



Homework (Week 25): March 19 - 23

(From Seed to Plant)

Name: _____

Assignments	Parent Initials
<p>Monday:</p> <ul style="list-style-type: none"> *Spelling Activity: – Sitton Task 24 *Math: Homelink (Lesson 7-4) Pg. 155 *Read 20 minutes/Reading Log <p>(Reading Log is attached at the end of the homework packet)</p>	Parent Initials:
<p>Tuesday:</p> <ul style="list-style-type: none"> *Spelling Words: “Proofread for Spelling” *Math: Homelink (Lesson 7-5) Pg. 157 *Read 20 minutes/Reading Log 	Parent Initials:
<p>Wednesday:</p> <ul style="list-style-type: none"> *Language Arts: “Pronoun” review *Math: Homelink (Lesson 7-6) Pgs. 159 *Read 20 minutes/Reading Log 	Parent Initials:
<p>Thursday:</p> <ul style="list-style-type: none"> *Phonics Worksheet – “From Seed to Plant” *Math: Worksheets 3-Digit Addition with Regrouping *Read 20 minutes/Reading Log 	Parent Initials:
<p>Friday:</p> <ul style="list-style-type: none"> *Homework due: Today *Spelling and Dictation Test today! *Reading Log due today – (Sign & total the minutes) 	
<p>Reminders:</p> <ul style="list-style-type: none"> • March 14 - Multicultural Night • March 15 - Spring Picture Day • March 23 - Collaboration Day/Spirit Rally (Dismissal @ 11:35) • March 26 - 30 Spring Break 	



Spelling List - (Week 25)

(From Seed to Plant)

- | | | |
|---------|----------|------------------------|
| 1. tall | 6. fall | 11. log |
| 2. saw | 7. soft | 12. small |
| 3. dog | 8. paw | <u>Challenge Words</u> |
| 4. draw | 9. ball | 13. awful |
| 5. call | 10. yawn | 14. wallpaper |

Sitton Spelling List (Unit 24)

- | | | |
|------------|----------|----------|
| 1. every | 2. found | 3. still |
| 4. between | 5. name | |

Vocabulary (Lesson 25)

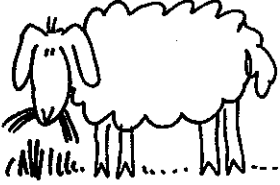
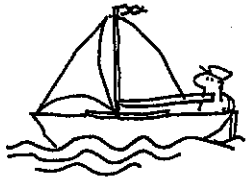
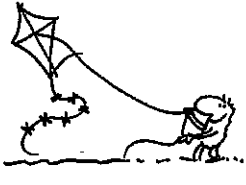



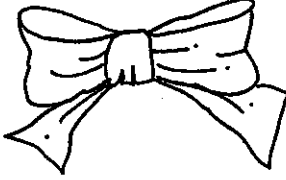
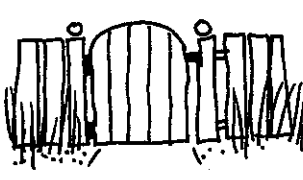

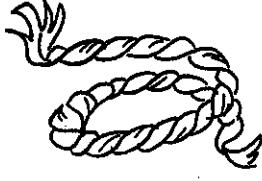


- | | |
|-----------|--------------|
| 1. grain | 5. root |
| 2. pod | 6. shoot |
| 3. soak | 7. nutrition |
| 4. soften | 8. tasty |



Dear Parents,

Your child is learning to spell! This is a gradual process. We work on spelling skills at school every day. Your help at home is important, too. It makes a big difference. Thank you for being an active member of your child's "learn-to-spell" team!

Here's another activity to do with your child. Long vowels "say their name." Your child has been learning how to spell long vowel words. Help your child identify these long-vowel word pictures. Guide your child to write the words, letting your child do as much as possible without your help. Check the spellings together. Then ask your child to cut out the pictures. Ask your child to sort the pictures by vowel sound—long *a*, long *e*, long *i*, and long *o*.

			
_____	_____	_____	_____
			
_____	_____	_____	_____
			
_____	_____	_____	_____

Still, there is more! On a sheet of paper, ask your child to write a sentence using each picture word. Attach the picture next to the sentence. Then have your child read the sentences to you.

