Homework Packet #9

Week of: 1/18/16

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 **A New Toy for Sam and Scruffy**
  - **Reading Skill:** Identifying the "TH" Digraph

Writing:

- <u>Handwriting</u>: Practice writing the words July and August (one time). Write the capital **"J" and lowercase j"**, number **"10" and "ten"** (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.
- <u>Sight Words</u>: 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 1/22/16 on these five words: your, all, have, are, it.**
- Challenge words are: curious, masterpiece, scold, rush

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:** 4-11, 4-12, Unit 5 Family Letter, 5-1, 5-2, 5-3.

Other: NO SCHOOL ON MONDAY. Please remember that the children need to dress warmly for the weather. It might be helpful to keep an extra pair of shoes in your child's locker just in case they forget to bring a pair to school since they are wearing boots in the morning now!

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

Parent Signature (Please check work!) _____

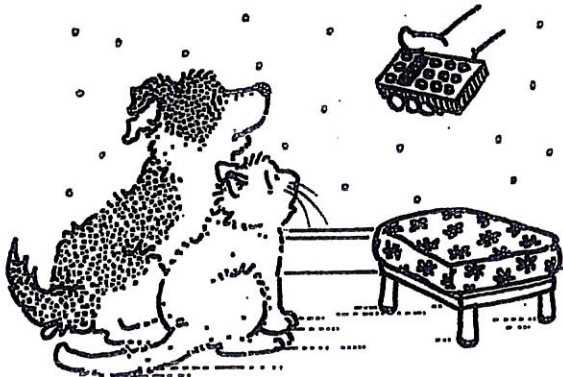# A new toy for Sam and Scruffy
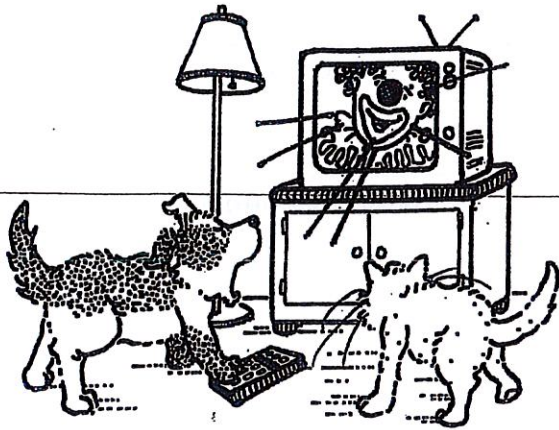
Sam and Scruffy are in the house. They run and jump and play. They like to go in the house. Then Scruffy sees something new. What is it? This is a new toy.
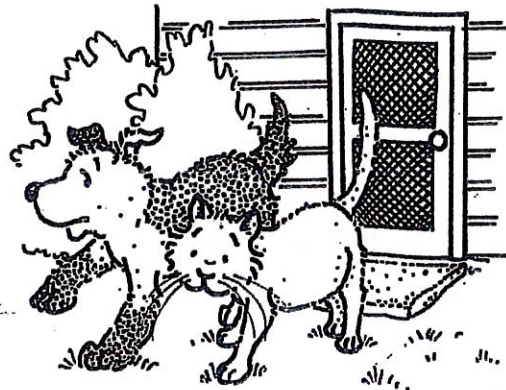
Scruffy will play with the toy. There is noise! Sam will play too. There is no noise now. Scruffy will play again. There is noise. Sam will play again. There is no noise. What is this something new?
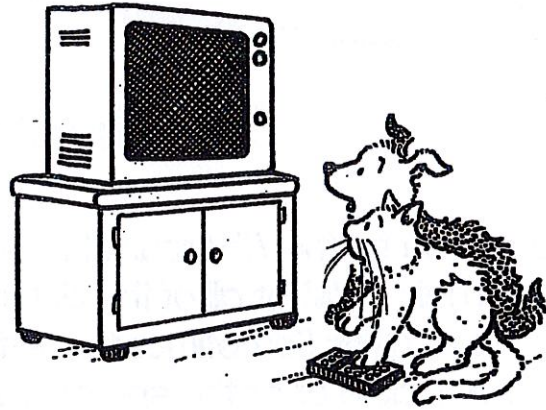
What toy is this? The toy will go away.

