



Homework

Week of January 22, 2013

MATH Links: Monday Holiday, Tuesday 5.7-, Wednesday None, Thursday-5.8, Friday-5.9

Reading: I'm a Caterpillar- Choose 3 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
done
push
know
visit
wait

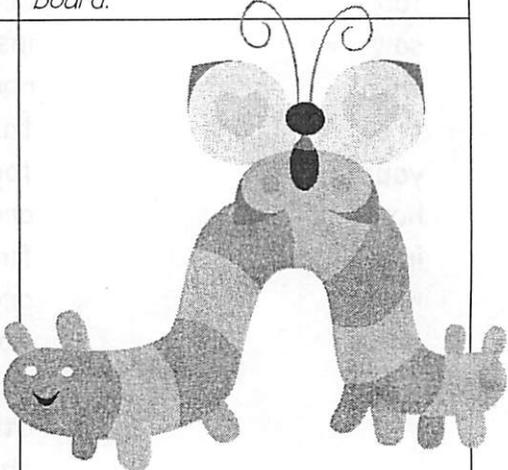
Activity Board

Name _____

Number _____

Choose ~~1~~³ 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 three facts about caterpillars in complete sentences.</p> <p><i>Attach your work to this activity board.</i></p>	<p>Use your High Frequency words in a sentence.</p> <p><i>Attach your work to this activity board.</i></p>
<p>Write your spelling words 3X each.</p> <p><i>Attach your work to this activity board.</i></p>	<p>Draw a diagram with labels of the Life Cycle of a caterpillar. Remember to include a title.</p> <p><i>Attach your work to this activity board.</i></p>	<p>Math</p> <p>Write and solve a number story about a caterpillar or butterfly. (Example: I saw 3 caterpillars at the park and 2 at the zoo. How many caterpillars did I see? $3+2=5$)</p> <p><i>Attach your work to this activity board.</i></p>
<p>Math</p> <p>Jan and Ted collect butterfly stamps. Jan got 2 from her mom, 5 from her dad, and 3 from her friend. Ted got 3 from his dad, 4 from his brother, and 3 from his mom. They think they have the same amount of stamps. Are they correct? Show your math thinking!</p> <p><i>Attach your work to this activity board.</i></p>	<p>Pick your favorite illustration from the story and draw it. Then write what you learned from your favorite illustration. Be sure to write in a complete sentence.</p> <p><i>Attach your work to this activity board.</i></p>	

Story: I'm a Caterpillar

HOME LINK
5·7**Comparing Amounts of Money**

Family Note Children are beginning to solve number stories in which they find how much more (or less) one number is than another. This is called the *difference* between the two numbers.

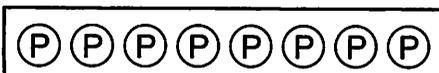
Help your child line up the pennies in two rows and pair pennies in the top row with pennies in the bottom row. Have your child make as many pairs as possible. The extra pennies that could not be paired represent the difference.

Please return this Home Link to school tomorrow.

1. Bart



Perry

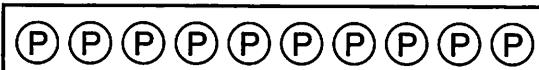


Who has more? _____ How much more? _____ ¢

2. Tricia



Martha



Who has more? _____ How much more? _____ ¢

3. Franklin has 17 pennies.

Maria has 25 pennies.

Who has more? _____ How much more? _____ ¢

Practice

4. Circle the tens place.

115

80

55

17

HOME LINK
5•8**Number Stories****Family Note**

Children have been telling and solving number stories. Have your child explain the number story that goes with the picture he or she chooses. If you like, help your child record the number story in words. The number model may show addition or subtraction, depending on how your child tells the story.

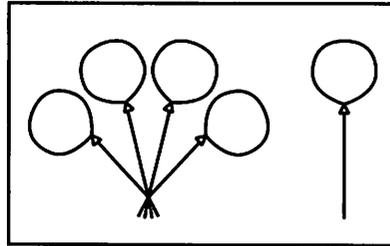
Please return this Home Link to school tomorrow.

Here is a number story Mandy made up.

I have 4 balloons.

Jamal brought 1 more.

We have 5 balloons together.



Unit
balloons

$$4 + 1 = 5$$

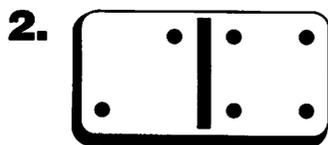
1. Find a picture in a magazine or draw your own picture. Use it to write a number story.

Write a number model to go with your story.

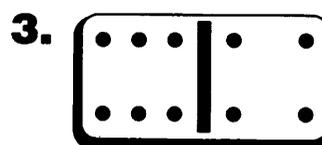
Unit

Practice

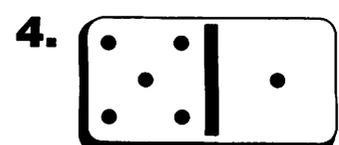
Write each sum.



$$2 + 4 = \underline{\quad}$$



$$6 + 4 = \underline{\quad}$$



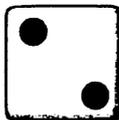
$$5 + 1 = \underline{\quad}$$

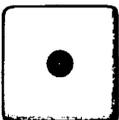
HOME LINK
5•9**Comparing Sums**

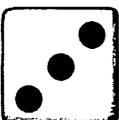
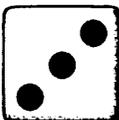
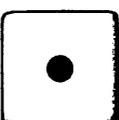
Family Note For the next few days, children will return to basic addition facts. They will concentrate on memorizing the +0 and +1 facts (for example, $7 + 0$ and $8 + 1$), doubles facts (for example, $3 + 3$), and facts that have a sum of 10 (for example, $3 + 7$ and $6 + 4$). Consider spending a short time each day practicing these addition facts with your child.

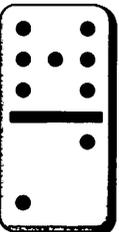
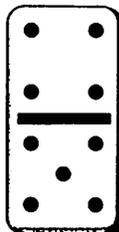
Please return this Home Link to school tomorrow.

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

1.  +  _____  + 

2.  +  _____  + 

3.  +  _____  + 

4.  _____ 

Practice

Find the sums.

5. $4 + 3 = \underline{\quad}$

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

7. $\underline{\quad} = 6 + 2$

8. $\underline{\quad} = 10 + 2$

Circle the even sums.