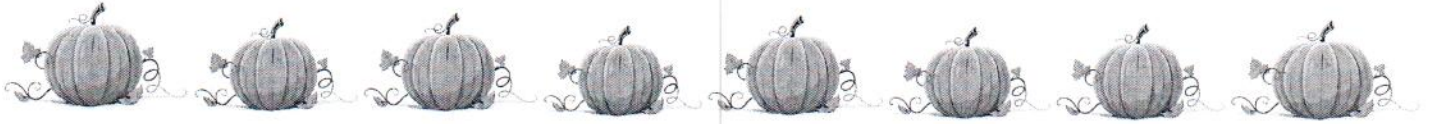


**Homework (Week 8): Oct. 28 – Nov. 1**  
**(Super Storms)**

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

Assignments	Parent Initials
<b>Monday:</b> *Sitton Task 7 and Proofread for Spelling *Read 10 minutes/Reading Log <b>(Reading Log is attached at the end of the homework packet)</b>	Parent Initials:
<b>Tuesday:</b> *Math- Skills Link Workbook: Practice Set 18 pg. 26 *Read 10 minutes/Reading Log <b>(Reading Log is attached at the end of the homework packet)</b>	Parent Initials:
<b>Wednesday:</b> *Language Arts: Find the Verbs Worksheet *Read 10 minutes/Reading Log <b>(Reading Log is attached at the end of the homework packet)</b>	Parent Initials:
<b>Thursday: Free Night of Homework!</b>	Parent Initials:
<b>Friday: Farmers Breakfast</b> *Homework due in Thursday Folder Today! *Reading Log due today – (Sign & total the minutes)	
<b>Optional Challenge:</b> <b>"October Activity Calendar Menu"</b> Feel free to choose activities as you see fit to extend your child's learning opportunities. Sign the appropriate box when an activity has been completed. Please turn in the calendar at the end of the month.	
<b>Reminders:</b> *October 28 <sup>th</sup> -November 1 <sup>st</sup> - Red Ribbon Week * November 1 <sup>st</sup> - Farmers' Breakfast/Early Dismissal @ 11:30	



## Spelling List

### (Super Storms)

- |          |           |           |
|----------|-----------|-----------|
| 1. dish  | 6. push   | 11. these |
| 2. than  | 7. shine  | 12. flash |
| 3. chest | 8. chase  |           |
| 4. such  | 9. white  |           |
| 5. thin  | 10. while |           |

### Challenge Words

- |           |
|-----------|
| 13. catch |
| 14. thumb |

## Sitton Spelling List (Unit 7)

- |         |          |        |
|---------|----------|--------|
| 1. like | 2. him   | 3. see |
| 4. time | 5. could |        |

## Vocabulary

- |           |             |
|-----------|-------------|
| 1. beware | 5. pounding |
| 2. damage | 6. prevent  |
| 3. bend   | 7. reach    |
| 4. flash  | 8. equal    |



## Dear Parents,

Please continue to use the word cutouts from the last Take-Home Task to practice using homophones with your child. In addition to working with the cutouts, here is another activity for you to do with your child. It provides practice with the suffixes *s*, *ed*, and *ing*.

Read the rules together. Then discuss the directions. Have your child do the first one with your guidance and then complete the activity, doing as much as possible without your help. Check the answers together using a dictionary, if needed. Using a dictionary with your child helps your child learn to use one independently.

Use the rules to spell the words.

RULE 1. For words ending in silent <i>e</i> , just add <i>s</i> , but drop the final <i>e</i> before adding <b>ed</b> or <b>ing</b> . like    likes    liked    liking		RULE 2. For words ending in one vowel and one consonant, just add <i>s</i> , but double the final consonant before adding <b>ed</b> or <b>ing</b> . tap    taps    tapped    tapping	
	<b>s</b>	<b>ed</b>	<b>ing</b>
ship			
star			
bake			
shop			
hope			

Talk about the words your child made. Then have your child write some of these words in sentences on another sheet of paper.

Every child a speller!



# Proofread for Spelling

**Super Storms**

 Spelling: Consonant Digraphs *th, sh, wh, ch, tch*

Proofread the note. Circle the six misspelled words. Then write the correct spellings on the lines below.

Dear Mom,

I want you to know that I broke the whitte dishe. Whil I was trying to pulsh the door of the chast closed, it slipped out of my hands. Spike was covered in mud, and I was in a hurry to chese him outside. I am sorry.

Love,  
Matt

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

**Spelling Words**
**Basic Words**

1. dish
2. than
3. chest
4. such
5. thin
6. push
7. shine
8. chase
9. white
10. while
11. these
12. flash



Unscramble the letters to make a Spelling Word.

7. cshu \_\_\_\_\_

10. shfla \_\_\_\_\_

8. ehtes \_\_\_\_\_

11. inshe \_\_\_\_\_

9. htna \_\_\_\_\_

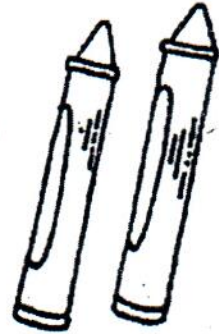
12. nthi \_\_\_\_\_

Name \_\_\_\_\_ Action verbs \_\_\_\_\_

# Find the Verbs

A **verb** is an action word that tells what people or things do.  
*Go, eat, play, and swim* are verbs.

