

Homework Week 12: November 27th - December 1st

(Ah, Music!)

Name: _____

Assignments	
Monday: *Sitton Task II Math: Money Worksheet *Read 20 minutes/Reading Log (Reading Log is attached at the end of the homework packet)	Parent Initials:
Tuesday: *Spelling Activity: Proofread for Spelling *Math: Ready Set Go Worksheet *Read 20 minutes/Reading Log	Parent Initials:
Wednesday: *ELA Activity: Idioms Worksheet *Math: Time Worksheet *Read 20 minutes/Reading Log	Parent Initials:
Thursday: *Reading Comprehension: The Big Snow Hill *Money Review Worksheet- Who Has More *Read 20 minutes/Reading Log	Parent Initials:
Friday: Homework due *Spelling and dictation test today	
Reminders: - Work on Fantasy book report. Due December 8 th - Collaboration Day- December 21 st - Teacher Work Day- December 22 nd (No School) - Holiday Break- December 25 th - January 8 th (No School)	

Spelling List

(Ah, Music!)

- | | | |
|----------|----------|-----------------|
| 1. pay | 6. clay | 11. gray |
| 2. wait | 7. tray | 12. away |
| 3. paint | 8. plain | Challenge Words |
| 4. train | 9. stain | 13. raisin |
| 5. pail | 10. hay | 14. birthday |

Sitton Spelling List

(Unit II)

- | | |
|---------|----------|
| 1. way | 4. may |
| 2. find | 5. water |
| 3. use | |

Vocabulary

- | | |
|---------------|----------------|
| 1. vibration | 5. creative |
| 2. tune | 6. performance |
| 3. volume | 7. concentrate |
| 4. expression | 8. relieved |



Dear Parents,

Your child is learning many skills needed to become an able speller. One of these skills is phonics—learning the most likely letters for spelling the sounds in words. Please help your child learn about the long a sound, the vowel sound you hear in *day*, *main*, and *game*.

Read the directions to this activity with your child. Then guide your child through the activity, letting your child do as much as possible without your help.

Write the words for the pictures. Sort the words by the letters that spell long a.



h _____



s _____



r _____



p _____



t r _____



w _____

ai

ay

a-consonant-e

Here's another idea for you and your child to do to learn about the long a sound. Have your child look through a picture book, magazine, or catalog and find pictures of things that have a long a sound. Then write each word together.

Thanks, parents! Every child a speller!

Name _____

Lesson 86

COMMON CORE STANDARD CC.2.MD.8

Lesson Objective: Represent money amounts less than a dollar using two different combinations of coins.

Show Amounts in Two Ways

You can show the same amount in different ways.

The diagram shows two boxes connected by an arrow. The left box contains three coins: two nickels (5c each) and one dime (10c), with a dashed line around the two nickels and the label "15¢" below. The right box contains one dime (10c) and one nickel (5c), with the label "15¢" below. A cloud-shaped callout between the boxes says "Trade 2 nickels for 1 dime." Below each box are instructions: "Count the coins. 5, 10, 15" for the left and "Count the coins. 10, 15" for the right.

Use coins. Show the amount in two ways.
Draw and label the coins.

1.

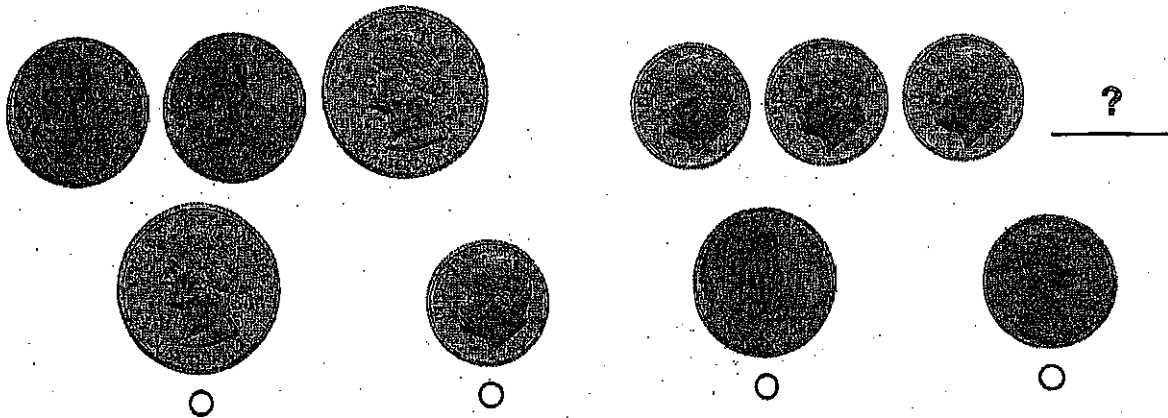
A price tag on the left shows "45¢". To its right, a 25¢ coin is shown with two 10¢ coins stacked on top of it.

