemiah 8:1-9:5)

Gideon - when he pulled down the altars of Baal so that the people would worship the Lord (Judges 6)

✓ Samuel - when he listen with such attention and respect to God (I Samuel 2:22 - 3:18)

- Solomon - when he offered a thousand offerings at Gibeon (I Kings 3:1-28, II Chronicles 1:1-13)

Zacharias - when he served in the temple (Luke 1:5-25)

Clay Tablets Project

Cut two pieces of 8" x 11" heavy cardboard or poster board into shapes that resemble the typical ten commandment tablet. See the diagram below. Prepare the salt clay recipe below or purchase modeling dough. Have your child spread the clay about 1/8" thick onto the "tablets" using a rolling pin or a plastic drinking glass. Have your child use the point of a pencil to write a short version of the Ten Commandments onto the clay. You can have your child write one commandment on each tablet if it is too difficult to write the short version.

Salt Clay Recipe

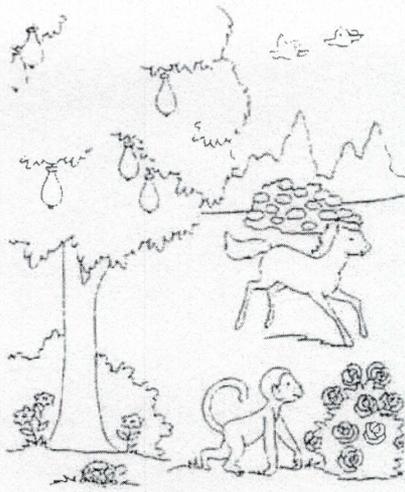
- 1 cup flour
- $\frac{3}{4}$ cup salt
- $\frac{1}{4}$ cup cooking oil
- $\frac{1}{2}$ cup (or less) water

Mix the flour, salt, and oil together until crumbly. Add the water gradually until a smooth dough is formed. This recipe will cover 1 set of 8" x 11" tablets.

The Ten Commandments

1. No other god
2. No idols
3. Don't misuse God's name
4. Rest on the sabbath
5. Honor your parents
6. Don't murder
7. No adultery
8. Don't steal
9. Don't lie
10. Don't covet





