

Homework 12/10 - 12/14

Consonant
Digraphs /ch/ch,
tch; /sh/sh; /wh/wh
.....
Lesson 7

Name _____

- Read the Spelling Words. Find the consonants *ch*, *tch*, *sh*, or *wh* in each word. Write each word below where it belongs.

ch, wh, sh at the Beginning

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

ch in the Middle

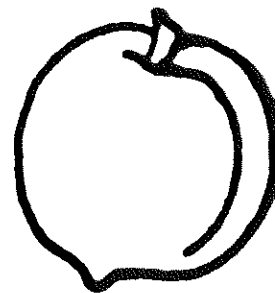
9. _____

sh, ch, tch at the End

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Spelling Words

1. chin
2. itch
3. push
4. chef
5. when
6. wash
7. much
8. sharp
9. pitch
10. where
11. peach
12. child
13. wheat
14. chance
15. machine



Due:
12/14

Name _____

► Read the Spelling Words. Sort the words and write them where they belong.

Words with *sh*

1. _____
2. _____
3. _____

Words with *wh*

4. _____
5. _____
6. _____

Words with *ch*

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

► Write the Spelling Words *itch* and *pitch*. Use your best handwriting.

14. _____
15. _____

Spelling Words

1. chin
2. itch
3. push
4. chef
5. when
6. wash
7. much
8. sharp
9. pitch
10. where
11. peach
12. child
13. wheat
14. chance
15. machine

Handwriting Tip

Be sure to space letters properly so they are easy to read.

pitch

Name _____

► Write a Spelling Word to complete each sentence.

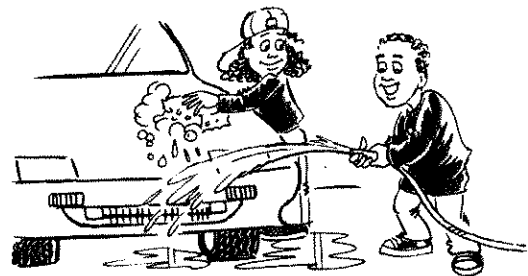
1. Please _____ your chair under the table.
2. _____ it is 2:00, we must go home.
3. That pencil point is _____!
4. Do you know _____ I put my hat?
5. My favorite fruit is the _____.
6. That ice _____ is broken.
7. I would like to be a _____ because I love to cook.
8. Mary is going to _____ the car today.

Spelling Words

1. chin
2. itch
3. push
4. chef
5. when
6. wash
7. much
8. sharp
9. pitch
10. where
11. peach
12. child
13. wheat
14. chance
15. machine

► Write one or more Spelling Words that rhyme with the given word.

9. stitch _____
10. such _____
11. meat _____
12. dance _____



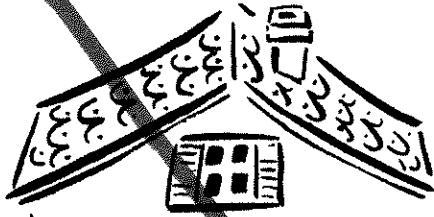
abc Spelling Strategy

Careful Pronunciation: When you are proofreading and are not sure of the spelling of a word, say the word aloud. Think about the letters that make each sound.

Name _____

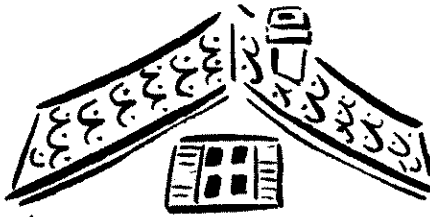
Vowel Diphthongs
/ou/ou, ow;
/oi/oi, oy
.....
Lesson 8

▶ Read the Spelling Words. Write each word where it belongs.



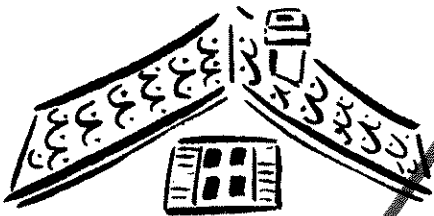
Words with *ou*

1. _____
2. _____
3. _____
4. _____
5. _____



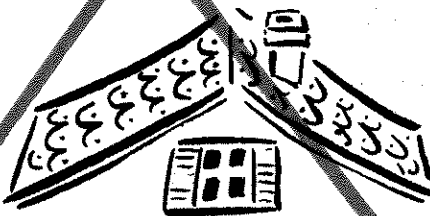
Words with *ow*

6. _____
7. _____
8. _____
9. _____



Words with *oi*

10. _____
11. _____
12. _____
13. _____



Words with *oy*

14. _____
15. _____
16. _____

Spelling Words

1. foil
2. loud
3. gown
4. coil
5. house
6. annoy
7. growl
8. moist
9. enjoy
10. round
11. spoil
12. mouse
13. clown
14. bounce
15. cowboy



Vocabulary

Name _____

Directions: Read each question. Then fill in the bubble next to the best answer.

