

# Homework Packet #12

Week of: 2/8/15

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 The Lion and the Mouse
  - **Reading Skill:** Recognizing Cause and Effect



## Writing:

- **Handwriting:** Practice writing the words **fall** and **winter** (one time). Write the capital "M" and lowercase "m", number "13" and "thirteen" (as many times as you can neatly).
- Write a sentence or two about what you did over the weekend using past and present sight words and ear spelling. Try to draw a detailed picture that matches your writing using pencil and/or crayons.
- **Sight Words:** practicing tracing one time, then write three times in space next to the word. Choose activity of choice to practice sight words for test.
- **Test Friday morning 2/12/16 on these five words: what, where, when, why, by**
- **Challenge words:** munch, dart, glow, lunge



## 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: 5-12 Family Letter and 5-12, 5-13**
- **Fact Practice on your home computers/iPad.**

**Other:** Next week there **WILL NOT** be a Newsletter, Spelling Words or HW Packet (Feb. 15<sup>th</sup>-19<sup>th</sup>) due to Winter break. Enjoy with family & friends!



Name & student # (turn in Friday) \_\_\_\_\_ # \_\_\_\_\_

Parent Signature (Please check work!) \_\_\_\_\_





# The Lion and the Mouse

Once there was a lion. He liked to sleep and eat. A mouse liked to run. He ran to the lion. The lion said, "Stop. I will eat you for my supper."



The mouse said, "No, no. Do not eat me. Someday I will help you."

"You cannot help me," said the lion.

"You are too little to help me."

"You will see," said the mouse.

Then the lion was in a rope. The mouse ran to the lion. "I will help you now," said the mouse. The mouse chewed the rope.



The lion said, "You can help me, Mouse. You are little, but you can help a lion." Now the mouse and lion are friends.



Dear Parents,

Much of what we are doing with these easy reading passages is laying the groundwork for more sophisticated lessons. The story "The Lion and the Mouse" is a good example of this. This week's skill focus is recognizing the "cause-and-effect" text pattern; in upper grades, where reading passages are much more complex, this can be a challenging skill for students to master. Be sure to take a few minutes to talk to your child about events in this story. Your child should understand that because the lion was nice to the mouse, the mouse returned the favor and saved the lion's life.

Skill

Recognizing Cause and Effect

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

## The Questions



Answer these questions together.

1. How did the lion help the mouse? \_\_\_\_\_

\_\_\_\_\_

2. How did the mouse help the lion? \_\_\_\_\_

\_\_\_\_\_

3. Why did the mouse help the lion? \_\_\_\_\_

\_\_\_\_\_

4. What lesson can you learn from this story? \_\_\_\_\_

\_\_\_\_\_

# Print Handwriting Practice

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fall

Winter

M

m

13

thirteen





# weekend news



name \_\_\_\_\_



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines provided for writing.

This image shows a handwriting practice sheet. It features ten sets of horizontal lines, each set consisting of a solid top line, a dashed middle line, and a solid bottom line. The lines are arranged vertically down the page, providing a guide for letter height and placement. The entire sheet is enclosed in a decorative dotted border.



Student Name: \_\_\_\_\_

## Sight Words Handwriting Practice

stop

stop

stop

stop

stop

\_\_\_\_\_

# Spelling Practice

Choose three of your favorite spelling practice strategies to study this week's spelling words! Check off the boxes when you complete them.



Hula: Move your hips like you are a hula dancer each time you say a letter.



Up to Bat: Act like you are swinging a bat for each letter of the word.



Shooting Hoops: Shoot a each letter like you would a basketball.



Little Birdie: Hold your arms to the side and flap them up and down as you say each letter.



Frisbee Fun: Act like you are throwing a Frisbee for each letter of the word.



Disco Night: Move your arms up and down disco style as you say each letter.



Jumping Jacks: Do a jumping jack as you say each letter in the word.



