

Welcome to My Homework Book 3!

We hereby take pleasure in inviting you as parents to participate in your child's world of homework! You have an important task to fulfil. In My Homework Book 3, your child gets the opportunity to use and practise in different ways and in different areas of knowledge skills he/she has learned at school.

The teacher intends My Homework Book 3 to supplement reading practice and mathematics proficiency.

We hope that My Homework Book 3 will please teachers, parents and primarily the children!

We recommend that the children spend at least three days doing their homework. On page 1, you will see that which is most often needed when your child does his or her homework.

It is important for the children to show their homework, show what they have done and how they have thought. Sometimes, the children are asked to take something with them to school in connection with their homework. This can be a pleasant follow-up in the classroom.

Each piece of homework is a suggestion in the book and follows a clear structure.

The tasks on the left-hand page are sometimes practical and investigative, and sometimes more of a report. It may be to measure a length, perform an experiment, play a game, write something on the basis of a picture, etc. The task may also be an "IF question" where the children have to imagine themselves in different situations and tell a story on the basis of that.

The right-hand page consists of tasks in either Swedish or mathematics. It is usually divided into two exercises. This makes it easier for you to do the homework on different occasions if you want to.

The children in the third class can most often read the instructions for the homework themselves, but reading it together can still be a good way to help the child to get on with his or her homework.

It is important for the children to enjoy writing. On the left-hand pages, the task is often for them to write thoughts and stories. The intention is also for them now to be writing longer and more substantial texts. Help your child with spelling when he or she asks how to spell a word. You can also help by making your child aware of the spelling of commonly occurring words such as to, will, us, would¹.

Think first of all about reading (perhaps out loud) **what** your child has written before you look at spelling together, etc.

If your child does not have room for his or her work in the book, it is possible to draw/write on a separate sheet. Right at the back of the book there is a pocket in which separate sheets and accessories to the homework can be put.

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

Pages 61–63 include brief instructions for each piece of homework and tips for you who are helping with the homework and for the teacher who is following up the homework. They also show the things, apart from the basic equipment, that are needed to do the homework.

These instructions are translated into the following languages on our homepage, www.majemaforlaget.se:

Arabic (), English, Croatian and Serbian.

We hope that you have many pleasant and fulfilling hours of homework together at home!

If you have any queries or points of view on the Homework Book, do get in touch with us at info@majemaforlaget.se.

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¹ Translator's note: the Swedish words translate into other English words; these are simply examples that I have chosen.

For those of you who help with homework

Homework 1 IF...

If help is needed to get going, give inspiration with questions.

E.g. How do you think people get along? What do people eat?

Word play *Word ladder*

Begin at the bottom of the ladder with the word sun, climb up and make new words by following the instructions. Mark the number of letters in the words with the corresponding number of hyphens.

sol-solar-sålar-låser-låskig-lös-låser-blåser-lås-måsen-månen

To the teacher Let the children relate their findings.

Homework 2 EXPERIMENT (2 balloons, salt, something made of wool)

Rub one of the balloons carefully against the wool before each stage. Hold the balloon: next to your hair, next to a jet of water (but not too close) and above the salt dish.

Explanation: All objects contain equal amounts of positive and negative charge. When the balloon is rubbed against wool, it becomes negatively charged. It attracts objects to it (the positive charge of the object is attracted to the negative charge of the balloon).

Maths-mixture *number scale/coordination system*

· Help your child to see the division on the upper number scale.

Each part is the same size, here 25.

On the lower number scale, your child can be helped by questions like:

"What is the smallest number you can point out?", "What is the

largest number you can point out?" Suitable division may be something like 500–1000.

· Give your child a tip that he or she can put his or her forefinger by each coordinate (e.g. C and 3) and make them meet.

To the teacher Re-do the experiment in the classroom and explain what happens and why.

Homework 3 CLEVER

The names must not come next to one another in alphabetical order. For example, Anna must not be next to Beata. Tip: begin with Erik, find a "good" name for his sister who will be next to Cissi. Think about the alphabetical order.

Word play *spelling patrol/graphic expressions*

· Two words do not fit into each sentence. There are different solutions to the exercise.

· Discuss the graphic expressions and think about why we say things as we do.

To the teacher Let the class put itself in alphabetical order. Challenge them to do it without saying anything!

