

# Homework Packet #14

Week of: 3/7/16

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 The Frog
  - **Reading Skill:** Summarizing
  - 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 or homophones.



## Writing:

- **Handwriting:** Practice writing the words **Mason & School** (one time). Write the capital "O" and lowercase "o", number "15" and "fifteen" (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 3/11/16 on these five words:** just, put, about, want, right
- **Challenge Words (by kid choice):** appear, exclaim, astonish, excursion



## 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: 6-8, 6-9, 6-10, 6-11(Keep triangles @ home), 6-12.
- Fact Practice on your home computers/iPad/Tablet. Concentrate on subtraction facts.



**Other:** Make sure you have a plan for your child on Tuesday March 15<sup>th</sup> in the PM. No afternoon school due to teachers recording report cards!! Conferences are April 13<sup>th</sup> (Wed. evening) & 14<sup>th</sup> (Thursday ALL day). Cards come home 3-24.



Name & student # (turn in Friday) \_\_\_\_\_ # \_\_\_\_\_  
Parent Signature (Please check work!) \_\_\_\_\_



*Parents, For Your Information: 109 words, 16 new words—  
frog, pond, saw, big, father, give, him, kissed, handsome,  
prince, got, married, lived, happily, ever, after*

*LISTEN to your  
child read this  
story aloud.*

# The Frog

Once there was a frog in a pond. He jumped out and went in the woods. He jumped and jumped. He saw a house. It was a big house. A girl was there. She said, "Father, I see a frog. I will give him some food." The frog ate the food. He sat on a chair. He liked the girl. She liked the frog.



The girl and the frog liked to play. The girl kissed the frog. Now he was not a frog! He was a handsome prince. He and the girl got married. They lived happily ever after in the big house in the woods with the pond.







Skill

Summarizing

Dear Parents,

By now you've probably realized that many of the activities and skills are repeated in these homework assignments. That's because all key reading skills need to be taught several times and reviewed many times before a young reader will actually be able to make use of them independently.

This assignment asks your child to summarize a story. Summarizing is a lot like determining the main idea, but it is more comprehensive. When summarizing, you need to include all major events from the story. Before you and your child tackle the questions below, help him or her answer these questions:

1. Who did the frog go to see?
2. What did the girl do to the frog?
3. How does the story end?

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

### The Questions



Look at the answers to the questions above. Now use those answers below to write a two-sentence summary of the story. (Hint: The number of blank spaces tells you how many words fit there.)

One day a \_\_\_\_\_ went to see a \_\_\_\_\_ and

she \_\_\_\_\_. They got \_\_\_\_\_

and lived \_\_\_\_\_.

# Print Handwriting Practice

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

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

Mason

School

O

o

15

fifteen





# weekend news



name \_\_\_\_\_



Handwriting practice lines consisting of 15 sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.



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

## Sight Words Handwriting Practice

just

put

about

best

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.



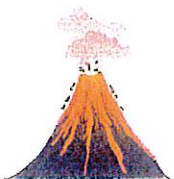
Frisbee Fun: Act like you are throwing a Frisbee for each letter of the word.



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.

HOME LINK  
6•8

# Counting Coins

**Family Note**

This Home Link reviews finding the value of combinations of dimes, nickels, and pennies. If your child is having trouble finding the value of collections of coins, you might try the following method, using real coins, if possible:

1. Show the amount with pennies.
2. Trade the pennies for nickels.
3. Trade the nickels for dimes.

Beginning tomorrow, children will add quarters to their work with coins. In preparation, please give your child two quarters to bring to school.

*Please return this Home Link to school tomorrow.*

Use Ⓟ, Ⓝ, and Ⓣ to show each amount in two different ways.

1. 43¢

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2. 67¢

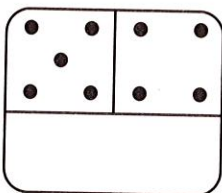
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3. Ask someone at home for two quarters. Bring them to school.

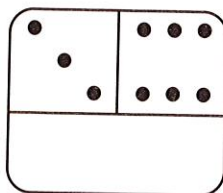
**Practice**

Find the total number of dots for each one.

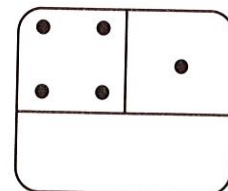
4.



5.



6.







