

Homework

Week of January 7, 2013

MATH Links: Monday 4.12, Tuesday 4.13-MATH TEST, Wednesday None, Thursday-5.1, Friday-5.2 Please keep 4.13 at home, it has useful information for our next unit.

Reading: Jan's New Home- Choose 4 or more activities to be completed by Friday. **Spelling on Test Friday.**
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
no
want
could
horse
live
under
new
out
people
who
work
down
inside
now
there
together
around
find
grow
water
family
other
their

good
put
be
old
paper
food
also
some

Unit 3

always
become
day
everything
nothing
stays
things
any
enough
ever
every
own
sure
were
away
car
friends
house
our
school
very

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 include details from the story that define the central message of the story.</p> <p>X _____ signature</p>	<p>Write a letter to Jan. Include at least three sentences.</p> <p><i>Attach your work to this activity board.</i></p>	<p>Write your High Frequency words in ABC order.</p> <p><i>Attach your work to this activity board.</i></p>
<p>Pick 5 spelling words and write a sentence to go with each one.</p> <p><i>Attach your work to this activity board.</i></p>	<p>In the story find 5 things Jan sees on her way to her new home. Draw and label a picture of each one.</p> <p><i>Attach your work to this activity board.</i></p>	<p>Math Find 10 ways to make 17.</p> <p><i>Attach your work to this activity board.</i></p>
<p>Math Jan packed 4 boxes in the morning. She packed 7 in the afternoon. Then she packed 3 at bedtime. How many boxes did she pack all together? <i>Show your work</i> <i>Attach your work to this activity board.</i></p>	<p>Write your spelling words and sort them into the categories of words with the ending -es and words without -es.</p> <p><i>Attach your work to this activity board.</i></p>	

Story: Jan's New Home

**Unit 3.3: Jan's New Home -
Big Question: Why are changes exciting?**

Grammar: Verbs That Do Not Add -s

Writing Trait: Voice

Phonemic Awareness:

Add Phonemes

Blend and Segment Onset/Rime

Segment and Count Syllables

Phonics:

Ending -es, Plural-es, and r-Controlled *or, ore*

Comprehension:

Theme

Monitor and Fix-Up

Amazing Words:

1. arrive – get there
2. depart – leave
3. location – place where something is
4. route – the way you go to get somewhere
5. swoop – move down suddenly
6. tumble – to roll or toss about
7. crumple – crush something into wrinkles
8. stampede – wild rush of animals or people

Spelling Words:

- | | |
|------------|-------------|
| 1. bus | 7. kiss |
| 2. buses | 8. kisses |
| 3. class | 9. wish |
| 4. classes | 10. wishes |
| 5. fix | 11. friends |
| 6. fixes | 12. very |

High Frequency Words:

1. away
2. car
3. friends
4. house
5. our
6. school
7. very

HOME LINK

4•12

Color-by-Number



Family Note We are finding sums for addition facts, using +0, +1, +2 (such as $3 + 0$, $5 + 1$, and $8 + 2$), and doubles facts (such as $2 + 2$ and $4 + 4$).

Please return this Home Link to school tomorrow.

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.

$2 + 4 = \underline{\quad}$
 $\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$
 $\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$
 $\underline{\quad} = 5 + 3$
 $\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$
 $\underline{\quad} = 4 + 3$
 $\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$
 $\underline{\quad} = 6 + 4$
 $8 + 2 = \underline{\quad}$

Practice

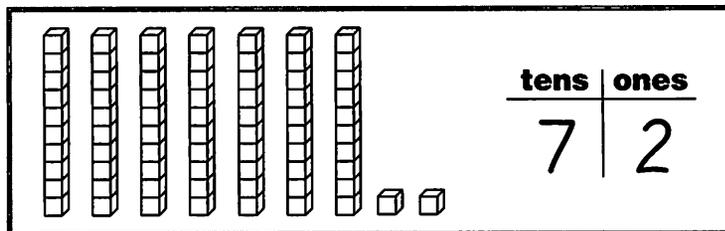
Write the missing numbers.

Rule					
+2	4			10	

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.



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:

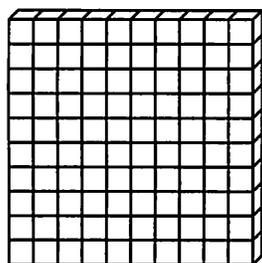
cube In *Everyday Mathematics*, a base-10 block that represents 1.



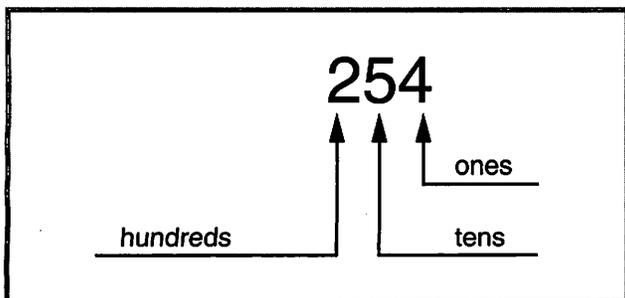
long In *Everyday Mathematics*, a base-10 block that represents 10.



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.



number model A number sentence that models a number story.