1. Read this excerpt from *Treasure in the Trees*.

Nisha sat down beside the gnarled tree trunk. . . .

What does the word gnarled mean in this sentence?

- wide grainy knotted splintery

2. Which word means almost the same thing as gnarled?

- straight twisted smooth ancient

3. Read this sentence from *Treasure in the Trees*.

“Come, this way,” urged Nisha as she led her parents down to the grove later that evening.

What does the word urged mean in this sentence?

- said yelled whispered encouraged

4. Which word means almost the same thing as urged?

- begged called sighed mumbled

5. Read this sentence from *Treasure in the Trees*.

Nisha had indeed found something amazing, possibly even a new species!

What does the word amazing mean in this sentence?

- scary amusing dangerous remarkable

6. Which word means almost the same thing as amazing?

- normal interesting astonishing forgettable



Reading Analysis

 Name _____

Directions: Read the following story. Then answer the questions that follow.

Hooting Season

It was a late afternoon in December—December 12 to be exact. Standing at the front door, Pasha pulled a knit cap down over his ears. He shrugged into his heavy coat. His mother was bundled up as well. “What do you want to show me, my little scientist? Can you give me a hint?”

Pasha just smiled and shook his head. They stepped out onto the front porch. Then they went down the sidewalk headed for Archer Falls Park. Once they got there, Pasha signaled for his mother to be very quiet. There was no one else around. “Why are we being so quiet?” his mom asked.

Pasha whispered, “Because the great horned owls might be back! It’s hooting season! If my calculations are correct, tonight is a perfect time to hear them. We might even *see* them!”

Each year in Archer Falls, horned owls nested in parks and green spaces. One pair had chosen Archer Falls Park, and Pasha had kept a notebook to track their comings and goings over time. He had seen the pair nesting in one particularly tall and gnarled tree during each of the past three years. He knew that great horned owls mated for life, and these two always showed up together. In the middle of December, they returned to repair their nest.

Pasha called the owls Sam and Edna. Over time, he had made many illustrations of them. He drew their eyes and eyelids. He drew their hooked beaks and the tufted feathers that looked like little horns on their heads. He would recognize Sam by the dark smoke-gray feathers on his head. Edna had light plumage the color of morning mist.

“That’s their nest,” said Pasha, pointing. “Owls like to nest near open areas so they can see a long way. They have great eyesight, and they hunt at night.”

The daylight was fading when Pasha and his mom heard a haunting cry from above. Peering up into the tree, they saw an owl hunkered down on a high branch. It was watching them calmly. “That’s Sam!” whispered Pasha triumphantly.



He scribbled something in his notebook. Just then, Edna soared in to land beside Sam. Pasha smiled, “Hooray! That’s four years in a row now that they showed up right here between December 10th and December 14th!”

Pasha and his mom watched together until daylight drained into darkness.

Directions: Read each question. Fill in the bubble next to the best answer.

7. Why does Pasha’s mother go with him to the park?
- She wants him to love nature.
 - She is afraid he will get lost.
 - She does not believe he has seen owls.
 - She wants to support his love of science.
8. Why does Pasha want to go to Archer Falls Park?
- It is his favorite park in the city.
 - It is the only wildlife preserve nearby.
 - It is the only park open day and night.
 - He wants to see the great horned owls.
9. Why does Pasha signal for his mother to be very quiet?
- His mother usually talks very loudly.
 - He is listening for the hooting of owls.
 - He is afraid to be in the park at nighttime.
 - He does not want to disturb the songbirds.
10. Pasha and his mom are bundled up. What does this phrase mean?
- dressed warmly
 - wearing baggy clothes
 - dressed for hot weather
 - carrying a number of packages



