

Homework Packet #17

Week of: 4/18/16

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 Fox and the Bird**
 - **Reading Skill:** Determining the Main Idea
 - **When reading at home please be on a "Word Hunt" and see if you & your child can find contraction words and break them apart, compound words, and synonyms, antonyms, apostrophes showing possession.**



Writing:

- **Handwriting:** Practice writing the words **white** and **brown** (one time). Write the capital "R" and lowercase "r", number "18" and "eighteen" (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. **If you'd like to choose a different topic to write on you may!**
- **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 4/22/16 on these four words: too, ride, going, old, don't**
- **Challenge words: Doze, plenty, essential, store**



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.
- Home-Link 8-5, 8-8, 8-9,
- Addition AND subtraction Fact Practice is very important to master. Please have your child do Fastt Math on your home computers.



Other: Don't forget to try and do the **Energy Efficient Scavenger Hunt** that you received at your conference! Remember to turn it in to be entered into a raffle! Due back to school no later than Thursday April 21st!



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



LISTEN to your child read this story aloud.

The Fox and the Bird

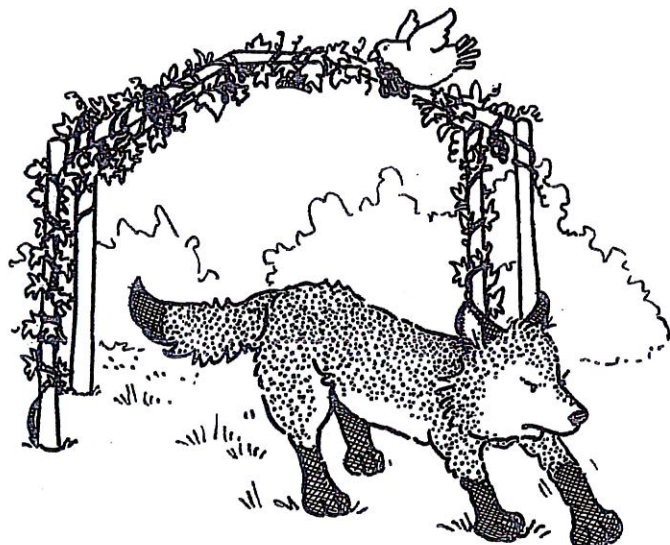
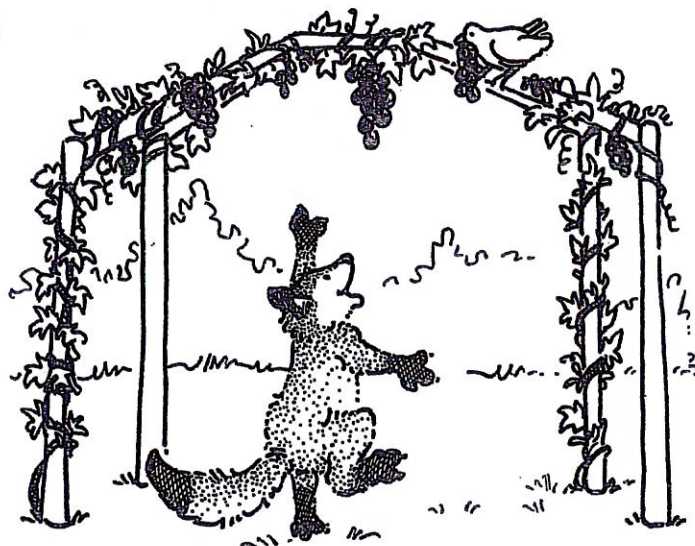
Once there was a fox. He liked to eat. He saw some grapes. "I would like to eat the grapes," said the fox.

He jumped to get the grapes, but he missed. He jumped again and again, but he could not get the grapes. Then a bird came. The bird could fly and eat the grapes.

"The grapes are good," said the bird to the fox. "Do you want some grapes?"

"I can get the grapes," said the fox. "I can get them myself."

He jumped and jumped, but he could not get the grapes. The bird looked at the fox.



"What will you do now, Fox?"

"I do not want the grapes now," said the fox. "They are not good grapes. They are probably sour grapes."

And the fox went away, but he did not eat.



Skill

Determining the Main Idea

Dear Parents,

Several homework activities in this book ask your child to determine the main idea of a reading selection. We keep asking this because it is the basis for most comprehension questions and a popular question on standardized tests. The main idea in this particular story is somewhat difficult to identify because it is not directly stated. This means that the child has to "read between the lines" of the story. Your child may need some assistance with this difficult task. Try not to simply tell him or her the answer. Instead, do some careful questioning to see if your child can arrive at the right answer on his or her own. (Hint: Try reading the story more than one time.)

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

The Questions



Answer these questions. The three answers together are the main idea of the story.

1. What did the fox want? _____

2. Why did he change his mind? _____

3. Why did the fox say the grapes were sour? _____

Name: _____

Date: _____

Print Handwriting Practice

white

brown

R

r

18

eighteen

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

to

center

center

center

center

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.



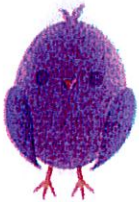
Hula: Move your hips like you are a hula dancer each time you say a letter.



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•5

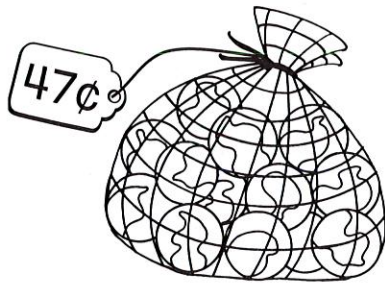
Making Change



Family Note Children are beginning to learn how to make change. If you have dimes, nickels, and pennies available, have your child act out the problems with real money. For each problem, your child should pay with just enough dimes to cover the cost.

