Homework Packet #5

Week of: 11/16/15

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 cannot play**
  - Reading Skill: Reading 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. Put them together and you get scarecrow.

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Writing:

- Handwriting: Practice writing the words Sunday and Week (two times). Write the capital "F" and lowercase "f", number 6 and "six" (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: see, me, we, he, be on Friday 11/20. Challenge words: rescue, stomp, crabby, and wonder.

☐

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-Links: Unit 3 Family Letter- 3-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7.

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Other: Please remember that the weather is constantly changing in MI. Your children need to wear hats & gloves during outdoor play times when it is cold outside. Children must wear coats unless it is over 60 degrees. It would be helpful to check the temperature each morning so that your children are appropriately dressed. Please also help your child learn how to zip/button and tie their own coats shoes and boots if they are unable to. Thanks for your support!

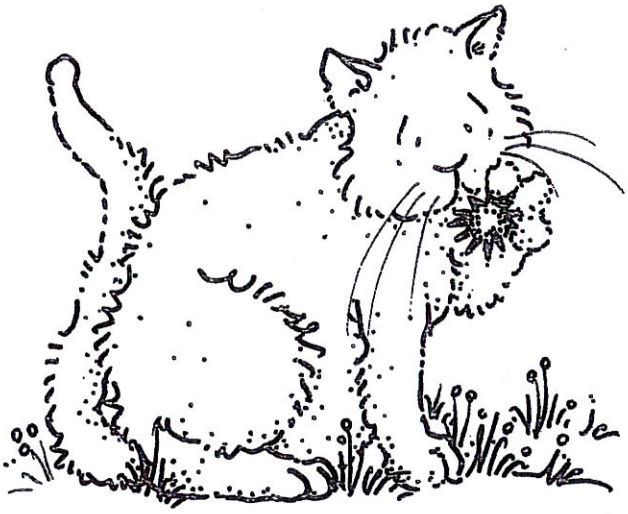
Name & student # (turn in Friday) _____#_____

Parent Signature (Please check work!) _____

Parents, For Your Information: 39 words, 6 new words—
at, does, cannot, get, help, now

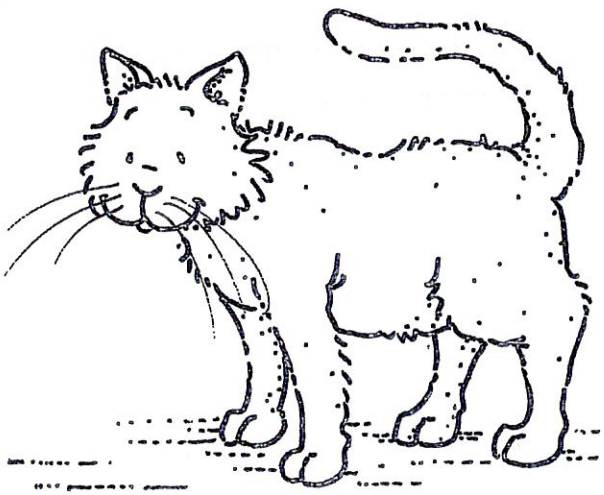
LISTEN to your child read this story aloud.

Sam cannot play



Look at Sam. It is something new. Sam does not like it. He does not like something new.

Sam cannot play with something new. He will run. He will get help.



Look at Sam now. Now he can play.

Dear Parents,

This homework assignment deals with compound words. A compound word is made by putting two smaller words together to make one larger word. We use compound words all the time, usually without even realizing it. (In fact, the word **homework** itself is a great example!) Your child, no doubt, has already learned to use compound words in conversation.

Compound words often look frightening to children because they are so large! Help your child to realize that a compound word is really just two small words put together. You can do this by covering one half of the compound word at a time, first one side and then the other. After your child reads aloud each half, make sure he or she then reads aloud the one big word with no separation between the parts of the compound.

Skill

Reading Compound Words

We completed this assignment together.

_____

(Child's Signature)

_____

(Parent's Signature)

The Questions

This story has two compound words. Write them here:

_____ _____

Have your mom or dad help you think of three more compound words. Write them here.