**HOME LINK**  
**6•9**





# More Counting Coins



**Family Note** Children have begun to find the value of coin combinations that include quarters. If your child is having difficulty because coins are not shown in any particular order, use real coins to model the problems. Sort the coins into groups of like coins (all dimes together, all nickels together) before counting.

Children also continue to use dollars-and-cents notation (for example, \$1.05). If your child has trouble recording amounts in this notation, don't worry—this is a skill we will continue to practice throughout the year.

*Please return this Home Link to school tomorrow.*

(P) 1¢ \$0.01 	(N) 5¢ \$0.05 	(D) 10¢ \$0.10 	(Q) 25¢ \$0.25 
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Find the value of the coins.

Write the total in cents and in dollars-and-cents notation.

1. (N)(Q)(D)(N)(N) \_\_\_\_\_ ¢ or \$ \_\_\_\_\_
2. (Q)(Q)(D)(N)(D)(N)(P)(P) \_\_\_\_\_ ¢ or \$ \_\_\_\_\_
3. (D)(P)(P)(N)(P)(Q) \_\_\_\_\_ ¢ or \$ \_\_\_\_\_
4. (D)(N)(P)(Q)(Q) \_\_\_\_\_ ¢ or \$ \_\_\_\_\_

## Practice

5. Fill in the blanks.







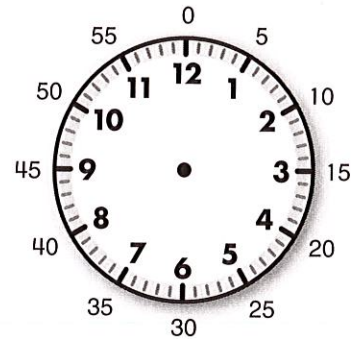
**HOME LINK**  
**6•10**

# Time at 5-Minute Intervals

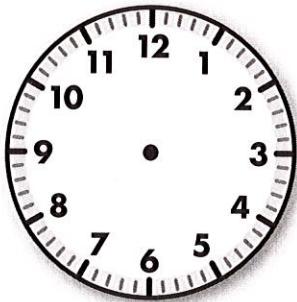


**Family Note** In today's lesson, children started to work with digital displays of time. Children talked about the number of minutes in an hour and started to tell time at 5-minute intervals. This will require a lot of practice, so the *Everyday Mathematics* program will come back to telling time throughout the year.

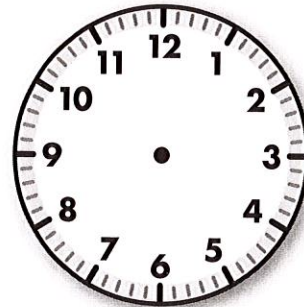
*Please return this Home Link to school tomorrow.*



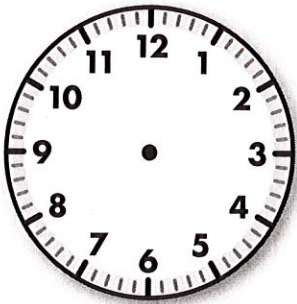
Draw the hour hand and the minute hand.

