Read the words. Scoop or underline and mark syllables and circle suffixes. Look out for v-e exception syllables! Indicate where a silent e was deleted by adding an **e** insert.

Example: giver   exhales

giver   exhales   instructive

tadpoles   inspiring   exploring

caves   completes   have

instinctive   shameful   living

Guess Which One Sentences

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below. Read the sentence again, scooping into phrases.

male	mail

1 I will _____ the file to you.

2 The _____ kitten slept on the rock.

3 The _____ singer will help with our band.

4 Will you get your picture in the _____?

5 The _____ gold finch landed next to the nest.

6 I lost my _____ friend in the old shop.

7 If you _____ that check now it will not be late.

8 He is the only _____ child in that class.

9 Look for your gift in the _____.

10 Our _____ is always in the box by lunch time.

Develop Understanding of Multiplication Models

MODEL IT: EQUAL GROUPS AND ARRAYS
Try these two problems.

1 Show what the **expression** 4 × 5 means by using equal groups.

   a. Draw equal groups.

   b. Use words to describe your drawing of 4 × 5.

   c. Write the product. 4 × 5 = _____

2 Show what the expression 4 × 5 means by using an array.

   a. Draw an array.

   b. Use words to describe your drawing of 4 × 5.

   **c.** Write the product. 4 × 5 = _____
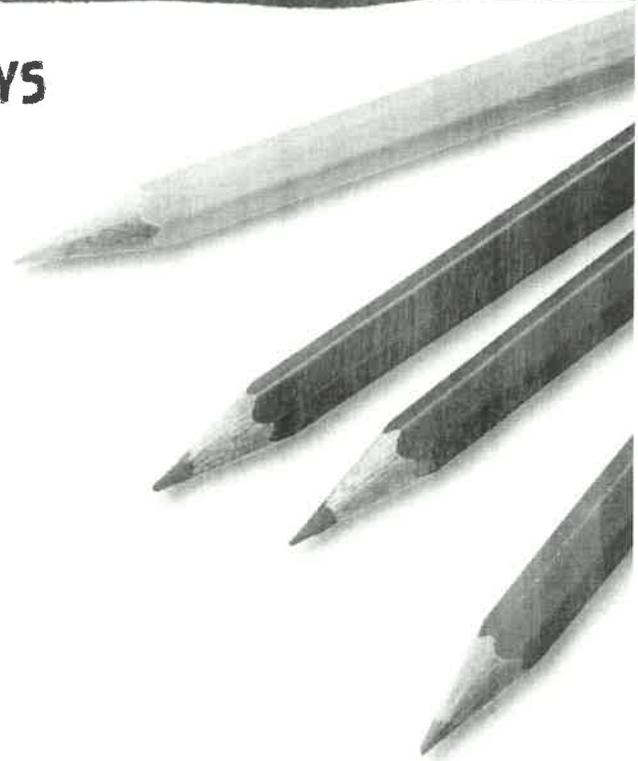
DISCUSS IT
- How did you and your partner know how many equal groups to draw in problem 1?
- I think equal groups and arrays both show multiplication because . . .

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MODEL IT: SQUARE TILES
Use square tiles to model multiplication.

3 You can push the tiles in an array together to make a rectangle. Write the multiplication equation the rectangle below shows.
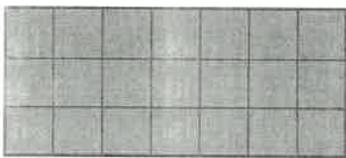
4 Draw a rectangle made up of square tiles that shows $5 \times 3 = 15$.

DISCUSS IT

- How can you use words instead of a drawing to describe 5×3?

- I think rectangles with square tiles show multiplication because ...

CONNECT IT
Complete the problems below.

5 How can words and drawings of equal groups, arrays, or square tiles all be used to describe what a multiplication problem means?

6 Use any model to show and find 4×7. Write a complete multiplication equation and explain what each number in the equation tells you.

Practice Using Multiplication Models

Study how the Example represents a multiplication equation with equal groups. Then solve problems 1–9.

