

Homework Packet #1

Week of: 10/12/15

Check off the box to show you have finished an assignment.

Reading:

- Reading 10 or more minutes a night (read to someone, with someone, or by yourself).
- Read the story **Sam**
- Read the story **Sam Will Play**
 - **Reading Skill:** Factual Recall & Making Inferences from Text



Writing:

- **Handwriting:** Practice writing your own first name, last name and #. Write the capital "A" "B" and lowercase "a" "b", number "1" and "one" "2" and "two" (as many times as you can neatly). Practice writing your address. **Just the house # and street name, & phone #.**
- Write a sentence or two about what you did over the weekend using sight words and ear spelling. Try to draw a detailed picture that matches your writing using pencil and/or crayons.
- **Sight Words:** practice tracing one time, then write three times in space next to the word. Choose activity (on backside) of choice to practice sight words for test.
- **Test Friday morning 10/16/15 on these five words:** **the, an, a, and, am.**
- **Go to Mason Homepage for:** [Math, Spelling & Reading web links](#): click "students" > click "First Grade" > websites listed there. Try [Spelling City](#) for spelling practice & games.



Math:

Please always **disregard any "home requests"** that may be written at the top of the Home-links math papers in the **Family Note Box**. (such as items or materials like coins, newspapers, etc. that they sometimes request to be brought in to school)

- **Home-links: Please always keep the Family Unit Letters! It contains all the answers for Unit homework.**
- **This week's Home-Links:** Unit 1 Family Letter, 1-8, 1-9, 1-10, 1-12, 1-13.
- **Addition Fact Practice if you like at home on your computer:**
 - **FAST MATH** > Mason Homepage > Students > FAST MATH
 - **Math Magician** > Mason Homepage > Students > 1st Grade



Other: Don't forget to check out our class website for important everyday info. Newsletters and pictures of special events are also listed there!!



Name & student # (turn in Friday) _____ # _____
Parent Signature (Please check work) _____

Parents, For Your Information: 24 words, 9 new words—
is, can, play, run, sleep, eat, jump, good, cat

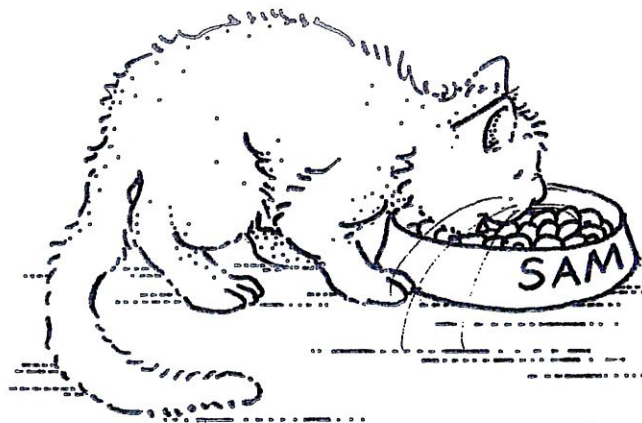
LISTEN to your
child read this
story aloud.

Sam

Sam is a cat.
Sam can play.
Sam can run.



Sam can sleep.



Sam can eat.
Sam can jump.
Sam is a good cat.



Dear Parents,

One of the ways you can help a beginning reader is to teach him or her to look at the illustrations for clues about the story and any unfamiliar words. By teaching children to look carefully at the pictures, you encourage them to pay more attention to the helpful details. Looking for details is a skill that will aid them in all aspects of reading, including factual recall. For example, in this little story, both the text and the pictures can aid your child in answering the second question below. Remember to discuss pictures and illustrations before and during reading.

Skill

Factual Recall

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

The Questions



Answer these questions together and write the answers on the lines.

1. What is the cat's name?

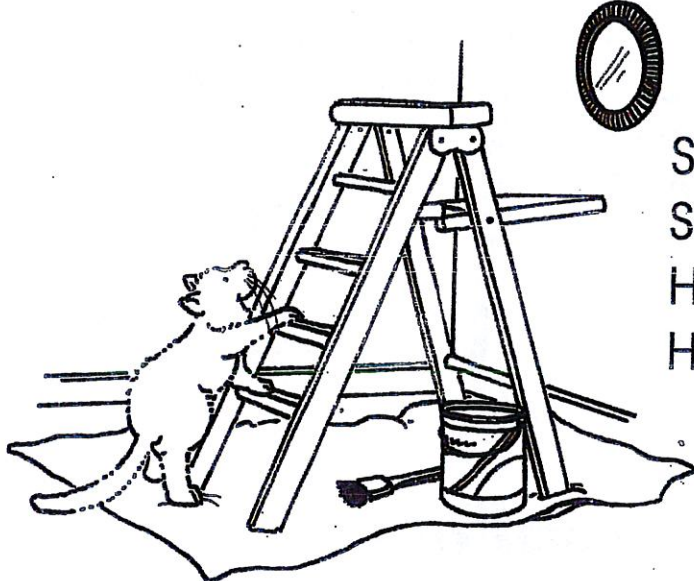
2. What are three things the cat can do?

