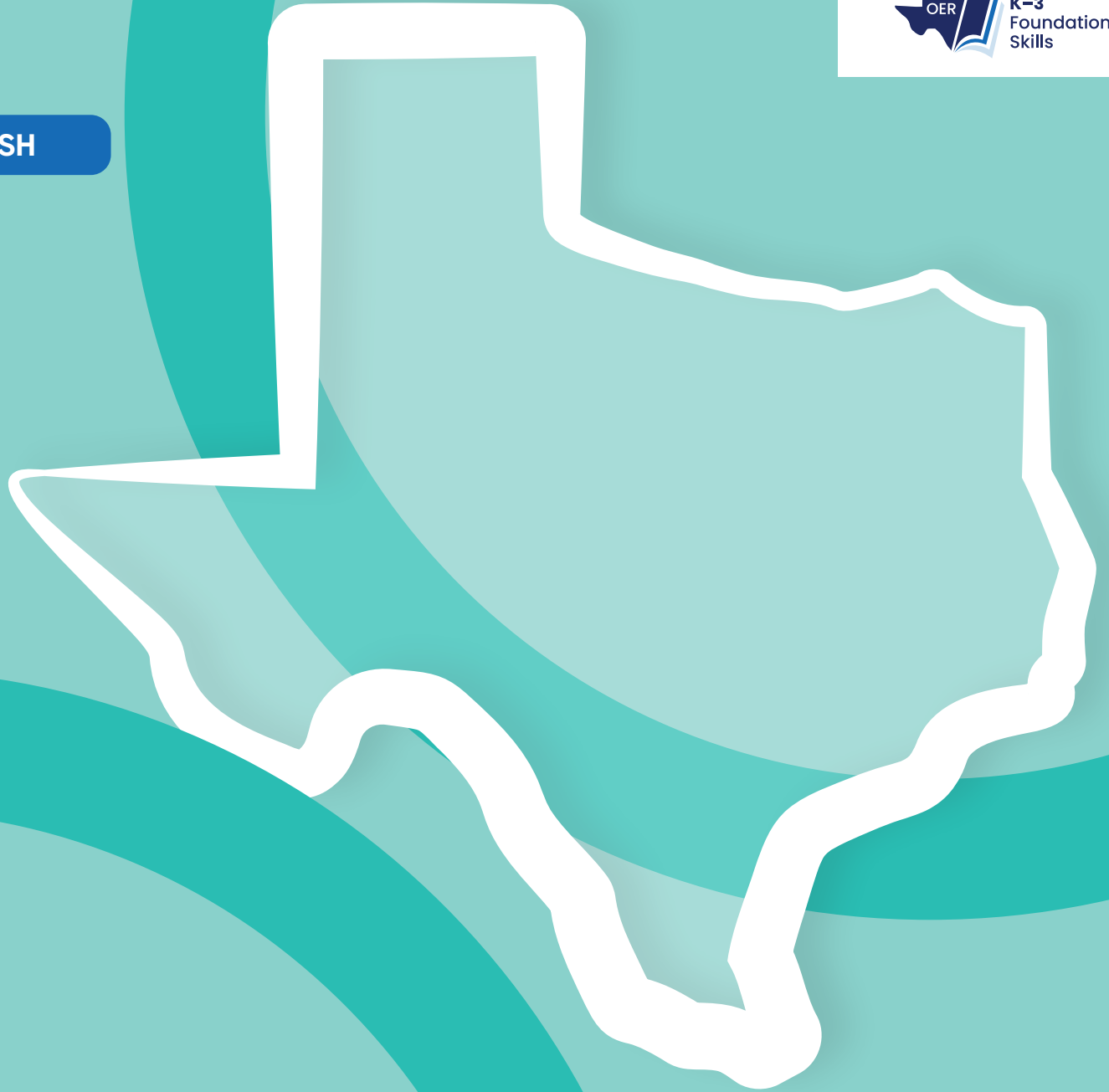


ENGLISH



GRADE 1 FOUNDATIONAL SKILLS UNIT 1

# Activity Book

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EDITION 1

Grade 1

# **Foundational Skills 1**

**Activity Book**

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

**Notice:** These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email  
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# **Foundational Skills 1**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 1. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.





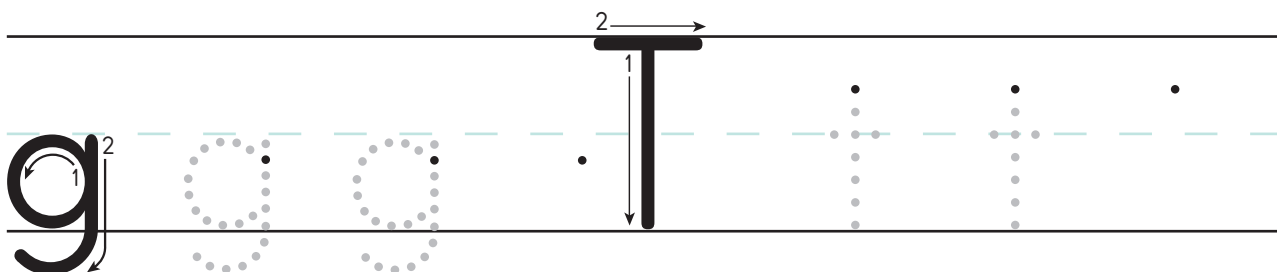
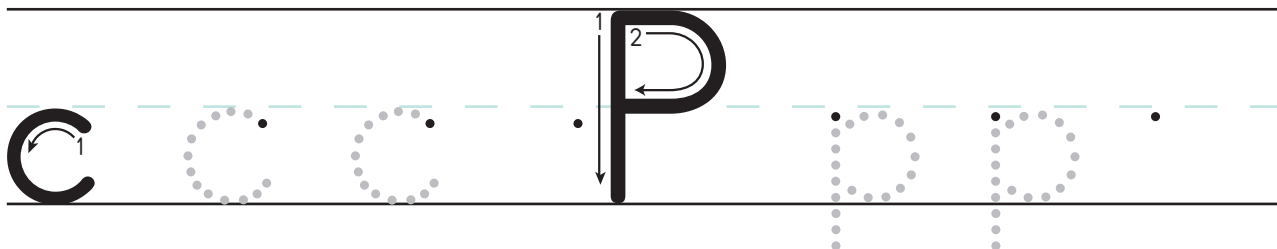
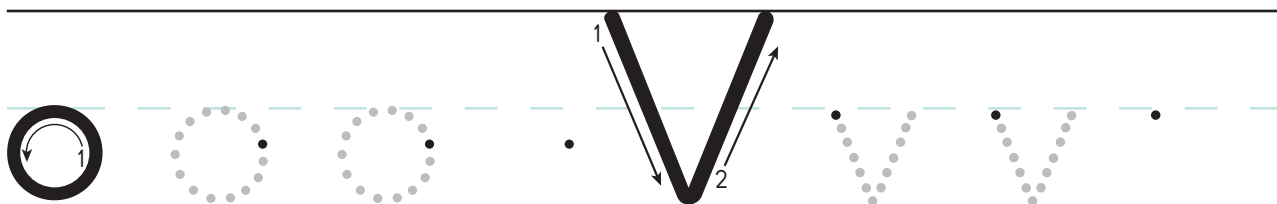
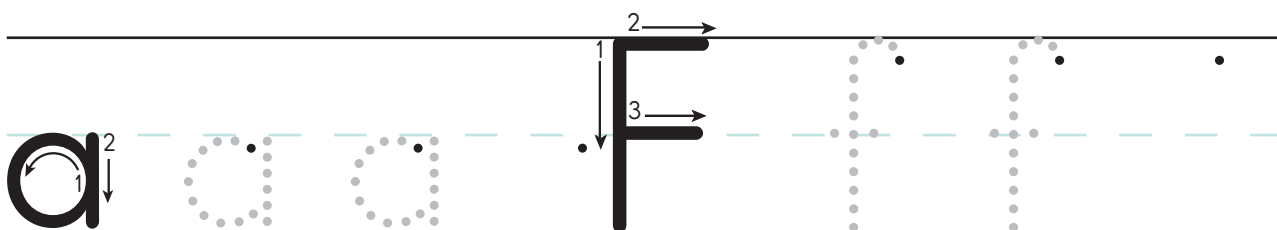
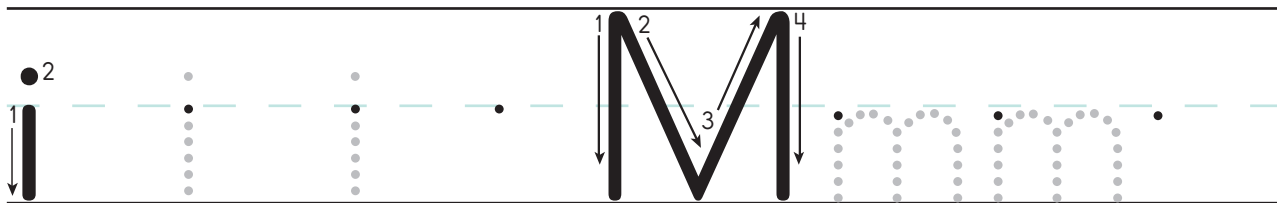
NAME: \_\_\_\_\_

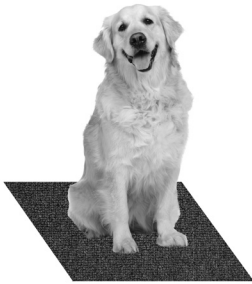
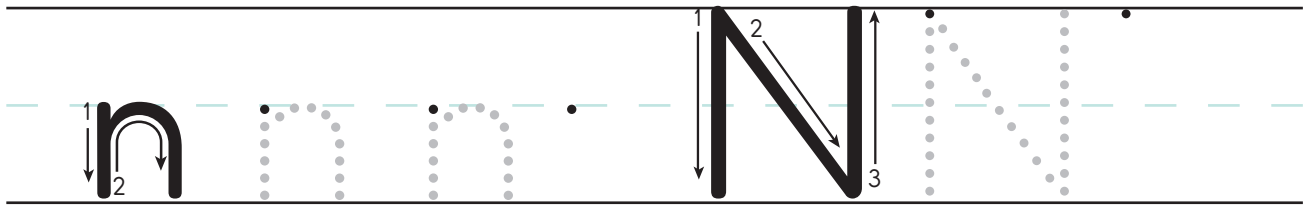
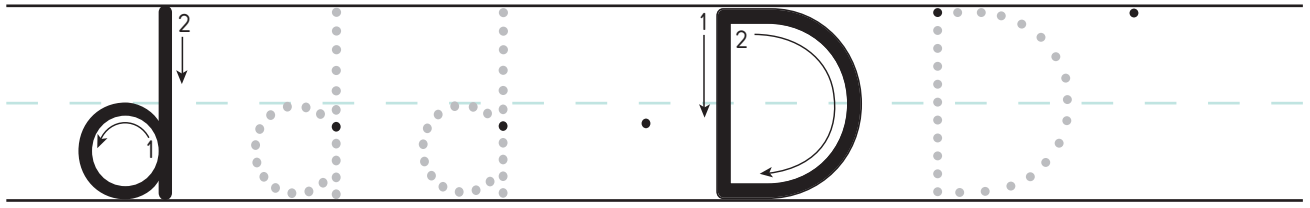
DATE: \_\_\_\_\_

1.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.





Three sets of handwriting practice lines (top solid, middle dashed, bottom solid) corresponding to the images above.

dog

man

nap

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.2

Activity Page

a dog

mom and dad

a fat pig

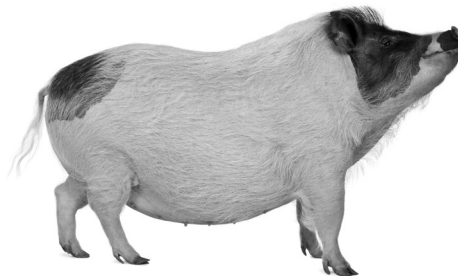
a tin can



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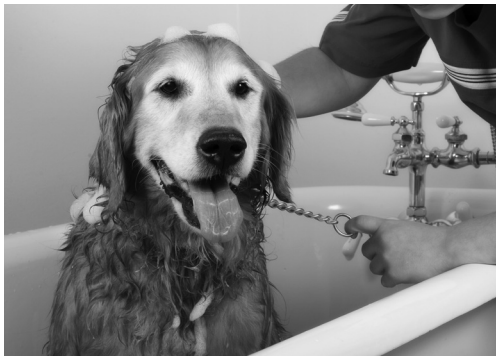
Directions: Have the student write each phrase under its matching picture.

a dog

mom and dad

a fat pig

a tin can



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.3

Take-Home

**Dear Family Member,**

Your child has been taught to read words by saying the sounds and then blending them together to make a word. Below are some words your child should be able to read with practice. Ask your child to cut out the word cards. Show the cards to your child and have him or her read them. Please encourage your child to read the words by saying individual sounds and then blending them together to make a word. The words marked with a star are Tricky Words. These are words that are not pronounced as students may expect; we say that Tricky Words do not play by the rules. As an extension of this activity, ask your child to copy the words onto a sheet of paper. Please keep the word cards for future practice.

fat	did	pig
and	dog	not
mad	cat	mats
vet	damp	gift
★ a	★ I	



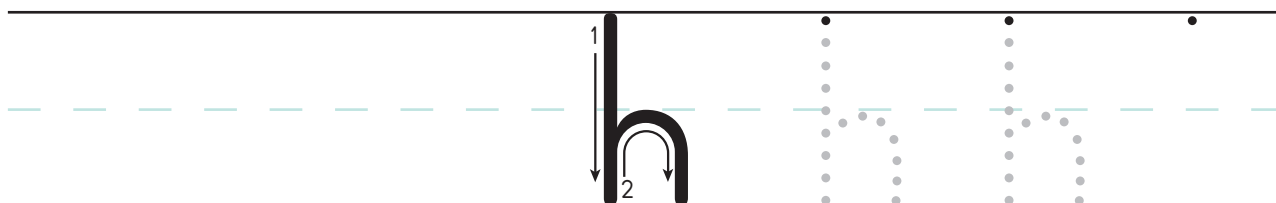
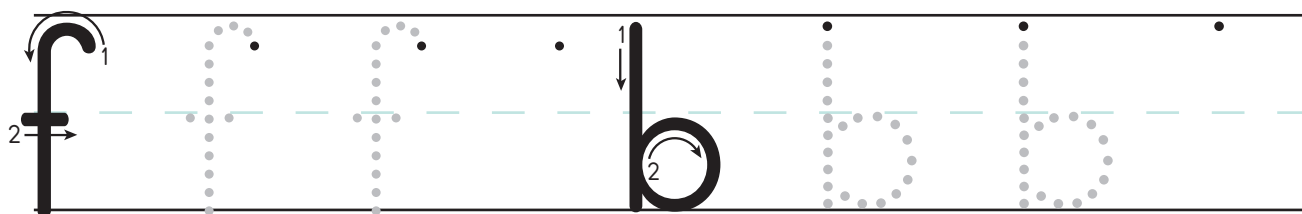
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.2

Activity Page

Directions: Have the student cut out the letter cards.

S





Z

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.2  
CONTINUED

Activity Page





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.3

Activity Page

Directions: Have the student read the Tricky Words in the box. Then, have the student circle, say, and write the Tricky Words in each sentence in the space provided below.

a I some to all of is

1. It is a big bus.

is

a

2. some of it

a    I    no    to    all    of    is

3. all of us

---

---

---

4. a hint of it

---

---

---

5. I went to bed.

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.4

Take-Home

**Dear Family Member,**

Ask your child to cut out the word cards and arrange the cards to make phrases. You may ask your child to copy the phrases onto a sheet of paper. Modifications: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice. Remember that the words marked with a star are Tricky Words, which are words that don't play by the spelling rules.

