



Homework

Week of January 14, 2013

MATH Links: Monday 5.3, Tuesday 5.4-, Wednesday None, Thursday-5.5, Friday-5.6

Reading: Frog and Toad Together- Choose 4 or more activities to be completed by Friday. **Spelling on Test Friday** words are located on your unit outline sheet. Review high frequency words nightly. Read nightly!!!!

Try Spelling City to prepare for Friday's test, it is fun and educational. <http://www.spellingcity.com/FRSPod4/>

Unit 1

on
way
in
and
take
up
get
help
use
eat
her
this
too
saw
small
tree
your
home
into
many
them

Unit 2

catch good
no put
want be
could old
horse paper
live food
under also
new some
out
people
who
work
down
inside
now
there
together
around
find
grow
water
family
other
their

Unit 3

always become
day everything
nothing stays
things any
enough ever
every own
sure were
away car
friends house
our school
very afraid
few
read
again
how
soon

Activity Board

Name _____

Number _____

Choose 4 or more activities to be completed by Friday. Color the squares you choose.

Staple your work to this paper and return by Friday.

<p>Read the weekly story with an adult. Then retell the story in your own words including key details from the beginning, middle, and end of the story.</p> <p>X _____ signature</p>	<p>Write a song or a poem for Toad to read to his seeds.</p> <p><i>Attach your work to this activity board.</i></p>	<p>Write your High Frequency words 3X each.</p> <p><i>Attach your work to this activity board.</i></p>
<p>Write your spelling words in ABC order.</p> <p><i>Attach your work to this activity board.</i></p>	<p>If you had a garden, what would you plant? Label and illustrate 5 things that you would plant.</p> <p><i>Attach your work to this activity board.</i></p>	<p>Math</p> <p>Write you address and phone number 4X correctly.</p> <p><i>Attach your work to this activity board.</i></p>
<p>Math</p> <p>Frog planted 18 tulip bulbs and 10 daffodils. Toad planted 20 tulip bulbs and 13 daffodils. How many tulip bulbs did they plant all together? How many daffodils did they plant all together?</p> <p><i>Attach your work to this activity board.</i></p>	<p>Pick 5 spelling words and write a complete sentence with each one.</p> <p><i>Attach your work to this activity board.</i></p>	

Story: Frog and Toad Together

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.

$$5 \text{ (mouth) } < 8$$

Write $<$, $>$, or $=$.

Example:

$$18 > 12$$

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

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.

HOME LINK
5•4

Counting Coins



Family Note Children continue finding the values of groups of coins. Before doing the problems, it may be helpful for your child to sort real coins into groups (all of the dimes together, all of the nickels together). Many children are still learning to write amounts of money using dollars-and-cents notation. We will continue to practice this skill during the year.

Please return this Home Link to school tomorrow.

<p>Ⓟ 1 cent</p> <p>\$0.01</p> <p>penny</p> 	<p>Ⓝ 5 cents</p> <p>\$0.05</p> <p>nickel</p> 	<p>Ⓣ 10 cents</p> <p>\$0.10</p> <p>dime</p> 
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How much? Write each answer in cents and in dollars-and-cents notation.

1. Ⓣ Ⓝ Ⓝ Ⓝ Ⓝ Ⓟ Ⓟ _____¢ or \$ _____
2. Ⓣ Ⓝ Ⓝ Ⓝ Ⓝ Ⓝ Ⓟ _____¢ or \$ _____
3. Ⓣ Ⓣ Ⓝ Ⓝ Ⓝ Ⓟ Ⓟ Ⓟ _____¢ or \$ _____

Practice

4. Make a tally for 30.

Odd or even? _____

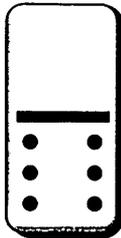
HOME LINK
5•5**Domino Addition**

Family Note Children continue practicing basic addition facts. Notice that we are emphasizing +0, +1, and double facts like 6 + 6.

Please return this Home Link to school tomorrow.

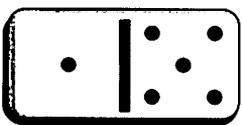
Add.

1. 
$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

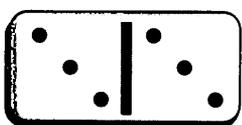
2. 
$$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array}$$

3. 

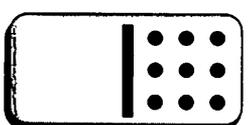
$$\underline{\quad} = 2 + 1$$

4. 

$$1 + 5 = \underline{\quad}$$

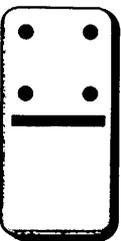
5. 

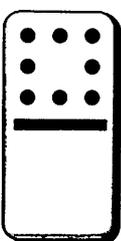
$$3 + 3 = \underline{\quad}$$

6. 

$$\underline{\quad} = 0 + 9$$

Fill in the missing dots and the missing numbers.

7. 
$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 8 \\ + \underline{\quad} \\ \hline 16 \end{array}$$

9. 

$$5 + \underline{\quad} = 10$$

Practice

10. Circle the ones place.

44

31

17

69

Relation Symbols



Family Note As children continue their work with relation symbols ($<$, $>$, $=$), you can help by having your child read aloud the number models on this page. Read the example as follows:
65 is less than 83.

Please return this Home Link to school tomorrow.

Write $<$, $>$, or $=$.

Example: 65 $<$ 83

1. 15 _____ 17 2. 28 _____ 19

3. 24 _____ 24 4. 36 _____ 63

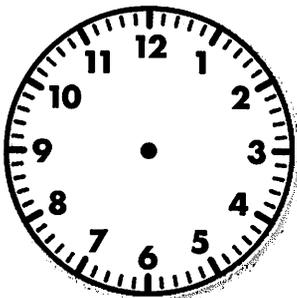
5. 92 _____ 72 6. 55 _____ 128

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

Practice

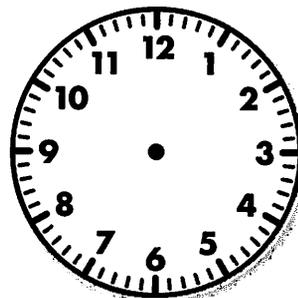
Draw the hour and minute hands to show each time.

7.



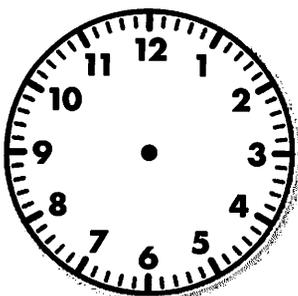
eleven o'clock

8.



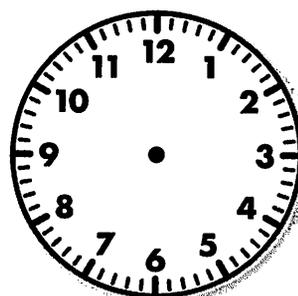
nine thirty

9.



half-past six

10.



quarter-to one