# Homework Packet #13

Week of: 2/29/16 – 3/4/16

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 ***A Girl in the Woods***
  - **Reading Skill: Forming Past tense**
  - When reading at home please be on a "Word Hunt" and point out, and see if your child can find compound words, contractions, and synonyms, antonyms or homophones.

☐

**Writing:**

- Handwriting: Practice writing the words **spring and summer** (one time). Write the capital **"N" and lowercase "n"**, number **"14" and "fourteen"** (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 3/4/16 on these five words: around, saw, away, any, after**
- **Challenge words: frigid, pile, firm, adventure**

☐

**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 6 Family Letter, 6-2 (check the backside of the paper for the definition of a collection box),6-3, 6-4 family letter-cut out triangles and keep at home for fact practice), 6-5, 6-7(cut out triangles and keep at home).**

☐

?

**Other:** Happy Leap Year! Please remember to check the weather daily to see what outdoor clothing your child may need for recess. March is a very tricky month!! It can be warm one day and freezing the next!

Name & student # (turn in Friday) _____ #_____

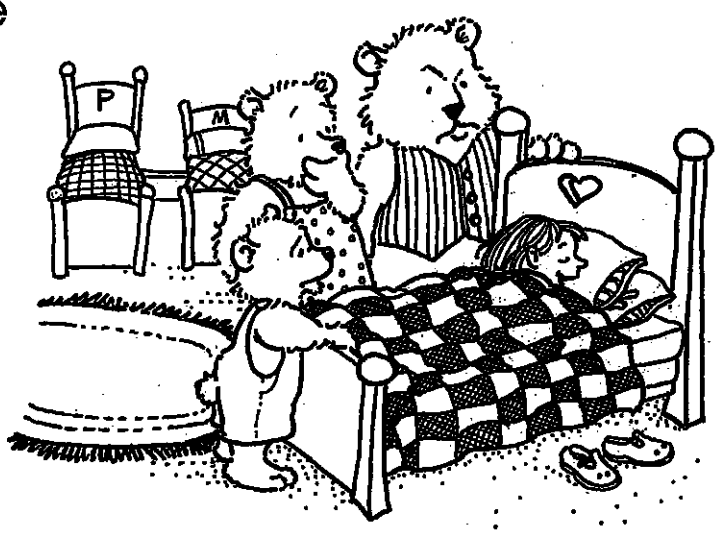
Parent Signature (Please check work!) _____

*Parents, For Your Information: 104 words, 15 new words—girl, she, woods, went, ate, some, sat, chair, slept, bed, three, bears, oh, on, stayed*

*LISTEN to your child read this story aloud.*

# A Girl in the Woods

Once there was a little girl. She ran into the woods. She ran to a house and went in. She ate some food. Then she sat in a chair. Then she slept in a bed. Three bears came to the house. They looked at the food. They saw the chair. Then they looked at the bed. The girl was in the little bed.



"Oh, no," said the girl.

"Oh, no," said the bears. "You ate the food. You sat on the chair. You slept in the bed."

The girl ran and ran. She ran to her house. She stayed in the house all day.

Dear Parents,

This story is told mainly in the past tense. That means that the events of the story already happened. This week's homework lesson asks your child to write the past tense verb—which appears in the story—next to the present tense verb for that same word. (The present tense verb should already be familiar to your child.) Verbs that are "regular" follow the rule for forming past tense: usually add -ed. But this story purposely contains only two such regular verbs. All of the rest are "irregular," which means that they do not follow the rule. (Example: run/ran, not runned.)

Skill:
Forming Past Tense

We completed this assignment together.

_____
(Child's Signature)

_____
(Parent's Signature)

# The Questions

Look at the list of verbs (action words) below. Find a word in the story that is the past tense of each word. To get you started, we've provided an example of an irregular verb.

**Regular Verbs** (add *-ed*)

look _____

stay _____

**Irregular Verbs** (don't add *-ed*)

run ran

see _____

go _____

eat _____

sleep _____

come _____

sit _____

say _____

# Print Handwriting Practice

Name: _____ Date: _____

Spring

Summer

N

n

14

fourteen

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# weekend news

name _____

http://whathappensinfirstgrade.blogspot.com

http://whathappensinfirstgrade.blogspot.com

Student Name: _____

# Sight Words Handwriting Practice

1. around

2. saw

3. away

4. any

5. after

# 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. ☐

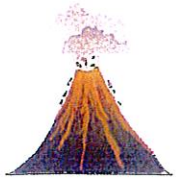
**Shooting Hoops:** Shoot a each letter like you would a basketball. ☐