Name _____ Date _____

Proofread for Spelling

From Seed to Plant
Spelling: Words with *aw, al, o*

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

April 10, 2010

I think spring is here. Today I sow a robin. I have not seen one since last fal. I like spring because I spend more time outside.

I like to plant seeds in the sawft mud of Mom's flower garden. Then I drow pictures of the flowers on smoll cards and place the signs at the head of each row.

My dog Max likes to help, but just one paw can smash my plants. Mom will call him away to chase his ball. Sometimes Max will just sit near me and yown in the sun.

Soon my plants will grow toll. Then I will sit on a lawg and smell my flowers.

Spelling Words

Basic Words

1. tall
2. saw
3. dog
4. draw
5. call
6. fall
7. soft
8. paw
9. ball
10. yawn
11. log
12. small

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



subject



Pronouns

Name _____



A pronoun is used in place of a noun.

Not subject

If the pronoun is the subject, use I, we, he, she.

Craig plays the violin.

He plays the violin.

Mindy plays the piano.

She plays the piano.

If the pronoun is not the subject, use me, us, her, him, them.

Mother took Connie shopping.

Dad went fishing with Alex.

Mother took her shopping.

Dad went fishing with him.

Use it and you in any part of a sentence.

The bicycle is new.

It is new.

I waited for the bus.

I waited for it.

In the sentences below, choose the correct pronoun and write it on the line after the sentence.

Example → Karen and (her, she) went camping.

she _____

- | | |
|--|-----------|
| 1. Danny and (me, I) went camping. | 1. _____ |
| 2. (We, Us) went to the baseball game. | 2. _____ |
| 3. The teacher took (we, us) to the library. | 3. _____ |
| 4. (Him, He) was a famous American. | 4. _____ |
| 5. Aunt Mary gave \$1.00 to (them, we). | 5. _____ |
| 6. (Her, You) and Greg are my best friends. | 6. _____ |
| 7. Please take this note to (he, him). | 7. _____ |
| 8. Charlie took Alan and (me, I) to the party. | 8. _____ |
| 9. The teacher told (she, her) to talk louder. | 9. _____ |
| 10. You and (he, him) gave a good report. | 10. _____ |

Name _____

Date _____

Words with *au*, *aw*, *al*, *o*, *a*

From Seed to Plant

Phonics: Words with *au*, *aw*,
al, *o*, *a*

Complete the puzzle with words that have the vowel sound you hear in *saw*.

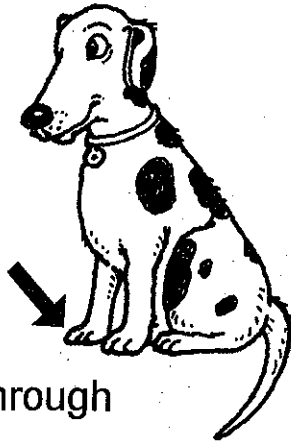
Read each clue. Then choose a word from the box.

Word Bank

- | | | | | |
|-------|-------|------|------|------|
| toss | straw | tall | paw | salt |
| frost | pause | lost | soft | lawn |

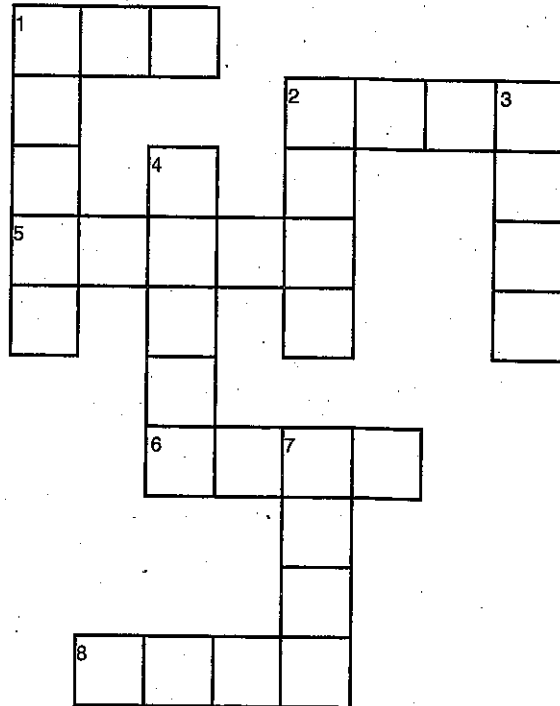
ACROSS

- a dog's foot
- cannot find
- something to sip through
- throw
- gives food flavor