The Real Story of
THE CREATION

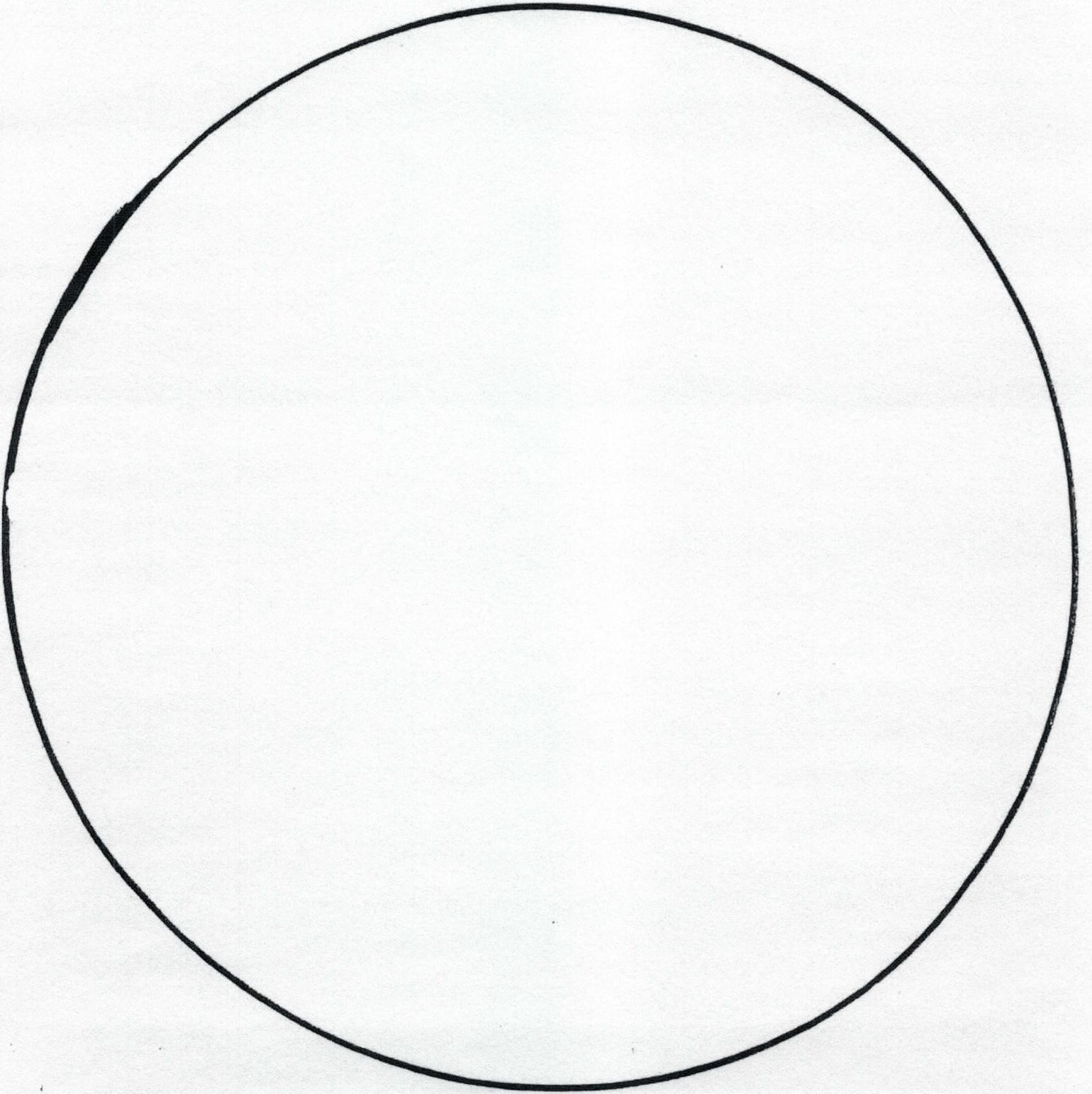
By Paul L. Maier

Chapter Five & Chapter Six

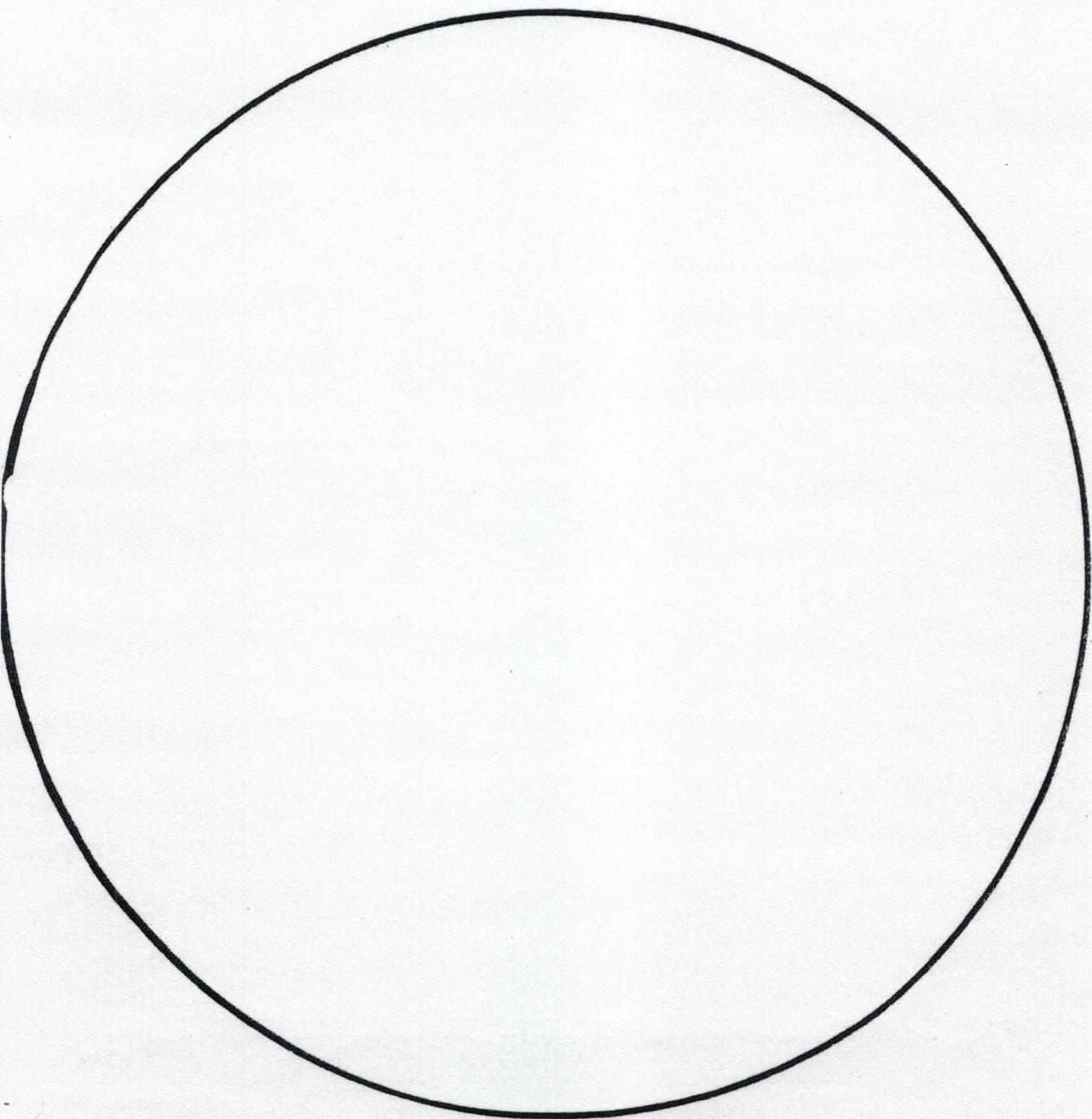
Discuss the following:

1. What does Genesis 1:9 tell us?
2. After God separated water and land, what did it look like?
3. What does it mean when God said, "Let the earth put forth vegetation?"
4. Draw a picture of vegetation.

