SPRING BREAK
HOMEWORK PACKET

Assigned on Friday, March 20th
Due on Tuesday, March 31st

Must be turned in on 3/31 for dress down, unless marked absent.

NAME: ____________________________________________________

PARENT SIGNATURE: _______________________________________
Together the letters a and r stand for the sound you hear in car. Listen for the ar sound in the word.

Read the sentence. Then write the word that completes the sentence.

__________________________      yard
__________________________      yarn
1. We can play in the back __________.
__________________________      smart
__________________________      star
2. The ___________ is far away.
__________________________      start
__________________________      shark
3. The ___________ has many teeth.
__________________________      farm
__________________________      barn
4. Wheat grows on a ____________.
__________________________      cart
__________________________      carp
5. A __________ is a fish.
__________________________      scar
__________________________      scarf
6. Nana gave me a blue ____________.
Say the words. Listen to the sounds.

**long i**
- tight
- cry
- mild

**short i**
- sit

Circle the word that completes each sentence.

1. The _____ wanted to play in the ball game.
   - chin
   - child
   - chill

2. Sam went home with his new pup _____ away.
   - right
   - ride
   - rid

3. Perhaps we can _____ the kite in the meadow.
   - fit
   - flight
   - fly

4. Max _____ a very ripe grape.
   - bit
   - bite
   - by

5. The _____ cat likes to hide in the bush.
   - win
   - wild
   - wind

6. The boys and girls can skate in the _____
   - right
   - rid
   - rink

At Home: Have your child write other sentences with words that contain long / spelled i, y, and igh and short / spelled i.
Look at the diagram of a fire truck. Use the words from the box to complete the diagram. Write the words of the correct labels.

ladder  light  hose  cab

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________
To add -er or -est to words that end in e, drop the e and then add -er or -est.

cute + er = cuter  That pup is cuter than this one.
cute + est = cutest  The cat is the cutest of all.

Add -er or -est to each word. Then write the new word in the sentence.

1. His pet is __________________ than the wild cat.

2. The tree in the meadow is the __________________.

3. My dad is the __________________ of all.

4. The __________________ bus should stop here.

5. Now my dog is __________________ than your dog.

At Home: Have your child add -er and -est to one of the following words: wide, ripe, pale. Then ask your child to use the word in a sentence.
A verb is a word that shows action. When a verb has the ending **-ed**, the action happened in the past. The **-ing** ending means the action is happening now. You can pick out the word parts of a verb to figure out its meaning.

Underline the word in each sentence that has a word ending. Circle the base word. Then write **now** if it is something that is happening now. Write **past** if it was something that happened in the past.

1. I am playing with my best friend. __________

2. My cat climbed up the tree. __________

3. Dad milked a cow. __________

4. I am packing for my trip. __________

5. We watched a good game. __________
Read the story about Will’s problem and solution. Then answer the questions.

Will can’t fly his new kite. He runs down the street with his kite. Still the kite can’t fly high. Then Will takes his kite to Mike’s house. The two friends try to pull the kite. But the kite just comes down again. Perhaps there is more wind on the high hill in the meadow. That is the best idea yet. Now Will’s kite can fly in the wind.

1. What problem does Will have in the story?

2. What solution does Will try first?

3. What solution does Will try next?

4. How does the kite finally fly?
Write the letter of the word from the box that completes each sentence.

a. head  b. never  c. should  d. ball  
e. shout  f. laughter  g. meadow  h. Perhaps

1. The boys and girls _____ for the team. 

2. The big kite was flying high over Kim’s ____. 

3. Ben is _____ late for the school bus. 

4. There was a lot of _____ at the show. 

5. We _____ get a new bat and _____ at the shop. 

6. _____ we can ride together in the green ____ today.
Say the words. Then listen to the **long i** sound.

child   fly   high

Write the word that completes the sentence.

________________________

1. Meg’s kite will ______________ over the trees.
   try   fly   cry

________________________

2. Mike will ______________ up his new truck.
   win   wind   white

________________________

3. We eat lunch together on a ______________ hill.
   might   high   fly

________________________

4. Let’s wave to that plane in the ______________.
   my   sky   cry

________________________

5. The ______________ can walk to his house.
   mild   child   cut

At Home: With your child, write some sentences with words that contain the long /i/ sound. Use /i/, /y/, or /igh/.

The Kite • Book 1.5/Unit 5
Write the answer to each question on the line.

1. Is this a boat or a bowl? ______________________

2. Is this toast or a toad? ______________________

3. Is this a rod or a road? ______________________

4. Is this a pipe or a pillow? ______________________

5. Is this a window or a wing? ______________________

6. Is this a note or a notch? ______________________

7. Is this go or a goal? ______________________

8. Is this a cot or a coat? ______________________

At Home: Help your child write a story about a toad in a hole. Use as many long o and short o words as you can.
Captions tell readers more about a photograph or picture.

Circle the caption that tells about the picture.