★ <u>all</u>	rest	★ <u>to</u>
must	sit	run
in	cats	★ <u>some</u>
men	bed	wet
★ <u>a</u>	★ <u>I</u>	★ <u>no</u>





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.1

Activity Page

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

ch

sh

ch

ch ch

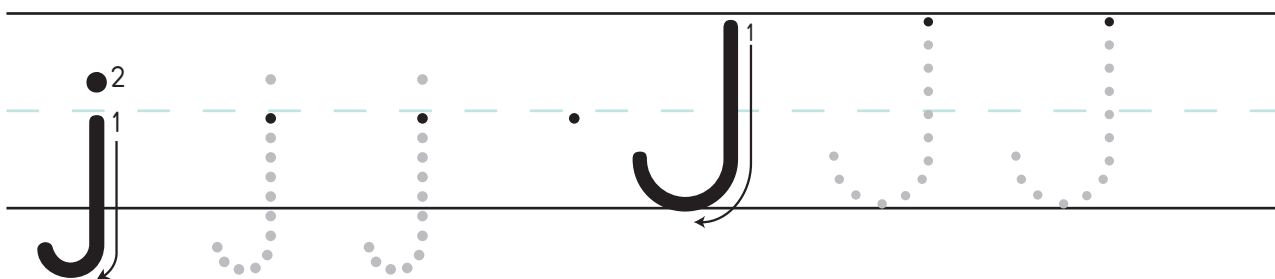
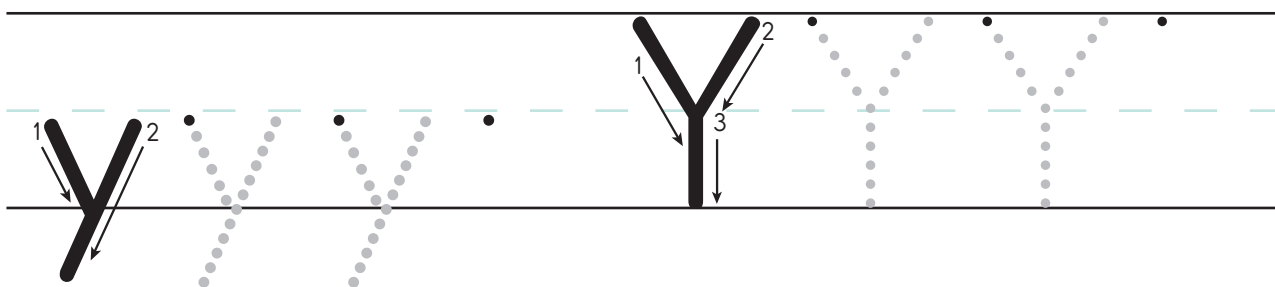
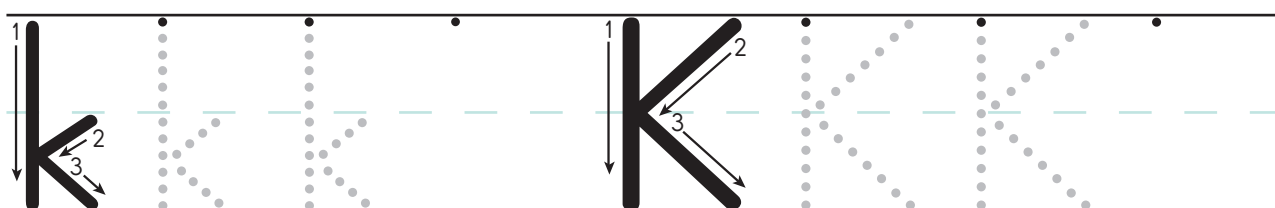
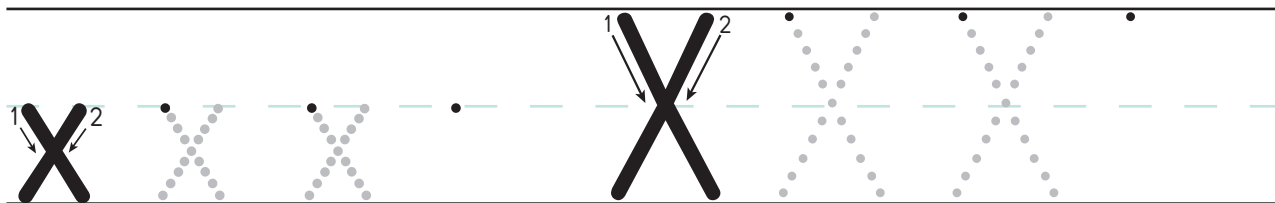
chip

sh

sh sh

shop

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.2

Activity Page

is  
are

two  
from

to  
do

1. Mom and Dad \_\_\_\_\_ mad.

2. Max \_\_\_\_\_ six.

3. Dad had \_\_\_\_\_ cats.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.3

Take-Home

Dear Family Member,

Ask your child to cut out the word cards and arrange the cards to make phrases. You may ask your child to copy the phrases onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice.

and	★ have <u>e</u>	rug
fast	sad	mad
jumps	gets	red
dog	frog	bug
★ <u>are</u>	★ <u>were</u>	yes



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.1

Assessment

1. met man mat bat

2. zip zap sip vat

3. cut cot got gut

4. pet vet vat fat

5. rot rob rod red

6. fox fix fax fan

7. spill grab stop spit

8. clip drip drop drum

9. cabs dogs crabs crust

10. flint flag print flap



11. mess mass miss muss

12. kong king kin ken

13. wack wax wick wicks

14. ships chops chips chaps

15. chin shin shun sin

16. that fin this thin

17. chin jill chill spill

18. quest chest quill best

19. bus buzz boss buff

20. ebb edd odd bibb

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.1  
CONTINUED

Assessment

21. the was of to

22. a from your are

23. have one who their

24. you said were says

25. here I is no



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 4.1

CONTINUED

Assessment

## Scoring Sheet for Word Recognition Assessment

Lines	Code Knowledge Tested	Items Correct	Specific Errors
1–6	CVC word with single-letter spellings (e.g., <i>fax</i> , <i>fat</i> )	___/6	Sound spellings missed, and/or confusion, e.g., ‘b’ and ‘d’, ‘s’ and ‘z’, ‘a’ and ‘o’
7–13	Consonant clusters (e.g., ‘dr’ in <i>drip</i> )	___/7	Clusters missed:
14–20	Consonant digraphs and double-letter spellings (e.g., ‘ss’ and ‘th’)	___/7	Consonant digraphs/ double-letter spellings missed:
21–25	Tricky Words (e.g., <i>the</i> and <i>I</i> ) (Do not count as a part of the total score.)	___/5	Tricky Words missed:

Total Score: \_\_\_\_/20

- Students who scored **18 out of 20 (90%)** or above have strong word recognition skills and are making good progress. They will next take the **Story Reading Assessment, “Gwen’s Hens.”**
- Students who scored **17 or less** should be assessed one-on-one. They will first receive the **Pseudoword Reading Assessment.**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.2

Activity Page

# Seth

This is Seth Smith.

Seth is ten.



Seth must get in bed at ten.

Seth can jump on his bed, but not past ten.

Seth can stomp and romp and stand on his hands, but not past ten.



Seth's dad gets mad if Seth is not in bed at ten.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.3

Activity Page

# Seth's Mom

This is Pat.

Pat is Seth's mom.



Pat can fix things.



Pat can scrub, plan, and think.





Pat is strong.

Pat can run fast.



Pat can sing songs.



NAME: \_\_\_\_\_

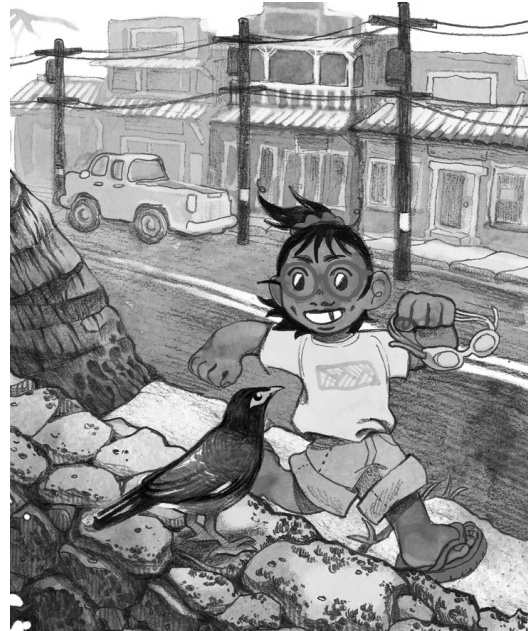
DATE: \_\_\_\_\_

4.4

Activity Page

# Kit

Kit can run.



Kit can skip.



Kit can flip and flop.



Kit can swim.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.5

Activity Page

## Kit and Stan

Kit ran and hid.



Stan ran and got Kit.



Stan ran and hid.



Kit ran and got Stan.



Kit and Stan had fun.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.1

Assessment

## Gwen's Hens

Gwen had a red hen.

Gwen kept the hen in a pen.

The hen sat on its eggs.

It sat and sat and sat.

When Gwen got up, the hen was still on its eggs.

When Gwen went to bed, the hen was still there.

Then the hen was a mom!

Note to Teacher: If a student rereads this story aloud to you one-on-one after independently reading the story, use this page as a running record, marking any words the student misreads.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.2

Assessment

*Note to Teacher: If you ask these questions orally, after the student has independently marked responses, use this page and a different color pen to mark the student's oral responses.*

1. Gwen had a:

☐ dog

☐ cat

☐ hen

2. The hen was:

☐ wet

☐ red

☐ mad

3. Gwen kept the hen in a:

☐ box

☐ pen

☐ pet



4. The hen sat on:

- ☐ a bed
- ☐ a mat
- ☐ its eggs

5. When Gwen went to bed, the hen:

- ☐ sat and sat
- ☐ had a snack
- ☐ went with Gwen

6. The hen sat and sat and was a:

- ☐ kid
- ☐ dad
- ☐ mom

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.3

Assessment

## Pseudoword Reading Assessment Scoring Sheet

**Directions:** If a student misreads a word, write the letter for the sound that is misread above the corresponding letter in the word. If student reads “wug” as /wag/, mark “wug” as follows:

a  
wag

CVC Words

1. wug rab sep zat het

CVC Words

2. kem jid pog lum yod

CVC Words

3. lin fod cax ved mip

Consonant Cluster

4. nist brin clup stent glosp

Consonant Digraphs

5. thock shup chim quib ling

Double-Letter Spellings

6. muzz vell tass beff dagg

Words correct \_\_\_\_\_ / 30

Error Analysis

Short Vowel Letter-Sound Errors:

Consonant Letter-Sound Errors:

Consonant Cluster Errors:

Consonant Digraph Errors:

Double-Letter Spellings:



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.4

Assessment

## Code Knowledge Diagnostic Assessment

1. m s f v z

2. r l n e u

3. i o a t y

4. d g h j k

5. b p c w x

6. sh ch th ng qu

7. ff ss ll gg ck

Letter/sounds correct \_\_\_\_\_ / 35



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.5

Assessment

## Letter Name Assessment

1. a w e

2. t y u

3. o p s

4. f g h

5. k l z

6. c v b

7. d x j

8. n i m

9. u r q

10. l y g

Letter names correct \_\_\_\_\_ / 10



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.6

Activity Page

## Seth's Dad

This is Ted.

Ted is Seth's dad.



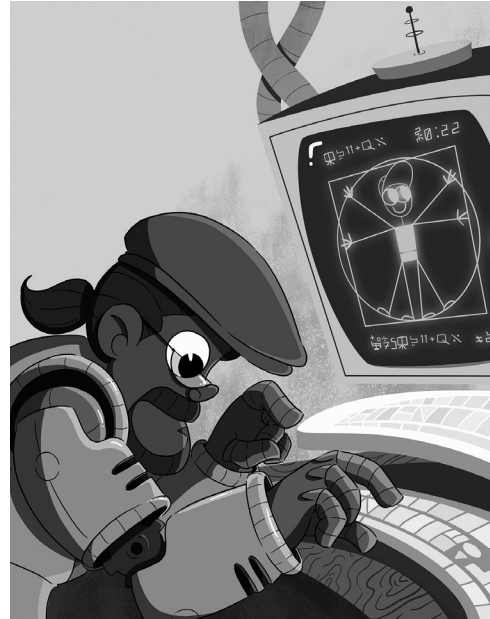
Ted brings his lunch  
with him.





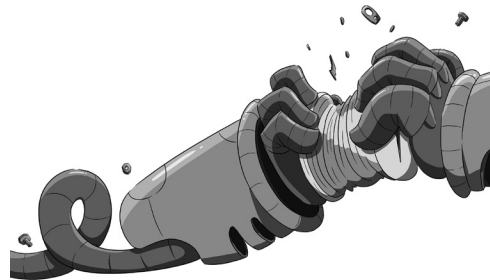
Ted **thinks** and plans.

Ted is fast **with** math.



Ted is **strong**.

Ted can **crush** tin  
cans **with** his hands.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.7

Activity Page

# Sal's Fish Shop

Pat and Seth went in Sal's Fish Shop.



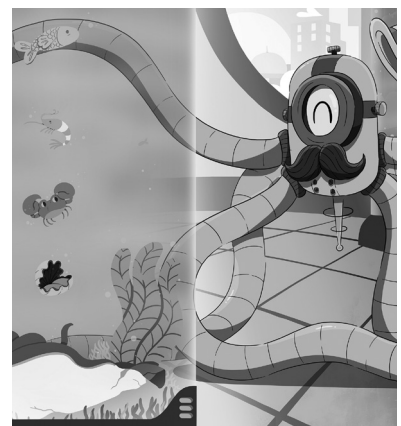
Sal had fresh fish.

Sal had fresh shrimp.

Sal had crabs.

Sal had clams.

Sal had squid.



Pat got fish and shrimp.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.8


Activity Page

Directions: Have the student draw a picture for each phrase.

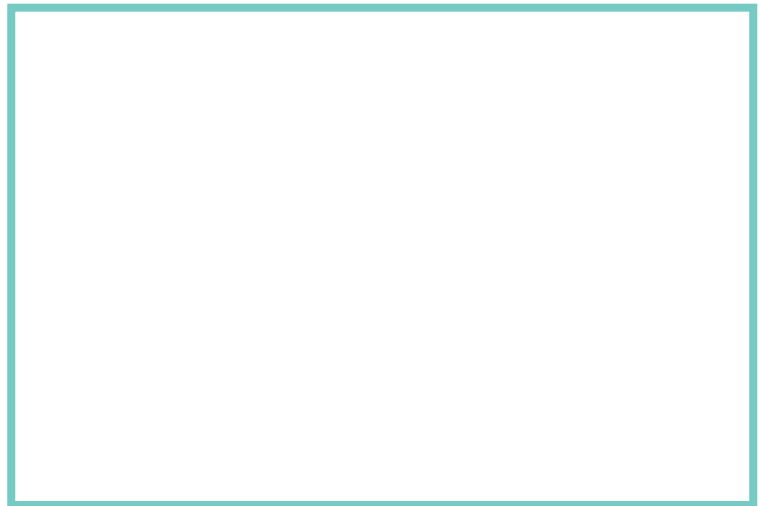
1. flip flops



2. big drop



3. tin can



4. red mat



5. big hat



6. mom and dad



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.9

Activity Page

## Kit's Hats

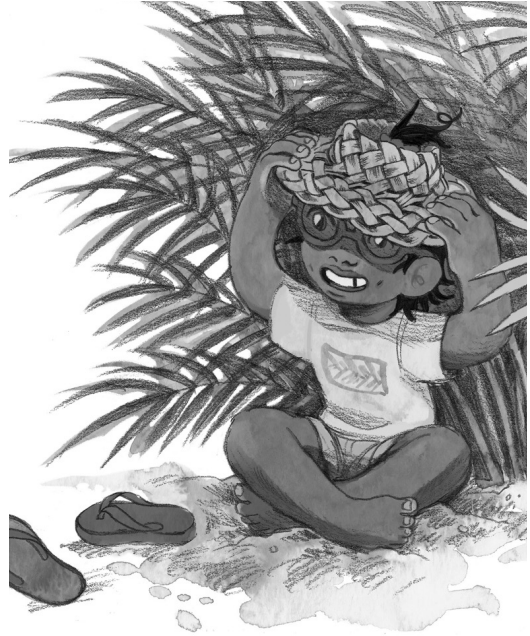
Kit has hats.



