

Name: \_\_\_\_\_

Homework Buddy: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## Weekly Homework Schedule

Assignment Description	Monday (Buddy Reading Response Letter)	Tuesday (Spelling)	Wednesday (Free Choice)	Thursday (Math)	Friday (Extra Credit)
Buddy Sign Off	Mrs. Cooke initials below as to whether the week's homework is completed	B.E.A.R.?  B.R. Letter?	(Mrs. Cooke records spelling homework on the daily work check off sheet)	B.E.A.R.?  Free Choice?	B.E.A.R.?  Math?

## Math Homework Ideas

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- Measure around your bedroom and then do another room and add them together.
- Use math software programs to practice math skills.
- Keep a log of how much food you eat in 1 and 1/2 days.
- Count how much money you have in a piggy bank.
- Time TV or video watching to find out how much time you spent watching.
- Count items in your kitchen by categories like fruits, vegetable, etc. and make a graph to display the information.
  
- Practice basic math facts: (addition, subtraction, multiplication, or division)
- Practice workbook sheets
- Make up your own flash cards
- Do the problem-solving problem from the Thursday school newsletter
- Do a science experiment that uses math
- Cook a recipe
- Make up story problems
- Practice counting money and making change
- Measure things like your clothes or other items that are found in your house.
- Learn about a different number system
- Find out about a famous mathematician
- Visit some of the math sites as suggested on Mrs. Cooke's web page:  
<http://westgresham.gresham.k12.or.us/jcooke/jcooke.html>
  
- Write down license plate numbers of cars in your neighborhood, addresses, or any other kind of data and figure out a way to display the data in a chart or a graph.
  
- Find out how old famous people lived to be using subtraction.
- Add totals for a fundraiser or your BEAR minutes. Use a calculator to check your work.
  
- Measure fabric to sew something.
- Build 3-D shapes out of toothpicks or some other kind of material.
- Take nine toothpicks. See how many combinations of squares and triangles can be made. What other kinds of shapes can be made.

# Weekly Reading Log

Name \_\_\_\_\_

Week of 10/9-10/17

Saturday	Today I read:
Sunday	Today I read:
Monday	Today I read:
Tuesday	Today I read:
Wednesday	Today I read:
Thursday	Today I read:

Here is a picture of the best thing I read this week:

Homework will go home on Friday and needs to be returned the following Friday. Thank you.

## Home Connection 3 ★ Activity



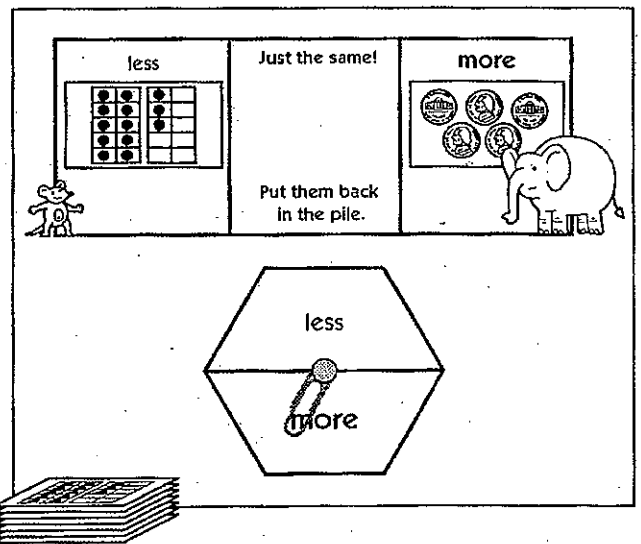
### NOTE TO FAMILIES

The Home Connection Activity for this week is to play Count & Compare 5's several times over the next few days. The gameboard, game cards, and worksheet are attached. Your child has been playing this game at school and will probably enjoy teaching you how to play. As you work with your child, encourage him or her to count by 5's whenever possible instead of one by one. The game is yours to keep at home, but please be sure to send the worksheet back to school.

