



Homework Guide

Review **closed syllables** with your child during the next 2 weeks.

Follow These 5 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. 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.
5. Ask your child to point out the closed syllables in each sentence. (See Answer Key).

WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	pill	hush	chins
On Tuesday Dictate	Review Words	→	crash	fluffs	snug
On Wednesday Dictate	Trick Words	→	say	says	would
On Thursday Dictate	Sentence	→	Bob had the last mint.		

Answer Key

WEEK 1 Sentence Closed Syllables - Bob, had, last, mint

WEEK 2 Sentence Closed Syllables - pass, small, block, Beth



Do the "Closed Syllable Search" Activity

Find and circle all the closed syllables. Cross out any syllable if it is not a closed syllable.

spin crank ask

no grab so

sing grass I

lump smell tail

pink eat snap

Answer Key

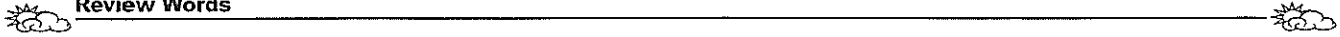
Cross out the words **no**, **so**, **I**, **tail** and **eat**. Circle all other words.

Name: _____

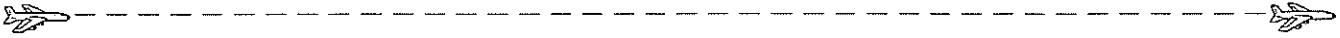
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Writing Grid for Word and Sentence Homework

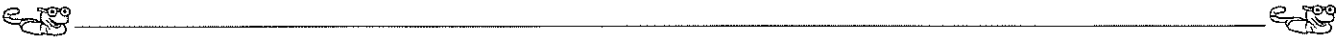
Review Words



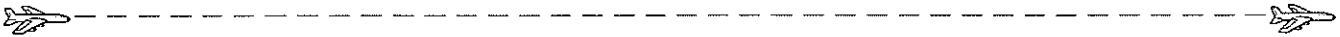
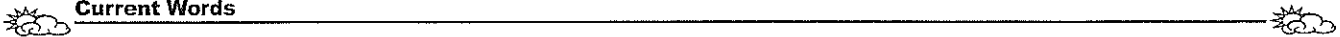
1 _____ 2 _____



3 _____



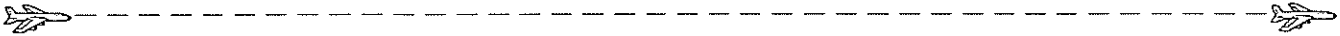
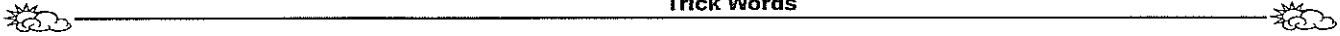
Current Words



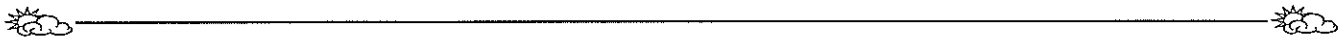
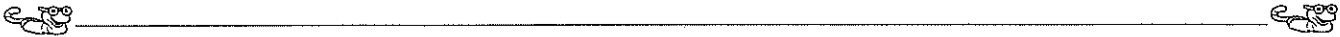
1 _____ 2 _____



Trick Words



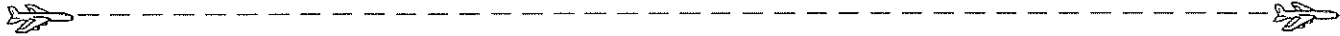
3 _____ 1 _____



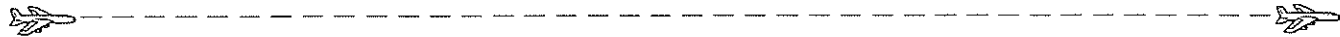
2 _____ 3 _____



Sentence



1 _____





WEEK 1

say

says

WEEK 2

see

between

each

→ **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 9 Week 1

1. flock
2. self
3. crash
4. class
5. dents
6. flips
7. her
8. should
9. from
10. your

*BONUS: dress

Sentence: 1. You can put on this mask.

2. Did she bump her leg?

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Read the passage. Then answer each question.

SHOVELING SNOW



I want a new toy. Mom says toys cost money. How can I get money? I look outside. There is a lot of snow!

Mom says I can earn money if I shovel our driveway. I do. It is fun! I do not have enough money for my new toy.

I look around. Mrs. Jen has a shovel. Can I shovel her driveway? She says yes! I almost have enough money for my new toy.

Mr. Tom has a shovel. Can I shovel his driveway? He says yes! I can get my new toy!

