## Homework for the week of April 6th

	LA	Math
Monday	Spelling Words- Tic tac toe (5 words) - 15 min Raz Kids reading- 15 min	Fill out Multiplication Chart (or copy onto paper and fill out) - 20 min IXL Lesson G.1 - 10 min
Tuesday	Writing - Make a list of the things you like about being at home and learning from home and then a sentence or two describing how you feel about learning from home - 15 min	Arrays- Watch lessons Jump pages: 169-171 - 45 min
		If you need more practice with this you can do IXL lesson E.5-E.7 ( OPTIONAL)
Wednesday	Spelling Words- (5 words) Tic Tac Toe - 15 min	Concepts in Multiplication - Watch lessons
	Raz Kids reading- 15 min	Jump Pages: 176 - 177 - 30min
Thursday	Spelling Words- (5 words) Tic Tac Toe - 15 min Writing - Make a list of the things you miss about going to school every day and then write a sentence or two describing your feelings 15 min	Multiplication charts 2- Watch lessons Do jump pages p 189-190 -30min
		IXL lesson G.2 (OPTIONAL)
Friday	Reading Comprehension Sheet #1 -15 min Raz Kids reading- 15 min	Concepts in multiplication 2- Watch Lessons
	(OPTIONAL) - spelling quiz Parents: read each word aloud and give your child time to write it. Review + correct spelling afterwards.	Do Jump pages p193-194 - 30min

• You do NOT have to print off any of the work for this week. If blank spaces need to be filled in on a sheet, please organize your work neatly in a notebook or on a piece of lined paper. Just place a <u>title</u> at the top, <u>date</u> your page, and carefully <u>number</u> your questions.

#### Instructions:

### Literacy

**Spelling:** Using spelling list 17, choose one square from the tic tac toe board and write out your chosen 5 spelling words using the instructions in the square (e.g. Silly writing - write the words out in silly writing). Do 5 spelling words each time you do spelling, so by the end of the week you will have completed all 15.

Write these in a notebook or on a piece of lined paper. (Do this only 3 times over this week - Monday, Wednesday and Friday).

Optional: Parents, feel free to give your child a spelling test at the end of the week to monitor their knowledge.

**Raz Kids**- Log into Raz Kids and read a book of your choice for 15 minutes. FYI - We can see who has been reading!! Teachers can see how many minutes you are reading and check out your comprehension scores!

**Reading comprehension-** Read the short passage and answer the questions on a printed copy of the worksheet OR in your notebook (or paper).

**Writing Lists** - Students are brainstorming a list of things they like about working from home (Tuesday) and the things they miss about school (on Thursday). This is a point form list and not a paragraph. They will then write a short response (a couple of sentences) about how they feel. Write in a notebook or on a lined piece of paper.

#### Math

Note: for some students, the lessons will be a review of concepts already introduced

**Multiplication Chart**- Either print off **OR** copy the chart onto paper. Please fill out the highlighted section which is up to 5X5. Feel free to use objects such as pencil crayons or marbles to illustrate groups of numbers and skip counting as a tool to complete this cart. Filling out the rest of the chart is extension work.

**IXL**- Log onto IXL and do the assigned section. (Once again, teachers can track your progress online!!)

#### Jump Math

- There will be a YouTube video lesson posted to fully explain the concepts.
- In addition to that lesson, there will be a quick video from Ms. Farrish in which she tries to address common misunderstandings and adds further clarification. This can be used if you need more help understanding the math, or as a quick review for students who are already familiar with the concepts.

- Students can complete the assigned pages in their Jump Math book once they have reviewed the concepts.

- You will notice that we skip over some pages in the Jump Math book. Students can complete the skipped pages as **optional** extensions. We are trying to focus time on teaching essential concepts going forward.