2.

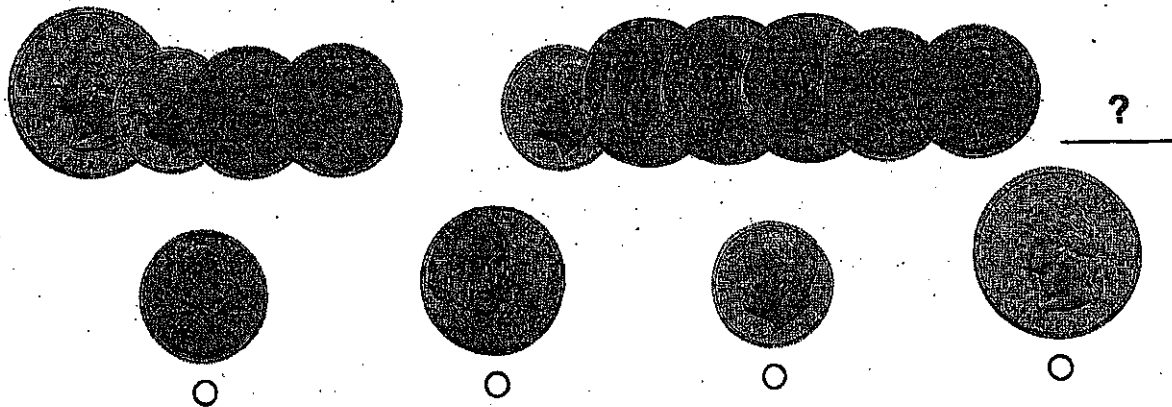
A price tag on the left shows "32¢".

Name _____

1. Which coin will make the amounts equal?



2. Which coin will make the amounts equal?



PROBLEM SOLVING REAL WORLD

3. Madeline uses fewer than 5 coins to pay 60¢. Draw coins to show one way she could pay 60¢.



Proofread for Spelling

Ah Music!

Spelling: Words with *ai, ay*

Proofread the journal entry. Circle the ten misspelled words. Then write the correct spellings on the lines below.

Today was fun. I helped paynt my room. I couldn't wate to start. My walls were plane grae. Dad had a payl of blue paint. He showed me how to use a paint brush and trai. We had to be neat so paint would not stane my carpet. We made the gray go awai. Then we drew a trane passing a farm with hae stacks on the wall.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Spelling Words

Basic Words

1. pay
2. wait
3. paint
4. train
5. pail
6. clay
7. tray
8. plain
9. stain
10. hay
11. gray
12. away

Review Words

13. stay
14. day

Read the following sentences. Circle each misspelled word. Then write it correctly.

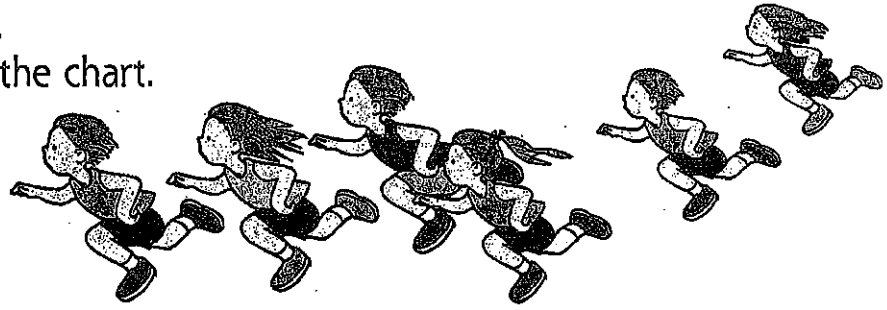
11. We bought modeling claie at the store. _____

12. I had a gift card to pa for it. _____

Ready, Set, Go!

Name _____

Six contestants had a race.
Their times are shown on the chart.



Name	Time
Arnold	9 minutes
Martha	5 minutes
Kisha	7 minutes
Paul	8 minutes
Angela	4 minutes
Ali	6 minutes

Use the chart to answer the questions.

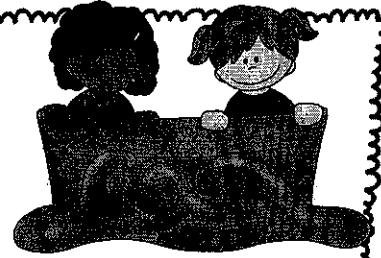
1. Who won the race? _____
2. Who came in last? _____
3. Who came in second? _____
4. Who finished one minute before Ali? _____
5. How many minutes faster was Martha than Paul? _____

Write a new question about this chart.