**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. ☐

Name Date

HOME LINK 5•14

# Unit 6: Family Letter

## Developing Fact Power

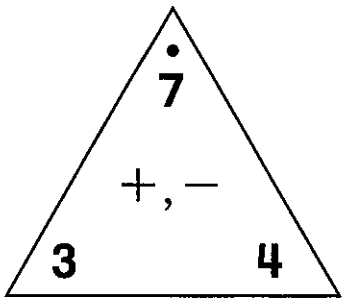
Knowing the basic facts is as important to mathematics as knowing words by sight is to reading. Your child should begin to master many addition and subtraction facts by the end of the year.

Learning the facts takes practice. It is not necessary to practice for a long time, but it is important to practice often. One good way to practice is to play the games described on the third page of this letter.

Later in this unit, children will extend their time-telling skills by learning to tell time to the nearest 5 minutes and by representing the time in digital notation, as it appears on a digital clock.

## Math Tools

Your child will be using *Fact Triangles* to practice and review addition and subtraction facts. Fact Triangles are a "new and improved" version of flash cards; the addition and subtraction facts shown are made from the same three numbers, and this helps your child understand the relationships among those facts. The *Family Note* on Home Link 6-4, which you will receive later, provides a more detailed description of Fact Triangles.




**Please keep this letter for reference as your child works through Unit 6.**

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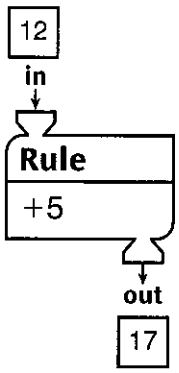
# Vocabulary

Important terms in Unit 6:

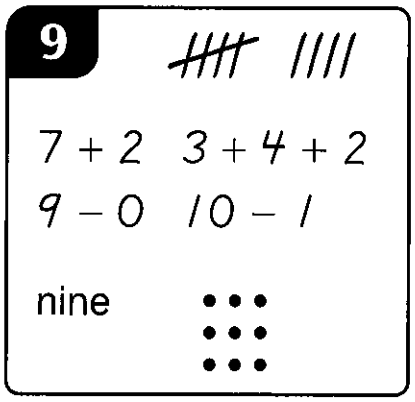
**fact family** A set of related facts linking two inverse operations, such as addition and subtraction. For example:

$3 + 4 = 7$
$4 + 3 = 7$
$7 - 3 = 4$
$7 - 4 = 3$

**function machine** An imaginary device that receives inputs and generates outputs. The machine usually pairs an input number with an output number by applying a rule such as " +5."




**name-collection box** A diagram that is used for collecting equivalent names for a number.



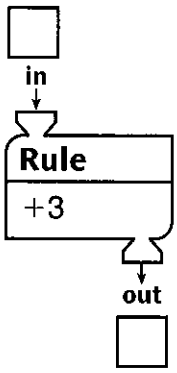

**digital clock** A clock that shows the time with numbers of hours and minutes, usually separated by a colon.

**range** The difference between the maximum and minimum in a set of data. For example, in the set below, the range is 36 − 28 = 8.

**middle value** The number in the middle when the data are listed from smallest to largest. For example, in the data set below, 32 is the middle value:

28 28 31 32 33 35 36

**"What's My Rule?" problem** A problem in which two of the three parts of a function (input, output, and rule) are known, and the third is to be found out.




| in | out |
|---|---|
| 5 | |
| | 9 |
| 2 | |

# Do-Anytime Activities

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

1. Using the Fact Triangles, cover the sum for addition practice. Cover one of the other numbers for subtraction practice. Make this brief and fun.
2. Have your child tell you a number story that fits a given number model, such as 3 + 5 = 8.
3. Go to your local library and check out the book ***12 Ways to Get to 11*** by Eve Merriam, an entertaining book that presents addition facts.
4. Fill in name-collection boxes. Begin with a number, such as 20, and find at least five equivalent names.

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# Building Skills through Games

In Unit 6, your child will practice addition, subtraction, and money skills by playing the following games.

***Addition Top-It***

Players turn over two cards and call out the sum. The player with the higher sum keeps all of the cards. The player with more cards at the end of the game wins.

***Fact Power Game***

Players take turns naming sums of addition facts on a game board. The player who correctly answers the greatest number of addition facts wins the game.