<ul> <li><b>1.</b> approach</li> <li>Do not approach a strange dog.</li> <li>Do not approach a strange dog.</li> <li>2 ăp prōch</li> <li><i>i</i> prōch</li> <li><i>i j j j j j j j j j j</i></li></ul>		Spelling Ana	lysis					17.B Essentials list
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-age noun suffixVmanaged3.chocolate cake.Let's make a chocolate cake.3chok o lat/chok///cho-e-e////kt///chok///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e-e///kto-e//kto-e-e///kto-e//kto-e-e///kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//kto-e//			or /ĩ/, in an unstressed Double underline the s	syllabl silent f	e or unstressed wo inal E. <sup>12.1</sup> The vowe	ord. Put a 2	over the /j/.	/g-j/ said its second sound.
<ul> <li><b>a.</b> chocolate Let's make a chocolate cake.</li> <li><b>b.</b> chocolate cake.</li> <li><b>chocolate chocolate cake.</b></li> <li><b>chocolate chocolate cake.</b></li> <li><b>chocolate chocolate cake.</b></li> <li><b>b.</b> chocolate cake.</li> <li><b>b.</b> chocolat</li></ul>						V		managed
$\frac{hkt}{heep} = \frac{hkt}{heep} = hk$	3.	chocolate		3	chök ō l <b>ā</b> t			Use /k-s/.
$\frac{dec}{det} = \frac{dec}{det} = $			Cake.			/lāt/	/l- <mark>a</mark> -t-e/	Silent final E.
4.       value       What is the value of that item?       2       väl $\hat{u}$ $\frac{1}{\sqrt{u}}$ $\frac{1}{\sqrt{u}}$ $\frac{1}{\sqrt{u}}$ $\frac{1}{\sqrt{u}}$ Silent final E.         val $\bar{v}_{\underline{a}}$ Put a line over the $/\hat{u}$ , $/\hat{u}$ - $\hat{v}$ - $\hat{u}$ said a long sound. Double underline the silent final E. $\frac{1}{22}$ English words do not end in V or U.       N, V       values, valued         5.       express       I like to express my ideas through art.       2       ëks prëss $\frac{/\tilde{e}ks'}{/press'}$ $\frac{/e}{-e-s'}$ 8.       express       3 <sup>30</sup> We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.       Adj, V, Adv, N       expressed, expresses         9.       ex ort, up press press       Adj, V, Adv, N       expressed, expresses       Ise ensor will detect the carbon monoxide 2 $\frac{/\tilde{e}kt}{/t^{2}}$ $\frac{1}{t^{2}-e^{-\frac{1}{2}}t'$ Use $/k-s/.$ 6.       detect       Put a line over the /e/. /e-e/ said a long sound. $^{4}A E O U$ usually say their long sounds at the end of the syllable. $^{311}Any$ vowel may say one of the schwa sounds, / $\frac{1}{U}$ or //U, in an unstressed syllable or unstressed word. 'C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /W.         7.       voice       She has a great voice.       1       vois $\sqrt{vois}$ $\sqrt{vois}$ . $\sqrt{v-oi-c-e'}$ Use /oi/ that may NOT be used at the end of English wor		<u>ch</u> oc ō lāt <u>e</u>	line over the /ō/. /ŏ-ō-ö/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. Put a line over the /ā/. /ă-ā-ä/ said a long sound. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /ī/, in an unstressed syllable or unstressed word. Double underline the silent final E.					ng sounds at the end of the may say one of the schwa
<ul> <li>value that item? 2 Valu</li> <li>value that item? 2 Valu</li> <li>value Value Value Value</li> <li>value Value Value Value</li> <li>value Value Value Value</li> <li>Put a line over the /u/. /u-u-ö-ö-u/ said a long sound. Double underline the silent final E. <sup>122</sup>English words do not end in V or U.</li> <li>N, V values, valued</li> <li>express</li> <li>I like to express my ideas through art.</li> <li><sup>2</sup> eks press</li> <li><sup>2</sup> eks press</li> <li><sup>30</sup>We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.</li> <li>ex press</li> <li><sup>30</sup>We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.</li> <li>ex out, up press press</li> <li>Adj, V, Adv, N expressed, expresses</li> <li>The sensor will detect the carbon monoxide 2 de tekt /de//tekt//tree_ct/</li> <li>detect</li> <li>Put a line over the /el/./e-e/ said a long sound. 'A E O U usually say their long sounds at the end of the syllable.<sup>311</sup>Any vowel may say one of the schwa sounds, /tu/ or /t), in an unstressed syllable or unstressed word. 'C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.</li> <li>de- away from, out of the critic cover</li> <li>vois</li> <li><i>V</i> detected</li> <li>use /a: Underline the /oi/. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final E.</li> </ul>						N, Adj		chocolates
