



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 2

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

On Monday Dictate	Review Words	→	chop	fan	puffs
On Tuesday Dictate	Current Words	→	pink	thank	honk
On Wednesday Dictate	Trick Words	→	two	put	by
On Thursday Dictate	Sentence	→	The cat got a chunk of fish.		

nk

ank



bank

/ank/

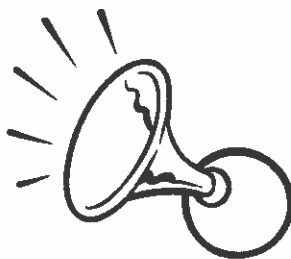
ink



pink

/ink/

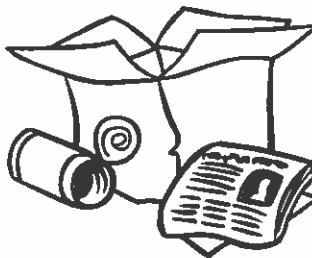
onk



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

This section contains three sets of handwriting lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The first set has the number '1' on the left and '2' in the middle. The second set has the number '3' on the left. Each set is decorated with a cartoon character at the top and bottom ends of the lines.

Current Words

1 2

This section contains two sets of handwriting lines. The first set has the number '1' on the left and '2' in the middle. Each set is decorated with a cartoon character at the top and bottom ends of the lines.

Trick Words

3 1

2 3

This section contains three sets of handwriting lines. The first set has the number '3' on the left and '1' in the middle. The second set has the number '2' on the left and '3' in the middle. Each set is decorated with a cartoon character at the top and bottom ends of the lines.

Sentence

1

This section contains three sets of handwriting lines. The first set has the number '1' on the left. Each set is decorated with a cartoon character at the top and bottom ends of the lines.

Write the correct ank, ink, onk, or unk word in the matching column.

A ank	B ink	C onk	D unk

think, junk, rink, sink, thank, tank, chunk, bank, dunk, link, Hank,
sunk, wink, yank, mink, sank, bonk, pink, honk

