

Homework Week 21: Feb 19th -23rd

(Penguin Chick)

Name: _____

Assignments	Parent Initials:
Monday: *No School	Parent Initials:
Tuesday: *Sitton Task 20 *Math: Home Link 6-4 (p. 131) *Read 20 minutes/Reading Log (Reading Log is attached at the end of the homework packet)	Parent Initials:
Wednesday: *Spelling Activity: Proofread for Spelling *Math: Review Lesson 92 *Read 20 minutes/Reading Log	Parent Initials:
Thursday: *Text Features: Glossaries *Math: Review Lesson 3 *Read 20 minutes/Reading Log	Parent Initials:
Friday: *Reading Log due today (sign and total the minutes) *Spelling and Dictation Test today	
Reminders: *Feb 20-23 Science Week *Feb 22- 6 th Grade Play @ Lanterman Auditorium, Science Fair in MPR @6:30pm *Feb 27- Henry and Mudge Play Fieldtrip *March 2- Famous American Timeline Due	

Spelling List

(Penguin Chick)

- | | | |
|-----------|------------|-----------------|
| 1. father | 6. verb | 11. germ |
| 2. over | 7. paper | 12. master |
| 3. under | 8. cracker | Challenge Words |
| 4. herd | 9. offer | 13. remember |
| 5. water | 10. cover | 14. feather |

Sitton Spelling List

(Unit 20)

- | | |
|----------|---------|
| 1. place | 4. here |
| 2. well | 5. take |
| 3. such | |

Vocabulary

- | | |
|---------------|--------------|
| 1. webbed | 5. otherwise |
| 2. waterproof | 6. junior |
| 3. steer | 7. slippery |
| 4. whistle | 8. finally |



Dear Parents,

Your child is making progress learning to spell. Spelling the English language is not an easy task! One reason for the difficulty is that different letters can spell exactly the same sound. For example, *city street*. *City* and *street* begin with exactly the same sound, yet one begins with *c* and one begins with *s*. *Can* and *king* begin with the same sound, but different letters spell that sound.

To practice this concept with your child, play this guessing game. Discuss the directions with your child. Then guide your child through the activity, letting your child guess the words. Provide more clues if needed. Then use the scrambled letters to guide your child toward the correct spelling of the words.

Is it spelled *s* or *c*? Use the clues to write these words.

netc It is one penny. _____

plenic You can write with this. _____

enevs This comes after six. _____

strif It's the opposite of last. _____

clape It rhymes with face. _____

Is it spelled *c* or *k*? Use the clues to write these words.

acp This is one kind of hat. _____

tentik It's the name for a baby cat. _____

duloc This rhymes with would. _____

kard It's the opposite of light. _____

utc A knife helps you do this. _____

There's more! Ask your child to look at an answer word and write it from memory on another piece of paper. Next, you and your child should check the spelling of the word s/he wrote with the answer word on this sheet. Every child a speller!

Proofread for Spelling

Circle the misspelled words in the items below. Then write the correct spellings on the lines.

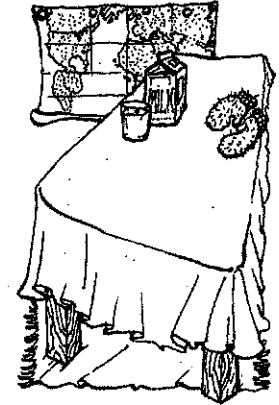
Make a Good Snack

1. Wash your hands with soap and wotter. You do not want to get a jerm on your snack.

2. Cover a craker with peanut butter. Place another one on top.

3. Put a payper napkin undr your snack. Pour a glass of milk.

4. You are now the mayster of snacks! Why not ofer one to your mother or fathr?



Spelling Words

Basic Words

1. father
2. over
3. under
4. herd
5. water
6. verb
7. paper
8. cracker
9. offer
10. cover
11. germ
12. master