Kit has big hats.



Kit has flat hats.



Kit has fun hats.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.10

Activity Page

## Kit's Cats

Kit has cats.



Kit's cats run fast.





Kit's cats lap up milk.



Kit's cats jump up on Kit's bed.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.1

Activity Page

# Lunch

Seth had lunch with his mom and dad.

Pat had shrimp and chips.

Ted had shrimp, fish, and chips.

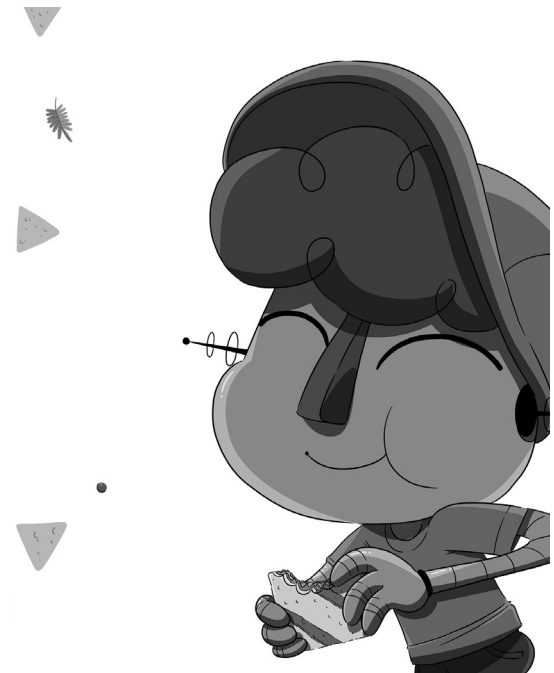
Seth had ham and chips.



Munch, munch.

Crunch, crunch.

Yum, yum.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.2

Activity Page

## Seth's Finch

That's Seth's pet finch, Chip.

Chip can flap his wings.

Chip can munch on ants and bugs.

Chip can sing.



Chip can land on Seth's hand.

That finch is fun!





NAME: \_\_\_\_\_

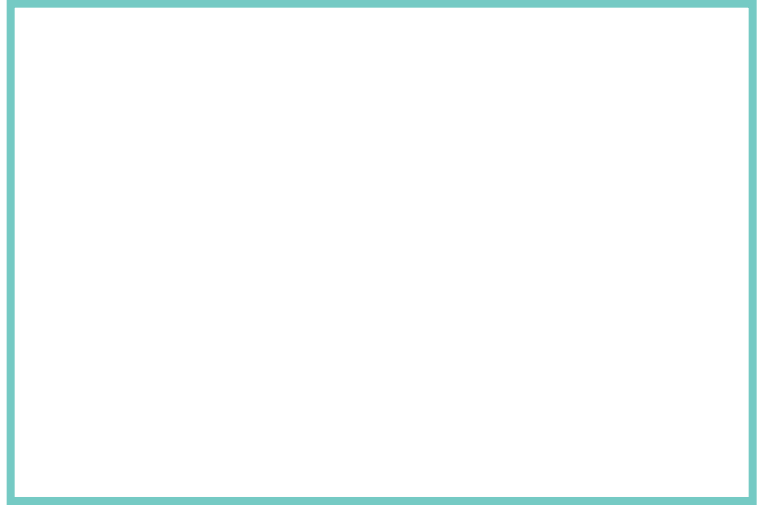
DATE: \_\_\_\_\_

6.3

Activity Page

*Directions: Have the student draw a picture for each phrase.*

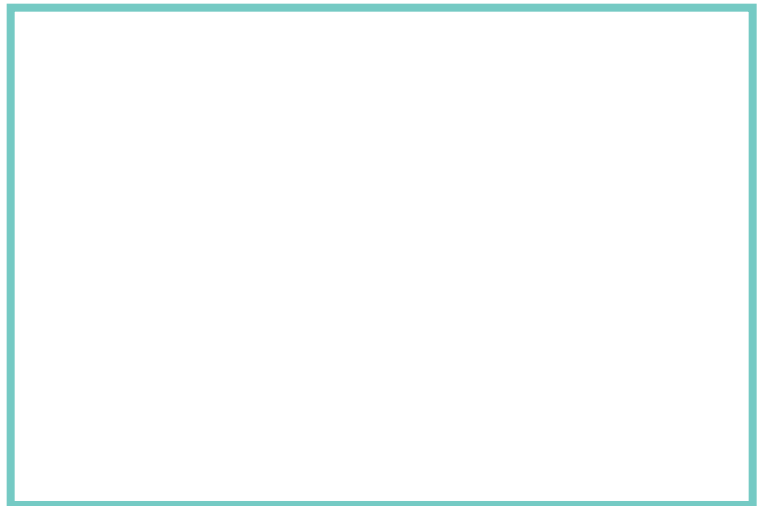
1. big dog



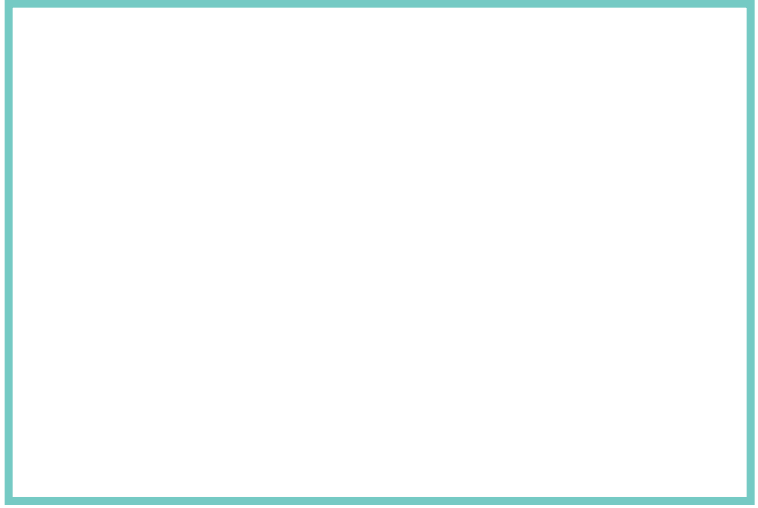
2. red cap



3. mad dad



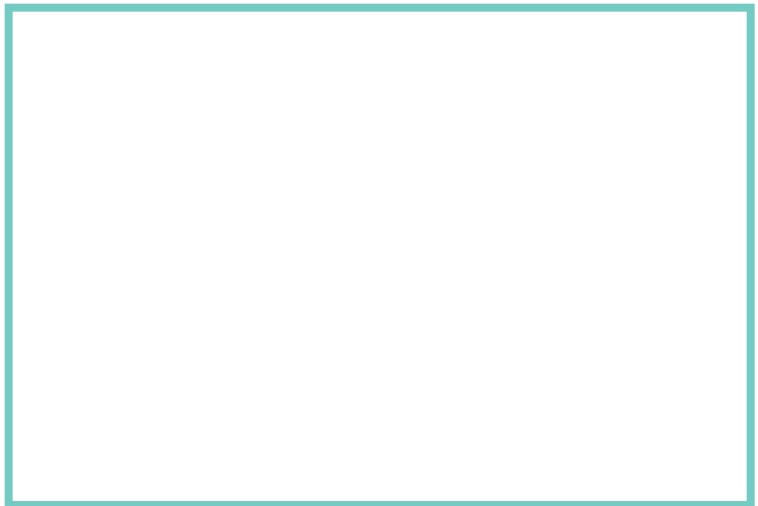
4. fat cat



5. wet frog



6. pig and hen



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.4

Activity Page

## Kit's Mom

Kit's mom gets up at six.



Kit's mom gets dad up.



Kit's mom gets Kit up.

Kit's mom gets dad fed.

Kit's mom gets Kit fed.

Kit's mom gets Kit's pets fed.







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.5

Activity Page

# Mumps

Kit has mumps.

Kit is in bed.

Kit can't get up.



Kit can't run and jump.

Kit can't skip and hop.

Kit is sad.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.1

Activity Page

## Lost Finch

Seth's pet finch, **Chip**, is lost.

Seth can't spot him.

Pat can't spot him.

Ted can't spot him.



**Chip** is not on Seth's bed.

**Chip** is not on Seth's desk.

Then, at last, Pat spots **Chip**.

**Chip** hid in Pat's hat and slept.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.2

Activity Page

## Seth's Sled

Seth's sled went fast.

Seth held on.

Seth hit bumps but did not stop.

Seth hit slush but did not stop.



Then Seth's sled hit mud.

Splash!

Seth got mud on his sled.

Seth got mud on his pants.

Seth got mud on his hat.





NAME: \_\_\_\_\_

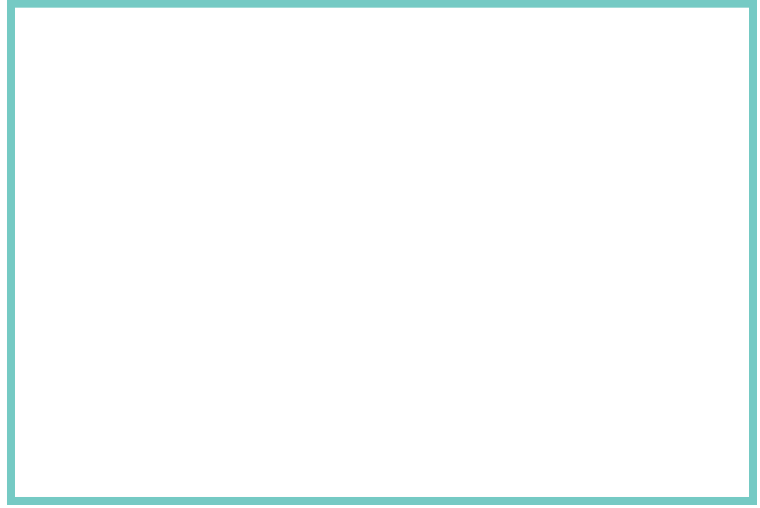
DATE: \_\_\_\_\_

7.3

Activity Page

Directions: Have the student draw a picture for each phrase.

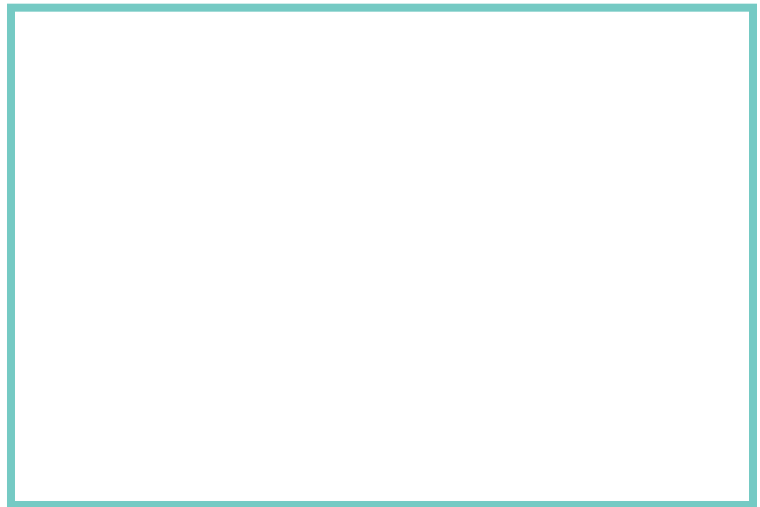
1. a cup



2. wet mop

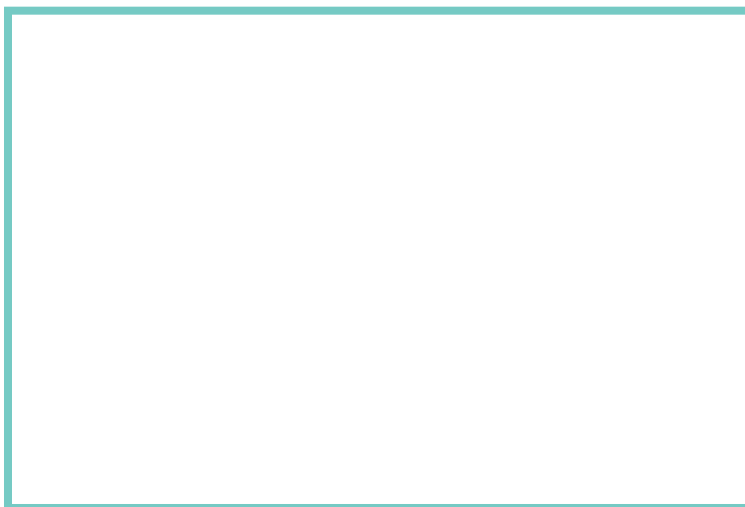


3. big log

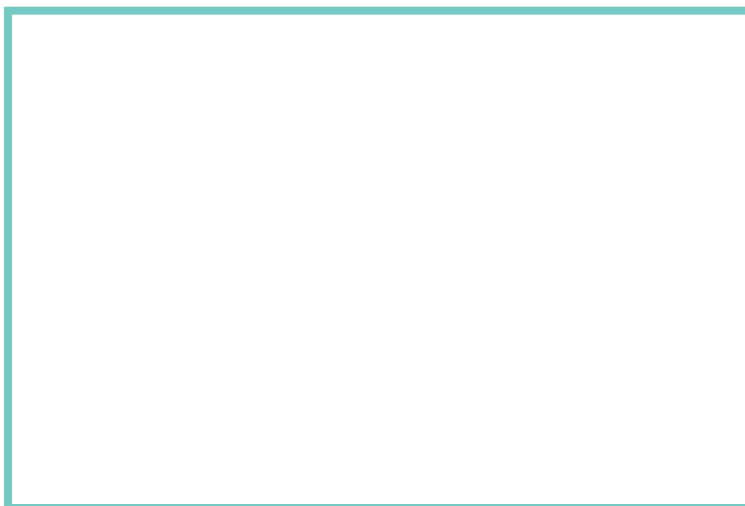




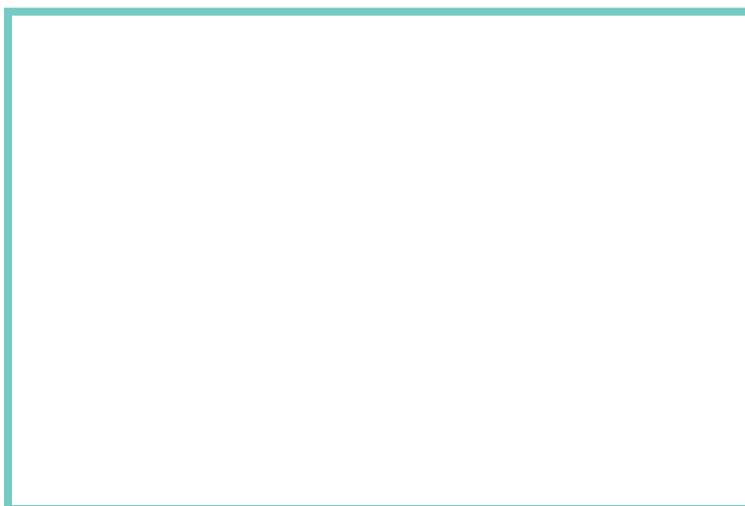
4. red ball



5. sad pal



6. hot dog



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.4

Activity Page

# Up

Kit gets up on top.