Volcano: As you say each letter get louder and louder.



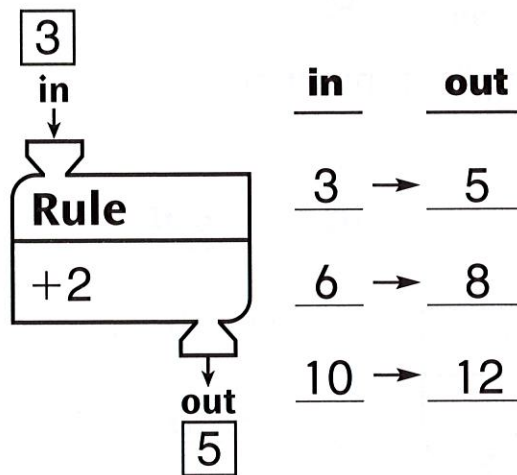
## “What’s My Rule?”

Today your child learned about a kind of problem you may not have seen before. We call it “What’s My Rule?” Please ask your child to explain it to you. Here is a little background information you may find useful.

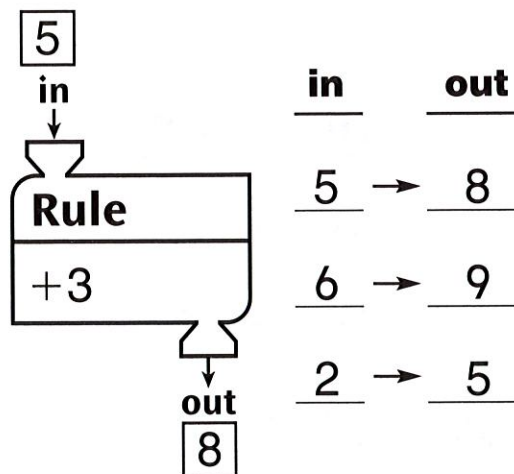
Imagine a machine with a funnel at the top and a tube at the bottom—we call this a *function machine*. The function machine can be programmed so that when you drop a number into the funnel at the top, the machine changes the number according to the rule and a new number comes out of the tube at the bottom.

For example, you can program the machine to add 2 to any number that is dropped into the funnel. If you put in 3, out comes 5; if you put in 6, out comes 8.

You can show this with a table:

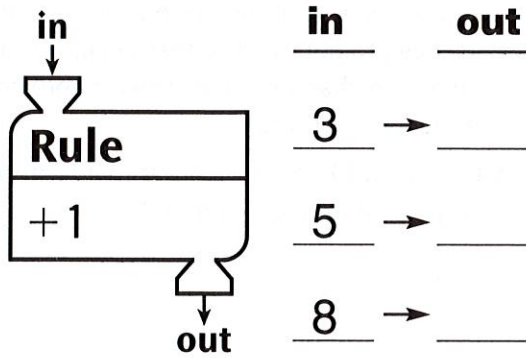


Here is another example of a function machine:

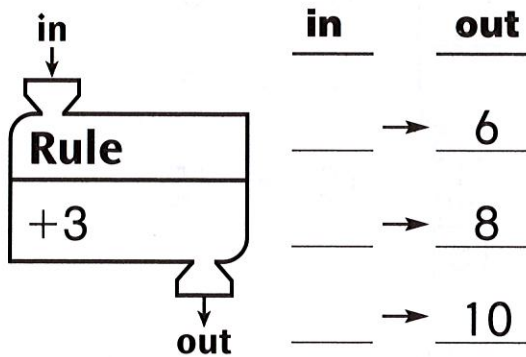




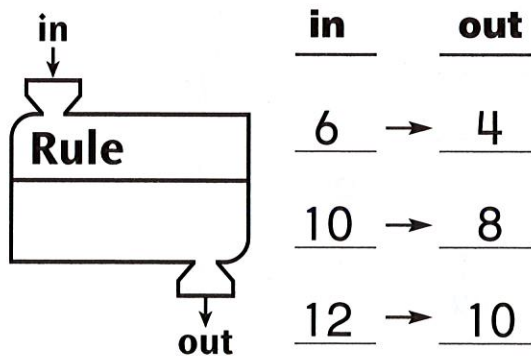
In a "What's My Rule?" problem, some of the information is missing. To solve the problem, you have to find the missing information. The missing information can be the numbers that come out, the numbers that are dropped in, or the rule for programming the machine. *For example:*