voir use       words do not end in V or U.         N, V       values, valued         I like to express       I like to express my ideas through art.       2       ěks prěss       /ěks/       /e-x/         ex press <sup>30</sup> We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.       Adj, V, Adv, N       expressed, expresses         ex press       The sensor will detect the carbon monoxide       2       dě těkt       /dě/       /d-e/         de tect       Put a line over the /é/. /ề-é/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>311</sup> Any vowel may say one of the schwa sounds, /ü/ or /1/, in an unstressed syllable or unstressed word. <sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.         de tect       Ge - away from, out of tect to cover       V       detected         /vois/       /vois/       /vois/       /vois/. V-ē-t-e/       Use /oi/ that may NOT be used at the end of English words. Use /k-s/. Silent final E.         underline the /oi/. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final       underline the silent final	4.	value		2	văl ū			Silent final E.
5.       express       I like to express my ideas through art.       2       ěks prěss       /éks/       /e-x/         6.       avy contrastructure       avy contrastructure       avy contrastructure       Adj. V. Adv. N       expresse         6.       detect       The sensor will detect the carbon monoxide 2       de těkt       /de//tkkt/       /de//te-e//tkkt/       Use /s-z/. Use /s-z/. Use /s-z/.         6.       detect       Press press       Adj. V. Adv. N       expressed, expresses         6.       detect       The sensor will detect the carbon monoxide 2       de těkt       /de//tkkt/       /t-e-//t         6.       detect       Put a line over the /e/. /ě-é/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>311</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word. <sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.         7.       voice       She has a great voice.       1       vois       /vois//v-e-e//v       Use /oi/ that may NOT be used at the end of English words. Use /k-s/. Silent final E.		val ūe					he silent final E. <sup>12.2</sup> English	
S.       express       ideas through art.       2       èks prèss       /prèss//prèss//p-r-e-s-s/       Use /s-z/.         ex press <sup>30</sup> We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.         ex out, up       press press       Adj, V, Adv, N       expressed, expresses         6.       detect       The sensor will detect the carbon monoxide 2       de tekt       /de//tkkt//t-e-c-t//Use /k-s/.         de tect       Put a line over the /ê/. /ě-é/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>311</sup> Any vowel may say one of the schwa sounds, /ú/ or /i/, in an unstressed syllable or unstressed word. <sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.         de- away from, out of tect to cover       V       detected         7.       voice       She has a great voice. 1       vois       /vois//vois//v-oi-c-e//Use /oi/ that may NOT be used at the end of English words. Use /k-s/. Silent final E.         2       Underline the /oi/. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final						N, V		values, valued