3. What kind of cat is Sam?

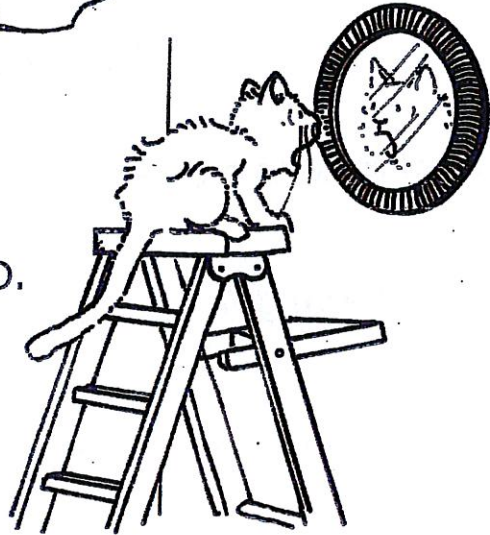
Parents, For Your Information: 35 words, 8 new words—
likes, to, he, will, go, up, look, down

LISTEN to your
child read this
story aloud.

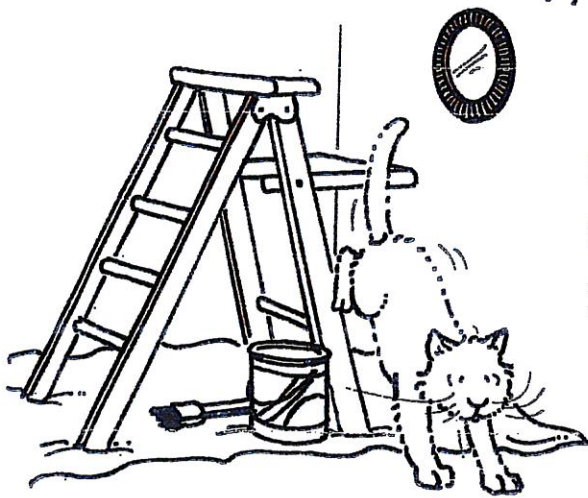
Sam will play



Sam is a cat.
Sam likes to play.
He will go.
He will go up.



Sam will go up, up, up.
Sam will look down.



Sam will jump.
Sam will jump down.
Sam will run.

Dear Parents,

In this story the cat sees his reflection in a mirror. This fact is not directly stated in the story. While the illustrations help to convey this message, the child must make an inference in order to explain why the cat jumped down. Thus, the skill we are working on for this story is called "making inferences from text." Because inferences may vary, accept (and write down) almost any reasonable answer your child gives.

Skill
Making Inferences From Text

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

The Questions



Help your child write a one- or two-word answer for each question.

1. Where did Sam go? _____

2. What did he see? _____

3. Why did Sam jump down? _____

Practice writing your name...

1.

2.

A

a

l

one

Your address:

Your phone number:

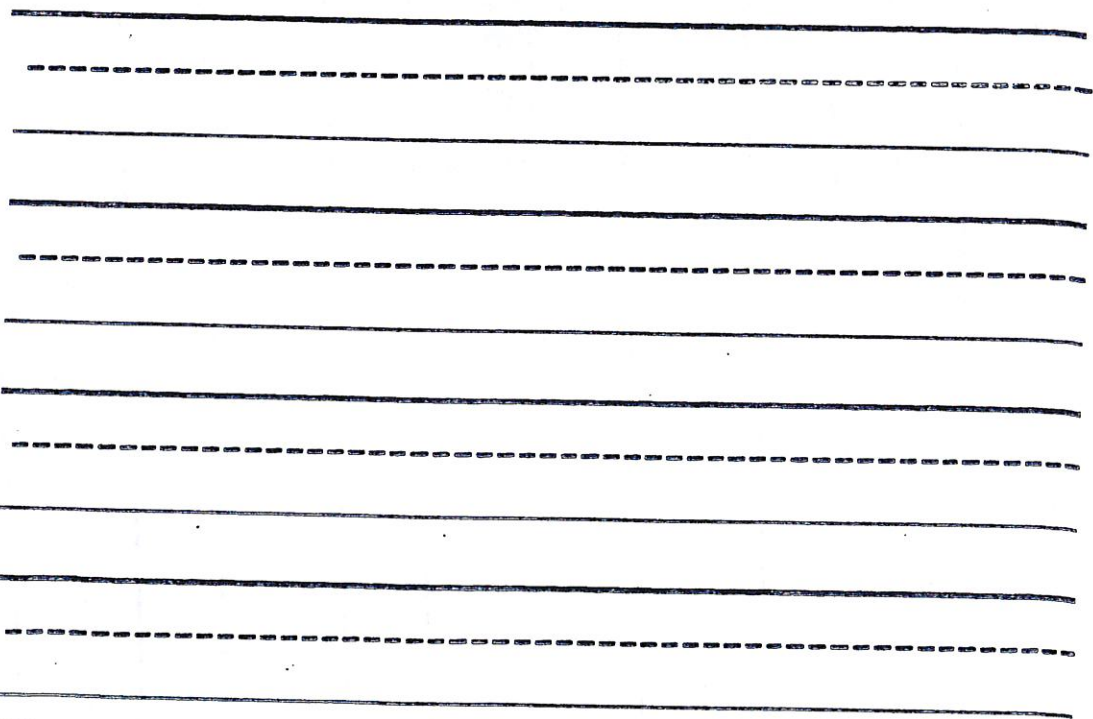
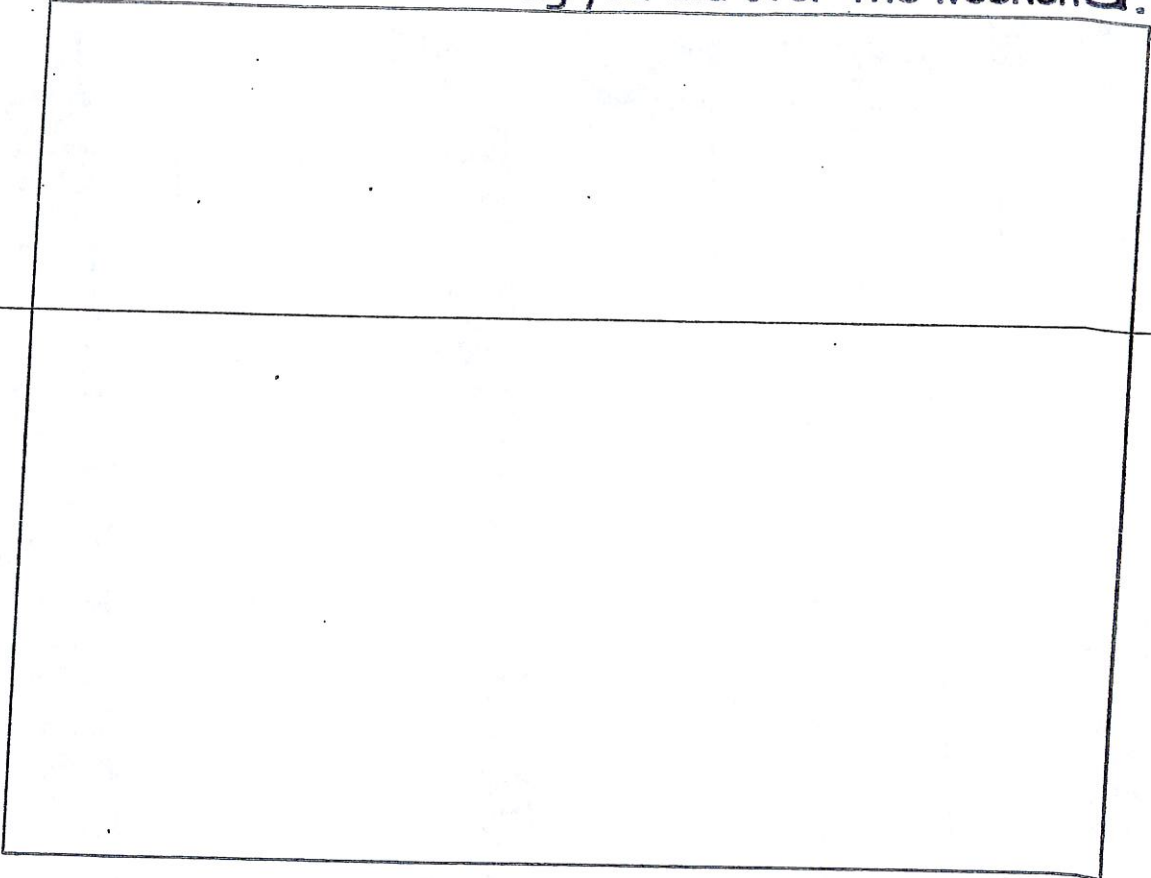
B