Kit helps Max get up.



Max helps Jen get up.

Jen helps Kent get up.



Kent helps Ted get up.

Ted helps Peg get up.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.5

Activity Page

## Fast Fred

Kit's pal Fred gulps his milk.

Fast Fred gulps and gulps.

Fred gets milk on his desk.

Fred gets milk on his pants.



Fred gets milk on Kit.

Kit gets mad at Fred.

“Stop it, Fred!”





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

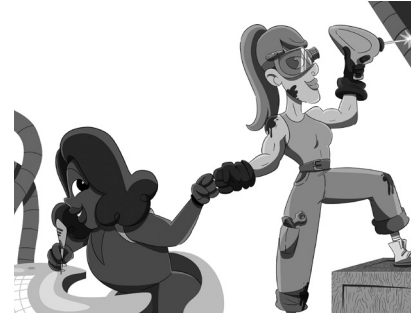
8.1

Activity Page

## Meg's Tots

This is Meg.

Meg is Pat's best pal.



Pat has 1 lad—Seth.

Meg has 5 tots—Tom, Tim, Max, Sam, and Wes.

Meg has **quints**!



Pat and Ted help Meg.

Pat sets Tim and Tom on Seth's rug.

Ted sets Sam on Seth's **quilt**.

Pat sets Max on Seth's bed.

Ted helps Wes stand up on Seth's desk.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.2

Activity Page

# Hash and Milk

Pat and Ted had lunch with  
Meg's tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.3

Activity Page

## Pip's Cats

Pip is Kit's pal.

Pip has six cats.



Pip's cats got in mud.

Pip's cats left mud on his rug.



Pip's mom got mad.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.4

Activity Page

## Vic Gets Lost

Pip's cat Vic got lost.

Pip felt sad.



Kit ran and got Vic.

Kit set Vic on Pip's lap.

Pip felt glad.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.5

Activity Page

Directions: Have the student cut out the letters and see how many words he or she can make. Ask him or her to write the words on a piece of paper.



is  
are

two  
from

to  
do

4. Mom went \_\_\_\_\_ bed.

5. Just \_\_\_\_\_ it!

6. That gift is \_\_\_\_\_ dad.

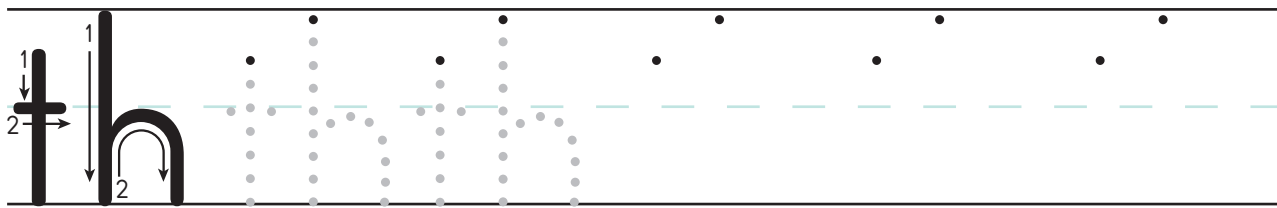
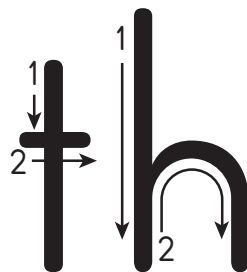
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.1

Activity Page

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.





them

thumb

thin

the



---

---

---



---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.2

Activity Page

## Beth

1. Who went on top of a path at the the pond?

Directions: Have the student reread the story and answer the questions.

2. Who got some snap shots?

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---

---

---

---

---

---

---

3. Did Beth get a snap shot of a cat?

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.2  
CONTINUED

Activity Page

4. Dad got a snap shot of . . .

☐ a fish.

☐ Mom.

☐ Beth.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.3

Take-Home

Dear Family Member,

Your child has been taught to read words with the digraphs 'ch' as in *chips*, 'sh' as in *shin*, and 'th' as in *thin* or *then*. Below are some words your child should be able to read with practice. Ask your child to cut out the word cards. Show the cards to your child and have him or her read them. Please encourage your child to read the words by saying sounds and then blending them to make a word. As an extension of this activity, ask your child to copy the words onto a sheet of paper. Please keep the word cards for future practice.

dish	chop	shelf
that	brush	rich
this	chin	bath
shop	thin	much





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.1

Activity Page

Directions: Have the student cut out the letter cards.

a

e

o

u

i







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.2

Activity Page

## Nat and the Trip to the U.K.

1. Beth and Nat met . . .

☐ in the U.K.

☐ at camp.

☐ on a bus.

2. Who got a lot of snap shots of Nat?

☐ Beth

☐ kids at camp

☐ Nat's mom

Directions: Have the student reread the story and answer the questions.

3. Mom and Beth went to the U.K. on

○ a bus.

○ a ship.

○ a jet.

4. Who met Mom and Beth at the end of the the ramp?

The image shows a full page of handwriting practice paper. It features four identical sets of horizontal lines, each set consisting of a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced vertically across the page to help guide letter formation and alignment.

NAME: \_\_\_\_\_

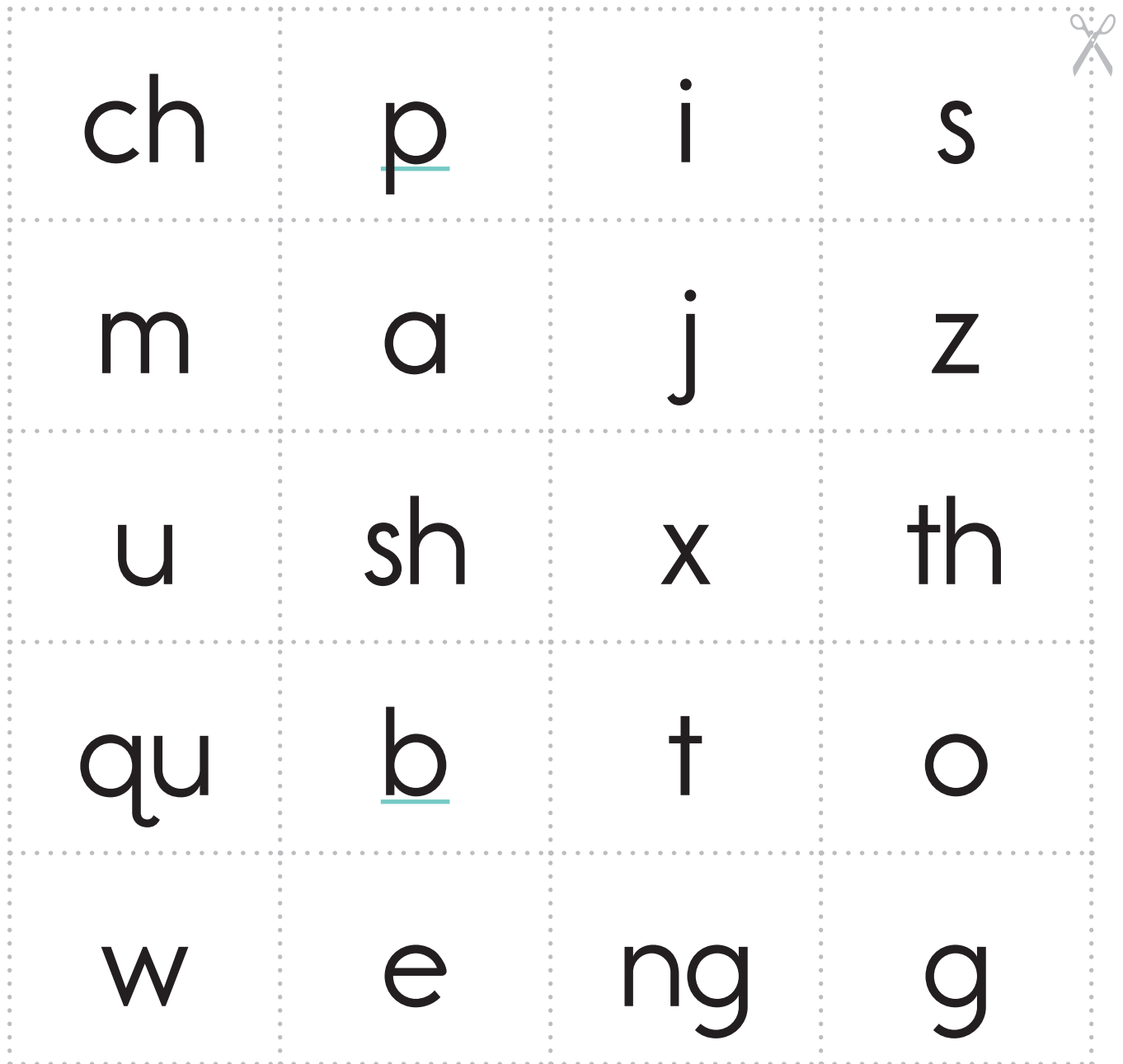
DATE: \_\_\_\_\_

10.3

Take-Home

**Dear Family Member,**

Ask your child to cut out the letter cards. Have your child arrange the cards to make a series of real words and/or silly words (e.g., *shup*). Have your child read the words. Discuss whether each word is real or silly. Modification: Arrange the cards yourself and have your child read the words. Extension: Have your child copy the words onto a sheet of paper. Please keep the cards for future practice.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.1

Activity Page

## Nat's Pets: Bud the Cat

The vet had to fix Bud's leg.

Nat's mom let him have Bud.

Bud had a bad leg.

Bud sat in a box with a cast on one leg.

Directions: Have the student copy or paste the sentences onto Activity Page 11.2 in the correct order.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 11.2

Directions: Have the student paste the sentences from Activity Page 11.1 onto this activity page in the correct order.  
Then have the student illustrate each sentence.

	2.		
1.			4.
			3.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.3

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you and talk about it together. Note that the tricky parts of the Tricky Words are underlined.

## Nat's Pets

This is a snap shot of Nat's cat, Bud.

Nat got Bud from a vet.

Bud had a bad leg.

The vet had to fix Bud's leg.



Bud had to sit in a box with a cast on one leg.

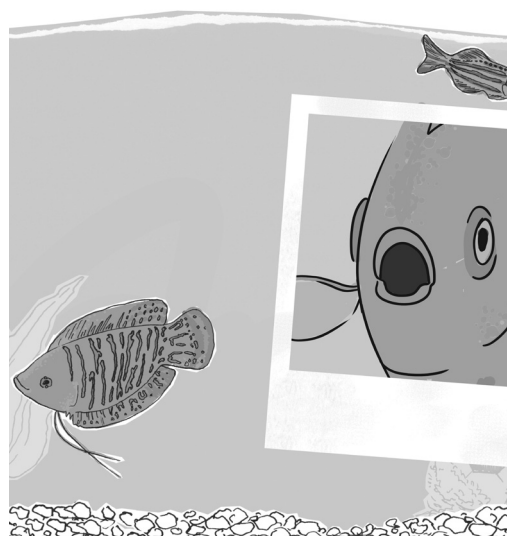
Then Nat said, "Mom, can I have him? Can I? Can I? Can I?"

Dot said yes.



This is a snap shot of Nat's fish.

The fish swim and splash and  
munch on fish snacks.

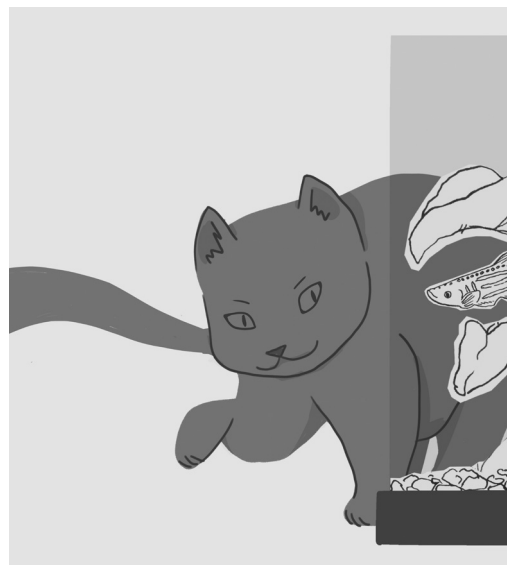


The cat can smell the fish.

It can press on the glass.

It can grab at the fish.

But it can not get them.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.1

Activity Page

Directions: Have the student read the words in the box and underline all of the spellings for /k/. Then have the student write the words that contain the /k/ sound spelled 'c' under the /k/ > 'c' header, the words that contain the /k/ sound spelled 'k' under the /k/ > 'k' header, and the words that contain the /k/ sound spelled 'ck' under the /k/ > 'ck' header.

cat

kit

Jack

king

sock

cot

cost

pick

kid

/k/ > 'c'

/k/ > 'k'

/k/ > 'ck'



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.2

Activity Page

## The Flag Shop

1. The U.K. flag has . . .

☐ a red dot.

☐ a black box.

☐ a red cross.

2. Who went to the shop?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Directions: Have the student reread the story and answer the questions.

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, have the student mark nouns.

3. Who is in the the snap shot of the the U.K. flag?

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

4. egg doll Nat boss brick

5. Beth flag mat dog shell

6. cat stiff yell plum Bud

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.3

Take-Home

**Dear Family Member,**

Have your child cut out the word cards. Tell your child that all of these words are nouns. Nouns are words that name people or things. Ask your child to sort the nouns: one column for nouns that name a person and one column for nouns that name a thing. Extension: Have your child make a sentence with each noun.

egg	chick	man
kid	Jeff	clock
rock	drum	king





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.1

Activity Page

## Which Is the Best?

1. Who had to huff and puff to get to the top?

Directions: Have the student reread the story and answer the questions.

2. Where are Nat and Beth in snap  
shot one?

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.1  
CONTINUED

Activity Page

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, have the student mark nouns.