Sam and Scruffy are not in the house. They cannot play with the new toy.

Dear Parents,

This story contains several words that may be confusing for your child. Can you see why? It is because three of the new words all begin with the same consonant digraph—the /th/ sound. When students are learning to read, they often form the habit of looking at just the beginning of words. This week's lesson is set up to make them look at the letters at the middle and at the end of each of the /th/ words. As you focus on these words, it will be helpful to point out that the word they has an /ā/ sound, even though it is spelled with an e. If this activity is difficult for your beginning reader, start by circling or highlighting all the th digraphs in the story.
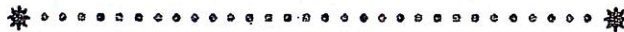
We completed this assignment together.

_____
(Child's Signature)

_____
(Parent's Signature)

The Questions

Go on a search for the /th/ sound! Look carefully at the story you just read. Now make a list of all of the different words that have the /th/ sound in them. (**Hint:** Sometimes the letters *th* and the /th/ sound come in the middle or at the end of a word!)

_____ _____ _____

_____ _____

_____ _____

Bonus: What was the new toy?

_____

Print Handwriting Practice

Name: _____

Date: _____

July

August

J

j

10

ten

weekend news

name _____
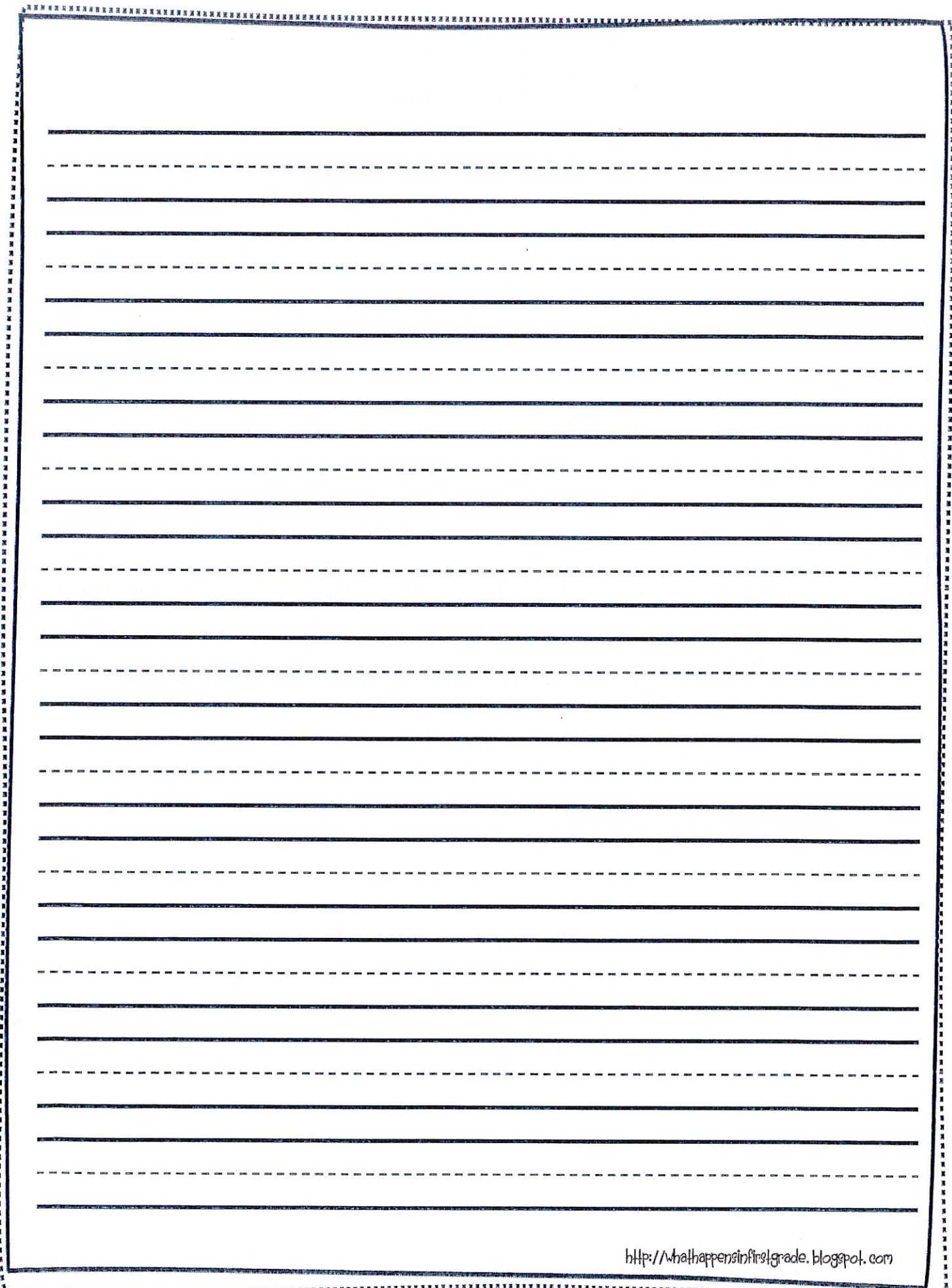
Student Name: _____

Sight Word Handwriting Practice

Spelling Practice

Choose three of your favorite spelling practice strategies to study this week's spelling words! Check off the boxes when you complete them.

Hula: Move your hips like you are a hula dancer each time you say a letter. ☐

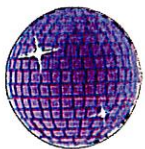**Up to Bat:** Act like you are swinging a bat for each letter of the word. ☐

Shooting Hoops: Shoot a each letter like you would a basketball. ☐

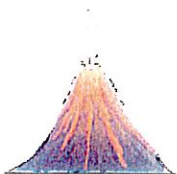**Little Birdie:** Hold your arms to the side and flap them up and down as you say each letter. ☐

Frisbee Fun: Act like you are throwing a Frisbee for each letter of the word. ☐

Disco Night: Move your arms up and down disco style as you say each letter. ☐

Jumping Jacks: Do a jumping jack as you say each letter in the word. ☐

Volcano: As you say each letter get louder and louder. ☐

HOME LINK 4·11

Domino Sums