11. How does Pasha make his calculation about when the owls return?
- He draws detailed pictures of owls in his notebook.
 - He watches the same owls come and go every year.
 - He names the two owls Sam and Edna to remember them.
 - He uses a tape measure to measure the owl nest accurately.
12. Pasha is a careful observer of owls. Which details tell you this?
- He knows two of the owls by name.
 - He can make calculations even in the dark.
 - He draws the owls and makes notes on their movements.
 - He likes science, so his mother calls him her little scientist.
13. Which statement best matches the central message of the story?
- Birds are fascinating creatures.
 - Close attention to details can pay off.
 - Owls are more likely to nest in cold weather.
 - Songbirds and owls sing at different times of the year.
14. How do you think Pasha feels at the end of the story?
- bored and tired
 - sad and depressed
 - happy and satisfied
 - neither happy nor sad



Language Analysis

Name _____

Directions: Read the question. Then fill in the bubble next to the best answer.

15. Read this sentence from *Treasure in the Trees*.

“We might have bitten off more than we can chew,” Nisha sometimes heard her father say when he got home after a long day at the shop.

The literal meaning of the phrase bitten off more than we can chew is different from the way Nisha’s father uses it. In *Treasure in the Trees*, what does the phrase mean?

- tried to eat too much at one time
- worked at tasks they did not enjoy
- worked too hard to have any fun with Nisha
- tried to do more than they could accomplish

Phonics

Directions: Read each sentence, and choose the correct set of vowels to form the word. Write the word.

ou ow oi oy

16. The girls f__nd seashells on the beach. _____
17. The b__s were building a tree house. _____
18. The teacher p__nted at the blackboard. _____
19. On the table was a pretty vase of fl__ers. _____
20. They could hear the bells ringing all over t__n. _____