Day 2



Day 3

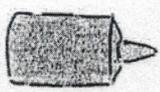


Picture Stories

A Cat Grows



cut

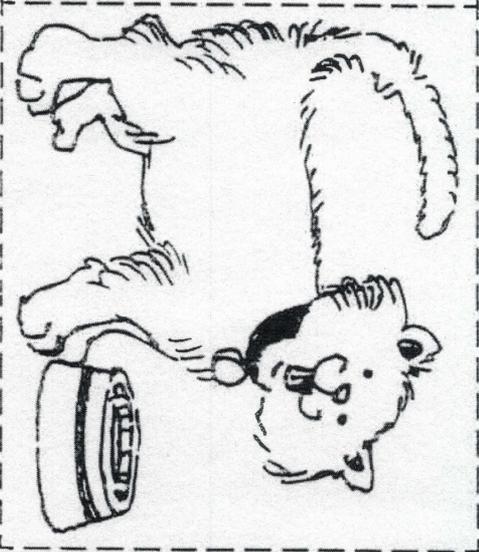
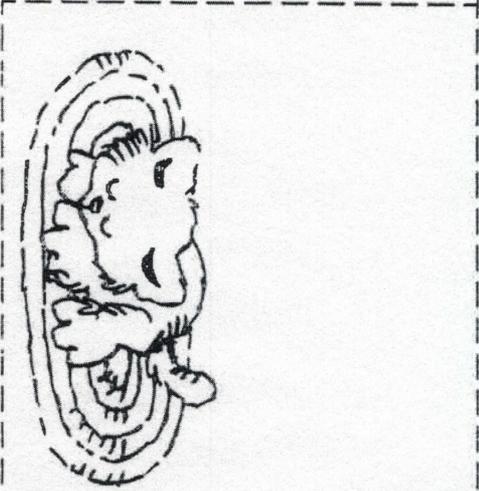


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Name _____

Letter Sequence

21

Look at the letters. Write the letter that comes **between** them in the alphabet.

C E

p r

K M

l n

H J

s u

b d

U W

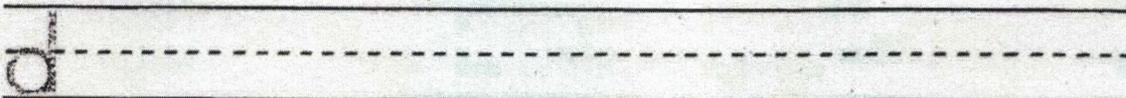
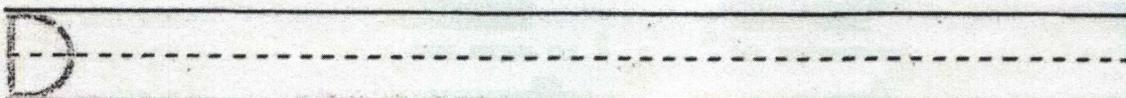
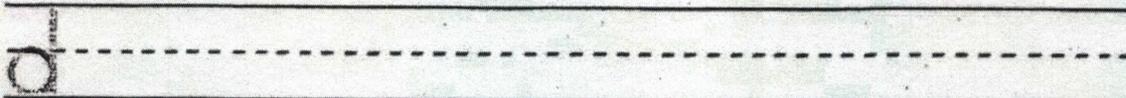
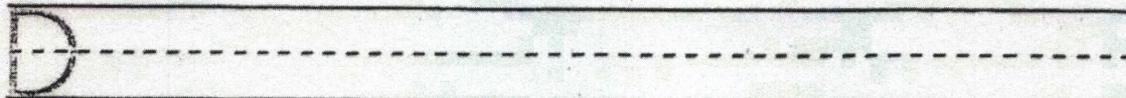
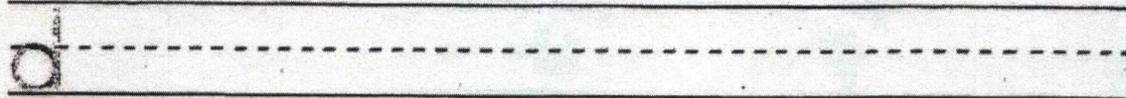
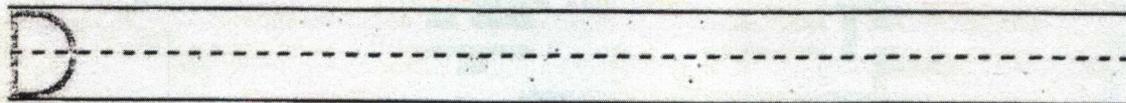
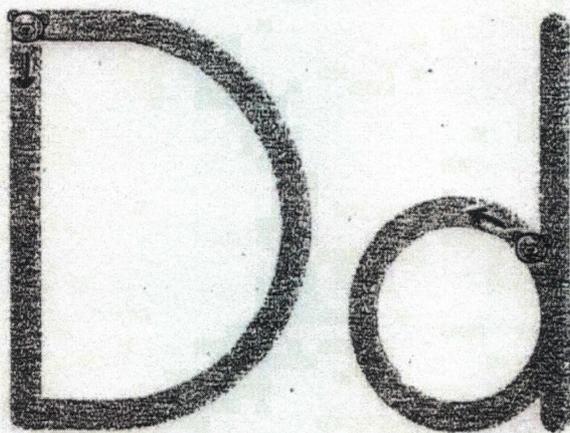
m o