### Count & Compare 5's

#### Game Rules

- 1 Cut the game cards apart, mix them up, and place face down.
- 2 Draw 1 card from the top of the pile and have your partner do the same.
- 3 Count by 5's (or 5's and 1's) to determine the worth of your cards.
- 4 Compare card values with your partner and then place your cards where they belong on the gameboard — 1 card in the "more" box, the other in the "less." (If the cards are equal, put them back into the stack and draw again.)
- 5 Spin the spinner to determine who gets to take both cards. If it lands on "more," the player with the card that is worth more gets to take both cards. If it lands on "less," the person with the card that is worth less gets both cards.
- 6 Take turns drawing cards and playing until you are out of cards. The player with the most cards at the end wins.

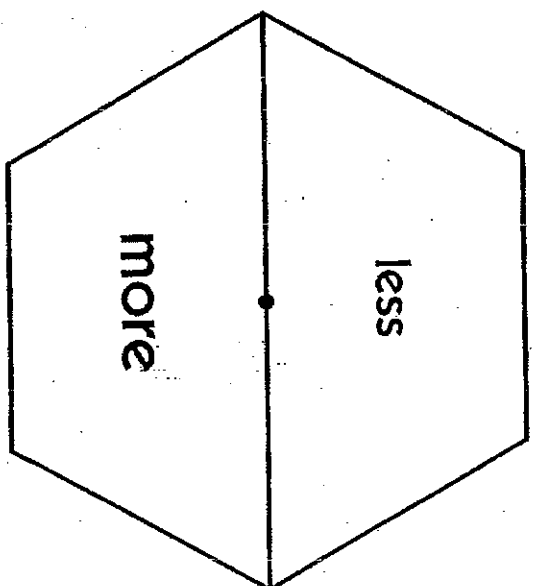
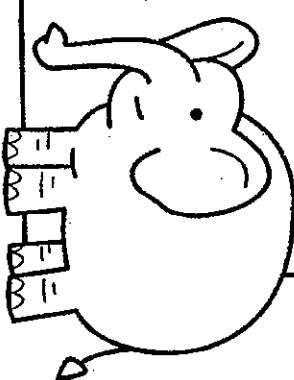



**Child** The spinner landed on more! I got 25 and you only got 13—I get to take both cards this time!

**Grandma** I'll get both cards next time.

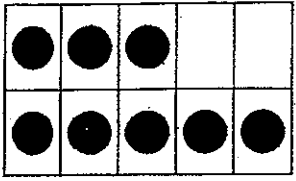
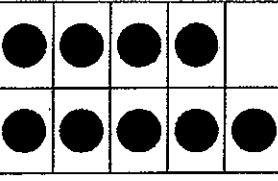






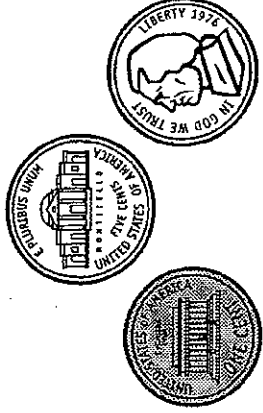



# Count & Compare 5's gameboard

<p>less</p>	<p>Just the same!</p> <p>Put them back in the pile.</p>	<p>more</p>
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# Count & Compare 5's cards, sheet 1