average       30We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.         ex press       Adj, V, Adv, N       expressed, expresses         6.       detect       The sensor will detect the carbon monoxide 2 de text /de//tekt//tee/       /de//tekt//tee-t//Use/k-s/.         de feed       Put a line over the /e/./ě-é/ said a long sound. 4A E O U usually say their long sounds at the end of the syllable. 31.1Any vowel may say one of the schwa sounds, /ü/ or /l/, in an unstressed syllable or unstressed word. 1C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.         de-away from, out of tect to cover       V       detected         /vois/       /vois//v-oi-c-e//Use /oi/ that may NOT be used at the end of English words. Use /k-s/. Silent final E.         underline the /oi/. Put a 2 over the /s/./k-s/ said its second sound. Double underline the silent final	5.	express		2	ěks prěss			
ex press       sionally other letters also are doubled.         ex-out, up       Press press         press press       Adj, V, Adv, N         ex-out, up       Press press         press press       Adj, V, Adv, N         expressed, expresses         detect       The sensor will detect the carbon monoxide 2         detect       The sensor will detect the carbon monoxide 2         detect       Put a line over the /ē/. /ě-é/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>311</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word. <sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.         de- away from, out of tect to cover       V       detected         /vois/       /vois/       /v-oi-c-e/       Use /oi/ that may NOT be used at the end of English words. Use /k-s/. Silent final E.         underline the /oi/. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final		•		2 bac		•		
Adj. V, AdV, Nexpressed, expressesAdj. V, AdV, Nexpressed, expressed, expressesAdj. V, AdV, NexpressionAdj. V, AdV, N								
<ul> <li>6. detect the carbon monoxide 2 de těkt levels.</li> <li>6. detect the carbon monoxide 2 de těkt levels.</li> <li>6. detect Put a line over the /ē/. /ě-é/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. <sup>1</sup>C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.</li> <li>7. voice She has a great voice. 1 vois /vois /v-oi-c-e/ Use /oi/ that may NOT be used at the end of English words. Use /k-s/. Silent final E.</li> <li>2. Underline the /oi/. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final</li> </ul>						Adj, V, Ad	Iv, N	expressed, expresses
de tectPut a line over the /ē/. /ě-ē/ said a long sound. ${}^{4}A E O U$ usually say their long sounds at the end of the syllable. ${}^{31.1}Any$ vowel may say one of the schwa sounds, /ŭ/ or /i/, in an unstressed syllable or unstressed word. ${}^{1}C$ always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.de- away from, out of tect to coverVdetected/vois//v-oi-c-e/ used at the end of English words. Use /k-s/. Silent final E.Underline the /oi/. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final	6.	detect	the carbon monoxide	2	d <b>ē</b> těkt			Use /k-s/.
voice     She has a great voice.     vois     vois/     vois/ <thvois <="" th=""> <thvois <="" th="">     vois/     <thvo< th=""><th></th><th>dē tect</th><th colspan="4">Put a line over the /ē/. /ě-ē/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end the syllable. <sup>31.1</sup>Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable</th><th>n an unstressed syllable or</th></thvo<></thvois></thvois>		dē tect	Put a line over the /ē/. /ě-ē/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end the syllable. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable				n an unstressed syllable or	
<ul> <li>7. voice She has a great voice. 1 vois used at the end of English words. Use /k-s/. Silent final E.</li> <li>2 Underline the /oi/. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final</li> </ul>			-			V		detected
	7.	voice	She has a great voice.	1	vois	/vois/	/v-oi-c-e/	used at the end of English words. Use /k-s/. Silent final
							d sound. Dou	ble underline the silent final