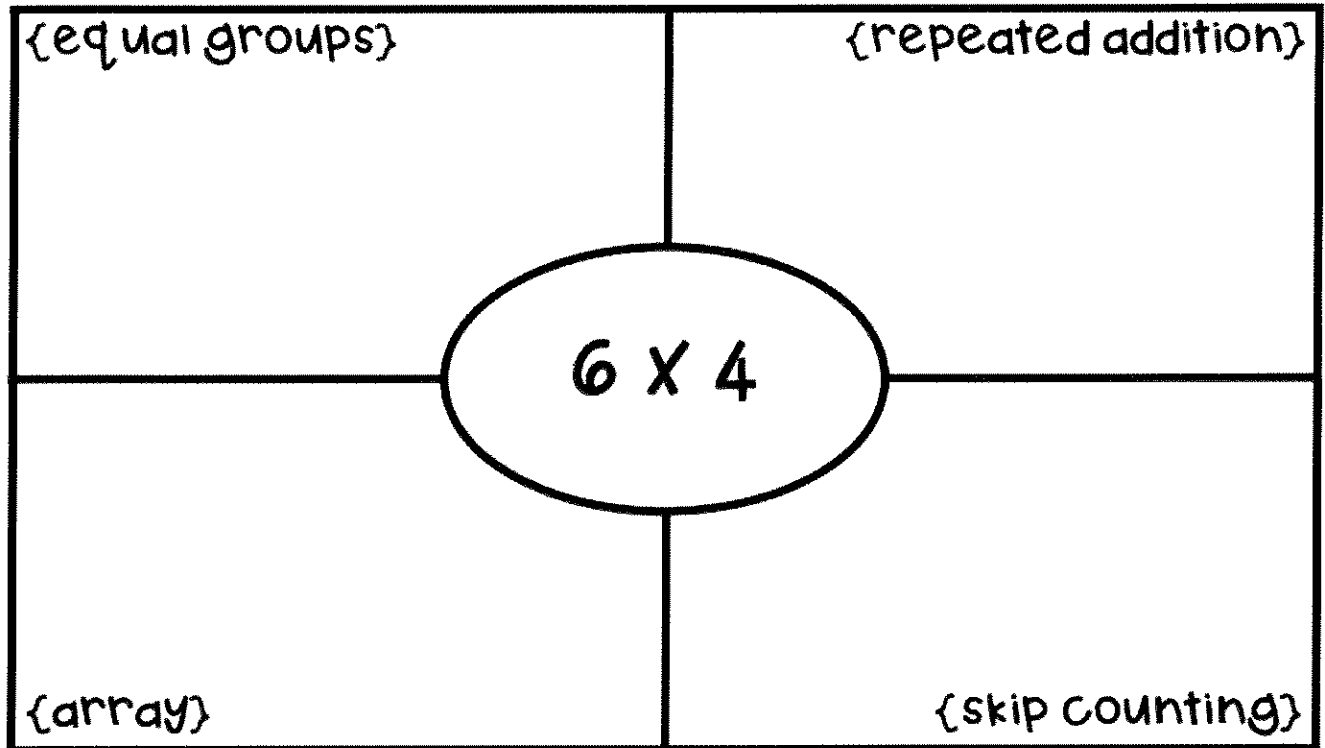
Writing

Name _____

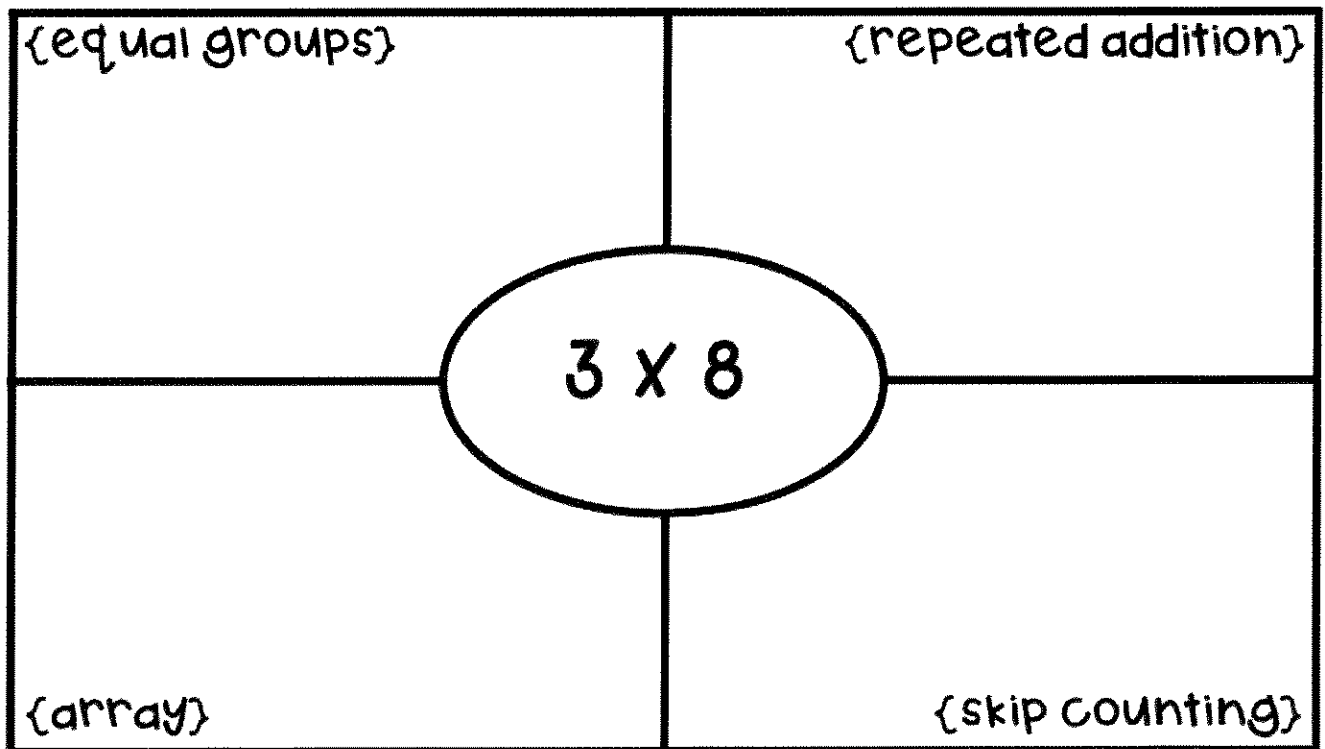
Directions: Read the prompt. Write your response on a separate sheet of paper.

Nisha used careful observation and science to help her understand what was happening to the tree in the grove behind her house. What were some actions she took? Write an explanatory paragraph or two that retells and explains Nisha's actions. Support your explanation with facts and details from the story.