Read each word in the spaces below.  
If it is a verb, color it yellow. If it is not a verb, color it blue.



purple pencil  
walk book talks  
write two run cut the  
you tree spin move jump bird  
I work old  
sleep read  
green make a  
she him

**Try This!** Write five verbs that tell what you do at school.



# Weekly Reading Record

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

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

Title of Book  
\_\_\_\_\_

A noun is a person, place, or thing.  
Write 3 nouns from today's reading.

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

Minutes \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Title of Book  
\_\_\_\_\_

Sequencing is the order of which events occur.  
Write down three events in the order they  
happened in the story.

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

Minutes \_\_\_\_\_

First, \_\_\_\_\_

Next, \_\_\_\_\_

Last, \_\_\_\_\_

Title of Book  
\_\_\_\_\_

Compare how you and a character from today's  
reading are alike.

I am similar to \_\_\_\_\_ because we  
both \_\_\_\_\_

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

Minutes \_\_\_\_\_

Title of Book  
\_\_\_\_\_

Good readers ask questions. Write 3 questions  
you had before, during, or after today's  
reading.

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

Minutes \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Title of Book  
\_\_\_\_\_

Color the stars according to the rating you give  
today's reading. (3 awesome - 2 ok - 1 not so  
good. Write a sentence explaining why you rated  
the book how you did.



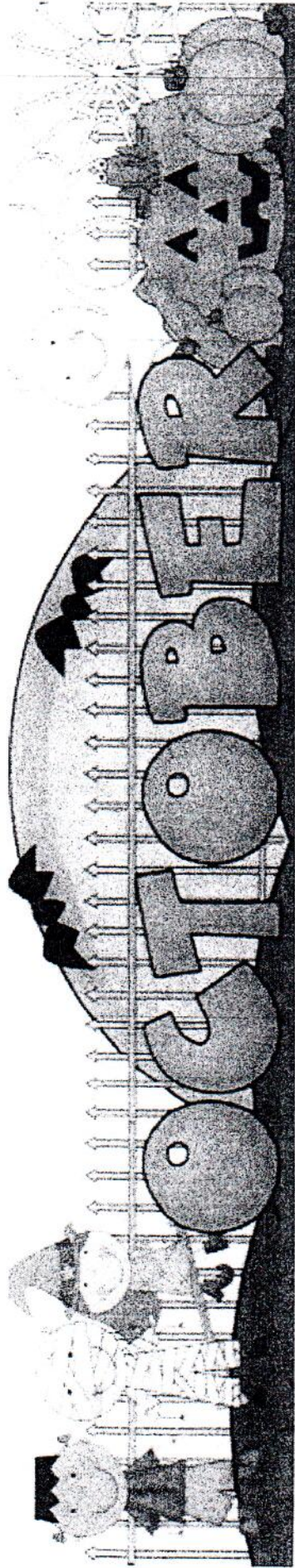
Date: \_\_\_\_\_

Minutes \_\_\_\_\_

Total Minutes:  
\_\_\_\_\_

Parent's  
Signature \_\_\_\_\_





Monday	Tuesday	Wednesday	Thursday	Friday
<p>This is Fire Prevention week. With your family create an evacuation plan for your home.</p> <p>Read a book. Write about how the setting helps you create a picture in your mind.</p> <p>Create your own place value riddles. Have a parent or older sibling try to solve them.</p> <p>Solve. <math>5 + 8 = \_ + 4</math> Explain how you solved the problem.</p>	<p>Read a book and write why you think the author wrote it. (persuade, inform, entertain, explain)</p> <p>Research how one item you use everyday is made. What are the steps?</p> <p>The main character usually faces a challenge. What is one challenge you have faced?</p> <p>Write the number 673 in expanded notation, label the place value of each digit.</p> <p>I bought a candy bar for 72 cents. I gave the cashier \$1.00. What coins could I get back?</p>	<p>Josie sees 8 pumpkins. Enzo sees twice as many. How many pumpkins do they see in all?</p> <p>Explain place value to an adult.</p> <p>Write a paragraph to explain the life cycle of a pumpkin.</p> <p>Compare two characters in a story. Write about how they are alike and different.</p> <p>Characters in a story sometimes change. Write about a character that changed and why.</p>	<p>Add the windows and doors in your home, then subtract the number of TVs and computers.</p> <p>89 kids are going on a field trip. Each bus can hold 25 kids. How many busses are needed?</p> <p>A number has 3 ones, 5 hundreds, and 0 tens. What number is it?</p> <p>In math, a student wrote <math>8+9 = 6+11</math>. Is this correct? Explain your reasoning.</p> <p>If you could trade places with anyone for a day, who would it be and why?</p>	<p>Write a poem about Fall.</p> <p>Fact families share the same three numbers. Write the 4 fact family equations for 7, 8, 15.</p> <p>Walk around your neighborhood collecting leaves. Compare an contrast two of them.</p> <p>Many stories teach a lesson. Write a story in which someone learns a valuable lesson.</p>