



Homework Guide

Review the *bonus letters* (f, l, and s) and the sound of all - /ol/ with your child during the next 2 weeks.

Practice will be to tap and spell (tap and write) the words. Only *sounds* are tapped, therefore the bonus letters f, l, and s are not tapped. Example: the word *miss* will only have three taps.

If your child forgets the bonus letter, you may cue him or her by asking, "What does a small word ending in f, l, or s need?"

Follow These 4 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. Remember, 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 1

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

On Monday Dictate	Review Words →	rich	quit	pack
On Tuesday Dictate	Current Words →	cuff	miss	pill
On Wednesday Dictate	Trick Words →	you	they	I
On Thursday Dictate	Sentence →	Chet will huff and puff up the hill.		



Do the "Find Your Letters" Activity

Use the cut up letters from the "Alphabet Sequence" activity in Unit 1.

Have your child match the letters to the uncut page. Then tell your child a word to spell from the list below.

1. Dictate the word and have your child echo the word.
2. Have your child find the letters to spell the word.
3. Have your child point to each letter and spell the word.

WEEK 4

1	Spell	puff	Change it to	→	cuff
2	Spell	bill	Change it to	→	fill
3	Spell	well	Change it to	→	shell
4	Spell	kiss	Change it to	→	miss
5	Spell	hall	Change it to	→	ball

Name: _____

Date: _____

Writing Grid for Word and Sentence Homework



Review Words

Handwriting practice lines for Review Words. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. The number '1' is written on the left side of the first line, and the number '2' is written on the right side of the second line. The words 'the' and 'and' are written on the lines for tracing and copying practice.

Current Words

Handwriting practice lines for Current Words. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. The number '1' is written on the left side of the first line, and the number '2' is written on the right side of the second line. The words 'the' and 'and' are written on the lines for tracing and copying practice.

Trick Words

Handwriting practice lines for Trick Words. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. The number '3' is written on the left side of the first line, and the number '1' is written on the right side of the second line. The words 'the' and 'and' are written on the lines for tracing and copying practice.

Sentence

Handwriting practice lines for Sentence. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. The number '1' is written on the left side of the first line. The words 'the' and 'and' are written on the lines for tracing and copying practice.

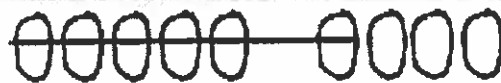


KEY CONCEPT OVERVIEW

During the next week, our math class will learn, use, and discuss strategies for fluent subtraction up to 10. We will learn methods that involve subtracting 0 and 1, subtracting the whole number (e.g., $5 - 5 = 0$), and subtracting one less than the whole number (e.g., $5 - 4 = 1$). We will also continue to use familiar 5-groups and partners to 10.

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

- Draw, use, or visualize 5-group drawings to model and solve subtraction sentences. (See image.)



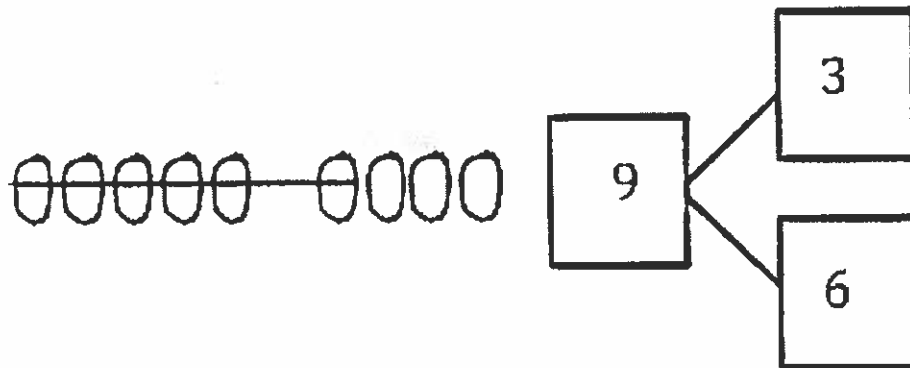
- Write subtraction number sentences to match 5-group drawings.
- Use doubles (e.g., $8 - 4 = 4$) and 5-groups (e.g., $8 - 5 = 3$) to solve subtraction problems.
- Complete number bonds, subtraction number sentences, and related subtraction sentences. For example, $9 - 5 = 4$ and $9 - 4 = 5$ are related subtraction sentences.

