Homework for “Try Your Best” November 3-14, 2014

Note: The First grade classes at Hedgesville will be extending this story over the next two weeks. This is to accommodate the student holidays.

(Return this sheet, initialed, on Monday, November 17th.)

Name:___________________________________________________________

Your child will be reading the story “Try Your Best.” In this story a camp counselor who encourages campers to “try your best” discovers that’s good advice for everyone. Have your child tell you what Mr. York keeps saying to Ann on Sports Day. Then ask how Mr. York learned that he had to try his best, too.

Monday November 3, 10

_____ Practice spelling words. (Find fun ideas for practicing listed on our website.)

_____ Practice high-frequency/sight words – be, good, Mr. need, our, right, saw, time, try.
(Ideas for practicing listed on our website.)

_____ Review sounds and past high-frequency/sight words on skill sheet.

_____ Read or be read to. Minutes read:__________ (Books, fluency passages, etc.)

Tuesday No school on Tuesday, November 4th and 11th

Wednesday November 5, 12

_____ Practice spelling words.

_____ Practice high-frequency/sight words if not yet memorized.

_____ Read, “Try Your Best.”

_____ Math review page: Odd and Even (11/5) & Skills Review (11/12)

_____ Read or be read to. Minutes read:__________

Thursday November 6, 13

_____ Practice spelling words.

_____ Practice high-frequency/sight words if not yet memorized.

_____ Read, “Try Your Best.”

_____ Read or be read to. Minutes read:__________

The spelling and high frequency/sight word tests will be on Friday, November 14th.

+ Minutes of reading on: Friday:__________Saturday:__________Sunday:__________

Total minutes read this week:______________ (Please total all minutes read during the week.)

Research has shown that the single most influential factor in creating successful readers is the amount of time they spend reading. Reading is a skill that improves only with repeated practice. The more children read, the more they are able to read. Make it a goal to read for at least 15 minutes every day.

If your child is finding this homework too easy, try the more challenging homework ideas described on our classroom website.
Spelling/Phonics Pattern for “Try Your Best”
November 3-14, 2013

Rather than memorizing a specific list of words, focus on learning the spelling rule so that your child can spell any word that fits this rule. Use the week’s fluency passages to help you study, as well as the ideas listed on our website. Help your child become a problem solver when it comes to spelling by asking questions such as, “If you can spell ring, how do you spell sing? That’s right! You just change the first letter because they rhyme!”

This week’s spelling words
This week’s spelling pattern: When the letter “o” is followed by the letter “r,” it makes a long /ō/ sound. This is our first “r-controlled vowel.”

Examples of the kinds of words your child should be able to spell and read:

<table>
<thead>
<tr>
<th>or</th>
<th>for</th>
<th>fork</th>
<th>corn</th>
</tr>
</thead>
<tbody>
<tr>
<td>hang</td>
<td>cork</td>
<td>more</td>
<td>ring</td>
</tr>
</tbody>
</table>

Your child should also be able to spell these “High-Frequency Words.”

two  Juan has two pens in his desk.
from This note is from my mom.

Your child will be given the opportunity to write one more word that follows the spelling pattern and harder “High-Frequency” words. This is optional for those students who are interested in a challenge. Do not worry about studying these words unless the “cvc” words are easy and automatic for your child. There is no grade penalty for trying

These words follow the same rule as above, but contain a consonant blend at the beginning or end of the word.

Examples of the kinds of challenge words your child may see:

before morning store score sport
Skill Review Sheet

The skill sheet reviews previously learned sounds, sight words, contractions, inflections, etc. This week’s new sounds, words, etc. will be reviewed on next week’s skill sheet.

Please study any parts of this skill sheet that are not yet automatic and easy for your child. If the sight words are still difficult for your child, focus on mastering those before moving down to the contractions, color/number words, etc.

Letter/Sound Relationships:

| ank | ink | ang | ing | ong | ung | ck = k | wa = wŏ | all = ŏl |

Initial and Final Blends: Practice reading these consonant blends.

| __mp (as in lamp) | sl__ (as in slide) | cl__ (as in clock) |
| __nk (as in bank) | fr __ (as in frog) | fl __ (as in flag) |
| cr__ (as in crab) | __nd (as in land) | pl__ (as in plant) |
| bl__ (as in block) | br__ (as in brown) | tr__ (as in truck) |
| __nt (as in tent) | __ft (as in gift) | dr__ (as in drum) |
| __st (as in nest) | __sk (as in desk) | gr__ (as in grass) |
| gl__ (as in glad) | pr__ (as in present) | __lk (as in milk) |

Sight Words: Students should be able to read these words automatically, without sounding them out.

play where new her eat could that gives want stop don’t put buy now are day got walk was every grows your friends make was when my she help she night of said can from too down out use oh people gone very says with they

Number Words: If your child can read the words above, practice reading these.

twenty two seven thirty forty fifty ninety nineteen eleven twelve sixty fourteen seventy eighty ninety seventeen eighteen hundred zero three nine five four one six ten eight thirteen fifteen sixteen
Fluency Passage for “Try Your Best”

Rereading the same passage increases fluency. Reading fluently allows students to focus their concentration on comprehension. Emphasize reading naturally and accurately rather than “speed reading.” Students will also be reading the decodable books and one or more of the leveled readers in class where they will be able to use the pictures clues to aid decoding and comprehension.

**Basal Story: Try Your Best (By: Robert McKissack Illustrated by: Joe Cepeda)**

High-Frequency/ Sight Words

High-frequency words, or sight words, are words that students need to recognize automatically. They are the most frequently used words in our language and/or do not fit standard spelling rules. The more words children recognize automatically, the better they understand what they are reading because they can focus on the meaning of the text rather than trying to sound out every word. Students need to be able to say each word on this list, within 3 seconds, without trying to sound it out. The test is given on the last day of the week.

<table>
<thead>
<tr>
<th>Words for “Where Do Frogs Come From?”</th>
<th>Words for next week’s story, “Try Your Best”</th>
</tr>
</thead>
<tbody>
<tr>
<td>grows</td>
<td>be</td>
</tr>
<tr>
<td>gone</td>
<td>good</td>
</tr>
<tr>
<td>two</td>
<td>Mr.</td>
</tr>
<tr>
<td>or</td>
<td>need</td>
</tr>
<tr>
<td>from</td>
<td>our</td>
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<td>eat</td>
<td>right</td>
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<td></td>
<td>saw</td>
</tr>
<tr>
<td></td>
<td>time</td>
</tr>
<tr>
<td></td>
<td>try</td>
</tr>
</tbody>
</table>

In addition to playing memorization games, use the suggestions below to study the meaning and usage of any of the new words your child doesn’t already know (not checked off):

- Cut out the words above or, for more practice, have your child write them on index cards.
- Ask your child to make up original sentences using the new words.
- Ask your child to say at least one word that rhymes with each of the new words.

While you study next week’s new words, please continue to study any words from this week that are not yet memorized and review words from past stories listed on the “Skill Sheet.”