3. Why did Mom and Dot lift Nat up?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. steps Jack rocks Dot dress

5. kid moms glass Beth pill

6. huff sock said Nat bed



NAME: \_\_\_\_\_

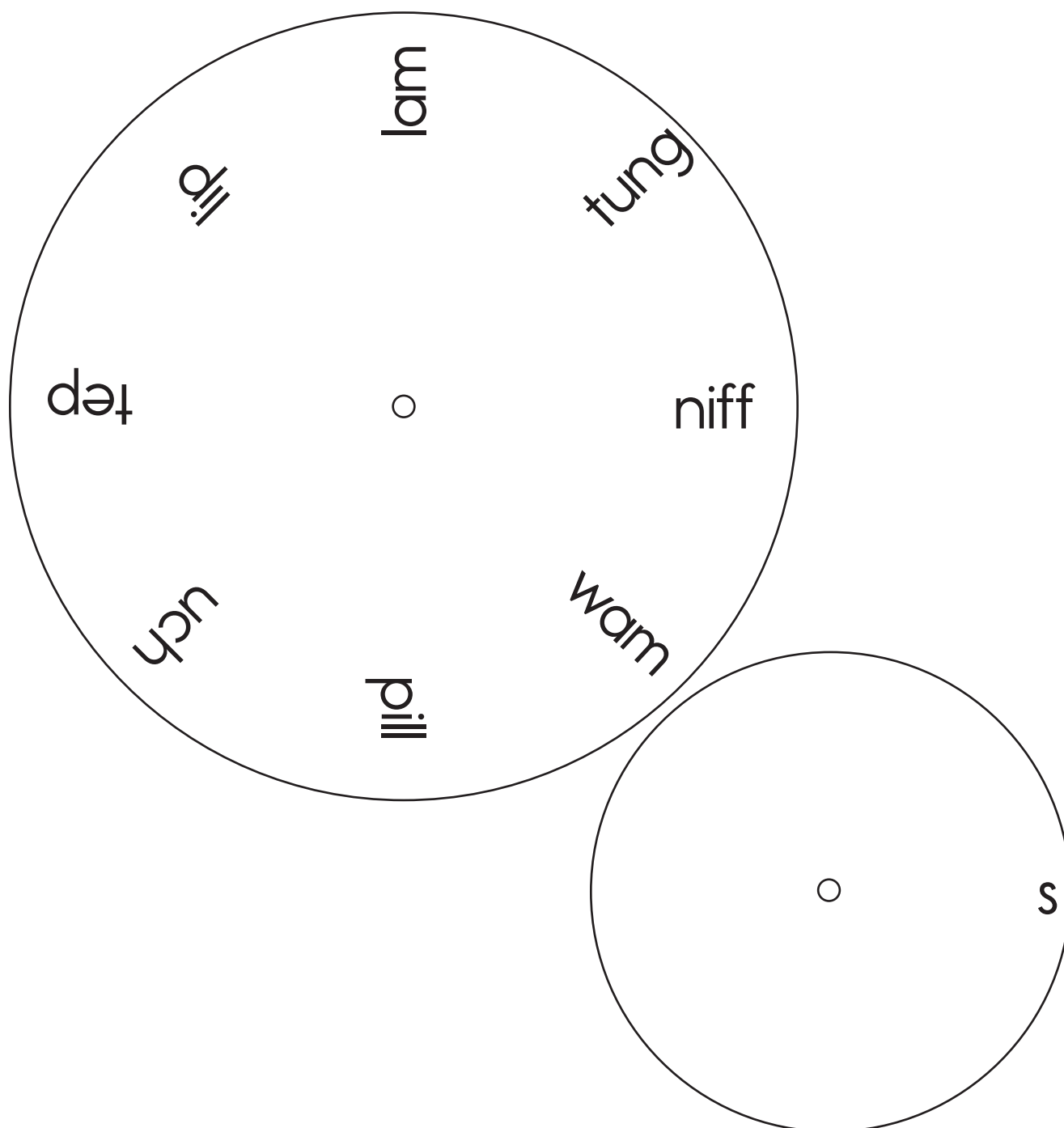
DATE: \_\_\_\_\_

13.2

Take-Home

**Dear Family Member,**

Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle using a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words. Extension: Ask your child to copy the words onto a sheet of paper. Modification: Arrange the circles yourself and have your child read the words.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.1

Activity Page

# The Bus

It was a big red bus with a top deck.

A thrush was all set to land on Nat's hand.

Nat said that this is the best bus.

Nat, Dot, Beth, and Beth's mom all went to the bus stop.

Directions: Have the student copy or paste the sentences onto Activity Page 14.2 in the correct order.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 14.2

Directions: Have the student paste the sentences from Activity Page 14.1 onto this activity page in the correct order.  
Then have the student illustrate each sentence.

	2.		
1.			4.
			3.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.3

Take-Home

Dear Family Member,

Ask your child to cut out the word cards. Have your child arrange the cards to make questions. Extension: Ask the child to copy the words onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the questions. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice.

★ <u>Who</u>	★ <u>the</u>	★ <u>was</u>
★ <u>When</u>	man	★ <u>What</u>
★ <u>Why</u>	★ <u>there</u>	is
that	★ <u>here</u>	★ <u>Where</u>
	?	



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 15.1

Activity Page

*Directions: Have the student copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.*

1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

6.		6.
7.		7.
8.		8.
9.		9.
10.		10.





2. Did Beth get the man to grin?

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

DATE: \_\_\_\_\_

## Activity Page

4. Who did Nat get to grin?

Handwriting practice lines for the question. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are four such sets of lines provided for writing practice.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

15.3

Take-Home

Dear Family Member,

This is part of a story your child has read at school at least once, possibly several times. Encourage your child to read the story to you and talk about it together.

## The Bus

Dot led us to a bus stop. At the bus stop there was a thrush.

Nat held up his hand. The thrush was all set to land on his hand, but then Dot said, “Nat, stop that!”

Nat let his hand drop.



At the bus stop, Nat said, “Beth, this is the best bus!”

I said, “Why? Is it fast?”

“No,” Nat said, “it is not that fast.”

“Then why is it the best?”

Just then, Nat said, “There it is!”

It was a big red bus with a top deck!






















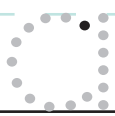






NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



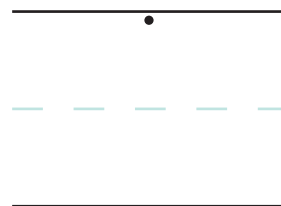
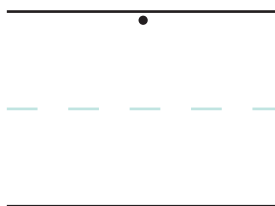
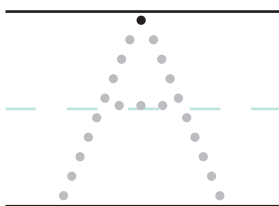
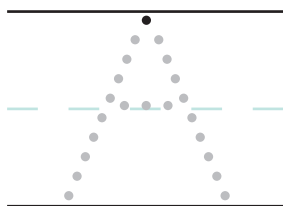
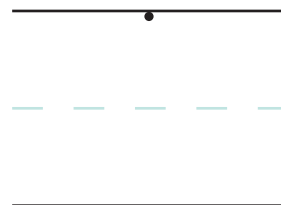
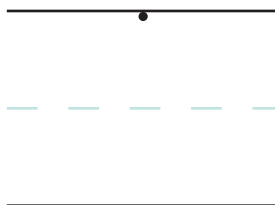
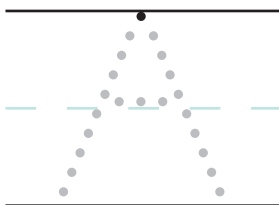
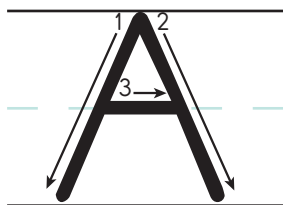
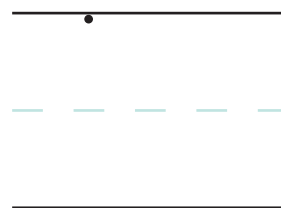
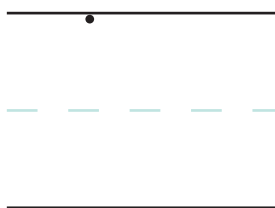
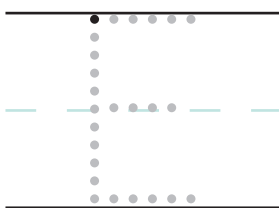
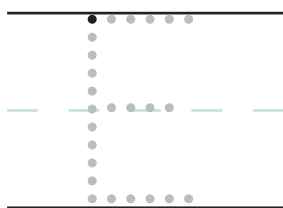
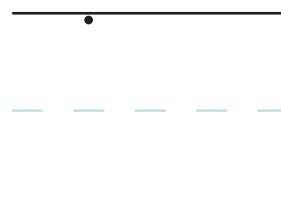
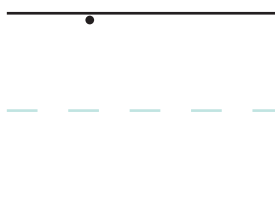
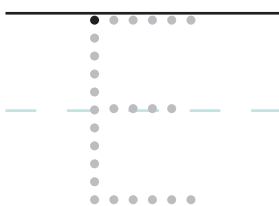
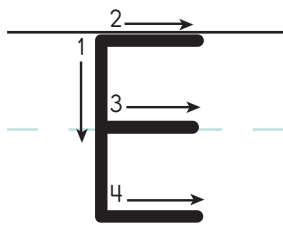
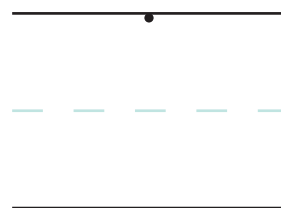
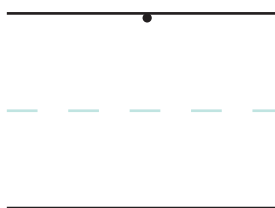
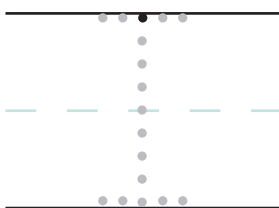
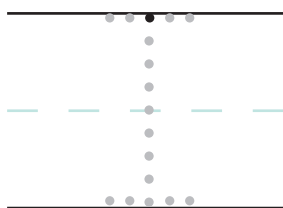
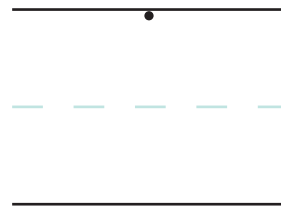
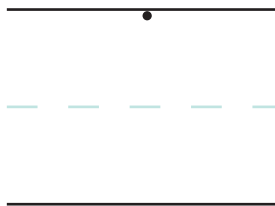
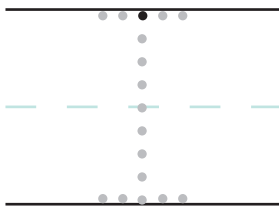
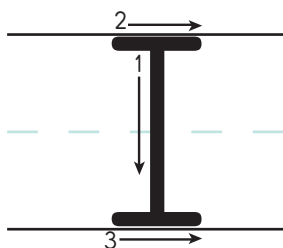
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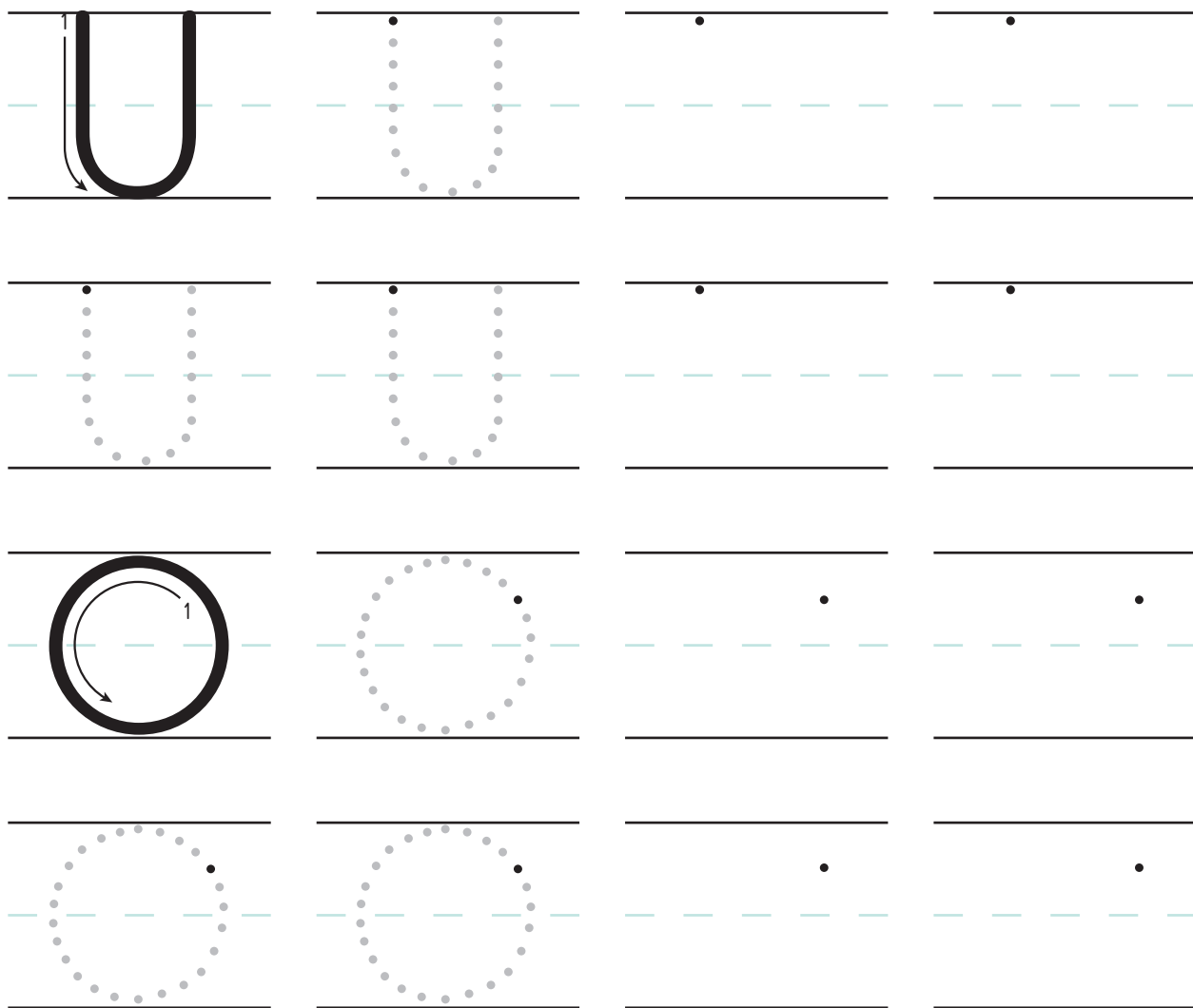
# PP.2

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.







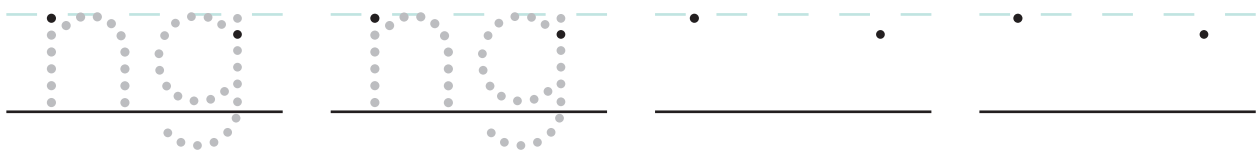
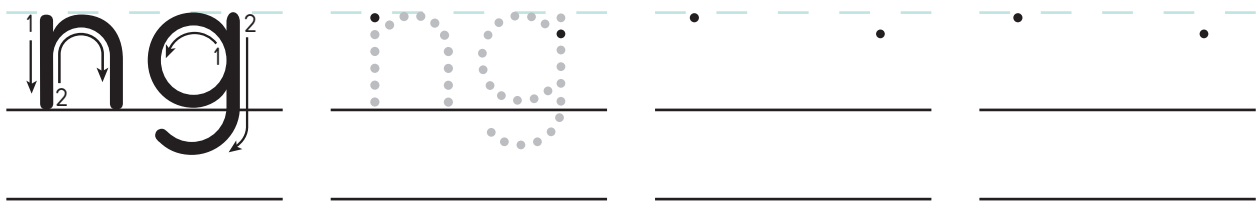
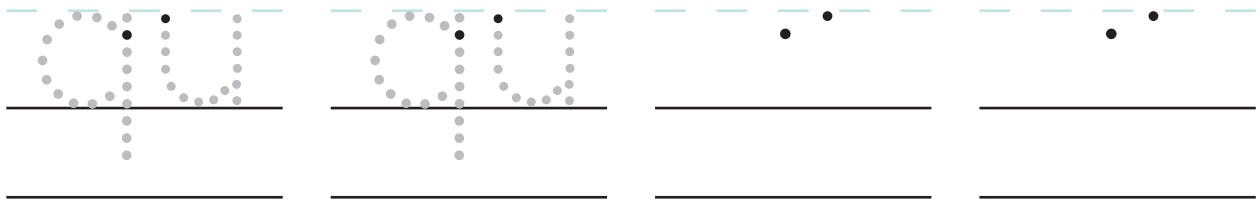
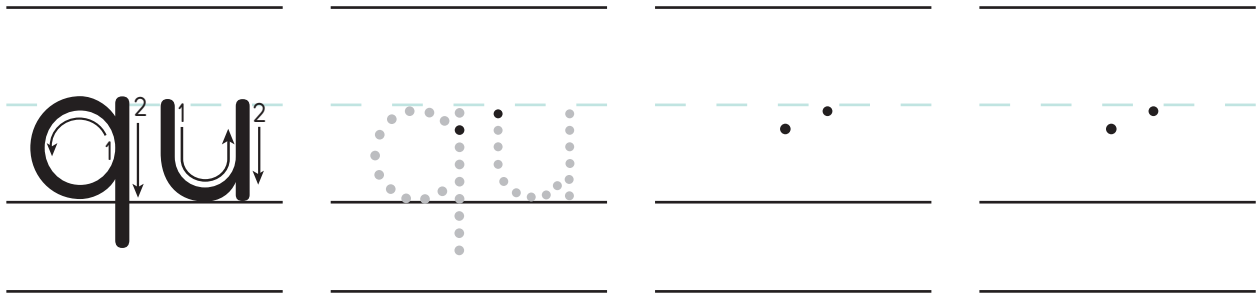
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DATE: \_\_\_\_\_

PP.3

Activity Page

Directions: Have the student trace and copy the letters.


