Words with *oa, ow*

Read the word. Circle the picture that matches the word.

1. boat

2. crow

3. goat

4. bowl

5. loaf
Name ________________________________________________________________

**Words to Know**

Listen to the clues. Read along. Circle the best answer to each clue.

1. This means *finished*.  
   - paper  
   - done

2. This is in a short while.  
   - soon  
   - great

3. This means *speak*.  
   - were  
   - talk

4. *Awful* is its opposite.  
   - great  
   - soon

5. A joke makes you do this.  
   - laugh  
   - done

6. You write on this.  
   - work  
   - paper

7. This is a *job*.  
   - great  
   - work

8. Past tense for *are*.  
   - laugh  
   - were
Words with *oa*, *ow*

Circle the two words in each row that rhyme. Then write the letters that stand for the long *o* sound.

1. 
   - grow
   - blow
   - block
   - gray
   

2. 
   - slow
   - sling
   - throw
   - thick
   

3. 
   - much
   - road
   - load
   - lunch
   

4. 
   - coat
   - got
   - goat
   - long
   

5. 
   - flame
   - show
   - ground
   - snow
Spelling Words with Vowel Pairs *oa, ow*

Sort the words. Write the correct Spelling Words in each column.

<table>
<thead>
<tr>
<th>Words with <em>ow</em></th>
<th>Words with <em>oa</em></th>
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**Spelling Words**
- show
- row
- boat
- blow
- toad
- road
- low
- coat
- grow
- snow
Future Using will

Circle the sentences that tell about the future. Rewrite the other sentences to tell about the future using will.

1. I read each day.
2. Brent will meet you at the shop.
3. My dad helps me read.
4. They washed the van.
5. Fran will beat the eggs.
6. ______________________________
7. ______________________________
8. ______________________________
Order of Events

Draw pictures to show what you did to get ready for school today.

Write sentences about what you did to get ready for school today.

First, ____________________________

Next, ____________________________

Last, ____________________________

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Name ______________________________________________________

**Contractions ’ve, ’re**

Draw a line from each pair of words to its contraction.

You are  \( \rightarrow \)  You’re

They have  \( \rightarrow \)  I’ve

I have  \( \rightarrow \)  We’re

We are  \( \rightarrow \)  They’ve

Write a sentence using one of the contractions from above.

------------------------------------------------------------------

------------------------------------------------------------------

------------------------------------------------------------------

------------------------------------------------------------------

------------------------------------------------------------------

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------------------------------------------------------------------
Name ________________________________

**Contractions ’ve, ’re**

Write the contraction that finishes each sentence.

________________________

1. ______________________ all set for our big game.
   We are

________________________

2. ______________________ my best friend.
   You are

________________________

3. ______________________ had a lot of fun today!
   I have

________________________

4. ______________________ had a lot of rain.
   They have
Tomás Rivera
Introducing Tomás Rivera

Let’s make a sign for the Tomás Rivera Library!

Read pages 134–138. Tell people what was important to Tomás Rivera. Tell why the library has his name.

The Tomás Rivera Library

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Read pages 139-141. Draw something that was important to Tomás Rivera. Write a caption for your drawing to tell why it was important.
Spelling Words with Vowel Pairs oa, ow

Write the Spelling Word that fits each clue.

1. Opposite of high

2. Another word for street

3. You watch this on TV.

4. You see this in winter.

5. Wear this in the cold.

6. An animal
Future Using *going to*

Circle the sentences that tell about the future. Rewrite the other sentences to tell about the future. Use *going to* in each one.

1. I work with Ed.

2. Ed is going to have many crops.

3. My dad planted beets.

4. They pulled the weeds.

5. Jen is going to pick beans with Sam.

6. Tess has a pet cat.

7. ____________________________

8. ____________________________

9. ____________________________

10. ____________________________
Spelling Words with the Long o Sound

Write the correct word to complete each sentence.

1. The class will put on a ________________.
   - show  snow
   ________________

2. The ________________ hopped on the grass.
   - toad  load
   ________________

3. How do plants ________________?
   - throw  grow
   ________________

4. The ________________ came in with fish.
   - boat  bat
   ________________

5. Which ________________ will you sit in?
   - row  read

Spelling
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Grade 1, Unit 4

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Name ________________________________

Spiral Review

Notice the clue word *yesterday* that tells about the past. Circle the verb that tells about the past. Then write those verbs.

1. *Yesterday* mom (works, worked) at the new shop.

2. She (opens, opened) the shop at nine.

3. Many kids (walk, walked) into the shop.

4. Val (asks, asked) for a new game.

5. Her mom (helps, helped) her.
Planning My Personal Narrative

Draw and write details that tell what happened first, next, and last.

My Topic: __________________________

First

Next

Last

Lesson 19
READER’S NOTEBOOK

Tomás Rivera
Writing: Narrative Writing