

Homework Packet #4

Week of: 2/9/15

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 and a Toy
 - Reading Skill: Using Context (Text and Visual) Clues

We have been working with compound words. A compound word is when two separate words on their own come together to make a whole new word! Ex. Scare and crow ----- scarecrow.



Writing:

- Handwriting: Practice writing the words Friday and Saturday (two times). Write the capital "E" and lowercase "e", number 5 and "five" (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 on these five words: **as, for, or, on, of** on Friday 2/13. The tests will be ONLY on the five sight words for that week. If you are also doing the challenge words list: quarrel, tremble, rumble & peaceful.



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: 2-6, 2-7, 2-8, 2-9, 2-10 Practice recognizing coins and worth at home (Penny, nickel, dime, quarter). We have been working hard on addition & telling time!
- Fact Practice at home on the computer. Math Magician is a great site. It can be found on Mason's Homepage. Look for it under the first grade website page.



Other: Don't forget to check for your conference time! Wednesday evening conferences begin. There is NO SCHOOL Thursday due to conferences.



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

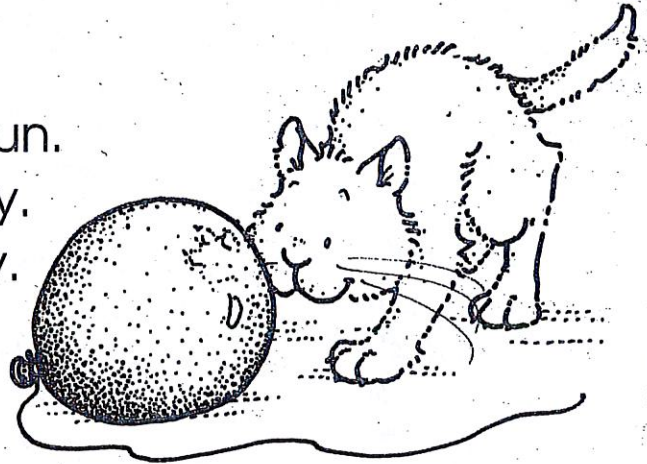


Parents, For Your Information: 39 words, 6 new words—
see, toy, with, the, and, not

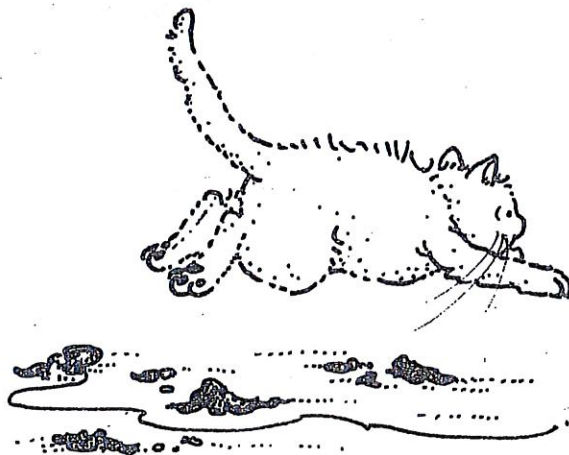
LISTEN to your
child read this
story aloud.

Sam and a toy

Sam will see a toy.
It is a new toy. He will run.
He will play with the toy.
Sam will jump and play.
He will play and play.



_____!
It is not a good toy.



Sam will run.



Dear Parents,

Even if your child can read well, have him or her read every passage more than one time. Have your child read to grandparents, neighbors, siblings—anyone who will listen. This repetition will help build confidence as well as fluency and sight word recognition. The basic words in these stories are the basis for a great part of our language and should be recognized automatically.

This lesson centers on using context clues, both textual and visual. Have your child study the illustrations in order to suggest appropriate words that would make sense in the blank space. It is important for him or her to see the connection between the action described by the word(s) and the action shown in the illustration.

Skill

Using Context
(Text and Visual) Clues

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

The Questions



Ask your child to point to the blank space in the story. Help him or her list at least five different words or two different word phrases for that space that might make sense in the story. Write the choices below; then write one of them on the blank line in the story. Have your child read the story one more time.

Practice writing:

Friday

Saturday

F

e

5

five

weekend news



name _____



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

Name: _____

Date: _____

SpellingCity.com

as

for

or

on

of

Practice Activities for Spelling Test

SPELLING

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!) _____

HOME LINK
2•6

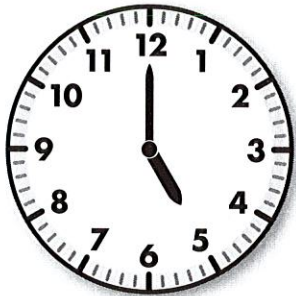
Telling Time to the Hour



Family Note We have just begun telling time to the hour. Ask your child to show times to the hour, using the paper clock.

Please return this Home Link to school tomorrow, but keep your child's paper clock for future use.

- Show your paper clock to someone at home.
Ask someone to name an hour for you to show.
- Record the time.



_____ o'clock

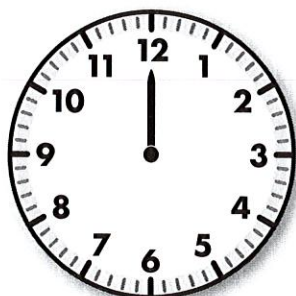


_____ o'clock

- Draw the hour hand.