***Coin Exchange***

Players put 20 pennies, 10 nickels, and 2 quarters in a pile. At each turn, a player rolls 2 dice and collects the amount of money equal to the number of dots on the dice. Players make exchanges whenever possible. The game ends when there are no more quarters. The player who has the greatest amount of money wins.

# As You Help Your Child with Homework

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

### Home Link 6•1

**1.** $\begin{array}{r} 5 \\ +9 \\ \hline 14 \end{array}$ (yellow); 6 + 6 = 12 (blue); 7 + 7 = 14 (yellow)

$\begin{array}{r} 8 \\ +7 \\ \hline 15 \end{array}$ (red); 12 = 3 + 9 (blue); $\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$ (green); $\begin{array}{r} 5 \\ +7 \\ \hline 12 \end{array}$ (blue); $\begin{array}{r} 8 \\ +2 \\ \hline 10 \end{array}$ (green); 5 + 5 = 10 (green); $\begin{array}{r} 6 \\ +9 \\ \hline 15 \end{array}$ (red); 4 + 6 = 10 (green)

**2.** Sample answer: ⓓⓓⓓⓝⓟⓟ

### Home Link 6•2

**1.** 9 + 1, 1 + 9, 8 + 2, 2 + 8, 3 + 7, 7 + 3, 6 + 4, 4 + 6, 5 + 5, 10 + 0, 0 + 10

**2.** All names should be equal to 15.

**3.** All names should be equal to 18.

### Home Link 6•3

**1.** 7, 5, 12

7 + 5 = 12  5 + 7 = 12

12 − 7 = 5  12 − 5 = 7

**2.** 6, 9, 15

6 + 9 = 15  9 + 6 = 15

15 − 6 = 9  15 − 9 = 6

**3.** 30; 24

### Home Link 6•4

Your child should practice addition and subtraction facts using Fact Triangles.

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### Home Link 6•5

**1.** 9, 3, 12

9 + 3 = 12  3 + 9 = 12

12 − 9 = 3  12 − 3 = 9

**2.** All names should be equal to 14.

**3.** Your child should cross out 5 + 5 + 5, 2 + 10, and tally marks totaling 10.

**4.** Sample answer: | | | | | • •

### Home Link 6•6

**1-4** The lengths recorded should match the lengths of the objects chosen by your child.

**5.** 10  **6.** 9

### Home Link 6•7

Your child should practice addition and subtraction facts using Fact Triangles.

### Home Link 6•8

**1.** Sample answers:

ⒹⒹⒹⒹⓅⓅⓅ; ⒹⒹⓃⓃⓃⓃⓅⓅⓅ

**2.** Sample answers:

ⒹⒹⒹⒹⒹⒹⓃⓅⓅ;

ⒹⒹⓃⓃⓃⓃⓃⓃⓃⓃⓅⓅ

**4.** 9  **5.** 9  **6.** 5

### Home Link 6•9

**1.** 50¢ or $ 0.50  **2.** 82¢ or $ 0.82

**3.** 43¢ or $ 0.43  **4.** 66¢ or $ 0.66

**5.** 74; 75; 77

### Home Link 6•10

**1.**

**2.**

**3.**

### Home Link 6•11

Your child should practice addition and subtraction facts using Fact Triangles.

### Home Link 6•12

**1.** 25 children  **2.** 18

**3.** 5  **4.** 13

**5.** All names should be equal to 12.

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Name Date

HOME LINK 6•2

# Name-Collection Boxes

**Family Note** Today we began working with name-collection boxes. See the attached letter for more information about this routine.

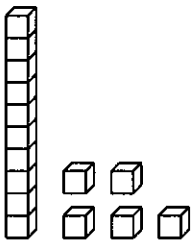
*Please return this Home Link to school tomorrow.*

**1.** List all of the addition facts you know that have a sum of 10.

**2.** Write as many names as you can in the name-collection boxes.

**15**

10 + 5



**18**

## Practice

**3.** How old were you 2 years ago? _____

**4.** Odd or even? _____

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Name Date

HOME LINK 6•2

# Family Letter

## Name-Collection Boxes

People, things, and ideas often have several different names. For example, Mary calls her parents Mom and Dad. Other people may call them Linda and John, Aunt Linda and Uncle John, or Grandma and Grandpa. Mail may come addressed to Mr. and Mrs. West. All of these names are for the same two people.

Your child is bringing home an activity with a special format for using this naming idea with numbers. We call this format a name-collection box. The box is used by children to collect many names for a given number.

