

# WEEKLY

Grade  
**1**

## PRACTICE



Trace. Write.

G G

Match the  
letters.

P s  
S t  
T p

Color the nouns.



The frogs \_\_\_\_\_ on the log.

hops

hop

hopping

Say. Connect. Write.



b e d  
k i d

bed



m e n  
h i p

hen

- Ready-to-use practice pages for each week of the school year
- At-home activities and flash cards
- A full 40 weeks of standards-aligned skill review
- Ideal for homework, morning work, warm-ups, or centers

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# School to Home Communication

The research is clear that family involvement is strongly linked to student success. Support for student learning at home improves student achievement in school. Educators should not underestimate the significance of this connection.

The activities in this book create an opportunity to create or improve this school-to-home link. The activities span a week at a time and can be sent home as a week-long homework packet each Monday. Simply clip together the strip of fun activities from the front of the book with the pages for Days 1 to 4 for the correct week.

Most of the activities can be completed independently, but many encourage feedback or interaction with a family member. The activities are simple and fun, aiming to create a brief pocket of learning that is enjoyable to all.

In order to make the school-to-home program work for students and their families, we encourage you to reach out to them with an introductory letter. Explain the program and its intent and ask them to partner with you in their children's educational process. Describe the role you expect them to play. Encourage them to offer suggestions or feedback along the way.

A sample letter is included below. Use it as is or create your own letter to introduce this project and elicit their collaboration.

Dear Families,

I anticipate a productive and exciting year of learning and look forward to working with you and your child. We have a lot of work to do! I hope we—teacher, student, and family—can work together as a team to achieve the goal of academic progress we all hope for this year.

I will send home a packet of homework each week on \_\_\_\_\_. There will be two items to complete each day: a single task on a strip plus a full page of focused practice. Each page or strip is labeled Day 1 (for Monday), Day 2, Day 3, or Day 4. There is no homework on Friday.

Please make sure that your student brings back the completed work \_\_\_\_\_. It is important

that these are brought in on time as we may work on some of the lessons as a class.

If you have any questions about this program or would like to talk to me about it, please feel free to call or email me. Thank you for joining me in making this the best year ever for your student!

Sincerely,

\_\_\_\_\_  
Name

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Email

Week 1	Day 1	Day 2	Day 3	Day 4
	Recite a favorite nursery rhyme. Act out the poem, using props if desired.	Use sidewalk chalk to write letters on an outside surface. Have a friend say a word. Hop from letter to letter as you spell the word aloud.	Write a sight word on an index card. Cut apart the letters of the word. Have an adult flip over one letter and see if you can guess which letter(s) are missing.	Write at least five, three-letter object words on self-stick notes. Stick the notes to the objects in your home. For example, put <i>pot</i> on a kitchen sauce pot or teapot.

Week 2	Day 1	Day 2	Day 3	Day 4
	Gather some kitchen tools and repair tools. Place them in a pile. Sort the tools by their purpose or category.	Make a set of letter tiles on squares of paper. Choose four letter tiles that make one word. Mix them up and rearrange the letters to make the word.	Write the letters of the alphabet next to the numbers on a dot-to-dot puzzle. Connect the letters in ABC order. Then, white out the numbers.	Fill a cookie sheet with salt. Write letters on index cards. Choose a letter. Trace the letter in the salt. Gently shake the pan to erase the letter and repeat for other letters.

Week 3	Day 1	Day 2	Day 3	Day 4
	Write a set of upper- and lowercase letters on index cards. Deal five cards to each player and put the remaining cards in the center. Play Go Fish by taking turns and matching pairs of the same letter.	Choose a page from a book that has many rhymes. Put plastic wrap over the page. Use a write-on/wipe-away marker to circle the rhyming words.	Cut out pictures of objects in magazines and label them <i>singular</i> or <i>plural</i> . For example, cut out a picture of one apple. Then, cut out a picture of two apples. Label each picture with the correct word.	Write words on index cards that make a silly sentence when put together. For example, <i>The baby jumped over the monkey</i> . Rearrange the words to make the silly sentence.

Week 4	Day 1	Day 2	Day 3	Day 4
	Cut out food pictures from grocery store ads and magazines. Sort the food pictures by color. Glue the pictures to a piece of construction paper that is the same color.	Play tic-tac-toe with words. Make a large grid on a piece of paper. Each person chooses a word family such as <i>-ad</i> and <i>-ap</i> and takes a turn writing words from her word family on the grid.	Write words from different categories on index cards. Lay out four cards. Three cards should have words from the same category. Tell which word does not belong and explain why.	Have an adult say a spelling word aloud. Write the first letter on a piece of paper. Then, write the first two letters on the next row. Continue until the word is complete and the result looks like a staircase.