b

2

two

Please tell me something you did over the weekend.



My handwriting is neat so anyone can read it.

I spelled word wall words correctly.

Name: _____

Date: _____

SpellingCity.com

the

an

a

and

am

Practice Activities for Spelling Test

SPELLING

Choose and do **four** of the five activities listed below. Check them off by writing in Mon. - Tues. - Wed. - Thurs. - Fri. - Sat. or Sun. on the day you did the activity. Ask someone at home to sign.

■ Clap, Cheer, and make motions up for the spelling words. Practice your routine five times for each word.

■ Put each word in a sentence. Tell your sentence to someone or write your sentence down on scrap paper and leave it at home.

■ Put the words in ABC order. Keep at home.

■ Write the words in Bubble Letters (draw the shapes around the letters) or Rainbow Write (write each letter in a different color).

■ Be a "Word Detective" and find the words in a book you are reading.



Parent Signature (Please check work!) _____

Unit 1: Family Letter



Introduction to *First Grade Everyday Mathematics*

Welcome to *First Grade Everyday Mathematics*. It is part of an elementary school mathematics curriculum developed by the University of Chicago School Mathematics Project (UCSMP). *Everyday Mathematics* offers children a broad background in mathematics.

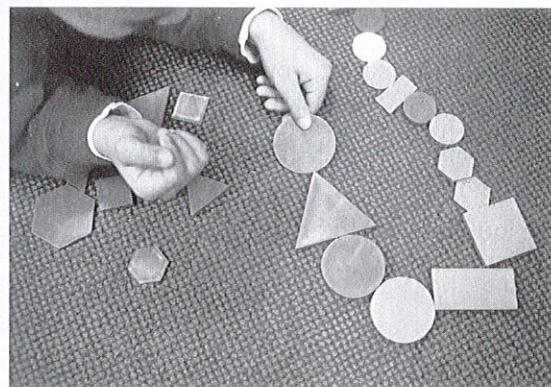
Several features of the program are described below to help familiarize you with *Everyday Mathematics*.

A problem-solving approach based on everyday situations By making connections between their own knowledge and experiences, children learn basic skills in meaningful contexts so that mathematics becomes “real.”

A variety of formats for frequent practice of basic skills Instead of practice presented only in a tedious drill format, children practice basic skills in a variety of engaging ways. In addition to completing daily mixed practice pages, finding patterns on the number grid, and working with addition and subtraction fact families, children will play games designed to develop basic skills.

