



Homework Guide

Review the **glued sounds** ending in **ng** and **nk**.

Follow These 5 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. When doing the "glued" sounds it may be easier to tap on the table rather than to the thumb.
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.
5. Remember, do not tap trick words (in bold).

WEEK 3

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

On Monday Dictate	Review Words	→	hill	wham	lips
On Tuesday Dictate	Current Words	→	sinks	wings	honks
On Wednesday Dictate	Trick Words	→	two	very	also
On Thursday Dictate	Sentence	→	Kim will sing six songs.		

nk

ank



bank

/ank/

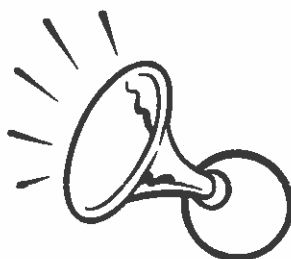
ink



pink

/ink/

onk



honk

/onk/

unk



junk

/unk/

→ Add this page to your child's notebook of sounds. Do this page during **Week 2**.



Name: _____



Date: _____







Writing Grid for Word and Sentence Homework



Review Words



 _____ 



 _____ 



 1 _____ 2 _____ 

 _____ 



 _____ 



 _____ 



 3 _____ 



 _____ 

Current Words



 _____ 



 _____ 



 1 _____ 2 _____ 



 _____ 



Trick Words



 _____ 



 _____ 



 3 _____ 1 _____ 

 _____ 



 _____ 



 _____ 



 2 _____ 3 _____ 



 _____ 



Sentence



 _____ 



 _____ 



 1 _____ 

 _____ 

 _____ 

 _____ 

 _____ 

 _____ 



Do the "Glued Sound" Activity

Select the letter combination from each box to make real words. If both combinations make a word, just select one.

ang or ank

h _____

th _____

b _____

ing or ink

w _____

r _____

s _____

ong or onk

h _____

s _____

l _____

ung or unk

b _____

j _____

l _____

ing or ink

th _____

k _____

w _____

ung or unk

ch _____

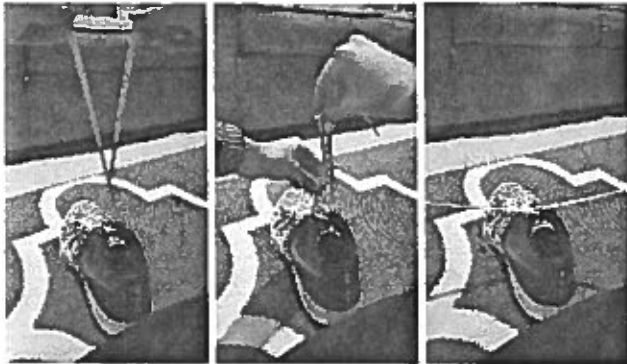
h _____

s _____

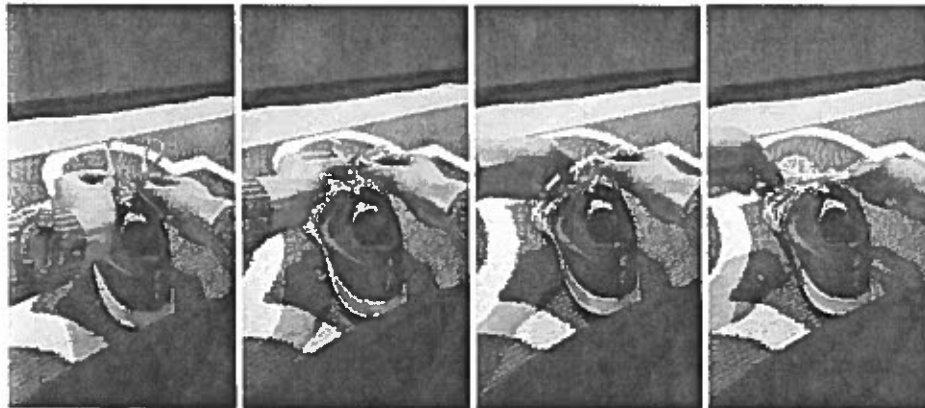
Read the passage. Then answer each question.

HOW TO TIE YOUR SHOES

First, make an “X” with the laces. Take the bottom lace and put it in the space between the shoe and the middle of the “X.” Pull the ends of both laces tight.