What is the answer to your question? _____

Ask and answer questions related to data representations

Name _____

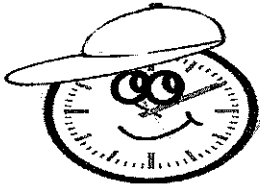


Idioms

Idioms are phrases that mean something different from what they say. They don't make sense, but we understand the meaning.

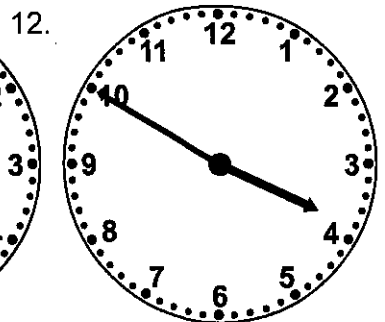
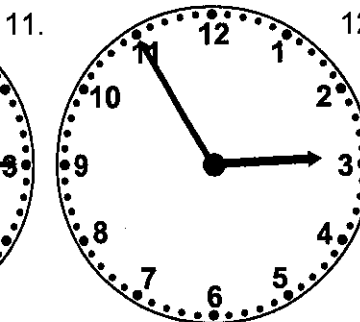
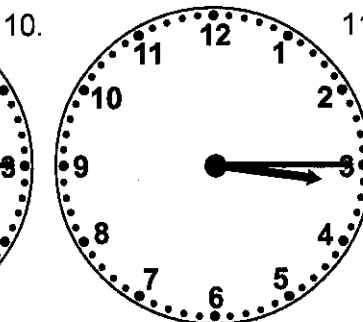
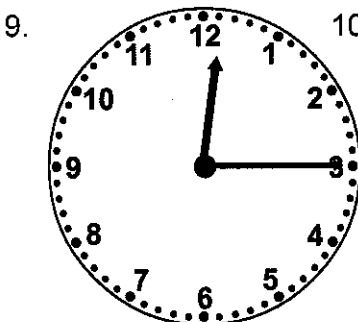
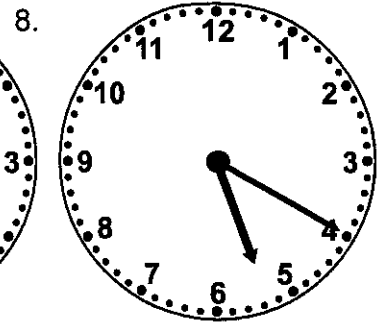
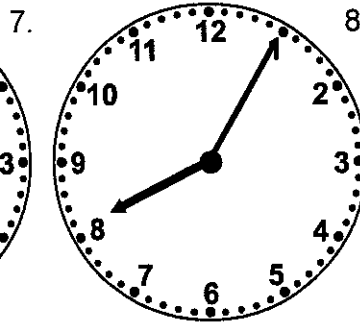
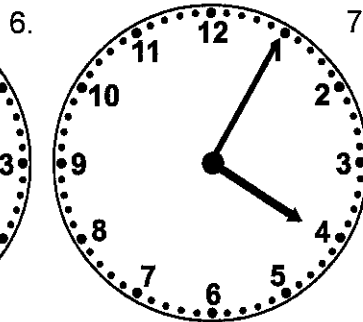
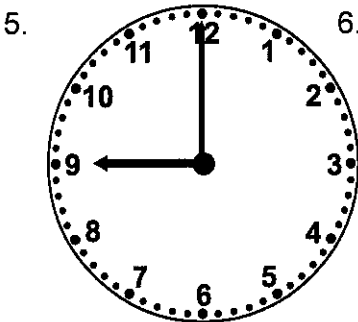
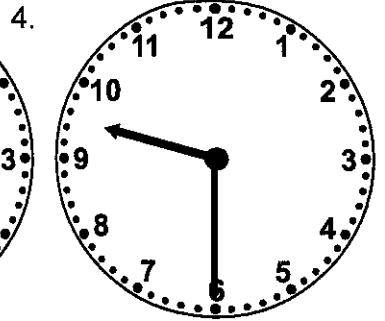
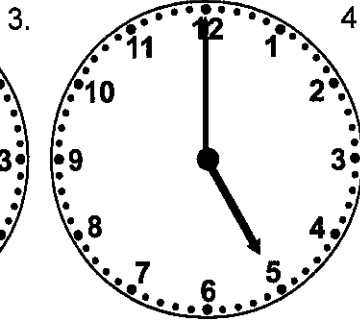
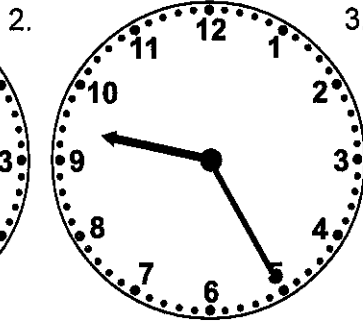
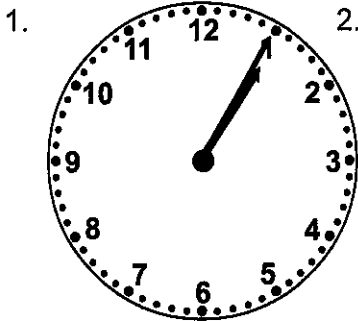
Directions: Match the idiom to its correct meaning.