An instructional approach that revisits concepts regularly To enhance the development of basic skills and concepts, children revisit previously learned concepts and practice skills encountered earlier. The lessons take advantage of previously learned concepts and skills and build on them throughout the year.

A curriculum that explores mathematical content beyond basic arithmetic Mathematics standards in the United States, as well as around the world, indicate that basic arithmetic skills are only the beginning of the mathematical knowledge children will need. In addition to basic arithmetic, *First Grade Everyday Mathematics* emphasizes the topics discussed on the following page.



- ◆ **Number and Numeration** Counting; reading and writing numbers; investigating place value of whole numbers; exploring fractions and money
- ◆ **Operations and Computation** Learning addition and subtraction facts, fact families, and extended facts; beginning informal work with properties of numbers and problem solving
- ◆ **Data and Chance** Collecting, organizing, and displaying data using tables, charts, and graphs
- ◆ **Measurement and Reference Frames** Using tools to measure length, capacity (quarts, liters), and weight; using clocks, calendars, timelines, thermometers, and ordinal numbers such as *fifth* and *tenth*
- ◆ **Geometry** Exploring 2-dimensional shapes (squares, triangles, rectangles) and 3-dimensional shapes (pyramids, cones, prisms)
- ◆ **Patterns, Functions, and Algebra** Exploring attributes, patterns, sequences, relations, and functions; finding missing numbers and rules in problems; studying properties of operations (addition and subtraction)

Everyday Mathematics will provide you with ample opportunities to monitor your child's progress and to participate in your child's mathematics experiences. Throughout the year, you will receive Family Letters to keep you informed of the mathematical content your child will be studying in each unit.

You will enjoy seeing your child's confidence and comprehension soar as he or she connects mathematics to everyday life.

We look forward to an exciting year!





Unit 1: Establishing Routines

One purpose of this first unit is to help children become comfortable with a cooperative-learning environment in which they work together to build mathematical concepts. Another purpose is to introduce and establish routines that will be used this year and in the grades to come. This unit also reviews various mathematical concepts introduced in Kindergarten.

In Unit 1, children will review counting by 1s, 2s, 5s, and 10s. They will have opportunities to count and record numbers of various objects, such as hands, fingers, eyes, and ears. In addition, they will use pennies to count money, practice writing numbers, and begin to use a thermometer.

Vocabulary

Important terms in Unit 1:

Home Link A suggested follow-up or enrichment activity to be done at home. Each Home Link activity is identified by the following symbol:

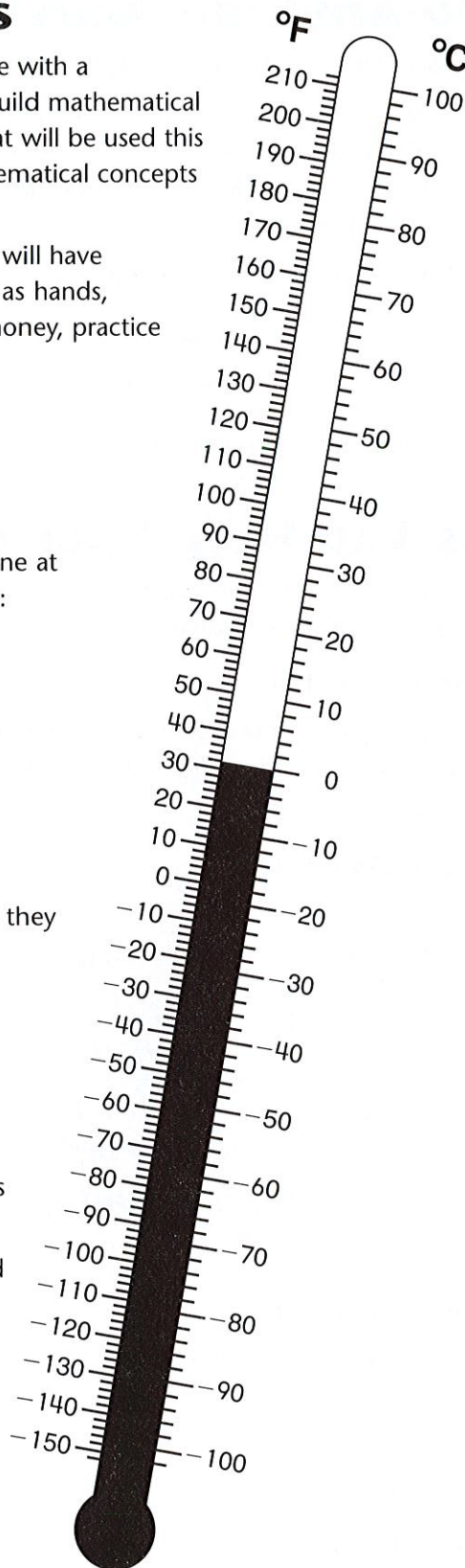


tally A mark used in a count. Tallies let children represent numbers they can count and say, but cannot yet write.

|||| is the tally count
for the number 8.

temperature How hot or cold something is relative to another object or as measured on a standardized scale such as degrees Celsius or degrees Fahrenheit.

tool kit A bag or box containing a calculator, measuring tools, and manipulatives often used by children in *Everyday Mathematics*.



Do-Anytime Activities

To work with your child on concepts taught in this unit, try these interesting and rewarding activities:

- Count orally by 2s, 5s, and 10s when doing chores or riding in the car. Occasionally count down, or back; for example: 90, 80, 70, 60,
- Take inventories around the house and while shopping. Have your child keep track of each count using tally marks.

