



Homework

Week of January 28, 2013

MATH Links: Monday 5.10 Tuesday 5.11-, Wednesday None, Thursday-5.12, Friday-5.13
Unit 5 Test Monday, February 4

Reading: Where are my friends- 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 before
read does
again good-bye
how oh
soon right
done won't
push
know
visit
wait

Rock Project Due Jan 28th

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 using the temporal words first, then, next, and last to sequence the story.</p> <p>X _____ signature</p>	<p>Pick your favorite character and write a story about them when spring arrives and they find their forest friends.</p> <p>Attach your work to this activity board.</p>	<p>Find your high frequency words in the story and write down what page you found them on.</p> <p>Attach your work to this activity board.</p>
<p>Rainbow Words Choose three different markers or crayons. Write your spelling word 3X each.</p> <p>Attach your work to this activity board.</p>	<p>At the end of the story Raccoon and Squirrel race to the edge of the forest. Make a list of other games they could play together.</p> <p>Attach your work to this activity board.</p>	<p>Math Make a Weather Chart Ask ten people which season they like the best and record your data on a graph/chart. Attach your work to this activity board.</p>
<p>Math Goose has to fly 57 miles. He has already flown 21. How many more miles does he need to fly?</p> <p>Attach your work to this activity board.</p>	<p>Where Are My Animal Friends is about what animals do during the winter. Write 4 sentences telling what you do during the winter.</p> <p>Attach your work to this activity board.</p>	

Story: Where Are My Animal Friends?

HOME LINK
5•10**Turn-Around Dice****Family Note**

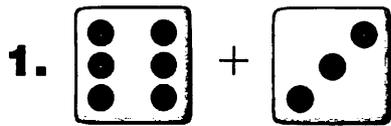
Turn-around addition facts are pairs of facts in which the numbers being added are the same. Turn-around facts have the same sum. For example, $2 + 3 = 5$ and $3 + 2 = 5$ are turn-around facts. Knowing about turn-around facts cuts down on the number of facts that have to be memorized: If you know a fact, you also know its turn-around fact.

Please return this Home Link to school tomorrow.

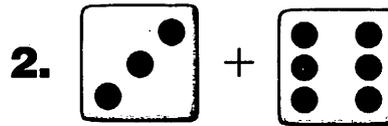
Find the total number of dots on the dice.
Use turn-around facts to help you.

Unit

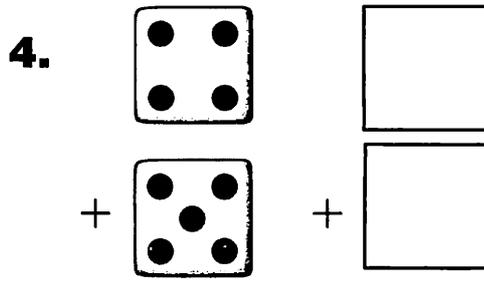
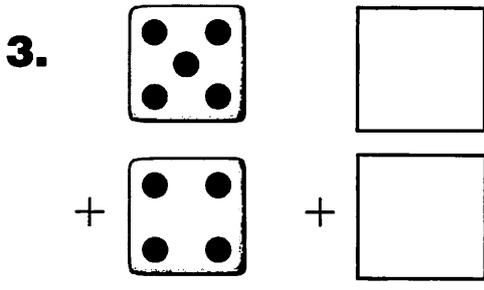
dice dots



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



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

**Practice**

Solve the riddles.

5. 2 and 4 = _____

6. 4 and 7 = _____

HOME LINK
5•11**Adding 0 and 1**

Family Note Give your child several 1-digit, 2-digit, and 3-digit numbers. Ask him or her to add 0 and 1 to each number.

Include numbers with 9 in the ones place like 9, 49, 79, 129, 359, and 789.

Also use 0 in the tens and ones places, like in 208 and 320.

Please return this Home Link to school tomorrow.

Record your answers in the table below.

1. Ask someone at home to say a 1-digit number; for example, 7. Add 0 to the number and give the answer. Then add 1 to the number and give the answer.
2. Have someone say a 2-digit number. Repeat with a 3-digit number.

Example: $25 + 0 = 25$ $25 + 1 = 26$

Number Models

	Number	+0	+1
Example	25	$25 + 0 = 25$	$25 + 1 = 26$
1-digit number			
2-digit number			
3-digit number			

Practice

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

3. 19 _____ 21 **4.** 10 _____ 4 **5.** 2 _____ 11 **6.** 0 _____ 0



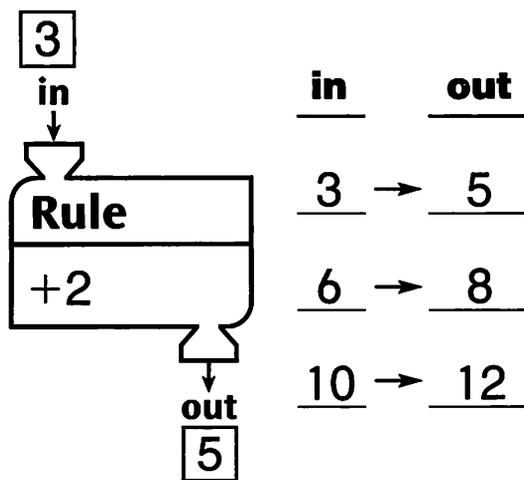
“What’s My Rule?”

Today your child learned about a kind of problem you may not have seen before. We call it “What’s My Rule?” Please ask your child to explain it to you. Here is a little background information you may find useful.