Family Note We have started our work with basic addition facts. The basic facts include sums for the facts from $0 + 0$ through $9 + 9$. At this beginning stage, your child may still need to count the total number of dots on the dominoes to complete the problems.

Please return this Home Link to school tomorrow.

Find the sums.

1.

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$$

4.

$1 + 4 =$ ____

5.

____ $= 2 + 3$

6.

$3 + 3 =$ ____

7.

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

Practice

10. Draw the next 3 shapes.

▽ ◯ ▽ ◯ ____ ____ ____

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HOME LINK 4·12

Color-by-Number

Find the sums. If the sum is
- 6, color the space yellow.
- 7, color the space green.
- 8, color the space red.
- 9, color the space blue.
- 10, color the space brown.

$2 + 4 =$ ____

$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$

$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$

____ $= 5 + 3$

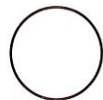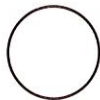$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$

____ $= 4 + 3$

$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$

____ $= 6 + 4$

$8 + 2 =$ ____

Practice

Write the missing numbers.

Rule					
+2	4			10	

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## HOME LINK 4·13 | Unit 5: Family Letter

Place Value, Number Stories, and Basic Facts

As their work in mathematics progresses, children are beginning to use larger numbers. In Unit 5, children will begin to explore the system we use for writing large numbers by focusing on the idea of *place value*. For example, in the number 72, 7 is in the tens place, so there are "7 tens," and 2 is in the ones place, so there are "2 ones." Children will use base-10 blocks to represent numbers and to find the sums of two numbers. They will also use place value to determine "greater than" and "less than" relationships.

tens	ones
7	2
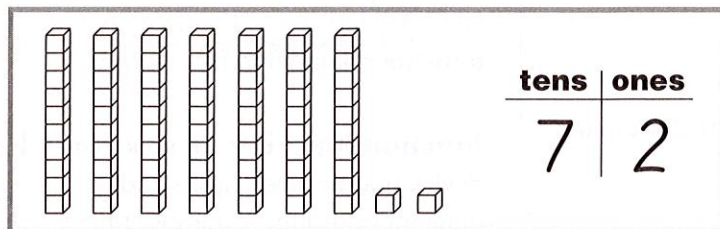
Later in this unit, children will continue to work with addition facts. Shortcuts for learning facts will be introduced. One shortcut is the *turn-around* rule, which states that the order in which numbers are added does not change the sum. For example, 4 + 3 and 3 + 4 both equal 7. Your child will also learn the meaning of adding 0 and 1 to any number. Knowing these shortcuts will make the task of learning addition facts easier.