**1.**


4:00

**2.**


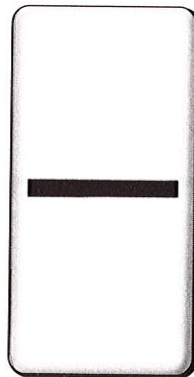
7:30

**3.**


10:15

## Practice

**4.** Draw dots on the domino.  
Write an addition fact for the domino.



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



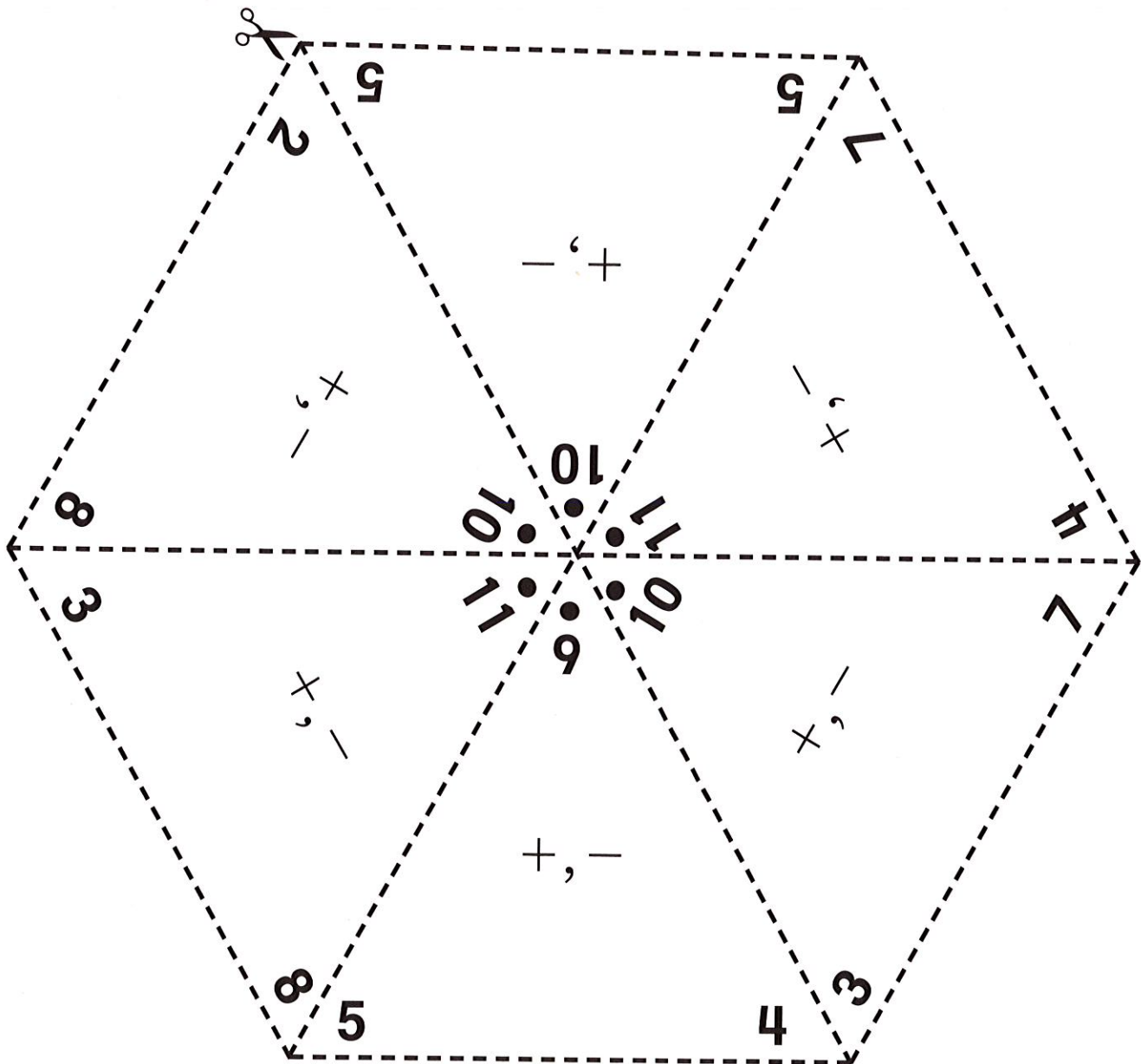
HOME LINK  
6•11

## More Fact Triangles



**Family Note** Your child should cut out the triangles on this page. When the triangles are not being used, store them in the envelope or plastic bag with the 12 triangles from earlier Home Links. As you work with your child, keep a pile of the facts your child knows and a pile of the facts that still need some work.

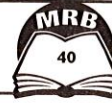
Continue practicing all addition and subtraction facts.







# Analyzing a Set of Data



**Family Note** Today we did some calculator counts in class. Ask your child what his or her highest count was at the end of 15 seconds.

Below is a tally chart like one we made in class today. Help your child identify how many children did the counts and the lowest and the highest counts that someone in Casey's class got. Then help your child find the range of the counts. (To find the range, subtract the lowest count from the highest count.)

*Please return this Home Link to school tomorrow.*

## Casey's Class Data for Calculator Counts

Counted to	Number of Children
5	/
7	//
10	###
11	###/
12	////
13	///
15	//
17	/
18	/

**1.** How many children in Casey's class did the calculator counts?

\_\_\_\_\_

**2.** Find the highest count.

\_\_\_\_\_

**3.** Find the lowest count.

\_\_\_\_\_

**4.** Find the range of the counts.

\_\_\_\_\_

### Practice

**5.** Write some names for 12.

