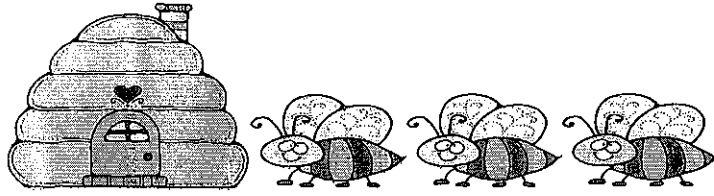


Homework (Week 26): April 2 - 6

(The Mysterious Tadpole)

Name: _____

Assignments	Parent Initials
<p>Monday:</p> <ul style="list-style-type: none"> *Spelling Activity: – Sitton Task 25 *Math: Homelink (Lesson 7-7) Pg. 161 *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 7-8) Pg. 163 *Read 20 minutes/Reading Log 	Parent Initials:
<p>Wednesday:</p> <ul style="list-style-type: none"> *Language Arts: “Irregular Verbs” *Math: Homelink (Lesson 7-9) Pg. 165 *Read 20 minutes/Reading Log 	Parent Initials:
<p>Thursday:</p> <ul style="list-style-type: none"> *Phonics Worksheet – “The Mysterious Tadpole” *Math: Worksheets 3-Digit Subtraction 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"> April 9 – Field Trip to IMAX & Natural History Museum April 20 – Collaboration Day (Dismissal @ 11:35) 	



Spelling List - (Week 26)

(The Mysterious Tadpole- Lesson 26)

- | | | |
|----------|-----------|------------------------|
| 1. root | 6. grew | 11. scoop |
| 2. crew | 7. room | 12. flew |
| 3. spoon | 8. you | <u>Challenge Words</u> |
| 4. few | 9. stew | 13. shampoo |
| 5. bloom | 10. boost | 14. balloon |

Sitton Spelling List (Unit 25)

- | | | |
|-----------|---------|--------|
| 1. should | 2. home | 3. big |
| 4. give | 5. air | |

Vocabulary (Lesson 26)

- | | | | |
|-------------|-------------|-------------|-----------------|
| 1. ordinary | 2. control | 3. cage | 4. upset |
| 5. sensible | 6. confused | 7. training | 8. suspiciously |



Dear Parents,

Your child is learning more about spelling words with suffixes—the word parts that are added to the end of some words. For example, your child is learning to spell *name* and *naming*. Probably more important, your child is learning the spelling rules for adding suffixes. For example, for words ending in silent e, such as *name*, the e is dropped before adding the *ing* suffix. Knowing the suffix rules helps your child spell many words, rather than just memorizing the spelling of words with suffixes.

Guide your child through the activity, letting your child do as much as possible without your help. Then check the spellings of the words together.

Write the missing words.

word with no suffix	word with s or es suffix	word with ing suffix
come		
		wishing
	finds	
carry		
	steps	
	waters	
get		
		thinking
give		
		flying

At school we are working on words that change their past tense form instead of adding *ed*, such as *found*—we don't say or write *finded*. On another sheet of paper, have your child write the past tense form of the words on the table. Then discuss each one.

Thanks for your help! Every child a speller!

Proofread for Spelling

The Mysterious Tadpole

Spelling: Words with *oo*
(*ew, oo, ou*)

Proofread the paragraphs. Circle the eight misspelled words. Then write the correct spellings on the lines below.

Do yoo have a plant? When I groo up, I had a plant in my ruem. It was a pretty little tree. It grew inside a pot. Its rewts were deep.

I fed the plant every month. I gave it a fou scups of plant food. In the summer, I would bewst it up to the window so it could get more sun. Once a year, it grew beautiful red bloums.

Spelling Words

1. root
2. crew
3. spoon
4. few
5. bloom
6. grew
7. room
8. you
9. stew
10. boost
11. scoop
12. flew

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Write these other Spelling Words in ABC order: *crew, spoon, stew, flew.*

9. _____

11. _____

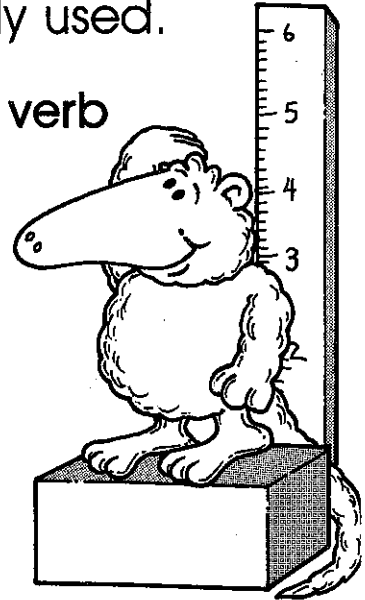
10. _____

12. _____

Irregular Verbs

Below are seven more irregular verbs frequently used.

