

Dear Family

The end of the year is fast approaching. The last Unit of Foundations® reviews the word structure and concepts learned this year.

These last two weeks bring us to the end of a very exciting year. Thank you so very much for helping to make this program a success.

I encourage you to continue working with your child during the summer vacation. If possible, take time out each day to read with your child. I sincerely hope that you have an enjoyable summer.

Please let me know if you have any concerns.

Sincerely,





Homework Guide

Review the closed syllable baseword with the suffix endings of **s**, **es**, **ed**, and **ing**.

Follow These 4 Steps:

1. Dictate the entire word. Have your child echo the entire word.
Example: “**drilling**”
2. Have your child separate the baseword from the suffix and tap

out the baseword. Do not tap trick words (in bold).

3. Have your child tell you the letters that go with the sounds of the baseword and then add the suffix.
4. Have your child write the baseword then add the suffix **ing**. It is helpful if you say the letters as your child writes them.

WEEK 1

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

On Monday Dictate	Review Words	→	squints	cobwebs	taxes
On Tuesday Dictate	Current Words	→	invented	drilling	jumping
On Wednesday Dictate	Trick Words	→	water	called	another
On Thursday Dictate	Sentence	→	Yes, Mom is still thinking of the kids.		



Do the "Mark My Words" Activity

Read the words with your child. Have your child mark up the following concepts.

- Box the welded sounds
- Star the bonus letter
- Underline digraphs, blends, and digraph blends
- Underline baseword and circle suffix
- Mark v-e syllables