The box is identified by the name on the label. The box shown here is a 25-box, a name-collection box for the number 25.

Names can include sums, differences, products, quotients, or combinations of operations, as well as words (including words in other languages), tally marks, and arrays. A name-collection box can be filled by using any equivalent names.

With repeated practice, children gain the power to rename numbers for a variety of different uses.

**25**

37 − 12 20 + 5

𝍸 𝍸 𝍸 𝍸 𝍸

twenty-five

veinticinco

X X X X X
X X X X X
X X X X X
X X X X X
X X X X X

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Name Date

HOME LINK 6•3

# Fact Families

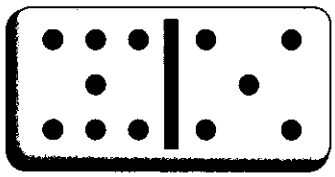
**Family Note** We have extended our work with facts to subtraction facts by introducing fact families. Your child will generate addition facts and subtraction facts for the numbers pictured on the dominoes below.

Note that for each problem, there are two addition facts and two subtraction facts.

*Please return this Home Link to school tomorrow.*

Write the 3 numbers for each domino. Use the numbers to write the fact family.

**1.**



Numbers: _____, _____, _____

Fact family:

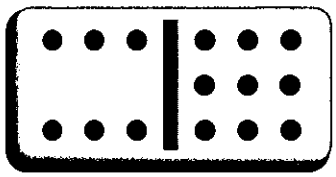
_____ + _____ = _____

_____ + _____ = _____

_____ − _____ = _____

_____ − _____ = _____

**2.**



Numbers: _____, _____, _____

Fact family:

_____ + _____ = _____

_____ + _____ = _____

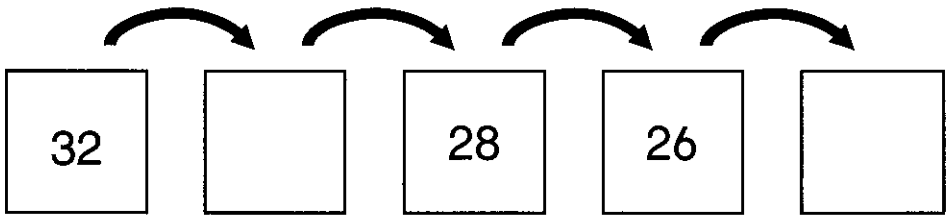
_____ − _____ = _____

_____ − _____ = _____

## Practice

**3.** Write the missing numbers.

| Rule |
| --- |
| −2 |

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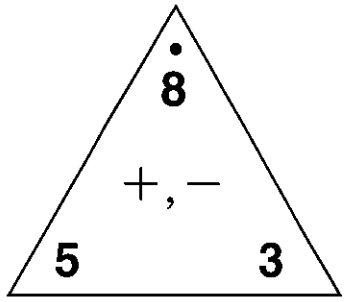
Name Date

HOME LINK 6•4

# Family Letter

## Fact Triangles

Your child should cut apart the triangles on page 172. Notice that each triangle has the three numbers used in a fact family on it. Use these triangles like flash cards to practice addition and subtraction facts.




The number below the dot is the sum of the other two numbers. For example, 8 is the sum of 5 and 3.

To practice addition, cover the sum. Your child then adds the numbers that are not covered. For example, if you cover 8, your child adds 5 and 3.

To practice subtraction, cover one of the numbers at the bottom of the triangle. Your child then subtracts the uncovered number at the bottom from the sum. For example, if you cover 3, your child subtracts 5 from 8. If you cover 5, your child subtracts 3 from 8.

Fact Triangles have two advantages over regular flash cards.

1. They reinforce the strong link between addition and subtraction.
2. They help simplify the memorizing task by linking four facts together. Knowing a single fact means that you really know four facts.

$$5 + 3 = 8$$
$$3 + 5 = 8$$
$$8 - 5 = 3$$
$$8 - 3 = 5$$

Save this set of Fact Triangles in an envelope or a plastic bag to continue practicing addition and subtraction facts with your child when you have time.

