

# Homework Packet #16

Week of: 3/21/16

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 Boy and His trick
  - Reading Skill: Identifying Story Patterns
  - When reading at home please be on a "Word Hunt" and see if you & your child can find compound words, contractions, and synonyms, antonyms.



## Writing:

- Handwriting: Practice writing the words **blue** and **green** (one time). Write the capital "Q" and lowercase "q", number "17" and "seventeen" (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 THURSDAY morning 3/24/15** on these five words: here, sleep, green, take, lake, make. Challenge words: wobble, meadow, fond, sob.



## 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 8: Family Letter(7-8), 8-1, 8-2, 8-3, 8-4.
- Addition & Subtraction Fact Practice is very important to master. Please have your child do Fastt Math on your home computers. We will be starting to take timed addition fact tests in class after spring break.



Other: Don't forget that conference RSVP's have to be returned so that we can properly schedule your conference time. Most families request night conferences, we try our best to give you the times you request. We appreciate your flexibility and understanding! Remember, spring break begins end of the day Thursday!



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







Parents, For Your Information: 154 words, 16 new words—  
boy, tricks, field, take, care, sheep, town, called, wolf,  
people, scare, laughed, just, next, real, of

LISTEN to your  
child read this  
story aloud.

# A Boy and His Trick

Once there was a little boy who liked to play tricks. He was to go to the field and take care of the sheep. One day he ran to the town and called, "Wolf! Wolf!" The people in the town ran to the field to scare the wolf. The boy laughed. It was just his trick.



The next day the boy was in the field. He ran to the town and called, "Wolf! Wolf!" The people ran to the field to scare the wolf. The boy laughed. It was just his trick again.

The next day the boy was in the field with the sheep. A real wolf came to eat the sheep! The boy ran to the



town and called, "Wolf! Wolf!" but the people did not come.

"It is just a trick," they said. The wolf ate all of the sheep and the boy was sad. He did not play tricks again.



**Skill**

**Identifying Story Patterns**

Dear Parents,

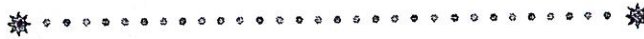
Most adults recognize this familiar story structure. The same event happens two times, and then something unexpected and different happens with the third occurrence. Other examples of this pattern include stories like "The Three Little Pigs" and "The Three Bears." Jokes and riddles are also often structured this way. Beginning readers do not need to know that many stories they will come across in the future will take this same form, but they do need to recognize this story structure when they encounter it in their present reading. Help your child to answer the story pattern questions below.

We completed this assignment together.

\_\_\_\_\_  
(Child's Signature)

\_\_\_\_\_  
(Parent's Signature)

## The Questions



Answer these questions together.

1. What happened the first time the boy called out "Wolf!"?

\_\_\_\_\_

2. What happened the second time the boy called out "Wolf!"?

\_\_\_\_\_

3. What happened the *third* time the boy called out "Wolf!"?

\_\_\_\_\_

4. Why didn't the people come the third time?

\_\_\_\_\_

5. What lesson can you learn from this story?

\_\_\_\_\_



# Print Handwriting Practice

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

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

blue

green

Q

9

17

seventeen



# weekend news



name \_\_\_\_\_



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









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

## Sight Words Spelling practice

listen

listen

listen

listen

listen

listen



# 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**  
**8•1**

# Coin Combinations

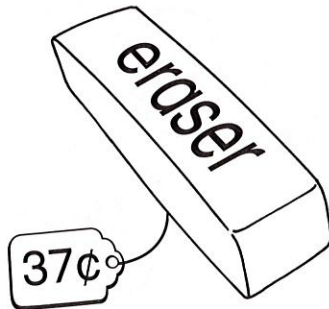


**Family Note**

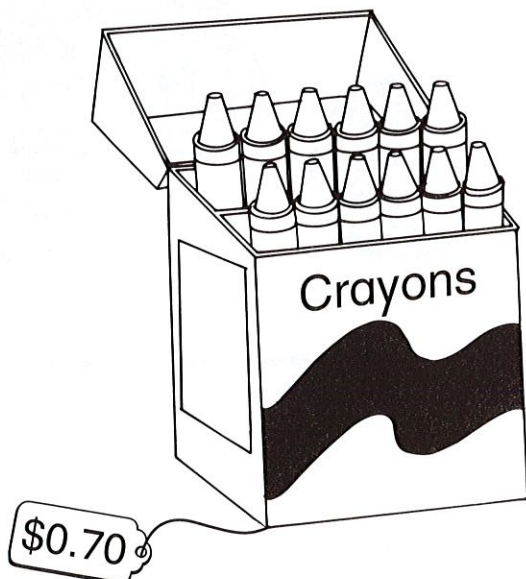
In the next lesson, we will extend our work with money to include dollars. In preparation for this, we have been practicing counting coins. If your child has difficulty with some problems on this page, use real coins to model the situations. Arrange the coins in groups of like coins and count the coins of the highest value first.