1. a snake
   a baby deer

2. Big Bass Lake
   the waterslide

3. my new bike
   Big Buck Forest

4. the swimming pool
   the campfire

5. our campsite
   last day of school

6. Dad’s big catch!
   Sam’s new dog
Adding the letter \textit{y} to the end of some words makes a new word. Notice that \textit{y} stands for the long \textit{e} sound.

\[ \text{snow} + \text{y} = \text{snowy} \]

Circle the correct word. Then write it on the line.

1. The washcloth is \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}.  
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}  
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}soapy  
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}soap   
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}toast   
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}toasty

2. The campfire is \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}.  
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}  
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}waxy  
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}wax           
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}fussy

3. The apple feels \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}.  
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}  
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}fussy  
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}fuss   
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}trick

4. The baby is \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{} today.  
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}  
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}fuss
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}trick

5. The jigsaw puzzle is \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}.  
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}  
   \underline{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}\underline{}{}tricky

\textbf{At Home:} Have your child circle all the \textit{y} endings. Discuss what the base words are.
Read the dictionary entries below.

**middle** halfway between two ends: We stood in the **middle** of the line.

**mistake** something thought or done incorrectly: I made one **mistake** on the spelling test.

**protects** to keep away from harm: The mother hen protects her eggs.

Use a word from the box to complete each sentence. You may use a word more than once.

________________________________________

1. Joan sat in the ____________ of her two friends.

________________________________________

2. The mother cat ________________ her babies.

________________________________________

3. Please draw a line down the ________________ of the paper.

________________________________________

4. If you make a ________________, try again.

---

**At Home:** As you read together, find two words your child doesn't know. Work together to find the meanings of these words in the dictionary.
Use words from the box to complete the sentences.

1. My mom is my _________________.

2. My dad is my _________________.

3. We ________________ each other.

4. We ________________ help each other.

5. Mom and Dad ________________ to be nice.

6. I am ________________ to be good.

7. Sometimes they are ________________ with me.
There are different ways to make the long o sound. The letters o, oa, and ow stand for the long o sound.

go  coat  crow

Circle the answer to each question.

1. What floats on water?  
   a boat  a loaf

2. What can a bike do?  
   so  go

3. What can you do to grass?  
   flow  mow

4. What can a hose do?  
   soak  roast

5. What do you sleep with?  
   show  pillow

6. What can a tube do?  
   float  goal

Use two long o words from above in sentences.

7. __________________________

8. __________________________

At Home: Listen to your child read the long o words and underline the letter or letters that stand for the long o sound.
Circle the word that goes in each sentence. Then write the word on the line.

1. Mom rode the train to _____________________.
   house    work

2. I read ____________________ I go to sleep.
   before    after

3. Use the hose ____________________ their house.
   began    by

4. Do you know ____________________ cute jokes?
   every    any

5. What ____________________ do you like?
   find    kind

6. Have you ____________________ any great ideas?
   heard    glared
Draw a line from the picture to the word that tells about it. Then write the word on the line.

1. ___________________  2. ___________________
   warm    cold    extreme

3. ___________________  4. ___________________
   knew    new    old

5. ___________________  6. ___________________
   idea    creation    floating
Add and Subtract to 20

Solve.

1. Emma has 9 beads. Rachel has 7 beads. How many beads do they have together? They have ____ beads.

2. Mia has 14 beads. She gives 6 to Rachel. How many beads does Mia have left? Mia has ____ beads left.
18 people are going on a trip.
8 girls and 7 boys are on the bus.
Then 2 teachers get on the bus.
Are all the people going on the trip on the bus?
Why or why not?

Model it.

Write a number sentence.

___ ○ ___ ○ ___ = ___

Are all the people on the bus? Tell why or why not.
Reason and Write

Name ________________________

Make a teen number.

Draw more circles to make 13, 14, or 15.

\[
\begin{array}{c}
\text{15} - \_6 \_ = ? \\
\end{array}
\]

Subtract 6, 7, 8, or 9 from your number.

Use the 10-frames. Complete the number sentences.

\[
\begin{align*}
15 & - 5 = 10 \\
10 & - 1 = 9 \\
So, \quad 15 & - 6 = 9
\end{align*}
\]
Make a teen number.

Draw more triangles to make 11, 12, 13, or 14.

\[
\begin{array}{cccc}
\Delta & \Delta & \Delta & \Delta \\
\Delta & \Delta & \Delta & \Delta \\
\end{array}
\quad \quad
\begin{array}{cccc}
\square & \square & \square & \square \\
\square & \square & \square & \square \\
\square & \square & \square & \square \\
\end{array}
\]

Subtract 6, 7, 8, or 9 from your number.

\_
\_
= ?

Use the 10-frames. Complete the number sentences.

\_
\_
= 10

10
\_
= 

So, 
\_
\_
= 

Unit 3 Game

Name ______________________

Teen Number Totals

What You Need
For each pair:
- 3 sets of number cards 1–10
- Teen Number Totals Game Board
- 9 two-color counters
For each child:
- Teen Number Totals Recording Sheet

What are the different partners for teen numbers?

How to Play
- Mix and place the cards in a stack face down. Take turns.

- Take 5 cards from the stack. Choose 2 or 3 of the numbers to add. Add to make a teen number.