_____ _____

_____

(Mom and Dad—You can help with spelling or you can do the printing yourself.)

Practice writing:

Sunday

week

F

f

6

six

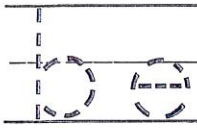
weekend news

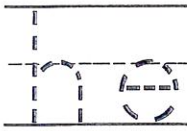
name _____

http://whathappensinfirstgrade.blogspot.com

Name:_____ Date:_____

SpellingCity.com





VOCABULARY
SPELLINGCITY.COM

Practice Activities for Spelling Test

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!) _____

Name Date

HOME LINK 3•1

Patterns

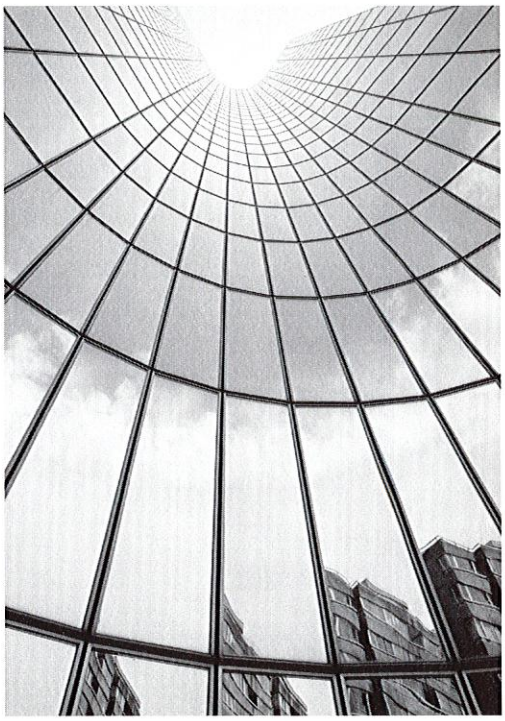
Family Note Patterns are so important in mathematics that mathematics is sometimes called the "Science of Patterns." Help your child identify patterns in your home and community.

Some suggested places:

- floor tiles
- carpeting
- window panes
- curtains
- wallpaper
- fences

Please return this Home Link to school tomorrow.

1. Find at least two patterns in your home. Draw the patterns you find on the back of this paper.



2. If you have articles of clothing (such as a shirt or a pair of socks) that have patterns, please wear them to school tomorrow!

Practice

3. Count back by 10s.

70, 60, _____, _____, _____, _____, _____

4. Count back by 5s.

35, 30, _____, _____, _____, _____, _____

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Name Date

HOME LINK 3•2

Odd and Even Numbers

Family Note As children learn about odd and even numbers, find the number of people or the number of various objects at home. Have your child tell whether these numbers are even or odd.

Please return this Home Link to school tomorrow.

1. Count the number of people in your home.

There are _____ people in my home.

Is this number **even** or **odd**? _____

2. Tell someone at home about odd and even numbers.

Write some **odd** numbers: _____, _____, _____, _____.

Write some **even** numbers: _____, _____, _____, _____.

3. Count the number of a type of object in your home. Write the number and the type of object.

There are _____ _____ in my home.

Is this number **even** or **odd**? _____

Practice

Count up by 5s.

4. 5, 10, _____, _____, _____, _____, _____

5. 45, 50, _____, _____, _____, _____, _____

6. 85, 90, _____, _____, _____, _____, _____

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HOME LINK 3•3

Number-Line Hops

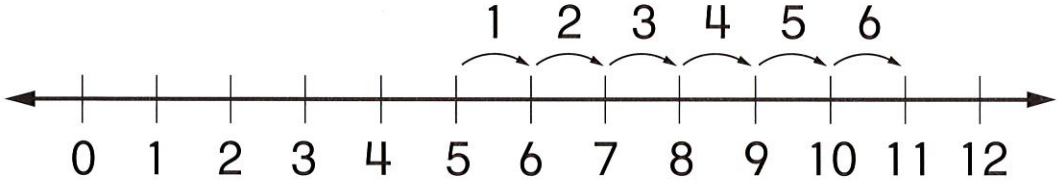
Family Note We are using the number line to solve addition and subtraction problems. Help your child answer the questions below by moving a finger from number to number on the number line. Make sure that your child is counting the number of hops and not the numbers themselves.

