

# Homework Packet #6

Week of: 12/7/15

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 Scruffy is a Dog
  - Reading Skill: Comparing and Contrasting



## Writing:

- Handwriting: Practice writing the words **January** and **February** (two times). Write the capital "G" and lowercase "g", number 7 and "seven" (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 test.
- Test on these five words (everyone takes): **come, some, same, like, play**
- Challenge Words (your child will know if they are taking these for their test): **arrive, admire, hope, squint.**



## 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 note that explains "Frames & Arrow" 3-8, 3-9, 3-10
- Practice recognizing coins and worth at home (Penny, nickel, dime, quarter).
- Fact Practice at home on the computer. Math Magician is a great site. Look for it under the first grade website page. Fastt Math is always the best!!



Other: **Don't forget the Mason Christmas Concert is Monday night at Parcels! Please be at Parcels around 6:30ish. Parking is at a premium get there early!**



Name & student # (turn in Friday) \_\_\_\_\_ # \_\_\_\_\_

Parent Signature (Please check work!) \_\_\_\_\_



Parents, For Your Information: 56 words, 4 new words—  
dog, are, friends, bath

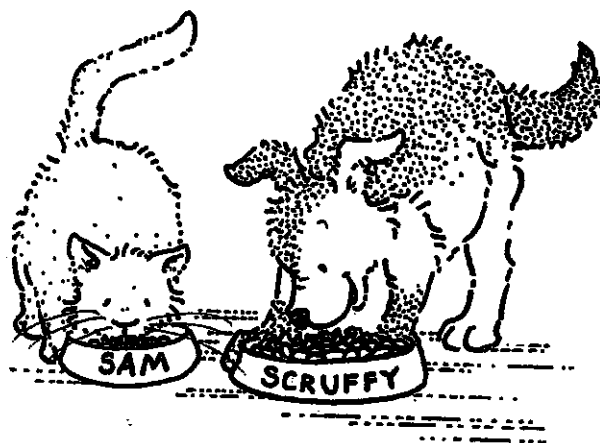
LISTEN to your  
child read this  
story aloud.

# Scruffy is a dog

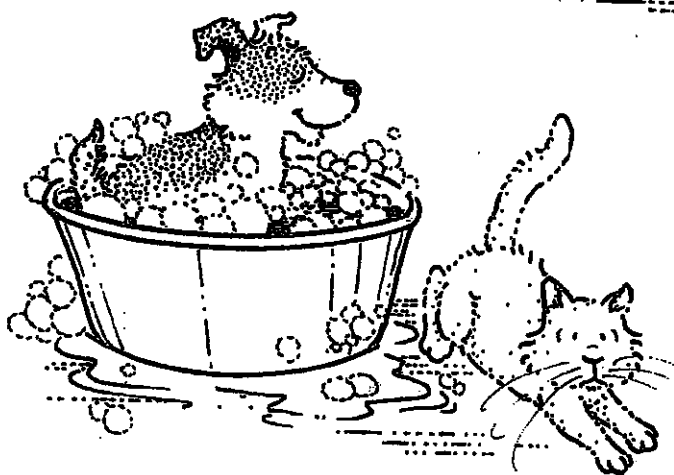
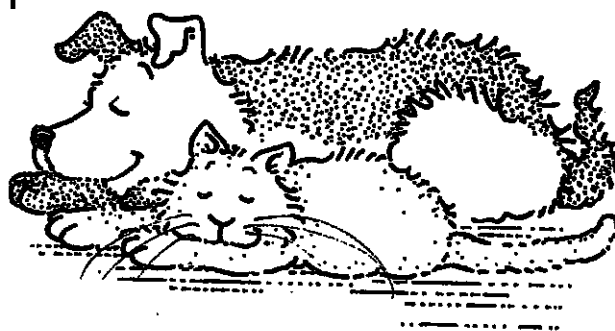


Scruffy is a dog.  
Scruffy will run with Sam.

Scruffy will eat with Sam.  
Scruffy will play with Sam.



Scruffy will sleep with  
Sam. Scruffy and Sam  
are friends. Scruffy will  
get something new.



Scruffy will get a  
bath. Sam will not  
get a bath. Sam will  
run. He will not get a  
bath with Scruffy.

Dear Parents,

Recognizing when an author has used compare and contrast in a story or essay is an important literacy skill. Your child will need to know how to interpret this text pattern as he or she reads increasingly more complex fiction and nonfiction. You can help teach this skill by having your child compare Sam and Scruffy. How are they alike and how are they different? These are the two basic concepts in any comparing and contrasting activity—likeness and difference. Have fun with this activity!

Skill

Comparing and Contrasting

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

## The Questions



Read these questions to your child and help him or her write the answers.

1. What do Sam and Scruffy do that is the same?

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2. What does Scruffy do that Sam does not do?