Next, make a loop with each lace. Make an “X” with both loops. Take the bottom loop and put it in the space between the shoe and the middle of the “X.” Pull both loops tight.



Last, do the steps again with the laces on your other shoe. Pat yourself on the back. You tied your shoes!

It will take you a few times to get it right. Keep on practicing!

Dear Family,

We are working with a program in class that is designed to help children develop their comprehension and vocabulary skills through stories read aloud.

The program takes advantage of some of the sophisticated vocabulary found in books for young children—because children love to learn big words. Research has shown that the earlier children learn these words, the better able they are to use them in their speech and writing for the rest of their lives!

Each week, I will be sending home six new words. These are the words we are learning and using in our daily conversations and organized activities. This week, and in the weeks to come, please use these words as frequently as possible. Cut out the list and post it somewhere central in your home, such as on the refrigerator. See how many times you, your child, and those around you can use these words in your conversations. Make a game out of it!

And remember, as you share reading experiences with your child, point out and talk about the “big words” you encounter.

Sincerely,

The First Grade Team

The Wolf's Chicken Stew

craving

I sometimes have a craving for peanut butter and banana sandwiches.

screached

The car screached to a stop in front of the house.

scrumptious

My dad makes scrumptious pancakes on Sunday mornings.

joyfully

We joyfully go to visit my cousins every summer.

scheme

Our scheme for staying up late did not work, and we had to go to bed at the regular time.

devious

The wolf in the story was devious, but in the end his plan did not work.

KEY CONCEPT OVERVIEW

During the next few days, our math class will get an introduction to the idea of a **length unit**, taking the concepts of *longer than* and *shorter than* to a new level of precision. We will lay **centimeter** cubes end to end along the length of an object with no gaps or overlaps. Then we will learn that the total number of cubes represents the length of that object in centimeters. Finally, we will compare lengths by using statements such as, “The pencil measures 10 centimeters. The crayon measures 6 centimeters. So the pencil is longer than the crayon.”

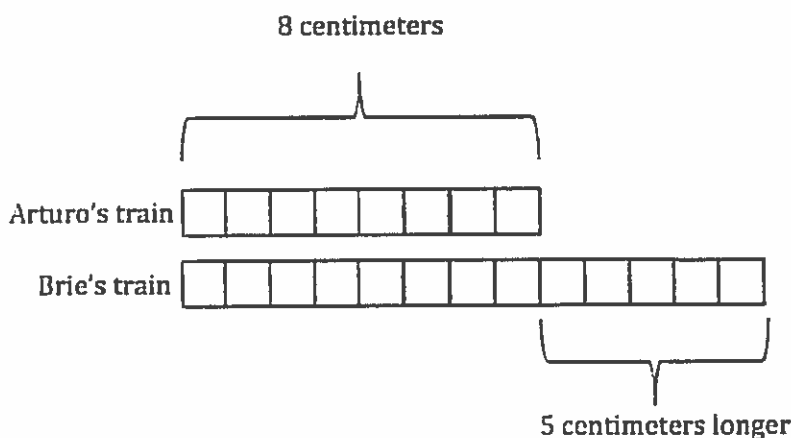
You can expect to see homework that asks your child to do the following:

- Measure objects by using centimeter cubes, and then complete comparison statements about the relative lengths of the objects.
- Measure objects by using centimeter cubes, and order the objects from shortest to longest.
- Use the **RDW process** to solve word problems about length.

SAMPLE PROBLEM (From Lesson 6)

Use the centimeter cubes that your teacher gave you to model each length, and answer the question.

Brie makes a cube train that is 5 centimeters longer than Arturo’s train. If Arturo’s train is 8 centimeters long, how long is Brie’s train?



$$8 + 5 = 13$$

Brie's train is 13 centimeters long.

