



Homework Guide

Review **closed syllables** that have **five sounds** with your child during the next 3 weeks.

Follow These 4 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. This is very important. Do not tap trick words (in bold).
3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. It is helpful if you say the letters as your child writes them.

WEEK 2

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	chill	thank	swim
On Tuesday Dictate	Current Words	→	shrimp	plants	scrub
On Wednesday Dictate	Trick Words	→	how	now	down
On Thursday Dictate	Sentence	→	I will print on the pad.		



Do the "Find the Three Letter Blends" Activity

Have your child read the sentence. Remember to help read with phrasing and fluency. Find all the three letter blends and underline them with three separate lines. Mark any word with suffix by underlining the baseword and circling the suffix s.

1. My gram will mend the strap on this dress.
2. I think that I can split the logs.
3. Cath and Fran still had to scrub the pots.
4. When Jill fell into the pond, the splash was big!
5. We will get shrimp and scrod fish.

Name: _____

Date: _____

Writing Grid for Word and Sentence Homework

Review Words

1 2

3

Handwriting practice lines for Review Words. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The first row contains the number '1' on the left and '2' in the middle. The second row contains the number '3' on the left. The third row is empty. Each row is decorated with a cartoon character at the top left and bottom right corners.

Current Words

1 2

Handwriting practice lines for Current Words. The first row contains the number '1' on the left and '2' in the middle. The second row is empty. Each row is decorated with a cartoon character at the top left and bottom right corners.

Trick Words

3 1

2 3

Handwriting practice lines for Trick Words. The first row contains the number '3' on the left and '1' in the middle. The second row contains the number '2' on the left and '3' in the middle. The third row is empty. Each row is decorated with a cartoon character at the top left and bottom right corners.

Sentence

1

Handwriting practice lines for Sentence. The first row contains the number '1' on the left. The second row is empty. Each row is decorated with a cartoon character at the top left and bottom right corners.

Spelling List – Wilson Unit 10 Week 2

1. twist
2. clumps
3. many
4. down
5. blanks
6. splash
7. how
8. blends
9. now
10. grunts

Sentence: 1. How did the skunks smell?

2. I sat down on a clump of grass.

Spelling List – Wilson Unit 10 Week 2

1. twist
2. clumps
3. many
4. down
5. blanks
6. splash
7. how
8. blends
9. now
10. grunts

Sentence: 1. How did the skunks smell?

2. I sat down on a clump of grass.

Spelling List – Wilson Unit 10 Week 2

1. twist
2. clumps
3. many
4. down
5. blanks
6. splash
7. how
8. blends
9. now
10. grunts

Sentence: 1. How did the skunks smell?

2. I sat down on a clump of grass.

Spelling List – Wilson Unit 10 Week 2

1. twist
2. clumps
3. many
4. down
5. blanks
6. splash
7. how
8. blends
9. now
10. grunts

Sentence: 1. How did the skunks smell?

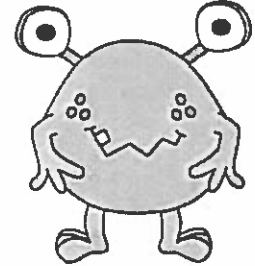
2. I sat down on a clump of grass.

Read the passage. Then answer each question.

MONSTER LEARNS RULES

One day, a monster came to our classroom. He didn't know any of the rules!

We had to show him how to sit on the carpet. We had to show him how to use a quiet voice. We had to show him how to use supplies.



We went to P.E. class. Monster tried to sit on the carpet. No, Monster! We don't have to sit on a carpet in the gym! Monster tried to use a quiet voice. No, Monster! We don't have to be quiet in the gym. Monster didn't know what to do with the supplies. We showed him how to throw a ball.

We went to the lunchroom. Monster sat at a table. Good job, Monster! Monster used a loud voice. No, Monster! We can't be too loud in the lunchroom. Monster tried to throw his food. No, Monster! We can't throw food. Monster was confused. Poor Monster.

We went to our classroom. We wrote the rules for the different places at school. Rules are different in different places. It is tricky but it keeps us safe!

Answer each question:

1. Who is the main character?

2. Where is the setting?



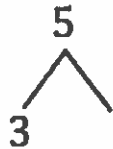
3. What is the problem?

4. How do they solve the problem?

5. What rules would you teach Monster if he came to your house?

HOW YOU CAN HELP AT HOME

- With your child, practice adding and subtracting tens up to 40. You say an addition or subtraction expression with tens, up to 40 (e.g., $10 + 30$). Your child says the answer. (40) If your child is comfortable with this skill, consider adding and subtracting tens and ones (e.g., $20 + 3$, $3 + 30$, or $20 + 13$). Alternate roles to allow your child to lead in creating expressions.
- Challenge your child to count by tens with coins. Gather ten dimes and six pennies. Lay some of the dimes on a table, adding or removing dimes as you direct your child to count forward or backward by tens up to 100. Next, lay out three pennies along with the dimes. Add or remove dimes as you direct your child to count by tens, starting at 3 (3, 13, 23, ...). Repeat this activity, using different numbers of pennies to have your child start counting from different numbers. Switch roles and let your child lead you in counting as well.
- Play Number Bond Addition and Subtraction. Create a number bond with a whole number between 0 and 10 but with one missing part. Ask your child to fill in the missing part and then to write an addition and a subtraction number sentence to match the number bond.



$$3 + \boxed{2} = 5$$

$$5 - 3 = \boxed{2}$$

MODELS

Arrow Way (Arrow Notation): A simplifying strategy that allows students to record their mental math. This strategy is often used for getting to a “friendly” number that is easy to work with, such as a ten or a hundred.