$$3 + 4 = 7$$
$$4 + 3 = 7$$

turn-around addition facts

Children will also practice place value and addition and subtraction facts by acting out number stories. They will act out these stories using concrete objects and will begin to represent the stories with *number models*. (See this unit's vocabulary list for more information on number models.)

Children have explored many number patterns in previous lessons. *"What's My Rule?"* is a routine introduced in this unit and found throughout *Everyday Mathematics* that provides practice with number patterns and number relationships. You will receive more detailed information about this routine when we begin to use it in class.

Please keep this Family Letter for reference as your child works through Unit 5.
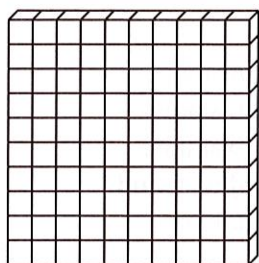
Vocabulary

Important terms in Unit 5:

cube In *Everyday Mathematics*, a base-10 block that represents 1.

long In *Everyday Mathematics*, a base-10 block that represents 10.

flat In *Everyday Mathematics*, a base-10 block that represents 100.

place value In our standard, base-10 system for writing numbers, each place has a value 10 times that of the place to its right and 1 tenth the value of the place to its left. For example, in the number 54, the 5 represents tens, and the 4 represents ones.

254

hundreds | tens | ones
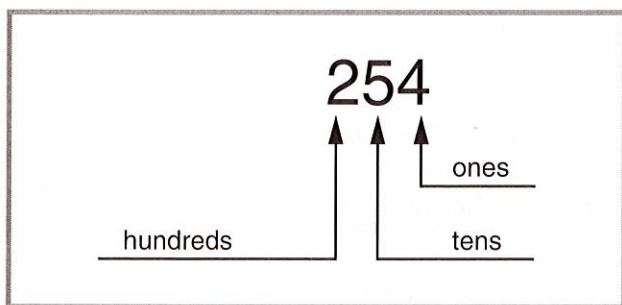
number model A number sentence that models a number story.

For example, $7 + 3 = 10$

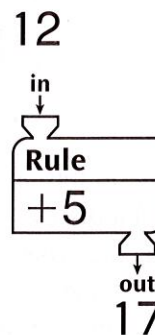| Unit |
|------|
| lions |

is a number model for the number story:

Seven lions are lying in the sun. Three more lions join them. How many lions are there altogether?

turn-around addition facts A pair of addition facts in which the order of the addends is reversed. For example, $5 + 4 = 9$ and $4 + 5 = 9$ are turn-around addition facts.

doubles addition facts The sum of a 1-digit number added to itself. For example, $5 + 5 = 10$, $2 + 2 = 4$, and $6 + 6 = 12$ are all doubles addition facts. A doubles addition fact does not have a turn-around addition fact partner.

function machine An imaginary device that receives inputs and generates outputs. A number (input) is put into the machine and is transformed into a second number (output) through the application of a rule.

12
in
Rule
+5
out
17

"What's My Rule?" problem
A problem in which two of the three parts of a function (input, output, and rule) are known, and the third is to be found out.

Rule
+5
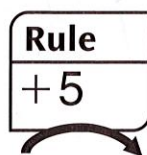
in	out
2	7
5	10
7	12
6	11

Do-Anytime Activities

To work with your child on the concepts taught in this unit and in previous units, try these interesting and rewarding activities:

1. Tell addition and subtraction number stories to your child. Have your child solve the problems using various household objects, and then record the answers in number models.

2. Encourage your child to make up some number stories.

Building Skills through Games

In this unit, your child will practice addition, subtraction, and place-value skills by playing the following games:

Base-10 Exchange
Players take turns putting base-10 blocks on their Tens-and-Ones Mat according to the roll of a die. Whenever possible, they exchange 10 cubes for 1 long. The first player to get 10 longs wins.