For example, count food items and nonfood items bought at the grocery store:

|
||
 food items nonfood items

- Listen to and discuss weather reports with your child.

As You Help Your Child with Homework

As your child brings home assignments, you may want to go over the instructions together clarifying them as necessary. The answers listed below will guide you through the Home Links for Unit 1.

Home Link 1•9

- Other possible answers include: TV listings, food packages (expiration dates), and clocks.
- 1, 2, 3, 4, 5, 6

Home Link 1•10

- Sample answer:

| Number | Tally Marks |
|--------|-------------|
| 4 | |
| 7 | ### |
| 12 | ### ### |
| 16 | ### ### ### |
| 19 | ### ### ### |

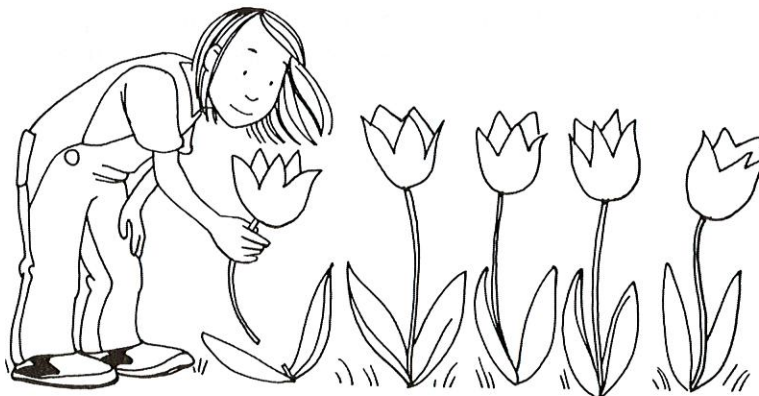
- 1; 2; 4; 6; 8; 9

Home Link 1•11

- Drawing should be of a Math Exploration.
- 4 3. 7 4. 11

Home Link 1•12

- Other possible answers include: oven, refrigerator, freezer, and thermostat.
- 5 4. 3 5. 2



Home Link 1•13

- Your child should draw a group of objects.
- Sample number story: There are 5 flowers in the garden. If I pick 1 of them to give to my teacher, how many flowers will be left? Answer: 4 flowers

NOTE: Encourage your child to come up with his or her own way to solve the problem, whether it's thinking logically, drawing pictures, or counting on fingers. As an adult, you know that $5 - 4 = 1$, but for your child, coming up with his or her own strategy is more natural than thinking of the number story as $5 - 4 = 1$.

4. 6 5. 9 6. 15
 7. 1 8. 4 9. 10

Numbers Are Everywhere

**Family Note**

Your child will bring home assignments called “Home Links.” The assignments will not take much time to complete, but most of them involve interaction with an adult or an older child.

There are good reasons for including Home Links in the first-grade program:

- ◆ The assignments encourage children to take initiative and responsibility. As you respond with encouragement and assistance, you help your child build independence and self-confidence.
- ◆ Home Links reinforce newly learned skills and concepts. They provide thinking and practice time at each child’s own pace.
- ◆ These assignments relate the mathematics your child is learning to the real world, which is very important in the *Everyday Mathematics* program.
- ◆ Home Links will give you a better idea of what mathematics your child is learning.

Listen and respond to your child’s comments about mathematics. Point out ways in which you use numbers (time, TV channels, page numbers, telephone numbers, bus routes, shopping lists, and so on). *Everyday Mathematics* supports the belief that children who have someone do math with them, learn math. Fun counting and thinking games that you and your child play together are very helpful for such learning.

For this first Home Link, your child might look for a newspaper ad for grocery items, a calendar page, or a picture of a clock. The purpose of this activity is to expand your child’s awareness of numbers in the world.