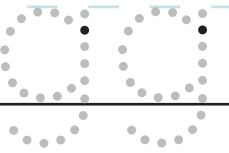
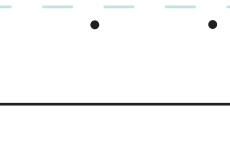
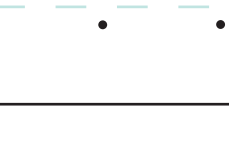
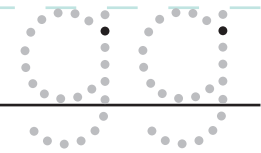
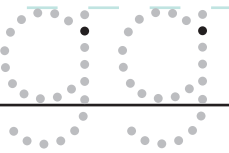
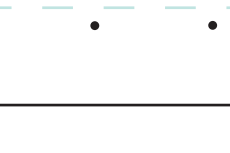
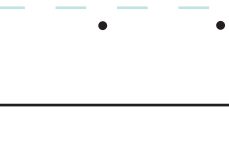
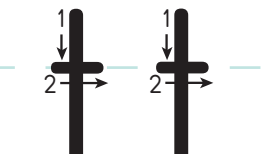
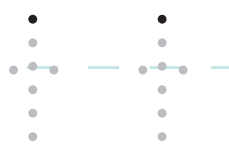
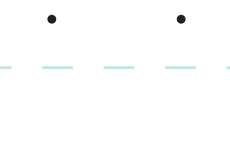

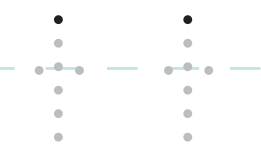
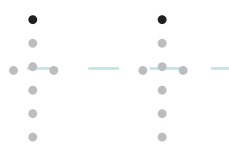
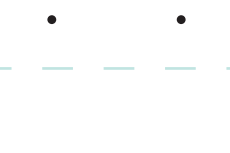

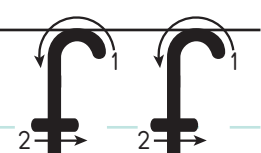
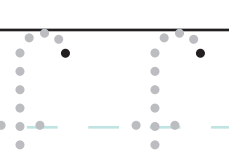
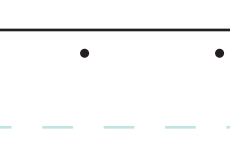
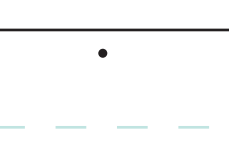
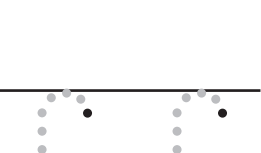

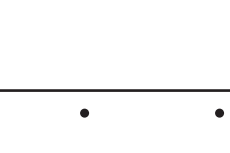
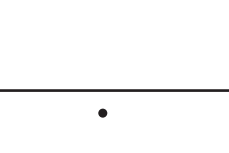
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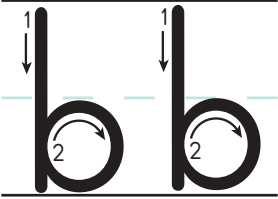
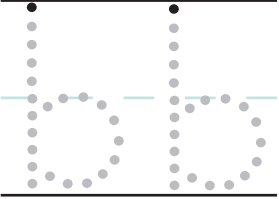
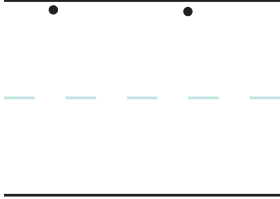
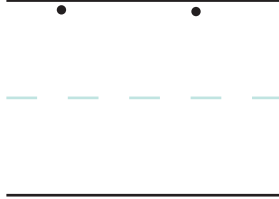
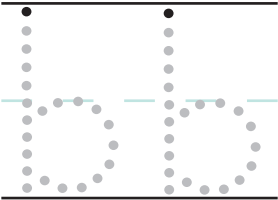
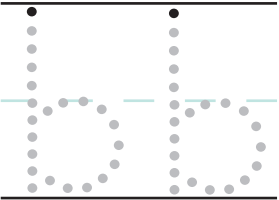
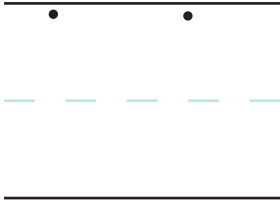
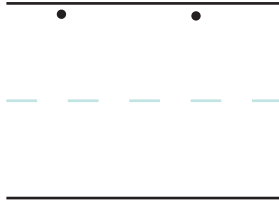
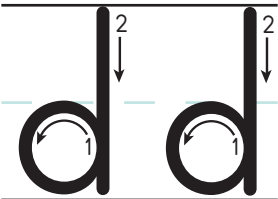
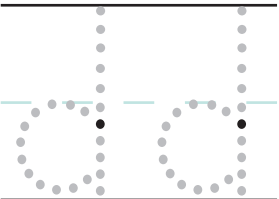
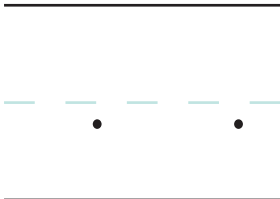
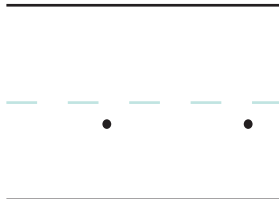
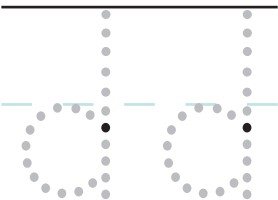
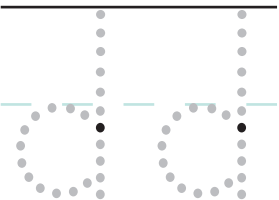
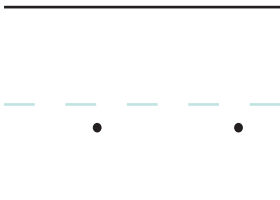
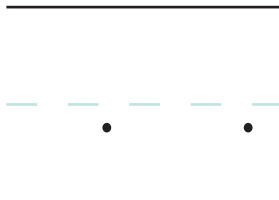
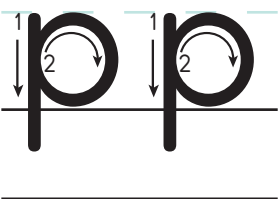
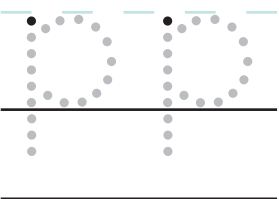


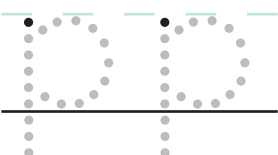
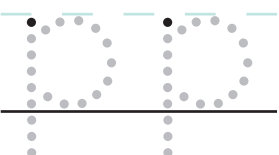


DATE: \_\_\_\_\_

PP.4

Activity Page

Directions: Have the student trace and copy the double-letter spellings.









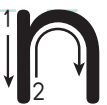
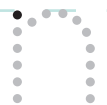














NAME: \_\_\_\_\_
























DATE: \_\_\_\_\_

PP.5

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

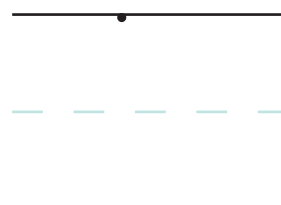
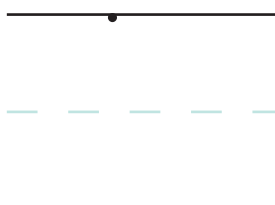
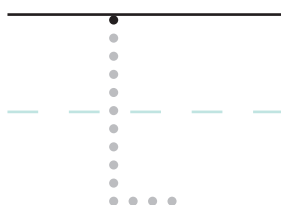
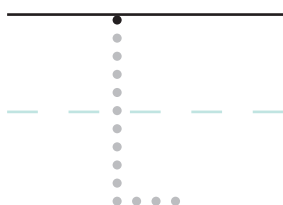
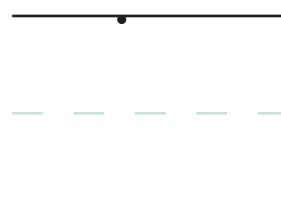
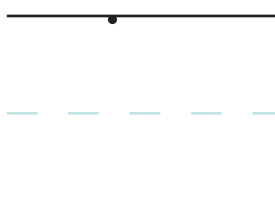
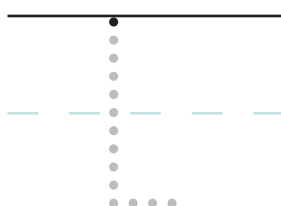
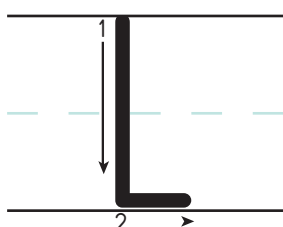
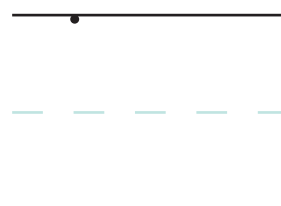
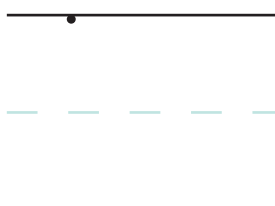
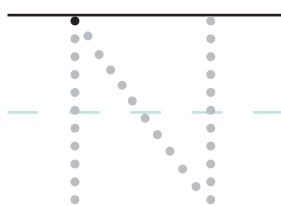
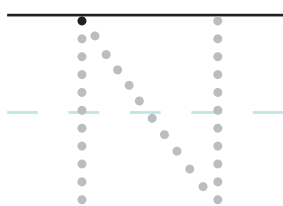
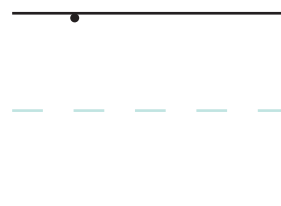
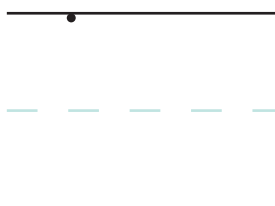
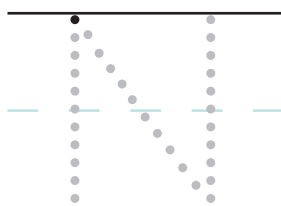
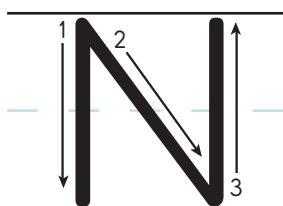
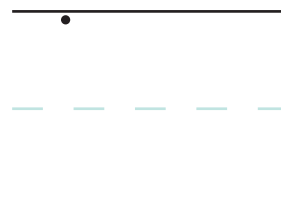
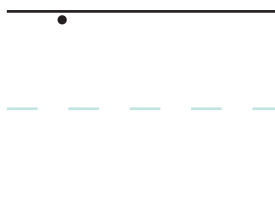
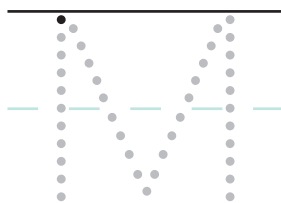
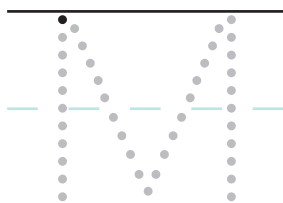
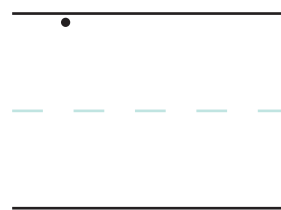
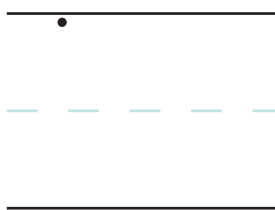
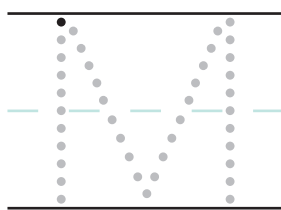
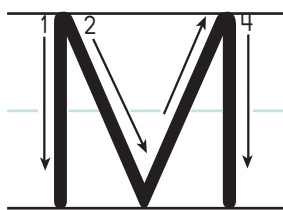
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DATE: \_\_\_\_\_

