

Homework Packet #18

Week of: 4/25/16

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 Mice and the Cat**
 - Reading Skill: Alphabetizing Words
 - 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 **black and pink** (one time). Write the capital "S" and lowercase "s", number "19" and "nineteen" (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 4/29/16 on these four words: red, blue, brown, think, jump
- Challenge words: evidence, protect, perilous, gigantic



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 9-1, 9-2, 9-3, 9-4.
- Addition AND subtraction Fact Practice is very important to master. Please have your child do Fastt Math on your home computers.



Other: Please check to see if you need to switch out your child's extra clothing that they keep in their locker from winter to spring wear! You may also want to see if your child needs new shoe laces or gym shoes. Their feet are growing quickly!



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

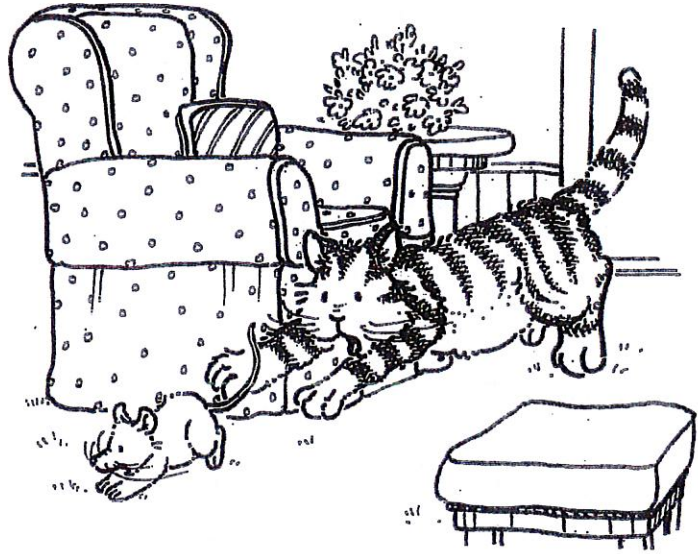


Parents, For Your Information: 132 words, 14 new words—*who, chased, were, afraid, had, an, idea, tie, bell, hear, us, mice, put, we*

LISTEN to your child read this story aloud.

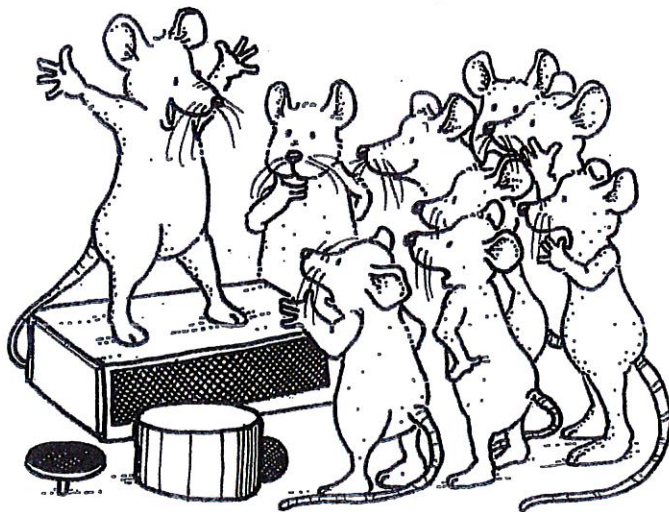
The Mice and the Cat

Once there was a mouse who lived in a house with a cat. But the cat was not his friend. The cat wanted to eat the mouse for food. The cat chased the mouse in the house.



The mouse went to his friends. They were afraid of the cat, too. One mouse had an idea. "Let's tie a bell on the cat," said the mouse. "Then we will hear him coming to chase us."

"That is a good idea," said the mice. "Would you do it? Would you put the bell on the cat?"



"No," said the mouse. "I will not go to the cat."

"No," said all of the mice. "We will not go to the cat. It is a good idea, but who will put the bell on the cat?"

Dear Parents,

Putting words into alphabetical order may appear to be a simple task, but it calls upon several kinds of knowledge. Please begin this activity by having your child repeat the alphabet a couple of times. Say it together to make it more fun. Now look at the list of animals below. Have your child underline the first letter of each animal name. Then, as you say the alphabet for the third time, pause after each letter and give your child time to search for an animal name that begins with that letter. Continue through the alphabet until your child has written all of the animal names on the lines. Finally, check the work by saying the alphabet again and, together, making sure that everything is in the correct place.