Present	Past-alone	Past with helping verb
grow	grew	grown
go	went	gone
run	ran	run
see	saw	seen
take	took	taken
throw	threw	thrown
write	wrote	written



In the sentences below, circle the correct form of the verb.

Example ➤ Gavin has (grew, grown) two inches.

1. Our gym class (ran, run) the 50-yard dash.
2. My car should have (went, gone) to the repair shop.
3. Angela (saw, seen) the magic show.
4. Colin (threw, thrown) a snowball at Michael.
5. We have (ran, run) out of sugar.
6. Sharon has (wrote, written) a letter to Kathy.
7. We (took, taken) four rolls of film in Mexico.
8. We have (saw, seen) the Super Bowl.
9. After it rained, my flowers (grew, grown).
10. We (went, gone) on a cruise last July.
11. Have you (took, taken) out the trash?
12. I was (threw, thrown) off my horse.
13. Has the sick child (threw, thrown) up yet?
14. We had (went, gone) to Italy when it happened.

Cumulative Review

The Mysterious Tadpole
Phonics: Cumulative Review

Add the suffix *-y*, *-ly*, or *-ful* to each word. Write the word on the line and read each completed sentence.

1. **rain:** I painted my bedroom one

_____ day.

2. **slow:** I painted _____.

3. **care:** I was _____ not to spill.

4. **hope:** Mom was _____ that I

would finish by noon.

5. **quick:** I tried painting _____.

6. **mess:** It was _____.

Add the prefix to each base word. Then write the new word on the line.

7. re + paint = _____

8. un + cover = _____

9. over + look = _____

10. pre + mix = _____

11. mis + match = _____

Name _____

Lesson 58

COMMON CORE STANDARD CC.2.NBT.7

Lesson Objective: Record 3-digit subtraction using the standard algorithm with possible regrouping of tens.

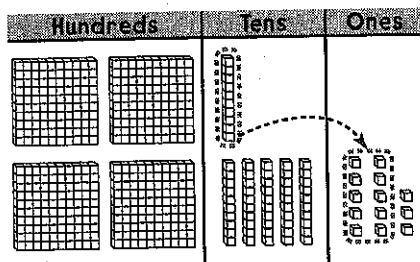
3-Digit Subtraction: Regroup Tens

Subtract.

$$\begin{array}{r} 463 \\ - 317 \\ \hline \end{array}$$

Are there enough ones to subtract 7? no

Regroup 1 ten as 10 ones.

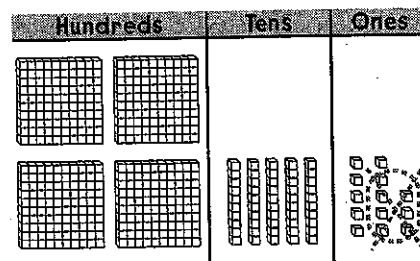


Hundreds	Tens	Ones
	<input type="text"/>	<input type="text"/>
4	6	3
- 3	1	7
<hr/>		

There are 13 ones and 5 tens.

Subtract the ones.

$$13 - 7 = \underline{6}$$



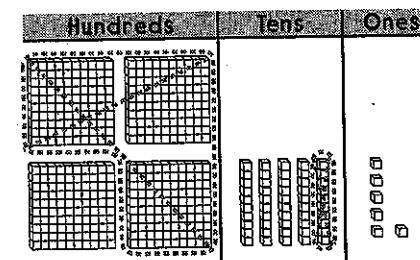
Hundreds	Tens	Ones
	<input type="text"/>	<input type="text"/>
4	6	3
- 3	1	7
<hr/>		
		6

Subtract the tens.

$$5 - 1 = \underline{4}$$

Subtract the hundreds.

$$4 - 3 = \underline{1}$$



Hundreds	Tens	Ones
	<input type="text"/>	<input type="text"/>
4	5	13
- 3	1	7
<hr/>		
1	4	6

Solve. Write the difference.

1.

Hundreds	Tens	Ones
	<input type="text"/>	<input type="text"/>
8	6	2
- 3	2	8
<hr/>		

2.

Hundreds	Tens	Ones
	<input type="text"/>	<input type="text"/>
6	7	8
- 2	4	5
<hr/>		

1. What is the difference?

	Hundreds	Tens	Ones
		<input type="text"/>	<input type="text"/>
	7	9	5
-	5	3	7
<hr/>			

 257 267 258 268

2. What is the difference?

	Hundreds	Tens	Ones
		<input type="text"/>	<input type="text"/>
	5	5	7
-	4	1	9
<hr/>			

 138 148 142 156**PROBLEM SOLVING** REAL WORLD

Solve. Write or draw to explain.


3. There were 985 pencils. Some pencils were sold. Then there were 559 pencils left. How many pencils were sold?

_____ pencils

Name _____

Weekly Reading Record

Week of _____

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

Total Minutes Read _____ Parent's Signature _____