WEEK 1

why

by

my

WEEK 2

try

two

put

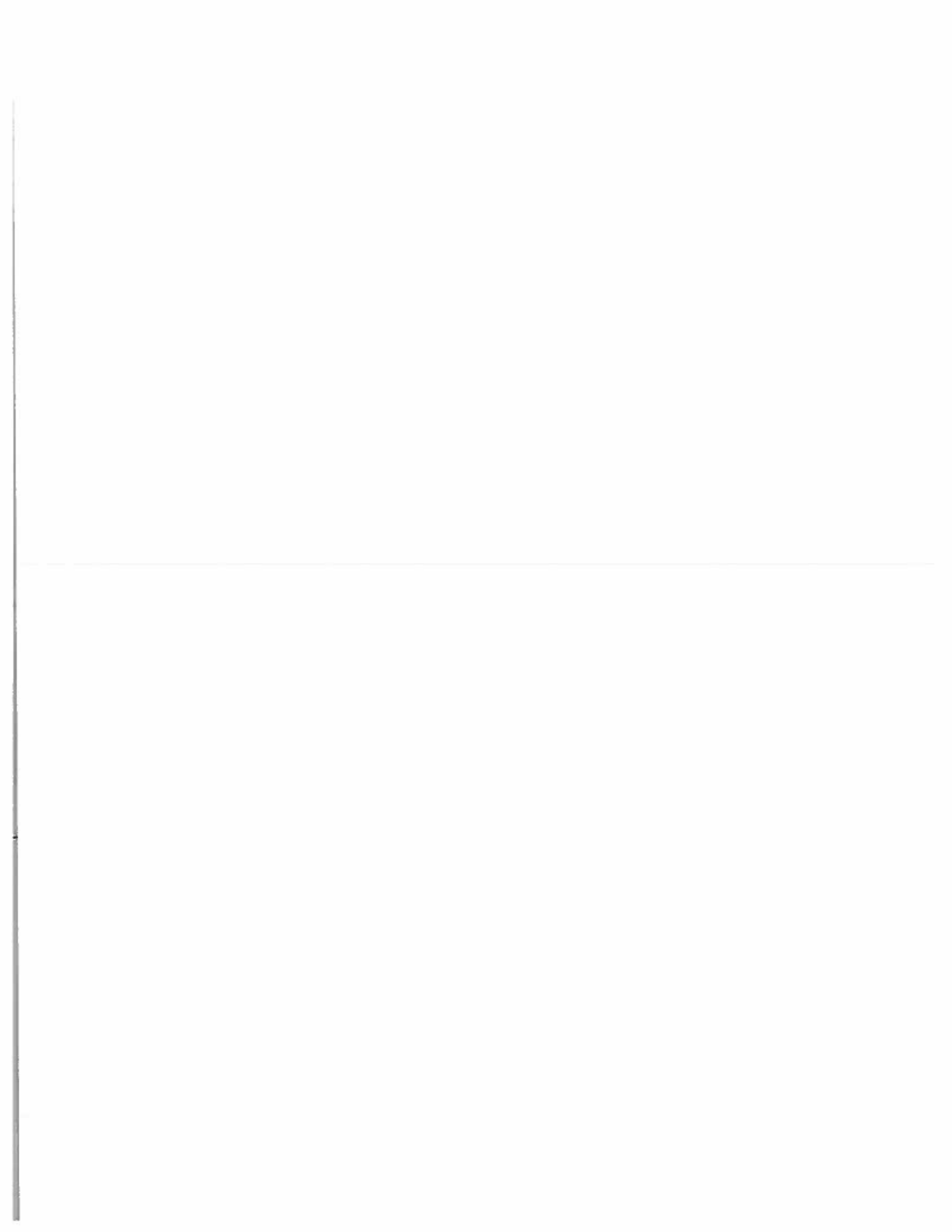
WEEK 3

very

too

also

→ **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.

