

Homework Packet #2

Week of: 10/19/15

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: **Sam is in**
- Reading Skill: Identifying the long /e/ sound

Some helpful reading tips for you to practice with your child: "Spy Y!" Y is a spy because it steals others letter sounds. In one syllable words the "y" sounds like an "i" when it is at the end of the word. Ex. Spy, cry, by, my. In two or more syllable words the "y" at the end of the word sounds like an "e". Ex. Crazy, lazy, maybe, hazy. We clap out words to represent syllables!



Writing:

- Handwriting: practice writing Monday (two times). Practice writing Tuesday (two times). Write the capital "C" and lowercase "c", number 3 and "three" (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: practice tracing one time, then write three times in space next to the word. Choose activity of choice to practice sight words for the test.
- Test on these five sight words: had, his, it, is, in on Friday 10/23.



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: Family Unit 2 Letter: 2-1, 2-2, 2-3, 2-4, 2-5.



Other: More reading tips: We often say "When 2 vowels go walking, the 1st one does the talking/yelling and the 2nd one keeps on walking! Ex. **Eat**, **Meat** (you only hear the long "e" sound). Ex. **Boat** (only hear long "o" sound). The Whiny Teams "OU" & "OW" because they make a whiny sound like if you yell "**OUCH!**" or "**WOW!**" "Magic E" Ex. **Bake** or **Like** CVC pattern (vowel/consonant/vowel) at ends of words. "**E**" jumps backwards over the consonant, tags the vowel and makes the vowel say it's long name!



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

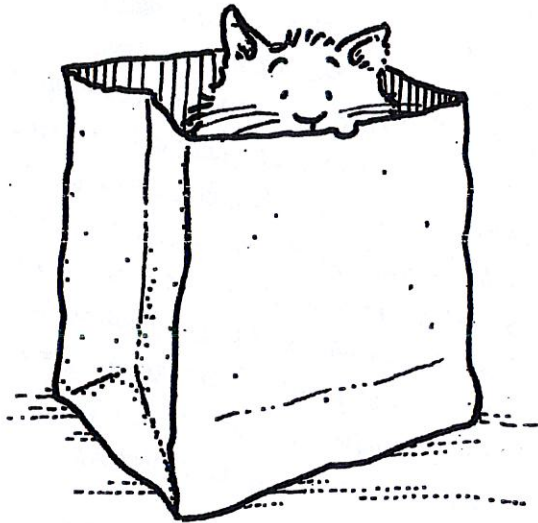


Parents, For Your Information: 30 words, 4 new words—
in, here, out, it

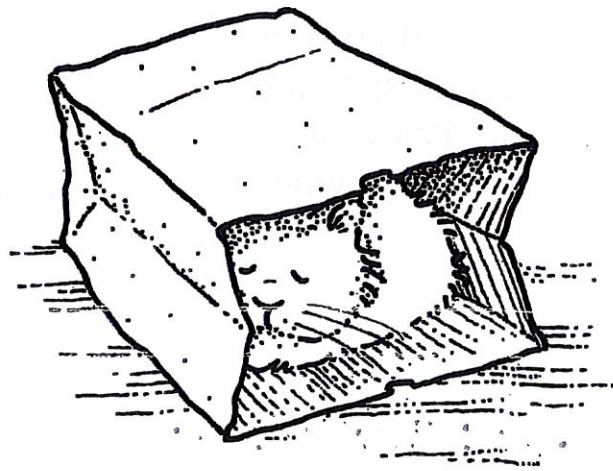
LISTEN to your
child read this
story aloud.

Sam is in

Sam will go in here.
He is in. Sam likes to
go in. He will look out.



Sam likes it in here.
Sam will sleep. Sam
will sleep in here.



Dear Parents,

Before your child begins to read this story, look at the illustrations and point to the picture of the sleeping cat. Ask your child what the cat is doing. Then ask what sounds he or she can hear in the word sleep. Your child will probably respond, /s/, /sl/, or /ē/. Next ask your child to find a word in the story that has some of those sounds. With your child, circle or underline the word sleep so it will be easy to read (the sounds will be familiar) when he or she gets to that point of the story. This is a great technique to use for far more difficult words in more advanced reading.

Skill

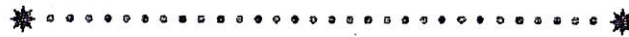
Identifying the /e/ Sound

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

The Questions



Go on a "long-e" hunt. Many of the words in this story have a "long e." That means that you say the name of the letter e when you say the word. Below, write all of the "long-e" words in the story (be sure to write a "long-e" word every time it appears in the story):

Bonus: Which word has an e that is not the long sound? _____

Practice writing:

Monday

Tuesday

c

e

3

three

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.