Let the children read out their graphic expressions to each other. Encourage them to use the expressions in their own texts.

Homework 4 VOWELS

The vowels are: aei ouy åäö. Try replacing the vowels in your names with one and the same vowel. What are you called then?

Maths mixture *patterns/problem solving*

· Patterns are a repetition, e.g. ● ■ ▲ ● ■ ▲ ● ■ ▲

Patterns in the task are increased of each repetition (growing patterns). Your child can be helped if the pattern is said out loud, e.g. circle, triangle, square, circle, triangle, triangle, square. Continue each pattern for as long as there is room.

· Use coins to help with the division. Here, it is good if your child can feel his or her way forward, e.g. "If there are two children who are to share – how many coins does each child get?" If there are three children...?"

To the teacher Let the children read one of their sentences. Their friends guess what they mean.

Homework 5 PICTURE

In this homework, your child will form a picture from words. E.g. the snake is winding, a round ball... Begin by drawing the contours of the ball, for example, before it is filled with words.

Word play *crossword*

· The words in the yellow boxes are: linjal, räknebok, klass, kateder, elever, pennvässare, whiteboard, banker.

To the teacher Exhibit the pupils' pictures.

Homework 6 BODY LANGUAGE (ruler)

Discuss with your child what the different phrases mean.

Maths mixture *maths track*

- Here, your child has to apply his/her mathematical knowledge in different areas. Numbers ending in 1, 3, 5, 7, 9 are odd numbers. 100 square, see page 39.

To the teacher Let the pupils dramatise their phrases to one another and their friends must guess what phrase it is.

Homework 7 MAGIC (A4 paper)

Word play *nouns/word knowledge*

- **Substantiv** (name of a thing, e.g. table, child, thought). You can always say 'a' in front of a noun. **Singular** (one single thing) and **plural** (more than one thing).
- Find a noun that suits each picture, e.g. **cykel – pedal, styre, däck.**

To the teacher Go hunting for nouns in the classroom, the dining room, the cloakroom, the playground... Are there nouns that are not definite, that you cannot put on? Make a list.

Homework 8 WRITE (die)

Ask questions that inspire them to write, e.g. Who is that in the picture? What does the letter say? What is going to happen?

Maths mixture *numerical crossword²/die game*

- The numerical crossword exercises the multiplication tables 2–5.
- Take it in turns to throw a die. The person who threw the die writes what it shows, either as a single number (3) or as a number times ten (30), on his or her playing board. The total needs to be as close to 100 as possible or lower, so 99 beats 101.

To the teacher Let the children read out their reports to one another.

Homework 9 GAME (counters, die)

Prepare the game board first, i.e. colour the animals in different colours and decide what will happen if you come to a star (e.g. miss a go, count to 10 in English).

Word play *Word ladder*

- Begin at the bottom of the ladder with the word **trumpet**. Then climb upwards, making new words by following the instructions. Mark the number of letters in the words with the corresponding number of hyphens. **trumpet-trumpen-rumpan-ramp-lampa-tama-tinar-tinnar-tunna-dumma-trumma**

To the teacher Let the children, in small groups, produce different English games and then play one another's.

Homework 10 ELECTRICITY (pocket calculator)

Help to find things that function during a power cut, e.g. cordless telephone, the water pump.

Maths mixture *"Sport and leisure"*

- The aim of this task is to think of how many 100 *kronor* notes are needed to pay for two or more things (rough estimate). Then calculate the exact total using a pocket calculator.

To the teacher Base the exercise on what the children got to know at home about where electricity can come from and discuss energy.

Homework 11 LENGTH (e.g. tape measure, folding rule, ruler and pocket calculator)

Being able to estimate length is an everyday skill; your child must therefore firstly assess the length of the object and then measure its length. Then calculate the difference using a pocket calculator.

Word play *spelling patrol/homonyms*

- There are three words in each sentence that are spelled incorrectly (**önskar, någon, klappa / skulle, gott, middag / hoppas, berömd, sångerska**).
- **Homonymer** (words that sound the same and are spelled the same). Suggestion for several homonyms: **disk, tår, plan, rabatt**

To the teacher Discuss who has the longest route to school and how you get to school. Draw a diagram.

² It could also refer to the now popular sudoku puzzles.

Homework 12 IF...