Answer each question:

1. Who are the characters?

2. Where is the setting?

3. What is the problem?



4. How does he solve the problem?

5. What other jobs could he do to earn money?

KEY CONCEPT OVERVIEW

During the next week, our math class will learn about numbers up to 40. Building on our work with **making a ten** and some ones with numbers 11 through 19, we will now explore numbers comprised of multiple tens and ones (e.g., 27, 33, 37). We will use linking cubes, our fingers, and dimes and pennies to represent numbers up to 40 in many ways—from all ones to tens and ones. We will use a **place value chart** to organize units of tens and ones. Finally, students will use addition and subtraction to find 1 more, 1 less, 10 more, and 10 less than a given number.

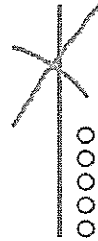
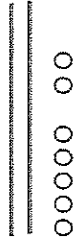
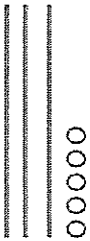
You can expect to see homework that asks your child to do the following:

- Use number bonds and place value charts to show tens and ones.
- Break apart two-digit numbers into tens and ones.
- Add tens and ones to make a two-digit number and write an addition sentence to match; for example, 3 tens 4 ones can be written as $30 + 4 = 34$.
- Draw **quick tens and ones** to show a number; then add or subtract 1 or 10. (See Sample Problem.)

SAMPLE PROBLEMS (From Lesson 5)

Draw quick tens and ones to show the number. Then draw 1 more or 10 more, or cross off to show 1 less or 10 less. Write your answer on the line.

1. 1 more than 34 is 35. 2. 10 more than 17 is 27. 3. 1 less than 32 is 31. 4. 10 less than 15 is 5.



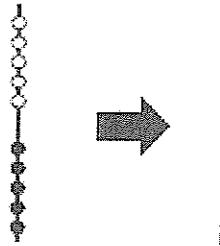
Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

HOW YOU CAN HELP AT HOME

- Play Break Apart Numbers. Set a timer for one minute. Have a race with your child to complete as many different number bonds for numbers 5 through 9 as possible. When the minute is up, say a matching number sentence for each bond you completed, for example, $1 + 4 = 5$, $5 = 3 + 2$, $5 = 5 + 0$, and $5 - 1 = 4$.
- Practice making ten with pennies and dimes. Help your child arrange ten pennies into 5-groups (two rows of five). Then count the pennies together (e.g., one cent, two cents, three cents) and say out loud, “Ten pennies is equal to one dime,” as you exchange the 10 pennies for 1 dime. Repeat the process of counting then exchanging 10 pennies for 1 dime until you have exchanged 40 cents.
- To reinforce place value, challenge your child to count from 0 to 120, alternating between the regular way and the Say Ten way (e.g., 8 tens 9, 90, 9 tens 1, 92, 9 tens 3, 94, 9 tens 5). If your child struggles, consider using a Rekenrek, if available, for visual support.

TERMS

A ten: A group, or unit, made up of 10 items. In the beginning of Grade 1, a ten is represented as a 5-group column. In Modules 4 through 6, a ten can be represented as a vertical line called a quick ten.



5-group column quick ten

Place value: The value of a digit according to its placement in a number. For example, the 3 in 34 is in the tens place and has a value of 30 (3 tens).

Make a ten: A strategy used to make a unit of ten. For example, we can think of $19 + 4$ as $19 + 1 + 3$. From there, we can make the simpler problem $20 + 3$.

*	$19 + 4 = 23$
o	$\begin{array}{c} \swarrow \quad \searrow \\ 1 \quad 3 \end{array}$
o	$19 + 1 = 20$
o	$20 + 3 = 23$
o	
o	
o *	
o *	
o *	

MODELS

Place Value Chart: A graphic organizer that provides a column for each unit in a number.

tens	ones
3	4

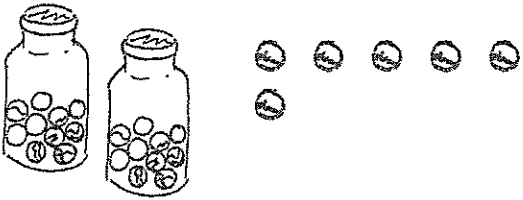
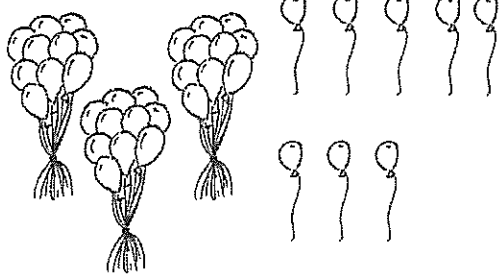
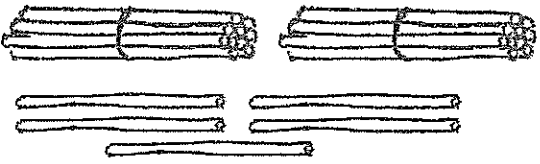
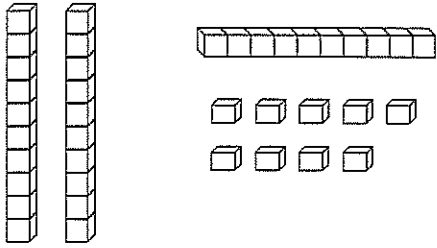
Quick Tens and Ones: A math drawing used to represent tens and ones. A vertical line represents each ten, and dots represent ones; for example, $27 = 2$ tens 7 ones.