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

KEY CONCEPT OVERVIEW

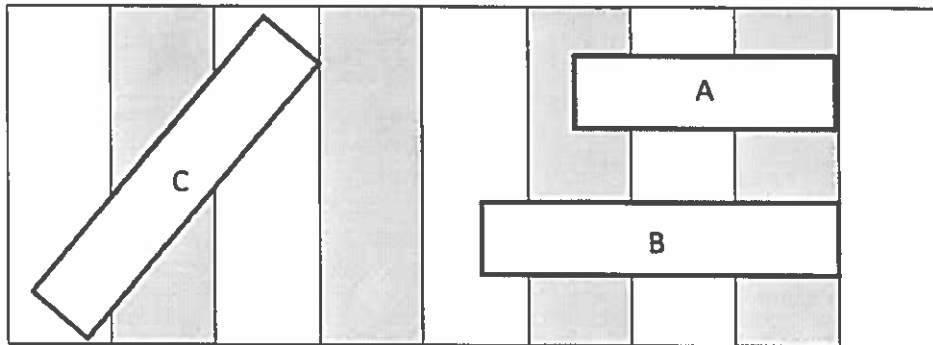
During the next few days, our math class will learn about comparing lengths. We will learn how to make direct comparisons. For example, the crayon is shorter than the paper. We will also learn how to make indirect comparisons. For example, the rabbit is shorter than the dog, and the dog is shorter than the cow, so the rabbit must be shorter than the cow.



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

- Compare the lengths of objects by using the words *shorter than*, *longer than*, and *the same length as*.
- Order objects from shortest to longest.
- Make indirect comparisons by analyzing lengths. For example, if the scissors are longer than the crayon, and the eraser is shorter than the crayon, which is the longest: the crayon, the scissors, or the eraser?

SAMPLE PROBLEM (From Lesson 3)

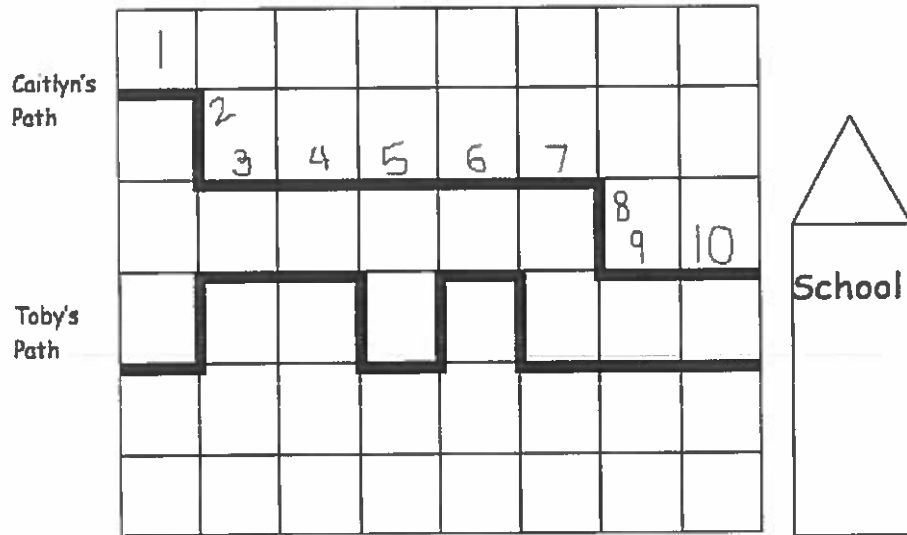


- Which is the shortest rectangle? **Rectangle A**
- If Rectangle B is shorter than Rectangle C, which is the longest rectangle? **Rectangle C**
- Order the rectangles from shortest to longest. **A, B, C**

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

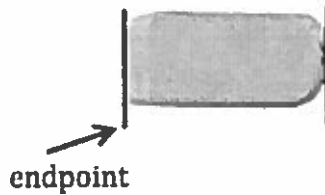
HOW YOU CAN HELP AT HOME

- Reinforce place value understanding in preparation for Module 4. Practice saying numbers the Say Ten way. Partner A says a number (e.g., 43) and Partner B says the number the Say Ten way (4 tens 3).
- Provide opportunities for your child to measure and compare lengths in the home. He can use a household item (e.g., a string, an index card, a paper clip) as a measurement tool. Ask your child to use the words *longer than*, *shorter than*, and *the same length as* to compare the measured objects (e.g., "My shoe is four paper clips shorter than Ruthie's shoe!").
- If your child has difficulty tracing and counting the distance of the paths (see Lesson 3 Homework), guide her to write numbers on the lines of the paths while counting.