Give inspiration with the help of questions such as "Where do you live?", "What is the most entertaining thing to do?", "What is perhaps not that entertaining?"

Maths mixture *number scale/coordination system*

- The top number scale is divided into 20. The lower one is divided into 200.
- Your child can begin with that "walk" using his or her finger and count the number of squares to find the way that is closest.

The way back to **Delfinviken** does not need to be described.

To the teacher Let the children read their reports to one another.

Homework 13 THE MONTHS

Now and then, try practising the number of days in the months by using the list of months or "the fingers and knuckle counting method".

Word play *crossword*

- The words in the yellow squares: **renjägare, nötter, äpple, ekstock, mjärde, jordgolv, kåda, flinta, eld, lerkruka, gräsuggor, ollon, vete, vildsvin, ljuster, långhus, säl.**

To the teacher Read the list of months together.

Homework 14 EXPERIMENT (1 piece of A4 paper, 3 glasses, ruler)

Help may be needed with folding. Each fold must be pressed together properly so that it becomes a durable "concertina".

Important for your child to first write down his or her own theory (Why does it turn out like this do you think?) before you discuss it together.

Explanation: the weight of the glass is distributed over several surfaces (the folds).

Maths mixture *patterns/problem solving*

- The single figure is the furthest to the right in of a number.
- Encourage your child to write several different expressions for the number 36. E.g. $40-4$, 9×4 , $26+10$...

This maths task can for example be: Kim is 26 years old. His brother David is 10 years older. How old is David?

To the teacher Let the children report their maths tasks.

Do a "The number 36 exhibition".

Homework 15 DATE (diary)

Help them to remember important dates, e.g. when the summer holiday begins, Christmas Eve.

Word play *verbs/antonyms*

- **Verb** (something you do). You can always say "to" in front of a verb. **Presens** (do today) and **imperfekt** (did yesterday).

To the teacher Let the children dramatise different verbs.

Homework 16 THE LIST (ruler)

Help them to form ideas for "My 10 best...!"

Maths mixture *maths track*

- Here, your child needs to apply his or her mathematical knowledge in different areas. The shapes: **kub, klot, kon, cylinder.**

To the teacher Let the children draw a picture of "The worst thing I know".

Homework 17 SMART

This is a good method of trying to find a good solution on scrap paper.

Word play *word ladder*

- Begin at the bottom of the ladder with the word **vän**. Then climb up and make new words by following the instructions.

Mark the number of letters in the words with the corresponding number of hyphens. **vän-vänner-rinner-inne-linne-limma-lampa-kamma-komma-kompass-kompis**

To the teacher Let the children, in small groups, make up a word ladder of their own and then solve one another's.

Homework 18 FAVOURITE BOOK (counters, two dice)

Help them to think about which is their favourite book. It may be an old saga book from when they were babies?

Adjektiv describes what something is like, e.g. exciting.

Maths mixture *number square 0-99*

"Four in a row": Take it in turns to throw two dice (or throw one die twice). The two figures shown on the dice will be used to make as many different figures as possible. All calculation methods may be used, e.g. if the dice show 2 and 5, then counters may be placed on:

25 the 2 as a number times 10 and the 5 as a single figure

52 the 5 as a number times 10 and the 2 as a single figure

- 10 2x5
- 7 2+5
- 3 5-2
- 5 the one die shows
- 2 the second die shows

The first to get four in a row, horizontal, vertical or diagonal, has won the round. Play several times.

To the teacher Exhibit the pupils' book illustrations.

Homework 19 VOLUME (A4 paper, dl measure and something to fill the containers with, e.g. macaroons)

Word play *spelling patrol/synonyms*

- This is how we talk but how do we write? (*morgon, jag, till/måndag, några, skridskor/är, och, gullig/jag, tidigt, idag*)
- This is where your child will draw a line between **synonymer** (words that mean approximately the same thing). The words walks and runs each have two synonyms.

To the teacher Exhibit the pupils' containers.

Homework 20 CROSSWORD (serviette)

Help with the crosswords.

Maths mixture *practise folding water lily*

- It is better to fold the water lily if you a firm paper serviette.

To the teacher Make a "water lily pond".

Practise folding several times on the basis of something like origami books.

Homework 21 SURE?