Missing "out" numbers



Missing "in" numbers



Missing rule

**HOME LINK**  
**5·12**

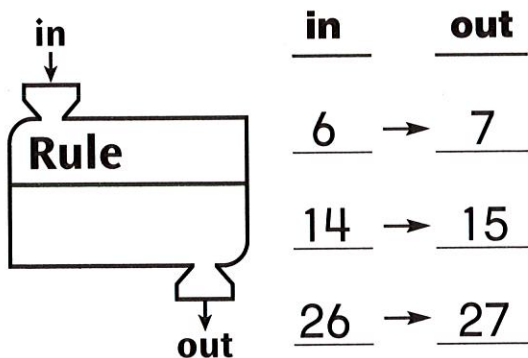
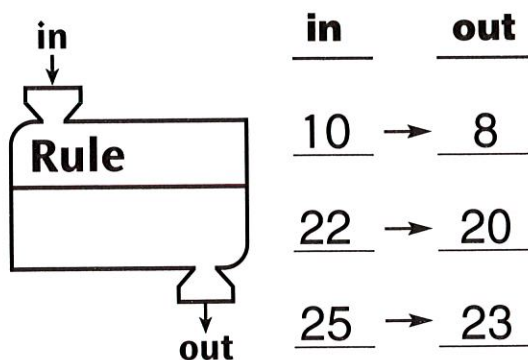
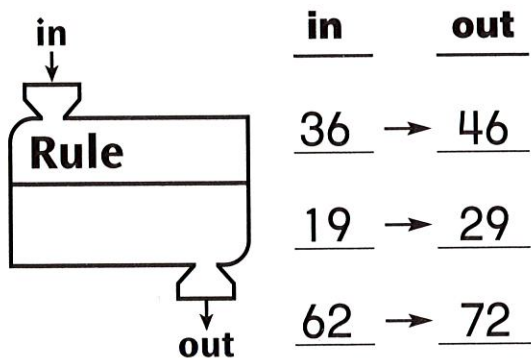
# “What’s My Rule?”



**Family Note** Ask your child to explain what the function machine is doing to the “in” numbers before filling in the missing “out” numbers. For example, in the first problem, the function machine is adding 1 to each of the “in” numbers.

*Please return this Home Link to school tomorrow.*

Fill in the missing rule and numbers.