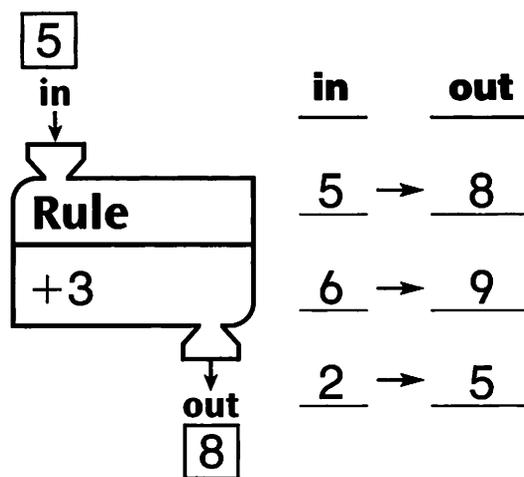
Imagine a machine with a funnel at the top and a tube at the bottom—we call this a *function machine*. The function machine can be programmed so that when you drop a number into the funnel at the top, the machine changes the number according to the rule and a new number comes out of the tube at the bottom.

For example, you can program the machine to add 2 to any number that is dropped into the funnel. If you put in 3, out comes 5; if you put in 6, out comes 8.

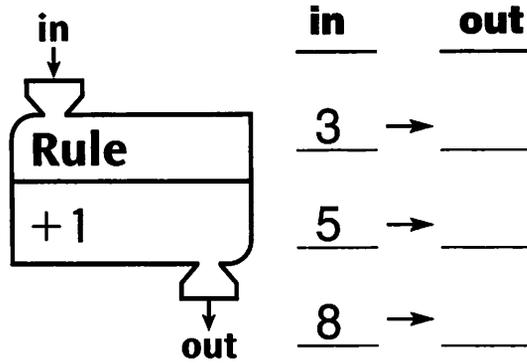
You can show this with a table:



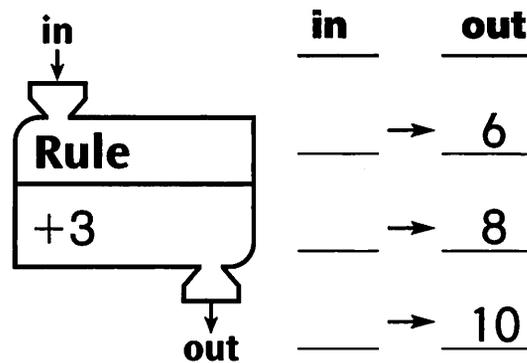
Here is another example of a function machine:



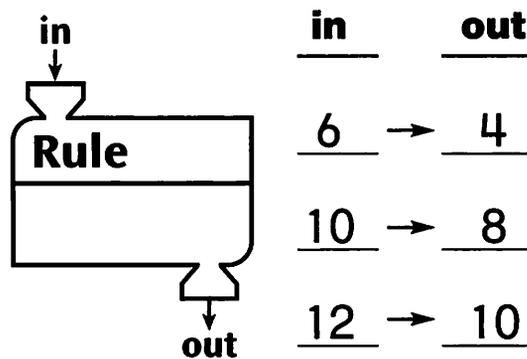
In a "What's My Rule?" problem, some of the information is missing. To solve the problem, you have to find the missing information. The missing information can be the numbers that come out, the numbers that are dropped in, or the rule for programming the machine. *For example:*



Missing "out" numbers



Missing "in" numbers



Missing rule

HOME LINK
5·12

"What's My Rule?"



Family Note Ask your child to explain what the function machine is doing to the "in" numbers before filling in the missing "out" numbers. For example, in the first problem, the function machine is adding 1 to each of the "in" numbers.

Please return this Home Link to school tomorrow.

Fill in the missing rule and numbers.

1.

in ↓	<u>in</u>	→	<u>out</u>
Rule	<u>6</u>	→	<u>7</u>
	<u>14</u>	→	<u>15</u>
↓ out	<u>26</u>	→	<u>27</u>
	<u>19</u>	→	_____
	<u>9</u>	→	_____

Your turn: _____ → _____

2.

in ↓	<u>in</u>	→	<u>out</u>
Rule	<u>10</u>	→	<u>8</u>
	<u>22</u>	→	<u>20</u>
↓ out	<u>25</u>	→	<u>23</u>
	<u>12</u>	→	_____
	<u>21</u>	→	_____

Your turn: _____ → _____

3.

in ↓	<u>in</u>	→	<u>out</u>
Rule	<u>36</u>	→	<u>46</u>
	<u>19</u>	→	<u>29</u>
↓ out	<u>62</u>	→	<u>72</u>
	<u>25</u>	→	_____

Your turn: _____ → _____

Practice

Add.

4. $5 + 5 =$ _____

5. $7 + 7 =$ _____

6. $3 + 3 =$ _____

7. $9 + 9 =$ _____

More "What's My Rule?"



Family Note Children continue to explore number patterns. Each problem on this page represents a different kind of problem.

In the first problem, your child tries to find the rule. In the second problem, the rule is given. The second problem calls for applying the rule to find the "out" numbers.

Encourage your child to describe how he or she solved each problem.

Please return this Home Link to school tomorrow.

1. Find the rule.

in	in	out
↓ Rule	5	8
↓ out	10	13
↓ out	18	21

Your turn:

2. What comes out?

in	in	out
↓ Rule	13	3
↓ -10	26	
↓ out	45	

Your turn:

3. Make your own.

in	in	out
↓ Rule		
↓ out		
↓ out		
↓ out		

Practice

4. Count back by 2s.

46, 44, 42,

_____, _____, _____,

_____, _____, _____,

_____, _____, _____