



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 3

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

On Monday Dictate	Review Words	→	much	wall	banks
On Tuesday Dictate	Current Words	→	blended	spending	granted
On Wednesday Dictate	Trick Words	→	out	about	our
On Thursday Dictate	Sentence	→	The skunk drank from the pan.		



Do the "Circle and Write the Suffixes" Activity

Have your child read the words. Underline or "scoop" the syllables and circle any suffixes (**ed**, **ing** or **s**).

smelling rested clocks splashing

drums squints rented dumping

trusted blinking twisted scrubs

Write the words with **ing** or **ed** suffixes.

ing

ed

Read the passage. Then answer each question.

SUMMER NIGHTS

It is nighttime in the summer.

Luke, Jake and Connor look up at the sky. Jake sees the Milky Way. Luke points to the moon. It is a half moon. Connor looks at all of the bright stars.

After they study the sky, they collect fireflies in a jar. They hear an owl hoot loudly from a nearby tree.

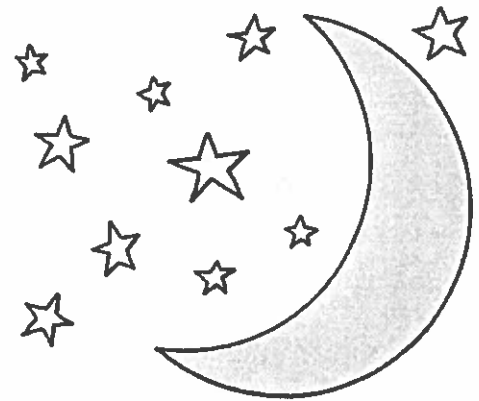
The boys love being outside on summer nights. They sleep in a tent so they can stay out all night.

When they are ready to go bed, they climb into the tent and use the fireflies as a nightlight.

They let the fireflies go in the morning so they can catch them again the next time they sleep outside.

Circle the best answer for each question:

1. What do Luke, Jake and Connor look at?
a) The night b) The sky
c) A bird d) The sun
2. What does Luke point to in the sky?
a) The clouds b) The stars
c) The moon d) The plane
3. What do the boys collect in a jar?
a) Fireflies b) Worms
c) Ants d) Leaves
4. Where do the boys sleep?
a) In bed b) On a cot
c) In a tent d) On the grass



KEY CONCEPT OVERVIEW

During the next week, our math class will add tens and ones to two-digit numbers. We will learn two strategies to make adding two-digit numbers easier. Using the first strategy, we will break a number into tens and ones so we can add the tens first and then the ones. Using the second strategy, called make a ten, we will break a number apart to make the next ten before adding the remaining part. (See Sample Problem.)

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

- Name numbers in various ways by using units of tens and ones. For example, 16 can be 1 ten 6 ones or 16 ones.
- Use number bonds and number sentences to model adding two-digit numbers in two steps: adding the tens first and then adding the ones.
- Use number bonds and number sentences to model adding two-digit numbers in two steps: making the next ten first and then adding the remaining part.
- Use quick tens and ones, number bonds, or the arrow way to record strategies for adding two-digit numbers.

SAMPLE PROBLEM *(From Lesson 26)*

Solve by using number bonds and the add tens or make a ten strategy.

$$19 + 13 = 32$$

Adding tens first:

$$\begin{array}{r} 19 + 13 = 32 \\ \wedge \\ 10 \quad 3 \end{array}$$

$$\begin{array}{l} 19 + 10 = 29 \\ 29 + 3 = 32 \end{array}$$

Adding to make a ten first:

$$\begin{array}{r} 19 + 13 = 32 \\ \wedge \\ 1 \quad 12 \end{array}$$

$$\begin{array}{l} 19 + 1 = 20 \\ 20 + 12 = 32 \end{array}$$

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

KEY CONCEPT OVERVIEW

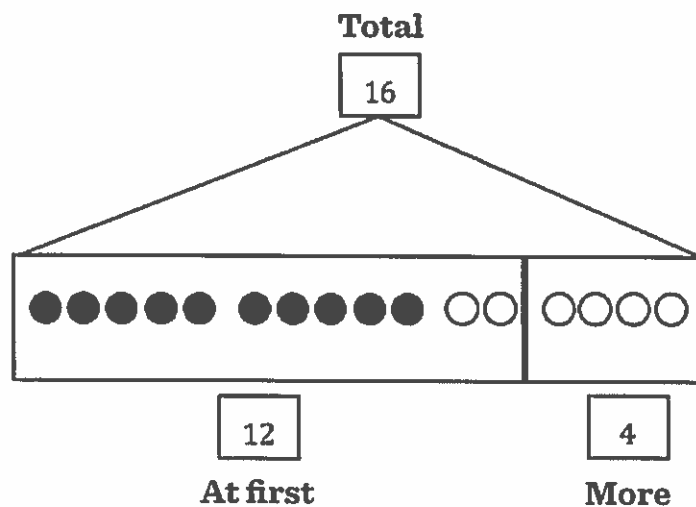
During the next week, our math class will solve word problems involving numbers up to 20. We will use the RDW process and **tape diagrams** to model and solve word problems. In class, we will share strategies for drawing a tape diagram when a part is unknown.

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

- Use a tape diagram to model word problems with an unknown total or part.
- Use addition or subtraction to solve word problems.
- Create a word problem to match a given tape diagram.

SAMPLE PROBLEM (From Lesson 21)

Peyton lined up 12 centimeter cubes along the edge of her book to measure its length. That wasn't enough, so she added more cubes. If her book is 16 centimeters long, how many cubes did Peyton have to add?



$$12 + ? = 16$$

$$16 - 12 = ?$$

$$12 + 4 = 16$$

$$16 - 12 = 4$$

Peyton added 4 centimeter cubes.

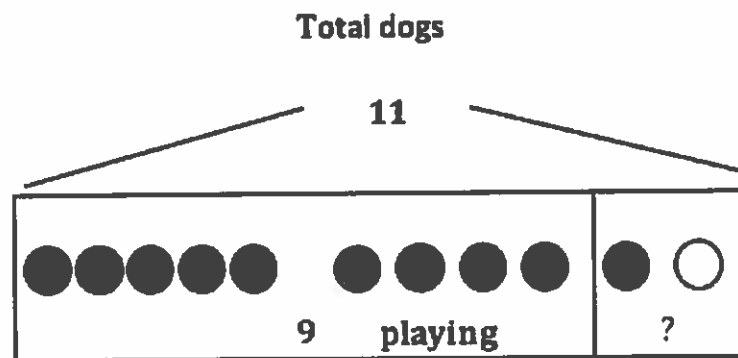
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HOW YOU CAN HELP AT HOME

- Encourage your child to visualize story problems. Ask, “What can you draw to represent this story? What can you tell by looking at your drawing?” If needed, invite your child to act out the story by using simple objects such as action figures or pennies.
- Read challenging story problems aloud to your child. Doing so allows your child to concentrate on visualizing the story content without focusing on the demands of reading the text.
- Look for and share real-world situations as story problems. For instance, when shopping in the grocery store, you might say, “We are buying 12 apples. I see that 4 are green and the rest are red. How many red apples are we buying?”

MODELS

Tape Diagram: A problem-solving model that helps students see the relationships between quantities. The example below represents the following problem: 9 dogs were playing at the park. More dogs came to the park. Then there were 11 dogs. How many more dogs came to the park?



$$9 + ? = 11$$

Two more dogs came to the park.

Name _____

Date _____

1. Solve using number bonds. Write the two number sentences that show that you added the ten first. Draw quick tens and ones if that helps you.

a.

$$13 + 16 = \underline{\quad}$$

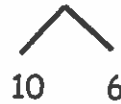


$$16 + 10 = 26$$

$$26 + 3 = 29$$

b.

$$16 + 23 = \underline{\quad}$$

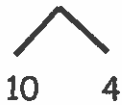


$$23 + 10 = \underline{\quad}$$

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

c.

$$16 + 14 = \underline{\quad}$$

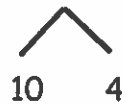


$$16 + 10 = \underline{\quad}$$

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

d.

$$14 + 26 = \underline{\quad}$$



$$26 + 10 = \underline{\quad}$$

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

e.

$$17 + 13 = \underline{\quad}$$



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

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

f.


$$27 + 13 = \underline{\quad}$$



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

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

2. Solve using number bonds. Part (a) has been started for you.

<p>a.</p> $14 + 13 = \underline{\quad}$  $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$	<p>b.</p> $24 + 14 = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$
<p>c.</p> $15 + 14 = \underline{\quad}$	<p>d.</p> $24 + 15 = \underline{\quad}$
<p>e.</p> $22 + 17 = \underline{\quad}$	<p>f.</p> $27 + 12 = \underline{\quad}$
<p>g.</p> $18 + 12 = \underline{\quad}$	<p>h.</p> $28 + 12 = \underline{\quad}$