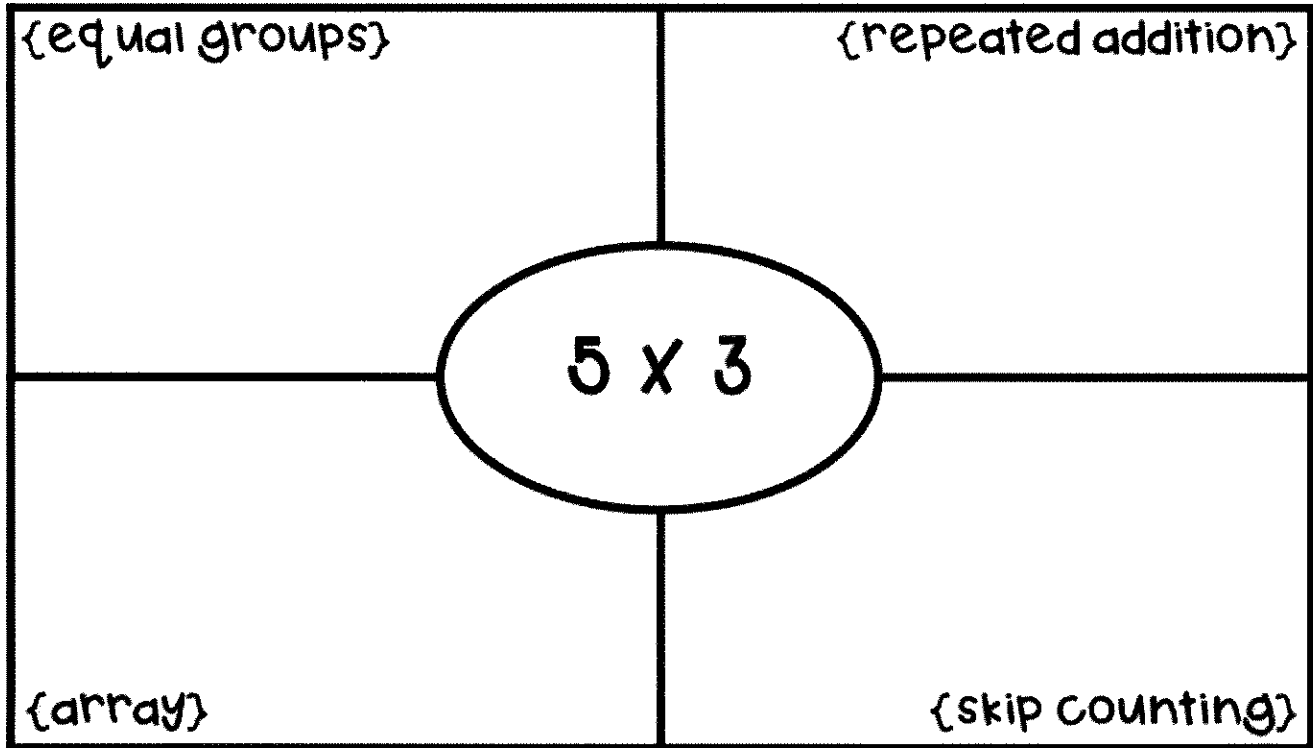
representing multiplication



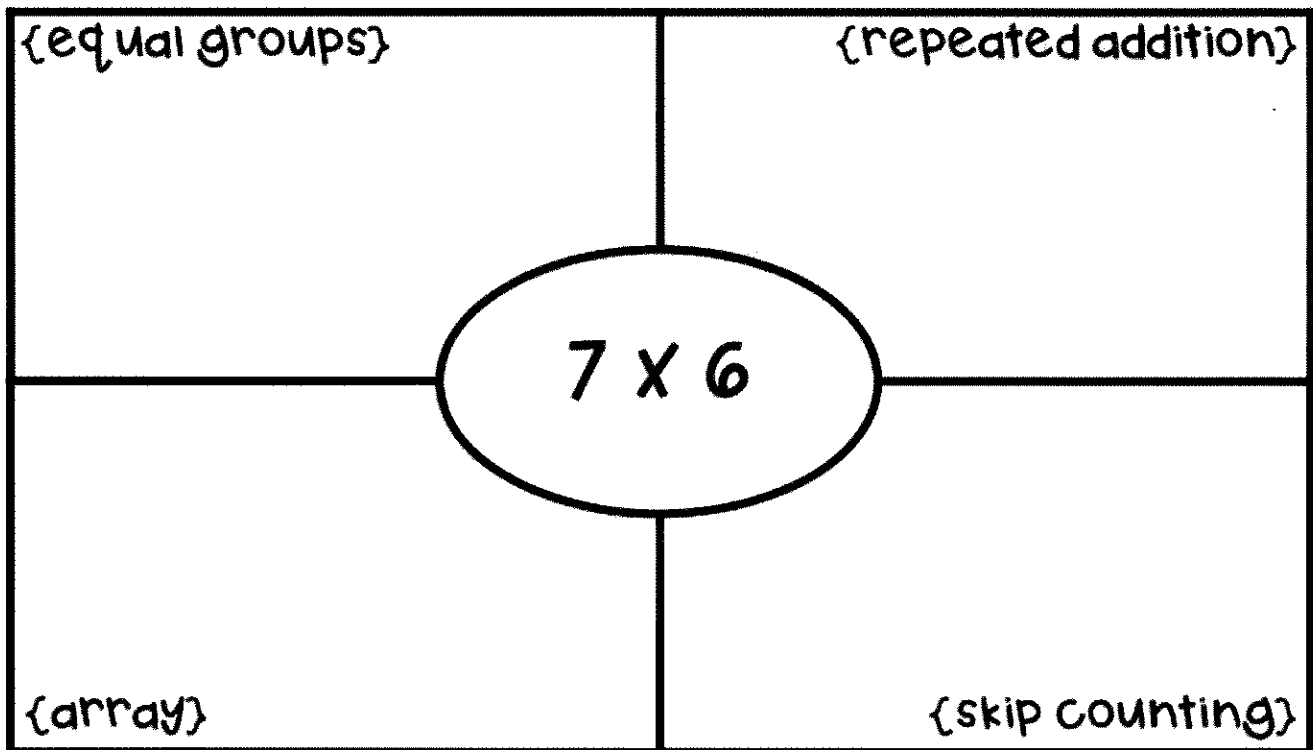
representing multiplication



representing multiplication



representing multiplication

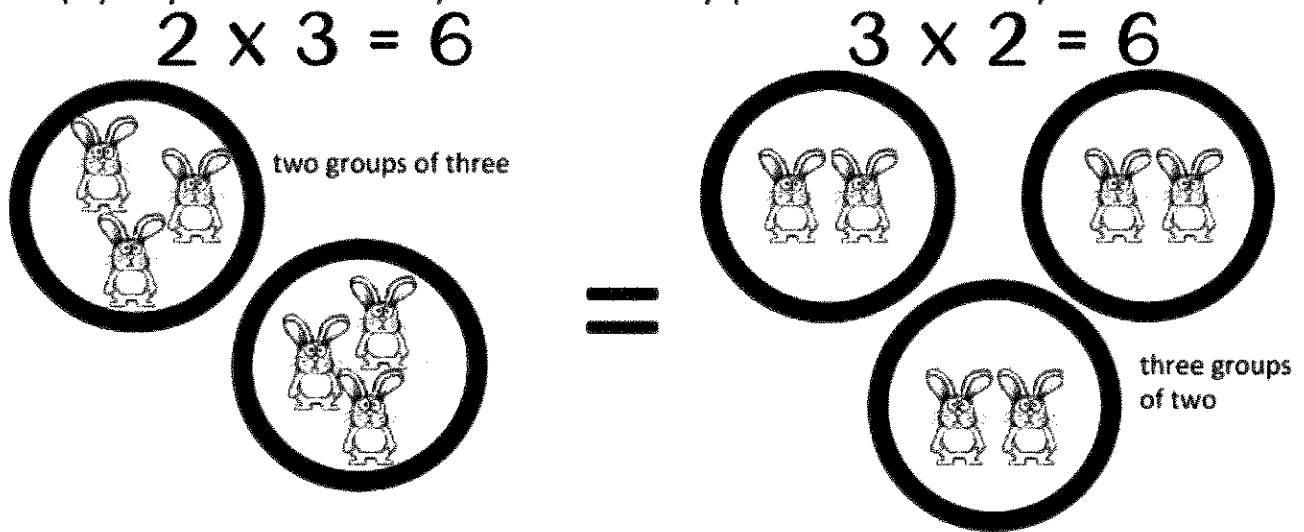


<p>1. A man owned 3 restaurants. He had 4 workers in each restaurant. How many total workers does he have?</p> <p>_____</p>	<p>2. $2 \times \underline{\hspace{2cm}} = 8$ $\underline{\hspace{2cm}} \times 5 = 30$ $2 \times 7 = \underline{\hspace{2cm}}$</p>
<p>3. $4 \times 5 = 20$</p> <p>Write a related multiplication sentence.</p> <p>_____</p>	<p>4. $4 \times 6 = \underline{\hspace{2cm}}$ $2 \times 0 = \underline{\hspace{2cm}}$ $3 \times 8 = \underline{\hspace{2cm}}$</p>
<p>5. $10 \times 3 = \underline{\hspace{2cm}}$ $10 \times 9 = \underline{\hspace{2cm}}$ $10 \times 8 = \underline{\hspace{2cm}}$</p>	<p>6. Write the missing numbers to complete the pattern.</p> <p>34, 31, 28, <u> </u>, <u> </u>, <u> </u></p>
<p>7. $10 \times \underline{\hspace{2cm}} = 80$ $\underline{\hspace{2cm}} \times 6 = 36$ $4 \times \underline{\hspace{2cm}} = 28$</p>	<p>8. The PE teacher went into the gym and saw 32 basketballs, baseballs, and footballs. If he saw 32 basketballs and 15 baseballs, how many footballs did the PE teacher see?</p> <p>_____</p>