Skill

Alphabetizing Words

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

The Questions



All of the homework stories so far have featured one of the animals listed below. Draw a red line under the first letter of each word. Now write their names in ABC order. Be careful to spell correctly. (Hint: Two words begin with the same letter.) The first one is done for you.

Animals: cat, dog, lion, mouse, bears, rabbit, turtle, wolf, fox, bird

1. bears 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____

8. _____ 9. _____ 10. _____

Bonus: Why did the mice want to put a bell on the cat?

What was the problem with this idea? _____

Print Handwriting Practice

Name: _____

Date: _____

black

pink

S

s

19

nineteen

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.

Handwriting practice sheet with 12 sets of lines. Each set consists of a solid top line, a dashed midline, and a solid bottom line.

Student Name: _____

Sight Words Spelling Practice

less

his

never

think

jump

HOME LINK
9•1

Number-Grid Hunt



Family Note Ask your child to describe some of the patterns in the number grid below. Then ask him or her to fill in specific numbers you suggest; for example, *Where would the number 140 go?* Do this with several numbers before your child completes the rest of the grid. By learning to identify and use patterns in the number grid, your child will develop strong number sense and computation skills.

Please return this Home Link to school tomorrow.

Ask someone to say a number between 101 and 200.
Record it on the number grid. Do this for several numbers.
Then finish filling in the grid on your own.

101									
				125					
								139	
									150
171									
		183							

Practice

Count up by 1s.

268, _____, 270, 271, _____, _____, 274

HOME LINK
9•2

Using the Number Grid



Family Note Ask your child to explain how to count up and back by 10s on the number grid and then to demonstrate how to solve the addition and subtraction problems on the number grid. If your child counts one space at a time, remind him or her that to count up by 10s, you can move down one row for every 10, and to count back by 10s, you can move up one row for every 10.

Please return this Home Link to school tomorrow.

Use the number grid to solve the problems.

1. $35 + 6 = \underline{\quad}$

2. $61 + 10 = \underline{\quad}$

3. $43 - 20 = \underline{\quad}$

-9	-8	-7	-6	-5	-4	-3	-2	-1	0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

4. $\underline{\quad} = 82 - 10$ 5. $\underline{\quad} = 58 + 20$ 6. $\underline{\quad} = 75 - 9$

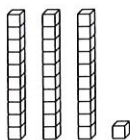
7.
$$\begin{array}{r} 55 \\ + 10 \\ \hline \end{array}$$

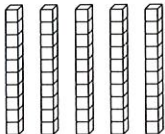
8.
$$\begin{array}{r} 99 \\ - 20 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 46 \\ - 8 \\ \hline \end{array}$$

Practice

Solve.

10.  = _____

11.  = _____

HOME LINK
9•3

Number-Grid Puzzles



Family Note Have your child show you how to complete the number-grid puzzles. Encourage him or her to explain patterns on the number grid that are helpful for solving the problems. For example, if you move up one row, the digit in the 10s place is 1 less.

Please return this Home Link to school tomorrow.

Show someone at home how to fill in the missing numbers.

1.

53

2.