<u>Idiom</u>	<u>Meaning</u>
_____ 1. time flies	a. to get nervous
_____ 2. hit the sack	b. to make something worse
_____ 3. to be in hot water	c. very happy
_____ 4. to be in the same boat	d. very expensive
_____ 5. to get cold feet	e. go to bed
_____ 6. on top of the world	f. good luck
_____ 7. cost an arm and a leg	g. to go by fast
_____ 8. break a leg	h. to be in trouble
_____ 9. to be down in the dumps	i. to be in the same situation
_____ 10. to add fuel to the fire	j. very sad



Name: _____

Can you tell the time to the nearest 5 minutes?
Worksheet 1



Name: _____

260L
116 words

The Big Snow Hill

Mandy is sledding with her friend Ben. They go down all of the small hills first. Ben wants to try the big hill next. "This will be fun!" said Ben. Mandy looked up to the top of the hill. It was very high up. Mandy's legs started to shake.

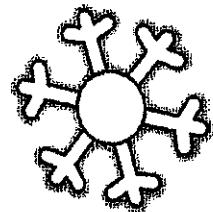
They walk up the big hill. Mandy did not look down. "We made it to the top!" said Ben. Mandy and Ben sat on the sled. "3, 2, 1, GO!" Ben yelled. Mandy shut her eyes. She pushed off. Down, down, down they went. Mandy peeked open her eyes. She smiled.

"This *is* fun!" said Mandy. When they got to the bottom, Mandy yelled, "Let's go again!"



Directions: Answer the questions below. Put a check next to the correct answer.

1. Who is Mandy sledding with?
_____ a. her brother Ben
_____ b. her friend Ben
_____ c. no one
2. How does Mandy feel about sledding the big hill at first?
_____ a. angry
_____ b. excited
_____ c. scared
3. How do you know that Mandy was feeling that way?
_____ a. She makes an angry face.
_____ b. Her legs start to shake.
_____ c. She walks up the big hill.
4. What happened at the end of the story?
_____ a. Mandy likes the big hill and wants to go again.
_____ b. Mandy wants to do the small hills.
_____ c. Mandy wants to go home.
5. What is the best name for this story?
_____ a. Shaky Legs
_____ b. A Day with Ben
_____ c. Sledding Down the Big Hill