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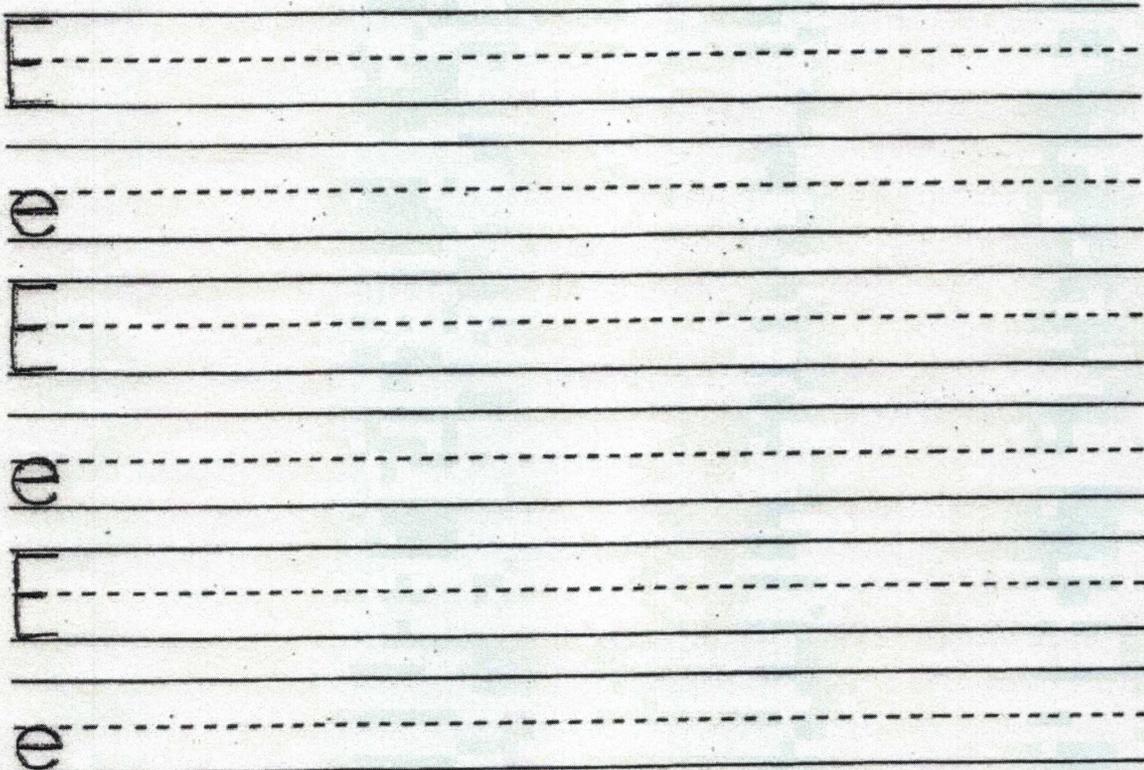
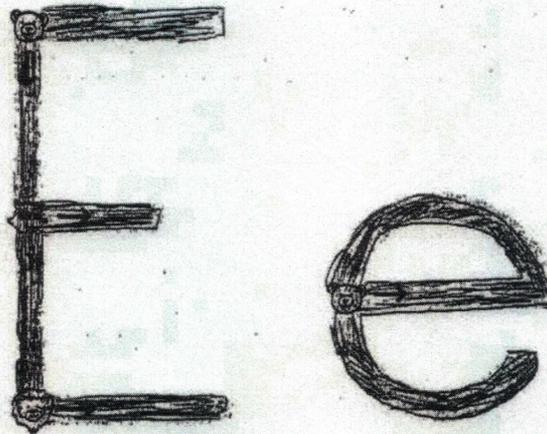
q s

Name _____



- D Pull straight down, stop; go back to Max, circle right, touch.
- d Circle left, touch; push way up, stop; pull straight down, stop.

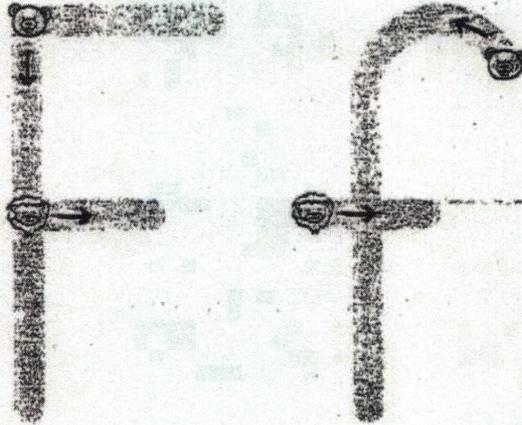
Name _____



E Pull straight down, stop; go back to Max, go right, stop; go to Leo, go right, stop; go to Wriley, go right, stop.

e Go right, stop; circle left, stop.

Name _____



Handwriting practice lines for the letter 'F'. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The first row shows a solid uppercase 'F' at the beginning. The second row shows a solid lowercase 'f' at the beginning. The remaining rows are blank for practice.

F Pull straight down, stop; go back to Max, go right, stop; go to Leo, go right, stop.

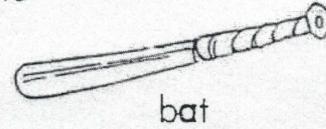
f Curve left then pull straight down, stop; go to Leo, go right, stop.

Name _____

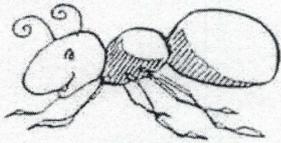
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Short a

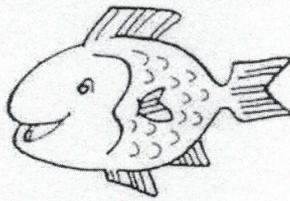
 The vowel sound you hear in the word bat is the short a sound.