KEY CONCEPT OVERVIEW

During the next couple of days, our math class will learn about adding and subtracting tens. First, we will use objects and number bonds to add and subtract tens. Students will see that just as $4 - 3 = 1$, $4 \text{ tens} - 3 \text{ tens} = 1 \text{ ten}$. Then we will add tens to numbers less than 40, for example, $18 + 20 = 38$. In doing so, we will notice that the number of ones (8 ones) does not change. Students will also use the **arrow way** to model addition and subtraction with tens. (See image at right.)



You can expect to see homework that asks your child to do the following:

- Draw number bonds and quick tens to add and subtract tens.
- Draw number bonds and quick tens to add tens to a two-digit number, and then complete place value charts and number sentences.

SAMPLE PROBLEM (From Lesson 12)

Draw quick tens and ones to solve. Complete the place value chart, number bond, and number sentence to match.

tens	ones
1	6

+

tens	ones
2	0

	○○○○○○ ○
--	-------------

36	
/ \ 16 20	$\underline{16} + \underline{20} = \underline{36}$

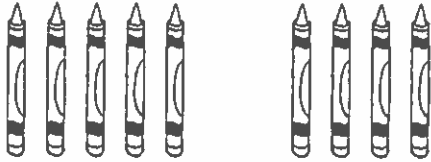
Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

Name _____

Date _____

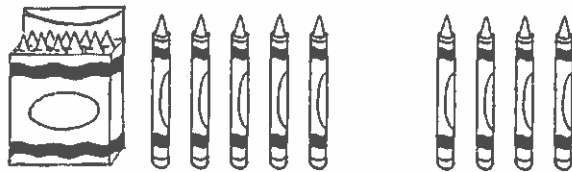
Solve the problems.

1.



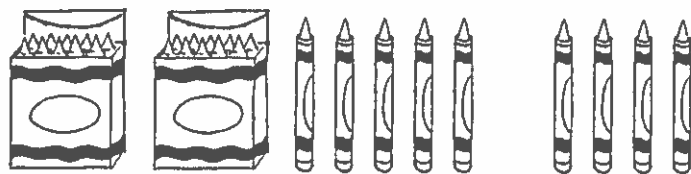
$5 + 4 = \underline{\quad}$

2.



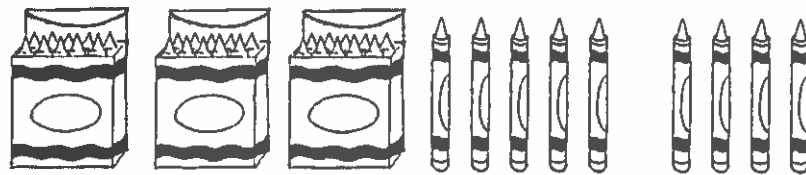
$15 + 4 = \underline{\quad}$

3.



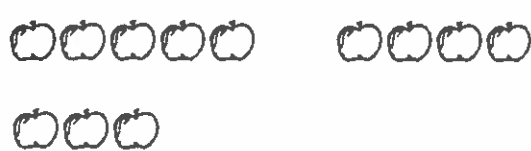
$25 + 4 = \underline{\quad}$

4.



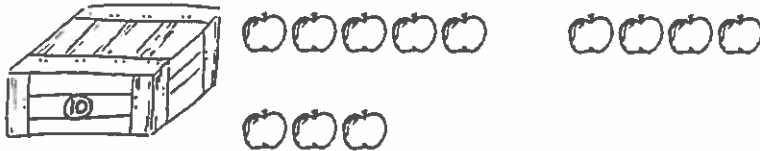
$35 + 4 = \underline{\quad}$

5.



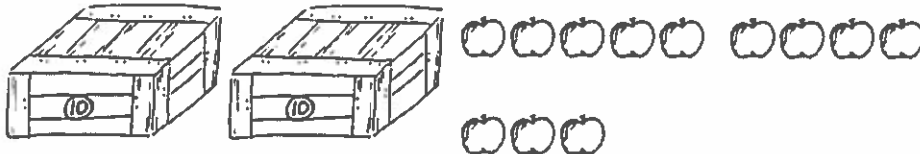
$8 + 4 = \underline{\quad}$

6.



$18 + 4 = \underline{\quad}$

7.



$28 + 4 = \underline{\quad}$

Use the first number sentence in each set to help you solve the other problems.

8.

a. $5 + 2 = \underline{\quad}$

b. $15 + 2 = \underline{\quad}$

c. $25 + 2 = \underline{\quad}$

d. $35 + 2 = \underline{\quad}$

9.

a. $5 + 5 = \underline{\quad}$

b. $15 + 5 = \underline{\quad}$

c. $25 + 5 = \underline{\quad}$

d. $35 + 5 = \underline{\quad}$

10.

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

b. $12 + 7 = \underline{\quad}$

c. $22 + 7 = \underline{\quad}$

11.

a. $7 + 4 = \underline{\quad}$

b. $17 + 4 = \underline{\quad}$

c. $27 + 4 = \underline{\quad}$

12.

a. $8 + 7 = \underline{\quad}$

b. $18 + 7 = \underline{\quad}$

c. $28 + 7 = \underline{\quad}$

13.

a. $3 + 9 = \underline{\quad}$

b. $13 + 9 = \underline{\quad}$

c. $23 + 9 = \underline{\quad}$

Solve the problems. Show the 1-digit addition sentence that helped you solve.

14. $24 + 5 = \underline{\quad}$ _____

15. $24 + 7 = \underline{\quad}$ _____