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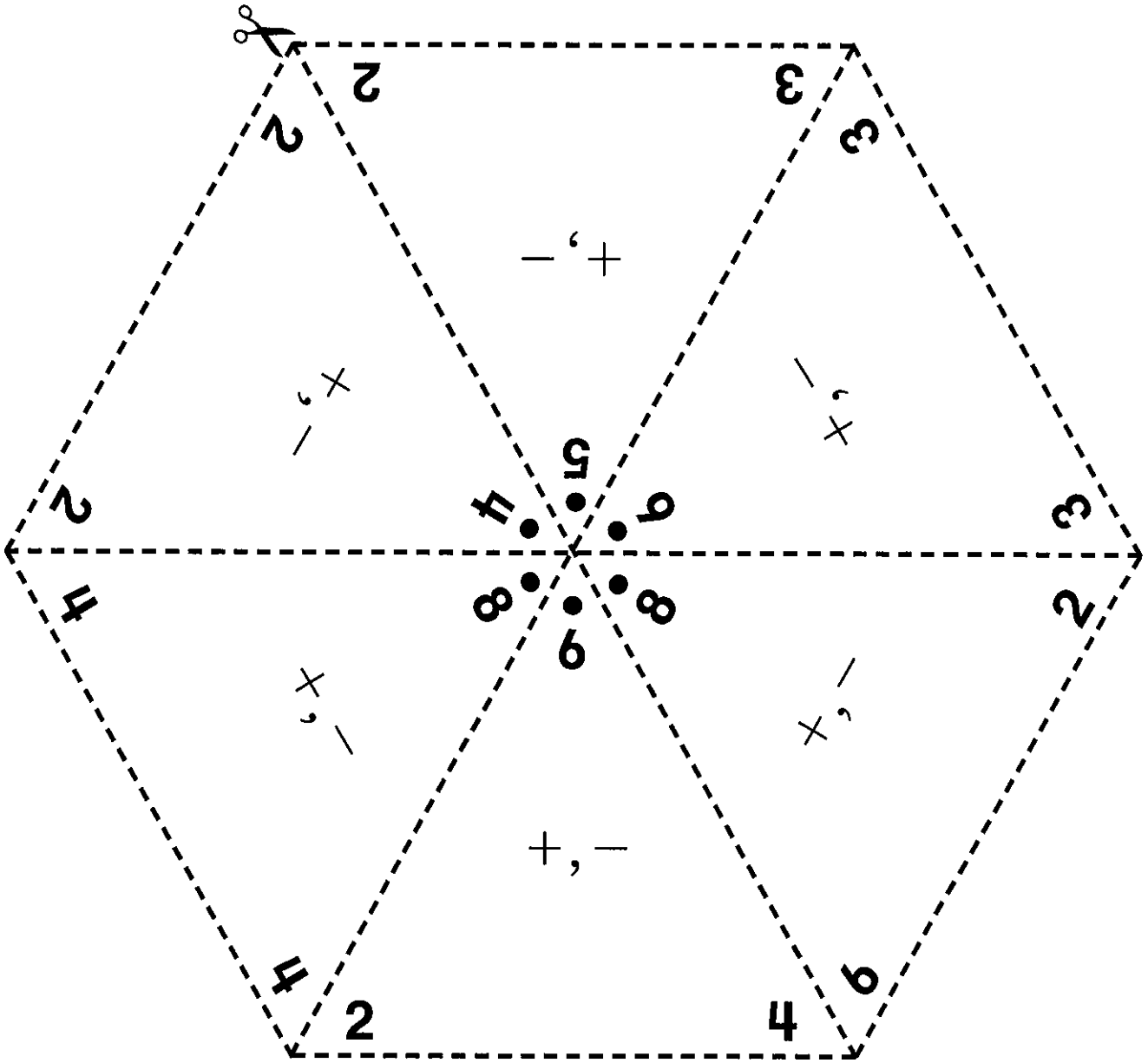
Name Date

HOME LINK 6·4

# Fact Triangles

Cut out the 6 triangles. Practice the addition and subtraction facts on these triangles with someone at home.

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Name _____ Date _____

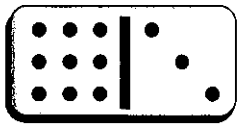
HOME LINK 6•5

# Fact Routines Practice

**Family Note** This Home Link reviews some of the work children have been doing in recent lessons. Note that children are now working with subtraction facts as they are related to addition facts. Encourage your child to include some subtraction "names" in the name-collection box in Problem 2. An example of a subtraction name for 14 is 16 − 2.

*Please return this Home Link to school tomorrow.*

Write the 3 numbers for the domino. Use the numbers to write the fact family.



