

# Homework

Week of  
February 3, 2012

Subject	Activity	Grown-Up's Initials
Reading	Spend some time ( fifteen minutes or so) with a book or magazine most everyday. Remember to write in your reading log each time you read so I can see what you've read and how much you've practiced. Each space <b>MUST</b> must be filled in by the end of February.	
Spelling	Practice your word wall words any way you'd like. You may go to <a href="http://www.spellingcity.com">www.spellingcity.com</a> , or write them in sentences, or sort them.	
Writing		
Math	Do the Home Links.	
Other	Play, play, play!	

## Homework Rules

1. Homework will be sent home on Friday.
2. You have until the following Thursday to do your homework.
3. You decide when and where to do your homework.
4. All homework folders must be back in Room 11 by Thursday morning.
5. Your grownups may help you with your work but you must do the thinking.
6. Put your name on all papers.
7. See Ms. Comeau if you are missing any of the homework "tools" you need (crayons, pencils, glue sticks. . .)
8. Grumbling is not allowed!



**Count by 2s, 5s, and 10s****Family Note**

In this lesson, your child has been counting by 2s, 5s, and 10s. After your child has completed these problems, help him or her look for patterns in the ones digits of the answers. In the example, the ones digits repeat: 0, 2, 4, 6, 8, 0, 2, 4, and so on. If your child is successful with these problems, ask him or her to count backward by 2s, 5s, or 10s. Start from a number that is a multiple of 10, such as 200.

*Please return this Home Link to school tomorrow.*

**Example:**

Count by 2s. Begin at 100. Write your first 10 counts below.

100, 102, 104, 106, 108, 110, 112, 114, 116, 118

1. Count by 2s. Begin at 200. Write your first 10 counts below.

200, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. Count by 5s. Begin at 500. Write your first 10 counts below.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3. Count by 10s. Begin at 550. Write your first 10 counts below.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Look at your counts. Write about any patterns you find in the counts.

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HOME LINK  
7•2

## Missing Addends

**Family Note**

In this lesson, your child found the difference between a number and a multiple of 10. In Problems 1 and 2, your child will find the difference between a number and the next-higher multiple of 10. For example, your child will determine which number added to 62 equals 70 (8). In Problem 3, your child will find different combinations of numbers that add to 70. If your child has difficulty with this problem, suggest changing the first number in each combination to the next-higher multiple of 10. For example, add 2 to 48 to make 50 and then add 20 to 50 to make 70.  $2 + 20 = 22$ , so  $48 + 22 = 70$ .

*Please return this Home Link to school tomorrow.*

1.  $4 + \underline{\quad} = 10$

$10 = 3 + \underline{\quad}$

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

$10 = \underline{\quad} + 1$

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

2.  $54 + \underline{\quad} = 60$

$90 = 83 + \underline{\quad}$

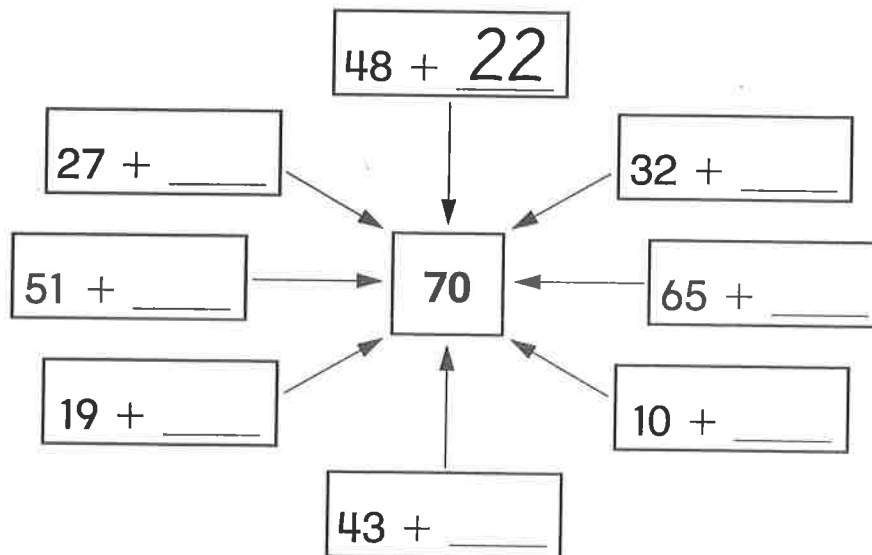
$75 + \underline{\quad} = 80$

$40 = 31 + \underline{\quad}$

$\underline{\quad} + 62 = 70$

Unit

3. Make 70s. Show someone at home how you did it.



**HOME LINK**  
**7•3**

# Who Scored More Points?


**Family Note**

In this lesson, your child added three or more 1-digit and 2-digit numbers. As your child completes the problems below, encourage him or her to share the different ways in which the points can be added. Your child might add all the tens first and then add all the ones. For example,  $20 + 5 + 4 + 6 = 20 + 15 = 35$ . Your child may also look for combinations of numbers that are easier to add. In Game 1, for example, first add 14 and 6 to get 20 and then add 15 to get 35.