**1.**

**2.**

**3.**


## Practice

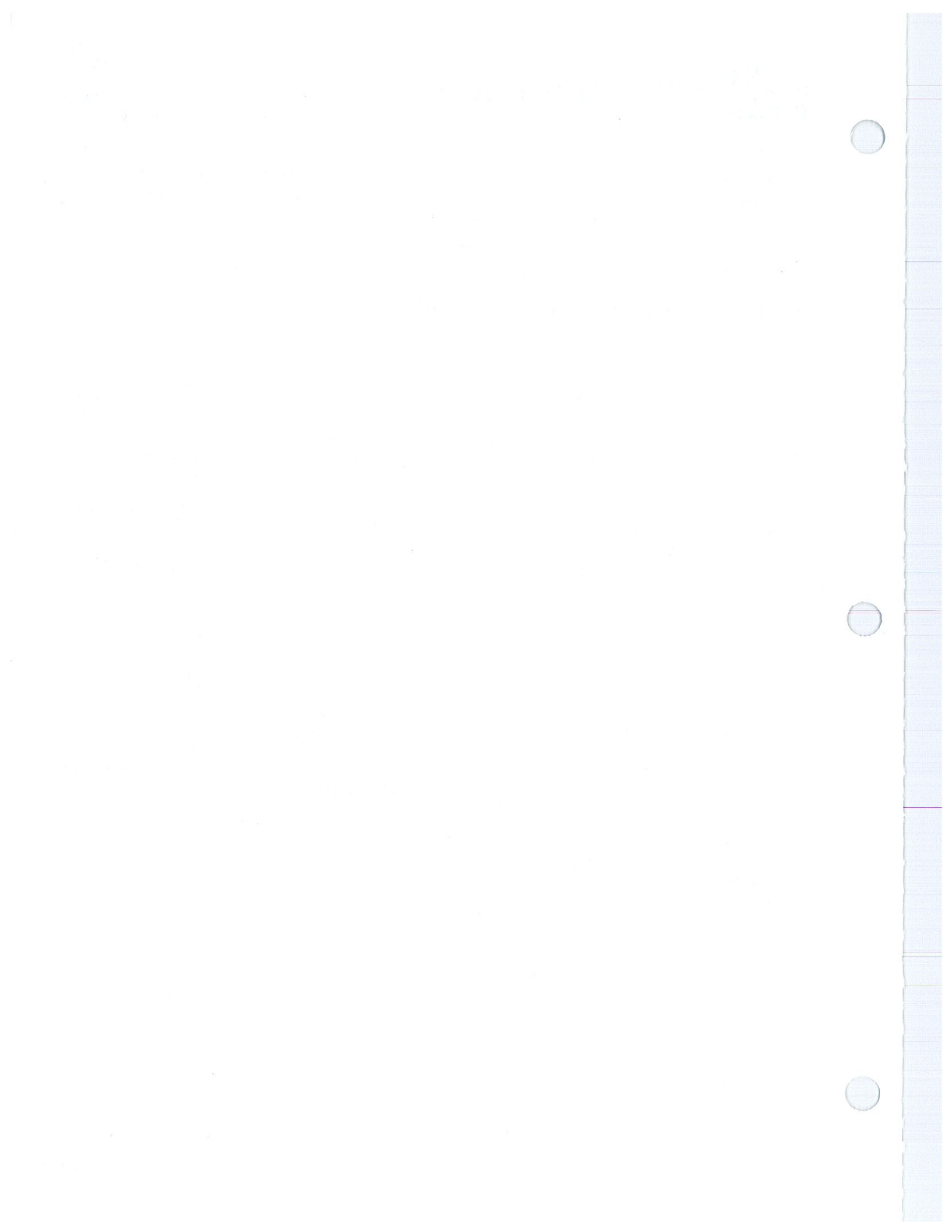
Add.

**4.**  $5 + 5 =$  \_\_\_\_\_

**5.**  $7 + 7 =$  \_\_\_\_\_

**6.**  $3 + 3 =$  \_\_\_\_\_

**7.**  $9 + 9 =$  \_\_\_\_\_





**HOME LINK**  
**5•13**

**More “What’s My Rule?”**



**Family Note**

Children continue to explore number patterns. Each problem on this page represents a different kind of problem.

In the first problem, your child tries to find the rule. In the second problem, the rule is given. The second problem calls for applying the rule to find the “out” numbers.

Encourage your child to describe how he or she solved each problem.

*Please return this Home Link to school tomorrow.*

**1. Find the rule.**

in ↓	<b>in</b>	<b>out</b>
Rule	5	8
↓	10	13
out	18	21

Your turn: \_\_\_\_\_

**2. What comes out?**

in ↓	<b>in</b>	<b>out</b>
Rule	13	3
-10	26	
out	45	

Your turn: \_\_\_\_\_

**3. Make your own.**

in ↓	<b>in</b>	<b>out</b>
Rule		
↓		
out		

**Practice**

**4. Count back by 2s.**

46, 44, 42,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