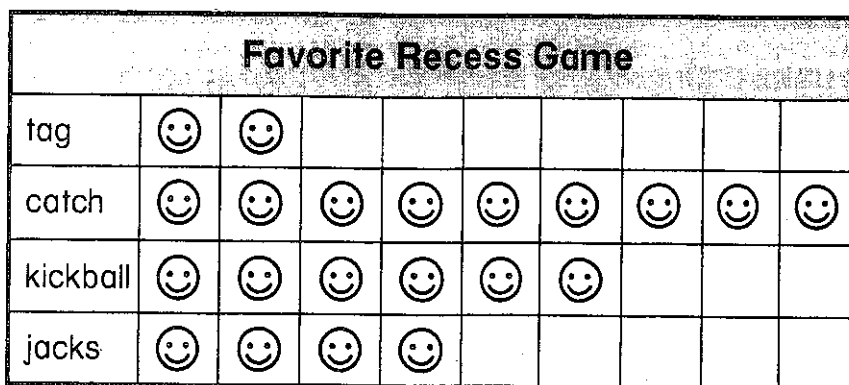
Unscramble the letters to spell a Basic Word.

5. berv _____

7. dher _____

6. ervo _____

Use the picture graph for 1–5.



Key: Each 😊 stands for 1 child.

1. Which game did the **most** children choose?

- tag
 kickball
 catch
 jacks

3. How many children chose kickball?

- 3
 6
 9
 15

2. How many children in all chose tag or jacks?

- 15
 9
 6
 3

4. How many more children chose catch than kickball?

- 3
 4
 5
 7

5. How many children chose a recess game?

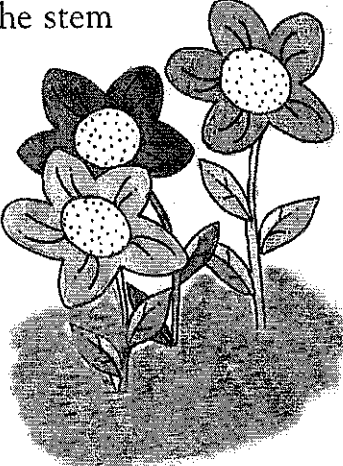
Explain how you know.

Glossaries



Some books have a list of words called a **glossary** at the back. A **glossary** tells you what words mean, like a little **dictionary**. Read this **glossary** from a book about plants.

flower	a part of a plant where new seeds grow
leaf	a part of a plant that grows on the stem
light	something plants need to grow
root	the part of a plant in the soil
seed	can grow into a new plant
seedling	a young plant
soil	the earth that plants grow in
stem	the main part of a plant
water	something plants need to grow



Now use the glossary above to write about plants.

A young plant is called a

What part of a plant is in the soil?

What can grow into a new plant?

Write two things that plants need to grow

The words in a **glossary** are in **alphabetical order**. Mark the other things below that have lists in **alphabetical order**.

class roster

book index

story book

comic

telephone book

atlas

1. James and Flora have 38 markers in all. Flora has 16 markers. How many markers does James have?

- 22 54
 44 62

3. Miles puts 52 stickers in his notebook. Julie puts 29 stickers in her notebook. How many stickers do Miles and Julie put in their notebook in all?

- 23 81
 71 94

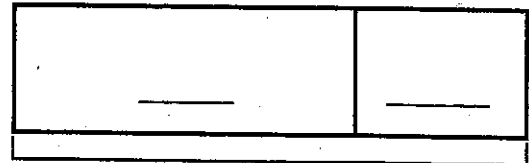
2. A pet store has two fish tanks. There are 48 fish in one tank and 23 fish in the other tank. How many fish are there in both tanks?

- 25 71
 26 72

4. There are 37 pencils in the pencil box. Ms. Marks hands out 18 of the pencils to the class. How many pencils are left in the pencil box?

- 55 25
 29 19

5. Label the bar model. Write a number sentence with a \blacksquare for the missing number. Solve.




Tom has 23 red pens and 38 black pens. How many pens does Tom have?

_____ pens

Name _____

Weekly Reading Record

Week of _____

Title of Book _____ Minutes Read _____ Date _____	Who is your favorite character and why? _____ _____ _____
Title of Book _____ Minutes Read _____ Date _____	Circle the connection you made in this story and explain how this connection was made. Text-to-Self Text-to-Text Text-to-World _____ _____
Title of Book _____ Minutes Read _____ Date _____	If you could change the title of the story, what would it be? 
Title of Book _____ Minutes Read _____ Date _____	If you were the author, what event would you have written differently and why? _____ _____ _____
Title of Book _____ Minutes Read _____ Date _____	Write the author and illustrator of your story. Author: _____ Illustrator: _____

Total Minutes Read _____ Parent's Signature _____