SAMPLE PROBLEM (From Lesson 37)

Subtract. Then write the related subtraction sentence. Make a math drawing if needed, and complete a number bond.

$9 - 6 = 3$

$9 - 3 = 6$



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

Fundations[®] Trick Words

WEEK 1

you

your

I

they

WEEK 2

was

one

said



→ 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.



Spelling List – Wilson Unit 4 Week 1

1. tell
2. will
3. mass
4. you
5. your
6. they
7. puff
8. shell
9. bell
10. off

Sentence: 1. I got a chill in the tub.

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Name _____

Reading Comprehension

Read the story and answer the questions.

Panda Paul

Panda Paul lives at the zoo. He is black and white. Panda Paul likes to eat bamboo. He likes to play in the grass with his family. Paul loves visitors. He is a friendly panda!



1. Where does Panda Paul live?

- at my house
- at the zoo
- at the store

2. What does he like to eat?

- leaves
- bamboo
- bark



Color where he likes to play.



Color who he likes to play with.



Color a word that describes Paul.

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

An Extraordinary Egg

extraordinary

Dad asked for the recipe for the extraordinary pie.

impressed

We were impressed by the children who played instruments in the concert.

inseparable

The inseparable friends play together every day after school.

triumphantly

He shouted triumphantly when he heard the good news.

doubt

With all this traffic, I doubt we will be on time.

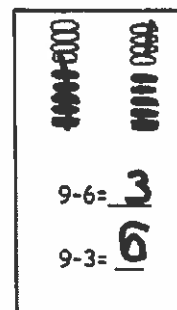
misunderstanding

I'm sure it is just a misunderstanding that your books are late.

Name _____

Date _____

Make 5-group drawings and solve. Use the first number sentence to help you write a related number sentence that matches your picture.



9-6= 3
9-3= 6

1.

2.

3.

9 - 2 = _____

9 - 8 = _____

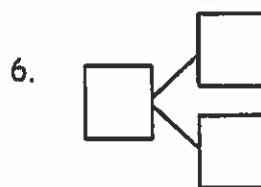
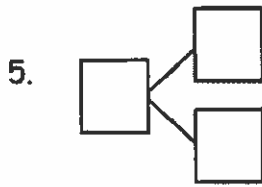
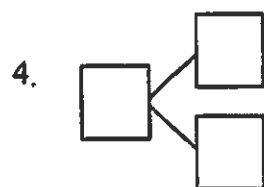
9 - 4 = _____

____ - ____ = ____

____ - ____ = ____

____ - ____ = ____

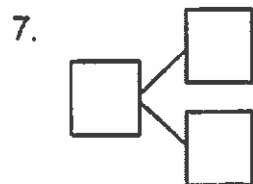
Subtract. Then, write the related subtraction sentence. Make a math drawing if needed, and complete a number bond for each.



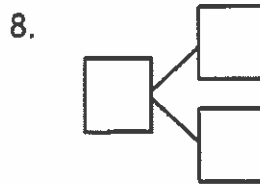
9 - 7 = _____

9 - _____ = 9

9 - _____ = 6



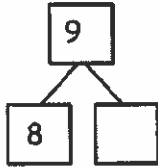
9 - _____ = 1



_____ = 9 - 5

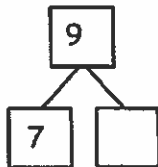
9. Use 5-group drawings to help you complete the number bond. Match the number bond to the related subtraction sentence. Write the other related subtraction number sentence.

a.



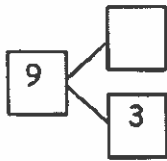
$9 - 5 = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$

b.



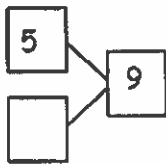
$9 - 1 = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$

c.



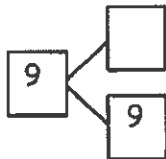
$9 - 2 = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$

d.



$9 - 6 = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$

e.



$9 - \underline{\quad} = 0$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$