<p>9. $265 + 82 =$</p>	<p>10. 7 students are taking gymnastics. They each practice for 3 hours a day. How many hours in all do the students practice?</p> <p>_____</p>

Name: _____ Date: _____

Today, I learned about the **COMMUTATIVE PROPERTY OF MULTIPLICATION**.

The **COMMUTATIVE PROPERTY OF MULTIPLICATION** tells me that I can multiply my factors in any order and my products will stay the same.



Directions: Write the turnaround fact for each problem. Then, solve both problems.

$4 \times 2 = \underline{\quad}$ $\underline{\quad} \times \underline{\quad} = \underline{\quad}$	$5 \times 3 = \underline{\quad}$ $\underline{\quad} \times \underline{\quad} = \underline{\quad}$
$6 \times 4 = \underline{\quad}$ $\underline{\quad} \times \underline{\quad} = \underline{\quad}$	$3 \times 8 = \underline{\quad}$ $\underline{\quad} \times \underline{\quad} = \underline{\quad}$
$7 \times 2 = \underline{\quad}$ $\underline{\quad} \times \underline{\quad} = \underline{\quad}$	$1 \times 9 = \underline{\quad}$ $\underline{\quad} \times \underline{\quad} = \underline{\quad}$
$10 \times 4 = \underline{\quad}$ $\underline{\quad} \times \underline{\quad} = \underline{\quad}$	$4 \times 8 = \underline{\quad}$ $\underline{\quad} \times \underline{\quad} = \underline{\quad}$