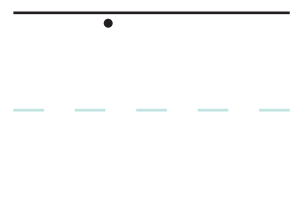
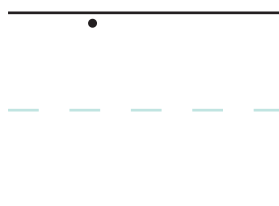
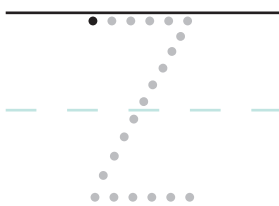
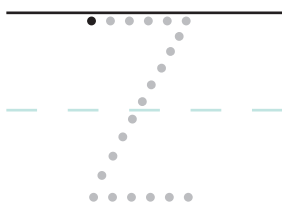
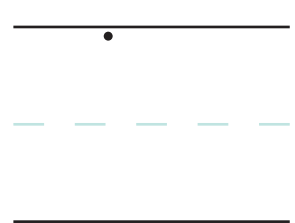
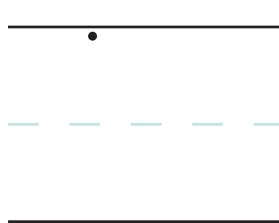
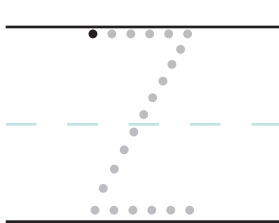
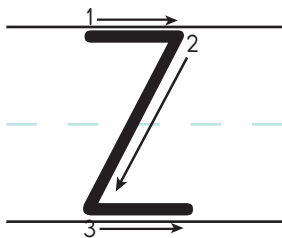
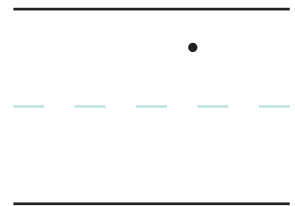
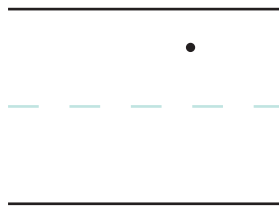
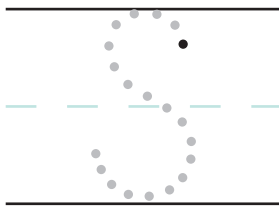
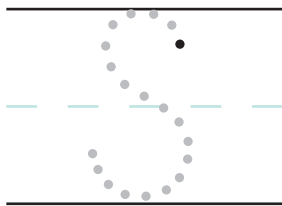
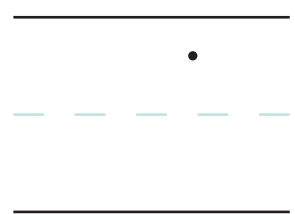
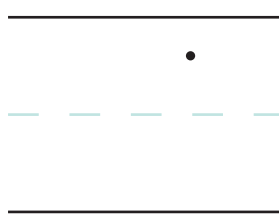
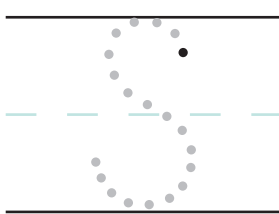
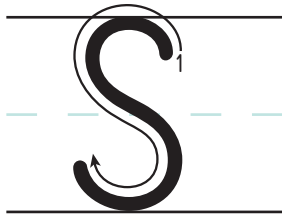
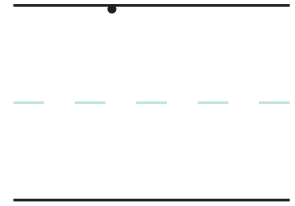
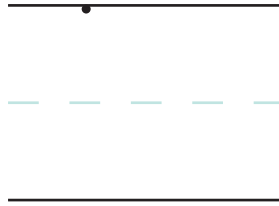
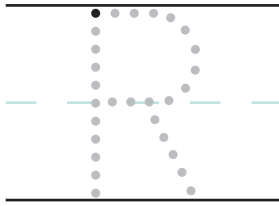
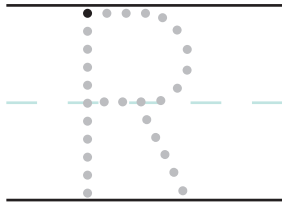
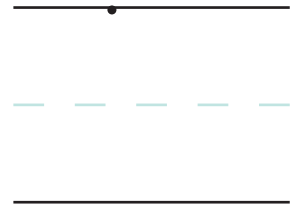
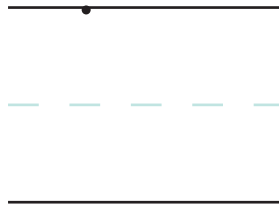
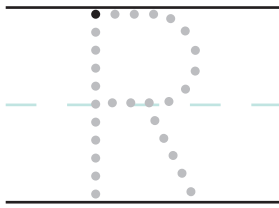
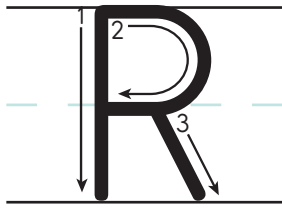
# PP.6

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.







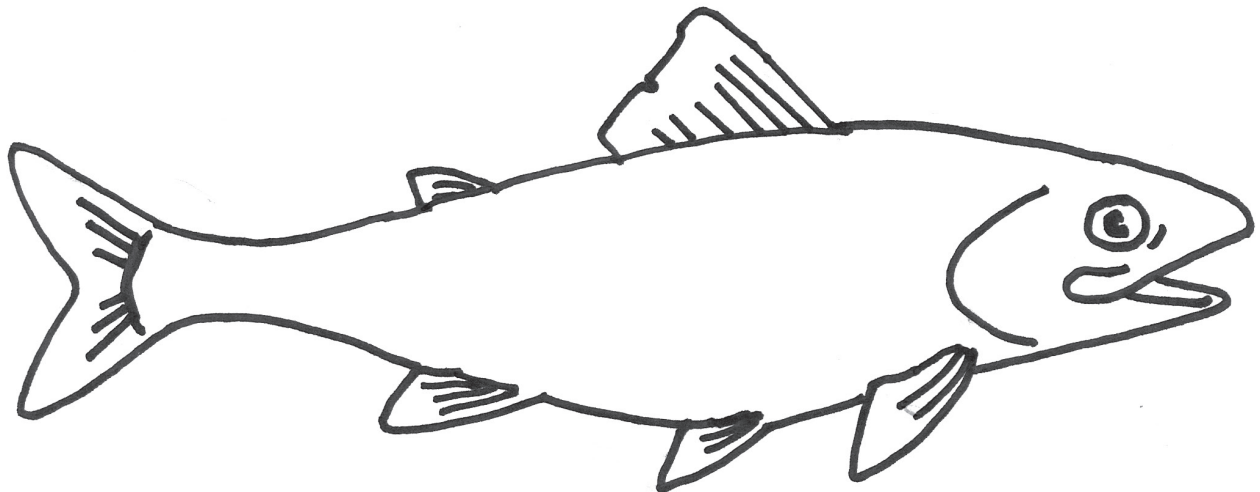
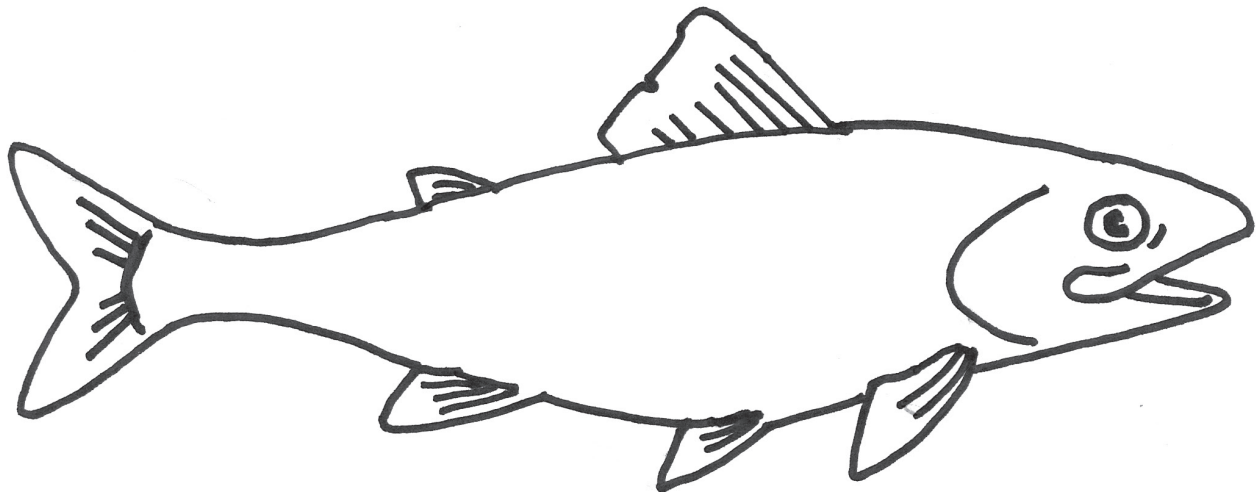
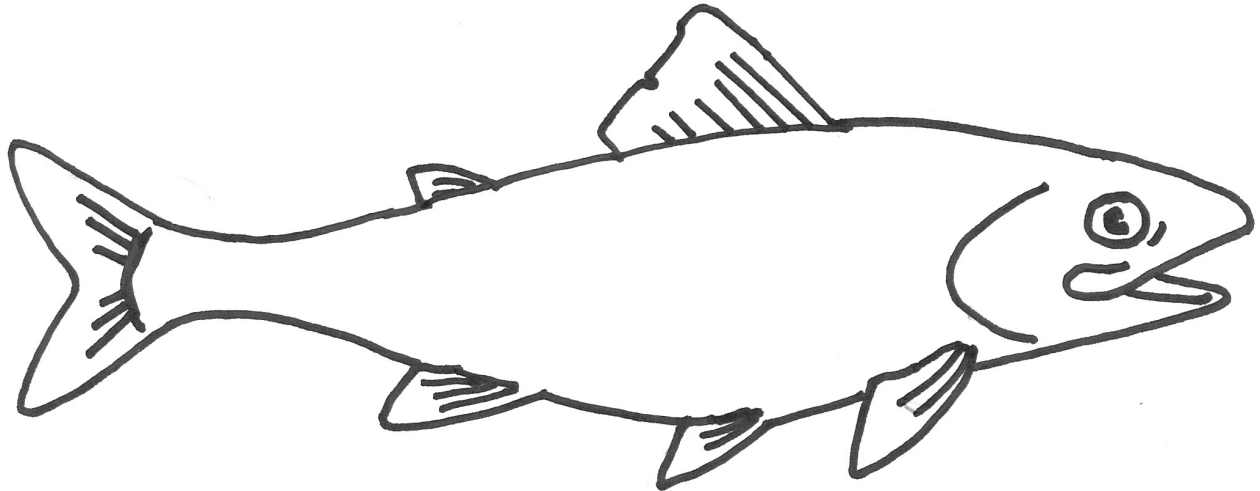
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.7

Activity Page

# Template for Fishing Pond Exercise





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.8

Take-Home

Dear Family Member,

Ask your child to cut out the word cards. Have your child arrange the cards to make phrases. Extension: Ask your child to copy the phrases onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice.

the	a	to
sat	and	has
Greg	in	one
pig	ran	shed



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.9

Activity Page

crack an egg

sit on grass

bring a stick

two bricks



Directions: Have the student write each phrase under its matching picture.



crack an egg

sit on grass

bring a stick

two bricks



---

---

---



---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.10

Activity Page

Directions: Have the student read the words and phrases. Then have the student write the matching word for each phrase on the line.

dress

tub

soft

pond

ring

1. \_\_\_\_\_ the bell

2. black \_\_\_\_\_

3. \_\_\_\_\_ chick

4. frogs in \_\_\_\_\_

5. fill the \_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.11

Activity Page

Directions: Have the student read the words and phrases. Then have the student write the matching words for each phrase on the line.

two

glass

word

here

smell

1. milk in \_\_\_\_\_

2. \_\_\_\_\_ quilts

3. bad \_\_\_\_\_

4. spell the e \_\_\_\_\_

5. sit \_\_\_\_\_



NAME: \_\_\_\_\_ PP.12

DATE: \_\_\_\_\_

Activity Page

Directions: Have the student cut out the word cards. Have the student create phrases with the words and write them on a piece of paper.

the

a

two



black

and

one

hat

big

quilt

dress

best

kings



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.13

Activity Page

Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

fish

Why

There

Who

kilt

hill

1. Jack and Jill went up the

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_ is no one here.

3. Nat has a cat and

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

fish

Why

There ere

Who

kilt

hill

4. Beth and Nat met a man in a

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

5. \_\_\_\_\_ did Dot's map  
rip?

\_\_\_\_\_

6. \_\_\_\_\_ has a pet?

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.14

Activity Page

Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

pig

fish

from

licks

sand

cracks

1. The crab runs on the sand

2. The cat runs  
the dog.

3. The chick the egg.



pig

licks

fish

sand

from

cracks

4. Do \_\_\_\_\_ swim in the  
pond?

5. The \_\_\_\_\_ digs in the  
mud.

6. The dog \_\_\_\_\_ Mom's  
hand.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.15

Activity Page

Directions: Have the student cut out the cards. Then have the student create sentences with the words and write them on a piece of paper. Remind the student that sentences start with an uppercase letter and end with a period or question mark.

?

.



When Where

do

Who

are

The

here

did

was

kids

that

cat

the

jump

run



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.16

Activity Page

Directions: Have the student read the question words and questions. Then have the student write the matching question word for each question on the line.

When

Where

Why

What

Who

Which

1. \_\_\_\_\_ did the u dog  
rip?

2. \_\_\_\_\_ is Dot?

3. \_\_\_\_\_ man had a  
kilt on?

When

Where

Why

What

Who

Which

4. \_\_\_\_\_ did the man  
in the black hat stand?

5. \_\_\_\_\_ was Bud at  
the vet?

6. \_\_\_\_\_ was Beth sad?

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.17

Activity Page

Directions: Have the student read the Tricky Words and sentences. Then have the student write the matching Tricky Word for each sentence on the line.

Some

Once

All

says

Where

from

1. I got a gift \_\_\_\_\_

Dad.

2. \_\_\_\_\_ chicks are soft.

3. \_\_\_\_\_ there was a  
strong king.

Some

Once

All

says

Where

from

4. \_\_\_\_\_ did Tom fling the the  
rock?

5. Josh \_\_\_\_\_ that one  
plus one is two.

6. \_\_\_\_\_ kids have u pets.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.18

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

## The Flag Shop

Mom and I went in a lot of shops in the U.K. One of the shops was a flag shop.

The shop had the U.S. flag, the French flag, and the U.K. flag.

That's Mom in the snap shot, with the U.S. flag.



The U.K. flag has a big red cross on it.

Nat and his mom held one up.

I got this snap shot of the two of them with the flag.







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.19

Take-Home

Dear Family Member,

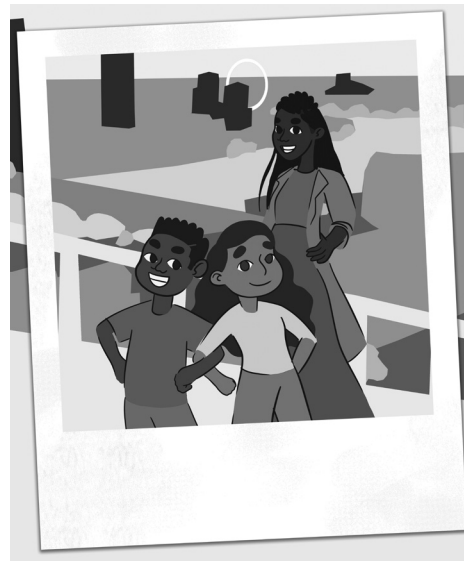
This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

## Which Is the Best?

This is a snap shot Mom got.

All of us had to run up a bunch of steps to get to this spot.

Nat and I ran up fast. The moms had to huff and puff to get to the top.

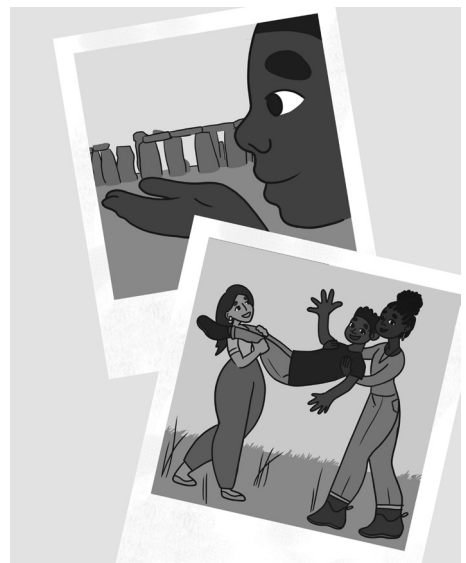


This next snap shot is one that I got. It is Nat with a bunch of big rocks.

Nat had Mom and Dot lift him up.

Then Nat said, “Beth, get a snap shot of this! I am the rock on top! Get it?”

So which snap shot is the best?





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.20

Take-Home

Dear Family Member,

This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined.

## The Man in the Kilt

Once Nat and I met a man in a kilt.

I said, "Why is that man in a dress?"

Nat said, "That is not a dress. It is a kilt."

"A quilt?" I said.

"No," Nat said. "A kilt."



"What is a kilt?" I said.

Mom said, "The kilt tells us that the man is a Scot. The cloth on the kilt tells us where the man is from."

"So the kilt tells us his past?" I said.

"Yes," said Mom. "It is a bit of his past."

Mom got this snap shot of us with the man in the kilt!





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.21

Take-Home

Dear Family Member,

This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined.

## The Map

Once all of us were on a trip when a dog ran up and bit the map.