*Please return this Home Link to school tomorrow.*

**1. Mark the coins you need to buy an eraser.**



**2. Mark the coins you need to buy a box of crayons.**





**Coin Combinations** *continued*

Martina saved her money.  
How much did she save each month?

3. September Total: \_\_\_\_\_ ¢      4. October Total: \_\_\_\_\_ ¢



5. November Total: \_\_\_\_\_ ¢      6. December Total: \_\_\_\_\_ ¢

**Practice**

Write  $<$ ,  $>$ , or  $=$ .

7.  $13 \square 42$

8.  $106 \square 105$

9.  $4 + 5 \square 9$



HOME LINK  
**8•2****Dollars and More**

**Family Note** Today we took a close look at a dollar bill. Since we have only begun to work with dollars, some of the problems on this page may be difficult for your child. If possible, use real money to model the problems. Start by counting the bills and coins in the example with your child.

*Please return this Home Link to school tomorrow.*

Show how you would pay for each item.

Use  \$1,  Q,  D,  N, or  P.

**Example:**



1.



2.



\$1    Q    Q    Q    D    D

3. Write this amount in two ways.

Q    Q    N    D    N    D    P    D    D    D

Total: \_\_\_\_\_ ¢                      \$ \_\_\_\_\_ .

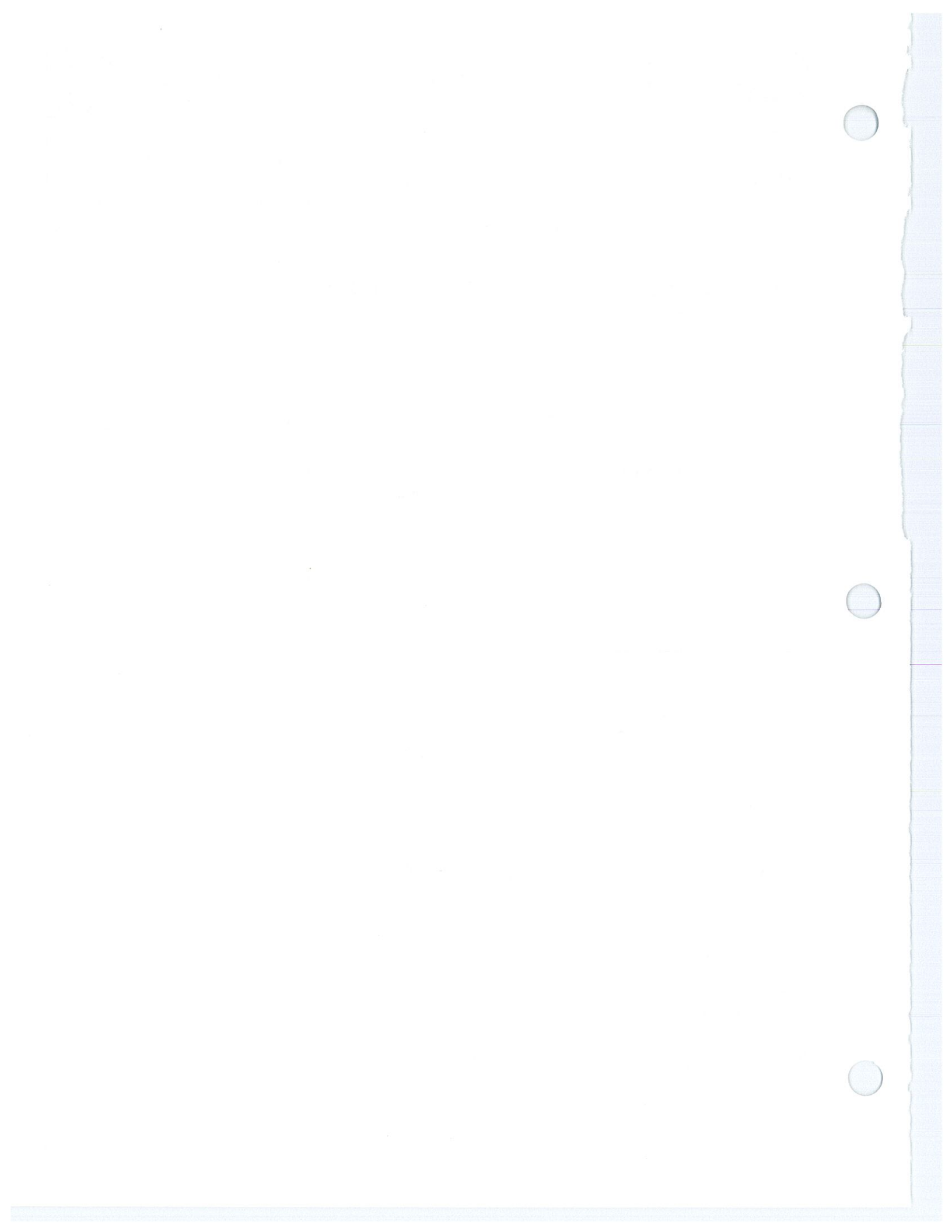
Show this amount using fewer coins.