Rewrite the sentence correctly.

mrs. brown is my teacher

Sort the words.

**blue**

**one**

**red**

**six**

**three**

**white**

Colors	Numbers

Say the name of the picture.  
Choose the correct spelling.

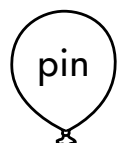
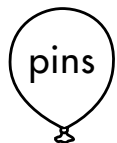


☐ **cub**

☐ **cup**

☐ **cap**

Find the singular and plural forms of each word. Color them the same color.



Write the letters to spell the word **any**.

an\_\_\_ a\_\_\_y

\_\_\_ny

Use the word in a sentence.

about

after

again

an

any

as

ask

been

but

by

come

could

down

each

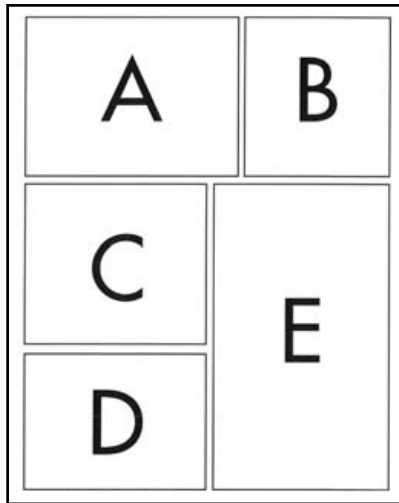
every

find

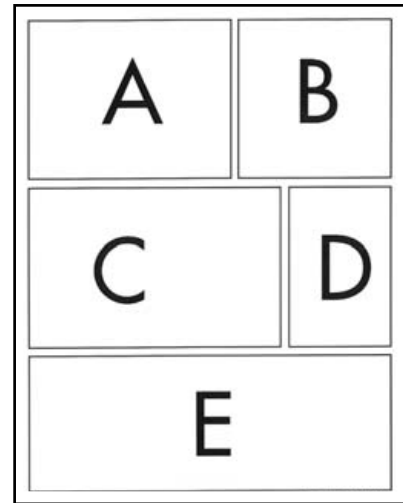


# Answer Key

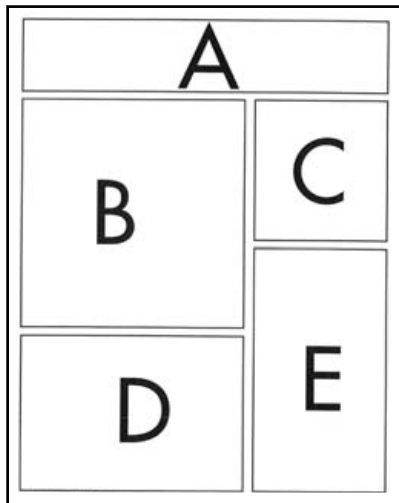
**Day 1**



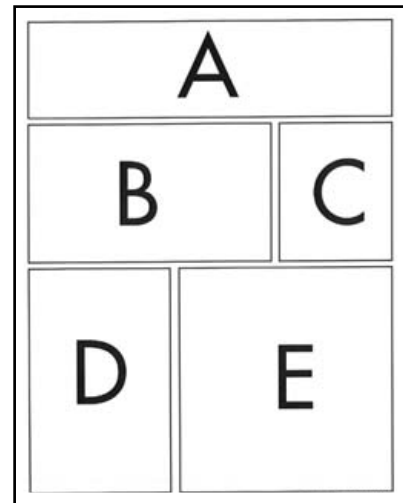
**Day 2**



**Day 3**



**Day 4**



## **Week 1, Day 1 (page 17)**

A. Students should draw a child with an umbrella or wearing rain gear. B. Check students' matching. C. dog, boy, house; D. I, I, I; E. cat, car, comb, cow, can

## **Week 1, Day 2 (page 18)**

A. hat, pig, bed, mop; B. jumps; C. bag, pan; D. Check students' tracing. E. Answers will vary.

## **Week 1, Day 3 (page 19)**

A. Mrs. Brown is my teacher. B. Colors: blue, red, white; Numbers: one, six, three; C. cup; D. y, n, a; Answers will vary. E. Check students' coloring.

## **Week 1, Day 4 (page 20)**

A. The hen sat. B. Check students' circling. C. pot; D. bat, cat, sat; Answers will vary. E. black, They play.

## **Week 2, Day 1 (page 21)**

A. swims: shark, whale, fish, dolphin; flies: owl, bee, eagle; B. Down: bag, Across: cat; C. map, cab, hat; D. star/fish, pop/corn, back/pack; E. from top to bottom, left to right: body, wheel, frame

## **Week 2, Day 2 (page 22)**

A. Answers will vary. Letters should make the word *rain*. B. sits; C. cap, tap, map; D. Check students' tracing. E. Answers will vary.