

Name _____

The Day Jimmy's
Boa Ate the Wash

Vowel Diphthongs:
/ou/ou, ow

► Write the letters *ou* or *ow* to complete each picture name. Then trace all of the letters in the word.



1. m th



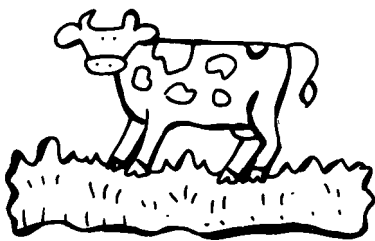
2. cl n



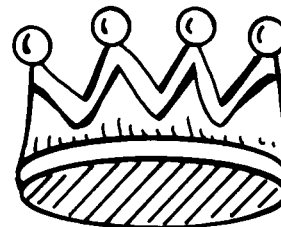
3. br



4. h se



5. c



6. cr n

To the Teacher Read aloud the directions and have a volunteer model completing the first item. As children work through the page, begin a two-column chart on the board with the headings *pound* and *crowd*. Ask the children to write words from the exercise under the matching heading on the board. Have the class read the words aloud with you.

► Read the words in the box. Write the word that makes each sentence tell about the pictures.

sound

out

found

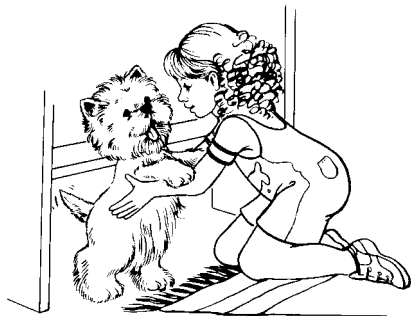
house

mouth



1. I was playing in the _____.

2. I heard a scratching _____.



3. I _____ my puppy
at the front door.

4. My puppy had a leash in her
_____.



5. I took my puppy _____
for a walk.

To the Teacher Read aloud the directions and have a volunteer model completing the first item. Have the children read each of the completed sentences out loud. Ask them which sentences contain words with a /ou/ sound spelled *ou* and which ones contain the sound spelled *ow*. Write the words on the board in a chart labeled *ou* and *ow*. Point out that there is no rule that tells when you spell the sound *ou* or *ow* in a word, but that they will know which spelling to use the more they read and use words with the /ou/ sound pattern.

Name _____

► Complete each sentence with a word from the box.

boring

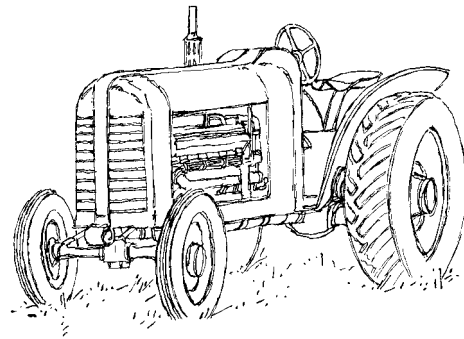
ducked

sense

suppose

tractor

1. The farmer rides
on the _____.
2. The boy _____
under the tree.
3. I thought farms were _____.
4. What do you _____ it is?
5. You make _____.



To the Teacher Read aloud the directions and the words in the box. Have the children repeat after you. Discuss the pictures in the box and then have the children choose the words that complete each sentence. Have the children cross out the two words in the box that they have used. Read the three words that are left: *sense*, *suppose*, *boring*. Then continue to help children read the remaining items.

- Add an ending to the base word that makes sense in the sentence.

Then write the new word to complete the sentence.

1. Rocky follows me
wherever I go.

follow -s -es

2. He _____ catch with me yesterday.

play -ed -s

3. Rocky always _____ with me.

walk -s -es

4. He never _____ my shoes.

eat -s -ed

5. Rocky _____ my softball for me.

carry -s -es

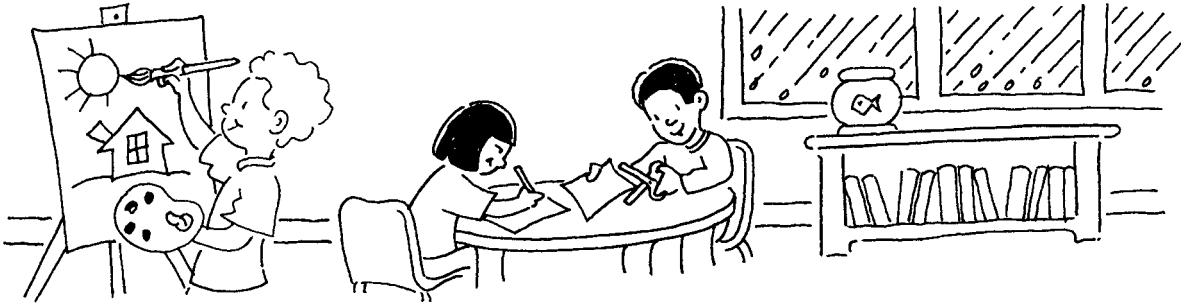
6. My dog Rocky _____ very fast.