N, V, Adj

voices, voiced

8.	amaze	Did Lisa's story amaze	2	ā māz	/ā/	/ <mark>a</mark> /	
0.	amaze	you?	Z		/māz/	/m-a-z-e/	Use /z/. Silent final E.
	ā māze =	Put a line over the /ā/. /ă-ā-ä/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word. Put a line over the /ā/. /ă-ā-ä/ said a long sound. Double underline the silent final E. <sup>12.1</sup> The vowel says its long sound because of the E.					
					V		amazed
9.	remove	We will remove the bad part.	2	r <b>ē</b> möv	/rē/ /möv/	/r- <mark>e</mark> / /m-o-v-e/	Use /ŏ-ō-ö/. Silent final E.
	rēm ve	Put a line over the /ē/. /ě-ē/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the e of the syllable. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syll or unstressed word. Put two dots over the /ö/. /ŏ-ō-ö/ said its broad sound. Double underlin silent final E. <sup>122</sup> English words do not end in V or U.					i/, in an unstressed syllable
		re- again, back, backwa	rd		V, N		removed, removes
10.	challenge	Are you prepared for the next challenge?	2	chăl lěnj	/chăl/ /lěnj/	/ch-a-l/ /l-e-n-g-e/	Use /q-j/. Silent final E.
	<u>ch</u> al lenge	Underline the /ch/. Put E. <sup>123</sup> The C says /s/ and			d its secon		ble underline the silent final
					N, V, Adj		challenges, challenged
		She likes to eat and	_		/kŏn/	/c-o-n/	Use /k-s/.
11.	continue	continue working.	3	k <mark>ŏ</mark> n tĭn ū	/tĭn/ /ū/	/t-i-n/ /u-e/	Use /ĭ-ī-ē-y/. Silent final E.
	con tin ūe	<sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word. Put a line over the /ū/. /ŭ-ū-ö-ü/ said a long sound. Double underline the silent final E. <sup>12.2</sup> English words do not end in V or U.					/. <sup>31.1</sup> Any vowel may say one word. Put a line over the /ū/.
		<b>con-</b> with, together, cor	nplet	tely	V		continued
12.	worst	He is the worst singer in the choir.	1	werst	/werst/	/wor-s-t/	Use /s-z/.
	<u>wor</u> st	Underline the /wer/.					
					Adj, N, Ad	dv	
		The important lawyer			/ăv/	/a-v/	
13.	average	sat in an average chair. 3 ă	ăv er <mark>ā</mark> j		/er/ / <mark>a</mark> -g-e/	Use the /er/ of her. Use /q-j/. Silent final E.	
	av <u>er</u> āg <u>e</u>	Underline the /er/. Put a line over the /ā/. /ǎ-ā-ä/ said a long sound. <sup>31.1</sup> Any vowel may say one of the schwa sounds, /ǔ/ or /ĩ/, in an unstressed syllable or unstressed word. Put a 2 over the /j/. /g-j/ said its second sound. Double underline the silent final E. <sup>12.1</sup> The vowel says its long sound because of the E. <sup>12.3</sup> The C says /s/ and the G says /j/ because of the E.					
					N, Adj, V		averages, averaged
14.	peace	An uneasy peace existed between the two nations.	1	pēs	/pēs/	/p-ea-c-e/	Use /ē-ĕ-ā/. Use /k-s/. Silent final E.
	p <u>eace</u>	Underline the /ē/. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent fin $^{123}$ The C says /s/ and the G says /j/ because of the E.				ble underline the silent final E.	
					N, I		peace
15.	serve	Which option will serve our customers best?	1	serv	/serv/	/s-er-v-e/	Use /s-z/. Use the /er/ of her. Silent final E.
	serve	Underline the /er/. Double underline the silent final E. <sup>12.2</sup> English words do not end in V or U.			do not end in V or U.		
					V, N		served, serves

Complete the 3 activities	C-DOC THE A TIC-TAC-TOP! that you chose and hand your weekly homework! Monday, wed., Fri	Week of
Write your words in alphabetical order.	Write your words in rainbow colors.	Write your words 3 times each.
Write your words with rhyming ords next to them.	Write your words with bubble letters.	Write your words in CAPITAL letters.
Urite your Jords with Silly letters.	Write a sentence for each word.	Write your words with red vowels and blue consonants.

# Low Tide

Two children went with Aunt Susan to the beach. Aunt Susan knew the best time to go the beach. "We will arrive at the beach at low tide," Aunt Susan told the children as they rode in her red van. "Low tide at the beach is so much fun," Aunt Susan said, and she smiled.

Aunt Susan stopped her red van on Beach Avenue. Carefully, the three of them crossed the road. Then they all ran as fast as rabbits to the sand! "It is low tide," Aunt Susan shouted in the wind. "See how the ocean has pulled back from the shore? That is why you will find so many shells and rocks on the beach! The ocean gives you a chance at low tide," said Aunt Susan. "It is a chance to find treasures from the sea!"

Contration of the second of th 1. What is the best time to pick up shells and rocks at the beach? 2. How did the children get to the beach? 3. What is special about low tide? 4. What are some treasures from the sea? \_\_\_\_\_ the second s 5. What did they have to be careful about? 6. What did they do to show their excitement?\_\_\_\_\_ 7. Write what you know about finding shells and rocks,