For example, $7 + 3 = 10$

is a number model for the number story:

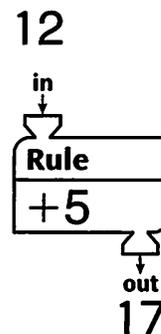
Unit
lions

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.

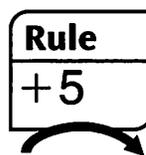
doubles addition facts The sum of a 1-digit number added to itself. For example, $5 + 5 = 10$, $2 + 2 = 4$, and $6 + 6 = 12$ are all doubles addition facts. A doubles addition fact does not have a turn-around addition fact partner.

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.



“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.



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

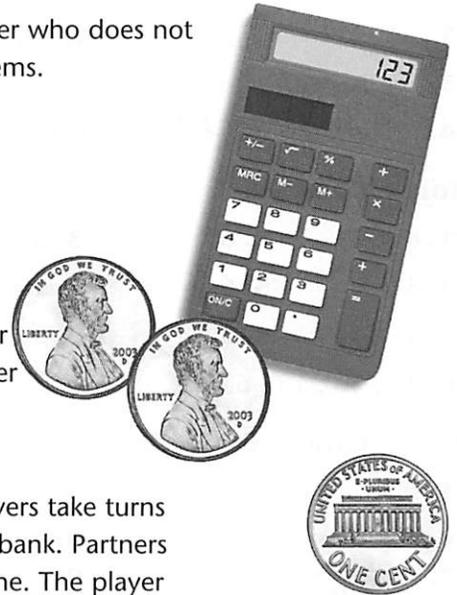
Players pick a card and collect as many pennies as the number shown on the card. Then players count each other's pennies and figure out how many more pennies one player has than the other.

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

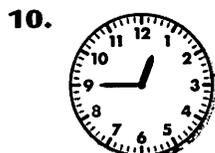
1. 32, 0.32 2. 36, 0.36
3. 38, 0.38
4. ~~###~~ ~~###~~ ~~###~~ ~~###~~ ~~###~~ ~~###~~, even

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.



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

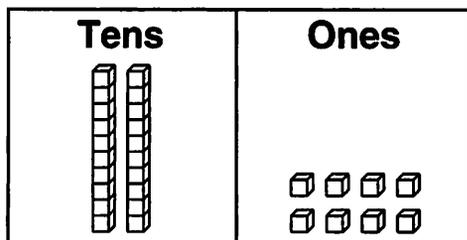
Tens-and-Ones Riddles



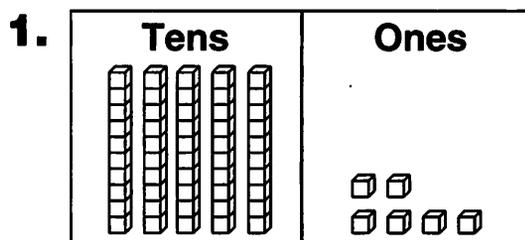
Family Note We have begun to work on place value using base-10 blocks. The blocks shown in the tens columns are called *longs* and the blocks shown in the ones columns are called *cubes*. It takes 10 cubes to make 1 long. On this page, your child is writing numbers shown with longs and cubes.

Please return this Home Link to school tomorrow.

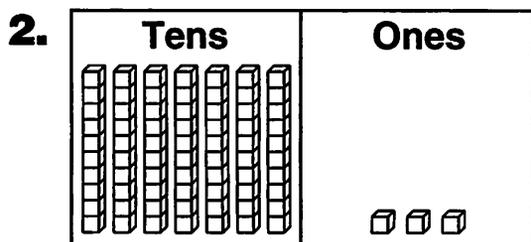
Example:



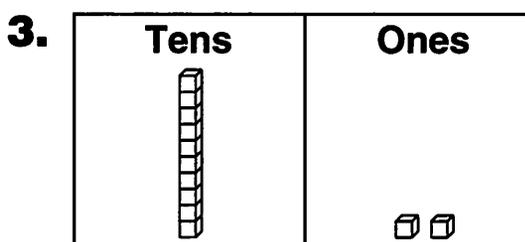
What number am I? 28



What number am I? _____



What number am I? _____



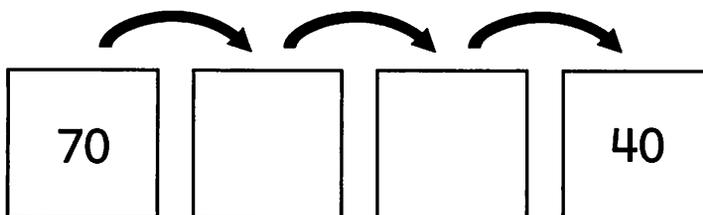
What number am I? _____

Practice

4. Fill in the missing numbers.

Rule

Count back
by 10s



HOME LINK
5•2

Frames-and-Arrows Diagrams



Family Note Children continue to work with place value and base-10 blocks. In this lesson, children counted up and back by 10s from any number. On this page, your child will continue to explore what happens to the digits in a numeral when counting by 10s.

Please return this Home Link to school tomorrow.

Fill in the missing numbers.

1.

Rule
+10

2.

Rule
-10

3.

Rule
Count back by 10s

Practice

4. Show 22¢.

Use Ⓓ, Ⓔ, and ⒫.

5. Show 35¢.

Use Ⓓ, Ⓔ, and ⒫.