

Name _____

Week 1-5

The long *o* vowel sound that you hear in the word *so* has several different spellings. Long *o* can be spelled *o* as in *no*, *oa* as in *coat*, *o_e* as in *vote*, *ow* as in *low*, and *oe* as in *toe*.

COMMON ERRORS

Some pairs of homophones use different long *o* vowel spellings. Be careful to not confuse the meanings of homophones like *road* and *rode*, *toe* and *tow*, and *shown* and *shone*.

Read each spelling word aloud. Write the spelling words that contain the matching spelling pattern for the long *o* vowel sound.

sold	coal	coast	scold	soak
float	slow	bone	slope	show
broke	foe	gold	toad	note

long *o* spelled *oa*long *o* spelled *o_e*long *o* spelled *o*

1. _____

6. _____

11. _____

2. _____

7. _____

12. _____

3. _____

8. _____

13. _____

4. _____

9. _____

long *o* spelled *ow*

5. _____

long *o* spelled *oe*

14. _____

10. _____

15. _____



Go back through the selections you read this week. Look for words that have the long *o* vowel sound. Read the words you find aloud and record them in your writer's notebook.

Name _____

LESSON 1.3
**More Practice/
Homework**



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Represent Multiplication with Arrays

1 **MP Model with Mathematics** Mr. Bloom grows vegetables in his garden.

- Write a multiplication equation for growing corn. How many corn plants does Mr. Bloom have in his garden?

- **Math on the Spot** Could Mr. Bloom have planted his beans in equal rows of 3? If so, how many rows could he have planted? Explain.

Mr. Bloom's Garden	
Vegetable	Planted In
Beans	4 rows of 6
Carrots	2 rows of 8
Corn	5 rows of 9
Beets	4 rows of 7

2 **MP Use Tools** A chessboard has 8 squares in each row. There are 8 rows. How many squares are on the chessboard? Draw an array for the problem. Write a multiplication equation.

3 **Open Ended** Write and solve a word problem about a 2×5 array.



Name _____

- A **compound sentence** contains two related sentences joined by the coordinating conjunctions *and*, *or*, or *but*.
- These conjunctions have different functions. *And* joins ideas, *but* shows a change in thought, and *or* offers a choice.
- Place a **comma** before *and*, *or*, or *but* in a compound sentence.

Combine the sentences to make a compound sentence. Use the conjunction in parentheses. Write the new sentence on the line.

1. Dogs make good pets. Cats are good pets, too. (and)

2. Dogs learn tricks easily. Cats are not easy to train. (but)

3. You can teach your pet. You can take your pet to a trainer. (or)

4. Dogs are eager to please. They like to work for treats. (and)

5. Cats are very independent. They can also be sweet pets. (but)



In your writer's notebook, write about your pet or an animal you think would make a good pet. Use at least one compound sentence in your writing by using *and*, *or*, or *but*.

Test Prep

4 The band members stand in an 8×6 rectangular arrangement. Which sentence can be used to describe the arrangement?

- (A) There are 48 rows of 6 band members.
- (B) There are 6 rows of 8 band members.
- (C) There are a total of 14 band members.
- (D) There are a total of 48 band members.

5 Elsa draws an array to show squares on a game board. Select all the factors in the multiplication equation that model Elsa's array.



- (A) 2
- (B) 3
- (C) 4
- (D) 5
- (E) 10

6 Each row on a sheet of stickers has 3 stickers. There are 7 rows. How many stickers are on the sheet? Describe an array that shows this problem.

Spiral Review

Find the sum or difference.

7 $5 + 7 = \underline{\quad}$

8 $15 - 9 = \underline{\quad}$

9 Write *even* or *odd* to describe the number of tiles.



Name _____

- Begin simple and compound sentences with a capital letter.
- End simple and compound sentences with the correct punctuation. If the sentence is declarative or a command, end it with a period. If the sentence is a question, end it with a question mark. If it is an exclamation, end it with an exclamation point.
- Use a comma before the words *and*, *or*, or *but* when forming a compound sentence.

Correct each sentence below. Use capital letters, commas, and end punctuation correctly.

1. did you see the meteor shower last night

2. dad and I drove out to the country and we saw it with some friends

3. it was the most amazing thing I've ever seen

4. we cheered as the last star disappeared from sight



In your writer's notebook, write about an exciting moment you had with your family or friends. Use compound sentences in your writing. Check that you used a conjunction to form your compound sentences, and make sure each conjunction is followed by a comma.

Name _____

LESSON 1.4

More Practice/
Homework

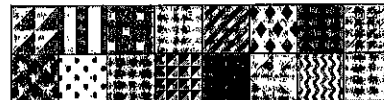


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Understand the Commutative Property of Multiplication

1 **(MP) Model with Mathematics** Kali arranges quilt squares in 2 rows with 8 squares in each row. Dan arranges quilt squares in 8 rows with 2 squares in each row. How many quilt squares does Dan use?



- Draw an array to show the problem.
- Write an equation for your array. How many quilt squares does Dan use?

Draw an array. Then write related equations to show the Commutative Property of Multiplication.

2 **(MP) Use Tools** Akani places tiles on a wall. She places 7 tiles in each row. There are 4 rows. How many tiles are on the wall?

Multiplication Equation

Related Multiplication Equation

(MP) Use Structure Write the unknown factor.

3 $9 \times 7 = \square \times 9$

4 $10 \times 8 = 8 \times \square$

5 **Open Ended** Write a multiplication equation. Explain how you can use the Commutative Property of Multiplication to write the related multiplication equation. Write both multiplication equations.

Name _____

coast	coal	sold	broke	slow
float	soak	scold	note	show
toad	gold	slope	bone	foe

A. Write the spelling word that belongs with the other words in each group.

1. shore, beach, _____
2. frog, lizard, _____
3. silver, copper, _____
4. letter, e-mail, _____
5. bought, rented, _____

B. Write the spelling word that best completes each sentence.

6. I learned how to _____ during swim class.
7. You can burn _____ to make heat.
8. Mom had to _____ my pants to remove the grass stains.
9. I had to _____ my puppy when he chewed my shoe.
10. The ball rolled down the steep _____.
11. The wheel on the wagon _____ when we pulled it.
12. On our field trip, we saw a huge dinosaur _____.
13. A rabbit is fast, but a snail is very _____.
14. I want to _____ you the painting I made.
15. The opposite of friend is _____.

Test Prep

6 Kim's game board has 7 rows with 4 squares in each row. Juan's game board has 4 rows with 7 squares in each row. Select all the equations that model Kim's or Juan's game board.

(A) $4 \times 4 = 16$

(B) $7 \times 7 = 49$

(C) $8 \times 4 = 32$

(D) $4 \times 7 = 28$

(E) $7 \times 4 = 28$

7 What is the unknown number in the equation?

$5 \times 9 = 9 \times \square$

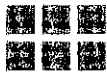
(A) 5

(B) 9

(C) 14

(D) 45

8 Draw lines to match the array to the correct equation.



$3 \times 2 = 6$



$2 \times 3 = 6$

Spiral Review

9 Write the time.



10 Draw lines to separate the shape into 4 equal parts.