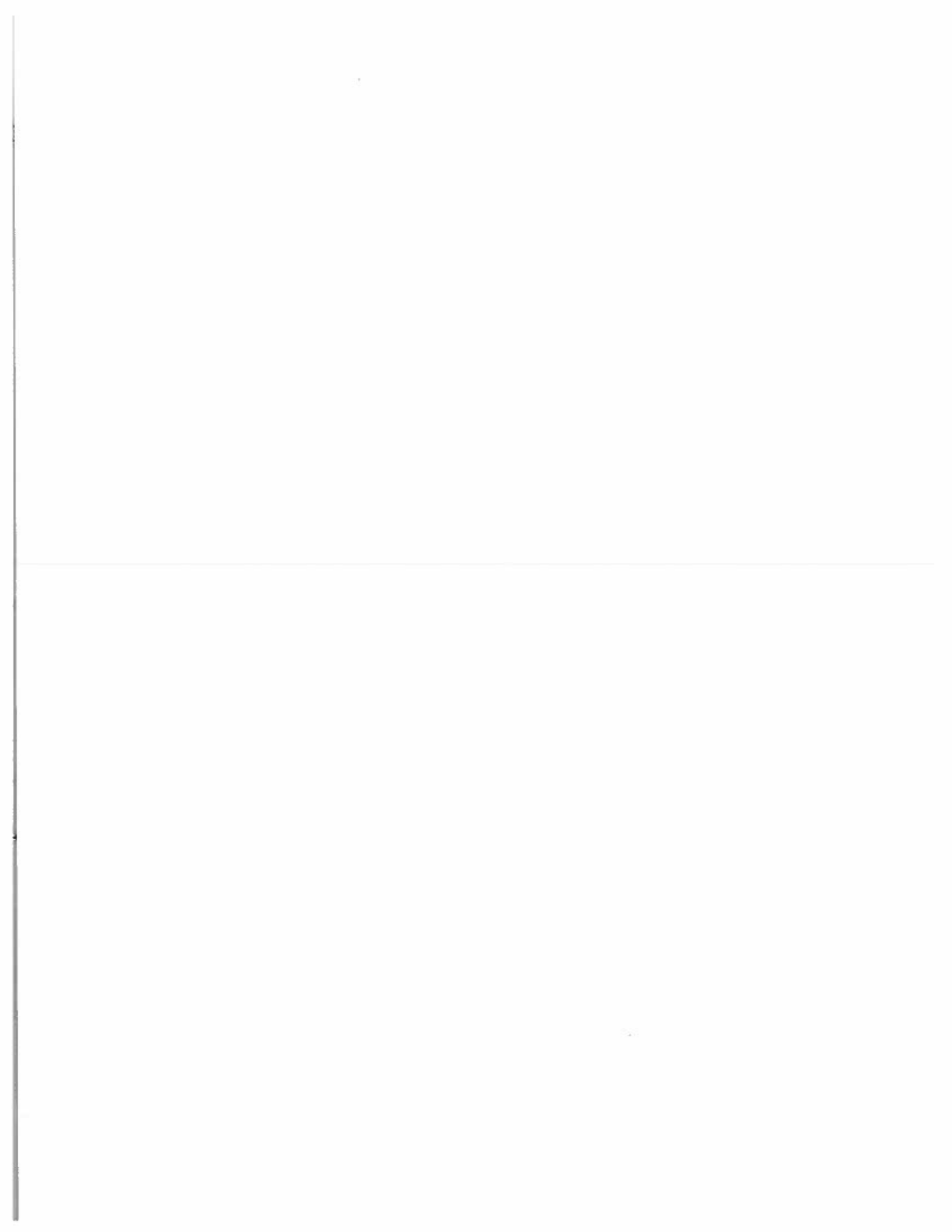


WEEK 3

some

come

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Spelling List – Wilson Unit 7 Week 2

1. think
2. put
3. chunk
4. bank
5. said
6. pink
7. junk
8. two
9. sunk
10. thank

Sentence: Put the cash in the bank.

Spelling List – Wilson Unit 7 Week 2

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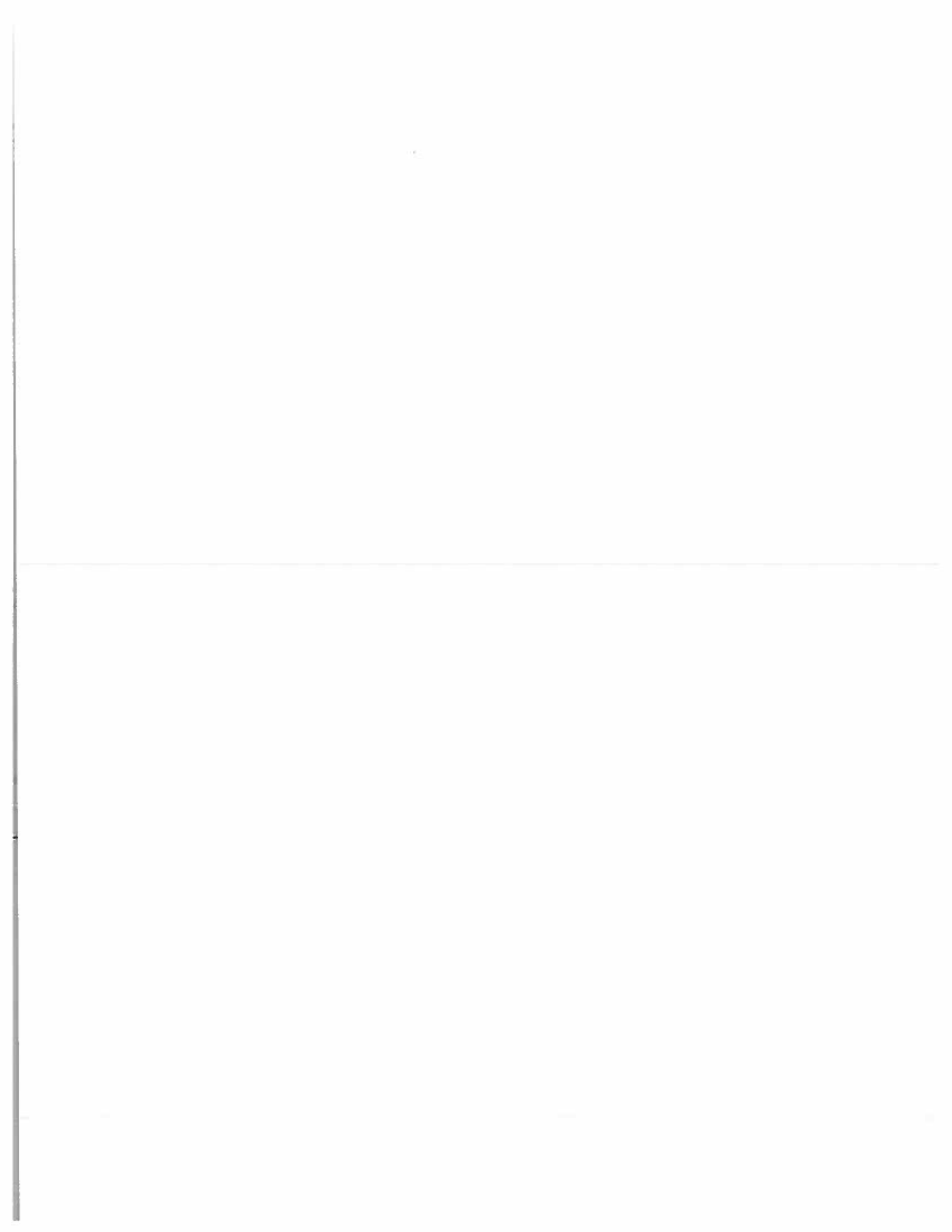
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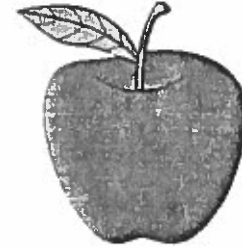
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Read the passage. Then answer each question.