$3 \times 6 = \underline{\quad}$ $\underline{\quad} \times \underline{\quad} = \underline{\quad}$	$5 \times 7 = \underline{\quad}$ $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

Name: _____ Date: _____

Today, I learned about the **ASSOCIATIVE PROPERTY OF MULTIPLICATION**.

The **ASSOCIATIVE PROPERTY OF MULTIPLICATION** tells me that I can group my factors in different ways but my product will stay the same!

5. $2 \times 2 \times 2 =$ _____	6. $3 \times 4 \times 5 =$ _____
7. $4 \times 3 \times 6 =$ _____	8. $6 \times 5 \times 2 =$ _____
9. $4 \times 4 \times 5 =$ _____	10. $3 \times 7 \times 2 =$ _____

Name: _____ Date: _____

Today, I learned about the **DISTRIBUTIVE PROPERTY OF MULTIPLICATION**.

The **DISTRIBUTIVE PROPERTY OF MULTIPLICATION** also tells me that I can multiply the 1-digit factor by the value in the tens and ones place, then add to solve.

$$\begin{array}{ccc} & \underline{3} \times 34 = 102 & \\ & \swarrow \quad \searrow & \\ \underline{3} \times 30 = 90 & & \underline{3} \times 4 = 12 \end{array}$$

Remember:
The **VALUE** of
the digit 3 in
the number 34
is 30.

$$90 + 12 = 102$$

Directions: Solve each problem using what you learned about the Distributive Property.

1. $3 \times 26 = \underline{\quad}$	2. $5 \times 31 = \underline{\quad}$
3. $6 \times 26 = \underline{\quad}$	4. $5 \times 27 = \underline{\quad}$