EXAMPLE

Draw a picture and use words for the multiplication equation $2 \times 6 = 12$.
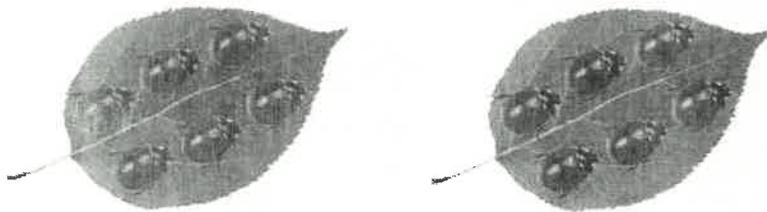
There are 2 groups of 6 ladybugs, or 12 ladybugs in all.

Use the picture below to answer problems 1–4.
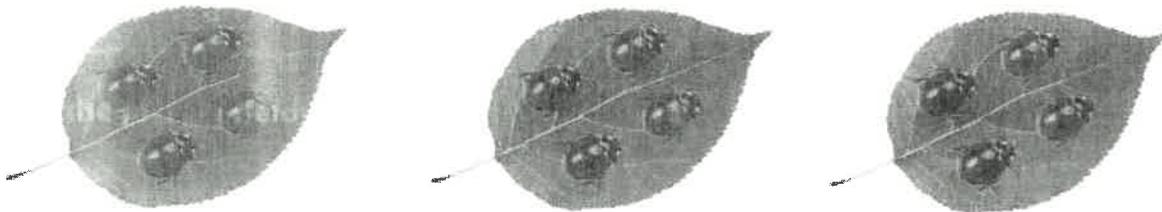
1 How many equal groups are there? ....

2 How many ladybugs are in each group? ....

3 How many ladybugs are there altogether? ....

4 Write a multiplication equation that matches the picture.

.... $\times$ .... $=$ ....

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Lesson 4 Understand the Meaning of Multiplication   **99**

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Use the picture at the right to solve problems 5–7.
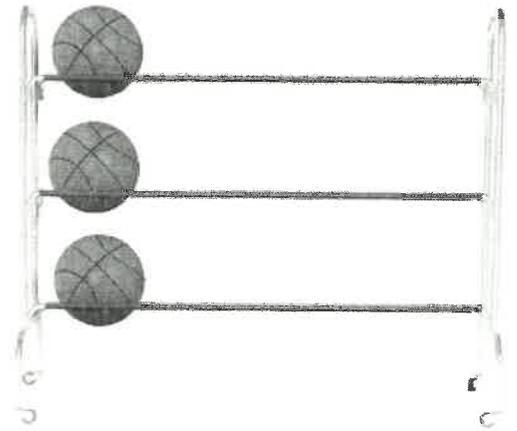
5   The basketball cart has 3 shelves. There is already 1 basketball on each shelf. Draw the rest of the basketballs to create an array to show the expression 3 × 5.

6   Look at your picture of the basketballs on the cart. Think about the basketballs as an array.

How many rows are in the array? ....

How many basketballs are in each row? ....

How many basketballs are on the cart? ....

7   Fill in the blanks to represent the array of basketballs with a multiplication equation.

.... × .... = ...

8   Which of the following shows 3 × 6?

Ⓐ   3 + 3 + 3 + 3 + 3

Ⓑ   3 groups of 6

Ⓒ

Ⓓ

Ⓔ
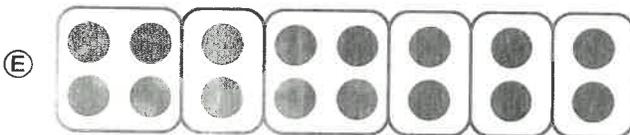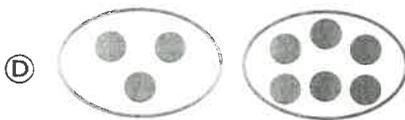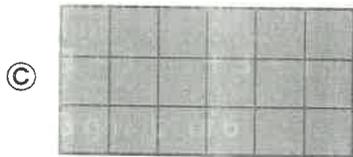
9   John says his drawing shows 4 × 6. Is John correct? Explain.

X X   X X X
X X   X X X