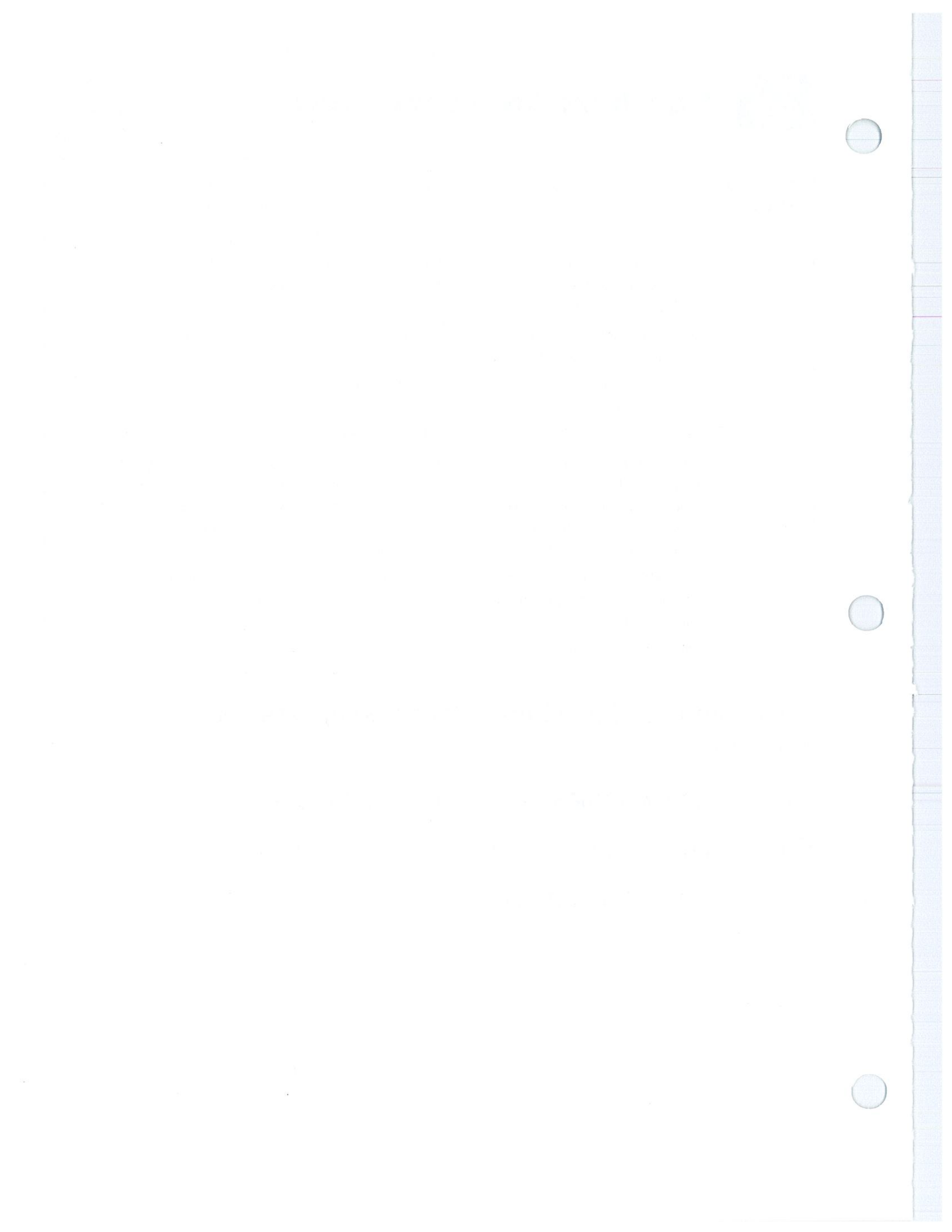
Please return this Home Link to school tomorrow.

Cut examples of numbers from scrap papers you find at home.

Glue some examples on the back of this page.

Bring examples that will not fit on this page to school.

Do not bring anything valuable!



HOME LINK
1-9

Calendars



Family Note Children might find dates on items like the following: watches, DVD players, newspapers, magazines, and mail with canceled stamps. Every few days, ask your child to look at a calendar and tell you that day's date.

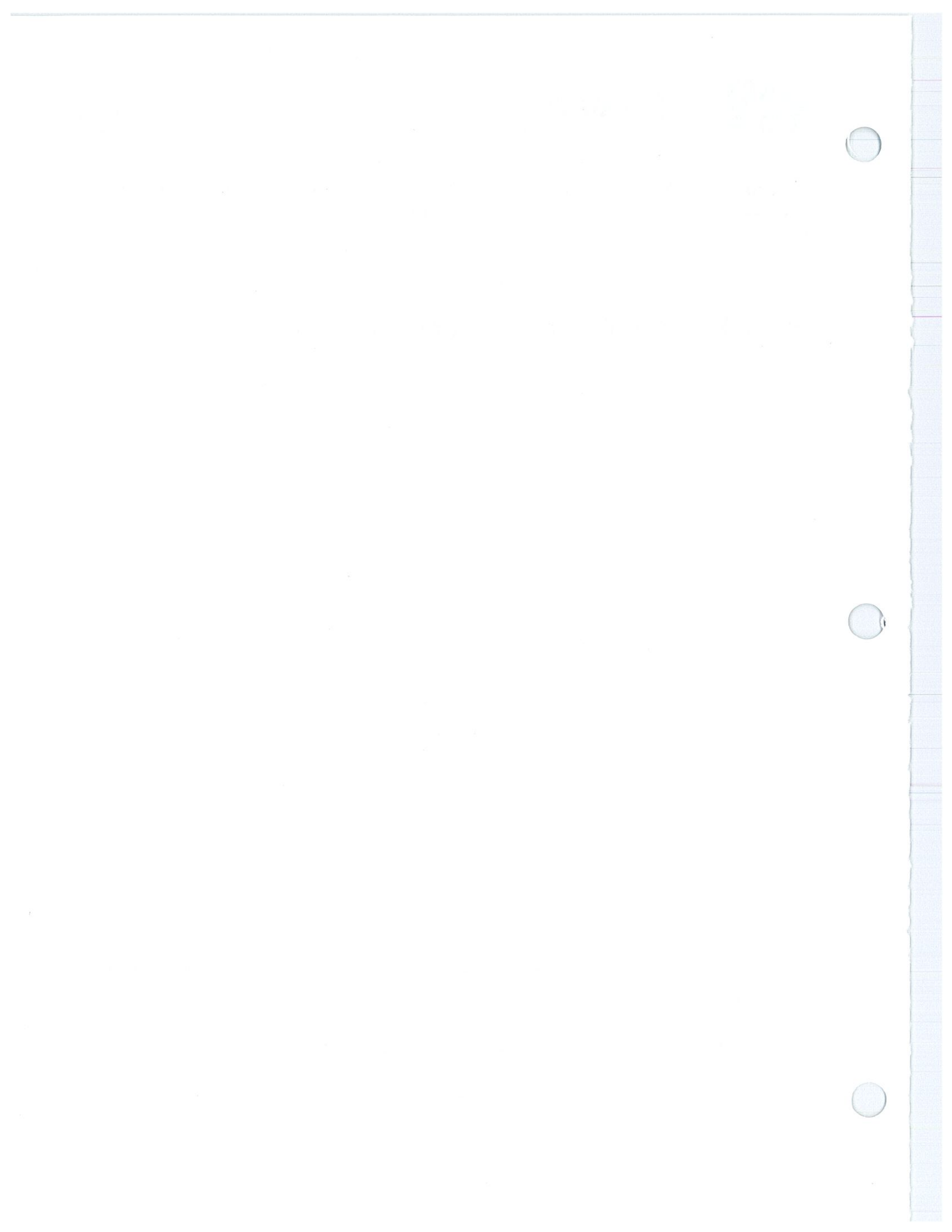
Please return this Home Link to school tomorrow.