*Please return this Home Link to school tomorrow.*

Do the following for each problem:

- ◆ Add the points for each team.
- ◆ Decide which team scored more points. The team with the greater number of points wins the game.
- ◆ Circle your answer.

<b>Unit</b>
points

**1. Game 1**

Team A:

$$15 + 14 + 6 = \underline{\quad}$$

Team B:

$$5 + 13 + 7 = \underline{\quad}$$

Who won? A or B

**2. Game 2**

Team A:

$$12 + 6 + 4 + 8 = \underline{\quad}$$

Team B:

$$5 + 10 + 19 + 1 = \underline{\quad}$$

Who won? A or B

**3. Game 3**

Team A:

$$17 + 4 + 5 + 3 = \underline{\quad}$$

Team B:

$$2 + 11 + 9 + 18 = \underline{\quad}$$

Who won? A or B

**4. Game 4**

Team A:

$$7 + 4 + 16 + 13 + 5 = \underline{\quad}$$

Team B:

$$22 + 9 + 8 + 3 + 17 = \underline{\quad}$$

Who won? A or B

**HOME LINK**  
**7.4**

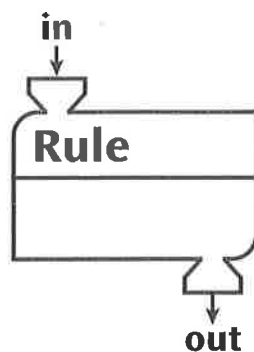
# Doubles and Halves


**Family Note**

In today's lesson, your child heard a story and used a calculator to double numbers and find halves of numbers repeatedly. Help your child solve the doubling and halving problems below. When appropriate, have your child use money or counters to help solve the problems. In Problem 1, for example, your child might display 40 counters, divide them into two equal groups, and then count to find that half of 40 is 20.

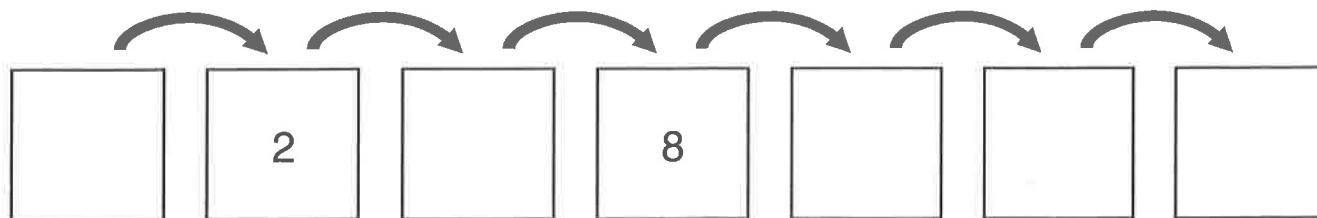
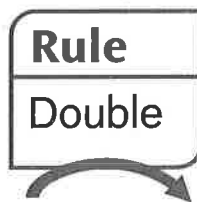
*Please return this Home Link to school tomorrow.*

1. Write a rule in the rule box. Then complete the table.



in	out
12	6
50	25
40	
30	
	8
	9

2. Fill in the frames using the rule in the rule box.





# **Sort 9**

Long Vowels with VCe: Short *i* and Long *i*

pig 	line 	skill
rim	while	miss
	like	
ride	give	drink
stiff		spice
pile	size	list
5	life	?

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**SORT 18** R-Controlled Vowels:  
Short *u*, Long *u*, and R-Controlled *u* (*u*, *uCe*, *ur*)

club	tube	burp
fur	your	crush
dune	four	curb
plump	surf	bulb
curl	junk	turn
hurt	burn	dude
thumb	crude	?

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**SORT 32** Other Common Long Vowel Patterns:  
Short *u* and Long *u* (*u*, *uCe*, *ue*, *ew*)

dump	June	glue
drew	true	crumb
stuff	blew	clue
few	refuse	push
due	chew	hue
bush	stew	gulp
blue	fume	?

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