run -s -ed



To the Teacher Support the page by demonstrating the use of a final -s or -es after a verb when the subject is in the third person. For example, say "I eat fruit for breakfast" and (pointing to a child) "He (or she) eats cereal." Point out that you add -s or -es to the action word when talking about someone else (including animals). Ask children to create sentences in the first and third person using action words from the activity. Then review the concept of dropping the y before adding an -ed or -es ending. Finally read aloud the activity directions and work through the sentences with the children.

► Read the story. Then answer the questions.



It is a rainy day. Everyone wears raincoats and hats to school. The playground is wet. We cannot play outside. After lunch, we walk back to the classroom. We see colorful markers and paints on our desks. Our teacher smiles. It is time for arts and crafts. Everyone is excited.

- 1** The children cannot play outside because
- they do not have hats.
 - it is raining.
 - it is hot.
 - they have no paints.

💡 Tip

A cause is why something happened. Reread the story. What keeps the children from playing outside?

- 2** Everyone is excited because
- it is a rainy day.
 - they do not have hats.
 - the playground is wet.
 - it is time for arts and crafts.

💡 Tip

A cause results in an effect. Reread the paragraph. What causes everyone to be excited?

To the Teacher Set up several small cause-and-effect situations. For example, partially hang a hat on a hook (cause) / the hat falls (effect); throw a small light object (cause) / a student catches it (effect). Talk with children about the labels, *cause and effect*, for these situations. Read the paragraph aloud and ask children to think about rainy days at their school. Then encourage them to use the tips as they answer the questions.

► Look at the picture. Find the word in the box that completes each sentence. Write the word on the line.

joyful

hairless

lifeless

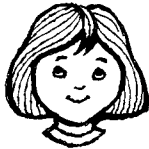
restful

mouthful

harmful

starless

cloudless



1. Margo smiled when she heard the _____ news.



2. The baby's head looks _____.

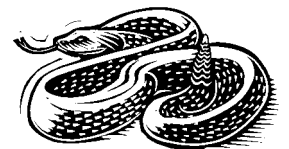


3. We spent a _____ day at the beach.

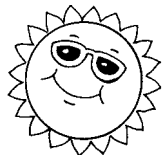


4. Len took a _____ of food.

5. Be careful. That snake looks _____.



6. It was a _____ night.



7. The sky was _____, and the sun was bright.



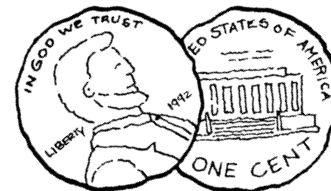
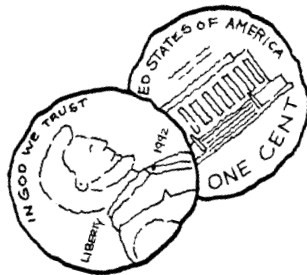
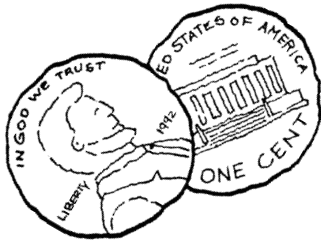
8. The tree seemed old and _____.

To the Teacher Write the base word, *joy*, on the chalkboard. Pronounce the word and have the class repeat it after you. Then pantomime the meaning and use gestures to encourage the class the join in. Underneath the word *joy*, write *joyful*. Underline the suffix and pronounce the word together with the class. Then write the word *joyless* on the board and pronounce it, underlining the suffix. Pantomime the meaning of both words, emphasizing how each suffix changes the meaning of the base word. Repeat the process with *rest*, *restful*, and *restless*. Then read the directions to the activity above. Read the words in the word box. Model the first example. Pair children of varying ability, and help them complete the page.

Name _____

► Read the paragraph. Circle all the words with oo. Write the words on the chart.

One day I brought my pennies to school. I found them in parking lots and pools. My friend Jess said the pennies felt smooth. I used them to buy my food for lunch.



1.
2.
3.
4.

To the Teacher Write each of the words from this page on cards. Place the cards in a bag. Ask children to choose a word out of the bag, read it, and then say another word with the /oo/ sound. Remind children that words with oo sound like school.