1. Make a list of places at home that you find the date.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Practice

2. Write the numbers from 1 through 6.



Tally Marks



Family Note Remind your child that the fifth tally mark crosses the other four, as follows: *||||*.

Counting on is an important skill that children practice whenever they count tally marks. Check that your child first counts by 5s for groups of 5 tallies and then counts by 1s. For example, *|||| |||* should be counted as 5, 10, 15, 16, 17, 18. Developing this skill will take some practice.

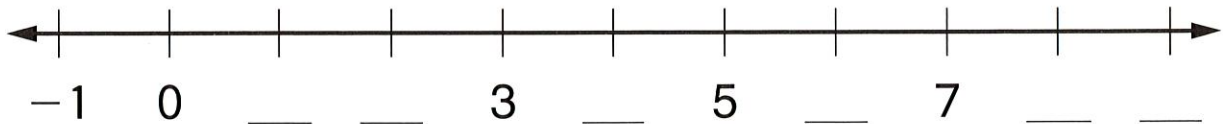
Please return this Home Link to school tomorrow.

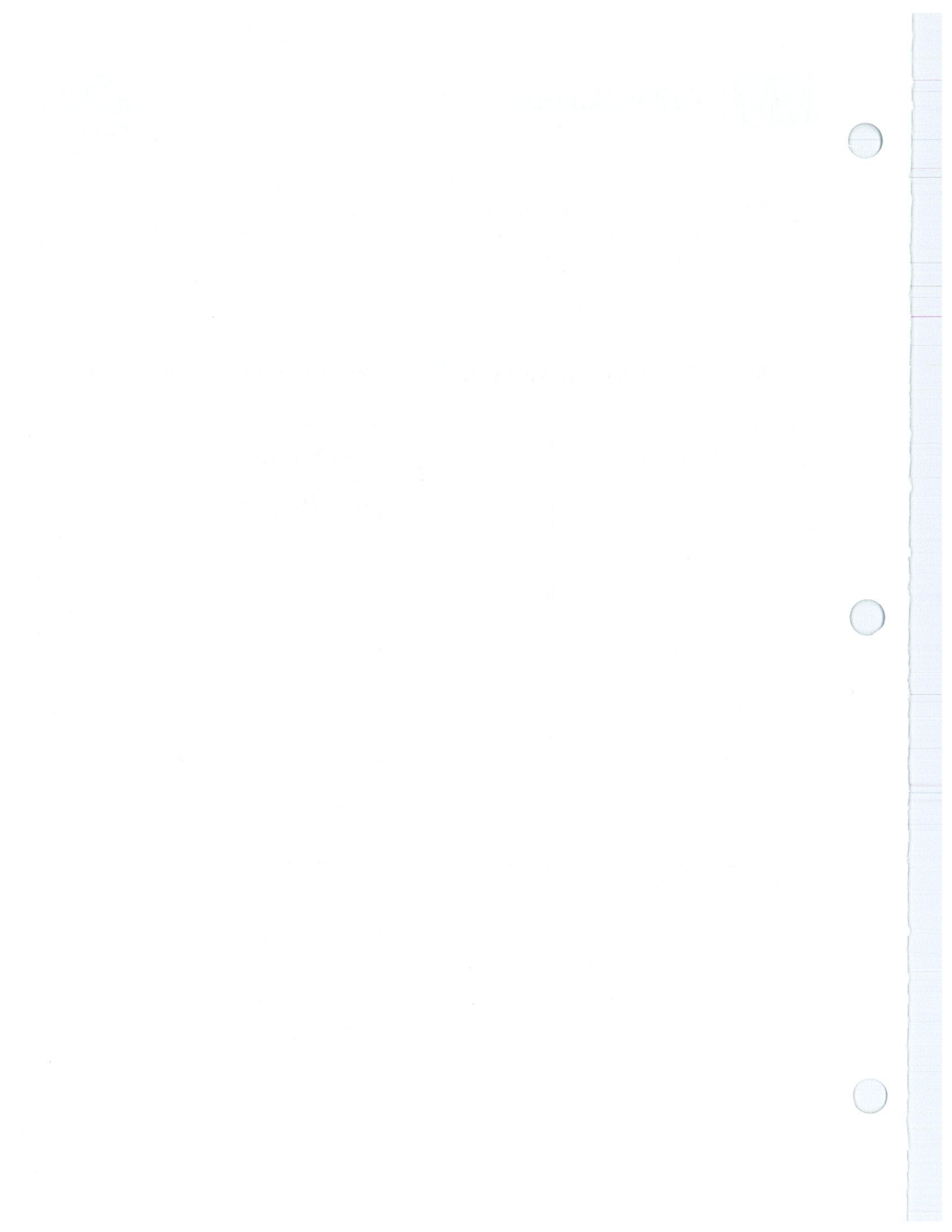
1. Write 5 numbers. Make tally marks for each number.

| Number | Tally Marks |
|--------|-----------------|
| 18 | <i> </i> |
| | |
| | |
| | |
| | |
| | |

Practice

2. Fill in the missing numbers on this number line.





HOME LINK
1•12

Thermometers



Family Note Objects that show temperatures might be kitchen items (such as a meat thermometer) or health care items (such as a heating pad). These items do not need to show degrees Fahrenheit—they may have their own temperature gauges showing levels of heat or cold.