Please return this Home Link to school tomorrow.

Use the number line on the side of this page to help you answer the questions.

Example:

Start at 5. Count the hops to 11. How many hops? 6



1. How many hops from 4 to 10? _____

2. How many hops from 8 to 15? _____

3. How many hops from 9 to 19? _____

4. How many hops from 1 to 16? _____

Practice

Count by 1s.

5. 11, _____, 13, 14, _____, _____, 17, _____

6. 73, _____, 75, 76, _____, _____, 79, _____

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Name Date

HOME LINK 3•4

More Odd and Even Numbers

Family Note We are learning to identify even and odd numbers by looking at the last digit in a number. All even numbers end in 0, 2, 4, 6, or 8. All odd numbers end in 1, 3, 5, 7, or 9. Ask your child to explain how to tell whether a number is even or odd. Give examples of odd and even numbers for your child to identify.

Please return this Home Link to school tomorrow.

1. Write the number part of your address below.

_____

Is this number **odd** or **even**? _____

Tell someone how you know.

2. Are the addresses across the street odd or even?

_____

3. Write an even number less than 50. Show it with tally marks.

_____

4. Write an odd number less than 50. Show it with tally marks.

_____

Practice

Tell how many.

5. 𝍸 𝍸 𝍸 𝍸 𝍸 //// _____

6. 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 / _____

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Name Date

HOME LINK 3•5

Number Lines and Counting Patterns

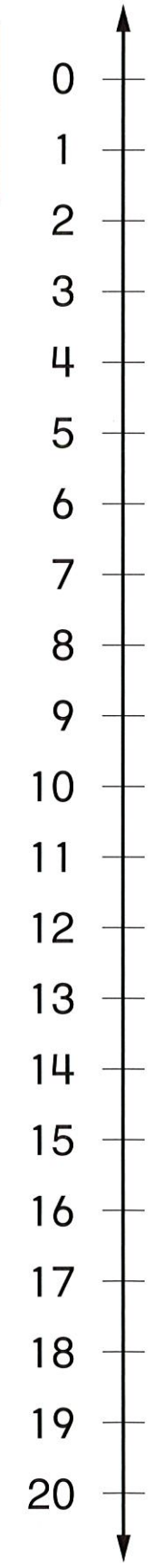
Family Note Listen as your child tells you about number lines and counts. Be sure he or she records the numbers counted. Provide several objects, such as pennies, for your child to use to count by 10s, 5s, 2s, and 3s.

Please return this Home Link to school tomorrow.

Tell someone at home what you know about number lines and counting patterns.

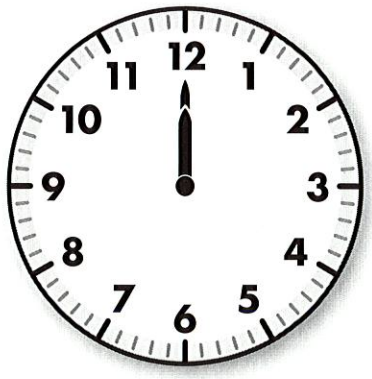
Count by 10s, 5s, 2s, and 3s. Begin at 0 each time.

1. **Count by 10s.** 0, _____, _____
2. **Count by 5s.** 0, _____, _____, _____, _____
3. **Count by 2s.** 0, _____, _____, _____, _____
4. **Count by 3s.** 0, _____, _____, _____, _____
5. Circle all of the odd numbers on the number line.



Practice

What time is it?