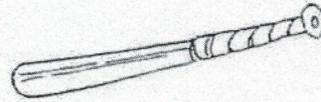
Say the name of each picture. If you hear the **short a** sound, write **a** on the line.



ant



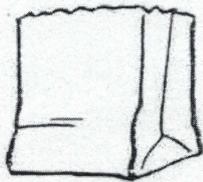
fish



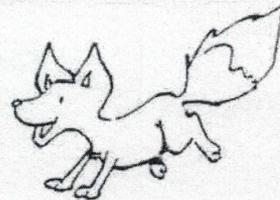
bat



cat



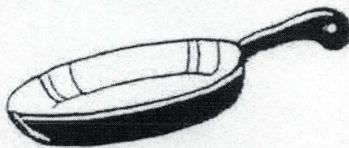
bag



fox



man



pan

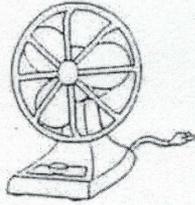


pot

Hear and Write Short i

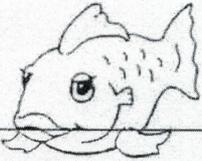
Pig has the short i sound. Name each picture. If you hear the short i sound, as in **pig**, write **i** on the line.

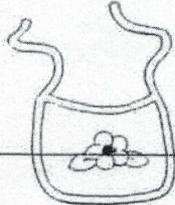
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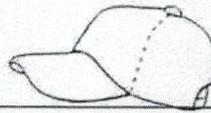


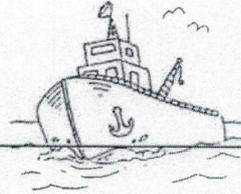


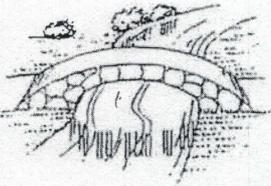


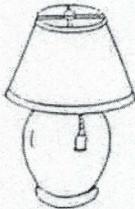


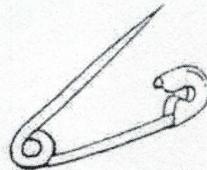


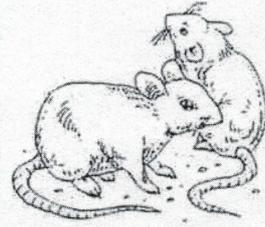




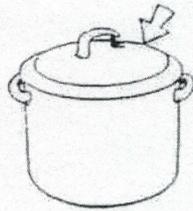




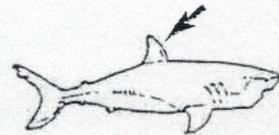












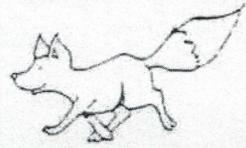


Name _____

Short o

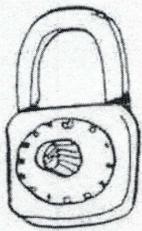


The vowel sound you hear in the word fox is the short o sound.



fox

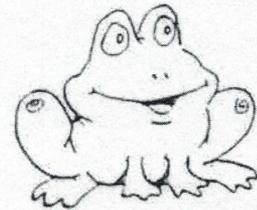
Say the name of each picture. If you hear the **short o** sound, color the picture.



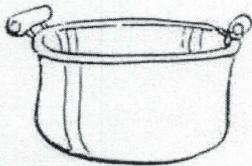
lock



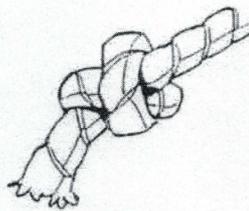
nose



frog



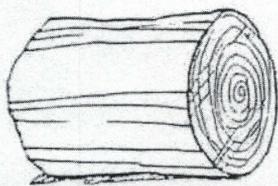
pot



knot



boot



log



sock



goat

Week 3 Lessons 11-13

Each week your student will need to complete any part of the front side that we do not complete in class, and complete the back side of each phonics worksheet. These instructions are what you will say to your child as they complete the front side of each page. When the letter is between these lines //, be sure and say the sound the letter or letters make. The instructions for completing the back side are on the bottom of the back page. Please make sure to read those boxes each time.

Lesson 11 – The Letter S

Front:

Write your name neatly on the space provided on the top of your page. Practice writing the letter Ss neatly and correctly two times.

#1-12 I will say a word, and you will write down a letter from a part of the word. I might ask for the initial sound or the vowel sound. So, listen carefully for the instructions.

1. vowel sound in ‘not’ - *ō*
2. vowel sound in ‘pick’ - *ī*
3. initial sound in ‘lip’ - *l*
4. beginning sound in ‘zebra’ - *z*
5. vowel sound in ‘ate’ - *ā*
6. beginning sound in ‘top’ - *t*
7. vowel sound in ‘oval’ - *ō*
8. beginning sound in ‘pat’ - *p*
9. vowel sound in ‘ice’ - *ī*
10. vowel sound in ‘cat’ - *ă*
11. Write the letter or letters (notice I said letters) that make the /z/ sound. - *z, s*
12. Write the letter that makes the /s/ sound - *s*

#13-15 Code these words and draw a line from the word to the matching picture on the right.

13. sip 14. lot 15. is

#16-17 I’ll say a word, and you spell the word on the lines provided.

16. pat 17. tip 18. so

#19-20 Look at the picture. Say the word in your head. Then spell the word on the lines provided.

19. sap 20. no

Back:

Copy each letter correctly 4 (or more) times.

#1-4 Code the words and draw a line from the word to the picture that matches at the right.

#5-7 Look at the picture. Say the word in your head. Then spell the word on the lines provided.