DOWN

- | | |
|-----------------|----------------|
| 1. a quick stop | 4. icy coating |
| 2. grass | 7. not hard |
| 3. not short | |



Lesson Objective: Record 3-digit addition using the standard algorithm with possible regrouping of both ones and tens.

Addition: Regroup Ones and Tens

Sometimes, you may need to regroup more than once.

$$\begin{array}{r} 189 \\ + 623 \\ \hline \end{array}$$

Step 1 Add the ones.
There are 12 ones in all.
Regroup 12 ones as 1 ten 2 ones.

$$\begin{array}{r|l|l} & & \\ \hline & 1 & 8 & 9 \\ + & 6 & 2 & 3 \\ \hline & & & 2 \end{array}$$

Step 2 Add the tens.
There are 11 tens in all.
Regroup 11 tens as 1 hundred 1 ten.

$$\begin{array}{r|l|l} & & \\ \hline & 1 & 8 & 9 \\ + & 6 & 2 & 3 \\ \hline & & 1 & 2 \end{array}$$

Step 3 Add the hundreds.
There are 8 hundreds in all.

$$\begin{array}{r|l|l} & & \\ \hline & 1 & 8 & 9 \\ + & 6 & 2 & 3 \\ \hline 8 & 1 & 2 \end{array}$$

Write the sum.

1.

$$\begin{array}{r|l|l} & & \\ \hline & 2 & 7 & 8 \\ + & 4 & 6 & 5 \\ \hline & & & \end{array}$$

2.

$$\begin{array}{r|l|l} & & \\ \hline & 1 & 5 & 7 \\ + & 7 & 7 & 1 \\ \hline & & & \end{array}$$

3.

$$\begin{array}{r|l|l} & & \\ \hline & 3 & 6 & 4 \\ + & 4 & 1 & 9 \\ \hline & & & \end{array}$$

Name _____

Lesson 56

CC.2.NBT.7

1. What is the sum?

$$\begin{array}{r} 139 \\ + 379 \\ \hline \end{array}$$

- 518 508
 500 418

3. What is the sum?

$$\begin{array}{r} 243 \\ + 457 \\ \hline \end{array}$$

- 600 700
 690 790

2. What is the sum?

$$\begin{array}{r} 158 \\ + 162 \\ \hline \end{array}$$

- 210 310
 220 320

4. What is the sum?

$$\begin{array}{r} 275 \\ + 168 \\ \hline \end{array}$$

- 453 433
 443 343

PROBLEM SOLVING 

Solve. Write or draw to explain.

5. Saul and Luisa each scored 167 points on a computer game. How many points did they score in all?

_____ points

Weekly Reading Record

Name: _____

Date Due: _____

<p>Title of Book _____</p> <p>Date: _____</p> <p>Minutes _____</p>	<p>My favorite part of today's reading was...</p> <p>_____</p> <p>_____</p>
<p>Title of Book _____</p> <p>Date: _____</p> <p>Minutes _____</p>	<p>The author's purpose of today's reading was...</p> <p>(circle one) to inform to entertain to persuade</p> <p>I know this because...</p> <p>_____</p> <p>_____</p>
<p>Title of Book _____</p> <p>Date: _____</p> <p>Minutes _____</p>	<p>The main idea of today's reading was...</p> <p>_____</p> <p>_____</p>
<p>Title of Book _____</p> <p>Date: _____</p> <p>Minutes _____</p>	<p>Some unfamiliar words in today's reading were...</p> <p>_____</p> <p>_____</p>
<p>Title of Book _____</p> <p>Date: _____</p> <p>Minutes _____</p>	<p>What questions did you have before, during or after your reading today?</p> <p>_____</p> <p>_____</p>
<p>Total Minutes: _____</p>	<p>Parent's Signature _____</p>