fan

brake

cross

scrunch

lungs

ropes

tall

taxes

blimp

inches

thinking

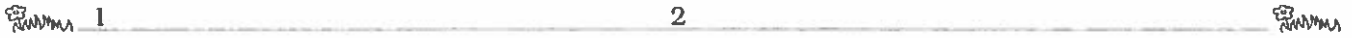
fireman

Name: _____

Date: _____

Writing Grid for Word and Sentence Homework

Review Words



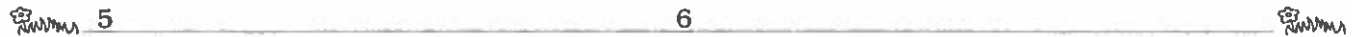
1

2



3

4



5

6



Trick Words



7

1



2

3



Sentence



1



WEEK 1

water

called

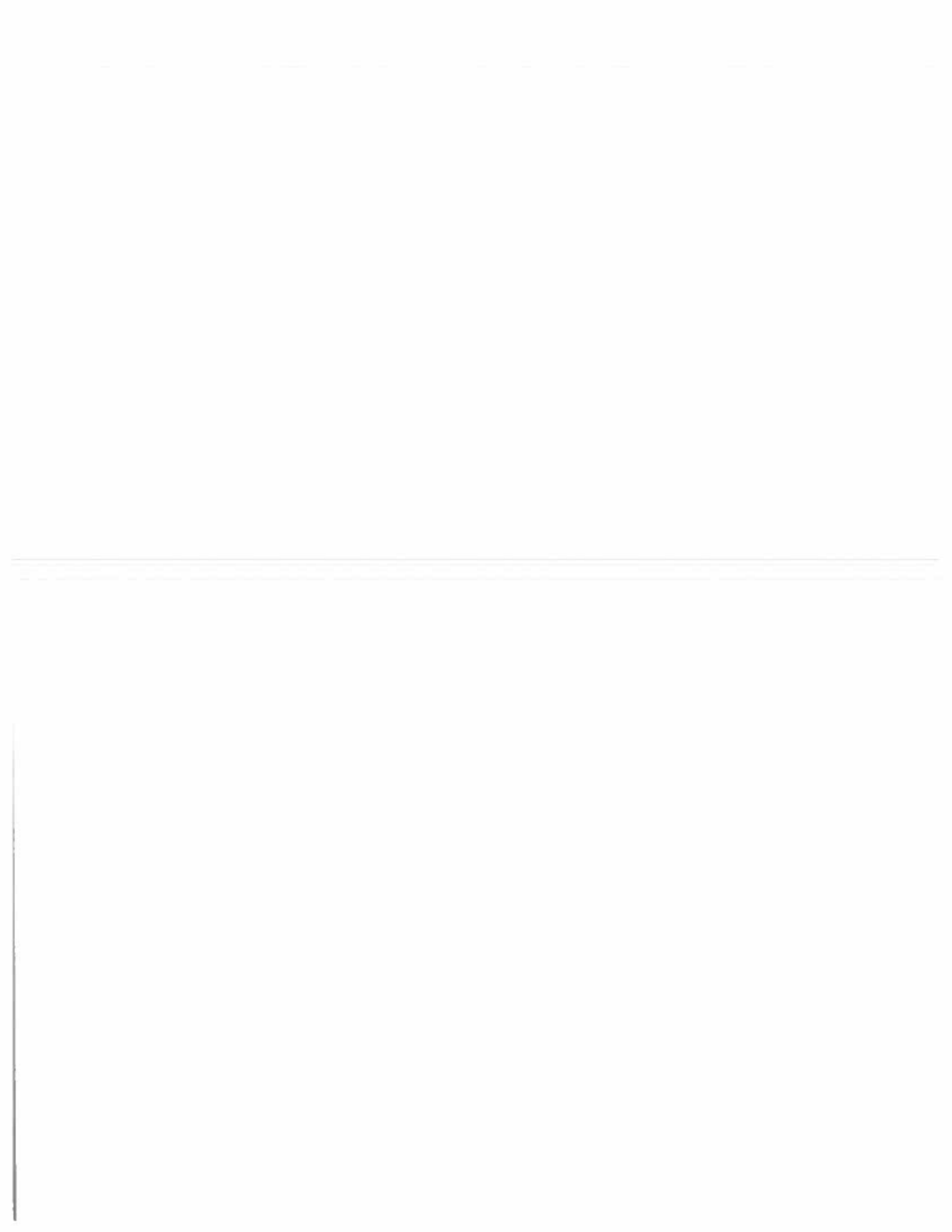
WEEK 2

day

may

way

→ **Cut words into flashcards.** 1. Each night, help your child **read** all Trick Words from previous units, as well as these. 2. Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and 3. Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.



Reading Comprehension Worksheet

Read the poem. Then answer each question.

TIME FOR EVERYTHING

There's a time to run and a time to walk.
There's a time for silence, a time for talk.
There's a time for work and a time for play.
There's a time for sleep at the end of the day.
There's a time for everything you do,
For children and for grown-ups too.
A time to stand up and a time to sit,—
But see that the time and actions fit.

Answer the Questions:

1. Which word is the opposite of “a time for talk?”
2. When is it time for sleep?
3. Who has a time for everything they do?
4. What should time and actions do together?

Spelling Unit 14 Week 1

1. Thank
 2. Blink
 3. Spills
 4. Quake
 5. Wise
 6. Chose
 7. Scrapes
 8. Inches
 9. Singing
 10. Blended
-

Is Dad calling us back home?

There is water in those glasses.

KEY CONCEPT OVERVIEW

During the next few days, our math class will discuss and share the various place value strategies we use when adding within 100. Students will learn to explain their work by using math language such as *tens*, *ones*, *bundling*, and *making a ten*. Students will compare methods, noticing the way place value is used across multiple strategies.

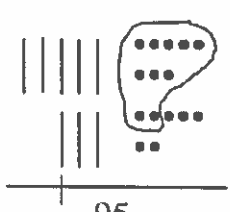
You can expect to see homework that asks your child to do the following:

- Add pairs of two-digit numbers by using any method or strategy.

SAMPLE PROBLEM (From Lesson 19)

Use the strategy you prefer to solve $58 + 37$.

NOTE: Three possible strategies are shown.