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# Print Handwriting Practice

Name: \_\_\_\_\_

Date: \_\_\_\_\_

January

February

G

g

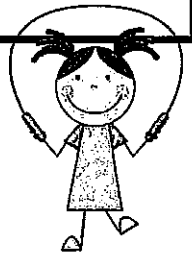
Z

Seven

# weekend news



name \_\_\_\_\_



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

Student Name: \_\_\_\_\_

## Sight Words Spelling practice

color

color

color

top

top

# 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!) \_\_\_\_\_



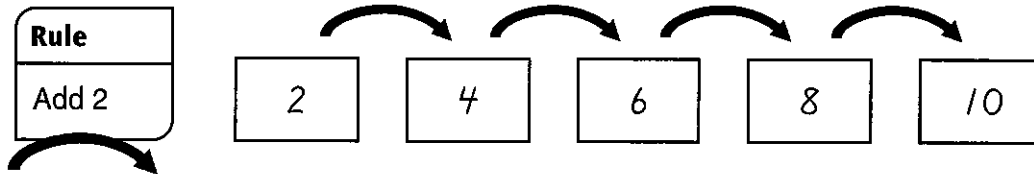
# Frames-and-Arrows Diagrams



## Family Note

Your child is bringing home an activity you may not be familiar with. It is called “Frames and Arrows.”

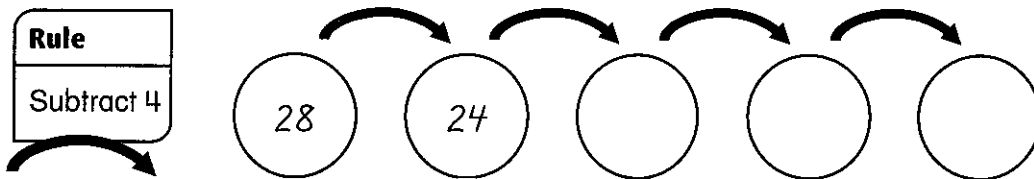
Frames-and-Arrows diagrams are used with sequences of numbers that follow one after the other according to a special rule. Frames-and-Arrows diagrams are made up of shapes, called **frames**, that are connected by **arrows**. Each frame contains one of the numbers in the sequence. Each arrow stands for the rule that tells how to find which number goes in the next frame. Here is an example of a Frames-and-Arrows diagram:



The arrow rule is “Add 2” or “Count by 2s.”

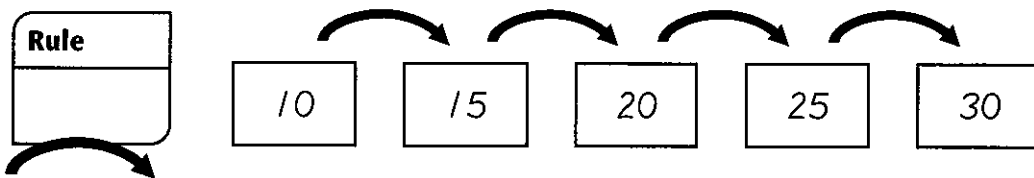
In the two examples below, some of the information is left out. To solve the problem, you have to find the missing information.

**Example 1:** Fill in the empty frames according to the arrow rule.



**Solution:** Write 20, 16, and 12 in the frames that follow 24.

**Example 2:** Write the arrow rule in the empty box.



**Solution:** The arrow rule is “Add 5” or “Count by 5s.”

Your child has been solving problems like the one in Example 1—problems in which the arrow rule is given and some of the numbers in the frames are missing. In the next lesson, we will start doing problems like Example 2, in which the numbers in the frames are given and the arrow rule is missing.

**Frames-and-Arrows Diagrams** *cont.*

**Family Note** Ask your child to tell you about Frames and Arrows. Play Frames and Arrows with him or her: One player makes up a Frames-and-Arrows problem; the other player solves it.

*Please return this page of the Home Link to school tomorrow. Save page 73 for future reference.*

**SPECIAL NOTE:** We will continue to practice counting real money in class. Please send 10 dimes to school for your child's tool-kit coin collection. We will use the dimes in 2 or 3 days. As usual, please send the coins in a securely fastened envelope with your child's name printed on the outside. Thank you!

Find the missing numbers.

1. 

<b>Rule</b>
Add 2

2. 

<b>Rule</b>
Count back by 1s

3. 

<b>Rule</b>
5 more

**Practice**

4. Count up by 2s.

24, 26, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 34, \_\_\_\_\_

HOME LINK  
3•9**Find the Rule**

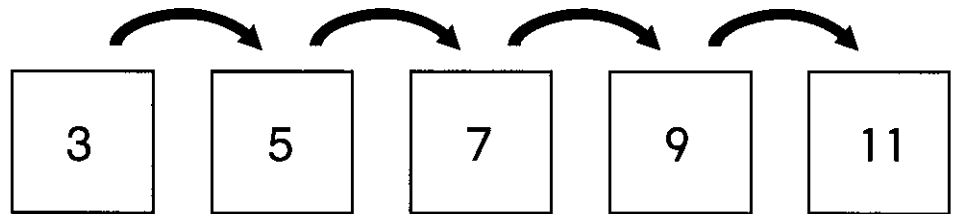
**Family Note** Today we worked with Frames-and-Arrows diagrams in which the rule was missing. You may want to refer back to the Family Note for Lesson 3-8 and review the Frames-and-Arrows routine.