APPLES

Do you like apples? Apples can be red, yellow, or green. Each color tastes different. They are fruit. You can make apples into treats.



Apples grow on trees. They finish growing in the fall. Then you can pick them to eat. When you pick an apple, you twist it and then pull it off the tree.

There are 5 parts of an apple. The outside is the skin. The inside is the flesh. There are seeds inside of the apple. The stem is on top. Some apples have leaves by the stem. What else do you know about apples?

Answer each question:

1. When do apples finish growing?
2. What is the this passage about?
3. How many parts does an apple have?
4. What is something you wonder about apples after reading this passage?

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

Beware of the Bears!

astonishment

Mom had a look of astonishment on her face when she saw how clean my room was.

gleefully

We all gleefully climbed onto the bus for the field trip.

launched

We all launched our paper airplanes after school.

splattered

The whipped cream splattered all over the counter and made a mess.

complicated

I like to do complicated puzzles with my mom.

chaotic

Having rules on the playground makes recess less chaotic.

Sample from a Sprint in Lesson 1

A

Name _____

Date _____



*Write the missing number.

1	$3 - 3 = \square$		16	$13 - 1 = \square$	
2	$13 - 3 = \square$		17	$13 - 2 = \square$	
3	$3 - 2 = \square$		18	$14 - 3 = \square$	
4	$13 - 2 = \square$		19	$14 - 4 = \square$	
5	$4 - 2 = \square$		20	$14 - 10 = \square$	

Spotlight on Math Strategies:

Sprints

Sprints are a fluency tool used throughout the grades in *A Story of Units*.

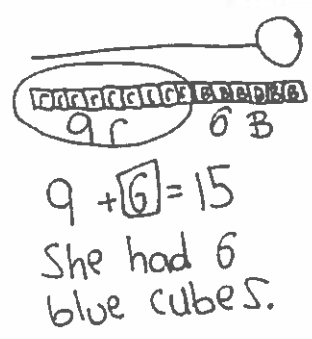
A Story of Units has several key mathematical tools that will be used throughout a student’s elementary years.

Sprints are high-energy classroom activities in which students complete as many math facts as they are able in a set amount of time. Care is taken during a sprint to make sure that all students are working as hard as they can to recall facts, notice patterns within the sprint page, and do their personal best. To this end, sprints are designed to come in pairs, so that students can try the first sprint (Sprint A), assess their correct and incorrect answers, and then try to improve their score on Sprint B, given immediately after assessing Sprint A.

Sprints are one of the primary ways in *A Story of Units* in which students gain fluency and competency with math facts, a key building block skill for computation and comprehension throughout elementary school.

Sample Problem from Module 3:
(Example taken from Module 1, Lesson 6)

Julia’s lollipop is 15 centimeters long. She measured the lollipop with 9 red centimeter cubes and some blue centimeter cubes. How many blue centimeter cubes did she use?



This sample solution is an excellent example of a centimeter cube diagram, a math sentence (equation), and a complete sentence in words that all show the solution to the problem.

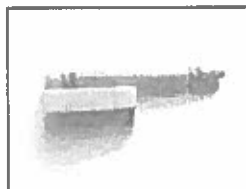
Ordering and Comparing Length Measurements as Numbers

In this 13-day module, students will use non-standard units to measure objects, and will compare and order objects by length. They will build conceptual understanding of the need for standard measurement units, beginning with centimeters.