Please return this Home Link to school tomorrow.

1. Look for thermometers in your home.

I found _____ thermometers in my home.

2. Do a temperature hunt. Ask someone at home to help you find other things that show temperatures.

a. Draw some of the things you find.

b. Write the name for each of your drawings.
Have someone at home help you.

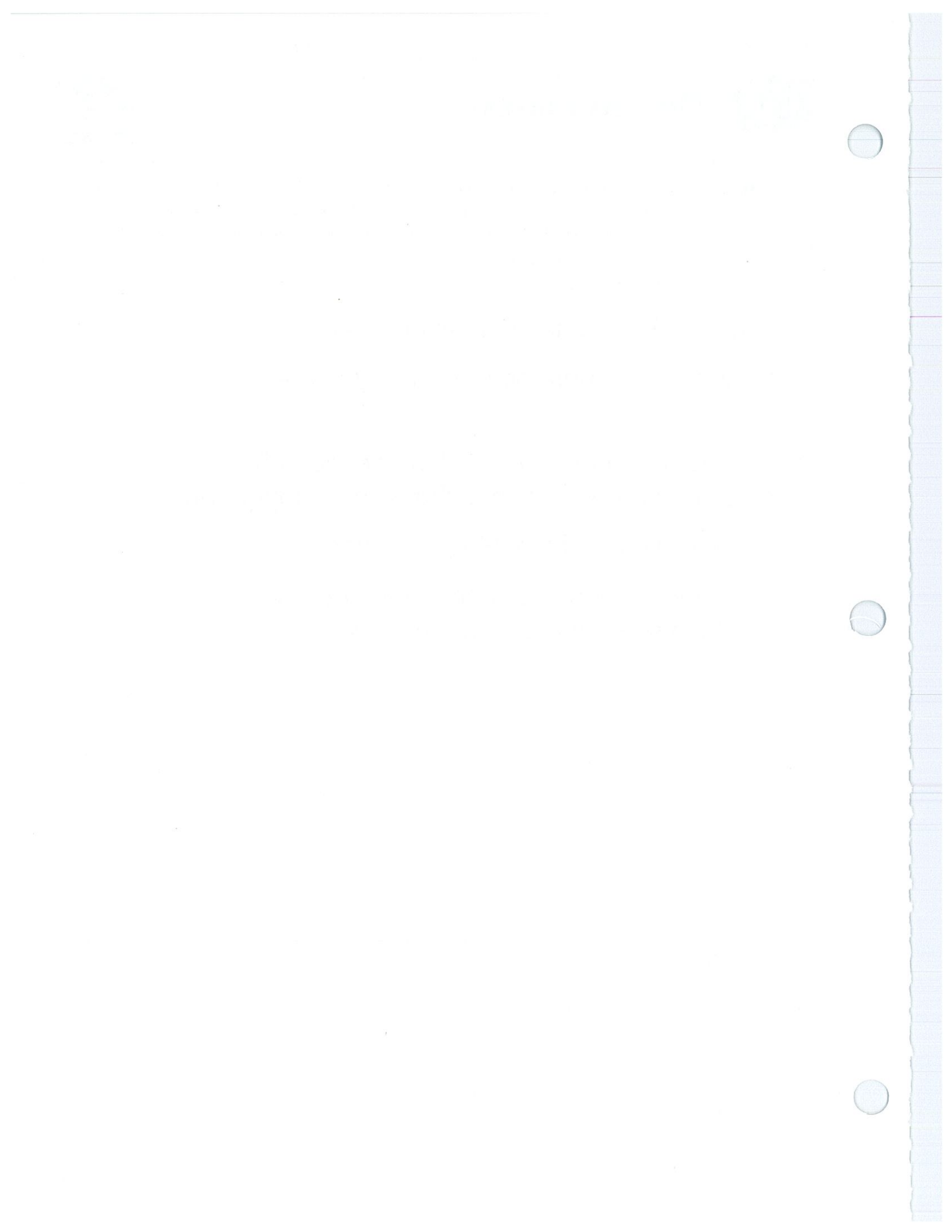
Practice

Write how many dots.

3.  _____

4.  _____

5.  _____



HOME LINK
1•13

Number Stories



Family Note "Number story" is another name for what is traditionally called a "story problem" or a "word problem." *Everyday Mathematics* uses the term "number story" to emphasize the fact that the story must involve numbers.

Please return this Home Link to school tomorrow.

1. Find or draw a picture of a group of things, such as animals, people, flowers, or toys.
Have someone at home help you.
2. Tell a number story about your picture to someone at home.
3. Then glue or tape your picture to this page.

Practice

Write the number that comes before each number.

4. _____ 7

5. _____ 10

6. _____ 16

7. _____ 2

8. _____ 5

9. _____ 11