- Put a counter on that number. If you cannot make a number that is open on the game board, skip your turn. Put your cards on the bottom of the stack.

- Write a number sentence on the recording sheet. Show what you added.

- Play until all numbers on the board are covered. The player with the most counters on the board wins.

©Curriculum Associates, LLC  Copying is not permitted.
Teen Number Totals Recording Sheet

+  +  +  =

+  +  +  =

+  +  +  =

+  +  +  =

+  +  +  =

+  +  +  =
Name _______________________

Teen Number Totals Game Board

11 12 13

14 15 16

17 18 19

©Curriculum Associates, LLC  Copying is not permitted.
Tens

Solve.

1. 28 kites are flying.
   10 more kites join.
   How many kites fly now?
   ____ kites fly now.

2. There are 80 kites in a shop. 30 kites are sold.
   How many kites are left?
   ____ kites are left.
Meg has 50 paper clips. Rex has 40 paper clips. Then Rex finds 20 more paper clips. Who has more paper clips? How do you know?

Draw.

Write number sentences.

___ tens \(\bigcirc\) ___ tens = ___ tens

___ \(\bigcirc\) ___ = ___

Who has more? Tell how you know.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Reason and Write

Name ____________________________

Study the addition story problem.
Show an addition story problem.
Choose two numbers: 20, 30, 40, 60, 70.

Tell or write the addition problem.

30 big cars.

40 small cars.

How many altogether?

Draw tens.

3 tens + 4 tens = 7 tens
7 tens = 70

Solve. Show your work.

There are 70 cars altogether.
Show a subtraction story problem.
Choose two numbers: 20, 30, 70, 80, 90.

Tell or write the subtraction problem.

Draw tens.

Solve. Show your work.
Unit 4 Game

Name

Race to 100

What You Need
For each child:
• 1 counter
• 3 "10 more" cards
• Race to 100 Recording Sheet
For each pair:
• Race to 100 Game Board
• Race to 100 cards

How to Play
• Put counters on 1. Take turns. Take a card from the pile or use a "10 more" card.

• Move the number of spaces on the card. If you land on a gray space, add 10 to that number. Then move 10 spaces forward.

• Write a number sentence on your recording sheet each time you add 10. Set aside cards after each play.

• Play until a player reaches or passes 100.
# Race to 100 Recording Sheet

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name ________________________________

Race to 100 Game Board

1  2  3  4  5  6  7  8  9  10
11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30
31 32 33 34 35 36 37 38 39 40
41 42 43 44 45 46 47 48 49 50
51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70
71 72 73 74 75 76 77 78 79 80
81 82 83 84 85 86 87 88 89 90
91 92 93 94 95 96 97 98 99 100
How Many? How Much? How Long?

Solve.

1. School starts at the time shown on the clock. At what time does school start?
   
   **School starts at**
   
   _______.

2. Al buys a carton of milk using the coins shown. How much does the milk carton cost?
   
   **The milk carton costs**
   
   ________ ¢.
There are 10 balls in all.
Are there more 🏈 or more 🏈?
Tell how you know.

Find the number for □.

Compare. Circle the correct answer.
There are more ⚽ ⚽.

Tell how you know your answer is correct.
Reason and Write

Study the measurement problem.
Show how to draw, compare, and measure.

Draw.
Draw a black crayon shorter than the white crayon.
Draw a gray crayon shorter than the black crayon.

Compare.
Complete the sentences.
The ____gray____ crayon is the shortest.
The ____white____ crayon is the tallest.

Measure. Use ■ and □.
Length of tallest crayon:
about 9 ■
about 6 □
Show how to draw, compare, and measure.

**Draw.**
Draw 3 lines. Make them different lengths.
You choose the lengths.
Make them different colors.

**Compare.**
Complete the sentences.
The ______________ line is the shortest.
The ______________ line is the longest.

**Measure. Use [ ] and [ ].**
Length of shortest line:
about ___ [ ]

about ___ [ ]
Measure Up!

What You Need
For each child:
• strips of squares (different lengths)
• Measure Up! Game Board
• Measure Up! Recording Sheet
• Measuring Strips

How to Play
• Think about the length of a picture on the game board. Pick the strip of squares you think is the same length.

• Use the strips you chose to measure the picture. Together decide which strip is the same length as the picture. Count the squares. Write the number on the recording sheet.

• Score 1 point if you chose the correct strip. Write scores on the recording sheet.

• Play until all objects are measured. The player with the most points wins.

Score Chart

<table>
<thead>
<tr>
<th>Name</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan</td>
<td>1</td>
</tr>
<tr>
<td>Jen</td>
<td>11</td>
</tr>
</tbody>
</table>

Score Chart

<table>
<thead>
<tr>
<th>Name</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan</td>
<td>111</td>
</tr>
<tr>
<td>Jen</td>
<td>11</td>
</tr>
</tbody>
</table>
**Measure Up! Recording Sheet**

<table>
<thead>
<tr>
<th>Tool</th>
<th>Name</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pencil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ruler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ankle Bone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Score Chart**

<table>
<thead>
<tr>
<th>Name</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Measure Up! Game Board