TERMS

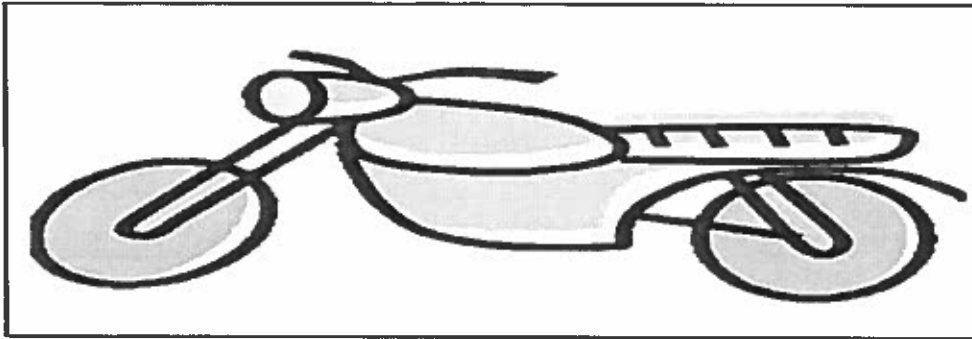
Endpoint: The point where something begins or ends.



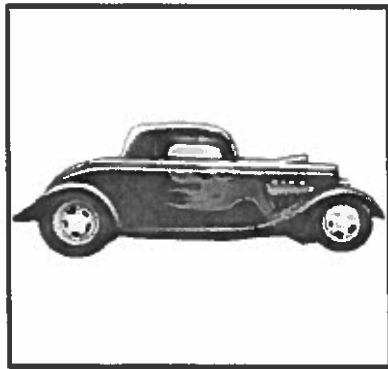
Name _____

Date _____

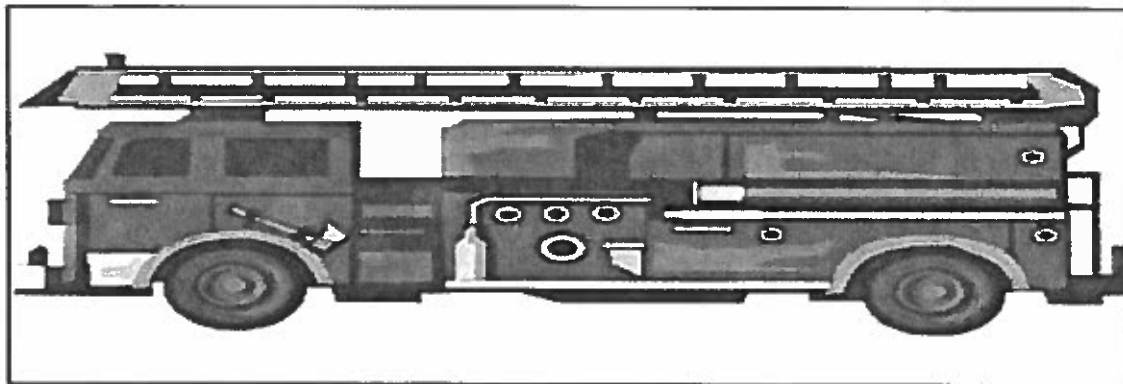
1. Justin collects stickers. Use centimeter cubes to measure Justin's stickers. Complete the sentences about Justin's stickers.



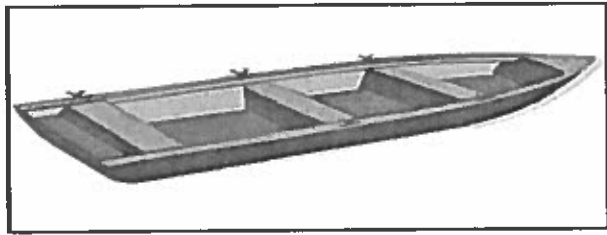
- a. The motorcycle sticker is _____ centimeters long.



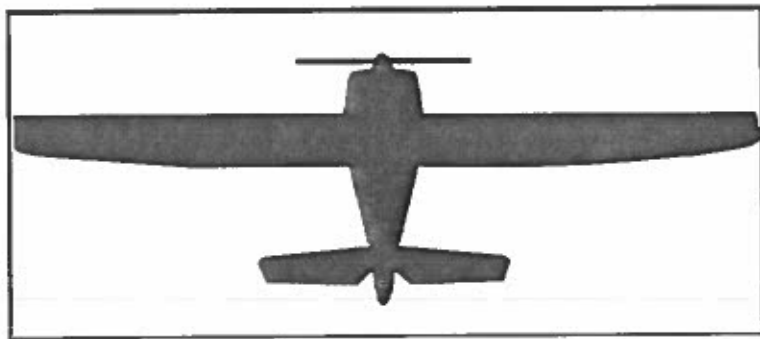
- b. The car sticker is _____ centimeters long.