# Count & Compare 5's cards, sheet 2

NAME \_\_\_\_\_

RETURN BY \_\_\_\_\_

# Home Connection 3 ★ Worksheet

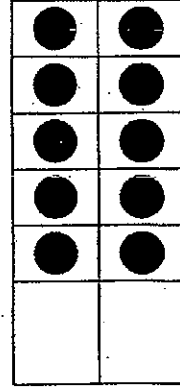
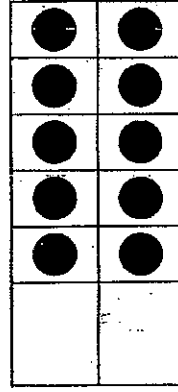
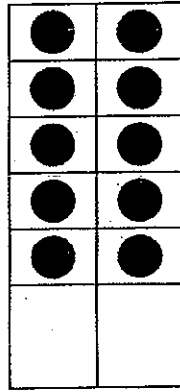
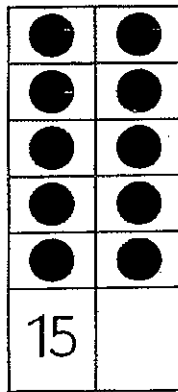
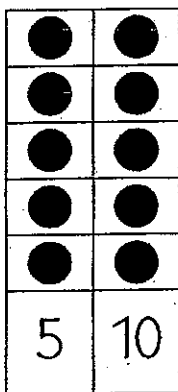


## NOTE TO FAMILIES

Here's a worksheet designed to give your child more practice counting by 5's and using the counting pattern to solve problems.

### 5's to the Rescue!

Write the 5's counting pattern to 50 under the ten-frames below. The first 3 numbers have been done for you.



Now try these number combinations and problems. Use the ten-frames above if you need a little help.

$5 + 5 = \underline{\quad}$

$15 + 5 = \underline{\quad}$

$30 + 5 = \underline{\quad}$

$25 + 5 = \underline{\quad}$

$45 + 5 = \underline{\quad}$

$5 - 5 = \underline{\quad}$

$15 - 5 = \underline{\quad}$

$30 - 5 = \underline{\quad}$

$25 - 5 = \underline{\quad}$

$45 - 5 = \underline{\quad}$



How many fingers in all? \_\_\_\_\_



How many toes in all? \_\_\_\_\_



How many fingers in all? \_\_\_\_\_



How many toes in all? \_\_\_\_\_

The challenge! 35 toes—how many feet? \_\_\_\_\_

Name \_\_\_\_\_

## Spiral Review and Test Prep I-II

1. How much money is shown?



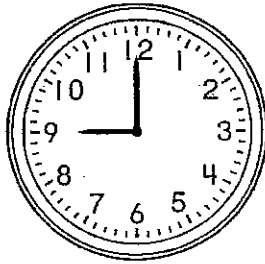
(A) 55¢

(C) 40¢

(B) 45¢

(D) 50¢

2. What time does the clock show?



(A) 9:00

(C) 3:00

(B) 10:00

(D) 12:00

3. Complete the fact family.

$$6 + 1 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

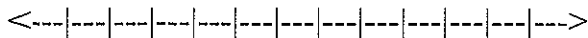
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

# MathStars

(a problem solving newsletter)

Vol. 2 No. 1

★★ 1. Here is part of the number line. Place the following numbers where they belong: 33, 31, 37, 28.



★★★ 5. Twenty-eight is a two-digit number whose digit sum is 10. [ $2 + 8 = 10$ ] How many other two-digit numbers have a digit sum of ten?

\_\_\_\_\_

What are the numbers?

★ 2. Put in + or - to make this statement true:

$$3 \square 4 \square 2 \square 5 = 10$$

★★ 3. Complete this pattern:

2 ---> 4  
4 ---> 6  
6 ---> 8  
8 ---> \_\_\_\_\_  
10 ---> \_\_\_\_\_

★★★ 4. Kristin wishes to bake some cakes. Each cake requires four eggs. How many cakes can Kristin bake if she has one dozen eggs?

## Strategy of the Month

*Someone said, "A picture is worth a thousand words." Turning the words of a problem into a picture or a diagram can help you "see" the problem. By using the part of your brain that visualizes a situation or object, you may see relationships or information that helps you solve the problem. When someone tells you a story, try turning the words into a motion picture or a cartoon. When reading a description, try "seeing it in your mind's eye." If you can do these things, this strategy may be for you! Try using a picture or make a diagram to solve this problem:*

In the playground there are three bicycles and four tricycles. How many wheels are there?