



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.

Last homework of the year!

WEEK 2

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

On Monday Dictate	Review Words	→	sunfishes	rocks	albums
On Tuesday Dictate	Current Words	→	sandblasted	hunting	standing
On Wednesday Dictate	Trick Words	→	day	may	way
On Thursday Dictate	Sentence	→	Jill stands with hands on her hips.		



Do the "Add the Suffix" Activity

Have your child read the word and suffix. Cover the word and have him or her write it on the line. Check the word and have your child underline or 'scoop' the syllables in the baseword and circle the suffix. For example: **publishing**

cave + s = _____

invent + ed = _____

disrupt + ed = _____

wish + es = _____

spell + ing = _____

crush + es = _____

camp + ing = _____

insist + ed = _____

explode + s = _____

Name: _____

Date: _____

Writing Grid for Word and Sentence Homework

Review Words

1 2

3 4

5 6

Handwriting practice lines for Review Words. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The number of the word to be written is placed on the left side of the line. The number of the word to be written is placed on the right side of the line. The number of the word to be written is placed on the right side of the line.

Trick Words

7 1

2 3

Handwriting practice lines for Trick Words. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The number of the word to be written is placed on the left side of the line. The number of the word to be written is placed on the right side of the line.

Sentence

1

Handwriting practice lines for Sentence. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The number of the sentence to be written is placed on the left side of the line.

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?

KEY CONCEPT OVERVIEW

During the next week, our math class will learn to recognize the penny, nickel, dime, and quarter (the four most widely circulated U.S. coins) and to state the value of each coin. We will use the coins to reinforce place value understanding.









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

- Match each coin with its front view, back view, name, and value.
- Identify the number of pennies needed to show the value of a dime or a nickel.
- Show values up to 25 cents in more than one way.
- Solve simple addition and subtraction sentences within 20 and match the sentences with coin values.
- Add pennies to show counting on from a given coin or value.
- Recognize that the values of dimes and pennies are further representations of tens and ones. Use the coins in a place value chart to represent numbers.

SAMPLE PROBLEM (From Lesson 21)

Use the word bank to label the coins.

pennies				nickels		dimes		quarters	
---------	--	--	--	---------	--	-------	--	----------	--

							
a. <u>quarters</u>		b. <u>pennies</u>		c. <u>dimes</u>		d. <u>nickels</u>	

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

- Use coins with your child as much as possible. Spend time noticing the attributes of each coin. Which coins have smooth edges? Which coins have ridges on the edges? Where is the value of each coin written? What symbols appear on the coins, and what is the meaning of each symbol?
- Start a special coin collection! Consider collecting quarters from each state. Look for coins minted in years that are special to your family. Continually use the names and values of the coins as you build the collection.
- Use small circular stickers to reinforce the value of each coin. Choose a few coins. Have your child write the values of the coins on stickers and then place a sticker on either side of each coin. For example if you choose a dime, your child will write “10 cents” on two round stickers and place the stickers on both sides of the dime.

Name _____


Date _____

1. Add pennies to show the written amount.

<p>a.</p> <p>15 cents</p>	
<p>b.</p> <p>28 cents</p>	
<p>c.</p> <p>22 cents</p>	
<p>d.</p> <p>32 cents</p>	

2. Write the value of each group of coins.

a.




_____ cents

Name _____

Date _____


1. Find the value of each set of coins. Complete the place value chart.
Write an addition sentence to add the value of the dimes and the value of the pennies.

a.




tens	ones

b.



tens	ones

c.



tens	ones