5. nap 6. zip 7. top

Practice reading the sight words in the box at the bottom of the page. Parents, you may want to draw a smiley face or star each word they read correctly.

Lesson 12 – Suffix -s

I’m going to say a set of words. Listen carefully and then tell me the sound you hear in the medial position. What part of the word is the medial position, the beginning, the middle, or the end? **middle**
Okay, listen carefully...

mad, cat, fan (ă)

mop, hot, top (ō)

rip, lid, fin (ī)

made, cake, late (ā)

fun, mud, run (ū)

1st Grade Phonics – Parent Instructions

Front:

Look at your worksheet. Write your name neatly at the top of the page.

#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. /ō/ 2. /l/ 3. /ī/ 4. /z/ 5. /ā/ 6. /p/ 7. /ō/ 8. /s/ 9. /ī/ 10. /ā/

#11-13 Code these words and draw a line from the word to the matching picture on the right.

#14-16 I'll say a word and you'll write the word on the lines provided. Notice that there is a line for each letter of the word.

14. taps 15. sat 16. nips

#17 Draw a picture of the word, 'circles.'

Back:

#1-3 Code the words, and then read the words aloud. Draw a line from the word that matches the picture to the right.

#4-5 Look at the picture. Say the word, and then spell the words on the lines provided.

4. pots 5. tops

Read the sight words in the box at the bottom of the page. Parents you may want to star or put a smiley face next to the words they read correctly.

Lesson 13 – Blends

Activity Sheet:

Look at your activity worksheet. Write your name at the top. I'll say a spelling sound. Cover the letter that makes that sound on your sheet. When you cover all of the letters on one line, either up and down, across, or from corner to corner, say 'Bingo!'

1. /n/ 2. /ī/ 3. /ō/ 4. /p/ 5. /l/ 6. /ā/ 7. /s/ 8. /ī/ 9. /ō/ 10. /ā/ 11. /t/ 12. /z/

Front:

Turn the page, and write your name at the top of your page.

#1-10 I will say a sound, and you will write the letter that makes that sound on the line provided. Be sure to code your vowels correctly.

1. /n/ 2. /ī/ 3. /ō/ 4. /p/ 5. /l/ 6. /ā/ 7. /s/ 8. /ī/ 9. /ō/ 10. /ā/

#11-15 I will give you a word. You will write the word on the lines provided.

11. sip 12. pans 13. last 14. snap 15. slip

#16-25 Code these words and draw a line from the word to the matching picture on the right. When you are finished, read the words to yourself.

Back:

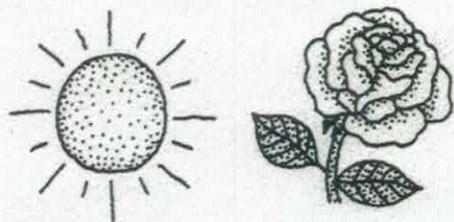
#1-6 Look at the picture. Say the word in your head. Write the blend that is in the initial position on the line below.

1. stop (st) 2. spill (sp) 3. plant (pl) 4. splash (spl) 5. slip (sl) 6. spot (sp)

#7-17 Code the words. Then read the words aloud.

Practice reading the high frequency words in the box at the bottom of the page.

Name _____



Copy each letter two times correctly.

Ss

1. o2. i3. l4. z5. a6. t7. o8. p9. i10. o11. z, s12. s13. sip14. lot15. is16. p a t17. t i p18. s o19. s a p20. n o

Copy each letter 4 or more times correctly.

S

S

1. ās

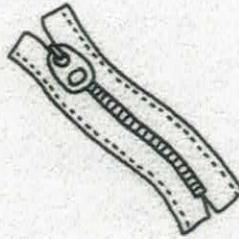
2. sō'

3. sīt

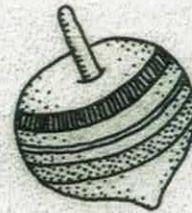
4. sīs



5. n a p



6. z i p



7. t o p

High Frequency Word Box

as

its

is

sit

so

at

* Dear Parent/Guardian: *

Today your child learned the following for the consonant **s**: name, voiced and unvoiced sounds, written form, and keywords (sun, rose). Your child also learned that **voiced sounds** are coded with voice lines (s). Please have him/her practice writing s's on the lines provided; code and read #1-#4 (ās, sō', sīt, sīs); match a word to its picture (sit); and spell the words represented by pictures #5-#7 (nap, zip, top). Finally, have him/her read the high-frequency words. Please return the paper to school.

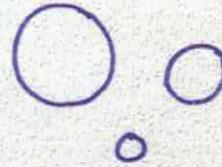
Name _____

- S

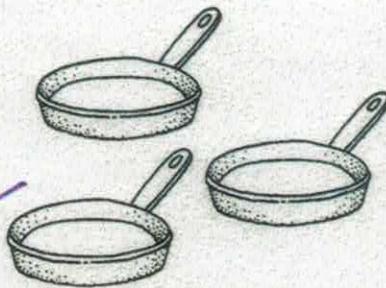
1. _____ o _____
2. _____ l _____
3. _____ i _____
4. _____ z, s _____
5. _____ ä _____
6. _____ p _____
7. _____ ö _____
8. _____ s _____
9. _____ i _____
10. _____ ä _____

14. t a p s
15. s a t
16. n i p s

17. (Draw a picture of the word 'circles!')