\_\_\_\_\_

**Practice**

4. Circle the tens place. Is the number odd or even?

86 \_\_\_\_\_



HOME LINK  
8•3

## More Riddles

**Family Note**

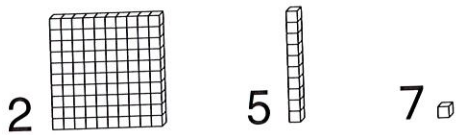
We are extending our work with base-10 blocks to include 100s. The base-10 block for 100 is called a "flat." Note that the blocks are not always shown in the same order. If your child finds some of the problems difficult, you might model them with dollar bills (for flats), dimes (for longs), and pennies (for cubes). These make good substitutes for base-10 blocks.

Ask your child to explain why there is a zero in the number in Problem 3. To practice reading 3-digit numbers, ask your child to read his or her answers to you.

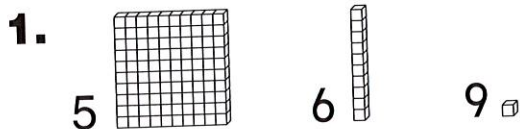
*Please return this Home Link to school tomorrow.*

Hundreds	Tens	Ones

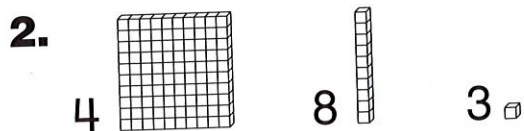
Solve the riddles.

**Example:**

What am I? 257



What am I? \_\_\_\_\_



What am I? \_\_\_\_\_

3. 7 hundreds and 9 ones

What am I? \_\_\_\_\_

**Practice**

4. Grant has (Q) (Q) (Q) (D) (N). Joanna has (Q) (Q) (Q) (N) (P).

Who has more money? \_\_\_\_\_.

How much more money? \_\_\_\_\_ ¢





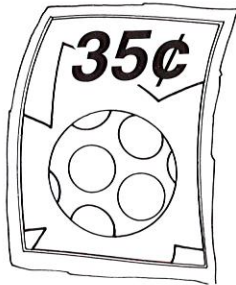

**HOME LINK**  
**8•4**

# A Shopping Story

**Family Note**

We have been practicing addition of 2-digit numbers using number stories about money. Please help your child find pictures of two items in a magazine, newspaper, or catalog that each cost less than one dollar. (Newspaper inserts tend to be a good source for such items.) Ask your child to make up and tell you a number story to go with the items.

*Please return this Home Link to school tomorrow.*

**Sample Story**


I bought a ball and an eraser. I paid 52 cents.

Number model  $35¢ + 17¢ = 52¢$

1. Glue or tape your pictures below or on the back of this page. Write your story.

Number model: \_\_\_\_\_

**Practice**

Find the sums.

$$2. \begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$3. \begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$4. \begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$$

$$5. \begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

$$6. 1 + 9 = \underline{\quad}$$

$$7. 10 + 2 = \underline{\quad}$$