Please return this Home Link to school tomorrow.

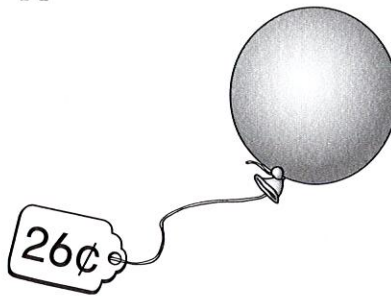
Record the number of dimes you paid.
Record the amount of change you got.

Example:

marbles

I paid with
5 dimes.

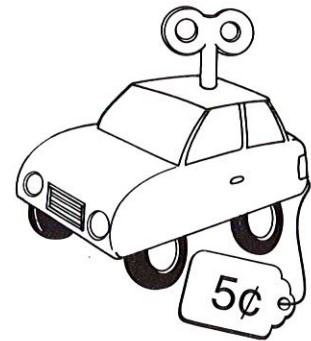
I got 3 cents
in change.

1.

balloon

I paid with
_____ dimes.

I got _____ cents
in change.

2.

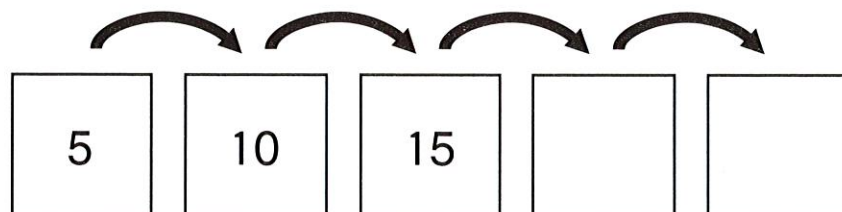
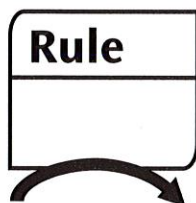
toy car

I paid with
_____ dime.

I got _____ cents
in change.

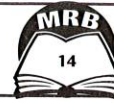
Practice

3. Find the rule. Write the missing numbers.



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Sharing Sets of Objects



Family Note Today we extended our work with fractions to finding fractional parts of collections of objects. Help your child act out the problems below with pennies or counters. When sharing things equally, one strategy is to distribute the things just as you would deal cards in a card game and then count the things in one share.

Please return this Home Link to school tomorrow.

Use pennies to help you solve the problems.

- 1.** Halves: 2 people share 10 pennies equally.
Circle each person's share.



How many pennies does each person get? _____ pennies

- 2.** Thirds: 3 children share 12 balloons equally.
Draw the balloons that each child gets.

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How many balloons does each child get? _____ balloons

- 3.** Fourths: 4 children share 16 flowers equally.
How many flowers does each child get? _____ flowers

Practice

- 4.** How old will you be in 20 years? _____
Is the number odd or even? _____

HOME LINK
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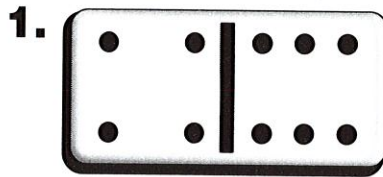
Facts Practice



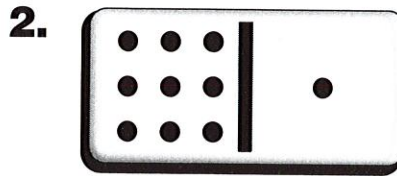
Family Note Continue to practice simple addition facts at home. The goal is for your child to memorize the +0, +1, doubles facts, and sums that equal 10 by the end of this school year.

Please return this Home Link to school tomorrow.

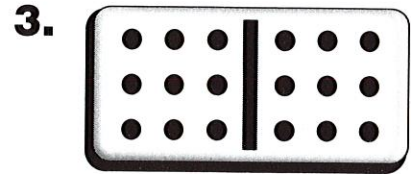
Fill in the missing numbers.



$$\underline{\quad} + 6 = \underline{\quad}$$

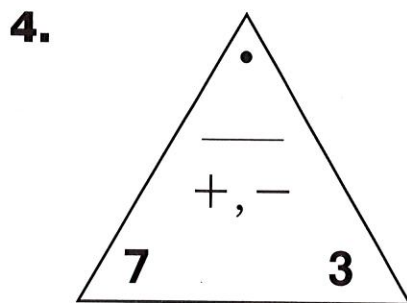


$$\underline{\quad} + 1 = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Write the fact family for each triangle below.

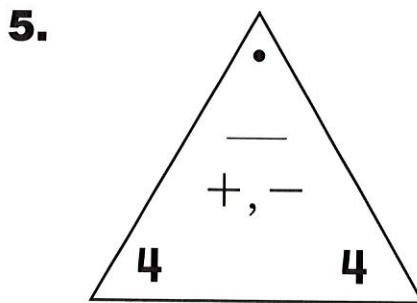


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

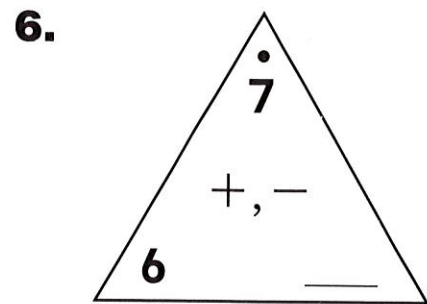
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Practice

7. Draw a line to divide each shape in half.