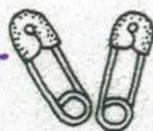
11. t i p s
12. p i l l s
13. p ä n s



-s

1. p^ups

2. p^uns



3. t^ups

4. p o t s

5. t o p s

High Frequency Word Box

the

as

end

so

its

an

✧ Dear Parent/Guardian: ✧

Today your child learned the following for the suffix **-s**: name, sound, meaning, and written form. Your child also learned that **affixes** are coded with boxes (-s); that two adjacent, identical consonants make one sound and are coded by crossing out the second one (in~~s~~, ill); and the temporary **sight words** "the" and "end." (*Sight words* are words that do not follow the phonics rules taught and thus cannot be sounded out—they must be recognized by sight. "The" and "end" are temporary sight words; your child will later learn rules for sounding them out.) Please have him/her code and read #1–#3 (p^ups, p^uns, t^ups); match a word to its picture (pins); and spell the words represented by pictures #4 and #5 (pots, tops). Finally, have him/her read the high-frequency words. Please return the paper to school.

Name _____

ī ^②	f	s	ǎ ^⑥
d	s ^⑦	p ^④	l ^⑤
t ^⑪	z ^⑫	ī ^⑧	ō ^⑨
ö ^③	ā ^⑩	n ^①	g

Name _____

Blends

1. _____ n _____

2. _____ i _____

3. _____ o _____

4. _____ p _____

5. _____ l _____

6. _____ a _____

7. _____ s _____

8. _____ i _____

9. _____ o _____

10. _____ a _____

11. s i p

12. p a n s

13. l a s t

14. s n a p

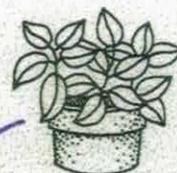
15. s l i p

16. stöp

17. list

18. slöt

19. plänt



20. split

21. spöt[s]

22. päss

23. sö'

24. päst

25. spill

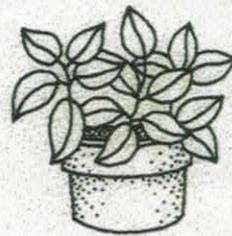




1. st



2. sp



3. pl



4. spl



5. sl



6. sp

7. it

8. ät

9. sō'

10. nō'

11. äs

12. is

13. stöp

14. löst

High Frequency Word Box

still

so

last

as

the

is

Dear Parent/Guardian:

Today your child learned that a **blend** is two consonants that slide together so smoothly that one can hardly hear each sound. Please have him/her spell the blends represented by pictures #1-#6 (*st, sp, pl, spl, sl, sp*) and code and read #7-#14 (*it, ät, sō', nō', äs, is, stöp, löst*). Finally, have him/her read the high-frequency words. Please return the paper to school.

First Spelling List #3

- 1) as
- 2) is
- 3) so
- 4) its
- 5) sit
- 6) and
- 7) did
- 8) last
- 9) stop
- 10) land

Challenge Words: September, Egypt, pyramids



Spelling Menu

For each night of homework, read the menu and pick a way to practice your spelling words. When you're done, color in the box!

<p>Rainbow Write</p> <p>First, write the words in pencil. Then, trace over in two different colors.</p>	<p>UPPER and lower</p> <p>Write all of the words in UPPER case. Then, write them all in lower case letters.</p>	<p>Silly Sentences</p> <p>Write silly sentences for each spelling word.</p>	<p>Hidden Words</p> <p>Draw a picture and hide your spelling words in it. Then, see if someone can find them all.</p>	<p>Tell Me a Story</p> <p>Write an interesting story using all of the spelling words.</p>
<p>Jump it Out</p> <p>Do some kind of exercise as you spell each word out loud!</p>	<p>ABC Order</p> <p>Write the words in alphabetical order. If words start with the same letter, look at the next letter.</p>	<p>Waterfall Words</p> <p>Example: s sp spe spel spell</p>	<p>Colorful Words</p> <p>Write each letter of every word in a different color. Example: c a t</p>	<p>Fancy Schmancy</p> <p>Write each word using fancy letters. Example: <i>fancy</i></p>
<p>Lefty or Righty?</p> <p>Write each spelling word using your other hand! See how neatly you can write them.</p>	<p>Vowel Vulture</p> <p>Write all of the words. Then, go back to pick out the vowels and circle them. Vowels: a, e, i, o, u</p>	<p>POP Quiz</p> <p>Ask someone to give you a spelling test. Rewrite the words you got wrong 3 times each.</p>	<p>Backwards Words</p> <p>Write all the words. Then, write them backwards! Example: school loohcs</p>	<p>Scrambled Up</p> <p>Write the words correctly. Then, write the words with the letters mixed up. Example: spell lespl</p>
<p>Lengthy Words</p> <p>Write the longest words first, then shorter and shorter. Example: teacher write read</p>	<p>Build It</p> <p>Build your spelling words with objects. You can use crayons, toys, straws, rocks, etc.</p>	<p>Red and Blue</p> <p>Write your words with red vowels and blue consonants.</p>	<p>Practice Makes Perfect</p> <p>Write each spelling word 3 times each in neat handwriting!</p>	<p>Consonant Count</p> <p>Consonants are all the letters that are not vowels. Write a word and count how many consonants. Then, write the number.</p>
<p>Rhyme Time</p> <p>Write each spelling word, then try to write a rhyming word. Example: bug rug</p>	<p>Words-in-Words</p> <p>Write your spelling word. Then, write at least two little words you can make from it. Example: word or, row</p>	<p>Cut it Out</p> <p>Find your spelling words in magazines or newspapers. Cut them out and glue onto paper.</p>	<p>Word Sort</p> <p>Sort and write your spelling words by vowel patterns, word families, or length.</p>	<p>Choo Choo</p> <p>Write your words in different colors with no spaces. Example: readwriteteachercat</p>