**1.** Numbers: _____, _____, _____

Fact family: _____ + _____ = _____ _____ − _____ = _____

_____ + _____ = _____ _____ − _____ = _____

**2.** Write as many names as you can for 14.

**14**

**3.** Cross out the names that do not belong.

**20**

10 + 10

~~IIII IIII~~

5 + 5 + 5

2 + 10

24 − 4

20 + 0

## Practice

**4.** Use I and • to show the number 52.

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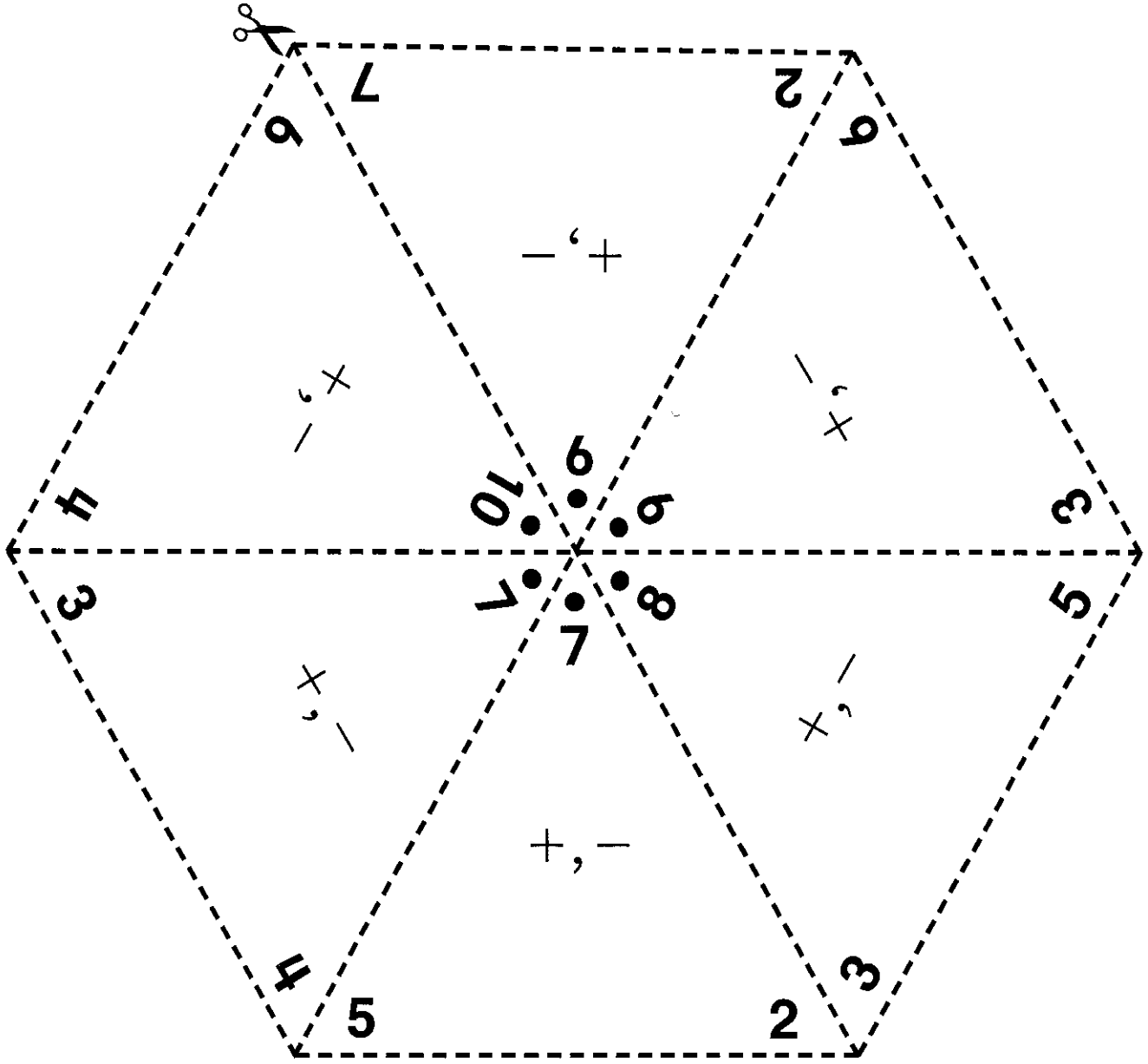
HOME LINK 6•7

# Practicing with Fact Triangles

**Family Note** Six more Fact Triangles are being added for practice at home. As you help your child practice, keep the facts your child knows in a separate pile from the facts that still need some work.

*Please return this Home Link to school tomorrow.*

Cut out the Fact Triangles.
Practice these facts at home.

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