

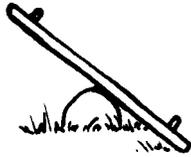
Name _____

Montigue on the
High Seas

Vowel Variants:
/ô/aw, au(gh)

► Look at the words and the pictures. Complete the word on the line that names the picture.

caught lawn yawn draw seesaw daughter



1. sees _____



2. l n _____



3. y n _____



4. d ghter _____



5. dr _____



6. c ght _____

To the Teacher Display picture cards of the following words: *yawn, lawn, naughty, draw, crawl, daughter, caught, lawn, draw*. Label separate index cards with the picture names. Have children select a card, say the word emphasizing the /ô/ sound, and match the card to a picture. Then ask them to say each word and point to the letters in each word that make the /ô/ sound. Read aloud the directions before the children begin work on this page. Model the first item.

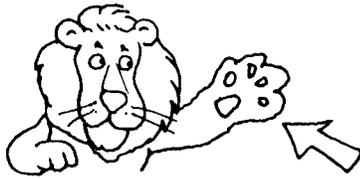
Name _____

► The picture names in each row rhyme. Write rhyming words from the box that name the pictures.

yawn
draw

paw
lawn

caught
taught



1. _____



2. _____



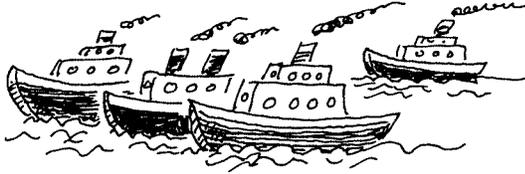
3. _____

To the Teacher Say aloud each picture name with the children. Invite them to spell each word associated with each picture name and write their spelling suggestions on the board. Say the word again and correct the spelling if needed. Circle the letters that spell the /ô/ sound in each word. Read aloud the directions for the exercise. Model the first example.

► Complete the sentences. Write a word from the box on each line.

cozy **drifted** **fleet** **launched**

1.



Ships in a group are called a

_____.

2.



In your bed you can be

_____.

3.



The boat _____
away.

4.



He _____ the
rocket.

To the Teacher Read aloud the words in the box and have children repeat the words after you. Read aloud the first question and have the children orally fill in the blank as you read. Repeat the procedure with the remaining questions. Then ask the children yes and no questions using the vocabulary words such as: *Do the ships travel in a fleet? Is the girl cozy in bed? Has the boat drifted away? Has the boy launched the rocket?* Then have the children complete this sentence orally with the remaining vocabulary words: *The cloud was (looming) overhead. I (realized) it was raining.*

Name _____

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Syllable Pattern:
VV and VCV

► Read the words in the box. Write each word on a line. Divide the words into syllables using what you know about VCV and VV words.

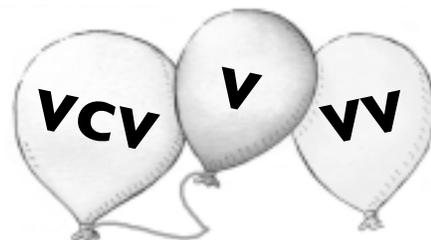
| | | | | |
|---------|--------|--------|-------|-------|
| believe | season | raisin | power | giant |
| neon | poet | visit | float | |

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

► Write two sentences. In one sentence, use a one-syllable word from the box. In the other sentence, use a two-syllable word.

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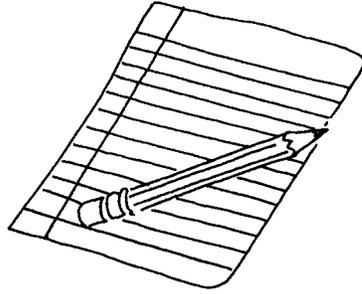
To the Teacher Remind the children that each syllable has one vowel sound. Review the skill reminders. Then write the word list on the board and pronounce each word slowly. Have children knock on their desks for each syllable in a word and ask them how many syllables they hear in each word. Write the number of syllables they give you next to each word. Read the words aloud again with the students and pause at words that represent two sounds with double vowels. Ask students if the number of syllables recorded is correct. Correct the number when necessary. Finally, read aloud the directions and guide a volunteer to model completing the first item.



► Choose the correct word to complete each sentence.

1 Please _____ me a letter when you take your boat trip.

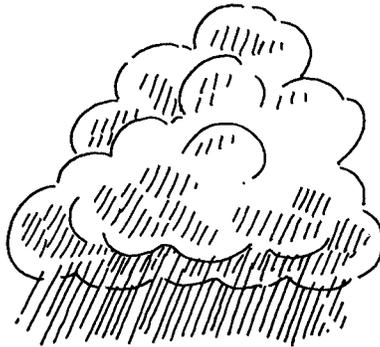
- right
- write



Tip Homophones are words that sound alike. They have different meanings. Choose the word that makes sense. Complete the sentence.

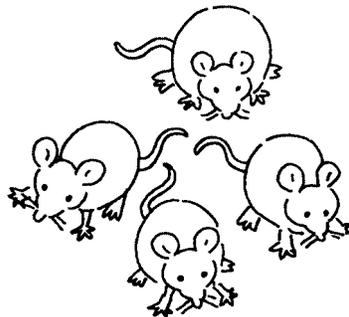
2 The mouse's home was flooded by _____.

- rein
- rain



3 Three mice and one mole made _____ small animals on the ship.

- four
- for



Tip Try to picture the right answer in your mind. Look for it in the answer choices. Think about the meaning of each word. (Hint: How do you write the number 4?)

To the Teacher Write a few homophones on the board. Ask the children to tell you what they mean and how they sound. Make sure children understand the task and use the tips.

Name _____

► Read the riddle. Circle the word that solves the riddle. Then write it on the line.

1. Use this when _____
something **is not**. isn't i'snt isn't
2. Use this when _____
something **cannot**. cant' can't ca'nt
3. Use this when **you** _____
will do something. youll you'l you'll
4. Use this to say _____
should not. shouldn't should'nt shouldn't'
5. Use this to say _____
that is. thats that's' that's
6. Use this to say _____
do not. don't do'nt dont'
7. Use this to say _____
they will. theyll they'll the'yll

To the Teacher Review with children how contractions are formed. Write the words *is not*, *cannot*, *you will*, *should not*, *I will* on the board. Model forming the contraction *isn't* by crossing out the letter *o* and then replacing it with an apostrophe. Ask children to say the words and then form a contraction. Have children say aloud the contractions they form.