Spelling Test

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Bonus _____

1. _____

2. _____

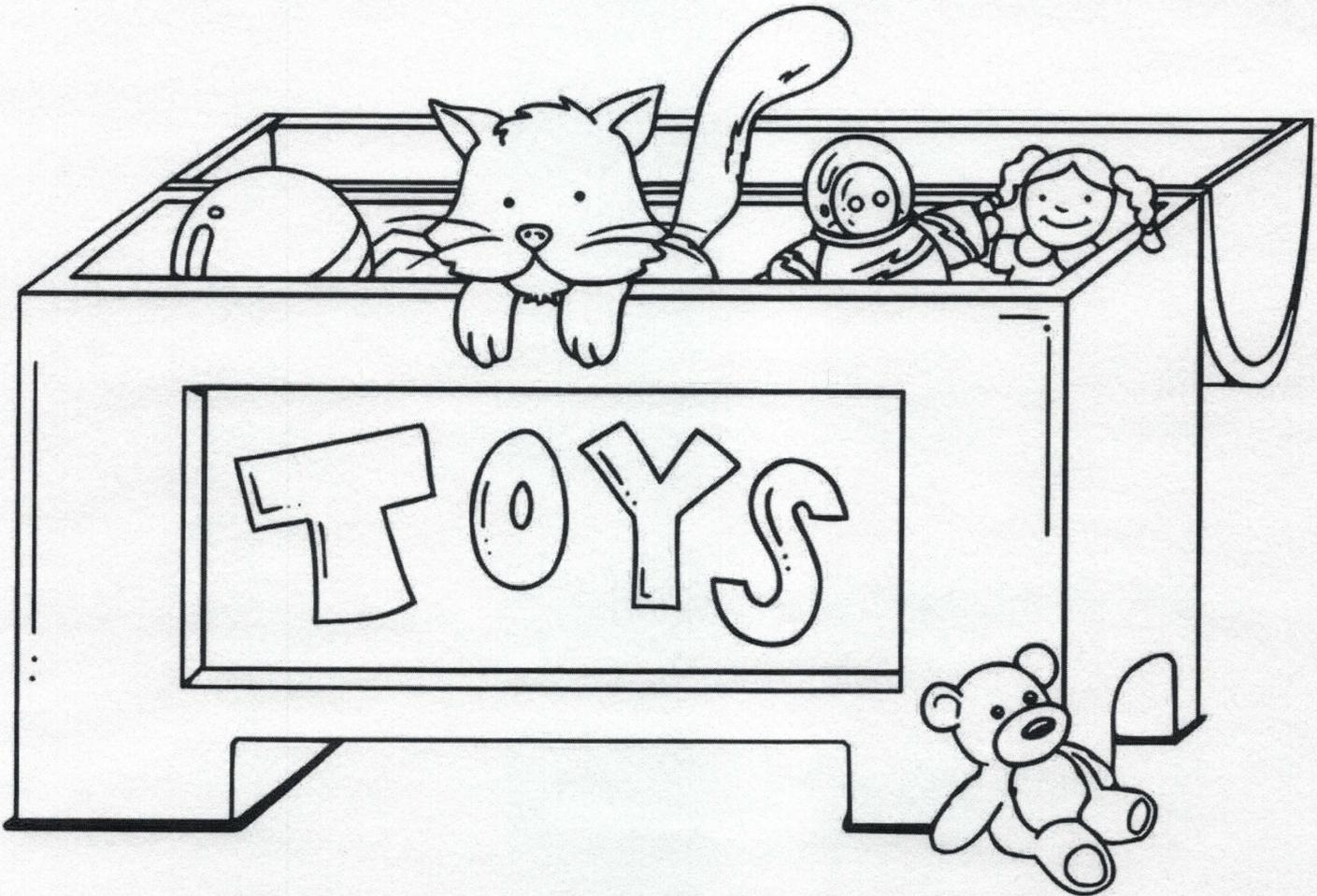


The Lost Cat

Matt had a new pet cat. He named it Cat. Cat was lost. Matt looked and looked, but Matt could not find him. First he looked under his bed. Cat was not there. Next he looked in the closet. Cat was not there.

“Cat, Cat,” called Matt. Finally, he heard Cat cry. He looked in the toy box. There was Cat.

He picked up Cat. “What a funny place to hide,” said Matt. Cat was happy to get out. Matt was glad to find Cat.



Reading Skills

1. What is the main idea of this story?

- A. a new cat
- B. a lost cat
- C. an old cat
- D. a black cat

2. Where did Matt look first?

- A. outside
- B. in a park
- C. under the bed
- D. in the closet

3. Where did Matt look next?

- A. outside
- B. in the closet
- C. under a table
- D. in the toy box

4. Where did Matt look last?

- A. in the toy box
- B. outside
- C. in a tree
- D. under a table

5. Why did Matt look in the toy box?

- A. A dog barked at the cat.
- B. He heard the cat cry.
- C. The cat was asleep.
- D. His mom told him to look in the toy box.

Thinking Skills

1. Can you guess why the cat could not get out of the toy box?



Be a READING STAR!!!!

Name _____ Week _____

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