Beat the Calculator
A "Calculator" (a player who uses a calculator) and a "Brain" (a player who does not use a calculator) race to see who will be first to solve addition problems.

Difference Game
Players pick a card and collect as many pennies as the number shown on the card. Then players count each other's pennies and figure out how many more pennies one player has than the other.

Digit Game
Each partner draws two cards from a set of number cards. The player whose cards make the larger number takes all of the cards. The player with more cards at the end of the game wins.

Penny-Nickel-Dime Exchange
Partners place 20 pennies, 10 nickels, and 10 dimes into a bank. Players take turns rolling two dice, collecting the amount shown on the dice from the bank. Partners exchange pennies and nickels for dimes until all of the dimes are gone. The player who has more dimes wins.
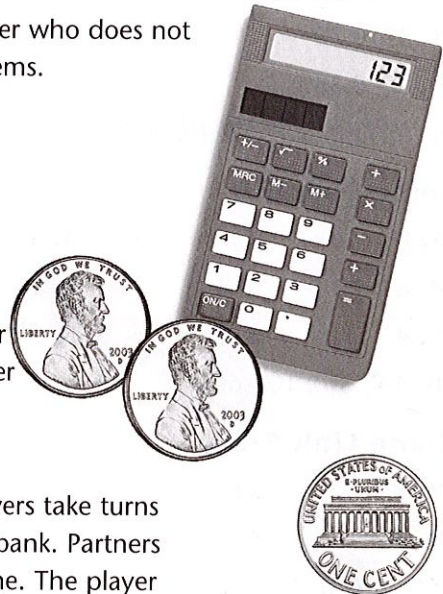
As You Help Your Child with Homework

As your child brings assignments home, you may want to go over the instructions together, clarifying them as necessary. The answers below will guide you through the Home Links in this unit.

Home Link 5·1

1. 56   2. 73   3. 12   4. 60; 50

Home Link 5·2

1. 30, 40, 50, 70   2. 110, 100, 90, 70

3. 78, 68, 48, 38

4. Sample answer: Ⓓ Ⓓ Ⓟ Ⓟ

5. Sample answer: Ⓓ Ⓓ Ⓓ Ⓝ

Home Link 5·3

1. >   2. <   3. =

4. <   5. >   6. <

7. Answers vary.   8. Answers vary.

Home Link 5·4

1. 32, 0.32   2. 36, 0.36

3. 38, 0.38

4. 卌 卌 卌 卌 卌 卌, even

Home Link 5·5

1. 8   2. 6   3. 3

4. 6   5. 6   6. 9

7. 4   8. 8   9. 5

10. 4④, 3①, 1⑦, 6⑨

Home Link 5·6

1. <   2. >   3. =

4. <   5. >   6. <

7.   8.

9.   10.

Home Link 5·7

1. Bart, 4   2. Martha, 7   3. Maria, 8

4. 1①5, ⑧0, ⑤5, ①7

Home Link 5·8

1. Your child should write a number story and number model to go with his or her picture.

2. 6   3. 10   4. 6

Home Link 5·9

1. >   2. <   3. =   4. =

5. 7   6. 9   7. ⑧   8. ⑫

Home Link 5·10

1. 6 + 3 = 9   2. 3 + 6 = 9

3. 5 + 4 = 9   4. 4 + 5 = 9

5. 24   6. 47

Home Link 5·11

1. Answers will vary.   2. Answers will vary.

3. <   4. >

5. <   6. =

Home Link 5·12

1. Rule is +1; 20, 10, (last answer will vary)

2. Rule is −2; 10, 19, (last answer will vary)

3. Rule is +10; 35, (last answer will vary)

4. 10   5. 14

6. 6   7. 18

Home Link 5·13

1. Rule is +3, (answer will vary)

2. 16, 35, (last answer will vary)

3. Answers vary.

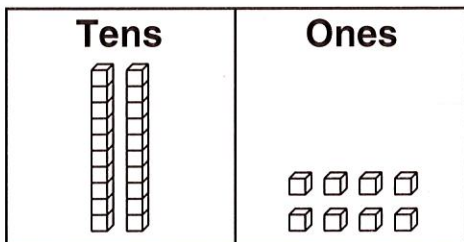4. 40, 38, 36, 34, 32, 30, 28, 26, 24

HOME LINK 5·1 | **Tens-and-Ones Riddles**

Family Note We have begun to work on place value using base-10 blocks. The blocks shown in the tens columns are called *longs* and the blocks shown in the ones columns are called *cubes*. It takes 10 cubes to make 1 long. On this page, your child is writing numbers shown with longs and cubes.