6. _____ o'clock

7. _____ o'clock

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Name Date

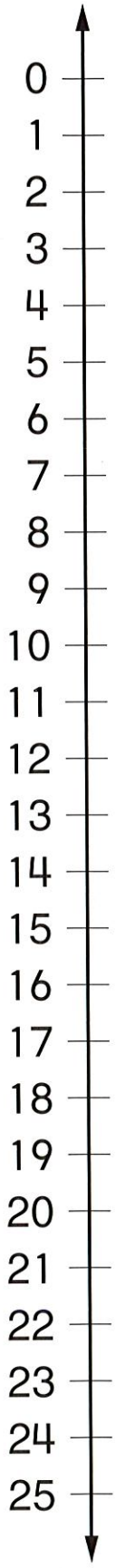
HOME LINK 3•6

More Number-Line Hops

Family Note We are working with number models like 3 + 2 = 5 and 8 − 5 = 3. We are solving them by counting up and back on the number line. Ask your child to show you how to do this. You may wish to make up number stories that use these numbers to assist your child.

For example, for 4 + 3 = ____, use the following story: "You have 4 pennies. I give you 3 more pennies. How many pennies do you have now?" Your child can use real pennies to find the answer.

Please return this Home Link to school tomorrow.



Use the number line to help you solve these problems.

1. Start at 4. Count up 3 hops. Where do you end up?

____ 4 + 3 = ____

2. Start at 12. Count back 5 hops. Where do you end up?

____ 12 − 5 = ____

3. Start at 11. Count back 6 hops. Where do you end up?

____ 11 − 6 = ____

4. Start at 14. Count up 2 hops. Where do you end up?

____ 14 + 2 = ____

Practice

Count up by 2s.

5. 2, 4, ____, ____, 10, ____, ____

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Name Date

LESSON 3•7

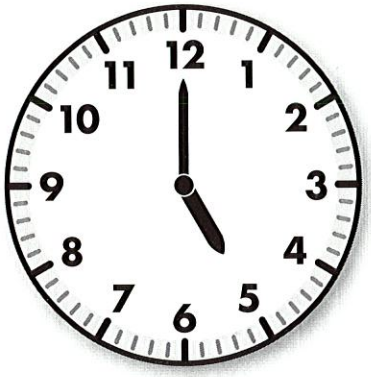
Telling Time to the Half-Hour

Family Note We have begun telling time to the nearest half-hour. Help your child complete these pages. Tell your child at which times, on the hour or half-hour, he or she wakes up and goes to bed on school days. Have your child tell the time at home when it is close to the hour or half-hour.

Please return these Home Link pages to school tomorrow.

Record the time.

1.



_____ o'clock

2.

half-past _____ o'clock

3.

half-past _____ o'clock

4.

half-past _____ o'clock

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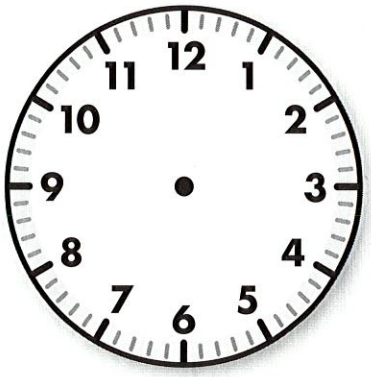
Name Date

HOME LINK 3•7

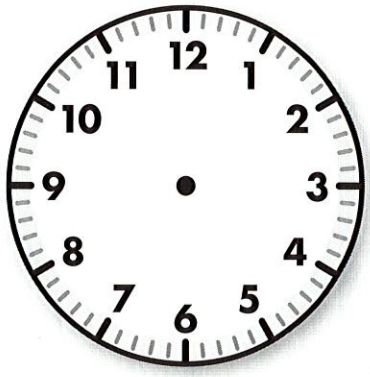
Telling Time to the Half-Hour *cont.*

Draw the hour hand and the minute hand to show the time.

5. This is about the time I wake up in the morning on a school day.

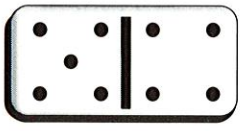


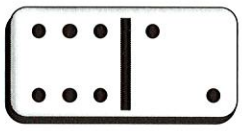
6. This is about the time I go to bed at night before a school day.



Practice

How many dots?

7.  _____

8.  _____

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