

Welcome to My Homework Book 2

It gives us great pleasure to invite you parents to participate in your children's world of homework!

You have an important task to carry out!

My Homework Book 2 uses a variety of methods and different fields of knowledge to give your children the opportunity to use and practise those skills learned at school.

The idea behind My Homework Book 2 is that it should be used as a supplement for reading comprehension and practice in mathematics.

We recommend that children are allowed at least three days to complete their homework. On page 1 you can see what is usually required when children do their homework.

It is important that children can account for their homework, show what they have done and what they thought about. Sometimes children are set the task of bringing in something in connection with their homework. That can be a pleasant follow-up in the classroom.

Each homework assignment is one double-page spread in the book and follows a clear structure.

The assignment on the left page is usually practical and investigative. It could be to measure a length, carry out an experiment or an interview, play a game, amongst other things. The assignment is sometimes an "If Question" whereby children make themselves acquainted with different situations and use these situations to relate stories.

The assignment on the right side is either Swedish or mathematics. It is usually divided into two exercises, which simplifies matters if you want to do the homework at different times.

Children in the second year have usually got started with their reading and writing. But sometimes it can still be good to read the homework instructions together. Even help with writing can be needed occasionally.

At the beginning it is of special importance that the child enjoys writing. On the left hand pages the children are often given assignments where they have to write about experiences and thoughts. Do not worry about spelling mistakes, as long as your child does not ask how the word is spelled. Remember that what your child has written is of most importance, not how they spell. Word Games on the right hand pages will however give children the chance to practise their spelling.

If there is not enough work space in the book for the child it is okay to draw/write on a separate piece of paper. At the end of the book there is a pocket where separate sheets etc can be placed.

When it says "show someone at home" or "play with someone at home" it does not always need to be a parent. It can be an older sibling, a grandparent etc.

Each assignment is accompanied by instructions and tips that can help you and your child's teacher. It also tells you which things, apart from the basic equipment, that is required for doing the homework. All of this information can be found on pages 61-63.

On our website www.majemaforlaget.se you can find these instructions translated into the following languages: Arabic, English, Croatian (hrvatski) and Serbian (srpski).

We sincerely hope that you will enjoy many pleasant and educational times together at home!

If you have any questions about or points of view on Homework Book, please do get in touch with us on info@majemaforlaget.se

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To the homework assistant

Homework 1 WEIGHT (an unopened milk carton)

How a child can practise comparing weights and be able to recognise 1 kg. It is good for children to carry a carton of milk when they are looking for things that weigh about the same.

Word Game *Crossword/handwriting*

- Remind the child that capital letters are used in crosswords.
- The lines help the child to form the letters correctly. Some letters must "go all the way up to the attic", others must "go all the way down to the basement". On the inside of the cover you can see how the letters should be written.

For the teacher Make a list of both light and heavy objects.



Homework 2 IF...

If the child has problems getting started, inspire him/her with some questions e.g. "What would be fun to be able to do?", "What useful power can people have?"

Mathematics-Mix *number scale/map*

- Help the child to see the divisions on the number scale. Each division is the same size. On the number scale there are 10 divisions. Here you can help the child with assertions like "a little more than 50, less than 80" etc.
- Map practice. Help the child to find suitable things to draw from above.

For the teacher Let the children tell you about their magical powers.

Homework 3 Experiment (glass, salt, teaspoon, plate)

Salt crystals will form on the plate; look at them with a magnifying glass if you have one.

Word Game *word knowledge/alphabetical order*

- Discuss with the child what is heavy/light
- Pay attention to the fact that the alphabet should be written with small letters (lower case letters). Take the opportunity to reel off the alphabet.

For the teacher Do a similar experiment in the classroom and discuss what happens.

Homework 4 POETRY

Inspire the child by talking about pictures. Poems do not need to rhyme.

Mathematics-Mix *geometry/problem solving*

- You can help the child here by dividing the figures into squares. If it is difficult, cut out small squares to cover the figures.
- For each piece of information that a child gets, the fish that is not possible can be crossed out, excluded.

For the teacher Let the children read their poems to each other.

Homework 5 PICTURES

Play “paint the back”. Take turns in “painting” a letter on each other’s backs using fingers – then guess which letter it is. It is easiest to “paint” capital letters (upper case letters).

Word Game *labyrinth/handwriting*

- It is wise to first go through the labyrinth using a finger and then draw/paint the way afterwards.
- It is not so easy to write sentences at first. There are many things that you have to think about. You must start with a capital letter, spaces between words and full stops at the end of a sentence. In order to have a sufficiently large space between words it is practical to start by putting an index finger between the words.

For the teacher Let the children “write” words on each other’s backs.