Measuring Musts: Always line up your cubes at the endpoint!



No!



Yes!

Key Words to Know

Centimeter: standard length unit within the metric measurement system

Centimeter Cube: pictured here:



Students will use centimeter cubes laid end to end to measure various objects.

Length Unit: the smaller units or objects used to measure a longer object

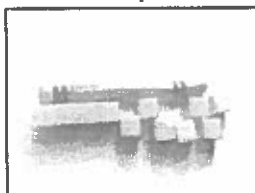
Familiar Terms from past Modules:

- less than
- more than
- longer than
- shorter than

Students will use these phrases to compare up to three objects or amounts.

Measuring Musts: Make sure your cubes do not overlap.

No!



Yes!



What Came Before this Module:

We extended our work with addition and subtraction to the numbers 1-20, and learned some new strategies to use.

What Comes After this Module:

We will extend our place value and addition and subtraction work to numbers up to 40, and will begin to use the symbols $<$, $>$, and $=$ to compare numbers.

+ How you can help at home:

- Give your student many opportunities to measure objects using other, smaller objects, e.g., "How many Lego pieces long is your book? How many blueberries long is this notebook?" etc.
- Continue to practice adding and subtracting within 20.
- Represent and solve problems using addition and subtraction
- Measure lengths indirectly and by iterating (repeating) length units
 - Order three objects by length
 - Express the length of an object as a number of small length units, by laying multiple copies of a shorter object end to end
- Represent and interpret data
 - Organize, represent, and interpret data with up to three categories, ask and answer questions about the total number of data points

Key Common Core Standards:

Name _____

Date _____

Follow the directions. Complete the sentences.

1. Circle the longer rabbit.



Peter



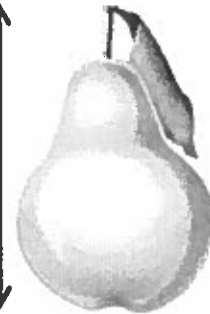
Floppy

_____ is longer than _____.

2. Circle the shorter fruit.



A

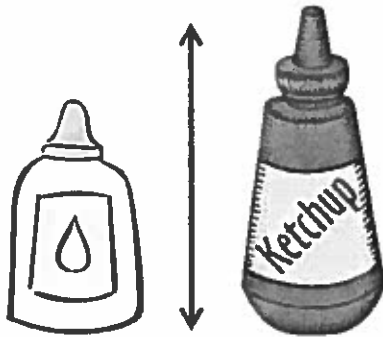


B

_____ is shorter than _____.

Write the words longer than or shorter than to make the sentences true.

3.



The glue

is _____
the ketchup.

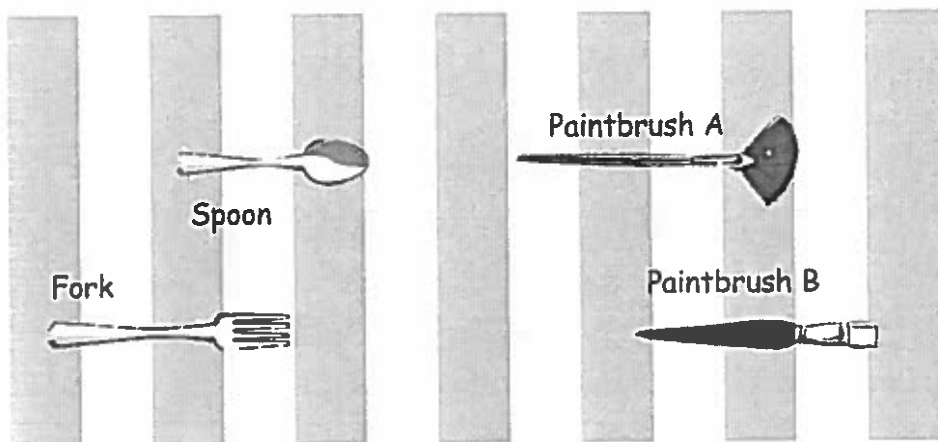
4.



The dragonfly's wingspan

is _____
the butterfly's wingspan.





5. Paintbrush A is _____ Paintbrush B.
6. The spoon is _____ the fork.
7. Circle true or false.

The spoon is shorter than Paintbrush B. True or False

8. Find 3 objects in your room. Draw them here in order from shortest to longest. Label each object.