7 o'clock



1 o'clock

Practice

Draw tally marks for each number.

4. 7 _____ 5. 13 _____ 6. 10 _____

HOME LINK
2•7

Ordering Numbers


Family Note

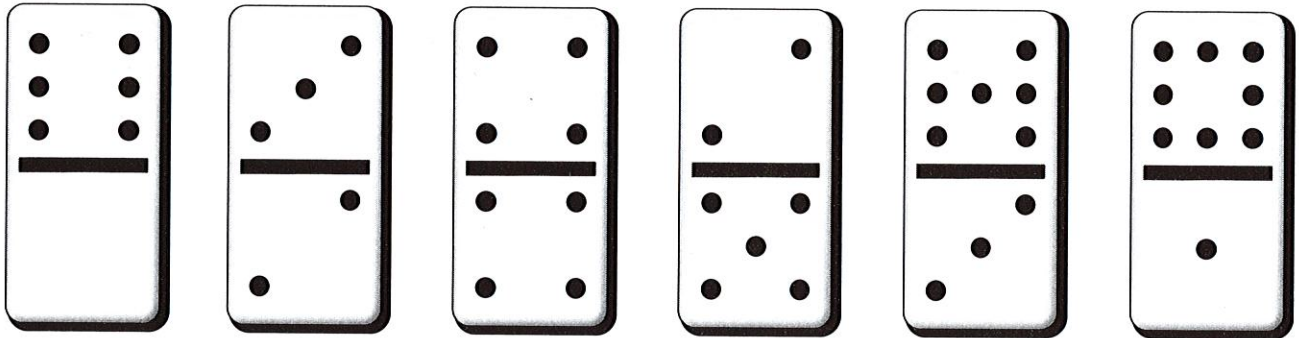
Over the next few weeks, we will be “getting to know coins.” In the next lesson, we will learn about pennies.

Your child is also learning how to order and compare numbers. Dominoes are a perfect tool for practicing this skill. If you have dominoes, you may want to play games with your child, such as ordering dominoes by the number of dots. At first, use consecutive numbers such as 1, 2, 3, and 4.

Please return this Home Link to school tomorrow.

Look at the dominoes below.

1. Count the total number of dots on each domino.
2. Use the back of this page. Draw the dominoes in order from the least to the greatest number of dots.
3. Write the total number of dots under each domino.



Practice

Write the numbers before and after each number.

4. _____ 1 _____

5. _____ 10 _____

6. _____ 17 _____

HOME LINK
2•8

Nickels



Family Note During the next few weeks, our class will learn about coins. For our next math lesson, your child will need to bring 5 nickels to class. Please put these nickels in a sealed envelope with your child's name on it so that they will not get lost. (Your child will also need 10 dimes and 2 quarters in the coming days.)

Please return this Home Link to school tomorrow.

Ask someone at home for 5 nickels you can bring to school. Use one of them for this Home Link.

1. Ask someone to trade you the correct number of pennies for your nickel.
 - ◆ How many pennies did the person give you?
_____ pennies
 - ◆ How many pennies would you get for 2 nickels?
_____ pennies
 - ◆ Explain to someone at home how you found your answer.

Practice

Draw tally marks for each number.

2. 27 _____

3. 35 _____

4. 17 _____

5. 41 _____

HOME LINK
2•9

Counting by 5s



Family Note Counting by 5s is a useful skill for counting combinations of coins that include nickels. A good way to practice this skill is to count tally marks.

Please return this Home Link to school tomorrow.

1. Count by 5s for someone at home.

I counted up to _____.

2. Tell someone at home how many pennies you would get for 3 nickels. _____ pennies

3. Count the tally marks below.

||||| ||||| ||||| ||||| ||||| ||||| ||

I counted _____ tally marks.

4. Draw some tally marks below.
Count them for someone at home.

I drew _____ tally marks.

Practice

Write the number that is 1 less than each number.

5. 11 _____ 6. 22 _____ 7. 19 _____ 8. 6 _____

HOME LINK
2•10

Pennies and Nickels

**Family Note**

First graders do not always know how to represent an amount with the fewest number of coins. That's okay. At this stage, it is important that your child understands that 5 pennies can be exchanged for 1 nickel.

In a few days, we are going to set up a "store" in our classroom. Children will take on the roles of shopkeeper and shopper. Please send some old or inexpensive items to school for our store. Thank you!

Please return this Home Link to school tomorrow.

Use **P** and **N** to show the amount with fewer coins. Write how much the coins are worth.

Example: **P** **P** **P** **P** **P** **P** **P** is the same as **N** **P** **P**.

This is 7 cents.

1. **P** **P** **P** **P** **P** **P** **P** **P** **P** **P** **P** **P** is the same as

This is _____ cents.

2. **N** **P** **P** **P** **P** **P** **P** is the same as

This is _____ cents.

Practice

Write the number that is 1 more than each number.

3. 7 _____ 4. 29 _____ 5. 42 _____ 6. 16 _____