*Please return this Home Link to school tomorrow.*

Show someone at home how to find the rules.  
Then write each rule.

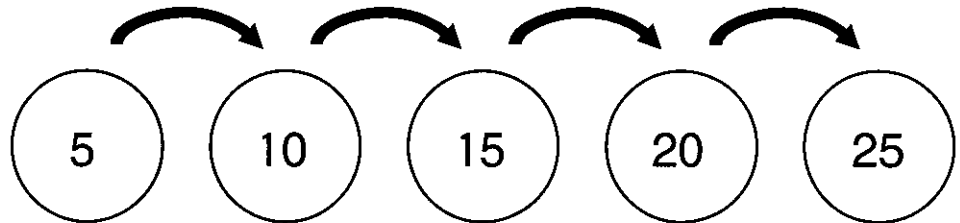
1.

<b>Rule</b>



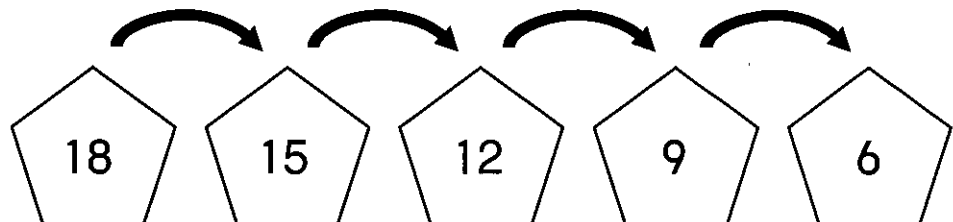
2.

<b>Rule</b>

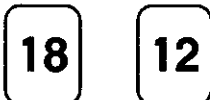


3.

<b>Rule</b>

**Practice**

4. Circle the winning card in *Top-It*.



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**HOME LINK**  
**3•10**

# Dimes

**Family Note** Note that Ⓟ means "penny," Ⓝ means "nickel," and Ⓛ means "dime."**Note** **IMPORTANT:** Please send 10 dimes with your child to class tomorrow.*Please return this Home Link to school tomorrow.*

## 1. How many?

\_\_\_\_\_ Ⓟ = 1 Ⓝ

\_\_\_\_\_ Ⓝ = 1 Ⓛ

\_\_\_\_\_ Ⓟ = 1 Ⓛ

## 2. How much money?

Ⓝ Ⓝ Ⓟ Ⓟ Ⓟ = \_\_\_\_\_ ¢

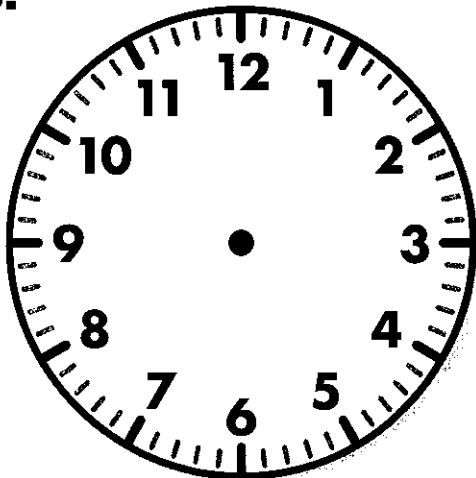
Ⓟ Ⓝ Ⓝ Ⓝ Ⓟ Ⓟ Ⓟ = \_\_\_\_\_ ¢

Ⓝ Ⓝ Ⓝ Ⓝ Ⓝ Ⓝ = \_\_\_\_\_ ¢

## Practice

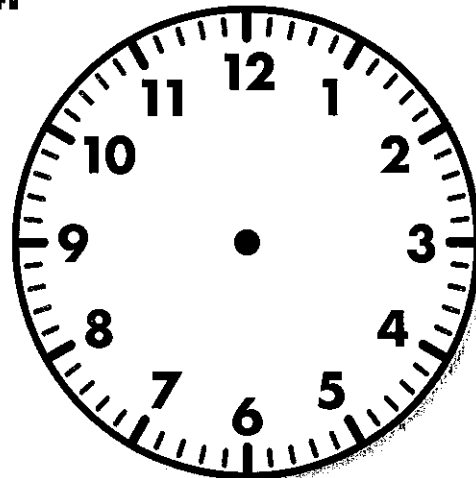
Draw the hour hand and the minute hand on each clock.

3.



half-past 7 o'clock

4.



half-past 3 o'clock

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