

# Homework for Mar. 28 to April 1st

*Homework is due on Friday, April 1st.*

## Homework checklist:

- |   |
|---|
| a. Spelling Words with <u>descriptive sentences</u>   |
| b. Raz-Kids (or other home reading every night)       |
| c. Mathletics (ONLY assigned task- do not work ahead) |
| d. <b>Solve the open-ended word problem</b>           |

Parents are responsible for **checking** that **all** assignments have been completed, **marking** each assignment, and having your child do corrections.

## 1. Home Reading

It is very important for students to read for **15-20 minutes each night**.

**Students should be using Raz Kids daily.** You can also use books from home, the school library or the public library.

Learning Outcomes:

- I can use my knowledge of many reading strategies to help me understand what I read, see, or hear.
- I can use my knowledge of how we use language to help me understand what I read, see, and hear.
- I can use my own experiences and language knowledge to make connections with what I read, see, and hear.

## 2. Spelling Words:

bird	when
nest	left
best	many

Learning Outcomes:

- I can play with word patterns and word families to learn new words.

- I can speak and write in complete sentences.
- I can use a finger space between words in sentences.

\*Please note that **some words may be repeated from previous weeks** if we notice that students continue to have difficulty with spelling them correctly in their daily writing.

**NEW!** Our Grade One students have been working on adding **description (detail)** to their writing. Below are two new spelling tasks to reinforce this learning. You can find a chart below with some "juicy" descriptive words involving the **five senses**.

### Option One:

- 1) Write all the words three times each in your homework book.
- 2) Pick **ONE word** and use it in a **descriptive (detailed) sentence**. Don't forget to use a capital and a period.

For example: The **fluffy, white** cat hid under the **little** table.

### Option Two:

- 1) Write all the words three times each in your homework book.
- 2) **Write one descriptive (detailed) sentence for EACH word** (5 sentences in all). Don't forget to use capitals and periods.

For example: There were **huge grey** elephants **stomping** in the **tall** grass.

There was one **prickly** cactus growing in the **dry** desert dirt.

**\*IMPORTANT:** Please let your child sound out words! For example, if they want to write, "I like apples and bananas", they might write, "I like apls and banas" **THIS IS OKAY AND ACCEPTABLE!** We want children to build confidence in their abilities to sound out. Here are some prompts you can say to your child:

- What sound do you hear at the beginning?
- What sounds do you hear in the middle?
- What sound do you hear at the end?

### Levels of Spelling:

1 - I know the beginning sound - p\_\_\_\_

2 - I know beginning and end sounds - p \_\_a

3 - I know the beginning, middle, and end sounds - pla

4 - I know all the letters. - play

Remember G.U.M. - Give it a try, Underline it, and Move on. If your child underlines a new word they have tried, you can write the correct spelling above it. They do not need to correct it. Any word that we have practiced for homework spelling words should be spelled correctly.



#### 5 Senses Word List



<u>Sight</u>	<u>Smell</u>	<u>Hearing</u>	<u>Taste</u>	<u>Touch</u>
bright dark colorful round shiny fast slow light skinny small big	sugary sweet putrid burnt fresh dirty stinky rotten smoky delicious	noisy quiet silent squeaky crackling crunching splashing barking laughing screaming	sugary sweet delicious spicy juicy sour dry bitter creamy salty flavorful	fluffy bumpy smooth hard soft rough heavy light thick sticky dry

## 3. Math

### A) Mathletics

**This week:**

#### **1. Equality - Test**

### B) **Math -Word Problem**

There were 15 robins sitting in a tree. Some flew away. How many could be left over? Come up with at least 4 different combinations. Show your work with pictures, words, and number sentences.