Homework 6 LETTERS

Inspire the child by asking questions such as “What would you like to tell?”, “What would you like to know about China?”. Write in Swedish of course. Draw or stick on a photograph.

Mathematics-Mix *number chains/clock*

- In each square numbers are added/subtracted. The child writes the answer with numbers in a circle which is then the starting point for the next addition/subtraction.
- The child can decide whether the clock shows daytime or night time.

For the teacher Perhaps the child can be inspired to learn more about China?

Homework 7 SOCK (sock, yarn, needle, thread, buttons, fabric...)

Help the child to find a suitable sock and other material.

Word Game *crossword/write a sentence/handwriting*

- Remind the child to use capital letters (upper case letters) in a crossword.
- Don’t forget: Capital letter first, space between words and full stop at the end of the sentence.

For the teacher Let the children play theatre with sock figures.

Homework 8 THOUGHTS (dice)

Inspire by asking questions that can make the child imagine a panda’s life e.g. “What does a panda eat?”, “What could be next to the panda that we cannot see in the picture?”

Mathematics-Mix *odd numbers/dice games*

- Odd numbers are those that end in 1, 3, 5, 7 and 9

For the teacher Let children read their own stories to each other, perhaps even dramatise them!?

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7	6
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Homework 9 TIME

Tell the child that there are often clocks on electronic equipment, e.g. the oven, the video.

Word Game *word knowledge/code language*

- Children shall first write the word using the definite article, with a or an in front of it. Then the word shall be written in the plural form with the word “several” in front of it.
- Use the alphabet on the page to find the letter that comes next, and in the next exercise the letter that comes before, in the alphabet. It can be fun to write small notes to each other using this kind of “coded” message.

For the teacher Exhibit the children’s clocks.

Homework 10 INTERVIEWS

The child might need help here to write questions and answers. Remind them about question marks.

Mathematics-Mix *Café Crumbs, counting*

Talk about the picture. “What do you think is the tastiest?”, “What is the most expensive?” etc.

The idea behind the trays is that the children draw what they have bought. Under the trays they can calculate what they cost. Use coins and notes to help them count.

For the teacher Let the children hold more interviews.

Homework 11 MAGIC (balloons, tape, needles)

It’s great fun to perform magic for those family members who have not helped with the homework.

Word Game *word chains/writing sentences/handwriting*

- In this exercise you replace one of the letters to make a completely new word. E.g. cake – make – male...
Make up more word chains together.
- Don’t forget – capital letters first, space between the words and full stop at the end of each sentence.

For the teacher Have a magic day at school

Homework 12 PHOTOS

Tell the children that it's good to read all the instructions before they start drawing and painting!

Mathematics-Mix *number scale/map*

Help the child to see the number divisions on the number scale. Each division is the same size, here it's 5.

Help the child to find suitable things to draw from above.

For the teacher Let the children draw similar "maps", e.g. maps of things on a table.

Homework 13 TOOLS (usual and unusual tools)

Show and tell – an unusual tool.

Word Game *crossword/writing questions/handwriting*

- Remind the children to use capital letters in crosswords (upper case).
- A question can begin with a question word (why, how, when, where, what...). Don't forget to finish the sentences with a question mark!

Let the children draw little houses that they would like to build.

Homework 14 IF

Inspire the children by asking questions like "What would you do if you were invisible?", "Could you have problems?"

Kim's game. Take turns in placing a number of objects on a tray. Let the others look for a while. Take away one or more items whilst the others have their eyes closed. Look! What's become invisible?

Mathematics-Mix *geometry/problem solving*

- You can help the child to divide the figures into squares, draw on the figures. If it is difficult, cut out small squares and place them on the figures.
- The children receive help here from the third clue.

For the teacher Let the children make their own square figures and solve each other's.

Homework 15 GAMES (paper, counters, dice)

Make a board by painting circles in different colours or writing numbers/letters. The children can make up their own rules for the game e.g. "On a yellow circle you can jump three steps forward". The rules are written on a separate piece of paper.

Word Game *word knowledge/joined words*

- Help the child to look for things at home where two words are joined together to form a new word. Write the word with a hyphen between the two parts.
- Use the words in the list above to form "crazy" joined words.

For the teacher Let the children play their games with each other.

Homework 16 PRATTLE

Read tongue-twisters for the child if necessary.

Mathematics-Mix *number chains/clock*

- In every square numbers are added/subtracted. The child writes the answer in a circle, which is then the starting point for the next addition/subtraction.
- Help the child with approximate times for breakfast, bedtime etc.

For the teacher Let the children practise each other's tongue-twisters.

Homework 17 WHAT'S WRONG?

The child might need tips on what can be "crazy", e.g. a window instead of a door, a cow that flies etc.