Together, think about what will definitely happen (e.g. that I will become taller), what will definitely not happen (e.g. that I see a flying pig³), what you think may happen (e.g. that you may get your dream job).

Word play *crossword*

- The words in the yellow squares: **längdhopp, stafett, ur, löparbanor, höjdhopp, kast.**

To the teacher Let the pupils read out their "sure lists" to one another.

Homework 22 WRITE (squared paper)

Inspire them by asking questions such as "Who will this be about?", "What will happen?", "Where will it happen?"

Let your child first imagine and tell, and then write.

Maths mixture *number scale/coordination system*

- 1 cm=10 mm 1 dm=10 cm
- "Find the treasure": Your child uses The homework book's playing boards, the other player uses squared paper. You need two playing boards each. On " **Min skattkarta**", each one chooses six squares, treasure, which are marked with a circle. Now, take it in turns to try and guess where each of the others' treasure is by saying D 10, for example. If you guess correctly, put you a cross in the square in " **Mina gissningar**" and try again. If you guess incorrectly, put a tick in the square⁴ so that you do not guess it again. The first to find the other player's six lots of treasure wins.

To the teacher Let the pupils read out their reports to one another.

Homework 23 WEIGHT (different packages)

Help to search for suitable packages and read the information on them together.

Word play *spelling patrol/synonyms/antonyms*

- Here, your child must find incorrectly spelled words. Cross out the incorrectly spelled the words and write them correctly spelled on the empty rows below the text (**lekta, skulle, snubblade, jätteont, ringde, sjukhuset, bruten, doktorn, kvällen, hem, lovade, lugnt**).
- There is a synonym and an antonym that suits each word in the left column.

To the teacher Let the children dramatise different adjectives.

³ Translator's note: the English expression is 'pigs might fly'.

⁴ Translator's note: in the UK, a tick means correct and a cross means incorrect, i.e. the opposite of what the Swedish says here.

Homework 24 IMPORTANT!

Together, think about where there are notice boards (in shops, at school, at home), and what they are for.

Maths mixture *patterns/problem solving*

- This is a growing pattern and each figure must be a square (upper) and a triangle (lower). Look at them together. (sic)
- how many circles each figure increases by. This is a pattern in itself.
- Let your child find different maths tasks (level that may suit a friend in the class) and tell someone at home about them verbally before writing the best in the Homework Book. Also write the answer! A maths task may be: Anton swims six lengths of a 25-metre pool. How far has he swum?

To the teacher Let the pupils solve one another's maths tasks.

Homework 25 IF...

Inspire them by asking questions, e.g. How would you put on your cycle helmet, how would you wash your hair...

Word play *word ladder*

- Here, you must form your own word ladder (see pages 5, 21, 37) together. Begin right at the bottom with the word **hund**. Change the word to something like **hand**, draw a line for each letter _ _ _ _ and write the instruction in the oval next door, e.g. "Body part, change one letter". Continue up the ladder.

To the teacher Look for several fantastic records in the Guinness Book of Records. Let the children solve each other's word ladders.

Homework 26 BACK IN TIME (ruler)

Tell your child about things that did not exist when you were small. Let your child interview an older person.

Maths mixture *maths track*

- Here, your child apply his/her mathematical knowledge in different areas.

To the teacher Make a museum of the children's objects.

Homework 27 ADVERTS (newspapers)

Help your child to find advertising sheets and old newspapers to cut adverts from and draw inspiration from.

Word play *adjective*

- **Adjektiv** (descriptive word, tells you what something or someone is like or looks like). **Stor – större – störst, liten – mindre – minst.**

To boast is useful but can be difficult! Try it! We are often better at looking at something that is poor than at something that is good.

To the teacher Let the children find some TV adverts and play them to one another. Exhibit the children's clips.

Homework 28 SUMMER (die)

Tell your child about our five senses (vision, hearing, smell, touch and taste)

Maths mixture *numerical crossword/die game*

- This is where addition and subtraction is practised. Help your child by reasoning how you can think a bit at a time, e.g. for 40-12, you can firstly think 40-10=30 and sedan 30-2=28.
- Take it in turns to throw a die (two if your child wants a greater challenge!). The person who threw the die writes what it shows somewhere after the multiplication symbol on his or her game board. The aim is to get as high a final total as possible, so think where it is better to put the number!

To the teacher Make a list of what the children will learn next year.