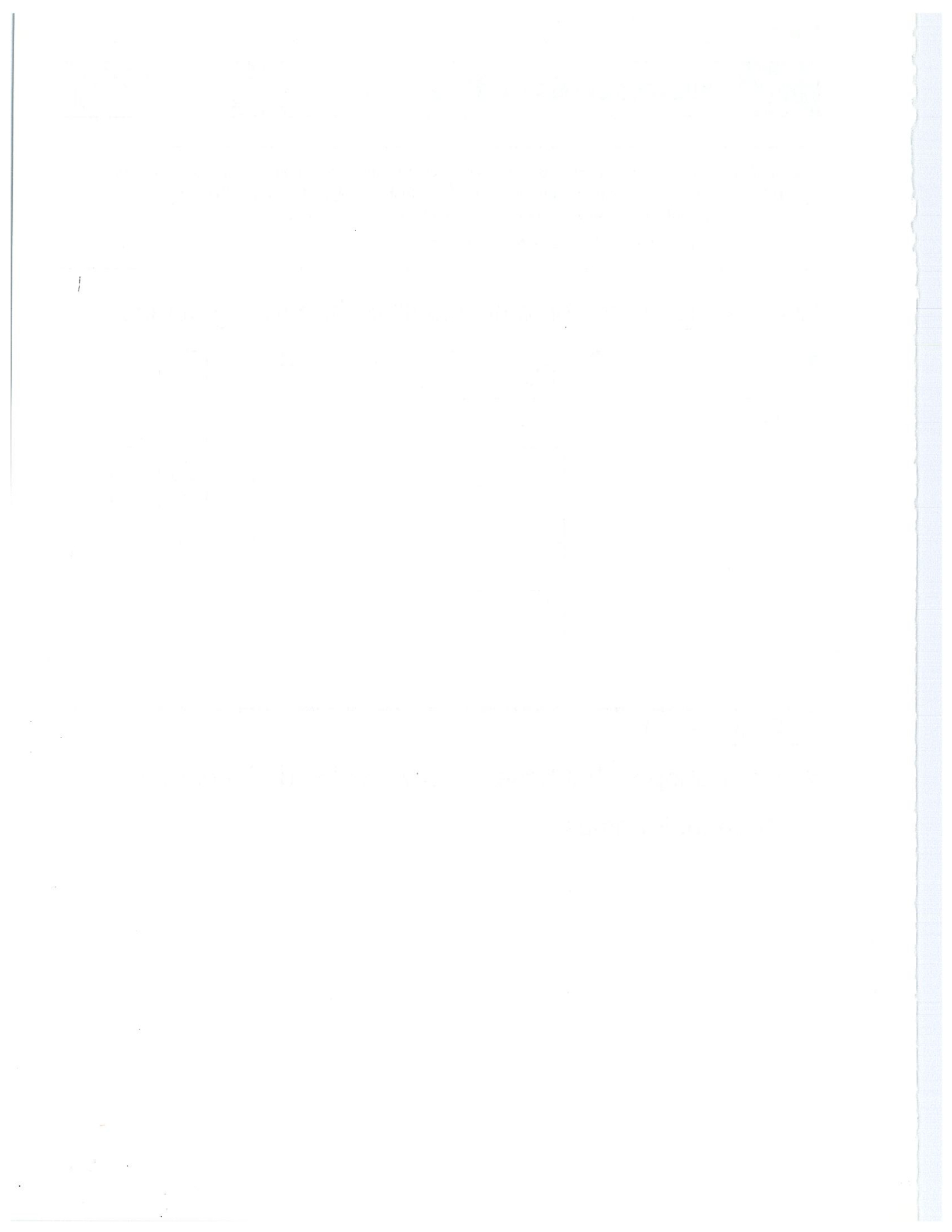
23		
43		

3.

79

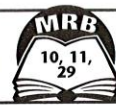
Practice

- 4.** Draw shapes that have exactly 4 sides and 4 corners.
Write their names.



HOME LINK
9•4

Solving Problems Two Ways



Family Note Ask your child to explain how to solve the first set of problems with base-10 blocks and the second set on the number grid. At this point it is important that children work with more concrete representations. This will be beneficial later, when they are faced with more difficult problems.

Please return this Home Link to school tomorrow.

Draw the total number of base-10 blocks.
Then write the total.

Example: $|||||.. + |||..... = |||||.....$
 $52 + 35 = 87$

1. $|..... + |||||.. = \underline{\hspace{2cm}}$

$15 + 62 = \underline{\hspace{2cm}}$

2. $|||.... + ||.... = \underline{\hspace{2cm}}$

$34 + 24 = \underline{\hspace{2cm}}$

Use the number grid to help you solve the problems.

3. $63 + 8 = \underline{\hspace{2cm}}$

4. $55 + 20 = \underline{\hspace{2cm}}$

5. $\underline{\hspace{2cm}} = 47 + 12$

-9	-8	-7	-6	-5	-4	-3	-2	-1	0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Practice

6. It is 8:10. How many minutes is it until 8:30?

_____ minutes