- c. The fire truck sticker is _____ centimeters long.



d. The rowboat sticker is _____ centimeters long.



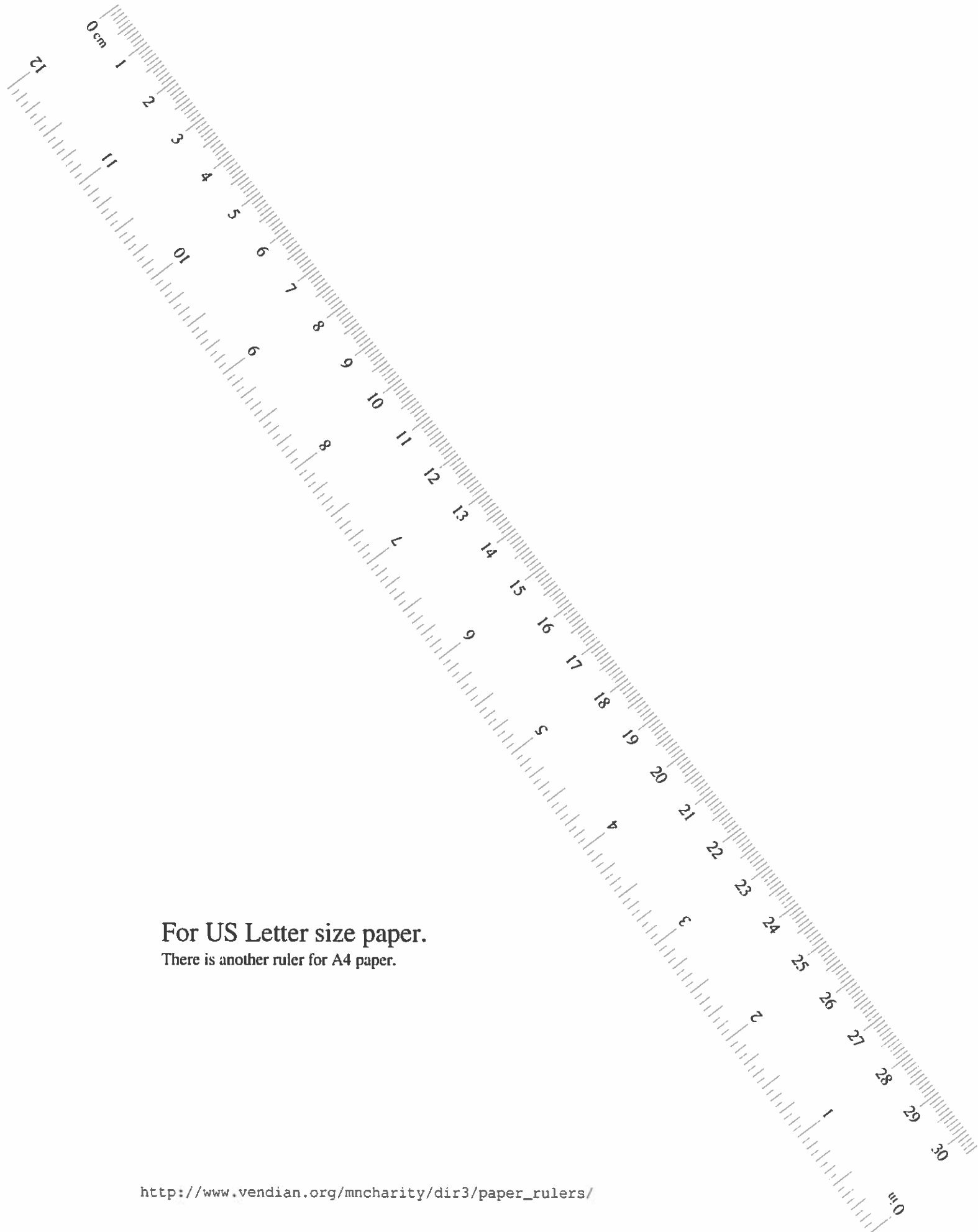
e. The airplane sticker is _____ centimeters long.

2. Use the stickers' measurements to order the stickers of the fire truck, the rowboat, and the airplane from longest to shortest. You can use drawings or names to order the stickers.

Longest



Shortest



For US Letter size paper.
There is another ruler for A4 paper.