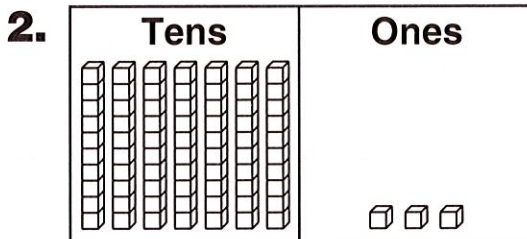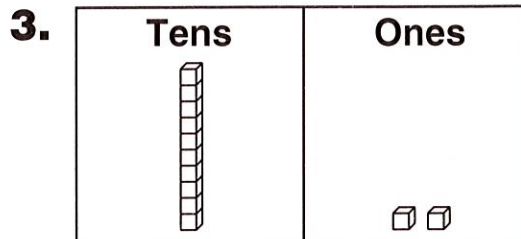*Please return this Home Link to school tomorrow.*

Example:

Tens	Ones

What number am I? _28_

1.

Tens	Ones

What number am I? _____

2.

Tens	Ones

What number am I? _____

3.

Tens	Ones
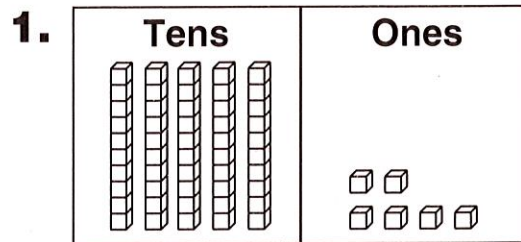
What number am I? _____

Practice

4. Fill in the missing numbers.

Rule
Count back by 10s

70 → ____ → ____ → 40
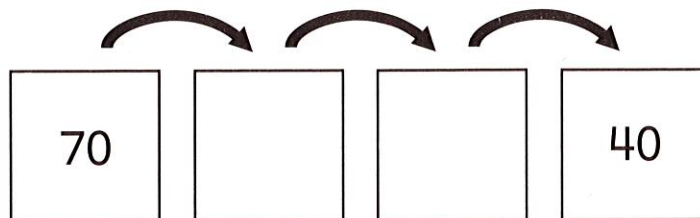
Frames-and-Arrows Diagrams

Fill in the missing numbers.

1.

Rule
+10

20 ⟶ ⟶ ⟶ ⟶ 60 ⟶

2.

Rule
−10

120 ⟶ ⟶ ⟶ 80 ⟶

3.

Rule
Count back by 10s

88 ⟶ ⟶ 58 ⟶ ⟶

Practice

4. Show 22¢.

Use Ⓓ, Ⓝ, and Ⓟ.

5. Show 35¢.

Use Ⓓ, Ⓝ, and Ⓟ.

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HOME LINK 5·3 Relation Symbols

Family Note The relation symbols < and > were introduced in this lesson. The symbol < means *is less than*, and the symbol > means *is more than*. These symbols will be used in the same way we use the symbol = for *is equal to* or *equals*. For example, instead of writing 5 *is less than* 8, we will write 5 < 8.

It takes time for children to learn the correct use of these symbols. One way to help your child identify the correct symbol is to draw two dots near the larger number and one dot near the smaller number. Then connect the dots as shown below.

$$5 < 8$$

Another way is to think of the open end of the symbol as a mouth eating the larger number.

$$5 < 8$$

Write <, >, or =.

| < is less than |
| > is more than |
| = is the same as |
| = is equal to |

Example:

$$18 \underline{>} 12$$

1. 11 _____ 7   **2.** 21 _____ 25   **3.** 37 _____ 37

4. 29 _____ 42   **5.** 35 _____ 15   **6.** 48 _____ 128

Practice

7. Write some even numbers below.

_____ _____ _____ _____ _____

8. Write some odd numbers below.

_____ _____ _____ _____ _____

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