



Do the “Change The Word” Activity

Use the cut up letters from the Alphabet Sequence Activity from Unit 1.

Have your child match the letters to the uncut page. Then find the letters to make the word **fit**. Read the word and have your child repeat it after you.

Ask your child to change one sound for another. It is important to say the sound of the letter and **not** the letter name.

When you say the sound, try to “clip” it. In other words, say /f/ not /fu/.

For example, you want your child to change the beginning sound. You say the word “**fit**” and your child repeats the word, “**fit**.”

Now you ask, “**Can you change the /f/ to /s/?**” Your child should exchange the letters to make the word, “**sit**.” Have your child read the new word (or read it for him or her).





















ENDING SOUNDS (WEEK 2)		
You Make And Read	You Say	Child Makes And Reads
kit	change /t/ to /d/	kid
rag	change /g/ to /t/	rat
lap	change /p/ to /g/	lag
cap	change /p/ to /b/	cab

Name: _____

Date: _____

Fundations® Wilson Writing Grid

Handwriting practice grid with 16 rows. Each row contains a small illustration on the left and a set of three horizontal lines (top, dashed middle, bottom) for writing.



Please continue to practice the writing of the alphabet while you work on the new activities. You can make copies of this Writing Grid to use throughout the year, or you can laminate this sheet so that your child can use a thin dry-erase marker.

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

Mice Make Trouble

assortment

There is an assortment of games in the closet from which we can choose.

contributed

All the students contributed a drawing for Ms. Green's get-well book.

civilized

I am very civilized when I have dinner with my grandmother.

inappropriate

It is inappropriate to chew with your mouth open.

orderly

We have to line up in an orderly manner so everyone gets a turn.

concoct

It is fun to concoct a special mixture out of all the paint colors.

KEY CONCEPT OVERVIEW


During the next few days, our math class will be learning strategies to help us fluently solve addition problems up to 10. We will learn how to use the **addition chart** to explore patterns and make connections between addition facts.

You can expect to see homework that asks your child to:

- Recognize facts about **doubles** ($3 + 3 = 6$) and **doubles plus 1** ($3 + 4 = 7$).
- Use the addition chart to see how adding the same number to several numbers in order affects the total. For example, when we use 2 as the addend ($3 + 2 = 5$, $4 + 2 = 6$, $5 + 2 = 7$, and so on), the totals increase by 1. Each total is one more than the previous total.
- Use the addition chart to find problems with the same total, such as $6 + 2 = 8$, $5 + 3 = 8$, and $4 + 4 = 8$. Notice the patterns on the chart!

SAMPLE PROBLEM (From Lesson 21)

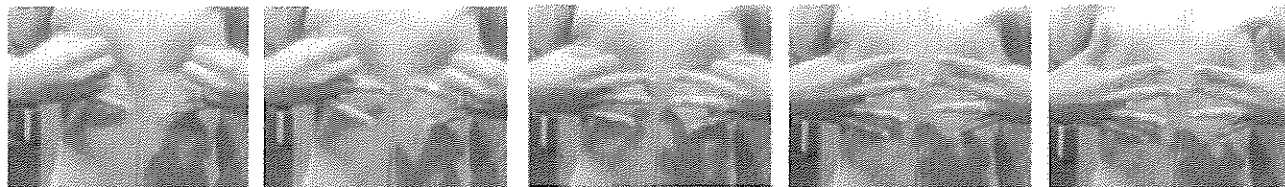
Solve the number sentence. Write the doubles fact that helped you solve the doubles plus 1.


$$4 + \underline{5} = 9$$
$$4 + 4 = 8$$

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 use fingers to help visualize doubles facts. For example, to solve $3 + 3$, have your child wiggle both pinky fingers and say, “two,” then wiggle both pinkies and both ring fingers and say, “four,” and finally wiggle the pinky, ring, and middle finger on each hand and say, “six.”



- Make simple 5-group cards at home. Flash two cards at the same time. Ask your child to tell, without counting each dot separately, how many dots there are. Ask, “How do you know?”
- Play “Missing Part”: Use 5-group cards or homemade numeral cards from 0–10. Partner A places a card against her forehead without looking at the number on the card. Partner B tells how many more to make 10. Then, Partner A guesses the number on the card. Take turns playing each role. If needed, remind your child to use fingers to count on.

TERMS

Addition chart: A chart that helps students to identify patterns when adding and subtracting numbers 1–10.

Doubles: A number added to itself; for example, $3 + 3$ or $4 + 4$.

Doubles plus 1: A number added to itself plus one; for example, $3 + 4$ or $4 + 5$.

Name _____

Date _____

2
2

$2+2=4$

1. Draw the 5-group card to show a double. Write the number sentence to match the cards.

a.

4

--

b.

--

3

c.

5

--

2. Fill in the 5-group cards in order from least to greatest, double the number, and write the number sentences.

a.

1

1

b.

2

--

c.

--

--

d.

4

--

e.

--

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3. Solve the number sentences.

a. $3 + 3 = \underline{\quad}$

b. $5 + \underline{\quad} = 10$

c. $1 + \underline{\quad} = 2$

d. $4 = \underline{\quad} + 2$

e. $8 = 4 + \underline{\quad}$

4. Match the top cards to the bottom cards to show doubles plus 1.

a. $\boxed{1}$

b. $\boxed{4}$

c. $\boxed{3}$

d. $\boxed{2}$

$\boxed{5}$


$\boxed{2}$

$\boxed{3}$


$\boxed{4}$

5. Solve the number sentences. Write the double fact that helped you solve the double plus 1.

a. $2 + 3 = \underline{\quad}$



b. $3 + \underline{\quad} = 7$



c. $4 + \underline{\quad} = 9$