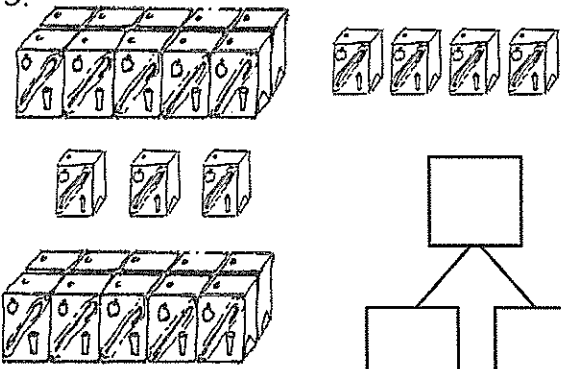
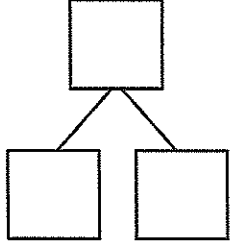
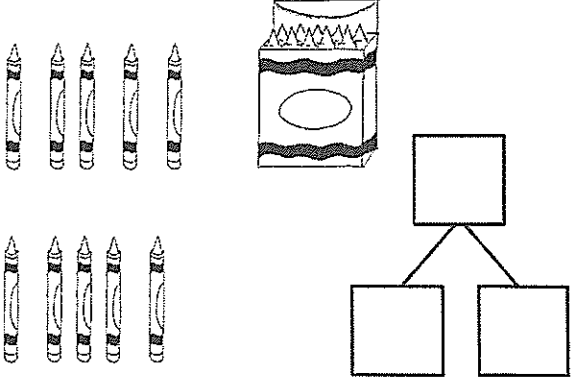
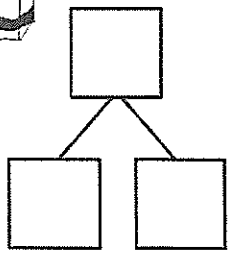
Name _____

Date _____

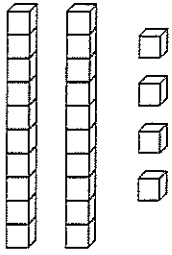
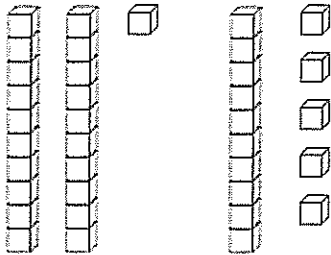
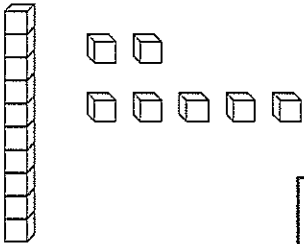
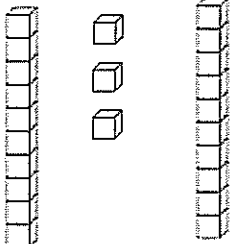
Circle groups of 10. Write the number to show the total amount of objects.

<p>1. </p> <p>There are _____ marbles.</p>	<p>2. </p> <p>There are _____ balloons.</p>
<p>3. </p> <p>There are _____ straws.</p>	<p>4. </p> <p>There are _____ cubes.</p>

Make a number bond to show tens and ones. Circle tens to help. Write the number to show the total amount of objects.

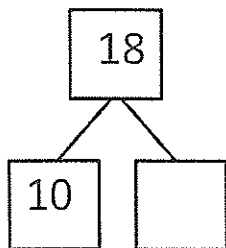
<p>5. </p> <div style="text-align: center;">  </div> <p>There are _____ juice boxes.</p>	<p>6. </p> <div style="text-align: center;">  </div> <p>There are _____ crayons.</p>
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Make a number bond to show tens and ones. Circle tens to help. Write the number to show the total amount of objects.

<p>7.</p>  <div style="display: flex; justify-content: center; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <p style="text-align: center; margin-top: 20px;">There are _____ cubes.</p>	<p>8.</p>  <div style="display: flex; justify-content: center; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <p style="text-align: center; margin-top: 20px;">There are _____ cubes.</p>
<p>9.</p>  <div style="display: flex; justify-content: center; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <p style="text-align: center; margin-top: 20px;">There are _____ cubes.</p>	<p>10.</p>  <div style="display: flex; justify-content: center; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <p style="text-align: center; margin-top: 20px;">There are _____ cubes.</p>

Make or complete a math drawing to show tens and ones. Complete the number bonds.

11.



12.