Dot said, “Bad dog! Stop that! Drop that map! Drop it!”

But the dog did not drop the map. The dog ran up the block with the map.

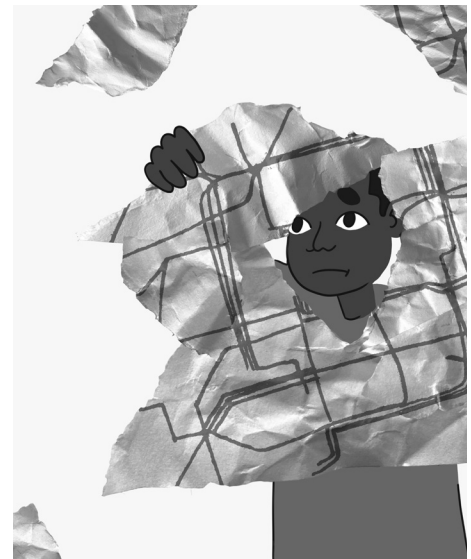


Nat ran to get the map, but Dot said, “It is just a map. Let the dog have it.”

Just then the dog let the map drop. Nat got it and held it up.

“Here it is,” Nat said. “But it’s got a big rip in it.”

“Well,” Dot said, “I am just glad the dog bit the map and not one of us.”





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.22

Activity Page

## In the Cab

1. Nat, Dot, Beth, and Beth's mom got in a cab to King's to . . .

☐ sit with the king.

☐ get lunch.

☐ have a chat.

2. Did Beth get to sit with the king?

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Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, have the student mark the nouns.

3. King's has the best . . .

- ☐ squid and chips.
- ☐ plush beds.
- ☐ fish and chips.

4. squid map Dot brush pills

5. Nat fish Beth lunch Dot

6. chips sit cab posh with

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.23

Activity Page

## The Trip Back

1. Was Beth glad when the trip had to end?

Directions: Have the student reread the story and answer the questions.

2. Who got on the jet?

Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.23  
CONTINUED

Activity Page

3. What did Beth get back in the U.S.?

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

4. What did Beth send Nat?

Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.24

Activity Page

# The Map

The dog ran off with the map.

A dog bit Dot's map.

Nat said that the map got a big rip.

Nat ran and got the map back.

Directions: Have the student copy or paste the sentences onto Activity Page PP.27 in the correct order.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Directions: Have the student paste the sentences from Activity Page PP.26 onto this activity page in the correct order. Then have the student illustrate each sentence.

	2.		
1.			4.
			3.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.26

Activity Page

# The Punt

Nat and Beth sat still in the punt and did not get wet.

All of them got in the punt.

The man said that the punt can tip.

There were two punts at the dock.

Directions: Have the student copy or paste the sentences onto Activity Page PP.29 in the correct order.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Directions: Have the student paste the sentences from Activity Page PP.28 onto this activity page in the correct order. Then have the student illustrate each sentence.

	2.		
1.			4.
			3.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.28

Activity Page

*Directions: Have the student reread the stories from the Reader Snap Shots and find nouns that name persons or things. Have the student copy the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.*



_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.29

Activity Page

brush

pal

plum

kid

clock

nest

Bob

man



Directions: Have the student write the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.





NAME: \_\_\_\_\_

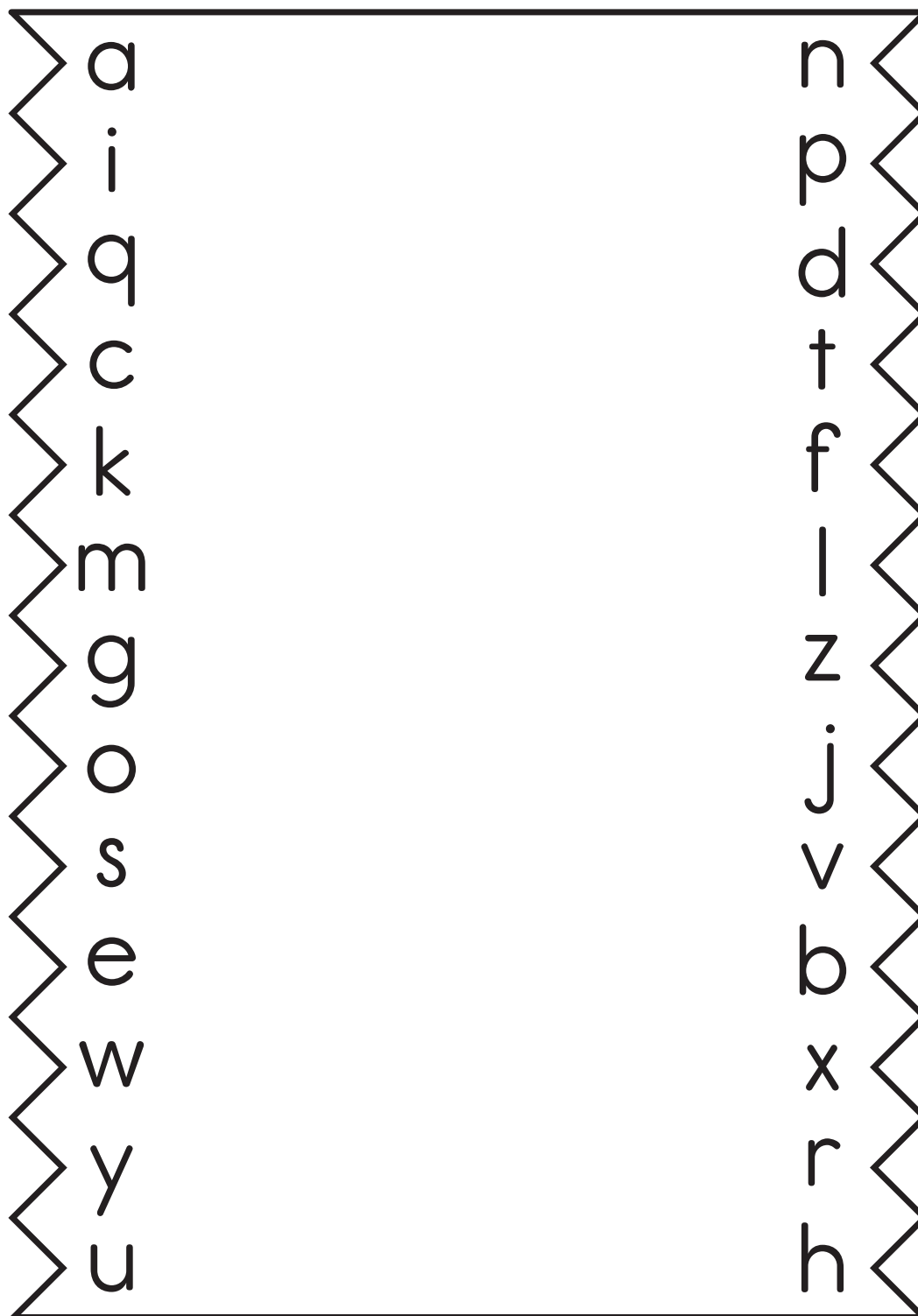
DATE: \_\_\_\_\_

PP.30

Activity Page

## Template for Alphabet Wrap

Directions: Have the student connect the letters in alphabetical order with a pencil or string.





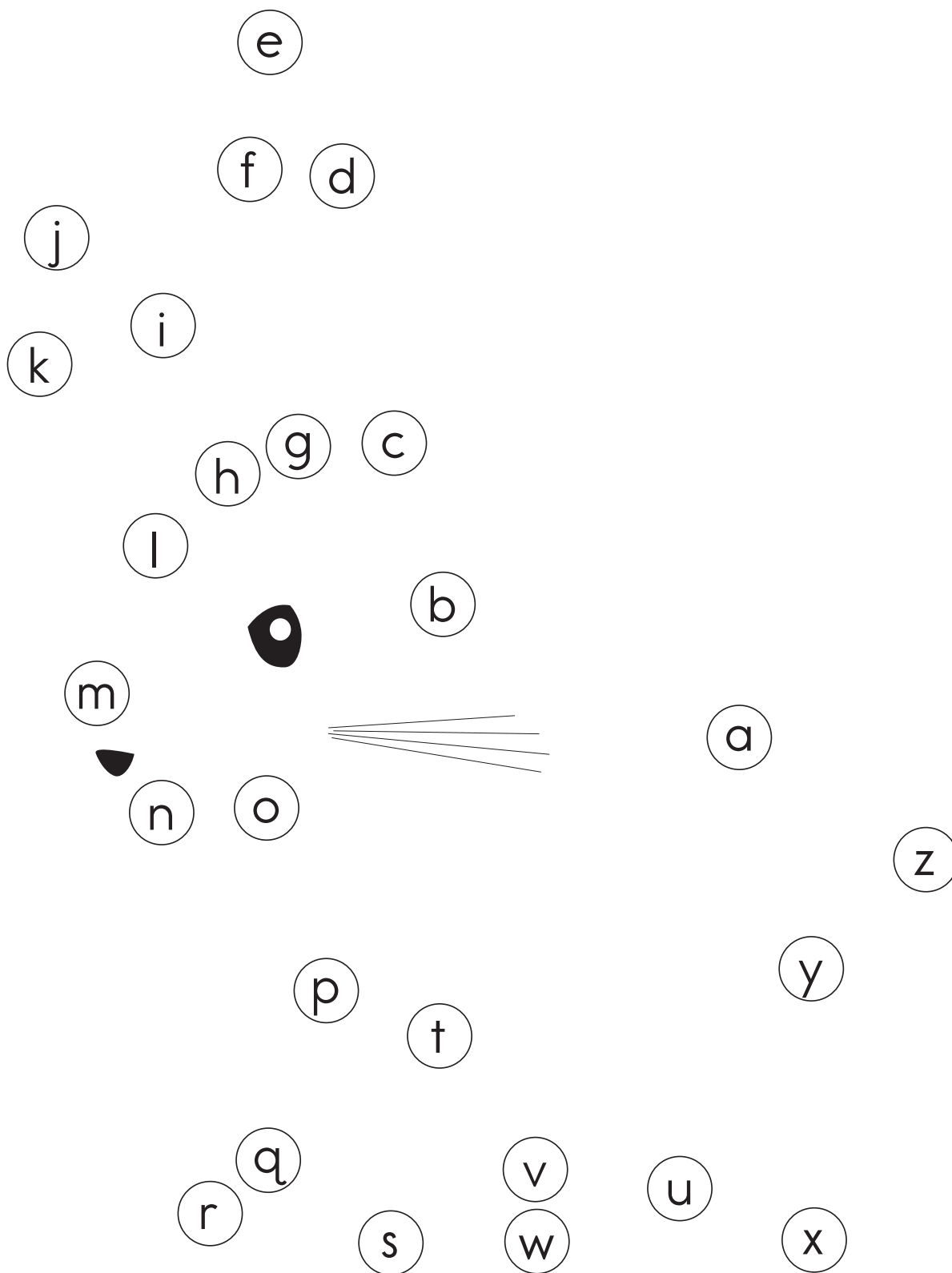
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# PP.31

Activity Page

Directions: Have the student connect the letters in alphabetical order. Have the student say the letter names out loud.





NAME: \_\_\_\_\_

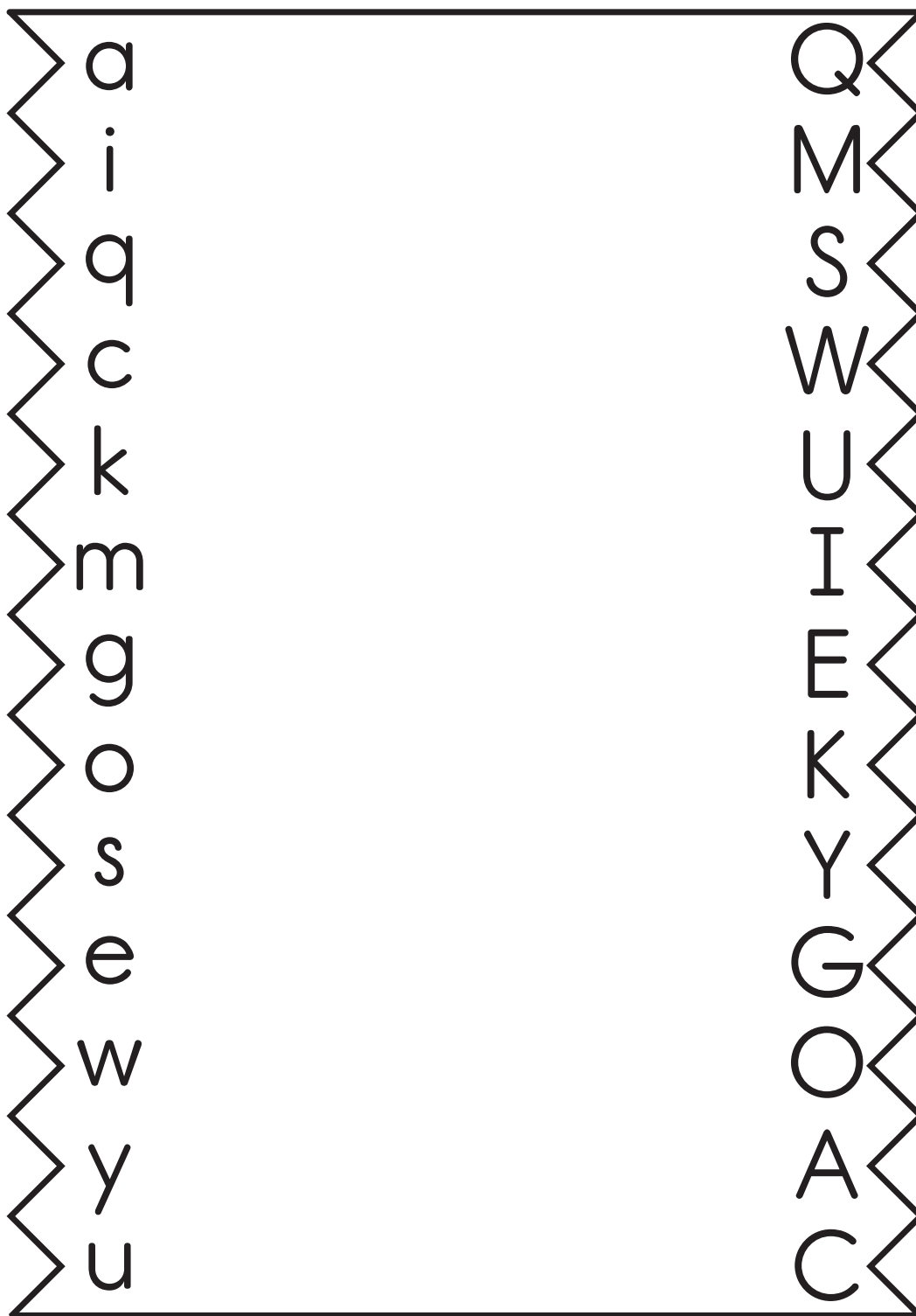
DATE: \_\_\_\_\_

PP.32

Activity Page

## Template for Caps Wrap

Directions: Have the student connect the lowercase letters to their uppercase letters in alphabetical order using a pencil or string.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.33

Activity Page

F

L

A

E

I

K

B

G

J

D

H

C

Directions: Have the student copy the uppercase letters next to the matching lowercase letters.

a

e

i

b

f

j

c

g

k

d

h

l



Z	T	Q	U	R
S	V	W	P	Y
N	X	M	O	

m	r	w
n	s	x
o	t	y
p	u	z
q	v	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.34

Activity Page

?

.

Directions: Have the student read the sentences and add a period or question mark at the end of each sentence.

1. Where can I get a snack

2. Dogs and cats are pets

3. I have a big quilt on the bed

4. Who can spell this word

5. The dog can do a lot of tricks

6. When did Jeff get his drum

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