Name: _____

Date: _____

SpellingCity.com

had

his

it

is

in

Practice Activities for Spelling Test

S P E L L I N G

Choose and do four of the five activities listed below. Check them off by writing in Mon. - Tues. - Wed. - Thurs. - Fri. - Sat. or Sun. on the day you did the activity. Ask someone at home to sign.

- Clap, Cheer, and make motions up for the spelling words. Practice your routine five times for each word.

- Put each word in a sentence. Tell your sentence to someone or write your sentence down on scrap paper and leave it at home.

- Put the words in ABC order. Keep at home.

- Write the words in Bubble Letters (draw the shapes around the letters) or Rainbow Write (write each letter in a different color).

- Be a "Word Detective" and find the words in a book you are reading.



Parent Signature (Please check work!) _____

Telephone Numbers



Family Note Work with your child to memorize important telephone numbers, including emergency daytime numbers other than your home number. Also, help your child find other examples of uses of numbers, such as:

- Measurements of length, height, weight, and volume
- Dates and times
- Tables
- Temperatures
- Counts
- Addresses and license plates
- Costs

Please return this Home Link to school tomorrow.

1. Write your area code and home telephone number.

(_____) _____ - _____
(area code) (telephone number)

2. Write an emergency number with the area code.
This number could be for a relative or a neighbor.
It might be the number for the local police department.

(_____) _____ - _____
(area code) (telephone number)

3. Write your first, second, and third names.

Practice

Write the number that comes after each number.

4. 10 _____ **5.** 17 _____ **6.** 19 _____ **7.** 6 _____

HOME LINK
2•2

Counting Up and Back



Family Note To reinforce various types of counting, listen as your child counts by 1s and 10s. Counting for someone provides good practice in this essential first-grade skill.

Please return this Home Link to school tomorrow.

1. Count for someone at home. Count up by 1s, starting with 1. I counted to _____.
2. Count back by 10s. Start with 50 or the highest number you can. I started with _____.
3. Explain to someone at home how to use the number grid to help with counts.

									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
101	102	103	104	105	106	107	108	109	110

Practice

Count back by 1s.

4. 10, _____, 8, 7, _____, _____, _____, 3, _____, _____

HOME LINK
2•3

Two-Fisted Penny Addition



Family Note By doing Two-Fisted Penny Addition, you are helping your child learn the basic addition facts. These basic facts will be useful when your child solves more difficult addition and subtraction problems mentally.

Please return this Home Link to school tomorrow.

Do Two-Fisted Penny Addition with someone at home:

- ◆ On a piece of paper, draw 2 large circles.
- ◆ Place pennies on the table. Grab some pennies with one hand. Pick up the rest with the other hand.
- ◆ Place 1 pile of pennies in each circle and count them.
- ◆ Use the tables below to write how many pennies are in each circle.

1. Start with 10 pennies.

Number of Pennies in One Hand	Number of Pennies in the Other Hand

2. Start with 15 pennies.

Number of Pennies in One Hand	Number of Pennies in the Other Hand

Practice

3. Count up by 5s.

5, 10, 15, _____, _____, _____

HOME LINK
2•4

Numbers Before and After



Family Note When working with “before” and “after” numbers in the table below, start with small numbers—up to 15. Then, if your child is doing well, use larger numbers. You can also ask your child to suggest numbers to write in the middle column.

Please return this Home Link to school tomorrow.

1. Ask someone to write a number in the middle column.

- ◆ Write the number that comes **before** that number.
- ◆ Write the number that comes **after** that number.

Do this with many different numbers.

Before	Number	After
8	9	10

Practice

2. Write the numbers 7–10 below. Circle the number you wrote best.

HOME LINK
2•5

Clocks and Watches



Family Note In today's lesson, we observed what happens to the hour hand on an analog clock as the minute hand moves around the clock face. In the next lesson, we will practice telling time when the minute hand is pointing to 12.

For the activity below, include both analog clocks (clocks that have hour hands and minute hands) and digital clocks.

Please return this Home Link to school tomorrow.

1. Ask someone to help you find all of the clocks and watches in your home.

Record the numbers with tally marks.

	Tallies
Clocks	
Watches	

Total: _____

2. Draw a picture of the most interesting clock or watch you found. It might be interesting because of the way it looks or where it is located.

Practice

How many tally marks?

3. _____
4. _____
5. _____