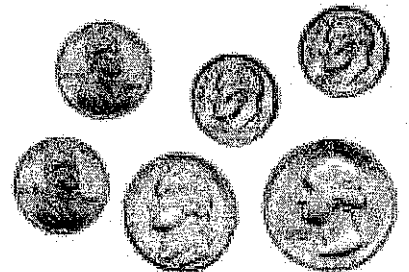
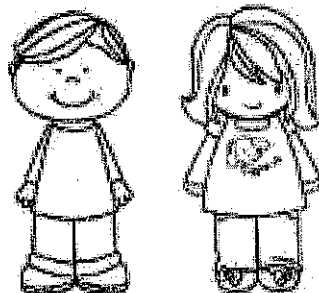
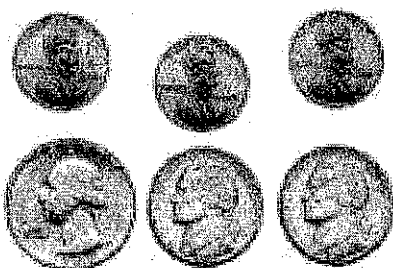
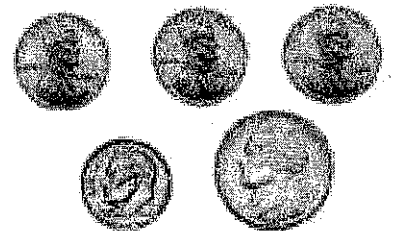
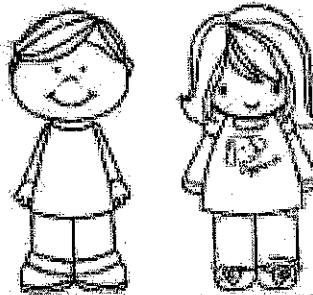
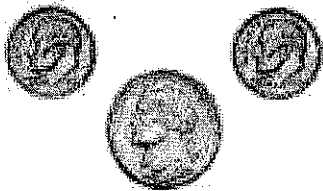
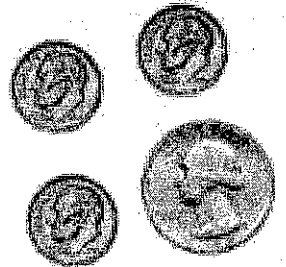
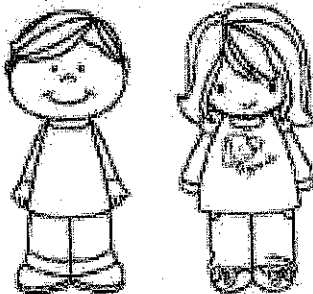
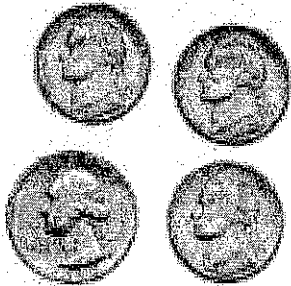
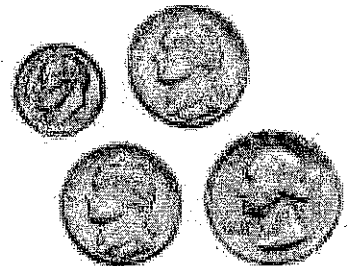
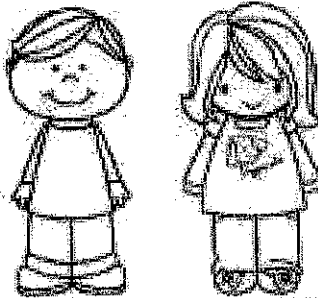
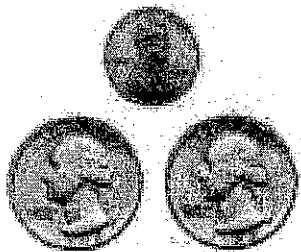
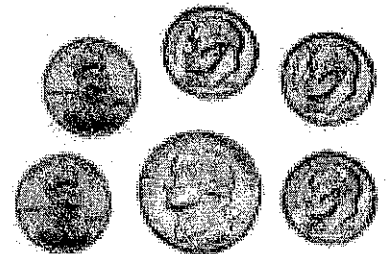
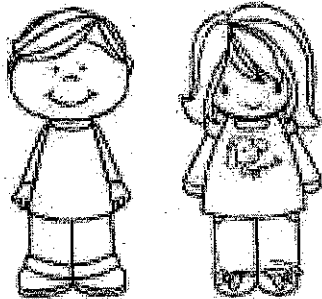
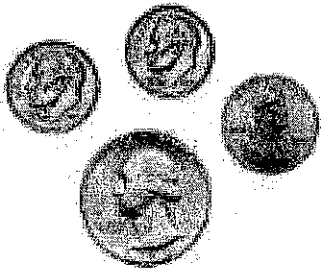
Name _____



Who Has More?

Directions:

Count the money next to each child, and write the amount on the line by their feet. Circle the child with the most money.



Name _____

Weekly Reading Record




Week of _____

Title of Book _____ Minutes Read _____ Date _____	What was your favorite part of today's reading and why? _____ _____
--	---

Title of Book _____ Minutes Read _____ Date _____	What ideas do you have about what is going to happen next (even if you finished your book)? What clues have you read to make you think this? _____ _____
--	--

Title of Book _____ Minutes Read _____ Date _____	<table border="1"><tr><th>Beginning</th><th>Middle</th><th>End</th></tr><tr><td> </td><td> </td><td> </td></tr></table>	Beginning	Middle	End			
Beginning	Middle	End					

Title of Book _____ Minutes Read _____ Date _____	Rewrite a sentence from the story and change one thing. _____ _____
--	---

Title of Book _____ Minutes Read _____ Date _____	Title _____ Author _____ Did you like this story?    Not Much OK Awesome
--	---

Total Minutes Read _____ Parent's Signature _____