Pictorially	Vertical Form	Number Bond
$58 + 37 = 95$ 	$\begin{array}{r} 58 \\ + 37 \\ \hline 95 \end{array}$	$58 + 37 = 95$ $\begin{array}{cc} \wedge & \wedge \\ 50 & 8 & 30 & 7 \\ \hline 80 & & 15 & \end{array}$ $50 + 30 = 80$ $8 + 7 = 15$ $80 + 15 = 95$

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

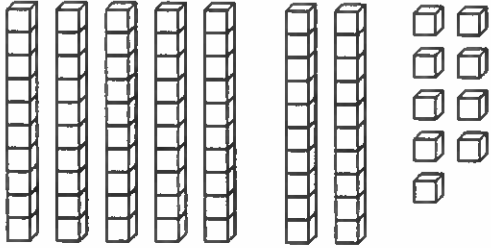
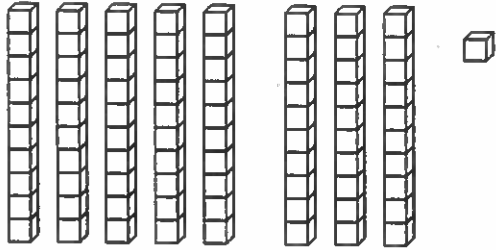
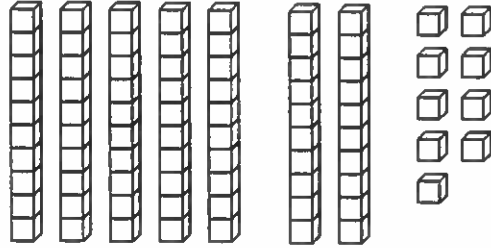
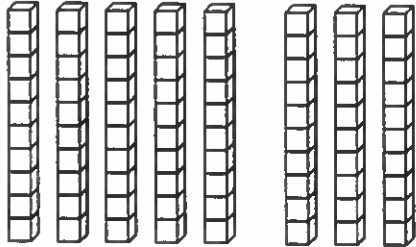
HOW YOU CAN HELP AT HOME

- Encourage your child to explain her thinking for one or two of the homework problems. This is an opportunity to practice place value vocabulary.
- If your child is unsure of how to begin his homework, remind him of his strategy work on previous assignments. Celebrate successes with whichever strategy your child chooses to use, whether quick tens and ones or a more complex strategy. Remind him of how much he has learned since the beginning of the year.
- If you think your child is relying too much on one particular strategy, encourage her to complete the same problem in two ways, first with the strategy with which she feels most confident and then with a strategy she is still mastering. Alternatively, challenge her to use the same strategy no more than two times per page of homework.

Name _____

Date _____

1. Solve. You may draw or cross off (x) to show your work.

<p>a.</p>  <p style="text-align: center;">10 more than 79 is _____.</p>	<p>b.</p>  <p style="text-align: center;">10 less than 81 is _____.</p>
<p>c.</p>  <p style="text-align: center;">1 more than 79 is _____.</p>	<p>d.</p>  <p style="text-align: center;">1 less than 80 is _____.</p>

2. Find the mystery numbers. You may make a drawing to help solve, if needed.

a. 10 more than 75 is _____.

tens	ones	→ + 10 →	tens	ones
7	5			

b. 1 more than 75 is _____.

tens	ones	→	tens	ones

c. 10 less than 88 is _____.

tens	ones		tens	ones

d. 1 less than 88 is _____.

tens	ones		tens	ones

<p>3. Write the number that is 1 more.</p> <p>a. 40, _____</p> <p>b. 50, _____</p> <p>c. 65, _____</p> <p>d. 69, _____</p> <p>e. 99, _____</p>	<p>4. Write the number that is 10 more.</p> <p>a. 60, _____</p> <p>b. 70, _____</p> <p>c. 77, _____</p> <p>d. 89, _____</p> <p>e. 90, _____</p>
<p>5. Write the number that is 1 less.</p> <p>a. 53, _____</p> <p>b. 73, _____</p> <p>c. 71, _____</p> <p>d. 80, _____</p> <p>e. 100, _____</p>	<p>6. Write the number that is 10 less.</p> <p>a. 50, _____</p> <p>b. 60, _____</p> <p>c. 84, _____</p> <p>d. 91, _____</p> <p>e. 100, _____</p>

7. Fill in the missing numbers in each sequence.

a. 50, 51, 52, _____

c. 62, 61, _____, 59

e. 60, 70, 80, _____

g. 57, 67, _____, 87

i. _____, 99, 98, 97

b. 79, 78, 77, _____

d. 83, _____, 85, 86

f. 100, 90, 80, _____

h. 89, 79, _____, 59

j. _____, 84, _____, 64