Word Game *labyrinth/answering questions/handwriting*

- It is wise to go through the labyrinth using your finger before drawing/painting the way.

For the teacher play "model". Three children play models; they don't necessarily have to dress up. They then go out and change some of their clothes with each other. When they come in again their friends try to find the differences.

Homework 18 IF... (dice)

The questions in the homework book are only to help the children to get started. The questions don't need to be answered.

Mathematics-Mix *100 friends/dice games*

- Tell the child to first cross out the squares where the total isn't 100. Then it's time to start counting so that you know what to paint.
- The child practises understanding that the value of the figures is determined by where in the number it is placed. If for example you want a large number you shouldn't place the figure in a hundred square.

For the teacher Let the children dramatise what they have written about life in a family of trolls.

hundred	tial	ental
4	7	6

Homework 19 THE MONTHS

The child may need help with what they can draw in each of the months. Practise the number of the month too. For example, if you say five the child should say May.

Word Game *crossword/synonyms*

- Here the child learns to find words with the same meanings i.e. synonyms. Keep practising synonyms. If one says a word the other should find a word that means almost the same.

Homework 20 RHYMING WORDS (A4 paper)

"Rhyme hunt". Go round your home with the child. As fast as possible try to come up with words that rhyme with what you can see e.g. wall-tall.

Mathematics-Mix *folding practise*

For the teacher Let the children read their rhyming words to each other.

Homework 21 SUDOKU

The last Sudoku is tricky so you'll need to help.

FACIT

5	3	2	1	4
2	1	4	5	3
3	4	5	2	1
4	5	1	3	2
1	2	3	4	5

Word Game *word knowledge/ code language*

- Since all the words start with S the words will need to be arranged according to the second or even third letter.
- Try to practise code language by writing secret messages to each other.

For the teacher Solve more Sudoku, perhaps together on the board.

Homework 22 HOMEWORK

Adult homework might be mathematic tasks, spelling, quiz questions, labyrinths etc.....

First year homework might be simple crosswords, mathematic tasks...

Mathematics-Mix *number scale/map*

- Help the child to see the divisions on the number scale. Each division is the same, here it is 50.
- The child might need help to understand that all measurements shall be reduced by half, not just the height.

For the teacher arrange a meeting with a first year class and let the children hand out their homework, help out and correct.

Homework 23 EXPERIMENT (tub of water)

Use chalk as paint spreads.

Explanation: When the water is absorbed into the fibres of the paper they swell a little. That's what makes the edges open up.

Word Game *spelling patrol/new words*

- If there are not enough lines for making new words then you can continue on a separate piece of paper and put it in the homework book's pocket.

For the teacher Carry out more experiments in the classroom. E.g. Fill a tub with water, place different objects in it and make notes of what floats and what doesn't.

Homework 24 STORIES

Inspire the children by asking questions, e.g. "What is it that's shining?", "What's the boy doing now?", "What happens then?". If the child does not have enough room on this page, continue on a separate piece of paper. If the child has more fantasy than energy then you can help by writing.

Mathematics-Mix *geometry/problem solving*

- The child practises to imagine the blocks that "must exist", but that are invisible, compare to Lego.
- Each clue helps the child to write, under each animal, the placing the animal can have and then work further according to the process of elimination. The fourth clue offers good information!

For the teacher Let the children show their dream rooms to each other. In groups they can make a 3-dimensional dream room, "peepshow".

Homework 26 PARTIES

Help the child by asking questions like "What shall you eat?", "How many of you will there be?", "What shall you do?".

Mathematics-Mix *number chains/clock*

- In each square numbers are added/subtracted. The child writes the answer in a circle which becomes the starting point for the next addition/subtraction.
- The children practise understanding the importance of the small hand.

Of course you cannot see exactly what time it is, only approximately.

For the teacher Let the children find out how much their party would cost.

Homework 27 WORDS

Help the children, if necessary, to find descriptive words, e.g. cruel, small, sunny, wet, cloudy, fast, sharp...

Word Game *spelling patrol/new words*

For the teacher Make an exhibition of the words.

Homework 28 SUMMER

Inspire the children by asking questions like "Where would you like to go?", "What would you like to do there?".

Mathematics-Mix *multiplications*

- Explain to the children that 9-15 means all the numbers from nine to fifteen.
- "Count crosses": Take turns at throwing a dice twice.

The first throw determines how many rings to draw. The second throw determines how many crosses to draw in each ring.

Fill in the multiplication, here $3 \times 2 = 6$. Who got the most crosses? Play two more games. Continue on a separate piece of paper.

For the teacher Let the children tell each other about their travels.

Make a list of what the children would like to learn next year.

